
PART 3: DESE SUBMISSION

June 29, 2017

Ms. Mary Pichetti
Director of Capital Planning
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, Massachusetts 02109



Dear Ms. Pichetti:

The District is pursuing execution of a Project Scope and Budget Agreement for the MSBA approved schematic design of **the new Maria Hastings Elementary School Building**. The District's **2016/2017** enrollment is **454 students**. The design enrollment for the proposed school project is **645 students**. The existing Maria Hastings Elementary school currently serves grades **K-5** and is proposed to serve grades **K-5**.

In accordance with G.L. c. 70 B, DiNisco Design has assembled the documents required for the review of the special education program at the Maria Hastings Elementary School. The following are attached per the 'Submittal Requirements':

1. A letter from Superintendent **Dr. Mary Czajkowski** of the **Lexington School District** describing its special education program.
2. Proposed space summary that includes the existing facility, proposed spaces, and MSBA guidelines based on the agreed upon design enrollment. The first page of this summary indicates a total of **12,104** square feet of space dedicated to the delivery of special education.
3. The floor plans for the proposed **110,000** square foot **Maria Hastings Elementary School**.
4. A completed Special Education Adjacency Table

I have reviewed the attached documents and confirm that the District's School Building Committee has officially approved the attached submittal on (insert date of SBC meeting that approval was granted) and verify that the space summary match the floor plan and is complete and conform to the MSBA requirements as described in Module 4 – Schematic Design Guidelines.

Sincerely,

Trip Elmore
Owner's Project Manager
Dore & Whittier Management Partners

PROJECT MANAGERS
ARCHITECTS

Newburyport, MA 01950
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Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Mary Czajkowski, Ed.D.
Superintendent of Schools

(781) 861-2580, ext. 68040
email: mczajkowski@sch.ci.lexington.ma.us
fax: (781) 863-5829

TO: Christine Lynch
Director of School Governance
Department of Elementary and Secondary Education

FROM: Lexington Public Schools (see undersigned)

DATE: 6/12/17

RE: 4B.2 SPECIAL EDUCATION DELIVERY METHODOLOGY LETTER
Maria Hastings Elementary Building Project, Lexington Public Schools

4B.2.1 Current Program

Briefly describe the district's special education programs and methodology district-wide, including the number of special education students currently served.

The district provides a continuum of services for special education students Pre-K through age 22. With a current total of 1,073 special education students, approximately 10% receive their education in settings outside of the district, 30% are in district wide programs, and approximately 60% receive the majority of their special education accommodations and modifications in the general education classroom. There are 4 district-wide programs at all levels. They are: Language Learning Program (LLP) for students with reading and writing disabilities; the Intensive Learning Program (ILP) for students with autism spectrum disorder; the Therapeutic Learning Programs (TLP) for students with emotional disabilities; and the Developmental Learning Program (DLP) for students with significant cognitive impairments. Inclusion is a core belief and practice in the Lexington Public schools and its commitment to the least restrictive environment for students with special needs is reflected in the development of these programs.

Specifically describe all special education programs serving an age range of students that would be appropriate to the grade range of the subject school building. Include a description of all special education services provided in the subject school building or other school buildings within the school district that serve the same grade level; and Describe any deficiencies in the existing program that may have been identified locally or through state review.

Maria Hastings Elementary (K-5) provides special education services for students in the inclusion / general classroom along with related services such as speech & language, occupational therapy, physical therapy and adaptive PE and special education reading services. These services are also provided at all the other elementary schools in the district. Separate from other elementary buildings, the Hastings Elementary building provides special education services for the Intensive Learning Program, (ILP) for students with autism spectrum disorder. The Hastings ILP is the largest ILP in the district supporting approximately 30 students. These students receive

their special education services in the inclusion / general classroom, in small group settings, or individually. This is a highly supported program with staffing specific to the program that includes BCBA's, speech therapists, and support staff. Special Education programs in other same grade level schools are: Estabrook - TLP; Bridge -TLP; Harrington - DLP, Bowman – LLP; Fiske – ILP.

The results of the Coordinated Program Review by the MADESE conducted in 2013-14 and the Mid cycle Review conducted in 2016-17 indicated full implementation of all regulations, no deficiencies.

