

SCHEMATIC DESIGN BINDER

2 20 2019

# Arlington High School

VOLUMEIOFIV

ARLINGTON, MA

HMFH ARCHITECTS

# UNDER REVIEW BY THE MSBA - SUBJECT TO CHANGE



# **Arlington High School**

Schematic Design Binder

FEBRUARY 20, 2019

VOLUME I OF IV (DESE SUBMITTAL)



HMFH ARCHITECTS

# UNDER REVIEW BY THE MSBA - SUBJECT TO CHANGE

# **Table of Contents**

# Volume I of IV

#### 4.1.1 DESE Submittal

Cover Letter

Special Education Delivery Methodology

Signed Educational Space Summary

Educational Space Summary Narrative

Floor Plans

Adjacency Table

# Volume II of IV

#### Acknowledgment

4.1.2	Schema	tic Design Binder
	4.1.2.1	Introduction
	4.1.2.2	Final Design Program
	4.1.2.3	Traffic Analysis
	4.1.2.4	Environmental and Existing Building Assessment
	4.1.2.5	Geotechnical and Geo-environmental Analysis
	4.1.2.6	Code Analysis
	4.1.2.7	Utility Analysis
	4.1.2.8	Massing Study
	4.1.2.9	Building Systems Narratives
	4.1.2.10	Sustainable Building Design Guidelines Documents
	4.1.2.11	ADA Analysis
	4.1.2.12	Room Data Sheets
	4.1.2.13	Proposed Construction Methodology
	4.1.2.14	District's Anticipated Reimbursement Rate
	4.1.2.15	Total Project Budget
	4.1.2.16	Designer's Construction Cost Estimate
	4.1.2.17	OPM's Construction Cost Estimate
	4.1.2.18	Updated Project Work Plan
	4.1.2.19	Local Actions and Approvals

### **Appendices**

# Volume III of IV

**Appendices Continued** 

# Volume IV of IV

#### **Appendices Continued**

4.1.3 Schematic Design Project Manual (Bound Separately)

4.1.4 Schematic Design Drawings (Bound Separately)



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:

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

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':

- A letter from Dr. Kathleen Bodie, Superintendent of Schools, Arlington Public School District, describing its special education program.
- 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.

Dale Coldwell

Skanska USA Building, Inc.

Dale Caldwell Project Executive **ARLINGTON** 



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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.

	McKibben
Year	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 programs 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 Élmer

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

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

ARLINGTON HIGH SCHOOL	Ex	isting Condit	ions
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
CORE ACADEMIC SPACES		47	58,050
(List classrooms of different sizes separately)			,
Classroom - General -English	975	1	975
Classroom - General -English	825	1	825
Classroom - General -English	1,370	1	1,370
Classroom - General -English	1,440	1	1,440
Classroom - General -English	995	1	995
Classroom - General -English	870	1	870
Classroom - General -English	905	1	905
Classroom - General -English	1,125	1	1,125
Classroom - General -English	600	1	600
Classroom - General -English	970	1	970
Classroom - General -English	840	1	840
Classroom - General -English	1,380	1	1,380
Classroom - General -World Language	980	1	980
Classroom - General -World Language	840	1	840
Classroom - General -World Language	670	1	670
Classroom - General -World Language	730	1	730
Classroom - General -World Language	705	1	705
Classroom - General -World Language	700	1	700
Classroom - General -World Language	815	1	815
Classroom - General -World Language	665	1	665
Classroom - General -World Language	635	1	635
Classroom - General -World Language	755	1	755
Classroom - General -History/SS	740	4	2,960
Classroom - General -History/SS	735	2	1,470
Classroom - General -History/SS	745	1	745
Classroom - General -History/SS	810	1	810
Classroom - General -History/SS	900	1	900
Classroom - General -History/SS	790	1	790
Classroom - General -History/SS	935	1	935
Classroom - General -History/SS	725	1	725
Classroom - General -History/SS	805	1	805
Classroom - General -Math	740	3	2,220
Classroom - General -Math	845	1	845
Classroom - General -Math	925	1	925
Classroom - General -Math	730	1	730
Classroom - General -Math	760	1	760
Classroom - General -Math	780	1	780
Classroom - General -Math	670	1	670
Classroom - General -Math	665	1	665
Classroom - General -ELL	430	1	430
Classroom - General -Health	770	1	770
Teacher Planning			C
Teacher Planning			C
Teacher Planning			0

