

APPENDIX 6

1.6 MSBA PDP Review & Response

March 18, 2020

Mr. Brian Lynch
Project Coordinator
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

RE: Groton-Dunstable Regional School District
Florence Roche Elementary School Feasibility Study
Attachment A - MODULE 3 Preliminary Design Program Review Comments

Dear Mr. Lynch:

On March 13, 2020, the District submitted their initial response to the MSBA's letter dated February 28, 2020, which outlines the MSBA's PDP review comments relating to the District's PDP submission. As indicated in the District's March 13, 2020 letter, due to the events resulting from the advancement of the coronavirus, during the week of March 9, 2020, the District was engrossed in other matters, and were unable to address some of the comments. Please note that all comments have since been addressed and are incorporated in this document.

If there are any questions relating to the responses, please don't hesitate to contact Dr. Laura Chesson or the undersigned. On behalf of the Groton-Dunstable Regional School District ("GDRSD"), Town of Groton, GDRSD School Committee, Florence Roche School Building Committee, and project team, we look forward to continuing our collaboration with you and the MSBA staff on this exciting project.

Sincerely,
Leftfield, LLC



David Saindon
Project Director

Attachments:

Attachment 'A' MSBA Preliminary Design program review comments with **District responses in bold red**

Cc: Ms. Christina Forde, Project Manager, MSBA
Dr. Laura Chesson, Superintendent of Schools, GDRSD
Mr. Mark Haddad, Town of Groton, Town Manager
Ms. Marlena Gilbert, Chair, GDRSD School Committee
Ms. Fay Raynor, Chair-Florence Roche School Building Committee, GDRSD School Committee Member
Meryl Nistler, Project Manager, Studio G Architects

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: Groton-Dunstable Regional School District
School: Florence Roche Elementary School
Owner’s Project Manager: Leftfield
Designer Firm: Studio G Architects
Submittal Due Date: March 11, 2020
Submittal Received Date: February 4, 2020
Review Date: February 4-25, 2020
Reviewed by: C. Forde, C. Alles, J. Jumpe

MSBA REVIEW COMMENTS

The following comments¹ on the Preliminary Design Program (“PDP”) submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; <i>Refer to comments following each section</i>	Not Provided; <i>Refer to comments following each section</i>	Receipt of District’s Response; <i>To be filled out by MSBA Staff</i>
OPM Certification of Completeness and Conformity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table of Contents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1 Introduction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 Educational Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3 Initial Space Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.4 Evaluation of Existing Conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5 Site Development Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.6 Preliminary Evaluation of Alternatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.7 Local Actions and Approvals Certification(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.8 Appendices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA’s guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project’s planning process or plans and specifications.

3.1.1 INTRODUCTION

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Summary of the Facility Deficiencies and Current S.O.I.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Executed Design Enrollment Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Narrative of the Capital Budget Statement and Target Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Project Directory with contact information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Updated Project Schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

5) Please note that Christina Forde has replaced Anthony Proia as MSBA Project Manager for this project and Brian Lynch has replaced Jess Deleconio as MSBA Project Coordinator. Please acknowledge and update the directory. **[Leftfield Comment] Acknowledged.**

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Grade and School Configuration Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class Size Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	School Scheduling Method	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Curriculum Delivery Methods and Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) English Language Arts/Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g) World Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h) Academic Support Programming Spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i) Student Guidance and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	Teacher Planning and Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pre-kindergarten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Kindergarten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Lunch Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Technology Instruction Policies and Program Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Media Center/Library	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Visual Arts Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Performing Arts Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Physical Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Special Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Chapter 74 Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Transportation Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Functional and Spatial Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Security and Visual Access Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

*As part of the District’s Preferred Schematic Report (“PSR”) include two copies of an updated educational program, (1) redlined copy and (1) clean copy. The updated educational program must address the comments below, include District updates, provide a designer response for each component of the educational program, and align with the preferred schematic. **[Leftfield Comment] Acknowledged.***

*9) The MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge. **[Leftfield Comment] Acknowledged; the District and Project Team will review and consider implementing assisted listening technology in classrooms and other potential educational areas as the design progresses further into preferred schematic and schematic design. The project will also consider infrastructure only as a consideration to ensure the classrooms are flexible for future consideration.***

13) In response to these review comments, provide the following information for the proposed Multi-Purpose Room:

- Describe the proposed adjacencies, scheduling, and utilization.*
- Describe how it will be supervised, staffed, and provide examples of activities that will occur in this space.*
- Describe why the proposed activities could not be accommodated in the cafeteria, gymnasium, or project areas.*

[District Comment] After further review and consideration of this space, the District has decided to remove this program space from the space summary.

18) Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the preferred schematic.

[SGA/Leftfield Comment] The Project Team met with various members of the School District, Groton Police, and the Security Consultant on 12/19/2019 to discuss the project in general security terms. The agenda and meeting minutes of this meeting are attached to this District response and are found in 2.18 Security and Visual Access Requirements, Section 2, Pages 20-23 of the PDP. The Project Team will continue to collaborate with the emergency response management team as defined by the District as the project develops from a conceptual design to a schematic design. Items for discussion, will be, but are not limited to security technology, school guard glass, vehicular approach, door hardware, vantage points within the facility and external to the facility, landscape considerations, and emergency procedures and protocols.

Please note additional comments may be forthcoming.

3.1.3 INITIAL SPACE SUMMARY

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Space summary; one per approved design enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Floor plans of the existing facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

1) The MSBA has performed an initial review of the new construction space summary provided and offers the following:

- **General notes regarding the space summary** – The space summary provided includes adjustments made to the MSBA guidelines for the Core Academic category, the total gross square footage, and the grossing factor. Adjustments to the MSBA guidelines section of the space summary should not be made in subsequent submissions. Please acknowledge. **[Leftfield Comment] Acknowledged.**
- **Core Academic** – The overall proposed square footage for this category exceeds the MSBA guidelines by 3,350 net square feet (“nsf”). Based on the information provided, the following spaces have been proposed for the District to deliver its educational program:

Anticipated Core Academic Spaces	Grades K-4 for 645 students		
	Proposed No. Rooms	MSBA Guidelines No. Rooms	Variance
Pre-Kindergarten	Not Applicable		
Kindergarten w/ toilet	7	7	0
Project Areas Grade K	7	0	+7
General Classrooms – Grade 1-4	24	23	+1
Project Areas Grade 1-4	24	0	+24
STE Room – Grade 3-4	1	1	0
STE Storage	1	1	0
Multi-Purpose Room	1	0	+1

- **Kindergarten and General Classrooms Grades 1-4** – Based on the grade configuration and the number of classrooms required for each grade, the MSBA does not object to the proposed number of Kindergarten and General Classrooms.
- **Project Areas Grade K** – The District is proposing (7) 100 nsf Project Areas totaling 700 nsf. In response to these review comments, provide additional information that further describes the anticipated adjacencies. Additionally, provide information regarding the scheduling and utilization of the proposed Project Areas for kindergarten and how the

proposed spaces will be supervised, staffed, and provide examples of activities that will occur in these spaces. Describe why these activities are better suited in a separate area rather than in a larger kindergarten classroom. **[District comment] Universal Design for Learning (UDL) is a framework to promote deeper learning in students, an initiative supported by the Department of Elementary and Secondary Education. In the Commissioner's Report "Our Way Forward," Riley encourages districts to be creative with curriculum to foster deeper learning. Characteristics of deeper learning include ongoing interdisciplinary projects where students solve real-life problems; inclusive teams of diverse students working together, including those learning English or with special needs; and students working in groups, asking questions, and pushing each other's thinking through project-based learning.**

This requires multiple classroom teachers, and special education teachers to collaborate to facilitate long-term projects. Project Rooms will be spaces where construction, creation and other hands on project-based learning is completed. As a project room, this would not be "owned" by any one teacher or program, rather shared as a resource for the team.

Based on the emphasis on UDL in the district, the students will use this every day. At the lower levels K-2 the area will be supervised by paraprofessionals. In grades 3-4 students will be progressively responsible for their own learning with teachers floating between the main classroom and the project areas.

- **Project Areas Grades 1-4 – The District is proposing (24) 50 nsf Project Areas totaling 1,200 nsf. In response to these review comments, provide additional information that further describes the anticipated adjacencies. Additionally, provide information regarding the scheduling and utilization of the proposed Project Areas for grades 1-4 and how the proposed spaces will be supervised, staffed, and provide examples of activities that will occur in these spaces. [District comment] Please see District comment above.**
- **Science/Technology/Engineering ("STE") Room – Grade 3-4 – The District is proposing (1) 1,080 nsf STE room for grades 3-4. In response to these review comments, provide additional information that describes how the proposed space will be scheduled, staffed, and provide examples of activities that will occur in this space. [District comment] The district has made a commitment to hands-on inquiry-based Makespace and STEM experiences for all elementary students. Each student will go to the Innovation Lab, the Groton-Dunstable name for such an educational environment, one period per week. The Innovation Lab is staffed with a permanently budgeted full-time FTE, who provides an opportunity for students to do design-based learning which will include exposure to a variety of topics such as entry-level programming for robotics, creation of mini-movies and learning how to use technology and digital resources in ways that are safe, legal and ethical. This class is aligned to both Massachusetts Digital Learning and Computer Science Standards (DLCS) and the ISTE Standards for Students. An additional component of Innovation Lab is learning to critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Lastly, using computational thinking, students will develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**

