



# Arlington High School

## Design Team Response to MSBA PDP Review Comments

JUNE 5, 2018



HM  
FH

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**District:** Town of Arlington  
**School:** Arlington High School  
**Owner’s Project Manager:** Skanska USA Building, Inc.  
**Designer Firm:** HMFH Architects, Inc.  
**Submittal Due Date:** April 25, 2018  
**Submittal Received Date:** April 25, 2018  
**Review Date:** April 25 – May 10, 2018  
**Reviewed by:** K.Brown, J.Jumpe

**MSBA REVIEW COMMENTS**

The following comments<sup>1</sup> 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.

**ITEMS REQUIRING IMMEDIATE ACTION**

- *As noted in the April 25, 2018 Cursory Review email from MSBA, provide the following items:*
  - *Local Actions and Approvals: provide a certified copy (raised seal and/or stamp and/or original signature) of the April 24, 2018 meeting minutes, and a certified copy of the Local Actions and Approvals Certification with original signatures.*
  - *Cover Letter: send an original copy of the OPM Cover letter with an original “wet” signature.*

**Previously sent 5/18/18 to MSBA and receipt has been confirmed 5/23/18.**

**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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> 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.

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>
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"/>

*General note: The submittal makes multiple references to anticipated student population growth beyond the 1,755 students that was agreed upon in the executed design enrollment certification. MSBA notes that the design enrollment calculation includes projected future growth in Arlington that increases enrollment beyond the current (approximately) 1,330 students in the high school. The District and design team should consider accommodating any potential growth beyond that number by providing future areas of expansion on the building site, not new construction as a part of this project. Confirm that the District still concurs with the agreed upon design enrollment.*

**The District still concurs with the agreed upon design enrollment.**

### 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 checked="" type="checkbox"/>	<input 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:

*3) The Executed Design Enrollment Certification included in the submittal notes an agreed upon design enrollment of 1,755 students in grades 9-12 (no response required).*

*4) The Town's targeted total project budget for this project is described as ranging from \$287m to \$293m (no response required).*

*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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class Size Policies	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Curriculum Delivery Methods and Practices	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) Social Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g) World Languages	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h) Academic Support Programming Spaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i) Student Guidance and Support Services	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Kindergarten	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Lunch Programs	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Physical Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Special Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Chapter 74 Programming – <i>Not Applicable</i>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

*(Provide the following information in an updated educational program provided in the Preferred Schematic Report):*

**An updated Educational Program will be provided in the Preferred Schematic Report in addition to responses noted below.**

*1) Page 5 references Arlington High School as a “comprehensive regional high school”. Arlington High School is not a comprehensive regional school using the strict definition of the terms. Clarify and/or edit for the final updated educational program.*

**This will be edited in the updated Educational Program.**

*2) Class size policy is noted as 18-25 students per general classroom, but going as high as 30 when necessary. MSBA science lab guidelines are written to accommodate no more than 24 students per lab. Verify that class size policy for science labs will not exceed that number.*

**Confirmed, science lab class size policy will be included in the updated Educational Program.**

*3) Regarding the cafeteria scheduling, note that the MSBA guidelines provide for a cafeteria sized for three seating periods, not two as indicated in the educational program. The initial space summary appears to indicate a cafeteria based on the correct three seating standard (no response required).*

*4a) The educational program notes that the existing facility is organized by academic departments, and the proposed school will also include departmental areas and supporting offices, as well as shared spaces for interdisciplinary collaboration. The current three “houses” will be increased to four given increasing enrollment and a desire to have roughly 500 students in each house. Describe the type of departments within each house, whether each house includes all nine departments, or if the houses are specialized.*

**The Houses are and will be organized by proximity not departments and this will be included in the updated Educational Program.**

*The educational program suggests that, at least, the science labs will be grouped. Describe how this proposed grouped science labs arrangement may accommodate a potential organizational change in the future toward a more integrated, inter-disciplinary approach with specialized classrooms such as science labs available to each house.*

**Science labs will remain departmental and will be located near each other. Currently, and in the future, specialized labs are distributed throughout the facility and accessed by other departments as necessary for inter-disciplinary work, this will/would be the case for science labs as well.**

*4b) Describe any intent to support inter-disciplinary and inter-departmental programs, courses and projects. Describe potential scheduling, adjacencies and common planning time relating to these programs, if they are intended.*

**This will be expanded upon in the Vocational Education Programs section of the updated Educational Program.**

*4e) Consider having exploratory “science” multi-disciplinary courses that run only for one semester, especially in the second half of the senior year where students can explore non-MCAS, non-standard topics of high interest, as an option to Advanced Placement (applicable for other departments as well).*

**This will be considered.**

*The educational program notes adjacency between the Science lab and a Maker space. It also describes multiple maker spaces throughout the building, a library maker space, and other similar spaces in the library learning commons. Describe how the District will manage these spaces; whether the equipment is going to be redundant in each maker space, etc. Provide some indication in the educational program how the District will efficiently operate these multiple maker spaces. For each Maker space, provide a detailed safety plan and describe the assigned faculty member or technician responsible for managing the space full time.*

**This will be expanded upon in the Vocational Education Programs section of the updated Educational Program.**

*4f) The educational program notes adding a Civic Engagement Certificate to the history and social studies program. Does the District have any plans to conduct these courses outside of the school facility?*

**This will be expanded upon in the Learning Beyond School Walls section of the updated Educational Program.**

*4g) The educational program suggests that, with the use of technology, world language teachers are currently able to use other lab spaces rather than the language lab. Provide additional information to clarify the District's intent to build dedicated language labs and/or to use a lab space for multiple purposes. Refer to the MSBA science guidelines for examples of spaces with easily convertible amenities with utilities around the periphery, refer to the MSBA science guidelines.*

**Stated in the Educational Program, the Language Multimedia Lab** “would support one-on-one teaching and learning, testing, presentations, language immersion, virtual reality, communications, hosting exchange students/gatherings (30-40 students), performances, and productions. In addition to digital technology, we envision a space that would include a kitchenette and flexible furnishings to support immersive experiences.” **This will be expanded upon in the Vocational Education Programs section of the updated Educational Program.**

*4h) Page 3 “Furthermore, AHS ranked higher than would be predicted given our percentage of low income students...” Suggest a revision to say how well low income students performed, rather than saying they performed better than what would be predicted.*

**This will be edited in the updated Educational Program.**

*“Houses and Advisory” section states that the advisory groups are organized alphabetically. Are there any checks in place to verify that the students are not inadvertently segregated by national origin or ethnicity?*

**This will be expanded upon in the House and Advisory section of the updated Educational Program.**

*6&7) Menotomy Preschool is described as integrated early childhood program for three to five year old students, operated by the Department of Special Education of the Arlington Public Schools. The program is reported to be currently located in the existing high school facility. Please confirm, and describe any functions in this proposed program that are not currently located in the high school facility (if any), how many students are to be moved to the proposed high school, and where they are currently located.*

**Menotomy Preschool is located at Arlington High School, all proposed programs are currently located in the high school facility, and no students are to be moved to the high school.**

8) *The educational program describes two lunch periods. See the comment above regarding MSBA guidelines for cafeteria seating periods. Please acknowledge.*

