

At a Glance: Tynan, Joseph P. Elementary

650 E Fourth St South Boston, MA02127 **DOE Code:** 00350181

Website **BPS Code:**

Building Educational (BEA)

Building Physical (FCA)

Building Operational

Community

Excellent Good Fair Poor Failing

School Data

| | |
|---|-----------------------------|
| Historic Bldg. Name: | Tynan Elementary |
| Current School Name: | Tynan, Joseph P. Elementary |
| Year Founded: | 1972 |
| School Gross Floor Area: | 120,000 |
| Ratio of net/gross: | |
| Operation Hours: | 8:30 AM-2:30 PM |
| Early Dismissal: | |
| School Type: | Traditional |
| Individual Class Size: | |
| Overall Size: | |
| Grade Span: | K0 - 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 |
|-----------------------------|------------|---------|
| Tynan, Joseph P. Elementary | | |
| Total: | | |

Tax Values as of 2015

| |
|---------------------|
| Tax Parcel ID: |
| Tax P Type: |
| Tax Land Usage: |
| Tax Building Value: |
| Tax Land Value: |
| Tax Total Value: |
| Tax Gross Area: |
| Tax LV SF: |
| Tax Living Area: |
| Compliance Trigger: |

MSBA School Data

| | |
|--------------------------|---------|
| MSBA GSF: | 120,000 |
| MSBA SF/Student: | 378 |
| MSBA Space Utilization: | Below |
| MSBA Students/Classroom: | 12 |
| MSBA Enrollment: | 325 |

Site and Building Data

| | |
|-------------------------------|---------|
| Year Built: | 1972 |
| Renovations: | |
| Additions: | |
| Shelter: | |
| Resiliency: | |
| Energy Efficiency: | |
| Site Acreage: | |
| Site Expansion: | |
| Building Gross Floor Area: | 120,000 |
| 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: | 3 |
| Building Enrollment: | |
| Classrooms: | 26 |
| Floors: | |
| Structural Class: | |

At a Glance: Tynan, Joseph P. Elementary

BPS 2014 Vision Accommodations

Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

DOE Data

Student Data

FY 2015 Total Enrollment: 394

Enrollment by Grade

| | |
|-------|----|
| PreK: | 41 |
| K: | 53 |
| 1st: | 73 |
| 2nd: | 78 |
| 3rd: | 67 |
| 4th: | 43 |

Gender

| | |
|---------|-----|
| Male: | 226 |
| Female: | 176 |

Demographic

| | |
|---------------------|------|
| African American: | 41 |
| Hispanic: | 26.9 |
| White: | 21.1 |
| Asian: | 7.5 |
| Other/Multi-racial: | 3.2 |
| Native American: | 0.2 |

Low Income Students: 85.3

| | |
|-------------------------------------|------|
| Out of School Suspension Rate: | 1.6 |
| In School Suspension Rate: | 0 |
| Graduation Rate: | 0 |
| Absentee Students: | 16.9 |
| 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: | 28.6 |
| Student/Teacher Ratio: | 13.8 to 1 |
| Teachers Licensed in Teaching Assignment: | 96.5 |
| Number of Classes in Core Academic Areas: | 152 |
| Core Academic Classes Taught by Highly Qualified Teachers: | 77.6 |

Building Physical Assessments

Summary

Existing Conditions

Summary

Evaluation of Existing Conditions: Tynan 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 Tynan Elementary School was built in 1972. It is a 3-story structure without a basement and has a total of 120,000 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.

Existing Conditions Report

Roof

The roof was replaced in 1995 with modified built-up roofing system. The drains are internal to the building appear to be in their original location.

Façade

The building's façade is running bond red brick. There were no control joints nor expansion joints in the exterior masonry walls. Most of the mortar of the brick sills under the windows are disintegrating. There is mortar deterioration on most of the façade.

Exterior Windows

The windows were replaced in 1996. These units are double glazed, aluminum frame with an operable hopper and casement units. Most of the units have broken lever hardware.

Boilers

The boiler room is provided with two relatively new 4627 MBH 500 gpm 200 degrees F natural gas fired hot water Smith Mills 4500 A boilers with two 3 HP blowers. The breeching is 2159 CFM. The piping is dual temperature. These two boilers seem to be in good to fair operating condition. The boilers are provided with 1 HP induced draft fans. Overall the piping seems to be well insulated and in good operating conditions.

Heating & Ventilation Distribution System

There is a relatively new Trane 209 ton chiller. There is BAC single cell 61.900 cfm BAC cooling tower on the roof and the condenser water is 600 gpm. (95 to 85 degrees pumps. There are nine pumps and two - dual temp - 15 hp; two hot water 5 hP pumps; one 15 HP chilled water pump, one 20 hp condenser water pump, one 20 HP spare pump, two 5 HP boiler feed water pumps. There is a 5 HP air compressor which is in a very good condition. The class rooms have both hot and cold air diffusers as well as fin tube radiators.

Electrical Service

Electrical Power Distribution System

There is an electrical service which is a 1000 amp 480Y/277 V 3 ph 4 wire service to a Federal Pacific SWBD. The switchboard feeds an MDP which has 12 branch circuit breakers feeding various loads throughout the building including 225 amp and 100 amp panelboards. Majority of the AHU unit and pump motors seem to be 480 Volts 3 Phase. There are two elevators in the building. One elevator motor is 15 hp.

