LEXINGTON SCHOOL COMMITTEE MEETING
Monday, November 3, 2014
Jonas Clarke Middle School, Auditorium
17 Stedman Road

7:30 p.m. **Call to Order and Welcome:**
Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:40 p.m. **Superintendent's Announcements:**

7:45 p.m. **School Committee Member Announcements:**

7:55 p.m. **Agenda**:

1. Vote on Options to Reduce K-5 School Overcrowding (90 minutes)
2. Vote School Committee Position on 2014 Massachusetts Association of School Committee (MASC) Conference Resolutions and Proposed Amendments to MASC By-Laws (10 minutes)

9:35 p.m. **Adjourn**:

The next scheduled meetings of the School Committee are as follows:

- Monday, November 10, 2014 — 7:00 p.m., Public Services Building, Cafeteria, 201 Bedford Street. This meeting is a Budget Collaboration/Summit Meeting with the Board of Selectmen, the Appropriation Committee, and the Capital Expenditures Committee.
- Tuesday, November 18, 2014 — 7:30 p.m., Jonas Clarke Middle School Auditorium, 17 Stedman Road (Regular Meeting)

All agenda items and the order of items are approximate and subject to change.

Conclusions

1) Projected 2019 Enrollments

Grade Group	Total Enrollment	Growth over 2013
Elementary K-5	3196	268 (+/- 114)
Middle School 6-8	1819	160*
High School 9-12	2265	244*
Total System	7280	672 (+/- 114)*

2) Capacity for continued growth exists in all housing types

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

SMMA

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)

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Judy Crocker, School Committee
Jon Himmel, Permanent Building Committee
Peter Kelley, Board of Selectmen (BoS)
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Committee Liaisons

Bill Hurley, Capital Expenditures Committee
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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 general education 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 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 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 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			Available Classrooms - Lexington				Capacity		
	Population (End of 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	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
	2918	3022	25	106	131	25	112	137	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												

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" 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 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.

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 assisting with 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 of: next year (2025-26); 5 years and 10 years.

The chart below shows the projections and indicates the method used as recommended by the EWG.

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	810 – 828
Middle Schools	1,617	1,658	1,839	810 – 828
Lexington High School	2,107	2,169	2,265	2,250 – 2,290

Enrollment Working Group – Linear Extrapolation Method

District Projections – Cohort Survival Method

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 – Capacity Analysis

Lexington Public Schools

Lexington, Massachusetts

October 22, 2014

Submitted by,

SMMA

Symmes Maini & McKee Associates

Cambridge, MA

SMMA No. 14043.00

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 1 - Capacity Analysis

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- 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)

SMMA

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Enrollment Working Group – Linear Extrapolation Method

District Projections – Cohort Survival Method

Section 2
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 my multiple teachers at the same time within a school. Multiple school principals have stated that scheduling these important and well attended classes often dive much of the academic schedule.

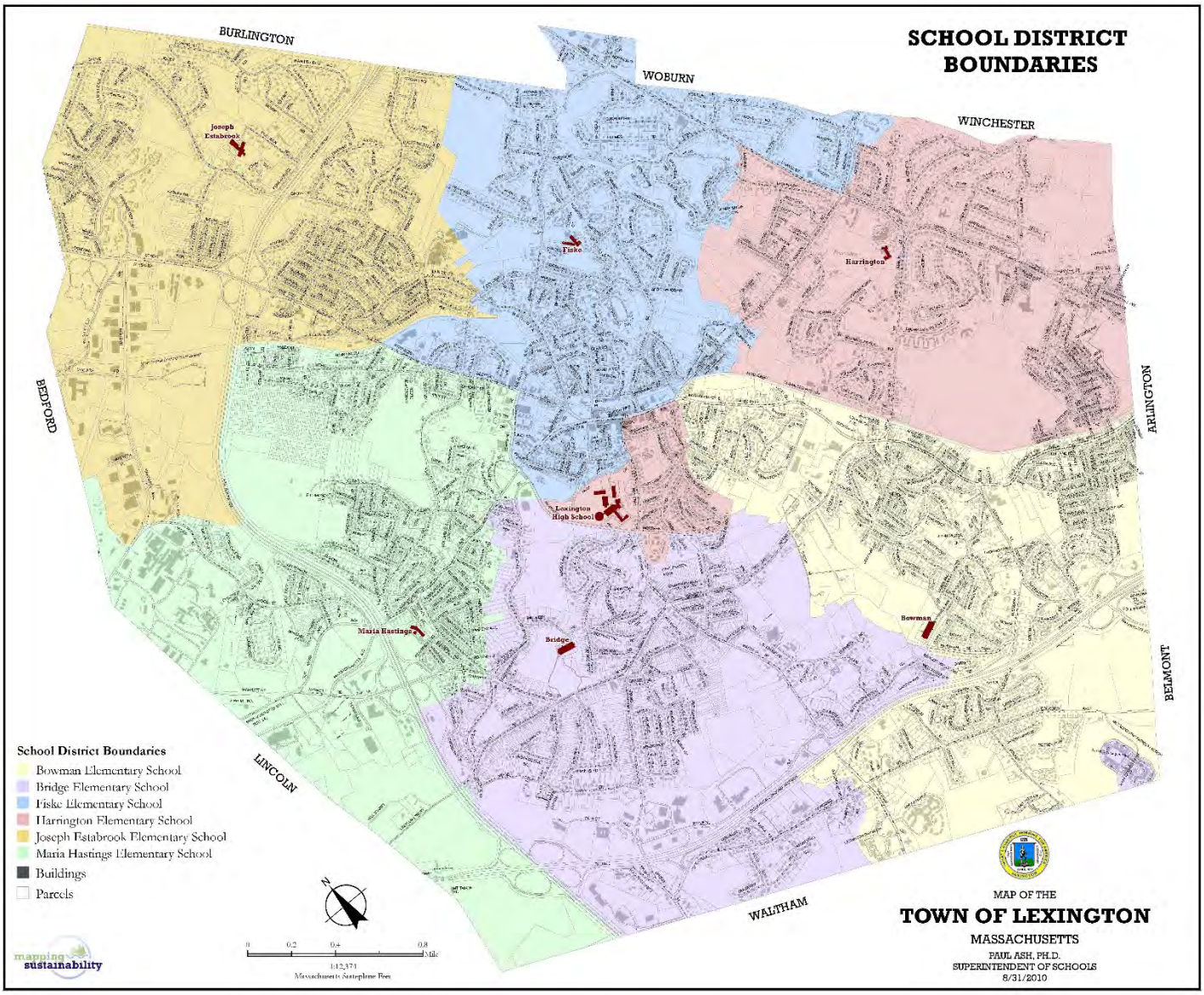
It is recommended that the school department explore an alternative scheduling of music teachers and classes so no more than one class is being conducted at any one time. This may result in freeing up the "non-intended" spaces for other academic uses.

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 1,014,700 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	62,968 + 2 new modulars	K-5	576	1967	Reno 2014
Bridge Elementary School	62,968 + modulars	K-5	585	1966	Reno 2014
Estabrook Elementary School	91,840	K-5	500	2014	
Fiske Elementary School	78,883	K-5	489	2007	
Harrington Elementary School	76,422	PreK-5	446 (excludes PreK)	2005	
Hastings Elementary School	59,853	K-5	426	1955	1959, 1995, 2003
Clarke Middle School	130,000	6-8	824	1972	Reno 2000
Diamond Middle School	139,604	6-8	793	1958	Add Reno 2000
High School	328,500	9-12	2107	1953	1955, 1962, 2000


SCHOOL DISTRICT BOUNDARIES
BURLINGTON
WOBURN
WINCHESTER
ARLINGTON
BELMONT
WALTHAM
LINCOLN
BEDFORD
Joseph Estabrook
Fiske
Harrington
Lexington High School
Maria Hastings
Bridge
Bowman
School District Boundaries
Bowman Elementary School
Bridge Elementary School
Fiske Elementary School
Harrington Elementary School
Joseph Estabrook Elementary School
Maria Hastings Elementary School
Buildings
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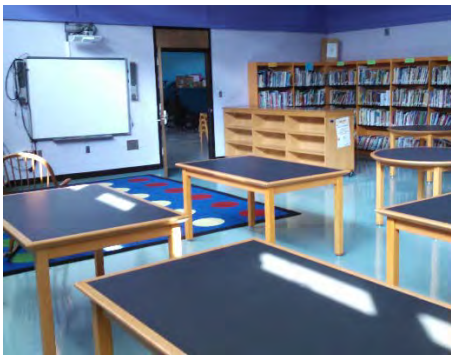
N
0 0.2 0.4 0.8 Mile
1:12,371
Massachusetts Stateplane Feet
mapping sustainability
MAP OF THE
TOWN OF LEXINGTON
MASSACHUSETTS
PAUL ASH, PH.D.
SUPERINTENDENT OF SCHOOLS
8/31/2010



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:	62,968 + 2 new modulars
Administrative Organization:	
Principal	Mary Anton

Discussion

The school has recently undergone a renovation to address deferred maintenance issues and modest room modifications. The renovations did not address capacity. No classroom space was added.

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.

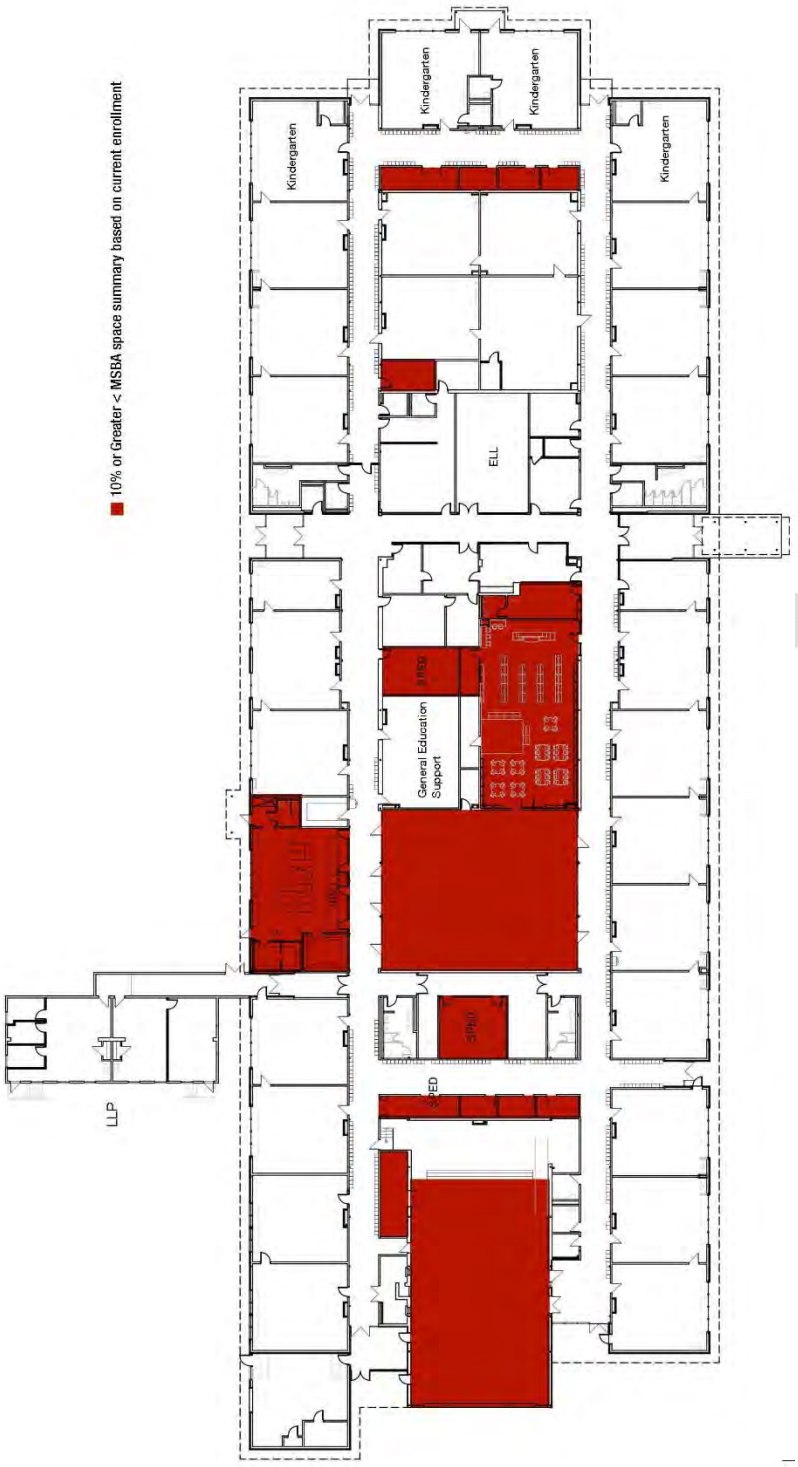
The two modular classrooms have been set up to accommodate the District's LLP SPED program. This program serves students with students with language and communication based learning disabilities.

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.

SMMA

First Floor Programming



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:	62,968 + modulars
Net Educational Square Feet:	
Administrative Organization:	
Principal	Margaret Colella

Discussion

The school has recently undergone a renovation to address deferred maintenance issues and modest room modifications. The renovations did not address capacity. No classroom space was added.

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.

First Floor Programming

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

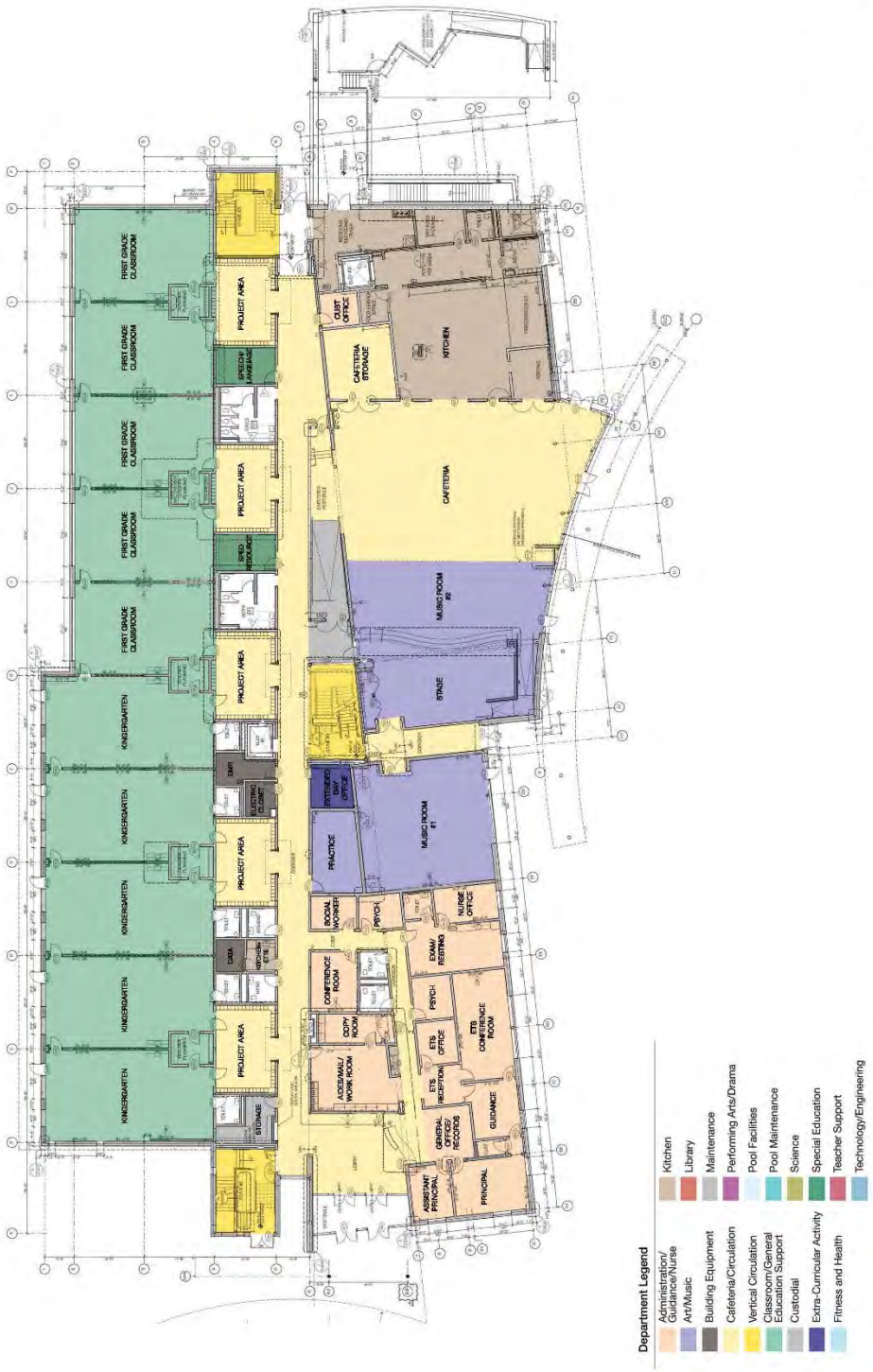
The Estabrook Elementary School is a new building which opened to students in the spring of 2014. Demolition of the old Estabrook School and completion of the site development work was completed prior to the start of the 2014 - 2015 academic year. The facility is also an excellent example of how schools 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.

SMMA



First Floor Programming

Second Floor Programming

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:	78,883
Administrative Organization:	
Principal	Thomas Martellone

Discussion

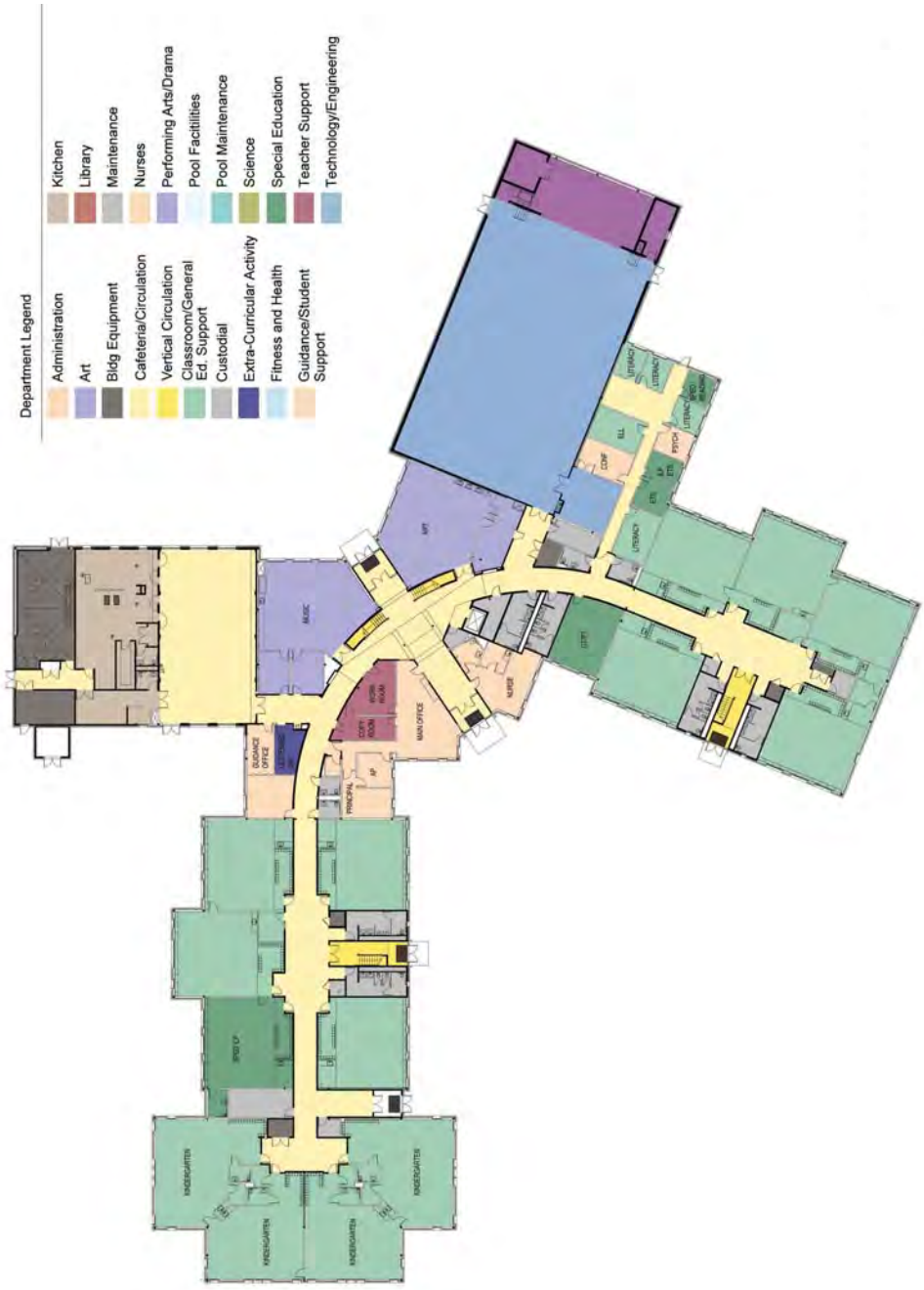
Fiske Elementary School is a relatively new building, completed in 2007. It was designed prior to the current MSBA space standards. There are a few spaces that are under the current standards.

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.

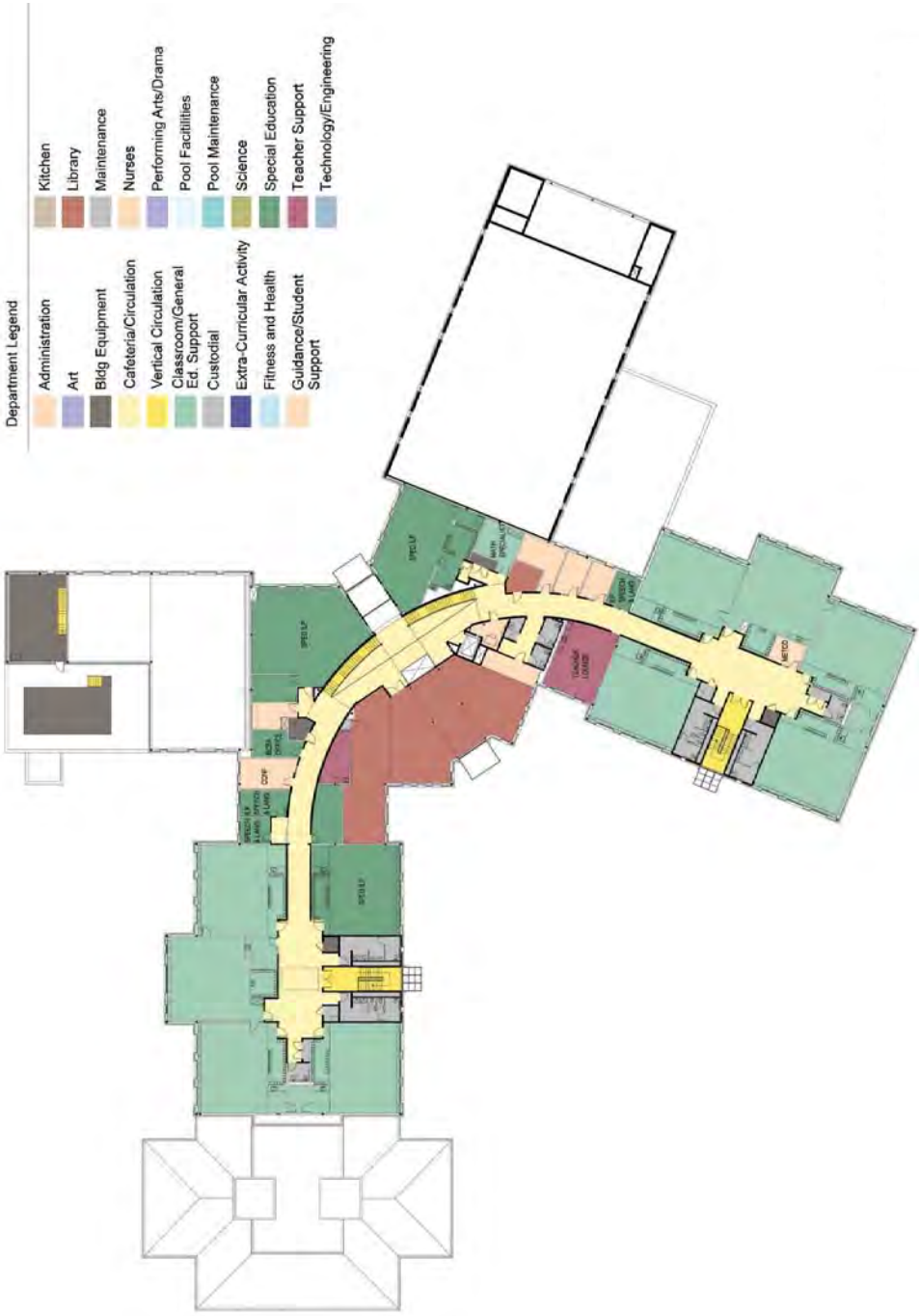
Using the study guidelines of 18 students / kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 486 students. With a current enrollment of 489 students, Fiske Elementary School is slightly over capacity.

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.



First Floor Programming

First Floor Deficiencies (Per MSBA Requirements)



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:	76,422
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.

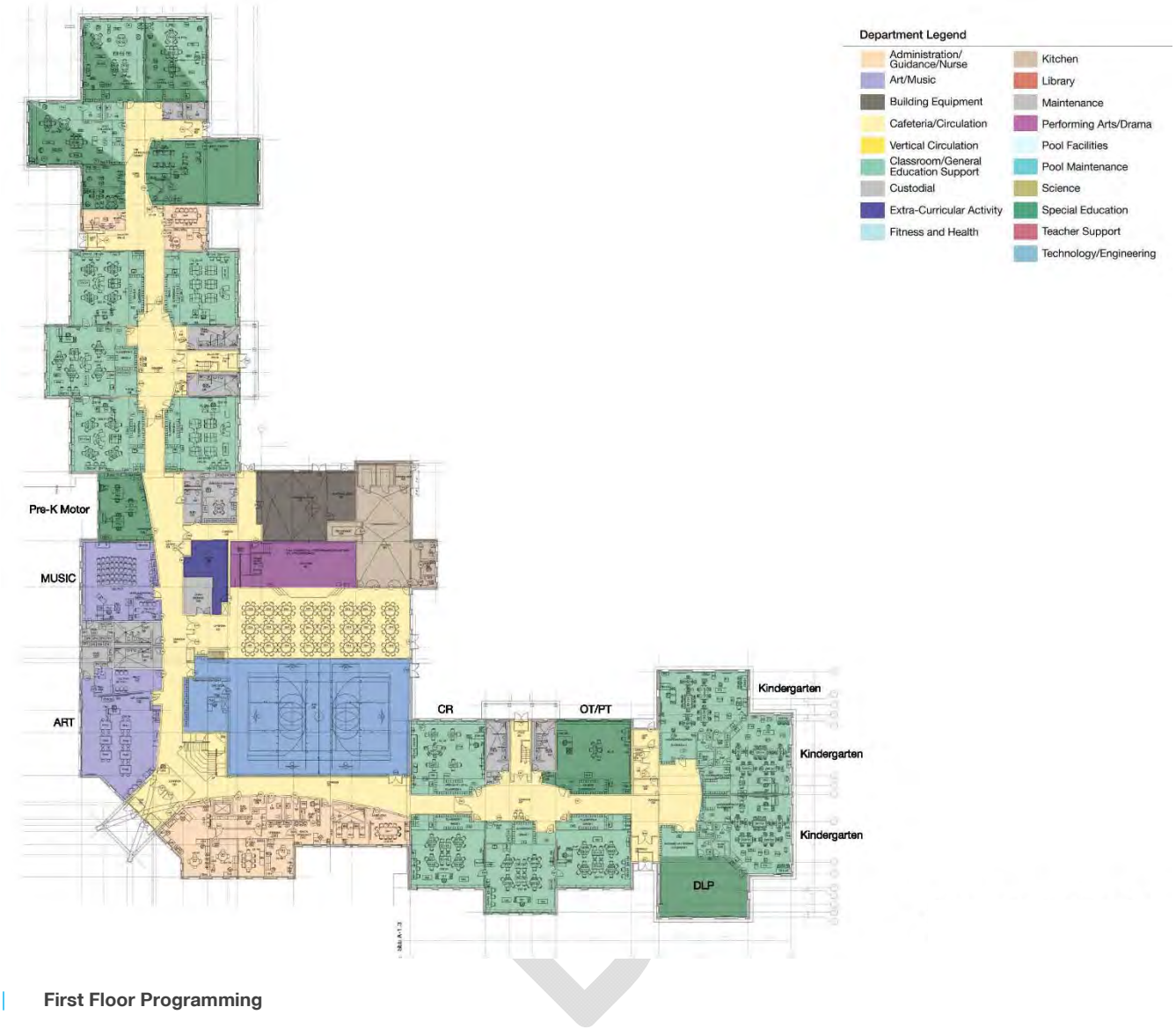
The school contains 4 kindergarten classrooms and 15 general education classrooms. The school is also home of the district's Prekindergarten Program. PreK has three full size classrooms; a fourth smaller classroom for students on the autism spectrum; a physical therapy room and office and support areas. 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.

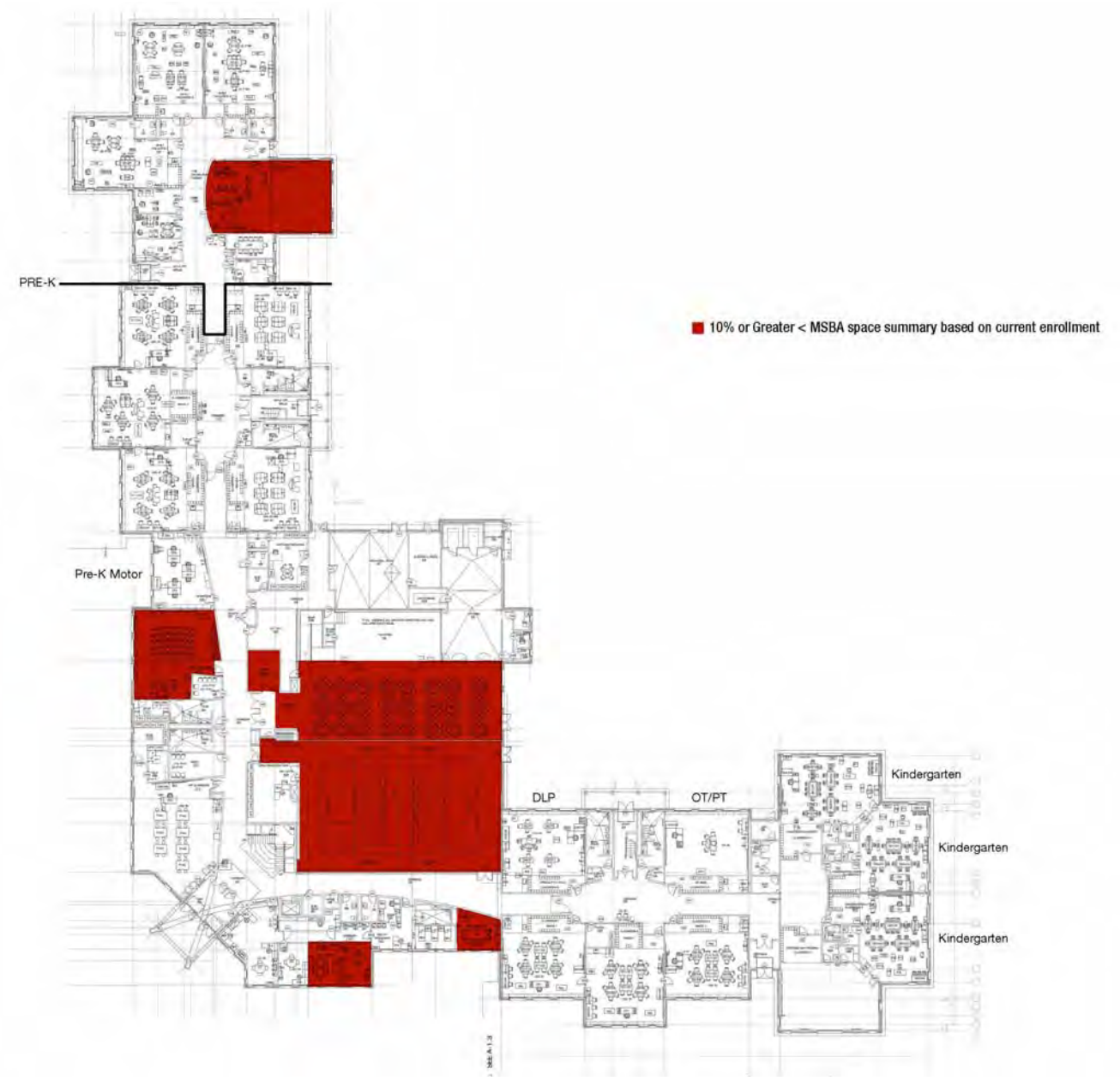
Using the study guidelines of 18 students / kindergarten classrooms and 23 students / class for grades 1 - 5, the school has an anticipated capacity of 417 students (excluding the PreK). With a current enrollment of 447 students, Harrington Elementary School is slightly over capacity.

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.

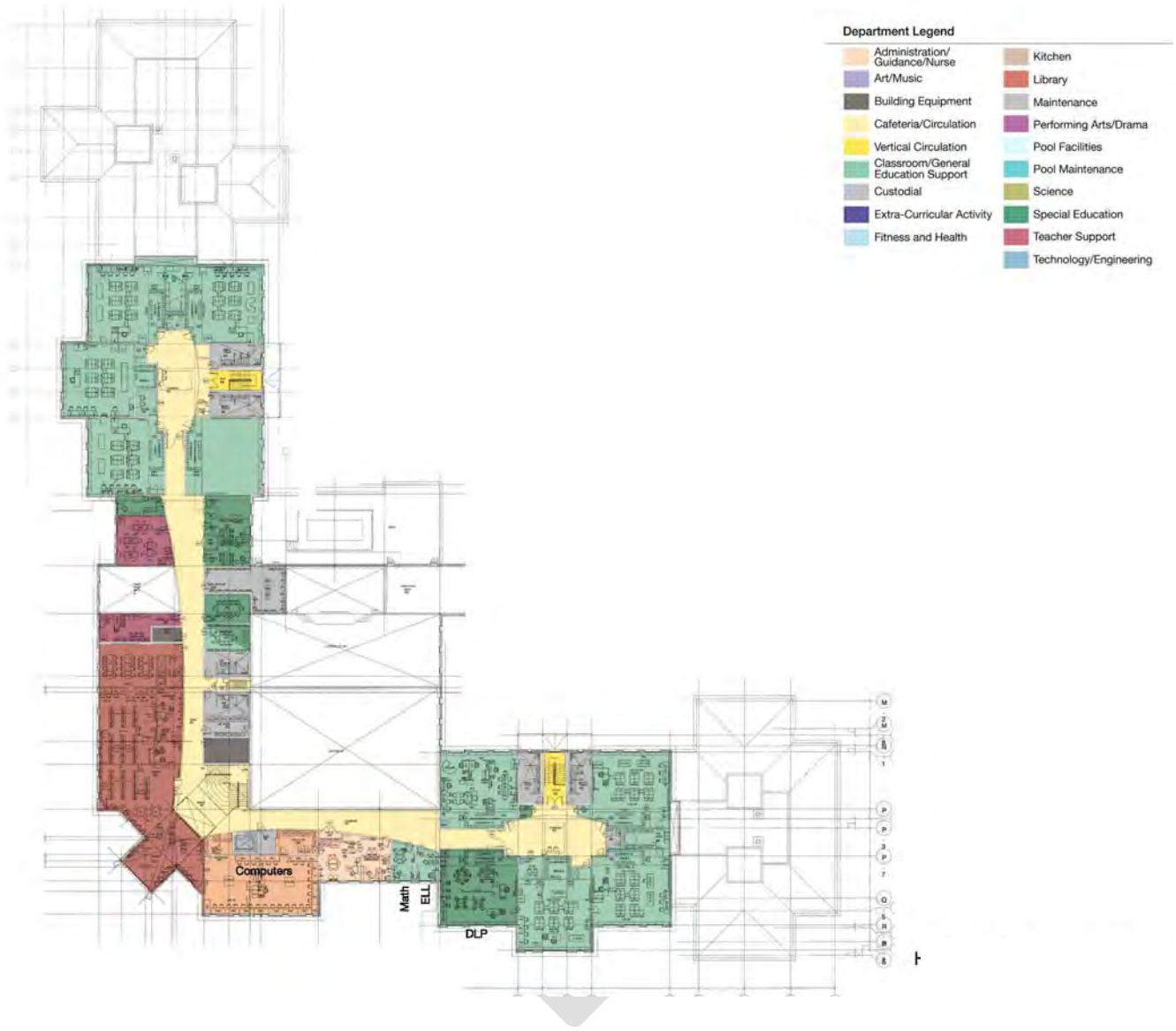
SMMA



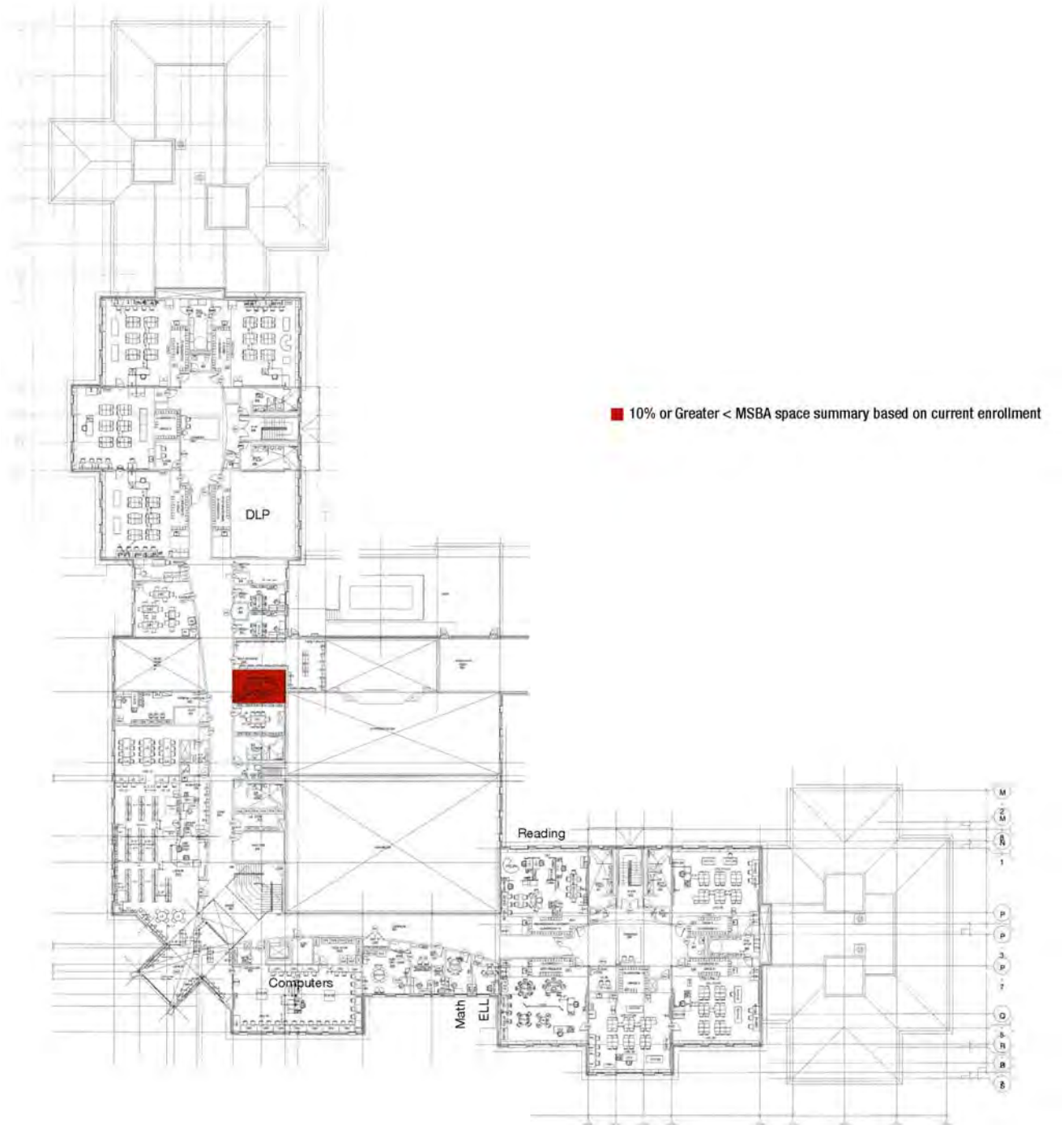
First Floor Programming



First Floor Deficiencies (Per MSBA Requirements)



Second Floor Programming



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:	59,853
Administrative Organization:	
Principal	Louise Lipsitz

Discussion

Hasting is the one elementary school that 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.