**The District acknowledges the cafeteria is designed to meet MSBA guidelines for 3 lunch periods.**

9) *Describe any consideration to provide Hearing Assistive Technologies (i.e. FM/digital wireless and audio distribution systems) in the classrooms.*

**Inclusion Hearing Assistive Technologies is under consideration.**

*The educational program describes a “bring your own device” policy for Chromebooks and laptops. Explain how all students are accommodated with this policy, especially those without access to their own devices.*

**APS provides sufficient student devices and we encourage BYOD as supplemental devices only.**

12) *The submittal includes a proposed theater that seats 900 students. In lieu of providing such a large auditorium, has the District considered a design that allows for a more intimate setting for 300-600 students for performances and productions that would not play well in such a large space? If keeping a 900 seat theater with an expanded stage is necessary for the District’s program, clarify its intended use and utilization. Given the expanded stage, has the District considered using the stage as the instrumental space for certain instrumental and choral programs rather than the expanded band and choral rooms in addition to the larger auditorium. Please clarify.*

**This will be responded to in the Performing Arts section of the updated Educational Program.**

14) *The Special Education program includes the LABBB (“Lexington, Arlington, Burlington, Bedford and Belmont”) Collaborative. Describe the extent that the LABBB Collaborative staff travels between these school districts, the need for LABBB administrative/non-student spaces in each of these Districts, and the potential to share space with other administrative offices for the times LABBB staff are at the Arlington High School.*

**The LABBB Collaborative staff located at the high school does not travel elsewhere, they serve the Arlington High School population only. LABBB has one shared office space to meet the needs of the LABBB personnel, there is no reasonable opportunity to share offices with the high school personnel, all communications require privacy.**

*Page 28; The phrase “cognitive rigidi.” appears to be a typographical error (cognitive rigidity)? Clarify and/or edit for the final updated educational program.*

**This will be corrected.**

15a) *The educational program describes vocational programs in the existing and proposed school that are not intended to be approved as MA Chapter 74 programs, such as Family and Consumer Sciences (“FACS”), Early Childhood Education (“ECE”), Culinary Labs, and Interior Fashion Design. Please confirm, and describe the extent that these spaces in the proposed school are or are not intended to conform to MA Chapter 74 requirements for area per pupil, minimum shop sizes, ceiling clearance and safety/equipment standards. The educational program notes that the ECE program requires “35 feet of open space per child (420 sf)” although the source of this standard is not indicated. Describe which standards are used to determine the space standards for these spaces (e.g. MSBA, DESE CH74, MA DOE Early Childhood Program Standards for Three and Four Year Olds, or MA Department of Early Education and Care 606 CMR 7.07).*



Confirmed, Arlington High School is a comprehensive high school, not a Chapter 74-approved program. The FACS' Culinary and Interior Fashion Design and ECE programs are not intended to conform to MA Chapter 74 requirements.

The 35 feet of open space per child standard noted is from NAEYC (National Association for the Education of Young Children) Guide to Early Childhood Program Standard.

MSBA space guidelines for preschool and vocational/technical programs have been used to determine the space standards for these spaces. Additionally, the NAEYC Guide and the Massachusetts Department of Early Education and Care Design Guidelines will be referenced for the preschool program and the ECE/Daycare program.

Page 44 "...and other digital tools where we can." appears to be an incomplete sentence. Clarify and/or edit for the final updated educational program.

**This will be modified.**

*No further review comments for this section.*

### 3.1.3 INITIAL SPACE SUMMARY

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	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 space summary and offers the following:

*General notes regarding the submitted space summary:*

- *The following review is based on the submitted preliminary space summary for new construction. The final MSBA determination of compliance with MSBA space guidelines in subsequent submittals will vary (in part) depending on the District's preferred option and the extent that the proposed spaces are located either in existing construction, substantially renovated existing construction, or new construction. MSBA will expect spaces located in new or substantially renovated areas to be compliant with MSBA space standards.*
- *In future submittals carry spaces typically defined as gross area (including unoccupied rooms, toilet rooms, unoccupied closets, supply rooms and storage rooms) within the grossing factor, not as net area, unless the MSBA space summary template specifically includes that space in the net area category. MSBA notes that the proposed total gross area cannot exceed the maximum allowable factor of 1.5 of net area.*
- **Core Academic** – Per the information provided, the following spaces will be proposed in order for the District to deliver its educational program:

Anticipated Core Academic Spaces	MSBA Comments
(54) General Classrooms @ 850 nsf	Total proposed classrooms meet guidelines
(6) General Classrooms @ 950 nsf	Total proposed classrooms meet guidelines
(17) Science Classrooms/ Labs*	Proposes (2) labs above guidelines
(17) Science Prep Space	Proposes (2) spaces above guidelines
(4) Small Group Seminar Spaces	Meets guidelines; no preliminary comments
(10) Teacher Planning spaces	Meets guidelines; no preliminary comments

\*Provide proposed scheduling information specific to these spaces.

**See attached response in 3.1.3 Core Academic - Science scheduling information.**

*Proposed programmatic spaces are 3,880 nsf over MSBA guidelines. This overage is due to two additional science labs and associated prep rooms. The educational program states that this additional need is due to participation in the science labs at 110% of the MSBA space summary calculated lab usage. Note that the MSBA does not object to this variation of the guidelines.*

- **Special Education** – *The proposed net area for the Special Education category is 48,170 nsf or 2.8 times the MSBA guidelines, and 1.7 times the area of the current programs. Respond to each of the following comments:*
  - *The space summary includes multiple specialized SPED programs including the following:*
    - *Reach – 4,000 nsf*
    - *Compass – 3,300 nsf*
    - *Summit – 2,200 nsf*
    - *Millbrook – 2,700 nsf*
    - *Workplace – 2,250 nsf*
    - *Harbor/Shortstop – 1,700 nsf*
    - *Menotomy Preschool – 16,610 nsf*
    - *LABBB Collaborative – 6,810 nsf*

**Corrections: Reach is 3,150 nsf and Harbor/Shortstop is 2,450 nsf.**

*These specialized programs total 39,570 nsf of space. Presumably the remaining 8,600 nsf of proposed area within the SPED category is the area required for the non-specialized SPED programs.*

- *Provide information regarding the number of students participating in each of these programs, and scheduling/utilization information that shows the extent that these students are located in the special program spaces as opposed to being integrated into the non-specialized SPED spaces, or within the general student population.*

**See attached response in 3.1.1 Special Education Programming.**

*Elaborate on the need for the substantial increase over the existing SPED programs to the proposed programs in terms of space requirements and staffing.*

**The quantity and types of spaces are similar, and in most instances, exactly what the programs have now. The increases in square footage within each program and/or overall is because much of the existing spaces are undersized for the programs due to being squeezed into “found” spaces. Of the eight separate programs, just two are increase in quantity of spaces (and therefore square footage) and in both instances this is due to an increase in population. Reach serves students with Autism Spectrum Disorders and social cognition/pragmatic needs and these students are increasing in numbers as is evident from the quantity of students in the earlier grades. Menotomy Preschool has a waiting list that they have been unable to fill, so the increase in the number of preschool classrooms (from 6 to 9) is to meet the increasing demand.**

