REQUEST FOR DESIGNER SERVICES (RFS)
East Longmeadow Public Schools
For
East Longmeadow High School

Addendum #2 – February 14th , 2022

1. Please note that on pg. 6 of the Designer RFS ***Engineering for Water Well*** is listed as a category of work for the proposed design team. This category was inadvertently included. ***Engineering for Water Well*** is **NOT** required.
2. The attendance list from the (optional) Designer Pre-Proposal Meeting that was held on 2/8/2022 is attached to Addendum #2 for reference.
3. **Attachment F- Tax Compliance Certification Form** is attached to Addendum #2. This form must be completed and included in your application which is due on 2/23/2022.
4. **Attachment G- Certificate of Non-Collusion** is attached to Addendum #2. This form must be completed and included in your application which is due on 2/23/2022.
5. **Attachment H- Debarment Disclosure Form** is attached to Addendum #2. This form must be completed and included in your application which is due on 2/23/2022.
6. **Attachment I- Acknowledgement of Addenda** is attached to Addendum #2. This form must be completed and included in your application which is due on 2/23/2022.
7. **Attachment J- Applicant Certification Form and Response to Minimum Criteria** is attached to Addendum #2. This form must be completed and included in your application which is due on 2/23/2022.
8. East Longmeadow School Facilities Master Plan is attached to Addendum #2 for reference.
9. General Note: Skanska has received multiple questions from prospective Applicants. Skanska will respond to those questions, and any other questions that are received prior to the deadline specified in the Designer RFS, in Addendum #3.

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CMTA 617.512.8198
Jtulipani@cmta.com

SKANSKA

East Longmeadow High School
Designer Pre-Propsal Meeting
2.8.2022

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Helen Fantini	SMMA	(413) 588-1012	hfantini@smma.com

ATTACHMENT F: COMPLIANCE CERTIFICATION

TOWN OF EAST LONGMEADOW

East Longmeadow High School Project

Qualification and Taxes: The Contractor represents that it is qualified to perform the services required under this contract and possesses or shall obtain all requisite licenses and permits.

Pursuant to MGL C.62C, S49A, under the penalties of perjury that, to the best of its knowledge and belief, the Contractor is in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

Employment Security Contributions and Compulsory Workers' Compensation Insurance: Pursuant to MGL C.151A, S.19 and MGL C.152, the Contractor certifies compliance with all laws of the Commonwealth relating to payments to the Employment Security System and all Commonwealth laws relating to required workers' compensation insurance policies.

Additional Income Disclosure: The Contractor certifies that the following amounts (attached list if applicable) represents all income due, or to become due, to the Contractor, for services rendered to the Commonwealth, any political subdivision or public authority, during the period of this contract.

_____
(Signature)

_____
(Name of Person Signing Proposal)

_____
(Name of Business)

THIS FORM MUST BE SIGNED & RETURNED WITH YOUR SUBMISSION.

ATTACHMENT G: CERTIFICATE OF NON-COLLUSION

TOWN OF EAST LONGMEADOW

East Longmeadow High School Project

The undersigned certifies under penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other period. As used in this certification, the word “person” shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

_____
(Signature)

_____
(Name of Person Signing Proposal)

_____
(Name of Business)

THIS FORM MUST BE SIGNED & RETURNED WITH YOUR SUBMISSION.

ATTACHMENT H : DEBARMENT DISCLUSURE FORM

TOWN OF EAST LONGMEADOW

East Longmeadow High School Project

DEBARMENT DISCLOSURE FORM

PUBLIC CONTRACTS –DEBARMENT
CHAPTER 550, ACTS OF 1991

The said undersigned certifies under penalties of perjury that the said undersigned is not presently debarred from doing public construction work in the Commonwealth of Massachusetts under the provisions of Section 29F of Chapter 29 of the General Laws, or any other applicable debarment provisions of any other Chapter of the General Laws, or any Rule or Regulation promulgated thereunder.

Date:_____

Name of Bidder: _____

By:_____Signature

_____

Print Name & Title of Person Signing

_____

Address

_____

City, State, ZIP

THIS FORM MUST BE SIGNED & RETURNED WITH YOUR SUBMISSION.

ATTACHMENT I: ACKNOWLEDGEMENT OF ADDENDA

TOWN OF EAST LONGMEADOW

East Longmeadow High School Project

ACKNOWLEDGEMENT OF ADDENDA

The Bidder acknowledges all addenda.

ADDENDA NUMBER	DATE ISSUED
_____	_____
_____	_____
_____	_____
_____	_____

_____

(Signature)

_____

(Name of Person Signing Proposal)

_____

(Name of Business)

THIS FORM MUST BE SIGNED & RETURNED WITH YOUR SUBMISSION.

ATTACHMENT J: APPLICANT CERTIFICATION FORM AND RESPONSE TO MINIMUM CRITERIA

TOWN OF EAST LONGMEADOW

East Longmeadow High School Project

APPLICANT CERTIFICATION FORM AND RESPONSE TO MINIMUM CRITERIA
Supplementary Certifications:

a. The undersigned Applicant has read this complete Request for Services and have stated any exceptions to the content or scope of the RFS in its narrative submittal.

b. The undersigned Applicant has read the MSBA Standard Contract presented in Attachment B, any exceptions taken to the Standard Contract have been clearly noted in its narrative submittal.

c. I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury.

As required under Chapters 233 and 701 of the Mass. Acts and Resolves of 1983, and Chapter 30B of Mass. General Laws, all parties shall certify to the following, by returning this form executed in the space indicated below.

(1) "The undersigned certifies under the penalties of perjury that this bid or proposal has been made and submitted in good faith without collusion or fraud with any other person. As used in this certification, the word person shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals." **and**

B. "Pursuant to M.G.L. Ch. 62C, 49A, I certify under the penalties of perjury that I, to my best knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support."

Date:_____ Signature: _____

Must be signed in order to be considered for selection

APPLICANT BUSINESSADDRESS

_____

_____

_____

APPLICANT CONTACT INFORMATION

Person to Contact: _____

Telephone Number:_____

Email:_____

THIS FORM MUST BE SIGNED & RETURNED WITH YOUR SUBMISSION.

Executive Report

2013 School Facilities Master Plan

EAST LONGMEADOW PUBLIC SCHOOLS

East Longmeadow, Massachusetts

January 17, 2014

Submitted by

MARGO JONES
Architects

SMMA

TABLE OF CONTENTS

MARGO JONES
Architects

SMMA

Section 1
Executive Summary

Executive Report – 2013 School Facilities Master Plan
EAST LONGMEADOW PUBLIC SCHOOLS

EXECUTIVE SUMMARY

1.1 ACKNOWLEDGEMENTS

Symmes Maini & McKee Associates (SMMA) and Margo Jones Architects (MJA) would like to acknowledge the participation and guidance provided by the district administration, study committees, and the teachers and staff of the district.

Steering Committee

Gordon Smith, Superintendent of Schools
Theresa Olejarz, Assistant Superintendent for Business
Gregory Thompson, School Committee
Dan Hellyer, Building Commissioner
Bruce Feeney, Building Facilities Manager, E.L. D.P.W.

Leadership Committee

Gina Flanagan, Principal - East Longmeadow High School
Ryan Kelly, Assistant Principal - East Longmeadow High School
Kathy Hill, Principal - Birchland Park Middle School
Paul Plummer, Assistant Principal, Birchland Park Middle School
Elaine Santaniello, Principal, Mountain View Elementary School
Lisa Dakin, Principal - Meadowbrook Elementary School
Holly Martin, Assistant Principal, Meadow Brook Elementary School
Michael Fredette, Principal - Mapleshade Elementary School
Valerie Annear, Director of Instruction and Curriculum
Joanne Welch, Director Student Support Services
Ryan Quimby, Director of Information Technology
Joanne Welch, Director of Student Services

1.2 INTRODUCTION

The goals of this study are:

- To explore options for the efficient use of the existing school buildings in East Longmeadow, MA, that are consistent with the educational goals of the district, specifically to maintain and improve the educational opportunities for students
- Conduct a detailed evaluation of the physical plants of each school (Conditions Assessment)
- Provide recommendations and cost estimates for capital planning initiatives

This report documents both the process and the resulting recommendations arrived at by the committees. Numerous meetings of the committees (Steering Committee and Leadership Committee) were held to discuss the issues and options. In most cases through the process, unanimous or near unanimous agreement was reached on issues and direction.

Based on the educational, enrollment and infrastructure needs, conceptual planning options for renovation/addition/new construction were developed.

The conditions assessment was developed by SMMA in an on-line database that has been turned over to the school department as a working tool. The database is available for "viewing" but the editing aspect is limited to select district personnel and is password protected.

1.3 BACKGROUND

SMMA in association with MJA was tasked with review each of the buildings for physical condition and educational program. The master plan study includes all schools within the district: three elementary schools, one middle school, and one high school.

SMMA's focus was primarily on the high school and middle school. MJA's focus was the three elementary schools. SMMA engineers conducted the reviews of all five schools.

The principals, selected teachers, and staff were interviewed at each of the schools to understand how the schools currently function educationally and how they might change in the future to better accommodate 21st Century teaching and learning methodologies.

1.4 ENROLLMENT PROJECTIONS

SMMA engaged the New England School Development Council (NESDEC) to provide enrollment projections for the East Longmeadow School District. NESDEC's report dated May 15, 2013 describes historical enrollment and enrollment projections through the school year 2022 - 2023 for East Longmeadow, Massachusetts can be found in Appendix 1.

A comprehensive report titled Demography and Enrollment Projections can be found in Appendix 2. The master plan study uses this report for projected school enrollment to the school year 2022-2023.

The reports show that the historical enrollment over the past 10 years has been very stable with minor fluctuations from year to year. Similarly, the projections looking forward to the school year 2022 - 2023 are also indicated as very stable with minor fluctuations from year to year.

1.5 VISIONING

SMMA/MJA teamed with Frank Locker Ph.D., Frank Locker Educational Planning to conduct a day long Visioning Session for the district. The day included a group of approximately 40 teachers, administrators, students, parents, and community leaders to discuss the East Longmeadow Public Schools and develop the educational vision for the district. Throughout the meetings, the group discussed guiding principles, 21st Century education, learning modalities, educational

deliveries, and school organizational structure. The day's activities are documented and summarized in Appendix 3 of this report.

1.6 EDUCATIONAL EVALUATION AND PROGRAM

On March 4, 2013 and March 7, 2013 SMMA met with teachers and staff at the high school to understand the needs of the school as related to teaching and learning and to get their perspective on many issues. In advance of these meetings, a list of questions and issues was distributed to the staff. Refer to Section 2.4 of this report for more information.

This process was repeated at the Birchland Middle School on April 10, 2013.

MEADOW BROOK ELEMENTARY SCHOOL

MOUNTAIN VIEW ELEMENTARY SCHOOL

MAPLESHADE ELEMENTARY SCHOOL

On February 27, 2013 and May 17, 2013, MJA conducted meetings with the principals and staff from the three elementary schools to discuss educational programs within the context of each of their buildings. MJA provided a comparison of the programmatic elements of each of the schools with the Massachusetts School Building Authority's (MSBA) guidelines. The elementary schools include Meadowbrook Elementary School built in 1969 serving grades PK-2 (74,300 GSF), Mountain View Elementary School built in 1960 serving grades 3-5 (48,800 GSF) and Mapleshade Elementary School built in 1955 serving grades 3-5 (43,000 GSF).

On the whole, the three elementary schools are undersized (between 11 – 17%) as compared to the MSBA guidelines, however, this is primarily the result of undersized spaces such as the gym, media center, art and music, administration and custodial and maintenance, and not the typical classrooms. In general, elementary school classrooms meet or come close to meeting Massachusetts School Building Authority (MSBA) Guidelines.

BIRCHLAND PARK MIDDLE SCHOOL

The Birchland Middle School (132,000 GSF) is the most recent school in the district having opened in 2000. SMMA met with school administration and selected teachers, to discuss the educational requirements and curriculum and enrollment for grades 6-8.

As one might expect, the middle school for the most part meets, and in some areas exceeds the space requirements of the MSBA Guidelines. Although looking forward to 21st Century teaching and learning advancements some work may be required.

HIGH SCHOOL

The high school dates from 1959 with additions in 1964 and 1975 (204,000 GSF). SMMA met with school administration and selected teachers, to discuss the educational requirements and curriculum and enrollment for grades 9-12.

When compared with MSBA Guidelines, most academic spaces are undersized, and in some cases significantly undersized. Most specifically, the undersized spaces include:

- Typical classrooms
- Science lecture labs
- SPED classrooms (sizes and number of spaces)
- Vocations and technology labs

The high school currently houses the School Districts' Central Administration in spaces previously designed for industrial arts programs. Additionally, the high school also houses the ELCAT (East Longmeadow Cable Access Television) which was currently renovated within the existing service garage area of the school adjacent to the Central Administration.

1.7 EXISTING CONDITIONS

SMMA developed a database to record existing conditions at the districts' five schools. This database will serve the district Building Facilities Manager as a record of existing conditions spaces and recommendations.

The database is designed to be a tool to track conditions, organize and prioritize maintenance and improvements, and facilitate capital planning decisions over time.

The database includes three major components: a BCR or Building Condition Review for each building, an SCR, or Space Condition Review for each of the rooms and identified all spaces including site areas at each building. Additionally, it includes recommendations that have been prioritized to assess need and urgency for improvements. Refer to Section 3 for the Evaluation of Existing Conditions.

1.8 OPTIONS DEVELOPMENT

SMMA/MJA developed options for each of the schools. These options vary in scale from essential upgrades to new building construction. The options are explained in more detail in Section 4 of this report.

1.9 CAPITAL PLANNING AND PHASING

Based on the review of options presented by SMMA/MJA and the Steering Committee, SMMA/MJA have created and the Steering Committee is recommending a two phase approach for addressing the essential building needs and educational needs for teaching and learning across their buildings.

Phase 1 - Next one to five years

- Essential Upgrades to the middle school and the three elementary schools
- Upgrades for 21st Century education for the three elementary schools and the high school
- A capital project for the high school (either new building or comprehensive renovation)

As discussed with the Steering and Leadership Committees, if MSBA reimbursement is sought for the high school project, the determination of a new school or renovation of the existing school will need to be studied and determined through the MSBA feasibility study process.

Phase 2 - Includes

- capital projects for the elementary schools
- essential upgrades (Years 5 - 15)
- upgrades for 21st Century education

Refer to Section 5 of this report for a detailed explanation of the project phasing and potential costs associated with the essential and capital improvements.

Section 2
Educational Programming

Executive Report – 2013 School Facilities Master Plan
EAST LONG MEADOW PUBLIC SCHOOLS

EDUCATIONAL PROGRAMMING

2.1 PROGRAMMING SCHEDULE

SMMA and MJA conducted several programming meetings throughout the winter and spring of 2013 in all five schools which included teacher programming meetings and administration meetings. Meeting minutes can be found in Appendix 4 of this report.

2.2 ENROLLMENT PROJECTIONS

The Enrollment Projections Report indicates that though there is fairly consistent numbers historically, enrollment numbers slightly decline when viewed 10 years out. The decline is not enough to make any impact on the facilities needed to support the population. It can be noted that the Town of East Longmeadow has seen an increase in overall population by over 10% in the last 20 years. For more detailed information regarding historic or projected enrollment, please refer to Appendices 1 and 2.

2.3 VISIONING

SMMA and MJA teamed with Frank Locker and a group of approximately 40 teachers, administrators, students, community leaders, and parents to guide the East Longmeadow Public Schools to shape the educational vision for the district. Throughout the meetings, the group discussed the guiding principles, 21st Century education, learning modalities, educational deliveries, and school organizational structure.

The visioning sessions took place April 25, 2013, during which time individuals discussed foundations for the future of education including collaboration, interdisciplinary learning, and flexibility amongst others. The groups determined that the direction they would like the district to move would encourage small learning communities, personalization, and most importantly, project based learning.

Other talking points included the flipped classroom and the needs associated with teacher collaboration space, larger space for project work, and supply storage. The Visioning report can be found in Appendix 3 of this report.

2.4 EDUCATIONAL PROGRAMMING MEETINGS

Teacher Meetings

On March 4, 2013 and March 7, 2013 SMMA met with teachers and staff at the high school to understand the needs of the school as related to teaching and learning and to get their perspective on many issues. In advance of these meetings, a list of questions and issues was distributed to the staff. Refer to Appendix 4 of this report for more information.

This process was repeated at the Birchland Middle School on April 10, 2013.

MJA conducted similar meetings with staff from the three elementary schools on February 27, 2013 and May 17, 2013.

Class Sizes

In accordance with the school department policy, the following criteria were used in the evaluation of the buildings and educational program:

Kindergarten and Grade 1:	20 students
Grades 2 - 3:	22 students
Grades 4 - 8:	25 students
Grades 9 - 12:	25 students

TEACHER INTERVIEWS

In preparation for meetings with teachers and staff, the following memo was distributed to all who would participate:

> Teachers and Staff,
>
> We will be meeting with you shortly to discuss the long term goals of how to improve the East Longmeadow High School teaching and learning environment. Since we a have relatively short introductory meetings, I would like you to think *about* how you operate now and how you might in the future. We will have an architect / engineering team visit the school in the future to review the physical issues of the school, i.e. temperature and its' control, lighting, acoustics, storage, availability of teacher toilet facilities etc. For these initial meetings, we want to focus on the educational side of the discussion.
>
> Following our meetings, if you have additional thoughts or other teachers in your department would like to contribute to the discussion, you could follow up with written comments channeled through the HS administration.
>
> - What do you like about your current teaching environment / space?
> - How much of the school / grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc
> - What would you like to do, that the current environment is hindering or preventing you from doing?
> - What subject adjacencies would you like to have?
> - What changes would improve project based learning opportunities?
> - What changes would improve student centric learning opportunities? Self directed learning?
> - Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?
> - Student involvement in the programming and design process?
> - How would you like to integrate technology into the curriculum?
> - 1:1, technology for every student
> - Do you envision the exterior environment being part of the overall teaching environment? How?

- Does the building environment allow for differentiated instruction?
- Other thoughts?

HIGH SCHOOL

Reoccurring themes that came from the discussions with teachers and staff included:

- The library should be more centrally located in the school and should function as a media center. It needs to reflect how students want to function including technology rich and collaborative spaces.
- Classrooms should be larger to accommodate student centric and active learning. Flexible furniture would go far in accomplishing this.
- The school needs to be prepared for a 1:1 environment. This means that all students should have access to a personal learning device such as a laptop, iPad, Chromebook or other. The curriculum needs to be revised to better integrate the tools of the 1:1 environment.
- Project based, interdisciplinary programs are desired. The few that are currently in the curriculum are very popular with the students. The classrooms currently do not lend themselves to this type of teaching and learning.
- Science rooms are very undersized and dated. All science rooms need to be brought up to contemporary standards. The school would like to evolve the curriculum with a STEM approach. Science, Technology, Engineering and Math.
- The school building is old and worn out. It is not an appealing environment that students want to learn in or teachers want to teach in.
- The ARTS, music and visual would like to be woven into the core curriculum.
- Informal gathering / learning spaces would be helpful in engaging students.

MIDDLE SCHOOL

Reoccurring themes that came from the discussions with teachers and staff included:

- The school organization is two teams per grade. Each team consists of English, Social Studies, Math and Science. The team areas do not include project or teaming areas. Although desired, there is no easy way to develop that space now. Currently there are no teacher "team leaders" though they would like to get to that model.
- To better support Common Core, better access to technology is needed. That will also require better access to the technology infrastructure. The school is interested in getting to a 1:1 technology environment (no dedicated IT person on site).
- Class sizes are running higher than desired.
- Would prefer moving to a block schedule to improve on contact time.
- "Advisory" is an important part of the school structure.

- SPED - there is demand for a Life Skills Room as well as a program for Behavioral / Social Emotional. Student populations in the elementary schools will be matriculating to the MS.
- The school was designed with expansion capability to accept a 12 classroom, second floor addition. This could accommodate future growth (not expected) of the fifth grade moved from the elementary schools.

ELEMENTARY SCHOOLS

Programming Meeting 1: MJA staff met with the elementary school principals on February 27, 2013. The principals generally agreed that the following are District strengths:

- The reading and writing workshop model supported by consistent professional development.
- The inclusive ABA (Applied Behavioral Analysis) program to help autistic students at Meadow Brook.
- The partnership with the Willy Ross School for the Deaf at Mountain View, Birchland Park Middle School and the high school.

The following areas were cited as those in need of improvement:

- Technology in the elementary schools is not sufficient. The principals would prefer improved in-classroom technology rather than a separate computer lab.
- Full-day, non-tuition based kindergarten would be ideal.
- The separation of grades in the schools, pre-K – 2, followed by grades 3-5 was discussed. On the one hand, having the younger children in a separate school has worked really well and helped to strengthen student support services at Meadow Brook. Having two schools for grades 3-5 sometimes poses problems in terms of communications, and a perception of inequity. Some interest in having a single school serving these grades was expressed.

In addition, some specific building-related issues were cited:

- Meadow Brook:
  - Security is an issue at the main entry.
  - 4-classroom temporary portable classrooms are old and require replacement.
  - There is need for testing/evaluation spaces.
- Mountain View:
  - Security is an issue at the main entry.
  - 2-classroom temporary portable classrooms require replacement.
  - Flooding occurs at the roof drain located in room 13 periodically.
  - Many staff office spaces are small and lacking natural light.
  - OT/PT uses the stage, posing safety concerns, and makes the stage unavailable for performance use.

- Mapleshade:
  - Stage is used as a literacy closet and instrumental music instruction. The stage cannot currently be used for performances.
  - Sound transmission issues exist between principal's office and nurse's room and ladies restroom to either side of the principal.
  - SPED staff does not have sufficient office spaces.
  - Guidance office is too small.
  - Gifted and Talented program needs room to grow.

Programming Meeting 2: A second programming meeting was held on May 17, 2013, which included the elementary school principals and key teachers and staff from all three schools. MJA presented an initial summary of findings from the facility assessment exercise:

- Building envelope improvements are needed:
  - Meadow Brook (roof, windows, walls)
  - Mapleshade (roof, walls)
  - Mountain View
- Obsolete portable modular classrooms must be replaced (Meadow Brook, Mountain View)
- All elementary schools require:
  - additional review of security issues
  - ADA upgrades
  - classroom cabinetry and finishes upgrades
  - classroom mechanical upgrades
  - fire suppression systems
  - plumbing system replacement

Using the MSBA space summary template as basis, MJA provided the following information:

- Using the 2017 NESDEC enrollment numbers, all of the elementary schools are undersized per MSBA Guidelines: ranging from 11-17%
- Core academic space exceeds MSBA square footages
- Existing spaces do not address actual needs (i.e. large classrooms subdivided with furniture to create smaller group spaces)
- Gymnasia, libraries, art & music spaces, cafeteria, administrative areas & custodial support spaces are generally undersized per MSBA Guidelines, many of them by more than 20%.
- As compared to MSBA Guidelines, the elementary schools are missing conference rooms and small group spaces.

MJA led this group in a discussion of the pros and cons of the existing elementary school grade configurations, which consists of a single PK-grade 2 school and two neighborhood schools serving grades 3-5.

The Meadow Brook principals, teachers and staff were strongly in favor of retaining the PK-2 model for the following reasons:

- Having all of the grade level teachers in one school is very helpful
- Having all of the of the youngest students together in one school is a benefit, especially as relates to SPED assessment and services
- There is a natural split between grades 2 and 3 with respect to literacy

The groups from Mapleshade and Mountain View expressed the following concerns with the current model and opinions about the future:

- The transition from grade 2 to 3 is naturally difficult. Adjustment period for students and parents is extensive and affects the teachers' ability to prepare students per Common Core standards.
- The fact that there are two schools serving grades 3-5 creates a perception of inequity with the District swing line changing from year to year and at times, dividing neighborhoods
- A real preference for two PK- 5 (or 4 if Birchland Park was renovated to accept 5th graders) schools was expressed, though it was recognized that the swing line will still be a factor.
- PK-5 model would enable development of a "buddy" system, where a 5th grader could act as a mentor to a kindergartener
- Barring the pursuit of a PK-5 model, this group felt strongly that there should be only one school to serve grades 3-5.
- There was clear opinion that Mapleshade is not worth renovating.
- All agreed that the concept of a single PK-5 school was not appropriate or practical, as the enrollment would be too large.

Section 3
Evaluation of Existing Conditions

Executive Report – 2013 School Facilities Master Plan
EAST LONG MEADOW PUBLIC SCHOOLS

EXISTING CONDITIONS SUMMARY

3.1 INTRODUCTION

SMMA developed a database to record existing conditions at the districts' five schools. This database will serve the district Building Facilities Manager as a record of existing conditions spaces and recommendations.

The database is designed to be scalable to include other town buildings but is currently restricted to the public school buildings. It is divided into three main categories: BCR or Building Condition Review for each building; SCR or Space Condition Review for each of the rooms and identified spaces including site areas at each building; and a set of recommendations that are prioritized by several criteria to assess need and urgency for improvements. The full content of the database is not printed in this report but can be viewed online. The sign in page can be viewed as Appendix 5.

3.2 BUILDING CONDITION REVIEW

Each building has a summary page listing basic building information about date of original construction, dates of major additions and alterations, size, assessed values, and basic building code classifications. Following the summary page is a list of overall building conditions divided into building-wide system categories. These categories include:

- Structural condition
- Service life
- Code Compliance
- Environmental Compliance
- Energy Compliance
- Hazardous Materials Compliance
- Safety
- Accessibility
- Service Access
- Site Access
- Maintainability
- Connectivity (Technology)
- Support Space
- Community Space
- Restrooms
- Site Condition

Each of these categories has specific comments by discipline and a three-level quality assessment of Good, Adequate, or Poor.

3.3 SPACE CONDITION REVIEW

Included with each building is a reference floor plan with room numbers and a record for each space in the building. Some of the existing signage numbers do not match the room numbers as discovered during the survey; therefore the database

contains a separate set of room numbers for each space to match any existing signs present. The space designations include site areas such as entrance drive, parking lots and play areas. The space designations also have categories for exterior enclosure including roof areas and exterior walls.

Each space has been categorized by its function following a three level evaluation and follows the MSBA's format for their summary of spaces to easily use this data for MSBA projects in the future. Each space includes its own condition assessment which have been further categorized as follows: Functional Adequacy, Accessibility, Room Finishes, Acoustics and Sound Control, Climate Control, Lighting, Electrical systems, Information Technology, Support Facilities, Site Efficiency, and Physical Condition.

3.4 PRIORITIZATION FACTORS

The conditions and recommendations were ranked to assist the district in prioritizing the projects. Three categories were used: urgency, importance and special opportunities.

Urgency (*listed from most urgent to least urgent*):

A. Safety – This will include Fire Alarm, Sprinklers, Egress paths and exits and Carbon Monoxide contamination.
B. Health – This will include Imminent Indoor Air Quality concerns, Temperature/heat issues, Imminent health Hazards
C. Maintenance (repairs) – All items which require repairs including but not limited to General Construction, Exterior Envelope, Roof, Plumbing, HVAC, Electrical and Technology.
D. Infrastructure (replacement) - All items which require replacement including but not limited to General Construction, Exterior Envelope, Roof, Plumbing, HVAC, Electrical and Technology.
E. Non Priority projects – any item which does not fall into one of the categories above.

Importance:

A. Essential – Must have to continue a program or system
B. Highly Desirable – Would enhance a program or system, a measurable impact
C. Desirable – Would result in an improvement to a program or system, has a benefit but could be combined with another larger project or a grant funded project.

Special Opportunity:

A. Grants/Programs – such as the MSBA Accelerated Repair Program; MSBA Core Program; Town grants
B. Packaged Projects - such as grouping all the roofing projects together or paving projects etc.
C. Other - could include unexpected acquisitions of property or land

The database is a powerful tool that will allow the administration and facilities department to extract information for any room in any building that meet a given set of criteria. For example the database could be queried to find all of the spaces with inadequate climate control and then filtered to show only those that also ranked as urgent, etc. Information in the database can be parsed in any number of ways to extract customized report information.

3.5 MODULAR CLASSROOMS

The costs for renovation of any building typically will include costs for replacement of obsolete modular classrooms with permanent construction unless otherwise noted. Likely construction scenarios would temporarily relocate the existing modulars to clear a portion of the site for the permanent construction.

3.6 PROJECT PACKAGING

Many of the improvement projects recommended in the database are similar scopes of work. In the absence of a large capital project, some of this work could be packaged together for bidding.

The construction work will likely be phased, but combining multiple phases and locations will provide beneficial economies of scale. Massachusetts General Laws define thresholds of work as follows:

- $0 - $10,000 – Solicit of 3 written quotes
- $10,000-$25,000 – Solicit of written responses through the public notification process
- $25,000-$100,000 – Solicit competitively sealed bids advertised through the Central Register
- $100,000 and above – Solicit competitively sealed bids after contractor pre-qualification

3.7 CODE UPGRADES

Other than ordinary repairs and the criteria noted below, additions and/or renovations that change the use of the facility are required to fully comply with life safety, energy code (780 CMR) and accessibility regulations (521 CMR).

780 CMR – 3405 Repairs states that: Buildings and structures, and parts thereof, shall be repaired in compliance with this section and Section 3401.2. Work on non-damaged components that is necessary for the required repair of damaged components shall be considered part of the repair and shall not be subject to the requirements for alterations in this chapter. Routine maintenance required by Section 3401.2, ordinary repairs exempt from permit in accordance with Section 105.2, and abatement of wear due to normal service conditions shall not be subject to the requirements for repairs in this section.

521 CMR - 3.3 Existing Buildings states that: All additions to, reconstruction, remodeling, and alterations or repairs of existing public buildings or facilities, which

require a building permit or which are so defined by a state or local inspector, shall be governed by all applicable subsections in 521 CMR 3.00: JURISDICTION.

3.3.1: If the work being performed amounts to less than 30% of the *full and fair cash value* of the *building* and

a) If the work costs less than $100,000, the only the work being performed is required to comply with 521 CMR or

b) If the work costs $100,000 or more, then the work being performed is required to comply with 521 CMR. In addition, an *accessible* public *entrance* and an *accessible* toilet room, telephone, drinking fountain (if toilets, telephones and drinking fountains are provided) shall also be provided in compliance with 521 CMR.

There is also a "work performed over time" clause in 521 CMR 3.5 which mandates that when work performed on a *building* is divided into separated phases, projects or building permits, the total cost of such work in any 36 month period shall be added together in applying the 521 CMR 3.3 Existing Building requirements.

3.8 INCENTIVES

The MSBA's Accelerated Repair Program provides funding primarily for roofs, windows, boilers and other major systems subject to approval by the MSBA based on need through a Statement of Interest (SOI) submission. The Statement of interest Submittal period closing date for districts is February 14, 2014 for the Accelerated Repair Program and April 11, 2014 for the Core Program.

3.9 IMAGES

The database includes images of current site aerials and reference floor plans. The Space Condition Report for each space includes photographs of the buildings including specific conditions for improvement. Photographs in the database can be updated as work is completed and documented to create an archive of past work.

3.10 GENERAL RECOMMENDATIONS

One method to leverage economy of scale and control costs is to package projects for multiple buildings to provide improvements to key systems, such as high efficiency window replacements, unit ventilator replacements, and plumbing and fire protection upgrades. The packaging of the contracts will depend on many factors including priority/urgency, similarities in scope of work, complexity/size, design effort and available resources – all of which will require comprehensive planning and engagement of all stakeholders.

The elementary schools are in varying conditions with modular classrooms at most locations that are not performing efficiently but are still required for space. Existing modular classrooms are recommended for replacement with permanent construction in support of the current and projected enrollments. The database is intended as a tool to help quantify and prioritize these projects so they can be adequately funded and planned-for.

The information in the database and in this executive summary is intended to inform the town of need and help to prioritize the effort to the areas that need it most and to deliver new work with a comprehensive picture of all of the buildings.

The following pages represent the existing conditions of each of the buildings and recommendations for each building in its current state, organized by Civil (Site), Structure, Architecture, Mechanical, Electrical, Plumbing, Technology and Hazardous Materials. The content of each summary was derived from the database and condensed here. Refer to the database for greater detail.

3.11 RECOMMENDATIONS BY SCHOOL

MEADOW BROOK ELEMENTARY SCHOOL

Built in 1969
74,300 GSF
Grades PK-2

Civil

Overall site functions as intended, though some accessibility, infrastructure, and circulation deficiencies were observed. Fire hydrant spacing and coverage is not adequate, particularly for the east wing. Installation of additional hydrants is recommended. Drainage system appears adequate, though sediment and debris was observed in multiple catch basins. Catch basins should be inspected and cleaned twice per year to increase structure capacity and treatment of pollutants. Condition of riser course setting for frame and grate should be observed during inspection and repaired as necessary.

No accessible route from north parking area is provided to north entrance area. At a minimum, an additional accessible curb cut and modifications to an existing one is recommended. Site lighting in access drives and parking areas is minimal and supplemental lighting should be considered. Parking lots function adequately, though lots appear to be at capacity during normal school day. Pavement and adjacent curbing in northern parking lot, northern access drive, and bituminous play area in fair to poor condition. Repaving or pavement repairs should be considered in these areas. The service and trash/recycling area appears to function adequately, though pavement condition is poor. Overall queuing and circulation are adequate, except for parent drop-off in the morning at the north access drive. Traffic back-up from Porter Road / Parker Street intersection creates additional congestion at Porter Road entrance during morning drop-off. Though serviceable, some play structures are outdated but in fair condition.

Structural

The building structure is composed of cast in place concrete, steel bar joists and metal roof decking. The steel framing is in good condition. PT/OT swings are suspended from existing steel bar joists in Room 116 that show no sign of added reinforcement or bracing to stabilize the swings. Capacity and structural stability should be further and reviewed and its capacity confirmed. Rebar in the concrete foundation are exposed to weather at the exterior face of Room 103 and 105. Local

repair work and protection are recommended to prevent the foundation concrete from spalling.

Architectural

Built in 1969, the plan of Meadow Brook is nearly identical to that of Mountain View, though larger. In the 1990's a 4-classroom portable unit was added to the north end of the north classroom wing. The school was expanded in 2004 with the addition of an 8-classroom permanent modular, and again in 2007 with a 4-classroom permanent modular. While these additions address the space needs of the school, the location of these permanent modulars is far from the common areas of the school; an issue for this young PK-2 population. Unlike the other elementary schools, Meadow Brook has retained the original single-glazed aluminum doors and windows which are in poor condition and difficult to operate. The roof on the original portion of the building was replaced in 1993 and is at the end of warranty. Overall, the building has been well-maintained, though classroom finishes and cabinetry are at the end of their useful life and some localized accessibility issues could be improved. Passive security is an issue particularly at the main building entry where office staff cannot see visitors without use of a camera, nor can visitors be seen once inside the lobby due to the location of the main office. There is an additional entry at the west wing used for kindergarten pick-up and drop-off which is without a security camera.

Technology

The existing telecommunications infrastructure is functional; however additional cable infrastructure will be required to support future wireless access equipment. Currently, approximately 40% of the building has wireless access coverage. The horizontal cable infrastructure is a combination of Category 5 and 6. Power upgrades in the Telecommunications equipment room will be required to support future network electronic equipment upgrades. None of the network equipment rooms or cabinets are air-conditioned to prevent equipment overheating. The IP telephone system is new (installed 2010) and includes handsets in every classroom. As the IP phone system is new, E911 calling capability should be in place. The IP paging and digital clock systems are new (installed 2010). Paging speakers are installed in every classroom. There are paging horn speakers on the exterior of the building. The CAVT system is old and gets minimal use. There is no local sound system in the Cafetorium or the Gymnasium.

The existing security system is minimal. The Main Entrance is equipped with a card reader, door position switch, two-way intercom connected to the Main Office and a CCTV camera to allow visual identification of visitors. CCTV camera coverage is minimal. The building is equipped with approximately 10 interior and exterior IP cameras. The building is equipped with Sonitrol intrusion detection devices. Two key pads are used to arm and disarm intrusion detection system at the Main and Rear entrances. Consideration should be given to adding card readers at doors that are used after hours, expanding the CCTV system coverage and upgrading the intrusion detection system to include motion detection in spaces where there windows on the building exterior and door position switches on all exterior doors. There are no exterior doors or room numbers on the building. There are a number of exterior locations where someone could hide.

Electrical

Existing electrical systems including lighting and fire alarm systems are acceptable and in operational condition. The power distribution system is at the end of its useful life and should be upgraded. There is no emergency generator for life safety loads and, in general, more emergency battery units should be added to provide adequate emergency lighting along the path of egress. Lighting levels are adequate; however there is generally no automatic light control in classrooms as required by current Energy Code.

Mechanical

The original school building is heated and ventilated only. The boiler plant was upgraded approximately 5-8 years ago with new high efficiency combination gas / oil fired hot water boilers. Pumps are variable speed base mounted type. A Direct Digital Control (DDC) system was installed during the renovation. The new DDC controls were installed on the boiler plant renovation only and isolated to the work done in the boiler room. The controls of the terminal heating equipment in the balance of the school remained pneumatic. Generally, the heating plant is in good condition. The new boiler plant was connected to the original hot water piping distribution. Each classroom is served by a vertical unit ventilator with a hot water coil. Most classrooms have been retrofitted with a residential style window air conditioner. Pneumatic thermostats are installed throughout the original school. The equipment is operational, however loud and has less than code required filtration. Adequate ventilation is possible with the unit vents, however, there is no outdoor air supplied, with the window air conditioners. Classrooms are exhausted by roof mounted exhaust fans. Generally, the classroom spaces are in poor condition.

The Modular Classrooms, located on the south west end of the school are served by 6 gas-fired DX unitary rooftop units that are in generally good condition. Each rooftop unit is configured with distribution ductwork to provide heating, ventilation and air conditioning to the zone served and control is provided by standalone wall-mounted thermostats. Two classrooms are served by a single rooftop unit.

The Modular Classrooms, located on the north east end of the school, are served by 2 exterior wall mounted gas fired DX Bard style units that are in generally good condition. Each Bard unit is configured with supply air distribution ductwork to provide heating, ventilation and air conditioning to the classrooms (two classrooms per unit). A space programmable thermostat provides zone control.

Plumbing

The existing plumbing systems are antiquated and at the end of their life expectancy. The building domestic water service has no backflow preventer and pipe insulation is routinely missing. The entire school is served by a single A O Smith boiler water heater with (3) 80 gallon storage tanks, in fair condition. In general, plumbing fixtures are antiquated, not ADA compliant, not water efficient and are in fair to poor condition. Janitor's sink detergent dispensing systems pose a potential health hazard due to lack of backflow preventers protecting water supply. Plumbing systems, fixtures, equipment and piping should be replaced in their entirety.

Fire Protection

There are currently no fire suppression systems present in the school except in the modular addition. Fire suppression should be added throughout the facility to accommodate current code requirements.

Hazardous Materials

According to the last AHERA report for this building dated December 13, 2011, prepared by ATC associates, asbestos containing materials (ACM) include; 9"x 9" floor tile and mastic, hard fittings on fiberglass pipe throughout and transite panels at the entryway overhang. Other suspect ACM observed include; spline set 1'x1' pin-dot ceiling tile, carpet glue, exterior window and door caulk, rolled fire curtain, interior chicken wire window glaze at classrooms, wood door window glaze at classrooms and black sink coating. Other suspect ACM not seen is vapor barrier behind masonry and roofing materials. Due to the building construction age (1960), Poly chlorinated biphenyls (PCBs) are likely present in sealants/caulking. Prior to any renovations or demolition at the school building these materials will require proper abatement and handling and disposal of universal wastes.

MOUNTAIN VIEW ELEMENTARY SCHOOL
Built in 1960
48,800 GSF
Grades 3-5

Civil

Overall the site functions as intended, although some accessibility, infrastructure, and circulation deficiencies were observed. Fire hydrant spacing and coverage is not adequate. Installation of additional hydrants is recommended. Drainage system appears adequate, though sediment and debris was observed in multiple catch basins. Catch basins should be inspected and cleaned twice per year to increase structure capacity and treatment of pollutants. Condition of riser course setting for frame and grate should be observed during inspection and repaired as necessary.

Overall accessibility is adequate, though no accessible parking spaces are provided in the southern parking lot. Some site lighting exists for parking lots and access drives. Lighting for bituminous play area should be considered to deter teen hangouts after hours. Parking lots are adequate for staff, but not for after school events/meetings. People sometimes park along both sides of access drives due to lack of parking, which creates access and circulation issues during an emergency situation. Overall circulation is adequate except during parent pick-up times in the afternoon. During this time, queuing extends beyond the school access drive and onto Hampden Road. Bituminous pavement is in overall fair condition, though some portions of the southern parking lot, bituminous play area, and a majority of the service area / western access drive are in poor condition. Repaving or pavement repair is recommended in these areas. The service and trash/recycling area appears to function adequately, though pavement condition is poor. Some play structures are rusting and show significant signs of wear. Administration noted that one of the wood play structures is a safety hazard due to the recurring bee/wasp nests that are

formed in some of the hole. Updating play structures and surface treatment should be considered.

Structural

The structure is composed of load bearing masonry walls, cast in place concrete foundation and steel bar joist roof framing. A region of metal decking is severely rusted and sags in the Platform Room 161; further investigation should be performed. A PT/OT swing is suspended from an existing steel beam that is not braced or reinforced. Capacity and structural stability should be further reviewed and its capacity confirmed. In the custodial storage room, brooms, wood sticks and boards are stored on the bottom chord of the steel bar joists. These should be removed as they may cause structural and fire hazard. Cracks in the CMU due to shrinkage, thermal movement and/or minor settlement were observed in the storage room #2. The joints can be re-pointed or epoxy-grouted based on the severity of the crack but it does not appear to affect the integrity of the structure.

Architectural

Built in 1960, the building's exterior was substantially modified in 1986 with a project that included replacement of the original windows with insulated glass windows and exterior insulated finishing system (EIFS) panels. This window replacement project has substantially reduced available natural light to teaching spaces. The building square footage was increased with a 2-classroom portable unit installed in the 1990's, and again in 2007 when a 4-classroom permanent modular was constructed. The roof on the original portion of the building was replaced in 2005. Overall, the building is well maintained, though classroom finishes and cabinetry are at the end of their useful life and some localized accessibility issues could be improved. Passive security is an issue particularly at the main building entry where office staff cannot see visitors without use of a camera, nor can visitors be seen once inside the lobby due to the location of the main office.

Technology

The existing telecommunications infrastructure is functional however additional cable infrastructure will be required to support future wireless access equipment. Currently, approximately 40% of the building has wireless access coverage. The horizontal cable infrastructure is a combination of Category 5 and 6. Power upgrades in the Telecommunications equipment spaces will be required to support future network electronic equipment upgrades. None of the network equipment rooms or cabinets are air conditioned to prevent equipment overheating. The telephone system is dated in comparison the IP systems in the other two elementary schools. The paging and clock systems are past their useful service life. There are no paging horn speakers on the exterior of the building. The CAVT system is old and gets minimal use. There is no local sound system in the Cafetorium or the Gymnasium.

The existing security system is minimal. The main entrance is equipped with a card reader, door position switch, two-way intercom connected to the Main Office and a CCTV camera to allow visual identification of visitors. CCTV camera coverage is minimal. The building is equipped with approximately 8 interior and exterior IP

cameras. The building is equipped with Sonitrol intrusion detection devices. Two key pads are used to arm and disarm intrusion detection system at the Main and Custodial entrances. Consideration should be given to adding card readers at doors that are used after hours, expanding the CCTV system coverage and upgrading the intrusion detection system to include motion detection in spaces where there windows on the building exterior and door position switches on all exterior doors. There are no exterior door or room numbers on the building. There are a number of exterior locations where some could hide.

Electrical

Existing lighting and fire alarm systems were recently upgraded. In general, they are in good and operational condition. Lighting levels and lighting controls are mostly adequate, but additional emergency battery units are required for emergency lighting. The majority of panels, electrical equipment, feeders, branch wiring and other electrical system components are old and in poor condition. Panels, feeders and branch wring circuits that are older than thirty years shall be replaced. There is no emergency generator at the site.

Mechanical

The original school building is heated and ventilated only. The boiler plant was upgraded approximately 5-8 years ago; with new high efficiency combination gas / oil fired hot water boilers. Pumps are variable speed base mounted type. A Direct Digital Control (DDC) system was installed during the renovation. Generally, the heating plant is in good condition. The new boiler plant was connected to the original hot water piping distribution. Each classroom is served by a vertical unit ventilator with a hot water coil. Most classrooms have been retrofitted with a residential style window air conditioner. Pneumatic thermostats are installed throughout the original school. The equipment is operational, however loud and has less than code required filtration. Adequate ventilation is possible with the unit vents, however, there is no outdoor air supplied, with the window air conditioners. Classrooms are exhausted by roof mounted exhaust fans. Generally, the classroom spaces are in poor condition.

The Modular Classrooms, located on the northwest end of the school are served by 2 gas-fired DX unitary rooftop units that are in generally good condition. Each rooftop unit is configured with distribution ductwork to provide heating, ventilation and air conditioning to the zone served and control is provided by standalone wall-mounted thermostats. Each classroom is provided with its own rooftop unit. Each rooftop unit is controlled by a programmable thermostat.

The Modular Classrooms, located on the southeast end of the school are served by 2 gas-fired DX unitary rooftop units that are in generally good condition. Each rooftop unit is configured with distribution ductwork to provide heating, ventilation and air conditioning to the zone served and control is provided by standalone wall-mounted thermostats. Each rooftop unit serves two classrooms. Each rooftop unit is controlled by a programmable thermostat in one of the classrooms.

Plumbing

The existing plumbing systems are antiquated and at the end of their life expectancy. The building domestic water service has no backflow preventer and pipe insulation is routinely missing. The entire school is served by a single Raypak boiler water heater, in poor condition. In general, plumbing fixtures are antiquated, not ADA compliant, not water efficient and are in fair to poor condition. Some sinks only have cold water piped to them, and Janitor's sink detergent dispensing systems pose a potential health hazard due to lack of backflow preventers protecting water supply. Plumbing systems, fixtures, equipment and piping should be replaced in their entirety.

Fire Protection

There are currently no fire suppression systems present in the school. Fire suppression should be added throughout the facility to accommodate current code requirements.

Hazardous Materials

According to the last AHERA report for this building dated December 12, 2011, prepared by ATC associates, asbestos containing materials (ACM) include; 9"x 9" floor tile and hard fittings and fiberglass pipe throughout. Other suspect ACM observed include; 1'x1' pin-dot ceiling tile with glue, carpet glue, exterior window and door caulk, rolled fire curtain, interior chicken wire window glaze at classrooms, and black sink coating. Other suspect ACM not seen is vapor barrier behind masonry, hidden pipe insulation and roofing materials. Due to the building construction age (1960), Polychlorinated biphenyls (PCBs) are likely present in sealants/caulking. Prior to any renovations or demolition at the school building these materials will require proper abatement and handling and disposal of universal wastes.

MAPLESHADE ELEMENTARY SCHOOL

Built in 1955
43,000 GSF
Grades 3-5

Civil

Overall site functions as intended, though some infrastructure and circulation deficiencies were observed. Fire hydrant spacing and coverage is not adequate for southwest portion of the building. Installation of an additional hydrant is recommended. Overall accessibility is adequate, though none of the mulched play areas are accessible via paved walkways. Site lighting exists and appears adequate for the main parking lot and access drive. Parking lot is adequate for staff, but not for after school events/meetings.

Overall circulation is adequate except during parent drop-off times, particularly in the morning. During this time, queuing sometimes extends beyond the dedicated parent access drive and onto Mapleshade Avenue which can create significant congestion due to the proximity of the busy Elm Street/Mapleshade Avenue intersection.

Bituminous pavement is in overall good to fair condition, though some portions of parent access drive and bituminous play area are in poor condition. Pavement repair or patching is recommended in these areas. The service and trash/recycling area appears to function adequately, though dumpsters are located adjacent to some parking spaces. Additionally, there is no means for staff to see who is making deliveries in that area due to lack of window or camera, which is a safety concern. Play structures in good overall condition, except for some broken or leaning basketball goals.

Administration noted the occurrence of stormwater ponding around one or two of the catch basins in the parking lot. Significant sediment and debris was observed in many of the catch basins, which at a minimum should be cleaned and inspected twice per year to increase structure capacity and treatment of pollutants. Further investigation may be required if drainage problem persists after initial cleaning. Condition of riser course setting for frame and grate should be observed during inspection and repaired as necessary.

Structural

The building foundation is cast in place concrete composed of slab-on-grade with column spread footings and wall strip footings. The classroom roof is composed of steel joists. The roof framing in both the Cafeteria and Playroom is composed of wood beams and wood purlins. Cracks in the CMU due to shrinkage and thermal movement were observed in both the Playroom and the Assembly Stage. They can be repointed or epoxy-grouted based on the severity of the crack but should not affect the integrity of the structure. Air voids and bubbles were spotted in the vinyl flooring in almost all of the classrooms. Investigation of the moisture underneath the flooring should be performed and protection to prevent future moisture seepage should be done. Steel columns in front of the main entrance and side entry canopy are rusted and causing the paint to fail and flake. Local repair work to grind away rust, patch if necessary, protect and repaint is recommended.

Architectural

Built in 1955, the building's exterior was substantially modified in 1986 with a project that included replacement of the original windows with insulated glass windows and exterior insulated finishing system (EIFS) panels. This window replacement project has substantially reduced available natural light to teaching spaces. The building square footage was increased with the addition of 4-classroom permanent modular constructed in 2008. Most of the roof over the original building was replaced in 1993 and is now at the end of its useful life with the exception of the gym and cafeteria roofs which were replaced within the last few years. The building has been well maintained, although classroom finishes and cabinetry are at the end of their useful life, and some localized accessibility issues could be improved. The centrally located main office provides staff with a partial view of the main entry and parking lot, but a camera at the main front door is still a necessity to monitor this entrance.

Technology

The existing telecommunications infrastructure is functional however additional cable infrastructure will be required to support future wireless access equipment.

Currently, approximately 40% of the building has wireless access coverage. The horizontal cable infrastructure is a combination of Category 5 and 6. Power upgrades in the Telecommunications equipment room will be required to support future network electronic equipment upgrades. None of the network equipment rooms or cabinets are air conditioned to prevent equipment overheating. The IP telephone system is new (installed 2010) and includes handsets in every classroom. As the IP phone system is new, E911 calling capability should be in place. The IP paging and digital clock systems are new (installed 2010). Paging speakers are installed in every classroom. There are paging horn speakers on the exterior of the building. The CAVT system is old and gets minimal use. There is no local sound system in the Cafetorium or the Gymnasium.

The existing security system is minimal. The main entrance is equipped with a card reader, door position switch, two-way intercom connected to the main office and a CCTV camera to allow visual identification of visitors. CCTV camera coverage is minimal. The building is equipped with approximately nine interior and exterior IP cameras. The building is equipped with Sonitrol intrusion detection devices. Two key pads are used to arm and disarm intrusion detection system at the Main and Rear entrances. Consideration should be given to adding card readers at doors that are used after hours, expanding the CCTV system coverage and upgrading the intrusion detection system to include motion detection in spaces where there windows on the building exterior and door position switches on all exterior doors. There are no exterior doors or room numbers on the building. There are a number of exterior locations where some could hide.

Electrical

Existing electrical systems including power distribution, lighting and fire alarm systems were recently upgraded. In general, they are in good and operational condition, but some fire alarm upgrades are needed to bring system up to current codes. Lighting levels are adequate and lighting controls in classrooms are appropriate for school space use. In spaces other than classrooms, there is generally no automatic light control as required by Energy Code. Additional receptacles are needed in classroom areas to support program. Exterior lighting system consisting of building-mounted lights, site pole-mounted lights is in good operational condition. There is no emergency generator at the site.

Mechanical

The original school building is heated and ventilated only. The boiler plant was upgraded approximately 4-5 years ago; with new high efficiency combination gas / oil fired low pressure steam boilers. Generally, the heating plant is in good condition. The new boiler plant was connected to the original steam and condensate piping distribution. Each classroom is served by a vertical unit ventilator with a hot water coil. Pneumatic thermostats are installed throughout the original school classrooms. Radiation, in the balance of the original school provides heat however there are not control valves for temperature control, associated with the radiation. The classroom equipment is operational, however loud and has less than code required filtration. Classrooms are exhausted by exterior sidewall mounted exhaust fans. Generally, the classroom spaces are in poor condition.

The Modular Classrooms, located on the southeast end of the school are served by two gas-fired DX unitary rooftop units that are in generally good condition. Each rooftop unit is configured with distribution ductwork to provide heating, ventilation and air conditioning to the zone served and control is provided by standalone wall-mounted thermostats. Each rooftop unit serves two classrooms. Each rooftop unit is controlled by a programmable thermostat.

Plumbing

The existing plumbing systems are antiquated and have lasted beyond their life expectancy. The building domestic water service has no backflow preventer and pipe insulation is routinely missing or in poor condition. The entire school is served by a single steam-fired water heater during heating months and a gas-fired water heater during summer months, in fair condition. Plumbing fixtures are antiquated, not ADA compliant, not water efficient and are in fair to poor condition. Janitor's sink detergent dispensing systems pose a potential health hazard due to lack of backflow preventers protecting water supply. There are addition al Code deficiencies throughout the school. Plumbing systems, fixtures, equipment and piping should be replaced in their entirety.

Fire Protection

There is currently no fire suppression systems present in the school. Fire suppression should be added throughout the facility to accommodate current code requirements.

Hazardous Materials

According to the last AHERA report for this building dated December 12, 2011, prepared by ATC associates, asbestos containing materials (ACM) include; 9"x 9" and 12"x12" floor tiles and mastic, pipe insulation and fittings and flex connectors located throughout the school. Other suspect ACM observed include; textured ceilings in main entrance, exterior window, door and unit vent caulk, exterior window glaze, rolled fire curtain, interior chicken wire window glaze at classrooms, carpet glue, black sink coating, 1'x1' pin-dot ceiling tile with glue. Other suspect ACM not seen are vapor barrier behind masonry, hidden pipe insulation and roofing materials. Due to the building construction age (1955), Polychlorinated biphenyls (PCBs) are likely present in sealants/caulking. Prior to any renovations or demolition at the school building these materials will require proper abatement and handling and disposal of universal wastes.

BIRCHLAND PARK MIDDLE SCHOOL
Built in 2000
132,000 GSF
Serves grades 6-8

Civil

Overall site functions as intended, though some infrastructure deficiencies were observed. Fire hydrant spacing and coverage is adequate for building. Drainage system appears adequate, but catch basins should be inspected and cleaned twice

per year to increase structure capacity and treatment of pollutants. Quantity of handicap parking spaces is adequate, and all adjacent access aisles are MAAB compliant except for two, which are only marginally non-compliant. Site lighting exists and appears adequate.

Parking lots are adequate for school's everyday needs, though not on occasional days when school is used as voting facility. Overall circulation is adequate, though parent queuing and parking during morning drop-off and afternoon pick-up sometimes extends onto Elmcrest Street and Hanward Hill. A majority of bituminous paved parking areas, access drives, concrete walkways, and adjacent curbing are in overall fair condition, though there are isolated areas in poor condition. A large portion of the bituminous walkway around the perimeter of the site is in poor condition. Repaving or isolated pavement repair for areas in poor condition is recommended. Overlay or surface treatment for remainder of bituminous areas should also be considered to eliminate need to full repave in near future. The service and trash/recycling area appears to function adequately. Athletic fields, rubberized track areas, and associated equipment are in good overall condition.

Administration expressed need to have gates installed at north side of baseball field fence for student/faculty access in the event of an emergency evacuation.

Structural

The building foundation is slab-on-grade with column spread footings and wall strip footings. Second floor framing is composed of composite steel beams with concrete floor slab and decking, and roofs are composed of steel bar joists or jack trusses, both in good condition. Overall structure is in good and well maintained condition. Separation or shrinkage of floor tiles was observed in many classrooms and corridors on both levels. Further investigation is needed to determine if this is due to the tile or some other movement of the structure. The even displacement of tiles and lack of visible concrete cracks would suggest the former.

Architectural

Recently completed in 2000, the middle school is the newest of the schools in town. It is largely compliant with code. Some areas of the building show wear from use, but it appear to be providing the educational environment required for a middle school of its size. The building was constructed with a structural roof slab over the first floor central blocks to allow for future expansion. These areas are located to use the existing stairs and elevators to the existing second floor spaces to minimize the cost of a future expansion. The front office has some view of the site at the entrance, but the entrance location on the side of the building and the blind vestibule are passive security weaknesses.

Technology

The existing telecommunications infrastructure is excellent; however additional cable infrastructure will be required to support future wireless access equipment. Currently, approximately 40% of the building has wireless access coverage. The horizontal cable infrastructure consists of Category 5e. The Main Distribution Frame is the only network equipment space that is air conditioned. The telephone system was installed as part of the new building package and is in good working condition.

Telephone handsets are in every classroom. The paging and clock systems were installed as part of the new building package and are in good working condition. Paging speakers are installed in every classroom and corridor coverage is good. There are no paging horn speakers on the exterior of the building. The school has a TV studio and it is highly used. There is a local sound system in the Cafetorium with overflow audio coverage to the Gymnasium.

The existing security system is functional. The main entrance is equipped with a card reader, door position switch, two-way intercom connected to the Main Office and a CCTV camera to allow visual identification of visitors. The building is equipped with approximately 25 interior and exterior IP cameras. The building is equipped with Sonitrol intrusion detection devices. Consideration should be given to adding card readers at doors that are used after hours, expanding the CCTV system coverage and upgrading the intrusion detection system to include motion detection in spaces where there windows on the building exterior and door position switches on all exterior doors. There are no exterior doors or room numbers on the building. There are a number of exterior locations where some could hide.

Electrical

Existing electrical systems including power distribution, lighting and fire alarm systems are less than fifteen years old and are in good and operational condition. Some upgrades are needed on all electrical systems to meet current codes. Lighting levels are adequate for school space use. Lighting controls in classrooms can be upgraded to provide additional switches for multi-scene light control. Exterior lighting system consisting of building-mounted lights and site pole-mounted lights is in good operational condition. There is an emergency generator; however there is no separation between life safety and standby loads as required by the Electrical Code.

Mechanical

The majority of the school is heated and ventilated only. The boiler plant is original to the building built in 2000. There are 3 HB Smith cast iron sectional hot water boilers, each 10 sections. Note: There is insufficient combustion air into the boiler room for the boilers and domestic water heaters. The boilers are combination gas – oil, and supply hot water via a primary secondary pumping, with secondary pumps on VFD's. The administration area is provided with cooling through a small air cooled chiller. The chiller evaporator is located in the boiler room, and the condensing unit is remote on the roof. Classrooms are supplied with vertical unit ventilators and roof mounted exhaust fans. Classrooms are not cooled. Most common spaces are provided with air conditioning, some from chiller and the balance Packaged Dx rooftop units. The control system is DDC system that is in good condition.

There is a full service kitchen, with compensating style commercial kitchen hood. There is also a dishwashing machine, with an interlocked exhaust fan.

Access to the roof and attic mounted equipment is difficult. For the most part the HVAC equipment / systems are in fair to good condition and very well maintained.

Plumbing

The existing plumbing systems are antiquated and at the end of their life expectancy. The building domestic water service has no backflow preventer and pipe insulation is routinely missing. The entire school is served by a single Raypak boiler water heater, in poor condition. In general, plumbing fixtures are antiquated, not ADA compliant, not water efficient and are in fair to poor condition. Some sinks only have cold water piped to them, and Janitor's sink detergent dispensing systems pose a potential health hazard due to lack of backflow preventers protecting water supply. Plumbing systems, fixtures, equipment and piping should be replaced in their entirety.

Fire Protection

There are currently no fire suppression systems present in the school. Fire suppression should be added throughout the facility to accommodate current code requirements.

Hazardous Materials

There are no known hazardous materials in this building.

EAST LONGMEADOW HIGH SCHOOL

Built in 1959, Additions in 1964 and 1975.
74,000 GSF
Serves grades PK-2

Civil

Overall site functions as intended, though some accessibility and infrastructure deficiencies were observed. Fire hydrant spacing and coverage is not adequate for southwest portion of the building. Installation of an additional hydrant is recommended. Drainage system appears adequate, though significant sediment and debris was observed in multiple catch basins. At a minimum, catch basins should be inspected and cleaned twice per year to increase structure capacity and treatment of pollutants. Condition of riser course setting for frame and grate should be observed during inspection and repaired as necessary. Quantity of handicap parking spaces is adequate, but in several locations, adjacent access aisles are not part properly integrated into the accessible route to the building and are therefore not MAAB compliant.

Additional accessible curb cuts and crosswalk striping in these areas is recommended. No direct accessible route from building to tennis courts, football/track area, and other athletic fields is provided. Site lighting exists and appears adequate for front access loop, but lighting system for main parking lot could be supplemented to improve safety. Parking lots are adequate for school's needs. Overall circulation is adequate, though some congestion exists where main parking lot intersects with bus loop during afternoon dismissal. Also, the parent pick-up line located within the aisle of the main parking lot during dismissal is not ideal for circulation. Though still serviceable, a majority of bituminous paved parking areas, access drives, and adjacent curbing are in fair to poor condition. Repaving or

pavement repair within the next five years is recommended in these areas. The service and trash/recycling area appears to function adequately, though dumpsters are located adjacent accessible van queuing area. Tennis courts, especially southernmost set of three, show significant signs of wear and deterioration. Pavement repair or resurfacing, as well as fence repair should be considered.

Structural

The foundation is composed of slab-on-grade with column spread footings and exterior concrete wall strip footings. The second floor is framed with steel bar joists, which are slightly rusted, with concrete slab on top. Typical roof is composed of steel bar joist with metal roof deck. Roof in the gymnasium and in the south-west 1973 addition is composed of space trusses and metal roof deck. Paint on the underside of the metal decking in Room 183 gymnasium is peeling off; resurfacing and repainting are recommended. Moisture problem was observed in the pool above the bleachers region. Columns and portions of the steel bar joists are rusted with paint failing and flaking-off. Local repair work to sand, protect and repaint is recommended. Cracks in the CMU due to shrinkage and thermal movement, or due to minor settlement or shear loading were observed throughout the building. These cracks can be repointed or epoxy-grouted based on the severity of the crack but should not affect the integrity of the structure.

Architectural

The high school was built in 1959 with a series of additions built in 1964, 1965 and 1975. The building was renovated most recently in 1985 when original aluminum windows were replaced with more efficient double glazed aluminum windows and exterior insulated finish system (EIFS) panels. Although generally well maintained, most of the finishes are past their useful service life, the building's enclosure system is very inefficient by current standards, and the additive growth pattern has created a sprawling building surrounding vacant courtyards. The window replacement in the 80's has reduced available natural light. The classrooms are a mixed collection of teaching configurations, furnishing and installed casework. The security at the perimeter of the building is generally weak although there have been some efforts to secure the many exit doors. The entrance is generally good with the offices facing the front near the entrance and with good visibility of the entrance lobby, although the exterior views are constrained by the reduced window glazing.

Technology

The existing telecommunications infrastructure is functional however additional cable infrastructure will be required to support future wireless access equipment. Currently, approximately 40% of the building has wireless access coverage. The horizontal cable infrastructure is a combination of Category 5 and 6. Power upgrades in the Telecommunications equipment spaces will be required to support future network electronic equipment upgrades. The Main Distribution Frame room and another Network Equipment room on the second floor of the 1964 addition are air conditioned to prevent equipment overheating. The remaining five network equipment spaces including rooms and wall mounted cabinets are not air conditioned. The telephone PBX system serves Administration areas only. The paging system has been upgraded recently and is in good condition. The clock

system is past its useful service life. There are no paging horn speakers on the exterior of the building. The CAVT system is old and gets minimal use.

The existing security system is minimal. The main entrance is equipped with a card reader, door position switch, two-way intercom connected to the Main Office and a CCTV camera to allow visual identification of visitors. Two additional card readers are installed at the rear entrance and the CATV studio entrance. CCTV camera coverage is minimal. The building is equipped with approximately 15 interior and exterior IP cameras. The building is equipped with Sonitrol intrusion detection devices. Two independent key pads are used to arm and disarm intrusion detection system. Classrooms are equipped with push-to-talk buttons for two-way communication with the Main Office. Consideration should be given to adding card readers at doors that are used after hours, expanding the CCTV system coverage and upgrading the intrusion detection system to include motion detection in spaces where there windows on the building exterior and door position switches on all exterior doors. There are no exterior doors or room numbers on the building. There are a number of exterior locations where some could hide.

Electrical

Existing lighting and fire alarm systems were recently upgraded. In general, they are in good and operational condition; however both systems require upgrades to meet current codes. Lighting levels are mostly adequate, but lighting controls in classrooms can be upgraded to provide more control options for teachers. Additional exit signs and emergency battery units are required to meet Code. The majority of the panels, electrical equipment, feeders, branch wiring and other electrical system components are old and in poor condition. Panels, feeders and branch wring circuits that are older than thirty years shall be replaced. Further, the main 120/208V electrical switchboard installation does not meet current Electrical code. Receptacle quantities in classrooms are not sufficient to meet current program. There is no emergency generator at the site. Exterior lighting system consisting of building-mounted lights and site pole-mounted lights is in good operational condition.

Mechanical

The high school consists of primarily heated and ventilated spaces only. There are three boiler plants with in the school. Each boiler plant has been installed in the past 4 to 6 years. Boilers are high efficiency gas fired hot water type. Each zone of the building has a hot water pump, with a dedicated back up. Boiler plant controls are DDC, and the balance of the school controls are pneumatic. New air compressors are installed in each boiler room. Pumps were not replaced at the time of new boiler installation. The new boilers were connected to existing distribution systems. In general, the boiler plants are in good condition, however the pumping and distribution systems are in poor to fair condition.

Classrooms are heated and ventilated by a vertical unit ventilator. The unit ventilators are noisy, and are not provided with a leaving air temperature sensor (wide temperature swings for students sitting adjacent to the unit ventilator. The science class rooms and associate prep rooms in the 1964 building were recently renovated. Exhaust for the prep rooms is not connected and is not code compliant.

Exhaust fans on roof of classroom wings are in fair condition, replaced with in the past 8 to 10 years. Exhaust fans were connected to existing exhaust ductwork.

The administration is supplied by a split system air conditioning unit, in a closet in the area. There was no notice of outdoor / ventilation air being introduced to the space, through the split system. However, the perimeter area does have operable window, which may have sufficient area to meet code for ventilation. Finned tube radiation is provided at the perimeter. Common areas, such as corridors, are heated only, through radiation and cabinet unit heaters / convectors. In general the administration area HVAC equipment and systems are in fair to poor condition.

The gym, pool and locker areas are all heated and ventilated only. All spaces are exhausted, most insufficiently There is no dehumidification system for the pool. All equipment associated with the athletic areas are in poor condition.

The kitchen has a commercial hood in it however building staff will not allow kitchen staff to use it when cooking. The hood exhaust fan is not NFPA / UL Compliant. The hood does not have an Ansul fire extinguishing system. There is no associated make up air unit for this hood either. Cafeteria space is heated and ventilated by vertical unit ventilators with hot water coils.

The 1975 addition has recently undergone renovations, upgrading the HVAC systems. New rooftop units heat and cool the previous Garage area that is now a TV studio. The office area and Superintendents office is cooled by split Dx systems, with supplemental electric heat at the perimeter.

There is an abandoned incinerator in the school, with questionable hazardous materials associated with it. The chimney is no longer used.

The auditorium is heated and ventilated only. Units are located in the attic area above the space. The units appear to be capable of full economizer operation however the ventilation requirement for occupants appears to exceed the outdoor air capacity of the air handling unit, during normal operation.

The HVAC systems in the high school, with the exception of the boilers and the newly renovated TV Studio area, are in poor condition.

Plumbing

The existing plumbing systems are antiquated and at the end of their life expectancy. The building domestic water services have no backflow preventer and pipe insulation is routinely missing or in poor condition. Some plumbing insulation was suspected to be asbestos. The entire school is served by water heaters fired by boilers in the heating months and gas fired water heaters in the summer months, each in fair condition. In general, plumbing fixtures are antiquated, not ADA compliant, not water efficient and are in fair to poor condition. Janitor's sink detergent dispensing systems pose a potential health hazard due to lack of backflow preventers protecting water supply. There are numerous Code violations in the facility. Plumbing systems, fixtures, equipment and piping should be replaced in their entirety.

Fire Protection

There are currently no fire suppression systems present in the school except a domestic water-fed non-supervised branch feeding the Paint Spray Booth area. Fire suppression should be added throughout the facility to accommodate current code requirements.

Hazardous Materials

According to the last AHERA report for this building dated December 15, 2011, prepared by ATC associates, asbestos containing materials (ACM) include; floor tiles and mastic (various sizes), hard fittings on fiberglass pipe throughout, glue daubs associated with 1'x1' ceiling tile, transite fume hoods, stage curtain, duct insulation, flex connectors and breeching insulation (1960 boiler room). Other suspect ACM containing materials observed include; exterior window and door caulk, window glaze, unit vent caulk, interior chicken wire window glaze at classrooms, wood door window glaze at classrooms, carpet glue, black sink coating, black window sills, science tables and beaker racks, auditorium ceiling plaster, sealants associated with pool, corrugated wood panels at roofline (1960 building). Other suspect ACM not seen is paper under wood stage and gym floors, skylight window glaze, vapor barrier behind masonry, hidden pipe insulation and roofing materials. Due to the building construction age (1960-1975), Polychlorinated biphenyls (PCBs) are likely present in sealants/caulking. Prior to any renovations or demolition at the school building these materials will require proper abatement and handling and disposal of universal wastes.

