

UNDER REVIEW BY THE MSBA - SUBJECT TO CHANGE

SCHEMATIC DESIGN BINDER

2 20 2019

# Arlington High School

VOLUME I OF IV

ARLINGTON, MA

**HMFH ARCHITECTS**

SOME INFORMATION HAS BEEN REDACTED FOR SCHOOL SECURITY

UNDER REVIEW BY THE MSBA - SUBJECT TO CHANGE

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# Arlington High School Schematic Design Binder

FEBRUARY 20, 2019

VOLUME I OF IV (DESE SUBMITTAL)



**HMFH ARCHITECTS**

130 Bishop Allen Drive Cambridge, MA 02139 617 492 2200 [hmfh.com](http://hmfh.com)

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**Dale Caldwell**

Project Executive

**Skanska USA Building Inc.**

101 Seaport Boulevard, Suite 200

Boston, MA 02210

Phone 617-574-1524

Email Dale.Caldwell@Skanska.com

February 20, 2019

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

Dear Ms. Pichetti:

The District is pursuing execution of a Project Scope and Budget Agreement for the MSBA approved preferred schematic for the proposed **411,360** gross square foot Renovation/Additions to the existing **Arlington High School**, located in Arlington, Massachusetts. The existing high school will be demolished in phases and a new facility constructed on the property owned by the **Town of Arlington** on the same campus as the existing facility. The existing facility will serve the program needs during construction.

The District's 2018 enrollment is **5,859** students, Arlington High School's 2018 enrollment is **1,381** Students. The design enrollment for the proposed school project is **1,755** per the executed design enrollment certification.

The existing Arlington High School currently serves grades **9-12** and is proposed to serve grades **9-12**.

The date of the MSBA Board of Directors' meeting at which the District anticipates Board Approval of a Project Scope and Budget is **April 10, 2019**.

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

1. A letter from Dr. Kathleen Bodie, Superintendent of Schools, Arlington Public School District, describing its special education program.
2. Proposed space summary that includes the existing facility, proposed spaces, and MSBA guidelines based on the agreed upon design enrollment. The first page of this summary indicates a total of **31,490 net square feet** of space dedicated to the delivery of special education.
3. The floor plans for the proposed **411,360** square foot Arlington High School.
4. A completed Special Education Adjacency Table

I have reviewed the attached documents and confirm that the District's School Building Committee has officially approved the attached submittal on **February 19, 2019** and verify that the space summary matches the floor plan and is complete and conform to the MSBA requirements as described in Module



4.1.1 DESE Submission Cover Letter

4 – Schematic Design Guidelines. Additionally, at the **February 19, 2019** Arlington High School Building Committee meeting, a vote was taken authorizing the Schematic Design for submission.

Please contact us should you have any questions or concerns regarding this submission.

Sincerely,

A handwritten signature in blue ink that reads "Dale Caldwell".

**Skanska USA Building, Inc.**  
Dale Caldwell  
Project Executive



ARLINGTON



SCHOOLS

Special Education Office Telephone  
Arlington High School (781) 316-3530  
P.O. Box 167  
869 Massachusetts Avenue Fax  
Arlington, MA 02476-0002 (781) 316-3647

Matthew Deninger  
Director of Resource Allocation Strategy and Planning  
Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

February 2, 2019

Dear Matthew Deninger,

In anticipation of the need to rebuild the high school building, Arlington High School (AHS) administration and faculty have spent the last 5 years visiting schools, reflecting, and gathering our thinking on the future of instruction and the building we will need to support this future. This letter describes the current and proposed Special Education programs at Arlington High School and the facilities needed to support them. Each section describes specific program services, proposed future versions of those programs, and the proposed spaces to support them. Arlington High School serves grades 9-12 for the town of Arlington. Enrollment in SY 2018 was 1328 students with 168 student receiving Special Education services and is expected to continue growing. The District provides special education services to nine hundred ninety-three (993) students. Of these students, eighty-nine (89) students are served in out-of-district placements, thirty-seven (37) students are privately placed by parents and are eligible for special education services, and two (2) have approved homeschool plans and access special education services.

The MSBA agreed upon build-size for this project is 1755 students. This number is used throughout to estimate the needs for existing and proposed program spaces. In addition, the community is committed to a building that can effectively support long-term enrollment, which is estimated to grow beyond this build number before flattening out a number higher than 1755 in the decade of the 2020s. APS has used different approaches to estimate enrollment including demographic forecasts and enrollment based projections. Both approaches show the school growing to a size above our build size in the next 10 years. Throughout this document, we reference a building capacity that can accommodate the enrollments projected for the foreseeable future.

Below, we list the current enrollment projections, based on students enrolled as of October 1, 2017 and the 5-year weighted average continuity rate calculated by APS (November 6, 2017).

AHS Enrollment Projections:

	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022
9	350	380	391	414	408
10	324	356	386	397	421
11	340	316	347	377	388
12	314	363	338	371	403
Total	1328	1415	1462	1559	1620

	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
9	433	448	431	486	462
10	415	440	455	438	493
11	411	405	430	444	427
12	414	439	432	459	474
Total	1673	1732	1748	1827	1857

Below are estimated enrollments based on 2016 forecast from McKibben Demographic Research.

Year	McKibben AHS Enrollment
2022	1571
2023	1598
2024	1630
2025	1647
2026	1724
2027	1783
2028	1805
2029	1836

*Special Education*

The Arlington Public Schools offers a continuum of services and placements to eligible students ranging from consultation only to full inclusion to residential placement.