- *In future submittals carry the entire 16,610 nsf Menotomy Preschool component of the program in the “Other” category.*

**Will do, BUT Menotomy Preschool is a Special Education program and as such should be reviewed by DESE, moving to the “Other” category may create confusion.**

- *The space summary notes that the 3,300 nsf Compass program and 2,700 nsf Millbrook program are consolidations of spaces not currently located at the existing high school. Describe where these programs are currently located, and why these programs are better served by being relocated as a part of the proposed high school project. Confirm that, of the programs listed above, these are the only programs proposed to be relocated to this school. Provide the same information for any other proposed program that is also not currently located at the existing high school.*

**Millbrook Program is located at 731 Massachusetts Avenue and it is a priority to co-locate this high school Special Education program at the high school because it requires consistent, adequate space (currently located in a church basement). Also, the distance from the high school creates coordination challenges and hinders student transitioning to the high school. Compass Program currently operates and serves elementary and middle school students in increasing numbers, and it is a District priority and responsibility to continue to serve this population at the high school and 18-22 levels rather than send out of district.**

- *Each of these programs includes various administrative offices (totaling approximately 16 staff offices, eight 250 nsf quiet rooms, and multiple conference rooms) and other support spaces. Given the potential scheduling/utilization information requested above, describe any potential to share administrative spaces and support spaces with other SPED programs.*

**There are 11 staff offices, each occupied by existing personnel and each require privacy for meetings with students and/or parents. One staff office is to be shared by multiple specialists (hearing, visual) and requires privacy. There are five, 250 nsf quiet rooms, each designated for and located adjacent to a specialized program to**

serve the specialized populations (Reach, Summit, Millbrook, Workplace, and Harbor/Short Stop) with varying intellectual, social cognition, social and emotional needs, the programs do not share quiet rooms. Only one conference room is requested to serve the special education staff.

Please note Menotomy Preschool has existing and distinct personnel separate from the high school special education staff and require five offices and one conference room.

All offices are fully occupied by existing special education staff. All quiet rooms are fully used by and within the special education program they are associated with. The two requested conferences will be fully utilized AND located within either the high school or the preschool, the one not convenient to the other.

- *The “LABBB” Collaborative is noted in the educational program as serving 21 students, while the proposed area is 6,810 nsf / 10,200 gross square feet (or 486 gsf per student). Five classroom-like spaces are proposed for these 21 students including the 1,000 nsf Common space and the 1,500 nsf OT/PT space, although the educational program notes a goal of eight to ten students per classroom. Explain this discrepancy, and why three classrooms for this program would not provide adequate classroom space for that goal. In addition, describe how many (if any) of the 21 LABBB students are from outside of the Arlington District.*

The requested quantity and types of program spaces align with the existing program spaces. Three classrooms serve two high school populations and one 18-22 population. The populations fluctuate with a maximum of 10 per classroom, if the ages allowed there would be a maximum of 30 students served. From the LABBB website describing those served at Arlington High School:

“Population: Students with mild to moderate cognitive challenges, social, emotional, and neurological impairments.

Specially designed instruction is provided to address the individual academic, social, emotional, and behavioral needs of students. The curriculum focuses on functional academics and is based upon the principles of Applied Behavioral Analysis (ABA). The curriculum is highly individualized, delivered in small groups, with social skills woven into the curriculum. The focus is on generalizing all acquired skills into social settings, the community including vocational training environments.”

The other two program areas are specific to meet the needs of this population that requires highly individualized programs, including the OT/PT space and a Common Space. The Common Space includes a kitchen and varied seating areas for both small and larger group gatherings, all geared to serve this population. This population does not and cannot stay within one room all day long.

Currently 7 students are from out of the LABBB district, but this fluctuates annually. Each of the LABBB programs located in each of the participating five districts (Lexington, Arlington, Belmont, Bedford, and Burlington) serve a distinct population,

therefore receive students from all participating districts as well as out of LABBB district students. It is a component of the Collaborative to send and receive students. It is the responsibility of each member of the LABBB Collaborative to host a program and provide space at no cost to the Collaborative. Once the needs of placement for the Collaborative districts are met, other non-Collaborative districts can apply for placement.

- *Refer to item #14 above regarding the potential for the LABBB Collaborative staff to share office space with other administrative offices proposed for the Arlington High School.*

**LABBB has one shared office space to meet the needs of the LABBB personnel, there is no reasonable opportunity to share offices with the high school personnel, all communications require privacy.**

- *Confirm that, outside of the Menotomy Pre-School spaces, the proposed program spaces included in the Special Education space summary category are dedicated exclusively for students receiving special education services with an IEP.*

**The proposed program spaces include the: Summit Program, Reach Program, Compass Program, Academic Support. Testing Center, Mill Brook Program, Workplace Program, Harbor/Shortstop Program. These are discussed in the Educational Program under Social Emotional Programs and Academic Support Programs. As explained, these are designed to offer a continuum of services from substantially separate to inclusion settings.**

**Only Special Education students receive services in the Summit Program, Reach Program, Compass Program, Academic Support. And Testing Center. The other three programs are designed to be inclusion programs, Mill Brook, Workplace, and Harbor/Shortstop. They provide special education services, but also include services and programming for students in General Education as part of an inclusion and tiered RTI model.**

- *The SPED category includes a 3,000 nsf Alternate PE/PT space that serves as a gym station for students within the Special Education program. Verify that this SPED gym station is dedicated exclusively for students receiving special education services with an IEP.*

**Yes, the Alternative PE/PT space is dedicated exclusively to be used by all of the special education students.**

*Note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education (“DESE”). 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. The MSBA will continue to review the proposed project with DESE, and for conformance with the MSBA guidelines and programmatic needs that may vary from the guidelines in the subsequent Preferred Schematic phase of the study. MSBA may consider some of the area referenced above as ineligible for MSBA reimbursement.*

*No further preliminary comments.*

- **Art & Music** – Proposed programmatic spaces exceed the MSBA guidelines by 6,850 nsf. This is due to an additional 1,200 nsf art classroom and associated 150 nsf workroom, larger band and chorus spaces (1,000 nsf extra each), a 3,000 nsf performing arts space, and a 500 nsf Music Uniform/ Costume storage room. Storage spaces in excess of MSBA guidelines are typically considered as gross area included in the grossing factor, not net area, as noted above. Note that the MSBA does not object to the District including these additional Art and Music spaces in the project; however, all space in this category in excess of MSBA guidelines will be deemed ineligible for reimbursement. No further preliminary comments.
- **Vocations & Technology** – The overall proposed square footage aligns with the MSBA guidelines. No further preliminary comments.
- **Health & Physical Education** – Proposed programmatic spaces in this category exceed the MSBA guidelines by 11,000 nsf, due to an additional 11,000 nsf of gymnasium area (the space summary includes a 12,000 nsf Gymnasium, a 4,000 nsf Larger Gymnasium, and an additional 7,000 nsf Gymnasium, totaling 23,000 nsf of gym area, although the submitted floor plan diagrams show this gym area as one large space rather than multiple separate gyms). Prior to the MSBA accepting any variation to the guidelines, the District must provide scheduling and utilization calculations that demonstrate the need for additional teaching stations to deliver the District’s health and physical education curriculum. As noted in the (attached) MSBA policy memo dated November 2, 2016 Staff Recommendation for policy revisions to allow for auditorium and gymnasium spaces in excess of the MSBA Space Summary Guidelines at the district’s sole expense “areas in excess of the MSBA guidelines will be at the sole expense of the district”; and, “the district may choose to build a gymnasium and related spaces in excess of MSBA guidelines, but in no event shall the gymnasium exceed 18,000 nsf.” Provide the scheduling and utilization calculations noted above, and reduce the gymnasium area to no more than the maximum allowable 18,000 nsf. Refer to the memo referenced above for further information regarding MSBA policies regarding auditorium and gymnasium spaces in excess of guidelines.

