

SCHOOL BUILDING COMMITTEE MTG.

12.20.19

Process Update /Overview

Existing Conditions

Space Needs

Educational Programming

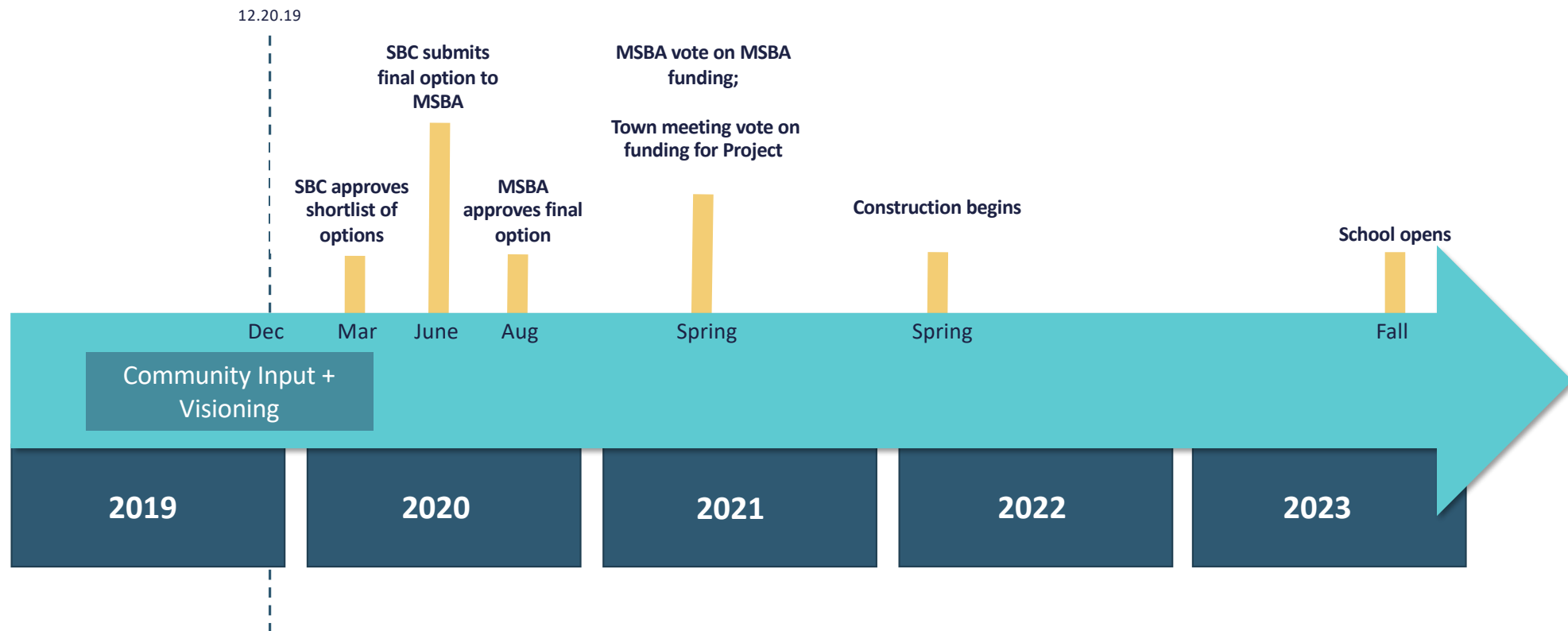
Space Summary

Evaluation Criteria



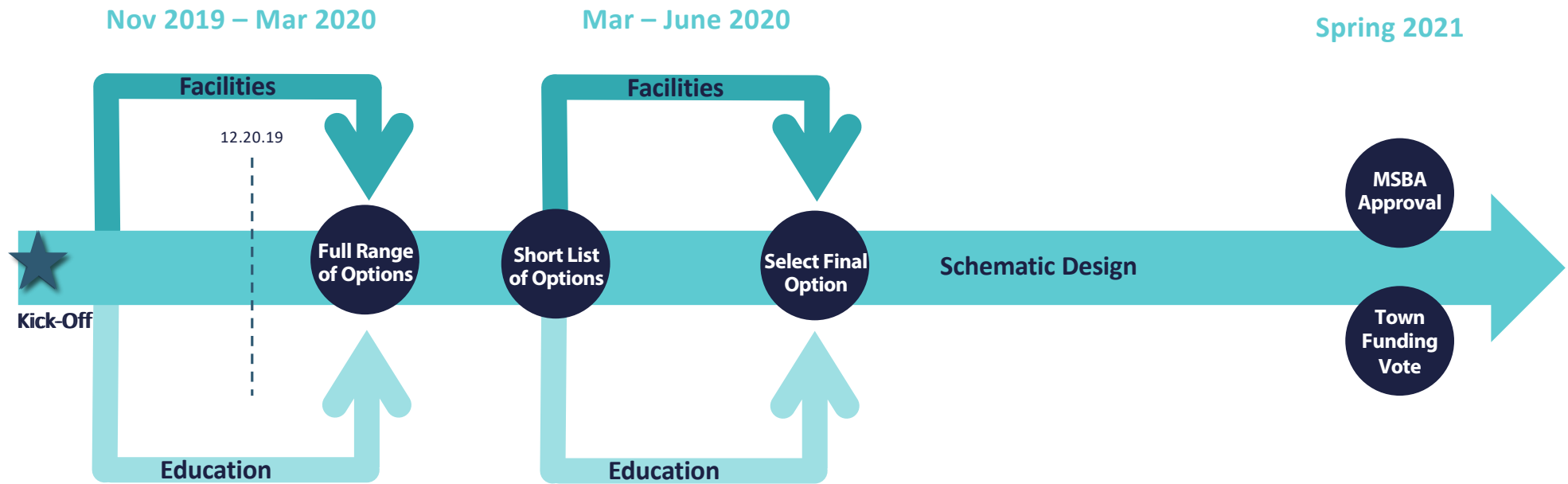
School Building Project

Process Update / Overview



MSBA Process

Process Update / Overview



Existing Conditions

Hanlon Elementary School - Site



Existing Conditions