4B.2.2 Proposed Program

Describe any program/services that will continue, those that will be eliminated and those that will be added or enhanced as a result of the proposed project. Include programs or services that will be moved within the district as a result of this construction plan and include the number of special education students that will be served in the subject school building;

The programs currently offered at Hasting Elementary will continue to be offered at Hastings Elementary. These services include resource room services, Occupational / Physical Therapy, Adaptive PE, speech & language . In addition, the same programs offered to support students in the ILP program will remain the same including various support services such as literacy, math and mental health providers. Hastings Elementary currently services 76 special education students. It is expected that the number of students will increase to approximately 97 students after the construction project is completed. The increase in students is due to the increased enrollment of the new school. The ILP program is not forecasted to increase.

Identify any program/service needs that the district hopes to address in the proposed project;

The new construction will relieve current space constraints that inhibit collaboration and PLC time for special education staff; provide increased space for the special education Team and/or clinical meetings related to the ILP.

Provide the date of the CPR and list any issues and/or problems identified in that review;

The last Coordinated Program Review was conducted in 2013-14. The only areas cited for partial implementation were CR 7A pertaining to school year schedules at the high school and CR 7B pertaining to structured learning time at the high school.

Provide the current status and/or remedy of those issues identified as part of the review.

The results of the Coordinated Program Review by the MA DESE conducted in 2013-14 and the Mid cycle Review conducted in 2016-17 indicated full implementation of all regulations, no deficiencies.

Describe the local review process leading to the decision as to the number, type, and location of special education spaces within the planned building;

The Hastings Principal, Director of Special Education, Evaluation Team Supervisors and faculty reviewed current services, determined the current services shall remain the same for the subject school and determined what the sufficient spaces shall be for all special education programming and student/staff needs.

Describe any special circumstances that led to the decision to locate self-contained special education classrooms and other support spaces in certain areas of the building; and

There are no self-contained classrooms in the new facility. Hastings Elementary has a district-wide program for students with autism spectrum disorder and for students who receive support in resource rooms and in general education classrooms.

Although the ILP students receive instruction in the general education classroom as well as the smaller breakout spaces, a dedicated classroom on each floor has been identified to service this program. The students receive instruction more than 50% of their day in the general classroom, however given the nature of the ILP program it is preferred to have dedicated space for these students when required. The ILP rooms are located in the academic wing and are dispersed among the general education classrooms and other support spaces.

Smaller rooms adjacent to the general education classrooms will academically and behaviorally support inclusion of students, with minimal disruption. As configured the new plan will allow for the regular collaboration of teams for team teaching, flexible grouping, small group instruction and individualized instruction in order to meet the individual needs of students.

Describe the grade and school configuration policies.

The current grade and school configuration policies will remain in effect for a 645 pupil school.

4B.2.3 Specialized Programs

Provide a description of all specialized programs that the district currently provides or participates in, both in and out of the district. Also describe any programs the district is planning to add to its current programs as part of the proposed building project.

The district provides a continuum of services for special education students Pre-K through age 22. With a current total of 1,073 special education students, approximately 10% receive their education in settings outside of the district, 30% are in district wide programs, and approximately 60% receive the majority of their special education accommodations and modifications in the general education classroom. There are 4 district-wide programs at all levels. They are: Language Learning Program (LLP) for students with reading and writing disabilities; the Intensive Learning Program (ILP) for students with autism spectrum disorder; the Therapeutic Learning Programs (TLP) for students with emotional disabilities; and the Developmental Learning Program (DLP) for students with significant cognitive impairments. Inclusion is a core belief and practice in the Lexington Public schools and its commitment to the least restrictive environment for students with special needs is reflected in the development of these programs.

The district is not planning to add to its current programs as part of the proposed building project.

Identify Collaborative(s) that the district currently participates in and how many students from the subject district are served by the collaborative(s), identify District schools where collaborative space is currently housed, describe the spaces, programs, age span of the students for each, and any additional collaborative programs and spaces being planned as part of the proposed project. If the district does not currently house collaborative programs, or plan to house collaborative programs within the proposed project, describe the reason for this decision and any discussion had with the Collaborative Director.

The district is a member of the LABBB and EDCO Collaboratives. 33 Lexington students attend LABBB, 2 Lexington students attend EDCO. Lexington students also attend the following non-member collaboratives: CASE-4; NSEC-1, SEEM-2, and Valley-3. LABBB Collaborative space is currently housed at Lexington High School. There are 16 Lexington students at LABBB/LHS out of approximately 200 students, which spans ages 14-22.