**There is one large gymnasium at 16,000 nsf, this is less than the MSBA Guidelines of 18,000 nsf. There are two separate alternative P.E. spaces, one is 3,000 nsf and the other is 7,000 nsf. In no instances are these spaces combined. The 3,000 nsf alternative P.E. space is the fitness center, which is currently, and in the future, to be used for P.E. classes. The 7,000 nsf alternative P.E. space is used for P.E. classes. See attached 3.1.3 Health & Physical Education scheduling and utilization.**

*The educational program references a proposed indoor jogging track, although a track is not included in the space summary. Please clarify, and if there is a proposed track, note its location (e.g. within the floor area of the gymnasium, elevated above the gym floor, etc.), and include it in the space summary.*

**The indoor jogging track is located within the 16,000 nsf gymnasium at the floor area of the gymnasium.**

*500 nsf of area is deducted from the Locker rooms in order to provide a 500 nsf Trainer’s room/Laundry/Ice space. Verify that this reallocation does not unnecessarily reduce student use of the locker rooms in order to provide space for school staff and support functions. See the note above about the potential to allocate non-programmed spaces and/or unoccupied spaces in the grossing factor as a way to avoid reducing required net areas.*

**The reallocation of 500 square feet of locker room square footage in no way reduces the student use of the locker rooms.**

*No further preliminary comments.*

- **Media Center** – *Proposed programmatic spaces exceed the MSBA guidelines by 1,681 nsf. This overage is due to the inclusion of a workroom, conference room, office, tech storage, and learning center, and is partially offset by a media center that is 369 nsf smaller than guideline. Note that the MSBA does not object to the District including these additional spaces in the project; however, all space in this category in excess of MSBA guidelines will be deemed ineligible for reimbursement. No further preliminary comments.*
- **Auditorium/Drama** – *Proposed programmatic spaces exceed the MSBA guidelines by 2,040 nsf. This overage is due to a proposed 9,000 nsf auditorium that exceeds guidelines by 1,500 nsf, and a stage that exceeds guidelines by 540 nsf. Note that the MSBA does not object to the District including this additional space in the project; however, all area in this category in excess of MSBA guidelines will be deemed ineligible for reimbursement. Refer to the memo referenced above for further information regarding MSBA policies regarding auditorium and gymnasium spaces in excess of guidelines, and see additional comments and questions noted in Section 3.1.2.*
- **Dining & Food Service** – *Proposed programmatic spaces appear to align with the MSBA guidelines. No further preliminary comments.*
- **Medical** – *Proposed programmatic spaces appear to align with the MSBA guidelines. No further preliminary comments.*
- **Administration & Guidance** – *Proposed programmatic spaces appear to align with the MSBA guidelines. No further preliminary comments.*
- **Custodial & Maintenance** – *Proposed programmatic spaces appear to align with the MSBA guidelines. No further preliminary comments.*
- **Other** – *Proposed programmatic spaces in this category total 20,275 nsf including the following spaces that are not directly related to the Arlington High School project:*
  - *District Administration Offices (9,225 nsf)*
  - *Community Education (1,800 nsf)*

*As the school related spaces listed above are located in the existing facility the MSBA does not object to these spaces being included in the proposed project however, they will be deemed ineligible for reimbursement.*

- *Town IT (3,150 nsf)*
- *Town Facilities (3,650 nsf)*
- *Town Comptroller (900 nsf)*
- *Town Payroll (1,550 nsf)*

*In order for the MSBA to consider supporting a project that includes the town spaces listed above, provide the following information as an appendix to the Preferred Schematic Report for the District, community, and the MSBA Board of Directors to understand the benefits and impacts to the project, and to demonstrate that this represents the most appropriate solution: 1) describe the current locations of these*

spaces, and, if they are not in the current high school building, why they are being relocated, 2) the estimated added construction costs for these spaces (including parking), 3) estimated cost of added fixtures / furniture / equipment, 4) an outline of the alternatives that were considered in addition to locating these town spaces in the proposed project, 5) a summary of the discussions and cost-benefits analysis performed to establish the need to include the town spaces within the proposed project.

**The above items under Other numbered 1-5 will be responded to in the Preferred Schematic Report.**

*Note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines and is not supported by the educational program provided.*

*No further review comments for this section.*

### 3.1.4 EVALUATION OF EXISTING CONDITIONS

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	Confirmation of legal title to the property.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Determination that the property is available for development.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Determination of any development restrictions that may apply.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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:



*1&2) The civil / landscaping existing site conditions report (volume 3) notes that the 10 acre school site does not include the adjacent Pierce Field sports field complex. This play field area is owned & operated by the Town, and is not part of the high school project scope. The Existing Site Plan and Site Use Diagram (volume 4) shows a school property line that includes both the school site and the Pierce Field sports field complex, and is described as being a 23 acre site. The Preliminary Evaluation of Alternatives section of the submittal (volume 4) shows a proposed new toilet facility adjacent to the existing stadium seating, and a proposed access path on the Pierce Field to the Minuteman bike path, both located on the Pierce Field. Clarify the extent of the property line and scope of work for this project, and, if the project includes construction on the Pierce Field sports field complex, any considerations regarding ownership, control, and exclusive use of all school and Town land associated with the proposed project. Review the MSBA Project Advisory #45 MSBA Requirements for Land Use regarding identification of considerations and restrictions to development the site and how this might affect project approvals.*

**We apologize for the inconsistency. When the project began the sports fields were not included in the scope of work, this is why the existing conditions reports note the smaller school property. Once it was determined that a) the sports fields are owned by the School and b) they are not fully compliant with MAAB (Massachusetts Architectural Access Board) or the Plumbing Code, it became incumbent on the Town to expand the project scope to include the full 23-acre parcel. The majority of the sports fields are owned by the School, with smaller parcels owned by the Town to the west and Recreation to the east (see attached ownership parcels diagram). The scope of work at the sports fields include: a new toilet facility, an access path from Minuteman Bikeway, and modifications as needed to the ball and/or practice fields to improve site circulation. The track and football field are not to be altered. The Town (including the school and recreation) have exclusive use of the entire 23-acre parcel known as Arlington High School.**

*3) The submittal includes a notification letter from the Massachusetts Historical Commission (“MHC”) dated April 19, 2018 in response to a Project Notification Form submitted by the designer that described the project as potentially demolishing some or all of the existing building. The MHC letter states that the existing Arlington High School is not included on any state or federal historic inventories or registers, and that “no further review by the MHC is required....” The District’s submittal describes the 1914 Fusco building, and most notably, the 1938 Collomb building, as having a significant presence in Arlington and are worth consideration for renovation or repurposing for new programmed space (the submittal notes that the central wooden portico and steeple/clock tower of the Collomb building currently serves no programmatic function). No response required.*

