

# At a Glance: Sumner, Charles Elementary

15 Basile St Roslindale, MA 02131

DOE Code: 00350052

Website

BPS Code:

Building  
Educational  
(BEA)

Building  
Physical  
(FCA)

Building  
Operational

Community

Excellent Good Fair Poor Failing

## School Data

**Historic Bldg. Name:** Sumner Elementary  
**Current School Name:** Sumner, Charles Elementary  
**Year Founded:** 1931  
**School Gross Floor Area:** 49,105  
**Ratio of net/gross:**  
**Operation Hours:** 9:30 AM-3:30 PM  
**Early Dismissal:**  
**School Type:** Traditional  
**Individual Class Size:**  
**Overall Size:**  
**Grade Span:** K1 - 5  
**Number of Strands:**  
**Number of Buildings  
Associated with One School:**

## Schools Housed per Building or Buildings per School

School Name / Building Name	Population	Ed Plan
Sumner, Charles Elementary		
Total:		

## Tax Values as of 2015

**Tax Parcel ID:** 1903097000  
**Tax P Type:** 976  
**Tax Land Usage:** E  
**Tax Building Value:** \$5,038,500  
**Tax Land Value:** \$4,782,500  
**Tax Total Value:** \$9,821,000  
**Tax Gross Area:** 0  
**Tax LV SF:** 47521  
**Tax Living Area:** 49161  
**Compliance Trigger:**

## MSBA School Data

**MSBA GSF:** 49,105  
**MSBA SF/Student:** 101  
**MSBA Space Utilization:** Average  
**MSBA Students/Classroom:** 15  
**MSBA Enrollment:** 503

## Site and Building Data

**Year Built:** 1931  
**Renovations:**  
**Additions:**  
**Shelter:**  
**Resiliency:**  
**Energy Efficiency:**  
**Site Acreage:**  
**Site Expansion:**  
**Building Gross Floor Area:** 49,105  
**Building Net Assignable Area:**  
**Parking:**  
**Ratio:**  
**Outdoor Learning Spaces:**  
**Flood Zone:**

## Community Uses

Community Resource	School Programs Connection

## Documentation

Plans	Site	Arch	Eng
Past Reports			
BeSafe Plans			
MSBA 2010 Needs Survey			

## MSBA Building Data

**Building Conditions:** 1  
**Building Enrollment:**  
**Classrooms:** 31  
**Floors:** 2  
**Structural Class:** C

# At a Glance: Sumner, Charles Elementary

## BPS 2014 Vision Accommodations

### Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

## DOE Data

### Student Data

FY 2015 Total Enrollment: 544

#### Enrollment by Grade

PreK:	34
K:	96
1st:	104
2nd:	102
3rd:	84
4th:	74

#### Gender

Male:	284
Female:	267

#### Demographic

African American:	20.7
Hispanic:	65.2
White:	9.6
Asian:	2.4
Other/Multi-racial:	2
Native American:	0.2

Low Income Students: 84.6

Out of School Suspension Rate:	0.7
In School Suspension Rate:	0.3
Graduation Rate:	0
Absentee Students:	11.6
Annual Dropout Rate:	0
2012 Graduates Attending Higher Ed:	0

#### SAT Scores:

Reading	0
Writing	0
Math	0
2013 Mass Core:	0

### Instructor Data

Number of Teachers:	33.5
Student/Teacher Ratio:	16.3 to 1
Teachers Licensed in Teaching Assignment:	100
Number of Classes in Core Academic Areas:	239
Core Academic Classes Taught by Highly Qualified Teachers:	58.2

# Building Physical Assessments

## Summary

### Existing Conditions

## Summary

### Evaluation of Existing Conditions: Charles Sumner Elementary School

The intention of this document is to provide a deeper understanding of the basis for the selection of the conditions in the Facility Criteria Matrix.

BPS and CPMD can use this information to provide a general comparison for the different eras and typologies of the facilities within the BPS inventory.

### General Description

The following evaluations are based on building walkthroughs with school administration, custodial staff, Architectural and Engineering professionals and BPS facility staff between January 19 and 29, 2016.

The Charles Sumner Elementary School was built in 1931. The facility is a 2-story structure with a basement and has a total of 49,105 GSF.

Use Group: E-Education (with accessory occupancies A1-Auditorium; A2-Cafeteria; A3-Library/Media Center and A4-Gymnasium)

## Architectural Building Description

### Type of Construction

Building type: IA or IB - The main structural elements are noncombustible. Base materials would be masonry and concrete. The roof support is unprotected metal beams or bar joists.

Summary

Existing Conditions

## Existing Conditions Report

### Roof

The roof was replaced in 2007 with a tapered insulated, 4Ply polymer hot applied built-up roofing system and topped with an aggregate ballast. The drains are internal to the building appear to be in their original location.

### Façade

The building's façade is a Flemish bond red brick. It has all been repointed within the last 10 years. The walls are thermally inefficient due to the lack of insulation but are constructed of materials with good thermal mass and moisture resistance. There were no control joints nor expansion joints in the exterior masonry walls. All sills and lintels are in good condition.

### Exterior Windows

The windows were replaced in 1994. These units are double glazed, aluminum frame with a hopper on the bottom and a fixed unit on the top. Most of the operable units are misaligned in their frame and will not open. The seals between the sashes are also failing.

### Boilers

The boiler room is provided with two 640 Mills H.B. Smith cast iron sectional Boilers retrofitted with natural gas burners generating low pressure steam.. The hot water pumps, boilers, boiler breeching, boiler feed water tank and its piping, etc. are all in a very poor condition and they need replacement as soon as possible. The boilers are provided with induced draft fans. Most of the piping, tanks and accessories appear to be corroded and need replacement. At the time of the visit boiler room ventilation/combustion air systems were not operational. The room was dark without any lighting and the front of the boilers were filled with stacks of chairs, ladders and other materials. Although the boilers are showing signs of wear and rust, they were running at the time of the visit.

