Preliminary Design Program

Lawrence Oliver Partnership School Project

183 Haverhill Street, Lawrence, MA

November 07, 2019

SMMA No. 19033.00

SMMA

Acknowledgements

Massachusetts School Building Authority

Rebecca Whidden, Project Manager

Allison Jones, Project Coordinator

Oliver Elementary School Building Committee

Daniel Rivera, Mayor

Milagros Puello, MCPPO, City Engineer

Anne Marie Stronach, LPS, Chief Operating Officer

Adderly Gonzales, School Committee Member

Stephany InFante, Greater Lawrence Technical School Committee

Masiel Jordan, LPS Chief Financial Officer

Frank Moran, Resident, Licensed Realtor

Cynthia Paris, Superintendent

Richard Dokos, LPS, Manager Maintenance & Facilities

Jean Zembruski, Co-Leader Oliver Partnership

Katherine Maloney, Co-Leader Oliver Partnership

Kelsey LeBuffe, Principal UP Oliver School

Lesly Melendez, Resident, Groundwork Lawrence

Owners Project Manager

Pinck & Co.

Design Team

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

SMMA

PRELIMINARY DESIGN PROGRAM

Lawrence Oliver Partnership
Elementary School
183 Haverhill St, Lawrence, MA

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

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Section One

1 Introduction

1.1 Statement of Interest Summary

The Oliver Partnership School is a public elementary school located at 183 Haverhill Street in Lawrence Massachusetts and currently supports grades 1-5 with a current enrollment of approximately 500 students. This Colonial Revival building was built in 1917 and constructed of Brick and Granite. An elevator was added in the early 1980s. Since 2001, the building has been part of the North Common Local Historic District.

The urban site measures 1.33 acres. Across Haverhill Street from the site is a large public park, Campagnone Common, which contains a nearby baseball field. To the north of the site, across Oak Street, are two baseball fields, a basketball court, and a soccer field. The neighboring site to the West is an Evangelical Methodist Church. Along the eastern edge of the site runs Cardillo Way, which is open to through-traffic during limited hours, with access is controlled by the School. The neighboring sites to the east, are a mix of residential and commercial properties.

In 2011, the Lawrence School System was classified as a Level 5 School District and, in response, the City of Lawrence was required to implement a district-wide "Turnaround Plan." In 2015 Lawrence Public Schools teamed with SMMA to conduct a Feasibility Assessment and Master Plan which included 8 of the 21 district schools. The plan recommended a new (replacement) school building in the North Central area of the city such as the Oliver Partnership School and Leahy School.

In April 2016, Lawrence Public Schools submitted a Statement of Interest to the MSBA for the Oliver Partnership school.

As part of the feasibility study, the district would like to consider the following grade configurations:

- 500 students – for grades 1-5 (current configurations for the Oliver Partnership School)
- 1000 students – for grades K-8 (adding the UP Academy Oliver students, as well as K)

The Statement of Interest is Included in Appendix 8.1.

1.2 Invitation to Feasibility Study

At the February 14, 2018 Board of Directors meeting, the MSBA board voted to issue an invitation to the City to conduct a feasibility study for this Statement of Interest to identify and study possible solutions and, through a collaborative process with the MSBA, reach a mutually-agreed upon solution.

The Invitation is included in Appendix 1.7.

1.3 Design Enrollment

Enrollment policy for Lawrence Public Schools supports a neighborhood school approach. District schools, grades PK to 8, are governed by this policy, and each school has its own zone. With few exceptions, students who live within a school's catchment area are enrolled in that school. As a result, enrollments are fluid, with new students relocating or arriving throughout the school year, unless or until a school reaches its target enrollment. If a school reaches its maximum enrollment, new students are typically assigned to the next closest school that has an available seat. Within this context, the City of Lawrence and the MSBA conducted a collaborative

analysis of space capacity needs for the Oliver Partnership School. As a result, the City of Lawrence, on January 17, 2018, agreed that the design alternatives shall be based in accordance with the following design enrollment: 500 students for Grades 1-5, as currently configured, and 1,000 students for Grades K-8. These enrollment projections, which may be evaluated as part of the feasibility study for the Oliver Partnership School, are included in the Oliver Partnership School Study Enrollment Certification.

The design enrollment agreement is included in Appendix 1.7.

1.4 Capital Budget Statement

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 2018 grant reimbursement share for this project from the MSBA is 80% on reimbursable and eligible project costs. As it currently stands, the project will not be eligible for additional incentive points. The remaining 20% of reimbursable costs and the full value of any ineligible costs would be locally funded.

1.5 Project Directory

The project directory, with contact information for the project's key stakeholders, is included in Appendix 1.7.

1.6 Project Schedule

The project schedule anticipates MSBA Board of Director's approval to proceed into Schematic Design at their February 13, 2020 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their August 26, 2020 meeting.

The City of Lawrence approval and appropriation voting will occur in the month of November 2020. The project schedule is included in Section 1.7. The project schedule will continue to be updated as the alternatives are evaluated and a preferred alternative is selected, specifically with respect to the Schematic Design submission, design and construction phase durations.

1.7 Section Appendices

1.2 Invitation to Feasibility Study

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

February 14, 2018

The Honorable Daniel Rivera, Mayor
City of Lawrence
Lawrence City Hall
200 Common Street, Third Floor, Room 309
Lawrence, MA 01840

Re: City of Lawrence, Oliver Partnership School

Dear Mayor Rivera:

I am pleased to report that the Board (the "Board") of the Massachusetts School Building Authority (the "MSBA") has voted to invite the City of Lawrence (the "City") to partner with the MSBA in conducting a Feasibility Study for the Oliver Partnership School. The Board's vote follows the City's timely completion of all of the requirements of the MSBA's Eligibility Period.

I do want to emphasize that this invitation to partner on a Feasibility Study is ***not*** approval of a project, but is strictly an invitation to the City to work with the MSBA to explore potential solutions to the problems that have been identified. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute, regulations, and policies which require MSBA collaboration and approval at each step of the process.

During the Feasibility Study phase, the City and the MSBA will partner pursuant to the terms of the Feasibility Study Agreement to find the most fiscally responsible and educationally appropriate solution to the problems identified at the Oliver Partnership School. The Feasibility Study, which will be conducted pursuant to the MSBA's regulations and policies, requires the City to work with the MSBA on the procurement of an Owner's Project Manager and Designer, which will help bring the City's Feasibility Study to fruition.

We will be contacting you soon to discuss these next steps in more detail. In the meantime, however, I wanted to share with you the Board's decision and provide a brief overview of what this means for the City of Lawrence.

I look forward to continuing to work with you as part of the MSBA's grant program. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,

John K. McCarthy
Executive Director

Cc: Legislative Delegation
Kendrys Vasquez, President, Lawrence City Council
Jeffrey C. Riley, Superintendent/Receiver, Lawrence Public Schools
Anne Marie Stronach, Chief Operating Office, Lawrence Public Schools
File: 10.2 Letters (Region 3)

1.3 Design Enrollment

LAWRENCE
PUBLIC SCHOOLS

Lawrence Public Schools • P.O. Box 1498 • Lawrence, MA 01842

January 17, 2018

Ms. Kathryn DeCristofano
Project Coordinator
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

Dear Ms. DeCristofano:

Attached please find a signed Oliver Partnership School-Study Enrollment Certification.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Anne Marie Stronach
Chief Operating Officer

cc: Jeffrey C. Riley, Receiver/Superintendent, Lawrence Public Schools
Daniel Rivera, Mayor, City of Lawrence
Mark Ianello, Budget & Finance Director, City of Lawrence
Dr. Mary Lou Bergeron, Assistant Superintendent, Lawrence Public Schools
Christine Bufagna, Budget & Finance Director
Christopher Merlino, Director of Facilities & Plant Management, Lawrence Public Schools
Elementary Building Committee

(Phone) 978-975-5905 • (Fax) 978-722-8544 • (Website) www.lawrence.k12.ma.us

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
CITY OF LAWRENCE
OLIVER PARTNERSHIP SCHOOL
STUDY ENROLLMENT CERTIFICATION

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the Oliver Partnership School (the "Proposed Project"), the City of Lawrence hereby acknowledges and agrees that the design of alternatives, which may be evaluated as a part of the feasibility study for the Oliver Partnership School, shall be based in accordance with the following:

Enrollment for Grades 1-5 (Current Configuration)	Enrollment for Grades K-8
500 students	1,000 students

The City of Lawrence further acknowledges and agrees that, pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage according to the enrollments noted above. The City of Lawrence acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than either of the enrollment configurations noted above, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment for the Proposed Project that it has acknowledged and agreed to herein. The City of Lawrence further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Proposed Project shall be subject to the approval of the MSBA's Board and that the final approval of a Proposed Project shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and the City of Lawrence, hereby certify that they have read and understand the contents of this study enrollment certification and that each of the above statements is true, complete and accurate. The undersigned hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the City of Lawrence and to bind the City of Lawrence to its terms.

Chief Executive Officer

Duly Authorized Representative of School Committee

1/9/18
Date

1/10/18
Date

Superintendent of Schools

1/10/18
Date

1.5 Project Directory

PROJECT DIRECTORY
Lawrence Oliver Partnership School

PCI Project No. 18_21
Updated 09/18/19

Owner's Team				
Lawrence Public Schools School Building Committee	***Voting Members***			
	Daniel Rivera Mayor, School Building Committee Chair	drivera@cityoflawrence.com	T: 978.620.3013	200 Common Street Lawrence, MA 01840
	Cynthia Paris Superintendent	Cynthia.Paris@lawrence.k12.ma.us	T: 978.975.5905 Ext. 25011	237 Essex Street Lawrence, MA 01840
	Anne Marie Stronach Chief Operating Office Committee Secretary	Annemarie.Stronach@lawrence.k12.ma.us	T: 978.975.5905 Ext. 25630	237 Essex Street Lawrence, MA 01840
	Milagros Puello City Engineer	mpuello@cityoflawrence.com	T: 978.620.3096	200 Common Street Lawrence, MA 01840
	Masiel Jordan Chief Financial Officer	Masiel.Jordan@lawrence.k12.ma.us	T: 978.975.5905	237 Essex Street Lawrence, MA 01840
	Richard Dokos Manager Maintenance & Facilities	Richard.Dokos@lawrence.k12.ma.us	T: 978.975.2750 C: 978.479.1344	70 North Parish Road Lawrence, MA 01843
	Lesly Melendez Groundwork, Deputy Director Resident	lmelendez@groundworklawrence.org	C: 978.304.3092	298A Lawrence Street Lawrence, MA 01841
	Frank Moran Licensed Realtor Committee Vice Chair	frank.moran@mahouse.gov	T: 978.884.6375	38 Dartmouth Street Lawrence, MA 01841

Lawrence Public Schools School Building Committee	Stephany Infante Greater Lawrence Technical School Committee	stephany_infante26@outlook.com	T: 978.857.8905	300 Canal Street Unit 6-313 Lawrence, MA 01840
	Adderly Gonzalez School Committee Member	adderly09@msn.com	T: 978.902.4926	6 Hillside Avenue Lawrence, MA 01841
	Jean Zembruski Co-Leader Oliver Partnership School	Jean.Zembruski@lawrence.k12.ma.us	T: 978.722.8175 C: 978.390.2587	183 Haverhill Street Lawrence, MA 01840
	Kelsey LeBuffe Principal UP Oliver School	Kelsey.Lebuffe@lawrence.k12.ma.us	C: 617.448.5039	233 Haverhill Street Lawrence, MA 01840
	Katherine Maloney Co-Leader Oliver Partnership School	katherine.maloney@lawrence.k12.ma.us	T: 602.349.3903	183 Haverhill Street Lawrence, MA 01840
	Non-Voting Members Nancy Salach	Nancy.Salach@lawrence.k12.ma.us	-	-
	Other Staff Kate Reilly Chief of Staff, Mayor	kreilly@cityoflawrence.com	T: 978.620.3013	200 Common Street Lawrence, MA 01840
	Maria Cruz Chief of Staff, Superintendent	Maria.Cruz@lawrence.k12.ma.us	T: 978.722.8267	237 Essex Street Lawrence, MA 01840
	Yolanda Fonseca Benefits Specialist	Yolanda.Fonseca@lawrence.k12.ma.us	T: 978 975-5905 Ext. 25631	237 Essex Street Lawrence, MA 01840

OWNER'S PROJECT MANAGER **Pinck & Co., Inc.** ***(Anser Advisory)***	Deborah Marai Project Director Margaret Wood Project Advisor Dani Garber-Letitia Project Manager Christian Cuervo Assistant Project Manager	deborah.marai@anseradvisory.com margaret.wood@anseradvisory.com dani.garber-letitia@anseradvisory.com christian.cuervo@anseradvisory.com	T: 617.445.3555 Ext. 305 C: 617.797.6507 Ext. 304 C: 617.216.5760 Ext. 328 C: 860.882.4155 Ext. 316 C: 617.671.8701	98 Magazine Street Boston, MA 02119
IND. COST ESTIMATOR	TBD	-	-	-
TELE/DATA	TBD	-	-	-
Design Team				
ARCHITECT **SMMA**	Alex Pitkin Principal in Charge Kristen Olsen Project Manager Phil Pionelli Principal / ALEP Jason Detwiler - SMMA Project Contact	apitkin@smma.com kolsen@smma.com ppionelli@smma.com jdetwiler@smma.com 19033@smma.com	T: 617.520.9220 T: 617.520.9242 C: 857.999.5274 T: 617.520.9219 C: 617.721.0609 T: 617.547.5400 -	1000 Massachusetts Av Cambridge, MA 02138

CIVIL ENGINEER **SMMA**	John Hart Senior Associate Mateusz Szajnar -	jhart@smma.com mszajnar@smma.com	T: 617.520.9430 T: 617.547.5400	1000 Massachusetts Av Cambridge, MA 02138
ED PLANNING **SMMA**	Phil Poinelli Principal	ppoinelli@smma.com	T: 617.520.9219	1000 Massachusetts Av Cambridge, MA 02138
ED VISIONING **New Vista Design**	David Stephen Educational Planner / Architect	david@newvistadesign.net	T: 617.733.0847	32 Sheridan St, Suite 2 Jamaica Plain, MA 02130
LANDSCAPE ARCHITECT **SMMA**	Michael Dowhan -	mdowhan@smma.com	T: 617.547.5400	1000 Massachusetts Av Cambridge, MA 02138
MEP / FP ENGINEERS **SMMA**	Lana Prokupets Manager (Mechanical) Anthony Castelline (Mechanical) Stella Drizin Senior Associate (Electrical)	lprokupets@smma.com acastelline@smma.com sdrizin@smma.com	T: 617.520.9241 T: 617.547.5400 T: 617.520.9264	1000 Massachusetts Av Cambridge, MA 02138

STRUCTURAL ENGINEER **SMMA**	Brett Wilkinson Manager Dylan Quinn -	bwilkinson@smma.com dquinn@smma.com	T: 617.520.9285 T: 617.547.5400	1000 Massachusetts Av Cambridge, MA 02138
LIGHTING DESIGNER	TBD	-	-	-
CODE CONSULTANT	TBD	-	-	-
Construction Team				
CONSTRUCTION MANAGER	TBD	-	-	

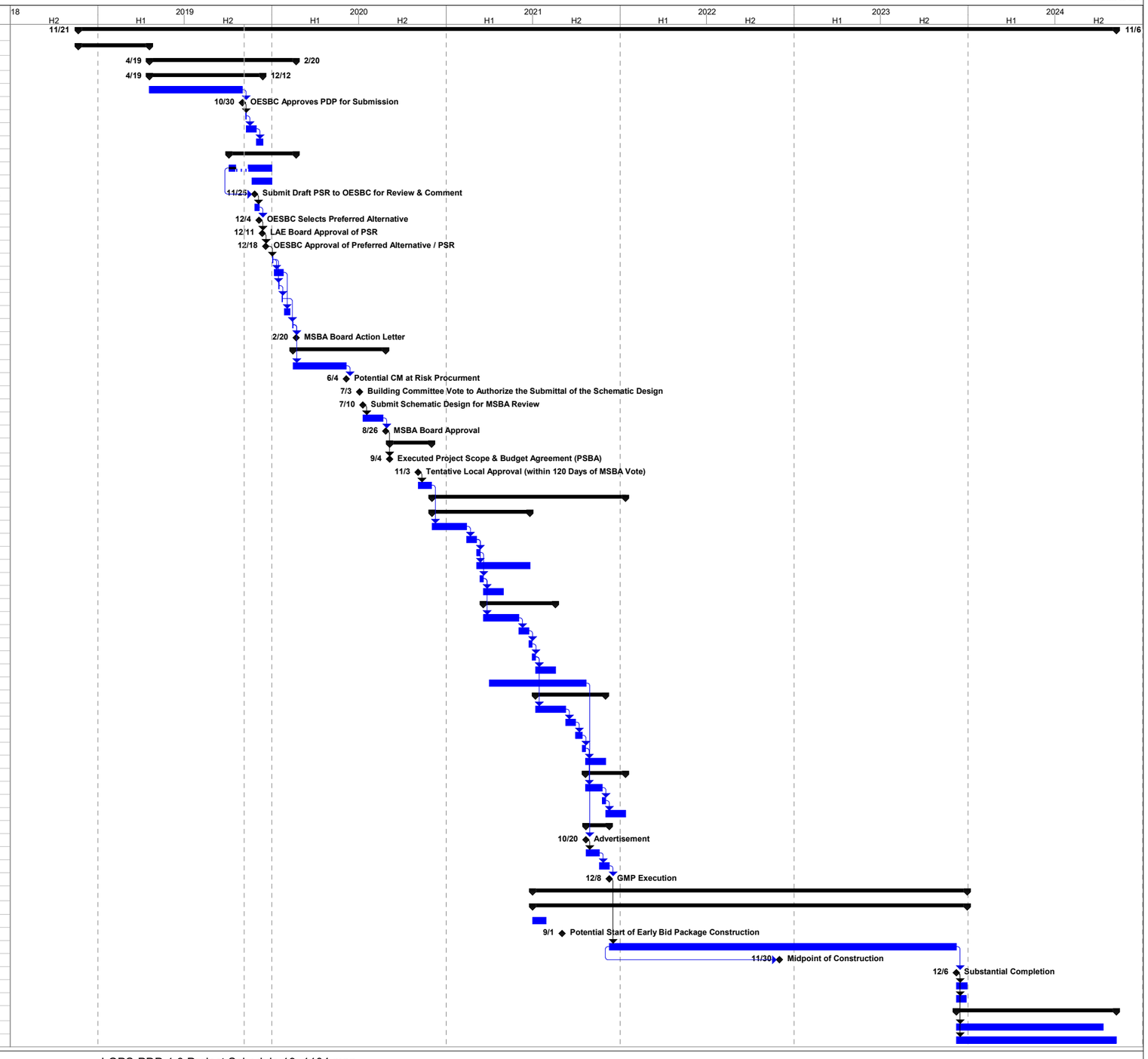
1.6 Project Schedule

Mon 11/4/19

Oliver Partnership School

PINCK & CO

ID	Task Name	Duration	Start	Finish	Predecessors
1	**Oliver Partnership School**	**311.2 wks**	**Wed 11/21/18**	**Wed 11/6/24**	
2	**Module 2: Designer Selection**	**21.4 wks**	**Wed 11/21/18**	**Fri 4/19/19**	
11	**Module 3: Feasibility Phase**	**44 wks**	**Fri 4/19/19**	**Thu 2/20/20**	
12	Preliminary Design Program (PDP)	34 wks	Fri 4/19/19	Thu 12/12/19	
13	Development PDP	27.8 wks	Fri 4/19/19	Wed 10/30/19	10
14	OESBC Approves PDP for Submission	0 days	Wed 10/30/19	Wed 10/30/19	13
15	Submit to MSBA	1 day	Thu 11/7/19	Thu 11/7/19	14FS+5 days
16	MSBA Review Period	15 days	Fri 11/8/19	Thu 11/28/19	15
17	District Respond to MSBA Comments	10 days	Fri 11/29/19	Thu 12/12/19	16
18	Preferred Schematic Report (PSR)	20.2 wks	Thu 10/3/19	Thu 2/20/20	
19	Development of PSR	9.2 wks	Thu 10/3/19	Tue 12/31/19	
20	Massachusetts Historical Commission: Submission & Review	6 wks	Wed 11/20/19	Tue 12/31/19	
21	Submit Draft PSR to OESBC for Review & Comment	0 days	Mon 11/25/19	Mon 11/25/19	19SS+38 days
22	OESBC Reviews Draft PSR	7 days	Tue 11/26/19	Wed 12/4/19	21
23	OESBC Selects Preferred Alternative	0 days	Wed 12/4/19	Wed 12/4/19	22
24	LAE Board Approval of PSR	0 days	Wed 12/11/19	Wed 12/11/19	23FS+5 days
25	OESBC Approval of Preferred Alternative / PSR	0 days	Wed 12/18/19	Wed 12/18/19	24FS+5 days
26	Submit to MSBA	1 day	Thu 1/2/20	Thu 1/2/20	25FS+10 days
27	MSBA Review Period	15 days	Mon 1/6/20	Fri 1/24/20	26FS+1 day
28	Feasibility Assessment Subcommittee (FAS) Meeting #1	1 day	Wed 1/15/20	Wed 1/15/20	26FS+8 days
29	Feasibility Assessment Subcommittee (FAS) Meeting #2	1 day	Wed 1/22/20	Wed 1/22/20	28FS+4 days
30	District Respond to MSBA Comments	10 days	Mon 1/27/20	Fri 2/7/20	27
31	MSBA Board Approval to Proceed into Schematic Design	1 day	Thu 2/13/20	Thu 2/13/20	29FS+15 days
32	MSBA Board Action Letter	0 wks	Thu 2/20/20	Thu 2/20/20	31FS+5 days
33	**Module 4: Schematic Design (SD)**	**27.8 wks**	**Fri 2/14/20**	**Wed 8/26/20**	
34	Schematic Design Development	16 wks	Fri 2/14/20	Thu 6/4/20	31
35	Potential CM at Risk Procurment	0 wks	Thu 6/4/20	Thu 6/4/20	34
36	Building Committee Vote to Authorize the Submittal of the Schematic Desi	0 wks	Fri 7/3/20	Fri 7/3/20	
37	Submit Schematic Design for MSBA Review	0 days	Fri 7/10/20	Fri 7/10/20	
38	MSBA Review Period	30 days	Fri 7/10/20	Thu 8/20/20	37
39	MSBA Board Approval	0 wks	Wed 8/26/20	Wed 8/26/20	38FS+4 days
40	**Module 5: Funding the Project**	**12.4 wks**	**Fri 9/4/20**	**Mon 11/30/20**	
41	Executed Project Scope & Budget Agreement (PSBA)	0 wks	Fri 9/4/20	Fri 9/4/20	39
42	Tentative Local Approval (within 120 Days of MSBA Vote)	0 wks	Tue 11/3/20	Tue 11/3/20	
43	Execute Project Funding Agreement (PFA)	4 wks	Tue 11/3/20	Mon 11/30/20	42
44	**Module 6: Detailed Design (DD - Bidding)**	**58 wks**	**Wed 12/2/20**	**Tue 1/11/22**	
45	Design Development	29.5 wks	Wed 12/2/20	Fri 6/25/21	
46	Design Document Development	10.5 wks	Wed 12/2/20	Fri 2/12/21	43FS+1 day
47	DD Estimate & Reconciliation	3 wks	Fri 2/12/21	Fri 3/5/21	46
48	Value Engineer DD Documents	1 wk	Fri 3/5/21	Fri 3/12/21	47
51	Subcontractor Prequalification Process	16 wks	Fri 3/5/21	Fri 6/25/21	47
49	Submit DD Documents to MSBA	1 wk	Fri 3/12/21	Fri 3/19/21	48
50	MSBA Review of DD	30 days	Fri 3/19/21	Fri 4/30/21	49
52	60 % Construction Documents	21.5 wks	Fri 3/19/21	Tue 8/17/21	
53	60% Construction Document Development	10.5 wks	Fri 3/19/21	Tue 6/1/21	49
54	60% CD Estimate & Reconciliation	3 wks	Wed 6/2/21	Tue 6/22/21	53
55	Value Engineer 60% CD Documents	1 wk	Wed 6/23/21	Tue 6/29/21	54
56	Submit 60% CD to MSBA for Approval	1 wk	Wed 6/30/21	Tue 7/6/21	55
57	MSBA Review of 60% CDs	30 days	Wed 7/7/21	Tue 8/17/21	56
58	Potential Release of Early Bid Packages	29 wks	Thu 4/1/21	Wed 10/20/21	
59	90% Construction Documents	21 wks	Wed 7/7/21	Tue 11/30/21	
60	90% Construction Documents Development	9 wks	Wed 7/7/21	Tue 9/7/21	56
61	90% Construction Documents Estimate & Reconciliation	3 wks	Wed 9/8/21	Tue 9/28/21	60
62	Value Engineer 90% CD Documents	2 wks	Wed 9/29/21	Tue 10/12/21	61
63	Submit 90% Construction Documents to MSBA for review	1 wk	Wed 10/13/21	Tue 10/19/21	62
64	MSBA Review of 90% CDs	30 days	Wed 10/20/21	Tue 11/30/21	63
65	100% Construction Document Development	12 wks	Wed 10/20/21	Tue 1/11/22	
66	100% Construction Document Development	5 wks	Wed 10/20/21	Tue 11/23/21	63
67	Submit 100% Construction Documents to MSBA for review	1 wk	Wed 11/24/21	Tue 11/30/21	66
68	MSBA Review of 100% CDs	30 days	Wed 12/1/21	Tue 1/11/22	67
69	Bidding & GMP	7 wks	Wed 10/20/21	Wed 12/8/21	
70	Advertisement	0 wks	Wed 10/20/21	Wed 10/20/21	58
71	Filed Sub Bids Due	4 wks	Thu 10/21/21	Wed 11/17/21	70
72	GMP Negotiation	3 wks	Thu 11/18/21	Wed 12/8/21	71
73	GMP Execution	0 wks	Wed 12/8/21	Wed 12/8/21	72
74	**Module 7: Construction**	**130.4 wks**	**Thu 7/1/21**	**Fri 12/29/23**	
75	**Construction**	**130.4 wks**	**Thu 7/1/21**	**Fri 12/29/23**	
76	Move to Swing Space for '21-'22 School Year (if needed)	4 wks	Thu 7/1/21	Wed 7/28/21	
77	Potential Start of Early Bid Package Construction	0 wks	Wed 9/1/21	Wed 9/1/21	
78	Construction	104 wks	Thu 12/9/21	Wed 12/6/23	73
79	Midpoint of Construction	0 wks	Wed 11/30/22	Wed 11/30/22	78SS+51 wks
80	Substantial Completion	0 wks	Wed 12/6/23	Wed 12/6/23	78
81	Move in	3.4 wks	Thu 12/7/23	Fri 12/29/23	80
82	Punch List	3 wks	Thu 12/7/23	Wed 12/27/23	80
83	**Module 8: Completion of the Project**	**48 wks**	**Thu 12/7/23**	**Wed 11/6/24**	
84	Commissioning Close Out	11 mons	Thu 12/7/23	Wed 10/9/24	80
85	MSBA Close Out	12 mons	Thu 12/7/23	Wed 11/6/24	80



Section Two

SMMA

Final Education Program

OLIVER K-8 SCHOOL

Lawrence, Massachusetts

November 5, 2019

SMMA

Final Education Program

OLIVER K-8 SCHOOL
Lawrence, Massachusetts

Prepared by:
Lawrence Public Schools

with assistance from:
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

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SMMA

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SMMA

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Lawrence Public Schools

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 for 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.

SMMA

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.

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: 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

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: OLIVER PARTNERSHIP

14%	with disabilities
96%	Hispanic
72%	first language is not English
44%	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%.

QUICK FACTS: UP ACADEMY OLIVER

17%	with disabilities
97%	Hispanic
74%	first language is not English
29%	English learners

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:

1. Rigorous Standards. Rigorous, common core aligned curriculum standards to ensure our students are learning appropriate content to stay on track at their grade level.
2. 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.
3. Effort / Mindset. Demonstrating to students that hard work matters and that effort directly translates into increased proficiency.
4. 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.

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.

Educational User 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.

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

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.

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 to 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 instances. 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 Newcomer Classrooms), how many strands of classes we have per grade level, and so forth.

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:

Grade	Current Number of Homerooms	Proposed Number of Homerooms	Current AVERAGE Number of Students per Homeroom	Planned Students per Homeroom
Kindergarten	0	6	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

Districtwide English Learner Education Overview

EEnglish 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, or a newcomer program. Newcomer programs are often a full class size of 20-25 students. 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.

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's essential that we're able to flexibly group with our pull-out and have adequate space to pull out groups as necessary.

Newcomer 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 need dedicated spaces 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.

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 researched 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.

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.

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 the 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.

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.

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.

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 minibusses or vans. 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, we could see up to 20 providers in any given year. As you can imagine 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 bus loop for the future to ensure student safety.

Security Issues / Requirements

Currently, our school safety department comprises34 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 of 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.

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.

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.

Introduction to Schools

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.

Oliver Partnership School

(Grades K-5)

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..

1. Teachers continuously assess and differentiate instruction based on student needs; progress and achievement towards academic performance goals.
2. 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.
3. 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.
4. Parent Engagement/Community Partnerships –we recognize that students are most successful when it happens in collaboration with 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.
5. 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.

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.

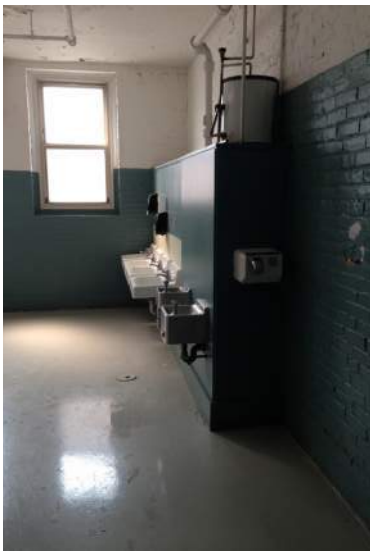
Our school has a high-quality program of academic “specials”: visual arts, music, physical education and technology using the ST Math program. Due five-lunch program, there is no room in the schedule to offer additional programs. This also limits our “enrichment program”, which includes taekwondo, boy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

Classroom (Upper Level)



Toilet Room

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 vare 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 of a visitor to the new facility. The administration and safety reception/waiting area should be located near the main entry and adjacent to the lobby space.

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 adjacent and near the academic clusters.

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 school wide 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.

GRADES 1-3

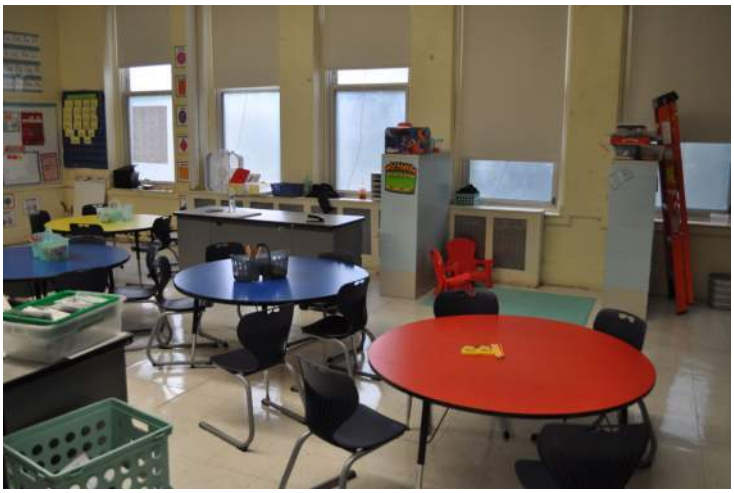
For grades K-3, CKLA is organized into two strands: Skills and Listening & Learning.

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.



Classroom (Lower Level)

GRADES 4-5

Grades 4 and 5 CKLA materials are in rich in history, science, and literature, designed to both deepen and broaden students in grades 4 and 5 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

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.

Social Studies

Social studies is incorporated within the ELA curriculum.

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 uses 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.

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 sixty minutes a week, which is done daily for twenty 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 that students receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. The instructional times for grades 3 through 5 is 60 minutes. This is currently planned as two days a week for 30 minutes for 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 is 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 a 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 a space 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 the above 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 is built in time each day grade level team can 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

is done 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.

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.

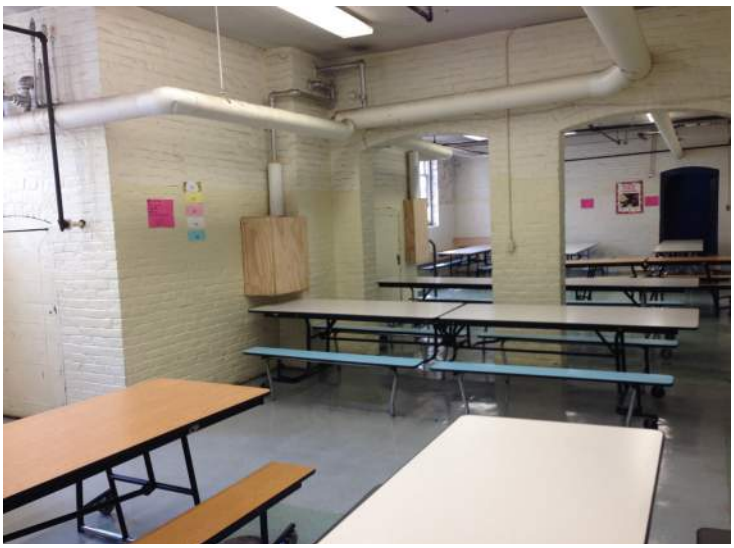
Classroom (Coat Storage)

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. 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 equipped with the confidence, enthusiasm and skills needed for a positive school experience.