*4) The existing site report notes that the Pierce Field sports complex adjacent to the school site originally included Cutter’s Pond that was filled and contains contaminated soil that was capped in 2004. The Mill Brook passes under the Pierce Field and school sites in a 4’ concrete box culvert. Describe any preliminary information regarding building limitations related to the easements that are associated with the Mill Brook culvert, the extent that the Mill Brook requires compliance with the Wetlands Protection Act and local Wetlands By-Laws, and how this may affect the buildable areas of the site. Note that several building design options in the submittal appear to be located over these easements and the culvert. Describe how this may affect building design and approvals.*

**In no instances will the project be built over the Mill Brook culvert. Regarding any new structures in the wetland buffer and/or riverfront riparian, from Volume 1, page 20 of the PDP:**

“Redevelopment Within Previously Developed Riverfront Areas; Restoration and Mitigation. Work may be allowed to redevelop a previously developed Riverfront Area, provided the proposed work improves existing conditions. Redevelopment means replacement, rehabilitation or expansion of existing structures, improvement of existing roads, or reuse of degraded or previously developed areas. A previously developed Riverfront Area contains areas degraded prior to August 7, 1996 by impervious surfaces from existing structures or pavement, absence of topsoil, junkyards, or abandoned dumping grounds.”

**The area to the east of the existing school is previously disturbed either by existing building and/or hardscape.**

*The site report also notes that the western corner of the Pierce Field site appears to be located within the FEMA 100-year flood plain. Describe any preliminary information regarding how this may affect the buildable areas of the school site (if any), any associated mitigation regarding proposed site and building floor elevations, and design resiliency considerations.*

**In no instances will there be built structures in the identified 100-year flood plain. Further, from Volume 1, page 20 of the PDP:**

“The FEMA Flood Insurance Rate Map (FIRM) depicts the 100-year flood plain. There is an existing baseball field that is within the flood plain. The flood storage area would need to be replicated if the field is to be relocated, realigned, or if there is work within this area.”

*7) The Preliminary Evaluation of Alternatives section of the submittal describes options that include renovation of the 1938 Collomb House building. The civil existing conditions report notes that this building experiences periodic flooding in the basement to a depth of 3’-4’, and significant foundation damage in 2017 due to hydrostatic pressure in a sealed drain manhole under the building. In the subsequent Preferred Schematic Report, describe how these conditions may inform the evaluation, selection and cost of any options that include renovation of this building.*

**The above item 7 will be responded to in the Preferred Schematic Report.**

*8) Not provided. Note that all of the proposed options are in the same general location on the existing site, so some preliminary soil boring locations could be identified (the submittal notes that preliminary borings results will be provided in the following Preferred Schematic Report). Comment in the response to this review, and provide any updates regarding the soils exploration and geotechnical evaluation.*

**The geotechnical investigation is in process and the boring results will be provided in the Preferred Schematic Report. From Volume 1, page 16 of the PDP:**

“Based on existing conditions and/or previous investigations by others, McPhail Associates’ initial recommendations are:

- With respect to the construction of a new foundation systems at the southern portion of the school property, anticipate that ground improvement will be necessary given the thickness of fill material (20 to 25 feet) which was observed in geoprobes performed by the DEP.
- With respect to the construction of a new foundation systems at the northern portion of the school property, anticipate that ground improvement or pile foundation system will be necessary given the presence of structural slabs at the Downs House, Red Gym and Links buildings.”

*9) The April 20, 2018 McPhail Associates Phase 1 Environmental Site Assessment Report indicates multiple various recognized environmental conditions in the groundwater, soils and*

indoor air at this property. As a result, a Phase 2 Site Investigation was recommended and later performed by McPhail dated March 23, 2018. The Phase 1 and Phase 2 reports detail numerous recommendations regarding further site development for this project. Describe any updates or further investigations based on these reports and comment on each of these recommendations in the response to this review. Describe how these investigations and resulting recommendations will be coordinated within the proposed Feasibility Study / Schematic Design project schedule. MSBA notes that all costs associated with abatement of contaminated soil from any source, including treatment of pumped groundwater, and abatement of underground storage tanks, vaults and transformers must be itemized in the cost estimates for the following Schematic Design submittal as ineligible for MSBA reimbursement.

**There are no further updates at this time. We will conduct additional Phase II assessment to evaluate the presence of potential USTs and their possible impacts to soil and groundwater. We have included estimated costs associated with potential removal and remediation in the PDP estimates and will do so in the PSR estimates. Additionally, once the preferred alternative is determined, we will further assess the extent of soil and groundwater contamination associated with the MCP releases that have been identified on the school property, specifically the extent of chromium and CVOC contamination in soil and groundwater as it relates to the proposed construction of the school. Again, the costs associated with construction on a contaminated site have been estimated and included in the PDP estimates and will also be included in the PSR estimates.**

10) The Hazardous Materials Identification Study provided a preliminary abatement cost estimate for this project totaling \$4.4m, including \$780,000 for abatement of flooring and flooring mastic. MSBA notes that all costs associated with the removal of asbestos containing flooring and ceiling tiles must be itemized in the cost estimates in the following Schematic Design submittal as ineligible for MSBA reimbursement.

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) The submittal notes that the District does not provide bus transportation for the students, and that the proposed site development will not include bus stacking and bus drop-off lanes. Describe how the proposed site could function without bus lanes if that policy was modified in the future.

**While no bussing is provided for the regular high school student, buses are used for sports, field trips, and other activities. In the alternatives developed there is a loop drive around the school building that will accommodate buses (along with emergency vehicles). Also, the loop**

road has a long, straight stretch of drive at the rear of the building that will accommodate buses stacking/ queuing.

*Submittal section 3.1.5 states that no student parking is allowed on the current high school property, and that current school and Town staff (numbering roughly 200), have limited onsite parking. The submittal notes a goal of providing 250 parking spaces for the proposed project. In the response to this review, describe how these parking spaces will be allocated among the building occupants (high school staff, Arlington District staff, and other Town staff). Describe any policy limitations regarding who will be permitted to use these parking spaces, and any new policy for the proposed project regarding onsite student parking.*

**The increase from 200 to 250 parking spaces is to accommodate the increase in high school staff (anticipated with the increase in student enrollment). Parking spaces are assigned and prioritized to those that come and go during the school day, then to administrative staff, then to the full staff. There are no new parking policies and there will be no onsite student parking.**

*MSBA notes potentially ineligible site scope proposed for this project (refer to the MSBA website “Policies Forms & Guidelines / Site Cost Allowance Guidelines” for additional information). Categorically ineligible site costs include all costs associated with athletic stadiums, spectator amenities such as concession stands, press boxes, and/or toilet facilities for outdoor athletic facilities. Please acknowledge.*

**The District acknowledges the categorically ineligible site costs associated with athletic stadiums, including toilet facilities.**

*2) Refer to the existing site conditions above for additional site development comments (no response required).*

*No further review comments for this section.*

### 3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

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	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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Construction of new building and the evaluation of potential locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	List of 3 distinct alternatives (including at least 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

renovation and/or addition option) are recommended for further development and evaluation.				
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**MSBA Review Comments:**

3) Provide any updates regarding the potential use of the existing Minuteman Career and Technical High School in Lexington as swing space for the Arlington High School project as presented in the submittal. If this opportunity is considered further in the following Preferred Schematic Report, the design team should provide scheduling information for both projects that show that the Minutemen building is available for use during the appropriate phases of the Arlington High School project.