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 tota
		0			87,940			
			850	54	45,900			
			950	6	5,700			
								-
			140	1	140			
			260	1	260			
			300	3	900			

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)						
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments			
		83,800				
850	60	51,000	825 SF min - 950 SF max			
100	60	6,000				

ARLINGTON HIGH SCHOO	L Ex	isting Condit	ions	
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals	
Teacher Planning				
Teacher Planning/Lunch -English	495	1	4	
Teacher Planning/Lunch -Hist/SS	385	1	3	
Teacher Planning/Lunch -Math	505	1	5	
Teacher Planning/Lunch -Science	420	1	4	
Teacher Planning/Lunch @ Library	385	1	3	
Science Dept Office	205	1	2	
Math Dept Office	200	1	2	
•	300	1		
English Dept Office		•	3	
World Language Dept Office	185	1	1	
Small Group Seminar (20-30 seats)	0.15			
Math Small Group	215	1	2	
Science Seminar Room	390	1	3	
Science Classroom / Lab	1,140	2	2,2	
Science Classroom / Lab	1,395	1	1,3	
Science Classroom / Lab	1,030	2	2,0	
Science Classroom / Lab Science Classroom / Lab	1,045 1,085	1	2,0 1,0	
Science Classroom / Lab	1,495	1	1,0	
Science Classroom / Lab	1,040	1	1,0	
Science Classroom / Lab	890	1	8	
Science Classroom	820	1	8	
Prep Room	220	1	2	
Prep Room	145	1	1	
Prep Room	160	1	1	
Prep Room	285	1	2	
Prep Room	365	1	3	
Prep Room	350	1	3	
Prep Room	165	1	1	
Prep Room	140	1	1	
Prep Room	260	1	2	
Central Chemical Storage Rm	85	1		
English Dept Book Storage	310	1	3	
English Dept Dook Stolage	310	1	3	
PECIAL EDUCATION			17,96	
(List classrooms of different sizes separately)				
Self-Contained SPED				
Self-Contained SPED Toilet				
Resource Room				
Small Group Room				
Reach Program Classroom	710	1	7	
Reach Program Small Group	295	1	2	
Reach Program Small Group				

PROPOSED for Schematic Design								
Existing to Remain/Renovated			New	w		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 tota
			310	1	310			
			400	6	2,400			
			410	1	410			
			450	1	450			
			500	1	500			
			530	1	530			
			500	4	2,000			
			1,450	9	13,050			
			1,460	6	8,760			
			1,500	2	3,000			
			7.2.2.					
			200	5	1,000			
			400	3	1,200			
			410	3	1,230			
			200	1	200			
			200	1	200			
		0			32,690			
		0			02,000			
			850	2	1,700			
			400	1	400			
			380	1	380			

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)					
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments		
500	4	2,000			
		_,,,,,			
1,440	15	21,600	3 x85% ut=20 Seats-1 per /day/student		
200	15	3,000			
200	1	200			
200	1	200			
		17,120			
950	12		825-950 SF equal to surrounding classrooms		
60	12	720			
500	5	2,500	1/2 size Genl. Clrm.		
500	5	2,500	1/2 size Genl. Clrm.		

