



DESE Submission

LEICESTER MIDDLE SCHOOL

Leicester, MA

**Finegold
Alexander
Architects**

Submitted: February 13, 2020

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February 13, 2020

Ms. Brittany Gomes, MSBA Project Coordinator
MASSACHUSETTS SCHOOL BUILDING AUTHORITY
40 Broad Street
Boston, MA 02109

Subject: NV5 Project No.: 333418-000013.00
Leicester Middle School
Leicester, MA
Schematic Design Submission – DESE Cover Letter

Dear Brittany,

The District is pursuing execution of a Project Scope and Budget Agreement for the MSBA approved schematic design of the Leicester Middle School project, which includes replacing the Leicester Primary School, Leicester Memorial School Elementary School, and the Leicester Middle School with a new PK-8 school facility on the existing Leicester Middle School site. The approved and certified design enrollment for the school project is 930 students. The date of the MSBA Board of Director's meeting is on April 15, 2020, which is when the District anticipates Board Approval of a Project Scope and Budget.

In accordance with G.L. c. 70 B, MSBA staff has assembled the documents required for the review of the special education program at the Leicester Middle School. The following documents are attached per the Module 4 'Submittal Requirements':

1. A letter from Superintendent Marilyn Tencza of Leicester Public Schools, describing its special education delivery methodology.
2. A proposed space summary that includes the existing facility, proposed spaces, and MSBA guidelines based on the agreed upon design enrollment. The first page of this summary indicates a total of 11,392 square feet of space dedicated to the delivery of special education.
3. The floor plans for the proposed 151,719 square foot Leicester Middle School.
4. A completed Special Education Adjacency Table

I have reviewed the attached documents and confirm that the District's School Building Committee officially approved the attached submittal on January 30, 2020 and also verified that the space summary matches the floor plan and is complete and conforms to the MSBA requirements as described in Module 4 – Schematic Design Guidelines.

Please contact me, or Tom Murphy, with any questions or comments.
Sincerely,

NV5



Melissa Gagnon
Project Manager

cc: T. Murphy (NV5 Project Director)
M. Tencza (Superintendent of Schools)
D. Genereux (Town Manager)
H. Brooks (Board of Selectmen, SBC Chair)
J. Berthiaume (SBC)
T. Lauder (School Committee Chair)

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Leicester Public Schools

Office of the Superintendent
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www.leicester.k12.ma.us

Telephone:(508) 892-7040

Fax: (508) 892-7063

January 15, 2020

Mr. Matthew Deninger
Planning and Implementation Coordinator
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Mr. Deninger:

Please see the attached information regarding special education services in the Leicester Public School District. We are very excited to implement an improved environment for student learning in the proposed new Pre-K through grade 8 school. As requested, we have enclosed descriptions of the current program, the proposed program and specialized programs.

Please do not hesitate to reach out to us if you require additional information or you have any questions regarding the report.

Sincerely,

Dr. Marilyn A. Tencza
Superintendent
508-892-7040 x 9003
tenczam@lpsma.net

Pamela J. Smith
Director of Student Services
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Tina Boss
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4B.2.1 CURRENT PROGRAMS

- *Briefly describe the district's special education programs and methodology district-wide, including the number of special education students currently served;*

Leicester Public Schools is committed to educating students with disabilities in the least restrictive environment. The District provides special education services delivered by highly qualified and certified special education teachers and professionally licensed providers. The extent and volume of the services is based upon the individual needs of each eligible student. Special Education services address the individual and diverse learning, social and/or emotional needs of students who require specialized instruction and/or related services in order to access the general education curriculum. Leicester Public Schools special educators work collaboratively with general educators to provide a range of evidence-based specialized instruction to meet the needs of a wide range of students. In recent years, the District has worked to identify and eliminate gaps in the special education continuum. In addition to academic support services, the continuum of specialized services includes assessment, counseling, occupational therapy, physical therapy, speech/language therapy, behavioral consultation, services for students with visual impairment or services for students who are deaf/hard of hearing are available in all of our schools. In 2018, DESE conducted a Tiered Focus Monitoring review. Leicester Public Schools Special Education programs meet all current elements and regulations as reviewed and corrected through the DESE Tiered Focus Monitoring process.

Currently, Leicester Public Schools has a total population of 1,488 students. There are 274 students in the district who currently receive Special Education services and another 123 students who have a 504 Accommodation Plan. The majority of the Special Education students are serviced in the general education setting. Balancing inclusion supports with specially designed pull-out instruction ensures that our students receive appropriate individualized instruction. Special education services range from the least restrictive to include in-class support services, to more restrictive models to include significant amounts of multiple services outside of the classroom setting. Programming includes specialized programs, such as our Living Learning Centers (a.k.a. substantially separate programs), Learning Centers, and inclusion/push in integrated programs, which address a wide variety of student needs, Pre-K through grade 12. Students receive a range of services to include accommodations in general education classrooms to more supported programming in substantially separate settings. We have some co-teaching models, as well.

Our Early Childhood Program has 3 classrooms. Two classrooms have half-day models and one has a full day model. Students ages 3-5 are taught in an inclusive classroom setting on the bottom floor of Leicester High School in a PreSchool Wing. An additional 7 students are part of

our ABA Program for students with intensive needs related to their Autism. Those students participate in the inclusive model as much as possible with discreet trials done in conjunction to meet their needs.

We have one substantially separate program at each school setting, for a total of four, with another being added to Leicester Elementary School for the 2020-2021 school year. These programs provide services for our most vulnerable students with cognitive challenges and/or Autism.

Leicester Public Schools believes that all learners should be provided with differentiated forms of instruction and recognize that all students learn in different ways. An RTI model of tiered instruction provides the regular education foundation for our service delivery. Students who are exhibiting academic and/or social, emotional, and behavioral concerns are referred to our Child Study Team at Leicester Elementary, our SST Team at Leicester Middle School or our SIN Team at Leicester High School. These teams support teachers in implementing a problem-solving process and monitors student progress in the classroom setting to help determine if further interventions or other supports need to be considered.

- *Specifically describe all special education programs serving an age range of students that would be appropriate to the grade range of the subject school building. Include a description of all special education services provided in the subject school building or other school buildings within the school district that serve the same grade levels;*

The Leicester Public Schools offers a continuum of services and placements to include consultation services, partial inclusion, full inclusion, and substantially separate settings.

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

- Inclusion settings
- Co-taught classrooms
- Learning Centers
- Substantially separate classrooms
- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy
- Assistive Technology consultation
- Vision services
- Hearing consultation/services
- Board Certified Applied Behavior Analysis support services
- Nursing services
- Consultation services by special educators, related service providers and specialists
- Vocational and Activities of Daily Living Training
- Itinerant services for students ages 3-5 that are not yet enrolled
- Integrated Preschool Program

If a student cannot have his/her needs met in the district, students can be referred to an out of district placement. We provide transportation to such placements, as required. There are no gaps in service or placement options. In addition, based on student needs we offer home based physical therapy, occupational therapy, speech/language therapy, in addition to counseling services, social skills development, and consultation with specialists for our low incidence populations. Consultation from a Board Certified Behavior Analyst (BCBA) or an Assistive Technology Specialist (AT) are also available.

Special Education services address the individual and diverse needs of a student to include needs in the areas of 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 the school community and meet graduation requirements.

Specialized Programs

LEARNING CENTERS (Upper and Lower School SPED rooms on plan- F, L, J, O and M)

Our Learning Centers, located in every school at the elementary and secondary levels, provide services to students who have primary disabilities in the areas of learning and/or communication. These students participate fully in general education with accommodations and specially designed instruction to address individual needs.

RESOURCE PROGRAMS (Substantially Separate Classrooms and Living and Learning Classroom on plan- B, E, H and P)

Resource programs provide intensive supports and specially designed instruction for students who require additional support within the general education classroom and/or accommodations or modifications to the classroom curriculum.

They are located at each level throughout the district and emphasize the development of self-advocacy skills, greater independence, and responsibility for learning.

