



SMMA

*Schematic Design Report for:*

*Lawrence Oliver Partnership Elementary School*

*183 Haverhill Street  
Lawrence MA*

*December 29, 2020*



**LAWRENCE**  
PUBLIC SCHOOLS

## Acknowledgements

### *Massachusetts School Building Authority*

Becca Whidden, Project Manager

Allison Jones, Project Coordinator

### *Oliver Elementary School Building Committee*

Daniel Rivera, Mayor, Committee Chair

Odanis Hernandez, Committee Secretary

Masiel Jordan LPS, Chief Financial Officer

Frank Moran, State Rep., Committee Vice Chair

Stephany Infante, Greater Lawrence Technical

Shalimar Quiles, School Principal, Oliver Partnership

Cynthia Paris, Superintendent

Milagros Puello, Acting Water & Sewer Commissioner

Richard Dokos, Facilities & Plant (LHS)

Leslie Melendez Deputy Dir, Groundwork Lawrence

Enrique Matos, School Committee Representative

Jessica Deimel, School Principal, UP Academy Oliver

### *Owners Project Manager*

Pinck & Co.

# Design Team

<i>Project Manager</i>	<i>Architecture</i>	<i>Educational Programming Consultant</i>	<i>Civil Engineering / Environmental Permitting</i>
SMMA	SMMA	New Vista Design	SMMA
<i>Landscape Architecture</i>	<i>Structural Engineering</i>	<i>Fire Protection / Plumbing Engineering</i>	<i>Hazardous Materials</i>
SMMA	SMMA	AKAL Engineering	Nobis, Inc.
<i>Electrical Engineering / Lighting Consultant</i>	<i>Data / Communications</i>	<i>Geotechnical Engineering</i>	<i>Geo-environmental Engineering</i>
SMMA	3si	Nobis, Inc.	Nobis, Inc.
<i>Cost Estimating</i>	<i>Kitchen/Food Service Consultant</i>	<i>Acoustical Consultant</i>	<i>Library/Media Consultant</i>
Miyakoda Consulting	Schiavone Design	Acentech, Inc.	SMMA
<i>Technology / Audio Visual Consultant</i>	<i>Theatrical Consultant</i>	<i>Sustainable / Design</i>	<i>Code Consultant</i>
Acentech, Inc.	Lorelli Associates	SMMA	Building, Fire & Access, Inc.
<i>Site Survey</i>	<i>Furniture, Fixtures, &amp; Equipment Consultant</i>	<i>Traffic Consultant</i>	<i>Security Consultant</i>
Nitsch Engineering	Stefura Associates	Brennan Consulting, Inc.	Good Harbor Techmark

## Schematic Design Report

Lawrence Oliver Partnership  
Elementary School  
183 Haverhill Street, Lawrence MA

Prepared by:

SMMA  
1000 Massachusetts Avenue  
Cambridge, MA 02138  
www.smma.com

# Table of Contents

- Acknowledgements
- Design Team

## 4A.1 Introduction and Summary

- A. *Summary of Preferred Solution*
- B. *Overview of Community Outreach*
- C. *Project Budget and Schedule*
- D. *Local Approval Process*
- E. *Basic Project Description*
- F. *Schematic Design Images*
- G. *MSBA Preferred Schematic Report Comments and Responses*
- H. *Construction Methodology*

## 4A.2 OPM Deliverables

- A. *OPM Design and Value Engineering Review*
- B. *Updated Designer Work Plan*
  - 1. Updated Designer Work Plan
  - 2. Roles & Responsibilities
  - 3. Communication and Document Control Procedures
- C. *Project Schedule*
  - 1. Updated Project Schedule
  - 2. Application Submission and Approval Dates
- D. *Project Scope and Budget*
  - 1. Updated Project Budget
  - 2. Anticipated Reimbursement
  - 3. Construction Cost Estimate (Designer)
  - 4. Independent Construction Cost Estimate (OPM)
  - 5. Independent Construction Cost Estimate (CM)
  - 6. Cost Estimate Reconciliation Spreadsheet
  - 7. Technology and FFE Budgets
- E. *Construction Delivery Method*

## 4A.3 Designer Deliverables

### A. *General Requirements*

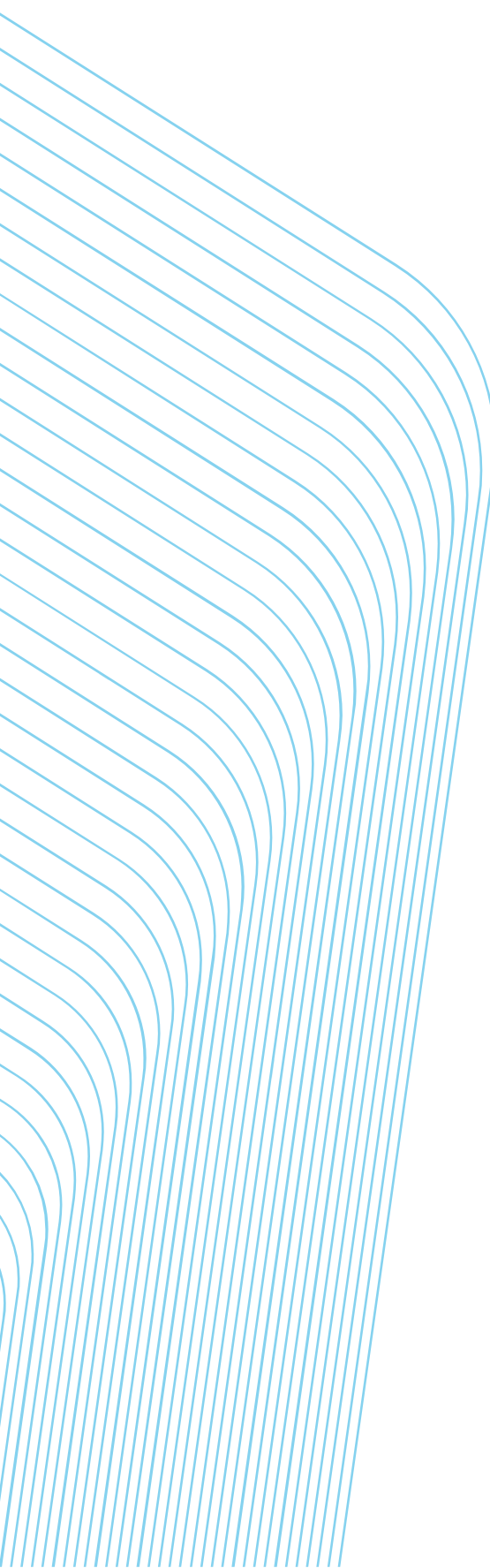
1. Basis of Design Narratives
  - Architectural Characteristics
  - Civil / Site Development
  - Structural
  - Mechanical, Electrical, Plumbing/  
Fire Protection
  - DATA/Comms/Security
2. Security and Visual Access Requirements
3. DESE Special Education Submission
4. Aesthetic Features
5. Traffic Analysis
6. Environmental & Existing Building Assessment
7. Geotechnical
8. Geo-Environmental Analysis
9. Code Analysis
10. Permitting Analysis
11. Accessibility Analysis
12. Utility Analysis
13. Massing Study
14. Sustainable Design
15. Designer Certification Statement and Energy  
Performance Goals
16. Building Systems (Life Cycle Cost Analysis)
17. Water Devices (Life Cycle Cost Analysis)

### B. *Space Summary*

1. Updated Space Program and Signed Certification
2. Preliminary Listing of Ineligible Spaces

### C. *Educational Program and Functional Relationships*

1. Introduction and Strategic Plan
2. Educational Facility History and Goals
3. Grade and School Configuration Policies
4. Class Size Policies
5. Districtwide English Learner Education Overview
6. Districtwide Special Education Overview
7. Transportation Policies
8. Security Issues / Requirements
9. Functional and Spatial Relationships and  
Adjacencies
10. Oliver Partnership School (Grades K-5) Educational  
Program

- 
11. Comparison of Current Design with Final Educational Program – Oliver Partnership
  12. UP Academy Oliver (Grades 6-8) Educational Program
  13. Comparison of Current Design with Final Educational Program – UP Academy Oliver

**D. Room Data Sheets** (in Appendices)

**E. Project Approvals**

1. Vote of Approval
2. Meeting Agendas, Minutes, Presentations (electronic only)
3. MSBA BOD Meeting
4. Local Action and Approvals Certification
5. OIG Approval For CM at Risk Letter

**F. DESE Submission**

1. Cover Letter
2. Special Education Delivery Method
3. Signed Educational Space Summary
4. Floor Plans
5. Adjacency Table

## 4A.4 Appendix

**A. Drawings**

**B. Project Manual**

**C. Room Data Sheets**

**D. DESE Submission**

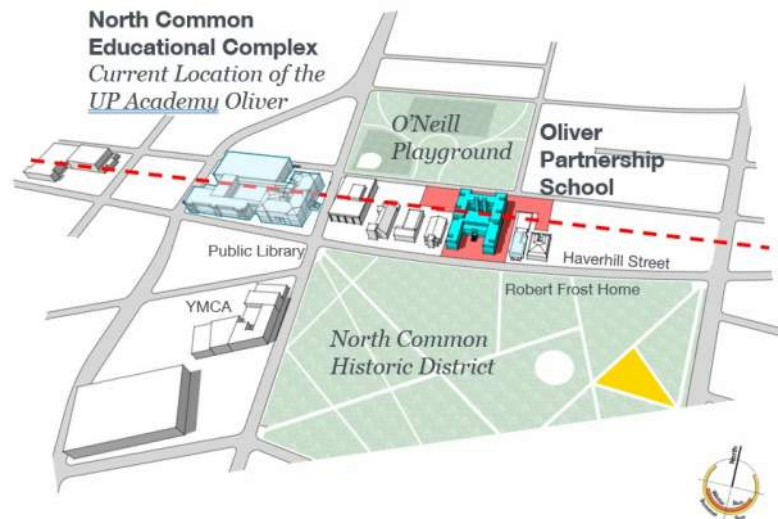
## 4A.1 - Introduction and Summary

### A. Summary of Preferred Solution

The Preferred Option, addition/renovation at the existing Oliver Partnership School site, solves many of the District's needs and fulfills the vision of the Educational Program by constructing a partially renovated facility with large addition located at the school's current site. The new school, totaling approximately 162,000 gross square feet is sited on the location of the current school site with the addition of several adjacent parcels to the east and west of the existing parcel. The massing of the preferred option maintains the existing building's historic southern façades and courtyard framing classroom wings facing the historic Campagnone Common, removes the less detailed four-story northern wing and adds a new, larger building addition that is set back and extends to the east and west along Oak Street. The new building maintains its Main entrance for the OPS Elementary School at the Haverhill Street side while creating a new primary entrance for the UAO Middle School to the north side. Additionally, the four wings of the building create grade-level neighborhoods within each wing to strengthen the student cohort for each grade, maintaining a sense of a small school within a larger building as outlined in the Educational Program. It features several large rooftop outdoor learning spaces which will be primarily hardscaped, and which will allow use by multiple classes at a time.

The basement dining commons and gymnasium are co-located and separated with an operable partition thereby providing the flexibility for a larger all school assembly when needed. A learning stair provided within the dining commons will allow for presentations and performances at a scale appropriate to this age range of students. The media is a distributed model, with three multi-grade level resource areas (K-2, 3-5, 6-8).

All parking will be on the surrounding street. Custodial services, the compactor and the deliveries will all be accepted through a roll-up door off of Oak Street.





## B. Overview of Community Outreach

Throughout this process, the Oliver Elementary School Building Committee (OESBC) has endeavored to maintain a public, transparent and open process. Prior to submission of the Preferred Schematic Report, the OESBC has attempted to reach out to the community in as many different avenues as possible to gain input and feedback - through open public forums during the visioning process, attendance at City and District (Mobile Market, Tu Voz) events. Since restrictions imposed by the COVID pandemic and with Lawrence Public Schools employing mostly remote learning since March 2020, in-person outreach to the Community has been limited. However, the Project Team has used other methods to keep the Community informed on the project, including increased updates on the Project's website and graphic materials produced by the design team and posted/distributed in the Community. Plans are currently being discussed to have a project update by Lawrence Public Schools Superintendent Cynthia Paris on local access television and/or the Project's website. For MSBA reference, the Project's website is: <https://www.lawrence.k12.ma.us/index.php/oliver-school-building-project>.

OESBC meetings have been held at minimum monthly and are publicly advertised and open to the public. A log is attached in Section 4A.3 E identifying OESBC meetings and minutes issued since submission of the Preferred Schematic Report to date. OESBC meeting agendas are posted on the City's website, and all meeting minutes and presentations of those meetings are available for public review at Lawrence Public Schools Central Office, 237 Essex Street, Lawrence, MA or by request.

The attached log in Section 4A.3 E listing all OESBC meetings also identifies other Public Meetings at which this project was on the agenda since submission of the Preferred Schematic Report to date. This includes presentations to the Lawrence Alliance for Education (LAE) Board, the Lawrence Redevelopment Authority (LRA), Lawrence Planning Board and Lawrence City Council (including its Budget and Finance and Housing subcommittees).

Key votes taken by various Committees in Lawrence related to the Oliver Partnership School project include:

- Lawrence City Council affirmative vote on 9/3/2020 to allow Construction Manager at Risk procurement method (required for OIG CM at Risk application)
- Lawrence Redevelopment Authority (LRA) affirmative votes on 9/16/2020 to dispose 2 parcels to City of Lawrence for the purposes of the new Oliver Partnership School project in nominal consideration
- Lawrence Planning Board public hearing and affirmative vote on 11/30/2020 to discontinue Cardillo Way as a public way
- Lawrence City Council affirmative votes on 11/17/2020 and 12/15/2020 to (1) accept 2 parcels from LRA, (2) allow discontinuance of Cardillo Way, and (3) transfer 2 LRA parcels, 1 City parcel and Cardillo Way for use by the Oliver Partnership School Project.
- OESBC affirmative vote on 12/8/2020 on submission of the Schematic Design (SD) Submittal to the MSBA.
- Lawrence Alliance for Education (LAE) affirmative vote on 12/9/2020 on submission of the Schematic Design (SD) Submittal to the MSBA.

The minutes from key votes on the SD submission are included in Section 4A.3 E. The agendas and minutes from all OESBC and other Public Meetings at which the Oliver Partnership School project was on the agenda, are included in the Appendix.

In addition to the Public Meetings listed above, the following informal meetings took place during Schematic Design:

- Key project team members from the Design Team, OPM, SBC and Lawrence Public Schools met informally to update City of Lawrence departments (Inspectional Services, Police, Fire, Engineering, Planning and Water and Sewer) on the Oliver Partnership School Project in what the City refers to as a “wrap around” meeting. Additional meetings with City of Lawrence departments are being scheduled for the start of the Design Development phase.
- Key project team members from the Design Team, OPM, SBC and Lawrence Public Schools met informally to review the Lawrence Oliver Partnership School project with and receive feedback from the Lawrence Historical Commission (LHC) and the Prospect Hill Historic District Commission (PHHDC). Additional updates to both the LHC and the PHHDC are being scheduled for early in the Design Development phase.

## C. Project Budget and Schedule

### Project Budget

The reconciled estimated construction cost and total project cost are estimated to be:

- Construction Cost: \$104,900,000
- Total Project Cost: \$132,300,000

The designer and OPM cost estimates and project budget are attached in Section 4A.2.

### Estimated Funding Capacity

The City of Lawrence is in good financial health, having made significant improvements to its overall operations and financial condition. The City’s reserves have increased significantly resulting in multiple bond rating upgrades. The state recently returned the City to local control eliminating state oversight after nearly ten years.

The District acknowledges the estimated \$132.3M total project cost for the Oliver Partnership School Addition/Renovation project noted above, which is appropriate for a project of this magnitude to fully satisfy the Oliver Partnership School project’s Educational Program for a 1,000 student K-8 school complex. The City of Lawrence will review the funding requirements for the Addition/Renovation project at the existing Lawrence Oliver Partnership School in the context of its overall capital plan and make recommendations to the City Council regarding funding the proposed project. Although unanticipated, the project may have an impact on municipal services.

### Project Schedule

An updated project schedule is included in Section 4A.2. In summary:

- Project Approval: The current project schedule anticipates the submission of Schematic Design by December 29, 2020 for Project Scope and Budget Agreement for approval at the February 11, 2021 MSBA Board of Directors Meeting

- Project Funding: The project team will be providing updates to the City Council and anticipates City Council project funding vote in March 2021
- Design and Construction Documents: Design and documentation phases are expected to continue through early May 2022
- Enabling Work: Utility relocation required for the project is scheduled for Summer 2021; as this is an aggressive schedule and depending on the District's decision regarding moving the current Oliver Partnership School students to swing space, this enabling work may occur later in 2021.
- Swing Space: To allow for enabling work and work associated with potential early release packages, the District is considering moving the Oliver Partnership School students to swing space by December 2021 or sooner; the District has already acquired swing space
- Bidding: There are anticipated early release packages that could be issued as early as December 2021, with the remainder of Bidding taking place in Spring of 2022
- Early release package #1 for Demolition, Abatement and Building Site Prep (Shoring) is being considered for December 2021 time frame
- Early release package #2 for Below-Grade Waterproofing, Concrete, Underground Plumbing and Electrical and Steel is being considered for April 2022 time frame
- Bidding for the remainder of the project is anticipated in May 2022
- Construction for early release packages could start as early as January 2022 with the remainder of Construction getting underway in the Summer of 2022.
- Substantial Completion is currently anticipated for October 2024 followed by move-in for late Fall 2024 occupancy
- Full MSBA Project Completion is expected to occur Fall 2025

## D. Local Approval Process

Submission of the Schematic Design Submittal to the MSBA was approved by both the Oliver Partnership School Building Committee and the Lawrence Alliance for Education (LAE - the partnership Board that oversees Lawrence Public Schools). Minutes from the meetings where these votes were taken and the executed MSBA Local Actions and Approvals Certification are attached in Section 4A.3 E.

Funding for the Oliver Partnership School project will follow the normal loan authorization process in the City of Lawrence. The Chief Administrative and Finance Officer will be required to provide a certification that the City's financial resources and revenues are, and will continue to be, adequate to support the proposed borrowing without a detrimental impact on the continuous provision of the existing level of municipal services. Although unanticipated, the project may have an impact on municipal services. The Mayor will propose a loan order to the City Council for approval by a two-thirds vote.

The anticipated schedule for local funding:

- Early February 2021 - funding for Lawrence Oliver Partnership School Project is on the City Council Agenda and is immediately referred to the Budget and Finance Subcommittee
- February 2021 - Budget and Finance Subcommittee considers recommendation of Project Funding to full City Council
- March 2021 - Public Hearing and City Council vote to fund the Oliver Partnership School Project

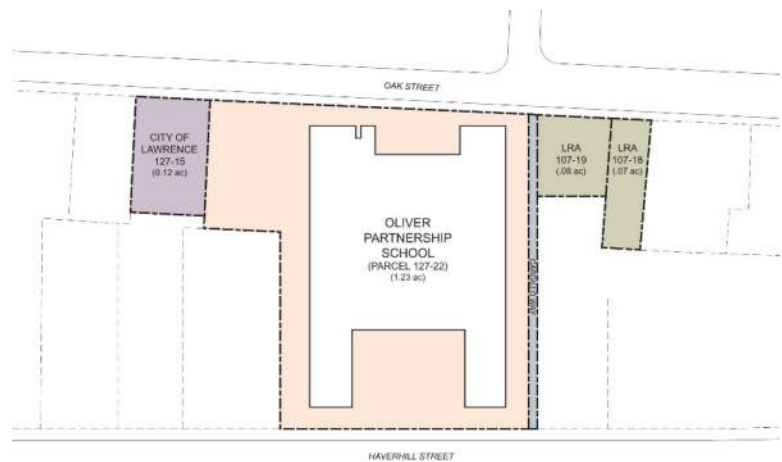
The City acknowledges that the District must appropriate and authorize the full amount of the approved Total Project Cost.

## E. Basic Project Description

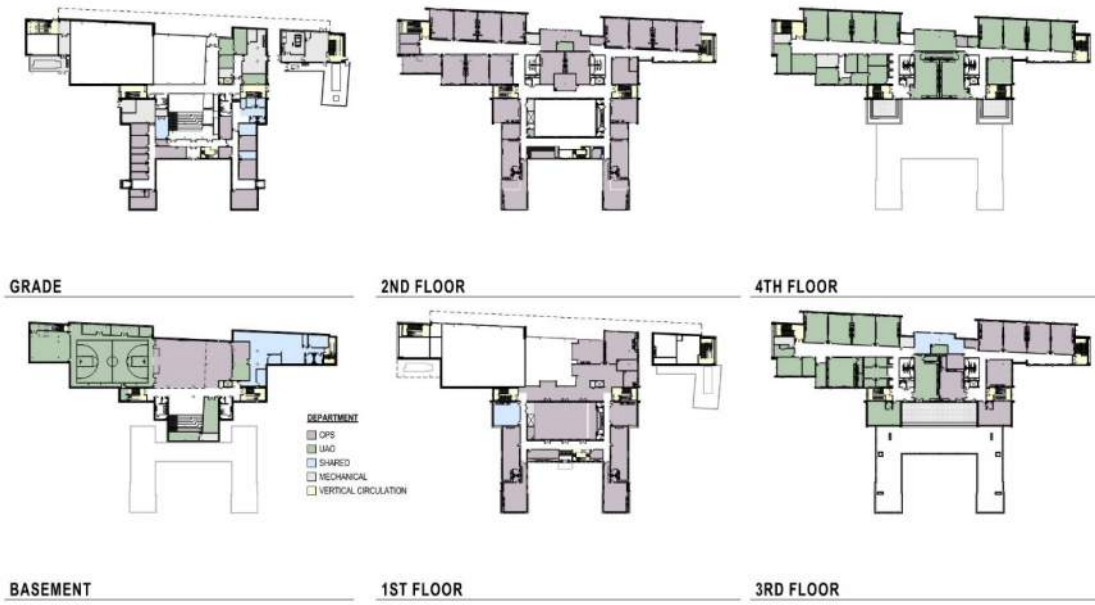
The existing Oliver Partnership School is located at 183 Haverhill Street, Lawrence, MA. It is bordered by Oak Street and O'Neill Park to the north and Haverhill Street and the historic Campagnone Common to the south. Its neighbor to the west is an Evangelical Church, school parking and a vacant City-owned lot that the school also uses for parking. To the east is the historic Robert Frost house, Cardillo Way (a public passage), and several vacant parcels owned by the Lawrence Redevelopment Authority (LRA).

The existing school parcel is 1.23 acres and the existing building is 75,116 gsf and serves approximately 500 students in grades 1-5. Both the existing site and building are inadequate for serving the proposed enrollment of 1,000 students in grades K-8 and the required 162,000 gsf educational program.

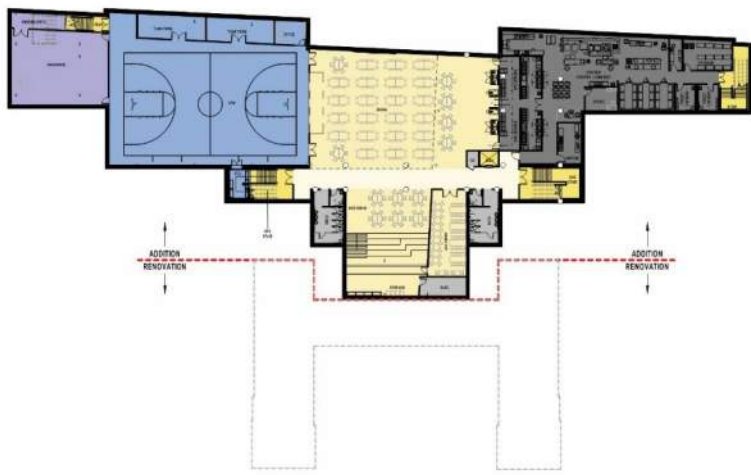
The existing Henry K Oliver school is on the historic register and local zoning requirements limit building height to 40 feet. In order to keep the building height as low as possible, retain the most critical portions of the existing historic building, and serve the program, the City and District are currently in the process of acquiring the adjacent vacant parcels for use by the school project. To date, the Lawrence Redevelopment Authority (LRA) has voted in favor selling their two parcels to the City for a nominal price, the Planning Board is supportive of the project acquiring Cardillo Way and the City is supportive of the project's use of their parcel. After all transfers have occurred, the new school site area will total 1.51 acres.



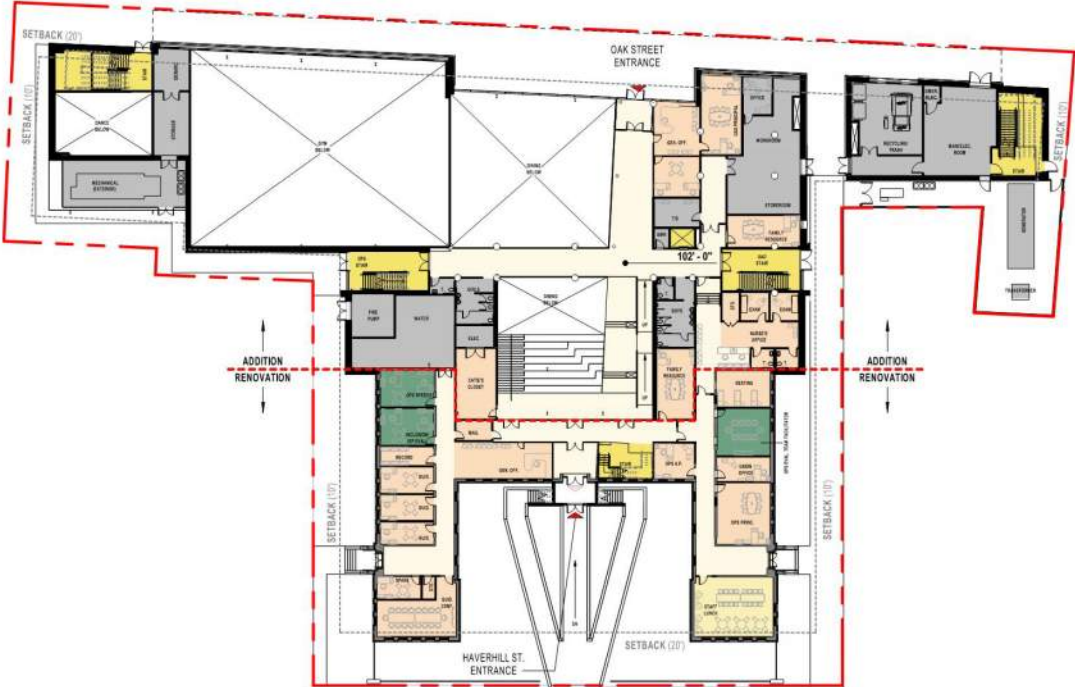
A Project Notification form was submitted to Massachusetts Historic Commission (MHC) on November 25, 2019 that included both the Stone Mill Add/Reno and the Oliver Partnership Add/Reno and a response was received on December 23, 2019. The response requested updated project information after further development. The project team has submitted an updated Project Notification Form on November 11, 2020 and received a response on December 11, 2020. In response to the MHC letter, SMMA plans on meeting with both the Lawrence Historic and the Prospect Hill Historic District Commissions in January 2021, and will provide the requested Site Plan and Floor Plans to MHC after the January meetings have taken place. Both the PNF and the MHC response are included in the Section 4A.1 Attachments.



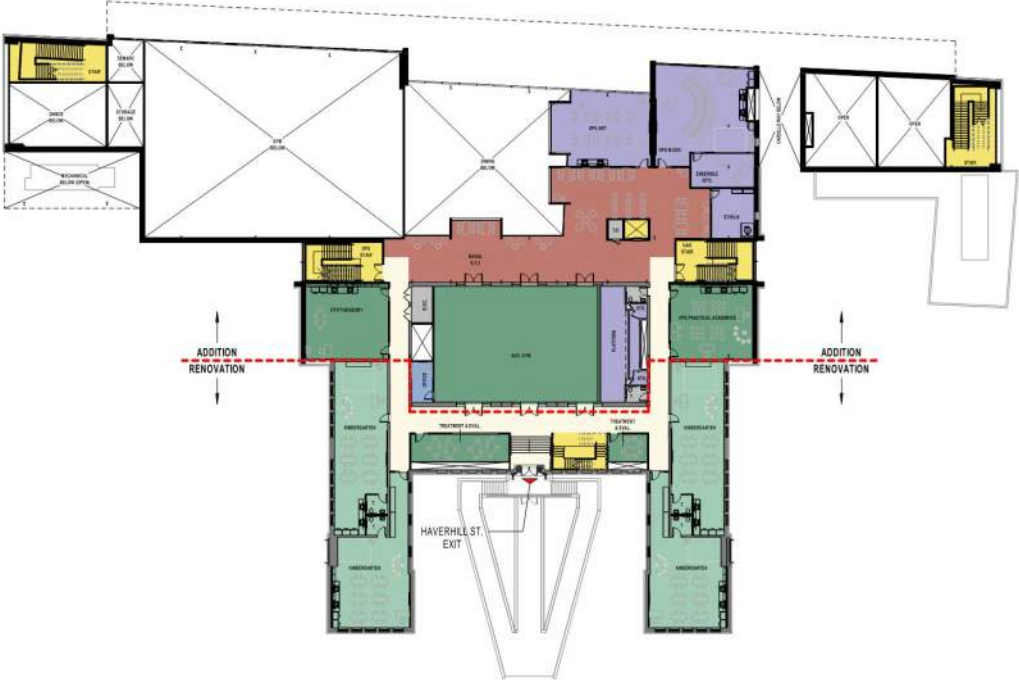
**OPS Elementary School (grey) and UAO Middle School (green) Spaces**



**Basement Level**



(At) Grade Level



First Floor



**Second Floor**



**Third Floor**





Fourth Floor



N-S Section



**Massing (view from southeast)**



**Massing (view from northwest)**

## F. Schematic Design Images

The Schematic Design images included in this section are also included in the Section 4A.1 Attachments. The Schematic Design drawing set has been included in the Appendices with this Schematic Design Report.

## H. Construction Methodology

The construction delivery method approved by the City is Chapter 149a, Construction Manager at Risk. The project team evaluated CM qualification and proposals and held interviews during the week of November 9<sup>th</sup>. Consigli was selected by the School Building Committee on November 16<sup>th</sup> and commenced with an SD Estimate immediately. The CM participated in the reconciliation meeting with the OPM and Designer's estimators on December 2<sup>nd</sup>. The reconciliation and subsequent VE processes were successful. The estimates have been collected in the OPM Deliverables Section 4A.2 of this submission.



The Commonwealth of Massachusetts  
Office of the Inspector General

GLENN A. CUNHA  
INSPECTOR GENERAL

JOHN W. McCORMACK  
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ONE ASHBURTON PLACE  
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October 8, 2020

The Honorable Daniel Rivera, Mayor  
City of Lawrence  
200 Common Street  
3<sup>rd</sup> Floor, Room 309  
Lawrence, MA 01840

**Re: Application to Use the Construction Management At-Risk Alternative  
Delivery Method for the City of Lawrence Oliver Partnership School Project**

Dear Mayor Rivera:

On September 9, 2020, pursuant to M.G.L. c. 149A and 945 CMR 2.00, the city of Lawrence ("Lawrence") submitted an application to use the construction management at-risk ("CM at-risk") alternative delivery method for the Oliver Partnership School project.

Based on all the information provided, Lawrence has met the statutory requirements for using the CM at-risk delivery method. Accordingly, the Office of the Inspector General ("Office") is issuing this notice to proceed to use the CM at-risk delivery method as specified in M.G.L. c. 149A, §§ 1-13, and to use the plan and procedures submitted.

This approval is conditioned on Lawrence using a CM at-risk firm that the Division of Capital Asset Management and Maintenance ("DCAMM") has certified, as well as DCAMM-certified trade contractors. Therefore, Lawrence must require each CM at-risk firm to supply both a certificate of eligibility and an update statement during both the prequalification phase and the technical proposal phase of the selection process. In addition, Lawrence must require each trade contractor to supply a certificate of eligibility and an update statement during the prequalification phase and again at the bidding phase of the selection process. Lawrence must reject as invalid all contractors' statements of qualifications, proposals and bids that do not provide such certificates of eligibility or update statements.

If, during the course of the project, Lawrence changes its owner's project manager or designer, please submit information about the new project manager or designer to the Office. Also, if Lawrence decides not to proceed with the CM at-risk delivery method, please notify the Office.

Mayor Rivera  
City of Lawrence  
October 8, 2020  
Page 2 of 2

Please feel free to contact me or Kerri-Anne Hollingshead, Policy Analyst, if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink that reads "Glenn A. Cunha". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Glenn A. Cunha  
Inspector General

cc: Cynthia Paris, Superintendent, Lawrence Public Schools  
Odanis Hernandez, Acting Chief Operating Officer, Lawrence Public Schools  
Deborah Marai, OPM, Pinck & Co./ Anser Advisory

## 4A.2 - OPM Deliverables

### A. OPM Design and Value Engineering Review

The OPM reviewed the Design Team's Schematic Design Drawings and Project manual. A report of this review is attached.

The Design team, OPM and Construction Manager conducted a joint Value Engineering exercise. Consigli Construction's Value Management log captures these efforts and is attached.

# Lawrence Oliver Partnership School

## Value Management Log

As of: 12/22/2020



NO.	DATE	DESCRIPTION	SOURCE	VM AMOUNT	STATUS	DATE ACCEPTED	ACCEPTED AMOUNT	NOTES	PROGRAM IMPACT ?	LEED IMPACT ?
<b>FOUNDATIONS &amp; SUPERSTRUCTURE</b>										
S-01	12/04/20	FOUNDATIONS - Revised foundation plan along Oak Street (per SMMA sketch)	SMMA	(\$2,081,030)	ACCEPTED	12/7/20	(\$2,081,030)		YES	
S-02	12/04/20	PROGRAM - Move Art & Music from Basement to Ground Floor (per SMMA sketch)	SMMA	(\$656,891)	ACCEPTED	12/7/20	(\$656,891)		NO	
S-04	12/04/20	ALTERNATE - Utilize Girder-Slab system in lieu of cast-in-place concrete.	SMMA	(\$911,177)	ACCEPTED	12/7/20	(\$911,177)	Addition 1st and 2nd floor		
S-05b	12/04/20	ROOF - Eliminate 75% of RTU enclosures at roof	SMMA	(\$472,005)	ACCEPTED	12/7/20	(\$472,005)	Structural stubs to remain; <i>cannot be accepted with S-05a</i>		
<b>EXTERIOR ENCLOSURE</b>										
EX-2b	12/04/20	FAÇADE - Utilize Masonry in lieu of Terracotta Rainscreen Panels - 50%	CCC	(\$1,250,429)	ACCEPTED	12/7/20	(\$1,250,429)	<i>Cannot be accepted with EX-2a</i>		
EX-4	12/04/20	PREFAB - Utilize prefabricated/panelized system for façade -- target	CCC	(\$324,737)	ACCEPTED	12/15/20	(\$324,737)			
EX-5	12/04/20	SCREEN WALL - Utilize high quality durable fencing to screen generator and transformer in lieu of brick wall	CCC	(\$282,183)	ACCEPTED	12/7/20	(\$282,183)			
EX-6a	12/04/20	SUNSCREENS - Eliminate sun control at Curtainwall	CCC	(\$462,204)	ACCEPTED	12/7/20	(\$462,204)	<i>Cannot be accepted with EX-6b</i>		
EX-7b	12/04/20	SUNSCREENS - Eliminate sunshade at 3rd floor Learning Roof by 50%	SMMA	(\$232,926)	ACCEPTED	12/7/20	(\$232,926)	<i>Cannot be accepted with EX-7a</i>		
<b>C - INTERIORS</b>										
IN-1	12/04/20	GYM - Eliminate CMU veneer at Gym; utilize high impact GWB	SMMA	(\$81,102)	ACCEPTED	12/7/20	(\$81,102)			?
IN-2a	12/04/20	FLOORING - Utilize VCT in lieu of linoleum flooring throughout	SMMA	(\$282,322)	ACCEPTED	12/7/20	(\$282,322)	<i>Cannot be accepted with IN-2b</i>		MAYBE
IN-2b	12/04/20	FLOORING - Utilize sealed concrete at basement level Dining in lieu of Resilient Oak Athletic Flooring	SMMA	(\$136,678)	ACCEPTED	12/7/20	(\$136,678)	<i>Cannot be accepted with IN-2a</i>		?
IN-3	12/04/20	FLOORING - Utilize Epoxy in lieu of Quarry Tile at Kitchen	CCC	(\$38,343)	ACCEPTED	12/7/20	(\$38,343)			
IN-5b	12/04/20	TILE - Remove tile within stairways and add drywall above 4'	CCC	(\$258,374)	ACCEPTED	12/7/20	(\$258,374)	<i>Cannot be accepted with 5a</i>		
IN-6	12/04/20	TILE - Reduce wall tile in Kitchen Servery from 6'-6" to 4'-0"	CCC	(\$21,658)	ACCEPTED	12/7/20	(\$21,658)			
IN-7a	12/04/20	TILE - Reduce tile from full height 8' to 6' in bathrooms	CCC	(\$31,469)	ACCEPTED	12/7/20	(\$31,469)	<i>Cannot be accepted with IN-7b</i>		
IN-8	12/04/20	CEILINGS - Utilize Ultima system in lieu of vector works 30% reduction	CCC	(\$203,011)	ACCEPTED	12/7/20	(\$203,011)	Design to budget		
IN-9b	12/04/20	GYM PARTITION - Change "Skyfold" gym wall to Operable "Modernfold" type	SMMA	(\$83,093)	ACCEPTED	12/7/20	(\$83,093)	<i>Cannot be accepted with IN-9a</i>		
IN-10b	12/04/20	FOLDING GLASS WALLS - Reduce folding glass walls (NanaWalls) by 50%	SMMA	(\$159,045)	ACCEPTED	12/7/20	(\$159,045)	<i>Cannot be accepted with IN-10a</i>		
IN-11b	12/04/20	INTERIOR GLAZING - Change Aluminum storefronts to HM type	SMMA	(\$113,530)	ACCEPTED	12/7/20	(\$113,530)	<i>Cannot be accepted with IN-11a</i>		
<b>D - SERVICES</b>										
EV-1	12/04/20	ELEVATOR - Eliminate dedicated Kitchen elevator (keep shaft for future install?)	SMMA	(\$79,989)	ACCEPTED	12/15/20	(\$79,989)		MAYBE	
EL-1	12/04/20	ELEC - Eliminate instructional PV system on pole	CCC	(\$61,825)	ACCEPTED	12/7/20	(\$61,825)			
P-01	12/04/20	PLUMBING - Eliminate roof drain overflows at renovation & addition; utilize scuppers	SMMA	(\$164,948)	ACCEPTED	12/7/20	(\$164,948)	REVIEW WITH TERRACOTA VM ITEM		
D-01	12/07/20	MEPs - Building SF reduction (addition only)	SMMA	(\$247,300)	ACCEPTED	12/7/20	(\$247,300)			
<b>E - EQUIPMENT</b>										



# Lawrence Oliver Partnership School

## Value Management Log

As of: 12/22/2020



NO.	DATE	DESCRIPTION	SOURCE	VM AMOUNT	STATUS	DATE ACCEPTED	ACCEPTED AMOUNT	NOTES	PROGRAM IMPACT ?	LEED IMPACT ?
<b>G - SITEWORK &amp; LANDSCAPING</b>										
C-01	12/04/20	LOGISTICS - Assume full takeover and shutdown of Oak Street and O'Neil Park for construction access, logistics and laydown	CCC	(\$60,143)	ACCEPTED	12/7/20	(\$60,143)			
C-02	12/04/20	SITE - Eliminate waterline connection from Haverhill to Oak Street	SMMA	(\$65,720)	ACCEPTED	12/15/20	(\$65,720)			
C-03	12/04/20	PEDESTRIAN SIGNAL - Eliminate pedestrian crossing signal (assume by City)	SMMA	(\$91,006)	ACCEPTED	12/7/20	(\$91,006)			
C-05	12/04/20	UNIT PAVERS - Eliminate Unit Pavers at Haverhill Street; Utilize bituminous concrete paving	SMMA	(\$112,837)	ACCEPTED	12/7/20	(\$112,837)			
C-06	12/04/20	UNIT PAVERS - Eliminate Unit Pavers at Oak Street; Utilize bituminous concrete paving	SMMA	(\$269,672)	ACCEPTED	12/7/20	(\$269,672)			
C-09	12/04/20	STREET IMPROVEMENTS - Eliminate utility pole work (assume by City)	SMMA	(\$3,400)	ACCEPTED	12/7/20	(\$3,400)			
L-01	12/04/20	PLAYGROUND - Eliminate Playground	SMMA	(\$181,672)	ACCEPTED	12/7/20	(\$181,672)			
<b>VALUE MANAGEMENT SUBTOTALS</b>				<b>(\$15,913,507)</b>			<b>(\$9,420,717)</b>			
		Schematic Design Estimate Starting Value		\$114,320,556						
<b>TOTAL CONSTRUCTION COST W/ ACCEPTED VE</b>							<b>\$104,899,839</b>			

## **B. Updated Designer Work Plan**

### **1. Updated Designer Work Plan**

The design team has updated their work plan to include the Design Development through Construction Administration phases of the project based on coordination with the City, their OPM, and the Construction Manager.



## **2. Roles and Responsibilities (Org Chart and Project Directory)**

The team org chart and project directory have been included as a reference for Roles and Responsibilities. More detailed roles and responsibilities have been outlined in the Communication and Document Control Procedures attachment.