Hanlon Elementary School - Exterior



Existing Conditions

Hanlon Elementary School – Architectural / Interior



Existing Conditions

Hanlon Elementary School Accessibility / Code



Existing Conditions

Hanlon Elementary School – M/E/P/FP Systems



Existing Conditions

Deerfield Elementary School - Exterior



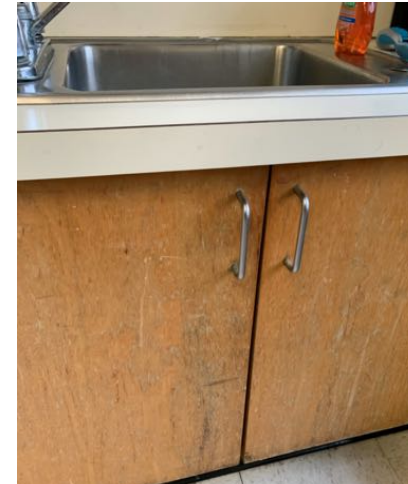
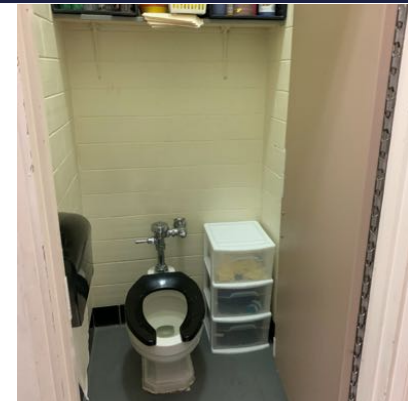
Existing Conditions

