

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 – Capacity Analysis

Lexington Public Schools
Lexington, Massachusetts

November 10, 2014

Submitted by,

SMMA

Symmes Maini & McKee Associates

Cambridge, MA

SMMA No. 14043.00

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 - Capacity Analysis

Table of Contents

1 | EXECUTIVE SUMMARY

- 1.1 ACKNOWLEDGEMENTS
- 1.2 INTRODUCTION
- 1.3 CLASS SIZE
- 1.4 CAPACITY ANALYSIS
- 1.5 ENROLLMENT PROJECTIONS

2 | CAPACITY ANALYSIS

- 2.1 INTRODUCTION
- 2.2 CONTRIBUTING ISSUE
- 2.3 EXISTING BUILDING INFORMATION
 - BOWMAN ELEMENTARY SCHOOL
 - BRIDGE ELEMENTARY SCHOOL
 - ESTABROOK ELEMENTARY SCHOOL
 - FISKE ELEMENTARY SCHOOL
 - HARRINGTON ELEMENTARY SCHOOL
 - HASTINGS ELEMENTARY SCHOOL
 - CENTRAL ADMINISTRATION BUILDING (OLD HARRINGTON) *use as permanent or temporary school use*
 - CLARKE MIDDLE SCHOOL
 - DIAMOND MIDDLE SCHOOL
 - HIGH SCHOOL

INCLUDES: narrative, current use plans (color coded, plans with comparison to MSBA standards

3 | EDUCATIONAL PROGRAM REVIEW

- 3.1 INTRODUCTION
- 3.2 EDUCATIONAL PROGRAM REVIEW MEETINGS
 - BOWMAN ELEMENTARY SCHOOL
 - BRIDGE ELEMENTARY SCHOOL
 - ESTABROOK ELEMENTARY SCHOOL
 - FISKE ELEMENTARY SCHOOL
 - HARRINGTON ELEMENTARY SCHOOL

- HASTINGS ELEMENTARY
- CENTRAL ADMINISTRATION BUILDING (OLD HARRINGTON)
- CLARKE MIDDLE SCHOOL
- DIAMOND MIDDLE SCHOOL
- SCHOOL HIGH SCHOOL *includes Space-Curriculum worksheets*

Includes: narrative, MSBA Summary of Spaces comparison

SPECIAL AREAS / PROGRAMS WITHIN THE DISTRICT

- SPECIAL EDUCATION
- CURRICULUM
- TECHNOLOGY
- LABBB
- METCO
- PRE-K PROGRAM
- LEXTENDED DAY PROGRAM

4 | APPENDIX

4.1 SCHOOL COMMITTEE PROGRESS REPORT,
9/17/2014 (POWERPOINT PRESENTATION)

Section 1

Executive Summary

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 - Capacity Analysis

SECTION 1

EXECUTIVE SUMMARY

1.1 ACKNOWLEDGMENTS

Symmes Maini & McKee Associates (SMMA) would like to acknowledge the participation and guidance provided by the district administration, Master Plan Committee, and the teachers and staff of the District.

Ad hoc School Master Planning Committee (AhSMPC)

Dr. Paul Ash, Superintendent
 Judy Crocker, School Committee
 Jessie Steigerwald, School Committee
 Jon Himmel, Permanent Building Committee
 Peter Kelley, Board of Selectmen (BoS)
 Carl Oldenburg, Permanent Building Committee
 Patrick Goddard, Director, Department of Public Facilities (DPF)

Committee Liaisons

Rod Cole, Capital Expenditures Committee
 Mollie Garberg, Appropriation Committee
 Alan Levine, Appropriation Committee

School Committee

Margaret Coppe, Chair
 Judith Crocker
 Jessie Steigerwald
 Alessandro Alessandrini
 Abigail Schwartz, Student Representative

Lexington Public Facilities Department

Pat Goddard
 Mark Barrett

1.2 INTRODUCTION

This report summarizes the findings of Phase 1 of the Master Plan for the Lexington Public Schools District. The Phase 1 scope includes: review of each of the buildings for the accuracy of use and sizes of spaces; review of class sizes and educational programs; development of the "capacity" for each of the schools, all done in the context of the Massachusetts School Building Authority (MSBA) Guidelines.

SMMA met with the educational administrators at each of the schools to understand how the buildings are currently being used for teaching and learning. From that, "current use" floor plans were developed. These plans are color coded representing different uses of the spaces e.g. classrooms, art rooms, SPED etc. Meeting reports are included in Section 3 of this report.

We also developed floor plans that indicate (in red), spaces that are more than 10% smaller than the Massachusetts School Building Authority (MSBA) Guidelines for new construction. There is no requirement that the room sizes conform to those guidelines but the information will be helpful in latter phases of this study when long range use and configurations of buildings are proposed.

The report for each school includes a Summary of Spaces, identifying the rooms by category, their sizes and comparison to MSBS Guidelines.

1.3 CLASS SIZE

Class sizes will always vary within a school because of the differing number of students within each grade level and the guidelines range for class sizes.

Lexington's elementary schools use the following guidelines:

- Prekindergarten: 15 students (7 SPED + 8 typically developing peers)
- Kindergarten: 18 - 20 students per class
- Grade 1: 22 - 24 students per class
- Grades 2 – 5: 24 - 26 students per class

For this study, the following numbers were used to set the "capacity" for each elementary school:

- Prekindergarten: 15 students
- Kindergarten: 18 students per class
- Grade 1: 23 students per class
- Grades 2 – 5: 23 students per class

Special Education (SPED) students are included within the class sizes. All SPED students are home roomed within the grade level classrooms. Those students move throughout the day as needed to receive their supplemental or special instructions. Class sizes vary throughout the days as SPED students migrate in and out for those special programs.

1.4 CAPACITY ANALYSIS

Capacities of the schools have been developed based on the number of rooms available for classroom use, using class sizes as indicated above. In all cases, the capacities have been compared with criteria used by the MSBA. Differences, if any, are identified on the accompanying charts.

Setting school capacities follows a process that allows us to set a theoretical capacity. Because student populations range between grade levels and from year to year, it is often difficult to hit the target capacity, often going under or over based on the number and grade level of students enrolled.

Redistricting is one way of smoothing out some of the enrollment variations. That is often an unpopular mechanism with parents. Additionally, siblings within a school can complicate the redistricting process.

Elementary Schools - The capacities for the elementary schools have been set based on the number of rooms available for classroom use, using class sizes as indicated above.

- Bowman Elementary School: 578 students
- Bridge Elementary School: 573 students
- Estabrook Elementary School: 596 students*
- Fiske Elementary School: 486 students
- Harrington Elementary School: 417 students**
- Hastings Elementary School:
 - Including current modular classrooms: 468 students
 - Without modular classrooms: 376 students

**Slightly larger than the design MSBA design enrollment*

***Excludes the PreK population*

- Central Administration (old Harrington) if returned to elementary school use, the building capacity would be approximately 320 students.

**Elementary Schools Capacity
Lexington Public Schools Master Plan**

			Current Population - MSBA Guidelines			Available Classrooms - Lexington				Capacity		
	Population (End of 2014 School Year)	2014 - 2015 Population**	# of Kindergarten CR MSBA	# of Gen Ed CR's (1-5) MSBA	Total MSBA	# of Kindergarten CR as used	CR's (1 - 5) as used Permanent	Total Classrooms (K + Grade Level)	CR's (1 - 5) as used Modular	Current Capacity w/o Modulars	Current Capacity w/ Modulars	Comments
Bowman	563	576	5	20	25	4	22	26	0	578	578	2 CR Modulars for LLP SPED Program, At / Over Capacity
Bridge	543	585	5	20	25	5*	21	21	0	573	573	At / Over Capacity , *5th K is only for current year, lacks tlt rm
Estabrook	477	500	4	18	22	5	22	27	0	596	596	excess capacity
Fiske	480	489	4	17	21	4	18	22	0	486	486	At / Over Capacity
Harrington	432	446	4	15	19	4	15	19	0	417	417	excludes PK, At / Over Capacity
Hastings	423	426	3	16	19	3	14	17	4	376	468	Permanent building is Over Capacity, excess capacity when including modular classrooms
	2918	3022	25	106	131	20	112	132	139	3026	3118	
Harrington PreK	98 FTE		-	-	-					100 FTE		At / Over Capacity
Old Harrington						4	11	15	0	319	319	2K's are small and calculated at 15
K assumes 18 students / class												
Gr 1 - 5 assume 23 students / class												
** 8-26-2014 Enrollment Report												

Middle Schools - must take into account "Teams", the basic organizational structure and educational delivery model for these grade levels.

The Clarke Middle School operates on a shared classroom basis, where teachers' "home base" is in a common teacher planning room. This allows the classrooms to be used by multiple teachers for both on-team and off-team classes. This does need to consider age groupings and team structure. Although sharing rooms do result in better room utilization than dedicated classrooms, by its nature, cannot reach the 85% utilization achievable in a high school. We have identified a range of population: 810 students to 828 students

Diamond Middle School operates on a dedicated classroom basis. It also has more classrooms than Clarke. Following a discussion with the schools' administration, there is a recognition that at some point there may be a need to move towards a shared classroom basis.

In order to move to a shared classroom structure, teacher planning rooms would be required to create a "home base" for each teacher. Creation of those rooms can be explored in Phase 3 of the Master Plan.

Additionally, the middle school administration will need to construct a preliminary schedule with shared rooms to truly be able determine how many students can be accommodated. At that time, they will also explore if partial teams will be required.

The six portable classrooms, put in place for the 2001 renovation and never removed, are required in the short term. For that reason, the capacity will include those rooms.

Capacity range for dedicated use of classrooms (as currently exists) including portable classrooms: 810 to 828 students, similar to the capacity of Clarke. This is counter intuitive since Diamond has more classrooms. Diamond will need to go through the process identified above (teacher planning and MS rescheduling) in order to determine a revised and presumably larger capacity.

It is anticipated that the classroom use policy will be discussed by the school administration concurrent with options development in Phase 3.

Lexington High School

The review of Lexington High School has been approached from multiple directions:

1. MSBA Summary of Spaces based on the number of classrooms available
2. A review of the curriculum offerings in the context of current Master Schedule enrollments for each offering. We refer to these as Curriculum - Space Worksheets. These are included in Section 2 of this report. This process identifies the number of classrooms needed to accomplish the curriculum delivery. In addition to setting a capacity range, the process will be modified to predict the number of classrooms needed as the population increases.

High School capacity range: 2,250 - 2,290 students

1.5 ENROLLMENT PROJECTIONS

Enrollment Projections have been studied and developed in two ways:

1. The district regularly develops projections using the Cohort Survival Method. These are summarized in a district report dated 8/26/14.
2. The Ad hoc Enrollment Working Group (EWG), assembled by the district, using the Linear Extrapolation Method, has developed projections. These are summarized in a report dated 9/10/14.

The EWG recommended using a combination of methods for different school cohorts at different milestones: for next year (2015-2016); 5 years (2019-2020) and 10 years (2024-2025).

The chart below shows the projections and indicates the method used as recommended by the EWG through a 5 year projection.

It should be noted that although there is not agreement for a 10 year projection for the schools, continued enrollment increases are anticipated and need to be planned for on the Master Plan options.

	Current Population 2014-2015	Anticipated Population 2015-2016 Next Year	Anticipated Population 2019-2020 5 Years	Estimated School Capacity incl. Portables
Elementary Schools (6)	3,025	3,049	3,196	3,118
Middle Schools (2)	1,617	1,658	1,839	1,620 - 1,656
Lexington High School	2,107	2,169	2,265	2,250 – 2,290

Enrollment Working Group – Linear Extrapolation Method

District Projections – Cohort Survival Method

Section 2

Phase 1 - Capacity Analysis

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 - Capacity Analysis

SECTION TWO CAPACITY ANALYSIS

2.1 INTRODUCTION

This Section 2 includes numerous exhibits that were developed as part of the Capacity Analysis process. Among them are:

1. Existing Building Information - statistical information about each school
2. Floor plans of each school that represent "current use". These plans are color coded representing different uses of the spaces e.g. classrooms, art rooms, SPED etc. Meeting reports are included in this report.
3. Floor plans that indicate (in red), spaces that are more than 10% smaller than the Massachusetts School Building Authority (MSBA) Guidelines for new construction.
4. Each school includes a Summary of Spaces, identifying the rooms by category, their sizes and comparison to MSBS Guidelines. These summaries can be found in Section 3 of this report.

2.2 CONTRIBUTING ISSUE

Music Spaces: The scheduling rooms for music classes has been a discussion at most of the elementary schools and both middle schools. The specific issues differ between schools but at its' core discussion, some music classes are being conducted in teaching spaces that were not originally intended for the purpose. The result is often music that is not acoustically contained within the spaces; spaces shared with other subjects and a feeling of cramped environments for the limited times of the week that music classes are conducted.

As currently configured, multiple music classes are taught by multiple teachers at the same time within a school. Multiple school principals have stated that scheduling these important and well attended classes often take much of the academic schedule.

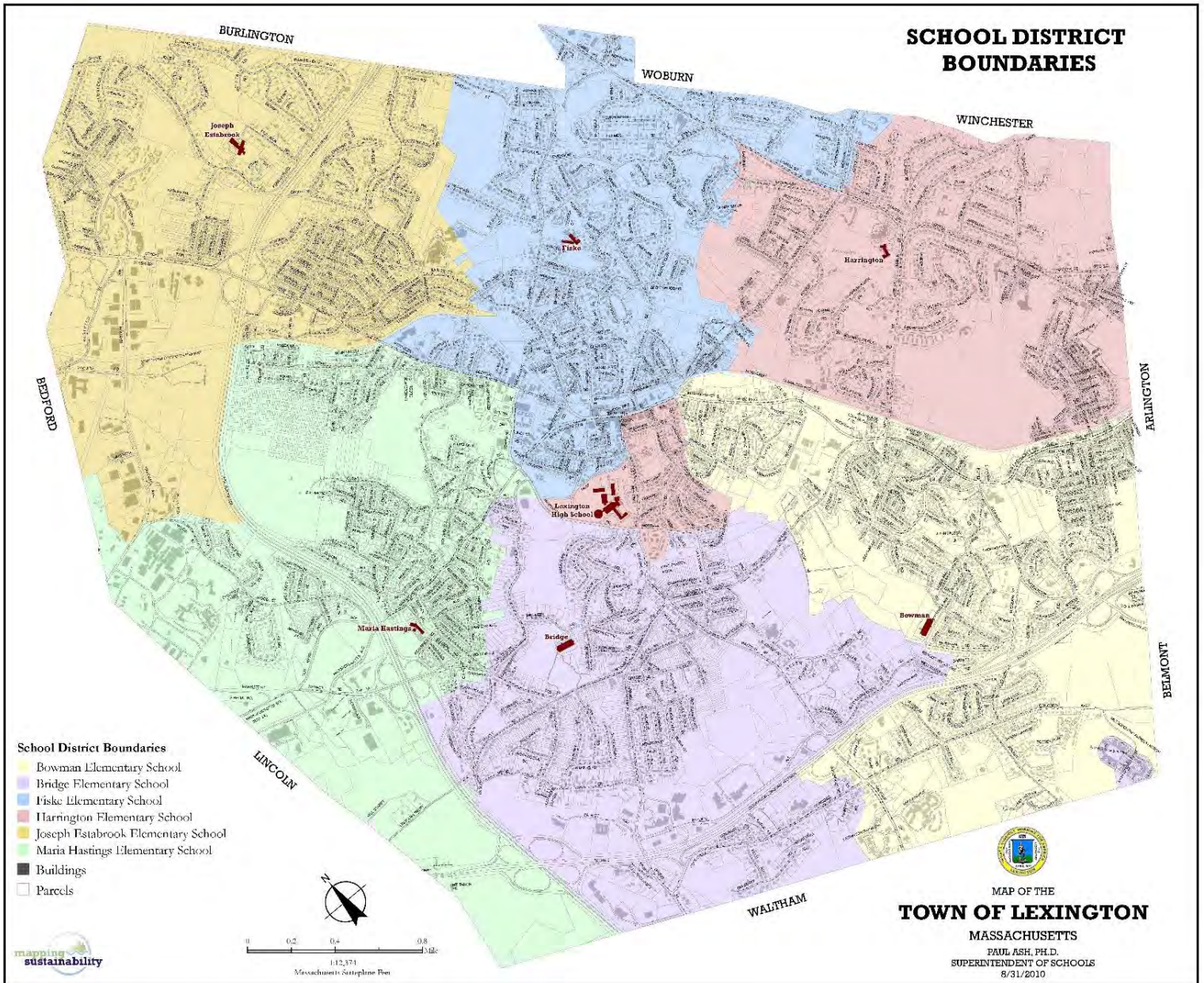
It is recommended that the school department explore an alternative scheduling of music teachers and classes so no more than one class is being conducted at any one time. This may result in freeing up the "non-intended" spaces for other academic uses.

Moving the teachers and schedules may result in a better room utilization. At this point, we are not stating that there are specific rooms that can be repurposed, but a review of this concept by the school department may result in some degree of freed up spaces.

2.3 EXISTING BUILDING INFORMATION

The Lexington School District is serves a large suburban community. Facilities currently occupied and maintained by the Lexington School Department consists of nine schools, totaling approximately 1,068,900 GSF and serving a total population of over 6746 students (enrollment 9/3/14).

School	GSF	Grades	Current Enrollment 8/26/14	Year Built	Add/Reno
Bowman Elementary School	66,800 incl. modular CR's	K-5	576	1967	Reno 2014
Bridge Elementary School	64,450	K-5	585	1966	Reno 2014
Estabrook Elementary School	91,840	K-5	500	2014	
Fiske Elementary School	75,840	K-5	489	2007	
Harrington Elementary School	79,470	PreK-5	446 (excludes PreK)	2005	
Hastings Elementary School	64,980 incl. modular CR's	K-5	426	1955	1959, 1995, 2003
Clarke Middle School	133,200	6-8	824	1972	Reno 2000
Diamond Middle School	131,100	6-8	793	1958	Add Reno 2000
High School	361,200	9-12	2107	1953	1955, 1962, 2000, 2014





BOWMAN ELEMENTARY SCHOOL

Facility Type:	Elementary School
Year Built:	1967, Reno 2014
Grade Configuration:	K-5
Student Enrollment (FY 09/3/13):	576
Gross Square Feet:	66,800 incl. modular CR's
Administrative Organization:	
Principal	Mary Anton, Ed.D.

Discussion

The school has recently undergone a renovation to address deferred maintenance issues and modest room modifications. The renovations included the creation of four (4) new classrooms: two by "space mining" (reconfiguring existing spaces) and two by modest additions.

The school contains 4 kindergarten classrooms and 22 general education classrooms. In general, most of the typical classrooms are slightly smaller than the MSBA guidelines but within acceptable standards.

The two modular classrooms have been set up to accommodate the District's LLP SPED program. This program serves students with students with language and communication based learning disabilities.

Using the study guidelines of 18 students/kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 578 students. With a current enrollment of 572 students, Bowman Elementary School is at capacity.

The school department guidelines identify a range of 18 - 20 for kindergarten; 22 - 25 for grade 1 and 24 to 26 for grades 2 - 5. This study analysis assumed fewer students than Lexington's guidelines. Since grade levels vary in populations, there are some classes that are under class side guidelines and some that are slightly over.



Bowman Elementary School
First Floor Programming



Bowman Elementary School
First Floor Deficiencies (Per MSBA Requirements)



BRIDGE ELEMENTARY SCHOOL

Facility Type:	Elementary School
Year Built:	1966, Reno 2014
Grade Configuration:	K-5
Student Enrollment (FY 2011-2012) :	585
Gross Square Feet:	64,450
Administrative Organization:	
Principal	Margaret Colella

Discussion

The school has recently undergone a renovation to address deferred maintenance issues and modest room modifications. The renovations included the creation of four (4) new classrooms: two by "space mining" (reconfiguring existing spaces) and two by modest additions.

The school contains 5 kindergarten classrooms and 21 general education classrooms. In general, most of the typical classrooms are slightly smaller than the MSBA guidelines but within acceptable standards.

Bridge hosts the district Therapeutic Learning Program (TLP) serves students with social-emotional and behavioral issues. The space is best served by two rooms that are separate and function with different activities in each space.

Using the study guidelines of 18 students / kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 573 students. With a current enrollment of 589 students, Bridge Elementary School is slightly over capacity.

The school department guidelines identify a range of 18 - 20 for kindergarten; 22 - 25 for grade 1 and 24 to 26 for grades 2 - 5. This study analysis assumed fewer students than Lexington's guidelines. Since grade levels vary in populations, there are some classes that are under class side guidelines and some that are slightly over.



Bridge Elementary School
First Floor Programming



Bridge Elementary School
First Floor Deficiencies (per MSBA Requirements)



ESTABROOK ELEMENTARY SCHOOL

Facility Type:	Elementary School
Year Built:	2014
Grade Configuration:	K-5
Student Enrollment (FY10/1/14):	500
Gross Square Feet:	91,840
Administrative Organization:	
Principal	Sandra Trach

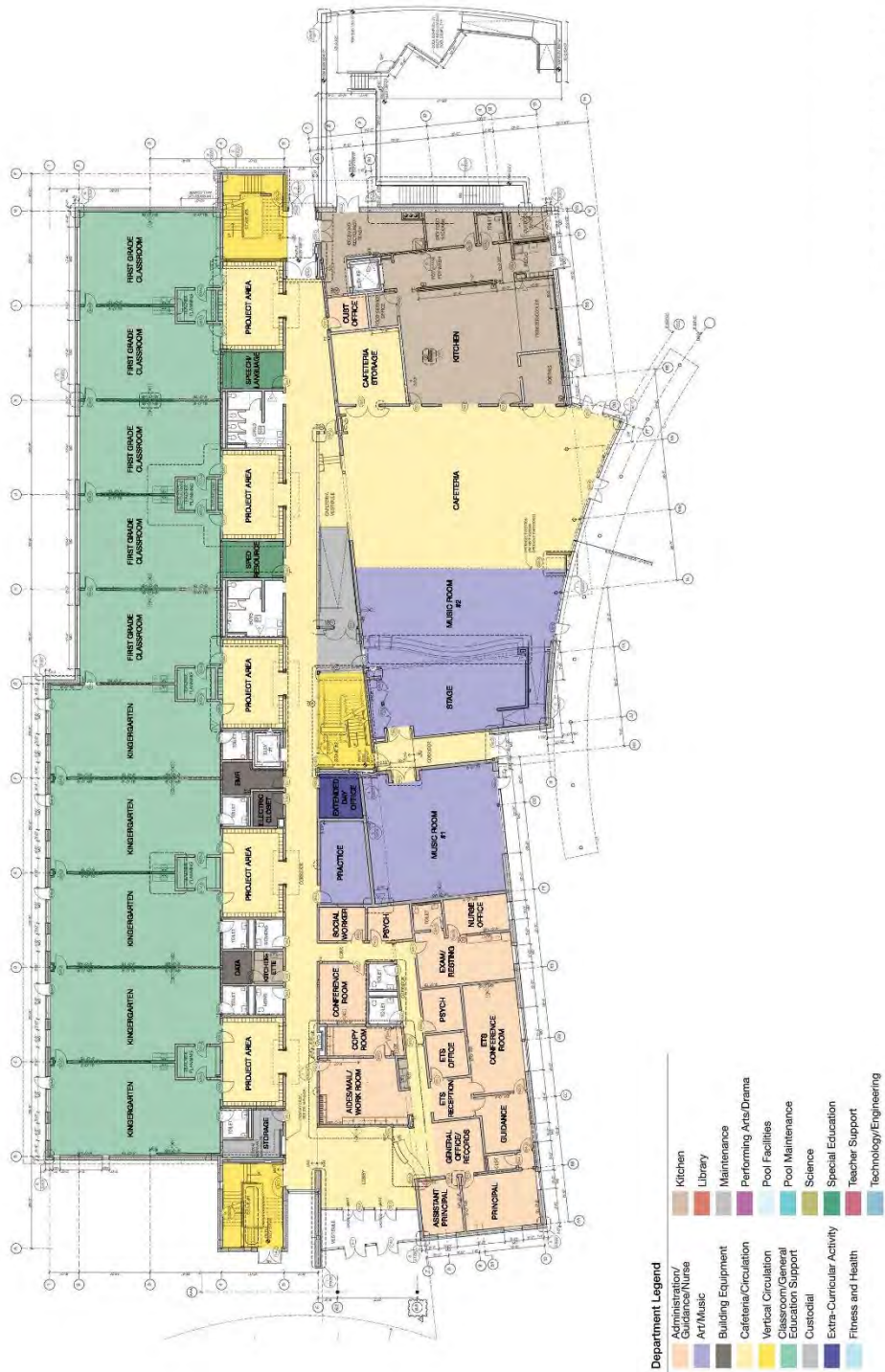
Discussion

The Estabrook Elementary School is a new building which opened to students in the spring of 2014. Demolition of the old Estabrook School and completion of the site development work was completed prior to the start of the 2014 - 2015 academic year. The facility is also an excellent example of how schools have evolved in recent years to better serve both students and faculty for 21st Century educational pedagogy.

The building meets the MSBA Guidelines. The school contains 5 kindergarten classrooms and 22 general education classrooms.

Therapeutic Learning Program serves students with social-emotional and behavioral issues – mood and anxiety concerns. The space is served by two rooms that are connected through a door and function with different activities in each space. There is also a third room that is not connected that is for academic work. Students in this program are integrated as much as possible into their general education classrooms.

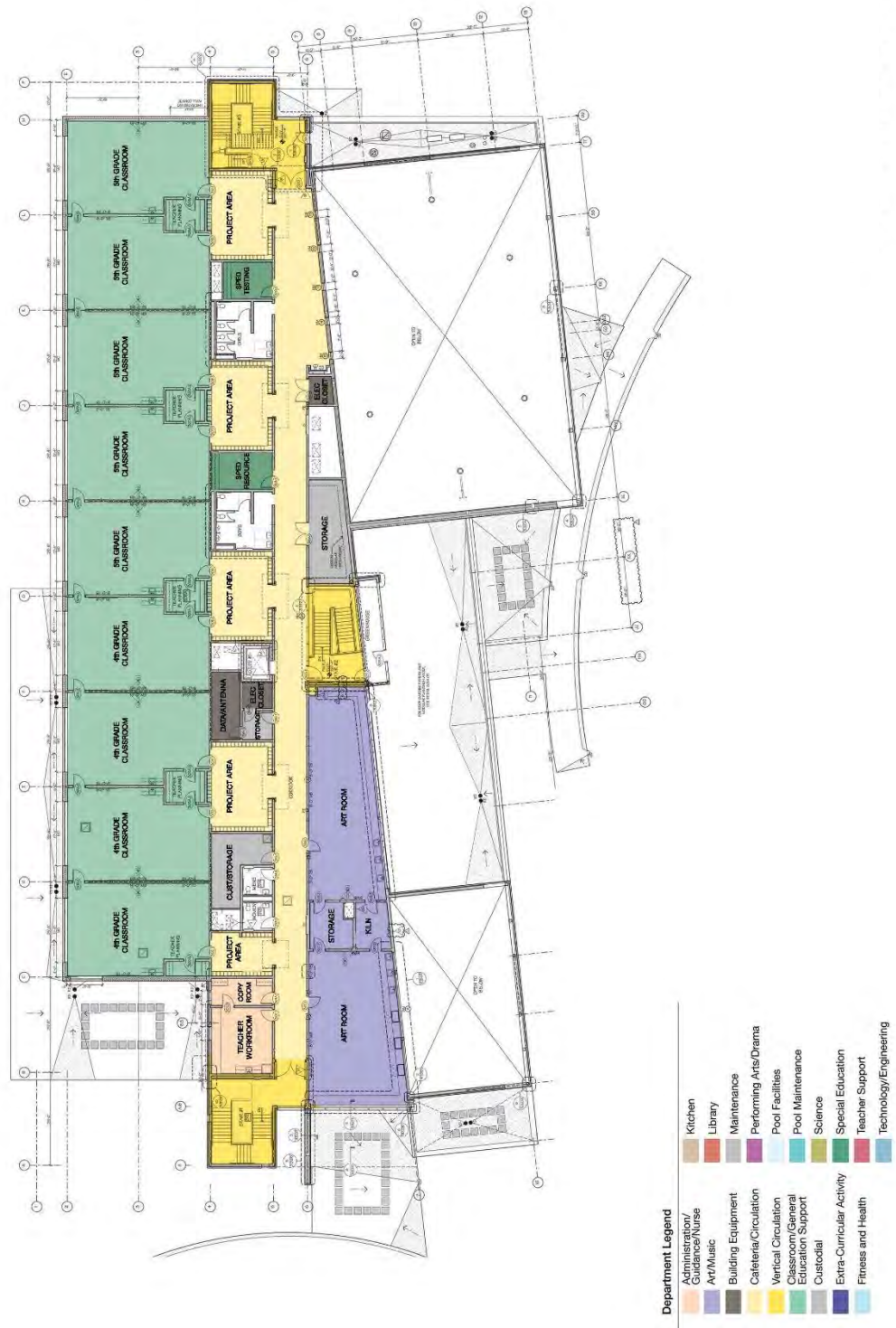
Using the study guidelines of 18 students/kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 596 students. With a current enrollment of 500 students, Estabrook Elementary School is under capacity.



**Estabrook Elementary School
First Floor Programming**



Estabrook Elementary School
Second Floor Programming



Estabrook Elementary School
Third Floor Programming



FISKE ELEMENTARY SCHOOL

Facility Type:	Elementary School
Year Built:	2007
Grade Configuration:	K-5
Student Enrollment (FY10/1/14):	489
Gross Square Feet:	75,840
Administrative Organization:	
Principal	Thomas Martellone

Discussion

Fiske Elementary School is a relatively new building, completed in 2007. It was designed prior to the current MSBA space standards. There are a few spaces that are under the current standards.

The school contains 4 kindergarten classrooms and 18 general education classrooms. The typical classrooms meet the MSBA guidelines.

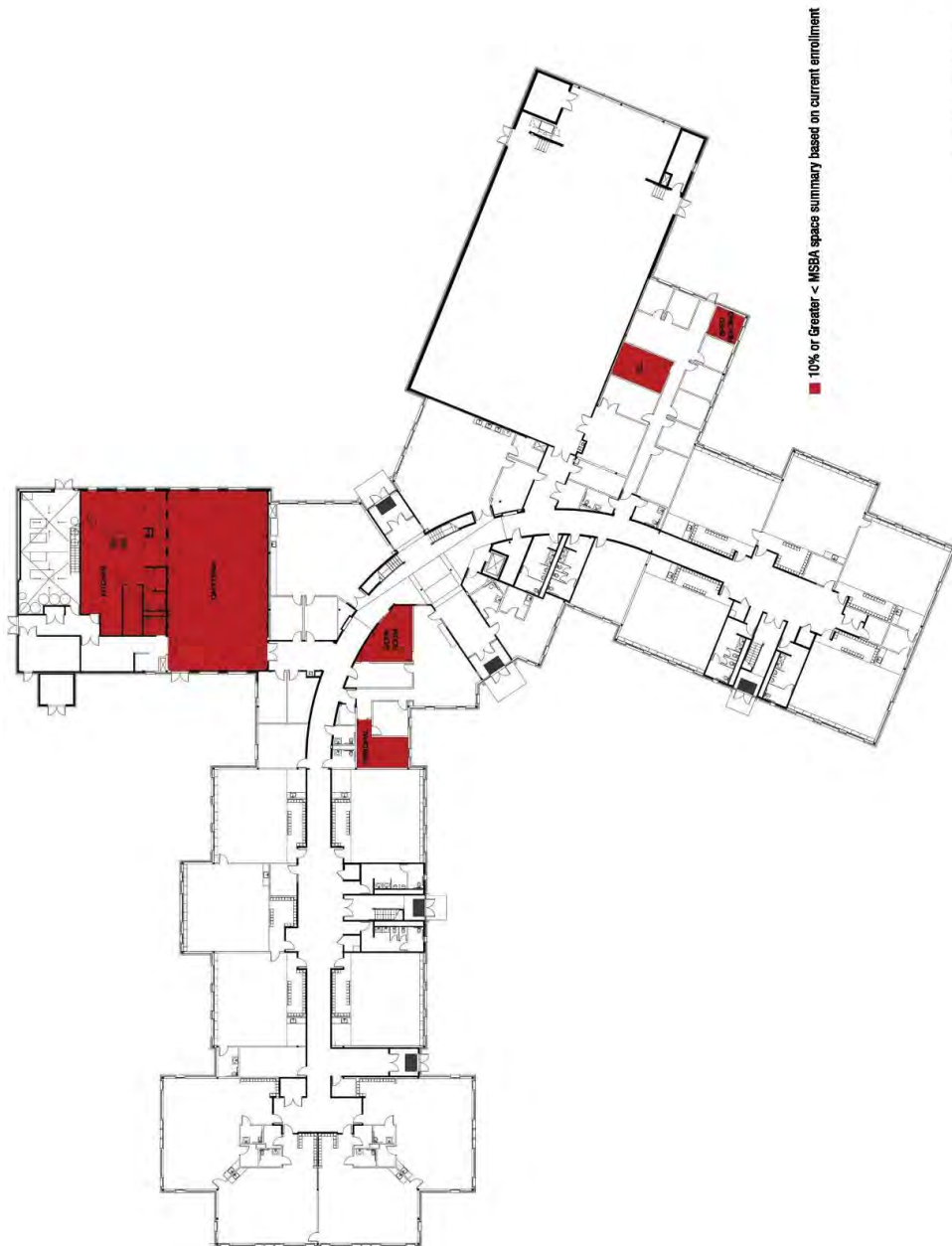
Fiske hosts the district Intensive Learning Program (ILP). The ILP program has grown significantly since the school was built and in the process has taken over additional teaching spaces.