Utility service meter is located in the main electric room.

Existing Photovoltaics

There are no photovoltaics at this school.

Life Safety

Means of Egress

There is a 100 kW Kohler 480Y/277 V 3 Phase 4 wire emergency generator in the building to serve egress lighting and other loads.

The configuration of the corridor egress system and capacity of the egress doors appears to meet egress requirements. Smoke doors are held open by magnetic latches that close upon activation of the fire alarm.

Fire Protection System

There are no sprinklers in the building. The Kitchen Hood is protected by ANSUL fire suppression system. There is no fire pump in the building.

Fire Alarm System

The existing fire alarm is of model Edwards EST-3 and appears to be in good condition. 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 are two elevators in the building.

Security

The main entry sequence is through a set of double doors opening into a vestibule then into the lobby. There is a line of sight from the main office to the entrance and lobby. There are multiple doors from stairways that pose a security risk because they are in a blind spot from the interior and exterior. Corridors are generally wide and long with straight views.

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 fair to good working condition with energy-efficient T8 lamps and electronic ballasts, but the lighting levels seem to be lower compared to other schools.

Lighting in educational spaces such as classrooms and labs consist of 2'x4'- 2-lamp 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. Lighting in the girl's locker rooms needs to be replaced.

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 3" 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

Two Turbopower Domestic water heaters are installed over the years and both if them appear to be in good operating condition. One is a Gas water heater 600 MBH with 250 gallon tank. The other is 800 MBH heater.

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 operating in good condition.

Accessibility

All entrances are accessible. The school is equipped with a working elevator and is accessible from all levels. The stage is not ADA accessible. Many of the classroom doors are without the necessary side maneuvering clearances required to meet accessibility code. All toilets have been fully renovated with new stalls and fixtures, making them fully accessible.

Structural Systems

The existing floor structure consists of a concrete slab and steel beams. The existing roof is framed with bar joists and steel deck. The floors and roof are supported by steel columns and load-bearing masonry walls. 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 fair condition. Not all structural framing could be directly observed due to the finishes, so there could be more damage that is hidden from view. There are moderate cracks in the structure, particularly in the gymnasium area. There is major rusting of the exterior lintels and steel shelf angles supporting entire masonry veneer walls. Water damage is visible in many localized areas.

Site

Located in the South Boston neighborhood bisecting East 4th Street between I Street and K Street. The main entrance is at East 4th street on the west side of the school. A secondary entrance is on Emerson Street.

There are no opportunities to expand on site. The site is surrounded by residential and institutional properties 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. However the site is near Boston Harbor, and under the most extreme climate change scenarios – where significant portions of the Greenland, Iceland and/or Antarctic ice sheets will melt to raise sea level 4-6' – the site will then be located within the 100-year flood zone.

Parking

Parking is located at the rear of the building between Emerson Street and East 4th Street, accessed by East 4th Street. Faculty & staff triple and quadrouple parked; local staff park on the street. The parking lot condition has failed with numerous potholes.

Neighborhood Streets

Emerson Street is a narrow one-way street with parking on the school side. Both halves of East 4th Street are two-way, dead end sections with parking on both sides. Roadways recently repaved. Sidewalks are narrow and in poor condition.

Drop-Off/Pick-Up

Busses drop-off 3/4 of the students on Emerson Street. About 1/8 are dropped off by private vehicles on the East 4th Street on the west side of the school. The remaining students walk.

Walkways/Stairs

All walkways, stairs and ramps in poor to failing condition. Walkways at the middle of the building (over the building basement/lower level) have were repaved to address building leaks.

MAAB/ADA Accessibility

All entrances are accessible. The long ramp that leads to the east to East 4th Street is non-compliant, lacking any landings.

Site Lighting

Only building mounted lighting, most of which are failing or completely damaged.

Fences/Gates

The chain link fence is in poor condition.

Drainage

Site drains well. No water quality infrastructure observed.

Play Areas/Landscaping

Play ground in fair condition. A rear play area court in poor condition. A nice arrangement of shade trees in the west plaza and along a walkway to Broadway.

Walls/Slopes

Many concrete retaining walls along the property line in fair condition.

Transit/Pedestrian/Bicycle Access

The school is 1.1 miles from the Broadway and Andrews Stations on the Red Line, and three bus routes (#5, 9 and 10) stop within a block of the school, providing convenient access for parents, faculty and staff. The surrounding residential neighborhood provide for a good walking environment for elementary students. The narrow sidewalks and lack of bicycle facilities are inconvenient for bicycle access.

SCHOOL NAME: Joseph P. Tynan Elementary SchoolID#: 350181HISTORICAL BUILDING NAME: Tynan Elementary

SCHOOL ENROLLMENT: _____

BUILDING ENROLLMENT: _____

SITE VISIT DATE: 42395

1 | Facility Evaluation Criteria

Physical Analysis:

Major investments in the last 20 years? (> \$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 & 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: _____
☐ YES ☒ Not Observed COMMENT: _____
☒ YES ☐ Not Observed COMMENT: Cracks in masonry walls
☐ YES ☒ Not Observed COMMENT: _____
☒ YES ☐ Not Observed COMMENT: Rusting of exterior lintels
☐ YES ☒ Not Observed COMMENT: _____

Is the lateral system identifiable?