City of Lawrence

Owner's Project Manager  
(Anser Advisory)

Construction Manager (Consigli)

## SMMA Project Leadership

Principal-in-Charge/Project Architect  
SMMA  
Alex Pitkin, AIA, MCPPO  
MA Reg. #30809

Project Manager  
SMMA  
Kristen Olsen, AIA, MCPPO  
MA Reg. #951337

## Multi-Disciplinary Project Team

**Educational Programming**  
SMMA  
Philip Poinelli, FAIA, ALEP  
MA Reg. #5566

**Civil Engineering/Environmental Permitting**  
SMMA  
Erin Prestileo, PE  
MA Reg. #22712

**Landscape Architecture**  
SMMA  
Samantha Farrell, ASLA, CPSI  
MA Reg. #4271

**Structural Engineering**  
SMMA  
Paul Livernois, PE  
MA Reg. #35105-ST

**Fire Protection / Plumbing Engineering**  
AKAL Engineering (MBE)  
Anup S. Khatra, PE, LEED AP  
MA Reg. #51176

**HVAC Engineering**  
SMMA  
Andrew Oldeman, PE, CEM, LEED AP  
MA Reg. #42508

**Electrical / Lighting**  
SMMA  
Alexander Masi, PE, CBCP, LEED AP BD+C  
MA Reg. #51537

**Data / Communications and Security**  
3si (WBE)  
Aaron DiBari  
MA Reg. #N/A

**Geotechnical Engineering**  
Nobis Inc. (MBE)  
Michael A. Ciance, PE  
MA Reg. #49940

**Geoenvironmental Engineering**  
Nobis Inc. (MBE)  
Jason Pelchat  
MA Reg. #39420

**Hazardous Materials**  
Nobis Inc. (MBE)  
Jeffery Brunelle, PG  
MA Reg. #AI000090

**Cost Estimating**  
Miayakoda Consulting (MBE/WBE)  
Noriko Miyakoda Hall  
MA Reg. #N/A

**Kitchen / Food Service Consultant**  
Schivavone Design (WBE)  
Joanne M. Schivavone, FCSI  
MA Reg. #N/A

**Laboratory Consultant**  
SMMA  
Adrian Walters, PE, LEED AP BD + C  
MA Reg. #20438

**Acoustical Consultant**  
Acentech, Inc.  
Ioana Pieleanu, Principal Consultant  
MA Reg. #N/A

**Specifications Consultant**  
SMMA  
Kristin Norwood, CSI, CDT  
MA Reg. #N/A

**Library / Media**  
SMMA  
Jenifer Badershall  
MA Reg. #N/A

**Technology / Audio Visual Consultant**  
Acentech, Inc.  
Minh Tran, Consultant  
MA Reg. #N/A

**Theatrical Consultant**  
Lorelli Associates  
Robert L. May, Jr.  
MA Reg. #AD041301

**Sustainable / Green Design / Renewable Energy Consultant**  
SMMA  
Martine Dion, FAIA, LEED AP BD + C  
MA Reg. #50698

**Code Consultant**  
Building, Fire & Access, Inc.  
Robert Carasitti, PE  
MA Reg. #39551

**Accessibility Consultant**  
SMMA  
Alan De Hann, AIA, LEED AP, BD+C, CDT  
MA Reg. #8611

**Traffic Consultant**  
Brennan Consulting, Inc. (WBE)  
Christopher Emilius, PE  
MA Reg. #37458

**Furniture, Fixtures and Equipment Consultant**  
Stefura Associates (WBE)  
Lianne Vivilecchia, IIDA  
MA Reg. #021259

**Site Surveying**  
Nitsch Engineering (WBE)  
Jamie Gayton, PLS  
MA Reg. #49624

**Energy Efficiency Specialist**  
SMMA  
Drashti Dhirwani, LEED AP BD+C, EMIT  
MA Reg. #N/A

**BIM Specialist**  
SMMA  
Hector Inirio  
MA Reg. #N/A

**Lawrence Oliver Partnership School**  
Project Directory



Name	Title	Phone	Fax	Cell or Alt #	Email
<b>Client</b>					
<b>Lawrence Public Schools</b>					
237 Essex Street Lawrence, MA 01840					
<i>School Building Committee</i>					
200 Common Street	Daniel Rivera	Mayor, Committee Chair	978-620-3013	-	<a href="mailto:drivera@cityoflawrence.com">drivera@cityoflawrence.com</a>
237 Essex Street	Cynthia Paris	Superintendent	978-975-5905 x25729	-	<a href="mailto:cynthia.paris@lawrence.k12.ma.us">cynthia.paris@lawrence.k12.ma.us</a>
237 Essex Street	Odanis Hernandez	Acting Chief Op. Office, Committee Secretary	978-975-5905 x25630	-	<a href="mailto:odanis.hernandez@lawrence.k12.ma.us">odanis.hernandez@lawrence.k12.ma.us</a>
200 Common Street	Milagros Puello	Acting Water & Sewer Commissioner	978-620-3096	-	<a href="mailto:mpuello@cityoflawrence.com">mpuello@cityoflawrence.com</a>
237 Essex Street	Masiel Jordan	LPS Chief Financial Officer	978-975-5905 x25760	-	<a href="mailto:masiel.jordan@lawrence.k12.ma.us">masiel.jordan@lawrence.k12.ma.us</a>
70-71 North Parish Road	Richard Dokos	Manager, Facilities & Plant (LHS)	978-975-2750 x39452	978-479-1344	<a href="mailto:richard.dokos@lawrence.k12.ma.us">richard.dokos@lawrence.k12.ma.us</a>
298A Lawrence Street	Leslie Melendez	Deputy Dir, Groundwork Lawrence, Resident	978-304-3092	-	<a href="mailto:lmelendez@groundworklawrence.org">lmelendez@groundworklawrence.org</a>
38 Dartmouth Street	Frank Moran	State Rep., Committee Vice Chair	978-884-6375	-	<a href="mailto:frank.moran@mahouse.gov">frank.moran@mahouse.gov</a>
300 Canal Street, Unit 6-313	Stephany Infante	Greater Lawrence Technical	978-857-8905	-	<a href="mailto:stephany_infante26@outlook.com">stephany_infante26@outlook.com</a>
62 Thorndike Street	Enrique Matos	School Committee Representative	978-835-9018	-	<a href="mailto:enriqu.matos2@lawrence.k12.ma.us">enriqu.matos2@lawrence.k12.ma.us</a>
183 Haverhill Street	Shalimar Quiles	School Principal, Oliver Partnership	978-722-8170	-	<a href="mailto:shalimar.quiles@lawrence.k12.ma.us">shalimar.quiles@lawrence.k12.ma.us</a>
233 Haverhill Street	Jessica Deimel	School Principal, UP Academy Oliver	978-722-8670	-	<a href="mailto:jdeimel@upacademyloliver.org">jdeimel@upacademyloliver.org</a>
<i>Non-Voting Members</i>					
70-71 North Parish Road	Nancy Salach	Assistant Principal, Lawrence High School	978-722-8170 x64303	-	<a href="mailto:nancy.salach@lawrence.k12.ma.us">nancy.salach@lawrence.k12.ma.us</a>
<i>Other Staff</i>					
200 Common Street	Nuryelis Herrera	Special Assistant to the Mayor	978-620-3018	-	<a href="mailto:nherrera@cityoflawrence.com">nherrera@cityoflawrence.com</a>
237 Essex Street	Maria Cruz	Chief of Staff to the Superintendent	978-722-8267	-	<a href="mailto:maria.cruz@lawrence.k12.ma.us">maria.cruz@lawrence.k12.ma.us</a>
237 Essex Street	Yolanda Fonesca	Benefits Specialist	978-975-5905 x25631	-	<a href="mailto:yolanda.fonseca@lawrence.k12.ma.us">yolanda.fonseca@lawrence.k12.ma.us</a>
<b>Owner's Project Manager</b>					
<b>Pinck &amp; Co., Inc. d/b/a Anser Advisory</b>					
		main #	617-445-3555	617-445-3511	
98 Magazine Street Boston, MA 02119					
	Deborah Marai	Project Director	x305	-	617-797-6507 <a href="mailto:deborah.marai@anseradvisory.com">deborah.marai@anseradvisory.com</a>
	Margaret Wood	Project Advisor	x304	-	617-216-5760 <a href="mailto:margaret.wood@anseradvisory.com">margaret.wood@anseradvisory.com</a>
	Dani Garber Letitia	Project Manager	x328	-	860-882-4155 <a href="mailto:dani.garber-letitia@anseradvisory.com">dani.garber-letitia@anseradvisory.com</a>
	Christian Cuervo	Assistant Project Manager	x316	-	617-671-8701 <a href="mailto:christian.cuervo@anseradvisory.com">christian.cuervo@anseradvisory.com</a>
<b>Owner's Consultants</b>					
<b>Cost Estimator</b>					
<b>A.M. Fogarty</b>					
175 Dirby Street, Suite 5 Hingham, MA 02043	Peter Timothy	Estimator	781-749-7272	-	<a href="mailto:ptim@amfogarty.com">ptim@amfogarty.com</a>
<b>Architects and Engineers</b>					
<b>SMMA</b>					
1000 Massachusetts Avenue Cambridge, MA 02138			617-547-5400	800-648-4920	
	Alex Pitkin	Principal-in-Charge/Project Architect	617-520-9220	-	617-233-5768 <a href="mailto:apitkin@smma.com">apitkin@smma.com</a>
	Kristen Olsen	Project Manager	617-520-9242	-	857-999-5274 <a href="mailto:kolsen@smma.com">kolsen@smma.com</a>
	Jason Detwiler	Architect	617 520-9257	-	<a href="mailto:idgetwiler@smma.com">idgetwiler@smma.com</a>
	Tim Nuanes	Architect	-	-	<a href="mailto:tnuanes@smma.com">tnuanes@smma.com</a>
	Philip Poinelli	Educational Programming	617-520-9219	-	617-721-0609 <a href="mailto:ppoinelli@smma.com">ppoinelli@smma.com</a>
	Brett Wilkinson	Structural Engineer	617 520-9285	-	617-913-5643 <a href="mailto:bwilkinson@smma.com">bwilkinson@smma.com</a>
	Dylan Quinn	Structural Engineer	617-520-9466	-	<a href="mailto:dquinn@smma.com">dquinn@smma.com</a>
	Stella Drizin	Electrical / Lighting Designer	617 520-9264	-	617 543-1456 <a href="mailto:sdrizin@smma.com">sdrizin@smma.com</a>
	John Hart	Civil Engineering/Environmental Permitting	617 520-9430	-	978-502-5675 <a href="mailto:jhart@smma.com">jhart@smma.com</a>
	Charles Gibson	Mechanical Engineer	617-520-9218	-	312 330-2237 <a href="mailto:cgbison@smma.com">cgbison@smma.com</a>
	Ethan Seaman	Energy Efficiency Specialist	617-520-9288	-	413 522-4437 <a href="mailto:eseaman@smma.com">eseaman@smma.com</a>
	Andy Zyskowski	Sustainable Design / Energy Model	617-575-0314	-	<a href="mailto:azyskowski@smma.com">azyskowski@smma.com</a>
	Martine Dion	Sustainable Design / Energy Model	617-520-9461	-	857 492-1517 <a href="mailto:mdion@smma.com">mdion@smma.com</a>
	Jenifer Badershall	Library / Media	617-575-0322	-	978 766-1595 <a href="mailto:jbadershall@smma.com">jbadershall@smma.com</a>
	Michael Dowhan	Landscape Architect	401-519-0661	-	401 477-4956 <a href="mailto:mdowhan@smma.com">mdowhan@smma.com</a>
	Hector Inirio	BIM Specialist	617-520-9421	-	<a href="mailto:hinirio@smma.com">hinirio@smma.com</a>
	Kristin Norwood	Specifications	617-575-0317	-	781 475-9951 <a href="mailto:knorwood@smma.com">knorwood@smma.com</a>
<b>Designer Consultants</b>					
<b>Geotechnical Engineering</b>					
<b>Nobis Inc.</b>					
	Michael A. Ciance, PE	Sr. Geotechnical Project Manager	978-683-0891	-	<a href="mailto:info@nobiseng.com">info@nobiseng.com</a>
<b>Geoenvironmental Engineering</b>					
<b>Nobis Inc.</b>					
	Jason Pelchat	Project Manager	978-683-0891	-	<a href="mailto:info@nobiseng.com">info@nobiseng.com</a>
<b>Hazardous Materials</b>					
<b>Nobis, Inc.</b>					
	Jeffery Brunelle, PG	Project Manager	978-683-0891	-	<a href="mailto:info@nobiseng.com">info@nobiseng.com</a>
<b>Fire Protection / Plumbing Engineering</b>					
<b>AKAL Engineering, Inc.</b>					
44 Central Street Berlin, MA 01503	Anup Khatra, PE	Principal	508-869-0403	-	<a href="mailto:khatra@akalengineering.com">khatra@akalengineering.com</a>
	James	-	508-869-0403	-	<a href="mailto:ask@akalengineering.com">ask@akalengineering.com</a>
	Anthony Gray, PE	Senior Project Manager	508-869-0403	-	<a href="mailto:ask@akalengineering.com">ask@akalengineering.com</a>
<b>Kitchen / Food Service Consultant</b>					
<b>Schiavone Design</b>					
	Joanne M. Schiavone	President	631-403-4268	-	<a href="mailto:jms@schivonedesigns.com">jms@schivonedesigns.com</a>
<b>Code Consultant</b>					
<b>Building, Fire &amp; Access, Inc.</b>					
	Robert Carasitti, PE	President	978-870-5674	-	<a href="mailto:rcarasitti@bfcacode.com">rcarasitti@bfcacode.com</a>
<b>Site Surveying</b>					
<b>Nitsch Engineering</b>					
	Alex Diotte	Project Manager	857-201-5231	-	<a href="mailto:adiotte@nitscheng.com">adiotte@nitscheng.com</a>

Lawrence Oliver Partnership School  
Project Directory



Name	Title	Phone	Fax	Cell or Alt #	Email	
<b>Technology / Audio Visual Consultant</b>						
<b>Acentech, Inc</b>						
Minh Tran	Consultant	617 499 8038	-	-	<a href="mailto:mtran@acentech.com">mtran@acentech.com</a>	
<b>Acoustical Consultant</b>						
<b>Acentech, Inc</b>						
Ioana Pieleanu	Principal Consultant	617 499 8069	-	-	<a href="mailto:ipieleanu@acentech.com">ipieleanu@acentech.com</a>	
<b>Traffic Consultant</b>						
<b>Brennan Consulting, Inc.</b>						
Christopher Emilius, PE	Principal	781-273-3434	-	-	<a href="mailto:info@brennanconsults.com">info@brennanconsults.com</a>	
<b>Data / Communications and Security</b>						
<b>3si</b>						
Mike DiBari	Principal	413-237-5601	-	-	<a href="mailto:mike@3si.net">mike@3si.net</a>	
<b>Furniture, Fixtures and Equipment Consultant</b>						
<b>Stefura Associates</b>						
Lianne Vivilecchia, IIDA	Principal	617 723 5164	-	-	<a href="mailto:lianne@stefura.com">lianne@stefura.com</a>	
<b>Cost Estimating</b>						
<b>Miyakoda Consulting</b>						
Noriko Miyakoda Hall	Owner	617-799-5832	-	-	<a href="mailto:noriko@miyakoda.com">noriko@miyakoda.com</a>	
<b>Educational Visioning</b>						
<b>New Vista Design</b>						
32 Sheridan Street, Suite 2 Jamaica Plain, MA 02130	David Stephen, RA	Principal	617-733-0847	-	-	<a href="mailto:david@newvistadesign.net">david@newvistadesign.net</a>
<b>Construction Manager</b>						
<b>Consigli Construction Co., Inc.</b>		main # 508-473-2580				
72 Sumner Street Milford, MA 01757	Christian Riordan	Project Executive	-	-	508-328-8969 <a href="mailto:criordan@consigli.com">criordan@consigli.com</a>	
	Matthew Consigli	President, Principal-in-Charge	-	-	-	
	Kristy Lyons	Pre-construction Manager	-	-	781-910-9565 <a href="mailto:klyons@consigli.com">klyons@consigli.com</a>	
	Tim Ericson	Senior Estimator	-	-	774-278-7063 <a href="mailto:tericson@consigli.com">tericson@consigli.com</a>	
	Matteo Batista	Project Manager	-	-	617-750-1334 <a href="mailto:mbatista@consigli.com">mbatista@consigli.com</a>	
	Dan Geary	Superintendent	-	-	508-328-2699 <a href="mailto:dgeary@consigli.com">dgeary@consigli.com</a>	
	Mike Caputo	General Superintendent	-	-	774-248-0412 <a href="mailto:mcaputo@consigli.com">mcaputo@consigli.com</a>	
	Maitane Sesma	Project Engineer, Community Liason	-	-	508-259-6741 <a href="mailto:msema@consigli.com">msema@consigli.com</a>	
	Justin White	Senior Sitework Estimator	-	-	774-278-3710 <a href="mailto:jwhite@consigli.com">jwhite@consigli.com</a>	
	Anthony Baldarelli	Chief Estimator, MEP	-	-	508-612-0530 <a href="mailto:abaldarelli@consigli.com">abaldarelli@consigli.com</a>	
	Dave Barksdale	Estimator	-	-	617-694-5613 <a href="mailto:dbarksdale@consigli.com">dbarksdale@consigli.com</a>	

### 3. Communication and Document Control Procedures

The communication flow diagram attached at the end of this section serves as our communication protocol. Owner communication is sent directly to the designated City representatives either directly by the OPM or from the lead design architect and copied to the OPM. No direct communication occurs between the Owner and any sub-consultants or specialty consultants.

Project communication to the MSBA is directly through the OPM or from the lead design architect and copied to the OPM if previously discussed. Project communication with the Construction Manager is to and from the lead design architect and project manager with copy to the OPM on all correspondence.

Document control procedures comply with our ISO 9001 requirements, an internal quality control audit is performed at each submission by an independent team of SMMA Architects and Engineers. Additionally, a constructability review of the design and construction documents will be performed by the design team throughout each phase by conduction in house coordination sessions and clash detection reviews through BIM software.

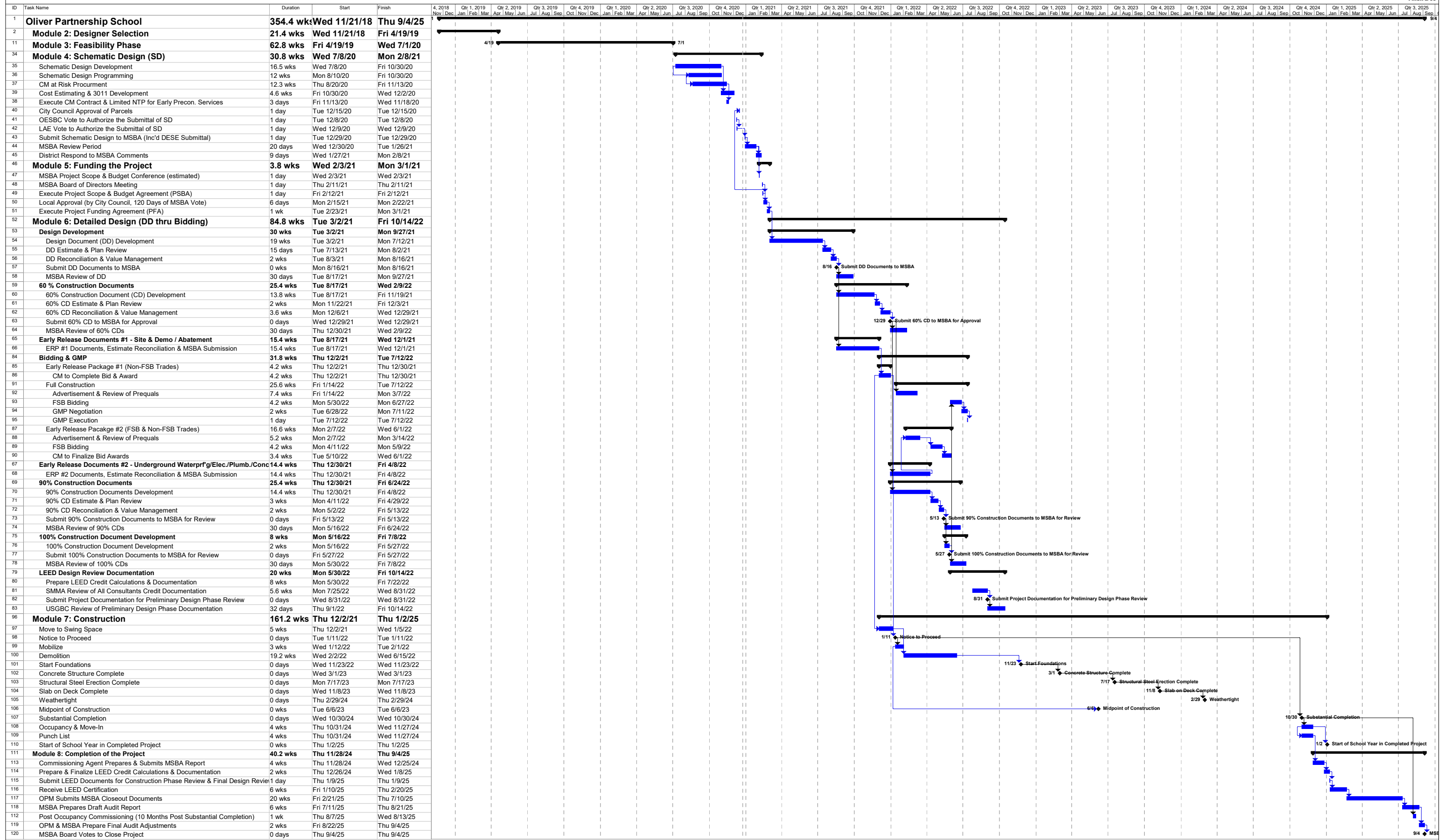


## **C. Project Schedule**

### **1. Updated Project Schedule**

An updated total project schedule is attached.

# Oliver Partnership School



## 2. Application Submission and Approval Dates

The following are anticipated Submission and Approval Dates for the Oliver Partnership School Project:

- By December 29, 2020: OPM Submits Schematic Design Submittal to the MSBA
- January 2021: MSBA issues comments on SD Submission and project team issues responses
- January/February 2021: MSBA Project Scope and Budget Agreement Conference
- February 11, 2021: MSBA Board Meeting to approve Project Scope and Budget Agreement
- Early February 2021: funding for Lawrence Oliver Partnership School Project is on the City Council Agenda and is immediately referred to the Budget and Finance Subcommittee
- February 2021: Budget and Finance Subcommittee considers recommendation of Project Funding to full City Council
- March 2021: Public Hearing and City Council vote to fund the Oliver Partnership School Project
- March/April 2021: Execution of MSBA Project Funding Agreement, start of Design Development Phase

## D. Project Scope and Budget

### 1. Updated Project Budget

The District's Total Project Budget for the Oliver Partnership School Addition/Renovation 1,000 student K-8 project is estimated to be \$132.3M, which aligns with the estimated Total Project Cost outline below.

The reconciled estimated construction cost (ECC) and total project cost (TPC) are estimated to be:

- Construction Cost: \$104,900,000
- Total Project Cost: \$132,300,000

Estimated Construction Cost was independently calculated by the Design Team's cost estimator (Miyakoda), the OPM's cost estimator (AM Fogarty), and the Construction Manager (Consigli Construction). The independent cost estimates were reconciled in a collaborative effort, initially resulting in a reconciled estimated construction cost higher than the District's budget carried forward from the Preferred Schematic Report budget. The Design Team, CM and OPM then engaged in a Value Management exercise, and the process uncovered design and construction efficiencies; Consigli Construction's Value Management log captures these efforts and is attached. A revised and reconciled ECC of \$104.9M was achieved, which meets the District's budget without compromising the District's Educational Program.

The OPM worked with the Design Team and the District to estimate project soft costs to be carried outside of the ECC. The total estimated project soft costs, including owner contingencies for change orders and soft cost, is \$27.4M.

The TPC for the Oliver Partnership School Addition/Renovation 1,000 student K-8 project is estimated to be \$132.3M. The MSBA's 3011 Total Project Budget has been developed for the project and is attached.

**City of Lawrence**  
**Oliver Partnership School-12/28/20 SD**

Total Project Budget: All costs associated with the project are subject to 963 CMR 2.16(5)	Enter Budget Values for all light yellow highlighted cells	Scope Items Excluded from the Estimated Basis of Maximum Facilities Grant or Otherwise Ineligible	Estimated Basis of Maximum Total Facilities Grant <sup>1</sup>	Estimated Maximum Total Facilities Grant <sup>1</sup>
	Estimated Budget			
Feasibility Study Agreement				
OPM Feasibility Study	\$611,400	\$0	\$611,400	
A&E Feasibility Study	\$1,051,880	\$0	\$1,051,880	
Environmental & Site	\$0	\$0	\$0	
Other	\$52,960	\$0	\$52,960	
<b>Feasibility Study Agreement Subtotal</b>	<b>\$1,716,240</b>	<b>\$0</b>	<b>\$1,716,240</b>	<b>\$1,372,992</b>
Administration				
Legal Fees	\$0	\$0	\$0	\$0
<b>Administration</b>				
Design Development	\$133,000	\$0	\$133,000	
Construction Contract Documents	\$300,600	\$57,808	\$242,792	
Bidding	\$65,000	\$0	\$65,000	
Construction Contract Administration	\$2,666,400	\$182,092	\$2,484,308	
Closeout	\$135,000	\$0	\$135,000	
Extra Services	\$50,000	\$0	\$50,000	
Reimbursable & Other Services	\$11,000	\$0	\$11,000	
Cost Estimates	\$0	\$0	\$0	
Advertising	\$2,458	\$0	\$2,458	
Permitting	\$0	\$0	\$0	
Owner's Insurance	\$140,000	\$0	\$140,000	
Other Administrative Costs	\$0	\$0	\$0	
<b>Administration Subtotal</b>	<b>\$3,503,458</b>	<b>\$239,900</b>	<b>\$3,263,558</b>	<b>\$2,610,846</b>
<b>Architecture and Engineering</b>				
Basic Services				
Design Development	\$2,203,000	\$0	\$2,203,000	
Construction Contract Documents	\$4,406,000	\$166,073	\$4,239,927	
Bidding	\$440,000	\$0	\$440,000	
Construction Contract Administration	\$2,644,000	\$580,807	\$2,063,193	
Closeout	\$492,000	\$0	\$492,000	
Other Basic Services	\$0	\$0	\$0	
<b>Basic Services Subtotal</b>	<b>\$10,185,000</b>	<b>\$746,880</b>	<b>\$9,438,120</b>	
Reimbursable Services				
Construction Testing	\$0	\$0	\$0	
Printing (over minimum)	\$0	\$0	\$0	
Other Reimbursable Costs	\$150,000	\$0	\$150,000	
Hazardous Materials	\$100,000	\$0	\$100,000	
Geotechnical & Geo-Environmental	\$500,000	\$0	\$500,000	
Site Survey	\$40,000	\$0	\$40,000	
Wetlands	\$0	\$0	\$0	
Traffic Studies	\$150,000	\$0	\$150,000	
<b>Architectural/Engineering Subtotal</b>	<b>\$11,125,000</b>	<b>\$746,880</b>	<b>\$10,378,120</b>	<b>\$8,302,496</b>
<b>CM at Risk Preconstruction Services</b>				
Pre-Construction Services	\$260,471	\$0	\$260,471	\$208,377
Site Acquisition				
Land / Building Purchase	\$0	\$0	\$0	
Appraisal Fees	\$0	\$0	\$0	
Recording fees	\$0	\$0	\$0	
<b>Site Acquisition Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Construction Costs				
<b>SUBSTRUCTURE</b>				
Foundations	\$10,201,560			
Basement Construction	\$0			
<b>SHELL</b>				
Super Structure	\$6,238,343			
Exterior Closure	\$0			
Exterior Walls	\$10,944,361			
Exterior Windows	\$3,882,997			
Exterior Doors	\$175,054			
Roofing	\$1,353,913			
<b>INTERIORS</b>				
Interior Construction	\$6,419,889			
Staircases	\$1,442,912			
Interior Finishes	\$5,365,550			
<b>SERVICES</b>				
Conveying Systems	\$456,329			
Plumbing	\$2,964,363			
HVAC	\$9,132,132			
Fire Protection	\$1,125,539			
Electrical	\$6,707,959			
<b>EQUIPMENT &amp; FURNISHINGS</b>				
Equipment	\$1,300,245			
Furnishings	\$1,411,529			
<b>SPECIAL CONSTRUCTION &amp; DEMOLITION</b>				
Special Construction	\$0			
Existing Building Demolition	\$2,072,742	\$0		
In-Building Hazardous Material Abatement	\$714,060	\$0		
Asbestos Containing Floor Material Abatement	\$0	\$0		
Other Hazardous Material Abatement	\$0	\$0		
<b>BUILDING SITEWORK</b>				
Site Preparation	\$607,285	\$0		
Site Improvements	\$1,874,454	\$0		
Site Civil / Mechanical Utilities	\$594,239	\$0		
Site Electrical Utilities	\$351,414	\$0		
Other Site Construction	\$0	\$0		
Site Cost over Allowance		\$0		
<b>Construction Trades Subtotal</b>	<b>\$75,336,869</b>	<b>\$0</b>		
Contingencies (Design and Pricing)	\$7,480,356	\$0		
Sub-Contractor Bonds	\$588,000	\$0		
D/B/B Insurance	\$0	\$0		
General Conditions & Requirements	\$11,094,993	\$0		
D/B/B Overhead & Profit	\$0	\$0		
GMP Insurance	\$1,773,945	\$0		
GMP Fee	\$2,100,000	\$0		

**City of Lawrence**  
**Oliver Partnership School-12/28/20 SD**

GMP Contingency	\$2,617,190	\$0		
Escalation to Mid-Point of Construction	\$3,908,486	\$0		
Construction Cost over Funding Cap		\$49,695,842		
<b>Construction Budget</b>	<b>\$104,899,839</b>	<b>\$49,695,842</b>	<b>\$55,203,997</b>	<b>\$44,163,198</b>
Alternates				
Ineligible Work Included in the Base Project	\$0	\$0	\$0	
Alternates Included in the Total Project Budget	\$0	\$0	\$0	
Alternates Excluded from the Total Project Budget	\$0		\$0	
<b>Subtotal to be Included in Total Project Budget</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Miscellaneous Project Costs				
Utility Company Fees	\$250,000	\$0	\$250,000	
Testing Services	\$200,000	\$0	\$200,000	
Swing Space / Modulars	\$1,400,000	\$1,400,000	\$0	
Other Project Costs (Mailing & Moving)	\$100,000	\$0	\$100,000	
<b>Misc. Project Costs Subtotal</b>	<b>\$1,950,000</b>	<b>\$1,400,000</b>	<b>\$550,000</b>	<b>\$440,000</b>
Furnishings and Equipment				
Furniture, Fixtures, and Equipment	\$1,800,000	\$600,000	\$1,200,000	
Technology	\$1,800,000	\$600,000	\$1,200,000	
<b>FF&amp;E Subtotal</b>	<b>\$3,600,000</b>	<b>\$1,200,000</b>	<b>\$2,400,000</b>	<b>\$1,920,000</b>
Soft Costs that exceed 20% of Construction Cost			\$0	
<b>Project Budget</b>	<b>\$127,055,008</b>	<b>\$53,282,622</b>	<b>\$73,772,386</b>	<b>\$59,017,909</b>

<b>Board Authorization</b>	
Design Enrollment	1,000
Total Building Gross Floor Area (GSF)	162,000
Total Project Budget (excluding Contingencies)	\$127,055,008
Scope Items Excluded or Otherwise Ineligible	- \$53,282,622
Third Party Funding (Ineligible)	- \$0
Estimated Basis of Maximum Total Facilities Grant <sup>1</sup>	\$73,772,386
Reimbursement Rate <sup>3,4</sup>	80.00%
Est. Max. Total Facilities Grant (before recovery) <sup>1</sup>	\$59,017,909
Cost Recovery <sup>5</sup>	- \$0
Estimated Maximum Total Facilities Grant <sup>1</sup>	\$59,017,909

80.00 Reimbursement Rate Before Incentive Points  
4.04 Total Incentive Points<sup>3,4</sup>  
80.00% MSBA Reimbursement Rate

NOTES  
This document was prepared by the MSBA based on a preliminary review of information and estimates provided by the \_\_\_\_\_ of \_\_\_\_\_ for the \_\_\_\_\_ School project. Based on this preliminary review, certain budget, cost and scope items have been determined to be ineligible for reimbursement, however, this document does not contain a final, exhaustive list of all budget, cost and scope items which may be ineligible for reimbursement by the MSBA. Nor is it intended to be a final determination of which budget, cost and scope items may be eligible for reimbursement by the MSBA. All project budget, cost and scope items shall be subject to review and audit by the Authority, and the Authority shall determine, in its sole discretion whether any such budget, cost and scope items are eligible for reimbursement. The MSBA may determine that certain additional budget, cost and scope items are ineligible for reimbursement.

1 - The Estimated Basis of Total Facilities Grant and Estimated Maximum Facilities Grant amounts do not include any potentially eligible contingency funds and are subject to review and audit by the MSBA.

2 - Pursuant to Section 3.20 of the Project Funding Agreement and the applicable policies and guidelines of the Authority, any project costs associated with the reallocation or transfer of funds from either the Owner's contingency or the Construction contingency to other budget line items shall be subject to review by the Authority to determine whether any such costs are eligible for reimbursement by the Authority. All costs are subject to review and audit by the MSBA.

3 - The MSBA has provisionally included two (2) incentive points for energy efficiency, subject to the District meeting certain sustainability requirements for the project. If the District does not meet the requirements for the energy efficiency, the District will not qualify for these incentive points and the MSBA will adjust the reimbursement rate accordingly.

4 - The MSBA has provisionally included one (1) incentive point for the Construction Manager at Risk construction delivery method, subject to the District receiving approval from the Office of the Inspector General to utilize this method. If the District does not receive approval for the Construction Manager at Risk delivery method, the District will not qualify for these incentive points and the MSBA will adjust the reimbursement rate accordingly.

5. The proposed demolition of the \_\_\_\_\_ School will result in the MSBA recovering a portion of state funds previously paid to the District for the \_\_\_\_\_ project at the existing facilities completed in \_\_\_\_\_. The MSBA has calculated this recovery of funds to be \$ \_\_\_\_\_ and this amount has been deducted from the Estimated

Construction Contingency <sup>2</sup>	\$3,146,995
Ineligible Construction Contingency <sup>2</sup>	\$1,048,998
"Potentially Eligible" Construction Contingency <sup>2</sup>	\$2,097,997
Owner's Contingency <sup>2</sup>	\$2,097,997
Ineligible Owner's Contingency <sup>2</sup>	\$0
"Potentially Eligible" Owner's Contingency <sup>2</sup>	\$2,097,997
Total Potentially Eligible Contingency <sup>2</sup>	\$4,195,994
Reimbursement Rate <sup>3,4</sup>	80.00%
Potential Additional Contingency Grant Funds <sup>2</sup>	\$3,356,795
Maximum Total Facilities Grant	\$62,374,704
Total Project Budget	\$132,300,000

## 2. Anticipated Reimbursement

The 2018 grant reimbursement share for this project from the MSBA is 80% on reimbursable and eligible project costs. Although the project could have been eligible for 4.04 additional incentive points, current regulations allow for a total maximum of 80 reimbursement points. The remaining 20% of reimbursable costs and the full value of any ineligible costs will need to be locally funded. Based on historical data from past MSBA projects and the MSBA 3011 Total Project Budget prepared for this Schematic Design Submittal, the City of Lawrence understands the value of project costs ineligible for grant reimbursement could push local funding to more than 50% of the final Total Project Cost. This is a challenge the project team faces as it works the City on project funding. For the Oliver Partnership School Addition/Renovation 1,000 student K-8 project, the current MSBA 3011 Total Project Budget currently estimates local funding close to \$71M, which is a substantial amount for the City to fund.

Key points to note contributing to project costs deemed by the MSBA to be ineligible for reimbursement:

- Cap on construction cost
  - The MSBA's current cap on construction cost is \$333/square foot. Based on this cap, a significant portion of the proposed project will be excluded from MSBA grant reimbursement.
  - Understanding the challenges presented by the exiting Oliver Partnership School site and with a need to maximize the grant reimbursement the City will receive from the MSBA for the project, the District and its project team endeavored to find an alternate project site that would allow for efficient design and construction while meeting the District's educational requirements. However, other potentially available sites for the Oliver School were determined to have even more challenges, including risk related to timely acquisition, unknown and potentially problematic site conditions, and escalating project costs. In the end, the existing Oliver School site on Haverhill Street was determined to be the only available site that met the District's Educational Program without being even more costly.
  - The Oliver Partnership School project site has challenges that are contributing to a higher per square foot construction cost, including:
    - (a) fitting the needed square footage on a tight and constrained project site
    - (b) maintaining portions of the building due to historic requirements
    - (c) excavating to avoid excessive building height
    - (d) minimal-to-zero lot line construction requiring support of excavation and limiting construction laydown area
    - (e) constructing in a tight, urban, downtown condition
  - The City of Lawrence, by its very makeup, has challenges to minimizing construction cost/square foot. The City is densely populated, and the location of the Oliver School is more densely populated than the average across the City:
    - (a) Total land area is 7.0 square miles
    - (b) City's population (per 2019 estimate) is over 80,000
    - (c) Based on the 2010 census, the population density of Lawrence is 10,973.7 per square mile
- The Educational Program for the Oliver Partnership School is a K-8 school complex – two schools to maintain a smaller school experience but sharing resources under one roof. The K-8 school complex model is common in Lawrence and contributes to stability in K-8 students' education. However, this model also increases the administration square footage above the MSBA allowance, which contributes to non-reimbursable project construction costs.

## 6. Cost Estimate Reconciliation Spreadsheet

The reconciled Cost Estimate Reconciliation Spreadsheet, laying out and comparing the three Independent Construction Cost Estimates from Miyakoda, AM Fogarty and Consigli Construction is attached.



**Project Name:** Lawrence Oliver Partnership School  
**Designer's Consultant:** Miyakoda  
**OPM's Consultant:** AM Fogarty  
**Construction Manager:** Consigli Construction  
**Date:** December 29, 2020

Trade	Description	Reconciled				TPC Budget
		Miyakoda	AM Fogarty	Consigli	Delta (high to low)	
<b>Renovation</b>						
A10	Foundations	\$370,000	\$384,358	\$0	\$384,358	\$0
B10	Superstructure	\$372,666	\$390,526	\$370,225	\$20,301	\$370,225
B20	Exterior Enclosure	\$3,123,735	\$3,083,934	\$3,261,482	\$177,548	\$3,261,482
B30	Roofing	\$194,663	\$198,595	\$193,969	\$4,626	\$193,969
C10	Interior Construction	\$840,757	\$875,299	\$911,680	\$70,923	\$911,680
C20	Stairs	\$0	\$0	\$115,471	\$115,471	\$115,471
C30	Interior Finishes	\$679,711	\$702,364	\$609,030	\$93,334	\$609,030
D10	Conveying Systems	\$0	\$0	\$0	\$0	\$0
D20	Plumbing	\$412,516	\$423,925	\$398,865	\$25,060	\$398,865
D30	HVAC	\$1,203,872	\$1,163,250	\$1,266,405	\$103,155	\$1,266,405
D40	Fire Protection Systems	\$138,544	\$132,188	\$129,600	\$8,944	\$129,600
D50	Electrical Systems	\$800,906	\$838,835	\$733,640	\$105,195	\$733,640
E10	Equipment	\$7,500	\$7,500	\$5,750	\$1,750	\$5,750
E20	Furnishings	\$270,075	\$270,470	\$22,200	\$248,270	\$22,200
F10	Special Construction	\$0	\$0	\$0	\$0	\$0
F20	Selective Demolition	\$323,796	\$331,768	\$136,425	\$195,343	\$136,425
G40	Site Electrical Utilities	\$0	\$0	\$18,229	\$18,229	\$18,229
<b>Subtotal 01 Renovation</b>		<b>\$8,738,740</b>	<b>\$8,803,011</b>	<b>\$8,172,970</b>		<b>\$8,172,971</b>
<b>Addition &amp; Site</b>						
A10	Foundations	\$9,745,612	\$9,864,308	\$10,201,560	\$337,252	\$10,201,560
B10	Superstructure	\$5,574,193	\$5,601,878	\$5,868,118	\$266,240	\$5,868,118
B20	Exterior Enclosure	\$10,819,382	\$11,074,354	\$11,740,932	\$666,578	\$11,740,932
B30	Roofing	\$1,218,097	\$1,195,153	\$1,159,944	\$58,153	\$1,159,944
C10	Interior Construction	\$5,704,674	\$5,785,342	\$5,508,209	\$277,133	\$5,508,209
C20	Stairs	\$1,589,320	\$1,651,152	\$1,327,441	\$323,711	\$1,327,441
C30	Interior Finishes	\$4,477,561	\$4,509,921	\$4,756,520	\$278,959	\$4,756,520
D10	Conveying Systems	\$555,000	\$565,500	\$456,329	\$109,171	\$456,329
D20	Plumbing	\$2,209,071	\$2,280,660	\$2,565,498	\$356,427	\$2,565,498
D30	HVAC	\$7,361,318	\$7,662,062	\$7,865,728	\$504,410	\$7,865,728
D40	Fire Protection Systems	\$967,509	\$982,675	\$995,939	\$28,430	\$995,939
D50	Electrical Systems	\$6,216,939	\$5,943,282	\$5,974,319	\$273,657	\$5,974,319
E10	Equipment	\$1,238,300	\$1,222,850	\$1,294,495	\$71,645	\$1,294,495
E20	Furnishings	\$1,366,638	\$1,385,967	\$1,389,329	\$22,691	\$1,389,329
F10	Special Construction	\$0	\$0	\$0	\$0	\$0
F20	Selective Demolition	\$2,747,000	\$2,050,980	\$2,650,378	\$696,020	\$2,650,378
G10	Site Preparation	\$884,035	\$827,791	\$607,285	\$276,750	\$607,285
G20	Site Improvements	\$1,474,981	\$1,424,519	\$1,874,454	\$449,935	\$1,874,454
G30	Site Civil/Mechanical Utilities	\$849,943	\$936,032	\$594,239	\$341,793	\$594,239
G40	Site Electrical Utilities	\$412,004	\$278,733	\$333,185	\$133,271	\$333,185
<b>Subtotal Addition &amp; Site</b>		<b>\$65,411,576</b>	<b>\$65,243,158</b>	<b>\$67,163,899</b>		<b>\$67,163,902</b>
<b>Total Direct Costs</b>		<b>\$74,150,316</b>	<b>\$74,046,169</b>	<b>\$75,336,869</b>	\$1,186,553	<b>\$75,336,869</b>
<b>Contingencies &amp; Fees</b>						
	Design and Pricing Contingency	\$7,415,032	\$7,404,617	\$7,480,356	\$75,739	\$7,480,356
	Escalation	\$3,670,441	\$3,984,980	\$3,908,486	\$314,539	\$3,908,486
	SDI (Non-Trade Contracts)	\$1,147,733	\$799,020	\$513,945	\$285,075	\$513,945
	GMP Contingency	\$2,557,074	\$2,443,524	\$2,617,190	\$173,666	\$2,617,190
	General Conditions	\$7,614,708	\$7,614,708	\$7,169,208	\$0	\$7,169,208
	General Requirements	\$4,301,491	\$4,383,553	\$3,925,785	\$457,768	\$3,925,785
	General Liability Insurance	\$1,260,000	\$1,260,000	\$1,260,000	\$0	\$1,260,000
	P&P Bond	\$588,000	\$588,000	\$588,000	\$0	\$588,000
	GMP Fee	\$2,100,000	\$2,100,000	\$2,100,000	\$0	\$2,100,000
<b>Total Mark-Ups</b>		<b>\$30,654,479</b>	<b>\$30,578,401</b>	<b>\$29,562,970</b>	\$1,091,509	<b>\$29,562,970</b>
<b>Total Construction Costs</b>		<b>\$104,804,795</b>	<b>\$104,624,570</b>	<b>\$104,899,839</b>	\$275,269	<b>\$104,899,839</b>

## 7. Technology and FFE Budgets

The Technology Budget, prepared by the Designer's consultant 3si, as well as the FFE Budget, prepared by the Designer's consultant Stefura Associates, are attached.

## E. Construction Methodology

The construction delivery method approved by the City is MGL Chapter 149A, Construction Manager at Risk.

The OPM and Design Team introduced the two construction procurement options available for the Oliver Partnership School Project - MGL Chapter 149 Design Bid Build and Chapter 149A Construction Management at Risk - to the Oliver Elementary School Building Committee (OESBC) when the Preliminary Design Program was being developed and these procurement options were again discussed when the Preferred Schematic Report was being developed. At the May 20, 2020 OESBC meeting, the two procurement options were again reviewed, this time relative to the specific Preferred Option, Additional/Renovation project at the existing Oliver Partnership School site and including advantages and disadvantages of each process related to the Project. This was to prepare the OESBC for a vote on the preferred construction procurement option, which took place after a final review of advantages and disadvantages of each option at the June 16, 2020 OESBC meeting with the OESBC voting in favor of CM at Risk procurement option for the Oliver Project.

Use of CM at Risk construction procurement for the Oliver Partnership School Project was brought before Lawrence City Council on August 11, 2020 and the matter was immediately moved down to the Budget and Finance Subcommittee for review. The Project team presented to the Budget and Finance Subcommittee on August 26, 2020, including a Project-specific presentation of the advantages and disadvantages of both Design Bid Build and CM at Risk delivery methods. The Budget and Finance Subcommittee voted on a favorable recommendation to the City Council to approve the CM at Risk construction delivery method. At its September 3, 2020 meeting, the Lawrence City Council voted to approve the CM at Risk construction delivery method for the Oliver Partnership School Project.

Key reasons the CM at Risk construction delivery method was deemed as most advantageous for the Oliver Partnership School Project by the OESBC, the Lawrence Budget and Finance Subcommittee, and the Lawrence City Council include:

- Collaborative - CM is on board early, becomes part of the team, invests in solutions, owns the approach
- Cost certainty – CM can help estimate, manage, and control costs for complex add/reno project
  - Preconstruction cost estimating improves cost certainty early in process
  - Benefit from preconstruction investigations to reduce unknowns and potential change orders
  - Cost-plus contract with a GMP; Owner pays for the actual cost of the work with a fixed CM fee, the process is more transparent
- Minimize risk - schedule, logistics and planning
  - Extremely tight sight requiring careful coordination and logistical planning
  - Cost and schedule control are essential, including limiting costly swing space for OPS students and using allowances to lock in costs for scope when quantities are unknown
  - Unknowns related to construction market and implications of the COVID emergency

- Determining project approach - could have cost and schedule implications
  - CM identifies project approach, including phasing options, early
  - Ability to issue early bid packages to avoid schedule impacts related to long-lead items, improve schedule with enabling work and lock in prices during certain market conditions

The Application for CM at Risk Delivery Method for the Oliver Partnership School Project was submitted to the Commonwealth of Massachusetts Office of the Inspector General (OIG) on September 9, 2020. On September 24, 2020, the Certification of Authority to Use the Construction Management at Risk Delivery Method was forwarded to the OIG, completing the District's application. On October 8, 2020, the OIG forwarded their approval and notice to proceed to use the CM at risk delivery method for the Oliver Partnership School Project as specified in MGL Chapter 149A.

The OESBC voted on members of the CM at Risk Selection Committee and the CM at Risk selection was kicked off with published advertisement for Construction Manager Request for Qualifications on August 19, 2020. Qualification packages were received from 9 CM firms. After review of the qualification packages by the CM at Risk Selection Committee and a confirmation vote by the OESBC, 4 CM firms were determined to be qualified and were invited to submit Proposals. After review of the technical proposals submitted by the 4 CM firms, the CM at Risk Selection Committee reviewed the price proposals and conducted interviews with each of the 4 firms. The CM Selection Committee presented the results of the CM at Risk proposal and interview process to the OESBC, and the OESBC voted on November 17, 2020 to approved the CM Selection Committee's recommendation of Consigli Construction Company as the highest-ranking CM at Risk firm.

Consigli Construction was brought on board to the Oliver Partnership School project as Designer and OPM consultants were just starting to review the Schematic Design pricing set for SD construction cost estimates. Consigli commenced with SD construction cost estimating, including investigation visit to the existing Oliver Partnership School, immediately. As part of their approved early-preconstruction services, Consigli provided SD construction cost estimating, participated in the estimate reconciliation meeting with the OPM and Designer's estimators on December 2, 2020, and was an integral part of the value management process.

The cost estimates, proposed project schedule, estimated reimbursement rate, and Total Project Budget Spreadsheet provided in this SD Submittal reflect CM at Risk as the selected construction delivery method.