The following is a list of programs/services the school district offers:

- Inclusion settings
- Co-taught classrooms
- Substantially separate classrooms
- Augmentative and Alternative Communication
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Orientation and Mobility services

- Assistive technology consultation and direct service
- Vision Services
- Behavior/ABA Support
- Nursing Services
- Vocational and Activities of Daily Living training
- Consultation services for students in private preschools and Head Start
- Consultation services by special educators, related service providers, and specialists (all grades and ages)
- Itinerant related services (Speech/Language, Occupational Therapy, TVI/O&M, and Physical Therapy) for students age 3-5 that are not yet in school.
- Integrated Preschool Program
- Supported Learning Center program for students with Autism Spectrum Disorders (ASD) grades PK-12
- Supported Learning Center program for students with intellectual disabilities grades K-12
- Supported Learning Center program for students with emotional impairment grades K-12
- Learning Centers grades K-12

If a student cannot have his or her needs met in district, students attend out of district placements. There are no gaps in services or placement options. The following related services are available to eligible students: home-based ABA services; parent training; physical therapy; occupational therapy, counseling; speech/language therapy; adaptive physical education; orientation and mobility; vision services; sign language; transportation; behavior management; social skills development; and consultation with specialists for low incidence populations. Consultation from Board Certified Behavior Analysts (BCBAs,) an Augmentative and Alternative Communication (AAC) Specialist, and an Assistive Technology (AT) Specialist is also available. Related services are provided through a consultation model, an inclusion model, or a “pull out” model. The district employs related services personnel to implement the services identified in students’ IEPs. When necessary, contracts with external providers are also arranged to ensure that each student receives the identified services.

Special Education services address the individual and diverse learning, social, and emotional needs of students who require specialized instruction, and/or related services, in order to access the general education curriculum, take part in the life of a high school student, and meet graduation requirements. The Arlington High School Special Education program currently serves 168 students. Our Special Education Department works in collaboration with the general education departments to provide a range of evidence-based programming to meet the needs of a wide range of students. Programming includes 3 specialized programs (Reach, Compass, and Summit) as well as 2 integrated program “suites” (Millbrook and Workplace), which address student needs for social-emotional support and academic support. Students in inclusion settings receive a range of services from accommodations in general education classes to more supported programming in substantially separate, co-taught, and extended time courses. Special Education also provides students with transition assessment and services to prepare for post-secondary education, employment, and independent living. A range of specialists, including Social Workers, Speech and Language Pathologists, Reading Specialists, School Psychologists, Occupational Therapists, Physical Therapists, Board Certified Behavior Analysts, Team Chairpersons, and a Coordinator, provides expertise in the Special Education Department.

Teachers teach 5 of 7 periods in the rotating schedule with at least 1 planning period per day of 51-80 minutes. Teachers have 2 duty periods per week. Advisory counts as a duty period for most teachers. Special education teachers are not assigned a duty period in order to allow them time for liaison and academic support responsibilities. Special educational classes are capped at 12 students.

The last Coordinated Program Review (“CPR,” now known as *Tiered Focused Monitoring*) was completed in June 2017. In this report, District was cited on SE Criterion 55, *Special education facilities and classrooms*. Specifically, “A review of facilities indicated that high school students are required to walk through another special education classroom or the school's social worker's office to access speech and language services, therefore compromising students' confidentiality.” The identified rooms were relocated during the implementation of the approved Corrective Action Plan. While the remedy (to relocate the speech and language pathologist to a separate office far from the classroom location) satisfied the regulatory requirement, it did not reflect the needs of students and staff. The proposed design keeps these offices adjacent to the location of the classrooms and reflects a need for separate entrances to each special education classroom and office. This allows for students to quickly and easily access services and supports when necessary and encourages staff collaboration and efficient scheduling and delivery of services.

### *Specialized Programs*

#### **Reach Program**

The Reach Program is one of 3 specialized programs offered at AHS. This population of students has a variety of needs based around challenges in executive functioning skills, social cognition and emotional regulation skills, sensory integration, and cognitive rigidity.

Currently serving up to 28 students with 2 Teachers, 4 Behavioral Support Personnel (BSP), and 1 Social Worker, as well as access to other services (particularly the Speech and Language Pathologist). The program also serves as a homeroom, advisory group, and home base throughout the day. The program provides students social-emotional services, academic support, and instruction in social pragmatics. As the program population and its success grows, it is experiencing both increasing numbers as well as students who are more profoundly impacted by their disabilities. These students may require Applied Behavioral Analysis (ABA) and discrete trial training, direct instruction in activities of daily living, and functional academics. Currently, the Reach Program operates the AHS School Store. Due to space issues, the program recently moved from a classroom space to a mobile kiosk.

### *Future Configuration*

The program is currently located adjacent to the Library Media Center. A central location adjacent to the Library Learning Commons, near the Nurse, and with easy access from outside would be desirable in the future. A central location will provide discreet access to resources and support programs, rather than isolating or stigmatizing the program. The program will require 2

classrooms, 2 small group rooms, 1 quiet room, and offices with separate access for Social Work and Speech and Language services. In addition, a Life Skills Café and Store will be a valuable program for transition and life skills education.



### **Compass Program**

Arlington has traditionally had a substantially separate Compass Program that serves special education students who require specialized instruction in activities of daily living, such as self care, banking, navigating the local community, and instruction in independent living skills; often this program would have a direct and substantial relationship with a 18-22 year old, post high school adult program.

Currently there is a small cohort of these students and, as a result, they are placed in out-of-district programs. In order to have these students take part in their local school community, a program needs to be created.

#### *Future Configuration*

The program currently has an identified population rising through the elementary and middle school and will need to support at least 12 students through their high school years, from ages 14-17, and then from 18-22. This program will be designed to prepare the students with independent living skills, so as they transition into their adult years they understand the essentials of day to day functioning and take part as a contributing member of their local community.