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: Joseph P. Tynan Elementary SchoolID#: 350181HISTORICAL SCHOOL NAME: Tynan ElementarySITE VISIT DATE: 42395

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 type="checkbox"/> Minor | <input type="checkbox"/> Moderate | <input type="checkbox"/> Major | <input checked="" type="checkbox"/> Replace | <input type="checkbox"/> N/A |
| Neighborhood Streets | NEEDS | <input type="checkbox"/> Minor | <input checked="" type="checkbox"/> Moderate | <input type="checkbox"/> Major | <input type="checkbox"/> Replace | <input type="checkbox"/> N/A |
| Drop Off/Pick Up Routes | NEEDS | <input type="checkbox"/> Minor | <input checked="" type="checkbox"/> Moderate | <input type="checkbox"/> Major | <input type="checkbox"/> Replace | <input type="checkbox"/> N/A |
| Walkways/Curbs/Sidewalks | NEEDS | <input type="checkbox"/> Minor | <input type="checkbox"/> Moderate | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Replace | <input type="checkbox"/> N/A |
| MAAB/ADA Accessibility | NEEDS | <input checked="" type="checkbox"/> Minor | <input type="checkbox"/> Moderate | <input type="checkbox"/> Major | <input type="checkbox"/> Replace | <input type="checkbox"/> N/A |
| Site Lighting | NEEDS | <input type="checkbox"/> Minor | <input type="checkbox"/> Moderate | <input type="checkbox"/> Major | <input checked="" 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 checked="" type="checkbox"/> Moderate | <input 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 | <input type="checkbox"/> Listed | <input checked="" type="checkbox"/> Not Listed | | | |
| • Inventory of Archeological Assets | <input type="checkbox"/> YES | <input type="checkbox"/> NO | COMMENT: <u>Not yet researched</u> | | |
| Accessible to Mass Transit? | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | COMMENT: <u>#9, 5 & 10 buses nearby</u> | | |
| Bikable? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO | COMMENT: <u>Narrow Streets & sidewalks</u> | | |
| Walkable? | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | COMMENT: <u>Well connected neighborhood</u> | | |
| Community Site Rating | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor | <input type="checkbox"/> Failing |
| Site suitability for school use? | <input type="checkbox"/> YES | <input type="checkbox"/> NO | COMMENT: | | |

Educational Assessment

Summary

Educational Analysis

Evaluation of Existing Conditions: Tynan Elementary School

General Description

Tynan Elementary School serves neighborhood students in grades 1-5 and students who qualify for the district's Autism program through Special Education in grades K0-5. The school includes a large gymnasium that is also used outside of school hours by the community, a cafeteria with a stage at one end for programs, and a courtyard-like play area that is fenced. The school was opened with an open concept design, but rooms have since had walls added. The layout created adequately-sized classrooms and easy access through the school.

The school does not have kindergarten, except in the autism program, and many students leave the school to attend AWC programs starting in 4th grade.

The school also houses eight classrooms supporting the autism program, starting with K0. This is essentially a separate program. Most rooms are adequately sized, given the smaller student enrollment in these rooms (typically 9 students plus 3 staff).

The school provides several "special" programs for all students – science, PE, vocal music, dance and Science, Technology, Engineering, and Technology (STEM). Dance, music, and STEM lack adequate and appropriate space. Dance is taught in the narrow hallway/balcony over the cafeteria and STEM is delivered "on a cart" in the general classrooms. The music room has a partial wall located in the middle of the room which hinders the configuration and flexibility. The science room does not have water.

The school is located in a densely-populated neighborhood and lacks adequate parking or space for parent and bus drop-off areas. The school has 19 buses in the morning and 22 in the afternoon and only on-street loading.

Educational Building Analysis

Ventilation

There is adequate ventilation, although some rooms are hot and others cold; some windows have failing mechanisms.

Natural Daylighting

Nearly all classrooms some windows with clear glass throughout; few light blocking window shades in classrooms

Lighting Quality

There is no dimmable lighting in the classrooms and the school seems poorly lighted overall.

Acoustical

Most instructional areas have acoustical ceilings but the halls are narrow and have hard surfaces.

Technology

- Power – Most classroom walls have had power added;
- Wireless – There is wireless in the corridors, but not classrooms throughout the building. The wireless is dependable, except in bad weather.
- Interactive – Some classrooms have interactive white boards, but most rooms lack LCD projectors and document cameras.

Furniture

There are traditional hard plastic student desks and chairs in serviceable condition. Some classrooms have tables.

Finishes

In most cases, original surfaces exist, including wood wainscoting and plaster walls in generally good condition.

Environment

Environment is good, especially for a school that was designed as an open concept and had walls filled in later. Configuration and entrances to classrooms is generally good. Science room lacks easy access to water.

Adjacencies of Learning Environments

The dance room is located in the planned balcony area over the cafeteria and is a long-narrow space.

Outdoor Classrooms

There are no outdoor classroom areas.