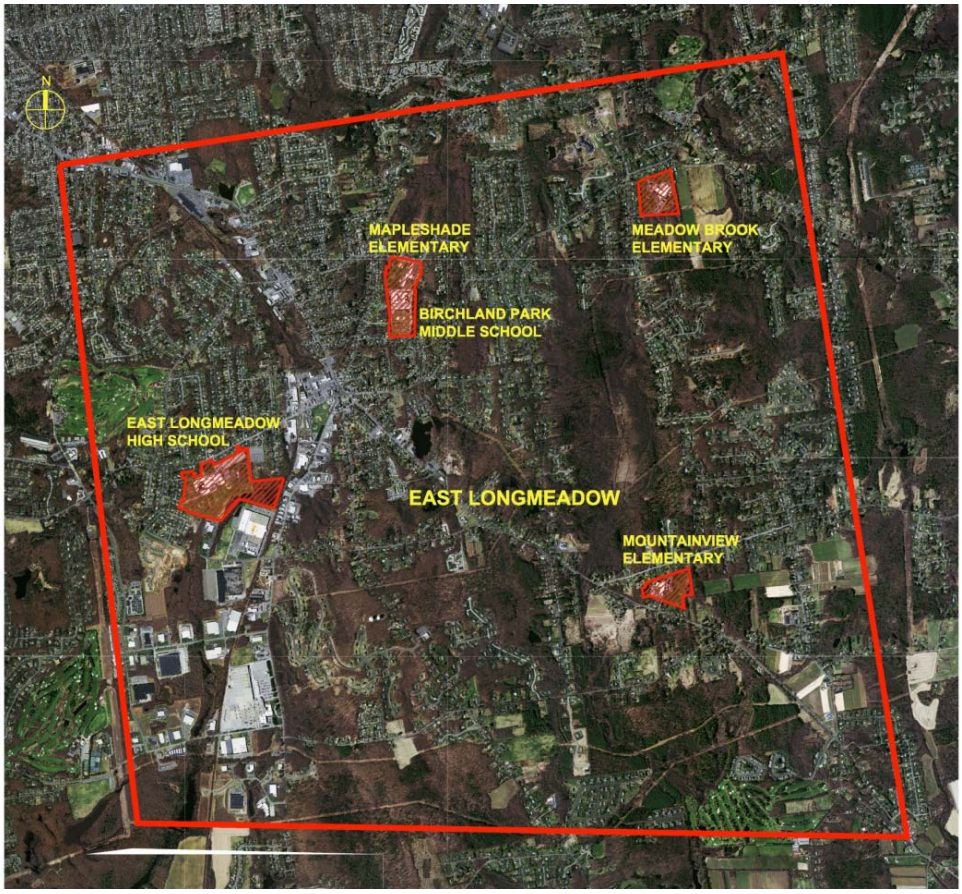
Section 4
Options and Development

Executive Report – 2013 School Facilities Master Plan
EAST LONG MEADOW PUBLIC SCHOOLS

OPTIONS DEVELOPMENT

4.1 INTRODUCTION

Based on the data that has been compiled regarding enrollment, educational programming and existing conditions, SMMA and Margo Jones Architects have developed several options for the district which include essential items, capital projects for major building renovations, capital projects for new construction, 21st Century teaching and learning upgrades, and maintenance-only items. Included below are options that were developed for each building as part of a comprehensive district master plan.



| Town of East Longmeadow Public School District Map

4.2 MAINTENANCE ONLY UPGRADES

Items which would be included in a typical maintenance - program have been noted and included in the database. For more information regarding these items, refer to the database.

4.3 21ST CENTURY TEACHING AND LEARNING

Elements for 21st Century teaching and learning are seen as an important for the district moving forward. This can consist of: new furniture including desks and chairs for greater flexibility for teachers and students; alternative teaching and learning environments including large group instruction (LGI), small group instruction (SGI); alcoves; outdoor classrooms; improved media centers; teacher planning spaces, etc. Also seen as important are enhanced wireless networks, updated electronic projection, and student and teacher technology including 1:1 devices (a piece of smart technology for each student). Costs for these upgrades are included in Section 5.

4.4 CAPITAL PROJECTS

The goals of the capital project, either new building or extensive renovation, are the following:

- Develop rooms of the proper size for 21st Century teaching and learning
- Create appropriate room adjacencies
- Provide environments that enhance opportunities for development of 21st Century Skills, including Communication, Collaboration, Creativity, Critical Thinking and Problem Solving
- Develop environments than can support project based and interdisciplinary curriculum
- Provide environments than can support differentiated and personalized learning
- Allow for easy integration of technology into the curriculum
- Use of the entire building/campus for teaching and learning
- Create a building with significant sustainable design (green) features
- Develop a project where both its' planning and the final building could be used as a teaching tool for sustainable design
- Design a more energy efficient facility
- Provide improved building safety
- Improve site circulation, separation of vehicles and pedestrians
- Install new building engineering systems for greater efficiency, improved indoor air quality
- Create a building that qualifies for MSBA grant participation

Based on the findings within each building, in some cases a large capital projects/ renovation is the most appropriate solution. In other cases, a capital projects for new building construction may be the best solution. This is determined based on the existing physical condition of the buildings in addition to the scope required to upgrade the building for 21st Century teaching and learning.

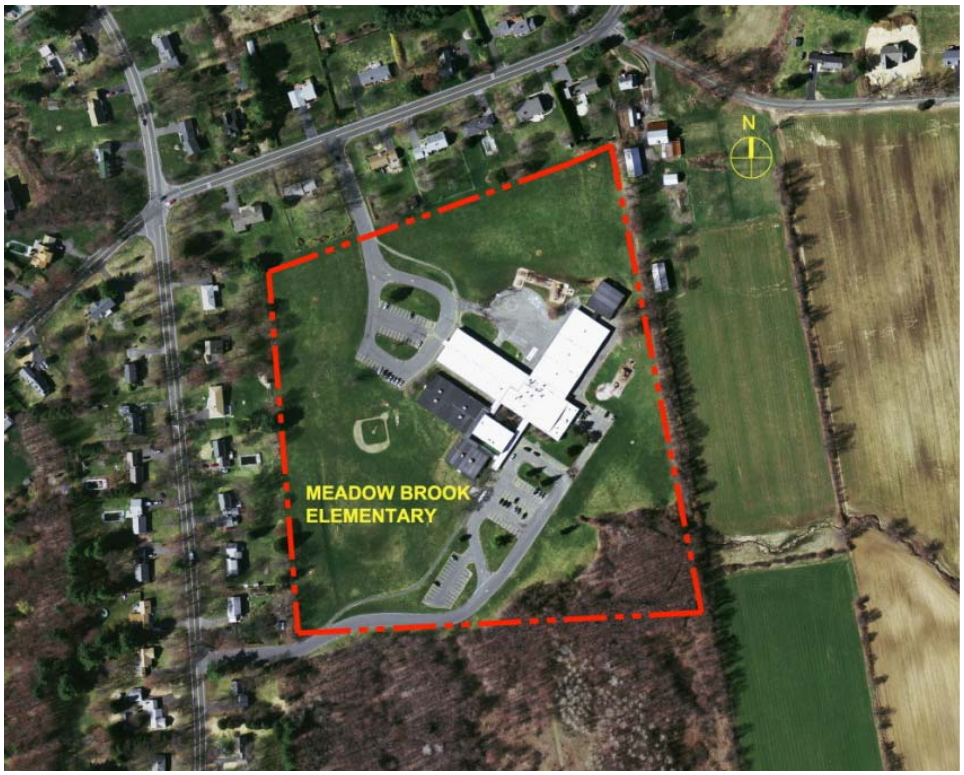
4.5 ESSENTIAL/PRIORITY ITEMS

Understanding that the district could not undertake multiple large capital projects at one time, working with the Steering Committee, SMMA/MJA created a list of items which are more critical and urgent and would need to be addressed in advance of a large capital project. These items include accessibility upgrades, systems replacement, upgrades for MEP systems, envelope issues, technology upgrades, and security. The priority items are listed below by school and costs associated with these essential items are included in Section 5.

4.6 OPTIONS BY SCHOOL

Meadow Brook Elementary School

The existing building was constructed in 1969 with the addition of 4 portable classrooms in 1990, 8 classroom permanent modular addition in 2004, and a 4-classroom permanent modular addition in 2008. The building currently serves grades K-2 and is 69,740 SF excluding the portable classrooms.



| Meadow Brook Elementary School - Aerial Site Plan

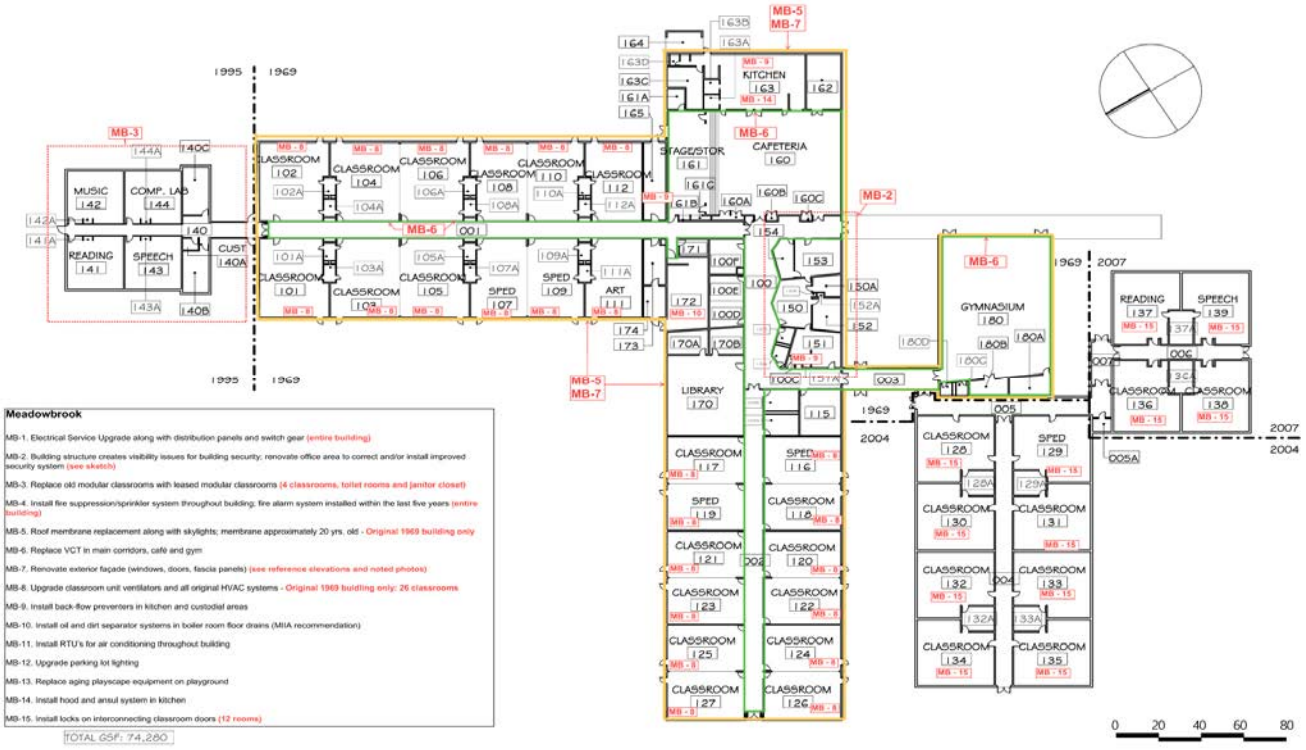
| Meadow Brook Elementary School - Existing Floor Plan

The results of the survey work indicate that the portable classrooms are in very poor condition and require replacement. Also, the building lacks accessibility in many locations. Per the MSBA space guidelines, many spaces are undersized, including the gymnasium, cafeteria, media center, art classrooms, music classrooms, administration, and custodial and maintenance areas. The building is not properly suited for 21st Century teaching and learning. In addition, the exterior building envelope is not energy efficient. The main entrance of the school does not have a security vestibule with direct control, an important feature of schools today. Security and technology upgrades are recommended. There is no air conditioning or automatic fire protection in the building and many of the engineering systems are beyond their useful lives.

Below is a diagram indicating the essential items that need to be addressed based on the findings from the building survey work. The estimated cost to provide all of these essential upgrades is included in Section 5 of this report. Notable are the following recommendations:

- Electrical Service Upgrade along with distribution panels and switch gear
- Renovate office area to correct and/or install improved security system
- Replace portable modular classrooms with permanent modular classrooms

- Install fire suppression/sprinkler system throughout building
- Roof membrane replacement along with skylights; approx. 20 yrs. old
- Replace VCT flooring in main corridors, café and gym
- Renovate exterior façade (windows, doors, fascia panels
- Misc. HVAC & plumbing updates inc. AC and kitchen hood system
- Install oil and dirt separator systems in boiler room floor drains
- Upgrade parking lot lighting
- Replace aging playscape equipment on playground



| Meadow Brook Elementary School - Keyed Essential Upgrades Plan

Mountain View Elementary School

Mountain View Elementary was constructed in 1960 with the addition of a 2-classroom portable, and a 4-classroom permanent modular addition in 2007. The building currently serves grades 3-5, and is 46,660 SF excluding the portable classrooms.

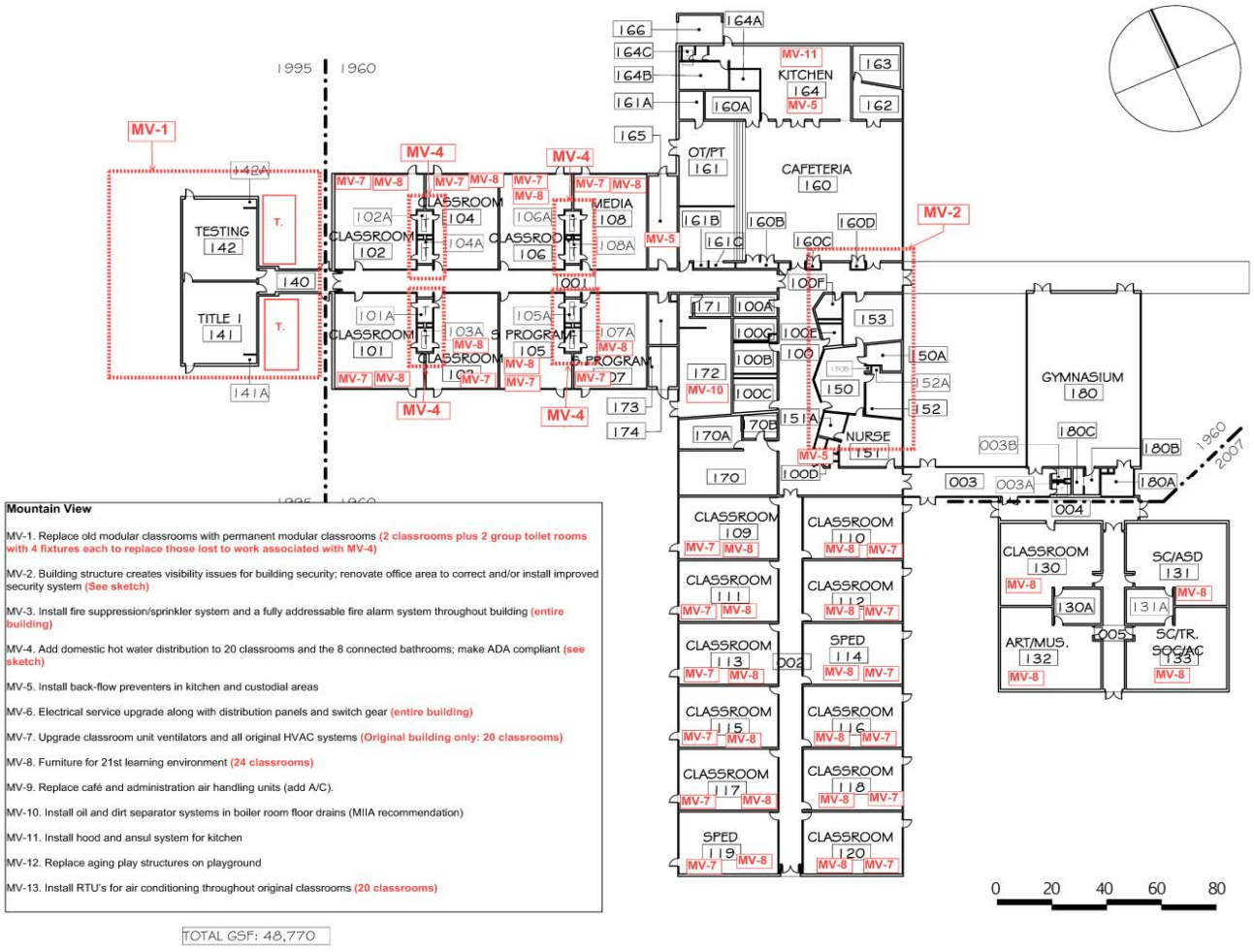
| Mountain View Elementary School - Aerial Site Plan

| Mountain View Elementary School - Existing Floor Plan

The results of the survey work indicate that the portable classrooms are in very poor condition and require replacement. The building lacks accessibility in many locations. Compared with the MSBA space guidelines, many spaces are undersized, including the gymnasium, media center, art classrooms, music classrooms, administration, and custodial and maintenance areas. The building is not properly suited for 21st Century teaching. The main entrance of the school does not have a security vestibule with direct control, an important feature of schools today. Security and technology upgrades are recommended. There is no air conditioning or automatic fire protection in the building and many of the engineering systems are beyond their useful life.

Below is a diagram indicating the essential items that need to be addressed based on the findings from the building survey work. The estimated cost to provide the essential upgrades is included in Section 5 of this report. Notable are the following recommendations:

- Replace old modular classrooms with permanent modular classrooms
- Building structure creates visibility issues for building security; renovate office area to correct and/or install improved security system
- Install fire suppression/sprinkler system and a fully addressable fire alarm system throughout building
- Add domestic hot water distribution to 20 classrooms and the 8 connected bathrooms; and make ADA compliant
- Install back-flow preventers in kitchen and custodial areas
- Electrical service upgrade along with distribution panels and switch gear
- Upgrade classroom unit ventilators and all original HVAC systems
- Provide furniture for 21st Century learning environment
- Replace café and administration air handling units (add A/C).
- Install oil and dirt separator systems in boiler room floor drains (MIIA recommendation)
- Install hood and ansul system for kitchen
- Replace aging play structures on playground
- Install RTU's for air conditioning throughout original classrooms



Mountain View

MV-1. Replace old modular classrooms with permanent modular classrooms (2 classrooms plus 2 group toilet rooms with 4 fixtures each to replace those lost to work associated with MV-4)

MV-2. Building structure creates visibility issues for building security; renovate office area to correct and/or install improved security system (See sketch)

MV-3. Install fire suppression/sprinkler system and a fully addressable fire alarm system throughout building (entire building)

MV-4. Add domestic hot water distribution to 20 classrooms and the 8 connected bathrooms; make ADA compliant (see sketch)

MV-5. Install back-flow preventers in kitchen and custodial areas

MV-6. Electrical service upgrade along with distribution panels and switch gear (entire building)

MV-7. Upgrade classroom unit ventilators and all original HVAC systems (Original building only: 20 classrooms)

MV-8. Furniture for 21st learning environment (24 classrooms)

MV-9. Replace café and administration air handling units (add A/C).

MV-10. Install oil and dirt separator systems in boiler room floor drains (MIIA recommendation)

MV-11. Install hood and ansul system for kitchen

MV-12. Replace aging play structures on playground

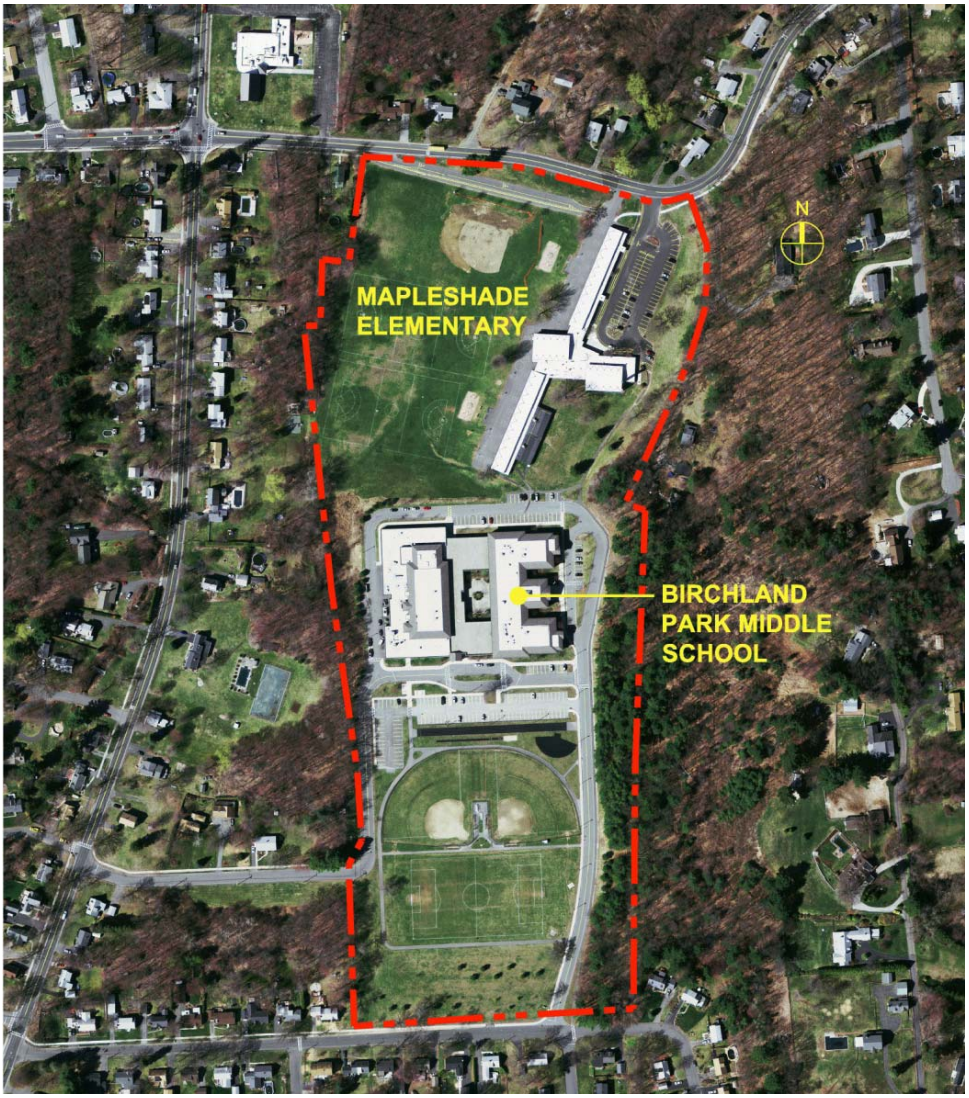
MV-13. Install RTU's for air conditioning throughout original classrooms (20 classrooms)

TOTAL GSF: 48,770

| Mountain View Elementary School – Keyed Essential Upgrades Plan

Mapleshade Elementary School

Mapleshade Elementary was constructed in 1955. A 4-classroom permanent modular addition was completed in 2008. The building currently serves grades 3-5 and is 42,975 SF.



| Mapleshade Elementary School - Aerial Site Plan

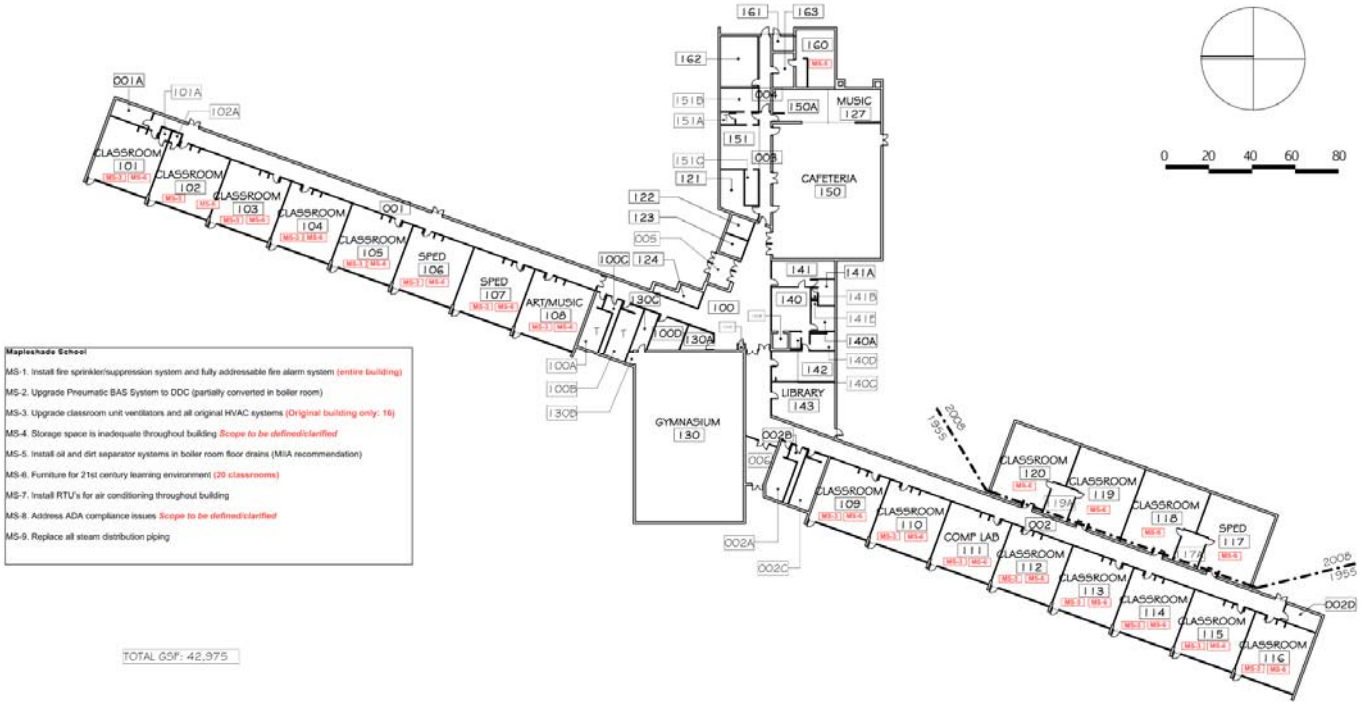
Mapleshade Elementary School - Existing Floor Plan

The results of the survey work indicate that the building lacks accessibility in many locations. Compared with the MSBA guidelines, many spaces are undersized, including the gymnasium, media center, art classrooms, music classrooms, administration, and custodial and maintenance areas. The building is not properly suited for 21st Century teaching and learning. The main entrance of the school does not have a security vestibule with direct control, an important feature of schools today. Security and technology upgrades are recommended. There is no air conditioning or automatic fire protection in the building and many of the engineering systems are beyond their useful life.

Below is a diagram that was prepared indicating the essential items that need to be addressed based on the findings from the building survey work. The estimated cost to provide the essential upgrades is included in Section 5 of this report. Notable are the following recommendations:

- Install fire sprinkler/suppression system and fully addressable fire alarm system
- Upgrade Pneumatic BAS System to DDC (partially converted in boiler room)
- Upgrade classroom unit ventilators and all original HVAC systems
- Storage space is inadequate throughout building
- Install oil and dirt separator systems in boiler room floor drains (MIIA recommendation)

- Provide furniture for 21st Century learning environment
- Install RTU's for air conditioning throughout building
- Address ADA compliance issues
- Replace all steam distribution piping



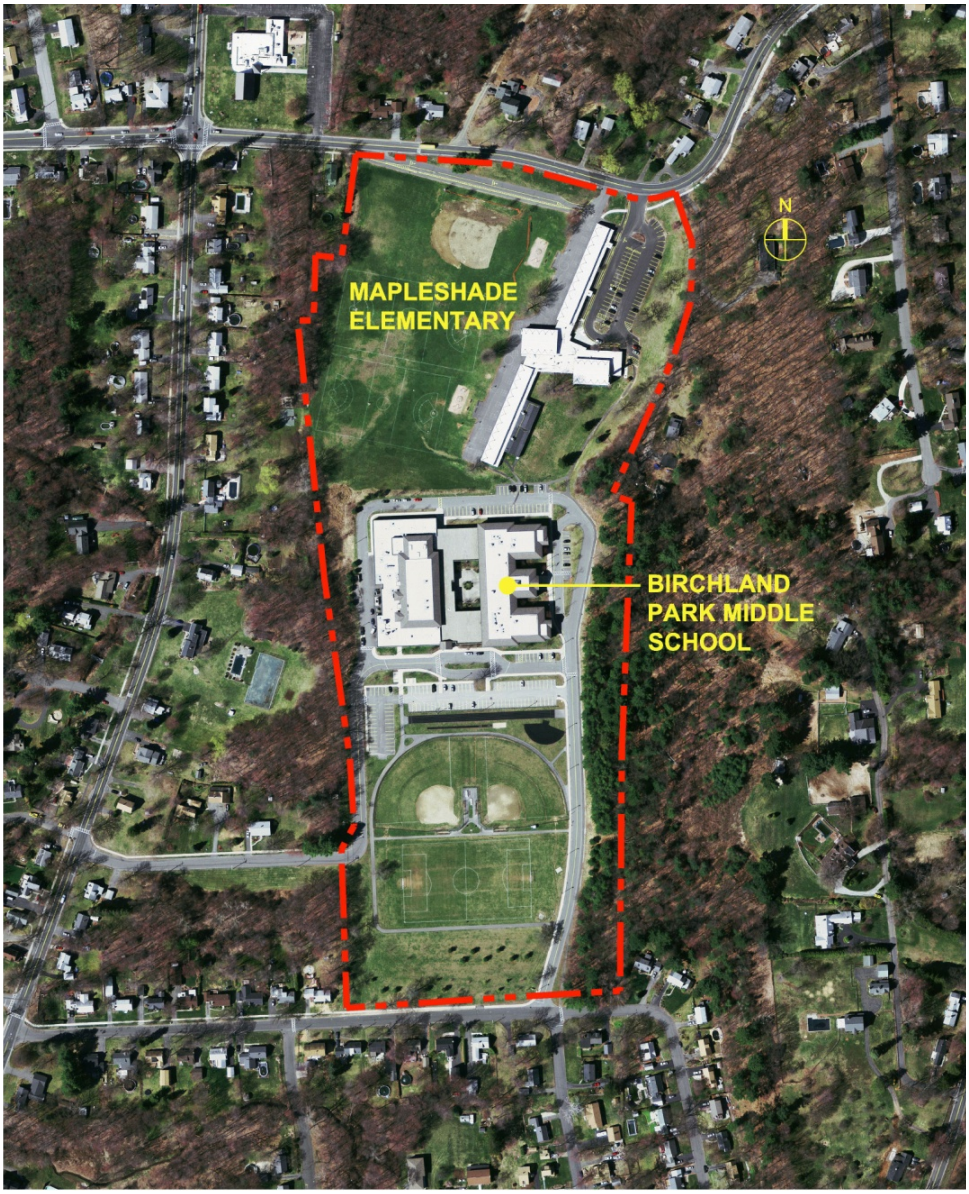
| Mapleshade Elementary School – Keyed Essential Upgrades

ELEMENTARY SCHOOL SUMMARY

It is recommended that at such time that Phase 2 of the Master Plan is considered, the community should revisit the three elementary schools to determine the best course of action that might include replacement of schools and possible consolidation.

Birchland Park Middle School

The existing middle school building was constructed in 2000 and serves grades 6-8. It is 132,000 GSF and generally in good condition. The middle school shares a site with Mapleshade Elementary School as can be seen in the aerial site photo.



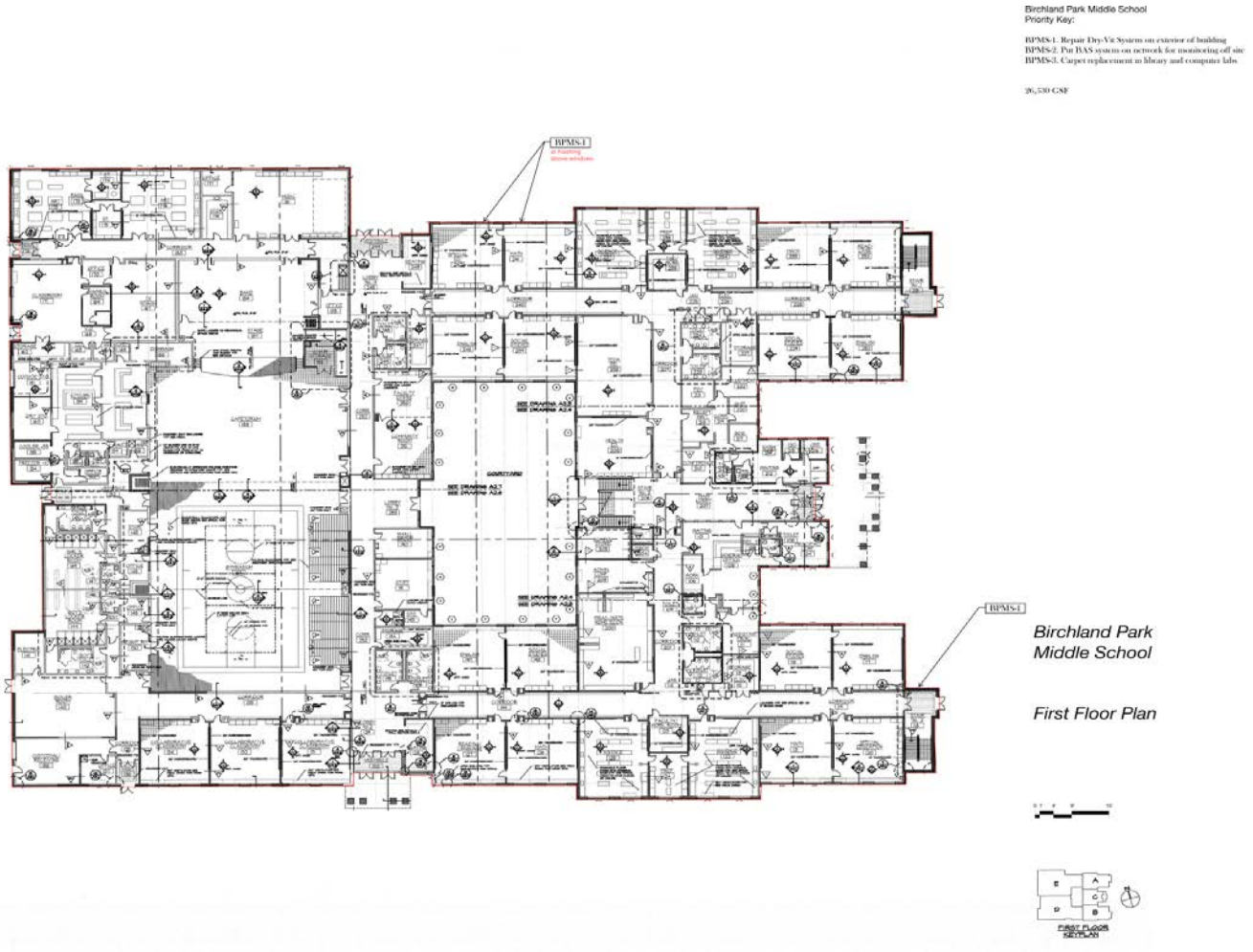
| Birchland Park Middle School - aerial site plan

The survey concluded that there are recommended technology upgrades to serve 21st Century teaching and learning. In addition, some minor interior modifications were requested. Generally, there are few essential items that need to be addressed.

Below is a diagram depicting the essential items, including the following:

- Repair Dry-Vit System on exterior of building
- Put BAS system on network for monitoring off site
- Carpet replacement in library and computer labs

The estimated cost to provide the essential upgrades is included in Section 5 of this report.



| Birchland Park Middle School - Priority Key Plan

East Longmeadow High School

The existing high school building was constructed in 1959 with additions in 1964, 1965, 1975, and a partial exterior envelope renovation in 1986. It serves grades 9-12 and is 204,000 GSF.

| East Longmeadow High School - aerial site plan

For the high school there are many options that were considered. These include capital projects for either a comprehensive renovation or a new replacement building, essential renovations, and upgrades for 21st Century teaching and learning components in the interim. The major components that need to be addressed are the following:

- Lacks handicapped accessibility in many locations
- Many undersized spaces within the building
- Upgrades for 21st Century teaching and learning recommended
- Security upgrades recommended
- Technology upgrades recommended
- Lack of air conditioning
- Lack of an automatic fire protection
- Many engineering systems beyond their useful life
- Hazardous materials present
- Town should consider a comprehensive renovation or replacement

The essential upgrades for the high school are extensive and would be considered only if no large capital project was approved. Included are the following items:

Recently completed Priority Items:

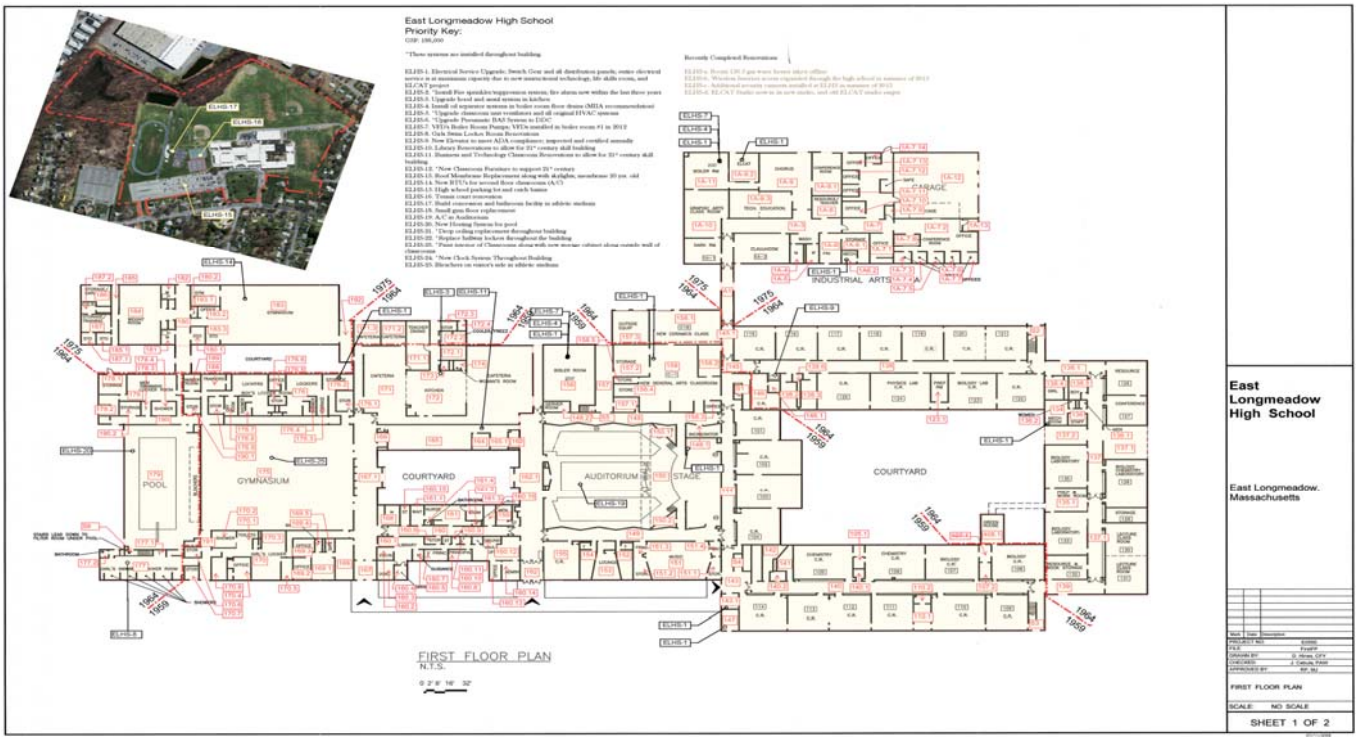
- Room 136.3 gas water heater taken offline
- Wireless Internet access expanded through the high school in summer of 2013
- Additional security cameras installed at ELHS in summer of 2013
- ELCAT Studio now in its new studio, and old ELCAT studio empty

Priority Needs:

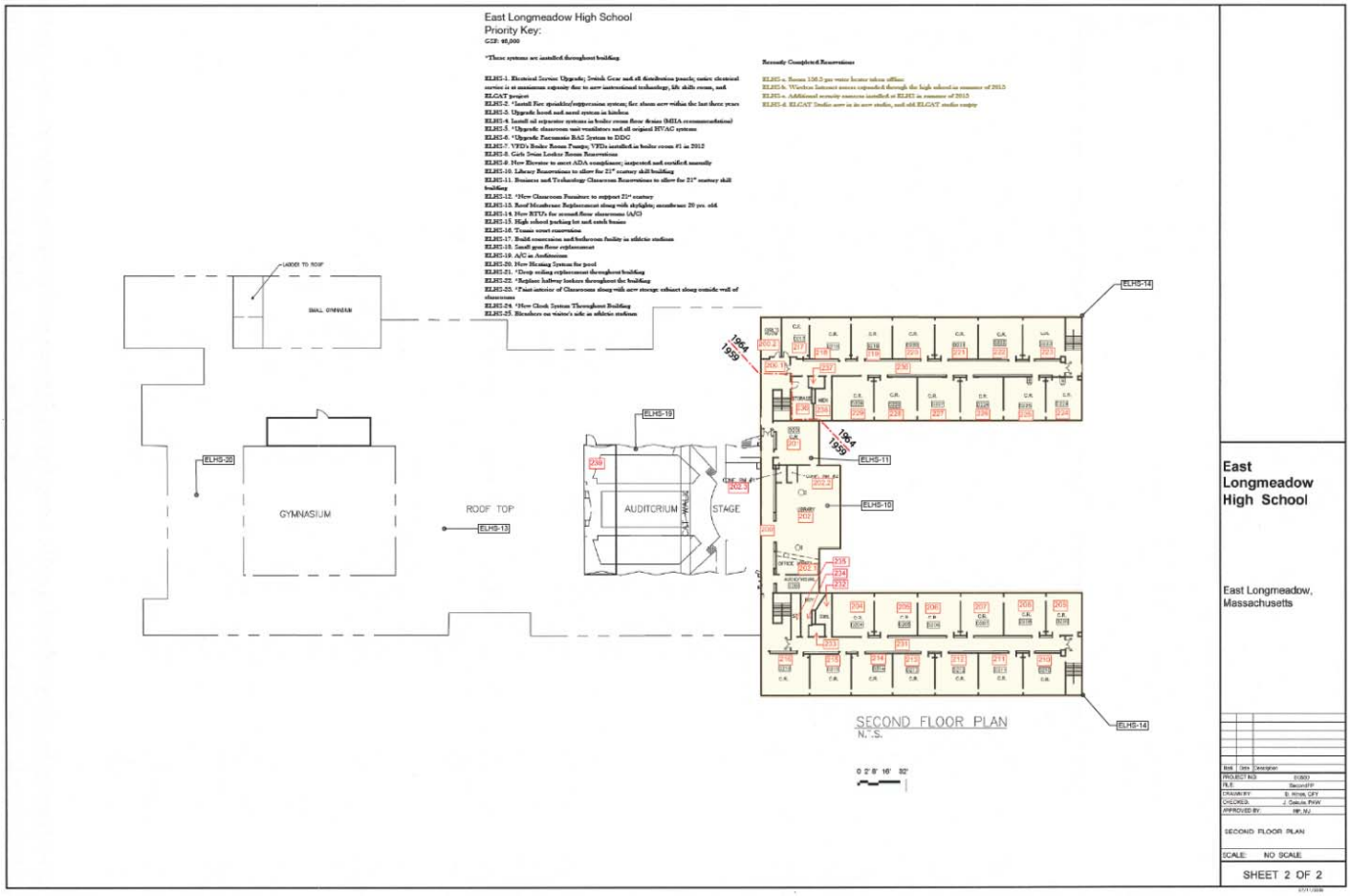
- Electrical Service Upgrade
- Install Fire sprinkler/suppression system
- Upgrade hood and ansul system in kitchen
- Install oil separator systems in boiler room floor drains (MIIA recommendation)
- Misc. HVAC equipment and controls upgrades throughout
- ADA compliance upgrades including Elevator
- 21st Century skill building to Library, Bus, and Tech classrooms
- New Classroom Furniture to support 21st Century
- Roof Membrane Replacement along with skylights; membrane 20 yrs. old
- High school parking lot and catch basins
- Tennis court renovation
- Build concession and bathroom facility in athletic stadium
- Small gym floor replacement
- A/C in Auditorium
- New Heating System for pool
- Drop ceiling replacement throughout building
- Replace hallway lockers throughout the building
- Paint interior of Classrooms along with new storage cabinet along outside wall of classrooms
- New Clock System throughout Building
- Bleachers on visitor's side in athletic stadium

The estimated cost to provide the essential upgrades is included in Section 5 of this report.

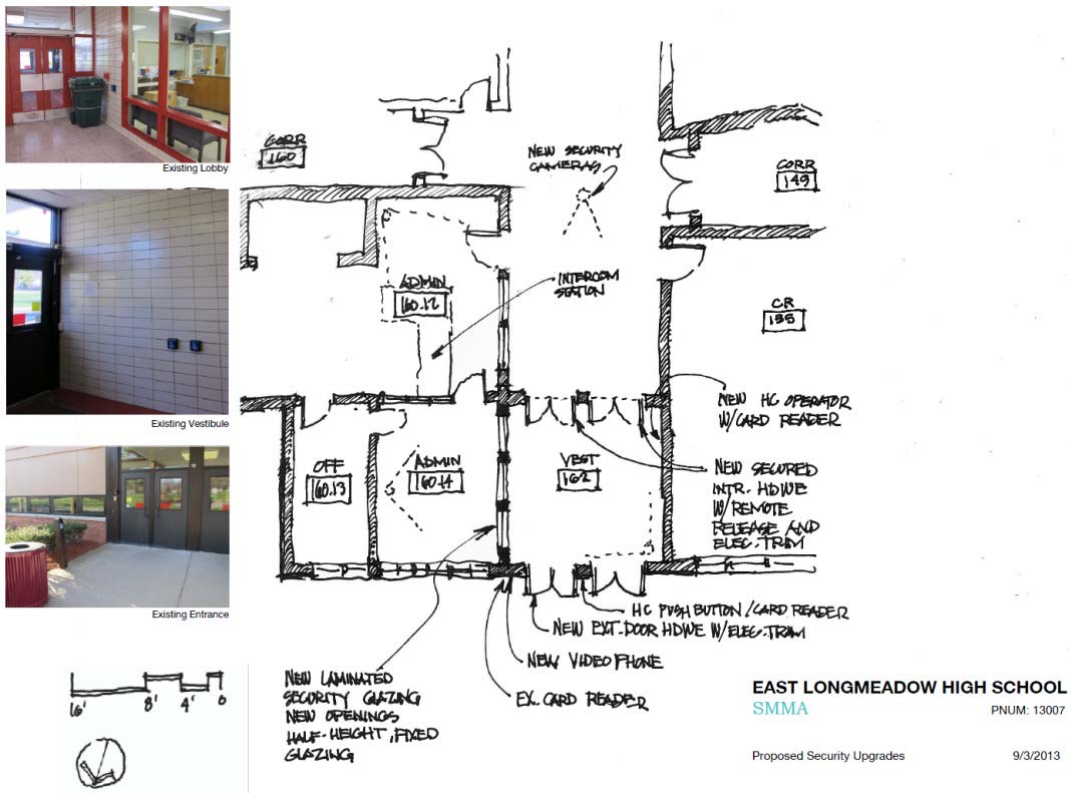
Based on the extensive essential/priority items that would be required to update the high school physical building and provide for a 21st Century teaching and learning environment, it has been determined that the best direction is to target a capital project.



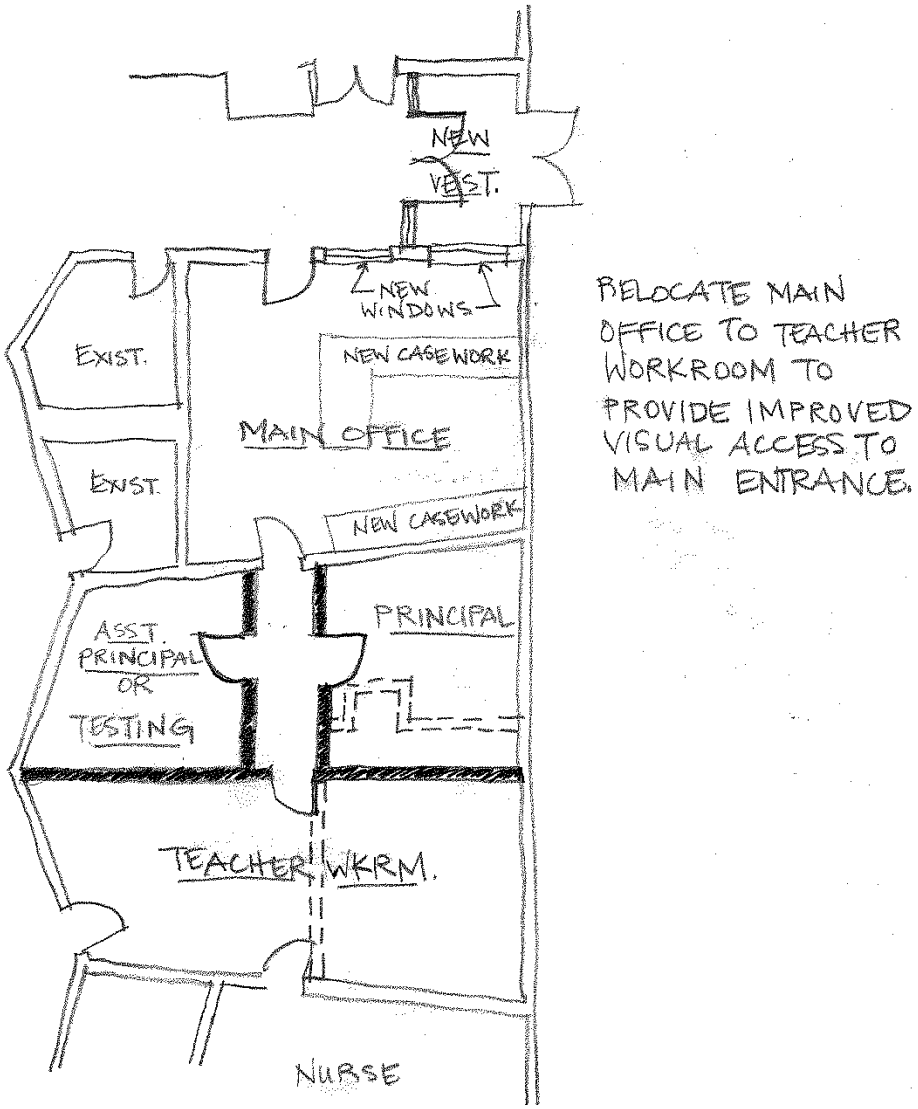
| East Longmeadow High School - Priority Key Plan First Floor



| East Longmeadow High School - Priority Key Plan Second Floor



| East Longmeadow High School - Priority Security Upgrades



| Mountain View Elementary School and Meadow Brook Elementary School - Priority Security Upgrades

Section 5
Capital Planning and Cost Estimates

Executive Report – 2013 School Facilities Master Plan
EAST LONG MEADOW PUBLIC SCHOOLS

CAPITAL PLANNING AND PHASING

5.1 INTRODUCTION AND PHASING TARGETS

SMMA/MJA worked closely with the Steering Committee to develop a two phase approach for the East Longmeadow Public Schools district.

The targets for Phase 1 are the following:

- Capital Project for the High School
- Essential Renovations to Middle School and the three Elementary Schools including replacement of obsolete portable classrooms
- 21st Century upgrades to Middle School and the three Elementary Schools

The targets for Phase 2 are the following:

- Capital Projects for the Elementary Schools

The high school and elementary schools are all aged buildings which need attention. Not only are there concerns regarding the physical building, but many of the spaces within the buildings do not meet current MSBA guidelines and are impacting educational delivery.

5.2 COMPARISON OF NEEDS

The determination to include the high school capital project as part of Phase 1 rather than the elementary schools is based on the following comparison of needs:

Elementary Schools

- Classrooms are appropriately sized
- Public and support spaces are undersized per current MSBA standards

High School

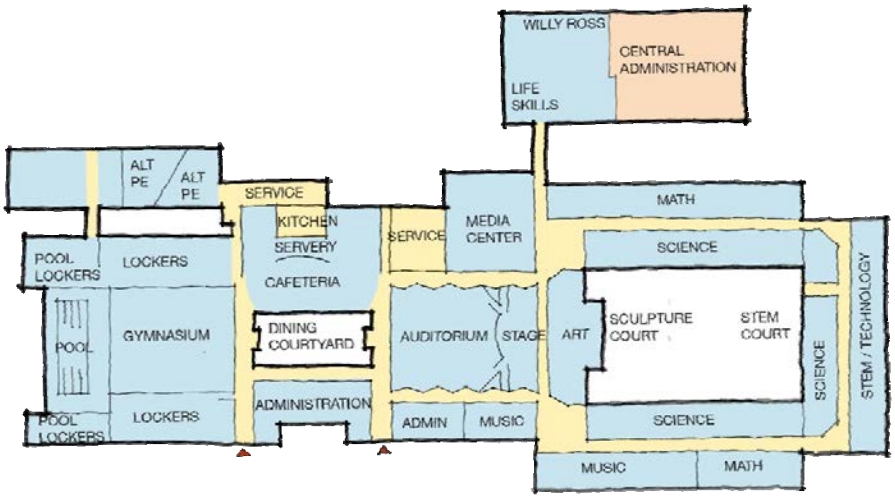
- All but three Classrooms are under current MSBA Guidelines by 12% to 38%
- All Science classrooms/labs are under current MSBA Guidelines by 24% to 41%
- SPED areas under current MSBA Guidelines by 50+%
- Technology Education areas under current MSBA Guidelines by 50+%

Based on the decision to move forward with a Phase 1 High School capital project, pricing was developed for the different options.

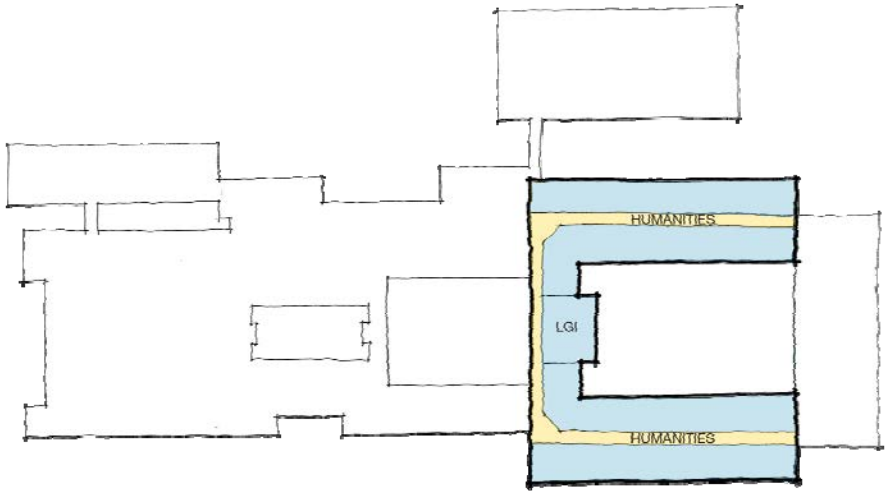
5.3 PHASE 1 SCOPE

The scope for Phase 1 has been determined to be a capital project at East Longmeadow High School. Also included are the essential/priority items for the middle school and three elementary schools that were noted in Section 4 of this report. In addition, upgrades to provide intermediate 21st Century teaching and learning are included.

The largest portion of scope for Phase 1 is the Capital project for the high school as a major renovation or new building. In the following plans, a conceptual comprehensive renovation is illustrated that demonstrates program spaces being relocated and spaces modified to meet the curriculum and program delivery needs.



| Conceptual renovation option - First Floor



| Conceptual renovation option - Second floor

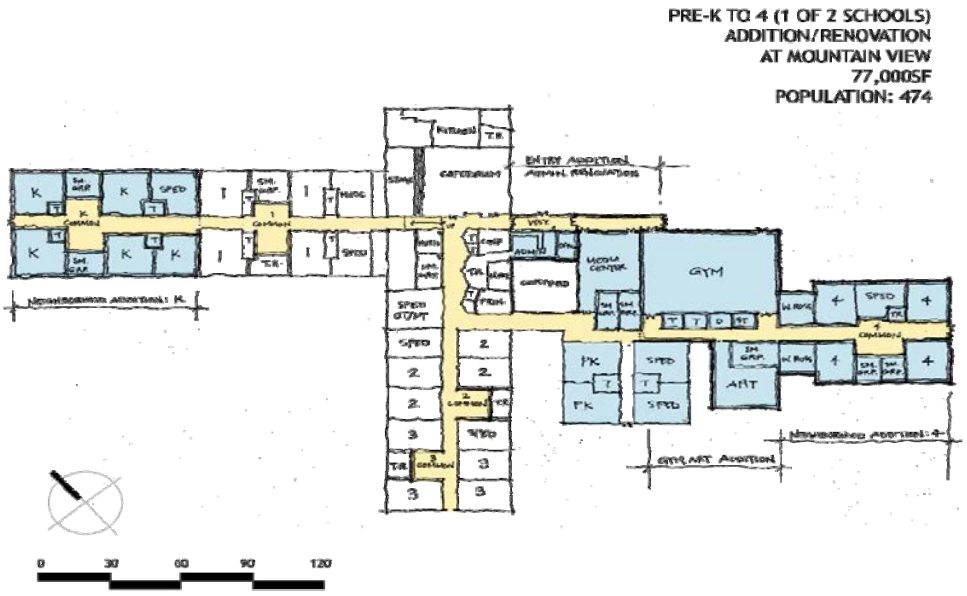
5.4 PHASE 2 OPTIONS

It is recommended that at such time that Phase 2 of the Master Plan is considered that the community revisit the middle school and three elementary schools to determine the best course of action that might include replacement of schools and possible consolidation.

Given that the middle school was designed to accommodate a second floor, the plan depicted below shows a second floor addition to accommodate all of the

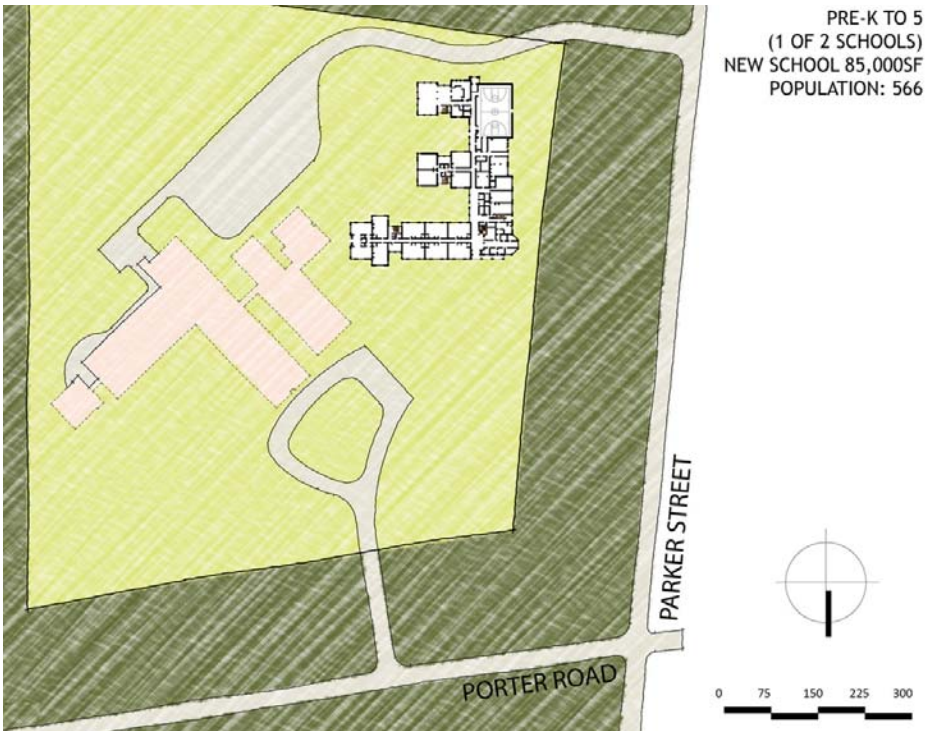
District's grade 5 students. This would clearly impact the other schools, and a conceptual renovation/addition at Mountain View to accommodate a PK-grade 4 population is also shown.

| Conceptual renovation option - Middle School Addition for grade 5



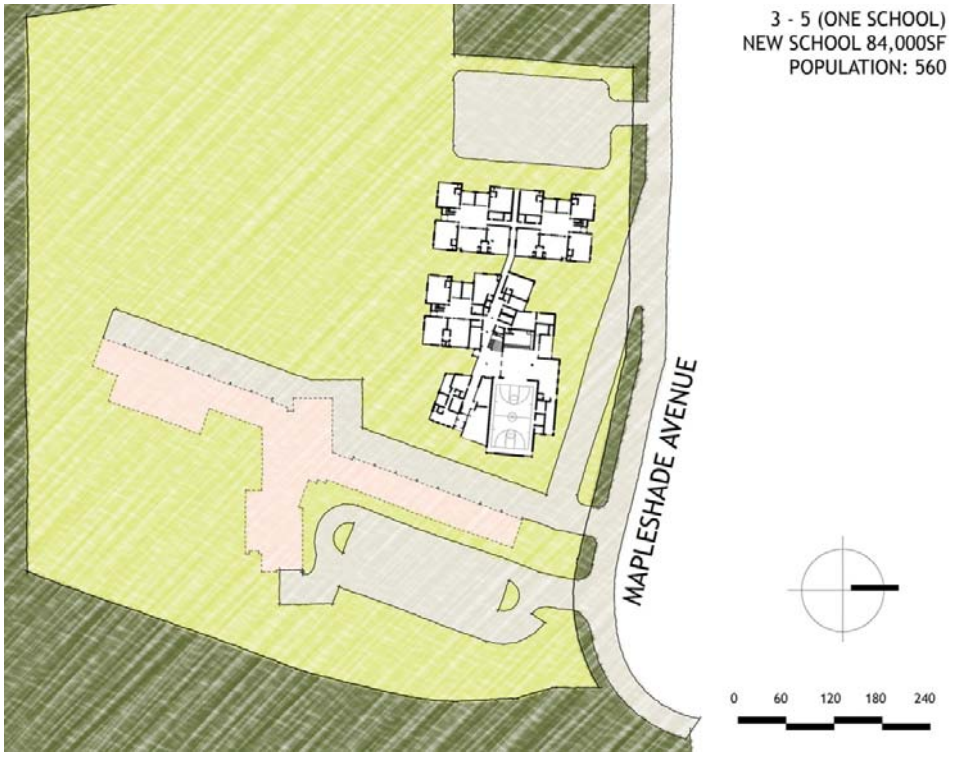
| Conceptual Renovation/Addition at Mountain View to accommodate a PK-4th grade population

The example below depicts a new Pre-K – 5 school at the Meadow Brook site to demonstrate the potential for building new without displacing the current students. All of the existing school building sites appear able to accommodate new construction while the existing school remains in session.



| Conceptual Option for New Construction
Consolidated PK-5 School shown on site of Meadow Brook School

Phase 2 presents the East Longmeadow Public Schools District and community with the potential to consider many options, including those that involve consolidation and reconsideration of the current grade level groupings. One option discussed is the consolidation of the two schools serving grades 3-5 into a single new school. The following plan shows a new school building on the site of Mapleshade.



| Conceptual Option for New Construction
Consolidated 3-5 School shown on site of Mapleshade Elementary

5.5 PROJECT COSTS - PHASE 1 AND 2

Included in the Phase 1 scope were the was Essential Upgrades to the middle school and three elementary schools, upgrades for 21st Century education, and a capital project for the high school (either new building and comprehensive renovation).

Phase 1: Capital Projects

Phase 1	EL HS	Birchland MS	Mapleshade	Mountain View	Meadow Brook
Building Replacement	174,942 sf** @ $468/sf $82,340,000 PC	NA - -	50,580 sf*	52,370 sf*	84,480 sf*
or					
Comprehensive Renovation/Addition	204,000 sf* @ $394 sf $80,400,000 PC	NA	42,975 sf reno*	46,660 sf reno*	69,740 sf reno*
"Essential" Years 1-5, including Modular Classroom Replacements (Lease)	TBD	TBD	TBD	TBD, including Mod CR Replacement (Lease)	TBD, including Mod CR Replacement (Lease)

Phase 1	EL HS	Birchland MS	Mapleshade	Mountain View	Meadow Brook
"Essential +" Years 1-10		TBD	TBD	TBD	TBD
21st Century Furniture & Technology (Infrastructure & Equipment)	$	$	$	$	$
LEGEND * = existing building area, ** = MSBA Guidelines Building Area, PC = Project Costs, All Costs in 2013 $					

Phase 1: 21st Century Teaching and Learning Improvements

Teaching and Learning	EL HS	Birchland MS	Mapleshade	Mountain View	Meadow Brook
New Furniture	$500,000	$0	$120,000	$150,000	$230,000
Technology New, Robust Wireless Network* Student Devices (1:1) Classroom Devices	$ TBD	$ TBD	$ TBD	$ TBD	$ TBD
* assumes 1 node / 900 sf; $850/node					

* Essential improvements at the high school would not be undertaken provided the capital project moves forward.

Phase 2: Capital Projects

Included in Phase 2 scope are capital projects for the elementary schools, essential upgrades (Years 5 - 15), and upgrades for 21st Century education.

PHASE 2	EL HS	Birchland MS	Mapleshade	Mountain View	Meadow Brook
Building Replacement	NA	NA	50,580 sf** @ $440/sf $22,300,000 PC	52,370 sf** @ $440/sf $23,000,000 PC	84,480 sf** @ $440/sf $37,200,000 PC
or					
Comprehensive Renovation/Addition Reno @ $344/sf PC New @ $440/sf PC	NA	NA	42,975 sf reno* 8,800 sf new $19,900,000 PC	46,660 sf reno* 6,600 new $20,400,000 PC	69,740 sf reno* 17,000 sf new $33,500,000 PC
"Essential+" Years 5-10			TBD	TBD	TBD
21st Century Furniture & Technology (Infrastructure & Equipment)	NA	NA	$	$	$
LEGEND * = existing building area, ** = MSBA Guidelines Building Area, PC = Project Costs, All Costs in 2013 $					

Estimated Construction Cost Estimates (ECC) were developed by Daedalus Projects, Inc. and are included in Appendix 7. The costs provided in the matrices above are project costs (PC) and include the ECC and associated costs required to complete a projects such as design fees, OPM fees, testing and inspections, furnishings, and technology.

5.6 FIVE YEAR CAPITAL PLAN

Working with the Steering Committee, SMMA/MJA reviewed the previous capital plans and work that had been approved to date.

The Steering Committee will re-align their five year plan to coincide with the results of this study, including, but not limited to modular classroom replacements, essential items, and a high school capital project.

Summary of 5 Yr Capital Plan

Department : School Department

Date Submitted: 11-2-12 Revision Date :

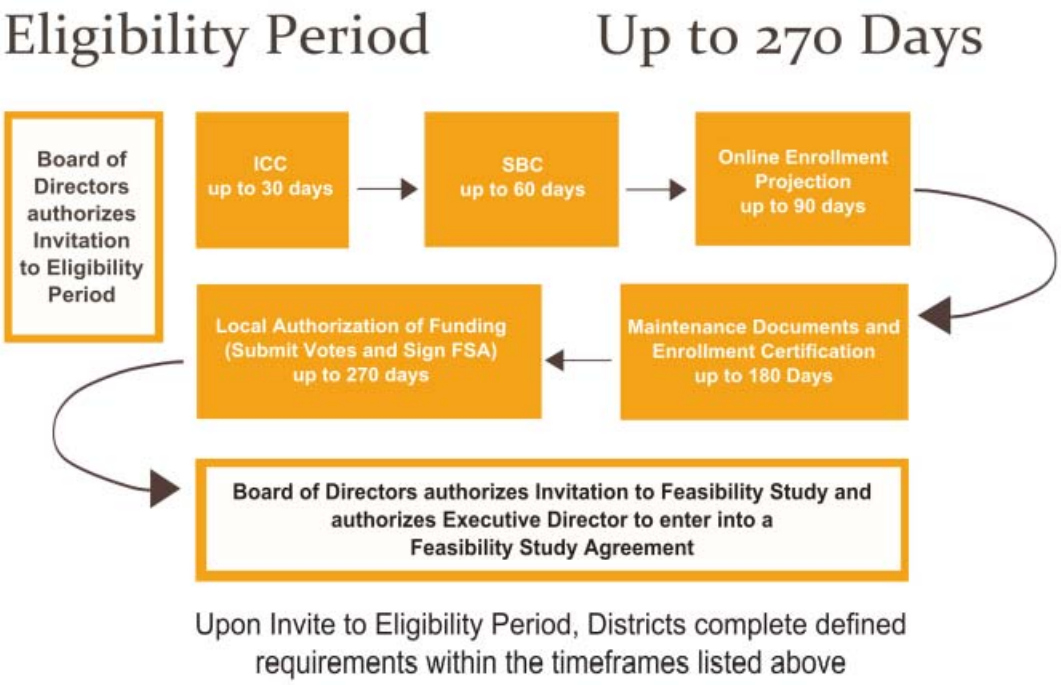
	Name	--Year 1-- FY14 Amount	--Year 2-- FY15 2011 ATM Amount	(same as ATM or revised)	--Year 3-- FY16 2011 ATM	(same as ATM or revised)	--Year 4-- FY17 2011 ATM	(same as ATM or revised)	--Year 5-- FY18 Amount
1	MB Fire Sprinkler Suppression System						150,000	Same	
2	MB Toilet Room Floor Drains & Hood Ansul System								26,000
3	MB Electrical Upgrades	400,000							
4	MB Gr 1 & 2 Playscape Equipment Replacement				200,000	Same			
5	MB PK Playscape Equipment Replacement and Parking Lot Lighting		150,000	Same					
6	MB Asphalt Playground	33,333							
7	MB Replace Portable Modular Calssrooms with Permanent Modulars				TBD				
8	MB Replace VCT Floor Tiles in Main Corridors, Café, and Gym						TBD		
9	MS Student Desks and Chairs	42,850							
10	MS Storage Shed and Slab Foundation	28,472							
11	MS Terrazo Floor Repair		TBD	New					
12	MS Kitchen Air Handler		26,600	New					
13	MS Fire Sprinkler Suppression System						109,874	Same	
14	MS Two- 10 Ft. 8 - Bay Swing Sets	21,200							
15	MS Kitchen Toilets and Ansul System						26,000	Same	
16	MV Restroom Renovations (Scaled Down)	58,745							
17	MV Playscape Outside Equipment Replacement	33,676							
18	MV Replace Café & Offie Air Handling System						99,750	Same	
19	MV Electrical Upgrade to Campus		300,000	Same					
20	MV Fire Supression System						102,500	Same	
21	BP Chiller System	24,250							
22	BP Dry VIT System	118,800							
23	BP Carpet Replacement - Library and Computer Labs		51,600						
24	HS Renovation of Girls Lockerroom	380,000							
25	HS Asphalt Parking Lot, Lights, Security Cameras, and Catch Basins	374,310							
	-Bus Turnaround for ELHS Parking Lot	30,000							
26	HS Clocks and Bell System	40,000							
27	HS Library Renovation	202,388							
28	HS Renovate Hall Lockers				235,000	Same			
29	HS ADA Lift at Pool						26,600	Same	
30	HS Graphics Dept. Equipment		50,685	Same					
31	HS Business and Technology Department Renovations	58,094							
32	HS Auditorium Curtains, Lighting, and Sound	22,000							
33	HS Building Automation System		300,000	Same					
34	HS Added Funds to Replace Elevator								500,000
35	DW School Buses -2003 buses 4 @ $80,000 in FY'14	320,000							
36	DW Tennis Court Renovations (resurfacing, lighting, fence)	112,455							
37	DW Stadium Bleachers	75,000							
38	DW Design & Build Restrooms/Storage for ELHS Stadium		300,000	Same					
	Totals	2,375,573	1,178,885	-	435,000	-	514,724	-	526,000
	Actually Approved	457,583							

5.7 MASSACHUSETTS SCHOOL BUILDING AUTHORITY (MSBA) PROCESS

Capital Projects that desire MSBA grant reimbursement must follow a well defined process that is described below: The full MSBA Process can be found on their website http://massschoolbuildings.org/building. The process is subject to change. Please refer to the website for current information.