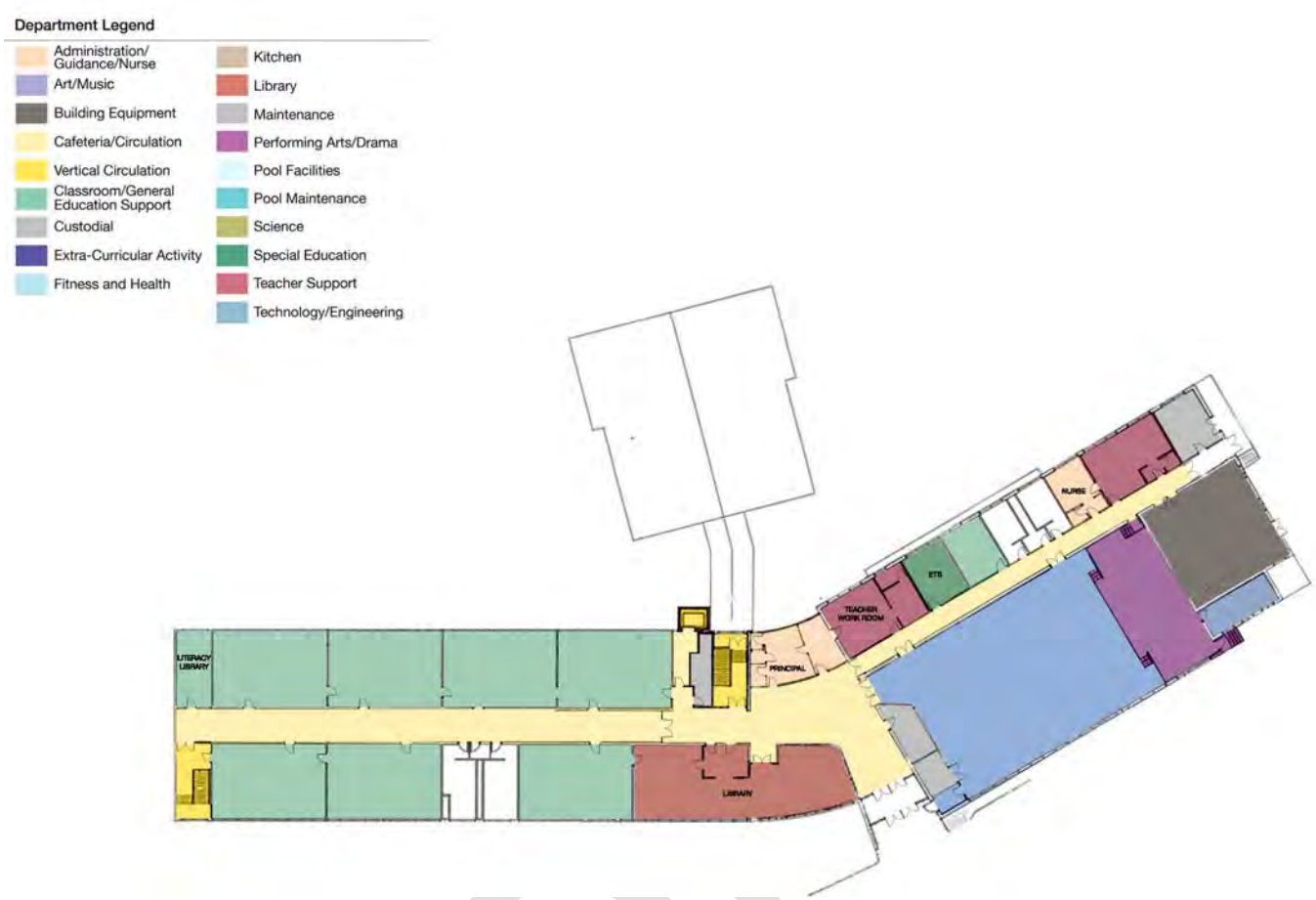
The school contains 3 kindergarten classrooms and 14 general education classrooms in the permanent portion of the building. Of the eight modular classrooms, four serve grade level classrooms. The school is also home of 1/2 id the district's Intensive Learning Program (ILP). The program has also taken 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.

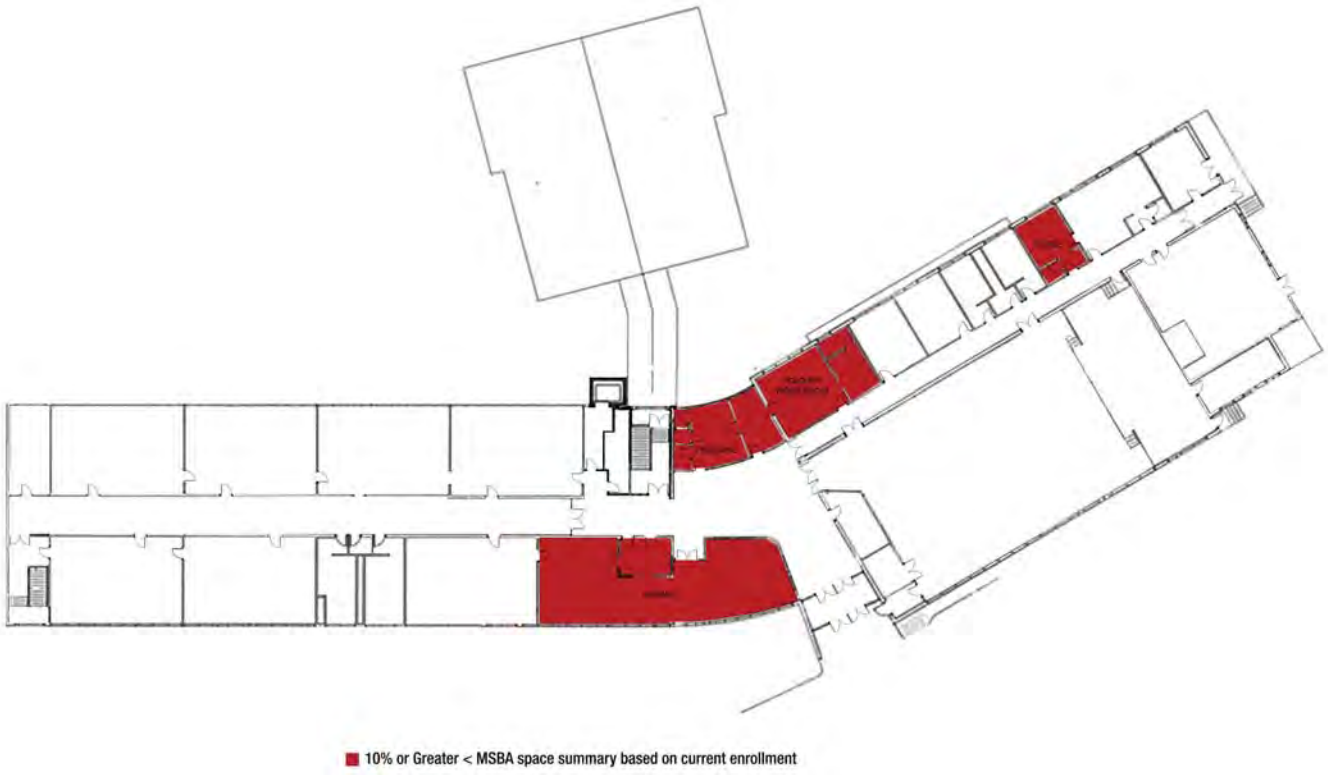
The school department guidelines identify a range of 18 - 20 for kindergarten; 22 - 25 for grade 1 and 24 to 26 for grades 2 - 5. This study analysis assumed fewer students than Lexington's guidelines. Since grade levels vary in populations, there are some classes that are under class side guidelines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

Ground Floor Programming

Ground Floor Deficiencies (Per MSBA Requirements)



First Floor Programming



First Floor Deficiencies (Per MSBA Requirements)

Central Administration Building (Old Harrington)

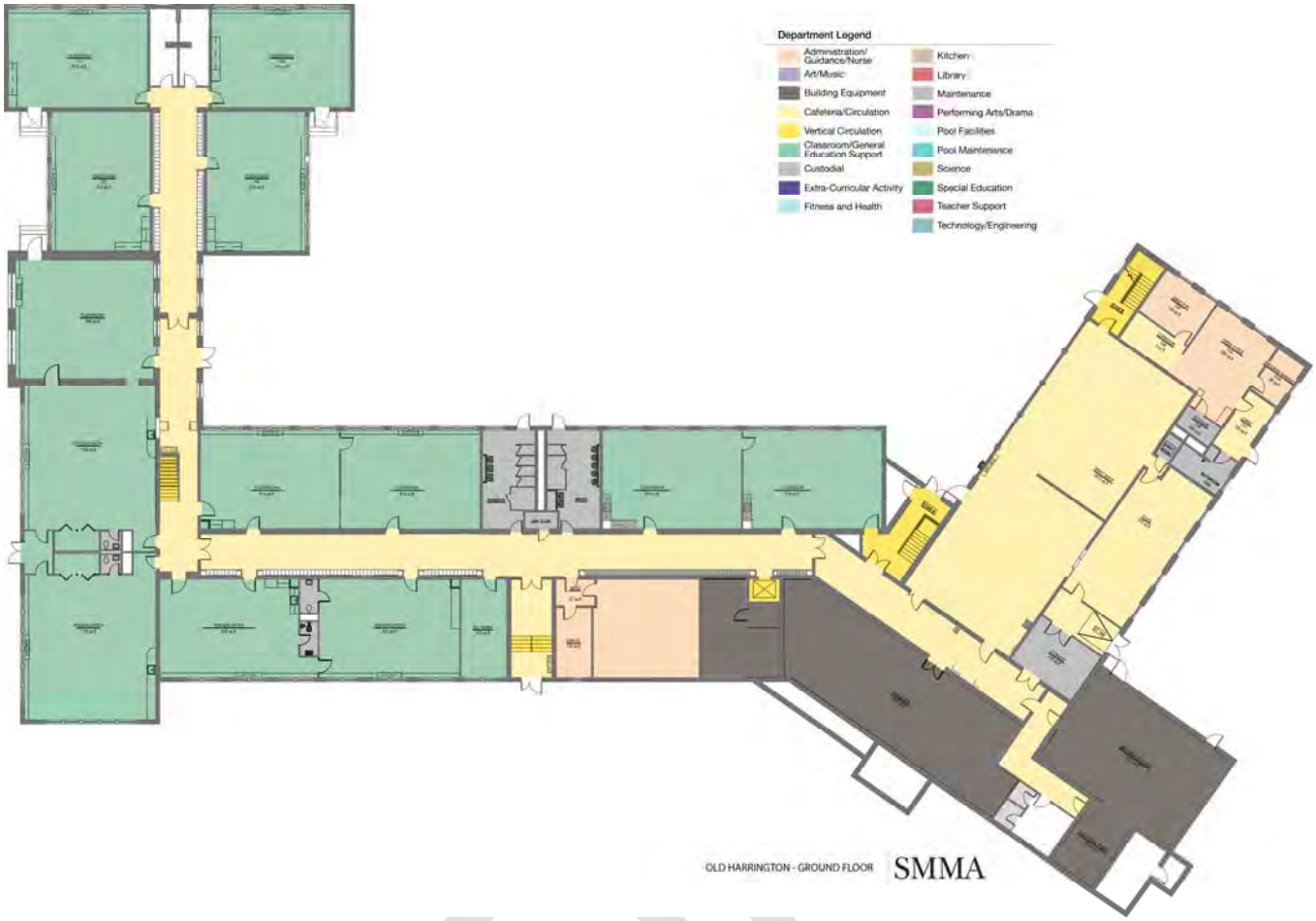
The current Central Administration building is the former "old" Harrington School. It was temporarily shut down when the new Harrington School was opened in 2005. Although it has been used by Central Administration for approximately seven years, as we understand it, it was never formally reclassified 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.



Ground Floor Programming

Ground Floor Deficiencies (Per MSBA Requirements)

First Floor Programming

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	130,000
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.

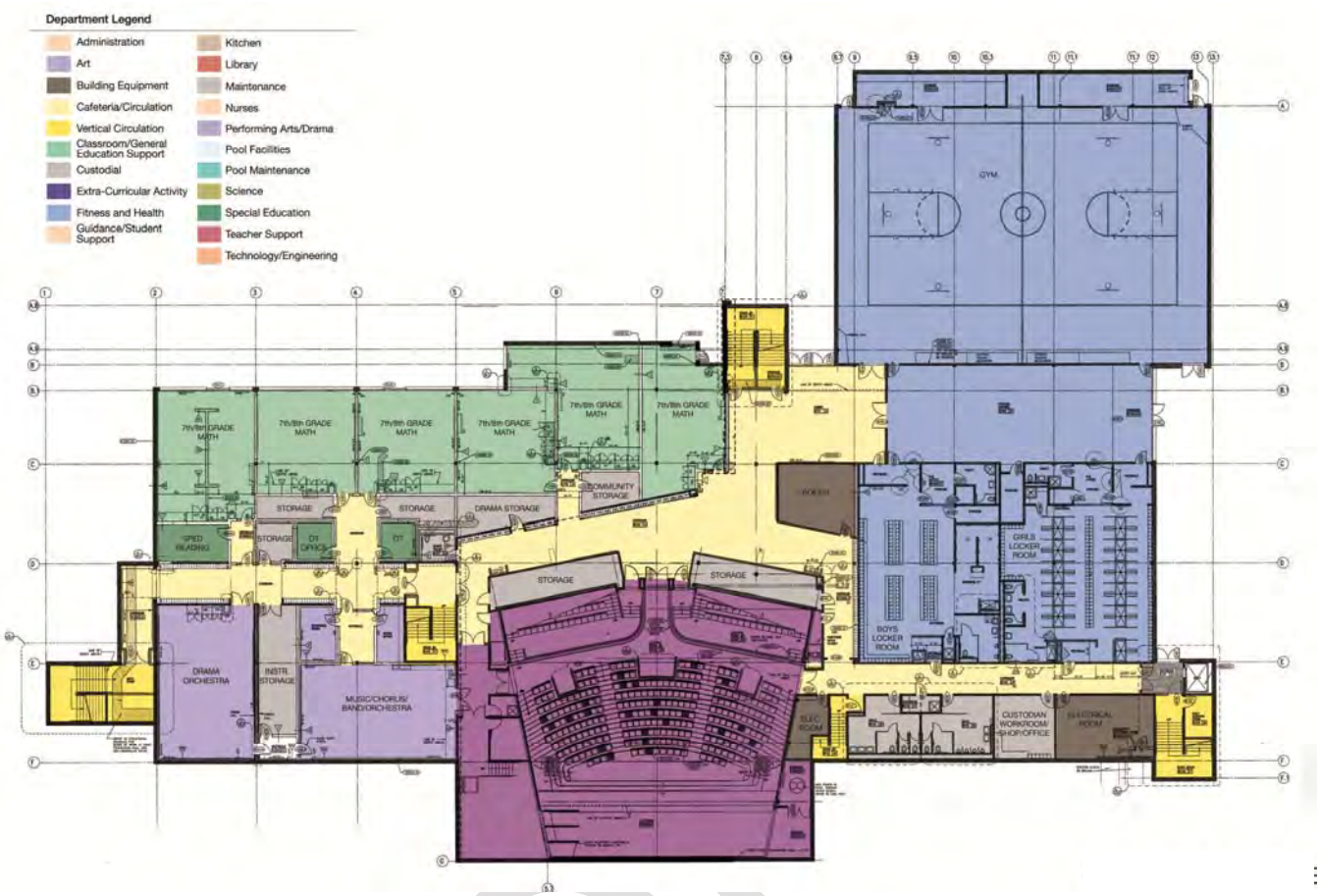
MSBA has a target of 23 students per class which would result in team sizes of 92 students.

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.

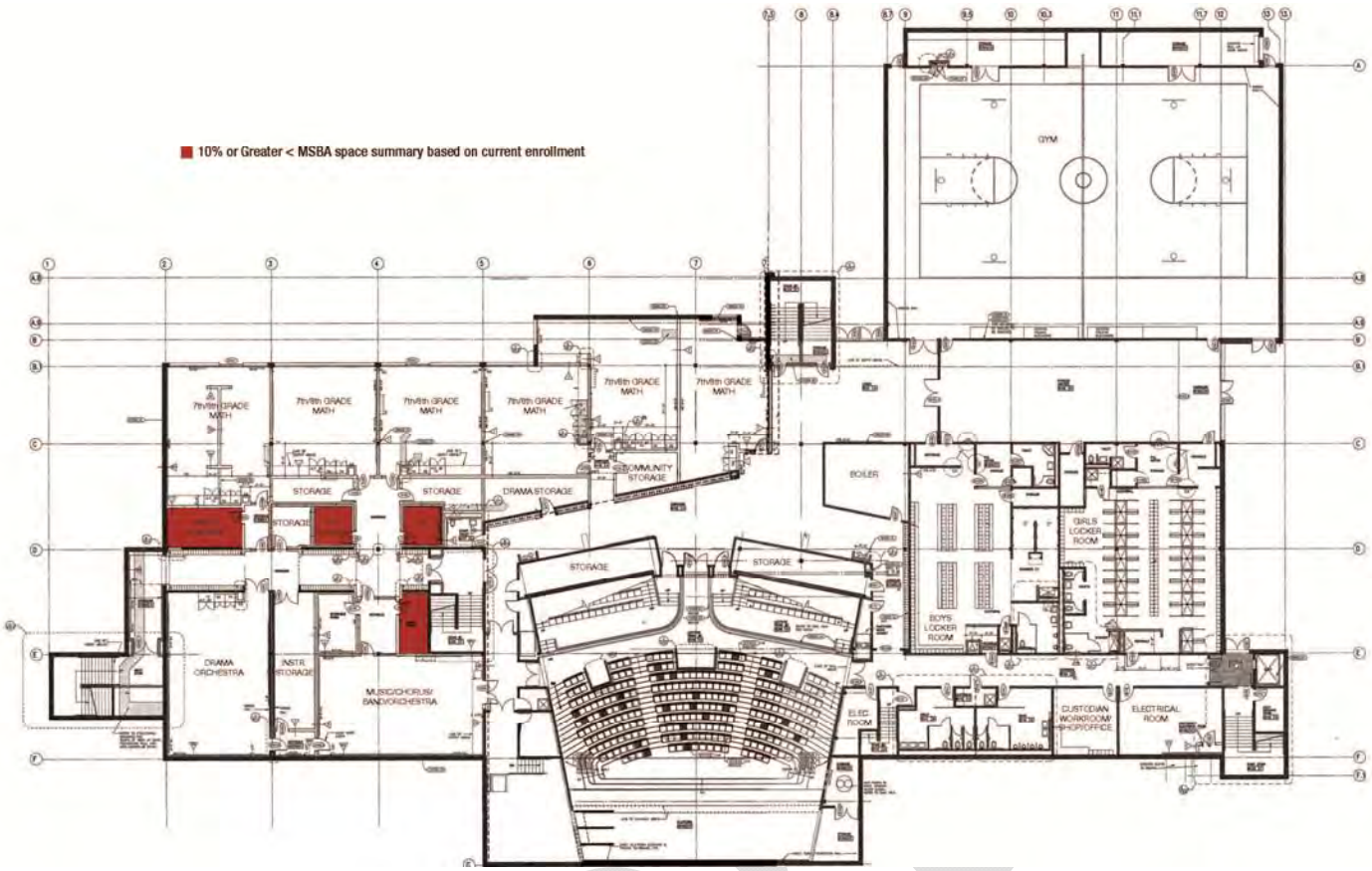
- 29 total General Education classrooms serve 9 teams (3 teams / grade) and Foreign Language. Foreign Language shares 4 classrooms
- According to the MSBA Summary of Spaces form, 29 classrooms is the correct number for the current population.

- 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.

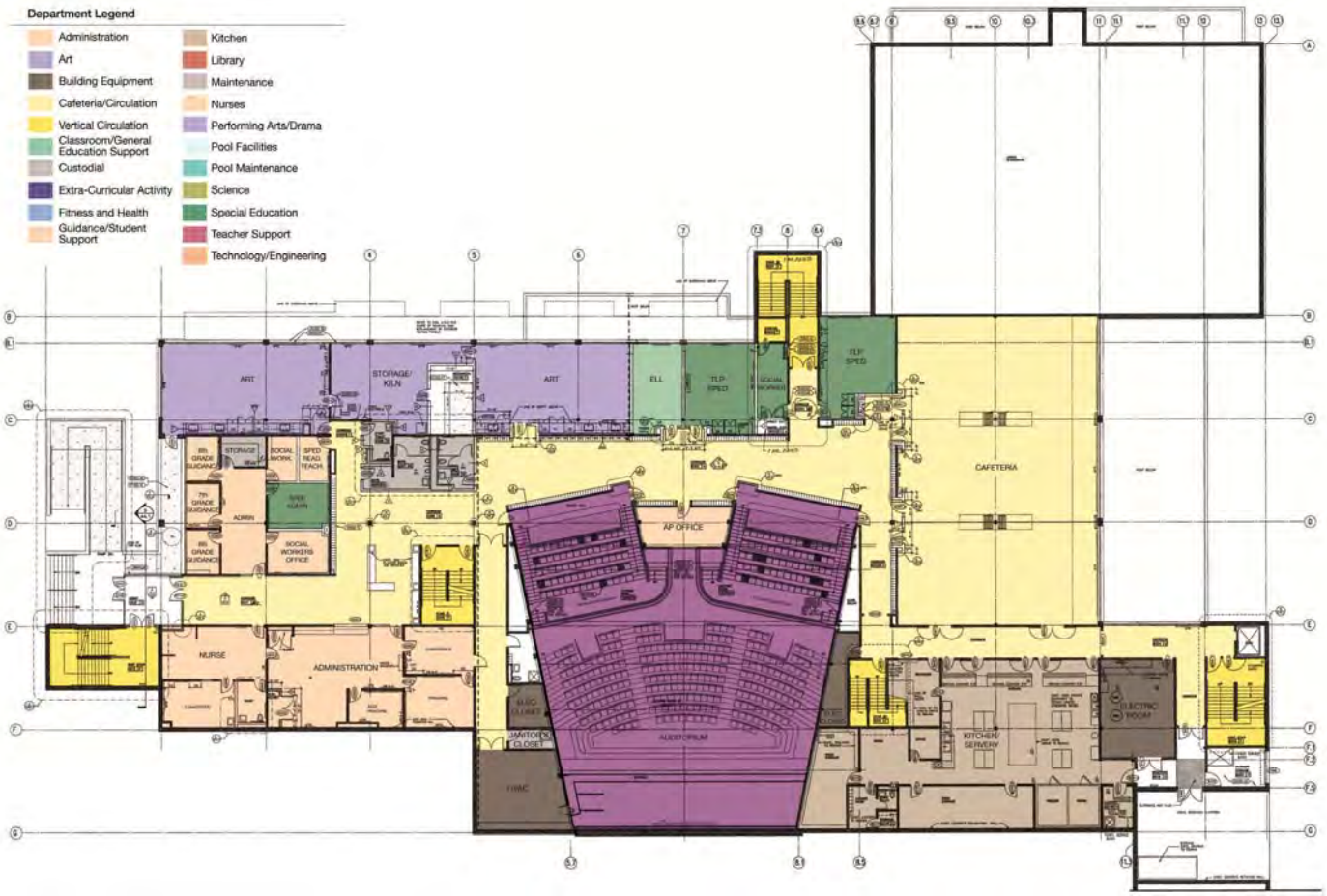
We have identified a capacity range for the current building capacity to 810 to 828 students.



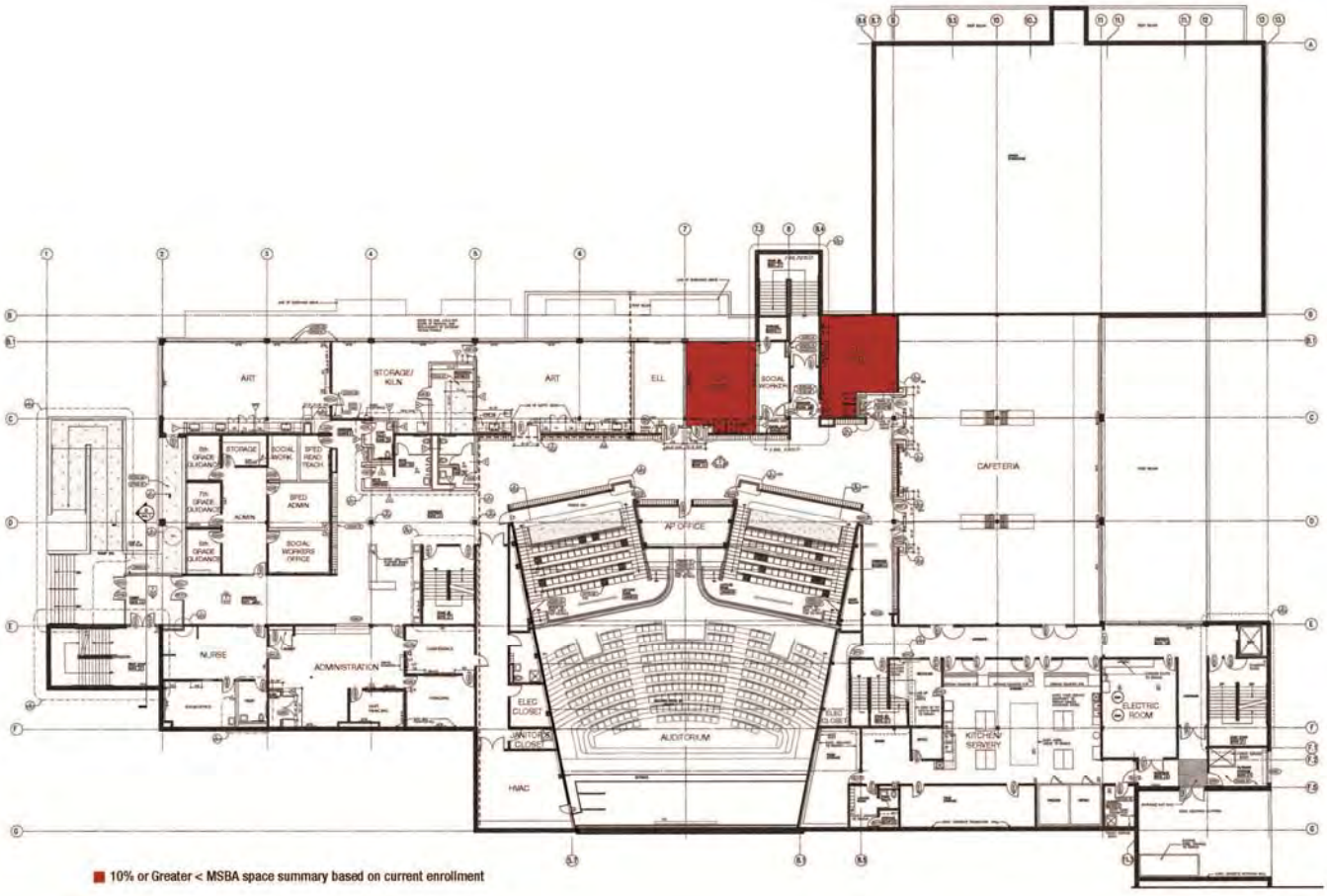
Lower Level Programming



Lower Level Deficiencies (Per MSBA Requirements)

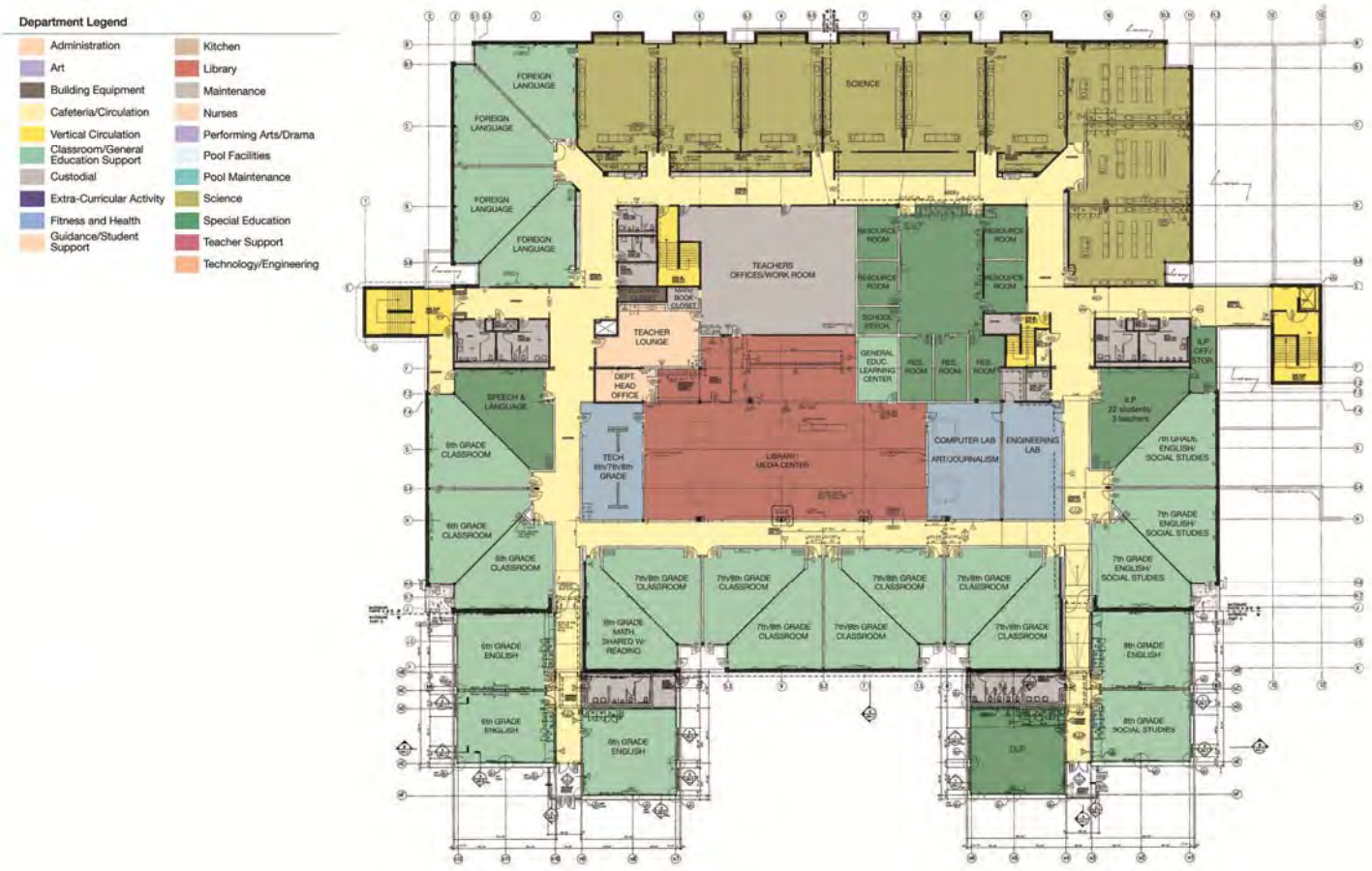


First Floor Programming

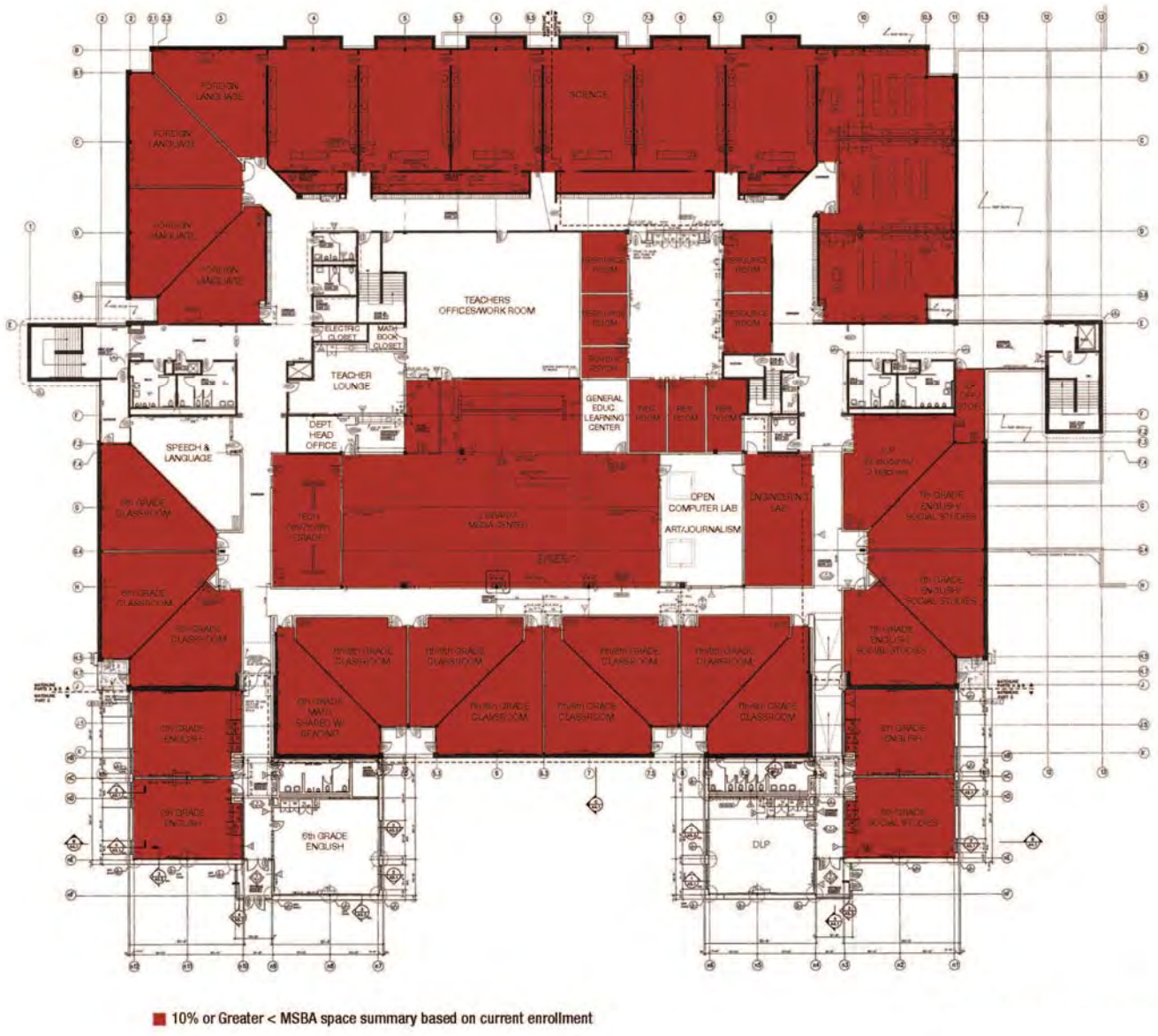


First Floor Deficiencies (Per MSBA Requirements)

SMMA



Second Floor Programming



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:	139,604
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.

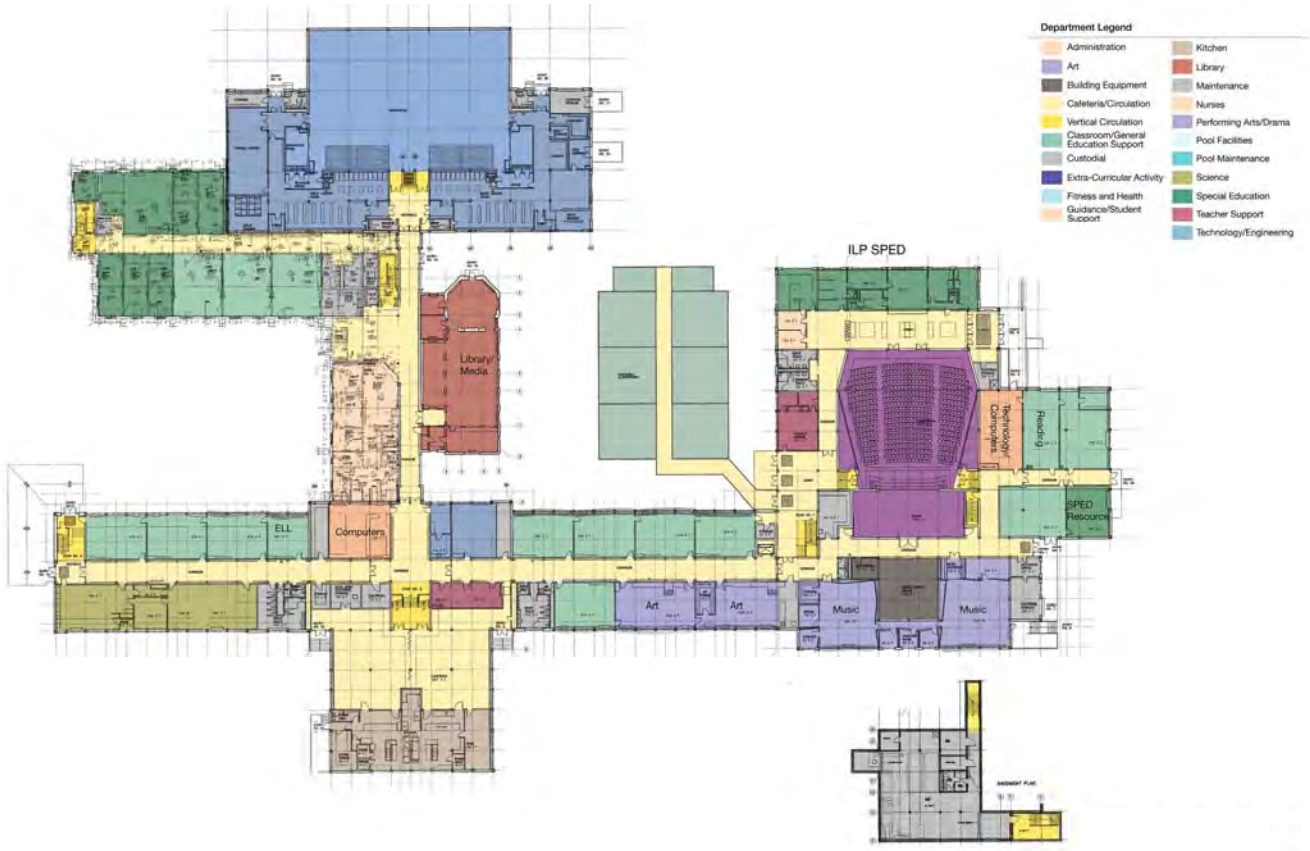
- 36 total General Education classrooms, including the 6 portable classrooms, serve 9 teams (3 teams / grade) and Foreign Language. Unlike Clarke, team teachers own their own classrooms because of the larger number available. There are 7 Foreign Language classrooms at Diamond compared to 4 at

Clarke (less sharing). The portables can be counted for current capacity but should not be counted for long term capacity.

