



DESE Submission

LEICESTER MIDDLE SCHOOL

Leicester, MA

**Finegold
Alexander
Architects**

Submitted: March 20, 2020

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March 26, 2020

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

REVISED 03/26/20

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

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.

The DESE Schematic Design submission has been updated in response to the MSBA Schematic Design review comments submitted to the project team on March 12, 2020 as well as MSBA comments, which were submitted by email on March 4, 2020. The enclosed submission includes an updated space summary and floorplans, which reflect required adjustments per MSBA guidelines. Adjustments include the following:

- General classroom for grades K-6 have been revised to include two (2) sinks per classroom.
- Expansion of one (1) each 7th and 8th grade Science Classroom, which increased in size from 1048 nsf to 1440 nsf. Associated lab space has also increased in size per guidelines.
- Due to the expansion of the Science Classrooms, the Health Classroom has been relocated to the 3rd floor, across from the 7th and 8th grade STEM Classroom.
- The two (2) makerspaces have been combined into one space at 1440 nsf. This adjustment addresses both SF and staffing requirements.

The following documents are attached, with this re-submission, 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 REVISED 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 11,573 square feet of space dedicated to the delivery of special education.
3. REVISED floor plans for the proposed 152,464 square foot Leicester Middle School
4. A completed Special Education Adjacency Table

I have reviewed the attached documents and confirm that the adjustments outlined above are in accordance with MSBA guidelines. The changes herein have been reviewed and approved by the School Superintendent, the Director of Student Services, Town Manager as well as the District's School Building Committee via an online SBC meeting, which took place on March 23, 2020. I can also verify 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. Genreux (Town Manager)
H. Brooks (Board of Selectmen, SBC Chair)
J. Berthiaume (SBC)



Leicester Public Schools

Office of the Superintendent
3 Washburn Square, Leicester, MA 01524
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
508-892-7040 x 9010
smithp@lpsma.net

Tina Boss
Principal, Leicester Elementary
508-892-7050
bosst@lpsma.net

Christopher Fontaine
Principal, Leicester Middle School
508-892-7055
fontainec@lpsma.net

Leicester Public Schools
Special Education

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 Pre-School 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- A, 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 Program

- ***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- A,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 plans- 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)
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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
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- Program support by a Board Certified Behavior Analyst (BCBA)
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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			
ROOM TYPE	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
<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	-	-	-
Self-Contained SPED - Grades K-6	-	-	-
Self-Contained SPED - Grades K-5 toilet	-	-	-
Self-Contained SPED - Grades 7-8 toilet	78	1	78
Self-Contained SPED - Grades 5-8	900	4	3,600
Resource Room - Grades 7-8	-	-	-
Resource Room - Grades K-6	-	-	-
Small Group Room / Reading	-	-	-
OT/PT	187	2	375
Living and Learning Classroom	-	-	-
Living and Learning Restroom	-	-	-
De-Escalation Space	-	-	-
Sensory	-	-	-
Substantially Separate Classroom (Level 2)	-	-	-
De-Escalation Space (Level 2)	-	-	-
Sensory (Level 2)	-	-	-
Substantially Separate Classroom (Level 3)	-	-	-
De-Escalation Space (Level 3)	-	-	-
ESL/Speech Classroom	-	-	-
Lower School Intervention	-	-	-
Upper School Intervention	-	-	-
ART & MUSIC			1,820
Art Classroom - Grades 1-6	-	-	-
Art Classroom - Grades 7-8	857	1	857
Art Workroom w/ Storage & kiln	81	1	81
Band / Chorus - 100 seats	-	-	-
Music Classroom / Large Group - 25-50 seats	-	-	-
Lower School Music Classroom	-	-	-
Music Practice / Ensemble - Grades 1-6	-	-	-
Music Practice/Ensemble	-	-	-
Music Practice / Ensemble - Grades 7-8	126	7	882
VOCATIONS & TECHNOLOGY			1,035
Technology/Engineering Rooms	-	-	-
5th-6th Grade STEM Classroom	1,035	1	1,035
5th-6th Grade STEM Storage	-	-	-
7th-8th Grade STEM Classroom	-	-	-
7th-8th Grade STEM Storage	-	-	-
Maker Space	-	-	-
HEALTH & PHYSICAL EDUCATION			10,863
Gymnasium	6,800	1	6,800
Gym Storeroom (Health and Wellness)	-	-	-
Gym Storeroom	153	1	153
Health Instructor's Office w/ Shower & Toilet	77	3	229
Locker Rooms - Boys / Girls w/ Toilets	1,841	2	3,681
Boys Locker Room	-	-	-
Boys Locker Room Vestibule	-	-	-
Boys Locker Room Restroom	-	-	-
Girls Locker Room	-	-	-
Girls Locker Room Vestibule	-	-	-
Girls Locker Room Restroom	-	-	-
Health and Wellness Studio	-	-	-