Adequacy of Rooms:

- PreK (K0-K1) – undersized, good student storage
- Kindergarten (K2) – undersized, good student storage
- Classrooms – most are adequately sized; good storage
- Special Education – most rooms are adequately sized; one lacks windows for natural light
- Art Classroom – none
- Music Classroom – undersized and hampered by a partial wall in the middle of the space
- Gymnasium – exceeds size standard; the dance program is in the balcony over the cafeteria that was designed as a hallway. Exits from the gym on the south side are into a fenced, locked area.
- Media Center – adequately sized with appropriate storage.
- Cafeteria – adequately sized
- Stage – adequately sized stage that is not ADA-accessible. Limited storage.
- Medical – there is an awkwardly-configured clinic that does not provide adequate visibility for supervision of the cot areas.
- Administration – no sightlines to building entry, old and poorly arranged. The space is too hot or cold
- Custodial – there are some large spaces, but they are poorly laid out and not available in all levels of the building
- Network Room – located in existing storage spaces that are not air-conditioned

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: Originally designed as an open plan school and subsequently divided into individual classrooms.

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☒ YES ☐ NO COMMENT: Single play structure on resilient surface. Small court area for Kindergarten wing.

☒ YES ☐ NO COMMENT: _____

☐ YES ☒ NO COMMENT: _____

Can the building change typology easily?

☒ YES ☐ NO COMMENT: _____

Can the building be transformed educationally to serve 21st C needs?

☒ YES ☐ NO COMMENT: Would require substantial updating






















































































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): | 3 | 1200 | 1200 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Kindergarten (K2) | 2 | 1200 | 1200 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Classroom (General Education) | 14 | 950 | 825 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Special Education: | | | | | | | | |
| • Self Contained | 8 | 950 | 825, 600, 500, 150 |  Excellent |  Good |  Fair |  Poor |  Failing |
| • Resource of Small Group | 2 | 500 | 425 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Art Classroom | | 1000 | |  Excellent |  Good |  Fair |  Poor |  Failing |
| Music Classroom | 1 | 1200 | 700 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Gymnasium | 1 | 6000 | 7540 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Media Center | 1 | 2443 | 1894 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Cafeteria | 1 | 2955 | 3339 |  Excellent |  Good |  Fair |  Poor |  Failing |
| • Stage | 1 | 1000 | 879 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Medical | varies | TOTAL: 510 | TOTAL: 484 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Administration & Guidance | varies | TOTAL: 2109 | TOTAL: 3522 |  Excellent |  Good |  Fair |  Poor |  Failing |
| Custodial/Maintenance | varies | TOTAL: 1994 | TOTAL: 2970 |  Excellent |  Good |  Fair |  Poor |  Failing |
| • AC Tech Network Room | 2 | 200 | part of storage |  Excellent |  Good |  Fair |  Poor |  Failing |
| Other: | | | | | | | | |
| • dance | 1 | | 1178 |  Excellent |  Good |  Fair |  Poor |  Failing |
| • science | 1 | | 840 |  Excellent |  Good |  Fair |  Poor |  Failing |
| • Locker rooms | | | 1700 |  Excellent |  Good |  Fair |  Poor |  Failing |

Narrative to Discuss:

- Engaged Learning

The building is relatively comfortable to learn in: it (has / lacks) appropriate temperature control and ventilation. The building has a space which can be used as a flexible learning commons for collaborative learning and presentations. The building makes 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 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: Tynan Elementary

ID#: 350181

HISTORICAL SCHOOL NAME: Tynan Elementary

- Cognitively demanding tasks/programs

Building lacks adequate learning environments that support music. Building lacks learning environments that support art. Building supports learning environments that support physical activity /education. The building environment does not support adequately STEM. The building (provides / lacks) space to experiment, create and collaborate. The building (has / lacks) performance/presentation space. Based on location and proximity to community resources and public transportation, teachers and students (can / have difficulty) access(ing) the city as a learning tool.

- Equitable access to a rigorous curriculum

The building is not clearly an equitable pathway from K-12. The teaching and learning spaces are 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.