The program will require 1 teacher and 1 BSP for the high school age program and the same for the ages 18-22 substantially separate program. Each group will require its own classroom, for a total of 2 classrooms. In addition, the program will require an Activities of Daily Living/ Life Skills Classroom designed to provide a simulated daily living experience, including a kitchen,

laundry, bedroom, bathroom, and living space. This classroom will also be a resource for Reach, Summit, and the Workplace. As with Reach, adjacencies to the Library Learning Commons and other support and Special Education services will be desirable. The program will also benefit from access to the Life Skills Café and Store and the FACS programs.

### **Life Skills Cafe and Store**

The current School Store operates as an activities of daily living, job transition, and social skills program for our Reach Program. Students from economics classes have also partnered with the program to provide support. Due to space issues, the program recently moved from a classroom space to a mobile kiosk. In the future, we envision a Cafe and Store operated by students from Reach and Compass and supported by partnerships with economics and FACS. The space would ideally, be centrally located so as to be accessible from the Reach, Compass Programs, and the Cafeteria.

### **Social Emotional Programs**

Arlington has created integrated programming for students with social-emotional challenges. This Integrated Program allows us to offer a continuum of services from substantially separate to inclusion settings to support students with both internalizing and externalizing social-emotional challenges. These programs include Summit, Mill Brook, and Workplace. The Harbor/Shortstop Program is also part of this suite of services, but will be discussed and located with programs focused on academic support.

#### *Future Configuration*

Our current facilities have pushed these programs to different corners of our facility, but they would benefit significantly from adjacencies and design that allow faculty collaboration, improved student transitions, and a separate exterior entrance. The goal is to allow the programs (Summit, Mill Brook, and Workplace) to be adjacent and connected vertically, and also to allow each program to be connected to the building centrally. See the AHS Adjacency Diagram.

### **Summit Program**

The Summit Program is designed for students with significant social emotional impairment. Its mission is to provide students with a therapeutic program within the context of a comprehensive high school environment. Like Reach, the program serves as a homeroom, advisory group, and home base throughout the day. Students range from those who spend almost all day in substantially-separate classrooms to those who are primarily served in general education classes. The program provides social-emotional services, direct instruction in academics, and direct instruction in social skills. Summit currently serves up to 24 students with 2 teachers, 2 BSPs, and 1 Social Worker. While the program space is constrained by our building, the current space has 2 classrooms, a Social Worker's office, and a quiet room for students to use for calming and reflecting.



### *Future Configuration*

Space requirements include 2 classrooms, 1 quiet/small group room, and a Social Worker's office. The program would make use of the Special Education Alternative Physical Education Space for PE.

### **Mill Brook Transition and Assessment Program**

The Mill Brook Transition and Assessment Program is an integrated program. Mill Brook serves special education and general education students who are in a state of transition that may include academic, behavior, and/or social emotional needs, or placement evaluation. Many of these students experience significant difficulty interacting with students in the larger building and require a separate exterior entrance. The program can provide complete academic programming in a self-contained, small group program with a high level of support. Students eat lunch and spend their entire day in-program. In addition, the program provides a range of evaluation services for both special education and general education students.

At the initial drafting of this plan, the program was located in a nearby building, and served up to 24 students at one time. In one year, it served over 60 students. The program's space had 2 classrooms, 2 offices, a lunchroom, 2 bathrooms, and a small kitchen. 1.4 Teachers, 1.5 Social Workers, and 2 BSPs staffed it, with additional support staff as necessary.

At the beginning of SY 2019, a nearby group home, Youth Villages Germaine Lawrence, suddenly closed. This significantly dropped the identified enrollment. Given space and staffing constraints, we reduced the size of the program temporarily and moved it into the main building. However, we see continued use for this transition and evaluation programming. There are currently 5 students being served in the Mill Brook Program and we have identified 7 students in less than half a year who would have previously been served, had we had appropriate space.

The usual placement at Mill Brook lasts for the evaluation period, after which time students transition within the integrated program (to Summit, Workplace, or Harbor), to their district of origin, or to an out-of-district placement. Programming includes the core academic disciplines, art, music, physical education, social work services, and social skills.

### *Future Configuration*

Space requirements include 2 classrooms, a quiet/small group room, and a Social Worker's office, bathrooms, and a kitchenette/lunchroom. The program would benefit from adjacency to the Special Education Alternative Physical Education Space for PE.

### **Workplace**

Workplace is an inclusion program at AHS to meet the needs of students who benefit from learning in a different environment than the traditional high school. Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students

are small, individualized, and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered on the Omni Class where students work on self-awareness, group trust, leadership, and community service. The program serves up to 24 students with 2 large classrooms, a quiet/counseling room, a storage room, and a kitchenette.

#### *Future Configuration*

Workplace will need space similar to its current configuration: 2 classrooms, a quiet/counseling room, a kitchenette/sink, and storage for adventure equipment (e.g., camping, crafts, outward bound). We would like the program to be adjacent to Mill Brook and Summit to help program coordination. However, the programs should be separate from each other and Workplace will benefit from a location that is more connected to the school as a whole relative to Mill Brook and Summit.

### **Academic Support Programs**

Arlington has created an Academic Support Suite in the Library and additional classrooms throughout the building. As with the system of social-emotional programs, these programs allow us to offer a continuum of services from self-contained to inclusion. These services include Academic Support, Testing Center, and Harbor/Shortstop. In addition, students have access to the general education Learning Center. As with all of our facilities, Special Education programming makes the most of our aging and cramped spaces. We have grouped most of these programs in the Library to create positive adjacencies and collaboration. Academic Support classes are located in the departments.

#### *Future Configuration*

In the new building we would like to locate support programs in adjacent spaces near the Library Learning Commons and position Academic Support classrooms in each of the departments. Appropriate adjacencies will help these programs better coordinate and serve students.