Using the study guidelines of 18 students / kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 486 students. With a current enrollment of 489 students, Fiske Elementary School is slightly over capacity.

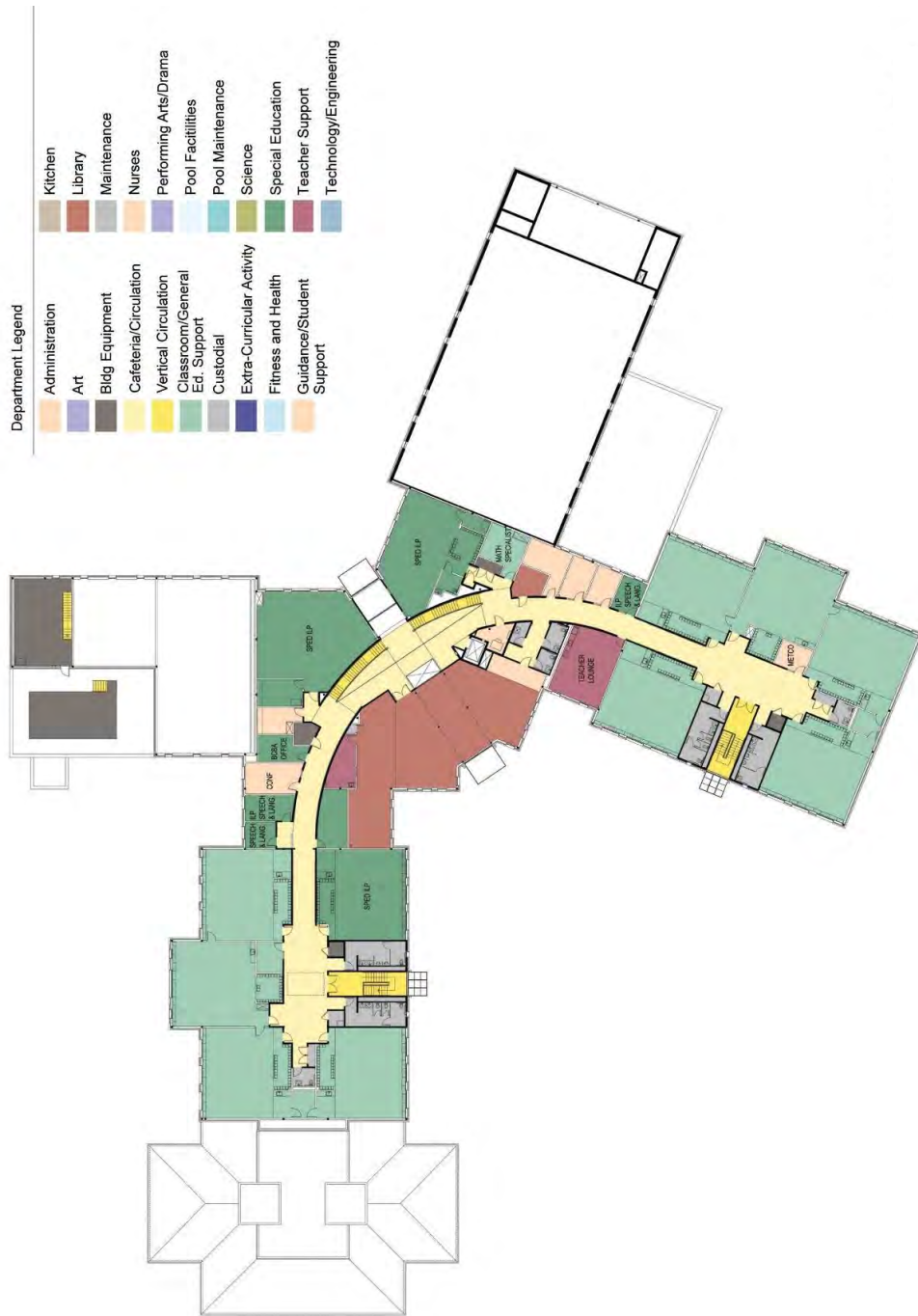
The school department guidelines identify a range of 18 - 20 for kindergarten; 22 - 25 for grade 1 and 24 to 26 for grades 2 - 5. This study analysis assumed fewer students than Lexington's guidelines. Since grade levels vary in populations, there are some classes that are under class side guidelines and some that are slightly over.



Fiske Elementary School
 First Floor Programming



Fiske Elementary School
First Floor Deficiencies (Per MSBA Requirements)



Fiske Elementary School
Second Floor Programming



NEW HARRINGTON ELEMENTARY SCHOOL

Facility Type:	Elementary School
Year Built:	2005
Grade Configuration:	PreK-5
Student Enrollment:	446 (excludes PreK)
Gross Square Feet:	79,470
Administrative Organization:	
Principal	Elaine Mead

Discussion

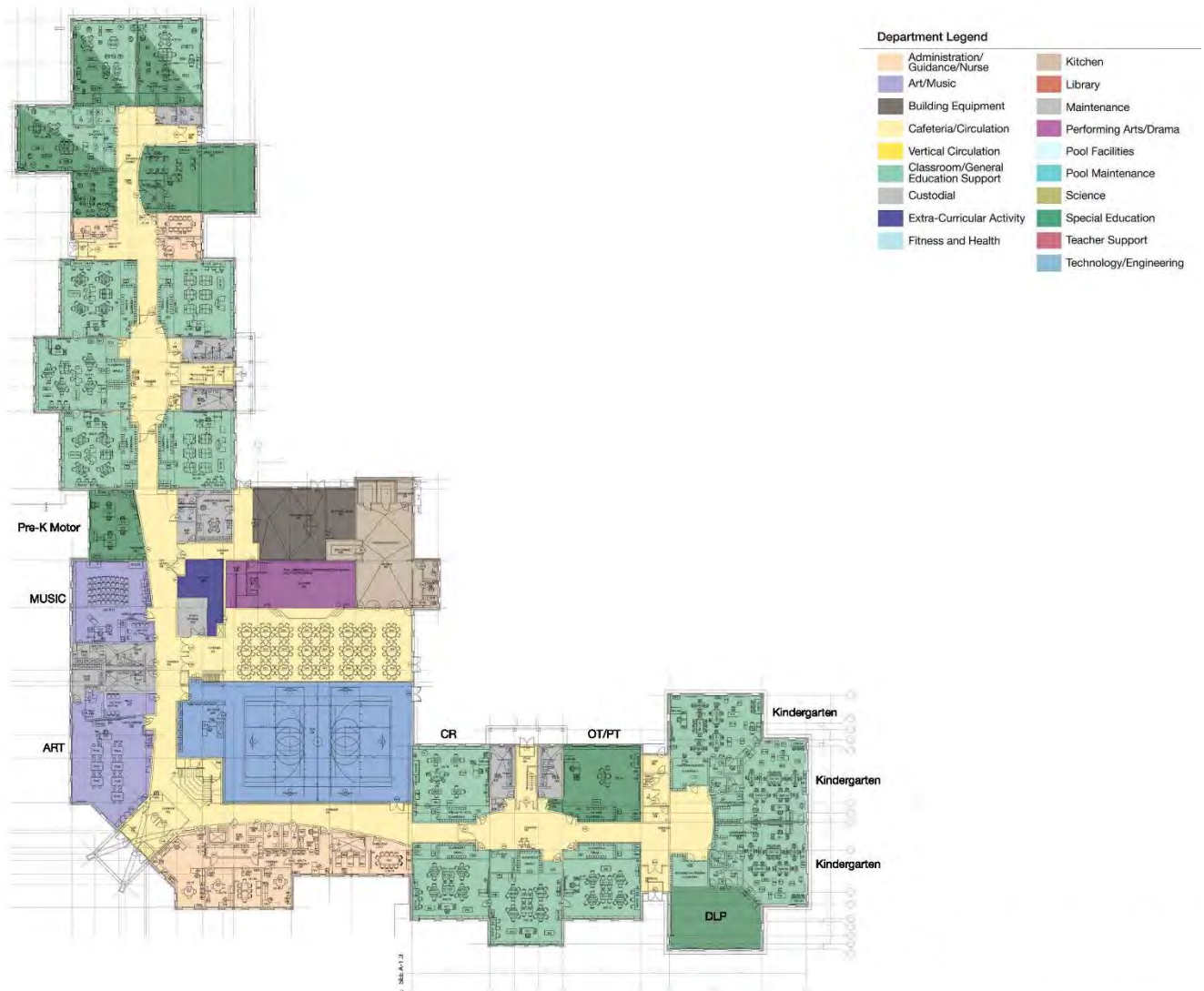
Harrington Elementary School is a relatively new building, completed in 2005. It was designed prior to the current MSBA space standards. There are a few spaces that are under the current standards.

The school contains 4 kindergarten classrooms and 15 general education classrooms. The school is also home of the district's Prekindergarten Program. PreK has three full size classrooms; a fourth smaller classroom for students on the autism spectrum; a physical therapy room and office and support areas. The program has also taken over a small Harrington classroom for additional physical therapy needs. The typical classrooms meet the MSBA guidelines.

Harrington hosts the district Developmental Learning Program (DLP) for students with intellectual impairments.

Using the study guidelines of 18 students / kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 417 students (excluding the PreK). With a current enrollment of 447 students, Harrington Elementary School is slightly over capacity.

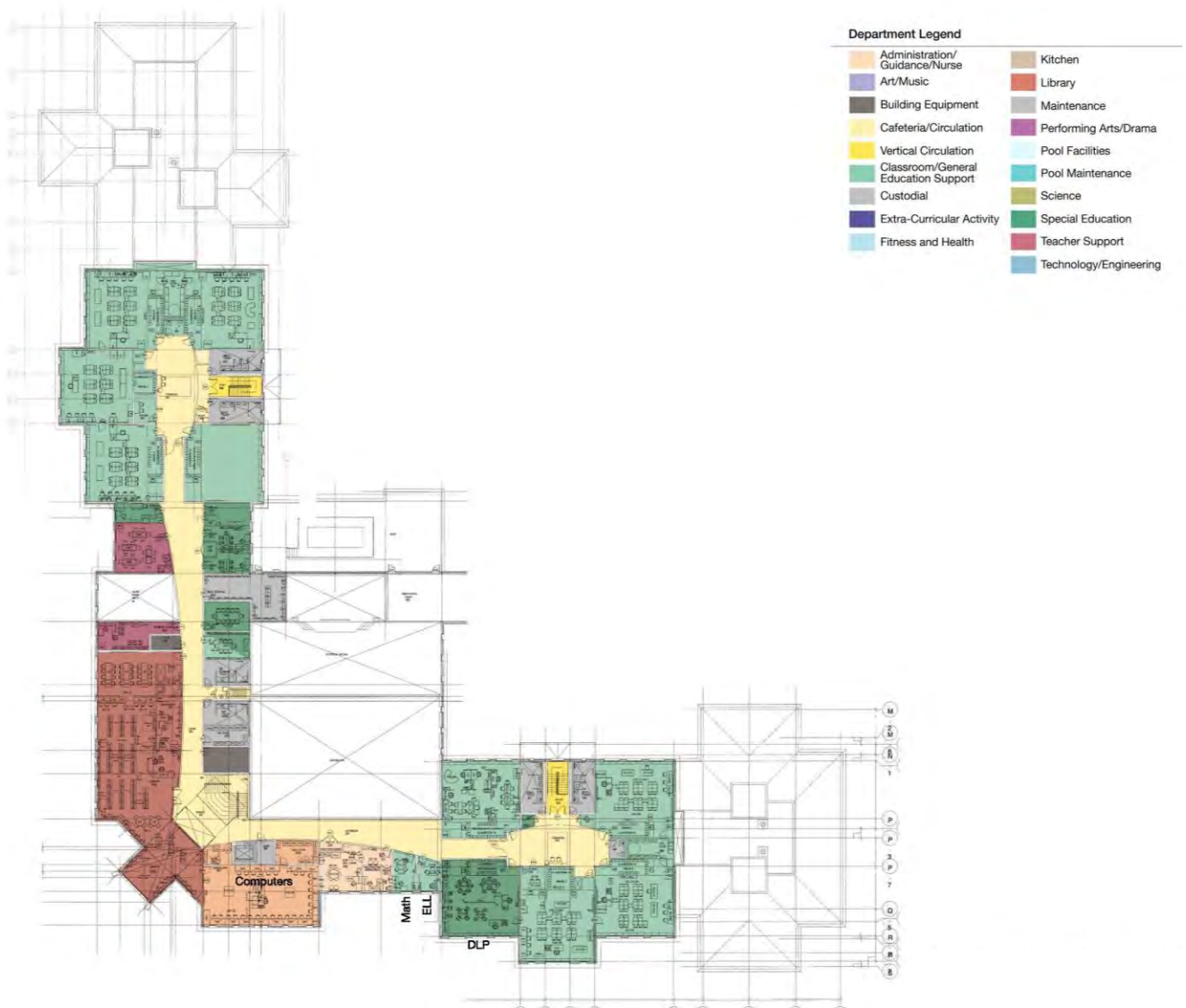
The school department guidelines identify a range of 18 - 20 for kindergarten; 22 - 25 for grade 1 and 24 to 26 for grades 2 - 5. This study analysis assumed fewer students than Lexington's guidelines. Since grade levels vary in populations, there are some classes that are under class side guidelines and some that are slightly over.



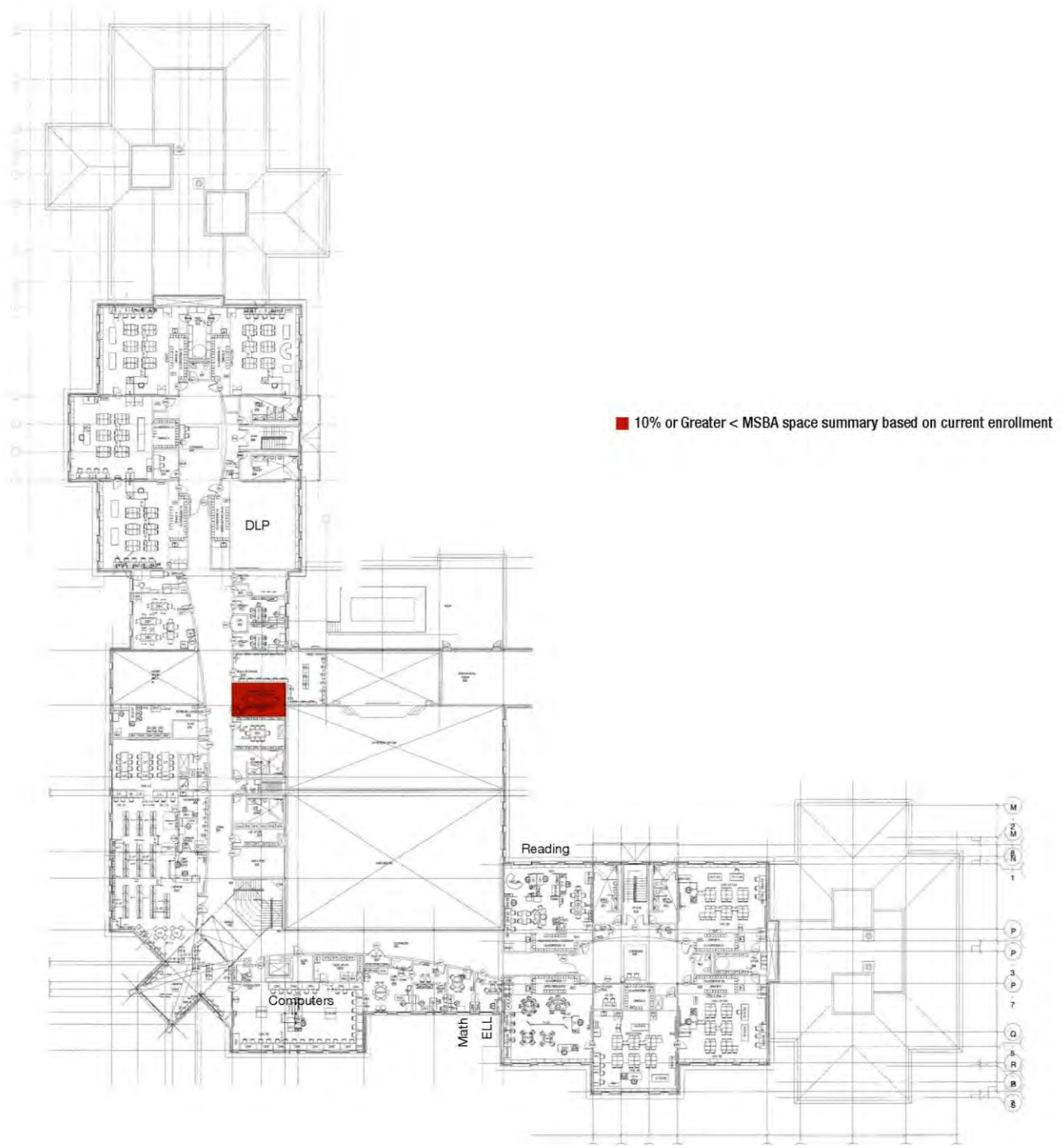
Harrington Elementary School
First Floor Programming



Harrington Elementary School
First Floor Deficiencies (Per MSBA Requirements)



Harrington Elementary School
Second Floor Programming



Harrington Elementary School
Second Floor Deficiencies (Per MSBA Requirements)



HASTINGS ELEMENTARY SCHOOL

Facility Type:	Elementary School
Year Built:	1955, 1959, 1995, 2003
Grade Configuration:	K-5
Student Enrollment (FY 10/1/2014):	426
Gross Square Feet:	64,980 incl. modular CR's
Administrative Organization:	
Principal	Louise Lipsitz

Discussion

Hasting is the one elementary school that has not been renovated or replaced in recent years. The original portion of the school is 59 years old. The building has eight modular classrooms that serve general education grade level classes; SPED programs and art.

In the spring of 2014, the Town of Lexington submitted a Statement of Interest (SOI) to the Massachusetts Building Authority (MSBA) requesting acceptance into the agency's Capital Projects Program to study renovation / addition or replacement.

The school contains 3 kindergarten classrooms and 14 general education classrooms in the permanent portion of the building. Of the eight modular classrooms, four serve grade level classrooms. The school is also home of 1/2 of the district's elementary level, Intensive Learning Program (ILP). The program has also taken over a small Harrington classroom for additional physical therapy needs. Some of the classrooms do not meet the MSBA guidelines.

Using the study guidelines of 18 students / kindergarten classrooms and 23 students / class for grades 1 - 5, the permanent school building has an anticipated capacity of 376 students. With the added modular classrooms, the school building has an anticipated capacity of 468 students. With a current enrollment of 426 students, Hastings Elementary School is over capacity for the permanent building and under capacity when the modular's are factored in.

The school department guidelines identify a range of 18 - 20 for kindergarten; 22 - 25 for grade 1 and 24 to 26 for grades 2 - 5. This study analysis assumed fewer students than

Lexington's guidelines. Since grade levels vary in populations, there are some classrooms that have class sizes slightly under or over district guidelines.



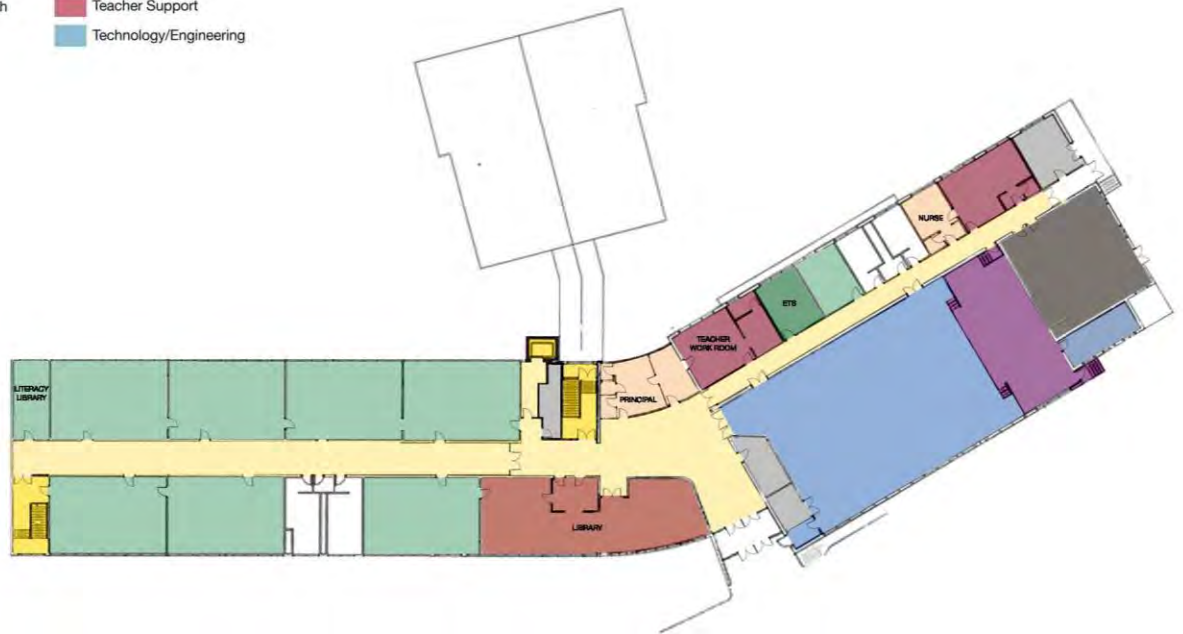
Hastings Elementary School
Ground Floor Programming



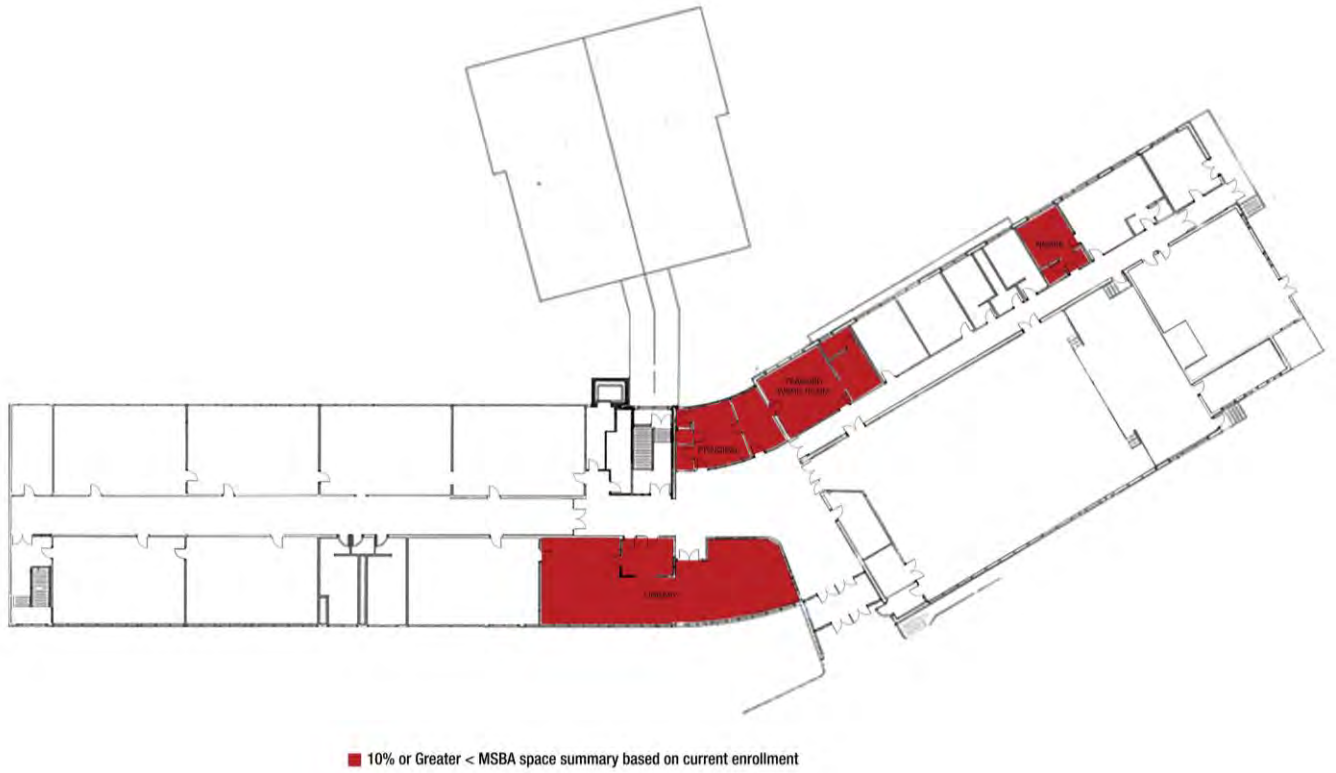
Hastings Elementary School
Ground Floor Deficiencies (Per MSBA Requirements)

Department Legend

Administration/ Guidance/Nurse	Kitchen
Art/Music	Library
Building Equipment	Maintenance
Cafeteria/Circulation	Performing Arts/Drama
Vertical Circulation	Pool Facilities
Classroom/General Education Support	Pool Maintenance
Custodial	Science
Extra-Curricular Activity	Special Education
Fitness and Health	Teacher Support
	Technology/Engineering



Hastings Elementary School
First Floor Programming



Hastings Elementary School
First Floor Deficiencies (Per MSBA Requirements)

Central Administration Building (Old Harrington)

The current Central Administration building is the former "old" Harrington School. The building was used as swing space while the new Fiske School was being constructed,(until February 2007). The building then underwent minor renovations to accommodate the Central Administration staff and functions. Although it has been used by Central Administration for approximately seven years, as we understand it, it was never formally reclassified for business use.

If the building were to be converted back to elementary school use, a number of code upgrades would be required including: an automatic fire protection system (sprinklers); handicapped accessibility and life safety. Additionally, a seismic review would need to be conducted.

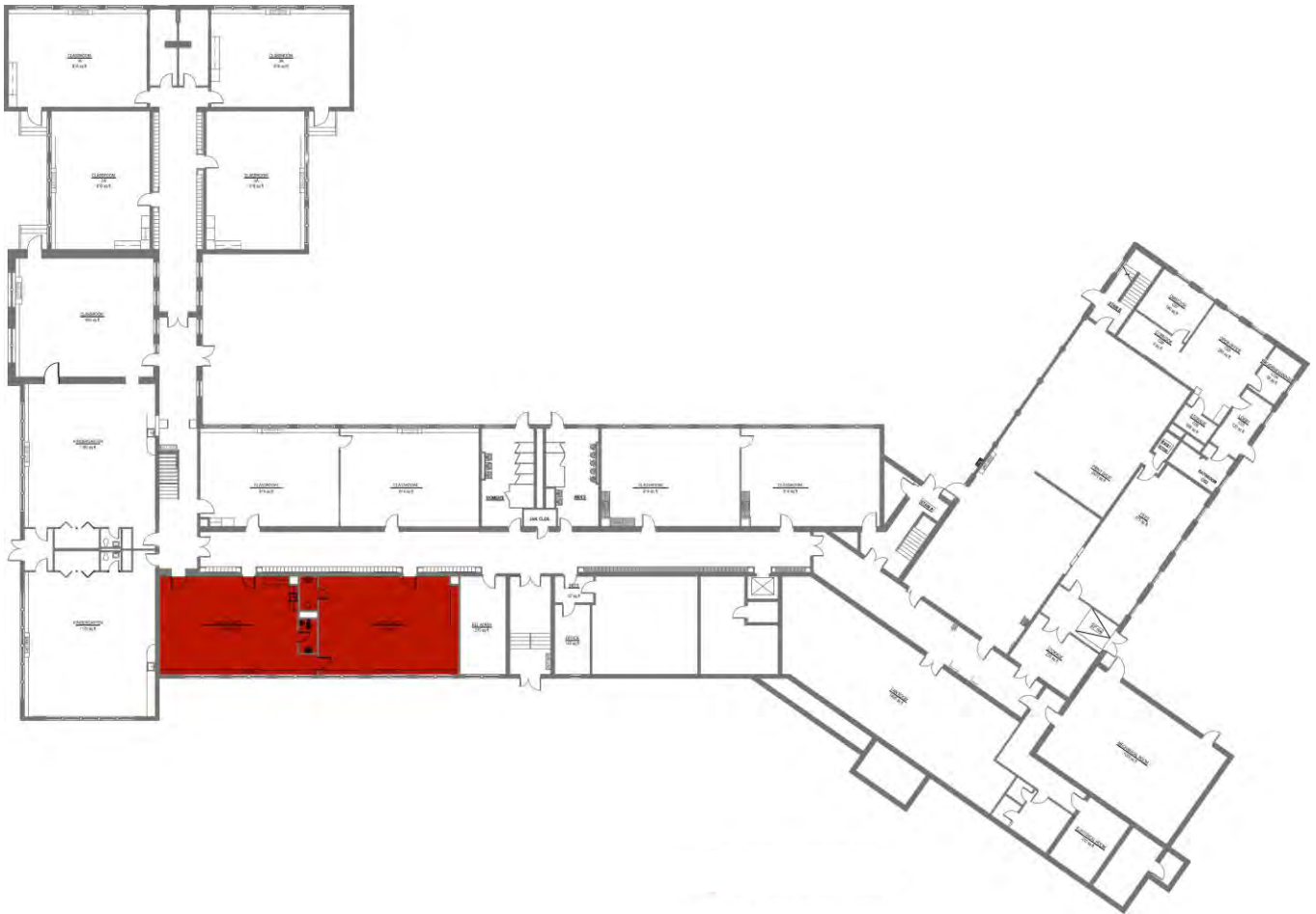
We have developed a Summary of Spaces and floor plans in order to develop a possible capacity for elementary school use. The floor plans do not indicate a number of spaces that are normal and required for a school today. We have made some assumptions and assigned classrooms to those uses. These assignments include: SPED, art, music and media center.

Central Administration (old Harrington) if returned to elementary school use, the building capacity would be approximately 320 students

This exercise assumes that Central Administration would find a new home. Determination of whether this is a cost effective and realistic option can be explored in Phase 3 Master Plan.



Central Administration Building
Ground Floor Programming



Central Administration Building
Ground Floor Deficiencies (Per MSBA Requirements)



Central Administration Building
First Floor Programming



Central Administration Building
First Floor Deficiencies (Per MSBA Requirements)

MIDDLE SCHOOLS

The traditional organization of middle schools are Team centric set up around the core subjects of English Language Arts, Social Studies, Math and Science. Four teachers, each with a dedicated classroom, would make up each team. In an ideal world, the classrooms would be clustered and adjacent to project areas and SPED classrooms/support.

Both of Lexington's middle schools were designed as junior high schools that had a departmental organization rather than a team organization. The building additions in the early 2000's largely maintained the double loaded corridor/departmental organization due to the existing building configurations and site limitations.

The schools have organized the classrooms by teams by grade to the extent possible, typically with science class / labs remote from the team.

Lexington's middle schools are organized and deliver education from a Team structure. This is significantly different from elementary or high schools. In addition, Lexington's two middle schools operate their classroom utilization differently. Clarke using a "shared classroom" approach and Diamond from a "dedicated classroom" approach.