- *Additionally, the MSBA’s STE Guidelines require all elementary school general classrooms to have a minimum of (2) sinks to facilitate STE exploration and project-based learning within the classrooms. One sink must be accessible, and one must be deep and wide to accommodate buckets or containers. Please acknowledge. **[Leftfield Comment] Acknowledged.***
- **Multi-Purpose Room** – Please refer to comment in Section 3.1.2, Item 13.
- **Special Education** – The overall proposed square footage for this category exceeds the MSBA guidelines by 3,950 nsf. The MSBA notes that proposed spaces include 9,110 nsf and (24) more spaces than the existing facility. Additionally, the proposed OT/PT space is 1,200 nsf which is significantly larger than what is typically proposed on projects. In response to these review comments, describe the number of students currently and anticipated to require the services proposed for this space, and how it will be supervised, staffed, and scheduled. **[District comment] Please see attached document that addresses MSBA’s inquiry regarding Special Education. Please note the highlighted text in the document.**

Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education (“DESE”). The District should provide the required information within the Schematic Design submittal. Formal approval of the District’s proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.

- **Art & Music** – The overall proposed square footage for this category aligns with the MSBA guidelines. No further preliminary comments.
- **Health & Physical Education** – The overall proposed square footage for this category exceeds the MSBA guidelines by 1,700 nsf. Prior to the MSBA accepting any variation to the guidelines, provide the following information in response to these review comments:
 - Describe the rationale for proposing a high school sized gymnasium as part of this elementary school project.
 - Provide the scheduling and utilization of the proposed gymnasium.

[District/Leftfield Comment] After further review and consideration of a high school sized gymnasium, the District has decided to maintain the MSBA established model size gymnasium of 6,000 nsf. However, there is discussion of increasing the gymnasium to accommodate an area for bleachers. This is currently being explored, we see this as unlikely coming to fruition. The District fully understands this additional square footage would be deemed ineligible.

Please refer to the attached memo regarding the MSBA’s policy on physical education square footage in excess of the MSBA guidelines. Note the District may choose to build a gymnasium and related spaces in excess of MSBA guidelines, but in no event shall the gymnasium exceed 12,000 nsf. The MSBA will participate in a gymnasium of up to 6,000 nsf unless adjusted by the MSBA to increase teaching stations for enrollment and/or the educational plan. Additionally, areas in excess of the MSBA guidelines will be at the sole expense of the district; community support must be demonstrated prior to MSBA approval of the District’s proposed project scope and budget; and the MSBA will exclude

from its grant the cost of the total gross square foot (gsf) in excess of the guidelines for these areas.

- **Media Center** – The overall proposed square footage for this category aligns with the MSBA guidelines. No further preliminary comments.
- **Dining & Food Service** – The overall proposed square footage for this category aligns with the MSBA guidelines. No further preliminary comments.
- **Medical** – The overall proposed square footage for this category aligns with the MSBA guidelines. No further preliminary comments.
- **Administration & Guidance** – The overall proposed square footage for this category aligns with the MSBA guidelines. No further preliminary comments.
- **Custodial & Maintenance** – The overall proposed square footage for this category aligns with the MSBA guidelines. No further preliminary comments.
- **Other** – The District is proposing a 150 nsf Before School Programming Storage Area in this category which exceeds the MSBA guidelines. In future submissions incorporate the square footage associated with this storage area into the grossing factor. **[Leftfield Comment] Acknowledged.**

Please note that upon selection of a preferred schematic, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines and is not supported by the educational program provided. **[Leftfield Comment] Acknowledged.**

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Confirmation of legal title to the property.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Determination that the property is available for development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Existing historically significant features and any related effect on the project design and/or schedule.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Determination of any development restrictions that may apply.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Initial Evaluation of building code compliance for the existing facility.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Assessment of the school for the presence of hazardous materials.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

3) The information provided indicates a Project Notification Form (“PNF”) was sent to the Massachusetts Historical Commission (“MHC”) on February 4, 2020 for the Florence Roche Elementary School site. Please keep the MSBA informed of any decisions and/or proposed actions by the MHC and confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00. Please acknowledge. **[Leftfield Comment] Acknowledged.**