Cafeteria

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 in 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's 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:

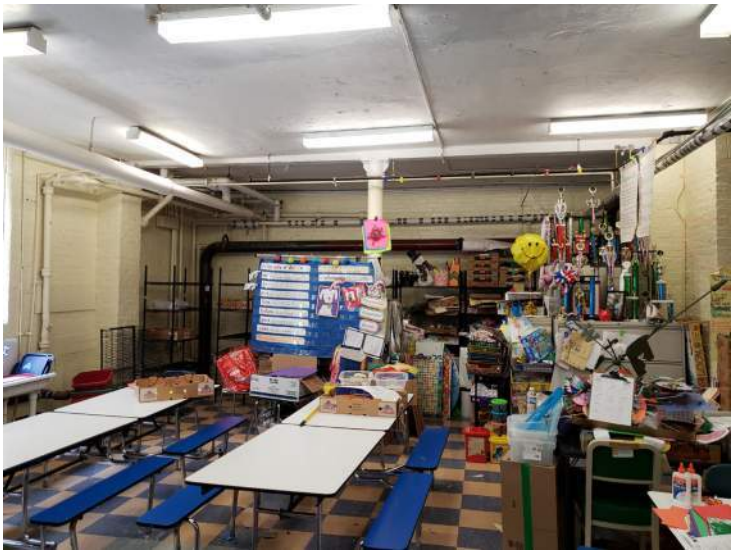
- Achievement Network (20 Professional Development sessions per year)
- ST Math (4 Professional Development sessions per year)
- Imagine Learning (2 Professional Development Sessions per year)
- Google Drive (given by Teacher Leader)

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 21st 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 has 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.



Art Classroom

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.

Gymnasium (Stage)

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, enhance the ability to process information and understand concepts which are applied in other subject areas.

Gymnasium (Stage)

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.

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.

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.

Gymnasium

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 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 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 and selected
- combinations of 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 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.

Speech Classroom

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.

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 of 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.

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 classroom 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.

UP Academy Oliver
(Grades 6-8)

UP Academy Oliver (UAO) is a grades 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 kiddos are encouraged to be kids—we love to celebrate our students and plan joyful school events like Pep Rallies, academic celebrations and more.

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 a 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 (we are currently located 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, which 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).

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)	Eight 50-minute blocks a week (2x daily for 3 days, 1x daily other 2 days)
Math	Illustrative Math Exploratory/ Constructivist with practice in application	Eight 50-minute blocks a week (2x daily for 3 days, 1x daily other 2 days)
Science	KnowAtom in 6/7 Achievement First in 8	Four, 50-minute blocks a week, 1 additional 50 min block every other week
History	Teacher Created for now off of Achievement First, iCivics	Four, 50-minute blocks a week, 1 additional 50 min block every other week
PE	Standards based created by our PE teacher	One, 50-minute block weekly
Dance	Movement/dance program created by our Dance teacher	One, 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	Five, 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: School video news Yearbook Sports (basketball, baseball, swimming, soccer, volleyball) Art Board Games Coding/computer	1x weekly for 75 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.

Classroom

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.

Classroom (Math)

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. 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.

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 programs 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.

Classroom (Science)

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

In order to make learning more rich and 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 located 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.

Hallway/Lockers

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 21st 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

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.

Cafeteria

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

In a newly renovated building, we would ideally be able to have one lunch per grade so as to better differentiate our schedule and ensure that students can eat and collaborate within a single lunch block. 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. Other than that, there are no significant proposed changes.

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 splitting 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 21st 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.

Media Center/Library

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. 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.

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.

Gymnasium

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 also 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.

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 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.

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.

Section Three

3 Initial Space Summary

3.1 Summary

The Initial Space Summaries were developed to address the goals and vision of the Educational Program through a series of interviews with the Oliver Partnership Elementary and UP Academy Oliver (Middle) school administration, teachers, staff, and students, as well as the District administration. Since the alternatives under review include two addition/renovation facility options three (3) Initial Space Summaries are included with this Section.

Existing Building size confirmation: Oliver Partnership Elementary was found to be 77,593 gross square feet based on existing documentation acquired. The chart below shows the gross square footage of the building.

Comparisons to the MSBA Guidelines are included at the end of this section.

Oliver Partnership Elementary School	
Building Space	Area (GSF)
Basement	
Art	
Music	
Cafeteria / Kitchen	
Custodial	
Bathrooms	
Subtotal	26,576
First Floor	
Administration	
Gymnatorium / Stage	
Classrooms	
Subtotal	22,757
Second Floor	
Classrooms	
Administration	
Subtotal	18,559
Third Floor	
Classrooms	
Subtotal	9,700
Total Building	
Total	77,593

PROGRAMMING

There were 22 initial programming meetings conducted between May 13 and 17, 2019 that included teachers, administrators, staff and students. The meeting reports, located in Appendix 8.2 of this report, are a record of those discussions. The meeting reports do not represent a promise of inclusion in the project but rather participants' desires as well as attitudes towards organization and pedagogy for teaching and learning.

VISIONING

On June 06 and September 23, several Visioning Sessions were conducted which included: teachers, administrators, parents, civic leaders, higher education partners and members of the community. The day included presentations and workshops that focused on 21st Century Teaching and Learning and how that can impact the schools' built environment. The Visioning Session Reports are included in Appendix 8.3.

Visioning Session focused on:

- Priority Goals for the renovated/new elementary school
- 21st Century Teaching and Learning Practices - What is relevant / not relevant to Lawrence Public Schools
- Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)
- 21st Century Learning Goals
- 21st Century Design Patterns
- Guiding Principles

The following is a summary of the educational space deficiencies associated with converting the existing Oliver Partnership Elementary School into a 21st Century Elementary School.

- Over 58% of programmable spaces are sized at least 20% less than either the MSBA or DESE Guidelines.
- The building lacks sufficient variety and flexibility in the teaching/learning environments to allow for differentiated and personalized learning.
- The building is not fully accessible and would require substantial interventions to create a building that serves all students and staff equally.
- The building lacks the size and types of rooms needed to support Special Education.

The Initial Summary of Spaces addresses the needs of the Educational Program, the Curriculum, and reflects the aspirations identified through the Visioning process and Programming meetings.

3.2 Narrative Description of the Variances between Proposed Program and MSBA Guidelines

The following is a summary of the variances found in the proposed space summaries as compared to the standard collection and quantities of spaces as laid out per the MSBA Guidelines:

Core Academic Spaces:

- Eight English Language Learner (ELL) spaces—one per grade level, excluding Kindergarten—are planned for the new school, each at 900 SF. These spaces are required to address the large and fast-growing population in Lawrence of students whose primary language is not English. These spaces will be used as a fully functioning EL classroom typically for two periods per day and will otherwise serve as a flexible neighborhood learning commons space for co-teaching, collaboration and breakout. This communal space expands the corridor to accommodate grade level or multi-grade groups and allow them to collaborate in a flexible learning environment. One Commons is planned for each grade level excluding Kindergarten.
- Two (2) 900 square-foot Newcomers Classrooms are planned for the 1,000-student school. One would be designated for each the Elementary and Middle Schools. The MSBA Space Summary does not include any allowance for this type of space. Both schools have a large cohort of newcomers to the country. 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. Its use is described in detail in the Educational Program.
- One (1) STE space is planned for grades 3-6 at 1080 SF. MSBA Guidelines recommend (1) STE space per 350 students in grades 3-6. The 1,000-student solution includes 445 students in grades 3-6 which results in the Oliver School being eligible for two (2) STE spaces; however, only one STE space is requested for the Elementary in this case, due to the Educational Complex intent to keep the schools separate in Core Curriculum areas. This STE classroom will support grades 3-5 and will be staffed with a qualified science teacher. These spaces are for project-based learning with an increased use of technology and will house age appropriate tools and machines. Due to the UP Academy educational model, the second STE room at 1,080 sf will serve as a science room for grade 6 at 1,440 sf. Additionally, grades 7 and 8 will be provided with one (1) Science Classroom each. UP Academy currently has three full time science teachers and plans on continuing this curriculum.
- A difference between the MSBA Space Summary and the project Space Summary is the number of general education classrooms. In lieu of providing 5 sections per grade, the Oliver schools' population will be better served by grade level hubs consisting of 4 sections of general education classrooms, plus one EL / Learning Commons per grade level in grades 1-5, and 4 sections of general education classrooms; one EL / Learning Commons and one Science Room per grade level in grades 6-8.

Special Education:

Special Education is delivered in the least restrictive environments. While much of the Special Education student services will be provided in an inclusionary (push into 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.

- The collection of proposed primary Special Education spaces has been coordinated with the existing programs on site at the elementary and middle schools, and those that are proposed in the Educational Program.
- Full size Self-Contained rooms are planned only for the two Substantially Separate ASD classrooms. Each of these will include a toilet. This differs from the MSBA guidelines of 6 rooms at 950 sf ea. The delta of square footage is incorporated in other ways as described below and in the Education Plan.
- One 600 sf Resource Rooms per grade level is planned. These will provide close by support to the classrooms. This approach results from the typical classroom size being proposed (900 SF), and the desire to have the Resource Room spaces integrate into the grade level suite.
- Two Small Group rooms are planned for 150 SF within each grade level suite. These small rooms will serve groups of 1 to 3 students for speech and language remediation as well as for differentiated and or personalized instruction.
- Two lager (350 sf) Small Group Rooms are planned for each school. These rooms will accommodate groups of 8-12 students for differentiated instruction.
- Sensory Rooms: 3 for OPS and 2 for UAO, will serve students with sensory regulation and social / emotional challenges. Small de-escalation spaces will be included in each of these rooms for students requiring a calm, safe and protected area to recalibrate their behavior.
- An Occupational Therapy (OT) and Physical Therapy (PT) room is planned for 1,000 SF both for fine motor skills instruction and to house necessary OT and PT equipment. This space will support the development of both fine and gross motor skills and others as described in the Educational Program. It will serve all grades K-8. Additionally, the auxiliary gym at 4,000 sf is intended for OT/PT gross motor skills instruction and therapy, and to house necessary equipment.
- Special Education (IEP) chairperson and speech and language pathologist are full time specialists residing in the school

Art & Music:

- The K-5 art curriculum and schedule supports one FTE art teacher. Therefore, only one room is requested. There is no change to the number of art rooms requested for grade 6-8.
- Since two art rooms are planned, the art workroom with kiln and storage area is divided between two rooms rather than three. No change to total allowable area.
- There is no Band/Chorus program in these schools, so no room is requested. The program that exists and will continue is a dance program. This is listed in the summary of spaces as a separate line, but there is no change to the total allowable area.
- A single Ensemble Room is will serve the K-5 population better than multiple practice rooms. No change to area.

Health & Physical Education:

The urban environment of Lawrence provides significantly less outdoor play area for physical education. Indoor instruction and play makeup the majority of the PE curriculum. Currently both schools rely on use of the nearby YMCA/YWCA for PE and health and wellness programs.

- An additional 2000 SF has been added to the MSBA standard 6000 SF gymnasium allowance. This is to support the large school population and is sized to be equivalent to the other Educational Complexes in the District. It is understood that the MSBA will not participate in the funding of this additional area. (Per 11/2/2016 Memorandum)
- A 4,000 sf Auxiliary Gym is requested to serve for OT/PT gross motor skills instruction and therapy. When not scheduled for OT/PT, this second gym will serve as supplemental teaching stations for PE. It will also serve the community and match the facilities provided in Lawrence's other Educational Complexes.
- Each of two gym spaces will require Storage Rooms. A second 150 sf storage room is requested.
- Each school has a full time PE teacher. A second Health Instructor's office with shower and toilet is requested.

Media Center:

- Neither the Oliver Partnership School nor UP Academy Schools currently have staffed libraries. That is anticipated to change with this new project. There is a desire to distribute some books to Grade Level Libraries. 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.
- Rooms / areas are planned at 200 SF each for the eight (8) grade level neighborhoods to distribute reading materials closer to the classrooms. The proposed Media Center has been decreased in size by 1,600 SF to accommodate these Grade Level Reading Rooms. No change to total allowable area.

Dining & Food Services:

- It is anticipated that the school cafeterias may be located separately. 500 sf has been added to accommodate a remote servery.

Medical

- Two full time nurses will staff the two schools necessitating a larger office.
- Examination / Resting has been divided into separate lines. Examination rooms are required for each of the schools. Resting has been increased by 100 sf to accommodate the two schools and large population.
- A 60 sf storage room has been added for large medical items that cannot be stored in cabinets.

Administration & Guidance:

This Educational Complex combines two schools under one roof. Each school has an administration (principal / co-leaders; assistant principals, guidance and other staff) that are unique to their schools. It is anticipated that the respective "main offices" will likely be remote from each other as will the student populations. Efforts have been made to combine the positions or space requirements to minimize redundancies. This "two administrative organization" results in an additional 4,068 square feet.

OPS Elementary

- Principal's office is increased by 75 sf. This room is shared by the two co-leaders of the school
- Principal's secretary / waiting – space eliminated - there is no secretary. Waiting will take place in the General Office
- Duplicating room – space eliminated – activity will take place in the teachers planning rooms
- Supervisory / Space office will be occupied by the safety Officer. This will be shared by the two schools. No change of area.
- General Waiting Room (Guidance) - space eliminated
- Guidance Office – reduced from 750 sf to 450 sf, 3 staff positions rather than 5
- Guidance Office Inclusion team – added 200 sf office, to be share by 2 existing staff positions
- Guidance Office Evaluation Team Facilitator – added 125 sf office, existing staff position
- Guidance Office Speech – added 200 sf office, existing staff position
- Instructional Coaches - added 300 sf office, to be share by 3 existing staff positions
- Union Office - added 125 sf office, existing staff position

UAO Middle

Space allocated by room is based on MSBA Guidelines; due to two-school model, additional spaces have been requested. Some spaces/positions are shared with OPS.

Other:

- Catie's Closet – both OPS and UAO serve a community that has a high poverty rate, at risk and some McKenney Vento students. This program provides these students with free of charge, on demand clothing basics and hygiene products. A 400 sf room is added to provide for this program.

- Family Resource Center - A dedicated space for parent engagement to reinforce the message that our school community values parents as partners. See the Education Plan for a deeper description. A 700 sf room is added to provide for this program.

3.3 Scaled Floor Plans of the Existing Facility

Plans of the existing facility are attached for reference at the end of this Section.

3.4 Section Appendices

3.1 Space Summaries

- K-4 (340 Students) Add/ Reno
- K-4 (340 Students) New
- 1-4 (760 Students) New

Proposed Space Summary- K - 8 Schools

Addition/Renovation

Date: Enter Date Enter Submittal

Oliver Partnership School Grades K-8 (1000 students)	Existing Conditions			PROPOSED: Existing to Remain/Renovated			PROPOSED: New			PROPOSED: Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**30,696**			**48,730**		**0**	**0**		**54**	**48,730**		**52**	**48,180**	
(List classrooms of different sizes separately)																
Pre-Kindergarten w/ toilet	0	0	0	0	0	0				0	0	0	1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	0	0	0	1,200	6	7,200				1,200	6	7,200	1,200	6	7,200	1,100 SF min - 1,300 SF max; 2 sinks min. req
General Classrooms - Grades 1-6	varies	25	17,923	900	24	21,600				900	24	21,600	950	29	27,550	900 SF min - 1,000 SF max; 2 sinks min. req
STE Room- Grades 3-6 (3-5)	0	0	0	1,080	1	1,080				1,080	1	1,080	1,080	2	2,160	Refer to STE Guidelines for Addition
STE Storage	0	0	0	120	1	120				120	1	120	120	2	240	Refer to STE Guidelines for Addition
General Classrooms - Grades 7-8	varies	6	2,204	900	7	6,300				900	7	6,300	950	8	7,600	850 SF min - 950 SF max
Science Classroom / Lab- Grades 7-8 (6-8)	varies	2	1,598	1,440	2	2,880				1,440	2	2,880	1,440	2	2,880	1 period / day / student
Prep room	0	0	0	200	2	400				200	2	400	200	2	400	
Central Chemical Storage Rm	0	0	0	150	1	150				150	1	150	150	1	150	
EL Classroom - Grades 1-5 (/NLC)	varies	5	3,541	900	5	4,500				900	5	4,500				
EL Classroom - Grades 6-8 (/NLC)	varies	8	5,430	900	3	2,700				900	3	2,700				
OPS New Comers Classroom - ES	0	0	0	900	1	900				900	1	900				
UAO New Comers Classroom - MS	0	0	0	900	1	900				900	1	900				
SPECIAL EDUCATION			**5,525**			**13,720**			**0**			**13,720**			**16,120**	
(List rooms of different sizes separately)																
Self-Contained SPED - Grades K-5, toilet, ASD-OPS		1	788	950	1	950				950	1	950	950	6	5,700	900-1,300 SF equal to surrounding classrooms
Self-Contained SPED - Grades 6-8 toilet, ASD-UAO		1	506	950	1	950				950	1	950	950	6	5,700	850-950 SF equal to surrounding classrooms
Self-Contained SPED - Grades K-6 toilet	varies	3	2,121	60	1	60				60	1	60	60	6	360	
Self-Contained SPED - Grades 7-8 toilet		2	1,196	60	1	60				60	1	60	60	6	360	
Resource Room - Grades K-5, OPS	0	0	0	600	6	3,600				600	6	3,600	500	4	2,000	
Resource Room - Grades 6-8, UAO		1	292	600	3	1,800				600	3	1,800	500	1	500	
Small Group Room / Reading, Grades K-5, OPS	0	0	0	150	10	1,500				150	10	1,500	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading, Grades K-5, OPS	0	0	0	350	2	700				350	2	700				
Small Group Room / Reading, Grades 6-8, UAO	0	0	0	150	6	900				150	6	900				
Small Group Room / Reading, Grades 6-8, UAO	0	0	0	350	2	700				350	2	700				
Sensory Room - OPS	0	0	0	250	3	750				250	3	750				
Sensory Room - UAO	0	0	0	250	2	500				250	2	500				
OT / PT	0	0	0	1,000	1	1,000				1,000	1	1,000				
IEP Chairperson (EFT) Shared		1	330	125	1	125				125	1	125				
Speech & Language Pathologist		1	292	125	1	125				125	1	125				
ART & MUSIC			**4,335**			**5,925**			**0**			**5,925**			**8,125**	
Art Classroom - Grades K-6 (K-5)		1	1,407	1,000	1	1,000				1,000	1	1,000	1,000	2	2,000	assumed schedule 2 times / week / student
Art Classroom - Grades 7-8 (6-8)	0	0	0	1,200	1	1,200				1,200	1	1,200	1,200	1	1,200	assumed use - 50% population 2 times / week
Art Workroom w/ Storage & kiln	0	0	0	225	2	450				225	2	450	150	3	450	
Band / Chorus - 100 seats	0	0	0	0	0	0				0	0	0	1,500	1	1,500	
Music Classroom / Large Group - 25-50 seats		1	1,426	1,200	1	1,200				1,200	1	1,200	1,200	2	2,400	assumed schedule 2 times / week / student
Music Practice / Ensemble - Grades K-6	0	0	0	375	1	375				375	1	375	75	5	375	
Music Practice / Ensemble - Grades 7-8	0	0	0	200	1	200				200	1	200	200	1	200	
Dance (multi-purpose)	varies	2	1,502	1,500	1	1,500				1,500	1	1,500				
VOCATIONS & TECHNOLOGY			**17,405**			**1,440**			**0**			**1,440**			**1,440**	
Technology/Engineering Rooms	0	0	0	1,440	1	1,440				1,440	1	1,440	1,440	1	1,440	Assumed use - 50% Population - 5 times/week; 850 SF - 2,000 SF; Based on Grades 7-8
HEALTH & PHYSICAL EDUCATION			**17,405**			**0**			**14,646**			**14,646**			**8,322**	Excess PE Spaces Policy
Gymnasium	varies	2	16,782				8,000	1	8,000	8,000	1	8,000	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom		1	623				150	2	300	150	2	300	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0				173	2	346	173	2	346	172	1	172	
Locker Rooms - Boys / Girls w/ Toilets	0	0	0				1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	
Auxiliary Gym / OTPT Gym	0	0	0				4,000	1	4,000	4,000	1	4,000				
MEDIA CENTER			**8,264**			**5,383**			**0**			**5,383**			**5,383**	
Media Center/Reading Room	varies	2	8,264	3,783	1	3,783				3,783	1	3,783	0	1	-	distributed
Grade Level Libraries				200	8	1,600				200	8	1,600	5,383	1	5,383	distributed
DINING & FOOD SERVICE			**13,775**			**3,550**			**9,233**			**12,783**			**12,283**	
Cafeteria / Dining - Elementary School		1	1,301				5,000	1	5,000	5,000	1	5,000	7,500	1	7,500	2 seatings - 1SSF per seat
Cafeteria / Dining - Middle School		1	7,231	2,500	1	2,500				2,500	1	2,500				
Kitchen & Serverey - Elementary School		1	1,216				2,300	1	2,300	2,300	1	2,300	2,300	1	2,300	1600 SF for first 300 + 1 SF/student Add'l
Remote Servery - Middle School		1	3,421	500	1	500				500	1	500				
Chair / Table / Equipment Storage - ES		0	0				333	1	333	333	1	333	533	1	533	200 SF for first 300 + .333 SF/student Add'l
Chair / Table / Equipment Storage - MS		0	0	200	1	200				200	1	200				
Staff Lunch Room		1	606	350	1	350				350	1	350	350	1	350	200 SF for first 400 + .25 SF/student Add'l
Stage	varies	2					1,600	1	1,600	1,600	1	1,600	1,600	1	1,600	
MEDICAL			**556**			**930**			**0**			**930**			**710**	
Medical Suite Toilet				60	2	120				60	2	120	60	1	60	
Nurses' Office / Waiting Room				300	1	300				300	1	300	250	1	250	2 FT nurses
Examination Room / Resting				100	2	200				100	2	200	100	4	400	exam only
Resting / cots				250	1	250				250	1	250				
Storage				60	1	60				60	1	60				
ADMINISTRATION & GUIDANCE			**5,349**			**7,537**			**0**			**7,537**			**3,469**	
OPS - Elementary			2,511													
Principal's Office w/ Conference Area				450	1	450				450	1	450	375	1	375	Co-Leaders
~~Principal's Secretary / Waiting~~				0	0	0				0	0	0	125	0	-	
Assistant Principal's Office - AP1				127	1	127				127	1	127	127	1	127	
~~Assistant Principal's Office - AP2~~				0	0	0				0	0	0	127	0	-	
General Office / Waiting Room / Toilet				639	1	639				639	1	639	639	1	639	includes clerk and mailroom
Conference room				272	1	272				272	1	272	272	1	272	
Teachers' Mail and Time Room (storage)				100	1	100				100	1	100	100	1	100	
~~Duplicating Room~~				0	0	0				0	0	0	161	1	161	in teachers work room
Records Room				130	1	130				130	1	130	130	1	130	Admin & Guidance shared
Supervisory / Spare Office (Safety Officer)				127	1	127				127	1	127	127	1	127	shared between schools
~~General Waiting Room~~				0	0	0				0	0	0	100	1	100	
Guidance Office				150	3	450				150	3	450	150	5	750	
Guidance Office - Inclusion team				200	1	200				200	1	200				shared by 2 people
Guidance Office - evaluation team facilitator				125	1	125				125	1	125				
Guidance Office - speech				200	1	200				200	1	200				shared by 2 people
Guidance Storeroom				38	1	38				38	1	38	38	1	38	
Teachers' Work Room (Planning)				635	1	635				635	1	635	650	1	650	
Instructional Coaches				300	1	300				300	1	300				shared by 3 people
Union office				125	1	125				125	1	125				
UAO - Middle			2,838													
Principal's Officew/conference				450	1	450				450	1	450				shared with Director of Operations (admin conference)
Assistant Principal's Office - (2 AP's)				250	1	250				250	1	250				sgared
General Office / Waiting Room / Toilet				623	1	623				623	1	623				
Special Projects Coordinator				125	1	125				125	1	125				
Guidance Office (School Counselor)				150	2	300				150	2	300				
School Psychologist				125	1	125				125	1	125				shared by 2 schools
Guidance Conference				273	1	273				273	1	273				
School Culture (Behavior)				300	1	300				300	1	300				shared by 3 people
Classroom Deferral room				500	1	500				500	1	500				
Guidance Storeroom				38	1	38				38	1	38				
Teachers' Work Room (Planning)				635	1	635				635	1	635				
CUSTODIAL & MAINTENANCE			**2,814**			**200**			**2,341**			**2,541**			**2,572**	
Custodian's Office							150	1	150	150	1	150	150	1	150	
Custodian's Workshop							346	1	346	346	1	346	347	1	347	
Custodian's Storage							375	1	375	375	1	375	375	1	375	
Storeroom							647	1	647	647	1	647	667	1	667	
Recycling Room / Trash							400	1	400	400	1	400	400	1	400	
Receiving and General Supply							423	1	423	423	1	423	433	1	433	
Network / Telecom Room				200	1	200				200	1	200	200	1	200	
OTHER			**0**			**1,100**			**0**			**1,100**			**0**	
Other *(specify)*																
Catie's Closet				400	1	400				400	1	400				
Family Resource Center				700	1	700				700	1	700				
Total Building Net Floor Area (NFA)			**106,124**			**88,515**			**26,220**			**114,735**			**106,605**	8,131
Proposed Student Capacity / Enrollment															**1000**	Enter grade enrollments below
													K-6	78%	**333**	Lower Elementary; Grades K-2
															445	Upper Elemntary; Grades 3-6
													7-8	22%	**222**	Middle/Jr. High; Grades 7-8
NON-PROGRAMMED SPACES					% of GFA	**64,148**		% of GFA	**13,110**		% of GFA	**57,368**				
Other Occupied Rooms (list separately)					0%			0%			0%					Non-Programmed space areas are
					0%			0%			0%					required to be included in the
					0%			0%			0%					following submittals:
					0%			0%			0%					Schematic Design Submittal
Unoccupied MEP/FP Spaces					0%			0%			0%					Design Development Submittal
Unoccupied Closets, Supply Rooms & Storage Rooms					0%			0%			0%					60% Construction Documents
Toilet Rooms					0%			0%			0%					90% Construction Documents
Circulation (corridors, stairs, ramps & elevators)					0%			0%			0%					Final Construction Documents
Remaining[3]					42%	**64,148**		33%	**13,110**		33%	**57,368**				
Total Building Gross Floor Area (GFA)[2]			172,336			**152,663**			**39,330**			**172,103**			**159,907**	12,196
Grossing factor (GFA/NFA)			**1.62**			**1.72**			**1.50**			**1.50**			**1.50**	

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

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

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architect Firm: SMMA

Name of Principal Architect: Alex Pitkin

Signature of Principal Architect: Alex Pitkin

Date: 11/7/2019

Proposed Space Summary- K - 8 Schools

New Construction

Date: 11/7/2020 **Preliminary Design Program**

Oliver Partnership School Grades K-8 (1000 students)	**Existing Conditions**			**PROPOSED**									**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
				Existing to Remain/Renovated			**New**			**Total**						
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**30,696**			**0**		**57**	**51,270**		**57**	**51,270**		**52**	**48,180**	
(List classrooms of different sizes separately)																
Pre-Kindergarten w/ toilet	0	0	0				0	0	0	0	0	0	1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	0	0	0				1,200	6	7,200	1,200	6	7,200	1,200	6	7,200	1,100 SF min - 1,300 SF max; 2 sinks min. req
General Classrooms - Grades 1-6	varies	25	17,923				900	24	21,600	900	24	21,600	950	29	27,550	900 SF min - 1,000 SF max; 2 sinks min. req
STE Room- Grades 3-6 (3-5)	0	0	0				1,080	1	1,080	1,080	1	1,080	1,080	2	2,160	Refer to STE Guidelines for Addition
STE Storage	0	0	0				120	1	120	120	1	120	120	2	240	Refer to STE Guidelines for Addition
General Classrooms - Grades 7-8	varies	6	2,204				900	8	7,200	900	8	7,200	950	8	7,600	850 SF min - 950 SF max
Science Classroom / Lab- Grades 7-8 (6-8)	varies	2	1,598				1,440	3	4,320	1,440	3	4,320	1,440	2	2,880	1 period / day / student
Prep room	0	0	0				200	3	600	200	3	600	200	2	400	
Central Chemical Storage Rm	0	0	0				150	1	150	150	1	150	150	1	150	
EL Classroom - Grades 1-5 (/NLC)	varies	5	3,541				900	5	4,500	900	5	4,500				
EL Classroom - Grades 6-8 (/NLC)	varies	8	5,430				900	3	2,700	900	3	2,700				
OPS New Comers Classroom - ES	0	0	0				900	1	900	900	1	900				
UAO New Comers Classroom - MS	0	0	0				900	1	900	900	1	900				
SPECIAL EDUCATION			**5,525**			**0**			**13,720**			**13,720**			**16,120**	
(List rooms of different sizes separately)																
Self-Contained SPED - Grades K-5, toilet, ASD-OPS		1	788				950	1	950	950	1	950	950	6	5,700	900-1,300 SF equal to surrounding classrooms
Self-Contained SPED - Grades 6-8 toilet, ASD-UAO		1	506				950	1	950	950	1	950	950	6	5,700	850-950 SF equal to surrounding classrooms
Self-Contained SPED - Grades K-6 toilet	varies	3	2,121				60	1	60	60	1	60	60	6	360	
Self-Contained SPED - Grades 7-8 toilet		2	1,196				60	1	60	60	1	60	60	6	360	
Resource Room - Grades K-5, OPS	0	0	0				600	6	3,600	600	6	3,600	500	4	2,000	
Resource Room - Grades 6-8, UAO		1	292				600	3	1,800	600	3	1,800	500	1	500	
Small Group Room / Reading, Grades K-5, OPS	0	0	0				150	10	1,500	150	10	1,500	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading, Grades K-5, OPS	0	0	0				350	2	700	350	2	700				
Small Group Room / Reading, Grades 6-8, UAO	0	0	0				150	6	900	150	6	900				
Small Group Room / Reading, Grades 6-8, UAO	0	0	0				350	2	700	350	2	700				
Sensory Room - OPS	0	0	0				250	3	750	250	3	750				
Sensory Room - UAO	0	0	0				250	2	500	250	2	500				
OT / PT	0	0	0				1,000	1	1,000	1,000	1	1,000				
IEP Chairperson (EFT) Shared		1	330				125	1	125	125	1	125				
Speech & Language Pathologist		1	292				125	1	125	125	1	125				
ART & MUSIC			**4,335**			**0**			**5,925**			**5,925**			**8,125**	
Art Classroom - Grades K-6 (K-5)		1	1,407				1,000	1	1,000	1,000	1	1,000	1,000	2	2,000	assumed schedule 2 times / week / student
Art Classroom - Grades 7-8 (6-8)	0	0	0				1,200	1	1,200	1,200	1	1,200	1,200	1	1,200	assumed use - 50% population 2 times / week
	0	0	0				225	2	450	225	2	450	150	3	450	
Band / Chorus - 100 seats	0	0	0				0	0	0	0	0	0	1,500	1	1,500	
Music Classroom / Large Group - 25-50 seats		1	1,426				1,200	1	1,200	1,200	1	1,200	1,200	2	2,400	assumed schedule 2 times / week / student
Music Practice / Ensemble - Grades K-6	0	0	0				375	1	375	375	1	375	75	5	375	
Music Practice / Ensemble - Grades 7-8	0	0	0				200	1	200	200	1	200	200	1	200	
Dance (multi-purpose)	varies	2	1,502				1,500	1	1,500	1,500	1	1,500				
VOCATIONS & TECHNOLOGY			**17,405**			**0**			**1,440**			**1,440**			**1,440**	
Technology/Engineering Rooms	0	0	0				1,440	1	1,440	1,440	1	1,440	1,440	1	1,440	Assumed use - 50% Population - 5 times/week; 850 SF - 2,000 SF; Based on Grades 7-8
HEALTH & PHYSICAL EDUCATION			**17,405**			**0**			**14,646**			**14,646**			**8,322**	Excess PE Spaces Policy
Gymnasium	varies	2	16,782				8,000	1	8,000	8,000	1	8,000	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom		1	623				150	2	300	150	2	300	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0				173	2	346	173	2	346	172	1	172	
Locker Rooms - Boys / Girls w/ Toilets	0	0	0				1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	
Auxiliary Gym	0	0	0				4,000	1	4,000	4,000	1	4,000				OTPT Gross Motor
MEDIA CENTER			**8,264**			**0**			**5,383**			**5,383**			**5,383**	
Media Center/Reading Room	varies	2	8,264				3,783	1	3,783	3,783	1	3,783	5,383	1	5,383	
Grade Level Libraries							200	8	1,600	200	8	1,600				distributed
DINING & FOOD SERVICE			**13,775**			**0**			**12,783**			**12,783**			**12,283**	
Cafeteria / Dining - Elementary School		1	1,301				5,000	1	5,000	5,000	1	5,000	7,500	1	7,500	2 seatings - 15SF per seat
Cafeteria / Dining - Middle School		1	7,231				2,500	1	2,500	2,500	1	2,500				
Kitchen & Serverey - Elementary School		1	1,216				2,300	1	2,300	2,300	1	2,300	2,300	1	2,300	1600 SF for first 300 + 1 SF/student Add'l
Remote Servery - Middle School		1	3,421				500	1	500	500	1	500				
Chair / Table / Equipment Storage - ES		0	0				333	1	333	333	1	333	533	1	533	200 SF for first 300 + .333 SF/student Add'l
Chair / Table / Equipment Storage - MS		0	0				200	1	200	200	1	200				
Staff Lunch Room		1	606				350	1	350	350	1	350	350	1	350	200 SF for first 400 + .25 SF/student Add'l
Stage	varies	2					1,600	1	1,600	1,600	1	1,600	1,600	1	1,600	
MEDICAL			**556**			**0**			**1,080**			**1,080**			**710**	
Medical Suite Toilet							60	2	120	60	2	120	60	1	60	
Nurses' Office / Waiting Room							400	1	400	400	1	400	250	1	250	2 FT nurses
Examination Room / Resting							100	2	200	100	2	200	100	4	400	exam only, one for each school
Resting							300	1	300	300	1	300				resting only
Storage							60	1	60	60	1	60				
ADMINISTRATION & GUIDANCE			**5,349**			**0**			**7,537**			**7,537**			**3,469**	
OPS - Elementary			2,511													
Principal's Office w/ Conference Area							450	1	450	450	1	450	375	1	375	Co-Leaders
~~Principal's Secretary / Waiting~~							0	0	0	0	0	0	125	0	-	
Assistant Principal's Office - AP1							127	1	127	127	1	127	127	1	127	
~~Assistant Principal's Office - AP2~~							0	0	0	0	0	0	127	0	-	
General Office / Waiting Room / Toilet							639	1	639	639	1	639	639	1	639	includes clerk and mailroom
Conference room							272	1	272	272	1	272	272	1	272	
Teachers' Mail and Time Room (storage)							100	1	100	100	1	100	100	1	100	
~~Duplicating Room~~							0	0	0	0	0	0	161	1	161	in teachers work room
Records Room							130	1	130	130	1	130	130	1	130	Admin & Guidance shared
Supervisory / Spare Office (Safety Officer)							127	1	127	127	1	127	127	1	127	shared between schools
~~General Waiting Room~~							0	0	0	0	0	0	100	1	100	
Guidance Office							150	3	450	150	3	450	150	5	750	
Guidance Office - Inclusion team							200	1	200	200	1	200				shared by 2 people
Guidance Office - evaluation team facilitator							125	1	125	125	1	125				
Guidance Office - speech							200	1	200	200	1	200				shared by 2 people
Guidance Storeroom							38	1	38	38	1	38	38	1	38	
Teachers' Work Room (Planning)							635	1	635	635	1	635	650	1	650	
Instructional Coaches							300	1	300	300	1	300				shared by 3 people
Union office							125	1	125	125	1	125				
UAO - Middle			2,838													
Principal's Officew/conference							450	1	450	450	1	450				shared with Director of Operations (admin conference)
Assistant Principal's Office - (2 AP's)							250	1	250	250	1	250				sgared
General Office / Waiting Room / Toilet							623	1	623	623	1	623				
Special Projects Coordinator							125	1	125	125	1	125				
Guidance Office (School Counselor)							150	2	300	150	2	300				
School Psychologist							125	1	125	125	1	125				shared by 2 schools
Guidance Conference							273	1	273	273	1	273				
School Culture (Behavior)							300	1	300	300	1	300				shared by 3 people
Classroom Deferral room							500	1	500	500	1	500				
Guidance Storeroom							38	1	38	38	1	38				
Teachers' Work Room (Planning)							635	1	635	635	1	635				
CUSTODIAL & MAINTENANCE			**2,814**			**0**			**2,572**			**2,572**			**2,572**	
Custodian's Office							150	1	150	150	1	150	150	1	150	
Custodian's Workshop							347	1	347	347	1	347	347	1	347	
Custodian's Storage							375	1	375	375	1	375	375	1	375	
Storeroom							667	1	667	667	1	667	667	1	667	
Recycling Room / Trash							400	1	400	400	1	400	400	1	400	
Receiving and General Supply							433	1	433	433	1	433	433	1	433	
Network / Telecom Room							200	1	200	200	1	200	200	1	200	
OTHER			**0**			**0**			**1,100**			**1,100**			**0**	
Other *(specify)*																
Catie's Closet							400	1	400	400	1	400				
Family Resource Center							700	1	700	700	1	700				
Total Building Net Floor Area (NFA)			**106,124**			**0**			**117,456**			**117,456**			**106,605**	10,852
Proposed Student Capacity / Enrollment															**1000**	Enter grade enrollments below
													K-6	78%	**333**	Lower Elementary; Grades K-2
															445	Upper Elemntary; Grades 3-6
													7-8	22%	**222**	Middle/Jr. High; Grades 7-8
NON-PROGRAMMED SPACES					% of GFA	**0**		% of GFA	**58,728**		% of GFA	**58,728**				
Other Occupied Rooms (list separately)					#DIV/0!			0%			0%					Non-Programmed space areas are
					#DIV/0!			0%			0%					required to be included in the
					#DIV/0!			0%			0%					following submittals:
					#DIV/0!			0%			0%					Schematic Design Submittal
Unoccupied MEP/FP Spaces					#DIV/0!			0%			0%					Design Development Submittal
Unoccupied Closets, Supply Rooms & Storage Rooms					#DIV/0!			0%			0%					60% Construction Documents
Toilet Rooms					#DIV/0!			0%			0%					90% Construction Documents
Circulation (corridors, stairs, ramps & elevators)					#DIV/0!			0%			0%					Final Construction Documents
Remaining[3]					#DIV/0!	**0**		33%	**58,728**		33%	**58,728**				
Total Building Gross Floor Area (GFA)[2]			172,336			**0**			**176,184**			**176,184**			**159,907**	16,277
Grossing factor (GFA/NFA)			**1.62**			**#DIV/0!**			**1.50**			**1.50**			**1.50**	