### Heating Distribution System

The low pressure steam is distributed throughout the building via steam cast iron radiators and or fin tube radiators with steam traps. The existing automatic temperature controls are pneumatic. Located within the boiler room is an air compressor. It appears some of the controls in the building were replaced over the years either by the similar pneumatic type, or by the digital type. Classrooms are provided with both horizontal steam fin-tube radiator and cast iron radiator systems with steam traps. Portions of steam heating distribution piping is not insulated. Seals/sleeves around pipes are missing at wall penetrations throughout the building. Majority of the radiators with the steam traps need replacement as most of them do not appear to be working properly. All building controls are controlled remotely by Boston School District Energy Department.

## Ventilation Distribution System

There is no air-conditioning available in the school building in any area. As there are no air handing units nor unit ventilators in the class rooms, there are indoor air quality issues in all building areas

## Electrical Service

### Electrical Power Distribution System

The 600 amp 120/208 V 3 ph 4 wire utility service with a Cutler Hammer Pow-R-Line-C 65 KAIC switchboard appears to be relatively new (about 3 years). The switchboard has a total of four branch circuit breakers including one spare to serve all the loads. One of the breakers which is a 500 amp one feeds panel P1 via a 75 KVA single phase 208 v to 120/240 single phase 3 wire transformer to accommodate all the old panel loads. The other two 225 amp breakers feed panels CP1A and CP2A. The electrical distribution utilized both the new electrical panels and some of the old panels which are in good running condition.

Utility service meter is located in the main electric room. There is no emergency generator in the building

### Existing Photovoltaics

There are no photovoltaics at this school.

## Life Safety

### Means of Egress

There is no emergency generator and therefore egress lighting fixtures have battery packs .

The configuration of the corridor egress system and capacity of the egress doors appears to meet egress requirements. There are several existing corridor partitions constructed with combustible materials and large glazing panels that served as smoke partition. Some of the egress doors open onto stepped landings with no ramps or area of refuge provided. The doors themselves have no fire rating label making these doors non-rated for fire or smoke separation. The egress signs are not illuminated.

### Fire Protection System

There is no fire protection system in the building. There is no fire pump in the building.

### Fire Alarm System

The existing fire alarm manufactured by Simplex and the model of the Fire Control Panel is 4100U. The fire alarm remote annunciator is also located at the main entrance. The building has smoke detectors in the corridors, class rooms and all other areas. There is no elevator in the building.

## Security

The main entry sequence is through a set of double doors opening into a stairway and then corridor. There is no permanent interior line of sight from an office or similar room. The sight lines from the street to the main entry are clear. Corridors are generally wide and long with straight views. Classroom doors are keyed.

## Lighting Quantity/Control

All lighting fixtures in administration area and offices, corridors, classrooms and science labs, computer rooms, cafeteria and kitchen appear to be in good working condition with energy-efficient T8 lamps and electronic ballasts. Lighting in educational spaces such as classrooms and labs consist of two or three continuous rows of direct/indirect 2-lamp per cross section linear fixtures. The lighting control in these spaces may not comply with the latest Energy Code as the sensor and manual switches turn on or turn off the lighting 100% i.e. there is no 50% control.

## Toilets & Fixtures

Plumbing fixtures in the facility have been replaced and appear to be ADA compliant. No plumbing fixtures were observed to be modern water-saving fixtures.

Water closets are both wall-mounted and floor-mounted units with manual flush valves, generally in fair condition. Urinals are wall mounted with manual flush valves, generally in fair condition.

Lavatories are wall hung with self-closing push-down faucets or lever handles, generally in good condition.

## Plumbing Distribution Systems

### Plumbing System

#### *Domestic Cold Water*

The city water piping with the valves is all rusted and needs replacement as soon as possible. As this would affect boiler, domestic hot water, kitchen and rest rooms, replacement of city water entrance piping with valves shall be given a top priority.

#### *Domestic Hot Water*

Domestic water heaters were replaced over the years and appear to be in good operating condition.

#### *Natural Gas*

The existing natural gas system enters the original building through the front of the building into the boiler room, located in the basement, via a 4-inch gas main which branches out to serve the two boilers and the domestic hot water heater. The piping seems to be in good operating condition.

#### *Sanitary Waste and Vent*

The sanitary waste system consists of cast iron pipe and appears to be in good operating condition.

## Accessibility

The main entrance is not accessible . Only a single accessible entrance at the rear of buildinge is no elevator in the building. Some of the interior doors do not have the appropriate accessible hardware. Many of the classroom doors are without the necessary side maneuvering clearances required to meet accessibility code. There are a number of projections in rooms and corridors along the accessible path that do not meet code.

## Structural Systems

The existing floor and roof structure likely consists of concrete encased steel beams and steel joists supporting what seems to be a concrete slab. The floors and roof are supported by steel pipe columns and potentially concrete encased steel columns. There are masonry walls that are also potentially load bearing. The foundation is likely a concrete cast in place system. The existing lateral resistance is likely unreinforced masonry shear walls.

Overall, the building structure is in good condition. There is minor cracking throughout and other signs of moderate deterioration. The concrete slab for the roof has spalled concrete. There are buckled floors in the basement, which may indicate water damage to the wood flooring.

## Site

Located in the Roslindale neighborhood on Basile Street. The main entrance is on Basile Street with a rear walkway to Cummins Highway. The school is located in the village center providing access to the Roslindale Community Center, Branch library and Adams Park, which students use on a weekly basis. The Flaherty pool is four blocks away, which is also used.

There are no opportunities to expand on site. The site is surrounded by residential homes and businesses limiting the prospects to expand the site. The site is in FEMA Zone X, area of minimum flood hazard, outside the influence of the 500-year flood zone.

## Parking

Parking is located at the right side of the building with a driveway off of Basile Street. Faculty & staff do not double-park, instead parking on the street. The parking lot is in good condition.

## Neighborhood Streets

Roadways and sidewalks are in poor condition with major cracks and trench patches. Crosswalks and ramps are sufficient. Roadways are narrow for busses to navigate.

## Drop-Off/Pick-Up

Busses drop-off 1/2 of the students on the side street; 1/10 of students walk from the immediate neighborhood; private vehicles drop-off the remaining students. All drop-off/pick-up activities are on Basile Street, there is no room for passing and thus becomes very congested.

## Walkways/Stairs

Stair and walkway to Cummins Highway is in poor to failing condition. Entrance stair and walkway in good condition.