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
			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
			919	1	919	919	1	919
			-	-	-	-	-	-
			-	-	-	-	-	-
			-	-	-	-	-	-
			-	-	-	-	-	-
			-	-	-	-	-	-
			-	-	-	-	-	-
			-	-	-	-	-	-
			360	2	720	360	2	720
			912	1	912	912	1	912
			75	1	75	75	1	75
			80	1	80	80	1	80
			373	1	373	373	1	373
			1,016	1	1,016	1,016	1	1,016
			182	1	182	182	1	182
			353	1	353	353	1	353
			843	1	843	843	1	843
			71	1	71	71	1	71
			689	1	689	689	1	689
			471	1	471	471	1	471
			522	1	522	522	1	522
		0			6,666			6,666
			1,176	1	1,176	1,176	1	1,176
			1,169	1	1,169	1,169	1	1,169
			121	2	242	121	2	242
			1,502	1	1,502	1,502	1	1,502
			1,211	1	1,211	1,211	1	1,211
			1,061	1	1,061	1,061	1	1,061
			-	-	-	-	-	-
			80	2	160	80	2	160
			145	1	145	145	1	145
		0			3,840			3,840
			-	-	-	-	-	-
			1,080	1	1,080	1,080	1	1,080
			120	1	120	120	1	120
			1,080	1	1,080	1,080	1	1,080
			120	1	120	120	1	120
			1,440	1	1,440	1,440	1	1,440
		0			11,239			11,239
			7,106	1	7,106	7,106	1	7,106
			34	1	34	34	1	34
			129	1	129	129	1	129
			119	2	238	119	2	238
			-	-	-	-	-	-
			530	1	530	530	1	530
			47	1	47	47	1	47
			225	1	225	225	1	225
			616	1	616	616	1	616
			47	1	47	47	1	47
			225	1	225	225	1	225
			2,042	1	2,042	2,042	1	2,042

Date: 3/19/2020 Schematic Design Submittal			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
950	2	1,900	
950	5	4,750	900-1,300 SF equal to surrounding classrooms
60	5	300	
60	2	120	
500	1	500	
500	4	2,000	
500	2	1,000	1/2 size Genl. Clrm.
		8,125	
1,000	2	2,000	assumed schedule 2 times / week / student FAA Note: Intended for use by grades 1-4
1,200	1	1,200	assumed use - 50% population 2 times / week - FAA Note: Intended for use by grades 5-8
150	3	450	
1,500	1	1,500	FAA Note: labeled on plan as "Band Room"
1,200	2	2,400	assumed schedule 2 times / week / student - FAA Note: Labeled on plan as "Chorus Room"
75	5	375	
200	1	200	
		1,440	
1,440	1	1,440	Assumed use - 50% Population - 5 times/week; 850 SF - 2,000 SF; Based on Grades 7-8
		8,322	Excess PE Spaces Policy
6,000	1	6,000	6000 SF Min. Size - FAA Note: Additional area to accommodate a full size court
150	1	150	
172	1	172	
1,000	2	2,000	

Proposed Space Summary- K - 8 Schools

Leicester School			
ROOM TYPE	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
MEDIA CENTER			2,977
Media Center/Reading Room	2,977	1	2,977
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	-	-	-