Our resource programs are:

- Early Childhood Pre-K Substantially Separate Program (E on plan)
- Substantially Separate Classroom for grades K-2 (H on plan)
- Substantially Separate Classroom for grades 3-4 (P on plan)
- Living Learning Center for grades 5-8 (B on plan)

Students who require resource program support may exhibit one or more of the following:

- Substantial difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or attention issues
- Self-regulation deficits and sensory concerns

Specific services provided in our resource programs include, but are not limited to, the following:

- Structured behavioral teaching approaches and reinforcement systems
- Individual and small group evidence-based instruction
- Social skills groups to develop social pragmatic skills
- Inclusive opportunities that provide peer models
- Program support by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce skills
- Speech and language services to develop social pragmatic skills, phonemic awareness, and vocabulary
- Therapeutic and behavioral support
- Support for academic readiness, academics, social and/or emotional/behavioral needs
- Occupational therapy services and consultation to special educators and general education teachers to support students with self-regulation and sensory concerns

Early Childhood Pre-K Substantially Separate Program

The Leicester Integrated Pre-School is a language-based, developmentally appropriate preschool program for students ages 3-5 with and without special education needs. The program is designed for students to learn together in a play-oriented setting in which non-special education needs students act as role models for students who have been identified as students with special education needs.

Substantially Separate Classroom for Grades K-2

This is a substantially separate program with targeted opportunities for inclusion. It is designed to support students who have delays in social interactions, activities of daily living (ADLs), and pragmatic language, academic readiness and cognitive skills. Children in this program also typically exhibit difficulty following large group directions and routines, and require a moderate to high level of Applied Behavior Analysis (ABA) support and discrete trial training in small group/individual settings to preview, review and reinforce academic and social skills. Speech and language services are integrated within the program. Additionally, we provide extensive support to families through daily communication and clinic meetings in order to generalize and carry over skills from school to the home environment.

Substantially Separate Classroom for Grades 3-4

These are elementary-level resource programs to support students who may be identified with a disability that affects social functioning and communication, such as autism spectrum disorder, cognitive delays, or a social/communication disorder. Often, these children transition up from our early childhood program. Students may exhibit one or more of the following difficulties:

- Difficulties with receptive and expressive language skills

- Difficulty following large group instructions and routines
- Require a moderate to high level of Applied Behavior Analysis (ABA) support and discrete trial training in small group/individual settings to preview, review and reinforce academic and social skills

**For the 2020-2021 school year this program will be split into grades K-2 and grades 3-4 as our population has grown and we need to be compliant with the age span requirements

Living Learning Center for Grades 5-8

This is a Middle School resource program that offers an educational model of services for students who may be identified with a disability that impacts social functioning/pragmatics, such as autism spectrum disorder, cognitive impairments or a social/communication disorder.

Students receiving services through our LLC II typically have moderate to severe language based learning and/or communication disabilities and may exhibit one or more of the following characteristics:

- Difficulties with oral and written expression
 - Difficulties with reading acquisition and/or reading comprehension
 - Difficulties with math computation and applications
 - Possible anxiety (related to learning issues), distractibility, and/or focusing/attention issues
 - Significant challenges with all aspects of organization and academic production
 - Functioning significantly below grade level in one or more basic academic areas
 - Inclusive opportunities within the general education program whenever possible
 - Small group instruction with support for continued skill mastery
 - Community-based learning opportunities
 - Consultation with a BCBA
- *Describe any deficiencies in the existing programs that may have been identified locally or through state review;*

Currently, space constraints are the largest deficiency. The current space for programs lacks the amenities needed to run a successful program. There is not enough space for related service providers and services often times occur in the hallway. In general, Special Education faculty and staff are typically assigned to smaller instructional spaces. Currently, some staff members share space or are in spaces that are too small and not conducive to providing high- quality instruction that is consistent with our vision as a District. As some of the existing special education learning spaces are too small to accommodate the growing needs of our students, staff sometimes need to relocate to various areas across the building that may or may not be considered appropriate learning spaces. Additionally, we are unable to provide for some student needs in our current Middle School, as certain areas are not accessible by wheelchair. The new building design will include more appropriate special education spaces located throughout the building.

4B.2.2 PROPOSED PROGRAMS

- *Describe any programs/services that will continue, those that will be eliminated, and those that will be added or enhanced as a result of the proposed project. Include programs or services that will be moved within the district as a result of this construction plan and include the number of special education students that will be served in the subject school building;*

While Leicester Public Schools strives to meet the diverse needs of our population we do not currently have enough space in our current Elementary School or Middle School to serve all of the students within our geographic boundaries or within our schools at present. Our current Pre- K programs are located in the basement level of Leicester High School. This has created some scheduling issues for staff, as they need to have space and materials in two buildings. In addition, Pre-K staff is not near other district early childhood programs and the continuum of services and communication has been difficult. Our Middle School is not accessible for students in wheelchairs in certain areas, which has created some difficulties, as well. With the creation of a new building, we would be able to have Pre-K as a part of the proposed Pre-K -grade 8 building, thus making the continuum of services, communication, supervision and most importantly services for students ultimately more consistent. Compliance with ADA requirements for a new building would also be up to date and assist us in providing appropriate services and access for students Pre K-grade 8.

- *Identify any program/service needs that the district hopes to address in the proposed project; Provide the date of the last Coordinated Review Program (now called Tiered Focus Monitoring) and list any issues and or problems identified in that review;*

The District plans to return the Leicester Integrated Pre-School to the same school as Leicester Elementary School. This will allow for more space and age appropriate placement and opportunities for students. As a result of the 2018 Tiered Focus Monitoring review and an independent program review, we reviewed our programs for young children three and four years of age. We needed to reevaluate our pre-school groupings to assure we complied with the regulation regarding staff-to-student ratios for special education integrated and substantially separate preschool groupings. As a result, we created a substantially separate program and have a full day preschool program for other students on an IEP. This has contributed to our spacing issue.

- *Provide the current status and/or remedy of those issues identified as part of the review;*

The groupings for the Integrated Preschool Program that was cited in the 2018 Tiered Focus Monitoring Report have been addressed. We regrouped our classrooms and staff to meet the requirement. The Rating is now on record as "Completed".

- *Describe the local review process leading to the decision as to the number, type, and location of special education spaces within the planned building;*

The local review process that Leicester Public Schools used to determine the number, type and location of special education spaces involved multiple stakeholders including special education staff, building and district administration. Meetings were held throughout the visioning and schematic design process to ensure that special education classrooms were located near grade level classrooms to support the culture of inclusion and to provide access to resources in an appropriate manner. Meetings were held with the architects and Leadership Team each time a new design was submitted. This allowed stakeholders an opportunity to once again review plans to make sure priorities were met.

- *Describe any special circumstances that led to the decision to locate self-contained special education classrooms and other support spaces in certain areas of the building;*

The special circumstances that led to the decision to locate self-contained special education classrooms and other support spaces in certain areas of the building were in part based on student populations and easy access to elevators and stairs for exiting and entering the building, in some cases. Some self-contained classrooms and support spaces also needed easy access to bathroom facilities. The focus overall was to provide opportunities for inclusion, proximity to grade level peers and equitable access to specialists and other resources.

- *Describe the grade and school configuration policies*

The school will house Pre-K to grade 8 classrooms. It has been designed to locate Pre-K on the first floor in their own area near outdoor spaces to encourage the opportunity to incorporate movement and physical activity into the developmentally appropriate curriculum. It will also allow the Pre-K to have a separate entrance.

Special education spaces are dispersed throughout the building on each floor to foster integration opportunities with classroom teachers, minimize student travel time and provide ample inclusion opportunities. Small group break out spaces are also dispersed throughout the building. In making these decisions, protecting student confidentiality and stigmatization of students receiving support services was also taken into account.

4B.2.3 SPECIALIZED PROGRAMS

- *Provide a description of all specialized programs that the district currently provides or participates in, both in and out of the district. Also, describe any programs the District is planning to add to its current programs as part of the proposed school building project.*

In District Programs:

LEARNING CENTERS (Upper and Lower School SPED rooms on plan- F, L, J, O and M)

Our Learning Centers, located in every school at the elementary and secondary levels, provide services to students who have primary disabilities in the areas of learning and/or communication. These students participate fully in general education with accommodations and specially designed instruction to address individual needs.

RESOURCE PROGRAMS (Substantially Separate Classrooms and Living and Learning Classroom on plan- B, E, H and P)

Resource programs provide intensive supports and specially designed instruction for students who require additional support within the general education classroom and/or accommodations or modifications to the classroom curriculum. They are located at each level throughout the district and emphasize the development of self-advocacy skills, greater independence, and responsibility for learning. Our Resource Rooms are currently limited to grades K-4 as an inclusion model is used for grades 5-12, in part due to spacing constraints.