9) It should be noted that work associated with the removal of fuel storage tanks and associated contaminated soil is considered ineligible for reimbursement. Please acknowledge. **[Leftfield Comment] Acknowledged.**

10) Please note that all costs associated with the removal of floor and ceiling tiles containing asbestos are ineligible for reimbursement. The project team should be aware of the current policies associated with MSBA participation in the abatement and removal of hazardous materials. Please acknowledge. **[Leftfield Comment] Acknowledged.**

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Existing site plan(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

1) As part of the District’s PSR, provide a site section that illustrates how the preferred schematic sits on the site and how the proposed location impacts access and circulation. Also, provide a diagram that illustrates how a physically challenged individual will access the

building. **[SGA Comment] Acknowledged. As part of the PSR submittal, the design team will provide the noted diagrams.**

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Analysis of school district student school assignment practices and available space in other schools in the district	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Tuition agreement with adjacent school districts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Rental or acquisition of existing buildings that could be made available for school use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Construction of new building and the evaluation of potential locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

4) The information provided in Section 4, page 5 states “No MSBA reimbursement for code upgrades for Option 1”. It should be noted that the MSBA has and will support base repair/code upgrade options that enable districts to deliver the critical components of its educational program. Should the District select a preferred schematic other than a base repair/code upgrade option, the District must continue to carry estimated costs for the base repair/code upgrade option for cost comparative purposes as part of the PSR submission. Please acknowledge.

[Leftfield Comment] Acknowledged.

7) As part of the Preliminary Evaluation of Alternatives, the District explored (6) options for 645 students in grades K-4:

- **Option 1:** Code upgrade option at the existing Florence Roche Elementary School.
- **Option 2:** Renovation and addition option at the existing Florence Roche Elementary School.
- **Option 3:** New construction option behind the existing Florence Roche Elementary School (Site A)
- **Option 4:** New construction option behind the existing Middle School South (Site B)

- **Option 5:** New construction option behind the existing Middle School North (Site C)
- **Option 6:** New construction option at the Groton-Dunstable Regional High School campus.

Upon evaluation of the preliminary options, the District has voted to further evaluate the following (3) options in the PSR:

- **Option 2:** Renovation and addition option at the existing Florence Roche Elementary School.
- **Option 3:** New construction option behind the existing Florence Roche Elementary School (Site A)
- **Option 4:** New construction option behind the existing Middle School South (Site B)

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Signed Local Actions and Approvals Certification: (original)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

2) The information provided in the OPM's cover letter indicates a certified copy of the meeting minutes will be sent to the MSBA following the February 11, 2020 Building Committee Meeting. **[Leftfield Comment] Certified meeting minutes from the January 28, 2020 Florence Roche Building Committee were sent to the MSBA via email on February 17, 2020, with an original being mailed the following day.**

No further review comments for this section.

3.1.8 APPENDICES

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Current Statement of Interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3	Design Enrollment Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MSBA Review Comments:

No review comments for this section.

Regarding Past Projects:

MSBA records do not indicate previous grants associated with the Florence Roche Elementary School.

End

2.18 Security & Visual Access Requirements

Current Procedures

Florence Roche has forty-three doors and one vestibule used in connection with the main entrance. Of the forty-three doors, the main entrance is the only door with an AIPHONE system for visitors to be “buzzed” in by the main office staff. There are only two cameras located at the main entrance that provide limited view of the main entry area and a portion of the main lobby. Currently, there are no other surveillance cameras at Florence Roche. Majority of classrooms have direct outdoor access doors and large windows.

Proposed Programming Opportunities

- **Needs:** Florence Roche should be fully equipped with adequate surveillance cameras. Cameras should be accessible to building administration, central office staff and district SROs. All main hallways, lobby/common space, outside areas, parking lot and walkway to school, should be under surveillance at all times.
- **Proposed:** The priority is to provide a safe and secure environment for all staff and students. To meet this priority, Florence Roche will include a multi-layer security system to protect staff and students from dangers inside and outside of the building. The building will have a secured access point at the main entrance, keyless entry to main entrances for staff only and limited points of entry. All classroom doors and locks will be uniform and accessible with one key. The security system will include the capability for automatic lockdown of all interior and exterior doors. All systems should have direct access to Groton police and fire departments and appropriate central office staff. Buildings and grounds will be designed in line with the Crime Prevention Through Environmental Design (CPTED) best practices.

Refer to Security meeting notes in the following pages.