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

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

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architect Firm: SMMA

Name of Principal Architect: Alex Pitkin

Signature of Principal Architect: Alex Pitkin

Date: 11/7/2019

Proposed Space Summary- 1 - 8 Schools

Addition/Renovation

Enter Submittal

Preliminary Design Program

Date: Enter Date **Enter Submittal**

Preferred Schematic Report

Schematic Design Submittal

Design Development Submittal

60% Construction Documents

90% Construction Documents

Final Construction Documents

Other

Oliver Partnership School Grades 1-8 (736 students)	**Existing Conditions**			**PROPOSED**									**MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)**			
				Existing to Remain/Renovated			**New**			**Total**						
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**ROOM NFA[1]**	**# OF RMS**	**area totals**	**Comments**
CORE ACADEMIC SPACES			**30,696**			**0**		**49**	**42,430**		**48**	**41,530**		**48**	**45,780**	
(List classrooms of different sizes separately)																
Pre-Kindergarten w/ toilet	0	0	0				0	0	0	0	0	0	1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet	0	0	0				1,200	0	0	1,200	0	0	1,200	6	7,200	1,100 SF min - 1,300 SF max; 2 sinks min. req
General Classrooms - Grades 1-6	varies	25	17,923				900	24	21,600	900	24	21,600	950	29	27,550	900 SF min - 1,000 SF max; 2 sinks min. req
STE Room- Grades 3-6 (3-5)	0	0	0				1,080	1	1,080	1,080	1	1,080	1,080	Refer to STE Guidelines for Additional information		
STE Storage	0	0	0				120	1	120	120	1	120	120	Refer to STE Guidelines for Additional information		
General Classrooms - Grades 7-8	varies	6	2,204				900	8	7,200	900	7	6,300	950	8	7,600	850 SF min - 950 SF max
Science Classroom / Lab- Grades 7-8 (6-8)	varies	2	1,598				1,440	2	2,880	1,440	2	2,880	1,440	2	2,880	1 period / day / student
Prep room	0	0	0				200	2	400	200	2	400	200	2	400	
Central Chemical Storage Rm	0	0	0				150	1	150	150	1	150	150	1	150	
EL Classroom - Grades 1-5 (/NLC)	varies	5	3,541				900	5	4,500	900	5	4,500				
EL Classroom - Grades 6-8 (/NLC)	varies	8	5,430				900	3	2,700	900	3	2,700				
OPS New Comers Classroom - ES	0	0	0				900	1	900	900	1	900				
UAO New Comers Classroom - MS	0	0	0				900	1	900	900	1	900				
SPECIAL EDUCATION			**5,525**			**0**			**13,720**			**13,720**			**15,620**	
(List rooms of different sizes separately)																
Self-Contained SPED - Grades K-5, toilet, ASD-OPS		1	788				950	1	950	950	1	950	950	6	5,700	900-1,300 SF equal to surrounding classrooms
Self-Contained SPED - Grades 6-8 toilet, ASD-UAO		1	506				950	1	950	950	1	950	950	6	5,700	850-950 SF equal to surrounding classrooms
Self-Contained SPED - Grades K-6 toilet	varies	3	2,121				60	1	60	60	1	60	60	6	360	
Self-Contained SPED - Grades 7-8 toilet		2	1,196				60	1	60	60	1	60	60	6	360	
Resource Room - Grades K-5, OPS	0	0	0				600	6	3,600	600	6	3,600	500	4	2,000	
Resource Room - Grades 6-8, UAO		1	292				600	3	1,800	600	3	1,800	500	1	500	
Small Group Room / Reading, Grades K-5, OPS	0	0	0				150	10	1,500	150	10	1,500	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Reading, Grades K-5, OPS	0	0	0				350	2	700	350	2	700				
Small Group Room / Reading, Grades 6-8, UAO	0	0	0				150	6	900	150	6	900				
Small Group Room / Reading, Grades 6-8, UAO	0	0	0				350	2	700	350	2	700				
Sensory Room - OPS	0	0	0				250	3	750	250	3	750				
Sensory Room - UAO	0	0	0				250	2	500	250	2	500				
OT / PT	0	0	0				1,000	1	1,000	1,000	1	1,000				
IEP Chairperson (EFT) Shared		1	330				125	1	125	125	1	125				
Speech & Language Pathologist		1	292				125	1	125	125	1	125				
ART & MUSIC			**4,335**			**0**			**5,925**			**5,925**			**8,125**	
Art Classroom - Grades 1-6 (1-5)		1	1,407				1,000	1	1,000	1,000	1	1,000	1,000	2	2,000	assumed schedule 2 times / week / student
Art Classroom - Grades 7-8 (6-8)	0	0	0				1,200	1	1,200	1,200	1	1,200	1,200	1	1,200	assumed use - 50% population 2 times / week
Art Workroom w/ Storage & kiln	0	0	0				225	2	450	225	2	450	150	3	450	
Band / Chorus - 100 seats	0	0	0				0	0	0	0	0	0	1,500	1	1,500	
Music Classroom / Large Group - 25-50 seats		1	1,426				1,200	1	1,200	1,200	1	1,200	1,200	2	2,400	assumed schedule 2 times / week / student
Music Practice / Ensemble - Grades 1-6	0	0	0				375	1	375	375	1	375	75	5	375	
Music Practice / Ensemble - Grades 7-8	0	0	0				200	1	200	200	1	200	200	1	200	
Dance (multi-purpose)	varies	2	1,502				1,500	1	1,500	1,500	1	1,500				
VOCATIONS & TECHNOLOGY			**17,405**			**0**			**1,440**			**1,440**			**1,440**	
Technology/Engineering Rooms	0	0	0				1,440	1	1,440	1,440	1	1,440	1,440	1	1,440	Assumed use - 50% Population - 5 times/week; 850 SF - 2,000 SF; Based on Grades 7-8
HEALTH & PHYSICAL EDUCATION			**17,405**			**0**			**14,646**			**14,646**			**8,353**	Excess PE Spaces Policy
Gymnasium	varies	2	16,782				8,000	1	8,000	8,000	1	8,000	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom		1	623				150	2	300	150	2	300	150	1	150	
Health Instructor's Office w/ Shower & Toilet	0	0	0				173	2	346	173	2	346	203	1	203	
Locker Rooms - Boys / Girls w/ Toilets	0	0	0				1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	
Auxiliary Gym	0	0	0				4,000	1	4,000	4,000	1	4,000				
MEDIA CENTER			**8,264**			**0**			**2,500**			**2,500**			**5,490**	
Media Center/Reading Room	varies	2	8,264				500	5	2,500	500	5	2,500	5,490	1	5,490	distributed
DINING & FOOD SERVICE			**13,775**			**11,646**			**863**			**12,509**			**10,921**	
Cafeteria / Dining - Elementary School		1	1,301	4,838	1	4,838				4,838	1	4,838	6,375	1	6,375	2 seatings - 1SSF per seat
Cafeteria / Dining - Middle School		1	7,231	2,438	1	2,438				2,438	1	2,438				
Kitchen & Serverey - Elementary School		1	1,216	2,270	1	2,270				2,270	1	2,270	2,150	1	2,150	1600 SF for first 300 + 1 SF/student Add'l
Remote Servery - Middle School		1	3,421	500	1	500				500	1	500				
Chair / Table / Equipment Storage - ES		0	0				310	1	310	310	1	310	483	1	483	200 SF for first 300 + .333 SF/student Add'l
Chair / Table / Equipment Storage - MS		0	0				210	1	210	210	1	210				
Staff Lunch Room		1	606				343	1	343	343	1	343	313	1	313	200 SF for first 400 + .25 SF/student Add'l
Stage	varies	2		1,600	1	1,600				1,600	1	1,600	1,600	1	1,600	
MEDICAL			**556**			**930**			**0**			**930**			**710**	
Medical Suite Toilet				60	2	120				60	2	120	60	1	60	
Nurses' Office / Waiting Room				300	1	300				300	1	300	250	1	250	2 FT nurses
Examination Room / Resting				100	2	200				100	2	200	100	4	400	exam only
Resting / cots				250	1	250				250	1	250				
Storage				60	1	60				60	1	60				
ADMINISTRATION & GUIDANCE			**5,349**			**7,523**			**0**			**7,523**			**3,569**	
OPS - Elementary			2,511													
Principal's Office w/ Conference Area				450	1	450				450	1	450	375	1	375	Co-Leaders
~~Principal's Secretary / Waiting~~				0	0	0				0	0	0	125	0	-	
Assistant Principal's Office - AP1				127	1	127				127	1	127	149	1	149	
~~Assistant Principal's Office - AP2~~				0	0	0				0	0	0	149	0	-	
General Office / Waiting Room / Toilet				623	1	623				623	1	623	663	1	663	includes clerk and mailroom
Conference room				273	1	273				273	1	273	320	1	320	
Teachers' Mail and Time Room (storage)				100	1	100				100	1	100	100	1	100	
~~Duplicating Room~~				0	0	0				0	0	0	190	1	190	in teachers work room
Records Room				131	1	131				131	1	131	153	1	153	Admin & Guidance shared
Supervisory / Spare Office (Safety Officer)				127	1	127				127	1	127	149	1	149	shared between schools
~~General Waiting Room~~				0	0	0				0	0	0	100	1	100	
Guidance Office				150	3	450				150	3	450	150	5	750	
Guidance Office - Inclusion team				200	1	200				200	1	200				shared by 2 people
Guidance Office - evaluation team facilitator				125	1	125				125	1	125				
Guidance Office - speech				200	1	200				200	1	200				shared by 2 people
Guidance Storeroom				38	1	38				38	1	38	45	1	45	
Teachers' Work Room (Planning)				635	1	635				635	1	635	575	1	575	
Instructional Coaches				300	1	300				300	1	300				shared by 3 people
Union office				125	1	125				125	1	125				
UAO - Middle			2,838													
Principal's Officew/conference				450	1	450				450	1	450				shared with Director of Operations (admin conference)
Assistant Principal's Office - (2 AP's)				250	1	250				250	1	250				sgared
General Office / Waiting Room / Toilet				623	1	623				623	1	623				
Special Projects Coordinator				125	1	125				125	1	125				
Guidance Office (School Counselor)				150	2	300				150	2	300				
School Psychologist				125	1	125				125	1	125				shared by 2 schools
Guidance Conference				273	1	273				273	1	273				
School Culture (Behavior)				300	1	300				300	1	300				shared by 3 people
Classroom Deferral room				500	1	500				500	1	500				
Guidance Storeroom				38	1	38				38	1	38				
Teachers' Work Room (Planning)				635	1	635				635	1	635				
CUSTODIAL & MAINTENANCE			**2,814**			**2,541**			**0**			**2,541**			**2,484**	
Custodian's Office				150	1	150				150	1	150	150	1	150	
Custodian's Workshop				346	1	346				346	1	346	409	1	409	
Custodian's Storage				375	1	375				375	1	375	375	1	375	
Storeroom				647	1	647				647	1	647	567	1	567	
Recycling Room / Trash				400	1	400				400	1	400	400	1	400	
Receiving and General Supply				423	1	423				423	1	423	383	1	383	
Network / Telecom Room				200	1	200				200	1	200	200	1	200	
OTHER			**0**			**1,100**			**0**			**1,100**			**0**	
Other *(specify)*																
Catie's Closet				400	1	400				400	1	400				
Family Resource Center				700	1	700				700	1	700				
Total Building Net Floor Area (NFA)			**106,124**			**23,740**			**81,524**			**104,364**			**102,491**	1,873
Proposed Student Capacity / Enrollment															**850**	Enter grade enrollments below
													K-6	92%	**333**	Lower Elementary; Grades K-2
															445	Upper Elemntary; Grades 3-6
													7-8	26%	**222**	Middle/Jr. High; Grades 7-8
NON-PROGRAMMED SPACES					% of GFA	**-23,740**		% of GFA	**40,762**		% of GFA	**52,182**				
Other Occupied Rooms (list separately)					#DIV/0!			0%			0%					Non-Programmed space areas are
					#DIV/0!			0%			0%					required to be included in the
					#DIV/0!			0%			0%					following submittals:
					#DIV/0!			0%			0%					Schematic Design Submittal
Unoccupied MEP/FP Spaces					#DIV/0!			0%			0%					Design Development Submittal
Unoccupied Closets, Supply Rooms & Storage Rooms					#DIV/0!			0%			0%					60% Construction Documents
Toilet Rooms					#DIV/0!			0%			0%					90% Construction Documents
Circulation (corridors, stairs, ramps & elevators)					#DIV/0!			0%			0%					Final Construction Documents
Remaining[3]					#DIV/0!	**-23,740**		33%	**40,762**		33%	**52,182**				
Total Building Gross Floor Area (GFA)[2]			172,336			**0**			**122,286**			**156,546**			**153,736**	2,810
Grossing factor (GFA/NFA)			**1.62**			**0.00**			**1.50**			**1.50**			**1.50**	

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

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

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

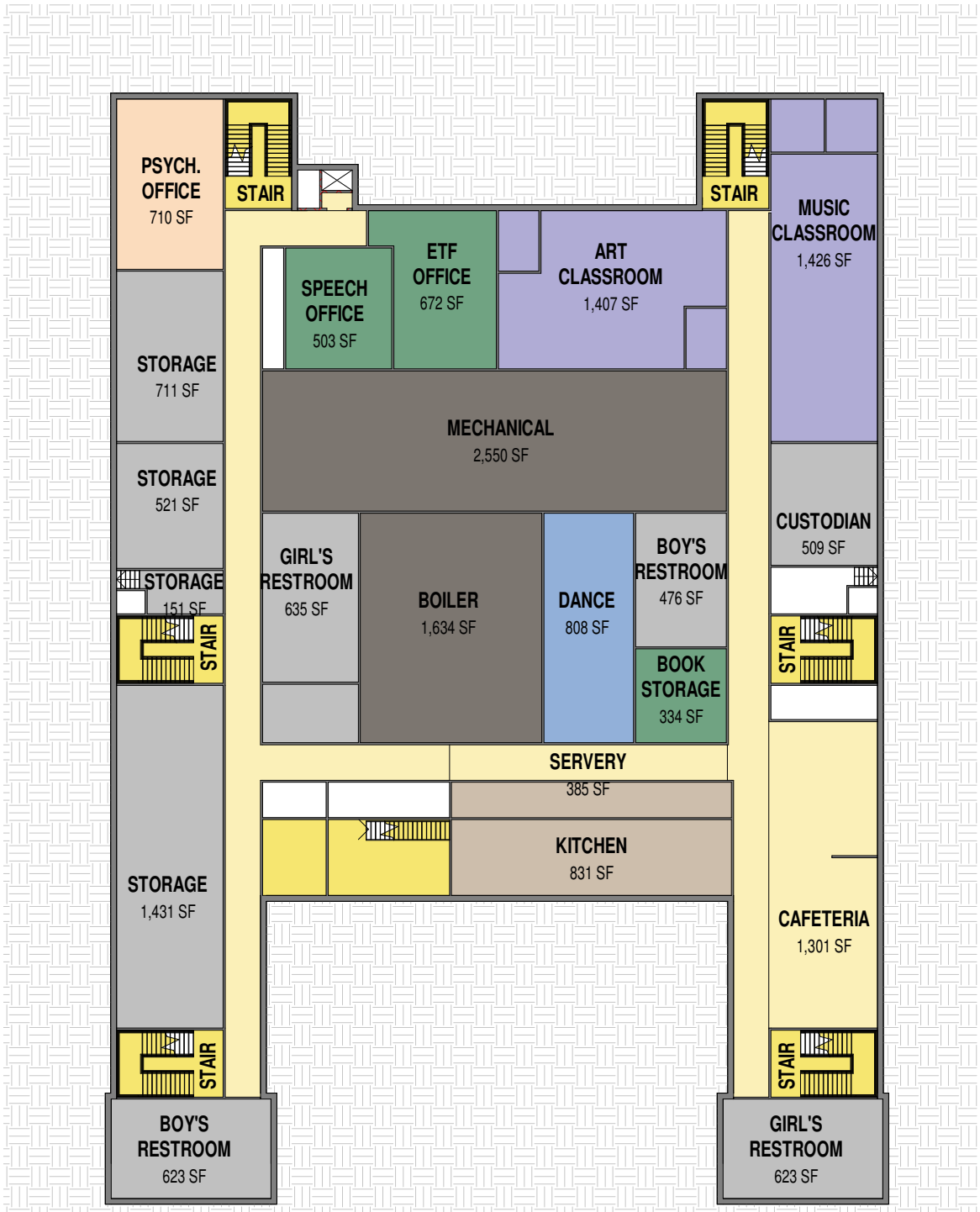
Name of Architect Firm: SMMA

Name of Principal Architect: Alex Pitkin

Signature of Principal Architect: Alex Pitkin

Date: 11/7/2019

3.3a Scaled Floor Plans of the Existing Facilities



PROGRAM PLAN LEGEND

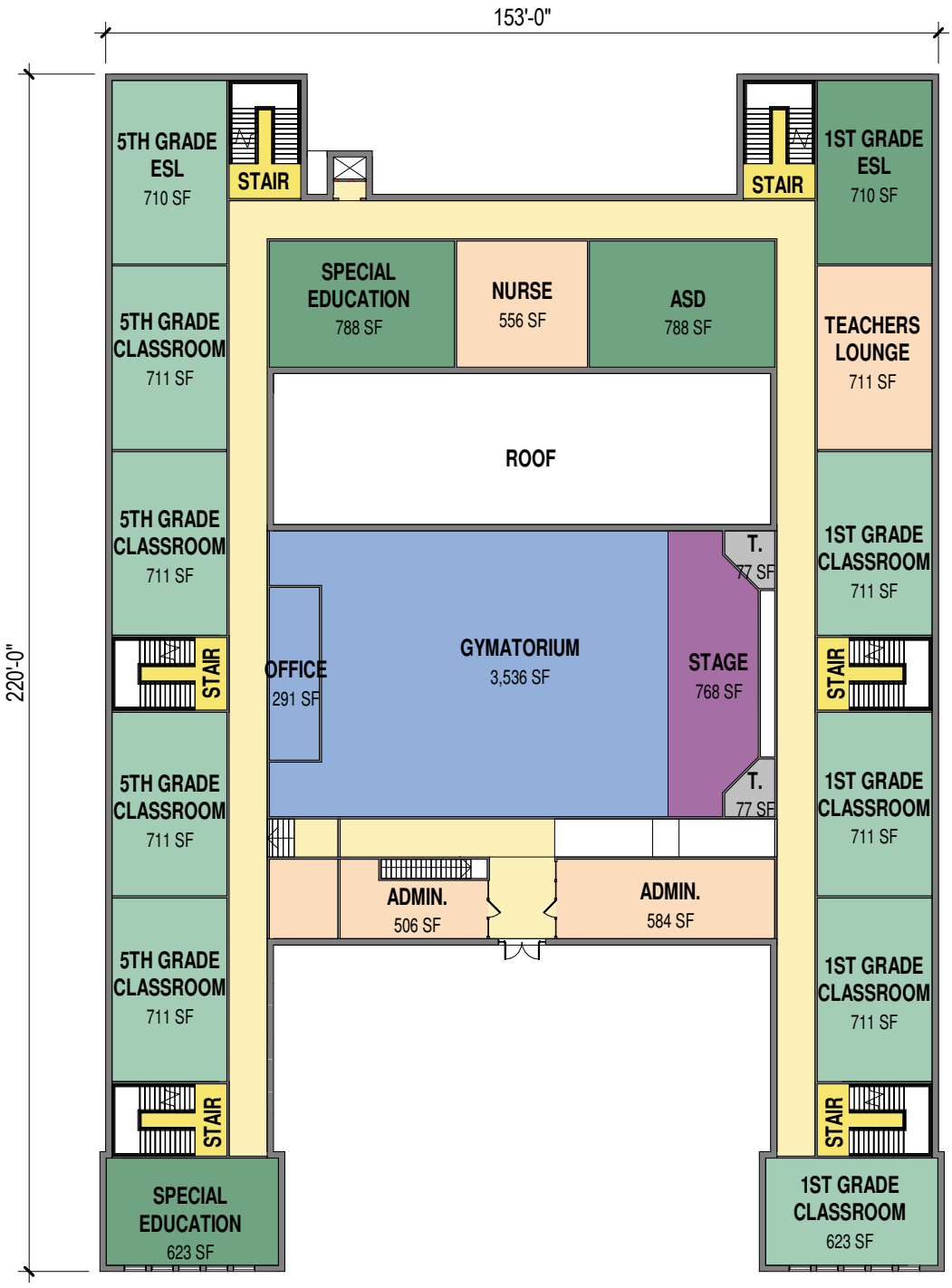
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- ART & MUSIC
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- PHYSICAL EDUCATION
- SPECIAL EDUCATION
- VERTICAL CIRCULATION

OLIVER PARTNERSHIP SCHOOL

EXISTING - BASEMENT LEVEL

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



PROGRAM PLAN LEGEND

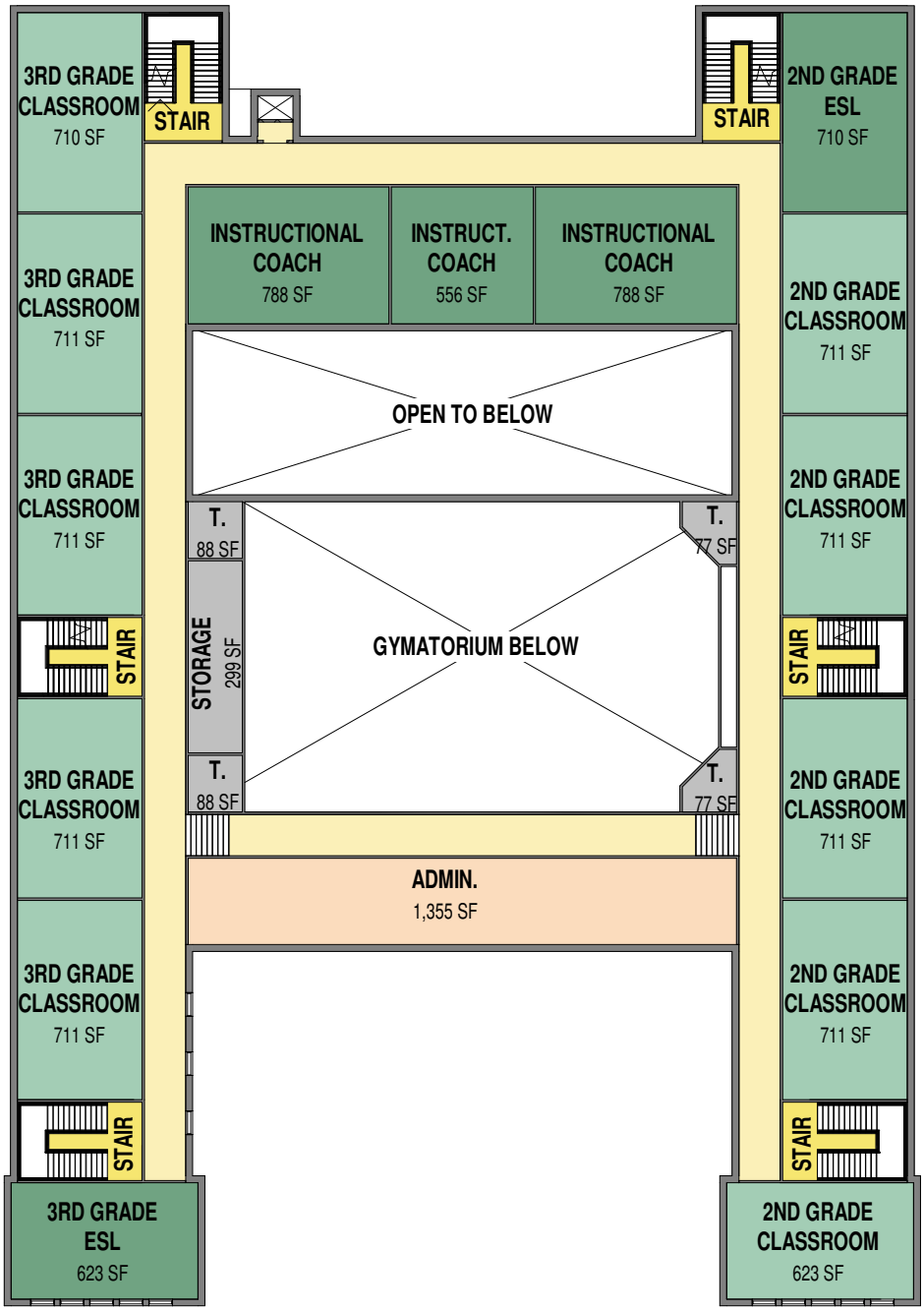
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- AUDITORIUM / PERFORMING ARTS & DRAMA
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- PHYSICAL EDUCATION
- SPECIAL EDUCATION
- VERTICAL CIRCULATION

OLIVER PARTNERSHIP SCHOOL

EXISTING - FIRST FLOOR PLAN

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



PROGRAM PLAN LEGEND

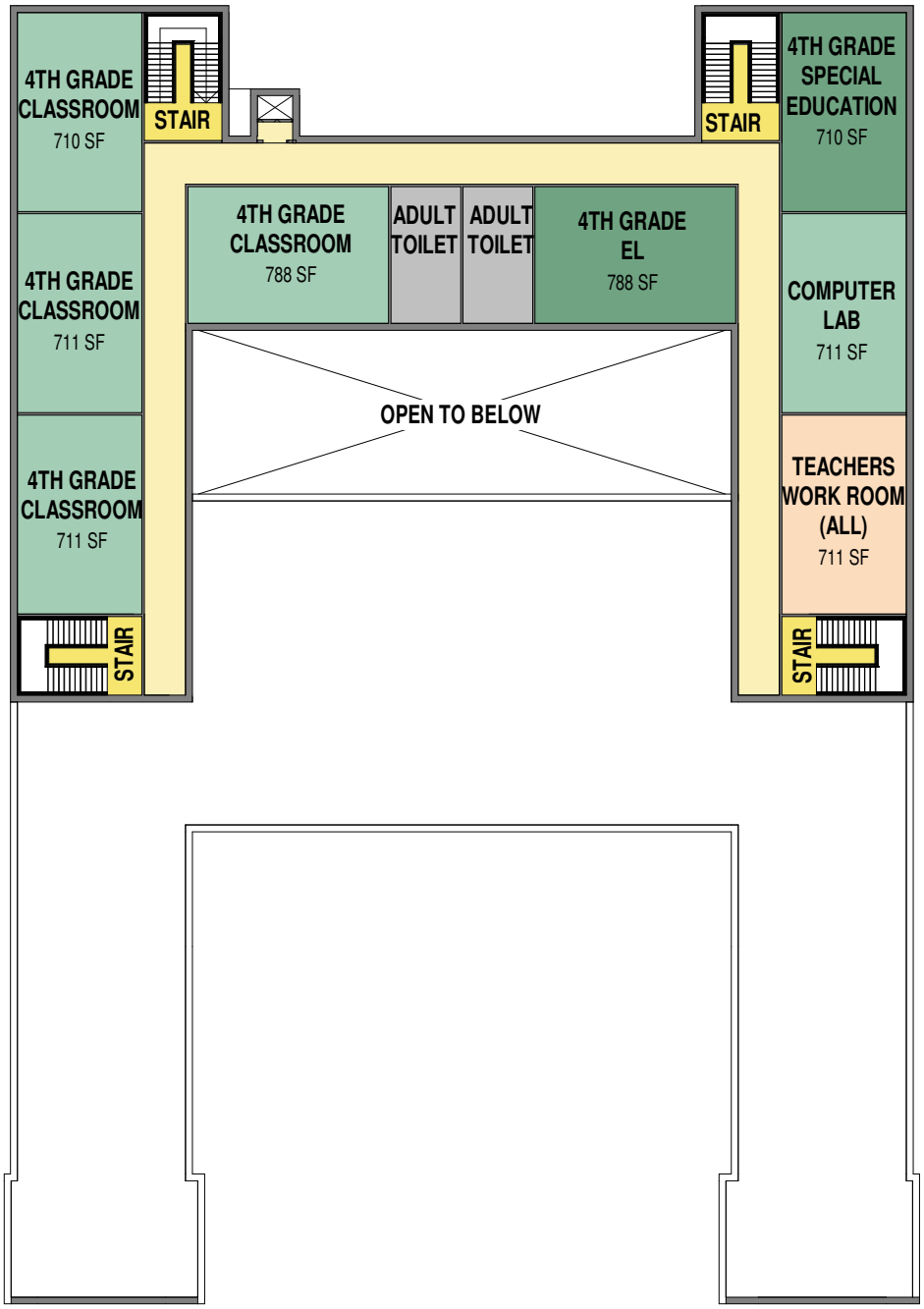
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- SPECIAL EDUCATION
- CAFETERIA & CIRCULATION
- VERTICAL CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE

OLIVER PARTNERSHIP SCHOOL

EXISTING - SECOND FLOOR PLAN

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



PROGRAM PLAN LEGEND

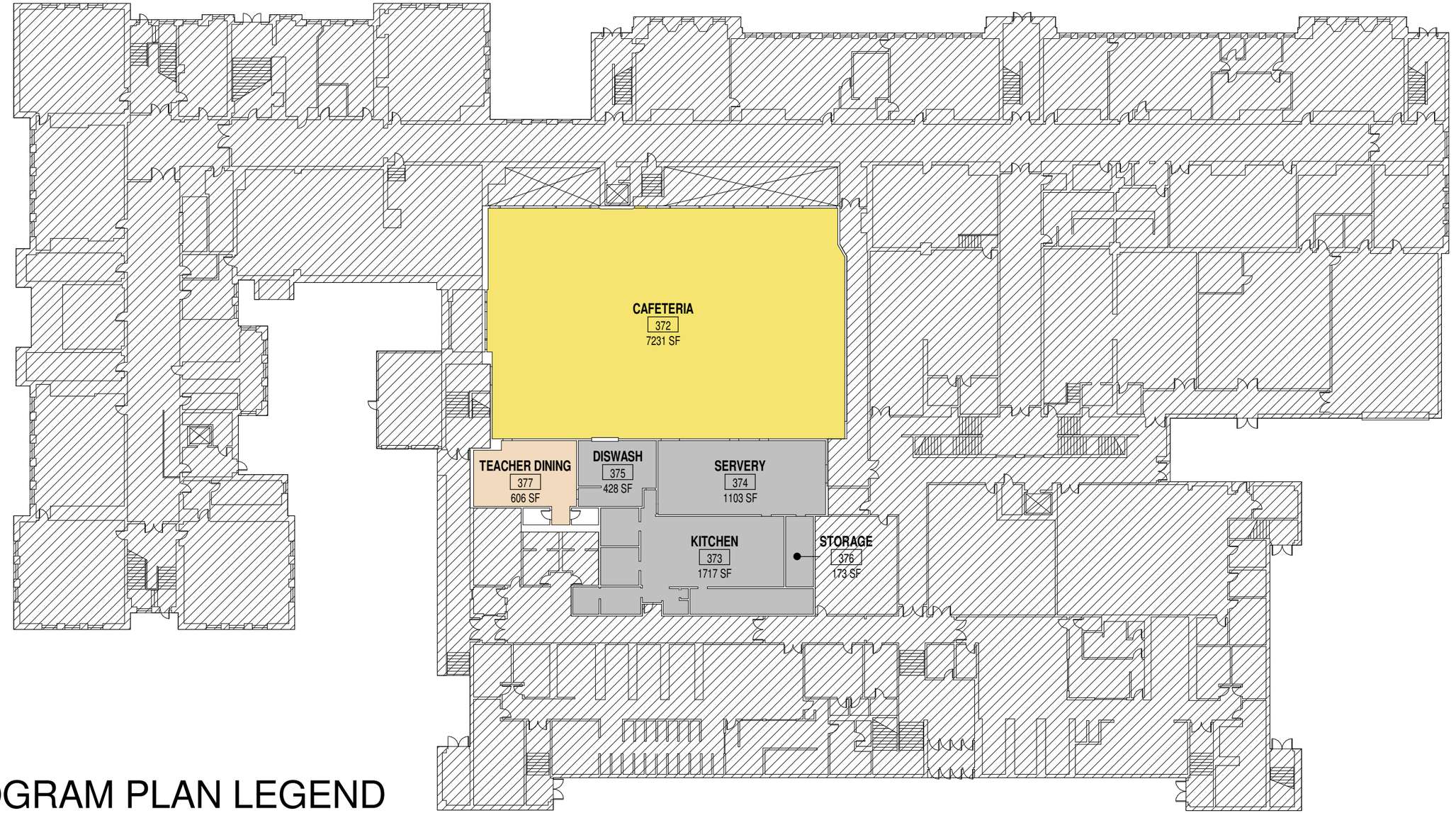
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- SPECIAL EDUCATION
- CAFETERIA & CIRCULATION
- VERTICAL CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE

OLIVER PARTNERSHIP SCHOOL

EXISTING - THIRD FLOOR PLAN

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



PROGRAM PLAN LEGEND

- CHILD NUTRITION SERVICES
- STAFF REQUIREMENTS
- DINING

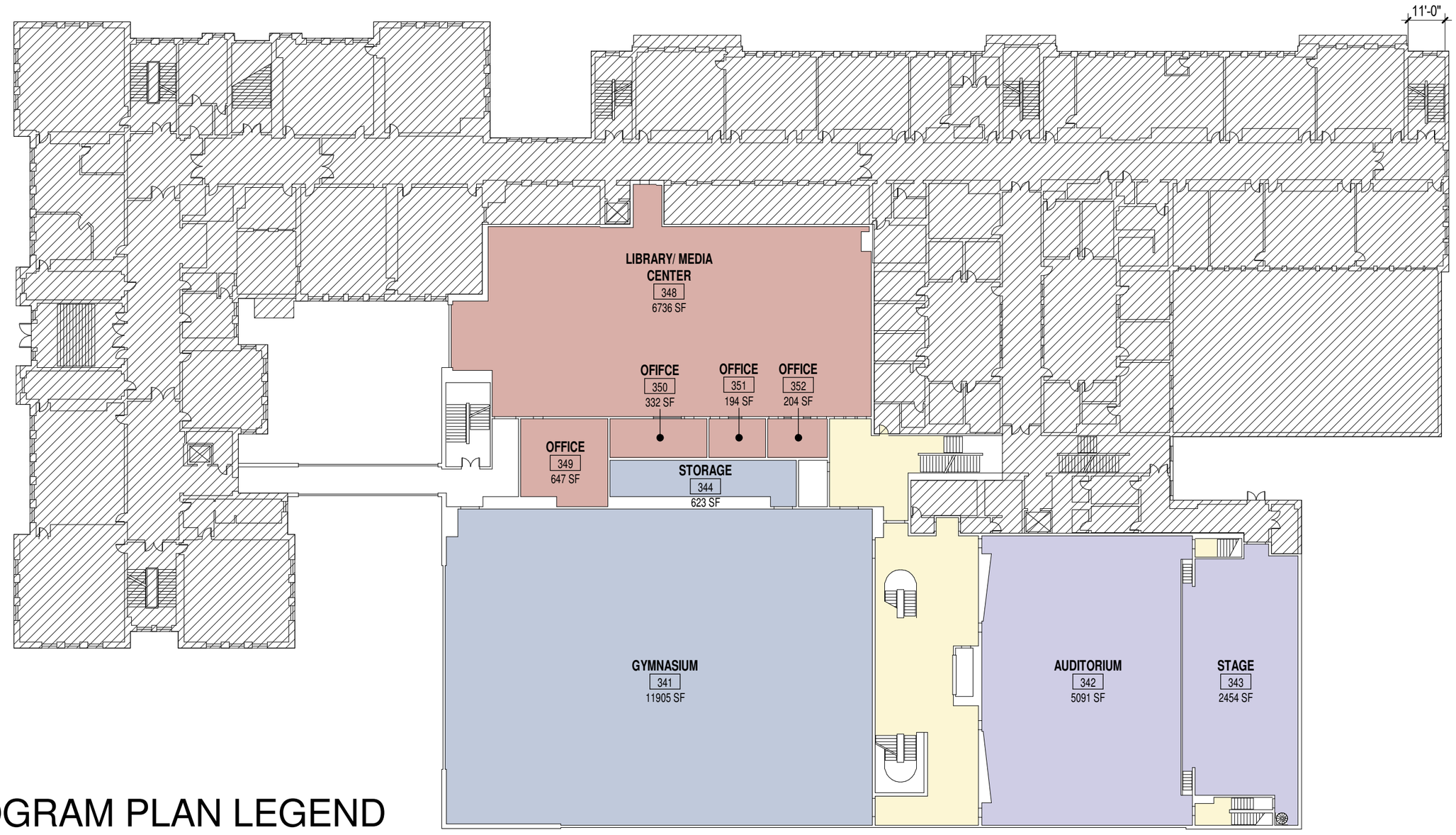
EXISTING CONDITIONS - FIRST FLOOR

1/32" = 1'-0"

OLIVER PARTNERSHIP SCHOOL

LAWRENCE PUBLIC SCHOOLS

SMMA



PROGRAM PLAN LEGEND

- HORIZONTAL CIRCULATION
- LIBRARY MEDIA CTR/LEARNING COMMONS
- PHYSICAL EDUCATION
- VERTICAL CIRCULATION
- VISUAL ARTS

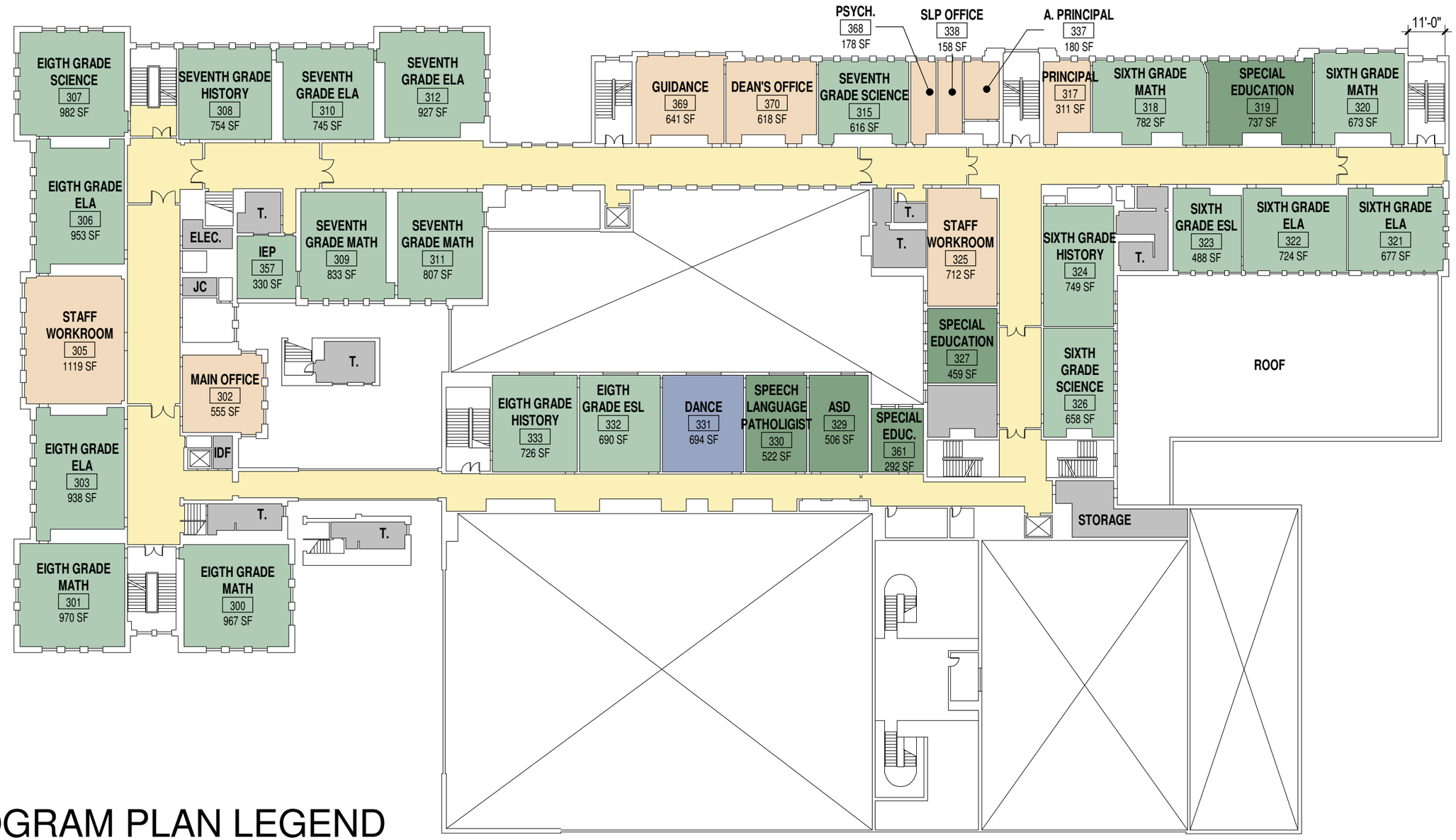
EXISTING CONDITIONS - SECOND FLOOR

1/32" = 1'-0"

OLIVER PARTNERSHIP SCHOOL

LAWRENCE PUBLIC SCHOOLS

SMMA



PROGRAM PLAN LEGEND

- ADMINISTRATION
- GENERAL CLASSROOM
- HORIZONTAL CIRCULATION
- MECHANICAL
- PHYSICAL EDUCATION
- PLANT OPERATIONS
- SPECIAL EDUCATION
- STAFF REQUIREMENTS
- STUDENT SUPPORT SERVICES
- VERTICAL CIRCULATION

EXISTING CONDITIONS - THIRD FLOOR

1/32" = 1'-0"

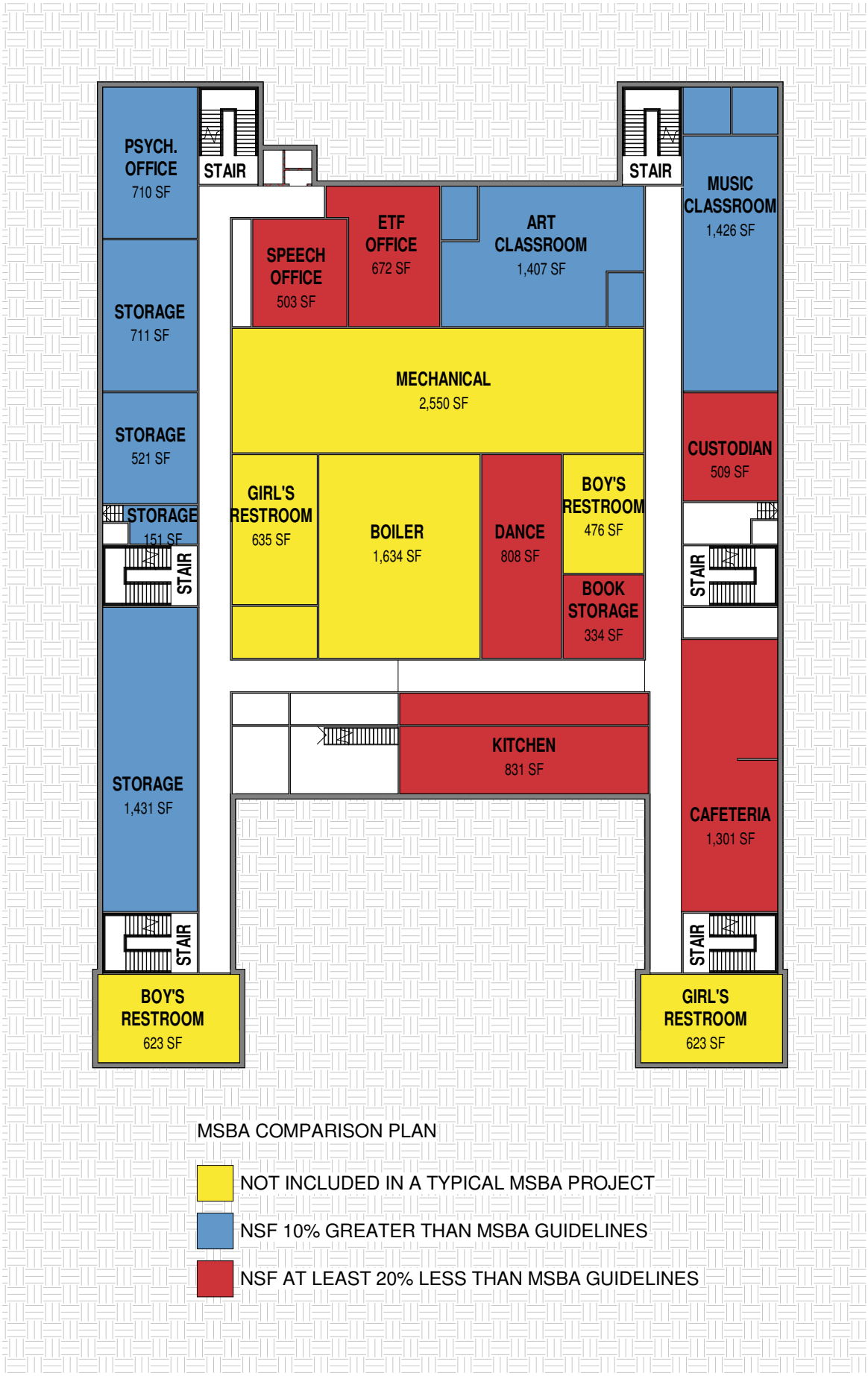
OLIVER PARTNERSHIP SCHOOL

LAWRENCE PUBLIC SCHOOLS

SMMA

SMMA

3.3b MSBA Guideline Comparison Plans

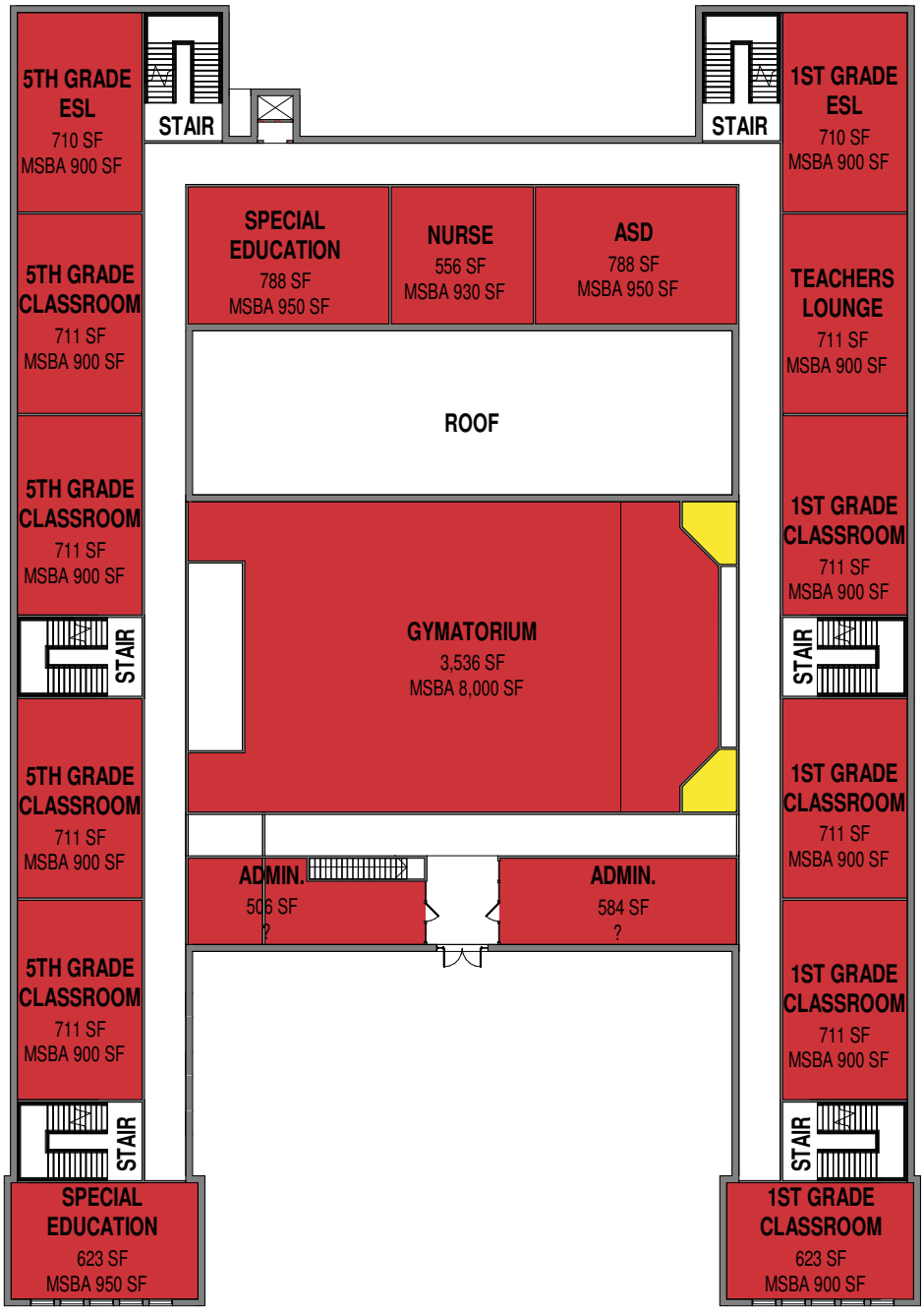


OLIVER PARTNERSHIP SCHOOL

COMPARISON PLAN - BASEMENT

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



MSBA COMPARISON PLAN

NOT INCLUDED IN A TYPICAL MSBA PROJECT

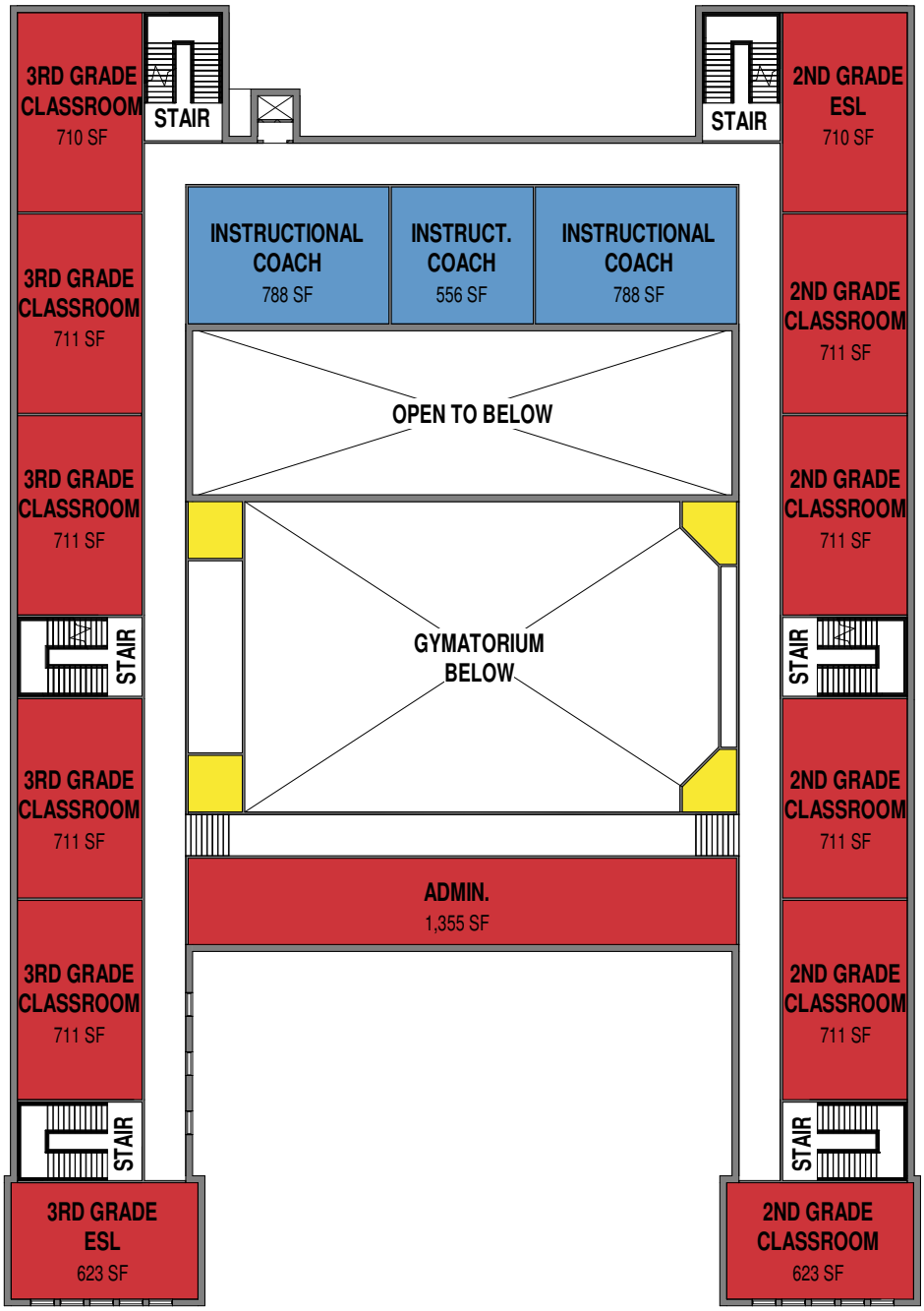
NSF AT LEAST 20% LESS THAN MSBA GUIDELINES

OLIVER PARTNERSHIP SCHOOL

COMPARISON PLAN - FIRST FLOOR

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



MSBA COMPARISON PLAN

NOT INCLUDED IN A TYPICAL MSBA PROJECT

NSF 10% GREATER THAN MSBA GUIDELINES

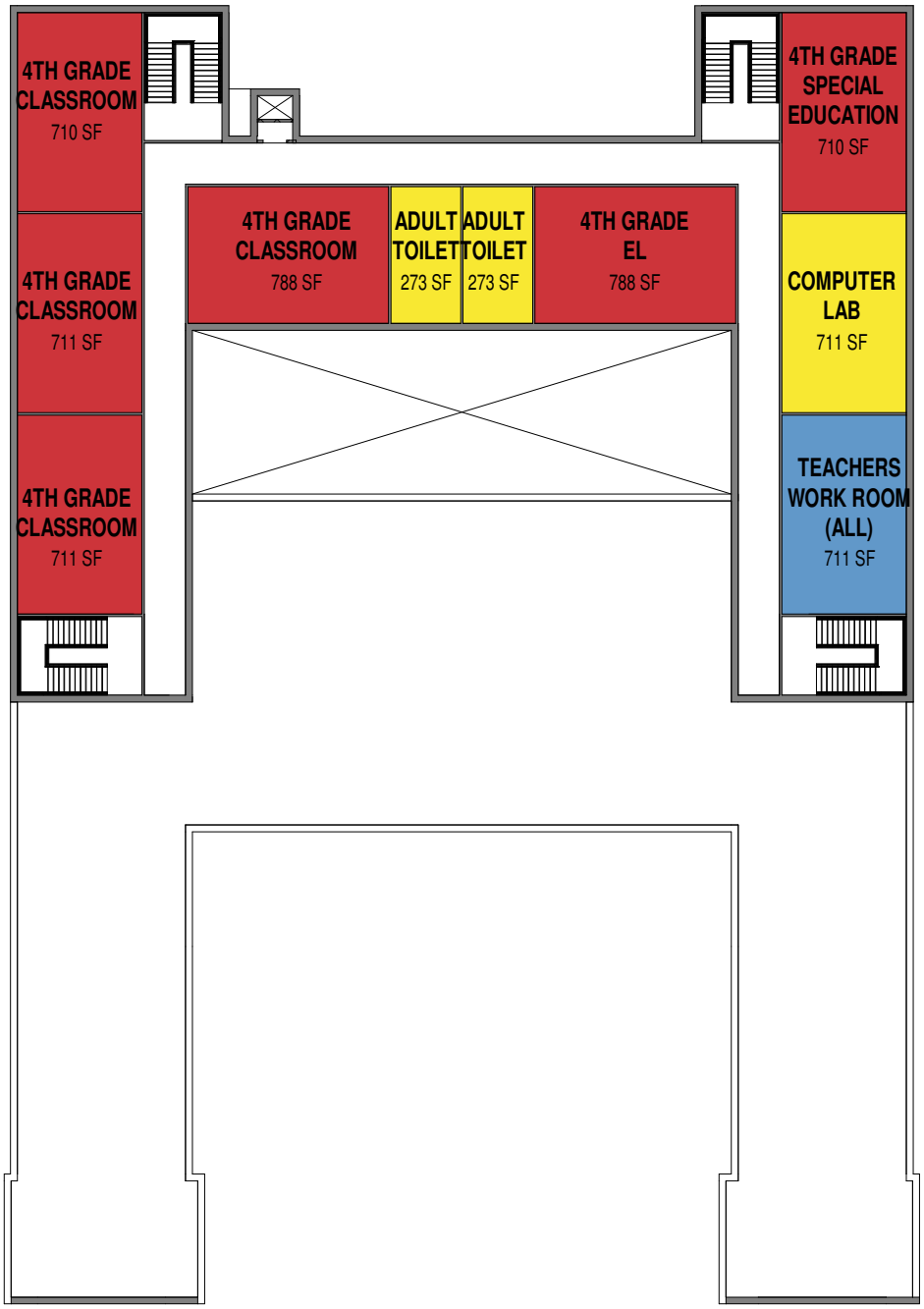
NSF AT LEAST 20% LESS THAN MSBA GUIDELINES

OLIVER PARTNERSHIP SCHOOL

COMPARISON PLAN - SECOND FLOOR

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



MSBA COMPARISON PLAN

NOT INCLUDED IN A TYPICAL MSBA PROJECT

NSF 10% GREATER THAN MSBA GUIDELINES

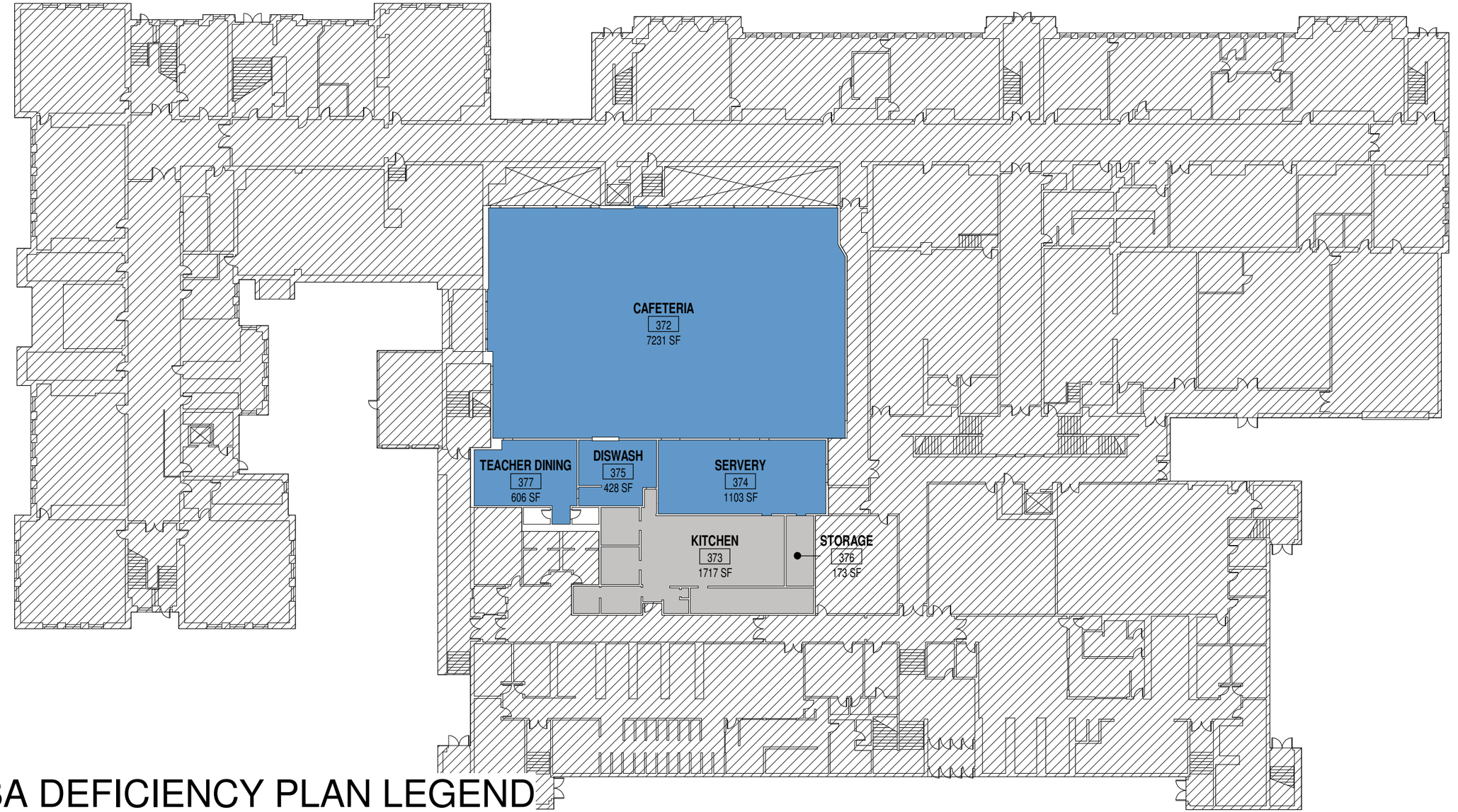
NSF AT LEAST 20% LESS THAN MSBA GUIDELINES