CLARKE MIDDLE SCHOOL

Facility Type	Middle School
Year Built	1972 Reno 2000
Grade Configuration	6-8
Student Enrollment	824
Gross Square Feet	133,200
Administrative Organization:	
Principal	Anna Monaro
Assistant Principals	Jennifer Turner Johnathan Wettstone

Discussion

Clarke Middle School (current population 824)

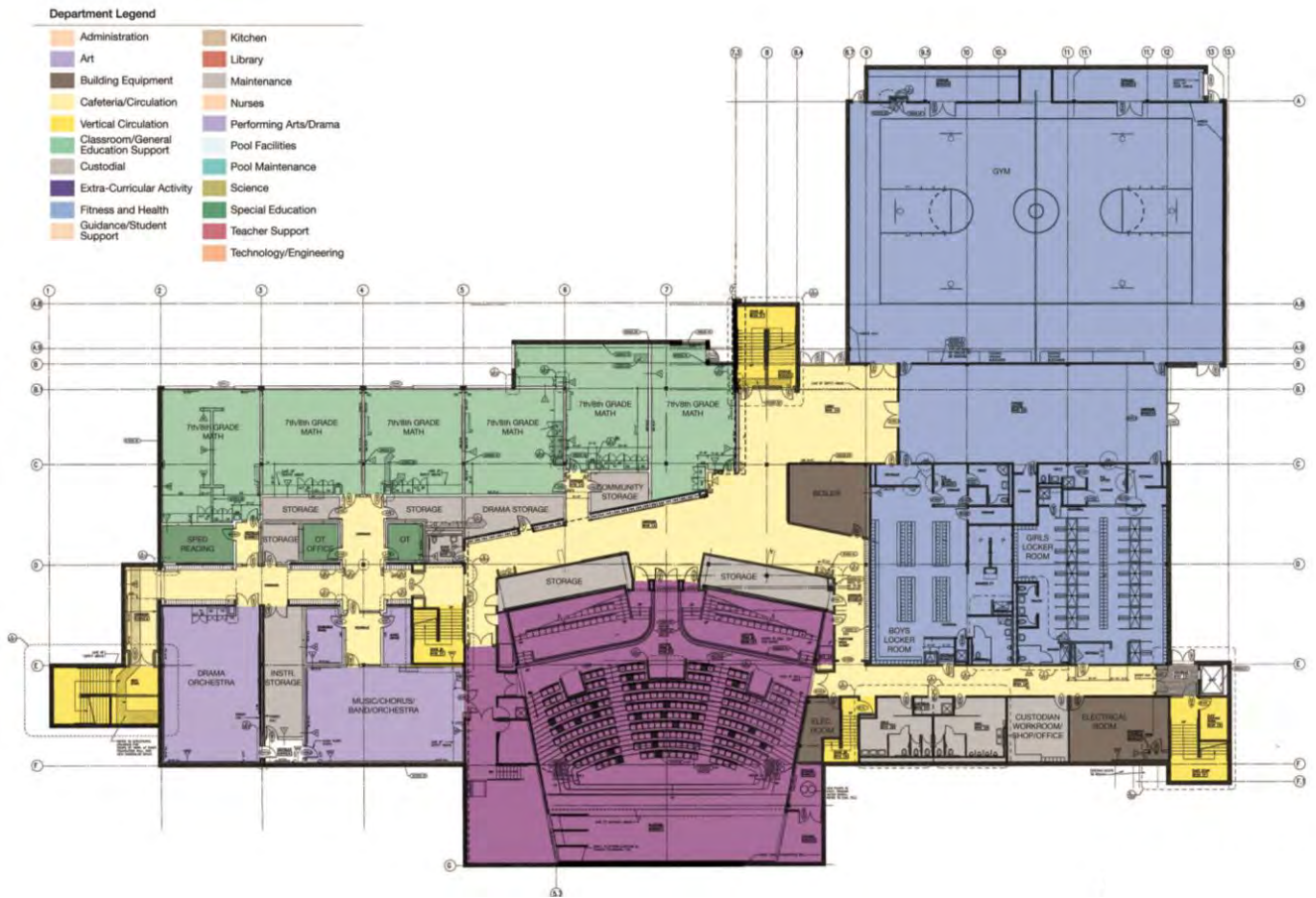
Clarke Middle School is organized with three teams for each grade level of grades 6, 7 and 8 = 9 teams. Each team consists of approximately 95 - 100 students, slightly larger than an ideal size of 80 - 90 students per team.

MSBA has a target of 23 students per class which would result in team sizes of 92 students. We have reviewed the class sizes; the schools' Master Schedule and classroom utilization. We have also discussed the shared room usage with the school administration. Although they would prefer classrooms that are more dedicated to grade levels, the current room utilization is working well with the 824 student population.

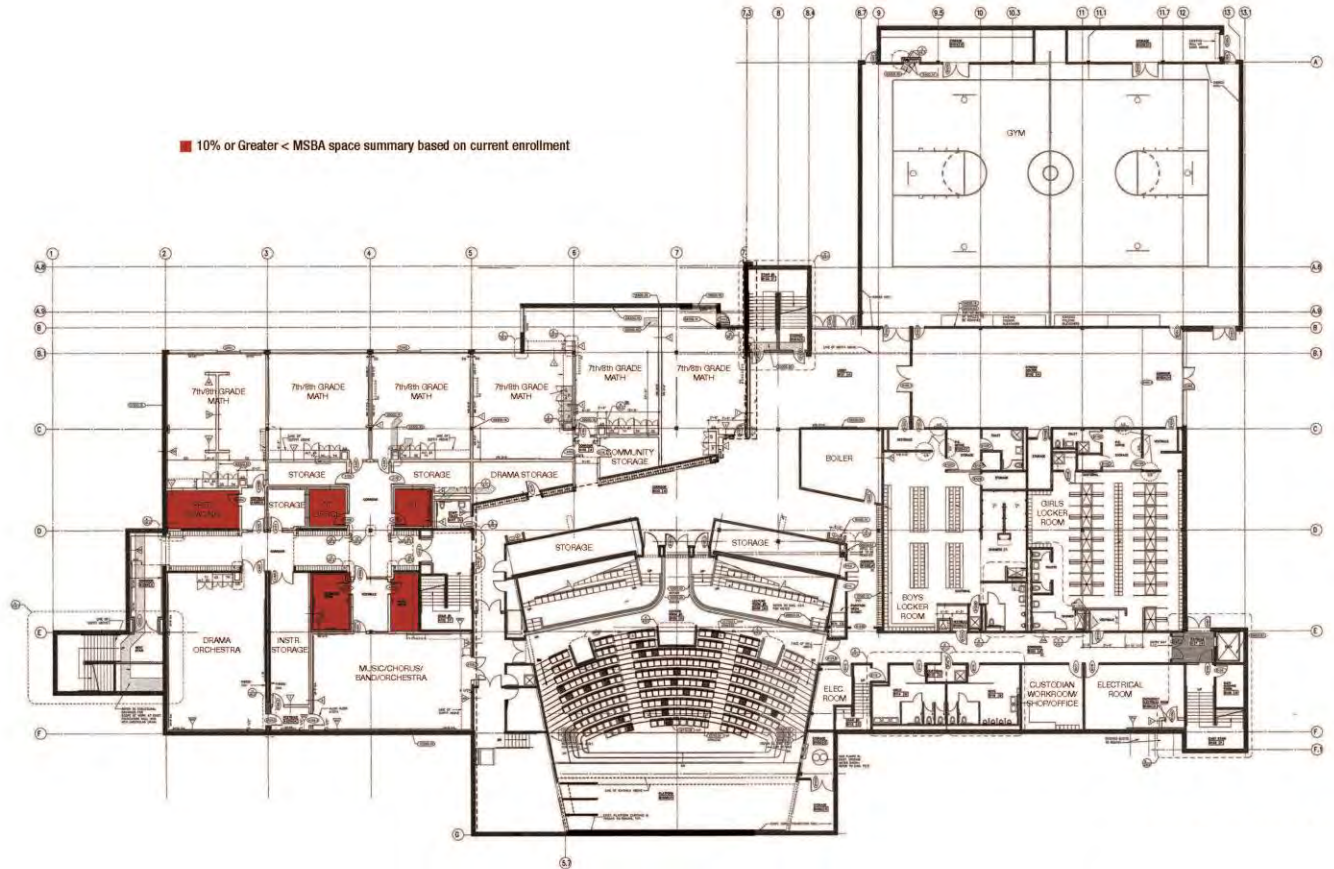
- 29 total General Education classrooms serve 9 teams (3 teams / grade) and Foreign Language. Foreign Language shares 4 classrooms
- According to the MSBA Summary of Spaces form, 29 classrooms is the correct number for the current population.

- The current average class size is slightly over 21 students / class. With a student class size of 23 students/ class along with a continued operation of the flexible scheduling of classrooms, we estimate the school capacity could be approximately 840 students.

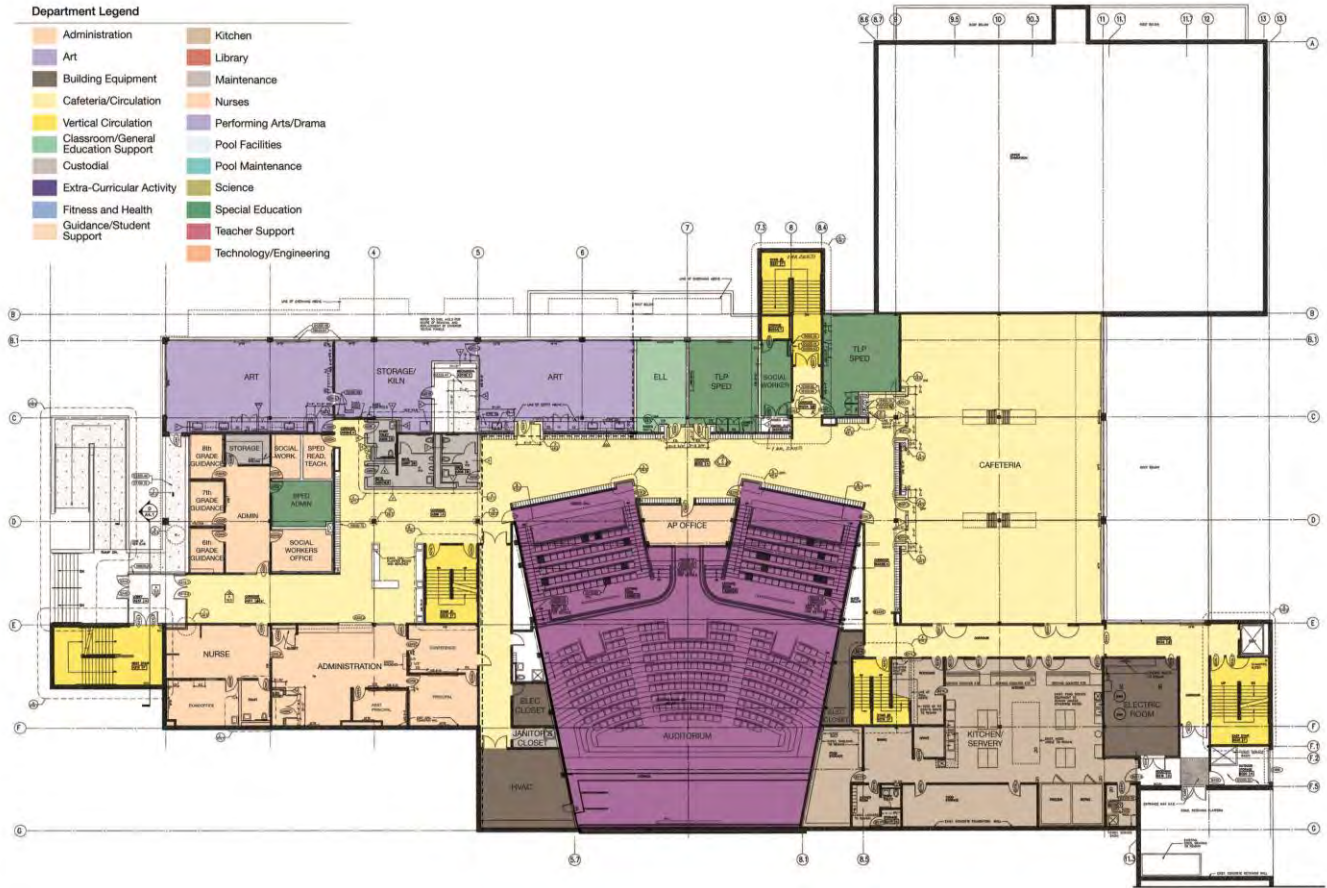
We have identified a capacity range for the current building capacity to 810 to 828 students.



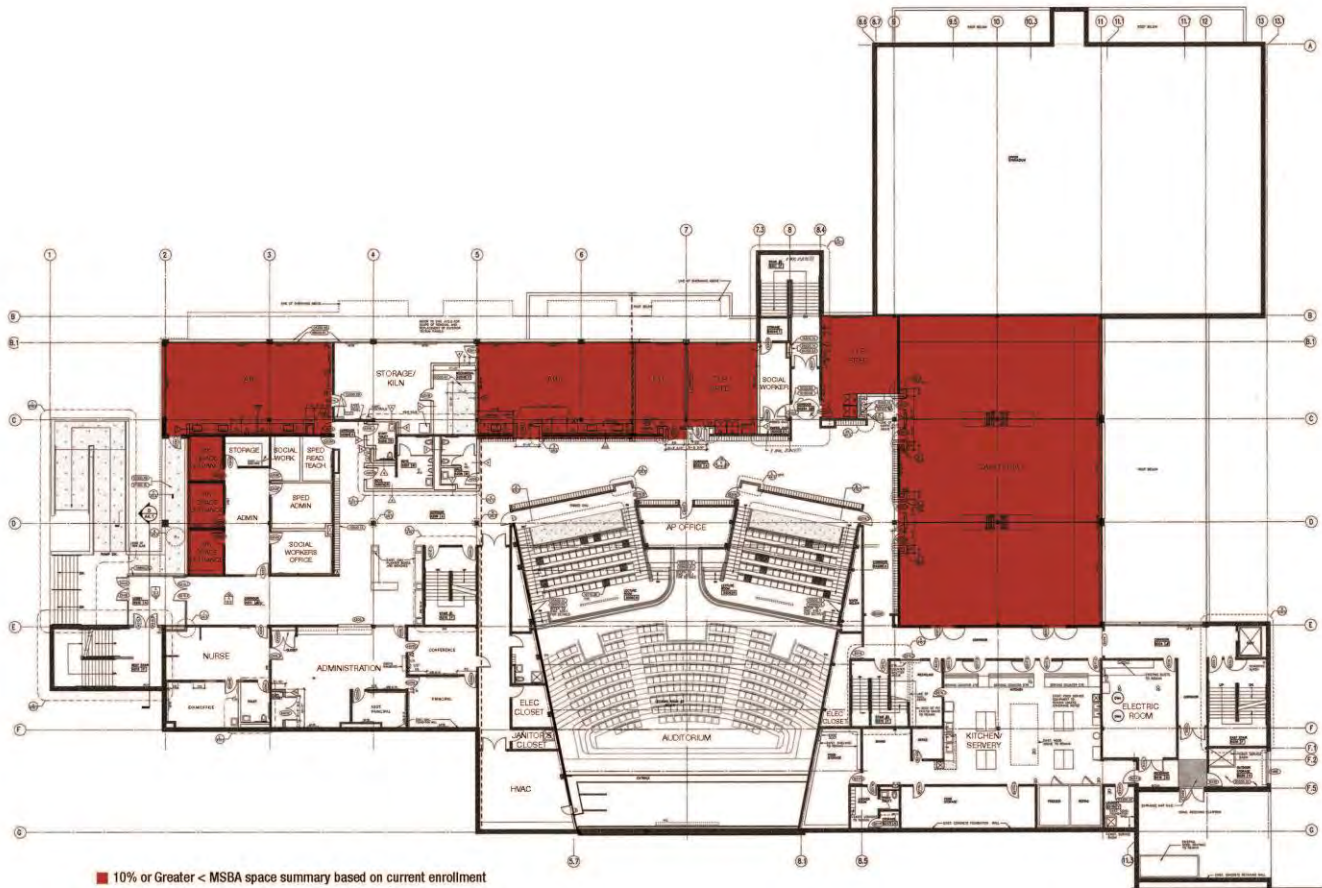
**Clarke Middle School
Lower Level Programming**



Clarke Middle School
Lower Level Deficiencies (Per MSBA Requirements)



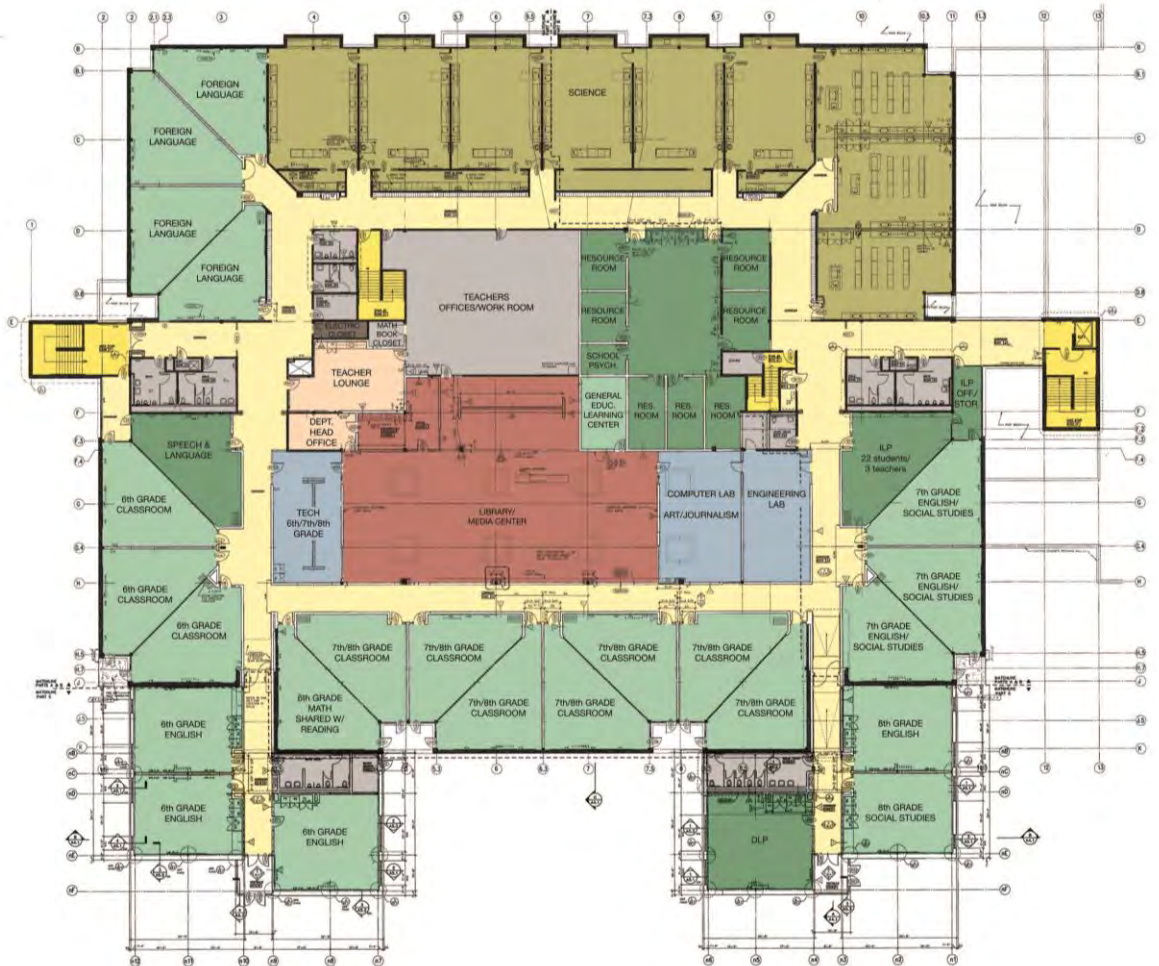
Clarke Middle School
First Floor Programming



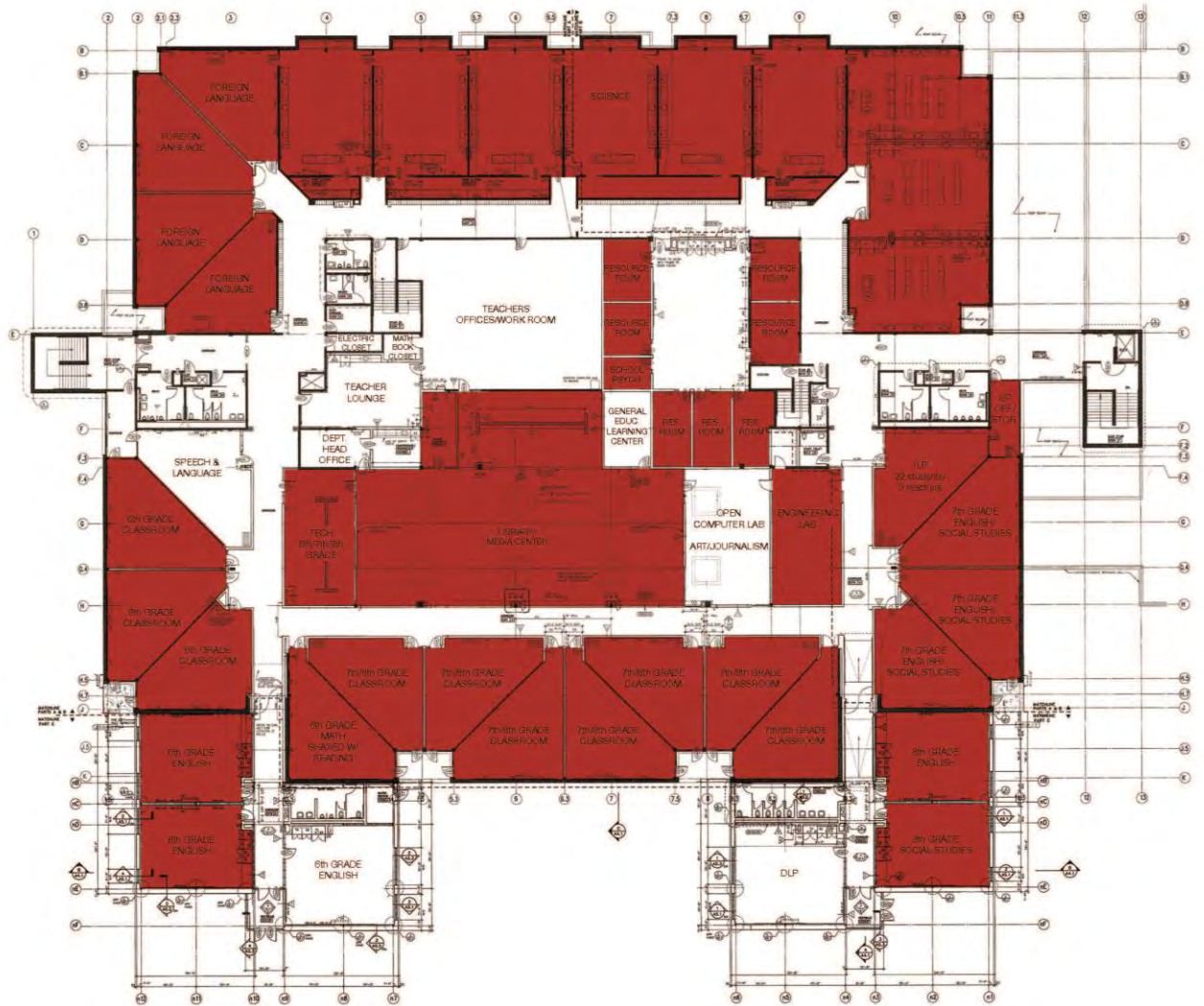
Clarke Middle School
First Floor Deficiencies (Per MSBA Requirements)

Department Legend

 Administration	 Kitchen
 Art	 Maintenance
 Building Equipment	 Nurses
 Cafeteria/Circulation	 Performing Arts/Drama
 Vertical Circulation	 Pool Facilities
 Classroom/General Education Support	 Pool Maintenance
 Custodial	 Science
 Extra-Curricular Activity	 Special Education
 Fitness and Health	 Teacher Support
 Guidance/Student Support	 Technology/Engineering



Clarke Middle School
Second Floor Programming



■ 10% or Greater < MSBA space summary based on current enrollment

Clarke Middle School
Second Floor Deficiencies (Per MSBA Requirements)



DIAMOND MIDDLE SCHOOL

Facility Type:	Middle School
Year Built:	1958, Add Reno 2000
Grade Configuration:	6-8
Student Enrollment (FY 2011 - 2012) :	793
Gross Square Feet:	131,100
Administrative Organization:	
Principal	Anne Carothers
Assistant Principals	Elizabeth Sharp Bayard Klimasmith

Discussion

Diamond Middle School (Current population 793)

Diamond Middle School is organized with three teams for each grade level of grades 6, 7 and 8 = 9 teams. Each team consists of approximately 86 - 93 students, slightly smaller than those at Clarke.

MSBA has a target of 23 students per class which would result in team sizes of 92 students.

We have reviewed the class sizes; the schools' Master Schedule and classroom utilization and have discussed this with the school administration. Diamond differs from Clarke in its classroom utilization in that it has, for the most part, dedicated classrooms for teachers / by subject by grade level. This is possible because of: a slightly smaller population and more classrooms. The building has a six classroom "temporary addition" that was constructed as part of the 2000 building renovation. Originally intended simply as swing space for the construction project, they have remained on-line ever since. These classrooms are serving as grade level general education classrooms.

- 36 total General Education classrooms, including the 6 portable classrooms, serve 9 teams (3 teams / grade) and Foreign Language. Unlike Clarke, team teachers own their own classrooms because of the larger number available. There are 7 Foreign Language classrooms at Diamond compared to 4 at Clarke (less sharing). The portables can be counted for current capacity but should not be counted for long term capacity.

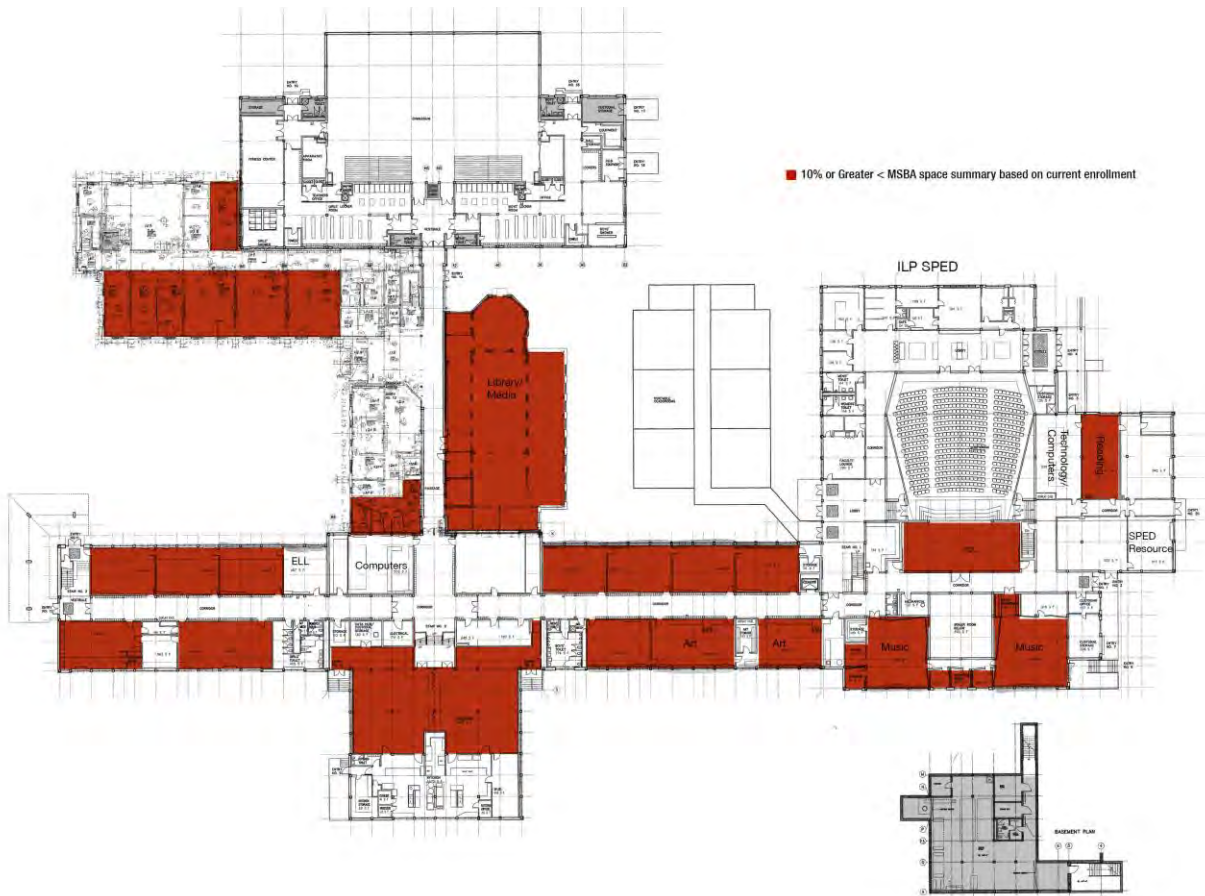
- According to the MSBA Summary of Spaces form, 36 classrooms will serve a population of 850 - 860 MS students or 10 teams.
- The 30 permanent classrooms will serve a population of approximately 860 students with class sizes of 23 students / class. The current average class size is slightly over 21 students / class.

In Phase 3 of the Master Plan, alternatives will be developed that include removing the current modular classrooms in favor of permanent rooms.

We have identified a capacity range for the current building capacity to 810 to 828 students.



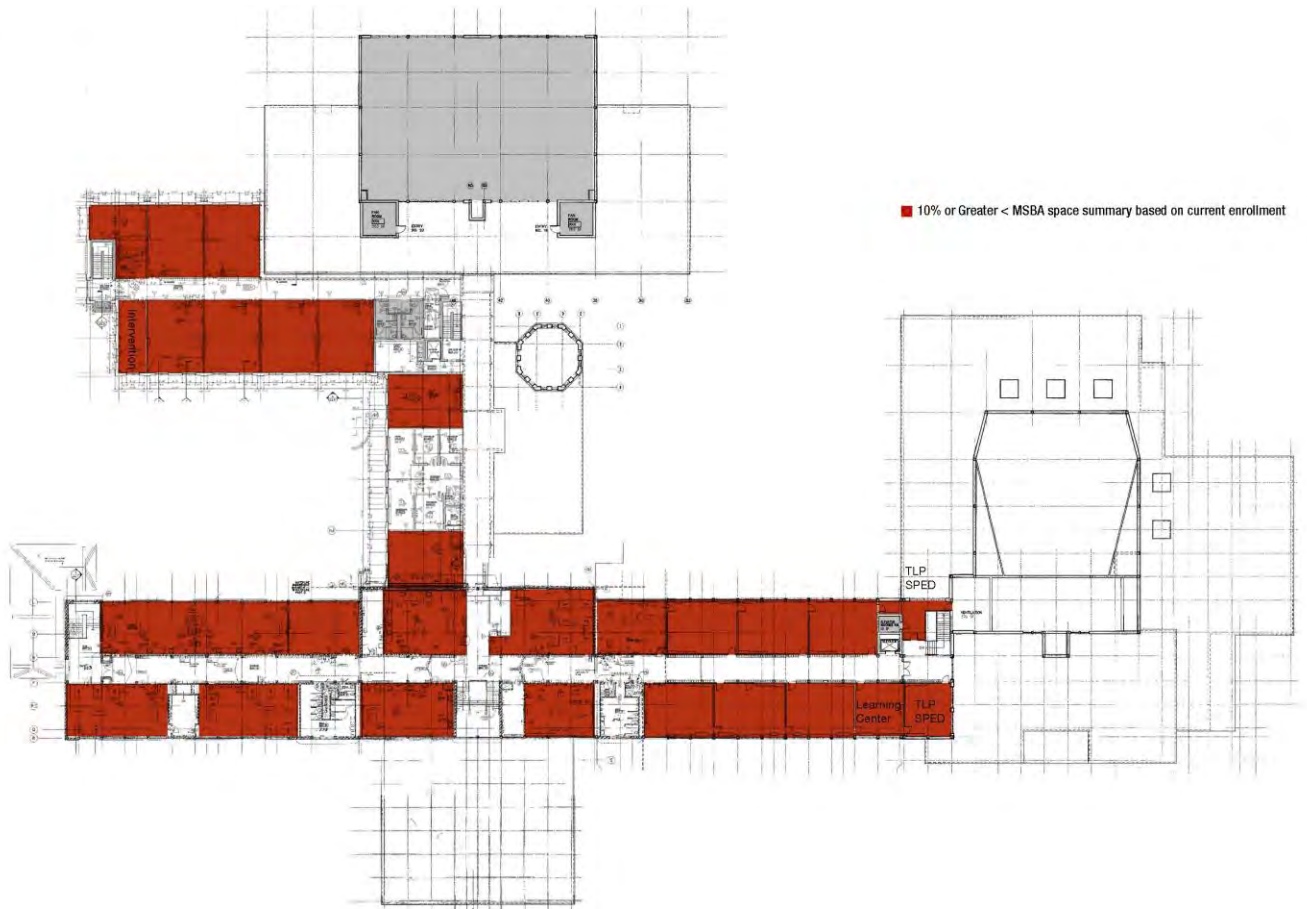
Diamond Middle School
First Floor Programming



Diamond Middle School
First Floor Deficiencies (Per MSBA Requirements)



Diamond Middle School
Second Floor Programming



Diamond Middle School
Second Floor Deficiencies (Per MSBA Requirements)



LEXINGTON HIGH SCHOOL

Facility Type:	High School
Year Built:	1953, 1955, 1962, 2000, 2014
Grade Configuration:	9-12
Student Enrollment (FY 2011 - 2012):	2,107
Gross Square Feet:	361,200 incl. modular CR's
Administrative Organization:	
Principal	Laura Lasa
Associate Principal	John Murray

Discussion

High School

Both the quantity and quality of spaces will be addressed as part of the Master Plan study. For the most part it is the quantity of spaces that address the question of capacity.