Deerfield Elementary School – Architectural / Interior



Existing Conditions

Deerfield Elementary School Accessibility / Code



Existing Conditions

Deerfield Elementary School – M/E/P/FP Systems



Sheehan Elementary School - Site

Sheehan Elementary School - Site



Existing Conditions

Sheehan Elementary School - Exterior



Existing Conditions

Sheehan Elementary School – Architectural / Interior



Existing Conditions

Sheehan Elementary School Accessibility / Code



Existing Conditions

Sheehan Elementary School – M/E/P/FP Systems



Traffic Analysis

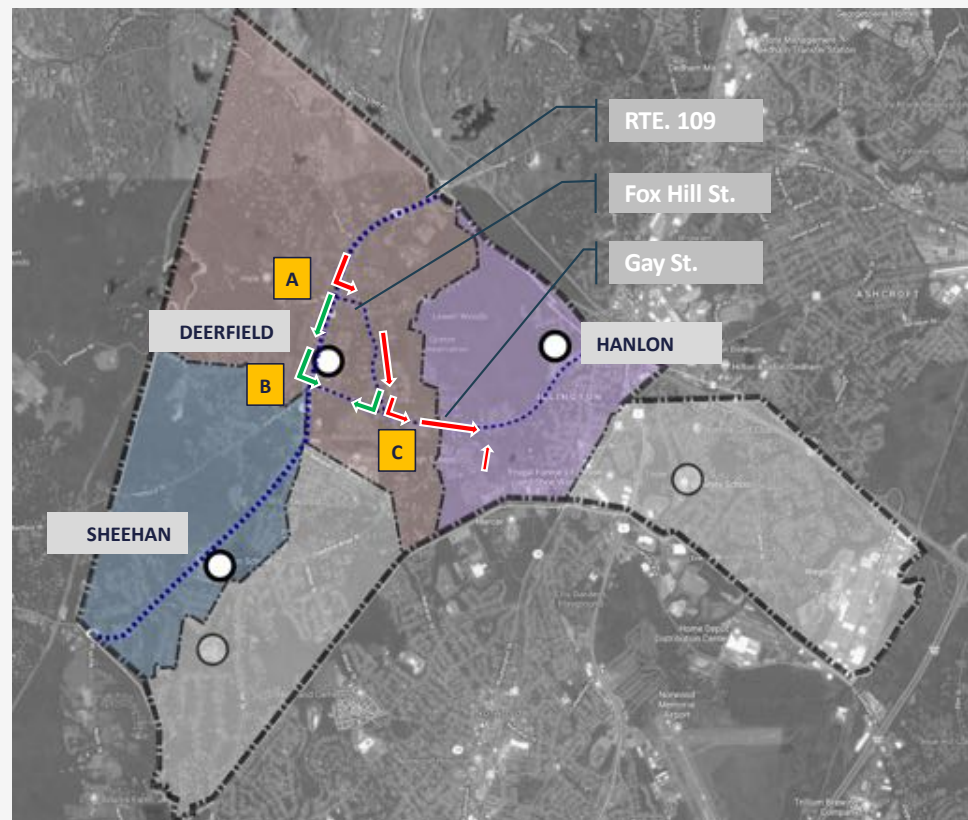
Hanlon + Deerfield

Student population increases from 315 to 560 at Hanlon School Site

Rte. 109 and Fox Hill Street:

- A** • Decrease in southbound through traffic (*green arrows*)
- Increase in southbound left-turn traffic (*red arrows*)
 - This has the potential to lead to extended queuing and some delay.
- B** • As a result of cars utilizing Fox Hill Street:
 - Decrease in southbound left-turn traffic at Rte. 109 and Gay Street (*green arrows*).
- C** ○ The increase in Fox Hill Street traffic would lead to an increased amount of southbound left turns onto Gay Street (*red arrows*) and a reduction of southbound right turns onto Gay Street (*green arrows*).