Meeting Notes

Date 12/23/2019

Meeting Date 12/19/2019 – 10:00am – 12:00pm

Meeting Location Florence Roche

Attendees Meryl Nistler, Studio G
Brian O'Donoghue, FloRo
Satsia Twomey, FloRo
Alison Sancinito, FloRo

Michael Luth, Groton Police
David Saindon, Leftfield
Mike Niola, Vantage
Joe Williams, Vantage

Distribute To All Attendees

Notes By Joe Williams

Project Florence Roche Elementary School

Number 1113

Subject A discovery meeting was held and led by Vantage Technology Consulting group to discuss security policies and procedures with the district to inform the PDP narrative as part of the Florence Roche Elementary School Project.

Notes

Background/Existing District Security Standards

1. Overarching goal – Create a safe and secure site without designing a fortress
2. Florence Roche Elementary is part of a larger campus including the neighboring middle school and gym
3. Concerns regarding vehicular access from Route 19 were discussed.
4. After 9am, the front doors to FloRo are locked and a video intercom and (2) cameras are used to identify visitors which is managed by administration.
 - a. The district expressed that video surveillance visibility is limited at the entrance.
 - b. Main entry is locked
 - c. Interior doors are unlocked
 - d. Admin has (2) duress buttons
5. (2) School Resource Officers (SRO) support the district. Most of the time, (1) SRO manages the FloRo campus and the second SRO floats between the elementary and middle schools. 2-way radios are used between admin/maintenance and police/fire and are used for primary alert functions.

- a. The police chief expressed concerns with radio coverage gaps within the existing building. The high school has a Distributed Antenna System (DAS) but the district is unsure about DAS at FloRo. Police and Fire both used independent radio frequencies and require coverage in the school to support both.
- b. SRO functions:
 - i. Supports student arrival process / parent drop off. 8:30am.
 - ii. SRO floats back and forth between middle and elementary school and also teaches Drug Abuse Resistance Education (DARE) class at middle school.
 - iii. Hours of staff is 7am-3pm.
 - iv. SRO is not present for parent/student pick up end of day. Staff notifies Principal for any parent issues.
 - v. This is the first year that the district has had (2) SROs.
6. The field and playground areas have limited security.
7. The district evaluated Crisis Go emergency communication system.
8. The existing security systems integrator is Nashoba Security
9. Leftfield asked if a proprietary security system is required and, though not required, the district would like to look at integrating a system to converge the campus and Police, which uses Exacvision.
10. Visitor Management system includes handwritten sticker badges with no expiration.
11. A new Access Control system is currently being evaluated by the district.
- 12. Action: Florence Roche to issue video surveillance recording policy to the design team.**
- 13. Action: Vantage/Studio G to consider architectural design requirements to support the current level of security operations plus other recommended security items for consideration.**

Existing Security Policies & Procedures

1. Bus drop off is located at the front traffic circle starting at 8:45am and students enter through the front door.
2. There is currently no assembly area for student drop off and students proceed directly to classroom.
3. Parents are not typically allowed in the school during the morning drop off. Some younger students have parents walk and drop.
4. Pick up procedure: Children travel with parent/guardian directly to vehicle.
5. Mike Luth (Police): Traffic pattern concerns. Ideal site is behind existing building.
- 6. Action: Vantage/Studio G to work with police and fire for best option(s).**
7. Vantage recommends separating the bus drop off area and consider a dedicated entrance from this area to avoid vehicle traffic crossing with students arriving on bus.
8. First responders enter through the front of the building.

Buses and Cars

1. Currently 11 buses but there may be as many as 15 for the new school.
2. For bus pick-up at the end of the day, the District would like a staging area for students to all load at once. This would preferable be in the cafeteria.
3. There are separate entrances to and from the lobby for cars and busses.
4. Currently, no more than 3 buses unload in the morning.
5. Currently, the first 7 buses dismiss around 3:05pm (buses stage in circle students exit front door).
 - a. The district prefers to load/unload all (15) buses at once to minimize staff impact and traffic.
 - b. **Action: Vantage and Studio G to review plans for bus/car path of travel options**
6. **Action: Vantage to issue narratives by or before Jan 10th to be included in PDP report.**
7. **Action: Studio G to reach out to Fire Chief. for Feb submission but need to understand fire plan. Mike Luth to assist with setting up meeting.**
8. There was prior concern expressed regarding traffic back up on Main Street/Route 111.
 - a. The District assessed that the majority of the traffic is Commuter traffic (between the hours of 6:30am and 8:00am) and not the direct result of vehicles entering/exiting the Main Street Campus.

Best Practices / Lessons Learned

Outline of current best practices within similar environments.