Our resource programs are:

- Early Childhood Pre-K Substantially Separate Program (E on plan)
- Substantially Separate Classroom for grades K-2 (H on plan)
- Substantially Separate Classroom for grades 3-4 (P on plan)
- Living Learning Center for grades 5-8 (B on plan)

Students who require resource program support may exhibit one or more of the following:

- Substantial difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or attention issues
- Self-regulation deficits and sensory concerns

Specific services provided in our resource programs include, but are not limited to, the following:

- Structured behavioral teaching approaches and reinforcement systems
- Individual and small group evidence-based instruction
- Social skills groups to develop social pragmatic skills
- Inclusive opportunities that provide peer models
- Program support by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce skills
- Speech and language services to develop social pragmatic skills, phonemic awareness, and vocabulary
- Therapeutic and behavioral support
- Support for academic readiness, academics, social and/or emotional/behavioral needs
- Occupational therapy services and consultation to special educators and general education teachers to support students with self-regulation and sensory concerns

Early Childhood Pre-K Substantially Separate Program

The Leicester Integrated Pre-School is a language-based, developmentally appropriate preschool program for students ages 3-5 with and without special education needs. The program is designed for students to learn together in a play-oriented setting in which non-special education needs students act as role models for students who have been identified as students with special education needs.

Substantially Separate Classroom for grades K-2

This is a substantially separate program with targeted opportunities for inclusion designed to support students who have delays in social interactions, activities of daily living (ADLs), and pragmatic language, academic readiness and cognitive skills. Children in this program also typically exhibit difficulty following large group directions and routines, and require a moderate to high level of Applied Behavior Analysis (ABA) support and discrete trial training in small group/individual settings to preview, review and reinforce academic and social skills. Speech and language services are integrated within the program. Additionally, we provide extensive support to families through daily communication and clinic meetings in order to generalize and carry over skills from school to the home environment.

Substantially Separate Classroom for grades 3-4

These are elementary-level resource programs to support students who may be identified with a disability that impacts social functioning and communication, such as autism spectrum disorder cognitive delays, or a social/communication disorder. Often, these are children who transition up from our early childhood program. Students may exhibit one or more of the following difficulties:

- Difficulties with receptive and expressive language skills
- Difficulty following large group instructions and routines
- Require a moderate to high level of Applied Behavior Analysis (ABA) support and discrete trial training in small group/individual settings to preview, review and reinforce academic and social skills

**For the 2020-2021 school year this program will be split into grades K-2 and grades 3-4 as our population has grown and we need to be compliant with the age span requirements , thus creating two classrooms

Living Learning Center for grades 5-8

This is a Middle School resource program that offers an educational model of services for students who may be identified with a disability that impacts social functioning/pragmatics, such as autism spectrum disorder, cognitive impairments or a social/communication disorder.

Students receiving services through our LLC II typically have moderate to severe language based learning and/or communication disabilities and may exhibit one or more of the following characteristics:

- Difficulties with oral and written expression
- Difficulties with reading acquisition and/or reading comprehension
- Difficulties with math computation and applications
- Possible anxiety (related to learning issues), distractibility, and/or focusing/attention issues
- Significant challenges with all aspects of organization and academic production
- Functioning significantly below grade level in one or more basic academic areas
- Inclusive opportunities within the general education program whenever possible
- Small group instruction with support for continued skill mastery
- Community-based learning opportunities
- Consultation with a BCBA

Out of District Programs:

Southern Worcester County Education Collaborative- 7 students attend programs for students with Autism, Social/Emotional disabilities or Medically Fragile students. 3 students are elementary students.

Assabet Valley Collaborative- 1 elementary aged student attends a program for students with cognitive disabilities

Central Mass Collaborative- 2 students attend HS programs for students with Autism and/or significant behavioral needs

Subseparate Public School- 1 student attends an appropriate placement in a nearby public school. We tuition the HS student into the program.

Residential Programs- 2 students, HS level

Private Day Programs- Students are placed in these types of programs when the IEP TEAM determines the District cannot meet the needs of the student within the district. 9 students with a variety of disabilities are serviced in schools for students with Autism, Multiple disabilities, Deaf and Hard of Hearing. 4 of these students are elementary aged, 2 are middle school students and the remaining 3 students are HS students and beyond.

Currently, there are no plans to add any new programs to the new Leicester Pre-K-8 school. However, this is subject to change depending on our population of students in years to come. The Leicester Integrated Preschool will move over from Leicester High School to the new Pre-K through grade 8 building.

- *Identify Collaborative(s) that the district currently participates in and how many students from the subject District are served by the Collaborative(s). If the district provides space for the Collaborative(s), identify District schools where collaborative space is currently housed, describe the spaces, programs, age span of the students for each, and any additional collaborative programs and spaces being planned as part of the proposed project. If the District does not currently house collaborative programs, or plan to house collaborative programs within the proposed project, describe the reason for this decision and any discussion had with the Collaborative Director.*

Currently, there are 7 Leicester students who attend day programs through Southern Worcester County Education Collaborative, SWCEC. Leicester Public Schools does not house any of the programs that SWCEC runs and there are no current plans to bring any SWCEC programs into the District. The Director of Student Services meets regularly and speaks weekly with the Director of Special Services for SWCEC. In addition, they meet every 2-3 months as a group with other member districts. In addition, the Superintendent attends SWCEC meetings regularly with the Executive Director of SWCEC. No discussions have occurred nor have any requests been made to have any SWCEC program located in the Leicester Public Schools. We have an additional 3 Leicester students who attend other area collaborative programs as well. We are not members of these collaboratives but have an option to send students there, as needed.

- *Describe alternative education programs that the District currently provides or participates in, and whether the programs will continue or be supported in the proposed project.*

Leicester Public Schools currently has a substantially separate program at Leicester Elementary School serving students K-4. Starting in the 2020-21 school year and going forward this program will be split into two classrooms and service students K-2 and 3-4 to meet the needs of students requiring alternative education. In addition, we have an extension of this program at Leicester Middle School for grades 5-8 and another at Leicester High School for grades 9-12.

- *Describe if and how the District delivers Pre-K or Early Childhood Special Education Programs, the location of these services, how or if these programs or services are offered to non-special education eligible students, how they are accessed, and whether these services are or will be accommodated in the proposed project.*

Leicester Integrated Preschool is an integrated preschool within the Leicester Public Schools serving children with and without disabilities. The program offers a language-based multi-sensory approach to learning. Morning and afternoon sessions are offered M, W, F and T, TH as well as full day programming M-F for students with and without disabilities. Transportation is provided for those children requiring it based on their IEP needs and for others who attend full days and would like transportation.

Children must reside within the boundaries of Leicester to receive special education services in our preschool program. We do accept students from other towns to attend and be peer partners. Peer partners must be 3 years old by and toilet trained in order to be considered.

- *Describe any programs with other private or public entities and the relationship that exists with other entities that may impact the District's Special Education Programs and if they are to be accommodated in the proposed project.*

Leicester Public Schools is currently programmatically responsible for an additional 8 students that reside at McAuley Nazareth Home for Boys located in Leicester. These students are placed out of district in area collaboratives, residential placements, and public school programs in surrounding towns. If these students are determined to need less restrictive placements they would be considered for placement in our District. Additionally, 3 more students who reside at McAuley Nazareth Home for Boys attend our elementary and 1 additional student attends our middle school. These students access our special education services in each building. There is no way to predict the number of students that may come to our District from McAuley Nazareth Home for Boys with any certainty. We find that students come and go without much advance notice. We treat each student with respect and dignity as we try to make decisions in their best interest programmatically. We consider the students who come to our District from McAuley Nazareth Home for Boys as our students and welcome them accordingly.

