

August 25<sup>th</sup>, 2023

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

Dear Ms. Pichetti:

The District is pursuing execution of a Project Scope and Budget Agreement for the MSBA approved preferred schematic for the new East Longmeadow High School Project. The Project includes the construction of a 2-story, 191,796-square-foot building located on the same site as the existing high school. The District's 2023 enrollment is 2,556. The design enrollment for the proposed school project is 800. The existing East Longmeadow High School currently serves grades 9-12 and is proposed to serve grades 9-12.

In accordance with G.L. c. 70 B, MSBA staff has assembled the documents required for the review of the special education program at East Longmeadow High School. The following are attached per the 'Submittal Requirements':

1. A letter from Superintendent Gordon Smith of the East Longmeadow Public School District describing its special education program.
2. Proposed space summary that includes the existing facility, proposed spaces, and MSBA guidelines based on the agreed upon design enrollment. The first page of this summary indicates a total of 11,575 square feet of space dedicated to the delivery of special education.
3. The floor plans for the proposed 191,796 square foot East Longmeadow High School Project.
4. A completed Special Education Adjacency Table.

I have reviewed the attached documents and confirm that the District's School Building Committee has officially approved the attached submittal on August 24<sup>th</sup>, 2023 and verify that the space summary match the floor plan and is complete and conform to the MSBA requirements as described in Module 4 - Schematic Design Guidelines.

Sincerely,



**Benjamin Murphy**  
Program Manager  
617 275 6422  
Ben.murphy@skanska.com

**EAST LONGMEADOW PUBLIC SCHOOLS**

180 Maple Street  
East Longmeadow, MA. 01028-2788



*Achievement*

*Accountability*

**Gordon Smith**  
Superintendent of Schools

**Pamela Blair**  
Asst. Superintendent for Business

August 25, 2023

Mr. Matthew Deninger  
Chief Strategy and Research Officer  
75 Pleasant Street  
Malden, MA 02148

**RE: MSBA East Longmeadow High School Building Project  
Educational Delivery Methodology, DESE Submittal**

The East Longmeadow Public District educates its students today for the challenges of tomorrow. In ELPS, we feel that if we strengthen core instruction within a safe, nurturing, joyful, equitable, and inclusive learning environment in which students feel valued, connected, and ready to learn, our students will develop and possess strong Twenty-First Century skills. ELPS students will graduate with effective communication skills, the ability to work collaboratively, think critically, and problem solve. Throughout a student's journey in ELPS, we consistently focus on the whole child supporting children as they grow academically, socially, and emotionally from pre-k through grade twelve.

At East Longmeadow High School, each day we seek to strengthen our school community through our mission:

As a community of learners, we will **Engage** in critical thinking, **Learn** collaboratively, **Honor** diversity & **Strive** for success.

The East Longmeadow High School faculty and staff strive to create learning experiences and learning environments that are rooted in Universal Design for Learning and Culturally Responsive Teaching practices. Through these learning experiences, our students are supported in developing the knowledge, the skills (academic, social, and emotional), and the mindset to become resilient and culturally proficient citizens.

## Special Education Programming

ELPS seeks to provide all of its students the support needed to allow them to grow and achieve academically, socially, and emotionally. ELPS special educators work collaboratively with colleagues to provide learning environments that allow the majority of ELPS students to access all areas of the curriculum within the district. We strive to include all of our special education students with the least restrictions possible. ELPS has approximately 20.9% of its students on IEPs, with approximately 1.7% of its students receiving educational programming outside of the district.

At ELHS, the Special Education Department provides for the needs of students with disabilities through a team process by identification, assessment, and program development as required by both state and federal law. Special Education students are serviced through Individualized Education Programs (IEPs) which are developed to meet a student's unique learning needs and assist the student in making effective academic progress. Each special education student is assigned a special education liaison who oversees the development and implementation of the student's IEP. Currently, the ELHS special education department has eight special education teachers, eleven paraprofessionals, a school psychologist, and occupational and physical therapists who are shared with other buildings along with other part-time employees who provide PT, OT, and speech as needed. The whole department works together to support ELHS students on IEPs and build an inclusive, team atmosphere for the entire school.

A student's special education liaison is able to connect with students on a daily basis in order to help problem solve and ensure that the decisions of the full team are being implemented. Each student and their team, including the student, special education liaison, teachers, related service providers, guidance counselor, and parents, meet at least once during the school year to review the student's progress and develop a plan for future support and services, including transition planning needs. A variety of support and programming options are provided through both special and general education classrooms. For the 2023 - 2024 school year, approximately 18% of ELHS students have IEPs. The vast majority of the students with IEPs are fully included or partially included at ELHS.