1. Exterior door/Window/hallways use a numbering system for local authorities to externally identify room numbers (exterior numbers on window numbers match interior room numbers).
2. The Educational Plan (EP) was discussed. Brian mentioned the EP is nearly finalized but the district needs to further develop the bus arrival and dismissal strategies.
3. There is a gated access road and egress leading to a meetup location at the nearest VFW as part of the campus evacuation procedure.
4. **Action: FloRo to issue list of best practices / learning lessons to design team.**

Space Planning Considerations:

1. The district would like to limit the number of classroom doors that access the exterior of the building.
2. It was discussed that interior classrooms may share a pass-through door so that, if a teacher must step away from their classroom, it allows the adjacent teacher to monitor the adjacent classroom.
3. Pass through doors also allow for students/faculty to traverse the building, during an incident, without the need to enter into the hallway.
4. Vantage outlined the following security-related items with the most architectural impact:
 - a. General

- . Lockdown capability as part of the overall design
 - i. High impact resistant film on glass to allow for the use of glass as an architectural option to create an open feeling without sacrificing security
 - ii. Creating “safe rooms” without classroom wings, or other areas for cover during lockdown
- 5. Campus design
 - a. Entry points (funneling people is better than multiple entries)
 - i. Visible and hardened perimeters
 - a. It should be obvious where you need to go
 - b. Cars should not be able to freely go over a curb and onto the rest of the campus
 - a. Landscaping not allowing for hiding or not obstructing natural sightlines
 - b. Pick up / Drop off area design
 - c. Vehicles should go in one direction (a loop, if possible)
 - d. Busses in a separate area from cars, if possible
 - e. Consideration needed on how students enter the facility from the bus area
 - f. Pedestrian traffic designed not to intersect with the vehicle drop off traffic
- 6. Lobby design
 - a. Secure first perimeter
 - b. Must be comfortable to wait in without being able to freely run into the rest of the school or campus
 - c. Visible from the inside to see the interaction between the receptionist and a parent
 - d. Entry vestibule with access control / video intercom
- 7. Parking
 - a. Designed to not let cars gain enough speed to be used as a weapon
 - b. Clear indication of right of way and paths (through landscaping, paving, signage etc.)
 - c. Proper lighting
- 8. Crime Prevention through Environmental Design
 - a. Natural access control (landscaping, pavement, bollard, etc.)
 - b. Natural surveillance (lighting, unobstructed sightlines etc.)
 - c. Territorial reinforcement
- 9. Signage:
 - a. Passive or digital - knowing where to go on the campus creates less wandering and more security

Additional consideration made post-mortem:

- 1. Corridor design
 - a. Curved corridors may limit the end to end sightline of an active shooter
 - b. Corridor doors on magnetic hold opens can be triggered to shut during an event, slowing down an active threat
 - c. “corridor wings” may be considered (one example:
<https://www.usatoday.com/story/news/education/2019/09/08/new-michigan-high-school-designed-thwart-active-shooters/2257781001/>)

DUCTION
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EDUCATIONAL
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2

INITIAL SPACE
SUMMARY
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SITE DEVELOPMENT
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PRELIMINARY EVAL.
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6

LOCAL ACTIONS
& APPROVALS
7

APPENDIX
8

Student Services and Special Education

English Learner Education

Currently one ELL teacher works between both elementary schools to assess students, collect data, monitor progress and to provide services to students who receive ELL support. These services happen in small groups and also within the general education setting depending on the level and needs of individual students. The ELL teacher works collaboratively with the general education teachers to support each student towards individualized language objectives.

Health Services

Currently, one nurse and one health aide provide school nursing supports and services to all students at Florence Roche in one health office. School personnel will also visit the office for nursing supports and services.

The health office includes one desk, two small cots and nursing supplies. In addition to standard school nursing supports and services of required health screenings, students visiting the office with injuries and illnesses, daily monitoring of health issues, the health office also serves as a central location for additional nurses providing 1:1 support and monitoring for students with special health care needs.

Social Emotional and Behavioral Supports

At Florence Roche, two School Counselors provide consultation to staff members in order to support students in and out of the classroom setting. They also provide direct services to students via individual, small group, whole group instruction. In addition, School Counselors are active participants in supporting a number of school initiatives.

Two Board Certified Behavior Analyst (BCBA) provide consultation to staff and school teams at Florence Roche. The primary role of a BCBA is as a consultant to teachers and other adults working with students who require ABA methodology. BCBA's write ABA based behavior plans, create data tracking systems for student progress, analyze data, and meet with teachers on how to use specific strategies. In the role as a consultant, our BCBA's can also assist teachers with general classroom behavior management skills, help create overall data collection systems for academics, and how to use positive reinforcement- all which is aligned with our school wide Positive Behavior Intervention and Support (PBIS) framework and school wide implementation of Responsive Classroom.