ARLINGTON HIGH SCHOOL	Exi	sting Condition	ons
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
Reach Program Quiet Room	140	1	14
Social Worker	150	1	15
Speech & Language Pathologist	150	1	15
Compass Program -Subsep Classrm -HS			
Compass Program -Subsep Classrm -18-22	program the elementary	g existing nat is at the and middle	
Compass Program -Life Skills	•	s to serve the	
Compass Program -Sm Group/Assessment	HS & 18-22	population.	
Summit Program Classroom	700	1	70
Summit Program Classroom	525	1	52
Summit Program Quiet Room			
Social Worker (exist incl Quiet Rm)	445	1	44
Mill Brook Program -Subseparate Classrm	This progra	m currently	
Mill Brook Program -Subseparate Classrm		from the high	
Mill Brook Program -Social Worker		e relocated	
Mill Brook Program -Lunchroom/Kitchenette		igh school	
Mill Brook Program -Quiet Room	progi	rams.	
Workplace Program -Subseparate Classrm	905	1	90
Workplace Program -Subseparate Classrm	750	1	75
Workplace Program -Quiet Rm/Counseling	135	1	13
Workplace Program -Storage	330	1	33
Academic Support1 (formerly Resource Rm)	575	1	57
Academic Support2 (formerly Resource Rm)	415	1	41
Academic Support3 (formerly Resource Rm)	540	1	54
Academic Support4 (formerly Resource Rm)	455	1	45
Academic Support5/Reading (formerly Resource	730	1	73
Testing	355	1	35
Testing	140	1	14
Harbor/Short Stop Program	555	1	55
Harbor/Short Stop Program	240	1	24
Social Worker	375	1	37
Social Worker	110	1	11
H/SS Program Quiet Room			
OT			
Vision/Hearing Specialists	400	4	40
School Psychologist	130	1	13
School Psychologist	220	1	22
Special Ed Coordinator Office	115	1	11
Special Ed Team Leader Office (exist w conf)  Special Ed Conference Room (for 15)	345	I	34
Special Ed Alt PE/PT			
Special Ed Ait PE/PT Special Ed Life Skills Café			
Special Ed Life Skills Café seating area			
LABBB Classroom -MS	935	1	93
LABBB Classroom -HS	885	1	88
LABBB Classroom -HS	1,235	1	1,23

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
			250	1	250			
			250	1	250			
			150	1	150			
			850	1	850			
			850	1	850			
			1,200	1	1,200			
			550	1	550			
			850	2	1,700			
			270	1	270			
			270	1	270			
			850	2	1,700			
			270	1	270			
			500	1	500			
			270	1	270			
			850	2	1,700			
			270	1	270			
			270	1	270			
			500	3	1,500			
			540	1	540			
			320	1	320			
			700	1	700			
			400	1	400			
			850	2	1,700			
			0.50		500			
			250	2	500			
			250	1	250			
			480	1	480			
			150 150	1 2	150 300			
			150	1	150			
			130	1	130			
			300	2	600 3.060			
			3,060 630	1	3,060 630			
			1,200	1	1,200			
	<b> </b>		,		,		1	1

	Schematic Design Program								
(re	efer to MSBA I	MSBA Gui Educational Progra	delines n & Space Standard Guidelines)						
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments						

ARLINGTON HIGH SCHOO	L Ex	isting Condit	ions	
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals	
LABBB Classroom -18-22	695	1	698	
LABBB Common Space	1,115	1	1,118	
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	29	
LABBB Storage	70	1	70	
ART & MUSIC			11,280	
Art Classroom - 25 seats	910	1	91	
Art Classroom - 25 seats	905	1	908	
Art Classroom - 25 seats	915	1	91	
Art Classroom - 25 seats	890	1	89	
Art Workroom w/ Storage & kiln	145	1	14:	
Art Workroom w/ Storage & kiln	130	1	130	
Art Storage	90	1	90	
Kiln Room	175	1	17	
Art Gallery	1,040	1	1,04	
Visual Arts Office -Dept Head	190	1	19	
Band - 50 - 100 seats	1,500	1	1,50	
Chorus - 50 - 100 seats	1,320	1	1,32	
Performing Arts	1,340	1	1,34	
Performing Arts Control Room				
Ensemble	145	1	14	
Music Practice	75	1	7:	
Music Practice	85	1	8	
Music Practice	70	1	70	
Music Instrument Storage	135	1	13	
Music Instrument Storage	155	1	15	
Music Instrument Storage	170	1	170	
Music Storage	75	1	7:	
Music Uniform/Costume Storage	215	2	430	
Performing Arts Office -Dept Head	295	1	29:	
Performing Arts Office -Team Leader	95	1	9	
/OCATIONS & TECHNOLOGY			20,715	
Tech Clrm (E.G. Drafting, Business)			20,715	
Tech Shop - (E.G. Consumer, Wood)				
Makerspace/ Wood Shop	1,845	1	1,84	
Wood Storage	835	1	83	
Dust Collection	360	1	36	
Makerspace/ Engineering	980	1	98	