## 4A.3 - Designer Deliverables

### A. General Requirements

#### 1. Basis of Design Narratives

##### Architectural Characteristics

The New Lawrence Oliver School design reflects the Education Plan's unique requirements for a school comprised of both an elementary and middle school spanning kindergarten through eighth grade, all collocated within the same building footprint. Each level is clustered into neighborhood wings which are organized with two to four general education classrooms around a central Commons space, physically and visibly connected to each classroom, allowing for a flexible learning environment where grade level teachers share responsibility across the entire cohort of students. Grade level teachers share planning and gathering spaces at the nexus of adjacent neighborhoods. Each classroom grouping includes various SPED resource spaces or breakout rooms for small group or one-on-one interaction – a critical part of today's educational experience. The proposed design meets many of the District's needs while simultaneously giving new life to a rich and historically significant building in Lawrence. Working with the Lawrence School District, a balance between what will fit the limited site and what is required to meet the District's educational program's needs and projected student population has been identified and developed in the Schematic Design drawings. By revitalizing the most significant portion of the existing building and adding a large addition, the new Lawrence Oliver School will cement its place as an integral and critical community center and a resource for all citizens for generations to come.

The proposed design will provide adequate square footage to accommodate grades kindergarten through eight, which combined constitutes a total population of 1,000 students – 677 in grades kindergarten through five and 333 students in grades six, seven, and eight. Architecturally, the addition will complement the historic Oliver Partnership building without trying to mimic the existing aesthetic. The completed building will be fully compliant with all applicable building and accessibility codes. The existing historic exterior of the building will be respectfully rehabilitated to match the original aesthetic. Alterations to the main entrance of the existing building along Haverhill Street are required to provide an accessible entry for persons with disabilities. The new design provides an accessible entrance by moving the main entrance down to the existing partially below-grade Lower Level.

During construction, the limited lot size means lay-down space for the contractors will need to be identified offsite - the O'Neil Playground's southeast softball field has been identified as a potential option. The City has retained a Construction Manager to assist in this task and other make-ready tasks such as above-ground utility relocation at Oak Street.

The Basement Level has shared spaces for use by the Elementary School grades, Middle School grades, and the community. The basement features a large gym and ample dining space connected by an operable wall that facilitates various flexible use scenarios throughout the year. By centrally co-locating the gymnasium and cafeteria near the school's new Oak Street front entrance, after-hours use is easily accommodated and prominently visible to the community. The basement and lower level (ground level) are connected vertically by various double-height and triple-height spaces highlighted by a centrally located learning stair, allowing students to navigate and occupy the space simultaneously.

The Lower Level is predominately used for administrative and building mechanical purposes. Each school's administrative functions are located near the two primary vestibules to provide appropriate secure access control and visual sightlines to the main entrances and parent drop-off areas. The Guidance and Nurse's offices have been conveniently located within the main administrative office suite to provide students with a convenient centralized resource. Catie's Closet and the two-Family Resource rooms are centrally located to reflect their critically important status to the community. This level features a tapering horizontal circulation path visually connecting the Oak Street entrance on the north and the renovated Haverhill Street entrance on the south. The approach allows students and staff to gradually negotiate the grade between the north (102'-6" A.F.F.) and the southern portion of the building (100'-0") with a sloped surface and a wide ornamental stair. Both spaces have ample room for students and staff to occupy and pass-through, creating a dynamic corridor bisecting the center of the building.

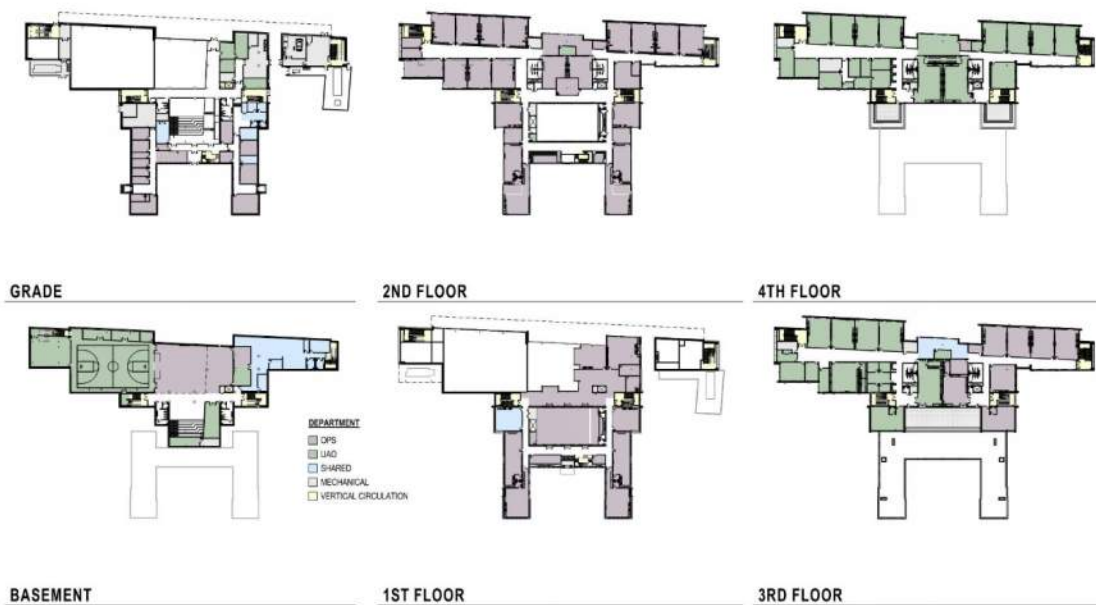
The First Floor Level will be primarily dedicated to kindergarten. This level provides easy access to separated age-appropriate outdoor play spaces in the existing building's outdoor courtyard along Oak Street. The courtyard also serves to isolate the youngest students along the busy Haverhill Street. The floor also features a shared kindergarten through second-grade media space and art room that overlooks the sizeable three-story volume and provides visual connectivity between the first three levels.

The Second Floor will be dedicated to the first, second, third, and fourth grades and establishes a repeatable pattern of equally sized classrooms clustered around centrally located neighborhood amenity spaces that vary in use and size from the second floor onward up the building. The simple horizontal bar shape parti allows the classroom neighborhoods to stack efficiently with excellent daylight optimization for all core academic spaces. A shared Media Center for third and fourth grade is located at the center portion of the north expanse of curtain wall. This arrangement is designed to encourage the Media Center's use as a daily part of the student curricular activities. The spaces are also large enough and flexible enough to allow for multiple zones of activities with access from two sides

The Third Floor will be dedicated to the fifth and sixth graders and include a few spaces for grades three through eight. The Third Floor will also provide a large outdoor learning space flanked on either side by the two IEP rooms and directly connected to the two science and technology spaces.

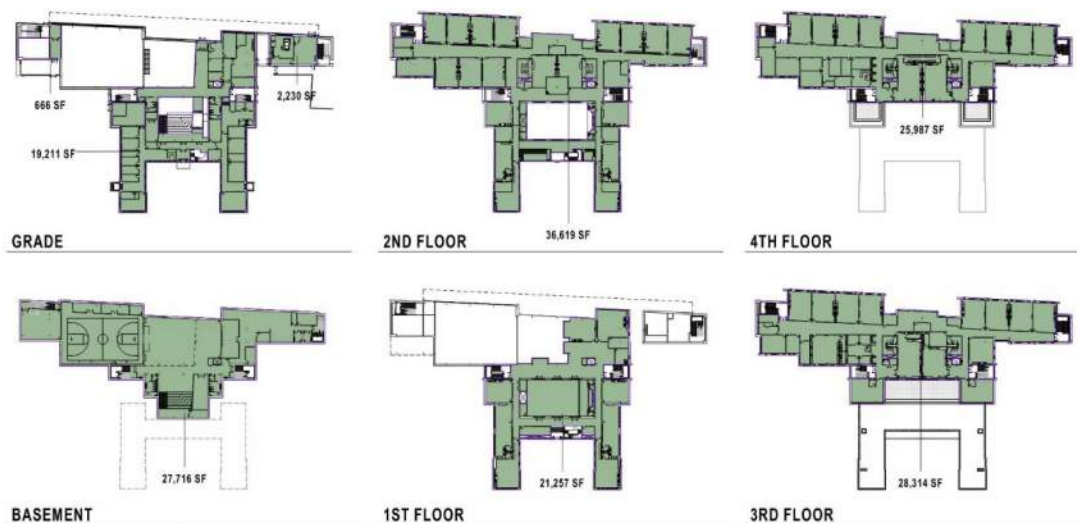
The Fourth Floor is devoted to seventh and eighth grades and includes two outdoor learning spaces towards the south of the plan.

Special needs spaces are well distributed throughout the academic floors and are located adjacent to each grade level, allowing for variety and access to services and long-term flexibility, should programs expand or change in the future. Specialist spaces are separated by school and age level – with middle school Dance/Movement located in the basement adjacent to the large Gymnasium. In contrast, the kindergarten through fifth-grade music and art resides on the first floor directly adjacent to the auxiliary gym and grade K-3 media Space. This arrangement will allow for better servicing of each age segment within the school by creating adjacencies that make integrated arts programming and projects easier and more likely to occur. The building is designed to facilitate securing of the primary school use spaces during after-hour activities. Refer to Figure 1 below for further information.



Building Organization Plans

This option requires swing space for grades 1-5 for the duration of the project. Kindergarten and grades 6-8 will remain at their existing locations until construction is complete. The proposed project will be approximately 162,000 gross square feet with an estimated cost of \$104,900,000. Refer to Figure 2 below for further information, including a level-by-level square foot breakdown.



Gross Area Plans

While the existing historic portion of the building is clad in brick and granite masonry, the new addition will feature terra cotta rain screen system cladding above the first floor to complement the existing historic brick masonry yet provide a distinctive identity of its own. The proposed design will use a salvaged granite base from the demolished portion of the existing building and repurpose it on the new addition to establish a consistent horizontal datum between the two and protect the terra cotta at the base where it's most susceptible to damage. Secondary metal panel rain screen cladding and brick masonry veneer will be used on the new addition to activate and highlight the pedestrian experience along Oak Street. The new addition will feature a sizeable two-story opening along Cardillo Way to preserve and highlight the existing exterior pedestrian connecting O'Neill Park on the north and the Campagnone Common on the south.

### Civil / Site Development

The existing Oliver Partnership Elementary School is located at 183 Haverhill Street in Lawrence, Massachusetts and is located on Parcel ID 127-22. Four additional parcels have been acquired and/or transferred to the City of Lawrence for use by the Oliver Partnership School. The parcels are within the R-2 Two-Family Residential zoning district. The school properties are bound by a church and a YWCA lot to the west, and residential lots to the east, Haverhill Street to the south and Oak Street to the north. Campagnone Common is located across Haverhill Street to the south and O'Neil Park is located across Oak Street to the north.

The total site is 1.53 acres and includes the following parcels: 127-22, 127-15, 107-19, 107-18 and Cardillo Way.

The proposed site work will require the demolition and removal of nearly all the existing site features. The only remaining portion of the site will be the south portion of the existing building. All site features including pavements, curbing, and most utilities will be removed. This will include removal of the sidewalks along Haverhill Street and Oak Street as well as portions of the streets being removed and replaced for improvements or utility work.



Excavation for the basement level will include the removal of approximately 20,000 CY of material to be disposed of off-site. The excavation for the basement and its foundations will require a vertical support of excavation (SOE) around the perimeter of the addition. Support for the remaining building will be required as well.

Proposed site work includes redevelopment of the ground plane treatment around the entire perimeter of the portions of the existing building to remain and the new building addition, as well as improvements to Oak Street, and Cardillo Way. Portions of Oak Street will be redesigned as a table roadway constructed of bituminous pavement, with flush granite curbing and reinforced concrete bollards creating safe separation between the pedestrian and vehicular zones. On Oak Street, the table will extend from the building edge to the west to approximately the building edge to the east and will include the Short Street intersection and a small portion of Short Street. Concrete sidewalks will be reconstructed along the full length of the table roadway along the north and south sides of Oak Street. Accessible curb cut ramps and clearly defined crosswalks, complete with detectable warning panels, will be constructed at carefully sited pedestrian crossing locations. Cardillo Way will be maintained as a pedestrian access point from the residential neighborhoods to the north to Campagnone Common and points south. The access will bisect the proposed building via a pedestrian passageway at the 1<sup>st</sup> floor level directly across from Short Street, maintaining the direct access that currently exists. The surface treatment will consist of concrete unit pavers on a bituminous concrete setting bed, with granite curbing, ornamental metal fencing, and 12' height pedestrian light poles along the east right of way line. Steel bollards will be utilized where Cardillo Way meets the Haverhill Street sidewalk to restrict vehicular access and to keep the area pedestrian oriented. One removeable or collapsible steel bollard will be provided in the center of Cardillo Way in this location to facilitate emergency vehicle access.

The internal site includes a redesigned southern courtyard facing Haverhill Street. The front area of the courtyard will include a generous concrete pedestrian plaza at the entrance from the Haverhill Street sidewalk with lawn with new tree plantings on either side meant to acknowledge the landscape of Campagnone Common to the south. Along the Haverhill Street frontage, a low re-purposed granite block wall with ornamental metal fencing will serve to enclose the courtyard. There will be a 9' wide concrete promenade walkway with benches on both sides in the center of the space for access from Haverhill Street to the new building entrance. On either side of the central, promenade walkway, 7' wide concrete walkways will connect to two sets of egress stairs extending down from the existing door at the 2<sup>nd</sup> floor level. Retaining walls will be provided along these walkways as necessary to mitigate grade changes. To the north, the main entrance plaza from Oak Street will consist of concrete pavement covered by a large building canopy. Granite slab benches will be interspersed throughout the area, along with site furnishings such as bike racks and receptacles. Beneath the remaining building overhang along Oak Street, concrete pavement will be installed, and site improvements will be installed to create a pedestrian-friendly environment. The loading and service area is located inside the building in this area. Thickened concrete pavement will be provided from Oak Street to the building in these areas for vehicles to access the loading and service area. Concrete walks leading from doors along the west side of the building will lead to Haverhill and Oak Streets. At the northeast

corner of the proposed building, the area will be surfaced with thickened concrete pavement and surrounded by an opaque wooden screen enclosure that will protect the area containing the building generator, transformer, and other exterior mechanical equipment. Access to this area will be provided via the building and gates provided at the northeast and northwest corners of the space. At the northwest corner of the proposed building, a secondary area surfaced with thickened concrete and enclosed by an architectural screen will protect additional, exterior mechanical equipment. Access to this area is provided via the building and a gate located on the south side of the enclosure. A low concrete retaining wall will be provided in the northwest portion of the site as necessary to mitigate grade changes, and a new chain link fence will be installed along portions of the property line in this area. Small lawn areas will be incorporated wherever possible to add pervious surface to the site.

## **Structural**

### **Geotechnical and Seismic Considerations**

The Preliminary Geotechnical report from Nobis dated April 13, 2020 indicates that the seismic site classification is preliminary designated as Site Class F. This classification is reserved for the poorest of soil conditions. There is a possibility that the soil classification can be improved to Site Class D, which would require an additional site-specific liquefaction study to be performed by the Geotechnical Engineer. If the Site Classification remains at level “F” there will be significant impacts on both the foundation and seismic designs and in turn, to the project schedule and budget. If the additional soil information and testing information gathered allows the Geotechnical Engineer to classify the soil as “Site Class D”, there will be significant reductions the requirements for the foundation design and the seismic design for both the structure and seismic restraints of the building components. The Site Classification will impact both the structural design of the new addition, as well as the structural /seismic redesign/retrofit for the renovation of the existing building.

### **New Structure**

The following recommendations are provided for the structural systems of the proposed addition:

#### **Foundations**

Final foundation types have not been determined at this time and are pending additional investigation/ explorations, including additional test pits, supplemental test borings to perform a site-specific liquefaction assessment. The geotechnical engineer will also need additional information regarding the anticipated foundation loads in order to estimate the potential settlement of the building. There are currently several foundation types under consideration, including conventional shallow spread footings, deep pile foundations and a continuous thick foundation Mat

#### **Conventional (Shallow) Foundation Option**

The preliminary geotechnical report indicates that shallow foundations may be suitable for the new construction. Refer to this report for more information on the suitability of shallow foundations.

Shallow foundations are often more economical than deep foundations and should be utilized if feasible. If a shallow foundation system for the new building is a feasible option, this system will consist of conventional reinforced concrete foundation walls at the perimeter of the better walls will need to be retaining walls at basement locations. All footings will rest on shallow undisturbed natural soils. New foundations will be tied to the existing foundations to minimize differential settlement of the two structures. A geotechnical report detailing the specific site conditions will need to be provided for the structural design. The new ground floor level will likely be a conventional 5" slab on grade. Elevator pits will consist of 10" thick reinforced concrete foundation walls supported on a continuous 12" thick reinforced concrete mat foundation.

### **Deep Foundation Options**

Several factors including the structural loads, new foundation elevations relative to existing foundation elevations, soil bearing capacity, soil susceptibility to liquefaction and estimated settlement may necessitate the use of deep foundation or ground improvement methods. The geotechnical engineer has requested refined structural loads and column locations to assist them to determine if deep foundations are required.

Deep foundation options include shallow spread footings that are installed on ram aggregate piers (RAP) or rigid inclusions (RI), drilled micro pile (DMP), or ductile iron pipe (DIP). The Geotechnical report provides further information on these foundation systems. It may be possible to use a combination of systems, such as DMPs immediately adjacent to the existing structure to prevent damage to the structure during installation, and RAPs afield where their installation is less likely to negatively impact the existing structure. A deep foundation will likely require a reinforced structural slab as opposed to a conventional slab on grade for the lowest floor level.

### **Continuous Mat Foundation Option**

An alternative to deep foundations in poor soils is a continuous mat foundation. A continuous mat foundation would likely consist of a 2'-6" to 4'-0" thick reinforced cast in place concrete mat across the footprint of the addition, allowing the entire building to settle uniformly.

### **Underpinning**

The new addition is proposed to be constructed with a new basement level below that of the existing basement elevation. Typically, this situation requires the installation of underpinning below the existing foundations that are adjacent to new construction. The underpinning typically consists of new cast-in-place concrete walls that are as thick as the existing footings, which extend from the bottom of the existing foundations, down to the bottom of the new foundations for the existing building (approximately 15'-0") in this case. Due to the sensitivity surrounding the existing foundations and soils, the underpinning is typically installed by limiting excavation below the existing foundations to intervals of 4'-0" widths. In other words, the excavation and underpinning installation activities will alternate such that no portion of the existing foundation is left un-supported by more than 4'-0" by either the existing soil or new underpinning. The additional weight of the underpinning may need to be supported by deep foundations, such as micro-piles.

The existing building foundation type and condition is unknown. No construction documents of the building from the time of original construction are known to exist. It is likely that the existing foundation consists of reinforced concrete strip footings under bearing walls with isolated spread footings at select locations. Alternatively, the existing structure could be founded on a deep foundation system such as timber piles. It is recommended that an investigation be performed to determine the existing foundation type and condition as to better understand how it relates to underpinning and new foundations.

### **Superstructure (New Construction)**

The building will be framed with structural steel, consisting of wide flange or tube-shaped columns centered on the cast in place concrete columns below. The columns will be connected with wide flange structural steel girders, and in turn, will support wide flange structural steel beams, spaced 7' to 8' maximum, and compositely connected to the slab with field welded shear connectors. All steel beams and girders will be spray fireproofed.

Typical elevated floor construction that is supported by the steel frame, will consist of a 3 1/4" lightweight concrete slab on 2" x 20 gage composite metal deck, (5 1/4" total depth), reinforced with welded wire fabric. This floor system provides a 2-hour fire rated floor slab without the need to spray fire-proof the deck.

The first-floor level will be framed slightly differently than the other levels and will consist of system of heavy shallow steel beams and precast concrete plank system. This typically referred to as the "Girder-Slab System", which is a propriety product, but there are other competitors. This system uses special shallow steel beams connected between the steel columns. Precast-concrete planks frame to the sides of these beams to create a shallow overall structural depth of either 8" or 10". The steel and concrete are bonded together with rebar running through the steel girders and grouted into the cells of the hollow core precast concrete plank on either side of the steel beam. A thin topping slab can be installed above the plank for floor leveling above the precast planks. The steel girders would be provided by the steel fabricators and the steel erector for the project would install these girders and precast concrete planks at this level, and then continue erecting the conventional steel and composite slab systems at the upper levels.

Roof decks at outdoor classroom spaces will have the same composition as the interior elevated slabs, consisting of composite decks. The steel framing at the perimeter of the steel that frames the outdoor classrooms will need to be lowered, such that the top of the architectural finishes (insulation and roof deck etc.) above the composite slab are level with adjacent interior slabs.

New roof framing will consist of wide flange steel beams and girders supported on wide flange or tubular steel columns. The roof framing will support 1.5" deep wide rib metal roof deck. Areas of the roof supporting large mechanical equipment will be constructed with concrete topping applied to galvanized composite metal deck, supported on wide flange beams and girders for equipment mounting. The concrete toppings will extend 5'-0" beyond the perimeter of the mechanical equipment to attenuate vibrations and associated noise.

At Part B, which is the area of the Gymnasium and Cafeteria, this portion of the building will be framed with structural steel columns bearing directly on the foundations, as there are no floor slabs at the upper basement, first floor and second floor levels. Due to the classroom wings

above these spaces, deep wide flange girders and/or specially engineered trusses will be installed the 3<sup>rd</sup> floor level to transfer the loads from the columns directly above these locations directly above these large open spaces on the floors below. In addition to transferring these columns loads, these deep steel members will support the supplemental beams that support the floor slabs at the third-floor level.

The Lateral Force Resisting System for the steel structure will consist of diagonal braced frames, composed of HSS tubular steel sections, will be incorporated into the steel framing at the demising walls of the new construction for lateral force resistance. These new frames will be stacked above the locations of the cast-in-place concrete shear walls below.

#### **Renovation of existing building.**

The planned renovation proposes to keep portions of the existing building structure. These portions include two wings on the east and west side of the main entrance that run north to south. The existing southern façade is also proposed to remain and will require temporary support during construction activities, as the floor construction behind it is proposed to be removed.

#### **Remaining Building Wings**

The original building structure appears to consist of load bearing masonry walls that support floors framed with wood joists and wood decking. The proposed modifications to the existing structure include demolition of load bearing and non-loading bearing masonry walls, and removal some existing stairs and infilling the floor.

#### **Wall Demolition**

Floors and roofs that are supported by load bearing walls will either be removed and reframed, or re-supported by other means, such as new structural steel lintels or beams bearing on other masonry walls, or new steel columns. All new openings in existing masonry walls for new doors or ducts will require new steel lintels.

#### **Floor Infill**

Infill of existing floors will be framed with similar materials as the existing structure. Areas that are wood frame will be framed with new sawn lumber supported by laminated veneer lumber beams or existing load bearing wall. If adjacent areas have existing concrete toppings, then new concrete toppings would be considered.

#### **New Roof Loads**

The planned renovation proposes new roof top mechanical equipment and new loads for potential PV readiness for future installation. Additional loads on the existing roofs may result from drifting snow resulting from the new addition. The existing roofs will be evaluated to support these additional loads. Reinforcing of the existing roof will likely be required at most of these areas. Roof reinforcing will consist of new sawn lumber and/or laminate veneer lumber (LVL) beams.

### **Seismic Reinforcing (existing building)**

The renovation of the portions of the existing school structure will be classified as a Level 3 Alteration as defined by the 2015 IEBC. In addition to supporting new gravity loads and re-supporting renovated areas, the existing structure will need to be evaluated for its ability to resist seismic loads. This may require testing samples of the existing masonry to determine its horizontal shear capacity.

The existing masonry walls may offer some load carrying ability for lateral loads, but additional elements such as structural steel diagonal braced frames or masonry shear walls will be required to resist wind and seismic loads as a result of the structural alternations that are proposed. New braced frames or masonry shear walls will require foundations to resist the new loads. Existing foundations may need to be expanded to support additional loads resulting from new lateral forces resisting elements.

A review of existing non-loading bearing masonry walls is required to determine the adequacy of their connection to the floor diaphragm. Inadequate connecting will require additional reinforcing to the top of the walls to provide seismic restraint.

### **Lowest Level Slab Trenching**

Any replacement of existing utilities under the ground floor slab-on-grade will require cutting out the existing concrete slab, excavating out the old utilities, and replacing the slab after the utility work is complete. The new slabs will be bonded to the existing slabs by drilling into the existing concrete and installing epoxy dowels.

### **South Facade**

The existing wall of the main entrance (South wall) that is located between the building wings described above is proposed to remain. However, the entire building north of this wall is proposed to be demolished. Keeping the existing wall intact will require special temporary supports during new construction activities. New foundations, columns, floors and roof will be constructed behind this wall, which will provide permanent support for the front façade after final installation.

### **Expansion joint**

The new corridor that is proposed North of the South Façade will be framed with new construction and will provide permanent support for the existing masonry wall. The new framing will all provide lateral bracing of the East and West wings of the portion of the existing to remain. This new structure will be constructed integral with these portions of the existing building.

A structural separation joint (seismic/expansion) will be located to the north of this corridor, along the southern wall of the new Auxiliary Gymnasium. Double columns and diagonal brace frames.

## Mechanical, Electrical, Plumbing /Fire Protection

### Mechanical Systems

Existing equipment is generally past life expectancy, less efficient, too loud for classrooms, lacking BMS controls, and/or is based on gas heating and all should be removed.

A new Heating, Ventilating and Air Conditioning system will be provided to serve the various program spaces of the elementary school building to meet current codes and energy standards and eliminate the need for a gas connection.

The new heating and cooling will be based on the use of high-efficiency heat pumps utilizing VRF technology. Generally, we will use one or two refrigerant circuit per floor with Air Conditioning Units (ACUs) in each room and condensing units (ACCUs) on grade or on the roof.

Dedicated Outdoor Air Systems (DOAS) with energy recovery will provide ventilation and exhaust. The DOAS units will be configured as energy recovery units with 90+% efficient superblocks and VRF heating/cooling and Variable Air Volume (VAV) distribution will provide ventilation to classrooms and other spaces with 100% outdoor air. Spaces will be zoned so that similar usages and exposures will be paired.

Classrooms, Small group, Media Center, Administration, and other educational spaces will be heated/cooled/ventilated with the VRF and DOAS systems. Setpoints will be set at the BMS with a DDC control system.

Ceiling fans in addition to the VRF and DOAS will provide occupant comfort control in the gym.

Zones will have ACUs for heating/cooling and VAV boxes controlling the ventilation airflow.

Entry vestibules and stairwells will be provided with electric cabinet unit heaters or electric baseboard.

A Make-up air unit with VFD will provide single zone distribution and associated demand control ventilation exhaust air system will be provided for Kitchen. New variable volume kitchen hood exhaust fans will be provided for the kitchen systems. The makeup air and exhaust will be controlled by a Demand Control Ventilation system to vary the amount of kitchen exhaust airflow as required for the cooking demand.

Wall mounted air conditioning systems or transfer fans will be provided for server rooms, Data Closets, and Electrical rooms, as required. Acoustic attenuation and vibration control will be provided to minimize noise and vibration transmission to occupied spaces in the form of in-duct attenuators, duct lagging, vibration isolators and/or roof-level slabs beneath HVAC equipment.

The facility will be provided with a web-accessible, microprocessor-based, direct digital control (DDC) building automation system (BAS) for control of HVAC systems and equipment and for monitoring of selected other systems.

Consideration will be provided for powering selected systems from an emergency power source, as required for life safety, heating, and for standby operation of certain systems. This typically

includes motorized fire/smoke dampers or the heating system and associated terminal equipment and controls.

### Electrical Systems

The Oliver Partnership School electrical service is provided by the local utility company, National Grid. The service initiates off the existing National Grid's high voltage line, running overhead along the Oak Street, via a bank of pole-mounted stepdown transformers, owned and maintained by the National Grid. From the utility pole, transformers' secondary wiring extends first overhead, then via school's "interior alley" (a narrow unoccupied unheated passage running adjacent to school occupied spaces in basement) in (2)-4" conduits, and finally terminates in existing Main Distribution Panel "DP" located Custodian/Tank room. Condition of wiring in travelling conduits and the actual presence of overcurrent protection device are unknown, which potentially represent unsafe installation not compliant to Code. The "DP" panel is MLO construction type (Main Lugs Only, meaning there is no overcurrent protection device in panel), rated 600 Amp 120/208v 3ph 4w. A few downstream panels were noted as "older" in poor unacceptable condition. It is determined that the existing electrical service will be inadequate for the new school program, and therefore will be disconnected and removed.

A new electrical service will be provided via a new pad-mounted utility transformer, furnished and installed by the utility company, National Grid. The new service will be metered at the transformer's secondary voltage. The new service will extend underground and terminate in the new 3,000 Amp 277/480v 3ph 4w Main Switchboard "MSB" in the new Main Electric room.

Electrical power distribution equipment will be installed in the Main Electric room and downstream electric rooms and closets to support the building interior and exterior lighting, "small power" loads, kitchen and gym equipment, mechanical loads in respective areas, etc.

"Normal" or "Standby" power source will be supplied to specific electrical panels based on serviced building load types and their "critical" status (e.g.: all heating system equipment associated with the building "freeze control" will be powered by the "Standby" power source).

Power sub-metering system will be provided to monitor the entire building utility service along with individual panels and larger mechanical equipment power consumption. Power sub-meters recording power consumption (KWH) and demand (KW) will be tied into building DDC system for monitoring and recording in 1-hr intervals.

Task and convenience duplex receptacles will be installed throughout based on specific programs in various building areas. GFCI and WP types will be provided where required by the Code. Tamper resistant type will be provided in all educational and common areas accessible by students.

Minimum of 50% of receptacles ("plug-in loads"), with a goal of 75%, will be controlled by local occupancy sensors or an automatic time-scheduled control system. Dedicated "NC" Non-Controlled receptacles will be provided to accommodate uninterrupted power to "critical" loads and equipment such as laptop charging stations and IT/MDF equipment.

Interior lighting will incorporate high-efficiency dimmable LED lights. Classroom lighting will consist of direct/indirect pendant linear lights, controlled by the local dimmers and/or switches and wired via occupancy and daylight sensors. Lighting in the administration area offices,



teacher support areas, and in the similar areas will be LED recessed 2' x 2' and 2' x 4' of the direct/indirect type, gradually dimmable or multi-switched, controlled by local dimmers and/or switches, wired via occupancy sensors and daylight sensors, where applicable. Gym lighting will include a grid of pendant mounted round or 2' x 4' LED lights. Lighting in the Dining, Media Center and Art rooms will be a combination of the LED pendants and ceiling recessed LED downlights, supplemented with wall-mounted LED sconces where applicable. Auditorium stage will be equipped with LED Performance Lighting System, consisting of track-mounted LED multi-color lights, located in front of and at the stage, and dimming and multi-scene pre-set stations.

The overall lighting design goal is to achieve the LPD (Lighting Power Density) of 0.5W/SF or less.

All interior lights will be controlled by a networked digital time-programmable lighting control system, occupancy sensors and photocells (daylight sensors), as applicable.

Wireless type dimming and multi-switching lighting control stations will be provided throughout for local means of controls. For the building areas without occupancy sensors control (corridors, commons, dining, etc.), the wireless networked digital time-programmable lighting control system will facilitate automatic lighting shutoff on a scheduled basis with an occupant override.

The networked digital lighting control system will be tied into the building DDC system for status monitoring.

New energy-efficient exterior LED lighting system, consisting of pole-mounted and building-mounted lights, will be provided. All exterior fixtures will be vandal resistant, enclosed, listed for wet locations and with full cut-off light distribution. Site lighting system will provide a minimum maintained lighting level 0.5 FC at grade. All exterior lights will be controlled by the new networked programmable lighting control system and a photocell for additional energy savings.

A new 700KW/875KVA packaged diesel engine-generator system will be provided to supply power to emergency life-safety and standby loads upon loss of the normal electric utility power source. A skid-based fuel tank will be sized for 24 hours of the generator operation without re-fueling.

Lightning protection system consisting of roof mounted air terminals, grounding conductors, down leads, ground rods and bonding conductors will be installed.

New addressable fire detection and alarm system will be provided. It will consist of a Fire Alarm Control Panel (FACP) with microphone assembly, printer, LCD type remote annunciator(s), automatic smoke and heat detectors, manual pull stations, audible and visible alarm signals, connections to automatic fire suppression systems. The system shall transmit the alarm signals to local Fire Department via acceptable protocol - a city master box, a radio type master box or via telephone lines/monitoring Central Station, as it will be specifically directed by the Lawrence Fire Department.

## Plumbing Systems

Existing domestic cold, hot water piping, sanitary, waste and vent piping, storm drainage piping, and kitchen waste piping are still operational but appear to be original and in poor condition. They have outlived/exceeded their useful life and are not expected to last more than a few years without exhibiting widespread problems and possible failure. Perform tests in each system in the areas that will reuse or connect into existing piping to identify leaks or damages in the systems to be repaired, as necessary.

A new 8" domestic water service shall be provided with a reduced pressure backflow preventer installed to protect the service (per the DEP regulation 310 CMR 22). The majority of the existing cold-water piping distributed throughout the renovation portion of the building shall be replaced. New domestic cold-water piping shall be provided throughout the addition. Domestic cold water inside the building will be "L" type copper tube with wrought or cast copper fittings. All cold-water piping shall be insulated to the code and to prevent condensation. A new triplex, variable speed water booster pump system (5 HP ea.) shall be provided to maintain flow and pressure operation requirements at the remote fixtures. A full line by-pass shall be provided so only the fixtures requiring boosted pressure are served by the booster pump.

The existing domestic hot water heater shall be removed. The majority of the existing domestic hot water piping distributed throughout the building will be replaced. New all electric tankless domestic hot water heaters shall be used. Each level shall be provided with a dedicated centralized electric tankless domestic hot water heater with temperature-based recirculation. Remote areas at each floor shall be served by point of use electric tankless water heaters. Existing hot water piping in the renovation area shall be replaced with new piping. New water piping will be provided throughout the addition. Domestic hot water shall be distributed in "L" type copper tube with wrought or cast copper fittings. All hot water piping will be insulated in accordance with the current energy code.

The roof drains appear to be in relatively good condition. The drains consist of cast metal dome tops, flashing clamps/ gravel stops and cast-iron bodies. Most of the roof drains and piping will be reused in the renovation. Underground storm piping will be video inspected for its condition and will be addressed accordingly. New roof drains and storm piping will be provided throughout the addition as well as sub-slab perforated drain piping routed to new sump pits with pumps to relieve the high-water table challenges inherent to the project site.

The existing underground piping shall be video inspected for its condition and, if functional, most of it will be reused. The existing sanitary waste piping will be modified to accommodate the repair and renovation work. The above-ground sanitary drainage and vent will be removed and replaced with cast iron piping with "no-hub" joints (larger than 2"). Piping smaller than 2 inches will be piped in copper. Piping below the floor shall be service weight cast iron hub and spigot piping. Waste lines in the addition at basement level will be below the sewer elevation on site. Provide duplex sewage ejector to pump the waste from all fixtures at this level.

The new kitchen shall be provided with dedicated grease waste piping and venting system. Interior recessed grease traps shall be provided prior to grease waste piping being routed to the external grease trap on the site. Due to the elevation difference between the external grease trap

and the kitchen waste, a duplex grinder pump shall be provided to pump the exiting kitchen waste up to the external grease trap elevation.

The existing gas service and gas piping throughout the building shall be removed and/or decommissioned.

The number of plumbing fixtures will be added in the facility to accommodate the population of male students and female students and shall be in accordance with 248 CMR Paragraph 10.10, Table 1.

Water closets and urinals will be commercial vitreous china, wall hung (ADA compliant). Lavatories will be self-rimming countertop mounted china. Each floor will include a janitor's closet with a corner mop service basin. Toilet cores on each floor will include alcove-recessed electric water coolers, in a high-low handicapped accessible configuration to meet MAAB requirement.

All faucets and fixtures shall be of the high-efficiency low-flow rate type to meet or exceed the water reduction/conservation targets for the project, in compliance with the LEEDv4 criteria.

### **Fire Protection Systems**

The existing sprinkler system needs to be removed and replaced with an upgraded fire suppression per new architectural plans. The new system will consist of Automatic sprinklers and Standpipes per latest Massachusetts Building Code 780 CMR Chapter 9 and per NFPA standards. A new 8" fire water service entrance shall be provided from Haverhill St.

A hydrant flow test shall be conducted at Haverhill St to verify water flow data. A fire pump may be required, if the water pressure and flow are found to be not adequate. A new double check valve and alarm check valve shall be provided at the service entrance.

All egress stairs will have standpipe system with 2 ½" hose valve. Additionally, standpipes will be located so that no part of the building is more than 200 feet from a standpipe valve. NFPA standard requires that all areas of the building shall be protected with wet fire suppression sprinklers. The building is divided into multiple fire zones per floor covering less than 52,000 sf per zone and the sprinkler system in each fire zone is fed by a separate zone control valve assembly. The unheated area will require a dry system.

All sprinkler control valves will be provided with tamper switches. Flow switches will be provided at the main riser and each floor control valve. Electric Bell will be mounted on the outside wall of the building, near the service entrance. The tamper switches and water flow switches will be monitored by the building fire alarm system. A fire department connection will be provided outside the building.

Sprinkler heads in areas with finished ceilings will have concealed pendant type and in areas with no suspended ceilings will be upright sprinkler heads. All sprinklers will be quick response heads. Sprinkler heads in mechanical rooms and the Gymnasium will be provided with Wire guards.

The fire protection piping will be schedule 40 piping with threaded fittings for any piping sized 1½” and less. For sizes over 2”, schedule 10 piping with roll grooved fittings and couplings will be used. All valves controlling the flow of water will be provided with supervisory devices that report to the Fire Alarm system.

## **DATA/Comms/Security**

Building security will include the following integrated electronic security systems.

- Access Control
- Intrusion Alarm (perimeter and interior monitoring)
- Video CCTV Surveillance
- Panic / Duress Alert

All systems shall be integrated so that they perform in conjunction with each other. For example, if a door is breached, the Video Surveillance system will display the image from the CCTV camera at the door to the CCTV monitor screens in the main office, a call will be initiated to the school’s monitoring service, on-site alarms will be activated, notification will be initiated to first responders, electronic release of latches at doors with card readers will be disabled, and the incident will be linked to and searchable in all security system’s data bases.

All security devices will reside on a physical data network separate from the school’s production data network.

### **Access Control System**

All doors shall be locked during school hours. General visitor entry will be limited to one entry door. Staff entry will be at designated doors.

An IP based door audio / video call station will be installed at the visitor entry door - the main entrance door. Master stations for main entry door release after a visitor is challenged will be located at the main office, security officer’s desk, the principal’s office, and the principal’s secretary’s desk.

Proximity / Card readers will be installed at designated doors for building access by staff. Designated doors will include the main entry door, main vestibule interior door, custodial entry door, and various staff entry doors.

Proximity / Card readers will also be located at doors used for access to and re-entry from the play areas. The Access Control system will notify administrators if doors are propped open.

Proximity / Card readers will be located at technology closet doors to limit access to authorized individuals and for tracking access to sensitive technology and security electronic equipment.

An IP based door phone intercom (hands-free speakerphone) will be installed at the receiving door. Delivery persons will press the “call” button and the system will call the first phone programmed. If there is no answer, the call will roll over to other phones in the order programmed. According to best practices, school personnel will not be able to remotely release the receiving door lock/latch but will be required to physically verify the delivery before manually opening the door.

### **Intrusion Alarm System**

An IP based addressable Intrusion Alarm system will be installed. The system shall have door contacts on all exterior doors and motion sensors in all spaces on grade with exterior doors and/or windows. Motion sensors will be located at stairwells and in corridors so that an intruder's travel through the building can be tracked in real time.

The Intrusion Alarm system will include keypad locations for arming and disarming the system. The Intrusion Alarm system will include an automatic dialer for notification to an alarm monitoring service company,

The system will include interior sirens and strobes as well as beacon/strobes installed on the building exterior walls at locations affording line of sight from the street.

### **CCTV Video Surveillance System**

High-Definition IP Video Surveillance cameras will be installed at key locations at building entrances, in corridors, and at strategic exterior wall locations to provide for monitoring of all entry/exit doors, bus drop off/loading area, interior corridors, and potential problem areas such as gymnasium, cafeteria, stairwells and gang toilet entrances.

Live feed from all CCTV cameras will be viewable at large screen monitors installed in designated offices as well as at authorized computer stations. Live feed from all CCTV cameras will be viewable from the security department main office and by the police department.

Recorded images shall be assessable via the system console and through authorized staff computer stations.

The system's Network Video Recorder shall be sized to provide for a minimum of thirty days of image retention.

### **Panic / Duress Alert System**

The Owner is currently evaluating a Panic / Duress Alert system consisting of a network application installed on designated staff computers and mobile devices, along with panic / duress buttons and pulsing prism lights.

The system will have the following features and capabilities.

- The system will have cloud-based supervision and management.
- The system will utilize 900 MHz Life Safety technology and not rely on the school's wireless data network to operate.
- The system will be programmed according to the school's alert protocols and requirements.
- The system will communicate detailed information to police and fire departments and other emergency teams including digital floor plans and location tracking.
- The system will provide real time communications between the school and first responders during an emergency event.
- The system will be interfaced to several school building systems such as the PA / Intercom system, the Intrusion Alarm dialer, and the school's video distribution system,

When an Emergency Alarm button is depressed because of a life-threatening situation, any or all of the following will be initiated simultaneously in less than 1 second.

- An alert with event location information will instantly be sent to the first responder command center and to patrol vehicles.
- An alert with event location information will be sent to designated school staff computers and mobile devices.
- Two-way communications will be established between the first responders and the school via a supervised cloud network application.
- Copies of floor plans and demographic information will be sent to the first responders.
- Indoor and outdoor Pulsing Prisms will be activated.
- Communications with the school handheld radios will be established.
- A pre-determined special tone or audio message automatically will be broadcasted over the PA system
- E-mail and/or text messages will be sent to designated personnel
- A video all-call will be initiated turning on all video devices to display pre-determined emergency video messages.
- The interface with the access control system will be initiated, locking doors and disabling all proximity/card readers denying entry to all except for personnel with the highest credentials or as directed by the district, police or fire departments.

## 2. Security and Visual Access Requirements

Currently, the school safety department comprises 34 School Safety Officers supported by an MOU (Memorandum of Understanding) with the Lawrence Police Department, which accounts for three dedicated School Resource Officers and a Lieutenant. Lawrence Public Schools is committed to providing the highest quality school safety and violence prevention programs to support individual schools across the District. It is our desire to provide for and promote student safety and security throughout the school district and community at large, including the upgrade of school safety communication devices and cameras. We utilize a single point of visitor entry system at all our schools. Implementation of staff crisis response protocols would be enhanced with the use of updated security systems and technology throughout the school setting.

Lawrence Public Schools, like other urban school districts, has to respond to a myriad needs and challenges faced by students. Poverty, transience, homelessness, language barriers, substance abuse, domestic and community violence and resultant trauma are all barriers to education. However, reactionary practices to behavioral infractions have become institutionalized; suspension and expulsion are used as the answer to problem behavior on a regular basis. These practices do not solve the problems and can create a climate of distrust and lead to failure and drop out. These consequences affect our society as a whole.

“The question of safety in schools is not just about preventing extreme forms of violence, fights or bullying. It is also about shrinking the achievement gap since the way a school disciplines the students will either help or hurt academic achievement. Suspensions and expulsions are time spent out of the classroom.”

Nancy Riestenberg, School Climate Specialist

We believe a positive school climate is critical in fostering a successful learning experience, and, without training, school safety improvements can be ineffective. We have begun the use of the researched-based initiative known as “restorative justice practices.” With adequately sized classrooms, we can improve school culture and proactively prevent school violence. We seek to improve student outcomes by building a restorative school community as part of our Social Emotional Learning.

### **3. DESE Special Education Submission**

The District has prepared the required documents defining the special education program requirements to DESE for approval. They are provided as a separate package to this submission and have been included in Section 4A.3 F attachments for reference.



## 4. Aesthetic Features

The renovated portions of the new Oliver Partnership School will faithfully restore the brick and cast stone medallions and granite masonry. The intention will be to salvage as much existing granite from the portion to be demolished to match required changes at exterior stairs and patches. Also, we intend to use the stone as the base course for the new addition – thus tying the building together at the pedestrian level. The addition is much larger and requires a new aesthetic to achieve the window to wall ratios and massing typical of a high performing school building. The massing of the school switches from a north south orientation of the Haverhill classroom wings to an east west orientation along Oak Street the school becomes much taller and wider than the portion to remain and by stepping the new facades back to the north and articulating the Oak Street façade with a new entrance portal the new school creates a welcoming civic presence on O’Neill Park. The aesthetic will become a more refined with a simpler expression using terra cotta panels starting at the second floor. This material complements the existing brick without trying to copy the ornate and unattainable quality of the original. The rainscreen system also better serves the energy efficiency goals of the project. The excellent solar orientation made possible by the east west parallel walls will utilize a simple pattern of punched windows on the north and south sides while infilling the parallel walls on the ends with curtain walls of glass or metal panel. This “layered” approach to stepping the building back from its zero-lot line elevation on Oak Street will add depth and reduce the overall massing when approaching as a pedestrian from an acute angle on Oak street.