The LABBB program at Lexington High School has 6 classrooms that serve high school age students for students with mild to intensive special needs. The goal of these classrooms is to provide academic instruction, pre-vocational opportunities and vocational services. All students are assigned to substantially separate classrooms with similar peers. They are also given opportunities for mainstreaming into regular educational classrooms. An integrated model provides speech/language, occupational and physical therapies, counseling, and wellness/self advocacy groups. After-school recreational opportunities are also available.

The LABBB program at LHS also has 2 classrooms that serve students with multiple handicaps. These Life Skill programs and specialized services are available for students with both cognitive and physical multi-handicaps ranging from mild to profound levels. The students are integrated into substantially separate classrooms that provide intensive speech/language services, occupational and physical therapies. All LABBB facilities have ramps and elevators that allow for wheelchair access. The home management centers, adapted kitchens and bathrooms include handicapped modifications for total access. After-school recreational opportunities are available for these students.

There are no additional collaborative programs being proposed as part of this project.

Describe alternative education programs that the District currently provides or participates in, and whether the programs will continue or be supported in the proposed project.

There are no alternative education programs within the Lexington School District.

Describe if and how the District delivers Pre-K or Early Childhood Special Education Programs, the location of these services, how or if these programs or services are offered to non-special education eligible students, how they are accessed, and whether these services are or will be accommodated in the proposed project.

Lexington Children's Place, the Lexington Public Schools district wide preschool program, is dedicated to helping young children, with and without disabilities, learn together in an inclusive and developmentally appropriate learning environment. The program has been located in the "New" Harrington School, in a wing designed to meet the educational and therapeutic needs of our students, since 2005. Over the summer of 2016 five additional classrooms were renovated in the "Old" Harrington School to provide additional space for the programs growing enrollment. This additional space enables the program to meet the educational needs of the students.

The Lexington Children's Place will not be accommodated as part of the New Hastings Elementary School.

Describe any programs with other private or public entities and the relationships that exist with other entities that may impact the district's special educational programs and if they are to be accommodated in the proposed project.

None.

Sincerely,



Mary Czajkowski, Ed.D
Superintendent



Louise Lipsitz
Principal, Hastings Elementary



Ellen Sugita
Special Education Director

Proposed Space Summary- Elementary Schools June 29, 2017

HASTINGS ELEMENTARY	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES		22	18,787
<i>(List classrooms of different sizes seperately)</i>			
Pre-Kindergarten w/ toilet			
Kindergarten w/ toilet	1,087	2	2,174
Kindergarten w/o toilet	859	1	859
General Classrooms - Grade 1-5	887	4	3,548
General Classrooms - Grade 1-5	859	13	11,167
General Classrooms - Grade 1-5	895	1	895
ELL	144	1	144
Kindergarten Project Areas			
Grade 1-5 Project Areas			
Greenhouse			
SPECIAL EDUCATION		12	5,543
<i>(List rooms of different sizes seperately)</i>			
Self-Contained SPED	0	0	0
Self-Contained SPED - toilet			
ILP Classroom (not self-contained)	742	1	742
ILP Classroom Project Area			
ILP Classroom (not self-contained)			
ILP Classroom Project Area			
Resource Room	895	1	895
ILP Calming Spaces			
ILP BCBA	742	1	742
ILP Speech Language Pathologists (SLP)			
ILP ETS Office			
ILP quiet waiting area	0		0
ILP small group Break-out off Cafeteria	0		0
Calming Space for Non ILP students	0	0	0
Small group instruction rooms	577	1	577
Small group instruction rooms	0		0
Small group instruction rooms			
OT/PT + Storage	577	1	577
Speech Language Pathologists (SLPs)	160	2	320
Psychologist	185	1	185
Mental Health - Counselor	267	1	267
Mental Health - Social Worker	0	0	0
Mental Health - Metco Social Worker	Shared with Psychologist		
ETS Office	256	1	256
ETS Conference Room			
Literacy Specialists	742	1	742
Math Specialists			
Literacy Library	0	0	0