## MAAB/ADA Accessibility

Only a single accessible entrance at the rear of building with access to street via parking lot.

## Site Lighting

Pole mounted lighting in the rear play area and parking lot.

## Fences/Gates

Cast iron fence around building needs repainting.

## Drainage

Site drains well. No water quality infrastructure observed.

### Play Areas/Landscaping

Play structures in good condition. Resilient surface in poor condition. Asphalt play courts in fair condition, with some cracks that should be repaired. Planted areas are trampled.

### Walls/Slopes

Large concrete retaining wall has numerous cracks that need to be patched.

### Transit/Pedestrian/Bicycle Access

The school is 1.2 miles from the Forest Hills Station on the Orange Line, 0.2 miles from the Roslindale Village commuter rail station and ten bus routes stop within two blocks of the school, providing convenient access for parents, faculty and staff. The surrounding residential neighborhood provides for a good walking environment for elementary students. The narrow sidewalks and lack of bicycle facilities are inconvenient for bicycle access.



SCHOOL NAME: Charles Sumner ElementaryID#: 350052HISTORICAL BUILDING NAME: Sumner ElementarySCHOOL ENROLLMENT: 544BUILDING ENROLLMENT: 544SITE VISIT DATE: 1/28/2016

# 1 | Facility Evaluation Criteria

## Physical Analysis:

Major investments in the last 20 years? (&gt; \$5 Mil)

### Rating Category

☒ Excellent
 ☒ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

☐ YES
 ☒ NO
 COMMENT: \_\_\_\_\_

Roof:

- Membrane
- Space on roof for solar

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A  
☒ YES ☐ NO COMMENT: \_\_\_\_\_

Façade

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Windows

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Boilers

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Heating Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Ventilation Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Electrical Service

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Existing Photovoltaics

☐ YES
 ☒ NO
 COMMENT: \_\_\_\_\_

Life Safety:

- Means of Egress
- Fire Protection (sprinklers)
- Fire Alarm

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A  
 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A  
 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Security:

- Entry Sequence

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Lighting Quantity/Control

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Toilets &amp; Fixtures

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Plumbing Distribution Systems

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Accessibility

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

## Structural System:

Signs of Deterioration:

- Roof
- Floor
- Walls/Columns
- Foundations
- Façade

☒ YES ☐ Not Observed COMMENT: Spalled concrete at roof slab  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☒ YES ☐ Not Observed COMMENT: Minor cracks in wall  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_

Is the lateral system identifiable?

☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_

Overall Building Condition

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

## Community:

Mass Historical Commission Status:

- Inventory of Historic Assets
- State Register of Historic Places

☒ Listed ☐ Not Listed COMMENT: \_\_\_\_\_  
☐ Listed ☒ Not Listed

Emergency Shelter

☒ YES ☐ NO COMMENT: \_\_\_\_\_

Community Use Spaces

☒ YES ☐ NO COMMENT: \_\_\_\_\_

Community Building Rating

☐ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Building suitability for school use?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

SCHOOL NAME: Charles Sumner ElementaryID#: 350052HISTORICAL SCHOOL NAME: Sumner ElementarySITE VISIT DATE: 1/28/2016

## 2 | Site Evaluation Criteria

### Rating Category

☒ Excellent
 ☐ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

### Physical Analysis:

Is the site susceptible to climate change?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	BY 2100	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
Major investments in the last 10 years? (> \$5 Mil)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the building expandable on current site?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the site expandable?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Parking Quality	NEEDS BY 2050	<input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Neighborhood Streets	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Drop Off/Pick Up Routes	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input checked="" type="checkbox"/> Replace <input type="checkbox"/> N/A
Walkways/Curbs/Sidewalks	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
MAAB/ADA Accessibility	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Site Lighting	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Fencing	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Drainage	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Play areas	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Walls/Slopes	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Overall Site Condition		<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input checked="" type="checkbox"/> Poor <input type="checkbox"/> Failing

### Community:

Mass Historical Commission Status

- Inventory of Archeological Assets (Site Review)

☐ Researched
 ☒ Not Researched

COMMENT: \_\_\_\_\_

Accessible to Mass Transit?

☒ YES
 ☐ NO
 COMMENT: 0.2 mi to Roslindale commuter rail / Bus nearby

Bikable?

☐ YES
 ☒ NO
 COMMENT: Narrow streets and sidewalks

Walkable?

☒ YES
 ☐ NO
 COMMENT: Well connected neighborhood

Community Site Rating

☐ Excellent
 ☐ Good
 ☒ Fair
 ☐ Poor
 ☐ Failing

Site suitability for school use?

☒ YES
 ☐ NO
 COMMENT: \_\_\_\_\_

# Educational Assessment

## Summary

### Educational Analysis

## Evaluation of Existing Conditions: Sumner Elementary School

### General Description

Sumner Elementary School serves grades K1 – 5, 560 students currently. Approximately 50% of the population are from the local Roslindale neighborhoods with the remaining 50% from areas across the city. Approximately 240 students are ELL; no SIFE students currently.

The school includes: a SEI strand K1 – 5; Inclusion classrooms for K2 – 5; a sub-separate program for students with a range of specific learning disabilities including: language based and autism.

Corridors are used for pull-out. Specialists creatively use the spaces that are available. Before and after school programs support students.

Enrichment programs include: PE; computer; STEM for K-2, visual arts; music; theater and math, though the building does not have spaces to support all of the programs. The school does rely on community spaces to support some academic areas, including: neighborhood city library; Flariaty pool, and the Baptist Church for professional development.

(4) Chromebook carts, (1) iPad cart and (1) Macbook cart serve the students. Teachers all have Mac laptops.