The continuation of the Cardillo Way pedestrian path by creating an urban arcade that passes under the eastern end and frames a portal to downtown Lawrence or the O’Neill Park. This small linear park will remain a memorial to Private Cardillo, a WWI veteran and passes along the historic Frost house making the Oliver School a special place in the fabric of historic Lawrence.

“The best way out is always through”

Robert Frost

## 5. Traffic Analysis

Due to COVID-19 a traditional Traffic Impact Analysis has not been able to be completed since school has not been in session and typical traffic volumes are not present.

SMMA and our traffic consultant, Brennan Consulting, have compiled student transportation data from the two schools that will be merged to form the proposed school population. The data includes students that walk to and from school, parent drop-offs and small bus/vans that are utilized by some students. Using that data, a design for the drop-off and pick-up areas along Haverhill Street and Oak Street are included in the schematic design package. The design intent is to have two separate areas for drop-off and pick-up that can be managed in a safe and efficient way. These improvements are also in place to allow safe pedestrian street crossing areas to the adjoining parks.

A full Traffic Impact Analysis is planned to be completed as soon as conditions allow for valid traffic counts.

## 6. Environmental & Existing Building Assessment

A preliminary observation for suspect hazardous materials were conducted during the Feasibility Study Phase and was included in the preferred schematic report. The cost impact to remediate the hazardous materials is included in the Schematic Design estimate.

In addition to the Existing Building Assessments that were performed by the Design team during the PDP and PSR phases of the Feasibility Study, additional site visits and existing conditions reviews occurred as needed during the development of the Schematic Design. Additionally, the Design team contracted with Existing Building Conditions Associates for the performance of a Point Cloud survey. The survey was completed August 24, 2020 and was used as a foundation for the subsequent design.

## 7. Geotechnical

Geotechnical borings were performed by Nobis Engineering, Inc. during the Feasibility Study Phase and was included in the preferred schematic report. Nobis has provided guidance to the design team during the schematic design phase regarding the removal of existing fill and for foundation design.

During Schematic Design, the building footprint and depth of foundations has changed. Further investigations are planned for the beginning of Design Development to provide more specific geotechnical information regarding underpinning, foundation design, seismic class and soil use. The cost impact to remove soil material and replace material where necessary is included in the Schematic Design estimate.

## 8. Geo-Environmental Analysis

A Phase 1 environmental assessment was completed during the Feasibility Study Phase. Additional investigations and testing are scheduled for the beginning of Design Development including a Phase 2 assessment and determining the location of the UST and determine the extent of potentially contaminated soils. The cost for the UST removal and disposal has been included in the Schematic Design estimate.

## 9. Code Analysis

The preferred solution has been reviewed by both SMMA and its code consultant, Building, Fire & Access, Inc. for compliance to applicable codes. A review of the Schematic Design scope of drawings has been conducted by the code consultant and defined within the Code Compliance Approach Report dated December 21, 2020, which is included in the Section 4A.3 attachments.

## 10. Permitting Analysis

### City of Lawrence Local Permitting

#### Zoning Board of Appeals

The proposed development will require dimensional variances from the zoning ordinance and a Special Permit from the Zoning Board of Appeals (ZBA). The project will seek to obtain these permits within the Design Development Phase of the project and early Construction Document Phase.

#### Variances

An application for variances will be filed with the ZBA. The variances include building height, yard setbacks, open space, and parking quantity. An application for variances would be filed during the Design Development phase. It is anticipated that the process would take approximately 3-4 months. The project team will consult with the ZBA and building department to determine the best path to an expeditious process.

#### Special Permit - Building

An application for a Special Permit will be filed with the ZBA. The timing of the application, review period and hearing would be coordinated with the Planning Boards Site Plan Review. It is anticipated that the process would take approximately 3-4 months.

#### Planning Board

The proposed development will Site Plan Review from the Planning Board as part of the Special Permit process with the ZBA. The project will seek to obtain these permits within the Design Development Phase of the project and early Construction Document Phase.

#### Site Plan Review

A Site Plan Review application package will be filed with the City Planning Board, as required by the Zoning Bylaw for new school construction. The application package shall conform to the requirements and contents identified in the City Zoning Ordinance. Once the application is formally accepted, the Planning Board will review and comment to the ZBA within 35 days.

#### Special Permit - Signage

An application for a Special Permit for signage that exceeds the "By-Right" limitations will be filed with the Planning Board. Approval of signage must be complete prior to the issuance of a building permit

### Inspectional Services Building Division

#### Demolition Permit

A demolition permit application will be submitted to the Inspectional Services Building Division by SMMA to protect the project schedule from any potential delays. SMMA will meet with City Departments including the Historic Commission to advance this permit.

Once a Demolition Permit is filed, the Building Commissioner will forward that application to the Lawrence Historical Commission (LHC) within 10 days.

Within 40 days of the LHC receipt of the Demolition Permit Application, it will hold a hearing to determine if the structure is historically significant. If it is determined to be historically significant, an “Application for a Historically Significant Building or Structure Demolition/Removal Plan Review Pursuant to Lawrence’s Demolition Delay Ordinance” must be filed with the City Clerk and the Lawrence Historical Commission within 30 days.

Within 50 days of receiving the application the LHC will hold a public hearing, and within 60 days of receiving the application the LHC will issue its decision.

If the LHC determines that the building should be preferably preserved, the Building Commissioner shall not issue a Demolition Permit for 9 months beyond the date of the LHC’s determination.

## **Inspectional Services Building Division**

### **Building Permit**

A building permit application will be submitted to the Lawrence Building Department by the Construction Manager (CM) prior to the start of construction at the end of the Construction Document phase. If the proposed work conforms to the requirements of the state building code and all pertinent laws under the building inspector’s jurisdiction, it is expected that the building inspector will issue a permit within approximately 30 days of the filing date.

If early packages are needed, a building permit strategy will be discussed with the Building Inspector during the Design Development Phase.

### **City Clerk / City Engineer / Tax Collector / Plumbing Inspector**

#### **Petition to Excavate or Obstruct**

Applications for Petitions to Excavate and Obstruct a city street and/or parking is required to be filed in advance of the work with the City Clerk, City Engineer and Parking Administrator/Contractor. A performance bond must also be obtained.

The applications for the Petitions to Excavate and Obstruct will be filed by the projects Construction Manager, with assistance from SMMA. The applications will partially be based on traffic management plans produced for the design of the project.

#### **Petition for Trench Permit & Petition to Excavate for Sewer Drainage Permit**

The Construction Manager or their site contractor will apply for a Trench Permit and for the Sewer Drainage Permit. The Sewer Drainage Permit is filed with the City Clerk, Tax Collector and the Plumbing Inspector.



**State Reviews or Permits Status**

**Schedule for Local Zoning Approvals**

**City of Lawrence Local Permitting**

**Zoning Board of Appeals**

Application for Zoning Variances – March 2021 to July 2021

Zoning Board of Appeals and Planning Board

Special Permit with Site Plan Review – May 2021 – September 2021

Planning Board

Application for Signage Permit – July 2021 – September 2021

## 11. Accessibility Analysis

Much of the existing building will be demolished, and the remaining parts gutted and made fully compliant with the ADA/MAAB accessibility requirements. Outdoor play spaces are existing to remain City facilities located in the Campagnone Common and O'Neill Park. The restored softball field will be designed in accordance with 521 CMR Massachusetts Architectural Access Board and the 2010 ADA Guidelines for full compliance.

## 12. Utility Analysis

### Source, Capacities and Method of Obtaining Utilities

The source utilities and utility connections will all be made with the local utility and municipal systems within the adjacent streets, primarily Oak Street and Haverhill Street.

### Water

The domestic water service will be conveyed from the existing 16-inch main in Haverhill St. by an 8-inch Class 52 ductile iron pipe.

The fire protection distribution system will be conveyed from the existing high pressure 12-inch main in Haverhill St. by an 8-inch Class 52 ductile iron pipe.

A new Hydrant will be provided as required by the Lawrence Fire Department. The hydrant will be served by a 6-inch Class 52 ductile iron line from the 12-inch fire protection distribution system in Haverhill St.

### Sanitary Sewer

Manholes will be precast concrete with concrete channels and shall include cast iron frame and covers. Sanitary waste from all non-basement portions of the building will be collected and discharged from the building in 2 locations and routed to the city system in Oak Street. Piping and structures will be located on-site and within the city streets.

The basement sanitary will be pumped up to a manhole that then will drain to the city system. The kitchen waste will also be pumped up from the basement to an exterior 5,000-gallon pre-cast concrete grease trap, which will then discharge to the city system.

At least 3 adjacent properties have their sanitary discharges routed through the school property. The project will need to re-route and reconnect this piping to maintain their service through demolition and construction.

### Storm Drainage

New drainage pipes catch basins, area drains, and manhole structures will be added to the site to capture areas that do not drain directly to the adjacent streets. The proposed system will connect to the existing stormwater networks in Haverhill Street and to a separated storm system at the intersection of Short and Chestnut Streets.

Most of the roof runoff will be routed to subsurface groundwater recharge structures to infiltrate it back into the ground. The design will be based on detailed subsurface geotechnical investigations including the existing groundwater elevation and soil permeability.

Runoff from the south portion of the site that includes the existing building to remain and the open space area will be collected and routed through a recharge structure before being discharged into the combined storm/sanitary system in Haverhill Street.

The runoff from the north portion of the site including the addition and site areas will be partially routed through recharge systems and then routed to a separated drainage system at the intersection of Short Street and Chestnut Street.

Runoff from building roof areas will be conveyed via a series of roof drains to subsurface recharge/infiltration systems which will consist of HDPE chambers, crushed stone, and filter fabric.

Storm drain piping will be Corrugated Polyethylene. Manholes, catch basins, and area drains will be precast concrete and shall include cast iron frame and grates/covers.

The building will include a perimeter foundation drain and underslab drainage for the basement area. These will be pumped to storm.

### **Electrical**

Site electrical utility services will include underground ducts, manholes, handholes and cables for extending electric, telephone, fire alarm, and CATV utility services from the various utility connection points into the building.

Extension of the various services will be designed and installed to comply with the specific utility standards and regulations. Each utility will be consulted to determine specific requirements for the project. The proposed point of connection to the various utilities is shown on the Site Plan.

Utility Company Transformer: The new utility company transformer will be of the pad mount type and be located adjacent to the building as shown on the Site Plan.

Emergency Generator: An emergency generator in a weather protective enclosure will be located adjacent to the building as shown on the Site Plan.

### 13. Massing Study

Located in the City's historic district framing the northern edge of the historic Campagnone Common the Oliver School plays an important role in the civic aesthetic of the North Central District. The new facility will faithfully restore the southern three-story wings of the school which are historic and complementary to the architecture and landscape of the Campagnone environs.

The new addition is an opportunity to establish a more welcoming urban edge and façade facing the O'Neill Park whose southern block has suffered the loss of numerous structures. A more modern expression is warranted and recommended based upon discussions with the Lawrence Historic Commission. The scale of the new wing will also fit well with the elegant former high school structure and the modernist main library branch.

The new school takes advantage of its excellent southern orientation to bring daylight from both southern and northern exposures deep into the building. The stepped massing also allows for the inclusion of three rooftop learning spaces that also face south and allow for outdoor access in a tight urban footprint.

## 14. Sustainable Design

The Oliver Partnership School will be designed and constructed in accordance with the principles and criteria of the LEED V4.0 for BD+C for Schools: New Construction and Major Renovations for Schools. The project will strive to meet the threshold of 50-59 points, equivalent to a Silver rating.

A preliminary LEED scorecard is attached in the Section 4A.3 attachments. The scorecard identifies the project design criteria and associated credits which are under consideration for this project.

Specifications will include instructions to Contractor regarding waste management and waste diversion goals (95%), sustainable material procurement goals, and construction indoor air quality goals.

The scope of work for this project will include the construction elements and performance tasks to achieve that goal, and all subsequent documents, including but not limited to, specifications, drawings, cost estimates will match the scope of work indicated in the submitted scorecard and energy performance goal.

The City of Lawrence is committed to incorporate sustainability as part to the project. Lawrence has been designated as a MA DOER Green Community and has adopted the MA Stretch Energy Code. The City continues to develop multiple energy efficiency policies that contribute to a strong community commitment to and expectation of sustainable design in municipal building projects.

The sustainable design criteria and goals included (but not limited to) in the project's schematic design are summarized below:

### 1. Sustainable Sites (SS) / Location and Transportation (LT)

- Project location is on previously developed land.
- Storm water runoff will be captured and treated through storm water treatment structures improving the storm waters quality.
- Impervious surfaces limited as much as is practical on the limited urban site open space areas.
- Sidewalks and walkways connect to a public way. Bike racks provided for 5% of building occupants.
- Roof will be designed to reduce heat island effect by using a light-colored roof membrane.
- Low-emitting and fuel-efficient vehicle preferred parking spaces will be set aside.
- Electric vehicle charging stations for at least 2% of parking spaces.
- Exterior light fixtures and layout are to meet IES TM-15-11 (BUG rating method) and “dark sky” requirements. Full cut-off, cut-off and glare-free exterior fixtures will reduce light spillage from the site (light pollution reduction). High efficiency, long-life LED building-mounted and pedestrian type lights will be used to illuminate school façade and walkways.

## 2. Water Efficiency (WE)

- Limited irrigation for outdoor water usage reduction at landscaped and lawn areas.
- Drought resistant plants to minimize irrigation demand.
- Low flow urinals, toilets, showerheads and faucets.
- Process water use reduction where applicable, including water efficient kitchen equipment and appliances.
- Water metering and sub-metering will provide feedback on water consumption end uses.

## 3. Energy and Atmosphere (EA)

The total building energy consumption reduction shall exceed the Massachusetts Energy Code (IECC 2018) by 10%+. High performance building components including but not limited to Building enclosure, HVAC and Electrical systems will contribute to achieving the project goal.

- MSBA Green Policy (2020):  
10% better than IECC 2018/ASHRAE 90.1-2013 with MA Amendments for Stretch Code Communities.
- Project Construction Permit (2020): Lawrence is a Stretch Code Community  
10% better than IECC 2018 (with MA Amendments)
- Project energy performance goals:  
20% better than IECC 2018 (with MA Amendments)

The Lawrence Oliver School project will be permitted under the 2020 MA Energy Code and Stretch Code (IECC 2018) and a *permit* energy Code model relative to the IECC 2018, including the new MA amendments and new Stretch Code requirements, will be provided at the time of the permit.

- Ventilation rates per ASHRAE 62.1 – 2010.
- No CFC refrigerants in any HVAC or refrigeration system.
- High all electric heating and cooling system (VRF).
- DOAS (Direct Outside Air System) ventilation system to optimize use of 100% fresh air.
- CO2 monitors to optimize ventilation effectiveness in densely occupied spaces (compliant with LEEDv4).
- Combination of mechanical and natural ventilation (operable windows) in classrooms.
- Energy recovery at air handling units where applicable.
- High efficiency all electric domestic water heaters.
- Unoccupied setback for classroom airflow.
- Nighttime setbacks for heating and cooling systems
- Building management system to control and monitor energy use, HVAC system components, lighting system, security system.

- Third party commissioning of Electrical, Mechanical & Plumbing systems and building enclosure, provided by MSBA.
- Whole Building Air Infiltration reduction goals and testing.
- High-efficiency, long-life and energy-saving LED interior lighting fixtures.
- Extensive networked digital automatic lighting control system consisting of programmable time-controlled systems, occupancy and daylight control devices. Dedicated groups of lighting fixtures will turn off when spaces are not occupied. Dedicated groups of lighting fixtures will be dimmed or turned off when appropriate daylight levels are achieved (task tuning).
- Low Light Power Density (LPD): 0.50 watts / square foot or better (goal) for the entire building.
- Night-time shut-off
- Advanced Energy Metering for high-use systems.
- Capacity to participate in Demand Response program.
- Plug load controls: a goal for 75% of electrical outlets (beyond Code) programmed to shut off at unoccupied mode and at night.
- Facility staff training on Operations and Maintenance for Electrical, HVAC, and Plumbing systems.
- High-performance building envelope:
  - Higher R-value insulation at roofs and walls. R-40 at walls and R-60 at roof.
  - High-performance triple glazing system selection, Assembly U-value: 0.23 or better, Glazing U-value: 0.14 or better, SHGC: 0.35 or better.
- Require Energy Star equipment and appliances for eligible equipment.
- Solar PV-ready roof. Includes increased superstructure for future weight of panels, conduit, and dedicated space for electrical inverters.

#### 4. Materials and Resources (MR):

- Designated recycling collection areas and recycling separation area.
- Minimum 75% diversion with a goal of 95% for construction and demolition waste.
- Maximal use of high recycled content materials and finishes, such as acoustical ceiling panels.
- Forest Stewardship Council certified wood for 50% or more of wood and wood products, at minimum, with a goal of 95%.
- Environmental Product Declaration and Healthy Product Declaration for materials and finishes.
- Use of regional materials (within 100 miles).
- Building Life Cycle Impact Analysis (compliant with LEEDv4 LCA credit)

#### 5. Indoor Environmental Quality (IEQ):

- Indoor Air Quality plan created and followed during construction to minimize contamination, including best practices such as using containment barriers, sealing ducts and protecting building materials from moisture and mold.



- Permanent indoor air quality design features such as walk-off mats and isolation of areas of chemical use using partitions and negative air pressure.
- Daylight modeling to support daylight harvesting design optimization.
- Optimize access to views for all regularly occupied spaces.
- All classrooms and other learning spaces will have a high-performance lighting system consisting of direct/indirect high efficiency glare-free pendant lights, local “general” and “task” switches, occupancy and daylight sensors – to enable automatic and manual adjustments to suit individual task needs and performances. Classroom finishes will include materials reflectance compliant with the LEEDv4 criteria.
- Ventilation rates per ASHRAE 62.1-2010.
- All electric kitchen equipment.
- Air intakes located away from contaminant sources.
- Low VOC (volatile organic compound) materials and finishes selected for interior paints, coatings, adhesives, sealants, resilient flooring and adhesives, carpet and adhesives, floor finishes, tile setting adhesives and grout, acoustical wall and ceiling panels, wall board, cabinetry and furniture.
- Formaldehyde-free, low-VOC particleboard and composite wood products.
- Pollutant control using high efficiency MERV filters (MERV 13 or better).
- Building ventilation flush-out performed prior to occupancy.
- HEPA vacuuming prior to substantial completion.
- High performance acoustical design for classrooms.
- Operable windows in classrooms.
- Individual temperature and lighting controls for each classroom and all other learning spaces. Consideration of individual temperature controls for 50% of office spaces.

#### 6. Innovation in Design (ID):

- Potential for Exemplary Performance in various categories, such as 95% FSC wood and 95% construction and demolition waste diversion
- Potential for Exemplary Performance for both EPDs and HPDs
- Innovation in Design for Low mercury content lamps.
- Innovation in Design for Green Housekeeping and Integrated Pest Management policies.
- Innovation in Design for Promotion of Fitness and Health.
- LEED AP BD+C on project.

#### 7. Regional Priority (RP):

The LEEDv4 for Schools rating system rewards teams already pursuing specific LEED criteria with considerable regional environmental impact.

An additional point is awarded for the following credit within Lawrence Oliver School’s Zip Code:

- SSc4 - Rainwater Management (pending on achieving the 2 points threshold)
- EA2 – Optimizing Energy Performance (pending on achieving the 8 points threshold)
- MRc1 - Building Life Cycle Assessment (pending on achieving the 2 points threshold)



# Schematic Design

## THE CREDITS INDICATED BY "YES" TO BE INCLUDED IN SCHEMATIC DESIGN BUDGET

Y	?	N			
1			Credit	Integrative Process	1
<b>6</b>	<b>6</b>	<b>19</b>	<b>Location and Transportation Preliminary</b>		<b>15</b>
		15	Credit	LEED for Neighborhood Development Location	15
1			Credit	Sensitive Land Protection	1
	1	1	Credit	High Priority Site	2
2	1	2	Credit	Surrounding Density and Diverse Uses	5
1	2	1	Credit	Access to Quality Transit	4
	1		Credit	Bicycle Facilities - v4.1	1
1	1		Credit	Reduced Parking Footprint - v4.1	1
1			Credit	Green Vehicles	1
<b>5</b>	<b>5</b>	<b>2</b>	<b>Sustainable Sites Preliminary</b>		<b>12</b>
Y			Prereq	Construction Activity Pollution Prevention	Required
Y			Prereq	Environmental Site Assessment	Required
1			Credit	Site Assessment	1
	2		Credit	Site Development - Protect or Restore Habitat - v4.1	2
		1	Credit	Open Space	1
2		1	Credit	Rainwater Management - v4.1	3
1	1		Credit	Heat Island Reduction	2
	1		Credit	Light Pollution Reduction	1
	1		Credit	Site Master Plan	1
1			Credit	Joint Use of Facilities	1
<b>6</b>	<b>1</b>	<b>5</b>	<b>Water Efficiency Preliminary</b>		<b>12</b>
Y			Prereq	Outdoor Water Use Reduction	Required
Y			Prereq	Indoor Water Use Reduction	Required
Y			Prereq	Building-Level Water Metering	Required
2			Credit	Outdoor Water Use Reduction - no irrigation	2
3	1	3	Credit	Indoor Water Use Reduction - 30% goal	7
		2	Credit	Cooling Tower Water Use - v4.1	2
1			Credit	Water Metering	1
<b>15</b>	<b>10</b>	<b>6</b>	<b>Energy and Atmosphere Preliminary</b>		<b>31</b>
Y			Prereq	Fundamental Commissioning and Verification	Required
Y			Prereq	Minimum Energy Performance	Required
Y			Prereq	Building-Level Energy Metering	Required
Y			Prereq	Fundamental Refrigerant Management	Required
6			Credit	Enhanced Commissioning	6
9	5	2	Credit	Optimize Energy Performance - pending GBCI review**	16
	1		Credit	Advanced Energy Metering	1
	1	1	Credit	Demand Response	2
2	1		Credit	Renewable Energy Production - TBD 10 yrs min. PPA contract	3
	1		Credit	Enhanced Refrigerant Management	1
		2	Credit	Green Power and Carbon Offsets	2

6	2	3	Materials and Resources Preliminary		13
Y			Prereq	Storage and Collection of Recyclables	Required
Y			Prereq	Construction and Demolition Waste Management Planning	Required
1	1	3	Credit	Building Life-Cycle Impact Reduction - v4.1	5
1			Credit	Building Product Disclosure and Optimization - Environmental Product Declarations - v4.1	2
1	1		Credit	Building Product Disclosure and Optimization - Sourcing of Raw Materials - v4.1	2
1			Credit	Building Product Disclosure and Optimization - Material Ingredients - v4.1	2
2			Credit	Construction and Demolition Waste Management - v4.1	2

6	8	2	Indoor Environmental Quality Preliminary		16
Y			Prereq	Minimum Indoor Air Quality Performance	Required
Y			Prereq	Environmental Tobacco Smoke Control	Required
Y			Prereq	Minimum Acoustic Performance	Required
2			Credit	Enhanced Indoor Air Quality Strategies - CO2 sensors in all spaces	2
1	2		Credit	Low-Emitting Materials - v4.1	3
1			Credit	Construction Indoor Air Quality Management Plan	1
1	1		Credit	Indoor Air Quality Assessment	2
	1		Credit	Thermal Comfort	1
1	1		Credit	Interior Lighting	2
	1	2	Credit	Daylight - v4.1	3
	1		Credit	Quality Views	1
	1		Credit	Acoustic Performance - v4.1	1

6	0	0	Innovation Preliminary		6
5			Credit	Innovation: Low merc.. lamps, Exmpl. EPD/HPD, walkable. site, fitness	5
1			Credit	LEED Accredited Professional	1

2	1	1	Regional Priority Preliminary		4
1			Credit	Regional Priority: Optimize Energy Performance (8 points min)	1
		1	Credit	Regional Priority: Renewable Energy Production (2 points min)	1
	1		Credit	Regional Priority: Building Life Cycle Impact Reduction (2 points min)	1
1			Credit	Regional Priority: Rainwater Management (2 points min)	1

<b>52</b>	<b>34</b>	<b>38</b>	<b>TOTALS</b>	Possible Points:	<b>110</b>
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Certified: 40 to 49 points, Silver: 50 to 59 points, Gold: 60 to 79 points, Platinum: 80 to 110

\*\*LEEDv4 90.1 2010 baseline requires a natural gas heating system baseline if natural gas is available at the site/street. A natural gas energy costs baseline will result in 8-9 points (estimated 20-22%), while an all-electric energy costs baseline will result in 10-14 points (estimated 25-35%). SMMA plans to discuss with GBCI in allowing an all electric baseline. If refused, SMMA will be using the LEED v4.1 ASHRAE 90.1-2016 baseline, which will likely result in 8-10 points ( estimated 20-25%).

## 15. Designer Certification Statement and Energy Performance Goals

This is an acknowledgement that the City of Lawrence has identified a goal of 2% additional reimbursement from the MSBA High Efficiency Green School Program. As their Designer, we have conducted a preliminary energy model summary showing the minimum of 10% energy performance goal beyond the Massachusetts Energy Code (IECC 2018 with MA Amendments), as well as a LEED Scorecard showing a minimum of 52 attempted points with a goal of LEEDv4 Silver Certification, including the 20% water efficiency and the Enhanced Commissioning MSBA requirements.

- MSBA Green Policy (2020):  
10% better than IECC 2018 with MA Amendments (Stretch Code Community - ASHRAE 90.1-2013)
- Project Construction Permit (2020):  
Lawrence is a Stretch Code Community  
10% better than IECC 2018 (with MA Amendments)
- Project energy performance goals:  
20% better than IECC 2018 (with MA Amendments)

The Lawrence Oliver Partnership School project will be permitted under the new 2020 MA Energy Code and Stretch Code (IECC 2018) and a permit energy Code model relative to the IECC 2018, including the new MA amendments and new Stretch Code requirements will be provided at the time of the permit.

### Energy Performance related to the Massachusetts Energy Code

A preliminary energy analysis was conducted for the Schematic Design Report estimating the preliminary Energy Performance.

The proposed schematic design preliminary energy analysis demonstrates 35% energy savings and 35% energy cost savings relative to MA IECC 2018 Energy Code (ASHRAE 90.1 2013 for Stretch Code Communities with MA amendments) all electric baseline (ASHRAE system #5). The Town of Lawrence is a Stretch Code Community. The estimated preliminary 35% energy savings results comply with the Massachusetts Stretch Code requiring a minimum of 10% over the MA Code baseline for Stretch code and the 10% energy performance required under the MSBA High Efficiency Green School Program. The building is modeled with the preferred conditioned air HVAC system: high performance all-electric heating and cooling system with a DOAS system for ventilation. The facility proposed design is seeking a predicted EUI (pEUI) of 30 kBtu/SF/yr. or better, with the understanding that the existing masonry enclosure will impose some penalties with limited additional insulation.

Please note that the 35% estimated energy savings are subject to change during the Design Development and Construction Documents phases, due to more detailed performance of building enclosure, lighting and HVAC systems.

Please note that relative to the LEEDv4 EAc2-energy performance, the LEEDv4 90.1 2010 baseline requires a natural gas heating system baseline if natural gas is available at the site/street. A natural gas energy costs baseline will result in 8-9 points (estimated 20-22%), while an all-electric energy costs baseline will result in 10-14 points (estimated 25-35%). SMMA plans to discuss with GBCI in allowing an all-electric baseline. If refused, SMMA may opt to

submit the energy performance LEED credit under the LEED v4.1 ASHRAE 90.1-2016 baseline, which is more stringent than the 90.1-2010 baseline and will likely result in 8-10 points (estimated 20-25%).

Table 1 summarizes the schematic design predicted energy savings relative to the current MA energy Code (IECC 2015), LEEDv4 and the new MA energy code (IECC 2018) baselines

**Table 1 - Predicted Energy Savings based on the Massachusetts Energy Code (IECC 2018 with MA Amendments)**

	MA Energy Code		LEED v4
	IECC 2018/ASHRAE 90.1-2013 (as modified per MA amendments)	ASHRAE 90.1-2010	EAc2 Optimize Energy Performance
	%	%	Estimated Points
<b>Estimated Energy Savings</b>	30%	35%	
<b>Energy Costs savings<sup>1</sup></b>	30%	35% (see note 2)	14 (see note 2)

1. Using EIA 2018 energy costs, based on \$0.16/kWh and \$1.25/therm
2. LEED EAc2 points are based on LEEDv4 Optimize Energy Performance Table 1, page 406. estimated points are pending GBCI approval of using all-electric model baseline. Electrical and natural gas energy costs rates at the time of the LEED design documentation submissions and the USGBC/GBCI final review may impact the final energy costs savings results and final LEEDv4 certification credit/points awarded.

Table 2 shows the predicted Energy Use Intensity (kBtu/SF/yr.) relative to the Massachusetts Energy Code baseline.

*Table - 2 Predicted Energy Use Intensity (pEUI)*

Predicted EUI (kBtu/SF/YR)	
MA energy Code IECC 2018 (baseline)	52.6
Scenario 1a: All Electric Heating & Full Cooling	34.3
Scenario 2a: NG Heating + AHU/DX Cooling (Full Cooling)	40.6
Scenario 2b: NG Heating + DOAS + DX (Partial Cooling)	34.9
Scenario 3: NG Heating & Chiller Based Cooling (Fan Coils)	45.3

Table 3 shows the energy model inputs for the Massachusetts Energy Code baseline and the proposed design.

*Table 3 – IECC 2018-ASHRAE 90.1-2013 Baseline/MA amendments and Design Model Inputs*

Description	Base Case	Design Case
Building Enclosure	Existing Wall assembly U-factor=0.180 Btu/h·ft <sup>2</sup> ·°F	Existing Wall assembly U-factor=0.180 Btu/h·ft <sup>2</sup> ·°F
	New Wall assembly U-factor=0.047 Btu/h·ft <sup>2</sup> ·°F	New Wall assembly U-factor=0.025 Btu/h·ft <sup>2</sup> ·°F
	Roof assembly U-factor=0.027 Btu/h·ft <sup>2</sup> ·°F Roof reflectance=0.50	Roof assembly U-factor=0.0167 Btu/h·ft <sup>2</sup> ·°F Roof Reflectance=0.75
	WWR all facades = 22%	WWR all facades = 28.4%
Glazing Systems	Curtain wall U-factor=0.38	Curtain wall U-factor=0.32 Btu/h·ft <sup>2</sup> ·°F
	SHGC=0.38	SHGC=0.35
Lighting Power Density	0.60 W/ft <sup>2</sup>	0.475 W/ft <sup>2</sup> *
Equipment Power Density	1.0 W/ft <sup>2</sup>	1.0 W/ft <sup>2</sup>
HVAC System Type	All electric package rooftop DX heat pump constant volume (ASHRAE System #5)	100% DOAS ventilation units
Heating	80% efficient hot water boilers	All-electric VRF (3.49 COP)
Cooling	DX units 9.5 EER	All-electric VRF (11.9 EER)
DHW Heaters	80% thermal efficiency	All-electric high efficiency hot water boilers, with point of use water heaters

## 16. Building Systems Life Cycle Cost Analysis (LCCA)

A 50-year life cycle cost analysis was developed to compare three different HVAC heating and cooling systems (refer to the table below).

Based on the LCCA assessment, Scenario 1a (VRF HEATING & COOLING + DOAS (Full Cooling)) was selected as the preferred HVAC system with a consideration of the system life cycle cost, efficient use of the facility management resources and flexibility for the space programming. The City also mentioned the preferred system selection was based on durability and reliability. The City experienced operational/maintenance challenges and early equipment failures at other school facilities over the past decades, namely on natural gas boilers, due to the natural gas pressure issues throughout the City.

Table 4 – Life Cycle Cost Analysis – HVAC Systems & Building Enclosure

System Options			System Costs as Present					Predicted EUI	
			Installation	Replace	Maint.	Energy	50-Year Life	Energy Costs (% of building systems costs)	kBtu/SF/yr
Baseline	MA Energy Code (ECC 2018 w. Amendments)	All Electric Package Rooftop Dx Heat Pump Constant Volume	\$12,210,700	\$7,542,766	\$450,271	\$10,145,415	\$30,349,000	33.4%	52.6
Scenario 1a	HVAC System 1- All-Electric Heating & full Cooling	VRF Heating & Cooling + DOAS (Full Cooling)	\$13,409,168	\$8,389,855	\$450,271	\$6,624,000	\$28,873,000	22.9%	34.3
Scenario 2a	HVAC system 2a- NG heating + AHU/DX cooling (Full Cooling)	Natural Gas Boilers + AHU/DX [No DOAS] (Full cooling)	\$13,384,168	\$7,023,648	\$643,244	\$5,969,015	\$27,020,000	22.1%	40.6
Scenario 2b	HVAC system 2b- NG heating + DOAS + DX (Partial Cooling)	Natural Gas Boilers + DOAS + DX (Partial Cooling)	\$12,484,168	\$6,530,003	\$488,866	\$5,225,135	\$24,728,000	21.6%	34.9
Scenario 3	HVAC system #3: NG Heating & Chiller based cooling (Fan coils)	Natural Gas Boilers + DOAS + Chilled Water/Fan Coil (Partial Cooling)	\$13,284,168	\$7,020,356	\$591,785	\$6,481,000	\$27,377,000	23.7%	45.3

Notes:

1. Installation costs are based on project cost estimates.
2. Replacement costs are specific to each system, based on ASHRAE useful life data and using unit costs brought forward as Present Value costs.
3. Maintenance costs are estimated to include third-party service to systems, but in-house routine maintenance.

4. Energy costs are based on energy modeling analysis and current energy costs based on EIA 2020, \$0.1648/kWh and \$1.25/therm.
5. Total Cost is the sum of Installation, Replacement, Maintenance and Energy costs
6. Present Value modeled on a 50-year lifecycle cost, 3% depreciation

**Table 5 – Initial Project Cost & Payback Analysis**

System Options			Installation Costs	Incremental costs		Predicted Annual Savings	Payback	Assumed Incentives	Payback with Incentives
			(\$)	(\$)	(%)	(\$)	(Years)	(\$)	(Years)
<b>Baseline</b>	<b>MA Energy Code (IECC 2018 w. Amendments)</b>	All Electric Package Rooftop DX Heat Pump Constant Volume	\$12,210,700	\$0					
<b>Scenario 1</b>	<b>HVAC System 1- All-Electric Heating &amp; full Cooling</b>	VRF Heating & Cooling + DOAS (Full Cooling)	\$13,409,168	\$1,198,468	1.1%	\$136,863	8.8	\$200,000	7.3
<b>Scenario 2a</b>	<b>HVAC system 2a- NG heating + AHU/DX cooling (Full Cooling)</b>	Natural Gas Boilers + AHU/DX [No DOAS] (Full cooling)	\$13,384,168	\$1,173,468	1.1%	\$162,318	7.2	\$90,000	6.7
<b>Scenario 2b</b>	<b>HVACsystem 2b- NG heating + DOAS + DX (Partial Cooling)</b>	Natural Gas Boilers + DOAS + DX (Partial Cooling)	\$12,484,168	\$1,028,468	1.0%	\$128,278	5.4	\$200,000	4.3
<b>Scenario 3</b>	<b>HVAC system #3: NG Heating &amp; Chiller based cooling (Fan coils)</b>	Natural Gas Boilers + DOAS + Chilled WATER/FAN COIL (Partial Cooling)	\$13,284,168	\$1,828,468	1.7%	\$142,428	12.8	\$90,000	12.2

Notes:

1. Utility costs savings are based on current utility costs: based on EIA 2020, \$0.1648/kWh and \$1.25/therm.
2. All cost estimates are sourced from recent project costs estimate and bids (SMMA Schools).
3. Incremental Costs percentage (%) is compared to the estimated construction costs and budget: \$104,900,000.



## 17. Water Devices Life Cycle Cost Analysis (LCCA)

A 50 yr. LCCA was conducted for the Schematic Design Report estimating the cost benefits and payback of the proposed design water efficient systems relative to the LEEDv4 water efficiency credit baseline. The LEEDv4 water efficiency (indoor potable water) was used to estimate the predicted annual water savings.

The LCCA analysis demonstrates that the proposed design will result in an estimated 30.9% present value systems costs savings or \$4,672,000 over the 50-year life cycle of the facility. The majority of the savings are allocated to the plumbing fixtures water efficiency utility costs savings, representing 90.1% of the overall systems costs, while the base code/LEEDv4 baseline 94.4% of the overall systems costs.

The proposed design resulted in a 0.01% incremental construction cost over a Base Code/LEEDv4 equivalent facility construction cost. The predicted annual water utility costs savings are estimated at \$9,832 when compared to a Base Code equivalent facility, resulting in a 1.0 yrs. payback. Please note that the predicted annual water savings and water utility costs savings are not representative of actual annual water costs upon building occupancy.

Many variables such as operational practices, actual occupancy schedules and occupant behaviors will likely impact the actual water usage of the facility.

The proposed design shows predicted annual potable water savings of 99,891 gallons or 21.1% and predicted annual sewer savings of 458,991 gallons or 34.9%. The LEEDv4 preliminary water savings calculations resulted in 34% savings, combined water, and sewer savings. Please note that the LEEDv4 potable water calculations combines both water and sewer in their pre-set calculator, while the LCCA % savings requires the potable water and sewer (which includes potable water and flush flow combined) be tabulated and priced separately for the purpose of the water costs savings informing the LCCA outcome.

Table 1 Life Cycle Cost Analysis (50 yrs.) – Water Systems

		Life Cycle Cost Analysis - Domestic Water					Water Utility Costs % of total costs
		System Costs as Present Value					
		Installation	Replace	Maint.	Water Utility Costs	50-Year Life	
<b>MA Energy Code IECC 2018 &amp; 248 CMR</b>	Standard efficiency (80%) water heater + standard water fixtures per code	\$103,600	\$51,361	\$692,287	\$14,293,000	<b>\$15,140,000</b>	<b>94.4%</b>
<b>Proposed Design</b>	Electric Efficient Water Heater + Low Flow Water Fixtures	\$112,950	\$56,244	\$867,831	\$9,431,000	<b>\$10,468,000</b>	<b>90.1%</b>

Notes:

1. Installation costs are based on Schematic Design project cost estimate.
2. Replacement costs are specific to each system, based on ASHRAE useful life data and using unit costs brought forward as Present Value costs.
3. Maintenance costs are estimated to include third-party service to systems, but in-house routine maintenance.
4. Energy costs are based on energy modeling analysis and current energy costs based on EIA 2020, \$0.1648/kWh and \$1.25/therm.
5. Total Cost is the sum of Installation, Replacement, Maintenance and Energy costs.
6. Present Value modeled on a 30-year lifecycle cost, 3% depreciation

Table 2 Preliminary Project Incremental Costs & Payback Analysis

Preliminary Project Incremental Cost & Payback Analysis						
System Options		Installation Costs	Incremental costs		Annual Utility Savings	Payback
		(\$)	(\$)	%	(\$)	(\$)
<b>MA Energy Code IECC 2018 &amp; 248 CMR</b>	Standard efficiency (80%) water heater + standard water fixtures per code	\$103,600	\$0			
<b>Proposed Design</b>	Electric Efficient Water Heater + High Efficiency Water Fixtures	\$112,950	\$9,350	0.01%	\$9,832	1.0

Notes:

1. Water Utility Costs and savings are based on \$0.031/GA for water utility costs and \$0.008/GA for sewer utility costs.
2. All cost estimates are sourced from recent project costs estimate and bids (SMMA Schools).
3. Incremental Costs percentage (%) is compared to the estimated construction costs and budget: \$104,900,000.

Table 3 Preliminary Project Water Consumption & Costs

Preliminary Water Consumption & Costs							
Systems Options		Preliminary Total Annual Water Costs Use					2050 (50 yrs.)
		Potable (Utility) (GA)	Sewer (Utility) (GA)	Annual Water Costs (\$)	Annual Sewer Costs (\$)	Annual Costs (\$)	
<b>MA Energy Code IECC 2018 &amp; CMR 248</b>	Standard efficiency (80%) water heater + standard water fixtures per code (248 CMR)	474,120	1,316,520	\$18,372	\$10,532	\$28,904	<b>\$14,292,917</b>
<b>Proposed Design</b>	Electric Efficient Water Heater + Low Flow Water Fixtures	374,229	857,529	\$12,212	\$6,860	\$19,072	<b>\$9,430,888</b>

Notes:

1. Utility Costs and savings are based on \$0.031/GA for water utility costs and \$0.008/GA for sewer utility costs.
2. All cost estimates are sourced from recent project costs estimate and bids (SMMA Schools).

**Utility Incentives Programs**

The project will pursue the applicable utility incentives program. National Grid is the electric utility company. The project team has met with the utility company (10.21.2020) to review the scope of the project and the new incentive programs available. The utility representatives will engage the incentives process during the 2020 fall.

## B. Space Summary

### 1. Updated Space Program and Signed Certification

The district held numerous programming meetings with content and interdisciplinary teams. These meetings included district and school administration, school faculty, staff, and students. In addition, revisions and amendments, as they surfaced, were brought to School Building Committee meetings for review, discussion, and approval.

The Schematic Design Space Summary indicates a total of 107,611 NFA compared with 106,674 NFA in the Space Summary submitted in the Preferred Schematic Report, representing an increase of 937 NFA. This decrease is the result of right-sizing efforts conducted in collaboration with school administrators and educators. Below is a summary of changes to the Space Summary for each category. A copy of the Space Summary is attached to the end of this section.