PROPOSED								
Existing to Remain/Renovated			New @ 645 Students			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
		0			31,610			31,610
			1,100	5	5,500	1,100	5	5,500
			900	25	22,500	900	25	22,500
			470	3	1,410	470	3	1,410
			150	5	750	150	5	750
			50	25	1,250	50	25	1,250
			200	1	200	200	1	200
		0			12,104			12,104
			0	0	0	0	0	0
			0	0	0	0	0	0
			1,100	1	1,100	1,100	1	1,100
			150	1	150	150	1	150
			900	2	1,800	900	2	1,800
			50	2	100	50	2	100
			300	4	1,200	300	4	1,200
			163	3	489	163	3	489
			190	1	190	190	1	190
			250	1	250	250	1	250
			140	1	140	140	1	140
			225	1	225	225	1	225
			187	1	187	187	1	187
			Shared with ILP Calming Spaces					
			250	2	500	250	2	500
			186	1	186	186	1	186
			220	2	440	220	2	440
			1,050	1	1,050	1,050	1	1,050
			300	2	600	300	2	600
			195	1	195	195	1	195
			315	1	315	315	1	315
			242	1	242	242	1	242
			242	1	242	242	1	242
			140	1	140	140	1	140
			290	1	290	290	1	290
			733	1	733	733	1	733
			220	2	440	220	2	440
			900	1	900	900	1	900

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	28	27,850	
1,200		-	1,100 SF min - 1,300 SF max
1,200	5	6,000	1,100 SF min - 1,300 SF max
950	23	21,850	900 SF min - 1,000 SF max
		7,550	
950	5	4,750	8% of pop. in self-contained SPED
60	5	300	
500	3	1,500	1/2 size Genl. Clrm.
500	2	1,000	1/2 size Genl. Clrm.

Proposed Space Summary- Elementary Schools
June 29, 2017

HASTINGS ELEMENTARY			
ROOM TYPE	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
ART & MUSIC			1,755
Art Classroom - 25 seats	742	1	742
Art Workroom w/ Storage & kiln	0	0	0
Music Classroom / Large Group - 25-50 seats	859	1	859
Music Practice / Ensemble	154	1	154
Band / Strings	0	0	0
HEALTH & PHYSICAL EDUCATION			3,751
Gymnasium	3,751	1	3,751
Gym Storeroom	Included in Gymnasium		
Health Instructor's Office w/ Shower & Toilet			0
MEDIA CENTER			1,622
Media Center / Reading Room/ Office/Work Room	1,622	1	1,622
Ed / Instructional Tech staff Office			
DINING & FOOD SERVICE			6,485
Cafeteria / Dining	3,163	1	3,163
Stage	1,062	1	1,062
Chair / Table / Equipment Storage	Included in Cafeteria		
Kitchen	1,749	1	1,749
Staff Lunch Room	511	1	511
MEDICAL			224
Medical Suite Toilet			
Nurses' Office	224	1	224
Examination Room / Resting / Waiting Room			0
ADMINISTRATION & GUIDANCE			1,241
General Office / Waiting Room / Toilet	382	1	382
Work Room (incl Toilet)	101	1	101
Teachers' Mail and Time Room	Included in General Office		
Duplicating Room	Included in General Office		
Records Room	Included in General Office		
Principal's Office w/ Conference Area	344	1	344
Principal's Secretary / Admin Assistant	158	1	158
Assistant Principal's Office	256	1	256
Supervisory / Spare Office	0	0	0
Conference Room	0	0	0
Guidance Office	0	0	0
Guidance Storeroom	0	0	0
Teachers' Work Room	Included in Staff lunch room		
Teachers' Work Room			
CUSTODIAL & MAINTENANCE			988
Custodian's Office			
Custodian's Workshop			
Custodial Closet			
Custodian's Storage	Varies		722
Custodian's Storage			
Custodian's Storage			
Recycling Room / Trash			
Receiving and General Supply	266	1	266

PROPOSED								
Existing to Remain/Renovated			New @ 645 Students			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
		0			5,000			5,000
			1,000	2	2,000	1,000	2	2,000
			300	1	300	300	1	300
			1,200	2	2,400	1,200	2	2,400
			150	2	300	150	2	300
			Shared with Music Classrooms					
		0			6,300			6,300
			6,000	1	6,000	6,000	1	6,000
			150	1	150	150	1	150
			150	1	150	150	1	150
		0			3,573			3,573
			3,300	1	3,300	3,300	1	3,300
			273	1	273	273	1	273
		0			8,460			8,460
			4,420	1	4,420	4,420	1	4,420
			1,000	1	1,000	1,000	1	1,000
			400	1	400	400	1	400
			2,080	1	2,080	2,080	1	2,080
			280	2	560	280	2	560
		0			622			622
			72	1	72	72	1	72
			120	1	120	120	1	120
			430	1	430	430	1	430
		0			2,631			2,631
			368	1	368	368	1	368
			450	1	450	450	1	450
			Included above			Included above		
			Included above			Included above		
			275	1	275	275	1	275
			Included in General Office			Included in General Office		
			168	1	168	168	1	168
			0	0	0	0	0	0
			325	1	325	325	1	325
			0	0	0	0	0	0
			0	0	0	0	0	0
			305	1	305	305	1	305
			370	2	740	370	2	740
		0			2,244			2,244
			130	1	130	130	1	130
			Included with Receiving			Included with Receiving		
			150	3	450	150	3	450
			175	1	175	175	1	175
			134	1	134	134	1	134
			0	1	0	0	1	0
			Included with Receiving			Included with Receiving		
			827	1	827	827	1	827