OLIVER PARTNERSHIP SCHOOL

COMPARISON PLAN - THIRD FLOOR

1/32" = 1'-0"

LAWRENCE PUBLIC SCHOOLS SMMA



MSBA DEFICIENCY PLAN LEGEND

NSF 10% GREATER THAN MSBA GUIDELINES

NSF MEETS MSBA GUIDELINES (-20% TO +10%)

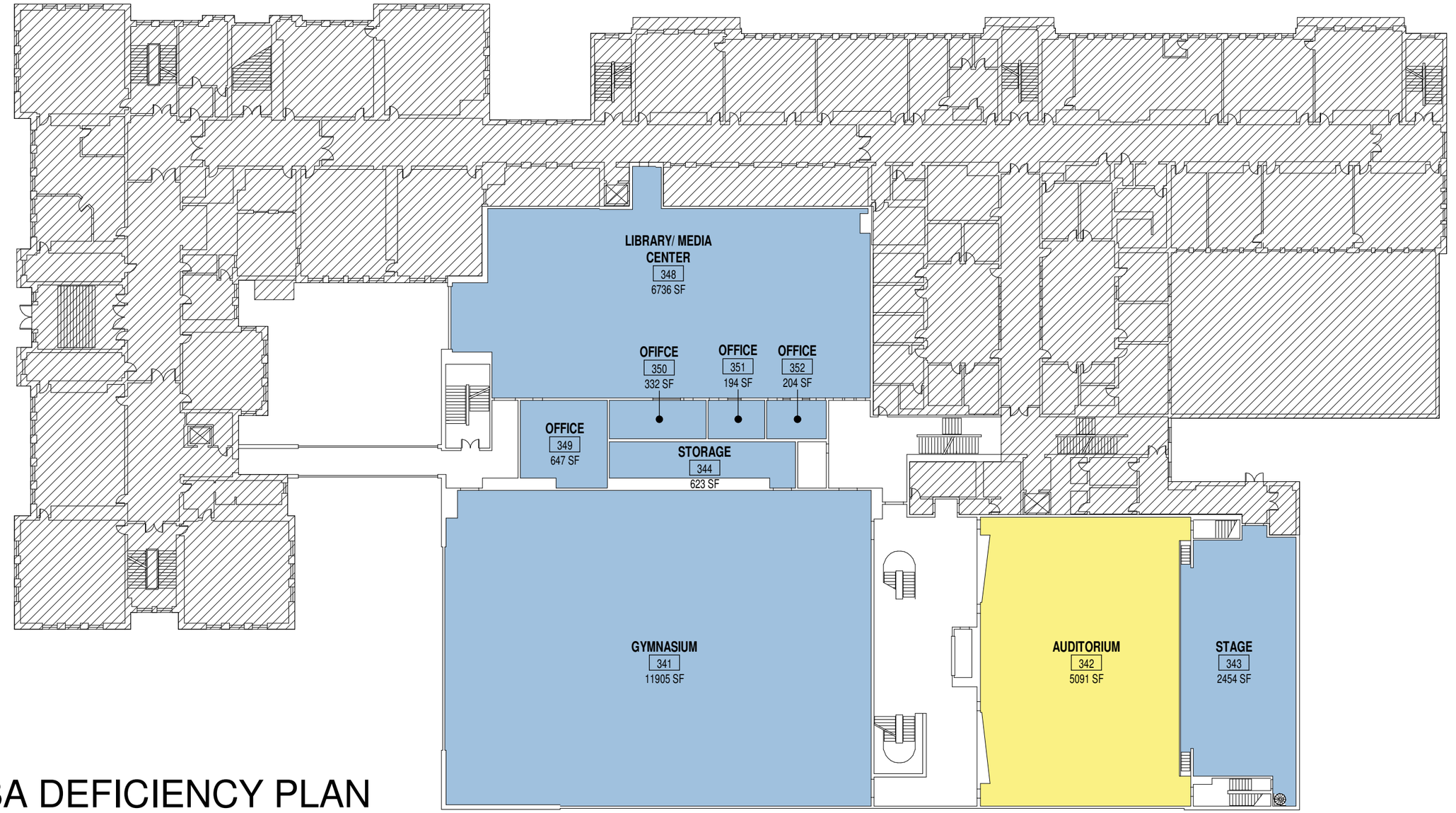
COMPARISON PLAN - FIRST FLOOR

1/32" = 1'-0"

OLIVER PARTNERSHIP SCHOOL

LAWRENCE PUBLIC SCHOOLS

SMMA



MSBA DEFICIENCY PLAN

NOT INCLUDED IN A TYPICAL MSBA PROJECT

NSF 10% GREATER THAN MSBA GUIDELINES

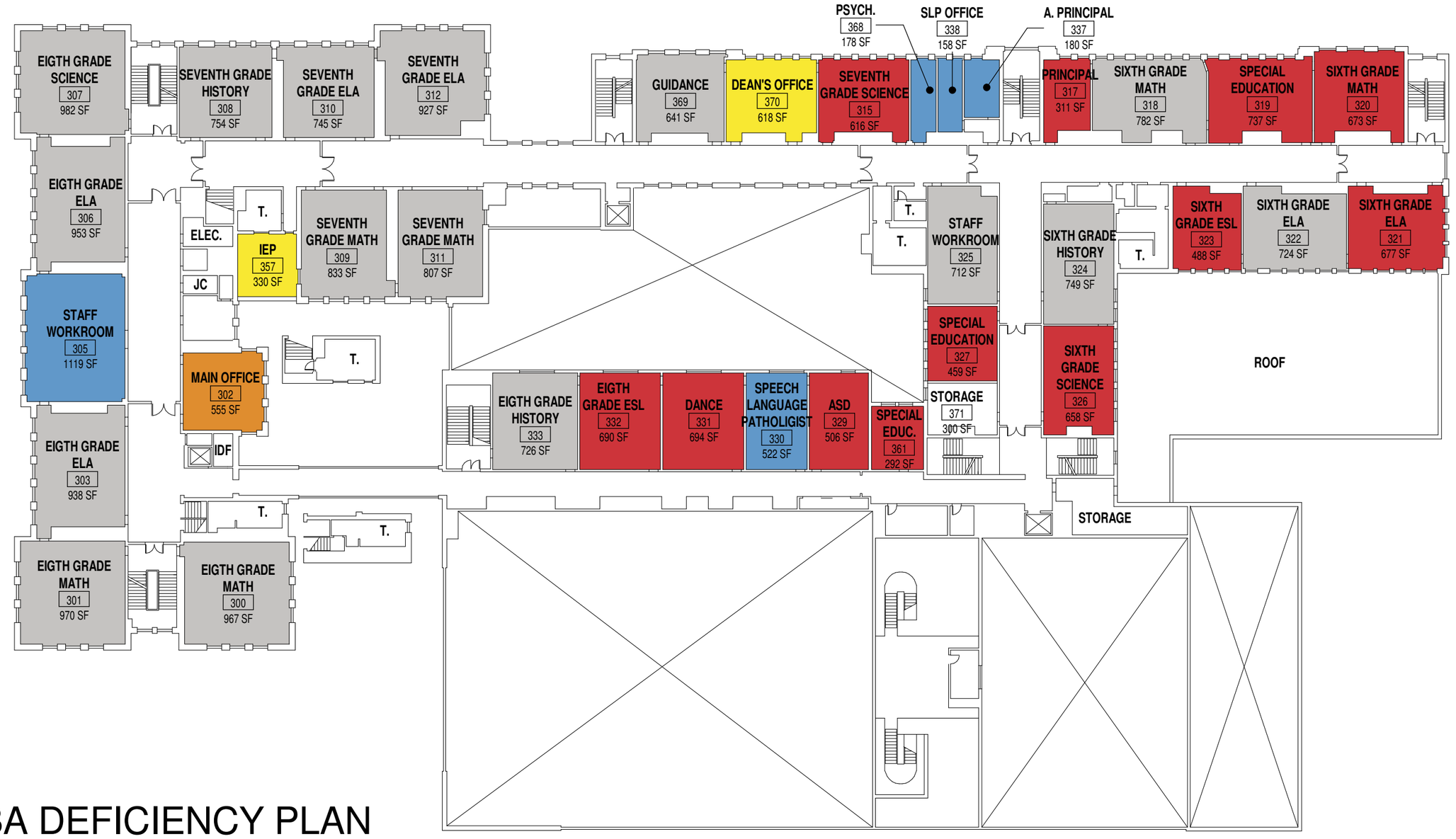
COMPARISON PLAN - SECOND FLOOR

1/32" = 1'-0"

OLIVER PARTNERSHIP SCHOOL

LAWRENCE PUBLIC SCHOOLS

SMMA



MSBA DEFICIENCY PLAN

- INAPPROPRIATE LOCATION OR ADJACENCY
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

COMPARISON PLAN - THIRD FLOOR

1/32" = 1'-0"

OLIVER PARTNERSHIP SCHOOL

LAWRENCE PUBLIC SCHOOLS

SMMA

Section Four

Section Six

6 Preliminary Evaluation of Alternatives

6.1 School Assignment Practices and Available Space

There are 30 schools and programs in Lawrence Public Schools, including one main high school campus (with five academies or programs), an alternative high school, and one sub-separate school established across two campuses that are all citywide schools. In addition, there are 14 elementary schools of various configurations, seven middle schools serving grades 5-8 or 6-8, and one K-8 School. Four education complexes include elementary to middle school feeders.

The fourteen (14) elementary schools are comprised of several different grade configurations, as follows:

- 4 Early Childhood Centers, Grades Pre-Kindergarten and/or Kindergarten
- 8 Elementary Schools, Grades K-4, K-5, 1-4 or 1-5
- 2 Elementary/Middle Schools, Grade K-8 or 3-8

Grades pre-kindergarten through eight utilize a neighborhood schools policy, wherein, for the most part, students in these grades are assigned to the schools closest to their homes. Each school has a catchment area, and some areas are larger than others, depending on the density of the neighborhood and the size/capacity of the local school. If a school has reached its maximum capacity for any grade, a newly enrolling student will be assigned the next closest school that has an available seat. The exception to this rule is if the student has siblings, in which case, the district will override the grade cap to keep the siblings together.

Additionally, a family may also apply for variance to attend a different school than their neighborhood school, but only if they meet specific criteria. The vast majority of students, K-8, live under 1.5 miles from their schools.

6.2 Tuition Agreements with Adjacent School Districts

Lawrence Public Schools does not have any tuition agreements with adjacent school districts (with the exception of tuition agreements based on an individual student's Individualized Education Plan) and does not plan to after completing this project.

6.3 Renting, Acquisition of Existing Buildings for School Use

In the Preliminary Evaluation of Alternatives, there are project construction options being studied on the Oliver Partnership Elementary School site and other options being studies on alternate sites. For the options being studies on alternate sites, both the Oliver Partnership Elementary School students and the UP Academy Oliver Middle School students would be able to remain in place until the new/renovated building comes on line. For the options being studied that utilize the existing Oliver site, the students from the Oliver Partnership Elementary School will be required to move to swing space during construction, while the UP Academy Oliver Middle School students will be able to remain in place at the North Commons Educational Complex. Lawrence Public Schools has used the nearby St. Mary the

Assumption Parish located at 300 Haverhill Street as swing space in the past, and this would be considered if swing space is needed for this project.

6.4 Available Sites Analysis

During the 2015 SMMA Master Plan, the City of Lawrence surveyed available City-owned and vacant properties to determine possible sites for the construction of new schools. None of the available sites were of a suitable lot size required for a new school building to serve the required K-8 population in the Northern Districts of the city. Therefore, the City and Lawrence Public Schools commenced the Feasibility Study under the assumption that the Oliver Partnership School site would have to be the project location.

After the start of the Oliver Partnership Feasibility Study, a privately-owned property was brought to the City's attention as being potentially available for purchase and conversion. This property is referenced as the Stone Mill site locate at 15 Union Street in Lawrence and is included in this study. Additionally, it was determined that the parking area east of the Stone Mill property would be included in the study as a potential site for a New School. This site is known as the Gateway Parking Lot. It is currently owned by Aerodyne (formerly known as GenCorps) while the Area Use Limitation (AUL) is being finalized. At that time, the area becomes the property of Merrimack Valley Regional Transportation Authority (MVRTA) who has agreed to transfer the property title to the City of Lawrence.

The main criterion for a feasible elementary school site includes:

- A minimum acreage to accommodate the building, drives and parking, outdoor learning and play spaces and other accessory facilities for a new or renovated K-8 Oliver School
- City-owned land, or land that can be acquired, in a timely and cost-effective manner
- A city-owned building, or building that can be acquired in a timely and cost-effective manner
- Available roadway and utility infrastructure, and
- Location within the North-Central District catchment area

The three sites are listed and described below.

1. Oliver Partnership School – 183 Haverhill Street
2. Stone Mill – 15 Union Street
3. Lawrence Gateway Parking Lot - 70 General Street

Note that a key factor in the evaluation of the sites was the "buildable area," considered the site area available for either a building addition or new construction.

Figures for each site reviewed are included in Section 6.6

List of Site Alternatives

#	Site	Assessor's Map Parcel ID
1.	Oliver Partnership Elementary School *183 Haverhill Street*	6440
2.	Stone Mill *15 Union Street*	3314
3.	Lawrence Gateway Parking *70 General Street*	3313

1. OLIVER PARTNERSHIP ELEMENTARY SCHOOL

Figure 1 Oliver Partnership Site

The existing Oliver Partnership Elementary School is located at 183 Haverhill Street in Lawrence, Massachusetts and is Parcel ID 127-22. An additional parcel (127-15) is owned by the city and is currently being used for parking by the 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, a lot undergoing redevelopment and an empty lot owned by Lawrence Redevelopment Authority to the east, Haverhill Street to the south and Oak Street to the north. Campagnone Park is located across Haverhill Street to the south and O'Neil Park is located across Oak Street to the north.

The school site includes the entire existing building and two one-way drives that run along either side of the building and a small parking area.

The drive on the east side of the building is shown as Cardillo Way on maps, and at one time may have been an extension of Short Street that is in line with it on the north side of Oak Street.

The school building footprint takes up the majority of the main lot with the building within 15' to 20' of all property lines. The lots' small extension to the west at the rear of the site, combined with parcel 127-15, are used for approximately 28 parking spaces. There is a fenced off landscaped front courtyard area on the Haverhill Street side. The site measures approximately 1.35 acres including both parcels.

2. STONE MILL

Figure 2 Stone Mill Site

The Stone Mill Building is located within Parcel 86-62 at 15 Union Street. The 5.86-acre site currently includes both the Stone Mill building and the Everett Mills building. The Stone Mill is the smaller building to the east and more interior to this site and interior with respect to the surrounding streets. The Everett Mill building is larger and abuts Union Street for nearly the entire block. The parcel is located within the Industrial 2 zoning district.

The block that this property resides is bordered by Union Street to the east, General Street to the north, Canal Street to the south and the Spicket River to the east. Within the block there are 5 main parcels that include:

1) 15 Union Street to the west that fronts the entire length along Union Street,

2) 70 General Street (Parcel 86-61, 8.44 acres) that has frontage on both General Street and Canal Street and is in the middle of the site from east to west. This parcel is the 3rd Site listed below and known as the Lawrence Gateway Parking Lot.

3) Canal Street (Parcel 67-6, 2.82 acres) that is located at the east end of the block abutting Canal Street and the Spicket River. This parcel is undeveloped.

4) 181 Canal Street (Parcel 85-13, 0.66 acres) that is located along Canal Street in the center of the parcel.

5) 21 Canal Street (Parcel 67-4, 0.94 acres) that abuts the Spicket River and no roadways

The development of the Stone Mill would include the entire existing building and require an addition to meet the school program. Additional land on the 15 Union Street parcel is limited to an area north of the existing building. Expansion to the east would require the partial use of the 70 General Street parcel.

3. LAWRENCE GATEWAY PARKING LOT

Figure 3 Gateway Parking Lot Site

The Lawrence Gateway Parking Lot is 70 General Street (Parcel 86-61, 8.44 acres) as noted above in the Stone Mill description. It has frontage on both General Street and Canal Street and is in the middle of the block abutting the 15 Union Street property on the west side.

The site is an existing parking lot that was most recently paved in approximately 2010. The parking is currently leased to a few businesses and entities.

The development of the Gateway Parking site would include the southeastern portion of the lot and require coordination with existing groundwater monitoring wells in this location.

6.5 Construction Alternatives Including Cost Estimate and Schedules

Multiple construction alternatives were developed, including a base code upgrade alternative as well as an alternative including renovation, additions and entirely new construction on the existing site and other sites deemed viable within the town. The matrix below identifies those options and the following sections provide a description of each construction alternative. Although discussed in detail the formal evaluation of these alternatives will commence at the outset of the next phase. Cost estimates for each alternative are attached to the end of this section.

ALT		Oliver Partnership Elementary School	Stone Mill	Lawrence Gateway Parking	Student Population
		1.23 acres	5.86 acres	8.67 acres (entire)	
					
1	Code Upgrade and Repair	Grades 1-5 81,791 GSF			500
2	Renovation Only	Grades 1-5 81,791 GSF			500
3	Renovation and Addition	Grades K-5 Demolish 40,987 GSF Renovate 36,188 GSF Addition 80,956 GSF			500
4	Renovation and Addition	Grades 1-8 Demolish 40,987 GSF Renovate 36,188 GSF Addition 120,358 GSF			736-889
5	Renovation and Addition	(Close)	Grades K-8 Demolish 5,672 GSF Renovate 144,425 GSF Addition 34,710 GSF		1000
6	New Construction	Grades 1-5 117,144 GSF			500
7	New Construction	(Close)		Grades K-8 167,346 GSF	1000

Overview of All Alternatives Considered

Code Upgrade and Repair Alternative (No-New Build)

Alternative 1 – 500 students Grades 1-5

This alternative does not align with the District's educational program and for this reason is not viable.

The base repair and code upgrade alternative with no modification of existing spaces or their function does not address the current undersized spaces, nor does it meet the educational program.

The school does not currently have any space designated for a media center. In addition to this the Gymnatorium and Cafeteria spaces are significantly undersized for the student population. The existing building is approximately 81,791 gross square feet. This is significantly smaller than the MSBA space summary suggestion of 117,144 gross square feet. In addition, a large portion of this area is on the Basement Level is occupied by mechanical spaces, inefficient single loaded classrooms corridors, and spaces with very limited ceiling height and no access to natural light. A portion of the second floor is inaccessible due to it being several feet lower than the rest of the floor and accessible only by stair, this condition also greatly reduces the ceiling height on the first floor below.

This alternative would include modifications to meet the Americans with Disabilities Act requiring the replacement and relocation of the existing elevator, revisions at the main entrance to gain equitable entry into the facility and all doors, hardware and swing clearances require revision to satisfy current codes. Windows are past their useful life and would be required to meet the energy code. Building systems, where missing or past their useful life require major replacement for code compliance for ventilation, health and safety and energy compliance. Abatement of hazardous materials is anticipated due to the era of construction, and updates to the kitchen to achieve desperately needed functionality and code compliance are also necessary. The interior finishes are all past their usable lives and "repair" would not be sufficient.

This alternative would likely have to occur over several years during school vacations and summer breaks while students are not in attendance, especially regarding any required abatement and systems installation.

This alternative will result in an estimated construction cost of $28,940,041 and an assumed construction duration of two and one half years with multiple phases and would not support the delivery of the district's educational program.

Renovations Alternative:

Alternative 2 – 500 students Grades 1-5

This alternative does not align with the District's educational program and for this reason is not a viable option.

A complete interior comprehensive renovation of all finishes and systems. This option has the possibility of rightsizing some of the currently undersized spaces, however there is no possible way of enlarging the undersized Gymnatorium. The Basement Level outdated mechanical spaces would require a significant amount of infill to become useable. In general, the building's structural floor to floor height is severely limiting and impacts the ability to install modern HVAC, fire protection, power and technology distribution systems and networks for a 21st Century learning environment.

This option would also require the relocation and replacement of the existing elevator as well as addressing accessibility to the lowered portion of the second floor. Building entrances must be made ADA accessible. Addition of accessible toilet rooms at each level will impact available space for educational purposes.

Exterior systems such as windows, doors and roof insulation/membranes would be replaced; exterior walls will be minimally insulated to improve energy performance, but unlikely to result in full Energy Code compliance. A comprehensive structural analysis would be required and would likely result in the addition of, difficult insertion of seismic lateral bracing which will reduce the overall net square footage of the building available for educational or other use.

This alternative will involve off site swing space to accommodate the entirety of the school population during construction.

This alternative will result in an estimated construction cost of $39,305,197 and an assumed construction duration of two and one half years with multiple phases and would not support the delivery of the district's educational program.

Addition/Renovations Alternatives:

Alternative 3 - 500 students Grades 1-5 at Oliver Partnership Site

This alternative does not align with the Districts educational program and for this reason is not a viable option.

Alternative 4 – 736 to 889 students Grades 1-8 at Oliver Partnership Site

Although this alternative does not meet the District's design enrollment, this is one of the District's recommended options due to the fact that it accommodates greater than 500 students on the Oliver Partnership Site, it accommodates both Elementary and Middle School students, and the property is owned by the City of Lawrence.

This alternative was first explored as an Educational Complex for grades K-8 with a design enrollment of 1,000 students. Due to the small buildable lot area and the limited existing building footprint, it was determined early on that an addition-renovation for 1,000 students would not be possible. Rather than eliminating the alternative from consideration, the Oliver Elementary School Building Committee elected to keep this alternative under consideration with a lower enrollment as a fail-safe, should the alternatives on other sites not be viable. This alternative does not align with the Districts educational program.

Partial demolition and renovation of the existing elementary school to accommodate grades 1-8 with 156,346 gross square footage. (If Kindergarten were to be included this would add 111 more students, adding roughly 10,800 gross square feet and resulting in an additional story.) The number of students that can be accommodated in this alternative will require additional investigation during the Preferred Schematic Report phase.

This alternate considers saving the Haverhill Street facades of the building, with demolition starting at the northern edge of the current gymnatorium continuing up to Oak Street. This would retain the historic "face" of the building while freeing up a portion of the site so that a properly sized Gymnasium and Cafeteria may be added. Due to the limited area available on the Oliver site, additions to the building will

need to extend vertically resulting in an unusually tall elementary/middle school with an estimate 6-7 stories. This would classify the building as high-rise construction.

Additional concerns with the building height include, that it exceeds the Oliver Elementary School Building Committee's and Educational Program's goals to not exceed 5 stories, it would require a variance per the existing zoning height limit of 45 feet, and it will require approval by the Lawrence Historic Commission.

In the renovation portion of the building, a comprehensive renovation of all finishes and systems would need to be completed including a comprehensive structural analysis resulting in the addition of seismic bracing and additional loss of educational space. The tight floor to floor height of the renovated portion of the building will dictate the first three floors plenum space and compromise the ability to install modern HVAC, fire protection and life safety power and data network systems. The finished floor height differential on the Second Floor will need to be addressed so that it is accessible. Exterior systems such as windows, doors and roof insulation/ membranes would be replaced; exterior walls will be minimally insulated but unable to fully comply with current energy codes.

The portion of the existing building to be demolished is approximately 36,555 gross square feet, the portion to remain and be renovated is approximately 45,436 gross square feet and the additions total approximately 111,110 gross square feet. Classroom spaces in the renovated portion of the school will be compromised in size and or shape and it has been determined that Kindergarten sized rooms with attached toilets will not fit in either the renovation areas or the limited first and second floor areas due to the highly constrained site footprint of this option.

This alternative will involve off-site swing space to accommodate the entirety of the current Oliver Partnership school population during construction.

This alternative will result in an estimated construction cost of $89,003,797 and an assumed construction duration of two years, followed by four months of final site improvements. This alternative would support the delivery of the district's educational program but not their approved or desired design enrollment.

Alternative 5 – 1,000 students Grades K-8 at Stone Mill Site

It has been determined that, with additions, the Stone Mill structure can accommodate the District's Educational Plan and serve as a viable 21st Century educational facility. This is one of the District's recommended alternatives.

Partial demolition and gut renovation of the existing Stone Mill to accommodate grades K-8 with a student population of 1,000.

This alternate would require the City of Lawrence to acquire the Stone Mill Site, as well as utilize portions of the neighboring MVRTA Lawrence Gateway Parking Lot site (title of this parcel is anticipated to transfer to the City's ownership in a reasonable time frame). A change of Use Group to E would also be required. The Stone Mill Building is listed on the National Register of Historic Sites and is subject to review by the Mass Historic Commission.

Prior to a thorough structural analysis of the existing building, it is assumed that the interior of the Stone Mill will be completely removed leaving just the exterior walls. This alternate also proposes demolishing the two-story structure attached to the southern end of the Stone Mill. Any hazardous materials will be properly contained or removed.

The Stone Mill building itself will receive a comprehensive renovation. An entirely new Structural system as well as all new MEP systems would be provided.

The exterior stone walls will be repointed and revitalized. Structural wall anchors will be added to the exterior solid masonry stone walls. The gable ends would require additional lateral reinforcing. Exterior systems such as windows, and doors would be replaced to match the existing building aesthetic; exterior walls will be insulated to comply with current energy codes. The entire roof including gutters, downspouts and sky lights would be replaced matching the existing aesthetic. An elevator will be added to the core of the Stone Mill providing accessibility to all floors. The existing crawl spaces will be infilled, and the entire lower level will be built up to a height above the 100-year flood plain (approximately 1 foot).

On the southern end of the existing building a new addition will continue eastward containing the Gymnasium, Kitchen, Elementary K-5 servery and dining commons with stage, as well as the school's loading dock and primary custodial spaces. A secondary servery and dining commons will be provided within the proximity of grades 6-8.

The historic smokestack structure on site would be structurally accessed and reinforced.

This alternate would require no swing space.

This alternative will result in an estimated construction cost of $117,102,221 and an assumed construction duration of two years followed by several months of final site improvements and would support the delivery of the district's educational program.

New Construction Alternatives:

Alternative 6 – 500 students Grades 1-5 at Oliver Partnership Site

This alternative does not align with the District's educational program and includes overriding local historic commission goals. This and additional site considerations prevent this from being a viable alternative.

Alternative 7 – 1,000 students Grades K-8 at Lawrence Gateway Parking Site

This alternate aligns with the District's educational program and for this reason is a viable option, however, overriding site considerations will determine its ultimate viability.

Construction of a new elementary and middle school on a new site. The City of Lawrence would first take ownership of the Gateway Parking Site per existing agreements with the MVRTA. A new four to five story building would then be constructed. All spaces would be in line with the school district's educational plan, and all spaces would be adequately sized per the MSBA standards. The portion of the acquired site is outside the 100-year flood zone and the primary AUL area.

This alternate would not require any swing space and upon completion the Oliver would leave the 183 Haverhill Street and North Commons Educational Complex sites. The vacant Oliver School building can then serve as swing space for the impending Leahy School project.

The new elementary school is approximately 167,346 gross square feet with an estimated construction cost of $93,745,843 and an assumed construction duration of 2 years preceded by the demolition of the existing building and followed by 4 months of final site improvements.

Alternatives Conclusion:

All seven construction alternatives were developed to understand scope and schedule and then were evaluated with cost estimates. A detailed description of each of the alternatives follows.

Alternatives 1 and 2 do not meet the goals established in the educational plan or the suggested MSBA area required for school populations whether grades 1-5, 1-8, or K-8.

Alternate 3 does not align with the goals established in the educational plan.

Alternative 4 would not meet the goals established in the educational plan; however, it would partially address the District's need for additional capacity and their goal to continue replacing Elementary and Middle Schools with Educational Complexes serving grades K-8 or 1-8. It would result in a high rise elementary/middle school requiring a height variance, considerations of the structure's impacts to the historic character of the Oliver School and the Local Historic District. It would also drastically change the appearance of the Haverhill streetscape.

Alternative 5 would require a higher level of coordination between disciplines as well as further investigations by specialty consultants than required for a new building. The Oliver School in the Stone Mill would give new life to a historically significant building that has struggled to find investors and purposeful use. This alternative would be one of the two least impactful alternatives for the student's educational and day-to-day activities during construction and requires no swing space while the school is under construction. This alternative requires building and site acquisition by the City of Lawrence from a private owner.

Alternative 6 does not align with the goals established in the educational plan.

Alternative 7 would meet the education goals for the district serving 1,000 students. This alternative would be one of the two least impactful options for the student's educational day to day activities during construction and requires no relocation until the new school is complete. This alternative requires execution of an already in-place land purchase agreement between a private owner and MVRTA/the City of Lawrence.

Detailed Overview of All Alternatives Considered

Code Upgrade and Repair Alternative (No-Build)

Alternative 1 – 500 students Grades 1-5

The base repair and code upgrade alternative with no modification of existing spaces or their function does not address the current undersized spaces, nor does it meet the educational program. Almost every room in the current building is at least 20% smaller then suggested by MSBA standards. The existing building is approximately 81,791 gross square feet. This is smaller than the MSBA suggested 117,144 gross square feet, with a large portion of this area on the Basement Level is unprogrammable outdated mechanical space occupied. The building also lacks an adequate number of bathrooms, which would also require the alteration of space pushing the project to go beyond "repairs."

Description

From the International Building Code:

"Repairs include the patching restoration or replacement of damaged materials, elements, equipment or fixtures for the purpose of maintaining such components in good or sound condition with respect to existing loads or performance requirements."

The code upgrade and repair alternative require an assessment of the impact and cost of addressing the following deficiencies, without a major building project:

- Accessibility Code Limitations
- Energy Code Compliance
- Life Safety Code Compliance
- Kitchen and Cafeteria Code Compliance
- Building Systems Code Compliance
- Hazardous Materials
- Program Delivery Impediments

Accessibility Code Limitations

Currently, every primary entry/exit point into the Oliver Partnership school is accessible only by stairs. The only accessible entry point is a secondary entry on the east side of the building which leads into the Cafeteria. An ADA compliant ramp is required at the main entrance of the building.

The existing elevator, which was added in the 1980s, is at the end of its usable life, is undersized and needs to be replaced. The location of this elevator is on the rear of the building, far from the main entrance and the existing accessible entrance. It would be suggested that a new elevator should be located within a closer proximity to an accessible main entrance.

On the First Floor and Second Floor, the central portion of the building by the administration offices and the gymnasium, finished floor heights are several steps lower than the east and west wings of the building. The eastern side of the First Floor does provide a ramp, but all other locations are connected via stairs. This region on the Second Floor is only accessible by stair and does not comply with MAAB/ADA. Ramps, or lifts would need to be added in this location.

All door hardware should be updated to be ADA compliant. ADA mechanical assist door operators should be provided at the main entrance.

Handrail diameters in all stairwells are wider than acceptable by current code and should be replaced. The central rail in these stair wells should also provide proper clearances on the bottom side of the handrail. Compliant rail extensions should be provided at the top and bottom of stairs.

An accessible means of accessing the stage, that does not require an individual to exit the gymnatorium, is required.

Bathroom accessories such as soap dispensers and hand dryers, must be located at an ADA compliant height for students in the K-8 age range.

Energy Code Compliance

Due to the age of the building and the solid brick masonry construction used, it is assumed that no insulation has been provided within the exterior walls. Providing minimal insulation and moisture mitigation would be beneficial for energy performance but meeting current energy code requirements is not likely to be achievable, any portions of the structure that get replaced in full (i.e. windows) will be required to meet the energy code standards for that component.

All exterior windows in the building are both inefficient and at the end of their usable life. All windows would be replaced with a minimum double glazed, thermally broken window unit.

The roof insulation is in fair condition and would require further exploration to determine whether it needs replacement, it is unlikely that it satisfies current energy code requirements.

Life Safety Code Compliance

In a code minimum upgrade scenario, applicable regulations have thresholds that trigger life safety code upgrades based on the overall value of the proposed work (including the value of work that has been performed over prior years). Outside of these construction cost thresholds being crossed, there are no requirements to modify existing life safety non-conformances that were code compliant at the time of their original installation.

The building is not sprinklered and the scope of renovations would trigger the need for automatic sprinklers to be installed throughout the building.

In addition, the following areas have been identified below that would require life safety code compliance upgrades:

- Door hardware and closers are non-compliant
- Doorknobs are required to be replaced with handles or push bars as required
- All classroom doors should be replaced due to their condition, and glazing with wire glass requires removal
- Egress doors are required to have emergency lighting in path of egress
- Emergency Electrical system does not meet Code
- Smoke detectors are required to be installed in entire building.