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 total
			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			
		0			15,200			
			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			
					·			
		0			19,200			
			2,000	1	2,000			
			2,000	1	2,000			

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)							
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments				
		8,350					
1,200	3	3,600	Assumed use - 25% Population - 5 times/week				
150	3	450					
4.500		1.500					
1,500 1,500	1	1,500 1,500	Assumed use - 25% Population - 5 times/week				
,		72.22					
200	1	200					
75	8	600					
500	1	500					
300	1	300					
4.000	_	19,200					
1,200 2,000	6	7,200 12,000	Assumed use - 50% Population - 5 times/week Assumed use - 50% Population - 5 times/week				
۷,000	U	12,000	nosumed use - 50% ropulation - 5 times/week				

ARLINGTON HIGH SCHOOL	Ex	isting Condit	ions
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
Project Room	1,380	1	1,380
Storage	285	1	285
Storage/Spray Booth	275	1	275
Storage	300	1	300
CADD Lab	1,110	1	1,110
STEM Lab/ Computer Science Lab	765	1	765
Digital Arts Lab	285	1	285
Digital Production Lab	960	1	960
Production Studio	140	1	140
Language Lab/Multi-Media Immersion Lab	585	1	585
Computer Lab	890	1	890
Computer Lab	785	1	785
Computer Lab/ Smart Center/ Clean Lab			
FACS1	1,080	1	1,080
FACS2	625	1	625
FACS3	1,150	1	1,150
FACS Storage1	180	1	180
FACS Storage2	175	1	175
FACS Storage3	115	1	115
FACS Laundry	105	1	105
Daycare/ ECE	1,005	1	1,005
Daycare - sleeping room	280	1	280
Old Hall (incl platform)	4,220	1	4,220
Discourse Lab for 120			
Discourse Lab Technology			
HEALTH & PHYSICAL EDUCATION	10.710	4	39,680
Gymnasium	12,740	1	12,740
Larger Gymnasium	0.040	4	0.040
Gymnasium  PE Alternatives, Fitness Center	6,910	1	6,910
PE Alternatives -Fitness Center PE Alternatives -"The Pit"	3,985	1	3,985
	3,030	ı	3,030
Gym Storeroom  Locker Rooms - Boys / Girls w/ Toilets	2 275	1	- 275
Locker Rooms - Boys / Girls w/ Toilets	2,375	1	2,375
Locker Rooms - Boys / Girls w/ Toilets	2,435 2,160	1	2,435
Locker Rooms - Boys / Girls w/ Toilets  Locker Rooms - Boys / Girls w/ Toilets	2,160	1	2,160 2,195
Phys. Ed. Storage1	45	1	45
Phys. Ed. Storage2	105	1	105
Phys. Ed. Storage2  Phys. Ed. Storage3	120	2	240
Phys. Ed. Storages  Phys. Ed. Storage4	350	1	350
Phys. Ed. Storage5	395	1	395
Athletic Director's Office	350	1	350
Athletic Director's Adm Asst Office	200	1	200
Athletic Storage1	215	1	215
	110	1	110
Athletic Storage2			

Evictin~	Existing to Remain/Renovated New Total							
Existing	to Remain/Re	enovated		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 total
			4.000	4	4.000			
			1,200	1	1,200			
			1,200	1	1,200			
			1,200	1	1,200			
			1,200	1	1,200			
			500	1	500			
			1,200	1	1,200			
			1,200	1	1,200			
			1,200	3	3,600			
			1,200	1	1,200			
			600	1	600			
			1,900	1	1,900			
			200	1	200			
					22.222			
		0	10.000	_	36,832			
			12,000	1	12,000			
			4,000	1	4,000			
			7,000	1	7,000			
			3,010	1	3,010			
			300	1	300			
			4,720	1	4,720			
			4,720	1	4,720			
			,		.,			
			500	1	500			
					300			
			150	1	150			