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		5,000	
1,000	2	2,000	assumed schedule 2 times / week / student
150	2	300	
1,200	2	2,400	assumed schedule 2 times / week / student
75	4	300	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		3,573	
3,573	1	3,573	
		8,459	
4,838	1	4,838	2 seatings - 15SF per seat
1,000	1	1,000	
415	1	415	
1,945	1	1,945	1600 SF for first 300 + 1 SF/student Add'l
261	1	261	20 SF/Occupant
		610	
60	1	60	
250	1	250	
100	3	300	
		2,631	
473	1	473	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	1	120	
120	1	120	
250	1	250	
150	2	300	
35	1	35	
473	1	473	
		2,245	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
315	1	315	

**Proposed Space Summary- Elementary Schools
June 29, 2017**

HASTINGS ELEMENTARY	Existing Conditions			PROPOSED									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
	ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	Existing to Remain/Renovated			New @ 645 Students			Total			ROOM NFA ¹	# OF RMS	area totals
Storeroom							164	2	328	164	2	328	430	1	430	
Network / Telecom Room							200	1	200	200	1	200	200	1	200	
OTHER				362					550			550			0	
Other (specify) Lextended Day		362	1	362			550	1	550	550	1	550				
Total Building Net Floor Area (NFA)				40,758			0		73,094			73,094			64,217	
				Portables 5,774												
				Existing Building 34,984												
Proposed Student Capacity/Enrollment			Current	454											645	
Total Building Gross Floor Area (GFA) ²				62,159											93,525	
				Portables 11,359												
				Existing Building 50,800												
Grossing factor (GFA/NFA)				1.53											1.46	

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 Inc.

Name of Principal Architect: Richard N Rice

Signature of Principal Architect: 

Date: 6/10/17

**HASTINGS
ELEMENTARY SCHOOL**

LEXINGTON, MA

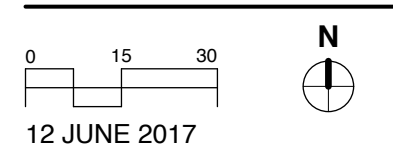
SCHEMATIC DESIGN

First Floor Plan



LEGEND

- RESOURCE ROOM
- SMALL GROUP ROOM
- CALMING SPACE
- BCBA OFFICE
- ILP
- ILP BREAKOUT ROOM
- ILP QUIET WAITING
- SPEECH & LANGUAGE
- ILP SPEECH & LANGUAGE
- MATH SPECIALIST
- LITERACY SPECIALIST
- OT/PT
- COUNSELOR OFFICE
- METCO COUNSELOR OFFICE
- SOCIAL WORKER OFFICE
- ETS OFFICE
- ETS CONFERENCE ROOM
- PSYCHOLOGIST OFFICE
- LITERACY LIBRARY



12 JUNE 2017

**HASTINGS
ELEMENTARY SCHOOL**

LEXINGTON, MA

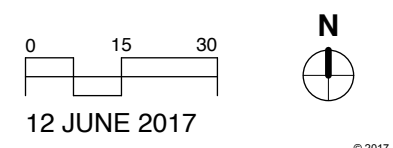
SCHEMATIC DESIGN

Second Floor Plan



LEGEND

[Light Blue Box]	RESOURCE ROOM
[Light Blue Box]	SMALL GROUP ROOM
[Yellow Box]	CALMING SPACE
[Light Green Box]	BCBA OFFICE
[Red Box]	ILP
[Cyan Box]	ILP BREAKOUT ROOM
[Orange Box]	ILP QUIET WAITING
[Light Green Box]	SPEECH & LANGUAGE
[Green Box]	ILP SPEECH & LANGUAGE
[Pink Box]	MATH SPECIALIST
[Orange Box]	LITERACY SPECIALIST
[Yellow Box]	OT/PT
[Light Green Box]	COUNSELOR OFFICE
[Cyan Box]	METCO COUNSELOR OFFICE
[Blue Box]	SOCIAL WORKER OFFICE
[Purple Box]	ETS OFFICE
[Grey Box]	ETS CONFERENCE ROOM
[Red Box]	PSYCHOLOGIST OFFICE
[Orange Box]	LITERACY LIBRARY