<b>2023-2024 In-District and Out of District (High School Services)</b>								
<b>Grade Level</b>	<b>Inclusion</b>	<b>SEL (BEST)</b>	<b>Medically Fragile</b>	<b>ASD</b>	<b>Life Skills</b>	<b>Transition / Life Skills 18-22</b>	<b>Total</b>	<b>Out Of District</b>
<b>9</b>	<b>19</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>23</b>	<b>2</b>
<b>10</b>	<b>31</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>38</b>	<b>3</b>

11	28	5	0	0	1		34	5
12	34	1	0	0	0		35	2
SP			3	1	2	6	6	
<b>Total</b>	<b>123</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>136</b>	<b>12</b>

The charts below display the middle school and elementary schools' in-district programs for future high school projections.

2023-2024 In-District (Middle School Services 6-8)						
Grade Level	Inclusion	SEL	Medically Fragile	ASD	Life Skills	Total
6	33	2	1	0	1	37
7	39	3	1	0	5	48
8	38	1	0	2	2	43
<b>Total</b>	<b>110</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>128</b>

2023-2024 In-District (Elementary School Services K-5)					
Grade Level	Inclusion	SEL	Medically Fragile	ASD	Total
K	24	0	2	5	31
1	32	1	0	2	35
2	33	2	0	3	38
3	21	0	0	4	25
4	39	1	0	3	43
5	37	0	0	0	37
<b>Total</b>	<b>186</b>	<b>4</b>	<b>2</b>	<b>17</b>	<b>209</b>

## **The Proposed Special Education Spaces for ELHS are the Following:**

### **Life Skills Program: (Ages 15 to 18)**

This program focuses on the introduction to topics surrounding job skills, activities of daily living, and community awareness. The pre-vocational content includes school-related job opportunities where students can sample a wide variety of potential interest areas. Skills surrounding functional academics, self-identification, hygiene, interpersonal relations, and community awareness, with a concentration on the school community as a whole, are included within the curriculum. Controlled, real-world applications will occur throughout the course.

Instruction reflects a systematic, multi-sensory approach. Subjects and curricula are modified according to individual abilities and goals, but they are addressed in accordance with the Massachusetts Curriculum Frameworks. Opportunities for students to participate in less restrictive settings are available based on student readiness. Students in this program will utilize the classroom that is **1,260 sq. ft. (A)** and is outfitted with the equipment that will support the curriculum associated with the program. Students gradually build toward independently using the equipment in the room and increasing their daily living skills. The Life Skills Program also includes its own **60 sq. ft. bathroom (B1)** that is handicap accessible.

### **Transition / Life Skills Program Ages 18 - 22:**

This program is very similar to the Life Skills Program for students ages 15 - 18. Students in the class have progressed toward a certain level of independence. This program will introduce more opportunities for students to become active in the community outside the school community. Students will be involved in more field trips and outings for which they would prepare in the classroom setting. Community integration can also become a job or responsibility in the surrounding community. This program would utilize the **860 sq. ft. classroom (C)** adjacent to the Medically Fragile Program. The space located at the front of the building provides for easier ability to enter and exit the building and access transportation for the planned outings. This Life Skills program also has its own **60 sq. ft. bathroom (B2)** that is handicap accessible.

### **Medically Fragile Program:**

This program provides related services including but not limited to OT, PT, Speech, Vision, Mobility, Music Therapy, Feeding Therapy, Assistive Technology and Augmentative and Adaptive Communication. The program would be located in **935 sq. ft. classroom (D)**. Students who are medically fragile also require nursing services and assistance, care plan implementation and medical intervention. A variety of equipment is needed for these students such as, but not limited to, standers, adaptive seating, adaptive strollers, wheelchairs, therapy tables, and technology. Medically fragile students require 1:1 special education services, instruction, support, and care. The program has its own **105 sq. ft. bathroom (E)** that has space for a Hoyer lift, a high/low changing table, and is handicap accessible.

### **OT/PT:**

This space serves as an accessible, safe, and specialized location for students in our Medically Fragile, ASD, Life Skills, and Inclusion Programs with physical and locomotor disabilities. This

is a proposed **505 sq. ft. room (F)** that will house needed equipment to support the OT and PT needs of ELHS students.