### **Academic Support**

Academic Support (formerly known as the Resource Room) provides a setting for students to receive services mandated by IEPs. Students access Academic Support for direct instruction, organizational and executive functioning instruction, and accommodations. Each program serves a maximum of 12 students per state requirements. We currently have 4 locations with 12 teachers. These are also the teachers that provide small group instruction in the content areas. Because of our shortage of space and poor layouts, these spaces are shared and not always in ideal locations adjacent to their related departments.

#### *Future Configuration*



In the future, we plan to distribute those teachers across 6 locations with 2 teachers per setting. These programs should be located adjacent to each of the academic departments, to provide inclusion support, easy access, and disciplinary collaboration.

### **Testing Center**

The Testing Center is staffed by 1 BSP and offers supported study and testing accommodations, as required in students' IEPs. The program is located in the library, adjacent to the Harbor and Shortstop Programs and the Learning Center, and has space for up to 12 students.

#### *Future Configuration*

Ideally, this classroom would have study carrels and a worktable for up to 12 students. With placement adjacent to the Library Learning Commons, the Learning Center, and Harbor/Shortstop, students would continue to have easy access to research tools, study space, and tutoring. Students in Harbor/Shortstop could easily access testing accommodations without traveling through the building.

### **Harbor and Shortstop**

The Harbor and Shortstop Programs are inclusion programs that work together to address students with long-term and short-term mental health and medical issues.

Harbor is a long-term support program that addresses academic, social, and emotional needs of students with chronic mental health or medical issues. Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker.

The Shortstop Program is a short-term program providing tutoring and counseling support for students returning to school after an extended absence of 7 or more days that is caused by emotional and/or medical reasons. An Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to 2 full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require long-term support after Shortstop may be referred to the Harbor Program.

Roughly 100 students cycle through the Harbor and Shortstop Programs in a given year, with Harbor serving up to 30 students at any given time. The programs are overseen by 2 Social Workers and staffed by 3 Instructional and Student Support Specialists (Tutors). The programs currently have 1 medium and 1 small classroom. Social Workers have individual offices located throughout the building.

The social workers that supervise Harbor and Shortstop also provide counseling services to other students. These clinicians meet with upwards of 200 students per year. Social workers work in close daily contact with the guidance counselors, nurses, deans and teachers to support students

in need. Our social workers also engage in wellness programming for our student body at large, in the hopes of raising awareness around mental health issues and decreasing the stigma associated with asking for help.

### *Future Configuration*

With roughly 32 percent more students in the school, we can anticipate a similar growth in the need for Harbor and Shortstop programming. We anticipate a need for a suite with 2 Social Worker offices, 2 full size classrooms, and a quiet/small group room for up to 10 students. While we would like to consolidate these spaces adjacent to the Library Learning Commons, the Testing Center, and the Learning Center, we also want spaces that can provide discreet access and quiet space for students. The program would make use of the Special Education Alternative Physical Education Space for PE.

### **Special Education Department Suite**

The Special Education Department also includes a number of specialists and supervisory roles, requiring a Special Education Department Suite. These professionals are currently housed in office spaces around the building. The department suite will house the Special Education Coordinator, Team Chair, 2 School Psychologists, a Speech Language Pathologist, and itinerant related service providers. Itinerant related service providers currently have no dedicated space and are accommodated in confidential offices and other appropriate spaces. Related service providers include: Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired, Orientation & Mobility Specialist, BCBA, and Teacher of the Deaf and Hard of Hearing.

### *Future Configuration*

This suite will need office space for permanent staff, workspaces for itinerant staff, and meeting space for IEP and departmental meetings. The suite will need to accommodate growth in staffing to support the anticipated growth in population. Itinerant staff will need spaces to work 1:1 and with small groups of students and to store their personal possessions while in the building. The department needs two conference rooms for IEP Team meetings of up to 15 people. We envision these offices to be located adjacent to the Library Learning Commons, Guidance, and Specialized Programs, in order to provide interaction and collaboration opportunities. The goal is to emphasize physically and programmatically that specialized instruction and student support are central and easily accessed, rather than peripheral to the high school program and mission.

### **Special Education Alternative Physical Education Space**

Currently, our Special Education programs are able to make use of our larger PE spaces, the Pit, and the LABBB program has a physical education classroom. With the reduction of PE spaces and improvement of the building, there will be a need for a dedicated Physical Education space for some of our special education population. Summit, Mill Brook, Harbor, Reach, Compass, and the LABBB program all have need for separate physical education classes. In addition, the Physical Therapist and Occupational Therapists serving these students have need of a gym space. With our Physical Education spaces used at full capacity, and these programs using 6 or more of

the 7 periods in our schedule, we plan for a 3,000 sf Special Education Alternative Physical Education Space.

### **Collaborative programming**

The District is a member of EDCO Collaborative and LABBB Collaborative. We have twenty-four (24) students who attend these two educational collaboratives. The District also has students placed at CASE Collaborative, SEEM Collaborative, and Valley Collaborative. Currently six (6) students attend these programs.

The District hosts programming at the secondary level for the LABBB (Lexington, Arlington, Burlington, Bedford, Belmont) Collaborative. The LABBB Collaborative Program educates students who present with intensive cognitive, behavioral, social/emotional, and neurological impairments. The mission of the LABBB Collaborative is “to design and deliver special education services that promote academic, social and career independence in the most inclusive setting possible”. LABBB provides specially designed instruction to address the individual academic, social, emotional, and behavioral needs of our students.

LABBB curriculum focuses on functional academics, and is based upon the principles of Applied Behavioral Analysis (ABA). The curriculum is highly individualized, delivered most often in small groups, with social-communication skills woven throughout. The program focus remains on students generalizing these acquired skills into social settings, the community, and their vocational training environments.

The middle school program (grades six through eight) is housed at Ottoson Middle School. At present, there are two large classrooms, dedicated bathrooms, and an administrative office space. The high school program, located at AHS, serves 21 students across 3 classrooms. In general, we try to maintain a class size of 8 to 10 due to the intensity of needs as well as the level of individual/small group instruction that is required. A special educator and several teaching assistants lead each classroom. Additionally, LABBB has its own school nurse, Board Certified Behavior Analyst (BCBA), Speech and Language Pathologist, Occupational Therapist and Transition Specialist.