**Proposed Space Summary- K - 8 Schools**  
Add / Reno

ROOM TYPE	Existing Conditions		
	ROOM NFA <sup>1</sup>	# OF RMS	area totals
<b>Oliver Partnership School Grades K-8 (1000 students)</b>			
<b>CORE ACADEMIC SPACES</b> <i>(List classrooms of different sizes separately)</i>			<b>30,696</b>
Kindergarten w/ toilet	0	0	0
General Classrooms - Grades 1-6	varies	25	17,923
STE Room- Grades 3-6	0	0	0
STE Storage	0	0	0
Prep Room Grade 6	0	0	0
General Classrooms - Grades 7-8	varies	6	2,204
Science Classroom / Lab- Grades 7-8	varies	2	1,598
Science Classroom / Lab- Grade 6	0	0	0
Prep Room Grades 7-8	0	0	0
Central Chemical Storage Rm	0	0	0
EL Classroom - Grades 1-5	varies	5	3,541
EL Classroom - Grades 6-8	varies	8	5,430
Instructional Coaches			
<b>SPECIAL EDUCATION</b> <i>(List rooms of different sizes separately)</i>			<b>5,525</b>
OPS ILP	1	788	
UAD ILP	1	508	
TOILET	varies	3	2,121
TOILET	2	1,196	
OPS RESOURCE SM	0	0	0
OPS RESOURCE LG	0	0	0
UAD RESOURCE	1	292	
OPS SM GRP	0	0	0
Treatment & Eval.	0	0	0
DE-ESCALATION	0	0	0
OPS LG GRP	0	0	0
UAD SM GRP	0	0	0
OPS Art Classroom - Grades K-6(K-5)	1	1,407	
UAD Art Classroom - Grades 7-8(6-8)	0	0	0
Art Storage / Kin	0	0	0
Band / Chorus - 100 seats	0	0	0
OPS-Music Classroom / Large Group - 25-50 seats	0	1	1,426
OPS-Music Practice / Ensemble - Grades K-6	0	0	0
Musical Practice - Percussion - Grades 7-8	0	0	0
UAD-Dance (multi-purpose)	varies	2	1,502
<b>VOCATIONS &amp; TECHNOLOGY</b>			
Technology/Engineering Rooms	0	0	0
<b>HEALTH &amp; PHYSICAL EDUCATION</b>			<b>17,406</b>
Gymnasium	varies	2	16,782
Gym Storeroom	1	623	
Health Instructor's Office w/ Shower & Toilet	0	0	0
(Team Rooms) Locker Rooms - Boys / Girls w/ Toilets	0	0	0
Auxiliary Gym (Gross Motor)	0	0	0
<b>MEDIA CENTER</b>			<b>8,264</b>
Media Center/Reading Room(Grade Level 1-8)	varies	2	8,264
<b>DINING &amp; FOOD SERVICE</b>			<b>13,775</b>
Cafeteria / Dining - Elementary School	1	1,301	
Cafeteria / Dining - Middle School	1	7,231	
Kitchen & Serventry - Elementary School	1	1,216	
Kitchen / Serventry - Middle School	1	3,421	
Chair / Table / Equipment Storage	0	0	0
Chair / Table / Equipment Storage - M&B	0	0	0
Staff Lunch Room	1	606	
Stage	varies	2	
<b>MEDICAL</b>			<b>556</b>
Medical Suite Toilet			
Nurses' Office / Waiting Room			
Examination Room / Resting			
Resting			
Storage			
<b>ADMINISTRATION &amp; GUIDANCE</b>			<b>5,349</b>
OPS - Elementary			2,511
Principal's Office w/ Conference Area			
Principal's Secretary / Waiting			
Assistant Principal's Office - AP1			
Assistant Principal's Office - AP2			
General Office / Waiting Room / Toilet			
Conference room			
Teachers' Mail and Time Room (storage)			
Guidance Office			
Records Room			
Supervisory / Spare Office (Safety Officer)			
General Waiting Room			
Guidance Office			
Guidance Office - (relocated from Unimod to SPEED)			
Guidance Office - (relocated from Unimod to SPEED)			
Guidance Office - (relocated from Unimod to SPEED)			
Guidance Storeroom			
Teachers' Work Room (Planning)			
Instructional Coaches (moved to Core-Academics)			
Union Office			
UAD - Middle			2,838
Principal's Office w/conference			
Assistant Principal's Office - (2 AP's)			
General Office / Waiting Room / Toilet			
Special Projects Coordinator			
Guidance Office (School Counselor)			
School Psychologist			
Guidance Office (moved to SPEED)			
School Culture (Behavior)			
Classroom Deferral room			
Guidance Storeroom			
Teachers' Work Room (Planning)			
<b>CUSTODIAL &amp; MAINTENANCE</b>			<b>2,814</b>
Custodian's Office			
Custodian's Workshop			
Custodian's Storage			
Storeroom			
Recycling Room / Trash			
Cleaning and General Supply			
Network / Telecom Room			
<b>OTHER</b>			<b>0</b>
Other (specify)			
Mother's Room (in grossing factor)			
Cat's Closet (in grossing factor)			
Family Resource Center (in grossing factor)			
Total Building Net Floor Area (NFA)			<b>88,719</b>
Proposed Student Capacity / Enrollment			
<b>NON-PROGRAMMED SPACES</b>			
Other Occupied Rooms (list separately)			
Unoccupied MEP/FP Spaces			
Unoccupied Closets, Supply Rooms & Storage Rooms			
Toilet Rooms			
Circulation (corridors, stairs, ramps & elevators)			
Remaining <sup>3</sup>			
Total Building Gross Floor Area (GFA)			172,336
Grossing factor (GFA/NFA)			1.94

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
		<b>9,600</b>		<b>42</b>	<b>37,600</b>		<b>50</b>	<b>47,200</b>
0	0	0	0	0	0	0	0	0
1,200	4	4,800	0	0	0	4	4	4,800
1,200	4	4,800	950	19	18,050	23	22,850	
0	0	0	1,080	1	1,080	1	1,080	
0	0	0	120	1	120	1	120	
0	0	0	120	1	120	1	120	
0	0	0	950	6	5,700	6	5,700	
0	0	0	1,440	2	2,880	2	2,880	
0	0	0	1,200	1	1,200	1	1,200	
0	0	0	400	1	400	1	400	
0	0	0	150	1	150	1	150	
0	0	0	950	5	4,750	5	4,750	
0	0	0	950	3	2,850	3	2,850	
0	0	0	300	1	300	1	300	
		<b>4,690</b>		<b>8,764</b>			<b>13,454</b>	
0	0	0	1,000	1	1,000	1	1,000	
0	0	0	981	1	981	1	981	
0	0	0	60	1	60	1	60	
0	0	0	60	1	60	1	60	
369	1	369	Varies	3	895	4	1,264	
0	0	0	694	2	1,387	2	1,387	
0	0	0	622	2	1,245	2	1,245	
0	0	0	0	0	0	0	0	
220	1	220	150	1	150	2	370	
Varies	2	538	0	0	0	2	538	
0	0	0	150	1	150	1	150	
Varies	2	889	505	1	505	3	1,394	
0	0	0	150	2	300	2	300	
0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	
0	0	0	287	2	575	2	575	
881	1	881	0	0	0	1	881	
0	0	0	262	1	262	1	262	
0	0	0	343	1	343	1	343	
278	1	278	0	0	0	1	278	
355	1	355	0	0	0	1	355	
0	0	0	851	1	851	1	851	
881	1	881	0	0	0	1	881	
279	1	279	0	0	0	1	279	
		<b>0</b>		<b>5,842</b>			<b>5,842</b>	
0	0	0	1,000	1	1,000	1	1,000	
0	0	0	1,200	1	1,200	1	1,200	
0	0	0	150	3	450	3	450	
0	0	0	0	0	0	0	0	
0	0	0	1,200	1	1,200	1	1,200	
0	0	0	Varies	2	492	2	492	
0	0	0	0	0	0	0	0	
0	0	0	1,500	1	1,500	1	1,500	
		<b>0</b>		<b>1,440</b>			<b>1,440</b>	
0	0	0	1,440	1	1,440	1	1,440	
		<b>0</b>		<b>10,031</b>			<b>10,031</b>	
0	0	0	6,000	1	6,000	1	6,000	
0	0	0	150	1	150	1	150	
0	0	0	Varies	2	391	2	391	
0	0	0	377	2	753	2	753	
0	0	0	2,737	1	2,737	1	2,737	
		<b>0</b>		<b>5,383</b>			<b>5,383</b>	
0	0	0	Varies	3	5,383	3	5,383	
		<b>1,211</b>		<b>12,756</b>			<b>13,968</b>	
0	0	0	5,000	1	5,000	1	5,000	
0	0	0	2,500	1	2,500	1	2,500	
0	0	0	4,723	1	4,723	1	4,723	
0	0	0	0	0	0	0	0	
0	0	0	533	1	533	1	533	
0	0	0	0	0	0	0	0	
672	1	672	0	0	0	1	672	
539	1	539	0	0	0	1	539	
		<b>276</b>		<b>861</b>			<b>837</b>	
0	0	0	60	2	120	2	120	
0	0	0	281	1	281	1	281	
0	0	0	100	2	200	2	200	
276	1	276	0	0	0	1	276	
0	1	0	60	1	60	2	60	
		<b>3,006</b>		<b>3,778</b>			<b>6,785</b>	
464	1	464	0	0	0	1	464	
0	0	0	0	0	0	0	0	
205	1	205	0	0	0	1	205	
0	0	0	0	0	0	0	0	
511	1	511	623	1	623	2	1,134	
471	1	471	0	0	0	1	471	
100	1	100	0	0	0	1	100	
0	0	0	0	0	0	0	0	
141	1	141	0	0	0	1	141	
137	1	137	0	0	0	1	137	
0	0	0	0	0	0	0	0	
Varies	3	558	0	0	0	3	558	
0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	
38	1	38	0	0	0	1	38	
200	1	200	0	0	0	1	200	
0	0	0	0	0	0	0	0	
182	1	182	0	0	0	1	182	
		<b>0</b>		<b>2,872</b>			<b>2,872</b>	
0	0	0	150	1	150	1	150	
0	0	0	347	1	347	1	347	
0	0	0	320	1	320	1	320	
0	0	0	667	1				

## 2. Preliminary Listing of Ineligible Spaces

The preliminary listing of Ineligible Spaces was developed from the Preferred Schematic Report (PSR) comments provided by the MSBA. The Schematic Design (SD) Space Summary contains no spaces that have been identified by the MSBA to be an ineligible cost.

### Proposed Space Summary Comparison

#### Core Academic Spaces

The SD Space Summary indicates a total of 46,200 NFA compared with 45,350 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, an increase of 850 NFA.

Prep Room – Grade 6: This space was added at the request of the MSBA, resulting in an addition of 120 NFA to the Core Academic space category.

Science Lab/Classroom - Grades 7-8: These spaces were increased at the request of the MSBA, resulting in an addition of 1,440 NFA to the Core Academic space category.

Science Lab/Classroom - Grade 6: This space was added at the request of the MSBA, resulting in an addition of 1,200 NFA to the Core Academic space category.

Instructional Coaches: This space was relocated from the Administration & Guidance space category at the request of the MSBA, resulting in an addition of 300 NFA in the Core Academic Spaces category and a corresponding 300 NFA reduction from the Administration & Guidance space category.

#### Special Education

The SD Space Summary indicates a total of 13,454 NFA compared with 15,310 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, a decrease of 1,856 NFA. Please refer to the DESE Special Education Submission, which is provided as a separate package to this submission and included in Section G for further information.

#### Art & Music

The SD Space Summary indicates a total of 5,842 NFA compared with 5,725 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, an increase of 117 NFA. However, the total NFA of 5,842 for Art & Music remains within the overall allowable NFA for the Art & Music space category, which is 8,125 NFA.

OPS-Music Practice / Ensemble – Grades K-6: There is an increase in the total of the Music Practice/Ensemble spaces from 375 NFA to 492 NFA, an increase of 117 NFA. These spaces were increased to correspond more appropriately to the unique programmatic requirements of the project by providing two total dual-purpose Ensemble/Storage spaces; one Ensemble/Storage (192 NFA) for Middle School Dance on the Basement level, and another Ensemble/Storage (375 NFA) space for The Elementary School Music Room on the First Floor.

### Vocations & Technology

The SD Space Summary indicates a total of 1,440 NFA which is no overall change from the Preferred Schematic Report.

### Health & Physical Education

The SD Space Summary indicates a total of 10,031 NFA compared with 8,894 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, an increase of 1,137.

**Gymnasium:** There is a decrease in the size of Gymnasium from 7,000 NFA to 6,000 NFA, a decrease of 1,000 NFA. The Gymnasium was right sized to serve the school's unique program more accurately.

**Health Instructors Office:** There is a decrease in the total size of the two Health Instructors Offices from 397 NFA to 290 NFA, an increase of 107 NFA. The Health Instructors Offices were right sized to serve the school's unique program more accurately by providing one reasonable sized office for both the Gymnasium and Auxiliary Gym.

**Team Rooms:** There is a decrease in the total size of the two Team rooms from 1,400 NFA to 753 NFA, a reduction of 647 NFA. The two Team Rooms were right sized to serve the school's unique program more accurately.

**Auxiliary Gym:** This space was relocated from the Special Education space category at the request of the MSBA, resulting in an addition of 2,737 NFA in the Health and Physical Education space category and a corresponding 2,737 NFA reduction from the Special Education space category.

### Media Center

The SD Space Summary indicates a total of 5,383 NFA which is no overall change from the Preferred Schematic Report. Qualitatively, the three Media Center spaces that corollate to each specific age level cohort have been distributed throughout the building.

### Dining & Food Service

The SD Space Summary indicates a total of 13,968 NFA compared with 12,283 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, an increase of 1,685 NFA.

**Kitchen & Servery:** There is an increase in the size of the Kitchen & Servery from 2,300 NFA to 4,723 NFA, an increase of 2,423 NFA. The Kitchen & Servery was right sized to serve the two schools' specialized needs and their multiple age cohorts. This space is an additional requirement to promote vital health and nutrition needs and act as a community resource for the Oliver School Community students. Due to the increased rates of free and subsidized breakfast and lunch programs, the commitment to provide two meals a day requires increased storage and server capacity to meet those needs adequately. The increase in NFA for the Kitchen & Servery is captured within the overall building grossing factor.

**Staff Lunchroom:** There is an increase in the size of the Staff Lunchroom from 350 NFA to 672 NFA, an increase of 322 NFA due to the space residing within the extents of the existing Lawrence Oliver Partnership building and the infeasibility associated with demolishing adjacent load bearing construction.



Stage: There is a decrease in the size of the Stage from 1,100 NFA to 539 NFA, a decrease of 561 NFA due to the space residing within the extents of the existing Lawrence Oliver Partnership building, and more specifically, the extents of the existing-to-be reconstructed Auxiliary Gym and its platform stage.

### Medical

The SD Space Summary indicates a total of 937 NFA compared with 1,080 NFA indicated in the space summary submitted in the Preferred Schematic Report, a decrease of 143 NFA.

Nurses' Office / Waiting Room: There is a decrease in the size of the Nurses' Office from 400 NFA to 281 NFA, a decrease of 119 NFA. The Nurses' Offices were right sized to serve the school's unique program more accurately.

Resting: There is a decrease in the size of Resting from 300 NFA to 276 NFA, a reduction of 24 NFA. The Resting space was right sized to serve the school's unique program more accurately.

### Administration and Guidance

The SD Space Summary indicates a total of 6,922 NFA compared with 7,537 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, a reduction of 615 NFA.

Principal's Office w/Conference Area: There is an increase in the size of the Principal's Office w/Conference Area from 450 to 464, an increase of 14 NFA due to the space needing to reside within the extents of the existing Lawrence Oliver Partnership building along Haverhill Street.

Assistant Principal's Office – AP1: There is an increase in the size of the Assistant Principal's Office from 127 NFA to 205 NFA, an increase of 78 NFA due to the space needing to reside within the extents of the existing Lawrence Oliver Partnership building along Haverhill Street and adjacent to the Principal's Office.

General Office / Waiting Room / Toilet: There is an increase in the size of the General Office / Waiting Room / Toilet from 639 NFA to 1134 NFA, an increase of 495 NFA due to a need to provide appropriate secure access control and visual sightlines to the main entrances and parent drop-off along Haverhill and Oak Street, respectively.

Conference Room: There is an increase in the size of the Conference room from 272 NFA to 471 NFA, an increase of 199 NFA due to the space residing within the extents of the existing Lawrence Oliver Partnership building and the infeasibility associated with demolishing adjacent load bearing construction.

Records Room: There is an increase in the size of the Records room from 130 NFA to 141 NFA, an increase of 11 NFA due to the space residing within the extents of the existing Lawrence Oliver Partnership building and the infeasibility associated with demolishing adjacent load bearing construction.

Supervisory / Spare Office (Safety Officer): There is an increase in the size of the Supervisory / Spare Office (Safety Officer) from 127 NFA to 137 NFA, an increase of 10 NFA due to the

space residing within the extents of the existing Lawrence Oliver Partnership building and the infeasibility associated with demolishing adjacent load bearing construction.

Guidance Office: There is an increase in the total size of the three Guidance Offices from 450 NFA to 695 NFA, an increase of 245 NFA due to the space residing within the extents of the existing Lawrence Oliver Partnership building and the infeasibility associated with demolishing adjacent load bearing construction.

Guidance Office – Inclusion Team, Evaluation Team Facilitator, and Speech: These three spaces were relocated to the Special Education category after discussions with the district coordinator. These three spaces were initially mischaracterized in the PSR under the Administration & Guidance space category but are augmenting the student support services and were moved to the Special Education space category to reflect their relationship to the school's specific needs more accurately. This reclassification of space results in a decrease of 525 NFA from the Administration & Guidance space category.

Instructional Coaches: This space was relocated to the Core Academic Spaces category at the request of the MSBA, resulting in a reduction of 300 NFA in the Administration & Guidance category and a corresponding 300 NFA addition from the Core Academic space category.

Union Office: There is an increase in the size of the Union Office from 125 NFA to 182 NFA, an increase of 57 NFA due to the space residing within the extents of the existing Lawrence Oliver Partnership building and the infeasibility associated with demolishing adjacent load bearing construction.

General Office / Waiting Room / Toilet: There is a decrease in the size of the General Office / Waiting Room / Toilet from 623 NFA to 467 NFA, a decrease of 156 NFA. The General Office / Waiting Room / Toilet space was right sized to serve the school's unique program more accurately.

Teachers' Work Room (Planning): There is a decrease in the size of the Teachers' Work Room (Planning) from 635 NFA to 600 NFA, a decrease of 35 NFA. The Teachers' Work Room (Planning) space was right sized to serve the school's unique program more accurately.

### Custodial and Maintenance

The SD Space Summary indicates a total of 2,572 NFA which is no overall change from the Preferred Schematic Report.

### Other

The SD Space Summary indicates a total of 0 NFA for the Other space category compared with 1,260 NFA indicated in the Space Summary submitted in the Preferred Schematic Report, a decrease of 1,260 NFA. These spaces have been relocated to the Non-Programmed Spaces category and included in the grossing factor. The inclusion of two Mother's Rooms is required by Massachusetts State Code, while Catie's Closet and the Family Resource Center provide critical resources to the underserved North Common District and are also located within the existing to remain building footprint, taking advantage of inherent inefficiencies associated with renovation.

## C. Educational Program & Functional Relationships

### 1. Introduction and Strategic Plan

#### General

Lawrence Public Schools serves roughly 13,900 students across the entire District in schools of various grade configurations including: four early childhood schools, one K-8 school, 10 elementary and middle schools served in 5 Educational Complexes, two high schools, and two substantially separate schools.

#### Migration, Immigration and Economic Strain

Incorporated in 1847, the City of Lawrence was established as a textile manufacturing hub, drawing waves of immigrant populations from across Europe eager to gain employment in the mills. Even as the city's main economic driver dried up mid-century, Lawrence saw a shift in immigration patterns, with a largely LatinX population settling in Lawrence, starting in the 1950's and '60s. Today, the city is predominantly made up of families migrating from Puerto Rico, and immigrating from the Dominican Republic, and most recently from parts of Central America. Language is often a barrier to employment in most job fields, fueling the socio-economic strains felt by many of our families. Further compounding the issue is that academic degrees and professional licenses/credentials from other parts of the world are often not transferable, ultimately forcing skilled and experienced professionals to take low wage positions in and around our community. Many of our families must work multiple jobs to make ends meet, especially since the cost of rent or to buy property in Lawrence remains high. Lawrence's affordable housing rates are tied to its more affluent neighbors, including Andover and North Andover, which keeps even the most affordable options out of reach for many. Rather, new Lawrenciens find themselves doubling up with relatives or renting in substandard buildings as a way to balance their budgets.

#### History of Lawrence Public Schools

During the latter part of the nineteenth century, several school buildings were constructed in Lawrence. The first grammar school opened in 1848, in the Henry K. Oliver School building. That building was subsequently replaced by the current Oliver School building in 1917.

More than 160 years after the Lawrence Public Schools (LPS) system was established, the district is in the midst of a historic transformation to better serve our students. In November 2011, LPS was designated as a "Level 5" or "chronically underperforming" district by the Massachusetts Department of Elementary & Secondary Education. In May 2012, Commissioner Mitchell Chester and then newly appointed state Receiver and Superintendent Jeffrey C. Riley announced a turnaround plan for district improvement.

## Phase One of Receivership: The Turnaround Plan and Open Architecture

The turnaround plan established a bold mission: to create a new district model—later named “open architecture”— that provided individual schools with the freedom to direct their own improvement, with customized district support based on school needs. Key features of the plan include shifting more resources and autonomy to the school level; creating a leaner, more responsive central office; ensuring all schools have great leaders and teachers; harnessing the talents of partner organizations; expanding the school day and adding learning time for students; and increasing student engagement through enrichment opportunities.

An additional, significant component of this turnaround plan was upgrading and addressing the many deficiencies in school facilities. This included the creation of a Family Resource Center to address student/family needs, improving school culture, as well as upgrading school safety communication devices and cameras.

Under this new “open architecture” model, the district has cleared out bureaucratic, one-size-fits-all policies in favor of giving schools an unprecedented level of autonomy over educational decisions. Principals and teacher leadership teams design school programs to best meet their students’ needs. Each school team sets its own curriculum, calendar, and professional development, while school leaders have full budget and hiring autonomy. Central office assumes a support role managing operational tasks so school leaders can focus on teaching and learning.

All K-8 schools extended learning time beginning in 2013-14, with every student now attending school for 200-300 additional hours. With support from the National Center for Time and Learning, schools independently planned their schedules and use of time around key shared elements to ensure every added moment was a moment used well. This includes dramatically expanded arts and enrichment, often provided through on- and off-site partnerships with numerous local city organizations and agencies.

Since 2012, LPS has seen significant gains in student growth and proficiency in the Massachusetts Comprehensive Assessment System (MCAS), leading to the addition of newly designated “Level 1” schools each year of the turnaround effort. High school graduation rates are up, and dropout rates are down. We continue to work toward the goal of providing all students with a rich, high-quality education that closes the achievement gap and prepares our students for college and career pathways.

Our commitment to providing every student with a great education is grounded in Lawrence’s rich history of marshalling the resources and supports necessary to serve our community’s children. LPS takes great pride in our school system’s history as we continue to lead the district forward.

## Phase Two of Receivership: the Lawrence Alliance for Education

Today, Lawrence Public Schools is transitioning to the next phase of State Receivership. A receivership board, the Lawrence Alliance for Education (LAE), is responsible for the governance of the school district and selected a new Superintendent, Cynthia Paris. The City is committed to ensuring that our students are provided with a high-quality education and positive learning environment, supported by appropriate safety strategies.

Quick Facts: Lawrence Public Schools	
65%	families economically disadvantaged
85%	High Needs (DESE)
20%	with disabilities
95%	Hispanic
71%	first language is not English
36%	English learners

### Lawrence in Numbers

Our total student population is determined to be approximately 85% High Needs, according to the state Department of Elementary and Secondary Education (DESE), with approximately 65% of the student population categorized as Economically Disadvantaged. The district’s population is 94% Hispanic, with approximately 71% of our students reporting that English is not their first language. Our English Learner population is among the highest in the state at 36%. Our Students with Disabilities population is also above the state average, at 19.2%. Another challenge for the Lawrence community is its population density,

with approximately 80,162 residents in roughly six square miles. Located 35 miles north of Boston, Lawrence has long been a city of immigrants since its founding as a center of the textile manufacturing industry in the 19th century. Today our immigrants arrive from the Caribbean, Central and South America, and Southeast Asia. Despite a strong regional economy, Lawrence remains among the United States’ poorest communities with a current unemployment rate of 6.4%, compared to statewide rate of 3.52% (Commonwealth of Massachusetts, Division of Employment and Training).

Quick Facts: Oliver Partnership	
14%	with disabilities
96%	Hispanic
72%	first language is not English
44%	English learners

The **Oliver Partnership School’s** population is 96% Hispanic, with roughly 72% of students reporting that English is not their first language and 44% classified as English Learners (EL). **The EL population is almost 10% higher than the district average**, which as stated previously among the highest in the State. The Students with Disabilities population is 14%.

Quick Facts: UP Academy Oliver	
17%	with disabilities
97%	Hispanic
74%	first language is not English
29%	English learners

The **UP Academy Oliver's** population is 97% Hispanic, with roughly 74% of students reporting that English is not their first language and 30% classified as English Learners. The Students with Disabilities population is 17%.

### Strategic Plan

At LPS, our ultimate goal is to provide all students with a rich, high-quality education that mirrors the suburban experience and closes the

achievement gap between our students and their suburban peers. We seek to achieve this through a common vision for high-quality instruction, a re-imagined urban school system, and collaboration with the Lawrence community.

Our schools support students to successfully graduate from college or enter the workforce, guided throughout by the District's Four Pillars:

- **Rigorous Standards.** Rigorous, common-core aligned curriculum standards to ensure our students are learning appropriate content to stay on track at their grade level.
- **High-quality enrichment.** Access to rich programs such as the arts, musical theatre, step dancing, and robotics. These activities increase student engagement and impart critical social and life skills.
- **Effort / Mindset.** Demonstrating to students that hard work matters, and that effort directly translates into increased proficiency.
- **Critical Thinking.** Working to improve the quality and rigor of classroom lessons, moving beyond textbook teaching to higher-order activities and lessons that engage students at a deeper level.

The open architecture approach allows for a variety of school types within the district. While most of the district's schools are traditional schools, several have adopted an innovative model or are managed by non-profit organizations. All of the district's schools—including schools managed by charter operators—are American Federation of Teachers (AFT) unionized, neighborhood-based, and follow a common set of policies to ensure a fair, supportive system for LPS students, families, and staff. There are no "carve outs"—all schools play by the same rules on a level playing field.

District and union leadership have embraced this model, where principals and teacher leadership teams design school programs to best meet their students' needs. Each school team sets its own curriculum, calendar, and professional development, while school leaders have full budget and hiring autonomy. Central office assumes a support role, managing operational tasks so school leaders can focus on teaching and learning.

Fundamental to all this work is a bedrock belief in enlisting people in the process of improvement. The district has pursued system changes in partnership with local leaders and stakeholders – including families, teachers, students, businesses, and non-profits. The Superintendent meets regularly with the parent teacher organization presidents' council, a roundtable of local non-profits, the school committee, and the mayor. Community organizations work closely with our schools in a variety of capacities, including as key expanded learning time

partners. After negotiating an innovative contract, LPS leadership and the Lawrence Teachers Union are working in partnership on efforts to increase teacher voice and raise student achievement. Individual teachers continue to play a crucial role, including on the teacher leadership teams at each school. Student voice in decision-making is being prioritized at every level of education, and formal representation is ensured through student government, the Superintendent's Student Cabinet, and representation on the district's governing body.

## 2. Educational Facility History and Goals

### Educational Facility History

During the latter part of the nineteenth century and early part of the twentieth century, several school buildings were constructed with amenities to properly educate the city's growing immigrant population. The first grammar school opened in 1848, in the original Henry K. Oliver School building. The late 1800's through the early 1900's saw a surge in school construction, including seven new grammar or middle schools and a high school.

Over the 70 years, many changes took place to both the demographics of the city and to the schools serving its children. Economic declines led to the closing and consolidating of schools and shifts in desirable and affordable areas of the city led to expansion and renovation of some buildings, and even two new school buildings at the far ends of the city. The expansion of schools culminated in Fall 2007, with a \$110 million, 42-acre high school campus opened in South Lawrence. However, several schools operate in original buildings dating back more than 100 years.

### Educational Facility Goals

Since 2007, Lawrence has been working to replace their individual elementary and middle schools with co-located elementary and middle schools which are known as Educational Complexes in the District. The following schools are already operating under this model:

- South Lawrence East Elementary/SPARK Academy
- Frost Elementary/Frost Middle
- Parthum Elementary/Parthum Middle,
- Guilmette Elementary/Guilmette Middle
- Community Day Arlington/Arlington Middle

LPS has found the Educational Complex model to be successful because, in contrast to a K-8 where the school administration for the Elementary and Middle is combined, the separate administrations that are part of an Educational Complex allow for LPS to continue operating under the very successful Open Architecture principles of autonomy for all schools while also capitalizing on the efficiency of operating a single larger school building, replacing two existing buildings that are beyond their useful life, and maintaining the neighborhood school model as well. Advantages of this model are described in more detail in the grade configuration section below.

After the completion of the Oliver School project, there will be six Elementary-Middle Educational Complexes in the District. The Leahy Elementary School Project, which Lawrence Public Schools is also partnering with MSBA on, intends to consider this model as well.

Design Team Response: The Oliver K-8 School will follow the Lawrence model of the “Educational Complex”. The Preferred Alternative 4a reflects this model.

### **Educational Use of Vacated Schools**

Should an alternative be selected that results in the Oliver Partnership School being vacated, it is anticipated that this building’s most immediate use would be to serve as swing space for other capital projects such as the Leahy Project. Relocating UP Academy Oliver’s (UAO) Grades 6-8 into the renovated Oliver building or an alternative building or site will also allow the District to repurpose the current UAO space, potentially providing much needed classroom space to address overcrowding in some other area schools and help us to consider how to build out additional feeders.

## **3. Grade and School Configuration Policies**

### **Current grade configurations**

The unusual composition of grade configurations for our schools is largely attributed to the size and age of many of our buildings. For example, our newer buildings are designed to educate roughly 1,000 students, with an elementary and middle school feeder sharing the building. These are our desired model: the Educational Complex. In another more recent renovation exists our sole K-8 school building (the Wetherbee). Meanwhile, some schools have too few classrooms to provide for even a complete, traditional elementary school. For example, the Lawlor building houses only nine classrooms and is currently used as a kindergarten feeder to three Grade 1-5 schools.

The district’s preferred grade configuration is a blend of K-8 schools together with elementary and middle school Educational Complexes. This configuration minimizes transitions for students and allows families to keep siblings together, enrolled in one building. Further, the configuration increases capacity for collaboration and preparation across grades and lends itself well to the district’s neighborhood school enrollment policy.

The two schools that this project proposes to co-locate are the grades 1-5 Oliver Partnership School and the grades 6-8 UP Academy Oliver. The Oliver Partnership School has had a Kindergarten program in the past but does not currently.

### **Proposed Grade Configurations**

The proposed grade configuration for the Oliver School is Kindergarten through Eighth Grade, in two co-located schools, serving 1,000 students. This configuration would allow us to co-locate two currently separate schools (Grades 1-5 and Grades 6-8), as well as add a Kindergarten program to the lower school. This feeder pattern is based on current models in the District, including:



- South Lawrence East Elementary/SPARK Academy
- Frost Elementary/Frost Middle
- Parthum Elementary/Parthum Middle,
- Guilmette Elementary/Guilmette Middle
- Community Day Arlington/Arlington Middle

**Design Team Response:** The Preferred Alternative 4a adds the Kindergartens to the Oliver Partnership School and brings together the Oliver Partnership School and the Up Academy Oliver School.

#### Use of Vacated UAO space:

Vacated UAO space will provide the SES and International High Schools the opportunity to expand. Both these schools are co-located in the same facility and have been unable to house the ideal number of students due to space constraints.

In addition, Lawrence High School's enrollment continues to outpace its capacity. Increased space at SES/HIS will help alleviate over enrollment at the LHS campus.

#### Advantages of Proposed Grade Configuration

Expanding to a K-8 educational complex model will ensure the educational continuum is consistent for our students and within our district. We will increase the staffing to support the addition of Kindergarten and Grades 6-8. This is a model currently successfully exists in five of our current educational complexes housing 10 individual schools within the complexes. These educational complexes house two smaller schools within one school complex. This provides shared space, kitchen, gym, community space, health suite, etc. for both school while maintaining the benefits of small school environment. This approach also limits transition for our students. Both schools would maintain a separate administration, guidance, and student support staffs. While this model requires additional administration space, we have found it invaluable to support student focused programs and services. A description of the proposed administration has been provided in the next section.

As referenced above, hosting grades K-8 under one roof supports our goals of minimizing transitions for students, keeping siblings together, and promoting collaboration and planning across nine years of a student's educational journey. We believe this type of consistency and proactive planning best supports student's high school readiness. It also encourages families to build relationships with educators, given their longevity in the building.

## 4. Class Size Policies

### District policies, targets, and guidelines

Lawrence Public Schools' assignment policy is centered around neighborhood schools. A student's address dictates which school s/he will be assigned to, with exception of any IEP considerations. This policy encourages family engagement, strong attendance and reduced tardy rates. However, it also can lead to overcrowding in some schools. To address this

concern, the District places caps, determined annually, on grades in our schools. While no class size policy currently exists (by school committee or union contract), our practice is to support schools with paraprofessionals when class sizes go beyond set caps. Please note, however, that three years ago we needed to expand caps and that this larger cap has remained in place each year since that time.

	Former Caps	Current Caps
Kindergarten and Grade 1	22	25
Grade 2 - 5	25	27
Grade 6-8	25	29

### Current average class sizes by grade

Average District class sizes by grade are as follows:

	District Average Class Size
Kindergarten	23
Grade 1	24
Grade 2	23
Grade 3	24
Grade 4	26
Grade 5	24
Grade 6	25
Grade 7	24
Grade 8	26

### Proposed changes and why or statement that no changes are proposed

The above table provides the average across the District, by grade. It should be noted that class sizes can range from as small as 15 to as large as 32 in individual spaces. Factors contributing to this range include size of classrooms (some older buildings have very small classrooms or school leaders have created classrooms in spaces not designed to be classrooms), location in the city (our city center schools are typically the most overcrowded), programmatic decisions (such as English Learners Classrooms), how many strands of classes we have per grade level, and so forth.



The District agrees that current class sizes work against the requirements of project-based learning and flexible grouping. The proposed increased enrollment and new school facility will allow the District the ability to implement the MSBA recommended class sizes.

Our goal is to build, over time, a more appropriate configuration across the City so that class sizes may be more uniform - thus providing similar learning environments for all of our students. It is not an equitable experience to have 30 students in one classroom while another classroom has 23. It is also not equitable to be using a space for a classroom that was not designed as a classroom, even if it hosts significantly less students. As part of our goal to achieve equitable learning environments, we strive to configure spaces in ways that allow us to return to previous caps, or even reduce those caps further for all of our classrooms.

It should be further noted that the central part of our city, where the Oliver schools are located is experiencing massive residential growth, with many new apartments and condominiums, currently in various stages of development. With this in mind, we are proposing:

<b>Grade</b>	<b>Current Number of Homerooms</b>	<b>Proposed Number of Homerooms*</b>	<b>Current AVERAGE Number of Students per Homeroom</b>	<b>Planned Students per Homeroom</b>
Kindergarten	0	4	0	20
Grade 1	4	5	25	23
Grade 2	5	5	24	23
Grade 3	4	5	24	23
Grade 4	4	5	25	23
Grade 5	4	5	26	23
Grade 6	4	5	28	25
Grade 7	4	5	29	25
Grade 8	4	5	30	25

\* For grades K-5, Proposed number of classrooms include 4 standard and one EL. For grades 6-8, proposed number include 3 standard, 1 EL and 1 Science lab

## 5. Districtwide English Learner Education Overview

English Learner (EL) enrollment in Lawrence has grown steadily over the past 10 years and continues to grow. In 2009, the EL population in LPS was 22.8%, in 2019 the EL population is at 35.9%. Our EL enrollment percentage is the second highest in the state behind Chelsea Public Schools. The high EL population in Lawrence is significant and thus requires a high number of staff; a significant amount of teaming and the ability for flexible and large classroom spaces for ESL instruction to take place. All ELs in Lawrence receive instruction through the Sheltered English Immersion (SEI) model which consists of Sheltered Content Instruction taught by SEI-endorsed core-academic teachers and direct English as a Second Language (ESL) instruction taught by licensed ESL teachers. Direct ESL services are provided in one of four ways: push-in ESL, pull-out ESL, self-contained ESL program.

The UP Academy Oliver and Oliver Partnership School provide direct ESL services in the following ways:

### Push-In ESL

- The Oliver Partnership School has 1 ESL coach and 5 ESL teachers, and the UP Academy Oliver has 4 ESL teachers who do a combination of push-in and pull-out support during the day. These teachers are scheduled for push in instruction in three blocks a day and assist 100% of our EL students in each of those scheduled periods.
- Design Team Response: The Preferred Alternative 4a has classrooms of appropriate size to accommodate Push-in activities

### Pull-Out ESL

- Students are pulled out in group sizes of anywhere from 8-12 students by a licensed ESL teacher. Space and accessibility constraints inhibit our ability to offer effective pull-out assistance to students. Often, these pull-out groups are in direct competition or sharing spaces with special education pull-out groups and are not able to reliably pull out in the blocks that they need to. Because EL services need to be highly tailored to students' English language proficiency levels, it is essential that we are able to flexibly group with our pull-out and have adequate space to pull out groups, as necessary.
- Design Team Response: The Preferred Alternative 4a has an EL classroom at each grade level and Small Group Rooms of various sizes to support this program

### English Learners Program

- Because we have a large cohort of newcomers to the country at both the Oliver Partnership and UP Academy Oliver, it is essential that we have strong wraparound programming to support these students both in language acquisition and social orienting to a new city and country. We space to work with ESL students that are new to the country and to prepare them academically and socially for the rest of their academic experience at school.
- Design Team Response: *The Preferred Alternative 4a has an EL classroom at each grade level to support this program*

The program and delivery will be the same for the Oliver Partnership and Up Academy Oliver schools. These two schools have higher percentages of ELL and poverty than the overall community.

- Districtwide Special Education Overview

Lawrence Public Schools (LPS) has a population of roughly 13,900 students (2018-19) of which 2,623 students are supported with special education services (19.2%). This is higher than the state average of 18.1%. At present, 113 of our special education students (4%) attend out of district facilities (collaboratives, private day schools or residential schools) for their instructional needs. In addition, 120 students identified with significant emotional and/or global intellectual delays are served by two therapeutic day schools: The School for Exceptional Studies (Emotional Disabilities) and the School for Exceptional Studies Annex (Global Disabilities associated with Autism Spectrum Disorder). LPS also effectively meets the individual needs of all students through a broad continuum of services including specialized, sub-separate programs established in several of our schools.

Special education law mandates that students be educated in the least restrictive environment. Two research-based methods of instruction that support least restrictive environment are Universal Design for Learning (UDL) and Response to Instruction and Intervention (RtII). UDL is an instructional method that involves creating lessons and classroom materials differentiated enough to accommodate a variety of learning styles in the inclusive classroom. This is most effectively supported in a co-teaching format, whereby two teachers share an instructional space that offers opportunities for varied instructional support groupings throughout the day. It relies heavily on technology to support different learning needs and challenges. RtII is a general education approach intended to provide early identification of students' learning problems paired with the use of focused lessons and interventions to address student learning challenges. It requires the ability to progress monitor students frequently and to adjust instructional groups several times throughout a school year.

Best practices in special education focus on specialized instruction and accommodations that allow students the opportunity to be included in the life of the school as much as possible regardless of the severity of their disability. LPS stresses the importance of learning from developing peers, accommodations that allow students to access all areas of the school and curriculum, the ability to move between specialized services and regular education classes, and access to many forms of assistive technology.

While much of the Special Education student services will be provided in an inclusionary (classroom) setting, some pull out is required. This is best accomplished in close proximity to the students' classroom. Numerous, small group rooms are proposed in order to best serve students. These spaces are better categorized as "pull-over" rooms rather than pull-out rooms.

All learning spaces need to support students with a wide range of needs. This includes students with mobility challenges, vision and hearing impairments, sensory regulation challenges, social emotional disabilities, and students with learning disabilities.

Special education services are delivered in small groups and remedial instructional groups, within the regular education classroom, in technology rich environments, in alternative curriculum learning environments and in therapy and counseling sessions.

These pull-over rooms will serve:

- Small therapy rooms for individual and small group speech, occupational, and physical therapy sessions
- Counseling areas
- Sensory areas to provide opportunities for students experiencing sensory overload
- Calming areas for de-escalating students experiencing dysregulation and behavior challenges
- Small group teaching areas
- Individual teaching areas
- Areas to assess students for special education services
- Areas for having meetings with parents and teams

Our current school buildings limit access to special education services. In addition to lacking Occupational Therapy (OT) and Physical Therapy (PT) equipment for example, currently there are no specially designed spaces for these services to be delivered. Students with social emotional or special education needs would benefit from a new building that contains specially designed learning and counseling spaces. In many schools, the counseling spaces are inadequate and limit the number of students receiving services at one time. The proposed school should include a small gymnasium where OT/PT equipment can be kept, and an OT/PT program can be staffed and delivered. The District has seen a similar model successfully incorporated at the Gates Middle School in Scituate.

## Inclusion

Inclusion is a core belief and practice in LPS. This educational model challenges schools to meet the needs of all students by educating students with disabilities alongside their non-disabled peers. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. Ensuring that the classrooms are equipped with assistive technology for students with specialized needs is essential. Such technology should include access for hearing and/or visually impaired students as well as students with significant communication disorders.

Design Team Response: The Preferred Alternative 4a includes Small Group rooms spread throughout the grade levels

## Substantially Separate Programs (District)

At present, only some of our schools are servicing students requiring a substantially separate program. Space and accessibility restraints prevent LPS from including an adequate continuum of specialized service in each neighborhood school. As such, many students are transported across neighborhood zones to comply with the mandates of Individual Education Plans. These students lack opportunities to learn and engage with peers who live in their neighborhood.

Of fifteen schools serving students in grade configurations from PK-5, only seven are currently serving the needs of students assigned to Primary Learning Centers (PLCs). For nine middle schools with grade assignments from 5-8, only four are able to offer Intermediate Learning

Centers (ILCs). The Oliver Partnership School is one of the schools not equipped to serve this need. By providing adequate space and accessible configurations, many more students will be served in their neighborhood school.

Each of our seven elementary schools house a specialized substantially-separate special education program. As an example, the Guilmette Elementary School (Grades 1-4) has two classrooms identified as Primary Learning Centers (PLCs) and one classroom to meet the needs of students diagnosed with Autism Spectrum Disorder (ASD). One PLC serves students with developmental delays and the other is designed for students who are profoundly medically fragile. The ASD inclusion program offers students previously assigned to a therapeutic day school the opportunity to learn alongside grade appropriate peers. There is a disproportionately large number of students requiring sensory and physical development services in the Oliver Partnership elementary school, therefore sensory and physical development space remains at a premium. Providing adequate space for both instruction and therapy is in demand. A similar configuration exists at Guilmette Middle School (Grades 5-8).

Services provided at the Oliver Partnership School presently include direct instruction in a separate setting or in a general education setting. Teachers “push- in” or, work with students in an inclusion general education classroom, or “pull- out” and work with students in a separate controlled setting.

Educational Complexes, inclusive of both an elementary and middle school, provide additional opportunities to locate substantially separate programs in same or close neighborhoods. They also provide increased opportunities to offer a continuum of services and therapy to our students requiring the most intensive support. As a result, the new Oliver Partnership and UP Academy Oliver educational complex would be more inclusive as students with a variety of learning differences would be included within the school culture.

Student services are defined as evaluation team facilitators, school psychologists, inclusion facilitators, learning center teachers, social workers, speech and language pathologists, occupational therapists, physical therapists, counselors, and nurses. LPS also provides teachers for students with visual impairments and tutors for students who are deaf or hard of hearing. In many cases, student service positions are shared among more than one school, but together they represent a team-based approach to supporting students and families in need at the elementary and middle level in Lawrence. In most cases, these related service providers are sharing office and treatment space in many of our schools.

In addition, the District is serving the needs of 250-300 students annually who are referred for special education evaluation from the early intervention program. These students may be referred beginning at age two years and nine months. At age three, eligible students must be assigned to one of our four early childhood locations. The Early Intervention Evaluation Team (EIST) is housed in one of the oldest buildings in the District. The 150-year-old Rollins School assigns this team to the basement of the school in repurposed space formerly used for storage. While a small elevator was installed, most parents and young children must navigate stairs and a basement labyrinth as their introduction to LPS. The inclusion of adequate evaluation space for EIST in the new Educational Complex would be ideal. It is acknowledged that while the MSBA

does not object to the District including this space in the proposed project, any space intended for District-wide use will be considered ineligible for reimbursement. The current location for this program is in the basement of one of the district's oldest school buildings. Very young children, many with significant learning or medical needs, must visit the assessment location with families. Access is limited due to the inconsistent operation of the elevator.

Design Team Response: The Preferred Alternative 4a includes multiple dedicated spaces for the Autism Spectrum Disorder (ASD) program including Life Skills.

### Coordinated Program Review

All Massachusetts school districts' Special Education Programs are evaluated by the Massachusetts Department of Elementary and Secondary Education (DESE) every six years, followed by a mid-cycle special education follow-up visit three years after the coordinated program review. A rubric consisting of 59 criteria elements are used to evaluate district compliance with the federal and state regulations which have been formulated to promote student achievement and high standards for all students.

Lawrence Public Schools (LPS) participated in a comprehensive Special Education Program review in March 2019. LPS was fully compliant with 57 of the rubric elements. One element – SE Criterion 40 – Instructional grouping requirements for students aged five and older - was rated as partially implemented due to inconsistent instructional grouping requirements. This inconsistency was noted in 15 classrooms located across eight schools. Non-complaint instructional grouping was documented at both UP Academy Oliver (1 class) and Oliver Partnership School (4 classes). LPS strives to ensure compliance with mandates for instructional grouping compliance. Space limitations in many schools, including the Oliver Partnership and UP Academy Oliver schools, contribute to higher than desired groupings in some cases. LPS is currently working to address SE Criterion 40.

One other indicator – *SE Criterion 25 Parent Consent* – was also rated as only partially implemented. In three cases, documentation of a signed IEP within 60 days of development was not recorded in the District's special education portal. The finding referenced the need to notify Bureau of Special Education Appeals (BSEA) for any IEP evidencing an unresolved dispute when the IEP remains unsigned for 60 or more days. In these cases of the identified IEPs, evidence was provided to support the District's compliance with this mandate. Further safeguards and training will be established to ensure timely recording of signed IEPs to the management database.

LPS anticipates exemplary ratings and notice of full compliance in all 59 special education criterion elements when all corrective actions are completed by November 2019. The completion of this school building project will help our District ensure all staff and students have equitable space and resources.

### World Languages

No World Languages program is offered.

The District has a very high percentage of students who are coming from families where English is the second language. This demographic accounts for a majority of our households.



Accelerating English proficiency for these students is a District priority. Lawrence Public Schools is a sheltered immersion instruction (SEI) district, where all content teachers are highly qualified and SEI endorsed. Additionally, High School students have access to AP Spanish and are encouraged to graduate with the State Seal of Bi-literacy. This Seal requires students to attain a high functional and academic levels of proficiency in a foreign language.

### **Co-Teaching Model for English Learners and Students on IEPs**

Another change in the teaching methodology that is proposed in this education plan is to strengthen the co-teacher model for our students on Individual Education Plans (IEPs) and our English Language Learners by shifting services from traditional “resources rooms” or “pull out” models to a more inclusive co-teaching model. This represents a major change in the teaching methodology of the schools. Space located within each grade-level hub would be necessary to accommodate this methodology of teaching. Due to the EL class sizes, larger general education classroom space would be necessary in addition to smaller connecting spaces to create collaboration and flexibility for grouping of students.

## **6. Districtwide Special Education Overview**

### **7. Transportation Polices**

#### **General Education Transportation**

Students in the Lawrence Public Schools are eligible for transportation if they are in grades K-12 and live more than two miles from their attending school. The exception is high school students attending the campus who live on the north side of the Merrimack River.

Families are notified about children’s school assignments, which indicates if a child is eligible for transportation. In late August, if a child is eligible, the family will receive a notice with the bus stop location, time of pick-up and drop-off and bus numbers.

Kindergarten and elementary school students are picked up and dropped off at a corner stop near home. Bus drivers will drop off students, including kindergartners, at the bus stop even when the parent is not there.