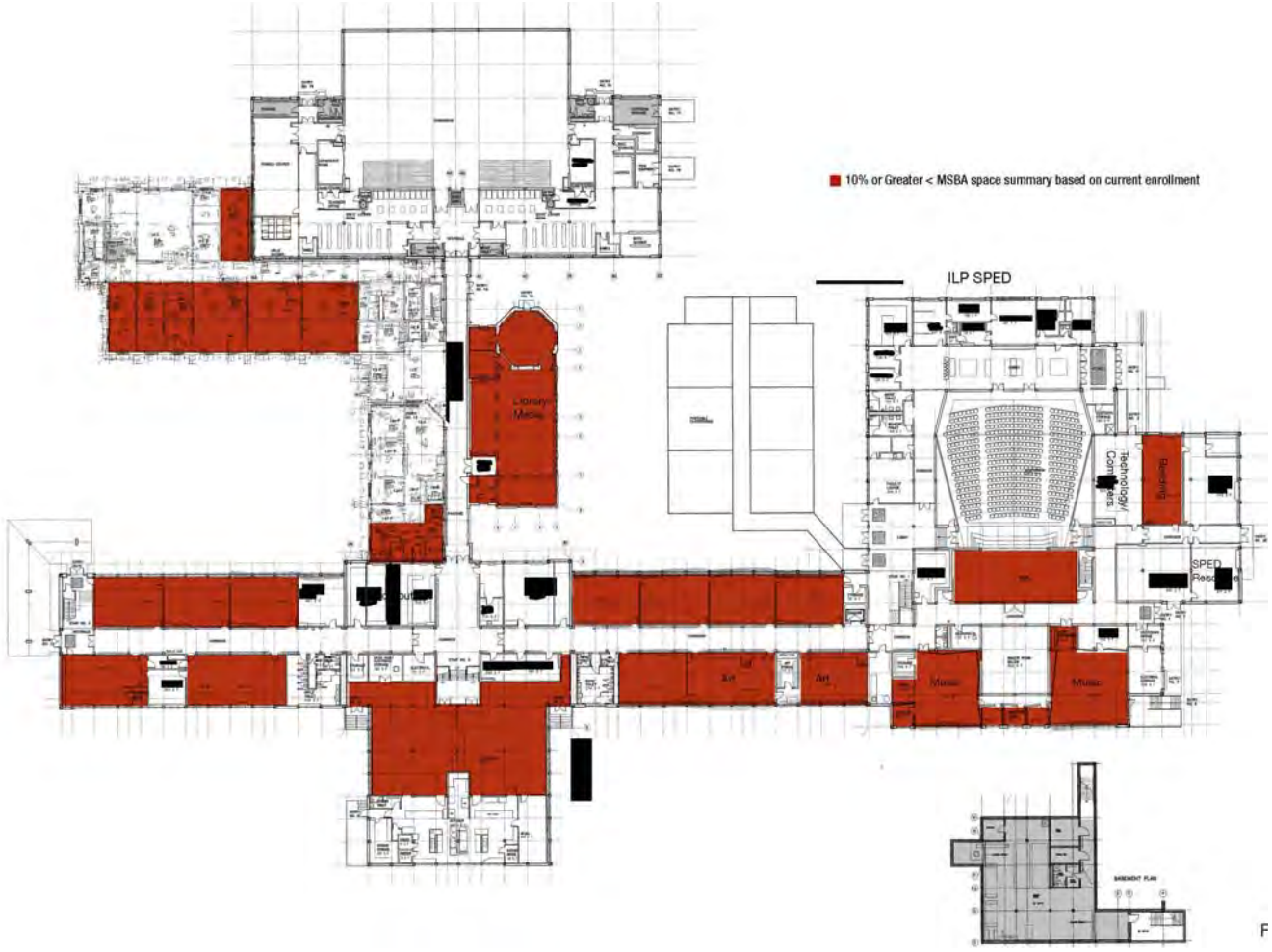
- According to the MSBA Summary of Spaces form, 36 classrooms will serve a population of 850 - 860 MS students or 10 teams.
- The 30 permanent classrooms will serve a population of approximately 860 students with class sizes of 23 students / class. The current average class size is slightly over 21 students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

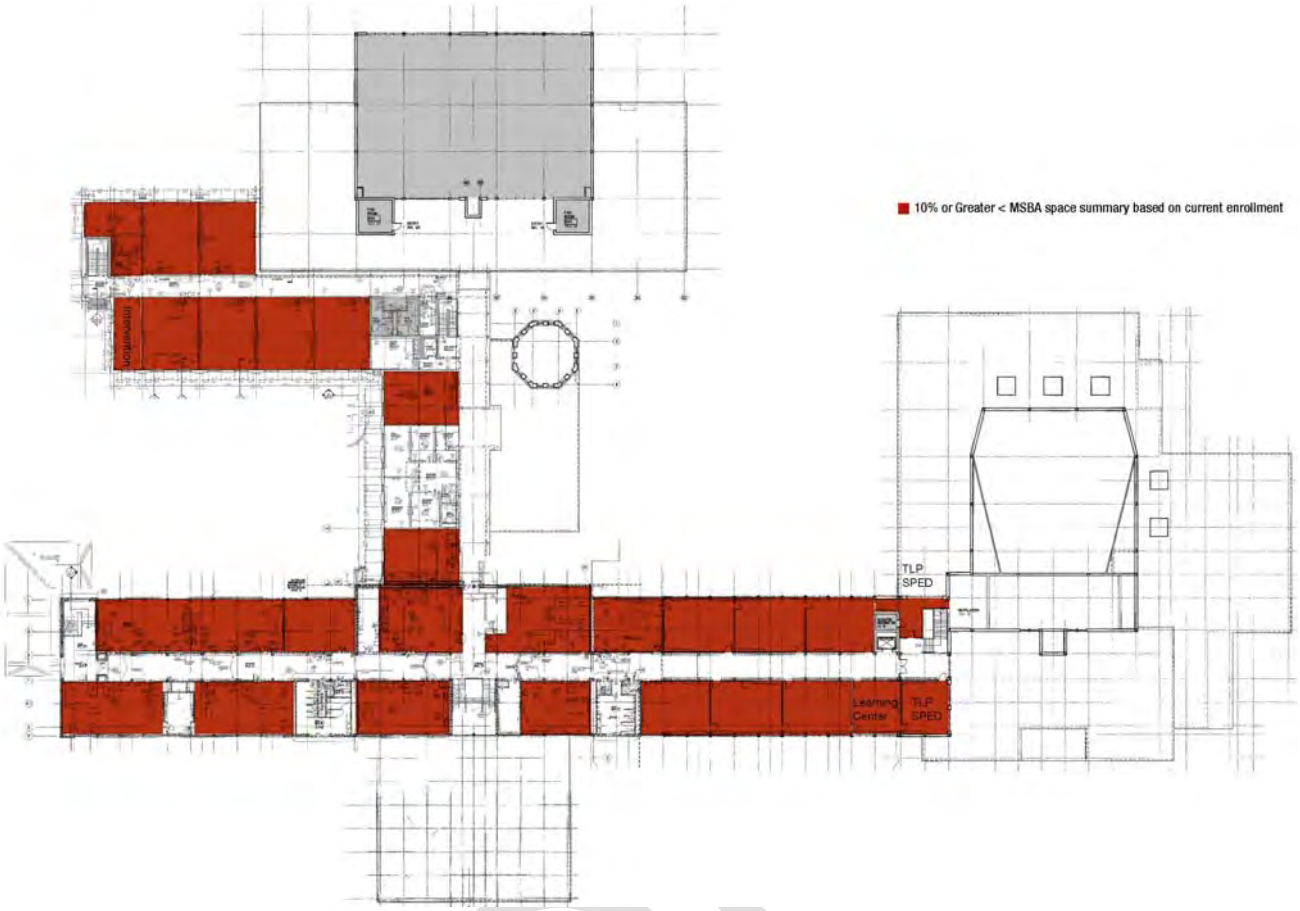


First Floor Programming



First Floor Deficiencies (Per MSBA Requirements)

Second Floor Programming



Second Floor Deficiencies (Per MSBA Requirements)

LEXINGTON HIGH SCHOOL

Facility Type:	High School
Year Built:	1953, 1955, 1962, 2000
Grade Configuration:	9-12
Student Enrollment (FY 2011 - 2012):	2,107
Gross Square Feet:	328,500
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:

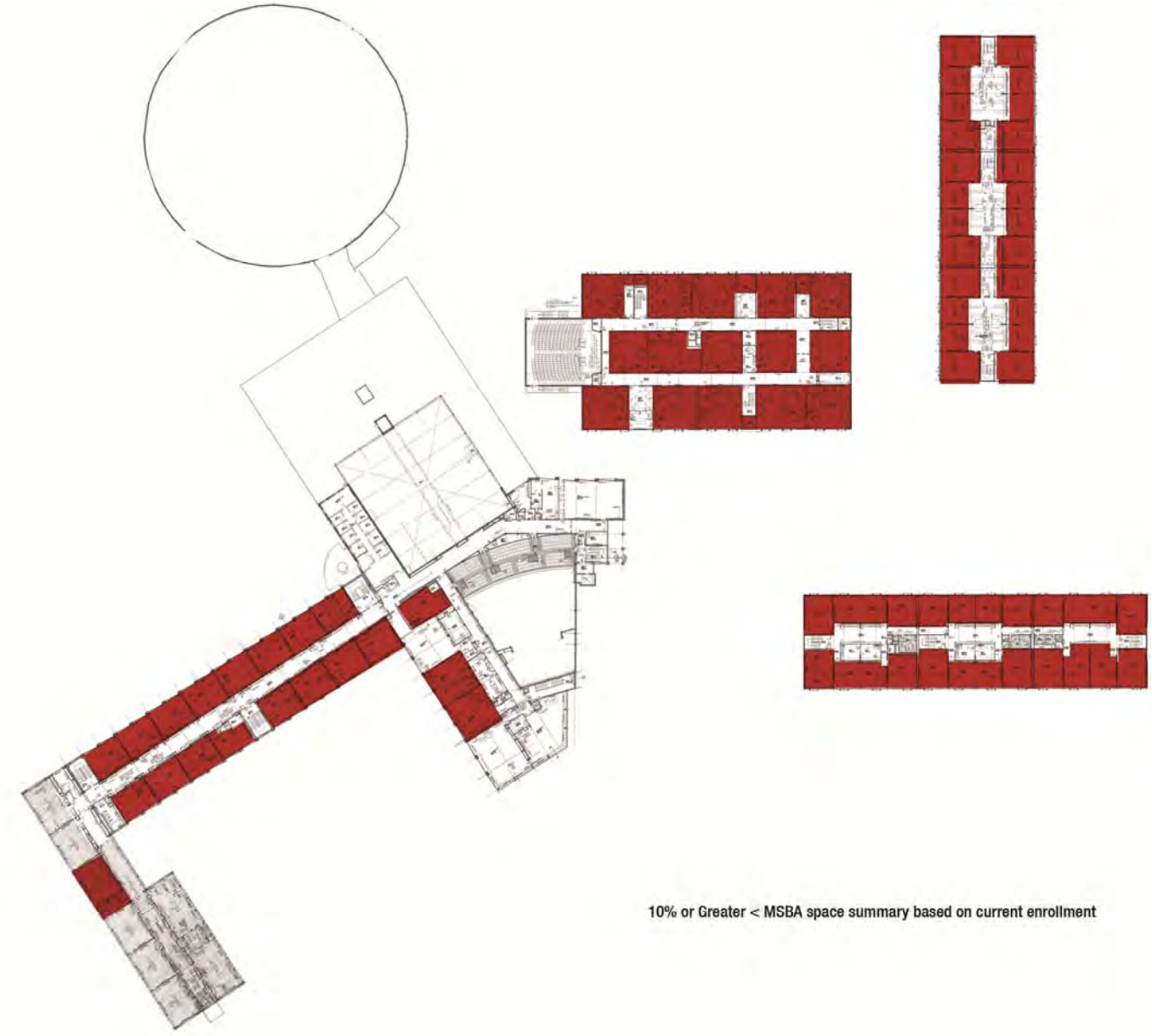
  The quantity and sizes of teaching and support spaces are less than needed. The total area is 14% under MSBA Guidelines. This category of spaces does not contribute to the capacity discussion.

- 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.

First Floor Deficiencies (Per MSBA Requirements)



Second Floor Deficiencies (Per MSBA Requirements)

SMMA

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 or 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, Patrick Goddard, 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 since the Principal started at Bowman
- Because of large population of rental homes within the district's boundaries the school receives an in-migration/out-migration of students from Korean students that occurs March, May, and November based on Korea's school calendar
- 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
- Typical class size is 26-27 students
- 30% of students do not speak English as their primary language at home
- Reading and Math Specialists space requires enough for 6 teachers and small group instruction. Faculty believes that there is a sense of collaboration achieved by having these individuals share a space
- 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.
- 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.

Curriculum

- LLP SPED program: Serves students with 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 huge challenge for these students.
    - Currently 3 sections of LLP
    - 1 teacher and 2 paraprofessionals per classroom
    - Target 8 students per section however sometimes it can be more
    - Typically attend science, social studies, and specials with their general education class and receive pull-out services and instruction for reading and English language arts
    - Need greater technology
- Some students have trouble with the challenges of a formal school structure or being school ready as they come from a low socio-economic background
- 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 for special education 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/lli_Overview.aspx

Areas for Improvement

- Adaptive PE has no dedicated space.
- SSP – support staff has 12 staff sharing a small office – very cramped.
- School lacks adequate storage – cannot buy proper supplies because of lack of space.
- Literacy Library is a closet rather than a space for PD and sorting of books.
- No 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. Create planned personalized learning for students. Intervention space is needed.

Project: **Lexington Public Schools**
Meeting Date: **8/5/2014**
Meeting No.: **1**

Some of the programs suffer because there is not place for them to occur.
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.

//Document1

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 RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**25,050**		**24**	**23,800**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet				1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-5	17	875	14,875	950	20	19,000	900 SF min - 1,000 SF max
General Classrooms - Grade 1-5	3	850	2,550				
General Classrooms - Grade 1-5	2	900	1,800				
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**			**6,040**	
(List rooms of different sizes separately)							
Self-Contained SPED			0	950	4	3,800	8% of pop. in self-contained SPED
Self-Contained SPED - LLP Suite	2,000	1	2,000				
Self-Contained SPED - toilet			0	60	4	240	
Resource Room	450	1	450	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading	160	1	160	500	1	500	1/2 size Genl. Clrm.
Small Group Room / OT and PT	375	1	375				
Small Group Room / Speech and Language	160	2	320				
ART & MUSIC			**2,050**			**5,000**	
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln			0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400	assumed schedule 2 times / week / student
Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	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	2250	2,250	3,204	1	3,204	
DINING & FOOD SERVICE			**6,800**			**7,714**	
Cafeteria / Dining	1	3450	3,450	4,223	1	4,223	2 seatings - 15SF per seat
Stage	1	1200	1,200	1,000	1	1,000	
Chair / Table / Equipment Storage			0	388	1	388	
Kitchen	1	1600	1,600	1,863	1	1,863	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	1	550	550	241	1	241	20 SF/Occupant
			0				
MEDICAL			**300**			**610**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	1	300	300	250	1	250	
Examination Room / Resting			0	100	3	300	
ADMINISTRATION & GUIDANCE			**3,310**			**2,428**	
General Office / Waiting Room / Toilet	1	450	450	432	1	432	
Teachers' Mail and Time Room			0	100	1	100	
Staff Office (SSP and Mail)	280	1	280				
Staff Office			0				
Duplicating Room			0	150	1	150	
Records Room			0	110	1	110	
Principal's Office w/ Conference Area	1	400	400	375	1	375	
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office	1	175	175	120	0	-	
Supervisory / Spare Office -Guidance Interventionist	1	90	90	120	1	120	
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	250	1	250	

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 RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
Conference Room	1	225	225				
Guidance Office	1	450	450	150	2	300	
Guidance Storeroom			0	35	1	35	
Teachers' Work Room	1	310	310	432	1	432	
CUSTODIAL & MAINTENANCE			**0**			**2,163**	
Custodian's Office				150	1	150	
Custodian's Workshop				375	1	375	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				288	1	288	
Storeroom				375	1	375	
Network / Telecom Room				200	1	200	
OTHER			**0**			**0**	
Other *(specify)*							
Total Building Net Floor Area (NFA)			**46,685**			**57,258**	
Proposed Student Capacity / Enrollment						**563**	
Total Building Gross Floor Area (GFA)[2]						**84,065**	
Grossing factor (GFA/NFA)			**0.00**			**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

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 – Bridge Elementary School	Meeting No:	1
Distribution:	MF (MF)		

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

Discussion

School/ Class Organization

- 550 students
- Class size: 23-25
- Current classroom size and organization feels comfortable
- 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 3 teachers.
- 7-8 instructional assistants push-in to classrooms to assist classroom teachers. Instructional assistants do not require a desk as the 3 Resource room teachers create the lesson plans.
- 63 ELL students at the school
- OT space serves small motor and some gross motor skills.
- 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 8-10 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.
- 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 additional to typical PE class.
- Science prep time is limited so science experiments are scheduled after lunch to provide necessary time for teachers

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 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, 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.
- Large conference space will be repurposed September 2014 and the small conference room will not properly accommodate the amount of individuals attending some meetings
- Not enough storage space throughout the building

Project: **Lexington Public Schools**
Meeting Date: **7/1/2014**
Meeting No.: **1**

- Arrival/Dismissal is a huge issue for logistics. A study is taking place to evalulate site improvements
- 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.

//Document1

Proposed Space Summary- Elementary Schools

Bridge Elementary	**Existing Conditions**			**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**24,480**		**24**	**23,800**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet				1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800	1,100 SF min - 1,300 SF max
	1	850	850				
General Classrooms - Grade 1-5	17	875	14,875	950	20	19,000	900 SF min - 1,000 SF max
General Classrooms - Grade 1-5	2	850	1,700				
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/ Literacy Library	1	925	925				
SPECIAL EDUCATION			**1,950**			**6,040**	
(List rooms of different sizes separately)							
Self-Contained SPED			0	950	4	3,800	8% of pop. in self-contained SPED
Self-Contained SPED - TLP	1	900	900				
Self-Contained SPED - toilet			0	60	4	240	
Resource Room	1	875	875	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading	1	100	100	500	1	500	1/2 size Genl. Clrm.
Small Group Room / Speech and Language	1	75	75				
ART & MUSIC			**2,525**			**3,800**	
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	assumed schedule 2 times / week / student
Art Classroom - K Art and Music	1	450	450				
Art Workroom w/ Storage & kiln			0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	900	900	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			**2,250**			**3,114**	
Media Center / Reading Room	1	2250	2,250	3,114	1	3,114	
DINING & FOOD SERVICE			**6,800**			**7,532**	
Cafeteria / Dining	1	3450	3,450	4,073	1	4,073	2 seatings - 15SF per seat
Stage	1	1200	1,200	1,000	1	1,000	
Chair / Table / Equipment Storage			0	381	1	381	
Kitchen	1	1600	1,600	1,843	1	1,843	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	1	550	550	236	1	236	20 SF/Occupant
			0				
MEDICAL			**300**			**610**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	1	300	300	250	1	250	
Examination Room / Resting			0	100	3	300	
ADMINISTRATION & GUIDANCE			**2,470**			**2,408**	
General Office / Waiting Room / Toilet	1	450	450	422	1	422	
Teachers' Mail and Time Room			0	100	1	100	
Staff Office	1	225	225				
Staff Office	1	280	280				
Duplicating Room			0	150	1	150	
Records Room			0	110	1	110	
Principal's Office w/ Conference Area	1	400	400	375	1	375	
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office	1	175	175	120	0	-	
Supervisory / Spare Office - Psychologist & Social Worker	1	160	160	120	1	120	
Supervisory / Spare Office - ETL	1	90	90				
Conference Room	1	290	290	250	1	250	
Guidance Office	1	90	90	150	2	300	
Guidance Storeroom			0	35	1	35	
Teachers' Work Room	1	310	310	422	1	422	

Proposed Space Summary- Elementary Schools

Bridge Elementary	**Existing Conditions**			**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CUSTODIAL & MAINTENANCE			**0**			**2,143**	
Custodian's Office				150	1	150	
Custodian's Workshop				375	1	375	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				281	1	281	
Storeroom				362	1	362	
Network / Telecom Room				200	1	200	
OTHER			**0**			**0**	
Other *(specify)*							
Total Building Net Floor Area (NFA)			**44,395**			**55,747**	
Proposed Student Capacity / Enrollment						**543**	
Total Building Gross Floor Area (GFA)[2]						**82,346**	
Grossing factor (GFA/NFA)			**0.00**			**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:	1
Distribution:	MF (MF)		

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

Discussion

School/ Class Organization

- Students break away from their homeroom classroom and rotate between classes and teachers serve as specialists depending on their background.
- Shared teacher planning spaces between classrooms are successful and well liked
- Desire was to create a building that was a low stimulus environment. Information that is pinned onto boards should have a visual purpose. Teachers are not permitted to add décor to the GWB.
- Up to 26 students per classroom

Curriculum

- District teaches elementary students based on workshop model. This includes an 8-10 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.
- Teachers College Readers and Writers Project http://readingandwritingproject.com/about/overview.html
- Follow a constructivist learning environment
- 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.

- Professional literacy Closet – Literature is critical to teaching models. There are 10,000+ volumes of trade literature for the curriculum. The room is available for professional development needs and serves Estabrook School only.
- Incorporate Response to Intervention (RTI) teaching philosophies. In this approach, RTI identifies the learning and behavioral problems earlier so that educators can intervene with specialized instruction to improve academic achievement.

Areas for Improvement

- Principal is extremely happy with the new school and worked directly with the architect to achieve her goals for the construction which were realized.

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.

//Document1

Proposed Space Summary- Elementary Schools
New Elementary School

LEXINGTON ESTABROOK SCHOOL	Existing Conditions			PROPOSED									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)				
				Existing to Remain/Renovated			New			Total							
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments	
CORE ACADEMIC SPACES		21	**16,511**			**0**			**26,910**		27	**26,910**		**23**	**22,650**		
(List classrooms of different sizes seperately)																	
Pre-Kindergarten w/ toilet													1,200		-	1,100 SF min - 1,300 SF max	
Kindergarten w/ toilet (No toilet in existing)	945	2	1,889	0	0	0	1,155	5	5,775	1,155	5	5,775	1,200	4	4,800	1,100 SF min - 1,300 SF max	assume 1/7 enrollment in K - enrollment / 7 x 18 students per CR
Kindergarten w/ toilet (No toilet in existing)	960	1	960														
General Classrooms - Grade 1-6	706	1	706	0	0	0	898	22	19,756	898	22	19,756	950	19	18,050	900 SF min - 1,000 SF max	enrollment / 23 less K CRs
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	1,885														
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							99	13	1,287	99	13	1,287					
							46	2	92	46	2	92					
SPECIAL EDUCATION			**2,212**			**0**			**6,101**			**6,101**			**6,040**		
(List rooms of different sizes seperately)																	
Self-Contained SPED													950	4	3,800	8% of pop. in self-contained SPED	enrollment x 8% - 12 students per class
Self-Contained SPED - toilet													60	4	240		one for every full-size SPED CR
Resource Room													500	3	1,500	1/2 size Genl. Clrm.	one for each 200 students
Small Group Room / Reading													500	1	500	1/2 size Genl. Clrm.	one for first 400 students plus one per each add'l 400
CARE Program Suite	826	1	826	0	0	0	1,264	1	1,264	1,284	1	1,264					
ETS Suite																	
ETS Office	187	1	187	0	0	0	120	1	120	120	1	120					
ETS / IEP Conference	0	0	0	0	0	0	241	1	241	241	1	241					
ETS Reception	0	0	0	0	0	0	128	1	128	128	1	128					
Psychologist	119	1	119	0	0	0	121	2	242	121	2	242					
Psychologist	191	1	191														
Social Worker	123	1	123	0	0	0	121	1	121	121	1	121					
Resource Room (2 resource, Speech, Reading)	141	1	141	0	0	0	157	4	627	157	4	627					
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	0	0	0	801	1	801	801	1	801					
Math Coach	182	1	182	0	0	0	130	1	130	130	1	130					
Reading Program	0	0	0	0	0	0	898	1	898	898	1	898					
Testing Room							164	1	164	184	1	164					
Literacy (Existing in portable clrm w/ ELL)	0	0	0	0	0	0	471	1	471	471	1	471					
ELL (Existing in portable clrm w/ Literacy) Adjoining	0	0	0	0	0	0	447	2	894	447	2	894					
ART & MUSIC			**2,683**			**0**			**4,972**			**4,972**			**3,800**		
Art Classroom - 25 seats	1,183	1	1,183	0	0	0	1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	assumed schedule 2 times / week / student	enrollment / 25 students per class x 2 / 30. .(2 period / week / student (or 2 out of 30 periods/week))
Art Workroom w/ Storage & kiln	98	1	98	0	0	0	132	2	264	132	2	264	150	2	300		one for every art CR
Music Classroom / Large Group - 25-50 seats	1,402	1	1,402	0	0	0	1,207	1	1,207	1,207	1	1,207	1,200	1	1,200	assumed schedule 2 times / week / student	enrollment / 25 students per class x 2 / 30. .(2 period / week / student (or 2 out of 30 periods/week))
Music Practice/ Ensemble	0	0	0	0	0	0	298	1	298	298	1	298	75	4	300		one per 150 students
Band / Strings	0	0	0	0	0	0	1,203	1	1,203	1,203	1	1,203					
HEALTH & PHYSICAL EDUCATION			**2,412**			**0**			**6,352**			**6,352**			**6,300**		
Gymnasium	2,412	1	2,412	0	0	0	5,913	1	5,913	5,913	1	5,913	6,000	1	6,000	6000 SF Min. Size	
Gym Storeroom	0	0	0	0	0	0	246	1	246	248	1	248	150	1	150		
Health Instructor's Office w/Shower & Toilet	0	0	0	0	0	0	191	1	191	191	1	191	150	1	150		
MEDIA CENTER			**2,524**			**0**			**2,952**			**2,952**			**3,100**		
Media Center/Reading Room	2,524	1	2,524	0	0	0	2,952	1	2,952	2,952	1	2,952	3,100	1	3,100		2,020 SF for first 300 students plus 4.5 SF/student over 300
DINING & FOOD SERVICE			**2,696**			**0**			**6,555**			**6,555**			**7,505**		
Cafetena/Dining	0	0	0	0	0	0	2,904	1	2,904	2,904	1	2,904	4,050	1	4,050	2 seatings - 15SF per seat	15/Occ SF Din. - 10/Occ SFAud.
Stage	795	1	795	0	0	0	997	1	997	997	1	997	1,000	1	1,000		
Chair/Table/Equipment Storage	0	0	0	0	0	0	323	1	323	323	1	323	360	1	360		200 SF for first 400 sudents plus 0.333 SF/ student over 300
Kitchen	1,650	1	1,650	0	0	0	1,893	1	1,893	1,893	1	1,893	1,840	1	1,840	1600 SF for first 300 + 1 SF/student Add'l	
Staff Lunch Room	451	1	451	0	0	0	438	1	438	438	1	438	235	1	235	20 SF/Occupant 85 staff/3 seatings = 567	200 SF for first 400 students plus 0.333 SF/student over 400
MEDICAL			**295**			**0**			**612**			**612**			**610**		
Medical Suite Toilet	0	0	0	0	0	0	60	1	60	60	1	60	60	1	60		
Nurses' Office/Waiting Room	111	1	111	0	0	0	252	1	252	252	1	252	250	1	250		
Examination Room / Resting	184	1	184	0	0	0	100	3	300	100	3	300	100	3	300		one per each 250 students
ADMINISTRATION & GUIDANCE			**1,651**			**0**			**2,560**			**2,560**			**2,405**		
General Office / Waiting Room/Toilet	400	1	400	0	0	0	561	1	561	561	1	561	420	1	420		300 SF for first 300 students plus 0.5 SF/student over300
Teachers' Mail and Time Room	0	0	0	0	0	0	101	1	101	101	1	101	100	1	100		
Duplicating Room	0	0	0	0	0	0	150	1	150	150	1	150	150	1	150		
Records Room (incl. above)	0	0	0	0	0	0	0	0	0	0	0	0	110	1	110		
Principal's Office w/ Conference Area	154	1	154	0	0	0	299	1	299	299	1	299	375	1	375		
Principal's Secretary / Waiting (incl. above in General)	0	0	0	0	0	0	0	0	0	0	0	0	125	1	125		

Proposed Space Summary- Elementary Schools
New Elementary School

LEXINGTON ESTABROOK SCHOOL	Existing Conditions			PROPOSED									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Assistant Principal's Office	191	1	191	0	0	0	134	1	134	134	1	134	120	0	-	one per each 600 students
Supervisory / Spere Office	0	0	0	0	0	0	0	0	0	0	0	0	120	1	120	
Conference Room	182	1	182	0	0	0	292	1	292	292	1	292	250	1	250	
Extended Day Office / Storage	94	1	94	0	0	0	130	1	130	130	1	130				
Guidance Office (Suite - storage, conference, Office)	176	1	176	0	0	0	300	1	300	300	1	300	150	2	300	one per each 300 students
Guidance Storeroom	0	0	0	0	0	0	34	1	34	34	1	34	35	1	35	
Teachers' Work Room	654	1	654	0	0	0	549	1	549	549	1	549	420	1	420	300 SF for first 300 students plus 0.5 SF/student over 300
CUSTODIAL & MAINTENANCE			**967**			**0**			**2,076**			**2,076**			**2,140**	
Custodian's Office	0	0	0	0	0	0	132	1	132	132	1	132	150	1	150	
Custodian's Workshop	440	1	440	0	0	0	408	1	408	408	1	408	375	1	375	
Custodian's Storage	132	4	527	0	0	0	461	1	461	461	1	461	375	1	375	
Recycling Room / Trash				0	0	0	315	1	315	315	1	315	400	1	400	
Receiving and General Supply				0	0	0	234	1	234	234	1	234	280	1	280	200 SF for first 300 students plus 0.333 SF/student over 300
Storeroom				0	0	0	301	1	301	301	1	301	380	1	380	200 SF for first 300 students plus 0.667 SF/student over 300
Network/Telecom Room				0	0	0	225	1	225	225	1	225	200	1	200	
OTHER			**0**			**0**			**0**			**0**			**0**	
Other *(specify)*																
Total Building Net Floor Area (NFA)			**34,351**			**0**			**59,080**			**59,080**			**54,760**	
Proposed Student Capacity/Enrollment												**540**			**540**	152
Total Building Gross Floor Area (GFA)[2]			56,252									**91,840**			**62,060**	
Grossing factor (GFA/NFA)			**1.64**									**1.55**			**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

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 Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architect Firm: DiNisco Design Partnership, Ltd.

Name of Principal Architect: Kenneth DiNisco

Signature of Principal Architect: K. DiNisco

Date: 1/26/12

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:	1
Distribution:	MF (MF)		

Attendees:, , Patrick Goddard, Phil Poinelli / SMMA, Kate Jessup / SMMA

Discussion

School/ Class Organization

- Fiske hosts all of the summer programs and extended school year for all of the district students with IEPs.
- 120 staff – 50 for SPED program (including 30 for 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 closet)
- School houses and 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.
- Adaptive PE takes place on the stage

Curriculum

- ILP Program
  - School was opened in 2006 and under the program at that time, there was only 1 ILP classroom. The program now requires 4 and would be able to serve more students if there were more spaces.
  - Each ILP classroom can only house 6-8 children in an effort to be comparable to out of district programs within Lexington.

  - Program currently serves 29 students in 4 classrooms (2 full sized). These are students with the most severe need 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 30 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

Areas for Improvement

- Cafeteria is too small for the population. Lack of restrooms adjacent to the school can create problems of 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 as the first door accessible from the front door is problematic because parents will not check in and go directly into the nurse's office which 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.

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Proposed Space Summary- Elementary Schools

Fiske Elementary	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**24,705**		**21**	**20,950**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet				1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	1,260	2	2,520	1,200	4	4,800	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	1,090	2	2,180				
General Classrooms - Grade 1-5	1,000	19	19,000	950	17	16,150	900 SF min - 1,000 SF max
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**			**5,540**	
(List rooms of different sizes separately)							
Self-Contained SPED w toilet- ILP	1,000	1	1,000	950	4	3,800	8% of pop. in self-contained SPED
Self-Contained SPED w toilet- ILP	1,070	1	1,070				
Self-Contained SPED	1,150	1	1,150				
Self-Contained SPED - toilet			0	60	4	240	
Resource Room			0	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Speech and Language	100	1	100	500	1	500	1/2 size Genl. Clrm.
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**			**2,575**	
Art Classroom - 25 seats	1,175	1	1,175	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln	280	1	280	150	1	150	
Music Classroom / Large Group - 25-50 seats	1,150	1	1,150	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble	170	2	340	75	3	225	
HEALTH & PHYSICAL EDUCATION			**6,460**			**6,300**	
Gymnasium	5,960	1	5,960	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	500	1	500	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			**2,550**			**2,830**	
Media Center / Reading Room	2,550	1	2,550	2,830	1	2,830	
DINING & FOOD SERVICE			**5,280**			**6,960**	
Cafeteria / Dining	2,100	1	2,100	3,600	1	3,600	2 seatings - 15SF per seat
Stage	1,250	1	1,250	1,000	1	1,000	
Chair / Table / Equipment Storage			0	360	1	360	
Kitchen	1,450	1	1,450	1,780	1	1,780	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	480	1	480	220	1	220	20 SF/Occupant
			0				
MEDICAL			**510**			**510**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	510	1	510	250	1	250	
Examination Room / Resting			0	100	2	200	
ADMINISTRATION & GUIDANCE			**2,855**			**2,345**	
General Office / Waiting Room / Toilet	570	1	570	390	1	390	
Teachers' Mail and Time Room	180	1	180	100	1	100	
Staff Office			0				
Staff Office			0				
Duplicating Room			0	150	1	150	
Records Room			0	110	1	110	
Principal's Office w/ Conference Area	200	1	200	375	1	375	
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office	150	1	150	120	0	-	
Supervisory / Spare Office	150	3	450	120	1	120	
Supervisory / Spare Office - Metco	100	1	100				
Conference Room	250	1	250	250	1	250	
Conference Room	200	2	400				
Guidance Office	170	1	170	150	2	300	
Psychologist Office	125	1	125				
Guidance Storeroom			0	35	1	35	
Teachers' Work Room	260	1	260	390	1	390	

Proposed Space Summary- Elementary Schools

Fiske Elementary	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CUSTODIAL & MAINTENANCE			**0**			**2,080**	
Custodian's Office				150	1	150	
Custodian's Workshop				375	1	375	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				260	1	260	
Storeroom				320	1	320	
Network / Telecom Room				200	1	200	
OTHER			**150**			**0**	
Lextended Day	150	1	150				
Total Building Net Floor Area (NFA)			**50,065**			**50,090**	
Proposed Student Capacity / Enrollment						**480**	
Total Building Gross Floor Area (GFA)[2]						**76,320**	
Grossing factor (GFA/NFA)			**0.00**			**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 pa

[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:	1
Distribution:	MF (MF)		

Attendees:, Elaine Mead, Principal , Patrick Goddard, 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 do not like to use the areas.
- Tutorial rooms within the pods are not effectively used; there is a feeling of exposure when in those rooms near large circulation areas some for storage because of the lack elsewhere
- Cafeteria feels to the school that it is 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 rooms serve their purpose well. 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 host the Developmental Learning Program (DLP) - life skills students
- Each DLP classroom can only house 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
- 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. Lack of restrooms adjacent to the school can create problems of security
- Building lacks adequate storage 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.

Proposed Space Summary- Elementary Schools

Harrington Elementary	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**28,390**		**19**	**18,800**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet	1,030	3	3,090	1,200		-	1,100 SF min - 1,300 SF max
Pre-Kindergarten w/ toilet	660	1	660				
Kindergarten w/ toilet	1,100	4	4,400	1,200	3	3,600	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-5	1,000	18	18,000	950	16	15,200	900 SF min - 1,000 SF max
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**			**4,530**	
(List rooms of different sizes separately)							
Self-Contained SPED - DLP	1,000	1	1,000	950	3	2,850	8% of pop. in self-contained SPED
Self-Contained SPED - Pre-K Gross Motor	600	2	1,200				
Self-Contained SPED - toilet			0	60	3	180	
Resource Room			0	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Reading	1,000	1	1,000	500	1	500	1/2 size Genl. Clrm.
ETL	160	1	160				
Speech	160	4	640				
ART & MUSIC			**2,835**			**2,575**	
Art Classroom - 25 seats	1,270	1	1,270	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ kiln	75	1	75	150	1	150	
Art Workroom w/ Storage	135	1	135				
Music Classroom / Large Group - 25-50 seats	975	1	975	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble	90	2	180	75	3	225	
Music Practice / Ensemble	200	1	200				
HEALTH & PHYSICAL EDUCATION			**4,425**			**6,300**	
Gymnasium	3,975	1	3,975	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	450	1	450	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			**3,155**			**2,614**	
Media Center / Reading Room	3,155	1	3,155	2,614	1	2,614	
DINING & FOOD SERVICE			**5,945**			**6,524**	
Cafeteria / Dining	2,650	1	2,650	3,240	1	3,240	2 seatings - 15SF per seat
Stage	1,130	1	1,130	1,000	1	1,000	
Chair / Table / Equipment Storage	200	1	200	344	1	344	
Kitchen	1,525	1	1,525	1,732	1	1,732	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	440	1	440	208	1	208	20 SF/Occupant
			0				
MEDICAL			**490**			**510**	
Medical Suite Toilet	90	1	90	60	1	60	
Nurses' Office / Waiting Room	325	1	325	250	1	250	
Examination Room / Resting	75	1	75	100	2	200	
ADMINISTRATION & GUIDANCE			**2,740**			**2,147**	
General Office / Waiting Room / Toilet	485	1	485	366	1	366	
General Office - Pre-K	150	1	150				
Teachers' Mail and Time Room	135	1	135	100	1	100	
Duplicating Room			0	150	1	150	
Records Room			0	110	1	110	
Principal's Office w/ Conference Area	180	1	180	375	1	375	
Pre-K Director's Office	160	1	160				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office	180	1	180	120	0	-	
Supervisory / Spare Office			0				
Supervisory / Spare Office - METCO	150	1	150	120	1	120	
Conference Room	225	2	450	250	1	250	
Conference Room	180	1	180				
Conference Room - Pre-K	160	1	160				
Guidance Office	210	1	210	150	1	150	
Guidance Conference	300	1	300	35	1	35	
Teachers' Work Room			0	366	1	366	

Proposed Space Summary- Elementary Schools

Harrington Elementary	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CUSTODIAL & MAINTENANCE			**0**			**2,032**	
Custodian's Office				150	1	150	
Custodian's Workshop				375	1	375	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				244	1	244	
Storeroom				288	1	288	
Network / Telecom Room				200	1	200	
OTHER			**350**			**0**	
Lextended Day Office	350	1	350				
Total Building Net Floor Area (NFA)			**52,330**			**46,032**	
Proposed Student Capacity / Enrollment						**432**	
Total Building Gross Floor Area (GFA)[2]						**71,107**	
Grossing factor (GFA/NFA)			**0.00**			**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 pa

[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:	1
Distribution:	MF (MF)		

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

Discussion

School/ Class Organization

- SOI submitted in January 2014
- 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 1990s, 4 from after the Clarke Renovation)
- 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.
- Typical classrooms are about 860-900 sq. ft. and one of the kindergarten classrooms does not have a bathroom. Many of the other space (art, music, etc.) are undersized
- Using the workshop model in the classroom spaces is not idea. Would like more storage outside of the classroom to provide more space within the rooms. Need more space for movement.
- Students use laptop and ipad carts rather than a stationary computer lab. Annual licensing can be problematic.

Project: **Lexington Public Schools**
Meeting Date: **7/25/2014**
Meeting No.: **1**

Curriculum

- Literacy library is merely a closet and cannot be relocated to the literacy center because students receive intervention in the space
- Would be interested in an outdoor classroom or a colonial garden to coordinate with curriculum
- Big Backyard program gets students into the outdoors as part of a district program.
- Lextended Day has a trailer that connects to the cafeteria which houses storage and an office for their after school program.

Areas for Improvement

- Desire for addition of break-out space but skeptical of the effectiveness of the Estabrook front porch due to distraction.
- Desire for maker space for 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.