(re	efer to MSBA E	MSBA Gui ducational Progra	delines m & Space Standard Guidelines)
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
		26,028	
12,000	1	12,000	
3,000	1	3,000	
-			
300	1	300	
9,828	1	9,828	5.6 sf/student total
500	1	500	
150	1	150	

ARLINGTON HIGH SCHOOL	Ex	isting Condit	ions
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
IBRARY LEARNING COMMONS			9,520
Library Learning Commons	7,520	1	7,52
Upper Library Learning Commons			
LLC -Workroom	435	1	43
LLC -Conference Room	165	1	16
LLC -Office	165	1	16
LLC -Tech Storage1	45	1	4
LLC -Tech Storage2	260	1	26
LLC -Tech Storage3	185	1	18
Learning Center	745	1	74
Computer Lab			
AUDITORIUM / DRAMA			8,140
Auditorium	5,660	1	5,66
Larger Auditorium			
Stage	2,140	1	2,14
Auditorium Storage (exist at stage wing)			
Auditorium Storage			
Make-up / Dressing Rooms			
Controls / Lighting / Projection	340	1	34
DINING & FOOD SERVICE			14,770
Cafeteria / Student Lounge / Break-out	7,455	1	7,45
Chair / Table Storage	785	1	78
Scramble Serving Area (exist w Kitchen)			
Kitchen	6,530	1	6,53
Staff Lunch Room			
<u>IEDICAL</u>			860
Medical Suite Toilet	60	1	6
Nurses' Office / Waiting Room	185	1	18
Nurses' Office	85	1	8
Interview Room	130	1	13
Examination Room / Resting	245	1	24
Quiet Room	155	1	15
			7 225
ADMINISTRATION & GUIDANCE			7,235

<del></del>										
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 tota		
			120	2	240					
			500	1	500					
					000					
		0			12,550					
			10,030	1	10,030					
			470	1	470					
			400 250	1	400 250					
			200	1	200					
			350	1	350					
			850	1	850					
		0			12,440					
			7,500	1	7,500					
			1,500	1	1,500					
			2,140	1	2,140					
			340 200	1	340 200					
			290	2	580					
			180	1	180					
		0			13,708					
			8,775	1	8,775					
			589	1	589					
			600	1	600					
			3,055	1	3,055					
			689	1	689					
		0			1,510					
			60	1	60					
			320	1	320					
			100	1	100					
			150	2	300					
			480	1	480					
			250	1	250					
		0			7,095					
		- 0	300	1	300					
			120	1	000		1	1		

(re	efer to MSBA E	MSBA Gui ducational Prograi	delines n & Space Standard Guidelines)		
ROOM NFA <sup>1</sup>	# OF RMS	F RMS area totals Comments			
250	1	250			
40.000		10,869			
10,869	1	10,869			
		10,400			
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			
		13,708			
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		
		1,510			
60	1	60			
250	1	250			
100	4	400			
100	8	800			
		6,158			
878	1	878			

ARLINGTON HIGH SCHOOL	Ex	isting Condit	ions
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
Secure check-in "Reception" (exist in Lobby)			
Teachers' Mail and Copy Room	195	1	199
Duplicating Room (with Mail)	260	1	26
Records Room			
Principal's Office w/ Conference Area	290	1	29
Principal's Admin Asst / Waiting	210	1	210
Asst Principal's Office - AP1	260	1	26
AP's Admin Asst / Waiting	245	1	24
Asst Principal's Office - AP2 "Dean"	165	1	16
AP's Admin Asst - "Dean / Waiting"	495	1	49
"Dean Mail" & Workroom	220	1	220
Asst Principal's Office - AP2 Downs Dean	175	1	17
AP's Admin Asst - Downs Dean / Waiting	575	1	57
Downs Mail & Workroom	155	1	15
Asst Principal's Office - AP2 Collomb Dean	90	1	9
AP's Admin Asst - Collomb Dean / Waiting	690	1	690
Collomb Mail & Workrm (comb w Adm exist)		1	
Asst Principal's Office - AP2 New Dean			
AP's Admin Asst - New Dean / Waiting			
New Main & Workroom			(
Supervisory / Spare Office			(
Conference Room	460	1	46
Guidance Office1	170	1	170
Guidance Office2	215	1	21
Guidance Office3+4	145	2	29
Guidance Office5	150	1	150
Guidance Office 6/ Dept Head	315	1	31
Guidance Admin Asst / Waiting Room	480	1	48
Guidance Storeroom	120	1	120
Guidance Conference Room	545	1	54
Career Center		1	
Records Room (combined w Storerm existing)			
Teachers' Work Room			(
Department Head Office  Mother's Room			
CUSTODIAL & MAINTENANCE			3,975
Custodian's Office	135	1	13
Custodian's Workshop	1,145	1	1,14
Custodian's Storage	610	1	610
Recycling Room / Trash	345	1	34
Receiving and General Supply Storeroom	525 1,215	1	52 1,21
Network / Telecom Room (exist w Town IT)	1,410	'	1,21
OTHER .			33,950
PRESCHOOL			70