#### **Special Transportation Situations**

Lawrence Public Schools provides transportation service for students with disabilities in accordance with their Individualized Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP). Some students receive door-to-door service. For students who may have medical or physical conditions that prevent them from walking to school or to the corner bus stop, the District may provide door-to-door medical transportation; however, these are rare cases. Medical documentation is required to be considered for this special service.

Design Team Response: The Preferred Alternative 4a will allow for door-to-door services from Oak Street, low volume street with the closest access to the elevator.

## Private Transportation Services

Some families arrange to have their children driven to and from school by a private transportation service or individual. This type of private transportation is typically a mini-bus or van. While Lawrence Public Schools is not responsible for this transportation, we address logistics with these providers to manage dismissal time and to maintain student safety. At the elementary school, there may be up to 20 private transportation service providers in any given year at the Oliver Partnership School. With lack of bus loop, this becomes a challenge for both the Oliver Partnership School and the UP Oliver School.

It is our strong desire to address the traffic patterns and lack of dedicated drop off and pick-up zones for the future to ensure student safety.

Design Team Response: The Preferred Alternative 4a will have dedicated drop off / pick up zones for private mini-busses and vans on both Haverhill and Oak Streets.

## 8. Security Issues / Requirements

Currently, our school safety department comprises 34 School Safety Officers supported by an MOU (Memorandum of Understanding) with the Lawrence Police Department, which accounts for three dedicated School Resource Officers and a Lieutenant. Lawrence Public Schools is committed to providing the highest quality school safety and violence prevention programs to support individual schools across the District. It is our desire to provide for and promote student safety and security throughout the school district and community at large, including the upgrade of school safety communication devices and cameras. We utilize a single point of entry system at all our schools. Implementation of staff crisis response protocols would be enhanced with the use of updated security systems and technology throughout the school setting.

Lawrence Public Schools, like other urban school districts, has to respond to a myriad needs and challenges faced by students. Poverty, transience, homelessness, language barriers, substance abuse, domestic and community violence and resultant trauma are all barriers to education. However, reactionary practices to behavioral infractions have become institutionalized; suspension and expulsion are used as the answer to problem behavior on a regular basis. These practices do not solve the problems and can create a climate of distrust and lead to failure and drop out. These consequences affect our society as a whole.

**“The question of safety in schools is not just about preventing extreme forms of violence, fights or bullying. It is also about shrinking the achievement gap since the way a school disciplines the students will either help or hurt academic achievement. Suspensions and expulsions are time spent out of the classroom.”**

**Nancy Riestenberg, School Climate Specialist**

We believe a positive school climate is critical in fostering a successful learning experience, and, without training, school safety improvements can be ineffective. We have begun the use of the researched-based initiative known as “restorative justice practices.” With adequately sized classrooms, we can improve school culture and proactively prevent school violence. We seek to improve student outcomes by building a restorative school community as part of our Social Emotional Learning.

## 9. Functional and Spatial Relationships and Adjacencies

### Surrounding Sites

A short walk across the Commons from City Hall, Oliver Partnership School is located near the city center. As housing is developed and the planning of future units continues rapidly in this area of the city, we expect the size of our student population to grow at an equally rapid pace. The school is adjacent to two large public parks, O'Neil Park, and the city commons, which provides ample (though not secured) green space for recess and physical education. These programs would be unable to continue without access to the parks due to the lack of indoor activity space in the current building and lack of any outdoor space on the school's site itself. OPS partners with the nearby YMCA, YWCA, and Lawrence Public Library for necessary after school childcare and weekly enrichment class programs.

Oliver Partnership School currently partners with enrichment programs at the YMCA and YWCA via annual contract at a cost. This is currently due to the lack of space at the school to provide this in house. A new building will allow us to provide our enrichment program in the school, increasing student funding availability, student time on task, student safety and decreased transition times. We will provide funding to advance other programs and offer a wider variety of enrichment options. The Lawrence Public Library is utilized by students after school as they participate in the Library's formal programs. Our partnership is to outreach to families informing them of the opportunities available at the library.

Design Team Response: The Preferred Alternative 4a will include spaces for programs that are currently housed at the YMCA and YWCA. Those off-site venues will no longer be needed. The Lawrence Public Library (located on the same block as the Oliver School) will likely continue to be used for after school library programs.

### Final Statement of Intention

At LPS, our ultimate goal is to provide all students with a rich, high-quality education that mirrors the suburban experience and closes the achievement gap between our students and their suburban peers. We seek to achieve this through a common vision for high-quality instruction, a re-imagined urban school system, and collaboration with the Lawrence community.

Expanding to an educational complex model will ensure the educational continuum is consistent for our students.

This project proposes to join students from multiple existing schools into a single school building. The narratives below address the many elements of each school separately as they will continue to operate and deliver education separately consistent with the Open Architecture model that Lawrence Public Schools has adopted as part of their Turnaround Plan.

## 10. Oliver Partnership School (Grades K-5) Educational Program

Oliver Partnership Elementary School serves approximately 500 students in a building that opened in 1917. The school provides children with a supportive learning environment and educational experiences that enable them to achieve academic success, gain knowledge in core subject areas, and develop personal responsibility and integrity. Combining academics with a strong sense of community, we help children to become global citizens, problem solvers, and lifelong learners.

At the Oliver Partnership School, we expose students to a high-quality curriculum that is rigorous and aligned with the Common Core State standards.

- Teachers continuously assess and differentiate instruction based on student needs, progress and achievement towards academic performance goals.
- All staff encourage positive, supportive, and nurturing relationships with students. We incorporate social and conflict resolution lessons through Positive Behavioral Interventions and Supports (PBIS). The PBIS framework supports students with an expected set of behaviors that is reinforced in a positive environment.
- Celebration of learning is important to OPS. Teachers make learning visible to peers, parents, and school community using wall displays, portfolios, newsletters, Smart TV capturing student learning, ClassDojo, special events, Art Exhibit, and Musical Performances.
- Parent Engagement/Community Partnerships are important to OPS. We recognize that students are most successful when their education happens in collaboration with their families. We host many parent events at our school: PTA, Family Literacy Nights, Open Houses, Family Game Night, Family Movie Night, Talent Show and Choir Performances to name a few.
- Teachers can access technology as a tool to facilitate and enhance learning. Our current technological tools are interactive whiteboards, digital cameras, tablets, Chromebooks, and a computer lab.

The Design Team Response by space has been provided at the end of the Oliver Partnership School section.

### School Scheduling Method

The Oliver Partnership does not schedule in uniform blocks. The duration of instruction varies based on the curriculum being offered. Details have been provided in the sections below, the overview is as follows:

Grades 1-3 SKILLS and Listening & Learning, in 60-minute blocks, twice daily

Grades 4-5 SKILLS and Listening & Learning, in one 90-minute block, once daily

Grades 1-5 Math, in one 90-minute block, once daily

- Science in one 40-minute block, once daily
- Specials, in one 60-minute block, once daily

The lack of an appropriate cafeteria space negatively impacts the Oliver Partnership School in every aspect of scheduling. We have a five-lunch period rotation to accommodate a one grade level sized cafeteria, while also managing recess. Due to lack of space, paraprofessionals and some instructional staff are diverted from instructional time to cover lunches and recess which poses a challenge in providing classroom support.

Our school has a high-quality program of academic “specials”: visual arts, music, physical education, and technology using the ST Math program. Due five-lunch program, there is no room in the schedule to offer additional programs. This also limits our “enrichment program”, which includes taekwondo, boy scouts, dance, and academic enrichment including STEM.

Each teacher has a daily preparation period while their students are at specials. This time is used for teachers planning and common planning for grade level teams. One Common Planning Time period (CPT) each week is devoted to grade level team meetings which include classroom teachers, special education and ELL teachers, instructional coaches, and co-leaders for the purpose of improving teaching and learning. At the present time, we do not have appropriate rooms or spaces at the Oliver Partnership School to meet the needs of our instructional team. There is no space to hold staff wide professional development and meetings.

### Teaching Methodology and Structure

The Oliver Partnership School general education teachers work closely with their grade level Special Education and ELL teachers. Small group instruction is provided daily, based on individual student needs in the general education classroom. Tier 2 and Tier 3 instruction is provided in a pullout setting by Special Education and ELL teachers, along with support staff. The Special Education Teacher along with the ELL Teacher in grades 1 and 2 have a shared learning space. There are approximately 48% of students that require services in each grade level. The one classroom is a shared space to work with the Special Education and EL students, however two services are being implemented at the same time. One focusing on language development and the other individual education goals. Some students receive instruction in hallways and other shared spaces throughout the building when appropriate space is not available.

### Proposed changes and why or statement that no changes are proposed

Classrooms should be organized by grade level clusters with all classrooms grouped together off a single, open, flexible shared space. Efficient design layout for a clustered approach is classrooms surrounding collaborative space for teacher planning and development. Completing the cluster could be Special Education and ESL classrooms allowing students who need additional attention to be instructed within their classroom but still be integrated with mainstream students. All learning spaces should accommodate a variety of instructional strategies and student-grouping approaches. This concept provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers, and a safe, well-supervised environment. Learning spaces should allow students to work independently and collaboratively, give or receive tutoring, and accept instruction.

Culture is a complex element within our school. We as a school, have adopted Positive Behavioral Interventions and Supports (PBIS) and professionally developed our staff around social emotional learning and student trauma. Announcements each day revolve around student behavioral expectations, positive affirmation to help build self-esteem and strategies to help students remain focused and calm. In the classroom, teachers conduct daily morning meetings to remove anxieties about the day ahead and set emotional and academic goals for the day. All members of our staff play an important role in the success of all students. Within the classroom, if strategies are unsuccessful, support staff is contacted, which includes administration, counselors, school safety, nurse, and special education teachers. The challenge we face is lack of proper space to provide de-escalation for students in need. To better serve our school needs, we envision an administrative suite which would include the nurse, counselors, parent liaison, school safety and administration. This suite will need to be within close proximity to all grade level suites.

The curriculum coach's suite should be in a centrally located area that is accessible to all instructional staff. This suite should include three offices to accommodate our English Language Arts (ELA), ELL and Math instructional coach and should be large enough to conduct small group meetings and large enough for whole school professional development. Coaches will need three storage areas within the suite to house materials. Other staff resources desired include toilet rooms, a small kitchenette and teacher work area that would house a copy machine, laminator, and other resources to support teacher planning.

### **Administrative and Academic Organization/Structure**

Oliver Partnership is a community school, and the new facility will need to establish a recognizable identity that will continue to instill pride in its students and community. Areas within the school should be developed to have a clear organization. The facility should inspire the students, making them feel that their space is special and thereby that each individual is special. The school should resemble a place for academic success, high self-esteem, social interaction, and physical safety.

The front entry lobby will be the first experience a visitor will have to the new facility. The administration and safety reception/waiting area should be located near the main entry and adjacent to the lobby space. It should be welcoming and secure.

### **Administrative Suite**

The administrative suite will provide the organizational and instructional leadership needed to create an atmosphere that is conducive for teaching and learning. The space should be flexible, warm, and inviting not only to the staff who work there, but also to all students and parents, thereby increasing their engagement with our school community. Consideration should be given to combining this area with student support services and that both be located central to the academic clusters.

## Current Administrative Staff

- **Co-Leaders (principals) (2)** - 1 Office required [450sf] 1 office space is required for the co-leaders who are responsible for the day-to-day operations of the school, ensuring safety, managing faculty and staff, and ensuring academic success for all students. The Co-leader office should have enough space for two desks, chairs, and a table to host or meet with teams of people.
- **Assistant Co-Leader (1)** - 1 Office [127sf]-The role of the Assistant Co-Leader is to handle school management, student activities and services. This person will assist the Co-Leaders in defining and reinforcing school policies and guidelines for students, staff, and faculty. The Assistant Co-Leader oversees the management of the counselors and support staff. The office should be in proximity to the Co-leaders' office and include a space and furniture for meetings.
- **Office Clerk and Parent Liaison** - General Office/Waiting Area; [639sf] The Office Clerk is responsible for running the day-to-day operations of the school including answering phones and greeting visitors. The office clerk's workplace is within the main office with the parent liaison and should include room for file cabinets and a copy machine. The PL serves as a liaison between teachers, parents, students and support students regarding educational programs, services, various student issue and communication between school and families. Another responsibility is to perform clerical task related to maintaining attendance records at the school. The general office will have enough space for two desks and waiting area for parents to wait for meetings. A small conference room [272sf] will be in the general vicinity for parents to meet privately with parent liaison, administration, or teachers.
- **Counselors/Guidance (3)** - The school counselors' primary role is to provide IEP and 504 mandated counseling supports, as well as coordinating wraparound services at the school and provide as – needed responsive counseling services daily. Each counselor requires a desk, chair, and small table with 4-6 chairs for running counseling groups and services. This office should be located centrally in the school and proximity to classroom spaces.
- **Instructional Coaches (3)** - [300sf] The role of the instructional coaches is to support all teachers and provide personalized professional development, coaching, and work as a resource. They are teacher leaders who bring evidence-based practices into classrooms by working with teachers and school leaders. This office should be in proximity to the teacher work room [635sf] where the instructional coaches will lead professional development, data meetings, common planning, grade level meetings, and vertical planning meetings. This space should include 3 desks, chairs and tables for professional development, and file cabinets and books shelves for professional resources.
- **Evaluation Team Facilitator** - [125sf] The Evaluation Team Facilitator (ETF) is responsible for ensuring the Special Education Program at the Oliver Partnership School is compliant with the state and federal Special Education laws. The ETF manages the IEP meetings, reports, records, and collaborates with leadership, teachers, parents, and students. A confidential workspace with desk, chair, and access to a private conference room to host IEP meetings is needed.
- **Psychologist (1)** - psychologists' office required. The school psychologist both provides IEP and 504 mandated counseling supports as well as conducting all testing for IEPs and 504s through the evaluation and reevaluation process. The psychologist needs a desk and chair as well as a small table with 2-3 chairs. Additionally, the school psychologist needs storage for testing materials and secure testing files. This office

should be located near the school counseling offices.

- **Speech Therapist** - [200sf] The speech therapist work to prevent, assess, diagnose, and treat speech, language, and social communication disorders in students. The speech therapist will need a desk and chair as well as a small table with 2-3 chairs. The office should be located near the ETF and Psychologist offices.
- **Union Office** - [125sf] Because the Oliver Partnership School is a partnership between Lawrence Public Schools and the American Federation of Teachers, a small office should be available for the Local Union Officials to meet with the teachers. This office should have enough space for a table with four or five chairs to host a meeting.

## Community Use Areas

OPS as a designated community school currently has strong relationships with its surrounding community and these partnerships will continue to grow and strengthen while new partnerships are developed. The new facility should build upon the idea that the school is a community landmark that provides an instructional center for students as well as a user-friendly center for the community. The new facility will need to provide programs and access to resources for adults, businesses, nearby colleges, and community organizations. The joint use of the school will reinforce OPS' community engagement, instilling a sense of participation, ownership and pride. Careful consideration must be given to the location of community accessible portions of the facility so that these areas permit the remainder of the facility to be secure before, during and after school hours. Community/school partnerships are playing an increasing role in providing students with expanded learning, professional development opportunities for staff and a venue for community activities.

## Curriculum Delivery Methods and Practice

### English Language Arts

ELA schedules for Grades 1-3 reflect two daily blocks: SKILLS block 60 minutes and Listening Learning Block 60 minutes. Grades 4 and 5 have a combined SKILLS and Listening Learning block that is 90 minutes.

Our current schoolwide curriculum is Core Knowledge Language Arts (CKLA). It is a comprehensive program for teaching skills in reading, writing, listening, and speaking. CKLA also builds students' knowledge and vocabulary in literature, geography, history, and science.

For grades K-3, CKLA is organized into two strands: Skills and Listening & Learning.

**Skills:** The Skills strand teaches reading and writing in tandem.

In Grades 1-2 students practice blending (reading) and segmenting (spelling) using the sound spellings they have learned. The Skills strand also addresses handwriting, spelling, and the writing process. In grade 3, the focus of the Skills strand shifts from decoding to grammar, spelling, and writing.

**Listening & Learning:** The Listening & Learning strand focuses on their listening comprehension. Listening & Learning lessons include teacher read-aloud, classroom discussions, vocabulary work, and extension activities.



For grades 4 and 5, CKLA materials are rich in history, science, and literature, designed to both deepen and broaden students. In grades 4 and 5, students are increasingly able to tackle complex written text with rich academic content.

### **Mathematics**

Math is taught daily in 90-minute blocks in grades 1-5.

Engage New York, a common core-aligned curriculum that equates mathematical concepts to stories, with the aim of developing conceptual understanding. Like Common Core, it encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer.

### **Science**

Science is taught daily in 40-minute blocks in grades 1-5. This block of time includes set-up and break-down for hands-on projects.

Know Atom's our hands-on science curriculum is aligned to the Next Generation Science Standards. Lessons build upon big-picture narratives of what science and engineering is; uses storylines to bring the content to life in scenarios. Through investigating phenomena and designing solutions to problems students are able to discuss real life situations and access the curriculum through Socratic dialogue.

Currently, the Oliver Partnership School does not have a dedicated STEAM space. Based on our current curriculum, educational goals, scheduling method, and staffing model, one dedicated STEAM room would serve the grades 1-5 students and should be provided in the new or renovated school. Additionally, it is acknowledged that the MSBA will support the provision of this space for students in grades 3-5 but encourages the District to deliver grades K-2 STEM and STE learning in the general classrooms. A rotation schedule would be put into place so that each day the STEAM room would be utilized by a specific grade level to complete their experiments and hands-on projects or advanced learning opportunities.

### **Social Studies**

Social studies curriculum is incorporated within the ELA curriculum. Oliver Partnership School ELA/Social Studies block is 90 minutes long. This provides time for hands-on learning and allows adequate time for set-up and clean-up projects. This time will allow for the use of experiential/integrated approaches for classroom, learning commons, including use of break-out spaces, common area.

### **Academic Support Programming Spaces**

Our English Learner Program provides services to students whose primary language is not English and who are not yet proficient in English, which comprises 48% of the Oliver Partnership School. At the Oliver Partnership School, we have one ESL teacher for each grade level. The ESL teachers use two methods to provide services to our EL students each day. The ESL teachers push into the mainstream classroom to provide instructional support alongside the general education teacher. The ESL teacher will co-teach lessons or provide small group or

individual support to EL students while pushing into the classroom. The ESL teachers also pull-out EL students to provide instruction that is rich in language. The ESL teachers will need a language lab space which should be located in the general vicinity of the grade level clusters to allow for more fluid grouping and easy access to collaborative activities between teachers and classes based on content. Additionally, copious wall space and storage is also important, given the use of visuals and the need for storage of the general education program materials made available to the teachers and students in the EL classrooms. Ideally, EL classrooms will mirror the setup and expectations we have of our other learning spaces - well-equipped with technology, set up for collaboration, flexible and accessible.

Kindergarten and grade 1 would share a space that will be utilized for small group pull out language development. Grades 2 through 5 each have a dedicated English Language classroom. These rooms are used for pullout groups of students for language development, content specific needs and interventions.

Currently, grades 3, 4 and 5 have a two-phase English Learner pullout out, direct instruction program. The newcomer phase provides students with proficiency specific instruction and will eventually phase back to full day inclusion. These groups tend to be large and need their own space for instruction. The second phase space at each grade level is used for multiple groups that get additional support in language development.

## **Intervention Programs**

### **Imagine Learning**

Imagine Learning and Language Live, students receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Instructional time for grade 1 through 5 is 60 minutes per week, which is implemented daily for 20 minutes. The activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency.

Imagine Learning Math is also a program in which students receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. The instructional times for grades 3 through 5 are 60 minutes. This is currently planned as two days per week for 30 minutes each session.

### **ST Math**

ST Math is a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving. This is a computer-based program that is being taught during specials for all students. ST Math is also utilized in our classrooms during our math curriculum in station format. Students in grade 1 are expected to use ST Math in school for 60 minutes per week and grades 2-5 are expected to use ST Math for 90 minutes per week.

### **Student Guidance and Support Services**

The Oliver Partnership School's Counseling Team, which consists of three full-time counselors, works with staff to ensure all students experience success at school. The school counselors are an important part of the educational leadership team at Oliver Partnership School and provide

valuable assistance to students and families. The counselors support our students with their social emotional and intellectual growth. They offer individual, small group and classroom lessons for students regarding social, emotional, personal, family, behavioral or conflict resolution. The team leads the community in the implementation of the Positive Behavior and Intervention Supports (PBIS) framework and Response to Intervention (RTI). They also assist teachers and students receiving special education through the formulation of student's Individual Education Plan (IEP) and coordinate counseling services.

The Student Support Services Suite needs to be in a central location of the building so that faculty, staff, students have access. There will need to be enough space for three counselors to work with individual students or a group of students which includes a sensory and de-escalation room.

### **Family/Parent Engagement**

A dedicated space for parent engagement would reinforce the message that our school community values parents as partners. Currently, Parent Teacher Organization (PTO) meetings take place in a variety of areas, depending on our schedule – including the cafeteria, the gym, or a classroom. A space dedicated for parents would provide dedicated space for regular PTO meetings for both schools, as well as other types of parent gatherings, as needed (such as parent workshops, School Leadership Team meetings, workgroup meetings, etc.). Dedicated space would include locked storage so that PTO members can store items related to activities and events. These materials range from supplies for annual festivals to fundraiser merchandise to nonperishable snacks for meetings. This space should include access to a number of computers, available to parents during set times to support their individual or group needs. This can range from taking meeting minutes to creating fliers, to support for accessing the Parent Portal of the Student Information System. It is important that this space includes an area for informational resources for families, including information on homework help, enrichment programs, summer activities, family support programs and more.

### **Catie's Closet**

To support our students, whose demographics were outlined earlier in this document, the District has begun to invest in a strategy that provides at-risk students with free of charge, on demand, clothing basics and personal hygiene products. Our strategy for this is to partner with Catie's Closet, a nonprofit who helps schools buildout storefronts in their buildings and then keep them stocked with supplies. Schools provide volunteer staff to support the store, and students and families may visit the school-based entity as they wish, to request uniforms, other garments, or footwear, along with personal hygiene items. UP Academy Oliver will be adding a Closet to their current location - and both schools' demographics indicate that a Closet in the redesign would benefit their collective school populations.

## Teacher Planning

### Existing Teacher Planning Spaces

Teacher planning at OPS is currently limited to a small conference room in the Co-Leaders office, teacher classrooms or the Assembly Hall which is used for Physical Education. Due to limited space and technology issues with some spaces, whole staff professional development or meetings are held at the Public Library when available. Common planning time occurs each day. During this time, grade level teams meet together. The purpose of common planning time is to bring teachers together to learn from one another and collaborate on projects that will lead to improvement of lesson quality, instructional effectiveness, and student achievement

### Proposed Changes to Planning Time and Number of Spaces

There is currently no space for teachers to collaborate, develop curriculum, analyze student work, and work to align and share best instructional practices. At this time common planning takes place in a small conference room with no technology or in a grade level classroom. We envision a teacher work area with 21st century technology, and a space for collaboration that is separate from student areas.

Due to the size of the cafeteria, OPS can only fit one grade level at a time for lunch and recess. This lack of space impacts our school because our lunch schedule dictates our instructional, specialist and common planning schedules, and instructional support staff schedules each day. In a new building with a larger cafeteria, we will have the flexibility and the extra staff to overlap preparation periods to support interdisciplinary learning, horizontal alignment among teachers while continuing to have common planning periods.

### Current Professional Development Practices

Professional development is currently held in classrooms, Assembly Hall, or Public Library. We see this area as stated above within the coach's suite.

## Kindergarten

Kindergarten is currently not offered at Oliver Partnership School. As noted previously, the current building configuration does not allow for the inclusion of kindergarten. Rather, a small school building located close by offers only kindergarten and feeds three schools, including the Oliver Partnership School. This configuration, in which children attend one year of kindergarten in one location before transitioning to another school for Grade 1 is an inadequate practice and one we desire to address through this redesign process. Students succeed when they build strong relationships; spending only one school year in a community is counterproductive to this reality.

### Proposed changes and why, or statement that no changes are proposed

Kindergarten is a year of active learning during which students engage in rich curriculum units that will integrate skills from all content areas. Social learning will be a strong component of the Kindergarten year at Oliver Partnership School. Students will work and play collaboratively, developing their organizational skills, language skills and logical thinking. There will be daily opportunities to explore, communicate and explain their thinking. Teachers will work with students in large, small, and individual settings to ensure that learning styles are met, and

individual strengths and needs are addressed. Children and teachers will work together to promote a solid reading and writing foundation. The Kindergarten curriculum will be aligned to the standards in the Massachusetts Curriculum Frameworks and research regarding instruction that is both rigorous and developmentally appropriate. The standards provide a foundation for integration thematic approaches and the most recent research assists practitioners as they create safe learning spaces for all children. A continuum of learning experiences will be provided to address the diverse needs of all students, with keen attention to social emotional skills and language development. A wide range of instructional approaches will be used to deliver instruction: flexible grouping, learning centers, child-initiated activities, social emotional curriculum. The room will require break-out spaces for learning centers, common areas, adequate storage, cubbies, bathroom, cabinets, places to display a variety of visuals and work materials for dramatic play, exploratory learning, and flexible seating. Our district values access to technology as an instructional tool as well as for hands-on learning, so our educators and students would need access to reliable wireless internet, classroom projectors, desktop computers with child-sized mice, and a chart of shared individual technologies (example, laptops, Chromebook, tablets). Early intervention strategies are an important tool in kindergarten. Teachers and support staff will carefully analyze any learning difficulties that may surface and provide differentiated instruction. A concluding goal of Kindergarten at OPS will be that all children will be engaged in the joy of learning and will be equipped with the confidence, enthusiasm and skills needed for a positive school experience.

Our proposal includes four sections of K, which is a sufficient number to address the needs of the community and will provide a baseline for the projected influx of students who enter OPS at Grade 1.

### **Lunch Programs**

The Nutrition Services Department has a simple mission statement: to cultivate a climate of healthy lifelong nutritional habits while supporting students, staff, and administrators with reliable information, providing quality meals and responsive services, enhancing nutrition education, and encouraging teamwork throughout Lawrence Public Schools.

This self-sufficient operation supports principals with the daily operation of the meals program in their individual schools. We offer breakfast, lunch, and snack programs in all schools in the District at no cost to students utilizing the Community Eligibility Program. Our breakfast participation is at 88.5% serving breakfast in the classroom. Our lunch participation at this site is 75.4%.

The nutrition program is committed to support the research that provides evidence that well-nourished children focus better on class by providing students with well-balanced meals and multiple food options.

Our meals are funded by the federal government through the National School Lunch Program (NSLP). Our school receives these benefits by serving meals that meet requirements regarding nutrient content and portion sizes.

Our breakfast and snacks are delivered to the classroom by the food service staff via elevator. The breakfast is handed to each child in their classroom.

Currently, the Oliver Partnership School site houses the kitchen and lunch seating area in the basement. It is an inadequate space for food preparation and a student seating area.

Each grade level has a set time for lunch. Students line up in the hallway until their turn to go through the serving line for their meal. In order for the school to claim a reimbursable meal, the Point of Sale (POS) has to be at the end of the serving line, so that the food service employee can check each students' lunch for all components that are required by NSLP. Once food service employee determines that it is a reimbursable meal, then an ID is scanned to count the lunch.

The kitchen at OPS is not fully equipped and the service area is a small counter that is located in a hallway. The hallway is used for the milk cooler, serving line and point of sales.

Lunch challenges or barriers due to lack of proper space:

- Lacks the appropriate space to accommodate a large number of students at once
- Long and slow lunch lines
- Inadequate point of sales due to lack of access by students
- Not enough cafeteria space and seating
- Student behavior-space: the volume in the cafeteria is counteractive to the social skills and volume control that we incorporate into our school-wide behavior expectations
- Students do not have enough time to eat due to congested line

#### **Proposed changes and why, or statement that no changes are proposed**

The ideal situation would be one full-service kitchen with separate serving lines and two seating areas to accommodate both the elementary and middle school to minimize early or late lunch schedules.

A fully equipped kitchen is needed to be able to provide students with a variety of food choices. The cafeteria needs to accommodate multiple grade levels at once and be able to host family events where refreshments or food can be served. The cafeteria should have a secondary entrance that is separate and direct to the exterior so that it can be used after hours by the community without providing full access to the learning areas of the school.

It should be co-located with the gymnasium so that community and school use of the gymnasium can be supported by food services.

#### **Technology Instruction Policies and Program Requirements**

All of our schools have a blend of technology available in their schools to support instructional delivery, assessment requirements, and instructional planning work. The majority of our classrooms have a teacher desktop computer and four student computers, along with a starboard or Mimeo system. In addition, most schools have one to two computer labs and a mobile cart that can accommodate up to 30 tablets/laptops for classroom use. Printer availability varies by building with school networking printers for teacher access. Some teachers may have smaller printers in targeted classroom areas or teacher workrooms. All schools have

WiFi access through the LAN/WAN network. We continue to increase the wireless points. However, access is not consistent within all school and within all classrooms.

There is considerable use of the Mobile Carts and 30 iPads/Chromebooks. There is a need to strengthen WiFi connectivity to ensure greater reliability during high use periods for appropriate internet speed. Additional relevant instructional technology should be planned for as it becomes available during the design process.

Description of existing educational technology, how it is managed by the district, how it is used in the classroom, and overview of professional support and training offered to staff.

Oliver Partnership School has the following technology available in all classrooms:

- A ceiling mounted projector
- A document camera
- Smart TV's in each classroom
- 9 Chromebooks carts with 30 computers that is shared by all teachers.

Daily technology:

- Smart TV's in classrooms
- Communication between parents and teachers through DOJO application
- Google Classroom
- Technology to differentiate instruction
- Tier 1 and Tier 2 Interventions: Imagine Learning and Language Live
- Virtual manipulatives
- Learning stations using ST Math and Keyboarding Without Tears
- Increase student engagement through the use of technology
- Using lesson videos and clips
- Collection data through exit tickets, online tests
- MCAS testing
- Benchmark testing: Achievement Network standard testing and Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing

Professional Development is provided to teachers though

- Achievement Network (20 Professional Development sessions per year)
- ST Math (4 Professional Development sessions per year)
- Imagine Learning (2 Professional Development Sessions per year)
- Google Drive (given by Teacher Leader)

Proposed educational objectives being pursued as part of potential project, description of how updated equipment and systems would be managed and maintained by the district, how the

equipment and systems would be used in the school, and plans for professional development, or a statement that proposed equipment and systems align with current equipment, systems, and practices which are to be continued

The district would continue to manage, maintain, and update the technology equipment centrally. The district will facilitate teacher training on the use of new technology prior to the opening of the school and is considering pursuing professional development on 21<sup>st</sup> century teaching and learning for their teachers and staff in advance of the new school opening. This professional development will include training on best practices for using technology and flexible learning environments for education.

### **Media Center/Library**

Currently, OPS have a small office which has been converted to a library although it performs more like a book storage room. The teacher will visit the library to gather books that will be needed in their classroom. Students do not have access to the library. OPS is located on the same city block as the Lawrence Public Library. Teachers will take students on a walking field trip to the library for extended research projects or collaboration. Field trips to the Public Library take time, pose a security risk, and detract from time learning.

### **Proposed changes and why, or statement that no changes are proposed**

A library is a good environment for collaboration and knowledge co-construction. The design and implementation of the library should be to foster learning and communication, collaboration, and acquisition of content from various sources. Printed books still play a critical role in supporting learning, but digital technology offers additional pathways to learning. In order to meet these needs of the teachers and learners, a flexible space or multiple spaces will need to be constructed with writable walls and moveable chairs, desks and tables, and bookshelves. Small rooms that can be opened to allow for group projects and collaboration should be available. The space should include physical books, physical artifacts, and digital content. The library should provide a common space that encourages exploration, creation and collaboration between student, teacher, and the community. In order to provide more access and independence to library content, Lawrence Public Schools is interested in a distributed library model. There would be a staff member assigned to the management of the content and there would be a central location for check-out. In this model, books would be located on several floors near grade-level clusters. The staff member that we would seek to hire would likely be (pending hiring availability) a trained librarian. This staff member would be responsible for monitoring the library during school hours but also before or after school depending on the rotating schedule for students during this time as well as interest from students. The librarian could have teaching duties for students as enrichment or as part of regularly scheduled specials programming depending on the availability of space and class scheduling policies.

### **Visual Arts Programs**

How curriculum is delivered, number of periods per academic cycle, and the number of students participating in art programs



## Art

The focus of the Art curriculum in Grade 1 is on: Line, Shape, Color, Space, Value, Form and Texture. Grades 2 and 3 shifts the focus to Pattern, Balance and Contrast and Grades 4 and 5 on Pattern, Balance, Contrast, Movement, Emphasis, Rhythm, and Unity. All grades focus on the Elements of Art and Principal of Design.

At the present time art classes are being provided to students on a 4-week rotating basis. We have a strong art program, but the art room is an inadequate lacks size for storage, student work areas and space to display student artwork. The existing art room space is so limited that painting cannot be taught to multiple home rooms concurrently because there is not enough space to hang the drying artwork.

### **Proposed changes and why, or statement that no changes are proposed**

A thoughtful design to grow the art program would include larger areas for students to work; storage; displays within the room as well as throughout the school; areas for student art clean up; an area for instruction, a kiln room with kiln.

### **Performing Arts Programs**

OPS' well-balanced music curriculum meets the needs of all our students. Music class is an integral part of the general curriculum because the music curriculum addresses all aspects and methods of learning. Research indicates learning in the arts, and specifically music, enhances the ability to process information and understand concepts which are applied in other subject areas.

### **How curriculum is delivered, number of periods per academic cycle, and number of students participating in music programs.**

Currently students receive instruction in music on a 4-week rotating basis. We have a strong music program but the space lacks size to expand to other performing arts. The space also does not have appropriate acoustics for performance. There is limited storage to house music instruments and other performing arts props. OPS would not need any additional spaces or staff within the proposed project. We would utilize the proposed spaces and existing staff in order to meet student needs.

## Music

The music curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising, and composing music, and moving to music. Also included are learning experiences that are designed to develop the ability for students to read music, use notation and terminology of music, analyze and describe music, make informed evaluations concerning music, and understand music and music practices in relation to history and culture and to other disciplines in the curriculum. Class Size is generally 28-30 students and Grade level concerts size are 100-120 students. Class Types include general-song, instrumental and modern band.

**List of current instruments:**

- Hand Drums (20)
- Xylophones (20)
- Glockenspiels (25)
- Various bells/hand percussion instruments (25)
- Ukulele (120)
- Acoustic Guitars (6)
- Electric Guitars (3)
- Electric Bass (3)
- Trumpets (3)
- Trombones (3)
- Electric Drum Kit (1)

The school will be acquiring more acoustic guitars, electric guitars, amplifiers for electric instruments, drum kits, stereo built in with Bluetooth along with CD and Phono abilities.

**Skills and Techniques**

- The student sings, alone and with others, a varied repertoire of music
- The student performs on instruments, alone and with others, a varied repertoire of music
- The student reads and notates music

**Creation and Communication**

- The student improvises melodies, variations, and accompaniments.
- The student composes and arranges music within specific guidelines

**Cultural and Historical Connections**

- The student understands music in relation to culture and history

**Aesthetic and Critical Analysis**

- The student listens to, analyzes, and describes music
- The student evaluates music and music performance

**Applications**

- The student understands the relationship between music, the other arts, and discipline outside the arts
- The student understands the relationship between music and the world beyond the school setting.

Through the music program, OPS is able to provide opportunities for students' performances within the school day, concerts, and community events. The music teacher plans multiple events for student performances each year. These performances provide the students with an opportunity to demonstrate what has been achieved as a result of classroom lessons and to learn the skills necessary for performance in a public setting.

### **Proposed changes and why, or statement that no changes are proposed**

A suitable room that is designated for teaching, learning, and performing music. The room should be large enough to accommodate the largest group taught and to provide ample space for physical movement. The instructor and students will need room to demonstrate, observe and perform. It should have appropriate acoustical properties such as a quiet environment and adequate lighting. Room should have enough storage space for classroom materials, instruments, equipment, and instructional materials.

### **Physical Education Programs**

LPS' physical education program goal is to provide-lifelong sports and health habits, cooperative education and sportsmanship.

The focus of the Physical Education curriculum is on

- fundamental motor skills.
- combinations of selected skills.
- use basic movement concepts in dance, gymnastics, and small-sided practice tasks.
- identifying basic health-related fitness concepts.
- exhibiting acceptance of self and others in physical activities.
- and identifying the benefits of a physically active lifestyle.

The current space used for physical education is often used for other schoolwide events which impedes consistent physical education instruction. Appropriate outside instruction is currently performed in public park space on the north or side sides of the school. Use of the public park poses numerous safety concerns for students. Before the class is brought outside, staff inspect the area to make sure it is safe and clear of trash. The youngest students are brought into a fenced ballfield for control and safety. This area is frequently used by dog walkers who do not pick up after their pets.

The size and location of the space also limits the types of activities that can be performed during instruction. The space used for physical education is not only located at the front entrance of the school but because of the poor acoustics of the building the noise echoes throughout the school. At times, this impacts instruction schoolwide. It is dangerous to access due to the need to cross a busy public street. There is no storage for athletic equipment.

### **Proposed changes and why, or statement that no changes are proposed**

The school should have an indoor and outdoor space that is used strictly for physical education instruction and recess. This should include a playground which the physical education teacher is able to access. Currently, the playground that is used is a public space that is not always available for class. Adequate storage should be available for all equipment. The gymnasium should be located with ease of access to the exterior to enhance the connection to the playing fields and to give outdoor play areas access to restrooms. The school would benefit greatly from the use of two gym spaces that can be shared by the two schools. With two spaces, the smaller

gymnasium would be able to accommodate essential OT/PT programs and house OT/PT equipment.

### **Enrichment Program**

All students at Oliver Partnership School participate in our enrichment program. Our enrichment program shows gains in areas of academics, social and emotional development, prevention of behaviors, and health and wellness. We incorporate sports and games, art and music, health and wellness, science, technology, engineering, and math activities twice per month. Currently, in order to offer enrichment opportunities for our students during the school day we have to utilize the YMCA and YWCA.

### **Challenges:**

- **Cost:** The contract with YMCA/YWCA, which includes use of building, staffing including education director and nurse, is costly.
- **Safety:** Walking 300 students to and from YMCA/YWCA in all weather conditions, with traffic and staffing is a safety concern. A School Safety Officer is needed at school and YMCA/YWCA.
- **Staffing:** a large amount of staffing is needed from the school and YMCA/YWCA to support the program.

### **Outdoor Learning Spaces**

An outdoor learning space would allow us to challenge, engage and extend learning opportunities for our students. An outdoor learning space will encourage movement and offer as many opportunities as possible for children to connect, discover, explore, and immerse in a sensory-rich environment. The possible location for outdoor learning spaces includes rooftops or terraces, or secure areas at the ground level immediately adjacent to indoor learning spaces. All outdoor learning spaces will be designed to be fully ADA compliant.

Desired characteristics of innovative outdoor learning spaces:

- Flexible space that can easily adjust to meet learning activities
- Allow for movement
- Allow for various groupings
- Allow for hands-on exploring, making, and building
- Allow for curriculum integration, including the arts
- Support social interaction and development
- Support cognitive skills and development
- Support the integration of technology
- Provide opportunities for students to learn through examples
- Design area for gardens and mini ecosystems for science learning
- Performance area in designated learning space
- Playground

## Special Education Programs

All students are valued for their unique abilities and included as essential members of the community. We are committed to inclusive services for our students. All teachers (general education and special education) are assigned to grade-level teams.

Oliver Partnership School provides a continuum of services to support students with special education needs. Services include academic support provided by special education teachers, general education teachers who provide inclusion support and small group instruction. In addition to specialized academic instruction there are related services that are provided including speech and language therapy, occupational therapy, social, emotional, and behavioral therapy as well as counseling services.

The level of services is determined through the Oliver Partnership Special Education Team process and developed with parents, special education and general education teachers, psychologists, nurse, administration, counselors, and specialists based on current, relevant data and assessments.

The services that a child receives is based on the individual student's ability to access curriculum and necessary supports to aid the students in meeting their goals.

Each grade level has their own special education teacher. A classroom for each special education teacher would be needed in order to support teaching as well as learning for each grade level. Students with a wide range of needs strive in a dedicated environment that understands and adapts to their needs (i.e., mobility challenges, social emotional disabilities, behavior, learning disabilities). In addition to grade level Special Educators and Counselors the District provides OPS with specialized support such as speech and language therapists, psychologists, occupational therapists, and behavioral therapist. All these specialists perform assessments, pull small groups, or meet individually with students to provide their services. Proper space is important for them to meet the individual goals for all children they service.

Currently, the staff provide support to multiple schools in the district. Each year, the therapist and specialist that support our Special Education students will spend the amount of time that is necessary to meet the individual students' goals and objectives documented in their IEP and on the service grid. The specialist may be full-time at OPS or shared with other schools depending on the current student needs. We currently have office spaces for a speech therapist, psychologist, and ETF who are spending more than 50% of their time working at OPS. Currently, an Occupational Therapist, Speech Pathologist, Board, Certified Behavior Analyst spend less than 50% of their time at OPS and support other schools in the district. The percentage of time the therapist and specialists support OPS will fluctuate from year to year and is determined by the caseload of students and individual needs at our school. We need to have individual rooms allocated for these staff members yearly to ensure the privacy and confidentiality of their work with students and families.

We recently hired a full-time Board-Certified Behavior Analyst due to the increased number of students who are receiving supports through the Multi-tiered Systems of Supports (Tiers 2 and Tier 3). This BCBA is working with our youngest students who are coming in with intense social

emotional needs to support prior to those students being identified as special education students. We also have a crisis aid that spends 100% of her time in our school, working with students who need support with regulation. We also have a newly established sensory room as a space for de-escalation that is staffed as needed. With the new legislation at the State level, we anticipate funds that will allow for staffing increases in SPED directly at the school level. With this increased funding we will increase our full time, OPS dedicated specialist and support staff and thus will need adequate space for them to provide services as indicated above, particularly in the areas of counseling services, SPED, and BCBA services.

We have two sub-separate classrooms dedicated to Autism Spectrum Disorder (ASD) students. Students receive most of their academics and social skills in ASD program's classrooms. Students will participate in general education classrooms for some of the day depending on their individual academic, behavioral and social plan. Our current ASD team consists of two special education teachers and multiple paraprofessionals. The number of students enrolled in our ASD program will vary from year-to-year dependent upon the individual education plans for each student. These ASD rooms are critical to the school's ability to continue to adequately service students' multiple tiers of needs.

Special Education teachers should have the flexibility to work in the classroom as partners with general education teachers or if it is necessary to work with students outside of the general education classroom. Each grade-level suite should have a space dedicated to special education. This is important for communication, collaboration, flexible grouping, and teaming. All specialized therapists (speech language, occupational therapists, and behavioral therapist) should have space that is centrally located to accommodate all students in all grade levels.

## Functional and Spatial Relationships and Adjacencies

### Surrounding Sites

A short walk across the Commons from City Hall, Oliver Partnership School is located near the city center. As housing is developed and the planning of future units continues rapidly in this area of the city, we expect the size of our student population to grow at an equally rapid pace. The school is adjacent to two large public parks, O'Neil Park, and the city commons, which provides ample (though not secured) green space for recess and physical education. These programs would be unable to continue without access to the parks due to the lack of indoor activity space in the current building and lack of any outdoor space on the school's site itself. OPS partners with the nearby YMCA, YWCA, and Lawrence Public Library for necessary after school childcare and weekly enrichment class programs.

### Within the Building

Functional and spatial relationships and adjacencies are the key to the successful design of our new school. Oliver Partnership depends on adjacencies for communication, collaboration, flexible groupings, and learning. Classrooms should be organized by grade level clusters with all classrooms grouped together off a single, open, flexible shared space. Efficient design layout for this clustered approach is considered to be classrooms surrounding collaborative space. Completing the cluster could be Special Education and ESL classrooms allowing students who need additional attention to be instructed within their classroom but still be integrated with mainstream students. All learning spaces should accommodate a variety of instructional

strategies and student-grouping approaches. This concept provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers and a safe, well-supervised environment. Learning spaces should allow students to work independently and collaboratively, give or receive tutoring, and accept instruction.