Kitchen and Cafeteria Code Compliance

The following items are required in this alternative to provide Code compliance within the Cafeteria and Kitchen:

- Provide adequate janitorial and detergent storage space.
- Provide double preparation sinks with adequate drainboards.
- Comply with handicap accessibility (i.e. staff toilets, workstations, traffic aisles).
- Provide new appropriately sized exhaust hoods that meet all current Codes and standards.
- Provide Code compliant serving elements with food protection and temperature maintenance equipment.

Site:

Site work in this option is focused on meeting current accessible Codes. Currently none of the egress doors into the school meet code, and all egress entrances would require code compliant ramps and routes from accessible parking and public ways. Additionally, exterior surfaces, signage and parking would be made code compliant.

Structural:

The base repair and Code upgrade described for Alternative 1 should have a minimal structural impact. A column in the boiler room of the existing building has completely rusted through. An evaluation and repair of this condition would be required in a base repair. Exposed rebar was also noted in the elevated

concrete slab of the boiler room. A base repair should repair the slab to prevent future deterioration and prolong the life of the building. For Work that is classified as a Level 1 Alteration as outlined in Chapter 7 of IEBC 2015, any parapets that are constructed of unreinforced masonry must be braced to resist seismic forces. It appears that the parapets at the roof of the building may be subject to this requirement of the Code.

A base repair and Code upgrade is not likely to trigger any code mandated seismic upgrades to the existing structure. It is assumed that a voluntary seismic upgrade of the existing building is not included under the base repair and Code upgrade alternative. The existing Oliver School was constructed before seismic detailing requirements were incorporated into the building code in 1975. Without a seismic upgrade, the structure's reliability and performance during a seismic event is significantly lower than a new structure or if the existing structure underwent a seismic upgrade. Continuing to use the structure without a seismic upgrade presents an increased risk to the community when compared with utilizing a building with a modern seismic system.

Architectural:

An accessible route shall be provided at the exterior of the main entrance of the building. The existing elevator is at the end of its usable life and would be replaced. Exterior walls require analysis for insulation and accompanying moisture mitigation, including repointing of all mortar. All exterior windows would be replaced with minimum double glazed thermally broken windows. The courtyard roof and skylight would be repaired or replaced. All interior doors and hardware are in poor condition and would be replaced. All interior finishes require replacement. Low interior doorways and other clearance obstacles on the Basement Level should be adjusted to provide a clear path of egress. All interior glazing shall be replaced with tempered or safety glass. The addition of an adequate number of toilet rooms are required on the First, Second, and Third floors.

HVAC:

For a code upgrade the HVAC system would need upgrades especially to the Exhaust and Ventilation systems. The bathrooms utilize gravity vents or operable windows. Neither of these systems are code compliant for a school and would need mechanical exhaust to be added.

Additionally, ventilation to other rooms is provided by a mix of operable windows and air shafts. Mechanical ventilation would need to be added.

HVAC work will focus on the existing systems repair and service, replacement of broken components and of all equipment to ensure the existing systems operation.

In the classrooms, heating coils cleaned or replaced (if not operational); valves and accessories serviced and replaced (if not operational); existing temperature controls serviced, repaired or replaced (if not operational). The current window air conditioners also are noisy and not acceptable per K-12 noise guidelines or energy code.

In the heating plant, boilers and associated controls will be serviced and repaired, and faulty parts replaced. Boiler flues will be serviced, repaired and sections replaced as required. Portions of piping, associated accessories and controls will be replaced.

Piping will be insulated in accessible locations and if exposed. Pumps valves and controls will be serviced, repaired or replaced (if not operational).

In terminal heating units (such as radiators, fin tube radiation, cabinet unit heaters, etc.) unit cabinets repainted; heating coils cleaned or replaced (if not operational); valves and accessories serviced and replaced (if not operational); existing temperature controls serviced, repaired or replaced (if not operational). All HVAC equipment and systems supports will be inspected and components added if required.

Plumbing:

Existing domestic cold, hot water piping, sanitary, waste and vent piping, natural gas 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 to identify leaks or damages in the systems to be repaired as necessary.

A new reduced pressure backflow preventer will be installed to the main domestic water supply to protect the service (per the DEP regulation 310 CMR 22). The majority of the existing cold-water piping distributed throughout the building will be reused under this option. Only piping affected by the repair will be new piping. Domestic cold water inside the building will be “L” type copper tube with wrought or cast copper fittings. All cold-water piping will be insulated to prevent condensation.

The existing domestic hot water heater will be reused under this option. Hot water piping affected by the repair will be replaced with new piping. Domestic hot water will be distributed in “L” type copper tube with wrought or cast copper fittings. A new thermostatic mixing valve will be installed in the boiler room.

The roof drains all seem to be relatively in 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. Underground storm piping will be video inspected for its condition and will be addressed accordingly.

The existing underground piping will 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 work. The above ground sanitary drainage and vent will be piped in cast iron with “no-hub” joints (3” or larger). Piping smaller than 3 inches will be piped in copper. Piping below the floor shall be weight cast iron hub and spigot.

No modification in existing gas piping is anticipated under this Alternative.

The number of plumbing fixtures will be added in the facility to accommodate 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 requirements.

Fire Protection:

If the existing building is renovated to any substantial degree, including to meet Code regulations, the existing sprinkler system needs to be removed and replaced with an upgraded fire suppression system consisting of Automatic sprinklers and Standpipes per latest Massachusetts Building Code 780 CMR

Chapter 9 and per NFPA standards. The existing 8" fire water service entrance can remain. A new Double check valve and alarm check valve will be needed.

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. 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. 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. Kitchen hood will be protected with a dry agent "Ansul R-102" packaged hood suppression system

Electrical:

The current electrical service appears to be in violation of the current Electrical Code - the Main Service Disconnect Switch, required by Code to be provided immediately at the point of entrance into the building, was not observed. Furthermore, electrical service runs exposed extensively along the roof and inside of the building, until its termination point in the existing 600 Amp 120/208V 3-phase 4 wire Main Distribution Panel. The Main Distribution Panel has no Main Circuit Breaker (MCB), which means that the service feeder runs with no overcurrent protection measures, in violation of Electrical Code. Installation of the main electrical service shall be upgraded to comply with Electrical Code requirements.

The Main Distribution Panel looks "old". It has some rusting stains and appears to be at or beyond its useful life expectancy. The Main Distribution panel is suggested for replacement. The new Main Switchboard shall be selected in Ampere size as appropriate to accommodate and support the proposed modifications to building systems described in other parts of this Alternate.

Majority of existing panelboards in corridors are installed high on walls, and the top circuit breakers appear to be higher than allowed 6'-7" by Electrical Code. A few panels were observed as "older" and in potentially unsafe condition. A few panels are "residential" type Load Centers. Kitchen panels were observed blocked by the kitchen equipment, which is violation of Electrical Code. Electrical panels found to be in violation of Code are suggested to be replaced or reinstalled to comply with Code regardless of renovations.

The age of electrical feeders, running from the Main Distribution Panel to downstream panels, is unknown, and most likely they are at or beyond their useful life expectancy, which can be unsafe condition, and therefore they are recommended for replacement.

The current Energy Code requires minimum 50% of receptacles in spaces such as offices and conference rooms to be controlled by the local occupancy sensors (“plug loads” control concept), which is not present now. Control upgrades are recommended to meet Code requirements.

There is no emergency generator at the school premises. Emergency egress lighting is provided by emergency battery packs and remote light heads. Most of the battery packs are in fair operational condition, although some remote heads need to be adjusted or repaired to provide adequate emergency lighting illumination throughout all building areas and stairways. The “older” version of battery packs and remote heads, which appear to be beyond their useful life expectancy, need to be replaced throughout. Kitchen and bathrooms were observed to be missing emergency lights, in violation of Code, and shall be upgraded accordingly to meet Life Safety Codes (NFPA 101 and IBC 2015).

An emergency generator is strongly recommended - to support the building heating system equipment (“freeze prevention” measure), elevator, “critical” loads such as A/C for IT rooms, as well as a back-up power source for Life Safety systems, such as emergency egress lighting in lieu of the existing battery-operated packs.

Interior lighting consists of various type fluorescent light fixtures of varying ages throughout the school, equipped with T8 and T12 lamps, and controlled only locally. Light fixtures are recommended to be replaced with the new LED style fixtures, which would provide more acceptable light output with increased energy efficiency.

Automatic lighting controls, as required by Energy Code, are not present. Programmable lighting control system, daylight sensors and occupancy sensors shall be installed to meet the current Energy Code requirements. Lighting fixtures shall be replaced with models equipped with “dimming means” (dimming fluorescent ballasts and/or dimming LED drivers), in order to accommodate an automatic and manual dimming options, “multi-scene” control concepts, and automatic light reduction upon detecting adequate daylight illumination levels.

The current fire alarm system is non-addressable zoned system. It’s a combination of equipment installed at different times and supplied by different vendors. It’s in fair operational condition, however, in some areas the horn/strobe coverage appears to be not adequate. Classrooms, bathrooms and elevator vestibules shall be equipped with horn/strobes or strobe only units, per current Building Code. A few horn/strobes appeared to are mounted higher than 90” above the finished floor, in violation of NFPA 72, and shall be reinstalled.

Except for the front entrance, exterior lights at the egress doors are either in poor condition or missing. Egress lights shall be provided to provide adequate illumination concept at all egress doors per Building Code. These lights shall be equipped with emergency back-up source.

There is no site parking/access road lighting, which is unsafe.

All exterior lights shall be automatically controlled, per Energy Code requirements.

Hazardous Materials

Upon just a visual inspection, it is noted that several rooms contain asbestos floor tiles that require abatement. Due to the age of the building various other elements should be tested to confirm if they are hazardous. Proper removal of all hazardous materials will occur during the demolition phase of the project.

Capacity Constraints

The capacity noted in the MSBA Enrollment Projection indicates a base design capacity of 500 students for grades 1-5. This enrollment, and the corresponding space needs cannot be provided by a no-build option. No work related to increasing the capacity of the facility is included in the scope of this alternative.

Program Delivery Impediments

Built in 1917, the 183 Haverhill Street building's spaces are inadequate for modern education. The many retrofits since its construction are evidence of the school's attempts at modernization. Over the years, attempts at adding toilet rooms, an elevator, a kitchen, and a cafeteria have all occurred with varying levels of success.

The constraint of only renovating the existing space without additions will preclude the potential of meeting the spatial needs of projected enrollment based on MSBA Guidelines.

School Requirements

Oliver Partnership School delivers a comprehensive curriculum which is dependent on a wide range of learning environments with sufficient physical space and technology resources. However, all the primary learning environments throughout the school are undersized when compared to current MSBA space standards.

Specialist's spaces such as Art and Music classrooms are in old converted classrooms typically in the basement, with small windows that have been painted over, eliminating any daylight or visual connection to the outdoors. No dedicated space for Music class exists at the school so the stage or cafeteria is utilized for class and is taught from a cart.

There is no opportunity for adequate Project Based Learning spaces (PBL) and the addition of Maker Spaces to house appropriate tools and technology would allow classrooms to expand their project-based lessons.

Collaborative teacher planning spaces are severely limited throughout the school. Currently the only space teachers can collaborate is within the teachers' lounge, which also serves as their break room. The addition of grade level Teachers' Work rooms would facilitate collaboration within each planned grade level cluster.

Physical education and athletic facilities are inadequate for the offered programs. There is community use before and after school hours of the space, and the gym floor is not properly lined for sports. The space serves as both PE and Assembly uses. Other deficiencies are outlined in the Space Summary found in Section 3 of this report.

Schedule Overview

Alternative 1 would be implemented over 24-30 months. This Alternative would allow the project to be completed by early 2024 if swing space were utilized.

Cost Overview

The estimated construction cost for Alternative 1 is:

$28,940,041

The estimated project cost for Alternative 1 is:

$36,175,041

Conclusion

The Pros and Cons of Alternative 1 are summarized as follows:

Pros

- Reuse of existing City-owned facility

Cons

- Cost
- Impact to the student's education
- Length of time to complete
- Does not address the currently undersized spaces
- Does not align with the goals of the educational program

Renovation Alternative:

Alternative 2 – 500 students Grades 1-5 - Interior Only Renovation Option

The renovation only alternative without expansion of the existing building does not address the current undersized spaces, nor does it meet the educational program. The existing building is approximately 81,791 gross square feet, making well below the MSBA suggested size of 117,144 gross square feet. In addition, a large portion of the Basement Level requires being filled in to allow it to be programmable. There is no possible way to right sized the significantly undersized Gymnatorium.

Description

Complete interior comprehensive renovation of all finishes and systems. This would be considered a Level 3 Alteration per the International Existing Building Code, as it would include the reconfiguration of space, the addition or elimination of any door or window, the reconfiguration or extension of any system, or the installation of any additional equipment, to 50% or more of the existing building. (IEBC chapter 5)

This alternative will likely involve off-site swing space for the entirety of the school population.

Life Safety Code Compliance

The basic capacity of the egress system components (doors, hallways & stairs) appear to meet Code requirements to allow the calculated population to safely exit the building. However, corridor doors swing out into the corridor reducing the width of the egress path, occasionally beyond what is allowable by code. Low interior doorways and other height clearance obstacles on the Basement Level would be adjusted to provide an adequate path of egress.

In addition, the following areas below have been identified that would require life safety Code compliance upgrades:

- Door glazing and closers are non-compliant
- Doorknobs are required to be replaced with handles or push bars as required
- Egress doors are required to have emergency lighting in path of egress
- Emergency Electrical system does not meet Code
- Smoke detectors are required to be installed in entire building.

Accessibility Code Limitations

As noted in Alternate 1, currently every primary entry/exit point into the Oliver Partnership school is accessible only by stairs. The only accessible entry point is a secondary entry on the east side of the building which leads into the Cafeteria. An ADA compliant ramp or other means of access must be added to the main entrance of the building.

The existing elevator, which was added in the 1980s, is at the end of its usable life and needs to be replaced. The location of this elevator is on the rear of the building, far from the main entrance and the existing accessible entrance. It would be suggested that a new elevator should be located within a closer proximity to an accessible main entrance.

On the First Floor and Second Floor, the central portion of the building by the administration offices and the gymnasium, finished floor heights are several steps lower than the east and west wings of the building. The eastern side of the First Floor does provide a ramp, but all other locations are connected via stairs. This region on the Second Floor is only accessible by stair and does not comply with ADA. Ramps, or lifts would need to be added in this location.

All door hardware must be updated to be ADA compliant. ADA mechanical assist door operators should be provided at the main entrance.

Handrail diameters in all stairwells are wider than acceptable by current code and should be replaced. The central rail in these stair wells should also provide proper clearances on the bottom side of the handrail. Compliant guardrail heights and rail extensions shall be provided at the top and bottom of stairs.

An accessible means of accessing the stage, that does not require an individual to exit the gymnatorium, shall be provided.

Bathroom accessories such as soap dispensers and hand dryers, shall be located at an ADA compliant height for students in the K-8 age range.

Energy Code Compliance

Due to the age of the building and the brick masonry construction used, it is assumed that no insulation has been provided within the exterior walls. Providing minimal insulation and moisture mitigation would be beneficial for energy performance but meeting current energy code requirements is not likely to be achievable, any portions of the structure that get replaced in full (i.e. windows) will be required to meet the energy code standards for that component. All exterior windows in the building are both insufficient and at the end of their usable life. All windows would be replaced with a minimum double glazed, thermally broken window unit.

The roof insulation is in fair condition and would require further exploration to determine whether it is in need of replacement, it is unlikely that it satisfies current energy code requirements.

All exterior windows in the building are both insufficient and at the end of their usable life. All windows would be replaced with a minimum double glazed, thermally broken window unit.

Site:

Site work in this option is focused on meeting current accessible Codes. Currently none of the egress doors into the school meet code, and all egress entrances would require code compliant ramps and routes from accessible parking and public ways. Additionally, exterior surfaces, signage and parking would be made code compliant.

Structural:

The work described in Alternative 2, Renovation Only, would likely be classified as a Level 3 Alteration under the 2015 International Existing Building Code (IEBC 2015).

A review of the gravity system would need to be performed to ensure that the renovated structure is adequate for all imposed loads. Roof areas subject to snow drift would likely require reinforcing to meet current code requirements. This reinforcing could consist of sistering new wood members to the existing roof members.

In addition to a review of gravity loads, a Level 3 alteration requires the review of the existing structure's ability to resist lateral loads that result from wind and seismic events. Section 807.5 states: "...the structure of the altered building shall be shown to meet the wind and seismic provisions of the International Building Code." This requirement will have a significant impact on any proposed renovation as there appears to be no verifiable lateral force resisting system for the original building.

The original building was designed and constructed before the modern Massachusetts State Building Code (780 CMR MSBC) went into effect in 1975. The prevailing Codes at that time did not require the structure to be designed or detailed with a deliberate seismic or other lateral force resisting system.

Since the existing Lawrence Oliver Partnership Elementary School building has no deliberate seismic force resisting system to evaluate and analyze, an explicit seismic system must be added to the building to comply with the CMR MSBC provisions. This system can comply with reduced seismic forces in accordance with Massachusetts Amendments.

Typically, the capacity of a building to resist lateral loads can be increased with the introduction of new diagonal steel braces located strategically throughout the building to work within any proposed architectural renovation. These braces would likely require a reinforced foundation in the form of a spread footing under each column and a grade beam tie. Depending on the extent of the proposed alterations and the condition of the existing structure, it may be possible to utilize the existing masonry walls to aid in the lateral resistance for specific portions of the building. This Seismic Upgrade of the structure may interfere with the optimal program of the building or it may be cost intensive when compared to other alternatives.

In addition to the lateral upgrades, additional structural modifications would be required throughout the building. The existing roof structure is most likely not sufficient to support new roof top equipment without additional structural reinforcing. All new roof top units will therefore require a new supporting dunnage frame. This could be accomplished with new frames of galvanized structural steel constructed 3 to 4 feet above the existing finished roof. This may also require reinforcing the structure below the roof to sustain the additional load.

All new roof penetrations for ductwork and piping will require supplemental framing to support the existing wood decking and/or steel decking. This may be done with additional 2x wood framing and standard angle frames between the existing roof joists and beams, depending on the size and locations of the openings.

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.

The structural scope as described for Alternative 1 is also applicable.

Architectural:

An accessible ramp or other means of access shall be provided at the exterior of the main entrance of the building. The existing elevator is at the end of its usable life and would be replaced. Exterior walls require insulation and accompanying moisture mitigation. All exterior windows would be replaced with double glazed thermally broken windows. The courtyard roof and skylight would be repaired or replaced. Minor exterior cosmetic touch ups including localized repointing of both brick and granite.

All interior doors and hardware are in poor condition and would be replaced. All interior finishes on floors, walls and ceilings are beyond their usable life and will be replaced. All interior glazing should be replaced with tempered or safety glass. The addition of an adequate number of toilet rooms and fixtures are required on the First, Second, and Third floors.

An ADA acceptable means of accessing the portion of lower finished floor elevation on both the first and second floors would be added by either providing ramps or lifts.

Interior spaces will be reconfigured and right sized to reflect MSBA standards wherever possible.

HVAC:

All new HVAC systems will be provided in the renovated portions and in the new additions of the building to meet current codes and energy standards.

Gas fired condensing hot water boilers, combustion air intakes, flues, associated accessories and controls will be provided. The hot water system will be configured with primary and secondary pumps (with VFD's), associated valves and controls. Chemical inhibitors will be added to prevent corrosion in hot water system. New hot water distribution piping will be provided.

Terminal heating units (cabinet unit heaters, unit heaters, etc.) serving vestibules, "back of the house" spaces, storages, etc. will be hot water based.

Energy Recovery units with 100% Outside air and new ductwork will be provided to supply the classrooms with ventilation air through VAVs and exhaust will be done in bathrooms and corridors.

Exhaust will be provided for the Bathrooms, Janitor closets and spaces with special exhaust requirements.

In-duct acoustic sound attenuation will be provided at each air handling unit.

Split air conditioning systems will be provided for Data/Electrical rooms.

All HVAC equipment will be isolated.

The facility will be provided with a web-accessible, microprocessor-based, direct digital control (DDC) building automation system (BAS).

Plumbing:

Existing domestic cold, hot water piping, sanitary, waste and vent piping, natural gas 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 to identify leaks or damages in the systems to be repaired as necessary.

A new reduced pressure backflow preventer will be installed to the main domestic water supply to protect the service (per the DEP regulation 310 CMR 22). The majority of the existing cold-water piping distributed throughout the building will be replaced under this option. Domestic cold water inside the building will be "L" type copper tube with wrought or cast copper fittings. All cold-water piping will be insulated to prevent condensation.

The existing domestic hot water heater will be reused under this option. Hot water piping will be replaced with new piping. Domestic hot water will be distributed in "L" type copper tube with wrought or cast copper fittings. A new thermostatic mixing valve will be installed in the boiler room.

The roof drains all seem to be relatively in 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. Underground storm piping will be video inspected for its condition and will be addressed accordingly.

The existing underground piping will 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 work. The above-ground sanitary drainage and vent will be piped in cast iron with "no-hub" joints (3" or larger). Piping smaller than 3 inches will be piped in copper. Piping below the floor shall be weight cast iron hub and spigot.

No modification in existing gas piping is anticipated under this option.

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.

Fire Protection:

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. The existing 8" fire water service entrance can remain. A new Double check valve and alarm check valve will be needed.

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. 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. Kitchen hood will be protected with a dry agent "Ansul R-102" packaged hood suppression system.

Electrical:

Existing electrical service will be replaced. Existing utility pole-mounted transformers with associated primary and secondary wiring will be removed. The new electrical service will initiate at existing utility overhead high-voltage line. It will extend underground towards a new utility pad-mounted transformer with 277/480V wye secondary voltage configuration. The service primary wiring and transformer itself will be provided and owned by the local utility company, while the School Contractor will be responsible for the transformer's concrete pad, proper grounding and transformer's secondary power feeder.

The transformer's secondary feeder will enter the building via underground duct bank and will terminate in the new Main Switchboard, location to be finalized.

Existing 600 Ampere 120/208 Volts 3-phase Main Distribution Panel will be removed. A new Main Switchboard will be 1200 to 1600 Ampere 277/480 Volt 3-phase 4 wire, size will be mostly dependent on scope of proposed modifications to existing HVAC system.

All existing panels and associated feeders and branch wiring will be removed entirely. A system of new panelboards, separated by use; lighting, mechanical and general power, will be provided in dedicated electrical rooms throughout the building to serve new and remaining HVAC and plumbing equipment, lighting and small power loads. Dedicated panelboard(s) will be provided to supply power to kitchen equipment and appliances.

Energy sub-metering system will be provided for monitoring all individual energy end uses that represent 10% or more of the total annual consumption of the building. Sub-meters will be connected to the new building DDC system.

Existing lighting system will be replaced by the high efficiency LED lighting with integral dimming drivers. New branch wiring will be installed. Where possible, the new wiring will be installed concealed in walls and above the suspended ceilings, otherwise, wiring will be installed in surface-mounted painted conduits.

A new programmable lighting control system, occupancy sensors and daylight harvesting sensors will be installed in compliance with Energy Code.

Existing power outlets (duplex and quad receptacles) will be replaced with new. Quantity of the duplex receptacles in classrooms, offices, Gym, Auditorium, library, etc. will be provided as required by the specific area program. 50% of receptacles, located in offices, conference rooms and computer rooms, will be wired via local occupancy sensors, for automatic afterhours shutoff. Convenience outlets will be installed in all corridors and other common areas with spacing 50 ft. New branch wiring will be installed. Wherever possible, the new wiring will be installed concealed in walls and above suspended ceilings, otherwise, wiring will be installed in surface-mounted painted conduits.

Wiring will be provided to new or existing-to-remain HVAC, plumbing and fire protection equipment, as well as the new elevator, kitchen appliances and other new architectural items, full scope to be finalized.

Existing fire alarm system will be replaced with a new addressable voice evacuation system. Detection devices will be installed in egress paths for early warning and new speaker/strobe notification appliances shall be installed throughout per Code.

A Bi-Directional Antenna system throughout the building might be required as part of this Alternative, to be finalized.

A new outdoor diesel-fired 200KW 277/480V, 3-phase, 4 wire Emergency Generator with sound attenuated weatherproof enclosure will be provided to support the new Life Safety (emergency egress lighting, fire pump if required, communication systems) and optional Standby loads (kitchen refrigeration equipment, building heating system equipment, elevator and miscellaneous small “critical” building loads). 2-hour fire-rated emergency closets shall be provided to house Life Safety equipment.

New exterior lighting, consisting of building-mounted and parking lot pole-mounted lights, will be provided. Exterior lights, installed adjacent to egress doors, will be wired to emergency power distribution system. All exterior lights will be time controlled.

A new IESS “integrated electronic security system” which consists of 4 sub-systems Intrusion detection, CCTV, access control, and active shooter/duress alert will be installed. The systems are integrated and viewed as one via a single security GUI “graphical user interface”.

An Intrusion detection system consists of security panel, keypads, motion detectors and door contacts. The system is designed so that each perimeter classroom on the ground level will have motion detectors along the exterior wall, door contacts at each exterior door, and motion detectors in corridors of upper levels. The system is addressable, so each device will be identified when an alarm occurs. There is a digital communication transmitter to summon the local police department in the event of an actual alarm condition in the facility after hours.

The CCTV system consists of computer servers with image management software, computer monitors, and IP based closed circuit TV cameras. The existing Hikvision cameras can be re-used and integrated to the new VMS system. The head end server will be located in the head end MDF room and will be rack mounted. The location of the cameras is generally mounted on site-lighting poles, on corridor ceilings and surface wall mounted on the exterior building perimeter. The cameras generally will be multi-head (sensor) type. The system shall fully integrate with the access control system to allow viewing of events from a single alarm viewer. Camera images and recorded video shall be linked to the access system to allow retrieval of video that is associated with the event.

The Access Control system includes a card access controller, door controllers and proximity readers/keypads. Proximity readers will be located at designated entry doors and will allow access to authorized personnel at all times. Each proximity reader will have a distinctive code to identify the user. The alarm condition shall also initiate real time recording on the integrated CCTV System that is included as part of this proposed system. The system is programmed with graphic maps allowing the end-user to quickly identify alarm conditions and lock/unlock doors. The system includes remote release buttons in offices that will allow the person to release the door locking mechanism at designated visitor door(s) from their desk.

The new Active Shooter/Duress Alert system consists of a supervised wireless control panel with supervised wireless panic buttons, supervised wireless receiver/transmitters, supervised prism/strobe lights, and a network application. The control panel will be installed in the MDF room and will be interfaced to an active shooter/duress alert network application installed on school designated networked computers and first responder dispatch and mobile data terminal computers. The wireless buttons and/or the network application system will be programmed to allow for notifications with the exact location of the alert to be received by first responders in less than 1 second when a request for help is initiated. The network application will provide two-way communications between all designated computers and first responders. The network application will be programmed for various incidents as determined by the school such as medical, behavioral, and/or notification to first responders for emergency life threatening incidents. The system shall be interfaced to various school-wide systems as determined by the school for audio and visual emergency notifications such as the PA, IPTV, and prisim/strobe light systems. The system will be interfaced to the access control system for lockdown situations. The system will be interfaced to the CCTV system to activate cameras in the vicinity of the incident. The system will also have the capability of interfacing to school and/or first responder radios and to school and first responder computers for two-way communications during a life-threatening incident.

The technology systems infrastructure will be upgraded to Cat 6A for tel/data locations throughout. A new MDF room and IDF closets will be constructed. The MDF will distribute an OM4 laser optimized 10gig fiber optic backbone to the new IDF rooms located throughout the building. The technology systems will include the infrastructure for the number of wireless access point locations required for WiFi coverage of the entire building.

The existing IDF and MDF closets and active equipment shall be protected and maintained during all construction phases. Temporary fiber and/or UTP cabling will be installed for continuation of services during construction. The existing Internet connection shall be maintained and protected during construction. The existing school servers and active equipment shall be moved to the new MDF room in a manner that minimizes disruption of services to the school.

A new IP/TV video distribution system will be installed to provide video streaming of live TV channels and video on demand media over the school's data network to all wired or wireless computer devices, interactive displays/projectors, and TV monitors. The IP/TV video distribution system will include high definition encoders and decoders, TV monitors, a digital signage system, and live broadcasting equipment.

New live sound reinforcement systems consisting of amplifiers, digital signal processors, mixers, speakers, microphones and Assisted Listening transceivers and receivers will be installed in common areas such as the Gymnasium and Cafeteria.

A large venue video prestation system consisting of a motorized projection screen, video projector, and audiovisual switcher will be installed in an assembly area such as the Gymnasium. The large venue video prestation system shall be interfaced to the associated live sound reinforcement system.

Interactive display or projector systems will be installed in all classrooms and common instructional spaces. The interactive displays/projectors will be installed on the primary teaching wall. The interactive systems shall include and be interfaced to additional instructional devices such as document cameras and interactive voting systems.

Wireless sound field systems will be installed in all classrooms and/or instructional spaces. The wireless sound field systems will consist of a ceiling panel and a media connector. Each wireless sound field system shall be interfaced to its associated interactive display/projector.

A new Public-address system will be installed with speakers located throughout the building designed with the ability to page an individual room or make an announcement throughout the entire building. The PA system shall be interfaced with the existing VoIP system to provide authorized staff the ability to make announcements from any phone handset.

A new synchronized clock system consisting of a master clock and wireless secondary clocks will be installed. A secondary clock will be installed in all offices and classrooms. Multiple secondary clocks will be installed in all common areas. The wireless secondary clocks shall have built-in receivers/transmitters. The master clock shall be programmed with the school's schedules and provide bell tones based on the master schedule.

The existing Avaya VoIP controller in the existing Server/MDF room shall be protected and maintained during all construction phases. The Avaya controller shall be moved to the new MDF room in a manner that minimizes disruption of service to the school.

Hazardous Materials

Upon a visual inspection, it is noted that several rooms contain asbestos flooring tiles that require abatement. Based on the age of the building, various other elements should be tested to confirm if they are hazardous. Proper removal of all hazardous materials will occur during the demolition phase of the project.

Capacity Constraints

The capacity noted in the MSBA Enrollment Projection indicates a base design capacity of 500 grade 1-5 students. This enrollment, and the corresponding space needs cannot be provided by a no-build option. No work related to increasing the capacity of the facility is included in the scope of this alternative.

Program Delivery Impediments

The constraint of only renovating the existing space without additions will preclude the potential of meeting the spatial needs of projected enrollment and Educational Plan based on MSBA Guidelines. A renovation-only alternative would result in improperly proportioned classrooms, an undersized gymnatorium and other spaces throughout. All of which would inhibit the ability to deliver a modern 21st century educational curriculum.

School Requirements

Refer to the description of the School Requirements noted as part of Alternative 1.

Schedule Overview

Alternative 2 would be implemented over 24-30 months; and would require the temporary classrooms for the full population to minimize the duration of construction. This Alternative would allow the project to be completed by 2024.

Cost Overview

The estimated construction cost for Alternative 2 is:

$39,305,197

The estimated project cost for Alternative 2 is:

$49,131,496

Conclusion

The Pros and Cons of Alternative 2 are summarized as follows:

Pros

- Completely renewed school with modern & functional systems
- Some potential for improved energy conservation and lower operating costs
- Some response to current educational programming needs

Cons

- Neither current nor future Educational Plan are fully accommodated.
- Neither space nor flexibility provided for the projected growth in student population.
- No improvements to site educational and site program goals
- Complicated construction phasing
- Swing space is required
- Internal and external construction congestion

Addition/Renovation Alternatives:

Alternative 3 - 500 students Grades 1-5 at Oliver Partnership Site

This alternate does not align with the districts educational program and for this reason is not a viable option.

Description

The district's goal is to create a K-8 school. Any effort and resource spent to alter the existing building beyond a renovation should align with this goal.

Alternative 4 – 889 students Grades 1-8 at Oliver Partnership Site

Partial demolition and renovation of the existing elementary school to accommodate grades 1-8, approximately 156,346 gross square feet. (If Kindergarten were to be included this would add 111 more students, adding roughly 10,800 gross square feet and resulting in an additional story.) Additional investigations on building height and student enrollment capacity will need to be performed during the Preferred Schematic Report phase.

Description

This alternate would save the Haverhill Street facades of the building and with demolition starting at the northern edge of the current gymnatorium continuing north up to Oak Street. This would retain the historic “face” of the building while freeing up a portion of the site so that a properly sized Gymnasium and Cafeteria may be added.

The portion of the existing building to be demolished is approximately 36,555 gross square feet, the portion to remain and be renovated is approximately 45,436 gross square feet and the additions total approximately 121,910 gross square feet. The entire finished building would be approximately 167,346 gross square feet.

Due to the limited area available on the 183 Haverhill Street site, additions to the building will need to extend vertically resulting in an unusually tall elementary/middle school. It is estimated the building would be 6-7 stories tall, with an additional 7th or 8th floor if Kindergarten were included, resulting in a high-rise construction code classification.

A comprehensive renovation of all finishes and systems including a comprehensive structural analysis. would need to be completed in the remaining portion of the building. All code and ADA conflicts remaining in the existing building will be resolved. Exterior systems such as windows, doors and roof insulation/ membranes would be replaced where feasible; exterior walls will be minimally insulated but unable to fully comply with current energy codes.

This alternative will involve off-site swing space to accommodate the 500 Students currently enrolled in grades 1-5 at the Oliver Partnership School.