ROOM NFA <sup>1</sup>				New			Total		
	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area total	
			90	1	90				
			300	1	300			1	
			0	1	-				
			200	1	200				
			275	1	275				
			100	1	100				
			150	1	150				
			100	1	100				
			150	4	600			1	
			100	4	400			1	
			150	4	600			1	
			150	0	-				
			100	0					
			150	0	-			-	
			150	0	-			-	
				0	-				
			100		-			-	
			150	0	-				
			150	0	-				
			100	0	-			-	
			150	0	-				
			600	1	600				
			600	1	600				
			100	9	900				
								+	
			100	1	100			-	
			110	1	110			+	
			450	1	450				
			590	1	590			+	
			240	1	240			+	
			240	1	240			+	
			100	6	700			-	
			120	6	720 150			-	
			150	1	150			+	
		0			2.000				
		U	150	1	<b>2,960</b> 150				
			250	1	250			+	
			390	1	390			+	
			400	1	400			1	
			590	1	590				
			980	1	980				
			200	1	200				
					00 000				
		0			29,365				

ROOM NFA <sup>1</sup> 100 200 200 375 125 150	# OF RMS  1 1 1 1 1 1 2	100 200 200 375 125 150	Comments
200 200 375 125 150	1 1 1 1 1	200 200 375 125 150	
200 375 125 150	1 1 1 1	200 375 125 150	
200 375 125 150	1 1 1	200 375 125 150	
375 125 150	1 1	375 125 150	
125 150	1	125 150	
150	2	300	
120	1	120	
450	1	450	20 SF/Occupant
150	9	1,350	
100	1	100	
100	1	100	
589	1	589	
244	1	244	
878	1	878	
		0.0	
		2,941	
150	1	150	
250	1	250	
375	1	375	
400	1	400	
589 978	1	589 978	
200	1	200	
	•	200	
		0	

ARLINGTON HIGH SCHOOL	Ex	Existing Conditions			
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area total		
Preschool Classroom2	965	1	90		
Preschool Classroom3	1,085	1	1,0		
Preschool Classroom4	930	1	9		
Preschool Classroom5	590	1	5		
Preschool Classroom6	780	1	7		
Preschool Speech1	110	1	1		
Preschool Speech2	230	1	2		
Preschool OT	255	1	2		
Preschool PT	1,385	1	1,3		
Multipurpose Room (PT/PE)	.,000		.,0		
Preschool Small Group/Testing/Observation					
Preschool Nurse (T/Office/Rest)	70	1			
Preschool Coordinator	835	1	8		
Preschool Adm Asst (exist w Coord)	000	'	0		
, , ,					
Preschool Conference Room (exist w Coord)	260	1	2		
Preschool Lead Teacher	260	I	2		
Preschool Psychologist (exist w Lead)					
Preschool Social Worker (exist w Lead)					
Preschool Specialist (Vis/Hear)					
Preschool Teacher Workroom/Lunch	285	1	2		
Preschool Gen Office/Waiting/AdmAsst/T					
Preschool Copy					
Preschool Mail					
Preschool Record Storage					
Preschool Supply Storage	1,475	1	1,4		
Preschool Supply Storage	115	1	1		
Preschool Supply Storage	85	1			
Preschool Supply Storage	105	1	1		
High-Rise Required Spaces					
Fire Command Center					
Fire Pump Room					
DISTRICT ADMINISTRATIVE OFFICES					
District/Parent Welcome Center/Reception	505	4	-		
Superintendent's Office & Conference Superintendent's Admin Staff (3) & Files	585	1	58		
Records Storage (in corridor)	625 140	1	62		
Asst Superintendent's Office & Conference	285	1	28		
Asst Superintendent's Admin Asst/Wait	510	1	5		
CFO's Office & Conference	250	1	25		
Business Office/ Purchasing (4)	975	1	97		
Registrar Office (2)	315	1	3′		
Director of HR's Office & Conference	220	1	22		
HR Admin Asst (incl w AsstSupAdmin)	0	1	-		
Grants/Title/Communications Director's Office	150	1	15		
Conference Room (for 20)	295	1	29		
Conference Room & Kitchennette Copy/ Workroom	420 195	1	19		
Conference Room	180	1	18		
METCO Director's Office & Conference	410	1	4		