Module 1 – Eligibility Period Status

Updated at June 5, 2013 Board Meeting.



The MSBA has formalized its grant process with the establishment of an **Eligibility Period.** The **Eligibility Period** assists the MSBA with:

- Identifying early whether a District is ready to manage and fund a capital project.
- Determine a District's financial and community readiness to enter the capital pipeline.
- Providing a definitive schedule and identifying needs for planning and budgeting.

The MSBA Board of Directors votes to invite a District into the Eligibility Period based on a review of the District's Statement of Interest ("SOI".) The vote initiates a 270-day period for the District to complete certain preliminary requirements that include:

1) A certification of the Districts understanding of the grant program rules by executing an Initial Compliance Certification;
2) Forming a School Building Committee and submitting the membership to the MSBA for acceptance;
3) A summary of the District's existing maintenance practices;
4) Certification of a design enrollment for the proposed project agreed upon with the MSBA (may not be applicable for Repair Assessments depending on the proposed scope of work);
5) Confirmation of community authorization and funding to proceed (see MSBA Vote Requirements); and,
6) Execution of the MSBA's standard Feasibility Study Agreement, which establishes a process for the District to be reimbursed for eligible expenses.

Districts that successfully complete the preliminary requirements to the satisfaction of the MSBA within the 270-day Eligibility Period are eligible to receive an invitation from the MSBA Board of Directors to the Feasibility Study phase. This phase involves the District utilizing MSBA-specific procurement processes and standard Request for Services ("RFS") templates and contracts to procure a team of professionals to work with the District as a proposed project advances through the MSBA grant process as defined in Module 2.

COSTS ASSOCIATED WITH MSBA PROCESS FOR PHASE 1

- Module 1: Eligibility Period – No Cost – Owner Responsibility
- Modules 3 – 5: Feasibility Study / Schematic Design - Recommended appropriation: $1 million (assumed project costs $95 million)
  - OPM fees: FS/SD – high school only $200,000 Approx.
  - A/E fees: FS/SD – high school only $600,000 Approx.
  - Other fees for Hazmat, testing, etc. $200,000 Approx.
- MSBA Modules 6 & 7: Design through Construction Administration:
  - OPM fee: Typically 3.5% of Construction Cost
  - A/E fee: Typically 10% of Construction Cost
  - Testing, contingencies and expenses are the remainder of the associated costs

MSBA REIMBURSEMENT AND TOWN SHARE

- Assumptions:
  - Debt exclusion approved
  - Total project cost $95 Million
  - MSBA reimbursement rate estimated at 55%
  - $42.75 Million bond
  - 20 Year Bond with level principal & Interest payments
  - Interest Rate of 3%
- Based on above – $1.88 Debt Exclusion Cost = $188 per $100,000 Assessed Value

OWNERS PROJECT MANAGER

Massachusetts General Law requires an Owner's Project Manager (OPM) for construction projects expected to cost $1.5 million or more. An OPM may be required for the essential upgrades projects at the elementary school depending on how they are packaged. The Town should evaluate the most appropriate time to engage an OPM to assist in the planning for major, multi-year construction projects.

Section 6
Appendices

Enrollment Projections - NESDEC
Demography and Enrollment Projections Report - NESDEC
Visioning Report – Frank Locker Educational Planning
Meeting Minutes
Database
Space Summaries
Cost Estimates

APPENDIX 1

NESDEC ENROLLMENT PROJECTIONS

East Longmeadow, MA Historical Enrollment

School District: **East Longmeadow, MA Revised** **5/13/2013**

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1997	162	2002-03	67	173	176	197	178	205	197	192	214	230	224	245	209	163	0	2603	2670
1998	155	2003-04	51	172	211	188	205	186	217	222	216	220	260	208	215	177	0	2697	2748
1999	133	2004-05	52	173	196	207	194	204	201	226	228	213	234	237	204	219	0	2736	2788
2000	154	2005-06	49	176	202	207	199	204	212	210	229	236	240	232	234	188	0	2769	2818
2001	132	2006-07	47	187	190	204	210	209	205	212	220	237	253	230	230	225	0	2812	2859
2002	134	2007-08	46	183	205	201	286	182	180	209	217	217	239	233	230	235	0	2817	2863
2003	146	2008-09	51	166	200	201	210	217	227	219	215	218	225	238	235	235	0	2806	2857
2004	161	2009-10	48	191	171	213	203	216	224	231	225	210	228	224	237	229	0	2802	2850
2005	151	2010-11	38	189	200	185	219	209	217	226	233	225	216	230	222	237	0	2808	2846
2006	129	2011-12	42	154	201	207	190	220	216	220	229	238	218	216	226	220	0	2755	2797
2007	125	2012-13	36	164	167	209	209	192	224	215	219	219	229	210	214	227	0	2698	2734

Historical Enrollment in Grade Combinations

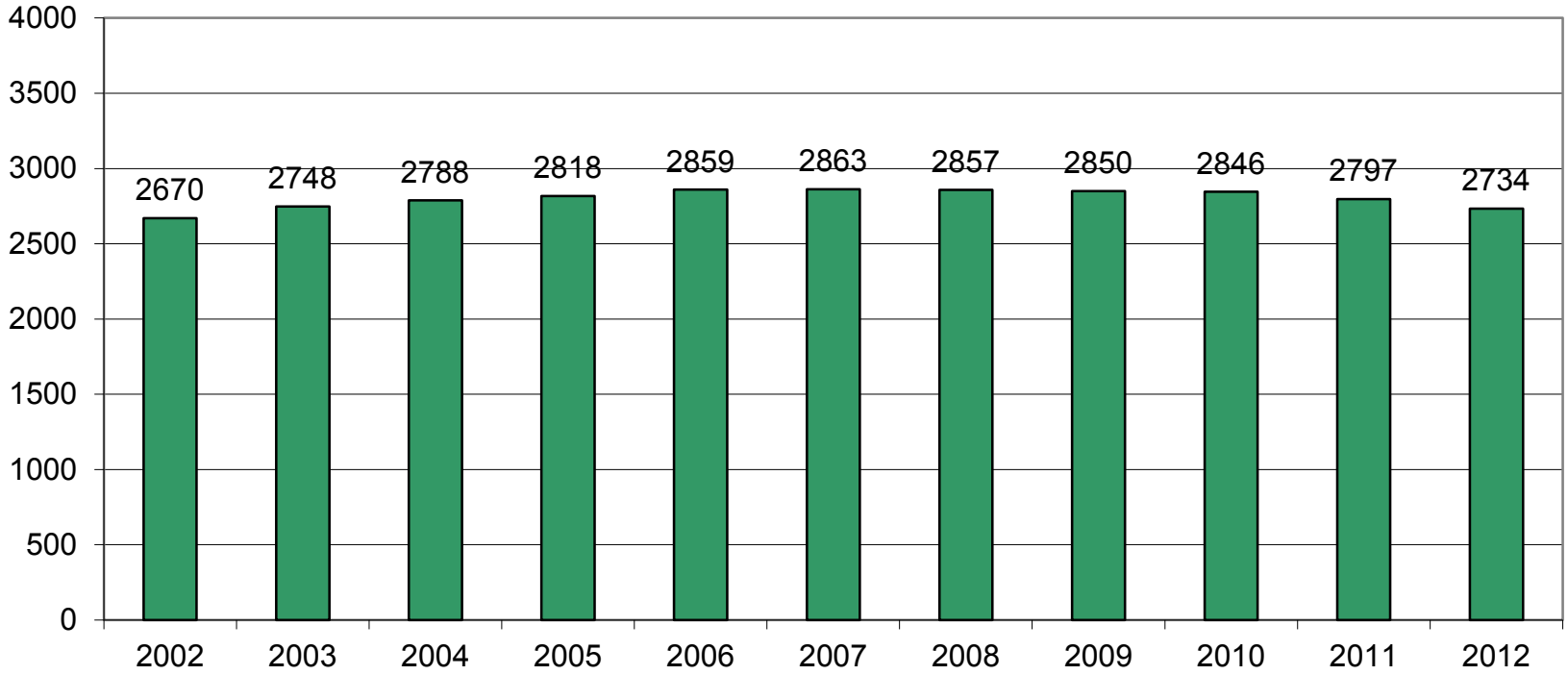
Year	PK-5	K-5	PK-2	K-8	3-5	6-8	7-8	7-12	9-12
2002-03	1193	1126	613	1762	580	636	444	1285	841
2003-04	1230	1179	622	1837	608	658	436	1296	860
2004-05	1227	1175	628	1842	599	667	441	1335	894
2005-06	1249	1200	634	1875	615	675	465	1359	894
2006-07	1252	1205	628	1874	624	669	457	1395	938
2007-08	1283	1237	635	1880	648	643	434	1371	937
2008-09	1272	1221	618	1873	654	652	433	1366	933
2009-10	1266	1218	623	1884	643	666	435	1353	918
2010-11	1257	1219	612	1903	645	684	458	1363	905
2011-12	1230	1188	604	1875	626	687	467	1347	880
2012-13	1201	1165	576	1818	625	653	438	1318	880

Historical Percentage Changes

Year	K-12	Diff.	%
2002-03	2603	0	#DIV/0!
2003-04	2697	94	3.6%
2004-05	2736	39	1.4%
2005-06	2769	33	1.2%
2006-07	2812	43	1.6%
2007-08	2817	5	0.2%
2008-09	2806	-11	-0.4%
2009-10	2802	-4	-0.1%
2010-11	2808	6	0.2%
2011-12	2755	-53	-1.9%
2012-13	2698	-57	-2.1%
Change		**95**	**3.6%**

East Longmeadow, MA Historical Enrollment

PK-12, 2002-2012



East Longmeadow, MA Projected Enrollment

School District: East Longmeadow, MA Revised **5/13/2013**

Enrollment Projections By Grade*

Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	125		2012-13	36	164	167	209	209	192	224	215	219	219	229	210	214	227	0	2698	2734
2008	104		2013-14	38	130	175	176	214	212	196	225	216	217	216	227	208	214	0	2626	2664
2009	135		2014-15	40	170	140	186	182	219	218	199	228	216	216	216	226	210	0	2626	2666
2010	122		2015-16	42	154	182	150	199	195	234	233	213	244	231	231	231	242	0	2739	2781
2011	123	(est.)	2016-17	44	156	165	195	161	213	209	251	249	228	261	247	247	247	0	2829	2873
2012	122	(est.)	2017-18	46	154	167	171	210	155	219	217	256	248	232	255	246	246	0	2776	2822
2013	127	(est.)	2018-19	48	161	165	173	184	202	159	228	221	255	252	227	254	245	0	2726	2774
2014	127	(est.)	2019-20	50	161	172	171	186	177	208	165	233	220	259	246	226	253	0	2677	2727
2015	127	(est.)	2020-21	52	161	172	179	184	179	182	216	168	232	224	253	245	225	0	2620	2672
2016	127	(est.)	2021-22	54	161	172	179	193	177	184	189	220	168	236	219	252	244	0	2594	2648
2017	127	(est.)	2022-23	56	161	172	179	193	186	182	191	193	219	171	231	218	251	0	2547	2603

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*

Year	PK-5	K-5	PK-2	K-8	3-5	6-8	7-8	7-12	9-12
2012-13	1201	1165	576	1818	625	653	438	1318	880
2013-14	1141	1103	519	1761	622	658	433	1298	865
2014-15	1155	1115	536	1758	619	643	444	1312	868
2015-16	1156	1114	528	1804	628	690	457	1392	935
2016-17	1143	1099	560	1827	583	728	477	1479	1002
2017-18	1122	1076	538	1797	584	721	504	1483	979
2018-19	1092	1044	547	1748	545	704	476	1454	978
2019-20	1125	1075	554	1693	571	618	453	1437	984
2020-21	1109	1057	564	1673	545	616	400	1347	947
2021-22	1120	1066	566	1643	554	577	388	1339	951
2022-23	1129	1073	568	1676	561	603	412	1283	871

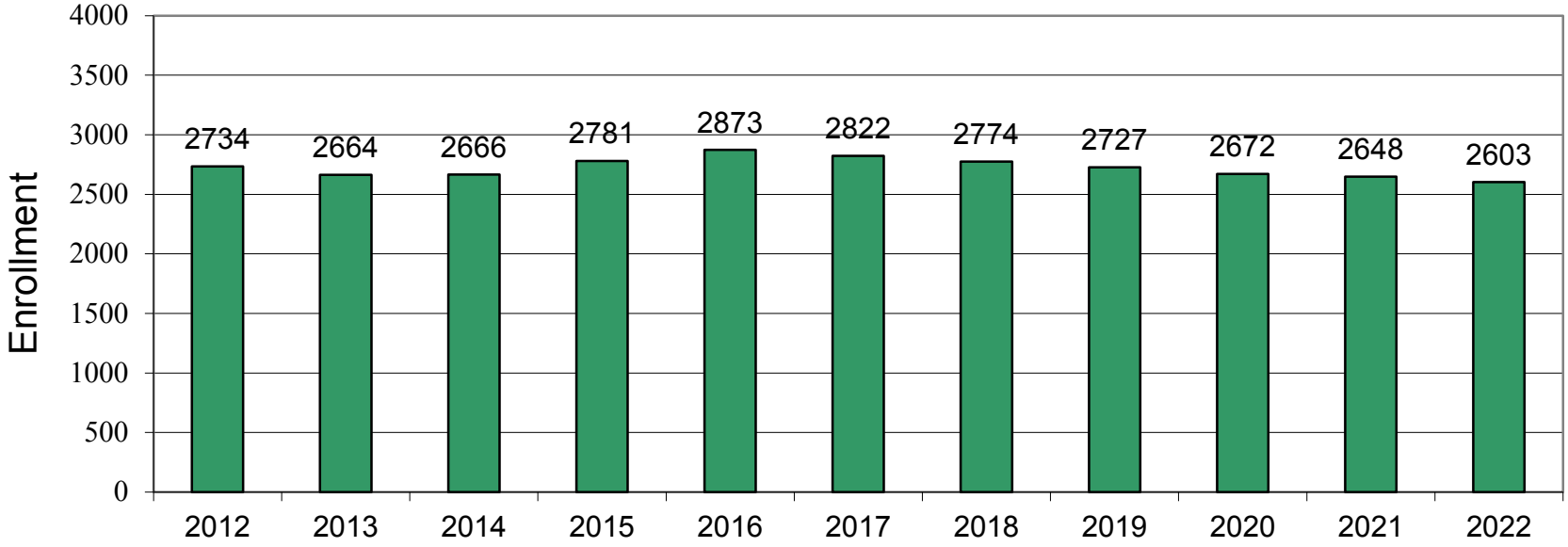
See "Reliability of Enrollment Projections" section of accompanying letter.
Projections are more reliable for Years 1-5 in the future than for Years 6 and beyond.

Projected Percentage Changes

Years	K-12	Diff.	%
2012-13	2698	0	0.0%
2013-14	2626	-72	-2.7%
2014-15	2626	0	0.0%
2015-16	2739	113	4.3%
2016-17	2829	90	3.3%
2017-18	2776	-53	-1.9%
2018-19	2726	-50	-1.8%
2019-20	2677	-49	-1.8%
2020-21	2620	-57	-2.1%
2021-22	2594	-26	-1.0%
2022-23	2547	-47	-1.8%
Change		**-151**	**-5.6%**

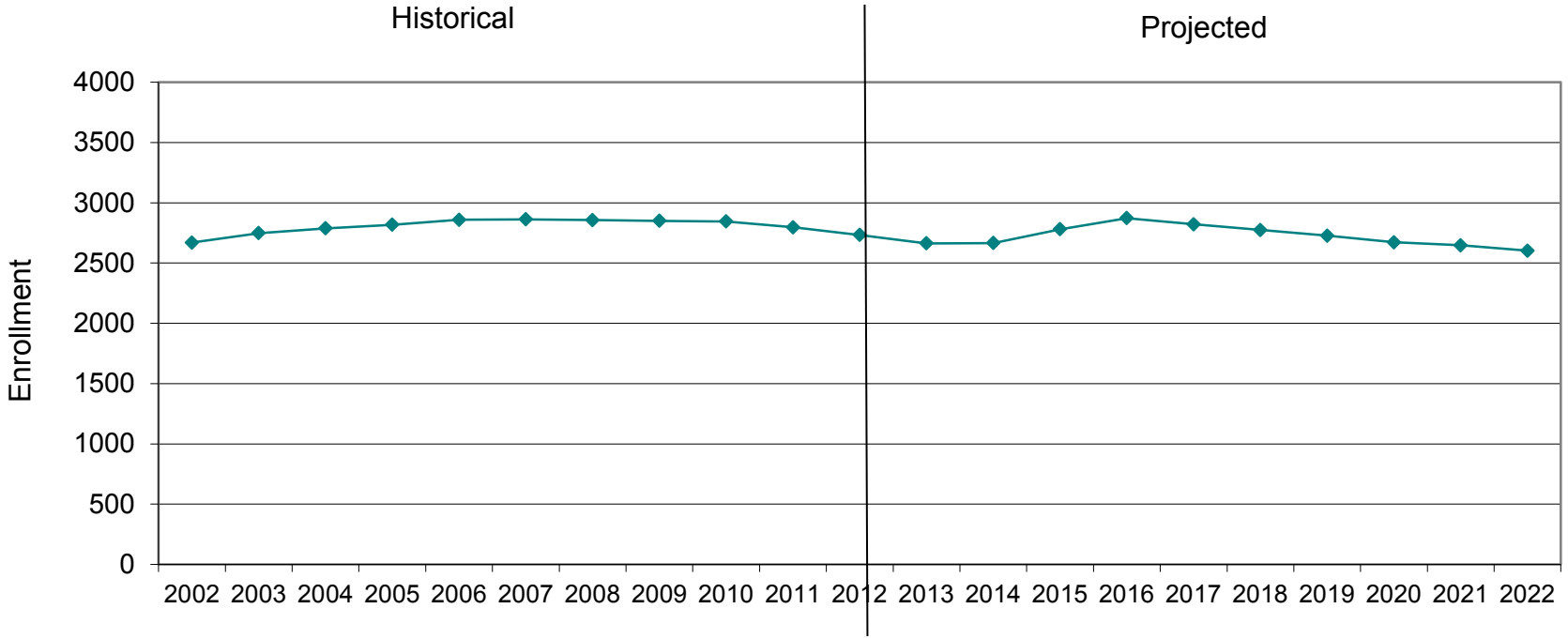
East Longmeadow, MA Projected Enrollment

PK-12 TO 2022 Based On Data Through School Year 2012-13

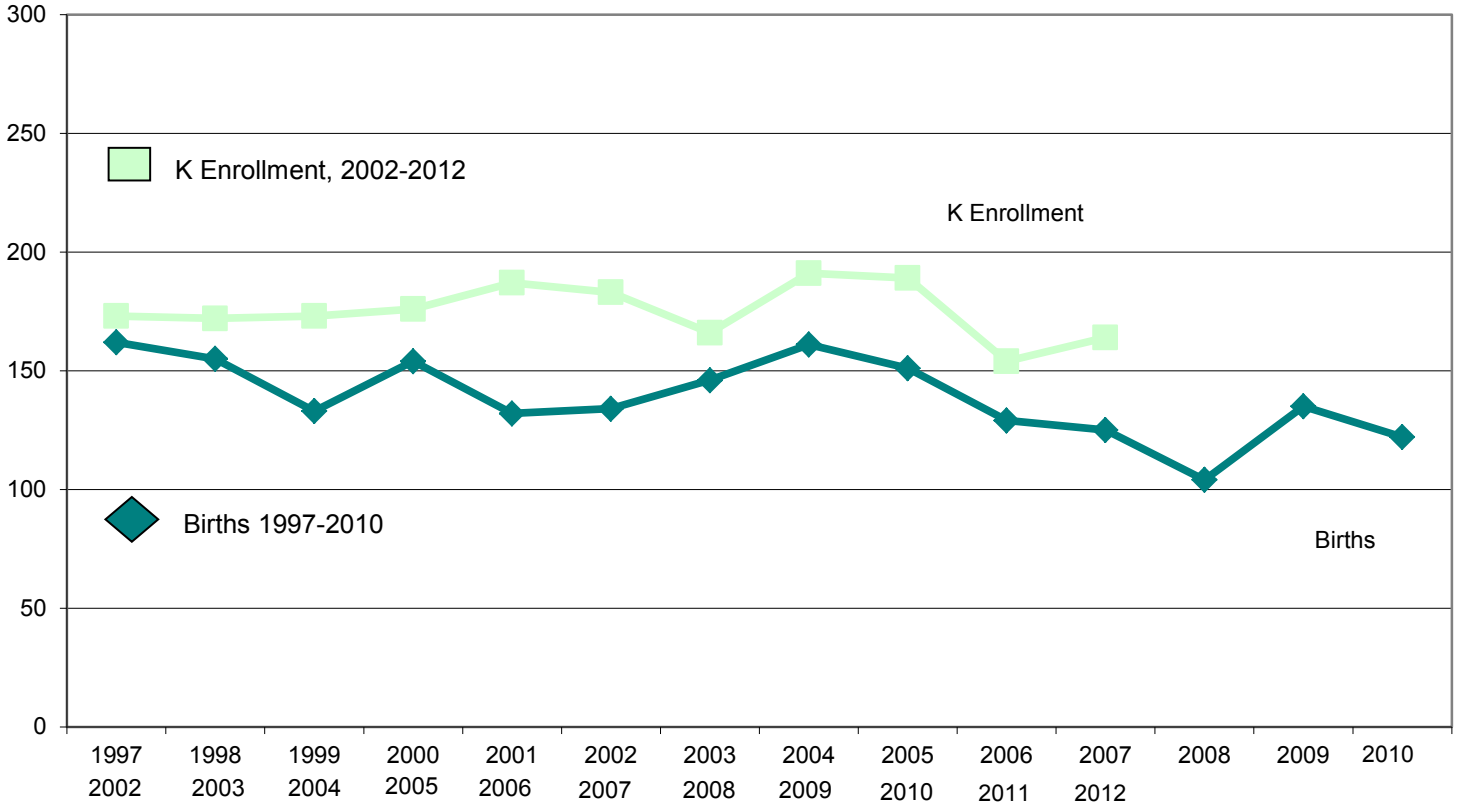


East Longmeadow, MA Historical & Projected Enrollment

PK-12, 2002-2022



East Longmeadow, MA Birth-to-Kindergarten Relationship



East Longmeadow, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2000	72	11
2008	18	130
2009	18	7
2010	19	10
2011	14	15
2012	14	15

Source: HUD and Building Department
2013 = 4 S-F and 10 Multi-Units through 3/31

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2000-01	n/a	n/a
2008-09	n/a	n/a
2009-10	n/a	n/a
2010-11	n/a	n/a
2011-12	n/a	n/a
2012-13	5	67

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	5	6	1	3	5	4	9	5	6	0	2	6	3	67

K-12 Home-Schooled Students	
2012	16

K-12 Residents "Choiced-Out" or in Charter or Magnet Schools	
2012	11

K-12 SpEd Outplaced Students	
2012	39

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2012	53 METCO

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

44 Years of East Longmeadow's Birth-to-Kindergarten Experience

Birth Year	E. Lgmdw. Births	Kind. Year	# in Kind.	Net "move in"s"	Birth-K Ratio
1964	163	1969-70	266	103	1.63
1965	174	1970-71	234	60	1.34
1966	149	1971-72	213	64	1.43
1967	166	1972-73	232	66	1.40
1968	147	1973-74	212	65	1.44
1969	143	1974-75	204	61	1.43
1970	136	1975-76	212	76	1.56
1971	142	1976-77	207	65	1.46
1972	114	1977-78	152	38	1.33
1973	104	1978-79	157	53	1.51
1974	98	1979-80	153	55	1.56
1975	97	1980-81	132	35	1.36
1976	107	1981-82	128	21	1.20
1977	104	1982-83	128	24	1.23
1978	87	1983-84	104	17	1.20
1979	127	1984-85	140	13	1.10
1980	134	1985-86	175	41	1.31
1981	107	1986-87	134	27	1.25
1982	108	1987-88	151	43	1.40
1983	105	1988-89	152	47	1.45
1984	104	1989-90	169	65	1.63
1985	104	1990-91	160	56	1.54
1986	132	1991-92	150	18	1.14
1987	133	1992-93	174	41	1.31
1988	143	1993-94	176	33	1.23
1989	139	1994-95	178	39	1.28
1990	132	1995-96	167	35	1.27
1991	137	1996-97	165	28	1.20
1992	142	1997-98	159	17	1.12
1993	115	1998-99	190	75	1.65
1994	144	1999-00	137	-7	0.95
1995	141	2000-01	176	35	1.25
1996	152	2001-02	163	11	1.07
1997	162	2002-03	173	11	1.07
1998	155	2003-04	172	17	1.11
1999	133	2004-05	173	40	1.30
2000	154	2005-06	176	22	1.14
2001	132	2006-07	187	55	1.42
2002	134	2007-08	183	49	1.37
2003	146	2008-09	166	20	1.14
2004	161	2009-10	191	30	1.19
2005	151	2010-11	189	38	1.25
2006	129	2011-12	154	25	1.19
2007	125	2012-13	164	39	1.31

Years with 40 or more "Net "move-in's" noted in red.

New England School Development Council March 12, 2013

APPENDIX 2

NESDEC DEMOGRAPHY AMD ENROLLMENT PROJECTIONS

New England School Development Council

EAST LONGMEADOW, MASSACHUSETTS

Demography and Enrollment Projections

May 15, 2013

NESDEC PROJECT TEAM

- **Donald G. Kennedy, Ed.D., Enrollment Projections**
- **John H. Kennedy, M.A., Additional Data**
- **Arthur L. Bettencourt, Ed.D., Executive Director**

NESDEC
New England School Development Council
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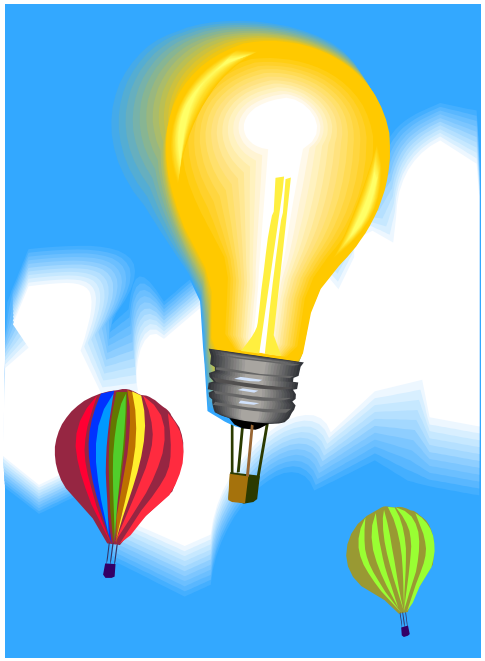
EAST LONGMEADOW PUBLIC SCHOOLS

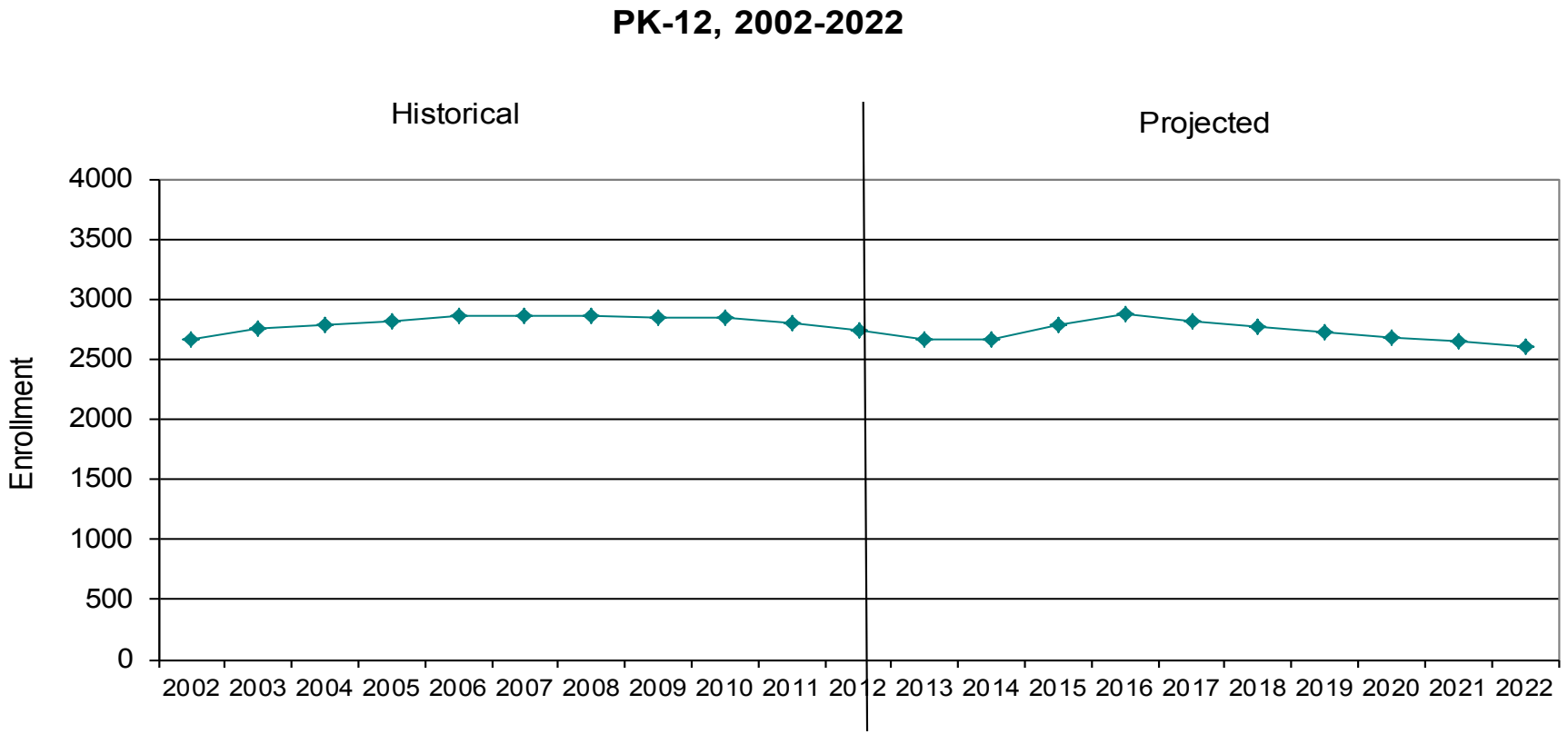
NESDEC
New England School Development Council
28 Lord Road, Marlborough, MA 01752 ~ Tel: 508-481-9444 ~ www.nesdec.org

THE BOTTOM LINE:

EAST LONGMEADOW PUBLIC SCHOOLS ENROLLMENTS



East Longmeadow, MA Historical & Projected Enrollment



EAST LONGMEADOW HIGH SCHOOL
HISTORY OF CLASS OF 2013

1995	Births	141

Year	Grade	East Longmeadow Public Schools
1999-00	Preschool	39
2000-01	Kindergarten	176
2001-02	Grade 1	194
2002-03	Grade 2	197
2003-04	Grade 3	205
2004-05	Grade 4	204
2005-06	Grade 5	212
2006-07	Grade 6	212
2007-08	Grade 7	217
2008-09	Grade 8	218
2009-10	Grade 9	228
2010-11	Grade 10	230
2011-12	Grade 11	226
2012-13	Grade 12	227

Note the pattern of "growth/steadiness" that a class typically experiences between Kindergarten and Grade 12

K-12 PROJECTIONS TO 2017-18 and BEYOND

Starting in 2008-09, enrollments began to decline. 2014-15 is an odd year, in that a large Kindergarten is expected, and there will be a small group of seniors who will be leaving. Then, from 2015-16 onward, births and in-migration of new families suggest that enrollments will rise, initially in Grades 6-12

	K-5	6-8	9-12	K-12 TOTAL
2008-09	1,221	652	933	2,806
2012-13	1,165	653	880	2,698
	-56	+1	-53	-108

"Five-years-out," with in-migration picking up in 2014-15, and returning to its earlier pace by 2015-16

	K-5	6-8	9-12	K-12 TOTAL
2017-18	1,122	721	979	2,776

"Ten-years-out," with a continuation of somewhat fewer births, yet steady in-migration

	K-5	6-8	9-12	K-12 TOTAL
2022-23	1,129	603	871	2,547

K-12 PROJECTIONS TO 2017-18 and BEYOND *(cont'd)*

IS THERE A POSSIBILITY THAT THE SLOW, STEADY RETURN TO IN-MIGRATION FORECAST BY NESDEC WILL BE EXCEEDED?

YES, THE FOOTNOTE ON SLIDE #19 DESCRIBES THE RISING POPULATION OF E. LONGMEADOW, WHICH APPEARS TO EXCEED EARLIER ESTIMATES. SCHOOL POPULATIONS, HOWEVER, DO NOT ALWAYS MATCH WITH RISING/SHRINKING POPULATION TOTALS, SEE SLIDES #23-26.

THAT SAID, THE NESDEC PROJECTIONS COULD PROVE TO BE AT THE LOW END OF A RANGE; THUS, AN ENROLLMENT UPDATE IN FALL 2013-14 NEEDS TO BE WATCHED CAREFULLY.

East Longmeadow, MA Historical Enrollment

School District: **East Longmeadow, MA Revised** **5/13/2013**

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1997	162	2002-03	67	173	176	197	178	205	197	192	214	230	224	245	209	163	0	2603	2670
1998	155	2003-04	51	172	211	188	205	186	217	222	216	220	260	208	215	177	0	2697	2748
1999	133	2004-05	52	173	196	207	194	204	201	226	228	213	234	237	204	219	0	2736	2788
2000	154	2005-06	49	176	202	207	199	204	212	210	229	236	240	232	234	188	0	2769	2818
2001	132	2006-07	47	187	190	204	210	209	205	212	220	237	253	230	230	225	0	2812	2859
2002	134	2007-08	46	183	205	201	286	182	180	209	217	217	239	233	230	235	0	2817	2863
2003	146	2008-09	51	166	200	201	210	217	227	219	215	218	225	238	235	235	0	2806	2857
2004	161	2009-10	48	191	171	213	203	216	224	231	225	210	228	224	237	229	0	2802	2850
2005	151	2010-11	38	189	200	185	219	209	217	226	233	225	216	230	222	237	0	2808	2846
2006	129	2011-12	42	154	201	207	190	220	216	220	229	238	218	216	226	220	0	2755	2797
2007	125	2012-13	36	164	167	209	209	192	224	215	219	219	229	210	214	227	0	2698	2734

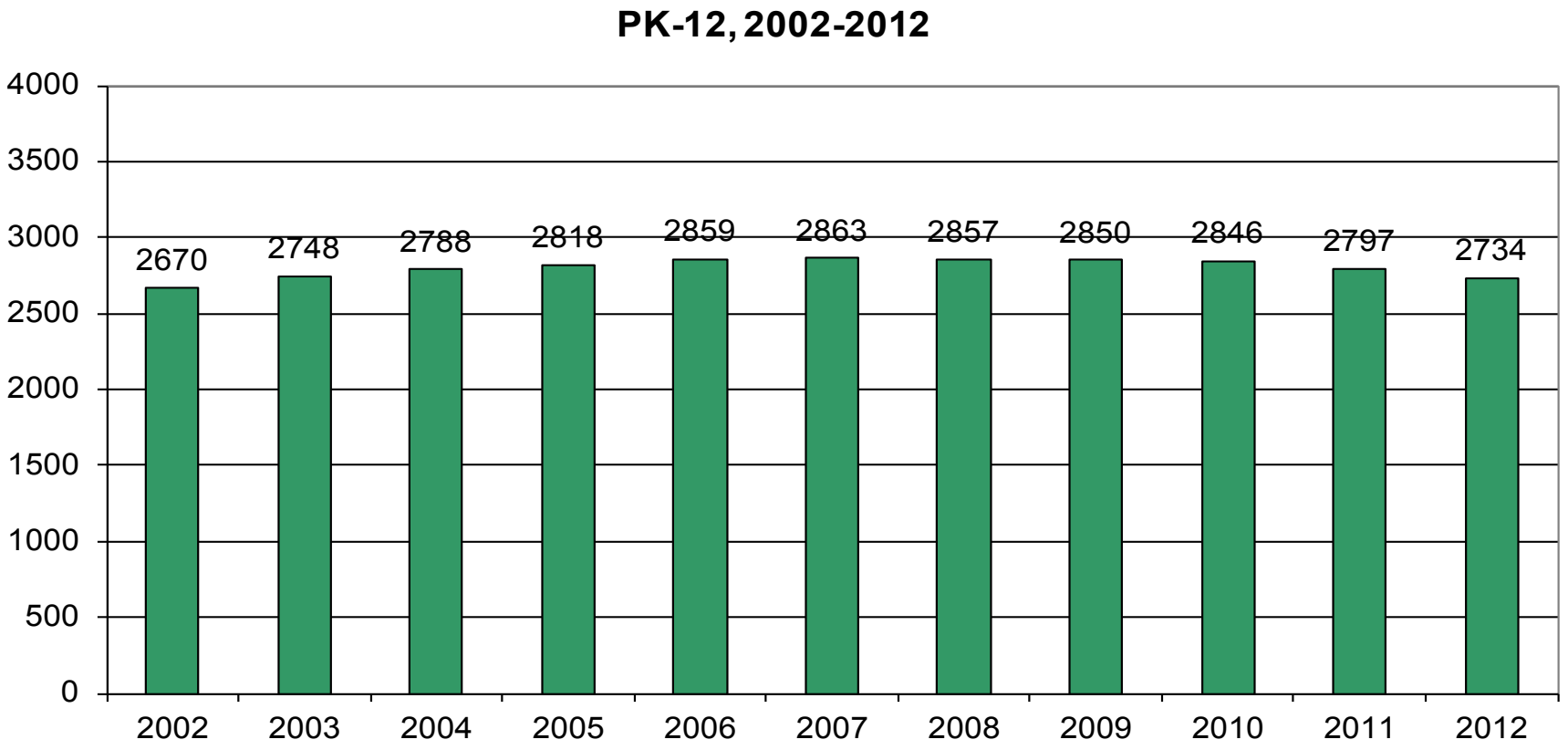
Historical Enrollment in Grade Combinations

Year	PK-5	K-5	PK-2	K-8	3-5	6-8	7-8	7-12	9-12
2002-03	1193	1126	613	1762	580	636	444	1285	841
2003-04	1230	1179	622	1837	608	658	436	1296	860
2004-05	1227	1175	628	1842	599	667	441	1335	894
2005-06	1249	1200	634	1875	615	675	465	1359	894
2006-07	1252	1205	628	1874	624	669	457	1395	938
2007-08	1283	1237	635	1880	648	643	434	1371	937
2008-09	1272	1221	618	1873	654	652	433	1366	933
2009-10	1266	1218	623	1884	643	666	435	1353	918
2010-11	1257	1219	612	1903	645	684	458	1363	905
2011-12	1230	1188	604	1875	626	687	467	1347	880
2012-13	1201	1165	576	1818	625	653	438	1318	880

Historical Percentage Changes

Year	K-12	Diff.	%
2002-03	2603	0	#DIV/0!
2003-04	2697	94	3.6%
2004-05	2736	39	1.4%
2005-06	2769	33	1.2%
2006-07	2812	43	1.6%
2007-08	2817	5	0.2%
2008-09	2806	-11	-0.4%
2009-10	2802	-4	-0.1%
2010-11	2808	6	0.2%
2011-12	2755	-53	-1.9%
2012-13	2698	-57	-2.1%
Change		**95**	**3.6%**

East Longmeadow, MA Historical Enrollment



East Longmeadow, MA Projected Enrollment

School District: **East Longmeadow, MA Revised** **5/13/2013**

Enrollment Projections By Grade*

Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	125		2012-13	36	164	167	209	209	192	224	215	219	219	229	210	214	227	0	2698	2734
2008	104		2013-14	38	130	175	176	214	212	196	225	216	217	216	227	208	214	0	2626	2664
2009	135		2014-15	40	170	140	186	182	219	218	199	228	216	216	216	226	210	0	2626	2666
2010	122		2015-16	42	154	182	150	199	195	234	233	213	244	231	231	231	242	0	2739	2781
2011	123	(est.)	2016-17	44	156	165	195	161	213	209	251	249	228	261	247	247	247	0	2829	2873
2012	122	(est.)	2017-18	46	154	167	171	210	155	219	217	256	248	232	255	246	246	0	2776	2822
2013	127	(est.)	2018-19	48	161	165	173	184	202	159	228	221	255	252	227	254	245	0	2726	2774
2014	127	(est.)	2019-20	50	161	172	171	186	177	208	165	233	220	259	246	226	253	0	2677	2727
2015	127	(est.)	2020-21	52	161	172	179	184	179	182	216	168	232	224	253	245	225	0	2620	2672
2016	127	(est.)	2021-22	54	161	172	179	193	177	184	189	220	168	236	219	252	244	0	2594	2648
2017	127	(est.)	2022-23	56	161	172	179	193	186	182	191	193	219	171	231	218	251	0	2547	2603

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*

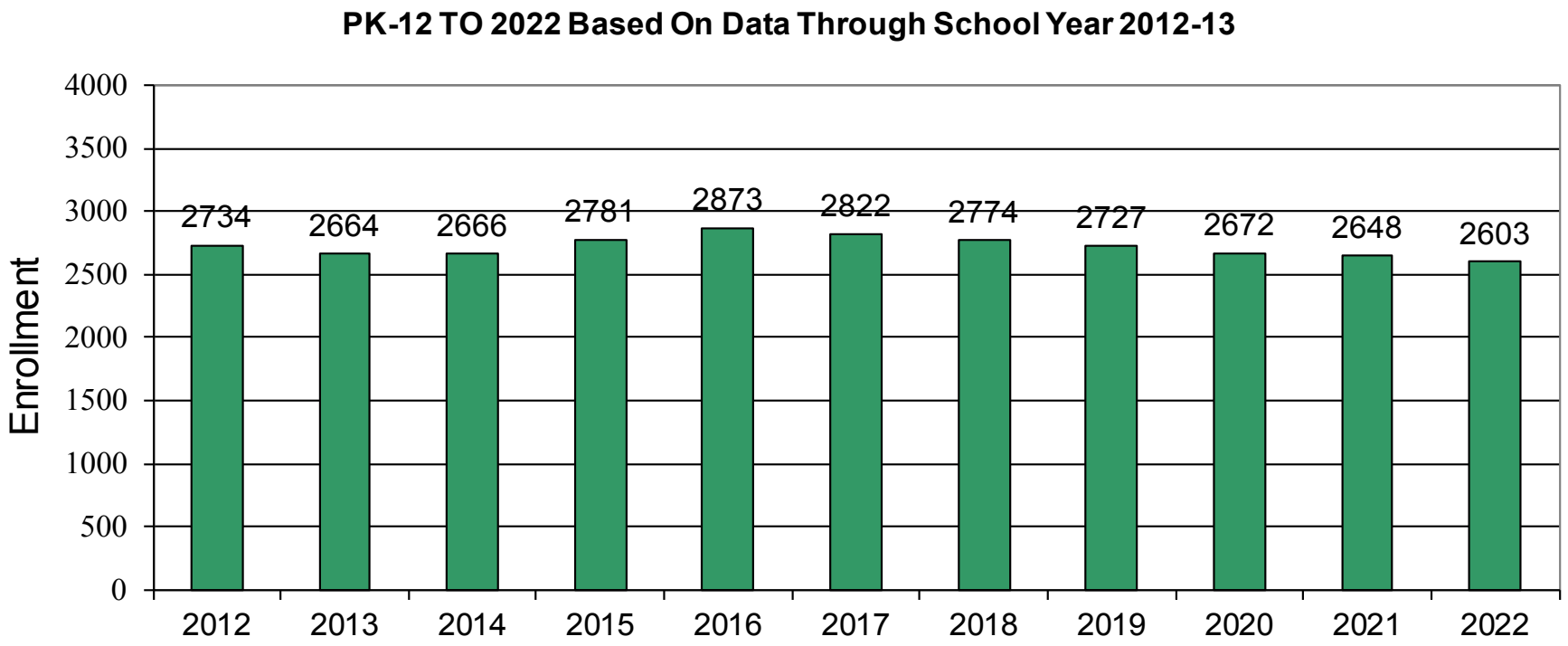
Year	PK-5	K-5	PK-2	K-8	3-5	6-8	7-8	7-12	9-12
2012-13	1201	1165	576	1818	625	653	438	1318	880
2013-14	1141	1103	519	1761	622	658	433	1298	865
2014-15	1155	1115	536	1758	619	643	444	1312	868
2015-16	1156	1114	528	1804	628	690	457	1392	935
2016-17	1143	1099	560	1827	583	728	477	1479	1002
2017-18	1122	1076	538	1797	584	721	504	1483	979
2018-19	1092	1044	547	1748	545	704	476	1454	978
2019-20	1125	1075	554	1693	571	618	453	1437	984
2020-21	1109	1057	564	1673	545	616	400	1347	947
2021-22	1120	1066	566	1643	554	577	388	1339	951
2022-23	1129	1073	568	1676	561	603	412	1283	871

See "Reliability of Enrollment Projections" section of accompanying letter.
Projections are more reliable for Years 1-5 in the future than for Years 6 and beyond.

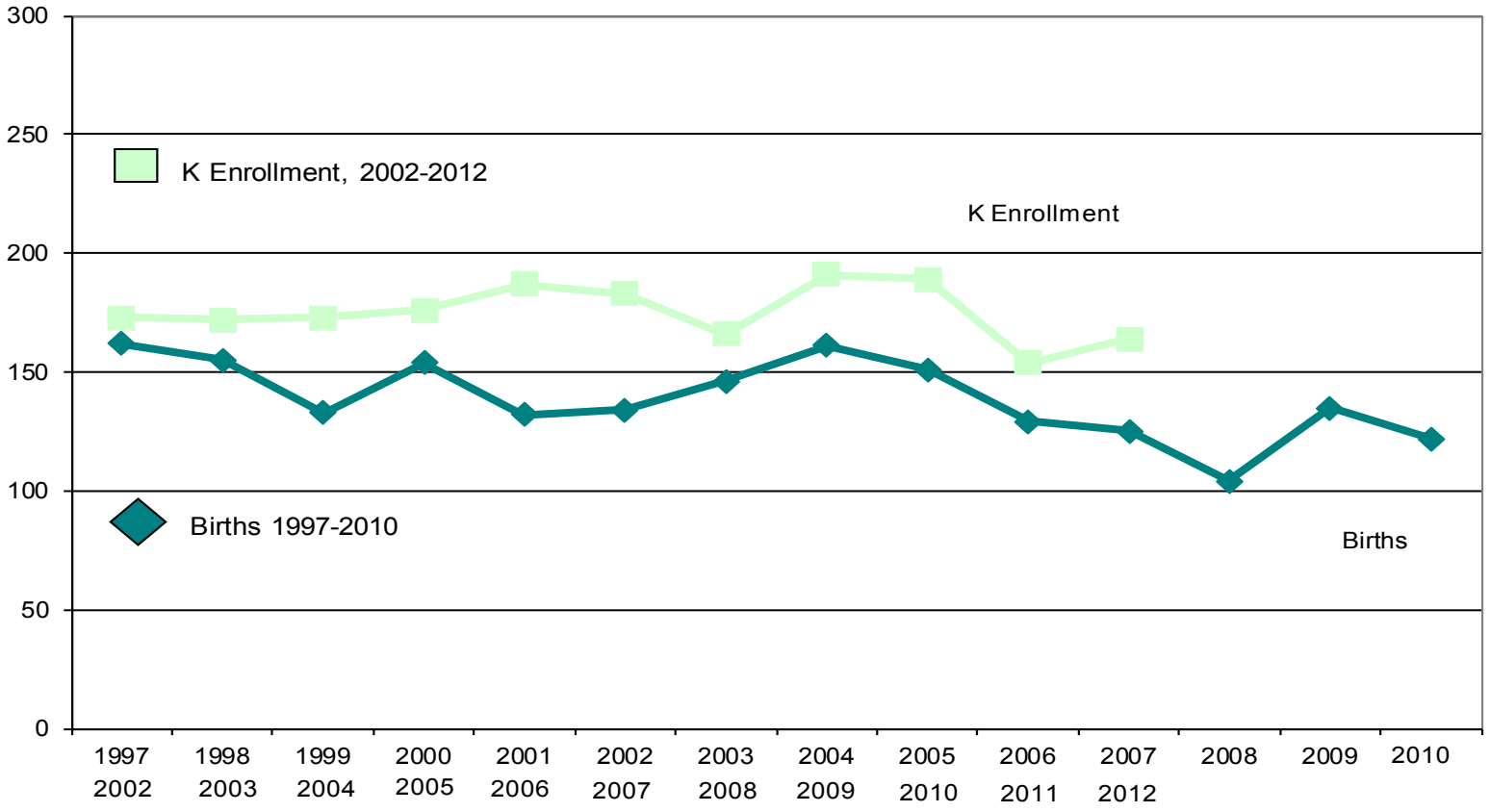
Projected Percentage Changes

Years	K-12	Diff.	%
2012-13	2698	0	0.0%
2013-14	2626	-72	-2.7%
2014-15	2626	0	0.0%
2015-16	2739	113	4.3%
2016-17	2829	90	3.3%
2017-18	2776	-53	-1.9%
2018-19	2726	-50	-1.8%
2019-20	2677	-49	-1.8%
2020-21	2620	-57	-2.1%
2021-22	2594	-26	-1.0%
2022-23	2547	-47	-1.8%
Change		**-151**	**-5.6%**

East Longmeadow, MA Projected Enrollment



East Longmeadow, MA Birth-to-Kindergarten Relationship



East Longmeadow, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2000	72	11
2008	18	130
2009	18	7
2010	19	10
2011	14	15
2012	14	15

Source: HUD and Building Department
2013 = 4 S-F and 10 Multi-Units through 3/31

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2000-01	n/a	n/a
2008-09	n/a	n/a
2009-10	n/a	n/a
2010-11	n/a	n/a
2011-12	n/a	n/a
2012-13	5	67

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	5	6	1	3	5	4	9	5	6	0	2	6	3	67

K-12 Home-Schooled Students	
2012	16

K-12 Residents "Choiced-Out" or in Charter or Magnet Schools	
2012	11

K-12 SpEd Outplaced Students	
2012	39

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2012	53 METCO

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

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HOW WE KNOW WHAT WE THINK WE KNOW:

EAST LONGMEADOW DEMOGRAPHIC DATA

TABLE 1
TOTAL POPULATION

STATE OF MASSACHUSETTS:

		POPULATION	NO. CHANGE	% CHANGE
1990		6,016,425		
2000		6,349,097	332,672	5.5%
2010		6,547,629	198,532	3.1%

HAMPDEN COUNTY:

		POPULATION	NO. CHANGE	% CHANGE
1990		456,310		
2000		456,228	-82	0.0%
2010		463,490	7,262	1.6%

TOWN OF EAST LONGMEADOW:

		POPULATION	NO. CHANGE	% CHANGE
1990		13,367		
2000		14,100	733	5.5%
2010		15,720	1,620	11.5%

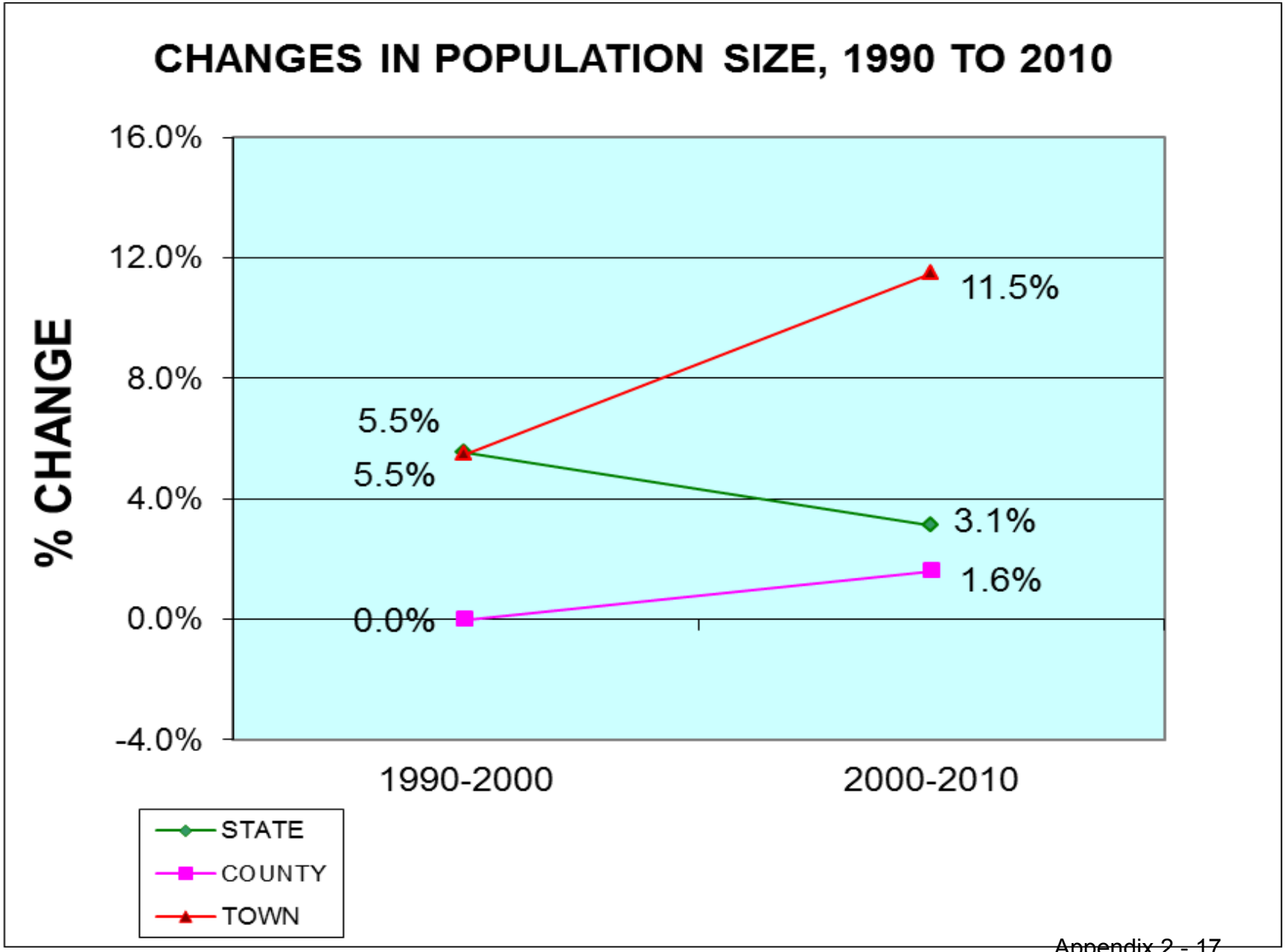

CHANGES IN POPULATION SIZE, 1990 TO 2010
% CHANGE
16.0%
12.0%
8.0%
4.0%
0.0%
-4.0%
5.5%
5.5%
11.5%
3.1%
1.6%
0.0%
1990-2000
2000-2010
STATE
COUNTY
TOWN

TABLE 1A
PERSONS IN GROUP QUARTERS
EAST LONGMEADOW

1990	2000	2010
395 + 2 “Other” = 397	206 + 5 “Other” = 211	429 + 14 “Other” = 443

“Group Quarters” is a Census Bureau term which includes “Institutionalized Persons” in nursing homes, mental hospitals, and correctional facilities; plus “Other Persons” in college and school dormitories, group homes, religious communities, shelters, and military barracks. In East Longmeadow, the Group Quarters population is small and steady, having almost no impact upon the forecasting of school enrollments.

Slides #23-26 display the East Longmeadow population by age-groupings, and include data about births. In order to assist in projecting the numbers of future school children, it is important to learn whether the population ages 25-44 is increasing/decreasing, as almost 88% of babies are born to women in this age group. Persons in “Group Quarters” are not a factor in predicting the numbers of future births/school children.

TABLE 1B
EAST LONGMEADOW POPULATION 1900-2011

Year	U.S. Census	U.S. Census Estimate*
1900	1,187	-
1910	1,553	-
1920	2,352	-
1930	3,327	-
1940	3,403	-
1950	4,881	-
1960	10,294	-
1970	13,029	-
1980	12,905	-
1990	13,367	-
2000	14,100	-
2010	15,720	-
2011	-	15,731*

* US Census Estimate; the estimate for 2012 will be released after July 1, 2013; there are no projections for the East Longmeadow population in 2020 from the Pioneer Valley Planning Commission, or similar agencies; by September 1, 2013, the Donohue Institute at UMASS Amherst expects to release 2020 projections (high/mid/low) as well as projections by age cohorts

TABLE 2
PERCENTAGE OF POPULATION UNDER THE AGE OF 18 AND MEDIAN AGE

STATE OF MASSACHUSETTS:

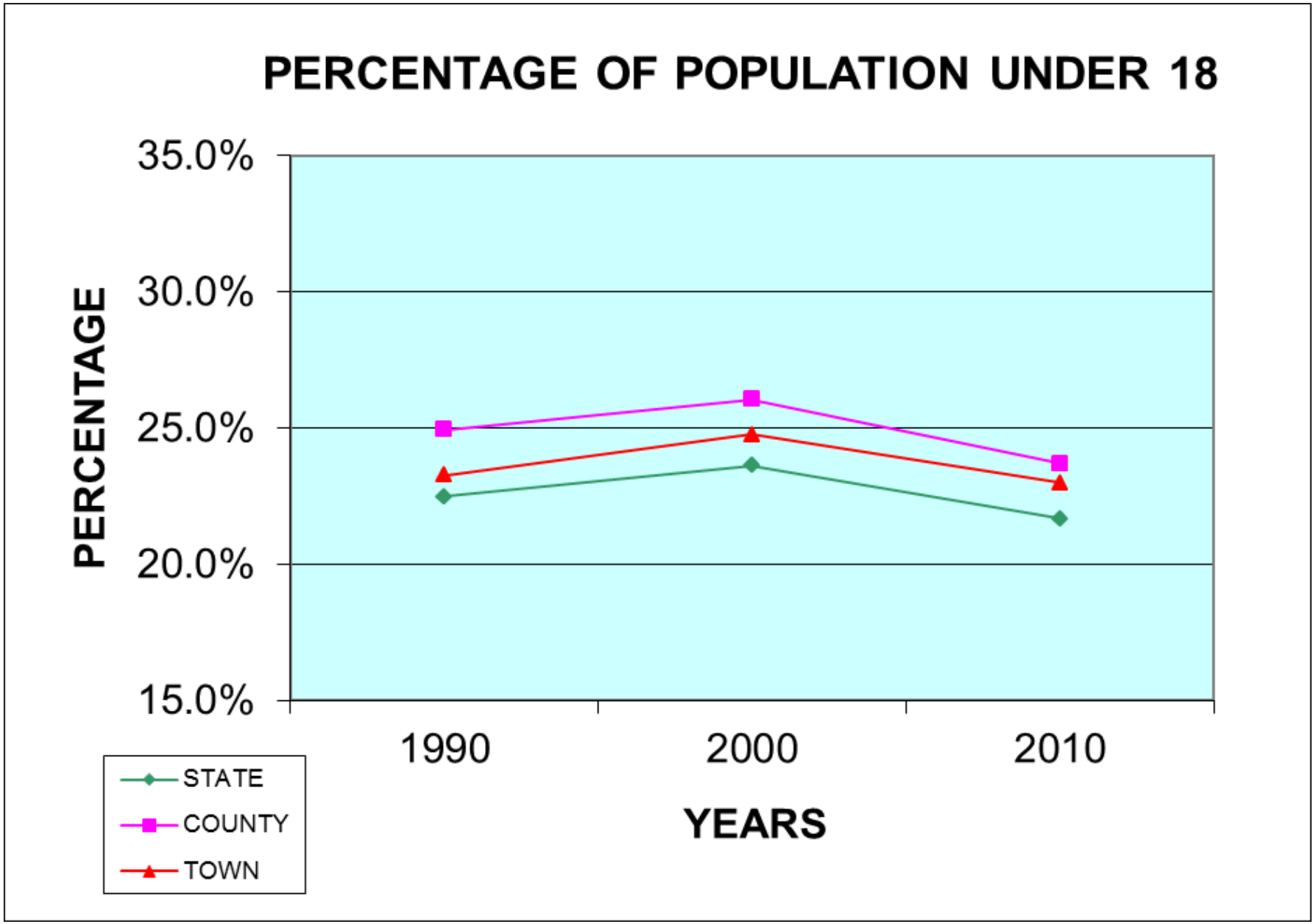
		NO. UNDER 18	% UNDER 18	MEDIAN AGE
1990		1,353,075	22.5%	33.6
2000		1,500,064	23.6%	36.5
2010		1,418,923	21.7%	39.1

HAMPDEN COUNTY:

		NO. UNDER 18	% UNDER 18	MEDIAN AGE
1990		113,862	25.0%	33.4
2000		118,858	26.1%	36.4
2010		109,885	23.7%	38.6

TOWN OF EAST LONGMEADOW:

		NO. UNDER 18	% UNDER 18	MEDIAN AGE
1990		3,110	23.3%	38.7
2000		3,491	24.8%	41.4
2010		3,616	23.0%	45.0


PERCENTAGE OF POPULATION UNDER 18
35.0%
30.0%
25.0%
20.0%
15.0%
PERCENTAGE
1990
2000
2010
YEARS
STATE
COUNTY
TOWN

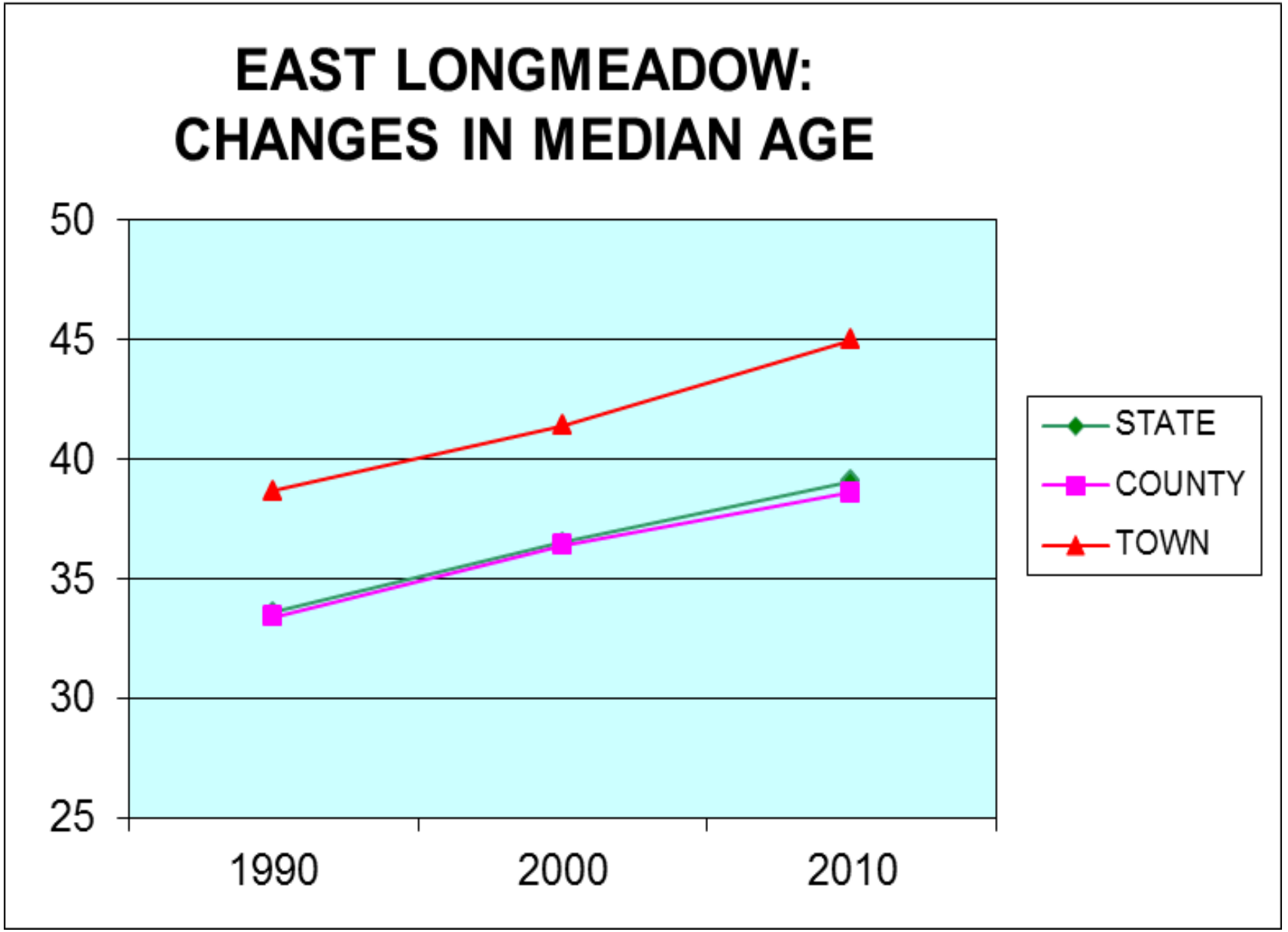

EAST LONGMEADOW:
CHANGES IN MEDIAN AGE
50
45
40
35
30
25
1990
2000
2010
STATE
COUNTY
TOWN

TABLE 3
AGE COHORT – EAST LONGMEADOW, MA

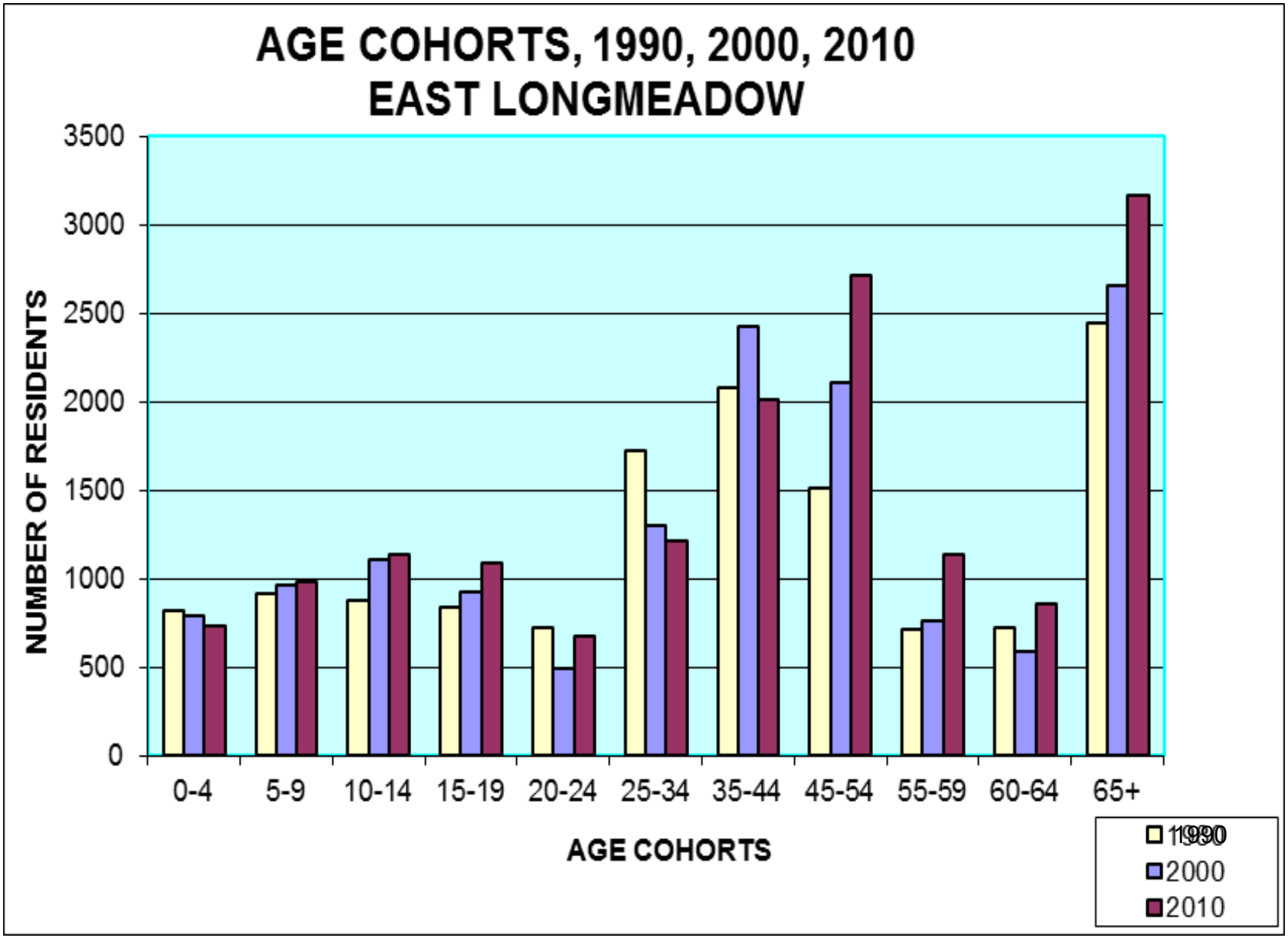
AGE	SIZE OF COHORT 1990	2000	2010	% CHANGE, 2000 TO 2010
0-4	818	786	728	-7.4%
5-9	914	960	982	2.3%
10-14	879	1104	1141	3.4%
15-19	837	921	1090	18.3%
20-24	723	489	676	38.2%
25-34	1719	1300	1217	-6.4%
35-44	2082	2423	2014	-16.9%
45-54	1512	2106	2712	28.8%
55-59	715	765	1134	48.2%
60-64	722	592	862	45.6%
65+	2446	2654	3164	19.2%
TOTAL:	13,367	14,100	15,720	11.5%