The building fills most of the site with parking on one side and small playgrounds on the other side and the rear. There are community play fields a number of blocks away and are used occasionally but too far away for frequent use. (Healey Field, Adams Park)

## Educational Building Analysis

### Ventilation

Original unit ventilators, do not appear to be operational; no ventilation in lower floor rooms

### Natural Daylighting

Large, modern windows with clear glass throughout; light blocking window shades in classrooms

### Lighting Quality

Age and lighting quality varies throughout the building

### Acoustical

Hard ceilings and walls, no acoustical ceilings or treatments, poor speech intelligibility

### Technology

- Power – Most classroom walls have little or no power, some new power mostly near classroom entrances, not well distributed
- Wireless – recently installed access points though likely tied into older Cat 5 wiring; fiber cable serves the building; MDF room not air conditioned which may adversely impact equipment life
- Interactive – some classrooms have LCD projectors

### Furniture

Traditional hard plastic student desks and chairs in serviceable condition

### Finishes

In most cases, original surfaces exist including masonry wainscoting and plaster walls in a wide range of physical conditions

### Environment

Acoustically very poor, very difficult for speech intelligibility; old and tired spaces are modestly improved by the presence of new lighting; lack of storage results in a cluttered appearance

### Adjacencies of Learning Environments

Many program areas missing; little or no dedicated rooms for “specials”, student toilets located only in the basement of this multi-story building

### Outdoor Classrooms

none

### Adequacy of Rooms:

- PreK (K0-K1) – undersized; poor environments, little storage, too hot / too cold
- Kindergarten (K2) – undersized; poor environments, little storage, too hot / too cold
- Classrooms – adequate in size but poor environments, little storage, too hot / too cold
- Special Education – little if any pull out spaces, those that exist are undersized
- Art Classroom – significantly undersized
- Music Classroom - none
- Gymnasium – basement space with low ceiling; significantly undersized, poor acoustics
- Media Center - none
- Cafeteria – significantly undersized basement space; poor acoustics
- Stage – none
- Medical - undersized
- Administration – no sightlines to building entry, old and undersized
- Network Room – not air-conditioned, can lead to premature failure of equipment

## 3 | Educational Analysis

Building originally designed as:

☐ HS ☐ JHS ☐ MS ☐ K-8 ☒ ES ☐ EEC

The grade configuration this school is best suited to:

- Pre-K to 1 ☐ YES ☒ NO
- Pre-K to 3 ☐ YES ☒ NO
- Pre-K to 5 ☒ YES ☐ NO
- Pre-K to 6 ☐ YES ☒ NO
- 4 to 6 ☐ YES ☒ NO
- 6 to 8 ☐ YES ☒ NO

- 7 to 8 ☐ YES ☒ NO
- 6 to 12 ☐ YES ☒ NO
- 7 to 12 ☐ YES ☒ NO
- 9 to 12 ☐ YES ☒ NO

COMMENT: \_\_\_\_\_

### Educational Building Analysis

Ventilation

☒ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Natural Daylighting

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☒ Failing

Lighting Quality

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☒ Failing

Air Quality

☒ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Acoustical

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☒ Failing

Technology

- Power
- Wireless
- Interactive

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☒ Failing

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☒ Failing

☒ Excellent ☒ Good ☐ Fair ☐ Poor ☒ Failing

Furniture

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☒ Failing

Finishes

☒ Excellent ☐ Good ☒ Fair ☐ Poor ☒ Failing

Environment (inviting/stimulating/comfortable):

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☒ Failing

Adjacencies of Learning Environments:

☒ Excellent ☐ Good ☐ Fair ☒ Poor ☒ Failing

Outdoor Classrooms

☒ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

**Overall Building Rating**

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

COMMENT: 85 year old building reflects it's early 20th Century educational planning; most classrooms significantly undersized. Student toilet rooms located in basement only. Students need to negotiate multiple levels to access toilets.

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☒ YES ☐ NO COMMENT: recently installed play structure

☒ YES ☐ NO COMMENT: Recently installed rubber ground surface under the play structures

☐ YES ☒ NO COMMENT: Remote fields used, numerous blocks away

Can the building change typology easily?

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Can the building be transformed educationally to serve 21<sup>st</sup> C needs?

☐ YES ☒ NO COMMENT: rigid structure and floor plan, undersized rooms







Can the building serve as swing space?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

Is the building between 85% to 115% utilization rate?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

## 4 | Elementary: Pre-K to 5 or Pre-K to 6

Room Type	Quantity	MSBA Area	Actual Area	Adequacy				
Pre-K (K0/K1):	2	1200	700, 400	 Excellent	 Good	 Fair	 Poor	 Failing
Kindergarten (K2)	4	1200	700	 Excellent	 Good	 Fair	 Poor	 Failing
Classroom (General Education)	20	950	650 - 700	 Excellent	 Good	 Fair	 Poor	 Failing
Special Education:								
• Self Contained	6	950	300 - 700	 Excellent	 Good	 Fair	 Poor	 Failing
• Resource of Small Group	1	500	100	 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom	1	1000	458	 Excellent	 Good	 Fair	 Poor	 Failing
Music Classroom		1200		 Excellent	 Good	 Fair	 Poor	 Failing
Gymnasium	1	6000	1520	 Excellent	 Good	 Fair	 Poor	 Failing
Media Center		3118		 Excellent	 Good	 Fair	 Poor	 Failing
Cafeteria	1	4080	1533	 Excellent	 Good	 Fair	 Poor	 Failing
• Stage		1000		 Excellent	 Good	 Fair	 Poor	 Failing
Medical	varies	TOTAL: 610	TOTAL: 332	 Excellent	 Good	 Fair	 Poor	 Failing
Administration & Guidance	varies	TOTAL: 2409	TOTAL: 1656	 Excellent	 Good	 Fair	 Poor	 Failing
Custodial/Maintenance	varies	TOTAL: 2144	TOTAL: 529	 Excellent	 Good	 Fair	 Poor	 Failing
• AC Tech Network Room		200		 Excellent	 Good	 Fair	 Poor	 Failing
Other:								
• Science	1		700	 Excellent	 Good	 Fair	 Poor	 Failing
•				 Excellent	 Good	 Fair	 Poor	 Failing
•				 Excellent	 Good	 Fair	 Poor	 Failing

### Narrative to Discuss:

- Engaged Learning

The building is not comfortable to learn in: it lacks appropriate temperature control and ventilation. The building lacks a space which can be used as a flexible learning commons for collaborative learning and presentations. The building does not make use of public space for teaching and learning. The building lacks display space for student work to reinforce student accomplishment. The building lacks space for teacher collaboration and planning.