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
			1,220	2	2,440			
			250	2	500			
			200		300			
			320	1	320			
			1,500	1	1,500			
			500	1	500			
			310	1	310			
			150	1	150			
			050	4	050			
			250 100	1	250 100			
			150	1	150			
			320	1	320			
			150	1	150			
			600	1	600			
			350	1	350			
			40	1	40			
			160	1	160			
			200	1	200			
			60	1	60			
			100	1	100			
			150	1	150			
			200	1	200			
			200	1	200			
			540	1	540			
			375 510	1	375 510			
			300	1	300			
			250	1	250			
			280	1	280			
			250	1	250			
			770 150	1 2	770 300			
			220	1	220			
			100	1	100			
			150	1	150			
			470 210	1	470 210			
			200	1	200			
		1	200	1	200			
			150	1	150	-		

(re	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)								
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments						
			20 SF/Occupant						

ARLINGTON HIGH SCHOOL	Existing Conditions			
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals	
Director of Nursing			-	
Nurse Admin Asst			-	
Director of ELL	215	1	215	
ELL Small Group	200	1	200	
Foreign Exchange Program Coord.	80	1	80	
Transportation Director's Office	75	1	75	
IT Coordinator's Office	185	1	185	
Сору	100	1	100	
Special Education Director's Office	170	1	170	
Special Education Admin Asst (3) /Waiting	405	1	405	
Special Education Business Manager's Office	145	1	145	
SpEd Out of District Coord & Team Chair (2)	175	1	175	
SpEd Open Office (2)/ Conf/ Files	510	1	510	
SpEd Record Storage (in corridor)	210	1	210	
SpEd Record Storage (1st fl Fusco/sharedwTowr	655	1	65	
Wellness Director & Admin Assistant	130	1	130	
School Committee Room	1,505	1	1,50	
Court Liaison/Diversion Coord's Office	120	1	120	
SRO's Office	130	1	130	
COMMUNITY EDUCATION			-	
Open Office (7 currently, 10 in the future)	395	1	395	
Conference Room	65	1	65	
Storage		1	-	
Storage				
TOWN IT				
Network Server Room	210	1	210	
Telephone Room	360	1	360	
Workroom	450	1	450	
Office (1)	95	1	9	
Office (1)	250	1	250	
Open Office (5)	615	1	618	
Open Office (5)	765	1	76	
Conference Room	190	1	190	
Storage	280	1	280	
TOWN FACILITIES				
Facilities Director's Office	160	1	160	
Facilities Director's Adm Asst Office	220	1	220	
Asst Facilities Director's Office	430	1	430	
Energy Coordinator/Project Manager's Office		1	-	
Conference		1	-	
Town Storage (1st fl Fusco)	495	1	498	
Town Storage (1st fl Fusco)	770	1	770	
Custodian Supervisor Office	320	1	320	
Custodial Conference Room	880	1	880	
Town Maintenance Supervisor's Office	1,125	1	1,125	
Maintenance Conf Rm (10) (exist w SupOff)	4	1	-	
Workshop	1,265	1	1,26	
Maintenance Storage	610	1	610	
Maintenance Storage	430	1	430	
TOWN COMPTROLLER				
Office	180	1	180	
Office	195	1	198	
Open Office (3) & Conference	555	1	558	