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Proposed Space Summary- Elementary Schools

Hastings Elementary	**Existing Conditions**			**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**18,760**		**18**	**17,850**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet				1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	1,140	2	2,280	1,200	3	3,600	1,100 SF min - 1,300 SF max
Kindergarten	865	1	865				
General Classrooms - Grade 1-5	865	12	10,380	950	15	14,250	900 SF min - 1,000 SF max
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**			**4,530**	
(List rooms of different sizes separately)							
Self-Contained SPED - ILP	825	2	1,650	950	3	2,850	8% of pop. in self-contained SPED
Self-Contained SPED - toilet			0	60	3	180	
Resource Room	860	1	860	500	2	1,000	1/2 size Genl. Clrm.
OT	550	1	550				
Math Coach/SPED Office	550	1	550				
Small Group Room / Speech and Language	160	2	320	500	1	500	1/2 size Genl. Clrm.
ETS Office / Small Group	250	1	250				
ART & MUSIC			**1,690**			**2,575**	
Art Classroom - 25 seats	825	1	825	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln			0	150	1	150	
Music Classroom / Large Group - 25-50 seats	865	1	865	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble			0	75	3	225	
HEALTH & PHYSICAL EDUCATION			**3,875**			**6,300**	
Gymnasium	3,650	1	3,650	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	225	1	225	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			**0**			**2,574**	
Media Center / Reading Room	1,500		0	2,574	1	2,574	
DINING & FOOD SERVICE			**6,180**			**6,442**	
Cafeteria / Dining	3,000	1	3,000	3,173	1	3,173	2 seatings - 15SF per seat
Stage	1,100	1	1,100	1,000	1	1,000	
Chair / Table / Equipment Storage			0	341	1	341	
Kitchen	1,600	1	1,600	1,723	1	1,723	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	480	1	480	206	1	206	20 SF/Occupant
			0				
MEDICAL			**240**			**510**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	240	1	240	250	1	250	
Examination Room / Resting			0	100	2	200	
ADMINISTRATION & GUIDANCE			**1,590**			**2,138**	
General Office / Waiting Room / Toilet			0	362	1	362	
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	150	1	150	
Records Room			0	110	1	110	
Principal's Office w/ Conference Area	300	1	300	375	1	375	
Principal's Secretary / Waiting	150	1	150	125	1	125	
Assistant Principal's Office	250	1	250	120	0	-	
Supervisory / Spare Office - Psychologist	160	1	160	120	1	120	
Conference Room			0	250	1	250	
Guidance Office	200	1	200	150	1	150	
Guidance Storeroom			0	35	1	35	
Teachers' Work Room	530	1	530	362	1	362	

Proposed Space Summary- Elementary Schools

Hastings Elementary	**Existing Conditions**			**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CUSTODIAL & MAINTENANCE			**0**			**2,023**	
Custodian's Office				150	1	150	
Custodian's Workshop				375	1	375	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				241	1	241	
Storeroom				282	1	282	
Network / Telecom Room				200	1	200	
OTHER			**1,530**			**0**	
Lextended Day	130	1	130				
Lextended Day Office/Storage Tralier	1,400	1	1,400				
Total Building Net Floor Area (NFA)			**38,045**			**44,942**	
Proposed Student Capacity / Enrollment						**423**	
Total Building Gross Floor Area (GFA)[2]						**70,070**	
Grossing factor (GFA/NFA)			**0.00**			**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 pa

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

Architect Certification

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Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date:

Proposed Space Summary- Elementary Schools

Central Administration Building (Old Harrington)	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**12,965**		**14**	**14,050**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet			0	1,200		-	1,100 SF min - 1,300 SF max
Pre-Kindergarten w/ toilet			0				
Kindergarten w/ toilet	830	2	1,660	1,200	3	3,600	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	1,170	2	2,340				
General Classrooms - Grade 1-5	815	11	8,965	950	11	10,450	900 SF min - 1,000 SF max
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			**1,815**			**4,530**	
(List rooms of different sizes separately)							
Self-Contained SPED - DLP			0	950	3	2,850	8% of pop. in self-contained SPED
Self-Contained SPED - Pre-K Gross Motor			0				
Self-Contained SPED - toilet			0	60	3	180	
Resource Room	730	1	730	500	2	1,000	1/2 size Genl. Clrm.
	815	1	815				
Small Group Room / Reading	270	1	270	500	1	500	1/2 size Genl. Clrm.
ETL			0				
Speech			0				
ART & MUSIC			**1,880**			**2,500**	
Art Classroom - 25 seats	930	1	930	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ kiln			0	150	1	150	
Art Workroom w/ Storage			0				
Music Classroom / Large Group - 25-50 seats	950	1	950	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble			0	75	2	150	
Music Practice / Ensemble			0				
HEALTH & PHYSICAL EDUCATION			**0**			**6,300**	
Gymnasium			0	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom			0	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			**1,630**			**2,110**	
Media Center / Reading Room	815	2	1,630	2,110	1	2,110	
DINING & FOOD SERVICE			**3,499**			**5,527**	
Cafeteria / Dining	2,472	1	2,472	2,400	1	2,400	2 seatings - 15SF per seat
Stage	860	1	860	1,000	1	1,000	
Chair / Table / Equipment Storage			0	307	1	307	
Kitchen			0	1,620	1	1,620	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	167	1	167	200	1	200	20 SF/Occupant
			0				
MEDICAL			**0**			**510**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room			0	250	1	250	
Examination Room / Resting			0	100	2	200	
ADMINISTRATION & GUIDANCE			**2,301**			**2,035**	
General Office / Waiting Room / Toilet	388	1	388	310	1	310	
General Office - Pre-K			0				
Teachers' Mail and Time Room	250	1	250	100	1	100	
Duplicating Room			0	150	1	150	
Records Room	89	1	89	110	1	110	
Principal's Office w/ Conference Area	366	1	366	375	1	375	
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office			0	120	0	-	
Supervisory / Spare Office			0				
Supervisory / Spare Office	150	2	300	120	1	120	
Conference Room	600	1	600	250	1	250	
Conference Room			0				
Conference Room - Pre-K			0				
Guidance Office	308	1	308	150	1	150	

Proposed Space Summary- Elementary Schools

Central Administration Building (Old Harrington)	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Guidance Conference			0	35	1	35	
Teachers' Work Room			0	310	1	310	
CUSTODIAL & MAINTENANCE			**0**			**1,920**	
Custodian's Office				150	1	150	
Custodian's Workshop				375	1	375	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				207	1	207	
Storeroom				213	1	213	
Network / Telecom Room				200	1	200	
OTHER			**0**			**0**	
Lextended Day Office							
Total Building Net Floor Area (NFA)			**24,090**			**39,482**	
Proposed Student Capacity / Enrollment						**320**	
Total Building Gross Floor Area (GFA)[2]						**56,853**	
Grossing factor (GFA/NFA)			**0.00**			**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 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

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:	7/15/2014
Re:	Principal Meeting – Clarke Middle School	Meeting No:	1
Distribution:	MF (MF)		

Attendees: Anna Monaco, Jennifer Turner, Jonathon Wettstone, 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. 806 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. This becomes increasingly difficult when the other middle school and elementary schools come

together at Clarke.

- 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)
- English 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 with the autistic students at the school. 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 serving students on the autism spectrum. Currently occupies one triangular classroom and portion of corridor. Folding partition wall makes space not acoustically separated from adjacent classrooms.
- DLP – (Developmental Learning Program) SPED program serving students with cognitive disabilities. Serves 22 students currently. Life skills program. Students move on to the modular classrooms at the high school.
- Multiple levels of math per team makes scheduling challenges.
- Foreign Language: students have an option of French, Spanish, or mandarin. The 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 Project Minutes.

Proposed Space Summary - Middle Schools

Clarke Middle	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**35,410**			**37,790**	
(List classrooms of different sizes separately)							
Classroom - General	700	17	11,900	950	29	27,550	850 SF min - 950 SF max
Classroom - General	725	4	2,900				
Classroom - General	860	2	1,720				
Classroom - General	1,175	4	4,700				
Classroom - General	1,450	2	2,900				
		29					
Classroom - General - Learning Center	275	1	275				
Classroom - ELL	470	1	470				
Classroom - Computers	925	1	925				850 SF min - 950 SF max
Science Classroom / Lab	1,000	7	7,000	1,200	8	9,600	1 period / day / student
Science Classroom / Lab	950	2	1,900				
Prep Room	Varies	4	720	80	8	640	
SPECIAL EDUCATION			**7,570**			**9,060**	
(List classrooms of different sizes separately)							
Self-Contained SPED ILP	880	1	880	950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED TLP	Varies	3	1,650				
Self-Contained SPED Toilet			0	60	6	360	
SPED Admin	300	1	300				
Resource Room	225	7	1,575	500	4	2,000	1/2 size Genl. Clrm.
Resource Room Common Area	1,125	1	1,125				
OT small group and office	150	2	300				
Small Group Room / Reading - SPED	200	1	200	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Reading - SPED	140	1	140				
Small Group Room / Reading Gen Ed	700	1	700				
Small Group Room / Speech and Language	700	1	700				
ART & MUSIC			**8,785**			**4,800**	
Art Classroom	1,670	1	1,670	1,200	2	2,400	assumed use - 50% population 2 times / week
Art Classroom	1,515	1	1,515				
Art Workroom w/ Storage & kiln	950	1	950	150	2	300	
Band / Chorus - 100 seats	1,660	1	1,660	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,700	1	1,700				
Drama Storage	350	1	350				
Music Practice / Ensemble	220	1	220	200	3	600	
Music Office	170	1	170				
Instrument Storage	550	1	550				
VOCATIONS & TECHNOLOGY			**1,520**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)	760	2	1,520	1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Shop - (E.G. Consumer, Wood)			0	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
HEALTH & PHYSICAL EDUCATION			**21,320**			**8,400**	
Gymnasium	10,900	1	10,900	6,000	1	6,000	
Fitness Center	2,900	1	2,900				
Gym Storeroom	Varies	3	1,225	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Locker Rooms - Girls w/ Toilets	3,180	1	3,180	1,000	2	2,000	
Locker Rooms - Boys w/ Toilets	3,115	1	3,115				
MEDIA CENTER			**4,750**			**5,118**	
Media Center / Reading Room	4,750	1	4,750	5,118	1	5,118	
DINING & FOOD SERVICE			**15,525**			**10,684**	
Cafetorium / Dining	6,725	1	6,725	6,180	1	6,180	2 seatings - 15SF per seat
Stage	3,350	1	3,350	1,600	1	1,600	
Chair / Table / Equipment Storage			0	474	1	474	
Kitchen	4,870	1	4,870	2,124	1	2,124	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	580	1	580	306	1	306	20 SF/Occupant
MEDICAL			**1,100**			**710**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	1,100	1	1,100	250	1	250	
Examination Room / Resting			0	100	4	400	
ADMINISTRATION & GUIDANCE			**6,470**			**3,924**	
General Office / Waiting Room / Toilet	1,175	1	1,175	512	1	512	
Teachers' Mail and Time Room			0	100	1	100	

Proposed Space Summary - Middle Schools

Clarke Middle	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Principal's Office w/ Conference Area	380	1	380	375	1	375	
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1	190	1	190	150	1	150	
Assistant Principal's Office - AP2	380	2	760	150	1	150	
Supervisory / Spare Office - Social Worker	140	1	140	150	1	150	
Supervisory / Spare Office - Social Worker	275	1	275	150	1	150	
Conference Room	350	1	350	350	1	350	
Guidance Office	150	3	450	150	5	750	
Guidance Waiting Room	500	1	500	100	1	100	
Guidance Storeroom			0	50	1	50	
Teachers' Work Room	2,250	1	2,250	562	1	562	
CUSTODIAL & MAINTENANCE			**0**			**2,299**	
Custodian's Office			0	150	1	150	
Custodian's Workshop			0	250	1	250	
Custodian's Storage			0	375	1	375	
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	374	1	374	
Storeroom			0	550	1	550	
Network / Telecom Room			0	200	1	200	
OTHER			**6,350**			**0**	
Other *(specify)*							
Auditorium	6,350	1	6,350				
Total Building Net Floor Area (NFA)			**108,800**			**89,185**	
Proposed Student Capacity / Enrollment						**824**	
Total Building Gross Floor Area (GFA)[2]						**131,840**	
Grossing factor (GFA/NFA)			**0.00**			**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 particul

[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

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:	1
Distribution:	MF (MF)		

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

Discussion

School/ Class Organization

- Renovated in 2001
- 783 students at the school. 3 teams per grade. Each is made up of 90 students which meet with each core subject 5 times per week.
- Each teacher has a dedicated classroom so teachers do not work together. Each classroom stays empty for at least 2-4 blocks per day being unused.
- Faculty work and lunch rooms are unused because they are “off the grid”
- Teams consisting of Math, SS, and ELA are grouped together throughout the school in order to foster collaboration. Science classrooms are grouped together.
- Foreign language teachers share classrooms with each other. 2 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 much needed school storage

Curriculum

- Library wants to become a media center. Embracing the ideas of 21st century education by incorporating techniques including book shelves on casters, creating project space, performance space, etc.

- SPED programs: LLP (Language Learning Program) ILP (Intensive Learning Program), and TLP (Therapeutic Learning Program
- Band and Chorus drive the entire schedule because of the traveling teachers.
- Music program is very important to the teachers and the community.
- ICE block was created which provides a time for intervention or enrichment once per week. Each student who is not receiving intervention services chooses an enrichment activity.
- Building lacks any space for STEM or maker space. The STEM is only lightly being taken on by science teachers. Need to provide better/more space for STEM
- Current practice provides only no disciplinary teaching – 7th grade teachers have requested 2 blocks back to back for the 2014-2015 school year in an effort to try and do some interdisciplinary work
- Each department meets to discuss content only once per week

Areas for Improvement

- Need a dedicated space for professional collaboration
- The expectation of perfection for teachers can be counterproductive as they are afraid to step out of the box for fear of not being perfect.
- 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

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.

//Document1

Proposed Space Summary - Middle Schools

Diamond Middle	**Existing Conditions**				**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**		**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**37,155**				**35,560**	
(List classrooms of different sizes separately)								
Classroom - General (6 portables)	775	6	4,650		950	28	26,600	850 SF min - 950 SF max
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		incl FL				
Classroom - General - Learning Center			0					
Classroom - ELL	460	1	460					
Classroom - Gen Ed Intervention	360	1	360					
Classroom - Computers	850	1	850					850 SF min - 950 SF max
Science Classroom / Lab	1,000	2	2,000		1,200	7	8,400	1 period / day / student
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		80	7	560	
Prep Room	230	1	230					
Chem Storage	100	1	100					
SPECIAL EDUCATION			**6,095**				**9,060**	
(List classrooms of different sizes separately)								
Self-Contained SPED	1,000	1	1,000		950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED ILP	1,900	1	1,900					
Self-Contained SPED Toilet			0		60	6	360	
SPED Admin			0					
Resource Room	500	2	1,000		500	4	2,000	1/2 size Genl. Clrm.
Resource Room Common Area			0					
ETS SPED Director Office	270	1	270					
Small Group Room / Reading - SPED	350	4	1,400		500	2	1,000	1/2 size Genl. Clrm.
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**				**4,600**	
Art Classroom	900	1	900		1,200	2	2,400	assumed use - 50% population 2 times / week
Art Classroom	1,000	1	1,000					
Art Workroom w/ Storage & kiln			0		150	2	300	
Band / Chorus - 100 seats	1,250	1	1,250		1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	930	1	930					
Drama Storage			0					
Music Practice / Ensemble	80	3	240		200	2	400	
Music Office			0					
Instrument Storage			0					
VOCATIONS & TECHNOLOGY			**825**				**6,400**	
Tech Clrm. - (Computers)	825	1	825		1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Shop - (E.G. Consumer, Wood)			0		2,000	2	4,000	Assumed use - 25% Population - 5 times/week
HEALTH & PHYSICAL EDUCATION			**12,200**				**8,400**	
Gymnasium	6,950	1	6,950		6,000	1	6,000	
Fitness Center	850	1	850					
Gym Storeroom			0		150	1	150	
Health Instructor's Office w/ Shower & Toilet	200	2	400		250	1	250	
Locker Rooms - Girls w/ Toilets	2,000	1	2,000		1,000	2	2,000	
Locker Rooms - Boys w/ Toilets	2,000	1	2,000					
MEDIA CENTER			**3,150**				**4,940**	
Media Center / Reading Room	3,150	1	3,150		4,940	1	4,940	
DINING & FOOD SERVICE			**7,100**				**10,403**	
Cafetorium / Dining	3,000	1	3,000		5,948	1	5,948	2 seatings - 15SF per seat
Stage	1,300	1	1,300		1,600	1	1,600	
Chair / Table / Equipment Storage			0		464	1	464	
Kitchen	2,400	1	2,400		2,093	1	2,093	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	400	1	400		298	1	298	20 SF/Occupant
MEDICAL			**590**				**710**	
Medical Suite Toilet			0		60	1	60	
Nurses' Office / Waiting Room	590	1	590		250	1	250	
Examination Room / Resting			0		100	4	400	

Proposed Space Summary - Middle Schools

Diamond Middle	**Existing Conditions**			**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
ADMINISTRATION & GUIDANCE			**3,325**			**3,743**	
General Office / Waiting Room / Toilet	650	1	650	497	1	497	
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Principal's Office w/ Conference Area	250	1	250	375	1	375	
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1	200	1	200	150	1	150	
Assistant Principal's Office - AP2	200	1	200	150	1	150	
Supervisory / Spare Office	Varies	5	1,000	150	1	150	
Supervisory / Spare Office - ETS	270	1	270				
Supervisory / Spare Office	140	2	280	150	1	150	
Conference Room			0	350	1	350	
Guidance Office			0	150	4	600	
Guidance Waiting Room			0	100	1	100	
Guidance Storeroom			0	50	1	50	
Teachers' Work Room	475	1	475	547	1	547	
CUSTODIAL & MAINTENANCE			**0**			**2,268**	
Custodian's Office			0	150	1	150	
Custodian's Workshop			0	250	1	250	
Custodian's Storage			0	375	1	375	
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	364	1	364	
Storeroom			0	529	1	529	
Network / Telecom Room			0	200	1	200	
OTHER			**4,120**			**0**	
Other *(specify)*							
Auditorium	4,120	1	4,120				
Total Building Net Floor Area (NFA)			**78,880**			**86,084**	
Proposed Student Capacity / Enrollment						**793**	
Total Building Gross Floor Area (GFA)[2]						**126,880**	
Grossing factor (GFA/NFA)			**0.00**			**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:	1
Distribution:	MF (MF)		

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

Discussion

School/ Class Organization

- The school enrollment is growing and everyone feels it. 2014 - 2015 school year is anticipating 2,100 students 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 45 minutes or 52 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 has currently constructed has limitations on the ability to develop a wider variety of curriculum offerings
- The school houses 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 hghly 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.

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 develop "projects" instead of finals
- There is not a great deal of interdisciplinary course work. The exception is Freshman history and English
- Many teachers are interested in the ideas of interdisciplinary course work but few are actively working in that direction
- 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. Many classrooms have one piece desk chair combinations. These 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 is 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.Docx

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**			**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**77,012**			**100,620**	-23,608
(List classrooms of different sizes separately)							
Classroom - General				850	72	61,200	825 SF min - 950 SF max
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				100	72	7,200	
Small Group Seminar (20-30 seats)				500	5	2,500	
Science Classroom / Lab				1,440	18	25,920	3 x85% ut=20 Seats-1 per /day/student
	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	200	18	3,600	
	822	1	822				
	225	1	225				
	120	1	120				
Total Science Prep		13	2,967				
Central Chemical Storage Rm				200	1	200	
SPECIAL EDUCATION			**18,233**			**21,150**	-2,917
ART & MUSIC			**12,199**			**9,850**	2,349
VOCATIONS & TECHNOLOGY			**0**			**22,400**	-22,400
HEALTH & PHYSICAL EDUCATION			**53,955**			**27,999**	25,956
Gymnasium	9,207	1	9,207	12,000	1	12,000	
Field House	30,711	1	30,711				
PE Alternatives	2,372	1	2,372	3,000	1	3,000	
Gym Storeroom			0	300	1	300	
Locker Rooms - Boys / Girls w/ Toilets	4,065	1	4,065	11,799	1	11,799	5.6 sf/student total
	3,720	1	3,720				
Phys. Ed. Offices	265	2	530				
Phys. Ed. Storage	569	2	1,138	500	1	500	
Athletic Director's Office	230	2	460	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health classrooms	450	2	900				
	194	2	388				
	90	1	90				
	374	1	374				
MEDIA CENTER			**9,393**			**13,069**	-3,676
AUDITORIUM / DRAMA			**17,249**			**10,400**	6,849
DINING & FOOD SERVICE			**14,194**			**15,996**	-1,802
MEDICAL			**934**			**1,710**	-776
ADMINISTRATION & GUIDANCE			**21,481**			**7,092**	14,389
CUSTODIAL & MAINTENANCE			**3,375**			**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			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
OTHER			**8,579**			**0**	8,579
Other (specify)							
Total Building Net Floor Area (NFA)			**236,604**			**233,491**	
Proposed Student Capacity / Enrollment						**2,107**	157
Total Building Gross Floor Area (GFA)[2]						**330,799**	
Grossing factor (GFA/NFA)			**0.00**			**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

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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
	ENGLISH									
1100	Lit & Comp I	534	534	23	24		0	28	0.00	
1100	Lit & Comp I CoLLAB	18	18	18	1		0	28	0.00	
1204	Lit & Comp II	22	22	18	2		0.0	28	0.00	
1206	Lit & Comp II	329	329	23	14		0.0	28	0.00	
1208	Lit & Comp Honors	160	160	23	7		0.0	28	0.00	
1304	Amer Lit	29	29	18	2		0.0	28	0.00	
1306	Amer Lit	324	324	23	14		0.0	28	0.00	
1308	Amer Lit Honors	166	166	23	8		0.0	28	0.00	
1404	Read Write Beyond	13	13	18	1		0.0	28	0.00	
1420	Brit Lit I	22	22	23	1		0.0	28	0.00	
1430	Short Story	52	52	23	3		0.0	28	0.00	
1450	Memoir & other writ	98	98	23	4		0.0	28	0.00	
1460	Film & Lit	72	72	23	3		0.0	28	0.00	
1470	Shakespeare	15	15	15	1		0.0	28	0.00	
1480	Dystopias	153	153	23	7		0.0	28	0.00	
1490	Lit of our time	27	27	23	2		0.0	28	0.00	
1510	Philosophy, Religion	25	25	23	2		0.0	28	0.00	
1910	Topics in Lit & Comp	5	5	23	1		0.0	28	0.00	
							0.0	28	0.00	
	ENGLISH SUBTOTAL	2064	2,064							
							0.00	**/ .85 =**	**0.0**	**Say __ English Classrooms**
									ASSUME __ 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

1800 STUDENTS
23 target / class size

	A		B	C	D	E	F	G	H	
Course	Subject	Current	Projected	Class	Sections	Sessions	Total	Periods	Total	
No.		Students,	Students,	Size		Per Week	Sessions	Per Week	Stations	
		per Subject	per Subject						Required	Comments
	SOCIAL STUDIES									
2100	World History I COLLB	33	33	18	2	4	8	35	0.23	
2100	World History I	518	518	23	23	4	92	35	2.63	
2204	World History II COLLAB	22	22	18	2	4	8.0	35	0.23	
2206	World History II	407	407	23	18	4	72.0	35	2.06	
2209	AP World History II	86	86	23	4	4	16.0	35	0.46	
2304	Issues Amer Hist	25	25	18	2	4	8.0	35	0.23	
2306	Issues Amer Hist	308	308	23	14	4	56.0	35	1.60	
2309	AP US History	185	185	23	8	4	32.0	35	0.91	
2438	Political Thought	25	25	23	2		0.0	35	0.00	Semester
2456	Conflict in Modern World	50	50	23	3		0.0	35	0.00	Semester
2479	AP Human Geography	26	26	23	2	4	8.0	35	0.23	
2536	International Relations	49	49	23	2		0.0	35	0.00	Semester
2556	East Asian Studies	15	15	15	1		0.0	35	0.00	Semester
2580	Facing History	50	50	23	3		0.0	35	0.00	Semester
2616	Child Psychology	149	149	23	7		0.0	35	0.00	Semester
2649	AP Psychology	101	101	23	5	4	20.0	35	0.57	
2656	Intro to law	25	25	23	2		0.0	35	0.00	Semester
2666	Intro to Economics	98	98	23	5		0.0	35	0.00	Semester
2679	AP Economics	114	114	23	5	4	20.0	35	0.57	
2716	Intro to Business	123	123	23	3	2	6.0	35	0.17	Semester
2726	Intro to Personal Finance	45	45	20	3	2	6.0	35	0.17	Semester
2756	Marketing	95	95	20	5	2	10.0	35	0.29	Semester
2766	Positive Psych: Happiness	50	50	23	3	4	12.0	35	0.34	Semester
2776	Media Studies	50	50	23	3	4	12.0	35	0.34	Semester
2780	Journalism	25	25	23	2				#DIV/0!	Semester
2810	intro to Policy Debate	21	21	23	1				#DIV/0!	
2818	Policy Debate	31	31	23	2				#DIV/0!	
2820	Into to LD Debate	26	26	23	2				#DIV/0!	
2828	Lin-Doug Debate	20	20	23	1				#DIV/0!	
2838	Public Forum Debate	27	27	23	2				#DIV/0!	
2910	Topics in World Hist	5	5	23	1				#DIV/0!	

	ENGLISH SUBTOTAL	2804	2,804						11.03	
							11.03	**/ .85 =**	**13.0**	**Say __ 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

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
	MATH									
3314	Math 1	30	30	18	2	4	8	28	0.29	
3324	Math 2	44	44	18	3	4	12	28	0.43	
3325	Math 1B/2A	119	119	23		4	0.0	28	0.00	
3326	Math 2	175	175	23		4	0.0	28	0.00	
3328	Math 2 Honors	215	215	23		4	0.0	28	0.00	
3334	Math 3	83	83	18	5	4	20.0	28	0.71	
3335	Math 2B/3A	107	107	23		4	0.0	28	0.00	
3336	Math 3	195	195	23		4	0.0	28	0.00	
3338	Math 3 Honors	175	175	23		4	0.0	28	0.00	
3344	Advance Alg	25	25	18	2	4	8.0	28	0.29	
3345	Math 3B/4A	72	72	23		4	0.0	28	0.00	
3346	Math 4	183	183	23		4	0.0	28	0.00	
3347	Advanced Math	33	33	23		4	0.0	28	0.00	
3348	Math 4:PreCal Honors	168	168	23		4	0.0	28	0.00	
3356	Calculus	107	107	23		4	0.0	28	0.00	
3359	AP Calculus	156	156	23		4	0.0	28	0.00	
3456	Statistics	98	98	23		4	0.0	28	0.00	
3459	AP Statistics	75	75	23		4	0.0	28	0.00	
3510	Accounting	25	25	23		4	0.0	28	0.00	
3610	Computer Applications	47	47	23		4	0.0	28	0.00	Semester
3716	Intro to Programm	169	169	23		4	0.0	28	0.00	Semester
3726	Intro to Programm	60	60	23		4	0.0	28	0.00	Semester
3739	AP Computer Sci	42	42	23		4	0.0	28	0.00	
	MATH SUBTOTAL	2403	2,403						1.71	
							1.71	**/ .85 =**	**2.0**	**Say __ Math Classrooms**
									ASSUME __	**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									

Brookline High School
SMMA No. 14030

10/22/2014

	equivalent year classroom requirement.								

Basic Educational Space for Planned Program

SCIENCE

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
	SCIENCE									
4104	Concept Environ Earth	26	26	18	2	4	8	28	0.29	
4106	Environ Earth Sci	397	397	23	18	4	72	28	2.57	
4108	AP Adv Environ Earth Sci	133	133	23	6	4	24.0	28	0.86	
4204	Conceptual Biology	31	31	23	2	4	8.0	28	0.29	
4206	Biology	321	321	23	14	4	56.0	28	2.00	
4209	AP Biology	164	164	23	8	4	32.0	28	1.14	
4304	Conceptual Chemistry	53	53	18	3	4	12.0	28	0.43	
4306	Chemistry	235	235	23	10	4	40.0	28	1.43	
4309	AP Chemistry	232	232	23	10	4	40.0	28	1.43	
4404	Conceptual Physics	35	35	18	2	4	8.0	28	0.29	
4406	Physics	218	218	23	10	4	40.0	28	1.43	
4409	AP Physics I	194	194	23	9	4	36.0	28	1.29	
4448	Extended Physics Topics	18	18	23	2	4	8.0	28	0.29	Semester
4516	Astronomy	21	21	23	1	4	4.0	28	0.14	
4550	Intro to Robotics	32	32	16	2	4	8.0	28	0.29	
	SCIENCE SUBTOTAL	2110	2,110						14.14	
							14.14	**/ .85 =**	**16.6**	**Say 14 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

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
	WORLD LANGUAGES									
5116	French I	24	24	23	2	4	8	28	0.29	
5126	French II	65	65	23	2	4	8	28	0.29	
5128	French II Honors	62	62	23	2	4	8.0	28	0.29	
5136	French III	52	52	23	2	4	8.0	28	0.29	
5138	French III Honors	65	65	23	1	4	4.0	28	0.14	
5146	French IV	45	45	23	1	4	4.0	28	0.14	
5148	French IV Honors	45	45						#DIV/0!	
5156	French V Film	38	38						#DIV/0!	Chinese
5169	French V AP lang	42	42						#DIV/0!	
							#DIV/0!	**/ .85 =**	**#DIV/0!**	
5216	German I	35	35	23	2	4	8.0	28	0.29	
5226	German II	25	25	23	2	4	8.0	28	0.29	
5248	German IV	15	15	23	2	4	8.0	28	0.29	
							0.3	**/ .85 =**	**0.3**	
5316	Italian I	60	60	23	1	4	4.0	28	0.14	
5326	Italian II	18	18	23	2	4	8.0	28	0.29	
5328	Italian II Honors	30	30	23	2	4	8.0	28	0.29	
5336	Italian III	17	17	23	1	4	4.0	28	0.14	
5338	Italian III Honors	21	21	23	2	4	8.0	28	0.29	
5346	Italian IV Film	18	18	23	2	4	8.0	28	0.29	
5349	AP Italian IV	8	8	23	1	4	4.0	28	0.14	
									1.57	
							0.3	**/ .85 =**	**0.3**	
5416	Latin I	62	62	23	1	4	4.0	28	0.14	
5426	Latin II	36	36	23	1	4	4.0	28	0.14	
5436	Latin III	12	12						#DIV/0!	
5438	Latin III Honors	14	14						#DIV/0!	
5446	Latin IV	3	3						#DIV/0!	

5448	Latin IV Honors	12	12						#DIV/0!	
									#DIV/0!	
							#DIV/0!	**/ .85 =**	**#DIV/0!**	
5516	Mandarin I	15	15	23	4	4	16.0	28	0.57	
5526	Mandarin II	16	16	23	2	4	8.0	28	0.29	
5528	Mandarin II Honors	30	30	23	2	4	8.0	28	0.29	
5538	Mandarin III Honors	40	40	23	1	4	4.0	28	0.14	
5546	Mandarin IV	10	10						1.29	
5548	Mandarin IV Honors	30	30						2.00	
5558	Mandarin V	18	18						3.71	
5559	MandarinAP Lang	16	16	23	3	4	12.0	28	0.43	
									8.71	
								/ .85 =	#VALUE!	
5614	Spanish I Lang	15	15	18	1	4	4.0	28	0.14	
5616	Spanish I	40	40	23	2	4	8.0	28	0.29	
5624	Spanish II Lang	29	29	18	2	4	8.0	28	0.29	
5626n	Spanish II	122	122	23		4	0.0	28	0.00	
5628	Spanish II Honors	106	106	23		4	0.0	28	0.00	
5634	Spanish III Lang	22	22	23		4	0.0	28	0.00	
5636	Spanish III	120	120	23		4	0.0	28	0.00	
5638	Spanish III Honors	93	93	23		4	0.0	28	0.00	
5646	Spanish IV	109	109	23		4	0.0	28	0.00	
5648	Spanish IV Honors	73	73	23		4	0.0	28	0.00	
5656	Spanish V Film	56	56	23		4	0.0	28	0.00	
5658	Spanish V Honors	23	23	23		4	0.0	28	0.00	
5659	Spanish V Honors AP Lang	40	40	23		4	0.0	28	0.00	
									0.71	
							0.7	**/ .85 =**	**0.8**	Spanish
5816	American Sign Lang I	35	35	18	2	4	8.0	28	0.29	
5826	American Sign Lang II	38	38	18	2	4	8.0	28	0.29	
									0.57	
							0.6	**/ .85 =**	**0.7**	Japanese
			0	23		4	0.0	35	0.00	

	WORLD LANGUAGES SUBTOTAL	1920	1,920						#DIV/0!	
							#DIV/0!	**/ .85 =**	**#DIV/0!**	**Say 14 World Languages 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

VISUAL ARTS

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
	VISUAL ARTS									
	2D									
6100	Found in Art	425	425	20	1	2	2	28	0.07	Semester
6111	Drawing I	142	142	22	4	2	8	28	0.29	Semester
6112	Drawing II	47	47	22	1	2	2.0	28	0.07	Semester
6130	Illustration	39	39	20	1	2	2.0	28	0.07	Semester
6141	Painting 1	70	70	20	1	2	2.0	28	0.07	Semester
									0.57	
							0.6	**/ .85 =**	**0.7**	
	3D		0	18	2	2	4.0	28	0.14	Semester
6211	Ceramics	172	172	20	3	2	6.0	28	0.21	Semester
6212	Advanced Ceramics	70	70	20	3	2	6.0	28	0.21	Semester
6230	Sculpture	44	44	22	1	2	2.0	28	0.07	Semester
									0.64	
							0.6	**/ .85 =**	**0.8**	
	Photography									
6251	Photography	139	139	18			0.0	28	0.00	Semester
6252	Adv Photography	24	24	18		2	0.0	28	0.00	Semester
6270	Digital Imaging	160	160	18		2	0.0	28	0.00	Semester
6311	Int Didital Video Prod	119	119	18		2	0.0	28	0.00	Semester
6430	Web Design	35	35	18		2	0.0	28	0.00	Semester
									3.86	
	VISUAL ARTS SUBTOTAL	1486	1,486				**3.86**	**/ .85 =**	**4.5**	**Say _ Art 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

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
	PERFORMING ARTS									
6510	Art of the Theater	97	97	25	1		0	28	0.00	Semester
6520	Improvisational Theater	116	116	25	1		0	28	0.00	Semester
6530	Public Speaking	65	65	23	1		0	28	0.00	Semester
6540	Drama of Social Issues	29	29	23	1		0	28	0.00	Semester
6560	Adv Drama Workshop	9	9	23	2		0	28	0.00	Semester
6570	Playwriting	10	10	23	2		0	28	0.00	Semester
6580	Directing	11	11	23	1		0	28	0.00	Semester
									0.00	
							0.00	**/ .85 =**	**0.0**	
6610	Music Theory	23	23	23	2	4	8	28	0.29	
6710	LHS Choral	127	127	23	1	4	4	28	0.14	
6728	Womens Chorale	43	43	23	1	4	4	28	0.14	
6738	Concert Chorale	57	57	23	1	4	4	28	0.14	
6778	Madrigal Singers	19	19	23	2	4	8	28	0.29	
									1.00	
							1	**/ .85 =**	**1.2**	
6631	Jazz in Society	7	7	23		4	0	28	0.00	Auditorium
6632	Jazz in Society GD	18	18	23		4	0	28	0.00	Auditorium
6850	Beg Jazz Improv	21	21	15	2	4	8	28	0.29	Auditorium
6860	Seminar Jazz Improv	21	21	15	2	2	4	28	0.14	
6878	LHS Jazz Combo	7	7	15	1	2	2	28	0.07	
6900	Symphonic Band	88	88	88		2	0	28	0.00	
6010	Repertoire Orch	94	94	23		2	0	28	0.00	
6928	Concert Band	61	61	23		2	0	28	0.00	
6938	Symphony	56	56	56		4	0	28	0.00	
									0.50	
	PERFORMING ARTS SUBTOTAL	979	979						1.50	
							1.50	**/ .85 =**	**1.8**	**Say 5 Spaces**
	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

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
	HEALTH & FITNESS									
			0	23	11	4	44	35	1.26	Semester
			0	23	12	4	48	35	1.37	Semester
			0	20	5	4	20.0	35	0.57	Semester
			0	23	4	4	16.0	35	0.46	Semester
			0	23	1	4	4.0	35	0.11	Semester
			0	15	1	4	4.0	35	0.11	Semester
			0	25	1	4	4.0	35	0.11	Semester
			0	25	1	4	4.0	35	0.11	Semester
			0	15	2	4	8.0	35	0.23	Semester
			0	15	2	4	8.0	35	0.23	Semester
			0	25	1	4	4.0	35	0.11	Semester
			0	25	1	4	4.0	35	0.11	Semester
			0	23	0	4	0.0	35	0.00	Semester
			0	23	0	4	0.0	35	0.00	Semester
			0	25	4	4	16.0	35	0.46	Semester
			0	25	4	4	16.0	35	0.46	Semester
	ENGLISH SUBTOTAL	0	0						5.71	
							5.71	**/ .85 =**	**6.7**	**Say 7 Teaching Stations**
	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.									

Brookline High School
SMMA No. 14030

10/22/2014

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Basic Educational Space for Planned Program

SUMMARY

1800 STUDENTS
23 target / class size

		Classrooms Required for 1700	Classrooms Required for 2600	Current Classrooms	Comments
Core Academic					
	English	15			
	World Languages	14			
	Social Studies	11			
	Math	15			
	Wellness	1			
	Classroom total	**56**		**0**	
	ELL	1			half size classroom
	Science	14			
	Environmental Sci				
	Biology				
	Physics				
	Chemistry				
	STEM				
	Sci Total	**0**			
Special Education					
Performing Arts		4			
School within a School		?			
Visual Arts		5			
	Art 2D				
	Art 3D				
	Graphics Lab				
Business Finance IT Technology					
	Business Classroom	2			
	Early Childhood	0.5			
	Culinary	4			
	Wood	0.4			one lab, one classroom
	Auto	0.1			
	Technical Drawing	0.1			

Health and Physical Education		Gym			7 teaching Stations
	Alternate PE	?			

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:	1
Distribution:	MF (MF)		

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

Discussion

Program Background / Organization

- District is 14% students with IEPs (State average is estimated at 18%)
- Specialized programs within district:
  - DLP: Students who have cognitive and developmental needs
  - ILP: Students who are more severely on the autism spectrum and have social/emotional needs. These students may also have physical need and are typically spending most of their time substantially separated. Housed at Fiske Elementary and Clarke Middle Schools. Program to begin fall 2014-2015 with 4 classrooms at LHS. Ratio is 7:1
  - ILP: Students who are on the autism spectrum and have social/emotional needs. 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 to begin fall 2014-2015 with 4 classrooms at LHS.
  - TLP: Students who have behavioral needs. 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 students with language and communication based learning disabilities. Program begins at the 2nd grade when students begin to read and write. These students are typically receiving 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, and LHS.

  - MST – Alternative HS environment serving students that are school phobic, transitioning, or have social/emotional issues. These students are mainstreamed as much as possible but have a pull-out classroom as needed.

- Director believes that in the future, the social/emotional and autism programs will 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 major consideration in the district must be the ratio of general education students to special education students.

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 ILP from Clark to Diamond Middle Schools. This would alleviate the problem of students in the ILP program moving Clarke where their general education peers move to Diamond. Students in the ILP program are on the autism spectrum and familiarity and repetition is helpful in their daily lives. Moving the program from Clarke to Diamond would mean that students in the ILP program would go to the same school as their general education peers.
- Resource and other inclusion students need a space that is dedicated for test taking.
- Specialized 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 vocations 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:	7/22/2014
Re:	Program Director Meeting –Lextended Day Program	Meeting No:	1
Distribution:	MF (MF)		

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

Discussion

Program 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. One have students been turned away for physically aggressive behavior issues towards other students.

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 potion of gym when available

Project: **Lexington Public Schools**
Meeting Date: **7/22/2014**
Meeting No.: **1**

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:	7/22/2014
Re:	Program Director Meeting –METCO Program	Meeting No:	1
Distribution:	MF (MF)		

Attendees: Barbara Nobles, 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.
- Staff includes Barbara (4 years as director), an administrative assistant, and 1 other support teacher
- 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.
- Program incorporates summer programs including: Math Path (elementary), Jumpstart (Middle), and HS 9th grade transition (high school).
- Elementary students come to Old Harrington to do homework after the half day Thursday. Middle school students receive an extended day on Thursdays for 1 hour of academic enrichment in the library or a spare classroom. In the High School, students use the library for after school programs.