**There are no updates at this time.**

4&5) The Evaluation of Existing Conditions (volume 3) includes narratives from the Designer and various sub consultants describing the scope of work required for a “code upgrade” option, and the submittal includes floor plans for a “renovation only” option (volume 4). A comparative cost table indicates the code upgrade / base repair option with a construction cost of \$91m and a project cost of \$118m, the renovation option is shown with a construction cost of \$157m and a project cost of \$204m. The submittal includes a description of how these options do not fulfill the District’s stated educational program, and notes that the District will not investigate these options further as a part of the feasibility study. Please confirm.

**Confirmed, the District will not investigate either the code upgrade or the renovation only alternatives further as part of feasibility study.**

5) Preliminary options include a variety of addition/renovation options on the existing site based on keeping both the 1914 Fusco building and 1938 Collomb building (options 1, 1A, 2 and 3), keeping the 1938 Collomb building only (options 4 and 5), and the 1914 Fusco building only (option 5A). Option 3 leaves the 1914 Fusco building for Town use only.

6) Preliminary new construction options on the existing site include options 6, 6A and 7. Four alternate sites for new construction are provided and shown with block, scaled building mass diagrams and an evaluation matrix. The alternate site options were eliminated for further consideration due to land ownership concerns and remote site locations.

7) General comments regarding the four options recommended for further development and evaluation (four options were selected by the Town for further development and evaluation including addition/renovation options 2 and 5B, and new construction options 6A and 7):

- MSBA Module 3, Section 3.1.6 states that “Alternatives shall retain the same title and designation between PDP, PSR, and SD submittal, therefore maintaining clarity in the documentation.” In future submittals, continue to use consistent option designations. The four Options selected for further development in the PSR submittal should therefore maintain their original designations of Options 2, 5B, 6A and 7 (Option 5B is a later variation of addition/renovation Option 5A, but keeps both the 1914 Fusco building and 1938 Collomb building).
- Regarding the proposed parking structure under the building shown in Option 5B, in order for the MSBA to consider supporting a project that includes a parking structure, provide the following information as an appendix to the Preferred Schematic Report for the District, community, and the MSBA Board of Directors to understand the benefits and impacts to the project, and to demonstrate that this

*represents the most appropriate solution: 1) the estimated added construction costs for this parking structure, 2) an outline of the alternatives that were considered in addition to locating a parking structure in the proposed project, 4) a summary of the discussions and cost-benefits analysis performed to establish the need to include a parking structure within the proposed project. All construction costs and soft costs associated with this parking structure must be itemized separately and will be considered ineligible for reimbursement in the following phases of the Feasibility Study.*

**The above items re: structured parking will be responded to in the Preferred Schematic Report.**

- *The MSBA notes that significant portions of the existing Arlington High School are being considered for demolition that were constructed as recently as 1980. Summarize local discussions and analysis regarding the liabilities and benefits associated with replacing versus preserving these portions of the existing building.*

**The 1980's portion of the high school includes the Red Gym, locker rooms, the Link Building (with four undersized classrooms) and several corridors that connect the existing buildings. One of the major issues with the existing high school is that it is sprawling, inefficiently laid out, and difficult to maintain and manage, keeping the 1980's portions would perpetuate this problem into the future. Another challenge is the demands on the high school property (for circulation, parking, and outdoor space) and keeping the 1980's portions would only continue to exasperate this challenge into the future. Additionally, the spaces are undersized, the structure is difficult to modify, and floor-to-floor height is low and would be a challenge to integrate new mechanical systems. All of this information was presented (and included in the PDP) and discussed at multiple Building Committee meetings and Town Forums without a single town member voicing any concern for the demolition of these structures or offering any need to retain them for any reason.**

- *Provide a brief description and details of any District or community interest to incorporate iconic or locally significant elements of the existing buildings into the new construction options 6A and 7.*

**The Building Committee has acknowledged an interest in considering reuse and/or incorporation of either the columns and/or the clock tower in the all new alternatives. This interest has been stated in that it should be explored and if it makes fiscal, educational, and design sense to do so, then incorporated.**

- *As noted above, the Town's stated total project budget for this project ranges from \$287m to \$293m. Comparative cost analyses for the four options recommended for further development do not exceed that budget (no response required).*

*No further review comments for this section.*

### **3.1.7 LOCAL ACTIONS AND APPROVAL**

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	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Signed Local Actions and Approvals Certification(s):				
	a) Submittal approval certificate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Grade reconfiguration and/or redistricting approval certificate. <i>Not applicable</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	[Applicable for Districts proposing grade reconfiguration and/or redistricting /consolidation] Provide the following items to document approval and public notification of school configuration changes associated with the proposed project				
	a) A description of the local process required to authorize a change to the existing grade configuration or redistricting in the district	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) A list of associated public meeting dates, agenda, attendees and description of the presentation materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) A certification from the Superintendent stating the District's intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**MSBA Review Comments:**

*1) The meeting notes include multiple references to providing a swimming pool in the proposed project although a pool is not included in the initial space summary or educational program and the existing Arlington High School does not have a swimming pool. Based on current practice the MSBA would not support a project that includes a newly constructed swimming pool. Please acknowledge.*

*1&2a) As noted in the April 25, 2018 Cursory Review email from MSBA, provide the following items:*

- *Local Actions and Approvals: provide a certified copy (raised seal and/or stamp and/or original signature) of the April 24, 2018 meeting minutes, and a certified copy of the Local Actions and Approvals Certification with original signatures.*
- *Cover Letter: send an original copy of the OPM Cover letter with an original “wet” signature.*

**Previously sent 5/18/18 to MSBA and receipt has been confirmed 5/23/18.**

*2b&3) Not applicable (no response required).*

*No further review comments for this section.*

**3.1.8 APPENDICES**

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	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"/>

**MSBA Review Comments:**

*No review comments for this section.*

**End**



3.1.3 Initial Space Summary .1  
Core Academic – Science

With 1,755 students and the MSBA recommended size for science classes, and 85% usage, the MSBA formula will call for 17 science classrooms. At our 110% enrollment rate, we will need to accommodate 1,931 students, which will result in average class sizes of 22 at an 85% usage rate (or require 19 labs for class sizes of 20). Given that our enrollment is projected to rise to 1,857 in 2027, with 17 labs at 85% usage, we will need class sizes averaging at 23.

Our estimate for need for science classrooms was based on our enrollment, MSBA’s recommended class size of 20 students, and MSBA’s model of a 6 block schedule for science. Our enrollment in science is currently at 110% of our total enrollment. This is because most students take at least 4 years of science and many take two science courses in one year. With 6 blocks, our science enrollment would call for 19 classrooms.