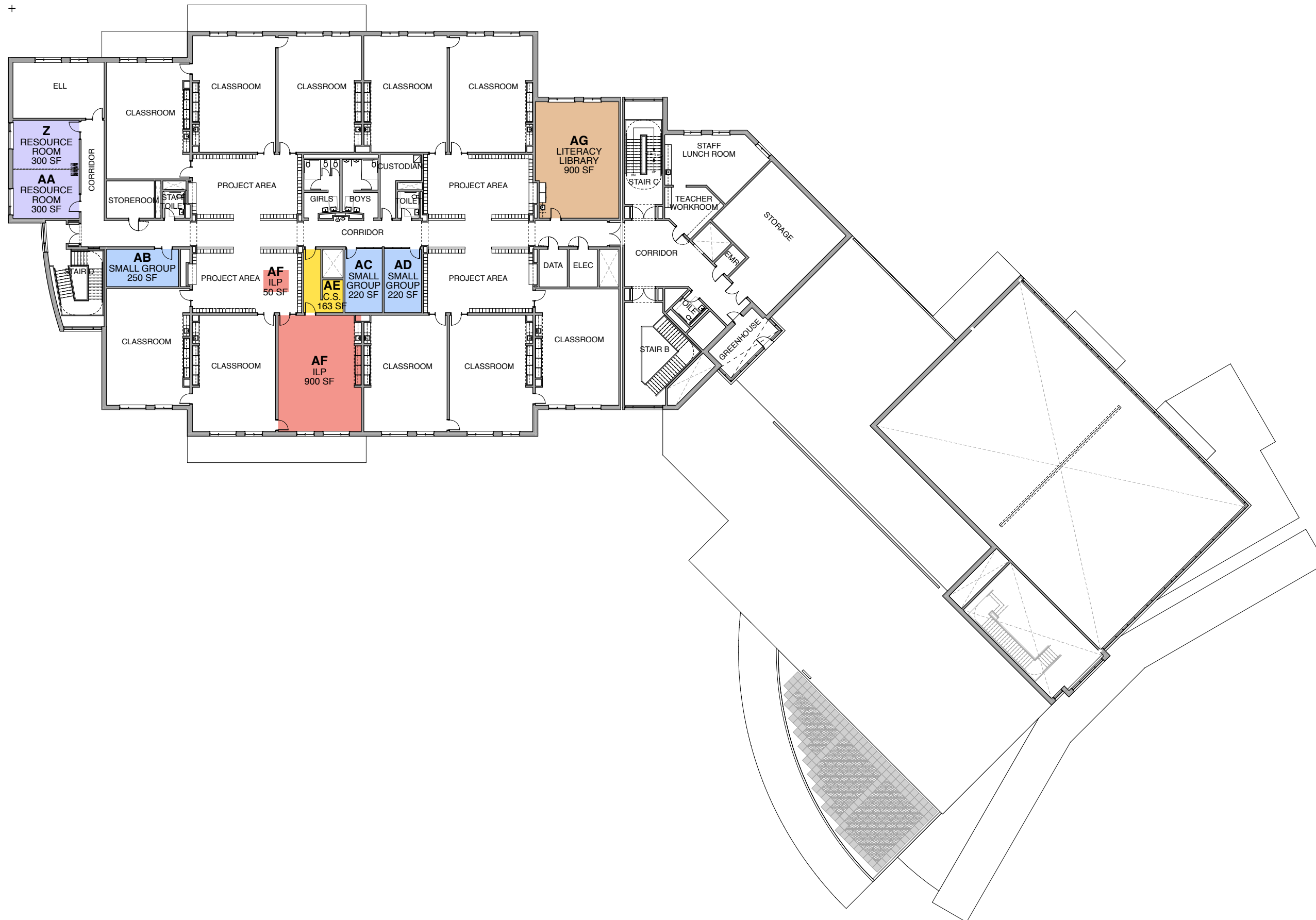


**HASTINGS
ELEMENTARY SCHOOL**

LEXINGTON, MA

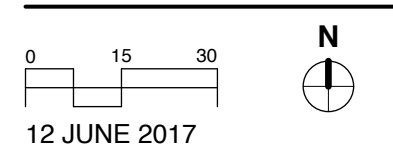
SCHEMATIC DESIGN

Third Floor Plan



LEGEND

	RESOURCE ROOM
	SMALL GROUP ROOM
	CALMING SPACE
	BCBA OFFICE
	ILP
	ILP BREAKOUT ROOM
	ILP QUIET WAITING
	SPEECH & LANGUAGE
	ILP SPEECH & LANGUAGE
	MATH SPECIALIST
	LITERACY SPECIALIST
	OT/PT
	COUNSELOR OFFICE
	METCO COUNSELOR OFFICE
	SOCIAL WORKER OFFICE
	ETS OFFICE
	ETS CONFERENCE ROOM
	PSYCHOLOGIST OFFICE
	LITERACY LIBRARY



12 JUNE 2017

Special Education Adjacency Table

Lexington Maria Hastings Elementary School

6/12/17

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
Floor 1					
Resource Room	500	Resource Room	A	300	Resource Room available for teacher planning, testing, consultation and pullout instruction. Adjacent to other resource rooms and general classrooms.
Resource Room	500	Resource Room	B	300	
Small Group Room/ Reading	Select SF	Small Group Room	C	186	Pull-out instruction is provided for students who require it, based on their personalized instructional needs within tier two and tier three programming. There is shared responsibility among the faculty for all students' success. Students meet with literacy, ELL, special education, speech and language, occupational and physical therapy, adaptive physical education, counselors and social workers in small spaces that are often used by multiple providers. Adjacent to general classrooms.
Small Group Room/ Reading	Select SF	Small Group Room	D	250	
*Unique to District	Select SF	Calming Space	E	163	Special educators working with ILP students require calming spaces for staff and a child who is dysregulated. Adjacent to the general classrooms and ILP classrooms.
*Unique to District	Select SF	ILP BCBA	F	190	The ILP program includes services of a BCBA who requires office space for consultation and planning purposes. Adjacent to academic spaces.
*Unique to District	Select SF	ILP classroom	G	1100	ILP specialized instruction takes place in both the general education setting and in small group spaces. Special educators working with ILP students need shared classroom space for specialized materials and small group instructional areas. Adjacent to general classrooms, calming spaces, breakout spaces.
*Unique to District	Select SF	ILP classroom Project Area	G	150	
*Unique to District	Select SF	ILP Breakout Room	H	187	The ILP program provides behavioral check-in and check-out support, social skills groups, lunch groups, and student behavioral programming. The ILP Breakout Room is strategically located by the cafeteria for the social skills groups and "lunch bunch" groups.
*Unique to District	Select SF	ILP Quiet Waiting	I	225	Students in the ILP often travel to school in specialized vehicles. A space should be designed as part of the school's dismissal area that can be accessed by the students so that they are able to wait for the vans in a quieter location while still being integrated into the end-of-day routines.
Floor 2					