Special Education Learning Center

Currently three Special Education Teachers provide consultation to staff, conduct evaluations, and provide one to one and small group instruction for students grades K

to 4 in one classroom referred to as the Learning Center. The special educators provide specialized instruction using a wide range of multi-sensory instructional materials. At times, all three Special Education Teachers are providing instruction to a small group of students in the same classroom space.

Special Education Specialized Programs

For students with more specialized educational needs, we currently offer a language based program, a life skills program, and a social/emotional/behavior support program at Florence Roche. Special Education Teachers, Paraeducators and Related Service providers in each program support students in a substantially separate classroom as well as in general education classrooms. Each substantially separate classroom offers a small staff to student ratios with set-up for specially designed individual and small group instruction. The district's elementary ABA program is located at Swallow Union, this program also includes a substantially separate classroom for students to receive individualized and small group instruction.

The District is committing to educating students in-district so we offer a variety of in-district specialized programs with each program needing classroom space.

Current programs at Florence Roche:

Programming for students who present with challenges with behavioral and emotional regulation, social engagement and problem solving, and consistently demonstrating their skills/knowledge within the classroom environment. Staff connected with this program include a special education teacher, BCBA, and school counselor. It is the intention that all the students are able to participate in the general education classroom to their fullest potential and this program supports their academic, social/emotional, and behavioral needs.

Programming for students who have significant language-based learning disabilities who present with cognitive abilities that do not match their acquisition of reading and writing skills. Students within this program require explicit instruction that is different than what is provided in the general education classrooms. Students in this program typically receive their ELA instruction within this program with their literacy needs supported within the general education classroom for math, science, and social studies. Staff connected with this program include a special education teacher and a speech and language pathologist.

Programming for students with significant developmental/neurological/intellectual impairments. The curriculum and instruction for students within this program is significantly different from the instruction in the general education classroom. Students require highly modified curriculum and a high level of support. The program provides meaningful inclusionary opportunities for the students as well as opportunities to work on academics, social skills, regulation, and life skills within a smaller environment. Staff connected with this program include a special education teacher, special education paraeducators, a BCBA, and related service providers.

Related Services

Occupational Therapists provide consultation to staff, conduct evaluations, and provide direct occupational therapy to students in one to one in small group settings as well as classrooms, recess areas and the cafeteria. Students are identified as needing occupational therapy for a variety of fine motor, visual motor and sensory motor challenges. Occupational therapy requires work spaces to address fine and visual motor activities as well specialized equipment including, but not limited to, small trampolines and hanging swings.

Physical Therapists provide consultation to staff, conduct evaluations and provide direct physical therapy to students in one to one or in small group settings as well as in classrooms, recess areas and physical education locations. Students are identified as needing direct physical therapy for a variety of gross motor challenges. Physical therapy requires specialized equipment for gross motor activities including, but not limited to obstacle courses, mats of various sizes, walkers, and standers.

Speech and Language Pathologists (SLPs) provide consultation to staff, conduct evaluations, and provide direct speech and language therapy to students in one to one or small group settings as well as in classrooms, recess areas and the cafeteria. Students are identified as needing direct speech and language therapies for a variety of communication challenges addressing receptive language, expressive language, and pragmatic language.

Other related service specialists providing consultation to staff, conducting evaluations and providing direct services to students include a Teacher of the Deaf, Educational Audiologist, Vision Specialist, Orientation and Mobility Specialist, Assistive Technology Specialist, and Augmentative and Alternative Communication Specialist. Additionally, a School Psychologist conducting evaluations for students in 1:1 setting.

Proposed programming opportunities

- ELL classroom with space for multiple small groups.
- Multi-room health office providing office space for staff (School Nurse, Health Aide, and 1:1 nurses), a general area for a nurse to meet with students, privacy areas with cots for students, private changing area with space for a student and two staff as well as specialized equipment (changing table, wheelchair), and two bathrooms.
- Suite for two counselors and two BCBA's that include four offices, a small conference room and small classroom for group instruction. Specifically, each counselor and BCBA needs their own office so they can each meet with staff, parents and/or students privately to provide counseling and discuss sensitive information confidentially throughout the school day. Additionally, a small conference room will allow for small group meetings, and a small classroom

will allow for small group social skills instruction with sufficient wall space for posting visual strategies.