- Differentiated Learning

Classrooms are not large enough to support Universal Design for Learning (UDL), including the ability to create learning zones. The building lacks breakout spaces for differentiated/personalized learning and special education. The furniture in the building can be flexibly arranged.

SCHOOL NAME: Charles Sumner Elementary

ID#: 350052

HISTORICAL SCHOOL NAME: Sumner Elementary

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- Cognitively demanding tasks/programs

The classroom environment is not sufficiently flexible to allow for different teaching and learning styles. Building lacks learning environments that support music. Building lacks learning environments that support art. Building lacks learning environments that support physical activity /education. The building environment does not support adequately STEM. The building lacks space to experiment, create and collaborate. The building lacks performance/presentation space. Based on location and proximity to community resources and public transportation, teachers and students can access the city as a learning tool.

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- Equitable access to a rigorous curriculum

The building is not clearly an equitable pathway from K-12. The teaching and learning spaces are not operated and maintained equitably. The building lacks adequate security for a safe environment for learning. The building lacks a welcoming and coherent entry sequence. The building lacks space for de-escalation and sensory calming.

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- Vision of 21<sup>st</sup> Century digital learning

The building has internet infrastructure for all classrooms and public spaces, including fiber backbone, switches, and wireless access points. The system is likely insufficient to support 1:1 or laptop based standardized testing. The building is not flexible and expandable. The building does not connect on multimedia platforms for cross disciplinary programming. Digital arts and media integral to more traditional STEM initiatives.

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Overall Building Rating:

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

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Comments:

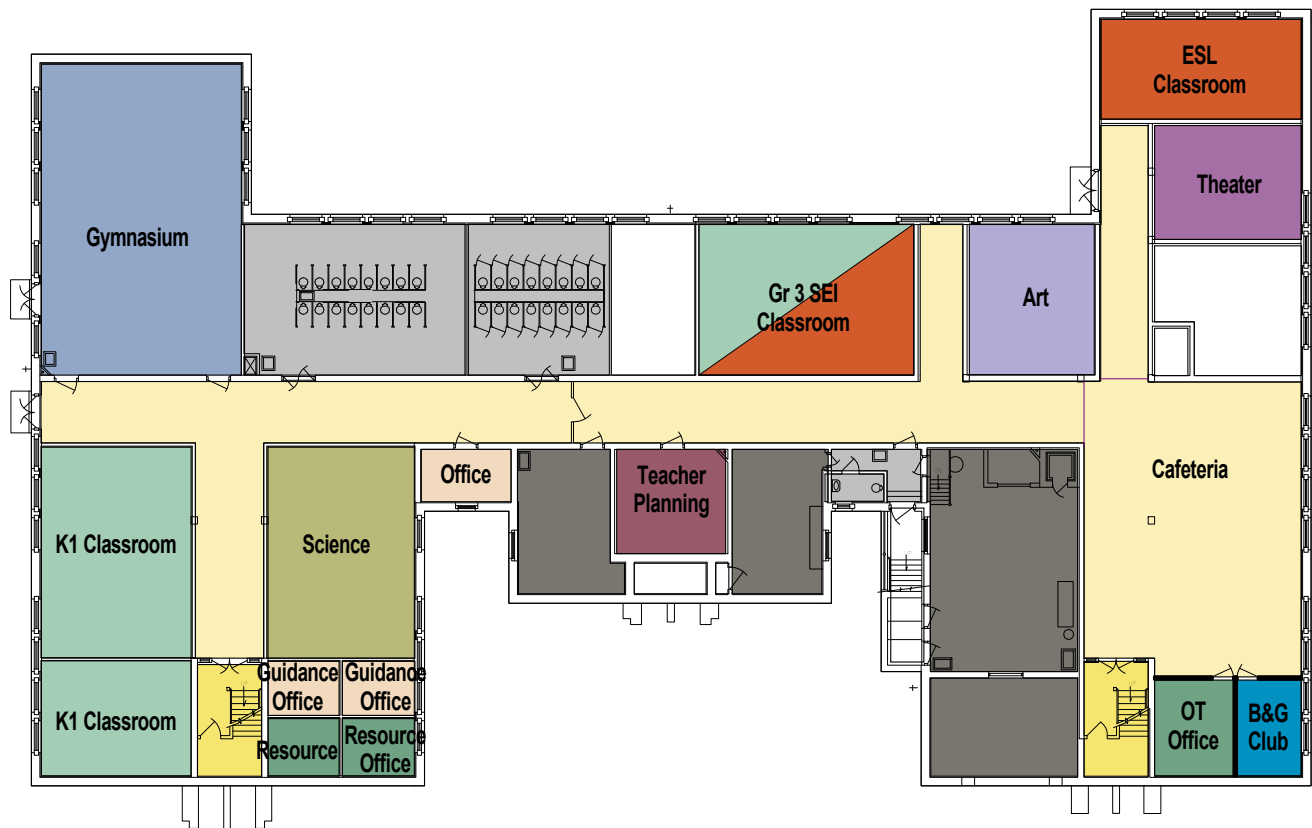
Many core program spaces are significantly undersized or missing from the building. Student toilets located in lower level only.