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.
- 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:	7/24/2014
Re:	Program Director Meeting –District Curriculum	Meeting No:	1
Distribution:	MF (MF)		

Attendees: 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, returning from hospitalization, etc. and they work in a certain portion of the HS.
- Would like to incorporate apprenticeship opportunities with the community for studetns 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, co0llaboration, 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:	7/31/2014
Re:	Program Director Meeting –Technology	Meeting No:	1
Distribution:	MF (MF)		

Attendees: Tom Plati, Marianne McKenna, Paul Newt, Edward Borden, 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.

Project: **Lexington Public Schools**
Meeting Date: **7/31/2014**
Meeting No.: **1**

- 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.

PROJECT MINUTES

Project:	Lexington Public Schools	Project No.:	14043
Prepared by:	Kate Jessup	Meeting Date:	8/072014
Re:	Program Director Meeting –LABBB	Meeting No:	1
Distribution:	MF (MF)		

Attendees: James Kelly, Lindsay Rice, Patrick Goddard, 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 60 cities and delivered the following specialized services.
- Program serves students Grades in Lexington, Arlington, Burlington, Bedford, and Belmont 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 are about to mainstream for certain programs such as art, music, sports, etc. Some of the students can drive to the program or take public transportation but many are learning life skills in the program
- Program includes a medical component and many of the students have 1:1 aids/nurses.
- 60 districts attend LABBB programs in the 5 collaborative towns. Primary location is at Lexington HS and is the only location in Lexington for the program. There is additionally 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 when the traditional 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 students, including those from Lexington, pay tuition into the program.
- Created a transportation pilot which coordinates transportation for about 500 students. Does not require that they be part of the collaborative. The program owns 23 vans to serve those students. 16 of the vans park permanently at LHS.
- Lexington facility houses 120 students. Students are grouped by mastery within 24 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 students per classroom and then others
- 16 vans drop off students at the beginning of school. The most medically fragile students get dropped off in front of LABBB program entrance.
- Program 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 and nurse space) and 2 classrooms in the foreign language building.
- Students use the Lexington HS cafeteria for lunch.
- Students use Hayden Recreation Center, Hayden outdoor pool, the LHS weight room in addition to LHS property. Rent is paid to those facilities.
- Program requires the space of a storage trailer which is located in the parking area adjacent to the entry. Many of the supplies storied in the trailer should not be sub

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 can be performed during instruction which is inappropriate for both students needing the medical service and students receiving instruction.

Project: **Lexington Public Schools**
Meeting Date: **8/072014**
Meeting No.: **1**

- Need a room for 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 that are shared by 2 teachers there are 2 sets of desks which limits the amount of space available in the classroom and is not idea for classroom layout.
- Wayfinding is extremely critical for students – particularly when classrooms are broken into different areas of the building. Students can lose their way without signage.
- Students learn life skills most successfully with real examples such as the studio apartment example

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:	1
Distribution:	MF (MF)		

Attendees: Elizabeth Billings-Fouhy, Ellen Sugita, Patrick Goddard, 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
- 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 itinerary 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.

SMMA

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

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

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

Bowman Elementary School – Current Use Plan

SMMA

BOWMAN SCHOOL

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	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**25,050**		**24**	**23,800**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet				1,200			1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-6	17	875	14,875	950	20	19,000	900 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			0				
Gen Ed Support/ Small group instruction	900	1	900				
Gen Ed Support/ Literacy Library			0				
SPECIAL EDUCATION			**3,305**			**6,040**	
(List rooms of different sizes separately)							
Self-Contained SPED			0	950	4	3,800	8% of pop. in self-contained SPED
Self-Contained SPED - LLP Suite	2,000	1	2,000				
Self-Contained SPED - toilet			0	60	4	240	
Resource Room	450	1	450	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading	160	1	160	500	1	500	1/2 size Genl. Clrm.
Small Group Room / OT and PT	375	1	375				
Small Group Room / Speech and Language	160	2	320				
ART & MUSIC			**2,050**			**5,000**	
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln			0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	875	875	1,200	2	2,400	assumed schedule 2 times / week / student
Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	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	2250	2,250	3,204	1	3,204	

Proposed Space Summary- Elementary Schools

Bridge Elementary	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**24,480**		**24**	**23,800**	
(List classrooms of different sizes separately)							
Pre-Kindergarten w/ toilet				1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800	1,100 SF min - 1,300 SF max
	1	850	850				
General Classrooms - Grade 1-5	17	875	14,875	950	20	19,000	900 SF min - 1,000 SF max
General Classrooms - Grade 1-5	2	850	1,700				
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/ Literacy Library	1	925	925				
SPECIAL EDUCATION			**1,950**			**6,040**	
(List rooms of different sizes separately)							
Self-Contained SPED			0	950	4	3,800	8% of pop. in self-contained SPED
Self-Contained SPED - TLP	1	900	900				
Self-Contained SPED - toilet			0	60	4	240	
Resource Room	1	875	875	500	3	1,500	1/2 size Gen'l Clrm
Small Group Room / Reading	1	100	100	500	1	500	1/2 size Gen'l Clrm
Small Group Room / Speech and Language	1	75	75				
ART & MUSIC			**2,525**			**3,900**	
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	assumed schedule 2 times / week / student
Art Classroom - K Art and Music	1	450	450				
Art Workroom w/ Storage & kiln			0	150	2	300	
Music Classroom / Large Group - 25-50 seats	1	900	900	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet			0	150	1	150	
MEDIA CENTER			**2,250**			**3,114**	
Media Center / Reading Room	1	2250	2,250	3,114	1	3,114	
DINING & FOOD SERVICE			**6,800**			**7,532**	
Cafeteria / Dining	1	3450	3,450	4,073	1	4,073	2 seatings - 15SF per seat
Stage	1	1200	1,200	1,000	1	1,000	
Chair / Table / Equipment Storage			0	381	1	381	
Kitchen	1	1600	1,600	1,843	1	1,843	1600 SF for first 300 + 1 SF/student Addt'l
Staff Lunch Room	1	550	550	236	1	236	20 SF/Occupant
			0				
MEDICAL			**300**			**610**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	1	300	300	250	1	250	
Examination Room / Resting			0	100	3	300	

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General Classrooms - Grade 1-6	2	900	1,800				
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**			**6,040**	
(List rooms of different sizes separately)							
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Small Group Room / Reading	160	1	160	500	1	500	1/2 size Genl. Clrm.
Small Group Room / OT and PT	375	1	375				
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ART & MUSIC			**2,050**			**5,000**	
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	assumed schedule 2 times / week / student
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Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	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	2250	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.

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General Classrooms - Grade 1-6	2	900	1,800				
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Reading small group room			0				
Gen Ed Support/ Small group instruction	900	1	900				
Gen Ed Support/ Literacy Library			0				
SPECIAL EDUCATION			**3,305**			**6,040**	
(List rooms of different sizes separately)							
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Self-Contained SPED - toilet			0	60	4	240	
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HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	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	2250	2,250	3,204	1	3,204	

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Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800	1,100 SF min - 1,300 SF max
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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			0				
Gen Ed Support/ Small group instruction	900	1	900				
Gen Ed Support/ Literacy Library			0				
SPECIAL EDUCATION			**3,305**			**6,040**	
(List rooms of different sizes separately)							
Self-Contained SPED			0	950	4	3,800	8% of pop. in self-contained SPED
Self-Contained SPED - LLP Suite	2,000	1	2,000				
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Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	1	240	240	150	1	150	
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Kindergarten w/ toilet	4	1000	4,000	1,200	4	4,800	1,100 SF min - 1,300 SF max
	1	850	850				
General Classrooms - Grade 1-5	17	875	14,875	950	20	19,000	900 SF min - 1,000 SF max
General Classrooms - Grade 1-5	2	850	1,700				
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/ Literacy Library	1	925	925				
SPECIAL EDUCATION			**1,950**			**6,040**	
(List rooms of different sizes separately)							
Self-Contained SPED			0	950	4	3,800	8% of pop in self-contained SPED
Self-Contained SPED - TLP	1	900	900				
Self-Contained SPED - toilet			0	60	4	240	
Resource Room	1	875	875	500	3	1,500	1/2 size Gen. Clrm.
Small Group Room / Reading	1	100	100	500	1	500	1/2 size Gen. Clrm.
Small Group Room / Speech and Language	1	75	75				
ART & MUSIC			**2,525**			**3,800**	
Art Classroom - 25 seats	1	1175	1,175	1,000	2	2,000	assumed schedule 2 times / week / student
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Staff Lunch Room	1	550	550	236	1	236	20 SF/Occupant
			0				
MEDICAL			**300**			**610**	
Medical Suite Toilet			0	60	1	60	
Nurses' Office / Waiting Room	1	300	300	250	1	250	
Examination Room / Resting			0	100	3	300	

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ES – Undersized Spaces (by program)

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- Fiske: SPED
- Harrington: SPED, PE
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Music Practice / Ensemble			0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**3,620**			**6,300**	
Gymnasium	1	3380	3,380	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	1	240	240	150	1	150	
Health Instructor's Office w/ Shower & Toilet				150	1	150	
MEDIA CENTER			**2,250**			**3,204**	
Media Center / Reading Room	1	2250	2,250	3,204	1	3,204	

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.

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

			Current Population - MSBA			Available Classrooms - Lexington				Capacity		
	Population (End of 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	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	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	24	111	135	139	3031	3123	
Harrington												
PreK	98 FTE		-	-	-					100 FTE		**At / Over Capacity**
K assumes 18 students / class												
Gr 1 - 5 assume 23 students / class												

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	
	21	18	16	17	20	20	
	21	18	16	17			
		18					
1	20	22	20	22	20	22	486
	21	22	22	22	20	22	
	21	22	21	21	21	21	
	22	22	20	21	19		
2	21	25	19	21	23	20	515
	23	24	19	21	23	20	
	22	24	19	21	23	19	
	22	24	19	21		20	
	22						
3	19	25	20	23	25	23	484
	20	24	19	22	25	20	
	20	25	19	23	25	23	
	20	25	19				
	20						
4	23	25	26	25	21	20	555
	23	25	26	24	21	20	
	23	25	26	24	20	19	
	23	25	26	24	20	21	
5	27	23	25	28	21	19	556
	26	22	23	28	20	20	
	26	22	24	28	20	19	
	26	21	24		21	20	
		23					
Total Enrollment	576	585	500	489	446	426	**3022**
Sections	26	26	24	22	21	21	**140**

Small Sections

Large Sections

23 Sections
18.8 Average class size

23 Sections
21.1 Average class size

24 Sections
21.4 Average class size

22 Sections
22 Average class size

24 Sections
23.2 Average class size

24 Sections
23.1 Average class size

Elementary Schools Capacity

			Current Population - MSBA			Available Classrooms - Lexington				Capacity		
	Population (End of 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	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
	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												

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

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

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)

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:

- Gymnasia and Physical Ed
- Auditorium
- Administration

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

LEXINGTON PUBLIC SCHOOLS

School Committee Progress Report

Phase 2 – Elementary Schools

SMMA | SYMMES MAINI & McKEE ASSOCIATES

November 3, 2014

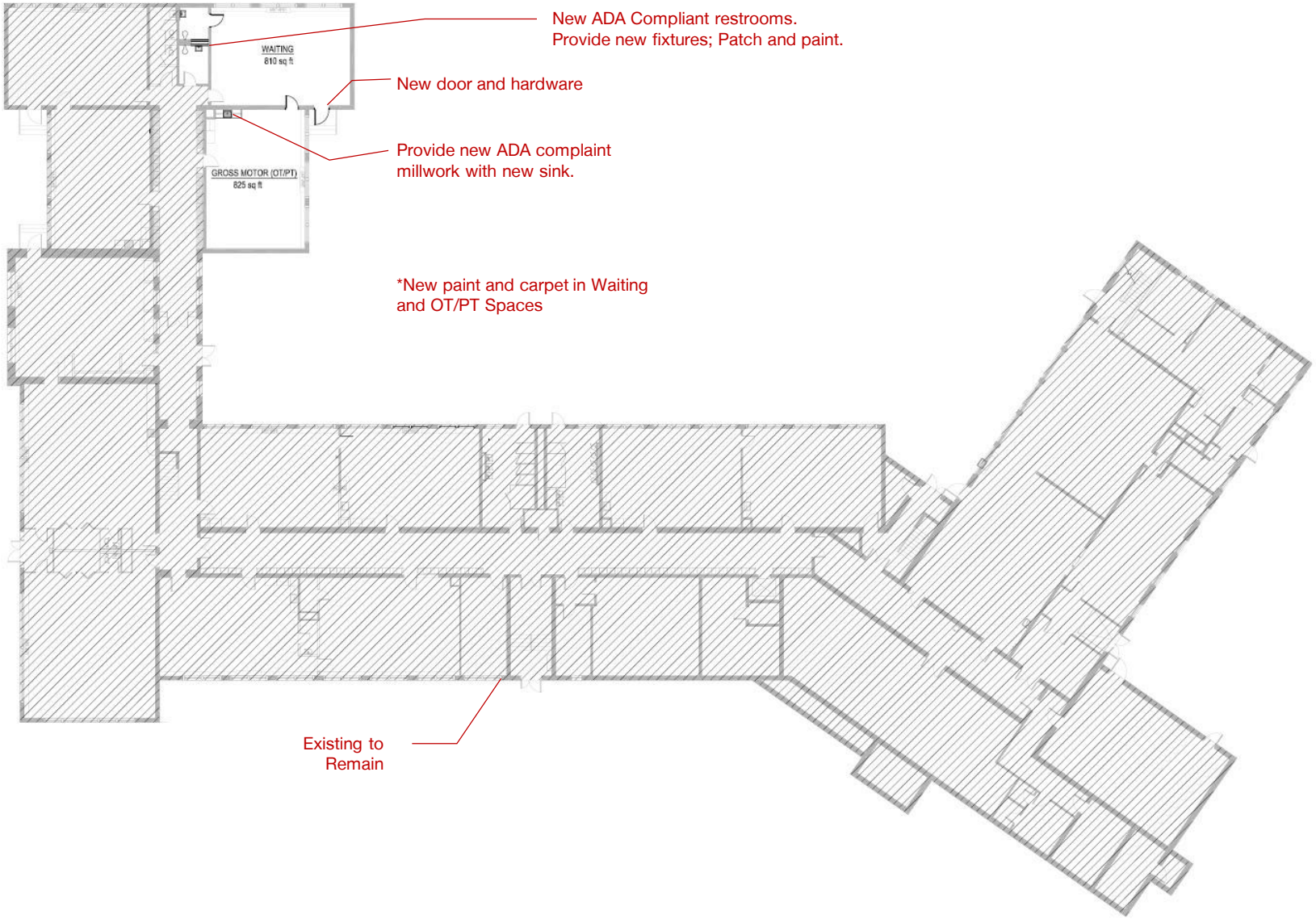
Agenda

- Task One
  - Relocate space from the Harrington Elementary School to the Central Administration Building (Old Harrington)
- Task Two
  - Relocate the entire Pre-K program from the Harrington Elementary School to the Central Administration Building (Old Harrington)
  - Convert former Pre-K program space in Harrington Elementary School to K-5 Program space
- Task Three
  - Lease two classroom-sized modular units at each of the Fiske, Bowman and Bridge Elementary Schools

Task One

Relocate Space from the Harrington Elementary School to the Central Administration Building (Old Harrington)

SMMA | SYMMES MAINI & McKEE ASSOCIATES



First Floor Plan: Pre-K OT/PT Relocation

Central Administration Building (Old Harrington)

SMMA

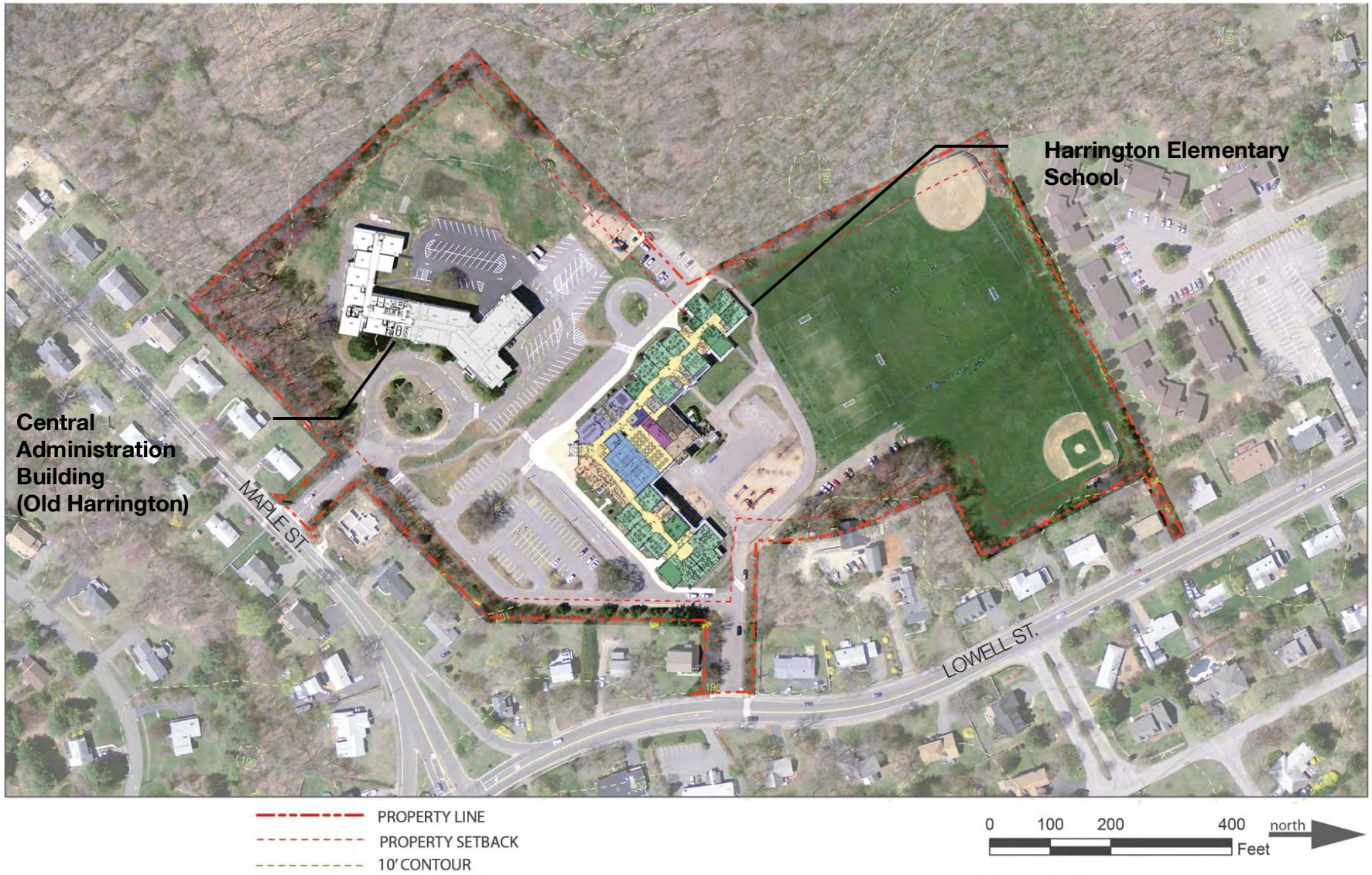
- Schedule
  - Design — March/April 2015
  - Bid & Award — April/May 2015
  - Construction — June - August 2015
- Cost Model*
  - Construction Cost — $280,000
  - Total Project Cost — $420,000

*Cost model based on conceptual plans and schedule. Apply 3.5% compounded escalation factor for each year past schedule. The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

SMMA

Task Two

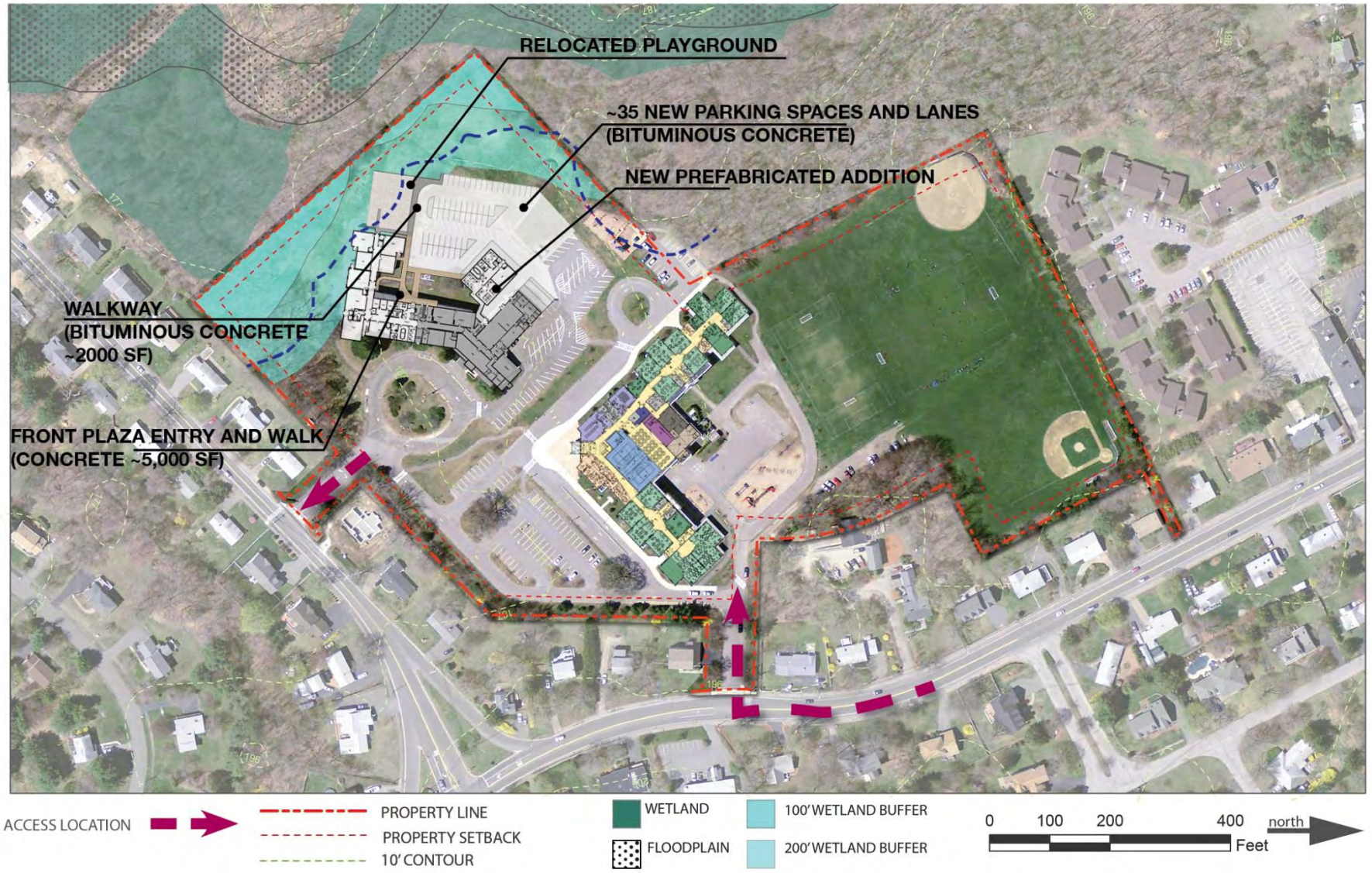
Relocate the entire Pre-K program from the Harrington Elementary School to the Central Administration Building (Old Harrington)



Existing Site Plan

Central Administration Building (Old Harrington)

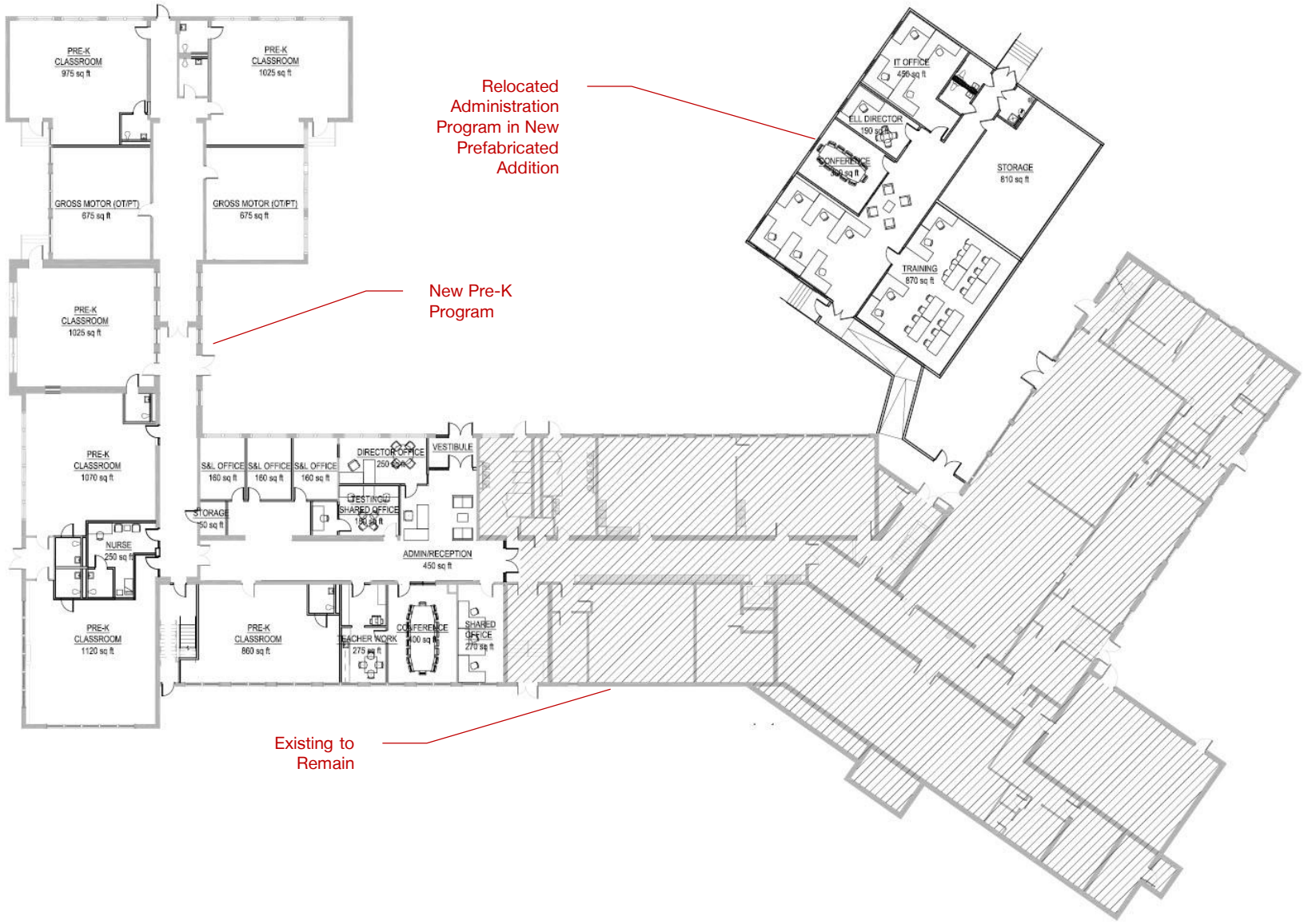
SMMA



Option One: Site Plan

Central Administration Building (Old Harrington)

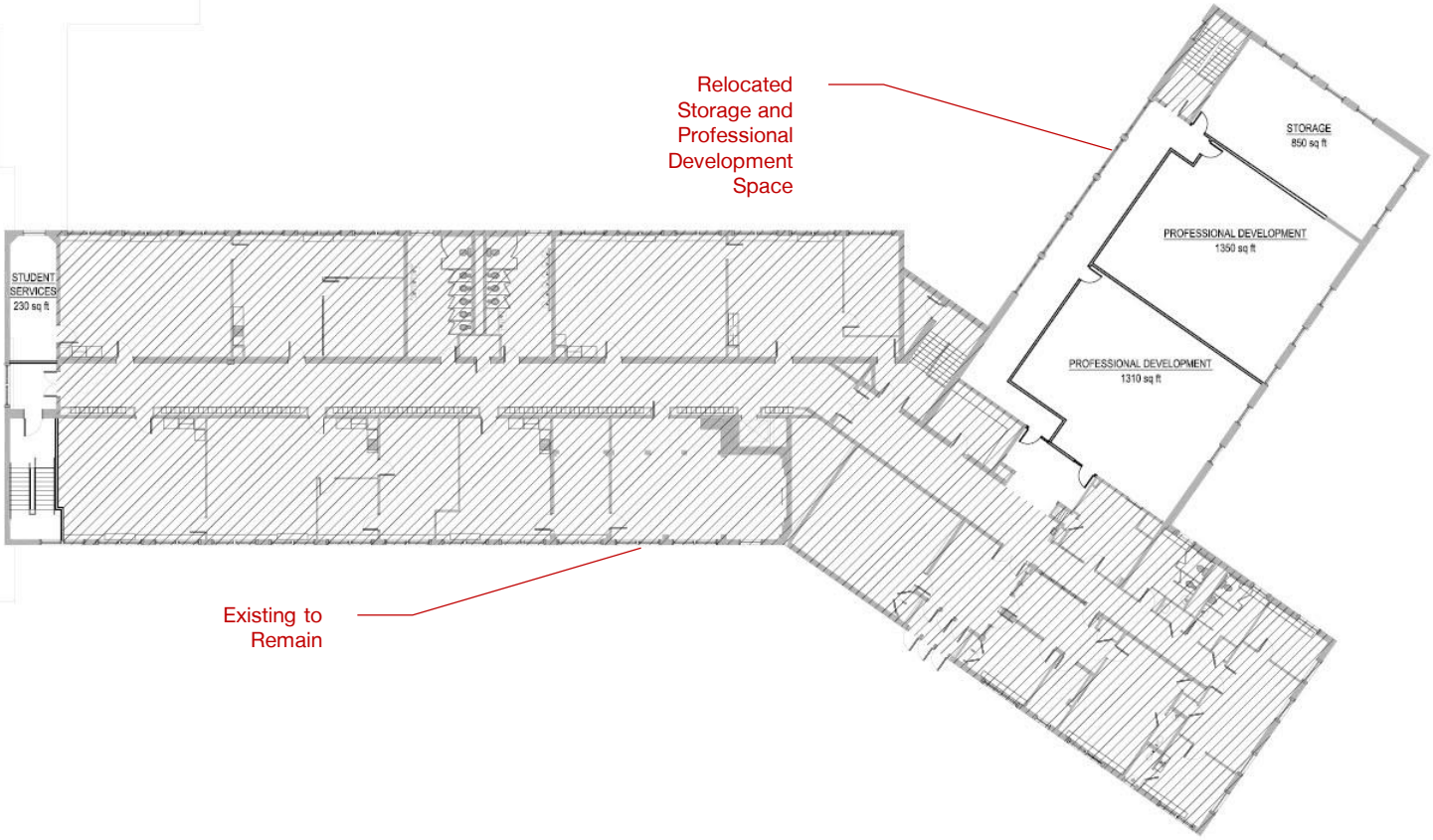
SMMA



Option One: Ground Floor Plan

Central Administration Building (Old Harrington)

SMMA



Option One: First Floor Plan

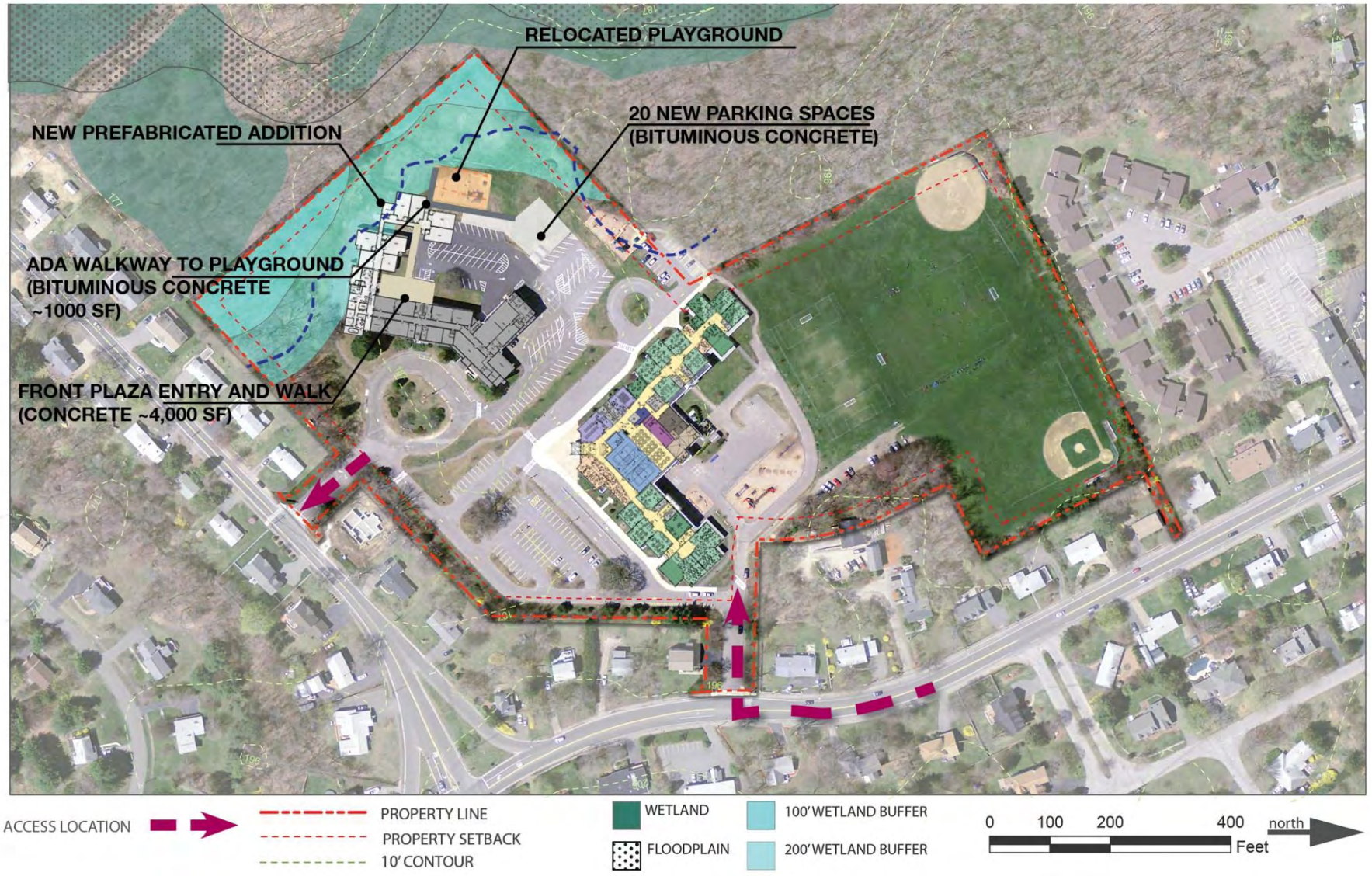
Central Administration Building (Old Harrington)

SMMA

- Schedule
  - Design — May - December 2015
  - Bid & Award — December - February 2016
  - Construction — February - August 2016
- Cost Model*
  - Construction Cost — $11,200,000
  - Total Project Cost — $13,700,000

*Cost model based on conceptual plans and schedule. Apply 3.5% compounded escalation factor for each year past schedule. The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

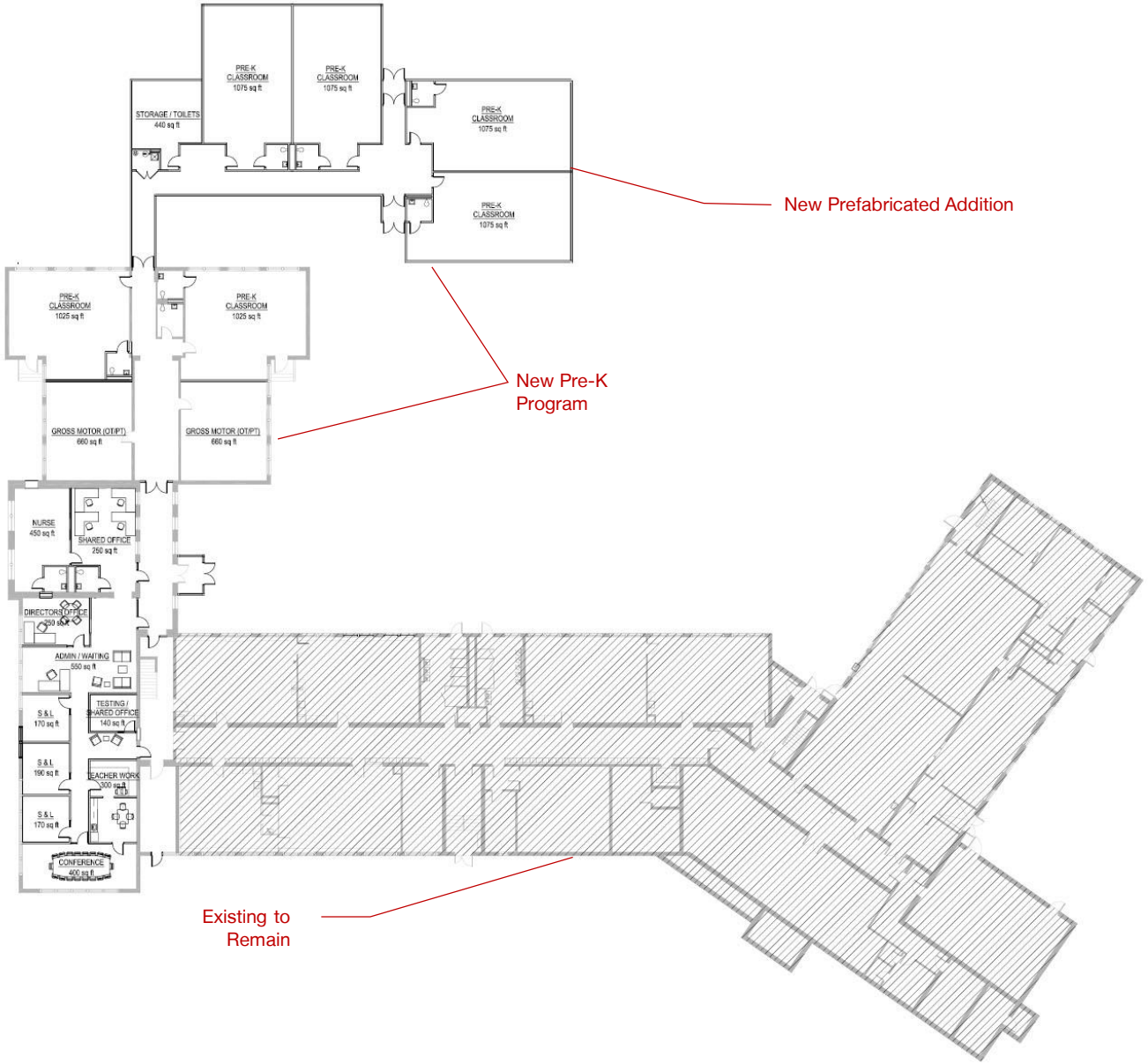
SMMA



Option Two: Site Plan

Central Administration Building (Old Harrington)