- Multiple learning centers to support an increase in special education teachers as well as provide students with specialized instruction closer to their general education classrooms. We anticipate 4 Special Education Teachers will be providing specialized academic and social skills instruction 1:1 or in small groups. Special Education Teachers will service 60+ students in grades K to 4 throughout the school day, so we need multiple spaces for students, in different grade levels, to receive specialized instruction on different skills and receive services at the same time. The 4 Special Education Teachers will each need a work area where they can assess students and plan instruction. We want these spaces throughout the building so students remain close to their general education classrooms. Spaces need sufficient wall space for posting visual strategies and projecting instructional content.
- Specially designed classroom space for our Language Based Program. Specifically, a classroom that offers enough space for multiple small groups focusing on specialized academic and social skills instruction throughout the school day. Anticipate a special education teacher and at least two other staff will be supporting 6 to 8 students throughout the day. Given students' language based learning needs, the classroom needs sufficient wall space for posting visual strategies, displaying instruction and video projection.
- Specially designed classroom space for our Life Skills Program that includes a bathroom. Specifically, a classroom that offers enough space for multiple small groups focusing on specially designed functional academics, social skills, and daily living skills instruction throughout the school day. A special education teacher and at least 6 other staff will be supporting 6 to 8 students throughout the school day. Given students' intensive special needs, the classroom needs sufficient space for multiple instructional spaces, a quiet area, a play area, space for students' specialized equipment (e.g., wheelchairs, standers), and a bathroom so students can work on daily living skills in the classroom.
- Specially designed classroom space for our Social/Emotional/Behavioral Support program that includes a bathroom. Specifically, a classroom that offers space for multiple small groups focusing on specially designed academic and social skills instruction throughout the school day. A special education teacher and at least two other staff will be supporting 6 to 8 students throughout the school day. Given students' social/emotional and behavioral needs, the classroom needs sufficient space for multiple instructional spaces, a quiet area, a play area, and a bathroom so students can work on self-regulation throughout the school day.
- Specially designed classroom space for our district-wide ABA program that includes a bathroom. Specifically, a classroom that offers space for all students to be receiving 1:1 discrete trial training (DTT) throughout the day as well as space for small group instruction (focusing on functional academics, social skills, and daily living skills), a quiet area, a play area and a bathroom so

students can work on daily living skills in the classroom. Students and 1:1 staff work with students in cubby spaces for the DTT instruction, so need a classroom large enough for multiple cubby spaces in addition to the common classroom space. A special education teacher and at least 6 support staff will be supporting 6 or more students (all students receive 1:1 support plus in-class case management provided by the special education teacher and consulting BCBA).

- Specially designed space for Physical Therapy large enough for specialized equipment and gross motor activities. Specifically, an open space to allow for a multi-step obstacle course, trampoline, practice stairs, and multiple floor mats for students with significant mobility issues and highly specialized equipment. Additionally, the PT room needs space for student equipment (e.g., exercise balls, crawl tubes, walkers, standers, and wheelchairs), and a work area for the Physical Therapist. We're anticipating 10 or more students will receive Physical Therapy in this space, some 1:1 and others in a small group. Grade and areas of need determine groups, so two groups may use the space at the same time.
- Specially designed space for Occupational Therapy large enough to include a ceiling mounted swing, sensory motor equipment and fine motor table top activities. Specifically, an open space for students needing sensory regulation breaks, a ceiling mounted swing to be used by students with sensory motor needs, a water table, a sand table, a trampoline, tables for small group fine motor instruction, and a work area for two Occupational Therapists. We're anticipating 45 or more students will receive Occupational Therapy in this space, some 1:1 and others in a small group. Grade and areas of need determine groups, so may be two groups using the space at the same time.
- Specially designed spaces for Speech/Language Therapies, specifically space large enough that we can service multiple small groups at the same time. Space also needs a work area for three Speech Language Pathologists. We're anticipating 60 or more students will receive Speech/Language Therapy in this space, some 1:1 and others in a small group throughout the school day. Given students' language based learning needs, the space needs sufficient wall space for posting visual strategies, displaying instruction and video projection.
- Office space for the School Psychologist designed with an assessment area.
- Office space for visiting related service providers (Teacher of the Deaf, Educational Audiologist, Vision Specialist, Orientation and Mobility Specialist, Assistive Technology Specialist, and Augmentative and Alternative Communication Specialist) to meet with students and consult with staff.
- Office suite for Special Education Administration that includes offices for Special Education Team Chairs, student records, and a large conference room. We need a work area for two Special Education Team Chairs to call parents and meet with staff confidentially, a secure area for students' special education

records, and a conference room large enough for special education TEAM meetings with 14 people and sufficient wall space to project meeting content.