1. The quantity of spaces that contribute to the determination of capacity- are there enough classrooms and other teaching spaces to serve the current population; also 5 years from now and 10 years from now?
2. Quality of spaces - most of the classrooms, SPED rooms, science lecture / labs and other teaching spaces across the school are undersized when compared to the MSBA space guidelines for new construction. This latter discussion will be a focus of Phase 3 of the Master Plan.

Determination of "capacity" in high schools involves a large number of variables. Those variables taken by themselves can result in differing capacities, therefore we are identifying a range of capacity.

Our analysis indicates that the current high school building has sufficient "classrooms" to support a population of approximately 2,270 students (say 2,250 – 2,290). The 8% growth over the current 2107 student population will put increased pressure on a number of spaces and programs within the school that will likely result in overcrowding or the perception of overcrowding.

These will include:

- SPED programs, cafeterias, and library/media center.
- Classrooms:

The number of current classrooms appears to be adequate for the current population as well as the anticipated population for the 2015 - 2016 school year. The recent construction of the modularly built classrooms provided needed space that addresses the quantity of spaces needed currently as well as through the school year 2019-2020. The number of "general education classrooms", slightly exceeds the count needed based on our analysis of the current population and curriculum as represented by the schools' Master Schedule. The aggregate area of all classrooms however is significantly less than the MSBA guidelines because most classrooms are undersized.

- Science Lecture/Labs:

The number of current science lecture/labs appears to be adequate for the current population as well as the anticipated population for the 2015 - 2016 school year. The aggregate area of all science lecture/labs however is significantly less than the MSBA guidelines because most lecture/labs are undersized.

- Special Education:

The quantity and sizes of teaching and support spaces are less than needed. The total area is 14% under MSBA Guidelines. This category of spaces does not contribute to the capacity discussion.

- Vocations/Technology/STEM: There are no curriculum offerings that require additional space at this time. This may be revised in the future as both curriculum and educational delivery methodologies change.

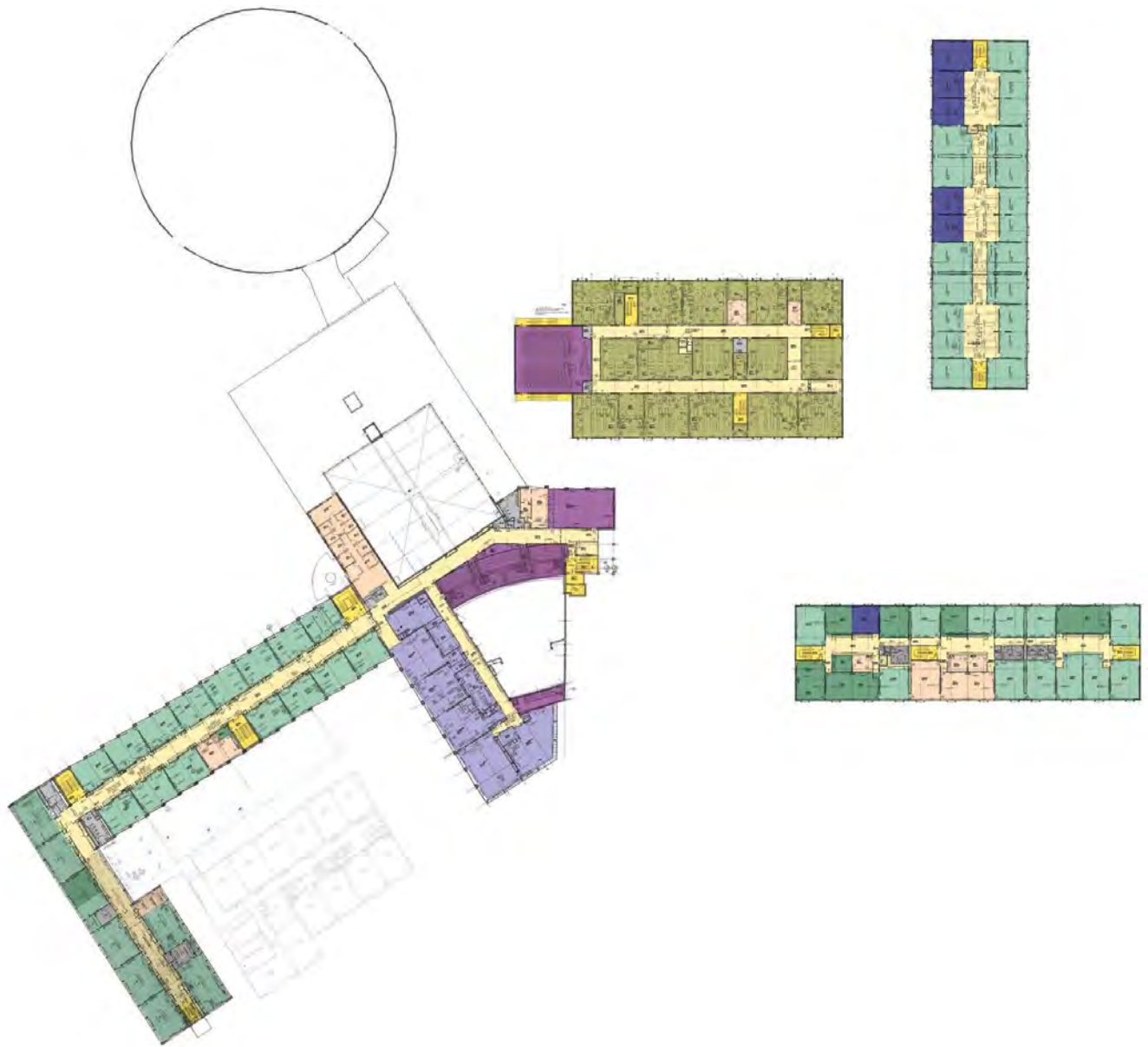
- Core Spaces:

- Student Dining: The actual area dedicated to student dining is 11% under the MSBA guidelines. That said, the open campus policy of the school likely makes up for the undersized spaces, though this is in contrast to the impressions of the faculty and students.
- Library/Media Center: The existing space is 30% under the MSBA guidelines. Although this is an important space in support of teaching and learning, it does not contribute to the capacity discussion.

The chart below shows the current and anticipated populations into the future as well as estimated school capacities.



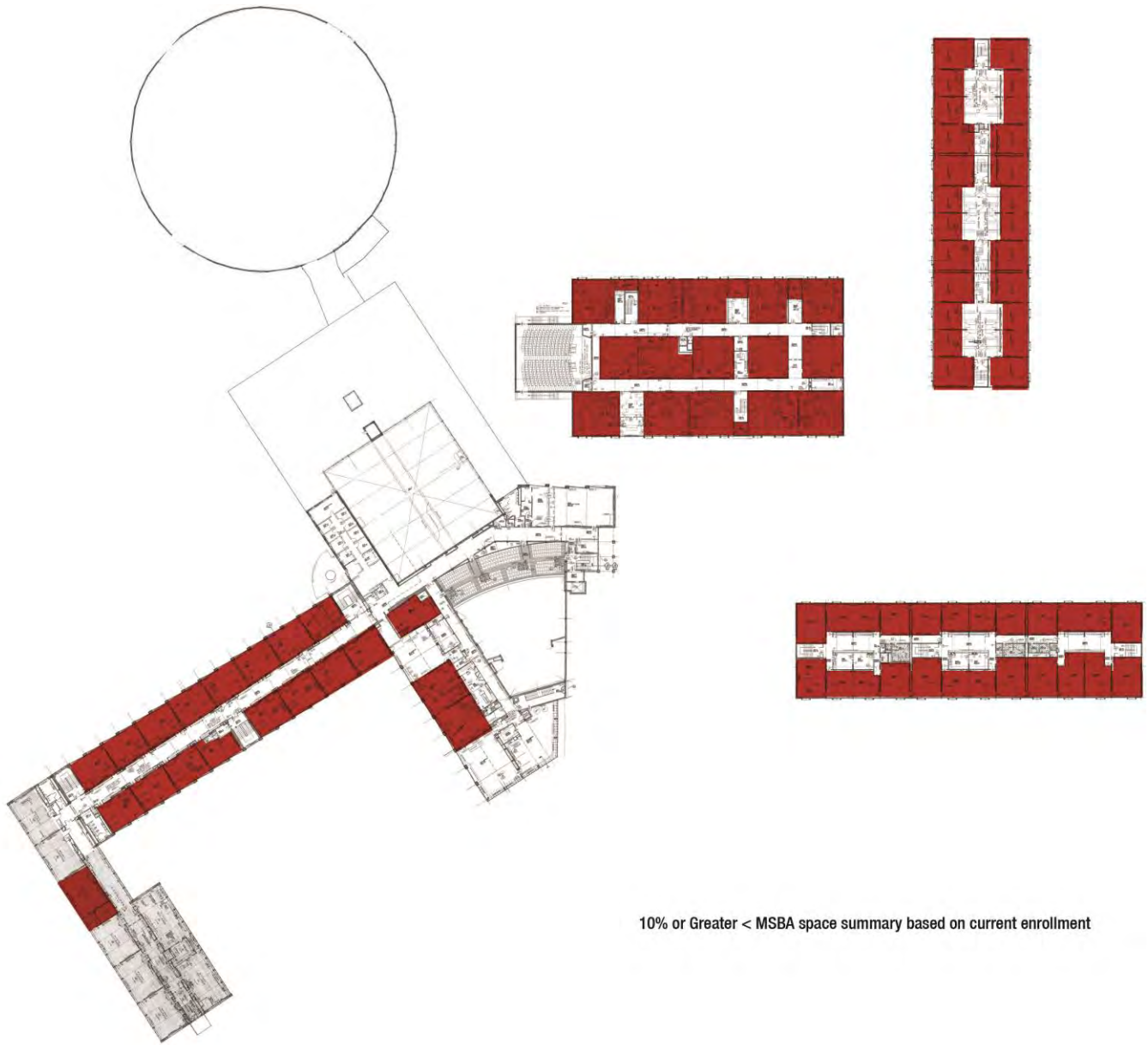
Lexington High School
First Floor Programming



Lexington High School
Second Floor Programming



Lexington High School
First Floor Deficiencies (Per MSBA Requirements)



10% or Greater < MSBA space summary based on current enrollment

Lexington High School
Second Floor Deficiencies (Per MSBA Requirements)

Section 3

Educational Program Review

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 - Capacity Analysis

SECTION 3

EDUCATIONAL PROGRAM REVIEW

3.1 INTRODUCTION

Spread across July and August of 2014, SMMA met with the educational administrators (principals and some assistant principals) at each of the schools. All meetings included a representative of Lexington's Facilities Department. The purpose of the meetings were to understand how the buildings are currently being used for teaching and learning. From that, "current use" floor plans were developed. Meeting Reports from each meeting were written and are included in this Section.

Discussions varied between schools but included topics such as: class size, school organization; special education; the district wide special education programs hosted by the schools; what is working well and areas for improvement

The study team and facilities representative also met with Program Directors to understand, district wide what their concerns and ideas for the future are. Those program meetings were with: Special Education; Curriculum; Technology; LABBB; METCO; Pre-K program; Lextended day program.

The study space and population analysis was conducted within the context of the Massachusetts School Building Authority guidelines. Included in this Section are "Summary of Spaces" for each school in an abbreviated MSBA form. Spaces, (teaching, administrative, support etc) are identified by category, their sizes and comparison to MSBS Guidelines.

All of these exercises were conducted in support of developing capacities for each school. The information will be useful in Phase 3 of the Master Plan.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	8/5/2014
Re:	Principal Meeting – Bowman Elementary School	Meeting No:	1
Distribution:	MF (MF)		

Attendees: Mary Anton / Principal, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- 565 students (with an additional 15-20 expected by the start of the school year) – will be the highest population in 8 years
- Because of large population of rental homes within the district’s boundaries the school receives an in-migration/out-migration of students from foreign students that occurs March, May, and November based on varying international school calendars
- School has 8% of students receiving free or reduced lunch
- Typically 1-2 McKinney Vento students per year
- Sections for 2014-2015 school year: 4 x Kindergarten, 4 x 1st grade, 5 x 2nd grade, 5 x 3rd grade, 4 x 4th grade, 4 x 5th grade
- Class sizes range from 19-27 students, averaging slightly over 22 / class
- Approximately 30% of students are English Language Learners, most often English is not their primary language at home.
- The ELL program includes estimated 80 students and requires 2 full time teachers. ELL works with groups of about 8 students however groups can get as large as 12 with caseloads.
- The Reading and Math Specialists space accommodates 6 teachers as well as small group instruction.
- Education team supervisor – space requires an office and conference area. Responsibilities include leading SPED team members, making district decisions, supervising and evaluating teachers, and meeting with parents.

Curriculum

- LLP SPED program: Serves students with language and communication based learning disabilities. Program begins at the 2nd grade when students begin to read and write. Because of this, reading is a challenge for these students.
 - Currently 3 sections of LLP
 - 1 teacher and 2 para-professionals per classroom
 - Target 8 students per section

Project: **Lexington Public Schools**

Meeting Date: **8/5/2014**

Meeting No.: **1**

- Students often attend science, social studies, and specials with their general education class and receive pull-out services and instruction for reading and English language arts
 - A pilot program is being established for next year that will help students with low vocabulary and language skills. The goal is to focus on what teachers can do to target academic vocabulary. Focus groups are currently taking place currently to help guide the content for this pilot.
 - SPED reading program focuses on reading needs students. This is separate from the general education reading instruction.
 - Resource space is undersized. The faculty provides pull-out and push-in services and works with students in groups of roughly 3-4 and serves a total of roughly 65-70 students. 3 full time staff serve the students.
 - Utilize the Lucy Calkins project and the Fountas and Pinnell models:
<http://educationnext.org/the-lucy-calkins-project/>
http://www.heinemann.com/fountasandpinnell/li_Overview.aspx
-

Areas for Improvement

- Adaptive PE has no dedicated space.
 - SSP – support staff has 12 staff sharing a small office, which is undersized.
 - School lacks adequate storage
 - Literacy Library is a small room which lacks space for PD and sorting of books.
 - No dedicated space in the school for the data teams to meet and discuss the educational plans of students in groups. This takes place once every 6-8 weeks for 2-3 days. Intervention space is desired. Estimated 150 students with personalized educational plans from the data teams.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Proposed Space Summary- Elementary Schools

Bowman Elementary	Existing Conditions		
<u>ROOM TYPE</u>	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			25,050
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet			
Kindergarten w/ toilet	4	1000	4,000
General Classrooms - Grade 1-5	17	875	14,875
General Classrooms - Grade 1-5	3	850	2,550
General Classrooms - Grade 1-5	2	900	1,800
	26		
ELL small group room	925	1	925
Reading small group room			0
Gen Ed Support/ Small group instruction	900	1	900
Gen Ed Support/ Literacy Library			0
SPECIAL EDUCATION			3,305
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED			0
Self-Contained SPED - LLP Suite	2,000	1	2,000
Self-Contained SPED - toilet			0
Resource Room	450	1	450
Small Group Room / Reading	160	1	160
Small Group Room / OT and PT	375	1	375
Small Group Room / Speech and Language	160	2	320
ART & MUSIC			2,050
Art Classroom - 25 seats	1	1175	1,175
Art Workroom w/ Storage & kiln			0
Music Classroom / Large Group - 25-50 seats	1	875	875
Music Practice / Ensemble			0
HEALTH & PHYSICAL EDUCATION			3,620
Gymnasium	1	3380	3,380
Gym Storeroom	1	240	240
Health Instructor's Office w/ Shower & Toilet			0
MEDIA CENTER			2,250
Media Center / Reading Room	1	2250	2,250
DINING & FOOD SERVICE			6,800
Cafeteria / Dining	1	3450	3,450
Stage	1	1200	1,200
Chair / Table / Equipment Storage			0
Kitchen	1	1600	1,600
Staff Lunch Room	1	550	550
			0
MEDICAL			300
Medical Suite Toilet			0
Nurses' Office / Waiting Room	1	300	300
Examination Room / Resting			0
ADMINISTRATION & GUIDANCE			3,310
General Office / Waiting Room / Toilet	1	450	450
Teachers' Mail and Time Room			0
Staff Office (SSP and Mail)	280	1	280
Staff Office			0
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	1	400	400
Principal's Secretary / Waiting			0
Assistant Principal's Office	1	175	175
Supervisory / Spare Office -Guidance			
Interventionist	1	90	90
Supervisory / Spare Office - Lextended Day	1	90	90
Supervisory / Spare Office - Metco	1	90	90
Supervisory / Spare Office - Psychologist	1	90	90
Supervisory / Spare Office ETS	1	370	370
Conference Room	1	290	290
Conference Room	1	225	225

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	24	23,800	
1,200		-	1,100 SF min - 1,300 SF max
1,200	4	4,800	1,100 SF min - 1,300 SF max
950	20	19,000	900 SF min - 1,000 SF max
		6,040	
950	4	3,800	8% of pop. in self-contained SPED
60	4	240	
500	3	1,500	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
		5,000	
1,000	2	2,000	assumed schedule 2 times / week / student
150	2	300	
1,200	2	2,400	assumed schedule 2 times / week / student
75	4	300	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		3,204	
3,204	1	3,204	
		7,714	
4,223	1	4,223	2 seatings - 15SF per seat
1,000	1	1,000	
388	1	388	
1,863	1	1,863	1600 SF for first 300 + 1 SF/student Add'l
241	1	241	20 SF/Occupant
		610	
60	1	60	
250	1	250	
100	3	300	
		2,428	
432	1	432	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	

Proposed Space Summary- Elementary Schools

Bowman Elementary	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Guidance Office	1	450	450
Guidance Storeroom			0
Teachers' Work Room	1	310	310
CUSTODIAL & MAINTENANCE			0
Custodian's Office			
Custodian's Workshop			
Custodian's Storage			
Recycling Room / Trash			
Receiving and General Supply			
Storeroom			
Network / Telecom Room			
OTHER			0
Other (specify)			
Total Building Net Floor Area (NFA)			46,685
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			66,816
Grossing factor (GFA/NFA)			1.43

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
150	2	300	
35	1	35	
432	1	432	
		2,163	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
288	1	288	
375	1	375	
200	1	200	
		0	
		57,258	
		563	
		84,065	
		1.47	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a p

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification	<p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
--------------------------------	---

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/1/2014
Re:	Principal Meeting – Bridge Elementary School	Meeting No:	2
Distribution:	MF (MF)		

Attendees: Meg Colella / Principal, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

DiscussionSchool/ Class Organization

- Current population is-588 students
- Current class size ranges from: 18-26 students
- Current classroom size and organization feels comfortable- though class size is getting larger, space is concerning, small group work is challenging with larger class sizes
- Each elementary school houses one Resource Room (for pull-out instruction) and 1 District-wide program. Bridge houses Therapeutic Learning Program (TLP)
- Resource room is shared by 4 teachers.
- 7-8 instructional assistants push-in to classrooms to assist classroom teachers. Instructional assistants do not require a desk as the 4 Resource room teachers create the lesson plans.
- 63 ELL students at the school
- OT space serves small motor and some gross motor skills.
- Adaptive PE teacher uses the stage
- Outdoor classroom might be considered for use if it was provided. Typically teachers only utilize the outdoor environment during the Big Backyard Program which takes place 3 times per year. Garden area was provided as a grant and does not have a champion.

Curriculum

- District teaches elementary students based on workshop model. This includes an 10-15 minute teacher focused lesson which is followed by group work. Physical movement is critical to the differentiated learning. Teaching is differentiated and personalized. Students move to other classrooms within their own grade based on mastery. Quiet zones become critical with this teaching method.
- Therapeutic Learning Program serves students with social-emotional and behavioral issues. The space is best served by two rooms that are separate and function with different activities in each space. One for instruction, one for activities. Students in this program are integrated as much as possible into their general education classrooms. 3 teachers serve this space. An office space is attached, 6 instructional assistants also share this space

- SPED Reading follows the Orton Gillinham and Wilson Language Program models. Goal is to keep these students in the district.
 - Utilize block scheduling (2 hour language arts, 1 hour math, etc.)
 - Adaptive PE serves portion of the population that has trouble with gross motor. It is facilitated on the stage and is provided in addition to typical PE class.
 - Science prep time is limited so scheduling science experiments is difficult and challenging.
 - Library, gym, and cafeteria are small for the enrollment numbers.
-

Areas for Improvement

- Need for break-out space for pull-out / pull-over instruction and more small group rooms
 - SPED Reading teacher does not have adequate space. Requires 1 on 1 instruction in a separate space
 - Offices are too small for required instruction and space needs of teachers
 - Desire for connected “front porch” approach with visual connection to separate small group area
 - Space required for band and orchestra as well as storage
 - Resource room organization not ideal.
 - Kindergarten PE takes place in cafeteria, not ideal
 - Kindergarten art/music classroom has skylights but lighting levels are still poor and not in the ideal location. Located far from Kindergarten classrooms.
 - When band and orchestra lessons are taking place, students are scattered throughout the building in offices, conference spaces, displaces staff members to the teacher’s room so their space can be utilized, and closets. This does not meet the needs for acoustics and is far from the ideal.
 - Resource Room program should have more smaller spaces rather than one large room.
 - ELL program needs larger space than currently allocated.
 - Not enough storage space throughout the building
 - Arrival/Dismissal is a huge issue for logistics. A study is taking place to evaluate site improvements, parking is limited
 - Smart boards are limited to only grades 3-5 by district policy. Need more technology including more laptop or ipad carts and technology for SPED programs
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Proposed Space Summary- Elementary Schools

Bridge Elementary	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			24,480
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet			
Kindergarten w/ toilet	4	1000	4,000
General Classrooms - Grade 1-6	17	875	14,875
General Classrooms - Grade 1-6	2	850	1,700
General Classrooms - Grade 1-6	2	900	1,800
ELL small group room	1	160	160
Reading small group room	2	85	170
Gen Ed Support/ Small group instruction	1	850	850
Gen Ed Support/ Literacy Library	1	925	925
SPECIAL EDUCATION			1,950
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED			0
Self-Contained SPED - TLP	1	900	900
Self-Contained SPED - toilet			0
Resource Room	1	875	875
Small Group Room / Reading	1	100	100
Small Group Room / Speech and Language	1	75	75
ART & MUSIC			2,525
Art Classroom - 25 seats	1	1175	1,175
Art Classroom - K Art and Music	1	450	450
Art Workroom w/ Storage & kiln			0
Music Classroom / Large Group - 25-50 seats	1	900	900
Music Practice / Ensemble			0
HEALTH & PHYSICAL EDUCATION			3,620
Gymnasium	1	3380	3,380
Gym Storeroom	1	240	240
Health Instructor's Office w/ Shower & Toilet			0
MEDIA CENTER			2,250
Media Center / Reading Room	1	2250	2,250
DINING & FOOD SERVICE			6,800
Cafeteria / Dining	1	3450	3,450
Stage	1	1200	1,200
Chair / Table / Equipment Storage			0
Kitchen	1	1600	1,600
Staff Lunch Room	1	550	550
			0
MEDICAL			300
Medical Suite Toilet			0
Nurses' Office / Waiting Room	1	300	300
Examination Room / Resting			0
ADMINISTRATION & GUIDANCE			2,470
General Office / Waiting Room / Toilet	1	450	450
Teachers' Mail and Time Room			0
Staff Office	1	225	225
Staff Office	1	280	280
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	1	400	400
Principal's Secretary / Waiting			0
Assistant Principal's Office	1	175	175
Supervisory / Spare Office - Psychologist & Social Worker	1	160	160
Supervisory / Spare Office - ETL	1	90	90
Conference Room	1	290	290
Guidance Office	1	90	90
Guidance Storeroom			0
Teachers' Work Room	1	310	310

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
24			23,800
1,200		-	1,100 SF min - 1,300 SF max
1,200	4	4,800	1,100 SF min - 1,300 SF max
950	20	19,000	900 SF min - 1,000 SF max
6,040			6,040
950	4	3,800	8% of pop. in self-contained SPED
60	4	240	
500	3	1,500	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
3,800			3,800
1,000	2	2,000	assumed schedule 2 times / week / student
150	2	300	
1,200	1	1,200	assumed schedule 2 times / week / student
75	4	300	
6,300			6,300
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
3,114			3,114
3,114	1	3,114	
7,532			7,532
4,073	1	4,073	2 seatings - 15SF per seat
1,000	1	1,000	
381	1	381	
1,843	1	1,843	1600 SF for first 300 + 1 SF/student Add'l
236	1	236	20 SF/Occupant
610			610
60	1	60	
250	1	250	
100	3	300	
2,408			2,408
422	1	422	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	2	300	
35	1	35	
422	1	422	

Proposed Space Summary- Elementary Schools

Bridge Elementary	Existing Conditions		
<u>ROOM TYPE</u>	ROOM NFA ¹	# OF RMS	area totals
CUSTODIAL & MAINTENANCE			
Custodian's Office			0
Custodian's Workshop			
Custodian's Storage			
Recycling Room / Trash			
Receiving and General Supply			
Storeroom			
Network / Telecom Room			
OTHER			
Other (<i>specify</i>)			0
Total Building Net Floor Area (NFA)			44,395
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			64,451
Grossing factor (GFA/NFA)			1.45

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		2,143	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
281	1	281	
362	1	362	
200	1	200	
		0	
		55,747	
		543	
		82,346	
		1.48	

¹ Individual Room Net Floor Area (NFA)

Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a p

² Total Building Gross Floor Area (GFA)

Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/1/2014
Re:	Principal Meeting – Estabrook Elementary School	Meeting No:	3
Distribution:	MF (MF)		

Attendees: Sandra Trach / Principal, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- Students are organized into classrooms grades K-5. When educationally appropriate, students switch classrooms for flexibly grouped instruction. The adjoining doors and nearby project spaces allow for flexible instructional grouping practices.
- Shared teacher planning spaces between classrooms are necessary for teachers’ instructional materials and shared unit materials. The project spaces also house a shared printer between classrooms.
- Desire was to design a building that met the educational program needs, as well as LEED design principles.
- The classroom enrollment adheres to district class size ratio guidelines. The space supports the educational program including special education, English Language Learning and appropriate specialist space.

Curriculum

- The elementary schools employ a literacy and mathematics workshop model throughout the school day. This model includes a mini-lesson, followed by differentiated learning and a closing circle. Physical movement around the classroom is important to help achieve the goals of the workshop and personalized learning methods. Students work as individuals, partners, groups, and meet as an entire class throughout the day. As a result, teachers and students require flexible space, in and around their classrooms, to engage in this methodology successfully.
- Teachers College Readers and Writers Project <http://readingandwritingproject.com/about/overview.html>
- Engage in a constructivist learning approach
- Therapeutic Learning Program serves students with social-emotional and behavioral issues identified by Special Education. The space is served by three rooms; two of which are connected through an adjoining door. The third room is separate resource room is for academic work in the program. Students in this program are fully included in their general education classrooms.
- Professional Literacy Room– This space is critical to the success of the elementary core curriculum. Currently, this room houses volumes of trade literature for all aspects of the elementary curriculum. The room is also actively used for professional learning and training needs of the school and district.

Project: **Lexington Public Schools**

Meeting Date: **7/1/2014**

Meeting No.: **3**

-
- Incorporates the Response to Intervention (RTI) teaching philosophy. RTI identifies the learning and pro-social needs as early as possible, so that educators can intervene with personalized instruction to help students be successful.