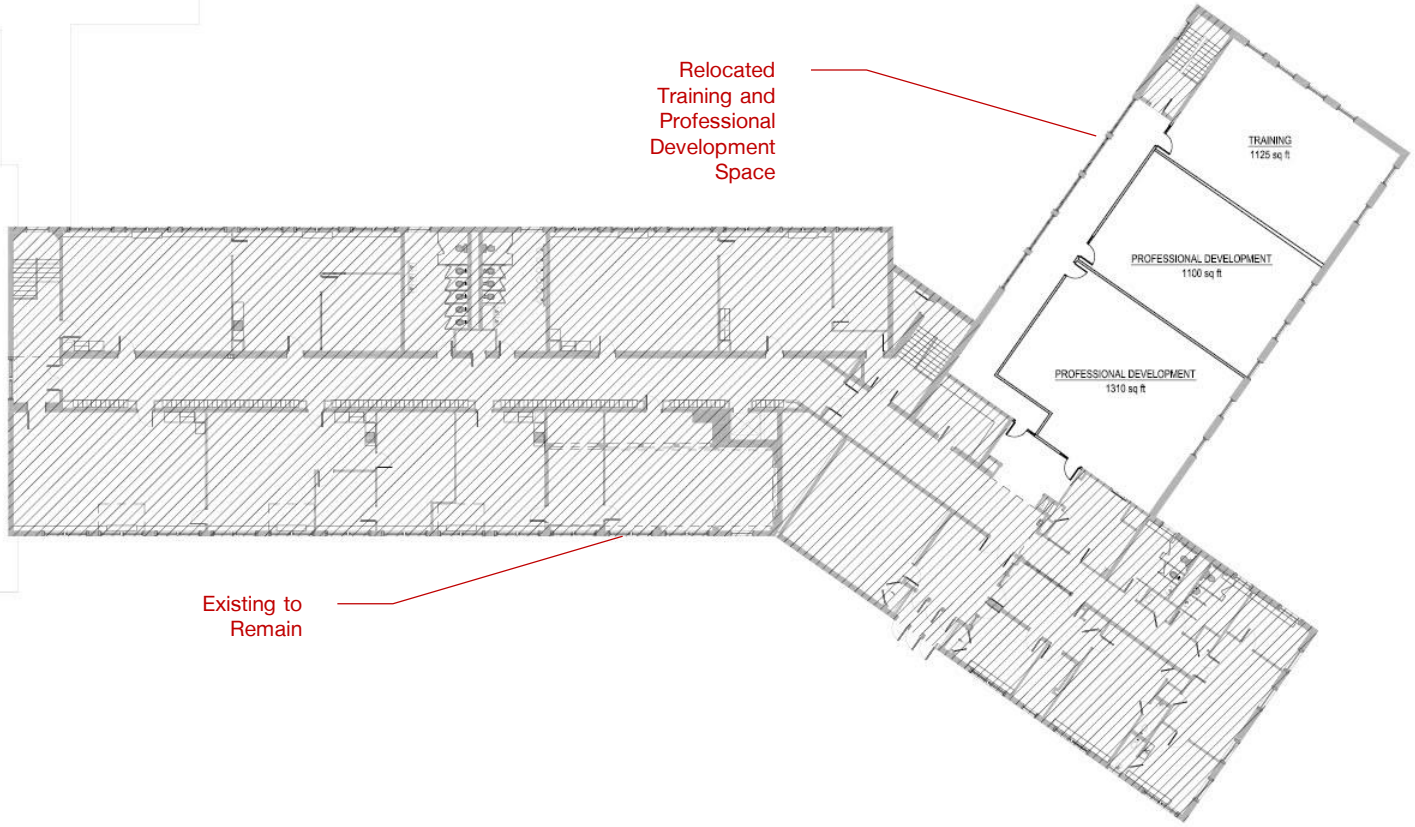
SMMA



Option Two: Ground Floor Plan

Central Administration Building (Old Harrington)

SMMA



Option Two: First Floor Plan

Central Administration Building (Old Harrington)

SMMA

- Schedule
  - Design — May - December 2015
  - Bid & Award — December - February 2016
  - Construction — February - August 2016
- Cost Model*
  - Construction Cost — $ 9,000,000
  - Total Project Cost — $12,100,000

*Cost model based on conceptual plans and schedule. Apply 3.5% compounded escalation factor for each year past schedule. The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

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Task Two

Convert former Pre-K program space in Harrington Elementary School to K-5 program space

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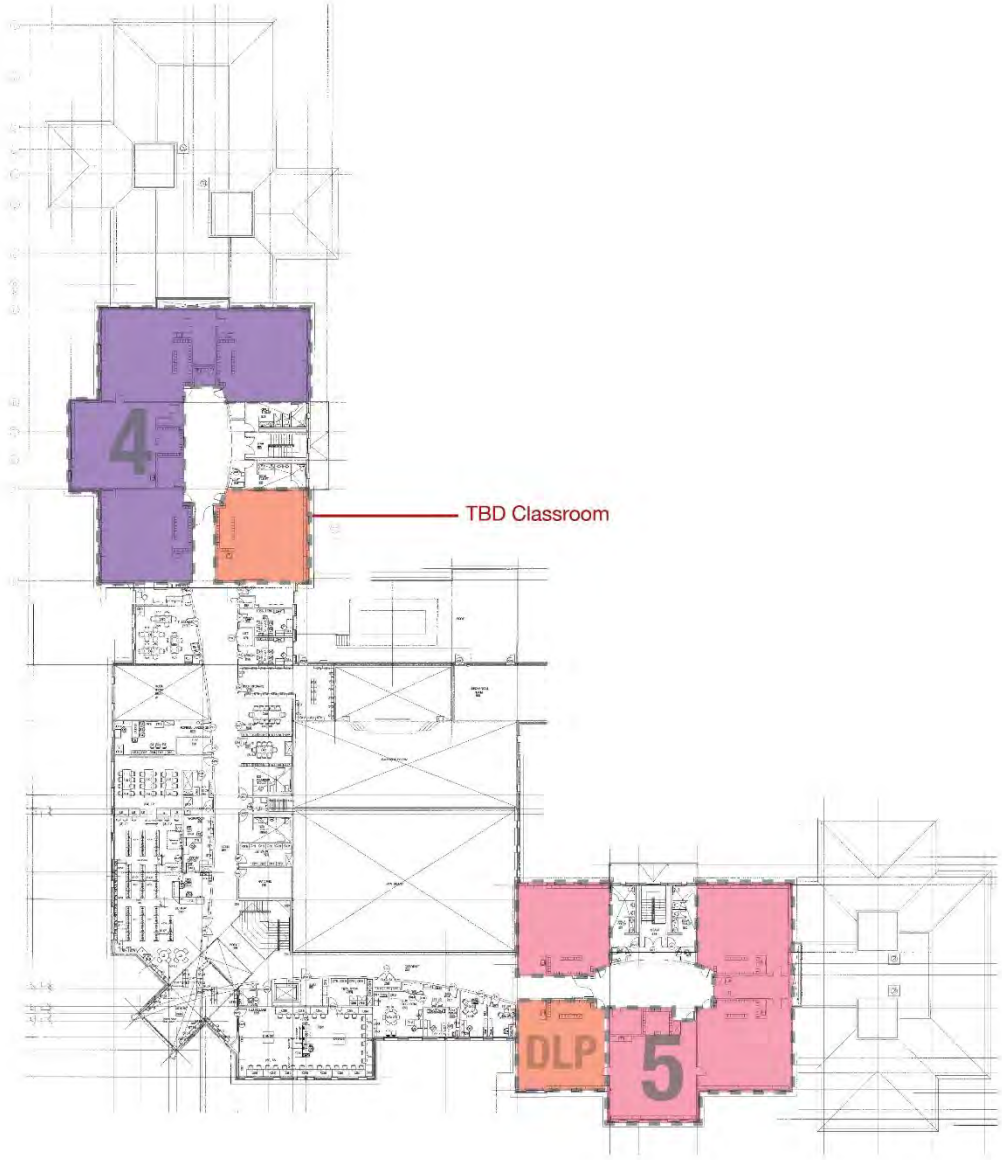
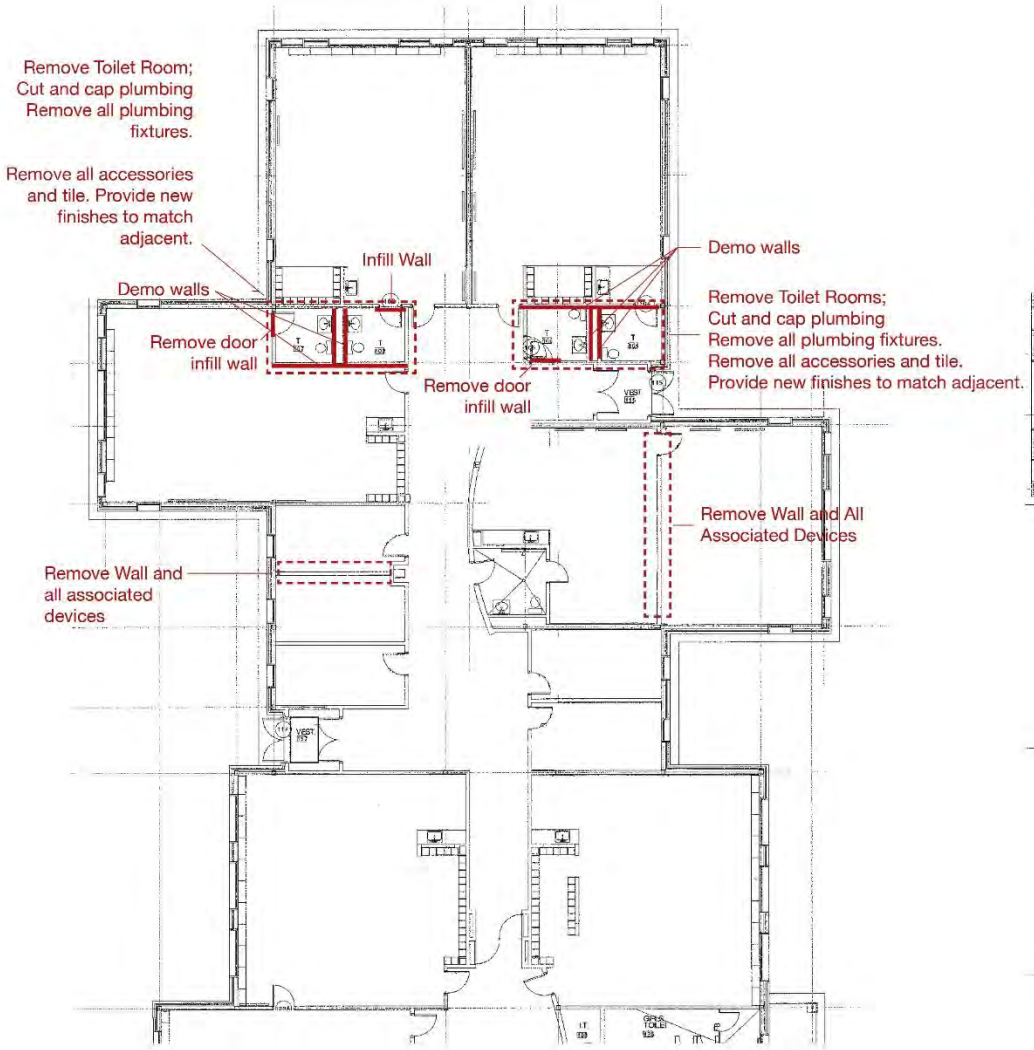
Harrington Elementary School – K-5 School
First Floor Plan

SMMA

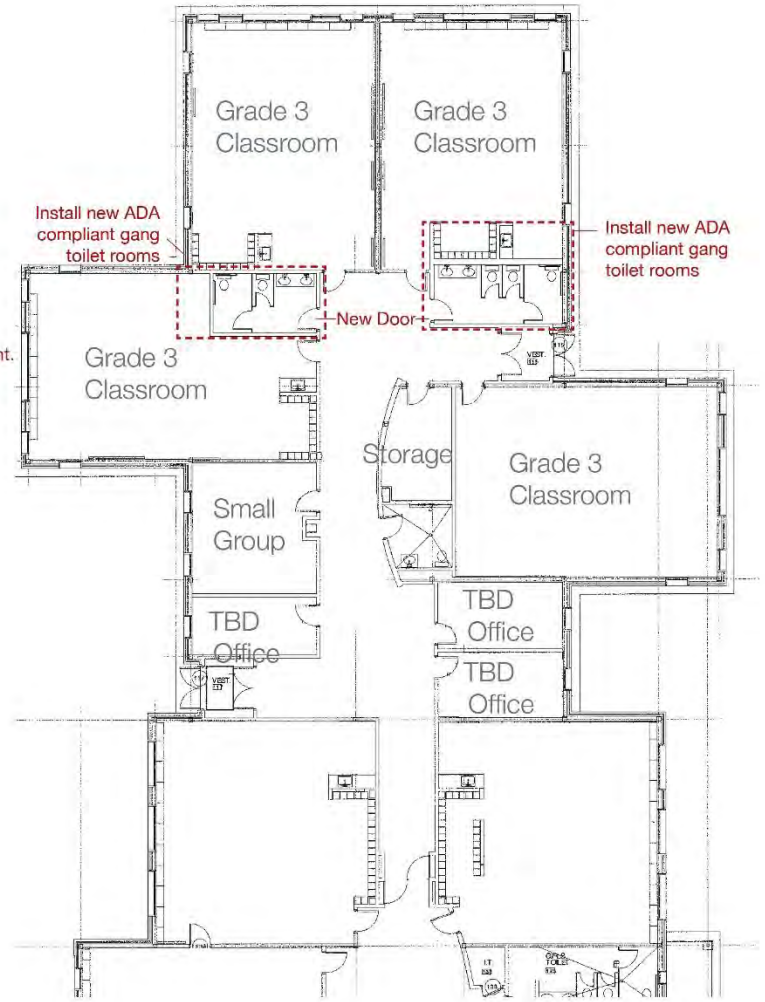


Harrington Elementary School – K-5 School
Second Floor Plan

SMMA



Existing PreK Plan



Converted Plan

Harrington Elementary School – K-5 School
First Floor Plan

SMMA

- Schedule
  - Design — January - June 2016
  - Bid & Award — June - August 2016
  - Construction — September - March 2017
- Cost Model*
  - Construction Cost — $200,000
  - Total Project Cost — $330,000

*Cost model based on conceptual plans and schedule. Apply 3.5% compounded escalation factor for each year past schedule. The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

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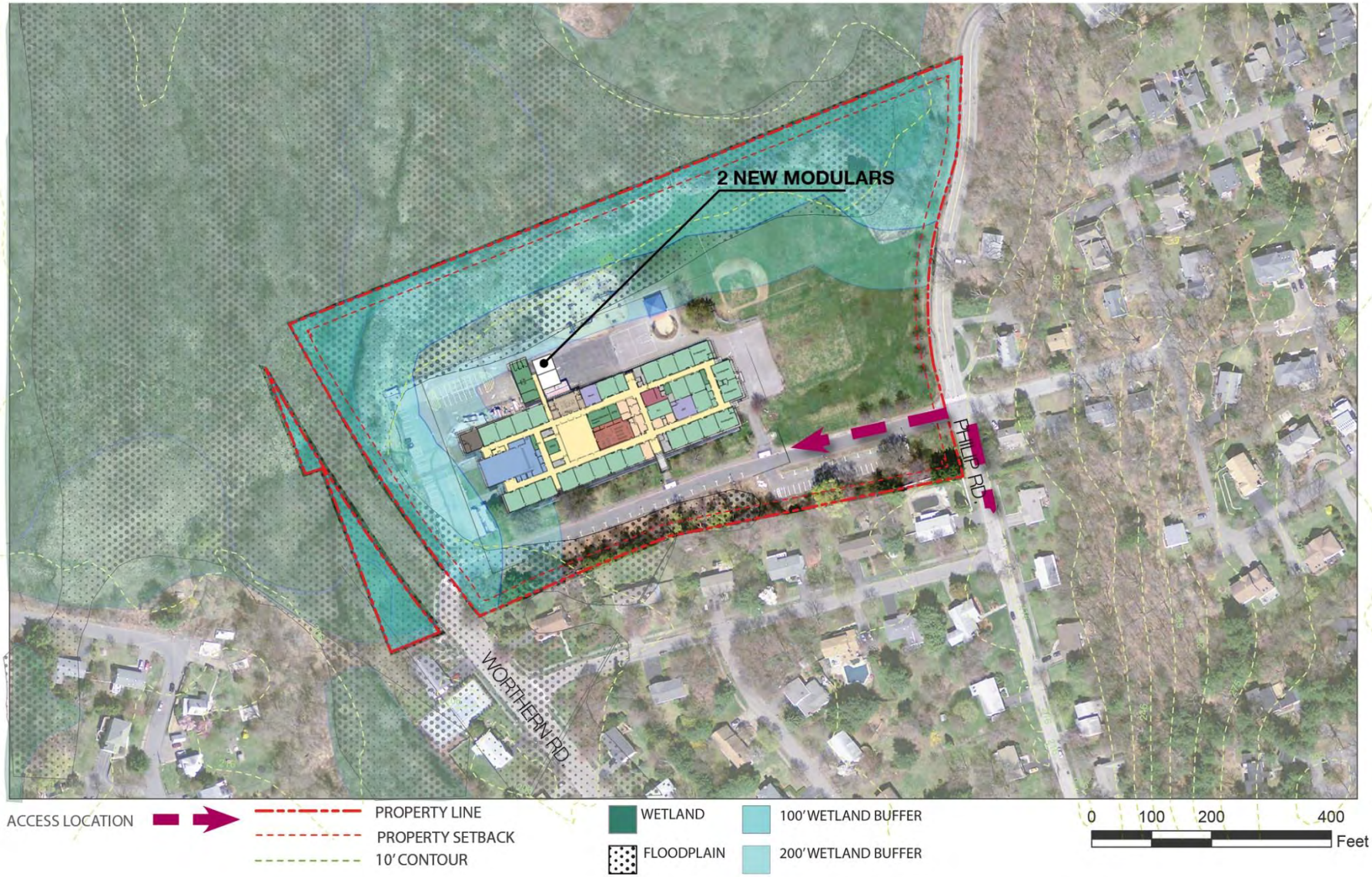
Task Three

Lease two classroom-sized modular units

- Fiske Elementary School
- Bowman Elementary School
- Bridge Elementary School

Bowman Elementary School – Existing Site Plan

SMMA



Bowman Elementary School with Two Leased Modulars

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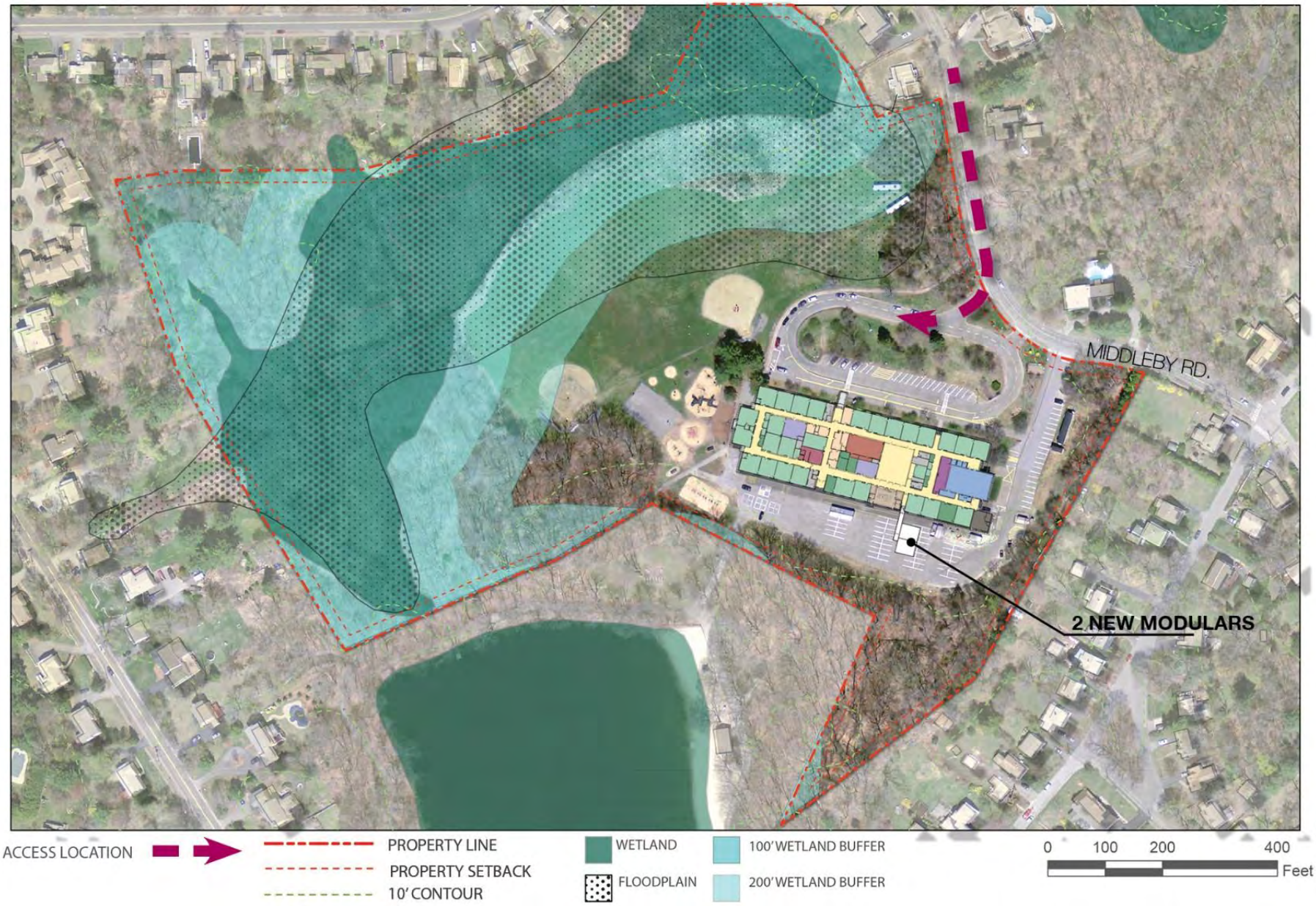
Bridge Elementary School – Existing Site Plan

SMMA

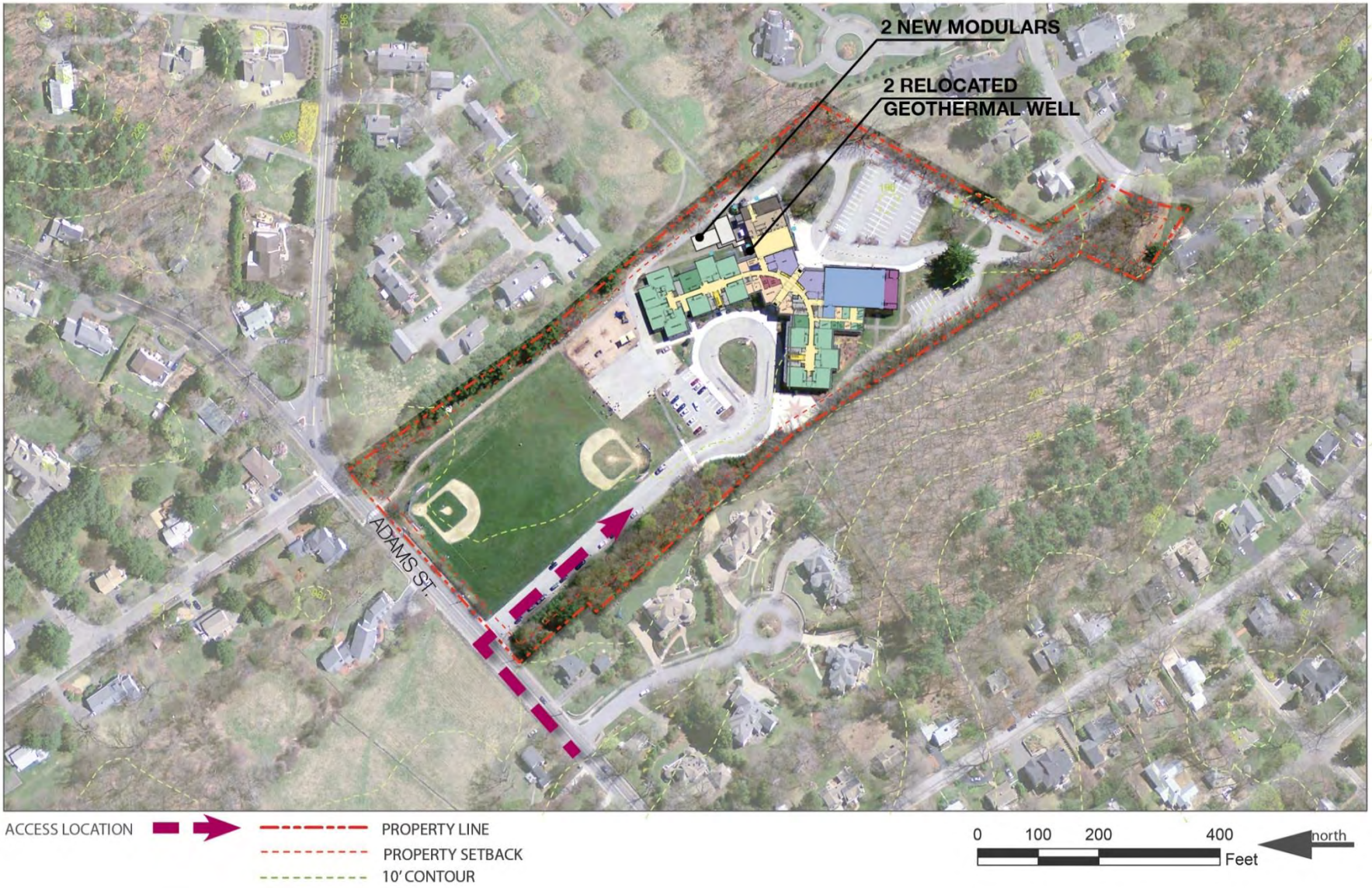


Bridge Elementary School with Two Leased Modulars

SMMA

Fiske Elementary School – Existing Site Plan

SMMA



Fiske Elementary School with Two Leased Modulars

SMMA

- Schedule
  - Design — January 15 - February 15, 2015
  - RFP & Award — February 15 - March 22, 2015
  - Installation — July 1 - August 15, 2015
- Cost Model*
  - Bowman
    - Construction Cost — $510,000
    - Total Project Cost — $690,000
  - Bridge
    - Construction Cost — $540,000
    - Total Project Cost — $730,000
  - Fiske
    - Construction Cost — $750,000
    - Total Project Cost — $980,000

*Cost model based on conceptual plans and schedule. Apply 3.5% compounded escalation factor for each year past schedule. The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

SMMA

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 2 – Elementary Schools Short and Long Term Options Study

Lexington Public Schools

Lexington, Massachusetts

October 30, 2014

Submitted by,

SMMA

Symmes Maini & McKee Associates

Cambridge, MA

SMMA No. 14043.00

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 2 - Elementary Schools Short and Long Term Options Study

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SMMA

Section 1
Executive Summary

LEXINGTON PUBLIC SCHOOLS MASTER PLAN
Phase 2 – Elementary Schools

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

Patrick Goddard
Mark Barrett

1.2 INTRODUCTION

This report summarizes the findings of Lexington Public Schools Master Plan - Phase 2 Elementary Schools Short and Long Terms Options Study. The intent of the study is understand the impact of potential short term solutions to increase space capacity at the elementary schools level as well as understand the implications of a multi-step longer term solution to the Harrington Elementary School.

The Phase 2 – Elementary Schools scope comprises three distinct tasks as follows:

1. Study the impact of relocating one Pre-K program space from the Harrington Elementary School into the Central Administration Building (Old Harrington),

2. Study the impact of relocating the entire Pre-K program from the Harrington Elementary School to the Central Administration Building (Old Harrington), and once relocated, repurpose the former Pre-K space in the Harrington Elementary School to K-5 space,

3. Study the impact of leasing two classroom-size modular units at each of the Fiske, Bowman and Bridge Elementary Schools.

1.3 OPTIONS SUMMARY

Relocate One Pre-K Program Space from the Harrington Elementary School into the Central Administration Building (Old Harrington)

The intent of relocating one Pre-K program space from the Harrington Elementary School is to create additional program space for the K-5 program in the Harrington Elementary School in the short term.

The gross motor (OT/PT) space will be relocated from the Harrington Elementary School into the lower level of the Central Administration Building (Old Harrington). The gross motor (OT/PT) space has been located in the west end of the lower level wing, which allows for direct access from the rear parking lot. Further, the existing spaces in this area are of sufficient size and have access to adjacent toilet room facilities. The existing space will be renovated to include a reception and waiting area, the gross motor (OT/PT) space and accessible toilet room facilities.

The work, if selected, is scheduled to be completed for August 2015 and the estimated cost is $29,203.

Relocate the entire Pre-K Program from the Harrington Elementary School to the Central Administration Building (Old Harrington)

There are two distinct options to the relocation of the entire Pre-K program into the Central Administration Building (Old Harrington). Option 1 locates the entire Pre-K program within the existing permanent structure of the Central Administration Building (Old Harrington) with resultant displacement of existing functions.

Option 2 locates the majority of the Pre-K program within the existing permanent structure of the Central Administration Building (Old Harrington) with the remaining being located in permanent modular construction. Option 2 reduces the extent of displacement of existing functions.

In Option 1, the entire Pre-K program is located within the existing permanent structure of the Central Administration Building (Old Harrington). The parking lot will be expanded and the play ground structure will be relocated. The renovated space will be upgraded with new roofing, exterior windows and doors, as well as renovated to meet accessibility requirements and refinished with new floor, wall and ceiling finishes. The spaces will be provided with air conditioning. The displaced administration spaces will be located in a permanent modular construction located in the rear parking lot. The professional development spaces will be located in the converted existing gymnasium on the second floor. The existing non-renovated space of the Central Administration Building (Old Harrington) will be upgraded for full accessibility compliance and full fire sprinklering.

The work, if selected, is scheduled to be completed for August 2016 and the estimated cost is $13,699,145.

In Option 2, the majority of the Pre-K program is located within existing permanent structure of the Central Administration Building (Old Harrington) with the remaining being located in permanent modular construction. The parking lot will be expanded and the play ground structure will be relocated. The renovated space will be upgraded with new roofing, exterior windows and doors, as well as renovated to meet accessibility requirements and refinished with new floor, wall and ceiling finishes. The spaces will be provided with air conditioning. The displaced professional development and training room spaces will be located in the converted existing gymnasium on the second floor. The existing non-renovated space of the Central Administration Building (Old Harrington) will be upgraded for full accessibility compliance and full fire sprinklering.

The work, if selected, is scheduled to be completed for August 2016 and the estimated cost is $12,106,054.

Repurpose the Former Pre-K Space in the Harrington Elementary School to K-5 Education Space

Once the Pre-K program is relocated to the Central Administration Building (Old Harrington), the former Pre-K program space in the Harrington Elementary School will be repurposed to K-5 program space for the long term. Four sections per grade can be accommodated. The former Pre-K pod will become the classrooms for the third grade. The toilet rooms will be renovated as appropriate for this grade structure.

The work, if selected, is scheduled to be completed for March 2017 and the estimated cost is $343,728.

Lease Two Classroom-Size Modular Units at Each of the Fiske, Bowman and Bridge Elementary Schools

Fiske Elementary School

Two classroom sized modular units will be leased for three years and be located on the east side of the school. An enclosed corridor connector will be constructed from the cafeteria to the modular units. Two geo-thermal wells will be relocated to accommodate the modular units' installation. The modular units will be inter-connected to the existing fire sprinkler, electrical, telephone, data, paging and security systems in the existing Fiske Elementary School.

The work, if selected, is scheduled to be completed for August 2015 and the estimated cost is $993,528.

Bowman Elementary School

Two classroom sized modular units will be leased for three years and be located on the north side of the school in the rear parking lot and attached to the existing modular classroom corridor connector. The modular units will be provided with two toilet rooms. The modular units will be inter-connected to the existing water, fire sprinkler, electrical, telephone, data, paging and security systems in the existing Bowman Elementary School. The toilet rooms in the modular units will be connected to the existing site sanitary system.

The work, if selected, is scheduled to be completed for August 2015 and the estimated cost is $706,346.

Bridge Elementary School

Two classroom sized modular units will be leased for three years and be located on the south side of the school in the rear parking lot. An enclosed corridor connector will be constructed from the existing corridor within the Bridge School to the modular units. The modular units will be provided with two toilet rooms. The modular units will be inter-connected to the existing water, fire sprinkler, electrical, telephone, data, paging and security systems in the existing Bridge Elementary School. The toilet rooms in the modular units will be connected to the existing site sanitary system.

The work, if selected, is scheduled to be completed for August 2015 and the estimated cost is $742,424.

SMMA

Section 2

Relocate One Pre-K Program Space from the Harrington Elementary School into the Central Administration Building (Old Harrington)

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

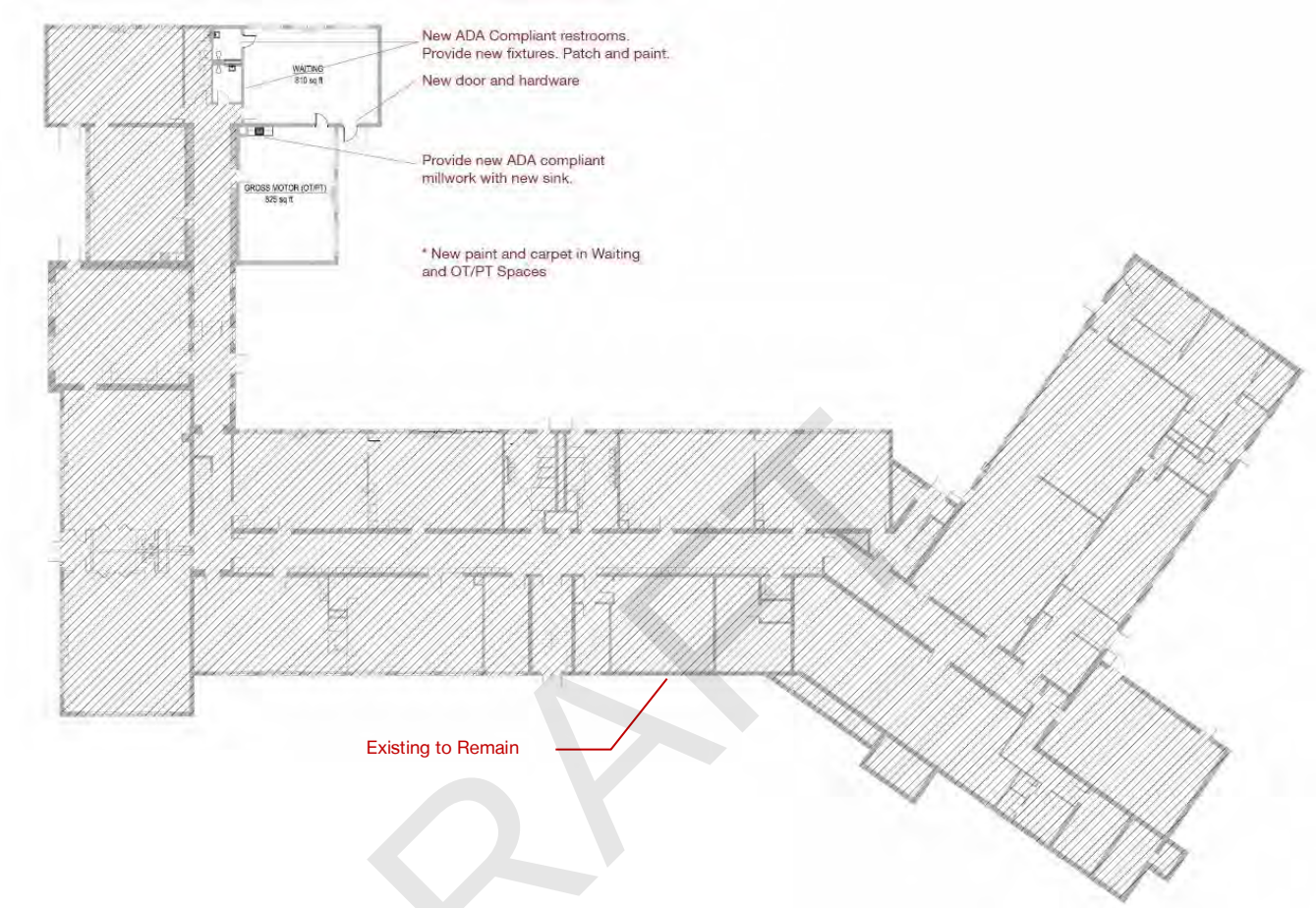
Phase 2 – Elementary Schools

SECTION 2
RELOCATE ONE PRE-K PROGRAM SPACE FROM THE HARRINGTON ELEMENTARY SCHOOL INTO THE CENTRAL ADMINISTRATION BUILDING (OLD HARRINGTON)

2.1 SPACE PLAN

The intent of relocating one Pre-K program space from the Harrington Elementary School is to create additional K-5 program space in the Harrington Elementary School in the short term.

The gross motor (OT/PT) space will be relocated from the Harrington Elementary School into the lower level of the Central Administration Building (Old Harrington). The gross motor (OT/PT) space has been located in the west end of lower level wing, which allows for direct access from the parking rear parking lot. Further, the existing spaces in this area are of sufficient size and have access to adjacent toilet room facilities. The existing space will be renovated to include a reception and waiting area, the gross motor (OT/PT) space and toilet facilities.



Central Administration Building (Old Harrington), Ground Floor – Gross Motor (OT/PT)

The interior spaces will be renovated to meet accessibility requirements and refinished with new floor, wall and ceiling finishes. The spaces will be provided with air conditioning.

2.2 SCHEDULE COMMENTARY

The schedule for the relocation of the one Pre-K program space from the New Harrington is as follows:

1. Commence Design Documents – March 2015
2. Complete Design Documents – April 2015
3. Commence Bidding – April 2015
4. Receive Bids – May 2015

5. Award Construction Contract – May 2015

6. Commence Renovation – June 2015

7. Complete and ready for Occupancy – August 2015

2.3 COST MODEL

The construction cost is estimated to be $287,275 and the total project cost is estimated to be $429,203.

The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2015, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2015.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, hazardous material testing and abatement, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

SMMA

Section 3

Relocate the Entire Pre-K Program from the Harrington Elementary School to the Central Administration Building (Old Harrington)

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 2 – Elementary Schools

SMMA

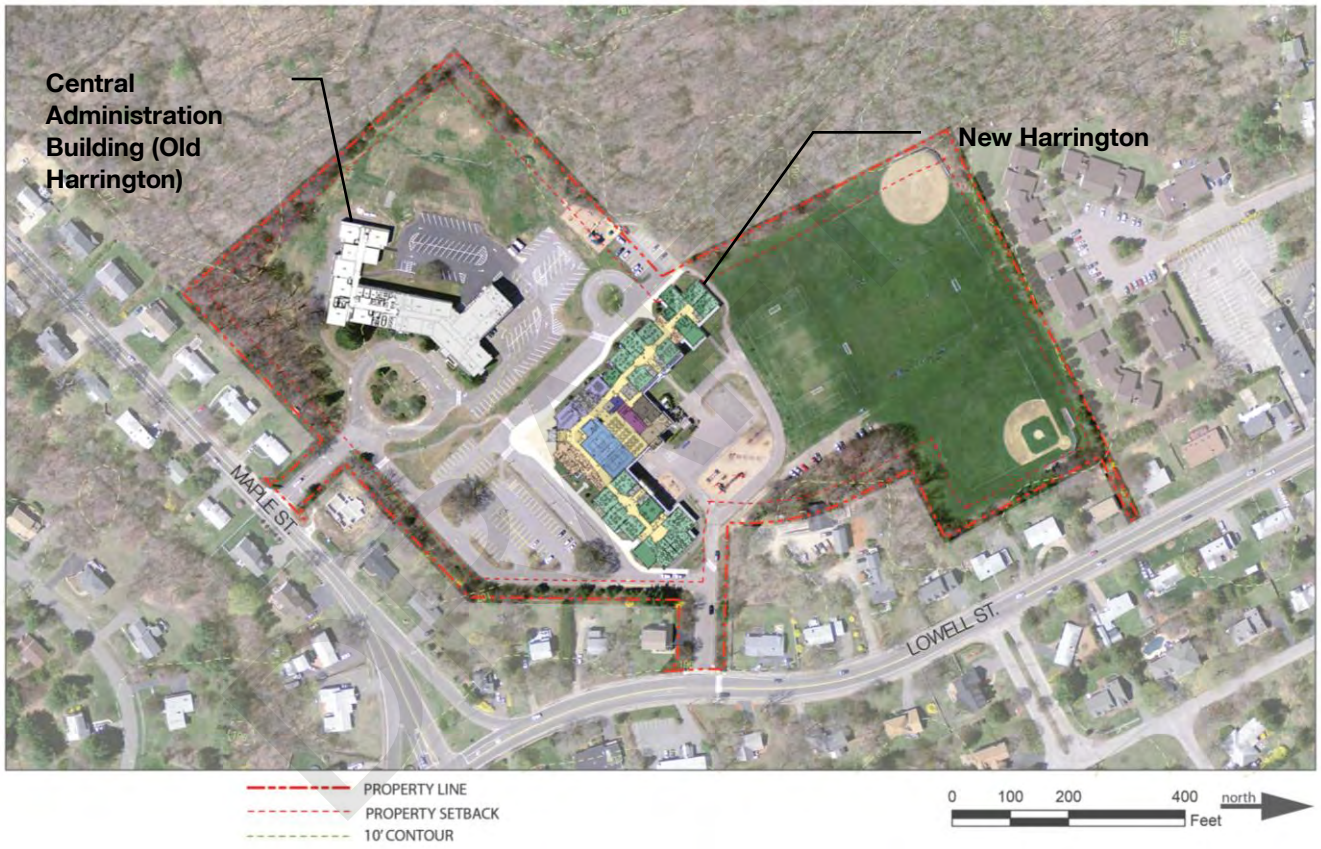
SECTION 3
RELOCATE THE ENTIRE PRE-K PROGRAM FROM THE HARRINGTON ELEMENTARY SCHOOL TO THE CENTRAL ADMINISTRATION BUILDING (OLD HARRINGTON)

There are two distinct options to the relocation of the entire Pre-K program into the Central Administration Building (Old Harrington). Option 1 locates the entire Pre-K program within the existing permanent structure of the Central Administration Building (Old Harrington). Option 2 locates the majority of the Pre-K program within the existing permanent structure of the Central Administration Building (Old Harrington) with the remaining Pre-K program being located in permanent modular construction. Option 2 reduces the extent of displacement of existing functions.