[Insert School name here] Proposed Special Education Program
(Construction type here)

*Unique to District	Select SF	Speech Language Pathologist	J	300	Speech Language Pathologists (SLP) bridge both the Resource Room and Intensive Learning Programs. Their spaces should provide for teacher planning and consultation, testing, small group instruction. The preference is to have each SLP adjacent to each other and located near the general classrooms.
*Unique to District	Select SF	Speech Language Pathologist	K	300	
*Unique to District	Select SF	ILP Speech Language Pathologist	L	250	
*Unique to District	Select SF	Calming Space	M	163	Special educators working with ILP students require calming spaces for staff and a child who is dysregulated. Adjacent to the general classrooms and ILP classrooms.
*Unique to District	Select SF	ILP classroom	N	900	ILP specialized instruction takes place in both the general education setting and in small group spaces. Special educators working with ILP students need shared classroom space for specialized materials and small group instructional areas. Adjacent to general classrooms, calming spaces, breakout spaces.
*Unique to District	Select SF	ILP classroom Project Area	N	50	
*Unique to District	Select SF	Math Specialist	O	220	Math instruction includes a wealth of materials and technology. The math specialist will have a space for planning, consulting with teachers, work with small groups of students, and material storage. The math specialist models instruction in the classroom that includes hands-on materials and project learning. The general classrooms will have the flexible workspaces for children to spread out and complete projects connected with all curriculum areas. In addition, the math specialist also utilizes small group or break out rooms. Math specialists should have space for teacher planning and consultation. The professionals should work in the same space or adjacent to one another in order to promote collaboration and professional development opportunities for the full faculty.
*Unique to District	Select SF	Math Specialist	P	220	
*Unique to District	Select SF	Literacy Specialists	Q	733	Although most of the reading and writing instruction takes place within the classroom environment, smaller work areas are necessary to facilitate individualized instruction, both in 1:1 and small group settings. Areas designed inside and outside the classroom are required. A centralized office for the specialists with a shared small group instructional space located adjacent to the academic wing is preferred.
*Unique to District	Select SF	OT/PT	R	1050	The Occupational Therapist, Physical Therapist and APE provider should share a large motor space with the OT requiring additional space for testing and small group learning. Adjacency to the gym for shared use of equipment and a larger space is ideal.
*Unique to District	Select SF	Counselor	S	315	In addition to classroom instruction, school counselors and social workers provide small