Areas for Improvement

- Principal is pleased with the new school and collaborated directly with the architect and project team, in order to achieve the goals for the educational program, which were realized in the design and construction.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

//P:\2014\14043\04-MEETINGS\4.4 Principal Meetings\2014_07_01 Estabrook Elementary_Rev.Docx

Proposed Space Summary- Elementary Schools New Elementary School

LEXINGTON ESTABROOK SCHOOL		Existing Conditions	
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			21 18,511
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet			
Kindergarten w/ toilet (No toilet in existing)	945	2	1,889
Kindergarten w/ toilet (No toilet in existing)	960	1	960
General Classrooms - Grade 1-6	706	1	706
General Classrooms - Grade 1-6	723	2	1,445
General Classrooms - Grade 1-6	860	2	1,720
General Classrooms - Grade 1-6	866	1	866
General Classrooms - Grade 1-6	873	1	873
General Classrooms - Grade 1-6	882	2	1,763
General Classrooms - Grade 1-6	900	1	900
General Classrooms - Grade 1-6	908	1	908
General Classrooms - Grade 1-6	929	1	929
General Classrooms - Grade 1-6	933	2	1,865
General Classrooms - Grade 1-6	935	1	935
General Classrooms - Grade 1-6	965	2	1,929
Computer Lab	823	1	823
Teacher Prep / Work Area every 2 clrms			
SPECIAL EDUCATION			2,212
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED			
Self-Contained SPED - toilet			
Resource Room			
Small Group Room / Reading			
CARE Program Suite	826	1	826
ETS Suite			
ETS Office	187	1	187
ETS / IEP Conference	0	0	0
ETS Reception	0	0	0
Psychologist	119	1	119
Psychologist	191	1	191
Social Worker	123	1	123
Resource Room (2 resource, Speech, Reading)	141	1	141
Resource Room (resource, CARE, Speech, Reading)	119	1	119
Resource Room (resource, CARE, Speech, Reading)	114	1	114
Resource Room (resource, CARE, Speech, Reading)	97	1	97
OT/PT	113	1	113
Math Coach	182	1	182
Reading Program	0	0	0
Testing Room			
Literacy (Existing in portable clrm w/ ELL)	0	0	0
ELL (Existing in portable clrm w/ Literacy) Adjoining	0	0	0
ART & MUSIC			2,683
Art Classroom - 25 seats	1,183	1	1,183
Art Workroom w/ Storage & kiln	98	1	98
Music Classroom / Large Group - 25-50 seats	1,402	1	1,402
Music Practice/ Ensemble	0	0	0
Band / Strings	0	0	0
HEALTH & PHYSICAL EDUCATION			2,412
Gymnasium	2,412	1	2,412
Gym Storeroom	0	0	0
Health Instructor's Office w/Shower & Toilet	0	0	0
MEDIA CENTER			2,524
Media Center/Reading Room	2,524	1	2,524
DINING & FOOD SERVICE			2,896
Cafeteria/Dining	0	0	0
Stage	795	1	795
Chair/Table/Equipment Storage	0	0	0
Kitchen	1,650	1	1,650
Staff Lunch Room	451	1	451
MEDICAL			295
Medical Suite Toilet	0	0	0
Nurses' Office/Waiting Room	111	1	111
Examination Room / Resting	184	1	184
ADMINISTRATION & GUIDANCE			1,851

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
0			26,910			27 26,910		
<i>(List rooms of different sizes separately)</i>								
0	0	0	1,155	5	5,775	1,155	5	5,775
0	0	0	898	22	19,756	898	22	19,756
0			6,101			6,101		
<i>(List rooms of different sizes separately)</i>								
0	0	0	1,264	1	1,264	1,264	1	1,264
0	0	0	120	1	120	120	1	120
0	0	0	241	1	241	241	1	241
0	0	0	128	1	128	128	1	128
0	0	0	121	2	242	121	2	242
0	0	0	121	1	121	121	1	121
0	0	0	157	4	627	157	4	627
0	0	0	801	1	801	801	1	801
0	0	0	130	1	130	130	1	130
0	0	0	898	1	898	898	1	898
0	0	0	164	1	164	164	1	164
0	0	0	471	1	471	471	1	471
0	0	0	447	2	894	447	2	894
0			4,972			4,972		
0	0	0	1,000	2	2,000	1,000	2	2,000
0	0	0	132	2	264	132	2	264
0	0	0	1,207	1	1,207	1,207	1	1,207
0	0	0	298	1	298	298	1	298
0	0	0	1,203	1	1,203	1,203	1	1,203
0			6,352			6,352		
0	0	0	5,913	1	5,913	5,913	1	5,913
0	0	0	248	1	248	248	1	248
0	0	0	191	1	191	191	1	191
0			2,952			2,952		
0	0	0	2,952	1	2,952	2,952	1	2,952
0			6,555			6,555		
0	0	0	2,904	1	2,904	2,904	1	2,904
0	0	0	997	1	997	997	1	997
0	0	0	323	1	323	323	1	323
0	0	0	1,893	1	1,893	1,893	1	1,893
0	0	0	438	1	438	438	1	438
0			612			612		
0	0	0	60	1	60	60	1	60
0	0	0	252	1	252	252	1	252
0	0	0	100	3	300	100	3	300
0			2,550			2,550		

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
23		22,850	
1,200		-	1,100 SF min - 1,300 SF max
1,200	4	4,800	1,100 SF min - 1,300 SF max
950	19	18,050	900 SF min - 1,000 SF max
6,040			
950	4	3,800	8% of pop. in self-contained SPED
60	4	240	
500	3	1,500	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
3,800			
1,000	2	2,000	assumed schedule 2 times / week / student
150	2	300	
1,200	1	1,200	assumed schedule 2 times / week / student
75	4	300	
6,300			
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
3,100			
3,100	1	3,100	
7,505			
4,050	1	4,050	2 seatings - 15SF per seat
1,000	1	1,000	
380	1	380	
1,840	1	1,840	1600 SF for first 300 + 1 SF/student Addtl
235	1	235	20 SF/Occupant 85 staff/3 seatings = 567
610			
60	1	60	
250	1	250	
100	3	300	
2,405			

**Proposed Space Summary- Elementary Schools
New Elementary School**

LEXINGTON ESTABROOK SCHOOL			
ROOM TYPE	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
General Office / Waiting Room/Toilet	400	1	400
Teachers' Mail and Time Room	0	0	0
Duplicating Room	0	0	0
Records Room (incl. above)	0	0	0
Principal's Office w/ Conference Area	154	1	154
Principal's Secretary / Waiting (incl. above in General)	0	0	0
Assistant Principal's Office	191	1	191
Supervisory / Spare Office	0	0	0
Conference Room	182	1	182
Extended Day Office / Storage	94	1	94
Guidance Office (Suite - storage, conference, Office)	176	1	176
Guidance Storeroom	0	0	0
Teachers' Work Room	654	1	654
CUSTODIAL & MAINTENANCE			967
Custodian's Office	0	0	0
Custodian's Workshop	440	1	440
Custodian's Storage	132	4	527
Recycling Room / Trash			
Receiving and General Supply			
Storeroom			
Network/Telecom Room			
OTHER			0
Other (specify)			
Total Building Net Floor Area (NFA)			34,351
Proposed Student Capacity/Enrollment			
Total Building Gross Floor Area (GFA) ²			56,252
Grossing factor (GFA/NFA)			1.64

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
0	0	0	561	1	561	561	1	561
0	0	0	101	1	101	101	1	101
0	0	0	150	1	150	150	1	150
0	0	0	0	0	0	0	0	0
0	0	0	299	1	299	299	1	299
0	0	0	0	0	0	0	0	0
0	0	0	134	1	134	134	1	134
0	0	0	0	0	0	0	0	0
0	0	0	292	1	292	292	1	292
0	0	0	130	1	130	130	1	130
0	0	0	300	1	300	300	1	300
0	0	0	34	1	34	34	1	34
0	0	0	549	1	549	549	1	549
0		0			2,076			2,076
0	0	0	132	1	132	132	1	132
0	0	0	408	1	408	408	1	408
0	0	0	461	1	461	461	1	461
0	0	0	315	1	315	315	1	315
0	0	0	234	1	234	234	1	234
0	0	0	301	1	301	301	1	301
0	0	0	225	1	225	225	1	225
0		0			0			0
0		0			59,080			59,080
								540
								91,840
								1.55

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
420	1	420	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	2	300	
35	1	35	
420	1	420	
2,140		2,140	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
280	1	280	
360	1	360	
200	1	200	
0		0	
		54,750	
		540	
		82,080	
		1.50	

¹ Individual Room Net Floor Area (NFA) Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

² Total Building Gross Floor Area (GFA) Includes the entire building gross square footage measured from the outside face of exterior walls

<p>Architect Certification</p> <p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.</p> <p align="center">Name of Architect Firm: <u>DiNisco Design Partnership, Ltd.</u></p> <p align="center">Name of Principal Architect: <u>Kenneth DiNisco</u></p> <p align="center">Signature of Principal Architect: <u><i>K. DiNisco</i></u></p> <p align="center">Date: <u>1/26/2012</u></p>

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/29/2014
Re:	Principal Meeting –Fiske Elementary School	Meeting No:	4
Distribution:	MF (MF)		

Attendees: Thomas Martellone / Principal, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- Fiske hosts all of the K-8 summer extended school year programs for district students with IEPs.
- 115 staff – 51 for SPED program (including 36.5 for Intensive Learning Program (ILP program))
- Many spaces have been repurposed (since its opening in 2006) and many spaces are being shared. Some spaces are not appropriate for students (i.e. band in a conference room)
- The school houses an ETS and an ILP ETS
- Gymnasium is oversized for the need however it is understood to be a community resource.
- Current configuration of the pods is 5 classrooms per pod x 4 pods. This model does not work because there are not currently 5 sections per grade nor are there enough pods to satisfy each grade. This results in grades broken up across multiple pods which is not ideal.
- Adaptive PE takes place on the stage

Curriculum

- Intensive Learning Program (ILP)
 - School was opened in 2006 and under the program at that time, there was only 1 ILP classroom. The program now requires 4 classrooms.
 - Each ILP classroom can only house 6-8 children in an effort to be comparable to out of district programs .
 - Program currently serves 26 students in 4 classrooms (2 full sized). These are students with very significant needs in the Lexington district.
 - Each students has a 1:1 aide. The amount of inclusion depends on the needs of each individual student. This indicates that there are (26) 1:1 aides in the building.
 - There is an inherent culture of having the ILP program in the building to which the general ed. students are accustomed. It would be difficult to relocate the program to another location.
- ELL program has estimated 53 students.
- School serves moderate OT, PT, and ILP OT – 3 staff share the same space

Project: **Lexington Public Schools**

Meeting Date: **7/29/2014**

Meeting No.: **4**

Areas for Improvement

- Cafeteria is too small for the population. Lack of restrooms adjacent to the cafeteria can create problems of safety/security
 - Building lacks adequate storage space. Storage within classrooms creates a concern for supplies monitoring as well as creating a fire hazard with teachers amassing supplies too close to the fire protection systems.
 - Only available space for moderate IEP resource rooms is too small. Currently occupy 3 offices which do not serve the academic need of the students.
 - Nurse's office is the first door accessible from the front door is problematic because some parents do not check in at the main office but rather go directly into the nurse's office. This poses a security concern.
 - Triangular shape of main office is problematic for organization
 - Having many sets of doors causes an access/security concern. Would like to swap out door hardware on exterior doors for egress only at all locations except the front door.
 - 7-8 aides helping during lunch and recess have to share small office.
 - Moderate resource rooms are too small for an office and a small group setting in one space. Space was originally designed as just office space.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

//P:\2014\14043\04-MEETINGS\4.4 Principal Meetings\2014_10_28 Fiske Elementary_Rev.Docx

Proposed Space Summary- Elementary Schools

Fiske Elementary	Existing Conditions		
<u>ROOM TYPE</u>	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			24,705
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet			
Kindergarten w/ toilet	1,260	2	2,520
Kindergarten w/ toilet	1,090	2	2,180
General Classrooms - Grade 1-5	1,000	19	19,000
ELL small group room	200	1	200
Math Specialist small group room	180	1	180
Literacy Support Office	100	4	400
Gen Ed Support/ Small group instruction			0
Gen Ed Support/ Literacy Library	225	1	225
SPECIAL EDUCATION			4,610
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED w toilet- ILP	1,000	1	1,000
Self-Contained SPED w toilet- ILP	1,070	1	1,070
Self-Contained SPED	1,150	1	1,150
Self-Contained SPED - toilet			0
Resource Room			0
Small Group Room / Speech and Language	100	1	100
Small Group Room / Speech ILP	150	2	300
OT/PT	490	1	490
ETS Office	125	2	250
SPED Reading Office	100	1	100
BCBA Office	150	1	150
ART & MUSIC			2,945
Art Classroom - 25 seats	1,175	1	1,175
Art Workroom w/ Storage & kiln	280	1	280
Music Classroom / Large Group - 25-50 seats	1,150	1	1,150
Music Practice / Ensemble	170	2	340
HEALTH & PHYSICAL EDUCATION			6,460
Gymnasium	5,960	1	5,960
Gym Storeroom	500	1	500
Health Instructor's Office w/ Shower & Toilet			0
MEDIA CENTER			2,550
Media Center / Reading Room	2,550	1	2,550
DINING & FOOD SERVICE			5,280
Cafeteria / Dining	2,100	1	2,100
Stage	1,250	1	1,250
Chair / Table / Equipment Storage			0
Kitchen	1,450	1	1,450
Staff Lunch Room	480	1	480
			0
MEDICAL			510
Medical Suite Toilet			0
Nurses' Office / Waiting Room	510	1	510
Examination Room / Resting			0
ADMINISTRATION & GUIDANCE			2,855
General Office / Waiting Room / Toilet	570	1	570
Teachers' Mail and Time Room	180	1	180
Staff Office			0
Staff Office			0
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	200	1	200
Principal's Secretary / Waiting			0
Assistant Principal's Office	150	1	150
Supervisory / Spare Office	150	3	450
Supervisory / Spare Office - Metco	100	1	100
Conference Room	250	1	250
Conference Room	200	2	400
Guidance Office	170	1	170

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
21		20,950	
1,200		-	1,100 SF min - 1,300 SF max
1,200	4	4,800	1,100 SF min - 1,300 SF max
950	17	16,150	900 SF min - 1,000 SF max
5,540		5,540	
950	4	3,800	8% of pop. in self-contained SPED
60	4	240	
500	2	1,000	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
2,575		2,575	
1,000	1	1,000	assumed schedule 2 times / week / student
150	1	150	
1,200	1	1,200	assumed schedule 2 times / week / student
75	3	225	
6,300		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
2,830		2,830	
2,830	1	2,830	
6,960		6,960	
3,600	1	3,600	2 seatings - 15SF per seat
1,000	1	1,000	
360	1	360	
1,780	1	1,780	1600 SF for first 300 + 1 SF/student Add'l
220	1	220	20 SF/Occupant
510		510	
60	1	60	
250	1	250	
100	2	200	
2,345		2,345	
390	1	390	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	2	300	

Proposed Space Summary- Elementary Schools

Fiske Elementary	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Psychologist Office	125	1	125
Guidance Storeroom			0
Teachers' Work Room	260	1	260
CUSTODIAL & MAINTENANCE			0
Custodian's Office			
Custodian's Workshop			
Custodian's Storage			
Recycling Room / Trash			
Receiving and General Supply			
Storeroom			
Network / Telecom Room			
OTHER			150
Lextended Day	150	<u>1</u>	150
Total Building Net Floor Area (NFA)			50,065
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			75,843
Grossing factor (GFA/NFA)			1.51

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
35	1	35	
390	1	390	
		2,080	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
260	1	260	
320	1	320	
200	1	200	
		0	
		50,090	
		480	
		76,320	
		1.52	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a p

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Phil Poinelli	Meeting Date:	7/2/2014
Re:	Principal Meeting –Harrington Elementary School	Meeting No:	5
Distribution:	MF (MF)		

Attendees:, Elaine Mead, Principal , Patrick Goddard / LPFD, Phil Poinelli / SMMA

Discussion

School/ Class Organization

- Opened in 2005, used 18 classrooms, currently using 21 rooms for instruction
- Widened corridor areas within classroom pods was originally intended for project areas. Since there is a good deal of circulation through there, teachers on the first floor do not typically use this area. Students in the upstairs pods use the common area as a working space.
- Tutorial rooms within the pods are not optimally used. Tutor rooms are used for storage because of the lack elsewhere. These materials create distractions for students who are working in the space. The hallway traffic can also create distractions.
- Cafeteria is crowded and feels undersized and is undersized according to the population and MSBA guidelines
- Indoor air quality and lighting was reported as good
- The building is used year around
- Lextended day operates in the building each day, primarily using the cafeteria. They have a small office that is also used for storage
- Grade 3 classrooms are in different locations and feel isolated
- The district wide Prekindergarten program is located at Harrington. The building was designed for that program. The Pre-K program has grown over the years and is at capacity. The program has taken over a small classroom to provide motor skills services to Lexington students who are not in the PreK full program. That space is important to the Harrington program and is desired back if alternate space can be found for the PreK program.
- Would like an outdoor classroom
- There is a conflict between the playground area and the traffic pattern for service vehicles

Curriculum

- The school hosts the Developmental Learning Program (DLP) - An inclusive special education program that serves students with developmental delays and cognitive impairments for the entire school district. There are two spaces dedicated to this program, one for lower grade level students and one for upper grade level

Project: **Lexington Public Schools**

Meeting Date: **7/2/2014**

Meeting No.: **5**

students.

- Each DLP classroom typically serves 6-8 children in an effort to be comparable to out of district programs within Lexington.
-

Areas for Improvement

- Inadequate academic storage within classrooms, also student cubbies are small for children with clothes, boots and backpacks
 - Desire for teacher planning area and conference room space.
 - Music program, especially instrumental music needs better, more space to conduct sessions
 - SPED staff need an office
 - Gym and cafeteria have no acoustical separation. Operable wall does not seal well.
 - Cafeteria is too small for the population.
 - Building lacks adequate storage space for custodial, general supplies, and curriculum materials.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

//P:\2014\14043\04-MEETINGS\4.4 Principal Meetings\2014_07_02 Harrington Elementary.Docx

Proposed Space Summary- Elementary Schools

Harrington Elem	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			28,390
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet	1,030	3	3,090
Pre-Kindergarten w/ toilet	660	1	660
Kindergarten w/ toilet	1,100	4	4,400
General Classrooms - Grade 1-5	1,000	18	18,000
Computer Classroom	1,175	1	1,175
ELL Small Group	120	1	120
Foreign Language Small Group	320	1	320
Math Specialist	150	1	150
Literacy Library	475	1	475
SPECIAL EDUCATION			4,000
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED - DLP	1,000	1	1,000
Self-Contained SPED - Pre-K Gross Motor	600	2	1,200
Self-Contained SPED - toilet			0
Resource Room			0
Small Group Room / Reading	1,000	1	1,000
ETL	160	1	160
Speech	160	4	640
ART & MUSIC			2,835
Art Classroom - 25 seats	1,270	1	1,270
Art Workroom w/ kiln	75	1	75
Art Workroom w/ Storage	135	1	135
Music Classroom / Large Group - 25-50 seats	975	1	975
Music Practice / Ensemble	90	2	180
Music Practice / Ensemble	200	1	200
HEALTH & PHYSICAL EDUCATION			4,425
Gymnasium	3,975	1	3,975
Gym Storeroom	450	1	450
Health Instructor's Office w/ Shower & Toilet			0
MEDIA CENTER			3,155
Media Center / Reading Room	3,155	1	3,155
DINING & FOOD SERVICE			5,945
Cafeteria / Dining	2,650	1	2,650
Stage	1,130	1	1,130
Chair / Table / Equipment Storage	200	1	200
Kitchen	1,525	1	1,525
Staff Lunch Room	440	1	440
			0
MEDICAL			490
Medical Suite Toilet	90	1	90
Nurses' Office / Waiting Room	325	1	325
Examination Room / Resting	75	1	75
ADMINISTRATION & GUIDANCE			2,740
General Office / Waiting Room / Toilet	485	1	485
General Office - Pre-K	150	1	150
Teachers' Mail and Time Room	135	1	135
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	180	1	180
Pre-K Director's Office	160	1	160
Principal's Secretary / Waiting			0
Assistant Principal's Office	180	1	180
Supervisory / Spare Office			0
Supervisory / Spare Office - METCO	150	1	150
Conference Room	225	2	450
Conference Room	180	1	180
Conference Room - Pre-K	160	1	160
Guidance Office	210	1	210
Guidance Conference	300	1	300
Teachers' Work Room			0

Version
11.24.2010

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	19	18,800	
1,200	-	-	1,100 SF min - 1,300 SF max
1,200	3	3,600	1,100 SF min - 1,300 SF max
950	16	15,200	900 SF min - 1,000 SF max
		4,530	
950	3	2,850	8% of pop. in self-contained SPED
60	3	180	
500	2	1,000	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
		2,575	
1,000	1	1,000	assumed schedule 2 times / week / student
150	1	150	
1,200	1	1,200	assumed schedule 2 times / week / student
75	3	225	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		2,614	
2,614	1	2,614	
		6,524	
3,240	1	3,240	2 seatings - 15SF per seat
1,000	1	1,000	
344	1	344	
1,732	1	1,732	1600 SF for first 300 + 1 SF/student Add'l
208	1	208	20 SF/Occupant
		510	
60	1	60	
250	1	250	
100	2	200	
		2,147	
366	1	366	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	1	150	
35	1	35	
366	1	366	

Harrington Elem (2)

Proposed Space Summary- Elementary Schools

Harrington Elem	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CUSTODIAL & MAINTENANCE			0
Custodian's Office			
Custodian's Workshop			
Custodian's Storage			
Recycling Room / Trash			
Receiving and General Supply			
Storeroom			
Network / Telecom Room			
OTHER			350
Lextended Day Office	350	1	350
Total Building Net Floor Area (NFA)			52,330
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA)²			79,470
Grossing factor (GFA/NFA)			1.52

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		2,032	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
244	1	244	
288	1	288	
200	1	200	
		0	
		46,032	
		432	
		71,107	
		1.54	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a p

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date: _____

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/25/2014
Re:	Principal Meeting – Hastings Elementary School	Meeting No:	6
Distribution:	Report,(MF)		

Attendees:, Louise Lipsitz / Principal, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- SOI submitted in January 2014. The school is the only one in the district that has not been substantially renovated or replaced. The SOI identified numerous issues that face the building that can affect teaching and learning. Specifically, the SOI was submitted for: #2 - Elimination of existing severe overcrowding; #5 - Replacement, renovation or modernization of school facility systems; #7 - Replacement or addition to obsolete building....
- Current enrollment: 420 students
- Sections: 3 x Kindergarten, 3 x 1st grade, 4 x 2nd grade, 3 x 3rd grade, 4 x 4th grade, 4 x 5th grade
- Campus contains 8 modular classrooms (4 from the 1995 and 4 from 2000)
- Special education district program: ILP mild-moderate autism spectrum disorder with focus on those with issues around speech and language. Contains estimated 30 students each year. Concern for general education students moving on to Diamond Middle School and the ILP program going to Clarke. ILP community is sensitive and routed in routine so separating them from the peers that they have gotten accustomed to can be difficult. Would like to reconsider separating them from their general education peers, possibly moving to middle school together.
- Typical classrooms are about 860-900 sq. ft. and one of the kindergarten classrooms does not have a bathroom. All of the other space (art, music, etc.) are undersized
- District teaches elementary students based on workshop model. The Hastings classroom size and configuration is not ideal for the workshop model. Would like more storage associated with each classroom to provide more space within the rooms. Need more space for movement during instructional times. Better furniture would also improve the classrooms.
- Students use laptop and ipad carts rather than a stationary computer lab. The building lacks storage space for the carts in locations where they can be easily accessed for instruction.

Curriculum

- The literacy library is a closet and cannot be relocated to the literacy center because the center is too small. Students receive intervention in the center.
- Special education spaces are undersized

- The facility does not meet the space needs or equity with the rest of the Lexington elementary schools for the core curriculum.
 - When asked by the interviewer about an interest of having an outdoor classroom, the response was it would be “nice to have” not a “must have”.

 - Lextended Day has a trailer that connects to the cafeteria which houses storage and an office for their after school program. There is no dedicated space for the over 100 children from TWO schools who attend Lextendend Day at Hastings. The result is that the professional meetings that take place after school cannot be held in the cafeteria where Lextended Day is run.
 - There is no space for DATA Team meetings, conferences.
 - The Health Room is inadequate.
 - The psychologist and METCO social worker share a space.
 - Several small groups spaces are accessed by one door, meaning that children must pass through one space to get to another.
 - Over 30 students meet with special education teachers in one space.
 - The Guidance Room is inadequate.
 - The building is undersized for the current enrollment. With an anticipated population increase, the overcrowding and lack of adequate facilities will stress the school further.
 - Given the clear need for additional space on Lexington for increasing enrollment at the elementary level, it is critical that any document written to address these needs indicates the need for an updated and enlarged facility on the Hastings site.
-

Areas for Improvement

NEED, a facility that enables staff, students and the community to participate in an education equitable with the other schools in the Town of Lexington.

Desire for a maker-space to improve project based learning

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Proposed Space Summary- Elementary Schools

Hastings Elem	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			18,760
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet			
Kindergarten w/ toilet	1,140	2	2,280
Kindergarten	865	1	865
General Classrooms - Grade 1-5	865	12	10,380
General Classrooms - Grade 1-5	890	2	1,780
General Classrooms - Grade 1-5	825	4	3,300
ELL Small Group Room	155	1	155
SPECIAL EDUCATION			4,180
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED - ILP			
Self-Contained SPED - toilet	825	2	1,650
Resource Room	860	1	860
OT	550	1	550
Math Coach/SPED Office	550	1	550
Small Group Room / Speech and Language	160	2	320
ETS Office / Small Group	250	1	250
ART & MUSIC			1,690
Art Classroom - 25 seats			
Art Workroom w/ Storage & kiln	825	1	825
Music Classroom / Large Group - 25-50 seats	865	1	865
Music Practice / Ensemble			0
HEALTH & PHYSICAL EDUCATION			3,875
Gymnasium			
Gym Storeroom	3,650	1	3,650
Health Instructor's Office w/ Shower & Toilet	225	1	225
			0
MEDIA CENTER			0
Media Center / Reading Room			
	1,500		0
DINING & FOOD SERVICE			6,180
Cafeteria / Dining			
Stage	3,000	1	3,000
Chair / Table / Equipment Storage	1,100	1	1,100
Kitchen			0
Staff Lunch Room	1,600	1	1,600
	480	1	480
			0
MEDICAL			240
Medical Suite Toilet			
Nurses' Office / Waiting Room			0
Examination Room / Resting	240	1	240
			0
ADMINISTRATION & GUIDANCE			1,590
General Office / Waiting Room / Toilet			
Teachers' Mail and Time Room			0
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	300	1	300
Principal's Secretary / Waiting	150	1	150
Assistant Principal's Office	250	1	250
Supervisory / Spare Office - Psychologist	160	1	160
Conference Room			0
Guidance Office	200	1	200
Guidance Storeroom			0
Teachers' Work Room	530	1	530
CUSTODIAL & MAINTENANCE			0
Custodian's Office			
Custodian's Workshop			0
Custodian's Storage			0
Recycling Room / Trash			0
Receiving and General Supply			0
Storeroom			0

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	18	17,850	
1,200		-	1,100 SF min - 1,300 SF max
1,200	3	3,600	1,100 SF min - 1,300 SF max
950	15	14,250	900 SF min - 1,000 SF max
		4,530	
950	3	2,850	8% of pop. in self-contained SPED
60	3	180	
500	2	1,000	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
		2,575	
1,000	1	1,000	assumed schedule 2 times / week / student
150	1	150	
1,200	1	1,200	assumed schedule 2 times / week / student
75	3	225	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		2,574	
2,574	1	2,574	
		6,442	
3,173	1	3,173	2 seatings - 15SF per seat
1,000	1	1,000	
341	1	341	
1,723	1	1,723	1600 SF for first 300 + 1 SF/student Add'l
206	1	206	20 SF/Occupant
		510	
60	1	60	
250	1	250	
100	2	200	
		2,138	
362	1	362	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	1	150	
35	1	35	
362	1	362	
		2,023	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
241	1	241	
282	1	282	

Proposed Space Summary- Elementary Schools

Hastings Elem	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Network / Telecom Room			
OTHER			1,530
Lextended Day	130	<u>1</u>	130
Lextended Day Office/Storage Trailer	1,400	<u>1</u>	1,400
Total Building Net Floor Area (NFA)			38,045
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			64,982
Grossing factor (GFA/NFA)			1.71

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
200	1	200	
		0	
		44,942	
		423	
		70,070	
		1.56	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a p

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification	<p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies</p> <p style="text-align: center;">Name of Architect Firm: _____</p> <p style="text-align: center;">Name of Principal Architect: _____</p> <p style="text-align: center;">Signature of Principal Architect: _____</p> <p style="text-align: center;">Date: _____</p>
--------------------------------	--

Proposed Space Summary- Elementary Schools

ROOM TYPE	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
Central Administration Building (Old Harrington)			
CORE ACADEMIC SPACES			
<i>(List classrooms of different sizes separately)</i>			
Pre-Kindergarten w/ toilet			0
Pre-Kindergarten w/ toilet			0
Kindergarten w/ toilet	830	2	1,660
Kindergarten w/ toilet	1,170	2	2,340
General Classrooms - Grade 1-5	815	11	8,965
General Classrooms - Grade 1-5	0	0	0
General Classrooms - Grade 1-5	0	0	0
General Classrooms - Grade 1-5	0	0	0
SPECIAL EDUCATION			
<i>(List rooms of different sizes separately)</i>			
Self-Contained SPED - DLP			0
Self-Contained SPED - Pre-K Gross Motor			0
Self-Contained SPED - toilet			0
Resource Room	730	1	730
	815	1	815
Small Group Room / Reading	270	1	270
ETL			0
Speech			0
ART & MUSIC			
Art Classroom - 25 seats	930	1	930
Art Workroom w/ kiln			0
Art Workroom w/ Storage			0
Music Classroom / Large Group - 25-50 seats	950	1	950
Music Practice / Ensemble			0
Music Practice / Ensemble			0
HEALTH & PHYSICAL EDUCATION			
Gymnasium			0
Gym Storeroom			0
Health Instructor's Office w/ Shower & Toilet			0
MEDIA CENTER			
Media Center / Reading Room	815	2	1,630
DINING & FOOD SERVICE			
Cafeteria / Dining	2,472	1	2,472
Stage	860	1	860
Chair / Table / Equipment Storage			0
Kitchen			0
Staff Lunch Room	167	1	167
			0
MEDICAL			
Medical Suite Toilet			0
Nurses' Office / Waiting Room			0
Examination Room / Resting			0
ADMINISTRATION & GUIDANCE			
General Office / Waiting Room / Toilet	388	1	388
General Office - Pre-K			0
Teachers' Mail and Time Room	250	1	250
Duplicating Room			0
Records Room	89	1	89
Principal's Office w/ Conference Area	366	1	366
Principal's Secretary / Waiting			0
Assistant Principal's Office			0
Supervisory / Spare Office			0
Supervisory / Spare Office	150	2	300
Conference Room	600	1	600
Conference Room			0
Conference Room - Pre-K			0
Guidance Office	308	1	308
Guidance Conference			0
Teachers' Work Room			0

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	14	14,050	
1,200		-	1,100 SF min - 1,300 SF max
1,200	3	3,600	1,100 SF min - 1,300 SF max
950	11	10,450	900 SF min - 1,000 SF max
4,530			
950	3	2,850	8% of pop. in self-contained SPED
60	3	180	
500	2	1,000	1/2 size Genl. Clm.
500	1	500	1/2 size Genl. Clm.
2,500			
1,000	1	1,000	assumed schedule 2 times / week / student
150	1	150	
1,200	1	1,200	assumed schedule 2 times / week / student
75	2	150	
6,300			
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
2,110			
2,110	1	2,110	
5,527			
2,400	1	2,400	2 seatings - 15SF per seat
1,000	1	1,000	
307	1	307	
1,620	1	1,620	1600 SF for first 300 + 1 SF/student Add'l
200	1	200	20 SF/Occupant
510			
60	1	60	
250	1	250	
100	2	200	
2,035			
310	1	310	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	1	150	
35	1	35	
310	1	310	

Proposed Space Summary- Elementary Schools

Central Administration Building (Old Harrington)	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CUSTODIAL & MAINTENANCE			
Custodian's Office			0
Custodian's Workshop			
Custodian's Storage			
Recycling Room / Trash			
Receiving and General Supply			
Storeroom			
Network / Telecom Room			
OTHER			
Lextended Day Office			
Total Building Net Floor Area (NFA)			24,090
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			49,734
Grossing factor (GFA/NFA)			2.06

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		1,920	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
207	1	207	
213	1	213	
200	1	200	
		0	
		39,482	
		320	
		56,853	
		1.44	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a room.

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls.

Architect Certification
<p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and</p> <p>Name of Architect Firm: _____</p> <p>Name of Principal Architect: _____</p> <p>Signature of Principal Architect: _____</p> <p>Date: _____</p>

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/15/2014
Re:	Principal Meeting – Clarke Middle School	Meeting No:	7
Distribution:	MF (MF)		

Attendees: Anna Monaco / Principal, Jennifer Turner / Assistant Principal, Jonathon Wettstone / Assistant Principal, Pat Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- 2013-2014 school year: est. 860 students – largest population accommodated at the school. School feels overcrowded especially in hallways, stairs, and the cafeteria.
- 2014-2015 est. 824 students.
- Feeder schools: Bridge, Bowman, and Harrington
- Serves students grade 6-8 and has 3 teams per grade (last year half team was created for larger grade size)
- Teams are 80-100 students. Target 85 which creates class sizes that are 20-22 students per class.
- Passing time is 4 minutes. Because most academic spaces are on the third floor, this works effectively for distances with most crowding occurring in the stairwells which only have a single door for both up and down traffic. Administration has dedicated certain stairs to be either up or down only to alleviate congestion.
- The schedule is developed to allow for room sharing. This is working well however because of the physical shape of the classrooms, sharing bulletin boards is difficult
- Lack of dedicated foreign language classrooms means that teachers utilize other types of classrooms and consequently full immersion is difficult.
- Communal teacher work room fosters creativity and collaboration
- Lack of dedicated music space means that music spaces get shuffled throughout the building in addition to the 2 classrooms and auditorium.
- Room 318 – large unused central space with a ring of SPED resource rooms around the perimeter. This central space is used only as circulation to get into the resource rooms. There are concerns about the privacy for teachers to occupy the space. There are distractions and concerns about quality teaching being able to be conducted in the space. An effort for the teachers to use the space as a community office space was not enforced.
- Chinese Language School rents the building on Sundays.
- Each student has a gym locker room. Students do not shower – by choice (except teachers who use the gym after hours). Would like a renovation that would accommodate staff shower areas. Student shower areas could be limited.
- ELL program is estimated 30 students at all levels. Typically these students meet in groups of 10.

Curriculum

- Teams consist of core classes (English, Social Studies, Science, and Math)
- Schedule consists of 33 blocks. Teachers are required by contract to work for 24 of those blocks.
- Study hall is held in the main office conference room and serves students whose schedule requirements leave them an empty class. Administration would prefer not to have study hall at all. Sometimes up to 10 students are in the conference room during this time. It is not efficient for either teachers or students.
- Students enroll in core classes, foreign language, and exploratory classes (formerly called electives) Exploratory classes include art, music, PE, drama, etc. and are off team.
- Exploratory offerings:
 - 6th and 8th grade students have engineering and design for one semester
 - Technology is offered for student's grade 6-8 for one semester. Students learn about the internet, research techniques, management, blogging, digital citizenship and some coding (8th graders only)
- Engineering and science teachers work together. They are working towards STEM.
- Current teaching is more content driven and less project based learning. The teachers believe in creating a common experience for all students and differentiating the teaching from the same concept. Differentiation is done between an individual subjects. e.g. English teachers will meet to discuss how to differentiate teacher styles to meet the different needs of different students, specifically and generally.
- Created a laid back lunch which can serve any student looking for a more quiet smaller scale lunch environment but has been very successful for students with autism. Due to increase in recent populations and lack of cafeteria space, the laid back lunch space has been partially taken back to serve other students.
- ILP – (Intensive Learning Program) SPED program is currently serving 22 students on the autism spectrum. Currently occupies one triangular classroom and portion of corridor. The existing folding partition wall makes space not acoustically separated from adjacent classrooms. Students in this program move on to the new pre-fabricated classrooms at the high school.
- DLP – (Developmental Learning Program) SPED program serving students with cognitive disabilities. Serves 22 students currently. Life skills program.
- Multiple levels of math per team makes scheduling challenges.
- Foreign Language: students have an option of French, Spanish, or Mandarin. They make the selection in 6th grade and must take that same selection for 3 years.