In addition to the 3 classrooms, LABBB AHS has 2 dedicated rooms: an Occupational Therapy/Sensory Room and a Multi-purpose Room. The Occupational Therapy Room provides a space to receive therapy and to separate students from the group when they become dysregulated. The Multi-purpose Room is a large flexible space that has been repurposed to provide a nursing station, a working kitchen for life skills instruction, a shared office space used by our Speech and Language Pathologist, Occupational Therapist, BCBA, and for team meetings, and, finally, a “think and return”/cool down area for students are experiencing an intense behavioral moment.

### *Future Configuration*

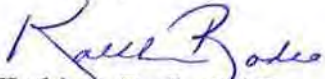
The LABBB AHS Program currently has 5 instructional spaces and will be seeking to maintain the functions present in these 5 spaces. Specifically, we request space for:

- 3 Classrooms and Quiet Rooms

- Occupational Therapy/Physical Therapy Room
- Nursing Station
- Kitchen/Multi-Purpose Commons
- Team Office Space

We respectfully submit this statement of special education delivery methodology for your review and await any information requests or additional feedback.

Sincerely,



Kathleen Bodie, Ed.D.  
Superintendent



Matthew Janger, Ed. D.  
Principal



Alison Elmer  
Director of Special Education



February 20, 2019

Department of Elementary and Secondary Education

Re: Narrative Description of Educational Space Summary  
Difference since Preferred Schematic Report  
Arlington High School

OFFICE: (617) 492 2200  
FAX: (617) 876 9775

130 Bishop Allen Drive  
Cambridge, MA 02139

hmfh.com

- **Special Education:** The special educational spaces have decreased by 70 square feet due to minor adjustments resulting from building design efforts. Of note, the PSR provided for six equal size Academic Support spaces, but it has been deemed advantageous to have varying sized spaces for varying sized groups.

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HMFH ARCHITECTS











## Proposed Space Summary - High Schools

<b>ARLINGTON HIGH SCHOOL</b>			
Existing Conditions			
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
LABBB Classroom -18-22	695	1	695
LABBB Common Space	1,115	1	1,115
LABBB Nurse (T/Office/Rest)	75	1	75
LABBB Quiet Room	245	1	245
LABBB Quiet Room	85	1	85
LABBB Office (2) & Conference	270	1	270
LABBB Planning Room			
LABBB Office	85	1	85
LABBB Open Office (4)			
LABBB OT/PT	1,435	1	1,435
LABBB Storage	295	1	295
LABBB Storage	70	1	70
<b>ART &amp; MUSIC</b>			<b>11,280</b>
Art Classroom - 25 seats	910	1	910
Art Classroom - 25 seats	905	1	905
Art Classroom - 25 seats	915	1	915
Art Classroom - 25 seats	890	1	890
Art Workroom w/ Storage & kiln	145	1	145
Art Workroom w/ Storage & kiln	130	1	130
Art Storage	90	1	90
Kiln Room	175	1	175
Art Gallery	1,040	1	1,040
Visual Arts Office -Dept Head	190	1	190
Band - 50 - 100 seats	1,500	1	1,500
Chorus - 50 - 100 seats	1,320	1	1,320
Performing Arts	1,340	1	1,340
Performing Arts Control Room			
Ensemble	145	1	145
Music Practice	75	1	75
Music Practice	85	1	85
Music Practice	70	1	70
Music Instrument Storage	135	1	135
Music Instrument Storage	155	1	155
Music Instrument Storage	170	1	170
Music Storage	75	1	75
Music Uniform/Costume Storage	215	2	430
Performing Arts Office -Dept Head	295	1	295
Performing Arts Office -Team Leader	95	1	95
<b>VOCATIONS &amp; TECHNOLOGY</b>			<b>20,715</b>
Tech Clrm. - (E.G. Drafting, Business)			
Tech Shop - (E.G. Consumer, Wood)			
Makerspace/ Wood Shop	1,845	1	1,845
Wood Storage	835	1	835
Dust Collection	360	1	360
Makerspace/ Engineering	980	1	980

PROPOSED for Schematic Design								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
			850	1	850			
			880	1	880			
			310	1	310			
			90	3	270			
			310	1	310			
			440	1	440			
			1,200	1	1,200			
			320	1	320			
		<b>0</b>			<b>15,200</b>			<b>0</b>
			1,200	4	4,800			
			150	2	300			
			300	1	300			
			2,500	1	2,500			
			2,500	1	2,500			
			2,810	1	2,810			
			190	1	190			
			200	1	200			
			75	8	600			
			500	2	1,000			
		<b>0</b>			<b>19,200</b>			<b>0</b>
			2,000	1	2,000			
			2,000	1	2,000			

Schematic Design Program			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
		<b>8,350</b>	
1,200	3	3,600	Assumed use - 25% Population - 5 times/week
150	3	450	
1,500	1	1,500	Assumed use - 25% Population - 5 times/week
1,500	1	1,500	
200	1	200	
75	8	600	
500	1	500	
		<b>19,200</b>	
1,200	6	7,200	Assumed use - 50% Population - 5 times/week
2,000	6	12,000	Assumed use - 50% Population - 5 times/week