Proposed Space Summary- K - 8 Schools

| Leicester School | | | |
|--|-----------------------|----------|---------------|
| | Existing Conditions | | |
| ROOM TYPE | ROOM NFA ¹ | # OF RMS | area totals |
| CORE ACADEMIC SPACES | | | 18,967 |
| <i>(List classrooms of different sizes separately)</i> | | | |
| Pre-Kindergarten w/ toilet | - | - | - |
| Pre-Kindergarten w/ toilet | - | - | - |
| Kindergarten w/ toilet | - | - | - |
| Kindergarten w/ toilet | - | - | - |
| Kindergarten w/ toilet | - | - | - |
| Kindergarten w/ toilet | - | - | - |
| General Classrooms - Grades 1-6 | - | - | - |
| 1st Grade Classroom | - | - | - |
| 1st Grade Classroom | - | - | - |
| 1st Grade Classroom | - | - | - |
| 1st Grade Classroom | - | - | - |
| 2nd Grade Classroom | - | - | - |
| 2nd Grade Classroom | - | - | - |
| 2nd Grade Classroom | - | - | - |
| 2nd Grade Classroom | - | - | - |
| 3rd Grade Classroom | - | - | - |
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| 4th Grade Classroom | - | - | - |
| 4th Grade Classroom | - | - | - |
| 5th Grade Classroom | - | - | - |
| 5th Grade Classroom | - | - | - |
| 5th Grade Classroom | - | - | - |
| 5th Grade Classroom | - | - | - |
| 6th Grade Classroom | - | - | - |
| 6th Grade Classroom | - | - | - |
| 6th Grade Classroom | - | - | - |
| Health Classroom | - | - | - |
| Maker Space | - | - | - |
| Maker Space | - | - | - |
| STE Room- Grades 3-6 | - | - | - |
| STE Storage | - | - | - |
| General Classrooms - Grades 7-8 | - | - | - |
| 7th Grade Classroom | - | - | - |
| 7th Grade Classroom | - | - | - |
| 7th Grade Classroom | - | - | - |
| 8th Grade Classroom | - | - | - |
| 8th Grade Classroom | - | - | - |
| 8th Grade Classroom | - | - | - |
| 8th Grade Classroom | - | - | - |
| Upper School STEM Classroom | 1,035 | 1 | 1,035 |
| Science Classroom / Lab- Grades 7-8 | 985 | 3 | 2,955 |
| Science Classroom / Lab | - | - | - |
| Science Classroom / Lab | - | - | - |
| Prep room | 80 | 3 | 242 |
| Central Chemical Storage Rm | - | - | - |
| General Classroom - Grades 5-8 - Type 1 | 735 | 14 | 10,281 |
| General Classroom - Grades 5-8 - Type 2 | 847 | 4 | 3,389 |
| General Classroom - Grades 5-8 - Type 3 | 1,065 | 1 | 1,065 |
| SPECIAL EDUCATION | | | 4,053 |
| <i>(List rooms of different sizes separately)</i> | | | |
| Self-Contained SPED - Grades 7-8 | - | - | - |
| Self-Contained SPED - Grades 7-8 | - | - | - |
| Self-Contained SPED - Grades K-6 | - | - | - |
| Self-Contained SPED - Grades K-6 | - | - | - |

| PROPOSED | | | | | | | | |
|------------------------------|----------|-------------|-----------------------|----------|---------------|-----------------------|----------|---------------|
| Existing to Remain/Renovated | | | New | | | Total | | |
| ROOM NFA ¹ | # OF RMS | area totals | ROOM NFA ¹ | # OF RMS | area totals | ROOM NFA ¹ | # OF RMS | area totals |
| | | 0 | | | 43,577 | | | 43,577 |
| | | | | | | | | |
| | | | 1,114 | 1 | 1,114 | 1,114 | 1 | 1,114 |
| | | | 1,115 | 1 | 1,115 | 1,115 | 1 | 1,115 |
| | | | 1,126 | 1 | 1,126 | 1,126 | 1 | 1,126 |
| | | | 1,129 | 1 | 1,129 | 1,129 | 1 | 1,129 |
| | | | 1,131 | 1 | 1,131 | 1,131 | 1 | 1,131 |
| | | | 1,117 | 1 | 1,117 | 1,117 | 1 | 1,117 |
| | | | | | | | | |
| | | | - | - | - | - | - | - |
| | | | 914 | 1 | 914 | 914 | 1 | 914 |
| | | | 916 | 1 | 916 | 916 | 1 | 916 |
| | | | 920 | 1 | 920 | 920 | 1 | 920 |
| | | | 919 | 1 | 919 | 919 | 1 | 919 |
| | | | 920 | 2 | 1,840 | 920 | 2 | 1,840 |
| | | | 923 | 1 | 923 | 923 | 1 | 923 |
| | | | 916 | 1 | 916 | 916 | 1 | 916 |
| | | | 921 | 1 | 921 | 921 | 1 | 921 |
| | | | 914 | 1 | 914 | 914 | 1 | 914 |
| | | | 916 | 1 | 916 | 916 | 1 | 916 |
| | | | 919 | 1 | 919 | 919 | 1 | 919 |
| | | | 908 | 1 | 908 | 908 | 1 | 908 |
| | | | 988 | 1 | 988 | 988 | 1 | 988 |
| | | | 920 | 1 | 920 | 920 | 1 | 920 |
| | | | 926 | 1 | 926 | 926 | 1 | 926 |
| | | | 912 | 1 | 912 | 912 | 1 | 912 |
| | | | 914 | 1 | 914 | 914 | 1 | 914 |
| | | | 910 | 1 | 910 | 910 | 1 | 910 |
| | | | 917 | 1 | 917 | 917 | 1 | 917 |
| | | | 912 | 2 | 1,824 | 912 | 2 | 1,824 |
| | | | 916 | 1 | 916 | 916 | 1 | 916 |
| | | | 937 | 1 | 937 | 937 | 1 | 937 |
| | | | 915 | 1 | 915 | 915 | 1 | 915 |
| | | | 795 | 1 | 795 | 795 | 1 | 795 |
| | | | 810 | 1 | 810 | 810 | 1 | 810 |
| | | | 1,093 | 1 | 1,093 | 1,093 | 1 | 1,093 |
| | | | 121 | 1 | 121 | 121 | 1 | 121 |
| | | | - | - | - | - | - | - |
| | | | 912 | 2 | 1,824 | 912 | 2 | 1,824 |
| | | | 916 | 1 | 916 | 916 | 1 | 916 |
| | | | 937 | 1 | 937 | 937 | 1 | 937 |
| | | | 912 | 1 | 912 | 912 | 1 | 912 |
| | | | 917 | 1 | 917 | 917 | 1 | 917 |
| | | | 920 | 1 | 920 | 920 | 1 | 920 |
| | | | 909 | 1 | 909 | 909 | 1 | 909 |
| | | | - | - | - | - | - | - |
| | | | - | - | - | - | - | - |
| | | | 1,048 | 2 | 2,096 | 1,048 | 2 | 2,096 |
| | | | 1,045 | 1 | 1,045 | 1,045 | 1 | 1,045 |
| | | | 137 | 3 | 411 | 137 | 3 | 411 |
| | | | 134 | 1 | 134 | 134 | 1 | 134 |
| | | | - | - | - | - | - | - |
| | | | - | - | - | - | - | - |
| | | | - | - | - | - | - | - |
| | | 0 | | | 12,689 | | | 12,689 |
| | | | | | | | | |
| | | | 912 | 2 | 1,824 | 912 | 2 | 1,824 |
| | | | 913 | 1 | 913 | 913 | 1 | 913 |
| | | | 921 | 1 | 921 | 921 | 1 | 921 |
| | | | 689 | 1 | 689 | 689 | 1 | 689 |

| Date: 2/13/2020 Schematic Design Submittal | | | | |
|---|----------|---------------|---|--|
| MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines) | | | | |
| ROOM NFA ¹ | # OF RMS | area totals | Comments | |
| | 46 | 43,640 | | |
| | | | | |
| | | | | |
| 1,200 | 6 | 7,200 | 1,100 SF min - 1,300 SF max; 2 sinks min. req | |
| | | | | |
| | | | | |
| 950 | 27 | 25,650 | 900 SF min - 1,000 SF max; 2 sinks min. req | |
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| | | | | |
| | | | | |
| 1,080 | | | STE Guidelines | |
| 120 | | | STE Guidelines | |
| 950 | 8 | 7,600 | 850 SF min - 950 SF max | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| 1,440 | 2 | 2,880 | 1 period / day / student | |
| | | | | |
| | | | | |
| 80 | 2 | 160 | | |
| 150 | 1 | 150 | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | 10,570 | | |
| | | | | |
| | | | | |
| 950 | 2 | 1,900 | | |
| | | | | |
| | | | | |
| 950 | 5 | 4,750 | 900-1,300 SF equal to surrounding classrooms | |