## 11. Comparison of Current Design with Final Educational Program

### Oliver Partnership

#### School Scheduling Method

*The Schematic Design includes appropriately sized cafeterias based on three lunch seatings that will allow for improved class scheduling.*

#### Teaching Methodology and Structure

*The Schematic Design includes dedicated Special Education spaces and dedicated EL spaces at each of the grade levels.*

#### Administrative and Academic Organization/Structure

*The Schematic Design layout meets the specific needs identified in the Education Plan*

#### Administrative Suite

*The Schematic Design layout meets the specific needs identified for the OPS administration in the Education Plan*

#### Curriculum Delivery Methods and Practice

##### Science

*All classrooms will meet the appointments identified by the MSBA STE Initiatives*

*A STE room will serve and support the science department and related programs.*

#### Academic Support Programming Spaces

*The Schematic Design layout provides an EL classroom at each grade level and Small Group Rooms of various sizes to support this program*

#### Student Guidance and Support Services

*The Schematic Design layout meets the specific needs identified in the Education Plan*

#### Family/Parent Engagement

*The Schematic Design layout includes two dedicated Family Resource Rooms to serve PTO members for working and storage. Each (two total) Family Resource room is intended to serve OPS and the UAO Middle School, respectively.*

#### Catie's Closet

*The Schematic Design layout includes a Catie's Closet room to support at-risk students This is a shared space with the UAO middle school.*

#### Teacher Planning

##### Existing Teacher Planning Spaces

*The proposed cafeteria will allow for an improved class schedule providing opportunities for common planning time in the teacher planning spaces provided.*



### Kindergarten

*The Schematic Design layout meets includes four kindergarten classrooms with an en-suite toilet and appropriate support spaces.*

### Lunch Programs

*The Schematic Design layout includes a full-service kitchen that will serve both schools. Each school will have a separate servery flow and separate but adjacent cafeteria spaces.*

### Technology Instruction Policies and Program Requirement

*The Schematic Design layout meets the specific needs identified in the Education Plan*

### Media Center/Library

*The Schematic Design layout provides distributed “Media” spaces within the grade level clusters that meet the needs as identified in the Education Plan.*

### Visual Arts Programs

#### Art

*The Schematic Design layout includes an art room that will include storage, a kiln and display for student art. Student display areas will be included elsewhere in the school. The single art room is sufficient to deliver Oliver’s 4- week rotation of art instruction.*

### Performing Arts Programs

#### Music

*The Schematic Design layout meets the specific needs identified in the Education Plan. The single music room is sufficient to deliver Oliver’s 4-week rotation of music instruction.*

### Physical Education Programs

*The Physical Education Program is hampered by a lack of dedicated outdoor PE space. Students need to cross city streets: Haverhill Street in front of the school or Oak Street behind the school to access open field and play spaces. The gym is needed to supplement the lack of outdoor space and to accommodate the enrichment programs that are current run out of the nearby YMCA and YWCA.*

*The second small gym is needed for as gross motor space for the very high percentage of special needs students in the school.*

*Both gym spaces are shared facilities between the OPS Elementary and the UAO Middle School.*

### Enrichment Program

*The Schematic Design layout eliminates the need for students to travel to the YMCA or YWCA.*

### Outdoor Learning Spaces

*The Schematic Design layout includes one large outdoor learning roof-top space on the third floor and two small outdoor learning roof-top space on the fourth floor. All spaces meet the criteria outlined in the Education Plan.*

### Special Education Programs

*The Schematic Design layout provides classrooms of appropriate size to accommodate Push-in activities*

*The Schematic Design layout includes Resource Rooms, Sensory rooms and Small Group rooms spread throughout the grade levels*

*The Schematic Design layout includes multiple dedicated spaces for the Autism Spectrum Disorder (ASD) program including Life Skills*

### Functional and Spatial Relationships and Adjacencies

Within the Building

*Typical classrooms are arranged in grade level clusters that include typical classrooms; EL classroom, a de-centralized Media area open to the cluster, resource and small group rooms*

*All learning spaces are supported by lightweight, ergonomic, and flexible furniture*

*Each grade level cluster engenders a sense of community for the students and teachers and a safe, well-supervised environment. Learning spaces should allow students to work independently and collaboratively, give or receive tutoring, and accept instruction.*

This project proposes to join students from multiple existing schools into a single school building. The narratives below address the many elements of each school separately as they will continue to operate and deliver education separately consistent with the Open Architecture model that Lawrence Public Schools has adopted as part of their Turnaround Plan.

## 12. UP Academy Oliver (Grades 6-8) Educational Program

UP Academy Oliver (UAO) is a grade 6-8 school in a building that was the former Lawrence High School and is now the North Common Educational Complex, housing three other schools in Lawrence Public Schools. Serving more than 360 students since 2013, 83% of whom are designated high needs according to DESE, UP Academy Oliver is a mission-driven community of passionate and dedicated educators. Our school community is built on the core values of Resilience, Integrity, Scholarship, Empathy and Community [RISE UP]. UAO provides our students with a rigorous and supportive academic learning environment that sets students up to pursue their passions and achieve high school, college, and career success in the future.

At UAO, we expose students to a high-quality curriculum that is rigorous and aligned with the Common Core state standards. Additionally, we have time every day for student joy and celebration; we strive to create a student-centered culture where kids are encouraged to be kids—we love to celebrate our students and plan joyful school events like Pep Rallies, academic celebrations and more.

The Design Team Response for each space is provided at the end of the UP Academy Oliver Section.

## School Scheduling Method

UP Academy Oliver Middle School currently follows a fairly traditional middle school schedule, with the addition of extra professional development time for teachers on a weekly basis. Four days per week (Monday-Thursday) the student schedule runs from 7:30am-3:20pm (in SY20 it will be 3:30pm). Within that time, students have (six) 50-minute core instructional blocks (two math, two ELA, one science and one history), as well as one forty-minute intervention block. They also participate in lunch, recess, advisory and study hall. On Fridays, students follow a shortened schedule (7:30am-1:20pm) and only have (3) 50-minute core instructional blocks (math, ELA, and either history or science on a rotating basis) as well as intervention and a closing period called Enrichment where students can choose between a variety of teacher, staff and outside provider led activities and programs such as sports, technology or arts.

As a shared building (in the North Common Educational Complex with three other schools), we are limited in our use of common spaces such as the gymnasium, the auditorium, and the cafeteria. This limits our ability to freely schedule. In the future, we would benefit greatly from a reconfigured shared space that would allow us to schedule more time in common spaces bringing larger groups in our school together.

## Teaching Methodology and Structure

### Administrative and Academic Organization/Structure

Currently, UP Academy Oliver Administrative teams share two small offices so that we can devote more of our spaces to instructional use. This requires administration to find any usable space for meetings, limiting our ability to be running simultaneous meetings with outside providers, staff, and students throughout the day. Ideally, in a new building, we will have the ability for our administrative teams to be interconnected in a single suite or pod area that more closely aligns with the primary functions of our role and allows us each to run flexible meetings such as confidential 1:1s or larger workshops/team meetings of up to twelve people at a time (the average size of one of our grade level teams).

### Current Administrative Staff

- **Principal (1)** - Responsible for UP Academy Oliver grades 6-8 schooling. 1 office required with meeting space for 8 [450 sf] Additionally, Principal will share office space with Director of Operations (co-leader of the school) who is responsible for managing day to day operations and systems of the school, including managing the office manager and special projects coordinator, as well as attendance and staffing for the school. We will need two desks as well as meeting space for up to 8 to accommodate larger meetings.
- **Assistant Principals (2)** - 1 office required [250 sf]. Assistant principals are responsible for the instructional coaching and staff management for all instructional staff in the building, as well as management of the student support team (counselors, psychologist, etc.) Assistant principal's office needs space for two desks as well as a small meeting

space for up to 4. Assistant principal's office should be located near Principal's office.

- **Office Manager (1)** - responsible for running day to day operations of the school, including answering phones, greeting visitors. Office manager's workspace is within general office [623 sf]. The general office should be near the reception or welcoming area of the school complex and would need to include chairs and tables for parents and families and guests (meeting space for 6), as well as two desks – one for security officer and one for office manager.
- **Special Projects Coordinator (1)** - The special projects coordinator is a member of the operations team at the school and manages grading and family events at the school. This role requires a small office with room for one desk and chair as well as a meeting space for 2-3. This office should be located near the general office.
- **School Counselors (2)** - 2 guidance offices required. The school counselors' primary role is to provide IEP and 504 mandated counseling supports, as well as coordinating wraparound services at the school and provide as – needed responsive counseling services on a daily basis. Each counselor requires a desk and chair as well as a couch and small table with 4-6 chairs for running counseling groups and services. This office should be located centrally in the school and close proximity to classroom spaces.
- **School Psychologist (1)** - 1 psychologists' office required. The school psychologist both provides IEP and 504 mandated counseling supports as well as conducting all testing for IEPs and 504s through the evaluation and reevaluation process. The psychologist needs a desk and chair as well as a small table with 2-3 chairs. Additionally, the school psychologist needs storage for testing materials and secure testing files. This office should be located near the school counseling offices.
- **School Culture (1)** - 1 office required [300sf]. UP Academy Oliver has three school culture managers, each of whom is responsible for setting and maintaining school culture through work with teachers and with students. They are a part of the broader student support team. The school culture managers need room for three desks as well as meeting space for 5-8 because they are also meeting with families and outside providers. They also require a classroom referral space [600sf], which is a responsive social-emotional space where students can reset and process when they are struggling in class. They work with the school culture managers to do this via therapeutic talk and responsive counseling work. We also use this space for in school suspension and to run detention, and thus require room for up to 20 student desks and 1 adult desk.

### Curriculum Delivery Methods and Practices

UP Academy Oliver delivers an academic program that is designed to prepare our students for high school, college and/or career. Students in our school cultivate sharp minds, share their kind hearts, and explore their path and potential. UAO graduates succeed on the path to college and pursue their passions. Currently, our curriculum is designed around the core academic classes of English, Mathematics, Science and History, but we continually seek ways to provide students with additional academic and social-emotional experiences that will help them develop passions and skills in diverse contents. We continue to be limited by a building with inflexible and traditional classroom arrangements and facilities that prevent learning from taking place. In a new setting, students would ideally be able to participate in more 21st century learning modalities such as flexible groupings, shared collaborative spaces that would allow teachers to easily pull small groups of students or supervise student group work on passion projects of their choosing. Additionally, we greatly desire STEM and Arts spaces that would enable students to

participate in real labs and other hands-on learning experiences, which we currently struggle to do in a building with only one room with a sink and lab tables for our 360 students.

Additionally, as we seek to improve in our ability to cultivate students' passions, we would greatly benefit from spaces that would allow a single teacher to take on more than one subject area - one as a core responsibility (e.g. math) but then a single block supervising an enrichment activity such as robotics, engineering, or other.

#### UP Academy Oliver Curriculum Info

Subject	Curriculum	Frequency
ELA	Achievement First ELA curriculum (reading & writing)	8 50-minute blocks a week (2x daily for 3 days, 1x daily other 2 days)
Math	Illustrative Math Exploratory/Constructivist with practice in application	8 50-minute blocks a week (2x daily for 3 days, 1x daily other 2 days)
Science	KnowAtom in 6/7 Achievement First in 8	4 50-min blocks a week, 1 additional 50-minute block every other week
History	Teacher Created for now off of Achievement First, iCivics	4x 50-minute blocks a week, 1 additional 50minute block every other week
PE	Standards based created by our PE teacher	1x 50-minute block weekly
Dance	Movement/dance program created by our Dance teacher	1x 50-minute block weekly
Intervention	Tier 1: DEAR/Common Lit [online reading comp program] alternating with DreamBox Math Tier 2: Leveled Literacy Intervention Wilson Words	5x 40-minute blocks weekly
Advisory	Restorative and Community Building Circles	1x daily for 30 minutes [Monday community building in class, T-Fri in small single gender groups]
Study Hall	Tutoring, time for students to do HW	1x daily for 30 minutes
Enrichment	Varies because teacher created:	1x weekly for 75 minutes

	School video news Yearbook Sports (basketball, baseball, swimming, soccer, volleyball) Art Board Games Coding/computer	
Social Studies		1x daily for 50 minutes

In general, in a new or newly renovated building, there will be a significant advantage to have classrooms organized by grade level clusters, with all sixth-grade classrooms grouped together and located off of a single, open, and flexible shared space. This type of organization would strongly encourage collaboration, flexible grouping, communication across teams and 21st century learning. At UP Academy Oliver, teachers work collaboratively already, teaching the same groups of students throughout the day and meeting weekly in grade level adult teams. Having spaces conducive to this type of collaboration, with a teacher meeting space embedded in and central to each grade level, would deepen our ability to best serve our students in teams.

At UP Academy Oliver in future years, we imagine that classrooms would be designed and configured with project-based and personalized learning in mind. Furniture can be easily moved to create configurations from large groups to smaller groups, and to facilitate discussions as easily as it can facilitate independent work. Adequate storage within each classroom for project-based learning will be key for hands-on and differentiated learning. Ideally, in all cases where collaborative learning occurs, spaces are set up so that teachers can combine classrooms or expand into hallways and small group rooms to create the space needed for this interactive, responsive, and differentiated learning.

Additionally, one area that our current space is limiting in terms of our ability to provide high quality education is within the science department. Currently, UP Academy Oliver has no functioning science lab with access to sinks or safe chemical storage. We practice a hands-on, exploratory curriculum that allows students to make meaning of science and connect the three dimensions (content, scientific and engineering practices), but our spaces do not enable us to do this with appropriate fidelity.

In the future building, teachers will need to be able to implement hands-on, inquiry-based science and engineering curriculum that requires flexible space. This approach is recommended by the national Next Generation Science Standards (NGSS). The spaces – indoor and outdoor – need to allow for and promote creativity and innovation. Labs need to be well provisioned in order for students to investigate a line of inquiry, make meaning of the world around them, and design and test solutions to real-world problems. Science labs need ample space for students to work and for the safe storage of science materials and supplies. Specific needs of a science lab are in addition to the general design and development of other contemporary teaching spaces – wall space for visuals, projection area(s), natural light, technologically versatile, flexible furniture and grouping abilities, etc. Overall, the new building needs to bring the science lab spaces up to the standards of UP Academy Oliver’s current and desired science program.

We currently have three science labs: one per grade (6, 7, 8) - and three full time, dedicated certified science teachers - but no science labs are equipped in the ways that we know they need to be as indicated above. In order to support science skills acquisition, we must bring our facilities up to the standards.

Finally, our long-term planning process for future curriculum adjustments includes a plan to increase the number of diverse academic electives to which students have access throughout the course of the year. At UP Academy Oliver, our mission is to enable students to explore their path and potential - which we take to mean giving students exposure and access to curricular opportunities outside of the traditional core curricula. We envision that teachers will be the primary driver of these opportunities and thus teacher classrooms need to be flexible to allow for multiple types of elective offerings: e.g. have flexible furniture, plenty of access to technology, and have adequate storage for, for instance, a math teacher to be able to store robotics equipment during the course of the day for use during a single block in the afternoon. It is essential that a new building be set up to allow our school to make these changes to be able to more fully meet the vision set by our mission.

## Science and Engineering

### **How curriculum is delivered, number of periods per academic cycle, and number of students participating in science programs**

Our current science and engineering program are a core content class that students attend daily coupled with an optional enrichment period. All 360 students at UP Academy Oliver receive one 50-minute block of science instruction daily, with a small subset of students also participating in a 50-minute STEM themed enrichment block weekly on Fridays. A few examples of STEM enrichment are computer coding, photoshop skills, and robotics. Yearly offerings depend on teaching staff availability and comfort level with the content.

### **Proposed changes and why, or statement that no changes are proposed**

In order to make learning richer and more meaningful for students UP Academy Oliver teachers practice a hands-on, exploratory curriculum that allows students to make meaning of science and connect the three dimensions (content, scientific and engineering practices), but our spaces do not enable us to do this with appropriate fidelity. Currently, UP Academy Oliver has no functioning science lab with access to sinks or safe chemical storage.

In the future building, teachers will need to be able to implement hands-on, inquiry-based science and engineering curriculum that requires flexible space. This approach is recommended by the national Next Generation Science Standards (NGSS). The spaces – indoor and outdoor – need to allow for and promote creativity and innovation. Labs need to be well provisioned in order for students to investigate a line of inquiry, make meaning of the world around them, and design and test solutions to real-world problems. Science labs need ample space for students to work and for the safe storage of science materials and supplies. Specific needs of a science lab are in addition to the general design and development of other contemporary teaching spaces – wall space for visuals, projection area(s), natural light, technologically versatile, flexible furniture

and grouping abilities, etc. Overall, the new building needs to bring the science lab spaces up to the standards of UP Academy Oliver's current and desired science program.

### **Academic Support Programming Spaces**

At UP Academy Oliver, being in Lawrence, with its significant immigrant population, has a great impact on the number of English Learners that we are responsible for providing strong education to. Our English Learner program provides services to students whose primary language is not English and who are not yet proficient in English, which comprises approximately 30% of our school. The EL population in Lawrence is significant and thus requires a high number of staff, lots of teaming and the ability for flexible and large classroom spaces for ESL instruction to take place. At UP Academy Oliver, we have four ESL teachers across our three grades, allowing for a comprehensive EL curriculum as well as support for classroom teachers who are working to include EL students in all aspects of the curriculum regardless of their level of proficiency in English. ESL classes range in the number of students served at one time but can get up to 20 or so students depending on the number of students we have at each level of English Language proficiency. The EL program serves students both in and outside of the classroom and therefore needs its own space. Like special education, housing the EL programs in the general vicinity of the grade level clusters is desirable because it allows for more fluid grouping and easy access to collaborative activities between teachers and classes based on content and day, and are run as separate classes. Additionally, copious wall space and storage is also important, given the use of visuals and the need for storage of the general education program materials made available to the teachers and students in the EL classrooms. Ideally, EL classrooms in any building will mirror the setup and expectations we have of our other learning spaces - well- provisioned, set up for collaboration, flexible and accessible. The above program description and educational delivery model requires one, full size, dedicated EL classroom per grade level.

### **Student Guidance and Support Services**

We are fortunate to have a robust student support team, comprised of two full time counselors, a school psychologist, a Dean of Students and three School Culture Managers, which is necessary to support the variety of student needs in our building, in a community that often has limited access to outside providers and support networks for families. However, our current student support team is limited in the spaces that it can work with students, often resorting to holding counseling or intervention sessions in hallways or other non-private spaces due to space constraints. Ideally, in our new space we would have a centralized student (and family) support area, central to all three grades, that would have a pod-like organization allowing for small group intervention work, family meetings, proactive and reactive individual sessions, and collaboration between staff across teaching, administration and student support.

Additionally, our advisory program is a core part of our model at UP Academy Oliver. We believe in the use of a Values-based social emotional learning curriculum that is embedded as part of a student's daily schedule, and our advisory program requires that students meet with a teacher each morning in a small group of up to 15 students and participate in a discussion-based circles curriculum. Currently, even using all available spaces, we have advisories that must share spaces, thus limiting their ability to fully lean into the curriculum and relationship work that is integral to advisory. Having flexible, open classrooms that can be combined or closed off to



form smaller spaces would allow our advisory program to flourish and spaces to be used both to bring a whole grade level of students together for community building or for advisories to meet privately to dig into challenging social-emotional learning topics.

Another support that we provide for our students is support with uniform and other necessary items related to safety, health, and ability to be present at school through an organization called Catie's Closet. This organization works with our school to identify high-needs students and runs a "store" for them for all necessary items within the building. This is specifically designed to be a wraparound service for high-needs students, including homeless and impoverished students.

## **Family/Parent Engagement**

Dedicated space would reinforce the message that our school community values parents as partners. Currently PTO meetings take place in a variety of areas, depending on our schedule – including the cafeteria, the gym, or a classroom. This room would provide dedicated space for regular PTO meetings for both schools, as well as other types of parent gatherings, as needed (such as parent workshops, School Leadership Team meetings, workgroup meetings, etc.) Dedicated space would include locked storage so that PTO members can store items related to activities and events. These materials range from supplies for annual festivals to fundraiser merchandise to nonperishable snacks for meetings. Dedicated space would include access to several computers, available to parents during set times to support their individual or group needs. This can range from taking meeting minutes to creating fliers, to support for accessing the Parent Portal of the Student Information System. Dedicated space would include a space for informational resources for families, including information on homework help, enrichment programs, summer activities, family support programs and more.

## **Teacher Planning**

### **Existing Teacher Planning Spaces**

Because we prioritize teaming across the grade level, we currently have three spaces that are available daily for teacher planning and collaboration. One of these spaces is large enough to accommodate the entire staff at one time, and we use it every Friday for collaboration and other professional development spaces.

Our teachers have two common planning blocks each day across grade level content area because we know how essential it is for teachers to be aligned and collaborating on student achievement. For instance, our sixth-grade math team plus specialists (SPED teacher, ESL teacher) have two 50-minute blocks each day where they can co-plan, debrief lessons and look at student work and data.

### **Proposed Changes to Planning Time and Number of Spaces**

In a new building, we would ideally have a core teacher planning space per grade level to allow for regular, easy team grouping and development. This space would be used for teachers, support team members and administration to meet on a daily and weekly basis, encouraging robust communication. As indicated above, we have a good deal of shared planning time in our

schedule - 100 minutes per teacher out of the 300 instructional minutes across six core classes - and simply require spaces to continue to encourage the collaborative rather than isolated use of that time.

### **Current Professional Development Practices**

Each Friday, UP Academy Oliver staff has two hours together for whole group or differentiated planning and development. We plan to keep this as a core part of our model, which relies on strong teacher development programming. In order to continue this, we require regular access to a large teacher space with flexible seating arrangements to have teachers and staff be able to engage in flexible learning opportunities such as those available to our students, rife with practice, technology-based, personalized and small group learning opportunities.

### **Proposed Changes to Professional Development Practices**

As aforementioned, we do not plan to shift our professional development practices. However, we could benefit from more spaces that allow larger and/or smaller groups to come together on a regular basis, especially as we shift into building interconnected 21<sup>st</sup> Century learning opportunities - we will need to be able to make this same transition as a staff and therefore will need to be able to flexibly group, team and collaborate.

## **Lunch Programs**

### **How program is delivered**

Currently, the UP Oliver school site houses the large kitchen and seating area in the basement. This space is adequate to serve the needs of the students and allow for greater options that their counterpart at the Oliver Partnership School which is less than ideal space for food preparation and student seating area. Our breakfast participation is at 97%, serving breakfast in the classroom. Our lunch participation at this site is 80%.

We are a host school for the Summer Eats- the Massachusetts Summer Food Service Program provides free breakfast and lunch to children and teens during the summer months. This program is important to the Lawrence community it allows for the school district to feed children meals that otherwise may go without during the summer months.

We provide breakfast and lunch free to our students each day. Our meals are funded by the federal government through the National School Lunch Program (NSLP). Our school is able to receive these benefits by serving meals that meet requirements regarding nutrient content and portion sizes. Our breakfast is delivered to the classrooms by cafeteria staff via elevator. The breakfast is handed to each child in their classroom.

Lunch is served to 360 students daily in our shared cafeteria space. Due to scheduling constraints with the rest of the building, we have two lunch blocks - one from 11:30 am-11:55 am and one from 11:55 am-12:20 pm. We split by grade level, combining 6th and 7th grades.

### **Proposed changes and why, or statement that no changes are proposed**

In a newly renovated or constructed building, we would ideally be able to have one lunch per grade so that we may better differentiate our schedule and ensure that students can eat and collaborate within a single lunch block. A fully equipped kitchen is needed to provide students

with a variety of food choices. The cafeteria needs to accommodate multiple grade levels at once and be able to host family events where refreshments or food can be served.

Because of the co-location of our schools and differing grade levels at each school, it will be essential for the dining facilities to have easy methods for separating the cafeteria, for instance, so that OPS and UAO can eat at the same time but maintain integrity of their programs.

### **Technology Instruction Policies and Program Requirements**

Description of existing educational technology, how it is managed by the district, how it is used in the classroom, and overview of professional support and training offered to staff

Currently, UP Academy Oliver has the following technology available in every core classroom (12 core classrooms):

- A ceiling mounted projector
- A document camera
- 30-32 Chromebooks per classroom (1 per student)

Our pullout spaces have portable projectors but not all of them have wall or ceiling mounted projectors due to cost limitations and installment challenges.

We use the technology daily, from everything from our intervention block, which at Tier 1 is a series of computer-based programs such as Dreambox math and CommonLit ELA, to general class instruction and assessment via web-based science platforms and assessment tools such as Edulastic. Technology is a core part of our programming. We offer some training on it and professional support via our coaching and Director of Operations roles, and plan to continue to acquire technology as funds and spaces become available and as we continue to push to 21st century learning in every classroom.

In a new building, it will be essential that we have this same access to technology and more, from interactive white boards to easy storage facilities for our Chromebooks and iPads. This will enable our learning environment to continue to progress towards personalized and 21<sup>st</sup> Century learning goals and allow technology to become truly embedded at UP Academy Oliver.

### **Media Center/Library**

#### **Current programming and how it is delivered**

Currently, UP Academy Oliver has only a small library that is accessible to all of our students and houses books and tables for collaboration. Each of our classrooms has a bookshelf with a satellite library for students to choose books from, and students are given the opportunity to travel together to the larger shared library with teacher to select new books intermittently.

#### **Proposed changes and why, or statement that no changes are proposed**

In a new building, our vision for a media center/library is that the overall dedicated square footage should be sufficient for the student population, technology should be incorporated, and there should be diverse spaces for reading quietly or collaborating in small groups. Spaces should be flexible to support student collaboration, personalization of learning, development of

higher-order thinking skills, school-wide programming, school-wide information dissemination and the display of student projects. Specialized equipment needed includes wireless access for electronic devices, infrastructure support, sufficient bandwidth, and smart technology such as interactive whiteboards and large display screens for classroom use.

A portion of grade level books and other reading materials are proposed to be distributed in each of the grade level ELA rooms and across the common spaces at grade level book rooms. This will enable teachers to assist students with targeted book selections. This will benefit students by providing reading materials that are appropriate to their specific learning goals and needs. This storage and access plan will reduce the Media Center net area accordingly.

UP Academy Oliver envisions media center/library spaces as a hub of teaching and learning in the school. The spaces should be considered as primary public “gathering spaces.” During the school day, media center spaces should be bustling with activity, with classes cycling in and out as needed. In addition, the media center spaces could and should be used for staff professional development as well as serve as a venue for public events. A media center/library should be technology rich, contain flexible modular furniture and should be bright, warm, and inviting for students and staff.

In order to provide more access and independence to library content, Lawrence Public Schools is interested in a distributed library model. There would be a staff member assigned to the management of the content and there would be a central location for check-out. In this model, books would be located on several floors near grade-level clusters.

### **Visual Arts Programs**

How curriculum is delivered, number of periods per academic cycle, and the number of students participating in art programs

Currently, UP Academy Oliver has no visual arts program outside of rotating enrichment opportunities. This is due both to staffing and spatial constraints.

#### **Proposed changes and why, or statement that no changes are proposed**

In future years, we would like to add another specialist to our team so that we can hold regular visual arts programming. This will require a dedicated arts room as well as the addition of another staff member to support more opportunities for specials and enrichment for students. Ideally, the arts room will have flexible grouping tables as well as technology and other access to allow students to participate in arts programming of various modalities.

### **Performing Arts Programs**

How curriculum is delivered, number of periods per academic cycle, and number of students participating in music programs

Our current performing arts program is a dance program. All 360 students at UP Academy Oliver receive one 50-minute block of dance instruction weekly, with a small subset of students also participating in extracurricular dance.

### **Proposed changes and why, or statement that no changes are proposed**

One limitation of our dance program is an adequate space. Due to sound limitations (e.g. no technology and no sound proofing) we cannot really use a classroom for dance. However, our schools' current auditorium space is shared and thus unavailable for class much of the time. Ideally, in a new building we would have a separate dance and/or physical fitness space that has adequate sound proofing to be able to provide class and is also flexible enough for students to be able to watch videos, practice in small groups, hear the music they are dancing to, and perform all together. We would also like to leave space for our programming to be flexible in case we shift to a music or art program instead of a dance curriculum, as we seek to better service our students and their various enrichment activity. The addition of an Art room is desired and Up Academy Oliver would plan to hire one additional arts instruction.

We want the dance space to be a “black box” space that can be used flexibly for performances of different types. We have a strong enrichment program where we use spaces to support additional types of arts, including theater and dance and cheerleading, and others, and therefore do not want the space to include a spring floor.

### **Physical Education Programs**

#### **How curriculum is delivered**

All 360 students at UP Academy Oliver receive one fifty-minute block of fitness instruction weekly, with a small subset of students also participating in extracurricular sports. We would love to expand the program and give our students more gym time, but we cannot at this point because we are a co-located school. We currently utilize two main spaces for physical fitness: the gym (shared between the four schools located in our building) and a park across from our school, which students access by crossing a four-lane road. We have no private outdoor space, which can pose a real challenge. Because the park is a city park, we cannot control who uses it and will often plan to be outside for an organized sport only to discover that the baseball field is in use, or that there is no space because another school in the District or another program is using the space.

### **Proposed changes and why, or statement that no changes are proposed**

UP Academy Oliver would benefit greatly from the use of two gym spaces that can be shared between the two schools, as well as a private, enclosed and safe outdoor space for students to have class and to enjoy during recess and other free times (e.g. before or after school). Because we are a middle school, our students greatly desire space to play games and sports and to do so safely and amongst their peers. Additionally, our physical education teacher teaches a full course load and would love to be able to increase the access of our students to programming within PE, but we are currently limited by spaces. With a new, dedicated space, we could run additional physical education electives and opportunities such as yoga, workout programs, and sports training. Access to two gymnasium spaces is critical to the continuation of UP Academy Oliver's weekly enrichment program which provides students with a variety of sports and activity selections that they opt into each week. Currently the school rents gym space at the nearby YMCA and YWCA to fulfil this need. Access to multiple gym space would dovetail with our

desired elective programming and enable us to better meet student needs comprehensively. In addition, two spaces would allow for essential OT/PT programs and housing of OT/PT equipment.

The District acknowledges that the proposed square footage in the Health and Physical Education category exceeds the MSBA guidelines. This is a model which we currently employ at the South Lawrence East Complex, which has a large gymnasium and a smaller gymnasium. This is a very effective use of space for Health and Physical Education.

## Special Education Programs

### Special Education

In 2018-2019 16% of UP Academy Oliver students had special needs. This includes both students from the UP Academy Oliver zone, as well as students from across the District who are placed in the district-wide Autism Inclusion Program (ASD) at UP Academy Oliver.

Inclusion for all students is a core belief and practice at UP Academy Oliver. This educational model challenges schools to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers across core content teachers and specialists.

This special education program provides the following services as deemed necessary by each individual student's IEP, both across our whole program and in our ASD specific classrooms.

- Direct instruction in a separate setting or in a general education setting
- Support in general education
- Continuum of services from fully included to direct instruction in a separate setting
- Adaptations of the educational environment
- Positive behavior intervention plans
- Counseling

The ASD program provides a variety of additional educational supports, such as: reduced student to teacher ratio; full time paraprofessionals for both pullout and while included in general education classes, and weekly lessons targeting social skills and social thinking.

UP Academy Oliver provides instructional spaces for pullout small group and individual instruction, as well as a wide array of student support services. Student Services are defined as school psychologists, school counselors, school culture managers, speech/language pathologists, occupational therapists, physical therapists, and nurses. A wide range of services is provided to meet the individual needs of students, from academic intervention to related services in areas such as speech therapy, occupational therapy, and physical therapy. We prioritize our students' social emotional health and wellbeing as well as their academic service delivery grid.

The physical structure of the school building can detract from or promote these feelings. In a new building, our building plan provides both breakout rooms for privacy and open spaces for

groups to gather, with clear lines of sight. Special education classrooms need to be flexible and easily reconfigured, given that different students are served in the same space at different times and given the need to ensure that students feel included as part of the general education population. It is essential that special education learning spaces are spread among general education classrooms. The location of the classrooms allows staff to communicate and collaborate fluidly throughout the day on student needs and programming and be responsive to what needs we are seeing come up on a responsive basis. The number of students in these classrooms is monitored to ensure a smaller class size is maintained to allow the flexible learning requirements of the students. The three Resource Classrooms, and one specialized ASD classroom, require adequate space, resembling a small classroom that can house 12-15 students. In this space, the special educator will conduct small group instruction, social skills groups and collaborate with other related service providers to provide services to students. The six small group rooms resource rooms (two per grade level) resemble large office spaces, for 1:1 or small group instruction. The existence of a dedicated ASD classroom is critical to the school's ability to adequately service student needs. Because UP Academy Oliver is a hub for students requiring these specific academic supports from across the District, the number of students requiring such supports is highly variable year to year. It is important that every student has an authentic sense of belonging and feels safe in their school. Clustering grade levels, spreading special education teachers and spaces throughout the school, and providing services to students in classrooms with close proximity to their peers are examples of how the design plan of the future co-located school would be supporting the academic and social emotional learning goals for UP Academy Oliver students with special needs.

### **Social Emotional Learning**

It is essential that our schools are safe, welcoming, respectful, and nurturing, and create environments that are crafted from high expectations and high support. Such a culture is created when everyone in the school is aligned to beliefs, values, and behaviors. Our students need to learn these beliefs, values and behaviors, and adults need to model, guide, and explicitly teach them to children using intentional strategies in order to establish a culture conducive to learning. For that reason, UP Academy Oliver embeds within its programming a strong advisory curriculum and program that explicitly teaches social emotional skills and fosters community at UAO. Each core content classroom should be set up to be able to conduct small group and large group advisory sessions, and to have furniture that can easily be rearranged to be in a circular formation for our advisory circles. Finally, we require the use of a sensory room to be able to provide our students a space where they can practice their de-escalation techniques and prepare to get the emotional support that they need to be able to participate as a full member of UAO's community.

Overall, the school needs to provide gathering spaces to promote a strong community building atmosphere and social engagement among students and adults. The new UP Academy Oliver School will facilitate and encourage connections among grade levels and across the disciplines, be welcoming by design, and show evidence of collaboration, high expectations, and high expectations with student work and student photographs prominently displayed throughout the school.

### Within the Building

The EL program serves students both in and outside of the classroom and therefore needs its own space. Like special education, housing the EL programs in the general vicinity of the grade level clusters are desirable because it allows for more fluid grouping and easy access to collaborative activities between teachers and classes based on content and day, and are run as separate classes. Additionally, copious wall space and storage is also important, given the use of visuals and the need for storage of the general education program materials made available to the teachers and students in the EL classrooms. Ideally, EL classrooms in any building will mirror the setup and expectations we have of our other learning spaces - well- provisioned, set up for collaboration, flexible and accessible. The above program description and educational delivery model requires one, full size, dedicated EL classroom per grade level.

UP Academy Oliver provides instructional spaces for pullout small group and individual instruction, as well as a wide array of student support services. Student Services are defined as school psychologists, school counselors, school culture managers, speech/language pathologists, occupational therapists, physical therapists, and nurses. A wide range of services is provided to meet the individual needs of students, from academic intervention to related services in areas such as speech therapy, occupational therapy, and physical therapy. We prioritize our students' social emotional health and wellbeing as well as their academic service delivery grid.

## 13. Comparison of Current Design with Final Educational Program –

### UP Academy Oliver

#### School Scheduling Method

*The Schematic Design layout includes appropriately sized cafeterias that will allow for improved class scheduling*

#### Administrative and Academic Organization/Structure

*The Schematic Design layout meets specific needs identified for the UAO administration in the Education Plan*

#### Curriculum Delivery Methods and Practices

*The Schematic Design layout provides grade-level clusters of rooms. The structures will foster flexible, shared collaborative spaces that allow teachers to easily pull small groups of students or supervise student group work on passion projects of their choosing.*

#### UP Academy Oliver Curriculum Info

*The Schematic Design layout classrooms will be designed and configured with project-based and personalized learning in mind. Furniture can be easily moved to create configurations from large groups to smaller groups, and to facilitate discussions as easily as it can facilitate independent work. Adequate storage within each classroom for project-based learning will be key for hands-on and differentiated learning*



### Science and Engineering

*The Schematic Design layout includes a science lab for each of the middle school grades: 6 – 8. In addition, an Engineering / Technology lab will serve the middle school grades. The Technology room includes an overhead door to a rooftop outdoor learning area.*

### Academic Support Programming Spaces

*The Schematic Design layout has an EL classroom at each grade level and Small Group Rooms of various sizes to support this program*

### Student Guidance and Support Services

*The Schematic Design layout includes offices for a Dean of Students and three School Culture Managers. These spaces are distributed between the third and fourth floor amongst the grade level clusters.*

### Family/Parent Engagement

*The Schematic Design layout includes two dedicated Family Resource Rooms to serve PTO members for working and storage. Each (two total) Family Resource room is intended to serve OPS and the UAO Middle School, respectively.*

### Teacher Planning

*The Schematic Design layout provides Teachers Planning Rooms that are distributed on the third and fourth floors amongst the grade level clusters.*

### Current Professional Development Practices

*The Schematic Design layout provides Teachers Planning Rooms that are distributed on the third and fourth floors amongst the grade level clusters.*

### Lunch Programs

*The Schematic Design layout includes a full-service kitchen that will serve both schools. Each school will have a separate servery flow and separate but adjacent cafeteria spaces.*

### Technology Instruction Policies and Program Requirements

*The Schematic Design layout meets the specific needs identified in the Education Plan*

### Media Center/Library

*The Schematic Design layout provides distributed “Media” spaces within the grade level clusters that meet the needs as identified in the Education Plan.*

### Visual Arts Programs

*The Schematic Design layout includes an art room and an associated storage space that can meet the specific needs identified in the Education Plan.*

### Performing Arts Programs

*The Schematic Design layout includes a large Dance Room which is currently the Performing Arts curriculum. This room will be designed with flexibility to accommodate the potential of curriculum changes in the future.*

### Physical Education Programs

*The Physical Education Program is hampered by a lack of dedicated outdoor PE space. Students need to cross city streets: Haverhill Street in front of the school or Oak Street behind the school to access open field and play spaces. The gym is needed to supplement the lack of outdoor space and to accommodate the enrichment programs that are current run out of the nearby YMCA and YWCA.*

*The second small gym is needed for as gross motor space for the very high percentage of special needs students in the school.*

*Both gym spaces are shared facilities between the UAO Middle and the OPS Elementary School.*

### Special Education Programs

#### Special Education

*The Schematic Design layout has classrooms of appropriate size to accommodate Push-in activities*

*The Schematic Design layout includes Resource Rooms, Sensory rooms and Small Group rooms spread throughout the grade levels*

*The Schematic Design layout includes multiple dedicated spaces for the Autism Spectrum Disorder (ASD) program including Life Skills*

#### Social Emotional Learning

*Color will be used in multiple ways throughout the school, e.g. 1. for student wayfinding, 2. as a neutral backdrop that allows student work to be displayed, 3. as accents in certain locations that bring interest to the interior environments.*

*Through the design process, teachers will be consulted on furniture choices that will promote student teamwork while other furnishings encourage independence.*

*The combination of classrooms, breakout (pull-over) and grade level Media Centers will provide multiple opportunities for small, medium, and large group instruction at all grade levels.*

*The concept of grade level Media Centers inherently supports multiple learning modalities including collaboration.*

#### Within the Building

*Typical classrooms are arranged in grade level clusters that include: typical classrooms; EL classroom, a de-centralized Media area open to the cluster, resource and small group rooms*

*All learning spaces are supported by lightweight, ergonomic, and flexible furniture*

*Each grade level cluster is will engender a sense of community for the students and teachers and a safe, well-supervised environment. Learning spaces should allow students to work independently and collaboratively, give or receive tutoring, and accept instruction.*

## D. Room Data Sheets

Room Data Sheets have been produced and are attached in 4A.4 Appendices.

## **E. Project Approvals**

### **1. Vote of Approval**

Throughout this process, the Committee has endeavored to maintain a public, transparent and open process. The Committee has reached out to the residents of Lawrence to gain input and feedback through numerous open public meetings and the project web site. They provided for public Input at the beginning of each meeting.

The SBC and the LAE voted to approve the submission of this Schematic Design (SD) submission at their December 8 and December 9, 2020 meetings, respectively. See attached meeting minutes from the building committee.

## **2. Meeting Agendas, Minutes and Presentation Materials (electronic only)**

A log of the Committee's meetings and minutes issued since the Preferred Schematic Report submission (PSR) to present is attached at the end of this Section, including a listing of dates, agendas, and a brief description of materials presented and attendees.

Agendas, Minutes and Presentation Materials for all School Building Committee and other Public Meetings held during the Schematic Design phase are attached at the end of this section. See Section 4A.1.B for additional detail on public forums, presentations and community feedback.

**Henry K. Oliver School, Lawrence, MA**  
SD Submission: Local Actions Approvals  
SBC Meeting Log

12/29/2020

When / Where was Meeting		Summary of Concerns & Comments Presented	List of Materials Discussed / Available to Public	List of Votes & Results	When / Where Notice was Posted
<b>Elementary School Building Committee:</b> Wednesday, May 20, 2020, 3:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	PSR Status , Construction Procurement Options, Swing Space discussion	Project schedule and project budget.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center May 18, 2020
<b>Elementary School Building Committee</b> Wednesday, June 17, 2020, 3:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	PSR status update, Construction Procurement Options, Swing Space discussion	Project schedule, project budget and Construction Procurement Options Presentation and Summary (PCI Presentation.)	Motion: Anne Marie Stronach made a motion to approve adding Milagros Puello and Masiel Jordan to the Site Selection & Swing Space Subcommittee, seconded by Kelsey LeBuffe. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center May 28, 2020
<b>Elementary School Building Committee: Site Subcommittee</b> Thursday, June 18, 2020, 12:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	Site selection and swing space discussion, Parcels discussion.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center June 15, 2020
<b>Elementary School Building Committee</b> Wednesday, July 15, 2020, 1:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	PSR Approval Status, Site Coordination discussion	Project schedule and project budget.	Motion: Anne Marie Stronach made a motion for approval to allow Superintendent Paris or the Superintendent's appointee to discuss with the appropriate City entities and the Lawrence Redevelopment Authority the potential acquisition and/or incorporation of Parcels PID# 107-18, #107-19 and #127-1 and Cardillo Way into the Oliver Partnership School Site, and further to discuss with the Lawrence City Council that these parcels be formally incorporated into the Oliver Partnership School Site, seconded by Masiel Jordan. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center July 10, 2020
<b>Elementary School Building Committee: Site Subcommittee</b> Wednesday, July 15, 2020, 2:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	Parcels discussion, Swing Space Coordination, Historic Commissions Coordination, Zoning and Planning updates; Wrap-Around Meeting discussion with City Departments	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center July 10, 2020
<b>Elementary School Building Committee</b> Wednesday, August 19, 2020, 3:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	SD Updates, CM at Risk Update, RFQ discussion	Project schedule and project budget.	Motion: Masiel Jordan made a motion to approve the final draft of the RFQ as presented and with changes discussed at this meeting, and to authorize PCI to being distributing the RFQ to interested CM firms, seconded by Richard Dokos. No discussion. Motion carried unanimously.  Motion: Richard Dokos made a motion to authorize the Chair of the OESBC to formally request that the LRA convey Parcel 107-18 at 104-106 Oak Street and Parcel 107-19 at 96-98 Oak Street to the City of Lawrence for the purposes of expanding the footprint of the proposed new Oliver School at 183 Haverhill Street, seconded by Odanis Hernandez. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center July 28, 2020
<b>Elementary School Building Committee</b> Tuesday, September 15, 2020, 3:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	SD Updates, CM at Risk Procurement Update, RFP discussion, City Council, LRA and Parcel Coordination discussion	Project schedule and project budget.	Motion: Masiel Jordan made a motion to approve the final draft of the RFP as presented and to authorize Odanis Hernandez to have final approval of the final completed RFP, seconded by Superintendent Paris. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center September 11, 2020
<b>Elementary School Building Committee</b> Wednesday, September 23, 2020, 4:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	CM at Risk Procurement Update, Parcel Discussion, Other City Coordination, SD Updates	SMMA Presentation (Design Update)	Motion: Mayor Daniel Rivera made a motion to approve the recommendations of the CM RFQ Selection Committee, moving forward the following CM firms (Bond, Consigli, Shawmut and WT Rich) to the 2nd RFP step in the CM selection process, seconded by Stephany Infante. No discussion. Motion carried unanimously.  Motion: Cynthia Paris made a motion to create a new Communication & Outreach Subcommittee, seconded by Odanis Hernandez. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center September 21, 2020

**Henry K. Oliver School, Lawrence, MA**  
SD Submission: Local Actions Approvals  
SBC Meeting Log

12/29/2020

When / Where was Meeting		Summary of Concerns & Comments Presented	List of Materials Discussed / Available to Public	List of Votes & Results	When / Where Notice was Posted
<b>Elementary School Building Committee</b> Tuesday, October 20, 2020, 4:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	CM at Risk Procurement Update, OIG Application Update, Parcel Discussion, Other City Coordination, SD Updates	Project schedule and project budget.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center October 2, 2020
<b>Elementary School Building Committee</b> Tuesday, November 17, 2020, 4:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	CM at Risk Selection, Parcel Discussion, Other City Coordination, SD Updates	Project schedule and project budget.	Motion: Milagros Puello made a motion to approve Consigli Construction Company as the highest-ranking CM at Risk firm based on the CM Selection Committee's recommendation and to direct the CM Selection Committee to begin the non-fee CM contract negotiations with Consigli, seconded by Odanis Hernandez. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center November 13, 2020
<b>Elementary School Building Committee</b> Tuesday, December 8, 2020, 4:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	SD Updates, Parcel Discussion, Other City Coordination, CM Contract discussion, Vote on SD Submission	SMMA Presentation (SD Submission)	Motion: Masiel Jordan made a motion to approve the Schematic Design Submittal for submission to the MSBA in accordance with the presentation at this Meeting and which report is subject to revision and final approval by the Mayor of the City of Lawrence and by the LPS Chief Operating Officer, seconded by Milagros Puello. No discussion. Motion carried unanimously.  Motion: Lesly Melendez made a motion to approve the City to execute the Owner-Construction Manager Contract and authorize the Early Preconstruction work, seconded by Odanis Hernandez. No discussion. Motion carried unanimously.  MOTION: Masiel Jordan made a motion to approve Pinck & Co., Inc.'s Contract Amendment #2 for \$97,400; the motion was seconded by Odanis Hernandez. No additional discussion. A roll call was held: Richard Dokos, Odanis Hernandez, Stephany Infante, Masiel Jordan, Enrique Matos, Lesly Melendez, Superintendent Cynthia Paris, and Milagros Puello voted in favor. The motion carried.	City of Lawrence Website Public Meeting Notices Document Center November 24, 2020
<b>Elementary School Building Committee</b> Tuesday, December 15, 2020, 4:00 PM Video Conference	Designer (SMMA) OPM (Pinck & Co.)	SD Updates, Parcel Discussion, Other City Coordination, CM Contract discussion	Project budget.	Motion: Odanis Hernandez made a motion to approve the estimated PCI and SMMA projected basic services and reimbursements the will be in the Total Project Budget, once project funding is approved; the motion was seconded by Masiel Jordan. A roll call was held: Jessica Deimel, Richard Dokos, Odanis Hernandez, Stephany Infante, Masiel Jordan, Enrique Matos, Superintendent Cynthia Paris, Shalimar Quiles, and Milagros Puello voted in favor. The motion carried.	City of Lawrence Website Public Meeting Notices Document Center November 24, 2020

\*\*\* The OESBC has not convened since the 12/15/2020 meeting, therefore the meeting minutes have not yet been certified



### 3. MSBA BOD Meeting

The project schedule anticipates MSBA Board of Director's approval of the Schematic Design submission at their February 11, 2021 board meeting.