- Vision of 21st Century digital learning

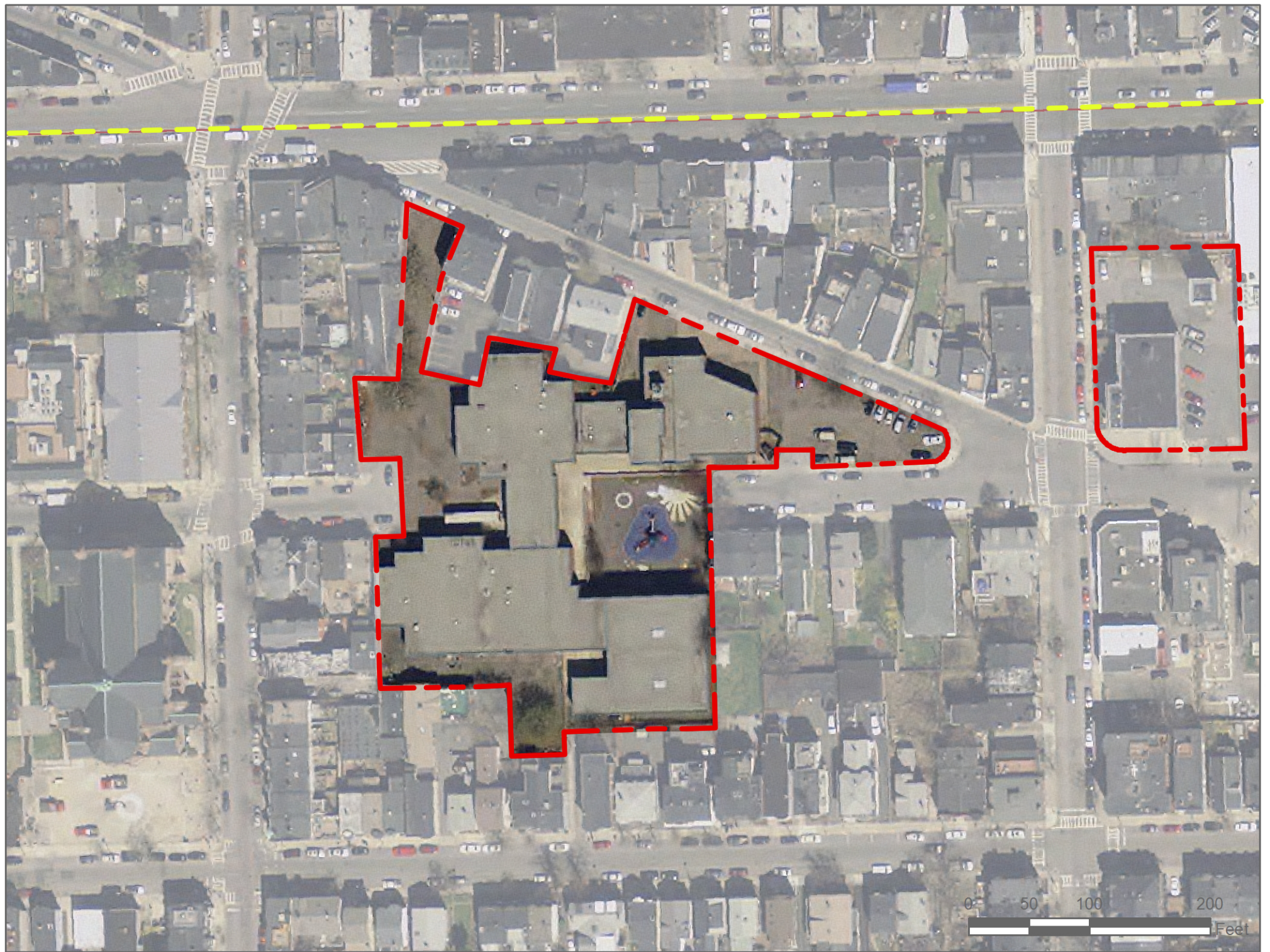
The building has internet infrastructure for all classrooms and public spaces, including fiber backbone, switches, and wireless access points. The system is likely insufficient to support 1:1 or laptop based standardized testing. The building is flexible but not expandable. The building does not connect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

Overall Building Rating:

☐ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Comments:

The building currently supports large sub-separate program. Some core spaces are undersized or missing from the building.