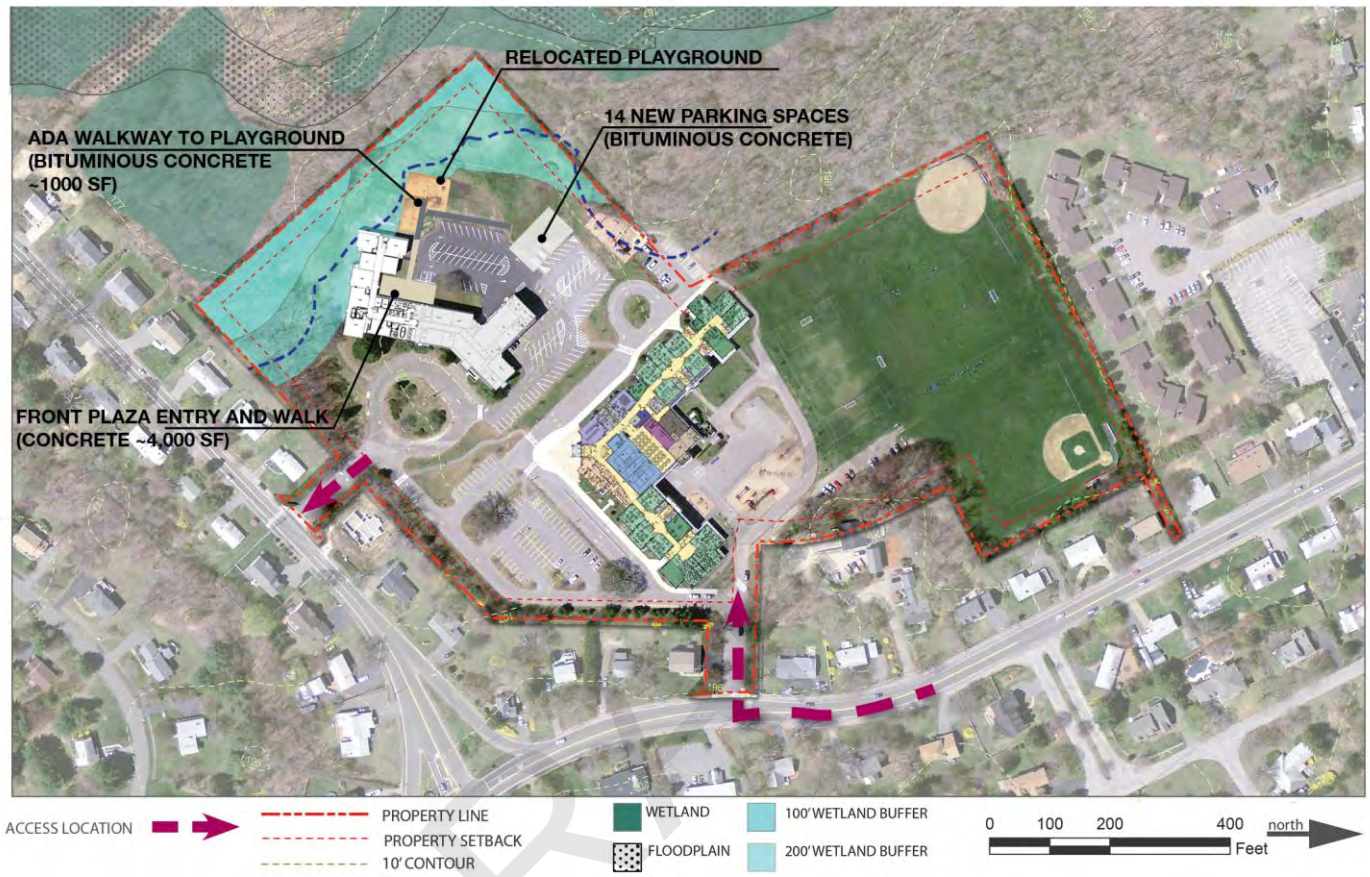
3.1 SPACE PLAN – OPTION 1

The intent of relocating the entire Pre-K program space from the Harrington Elementary School is to create additional K-5 program space in the Harrington Elementary School in the long term.

The entire Pre-K program is located within existing permanent structure of the Central Administration Building (Old Harrington). The parking lot will be expanded and the play ground structure will be relocated.

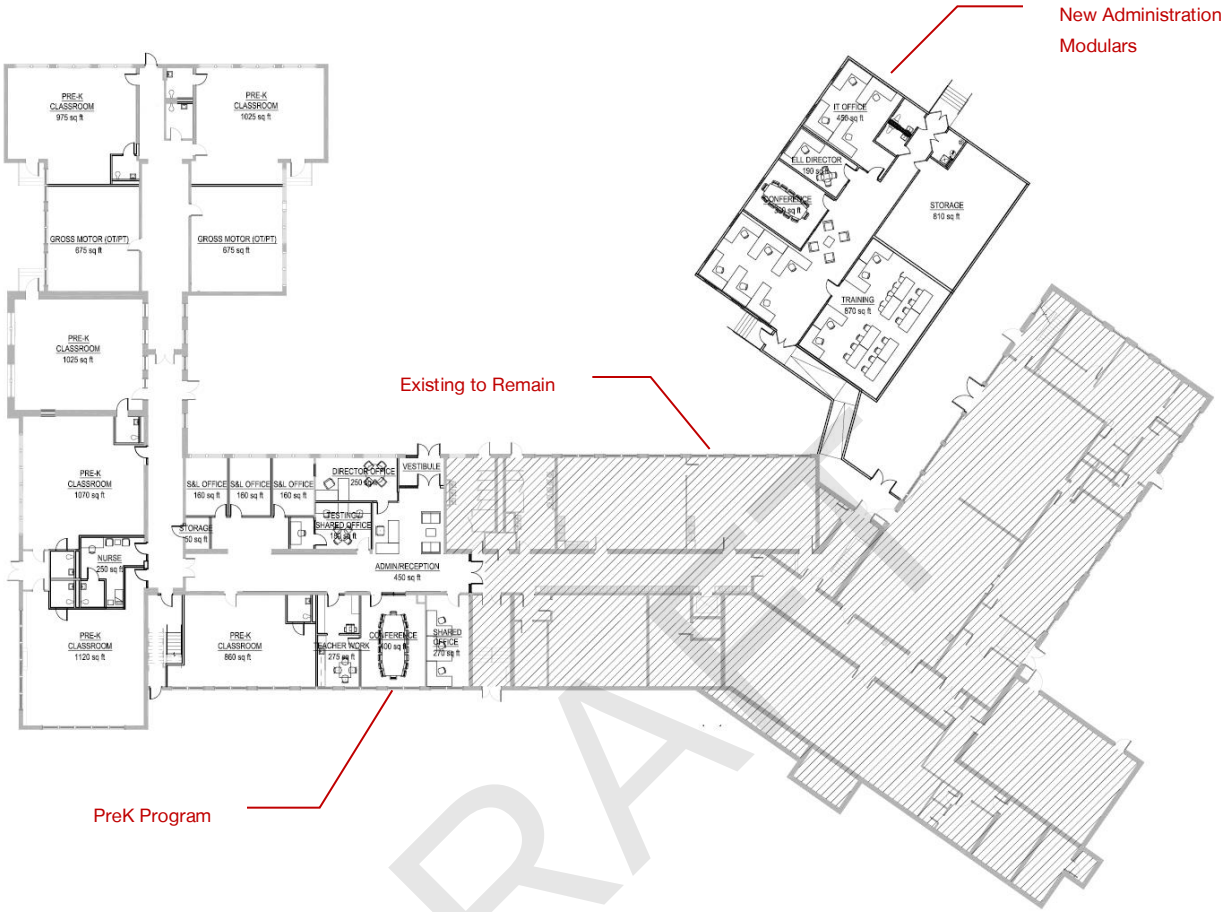


Existing Site Plan

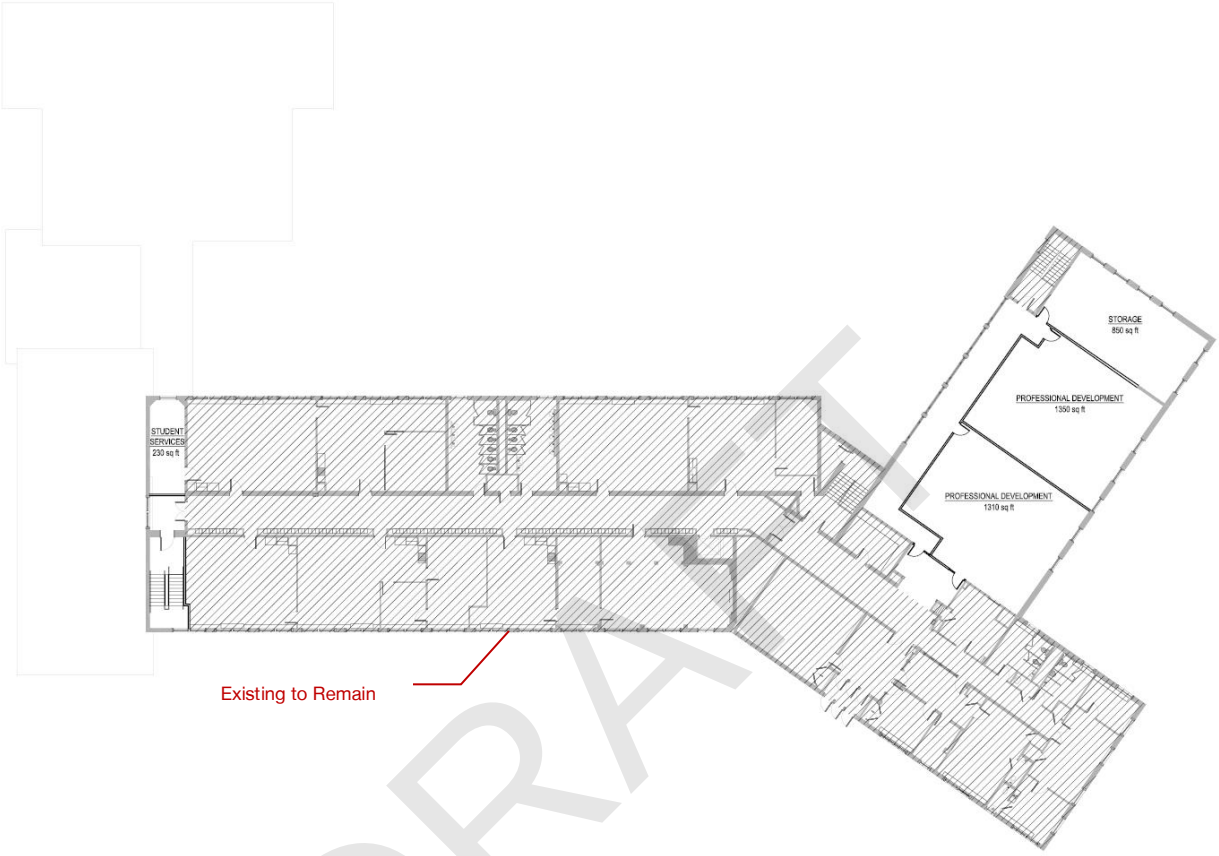


OPTION 1: Site Plan

The renovated space will be upgraded with new roofing, exterior windows and doors, as well as renovated to meet accessibility requirements and refinished with new floor, wall and ceiling finishes. The spaces will be provided with air conditioning. The displaced administration spaces will be located in a permanent modular construction located in the rear parking lot. The displaced professional development spaces will be located in the repurposed existing gymnasium on the second floor. The existing non-renovated space of the Central Administration Building (Old Harrington) will be upgraded for full accessibility compliance and full fire sprinklering.



OPTION 1: Ground Floor – Central Administration Building (Old Harrington)



OPTION 1: First Floor – Central Administration Building (Old Harrington)

3.2 SCHEDULE COMMENTARY

The schedule for the relocation of the entire Pre-K program space from the Harrington Elementary School is as follows:

1. Commence Design Documents – May 2015
2. Complete Design Documents – December 2015
3. Commence Bidding – December 2015
4. Receive Bids – January 2016
5. Award Construction Contract – February 2016
6. Commence Renovation – February 2016
7. Complete and ready for Occupancy –August 2016

3.3 COST MODEL

The construction cost is estimated to be $11,192,411 and the total project cost is estimated to be $13,699,145.

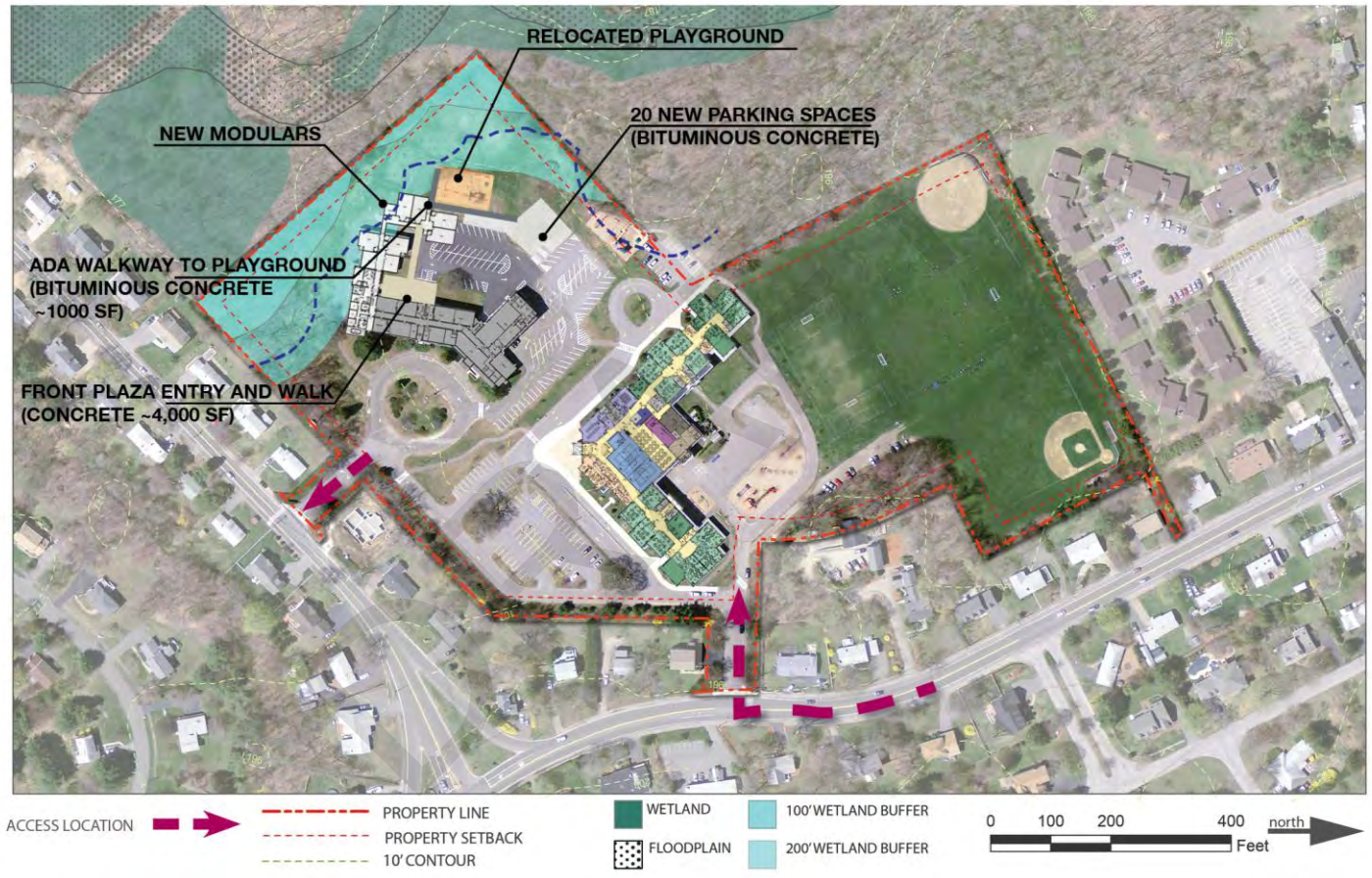
The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2016, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2016.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, hazardous material testing and abatement, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

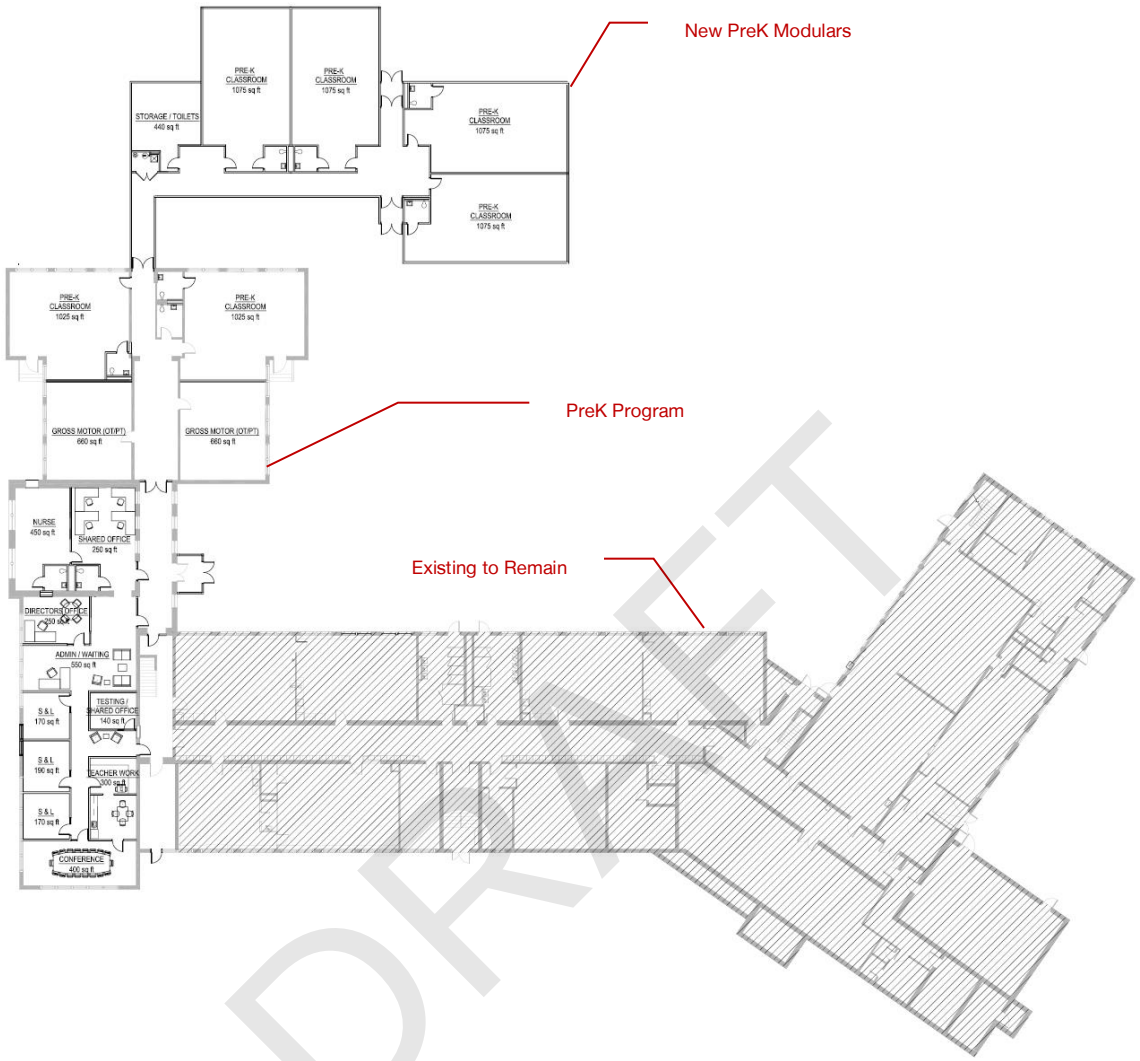
3.4 SPACE PLAN – OPTION 2

The majority of the Pre-K program is located within existing permanent structure of the Central Administration Building (Old Harrington) with the remaining being located in permanent modular construction. The parking lot will be expanded and the play ground structure will be relocated.

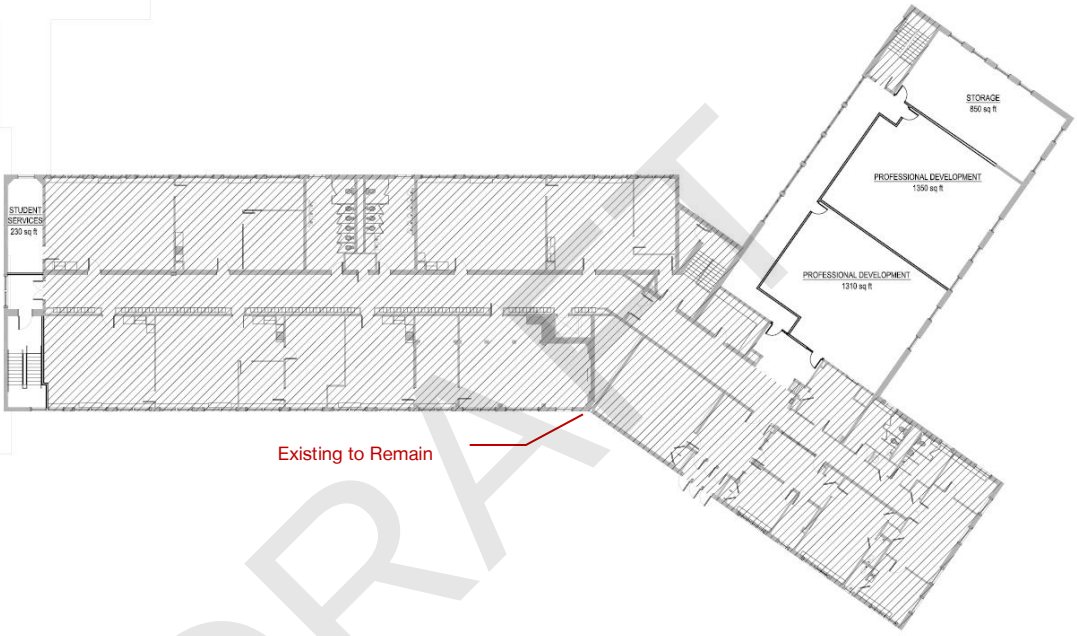


OPTION 2: Site Plan

The renovated space will be upgraded with new roofing, exterior windows and doors, as well as renovated to meet accessibility requirements and refinished with new floor, wall and ceiling finishes. The spaces will be provided with air conditioning. The displaced professional development and training room spaces will be located in the repurposed existing gymnasium on the second floor. The existing non-renovated space of the Central Administration Building (Old Harrington) will be upgraded for full accessibility compliance and full fire sprinklering.



OPTION 2: Ground Floor – Central Administration Building (Old Harrington)



OPTION 2: First Floor – Central Administration Building (Old Harrington)

3.5 SCHEDULE COMMENTARY

The schedule for the relocation of the entire Pre-K program space from the Harrington Elementary School is as follows:

1. Commence Design Documents – May 2015
2. Complete Design Documents – December 2015
3. Commence Bidding – December 2015
4. Receive Bids – January 2016
5. Award Construction Contract – February 2016

6. Commence Renovation – February 2016
7. Complete and ready for Occupancy –August 2016

3.6 COST MODEL

The construction cost is estimated to be $9,886,063 and the total project cost is estimated to be $12,106,054.

The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2016, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2016.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, hazardous material testing and abatement, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

SMMA

Section 4

Repurpose the Former Pre-K Space in the Harrington Elementary School to K-5 Education Space

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 2 – Elementary Schools

SMMA

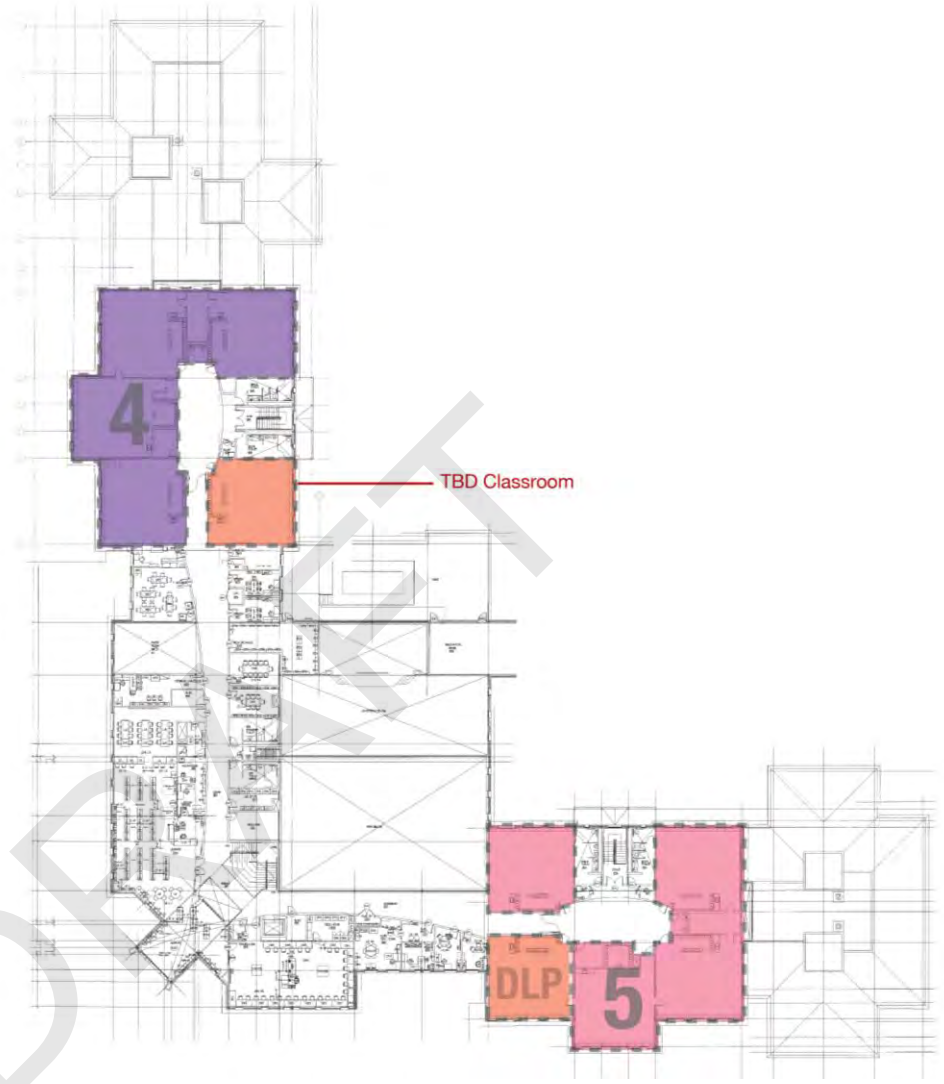
SECTION 4
REPURPOSE THE FORMER PRE-K SPACE IN THE HARRINGTON ELEMENTARY SCHOOL TO K-5 PROGRAM SPACE

4.1 SPACE PLAN

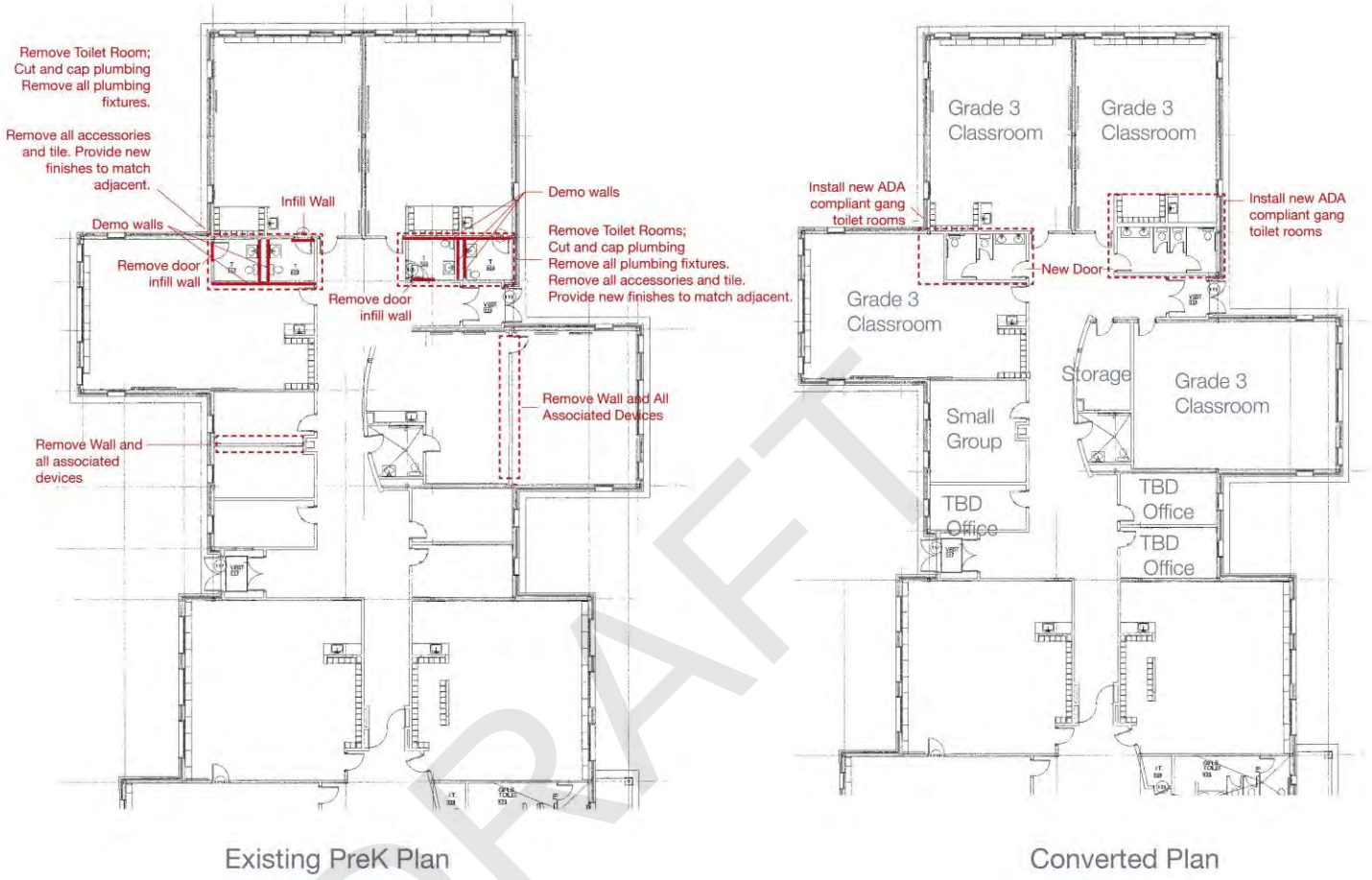
Once the Pre-K program is relocated to the Central Administration Building (Old Harrington), the former Pre-K program space in the Harrington Elementary School will be repurposed to K-5 program space for the long term. The school can then accommodate four sections per grade.

The former Pre-K pod will become the classrooms for the third grade. The toilet rooms will be renovated as appropriate for this grade structure.

Harrington Elementary School – K-5 School, First Floor (Grade Level Pods)



Harrington Elementary School – K-5 School, Second Floor (Grade Level Pods)



4.2 SCHEDULE COMMENTARY

The schedule for repurposing the former Pre-K program spaces in the New Harrington School is as follows:

1. Commence Design Documents – January 2015
2. Complete Design Documents – June 2016
3. Commence Bidding – June 2016
4. Receive Bids – July 2016
5. Award Construction Contract – August 2016
6. Commence Renovation – September 2016
7. Complete and ready for Occupancy – March 2017

4.3 COST MODEL

The construction cost is estimated to be $204,440 and the total project cost is estimated to be $343,728.

The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2017, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2017.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

SMMA

Section 5

Lease Two Classroom-Sized Modular Units at Each of the Fiske, Bowman and Bridge Elementary Schools

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 2 – Elementary Schools

SECTION 5
LEASE TWO CLASSROOM-SIZED MODULAR UNITS AT EACH OF THE FISKE, BOWMAN AND BRIDGE ELEMENTARY SCHOOLS

5.1 SPACE PLAN – FISKE ELEMENTARY SCHOOL

Two classroom sized modular units will be leased for three years and be located on the east side of the school. An enclosed corridor connector will be constructed from the cafeteria to the modular units. Two geo-thermal wells will be relocated to accommodate the modular units' installation. The modular units will be inter-connected to the existing fire sprinkler, electrical, telephone, data, paging and security systems in the existing Fiske Elementary School. The modular units could be new or re-used based on manufacturer inventory.

Fiske Elementary School Existing Site Plan

Fiske Elementary School - Modular Plan

5.2 COST MODEL

The construction cost is estimated to be $754,822 and the total project cost is estimated to be $993,528.

The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2015, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2015.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies.

5.3 SPACE PLAN – BOWMAN ELEMENTARY SCHOOL

Two classroom sized modular units will be leased for three years and be located on the north side of the school in the rear parking lot and attach to the existing modular classroom corridor connector. The modular units will be provided with two toilet rooms. The modular units will be inter-connected to the existing water, fire sprinkler, electrical, telephone, data, paging and security systems in the existing Bowman Elementary School. The toilet rooms in the modular units will be connected to the existing site sanitary system. The modular units could be new or re-used based on manufacturer inventory.

Bowman Elementary School Existing Site Plan

Bowman Elementary School – Modular Plan

5.4 COST MODEL

The construction cost is estimated to be $516,808 and the total project cost is estimated to be $706,346.

The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2015, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2015.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies

5.5 SPACE PLAN – BRIDGE ELEMENTARY SCHOOL

Two classroom sized modular units will be leased for three years and be located on the south side of the school in the rear parking lot. An enclosed corridor connector will be constructed from the existing corridor within the Bridge School to the modular units. The modular units will be provided with two toilet rooms. The modular units will be inter-connected to the existing water, fire sprinkler, electrical, telephone, data, paging and security systems in the existing Bridge Elementary School. The toilet rooms in the modular units will be connected to the existing site sanitary system. The modular units could be new or re-used based on manufacturer inventory.

Bridge Elementary School Existing Site Plan

Bridge Elementary School – Modular Plan

5.6 COST MODEL

The construction cost is estimated to be $545,216 and the total project cost is estimated to be $742,424.

The construction costs noted above are delineated in the Study Estimate, dated 10/29/14 and prepared by Daedalus Projects, which is appended to this report.

Should the project not be implemented in the summer of 2015, an escalation factor of 3.5% compounded, needs to be applied to the figures for each year past the summer of 2015.