Areas for Improvement

- Laid back lunch to be refined and partially separated to serve sensitive student populations
- Shared common space much like the Estabrook Elementary “front porch” would be an ideal way to design a new school – would like to incorporate ideas like this into a new space.
- Foldable partitions do not provide acoustic separation and are almost never opened by teachers. Partitions in the auditorium do not work at all.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these

Proposed Space Summary - Middle Schools

Clarke Middle		Existing Conditions	
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			34,490
<i>(List classrooms of different sizes separately)</i>			
Classroom - General	730	18	13,140
Classroom - General	770	4	3,080
Classroom - General	900	4	3,600
Classroom - General	0	1	0
Classroom - General	750	3	2,250
Classroom - General	800	1	800
Classroom - General - Learning Center	300	1	300
Classroom - ELL	280	1	280
Classroom - Computers	975	1	975
Science Classroom / Lab	1,040	6	6,240
Science Classroom / Lab	1,025	3	3,075
Prep Room	Varies	4	750
SPECIAL EDUCATION			7,750
<i>(List classrooms of different sizes separately)</i>			
Self-Contained SPED ILP	920	1	920
Self-Contained SPED TLP	Varies	3	1,010
Self-Contained SPED DLP	900	1	900
SPED Admin	180	1	180
Resource Room	240	7	1,680
Resource Room Common Area	1,175	1	1,175
OT small group and office	95	2	190
Small Group Room / Reading - SPED	85	1	85
Small Group Room / Reading - SPED	180	1	180
Small Group Room / Reading Gen Ed	730	1	730
Small Group Room / Speech and Language	700	1	700
ART & MUSIC			5,542
Art Classroom	1,032	1	1,032
Art Classroom	935	1	935
Art Workroom w/ Storage & kiln	585	1	585
Band / Chorus - 100 seats	1,100	1	1,100
Band / Chorus - 100 seats	1,075	1	1,075
Drama Storage	225	1	225
Music Practice / Ensemble	140	1	140
Music Office	100	1	100
Instrument Storage	350	1	350
VOCATIONS & TECHNOLOGY			1,600
Tech Clrm. - (E.G. Drafting, Business)	800	2	1,600
Tech Shop - (E.G. Consumer, Wood)			0
HEALTH & PHYSICAL EDUCATION			13,700
Gymnasium	7,010	1	7,010
Fitness Center	1,875	1	1,875
Gym Storeroom	Varies	3	775
Health Instructor's Office w/ Shower & Toilet			0
Locker Rooms - Girls w/ Toilets	2,040	1	2,040
Locker Rooms - Boys w/ Toilets	2,000	1	2,000
MEDIA CENTER			5,125
Media Center / Reading Room	4,975	1	4,975
Media Center Conference	150	1	150
DINING & FOOD SERVICE			15,228
Cafetorium / Dining	4,150	1	4,150
Auditorium	5,313	1	5,313
Stage	2,150	1	2,150
Chair / Table / Equipment Storage			0
Kitchen	3,000	1	3,000
Staff Lunch Room	615	1	615
MEDICAL			680
Medical Suite Toilet			0
Nurses' Office / Waiting Room	680	1	680
Examination Room / Resting			0
ADMINISTRATION & GUIDANCE			5,255
General Office / Waiting Room / Toilet	725	1	725

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		36,510	
950	29	27,550	850 SF min - 950 SF max
1,200	7	8,400	850 SF min - 950 SF max 1 period / day / student
80	7	560	
		9,060	
950	6	5,700	assumed 8% of pop. in self-contained SPED
60	6	360	
500	4	2,000	1/2 size Genl. Clrm.
500	2	1,000	1/2 size Genl. Clrm.
		4,800	
1,200	2	2,400	assumed use - 50% population 2 times / week
150	2	300	
1,500	1	1,500	assumed use - 50% population 2 times / week
200	3	600	
		6,400	
1,200	2	2,400	Assumed use - 25% Population - 5 times/week
2,000	2	4,000	Assumed use - 25% Population - 5 times/week
		8,400	
6,000	1	6,000	
150	1	150	
250	1	250	
1,000	2	2,000	
		5,015	
5,015	1	5,015	
		10,521	
6,045	1	6,045	2 seatings - 15SF per seat
1,600	1	1,600	
468	1	468	
2,106	1	2,106	1600 SF for first 300 + 1 SF/student Add'l
302	1	302	20 SF/Occupant
		710	
60	1	60	
250	1	250	
100	4	400	
		3,906	
503	1	503	

Proposed Space Summary - Middle Schools

Clarke Middle	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
ROOM TYPE			
Teachers' Mail and Time Room			0
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	240	1	240
Principal's Secretary / Waiting			0
Assistant Principal's Office - AP1	235	1	235
Assistant Principal's Office - AP2	135	2	270
Supervisory / Spare Office - Social Worker	85	1	85
Supervisory / Spare Office - Social Worker	175	1	175
Conference Room	220	1	220
Guidance Office	100	3	300
Guidance Waiting Room	320	1	320
Guidance Storeroom			0
Dept Head Office	215	1	215
Teacher Work Room	2,350	1	2,350
Psych Office	120	1	120
CUSTODIAL & MAINTENANCE			0
Custodian's Office			0
Custodian's Workshop			0
Custodian's Storage			0
Recycling Room / Trash			0
Receiving and General Supply			0
Storeroom			0
Network / Telecom Room			0
OTHER			0
Other (specify)			
Total Building Net Floor Area (NFA)			89,370
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			133,200
Grossing factor (GFA/NFA)			1.49

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
100	1	100	
200	1	200	
200	1	200	
375	1	375	
125	1	125	
150	1	150	
150	1	150	
150	1	150	
150	1	150	
350	1	350	
150	5	750	
100	1	100	
50	1	50	
553	1	553	
		2,281	
150	1	150	
250	1	250	
375	1	375	
400	1	400	
368	1	368	
538	1	538	
200	1	200	
		0	
		87,602	
		806	
		128,960	
		1.47	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular pro.

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification	<p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p>
--------------------------------	--

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/29/2014
Re:	Principal Meeting – Diamond Middle School	Meeting No:	8
Distribution:	MF (MF)		

Attendees: Anne Carothers / Principal, Bayard Klimasmith / Assistant Principal, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- Renovated in 2001
- 790 students at the school. 3 teams per grade. Each is made up of 85-90 students which meet with each on-team subject 5 times per week (ELA, science, social studies and math).
- Most teachers have a dedicated classroom, so teachers do not usually share space. Many classrooms do not host classroom instruction for 1 – 3 blocks per day; they are used for teacher planning and meetings during this time.
- Faculty room is under-used, as it is no longer centrally located (given renovations).
- Teams consisting of Math, SS, and ELA are grouped together throughout the school in order to foster collaboration. Science classrooms are grouped together, due to special room requirements of curriculum.
- Foreign language teachers share classrooms with each other. 2 teacher desks are added to these classrooms.
- Would like to increase the size and use of the aerobics room. Classroom is not large enough to have 24 students in the same place. Current schedule sometimes require that 3 PE classes are taking place at the same time so one full class is required to be in the fitness room.
- German School rents the building on Saturdays and consequently require dedicated storage space in the building which takes away from school storage in two areas.

Curriculum

- Library is becoming a “learning commons”: a flexible space designed for multiple kinds of use, and supported by flexible access to various forms of media/technology. Through certain design changes (like putting many bookshelves on wheels), a variety of project, meeting, performance and learning spaces can be created.
- SPED programs: LLP (Language Learning Program) ILP (Intensive Learning Program), TLP (Therapeutic Learning Program, and resource support.
- Band, Orchestra, and Chorus drive many scheduling decisions because of the traveling teachers, and room

size and location requirements.

- Music program is very important to the school and the community. Historically, students have been allowed to split the elective offering, and so been able to take any 2 of these performance offerings 1 day a week (in place of one offering 2 days a week).
 - ICE block was created which provides a time for student choice and enrichment once per week. School is beginning to add an intervention component, to address student needs.
 - Each team meets at least once weekly to discuss student progress and team business. Each content area team meets weekly to discuss, plan and develop curriculum and assessment.
 - Not sharing classrooms allows teams to be grouped together geographically (home within school). It also allows room set-up and decoration to be specific to curriculum and student needs. This can help foster “middle school model” (vs junior high model).
-

Areas for Improvement

- A more centrally located faculty area would help build community and increase faculty conversation. If teachers needed to share classroom spaces, then one or more quality teacher “office” area(s) would need to be created.
 - Adult office spaces are lacking. Temporary intermediary spaces are being carved out of existing offices to accommodate the professional staff.
 - Principal and Vice Principal’s offices are not acoustically isolated and it is a concern for privacy.
 - Building lacks space for interventionists
 - Building lacks a conference room for meetings; principal’s office doubles as only conference space.
 - Stage is too small to comfortably house orchestra and band groups
 - Adjunct music spaces are too small to comfortably housed band or orchestra either
 - When band uses drama room, drama classes must travel to other spaces
 - Cafeteria space is not good as teaching / performance space, and so is not used during parts of the day
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Proposed Space Summary - Middle Schools

Diamond Middle	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			37,155
<i>(List classrooms of different sizes separately)</i>			
Classroom - General (6 portables)	775	6	4,650
Classroom - General	680	17	11,560
Classroom - General	725	1	725
Classroom - General	825	2	1,650
Classroom - General	740	11	8,140
classroom total		37	
Classroom - General - Learning Center			0
Classroom - ELL	460	1	460
Classroom - Gen Ed Intervention	360	1	360
Classroom - Computers	850	1	850
Science Classroom / Lab	1,000	2	2,000
Science Classroom / Lab	830	1	830
Science Classroom / Lab	860	1	860
Science Classroom / Lab	680	1	680
Science Classroom / Lab	890	2	1,780
Science Classroom / Lab	965	2	1,930
Science total		9	
Prep Room	350	1	350
Prep Room	230	1	230
Chem Storage	100	1	100
SPECIAL EDUCATION			6,095
<i>(List classrooms of different sizes separately)</i>			
Self-Contained SPED	1,000	1	1,000
Self-Contained SPED ILP	1,900	1	1,900
Self-Contained SPED Toilet			0
SPED Admin			0
Resource Room	500	2	1,000
Resource Room Common Area			0
ETS SPED Director Office	270	1	270
Small Group Room / Reading - SPED	350	4	1,400
Small Group Room / Reading - SPED	175	3	525
Small Group Room / Reading Gen Ed			0
Small Group Room / Speech and Language			0
ART & MUSIC			4,320
Art Classroom	900	1	900
Art Classroom	1,000	1	1,000
Art Workroom w/ Storage & kiln			0
Band / Chorus - 100 seats	1,250	1	1,250
Band / Chorus - 100 seats	930	1	930
Drama Storage			0
Music Practice / Ensemble	80	3	240
Music Office			0
Instrument Storage			0
VOCATIONS & TECHNOLOGY			825
Tech Clrm. - (Computers)	825	1	825
Tech Shop - (E.G. Consumer, Wood)			0
HEALTH & PHYSICAL EDUCATION			12,200
Gymnasium	6,950	1	6,950
Fitness Center	850	1	850
Gym Storeroom			0
Health Instructor's Office w/ Shower & Toilet	200	2	400
Locker Rooms - Girls w/ Toilets	2,000	1	2,000
Locker Rooms - Boys w/ Toilets	2,000	1	2,000
MEDIA CENTER			3,150
Media Center / Reading Room	3,150	1	3,150
DINING & FOOD SERVICE			7,100
Cafetorium / Dining	3,000	1	3,000
Stage	1,300	1	1,300
Chair / Table / Equipment Storage			0
Kitchen	2,400	1	2,400
Staff Lunch Room	400	1	400
MEDICAL			590
Medical Suite Toilet			0
Nurses' Office / Waiting Room	590	1	590
Examination Room / Resting			0

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		35,560	
950	28	26,600	850 SF min - 950 SF max
1,200	7	8,400	1 period / day / student
80	7	560	
		9,060	
950	6	5,700	assumed 8% of pop. in self-contained SPED
60	6	360	
500	4	2,000	1/2 size Genl. Clrm.
500	2	1,000	1/2 size Genl. Clrm.
		4,600	
1,200	2	2,400	assumed use - 50% population 2 times / week
150	2	300	
1,500	1	1,500	assumed use - 50% population 2 times / week
200	2	400	
		6,400	
1,200	2	2,400	Assumed use - 25% Population - 5 times/week
2,000	2	4,000	Assumed use - 25% Population - 5 times/week
		8,400	
6,000	1	6,000	
150	1	150	
250	1	250	
1,000	2	2,000	
		4,940	
4,940	1	4,940	
		10,403	
5,948	1	5,948	2 seatings - 15SF per seat
1,600	1	1,600	
464	1	464	
2,093	1	2,093	1600 SF for first 300 + 1 SF/student Add'l
298	1	298	20 SF/Occupant
		710	
60	1	60	
250	1	250	
100	4	400	

Proposed Space Summary - Middle Schools

Diamond Middle	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
ADMINISTRATION & GUIDANCE			3,325
General Office / Waiting Room / Toilet	650	1	650
Teachers' Mail and Time Room			0
Duplicating Room			0
Records Room			0
Principal's Office w/ Conference Area	250	1	250
Principal's Secretary / Waiting			0
Assistant Principal's Office - AP1	200	1	200
Assistant Principal's Office - AP2	200	1	200
Supervisory / Spare Office	Varies	5	1,000
Supervisory / Spare Office - ETS	270	1	270
Supervisory / Spare Office	140	2	280
Conference Room			0
Guidance Office			0
Guidance Waiting Room			0
Guidance Storeroom			0
Teachers' Work Room	475	1	475
CUSTODIAL & MAINTENANCE			0
Custodian's Office			0
Custodian's Workshop			0
Custodian's Storage			0
Recycling Room / Trash			0
Receiving and General Supply			0
Storeroom			0
Network / Telecom Room			0
OTHER			4,120
Other (specify)			
Auditorium	4,120	1	4,120
Total Building Net Floor Area (NFA)			78,880
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			131,091
Grossing factor (GFA/NFA)			1.66

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		3,743	
497	1	497	
100	1	100	
200	1	200	
200	1	200	
375	1	375	
125	1	125	
150	1	150	
150	1	150	
150	1	150	
350	1	350	
150	4	600	
100	1	100	
50	1	50	
547	1	547	
		2,268	
150	1	150	
250	1	250	
375	1	375	
400	1	400	
364	1	364	
529	1	529	
200	1	200	
		0	
		86,084	
		793	
		126,880	
		1.47	

¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular p

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Phil Poinelli	Meeting Date:	7/2/2014
Re:	Principal Meeting – Lexington High School	Meeting No:	9
Distribution:	MF (MF)		

Attendees:, Laura Lasa, Principal , Mark Barrett / LFD, Phil Poinelli / SMMA

DiscussionSchool/ Class Organization

- The school enrollment is growing and everyone feels it. The 2014 - 2015 school year has an enrollment of approximately 2,100 students, with an anticipated increase of 66-80 students in 2015-2016. The outgoing class size is 480 students, the incoming class is 560 students
- There is a goal to divide the student population into smaller communities. There are four deans, each with 500+ students. They are assigned by building / homeroom
- There is a desire to develop schools within the school without calling it that
- The modularly built classrooms being built over the summer will go a long way to relieving overcrowding as well as housing incoming students in the ILP program, primarily for students on the autism spectrum. This is expected to be a growing population.
- A very strong academic school with an emphasis and pressure for all students to go to college
- No technology offerings for hands on and tactile learning. Would like to develop some but there are no concrete plans for the near future
- Classes are 50, 55, or 60 minutes long, arranged in 6 or 7 periods per day (varies by day) - not rotating
- Core curriculum courses meet four times per week
- Three lunch periods per day - there is open campus so some students go off site for lunch
- Class size target for most classes is 25 students. Level 2 classes have a target of 15 to 18 students per class
- The schedule as currently constructed has limitations on the ability to develop a wider variety of curriculum offerings
- The school provides space for the LABBB program and has done so for many years. This is a collaborative program serving Lexington and other towns in s substantially separate program.
- The school is strongly department based. There are a number of departmental work rooms where all teachers within the department have a desk (home base). The rooms are arranged differently from each other, but done so by the desire of the teachers.

Project: **Lexington Public Schools**

Meeting Date: **7/2/2014**

Meeting No.: **9**

Curriculum

- Minimal electives in science, would like to develop more
 - Although the school has technology including a good wireless network, the curriculum and practice often does not reflect the 21st C digital age
 - Some students complete "projects" instead of final exams
 - There is not a great deal of interdisciplinary course work. The exception is Freshman history and English, a teamed approach
 - Many teachers are interested in the ideas of interdisciplinary course work but few are actively working in that direction due to time constraints
 - Classes are conducted around the 4C's: Communication, Collaboration, Creativity, Critical Thinking and Problem Solving. But classes are not cross curricular.
-

Areas for Improvement

- Many / most of the classrooms are undersized. The one piece units will be replaced by 2015-2016. This makes it difficult to arrange classrooms for discussion and collaboration. this maybe the biggest shortcoming of the high school building.
 - Campus design of the school is difficult in many ways: passing time, the need to go outdoors in cold and inclement weather, difficult internal circulation within the free standing classroom buildings
 - Science areas are outdated. Prep rooms are small and configured in ways that don't support prep well.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

//P:\2014\14043\04-MEETINGS\4.4 Principal Meetings\2014_07_02 Lexington High School_Rev.Doc

Proposed Space Summary - High Schools

Most information contained in this chart was collected from the 2009 Master Plan study conducted by DPC

Lexington High School	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			77,012
<i>(List classrooms of different sizes separately)</i>			
Classroom - General			
Permanent	775	10	7,750
	700	24	16,800
	650	15	9,750
	600	2	1,200
	550	13	7,150
	500	2	1,000
	450	1	450
		67	
Modular construction (2014)	817	10	8,170
Total Gen Ed Classrooms		77	52,270
Teacher Planning			
Small Group Seminar (20-30 seats)			
Science Classroom / Lab			
	1,270	1	1,270
	1,150	7	8,050
	1,065	7	7,455
	1,000	5	5,000
Total Science		20	21,775
Prep Room	180	10	1,800
	822	1	822
	225	1	225
	120	1	120
Total Science Prep		13	2,967
Central Chemical Storage Rm			
SPECIAL EDUCATION			18,233
ART & MUSIC			12,199
VOCATIONS & TECHNOLOGY			0
HEALTH & PHYSICAL EDUCATION			53,955
Gymnasium	9,207	1	9,207
Field House	30,711	1	30,711
PE Alternatives	2,372	1	2,372
Gym Storeroom			0
Locker Rooms - Boys / Girls w/ Toilets	4,065	1	4,065
	3,720	1	3,720
Phys. Ed. Offices	265	2	530
Phys. Ed. Storage	569	2	1,138
Athletic Director's Office	230	2	460
Health Instructor's Office w/ Shower & Toilet			0
Health classrooms	450	2	900
	194	2	388
	90	1	90
	374	1	374
MEDIA CENTER			9,393
AUDITORIUM / DRAMA			17,249
DINING & FOOD SERVICE			14,194
MEDICAL			934
ADMINISTRATION & GUIDANCE			21,481
CUSTODIAL & MAINTENANCE			3,375

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		100,620	-23,608
850	72	61,200	825 SF min - 950 SF max
100	72	7,200	
500	5	2,500	
1,440	18	25,920	3 x85% ut=20 Seats-1 per /day/student
200	18	3,600	
200	1	200	
		21,150	-2,917
		9,850	2,349
		22,400	-22,400
		27,999	25,956
12,000	1	12,000	
3,000	1	3,000	
300	1	300	
11,799	1	11,799	5.6 sf/student total
500	1	500	
150	1	150	
250	1	250	
		13,069	-3,676
		10,400	6,849
		15,996	-1,802
		1,710	-776
		7,092	14,389
		3,205	170

Proposed Space Summary - High Schools

Most information contained in this chart was collected from the 2009 Master Plan study conducted by DPC

Lexington High School	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
OTHER			8,579
Other (specify)			
Total Building Net Floor Area (NFA)			236,604
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			
Grossing factor (GFA/NFA)			0.00

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		0	8,579
		233,491	
		2,107	<small>157</small>
		330,799	
		1.42	

¹ **Individual Room Net Floor Area (NFA)** particular program area including such spaces as non-communal toilets and storage rooms.

² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification	<p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the</p> <p style="text-align: right; margin-top: 20px;">_____</p> <p style="text-align: right; margin-top: 5px;">_____</p> <p style="text-align: right; margin-top: 5px;">_____</p>
--------------------------------	--

Basic Educational Space
for Planned Program

ENGLISH

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
	ENGLISH									
1100	Lit & Comp I	534	534	23	24	4	96	32	3.00	
1100	Lit & Comp I CoLLAB	18	18	18	1	4	4	32	0.13	
1204	Lit & Comp II	22	22	18	2	4	8.0	32	0.25	
1206	Lit & Comp II	329	329	23	14	4	56.0	32	1.75	
1208	Lit & Comp Honors	160	160	23	7	4	28.0	32	0.88	
1304	Amer Lit	29	29	18	2	4	8.0	32	0.25	
1306	Amer Lit	324	324	23	14	4	56.0	32	1.75	
1308	Amer Lit Honors	166	166	23	8	4	32.0	32	1.00	
1404	Read Write Beyond	13	13	18	1	4	4.0	32	0.13	
1420	Brit Lit I	22	22	23	1	4	4.0	32	0.13	
1430	Short Story	52	52	23	3	4	12.0	32	0.38	
1450	Memoir & other writ	98	98	23	4	4	16.0	32	0.50	
1460	Film & Lit	72	72	23	3	4	12.0	32	0.38	
1470	Shakespeare	15	15	15	1	4	4.0	32	0.13	
1480	Dystopias	153	153	23	7	4	28.0	32	0.88	
1490	Lit of our time	27	27	23	2	4	8.0	32	0.25	
1510	Philosophy, Religion	25	25	23	2	4	8.0	32	0.25	
1910	Topics in Lit & Comp	5	5	23	1	4	4.0	32	0.13	
									12.13	
	ENGLISH SUBTOTAL	2064	2,064							
							12.13	/ .85 =	14.3	Say 15 English Classrooms
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

SOCIAL STUDIES

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
SOCIAL STUDIES										
2100	World History I COLLB	33	33	18	2	4	8	32	0.25	
2100	World History I	518	518	23	23	4	92	32	2.88	
2204	World History II COLLAB	22	22	18	2	4	8.0	32	0.25	
2206	World History II	407	407	23	18	4	72.0	32	2.25	
2209	AP World History II	86	86	23	4	4	16.0	32	0.50	
2304	Issues Amer Hist	25	25	18	2	4	8.0	32	0.25	
2306	Issues Amer Hist	308	308	23	14	4	56.0	32	1.75	
2309	AP US History	185	185	23	8	4	32.0	32	1.00	
2438	Political Thought	25	25	23	2	2	4.0	32	0.13	Semester
2456	Conflict in Modern World	50	50	23	3	2	6.0	32	0.19	Semester
2479	AP Human Geography	26	26	23	2	4	8.0	32	0.25	
2536	International Relations	49	49	23	2	2	4.0	32	0.13	Semester
2556	East Asian Studies	15	15	15	1	2	2.0	32	0.06	Semester
2580	Facing History	50	50	23	3	2	6.0	32	0.19	Semester
2616	Child Psychology	149	149	23	7	2	14.0	32	0.44	Semester
2649	AP Psychology	101	101	23	5	4	20.0	32	0.63	
2656	Intro to Law	25	25	23	2	2	4.0	32	0.13	Semester
2666	Intro to Economics	98	98	23	5	2	10.0	32	0.31	Semester
2679	AP Economics	114	114	23	5	4	20.0	32	0.63	
2716	Intro to Business	123	123	23	3	2	6.0	32	0.19	Semester
2726	Intro to Personal Finance	45	45	20	3	2	6.0	32	0.19	Semester
2756	Marketing	95	95	20	5	2	10.0	32	0.31	Semester
2766	Positive Psych: Happiness	50	50	23	3	2	6.0	32	0.19	Semester
2776	Media Studies	50	50	23	3	2	6.0	32	0.19	Semester
2780	Journalism	25	25	23	2	2	4.0	32	0.13	Semester
2810	intro to Policy Debate	21	21	23	1	4	4.0	32	0.13	
2818	Policy Debate	31	31	23	2	4	8.0	32	0.25	
2820	Into to LD Debate	26	26	23	2	4	8.0	32	0.25	
2828	Lin-Doug Debate	20	20	23	1	4	4.0	32	0.13	
2838	Public Forum Debate	27	27	23	2	4	8.0	32	0.25	
2910	Topics in World Hist	5	5	23	1	4	4.0	32	0.13	
	SOCIAL STUDIES SUBTOTAL	2804	2,804						14.50	
							14.50	/ .85 =	17.1	Say 17 Social Studies Classrooms
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

MATH

2107 STUDENTS
23 target / class size

	A	B	C	D	E	F	G	H		
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
	MATH									
3314	Math 1	30	30	18	2	4	8	32	0.25	
3324	Math 2	44	44	18	3	4	12	32	0.38	
3325	Math 1B/2A	119	119	23	6	4	24	32	0.75	
3326	Math 2	175	175	23	8	4	32	32	1.00	
3328	Math 2 Honors	215	215	23	10	4	40	32	1.25	
3334	Math 3	83	83	18	5	4	20	32	0.63	
3335	Math 2B/3A	107	107	23	5	4	20	32	0.63	
3336	Math 3	195	195	23	9	4	36	32	1.13	
3338	Math 3 Honors	175	175	23	8	4	32	32	1.00	
3344	Advance Alg	25	25	18	2	4	8	32	0.25	
3345	Math 3B/4A	72	72	23	3	4	12	32	0.38	
3346	Math 4	183	183	23	8	4	32	32	1.00	
3347	Advanced Math	33	33	23	2	4	8	32	0.25	
3348	Math 4:PreCal Honors	168	168	23	8	4	32	32	1.00	
3356	Calculus	107	107	23	5	4	20	32	0.63	
3359	AP Calculus	156	156	23	7	4	28	32	0.88	
3456	Statistics	98	98	23	5	4	20	32	0.63	
3459	AP Statistics	75	75	23	4	4	16	32	0.50	
3510	Accounting	25	25	23	1	4	4	32	0.13	
3610	Computer Applications	47	47	23	2	2	4	32	0.13	Semester
3716	Intro to Programm	169	169	23	8	2	16	32	0.50	Semester
3726	Intro to Programm	60	60	23	3	2	6	32	0.19	Semester
3739	AP Computer Sci	42	42	23	2	4	8	32	0.25	
	MATH SUBTOTAL	2403	2,403						13.69	
							13.69	/ .85 =	16.1	Say 16 Math Classrooms
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

SCIENCE

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
	SCIENCE									
	Earth Science									
4104	Concept Environ Earth	26	26	18	2	4	8	32	0.25	
4106	Environ Earth Sci	397	397	23	18	4	72	32	2.25	
4108	AP Adv Environ Earth Sci	133	133	23	6	4	24	32	0.75	
									3.25	
							3.3	/ .85 =	3.82	Say 4 Earth Science Lecture / Labs
	Biology									
4204	Conceptual Biology	31	31	18	2	4	8	32	0.25	
4206	Biology	321	321	23	14	4	56	32	1.75	
4209	AP Biology	164	164	23	8	4	32	32	1.00	
									3.00	
							3.0	/ .85 =	3.53	Say 4 Biology Lecture / Labs
	Chemistry									
4304	Conceptual Chemistry	53	53	18	3	4	12	32	0.38	
4306	Chemistry	235	235	23	10	4	40	32	1.25	
4309	AP Chemistry	232	232	23	10	4	40	32	1.25	
									2.88	
							2.9	/ .85 =	3.38	Say 4 Biology Lecture / Labs
	Physics									
4404	Conceptual Physics	35	35	18	2	4	8	32	0.25	
4406	Physics	218	218	23	10	4	40	32	1.25	
4409	AP Physics I	194	194	23	9	4	36	32	1.13	
4448	Extended Physics Topics	18	18	23	2	2	4	32	0.13	Semester
4516	Astronomy	21	21	23	1	4	4	32	0.13	
4550	Intro to Robotics	32	32	16	2	4	8	32	0.25	
									3.13	
	SCIENCE SUBTOTAL	2084	2,084		99		3.13	/ .85 =	3.7	Say 4 Physics Lecture / Labs
										Say 16 Total Science Lecture / Labs
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

WORLD LANGUAGES

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
WORLD LANGUAGES										
5116	French I	24	24	23	1	4	4	32	0.13	
5126	French II	65	65	23	3	4	12	32	0.38	
5128	French II Honors	62	62	23	3	4	12	32	0.38	
5136	French III	52	52	23	3	4	12	32	0.38	
5138	French III Honors	65	65	23	3	4	12	32	0.38	
5146	French IV	45	45	23	2	4	8	32	0.25	
5148	French IV Honors	45	45	23	2	4	8	32	0.25	
5156	French V Film	38	38	23	2	4	8	32	0.25	
5169	French V AP lang	42	42	23	2	4	8	32	0.25	
									2.63	
							2.6	/ .85 =	3.1	Say 3 French Classrooms
5216	German I	35	35	23	2	4	8	32	0.25	
5226	German II	25	25	23	1	4	4	32	0.13	
5248	German IV	15	15	23	1	4	4	32	0.13	
									0.50	
							0.5	/ .85 =	0.6	Say 1 German Classroom
5316	Italian I	60	60	23	3	4	12	32	0.38	
5326	Italian II	18	18	23	1	4	4	32	0.13	
5328	Italian II Honors	30	30	23	2	4	8	32	0.25	
5336	Italian III	17	17	23	1	4	4	32	0.13	
5338	Italian III Honors	21	21	23	1	4	4	32	0.13	
5346	Italian IV Film	18	18	23	1	4	4	32	0.13	
5349	AP Italian IV	8	8	23	1	4	4	32	0.13	
									1.25	
							1.3	/ .85 =	1.5	Say 2 Italian Classrooms
5416	Latin I	62	62	23	3	4	12	32	0.38	
5426	Latin II	36	36	23	2	4	8	32	0.25	
5436	Latin III	12	12	23	1	4	4	32	0.13	
5438	Latin III Honors	14	14	23	1	4	4	32	0.13	

Basic Educational Space
for Planned Program

WORLD LANGUAGES

2107 STUDENTS
23 target / class size

5446	Latin IV	3	3	23	1	4	4	32	0.13	
5448	Latin IV Honors	12	12	23	1	4	4	32	0.13	
									1.1	
							1.1	/ .85 =	1.3	Say 2 Latin Classrooms
5516	Mandarin I	15	15	23	1	4	4	32	0.13	
5526	Mandarin II	16	16	23	1	4	4	32	0.13	
5528	Mandarin II Honors	30	30	23	2	4	8	32	0.25	
5538	Mandarin III Honors	40	40	23	2	4	8	32	0.25	
5546	Mandarin IV	10	10	23	1	4	4	32	0.13	
5548	Mandarin IV Honors	30	30	23	2	4	8	32	0.25	
5558	Mandarin V	18	18	23	1	4	4	32	0.13	
5559	Mandarin AP Lang	16	16	23	1	4	4	32	0.13	
									1.38	
							1.4	/ .85 =	1.6	Say 2 Mandarin Classrooms
5614	Spanish I Lang	15	15	18	1	4	4	32	0.13	
5616	Spanish I	40	40	23	2	4	8	32	0.25	
5624	Spanish II Lang	29	29	18	2	4	8	32	0.25	
5626n	Spanish II	122	122	23	6	4	24	32	0.75	
5628	Spanish II Honors	106	106	23	5	4	20	32	0.63	
5634	Spanish III Lang	22	22	23	1	4	4	32	0.13	
5636	Spanish III	120	120	23	6	4	24	32	0.75	
5638	Spanish III Honors	93	93	23	4	4	16	32	0.50	
5646	Spanish IV	109	109	23	5	4	20	32	0.63	
5648	Spanish IV Honors	73	73	23	4	4	16	32	0.50	
5656	Spanish V Film	56	56	23	3	4	12	32	0.38	
5658	Spanish V Honors	23	23	23	1	4	4	32	0.13	
5659	Spanish V Honors AP Lang	40	40	23	2	4	8	32	0.25	
									5.25	
							5.3	/ .85 =	6.2	Say 6 Spanish Classrooms
5816	American Sign Lang I	35	35	18	2	4	8	32	0.25	
5826	American Sign Lang II	38	38	18	2	4	8	32	0.25	
									0.50	
							0.5	/ .85 =	0.6	Say 1 American Sign Classroom

Basic Educational Space
for Planned Program

WORLD LANGUAGES

2107 STUDENTS
23 target / class size

	WORLD LANGUAGES SUBTOTAL	1920	1,920							Say 17 World Languages Classrooms if each language has dedicated classrooms
	If Language Classrooms are shared									
	French	2.63								
	German	0.50								
	Italian	1.25								
	Latin	1.1								
	Mandarin	1.38								
	Spanish	5.25								
	American Sign	0.50								
		12.63	/ .85 =	15						
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an									
	equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

VISUAL ARTS

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
VISUAL ARTS										
2D										
6100	Found in Art	425	425	23	19	2	38	32	1.19	Semester
6111	Drawing I	142	142	23	7	2	14	32	0.44	Semester
6112	Drawing II	47	47	23	2	2	4	32	0.13	Semester
6130	Illustration	39	39	23	2	2	4	32	0.13	Semester
6141	Painting 1	70	70	23	3	2	6	32	0.19	Semester
									2.06	
							2.1	/ .85 =	2.4	Say 3 - 2D Art Rooms
3D										
6211	Ceramics	172	172	23	8	2	16	32	0.50	Semester
6212	Advanced Ceramics	70	70	23	3	2	6	32	0.19	Semester
6230	Sculpture	44	44	23	2	2	4	32	0.13	Semester
									0.81	
							0.8	/ .85 =	1.0	Say 1 - 3D Art Room
Photography										
6251	Photography	139	139	18	8	2	16	32	0.50	Semester
6252	Adv Photography	24	24	18	2	2	4	32	0.13	Semester
6270	Digital Imaging	160	160	18	9	2	18	32	0.56	Semester
6311	Int Didital Video Prod	119	119	18	7	2	14	32	0.44	Semester
6430	Web Design	35	35	18	2	4	8	32	0.25	
									1.88	
	VISUAL ARTS SUBTOTAL	1486	1,486				1.88	/ .85 =	2.2	Say 2 Photo / Graphics Classrooms
Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.										