This space, in addition to providing therapy with the necessary equipment, also provides an area to store and house such equipment. Equipment needed for OT and PT services includes but is not limited to, trampolines, an adaptive swing, therapy mats and tables, standers, walkers, lifts, and sensory equipment. This equipment is used for fine motor, gross motor, and sensory integration. This space also requires an open area for movement and adaptive physical education services. The OT/PT space is located near the Gymnasium, Alt PE room, and the locker rooms to allow for easy access for staff and students to access all of these spaces as needed.

#### **SPED Conference Room:**

This **350 sq. ft. room (G)** is located in the District Student Support Services office and allows team meetings and counseling meetings with families to take place with direct access to other District administrators if needed. It also centralizes the weekly meetings for the District Special Education Facilitators and the Director of Student Support Services.

#### **Speech:**

This **150 sq. ft. space (H)** is located in the District Student Support Services office, and it is the space for ELHS speech services and the District "Walk-In" speech services along with any needed auditory testing.

#### **Small Group Instruction:**

These rooms range in size from **200 - 360 sq. ft. (I1, I2, I3)** and are located in the academic wings of the building in order to help support the ELHS inclusive model and allow for quicker and easier ways to provide students one-to-one tutoring, small group testing, and academic coaching, and smaller group instruction.

#### **The Inclusion Program:**

Inclusion classes are designed to provide extra support to students who have exhibited deficiencies in executive functioning and behavioral skills. This would include assistance with organizational, self-monitoring, planning, prioritization, task initiation, and completion skills. Inclusion classrooms may also include small group instruction and various other types of remedial teaching practices to ensure that all students are meeting the class objectives. Inclusion classes take place in various core content classrooms to allow students with disabilities to learn alongside their peers. These classrooms include a general education teacher, a special education teacher, or a paraprofessional. These services are offered via a special education team approach in grades 9 - 12.

Students in the Inclusion Program will utilize the Resource Rooms in ELHS the most in addition to being in their regular education classrooms. These are the proposed **525 and 545 sq. ft. rooms (J1; J2)** where many inclusion students will have a scheduled academic support class in addition to their other academic classes on their schedule, and inclusion students may also receive pull-out services needed in these classrooms as well.

### **Willie Ross Program:**

For the past 36 years, the East Longmeadow Public Schools have partnered with the Willie Ross School for the Deaf. This partnership has integrated Willie Ross students with their hearing peers in the East Longmeadow Public Schools, known as WRSD's Partnership Campus. This partnership has offered over the years many deaf students who are able to learn in a public school environment the opportunity to be mainstreamed at Mountain View Elementary School, Birchland Park Middle School, and East Longmeadow High School. At ELHS, Willie Ross uses two classrooms for their homerooms, where specialized services are offered to generally 8 - 10 students by Willie Ross staff. Willie Ross students also work with the ELHS guidance department to develop full schedules where they can engage in many of the ELHS elective classes along with higher-level academic courses that the WRSD staff cannot offer. The partnership allows deaf and hard of hearing students to be included in classes with ELHS students and be part of mainstream life of a public high school. Additionally, Willie Ross students have access to the services offered and managed by both a school for the deaf, along with access to all the opportunities that a public school offers ranging from academic opportunities through inclusion to extra-curricular participation. ELHS and Willie Ross are currently discussing the development of an American Sign Language class that could be added to the ELHS Program of Studies. Currently, the ASL class is offered by Willie Ross staff after regular school hours.

The Willie Ross program will use the two classrooms of **525 and 535 sq. ft. (K1, K2)** respectively for the homerooms where specialized services can be provided. Each of the classrooms will have a connected support room of **125 sq. ft (L1, L2)**. that will allow for one-on-one support when needed.

### **Best Program (SEL):**

The BEST Program at East Longmeadow High School provides a therapeutic setting and interventions for special education students with social, emotional, or behavioral challenges that impede learning in the traditional classroom setting. The program is therapeutically based with a low student-to-teacher ratio that allows for the needed support. Student schedules are generated in an individualized manner as they enter into the program to meet their academic needs for ELHS's graduation requirements. The Best Program will utilize an **870 sq. ft. classroom (M)** furnished with furniture that will support social, emotional, and academic learning and growth.