Age cohort 0-14
Increase +1

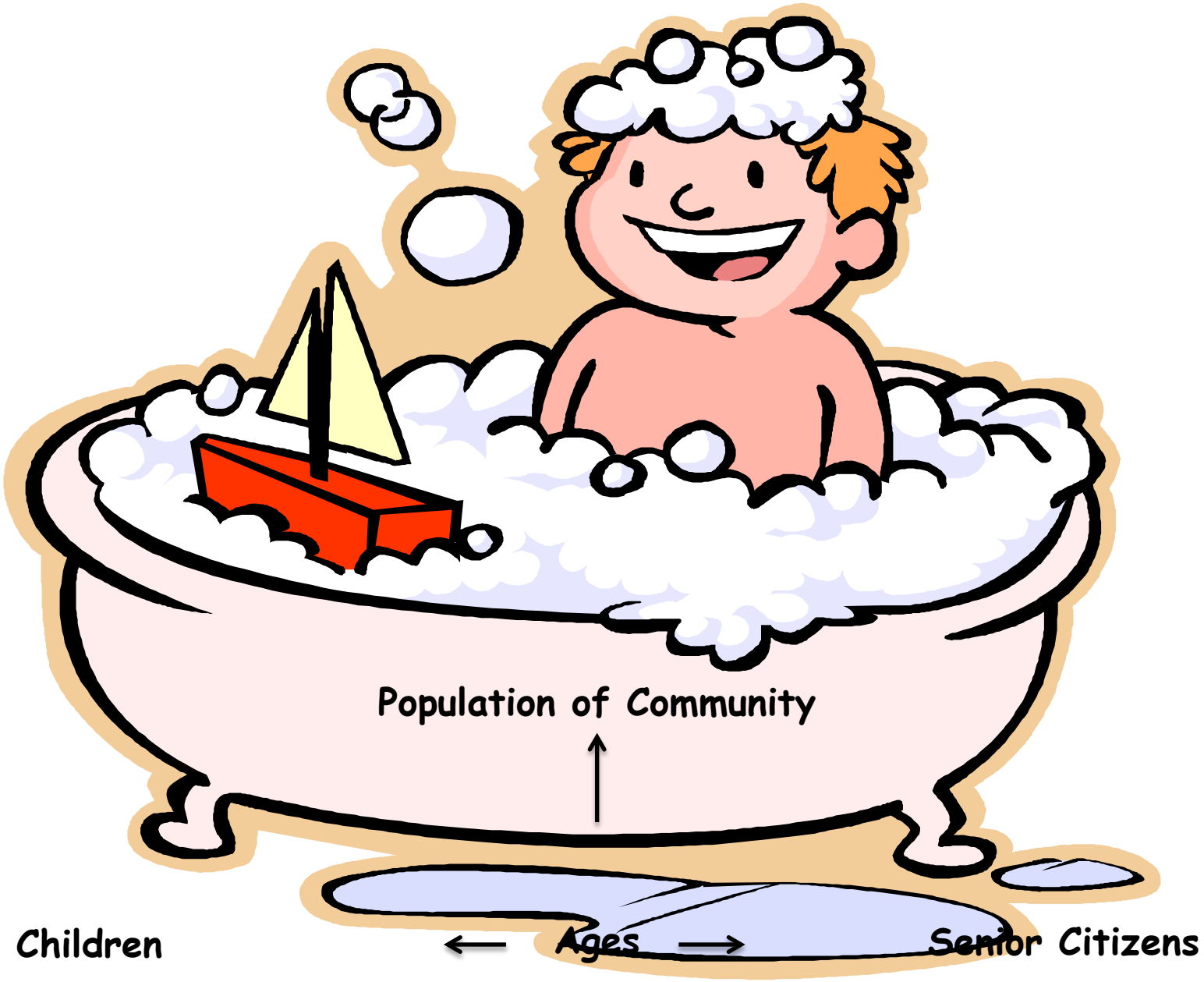
Age cohort 25-44
Decrease -502 (-14%)

Age cohort 45+
Increase +1755 (+29%)

Due to changing sizes of age-cohorts, school populations often do not match with rising/shrinking population totals of communities



Due to changing sizes of age-cohorts, school populations often do not match with rising/shrinking population totals of communities



Due to changing sizes of age-cohorts, school populations often do not match with rising/shrinking population totals of communities

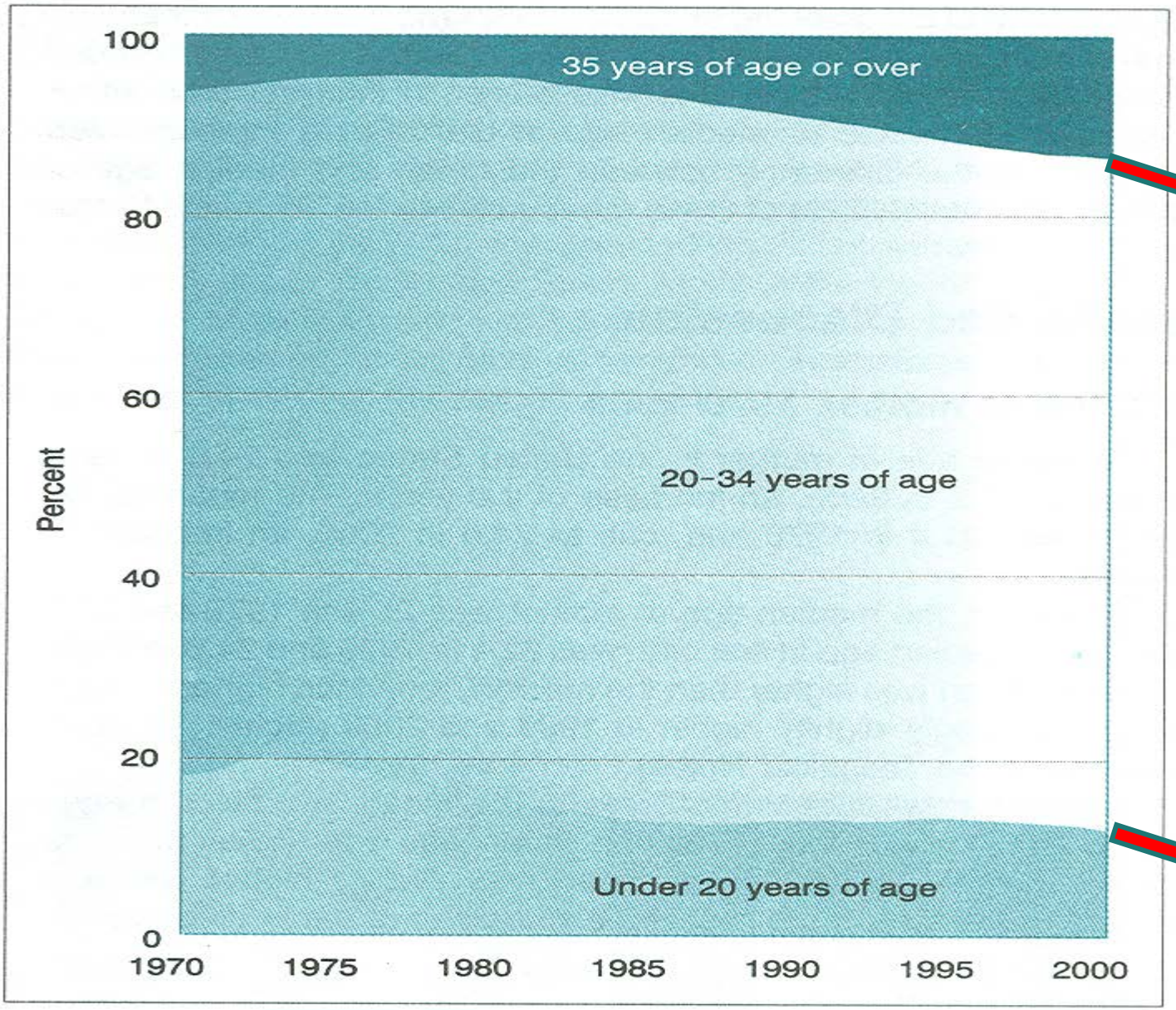
EAST LONGMEADOW
GRANDPARENTS AS RESOURCES

72 Children below age of 18 with Grandparent(s) as Primary Caregiver

+ 243 Children below age of 18 with Parent(s) as Primary Caregiver (Grandparent(s) live in home)

= 315 East Longmeadow Children below age of 18
= 12% of K-12 students

Source: U.S. Census, American Community Survey, 2011 estimate

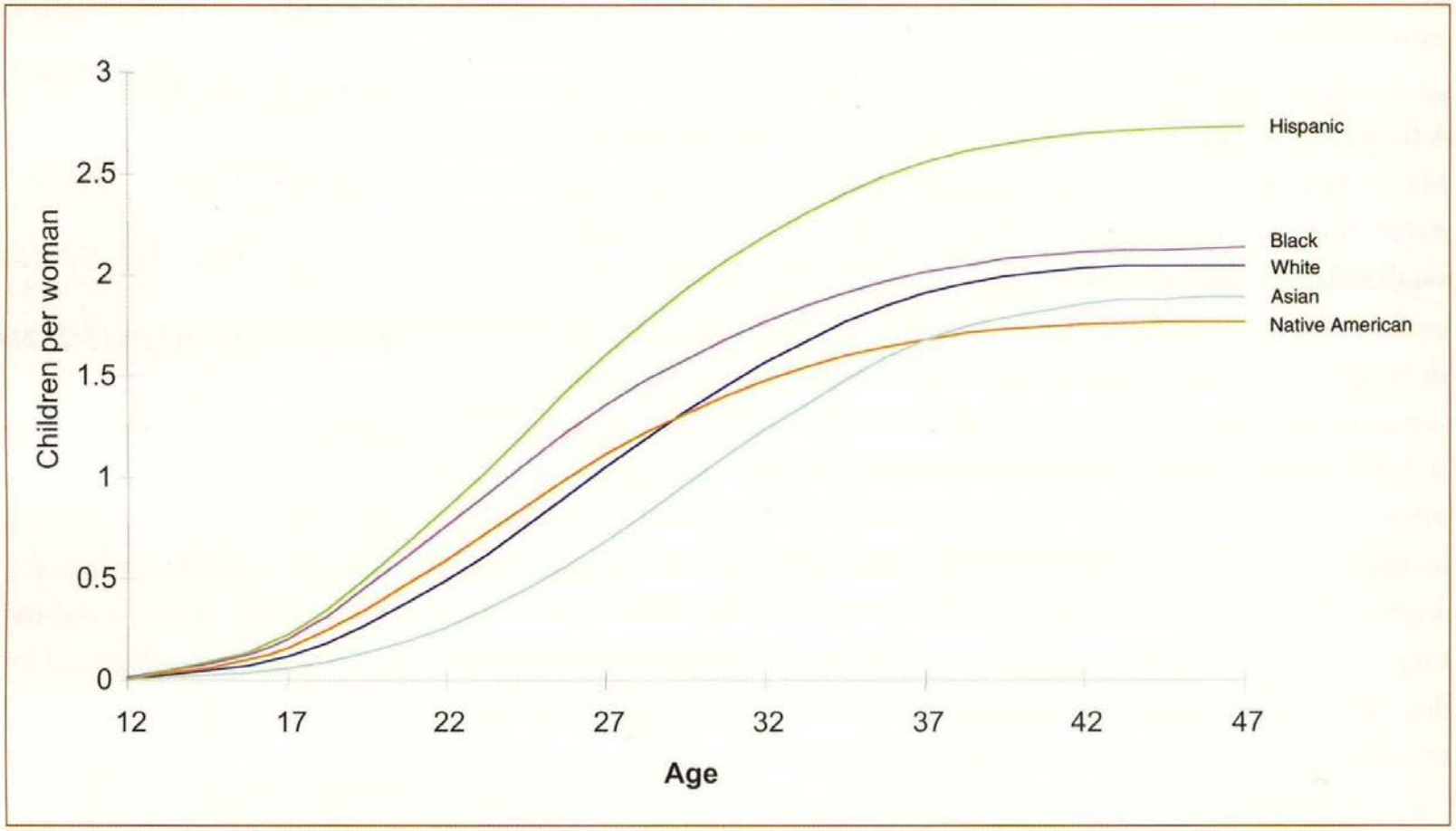


Trending of both lines continue through 2010+

Figure 1. Percent of all live births by age of mother, 1970–2000

Fertility Rate by Age, Race, & Ethnicity

Figure 2: U.S. Fertility Rate by Age, Race, and Ethnicity



BIRTHS IN THE RECESSION

- From 2003, U.S. births rose to a peak in 2007
- U.S. births declined 2% in 2008 and an additional 2.6% in 2009
- Pew Research Center found that states hardest hit by the recession experienced the largest declines in births
- Pew Center estimates that 14% of Americans age 18-34 postponed having a child (2% with incomes above $75,000)
- Less “hope” = fewer births

BIRTHS IN THE RECESSION *(cont'd)*

- **Recession accelerated an ongoing trend in New England – region already had some decline, due to higher median ages**
- **CT dropped 8.6% (41,684 in 2007 to 38,083 in 2009)**
- **RI declined 8.1% (12,503 in 2007 to 11,494 in 2009)**
- **VT dropped 5.8% (6,492 in 2007 to 6,118 in 2009)**
- **ME declined 4.7% (14,177 in 2007 to 13,506 in 2009)**
- **NH dropped 4.4% (14,397 in 2007 to 13,764 in 2009)**
- **MA declined 3.9% (77,731 in 2007 to 74,643 in 2009)**

TABLE 4
PERCENTAGE OF K-12 ENROLLMENT IN POPULATION

STATE OF MASSACHUSETTS:

		POPULATION	PUBLIC K-12 ENROLLMENT*	% K-12 ENR. IN POPULATION
1990		6,016,425	828,816	13.8%
2000		6,349,097	959,655	15.1%
2010		6,547,629	926,940	14.2%

*** Massachusetts Department of Elementary and Secondary Education**

TOWN OF EAST LONGMEADOW:

		POPULATION	K-12 ENROLLMENT	% K-12 ENR. IN POPULATION
1990		13,367	2,205	16.5%
2000		14,100	2,562	18.2%
2010		15,720	2,808	17.9%

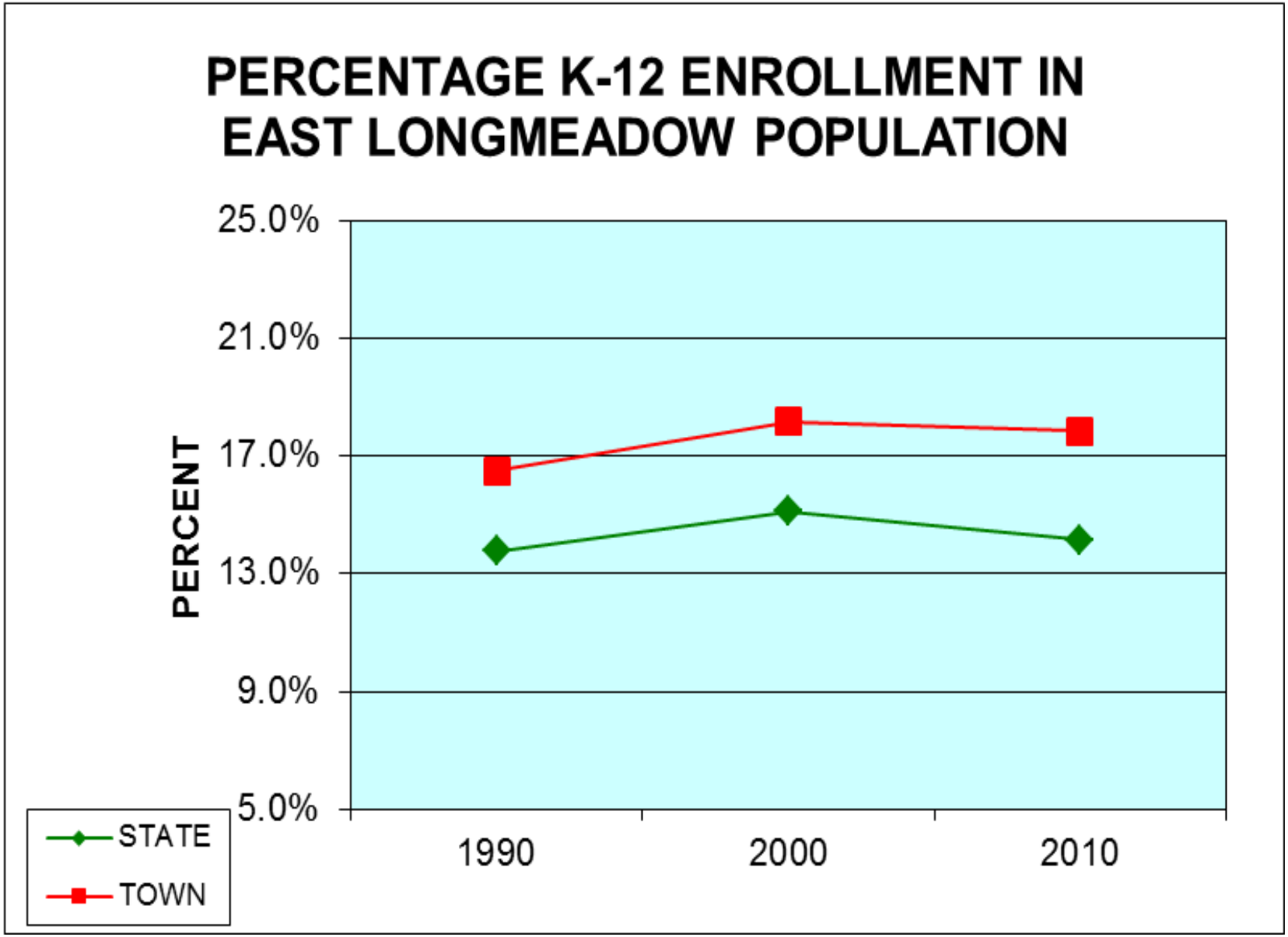

PERCENTAGE K-12 ENROLLMENT IN EAST LONGMEADOW POPULATION
25.0%
21.0%
17.0%
13.0%
9.0%
5.0%
PERCENT
1990
2000
2010
STATE
TOWN

TABLE 5
POPULATION BY RACE AND HISPANIC ORIGIN

STATE OF MASSACHUSETTS:

	WHITE	BLACK	ASIAN	OTHER	% NON-WHITE	HISPANIC ORIGIN (of any race)	% HISPANIC
1990	5,405,374	300,130	143,392	167,259	10.2%	287,549	4.8%
2000	5,367,286	343,454	238,124	400,233	15.5%	428,729	6.8%
2010	5,265,236	434,398	349,768	498,227	19.6%	627,654	9.6%

HAMPDEN COUNTY:

	WHITE	BLACK	ASIAN	OTHER	% NON-WHITE	HISPANIC ORIGIN (of any race)	% HISPANIC
1990	387,805	34,289	3,886	30,330	15.0%	45,785	10.0%
2000	360,889	39,935	5,918	52,486	21.6%	69,197	15.2%
2010	354,580	41,644	9,118	58,148	23.5%	96,776	20.9%

TOWN OF EAST LONGMEADOW:

	WHITE	BLACK	ASIAN	OTHER	% NON-WHITE	HISPANIC ORIGIN (of any race)	% HISPANIC
1990	13,210	74	56	27	1.2%	61	0.5%
2000	13,750	105	124	121	2.5%	130	0.9%
2010	14,858	222	377	263	5.5%	357	2.3%

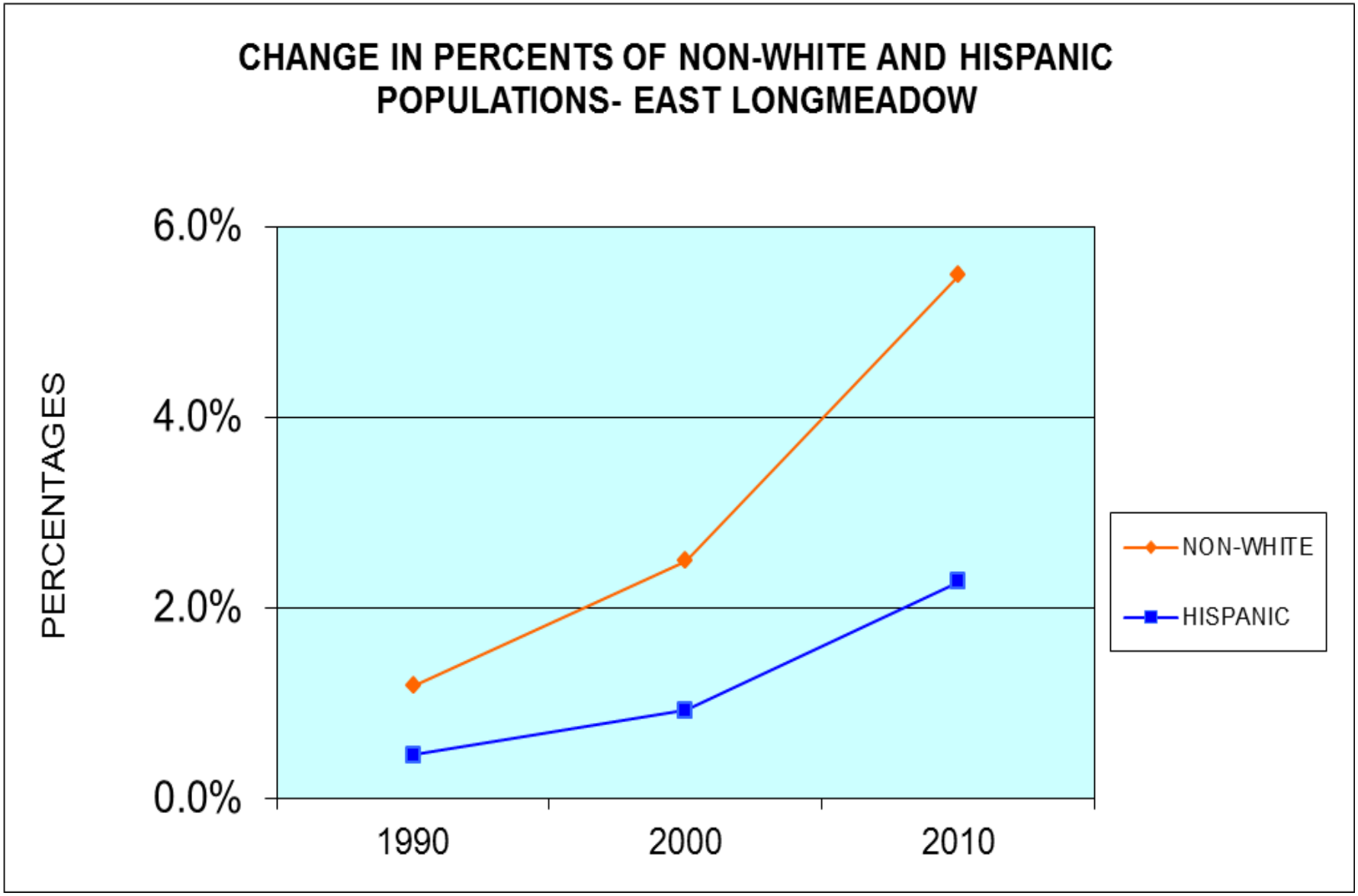

CHANGE IN PERCENTS OF NON-WHITE AND HISPANIC POPULATIONS- EAST LONGMEADOW
PERCENTAGES
6.0%
4.0%
2.0%
0.0%
1990
2000
2010
NON-WHITE
HISPANIC

TABLE 6
NUMBER OF DWELLING UNITS AND PERSONS PER UNIT

STATE OF MASSACHUSETTS:

		NO. OF DWELLING UNITS	% CHANGE	PERSONS PER UNIT
1990		2,472,711		2.4
2000		2,621,989	6.0%	2.4
2010		2,808,254	7.1%	2.3

HAMPDEN COUNTY:

		NO. OF DWELLING UNITS	% CHANGE	PERSONS PER UNIT
1990		180,025		2.5
2000		185,876	3.3%	2.5
2010		192,175	3.4%	2.4

TOWN OF EAST LONGMEADOW:

		NO. OF DWELLING UNITS	% CHANGE	PERSONS PER UNIT
1990		4,796		2.8
2000		5,363	11.8%	2.6
2010		6,106	13.9%	2.6

CHANGES IN HOUSING GROWTH, 1990 TO 2010
EAST LONGMEADOW

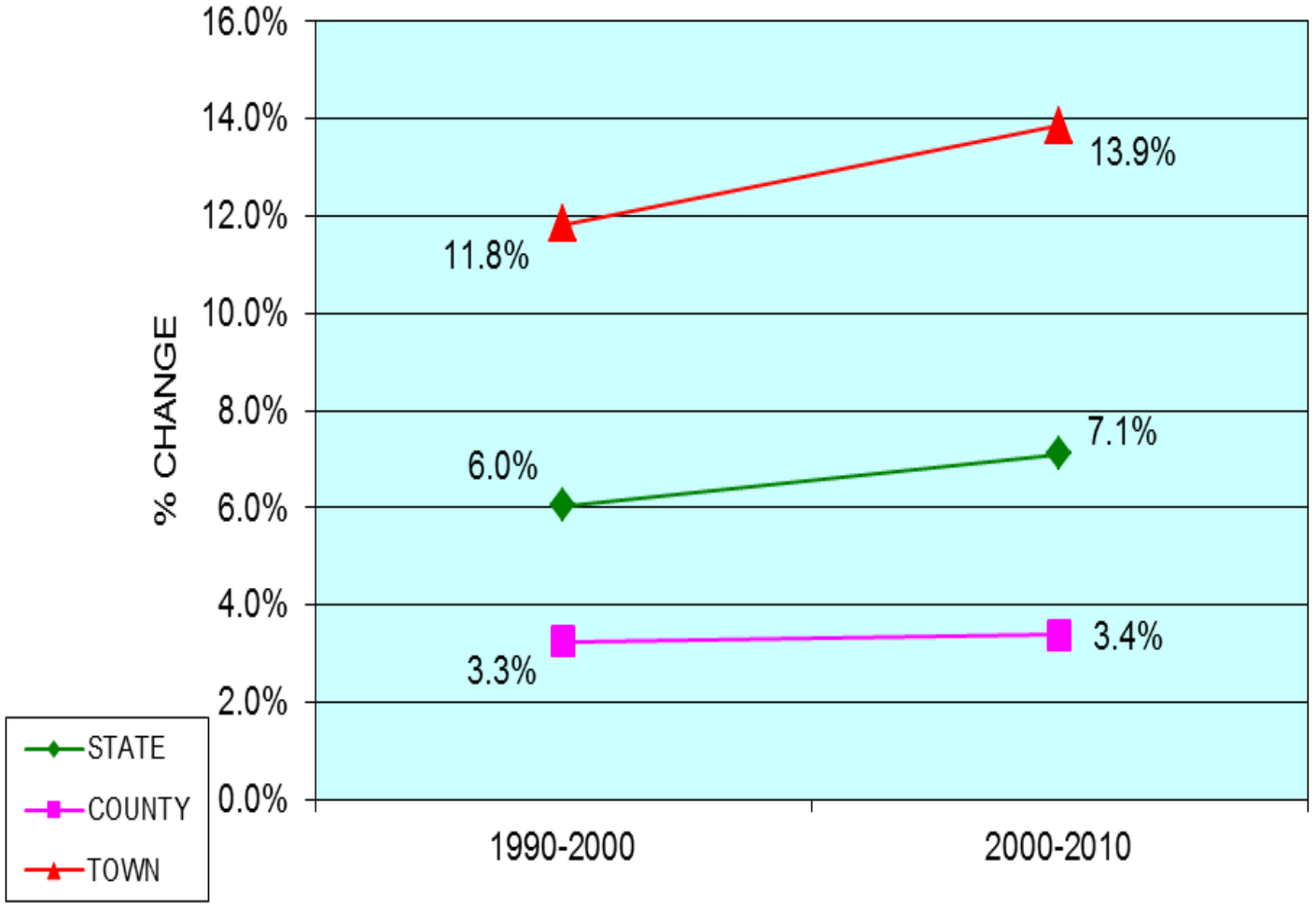


TABLE 6A
EAST LONGMEADOW HOUSING DETAIL

2000 Dwellings	Occupied	Vacant	2010 Dwellings	Occupied	Vacant
5,363	5,248 98% occupied 87% owner occupied 13% renter occupied	115 13 for seasonal use 2.2% rental vacancy rate	6,106	5,851 96% occupied 85% owner occupied 15% renter occupied	225 34 for seasonal use 9.1% rental vacancy rate

Source: U.S. Census, Tables DP-1,4

TABLE 6B
EAST LONGMEADOW BUILDING PERMITS

	Units				Units		
Year	S-F	Duplex	Multi-	Year	S-F	Duplex	Multi-
1980	10			1997	24	2	4
1981	18			1998	35	2	6
1982	20			1999	40	2	24
1983	36			2000	55	4	7
1984	59			2001	72	2	9
1985	84		18	2002	63	6	6
1986	93			2003	55	5	2
1987	96			2004	58		
1988	82			2005	58		
1989	42			2006	51		130
1990	40			2007	35		44
1991	47			2008	18		130
1992	108			2009	19		6
1993	98			2010	19		10
1994	83		40	2011	14		15
1995	54			2012	14		14
1996	54			2013 to Mar 31	4		10

Sources: Building Dept./Town Report/HUD; some years differ slightly

TABLE 6C
EAST LONGMEADOW HOUSING

Year	# Single-Family	Median Sales Price	# Condo Units
1993	183	$125,000	5
1994	181	$128,000	3
1995	189	$130,000	1
1996	204	$126,000	1
1997	207	$126,000	1
1998	226	$135,000	10
1999	239	$138,000	33
2000	243	$152,000	25
2001	241	$158,000	18
2002	234	$162,000	17
2003	212	$182,000	17
2004	244	$205,000	11
2005	241	$240,000	2
2006	192	$244,000	6
2007	194	$238,000	16
2008	168 (35)	$229,000	7 (3)
2009	177 (22)	$221,000	7 (0)
2010	160 (30)	$227,000	18 (1)
2011	142 (22)	$218,000	5 (1)
2012	162 (21)	$215,000	14 (2)

2013 through March 31, **31** S-F homes sold, and **2** condos.
Numbers in parenthesis are sales through March 31

Source: The Warren Group, *Banker & Tradesman*

TABLE 6D
EAST LONGMEADOW HOUSING FACTORS

- 44 units of new single-family family housing currently are approved: Bella Vista = 30 units; Winter Berry = 7 units; Wisteria Lane = 7 units

- Most of the approved units for Age 55+ already have been constructed

- 7% of East Longmeadow qualify as “affordable”, thus Chapter 40B housing could be proposed

- East Longmeadow’s population density is 1,213 persons per sq/mi, compared with 262 per sq/mi in Hampden; 640 per sq/mi in Wilbraham; 1,224 per sq/mi in Agawam; 1,751 per sq/mi in Longmeadow; and 4,771 per sq/mi in Springfield

- East Longmeadow’s land use is distributed: 3,196 acres residential; 3,575 acres undeveloped; 481 acres agricultural; 300 acres recreational; 197 acres Urban Open/Public; 9 acres transportation; 300 acres water; 185 acres commercial; 197 acres industrial

TABLE 6D
EAST LONGMEADOW HOUSING FACTORS *(cont'd)*

- Much of the easily-developed land already has been built upon, although there are four major operating farms; much of the remaining land contains wetlands, ledge or steep slopes, thus could be not-buildable or expensive to develop
- Homes in the $195-280,000 range are selling most rapidly at present; building sites that are expensive to prepare would push selling prices well above that range – thus are less likely for the the near term
- Rental property is quite limited – there are 10-15 two-family homes
- The 2010 US Census reported that East Longmeadow's median age was (a very high) age 45; also, over 50% of the EL population was over the age of 45 – comparatively, a very high percentage. Thus, over the next few years, it is likely that increasing numbers of EL homeowners will become "empty nesters"
- As the housing market rebounds from its recent slump, many members of the "baby boom" generation, according to realtors and recent experience, are likely to downsize to condos or smaller homes, vacating 3-4-bedroom home, thereby making the properties available to young families with school-age children

TABLE 6D
EAST LONGMEADOW HOUSING FACTORS *(cont'd)*

- The close proximity and availability of condominium housing in EL and surrounding communities will provide opportunities enabling "baby boomers" to downsize, yet remain close to family and friends
- Many of the smaller homes – Capes and Ranches – may be inhabited by families with 1-or more children, thus property taxes may not be equal to the per pupil costs on a property-by-property basis
- East Longmeadow recently purchased 80 acres for purposes of conservation; at present there is no active anti-growth movement, and there appears to be little support for mixed use
- There is active discussion of locating a casino in Springfield; this may add service-jobs; in other regional casinos, the employees often do their work as a 2nd or 3rd job
- There is little discussion of major employers coming into/leaving the region
- East Longmeadow appears to be emerging from the real estate slowdown; in 2012 and 2013 to date, both single-family and condo sales were better than the 2009-2011 period (see slides #x-y)

TABLE 6D
EAST LONGMEADOW HOUSING FACTORS *(cont'd)*

- The East Longmeadow Public Schools are a major draw in real estate sales; student population demographic trends are similar to trends in nearby communities – additional English Language Learners; additional students who qualify for free/reduced-price lunches – although Special Education services are strong in East Longmeadow, the percentage of students with Individual Education Plans (IEP's) has actually decreased, in part due to improved pre-referral procedures involving Response to Intervention (RTI)

TABLE 7
NUMBER OF K-12 STUDENTS PER DWELLING UNIT

STATE OF MASSACHUSETTS:

		# OF HOUSING UNITS	PUBLIC K-12 ENROLLMENT	K-12 STUDENTS PER UNIT
1990		2,472,711	828,816	0.34
2000		2,621,989	959,655	0.37
2010		2,808,254	926,940	0.33

2010 Number of Households with individuals under 18: 784,853
2010 Percentage of Households with individuals under 18: 30.8%

TOWN OF EAST LONGMEADOW:

		# OF HOUSING UNITS	K-12 ENROLLMENT	K-12 STUDENTS PER UNIT
1990		4,796	2,205	0.46
2000		5,363	2,562	0.48
2010		6,106	2,808	0.46

2010 Number of Households with individuals under 18: 1,849
2010 Percentage of Households with individuals under 18: 31.6%

K-12 PUBLIC SCHOOL STUDENTS PER EAST LONGMEADOW DWELLING UNIT

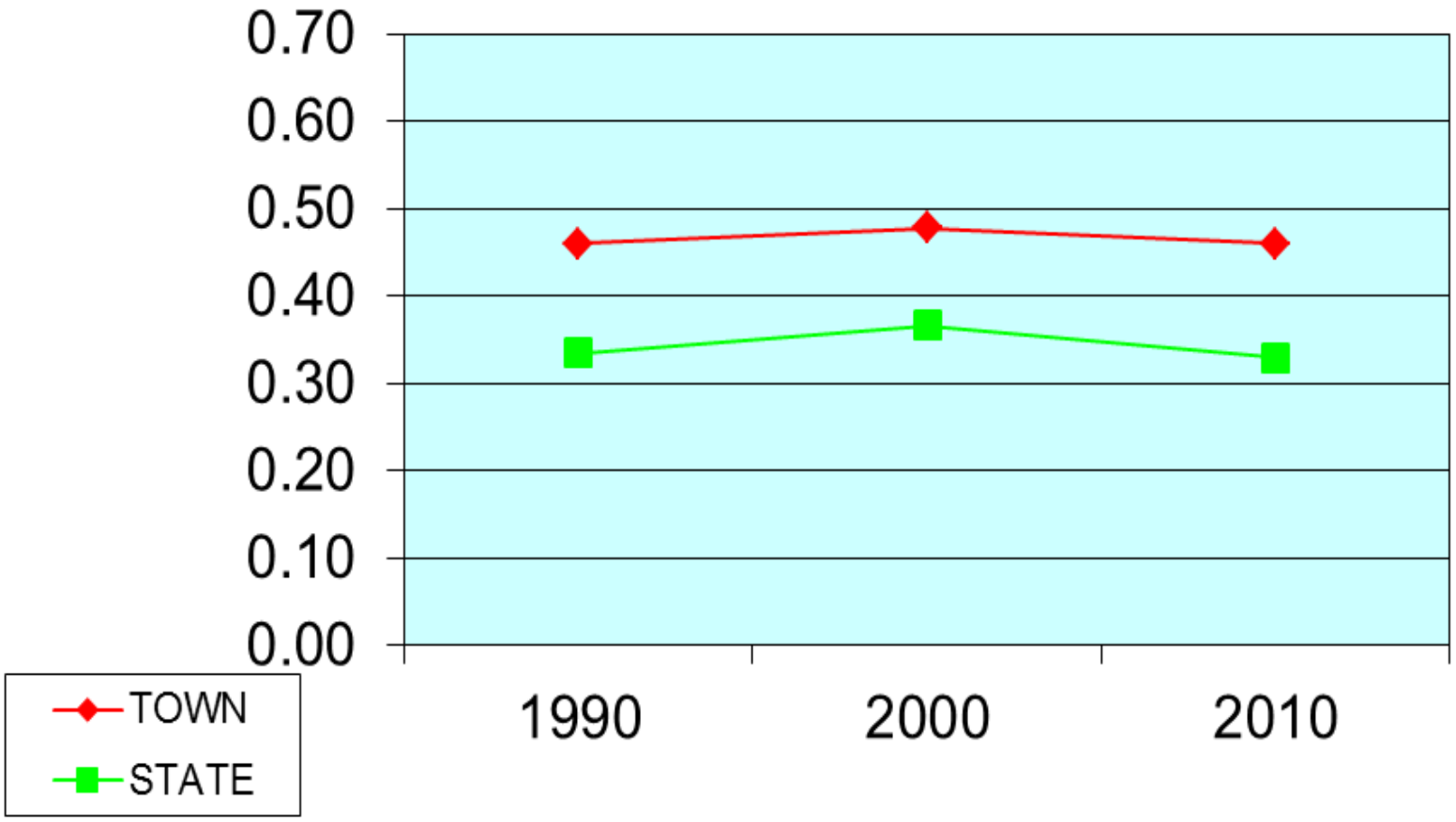
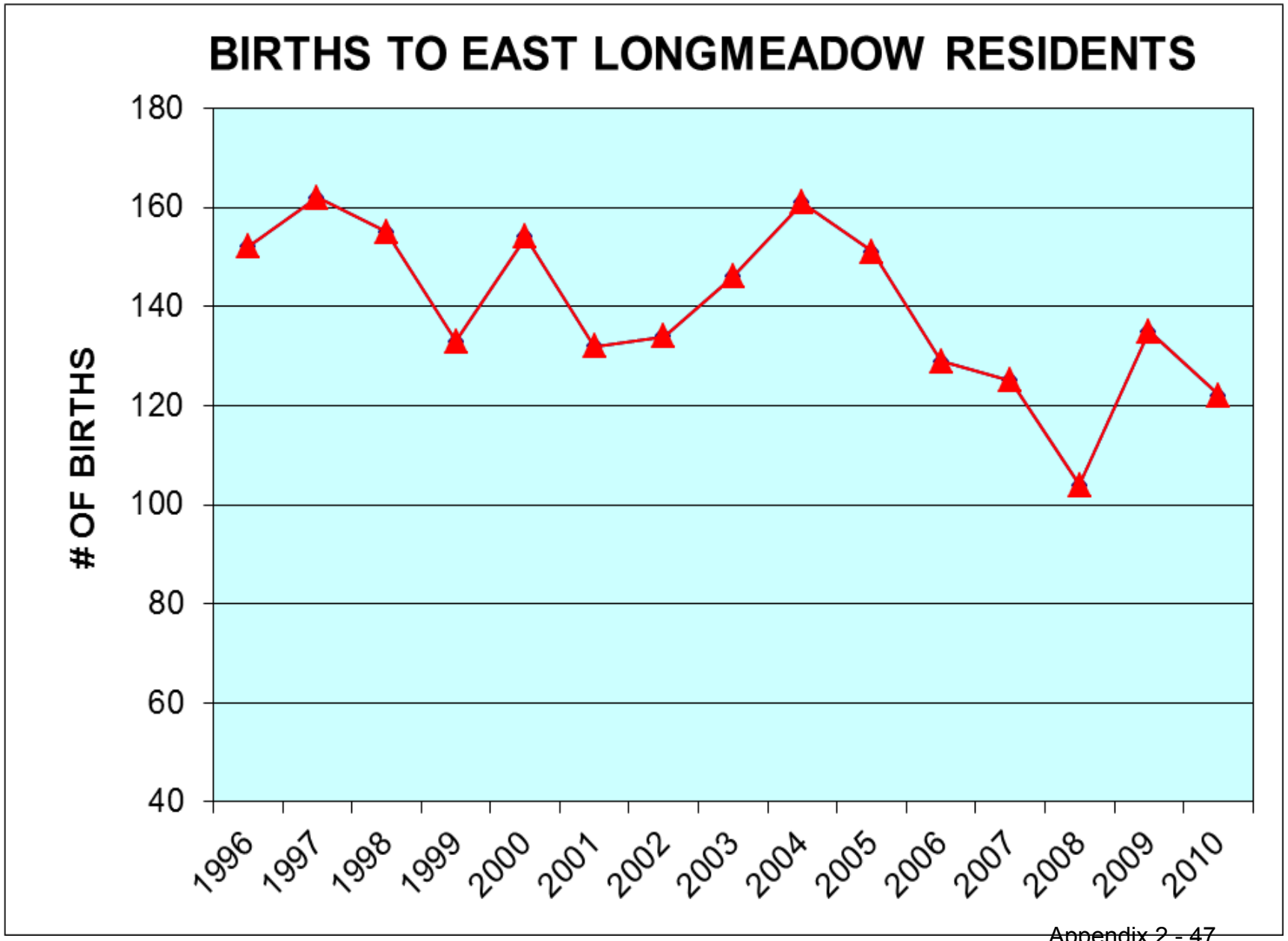


TABLE 8
LIVE BIRTHS TO RESIDENTS OF EAST LONGMEADOW

YEAR	# OF BIRTHS	AVERAGE	% CHANGE
1996	152		
1997	162		
1998	155	151	
1999	133		
2000	154		-4.2%
2001	132		
2002	134		
2003	146	145	
2004	161		
2005	151		-16.1%
2006	129		
2007	125		
2008	104	122	
2009	135		
2010	122		

Source: MA Department of Public Health


BIRTHS TO EAST LONGMEADOW RESIDENTS
OF BIRTHS
180
160
140
120
100
80
60
40
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010

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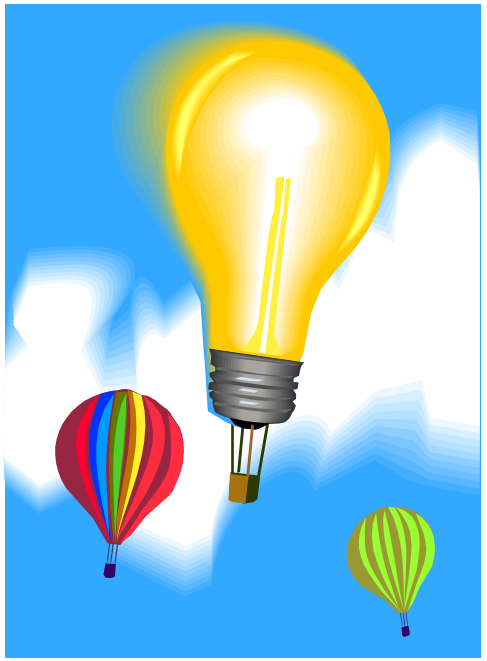
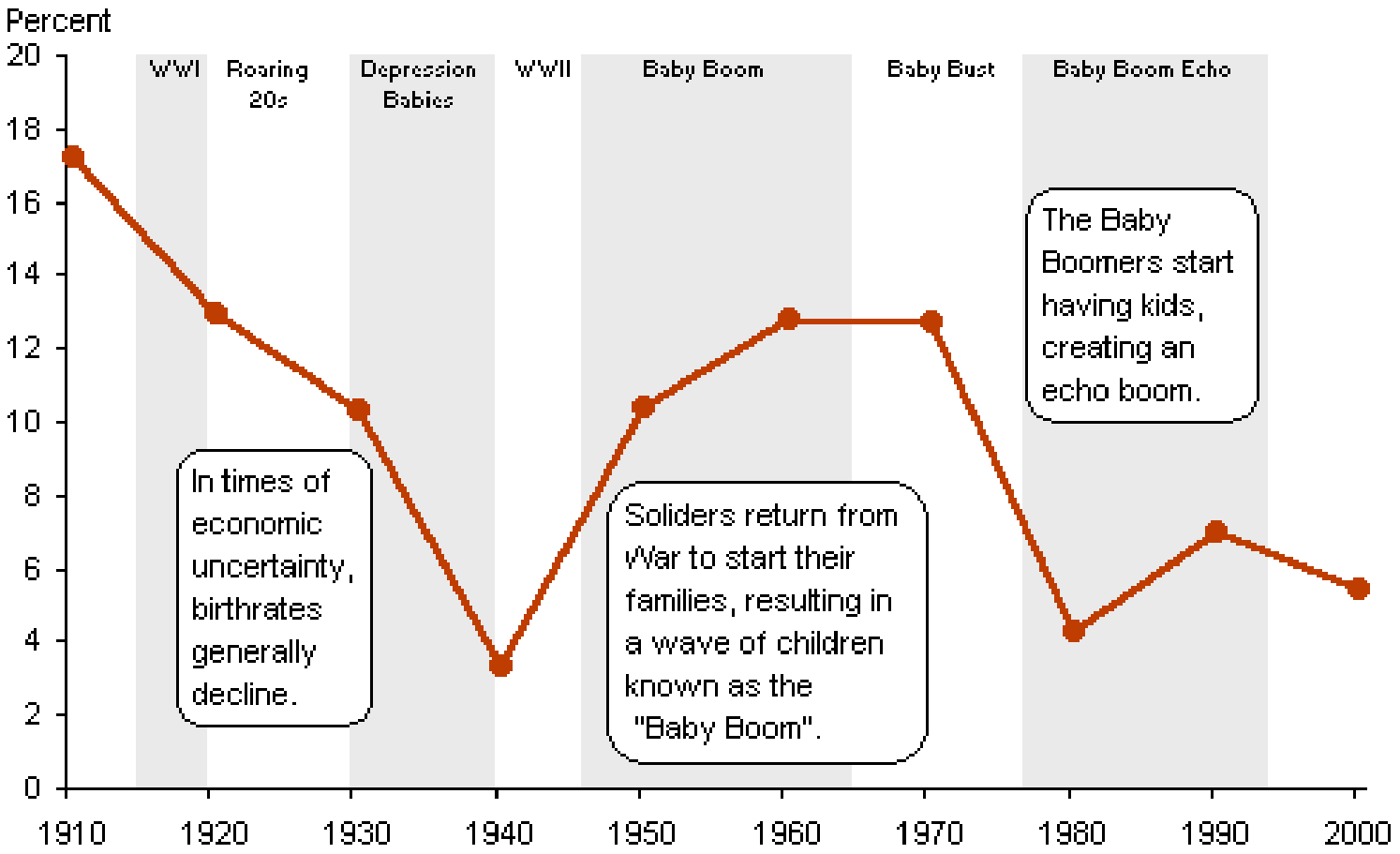
HOW WE KNOW WHAT WE THINK WE KNOW:

REGIONAL AND NATIONAL DATA

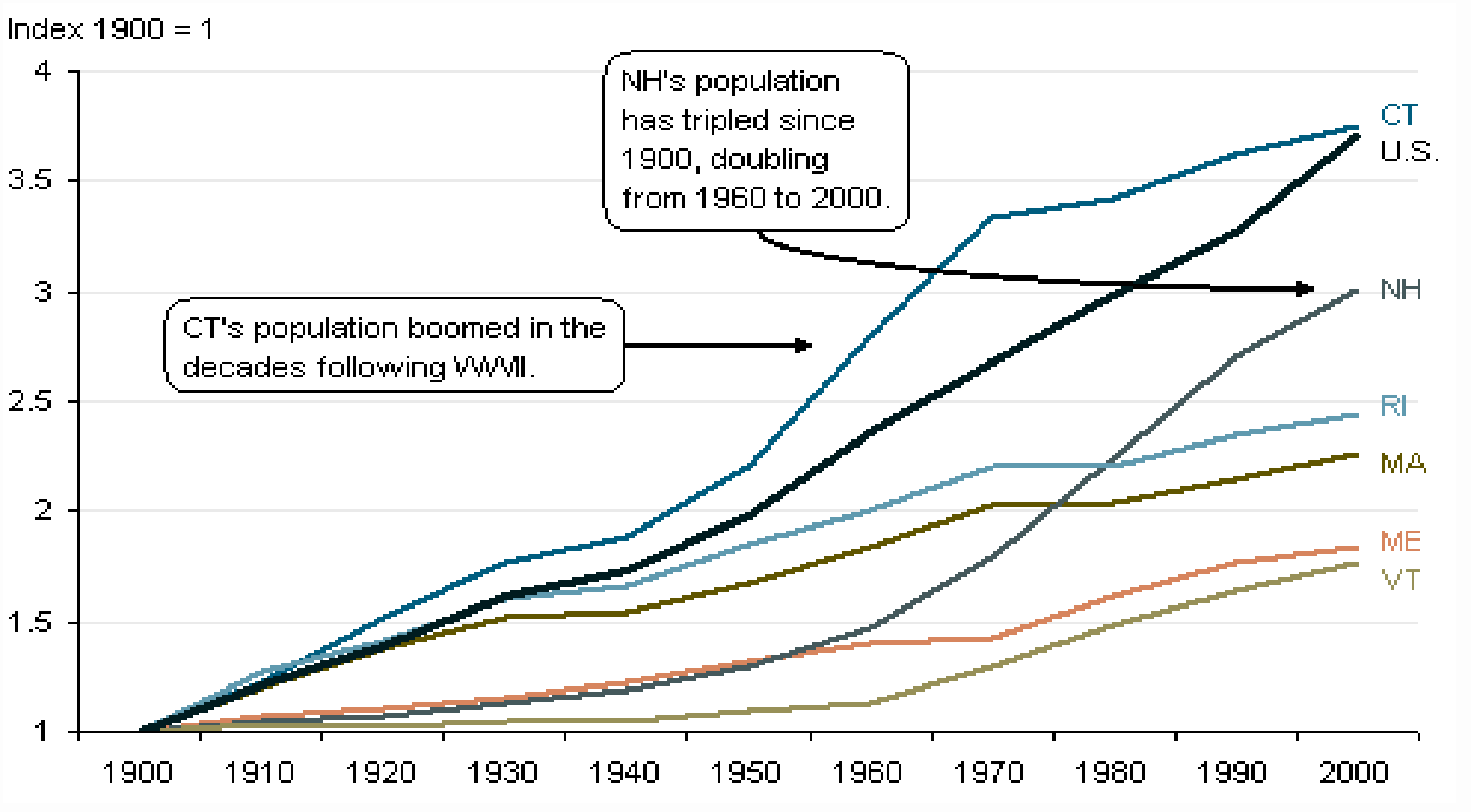


U. S. POPULATION: INCREASE FROM PREVIOUS CENSUS, 1910 - 2000



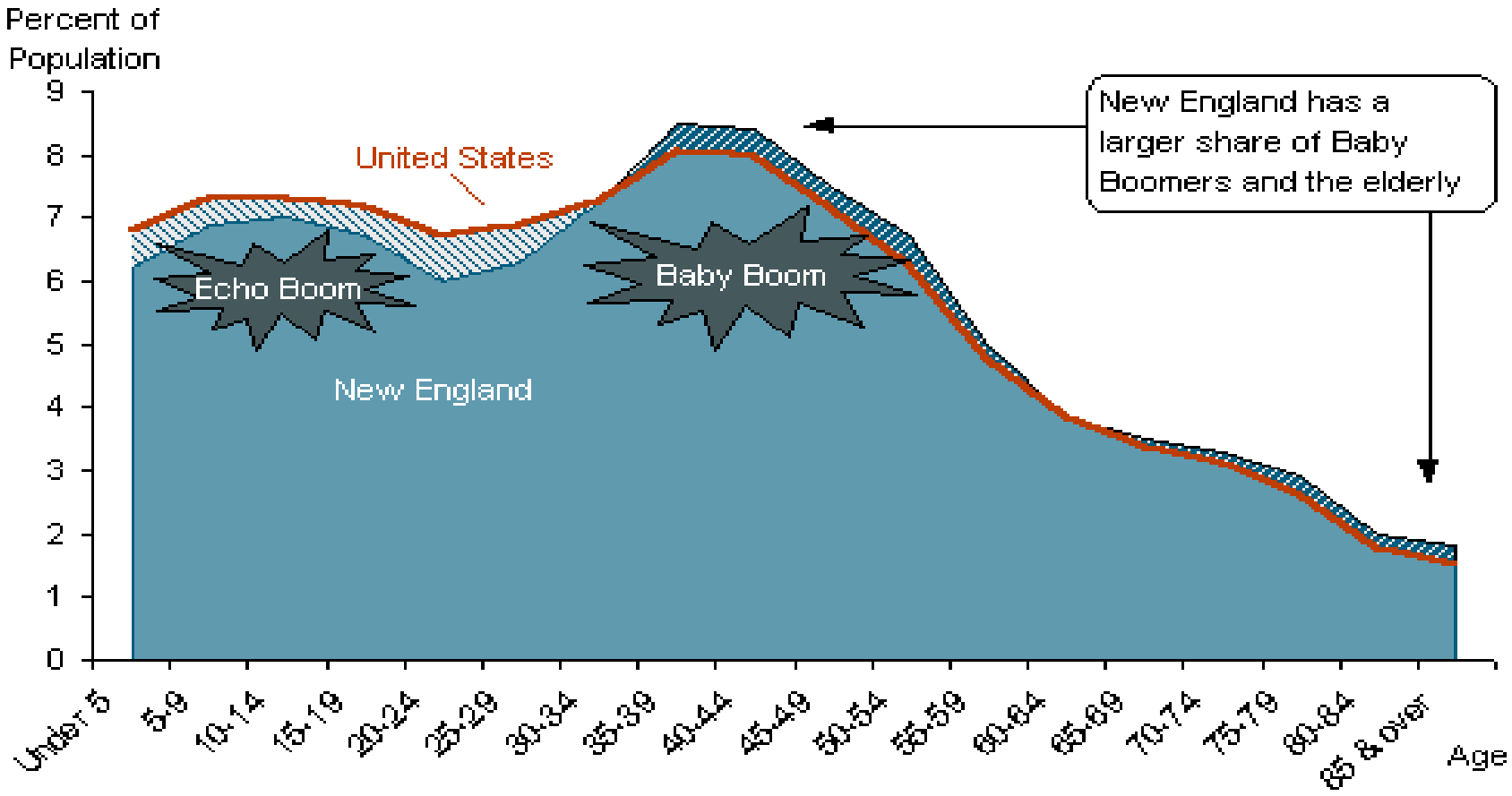
Source: Federal Reserve Bank of Boston; used with permission

POPULATION INCREASE IN NEW ENGLAND STATES: 1900 - 2000



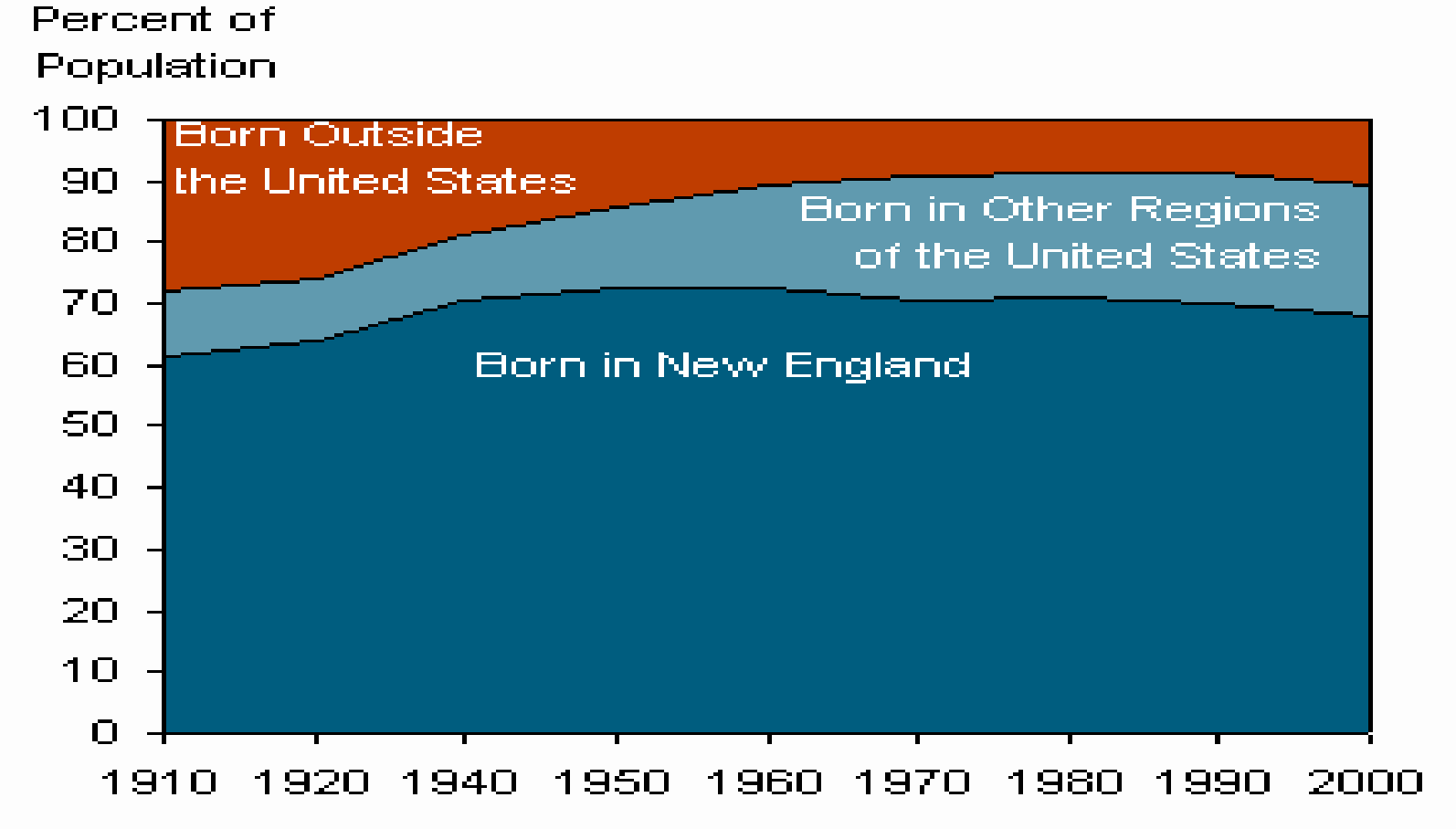
Source: Federal Reserve Bank of Boston; used with permission

U.S. AND NEW ENGLAND IN 2000: AGE COHORT COMPARISON



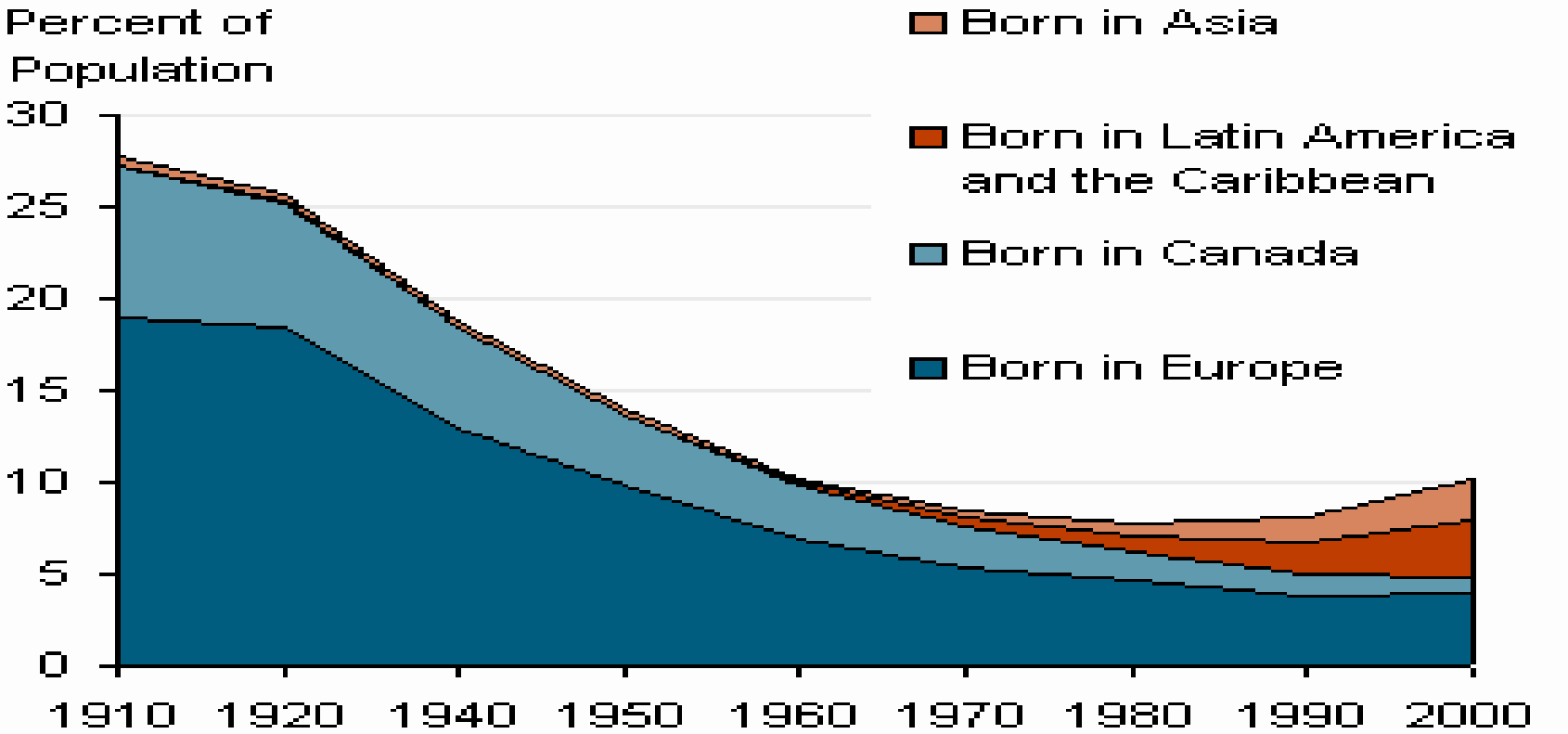
Source: Federal Reserve Bank of Boston; used with permission

NEW ENGLAND RESIDENTS: LOCATION OF BIRTH, 1910 - 2000



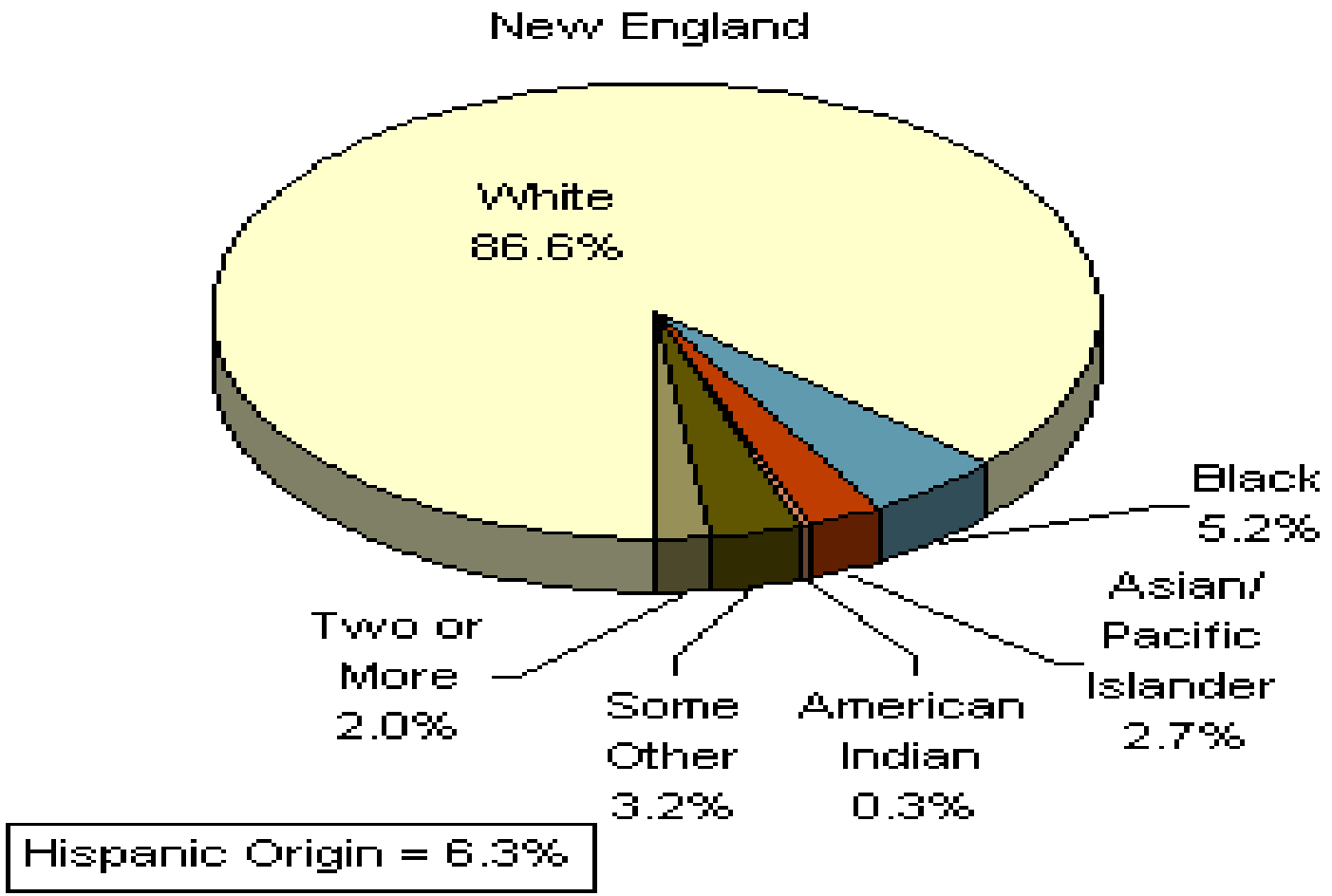
Source: Federal Reserve Bank of Boston; used with permission

NEW ENGLAND RESIDENTS: BORN ABROAD, 1910-2000



Source: Federal Reserve Bank of Boston; used with permission

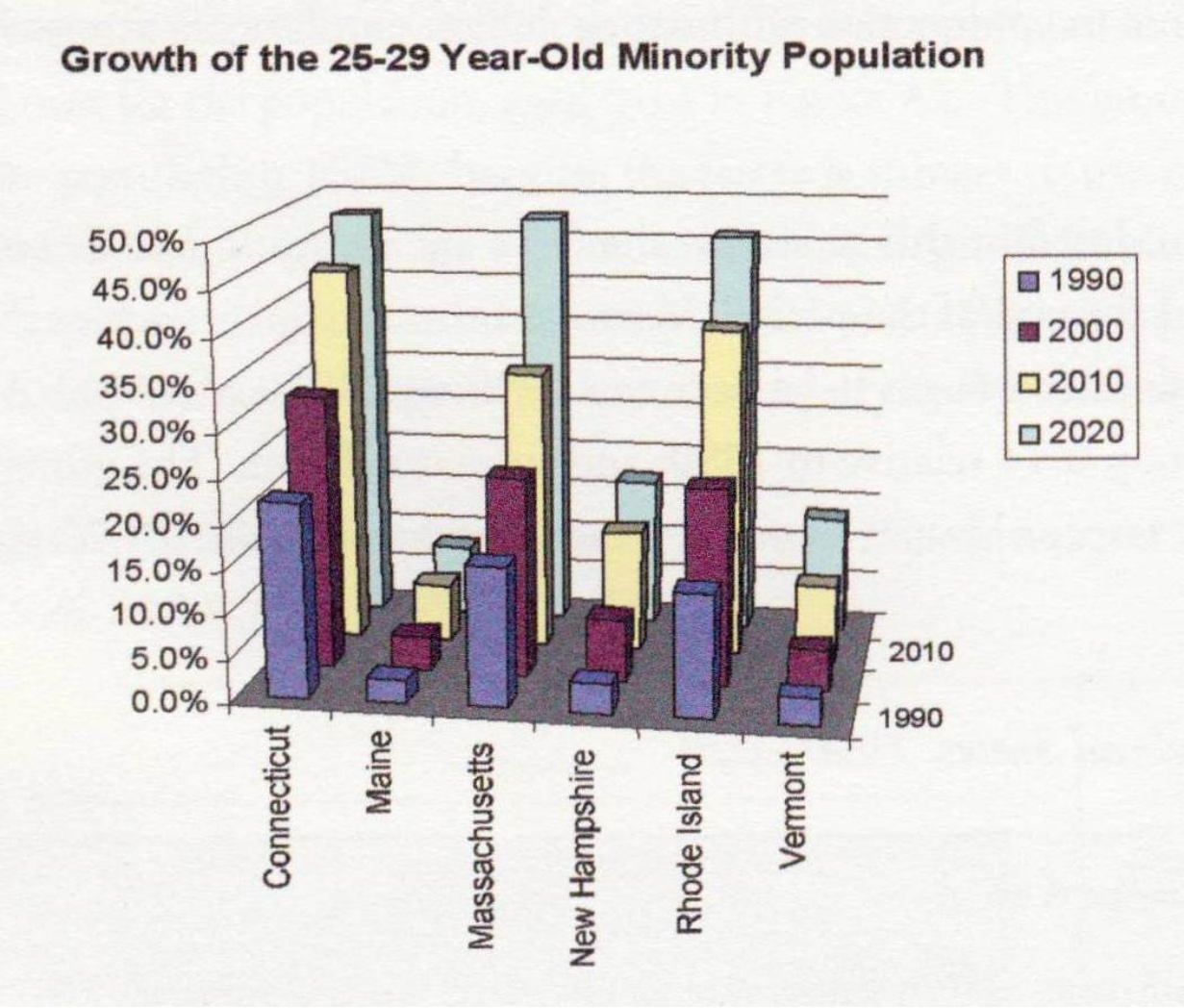
ETHNIC/RACIAL BREAKDOWN: NEW ENGLAND, 2000