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	0	-				
			100	0	-				
			140	1	140				
			100	1	100				
			100	1	100				
			200	1	200				
			200	4	200				
	-		200 400	1	200				
			150	1	400 150				
	1	-	240	1	240				
	+	1	250	1	250				
	1		500	1	500				
			550		555				
			150	1	150				
	1		1,500	1	1,500				
			150	1	150				
			100	1	100				
			900	1	900				
			300	1	300				
			510	1	510				
			100	1	100				
			300	0	-				
			350	0	-				
			450	0	-				
			100	0	-				
			100	0	-				
			500	0	-				
			500	0	-				
			400	0	-				
	1		300	0	-				
			0=0						
	-		250	0	-				
			100	0	-				
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			150	0	-				
			200	0	-				
			1,200	0	-				
			800	0	-				
	+		150	0	-		+	+	
			150	0	_				
			600	0	-				

			Schematic Design Program
(re	efer to MSBA E	MSBA Gui Educational Prograr	delines n & Space Standard Guidelines)
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments

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					
NON-PROGRAMMED SPACES					
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	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	
		U			271,490			U	
	% of GFA	0		% of GFA	137,100		% of GFA	0	
	#DIV/0!			0%			#DIV/0!		
	#DIV/0!			0%			#DIV/0!		
	#DIV/0!			0%			#DIV/0!		
	#DIV/0!			0%	0.400		#DIV/0!		
	#DIV/0!			2%	6,182		#DIV/0!		
	#DIV/0!			0%	2,000		#DIV/0!		
	#DIV/0!			2%	8,100		#DIV/0!		
	#DIV/0!			23%	94,720		#DIV/0!	_	
	#DIV/0!	0		6%	26,098		#DIV/0!	0	
		0			408,590			0	
		U			400,330			0	
		#DIV/0!			1.50			#DIV/0!	

			Schematic Design Program
(re	fer to MSBA E	MSBA Gui Educational Prograr	delines n & Space Standard Guidelines)
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
		200,084	
		200,064	
		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
		4.40	4.50
		1.40	1.50

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					
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.					
Architect Certification	I hereby					
	Name of Architect Firm: HMFH Architects, Inc.  Name of Principal Architect: Lori Cowles  Signature of Principal Architect: Date: 11-Apr-19					

Arlington High School Proposed Special Education Program
New Construction

Arlington High School - Arlington, MA

2/20/2019

MSBA	MSBA	Proposed Room	Floor	Proposed	Proposed Space Description and Reasoning for Adjacencies
Guidelines Space	Guidelines SF	Name	Plan Designation	SF	
Эрасе	31		(A-Z)		
Ground Floor					
*Unique to District		LABBB Classroom/18- 22	А	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	В	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	С	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	Н	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	1	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	К	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 LABB community/multi-purpose space.
First Floor					
*Unique to District					No special education program located on first floor
Second Floor					
Resource Room		Special Ed Alt PE/PT	М	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	0	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	Р	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	Т	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	х	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	Υ	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	SPED OT	ВВ	480	The SPED OT space is located adjacent to the SPED program offices.
Room Third Floor				
*Unique to District	Summit Program Classroom	сс	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	нн	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	ММ	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 session 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	00	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.
Fourth Floor	Academic Support		320	centrally rocated within each academic wing.
*Unique to	Workplace Program -			Workplace is an inclusion program to meet the needs of students who benefit from learning in a
District	Subseparate Classroom	QQ	850	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.
				1

Arlington High School Proposed Special Education Program
New Construction

		Total	31,490	
*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
*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 - Small Group	DDD	550	Similarly to other specialized programs, the Compass program will have a small group room available all students in need of additional support.
*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.
Fifth Floor	Academic Support	230	1 ,00	permany reacted within each academic wing.
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.
*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 adjacent to the H/SS classrooms.
*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	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 Social Worker	XX	250	A social worker will be available to all students in these specialized programs. The social worker office adjacent to the H/SS classrooms.
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 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.
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	Workplace Program - Subseparate Classroom	тт	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 - 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.

#### Square Footage Summary:

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.