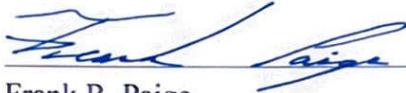
### **Autism Spectrum Disorder Program:**

The ASD Program at ELHS is the final destination for students in a district-wide program that has been successfully supporting ASD students for over a decade. Currently, at the elementary level, we have 17 students enrolled in the ASD program with more in our Pre-K program. Most of these students will be at ELHS or at the middle school preparing for ELHS when the new building opens. The ELHS ASD program has a homeroom classroom that has flexible furniture and partitions to allow staff the ability to move from a small group focus to working with an individual student quickly and easily. Students in this program will utilize the proposed **1290 sq. ft. specially designed classroom (N)** as their homeroom in which they will work with their special education liaison and the paraprofessionals assigned to the ASD program while also being mainstreamed throughout the day for other classes.

If there is additional information needed or additional questions, please do not hesitate to contact us.

Sincerely,

  
\_\_\_\_\_  
Gordon C. Smith  
Superintendent of Schools

  
\_\_\_\_\_  
Frank R. Paige  
Principal

  
\_\_\_\_\_  
Michael R. Fredette  
Director of Student Support Services







**FIRST FLOOR PLAN - DESE ADJACENCIES**  
**EAST LONGMEADOW HIGH SCHOOL**

PROJECT:	2206
DATE:	08/03/23
DRAWN BY:	AG

SCALE: 1" = 50'-0"



**SECOND FLOOR PLAN - DESE ADJACENCIES**  
**EAST LONGMEADOW HIGH SCHOOL**

PROJECT: 2206

DATE: 08/03/23

DRAWN BY: Author

SCALE: 1" = 50'-0"

Special Education Adjacency Table

East Longmeadow Public Schools - East Longmeadow High School

8/15/2023

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF (total)	Proposed Space Description and Reasoning for Adjacencies
<b>Ground Floor</b>					
Self-Contained Sped	950	Self-Contained CR (Life Skills)	A	1,260	The Life Skills Room for cognitively impaired students in grades 9-12 who need adaptive skills, including daily living skills.
Self-Contained Sped - Toilet	60	SPED Toilet	B1	60	Directly adjacent to the Life Skills Self-Contained SPED Classroom and is handicap accessible at 60 SF.
Self-Contained Sped	950	Self-Contained CR (Life Skills 18-22)	C	860	The Life Skills Room for students to learn functional skills associated with applying for and maintaining a job. This Classroom is for students who age 18-22 and are outside of the traditional high school academic program. The classroom is located near a building exit for to support these students as they transition in and out of the school to independent work and care programs.
Self-Contained Sped - Toilet	60	SPED Toilet	B2	60	Directly adjacent to the Life Skills 18-22 Self-Contained SPED Classroom and is handicap accessible at 60 SF.
Self-Contained Sped	950	Self-Contained CR (Medically Fragile)	D	935	The Medically Fragile Classroom supports students with severe medical needs that require a larger commitment of room area and equipment and individual medical staff assistance, in addition to similar life skills instructional space. The school's population of students requiring medical assistance varies from zero to four. When the room is not required to support this need it can be utilized as a third Life Skills classroom.
Self-Contained Sped - Toilet	60	SPED Toilet	E	105	Directly adjacent to the Medically Fragile Self-Contained SPED Classroom. It contains space for an adult sized bench and Hoyer lift and is handicap accessible at 105 SF.
*Unique to District	Select SF	OT/PT	F	505	Requires a room with tables and other support equipment for small motor and sensory skill development and practice, and large motor therapy equipment for motor integration work. The OT/PT is adjacent to the Gym.
*Unique to District	Select SF	SPED Conf	G	350	This SPED Conf Rm will allow team meetings and meetings with caregivers to plan for individual educational plans. It is located within the SPED admin area near Pupil Services and can be directly accessed from the main entrance after check in with Main Office or via the District Offices entrance after check in with the Pupil Services admin.
Small Group Room/ Reading	Select SF	Speech	H	150	This room will support administration of speech and auditory testing, both for the building population and the rest of the district. It is adjacent to the Pupil Services admin and waiting area, so caregivers of younger students can wait in close proximity.
Small Group Room/ Reading	Select SF	Small Group	I1	200	Small group support spaces for tutoring, coaching, and one-on-one instruction near to the general classrooms and supportive of the ELHS inclusive model.
Small Group Room/ Reading	Select SF	Small Group	I2	205	Small group support spaces for tutoring, coaching, and one-on-one instruction near to the general classrooms and supportive of the ELHS inclusive model.
Small Group Room/ Reading	Select SF	Small Group	I3	360	Small group support spaces for tutoring, coaching, and one-on-one instruction near to the general classrooms and supportive of the ELHS inclusive model.
Resource Room	500	Resource	J1	545	This half size scale classroom provides a home base for staff providing pull out services for students on IEPs including but not limited to BCBA, Speech and Occupation Therapy support. This space will contain learning resource materials, small group instruction area, a staff desk and a small sensory area for students. It is located centrally inside each academic wing, allowing for students to stay within their academic environment for their pull out support. Resource Rooms include a staff desk and personal
Resource Room	500	Resource	J2	525	This half size classroom provides a home base for pull out services for students on IEPs including but not limited to cognitive and behavioral therapy and academic intervention. This space will contain learning resource materials, small group instruction area, a staff desk and a small sensory area for students. It is located centrally inside each academic wing, allowing for students to stay within their academic environment for their pull out support.
*Unique to District	Select SF	Willie Ross CR	K1	525	This half size classrooms provides specialized classroom spaces for 8-10 students enrolled in the Willie Ross School for the Deaf. The classroom is the location where students may receive the majority of their academic instruction but is integrated to the school to allow students to also choose to attend other general and special courses at ELHS. The room is specially outfitted to serve this population but can also be used to teach ASL to students with hearing.
*Unique to District	Select SF	Willie Ross CR	K2	535	This half size classrooms provides specialized classroom spaces for 8-10 students enrolled in the Willie Ross School for the Deaf. The classroom is the location where students may receive the majority of their academic instruction but is integrated to the school to allow students to also choose to attend other general and special courses at ELHS. The room is specially outfitted to serve this population but can also be used to teach ASL to students with hearing.
*Unique to District	Select SF	Willie Ross Support Room	L1	125	Support room with transparency to the classroom and within the classroom to support one on one instruction with Willie Ross Students.
*Unique to District	Select SF	Willie Ross Support Room	L2	125	Support room with transparency to the classroom and within the classroom to support one on one instruction with Willie Ross Students.