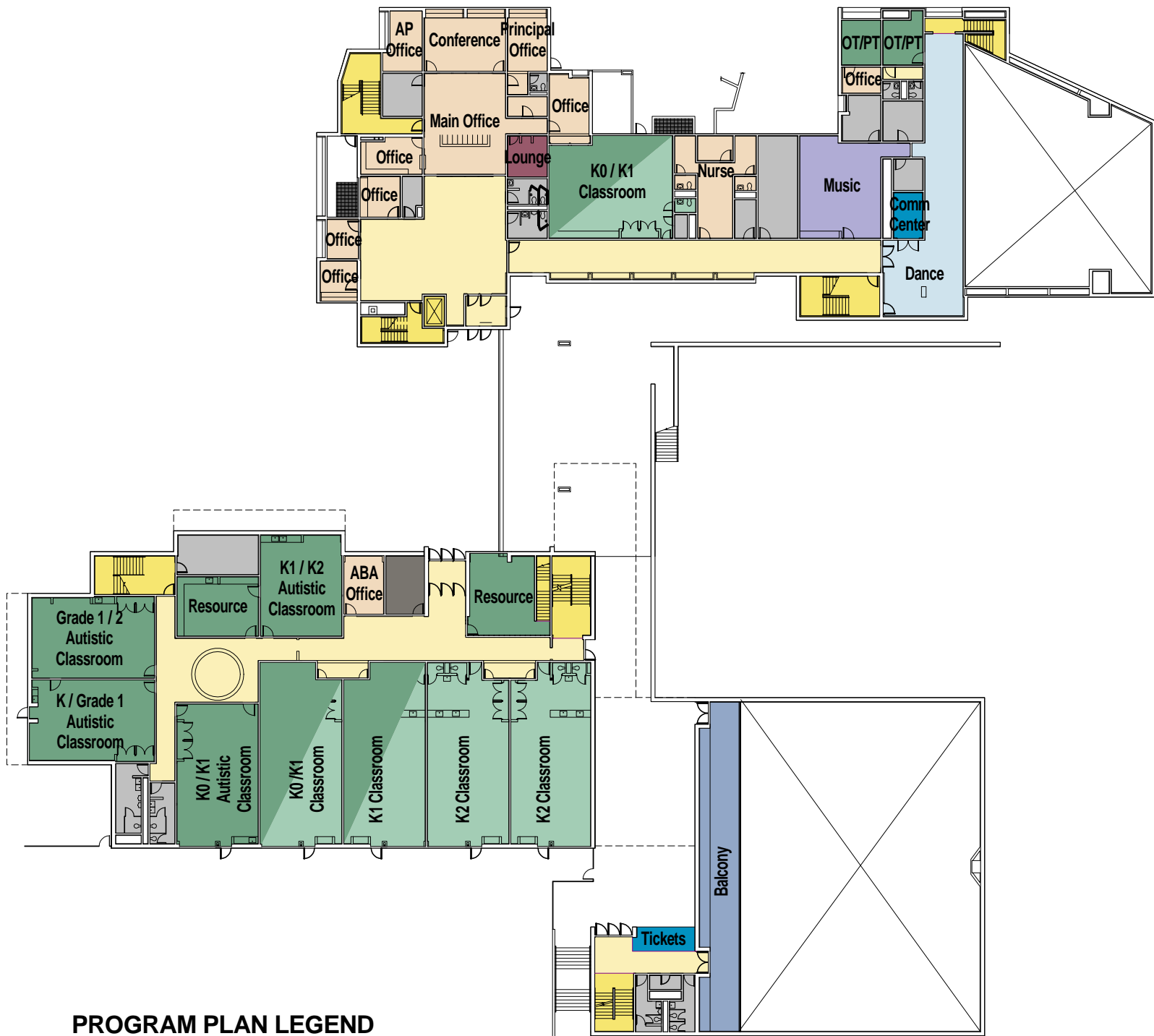


PROGRAM PLAN LEGEND

- AUDITORIUM / PERFORMING ARTS & DRAMA
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CUSTODIAL / MAINTENANCE / STORAGE