**6 Block Schedule – Classroom Needs**

<b>Build Size</b>	<b>110% Enrollment</b>	<b>Number of Sections at 20 Students</b>	<b>Number of Classrooms at 85%</b>
1755	1931	97	19

The table of Projected Classroom Needs shows how we can accommodate our build size enrollment and projected enrollment with 17 classrooms.

**Projected Classroom Needs**

	<b>Course</b>	<b>School</b>	<b>Course</b>	<b>#Class/Size</b>	<b>#Class/Size</b>
<b>Year</b>	<b>Enrollment %</b>	<b>Population</b>	<b>Enrollment</b>	<b>20 students</b>	<b>23 students</b>
<b>Build size</b>	100%	1755	1755	<b>17.2</b>	15.0
<b>Build size</b>	110%	1755	1931	18.9	16.5
<b>2027</b>	100%	1857	1857	18.1	15.8
<b>2027</b>	110%	1857	2043	19.9	<b>17.3</b>

Currently AHS classes are scheduled in 7 blocks on 5-day a rotating schedule. Each block meets 4 times per week. With MSBA’s recommended class size of 20 and an 85%

usage rate. We could accommodate the classes in 16 classrooms. However, this would constrain efforts to increase lab time for science classes. The current schedule is in its third year and is being reviewed.

**7 Block Schedule – Classroom Needs**

<b>Build Size</b>	<b>110% Enrollment</b>	<b>Number of Sections at 20 Students</b>	<b>Number of Classrooms at 85%</b>
1755	1931	97	16

### 3.1.3 Initial Space Summary .1 Special Ed Programming

**Special Education** – The proposed net area for the Special Education category is 48,170 nsf or 2.8 times the MSBA guidelines, and 1.7 times the area of the current programs. Respond to each of the following comments:

The space summary includes multiple specialized SPED programs including the following:

- (1) Reach – 3,150 nsf
- (2) Compass – 3,300 nsf
- (3) Summit – 2,200 nsf
- (4) Millbrook – 2,700 nsf

#### Reach Program

Currently there are 29 students assigned to the Reach Program at Arlington High School. The students access the Reach Program approximately 40% of each school day; Academic Support (direct instruction executive functioning and academic monitoring), Social Cognition (direct instruction in pragmatics), Counseling (mental health, psycho education and self advocacy).

In addition to the structured classes in Reach, students use the program therapeutically. This may include taking time to (re) regulate their behavior and / or emotion, crisis intervention, accessing teacher assistance with classwork or accessing the sensory regulation section of the program. The Reach Program always has staff available to meet the unplanned learning moments of each student.

The current large classroom is scheduled for 6 of the 7 blocks in our schedule. The remaining space is necessary to allow for dividing student groups and running multiple activities or drop in. With rising populations we anticipate more need to run concurrent classes.

The program services special education students across grades 9-12. Regulations require students be served only within a 48 month span. This requires separating groups and spaces within the program.

Over the next 3 years, it is anticipated the Reach Program population will increase. We are projecting an increase by 4 students per year, coming from Ottoson Middle School, in addition to 1-2 out of district students returning to the lesser restrictive learning environment of AHS.

### Compass Program

Over the next 3 years, it is projected 3-4 students will move up each year, from the Ottoson Middle School, to Arlington High School. These students require explicit instruction in the area of acquired daily living skills, functional academics and job training. This program will be partially to fully separate in that over 60% of each students day will be in the Compass Program. Opportunities for enrichment and access to electives will be provided outside of the Compass Program if the student's skill set allows for it.

The Compass Program will also be a program, which directly connects with the post high school Transition Program (ages 18-22).

The program services special education students across grades 9-12. Regulations require students be served only within a 48 month span. This requires separating groups and spaces within the program.

### Summit Program

The Summit Program has had 9-12 students assigned this year. Of these students, all access the Summit Program for Academic Support (direct instruction executive functioning and academic monitoring), and OMNI (psycho education, group work). Academically, 2/3 of the students receive their core academics in Summit, while accessing their electives with the general education students. The remaining 1/3 of the students spend their day equally between Summit and general education as they are moving toward fuller inclusion in the lesser restrict co taught classes.

Summit is a therapeutic milieu, which also provides a location for each student to access during time of need. Examples include, crisis intervention, classwork assistance, timeout, and collaborative problem solving opportunities. The Summit Program always has staff available to meet the unplanned learning moments of each student.

The program services special education students across grades 9-12. Regulations require students be served only within a 48 month span. This requires separating groups and spaces within the program.

Currently each of the 2 Summit classrooms is scheduled for 6 of the 7 blocks in the schedule. Summit classes include other special education students where appropriate.

Projecting the Summit population over the next 2 years will move the student base from 9 to 14 SY 2019, and 17 SY 2020. Starting SY 2019 the Summit program will move to (an option) of providing a substantially separate program for students who require the Summit Milieu 100% of the school day.

### Millbrook Program:

The Millbrook Program served (over the school year) 38 students SY 2017, 41 students SY 2018, with a projection of 46 SY 2019. The increase is based on a pattern of families moving into Arlington; increase need for transitional assessment and support for students who experience a high level of interpersonal or emotional stress.

The Millbrook Program educates students 100% of their day within the context of the program. The average class size ranges is 10-12 students at any one time. As students develop the skillset to transition into the larger learning community they may begin to split their school day, and new students fill their seat.

### Harbor/Shortstop Program:

The Harbor/Shortstop served 52 students in the short term program and 41 students in the long term program over the past school year. The classrooms are used for tutoring, quiet study, lunch, testing, and for planning meetings with the Instructional and Student Support Specialists.

Harbor/Shortstop serves students with short term mental or medical health transitions and with long term complex and chronic mental or medical health issues. Some students access the program for the entire day and others only for one period per day. The classrooms are both occupied for the entire day.

We project needs for the program to increase with our increased enrollment as well as the increasing reports of anxiety among rising students. Implementation of Collaborative Problem Solving and increasing structure in the Harbor/Shortstop Program have reduced the numbers served in the program, but overall needs are increasing.

### **INDIVIDUAL STUDENT COUNSELING:**

<b>2018-19</b>	<b>173 students seen by Andrea (43 seniors, 130 underclassmen)</b>
	<b>72 seen by Jess (17 seniors, 55 underclassmen)</b>
	<b>TOTAL: 317</b>
	<b>(As you know this year we increased from 1.1 - 1.4 FTE general education social workers.)</b>
	2016-17 236 students (Jess .5 FTE and Andrea .6 FTE)
	2015-16 225 students
	2014-15 176 students
	2013-14 151 students
	2012-13 197 students

### **SHORTSTOP and HARBOR PROGRAMS**

**2017-18 41 Harbor, 52 Shortstop, 22 registered to start in Harbor in September**

2016-17 48 Harbor, 30 Shortstop  
2015-16 90 students - Transitional Program  
2014-15 82 students - Transitional Program  
2013-14 95 students - Transitional Program

**HOSPITALIZATIONS: 41** (includes partial, acute residential, eating disorders, substance use programs)

### Workplace Program

The Workplace Program serves up to 30 students each year. There were 18 students in the program at the end of May. As with the other programs in this list, the program offers classes and other programs through out the day that occupy the space for the full day. The Workplace programming includes students who are in the program space for all or part of the day. All students participate in at least homeroom, Omni, Academic Support, and Counseling.