Second Floor					
Self-Contained Sped	950	Self-Contained CR (SEL)	M	870	SPED Self-contained classroom supporting students who require more significant time and supportive instruction than might be available in the inclusive general education classrooms, but are taught in a similar manner. Similar to a Gen Ed CR but sub-separate and not inclusive of students who are not on an IEP.
Self-Contained Sped	950	Self-Contained CR (ASD)	N	1290	SPED Self-contained Classroom supporting students with Autism Spectrum Disorders(ASD). This classroom requires flexible desks and partitions to customize learning spaces and careful attention to acoustic treatment, lighting and finishes to reduce distraction.
Self-Contained Sped - Toilet	60	SPED Toilet	B3	60	Directly adjacent to the Life Skills Self-Contained SPED Classroom and is handicap accessible at 60 SF.
Resource Room	500	Resource	J3	545	This half size classroom provides a home base for pull out services for students on IEPs including but not limited to cognitive and behavioral therapy and academic intervention. This space will contain learning resource materials, small group instruction area, a staff desk and a small sensory area for students. It is located centrally inside each academic wing, allowing for students to stay within their academic environment for their pull out support.
Resource Room	500	Resource	J4	525	This half size classroom provides a home base for pull out services for students on IEPs including but not limited to cognitive and behavioral therapy and academic intervention. This space will contain learning resource materials, small group instruction area, a staff desk and a small sensory area for students. It is located centrally inside each academic wing, allowing for students to stay within their academic environment for their pull out support.
Small Group Room/ Reading	500	Small Group	I4	300	Small group support spaces for tutoring, coaching, and one-on-one instruction near to the general classrooms and supportive of the ELHS inclusive model.
Small Group Room/ Reading	500	Small Group	I5	195	Small group support spaces for tutoring, coaching, and one-on-one instruction near to the general classrooms and supportive of the ELHS inclusive model.
Small Group Room/ Reading	500	Small Group	I6	360	Small group support spaces for tutoring, coaching, and one-on-one instruction near to the general classrooms and supportive of the ELHS inclusive model.
MSBA TOTAL			District TOTAL	11,575	

Square Footage Summary:

The proposed overall gross square footage of the new building is 191,796; Average size of General Classrooms is 850 sf

MSBA guidelines include 9,060 sf of dedicated special education space. The proposed program is 2,515 sf in excess of the guidelines.

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