Proposed Space Summary- K - 8 Schools

| Leicester School | | | |
|--|-----------------------|----------|--------------|
| ROOM TYPE | Existing Conditions | | |
| | ROOM NFA ¹ | # OF RMS | area totals |
| DINING & FOOD SERVICE | | | 8,185 |
| Cafeteria / Dining | 2,889 | 1 | 2,889 |
| Kitchen | 2,473 | 1 | 2,473 |
| Kitchen Office | - | - | - |
| Kitchen Storage | - | - | - |
| Kitchen Staff Restroom | - | - | - |
| Chair / Table / Equipment Storage | 2,002 | 1 | 2,002 |
| Staff Lunch Room | 821 | 1 | 821 |
| Stage | - | - | - |
| MEDICAL | | | 773 |
| Medical Suite Toilet | 45 | 3 | 135 |
| Nurses' Office / Waiting Room | 238 | 1 | 238 |
| Lower School Nurses' Office | - | - | - |
| Upper School Nurses' Office | - | - | - |
| Shared Nursing Storage | - | - | - |
| Examination Room / Resting | - | - | - |
| Examination Room / Resting | 400 | 1 | 400 |
| ADMINISTRATION & GUIDANCE | | | 2,475 |
| Principal's Office w/ Conference Area | 236 | 1 | 236 |
| Principal's Secretary / Waiting | - | - | - |
| Assistant Principal's Office - AP1 | 207 | 1 | 207 |
| Assistant Principal's Office - AP2 | - | - | - |
| General Office / Waiting Room / Toilet | 597 | 1 | 597 |
| Staff Restroom | - | - | - |
| Conference room | 160 | 1 | 160 |
| Conferecne Room | - | - | - |
| Teachers' Mail and Time Room | 99 | 1 | 99 |
| Duplicating Room | - | - | - |
| Records Room | 46 | 1 | 46 |
| Supervisory / Spare Office | 159 | 1 | 159 |
| Supervisory Office | - | - | - |
| General Waiting Room | - | - | - |
| Guidance Office | 144 | 3 | 433 |
| Guidance Storeroom | - | - | - |
| Teacher Planning | 538 | 1 | 538 |
| Teacher Planning | - | - | - |
| Teacher Planning | - | - | - |
| School Psychologist | - | - | - |
| Team Chair Office | - | - | - |
| Team Chair Office | - | - | - |
| CUSTODIAL & MAINTENANCE | | | 1,907 |
| Custodian's Office | 184 | 1 | 184 |
| Custodian's Workshop | - | - | - |
| Custodian's Storage | 52 | 5 | 254 |
| Storeroom | 212 | 5 | 1,059 |
| Storeroom | - | - | - |
| Recycling Room / Trash | - | - | - |
| Receiving and General Supply | 21 | 1 | 21 |
| Trash/Receiving | - | - | - |
| Network / Telecom Room | 241 | 1 | 241 |
| Server | - | - | - |
| North Wing Telecom Room | - | - | - |
| South Wing Telecom Room | - | - | - |
| IT Office | 148 | 1 | 148 |

| PROPOSED | | | | | | | | |
|------------------------------|----------|-------------|-----------------------|----------|---------------|-----------------------|----------|---------------|
| Existing to Remain/Renovated | | | New | | | Total | | |
| ROOM NFA ¹ | # OF RMS | area totals | ROOM NFA ¹ | # OF RMS | area totals | ROOM NFA ¹ | # OF RMS | area totals |
| | | 0 | | | 11,520 | | | 11,520 |
| | | | 6,967 | 1 | 6,967 | 6,967 | 1 | 6,967 |
| | | | 1,995 | 1 | 1,995 | 1,995 | 1 | 1,995 |
| | | | 62 | 1 | 62 | 62 | 1 | 62 |
| | | | 63 | 1 | 63 | 63 | 1 | 63 |
| | | | 57 | 1 | 57 | 57 | 1 | 57 |
| | | | 500 | 1 | 500 | 500 | 1 | 500 |
| | | | 322 | 1 | 322 | 322 | 1 | 322 |
| | | | 1,554 | 1 | 1,554 | 1,554 | 1 | 1,554 |
| | | 0 | | | 1,083 | | | 1,083 |
| | | | 55 | 2 | 110 | 55 | 2 | 110 |
| | | | - | - | - | - | - | - |
| | | | 370 | 1 | 370 | 370 | 1 | 370 |
| | | | 327 | 1 | 327 | 327 | 1 | 327 |
| | | | 84 | 1 | 84 | 84 | 1 | 84 |
| | | | 95 | 1 | 95 | 95 | 1 | 95 |
| | | | 97 | 1 | 97 | 97 | 1 | 97 |
| | | 0 | | | 4,353 | | | 4,353 |
| | | | 241 | 2 | 482 | 241 | 2 | 482 |
| | | | - | - | - | - | - | - |
| | | | 130 | 1 | 130 | 130 | 1 | 130 |
| | | | 131 | 1 | 131 | 131 | 1 | 131 |
| | | | 626 | 1 | 626 | 626 | 1 | 626 |
| | | | 125 | 2 | 250 | 125 | 2 | 250 |
| | | | 248 | 1 | 248 | 248 | 1 | 248 |
| | | | 290 | 1 | 290 | 290 | 1 | 290 |
| | | | - | - | - | - | - | - |
| | | | 128 | 1 | 128 | 128 | 1 | 128 |
| | | | 121 | 1 | 121 | 121 | 1 | 121 |
| | | | 129 | 1 | 129 | 129 | 1 | 129 |
| | | | 103 | 1 | 103 | 103 | 1 | 103 |
| | | | - | - | - | - | - | - |
| | | | 153 | 1 | 153 | 153 | 1 | 153 |
| | | | 41 | 1 | 41 | 41 | 1 | 41 |
| | | | 218 | 2 | 436 | 218 | 2 | 436 |
| | | | 231 | 1 | 231 | 231 | 1 | 231 |
| | | | 235 | 1 | 235 | 235 | 1 | 235 |
| | | | 153 | 2 | 306 | 153 | 2 | 306 |
| | | | 143 | 1 | 143 | 143 | 1 | 143 |
| | | | 170 | 1 | 170 | 170 | 1 | 170 |
| | | 0 | | | 1,733 | | | 1,733 |
| | | | 186 | 1 | 186 | 186 | 1 | 186 |
| | | | - | - | - | - | - | - |
| | | | 42 | 1 | 42 | 42 | 1 | 42 |
| | | | 313 | 1 | 313 | 313 | 1 | 313 |
| | | | 310 | 1 | 310 | 310 | 1 | 310 |
| | | | - | - | - | - | - | - |
| | | | - | - | - | - | - | - |
| | | | 273 | 1 | 273 | 273 | 1 | 273 |
| | | | - | - | - | - | - | - |
| | | | 134 | 1 | 134 | 134 | 1 | 134 |
| | | | 27 | 3 | 81 | 27 | 3 | 81 |
| | | | 28 | 3 | 84 | 28 | 3 | 84 |
| | | | 310 | 1 | 310 | 310 | 1 | 310 |

| Date: 2/13/2020 Schematic Design Submittal | | | |
|---|----------|---------------|--|
| MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines) | | | |
| ROOM NFA ¹ | # OF RMS | area totals | Comments |
| | | 11,647 | |
| 6,975 | 1 | 6,975 | 2 seatings - 15SF per seat |
| 2,230 | 1 | 2,230 | 1600 SF for first 300 + 1 SF/student Add'l |
| 510 | 1 | 510 | 200 SF for first 300 + .333 SF/student Add'l |
| 333 | 1 | 333 | 200 SF for first 400 + .25 SF/student Add'l |
| 1,600 | 1 | 1,600 | |
| | | 710 | |
| 60 | 1 | 60 | |
| 250 | 1 | 250 | |
| | | 3,524 | |
| 375 | 1 | 375 | |
| 125 | 1 | 125 | FAA Note: This space is included in the General Office/Waiting Room |
| 127 | 1 | 127 | |
| 127 | 0 | - | |
| 604 | 1 | 604 | |
| 272 | 1 | 272 | |
| 100 | 1 | 100 | FAA Note: This area is being assigned to the Teacher Planning |
| 161 | 1 | 161 | FAA Note: Additional area is being assigned the Teacher Planning |
| 130 | 1 | 130 | |
| 127 | 1 | 127 | |
| 100 | 1 | 100 | FAA Note: This space is included in the General Office/Waiting Room |
| 150 | 5 | 750 | FAA Note: Additional area is being assigned to Psychologist and Team Chair |
| 38 | 1 | 38 | |
| 615 | 1 | 615 | |
| | | 2,502 | |
| 150 | 1 | 150 | |
| 347 | 1 | 347 | |
| 375 | 1 | 375 | |
| 620 | 1 | 620 | |
| 400 | 1 | 400 | |
| 410 | 1 | 410 | |
| 200 | 1 | 200 | |