Life Safety Code Compliance

The new addition and renovated portion of the existing building would be in complete compliance with all Life Safety Codes. Adequate egress capacities and paths would be provided.

Accessibility Code Limitations

The new addition and renovated portion of the existing building would be in complete compliance with the Americans with Disabilities Act. The existing elevator will be demolished, and a new elevator will be provided.

The renovated portion of the existing building will provide accessibility to the main entrance, likely via a properly sloped ramp. The finished floor height differential across the First Floor and Second Floor in the existing building would be addressed by providing ramps, or lifts.

Energy Code Compliance

In the existing building to remain, Due to its age and solid brick masonry construction used, it is assumed that no insulation has been provided within the exterior walls. Providing minimal insulation and moisture mitigation would be beneficial for energy performance but meeting current energy code requirements is not likely to be achievable, any portions of the structure that get replaced in full (i.e. windows) will be required to meet the energy code standards for that component.

All exterior windows in the building are both inefficient and at the end of their usable life. All windows would be replaced with a minimum double glazed, thermally broken window units.

The roof insulation is in fair condition and would require further exploration to determine whether it needs replacement, it is unlikely that it satisfies current energy code requirements.

Site

For this alternative the existing portion of the building to remain will be made code compliant with accessible upgrades for ramps to egress doors. All new portions of the building will be designed with accessible egress either within the building structure or on the exterior.

All land area within the site and exterior of the building would be demolished and re-constructed with hardscapes of concrete surfaces and landscaping. The site would no longer include on-site parking.

New utilities including domestic water, fire protection water, sewer, gas, electric, fire alarm and telecommunications would all be connected to the new development. Sources for these utilities would be from the local adjacent streets.

Drainage from the rooftops and the at-grade areas would be collected and routed to the city systems in the adjacent streets. A groundwater infiltration system would be included with this system for the roof runoff.

Structural

The structural scope of work for Alternative 4, partial demolition, renovation, and addition to the Oliver School can be broken into two portions, the addition portion and the portion of the existing structure to remain. The addition will be new construction and it is recommended that the addition and remaining portion of the existing structure be structurally isolated from one another.

The partial demolition of the existing school as described for this Alternative would trigger the Level 3 Alteration Structural Provisions of the 2015 IEBC. A summary of this work is provided for Alternative 2. Additionally, the existing structure may require additional temporary shoring and bracing during construction to prevent damage to the structure.

The following recommendations are provided for the new structure:

New foundation systems will consist of conventional reinforced concrete foundation walls at the perimeter of the building and isolated reinforced concrete spread footings in the interior. 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 consists of 10” thick reinforced concrete foundation walls supported on a continuous 12" thick reinforced concrete mat foundation.

Structural floor framing systems for new construction will consist of composite steel beams and girders framed into wide flange steel or tubular shaped steel columns. These members will support will a 2"x 20 gage galvanized composite steel deck with 5 1/4" of lightweight concrete topping reinforced with welded wire fabric. All steel beams and girders will be spray fireproofed. The metal floor deck will not need to be fireproofed.

New roof framing will consist of wide flange steel beams and girders supported on wide flange or tubular steel columns. The roof framing will be decked with a 1.5” deep wide rib metal roof deck.

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.

The roof framing under the new rooftop mechanical units will consist of composite steel beams and girders supporting a 2" galvanized composite deck with 6" of normal weight concrete topping reinforced with welded wire fabric. The concrete pads under the units will extend at least 5’ beyond the footprint of the unit on all sides.

Architectural

As noted in previous sections of this Option, just under half the existing building will be demolished. The remaining portion will require a comprehensive renovation with everything besides the structure and exterior skin of the building being replaced. All exterior brick/granite will be repointed as necessary. All existing chimneys capped. All exterior windows and doors will be replaced with energy efficient units.

The new portion of the building will be constructed in compliance with the MSBA and educational plan’s spatial requirements but will be unable to meet the Districts’ full goals. In addition to all typical Building and ADA codes, the building will also comply with all applicable high-rise codes.

Plumbing

The existing main domestic water supply in the basement mechanical room will be removed and relocated to a dedicated water service room adjacent to the exterior for the building and will feed the new building addition and renovation of the project. New 4” reduced pressure backflow preventer will be added into the main to protect the service (per the DEP regulation 310 CMR 22). Boiler water feed and make-up, and any other mechanical take-Offs will branch off through a reduced pressure principle backflow preventer.

The domestic cold water piping inside the building will be replaced with new piping in its entirety and will service new plumbing fixtures in the existing building and new addition areas. Domestic cold water will be distributed in “L” type copper tube with wrought or cast copper fittings. The piping will be insulated to prevent condensation.

The existing electric water heater will be removed in it entirety and replaced with three new high-efficiency gas-fired water heaters. (100 gallons, 270 GPH each water heater similar to A.O Smith BTH-250). Three water heaters will be manifold together and connected to the hot water supply piping and will be located in the new boiler room

The domestic hot water distribution system will be all new and will be in the re-circulating system to the fixtures, with no dead leg more than 12” in length. There will be 2 different hot water supply/recirculation systems in the building. One system will operate at 140oF and will serve the kitchen dishwasher and 3 compartment sink. The other system will operate at 120oF and will serve the other kitchen sinks and appliances, as well as the custodian room sinks, lavatories, and classroom sinks. At the lavatories, the faucets will reduce the temperature to 110oF at the lavatories.

Domestic hot water will be distributed in “L” type copper tube with wrought or cast copper fittings. The hot water (HW) and re-circulating (HWC) piping will be insulated for energy savings. No HW or HWC piping will be concealed beneath the slab.

The existing sanitary waste system is by gravity and exits the building east side of the building. The majority of the existing underground piping will be reused. Any under slab piping not required will be abandoned or removed from the system. Any existing pipe that will be reused will be jet cleaned prior to new pipe connection. New piping will be used for all new toilets in the existing building and new addition area. A new dedicated grease waste line will be installed to collect grease-laden wastewater from the Kitchen appliances and fixtures. The grease line will exit the building and will be connected to the new exterior grease trap outside the building. For culinary sink or prep sinks grease tarp will be provided at the source. A new 2,500-gallon capacity outdoor grease interceptor will be placed on the site to intercept grease-laden waste prior connection to site sewer system.

The roof drains all seem to be relatively in good condition. The majority of the existing roof drains and piping will be reused. Roof with parapet wall will have overflow drain. The new addition area will have a standard roof drains. The storm system will be installed in cast iron piping with all horizontal piping insulated to prevent condensation.

The facility has natural gas and will remain. The gas load will be coordinated with the gas company for additional load. The natural gas line will feed two boilers, kitchen appliances, and domestic water heater. Gas branch piping will be modified to accommodate new building heating load. New solenoid valve will be provided in the gas line serving the kitchen area. The valve will be interlocked with CO detection system to shut off the main gas supply to kitchen appliances. The gas piping will be distributed in ASTM A53 schedule 40 black steel pipe.

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

Fire Protection

The existing sprinkler system needs to be removed and replaced with an upgraded fire suppression system consisting of Automatic sprinklers and Standpipes per latest Massachusetts Building Code 780 CMR Chapter 9 and per NFPA standards. If the building is designated as a high rise, a fire pump will be needed in a dedicated 2 hour rated room with exterior access. The existing 8” fire water service entrance has to be relocated to this fire pump room. A new back flow preventer and wet riser check valve will be provided.

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. 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. 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. Kitchen hood will be protected with a dry agent "Ansul R-102" packaged hood suppression system.

Electrical

Scope of work under this Alternate is similar to Alternate 2 or Alternate 3 scope, except as applicable to the new building SF size.

Hazardous Materials

Upon just a visual inspection, it was noted that several rooms contain asbestos floor tiles that require abatement. Due to the age of the building various other elements should be tested to confirm if they are hazardous. Proper removal of all hazardous materials will occur during the demolition phase of the project.

Capacity Constraints

This alternative would allow for proper sizing of all building spaces to accommodate a 1-8 school with 889 students. However due to site constraints, the building's footprint is limited requiring the new addition to stretch vertically. This would result in a minimum 6-7 story building, 7-8 stories if Kindergarten were to be included. This high-rise construction would require additional costly building codes be met.

Program Delivery Impediments

- Appropriate adjacencies are not fully met
- Location of Specialists spaces is not fully realized
- Separations of Elementary and Middle school programs is not appropriately realized
- Inability to fit the Kindergarten program at the ground or first floor levels
- Retained elements of the existing historic school are undersized and inefficient
- Lack of any site amenities and educational program space is a major detriment and a safety concern

Schedule Overview

The extensive renovation required anticipates a minimum full two years of construction, potential phasing and the need for swing space.

Cost Overview

The estimated construction cost for Alternative 4 is:

$89,003,797

The estimated project cost for Alternative 4 is:

$111,254,746

Conclusion

The Pros and Cons of Alternative 4 are summarized as follows:

Pros

- Saves part of historic structure
- Property is currently owned by the City of Lawrence
- A portion of the Oliver Schools' Elementary and Middle School population is addressed
- An additional Educational Complex is provided

Cons

- The building will be a 6-7 story high rise.
- Full program is not realized
- Temporary swing space will be necessary.
- A variance will be required

Alternative 5 – 1,000 students Grades K-8 at Stone Mill Site

This alternative satisfies both the District's educational program and enrollment goals.

Description

This alternate requires the City of Lawrence to acquire a new parcel of property referred to as the "Stone Mill" building, located at 15 Union Street, Lawrence MA. Portions of neighboring Gateway Parking Lot parcel (City ownership following transfer of land from the MVRTA) would also be required to allow for the necessary additions to the existing building. The existing building is part of the National Register of Historic Places and is subject to review by the local and Mass historic Commission.

The exterior stone facades of the existing 5 story building would be retained, and the entire interior of the building would be removed. All exterior windows, doors, and roofs would be replaced with products that are aesthetically like the historic building.

Cost of construction will exceed 30% of building value requiring full compliance of Accessibility, Fire protection, life safety, etc.

This option does not require swing space.

Life Safety Code Compliance

The entire building, additions and renovated, will be in full compliance with all Life Safety Codes.

Accessibility Code Limitations

The entire building, additions and renovated, will be in full compliance with all ADA requirements. This will include adding an elevator to provide access to all areas of the building.

Energy Code Compliance

The exterior facades of the are construction of load bearing stone masonry and are uninsulated. Insulation and moisture mitigation will be added to all exterior walls. All exterior doors and windows will be replaced with energy efficient units. The roof and skylights will be replaced in their entirety providing R values compliant with code.

Site

The redevelopment of the Stone Mill Building as a school would include site improvements for pedestrian access and egress to the building, a loading area, re-constructed hardscape around the perimeter of the building, new utilities extended from the local streets, earthwork and reconstruction for the building addition and the creation of an exterior playground space.

Site demolition would consist of the removal of existing paved surface for the addition, playground area, a utility corridor to General Street, and for additional resurfaced areas around the building.

The utility corridor out to General Street would include gas, electric and telecommunications and water service. Sewer and drainage from the building will tie into on-site networks that will then flow to the city systems in the streets. Drainage from surface runoff will be collected by new catch basins, then routed through manholes and water quality units for treatment prior to being connected to the existing system. Rooftop runoff will be collected and routed to the existing system; it is anticipated that no recharge systems will be required.

Earthwork will be limited to preparation for building footings, utilities, preparation of non-hardscape areas and repaving. Landscape areas would likely require the removal and replacement of the top 3 feet of soil. It is anticipated that the handling and disposal of the existing soils will be regulated under the oversight of an LSP as the site has known contamination.

A pedestrian plaza and play area are proposed that will likely include a multi-use space with play equipment, hardscape and landscaped areas.

Structural:

The structural scope of work for Alternative 5, partial demolition, renovation, and addition to the Stone Mill can be broken into two portions, the addition portion and remaining existing building portion. The addition will be new construction and it is recommended that the addition and remaining portion of the existing structure be structurally isolated from one another. The existing structure is planned to be demolished except for the existing masonry walls. A new structural steel frame will then be provided within the masonry walls.

The following recommendations are provided for the new structure:

New foundations may need to be deep foundations (i.e. drive piles) due to the specific site conditions. If shallow foundations are feasible, they should be used as this is a more economical option. A geotechnical engineer is recommended to be retained to determine the site conditions, including a site specific seismic study. The new structure may have open air parking at the first level. Columns for the open air parking at the first level would need to be resistant to corrosion and impact from vehicles. Cast in Place concrete columns or heavy structural steel sections with a protective coating would be required for an open air parking space. The ground level could be a slab on grade or a structured slab on grade depending on whether deep foundations are required.

Structural floor framing systems for new construction will consist of composite steel beams and girders framed into wide flange steel or tubular shaped steel columns. These members will support will a 2"x 20 gage galvanized composite steel deck with 5 1/4" of lightweight concrete topping reinforced with welded wire fabric. All steel beams and girders will be spray fireproofed. The metal floor deck will not need to be fireproofed.

New roof framing will consist of wide flange steel beams and girders supported on wide flange or tubular steel columns. Due to the presence of the rooftop play area and mechanical penthouse, it is suggested that the roof be constructed of a concrete deck. For this deck, roof members will support will a 2"x 20 gage galvanized composite steel deck with 5 1/4" of lightweight concrete topping reinforced with welded wire fabric. The roof of the penthouse will be framed with steel wide flange shapes and support 1 ½" x 20 gage galvanized metal roof decking.

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.

For the existing Stone Mill structure, the existing foundations of the masonry walls will need to be reinforced. Foundations for the new structural steel may need to be deep foundations based on site conditions to prevent disturbance to the existing masonry wall foundations, and to prevent disturbance to elements buried under the existing structure. The finish floor elevation of the ground floor is currently below the flood plain. The new ground floor will therefore need to be constructed above the current ground floor and crawlspace. A new structured concrete slab supported by walls and concrete columns would likely be required to realize the proposed raised ground floor elevation.

The structural floors for the Stone Mill portion will be the same as the new addition.

The structural roof of the Stone Mill will consist of bent W-Shape beams to properly frame the geometry of the ridge. The roof deck will be 1 ½" galvanized steel deck attached to the beams. For the historic preservation of the existing structure, it is likely that the roofing material will need to be slate. A slate roof is heavier than most roofs and this will impact the roof structural system.

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. Additional diagonal steel braced frames will be required at the perimeter of the building to stabilize the masonry walls under seismic loading.

The existing masonry walls will require special attachment to the steel frame to ensure stability during a seismic event. This will likely involve anchoring the walls to the steel frame with epoxy injected anchors. The wall segments between windows may also need to be stabilized with a similar system, which would require vertical structural members spanning floor to floor for the anchors to attach to. The gable ends of the building will need to be stabilized in a similar manner. Testing of the existing masonry walls may be required in order to determine the condition and strength of the walls.

The existing chimney represents a hazard to the building and the site under an extreme event such as hurricane or seismic event. It is recommended that the chimney be demolished, or that an engineering evaluation and retrofit of the chimney be performed to reduce the hazard imposed by its presence.

Special attention will need to be given to the renovation process of the Stone Mill during construction. The assumption for Alternative 5 is that all interior floor framing will be replaced with new floor framing. Demolition of the existing framing will need to be done with extreme care. Without interior framing, the masonry walls will be unbraced and therefore less stable. Extensive temporary shoring and support is likely required until new interior framing is installed and properly attached to the masonry. A portion of the masonry wall collapsed during a previous construction project at the site, which highlights the sensitivity of the masonry walls. If no part of the existing masonry wall is permitted to be demolished for historic reasons, all access to the interior for removal of demolished items and installation of new material may

require access through the open roof and therefore require a crane. It is recommended that a thorough analysis of the construction process be performed.

Architectural:

Demolition on this alternative will include the 5,672 (2)-story portion on the southern end of the building, as well as the entire interior including the floors. The exterior fire escape stairs will be removed.

The renovation of the Stone Mill building will include a full new slate roof replacement including skylight gutters and downspouts, replacement of all exterior windows and doors, repointing of the entire stone façade. New wall anchors will be provided to laterally secure the exterior stone walls.

An entirely new interior would be provided including all walls, doors, interior glazing, finishes, toilet rooms, stairs, and at least one elevator. Exterior walls will be furred out to allow for the insulation of exterior walls, will reduce the Stone Mill building's usable square footage.

Renovated area is approximately 145,000 gsf.

The addition which would likely include a double height gymnasium space, the school's primary kitchen and servery, a dining common, a loading dock, and primary custodial spaces.

The addition is approximately 35,000 gsf on two levels with main entrances at each level to mitigate the sloped site condition. A 2,000-sf mechanical penthouse is anticipated and a 10,000-sf green roof for outdoor play and learning is planned due to site constraints and accessibility.

Plumbing

The existing main domestic water supply in the basement mechanical room will be removed and relocated to a dedicated water service room adjacent to the exterior for the building and will feed the new building addition and renovation of the project. New 4" reduced pressure backflow preventer will be added into the main to protect the service (per the DEP regulation 310 CMR 22). Boiler water feed and make-up, and any other mechanical take-Offs will branch off through a reduced pressure principle backflow preventer.

The domestic cold water piping inside the building will be replaced with a new piping in its entirety and will service new plumbing fixtures in the existing building and new addition areas. Domestic cold water will be distributed in "L" type copper tube with wrought or cast copper fittings. The piping will be insulated to prevent condensation.

The existing electric water heater will be removed in it entirety and replaced with three new high-efficiency gas-fired water heaters. (100 gallon, 270 GPH each water heater similar to A.O Smith BTH-250). Three water heaters will be manifold together and connected to the hot water supply piping and will be located in the new boiler room

The domestic hot water distribution system will be all new and will have re-circulating system to the fixtures, with no dead leg more than 12" in length. There will be 2 different hot water supply/recirculation systems in the building. One system will operate at 140oF and will serve the kitchen dishwasher and 3 compartment sink. The other system will operate at 120oF and will serve the other kitchen sinks and appliances, as well as the custodian room sinks, lavatories, and classroom sinks. At the lavatories, the faucets will reduce the temperature to 110oF at the lavatories.

Domestic hot water will be distributed in “L” type copper tube with wrought or cast copper fittings. The hot water (HW) and re-circulating (HWC) piping will be insulated for energy savings. No HW or HWC piping will be concealed beneath the slab.

The existing sanitary waste system is by gravity and exits the building east side of the building. The majority of the existing underground piping will be reused. Any under slab piping not required will be abandoned or removed from the system. Any existing pipe that will be reused will be jet cleaned prior to new pipe connection. New piping will be used for all new toilets in existing building and new addition area. A new dedicated grease waste line will be installed to collect grease-laden wastewater from the Kitchen appliances and fixtures. The grease line will exit the building and will be connected to the new exterior grease trap outside the building. For culinary sink or prep sinks grease tarp will be provided at the source. A new 2,500-gallon capacity outdoor grease interceptor will be placed on the site to intercept grease-laden waste prior connection to site sewer system.

The roof drains all seem to be relatively in good condition. The majority of the existing roof drains and piping will be reused. Roof with parapet wall will have overflow drain. The new addition area will have a standard roof drains. The storm system will be installed in cast iron piping with all horizontal piping insulated to prevent condensation.

The facility has natural gas and will remain. The gas load will be coordinated with the gas company for additional load. The natural gas line will feed two boilers, kitchen appliances and domestic water heater. Gas branch piping will be modified to accommodate new building heating load. New solenoid valve will be provided in the gas line serving the kitchen area. The valve will be interlock with CO detection system to shut off the main gas supply to kitchen appliances. The gas piping will be distributed in ASTM A53 schedule 40 black steel pipe.

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

Fire Protection

The new Building will be served from the new 8” fire service line from the City hydrant line. Cross connection control shall be provided by use a supervised double check valve assembly backflow preventer on the fire service as it enters the building in the dedicated water room, adjacent to the exterior building wall. The entire building shall be protected throughout with a wet automatic fire suppression system. The combination sprinkler/standpipe system will be fed from an 8” Wet Riser Check Valve and will have zone control valve assemblies to limit the sprinkler area controlled to less than f. as required by NFPA 13-2013.

Standpipes meeting the requirements of NFPA 14-2013 shall be provided in the egress stairwells, horizontal exits and in the Stage area. Each floor will be divided in to multiple sprinkler zones that are less than 52,000 s.f and each wet sprinkler zone will include a zone control valve assembly. Control valve assemblies shall consist of a supervised shutoff valve, check valve, flow switch and test connection with drain.

A fire department Siamese pumper connection will be provided at the outside of the fire service entrance or at a location requested by AHJ. The FDC will be wall-mount type. This system shall be designed in accordance with NFPA Standard 13, 2013, the Massachusetts State Building Code, 9th Edition and the city of Lawrence Fire Department requirements.

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.

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. Kitchen hood will be protected with a dry agent "Ansul R-102" packaged hood suppression system.

A new fire hydrant flow test shall be required and the results of the test can be used to determine the need of a fire pump.

Electrical

Existing electrical service, currently shared with another building, will be modified to disconnect the Stone Mill building.

The new electrical service dedicated for the Stone Mill building will originate from existing street utility high-voltage line, scope and routing to be finalized. The service will extend underground towards a new utility pad-mounted transformer with 277/480V wye secondary voltage configuration. The service primary wiring and transformer itself will be provided and owned by the local utility company, while the School Contractor will be responsible for the transformer's concrete pad, proper grounding and transformer's secondary power feeder.

The transformer's secondary feeder will enter the building via underground duct bank and will terminate in the new Main Switchboard, location of the Main Electric room to be finalized.

A new Main Switchboard will be 1,600 Ampere 277/480 Volt 3-phase 4 wire, based on preliminary estimate.

A system of 277/480V and 120/208V panelboards, separated by use; lighting, mechanical and general power, will be provided in dedicated electrical rooms throughout the building to serve the new HVAC and plumbing equipment, fire protection equipment, lighting and small power loads. Dedicated panelboard(s) will be provided to supply power to kitchen equipment and appliances.

Energy sub-metering system will be provided for monitoring all individual energy end uses that represent 10% or more of the total annual consumption of the building. Sub-meters will be connected to building DDC.

A high efficiency LED lighting with integral dimming drivers will be provided.

A new programmable lighting control system, occupancy sensors and daylight harvesting sensors will be installed in compliance with Energy Code.

An adequate number of duplex and quad receptacles will be provided in classrooms, offices, Gym, Auditorium, Library, etc., as required by the specific area program. 50% of receptacles, located in offices,

conference rooms and computer rooms, will be wired via local occupancy sensors, for automatic afterhours shutoff. Convenience outlets will be installed in all corridors and other common areas with spacing 50 ft.

A new addressable fire alarm system with voice evacuation feature will be provided. Detection devices will be installed in egress paths for early warning, and new speaker/strobe notification appliances shall be installed throughout per Code.

A Bi-Directional Antenna system throughout the building might be required as part of this Alternative, to be finalized.

A new outdoor diesel-fired 200KW 277/480V, 3-phase, 4 wire Emergency Generator with sound attenuated weatherproof enclosure will be provided to support all Life Safety (emergency egress lighting, fire pump if required, communication systems) and optional Standby loads (kitchen refrigeration equipment, building heating system equipment, elevator and miscellaneous small “critical” building loads). 2-hour fire-rated emergency closets shall be provided to house Life Safety equipment.

New exterior lighting, consisting of building-mounted and parking lot pole-mounted lights, will be provided. Exterior lights, installed adjacent to egress doors, will be wired to emergency power distribution system. All exterior lights will be time controlled.

An IESS “integrated electronic security system” which consists of 4 sub-systems Intrusion detection, CCTV, access control, and active shooter/duress alert will be installed. The systems are integrated and viewed as one via a single security GUI “graphical user interface”.

An Intrusion detection system consists of security panel, keypads, motion detectors and door contacts. The system is designed so that each perimeter classroom on the ground level will have motion detectors along the exterior wall, door contacts at each exterior door, and motion detectors in corridors of upper levels. The system is addressable, so each device will be identified when an alarm occurs. There is a digital communication transmitter to summon the local police department in the event of an actual alarm condition in the facility after hours.

The CCTV system consists of computer servers with image management software, computer monitors, and IP based closed circuit TV cameras. The existing Hikvision cameras can be re-used and integrated to the new VMS system. The head end server shall be located in the head end MDF room and will be rack mounted. The location of the cameras is generally mounted on site-lighting poles, on corridor ceilings and surface wall mounted on the exterior building perimeter. The cameras generally will be multi-head (sensor) type. The system shall fully integrate with the access control system to allow viewing of events from a single alarm viewer. Camera images and recorded video shall be linked to the access system to allow retrieval of video that is associated with the event.

The Access Control system includes a card access controller, door controllers and proximity readers/keypads. Proximity readers will be located at designated entry doors and will allow access to authorized personnel at all times. Each proximity reader will have a distinctive code to identify the user. The alarm condition shall also initiate real time recording on the integrated CCTV System that is included as part of this proposed system. The system is programmed with graphic maps allowing the end-user to quickly identify alarm conditions and lock/unlock doors. The system includes remote release buttons in offices that will allow the person to release the door locking mechanism at designated visitor door(s) from their desk.

The new Active Shooter/Duress Alert system consists of a supervised wireless control panel with supervised wireless panic buttons, supervised wireless receiver/transmitters, supervised prism/strobe lights, and a network application. The control panel shall be installed in the MDF room and will be interfaced to an active shooter/duress alert network application installed on school designated networked computers and first responder dispatch and mobile data terminal computers. The wireless buttons and/or the network application system will be programmed to allow for notifications with the exact location of the alert to be received by first responders in less than 1 second when a request for help is initiated. The network application will provide two-way communications between all designated computers and first responders. The network application will be programmed for various incidents as determined by the school such as medical, behavioral, and/or notification to first responders for emergency life threatening incidents. The system shall be interfaced to various school-wide systems as determined by the school for audio and visual emergency notifications such as the PA, IPTV, and prism/strobe light systems. The system will be interfaced to the access control system for lockdown situations. The system will be interfaced to the CCTV system to activate cameras in the vicinity of the incident. The system will also have the capability of interfacing to school and/or first responder radios and to school and first responder computers for two-way communications during a life-threatening incident.

The technology systems infrastructure will be upgraded to Cat 6A for tel/data locations throughout. A new MDF room and IDF closets will be constructed. The MDF will distribute an OM4 laser optimized 10gig fiber optic backbone to the new IDF rooms located throughout the building. The technology systems will include the infrastructure for the number of wireless access point locations required for WiFi coverage of the entire building.

New fiber cabling will be installed to connect the school's network to the district's Wide Area Network and to the district's shared Internet Point of Presence located at the high school.

A new IP/TV video distribution system will be installed to provide video streaming of live TV channels and video on demand media over the school's data network to all wired or wireless computer devices, interactive displays/projectors, and TV monitors. The IP/TV video distribution system shall include high definition encoders and decoders, TV monitors, a digital signage system, and live broadcasting equipment.

New live sound reinforcement systems consisting of amplifiers, digital signal processors, mixers, speakers, microphones and Assisted Listening transceivers and receivers shall be installed in common areas such as the Gymnasium and Cafeteria.

A large venue video prestation system consisting of a motorized projection screen, video projector, and audiovisual switcher shall be installed in an assembly area such as the Gymnasium. The large venue video prestation system shall be interfaced to the associated live sound reinforcement system.

Interactive display or projector systems shall be installed in all classrooms and common instructional spaces. The interactive displays/projectors shall be installed on the primary teaching wall. The interactive systems shall include and be interfaced to additional instructional devices such as document cameras and interactive voting systems.

Wireless sound field systems will be installed in all classrooms and/or instructional spaces. The wireless sound field systems shall consist of a ceiling panel and a media connector. Each wireless sound field system shall be interfaced to its associated interactive display/projector.

A Public-address system will be installed with speakers located throughout the building designed with the ability to page an individual room or make an announcement throughout the entire building. The PA

system shall be interfaced with the existing VoIP system to provide authorized staff the ability to make announcements from any phone handset.

A synchronized clock system consisting of a master clock and secondary clocks will be installed. The clock system will be a wired system utilizing Low Voltage wiring. A secondary clock will be installed in all offices and classrooms. Multiple secondary clocks shall be installed in all common areas. The master clock shall be programmed with the school's schedules and provide bell tones based on the master schedule.

The existing Avaya VoIP controller will be moved to the new MDF room at the completion of construction in a manner that minimizes disruption of service to the school.

Hazardous Materials

An approximately 5,833 square foot area of crawl space beneath the Stone Mill building in the region of the decommissioned turbine room, has residual hazardous materials contamination - this will be removed or encapsulated depending upon the remediation recommendations and type of materials encountered. All construction work will avoid disturbing this contaminated region of the Turbine Room located below the Lower Level floor.

Capacity Constraints

Due to the amount of available square footage and the existing floor to floor heights, an addition to the existing Stone Mill building will be required. This addition will contain gymnasium, kitchen/servery, dining commons, and custodial spaces.

The unique nature of the Stone Mill including its gable roof structure with exposed trusses allows for the District and Oliver school to realize a progressive middle school program., however, the area below the trusses is not entirely useable and will result in some inefficiency of net to gross space.

Program Delivery Impediments

No program delivery impediments are currently foreseen.

Schedule Overview

The extensive renovation required anticipates a minimum full two years of construction.

Cost Overview

The estimated construction cost for Alternative 5 is:

$117,102,221

The estimated project cost for Alternative 5 is:

$146,377,776

Conclusion

Pros

- An iconic historic building is revitalized, and a previously industrial site takes on a greener, civic and more pedestrian friendly appearance.
- The District's educational plan is fully realized.
- No swing space required.
- Unique opportunity for the City and families in the Northern District

Cons

- The structural upgrade is likely more complicated and potentially more costly than that of an all new building
- Additional analysis of the building's properties and structure is required
- Clarifying Historical limits that might be placed on the building design relative to its use as a fully functioning 21st Century school.

New Construction Alternatives:

Alternative 6 – 500 students Grades 1-5 at Oliver Partnership Site

This alternate does not align with the Districts educational program due to building height and volume and the impacts to the historic building North Commons Historic District and for this reason is not a viable option.

Description

The district's goal is to create a K-8 school. Any effort and resource spent to alter the existing building beyond a renovation should align with this goal.

Alternative 7 – 1,000 students Grades K-8 at Lawrence Gateway Parking Site

New construction of a K-8 Elementary Middle School for 1000 students on the Lawrence Gateway Parking Site, 70 General Street Lawrence MA.

Description

This alternate would first require the City of Lawrence to execute the purchase a portion of or all of the Lawrence Gateway site. The portion of the site identified for construction, adjacent to Canal Street, is currently used for parking and no existing building structures are present. The all new building will be approximately four to five stories tall at 167,346 gross square feet. No swing space will be required as the students can remain in their current buildings until the completion of construction.

Life Safety Code Compliance

All spaces and systems will be designed to meet current life safety codes and standards.

Accessibility Code Limitations

All spaces, systems, fixtures and equipment will be new, and designed to meet current accessibility codes and standards.

Energy Code Compliance

All roofs, walls, windows, doors and systems will be new, and designed to meet current energy codes and standards.

Site

The development of a new school on the Lawrence Gateway Parking site would include site improvements for pedestrian access and egress to the building, a loading area, re-constructed hardscape around the perimeter of the building including drop-off lanes, new utilities extended from the local streets, earthwork for the building and the creation of an exterior playground space.

Site demolition would consist of the removal of existing paved surface for the building and other site improvements near the building, playground area, and for utility connections.

The utility corridor out to General Street would include gas, electric and telecommunications and water service. Sewer and drainage from the building will tie into on-site networks that will then flow to the city systems in the streets. Drainage from surface runoff will be collected by new catch basins, then routed through manholes and water quality units for treatment prior to being connected to the existing system. Rooftop runoff will be collected and routed to the existing system, it is anticipated that no recharge systems will be required.

Earthwork will be limited to preparation for building footings, utilities, preparation of non-hardscape areas and repaving. Landscape areas would likely require the removal and replacement of the top 3 feet of soil. It is anticipated that the handling and disposal of the existing soils will be regulated under the oversight of an LSP as the site has known contamination.

A pedestrian plaza and play area are proposed that will likely include a multi-use space with play equipment, hardscape and landscaped areas.

Structural

The following recommendations are provided for a new structure as outlined in Alternative 6:

New foundation may need to be deep foundations due to the specific site conditions. If shallow foundations are feasible, they should be used as this is a more economical option. A geotechnical engineer is suggested to be retained to determine the site conditions, including a site specific seismic study.

Structural floor framing systems for new construction will consist of composite steel beams and girders framed into wide flange steel or tubular shaped steel columns. These members will support will a 2"x 20 gage galvanized composite steel deck with 5 1/4" of lightweight concrete topping reinforced with welded wire fabric. All steel beams and girders will be spray fireproofed. The metal floor deck will not need to be fireproofed.

New roof framing will consist of wide flange steel beams and girders supported on wide flange or tubular steel columns. The roof framing will be decked with a 1.5” deep wide rib metal roof deck.

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.

The roof framing under the new rooftop mechanical units will consist of composite steel beams and girders supporting a 2" galvanized composite deck with 6" of normal weight concrete topping reinforced with welded wire fabric. The concrete pads under the units will extend at least 5’ beyond the footprint of unit on all sides.

Plumbing

The Plumbing System will be designed in accordance with the Fuel Gas and Plumbing Code, 248 CMR and Latest addition of National Fuel Gas Code NFPA 54.