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			4,971			4,971
			4,971	1	4,971	4,971	1	4,971
		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			4,392			4,392
			241	2	482	241	2	482
			-	-	-	-	-	-
			151	1	151	151	1	151
			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
			147	1	147	147	1	147
			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

Date: 3/19/2020 Schematic Design Submittal			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		5,049	
5,049	1	5,049	FAA Note: Additional area assigned to Maker Spaces
		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 Add1
510	1	510	200 SF for first 300 + .333 SF/student Add1
333	1	333	200 SF for first 400 + .25 SF/student Add1
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	

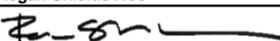
Proposed Space Summary- K - 8 Schools

Leicester School			
Existing Conditions			
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
IT Office	148	1	148
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)			
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
			310	1	310	310	1	310
		0			0			0
		0			103,996			103,996
		0			48,468			48,468
	% of GFA	0		% of GFA	48,468		% of GFA	48,468
	#DIV/0!			0%			0%	
	#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!		32,393.00	21%	32,393	32,393.00	21%	32,393
	#DIV/0!	0		7%	10,618		7%	10,618
		0			152,464			152,464
		#DIV/0!			1.47			1.47

Date: 3/19/2020 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
		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.

<p>Architect Certification</p> <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>19-Mar-20</u></p>
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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 152,464 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.

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 44,541 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. The square footage in this category is 901 square feet above the MSBA Guidelines. This is primarily due to providing Pre-Kindergarten classrooms, a Grade 6 STE room and Flex Learning 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. This increase is due to the addition of a Substantially Separate classroom in the Pre-Kindergarten/Kindergarten wing and refinements in the design which have occurred since the PSR submission. The total Special Education space exceeds the MSBA Guidelines by 2,119 square feet. 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 5,164 square feet. The two Upper School STEM classrooms and Maker Space was 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

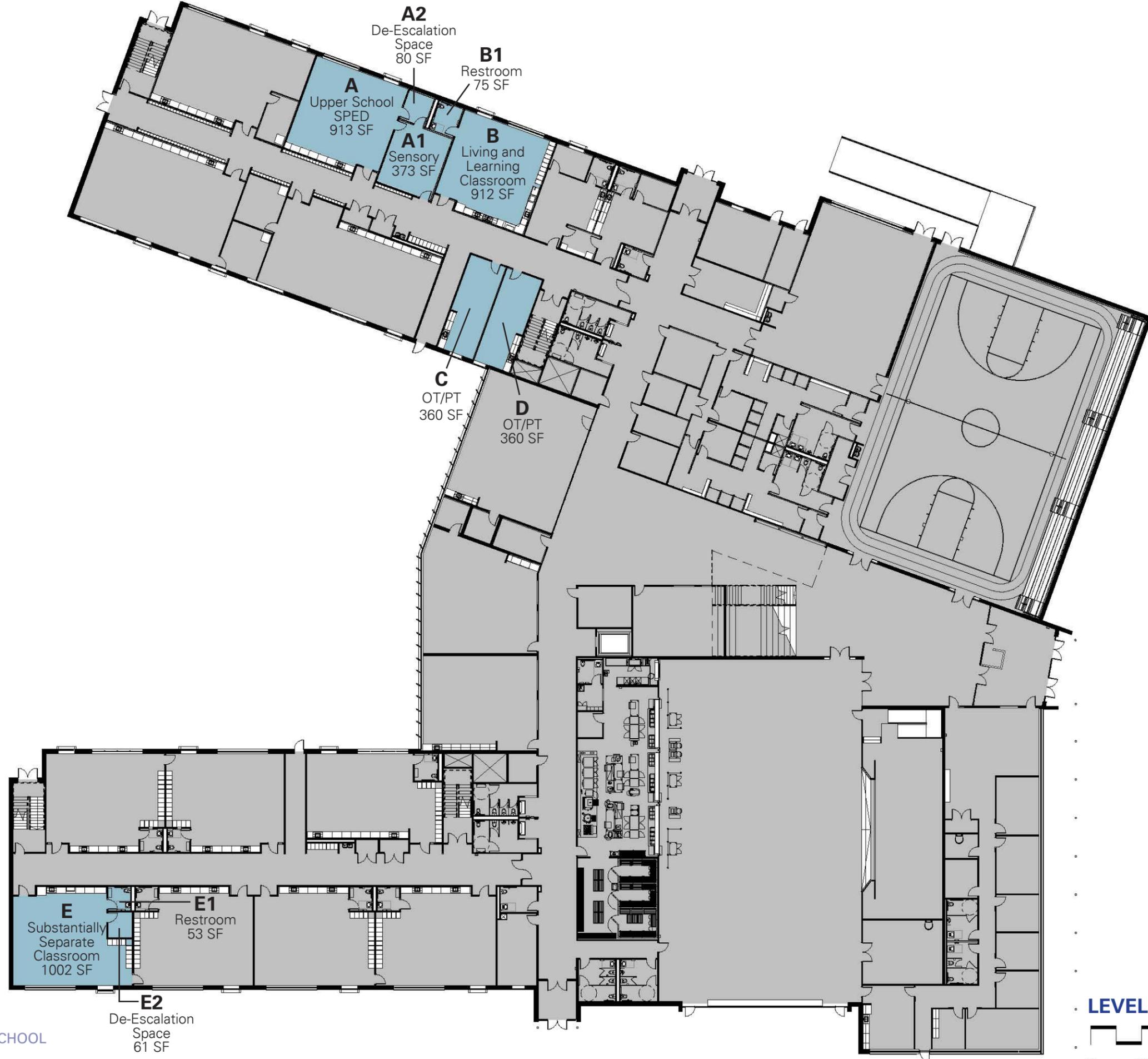
The total square footage for Medical Space increased 710 square feet in the PSR submission to 1,083 square feet in the SD submission. The Medical spaces now exceed the MSBA guidelines by 373 square feet. This increase is the result of further development of the design and the division of the space into 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