Basic Educational Space
for Planned Program

PERFORMING ARTS

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
PERFORMING ARTS										
6510	Art of the Theater	97	97	23	5	2	10	32	0.31	Semester
6520	Improvisational Theater	116	116	23	5	2	10	32	0.31	Semester
6530	Public Speaking	65	65	23	3	2	6	32	0.19	Semester
6540	Drama of Social Issues	29	29	23	2	2	4	32	0.13	Semester
6560	Adv Drama Workshop	9	9	23	1	2	2	32	0.06	Semester
6570	Playwriting	10	10	23	1	2	2	32	0.06	Semester
6580	Directing	11	11	23	1	2	2	32	0.06	Semester
									1.13	
							1.13	/ .85 =	1.3	
6610	Music Theory	23	23	23	1	4	4	32	0.13	
6710	LHS Choral	127	127	70	2	4	8	32	0.25	
6728	Womens Chorale	43	43	70	1	4	4	32	0.13	
6738	Concert Chorale	57	57	70	1	4	4	32	0.13	
6778	Madrigal Singers	19	19	23	1	4	4	32	0.13	
									0.75	
							0.75	/ .85 =	0.9	Say 1 Choral Classrooms
6631	Jazz in Society	7	7	23	1	2	2	32	0.06	Semester
6632	Jazz in Society GD	18	18	23	1	2	2	32	0.06	Semester
6850	Beg Jazz Improv	21	21	15	2	4	8	32	0.25	
6860	Seminar Jazz Improv	21	21	15	2	4	8	32	0.25	
6878	LHS Jazz Combo	7	7	15	1	4	4	32	0.13	
6900	Symphonic Band	88	88	90	1	4	4	32	0.13	
6010	Repertoire Orch	94	94	90	1	4	4	32	0.13	
6928	Concert Band	61	61	90	1	4	4	32	0.13	
6938	Symphony	56	56	90	1	4	4	32	0.13	
6948	Wind Ensemble	48	48	50	1	4	4	32	0.13	
6958	Chamber Orchestra	48	48	50	1	4	4	32	0.13	
									1.50	
							2	/ .85 =	1.8	Say 2 Instrumental Classrooms

Basic Educational Space
for Planned Program

PERFORMING ARTS

2107 STUDENTS
23 target / class size

	PERFORMING ARTS SUBTOTAL	1075	1,075							
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

HEALTH FITNESS

2107 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
HEALTH & FITNESS										
7100	Badminton	353	353	24	11	1	11	32	0.34	Quarter
7105	Tennis / Games	288	288	24	12	1	12	32	0.38	Quarter
7110	Football	158	158	24	7	1	7	32	0.22	Quarter
7130	Recreational Games	184	184	24	8	1	8	32	0.25	Quarter
7150	Fitness Concepts	94	94	24	4	1	4	32	0.13	Quarter
7155	Rollerblading	164	164	24	7	1	7	32	0.22	Quarter
7175	Athletic Training	32	32	18	2	1	2	32	0.06	Quarter
7180	CPR	25	25	16	2	1	2	32	0.06	Quarter
7185	Pilates	70	70	24	3	1	3	32	0.09	Quarter
7190	Yoga	97	97	24	4	1	4	32	0.13	Quarter
7192	Jazz Dance	16	16	24	1	1	1	32	0.03	Quarter
7193	Stretch & Strength	25	25	24	1	1	1	32	0.03	Quarter
7194	Dance for Musical	20	20	24	1	1	1	32	0.03	Quarter
7215	Games / BB	340	340	24	14	1	14	32	0.44	Quarter
7220	Volleyball/Olympic	614	614	30	26	1	26	32	0.81	Quarter
7260	Cardio Kick Boxing	166	166	24	7	1	7	32	0.22	Quarter
7270	Strength & Fitness	217	217	24	9	1	9	32	0.28	Quarter
7275	Athletic Training	35	35	18	2	1	2	32	0.06	Quarter
7280	CPR	30	30	30	1	1	1	32	0.03	Quarter
7285	Pilates	92	92	24	4	1	4	32	0.13	Quarter
7290	Yoga	71	71	24	3	1	3	32	0.09	Quarter
7293	Stretch & Strength	25	25	24	1	1	1	32	0.03	Quarter
7296	Partner Dance	25	25	24	1	1	1	32	0.03	Quarter
7297	Choreography	25	25	24	1	1	1	32	0.03	Quarter
7315	Games / BB	281	281	24	12	1	12	32	0.38	Quarter
7320	Volleyball/Olympic	507	507	24	21	1	21	32	0.66	Quarter
7340	Fencing	192	192	20	8	1	8	32	0.25	Quarter
7365	Total Body C	138	138	24	6	1	6	32	0.19	Quarter
7370	Strength & Fitness	151	151	24	6	1	6	32	0.19	Quarter
7375	Athletic Training	25	25	18	2	1	2	32	0.06	Quarter
7380	CPR	29	29	16	2	1	2	32	0.06	Quarter
7385	Pilates	73	73	24	3	1	3	32	0.09	Quarter

Basic Educational Space
for Planned Program

HEALTH FITNESS

2107 STUDENTS
23 target / class size

7390	Yoga	94	94	24	4	1	4	32	0.13	Quarter
7392	Jazz Dance	25	25	24	1	1	1	32	0.03	Quarter
7393	Stretch & Strength	25	25	24	1	1	1	32	0.03	Quarter
7394	Dance for Musical	25	25	24	1	1	1	32	0.03	Quarter
7400	Badminton	351	351	24	15	1	15	32	0.47	Quarter
7425	Softball	134	134	24	6	1	6	32	0.19	Quarter
7435	Outdoor Games	491	491	24	21	1	21	32	0.66	Quarter
7445	Golf	154	154	24	7	1	7	32	0.22	Quarter
7450	Fitness Concepts	141	141	24	6	1	6	32	0.19	Quarter
7475	Athletic Training	29	29	18	2	1	2	32	0.06	Quarter
7480	CPR	30	30	16	2	1	2	32	0.06	Quarter
7485	Pilates	69	69	24	3	1	3	32	0.09	Quarter
7490	Yoga	99	99	24	4	1	4	32	0.13	Quarter
7493	Stretch & Strength	50	50	24	2	1	2	32	0.06	Quarter
7497	Choreography	24	24	24	1	1	1	32	0.03	Quarter
									8.38	
							8.38	/ .85 =	9.9	Say 10 Teaching Stations
7810	Adolesc Health Issues	555	555	23	24	2	48	32	1.50	Semester
7830	Adolesc Health Issues	516	516	23	23	2	46	32	1.44	Semester
	HEALTH & FITNESS SUBTOTAL	7374	7,374						2.94	
							2.94	/ .85 =	3.5	Say 4 Classrooms
	Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.									

Basic Educational Space
for Planned Program

ENGLISH

1800 STUDENTS
23 target / class size

	A	B	C	D	E	F	G	H		
Course No.	Subject	Current Students, per Subject	Projected Students, per Subject	Class Size	Sections	Sessions Per Week	Total Sessions	Periods Per Week	Total Stations Required	Comments
	ELL									
EL1000	ELL I:US Civics and History	6	6	20	1	4	4	28	0.14	
EL1100	ELL I Reading / Writing	6	6	20	1	4	4	28	0.14	
EL1200	ELL I: List/Speaking	6	6	20	1	4	4	28	0.14	
EL2000	ELL II Reading / Writing	14	14	20	1	4	4	28	0.14	
EL2100	ELL II: List/Speaking	14	14	20	1	4	4	28	0.14	
EL3000	ELL III: Composition	21	21	20	1	4	4	28	0.14	
EL3100	ELL III: Literature	20	20	20	1	4	4	28	0.14	
	ELL SUBTOTAL	87	87						1.00	
						1.00	/.85 =	1.2		Say 1 ELL Classrooms
Courses listed as "Semester" are adjusted to Full Time Equivalent (FTE). This is done by reducing "sessions per week" by half to give an equivalent year classroom requirement.										

**Basic Educational Space
for Planned Program**

SUMMARY

**2107 STUDENTS
23 target / class size**

		Classrooms Required for 2107 Current	Classrooms Required for 2290 2019 - 2020	Classrooms Required for 2504 2024 - 2025	Current Classrooms	Comments
Core Academic						
	English	15				
	Social Studies	17				
	Math	16				
	World Languages	17				15 if CR's are shared by languages
	Wellness	4				
	Classroom total	69				
Science						
	Environmental Sci	4				
	Biology	4				
	Physics	4				
	Chemistry	4				
	Sci Total	16				
Special Education						
		TBD				
Performing Arts						
	Theater	1				
	Choral Music	1				
	Instrumental Music	2				
	Total Performing Arts	4				
Visual Arts						
	Art 2D	3				
	Art 3D	1				
	Photography	2				
	Total Art	6				
Health and Physical Education						
		Gym				10 Teaching Stations Total
	Alternate PE					

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/24/2014
Re:	Program Director Meeting –District Curriculum	Meeting No:	13
Distribution:	MF (MF)		

Attendees: Carol Pilarski, / Assistant Superintendent for Curriculum, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

Program Background / Organization

- Increased enrollments: An additional 43 students have enrolled in the district since 6/23/14
- Families are moving to Lexington from other towns for the public schools and there is a learning curve to catch up to Lexington standards. People move for the public school system.
- Some teachers at Clarke Middle School have been teaching with blended learning styles and working with the flipped classroom.
- Goal for elementary schools would be to try and move all the schools towards the “Estabrook” model. Some of the schools are in significant need of repair/renovation
- Goal is to have 21 max. in the first grade. 2nd grade and older is 25-27 max.
- In elementary schools, there is a K-5 science department head that works with a materials specialist that works with the district storage located at Old Harrington Central Office and distributes learning materials to the elementary schools depending on what topic is being studied.
- 9th grade uses team teaching approach for English Language Arts and Social Studies
- Supports the idea of a centralized collaboration space for office and workspace with classroom wings.
- More focus needs to be paid to the middle of the road students. Not all students are high flyers that are going to be taking AP classes. There need to be time devoted to help students who may not be going to college or are unsure about their future to help them find a niche. Some of these students may in fact be attending college but are unsure what to study. Need to minimize the stressors in these middle achieving students
- 2020 Committee developed a report that reflects ELL growth, needs for professional development, and looks at school from the municipal side.
- Professional development is a large program in Lexington and the town is very proud of that. There are 2 classrooms for dedicated PD at Old Harrington which become instructional space.

Program Spaces

- No academic area should be sacrificed when master planning the district.
- Schools within a school: MST is an alternative program for those who are not successful in a traditional program. There are estimated 40 students in the program who suffer from burnout, are school phobic,

Project: **Lexington Public Schools**

Meeting Date: **7/24/2014**

Meeting No.: **13**

returning from hospitalization, etc. and they work in a certain portion of the HS.

- Would like to incorporate apprenticeship opportunities with the community for students who would like to both work and go to school. This would enable students the opportunity to discover what they want to pursue as a career.

Areas for Improvement

- Movement jeopardizes the curriculum so any teacher that teaches on a cart is at a detriment to others. Carts are not good for curriculum.
 - Would like to incorporate a project based learning room where a unit being covered can be shared between teachers and can be interactive/maker space for the unit being covered.
 - Are investigating the use of Listed Edition from NPR which would provide access to a repository of information from NPR interviews.
 - High School teachers typically are too concerned about their own content and do not actively pursue working with other teachers
 - Many buildings lack the space for 21st century education, collaboration, or new curriculum such as robotics.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	8/08/2014
Re:	Program Director Meeting –Special Education	Meeting No:	10
Distribution:	MF (MF)		

Attendees: Ellen Sugita / Director, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

Program Background / Organization

- District is 14% students with IEPs (State average is estimated at 17%)
- Special Education programs within district:
 - DLP: Students who have significant developmental delays or intellectual/neurological impairments
 - Substantially Separate ILP: Students with autism spectrum disorder who require highly individualized services and have social/emotional, language and behavioral needs. These students may also have physical need and are typically spending most of their time substantially separate . Housed at Fiske Elementary and Diamond Middle Schools. Program to begin fall 2015-2016 with 4 classrooms at LHS. Ratio is 7:1
 - Integrated ILP: Students with autism spectrum disorder and other related disabilities. These students are typically receiving pull-out and push-in services but are mainstreamed as much as possible in their general education classrooms. Housed at Hastings Elementary and Clarke Middle Schools. Program at LHS began in the fall of 2014-2015 with 3 classrooms at LHS.
 - TLP: Students with significant emotional and other needs that require therapeutic and academic support These students are typically receiving pull-out and push-in services but are mainstreamed as much as possible in their general education classrooms. Housed at Estabrook Elementary, Bridge Elementary, Clarke Middle, Diamond Middle, and LHS.
 - LLP: Students with significant language-based learning disabilities. Program typically begins in grade 3 when students increasingly apply their reading and writing skills.. Students typically receive pull-out and push-in services –mainly focused on reading, writing, and English language arts - but are mainstreamed as much as possible in their general education classrooms. Program is located at Bowman Elementary, Clarke Middle, Diamond Middle, and LHS.
 - MST – Multidisciplinary Support Team. Provides integrated academic and social/emotional supports for students. These students are mainstreamed as much as possible but have pull-out classroom support and counseling as needed.
- Director believes that in the future, the social/emotional and autism programs will continue to grow.
- Integrated Pre-K located at Harrington. Students at Bridge, Harrington, and Bowman feed to Clarke. Students at Estabrook, Hastings, and Fiske feed to Diamond.

-
- A consideration in the district should be the ratio of general education students to special education students in integrated classrooms.

Program Spaces

- ILP program at Clarke is located in a single 700 SF classroom and a portion of the corridor which is not an adequate amount of space for ILP students. If the program were to be relocated they would not want to do so without at least 2 dedicated classrooms at Diamond.
- Modular classrooms have been added at Bowman Elementary for the LLP program. It includes 3 half size classrooms and 3 offices.
- TLP program has been designed to be 2 classrooms and an office/testing area.
- Modular classrooms have been added to LHS for the new ILP program.

Areas for Improvement

- Would like to consider relocation of Integrated ILP from Clark to Diamond Middle Schools. This would alleviate the problem of students in the ILP program moving from Hastings to Clarke, instead of Diamond, where their general education peers move for middle school. Students in the Integrated ILP program are on the autism spectrum and are integrated at Hastings and attend classes with their general education peers. Moving the program from Clarke to Diamond would mean that students in the ILP program would go to the same middle school as their general education peers, peers with whom they are familiar and have a connection.
- Resource and other inclusion students need a space that is dedicated for test taking.
- The DLP program students at the high school level go into the LABBB program as there is currently no dedicated LHS specialized programs. This creates challenges for students who may want to attend some mainstream classes since the LABBB program does not work with the LHS schedule. More and more students are seeking to participate in mainstream electives such as art and music and a closer evaluation must be made with scheduling LABBB to accommodate those students. New ILP program at the HS will alleviate some of the concern as it will work with the HS schedule. Future possibility of creating other HS level special programs is being considered to keep the students in district (rather than at collaborative).
- Future DLP program at the HS would serve students from 9th grade to 22 years old. The classroom portion of the program would include classrooms and support space and SPED restroom. Also included would be a vocational program which could potentially work together with the LABBB program.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	8/08/2014
Re:	Program Director Meeting –Pre-K	Meeting No:	16
Distribution:	MF (MF)		

Attendees: Elizabeth Billings-Fouhy / Director PreK, Ellen Sugita / Director Special Education, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

Program Background / Organization

- Lexington Children’s place is a district wide pre-school program that serves students with and without special needs in an inclusive and developmentally appropriate learning environment.
- Students between 0-3 years old attend as early intervention. Typical program includes students ages 3-5. It is an inclusion program with age appropriate peers.
- The range of the special needs students vary from severely autistic students to students that come in once per week from private Pre-K programs to receive speech therapy.
- The program helps to work with students who have gaps in their learning which include language, social/emotional, etc.
- Each class is made up of 15 students. 8 general education students required with 7 special needs students. There are morning and afternoon classes so 30 students are served in each classroom throughout the day.
- Program is very much tied to the state regulations provided by DESE.
- Students aged 3-5 all interact together. They follow the requirements for 24 month instructional grouping and follow a curriculum program that allows the different aged groups to tackle tasks differently depending on their mastery.

Program Spaces

- Program is located in a wing of the new Harrington Elementary School which was designed to meet the needs of the students.
- An additional motor room is now used within the Harrington Elementary space and is classrooms size. Harrington would like to re-capture the room back into their program.
- Playground space is new and any relocation would need to keep that exterior playground space in mind.

Areas for Improvement

- Must begin to consider the new programs that are being started at the state level now. One includes that all 4 year olds are entitled to preschool services in Cambridge, Boston, and Lowell districts. This would require an additional 70-80 students

Project: **Lexington Public Schools**

Meeting Date: **8/08/2014**

Meeting No.: **16**

-
- 90 “slots” of pre-K can only serve about 70 students because some require both morning and afternoon services. If the program becomes full, the students must go to a collaborative. The ability for students to go to the collaborative serves as an additional option for the program but is not ideal. There is a concern about sending students to a collaborative for Pre-K if the collaborative does not have a Pre-K program since the students will not have peers to interact with and lose the ability to learn from and interact with their peers. Additionally, collaboratives are much more costly than in-district Pre-K programs.
 - Must be careful to assess language skills vs. and IEP. Many students speak many languages and it can be difficult to assess whether it is an intellectual learning issue or a language issue.
 - Testing is done in OT and speech rooms. A dedicated testing space for IEP students is necessary (100 SF) – consider an observation space as part of the testing space.
 - Need additional desk space for psychologists, consultations, and itinerant therapists
 - Need flexible space for additional speech therapists, testing, shared offices, program growth, and Pre-K bathrooms
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/22/2014
Re:	Program Director Meeting –Lextended Day Program	Meeting No:	11
Distribution:	MF (MF)		

Attendees: Heather Hartshorn / Director , Phil Poinelli / SMMA, Kate Jessup / SMMA,

DiscussionProgram Background / Organization

- 30 year old non-profit program in the district
- Currently serve estimated 650 students
- The program fills very quickly and there is a waiting list that is first come first served.
- Program serves 20% of Lexington students at the elementary level. Ratio of students to teachers is 10:1
- Program takes place M, T, W, F 3:15-6 and Th 12:15-6
- EEC dictates that the number of students permitted into the program be dictated by the SF of dedicated space.
- Each school has 88-100 students per day. Program has a 2 day minimum.
- Activities for students include: (vary by school) homework help outside of tutoring, free choice, play, art, yoga, dance, drama, games, healthy snack
- Dismissal: students must indicate to a teacher that their parent/guardian is there for pick up, parents must sign out the student on a form
- Play and Choice are extremely important aspects of after school care.
- Group serves all students including SPED. Some students who may be of concern have a year-long trial period.

Program Spaces

- Currently located in all elementary schools with the exception of Bridge. Bridge students take a bus to Hastings Elementary for after school programs. Adding a school would eliminate the need and cost of busing. It would also allow the district to serve more students.
- Require prep space, storage, a location for sick kids to be isolated, access to exterior (physical proximity or electrical means), tables for students to eat daily snack
- Would like to have access to secondary spaces such as library, art rooms, or a classroom for quiet activities outside of the dedicated space (typically gymnasium or cafeteria).
- Primary storage has been moved off site.

- Currently work out of an office for mailing purposes and foot traffic.
 - Bowman:
 - music room is used for rest
 - 2 staff, Fridge, kitchen supplies in office
 - Gym
 - Cafeteria
 - Office includes buzzer to let in parents
 - Estabrook:
 - Dedicated office with rolling cart storage that get wheeled in and out.
 - Staff person must wait at the entry separate from the students to let in the parents. Works when the students can be dismissed from the cafeteria.
 - No quiet space or space for sick students
 - Harrington:
 - Has a large office that fits a computer
 - Parents can walk into the school to pick up their children
 - Sometimes have access to a classroom for students to have a quiet space to do their homework
 - Hastings:
 - Are given dedicated access to the cafeteria
 - Have storage space in a closet adjacent to cafeteria
 - Have a purchased dedicated trailer connected to cafeteria that houses storage, refrigerator, and office space
 - Space has direct access to exterior for parent dismissal
 - Fiske:
 - Extended day office
 - Dedicated space in the cafeteria
 - Connects to back parking lot for parent pickup
 - Given access to music room if available
 - Have access to portion of gym when available
-

Areas for Improvement

- The priority would be to increase the number of students served. There is no issue with internal expansion, only increasing the amount of space.
 - Concern over reducing the space when new buildings are being developed and programmed. Rolling carts need to be utilized to not prevent prep from occurring at the same time as refrigerator stocking, etc. Rolling carts in a single office are too cumbersome.
 - Desire for the program to expand to include middle school programs when the contract is renewed.
 - Need to incorporate buzzers or indicators into all buildings where direct visual access is not provided.
 - Teachers need space to take their legally required break which is separate from the students
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	8/072014
Re:	Program Director Meeting –LABBB	Meeting No:	15
Distribution:	Final Report (MF)		

Attendees: James Kelly / Director, Lindsay Rice / Assist Director, Patrick Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

Program Background / Organization

- LABBB Mission statement: The LABBB Collaborative helps students with special needs reach their full potential through high quality programs that integrate academic, social, recreational and vocational services and enable participation in the least restrictive environment. By sharing its resources with multiple school districts and social service agencies, its programs maintain superior quality and reasonable costs to those it serves, by meeting or exceeding state standards, and achieving economies of scale. We are serving 70 cities and delivering the following specialized services.
- Program serves students Grades in Lexington, Arlington, Burlington, Bedford, and Belmont and Minuteman Vocational Technical School with a variety of special needs including students on the autism spectrum, students with multi-handicaps, pervasive development disorders, developmental delays, language deficits and social/emotional challenges.
- Program provides an alternative HS environment for students with some learning disabilities or social/emotional challenges.
- LABBB is a substantially separate program however some students access mainstream for certain curriculum such as core academics, art, music, sports, etc. Some of the students may drive to the program or take public transportation but many are learning life skills in the program.
- Program includes a medical component and some of the students have 1:1 aids/nurses.
- 70 districts attend LABBB programs in the 5 collaborative towns. The Centralized High School location is at Lexington HS and it is the only location in Lexington for the program exclusive of Minuteman Vocational Technical School.
- There additionally is a vocational training program space at the central administration.
- DESE determines the 11 month program. Additionally, there is a LESP extended summer program which serves estimated 45 students through August and another estimated 35 students that go directly to LABBB supported worksites from LHS, when the traditional 11 month program is completed.
- Students taking part in the vocation program meet first at Lexington HS before being transported to their specific work location by van.
- All LABBB teachers are special education certified.
- All districts sending students, including those from Lexington, pay tuition into the program.
- Created a transportation pilot which coordinates transportation for about 500 students. The transportation

program does not require that they be part of the collaborative. The program owns 25 vans to serve those students who attend LABBB Collaborative. Typically, six of which, park permanently at LHS.

- Lexington facility houses in the vicinity of 80 students. Students are grouped by mastery within 48 months of each other. Program has rolling admission so those who need services do not need to wait to become part of the collaborative.
 - Students that are wheelchair bound have many restrictions to their classrooms space. If each student needs a 5' radius, it limits classrooms to just a few wheelchair-bound students per classroom and then others
 - The transportation vans drop off students at the beginning of school in the front of the building. The most medically fragile students get dropped off in front of LABBB program entrance.
 - Program at Lexington High School has 10 teachers. 6 Teachers have their own classroom and 4 teachers share 2 rooms.
-

Program Spaces

- Lexington HS program spaces include 8 classrooms: 6 in math building (along with administrative, kitchen, and nurse space) and 2 classrooms in the foreign language building.
 - The majority of students use the Lexington HS cafeteria for lunch.
 - Students use Hayden Recreation Center, Hayden indoor pool, the LHS weight room in addition to LHS property. Rent is paid to Hayden Recreations Center facility.
 - Program requires the space of a storage trailer which is located in the parking area adjacent to the entry.
-

Areas for Improvement

- If there was more space, there would be more students who would want to join the collaborative. Space dictates enrollment.
 - Changing areas open to classroom space and changing may be performed within instruction space which is inappropriate for the students needing the medical service and students receiving instruction.
 - Need a room for Individual Education Plan (IEP) meetings with parents and teachers which could also serve as a more formal conference room. IEP meetings can be up to 10 adults including advocates.
 - In the classrooms, teacher desks limit the amount of student space available and are not ideal for classroom layout, particularly for students with ambulatory issues.
 - Wayfinding is extremely critical for students – particularly when classrooms are broken into different areas of the building. Some students can lose their way without signage or staff support.
 - Many students learn life skills most successfully with real examples such as community based settings such as Lexington center, which they are accessible to.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/22/2014
Re:	Program Director Meeting –METCO Program	Meeting No:	12
Distribution:	MF (MF)		

Attendees: Barbara Nobles / METCO Director, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

Program Background / Organization

- The METCO Program (Metropolitan Council for Educational Opportunities) was founded in 1966. It is a voluntary integration program that provides a suburban public school education for African-American, Hispanic and Asian students from Boston. The Lexington Public Schools have participated in the program since 1968. The program provides Lexington students and staff an opportunity to interact with many minority students and to benefit from a culturally diverse learning environment.
- The METCO staff consist of 1 Director (Barbara Nobles), 1 Administrative Assistant, 2 Elementary Social Workers, 1 Middle School Counselor and 1 Academic Support Teacher, 6 Bus monitors/SSP.
- Most students entering the program do so in kindergarten or first grade.
- Program included 237 total students (2013-2014 school year). Estimated 242 students next year: 122 elementary, 42 middle, 78 high school.
- Quantity of students in the program depends entirely of the space available within the schools. A METCO student would never displace a student from Lexington.
- MELP is the elementary program that is conducted during the school year on selected Thursdays which are 1/2 days.
- Mathpath is the Middle School 3 week summer program
- Jump Start is an Elementary summer program for new students entering the program.
- Elementary students come to Old Harrington to do homework after the half day Thursday.
- Extended Day is a Middle School program that meets at Clarke and Diamond Monday - Thursday during the school year. It focuses on homework completion.

Program Spaces

- Current office space at the high school is shared by offices and small group rooms
- Target is to have 4 students interacting with a teacher in a small group setting. Sometimes as many as 6 students are in the office with staff for small group instruction.

Project: **Lexington Public Schools**

Meeting Date: **7/22/2014**

Meeting No.: **12**

-
- The staff floats between buildings: 2 elementary social workers serve (3) schools each. Offices in schools are often shared between part-time individuals.
 - Department/Teacher/Parent meetings take place within the office
-

Areas for Improvement

- Due to lack of space and lack of acoustical separation, the current support teacher is moving to another part of the building due to lack of space in the current office.
 - Office becomes busy often which is not conducive to teaching and learning. Small group instruction occurs in the office.
 - Teachers need more privacy for academic space with acoustic separation. Should be located near the offices but not in the same room
 - METCO students find an identity within their space. The office/small group room serves as a place where students feel ownership.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	7/31/2014
Re:	Program Director Meeting –Technology	Meeting No:	14
Distribution:	MF (MF)		

Attendees: Tom Plati, Marianne McKenna, Paul Newt, Edward Borden, Pat Goddard / LPFD, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

Program Background / Organization

- Department has 3 different parts.
 - Technology deployment – 3 people manage what is happening in the schools and its deployment, network, and facilities
 - Student Information Services
 - Teaching Coaches – work within the schools, with teachers
- 13-14 people work in operations which is located in the high school computer center
- Goal for accommodating 1:1 in elementary schools should be enough compared to the HS level where 3:1 may be more realistic to the way students are operating.
- The plan is for 8th and 9th grade students to begin the program for school supplied 1:1. Each year, the devices will be given to the 8th grade students and the technology will move up with the students to begin 2016-2017 school year.
- Grades 3-12 should have smart technology in every classrooms soon.