## 4. Local Action and Approvals Certification

The executed Local Actions and Approvals certification is attached with this section.



December 18, 2020

Ms. Diane Sullivan  
Senior Capital Program Manager  
40 Broad Street, Suite 500  
Boston, Massachusetts 02109

Dear Ms. Sullivan:

The City of Lawrence School Building Committee (“SBC”) has completed review of the Schematic Design Submittal for the Oliver Partnership School project and voted to approve and authorize the OPM to submit the Schematic Design related submittals to the MSBA for consideration on December 8, 2020. A certified copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed and abstained, are attached.

The SBC held eight (8) meetings regarding the Oliver Partnership School project since the MSBA Board of Directors approved the District to proceed into Schematic Design on June 24, 2020.

Please see the attached log for a bulleted list of SBC meetings held to discuss and/or present to the public material related to the school project, and include the following information: who presented (if applicable), the time and location of the meeting, a summary of the concerns presented, and a list of the materials discussed or made available for public reviewed.

In addition to the SBC meetings listed above, the District held twelve (12) public meetings, as were posted in compliance with the Open Meeting Law, at which the Oliver Partnership School project was discussed.

Please see the attached log for a bulleted list of all public meetings held to discuss and/or present to the public material related to the school project, and include the following information: who hosted the meeting (e.g., school committee, board of selectman), who presented (if applicable), the time and location of the meeting, a brief summary of the concerns presented, and a list of the materials discussed or made available for public review.

The meeting presentation materials, meeting minutes and summary materials as they relate to the Oliver Partnership School project are available locally for public review at Lawrence Public Schools Central Office, 237 Essex Street, Lawrence, MA 01841, or by contacting Odanis Hernandez at [Odanis.Hernandez@lawrence.k12.ma.us](mailto:Odanis.Hernandez@lawrence.k12.ma.us).

To the best of my knowledge the meetings listed above comply with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§18-25 and 940 CMR 29.00: Open Meetings.

The District has named Odanis Hernandez, Acting Chief Operating Office, as the local point of contact to receive questions.

By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.

**By: Daniel Rivera**

**Title: Chief Executive Officer**

**Date: 12/18/2020**

By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.

**By: Cynthia Paris**

**Title: Superintendent of Schools**

**Date: 12/18/2020**

By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.

**By: Daniel Rivera**

**Title: Chair of the School Committee**

**Date: 12/18/2020**

## 5. **OIG Approval For CM at Risk Letter**

The OIG Approval for CM at Risk letter is attached with this section.



The Commonwealth of Massachusetts  
Office of the Inspector General

GLENN A. CUNHA  
INSPECTOR GENERAL

JOHN W. McCORMACK  
STATE OFFICE BUILDING  
ONE ASHBURTON PLACE  
ROOM 1311  
BOSTON, MA 02108  
TEL: (617) 727-9140  
FAX: (617) 723-2334

October 8, 2020

The Honorable Daniel Rivera, Mayor  
City of Lawrence  
200 Common Street  
3<sup>rd</sup> Floor, Room 309  
Lawrence, MA 01840

**Re: Application to Use the Construction Management At-Risk Alternative  
Delivery Method for the City of Lawrence Oliver Partnership School Project**

Dear Mayor Rivera:

On September 9, 2020, pursuant to M.G.L. c. 149A and 945 CMR 2.00, the city of Lawrence ("Lawrence") submitted an application to use the construction management at-risk ("CM at-risk") alternative delivery method for the Oliver Partnership School project.

Based on all the information provided, Lawrence has met the statutory requirements for using the CM at-risk delivery method. Accordingly, the Office of the Inspector General ("Office") is issuing this notice to proceed to use the CM at-risk delivery method as specified in M.G.L. c. 149A, §§ 1-13, and to use the plan and procedures submitted.

This approval is conditioned on Lawrence using a CM at-risk firm that the Division of Capital Asset Management and Maintenance ("DCAMM") has certified, as well as DCAMM-certified trade contractors. Therefore, Lawrence must require each CM at-risk firm to supply both a certificate of eligibility and an update statement during both the prequalification phase and the technical proposal phase of the selection process. In addition, Lawrence must require each trade contractor to supply a certificate of eligibility and an update statement during the prequalification phase and again at the bidding phase of the selection process. Lawrence must reject as invalid all contractors' statements of qualifications, proposals and bids that do not provide such certificates of eligibility or update statements.

If, during the course of the project, Lawrence changes its owner's project manager or designer, please submit information about the new project manager or designer to the Office. Also, if Lawrence decides not to proceed with the CM at-risk delivery method, please notify the Office.

Mayor Rivera  
City of Lawrence  
October 8, 2020  
Page 2 of 2

Please feel free to contact me or Kerri-Anne Hollingshead, Policy Analyst, if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink that reads "Glenn A. Cunha". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Glenn A. Cunha  
Inspector General

cc: Cynthia Paris, Superintendent, Lawrence Public Schools  
Odanis Hernandez, Acting Chief Operating Officer, Lawrence Public Schools  
Deborah Marai, OPM, Pinck & Co./ Anser Advisory

## **F. DESE Submittal (under separate cover)**

1. Cover Letter
2. Special Education Delivery Method
3. Signed Educational Space Summary
4. Floor Plans
5. Adjacency Table



November 30, 2020

Matthew Deninger  
Acting Chief Strategy and Research Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, Massachusetts 02148-4906

Re: Lawrence Public Schools

Dear Mr. Deninger,

**Lawrence Public Schools: Current Special Education Program**

The Lawrence Public Schools is dedicated to providing a continuum of services and programs to meet the individualized needs of all students identified with one or more disabilities in the least restrictive environment (LRE). The District is invested in continuing robust models of meaningful inclusion alongside typical peers. Currently, more than 70% of students identified with disabilities are served in full or partial inclusion settings with the goal of increasing meaningful inclusion opportunities over the next several years.

The District's commitment to a vision of inclusion for all students was defined by members of the 2019-20 Special Education Advocacy Cabinet. This stakeholder workgroup included school leaders, teachers, parents, and community members. This vision has been shared and promoted with members of the SEPAC and ELPAC and can be viewed on the LPS website under the Office of Student Supports.

*We are committed to embracing effective inclusive practices by providing increased and meaningful opportunities, supporting additional resources for each neighborhood zone, offering high quality professional learning and advocacy, as well as promoting the understanding that student's individual needs must be considered.*

Lawrence Public Schools reports a population of 13,660 students (MA DESE, 2019-20) with 2529 students supported by special education services (18.5%). This is slightly lower than the state average of 18.6% for the same year. At present, 99 special education students (3.9%) attend out of district facilities (collaboratives, private day schools or residential schools) for their instructional needs. In addition, 128 students identified with significant emotional and/or global intellectual delays are served by the licensed therapeutic day school in two locations: the School for Exceptional Studies (Emotional Disabilities and Intellectual Disabilities) and the School for Exceptional Studies Annex (Global Disabilities associated with Autism Spectrum Disorder).

In addition to full and partial Inclusion, the District provides a Resource Room model for Grades 1-8 as learning spaces where a special education teacher instructs and assists students identified with one or more disabilities including those with Specific Learning Disabilities and Emotional Disabilities. These classrooms are staffed by special education teachers and paraprofessionals. Students assigned to Resource Room support may require specialized instruction from special educators and related service providers for short periods of the day or may access more intensive service delivery of up to 60% of the day depending on the individual needs of the student. The students assigned to resource room support receive some time in the Resource Room as well as time in the regular education classroom with modifications and/or accommodations which may include specialized instruction with typical peers.



Special education push-in support from the teacher, paraprofessional, related service provider, counselor, or BCBA within the regular education setting is part of the partial/full inclusion model. Special education instructors in a Resource Room provide specialized instruction and focus on specific goals as mandated by an IEP along with modified grade-appropriate content curriculum with modifications. Some students also require support to develop executive function skills, including organization, time management, and self-regulation. Students attending Oliver Partnership School and UP Academy Oliver require resource room space for each grade level, 1-8. Housing these spaces in locations adjacent to the Grade level cluster will provide the best opportunity for inclusion as well as individualized and small group support. Except for students requiring a substantially separate program, Grade K students requiring specialized instruction and services are provided with full inclusion programming in an integrated setting. Special education teachers and related service providers push in to the K classrooms. Paraprofessionals are also provided to each Grade K integrated classroom.

A successful pilot for students with Autism and/or significant Social Emotional Disabilities was launched in 2017-18 and has grown to 15 programs serving students across the district in Grades PK-12. Many of these students were formerly placed in the District's more restrictive Therapeutic Day School (School for Exceptional Studies) and are now accessing their education in inclusive environments. The District has also coordinated and supported the increased assignment of Board-Certified Behavior Analysts (BCBAs) to support the staff and students in these Independent Learning Programs (ILPs) for students with Autism and/or significant Social Emotional Disabilities. The subject schools of this report, Oliver Partnership School and UP Academy Oliver, each support an ILP program and require designated space to continue this program; one for Grades K-4 and another for Grades 5-8. These spaces have been identified in the floor plans.

Ensuring specialized supports, expert behavior analysis, and augmentative/assistive technology is paramount to success for this growing group of students. The district is supporting close to 100 students in ILP programs for Grades PreK-12, including classrooms at both the Oliver Partnership School and UP Academy Oliver. For those individual students who require a specialized environment to learn the behavioral and sensory self-management skills necessary for success in typical school environments, the district also offers a Comprehensive Learning Center (CLC) at the School for Exceptional Studies at the Annex for Grades K-8 and the School for Exceptional Studies at North Central Educational Complex for Grades 9-12. Both schools are licensed as in-district public day programs.

ILP classrooms have been designed to provide evidence-based educational practices for students diagnosed with Autism Spectrum Disorder as well as significant Social Emotional Disabilities. The classrooms are resourced with educators, special education teachers, paraprofessionals, and BCBAs trained in the principles of Applied Behavior Analysis. Students assigned to these classrooms have access to general education settings, curriculum, and activities while still receiving the individualized supports they need to be successful during the school day. Focused on academic achievement, work habit behavior, and generalizing socially appropriate behaviors, the ILP also reinforces learning related to functional communication, increased independence, and behavioral and sensory self-regulation. Each student is assigned to a general education grade level homeroom, is included in grade level general education curriculum content, integrated studies, and enrichment opportunities as appropriate.

The District has identified that more recently built schools, which are larger than many of the older schools, are able to include additional specialized programs. Programs, such as those for students who are medically fragile or have cognitive impairments, with or without multiple disabilities, must also be considered for inclusion in this new building project. The current Oliver Partnership and UP Academy Oliver school buildings limit access to special education services. In addition to lacking Occupational Therapy (OT) and Physical Therapy (PT) equipment, currently there are no specially designed spaces for these services to be delivered. Plans for the new Oliver School Complex will include a large space to serve as the hub for Occupational and Physical Therapies. The space will include equipment that supports fine and gross motor activity as well as options for sensory development. The proposed school floor plan includes a designated classroom and access to a small gymnasium where OT/PT equipment can be stored and the OT/PT program can be staffed and delivered. The District has viewed a similar model successfully incorporated at the Gates Middle School in Scituate.

Students with social emotional or special education needs will benefit from a new building that contains specially designed learning and counseling spaces. In many schools, the counseling spaces are inadequate and limit the number of students receiving services at one time.

At least two specially designed small group deescalation spaces within the Oliver Complex will ideally be provided to the Board Certified Behavior Analysts. BCBA's serve as consultants, collaborators, and coaches regarding the principles of Applied Behavior Analysis (ABA) within the general school setting as well as directly for students with special education services on their IEP. Service includes consultation with teachers, related service providers, and other members of a student's or school's team to develop and modify ABA treatment packages to promote success academically, behaviorally, and socially.

The BCBA directly observes students and/or the environment, collects data for a Functional Behavior Assessment (FBA) which guides the development of a behavior intervention plan (BIP). The BCBA models and trains staff on the implementation of function-based procedures including prevention strategies, reinforcement systems, and consequence procedures. The BCBA provides environmental feedback for students with behavioral challenges and/or classroom management tools. The BCBA creates learning objectives to decrease maladaptive behavior and increase skill acquisition from a socially and ethically valid perspective. BCBA's also provide Professional Development and training to school team members and parents and engage in co-planning sessions with general education teachers and special education teachers.

Additionally, sensory regulation spaces are an important part of the BCBA and special education teacher resources. Sensory regulation space is an umbrella term used to categorize a broad variety of therapeutic spaces specifically designed and utilized to promote self-organization and positive change. Sensory Integration is the process by which students receive information through their senses, organize this information, and use it to participate in everyday activities. Sensory Integration includes:

- Calming Effects – Students take charge of emotions in a quiet space when classroom may be overwhelming.
- Stimulation – Students become more aware of their senses by exploring the equipment in a sensory regulation room.
- Improved Focus – Provides a distraction free space to increase awareness of surroundings and prepare for concentration needed in classroom.
- Motor Skill Development – Students improve fine motor and practice movements in a safe place.
- Cognitive Development – Students explore cause and effect as they learn about their actions.

Sensory spaces should include equipment for the various types of senses – auditory, tactile, and visual. Materials which may be available for students in a sensory regulation space include (but are not limited to): fidget sets, sensory tables, sound panels, swing frame systems, scooter boards, therapy balls, balance paths, weighted blankets and lap pads and gym mats. Sensory regulation spaces support the Zones of Regulation. The Zones of Regulation is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways students feel and their state of alertness into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Sensory regulation rooms provide space for 1:1 or small group structured activities.

Small group spaces, designated as de-escalation or small group sensory locations, for these services have been identified on each floor of the new Oliver Complex. It is anticipated that at least two BCBA FTEs will be assigned for the complex.

### **Lawrence Public Schools: Proposed Special Education Program for the new Oliver Complex**

The District will continue to provide partial and full Inclusion programming, Resource Room support, and the Independent Learning Program for all grades at the new Oliver Complex Grade K-8 School. While much of the Special Education student services will be provided in an inclusionary (classroom) setting, some small group and individualized is required. This is best accomplished in close proximity to the students' classroom. Numerous, resource rooms and small group rooms are identified in the floor plan in order to best serve students.

All learning spaces need to support students with a wide range of needs. This includes students with mobility challenges, vision and hearing impairments, sensory regulation challenges, social emotional disabilities, and students with learning disabilities. Special education services may be delivered in small groups with co-teacher support, within the regular education classroom, in technology rich environments, in alternative curriculum learning environments, and in therapy and counseling sessions.

Providing office space for school psychologists and others to conduct student evaluations is also required. In addition, the school plan has allocated two conference spaces (one elementary and one middle) to Special Education Evaluation Team Facilitators so they may conduct daily IEP meetings with staff and families. The Oliver staff will also require meeting space to hold Response to Instruction and Intervention (RtII) sessions to support at-risk learners, whether or not they are receiving special education supports.

### **Lawrence Public Schools: Special Education Program Review**

All Massachusetts school districts' Special Education Programs are evaluated by the Massachusetts Department of Elementary and Secondary Education (DESE) every six years, followed by a mid-cycle special education follow-up visit three years after the coordinated program review. A rubric consisting of 59 criteria elements are used to evaluate district compliance with the federal and state regulations which have been formulated to promote student achievement and high standards for all students. Lawrence Public Schools participated in a comprehensive Special Education Program review in March 2019. LPS was fully compliant with 57 of the rubric elements.

One element – SE Criterion 40 – Instructional grouping requirements for students aged five and older – was rated as partially implemented due to inconsistent instructional grouping requirements. This inconsistency was noted in 15 classrooms located across eight schools. Non-compliant instructional grouping was documented at both UP Academy Oliver (1 class) and Oliver Partnership (4 classes). LPS strives to ensure compliance with mandates for instructional grouping compliance. Space limitations in many schools, including the Oliver Partnership and UP Academy Oliver schools, contributed to higher than desired groupings in some cases. LPS has successfully addressed SE Criterion 40.

One other indicator – SE Criterion 25 - Parent Consent - was also rated as only partially implemented. In three cases, documentation of a signed IEP within 60 days of development was not recorded in the District's special education portal. The finding referenced the need to notify Bureau of Special Education Appeals (BSEA) for any IEP evidencing an unresolved dispute when the IEP remains unsigned for 60 or more days. In the cases of the identified IEPs, evidence was provided to support the District's compliance with this mandate. Further safeguards and training have been established to ensure timely recording of signed IEPs to the management database.

The completion of this school building project will help the District ensure all staff and students have equitable space and resources.

### **Local Review Process to Determine Special Education Spaces**

The Office of Student Support Services, under the direction of the Assistant Superintendent, met with the Special Education Director for Oliver Partnership School and UP Academy Oliver to review current programming as well as needs for the neighborhood that includes these two schools. During this review,

details of the new building floor plans as well as requests for space consideration related to the specific needs of students identified with Special Education needs were addressed. The Special Education director also discussed the need for supporting the district's vision with the leaders of both schools.

### **Special Circumstances to Locate Self-Contained classrooms**

While two ILP classrooms are scheduled for the building, the Oliver Complex will also benefit from additional self-contained spaces to allow for neighborhood students identified with significant cognitive delays to be supported. Currently, these students are transported to other district schools given the shortage of space at both Oliver Partnership and UP Academy Oliver. Ideally, two self-contained classrooms will be assigned; one at the Elementary level, and another on the Middle side of the project. These spaces have been identified in the floor plan allowing for this complex to open with a total of four substantially separate classrooms. (two ILPs, and two Practical Academics).

### **School and Grade Configuration Policies**

In previous new building projects, Lawrence Public Schools has maintained a commitment to supporting neighborhood students from Grades K-8 in the same complex. These schools including, Arlington Complex, Guilmette Complex, Parthum Complex, and South Lawrence East Complex each include an Elementary School and a Middle School with separate administrative teams. This has provided each large complex to function as a smaller school focused on the individualized needs of fewer grade levels. Following a dramatic remodel that retained the architectural integrity of its façade, the Wetherbee School maintained a K-8 comprehensive model but has reduced the number of classroom sections to only three per grade. In these cases, the schools serve their immediate neighborhoods and provide students with consistency of support within the same complex from Grades K-8.

The Oliver Partnership School has functioned for many years to serve only Grades 1-5. Grade K students must be assigned to another setting and transition to the Partnership to enter Grade 1. After Grade 5, Partnership students again transition to the UP Oliver, occupying a section of a building that formerly housed the district's High School. Several schools and programs share this space including students in Kindergarten through Grade 12.

The new Oliver Complex will allow the North Common neighborhood to provide an ideal learning environment for all students from Grades K-8, ensuring that fewer transitions will be required and allowing for the needs of all students, especially those with disabilities, to be met appropriately.

### **Additional Detail Related to Specialized Programs for Special Education**

#### **1. Independent Learning Program (ILP)**

As previously discussed, the ILP classrooms have been designed to provide evidence-based educational practices for students diagnosed with Autism Spectrum Disorder as well as significant Social Emotional Disabilities. The classrooms are resourced with educators, special education teachers, paraprofessionals, and BCBA's trained in the principles of Applied Behavior Analysis. Students assigned to these classrooms have access to general education settings, curriculum, and activities while still receiving the individualized supports they need to be successful during the school day. Focused on academic achievement, work habit behavior, and generalizing socially appropriate behaviors, the ILP also reinforces learning related to functional communication, increased independence, and behavioral and sensory self-regulation. Each student is assigned to a general education grade level homeroom, is included in grade level general education curriculum content, integrated studies, and enrichment opportunities as appropriate.

The new Oliver Complex is planned to continue with two ILP classrooms.

## **2. Practical Academics 2**

The Practical Academics 2 Program (PA2) provide students identified with cognitive impairment, with or without multiple disabilities, an opportunity for supported inclusion and substantially separate services as needed. Students evidence below average academic, language, and/or verbal skills as well as comprehension levels that require modified content, instruction, and/or benchmarks. Students require a small, highly structured environment that provides opportunities to develop math, reading, writing, organization, independent living and pre-vocational skills to support the student's ability to apply skills for successful post-secondary outcomes for part/most of the school day. Students are able to navigate the school environment with mild support. Students may require support for functional skills and may present externally focused maladaptive behaviors. Students are able to demonstrate academic outcomes through Entry Points.

Ideally, the new Oliver Complex will provide two PA2 classrooms to include neighborhood students so they will not require relocation to other district schools, allowing them to learn alongside known peers.

## **3. Medical Support and Sensitivity**

The Medical Support and Sensitivity Program (MSS) serves students who have a profound cognitive impairment that requires them to be educated exclusively in a substantially separate program and to be supported with intense and sustained resources throughout the day. Students may present a combination of disabilities that require extensive communication and/or physical and mobility supports in order to meaningfully participate in the academic or social setting. Students identified with significantly limited skills in the areas of functional academics, social pragmatic skills, and adaptive functioning skills are provided with high levels of instructional, social, and medical support. A focus of the MSS program includes the implementation of functional life skills in academics, activities for daily living, pre-vocational tasks, recreation/leisure enrichment, and community participation. The program is driven by the individual abilities and needs of the students.

The Oliver Complex does not require space for an MSS program.

## **4. Post Grad**

The Post Grad 2 Program is a Vocational Education transition experience that provides a continuation of the Practical Academic 1 supports. This transition program includes students aged 18-22 presenting with a cognitive impairment, with or without other identified disabilities. Students completing this program earn a Certificate of Attainment. The focus is on education and training in technical knowledge and skills that individuals with disabilities need to prepare for further education and careers in current or emerging employment sectors. The program includes academic and community-based learning that is competency-based. The course curriculum is designed to meet student learning style needs and provide students with opportunities to participate in a work study program to promote work force skills, both on and off the school campus. The applied learning constructs contribute to the academic knowledge, problem solving skills, work attitudes, general employability skills, technical skills, and occupational skills, required by the student's specific IEP goals and benchmarks. When appropriate, students assigned to PG2 may be eligible for a high school diploma and may be able to generalize skills for post-secondary transition.

The Post Grad 1 Program is a Vocational Education transition experience that provides a continuation of the Practical Academic I supports. This transition program includes students aged 18-22 presenting with a profound cognitive impairment that might include a combination of disabilities that require extensive communication and/or physical and mobility supports. Students are on track to earn a Certificate of Attainment. Students generally require

individualized instruction and training in the areas of Independent Living and Functional Academics. Education goals and supports include the areas of Independent living, Functional Academics, Social Communication, and vocational skills, with access to community-based learning experiences.

Post Grad programs are assigned to the district's High School Campus.

## **5. In-District Public Therapeutic Day School/Alternative Programs**

In an effort to maintain more students in-district, and to provide the most likely path of return to the neighborhood school, the Office of Student Support Services includes the School for Exceptional Studies (SES), an approved and well-regarded therapeutic day program for students in need of specialized full day supports. The SES offers four therapeutic programs. At present, approximately 3% of students identified with one or more disabilities attend one of the SES programs. SES is comprised of four therapeutic programs:

- School for Exceptional Studies at the Annex (SESA) is a small, licensed, public day school servicing globally delayed students on the Autism Spectrum in Grades K-8. Instruction is based upon the principles of Applied Behavior Analysis (ABA), and delivered by highly trained and appropriately licensed staff.
- Therapeutic Learning Center (TLC) is comprised of students with emotional impairments based upon their significant depression, anxiety, and/or psychosis. These students may be actively involved with community based mental health services and/or have been previously placed in a program providing a higher level of community care as a result of their mental health difficulties. This program is a diploma granting program.
- Comprehensive Learning Center (CLC) is comprised of students with intellectual impairments who display significant behavioral difficulties and/or mental health problems who require specialized instruction to further the development of their vocational skills, adaptive skills, social skills, and functional academic skills. The CLC services students who have been identified with an intellectual impairment and/or an emotional impairment. The guiding principle of CLC is to provide the students training and prepare them for meaningful employment upon completion of the program. Students will likely obtain a certificate of attendance upon reaching their 22nd birthday.
- Social Learning Center (SLC) is comprised of students with autism and intellectual impairments. The center uses teaching methods based upon the principles of ABA with an emphasis on the development of adaptive skills, functional academic skills, social skills, communication skills, and pre-vocational/ vocational skills. Students will likely obtain a certificate of attendance upon reaching their 22nd birthday.

The new Oliver Complex will not include any of the classrooms required for the district's Therapeutic Day School students. However, the space released by UP Academy Oliver is adjacent to the current location of the SES main campus. Access to additional space in the North Commons building would be beneficial for the future of the SES program.

The district also offers alternative programs for high school students who require credit recovery (High School Learning Center), are newcomers assigned to Grades 9-12 (ENLACE and International HS), or are involved with the Department of Youth Services (RISE). None of these programs require space at the new Oliver Complex.

### **Collaboratives**

Superintendent Cynthia Paris serves as a board member for CREST Collaborative in Andover, MA. At present 14 students are assigned to this collaborative as an IEP mandated out-of-district placement. In addition, LPS relies on

several other collaboratives including Valley, Northshore, SEEM,. EDCO, and LABBB to serve students who require intensive supports.

**Early Intervention Programs**





The District delivers Pre-K and or Kindergarten Early Childhood Special Education programming in five schools which focus on the education of our youngest students. The five schools where special education support is provided to students are: Breen, Hennessey, Lawlor, Rollins and Lawrence Family Academy. These services are extremely important to the educational programming in the Lawrence

Public Schools. Since it is anticipated the new Oliver Complex will include Grade K, most special education services required for North Common neighborhood students will be met at the new school. This will ease current levels of Grade K enrollment at other schools located in the north side of the district.

**Programs with Other Public or Private Entities**

The district supports students with disabilities who attend non-public schools in and near Lawrence. Students identified for an IEP attending those schools that are located within the city limits are eligible for proportionate share funding from the district whether or not they live in the city. These schools include, Bellesini Academy, Esperanza Academy, Lawrence Catholic Academy, and Central Catholic High School. The district also supports special education evaluation and services for other non-public schools in neighboring districts that enroll students who reside in Lawrence. The district maintains frequent communication with the administration of non-public schools. When needed, staff at the new Oliver Complex will be included in any transition meetings required for their neighborhood students enrolling or exiting one of the non-public schools.

Sincerely,

			
<hr/> <b>Cynthia Paris</b> Superintendent	<hr/> <b>Shalimar Quiles</b> Principal, OPS	<hr/> <b>Jessica Deimel</b> Principal, UAO	<hr/> <b>Sean Reardon</b> Speacial Education Director (Zone 2)

cc: Mayor Daniel Rivera, Chair, Oliver Elementary School Building Committee  
Dr. Mary Toomey, Assistant Superintendent, Lawrence Public Schools  
Deborah Marai, Project Director, Pinck & Co., Inc. d/b/a Anser Advisory  
Phillip J. Pionelli, Principal, SMMA

**Proposed Space Summary- K - 8 Schools**  
Add / Reno

Oliver Partnership School Grades K-8 (1000 students)		Existing Conditions		
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals	
<b>CORE ACADEMIC SPACES</b>			<b>30,696</b>	
<i>(List classrooms of different sizes separately)</i>				
Kindergarten w/ toilet	0	0	0	
Kindergarten w/ toilet	0	0	0	
General Classrooms - Grades 1-6	varies	25	17,923	
STE Room- Grades 3-6	0	0	0	
STE Storage	0	0	0	
Prep Room Grade 6	0	0	0	
General Classrooms - Grades 7-8	varies	6	2,204	
Science Classroom / Lab- Grades 7-8	varies	2	1,598	
Science Classroom / Lab- Grade 6	0	0	0	
Prep Room Grades 7-8	0	0	0	
Central Chemical Storage Rm	0	0	0	
EL Classroom - Grades 1-5	varies	5	3,541	
EL Classroom - Grades 6-8	varies	8	5,430	
Instructional Coaches				
<b>SPECIAL EDUCATION</b>			<b>5,525</b>	
<i>(List rooms of different sizes separately)</i>				
OPS ILP	1	788		
UAD ILP	1	508		
TOILET	varies	3	2,121	
TOILET	2	1,196		
OPS RESOURCE SM	0	0	0	
OPS RESOURCE LG	0	0	0	
UAD RESOURCE	1	292		
OPS SM GRP	0	0	0	
Treatment & Eval.	0	0	0	
DE-ESCALATION	0	0	0	
OPS LG GRP	0	0	0	
UAD SM GRP	0	0	0	
Small Group Room / Reading - Grades 6-8 (UAD)	0	0	0	
Secretary Room - OPS (Inv) (2021)	0	0	0	
SENSORY / DE-ESCALATION	0	0	0	
OT / PT / SENSORY	0	0	0	
UAD EVAL - TEAM FACILITATOR	1	330		
UAD SPEECH	1	292		
Small Group Room - Conference Room (UAD IEP Meeting)				
OPS SPEECH				
OPS EVAL - TEAM FACILITATOR				
UAD PRACTICAL ACADEMICS				
OPS PRACTICAL ACADEMICS				
INCLUSION / IEP EVAL				
<b>ART &amp; MUSIC</b>			<b>4,335</b>	
OPS Art Classroom - Grades K-6(K-5)	1	1,407		
UAD Art Classroom - Grades 7-8(6-8)	0	0	0	
Art Storage / Kin	0	0	0	
Band / Chorus - 100 seats	0	0	0	
OPS-Music Classroom / Large Group - 25-50 seats	0	1	1,426	
OPS-Music Practice / Ensemble - Grades K-6	0	0	0	
Musical Practice - Ensemble - Grades 7-8	0	0	0	
UAD-Dance (multi-purpose)	varies	2	1,502	
<b>VOCATIONS &amp; TECHNOLOGY</b>				
Technology/Engineering Rooms	0	0	0	
<b>HEALTH &amp; PHYSICAL EDUCATION</b>			<b>17,405</b>	
Gymnasium	varies	2	16,782	
Gym Storeroom	1	623		
Health Instructor's Office w/ Shower & Toilet	0	0	0	
(Team Rooms) Locker Rooms - Boys / Girls w/ Toilets	0	0	0	
Auxiliary Gym (Gross Motor)	0	0	0	
<b>MEDIA CENTER</b>			<b>8,264</b>	
Media Center/Reading Room(Grade Level 1-8)	varies	2	8,264	
<b>DINING &amp; FOOD SERVICE</b>			<b>13,775</b>	
Cafeteria / Dining - Elementary School	1	1,301		
Cafeteria / Dining - Middle School	1	7,231		
Kitchen & Serventry - Elementary School	1	1,216		
Kitchen / Serventry - Middle School	1	3,421		
Chair / Table / Equipment Storage	0	0	0	
Chair / Table / Equipment Storage--MID	0	0	0	
Staff Lunch Room	1	606		
Stage	varies	2		
<b>MEDICAL</b>			<b>556</b>	
Medical Suite Toilet				
Nurses' Office / Waiting Room				
Examination Room / Resting				
Resting				
Storage				
<b>ADMINISTRATION &amp; GUIDANCE</b>			<b>5,349</b>	
OPS - Elementary			2,511	
Principal's Office w/ Conference Area				
Principal's Secretary / Waiting				
Assistant Principal's Office - AP1				
Assistant Principal's Office - AP2				
General Office / Waiting Room / Toilet				
Conference room				
Teachers' Mail and Time Room (storage)				
Guidance Office				
Records Room				
Supervisory / Spare Office (Safety Officer)				
General Waiting Room				
Guidance Office				
Guidance Office - Evaluation Room (moved to SPEED)				
Guidance Office - Evaluation Room (facilities moved to SPEED - roomed IEP)				
Guidance Office - Speech (moved to SPEED)				
Guidance Storeroom				
Teachers' Work Room (Planning)				
Instructional Coaches (moved to Core Academics)				
Union Office				
UAD - Middle			2,838	
Principal's Office w/conference				
Assistant Principal's Office - (2 AP's)				
General Office / Waiting Room / Toilet				
Special Projects Coordinator				
Guidance Office (School Counselor)				
School Psychologist				
Guidance Office (moved to open-renamed IEP-Chairperson)				
School Culture (Behavior)				
Classroom Deferral room				
Guidance Storeroom				
Teachers' Work Room (Planning)				
<b>CUSTODIAL &amp; MAINTENANCE</b>			<b>2,814</b>	
Custodian's Office				
Custodian's Workshop				
Custodian's Storage				
Storeroom				
Recycling Room / Trash				
Cleaning and General Supply				
Network / Telecom Room				
<b>OTHER</b>			<b>0</b>	
Other (specify)				
Mother's Room (in grossing factor)				
Cat's Closet (in grossing factor)				
Family Resource Center (in grossing factor)				
Total Building Net Floor Area (NFA)			<b>88,719</b>	
Proposed Student Capacity / Enrollment				
<b>NON-PROGRAMMED SPACES</b>				
Other Occupied Rooms (list separately)				
Unoccupied MEP/FP Spaces				
Unoccupied Closets, Supply Rooms & Storage Rooms				
Toilet Rooms				
Circulation (corridors, stairs, ramps & elevators)				
Remaining <sup>3</sup>				
Total Building Gross Floor Area (GFA)			172,336	
Grossing factor (GFA/NFA)			1.94	

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
		<b>9,600</b>		<b>42</b>	<b>37,600</b>		<b>50</b>	<b>47,200</b>
0	0	0	0	0	0	0	0	0
1,200	4	4,800	0	0	0	4	4	4,800
1,200	4	4,800	950	19	18,050	23	22,850	
0	0	0	1,080	1	1,080	1	1,080	
0	0	0	120	1	120	1	120	
0	0	0	120	1	120	1	120	
0	0	0	950	6	5,700	6	5,700	
0	0	0	1,440	2	2,880	2	2,880	
0	0	0	1,200	1	1,200	1	1,200	
0	0	0	400	1	400	1	400	
0	0	0	150	1	150	1	150	
0	0	0	950	5	4,750	5	4,750	
0	0	0	950	3	2,850	3	2,850	
0	0	0	300	1	300	1	300	
		<b>4,690</b>		<b>8,764</b>			<b>13,454</b>	
0	0	0	1,000	1	1,000	1	1,000	
0	0	0	981	1	981	1	981	
0	0	0	60	1	60	1	60	
0	0	0	60	1	60	1	60	
369	1	369	Varies	3	895	4	1,264	
0	0	0	694	2	1,387	2	1,387	
0	0	0	622	2	1,245	2	1,245	
0	0	0	0	0	0	0	0	
220	1	220	150	1	150	2	370	
Varies	2	538	0	0	0	2	538	
0	0	0	150	1	150	1	150	
Varies	2	889	505	1	505	3	1,394	
0	0	0	150	2	300	2	300	
0	0	0	0	0	0	0	0	
0	0	0	287	2	575	2	575	
881	1	881	0	0	0	1	881	
0	0	0	262	1	262	1	262	
0	0	0	343	1	343	1	343	
278	1	278	0	0	0	1	278	
355	1	355	0	0	0	1	355	
0	0	0	851	1	851	1	851	
881	1	881	0	0	0	1	881	
279	1	279	0	0	0	1	279	
		<b>0</b>		<b>5,842</b>			<b>5,842</b>	
0	0	0	1,000	1	1,000	1	1,000	
0	0	0	1,200	1	1,200	1	1,200	
0	0	0	150	3	450	3	450	
0	0	0	0	0	0	0	0	
0	0	0	1,200	1	1,200	1	1,200	
0	0	0	Varies	2	492	2	492	
0	0	0	0	0	0	0	0	
0	0	0	1,500	1	1,500	1	1,500	
		<b>0</b>		<b>1,440</b>			<b>1,440</b>	
0	0	0	1,440	1	1,440	1	1,440	
		<b>0</b>		<b>10,031</b>			<b>10,031</b>	
0	0	0	6,000	1	6,000	1	6,000	
0	0	0	150	1	150	1	150	
0	0	0	Varies	2	391	2	391	
0	0	0	377	2	753	2	753	
0	0	0	2,737	1	2,737	1	2,737	
		<b>0</b>		<b>5,383</b>			<b>5,383</b>	
0	0	0	Varies	3	5,383	3	5,383	
		<b>1,211</b>		<b>12,756</b>			<b>13,968</b>	
0	0	0	5,000	1	5,000	1	5,000	
0	0	0	2,500	1	2,500	1	2,500	
0	0	0	4,723	1	4,723	1	4,723	
0	0	0	0	0	0	0	0	
0	0	0	533	1	533	1	533	
0	0	0	0	0	0	0	0	
672	1	672	0	0	0	1	672	
539	1	539	0	0	0	1	539	
		<b>276</b>		<b>861</b>			<b>837</b>	
0	0	0	60	2	120	2	120	
0	0	0	281	1	281	1	281	
0	0	0	100	2	200	2	200	
276	1	276	0	0	0	1	276	
0	1	0	60	1	60	2	60	
		<b>3,006</b>		<b>3,778</b>			<b>6,785</b>	
464	1	464	0	0	0	1	464	
0	0	0	0	0	0	0	0	
205	1	205	0	0	0	1	205	
0	0	0	0	0	0	0	0	
511	1	511	623	1	623	2	1,134	
471	1	471	0	0	0	1	471	
100	1	100	0	0	0	1	100	
0	0	0	0	0	0	0	0	
141	1	141	0	0	0	1	141	
137	1	137	0	0	0	1	137	
0	0	0	0	0	0	0	0	
Varies	3	558	0	0	0	3	558	
0	0	0	0	0	0	0	0	
0	0	0	0					



**Special Education Adjacency Table - Lawrence Oliver Partnership**

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
<b>Ground Floor</b>					
*Unique to District	Select SF	OPS Evaluation Team Facilitator	00A	355	Room serves as an an area for the evaluation of students; coordination of faculty and staff for Special Education and for conferencing both internally and with parents and other appropriate individuals
*Unique to District	Select SF	Speech & Language Pathologist	00B	278	Room is shared by two S&L Pathologists for student evaluations; therapy and intervention for individuals and small groups of students; meetings
*Unique to District	Select SF	Guidance Office - Inclusion Team	00C	279	Room is shared by two specialists including one BCBA for the evaluation of individual students and IEP program development
<b>First Floor</b>					
*Unique to District	Select SF	OPS Practical Academics	1A	881	This Program provide students identified with cognitive impairment, with or without multiple disabilities, an opportunity for supported inclusion and substantially separate services as needed. Students require a small, highly structured environment that provides opportunities to develop math, reading, writing, organization, independent living and pre-vocational skills to support the student's ability to apply skills for successful post-secondary outcomes for part/most of the school day. Includes a small kitchenette.
*Unique to District	Select SF	Treatment & Evaluation	1B	153	A space for small group pull out / pull over instruction to focus on academic achievement, work habit behavior, and generalizing socially appropriate behaviors
*Unique to District	Select SF	Treatment & Evaluation	1C	385	A space for small group pull out / pull over instruction to focus on academic achievement, work habit behavior, and generalizing socially appropriate behaviors
*Unique to District	Select SF	OT/PT/Sensory	1D	881	The space includes equipment that supports fine and gross motor activities as well as options or sensory development.
<b>Second Floor</b>					
Small Group Room/ Reading	500	De-escalation	2A	150	A space for individual students to modify behavior so they can re-enter their respective classroom environments
Resource Room	500	Resource (Fourth)	2B	753	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Small Group Room/ Reading	500	Small Group (First)	2C	369	Small group workspace to facilitate and support 1-on-1 pull-out teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments.
Small Group Room/ Reading	500	Small Group	2D	220	Small group workspace to facilitate and support 1-on-1 pull-out teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments.
Small Group Room/ Reading	500	Small Group	2E	520	Small group workspace to facilitate and support 1-on-1 pull-out teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments.
Resource Room	500	Resource (First)	2F	369	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Resource Room	500	Resource (Second)	2G	272	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Resource Room	500	Resource (Third)	2H	273	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Small Group Room/ Reading	500	Small Group (Fourth)	2J	505	Small (moderate size) group workspace to facilitate and support 1-on-1 pull-out and or small group teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments. This larger room is intended to accomodate groups of 10 -12 students or multiple small groups or individuals
Small Group Room/ Reading	500	Small Group	2K	150	Small group workspace to facilitate and support 1-on-1 pull-out teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments.
<b>Third Floor</b>					
Self-Contained Sped - Toilet	60	Toilet	3A	60	The dedicated toilet room within UAP ILP. Refer to the description for UAO ILP (3B).
Self-Contained Sped	950	UAO ILP	3B	981	A sub seperate program - ILP classrooms have been designed to provide evidence-based educational practices for students diagnosed with Autism Spectrum Disorder as well as significant Social Emotional Disabilities. The classrooms are resourced with educators, special education teachers, paraprofessionals, and BCBAs trained in the principles of Applied Behavior Analysis. The space includes a de-escalation area, an integrated/dedicated toilet room, and is adjacent to the outdoor courtyard.

**Special Education Adjacency Table - Lawrence Oliver Partnership**

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
Self-Contained Sped - Toilet	60	Toilet	3C	60	The dedicated toilet room within UAP ILP. Refer to the description for OPS ILP (3D).
Self-Contained Sped	950	OPS ILP	3D	1,000	A sub separate program - ILP classrooms have been designed to provide evidence-based educational practices for students diagnosed with Autism Spectrum Disorder as well as significant Social Emotional Disabilities. The classrooms are resourced with educators, special education teachers, paraprofessionals, and BCBA's trained in the principles of Applied Behavior Analysis. The space includes a de-escalation area, an integrated/dedicated toilet room, and is adjacent to the outdoor courtyard.
*Unique to District	Select SF	Sensory/De-escalation	3E	325	A space for individual students to modify behavior so they can re-enter their respective classroom environments. His room is large enough to support a swing or other device to assist in behavior modification.
*Unique to District	Select SF	UAO Speech	3F	343	Room for speech Pathologists for student evaluations; therapy and intervention for individuals and small groups of students
Resource Room	500	Resource (Sixth)	3G	634	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
*Unique to District	Select SF	UAO Evaluation Team Facilitator	3H	262	Space for the IEP Chairperson for coordination of programs and special education staff and specialists. This will support internal and external meetings.
Resource Room	500	Resource (Fifth)	3J	350	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Small Group Room/ Reading	500	Small Group	3K	150	Small group workspace to facilitate and support 1-on-1 pull-out teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments.
<b>Fourth Floor</b>					
*Unique to District	Select SF	UAO Practical Academics	4A	851	This Program provide students identified with cognitive impairment, with or without multiple disabilities, an opportunity for supported inclusion and substantially separate services as needed. Students require a small, highly structured environment that provides opportunities to develop math, reading, writing, organization, independent living and pre-vocational skills to support the student's ability to apply skills for successful post-secondary outcomes for part/most of the school day. Includes a small kitchenette.
*Unique to District	Select SF	Sensory/De-escalation	4B	250	A space for individual students to modify behavior so they can re-enter their respective classroom environments. His room is large enough to support a swing or other equipment / device to assist in behavior modification.
Resource Room	500	Resource (Seventh)	4C	628	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Resource Room	500	Resource (Eighth)	4D	617	A space designed for pull-out instruction located in reasonable proximity to the general education classrooms for ready access. Space incorporates a quiet testing area as well as a teaching wall for group instruction.
Small Group Room/ Reading	500	Small Group	4E	150	Small group workspace to facilitate and support 1-on-1 pull-out teaching, as well as project based group work. Immediate adjacency to the General Education Classrooms for maximum integration of the core learning environments.
<b>Grand Total:</b>				<b>13,454</b>	
<b>Square Footage Summary:</b>					
The proposed overall gross square footage of the proposed renovations and additions is 162,000 SF; Average square feet of General Classrooms is 950 sf.					
MSBA guidelines include 12,080 net square feet of dedicated special education space. The proposed program is 1,374 nsf in excess of the guidelines.					
* Indicates that space is unique to District's program and does not appear in MSBA space guidelines.					