A new 4” water service will be routed from the site to enters the New Boiler Room in new addition of the Building. The domestic water service than run through water meter prior to feeding the building's domestic water load. A new reduced pressure backflow preventer will be installed at the main domestic water supply to protect the service (per the DEP regulation 310 CMR 22). Boiler water feed and make-up, and any other mechanical take-offs will branch off through a reduced pressure principle backflow preventer. The domestic water supply system will have water meters on strategic locations to record water consumption of fixtures on a weekly basis. The domestic cold water piping inside the building will be distributed in “L” type copper tube with wrought or cast copper fittings. Potable water will meet both the NSF 61 and NSF 372 standards for lead-free safe drinking water Act. The piping will be insulated to prevent condensation.

Three domestic hot water heater will be installed in the new boiler room. Water heaters will be manifold together and connected to the new hot water supply piping. The water heater will be high efficiency (94%) gas-fired water heater and each will have 130 gallon ASME tank, 300 MBH incapacity similar to A.O Smith BTH-300. The domestic hot water distribution will have dual temperature hot water supply/recirculation systems in the building. One system will operate at 140°F and will serve the kitchen dishwasher and 3-Compartment sink. The other system will operate at 120°F and will serve the other kitchen appliances, custodian room sinks, locker rooms, lavatories, and classroom sinks. Domestic hot water will be distributed in “L” type copper tube with wrought or cast copper fittings. The hot water (HW) and re-circulating (HWC) piping will be insulated per IECC 2015.

The surface of the roof deck will be drained with dual-level promenade drains with the lower drain bodies flashed into the waterproofing membrane. Roof with parapet wall will have overflow drains. Overflow drains will be extended to exterior wall with nozzle. The storm system will be installed in cast iron piping with all horizontal piping insulated to prevent condensation. The storm system will exit at various locations of the building and connect to the site stormwater collection system.

The sanitary waste system will drain by gravity and will run to exit the building and connect to the sewer system at the site. A dedicated grease waste line will be installed to collect grease-laden wastewater from the Kitchen appliances and fixtures. The grease line will exit the building adjacent to the Sanitary Sewer and will be connected to an exterior grease trap outside the building. For culinary sink or prep sinks grease tarp will be provided at the source. A new 8,000-gallon capacity outdoor grease interceptor will be placed on the site to intercept grease-laden waste prior connection to site sewer system. Art room sinks will be provided with solid interceptor. The above-ground sanitary drainage and vent will be piped in cast iron with “no-hub” joints.(3” or larger). Piping smaller than 3 inches will be piped in copper. Piping below floor shall be weight cast iron hub and spigot.

New 8” gas service will enter the boiler room and will be regulated to low pressure (11” W.C) inside the building. The exterior pressure regulators and gas meter will be mounted on the outdoor steel rack. The gas meter and regulator will be by the gas utility company. The gas supply will be piped to the heating boilers, gas-fired water heaters, make up air unit, food service equipment in the kitchen area. The

emergency generator will be piped as a separate dedicated gas line. The gas piping will be distributed in ASTM A53 schedule 40 black steel pipe.

A number of plumbing fixtures will be added in the facility to accommodate population of male students and female students and shall be in accordance with 248 CMR Paragraph 10.10, Table 1. Plumbing fixtures will be equipped with the following water-conserving features (for 30% indoor water use reduction-LEED-V4, Credit 2).

a.) Water Closets: Toilet flush valve to be water sense labeled, Manual 1.1 gpf flushometer. Equal to American Standard 6047.111.002.

b.) Urinals: The Flush valve to be water sense labeled, Manual operated at 0.125 gpf equal to American Standard 6045.013.002.

c) Deck Mounted 4" fixed centers Metering Faucet, (lead-free), 0.35 gpm aerator. Faucet to be equal to Chicago Faucets Model 3500-4E39PABCP.

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 cooler, in a high-low handicapped accessible configuration to meet MAAB requirement.

All toilet and mechanical rooms will have floor drains complete with trap primers. The boiler room will include service sink and eyewash station.

Plumbing roughing connections and faucets will be provided to each kitchen appliances requiring plumbing work. Non-freeze wall hydrants will be provided along the exterior wall of the school building.

Fire Protection

The new Building will be served from the new 8" fire service line from the City hydrant line. Cross connection control shall be provided by use a supervised double check valve assembly backflow preventer on the fire service as it enters the building in the dedicated water room, adjacent to the exterior building wall. The entire building shall be protected throughout with a wet automatic fire suppression system. The combination sprinkler/standpipe system will be fed from an 8" Wet Riser Check Valve and will have zone control valve assemblies to limit the sprinkler area controlled to less than f. as required by NFPA 13-2013.

Standpipes meeting the requirements of NFPA 14-2013 shall be provided in the egress stairwells, horizontal exits and in the Stage area. Each floor will be divided in to multiple sprinkler zones that are less than 52,000 s.f and each wet sprinkler zone will include a zone control valve assembly. Control valve assemblies shall consist of a supervised shutoff valve, check valve, flow switch and test connection with drain.

A fire department Siamese pumper connection will be provided at the outside of the fire service entrance or at a location requested by AHJ. The FDC will be wall-mount type. This system shall be designed in accordance with NFPA Standard 13, 2013, the Massachusetts State Building Code, 9th Edition and the city of Lawrence Fire Department requirements.

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.

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. Kitchen hood will be protected with a dry agent "Ansul R-102" packaged hood suppression system.

A new fire hydrant flow test shall be required and the results of the test can be used to determine the need of a fire pump.

Electrical:

For electrical work, A single 2500 Ampere, 277/480 Volt, 3-phase services. A new primary electrical system will be utilized, a new primary switch will be installed that will feed new 2000KVA pad mount liquid filled transformer with a 277/480V wye secondary. A system of new panelboards separated by use; lighting, mechanical and general power will be provided in dedicated electrical rooms throughout the building to serve equipment, lighting and branch circuit loads. The existing lighting will be upgraded to high efficiency LED lighting with integral dimming drivers. A new automated addressable lighting control system with local vacancy sensors, occupancy sensors and daylight harvesting sensors will be installed in accordance with IECC 2015. The fire alarm system will be replaced with a new addressable voice evacuation system. Detection devices will be installed in egress paths for early warning and new speaker/strobe notification appliances installed throughout per NFPA 72 2016 edition. A Bi-Directional Antennae system throughout the building will be required as part of this renovation program. A new diesel fired 400KW 277/480V, 3-phase, 4 wire emergency generator mounted exterior with a sound attenuated weather proof enclosure will be provided to serve life safety, optional standby and legally required loads. Separate 2-hour rated emergency closets will be built to house life safety and legally required systems.

An IESS "integrated electronic security system" which consists of 4 sub-systems Intrusion detection, CCTV, access control, and active shooter/duress alert will be installed. The systems are integrated and viewed as one via a single security GUI "graphical user interface".

An Intrusion detection system consists of security panel, keypads, motion detectors and door contacts. The system is designed so that each perimeter classroom on the ground level will have motion detectors along the exterior wall, door contacts at each exterior door, and motion detectors in corridors of upper levels. The system is addressable, so each device will be identified when an alarm occurs. There is a digital communication transmitter to summon the local police department in the event of an actual alarm condition in the facility after hours.

The CCTV system consists of computer servers with image management software, computer monitors, and IP based closed circuit TV cameras. The existing Hikvision cameras can be re-used and integrated to the new VMS system. The head end server shall be located in the head end MDF room and will be rack mounted. The location of the cameras is generally mounted on site-lighting poles, on corridor ceilings and surface wall mounted on the exterior building perimeter. The cameras generally will be multi-head (sensor) type. The system shall fully integrate with the access control system to allow viewing of events from a single alarm viewer. Camera images and recorded video shall be linked to the access system to allow retrieval of video that is associated with the event.

The Access Control system includes a card access controller, door controllers and proximity readers/keypads. Proximity readers will be located at designated entry doors and will allow access to authorized personnel at all times. Each proximity reader will have a distinctive code to identify the user. The alarm condition shall also initiate real time recording on the integrated CCTV System that is included as part of this proposed system. The system is programmed with graphic maps allowing the end-user to quickly identify alarm conditions and lock/unlock doors. The system includes remote release buttons in offices that will allow the person to release the door locking mechanism at designated visitor door(s) from their desk.

The new Active Shooter/Duress Alert system consists of a supervised wireless control panel with supervised wireless panic buttons, supervised wireless receiver/transmitters, supervised prism/strobe lights, and a network application. The control panel shall be installed in the MDF room and will be interfaced to an active shooter/duress alert network application installed on school designated networked computers and first responder dispatch and mobile data terminal computers. The wireless buttons and/or the network application system will be programmed to allow for notifications with the exact location of the alert to be received by first responders in less than 1 second when a request for help is initiated. The network application will provide two-way communications between all designated computers and first responders. The network application will be programmed for various incidents as determined by the school such as medical, behavioral, and/or notification to first responders for emergency life threatening incidents. The system shall be interfaced to various school-wide systems as determined by the school for audio and visual emergency notifications such as the PA, IPTV, and prisim/strobe light systems. The system will be interfaced to the access control system for lockdown situations. The system will be interfaced to the CCTV system to activate cameras in the vicinity of the incident. The system will also have the capability of interfacing to school and/or first responder radios and to school and first responder computers for two-way communications during a life-threatening incident.

The technology systems infrastructure will be upgraded to Cat 6A for tel/data locations throughout. A new MDF room and IDF closets will be constructed. The MDF will distribute an OM4 laser optimized 10gig fiber optic backbone to the new IDF rooms located throughout the building. The technology systems will include the infrastructure for the number of wireless access point locations required for WiFi coverage of the entire building.

New fiber cabling will be installed to connect the school's network to the district's Wide Area Network and to the district's shared Internet Point of Presence located at the high school.

A new IP/TV video distribution system will be installed to provide video streaming of live TV channels and video on demand media over the school's data network to all wired or wireless computer devices, interactive displays/projectors, and TV monitors. The IP/TV video distribution system shall include high definition encoders and decoders, TV monitors, a digital signage system, and live broadcasting equipment.

New live sound reinforcement systems consisting of amplifiers, digital signal processors, mixers, speakers, microphones and Assisted Listening transceivers and receivers shall be installed in common areas such as the Gymnasium and Cafeteria.

A large venue video prestation system consisting of a motorized projection screen, video projector, and audiovisual switcher shall be installed in an assembly area such as the Gymnasium. The large venue video prestation system shall be interfaced to the associated live sound reinforcement system.

Interactive display or projector systems shall be installed in all classrooms and common instructional spaces. The interactive displays/projectors shall be installed on the primary teaching wall. The interactive systems shall include and be interfaced to additional instructional devices such as document cameras and interactive voting systems.

Wireless sound field systems will be installed in all classrooms and/or instructional spaces. The wireless sound field systems shall consist of a ceiling panel and a media connector. Each wireless sound field system shall be interfaced to its associated interactive display/projector.

A Public-address system will be installed with speakers located throughout the building designed with the ability to page an individual room or make an announcement throughout the entire building. The PA system shall be interfaced with the existing VoIP system to provide authorized staff the ability to make announcements from any phone handset.

A synchronized clock system consisting of a master clock and secondary clocks will be installed. The clock system will be a wired system utilizing Low Voltage wiring. A secondary clock will be installed in all offices and classrooms. Multiple secondary clocks shall be installed in all common areas. The master clock shall be programmed with the school's schedules and provide bell tones based on the master schedule.

The existing Avaya VoIP controller will be moved to the new MDF room at the completion of construction in a manner that minimizes disruption of service to the school.

Hazardous Materials

The likelihood of the site containing contaminates from previous All hazardous materials on site would be abated or contained prior to the construction of a new building.

Capacity Constraints

The capacity noted in the MSBA Enrollment Projection indicates a base design capacity of 1000 students. This total enrollment and the corresponding space will be provided for within the new construction of this Alternative.

Program Delivery Impediments

None

Schedule Overview

The high likely hood of Hazardous materials in the soil requires a conservative approach to budget and schedule. Since no construction can commence without first removing and remediating the soils this Alternative is recommending a full year to clear and cap the site underneath the new structure and then a normal two-year construction sequence.

Cost Overview

The estimated construction cost for Alternative 7 is:

$93,745,843

The estimated project cost for Alternative 7 is:

$117,182,304

Conclusion

The Pros and Cons of Alternative 7 are summarized as follows:

Pros

- Completely new school
- No project related demolition would need to happen to the Historic Oliver Building
- No swing space required
- Responsive to current educational programming needs
- Full accommodation of current and future curriculum
- Potential for energy conservation and lower operating costs
- Space to fully realize site educational and amenity features

Cons

- Requires the City of Lawrence to gain full ownership of the Gateway Lot parcel(s)
- Unknown quality and quantity of soil remediation

Overall Conclusions

All alternatives that serve only 500 students have been determined as not viable as they do not meet the City or District's Educational Program or enrollment goals. They are not supported by District or City.

An all new construction option off site (Alternative 7) is the best "construction" project from a student disruption and schedule perspective. It also appears to be the least costly 1,000-student alternative and is therefore very desirable. The potential for unknown and expensive site remediation make this an unsuitable candidate after further investigation during the Preferred Schematic Report phase. Additionally, there is some concern with the long term impact of using this site for a school rather than for other economic development opportunities.

The Historic Stone Mill building presents a unique and feasible alternative to solving the City's dilemma of creating a 21st Century school environment. The Stone Mill also provides the Northern District with an iconic and positive environment that can serve the City and its families/students for many years. By building away from the Oliver site, a site plan that is responsive to educational uses and provides ease of access, safety, parking and visibility is possible. Freeing up the Oliver site also opens the site up for use as a cost-effective swing space for the Leahy/Leonard School project following in the Oliver's footsteps. Although more expensive and still with unknowns to be resolved this alternative is highly supported by the District and the City and pending negotiations for acquisition should remain under primary consideration. It is supported by the building committee, the City and the local historic commission.

Meeting the project goals and educational program for a combined Oliver Partnership/UP Oliver school that will allow the students and families of Lawrence's Northern District to thrive is critical. Siting the new school is complex and challenging with many unusual variables. At the conclusion of the Preliminary Design Program, the building committee has elected to shortlist Alternatives 4, 5, and 7. At the outset of the Preferred Schematic Report (PSR) the building committee will perform further investigations of the shortlisted alternatives including a review of program, schedule, phasing, building configuration and cost efficiencies for each of these alternatives to be studied further, leading to a preferred alternative.

Section Seven

7 Local Actions and Approvals

Throughout this process, the Oliver Elementary School Building Committee (OESBC) has endeavored to maintain a public, transparent and open process. 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, OESBC meetings which are advertised and open to the public, and the Project's website: https://www.lawrence.k12.ma.us/index.php/oliver-school-building-project.

All meeting minutes and presentations of those meetings are available are available for public review at Lawrence Public Schools Central Office, 237 Essex Street, Lawrence, MA. A listing of all OESBC meetings to date and the OESBC's approval to submit this Preliminary Design Program at the October 30, 2019 meeting are attached to the Local Actions and Approvals Certification are included in Appendix 7.4.

This Preliminary Design Program will be included as a link on the Lawrence Public Schools webpage.

7.1 Local Action and Approval Certification

The original executed Local Actions and Approval Certification document is included in Appendix 7.4. Attached to the Local Actions and Approval Certification:

- Log of OESBC and other public meeting where the project was discussed that have taken place since the project was invited to Feasibility Study
- Minutes of the October 30, 2019 OESBC meeting, which includes approval to submit this Preliminary Design Program to the MSBA

7.2 Certified Meeting Minutes

Certified copies of all Oliver Elementary School Building Committee Meeting minutes are included in Appendix 7.4. The minutes of the October 30, 2019 OESBC meeting include approval for the PDP submission to the MSBA; the OESBC has not convened since the October 30, 2019 meeting, therefore the meeting minutes have not yet been certified. The log attached to the Local Actions and Approval Certification lists all meeting dates with summary agendas and votes taken.

7.3 Meeting Agendas

Copies of all Oliver Elementary School Building Committee Meeting agendas are included in Appendix 7.4. The log attached to the Local Actions and Approval Certification lists all meeting dates with summary agendas and votes taken.

7.4 Section Appendices

7.1 Local Action and Approval Certification

LAWRENCE
PUBLIC SCHOOLS

Lawrence Public Schools • P.O. Box 1498 • Lawrence, MA 01842

November 5, 2019

Ms. Mary Pichetti
Director of Capital Planning
40 Broad Street
Boston, Massachusetts 02109

Dear Ms. Pichetti:

The City of Lawrence School Building Committee ("SBC") has completed its review of the Preliminary Design Program for the Oliver Partnership Elementary school project (the "Project"), and on October 30, 2019, the SBC voted to approve and authorize the Owner's Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration. 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.

Since the MSBA's Board of Directors invited the District to conduct a Feasibility Study on February 14, 2018, the SBC has held forty-one (41) meetings regarding the proposed project, in compliance with the state Open Meeting Law. See attached spreadsheet of SBC meetings held to discuss and/or present the public material related to the Project.

In addition to the SBC meetings listed above, the District held three (3) public meetings since the MSBA's Board of Directors invited the District to conduct a Feasibility Study on February 14, 2018. These meetings were posted in compliance with the state Open Meeting Law, at which the Project was discussed. See attached spreadsheet of public meetings at which the project was discussed.

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at Lawrence Public Schools Central Office, 237 Essex Street, Lawrence, MA.

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq.*

If you have any questions or require any additional information, please contact
Anne Marie Stronach, Chief Operating Officer
Lawrence Public Schools
Lawrence School Department Central Office
237 Essex Street, Lawrence, MA 01840
978-975-5905 ext. 25630

LAWRENCE
PUBLIC SCHOOLS

Lawrence Public Schools • P.O. Box 1498 • Lawrence, MA 01842

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

By:

Mayor Daniel Rivera

Title: Chief Executive Officer

Date: 11/5/2019

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

By:

Cynthia Paris

Title: Superintendent of Schools

Date: 11/5/2019

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

By:

Mayor Daniel Rivera

Title: Chair of the School Committee

Date: 11/5/2019

(Phone) 978-975-5905 • (Fax) 978-722-8544 • (Website) www.lawrence.k12.ma.us

Henry K. Oliver School, Lawrence, MA
Local Actions Approvals
SBC Meeting Log

When / Where was Meeting	Who Presented	Summary of Concerns & Comments Presented	List of Materials Discussed / Available to Public	List of Votes & Results	When / Where Notice was Posted
Elementary School Building Committee Monday, April 9, 2018, 4:00 PM LPS Central Office	Anne Marie Stronach (LPS)	OPM Selection, draft RFS.	Meeting minutes, no attachments.	MOTION: Nancy Salach motioned to approve a RFS subcommittee for the purpose of drafting the RFS for OPM and Legal Notice for the large committee consideration; Subcommittee members Milagros Puello, Christine Bufagna, Anne Marie Stronach and Adderly Gonzalez (if unable to participate Mayor will step in); seconded by Stephanie Infante. Motion passed unanimously.	City of Lawrence Website Public Meeting Notices Document Center April 5, 2018
Elementary School Building Committee Monday, May 7, 2018, 4:30 PM LPS Central Office	Anne Marie Stronach (LPS)	OPM Selection, final RFS.	Meeting minutes, no attachments.	MOTION: Nancy Salach motioned to approve a RFS for OPS and Legal Document for submission to the MSBA for their approval; seconded by Adderly Gonzalez. Motion passed unanimously.	City of Lawrence Website Public Meeting Notices Document Center May 3, 2018
Elementary School Building Committee Wednesday, June 27, 2018, 1:00 PM LPS Central Office	Anne Marie Stronach (LPS)	OPM Selection, responses received.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center June 25, 2018
Elementary School Building Committee Wednesday, June 28, 2018, 10:00 AM LPS Central Office	Anne Marie Stronach (LPS)	OPM Selection, responses evaluated, short listed and interviews scheduled.	Meeting minutes, no attachments.	MOTION: Lesley Melendez motioned to approve three (3) firms to be interviewed and submitted to MSBA for short list; seconded by Stephanie Infante. Motion passed unanimously. MOTION: Lesley Melendez motioned to approve three (3) firms; Pinck & Co., Leftfield, and Dore & Whitter, to be interviewed and submitted to MSBA for short list; seconded by Stephanie Infante. Motion passed unanimously.	City of Lawrence Website Public Meeting Notices Document Center June 25, 2018
Elementary School Building Committee Monday, July 30, 2018, 4:00 PM LPS Central Office	OPM (Pinck & Co.)	OPM Selection, selected. Pinck & Co. introduced at meeting.	Meeting minutes, no attachments.	MOTION: Nancy Salach made a friendly motion to have Rich Dokos, Milagros Puello, Anne Marie Stronach and Nancy Salach serves as a subcommittee to work with Project Manager on the RFS for Designer Services; Christine Seconded. No discussion. Motion passed unanimously.	City of Lawrence Website Public Meeting Notices Document Center July 26, 2018
Elementary School Building Committee Monday, August 20, 2018, 4:00 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, timeline for RFS.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center August 16, 2018
Elementary School Building Committee Monday, September 17, 2018, 4:30 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, developing RFS.	Meeting minutes, no attachments.	MOTION: Christine Bufagna made a motion to approve the Request for Services for Designer Selection final draft pending MSBA review; motion was seconded by Rich Dokos. No discussion. Motion passed unanimously.	City of Lawrence Website Public Meeting Notices Document Center September 13, 2018
Elementary School Building Committee Monday, October 15, 2018, 4:00 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, change in timeline for RFS.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center October 11, 2018
Elementary School Building Committee Monday, November 5, 2018, 3:50 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, RFS out to designers.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center November 1, 2018
Elementary School Building Committee Thursday, January 10, 2019, 4:00 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, responses received.	Meeting minutes, no attachments.	MOTION: Anne Marie Stronach made a motion to approve Mayor Rivera, Superintendent Paris and Anne Marie Stronach as the 3 local DSP members and further to approve Milagros Puello and Christine Bufagna as the 2 alternates to the DSP; seconded by Milagros Puello. No further discussion. Motion passed unanimously.	City of Lawrence Website Public Meeting Notices Document Center January 8, 2019
Elementary School Building Committee Thursday, January 17, 2019, 12:00 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, responses being evaluated.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center January 15, 2019

Henry K. Oliver School, Lawrence, MA
Local Actions Approvals
SBC Meeting Log

When / Where was Meeting	Who Presented	Summary of Concerns & Comments Presented	List of Materials Discussed / Available to Public	List of Votes & Results	When / Where Notice was Posted
Elementary School Building Committee Thursday, January 24, 2019, 3:30 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, responses evaluated and short listed.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center January 22, 2019
Elementary School Building Committee Thursday, February 14, 2019, 4:00 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, interviews scheduled.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center February 12, 2019
Elementary School Building Committee: Contracts Subcommittee Friday, March 22, 2019, 3:30 PM LPS Central Office	OPM (Pinck & Co.)	Designer Selection, designer fee and contract.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center March 20, 2019
Elementary School Building Committee Wednesday, April 10, 2019, 3:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Designer Selection, SMMA selected. Contract finalization.	Meeting minutes, no attachments.	MOTION: Anne Marie Stronach made a motion to create a Design, Outreach and Programming Subcommittee of the ESBC to drive the design, outreach and programming aspects of the Feasibility and Schematic Design process. The motion was seconded by Richard Dokos. There was no further discussion. The motion carried unanimously. MOTION: Anne Marie Stronach made a motion for the Design, Outreach and Programming Subcommittee to include the following members: Milagros Puello, Richard Dokos, Jean Zembruski, Kelsie LeBuffe, Anne Marie Stronach, Christine Bufagna, and Katherine Mahoney (alternate). The motion was seconded by Milagros Puello. There was no further discussion. The motion carried unanimously. MOTION: Mayor Rivera made a motion to create a Site Selection and Swing Space Subcommittee of the ESBC to review site selection and swing space options. The motion was seconded by Kelsey LeBuff. There was no further discussion. The motion carried unanimously. MOTION: Anne Marie Stronach made a motion for the Site Selection and Swing Space Subcommittee to include the following members: Mayor Rivera, Anne Marie Stronach, and Richard Dokos. The motion was seconded by Jean Zembruski. There was no further discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center April 8, 2019
Elementary School Building Committee Wednesday, April 24, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	MSBA Project Kick-Off Meeting. SMMA introduced.	Meeting minutes, no attachments.	MOTION: Stephany Infante made a motion to hold Oliver ESBC Meetings every 3rd Wednesday of the month at 5:00 P.M. in the 2nd Floor Conference Room, 237 Essex Street; seconded by Lesly Melendez. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center April 22, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, May 22, 2019, 4:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Establishing a Spanish translator for written documents and verbal communication for all public meetings. Community engagement.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center May 13, 2019
Elementary School Building Committee Wednesday, May 22, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Oliver Elementary School Building Committee and Subcommittees logistics, project directory, and review of Feasibility Phase design requirements.	Project schedule and project budget.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center May 13, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, June 5, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program and Space Summary.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center May 31, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, June 5, 2019, 3:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Design team completing site visits for surveying of existing conditions.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center May 31, 2019

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When / Where was Meeting	Who Presented	Summary of Concerns & Comments Presented	List of Materials Discussed / Available to Public	List of Votes & Results	When / Where Notice was Posted
Elementary School Building Committee: Design Subcommittee Wednesday, June 19, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program and Space Summary.	Draft of Space Summary.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center June 14, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, June 19, 2019, 3:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection and swing space options.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center June 14, 2019
Elementary School Building Committee Wednesday, June 19, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Visioning Meeting #1, Glossary of Terms, setting up webpage for community outreach, and site explorations.	Project budget.	MOTION: Anne Marie Stronach made a motion for the attendees of the 7/2 Site Selection & Swing Space Subcommittee to be able to authorize funding for additional services for SMMA to explore another site; seconded by Richard Dokos. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center June 14, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, July 2, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program, Space Summary, and Visioning Meeting process.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center June 26, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, July 2, 2019, 3:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection and swing space options. Additional site surveying required.	Meeting minutes, no attachments.	MOTION: Anne Marie Stronach made a motion to approve SMMA's additional services not to exceed fee of $43,900 for investigation of the alternative site as presented in the July 1st proposal; seconded by Richard Dokos. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center June 26, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, July 17, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program, Space Summary, and Community Outreach.	Final Gloassary of Terms in English and Spanish, Visioning Workshop meeting minutes, updated Space Summary, draft of Community Survey #1.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center July 12, 2019
Elementary School Building Committee Wednesday, July 17, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program development.	Project schedule and project budget.	MOTION: Anne Marie Stronach made a motion to approve Pinck & Co., Inc.'s Invoice #11563 for the month of May for $16,025; seconded by Mayor Daniel Rivera. No discussion. The motion carried unanimously. MOTION: Anne Marie Stronach made a motion to approve SMMA's Invoice #50994 for the month of May for $55,990; seconded by Mayor Daniel Rivera. No discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center July 2, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, July 31, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program, Space Summary, Community Outreach, and next Visioning Meeting scheduled.	Education Plan discussion items.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center July 24, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, August 14, 2019, 3:15 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Final draft of Educational Program and Space Summary.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center August 12, 2019
Elementary School Building Committee Wednesday, August 21, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Final draft of Educational Program and Space Summary development.	Project schedule and project budget.	MOTION: Anne Marie Stronach made a motion to approve the MSBA Space Summary Alternative #2A, which includes revisions per today's discussion, as a draft to bring to the Wednesday, 8/28/19 Site Selection & Swing Space Subcommittee for endorsement; seconded by Richard Dokos. No discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center August 16, 2019

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Elementary School Building Committee: Design Subcommittee Wednesday, August 21, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Space Summary.	Draft of Space Summary chart, draft of space itemized breakdown, and diagrams of 'Learning Pods'.	MOTION: Masiel Jordan made a motion to approve Pinck & Co., Inc.'s Invoice #11616 for the month of June for $18,343.75; seconded by Mayor Daniel Rivera. No discussion. The motion carried unanimously. MOTION: Masiel Jordan made a motion to approve SMMA's Invoice #51114 for the month of June for $55,990; seconded by Mayor Daniel Rivera. No discussion. The motion carried unanimously. MOTION: Mayor Daniel Rivera made a motion to approve the final draft of the Education Plan as presented; seconded by Anne Marie Stronach. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center August 6, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, August 28, 2019, 3:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection and swing space options. Additional geotechnical surveying required.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center August 23, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, September 4, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Finalizing Education Plan and Space Summary.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center August 30, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, September 4, 2019, 4:05 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection and swing space options.	Meeting minutes, no attachments.	MOTION: Anne Marie Stronach made a motion for Mayor Rivera to approve SMMA's additional services fee for geotechnical, surveying, and traffic calculations once SMMA finalizes fees in a proposal; seconded by Richard Dokos. Mayor Rivera abstained. No discussion. Motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center August 30, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, September 18, 2019, 4:05 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection and swing space options.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center August 30, 2019
Elementary School Building Committee Wednesday, September 18, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Timeline of Preliminary Design Program submission and review of site seletion / building options.	Project schedule and project budget.	MOTION: Superintendent Paris made a motion to approve Pinck & Co., Inc.'s Invoice #11676 for the month of July for $18,643.75; seconded by Jean Zembruski. No discussion. The motion carried unanimously. MOTION: Superintendent Paris made a motion to approve SMMA's Invoice #51310 for the month of July for $76,455.00; seconded by Richard Dokos. No discussion. The motion carried unanimously. MOTION: For informational purposes and to ensure all OESBC members are aware of current status of the project, Anne Marie Stronach made a motion to send to all OESBC members abridged and notated version of SMMA's Visioning presentation as well as David Stephen's notes from the Visioning Workshops; seconded by Richard Dokos. No discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center August 30, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, September 25, 2019, 4:05 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection options, swing space details, and alternative site investigations.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center September 23, 2019

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Elementary School Building Committee: Site Subcommittee Wednesday, October 2, 2019, 4:05 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection options, swing space details, and alternative site investigations.	Meeting minutes, no attachments.	MOTION: Mayor Rivera made a motion to approve SMMA's proposal for Additional Site Investigation for the Stone Mill and Gateway Parking sites in the amount of $16,980.00; the motion was seconded by Richard Dokos. No additional discussion. The motion carried unanimously. MOTION: Mayor Rivera made a motion to authorize LPS to proceed with Additional Site Investigation for the Stone Mill and Gateway Parking sites while SMMA Contract Amendment #2 goes through the City's procurement process; the motion was seconded by Anne Marie Stronach. No additional discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center September 23, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, October 16, 2019, 4:05 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Site selection options, swing space details, and alternative site investigations.	Memo from SMMA to City on AUL and Acquisition timeline.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center September 23, 2019
Elementary School Building Committee Wednesday, October 16, 2019, 5:00 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Finalized site seletion / building options.	Project schedule, project budget, draft TOC of PDP, SMMA presentation.	MOTION: Masiel Jordan made a motion to approve Pinck & Co., Inc.'s Invoice #11732 for the month of August for $18,968.75; seconded by Anne Marie Stronach. No discussion. The motion carried unanimously. MOTION: Masiel Jordan made a motion to approve SMMA's Invoice #51324 for the month of August for $98,300.00; seconded by Anne Marie Stronach. No discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center September 23, 2019
Elementary School Building Committee: Design Subcommittee Wednesday, October 30, 2019, 2:30 PM LPS Central Office	Designer (SMMA) OPM (Pinck & Co.)	Educational Program, components of Preliminary Design Program, and schedule.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center October 25, 2019
Elementary School Building Committee: Site Subcommittee Wednesday, October 30, 2019, 4:05 PM City Hall	Designer (SMMA) OPM (Pinck & Co.)	Alternative site investigations, historic coordination, components of Preliminary Design Program, and schedule.	Meeting minutes, no attachments.	None at this time.	City of Lawrence Website Public Meeting Notices Document Center October 24, 2019
Elementary School Building Committee Wednesday, October 30, 2019, 5:00 PM City Hall	Designer (SMMA) OPM (Pinck & Co.)	Review and vote of draft Preliminary Design Program submission and schedule.	Meeting minutes, no attachments.	* MOTION: Richard Dokos made a motion to authorize Anne Marie Stronach to approve the final Preliminary Design Program for submission to the MSBA contingent on all information provided to and gathered from the School Building Committee at this 10/30/19 OESBC meeting being incorporated into the final Preliminary Design Program, and further to authorize the Owner's Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration; the motion was seconded by Superintendent Cynthia Paris. No additional discussion. The motion carried unanimously.	City of Lawrence Website Public Meeting Notices Document Center October 24, 2019

*The OESBC has not convened since the 10/30/19 meeting, therefore the meeting minutes have not yet been certified

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Elementary School Building Committee Wednesday, March 28, 2018, 6:30 PM North Common Educational Complex Library, 233 Haverhill Street, Lawrence MA	Anne Marie Stronach (LPS)	MSBA Project Updates	None	None	City of Lawrence Website Public Meeting Notices Document Center
Lawrence Alliance fo Education Meeting **Wednes**day, October 10, 2018, 7:30 PM North Common Educational Complex Library, 233 Haverhill Street, Lawrence MA	Anne Marie Stronach (LPS)	MSBA Project Updates	None	None	City of Lawrence Website Public Meeting Notices Document Center
Lawrence Alliance fo Education Meeting Monday, March 13, 2019, 6:00 PM North Common Educational Complex Library, 233 Haverhill Street, Lawrence MA	OPM (Pinck & Co.)	MSBA Project Updates	None	None	City of Lawrence Website Public Meeting Notices Document Center