## Proposed Space Summary - High Schools

<b>ARLINGTON HIGH SCHOOL</b>			
Existing Conditions			
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
Athletic Storage4	480	1	480
Health Instructor's Office w/ Shower & Toilet			-
PE Teacher Office1	150	1	150
PE Teacher Office2	250	1	250
PE Teacher Office3	220	1	220
Coach's Office	130	1	130
Trainer's Room/Laundry/Ice	515	1	515
<b>LIBRARY LEARNING COMMONS</b>			<b>9,520</b>
Library Learning Commons	7,520	1	7,520
Upper Library Learning Commons			
LLC -Workroom	435	1	435
LLC -Conference Room	165	1	165
LLC -Office	165	1	165
LLC -Tech Storage1	45	1	45
LLC -Tech Storage2	260	1	260
LLC -Tech Storage3	185	1	185
Learning Center	745	1	745
Computer Lab			
<b>AUDITORIUM / DRAMA</b>			<b>8,140</b>
Auditorium	5,660	1	5,660
Larger Auditorium			
Stage	2,140	1	2,140
Auditorium Storage (exist at stage wing)			
Auditorium Storage			
Make-up / Dressing Rooms			0
Controls / Lighting / Projection	340	1	340
<b>DINING &amp; FOOD SERVICE</b>			<b>14,770</b>
Cafeteria / Student Lounge / Break-out	7,455	1	7,455
Chair / Table Storage	785	1	785
Scramble Serving Area (exist w Kitchen)			0
Kitchen	6,530	1	6,530
Staff Lunch Room			0
<b>MEDICAL</b>			<b>860</b>
Medical Suite Toilet	60	1	60
Nurses' Office / Waiting Room	185	1	185
Nurses' Office	85	1	85
Interview Room	130	1	130
Examination Room / Resting	245	1	245
Quiet Room	155	1	155
<b>ADMINISTRATION &amp; GUIDANCE</b>			<b>7,235</b>
General Office / Waiting Room / Toilet	465	1	465
Secure check-in "Reception" (exist in Lobby)			

PROPOSED for Schematic Design								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
			120	2	240			
			500	1	500			
		<b>0</b>			<b>12,550</b>			<b>0</b>
			10,030	1	10,030			
			470	1	470			
			400	1	400			
			250	1	250			
			200	1	200			
			350	1	350			
			850	1	850			
		<b>0</b>			<b>12,440</b>			<b>0</b>
			7,500	1	7,500			
			1,500	1	1,500			
			2,140	1	2,140			
			340	1	340			
			200	1	200			
			290	2	580			
			180	1	180			
		<b>0</b>			<b>13,708</b>			<b>0</b>
			8,775	1	8,775			
			589	1	589			
			600	1	600			
			3,055	1	3,055			
			689	1	689			
		<b>0</b>			<b>1,510</b>			<b>0</b>
			60	1	60			
			320	1	320			
			100	1	100			
			150	2	300			
			480	1	480			
			250	1	250			
		<b>0</b>			<b>7,095</b>			<b>0</b>
			300	1	300			
			120	1	120			

Schematic Design Program			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
250	1	250	
		<b>10,869</b>	
10,869	1	10,869	
		<b>10,400</b>	
7,500	1	7,500	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
1,600	1	1,600	
500	1	500	
300	2	600	
200	1	200	
		<b>13,708</b>	
8,775	1	8,775	3 seatings - 15SF per seat
589	1	589	
600	1	600	
3,055	1	3,055	1600 SF for first 300 + 1 SF/student Add'l
689	1	689	20 SF/Occupant
		<b>1,510</b>	
60	1	60	
250	1	250	
100	4	400	
100	8	800	
		<b>6,158</b>	
878	1	878	









## Proposed Space Summary - High Schools

ARLINGTON HIGH SCHOOL	Existing Conditions		
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
Payroll Manager's Office	205	1	205
Payroll Office (5)	930	1	930
Payroll Storage	370	1	370
Payroll Storage (in corridor)	310	1	310
Total Building Net Floor Area (NFA)			226,135
Proposed Student Capacity / Enrollment			
<b>NON-PROGRAMMED SPACES</b>			
Other Occupied Rooms (list separately)			
Unoccupied MEP/FP Spaces			
Unoccupied Closets, Supply Rooms & Storage Rooms			
Toilet Rooms			
Circulation (corridors, stairs, ramps & elevators) Remaining <sup>3</sup>			
Total Building Gross Floor Area (GFA) <sup>2</sup>			391,875
Grossing factor (GFA/NFA)			1.73

PROPOSED for Schematic Design									
Existing to Remain/Renovated			New			Total			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	
			150	1	150				
			800	1	800				
			500	0	-				
		0			271,490			0	
		% of GFA	0			% of GFA	137,100	% of GFA	0
				0%					
				0%					
				0%					
				0%					
				2%	6,182				
				0%	2,000				
				2%	8,100				
				23%	94,720				
				6%	26,098			0	
		0			408,590			0	
		#DIV/0!			1.50			#DIV/0!	

Schematic Design Program			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
		200,084	
		1,755	160
Non-Programmed space areas are required to be included in the following submittals:			
			Schematic Design Submittal
			Design Development Submittal
			60% Construction Documents
			90% Construction Documents
			Final Construction Documents
		280,800	300,126
		1.40	1.50

<sup>1</sup> Individual Room Net Floor Area (NFA) net square

<sup>2</sup> Total Building Gross Floor Area (GFA) Includes the entire building gross square footage measured from the outside face of exterior walls

<sup>3</sup> Remaining Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

<b>Architect Certification</b>	I hereby
<b>Name of Architect Firm:</b> <u>HMFH Architects, Inc.</u>	
<b>Name of Principal Architect:</b> <u>Lori Cowles</u>	
<b>Signature of Principal Architect:</b> _____	
<b>Date:</b> <u>11-Apr-19</u>	



MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
<b>Ground Floor</b>					
*Unique to District		LABBB Classroom/18-22	A	850	The LABBB collaborative program educates students with intensive cognitive, behavioral, social/emotional, and neurological impairments. All LABBB spaces are grouped together.
*Unique to District		LABBB Quiet Room	B	90	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located adjacent to a LABBB classroom.
*Unique to District		LABBB Quiet Room	C	90	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located adjacent to a LABBB classroom.
*Unique to District		LABBB Plan	D	310	The LABBB plan room is centrally located in the LABBB suite on the ground floor to provide access to all users.
*Unique to District		LABBB Classroom/HS	E	850	The LABBB program educates students with intensive cognitive, behavioral, social/emotional, and neurological impairments. All LABBB spaces are grouped together.
*Unique to District		LABBB Classroom/HS	F	850	The LABBB program educates students with intensive cognitive, behavioral, social/emotional, and neurological impairments. All LABBB spaces are grouped together.
*Unique to District		LABBB Quiet Room	G	90	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located adjacent to a LABBB classroom.
*Unique to District		LABBB Open Office	H	440	The LABBB open office is a space for all staff professionals. The open office is located within the LABBB wing on the ground floor.
*Unique to District		LABBB OT/PT	I	1,200	The LABBB OT/PT provides a space to receive therapy. The LABBB OT/PT is located within the LABBB suite.
*Unique to District		LABBB Storage	J	320	There is a dedicated LABBB storage space for the programs utilization. It is located within the LABBB suite.
*Unique to District		LABBB Common Space	K	880	The LABBB common/multi-purpose space is a large flexible space designed for various breakout uses.
*Unique to District		LABBB Nurse	L	310	The nurse suite is located directly off of the LABBB community/multi-purpose space.
<b>First Floor</b>					
*Unique to District					No special education program located on first floor
<b>Second Floor</b>					
Resource Room		Special Ed Alt PE/PT	M	3,060	This physical education space is to be used by the special education population of the school. The special education Alt PE is placed in closed proximity to the other physical education spaces on the second floor
*Unique to District		Mill Brook Classroom	N	850	Mill Brook is an integrated program that serves special education and general education students who are in a state of transition that may include academic, behavior, and/or social emotional needs. The Mill Brook program is located on the second floor among the general education classrooms in the humanities wing.
*Unique to District		Mill Brook Social Worker	O	270	This administrative space for the Mill Brook program is located adjacent to the Mill Brook classroom spaces.
*Unique to District		Mill Brook Quiet Room	P	270	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located between the Mill Brook classrooms.
*Unique to District		Mill Brook Classroom	Q	850	Mill Brook is an integrated program that serves special education and general education students who are in a state of transition that may include academic, behavior, and/or social emotional needs. The Mill Brook program is located on the second floor among the general education classrooms in the humanities wing.
*Unique to District		Mill Brook Lunch Room	R	500	Mill Brook students eat lunch and spend their entire day in-program. Their lunch space is located across from the classrooms adjacent to other general education classrooms.
*Unique to District		Special Ed Life Skills Café	S	630	This café space is envisioned to be operated by students from Reach and Compass and supported by partnerships with economics and FACS programs. This space is located on the second floor in close proximity to the main circulation of the school.
Small Group Room/ Reading		Special Ed Conference Room	T	300	The conference room for the SPED program is located on the second floor near the SPED offices. The space adjoins the other SPED conference room with an operable partition.
Small Group Room/ Reading		Special Ed Conference Room	U	300	The conference room for the SPED program is located on the second floor near the SPED offices. The space adjoins the other SPED conference room with an operable partition.

Arlington High School Proposed Special Education Program  
New Construction

Small Group Room/ Reading		Academic Support	V	500	Academic support rooms provide a setting for students to receive services mandated by IEPs. In total, six spaces will be distributed across the school building with 2 teachers per setting. All spaces will be centrally located within each academic wing.
Resource Room		Special Ed Team Leader Office	W	130	The SPED team leader office is also located in the SPED office suite adjacent to the school psychologist and SPED coordinator office.
Resource Room		Special Ed Coordinator Office	X	150	The Special Education Coordinator's office is located within the SPED office suite and adjacent to the conference rooms for easy access to meet with staff and parents.
Resource Room		School Psychologist	Y	150	The school psychologist may work with 1-3 students at a time. The school psychologist also provides counseling supports to students. This space is located in the SPED office suite on the second floor.
Resource Room		School Psychologist	Z	150	The school psychologist may work with 1-3 students at a time. The school psychologist also provides counseling supports to students. This space is located in the SPED office suite on the second floor.
Resource Room		Vision/Hearing Specialists	AA	150	The vision/hearing specialists office is located within the SPED suite on the second floor.
Resource Room		SPED OT	BB	480	The SPED OT space is located adjacent to the SPED program offices.
<b>Third Floor</b>					
*Unique to District		Summit Program Classroom	CC	850	The Summit Program is designed for students with significant social emotional impairment. Its mission is to provide students with a therapeutic program within the context of a comprehensive high school environment. The Summit program is located on the third floor among the general education classrooms in the humanities wing.
*Unique to District		Summit Program Social Worker	DD	270	The social workers office for the Summit program is located adjacent to the Summit classroom spaces.
*Unique to District		Summit Program Quiet Room	EE	270	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located within the Summit program area on the third floor in the humanities wing.
*Unique to District		Summit Program Classroom	FF	850	The Summit Program is designed for students with significant social emotional impairment. Its mission is to provide students with a therapeutic program within the context of a comprehensive high school environment. The Summit program is located on the third floor among the general education classrooms in the humanities wing.
*Unique to District		Reach Program Small Group	GG	380	The Reach program has a variety of needs based around challenges in executive functioning skills, social cognition and emotional regulation skills, sensory integration, and cognitive rigidity. The Reach program is located on the third floor in close proximity to the library/learning commons.
*Unique to District		Reach Program Classroom	HH	850	Two Reach classrooms are located next to one another with the Reach support spaces all adjacent to the classrooms. All Reach spaces are located on the third floor in the humanities wing.
*Unique to District		Reach Program Social Worker	II	250	The social workers office is one of the support spaces which allows students to receive support outside of the general classroom spaces.
*Unique to District		Reach Program Quiet Room	JJ	250	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located within the Reach program.
*Unique to District		Reach Program Small Group	KK	400	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. The Reach support spaces are all located on the third floor in the humanities wing.
*Unique to District		Reach Program Classroom	LL	850	Two Reach classrooms are located next to one another with the Reach support spaces all adjacent to the classrooms. All Reach spaces are located on the third floor in the humanities wing.
Small Group Room/ Reading		Academic Support	MM	500	Academic support rooms provide a setting for students to receive services mandated by IEPs. In total, six spaces will be distributed across the school building with 2 teachers per setting. All spaces will be centrally located within each academic wing.
*Unique to District		Reach Program Speech & Language Pathologist	NN	150	Speech and language therapy occurs in pull-out sessions within the pathologist office. Pull-out sessions are typically groupings of 1-4 students supported by 1 therapist with 2 therapist working with students at the same time. This room is located in close proximity to the Reach suite.
Small Group Room/ Reading		Academic Support	OO	540	Academic support rooms provide a setting for students to receive services mandated by IEPs. In total, six spaces will be distributed across the school building with 2 teachers per setting. All spaces will be centrally located within each academic wing.
Small Group Room/ Reading		Academic Support	PP	320	Academic support rooms provide a setting for students to receive services mandated by IEPs. In total, six spaces will be distributed across the school building with 2 teachers per setting. All spaces will be centrally located within each academic wing.
<b>Fourth Floor</b>					
*Unique to District		Workplace Program - Subseparate Classroom	QQ	850	Workplace is an inclusion program to meet the needs of students who benefit from learning in a different environment than the traditional high school. The spaces for the Workplace program are located on the fourth floor among the general education classrooms.
*Unique to District		Workplace Program - Quiet Room	RR	270	This space can be utilized by students to calm their body with relaxation techniques or a cognitive task to help refocus their thinking. This room is located within the Workplace suite on the fourth floor in the humanities wing.