Proposed Space Summary- K - 8 Schools

| Leicester School | | | |
|--|-----------------------|----------|---------------|
| Existing Conditions | | | |
| ROOM TYPE | ROOM NFA ¹ | # OF RMS | area totals |
| OTHER | | | 2,110 |
| Other (specify) | | | |
| Auditorium | 2,110 | 1 | 2,110 |
| Total Building Net Floor Area (NFA) | | | 54,130 |
| Proposed Student Capacity / Enrollment | | | |
| | | | |
| | | | |
| NON-PROGRAMMED SPACES | | | |
| Other Occupied Rooms (list separately) | | | |
| Maintenance Garage | | | |
| | | | |
| Unoccupied MEP/FP Spaces | | | |
| Unoccupied Closets, Supply Rooms & Storage Rooms | | | |
| Toilet Rooms | | | |
| Circulation (corridors, stairs, ramps & elevators) | | | |
| Remaining ³ | | | |
| Total Building Gross Floor Area (GFA) ² | | | 73,464 |
| Grossing factor (GFA/NFA) | | | 1.36 |

| PROPOSED | | | | | | | | |
|------------------------------|----------|-------------|-----------------------|---------------|----------------|-----------------------|----------|----------------|
| Existing to Remain/Renovated | | | New | | | Total | | |
| ROOM NFA ¹ | # OF RMS | area totals | ROOM NFA ¹ | # OF RMS | area totals | ROOM NFA ¹ | # OF RMS | area totals |
| | | 0 | | | 0 | | | 0 |
| | | | | | | | | |
| | | 0 | | | 99,828 | | | 99,828 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | % of GFA | 0 | % of GFA | 51,857 | % of GFA | 51,857 | | |
| | #DIV/0! | | | 0% | | | | 0% |
| | #DIV/0! | | 1,384.00 | 1% | 1,384 | 1,384.00 | 1% | 1,384 |
| | #DIV/0! | | | 0% | | | | 0% |
| | #DIV/0! | | | 0% | | | | 0% |
| | #DIV/0! | | 2,483.00 | 2% | 2,483 | 2,483.00 | 2% | 2,483 |
| | #DIV/0! | | 290.00 | 0% | 290 | 290.00 | 0% | 290 |
| | #DIV/0! | | 2,684.00 | 2% | 2,684 | 2,684.00 | 2% | 2,684 |
| | #DIV/0! | | 35,650.00 | 24% | 35,650 | 35,650.00 | 24% | 35,650 |
| | #DIV/0! | 0 | | 6% | 9,366 | | 6% | 9,366 |
| | | 0 | | | 151,685 | | | 151,685 |
| | | | | | | | | |
| | #DIV/0! | | | | 1.52 | | | 1.52 |

| Date: 2/13/2020 Schematic Design Submittal | | | |
|--|----------|----------------|---|
| MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines) | | | |
| ROOM NFA ¹ | # OF RMS | area totals | Comments |
| | | 0 | |
| | | | |
| | | 95,530 | |
| | | | |
| | | 930 | Enter grade enrollments below |
| K-6 | 78% | 310 | Lower Elementary; Grades K-2 |
| | | 413 | Upper Elementary; Grades 3-6 |
| 7-8 | 22% | 207 | Middle/Jr. High; Grades 7-8 |
| | | | |
| | | | 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 |
| | | | |
| | | 143,295 | |
| | | | |
| | | 1.50 | |

- ¹ **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.
- ² **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls
- ³ **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 | <p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.</p> <p style="text-align: center;">Name of Architect Firm: <u>Finegold Alexander Architects</u></p> <p style="text-align: center;">Name of Principal Architect: <u>Regan Shields Ives</u></p> <p style="text-align: center;">Signature of Principal Architect: </p> <p style="text-align: center;">Date: <u>13-Feb-20</u></p> |
|--------------------------------|--|

6.4 EDUCATIONAL SPACE SUMMARY NARRATIVE

The overall gross square footage of the project has increased from 143,295 square feet submitted in the PSR to 151,685 square feet in the SD submission. This increase is due to an increase in the exterior wall thickness, increased MEP/FP space, and increased Gymnasium footprint based on the further development of the design. Interior partition types were assigned during the Schematic Design phase which increased the thicknesses of some walls to result in better acoustic performance as recommended by the acoustician. This resulted in minor changes to net square footages.

A detached Maintenance Garage was added to the design as a result of a request by the Town of Leicester. The Maintenance Garage is listed under Non-Programmed Space in the Space Summary Spreadsheet but is not included in the gross square footage. The cost for this space is included in the estimate.

The following narrative provides specific details to changes to room areas since the PSR submission:

Core Academic Spaces

The total square footage of Core Academic Spaces decreased from 48,538 square feet in the PSR to 43,577 square feet in the SD submission. The Upper STEM classroom and STEM lab were moved to the Vocations and Technology as requested in the PSR comments by the MSBA. The average classroom size decreased slightly as a result of an increased interior partition thickness to reduce noise transfer between classrooms. One Pre-Kindergarten classroom was moved to Special Education because it is intended to be used for the Pre-K Substantially Separate program. The square footage in this category is 63 square feet below the MSBA Guidelines. This is primarily due to providing two less Kindergarten classrooms and 2 less general classrooms for grades 1-6 than recommended by the MSBA. Part of the unused square footage is being used for a third Science Classroom and Maker Spaces.

Special Education

The total square footage of the Special Education spaces increased from 11,392 square feet in the PSR to 12,689 square feet in the SD submission. The total Special Education space exceeds the MSBA Guidelines by 2,119 square feet. This increase is due to the addition of a Lower School Substantially Separate Classroom and accompanying De-Escalation and Sensory rooms and the Pre-K Substantially Separate Classroom being recategorized into Special Education from Core Academic. The offices for the Behavior Specialists were eliminated and those professionals will be located in the SPED classrooms for additional teacher support. The Small Group Meeting Rooms were eliminated, and it was determined Small Group Meetings can be located in a conference room or office. One Self-Contained SPED Classroom that was originally allocated for Grades K-6 is now being allocated for grades 7-8 to align with the needs of the district. The OT/PT space was split into two rooms, one to serve the Upper School and one to serve the Lower school. Room sizes changed due to interior partition thicknesses and reallocation of spaces due to updating the design to closer align with the Educational Program.

Art & Music

The total square footage of Art & Music spaces increased from 6,374 square feet in the PSR submission to 6,666 square feet in SD submission. This increase is due to a refined design that allowed the design team to better align these spaces with the MSBA Guidelines and the district's Educational Program. The total square footage of Art & Music spaces remain 1,459 square feet below the MSBA Guidelines due to the design including one Art Classroom for grades 1-6 opposed to the two classrooms recommended in the MSBA Guidelines.

Vocations and Technology

The total Vocations and Technology space in the proposed design is 1,997 square feet. The two Upper School STEM classrooms were reassigned into Vocations and Technology from Core Academic Space as requested in the PSR comments.

Health & Physical Education

The total square footage of Health & Physical Education space decreased from 13,118 square feet in the PSR submission to 11,239 square feet in the SD submission. This decrease is due to increased efficiency of designing the walking track around the basketball courts opposed to the PSR design which allocated the walking track space above the basketball courts. Additionally, the square footage allocated to the Health Instructor's Office increased between the PSR and SD submission to accommodate a second office which will be utilized by the Health Instructor and will also provide supervision to the Girl's Locker Room. The design of the Locker Rooms has been further developed and is now broken into Locker Room, Locker Room Vestibule, and Locker Room Restroom. The Health and Wellness studio, previously titled Auxiliary Gymnasium in the PSR submission, increased by 542 square feet to further align with the district's Educational Program. The total square footage of the Health & Physical Education space in the SD submission exceeds the MSBA Guidelines by 2,917 square feet due to the addition of the Health and Wellness studio and the increased Gymnasium size to accommodate a full-size basketball court and walking track.

Three Conex boxes are being provided on site for athletic equipment storage associated with the athletic fields. Because these are standard prefabricated storage containers, they are being considered site accessories and are not included in the space summary.