Program Spaces

- Technology is currently located in the corner of the high school
- Data team is located at Central Administration but should be located with the other staff.
- Would like to create a helpdesk space in each media center which students would be able to access for e-books, troubleshooting, etc.
- The head end and backbone for technology is shared between the school and the town through the facilities building. From that hub, all of the other connections are “spokes” going out to the various nodes. Each spoke is a 1 gig connection. The HS is a 10 gig connection. They would like to upgrade to a 10 gig connection everywhere.
- Office space at center administration is required for: Data administrators for student information, SPED data manager, and HR

Areas for Improvement

- Technology in general is “added on” rather than master planned which has caused many problems
 - Although they are currently located in a corner of the high school, this may not be the ideal location.
 - Need space within each school for professional development, training, and learning. This space could be shared as part of a collaboration space.
 - Lack proper space for opening up the boxes and setting up new equipment prior to its distribution.
 - Data team is located at the Central Administration building. These individuals should be located with the other technology staff. They require space for technology training within each of the buildings. Could be a shared collaboration space.
 - Need a space where all 25 technology employees can meet occasionally.
 - None of the schools were designed to properly house technology except Estabrook.
 - HS needs significant effort to accommodate 3:1. Students already have smart technology so there is an immediate need for 2:1 at least.
 - Technology program needs to be involved/considered in the district administration decision making. It should be a collaborative vision.
 - Questions that need to be considered include:
 - How are these school supplied devices charged?
 - What security needs to be included in a roll-out of a school supplied device program?
 - Can wireless charging be considered?
 - How much “big brother” content management is preferred?
 - Would like all of the buildings’ systems to be considered part of the same system so that HVAC, lighting usage, voiceover IP, security, print usage, and power can all be monitored.
 - Looking for a way to recycle old computers when the systems become obsolete.
 - Need air conditioned spaces for all IT equipment in the schools
 - Need to consider the equipment involved with hearing or visually impaired students at each school.
 - Each classroom should include a projection area, microphone, and sound system.
-

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Section 4

Appendix

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 - Capacity Analysis

LEXINGTON PUBLIC SCHOOLS

Ad hoc Schools Master Plan Committee
School Committee Progress Report

SMMA | SYMMES MAINI & MCKEE ASSOCIATES

*Philip J. Poinelli, FAIA, CEFP
September 17, 2014*

Agenda

1. Phase 1 Scope
2. School and School Administration Meetings
3. Evaluation of Existing Buildings (including MSBA criteria)
 - A. Current Use Floor Plans
 - B. Undersized Spaces Floor Plans
4. Schools Administration Meetings
5. Discussion of Elementary Sections
6. Capacity: Elementary Schools; Middle School; High School
7. Short Term – 2015 – 2016; Possible Relief Valves
8. Next Steps



Lexington Master Plan – Phase 1

| SMMA

Phase 1 Scope

- Review all Schools + Central Administration
- Review class sizes and educational programs
- Meet with Principals, Administrators, committee
- Develop a Capacity Analysis for each school
- Review all in the context of the MSBA criteria and funding
- Final Report



| SMMA

Design Team / Client Meetings

- Ad hoc School Master Planning Committee (AhSMPC)
- All School Principals + some Assist Principals
- Lextended Day
- METCO
- Assistant Superintendent for Curriculum
- Technology
- LABBB
- Early Childhood
- SPED



| SMMA



Bowman Elementary School – Current Use Plan | SMMA



Bowman ES - 90% or smaller than MSBA | SMMA



BRIDGE SCHOOL

Bridge Elementary School – Current Use Plan | SMMA



BRIDGE SCHOOL

Bridge ES - 90% or smaller than MSBA | SMMA

Proposed Space Summary- Elementary Schools

Bowman Elementary				MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA'	# OF RMS	area totals	ROOM NFA'	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				24			
<i>(List classrooms of different sizes separately)</i>							
Pre-K/Kindergarten w/ toilet	1,200	4	4,800	1,200	4	4,800	1100 sq. ft. min. - 1200 sq. ft.
Kindergarten w/ toilet	4	1000	4,000	4	1000	4,000	1000 sq. ft. min. - 1200 sq. ft.
General Classrooms - Grade 1-6	17	875	14,875	17	875	14,875	1000 sq. ft. min. - 1200 sq. ft.
General Classrooms - Grade 1-6	3	850	2,550	3	850	2,550	
General Classrooms - Grade 1-6	2	900	1,800	2	900	1,800	
E.L. small group room	925	1	925	925	1	925	
Reading small group room	0	0	0	0	0	0	
Gen Ed Support/ Small group instruction	900	1	900	900	1	900	
Gen Ed Support/ Library/ Library	0	0	0	0	0	0	
SPECIAL EDUCATION				6,040			
<i>(List rooms of different sizes separately)</i>							
Self-Contained SPED	0	0	0	950	4	3,800	1000 sq. ft. min. self-contained, SPED
Self-Contained SPED - LUP Suite	2,000	1	2,000	2,000	1	2,000	
Self-Contained SPED - toilet	0	0	0	85	4	340	
Resource Room	450	1	450	450	1	450	1500 sq. ft. min. Gen. Ed. Rm.
Small Group Room / Reading	160	1	160	500	1	500	1500 sq. ft. min. Gen. Ed. Rm.
Small Group Room / OT and PT	375	1	375	375	1	375	
Small Group Room / Speech and Language	160	2	320	160	2	320	
ART & MUSIC				5,880			
<i>(List rooms of different sizes separately)</i>							
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	1000 sq. ft. min. 2000 sq. ft. max.
Art Workroom w/ Storage & Min.	0	0	0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400	1000 sq. ft. min. 2000 sq. ft. max.
Music Practice / Ensemble	0	0	0	75	4	300	
HEALTH & PHYSICAL EDUCATION				6,390			
<i>(List rooms of different sizes separately)</i>							
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 sq. ft. min. Gym
Gen Storeroom	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0	150	1	150	
MEDIA CENTER				3,250			
<i>(List rooms of different sizes separately)</i>							
Media Center / Reading Room	1	2250	2,250	3,204	1	3,204	



Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

Bridge Elementary				MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA'	# OF RMS	area totals	ROOM NFA'	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				24			
<i>(List classrooms of different sizes separately)</i>							
Pre-K/Kindergarten w/ toilet	1,200	4	4,800	1,200	4	4,800	1100 sq. ft. min. - 1200 sq. ft.
Kindergarten w/ toilet	4	1000	4,000	4	1000	4,000	1000 sq. ft. min. - 1200 sq. ft.
General Classrooms - Grade 1-6	17	875	14,875	17	875	14,875	1000 sq. ft. min. - 1200 sq. ft.
General Classrooms - Grade 1-5	2	900	1,800	2	900	1,800	
E.L. small group room	1	760	760	1	760	760	
Reading small group room	2	65	130	2	65	130	
Gen Ed Support/ Library/ Library	1	925	925	1	925	925	
SPECIAL EDUCATION				6,640			
<i>(List rooms of different sizes separately)</i>							
Self-Contained SPED	0	0	0	950	4	3,800	1000 sq. ft. min. self-contained, SPED
Self-Contained SPED - LUP	1	900	900	900	1	900	
Self-Contained SPED - toilet	0	0	0	85	4	340	
Resource Room	1	375	375	500	1	500	1500 sq. ft. min. Gen. Ed. Rm.
Small Group Room / Reading	1	100	100	500	1	500	1500 sq. ft. min. Gen. Ed. Rm.
Small Group Room / Speech and Language	1	75	75	75	4	300	
ART & MUSIC				3,880			
<i>(List rooms of different sizes separately)</i>							
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	1000 sq. ft. min. 2000 sq. ft. max.
Art Workroom w/ Storage & Min.	0	0	0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	900	900	1,200	1	1,200	1000 sq. ft. min. 2000 sq. ft. max.
Music Practice / Ensemble	0	0	0	75	4	300	
HEALTH & PHYSICAL EDUCATION				8,300			
<i>(List rooms of different sizes separately)</i>							
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 sq. ft. min. Gym
Gen Storeroom	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0	150	1	150	
MEDIA CENTER				3,114			
<i>(List rooms of different sizes separately)</i>							
Media Center / Reading Room	1	2250	2,250	3,114	1	3,114	
DRINKING & FOOD SERVICE				7,632			
<i>(List rooms of different sizes separately)</i>							
Cafeteria / Dining	1	3450	3,450	4,975	1	4,975	1000 sq. ft. min. 5000 sq. ft. max.
Storage	1	1200	1,200	1,000	1	1,000	
Chair / Table / Equipment Storage	0	0	0	381	1	381	
Kitchen	1	1000	1,000	1,845	1	1,845	1000 sq. ft. min. 2000 sq. ft. max.
Staff Lunch Room	1	980	980	250	1	250	1000 sq. ft. min. 2000 sq. ft. max.
MEDICAL				618			
<i>(List rooms of different sizes separately)</i>							
Nurse's Office / Waiting Room	1	300	300	60	1	60	
Basement Room / Waiting	0	0	0	260	1	260	
				190	3	300	



Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

ROOM TYPE	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			Comments
	ROOM NFA ²	# OF RBS	area totals	ROOM NFA ²	# OF RBS	area totals	
CORE ACADEMIC SPACES			25,000	24		23,800	
<i>(All classrooms of different sizes separately)</i>							
Pre-Kindergarten w/ toilet				1,200		1,100 SF min., 1,200 SF max.	
Kindergarten w/ toilet	4	1,000	4,000	1,200	4	4,800 SF min., 1,200 SF max.	
General Classrooms - Grade 1-6	17	875	14,875	950	20	19,000 SF min., 1,000 SF max.	
General Classrooms - Grade 1-6	3	850	2,550				
General Classrooms - Grade 1-6	2	900	1,800				
ELL small group room	925	1	925				
Reading small group room	900	1	900				
Open Ed. Support Small group/Instructor	900	1	900				
Open Ed. Support Library/Library			0				
SPECIAL EDUCATION			3,385			6,040	
<i>(All rooms of different sizes separately)</i>							
Self-Contained SPED			0	950	4	3,800 SF min. in self-contained SPED	
Self-Contained SPED - LUP Suite	2,000	1	2,000				
Self-Contained SPED - Relief			0	80	4	240	
Recreation Room	450	1	450	500	3	1,500 SF min. Gen. Com.	
Small Group Room / Reading	150	1	150	150	1	500 SF min. Gen. Com.	
Small Group Room / OT and PT	375	1	375	500	1	500 SF min. Gen. Com.	
Small Group Room / Speech and Language	150	2	300				
ART & MUSIC			2,855			5,095	
<i>(All classrooms - 25 seats)</i>							
Art Classroom - 25 seats	1	1,175	1,175	1,000	2	2,000 SF min. art room / studio	
Art Workshop w/ Storage & Min. Music Classroom / Large Group - 25-50 seats			0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400 SF min. art room / studio	
Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			3,620			6,300	
<i>(All rooms of different sizes separately)</i>							
Gymnasium	1	3,380	3,380	6,000	1	6,000 SF min. Gym	
Gym Storage room	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			2,250			3,204	
Media Center / Reading Room	1	2,250	2,250	3,204	1	3,204	

ES – Undersized Spaces (by room size)

- Bowman: SPED, art, music, gym, cafeteria, library, medical
- Bridge: SPED, art, music, gym, cafeteria, library
- Estabrook: none
- Fiske: cafeteria, ELL, a few support spaces
- Harrington: music, gym, cafeteria
- Hastings: art, music, gymnasium, medical, admin.

Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

ROOM TYPE	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			Comments
	ROOM NFA ²	# OF RBS	area totals	ROOM NFA ²	# OF RBS	area totals	
CORE ACADEMIC SPACES			25,000	24		23,800	
<i>(All classrooms of different sizes separately)</i>							
Pre-Kindergarten w/ toilet				1,200		1,100 SF min., 1,200 SF max.	
Kindergarten w/ toilet	4	1,000	4,000	1,200	4	4,800 SF min., 1,200 SF max.	
General Classrooms - Grade 1-6	17	875	14,875	950	20	19,000 SF min., 1,000 SF max.	
General Classrooms - Grade 1-6	3	850	2,550				
General Classrooms - Grade 1-6	2	900	1,800				
ELL small group room	925	1	925				
Reading small group room	900	1	900				
Open Ed. Support Small group/Instructor	900	1	900				
Open Ed. Support Library/Library			0				
SPECIAL EDUCATION			3,385			6,040	
<i>(All rooms of different sizes separately)</i>							
Self-Contained SPED			0	950	4	3,800 SF min. in self-contained SPED	
Self-Contained SPED - LUP Suite	2,000	1	2,000				
Self-Contained SPED - Relief			0	80	4	240	
Recreation Room	450	1	450	500	3	1,500 SF min. Gen. Com.	
Small Group Room / Reading	150	1	150	150	1	500 SF min. Gen. Com.	
Small Group Room / OT and PT	375	1	375	500	1	500 SF min. Gen. Com.	
Small Group Room / Speech and Language	150	2	300				
ART & MUSIC			2,855			5,095	
<i>(All classrooms - 25 seats)</i>							
Art Classroom - 25 seats	1	1,175	1,175	1,000	2	2,000 SF min. art room / studio	
Art Workshop w/ Storage & Min. Music Classroom / Large Group - 25-50 seats			0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400 SF min. art room / studio	
Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			3,620			6,300	
<i>(All rooms of different sizes separately)</i>							
Gymnasium	1	3,380	3,380	6,000	1	6,000 SF min. Gym	
Gym Storage room	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			2,250			3,204	
Media Center / Reading Room	1	2,250	2,250	3,204	1	3,204	

ES – Undersized Spaces (by room size)

- Bowman: SPED, art, music, gym, cafeteria, library, medical
- Bridge: SPED, art, music, gym, cafeteria, library
- Estabrook: none
- Fiske: cafeteria, ELL, a few support spaces
- Harrington: music, gym, cafeteria
- Hastings: art, music, gymnasium, medical, admin.

Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

Bowman Elementary				MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	Existing Conditions			ROOM NFA'	# OF RMS	area totals	Comments
	ROOM NFA'	# OF RMS	area totals				
CORE ACADEMIC SPACES				24	23,800		
<i>(All classrooms of different sizes separately)</i>							
Pre-Kindergarten w/ toilet				1,200		1,200 SF rms - 1,200 SF rms	
Kindergarten w/ toilet	4	1,000	4,000	1,200	4	4,800 SF rms - 1,200 SF rms	
General Classrooms - Grade 1-6	17	875	14,875	850	20	18,000 SF rms - 1,050 SF rms	
General Classrooms - Grade 1-6	3	850	2,550				
General Classrooms - Grade 1-6	2	900	1,800				
ELL small group room	900	1	900				
Reading small group room							
Gen Ed Support Small group instruction	900	1	900				
Gen Ed Support Library							
SPECIAL EDUCATION				6,040			
<i>(All rooms of different sizes separately)</i>							
Self-Contained SPED				950	4	3,800 SF rms - self-contained, SPED	
Self-Contained SPED - LUP Suite	2,000	1	2,000				
Self-Contained SPED - toilet				80	4	320	
Resource Room	450	1	450	500	3	1,500 SF rms Gen. Ed. rms	
Small Group Room / Reading	160	1	160	500	1	500 SF rms Gen. Ed. rms	
Small Group Room / OT and PT	375	1	375				
Small Group Room / Speech and Language	160	2	320				
ART & MUSIC				5,990			
<i>(All classrooms - 25 seats)</i>							
Art Classroom w/ Storage & kit	1	1,175	1,175	1,000	2	2,000 SF rms - 2 rooms, 2 seats, 100 seats	
Art Workroom w/ Storage & kit				150	2	300	
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400 SF rms - 2 rooms, 1 seat, 100 seats	
Music Practice / Ensemble				75	4	300	
HEALTH & PHYSICAL EDUCATION				6,390			
<i>(All rooms of different sizes separately)</i>							
Gymnasium	1	3,580	3,580	6,000	1	6,000 SF rms - 1 room, 50 seats	
Open Storage	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet				150	1	150	
MEDIA CENTER				3,204			
Media Center / Reading Room	1	2,250	2,250	3,204	1	3,204	



Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

Bridge Elementary				MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	Existing Conditions			ROOM NFA'	# OF RMS	area totals	Comments
	ROOM NFA'	# OF RMS	area totals				
CORE ACADEMIC SPACES				24	23,800		
<i>(All classrooms of different sizes separately)</i>							
Pre-Kindergarten w/ toilet				1,200		1,200 SF rms - 1,200 SF rms	
Kindergarten w/ toilet	4	1,000	4,000	1,200	4	4,800 SF rms - 1,200 SF rms	
General Classrooms - Grade 1-5	17	875	14,875	850	20	18,000 SF rms - 1,050 SF rms	
General Classrooms - Grade 1-5	2	900	1,800				
ELL small group room	1	160	160				
Reading small group room	2	85	170				
Gen Ed Support Library	1	900	900				
SPECIAL EDUCATION				6,040			
<i>(All rooms of different sizes separately)</i>							
Self-Contained SPED				950	4	3,800 SF rms - self-contained, SPED	
Self-Contained SPED - LUP	1	800	800				
Self-Contained SPED - toilet				80	4	320	
Resource Room	1	875	875	500	3	1,500 SF rms	
Small Group Room / Reading	1	100	100	500	1	500 SF rms	
Small Group Room / Speech and Language	1	75	75				
ART & MUSIC				3,860			
<i>(All classrooms - 25 seats)</i>							
Art Classroom - R, Art and Music	1	1,175	1,175	1,000	2	2,000 SF rms - 2 rooms, 100 seats, 100 seats	
Art Workroom w/ Storage & kit				150	2	300	
Music Classroom / Large Group - 25-50 seats	1	900	900	1,200	1	1,200 SF rms - 1 room, 1 seat, 100 seats	
Music Practice / Ensemble				75	4	300	
HEALTH & PHYSICAL EDUCATION				6,390			
<i>(All rooms of different sizes separately)</i>							
Gymnasium	1	3,580	3,580	6,000	1	6,000 SF rms - 1 room, 50 seats	
Open Storage	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet				150	1	150	
MEDIA CENTER				3,114			
Media Center / Reading Room	1	2,250	2,250	3,114	1	3,114	
DINING & FOOD SERVICE				7,632			
<i>(All rooms of different sizes separately)</i>							
Cafeteria / Dining	1	3,430	3,430	4,771	1	4,771 SF rms - 1 room	
Bridge	1	1,200	1,200	1,000	1	1,000	
Chair / Table / Equipment Storage				341	1	341	
Kitchen	1	1,600	1,600	1,843	1	1,843 SF rms - 1 room, 100 seats, 100 seats	
Small Lunch Room	1	362	362	250	1	250	
MEDICAL				616			
<i>(All rooms of different sizes separately)</i>							
Medical Suite Toilet				60	1	60	
Nurses' Office / Waiting Room	1	300	300	250	1	250	
Examination Room / Waiting				190	3	300	



Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

BOWMAN ELEMENTARY	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)		
	ROOM TYPE	ROOM NFA ¹	# OF RME area totals	ROOM NFA ¹	# OF RME area totals	Comments
CORE ACADEMIC SPACES			25,052	20	23,800	
<i>(List classrooms of different areas separately)</i>						
Pre-Kindergarten w/ toilet				1,200	1,050 SF, min. 1,140 SF, max.	
Kindergarten w/ toilet	4	1,000	4,000	1,200	4	4,800 SF, min. 1,140 SF, max.
General Classrooms - Grade 1-6	17	875	14,875	950	20	19,000 SF, min. 1,080 SF, max.
General Classrooms - Grade 1-6	3	850	2,550			
General Classrooms - Grade 1-6	4	900	3,600			
ELL small group room	925	1	925			
Reading small group room						
Open Ed Support Small group instruction	900	1	900			
Open Ed Support Library/Library						
SPECIAL EDUCATION			3,325	6,040		
<i>(List rooms of different areas separately)</i>						
Self-Contained SPED				950	4	3,800 SF of area in self-contained, SPED
Self-Contained SPED - LLP Suite	2,800	1	2,800			
Self-Contained SPED - toilet				80	4	240
Resource Room	450	1	450	500	3	1,500 SF area Class. Class.
Small Group Room / Reading	180	1	180	500	1	500 SF area Class. Class.
Small Group Room / OT and P.T.	375	1	375			
Small Group Room / Speech and Language	180	2	360			
ART & MUSIC			2,650	5,000		
<i>(List rooms of different areas separately)</i>						
Art Classroom - 25 seats	1	1,175	1,175	1,000	2	2,000 SF, min. 2,000 SF, max. 2,000 SF
Art Workshop, w/ Storage & Bin				150	2	300
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400 SF, min. 2,000 SF, max. 2,000 SF
Music Practice / Ensemble				75	4	300
HEALTH & PHYSICAL EDUCATION			3,625	6,300		
<i>(List rooms of different areas separately)</i>						
Gymnasium	1	3,380	3,380	6,000	1	6,000 SF min. 6,000 SF
Open Ed Support	1	240	240	150	1	150
Toilet				150	1	150
MEDIA CENTER			2,250	3,200		
<i>(List rooms of different areas separately)</i>						
Media Center / Reading Room	1	2,250	2,250	3,200	1	3,200

ES – Undersized Spaces (by program)

- Bowman: SPED, art, music, PE, library
- Bridge: SPED, art, music, PE, library
- Estabrook: none
- Fiske: SPED
- Harrington: SPED, PE
- Hastings: SPED, art, music, PE

Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

BOWMAN ELEMENTARY	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)		
	ROOM TYPE	ROOM NFA ¹	# OF RME area totals	ROOM NFA ¹	# OF RME area totals	Comments
CORE ACADEMIC SPACES			25,052	20	23,800	
<i>(List classrooms of different areas separately)</i>						
Pre-Kindergarten w/ toilet				1,200	1,050 SF, min. 1,140 SF, max.	
Kindergarten w/ toilet	4	1,000	4,000	1,200	4	4,800 SF, min. 1,140 SF, max.
General Classrooms - Grade 1-6	17	875	14,875	950	20	19,000 SF, min. 1,080 SF, max.
General Classrooms - Grade 1-6	3	850	2,550			
General Classrooms - Grade 1-6	4	900	3,600			
ELL small group room	925	1	925			
Reading small group room						
Open Ed Support Small group instruction	900	1	900			
Open Ed Support Library/Library						
SPECIAL EDUCATION			3,325	6,040		
<i>(List rooms of different areas separately)</i>						
Self-Contained SPED				950	4	3,800 SF of area in self-contained, SPED
Self-Contained SPED - LLP Suite	2,800	1	2,800			
Self-Contained SPED - toilet				80	4	240
Resource Room	450	1	450	500	3	1,500 SF area Class. Class.
Small Group Room / Reading	180	1	180	500	1	500 SF area Class. Class.
Small Group Room / OT and P.T.	375	1	375			
Small Group Room / Speech and Language	180	2	360			
ART & MUSIC			2,650	5,000		
<i>(List rooms of different areas separately)</i>						
Art Classroom - 25 seats	1	1,175	1,175	1,000	2	2,000 SF, min. 2,000 SF, max. 2,000 SF
Art Workshop, w/ Storage & Bin				150	2	300
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400 SF, min. 2,000 SF, max. 2,000 SF
Music Practice / Ensemble				75	4	300
HEALTH & PHYSICAL EDUCATION			3,625	6,300		
<i>(List rooms of different areas separately)</i>						
Gymnasium	1	3,380	3,380	6,000	1	6,000 SF min. 6,000 SF
Open Ed Support	1	240	240	150	1	150
Toilet				150	1	150
MEDIA CENTER			2,250	3,200		
<i>(List rooms of different areas separately)</i>						
Media Center / Reading Room	1	2,250	2,250	3,200	1	3,200

ES – Undersized Spaces (by program)

- Bowman: SPED, art, music, PE, library
- Bridge: SPED, art, music, PE, library
- Estabrook: none
- Fiske: SPED
- Harrington: SPED, PE
- Hastings: SPED, art, music, PE

Lexington Master Plan – Phase 1

SMMA

Proposed Space Summary- Elementary Schools

Bowman Elementary				Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA*	# OF RMS	area totals	ROOM NFA*	# OF RMS	area totals	Comments			
CORE ACADEMIC SPACES						24	23,800			
<i>(All classrooms of different sizes separately)</i>										
Pre-Kindergarten w/ toilet				1,200		1100 SF min - 1200 SF max				
Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800 SF min - 1200 SF max				
General Classrooms - Grade 1-6	17	875	14,875	950	20	19,000 SF min - 1000 SF max				
General Classrooms - Grade 1-6	3	850	2,550							
General Classrooms - Grade 1-6	2	900	1,800							
E.L. small group room	900	1	900							
Reading small group room			0							
Gen Ed Support/ Small group instruction	900	1	900							
Gen Ed Support/ Library Library			0							
SPECIAL EDUCATION						6,414				
<i>(All rooms of different sizes separately)</i>										
Self-Contained SPED			0	950	4	3,800 SF min, 4,000 SF max, SPED				
Self-Contained SPED - LEP Suite	2,000	1	2,000							
Self-Contained SPED - toilet			0	90	4	360				
Resource Room	450	1	450	900	3	2,700 SF min, 3,000 SF max				
Small Group Room / Reading	160	1	160	900	1	900 SF min, 1,000 SF max				
Small Group Room / OT and PT	375	1	375							
Small Group Room / Speech and Language	160	2	320							
ART & MUSIC						5,985				
<i>(All classrooms - 25 seats)</i>										
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000 SF min, 2,000 SF max				
Art Workroom w/ Storage & Min.			0	150	2	300				
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400 SF min, 2,400 SF max				
Music Practice / Ensemble			0	75	4	300				
HEALTH & PHYSICAL EDUCATION						6,394				
<i>(All rooms of different sizes separately)</i>										
Gymnasium	1	3380	3,380	6,000	1	6,000 SF min, 6,000 SF max				
Comm. Shower room	1	240	240	150	1	150				
Health Instructor's Office w/ Shower & Toilet			0	150	1	150				
MEDIA CENTER						3,204				
Media Center / Reading Room	1	2250	2,250	3,204	1	3,204				



Lexington Master Plan – Phase 1

SMMA

Elementary School - Sections

Elementary schools sections per grade are developed based on the number of students per grade and class size guidelines. In addition, one or two additional classrooms per school are added to reduce large class sizes when class sizes are too large (bubbles classes).

The MSBA Summary of Spaces is based on an average number of students for the school and does not recognize the number of sections needed per grade.



Lexington Master Plan – Phase 1

SMMA

Elementary School - Sections

Example, Grades 1 - 5:

200 students = 40 students/grade = 2 sections / grade =
10 sections req, MSBA 9 CR's

300 students = 60 students/grade = 3 sections / grade =
15 sections req, MSBA 13 CR's

400 students = 80 students/grade = 4 sections / grade =
20 sections req, MSBA 17 CR's



Elementary Schools Capacity

	Population (End of School Year)	Current Population - MSBA				Available Classrooms - Lexington				Capacity		Comments
		2014 - 2015 Population	# of Kindergarten CR MSBA	# of Gen Ed CR's (1-5) MSBA	Total MSBA	# of Kindergarten CR as used	CR's (1 - 5) as used Permanent	Total Classrooms (K + Grade Level)	CR's (1 - 5) as used Modular	Current Capacity w/o Modulars	Current Capacity w/ Modulars	
Bowman	563	576	5	20	25	4	22	26	0	578	578	2 CR Modulars for LLP SPED Program, At / Over Capacity
Bridge	543	585	5	20	25	5	21	26	0	578	578	At / Over Capacity
Estabrook	477	500	4	18	22	4	21	25	0	596	596	excess capacity
Fiske	480	489	4	17	21	4	18	22	0	486	486	At / Over Capacity
Harrington	432	446	4	15	19	4	15	19	0	417	417	excludes PK, At / Over Capacity
Hastings	423	425	3	16	19	3	14	17	4	376	468	Permanent building is Over Capacity, excess capacity when including modular classrooms
Harrington	2918	3022	25	106	131	24	111	135	139	3031	3123	
PreK	98 FTE		-	-	-					100 FTE		At / Over Capacity
<small>K assumes 18 students / class Gr 1 - 5 assume 23 students / class</small>												



2014 – 2015 Enrollments as of 8/26/2014

Grade	Bowman	Bridge	Estabrook	Fiske	Harrington	Hastings	TOTALS	
K	22	18	15	18	19	20	426	
	22	18	17	18	19	18	23 Sections	
	21	18	16	17	20	20	18.8 Average class size	
	21	18	16	17				Small Sections
1	20	22	20	22	20	22	486	
	21	22	22	22	20	22	23 Sections	
	21	22	21	21	21	21	21.1 Average class size	
	22	22	20	21	19			
2	21	25	19	21	23	20	515	
	23	24	19	21	23	20	24 Sections	
	22	24	19	21	23	19	21.4 Average class size	
	22	24	19	21		20		
3	19	25	20	23	25	23	484	
	20	24	19	22	25	20	22 Sections	
	20	25	19	23	25	23	22 Average class size	
	20	25	19					
	20							
4	23	25	26	25	21	20	555	
	23	25	26	24	21	20	24 Sections	
	23	25	26	24	20	19	23.2 Average class size	
	23	25	26	24	20	21		
5	27	23	25	28	21	19	566	
	26	22	23	28	20	20	24 Sections	
	26	22	24	28	20	19	23.1 Average class size	
	26	21	24	28	21	20		
	23							Large Sections
Total Enrollment	576	585	500	489	446	426	3022	
Enrollment Sections	26	26	24	22	21	21	140	



Lexington Master Plan – Phase 1

SMMA

Elementary Schools Capacity

	Population (End of School Year)	Current Population - MSBA			Available Classrooms - Lexington				Capacity		Comments	
		2014 - 2015 Population	# of Kindergarten CR MSBA	# of Gen Ed CR's (1-5) MSBA	Total MSBA	# of Kindergarten CR as used	CR's (1-5) as used Permanent	Total Classrooms (K + Grade Level)	CR's (1-5) as used Modular	Current Capacity w/o Modulars		Current Capacity w/ Modulars
Bowman	563	576	5	20	25	4	22	26	0	578	578	2 CR Modulars for LLP SPED Program, At / Over Capacity
Bridge	543	585	5	20	25	5	21	26	0	573	573	At / Over Capacity
Estabrook	477	500	4	18	22	5	22	27	0	596	596	excess capacity
Fiske	480	489	4	17	21	4	18	22	0	486	486	At / Over Capacity
Harrington	432	446	4	15	19	4	15	19	0	417	417	excludes PK, At / Over Capacity
Hastings	423	426	3	16	19	3	14	17	4	376	468	Permanent building is Over Capacity, excess capacity when including modular classrooms
Hastings	2918	3022	25	106	131	25	112	137	139	3026	3118	
Harrington PreK	98 FTE									100 FTE		At / Over Capacity

K assumes 18 students / class
Gr 1 - 5 assume 23 students / class



Lexington Master Plan – Phase 1

SMMA

Elementary Schools Summary (based on MSBA class size guidelines, K=18, Grades 1-5= 23)

- Bowman:At / Over Capacity
- Bridge: At / Over Capacity
- Estabrook:Under Capacity
- Fiske:Over Capacity
- Harrington:Over Capacity
- Hastings:Under Capacity*
- Pre-K Program (at Harrington)At Capacity

* including modular classrooms



Lexington Master Plan – Phase 1

SMMA

Elementary Schools Short Term, '15-16

- Bowman: + 2 students
- Bridge: + 6 students
- Estabrook: – 12 students
- Fiske: + 20 Students
- Harrington:+ 11 Students
- Hastings: no change
- Pre-K Program (at Harrington)unknown

Note: Figures are taken from the 8/26/14 Enrollment Report which uses the Cohort Survival Method



Lexington Master Plan – Phase 1

SMMA

Elementary Schools Relief Valves

- Populations Come In Lower than Forecast
- Dependent on Population Projections
- Slight Increase in Class Sizes
- Redistrict Adjustments
- Out of District for Pre-K
- Use Art and Music as Classrooms
- Divide the Gym into: Gym, Art and Music spaces



Enrollment Growth

Elementary schools:

- Increase of 104 students since May
- Anticipation of 268 students (5 years)
- Straight line analysis:
 - (38) Kindergarten students / 23 sections = 1.6 students / section or 2 total sections
 - (230) Grades 1 – 5 students / 117 sections = 1.9 students / section or 10 total sections



Middle Schools – Undersized or Oversized Spaces (by room size)

- Clarke - Under: Most classrooms, most SPED, science
- Clarke – Over: Art, Band/Chorus, gym, fitness, locker rooms, auditorium and stage, administration
- Diamond - Under: science labs, some SPED, art, library, cafeteria, medical
- Diamond – Over: music, fitness, locker rooms



Middle Schools – Undersized or Oversized Spaces (Program)

- Clarke - Under: SPED, science
- Clarke – Over: Art, Band/Chorus, gym, PE/fitness (overall net SF)
- Diamond - Under: SPED, science, vocational and technology, library, cafeteria, medical
- Diamond – Over: PE/fitness, media center



Middle Schools Short-Term, '15-16

- Clarke: + 29 students
- Diamond: + 13 students

Middle Schools Enrollments:

- Increase of 28 students since May
- Anticipation of 222 students (5 years) Clarke = 982, Diamond = 857

Middle Schools Relief Valves

- To be Determined (Phase 2)



Lexington Master Plan – Phase 1

SMMA

High Schools – Undersized or Oversized Spaces (by room size)

Undersized:

- Most Classrooms: 500 – 775 sf vs. 850 sf
- All Science Lecture / Labs: 1,000 – 1,270 sf vs 1,440 sf
- SPED Classrooms
- Media Center
- Stage

Oversized:

- Gymnasias and Physical Ed
- Auditorium
- Administration



Lexington Master Plan – Phase 1

SMMA

High Schools – Undersized or Oversized Spaces (Program)

Undersized:

- Gen Ed Classrooms
- All Science Lecture / Labs
- SPED
- Media Center

Oversized:

- Gymnasia and Physical Ed
- Art and Music
- Auditorium
- Administration



High School Short-Term, '15-16

- High School: + 62 students

High School Enrollment Growth:

- Increase of 32 students since May
- Anticipation of 158 students (5 years)
- Anticipation of 397 students (10 years)

High School Relief Valves

- Recent 10 classroom + Modular Addition
- Phase 2 Modular Addition



Next Steps

- Short Term Solution for Pre-K
- Additional High School Analysis Required
- Enrollment Projections Analysis
- Formalize Report
- Phase 2 – Scope and Schedule
 - Short-Term Space Short-fall – Nov ‘14 STM or ‘15 ATM
 - Demands of 21st Century Education
- Phase 3
 - District Wide Long Term Needs
 - Demands of 21st Century Education
 - MSBA Capital Grant Program