**UNDER REVIEW BY THE MSBA - SUBJECT TO CHANGE**

Arlington High School Proposed Special Education Program  
New Construction

*Unique to District		Workplace Program - Storage	SS	270	Workplace is an inclusion program requiring storage of materials to meet the needs of students who benefit from learning in a different environment than the traditional high school. The spaces for the Workplace program are located on the fourth floor amongst the general education classrooms.
*Unique to District		Workplace Program - Subseparate Classroom	TT	850	Workplace is an inclusion program to meet the needs of students who benefit from learning in a different environment than the traditional high school. The spaces for the Workplace program are located on the fourth floor among the general education classrooms.
Small Group Room/ Reading		Academic Support	UU	500	Academic support rooms provide a setting for students to receive services mandated by IEPs. In total, six spaces will be distributed across the school building with 2 teachers per setting. All spaces will be centrally located within each academic wing.
*Unique to District		Harbor Program Classroom	VV	850	Harbor is a long-term support program that address academic, social, and emotional needs of a students with chronic mental health or medical issues. Harbor program spaces are located on the fourth floor above the library adjacent to the Shortstop program.
Resource Room		Testing	WW	400	The Testing Center offers supported study and testing accommodations. The Testing Center is located on the fourth floor above the library/media center and can accommodate up to 12 students.
*Unique to District		Harbor Program Social Worker	XX	250	A social worker will be available to all students in these specialized programs. The social worker office is adjacent to the H/SS classrooms.
*Unique to District		Shortstop Program Classroom	YY	850	The Shortstop program is a short-term program providing tutor and counseling support for students returning to school after an extended absence of 7 or more days that is caused by emotional and/or medical reasons. Shortstop program spaces are located on the fourth floor above the library adjacent to the Harbor program.
*Unique to District		Harbor Program Quiet Room	ZZ	250	The Harbor/Shortstop quiet room presents the opportunity for students in need to be isolated from their general classrooms and receive support from a professional. This quiet room is accessible from both the Harbor and Shortstop classrooms and can hold up to 10 students.
*Unique to District		Harbor Program Social Worker	AAA	250	A social worker will be available to all students in these specialized programs. The social worker office is adjacent to the H/SS classrooms.
Small Group Room/ Reading		Academic Support	BBB	700	Academic support rooms provide a setting for students to receive services mandated by IEPs. In total, six spaces will be distributed across the school building with 2 teachers per setting. All spaces will be centrally located within each academic wing.
<b>Fifth Floor</b>					
*Unique to District		Compass Program - Subseparate Classroom - HS	CCC	850	The Compass program serves special educational students who require specialized instruction in activities of daily living, such as self-care, banking, navigating the local community, and instruction in independent living skills. All Compass programs are located on the fifth floor in the humanities wing.
*Unique to District		Compass Program - Small Group	DDD	550	Similarly to other specialized programs, the Compass program will have a small group room available to all students in need of additional support.
*Unique to District		Compass Program - Subseparate Classroom - 18-22	EEE	850	The Compass program serves special educational students who require specialized instruction in activities of daily living, such as self-care, banking, navigating the local community, and instruction in independent living skills. All Compass programs are located on the fifth floor in the humanities wing.
*Unique to District		Compass Program Life Skills	FFF	1,200	Provides students with intensive, direct systematic and alternative instruction/programs in order to learn and acquire new skills. The Compass Life Skills is located adjacent to the other Compass spaces
<b>Total</b>				<b>31,490</b>	
<p><b>Square Footage Summary:</b>                      The proposed overall gross square footage of the new building is 411,360; Average square feet of General Classrooms is 850                      MSBA guidelines include 17,120 net square feet of dedicated special education space. The proposed program is 14,370 nsf over the guidelines.                      *Indicates that space is unique to District's program and does not appear in MSBA space guidelines.</p>					