- KITCHEN / SERVERY
- PHYSICAL EDUCATION & SPORT SUPPORT
- VERTICAL CIRCULATION

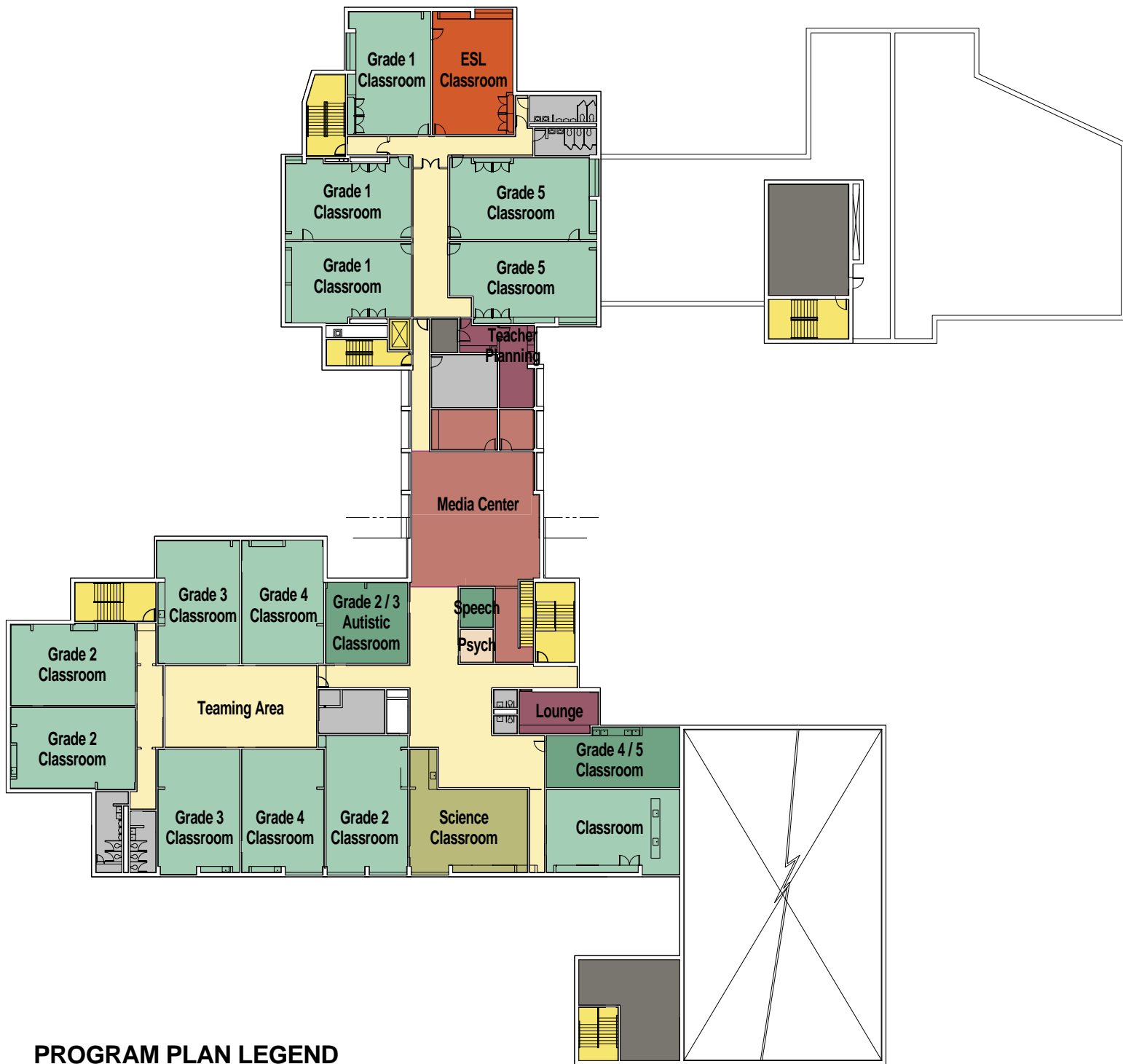















PROGRAM PLAN LEGEND

- | | |
|--|--|
| ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE | CUSTODIAL / MAINTENANCE / STORAGE |
| ART & MUSIC | HEALTH & FITNESS |
| BUILDING EQUIPMENT | PHYSICAL EDUCATION & SPORT SUPPORT |
| CAFETERIA & CIRCULATION | SPECIAL EDUCATION |
| CLASSROOM & GENERAL EDUCATION SUPPORT | TEACHER PLANNING & SUPPORT |
| COMMUNITY USE | VERTICAL CIRCULATION |

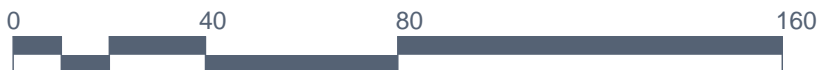


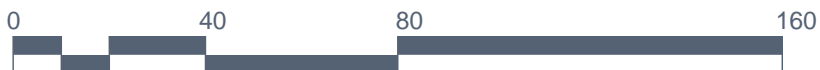
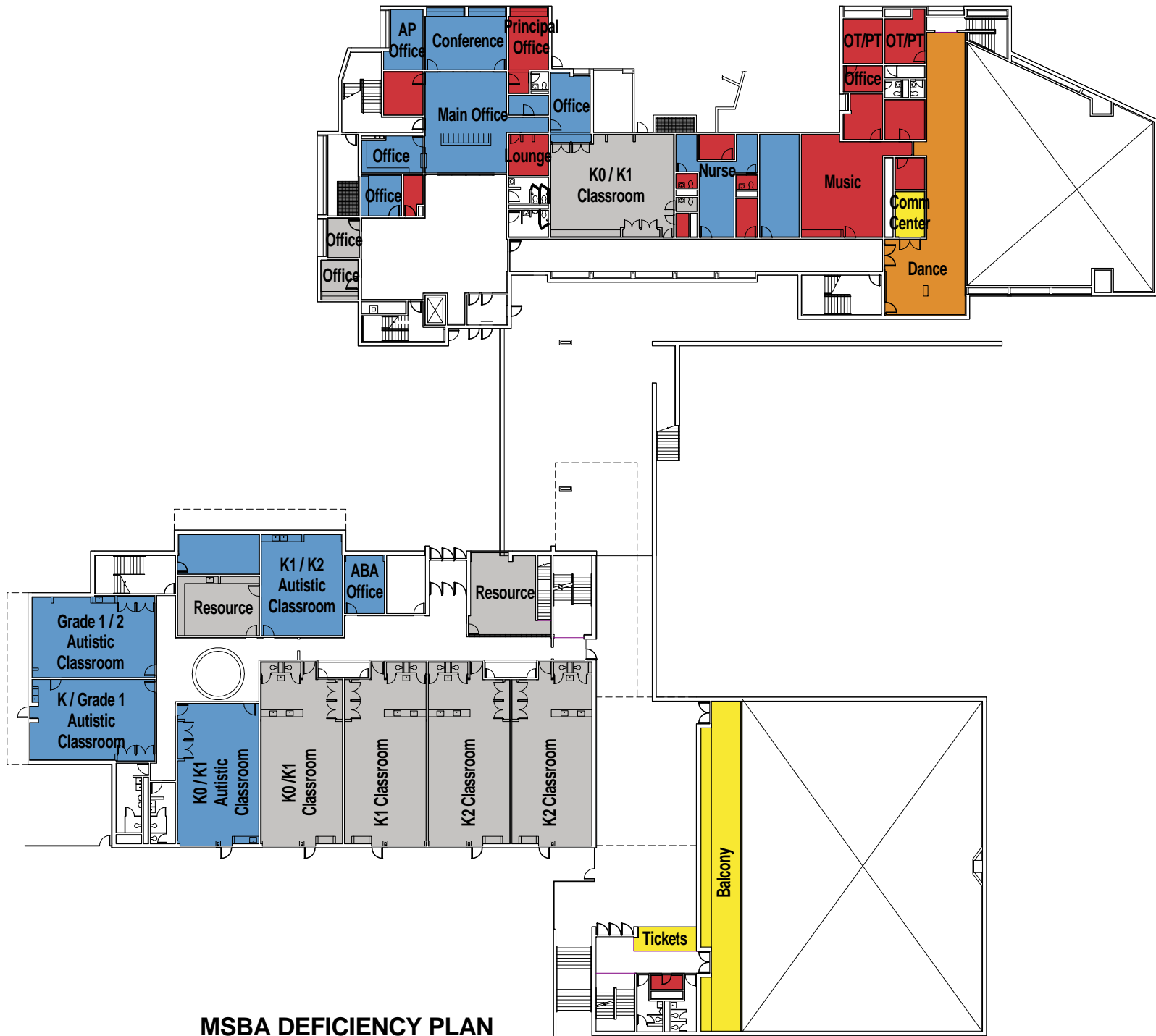