***The majority of Deerfield students currently do not walk:
No significant change in ridership habits other than an
extra few minutes of driving time.***



Space Needs

Hanlon Elementary School



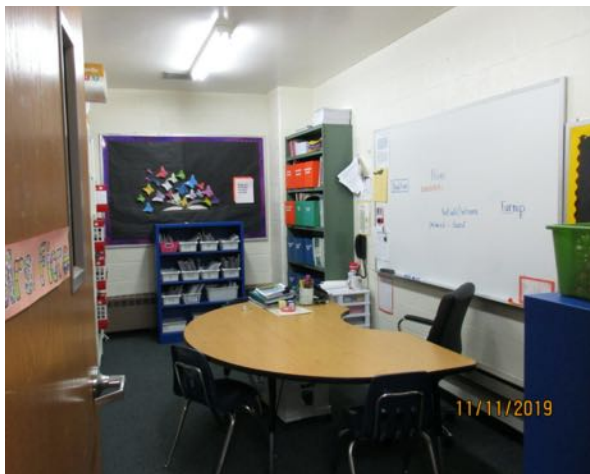
Space Needs

Deerfield Elementary School



Space Needs

Sheehan Elementary School

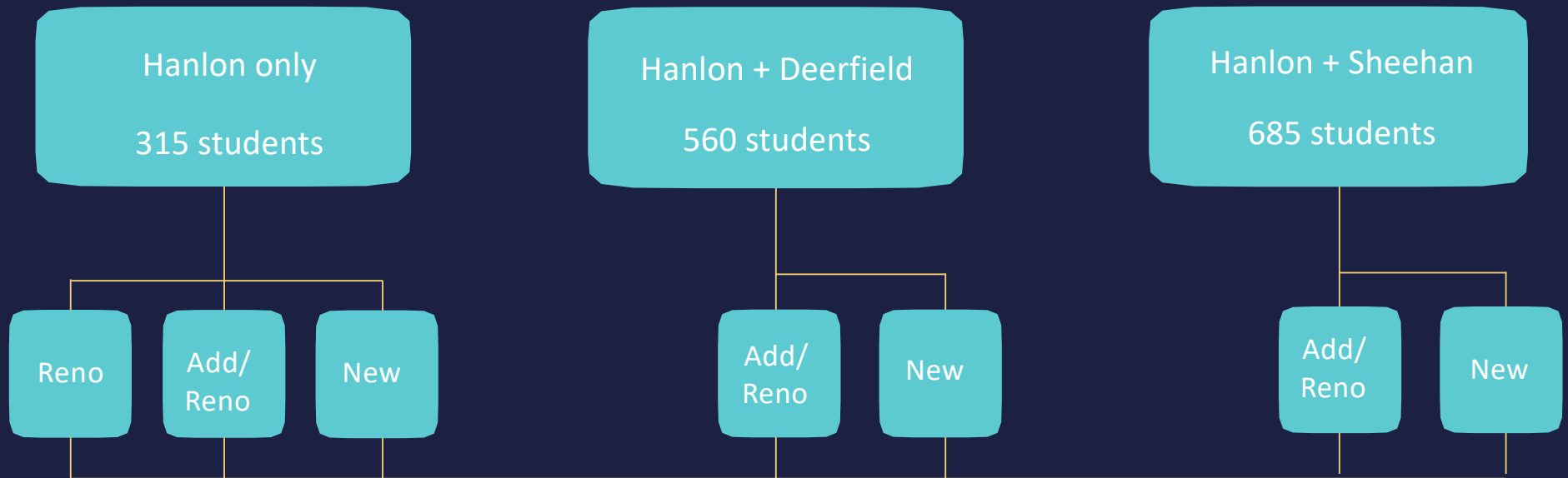


Educational Programming

update

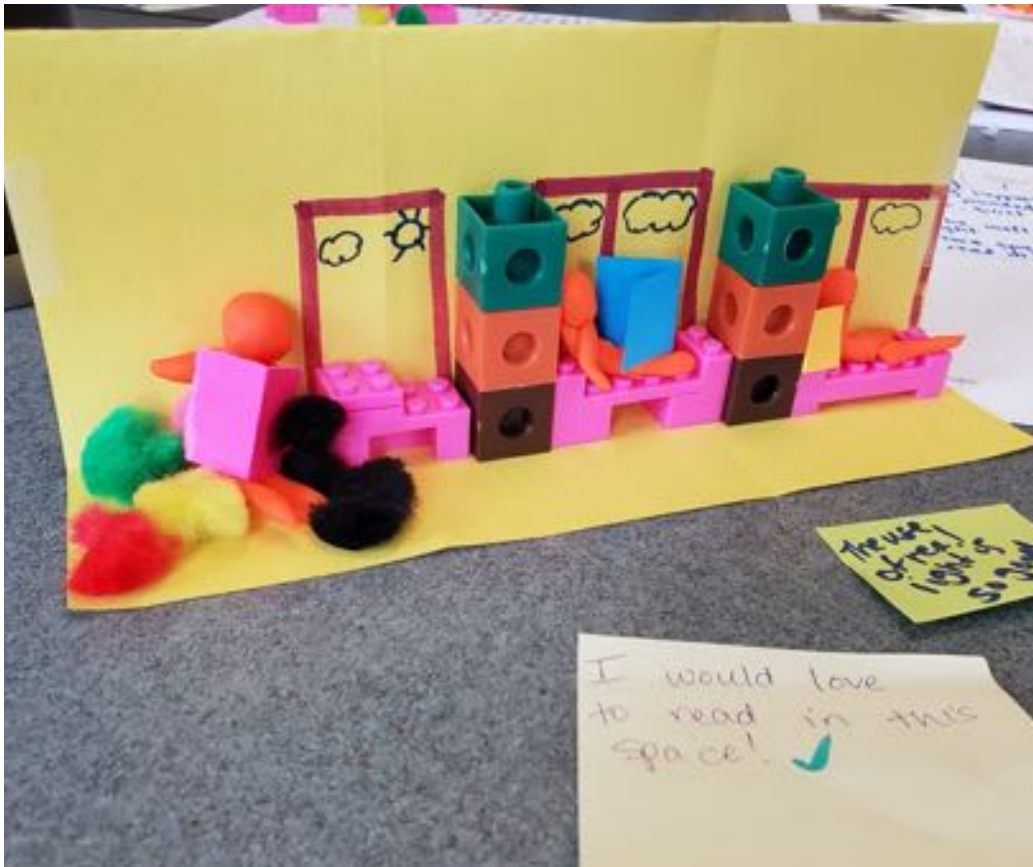
Scenarios

Being Studied



- **Principal Interviews & Educational Walk-thrus**
- **Faculty & Staff Visioning Workshop**
- **Principals' Workshops (2)**
- **School Tours (Needham, Millis, Milford)**
- **Community – Visioning Sessions (2)**