Source: Federal Reserve Bank of Boston; used with permission

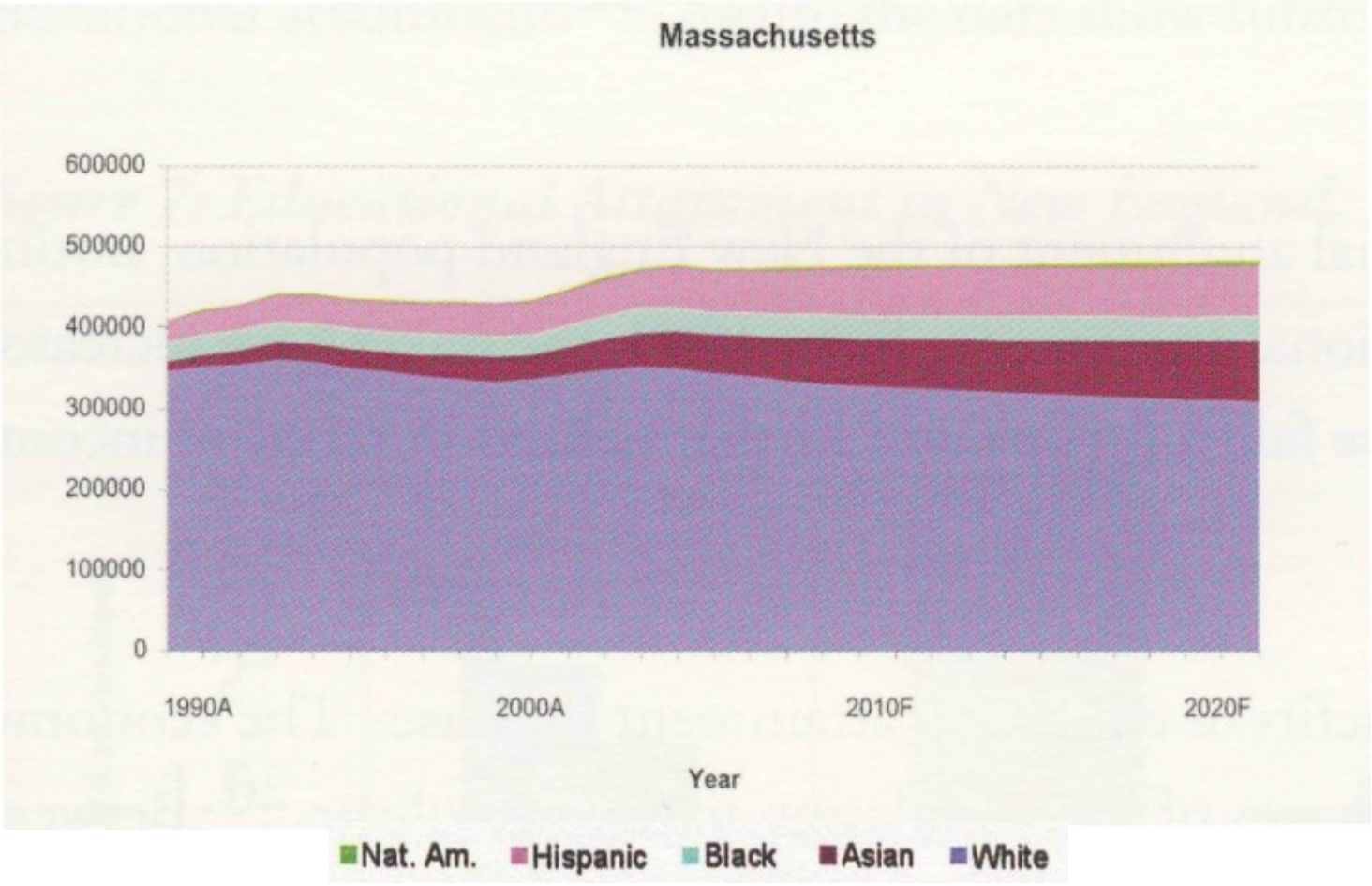
Note: on the three slides which follow, the numbers and percentages of minorities were increasing at greater rates in 2010 and 2020 than numbers of whites

Minority Population Growth, Ages 25-29



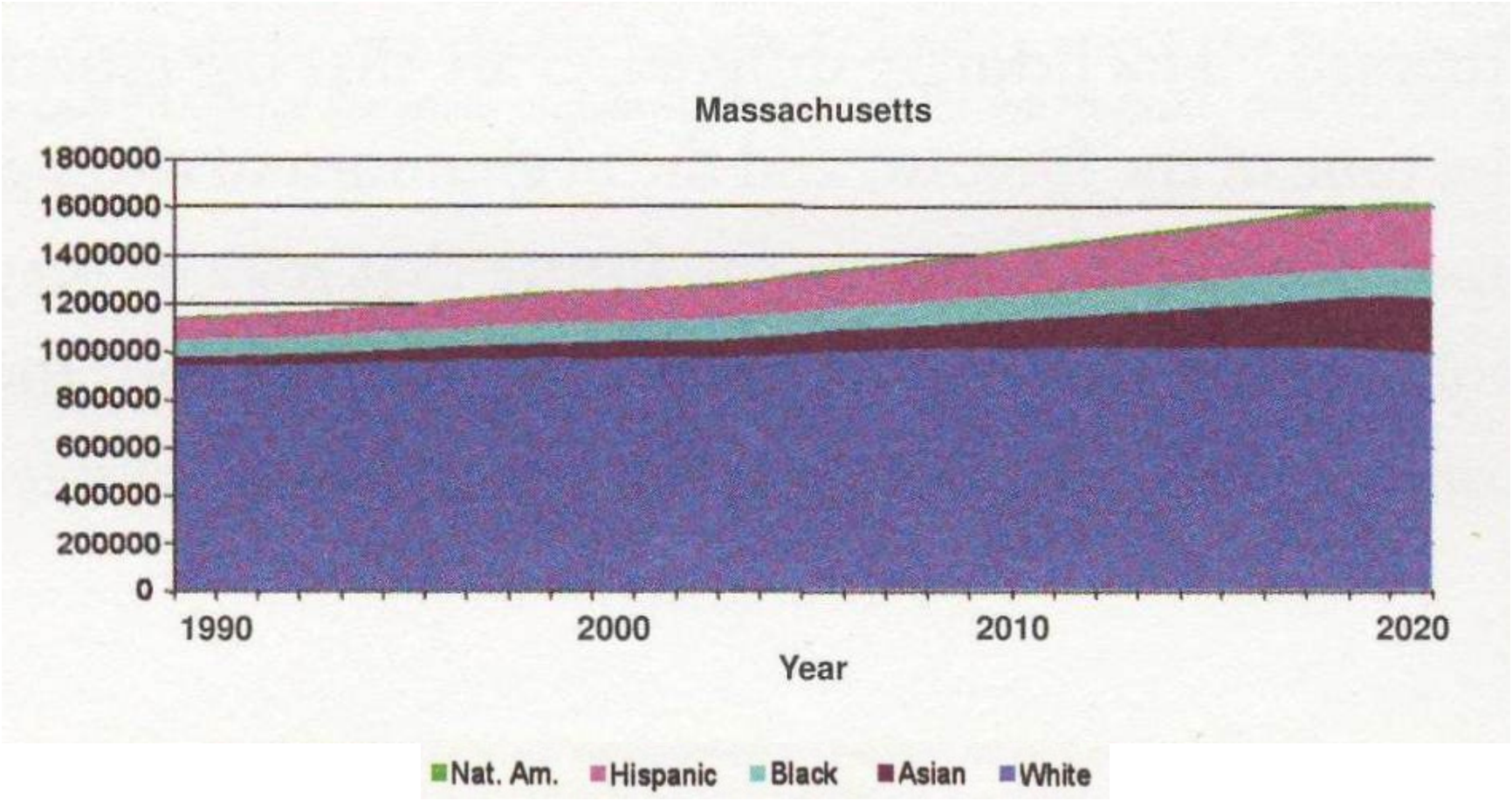
Note: The numbers and percentages of minorities were increasing at greater rates in 2010 and 2020 than numbers and percentages of whites

Forecast of Young Workers (25-29) by Race & Ethnicity



Note: The numbers and percentages of minorities were increasing at greater rates in 2010 and 2020 than numbers and percentages of whites

0-14 Year Olds By Race % Ethnicity



Note: The numbers and percentage of minorities were increasing at greater rates in 2010 and 2020 than numbers and percentages of whites

100 YEARS OF U.S. BIRTHS AND ECONOMIC CYCLES,1909-2009

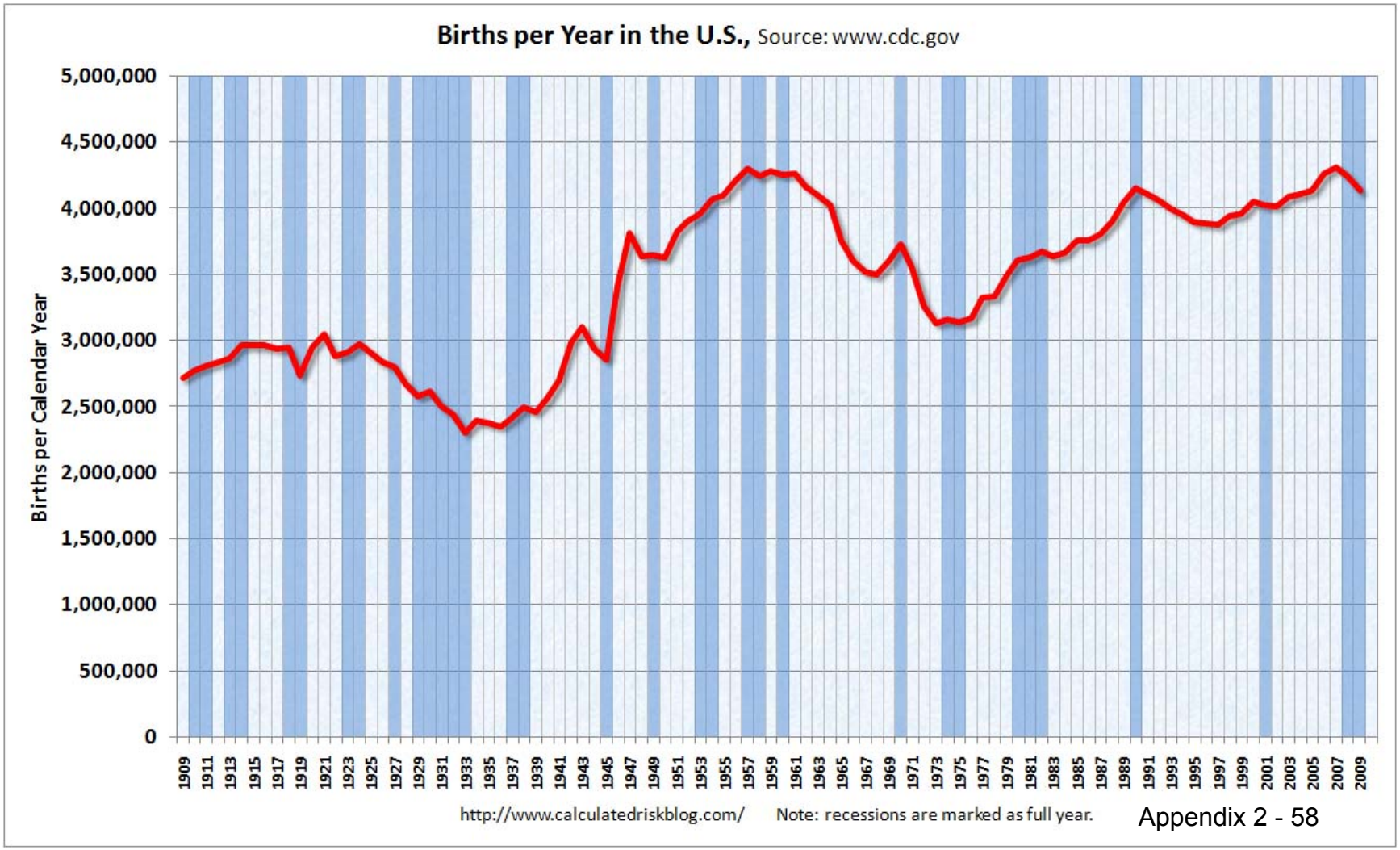
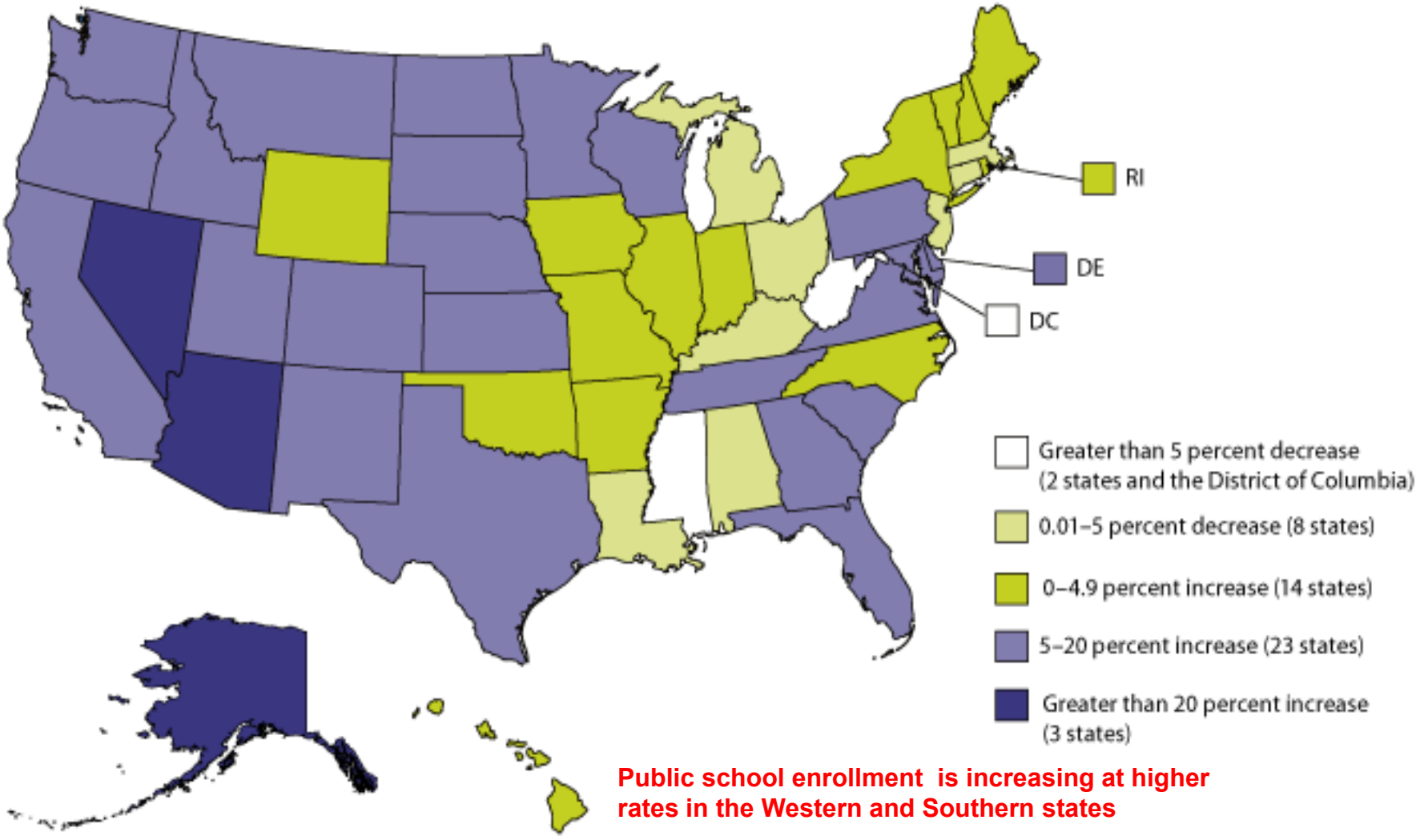


Figure 3-2: Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by state or jurisdiction: Between school years 2010-11 and 2021-22



Public school enrollment is increasing at higher rates in the Western and Southern states

NOTE: The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012-XXX.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2010–11; and Public State Elementary and Secondary Enrollment Model, 1980–2010.

K-12 PROJECTIONS TO 2017-18 and BEYOND

Starting in 2008-09, enrollments began to decline. 2014-15 is an odd year, in that a large Kindergarten is expected, and there will be a small group of seniors who will be leaving. Then, from 2015-16 onward, births and in-migration of new families suggest that enrollments will rise, initially in Grades 6-12

	K-5	6-8	9-12	K-12 TOTAL
2008-09	1,221	652	933	2,806
2012-13	1,165	653	880	2,698
	-56	+1	-53	-108

"Five-years-out," with in-migration picking up in 2014-15, and returning to its earlier pace by 2015-16

	K-5	6-8	9-12	K-12 TOTAL
2017-18	1,122	721	979	2,776

"Ten-years-out," with a continuation of somewhat fewer births, yet steady in-migration

	K-5	6-8	9-12	K-12 TOTAL
2022-23	1,129	603	871	2,547

K-12 PROJECTIONS TO 2017-18 and BEYOND *(cont'd)*

IS THERE A POSSIBILITY THAT THE SLOW, STEADY RETURN TO IN-MIGRATION FORECAST BY NESDEC WILL BE EXCEEDED?

YES, THE FOOTNOTE ON SLIDE #19 DESCRIBES THE RISING POPULATION OF E. LONGMEADOW, WHICH APPEARS TO EXCEED EARLIER ESTIMATES. SCHOOL POPULATIONS, HOWEVER, DO NOT ALWAYS MATCH WITH RISING/SHRINKING POPULATION TOTALS, SEE SLIDES #23-26.

THAT SAID, THE NESDEC PROJECTIONS COULD PROVE TO BE AT THE LOW END OF A RANGE; THUS, AN ENROLLMENT UPDATE IN FALL 2013-14 NEEDS TO BE WATCHED CAREFULLY.

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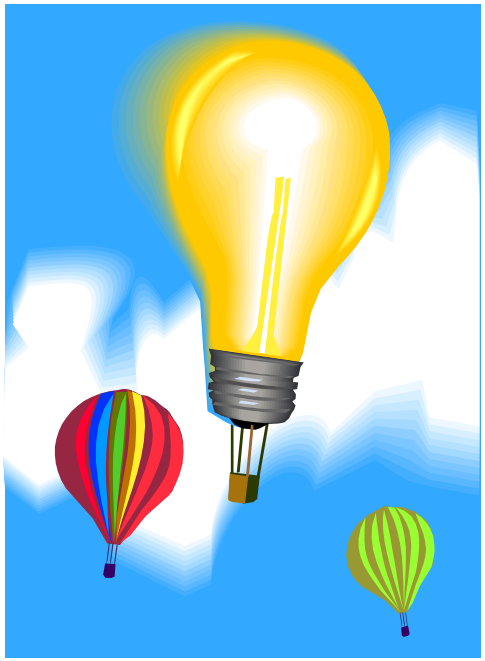
BEST WISHES

FROM THE NESDEC EAST LONGMEADOW TEAM



dkennedy@nesdec.org

APPENDIX 3

VISIONING REPORT - FRANK LOCKER EDUCATIONAL PLANNING

EDUCATIONAL VISIONING

East Longmeadow Public Schools

East Longmeadow, MA

May 2013
Frank Locker Educational Planning

Contents + Acknowledgements

CONTENTS

ACKNOWLEDGEMENTS

Visioning Team

DISTRICT

Valerie Annear	Director of Curriculum
Eric Bauer	ELPS
Kerry Dowd	Special Education Parent Advisory Council
Lorraine Malone	ELPS
Terry Olejarz	ELPS
Ryan Quimby	Director of Information Technology
Gordon Smith	Superintendent,
Joanne Welch	Director Student Support Services

EAST LONGMEADOW HIGH SCHOOL

Aria Bracci	ELHS
Gina Flanagan	ELHS
Tom Kaye	ELHS
Ryan Kelly	ELHS
Tom Kayne	Student
Karoline Kopczynski	ELHS
Mark Maccarini	ELHS
Nick Vernadakis	ELHS

BIRCHLAND PARK MIDDLE SCHOOL

Kathy Hill	BPMS
Paul Plummer	BPMS
Kalen Schloyer	BPMS

MAPLESHADE ELEMENTARY SCHOOL

Michael Fredette	MES

MOUNTAIN VIEW ELEMENTARY SCHOOL

Robin Clifford	MVES
Elaine Santinielle	Principal

MEADOW BROOK ELEMENTARY SCHOOL

Lisa Dakin	MBES
Holly Martin	MBES
Judy Rosso	MBES
Chad Sullivan	MBES

SCHOOL COMMITTEE

Beth Boucher	School Committee
Bill Fonseca	School Committee
Rich Freccero	School Committee
Deirdre Mailloux	School Committee
Greg Thompson	School Committee

PARENTS

Susan Mantoni	MVES PTO
Maura Mara	MBES PTO
Diane McCarthy	BPMS + MES Parent

TOWN OF EAST LONGMEADOW

Russ Denver	Appropriations Committee
Paul Federici	Board of Selectman
Colin Drury	Recreation Department
Bruce Feeney	Department Public Works
Don Maki	East Longmeadow Community Access Television

Architects

SMMA/ SYMMES MAINI McKEE ASSOCIATES

Phil Poinelli	Partner in Charge

MARGO JONES ARCHITECTS

Helen Fantini	Architect
Margo Jones	Partner in Charge

Educational Planner

FRANK LOCKER EDUCATIONAL PLANNING

306c Dover Point Rd, Dover, NH 03820
617.412.7444
www.franklocker.com
Dr Frank Locker

Executive Summary

INTRODUCTION

This Educational Vision reflects the work of a Master Plan Visioning Team; approximately 40 teachers, administrators, students, parents, and the architect. It is intended to guide the Facilities Master Plan and the long-term development of all East Longmeadow Public Schools' educational deliveries.

VISION COMPONENTS

The Educational Vision for East Longmeadow Public Schools is described here through several components:

- Guiding Principles
- 21st Century Schools: Most Important Issues
- Learning Modalities
- Educational Deliveries
- School Organizational Structure

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Master Plan Visioning Team which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They may serve as a foundation for the future East Longmeadow Public Schools. As such, they are intended to form the basis of future educational delivery and facilities planning.

Some of the Overarching Principles are presented here. Others are in Ch 3.

OVERARCHING PRINCIPLES

- Support this vision with staff Professional Development
- Support students learning content knowledge through inquiry

- Establish collaboration as a primary value for both teachers and students
- Broadly implement project-based learning as an essential learning modality at the East Longmeadow schools
- Support interdisciplinary learning in teachers' planning, deliveries, scheduling, and classroom arrangements
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Create flexibility in facilities, thinking, scheduling, and curriculum
- Do not wait for a completed building to initiate this Educational Vision
- Use the Relevance and Rigor Framework to increase student application of their learning

21ST CENTURY SCHOOLS: MOST IMPORTANT ISSUES

Master Plan Visioning Team members, working in Table Teams, were asked to identify the three most important issues for the East Longmeadow Public Schools as prompted by a presentation on 21st Century Schools. A sampling of the issues cited is outlined below. See Ch 3, Educational Vision, and 4.1, Appendix for more.

- Integration of 21st century skills into content (relevance and real-world issues)
- Project-based learning
- Teacher collaboration is critical
- Learning environments need to be flexible
- Furnishings need to fit environmental/academic needs
- Small Learning Communities (SLCs)
- Personalization – promoting hands-on learning

LEARNING MODALITIES

The workshop participants reflected individually on twenty-two learning modalities, ranging from traditional lecturing/direct teaching to independent study, and ranked them in order of importance for the East Longmeadow Public Schools. The most important modalities follow, as well as the overwhelmingly least important one. See Ch 3, Educational Vision for the full list, and Ch 4.1, Appendix for articulation of responses specific to each grade grouping.

MOST IMPORTANT

G. Project-Based Learning	Cited 12 times
J. Interdisciplinary learning	Cited 8 times
Q. Blended Learning/Flipped Classroom	Cited 8 times
S. Technology with Mobile Devices	Cited 7 times

LEAST IMPORTANT

F. Lecture	Cited 13 times

EDUCATIONAL DELIVERIES

Innovative deliveries were explored by the Master Plan Visioning Team.

Project-Based Learning

Project-Based Learning (P-BL) is a challenging, but essential, component of 21st century learning. The P-BL approach is centered on classroom and homework assignments that are open-ended, with no single answer, much like real-world situations. They open with investigations of essential questions; require data gathering and assessment, synthesis of information, and formulation of concepts.

P-BL lends itself to interdisciplinary learning since so many real-world situations bridge traditional subject areas. It also teaches social skills such as time management, collaboration, and presenting. Projects could last from a week to a semester.

Supporting project-based learning may require some critical changes at East Longmeadow Public Schools, including:

- Additional class material
- Technology when you need it
- Space and time for teachers to collaborate
- Large work tables
- Presentation Space (small audience)
- Tech space/access
- Storage (tech + physical)
- Compost/recycling supplies

Topics for project-based learning at the East Longmeadow Public Schools are outlined in Ch 3, Educational Vision and the Appendix, Ch 4.1. Many of these projects could be started soon, by early adopters, and shared with the whole school as pilot projects.

Blended Learning/Flipped Classroom

This delivery involves students acquiring content from sources outside the classroom, especially the internet, thus freeing up classroom time for learning that is more engaging than direct delivery instruction. These concepts developed by Table Teams illustrate the potential of this educational delivery. See Ch 3, Educational Vision for the concepts. Implications relevant to the Facilities Master Plan are outlined below:

- Teacher collaboration space
- Bigger spaces for project work in school
- Round tables
- Storage for supplies
- Ability to make instructional video

SCHOOL ORGANIZATIONAL STRUCTURE

Currently East Longmeadow schools are organized in the most traditional manner, with grade-based organizations in the elementary and middle schools, and a departmental model in the high school. While these serve good purposes and are effective organizations, they do not necessarily achieve all reasonable goals for teaching and learning. Master Plan Visioning Team members were asked to select one or more alternative organizational concepts and reflect on their "pros" and "cons". They discovered many strengths in these alternative approached, suggesting the need for further exploration. A sampling is included below. See Ch 3, Educational Vision for more detail, and Appendix, Ch 4.1 for a thorough discussion of this issue.

Elementary Schools

F. Teachers Synchronously Teaming, Grades 3-5

- Pros
  - 3 year term for teacher cohort
  - Common planning
  - Contribute individual expertise
  - Match students to teacher's individual expertise
  - Year 4 reassign teachers to new cohort
  - Over time, teachers will know all kids in a grade level
- Yes, we endorse this

East Longmeadow High School

A. Departmental High School

- Definition: Teachers are organized by the subject area they teach
- Pros
  - Easier to share best practices in your area
  - Established meeting time(s) per department
  - Faculty has sustained enthusiasm for subject matter
  - Ideally, curriculum writing and revision is easier
  - Enhanced high school
  - Knowledge of subject matter
- Cons
  - Isolation of departments
  - Complacent with teaching strategies
  - Inhibits inter-disciplinary collaboration

C. Vertical Small Learning Communities

- Pros
  - Get to know each student well
  - Greater opportunity for
    - ✓ PBL
    - ✓ Inclusion
  - Can shuffle resources
  - Sense of community
  - Greater opportunity for independence

  - Combine small vertical with thematic
  - House themes can change over time
  - 9th Grade Academy Houses morph into Theme Houses
    - ✓ Big idea that allows for a degree of looping
  - Interdisciplinary coach
  - Each House as a grade level
- Yes
- Cons
  - Limited diversity
  - Can get stale
  - Good House/Bad House
  - Disconnected to larger community
  - Redundancy in resources

Educational Vision

INTRODUCTION

This Educational Vision reflects the work of a Master Plan Visioning Team; approximately 40 teachers, administrators, students, parents, and the architect. Created in an intensive day-long facilitated workshop, it is intended to guide the long-term development of all East Longmeadow Public Schools' educational deliveries and the Facilities Master Plan.

VISION COMPONENTS

The Educational Vision for East Longmeadow Public Schools is described here through several components:

- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **21st Century Schools: Most Important Issues** identifies the 21st Century issues most important to the future East Longmeadow Public Schools
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **Educational Deliveries** presents an exploration of more engaged classroom deliveries. Included are:
  - Project-Based Learning
  - Blended Learning/Flipped Classroom
- **School Organizational Structure** defines preferred approaches to the overall relationships of people and programs

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Master Plan Visioning Team which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They may serve as a foundation for the future East Longmeadow Public

Schools. As such, they are intended to form the basis of future educational delivery and facilities planning. Staff Professional Development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

Overarching Principles

- Support this vision with staff Professional Development
- Support students learning content knowledge through inquiry
- Establish collaboration as a primary value for both teachers and students
- Broadly implement project-based learning as an essential learning modality at the East Longmeadow schools
- Support interdisciplinary learning in teachers' planning, deliveries, scheduling, and classroom arrangements
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Create flexibility in facilities, thinking, scheduling, and curriculum
- Do not wait for a completed building to initiate this Educational Vision
- Use the Relevance and Rigor Framework to increase student application of their learning

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing educational experience for all east Longmeadow students.

INSTRUCTIONAL MODELS

- Support and foster collaboration among teachers and among students
- Focus on teaching 21st century skills in all courses
- Develop interdisciplinary projects/teaching/learning
- At all levels create project-based learning experiences in a variety of formats, both short and long term, classroom-based, discussion-based, community-based, and team-taught
- Increase STEM and STEAM learning at all grade levels
- Increase arts learning, integrate performing and visual arts in core learning
- Make more learning "hands-on"

TECHNOLOGY INTEGRATION

Our world is dependent on technology implementation in all aspects of life. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. Technology should include:

- Wireless capability in all spaces in all buildings
- Proactive planning for virtual and distance learning experiences
- Integration of new media effectively in student learning: mobile devices, social networking, virtual worlds
- Create places for students to learn using new technologies

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

Educational Structure

Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

ORGANIZATION

- Explore organizational concepts within each school that offer relationship and focus advantages over the current models. At various schools this would include:
  - Synchronous team teaching
  - Interdisciplinary teaching
  - Teachers looping
  - At East Longmeadow High School this would include:
    - ✓ Student Self-Directed Learning Plans
    - ✓ Vertical Small Learning Communities

RELATIONSHIPS

- Explore teacher looping at all grade levels
- Support teacher collaboration
- Foster student collaboration to build communication skills and the ability to work with others

SCHEDULE

- Create common planning time for teachers

Facility Implications

- Create flexible facilities
- Purchase flexible furniture and equipment
- Plan a building that facilitates learning in the most desired learning modalities. These include
  - Project-based learning
  - Interdisciplinary learning
  - Technology with mobile devices
  - Blended learning
- Select furniture that supports collaboration, different learning modalities, and is substantiated by brain research

21ST CENTURY SCHOOLS: MOST IMPORTANT ISSUES

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- Integration of 21st century skills into content (relevance and real-world issues)
- Project-based learning
- Differentiated classrooms with individualized centers for collaboration, specific areas, projects, etc.
- Teacher collaboration is critical
- Learning environments need to be flexible
- Furnishings need to fit environmental/academic needs
- Bloom's Taxonomy (revised) create
- Small Learning Communities (SLCs)
- Culture change/paradigm shift
- Personalization – promoting hands-on learning
- How to accelerate "culture change" of students, staff, and even parent collaboration?
- What would be the "interim steps" in this transition?

LEARNING MODALITIES

The workshop participants reflected individually on twenty-two learning modalities, ranging from traditional lecturing/direct teaching to independent study, and ranked them in order of importance for the East Longmeadow Public Schools. The most important modalities follow, as determined by frequency of citing by the 15 returned worksheets. The individual responses were specific to either separate grade groupings or to all of K-12 learning. The summary below combines all responses. See Ch 4.1, Appendix for articulation of responses specific to each grade grouping.

MOST IMPORTANT

G. Project-Based Learning — Cited 12 times
Great, as students learn by doing

J. Interdisciplinary learning — Cited 8 times
Nothing happens in a vacuum; Allows people to connect the skills used and the concepts learned

Q. Blended Learning/Flipped Classroom — Cited 8 times
Lets students think "outside the box"; Allows context experts to work more with students in their practice

S. Technology with Mobile Devices — Cited 7 times
Critical to have the latest in technology; Build adaptability and flexibility

LEAST IMPORTANT

F. Lecture — Cited 13 times
Too outdated; Everyone gets bored; power is completely 1-sided; Least effective

R. Distance learning — Cited 6 times
Creates too much disassociation between student and topic at hand

T. Technology with Desktop Devices — Cited 6 times
Not hip with what's current; Moving away from this format

EDUCATIONAL DELIVERIES

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Topics for project-based learning at the East Longmeadow Public Schools are outlined below. Many of these projects could be started soon, by early adopters, and shared with the whole school as pilot projects. Full descriptions are in the Appendix, Ch 4.1.

Focus on East Longmeadow High School
Potential blended opportunities include:

- **Build a Casino**
- **Create a comprehensive technology plan**

Focus on Birchland Park Middle School
Potential blended opportunities include:

- **East Longmeadow Rotary Improvement**

Blended Learning/Flipped Classroom

This delivery involves students acquiring content from sources outside the classroom, especially the internet, thus freeing up classroom time for learning that is more engaging than direct delivery instruction. These concepts developed by Table Teams illustrate the potential of this educational delivery.

Focus on East Longmeadow High School
Potential blended opportunities include:

- **Read about Nature - Environmental Contamination**

Facilities implications include:

- Teacher collaboration space

Focus on Birchland Park Middle School
Potential blended opportunities include:

- **Charting significant events of the Battle of Gettysburg**

Facilities implications include:

- Bigger spaces for project work in school

Focus on Grades 3-5
Potential blended opportunities include:

- **Who can construct and design 4" x 4" container that will float and hold the most paper clips?**
- **Construct a swing set (per given regulations) with clay and sticks, that can support itself**

Facilities implications include:

- Round tables
- Storage for supplies
- Ability to make instructional video

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- Pros
  - 3 year term for teacher cohort
  - Common planning
  - Contribute individual expertise
  - Match students to teacher's individual expertise
  - Year 4 reassign teachers to new cohort
  - Over time, teachers will know all kids in a grade level
- Can easily combine with platooning
- Cons
  - Management
  - Measurement
  - Common planning time
  - Parental support
- Yes endorse
- Necessary to plan ahead
  - Take one year to train teachers
  - Take time to promote the benefits of this method to parents and community

East Longmeadow High School

A. Departmental High School

- Definition: Teachers are organized by the subject area they teach
- Pros
  - Easier to share best practices in your area
  - Established meeting time(s) per department
  - Faculty has sustained enthusiasm for subject matter
  - Ideally, curriculum writing and revision is easier
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Workshop Notes

AGENDA

The Master Plan Visioning Team workshop was held on 25th April 2013. Notes of all activities follow:

- Pre-Workshop Videos
- 21st Century Schools Presentation
- 21st Century Learning - Most Important Issues for East Longmeadow Public Schools
- Review of Current Programs, Services, Deliveries through a 21st Century Lens
- Project-Based Learning
- Blended Instruction/Flipped Classrooms
- School Organizational Structure
- Learning Modalities

PRE-WORKSHOP VIDEOS

The Visioning Team was asked to review two videos on education:

- *21st Century Skills: How do we get there?*
- Steelcase: *LearnLab - Learning Outside the Box*

Visioning Team members brainstormed in a whole group session to identify the most important lessons from the videos. Here are their responses:

21st Century Skills

- The percentage of employers who wanted 21st century skills was staggering:– 70% +/-
- Ask employers around East Longmeadow if they concur
- Real-world learning is important
- Teachers need to challenge and need to <u>partner</u> with students
  - Slow pace – contrary to teacher/trainer
  - Shift responsibility to students – contrary to how we plan lessons
- This is a huge paradigm shift
  - Sage on stage → facilitator→ Professional Development (lots needed)
- Deficiency - lots

  - Are we preparing kids for real-world?
  - What is deficiency?
  - Change "deficiency" to "opportunity"
- Education traditionally thinks of graduates as "finished products" – learning is never finished
- Important: Are we modeling:
  - Problem solving?
  - Critical thinking?
  - Collaboration?
- This can bridge gap:
  - Learn these skills while learning content knowledge
- Need to know learners
- Need to understand what makes kids different
- Deficiencies
  - Kids in this HS not going on to jobs – go to college, but college does not necessarily guarantee anything anymore
- College issue
  - Kids coming into college need remediation

LearnLab

The workshop participants had watched the Steelcase video on its LearnLab classroom concept. The classroom is designed for both direct teaching and small group discussions. It features abundant technology and flexible furniture.

Workshop participant comments were:

- Exciting
- Allows movement
- Students receive emailed copies of class notes – good

Student responses to the video were:

- Giving out the notes might foster "slacking off"
- Note taking not necessarily best for learning
- This is how people learn (oral, etc)
- This concept shows stimulation of more ways of learning

Frank asked: on a scale from 1 to 5, where does the LearnLab concept fit? The consensus of the Visioning Team was 3 to 4.

- It is still an isolated classroom
- Teacher needs more planning time and lecture building
- Teachers will have a learning curve in using this concept
  - Need Professional Development
- Need culture where teachers feel supported from the top down
- What do stages of development look like?
  - Can this be used for Early Child?

Frank asked how this worked for collaboration

  - Good for kids (5)
  - No collaboration for teachers (0)

Something like this has already been done in HS TV production

The conversation moved to the student competition question, and how student collaboration affects it.

- Kids now are struggling with how to make anything
- Do colleges further competition?
- Who defines terms of success?
- We need to transform the concept of content
- MCAS is multiple choice
  - Says this is what we value
  - If we want creativity
  - Critical thinking

21st CENTURY SCHOOLS PRESENTATION

Frank Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today. Key points included:

- 20th vs 21st century schools:
  - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
  - 20th century was the century of the teacher; 21st century is the century of the learner
  - The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices

  - Some are gaining popularity
  - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- The Multiple Intelligence theory explains why different students learn best in different ways
- 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy. It establishes:
  - Core, subject-based learning is not sufficient any more
  - Learning relevant 21st century survival skills is just as important, perhaps more important. These include:
    - ✓ Learning and innovation skills
    - ✓ Life and career skills
    - ✓ Information, media, and technology skills
- Learning should be interdisciplinary, bridging the gaps between subject areas
- Learning should be infused with 21st century themes These include:
  - Global awareness
  - Financial, economic, business and entrepreneurial literacy
  - Civic literacy
  - Health literacy
- Learning is a social activity. Students learn better when they are in strong relationships with teachers and peers
- The Relevance and Rigor Framework of the International Center for Leadership in Education correlated Bloom's Taxonomy with application, offering a concise understanding of effective learning
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning
- Flexible furniture is needed to bring the student the support to learn in a variety of modalities

Individual Responses

Visioning Team members scored the relevancy of the different issues outlined while Frank was presenting. Here is a compilation of their scores. Individual comments follow.

ISSUE	VERY RELEVANT	MAYBE	DON'T KNOW	MAYBE NOT	NOT RELEVANT	SCARY TO ME
1 Learning Pyramid	28	6				
2 Gardner: Multiple Intelligences	30	3				1
3 Integrate arts in core learning	25	9				1
4 Environmental Sciences/Sustainable Living/STEM/STEAM (Theodore Judah ES, Barnes ES)	29	5		1		1
5 Relationships: Dunbar's Law, "Magic of 150", Breaking Ranks, Advisor/Advisee programs	19	10	3	2		1
6 Virtual Learning, Blended Learning/Computer Games Learning	20	7	2	4		4
7 Project Based Learning, Africa, Café Parisian	31	3				
8 Revised Bloom's Taxonomy	20	7	4	1		
9 Daggett/Intn'l Center): Relevance + Rigor	29	5				
10 21st Century Skills	29	4	1			
11 Jerald's Research on 21st Cent Education	26	3		3		1
12 Clusters, Pods, Small Lrng Communities	27	6	1			
13 Flexible, Varied, Brain Based Furniture	22	5		2		
14 21st Century Learning Spaces (lots)	19	5	3			1
15 New Technology Close By (REAL Centers)	11	2	2			
16 New Media Center Concepts (Gaudet MS, Victoria Govt)	13	5	2			
17 Teacher Planning Centers (Cedar Springs, Oxford Hills)	15	7				

ISSUE	VERY RELEVANT	MAYBE	DON'T KNOW	MAYBE NOT	NOT RELEVANT	SCARY TO ME
19 Clusters, Breakout + Commons (lots)	__4__	__3__	__1__	____	____	____
20 Integrated Applied Learning/STEM (Canby)	__5__	__3__	__2__	____	____	____
21 Teacher Teaming/Collaboration (Blue Point, Forest Ave, New Tech High)	__16__	__5__	____	____	____	____
22 Differentiated Classrooms (Wooranna Park)	__11_	___3__	___1_	____	__1__	____

Individual Comments

Comments from individual Visioning Team members in response to the presentation issues are as follows:

ISSUE

1 Learning Pyramid

- Opposite of what is happening
- Need to know how kids learn
- Need to reverse the order
- 50 year olds – still not in practice
- Need to have students use knowledge
- Minimal opportunities for hands-on learning – skewed concept of "rigor"
- I've seen classrooms use all levels of pyramid
- GT tries for actual use of what's taught in classroom (1-5)
- The effective way of learning was assured
- Need to top what we are doing! Learn by teaching and doing
- GT

2 Gardner: Multiple Intelligences

- Teach to students' strengths
- Reality – everyone learns differently
- Need to know where kids are
- Meet and recognize weaknesses
- So many talented people not being plugged into
- Kids have different strengths – now classrooms mix them all together
- Early Childhood Ed – naturally lends itself for MI
- Meet students where they are in this learning; strengths, and challenging interdisciplinary
- We offer many opportunities
- Yes

3 Integrate arts in core learning

- Kids involved in the arts do better in academics
- Staffing #s make it difficult for teachers to get together
- Develops multiple intelligences
- Arts cover many areas
- Children need to have a release during the day
- PE has integrated more with state standards
- Can't verify study, haven't experienced it
- Placement of rooms – no…. collaboration – yes
- Relevant – not very but not maybe either
- Learning is enhanced
- Hired specialist – push-in (all) and pull-out for ID students ELA + math only

4 Environmental Sciences/Sustainable Living/STEM/STEAM (Theodore Judah ES, Barnes ES)

- Fun: engaging for all
- Sounds great
- Parent involvement – bring things home
- Good opportunity for diverse learning
- Elementary school has garden
- Connect with town opportunities for project-placed learning
- Hands-on learning
- Controversial - moderately

5 Relationships: Dunbar's Law, "Magic of 150", Breaking Ranks, Advisor/Advisee programs

- Smaller groups can accomplish more + allow students to own their own work
- We are creating Advisee Program
- Relationships matter in order to know the learner
- But at elementary level – can you change that?
- MB – too many classrooms of each grade – don't know students
- Important – grade teachers to truly know their students!
- Critical. Must be modeled by leadership/administration
- Teachers know the students but do students know each other?
- Guidance Department helps huge in advertising
- Personalized education

- BP Advisory – not sure HS
- Personally knowing students – a +
- We are learning how important relationships are in learning
- Not systematic approach, no curriculum, not connected to standards (always), seems politically popular - * is project-based, personalized, ability to boost instruction on STEM, enrichment + families feel child IB has "gifted"

6 Virtual Learning, Blended Learning

- Real-world applications
- If true, HS disappears?
- Teachers offer this, but it has to go beyond just assigning reading assignments for HS
- Should HS be smaller?
- Needs to open up opportunities
- Disciplined to do so – 20H – 25% HS – 2019 50% HS online
- Far too much responsibility on students
- Need more but balanced with fall to fall instruction
- Yes!

7 Project Based Learning, Africa, Café Parisian

- Love projects → getting teachers to recognize these things and act on them is the key to all of this
- Build self-?? And creativity
- Hands-on – how much time is available – plus regular work?
- Real-world skills
- ALL – PD needed
- Learn by doing
- It's relevant and meaningful – application
- STEM + project-based curriculum specific to grade level push-in program
    - Not use MACS to ID students
    - Not have pull-out for MACAS A. Elt for Math
    - Pull-out enriches curriculum for students based on ID on collaboration of teacher teams not standardized tests
    - Label change not (GT)

8 Revised Bloom's Taxonomy

- Creating issues to foster critical thinking; we don't want passive learners
- Powerful implications for all students
- I'm a student
- Why is one more valuable than another
- Supports problem-solving/perseverance
- Need to create + problem solve after school ends

9 Daggett/Intn'l Center: Relevance + Rigor

- Don't do enough
- Some content would be difficult to create and also find ways to have students apply
- A lot is being done now
- Electives only – time/space restraints
- Great way shown to application
- Doing well – could do better

10 21st Century Skills

- Ex: life + career skills → why isn't there a heavier focus during school?
- At best – completely inviting
- Need to be honest about this - need elective but not in core
- Integrate regular classes for real-world learning – life skills
- Real-world skills
- 4C's – need this for college and the work force

11 Jerald's Research on 21st Cent Education

- Yes, we need practical real-world prep
- Often considered "beneath"
- Redesign lesson and unit planning
- Emphasis on what's been necessary
- Hands-on learning

12 Clusters, Pods, Small Lrng Communities

- Sure – just need the $
- Not sure it needs to be completely adopted to change effectively
- Environment/space will dictate teacher collaboration
- Isolating teachers is not productive

- We do currently use any available space – it would be great to have this available
- Promotes different ways to learn

13 Flexible, Varied, Brain Based Furniture
- Problem of teachers dealing with this + teacher training issue again
- Yes, Yes, Yes!!
- Current desks are impractical and different settings are found to be more beneficial for some than others
- Bottom of relevance list
- We need to do that
- As long as everyone is able to move about and use everything - now, if done, they are noticed as different
- Promotes vigor to collaborate on
- Brain research – student-centered furniture is important

14 21st Century Learning Spaces (lots)
- Collaboration Corners
- Yes, Yes, Yes!! "Studio"
- Build collaboration for students and teachers
- Too much freedom?
- Places for personalized learning

15 New Technology Close By (REAL Centers)
- Where do you start and be able to be used by many students?
- Creative and groundbreaking
- Int. tech

16 New Media Center Concepts (Gaudet MS, Victoria Govt)
- Go there!!
- Innovative
- Need to overhaul all Libraries – too antiquated

17 Teacher Planning Centers (Cedar Springs, Oxford Hills)
- Teaches don't work with blinders. They need space and opportunities (interdisciplinary cross-departmental)
- More consistency across the board
- Teacher collaboration

18 Flexibility for Change (Glacier HS)

19 Clusters, Breakout + Commons (lots)

20 Integrated Applied Learning/STEM (Canby)
- Middletown Elementary School – very exciting for MB!

21 Teacher Teaming/Collaboration (Blue Point, Forest Ave, New Tech High)
- Collaboration, PLCs
- Kids adopt adult tendencies they observe

22 Differentiated Classrooms (Wooranna Park)
- Similarity to Pre-K model – Reggio Emilia

23 Other
- Shout out to BPMS!!
- Need to move from "flavor du jour"!!
- Places for personalized learning!!
- Need for building administration to embrace the idea of shared ownership of all students
- Move problem students into local school

21ST CENTURY LEARNING - MOST IMPORTANT ISSSUES FOR EAST LONGMEADOW SCHOOLS

Visioning Team members, working in Table Teams, were asked to identify the three most important issues for learning in the 21st century at the East Longmeadow Public Schools. The results were:

TABLE TEAM 1
3 Most Important Issues
- Adults need to model everything
- Facilities/furniture proxy for teaching and learning
- Flexibility, project-based learning

TABLE TEAM 2
3 Most Important Issues

- Project-based learning (5)(7)
- 21st century skills (10)
- Differentiated classrooms (22)
  - With individualized centers for collaboration, specific areas, projects, etc.

TABLE TEAM 3
3 Most Important Issues

- 2 Teacher collaboration is critical, including space
- Learning environments need to be flexible
- Furnishings need to fit environmental/academic needs (inclusive of storage needs, technology needs, accessibility)
  - Tables vs chairs that move

TABLE TEAM 4
3 Most Important Issues

- How to make the change in the learning environment feasible
  - Most appropriate
    - ✓ Financially
    - ✓ Climate
    - ✓ # of students
- How to accelerate "culture change" of students, staff, and even parent collaboration?
- What would be the "interim steps" in this transition?

TABLE TEAM 5
3 Most Important Issues

- Bloom's Taxonomy (revised) create
- Clusters/pods/Small Learning Communities (SLC's)
- Project-based (5)

TABLE TEAM 6
3 Most Important Issues

- Collaboration↓
  - 1 Teachers and students
  - 2 More efficient use of space
    - ✓ Cost?
  - 3 Convincing stakeholders that the change is a good idea
    - ✓ Parents
    - ✓ Teachers
    - ✓ Community members

TABLE TEAM 7
3 Most Important Issues

- Culture change/paradigm shift
- (Teaching and learning) (3)
- Personalization – promoting hands-on learning
- Integration of 21st century skills into content (relevance and real-world issues) (7)

REVIEW OF CURRENT PROGRAMS, SERVICES, AND DELIVERIES THROUGH A 21ST CENTURY LENS

The Visioning Team was given this challenge:

PROGRAM REVIEW

Here is a starter list of topics, covering types of learners and learning modalities, some of which are current at East Longmeadow Public Schools. This list is not complete. Brainstorm with your table team to add others that are worth exploring.

1. Students with special needs: Special Education
2. Students with special needs: Gifted
3. Advanced placement/honors
4. Students who think (or we think) will not go to college/tech school/military
5. Students who are musical learners
6. Students who are bodily/kinesthetic learners

7. Students who are visual learners
8. Students who are bored/disengaged with school
9. Social emotional learning
10. Critical thinking skills
11. Problem solving
12. Teacher collaboration
13. Interdisciplinary learning
14. Applied learning (in all courses)
15. Others to be identified

Each table will pick a few of these topics to review.

IDENTIFY YOUR FOCUS: Early Child, 3-5, 6-8, 9-12 or all of PK-12

On your flipchart(s), record your table team's answers to the following questions:

1. Identify the number + the topic
2. Is this topic something we are serving right now at East Longmeadow Public Schools (identify which one(s))?
3. If so, how/where/in what way do we currently serve the topic?
4. Is this topic important? How much?
5. How well do we serve the topic?
6. Should we improve our programs/service/organization focused on this topic?
7. If "Yes", how do we do that? If "No", why not?

Here are the Table Team responses:

#8. STUDENTS WHO ARE BORED/DISENGAGED WITH SCHOOL

2 No
3 NA
4 Very. We don't allow students to fall through cracks. Bored can equal disruptive
5 Are we even identifying these students?
6 Yes
7 Come up with ID process?
- More student-centered classrooms should result in more engagement

#7. STUDENTS WHO ARE VISUAL LEARNERS

2. Yes
3. Projectors
   - Mimio (lower grades) Mimeo?
   - Mac Lab – HS
   - IPad carts
   - Science Labs
4. Yes. We must reach all types of learners
5. Well
6. Of course
7. More technology and training for teachers on how to use it

#2. STUDENTS WITH SPECIAL NEEDS: GIFTED

2 Yes. K-8
- K-2 – all students
- 3-8 – pull-out

3 Specialists hired
- ELA and math pull-out

4 Controversial
5 Pros
- Positive self-concept
- Project-based
- Personalized
- Boosts STEM (potential)

5 Cons
- No curriculum
- Not connected to standards
- "Politically popular"

6 Yes → Improve
7 STEM + P-BL specific to grade level
- Not use MCAS to ID students
- Not pull out for math and ELA/MCAS students

- Pull-out should enrich curriculum by ID'ing students with teacher collaboration means (not MSAS driven)
- Change label

#15 INTEGRATING TECHNOLOGY

2. Somewhat
3. Edline, Mimeo, Computer Labs (in all schools)
4. Yes! District-wide team studying topic
5. Somewhat. Investigating. . .
6. Yes
7. Finish study
   - Purchasing devices 1:1 goal
   - Professional Development
   - Budget?

#4. STUDENTS WHO THINK (OR WE THINK) WILL NOT GO TO COLLEGE/TECH SCHOOL/MILITARY

- MB, MS, MV
  - Conversations about careers (___ question for yearbook)
  - Embedded in curriculum
- BP
  - Career education and counseling
  - Career Tech Field Trip
- HS
  - Guidance, college planning, and career center
  - Senior Project
  - Grad requirements provide for broad exposure
  - Career tech
  - Informational visits
  - Electric offerings
  - 5 choices
- Important? Yes.
- Accommodate and provide for those interested and do present it as an equal option (5 choices)
- Improve? Yes.
  - Implementing 21st century skills and project-based learning would lend itself to more career-based success and improvement

#13 INTERDISCIPLINARY LEARNING
No excuses

- At BP, no. Bus some (LA & art (Tech ____) on a small scale
- Expanding on building groups, getting out of my "silo"
- When you plan↓ and where you teach are different places
  - Must be nice to plan
- Leadership must support (Professional Development, visibility, release time!)
- Who values interdisciplinary teaching?
- Provide examples of other places where this works
- Can we have "interdisciplinary coach" to get excited?
- "Honors" must be interdisciplinary
- STEAM

#12. TEACHER COLLABORATION

2 Yes, at certain levels (MS)
- Not at EC and 3-5
- Coming '13-15 next year
- (RTI also being addressed next year)

- Multi-age grouping of classes
- Looping
  - Would require/foster collaboration
- 3-5 has collaboration and sharing already – collegial respect
- Need space for collaboration for teachers or students
- In EC & Elem (305) Teacher Planning Rooms too small

#14 APPLIED LEARNING

- Not really happening 3-5
- Yes, 6-8
- Somewhat K-2, in degrees
- Important
- Will improve when the collaboration happens
- Scheduling and placement of integration of arts and extra services
  - Centralize services
- 6-8 needs larger classroom area in each team area

#15 PROJECT-BASED LEARNING

2 + 3 Small pockets
- Child development

- FACS
- Lab sciences
- GT
- Mini-market
- Garden at MV
- Field trips (oper)

4 Yes, because it has real-world application
5 Minimally - beginning stages
6 Yes
7 Professional Development
- Incorporate real-world application
- Teacher collaboration

#10 CRITICAL THINKING SKILLS

2 Not emphasized enough - district needs a clear, common definition of "critical thinking"
3 By asking the "how?" and the "why?"
4 Very important
5 Mixed
6 Unit Planning
- Rigorous questions
- Accountable talk between students
- Project-based

7 More time to incorporate project-based learning
- Professional Development (coach)
- Teacher goals

#11 PROBLEM SOLVING

2 Yes
3 It's embedded in the curriculum instruction (all subject areas)
4 Yes, problem solving is a life-long skill set that's needed for college and career
5 It is a focus, but consistency across the district needs to be improved upon
6 Yes
7 Sharing best practices, improving assessments that help drive instructions and finding time for collaboration

#5 STUDENTS WHO ARE MUSICAL LEARNERS
Grades 9-12

2 Yes, we're serving it, but we could do more with it
3 We're expanding current programs (add strings to band). The music department is strong
- How to connect elective disciplines with core disciplines is one area we need to improve

4, 5, 6, 7 Yes, because students continue to build common skills across multiple disciplines

PROJECT-BASED LEARNING

The Visioning Team explored the opportunities inherent in project-based learning (P-BL) through hands-on, Table Team collaboration to craft ideas of projects appropriate to the high school and the middle school. The challenge was initiated with a video of Eeva Reeder's 10th Grade geometry class designing a school for the year 2050. The six week project was carried out by two and three-person student teams, working under the guidance of two architects from the community. The final presentation to "win the design contract" was done in the architects' offices.

The Visioning Team had these comments on the video:
- Bringing in the outside world is important
  - Architects in classroom
  - Architects' feedback for the kids was powerful
- This is a case study in application of real-life skills
- When students "own" their project, they rise to the occasion
- Teachers supported by administration

The challenge was:

PROJECT-BASED LEARNING

IDENTIFY YOUR FOCUS: Early Child, 3-5, 6-8, or 9-12

Develop a project to serve as the vehicle for learning

1. Identify the learning/curriculum goals

2. Conceive the project. The project should be sufficiently complex to not have a single solution. EXAMPLE: Design a marketing strategy to market independent student summer businesses.
3. Describe the content/subject areas. One, two, or more? Bonus for interdisciplinary!
4. How long does it last?
5. How prominent is the project within the context of the year/curriculum?
6. Does it involve community responsibility/service? How?
7. Is it enhanced through community experts?
8. What 21st century skills does this teach?
9. When could this get started?
10. Should East Longmeadow Public Schools endorse P-BL projects like this across the K-12 spectrum?

Four Table Teams took the challenge of developing P-BL concepts for their classrooms. Here are the responses:

TABLE TEAM 1
Build a Casino
High School Senior Project

1 4 Cs
- Collaboration
- Critical thinking
- Creativity
- Communication
  - ✓ Math, art, geology, science, accounting, social studies

2 Getting a casino approved, chosen and built
3 All content areas (teachers work together to help project)
4 Full year project
5 High. All disciplines/all year
6 Yes. Local leaders/business judges
7 Yes. Get politicians, businesses to assist
8 4Cs. This solves everything
9 Day 1
10 Yes we should
11 We need more collaborative work spaces, technology (computers, wifi)

- Could engage kids at risk, but scheduling…..
- Elective

TABLE TEAM 2
To create a comprehensive technology plan
High School and Middle School

1 Oral/written communications (ELA)
- Research skills
- Use of technology
- Math skills (budgeting)
- Critical thinking
- Problem solving

2 To create a comprehensive technology plan
3 Business, technology, ELA, math
4 5 weeks at end of year
5 Serves as a culmination of skills acquired
6 If project is well executed, it is the determining factor of whether or not the student body will eventually be able to utilize such a valuable resource
7 Yes, experts in many fields will be needed for collaboration and the desired outcome (members of various town offices, local businesses, School Committee members)
8 Collaboration, critical thinking, communication, creativity, problem solving
9 ASAP
10 Yes
11 Implies an emphasis on collaboration in various areas and of differing status and professions
- Would require reliable resources and an infrastructure that would provide the students with the information and guidance needed to make sound decision that affect a large group of people

TABLE TEAM 3
East Longmeadow Rotary Improvement
Middle School 6, 7, 8 Multi-grade

- Curriculum
  - Math
  - Science
  - History
  - Humanities/social studies
  - Physics
- Project length - year long
- Community involvement
  - Town engineers
  - DPW
  - Police
  - Historical society
  - Traffic engineers
- 21st century skills
  - STEM
  - Collaboration
  - Oral + written communications
  - Student-led learning
  - Problem solving
  - Computer research
  - Video production skills
  - Mapping skills
  - Psychology
  - Multi-grade opportunities
  - Risk assessment
  - Economic studies
- The student teams would present to the following town interest groups:
  - Rotary Club
  - Business organizations
  - Town government
  - Chamber of Commerce

BLENDED LEARNING/FLIPPED CLASSROOM

The workshop participants explored blended learning by sampling a lesson on Kahn Academy. Three Table Teams then responded to a challenge. Here was the challenge:

BLENDED LEARNING/FLIPPED CLASSROOM
IDENTIFY YOUR FOCUS: Early Child, 3-5, 6-8, or 9-12

1. Reflect on the demonstration video
2. Imagine that your students have experienced a similar video covering the content of a subject you teach
3. Construct a classroom activity that will engage your students to actively use the content and understandings of the video
   a. Describe the activity
   b. Formulate the questions/parameters for that activity
4. Prepare to facilitate that activity
5. Project what your life as a teacher would be like if you had to know the content of the videos but didn't have to deliver that content
   a. What could you do that you do not do now?
   b. Would there be any liabilities?
   c. Other considerations?

Three Table Teams took the challenge of developing Blended Learning concepts for their classrooms. Here are the responses:

TABLE TEAM 1
Grades 3-5
Who can construct and design 4" x 4" container that will float and hold the most paper clips?

1 Video – buoyancy (Bill Nye)
- Video or a portion emailed to kids at home

2 Who can construct and design 4" x 4" container that will float and hold the most paper clips?
3 Rules/limits
- Rubric prepared
- Assortment of resources provided by teachers
- Teams (collaborative) with assigned roles

4 Classroom data collection
- More time (teachers and students)
- Watch student interaction and participation
- Space is liability; money for resources; accountability for watching video; disgruntled about grades

5 K-12?
- On parents
- 3-8 ↑↓
- 9-12 expand student responsibility

6 Technology in the home?
- Web-based program (Edline)
- Bigger spaces for project work in school

TABLE TEAM 2
Middle School
Charting significant events of the Battle of Gettysburg

- Activity: Charting significant events of the Battle of Gettysburg
  - Determine key factors/decisions that led to victory/defeat
  - Explain how this battle affected the outcome of the Civil War

4 Students will review videos over a three day period at home
6 We will use current facilities such as the Cafeteria, Library, classroom and Gymnasium
5 Time to review group process
- Attention to small groups
- Facilitator/scaffolding

- EL does endorse the idea and can be adapted by early grades

TABLE TEAM 3
Grades 3-5 - Geometry
Construct a swing set (per given regulations) with clay and sticks that can support itself

- Video
  - Finding angles in given triangles showing all types of triangles
- Project
  - Construct a swing set (per given regulations) with clay and sticks that can support itself
  - Convert regulations in feet to an appropriate state
  - Determine measure of all angles
- Teacher's life
  - More one on one
  - Teacher-student interaction with project
  - Grading on the spot/no homework grading
- Facilities Implications?
  - Round tables
  - Storage for supplies
  - Ability to make instructional video

TABLE TEAM 4
10th Grade
Read about Nature - Environmental Contamination

- Groups of 5
- What do we have in common with a similar project in Spain?
- Build on info discussed
- Hypotheticals
- All done in a second language
- Dynamics
- Rigid classroom confirmation (furniture) restricts research/presentation
- Are you questioned "Why are you here if the kids are doing all of the work?"?
- Need a "policy" to implement P-BL
- Teachers don't answer questions – kids are asked to _____
- Resources are a challenge
- Reaches students who don't learn in traditional ways
- Students teaching each other through discussion
- Front loading required
- Why are you here? "Because I can use it."
- Facilities must change
  - Need tables for collaboration - round or square for 5 or 6
- Student groups change members

10 Yes!

- Last Question - implications for facilities
  - Teacher collaboration space
  - _____ resources
  - _____
  - 1:1 - curriculum revisions need to implement
- P-BL gives teachers (teacher as a leader) time to give students assistance during class

SCHOOL ORGANIZATIONAL STRUCTURE

Workshop participants were given this challenge:

EXPLORATION OF THE IMPACT OF SCHOOL STRUCTURE ON LEARNING

IDENTIFY YOUR FOCUS: Early Child, 3-5, 6-8, or 9-12

CREATE THE MOST APPROPRIATE CONCEPT FOR THE FUTURE FROM AN EDUCATIONAL POINT OF VIEW

Choose two of the following that you think are worth exploring. For each:

- Elaborate on the structure to give it more definition
- Combine possibilities if desired
- Identify the Pros and Cons of each
- Should East Longmeadow Public Schools explore this choice as a future possibility?

EARLY CHILD + ELEMENTARY SCHOOL

A. Grade Level classroom groupings
B. Multi-age classroom groupings
C. Teachers work separately
D. Teachers platooned
E. Teachers looping
F. Teachers synchronously teaming
G. Out of the Box

MIDDLE SCHOOL

A. Grade Level Classrooms
B. Teachers looping
C. Separate 6th Grade, 7th + 8th in Vertical/Multi-grade Classrooms
D. 6th, 7th + 8th Vertical/Multi-grade Houses
E. Out of the Box

HIGH SCHOOL

A. Departmental High School
B. Grade level houses for 9th followed by ???
C. Vertical Small Learning Communities
D. Thematic Academes (choice, vertical through several grades)
E. Self-Directed Study/Senior Project/Junior Project/etc
F. Out of the Box

High School

TABLE TEAM 1

A. Departmental High School

- Definition: Teachers are organized by the subject area they teach
- Pros
  - Easier to share best practices in your area
  - Established meeting time(s) per department
  - Faculty has sustained enthusiasm for subject matter
  - Ideally, curriculum writing and revision is easier
  - Enhanced High School
  - Knowledge of subject matter
- Cons
  - Isolation of departments
  - Complacent with teaching strategies
  - Inhibits inter-disciplinary collaboration

- Subtle hierarchy of subjects, favoring core subjects
- ELHS should explore how to integrate other organizational options

TABLE TEAM 2

A. Departmental High School

- Combined with Self-Directed Plan (SDP)
- Pros
  - ELPS has been successful
  - Content experts working together
- Cons
  - Does this foster innovation by staff?
  - Difficult to schedule
  - Common planning time
  - Fewer course choices
  - Teacher isolation
  - SDP by degree
- SDP students own their work
  - Students choose how much of their HS requirements get covered by SDA
  - Teachers guide progress vs choices
  - SDP can be projects, independent study, choose teacher mentor
  - All state standards must still be met
- Big issue: space/tech
- Where is this happening?
- Yes

TABLE TEAM 3

C. Vertical Small Learning Communities

- Pros
  - Get to know each student well
  - Greater opportunity for
    - ✓ _____- PBL
    - ✓ Inclusion
  - Can shuffle resources
  - Sense of community
  - Greater opportunity for independence
  - Combine small vertical with thematic
  - House themes can change over time
  - 9th Grade Academy Houses morph into Theme Houses
    - ✓ Big idea that allows for a degree of looping
  - Interdisciplinary coach
  - Each House as a grade level
- Yes
- Cons
  - Limited diversity
  - Can get stale
  - Good House/Bad House
  - Disconnected to larger community
  - Redundancy in resources

TABLE TEAM

F. Teachers Synchronously Teaming

- Structure
  - 3 Teachers teaching approx. 60 students
  - Share subject areas – different modalities
  - Specialize in subject areas
  - Differentiate teaching
- Pros
  - Teacher collaboration - collegial perspectives
  - Student collaboration
  - Ability to differentiate instruction
  - Ability to reach multiple intelligences
  - More inclusive
- Cons
  - Physical structure (presently)
  - Logistics of grading
  - Noise issues
  - What is taught- when - to whom?
  - Needs of teacher collaboration/planning
  - Depends on personalities of teachers and how they team together

Early Child + Elementary School

E. Teachers Looping K-1-2

- Pros
  - Build strong relationships
  - See kids grow instructionally, emotionally

- Really get to know strengths and areas of need in students
- Long-term goal setting

- Cons
  - Dynamics of
    - ✓ Student/teacher
    - ✓ Student/student
    - ✓ Teacher/parent
  - Limits social relationships
- Undecided + 18+/-

TABLE TEAM 2
F. Teachers synchronously Teaming, Grades 3-5

- Pros
  - 3 year term for teacher cohort
  - Common planning
  - Contribute individual expertise
  - Match students to teacher's individual expertise
  - Year 4 reassign teachers to new cohort
  - Over time, teachers will know all kids in a grade level
- Can combine with platooning easily
- Cons
  - Management
  - Measurement
  - Common planning time
  - Parental support
- Yes endorse
- Necessary to plan ahead
  - Take one year to train teachers
  - Take time to promote the benefits of this method to parents and community

TABLE TEAM 3
Grades 3-5 Platooning (Expand it)

- Math/science /ELA + SS team of 2
- Math/science/ELA/SS team of 4
- Pros
  - More interdisciplinary team teaching
  - Teach what they love
    - ✓ Enthusiastic teaching with students
  - Specialize in the specific content
  - Less planning time
  - Exposes students to more than one teacher
  - Two adults to help/support
  - Prepares students for MS + HS
- Cons
  - Scheduling
  - Equity in planning
  - Lack of common planning time
  - Difference in teaching styles could affect students

LEARNING MODALITIES

Participants were given this challenge:

LEARNING MODALITIES
IDENTIFY YOUR FOCUS: Early Child, 3-5, 6-8, or 9-12

Here is a list of learning modalities. Rank them in order of importance for learning at East Longmeadow Public Schools, from most to least. (Importance implies extensive application.)

Identify only the top five and the bottom three.