Media Center

The Media Center square footage increased from 4,130 square feet in the PSR submission to 4,971 square feet in the SD submission as a result of design layout changes that allowed the design to closer align with the MSBA Guidelines. The Media Center remains 78 square feet below the MSBA Guidelines.

Dining & Food Service

The total square footage of Dining & Food Service space increased from 9,623 square feet in the PSR submission to 11,520 square feet in the SD submission. This increase is due to the growth of the Cafeteria/Dining space to closer align with the MSBA Guidelines. It was stated in the PSR submission that the School Commons would be utilized for additional seating, the school no longer intends to utilize the School Commons for additional seating due to supervisory issues, as a result, the area allocated to the School Commons has decreased and the area allocated to the Cafeteria/Dining space has increased. Minor square footage changes occurred within this category due to a more developed design and wall thicknesses. The Dining & Food Service spaces are 127 square feet below the MSBA Guidelines.

Medical

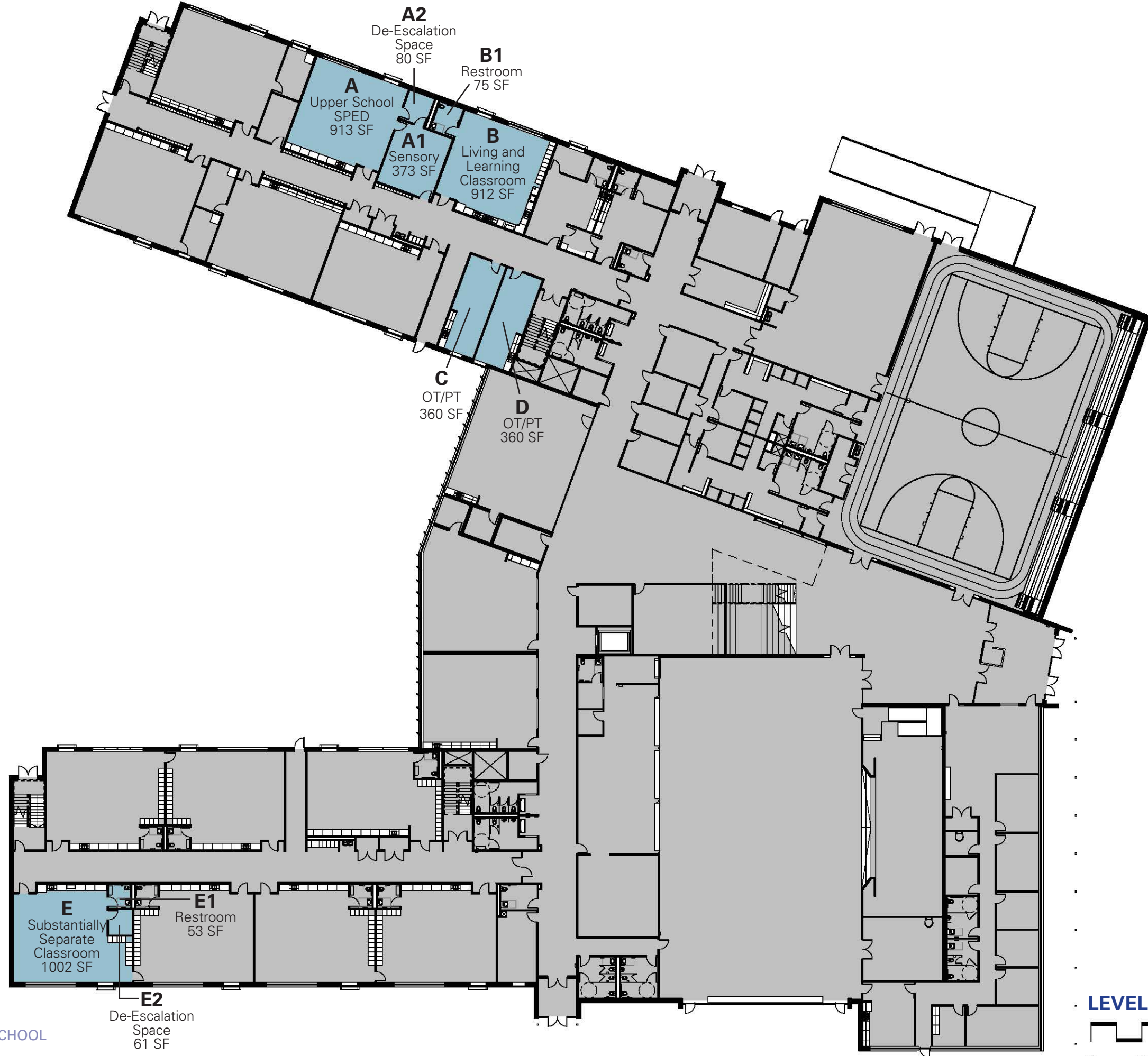
The total square footage for Medical Space increased 710 square feet in the PSR submission to 1,083 square feet in the SD submission. The Medical spaces now exceed the MSBA guidelines by 373 square feet. This increase is the result of further development of the design and the division of the space into Upper School Nurses Office and Lower School Nurses Office. Separate offices are required to fulfill the district's goal of "two schools one roof" and provide appropriate separation between students of various ages. The design provides separate restrooms and Treatment rooms for the Upper and Lower school but allows for a shared storage room to increase efficiency and allow all three nurses access to shared equipment.

Administration & Guidance

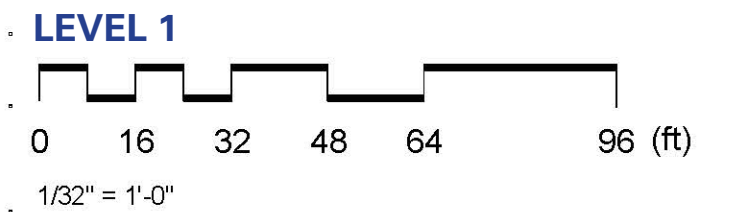
The Administration & Guidance area decreased from 4,497 square feet in the PSR submission to 4,353 square feet in the SD submission due to decreased space being allocated to the Teacher Planning rooms. After the PSR it was determined that the square footage of the Principal and Assistant Principals' offices were insufficient and the square footage allocated to these spaces was increased. An additional conference room was added to hold team meetings in alignment with the district's educational plan. The proposed Administration & Guidance space exceeds the MSBA Guidelines by 829 square feet.

Custodial & Maintenance

The Custodial & Maintenance spaces decreased from 2,902 square feet in the PSR submission to 1,733 square feet in the SD submission, resulting in Custodial & Maintenance space being 769 square feet below the MSBA Guidelines. This decrease is primarily due to the addition of a detached pre-fabricated Maintenance Garage that will be placed behind the school. This addition was a result of a request by the Town of Leicester. The Maintenance Garage is listed under Non-Programmed Space in the Space Summary Spreadsheet. Additionally, an IT Office is included in the proposed design that will be used for computer repair.