Currently the following courses are scheduled in the two classroom spaces.

- English 1 & 2
- English 3 & 4
- Algebra I
- U.S History I
- Earth Science
- Omni section A
- Omni Section B
- Academic Support
- Support time for students in need (each period)
- Students meet individually with counselors two days per week in the program space

We project needs for the program to increase with our increased enrollment.

**3.1.3 Initial Space Summary .1**  
**Health & Physical Education Scheduling**

Arlington has a 7-period schedule that rotates on a 5-day basis. Each class meets 4 times per. Each Physical Education class meets for 2 of the 4 periods per week,

Physical Education (PE) is a 4-year state requirement. Students take 2 days per week of PE for a full-year in grade 9. In grade 10, they are required to take 2 quarter terms. In grade 10 they are required to take 2 additional.

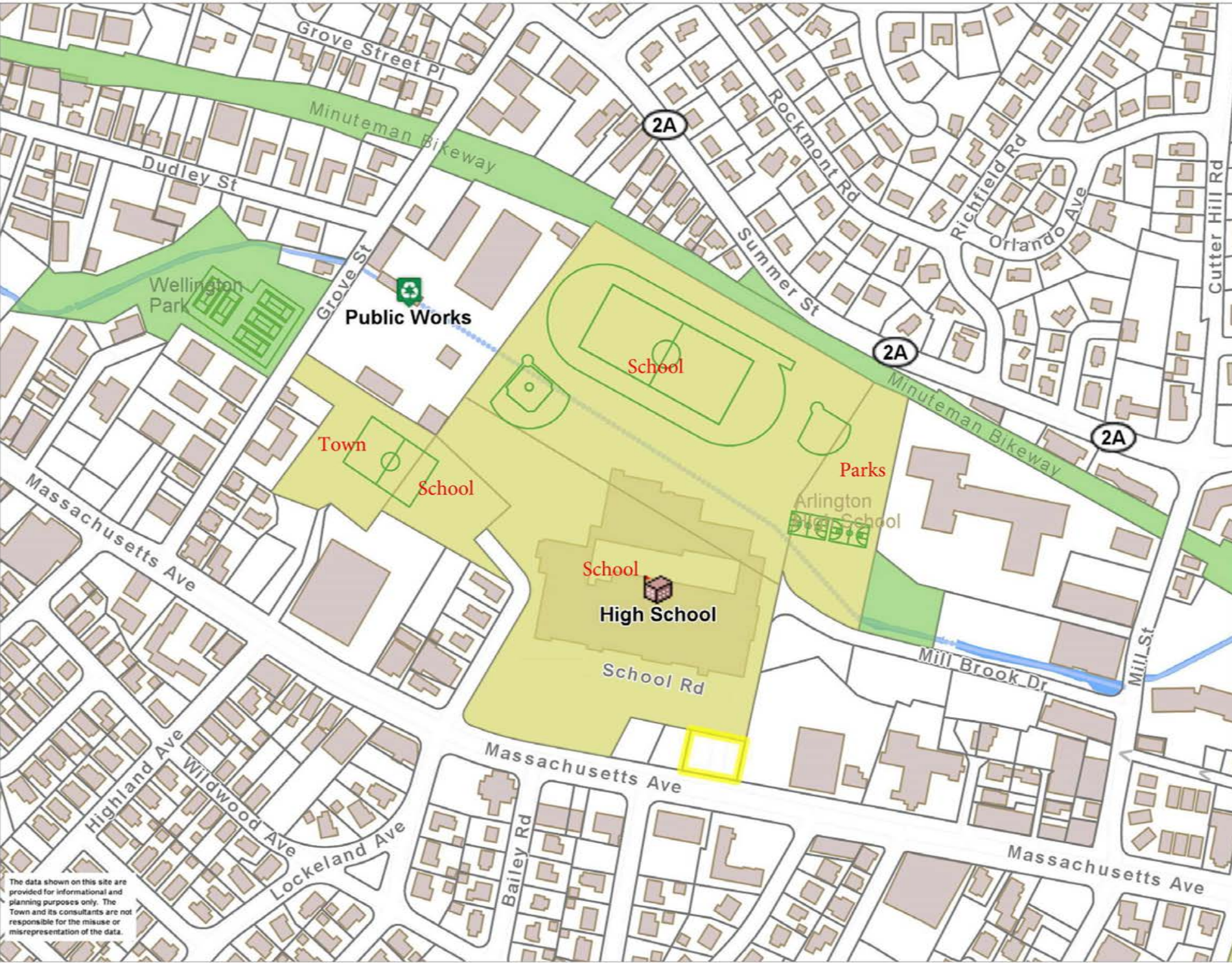
Currently 4.6 PE teachers make use of 4 PE spaces (Red Gym, Blue Gym, Pit, and Fitness Room) and a classroom. In any term, a full time PE teacher will teach 10 sections which meet 2 times per week. Thus, while most teachers work 5 of 7 blocks, the PE teachers work 10 of 14 blocks. The impact on scheduling is the same. If we visualize a sample schedule during indoor months, our current space provides 28 (4x7) teaching stations and teachers teach in 23 of those slots. In addition, the Fitness Room and Gym are supervised by a paraprofessional (BSP) to allow access when classes are not in session. Our current gym space is utilized at  $23/28 = 82\%$  of the time by teachers and 100% of the time by students.

**Sample Schedule**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>Teacher 1</b>	Red Gym	Red Gym	Red Gym	Red Gym	Red Gym		
<b>Teacher 2</b>			Blue Gym	Blue Gym	Blue Gym	Blue Gym	Blue Gym
<b>Teacher 3</b>	Pit	Pit	Pit	Pit	Pit		
<b>Teacher 4</b>	Blue Gym	Blue Gym		Fitness Room		Red Gym	Red Gym
<b>Teacher 5 (0.6 FTE)</b>			Fitness Room			Pit	Pit
<b>BSP</b>	Fitness Room	Fitness Room			Fitness Room	Fitness Room	Fitness Room



- Places by Category
  - Police Station
  - Fire Station
  - School
  - Library
  - Public Works
  - Engineering - Traffic Signals
  - Crosswalks - Location (black)
- Recreation - Facilities
  - Recreation - Fields Courts Lin
  - Recreation - Fields Courts Po
- Open Space: Conservation R
- Open Space - Minuteman Bike
- Open Space - Labels
- Open Space
  - Town, State, or Private
  - Other Town Owned
- Parcels
- Buildings
- MA Highways
  - Interstate
  - US Highway
  - Numbered Routes
- Abutting Towns
- Town Boundary
- Roads - OneWay (for Base M
- Roads - For Small Scale (for
- Major Road
- Local Road
- Roads - For Large Scale (for
- Parcel Map - Misc (traffic islan
- Cemetery - Roads
  - Road1
  - Road2
  - Road3
  - Road4
- Water Line
- Water Body



The data shown on this site are provided for informational and planning purposes only. The Town and its consultants are not responsible for the misuse or misrepresentation of the data.

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# Town of Arlington, MA