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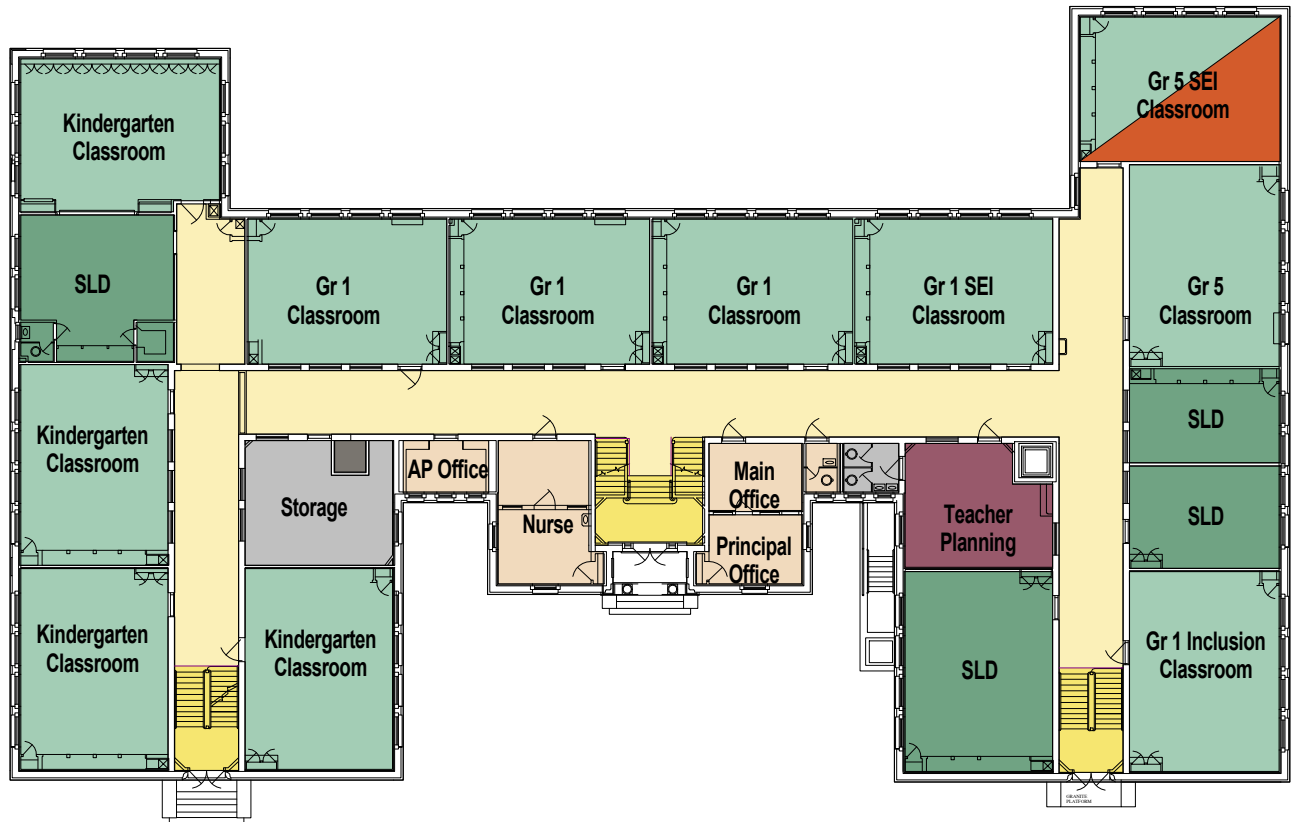




## PROGRAM PLAN LEGEND

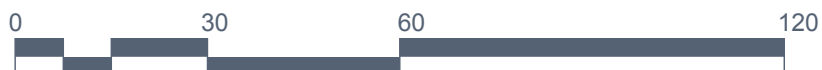
 ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE	 CUSTODIAL / MAINTENANCE / STORAGE
 ART & MUSIC	 ELL / SEI
 AUDITORIUM / PERFORMING ARTS & DRAMA	 PHYSICAL EDUCATION & SPORT SUPPORT
 BUILDING EQUIPMENT	 SCIENCE CLASSROOM & SUPPORT
 CAFETERIA & CIRCULATION	 SPECIAL EDUCATION
 CLASSROOM & GENERAL EDUCATION SUPPORT	 TEACHER PLANNING & SUPPORT
 COMMUNITY USE	 VERTICAL CIRCULATION