[Insert School name here] Proposed Special Education Program
(Construction type here)

*Unique to District	Select SF	METCO Counselor	T	242	In addition to classroom instruction, school counselors and social workers provide small group and individual sessions. In the new building three counseling offices should be located near each other with space for small groups of students to gather in a private setting.
*Unique to District	Select SF	Social Worker	U	242	
*Unique to District	Select SF	ILP ETS Office	V	140	Evaluation Team Supervisors (ETS) lead special education team meetings, supervise special education staff and organize all mandated documentation associated with special education services. They require office space for Team Meetings as well as a conference room for staff and parents in a confidential location preferably located near the psychologist, counselors and administrative team.
*Unique to District	Select SF	ETS Office	W	140	
*Unique to District	Select SF	ETS Conference Room	X	290	
*Unique to District	Select SF	Psychologist	Y	195	The Lexington Public Schools employ school psychologists to evaluate students. A school psychologist requires a private office for testing and meeting with families and should be in the vicinity to ETS, administration and team meeting conference space.
Floor 3					
Resource Room	500	Resource Room	Z	300	Resource Room available for teacher planning, testing, consultation and pullout instruction. Adjacent to other resource rooms and general classrooms.
Resource Room	500	Resource Room	AA	300	
Small Group Room/ Reading	Select SF	Small Group Room	AB	250	Pull-out instruction is provided for students who require it, based on their personalized instructional needs within tier two and tier three programming. There is shared responsibility among the faculty for all students' success. Students meet with literacy, ELL, special education, speech and language, occupational and physical therapy, adaptive physical education, counselors and social workers in small spaces that are often used by multiple providers. Adjacent to general classrooms.
Small Group Room/ Reading	Select SF	Small Group Room	AC	220	
Small Group Room/ Reading	Select SF	Small Group Room	AD	220	
*Unique to District	Select SF	Calming Space	AE	163	Special educators working with ILP students require calming spaces for staff and a child who is dysregulated. Adjacent to the general classrooms and ILP classrooms.
*Unique to District	Select SF	ILP classroom	AF	900	ILP specialized instruction takes place in both the general education setting and in small group spaces. Special educators working with ILP students need shared classroom space for specialized materials and small group instructional areas. Adjacent to general classrooms, calming spaces, breakout spaces.
*Unique to District	Select SF	ILP classroom Project Area	AF	50	

[Insert School name here] Proposed Special Education Program
 (Construction type here)

*Unique to District	Select SF	Literacy Library	AG	900	In support of literacy, the new building will house a Literacy Professional Center which would serve many purposes. The collection used for literacy instruction would be housed in the shared literacy library space in order to facilitate sharing the texts and technology devices across classes and grade levels. The space would be the location of professional learning for teachers, assistants, and parents. The specialized materials used for literacy intervention would also be stored in a centralized location to increase their use by teachers providing RTI (Response to Intervention) services to students in classrooms and small breakout spaces.
			Total	12,104	

Square Footage Summary:

The proposed overall gross square footage of the new building is 110,000; Average square feet of General Classrooms is 900.

MSBA guidelines include 7,550 net square feet of dedicated special education space. The proposed program is 4,554 nsf in excess of the guidelines.

*Indicates that space is unique to District's program and does not appear in MSBA space guidelines.