The total project cost includes the construction cost, design and engineering fees, reimbursable expenses, permitting, bid document printing, furniture and equipment relocation /protection and contingencies

5.7 SCHEDULE COMMENTARY

The schedule for all three elementary schools' modular installation is as follows:

1. Commence RFP Documents – January 15, 2015
2. Complete RFP Documents – February 15, 2015
3. Issue RFP documents – February 15, 2015
4. Vendor submit Proposals – March 8, 2015
5. Review proposals, sign contract and issue NTP – March 22, 2015
6. Commence Install – July 1, 2015
7. Complete Install and ready for Occupancy – August 15, 2015

SMMA

Section 6

Appendix

Detailed Cost Estimates

Study Drawings Package (Appended Separately)

LEXINGTON PUBLIC SCHOOLS MASTER PLAN

Phase 2 – Elementary Schools

Relocate one Pre-K Program Space from the Harrington Elementary School into the Central Administration Building (Old Harrington)

Construction Cost (includes 20% estimating contingency)		$287,275
Construction Contingency	10.00%	$28,728
Design Fee	10.00%	$28,728
FFE		$25,000
FFE for repurposed space		$25,000
Permitting		$0
Hazardous Material Monitoring	5.00%	$14,364
Miscellaneous Expenses (moving, printing, legal)	2.00%	$5,746
Owner's Contingency	5.00%	$14,364
	Total	$429,203

Relocate the Entire Pre-K Program from the Harrington Elementary School to the Central Administration Building (Old Harrington)

OPTION 1

Construction Cost (includes 20% estimating contingency)		$11,192,411
Construction Contingency	10.00%	$1,119,241
Design Fee	10.00%	$1,119,241
FFE		$50,000
Permitting		$0
Hazardous Material Monitoring	0.50%	$55,962
Materials Testing	0.50%	$55,962
Commissioning	0.50%	$55,962
Miscellaneous Expenses (moving, printing, legal)	0.20%	$22,385
Owner's Contingency	0.25%	$27,981
	Total	$13,699,145

Relocate the Entire Pre-K Program from the Harrington Elementary School to the Central Administration Building (Old Harrington)

OPTION 2

Construction Cost (includes 20% estimating contingency)		$9,886,063
Construction Contingency	10.00%	$988,606
Design Fee	10.00%	$988,606
FFE		$50,000
Permitting		$0
Hazardous Material Monitoring	0.50%	$49,430
Materials Testing	0.50%	$49,430
Commissioning	0.50%	$49,430
Miscellaneous Expenses (moving, printing, legal)	0.20%	$19,772
Owner's Contingency	0.25%	$24,715
	Total	$12,106,054

Repurpose the former Pre-K Space in the Harrington Elementary School to K-5 Program Space

Construction Cost (includes 20% estimating contingency)		$204,440
Construction Contingency	10.00%	$20,444
Design Fee	10.00%	$20,444
FFE		$80,000
Permitting		$0
Moving Expenses	2.00%	$4,089
Miscellaneous Expenses (moving, printing, legal)	2.00%	$4,089
Owner's Contingency	5.00%	$10,222
	Total	$343,728

Lease Two Classroom-Sized Modular Units at Fiske Elementary School

Construction Cost (includes 20% estimating contingency)		$754,822
Construction Contingency	10.00%	$75,482
Design Fee	10.00%	$75,482
FFE		$50,000
Permitting		$0
Materials Testing	2.00%	$15,096
Miscellaneous Expenses (moving, printing, legal)	1.00%	$7,548
Owner's Contingency	2.00%	$15,096
	Total	$993,528

Lease Two Classroom-Sized Modular Units at Bowman Elementary School

Construction Cost (includes 20% estimating contingency)		$516,808
Construction Contingency	10.00%	$51,681
Design Fee	10.00%	$51,681
FFE		$50,000
Permitting		$0
Hazardous Material Monitoring	2.00%	$10,336
Materials Testing	2.00%	$10,336
Miscellaneous Expenses (moving, printing, legal)	1.00%	$5,168
Owner's Contingency	2.00%	$10,336
	Total	$706,346

Lease Two Classroom-Sized Modular Units at Bridge Elementary School

Construction Cost (includes 20% estimating contingency)		$545,216
Construction Contingency	10.00%	$54,522
Design Fee	10.00%	$54,522
FFE		$50,000
Permitting		$0
Hazardous Material Monitoring	2.00%	$10,904
Materials Testing	2.00%	$10,904
Miscellaneous Expenses (moving, printing, legal)	1.00%	$5,452
Owner's Contingency	2.00%	$10,904
	Total	$742,424

Lexington Public Schools
Master Plan
Phase 2 - Elementary Schools
Short and Long Term Options Study

October 29, 2014

Construction Cost Estimating

Architect:
SMMA
1000 Massachusetts Avenue
Cambridge, MA

Cost Estimator:
Daedalus Projects Incorporated
112 South Street
Boston, MA 02111
(617) 451 2717

INTRODUCTION

Project Description:

- The project consists various studies of the existing schools in Lexington, MA. Those schools are:
  - Bowman
  - Bridge
  - Fiske
  - Central Administration Building (Old Harrington)
  - Harrington Elementary School

Project Particulars:

- Drawings and information provided by SMMA at a meeting at their office October 22, 2014
- Assumed construction start dates vary
- Daedalus Projects, Inc. experience with similar projects of this nature

Project Assumptions:

- The project will be publicly bid to General Contractors under Chapter 149 or thru an RFP proces for the leased modulars
- Our costs assume that there will be at least three subcontractors submitting unrestricted bids in each sub-trade
- The Total Construction Cost reflects the fair construction value of this project in a competitive bidding market
- Unit rates are based on current dollars
- An allowance for escalation to start of construction at a rate of 3.5% per year has been carried
- Subcontractor's markups have been included in each unit rate. Markups cover the cost of field overhead, home office overhead and subcontractor's profit
- General Conditions and Requirements value covers Sub-Contractor's bond, site office overheads, and building permit applications
- Fee markup is calculated on a percentage basis of direct construction costs. The value covers Contractor's bond, insurance and profit
- Design and Pricing Contingency markup is an allowance for unforeseen design issues, design detail development and specification clarifications

Project Exclusions:

- Design fees and other soft costs
- Interest expense
- Owner's project administration
- Construction of temporary facilities
- Relocation expenses
- AV equipment excluded
- Printing and advertising
- Site or existing condition surveys and investigations
- Utility company back charges during construction
- Police details and street/sidewalk permits
- Work beyond the boundary of the site
- Testing & commissioning
- Specialties, loose furnishings, fixtures and equipment beyond those noted

LEXINGTON PUBLIC SCHOOLS - PHASE 2

DESCRIPTION	TOTAL
LEASED MODULARS	
Fiske Elementary: 2 Leased Modular Classrooms for 3 Year Term	$754,822
Bridge Elementary: 2 Leased Modular Classrooms for 3 Year Term	$545,216
Bowman Elementary: 2 Leased Modular Classrooms for 3 Year Term	$516,808
CENTRAL ADMINISTRATION BUILDING (OLD HARRINGTON)	
Relocate One (1) Pre-K Space From Harrington Elementary School to Central Administration	$287,275
Option 1: "L" Relocate Entire Pre K and Modular	$11,192,411
Option 2: "Bar" Relocate Entire Pre K	$9,886,063
HARRINGTON ELEMENTARY SCHOOL	
Repurpose Pre-K Space to K-5 Space	$204,440

LEASED MODULAR CLASSROOMS

	ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
7	***Fiske Elementary: 2 Leased Modular Classrooms for 3 Year Term***				
8					
9	Modular Classrooms	**2**	EA	$39,039.00	$78,078
10	Foundations - Concrete piers to 4'6" depth				Included
11	Enclosed connectors	**581**	SF	$200.00	$116,200
12	Installation	**1,859**	SF	$45.00	$83,655
13	Exterior ramps and stairs	**1**	LS	$35,000.00	$35,000
14	Tele/Data/Security/FA tie-in	**1**	LS	$15,000.00	$15,000
15	Electrical service	**1**	LS	$20,000.00	$20,000
16	FP Connection	**1**	LS	$10,000.00	$10,000
17	Site demilition and improvements	**1**	LS	$30,000.00	$30,000
18	New geothermal wells	2	EA	$75,000	$150,000
19	Decommission existing geothermal wells	2	EA	$5,000	$10,000
20	Allow for piping	100	LF	$85	$8,500
21	Restore site after lease	**1**	LS	$60,000.00	$60,000
22	**Subtotal**				**$616,433**
23					
24	Design Contingency		20.00%	$616,433	$123,287
25	Escalation to Spring 2015		2.04%	$739,720	$15,103
26	**Fiske Elementary: 2 Leased Modular Classrooms for 3 Year Term Total**				**$754,822**
27					
28					
29	***Bridge Elementary: 2 Leased Modular Classrooms for 3 Year Term***				
30					
31	Modular Classrooms	**2**	EA	$44,268.00	$88,536
32	Add for plumbing fixtures	**1**	LS	$20,000.00	$20,000
33	Foundations - Concrete piers to 4'6" depth				Included
34	Enclosed connectors	**512**	SF	$200.00	$102,400
35	Installation	**2,108**	SF	$40.00	$84,320
36	Exterior ramps and stairs	**1**	LS	$35,000.00	$35,000
37	Tele/Data/Security/FA tie-in	**1**	LS	$10,000.00	$10,000
38	Electrical service	**1**	LS	$20,000.00	$20,000
39	FP Connection	**1**	LS	$15,000.00	$15,000
40	Water Supply	**1**	LS	$15,000.00	$15,000
41	Sewer Connection	**1**	LS	$20,000.00	$20,000
42	Site demilition and improvements	**1**	LS	$15,000.00	$15,000
43	Restore site after lease	**1**	LS	$20,000.00	$20,000
44	**Subtotal**				**$445,256**
45					
46	Design Contingency		20.00%	$445,256	$89,051
47	Escalation to Spring 2015		2.04%	$534,307	$10,909
48	**Bridge Elementary: 2 Leased Modular Classrooms for 3 Year Term Total**				**$545,216**
49					
50					
51	***Bowman Elementary: 2 Leased Modular Classrooms for 3 Year Term***				
52					
53	Modular Classrooms	**2**	EA	$44,268.00	$88,536
54	Add for plumbing fixtures	**1**	LS	$20,000.00	$20,000
55	Foundations - Concrete piers to 4'6" depth				Included

LEASED MODULAR CLASSROOMS

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
56		Enclosed connectors	**196**	SF	$200.00	$39,200
57		Installation	**2,108**	SF	$40.00	$84,320
58		Exterior ramps and stairs	**1**	LS	$35,000.00	$35,000
59		Tele/Data/Security/FA tie-in	**1**	LS	$10,000.00	$10,000
60		Electrical service	**1**	LS	$20,000.00	$20,000
61		FP Connection	**1**	LS	$15,000.00	$15,000
62		Water Supply	**1**	LS	$15,000.00	$15,000
63		Sewer Connection	**1**	LS	$60,000.00	$60,000
64		Site demilition and improvements	**1**	LS	$15,000.00	$15,000
65		Restore site after lease	**1**	LS	$20,000.00	$20,000
66		**Subtotal**				**$422,056**
67						
68		Design Contingency		20.00%	$422,056	$84,411
69		Escalation to Spring 2015		2.04%	$506,467	$10,340
70		**Bowman Elementary: 2 Leased Modular Classrooms for 3 Year Term Total**				**$516,808**
71						
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Main Summary: Relocate Pre-K Space Harrington Elementary School to Central Administration

			TOTAL	COST/SF
Relocate One (1) Pre-K Space Harrington Elementary to Central Administration (Old Harrington)				
PreK Relocation	1,990 SF		$160,233	$80.52
Direct Trade Cost SubTotal			**$160,233**	**$80.52**
Design and Pricing Contingency	20.00%	$160,233	$32,047	$16.10
Trade Cost SubTotal			**$192,280**	**$96.62**
General Conditions and Markups				
General Conditions and Requirements		$192,280	$75,000	$37.69
Insurance	1.25%	$267,280	$3,341	$1.68
GC Bonds	1.00%	$270,621	$2,706	$1.36
Building Permit			Waved	
Fee	3.00%	$273,327	$8,200	$4.12
Estimated Construction Cost Total			**$281,527**	**$141.47**
Escalation to Spring 2015	2.04%	$281,527	$5,748	$2.89
Estimated Construction Cost Total, Including Escalation			**$287,275**	**$144.36**
Option 1: Relocate Entire Pre-K from Harrington Elementary School to Central Administration				
Site			$503,050	
PreK Relocation at Ground Level	29,334 SF		$3,696,632	$126.02
Permanent Modular	4,140 SF		$1,660,100	$400.99
Renovation to 1st Floor	20,400 SF		$1,600,860	$78.47
Direct Trade Cost SubTotal	**53,874 GSF**		**$7,460,642**	**$138.48**
Design and Pricing Contingency	20.00%	$7,460,642	$1,492,128	$27.70
Trade Cost SubTotal			**$8,952,770**	**$166.18**
General Conditions and Markups				
General Conditions and Requirements	15.00%	$8,952,770	$1,342,916	$24.93
Insurance	1.25%	$10,295,686	$128,696	$2.39
GC Bonds	1.00%	$10,424,382	$104,244	$1.93
Building Permit			Waved	
Fee	3.00%	$10,528,625	$315,859	$5.86
Estimated Construction Cost Total			**$10,844,484**	**$201.29**
Escalation to Fall 2015	3.21%	$10,844,484	$347,927	$6.46
Estimated Construction Cost Total, Including Escalation			**$11,192,411**	**$207.75**

Main Summary: Relocate Pre-K Space Harrington Elementary School to Central Administration

			TOTAL	COST/SF
Option 2: Relocate Entire Pre-K from Harrington Elementary School to Central Administration				
Site			$423,050	
PreK Relocation at Ground Level	29,334 SF		$2,273,556	$77.51
Permanent Modular	6,079 SF		$2,234,275	$367.54
Renovation to 1st Floor	20,400 SF		$1,658,975	$81.32
Direct Trade Cost SubTotal	**55,813 SF**		**$6,589,856**	**$118.07**
Design and Pricing Contingency	20.00%	$6,589,856	$1,317,971	$23.61
Trade Cost SubTotal			**$7,907,827**	**$141.68**
General Conditions and Markups				
General Conditions and Requirements	15.00%	$7,907,827	$1,186,174	$21.25
Insurance	1.25%	$9,094,001	$113,675	$2.04
GC Bonds	1.00%	$9,207,676	$92,077	$1.65
Building Permit			Waved	
Fee	3.00%	$9,299,753	$278,993	$5.00
Estimated Construction Cost Total			**$9,578,745**	**$171.62**
Escalation to Fall 2015	3.21%	$9,578,745	$307,318	$5.51
Estimated Construction Cost Total, Including Escalation			**$9,886,063**	**$177.13**

Relocate One (1) Pre-K Space Harrington Elementary to Central Administration (Old Harrington)

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
8		Interior demolition in existing Old Harrington	**1,990**	SF	$6.50	$12,935
9		Sawcut for new openings	**66**	LF	$15.00	$990
10		Miscellaneous metals	**1,990**	SF	$2.00	$3,980
11		Rough carpentry	**1,990**	SF	$1.50	$2,985
12		Perimeter casework	**64**	LF	$200.00	$12,800
13		Millwork	**5**	LF	$550.00	$2,750
14		Finish casework, millwork, etc.	**1,990**	SF	$3.00	$5,970
15		Joint sealant	**1**	LS	$1,000.00	$1,000
16		Exterior egress door	**1**	EA	$2,000.00	$2,000
17		Interior doors; complete	**2**	EA	$1,200.00	$2,400
18		Access doors	**2**	EA	$350.00	$700
19		Windows				NIC
20		Louvers	**1**	LS	$500.00	$500
21		Glazing	**1**	LS	$500.00	$500
22		Chasewall	**140**	SF	$20.00	$2,800
23		ACT for wet areas	**180**	SF	$5.00	$900
24		Prep floors	**1,990**	SF	$1.25	$2,488
25		Flooring	**1,830**	SF	$6.50	$11,895
26		Base	**248**	LF	$2.50	$620
27		Tile flooring	**160**	SF	$17.00	$2,720
28		Tile base	**72**	LF	$12.00	$864
29		Tile walls	**648**	SF	$17.00	$11,016
30		Threshold	**2**	EA	$150.00	$300
31		Paint to walls	**3,840**	SF	$1.00	$3,840
32		Visual display boards	**1**	LS	$1,400.00	$1,400
33		Signage	**1,990**	SF	$0.50	$995
34		Toilet accessories	**2**	RMS	$350.00	$700
35		Sink soap including installation	**1**	EA	$85.00	$85
36		Sink paper towel dispenser including installation	**1**	EA	$200.00	$200
37		Plumbing fixtures	**5**	EA	$4,500.00	$22,500
38		HVAC; Split DX system	**2**	EA	$10,000.00	$20,000
39		Vents in bathrooms	**2**	EA	$1,200.00	$2,400
40		Electrical	**1**	LS	$25,000.00	$25,000
41		**Relocate One (1) Pre-K Space Harrington Elementary to Central**				**$160,233**
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Option 1: "L" Site work

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
		Option 1A Sitework				
10		Relocate playground structure	**1**	AL	$75,000.00	$75,000
11		New playground surface	**3,250**	SF	$18.00	$58,500
12		Fence to new playground surface	**230**	LF	$35.00	$8,050
13		Gate to playground area	**1**	EA	$3,500.00	$3,500
14		New ADA walkway to playground	**1,000**	SF	$3.00	$3,000
15		New expanded parking area including utilities, curbs, markings	**35**	SPACE	$4,000.00	$140,000
16		New front plaza entry and walk	**5,000**	SF	$20.00	$100,000
17		Subsurface drainage, paving and markings	**1**	LS	$100,000.00	$100,000
18		Site lighting	**1**	LS	$15,000.00	$15,000
19		**Option 1: "L" Site work Total**				**$503,050**

Option 1: "L" Ground Floor Relocation Of Entire PreK From New To Old Harrington

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
		Ground Floor Renovation Including Unrenovated Spaces				
10		Interior demolition in existing Old Harrington	**14,100**	SF	$6.50	$91,650
11		Hazmat related abatement allowance	**1**	LS	$28,200.00	$28,200
12		Sawcut for new openings	**135**	LF	$15.00	$2,025
13		Demolish existing stairs	**1**	LOC	$5,000.00	$5,000
14		Sawcut existing floor/ceiling for new egress stairs	**110**	LF	$15.00	$1,650
15		Demolish floor/ceilings	**700**	SF	$10.00	$7,000
16		Patch concrete due to new stairs	**1**	LS	$10,000.00	$10,000
17		New concrete infill	**1,500**	SF	$10.00	$15,000
18		New metal deck infill	**1,500**	SF	$10.00	$15,000
19		New egress stairs	**1**	EA	$25,000.00	$25,000
20		Allow for new structure due to new stairs and new infilled floor	**1**	LS	$20,000.00	$20,000
21		Miscellaneous metals	**14,100**	SF	$3.00	$42,300
22		Blocking at windows	**1,752**	LF	$3.00	$5,256
23		Rough carpentry	**14,100**	SF	$2.50	$35,250
24		Perimeter casework	**256**	LF	$200.00	$51,200
25		Millwork	**5**	LF	$550.00	$2,750
26		Millwork at teacher workroom	**13**	LF	$550.00	$7,150
27		Millwork at teacher workroom (base only)	**13**	LF	$400.00	$5,200
28		Window sill and apron	**252**	LF	$35.00	$8,820
29		Finish casework, millwork, etc.	**14,100**	SF	$5.00	$70,500
30		Remove and replace new roofing	**10,285**	SF	$20.00	$205,700
31		Flashing at windows	**586**	LF	$22.00	$12,892
32		Joint sealant	**1**	LS	$7,000.00	$7,000
33		Exterior egress door	**3**	EA	$1,500.00	$4,500
34		Entry vestibule doors	**1**	PR	$7,000.00	$7,000
35		Ditto; interior	**1**	PR	$7,000.00	$7,000
36		Interior doors; complete	**20**	EA	$1,200.00	$24,000
37		Ditto; pair complete	**1**	PR	$1,800.00	$1,800
38		Access doors	**8**	EA	$350.00	$2,800
39		Remove and replace existing windows	**3,372**	SF	$93.50	$315,282
40		Louvers	**1**	LS	$3,525.00	$3,525
41		Glazing	**1**	LS	$25,000.00	$25,000
42		Chasewall	**1,120**	SF	$15.00	$16,800
43		Partitions	**15,792**	SF	$10.00	$157,920
44		Soffits	**1**	LS	$35,000.00	$35,000
45		ACT ceilings	**14,100**	SF	$4.50	$63,450
46		Premium to ACT for wet areas	**640**	SF	$0.50	$320
47		Patch existing gypsum ceilings	**15,234**	SF	$4.00	$60,936
48		Prep floors	**14,100**	SF	$1.25	$17,625
49		Flooring	**13,460**	SF	$6.50	$87,490
50		Base	**1**	LS	$5,000.00	$5,000
51		Tile flooring	**640**	SF	$17.00	$10,880
52		Tile base	**288**	LF	$12.00	$3,456
53		Tile walls	**2,592**	SF	$17.00	$44,064
54		Threshold	**8**	EA	$150.00	$1,200
55		Paint to walls	**14,100**	SF	$2.50	$35,250
56		Visual display boards	**1**	LS	$14,000.00	$14,000

Option 1: "L" Ground Floor Relocation Of Entire PreK From New To Old Harrington

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
57		Signage	**14,100**	SF	$0.50	$7,050
58		Toilet accessories	**8**	RMS	$350.00	$2,800
59		Sink soap including installation	**2**	EA	$85.00	$170
60		Sink paper towel dispenser including installation	**2**	EA	$200.00	$400
61		Manual projection screens	**8**	EA	$250.00	$2,000
62		Window treatment	**3,372**	SF	$7.00	$23,604
63		Sprinkler system	**14,100**	SF	$5.50	$77,550
64		Sprinkler system throughout unrenovated areas at ground floor	**15,234**	SF	$5.50	$83,787
65		Plumbing fixtures	**18**	EA	$4,500.00	$81,000
66		Plumbing to existing unrenovated areas	**15,234**	SF		NIC
67		HVAC	**14,100**	SF	$43.00	$606,300
68		Electrical	**14,100**	SF	$36.00	$507,600
69		Allow for ADA upgrades	**15,234**	SF	$45.00	$685,530
70		**Option 1: "L" Ground Floor Relocation Of Entire PreK From New To Old**				**$3,696,632**
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Option 1: Relocate Administration From Ground Floor to Permanent Modular

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
		Relocate Administration From Ground Floor to Permanent Modular				
10		Modular Classrooms	**4,140**	SF	$130.00	$538,200
11		Add for plumbing fixtures	**1**	LS	$20,000.00	$20,000
12		Foundations - Concrete piers to 4'6" depth				Included
13		Enclosed connectors	**473**	SF	$200.00	$94,600
14		Installation	**4,140**	SF	$195.00	$807,300
15		Exterior ramps and stairs	**1**	LS	$35,000.00	$35,000
16		Tele/Data/Security/FA tie-in	**1**	LS	$15,000.00	$15,000
17		Electrical service	**1**	LS	$20,000.00	$20,000
18		FP Connection	**1**	LS	$20,000.00	$20,000
19		Water Supply	**1**	LS	$15,000.00	$15,000
20		Sewer Connection	**1**	LS	$80,000.00	$80,000
21		Site demilition and improvements	**1**	LS	$15,000.00	$15,000
22		**Relocate Administration From Ground Floor to Permanent Modular Total**				**$1,660,100**
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Option 1: Relocate Administration From Ground Floor to First Floor

Renovate Existing: 15,030 SF + 5,370 SF = 20,400 GSF

	ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
	Relocate Administration From Ground Floor to 1st Floor				
10	Interior demolition in existing Old Harrington	**5,370**	SF	$6.50	$34,905
11	Hazmat related abatement allowance	**1**	LS	$10,740.00	$10,740
12	Miscellaneous metals	**5,370**	SF	$2.00	$10,740
13	Rough carpentry	**5,370**	SF	$3.00	$16,110
14	Finish casework, millwork, etc.	**5,370**	SF	$15.00	$80,550
15	Remove and replace new roofing			Not over new Admistration Area	
16	Joint sealant	**1**	LS	$3,000.00	$3,000
17	Interior doors; complete	**7**	EA	$1,200.00	$8,400
18	Ditto; pair complete	**1**	PR	$1,800.00	$1,800
19	Remove and replace existing windows			Included in Ground Floor Reno	
20	Louvers	**1**	LS	$1,342.50	$1,343
21	Glazing	**1**	LS	$5,000.00	$5,000
22	Chasewall	**140**	SF	$12.00	$1,680
23	Partitions	**6,014**	SF	$8.00	$48,115
24	Soffits	**1**	LS	$8,000.00	$8,000
25	ACT ceilings	**5,370**	SF	$5.00	$26,850
26	Patch existing gypsum ceiling	**15,030**	SF	$4.00	$60,120
27	Prep floors	**5,370**	SF	$1.25	$6,713
28	Flooring	**5,370**	SF	$6.50	$34,905
29	Base	**1**	LS	$2,000.00	$2,000
30	Paint to walls	**5,370**	SF	$2.50	$13,425
31	Visual display boards	**1**	LS	$5,000.00	$5,000
32	Signage	**5,370**	SF	$0.50	$2,685
33	Window treatment			Included in Ground Floor Reno	
34	Sprinkler system	**5,370**	SF	$5.50	$29,535
35	Sprinkler system throughout unrenovated areas	**15,030**	SF	$5.50	$82,665
36	Allow for sink in new administation area	**1**	EA	$6,000.00	$6,000
37	HVAC	**5,370**	SF	$43.00	$230,910
38	Electrical	**5,370**	SF	$36.00	$193,320
39	ADA Upgrade to First Floor	**15,030**	SF	$45.00	$676,350
40	**Option 1: Relocate Administration From Ground Floor to First Floor Total**				**$1,600,860**
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Option 2: Site work

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
		Option 2 Sitework				
10		Relocate playground structure	**1**	AL	$75,000.00	$75,000
11		New playground surface	**3,250**	SF	$18.00	$58,500
12		Fence to new playground surface	**230**	LF	$35.00	$8,050
13		Gate to playground area	**1**	EA	$3,500.00	$3,500
14		New ADA walkway to playground	**1,000**	SF	$3.00	$3,000
15		New expanded parking area	**20**	SPACE	$4,000.00	$80,000
16		New front plaza entry and walk	**4,000**	SF	$20.00	$80,000
17		Subsurface drainage, paving and markings	**1**	LS	$100,000.00	$100,000
18		Site lighting	**1**	LS	$15,000.00	$15,000
19		**Option 2: Site work Total**				**$423,050**

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
		Ground Floor Relocation Administration at Central Administration (Old Harrington)				
10		Interior demolition in existing Old Harrington	**9,600**	SF	$6.50	$62,400
11		Hazmat related abatement allowance	**1**	LS	$19,200.00	$19,200
12		Sawcut for new openings	**116**	LF	$15.00	$1,740
13		Miscellaneous masonry: patching and infill	**1**	LS	$40,000.00	$40,000
14		Miscellaneous metals	**9,600**	SF	$2.00	$19,200
15		Blocking at windows	**1,752**	LF	$3.00	$5,256
16		Rough carpentry	**9,600**	SF	$1.50	$14,400
17		Millwork at teacher workroom	**15**	LF	$550.00	$8,250
18		Millwork at teacher workroom (base only)	**25**	LF	$400.00	$10,000
19		Window sill and apron	**252**	LF	$35.00	$8,820
20		Finish casework, millwork, etc.	**9,600**	SF	$5.00	$48,000
21		Remove and replace new roofing	**10,285**	SF	$20.00	$205,700
22		Flashing at windows	**586**	LF	$22.00	$12,892
23		Joint sealant	**1**	LS	$5,000.00	$5,000
24		Exterior egress door	**2**	EA	$1,500.00	$3,000
25		Entry vestibule doors	**1**	PR	$7,000.00	$7,000
26		Ditto; interior	**1**	PR	$7,000.00	$7,000
27		Ditto; single	**1**	EA	$3,500.00	$3,500
28		Interior doors; complete	**17**	EA	$1,200.00	$20,400
29		Ditto; pair complete	**1**	PR	$1,800.00	$1,800
30		Access doors	**5**	EA	$350.00	$1,750
31		Remove and replace existing windows	**3,372**	SF	$93.50	$315,282
32		Louvers	**1**	LS	$2,400.00	$2,400
33		Glazing	**1**	LS	$15,000.00	$15,000
34		Chasewall	**700**	SF	$15.00	$10,500
35		Partitions	**10,752**	SF	$10.00	$107,520
36		Soffits	**1**	LS	$24,000.00	$24,000
37		ACT ceilings	**9,600**	SF	$4.50	$43,200
38		Premium to ACT for wet areas	**400**	SF	$0.50	$200
39		Patch existing gypsum ceiling at exposed sprinkler system	**19,734**	SF	$4.00	$78,936
40		Prep floors	**9,600**	SF	$1.25	$12,000
41		Flooring	**9,200**	SF	$6.50	$59,800
42		Base	**1**	LS	$3,000.00	$3,000
43		Tile flooring	**400**	SF	$17.00	$6,800
44		Tile base	**180**	LF	$12.00	$2,160
45		Tile walls	**1,620**	SF	$17.00	$27,540
46		Threshold	**5**	EA	$150.00	$750
47		Paint to walls	**15,984**	SF	$1.00	$15,984
48		Visual display boards	**1**	LS	$10,000.00	$10,000
49		Signage	**9,600**	SF	$0.50	$4,800
50		Toilet accessories	**5**	RMS	$350.00	$1,750
51		Sink soap including installation	**1**	EA	$85.00	$85
52		Sink paper towel dispenser including installation	**1**	EA	$200.00	$200
53		Manual projection screens	**8**	EA	$250.00	$2,000
54		Window treatment	**3,372**	SF	$7.00	$23,604
55		Sprinkler system	**9,600**	SF	$5.50	$52,800
56		Sprinkler system throughout unrenovated areas	**19,734**	SF	$5.50	$108,537

Option 2: "Bar" Ground Floor Relocation Administration at Central Administration (Old Harrington)

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
57		Plumbing fixtures	**18**	EA	$4,500.00	$81,000
58		HVAC	**9,600**	SF	$43.00	$412,800
59		Electrical	**9,600**	SF	$36.00	$345,600
60		ADA Upgrade to First Floor	**19,734**	SF	$45.00	$888,030
61		**Option 2: "Bar" Ground Floor Relocation Administration at Central**				**$2,273,556**
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Option 2: Pre-K Modulars

		ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
		Pre-K Modulars				
10		Modular Classrooms	**6,079**	SF	$130.00	$790,270
11		Add for plumbing fixtures	**1**	LS	$40,000.00	$40,000
12		Foundations - Concrete piers to 4'6" depth				Included
13		Enclosed connectors	**143**	SF	$200.00	$28,600
14		Installation	**6,079**	SF	$195.00	$1,185,405
15		Exterior ramps and stairs	**1**	LS	$35,000.00	$20,000
16		Tele/Data/Security/FA tie-in	**1**	LS	$15,000.00	$20,000
17		Electrical service	**1**	LS	$20,000.00	$20,000
18		FP Connection	**1**	LS	$20,000.00	$20,000
19		Water Supply	**1**	LS	$15,000.00	$10,000
20		Sewer Connection	**1**	LS	$80,000.00	$60,000
21		Site demilition and improvements	**1**	LS	$15,000.00	$40,000
22		**Pre-K Modulars Total**				**$2,234,275**

Option 2: Relocate Professional Development and Training Room & Unrenovated Areas

	ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
	Relocate Administration From Ground Floor to 1st Floor				
10	Interior demolition in existing Old Harrington	**4,640**	SF	$6.50	$30,160
11	Demolish existing ceilings at unrenovated areas for sprinklers	**15,760**	SF	$2.00	$31,520
12	Miscellaneous metals	**4,640**	SF	$2.00	$9,280
13	Rough carpentry	**4,640**	SF	$3.00	$13,920
14	Finish casework, millwork, etc.	**4,640**	SF	$15.00	$69,600
15	Remove and replace new roofing				Not over 1st Level
16	Joint sealant	**1**	LS	$10,000.00	$10,000
17	Interior doors; complete	**2**	EA	$1,200.00	$2,400
18	Ditto; pair complete	**0**	PR	$1,800.00	$0
19	Remove and replace existing windows			Included in Ground Floor Reno	
20	Louvers	**1**	LS	$1,160.00	$1,160
21	Glazing	**1**	LS	$500.00	$500
22	Chasewall	**140**	SF	$12.00	$1,680
23	Partitions	**12,240**	SF	$8.00	$97,920
24	Soffits	**1**	LS	$31,000.00	$31,000
25	ACT ceilings	**4,640**	SF	$5.00	$23,200
26	Patch existing gypsum ceiling at exposed sprinkler system	**15,760**	SF	$4.00	$63,040
27	Prep floors	**4,640**	SF	$1.25	$5,800
28	Flooring	**4,640**	SF	$6.50	$30,160
29	Base	**194**	LF	$2.50	$485
30	Paint to walls	**15,948**	SF	$2.50	$39,870
31	Visual display boards	**1**	LS	$1,000.00	$1,000
32	Signage	**4,640**	SF	$0.50	$2,320
33	Window treatment			Included in Ground Floor Reno	
34	Sprinkler system	**4,640**	SF	$5.50	$25,520
35	Sprinkler system throughout unrenovated areas	**15,760**	SF	$5.50	$86,680
36	Allow for sink in new administation area	**1**	EA	$6,000.00	$6,000
37	HVAC	**4,640**	SF	$43.00	$199,520
38	Electrical	**4,640**	SF	$36.00	$167,040
39	ADA Upgrade to First Floor	**15,760**	SF	$45.00	$709,200
40	**Option 2: Relocate Professional Development and Training Room &**				**$1,658,975**
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42					
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	ELEMENT	QUANTITY	UNIT	UNIT RATE	COST
	Repurpose The Former Pre-K Space In The New Harrington School For General Space				
10	Interior demolition in existing New Harrington	**660**	SF	$6.50	$4,290
11	Hazmat related abatement allowance				NIC
12	Demolish existing ceilings at unrenovated areas for sprinklers				NIC
13	Structural steel	**1**	LS	$10,000.00	$10,000
14	Miscellaneous metals	**660**	SF	$2.00	$1,320
15	Rough carpentry	**660**	SF	$3.00	$1,980
16	Finish casework, millwork, etc.	**660**	SF	$15.00	$9,900
17	Remove and replace new roofing				NIC
18	Joint sealant	**1**	LS	$250.00	$250
19	Access doors	**2**	EA	$350.00	$700
20	Interior doors; complete	**2**	EA	$1,200.00	$2,400
21	Ditto; pair complete				NIC
22	Remove and replace existing windows				NIC
23	Louvers	**1**	LS	$100.00	$100
24	Glazing	**1**	LS	$400.00	$400
25	Chasewall	**448**	SF	$12.00	$5,376
26	Partitions		SF	$8.00	$0
27	Soffits				NIC
28	ACT ceilings	**430**	SF	$5.00	$2,150
29	Prep floors	**430**	SF	$1.25	$538
30	Tile flooring	**660**	SF	$17.00	$11,220
31	Tile base	**108**	LF	$12.00	$1,296
32	Tile walls	**972**	SF	$17.00	$16,524
33	Threshold	**3**	EA	$150.00	$450
34	Paint to walls	**0**	SF	$1.00	$0
35	Visual display boards	**2**	EA	$225.00	$450
36	Signage	**430**	SF	$0.50	$215
37	Toilet accessories	**3**	RMS	$5,000.00	$15,000
38	Window treatment				NIC
39	Sprinkler system				NIC
40	Plumbing fixtures	**12**	EA	$4,500.00	$54,000
41	Vents in bathrooms	**3**	EA	$1,200.00	$3,600
42	Minor ADA redo due to removal	**1**	LS	$5,000.00	$5,000
43	Electrical	**660**	SF	$30.00	$19,800
44	**Repurpose The Former Pre-K Space In The New Harrington School For**				**$166,959**
45	Design and Pricing Contingency		20.00%	$166,959	$33,392
46	**Trade Cost SubTotal**				**$200,350**
47					
48	**General Conditions and Markups**				
49	General Conditions and Requirements				$0
50	Insurance		1.25%	$0	$0
51	GC Bonds		1.00%	$0	$0
52	Building Permit				Waved
53	Fee		3.00%	$0	$0
54					
55	**Estimated Construction Cost Total**				**$200,350**
56					
57	Escalation to Fall 2015		2.04%	$200,350	$4,090
58	**Estimated Construction Cost Total, Including Escalation**				**$204,440**
59					

REPORT OF THE RESOLUTIONS COMMITTEE

RESOLUTION 1: GREATER TRANSPARENCY AND ACCOUNTABILITY FOR OUT OF DISTRICT PLACEMENT COSTS

(Submitted by the Framingham School Committee)

WHEREAS the State provides approximately $35,000 on average per student placed in an out-of-district educational setting, and

WHEREAS the State recommendations for job titles and descriptions for administration, as well as staff, for approved out-of-district educational settings only require out of district providers to publically post an organizational chart, and

WHEREAS in-district public schools are required to post salaries and district budgets, and

WHEREAS many out-of-district placement settings are folding in non-educational costs into tuition,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees file for and support legislation that will require institutions providing out-of-district placements for education to file End-of-Year Reports that reflect in detail and inclusiveness that of corporate annual reports and stock offering schedules, and post salaries with the Department of Elementary and Secondary Education.

RATIONALE: With out-of-district educational placements taxpayers have no reasonable amount of control and no knowledge of salaries or services being paid for by their tax dollars. Reporting for out-of-district schools should be in line with the requirements of any in-district public school.

RESOLUTION 2 - UNIVERSAL QUALITY PRE-KINDERGARTEN ACCESS IN MASSACHUSETTS

(Sponsored by the Framingham School Committee)

WHEREAS in Massachusetts only 60% of three and four-year-olds attend a formal, early education and care program, and

WHEREAS Massachusetts has a waiting list of approximately 25,000 low income children who are in need of financial assistance for early education and care, and

WHEREAS low-income students who participate in quality early education and care programs are 40% less likely to be held back a grade or need Special Education, are 30% more likely to graduate high school and twice as likely to attend college, and

WHEREAS better language, social and behavioral skills are obtained by attending a quality pre-school, and

WHEREAS children that attend pre-schools are shown to exhibit tangible lifelong results for future success,

THEREFORE BE IT RESOLVED that MASC file or support legislation that will provide appropriation for universal pre-K in Massachusetts and will take the steps necessary to provide access to good, quality universal pre-K for all children in Massachusetts.

RATIONALE: This resolution would help ensure that our underserved population of 3 and 4-year-olds will be provided with the supports and services necessary for school readiness and lasting success in the classroom and for future success. Knowing that these strategies are documented in increasing student success, this resolution will level the playing field by helping to ensure equity and begin the process of closing the achievement gap for this vulnerable cohort of children.

RESOLUTION 3: CHARTER SCHOOL REFORM

(Submitted by the MASC Board of Directors)

WHEREAS charter schools continue to be a source of controversy throughout the Commonwealth, and

WHEREAS most of the controversy centers on discriminatory recruitment, retention, suspension and expulsion of charter students, and

WHEREAS the current charter school funding and finance system imposes a significant burden to cities and towns whose students enroll in charter schools,

THEREFORE BE IT RESOLVED that MASC call upon the legislature to enact charter school reform legislation that will include provisions that:

- Require BESE to consider the social and economic impact upon the districts from which new or expanding charter schools would recruit students.

• Require a strong provision to prevent skimming and suspensions from charter schools that return students whom they no longer wish to enroll to the sending districts.

• Finance reform so that charter school expropriations from local Chapter 70 funding do not severely damage the sending districts.

• Require timely reporting on accountability with meaningful data on student attendance, expulsions and suspensions, student at economic risk (low income) in comparison with sending districts.

• Establishment of benchmarks to measure success.

• Establishment of a formula for evaluating school districts that uses a "growth" component that is not less than 50% of the formula.

• Require on an annual basis the reporting of best practices and innovation to the "sending" school districts.

RESOLUTION 4: FINGERPRINTING
(Submitted by the MASC Resolutions Committee)

WHEREAS the Commonwealth has imposed a mandate that employees of public schools be fingerprinted in the interests of promoting safety, and

WHEREAS the law placed responsibility for the cost of fingerprinting and administration of the requirement upon the local school district and employees, and

WHEREAS these requirements represent an unfunded mandate and an administrative burden in the hiring process,

THEREFORE BE IT RESOLVED that MASC calls upon the legislature to establish such legislation and require that the administering agencies:

• Conduct a periodic system review to consider means of streamlining and reducing costs of operation.

• Ensure that teachers be fingerprinted upon their initial licensure under the supervision of DESE.

• Establish the requirement that teachers be fingerprinted upon their re-certification if they are not already fingerprinted.

• Establish DESE as the clearinghouse for all background checks for all educators.

RESOLUTION 5: REINSTITUTION OF EARMARKING
(Submitted by the MASC Board of Directors)

WHEREAS school districts and municipalities benefitted greatly from designated federal funds,

THEREFORE BE IT RESOLVED that MASC supports the reinstatement of federal earmarks for school districts, regional school districts and municipalities through the federal appropriations process.

RESOLUTION 6: UNFUNDED MANDATES AND NEW TESTING
(Submitted by the Arlington, Chelmsford, Lincoln-Sudbury, Mendon-Upton, Northbridge, Holbrook, Woburn, and Worcester School Committees)

WHEREAS it is the duty of the school committee to set policies for the education of the children in its community, and

WHEREAS the number of documents that require action by local school districts in response to externally imposed mandates and regulations, has increased dramatically without a clear positive impact on student learning, and whereas many of the required actions constitute an unfunded mandate, and

WHEREAS educators in our community and state, including the M.A.S.S. (Massachusetts Association of School Superintendents), have expressed concern about the difficulty carrying out their responsibilities due to this rising tide of state mandates, requiring educators to respond first to bureaucratic requirements rather than classroom instruction,

THEREFORE BE IT RESOLVED that MASC calls on the state Board of Elementary and Secondary Education and the legislature to refrain from adding new mandates including new tests and other initiatives and to revisit the mandates already imposed on districts with a view to reducing interference with classroom instruction, thus allowing educators to do their work.

RATIONALE: The costs of implementing a new PARCC system and revising the curriculum to meet common core standards will be expensive and represents an unfunded mandate. Further, many believe the state-imposed regulations, advisories, standards and directives represent the imposition of unfunded mandates upon cities, towns and regional school districts.

RESOLUTION 7: ASSESSMENT SYSTEM IN MASSACHUSETTS
(Submitted by the MASC Board of Directors)

WHEREAS many districts have expressed immense concern relative to our state's evaluation instruments, and

WHEREAS assessing student achievement is important to all school districts,

THEREFORE BE IT RESOLVED that the Department of Elementary and Secondary Education conduct further examination of options for a state evaluation and accountability system and to substantially involve educators and school committee members in the process of choosing an assessment instrument, and to refrain from committing to any instrument before this process is complete.

PROPOSALS TO AMEND THE MASC BY-LAWS

The Board of Directors of the Association has recommended to members that the by-laws of the Association be amended as follows:

1. The following by-law change to Article VIII by adding the following paragraph following the last sentence of subsection 7:
"During the interim period between meetings of the Board of Directors, the Executive Committee may take such actions on behalf of the Board as it deems prudent on matters that require immediate action and shall report such action immediately to the full membership of the Board of Directors."

2. The following by-law change to Article V, subsection 4, to delete the following sentence:
"Division officers shall take office on July 1 following election."

And to substitute the following:
"Division officers shall take office on January 1 following election. The Division Meeting to elect officers shall be held at or in advance of the Annual Meeting of the Association, or, if a quorum cannot be reached, then as soon as is practical."