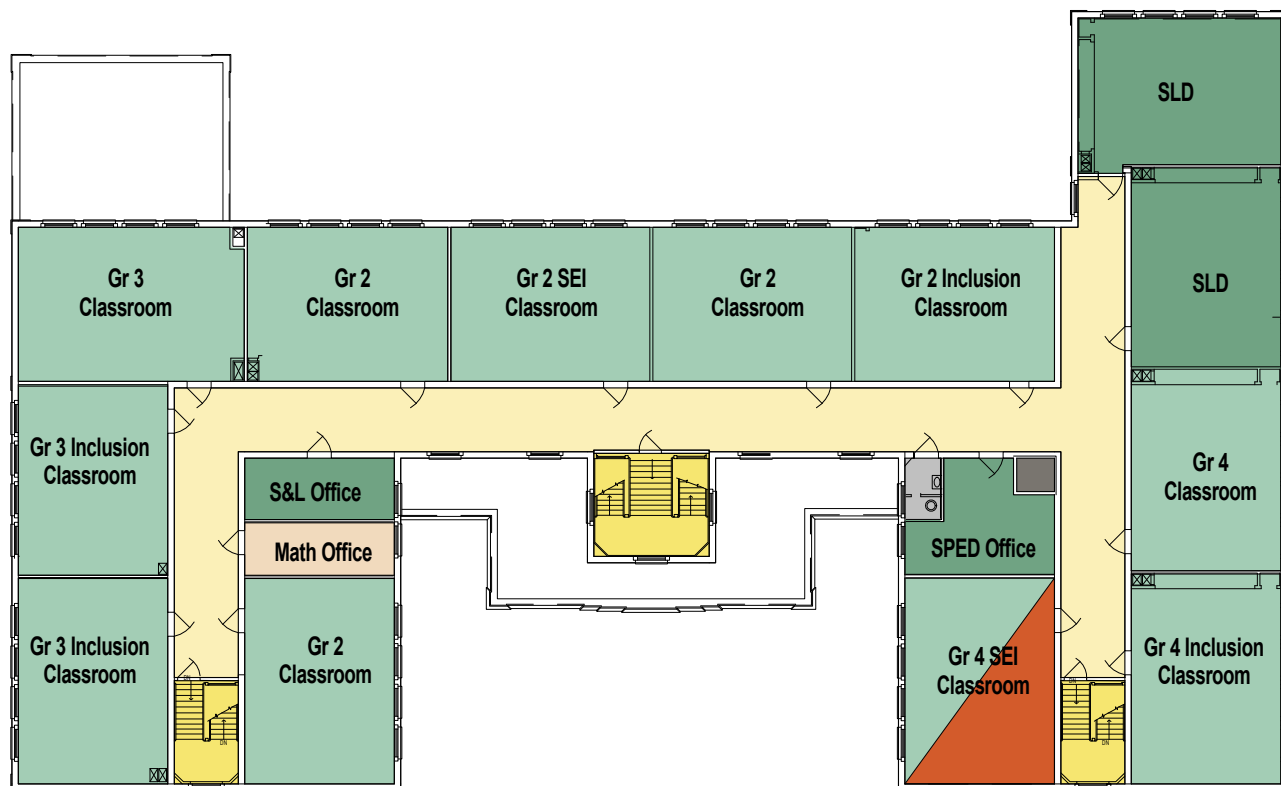




## PROGRAM PLAN LEGEND

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<span style="display: inline-block; width: 15px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></span> CAFETERIA & CIRCULATION	<span style="display: inline-block; width: 15px; height: 15px; background-color: #8e2424; border: 1px solid black;"></span> TEACHER PLANNING & SUPPORT
<span style="display: inline-block; width: 15px; height: 15px; background-color: #4db6ac; border: 1px solid black;"></span> CLASSROOM & GENERAL EDUCATION SUPPORT	<span style="display: inline-block; width: 15px; height: 15px; background-color: #fff176; border: 1px solid black;"></span> VERTICAL CIRCULATION

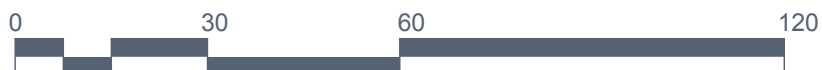


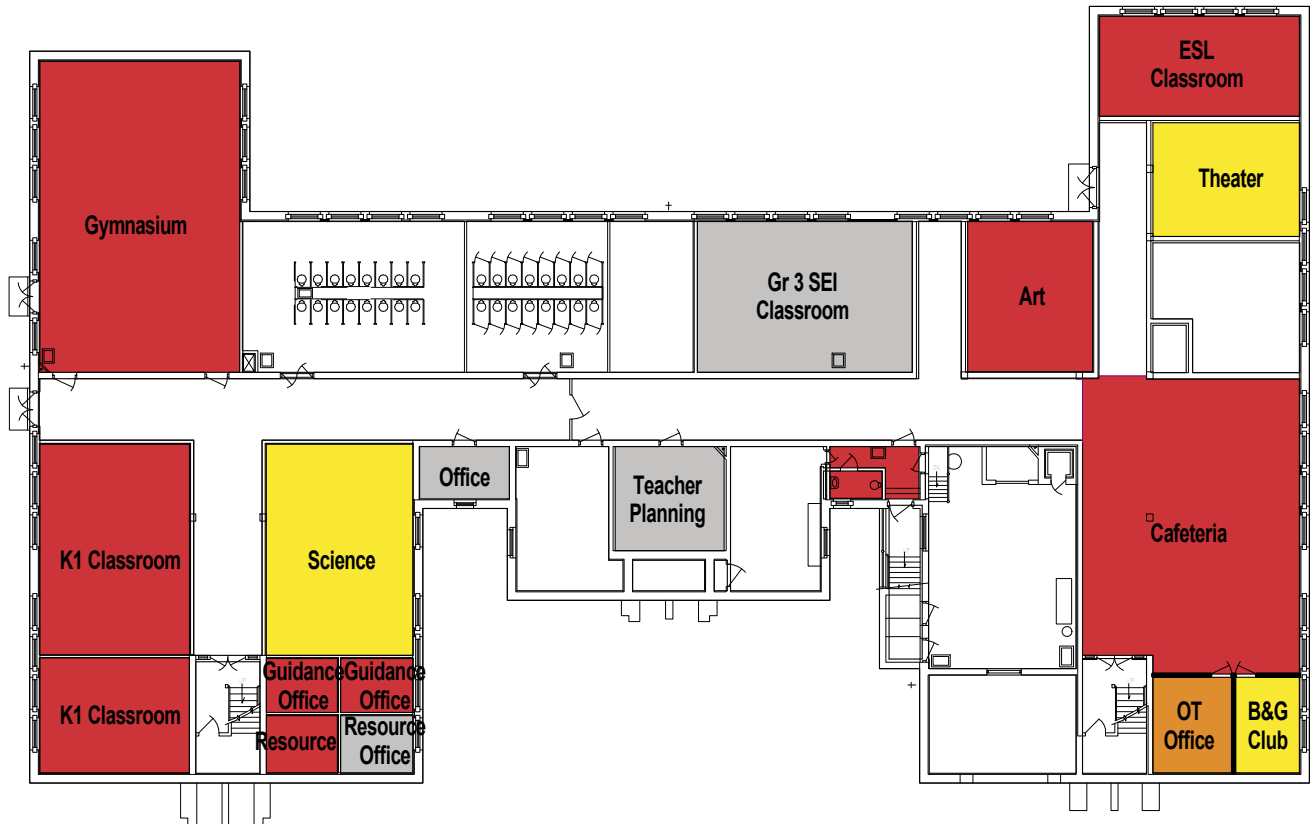


## PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION

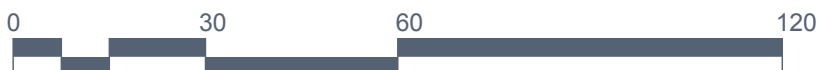
- CLASSROOM & GENERAL EDUCATION SUPPORT
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- SPECIAL EDUCATION
- VERTICAL CIRCULATION