	RANK	WHY?
A. Independent Study	_____	_____
B. Student Collaboration	_____	_____
C. Peer Tutoring/Teaching	_____	_____
D. Seminar instruction	_____	_____
E. Direct teaching	_____	_____
F. Lecture	_____	_____
G. Project-based learning	_____	_____
H. Internships	_____	_____
I. Service learning	_____	_____
J. Interdisciplinary learning	_____	_____

K. Thematic/integrated learning _____ _____
L. Integrated arts learning _____ _____
M. Social/emotional learning _____ _____
N. Team teaching/synchronous collaboration
_____ _____
O. Student presentations _____ _____
P. Internet-based research _____ _____
Q. Blended learning/flipped classroom
_____ _____
R. Distance learning _____ _____
S. Technology with mobile devices _____ _____
T. Technology with desktop devices _____ _____
U. Other _____ _____

Workshop participants completed the challenge as homework. (There were 40 attendees and 12 homework responses.) Here are the ranking results and comments:

EARLY CHILD + ELEMENTARY
Early Child – 2 respondents
Top Five

A. Independent Study — Cited 1 time
B. Student Collaboration — Cited 1 time
Effective/21st C workplace
J. Interdisciplinary learning — Cited 2 times
Effective
K. Thematic/integrated learning — Cited 2 times
Effective
L. Integrated arts learn — Cited 1 time
Effective
M. Social/emotional learning — Cited 1 time
Effective

Bottom Three

D. Seminar instruction — Cited 2 times
Not effective modality-PK-2
F. Lecture — Cited 1 time
Not effective modality
R. Distance Learning — Cited 1 time
Not relevant to K-2

Grades 3-5 – 1 respondent
Top Five

B. Student Collaboration — Cited 1 time
D. Direct Teaching — Cited 1 time
F. Project-Based Learning — Cited 1 time
O. Blended Learning/Flipped Classroom — Cited 1 time
R. Technology with Mobile Devices — Cited 1 time

Bottom Three

C. Seminar Instruction — Cited 1 time
E. Lecture — Cited 1 time
Q. Distance Learning — Cited 1 time

MIDDLE SCHOOL – 1 respondent
Top Five

G. Project-based learning — Cited 1 time
L. Integrated arts learning — Cited 1 time
N. Team teaching/synchronous collaboration — Cited 1 time

Bottom Three

D. Seminar instruction — Cited 1 time
E. Direct Teaching — Cited 1 time
F. Lecture — Cited 1 time

HIGH SCHOOL – 1 Respondent
Top Five

B. Student Collaboration — Cited 1 time
Maximized engagement
G. Project-Based Learning — Cited 1 time
Real-world applications – higher learning
S. Technology with Mobile Devices — Cited 1 time
Supports P-BL and 21st century learning

Bottom Three

T. Technology with Desktop Devices — Cited 1 time
Limiting

K-12 – 10 Respondents
Top Five

A. Independent Study Cited 1 time
Gives ability to take on a lot of responsibility
B. Student Collaboration Cited 6 times
Prepares students for the real-life working world; 21st century skill
C. Peer Tutoring/Teaching Cited 3 time
Students take more ownership
E. Direct Teaching Cited 1 time
G. Project-Based Learning Cited 9 times
Great, as students learn by doing
H. Internships Cited 5 times
Helps to identify what career a student may or may not want to pursue; Gives students a realistic toe-dipping
J. Interdisciplinary learning Cited 6 times
Nothing happens in a vacuum; Allows people to connect the skills used and the concepts learned
L. Integrated arts learning Cited 2 times
M. Social/emotional learning Cited 1 time
N. Team teaching/synchronous collaboration
Cited 3 times

O. Student presentations Cited 2 time
Prepares for group speaking in future
Q. Blended Learning/Flipped Classroom Cited 7 times
Lets students think "outside the box"; Allows context experts to work more with students in their practice
S. Technology with Mobile Devices Cited 5 times
Critical to have the latest in technology; Build adaptability and flexibility

Bottom Three

A. Independent Study Cited 2 times
C. Peer Tutoring/Teaching Cited 2 times
Those in the "tutee" status may resent learning from a peer
D. Seminar instruction Cited 3 times
E. Direct Teaching Cited 1 time
F. Lecture Cited 10 times
Too outdated; Everyone gets bored; power is completely 1-sided; Least effective
P. Internet-based research Cited 3 times
Internet is very valuable + updated but this freedom can be problematic; Incorporate this in the other approaches
R. Distance learning Cited 5 times
Creates too much disassociation between student and topic at hand
T. Technology with Desktop Devices Cited 5 times
Not hip with what's current; Moving away from this format

21st Century Schools

Innovative Schools for Changing Times
East Longmeadow Public Schools

Frank Locker PhD
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A Short History of American Public Schools

100 YEARS AGO

75 YEARS AGO

50 YEARS AGO TODAY

A Short Future of American Public Schools

TODAY

TODAY

TODAY TODAY

21st Century Learning

20th CENTURY TEACHER CENTERED	21st CENTURY STUDENT CENTERED
•Focus on teaching efficiency	•Focus on learning effectiveness
•Producing workers for an industrial age	•Producing citizens for a post-industrial age
•Content knowledge	•Relationships + skills
•"Broadcast" teaching	•Personalized learning
•Students work alone	•Cooperative learning
•Content is abstracted	•Content is relevant
•Teacher is holder of knowledge	•Teacher is a guide
•Teacher works alone	•Teacher collaboration + teams
•Subjects taught separately	•Integrated/interdisciplinary learning
•Mostly direct instruction + papers	•Problem-based/project-based learning

21st Century Learning

20th CENTURY TEACHER CENTERED	21st CENTURY STUDENT CENTERED
•Tests	•Authentic evaluations
•Content is abstracted from world outside	•Real world connections; School relies on outside experts
•Memorization	•Critical thinking skills
•Electives	•Themed leaning, academies
•Circumstance	•Choice
•Tradition-based	•Research-based
•One model of teaching	•Many models of teaching
•Few ways to learn	•Many ways to learn

Informing 21st Century Learning

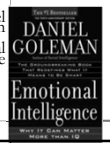
Thomas Friedman
World is Flat

Thomas Friedman
Hot, Flat + Crowded

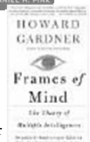
Daniel Pink
A Whole New Mind

Wired Magazine

Daniel Goleman
Emotional Intelligence



Howard Gardner
Frames of Mind

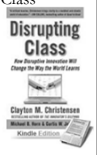


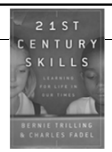
Matthew Crawford
Shop Class as

Informing 21st Century Learning

Tony Wagner
Global Achievement Gap

Clayton Christianson
Disrupting Class





Trilling + Fadel
21st Century Skills

Rigor + Relevance Handbook

21st Century Learning

STUDENT CENTERED

Virtual
Critical Thinking
Engagement
Integrated
Relationships
Creative
Collaborative
Active + Applied
Relevant
Out of School
Sharing Resources
Personalized
Interdisciplinary
21st Century Skills
Make Learning Visible
Schedule/Timetable

21st Century Learning

STUDENT CENTERED

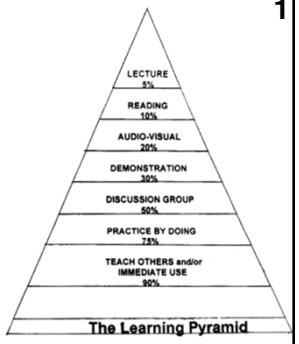
Engagement

Learning Research 1

LEARNING PYRAMID

Rate of retention of different modes of learning

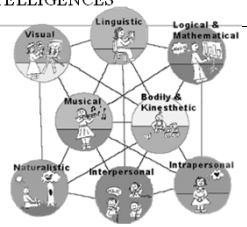
ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING



NTL Institute for Applied Behavioral Science

Learning Research 2

MULTIPLE INTELLIGENCES



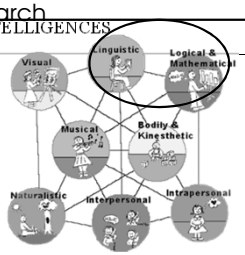
Howard Gardner

- There are eight or more intelligences
- People are strong in some, not in others
- Every student's education should engage natural strengths, so they can develop others

Darleen Fabio Graduate Student, Educational Technology,SDSU

Learning Research 2

MULTIPLE INTELLIGENCES



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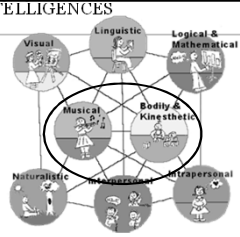
Learning Research 2

MULTIPLE INTELLIGENCES



- There are eight or more intelligences
- People are strong in some, not in others
- Every student's education should engage natural strengths, so they can develop others

Darleen Fabio Graduate Student, Educational Technology,SDSU

Learning Research 3

INTEGRATED ARTS

Core learning goes up when arts are integrated in core classrooms, especially for English language learners

"Give me a classroom big enough to dance in."

Frank Locker Educational Planning

Learning Research 4

ENVIRONMENTAL SCIENCES/SUSTAINABLE LIVING

Environmental sciences schools have higher levels of parental contact than typical schools…

…And great math scores

Theodore Judah ES, Sacramento, CA

Barnes Sustainable Living ES, Burlington, VT
Frank Locker Educational Planning

Learning Research 5

RELATIONSHIPS

MAGIC OF 150

Dunbar's Number

The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person.

150 is really 100 to 225

GOOGLE THE
"MAGIC OF 150"

Defining 21st Century Learning 5

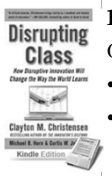
RELATIONSHIPS: ADVISOR/ADVISEE PROGRAMS

- 9th : Transition into HS
- 10Th: Portfolio
- 11Th: Life After HS
- 12th : Senior Project

Poland Regional High School

Defining 21st Century Learning 6

VIRTUAL LEARNING



DISRUPTING CLASS

Clayton Christensen

- By 2014, 25% of HS courses will be on line
- By 2019, 50% of HS courses will be on line

Defining 21st Century Learning

6

BLENDED LEARNING; FLIP THE CLASSROOM

Defining 21st Century Learning

6

BLENDED LEARNING; FLIP THE CLASSROOM

Learning Research

7

PROJECT BASED LEARNING

There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision making.

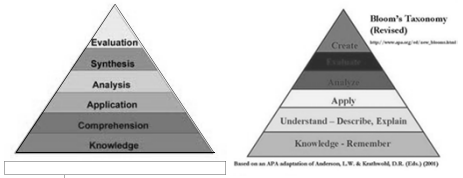
There is some evidence that PBL, in comparison to other instructional methods, has value for enhancing the quality of students' learning in subject matter areas, leading to the tentative claim that learning higher-level cognitive skills via PBL is associated with increased capability on the part of students for applying that learning in novel, problem solving contexts.

A REVIEW OF RESEARCH ON PROJECT-BASED LEARNING John W. Thomas, Ph. D, 2000

Learning Research

8

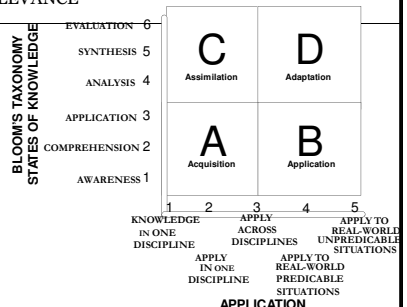
BLOOMS TAXONOMY



Learning Research

9

RIGOR + RELEVANCE



Source: International Center for Leadership in Education WWW.LeaderEd.com

Learning Research

9

RIGOR + RELEVANCE

Elementary School

A Acquisition

- Put words together in sentence format
- Memorize multiplication tables
- Demonstrate phases of the moon
- Memorize names, locations, and capital cities of U.S. states

D Adaptation

- Publish a brochure
- Collect data on an event and compare it to expected results, such as the number of faulty parts manufactured
- Design a candy dispenser that works without gravity
- Research a location in the U.S. and explain why it is a good place to live

International Center for Leadership in Education WWW.LeaderEd.com

Learning Research 9

RIGOR + RELEVANCE

Middle School

A Acquisition

- View an historical video and answer factual questions.
- Calculate volume of regular solids
- Construct models of molecules using toothpicks, marshmallows, and gumdrops.
- Look up the definition of the "word of the day."

D Adaptation

- Analyze and debate the role of advertising in school
- Hold a competition to determine when using a calculator or doing mental math is most efficient.
- Collect data and make recommendations to address a community environmental issue.
- Create a Bill of Rights for your school or classroom.

Source: International Center for Leadership in Education WWW.LeaderEd.com

Learning Research 9

RIGOR + RELEVANCE

High School

A Acquisition

- Write an essay on an historical topic
- Solve and graph linear equations
- Memorize elements in Periodic Table
- Research key aspects of the state constitution

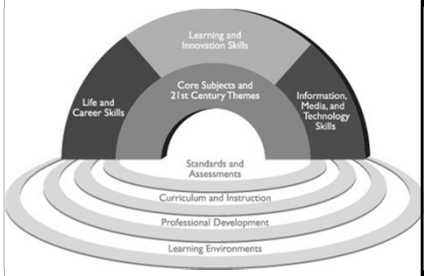
D Adaptation

- Develop guidelines for publishing content on Internet pages
- Create formulas to predict changes in stock market values
- Design and construct a robot
- Analyze a school/community problem, suggest a solution, and prepare a plan to solve it.

Source: International Center for Leadership in Education WWW.LeaderEd.com

Learning Research 10

PARTNERSHIP FOR 21ST CENTURY SKILLS



Partnership for 21st Century Skills

Partnership for 21st Century Skills 10

CORE ACADEMIC AREAS

- English/Reading
- World Languages
- The Arts
- Mathematics
- Science
- Geography
- History
- Government/Civics

Still matter a great deal but are no longer sufficient

Charles Fadel: Deep Dives in the 21st Century Curriculum

Partnership for 21st Century Skills 10

21ST CENTURY THEMES

- Global Awareness
- Financial, Economic, Business + Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Multi-Disciplinary

Weave through content areas

Charles Fadel: Deep Dives in the 21st Century Curriculum

Partnership for 21st Century Skills 10

CORE ACADEMIC AREAS

- English/Reading
- World Languages
- The Arts
- Mathematics
- Science
- Geography
- History
- Government/Civics

21ST CENTURY THEMES

- Global Awareness
- Financial, Economic, Business + Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Global Awareness =
Geography + Languages + History + Sociology + Music + Art

Charles Fadel: Deep Dives in the 21st Century Curriculum

Partnership for 21st Century Skills

10

21ST CENTURY SKILLS

LEARNING + INNOVATION SKILLS
- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration

INFORMATION, MEDIA + TECHNOLOGY SKILLS
- Information Literacy
- Media Literacy
- ICT (Information, Communication + Technology) Literacy

LIFE + CAREER SKILLS
- Flexibility + adaptability
- Initiative + self direction
- Social + cross-cultural skills
- Productivity + accountability
- Leadership + responsibility

Partnership for 21st Century Skills

Partnership for 21st Century Skills

10

THE FOUR "Cs"

- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration

Partnership for 21st Century Skills

Africa Discovery

7

MANCHESTER, MA, MEMORIAL SCHOOL

21st Century Skills in Action: Manchester Memorial School, Gr. 6

A social studies unit on Africa was used to teach global awareness, technology skills, music and art at this Manchester-Essex school. Each student chose an African country to study in depth, did their research online, created their final projects using Powerpoint and presented them using SMART Boards. While this project was ongoing, students discussed and constructed African masks in art class, and learned about and practiced African drumming in Music class. More on this program: http://www.doe.mass.edu/edtech/practices/manchester/intro.htm.

21st century skills used in this project: global awareness, creativity, technology, collaboration, communication, problem solving

Massachusetts Dept Education 21st Century Skills Task Force

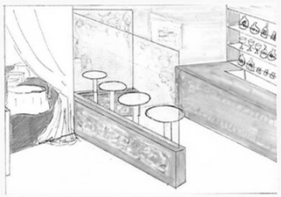
Defining 21st Century Learning

7

MASSACHUSETTS DEPT OF EDUCATION

21st Century Skills in Action: Arlington High School, Gr. 11

Honors French students were divided into small groups and asked to **create a restaurant in France**. Students used the Internet to research real estate listings, learned about the Euro to consider price options, selected a financial planning method based on interest rates and incentive programs, and used professional software to create a business and marketing plan aimed at their target clientele. Once the plans were complete students developed and priced their menus, sketched out the interior design and used architectural software to lay out the furniture. The project ended with oral presentations done in both English and French. Local restaurant designers and architects were invited in to hear the English presentations. The project lasted the entire year, and was conducted entirely in French.

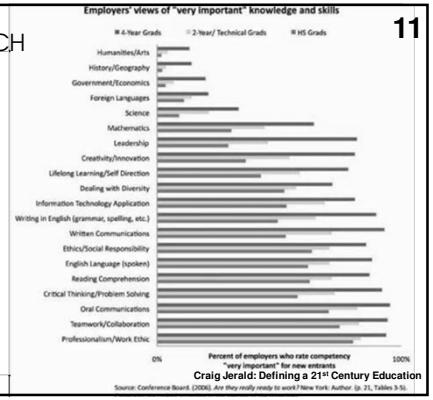


More on this project: http://www.doe.mass.edu/edtech/practices/arl/intro.htm.

21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.

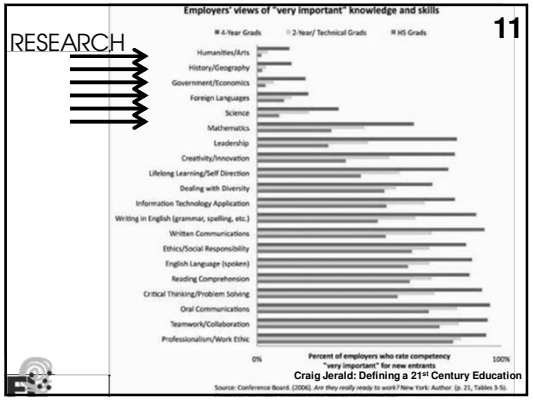
RESEARCH

11



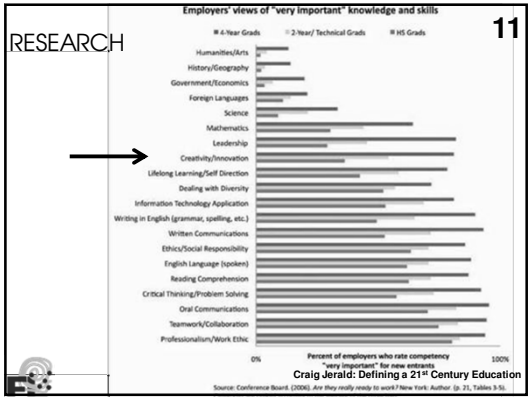
RESEARCH

11



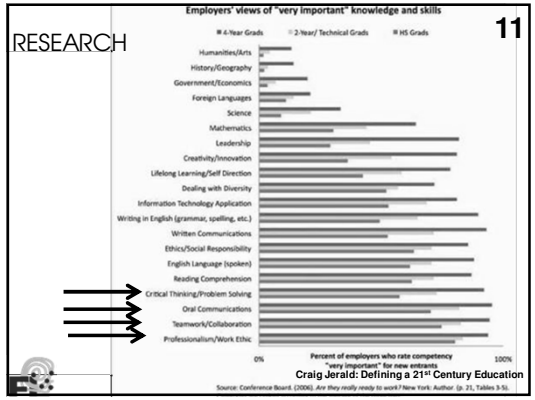
RESEARCH

11



RESEARCH

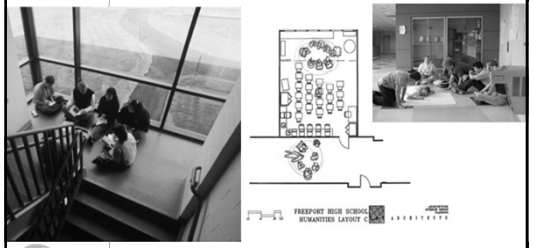
11



21st Century Schools

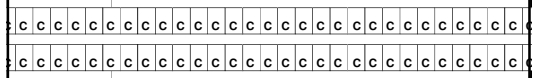
NEW CLASSROOM CONCEPTS

- What is and where is a classroom?



20th Century Schools

20th Century Schools

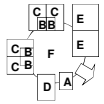


CURRICULUM DELIVERED BY INDIVIDUAL TEACHERS IN ISOLATED SETTINGS

21st Century Schools

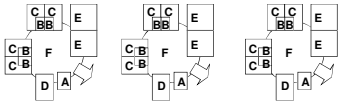
12

THE TIPPLING POINT IS WHEN TEACHERS WORK TOGETHER



INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN A RELATIONSHIP-BASED SETTING

21st Century Schools 12

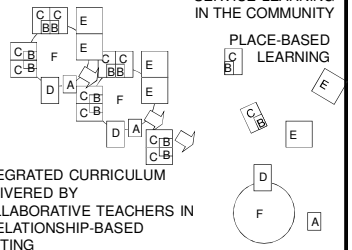


INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

21st Century Schools 12

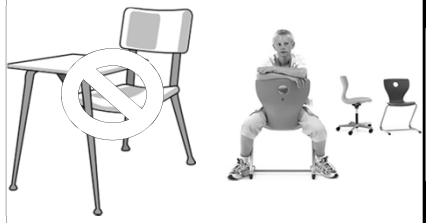
INTERNSHIPS +
SERVICE LEARNING
IN THE COMMUNITY

PLACE-BASED
LEARNING



INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

20th + 21st Century Furniture 13

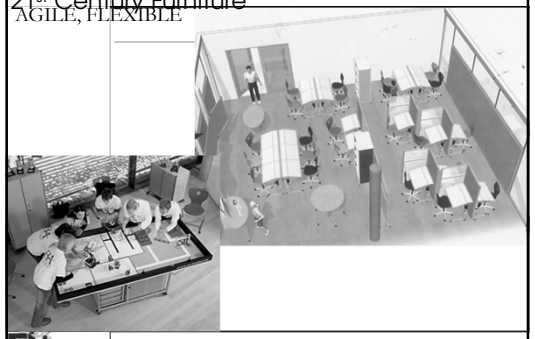


21st Century Furniture 13
COLLABORATION

VS Furniture

21st Century Furniture 13

21st Century Furniture 13
AGILE, FLEXIBLE

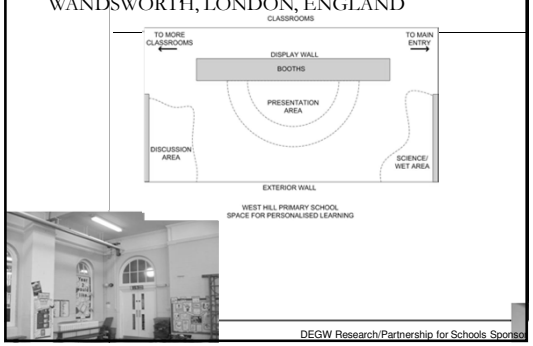


VS Furniture

14

West Hill Primary School

WANDSWORTH, LONDON, ENGLAND

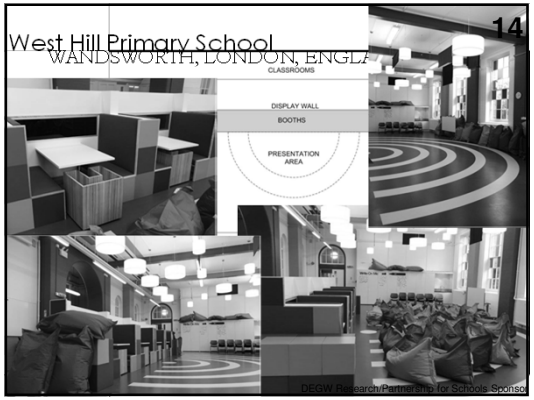


DEGW Research/Partnership for Schools Sponso

14

West Hill Primary School

WANDSWORTH, LONDON, ENGLA



DEGW Research/Partnership for Schools Sponso

14

21st Century Learning Spaces

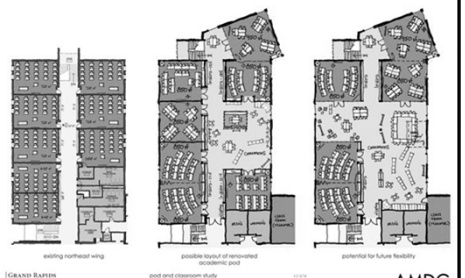
SLATE MAGAZINE CLASSROOM OF THE FUTURE

Greg Stack NER Architects

14

21st Century Learning Spaces

MULTIPLE LEARNING MODALITIES



Grand Rapids Christian High School, Frank Locker Educational Planning/ AMDG Architects

14

21st Century Learning Spaces

LEARNING IS A SOCIAL ACTIVITY

High Tech High, David Stephen, Designer

14

21st Century Learning Spaces

MAKE LEARNING VISIBLE

Leigh Academy, Building Design Partnership

14

21st Century Learning Spaces

STUDIOS NOT CLASSROOMS

14

21st Century Learning Spaces

WORKSPACES FOR DEEP STUDY

14

21st Century Learning Spaces

MAKE LEARNING VISIBLE

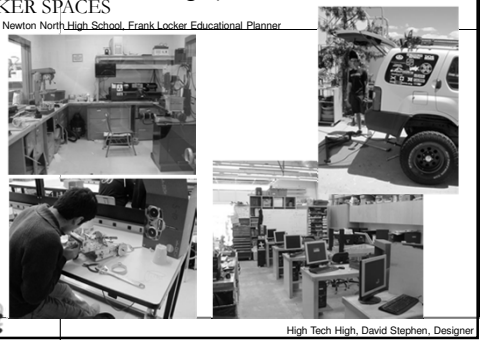
High Tech High, David Stephen, Designer

14

21st Century Learning Spaces

MAKER SPACES

Newton North High School, Frank Locker Educational Planner



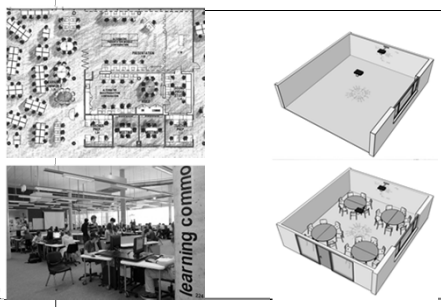
High Tech High, David Stephen, Designer

14

21st Century Learning Spaces

MELBOURNE, AU

DARTMOUTH, UK



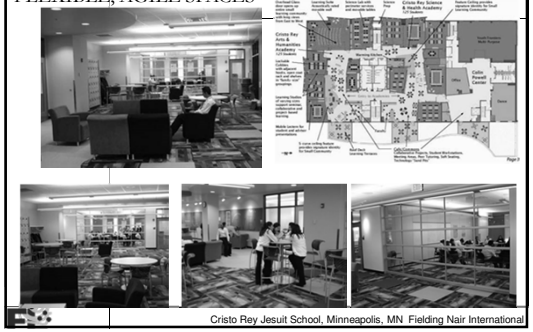
Woods Bagott Architects

Kilworth Edunova

14

21st Century Learning Spaces

FLEXIBLE, AGILE SPACES



Cristo Rey Jesuit School, Minneapolis, MN Fielding Nair International

15

21st Century Learning Spaces

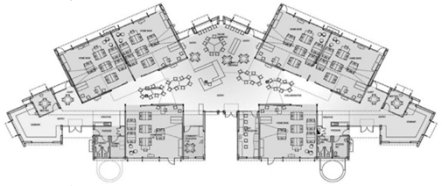
RM REAL CENTRE UK, USA, AUSTRALIA

RMeducation

16

End of the Library as We Know it Today

VICTORIA, AUSTRALIA DEPT EDUCATION



16

Gaudet Middle School

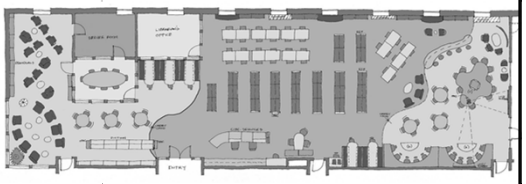
MIDDLETOWN, RI

16

Gaudet Middle School

MIDDLETOWN, RI

- Internet café
- Amoeba seating
- Café "booths"
- Shelving for sitting in

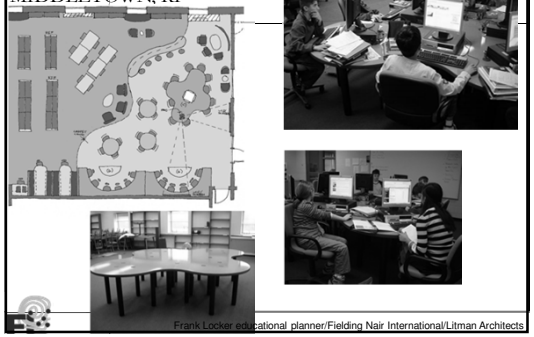


Frank Locker educational planner/Fielding Nair International/Litman Architects

16

Gaudet Middle School

MIDDLETOWN, RI



Frank Locker educational planner/Fielding Nair International/Litman Architects

17

Cedar Springs MS

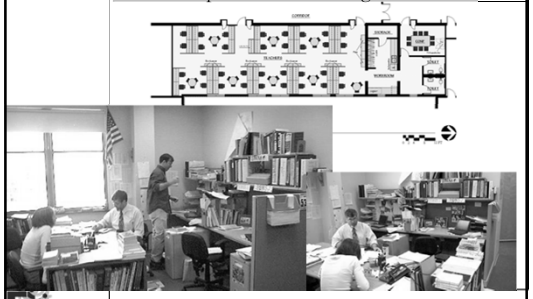
CEDAR SPRINGS, MI

Frank Locker DeJONG Educational Planners BetaDesign Architects

Oxford Hills Comprehensive High School 17

SOUTH PARIS, ME

Relationships: Teacher Planning Centers

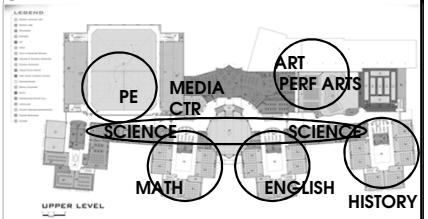


Frank Locker/PDT Architects

Flexible Platform for Change 18

GLACIER HS, KALISPELL, MT

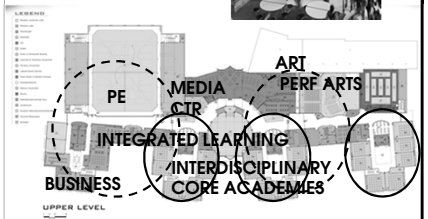
- Agile organizational planning
- 21st Century Skills
- Small Learning Communities
- College articulation



Frank Locker educational planner (DeJONG) CTA Architects

Flexible Platform for Change 18

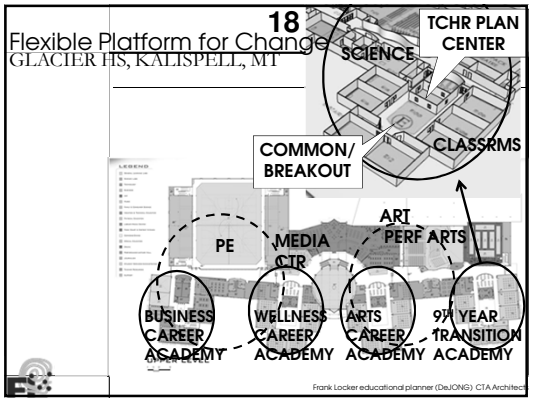
GLACIER HS, KALISPELL, MT



Frank Locker educational planner (DeJONG) CTA Architects

Flexible Platform for Change 18

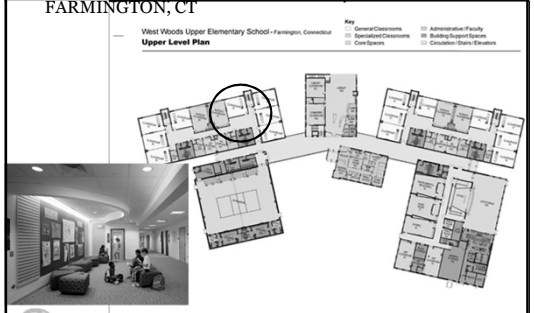
GLACIER HS, KALISPELL, MT



Frank Locker educational planner (DeJONG) CTA Architects

West Woods Upper Elementary 19

FARMINGTON, CT

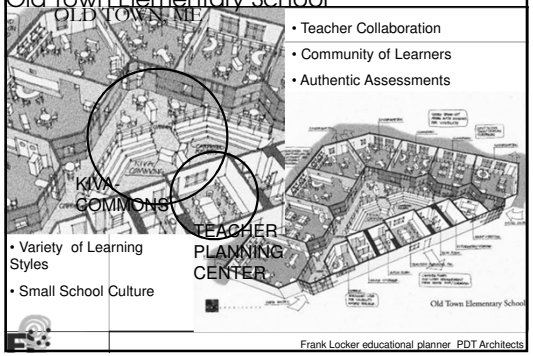


JCJ Architects

Old Town Elementary School 19

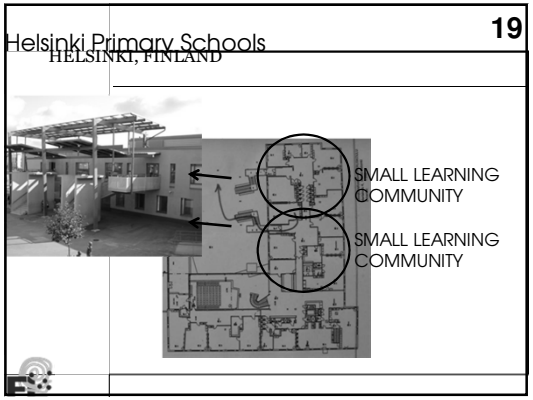
OLD TOWN, ME

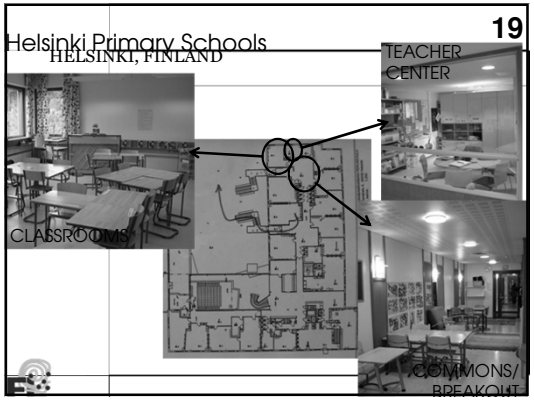
- Teacher Collaboration
- Community of Learners
- Authentic Assessments

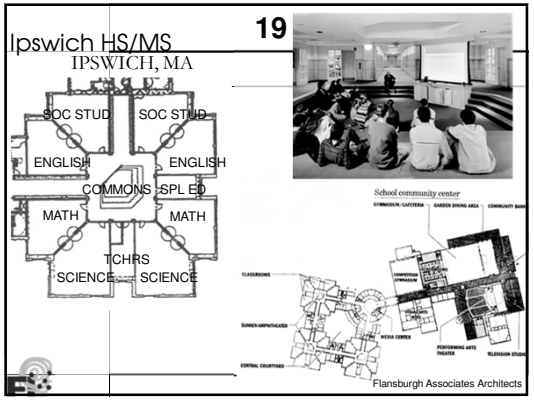


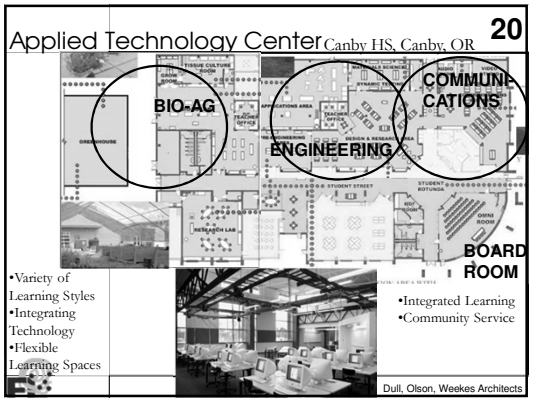
- Variety of Learning Styles
- Small School Culture

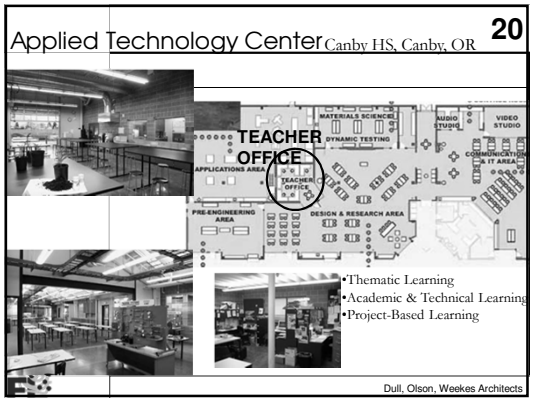
Frank Locker educational planner PDT Architects

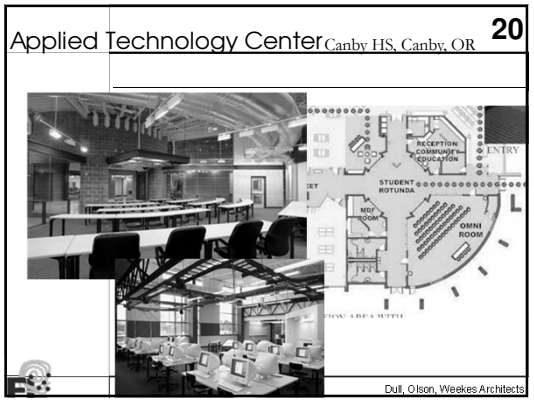

Helsinki Primary Schools
19
HELSINKI, FINLAND
SMALL LEARNING COMMUNITY
SMALL LEARNING COMMUNITY


Helsinki Primary Schools
19
HELSINKI, FINLAND
TEACHER CENTER
CLASSROOMS
COMMONS/ BREAKOUT


Ipswich HS/MS
19
IPSWICH, MA
SOC STUD
SOC STUD
ENGLISH
ENGLISH
COMMONS
SPL ED
MATH
MATH
TCHRS
SCIENCE
SCIENCE
School community center
Flansburgh Associates Architects


Applied Technology Center
Canby HS, Canby, OR
20
BIO-AG
ENGINEERING
COMMUNI CATIONS
BOARD ROOM
•Variety of Learning Styles
•Integrating Technology
•Flexible Learning Spaces
•Integrated Learning
•Community Service
Dull, Olson, Weekes Architects


Applied Technology Center
Canby HS, Canby, OR
20
TEACHER OFFICE
•Thematic Learning
•Academic & Technical Learning
•Project-Based Learning
Dull, Olson, Weekes Architects

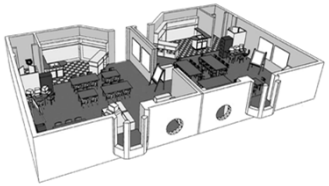

Applied Technology Center
Canby HS, Canby, OR
20
Dull, Olson, Weekes Architects

Blue Point School

21

SCARBOROUGH, ME

K-2 MULTI-AGE CLASSROOMS



"How can we teach children collaboration if every adult they see in the building is working alone?"

PDT Architects

Middletown Public Schools

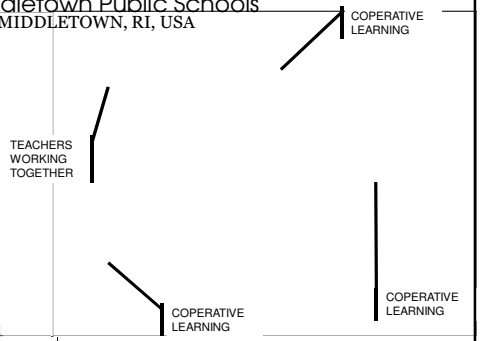
21

MIDDLETOWN, RI, USA

Middletown Public Schools

21

MIDDLETOWN, RI, USA



Forest Avenue School K-2 Center

21

MIDDLETOWN, RI

Frank Locker/Fielding Nair International Educational Planners Litman Architects

Forest Avenue School K-2 Centre

21

MIDDLETOWN, RI, USA

Teacher Teams, Multi-Age, Flexible Student Groups

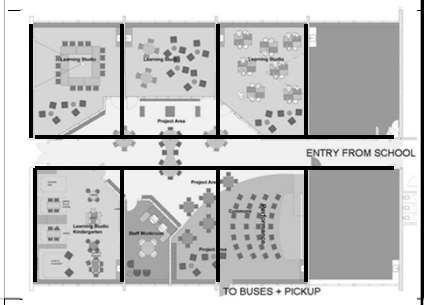
Frank Locker/Fielding Nair International Educational Planners Litman Architects

Forest Avenue School K-2 Centre

21

MIDDLETOWN, RI, USA

Teacher Teams, Multi-Age, Flexible Student Groups



Frank Locker/Fielding Nair International Educational Planners Litman Architects

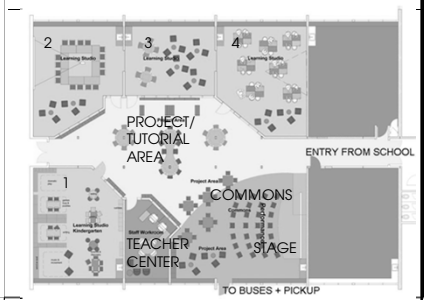
Forest Avenue School K-2 Centre

21

MIDDLETOWN, RI, USA

Teacher Teams, Multi-Age, Flexible Student Groups

4 Core Teachers + 2 Spl Ed Teachers + Specialists with 85 Students



Frank Locker/Fielding Nair International Educational Planners Litman Architects

Forest Avenue School K-2 Centre

21

MIDDLETOWN, RI, USA

Nair International Educational Planners Litman Architects

Forest Avenue School K-2 Centre

21

MIDDLETOWN, RI, USA

Frank Locker/Fielding Nair International Educational Planners Litman Architects

New Tech High New Tech Network

21

EDUCATIONAL ATTRIBUTES

- 21st Century Skills
- Standardized testing scores significantly higher than comparative schools
- High university acceptance/attendance: 89%
- 1.5X national average university graduation rate: 80%
- 2X national university enrollment in science + math: 40%

NTD Architects

New Tech High

21

LEARNING RESULTS

CALIFORNIA STANDARDS TEST SCORES 2009

English-Language Arts	9th	10th	11th
NEW TECH HIGH			
•% Advanced	40%	33%	35%
•% Proficient	32%	34%	32%
ALL COUNTY SCHOOLS			
•% Advanced	26%	21%	20%
•% Proficient	32%	27%	23%
ALL CALIFORNIA SCHOOLS			
•% Advanced	23%	19%	18%
•% Proficient	27%	25%	22%

California Standardized Testing + Reporting (STAR) www.star.cde.ca.gov/star_2009

New Tech High New Tech Network

21

SCHOOL ORGANISATION

- Year levels 9-12
- **400 students per school maximum**
- Integrated, interdisciplinary teaching
- 100% project-based learning
- Teacher teams (2 or 3 teachers, synchronous)
- Collaborative learning (2 to 4 student teams)
- Double block periods: 180 minutes
- 12 credits (1/2 year) university courses before graduation
- Internships
- Student generated senior project
- 1:1 computers since 1996
- **Enroll in university classes**

New Tech High
New Tech Network

21

WHAT ARE STUDENTS EVALUATED ON?
MEASURED

- Critical thinking
- Collaboration
- Oral communication
- Written communication
- Technology literacy
- Citizenship and ethics
- Career preparation
- **Core subject mastery**

NOT MEASURED

- Creativity

New Tech High
New Tech Network

21

INTERDISCIPLINARY/INTEGRATED TEACHING

- Geography + Language Arts
- Computer Applications + Science
- Biology + Literature
- Math + Environmental Science
- Computer Apps + Language Arts
- Political Studies (Language Arts + Government + Economics)
- Math + Engineering
- Technology + Math
- Communication Studies (Lang Arts + Drama)
- Global Studies (Lang Arts + World History)
- American Studies (Language Arts + US History)
- Bio-Fitness (Biology + Health + PE)
- Spatial Studies (Digital Media + Geometry)

Taught by 2 teacher teams in 180 minute classes

New Tech High
New Tech Network

21

PROJECT BASED LEARNING

- Initiated with an event
- Open-ended, essential question
- Interdisciplinary learning
- Teacher project preparation and student execution guided by rubrics
- Students work in teams
- Outside experts for initiation, check-in, and final review
- Projects create the "need to know"
- Supported by:
  - Direct teaching
  - Small group discussions
  - Homework
- Authentic evaluations
- Reflection afterward

New Tech High
New Tech Network

21

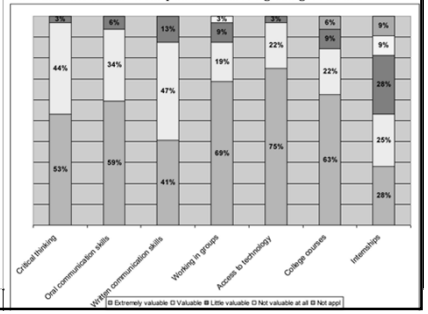
SAMPLE PROJECTS

- Solar Energy
  - Students research heat transfer and energy transformations to design a device that would capture the sun's energy and convert it into useful energy for cooking.
- Down to Earth
  - Students investigate satellite orbits in order to determine the arc a satellite signal would cover, and use this information to find the number of satellites needed to cover the circumference of the Earth
- Iron Chef
  - Students discover how the logic of chemical stoichiometry can be used every day in the kitchen

New Tech Network LEARNING RESULTS

21

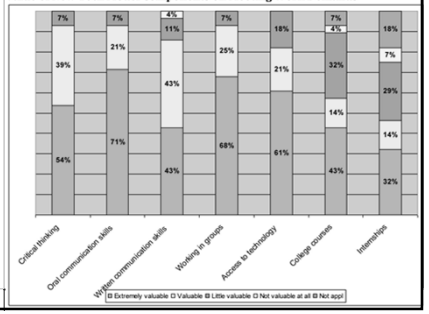
New Tech Alumni Survey
Value of New Tech Model Components on Meeting College Demands

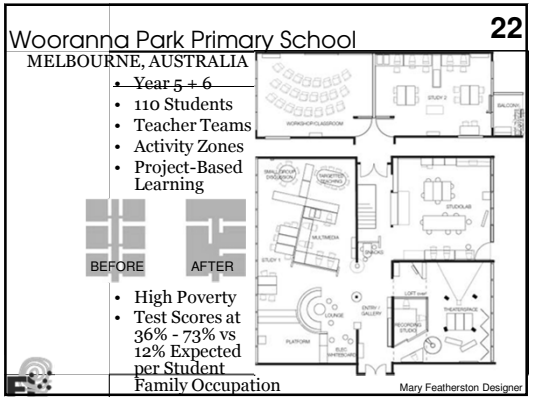


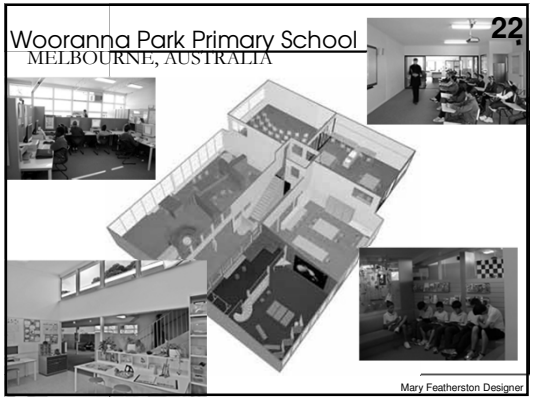
New Tech Network LEARNING RESULTS

21

New Tech Alumni Survey
Value of New Tech Model Components on Meeting Work Demands




Wooranna Park Primary School
22
MELBOURNE, AUSTRALIA
• Year 5 + 6
• 110 Students
• Teacher Teams
• Activity Zones
• Project-Based Learning
BEFORE
AFTER
• High Poverty
• Test Scores at 36% - 73% vs 12% Expected per Student
Family Occupation
Mary Featherston Designer


Wooranna Park Primary School
22
MELBOURNE, AUSTRALIA
Mary Featherston Designer


Wooranna Park Primary School
22
MELBOURNE, AUSTRALIA
Mary Featherston Designer

APPENDIX 4

MEETING MINUTES

SMMA
in association with
MARGO JONES Architects INCORPORATED

Project:	East Longmeadow Public Schools Facility Study	Project No.:	13007
Prepared by:	Lorraine Finnegan/Helen Fantini	Meeting Date:	01/23/2013
Re:	Kick Off Meeting	Meeting No:	01
Distribution:	Attendees (MF)		

Attendees: See item 1 below

Item #	Action	Discussion
1.01	Record	**Introduction/Roles** Gordon Smith, Superintendent of Schools Theresa Olejarz, Assistant Superintendent Greg Thompson, School Committee Bruce Fenney, Building Facilities Manager, DPW Dan Hellyer, Building Commissioner Joanne Welch, Director of Student Services Valerie Annear, Director of Instruction & Curriculum Gina Flanagan, Principal, East Longmeadow High School Ryan Kelly, Assistant Principal, East Longmeadow High School Kathleen Hill, Principal, Birchland Park Middle School Paul Plummer, Assistant Principal, Birchland Park Middle School Michael Fredette, Principal, Mapleshade Elementary School Elaine Santaniello, Principal, Mountain View Elementary School Lisa Dakin, Principal, Meadow Brook Elementary School Holly Martin, Assistant Principal, Meadow Brook Elementary School Philip Poinelli, Principal-in-Charge & Educational Planner, SMMA Lorraine Finnegan, Project Manager, SMMA Margo Jones, Principal, Margo Jones Architects Helen Fantini, Project Architect, Margo Jones Architects

1.02	Record	**Project Scope** Phil Poinelli introduced the project team and discussed the scope of the project, noting that the facilities study will encompass short term needs and long term goals. Understanding that all of the buildings must be "safe, warm and dry," the facility assessment with look at building code and accessibility issues along with those of comfort and safety. Aspects of 21st century learning will be considered. Both Phil and Lorraine emphasized the importance of community engagement throughout this process. Phil offered to provide a Learning Style Survey to the principals and leadership team. Phil distributed a handout depicting the shift in thinking about educational delivery.
1.03	SMMA	**Populations Projections** Phil Poinelli stated that enrollment projections will be obtained from NESDC.
1.04	Record	**Principals** Each of the principals was asked to briefly list issues of concern for their schools, with an emphasis on how the buildings prevent them from doing what they would like to do: *East Longmeadow High School (Gina Flanagan and Ryan Kelly):* • Building has a "traditional" layout, including hallways that are too narrow, resulting in congestion • Would like to see more "pockets of learning" • Student and faculty collaboration is hampered by lack of appropriate spaces and furniture. More interdisciplinary instruction is desired than what currently occurs • General upkeep of the school has been good • Library location on the 2nd floor is too remote. It needs to be more interactive with meeting space for both students and staff • Like the open campus • Auditorium is outdated • Staff meeting space is needed

- Girls' pool locker room is in need of updating
- WiFi bandwidth issues shuts down the PC lab
- District is committed to expanding technology
- Electrical capacity of the building is not sufficient
- Building has old pneumatic control system
- School has a "bring your own device" policy
- Guidance wing could be larger, with space to accommodate technology
- Collaborative furniture is desired
- Currently, there is not space for programs like fashion design
- The high school is currently department based
- The school operates on a block schedule

Birchland Park Middle School (Kathleen Hill):

- Built in 2000, the school was configured with 5-classroom clusters to foster team-based learning
- This principal was involved in the design process and is satisfied with the results
- Lacking common gathering space for each of the teams
- Technology capacity needs to be increased
- Electrical panels are maxed out
- Desire for 1:1 technology environment
- The school was designed to accommodate an additional floor if the need

arose

Mapleshade Elementary (Michael Fredette):

- Layout of the classrooms in 2 wings makes the school feel "segregated" and does not foster collaboration
- Infrastructure of the school needs updating
- Library is too small without capacity for media
- The school has a literature-based program
- A modular pull-out reading room has been built in the lobby
- Literacy closet is not connected to the library, but is on the stage
- Stage is used for storage; in general, there is insufficient building storage
- PE storage closet not useable given ducts and piping
- New laminate gym floor does not function well
- Music and art share a space
- Computer lab is outdated, and school would prefer this instruction to take place in the classroom
- No collaboration space
- Staff room too small for professional development activities
- Collaborative furniture is needed
- No science room or storage for science kits
- No conference space for parent meetings; meetings occur in a closet
- Insufficient SPED space

- Gifted and Talented teacher's office is a closet
- School offers before and after school programs

Mountain View Elementary (Elaine Santaniello):

- There is no conference space; professional development occurs in cafeteria
- Library is too small
- Insufficient storage; the stage is used
- ASD (Autism Spectrum Disorder) program is in this building; there is not enough space for it
- Not enough space during MCAS for students needing special accommodations
- 2 SPED teachers must share class space
- Ceiling-mounted projectors are needed for the Mimio system
- Playground equipment is outdated
- Modulars are outdated
- Heating issues in this building
- School has a PC lab, but would love a 1:1 technology environment

Meadow Brook Elementary (Lisa Dakin & Holly Martin)

- Same floor plan as Mountain View but has a higher enrollment
- School uses 4 modular classrooms that are outdated
- School has a balanced literacy program
- Professional development is moving to a workshop model; there is not enough space for collaboration

- Would like to have conference space in each wing of the building
- Not enough adult furniture in the building causes discomfort
- PT takes place in the cafeteria
- Technology capacity is insufficient
- No central air in this school which is used for year-round programs
- Would like to have furniture conducive for collaboration, including round cafeteria tables
- Bathrooms are needed between classrooms in the 2nd grade wing
- Literacy closets are needed in all wings of the building
- Need more natural light
- Library is too small and not media conducive
- Hallway flooring requires replacement
- Concerned about the amount of glass in the gym
- Unsafe playground and not accessible
- Main office does not have visual connection to the entrance
- Would like an additional keycard entrance for teachers near parking area
- Building has a computer lab, but would prefer a 1:1 technology scheme
- Location of art, gym and music is too far from classrooms; it takes too long to get the children to these rooms
- Would like more interactive reading spaces; “coming to the rug”
- No outdoor learning; would like to incorporate
- Insufficient parking to accommodate parent volunteers

Director of Student Services, Joanne Welch :

- Space constraints limit the services the District would like to provide for the community
- The District provides services for community members ages 3-22, including walk-ins and an integrated pre-school
- 16% of the student population has an IEP
- A lift is needed to safely transport severely disabled students
- Treatment spaces are needed in all of the buildings
- Assessment spaces are needed
- Meeting spaces are needed
- Handicap accessibility is a general concern through the buildings
- Need sufficient structure for equipment like swings
- A life skills program is needed; currently the district does not have one
- Would like to expand social and emotional treatment and currently there is not enough space
- District is part of the Lower Pioneer Valley Educational Collaborative (LPVEC)
- District would offer more summer programs if buildings were air conditioned
- Playgrounds need to be accessible
- Generally, all of the health rooms are too small
- ELL services are needed at all levels (28 languages spoken within the District)
- Paraprofessionals do not have adequate meeting space
- Willy Ross School for the Deaf has space in 3 of the District's buildings

		• More parking needed for aids and parent volunteers *<u>Building Commissioner, Dan Hellyer:</u>* • Concerned with instruction occurring in hallways • Town is working on an ADA transition plan and pursuing a grant • A lighting retrofit project by Horizon Solutions is underway for all of the schools. Mapleshade and the middle school are done. • Motion and infrared sensors are being installed in all schools
1.05	Record	**<u>Additional Issues</u>** • The District does not have school choice students, and very few East Longmeadow students have 'choiced out' of the District. Nearby districts of Longmeadow and Minnechaug are both building new high schools. • The concept of a single elementary school serving grades 3-5 was discussed. The District does not wish to consider this option at this time. • The Town does have a Green Committee. Bruce expressed maintenance concerns with solar panels and noted that all school roofs need replacement. Lorraine suggested that all issues must be considered as the Town continues its energy upgrades; the need for natural light in instructional spaces must be looked at along with light fixture replacement. • The District has been working with the LPVEC on the technology issue. Currently, the schools are served by both the Town's IT department as well as DPW. Gordon indicated that the District is moving in the direction of a 1:1 technology environment, but noted the cost and training involved will are considerations. • The District does not have a class size policy. Teacher contracts refer to class sizes of 25-30 students. • Lorraine requested the following information: ○ Transportation numbers

		○ Schedule for Mountain View ○ List of capital projects for the coming years ○ One year of utility bills for all schools
1.06	Record	**Study Schedule** Meeting with principals at each of the schools will be scheduled by SMMA (middle and high schools) and Margo Jones Architects (elementary schools) in the near term. SMMA will be digitizing the plans for all schools, and establishing the database, so that building survey work can begin. The educational visioning session with Frank Locker could take place in early March.

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
in association with
MARGO JONES Architects INCORPORATED

Project:	East Longmeadow Public Schools Facility Study	Project No.: 13007/1301
Prepared by:	H. Fantini	Meeting Date: 02.27.13
Re:	Elementary Schools Principals Meeting	Meeting No: 02
Distribution:	Attendees, G. Smith, P. Poinelli, L. Finnegan	

Attendees: Elaine Santaniello, Principal, Mountain View Elementary
Lisa Dakin, Principal, and Holly Martin, Assistant Principal, Meadow Brook Elementary
Michael Fredette, Principal, Mapleshade Elementary
Margo Jones and Helen Fantini, Margo Jones Architects

Brief building tours of Mountain View, led by Elaine Santaniello, and Meadow Brook, led by Lisa Dakin and Holly Martin were conducted prior to the meeting. The meeting convened at Mapleshade. A building tour led by Michael Fredette, was conducted following this meeting. Observations made during these tours are included in item 1.10.

Item #	Action	Discussion
1.1		**Enrollments** Current enrollment information was provided by the principals as follows: Mapleshade: 320 total 3rd grade: 114 4th grade: 100 5th grade: 106 Mountain View: 303 total 3rd grade: 97 4th grade: 97 5th grade: 109 Meadow Brook: 587 total PK: 42 K: 167 1st grade: 166 2nd grade: 212 In addition, Lisa Dakin provided a sheet with enrollment data for the past 5 years as well as summer program enrollment data. Elaine and Michael stated that the 5-year data for their schools is available from Terry Olejarz. Elaine noted that the 'swing line' that determines which of the two 3-5 grade schools a child would attend was re-examined on an annual basis and based on population shifts. Families affected by a change in this line may elect

		to remain in the school, but would need to provide their own transportation. The principals speculated that new development near Mountain View may result in an increase in student population, but generally enrollments have been fairly level with a slight drop off.
1.2		**Curriculum** The principals noted that this was a time of change in pedagogical approach. The district is pursuing more student-centered, small-group, hands-on collaborative methods. A 1:1 technology ratio is a goal. The district has been implementing a balanced literacy approach over a number of years, but the principals agreed that in this last year it had received a real boost with more professional development. This model requires small "classroom libraries" as well as general storage of materials for reading specialists. Regarding science, math and social studies, Michael discussed the shift in approach from textbooks to materials. In math, sets of manipulables require storage, for example, and storage of these materials is a real issue. Facility flexibility is desired for teachers to shift from small group learning activities to whole class learning. And has been noted already, space for teacher collaboration is needed and is insufficient in all three elementary schools.
1.3		**District Strengths** • The principals cited the reading and writing workshop model as a real curriculum strength which has been supported by consistent professional development. They are seeing a shift towards more collaboration in classrooms. • The inclusive ABA (Applied Behavioral Analysis) program to help autistic students at Meadow Brook is very strong. Having all children in the district attend Meadow Brook gives them strong early support. • The partnership with the Willy Ross School for the Deaf has been very successful. There is interaction between Willy Ross students and the ELPS students at Mountain View, Birchland Park Middle School and the high school. Elaine noted that the Willy Ross School program currently occupies 2 classrooms at Mountain View with 12 students, and has done so for many years. She noted that for future planning, these 2 classrooms could by smaller.
1.4		**Areas for Improvement** • Technology in the elementary schools is not sufficient. The principals would prefer improved in-classroom technology rather than a separate computer lab. Michael also noted that many teachers require professional development for technology. • Half-day kindergarten was cited as a weakness. Given Common Core standards, having a full-day, non-tuition based kindergarten would be ideal. • The separation of grades in the schools, pre-K – 2, followed by grades 3-5 was discussed. On the one hand, having the younger children in a separate school has worked really well and helped to strengthen student support services at Meadow Brook. Having two schools for grades 3-5 sometimes poses problems in terms of communications, and a perception of inequity. Some interest in having a single school serving these grades was expressed. Elaine noted that transportation may

		have influenced some of these decisions. The current configuration has been in effect for approximately 20 years. • School lunches are prepared at the high school, and driven to the elementary schools. Choices and quality could use improvement. None of the schools offers a breakfast program, nor was there a sense that it would be used.
1.5		**Community Activities** The recreation department runs programs in all school gyms after school hours and evenings. Children-at-Play provides before and after school programming at Meadow Brook and Mapleshade. Principals expressed interest in accommodating additional enrichment programs as space allows. All three elementary schools are used in the summer for different programs in limited areas.
1.6		**Class Sizes** All schools report class sizes typically around 20, though with some variation from 18-24. The District does not utilize looping, and has no plans to do so.
1.7		**Special Needs** Michael noted that the district has a large special needs population, 16%. Currently 62 students are out-placed, which may be a high number relative to the total district population of 3,000. ELPS' autism program is highly regarded, and the principals expressed interest in providing more programs such as behavioral and social skills programs and introducing a life skills program.
1.8		**Teacher Resources** • All of the principals indicated interest in a 1:1 technology model, looking at use of iPads for the younger students and laptops for older. Michael indicated that he was part of a committee studying technology issues. The committee will be visiting 3 schools; Natick, Bedford and Gateway Regional as part of their research efforts. A request for ceiling mounted projectors, similar to the middle and high schools, was made. Currently equipment on carts is cumbersome and blocks views. • Elaine stated that Mountain View has a garden, initiated by a teacher last year in hopes of supporting a healthy eating educational aim. The garden has led to additional teaching opportunities in math and science. Thusfar, upkeep has not been an issue. • Lack of adequate storage in all schools was raised repeatedly both in this meeting as well as on the building tours. As the curriculum continues to evolve and involve the need for more materials, this will continue to be an issue.
1.9		**General explanation of MSBA criteria and space requirements** Margo shared an example Space Summary sheet that includes the MSBA requirements for classroom sizes and quantity based on enrollment. As the project moves forward, the team will work to fill in these summaries which will help in the development of recommendations.

1.10		**Observations from Tours:** <u>Mountain View</u> • Security is an issue at the main entry • Flooding occurs at the roof drain located in room 13 periodically • Many staff office spaces are small and lacking natural light • OT/PT uses the stage, posing safety concerns, and makes the stage unavailable for performance use <u>Meadow Brook</u> • Security is an issue at the main entry • Older 4-classroom modulars have problems with animals getting in underneath the floors; there was skunk odor noticeable during the tour • Two newer sections of modulars added in 2004 and 2007 are inconveniently located to the 'public' areas of the school • There is need for testing/evaluation spaces <u>Mapleshade</u> • Stage is used as a literacy closet and instrumental music instruction. The stage cannot currently be used for performances. • Sound transmission issues exist between principal's office and nurse's room and ladies restroom to either side of the principal • SPED staff do not have sufficient office spaces. • Guidance office is too small • Gifted and Talented program needs room to grow
1.11		**Next steps**: Facility assessment, space program documentation, a follow-up meeting with principals and representative grade level teachers, and educational visioning session with Frank Locker. Project schedule to be issued soon.

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:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/5/2013
Re:	Administration Discussion	Meeting No:	1
Distribution:	LBF, MJ, HF (MF)		

Attendees: Gina Flanagan, Ryan Kelly / ELHS; Keri Murray, Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the school, as related to teaching and learning and the administrations perspective on many issues. This is in advance of meetings with department heads and teachers.
2.	Department Specifics: **Current enrollment** at 970. The population has been and appears to remain stable. **Curriculum** - Curriculum is set around Common Core; Literacy Standards (UBD) Understanding By Design **Technology and integration of 1:1** - There is a desire / need to go 1:1. There is no defined or funded program at the present time. The school does not believe (BYOD) Bring Your Own Device is the appropriate solution due to equity and safety issues. **Block Schedule** - Typical day includes (4) 84 minute blocks plus (1) 41 minute period. Most course offerings run by semester though there are some that run all year. Some also run 84 in one semester 1 and 41 in semester 2 **21st Century / 4C's** - • Is a goal of the administration though being practiced in varying degrees by teachers including Project Based / Interdisciplinary Teaching and Learning • Some teaches are practicing "flipped classroom" • All teaching spaces seem small and cramped • The rigid nature of the furniture is a big problem. • Room 218 (SS) is a very good example of a flexible classroom that practices Project Based / Interdisciplinary Teaching and Learning **SPED -** Inclusion is the foundation of the SPED program. There are Life Skills students at the school but there is no appropriate classroom set up for the needed range for life skills training **Teachers:** • Currently 3 floaters • Are very dedicated, open to initiatives and professional growth

- Each teacher teaches 3 or 2 (84min) blocks per semester = 5 per year, also includes one prep period and one duty period
- Very little teacher collaboration currently going on

Chapter 74 Programs - Although are listed in the Program of Studies, are offered at the regional vocational technical high school. None are offered at ELHS.

Master Schedule - revised schedule provided

Library - is in the wrong location and very inadequate - needs to serve as the intellectual center of the school

Virtual High School - ELHS does not currently participate but would like to. To date this has been an issue of available technology and funding (lack of)

Other Comments:

- Typical corridors are very narrow
- The school is heavily used by the community (public spaces primarily)
- No location to host Professional Development
- Students need better access to teachers
- No teacher planning area in the academic area of the school

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Guidance Programming	Meeting No:	2
Distribution:	LBF, MJ, HF (MF)		

Attendees: John Martin, Amanda DeNardo, Dan Kelleher, Janet Sullivan / ELHS; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: The department includes 4 counselors, (3 FT and the 4th 3 d/w), 1 adjustment counselor and a secretary. There is also a full time resource officer assigned to the school.
3.	Current & Requested Space / Function / Issues: • (6) private offices and a reception area that includes the secretary's' station. Offices need to be large enough for small private meetings to take place (4 people). Larger meetings would take place in a conference room. Offices are ideally of similar size. Offices should include transparency into rooms; currently, solid doors. • Dedicated conference room to accommodate large meetings (none currently). The conference room can double as a small group room. Career center for students, separately staffed, currently a classroom; typically used a laptop cart for students • Work station for student(s) to work on senior advisory, junior exploratory, college exploratory, etc. • Current location is good with the appropriate proximity to the main office and nurse. One entrance into the suite should be out of the main stream of students to encourage student access to the staff. Students need to be able to exit a meeting through a different door after meeting with an adjustment counselor for example. • Currently, student records are remote. They should be within the guidance suite. • There are many of college reps who visit the school and hold small informal gatherings • Spaces within the suite and throughout the school need to feel comfortable for students • Students need more and better access to technology throughout the school. The feeling is that kids are not prepared for technology currently.