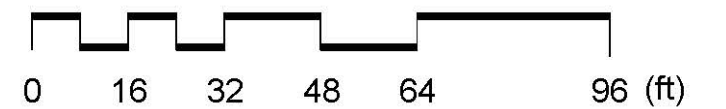
KEY:
Special Education Spaces





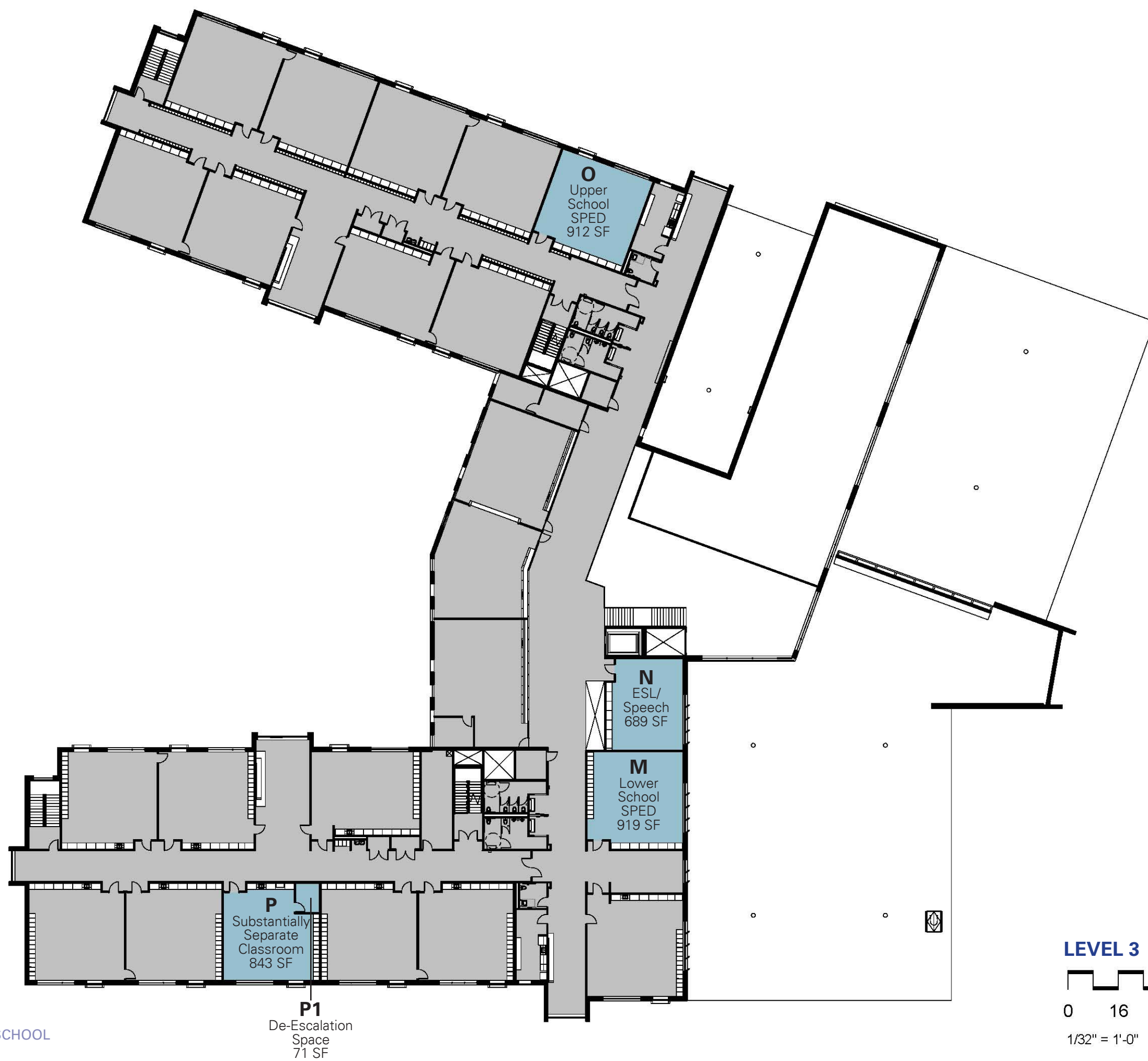
KEY:
Special Education Spaces

LEVEL 2

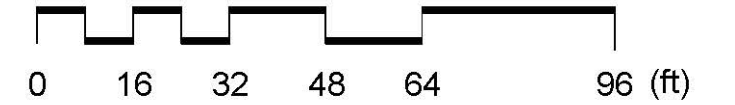


1/32" = 1'-0"

KEY:
Special Education Spaces



LEVEL 3



1/32" = 1'-0"

| MSBA Guidelines Space | MSBA Guidelines SF | Proposed Room Name | Floor Plan Designation (A-Z) | Proposed SF | Proposed Space Description and Reasoning for Adjacencies |
|------------------------------|--------------------|---------------------------------------|------------------------------|-------------|--|
| Floor 1 | | | | | |
| Self-Contained Sped | 950 | Upper School SPED | A | 913 | This room is located in the Upper School wing, is adjacent to the Living and Learning Classroom. Sensory and De-Escalation Space are directly accessible. This room will house BCBA staff. |
| *Unique to District | Select SF | Sensory | A1 | 373 | The Sensory room is adjacent to the Living and Learning Classroom and can also be accessed from the hall. The room is equipped with a swing and wall and floor pads. |
| *Unique to District | Select SF | De-Escalation Space | A2 | 80 | This room is accessed directly from the Upper School SPED Classroom and includes wall and floor padding. |
| *Unique to District | Select SF | Living and Learning Classroom | B | 912 | This room is located in the Upper School wing, is adjacent to the Upper School SPED Classroom with BCBA staff, Nurses Office, and OT/PT. The room is equipped with life skill equipment such as a washer and dryer, stove, oven, and refrigerator. |
| Self-Contained Sped - Toilet | 60 | Restroom | B1 | 75 | The Restroom is used by the Living and Learning students and can be accessed directly from the Living and Learning Classroom. |
| *Unique to District | Select SF | Occupational Therapy/Physical Therapy | C | 360 | OT/PT is adjacent to the Living and Learning Classroom and Nurses office. It is in close proximity to the Gymnasium, Health and Wellness Studio, and Health Classroom. |
| *Unique to District | Select SF | Occupational Therapy/Physical Therapy | D | 360 | OT/PT is adjacent to the Living and Learning Classroom and Nurses office. It is in close proximity to the Gymnasium, Health and Wellness Studio, and Health Classroom. |
| *Unique to District | Select SF | Substantially Separate Classroom | E | 1002 | This classroom is located in the Pre-Kindergarten/Kindergarten wing. It is equipped with a refrigerator and microwave. |
| Self-Contained Sped - Toilet | 60 | Restroom | E1 | 53 | The Restroom is used by the Substantially Separate students and is accessed directly from the Substantially Separate classroom. |
| *Unique to District | Select SF | De-Escalation Space | E2 | 61 | This room is accessed directly from the Substantially Separate Classroom and includes wall and floor padding. |
| Floor 2 | | | | | |
| Self-Contained Sped | 950 | Lower School SPED | F | 921 | This classroom is integrated into the academic cluster and is equipped with the same classroom technology as the corresponding general classrooms of the same grade level. |
| *Unique to District | Select SF | Lower School Intervention | G | 471 | This classroom is centrally located within the Lower School wing. The space will be used for small group or one-on-one instruction. |
| *Unique to District | Select SF | Substantially Sperate Classroom | H | 1,016 | This classroom is centrally located in the Lower School Wing and adjacent to the Sensory and De-Escalation Space. It is equipped with a microwave and a refrigerator. |
| *Unique to District | Select SF | De-Escalation Space | H1 | 182 | This room is accessed directly from the Substantially Separate Classroom and includes wall and floor padding. |
| *Unique to District | Select SF | Sensory | I | 353 | The Sensory room is adjacent to the Substantially Separate Classroom but can also be accessed from the hall. The room is equipped with a swing and wall and floor pads. |
| Self-Contained Sped | 950 | Lower School SPED | J | 689 | This classroom is centrally and is equipped with the same classroom technology as the corresponding general classrooms of the same grade level. |
| *Unique to District | Select SF | Upper School Intervention | K | 522 | This classroom is centrally located within the Upper School wing. The space will be used for small group or one-on-one instruction. |
| Self-Contained Sped | 950 | Upper School SPED | L | 912 | This classroom is integrated into the academic cluster and is equipped with the same classroom technology as the corresponding general classrooms of the same grade level. |
| Floor 3 | | | | | |
| Self-Contained Sped | 950 | Lower School SPED | M | 919 | This classroom is integrated into the academic cluster and is equipped with the same classroom technology as the corresponding general classrooms of the same grade level. |
| *Unique to District | Select SF | English as a Second Language/Speech | N | 689 | This room is centrally located adjacent to the third floor commons. |
| Self-Contained Sped | 950 | Upper School SPED | O | 912 | This classroom is integrated into the academic cluster and is equipped with the same classroom technology as the corresponding general classrooms of the same grade level. |
| *Unique to District | Select SF | Substantially Separate Classroom | P | 843 | This classroom is located within the classroom cluster. It has direct access to a De-Escalation Space. It is equipped with a microwave and a refrigerator. |
| *Unique to District | Select SF | De-Escalation Space | P1 | 71 | This room is accessed directly from the Substantially Separate Classroom and includes wall and floor padding. |
| | | | Total | 12,707 | |

Square Footage Summary:

The proposed overall gross square footage of the new building is 151,719 GSF; Average square feet of General Classrooms is 912 SF. MSBA guidelines include 10,570 net square feet of dedicated special education space. The proposed program is 2,137 nsf in excess of the guidelines. *Indicates that space is unique to District's program and does not appear in MSBA space guidelines.