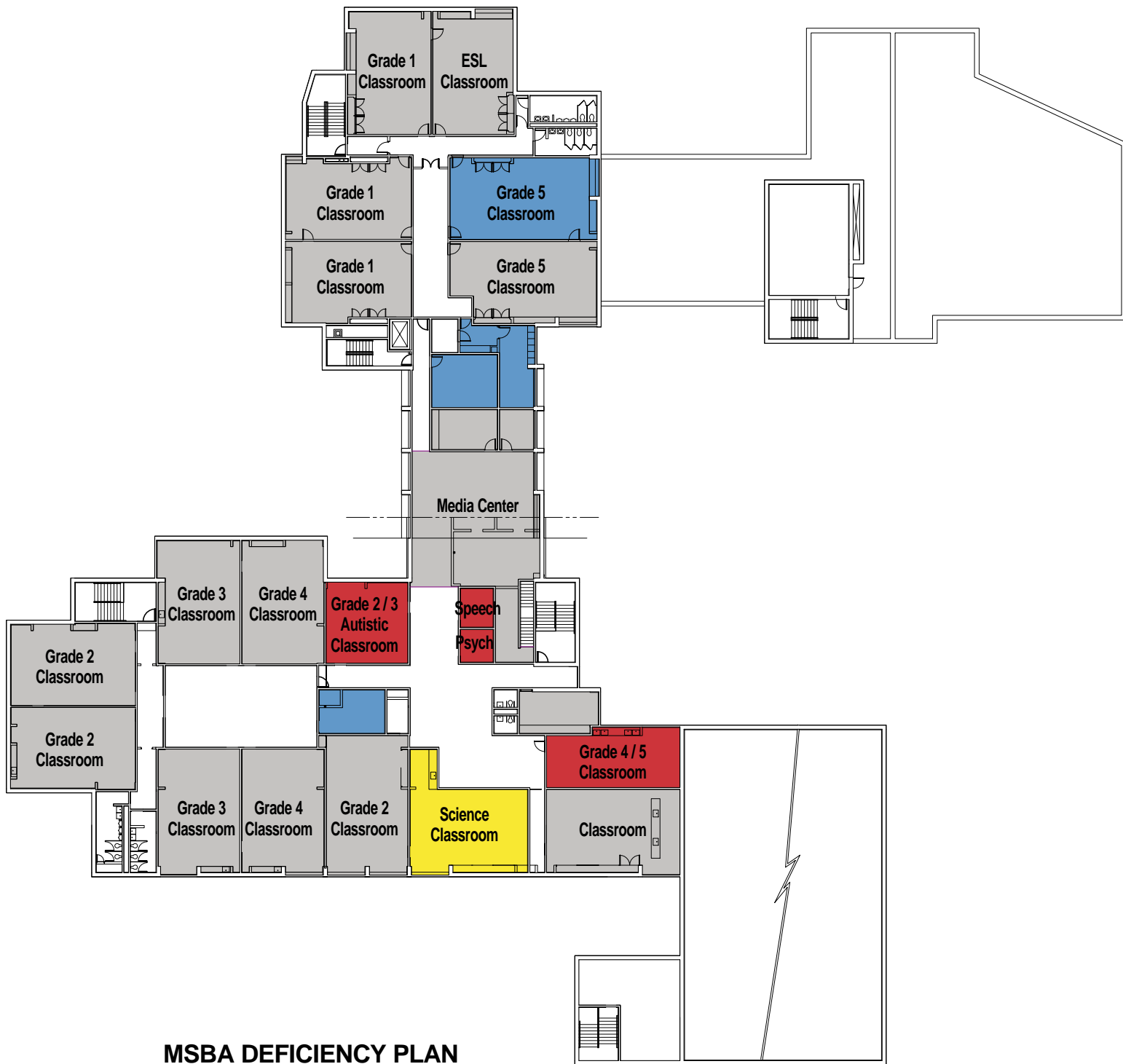
PROGRAM PLAN LEGEND

| | | | |
|---|--|---|-----------------------------|
|  | ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE |  | MEDIA CENTER |
|  | BUILDING EQUIPMENT |  | SCIENCE CLASSROOM & SUPPORT |
|  | CAFETERIA & CIRCULATION |  | SPECIAL EDUCATION |
|  | CLASSROOM & GENERAL EDUCATION SUPPORT |  | TEACHER PLANNING & SUPPORT |
|  | CUSTODIAL / MAINTENANCE / STORAGE |  | VERTICAL CIRCULATION |
|  | ELL / SEI | | |









MSBA DEFICIENCY PLAN

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