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/11/2013
Re:	Physical Education Program	Meeting No:	3
Distribution:	LBF, MJ, HF (MF)		

Attendees: Kevin Magee, Diane Lussier / PE; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: The department has 4 full time PE instructors. There are two gyms: large and small and a 4 lane swimming pool. Alternative PE take the form of free weights, weight machines, stair climber, 2 stationary bikes (no treadmills) Classes are brought outside whenever possible Most class periods have 3 PE classes running simultaneously Classes are rigid in nature (students don't have alternatives) due to the facilities: room sizes, lack of adjacency and lack of transparency The district maintains a 4 year requirement for PE
3.	Current & Requested Space / Function / Issues: • Use corridors a great deal • Intent is to focus on PE and Health to result in "Fitness for Life" • Weight room is currently used as a classroom • Students do change for PE but most don't shower • The pool does have separate showers • Freshmen and sophomores use the pool 6 times / semester, Juniors 7 times / semester, seniors - none • PE outdoor use: Use the tennis courts - in very poor condition Track and synthetic turf - 3 yrs old, used a great deal Occasional use of grass fields Occasional use of baseball fields

	• Class sizes of 30 students +/- • Poor acoustics in small gym • Existing locker rooms are a "rabbit warren" and as such, difficult to supervise • Lockers: Students do maintain 1/2 size storage lockers, use same for changing for gym Athletes are issues a full size locker during their sport season • Locker rooms lack "chalk talk" areas • Insufficient PE storage, also remote. No storage associated with the small gym. Outdoor storage is sufficient
4.	Interdisciplinary Curriculum • History of Sports w/ Social Studies

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Science Programming	Meeting No:	4
Distribution:	LBF, MJ, HF (MF)		

Attendees: Mary Jo Renear, Cathy Daly / Science; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: The department has 8 full time teachers. Most students take: Freshman - Biology; Sophomore - Chemistry; Junior - Physics or electives; Senior - electives. requirement for min of 3 years of science. 5)% +/- take 4 years
3.	Current & Requested Space / Function / Issues: • Classrooms are undersized, labs are very rigid in their casework arrangement. Some classes have difficulty fitting table arm chairs in between the fixed casework • 10 years ago +/-, some classrooms were "converted" to labs but are significantly undersized and lack lab facilities • Chemistry lab stands alone, separate from chem classroom • Dedicated classrooms for all teachers • Labs lack: adequate power; storage • No champion for the greenhouse so it goes under used. Also difficult to get to. • Some exploratory work conducted outside. Outdoor classroom would be useful. • 1:1 would be very useful - would include in experiments and analysis • Currently have access to laptop carts but not used in labs • Currently not micro scaling - no funds to invest in needed equipment to start • Curriculum is MCAS driven • Would prefer conventional schedule over block schedule. Lab time was cut by 24% when the schedule changed to block • Would like science to be located in a wing, allowing for better sharing of resources

	• Need more marker board space in classrooms / labs • Teachers like to have student to student exercises and activities but constrained by facilities • Use of the courtyard would be a distraction to other classes • Inadequate ventilation in labs • Some would like to keep classrooms separate from labs • Reviewed current MSBA requirements for science facilities • In one lab, need to walk under emergency shower to enter class • More storage requested
4.	Interdisciplinary Curriculum • No STEM activities - schedule, lack of staff cited as why it does not take place • Many teachers would like to offer more interdisciplinary curricula but cite the following as obstacles: No time to plan No common planning time with other teachers All planning time is consumed by NEASC Planning and the "New Mandates"

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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PROJECT MINUTES

Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Social Studies Programming	Meeting No:	5
Distribution:	LBF, MJ, HF (MF)		

Attendees: Glenn Maller, Edie Polk / ELHS; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: The department has 7 full time teachers, each with their own classroom. Classrooms are thought of as labs for collaboration and analysis
3.	Current & Requested Space / Function / Issues: • Most classrooms are set up with one piece desk / chair combos. These are difficult to arrange in anyway but teacher focused. moving them takes time, is noisy to the classes below and still don't result in adequate working stations. Furniture is seen as critical to the mission. E.Polk's classroom is the exception where they use two person tables, loose chairs and a laptop cart • Currently using a lot of on line reading rather than text books • 1:1 technology is seen as crucial for the future • The following were noted as important for teaching and learning: Adjustable lighting levels Larger windows / more natural light Additional power outlets Ceiling speakers and voice reinforcement Interactive marker boards in all classrooms - current technology is not very useful Outdoor classroom Large group instruction space (LGI) Multiple small group instruction spaces

4.	Interdisciplinary Curriculum • History of Sports w/ PE • Many teachers would like to offer more interdisciplinary curricula but cite the following as obstacles: No time to plan No common planning time with other teachers All planning time is consumed by NEASC Planning and the "New Mandates"

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Support Staff Programming	Meeting No:	6
Distribution:	LBF, MJ, HF (MF)		

Attendees: Jack Szynkaruk, Head Custodian; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the facility and support staff
2.	Department Specifics: 3 daytime custodians, 3 nighttime custodians; 1 of 6 works a split shift. Years ago, the custodial staff numbered 12. Custodians perform some maintenance work such as filer change, preventative maintenance. All other maintenance is done by the DPW. DPW is responsible for maintaining the building exterior; snow removal and trash removal.
3.	Current & Requested Space / Function / Issues: • Swimming pool heavily used - deck tile issues; main drain was replaced • Gym floors have been refinished by custodians numerous times. Needs to be done professionally. • Gym divider needs servicing • Gym bleachers need servicing • Gym basketball lifts need replacing, cables are worn, worm gear drill operated • Elevator and fire alarm are on service contracts • Cafeteria tables are in poor condition, need replacing • School needs folding chairs • School currently has one old walk behind floor machine, no ride-on's. Need new maintenance equipment • Don't have a vertical lift for replacing lights and other activities • Currently recycle (separated) cardboard, paper and plastic - students are involved through the Green Club • intercom, bells and clocks are original, many don't work, parts not available • Some custodians have worked in the school 30+ years. they know the building. • Notes supplied by Jack Szynkaruk

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Special Education Programming	Meeting No:	7
Distribution:	LBF, MJ, HF (MF)		

Attendees: Maureen Leahy, Lee Johnson / ELHS; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: East Longmeadow is a member of the Lower Pioneer Collaborative. Approximately 18% of the school population has IEP's. Six teachers in the department + Para-professionals No social emotional program - some students are mainstreamed and others are out of district
3.	Current & Requested Space / Function / Issues: Currently, there is no "Life Skills" room though there is a need for one. Life skills students and students with ASD (currently 5) share an ill equipped room. There is a need for a space for up to 12 life skills students. Learning Center - for intellectual and neurological issues, this is a substantially separate population; teaching content but at a moderated pace. These spaces need to be large and flexible. Resource for Learning (RFL), currently 4 spaces - full size classrooms serve 4 - 15 students at a time; staffed by a SPED teacher and usually a para. No classroom instruction takes place in these rooms, instead, one on one, small group work, make up tests. Currently 2 computers per room, need more. Air conditioning desired. Students in this area work well / respond better with 1:1 technology Acoustics in SPED spaces are currently a problem Flexible furniture is important to the program, currently none. Need a SPED suite with: • SPED office • School psychologist • Climate control • Wireless internet access and additional power • Full spectrum or incandescent lighting • Toilet facilities • ADA signage

- Area of rescue assistance for the 2nd floor
- Larger elevator

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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/07/2013
Re:	Health / Family & Consumer Science Programming	Meeting No:	8
Distribution:	LBF, MJ, HF (MF)		

Attendees: Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: Focus is on Health, nutrition and culinary arts _ teachers in the department - desire to be together Preschool program with dedicated room, capacity - 12 children, no access to courtyard but is desired
3.	Current & Requested Space / Function / Issues: Would like to add a clothing program but no space or resources for it. No professional development area or PD resources. Washer and dryer for FCS program is located within the preschool room. Culinary arts does interact with foreign language classes, would like to cross teach with other disciplines Maintain an herb garden in the courtyard Would like space for two teachers to co-teach, access to a large group instruction space for co-teaching, outside speakers etc. Currently have access to laptop cart but more, immediate technology needed

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	English Programming	Meeting No:	9
Distribution:	LBF, MJ, HF (MF)		

Attendees: Mark Bail, Bronwyn Monahan, Lynda Abel / ELHS; Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: 10 teachers in the department, each with their own classroom
3.	Current & Requested Space / Function / Issues: Need more time and space for teacher collaboration - most planning time is taken up by preparing for the NEASC upcoming review Teachers need technology training A lot of curriculum focuses on MCAS which does not allow for interdisciplinary T&L Would like: • More student centered learning - the physical arrangement and appointments of the rooms limit the this goal • The ability to conduct class in multiple student modalities: individual, pairs, small groups • Marker boards on multiple surfaces around the rooms • More natural light, better lighting, many of the classrooms are dark, the ability to vary the lighting (dimming) • Window shades • Document cameras • Appropriate environments for students to conduct research • Better access to technology for students and teachers • Small group instruction spaces (SGI) and Large group instruction spaces (LGI) • Outdoor classroom(s) • Flexible furniture • More power • Telephones in classrooms - currently only old intercoms, some don't work Some teachers do practice "flipped classrooms"

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Fine Arts Programming	Meeting No:	10
Distribution:	LBF, MJ, HF (MF)		

Attendees: J.P. Kiernan - Music, Carol Toth-Forward - Music Vocals, Cynthia Newsome - Art / ELHS, Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: Band - currently 72 students with 58 - 60 daily in class (all at the same time) and the remainder in independent study Orchestra - currently 15 students in the program Chorus - currently 60, one class of 40, one class of 20; last year 76 students Other curriculum: Music Theory, History of Rock and Roll After school programs: 2 vocal groups, jazz, independent study band, independent study vocals
3.	Current & Requested Space / Function / Issues: **Music:** Band rehearsals take place on stage, often get kicked off due to conflicting scheduling MIDI class is conducted in the library computer room, keyboards stored in closet. Classes are too often bumped out of the space due to demands for other programs: testing. other classes, MCAS etc. Classroom environment is needed for some curriculum Cross curricular programs: • Chorus with child development Inadequate practice rooms - needed No ensemble space - needed No decent piano in the school - needed LCD projectors are too high in the space, difficult to control Location and lack of sound control limit when the chorus room can be used due to its adjecency to the superintendent's conference room

	Art:
	No 3D, photography, print making or art graphics curricula
	Interior art classroom has no natural light, poor ventilation
	Lack adequate storage
	Performance:
	No green rooms - needed
	Music and Art departments provided written comments

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Foreign Language Programming	Meeting No:	11
Distribution:	LBF, MJ, HF (MF)		

Attendees: Erica wright, Karolina Kopczynski / ELHS, Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: Languages taught: French, Spanish, Latin 6 teachers in the program, 4 at the HS and 2 at the MS
3.	Current & Requested Space / Function / Issues: No language lab - would like one but a traditional carrels type is not needed - could be on a cart Interested in doing interdisciplinary work but there are difficulties in being able to get it underway: • No space to conduct project based learning activities, no place to store resources • Teacher planning time is consumed by NEASC planning • Curriculum needs to be modified but no time to do so • No common teacher planning time or location • Block scheduling is seen as an obstacle The rigid nature of the furniture is a problem Would like multiple white boards in classrooms No telephones, existing intercom system is inadequate Technology for video is inadequate

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Business / Technology Programming	Meeting No:	12
Distribution:	LBF, MJ, HF (MF)		

Attendees: Todd Les, Nicolette Mushenko, Dawn Quercia / ELHS, Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: 2 Tech Ed teachers, 3 Business teachers Tech ed includes: graphic communications; History of Communications; engineering design process, orthographic projection; B&W photography, Technology Applications
3.	Current & Requested Space / Function / Issues: **Tech Ed:** Technical drawing starts with hand drawing and evolves to CAD Large desks and light table needed for communications Technology Applications is primarily dome using the Paxton Patterson approach **Business:** Introduction to college level work and real world applications: investing, wills, retirement etc - would like a more real world environment Teaches have been teaching the 4C's: Communication, Collaboration, Creativity and Critical Thinking and Problem Solving. Classes include: hands on activities, bringing in specialists from the community, sending students into the community The rigid nature of the furniture is a problem Class sizes can be 30 - 32 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.

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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Math Programming	Meeting No:	13
Distribution:	LBF, MJ, HF (MF)		

Attendees: Eliel Gonzalez, Christine Ovitt, James Annear / ELHS, Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: 9 teachers in the department
3.	Current & Requested Space / Function / Issues: Interested in doing interdisciplinary work but there are difficulties in being able to get it underway: • It has not been a priority, not in core curriculum • No space to conduct project based learning activities, no place to store resources • Teacher planning time is consumed by NEASC planning • Curriculum needs to be modified but no time to do so • No common teacher planning time or location • Block scheduling is seen as an obstacle Large Group Instruction spaces would be used if available Not enough toilet facilities for both students and staff Technology is out of date: inadequate wireless, desktops are old and out of date, "Mimio" is not appropriate technology for the high school level (fine for elementary), would prefer laptops for teachers Would like a common platform of technology for all Need additional professional development for technology Students do use graphing calculators - school provided. There is a $30 APP for graphing calculations that would give students better access to the technology

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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Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Library Programming	Meeting No:	14
Distribution:	LBF, MJ, HF (MF)		

Attendees: Daniel Myers / ELHS, Phil Poinelli / SMMA

Item #	Discussion
1.	The meeting was held to understand the needs of the department, as related to teaching and learning. A series of questions / issues were distributed prior to the meeting.
2.	Department Specifics: • Current library is very much original, including most of the furniture • Staffed by one full time media specialist and a part time assistant, 2 hours per day • Non-fiction circulation use has been declining because of on-line access to much of the material • Fiction circulation - use small but consistent
3.	Current & Requested Space / Function / Issues: Would like the media center to act (and look) like a modern space including: Barnes and Noble feel, bring in coffee, hangout for students, welcoming, on the first floor, centrally located. The desire is to get the students into and using the space. "A break from school but while still in school" A robust wireless environment is essential. Space should be able to accommodate two classes within the library and still provide for individual student independent study. Teaches do bring in classes but with one class, the library space and resources are maxed out. Technology is a critical component to the future of the media center (former principal was not a technology advocate, consequently the building has fallen behind. Weeding of the collection is necessary. The collection size is expected to reduce significantly but current and future numbers were not available. D. Myers provided a sketch of a possible reorganization. Gale Virtual Reference Library - Have or want? need to clarify, my notes are sketchy. Desire to use a student ID for scanning library use. Library could use a second staff person.

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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SMMA
in association with
MARGO JONES Architects INCORPORATED

Project:	East Longmeadow High School	Project No.:	13007
Prepared by:	Philip Poinelli, FAIA	Meeting Date:	3/7/2013
Re:	Robotics Club Programming	Meeting No:	15
Distribution:	LBF, MJ, HF, (MF)		

Attendees: Peter VanButler / ELHS, Phil Poinelli / SMMA

Item #	Discussion
1.	This was a non-scheduled meeting, requested to discuss the robotics club needs.
2.	Department Specifics: • Club - 20 - 25 students in the program spread across five teams. Students participate every day after school • VEX Robotics organization (vs. 1st Robotics) • Program works out of the physics department and would like to stay there
3.	Current & Requested Space / Function / Issues: • Need to operate in a 12' x 12' field (floor area), lexan perimeter knee wall typically used. Can be time consuming to set up and take down. Preference to leave up when they get the robot to that point • The field is made up of foam tiles that interlock • Dremel tool is the only power tool currently used by 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.

PJP//X:\13007\02-PROG\2.3 Program\Teacher-Staff Meetings\No 15- Robotics Club.Doc

Project: **East Longmeadow Public Schools Facility Study**
Prepared by: H. Fantini
Re: Elementary Schools Planning Session

Project No.: 13007/1301
Meeting Date:05.17.13
Meeting No:

Distribution: Gordon Smith, Attendees, P. Poinelli, L. Finnegan, (MF)

Attendees:

Elaine Santaniello / Mountain View, Principal
Robin Clifford / Mountain View
Leanne Moussette / Mountain View
Mary Collins / Mountain View
Mary Beth O'Neil / Meadow Brook
Lisa Dakin / Meadow Brook, Principal
Heather Tomala / Meadow Brook
Ann Marie Jadodowski / Mapleshade
Michael Fredette / Mapleshade, Principal
Lorraine Malone / Mapleshade
Amy Simmons / Mapleshade
Judy Rosso / Mapleshade
Holly Martin / Meadow Brook, Assistant Principal
Karla Shea / Meadow Brook
Margo Jones / Margo Jones Architects
Helen Fantini / Margo Jones Architects

Item #	Action	Discussion
1.1		**Introductions:** A representative group of teachers from all of the elementary schools and grade levels and elementary principals were present, including special education teachers. Approximately half of this group had also attended the FrankLocker visioning session on April 25, 2013.
1.2		**Facility Conditions**: Initial findings of the building survey for the elementary schools was provided: • Buildings are well-maintained but are showing their ages • Building envelope improvements are needed: ▫ Meadow Brook (roof, windows, walls) ▫ Mapleshade (roof, walls) ▫ Mountain View • Obsolete modular classrooms must be replaced (MB, MV)

		• All elementary schools require: ▫ additional review of security issues ▫ ADA upgrades ▫ classroom cabinetry and finishes upgrades ▫ classroom mechanical upgrades ▫ fire suppression systems ▫ plumbing system replacement
1.3		**Analysis of Existing Spaces:** Using the MSBA space summary template as basis, MJA provided the following information: • Based on a NESDEC study, there will be a decrease in enrollment; MJA has used 2017 enrollment numbers for this analysis. All of the elementary schools are undersized per MSBA Guidelines: ranging from 9-16% • Core academic space *exceeds* MSBA square footages; however, MSBA does not account for Title 1 Reading or G/T programs or range of SPED programs offered • Existing spaces do not address actual needs (i.e. large classrooms subdivided with furniture to create smaller group spaces) • Gymnasia, libraries, art & music spaces, cafeteria, administrative areas & custodial support spaces are generally undersized per MSBA Guidelines, many of them by more than 20%. Spaces identified as undersized as compared to the MSBA Guidelines were discussed. Those present noted the following: • Gyms are too small. Ms. Santaniello noted that the Mountain View gym is often used by adults for volleyball or basketball, but there is no space for spectators. Mr. Fredette noted that the gym floor at Mapleshade is very poor and not suited to gym use. • Libraries are very small and are not multi-media equipped. • Administrative suites are too small. In particular, the group underlined the absence of conference rooms as problematic. • Dining areas are sufficient, however it was noted in some cases that teacher dining rooms are not served by a sink. Spaces identified as missing per the MSBA Guidelines were discussed: • Lack of conference rooms is a real problem • Small group spaces are really needed. All schools have examples where a large classroom is subdivided with bookcases and file cabinets in order to create small group areas. Ms. Dakin underlined the need for these spaces given the reading and writing workshop models used by the District. Spaces not on the MSBA list which have been requested by the District in past

		meetings include: • Teacher Collaboration Spaces • Teacher Professional Development Spaces. Ms. Santaniello noted that the classroom where this meeting took place is used for PD since it is large enough, however, the furniture does not support these activities; the chairs are extremely uncomfortable. • More & Better Planned Storage • SPED: "quiet rooms. " Ms. O'Neil, a Meadow Brook SPED teacher, noted that when a child needs to be removed from a classroom situation, there is often a very long walk involved in finding an available quiet space. • SPED: Activities of Daily Living classrooms • SPED: Assessment Spaces • Space for ELL Services • MCAS Accommodation Testing Spaces (Mapleshade, Mountain View)
1.4	MJA/SMMA	• **Planning for the Future: 21st C Learning vs. 20Th C Buildings:** A series of slides showing renovated and new schools with more flexible, collaborative environments was shown to the group. All were interested in the types of interactions andprojects that could result from these types of classroom layouts which included small group spaces linked to classrooms; common "lobby" spaces shared by classroom neighborhoods and especially, teacher planning spaces.One Mountain View teacher noted that reading groups are currently held in the corridor; to have access to small group space would be great.Mr. Fredette also noted that there needs to be space for long-term projects,the type that would take place over many weeks, such as robotics. Many noted that simple changes in classroom furniture could have immediate positive impact; for example, tables instead of desks. All present again asked that the elementary schools be updated with ceiling mounted projectors to avoid the projector-on-cart situation which blocks views, and results in extension cords running across the floor. Ms. Dakin asked if the project team could provide a list of built, local examples of some of these types of 21st C school design.
1.5		**Elementary Options for Master Plan Study:** The group discussed pros and cons of the existing schools, which are based on a unique configuration model that combines the PK-Gr 2 population, then splits into "neighborhood" schools at Gr 3-5. If the study is tasked with providing the best facility options for the next few decades for East Longmeadow, what elementary school options should we study? The Meadow Brook contingent was strongly in favor of retaining their PK-2 model for the following reasons: • Having all of the grade level teachers in one school is very helpful • Having all of the of the youngest students together in one school is a benefit, especially as relates to SPED assessment and services • There is a natural split between grades 2 and 3 with respect to literacy

		The groups from Mapleshade and Mountain View expressed the following concerns with the current model and opinions about the future: • The transition from 2nd to 3rd grades is naturally difficult. Adjustment period for students and parents is extensive and affects the teachers' ability to prepare students per Common Core standards. • The fact that there are 2 schools serving grades 3-5 does create a perception of inequity with the District swing line changing from year to year and at times, dividing neighborhoods • A real preference for (2) PK- 5 (or 4 if Birchland Park was renovated to accept 5th graders) schools was expressed which would eliminate the 2nd to 3rd grade transition and enable more teacher collaboration across a broader span of grades. It was recognized that the swing line will still be a factor. • PK-5 model would enable development of a "buddy" system, where a 5th grader could act as a mentor to a kindergartener • Barring the pursuit of a PK-5 model, this group felt strongly that the be only one school to serve grades 3-5. • There was clear opinion that Mapleshade is not worth renovating. • All agreed that the concept of one PK-5 school was not appropriate or practical, as the enrollment would be too large.
1.6	SMMA/MJA	**Next steps:** The SMMA/Margo Jones team will continue their work as follows: • Develop findings • Formalize recommendations • Review options with the District • Solicit community input • Finalize recommendations • Submit report The design team will keep this group informed through the principals. The power point presentation of this morning was sent to them that day.

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

Project:	**East Longmeadow Public Schools Facility Study**	Project No.: 13007/1301
Prepared by:	M. Jones	Meeting Date: 08\01\13
Re:	Steering Committee Update	Meeting No: 2
Distribution:	Attendees, (MF)	

Attendees:
Gordon Smith, Superintendent, ELPS
Teresa Olejarz, Assistant Superintendent, ELPS
Greg Thompson, School Committee
Bruce Fenney, Building Facilities Manager, DPW
Dan Hellyer, Building Commissioner
Phil Poinelli, SMMA
Lorraine Finnegan, SMMA
Margo Jones / Margo Jones Architects

Item #	Action	Discussion
1.0	Info	**Facilities Assessment Update:** (follows Power point presentation) Master Plan Assumptions: The steering committee concluded that improvements to the High School should be the top priority; this is the "flagship" school of the district. But the elementary schools need work which cannot wait until after a large capital project such as the high School is complete. Mapleshade is in the worst physical shape of the elementary schools. This is a combination of building condition and configuration. It is not well suited for expansion or for creating a 21st C. learning environment and therefore maybe better suited for replacement. SMMA/MJA team recommends a two phase plan: one for the next 5 years, and then for 5-10 years out. • Phase 1 Targets will include a High School capital project (new or reno to be determined during the feasibility study process with MSBA), essential renovations to the other schools, as well as upgrades for 21st C. learning. • Phase 2 Targets will be to improve the elementary schools, with consideration of grade configuration options at that time. There was a discussion of whether the high school or Mapleshade should constitute the major capital component of Phase 1. It was agreed that the high school should have priority. Essential Items: are code and systems upgrades to repair or replace obsolete building systems, replace (with leased or purchased) deteriorated modulars, further modernize security systems, and possibly reconfigure spaces to improve entry supervision.

		Systems listed in poor condition within the Database, can be the starting point from a physical plant approach, ELPS is to review the rankings. Essential as it relates to the learning environment will need to be defined.
2.0	ELPS Bruce	**Data Base Discussion**: Lorraine explained the handout, which includes two spreadsheet pages of readouts for each school. It shows the various categories, columns, etc. Each space/room in each school is evaluated as "Adequate, Fair, or Poor." They are graded as to Importance, and Urgency. The data can be sorted by those rankings, and this will definitely help with developing an accurate, complete Statement of Interest for MSBA. Lorraine asked Bruce & others to review the rankings and either confirm or change. These are somewhat subjective, and need to be validated by ELPS. Following ELPS ranking of essential items, the design team will assign cost to those items.
3.0	Info	**Facility summaries** (please also refer to power point). • **East Longmeadow High School:** 1964, Gr 9-12; 204,000 gsf. Oversized per MSBA guidelines; includes pool & superintendents' offices which are not reimbursable spaces. Issues include: handicapped access, undersized spaces such as classrooms, science labs, media center, & admin. See presentation for others. **Options:** Comprehensive renovation or replacement; or essential renovations if not a large capital (MSBA) project. Would recommend 21st c. components introduced in the interim. Phil showed a sketch of potential improvements to the plan if a major renovation were undertaken. Greg asked when the district would decide re: new vs. renovation? Phil explained that even though there might be a preference, the choice has to be vetted through the Feasibility Study phase, and approved by MSBA. • **Birchland Park MS:** the newest school, 2008, Gr 6-8, 132,000 gsf Just needs tech. upgrades, minor interior modifications, and a few "essential" items. • **Mountainvew ES:** 1960, Gr 3-5, 46,660 gsf w/o portables. 2 portables recommended to be removed & space replaced; 11% undersized per MSBA guidelines, primarily in the core spaces—gym, admin., art & music. No fire protection, security improvements needed, and many systems/equipment at end of useful life. • **Mapleshade ES**: oldest school in use, 1955; Gr 3-5, 42,975 gsf. Lacks accessibility, 15% undersized per MSBA, again in core spaces. Needs improved security, sprinklers, technology upgrades, etc etc. • **Meadow Brook ES:** 1969, PreK – Gr 2; 69,740 gsf. 4 portables that are obsolete and recommended to be replaced; handicapped access problems; security issues; needs energy upgrades, sprinklers, & other system upgrades. The most overcrowded elementary school per MSBA guidelines, due to undersized common spaces, not numbers of classrooms. Dan mentioned that the city is conducting an ADA Compliance/Transition Plan at this

		time, and will be considering these issues at the schools.
4.0	Info	**Construction Costs vs. Project Costs.** Phil explained the two categories and what makes up each. All costs reviewed are Project costs and the District needs to plan for the project costs. All costs shown are in 2013 dollars. Once a schedule is applied to the projects, they need to be adjusted for inflation to the midpoint of construction for each project.
5.0	Info	**21st c. Teaching & Learning Elements, Cost:** New furniture, technology upgrades, 1:1 student devices, and classroom devices can provide upgrades to schools that will be portable and able to be moved into new facilities when they become available. Furnishing an elementary school classroom is more expensive than high & middle school due to larger size & more equipment needed. New, robust wireless networks were also estimated (see slide).
5.1	Info	**Two Options Cost Matrices:** **Phase 1: 2013-2018** The first phase would include a HS project, either replacement or comprehensive renovation/addition. Decisions to be confirmed include if there is going to be a new (unreimbursed) pool, and central office & ELCAT. Costs still need to be added to this phase for "Essential" work at the other schools, and some investment in 21st c. furniture & technology. **Phase 2: Option A, 2018-2023** The elementary schools would be holistically addressed during this second phase, either through a new combined Gr. 3-5 school or some comprehensive renovation addition. SMMA was requested to develop another option, 2B, that could involve building at new PreK- Gr 5 school. There was a brief discussion about where a combined new elementary school would be sited—at Heritage Park, or another site owned by the town—but that decision would be made later.
5.2	Terry PJP Bruce	**MSBA Process/Timeline, Costs** Lorraine reviewed the process that is required to develop the above options. Please see handout. From Statement of Interest (SOI) to capital project completion is approximately 6 years. What is the town's reimbursement rate? Terry to determine this. The cost of these steps was also outlined: • Master Plan has been funded • SOI and eligibility period, no consultants required. • Feasibility Study & Schematic Design for the HS, recommendation to appropriate approximately $ 1 mil for OPM, AE, and other expenses. For design through construction these fees will be determined once the project and construction costs are developed.

		Phil to review costs for Modular classrooms, leases per month versus purchase Bruce to review capital plan and confirm what was approved and has moved forward and what has not moved forward to date.
5.3	Info	**Next Steps/Schedule** Sept 12, 9-12 am.: Will meet with leadership team to present the information given today and estimates of "essential" work to be done at each facility (need ELPS to agree with essential items before they can be estimated). Sept 26, 6.00pm : Present to other key town groups, all together in one meeting at Senior Center. October 10, 6.30pm: Community meeting: HS Cafeteria or Library. Gordon stated it would be important to tie these presentations to the visioning session, because it was very successful. Phil to develop "talking points" around the benefits of a new high school.

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.

APPENDIX 5

DATABASE

APPENDIX 5 DATABASE

To gain access to the database please contact Bruce Fenney at. BFenney@eastlongmeadowma.gov .

APPENDIX 6

SPACE SUMMARIES

Proposed Space Summary - Elementary Schools

Meadow Brook (PK-2)	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		**31**	**31,901**		**27**	**28,900**	
Pre-Kindergarten w/ toilet (2007 Modular)	1,120	2	2,240	1,200	2	2,400	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet (2004 Modular)	1,215	7	8,505	1,200	11	13,200	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-2	862	10	8,620	950	14	13,300	900 SF min - 1,000 SF max
General Classrooms - Grade 1-2	1,250	6	7,500				
General Classrooms - Grade 1-2	1,007	3	3,021				
Reading (1995 Modular)	**715**	**1**	**715**				
Reading (2007 Modular)	1,025	1	1,025				
Small Group Room G/T	275	1	275				
SPECIAL EDUCATION		8	**7,146**		12	**6,040**	
Self-Contained SPED (2nd grade wing)	862	2	1,724	950	4	3,800	
Self-Contained SPED - toilet (1st grade wing)	1,056	2	2,112	60	4	240	
Self-Contained SPED - toilet (2004 Modular)	1,120	1	1,120				
Speech (1995 Modular)	**715**	**1**	**715**				
Speech (2007 Modular)	1,025	1	1,025	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room	450	1	450	500	1	500	1/2 size Genl. Clrm.
Resource Room	0	0	0				
ART & MUSIC			**1,725**			**5,000**	
Art Classroom - 25 seats	1,010	1	1,010	1,000	2	2,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln	0	0	0	150	2	300	
Music Classroom (1995 Modular)	**715**	**1**	**715**	1,200	2	2,400	assumed schedule 2 times / week / student
	0	0	0	75	4	300	
HEALTH & PHYSICAL EDUCATION			**4,110**			**6,300**	
Gymnasium	3,760	1	3,760	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	175	2	350	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0	150	1	150	
MEDIA CENTER			**2,650**			**3,226**	
Media Center / Reading Room	1,935	1	1,935	3,226	1	3,226	
Computer Lab (1995 Modular)	**715**	**1**	**715**				
DINING & FOOD SERVICE			**6,560**			**7,759**	
Cafeteria / Dining	3,060	1	3,060	4,260	1	4,260	2 seatings - 15SF per seat
Stage	1,290	1	1,290	1,000	1	1,000	
Chair / Table / Equipment Storage	90	1	90	389	1	389	
Kitchen	1,665	1	1,665	1,868	1	1,868	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	455	1	455	242	1	242	20 SF/Occupant
MEDICAL			**390**			**610**	
Medical Suite Toilet	0	0	0	60	1	60	
Nurses' Office / Waiting Room	390	1	390	250	1	250	
Examination Room / Resting	0	0	0	100	3	300	
ADMINISTRATION & GUIDANCE			**1,750**			**2,433**	
General Office / Waiting Room / Toilet	415	1	415	434	1	434	
Teachers' Mail and Time Room	0	0	0	100	1	100	
Duplicating Room	160	1	160	150	1	150	
Records Room	125	1	125	110	1	110	
Principal's Office w/ Conference Area	230	1	230	375	1	375	
Principal's Secretary / Waiting	0	0	0	125	1	125	
Assistant Principal's Office	215	1	215	120	0	-	
Supervisory / Spare Office	0	0	0	120	1	120	
Conference Room	0	0	0	250	1	250	
Guidance Office	205	1	205	150	2	300	
Guidance Storeroom	0	0	0	35	1	35	
Teachers' Work Room	400	1	400	434	1	434	
CUSTODIAL & MAINTENANCE			**685**			**2,168**	
Custodian's Office				150	1	150	
Custodian's Workshop	450	1	450	375	1	375	
Custodian's Storage	235	1	235	375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				289	1	289	
Storeroom				379	1	379	
Network / Telecom Room				200	1	200	
OTHER			**0**			**0**	
Total Building Net Floor Area (NFA)			56,917			62,436	
Proposed Student Capacity / Enrollment						**568**	**2023 NESDEC Enrollment Data**
Total Building Gross Floor Area (GFA)[2]			**74,280**			**84,481**	
Grossing factor (GFA/NFA)			**1.31**			**1.35**	
Obsolete 1995 Modular Classrooms	**-4,540**	**1**	**-4,540**				
TOTAL Non-Obsolete GSF			**69,740**				

[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

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date: _____

Proposed Space Summary - Elementary Schools

Mountain View (3-5)	**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		17	**15,275**		**12**	**11,400**	
Pre-Kindergarten w/ toilet		0		1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet		0		1,200	0	-	1,100 SF min - 1,300 SF max
General Classrooms - Grade 3-5	1,120	2	2,240				
General Classrooms - Grade 3-5	1,010	1	1,010				
General Classrooms - Grade 3-5	895	3	2,685	950	12	11,400	900 SF min - 1,000 SF max
General Classrooms - Grade 3-5	850	10	8,500				
Reading (1995 Modular CR)	**840**	**1**	**840**				
SPECIAL EDUCATION			**5,871**			**3,020**	
Self-Contained SPED (2007 Modular)	1,123	2	2,246	950	2	1,900	
				60	2	120	
SPED Pull-out Room	850	2	1,700	500	1	500	1/2 size Genl. Clrm. RESOURCE ROOM
Small Group Room	0	0	0	500	1	500	1/2 size Genl. Clrm. SMALL GROUP RM
Speech (1995 Modular CR)	**840**	**1**	**840**				
OT/PT (on stage in Cafetorium)	1,085	1	1,085				
ART & MUSIC			**1,245**			**2,500**	
Art Classroom (shared w/MUSIC in 2007 Modular)	1,010	1	1,010	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln	0	0		150	1	150	
Music Classroom / Large Group - 25-50 seats	0	0		1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble	235	1	235	75	2	150	
HEALTH & PHYSICAL EDUCATION			**2,950**			**6,300**	
Gymnasium	2,730	1	2,730	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	120	1	120	150	1	150	
Health Instructor's Office w/ Shower & Toilet	100	1	100	150	1	150	
MEDIA CENTER			**1,960**			**2,020**	
Media Center / Reading Room	1,065	1	1,065	2,020	1	2,020	
Computer Lab	895	1	895				
DINING & FOOD SERVICE			**4,645**			**5,108**	
Cafeteria / Dining	3,060	1	3,060	2,108	1	2,108	2 seatings - 15SF per seat
Stage (used for OT/PT)	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	215	1	215	200	1	200	
Kitchen	1,370	1	1,370	1,600	1	1,600	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	0	0	0	200	1	200	20 SF/Occupant
MEDICAL			**515**			**510**	
Medical Suite Toilet	15	1	15	60	1	60	
Nurses' Office / Waiting Room	415	1	415	250	1	250	
Examination Room / Resting	85	1	85	100	2	200	
ADMINISTRATION & GUIDANCE			**1,440**			**2,015**	
General Office / Waiting Room / Toilet	415	1	415	300	1	300	
Teachers' Mail and Time Room	0	0	0	100	1	100	
Duplicating Room	0	0	0	150	1	150	
Records Room	125	1	125	110	1	110	
Principal's Office w/ Conference Area	230	1	230	375	1	375	
Principal's Secretary / Waiting	0	0	0	125	1	125	
Assistant Principal's Office	0	0	0	120	0	-	
Supervisory / Spare Office	0	0	0	120	1	120	
Conference Room	0	0	0	250	1	250	
Guidance Office	270	1	270	150	1	150	
Guidance Storeroom	0	0	0	35	1	35	
Teachers' Work Room	400	1	400	300	1	300	
CUSTODIAL & MAINTENANCE			**620**			**1,900**	
Custodian's Office	0	0	0	150	1	150	
Custodian's Workshop	370	1	370	375	1	375	
Custodian's Storage	250	1	250	375	1	375	
Recycling Room / Trash	0	0	0	400	1	400	
Receiving and General Supply	0	0	0	200	1	200	
Storeroom	0	0	0	200	1	200	
Network / Telecom Room	0	0	0	200	1	200	
		0					
OTHER			**1,790**			**0**	
Special Program: Willie Ross School	**895**	**2**	**1,790**				
Total Building Net Floor Area (NFA)			36,311			34,773	
Proposed Student Capacity / Enrollment						**281**	**2023 NESDEC Enrollment Data**
Total Building Gross Floor Area (GFA)[2]			**48,770**			**50,580**	
Grossing factor (GFA/NFA)			**1.34**			**1.45**	
Obsolete 1995 Modular Classrooms	**-2110**	**1**	**-2,110**			**1,790**	**Willie Ross Classrooms**
TOTAL Non-Obsolete GSF			**46,660**			**52,370**	w/Willie Ross Classrooms

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

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Signature of Principal Architect: _____

Date: _____

Proposed Space Summary - Elementary Schools

Mapleshade (3-5)	**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		**17**	**14,078**		**12**	**11,400**	
Pre-Kindergarten w/ toilet	0	0		1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	0	0		1,200	0	-	1,100 SF min - 1,300 SF max
General Classrooms - Grade 3-5	884	12	10,608	950	12	11,400	900 SF min - 1,000 SF max
2008 Modular Classrooms w/toilet	1,020	3	3,060				
Small Group Room / Reading	150	1	150				
Resource Room (G/T)	260	1	260				
SPECIAL EDUCATION			**2,878**			**3,020**	
Self-Contained SPED (rms 106, 107)	884	2	1,768	950	2	1,900	
2008 Modular SPED Classrm w/toilet	1,110	1	1,110	60	2	120	
				500	1	500	1/2 size Genl. Clrm. RESOURCE RM
				500	1	500	1/2 size Genl. Clrm. SMALL GROUP RM
ART & MUSIC			**1,260**			**2,500**	
Art Classroom - 25 seats **("on a cart"/share w/Music)**	880	1	880	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln	0	0		150	1	150	
Music Classroom / Large Group - 25-50 seats	0	0	0	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble **(space also used for storage)**	380	1	380	75	2	150	
HEALTH & PHYSICAL EDUCATION			**4,130**			**6,300**	
Gymnasium	4,000	1	4,000	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	130	1	130	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0	150	1	150	
MEDIA CENTER			**1,494**			**2,020**	
Media Center / Reading Room	610	1	610	2,020	1	2,020	
Computer Lab	884	1	884				
DINING & FOOD SERVICE			**3,890**			**5,108**	
Cafeteria / Dining	3,165	1	3,165	2,108	1	2,108	2 seatings - 15SF per seat
Stage (used for Instrumental Music)	0	0	0	1,000	1	1,000	
Chair / Table / Equipment Storage	0	0	0	200	1	200	
Kitchen	725	1	725	1,600	1	1,600	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	0	0	0	200	1	200	20 SF/Occupant
MEDICAL			**420**			**510**	
Medical Suite Toilet	15	1	15	60	1	60	
Nurses' Office / Waiting Room	300	1	300	250	1	250	
Examination Room / Resting	105	1	105	100	2	200	
ADMINISTRATION & GUIDANCE			**1,357**			**2,015**	
General Office / Waiting Room / Toilet	144	1	144	300	1	300	
Teachers' Mail and Time Room	0	0	0	100	1	100	
Duplicating Room	0	0	0	150	1	150	
Records Room	53	1	53	110	1	110	
Principal's Office w/ Conference Area	152	1	152	375	1	375	
Principal's Secretary / Waiting	378	1	378	125	1	125	
Assistant Principal's Office	0	0	0	120	0	-	
Supervisory / Spare Office (Psychiatrist)	100	1	100	120	1	120	
Conference Room	0	0	0	250	1	250	
Guidance Office	100	1	100	150	1	150	
Guidance Storeroom	0	0	0	35	1	35	
Teachers' Work Room	430	1	430	300	1	300	
CUSTODIAL & MAINTENANCE			**575**			**1,900**	
Custodian's Office				150	1	150	
Custodian's Workshop	415	1	415	375	1	375	
Custodian's Storage	160	1	160	375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				200	1	200	
Storeroom				200	1	200	
Network / Telecom Room				200	1	200	
OTHER						**0**	
Total Building Net Floor Area (NFA)			**30,082**			**34,773**	
Proposed Student Capacity / Enrollment						**281**	**2023 NESDEC Enrollment Data**
Total Building Gross Floor Area (GFA)[2]			**42,975**			**50,580**	
Grossing factor (GFA/NFA)			**1.43**			**1.45**	

[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

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Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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			**36,430**			**27,680**	
(List classrooms of different sizes separately)							
Classroom - General			0	950	20	19,000	850 SF min - 950 SF max
Classroom - General	910	27	24,570				
Classroom - General	900	2	1,800				
Classroom - Small Group	500	1	500				
Classroom - Small Group	350	1	350				
Classroom - Small Group	575	2	1,150				
Small Group Seminar (20-30 seats) / Resource			0	500	2	1,000	
Science Classroom / Lab			0	1,200	6	7,200	1 period / day / student
Science Classroom / Lab	1,130	6	6,780				
Prep Room			0	80	6	480	
Prep Room	320	4	1,280				
SPECIAL EDUCATION			**3,460**			**7,550**	
(List classrooms of different sizes separately)							
Self-Contained SPED			0	950	5	4,750	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	550	1	550				
Self-Contained SPED	600	1	600				
Self-Contained SPED	575	1	575				
Self-Contained SPED	910	1	910				
Self-Contained SPED Toilet			0	60	5	300	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Resource Room	75	1	75				
SPED Office	200	2	400				
Small Group Room / Reading			0	500	2	1,000	1/2 size Genl. Clrm.
Small Groupe Room / Reading	350	1	350				
			0				
ART & MUSIC			**5,400**			**3,250**	
Art Classroom				1,200	1	1,200	assumed use - 50% population 2 times / week
Art Classroom	1,075	1	1,075				
Art Classroom Storage	250	1	250				
Art Workroom w/ Storage & kiln			0	150	1	150	
Band / Chorus - 100 seats			0	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,850	1	1,850				
Music Practice / Ensemble			0	200	2	400	
Music Practice / Ensemble	1,600	1	1,600				
Music Office	150	1	150				
Music/Band Office	225	1	225				
Music Storage	250	1	250				
			0				
VOCATIONS & TECHNOLOGY			**9,625**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Home Econ)	1,475	1	1,475				
Tech Clrm. - (Tech Ed/Engineering)	1,075	1	1,075				
Tech Storage - (Tech Ed/Engineering)	150	1	150				
Tech Clrm. - (Tech Ed)	1,525	1	1,525				
Tech Clrm. - (Computers/Business)	1,350	1	1,350	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Computers/Business)	1,125	1	1,125				
Tech Clrm. - (TV)	1,175	1	1,175				
Tech Clrm. - (TV Studio)	1,075	1	1,075				
Tech Storage - TV/AV	200	1	200				
Tech Office - TV Editing	75	2	150				
Tech Office - TV Office	150	1	150				
Tech Office - Control Room	175	1	175				
			0				
			0				
HEALTH & PHYSICAL EDUCATION			**11,800**			**8,400**	
Gymnasium				6,000	1	6,000	
Gymnasium	8,150	1	8,150				
Gym Storeroom			0	150	1	150	
Gym Storeroom			0				
Gym Storeroom / Weight Room	250	1	250				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health Instructor's Office w/ Shower & Toilet - M	300	1	300				
Health Instructor's Office w/ Shower & Toilet - W	300	1	300				
Locker Rooms - Boys / Girls w/ Toilets			0	1,000	2	2,000	
Locker Rooms - Girls w/ Toilets	950	1	950				
Locker Rooms - Boys w/ Toilets	950	1	950				
Health Classroom	900	1	900				
			0				
MEDIA CENTER			**5,975**			**3,847**	
Media Center / Reading Room				3,847	1	3,847	
Library	5,575	1	5,575				
Library Office	400	1	400				
DINING & FOOD SERVICE			**7,300**			**8,677**	
Cafetorium / Dining				4,523	1	4,523	2 seatings - 15SF per seat
Cafetorium / Dining	4,650	1	4,650				
Stage			0	1,600	1	1,600	
Stage	1,400	1	1,400				
Chair / Table / Equipment Storage			0	401	1	401	
Kitchen			0	1,903	1	1,903	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room			0	251	1	251	20 SF/Occupant
Staff Lunch Room	500	1	500				
Staff Community Room	750	1	750				
			0				
MEDICAL			**825**			**610**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	100	1	100				
Medical Suite Toilet	50	1	50				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	500	1	500				
Examination Room / Resting			0	100	3	300	
Examination Room /Office	100	1	100				
Examination Room / Office	75	1	75				

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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
			0				
ADMINISTRATION & GUIDANCE			**4,800**			**3,403**	
General Office / Waiting Room / Toilet				402	1	402	
General Office Toilet	50	2	100				
General Office/Waiting	1,300	1	1,300				
Kitchenette/Copy	125	1	125				
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Sec. Storage	50	1	50				
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Office w/ Conference Area	400	1	400				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	325	1	325				
Assistant Principal's Office - AP2			0	150	1	150	
Supervisory / Spare Office			0	150	1	150	
Conference Room			0	350	1	350	
Conference Room	250	1	250				
Conference Room / Testing	225	1	225				
Admin Conference	475	1	475				
Guidance Office			0	150	4	600	
Guidance Office	200	3	600				
Guidance Office	250	1	250				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	200	1	200				
Guidance Storeroom			0	50	1	50	
Teachers' Work Room			0	452	1	452	
Teachers' Work Room	250	2	500				
			0				
CUSTODIAL & MAINTENANCE			**2,675**			**2,078**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
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	301	1	301	
Receiving and General Supply	800	1	800				
Storeroom			0	402	1	402	
Storeroom	Varies	4	1,200				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	250	1	250				
Network / Telecom Room	225	1	225				
			0				
OTHER			**0**			**0**	
I							
Total Building Net Floor Area (NFA)			**88,290**			**71,895**	
Proposed Student Capacity / Enrollment						**603**	
Total Building Gross Floor Area (GFA)[2]			132,000			**104,078**	
Grossing factor (GFA/NFA)			**1.50**			**1.45**	

[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

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

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Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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			**36,430**			**27,680**	
(List classrooms of different sizes separately)							
Classroom - General			0	950	20	19,000	850 SF min - 950 SF max
Classroom - General	910	27	24,570				
Classroom - General	900	2	1,800				
Classroom - Small Group	500	1	500				
Classroom - Small Group	350	1	350				
Classroom - Small Group	575	2	1,150				
Small Group Seminar (20-30 seats) / Resource			0	500	2	1,000	
Science Classroom / Lab			0	1,200	6	7,200	1 period / day / student
Science Classroom / Lab	1,130	6	6,780				
Prep Room			0	80	6	480	
Prep Room	320	4	1,280				
SPECIAL EDUCATION			**3,460**			**7,550**	
(List classrooms of different sizes separately)							
Self-Contained SPED			0	950	5	4,750	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	550	1	550				
Self-Contained SPED	600	1	600				
Self-Contained SPED	575	1	575				
Self-Contained SPED	910	1	910				
Self-Contained SPED Toilet			0	60	5	300	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Resource Room	75	1	75				
SPED Office	200	2	400				
Small Group Room / Reading			0	500	2	1,000	1/2 size Genl. Clrm.
Small Groupe Room / Reading	350	1	350				
			0				
ART & MUSIC			**5,400**			**3,250**	
Art Classroom				1,200	1	1,200	assumed use - 50% population 2 times / week
Art Classroom	1,075	1	1,075				
Art Classroom Storage	250	1	250				
Art Workroom w/ Storage & kiln			0	150	1	150	
Band / Chorus - 100 seats			0	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,850	1	1,850				
Music Practice / Ensemble			0	200	2	400	
Music Practice / Ensemble	1,600	1	1,600				
Music Office	150	1	150				
Music/Band Office	225	1	225				
Music Storage	250	1	250				
			0				
VOCATIONS & TECHNOLOGY			**9,625**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Home Econ)	1,475	1	1,475				
Tech Clrm. - (Tech Ed/Engineering)	1,075	1	1,075				
Tech Storage - (Tech Ed/Engineering)	150	1	150				
Tech Clrm. - (Tech Ed)	1,525	1	1,525				
Tech Clrm. - (Computers/Business)	1,350	1	1,350	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Computers/Business)	1,125	1	1,125				
Tech Clrm. - (TV)	1,175	1	1,175				
Tech Clrm. - (TV Studio)	1,075	1	1,075				
Tech Storage - TV/AV	200	1	200				
Tech Office - TV Editing	75	2	150				
Tech Office - TV Office	150	1	150				
Tech Office - Control Room	175	1	175				
			0				
			0				
HEALTH & PHYSICAL EDUCATION			**11,800**			**8,400**	
Gymnasium				6,000	1	6,000	
Gymnasium	8,150	1	8,150				
Gym Storeroom			0	150	1	150	
Gym Storeroom			0				
Gym Storeroom / Weight Room	250	1	250				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health Instructor's Office w/ Shower & Toilet - M	300	1	300				
Health Instructor's Office w/ Shower & Toilet - W	300	1	300				
Locker Rooms - Boys / Girls w/ Toilets			0	1,000	2	2,000	
Locker Rooms - Girls w/ Toilets	950	1	950				
Locker Rooms - Boys w/ Toilets	950	1	950				
Health Classroom	900	1	900				
			0				
MEDIA CENTER			**5,975**			**3,847**	
Media Center / Reading Room				3,847	1	3,847	
Library	5,575	1	5,575				
Library Office	400	1	400				
DINING & FOOD SERVICE			**7,300**			**8,677**	
Cafetorium / Dining				4,523	1	4,523	2 seatings - 15SF per seat
Cafetorium / Dining	4,650	1	4,650				
Stage			0	1,600	1	1,600	
Stage	1,400	1	1,400				
Chair / Table / Equipment Storage			0	401	1	401	
Kitchen			0	1,903	1	1,903	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room			0	251	1	251	20 SF/Occupant
Staff Lunch Room	500	1	500				
Staff Community Room	750	1	750				
			0				
MEDICAL			**825**			**610**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	100	1	100				
Medical Suite Toilet	50	1	50				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	500	1	500				
Examination Room / Resting			0	100	3	300	
Examination Room /Office	100	1	100				
Examination Room / Office	75	1	75				

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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
			0				
ADMINISTRATION & GUIDANCE			**4,800**			**3,403**	
General Office / Waiting Room / Toilet				402	1	402	
General Office Toilet	50	2	100				
General Office/Waiting	1,300	1	1,300				
Kitchenette/Copy	125	1	125				
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Sec. Storage	50	1	50				
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Office w/ Conference Area	400	1	400				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	325	1	325				
Assistant Principal's Office - AP2			0	150	1	150	
Supervisory / Spare Office			0	150	1	150	
Conference Room			0	350	1	350	
Conference Room	250	1	250				
Conference Room / Testing	225	1	225				
Admin Conference	475	1	475				
Guidance Office			0	150	4	600	
Guidance Office	200	3	600				
Guidance Office	250	1	250				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	200	1	200				
Guidance Storeroom			0	50	1	50	
Teachers' Work Room			0	452	1	452	
Teachers' Work Room	250	2	500				
			0				
CUSTODIAL & MAINTENANCE			**2,675**			**2,078**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
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	301	1	301	
Receiving and General Supply	800	1	800				
Storeroom			0	402	1	402	
Storeroom	Varies	4	1,200				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	250	1	250				
Network / Telecom Room	225	1	225				
			0				
OTHER			**0**			**0**	
I							
Total Building Net Floor Area (NFA)			**88,290**			**71,895**	
Proposed Student Capacity / Enrollment						**603**	
Total Building Gross Floor Area (GFA)[2]			132,000			**104,078**	
Grossing factor (GFA/NFA)			**1.50**			**1.45**	

[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

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Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE SCHOOL	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
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(List classrooms of different sizes separately)							
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Classroom - General	900	2	1,800				
Classroom - Small Group	500	1	500				
Classroom - Small Group	350	1	350				
Classroom - Small Group	575	2	1,150				
Small Group Seminar (20-30 seats) / Resource			0	500	2	1,000	
Science Classroom / Lab			0	1,200	6	7,200	1 period / day / student
Science Classroom / Lab	1,130	6	6,780				
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(List classrooms of different sizes separately)							
Self-Contained SPED			0	950	5	4,750	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	550	1	550				
Self-Contained SPED	600	1	600				
Self-Contained SPED	575	1	575				
Self-Contained SPED	910	1	910				
Self-Contained SPED Toilet			0	60	5	300	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Resource Room	75	1	75				
SPED Office	200	2	400				
Small Group Room / Reading			0	500	2	1,000	1/2 size Genl. Clrm.
Small Groupe Room / Reading	350	1	350				
			0				
ART & MUSIC			**5,400**			**3,250**	
Art Classroom				1,200	1	1,200	assumed use - 50% population 2 times / week
Art Classroom	1,075	1	1,075				
Art Classroom Storage	250	1	250				
Art Workroom w/ Storage & kiln			0	150	1	150	
Band / Chorus - 100 seats			0	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,850	1	1,850				
Music Practice / Ensemble			0	200	2	400	
Music Practice / Ensemble	1,600	1	1,600				
Music Office	150	1	150				
Music/Band Office	225	1	225				
Music Storage	250	1	250				
			0				
VOCATIONS & TECHNOLOGY			**9,625**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Home Econ)	1,475	1	1,475				
Tech Clrm. - (Tech Ed/Engineering)	1,075	1	1,075				
Tech Storage - (Tech Ed/Engineering)	150	1	150				
Tech Clrm. - (Tech Ed)	1,525	1	1,525				
Tech Clrm. - (Computers/Business)	1,350	1	1,350	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Computers/Business)	1,125	1	1,125				
Tech Clrm. - (TV)	1,175	1	1,175				
Tech Clrm. - (TV Studio)	1,075	1	1,075				
Tech Storage - TV/AV	200	1	200				
Tech Office - TV Editing	75	2	150				
Tech Office - TV Office	150	1	150				
Tech Office - Control Room	175	1	175				
			0				
			0				
HEALTH & PHYSICAL EDUCATION			**11,800**			**8,400**	
Gymnasium				6,000	1	6,000	
Gymnasium	8,150	1	8,150				
Gym Storeroom			0	150	1	150	
Gym Storeroom			0				
Gym Storeroom / Weight Room	250	1	250				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health Instructor's Office w/ Shower & Toilet - M	300	1	300				
Health Instructor's Office w/ Shower & Toilet - W	300	1	300				
Locker Rooms - Boys / Girls w/ Toilets			0	1,000	2	2,000	
Locker Rooms - Girls w/ Toilets	950	1	950				
Locker Rooms - Boys w/ Toilets	950	1	950				
Health Classroom	900	1	900				
			0				
MEDIA CENTER			**5,975**			**3,847**	
Media Center / Reading Room				3,847	1	3,847	
Library	5,575	1	5,575				
Library Office	400	1	400				
DINING & FOOD SERVICE			**7,300**			**8,677**	
Cafetorium / Dining				4,523	1	4,523	2 seatings - 15SF per seat
Cafetorium / Dining	4,650	1	4,650				
Stage			0	1,600	1	1,600	
Stage	1,400	1	1,400				
Chair / Table / Equipment Storage			0	401	1	401	
Kitchen			0	1,903	1	1,903	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room			0	251	1	251	20 SF/Occupant
Staff Lunch Room	500	1	500				
Staff Community Room	750	1	750				
			0				
MEDICAL			**825**			**610**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	100	1	100				
Medical Suite Toilet	50	1	50				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	500	1	500				
Examination Room / Resting			0	100	3	300	
Examination Room /Office	100	1	100				
Examination Room / Office	75	1	75				

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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
			0				
ADMINISTRATION & GUIDANCE			**4,800**			**3,403**	
General Office / Waiting Room / Toilet				402	1	402	
General Office Toilet	50	2	100				
General Office/Waiting	1,300	1	1,300				
Kitchenette/Copy	125	1	125				
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Sec. Storage	50	1	50				
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Office w/ Conference Area	400	1	400				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	325	1	325				
Assistant Principal's Office - AP2			0	150	1	150	
Supervisory / Spare Office			0	150	1	150	
Conference Room			0	350	1	350	
Conference Room	250	1	250				
Conference Room / Testing	225	1	225				
Admin Conference	475	1	475				
Guidance Office			0	150	4	600	
Guidance Office	200	3	600				
Guidance Office	250	1	250				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	200	1	200				
Guidance Storeroom			0	50	1	50	
Teachers' Work Room			0	452	1	452	
Teachers' Work Room	250	2	500				
			0				
CUSTODIAL & MAINTENANCE			**2,675**			**2,078**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
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	301	1	301	
Receiving and General Supply	800	1	800				
Storeroom			0	402	1	402	
Storeroom	Varies	4	1,200				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	250	1	250				
Network / Telecom Room	225	1	225				
			0				
OTHER			**0**			**0**	
I							
Total Building Net Floor Area (NFA)			**88,290**			**71,895**	
Proposed Student Capacity / Enrollment						**603**	
Total Building Gross Floor Area (GFA)[2]			132,000			**104,078**	
Grossing factor (GFA/NFA)			**1.50**			**1.45**	

[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

[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

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date:

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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			**36,430**			**27,680**	
(List classrooms of different sizes separately)							
Classroom - General			0	950	20	19,000	850 SF min - 950 SF max
Classroom - General	910	27	24,570				
Classroom - General	900	2	1,800				
Classroom - Small Group	500	1	500				
Classroom - Small Group	350	1	350				
Classroom - Small Group	575	2	1,150				
Small Group Seminar (20-30 seats) / Resource			0	500	2	1,000	
Science Classroom / Lab			0	1,200	6	7,200	1 period / day / student
Science Classroom / Lab	1,130	6	6,780				
Prep Room			0	80	6	480	
Prep Room	320	4	1,280				
SPECIAL EDUCATION			**3,460**			**7,550**	
(List classrooms of different sizes separately)							
Self-Contained SPED			0	950	5	4,750	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	550	1	550				
Self-Contained SPED	600	1	600				
Self-Contained SPED	575	1	575				
Self-Contained SPED	910	1	910				
Self-Contained SPED Toilet			0	60	5	300	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Resource Room	75	1	75				
SPED Office	200	2	400				
Small Group Room / Reading			0	500	2	1,000	1/2 size Genl. Clrm.
Small Groupe Room / Reading	350	1	350				
			0				
ART & MUSIC			**5,400**			**3,250**	
Art Classroom				1,200	1	1,200	assumed use - 50% population 2 times / week
Art Classroom	1,075	1	1,075				
Art Classroom Storage	250	1	250				
Art Workroom w/ Storage & kiln			0	150	1	150	
Band / Chorus - 100 seats			0	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,850	1	1,850				
Music Practice / Ensemble			0	200	2	400	
Music Practice / Ensemble	1,600	1	1,600				
Music Office	150	1	150				
Music/Band Office	225	1	225				
Music Storage	250	1	250				
			0				
VOCATIONS & TECHNOLOGY			**9,625**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Home Econ)	1,475	1	1,475				
Tech Clrm. - (Tech Ed/Engineering)	1,075	1	1,075				
Tech Storage - (Tech Ed/Engineering)	150	1	150				
Tech Clrm. - (Tech Ed)	1,525	1	1,525				
Tech Clrm. - (Computers/Business)	1,350	1	1,350	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Computers/Business)	1,125	1	1,125				
Tech Clrm. - (TV)	1,175	1	1,175				
Tech Clrm. - (TV Studio)	1,075	1	1,075				
Tech Storage - TV/AV	200	1	200				
Tech Office - TV Editing	75	2	150				
Tech Office - TV Office	150	1	150				
Tech Office - Control Room	175	1	175				
			0				
			0				
HEALTH & PHYSICAL EDUCATION			**11,800**			**8,400**	
Gymnasium				6,000	1	6,000	
Gymnasium	8,150	1	8,150				
Gym Storeroom			0	150	1	150	
Gym Storeroom			0				
Gym Storeroom / Weight Room	250	1	250				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health Instructor's Office w/ Shower & Toilet - M	300	1	300				
Health Instructor's Office w/ Shower & Toilet - W	300	1	300				
Locker Rooms - Boys / Girls w/ Toilets			0	1,000	2	2,000	
Locker Rooms - Girls w/ Toilets	950	1	950				
Locker Rooms - Boys w/ Toilets	950	1	950				
Health Classroom	900	1	900				
			0				
MEDIA CENTER			**5,975**			**3,847**	
Media Center / Reading Room				3,847	1	3,847	
Library	5,575	1	5,575				
Library Office	400	1	400				
DINING & FOOD SERVICE			**7,300**			**8,677**	
Cafetorium / Dining				4,523	1	4,523	2 seatings - 15SF per seat
Cafetorium / Dining	4,650	1	4,650				
Stage			0	1,600	1	1,600	
Stage	1,400	1	1,400				
Chair / Table / Equipment Storage			0	401	1	401	
Kitchen			0	1,903	1	1,903	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room			0	251	1	251	20 SF/Occupant
Staff Lunch Room	500	1	500				
Staff Community Room	750	1	750				
			0				
MEDICAL			**825**			**610**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	100	1	100				
Medical Suite Toilet	50	1	50				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	500	1	500				
Examination Room / Resting			0	100	3	300	
Examination Room /Office	100	1	100				
Examination Room / Office	75	1	75				

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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
			0				
ADMINISTRATION & GUIDANCE			**4,800**			**3,403**	
General Office / Waiting Room / Toilet				402	1	402	
General Office Toilet	50	2	100				
General Office/Waiting	1,300	1	1,300				
Kitchenette/Copy	125	1	125				
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Sec. Storage	50	1	50				
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Office w/ Conference Area	400	1	400				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	325	1	325				
Assistant Principal's Office - AP2			0	150	1	150	
Supervisory / Spare Office			0	150	1	150	
Conference Room			0	350	1	350	
Conference Room	250	1	250				
Conference Room / Testing	225	1	225				
Admin Conference	475	1	475				
Guidance Office			0	150	4	600	
Guidance Office	200	3	600				
Guidance Office	250	1	250				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	200	1	200				
Guidance Storeroom			0	50	1	50	
Teachers' Work Room			0	452	1	452	
Teachers' Work Room	250	2	500				
			0				
CUSTODIAL & MAINTENANCE			**2,675**			**2,078**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
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	301	1	301	
Receiving and General Supply	800	1	800				
Storeroom			0	402	1	402	
Storeroom	Varies	4	1,200				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	250	1	250				
Network / Telecom Room	225	1	225				
			0				
OTHER			**0**			**0**	
I							
Total Building Net Floor Area (NFA)			**88,290**			**71,895**	
Proposed Student Capacity / Enrollment						**603**	
Total Building Gross Floor Area (GFA)[2]			132,000			**104,078**	
Grossing factor (GFA/NFA)			**1.50**			**1.45**	

[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

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

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Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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			**36,430**			**27,680**	
(List classrooms of different sizes separately)							
Classroom - General			0	950	20	19,000	850 SF min - 950 SF max
Classroom - General	910	27	24,570				
Classroom - General	900	2	1,800				
Classroom - Small Group	500	1	500				
Classroom - Small Group	350	1	350				
Classroom - Small Group	575	2	1,150				
Small Group Seminar (20-30 seats) / Resource			0	500	2	1,000	
Science Classroom / Lab			0	1,200	6	7,200	1 period / day / student
Science Classroom / Lab	1,130	6	6,780				
Prep Room			0	80	6	480	
Prep Room	320	4	1,280				
SPECIAL EDUCATION			**3,460**			**7,550**	
(List classrooms of different sizes separately)							
Self-Contained SPED			0	950	5	4,750	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	550	1	550				
Self-Contained SPED	600	1	600				
Self-Contained SPED	575	1	575				
Self-Contained SPED	910	1	910				
Self-Contained SPED Toilet			0	60	5	300	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Resource Room	75	1	75				
SPED Office	200	2	400				
Small Group Room / Reading			0	500	2	1,000	1/2 size Genl. Clrm.
Small Groupe Room / Reading	350	1	350				
			0				
ART & MUSIC			**5,400**			**3,250**	
Art Classroom				1,200	1	1,200	assumed use - 50% population 2 times / week
Art Classroom	1,075	1	1,075				
Art Classroom Storage	250	1	250				
Art Workroom w/ Storage & kiln			0	150	1	150	
Band / Chorus - 100 seats			0	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,850	1	1,850				
Music Practice / Ensemble			0	200	2	400	
Music Practice / Ensemble	1,600	1	1,600				
Music Office	150	1	150				
Music/Band Office	225	1	225				
Music Storage	250	1	250				
			0				
VOCATIONS & TECHNOLOGY			**9,625**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
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Tech Storage - (Tech Ed/Engineering)	150	1	150				
Tech Clrm. - (Tech Ed)	1,525	1	1,525				
Tech Clrm. - (Computers/Business)	1,350	1	1,350	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Computers/Business)	1,125	1	1,125				
Tech Clrm. - (TV)	1,175	1	1,175				
Tech Clrm. - (TV Studio)	1,075	1	1,075				
Tech Storage - TV/AV	200	1	200				
Tech Office - TV Editing	75	2	150				
Tech Office - TV Office	150	1	150				
Tech Office - Control Room	175	1	175				
			0				
			0				
HEALTH & PHYSICAL EDUCATION			**11,800**			**8,400**	
Gymnasium				6,000	1	6,000	
Gymnasium	8,150	1	8,150				
Gym Storeroom			0	150	1	150	
Gym Storeroom			0				
Gym Storeroom / Weight Room	250	1	250				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health Instructor's Office w/ Shower & Toilet - M	300	1	300				
Health Instructor's Office w/ Shower & Toilet - W	300	1	300				
Locker Rooms - Boys / Girls w/ Toilets			0	1,000	2	2,000	
Locker Rooms - Girls w/ Toilets	950	1	950				
Locker Rooms - Boys w/ Toilets	950	1	950				
Health Classroom	900	1	900				
			0				
MEDIA CENTER			**5,975**			**3,847**	
Media Center / Reading Room				3,847	1	3,847	
Library	5,575	1	5,575				
Library Office	400	1	400				
DINING & FOOD SERVICE			**7,300**			**8,677**	
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Staff Lunch Room	500	1	500				
Staff Community Room	750	1	750				
			0				
MEDICAL			**825**			**610**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	100	1	100				
Medical Suite Toilet	50	1	50				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	500	1	500				
Examination Room / Resting			0	100	3	300	
Examination Room /Office	100	1	100				
Examination Room / Office	75	1	75				

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE SCHOOL	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
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General Office / Waiting Room / Toilet				402	1	402	
General Office Toilet	50	2	100				
General Office/Waiting	1,300	1	1,300				
Kitchenette/Copy	125	1	125				
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Sec. Storage	50	1	50				
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Office w/ Conference Area	400	1	400				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	325	1	325				
Assistant Principal's Office - AP2			0	150	1	150	
Supervisory / Spare Office			0	150	1	150	
Conference Room			0	350	1	350	
Conference Room	250	1	250				
Conference Room / Testing	225	1	225				
Admin Conference	475	1	475				
Guidance Office			0	150	4	600	
Guidance Office	200	3	600				
Guidance Office	250	1	250				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	200	1	200				
Guidance Storeroom			0	50	1	50	
Teachers' Work Room			0	452	1	452	
Teachers' Work Room	250	2	500				
			0				
CUSTODIAL & MAINTENANCE			**2,675**			**2,078**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
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	301	1	301	
Receiving and General Supply	800	1	800				
Storeroom			0	402	1	402	
Storeroom	Varies	4	1,200				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	250	1	250				
Network / Telecom Room	225	1	225				
			0				
OTHER			**0**			**0**	
I							
Total Building Net Floor Area (NFA)			**88,290**			**71,895**	
Proposed Student Capacity / Enrollment						**603**	
Total Building Gross Floor Area (GFA)[2]			132,000			**104,078**	
Grossing factor (GFA/NFA)			**1.50**			**1.45**	

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Name of Architect Firm: _____

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Date:

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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			**36,430**			**27,680**	
(List classrooms of different sizes separately)							
Classroom - General			0	950	20	19,000	850 SF min - 950 SF max
Classroom - General	910	27	24,570				
Classroom - General	900	2	1,800				
Classroom - Small Group	500	1	500				
Classroom - Small Group	350	1	350				
Classroom - Small Group	575	2	1,150				
Small Group Seminar (20-30 seats) / Resource			0	500	2	1,000	
Science Classroom / Lab			0	1,200	6	7,200	1 period / day / student
Science Classroom / Lab	1,130	6	6,780				
Prep Room			0	80	6	480	
Prep Room	320	4	1,280				
SPECIAL EDUCATION			**3,460**			**7,550**	
(List classrooms of different sizes separately)							
Self-Contained SPED			0	950	5	4,750	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	550	1	550				
Self-Contained SPED	600	1	600				
Self-Contained SPED	575	1	575				
Self-Contained SPED	910	1	910				
Self-Contained SPED Toilet			0	60	5	300	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Resource Room	75	1	75				
SPED Office	200	2	400				
Small Group Room / Reading			0	500	2	1,000	1/2 size Genl. Clrm.
Small Groupe Room / Reading	350	1	350				
			0				
ART & MUSIC			**5,400**			**3,250**	
Art Classroom				1,200	1	1,200	assumed use - 50% population 2 times / week
Art Classroom	1,075	1	1,075				
Art Classroom Storage	250	1	250				
Art Workroom w/ Storage & kiln			0	150	1	150	
Band / Chorus - 100 seats			0	1,500	1	1,500	assumed use - 50% population 2 times / week
Band / Chorus - 100 seats	1,850	1	1,850				
Music Practice / Ensemble			0	200	2	400	
Music Practice / Ensemble	1,600	1	1,600				
Music Office	150	1	150				
Music/Band Office	225	1	225				
Music Storage	250	1	250				
			0				
VOCATIONS & TECHNOLOGY			**9,625**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Home Econ)	1,475	1	1,475				
Tech Clrm. - (Tech Ed/Engineering)	1,075	1	1,075				
Tech Storage - (Tech Ed/Engineering)	150	1	150				
Tech Clrm. - (Tech Ed)	1,525	1	1,525				
Tech Clrm. - (Computers/Business)	1,350	1	1,350	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Tech Clrm. - (Computers/Business)	1,125	1	1,125				
Tech Clrm. - (TV)	1,175	1	1,175				
Tech Clrm. - (TV Studio)	1,075	1	1,075				
Tech Storage - TV/AV	200	1	200				
Tech Office - TV Editing	75	2	150				
Tech Office - TV Office	150	1	150				
Tech Office - Control Room	175	1	175				
			0				
			0				
HEALTH & PHYSICAL EDUCATION			**11,800**			**8,400**	
Gymnasium				6,000	1	6,000	
Gymnasium	8,150	1	8,150				
Gym Storeroom			0	150	1	150	
Gym Storeroom			0				
Gym Storeroom / Weight Room	250	1	250				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Health Instructor's Office w/ Shower & Toilet - M	300	1	300				
Health Instructor's Office w/ Shower & Toilet - W	300	1	300				
Locker Rooms - Boys / Girls w/ Toilets			0	1,000	2	2,000	
Locker Rooms - Girls w/ Toilets	950	1	950				
Locker Rooms - Boys w/ Toilets	950	1	950				
Health Classroom	900	1	900				
			0				
MEDIA CENTER			**5,975**			**3,847**	
Media Center / Reading Room				3,847	1	3,847	
Library	5,575	1	5,575				
Library Office	400	1	400				
DINING & FOOD SERVICE			**7,300**			**8,677**	
Cafetorium / Dining				4,523	1	4,523	2 seatings - 15SF per seat
Cafetorium / Dining	4,650	1	4,650				
Stage			0	1,600	1	1,600	
Stage	1,400	1	1,400				
Chair / Table / Equipment Storage			0	401	1	401	
Kitchen			0	1,903	1	1,903	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room			0	251	1	251	20 SF/Occupant
Staff Lunch Room	500	1	500				
Staff Community Room	750	1	750				
			0				
MEDICAL			**825**			**610**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	100	1	100				
Medical Suite Toilet	50	1	50				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	500	1	500				
Examination Room / Resting			0	100	3	300	
Examination Room /Office	100	1	100				
Examination Room / Office	75	1	75				

Proposed Space Summary - Middle Schools

BIRCHLAND PARK MIDDLE 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
			0				
ADMINISTRATION & GUIDANCE			**4,800**			**3,403**	
General Office / Waiting Room / Toilet				402	1	402	
General Office Toilet	50	2	100				
General Office/Waiting	1,300	1	1,300				
Kitchenette/Copy	125	1	125				
Teachers' Mail and Time Room			0	100	1	100	
Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Sec. Storage	50	1	50				
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Office w/ Conference Area	400	1	400				
Principal's Secretary / Waiting			0	125	1	125	
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	325	1	325				
Assistant Principal's Office - AP2			0	150	1	150	
Supervisory / Spare Office			0	150	1	150	
Conference Room			0	350	1	350	
Conference Room	250	1	250				
Conference Room / Testing	225	1	225				
Admin Conference	475	1	475				
Guidance Office			0	150	4	600	
Guidance Office	200	3	600				
Guidance Office	250	1	250				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	200	1	200				
Guidance Storeroom			0	50	1	50	
Teachers' Work Room			0	452	1	452	
Teachers' Work Room	250	2	500				
			0				
CUSTODIAL & MAINTENANCE			**2,675**			**2,078**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
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	301	1	301	
Receiving and General Supply	800	1	800				
Storeroom			0	402	1	402	
Storeroom	Varies	4	1,200				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	250	1	250				
Network / Telecom Room	225	1	225				
			0				
OTHER			**0**			**0**	
I							
Total Building Net Floor Area (NFA)			**88,290**			**71,895**	
Proposed Student Capacity / Enrollment						**603**	
Total Building Gross Floor Area (GFA)[2]			132,000			**104,078**	
Grossing factor (GFA/NFA)			**1.50**			**1.45**	

[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

[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

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date:

Proposed Space Summary - High Schools

East Longmeadow 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			**43,150**			**41,870**	
(List classrooms of different sizes separately)							
Classroom - General				850	29	24,650	825 SF min - 950 SF max
Classroom - General	750	33	24,750				
Classroom - General	900	3	2,700				
Classroom - General	675	1	675				
Classroom - General	975	1	975				
Classroom - General	725	1	725				
Classroom - General	525	1	525				
Classroom - General	650	2	1,300				
Teacher Planning			0	100	29	2,900	
Small Group Seminar (20-30 seats)			0	500	2	1,000	
Science Classroom / Lab			0	1,440	8	11,520	3 x85% ut=20 Seats-1 per /day/student
Science Classroom / Lab	975	4	3,900				
Science Classroom / Lab	1,100	4	4,400				
Science Classroom / Lab	850	2	1,700				
Prep Room			0	200	8	1,600	
Prep Room	500	1	500				
Prep Room	300	2	600				
Prep Room	200	2	400				
Central Chemical Storage Rm			0	200	1	200	
			0				
SPECIAL EDUCATION			**3,450**			**9,060**	
(List classrooms of different sizes separately)							
Self-Contained SPED				950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	875	2	1,750				
Self-Contained SPED	500	1	500				
Self-Contained SPED	375	1	375				
Self-Contained SPED	825	1	825				
Self-Contained SPED Toilet			0	60	6	360	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room			0	500	3	1,500	1/2 size Genl. Clrm.
ART & MUSIC			**8,400**			**6,700**	
Art Classroom - 25 seats				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Classroom	2,250	1	2,250				
Art Classroom - Ceramic	1,300	1	1,300				
Art Classroom - Graphic Arts	1,050	1	1,050				
Dark Room	500	1	500				
Art Workroom w/ Storage & kiln			0	150	2	300	
Art Storage	225	1	225				
Band - 50 - 100 seats			0	1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Band - 50 - 100 seats	1,250	1	1,250				
Chorus - 50 - 100 seats			0	1,500	1	1,500	
Chorus	1,225	1	1,225				
Ensemble			0	200	1	200	
Music Practice			0	75	4	300	
Music Storage			0	500	1	500	
Music Storage	150	2	300				
Music Office	300	1	300				
			0				
VOCATIONS & TECHNOLOGY			**4,900**			**9,600**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	3	3,600	Assumed use - 50% Population - 5 times/week
Tech Clrm. - (E.G. Drafting/Engineering)	825	1	825				
Tech Clrm. - (E.G. Drafting/Engineering)	900	1	900				
Tech Shop - (E.G. Consumer, Wood)			0	2,000	3	6,000	Assumed use - 50% Population - 5 times/week
Home Economics	1,225	1	1,225				
Childcare Development Classroom	725	1	725				
Child Management Lab	1,225	1	1,225				
			0				
HEALTH & PHYSICAL EDUCATION			**29,425**			**21,078**	
Gymnasium	8,775	1	8,775	12,000	1	12,000	
Gymnasium	3,750	1	3,750				
Pool	5,100	1	5,100				
Weight Room	1,350	1	1,350				
PE Alternatives			0	3,000	1	3,000	
Gym Storeroom			0	300	1	300	
Locker Rooms - Boys / Girls w/ Toilets			0	4,878	1	4,878	5.6 sf/student total
Locker Rooms - Girls General	1,575	1	1,575				
Locker Rooms - Girls Swimming	1,075	1	1,075				
Locker Rooms - Boys General	1,700	1	1,700				
Locker Rooms - Boys Swimming	1,150	1	1,150				
Phys. Ed. Storage			0	500	1	500	
Gym/Phys Ed Storage	Varies	20	3,500				
Athletic Office - Women's Lockers	325	1	325	150	1	150	
Athletic Office - Men's Lockers	325	1	325				
Athletic Director's Office	100	1	100				
Athletic Office - Training	250	1	250				
Athletic Office	125	1	125				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Diet and Nutritionist's Office	325	1	325				
			0				
MEDIA CENTER			**5,825**			**5,344**	
Media Center / Reading Room				5,344	1	5,344	
Computer Lab	750	1	750				
Computer Lab	975	1	975				
Library	2,750	1	2,750				
Periodicals Room	300	1	300				
Library Computer Lab	900	1	900				
Media Storage	75	2	150				
			0				
AUDITORIUM / DRAMA			**9,500**			**8,674**	
Auditorium	7,200	1	7,200	5,807	1	5,807	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	2,000	1	2,000	1,600	1	1,600	
Auditorium Storage	125	2	250	468	1	468	
Make-up / Dressing Rooms			0	300	2	600	
Controls / Lighting / Projection	50	1	50	200	1	200	
			0				
DINING & FOOD SERVICE			**8,115**			**7,962**	
Cafeteria / Student Lounge / Break-out				4,355	1	4,355	3 seatings - 15SF per seat
Cafeteria / Student Lounge / Break-out	5,425	1	5,425				
Chair / Table Storage			0	368	1	368	
Scramble Serving Area			0	600	1	600	
Kitchen	1,440	1	1,440	2,171	1	2,171	1600 SF for first 300 + 1 SF/student Add'l
Kitchen Storage	650	1	650				

Proposed Space Summary - High Schools

East Longmeadow 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
Staff Lunch Room	600	1	600	468	1	468	20 SF/Occupant
			0				
MEDICAL			**705**			**910**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	20	1	20				
Medical Suite Toilet	15	1	15				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	400	1	400				
Interview Room			0	100	2	200	
Examination Room	125	1	125				
Examination Room / Resting			0	100	4	400	
Resting	125	1	125				
Nurse Storage	20	1	20				
			0				
ADMINISTRATION & GUIDANCE			**3,502**			**4,043**	
General Office / Waiting Room / Toilet				436	1	436	
General Office / Waiting Room	550	1	550				
General Office restroom	30	1	30				
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			0	375	1	375	
Principal's Offfice	135	1	135				
Principal's Secretary / Waiting			0	125	1	125	
Admin Office	160	1	160				
Admin Office	112	1	112				
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	135	1	135				
Assistant Principal's Office - AP2			0	150	0	-	
Admin / Office Storage	40	2	80				
Supervisory / Spare Office			0	120	1	120	
Conference Room			0	450	1	450	
Guidance Office			0	150	5	750	
Guidance Office	150	1	150				
Guidance Office	90	1	90				
Guidance Office	125	1	125				
Guidance Office	60	1	60				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	425	1	425				
Guidance Storeroom			0	100	1	100	
Career Center			0	368	1	368	
Career Center	725	1	725				
Records Room			0	134	1	134	
Teachers' Work Room			0	436	1	436	
Teacher's Lounge	425	1	425				
Teacher's Lounge	300	1	300				
			0				
CUSTODIAL & MAINTENANCE			**2,550**			**2,278**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
Custodian's Workshop			0	250	1	250	
Custodian's Workshop	550	1	550				
Custodian's Storage			0	375	1	375	
Custodian's Storage	625	1	625				
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	368	1	368	
Storeroom			0	536	1	536	
Book Storage/ IT	175	1	175				
Book Storage	200	1	200				
Outside Equip Storeroom	675	1	675				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	125	1	125				
			0				
OTHER			**9,675**			**0**	
Greenhouse	300	1	300				
DARE/Police Office	300	1	300				
Elcat Studio - New	1,925	1	1,925				
Bus Service Garage	1,100	1	1,100				
District Central Administration	5,600	1	5,600				
Elcat Studio - Old	450	1	450				
Total Building Net Floor Area (NFA)			**129,197**			**117,518**	
Proposed Student Capacity / Enrollment						**871**	202
Total Building Gross Floor Area (GFA)[2]			204,000			**175,942**	
Grossing factor (GFA/NFA)			**1.58**			**1.50**	

[1] **Individual Room Net Floor Area (NFA)** 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

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date:

Proposed Space Summary - High Schools

East Longmeadow 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			**43,150**			**41,870**	
(List classrooms of different sizes separately)							
Classroom - General				850	29	24,650	825 SF min - 950 SF max
Classroom - General	750	33	24,750				
Classroom - General	900	3	2,700				
Classroom - General	675	1	675				
Classroom - General	975	1	975				
Classroom - General	725	1	725				
Classroom - General	525	1	525				
Classroom - General	650	2	1,300				
Teacher Planning			0	100	29	2,900	
Small Group Seminar (20-30 seats)			0	500	2	1,000	
Science Classroom / Lab			0	1,440	8	11,520	3 x85% ut=20 Seats-1 per /day/student
Science Classroom / Lab	975	4	3,900				
Science Classroom / Lab	1,100	4	4,400				
Science Classroom / Lab	850	2	1,700				
Prep Room			0	200	8	1,600	
Prep Room	500	1	500				
Prep Room	300	2	600				
Prep Room	200	2	400				
Central Chemical Storage Rm			0	200	1	200	
			0				
SPECIAL EDUCATION			**3,450**			**9,060**	
(List classrooms of different sizes separately)							
Self-Contained SPED				950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	875	2	1,750				
Self-Contained SPED	500	1	500				
Self-Contained SPED	375	1	375				
Self-Contained SPED	825	1	825				
Self-Contained SPED Toilet			0	60	6	360	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room			0	500	3	1,500	1/2 size Genl. Clrm.
ART & MUSIC			**8,400**			**6,700**	
Art Classroom - 25 seats				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Classroom	2,250	1	2,250				
Art Classroom - Ceramic	1,300	1	1,300				
Art Classroom - Graphic Arts	1,050	1	1,050				
Dark Room	500	1	500				
Art Workroom w/ Storage & kiln			0	150	2	300	
Art Storage	225	1	225				
Band - 50 - 100 seats			0	1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Band - 50 - 100 seats	1,250	1	1,250				
Chorus - 50 - 100 seats			0	1,500	1	1,500	
Chorus	1,225	1	1,225				
Ensemble			0	200	1	200	
Music Practice			0	75	4	300	
Music Storage			0	500	1	500	
Music Storage	150	2	300				
Music Office	300	1	300				
			0				
VOCATIONS & TECHNOLOGY			**4,900**			**9,600**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	3	3,600	Assumed use - 50% Population - 5 times/week
Tech Clrm. - (E.G. Drafting/Engineering)	825	1	825				
Tech Clrm. - (E.G. Drafting/Engineering)	900	1	900				
Tech Shop - (E.G. Consumer, Wood)			0	2,000	3	6,000	Assumed use - 50% Population - 5 times/week
Home Economics	1,225	1	1,225				
Childcare Development Classroom	725	1	725				
Child Management Lab	1,225	1	1,225				
			0				
HEALTH & PHYSICAL EDUCATION			**29,425**			**21,078**	
Gymnasium	8,775	1	8,775	12,000	1	12,000	
Gymnasium	3,750	1	3,750				
Pool	5,100	1	5,100				
Weight Room	1,350	1	1,350				
PE Alternatives			0	3,000	1	3,000	
Gym Storeroom			0	300	1	300	
Locker Rooms - Boys / Girls w/ Toilets			0	4,878	1	4,878	5.6 sf/student total
Locker Rooms - Girls General	1,575	1	1,575				
Locker Rooms - Girls Swimming	1,075	1	1,075				
Locker Rooms - Boys General	1,700	1	1,700				
Locker Rooms - Boys Swimming	1,150	1	1,150				
Phys. Ed. Storage			0	500	1	500	
Gym/Phys Ed Storage	Varies	20	3,500				
Athletic Office - Women's Lockers	325	1	325	150	1	150	
Athletic Office - Men's Lockers	325	1	325				
Athletic Director's Office	100	1	100				
Athletic Office - Training	250	1	250				
Athletic Office	125	1	125				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Diet and Nutritionist's Office	325	1	325				
			0				
MEDIA CENTER			**5,825**			**5,344**	
Media Center / Reading Room				5,344	1	5,344	
Computer Lab	750	1	750				
Computer Lab	975	1	975				
Library	2,750	1	2,750				
Periodicals Room	300	1	300				
Library Computer Lab	900	1	900				
Media Storage	75	2	150				
			0				
AUDITORIUM / DRAMA			**9,500**			**8,674**	
Auditorium	7,200	1	7,200	5,807	1	5,807	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	2,000	1	2,000	1,600	1	1,600	
Auditorium Storage	125	2	250	468	1	468	
Make-up / Dressing Rooms			0	300	2	600	
Controls / Lighting / Projection	50	1	50	200	1	200	
			0				
DINING & FOOD SERVICE			**8,115**			**7,962**	
Cafeteria / Student Lounge / Break-out				4,355	1	4,355	3 seatings - 15SF per seat
Cafeteria / Student Lounge / Break-out	5,425	1	5,425				
Chair / Table Storage			0	368	1	368	
Scramble Serving Area			0	600	1	600	
Kitchen	1,440	1	1,440	2,171	1	2,171	1600 SF for first 300 + 1 SF/student Add'l
Kitchen Storage	650	1	650				

Proposed Space Summary - High Schools

East Longmeadow 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
Staff Lunch Room	600	1	600	468	1	468	20 SF/Occupant
			0				
MEDICAL			**705**			**910**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	20	1	20				
Medical Suite Toilet	15	1	15				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	400	1	400				
Interview Room			0	100	2	200	
Examination Room	125	1	125				
Examination Room / Resting			0	100	4	400	
Resting	125	1	125				
Nurse Storage	20	1	20				
			0				
ADMINISTRATION & GUIDANCE			**3,502**			**4,043**	
General Office / Waiting Room / Toilet				436	1	436	
General Office / Waiting Room	550	1	550				
General Office restroom	30	1	30				
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			0	375	1	375	
Principal's Offfice	135	1	135				
Principal's Secretary / Waiting			0	125	1	125	
Admin Office	160	1	160				
Admin Office	112	1	112				
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	135	1	135				
Assistant Principal's Office - AP2			0	150	0	-	
Admin / Office Storage	40	2	80				
Supervisory / Spare Office			0	120	1	120	
Conference Room			0	450	1	450	
Guidance Office			0	150	5	750	
Guidance Office	150	1	150				
Guidance Office	90	1	90				
Guidance Office	125	1	125				
Guidance Office	60	1	60				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	425	1	425				
Guidance Storeroom			0	100	1	100	
Career Center			0	368	1	368	
Career Center	725	1	725				
Records Room			0	134	1	134	
Teachers' Work Room			0	436	1	436	
Teacher's Lounge	425	1	425				
Teacher's Lounge	300	1	300				
			0				
CUSTODIAL & MAINTENANCE			**2,550**			**2,278**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
Custodian's Workshop			0	250	1	250	
Custodian's Workshop	550	1	550				
Custodian's Storage			0	375	1	375	
Custodian's Storage	625	1	625				
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	368	1	368	
Storeroom			0	536	1	536	
Book Storage/ IT	175	1	175				
Book Storage	200	1	200				
Outside Equip Storeroom	675	1	675				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	125	1	125				
			0				
OTHER			**9,675**			**0**	
Greenhouse	300	1	300				
DARE/Police Office	300	1	300				
Elcat Studio - New	1,925	1	1,925				
Bus Service Garage	1,100	1	1,100				
District Central Administration	5,600	1	5,600				
Elcat Studio - Old	450	1	450				
Total Building Net Floor Area (NFA)			**129,197**			**117,518**	
Proposed Student Capacity / Enrollment						**871**	202
Total Building Gross Floor Area (GFA)[2]			204,000			**175,942**	
Grossing factor (GFA/NFA)			**1.58**			**1.50**	

[1] **Individual Room Net Floor Area (NFA)** 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

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date:

Proposed Space Summary - High Schools

East Longmeadow 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			**43,150**			**41,870**	
(List classrooms of different sizes separately)							
Classroom - General				850	29	24,650	825 SF min - 950 SF max
Classroom - General	750	33	24,750				
Classroom - General	900	3	2,700				
Classroom - General	675	1	675				
Classroom - General	975	1	975				
Classroom - General	725	1	725				
Classroom - General	525	1	525				
Classroom - General	650	2	1,300				
Teacher Planning			0	100	29	2,900	
Small Group Seminar (20-30 seats)			0	500	2	1,000	
Science Classroom / Lab			0	1,440	8	11,520	3 x85% ut=20 Seats-1 per /day/student
Science Classroom / Lab	975	4	3,900				
Science Classroom / Lab	1,100	4	4,400				
Science Classroom / Lab	850	2	1,700				
Prep Room			0	200	8	1,600	
Prep Room	500	1	500				
Prep Room	300	2	600				
Prep Room	200	2	400				
Central Chemical Storage Rm			0	200	1	200	
			0				
SPECIAL EDUCATION			**3,450**			**9,060**	
(List classrooms of different sizes separately)							
Self-Contained SPED				950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	875	2	1,750				
Self-Contained SPED	500	1	500				
Self-Contained SPED	375	1	375				
Self-Contained SPED	825	1	825				
Self-Contained SPED Toilet			0	60	6	360	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room			0	500	3	1,500	1/2 size Genl. Clrm.
ART & MUSIC			**8,400**			**6,700**	
Art Classroom - 25 seats				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Classroom	2,250	1	2,250				
Art Classroom - Ceramic	1,300	1	1,300				
Art Classroom - Graphic Arts	1,050	1	1,050				
Dark Room	500	1	500				
Art Workroom w/ Storage & kiln			0	150	2	300	
Art Storage	225	1	225				
Band - 50 - 100 seats			0	1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Band - 50 - 100 seats	1,250	1	1,250				
Chorus - 50 - 100 seats			0	1,500	1	1,500	
Chorus	1,225	1	1,225				
Ensemble			0	200	1	200	
Music Practice			0	75	4	300	
Music Storage			0	500	1	500	
Music Storage	150	2	300				
Music Office	300	1	300				
			0				
VOCATIONS & TECHNOLOGY			**4,900**			**9,600**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	3	3,600	Assumed use - 50% Population - 5 times/week
Tech Clrm. - (E.G. Drafting/Engineering)	825	1	825				
Tech Clrm. - (E.G. Drafting/Engineering)	900	1	900				
Tech Shop - (E.G. Consumer, Wood)			0	2,000	3	6,000	Assumed use - 50% Population - 5 times/week
Home Economics	1,225	1	1,225				
Childcare Development Classroom	725	1	725				
Child Management Lab	1,225	1	1,225				
			0				
HEALTH & PHYSICAL EDUCATION			**29,425**			**21,078**	
Gymnasium	8,775	1	8,775	12,000	1	12,000	
Gymnasium	3,750	1	3,750				
Pool	5,100	1	5,100				
Weight Room	1,350	1	1,350				
PE Alternatives			0	3,000	1	3,000	
Gym Storeroom			0	300	1	300	
Locker Rooms - Boys / Girls w/ Toilets			0	4,878	1	4,878	5.6 sf/student total
Locker Rooms - Girls General	1,575	1	1,575				
Locker Rooms - Girls Swimming	1,075	1	1,075				
Locker Rooms - Boys General	1,700	1	1,700				
Locker Rooms - Boys Swimming	1,150	1	1,150				
Phys. Ed. Storage			0	500	1	500	
Gym/Phys Ed Storage	Varies	20	3,500				
Athletic Office - Women's Lockers	325	1	325	150	1	150	
Athletic Office - Men's Lockers	325	1	325				
Athletic Director's Office	100	1	100				
Athletic Office - Training	250	1	250				
Athletic Office	125	1	125				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Diet and Nutritionist's Office	325	1	325				
			0				
MEDIA CENTER			**5,825**			**5,344**	
Media Center / Reading Room				5,344	1	5,344	
Computer Lab	750	1	750				
Computer Lab	975	1	975				
Library	2,750	1	2,750				
Periodicals Room	300	1	300				
Library Computer Lab	900	1	900				
Media Storage	75	2	150				
			0				
AUDITORIUM / DRAMA			**9,500**			**8,674**	
Auditorium	7,200	1	7,200	5,807	1	5,807	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	2,000	1	2,000	1,600	1	1,600	
Auditorium Storage	125	2	250	468	1	468	
Make-up / Dressing Rooms			0	300	2	600	
Controls / Lighting / Projection	50	1	50	200	1	200	
			0				
DINING & FOOD SERVICE			**8,115**			**7,962**	
Cafeteria / Student Lounge / Break-out				4,355	1	4,355	3 seatings - 15SF per seat
Cafeteria / Student Lounge / Break-out	5,425	1	5,425				
Chair / Table Storage			0	368	1	368	
Scramble Serving Area			0	600	1	600	
Kitchen	1,440	1	1,440	2,171	1	2,171	1600 SF for first 300 + 1 SF/student Add'l
Kitchen Storage	650	1	650				

Proposed Space Summary - High Schools

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MEDICAL			**705**			**910**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	20	1	20				
Medical Suite Toilet	15	1	15				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	400	1	400				
Interview Room			0	100	2	200	
Examination Room	125	1	125				
Examination Room / Resting			0	100	4	400	
Resting	125	1	125				
Nurse Storage	20	1	20				
			0				
ADMINISTRATION & GUIDANCE			**3,502**			**4,043**	
General Office / Waiting Room / Toilet				436	1	436	
General Office / Waiting Room	550	1	550				
General Office restroom	30	1	30				
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			0	375	1	375	
Principal's Offfice	135	1	135				
Principal's Secretary / Waiting			0	125	1	125	
Admin Office	160	1	160				
Admin Office	112	1	112				
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	135	1	135				
Assistant Principal's Office - AP2			0	150	0	-	
Admin / Office Storage	40	2	80				
Supervisory / Spare Office			0	120	1	120	
Conference Room			0	450	1	450	
Guidance Office			0	150	5	750	
Guidance Office	150	1	150				
Guidance Office	90	1	90				
Guidance Office	125	1	125				
Guidance Office	60	1	60				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	425	1	425				
Guidance Storeroom			0	100	1	100	
Career Center			0	368	1	368	
Career Center	725	1	725				
Records Room			0	134	1	134	
Teachers' Work Room			0	436	1	436	
Teacher's Lounge	425	1	425				
Teacher's Lounge	300	1	300				
			0				
CUSTODIAL & MAINTENANCE			**2,550**			**2,278**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
Custodian's Workshop			0	250	1	250	
Custodian's Workshop	550	1	550				
Custodian's Storage			0	375	1	375	
Custodian's Storage	625	1	625				
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	368	1	368	
Storeroom			0	536	1	536	
Book Storage/ IT	175	1	175				
Book Storage	200	1	200				
Outside Equip Storeroom	675	1	675				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	125	1	125				
			0				
OTHER			**9,675**			**0**	
Greenhouse	300	1	300				
DARE/Police Office	300	1	300				
Elcat Studio - New	1,925	1	1,925				
Bus Service Garage	1,100	1	1,100				
District Central Administration	5,600	1	5,600				
Elcat Studio - Old	450	1	450				
Total Building Net Floor Area (NFA)			**129,197**			**117,518**	
Proposed Student Capacity / Enrollment						**871**	202
Total Building Gross Floor Area (GFA)[2]			204,000			**175,942**	
Grossing factor (GFA/NFA)			**1.58**			**1.50**	

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

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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

Name of Architect Firm: _____

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Proposed Space Summary - High Schools

East Longmeadow High School	Existing Conditions			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
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(List classrooms of different sizes separately)							
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Classroom - General	900	3	2,700				
Classroom - General	675	1	675				
Classroom - General	975	1	975				
Classroom - General	725	1	725				
Classroom - General	525	1	525				
Classroom - General	650	2	1,300				
Teacher Planning			0	100	29	2,900	
Small Group Seminar (20-30 seats)			0	500	2	1,000	
Science Classroom / Lab			0	1,440	8	11,520	3 x85% ut=20 Seats-1 per /day/student
Science Classroom / Lab	975	4	3,900				
Science Classroom / Lab	1,100	4	4,400				
Science Classroom / Lab	850	2	1,700				
Prep Room			0	200	8	1,600	
Prep Room	500	1	500				
Prep Room	300	2	600				
Prep Room	200	2	400				
Central Chemical Storage Rm			0	200	1	200	
			0				
SPECIAL EDUCATION			**3,450**			**9,060**	
(List classrooms of different sizes separately)							
Self-Contained SPED				950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	875	2	1,750				
Self-Contained SPED	500	1	500				
Self-Contained SPED	375	1	375				
Self-Contained SPED	825	1	825				
Self-Contained SPED Toilet			0	60	6	360	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room			0	500	3	1,500	1/2 size Genl. Clrm.
ART & MUSIC			**8,400**			**6,700**	
Art Classroom - 25 seats				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Classroom	2,250	1	2,250				
Art Classroom - Ceramic	1,300	1	1,300				
Art Classroom - Graphic Arts	1,050	1	1,050				
Dark Room	500	1	500				
Art Workroom w/ Storage & kiln			0	150	2	300	
Art Storage	225	1	225				
Band - 50 - 100 seats			0	1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Band - 50 - 100 seats	1,250	1	1,250				
Chorus - 50 - 100 seats			0	1,500	1	1,500	
Chorus	1,225	1	1,225				
Ensemble			0	200	1	200	
Music Practice			0	75	4	300	
Music Storage			0	500	1	500	
Music Storage	150	2	300				
Music Office	300	1	300				
			0				
VOCATIONS & TECHNOLOGY			**4,900**			**9,600**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	3	3,600	Assumed use - 50% Population - 5 times/week
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Gymnasium	8,775	1	8,775	12,000	1	12,000	
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Phys. Ed. Storage			0	500	1	500	
Gym/Phys Ed Storage	Varies	20	3,500				
Athletic Office - Women's Lockers	325	1	325	150	1	150	
Athletic Office - Men's Lockers	325	1	325				
Athletic Director's Office	100	1	100				
Athletic Office - Training	250	1	250				
Athletic Office	125	1	125				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Diet and Nutritionist's Office	325	1	325				
			0				
MEDIA CENTER			**5,825**			**5,344**	
Media Center / Reading Room				5,344	1	5,344	
Computer Lab	750	1	750				
Computer Lab	975	1	975				
Library	2,750	1	2,750				
Periodicals Room	300	1	300				
Library Computer Lab	900	1	900				
Media Storage	75	2	150				
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AUDITORIUM / DRAMA			**9,500**			**8,674**	
Auditorium	7,200	1	7,200	5,807	1	5,807	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
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Auditorium Storage	125	2	250	468	1	468	
Make-up / Dressing Rooms			0	300	2	600	
Controls / Lighting / Projection	50	1	50	200	1	200	
			0				
DINING & FOOD SERVICE			**8,115**			**7,962**	
Cafeteria / Student Lounge / Break-out				4,355	1	4,355	3 seatings - 15SF per seat
Cafeteria / Student Lounge / Break-out	5,425	1	5,425				
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Medical Suite Toilet	20	1	20				
Medical Suite Toilet	15	1	15				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	400	1	400				
Interview Room			0	100	2	200	
Examination Room	125	1	125				
Examination Room / Resting			0	100	4	400	
Resting	125	1	125				
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			0				
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General Office / Waiting Room / Toilet				436	1	436	
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Duplicating Room			0	200	1	200	
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Principal's Office w/ Conference Area			0	375	1	375	
Principal's Offfice	135	1	135				
Principal's Secretary / Waiting			0	125	1	125	
Admin Office	160	1	160				
Admin Office	112	1	112				
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	135	1	135				
Assistant Principal's Office - AP2			0	150	0	-	
Admin / Office Storage	40	2	80				
Supervisory / Spare Office			0	120	1	120	
Conference Room			0	450	1	450	
Guidance Office			0	150	5	750	
Guidance Office	150	1	150				
Guidance Office	90	1	90				
Guidance Office	125	1	125				
Guidance Office	60	1	60				
Guidance Waiting Room			0	100	1	100	
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Career Center	725	1	725				
Records Room			0	134	1	134	
Teachers' Work Room			0	436	1	436	
Teacher's Lounge	425	1	425				
Teacher's Lounge	300	1	300				
			0				
CUSTODIAL & MAINTENANCE			**2,550**			**2,278**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
Custodian's Workshop			0	250	1	250	
Custodian's Workshop	550	1	550				
Custodian's Storage			0	375	1	375	
Custodian's Storage	625	1	625				
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	368	1	368	
Storeroom			0	536	1	536	
Book Storage/ IT	175	1	175				
Book Storage	200	1	200				
Outside Equip Storeroom	675	1	675				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	125	1	125				
			0				
OTHER			**9,675**			**0**	
Greenhouse	300	1	300				
DARE/Police Office	300	1	300				
Elcat Studio - New	1,925	1	1,925				
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Total Building Net Floor Area (NFA)			**129,197**			**117,518**	
Proposed Student Capacity / Enrollment						**871**	202
Total Building Gross Floor Area (GFA)[2]			204,000			**175,942**	
Grossing factor (GFA/NFA)			**1.58**			**1.50**	

[1] **Individual Room Net Floor Area (NFA)** 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

Name of Architect Firm: _____

Name of Principal Architect: _____

Signature of Principal Architect: _____

Date:

Proposed Space Summary - High Schools

East Longmeadow 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			**43,150**			**41,870**	
(List classrooms of different sizes separately)							
Classroom - General				850	29	24,650	825 SF min - 950 SF max
Classroom - General	750	33	24,750				
Classroom - General	900	3	2,700				
Classroom - General	675	1	675				
Classroom - General	975	1	975				
Classroom - General	725	1	725				
Classroom - General	525	1	525				
Classroom - General	650	2	1,300				
Teacher Planning			0	100	29	2,900	
Small Group Seminar (20-30 seats)			0	500	2	1,000	
Science Classroom / Lab			0	1,440	8	11,520	3 x85% ut=20 Seats-1 per /day/student
Science Classroom / Lab	975	4	3,900				
Science Classroom / Lab	1,100	4	4,400				
Science Classroom / Lab	850	2	1,700				
Prep Room			0	200	8	1,600	
Prep Room	500	1	500				
Prep Room	300	2	600				
Prep Room	200	2	400				
Central Chemical Storage Rm			0	200	1	200	
			0				
SPECIAL EDUCATION			**3,450**			**9,060**	
(List classrooms of different sizes separately)							
Self-Contained SPED				950	6	5,700	assumed 8% of pop. in self-contained SPED
Self-Contained SPED	875	2	1,750				
Self-Contained SPED	500	1	500				
Self-Contained SPED	375	1	375				
Self-Contained SPED	825	1	825				
Self-Contained SPED Toilet			0	60	6	360	
Resource Room			0	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room			0	500	3	1,500	1/2 size Genl. Clrm.
ART & MUSIC			**8,400**			**6,700**	
Art Classroom - 25 seats				1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Classroom	2,250	1	2,250				
Art Classroom - Ceramic	1,300	1	1,300				
Art Classroom - Graphic Arts	1,050	1	1,050				
Dark Room	500	1	500				
Art Workroom w/ Storage & kiln			0	150	2	300	
Art Storage	225	1	225				
Band - 50 - 100 seats			0	1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Band - 50 - 100 seats	1,250	1	1,250				
Chorus - 50 - 100 seats			0	1,500	1	1,500	
Chorus	1,225	1	1,225				
Ensemble			0	200	1	200	
Music Practice			0	75	4	300	
Music Storage			0	500	1	500	
Music Storage	150	2	300				
Music Office	300	1	300				
			0				
VOCATIONS & TECHNOLOGY			**4,900**			**9,600**	
Tech Clrm. - (E.G. Drafting, Business)				1,200	3	3,600	Assumed use - 50% Population - 5 times/week
Tech Clrm. - (E.G. Drafting/Engineering)	825	1	825				
Tech Clrm. - (E.G. Drafting/Engineering)	900	1	900				
Tech Shop - (E.G. Consumer, Wood)			0	2,000	3	6,000	Assumed use - 50% Population - 5 times/week
Home Economics	1,225	1	1,225				
Childcare Development Classroom	725	1	725				
Child Management Lab	1,225	1	1,225				
			0				
HEALTH & PHYSICAL EDUCATION			**29,425**			**21,078**	
Gymnasium	8,775	1	8,775	12,000	1	12,000	
Gymnasium	3,750	1	3,750				
Pool	5,100	1	5,100				
Weight Room	1,350	1	1,350				
PE Alternatives			0	3,000	1	3,000	
Gym Storeroom			0	300	1	300	
Locker Rooms - Boys / Girls w/ Toilets			0	4,878	1	4,878	5.6 sf/student total
Locker Rooms - Girls General	1,575	1	1,575				
Locker Rooms - Girls Swimming	1,075	1	1,075				
Locker Rooms - Boys General	1,700	1	1,700				
Locker Rooms - Boys Swimming	1,150	1	1,150				
Phys. Ed. Storage			0	500	1	500	
Gym/Phys Ed Storage	Varies	20	3,500				
Athletic Office - Women's Lockers	325	1	325	150	1	150	
Athletic Office - Men's Lockers	325	1	325				
Athletic Director's Office	100	1	100				
Athletic Office - Training	250	1	250				
Athletic Office	125	1	125				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Diet and Nutritionist's Office	325	1	325				
			0				
MEDIA CENTER			**5,825**			**5,344**	
Media Center / Reading Room				5,344	1	5,344	
Computer Lab	750	1	750				
Computer Lab	975	1	975				
Library	2,750	1	2,750				
Periodicals Room	300	1	300				
Library Computer Lab	900	1	900				
Media Storage	75	2	150				
			0				
AUDITORIUM / DRAMA			**9,500**			**8,674**	
Auditorium	7,200	1	7,200	5,807	1	5,807	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	2,000	1	2,000	1,600	1	1,600	
Auditorium Storage	125	2	250	468	1	468	
Make-up / Dressing Rooms			0	300	2	600	
Controls / Lighting / Projection	50	1	50	200	1	200	
			0				
DINING & FOOD SERVICE			**8,115**			**7,962**	
Cafeteria / Student Lounge / Break-out				4,355	1	4,355	3 seatings - 15SF per seat
Cafeteria / Student Lounge / Break-out	5,425	1	5,425				
Chair / Table Storage			0	368	1	368	
Scramble Serving Area			0	600	1	600	
Kitchen	1,440	1	1,440	2,171	1	2,171	1600 SF for first 300 + 1 SF/student Add'l
Kitchen Storage	650	1	650				

Proposed Space Summary - High Schools

East Longmeadow 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
Staff Lunch Room	600	1	600	468	1	468	20 SF/Occupant
			0				
MEDICAL			**705**			**910**	
Medical Suite Toilet				60	1	60	
Medical Suite Toilet	20	1	20				
Medical Suite Toilet	15	1	15				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	400	1	400				
Interview Room			0	100	2	200	
Examination Room	125	1	125				
Examination Room / Resting			0	100	4	400	
Resting	125	1	125				
Nurse Storage	20	1	20				
			0				
ADMINISTRATION & GUIDANCE			**3,502**			**4,043**	
General Office / Waiting Room / Toilet				436	1	436	
General Office / Waiting Room	550	1	550				
General Office restroom	30	1	30				
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			0	375	1	375	
Principal's Offfice	135	1	135				
Principal's Secretary / Waiting			0	125	1	125	
Admin Office	160	1	160				
Admin Office	112	1	112				
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	135	1	135				
Assistant Principal's Office - AP2			0	150	0	-	
Admin / Office Storage	40	2	80				
Supervisory / Spare Office			0	120	1	120	
Conference Room			0	450	1	450	
Guidance Office			0	150	5	750	
Guidance Office	150	1	150				
Guidance Office	90	1	90				
Guidance Office	125	1	125				
Guidance Office	60	1	60				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	425	1	425				
Guidance Storeroom			0	100	1	100	
Career Center			0	368	1	368	
Career Center	725	1	725				
Records Room			0	134	1	134	
Teachers' Work Room			0	436	1	436	
Teacher's Lounge	425	1	425				
Teacher's Lounge	300	1	300				
			0				
CUSTODIAL & MAINTENANCE			**2,550**			**2,278**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
Custodian's Workshop			0	250	1	250	
Custodian's Workshop	550	1	550				
Custodian's Storage			0	375	1	375	
Custodian's Storage	625	1	625				
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	368	1	368	
Storeroom			0	536	1	536	
Book Storage/ IT	175	1	175				
Book Storage	200	1	200				
Outside Equip Storeroom	675	1	675				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	125	1	125				
			0				
OTHER			**9,675**			**0**	
Greenhouse	300	1	300				
DARE/Police Office	300	1	300				
Elcat Studio - New	1,925	1	1,925				
Bus Service Garage	1,100	1	1,100				
District Central Administration	5,600	1	5,600				
Elcat Studio - Old	450	1	450				
Total Building Net Floor Area (NFA)			**129,197**			**117,518**	
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Total Building Gross Floor Area (GFA)[2]			204,000			**175,942**	
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Science Classroom / Lab	975	4	3,900				
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(List classrooms of different sizes separately)							
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Dark Room	500	1	500				
Art Workroom w/ Storage & kiln			0	150	2	300	
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Music Storage			0	500	1	500	
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Phys. Ed. Storage			0	500	1	500	
Gym/Phys Ed Storage	Varies	20	3,500				
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Athletic Office - Men's Lockers	325	1	325				
Athletic Director's Office	100	1	100				
Athletic Office - Training	250	1	250				
Athletic Office	125	1	125				
Health Instructor's Office w/ Shower & Toilet			0	250	1	250	
Diet and Nutritionist's Office	325	1	325				
			0				
MEDIA CENTER			**5,825**			**5,344**	
Media Center / Reading Room				5,344	1	5,344	
Computer Lab	750	1	750				
Computer Lab	975	1	975				
Library	2,750	1	2,750				
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Media Storage	75	2	150				
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AUDITORIUM / DRAMA			**9,500**			**8,674**	
Auditorium	7,200	1	7,200	5,807	1	5,807	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
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Controls / Lighting / Projection	50	1	50	200	1	200	
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DINING & FOOD SERVICE			**8,115**			**7,962**	
Cafeteria / Student Lounge / Break-out				4,355	1	4,355	3 seatings - 15SF per seat
Cafeteria / Student Lounge / Break-out	5,425	1	5,425				
Chair / Table Storage			0	368	1	368	
Scramble Serving Area			0	600	1	600	
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Medical Suite Toilet				60	1	60	
Medical Suite Toilet	20	1	20				
Medical Suite Toilet	15	1	15				
Nurses' Office / Waiting Room			0	250	1	250	
Nurses' Office / Waiting Room	400	1	400				
Interview Room			0	100	2	200	
Examination Room	125	1	125				
Examination Room / Resting			0	100	4	400	
Resting	125	1	125				
Nurse Storage	20	1	20				
			0				
ADMINISTRATION & GUIDANCE			**3,502**			**4,043**	
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General Office / Waiting Room	550	1	550				
General Office restroom	30	1	30				
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Duplicating Room			0	200	1	200	
Records Room			0	200	1	200	
Principal's Office w/ Conference Area			0	375	1	375	
Principal's Offfice	135	1	135				
Principal's Secretary / Waiting			0	125	1	125	
Admin Office	160	1	160				
Admin Office	112	1	112				
Assistant Principal's Office - AP1			0	150	1	150	
Assistant Principal's Office	135	1	135				
Assistant Principal's Office - AP2			0	150	0	-	
Admin / Office Storage	40	2	80				
Supervisory / Spare Office			0	120	1	120	
Conference Room			0	450	1	450	
Guidance Office			0	150	5	750	
Guidance Office	150	1	150				
Guidance Office	90	1	90				
Guidance Office	125	1	125				
Guidance Office	60	1	60				
Guidance Waiting Room			0	100	1	100	
Guidance Waiting Room	425	1	425				
Guidance Storeroom			0	100	1	100	
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Career Center	725	1	725				
Records Room			0	134	1	134	
Teachers' Work Room			0	436	1	436	
Teacher's Lounge	425	1	425				
Teacher's Lounge	300	1	300				
			0				
CUSTODIAL & MAINTENANCE			**2,550**			**2,278**	
Custodian's Office				150	1	150	
Custodian's Office	200	1	200				
Custodian's Workshop			0	250	1	250	
Custodian's Workshop	550	1	550				
Custodian's Storage			0	375	1	375	
Custodian's Storage	625	1	625				
Recycling Room / Trash			0	400	1	400	
Receiving and General Supply			0	368	1	368	
Storeroom			0	536	1	536	
Book Storage/ IT	175	1	175				
Book Storage	200	1	200				
Outside Equip Storeroom	675	1	675				
Network / Telecom Room			0	200	1	200	
Network / Telecom Room	125	1	125				
			0				
OTHER			**9,675**			**0**	
Greenhouse	300	1	300				
DARE/Police Office	300	1	300				
Elcat Studio - New	1,925	1	1,925				
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District Central Administration	5,600	1	5,600				
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Name of Architect Firm: _____

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APPENDIX 7

COST ESTIMATES

MAIN SUMMARY

	GSF	Total $	Cost $/SF
East Longmeadow High School	234,000	$23,057,550	$98.54
East Longmeadow High School Sitework		$1,390,000	
Subtotal		**$24,447,550**	**$104.48**
Birchland Park Middle School	133,000	**$270,897**	**$2.04**
Meadowbrook Elementary School	74,280	$7,782,308	$104.77
Meadowbrook Elementary School Sitework		$150,000	
Subtotal		**$7,932,308**	**$106.79**
Mountainview Elementary School	48,770	$3,968,031	$81.36
Mountainview Elementary School Sitework		$150,000	
Subtotal		**$4,118,031**	**$84.44**
Mapleshade Elementary School	42,975	**$3,249,656**	**$75.62**
Total	533,025	**$40,018,443**	**$75.08**

Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X	7	**ELHS-1 SECURITY UPGRADES**							
1	24			ELHS; New intercom station (Admin)	20	LF	$500.00	$10,000	$12,500
1	23	C1090	Interior Specialties	ELHS; New laminated security glazing, openings half height, fixed glazing @ Admin (3 LOC)	13	LF	$500.00	$6,500	$8,125
1	8	B2050	Exterior Doors and Grilles	ELHS; New secured exterior door hardware	4	LEAF	$1,000.00	$4,000	$5,000
1	20	C1030	Interior Doors	ELHS; New secured interior door hardware	4	LEAF	$700.00	$2,800	$3,500
1	103			ELHS-1; Card reader including rough-in and circuitry	3	EA	$2,500.00	$7,500	$9,375
1	108			ELHS-1; CCTV camera including rough-in and circuitry	1	EA	$1,500.00	$1,500	$1,875
1	102			ELHS-1; Feed and connection to power door operator	4	EA	$1,500.00	$6,000	$7,500
1	104			ELHS-1; HP push button including rough-in and circuitry	2	EA	$1,500.00	$3,000	$3,750
1	107			ELHS-1; Intercom station including rough-in and circuitry	1	EA	$2,000.00	$2,000	$2,500
1	105			ELHS-1; Remote door realease button including rough-in and circuitry	1	EA	$1,500.00	$1,500	$1,875
1	101			ELHS-1; Security headend equipment	1	LS	$15,000.00	$15,000	$18,750
1	106			ELHS-1; Video phone including rough-in and circuitry	1	EA	$2,000.00	$2,000	$2,500
		SUB-TOTAL						$61,800	**$77,250**
X		**ELHS-1 ELECTRICAL UPGRADES**							
4	82	D50	Electrical	ELHS-1; Electrical to 2nd floor RTU A/C	1	LS	$15,000.00	$15,000	$18,750
4	83			ELHS-1; Electrical to Auditorium RTU A/C	1	LS	$15,000.00	$15,000	$18,750
4	81			ELHS-1; Electrical to elevator	1	LS	$6,500.00	$6,500	$8,125
4	84			ELHS-1; Electrical to pool heating system	1	LS	$5,000.00	$5,000	$6,250
4	79			ELHS-1; Electrical to upgrade unit ventilators and entire HVAC system	234,000	EA	$3.00	$702,000	$877,500
4	78			ELHS-1; Feed and connection to new kitchen hood and ANSUL system	1	LS	$3,500.00	$3,500	$4,375
4	75			ELHS-1; Install new gear and distribution	234,000	SF	$10.00	$2,340,000	$2,925,000
4	80			ELHS-1; Install new VFD's in boiler room	1	LS	$15,000.00	$15,000	$18,750
4	89			ELHS-1; Business technology classroom	1,200	SF	$30.00	$36,000	$45,000
4	92			ELHS-1; Electrical associated with installation of new ceiling throught facility	234,000	SF	$6.00	$1,404,000	$1,755,000
4	91			ELHS-1; Electrical to athletics concessions and bathroom facility	1	LS	$50,000.00	$50,000	$62,500
4	87			ELHS-1; Electrical to girls swim locker room	1,800	SF	$20.00	$36,000	$45,000
4	88			ELHS-1; Electrical to library	3,900	SF	$30.00	$117,000	$146,250
4	90			ELHS-1; Tennis court lighting	1	LS	$75,000.00	$75,000	$93,750
		SUB-TOTAL						$4,820,000	**$6,025,000**
X		**ELHS-2 FIRE PROTECTION**							
1	95			ELHS-2; Fire alarm system in ETR, install new FP devices to accommodate sprinkler system upgrade	234,000	SF	$0.25	$58,500	$73,125
4	68	D40	Fire Protection	ELHS-2; New sprinkler system	234,000	SF	$5.00	$1,170,000	$1,462,500
		SUB-TOTAL						$1,228,500	**$1,535,625**

BUILDING DETAIL - EAST LONGMEADOW HIGH SCHOOL

	Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
										25.00%
X			**MECHANICAL & PLUMBING UPGRADES**							
	1	59	D30	Heating, Ventilation, & Air Conditioning	ELHS-3; Install hood & ansul system in kitchen	1	EA	$30,000.00	$30,000	$37,500
	1	48	D20	Plumbing	ELHS-4; Oil water separator	1	EA	$15,000.00	$15,000	$18,750
	4	56			ELHS-5; New unit ventilators	85	EA	$10,000.00	$850,000	$1,062,500
	4	61			ELHS-6; DDC	234,000	SF	$6.00	$1,404,000	$1,755,000
	4	58			ELHS-7; VFD	1	LS	$6,500.00	$6,500	$8,125
	4	62			ELHS; Testing & balancing	1	LS	$10,000.00	$10,000	$12,500
			SUB-TOTAL						$2,315,500	**$2,894,375**
X			**INTERIOR RENOVATIONS**							
	4	35	C2090	Interior Finish Schedules	ELHS-8; Girls swim locker room renovations	1,670	SF	$25.00	$41,750	$52,188
	4	25			ELHS-9; New elevator to meet ADA compliance; inspected & certified annually (2-stop), including removal of existing	1	EA	$105,000.00	$105,000	$131,250
	2	36			ELHS-10; Library renovations to allow for 21st century skill building	3,820	SF	$25.00	$95,500	$119,375
	2	37			ELHS-11; B&T Classroom reno to allow for 21st century skill bldg	3,160	SF	$25.00	$79,000	$98,750
			SUB-TOTAL						$321,250	**$401,563**
X			**ELHS-13 ROOF**							
	2	14	B3010	Roofing	ELHS-13; Roof membrane replacement along w/ skylights	188,000	SF	$25.00	$4,700,000	**$5,875,000**
			SUB-TOTAL						$4,700,000	
X			**ELHS-14 RTU's**							
	4	57			ELHS-14; New rooftop units (with duct)	100,000	SF	$8.00	$800,000	**$1,000,000**
			SUB-TOTAL						$800,000	
X			**SITE IMPROVEMENTS**							
	4	122			ELHS-15; Catch basins, allow	1	LS	$90,000.00	$90,000	$112,500
	4	121	G20	Site Improvements	ELHS-15; High school parking lot, assume repave	150,000	SF	$5.00	$750,000	$937,500
	2	123			ELHS-16; Tennis court renovation, allow	2	LOC	$25,000.00	$50,000	$62,500
	2	124			ELHS-17; Build concession & bathroom facility in athletic stadium	1	LS	$500,000.00	$500,000	$625,000
					NOTE: Tennis Court Lighting carried ins ELHS-1 above.					
			SUB-TOTAL						$1,390,000	**$1,737,500**
X			**ELHS-18 SMALL GYM FLOOR**							
	2	38			ELHS-18; Small gym floor replacement	5,110	SF	$20.00	$102,200	**$127,750**
X			**POOL AND AUDITORIUM HVAC UPGRADES**							
	2	55			ELHS-19; New AC for auditorium	1	EA	$4,000.00	$4,000	$5,000
	4	54			ELHS-20; New heating system for pool	1	EA	$100,000.00	$100,000	$125,000
			SUB-TOTAL						$104,000	**$130,000**

BUILDING DETAIL - EAST LONGMEADOW HIGH SCHOOL

	Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
										25.00%
X			**INTERIOR UPGRADES**							
	4	39			ELHS-21; Drop ceiling replacement throughout bldg	234,000	SF	$5.00	$1,170,000	$1,462,500
	4	27			ELHS-22; Replace hallway lockers throughout the bldg (based on current student capacity)	910	EA	$350.00	$318,500	$398,125
	4	28			ELHS-23; New storage cabinet along outside wall of classrooms	2,120	LF	$250.00	$530,000	$662,500
	2	40			ELHS-23; Paint interior of classrooms	77,660	SF	$1.50	$116,490	$145,613
			SUB-TOTAL						$2,134,990	**$2,668,738**
X			**ELHS-25 MASTERCLOCK**							
	4	98			ELHS-24; Install new master clock	234,000	SF	$1.50	$351,000	**$438,750**
X			**ELHS-25 BLEACHERS**							
	2	29			ELHS-25; Bleachers on visitors side in athletic stadium	560	SF	$105.00	$58,800	**$73,500**
X			**HAZMAT**							
	4	114	F2010	Hazardous Materials Remediation	ELHS; Abatement, allowance (assumed)	234,000	SF	$5.00	$1,170,000	**$1,462,500**
		133								
X			**FF&E (CARRIED SEPARATELY)**							
	2	26			ELHS-12; New classroom furniture to support 21st century			NIC	$0	**$0**
		134	**EAST LONGMEADOW HIGH SCHOOL TOTALS**							**$24,447,550**
		135								
		136	Estimator's Explanation Notes and Clarifications							
		137		Assumes all work Single Phased i.e. non-occupied, complete renovation, single phase						

BUILDING DETAIL - BIRCHLAND PARK MIDDLE SCHOOL

Priority			Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
										25.00%
X		7	**EXTERIOR**							
	2	8	B2010	Exterior Walls	BPMS-1; Repair & repaint dry-vit system on exterior of building (1st flr); @ flashing above windows - assume 2' high	3,430	SF	$20.00	$68,600	$85,750
	2	9			BPMS-1; Repair & repaint dry-vit system on exterior of building (2nd flr)	5,000	SF	$20.00	$100,000	$125,000
		14	B30 EXTERIOR HORIZONTAL ENCLOSURES							
		15	No anticipated work						$0	$0
			SUB-TOTAL						$168,600	**$210,750**
X			**INTERIOR**							
		20	C10 INTERIOR CONSTRUCTION							
		21	No anticipated work							**$0**
X			**INTERIOR FINISHES**							
		26	C20 INTERIOR FINISHES							
	2	27	C2090	Interior Finish Schedules	BPMS-3; Carpet removal & replacement @ library & computer	6,710	SF	$5.50	$36,905	$46,131
	2	28			BPMS-3; New rubber base @ library & computer	485	LF	$2.50	$1,213	$1,516
			SUB-TOTAL						$38,118	**$47,647**
X			**HVAC CONTROLS**							
		39	D30 HVAC							
	2	40	D30	Heating, Ventilation, & Air Conditioning	BPMS-2; Put BAS system on network for monitoring off site	1	LS	$10,000.00	$10,000	**$12,500**
X			**PLUMBING**							
		33	D20 PLUMBING							
		34	No anticipated work							**$0**
X			**FIRE PROTECTION**							
		45	D40 FIRE PROTECTION							
		46	No anticipated work							**$0**
X			**ELECTRICAL**							
		51	D50 ELECTRICAL							
		52	No anticipated work							**$0**
X			**HAZMAT**							
		57	F20 FACILITY REMEDIATION							
		58	No anticipated work						$0	**$0**

BUILDING DETAIL - BIRCHLAND PARK MIDDLE SCHOOL

Priority	Element	Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
							25.00%
X	**SITE**						
63	G20 SITE IMPROVEMENTS						
64	No anticipated work						**$0**
74	**BIRCHLAND PARK MIDDLE SCHOOL TOTALS**						**$270,897**
75							
76	Estimator's Explanation Notes and Clarifications						
77		Assumes all work Single Phased i.e. non-occupied, complete renovation, single phase					

BUILDING DETAIL - MEADOWBROOK ELEMENTARY SCHOOL

Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X		**MB-1 ELECTRICAL**							
1	104	D50 ELECTRICAL		MB-1; Electrical to new modular classrooms	4	EA	$10,000.00	$40,000	$50,000
1	109			MB-1; Electrical to RTU A/C	74,280	SF	$1.50	$111,420	$139,275
1	95			MB-1; Electrical to upgrade unit ventilators and entire HVAC system	51,000	EA	$3.00	$153,000	$191,250
1	91			MB-1; Feed and connection to new kitchen hood and ANSUL system	1	LS	$3,500.00	$3,500	$4,375
1	90			MB-1; Feed and connection to power door operator	4	EA	$1,500.00	$6,000	$7,500
1	89			MB-1; Install new gear and distribution	74,280	SF	$10.00	$742,800	$928,500
		SUB-TOTAL						$1,056,720	**$1,320,900**
X		**MB-1SECURITY**							
1	103			MB-1; Card reader including rough-in and circuitry	3	EA	$2,500.00	$7,500	$9,375
1	105			MB-1; CCTV camera including rough-in and circuitry	1	EA	$1,500.00	$1,500	$1,875
1	86			MB-1; HP push button including rough-in and circuitry	2	EA	$1,500.00	$3,000	$3,750
1	108			MB-1; Intercom station including rough-in and circuitry	1	EA	$2,000.00	$2,000	$2,500
1	94			MB-1; Relocate office	2,100	SF	$30.00	$63,000	$78,750
1	106			MB-1; Remote door realease button including rough-in and circuitry	1	EA	$1,500.00	$1,500	$1,875
1	102			MB-1; Security headend equipment	1	LS	$15,000.00	$15,000	$18,750
1	107			MB-1; Video phone including rough-in and circuitry	1	EA	$2,000.00	$2,000	$2,500
		SUB-TOTAL						$95,500	**$119,375**
X		**MB-2 INTERIOR**							
1	48	C10 INTERIOR CONSTRUCTION		MB-2; Renovate office; Assume new base	325	LF	$1.50	$488	$609
1	44	C2090	Interior Finish Schedules	MB-2; Renovate office; Assume remove extg flr/ceiling finishes	1,280	SF	$5.00	$6,400	$8,000
1	47			MB-2; Renovate office; Assume replace with new ACT	1,280	SF	$3.50	$4,480	$5,600
1	45			MB-2; Renovate office; Assume replace with new carpet	1,200	SF	$4.00	$4,800	$6,000
1	46			MB-2; Renovate office; Assume replace with new entrance mat	80	SF	$35.00	$2,800	$3,500
1	38	C1090	Interior Specialties	MB-2; Renovate office; New casework	32	LF	$350.00	$11,200	$14,000
1	34			MB-2; Renovate office; New doors	3	LEAF	$1,500.00	$4,500	$5,625
1	29			MB-2; Renovate office; New partition, assume 12' high	700	SF	$15.00	$10,500	$13,125
1	30			MB-2; Renovate office; New storefront @ vestibule	130	SF	$85.00	$11,050	$13,813
1	35			MB-2; Renovate office; New storefront doors	2	LEAF	$2,500.00	$5,000	$6,250
1	31			MB-2; Renovate office; New windows (punch openings in extg partition - 9lf)	2	EA	$2,000.00	$4,000	$5,000
1	33	C1030	Interior Doors	MB-2; Renovate office; Remove extg doors	2	LEAF	$250.00	$500	$625
1	28	C1010	Interior Partitions	MB-2; Renovate office; Remove extg partition	50	LF	$10.00	$500	$625
		SUB-TOTAL						$66,218	**$82,772**
X		**MB-3 MODULARS**							
1	60			MB-3; Modular fixtures; hook-up	1	LS	$10,000.00	$10,000	$12,500
1	115	F1020	Special Structures	MB-3; Remove old modular classrooms & replace w/leased modular classrooms (4 classrooms, toilet rooms & janitor closet)	1	LS	$800,000	$800,000	$1,000,000
		SUB-TOTAL						$810,000	**$1,012,500**

BUILDING DETAIL - MEADOWBROOK ELEMENTARY SCHOOL

Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X		**MB-4 FIRE PROTECTION**							
1	99	D40 FIRE PROTECTION		MB-4; Fire alarm system in ETR, install new FP devices to accommodate sprinkler system upgrade	74,280	SF	$0.25	$18,570	$23,213
1	79	D40	Fire Protection	MB-4; New sprinkler system	74,280	SF	$5.00	$371,400	$464,250
		SUB-TOTAL						$389,970	**$487,463**
X		**MB-5 ROOFING**							
1	22	B3010	Roofing	MB-5; Roof membrane replacement along w/skylights (1969 bldg)	51,350	SF	$25.00	$1,283,750	**$1,604,688**
X		**MB-6 CORRIDOR INTERIORS**							
3	50	C20 INTERIOR FINISHES		MB-6; Assume new base in main corridors, cafe & gym	2,635	LF	$1.50	$3,953	$4,941
3	49			MB-6; Replace VCT in main corridors, cafe & gym	16,120	SF	$8.50	$137,020	$171,275
		SUB-TOTAL						$140,973	**$176,216**
X		**MB-7 EXTERIOR**							
2	15	B2050	Exterior Doors and Grilles	MB-7; Assume replace porcelainized louvers w/new louvers	450	SF	$60.00	$27,027	$33,784
2	8	B2010	Exterior Walls	MB-7; Replace colored porcelain panels w/insulated metal panels (triangular patterned)	1,550	SF	$45.00	$69,745	$87,181
2	10			MB-7; Replace porcelain fascia w/insulated metal panels	1,240	SF	$45.00	$55,797	$69,746
2	9			MB-7; Replace porcelain panels w/insulated metal panels (remainder of envelope)	2,940	SF	$45.00	$132,303	$165,379
2	13			MB-7; Replace single-pane fixed glazing w/fixed insulated units	5,560	SF	$135.00	$750,552	$938,190
2	16			MB-7; Replace single-pane glazed doors w/insulated glazed doors	50	EA	$4,000.00	$200,000	$250,000
2	12	B2020	Exterior Windows	MB-7; Replace single-pane sliding ww's w/insulated casement ww's	1,410	SF	$95.00	$133,973	$167,466
		SUB-TOTAL						$1,369,397	**$1,711,746**
X		**MEP UPGRADES**							
2	68			MB-8; New unit ventilators	26	EA	$10,000.00	$260,000	$325,000
1	58	D20	Plumbing	MB-9; Backflow preventer	2	EA	$2,000.00	$4,000	$5,000
1	57			MB-10; Oil water separator	1	EA	$15,000.00	$15,000	$18,750
2	67	D30 HVAC		MB-11; New rooftop units (with duct)	74,280	SF	$8.00	$594,240	$742,800
2				MB; DDC	74,280	SF	$6.00	$445,680	$557,100
2				MB; Testing & balancing	1	LS	$10,000.00	$10,000	$12,500
		SUB-TOTAL						$1,328,920	**$1,661,150**
X		**SITE IMPROVEMENTS**							
2	96	G20	Site Improvements	MB-12; Upgrade parking lot lighting allow	1	LS	$50,000.00	$50,000	$62,500
2	129			MB-13; Replace aging playscape equipment on playground	1	LS	$150,000.00	$150,000	$187,500
		SUB-TOTAL						$200,000	**$250,000**
X		**KITCHEN HOOD**							
1	73			MB-14; Install hood & ansul system in kitchen	1	EA	$30,000.00	$30,000	**$37,500**

BUILDING DETAIL - MEADOWBROOK ELEMENTARY SCHOOL

Priority			Element	Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X			**CLASSROOM SECURITY HARDWARE**						
	1	36		MB-15; Install locks on interconnecting classroom doors (12 RMS)	12	SETS	$250.00	$3,000	**$3,750**
		71							
X			**HAZMAT**						
	3	121	F2010 Hazardous Materials Remediation	MB; Abatement, allowance (assumed)	74,280	SF	$5.00	$371,400	**$464,250**
		139	**MEADOWBROOK ELEMENTARY SCHOOL TOTALS**						**$8,932,308**
		140							
		141	Estimator's Explanation Notes and Clarifications						
		142	Assumes all work Single Phased i.e. non-occupied, complete renovation, single phase						

BUILDING DETAIL - MOUNTAINVIEW ELEMENTARY SCHOOL

Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X		**MV-1 MODULARS**							
1	61	F10 SPECIAL CONSTRUCTION		MV-1; Modular fixtures; hook-up	1	LS	$10,000.00	$10,000	**$12,500**
1	117	F1020	Special Structures	MV-1; Remove old modulars				NIC	
1	118			MV-1; Replace w/new permanent modular classrooms (2 classrooms plus 2 group toilet	1	LS	$485,000.00	$485,000	**$606,250**
		SUB-TOTAL							**$618,750**
X		**MV-2 INTERIORS**							
1	46	C10 INTERIOR CONSTRUCTION		MV-2; Renovate office; Assume new base	325	LF	$1.50	$488	$609
1	42	C2090	Interior Finish Schedules	MV-2; Renovate office; Assume remove extg flr/ceiling finishes	1,280	SF	$5.00	$6,400	$8,000
1	45			MV-2; Renovate office; Assume replace with new ACT	1,280	SF	$3.50	$4,480	$5,600
1	43			MV-2; Renovate office; Assume replace with new carpet	1,200	SF	$4.00	$4,800	$6,000
1	44			MV-2; Renovate office; Assume replace with new entrance mat	80	SF	$35.00	$2,800	$3,500
1	33	C1090	Interior Specialties	MV-2; Renovate office; New casework	32	LF	$350.00	$11,200	$14,000
1	28			MV-2; Renovate office; New doors	3	LEAF	$1,500.00	$4,500	$5,625
1	21			MV-2; Renovate office; New partition, assume 12' high	700	SF	$15.00	$10,500	$13,125
1	22			MV-2; Renovate office; New storefront @ vestibule	130	SF	$85.00	$11,050	$13,813
1	29			MV-2; Renovate office; New storefront doors	2	LEAF	$2,500.00	$5,000	$6,250
1	23			MV-2; Renovate office; New windows (punch openings in extg partition - 9lf)	2	EA	$2,000.00	$4,000	$5,000
1	27	C1030	Interior Doors	MV-2; Renovate office; Remove extg doors	2	LEAF	$250.00	$500	$625
1	20	C1010	Interior Partitions	MV-2; Renovate office; Remove extg partition	50	LF	$10.00	$500	$625
		SUB-TOTAL						$5,000	**$82,772**
X		**MV-3 FIRE PROTECTION**							
1	101			MV-3; New fire alarm system	48,770	SF	$3.00	$146,310	$182,888
1	81	D40	Fire Protection	MV-3; New sprinkler system	48,770	SF	$5.00	$243,850	$304,813
		SUB-TOTAL						$390,160	**$487,700**

BUILDING DETAIL - MOUNTAINVIEW ELEMENTARY SCHOOL

Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X		**MV-4 TOILET RENOVATIONS**							
1	34			MV-4; Demolish extg non-complaint toilet room fixtures & partitions	8	RM	$1,000.00	$8,000	$10,000
1	25			MV-4; Infill masonry wall @ removed door location	8	LOC	$2,000.00	$16,000	$20,000
1	60	D20	Plumbing	MV-4; Lavatories	8	EA	$6,000.00	$48,000	$60,000
1	31			MV-4; New doors in enlarged opening	8	LEAF	$1,500.00	$12,000	$15,000
1	47			MV-4; Patch tile floors	390	SF	$3.00	$1,170	$1,463
1	48			MV-4; Patch toilet walls; assume 12' high	2,750	SF	$5.00	$13,750	$17,188
1	35			MV-4; Provide new compliant toilet room accessories	8	RM	$5,000.00	$40,000	$50,000
1	30			MV-4; Remove doors	16	LEAF	$250.00	$4,000	$5,000
1	24			MV-4; Remove masonry partition	7	LF	$12.50	$88	$109
1	49			MV-4; Replace aged ceiling tile	390	SF	$5.00	$1,950	$2,438
1	59	D20	Plumbing	MV-4; Water closets	8	EA	$6,000.00	$48,000	$60,000
		SUB-TOTAL						$192,958	**$241,197**
X		**MV-5 PLUMBING**							
	57			MV-5; Backflow preventer	3	EA	$2,000.00	$6,000	$7,500
1		SUB-TOTAL						$6,000	**$7,500**
X		**MV-6 ELECTRICAL**							
1	106	D50	Electrical	MV-6; Electrical to new modular classrooms	2	EA	$10,000.00	$20,000	$25,000
1	111			MV-6; Relocate office	1,450	SF	$30.00	$43,500	$54,375
2	93			MV-6; Electrical to café' and Administration AHU add A/C	12,500	SF	$1.50	$18,750	$23,438
2	94			MV-6; Electrical to classroom (20) RTU add A/C	21,000	SF	$1.50	$31,500	$39,375
2	98			MV-6; Electrical to upgrade unit ventilators and entire HVAC system	48,770	SF	$3.00	$146,310	$182,888
2	92			MV-6; Feed and connection to new kitchen hood and ANSUL system	1	LS	$3,500.00	$3,500	$4,375
2	91			MV-6; Install new gear and distribution	48,770	SF	$10.00	$487,700	$609,625
		SUB-TOTAL						$751,260	**$939,075**
X		**MV-6 SECURITY**							
1	105			MV-6; Card reader including rough-in and circuitry	3	EA	$2,500.00	$7,500	$9,375
1	107			MV-6; CCTV camera including rough-in and circuitry	1	EA	$1,500.00	$1,500	$1,875
1	88			MV-6; Feed and connection to power door operator	4	EA	$1,500.00	$6,000	$7,500
1	110			MV-6; HP push button including rough-in and circuitry	2	EA	$1,500.00	$3,000	$3,750
1	97			MV-6; Intercom station including rough-in and circuitry	1	EA	$2,000.00	$2,000	$2,500
1	108			MV-6; Remote door realease button including rough-in and circuitry	1	EA	$1,500.00	$1,500	$1,875
1	104			MV-6; Security headend equipment	1	LS	$15,000.00	$15,000	$18,750
1	109			MV-6; Video phone including rough-in and circuitry	1	EA	$2,000.00	$2,000	$2,500
		SUB-TOTAL						$38,500	**$48,125**
X		**21ST CENTURY LEARNING ENVIRONMENT**							
	36			MV-8; Furniture for 21st century learning environment - 24 RMS			NIC		$0

BUILDING DETAIL - MOUNTAINVIEW ELEMENTARY SCHOOL

Priority			Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
										25.00%
X			**MEP UPGRADES**							
	2	71	D30	Heating, Ventilation, & Air Conditioning	MV-7; New unit ventilators	20	EA	$10,000.00	$200,000	$250,000
	2	69			MV-9; New air handler unit	1	EA	$25,000.00	$25,000	$31,250
	1	56			MV-10; Oil water separator	1	EA	$10,000.00	$10,000	$12,500
	1	70			MV-11; Install hood & ansul system in kitchen	1	EA	$30,000.00	$30,000	$37,500
			SUB-TOTAL						$265,000	**$331,250**
X			**SITE IMPROVEMENTS**							
	2	130	G20	Site Improvements	MV-12; Replace aging play structures on playground	1	LS	$150,000	$150,000	**$187,500**
X			**HVAC UPGRADES**							
	2	68	D30 HVAC		MV-13; New rooftop units (with duct)	48,770	SF	$8.00	$390,160	$487,700
	2	72			MV; Replace steam piping systems & insulation	48,770	SF	$10.00	$487,700	$609,625
	2	74			MV; DDC	48,770	SF	$6.00	$292,620	$365,775
	2	75			MV; Testing & balancing	1	LS	$10,000.00	$10,000	$12,500
			SUB-TOTAL						$1,180,480	**$1,475,600**
X			**HAZMAT**							
		123	F20 FACILITY REMEDIATION							
	3	124	F2010	Hazardous Materials Remediation	MV; Abatement, allowance (assumed)	48,770	SF	$5.00	$243,850	**$304,813**
		139								
		140	**MOUNTAINVIEW ELEMENTARY SCHOOL TOTALS**							**$4,724,281**
		141								
		142	Estimator's Explanation Notes and Clarifications							
		143		Assumes all work Single Phased i.e. non-occupied, complete renovation, single phase						

BUILDING DETAIL - MAPLESHADE ELEMENTARY SCHOOL

Priority		Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
									25.00%
X		**MS-1 FIRE PROTECTION**							
1	63	D50	Electrical	MS-1; New fire alarm system	42,975	SF	$3.00	$128,925	$161,156
1	52	D40	Fire Protection	MS-1; New sprinkler system	42,975	SF	$5.00	$214,875	$268,594
		SUB-TOTAL						$343,800	**$429,750**
X		**MS-2 HVAC UPGRADES**							
2	45	D30	Heating, Ventilation, & Air Conditioning	MS-2; DDC	42,975	SF	$6.00	$257,850	$322,313
2	46	D30	Heating, Ventilation, & Air Conditioning	MS; Testing & balancing	1	LS	$10,000.00	$10,000	$12,500
		SUB-TOTAL						$267,850	**$334,813**
X		**MS-3 UNIT VENTILATORS**							
2	59	D50	Electrical	MS-3; Electrical to upgrade unit ventilators and entire HVAC system	18,700	SF	$3.00	$56,100	$70,125
2	42	D30	Heating, Ventilation, & Air Conditioning	MS-3; New unit ventilators	16	EA	$10,000.00	$160,000	$200,000
2	43	D30	Heating, Ventilation, & Air Conditioning	MS-9; Replace steam piping systems & insulation	42,975	SF	$10.00	$429,750	$537,188
		SUB-TOTAL						$645,850	**$807,313**
X		**MISC UPGRADES**							
3	20	C1090	Interior Specialties	MS-4; Storage space is inadequate throughout the bldg - Scope TBD	42,975	SF	$1.50	$64,463	$80,578
1	34	D20 PLUMBING		MS-5; Oil water separator	1	EA	$10,000.00	$10,000	$12,500
		SUB-TOTAL						$74,463	**$93,078**
X		**21ST CENTURY LEARNING ENVIRONMENT**							
	21			MS-6; Furniture for 21st century learning environment - 20 RMS			NIC		**$0**
X		**MS-7 RTU UPGRADES**							
2	60	D50	Electrical	MS-7; Electrical to RTU add A/C	42,975	SF	$1.50	$64,463	$80,578
2	41	D30	Heating, Ventilation, & Air Conditioning	MS-7; New rooftop units (with duct)	42,975	SF	$8.00	$343,800	$429,750
		SUB-TOTAL						$408,263	**$510,328**

BUILDING DETAIL - MAPLESHADE ELEMENTARY SCHOOL

Priority			Element		Description of Work	Qty	Unit	Unit Rate	Cost	w/ Markup
										25.00%
X			**MS-8 ADA COMPLIANCE ISSUES**							
	3	27	C2090	Interior Finish Schedules	MS-8; Address ADA compliance issues - Scope TBD	42,975	SF	$15.00	$644,625	**$805,781**
X			**HAZMAT**							
	3	69	F2010	Hazardous Materials Remediation	MS; Abatement, allowance (assumed)	42,975	SF	$5.00	$214,875	**$268,594**
		84								
		85	**MAPLESHADE ELEMENTARY SCHOOL TOTALS**							**$3,249,656**
		86								
		87	Estimator's Explanation Notes and Clarifications							
		88		Assumes all work Single Phased i.e. non-occupied, complete renovation, single phase						