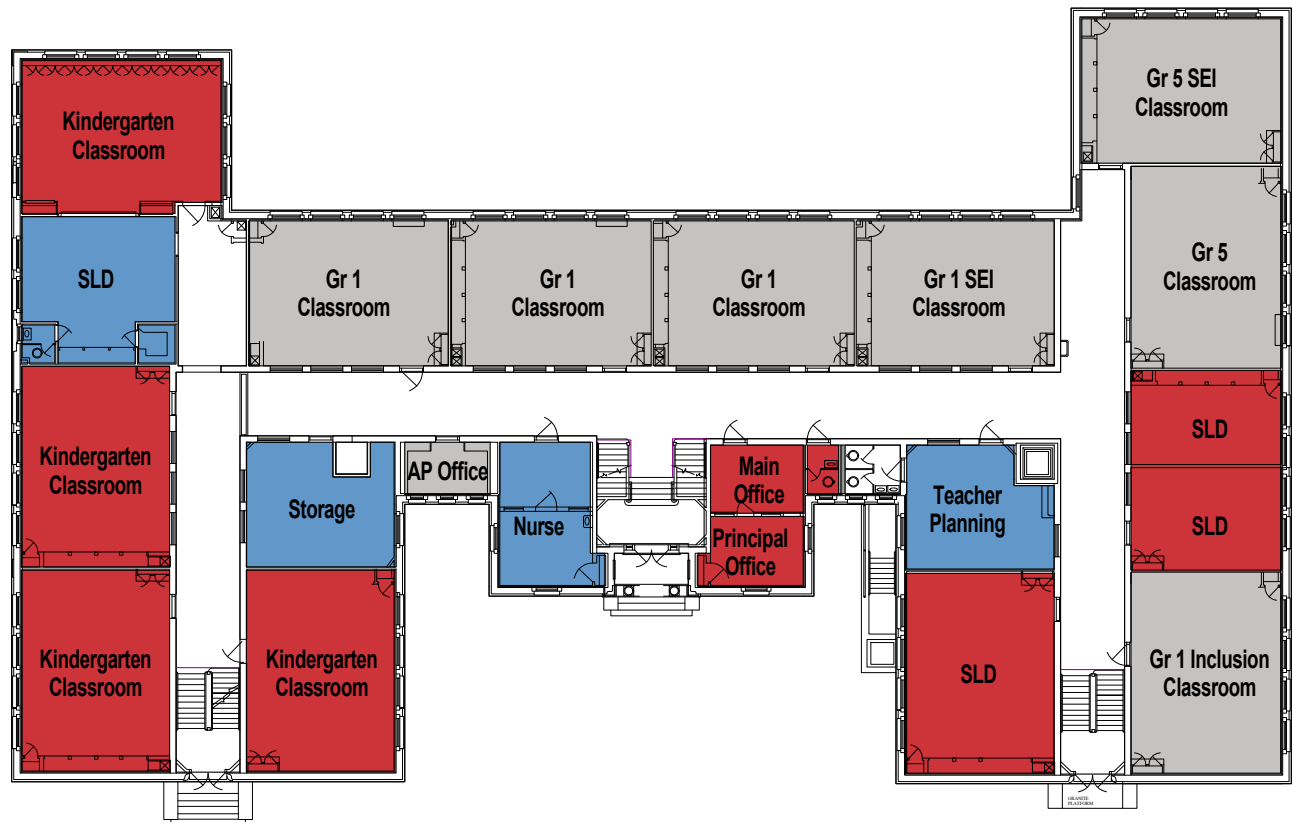




## MSBA DEFICIENCY PLAN

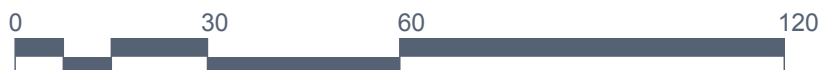
- INAPPROPRIATE LOCATION OR ADJACENCY
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

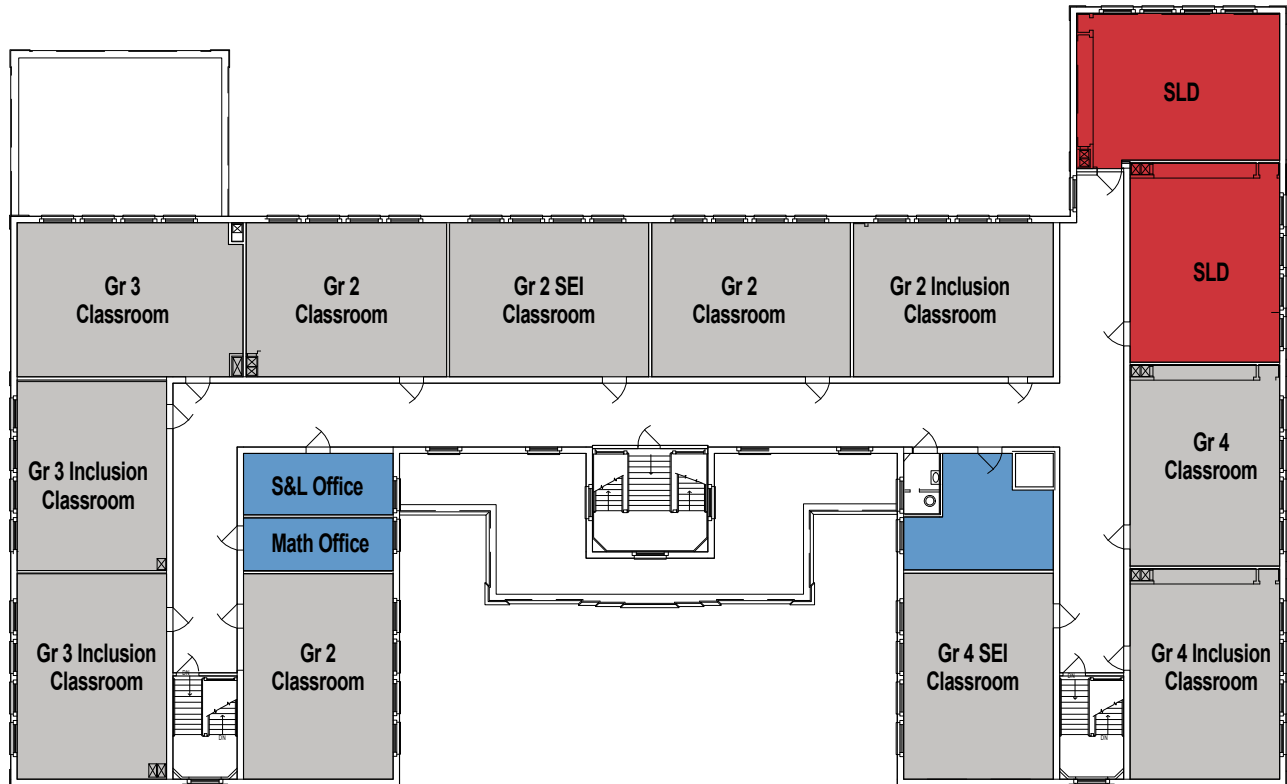




## MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)





### MSBA DEFICIENCY PLAN

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