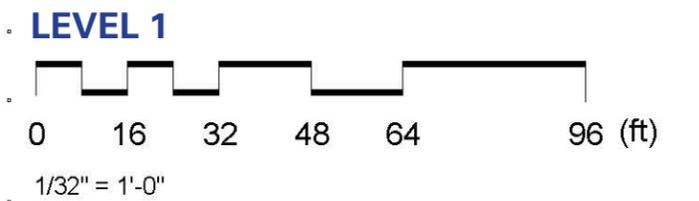
The Administration & Guidance area decreased from 4,497 square feet in the PSR submission to 4,392 square feet in the SD submission due to decreased space being allocated to the Teacher Planning rooms. After the PSR it was determined that the square footage of the Principal and Assistant Principals' 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 868 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 not listed in the Space Summary Spreadsheet. Additionally, an IT Office is included in the proposed design that will be used for computer repair.



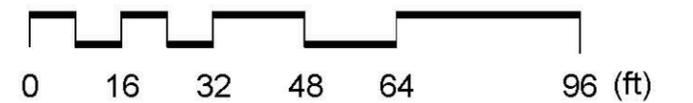
KEY:
 Special Education Spaces





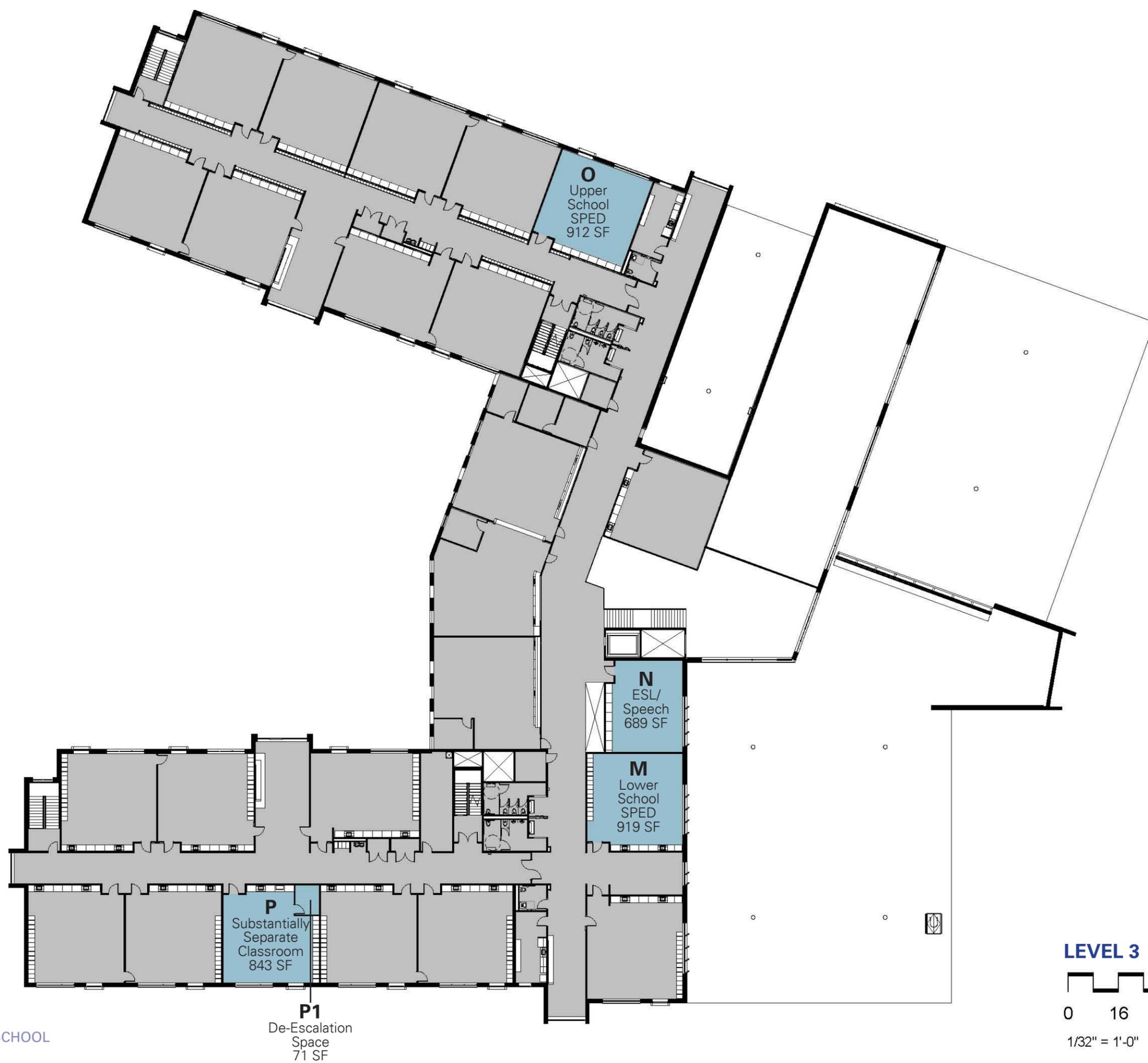
KEY:
Special Education Spaces

LEVEL 2

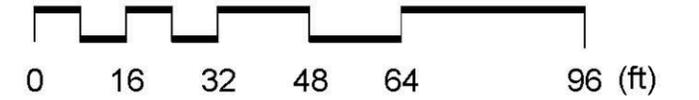


1/32" = 1'-0"

KEY:
Special Education Spaces



LEVEL 3



1/32" = 1'-0"

P1
De-Escalation
Space
71 SF

P
Substantially
Separate
Classroom
843 SF

M
Lower
School
SPED
919 SF

N
ESL/
Speech
689 SF

O
Upper
School
SPED
912 SF

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 and Health and Wellness Studio.
*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 and Health and Wellness Studio.
*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	12,689	
<p>Square Footage Summary: The proposed overall gross square footage of the new building is 152,464 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 2,119 nsf in excess of the guidelines. *Indicates that space is unique to District's program and does not appear in MSBA space guidelines.</p>					