- **Faculty & Staff Visioning**

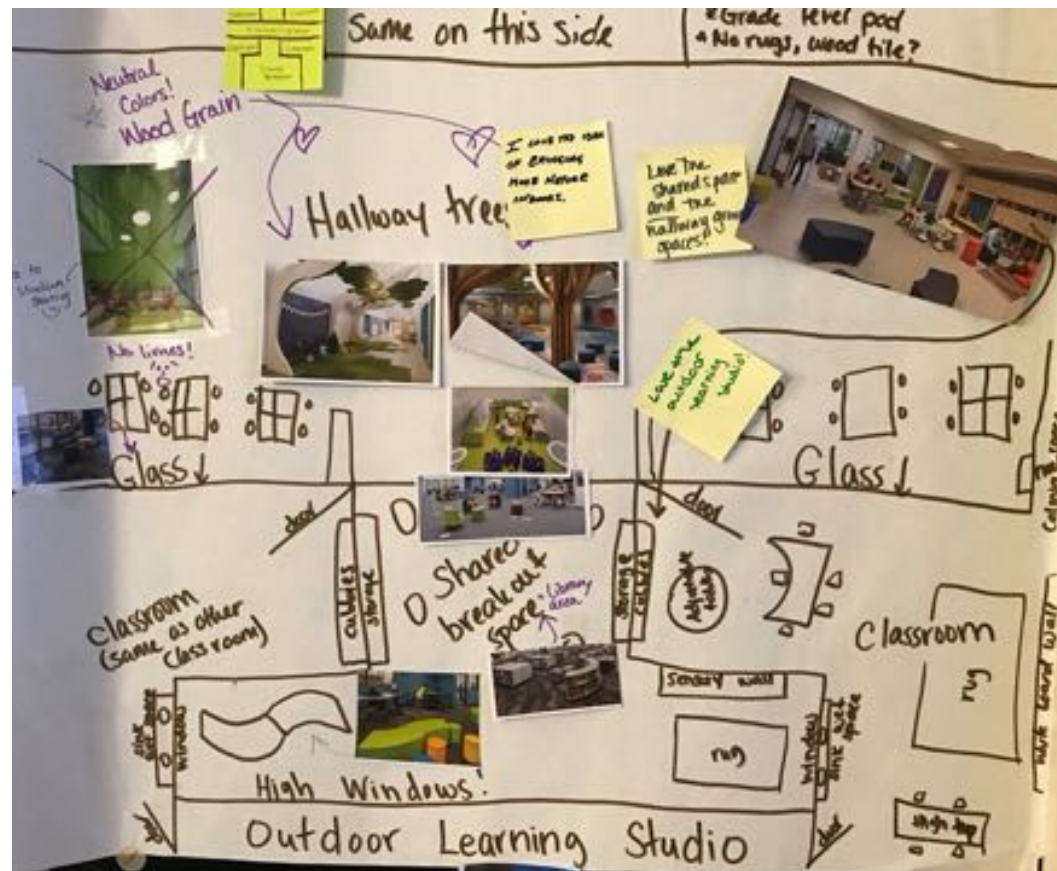


The floor plan is a hand-drawn diagram of a school layout. It features several rooms and areas, each labeled with text and decorated with drawings. The layout is as follows:

- STORAGE**: Located at the top center, with a drawing of a storage unit.
- Break-out room**: Located to the right of the storage area, with a drawing of a table and chairs.
- Glass**: Located to the left of the break-out room, with a drawing of a glass partition.
- Classroom #1**: Located in the middle left, with a drawing of a desk and chair.
- Classroom #2**: Located in the middle right, with a drawing of a desk and chair.
- Bathroom**: Located in the center, with a drawing of a toilet and sink.
- Common Space**: Located at the bottom center, with a drawing of a large open area.
- Kids cubbies**: Located along the bottom edge, with a drawing of a cubby.
- Mobile Chair**: Located to the left of the bathroom, with a drawing of a chair.
- Mobile Table**: Located to the right of the bathroom, with a drawing of a table.
- Door**: Located at the bottom left, with a drawing of a door.
- Natural Light**: A green arrow pointing downwards on the left side of the plan.

Sticky notes are placed around the plan, providing additional information:

- Top left: "I want that day."
- Top center: "I want that day."
- Top right: "I want that day."
- Middle left: "I want that day."
- Middle right: "I want that day."
- Bottom left: "I want that day."
- Bottom right: "I want that day."



- **Preliminary Guiding Principles**
- Hanlon Only (315 Students) = 3 Sections / Grade
- Hanlon / Deerfield (560 Students) = 5 Sections / Grade
- Hanlon / Sheehan (685 Students) = 6 Sections / Grade
- Special Education Programs
 - All current programs will continue
 - Some programs may be relocated and incorporated into project depending on the scenario
- Grade Level Clusters with breakout space
- Project zoned into public and private

- **Preliminary Guiding Principles**

- Classroom pairs with small group rooms between
- Classrooms that support multiple activities
- Flexibility at multiple levels (group size, access to technology, mobile furniture, etc)
- Variety of space including breakout space
- Opportunities to move & interact with learning environment (exploration & play ... a children's museum experience)
- Intentionally designed special education space
- Leverage the outdoors for learning

Hanlon / Deerfield Space Summary



Core Academic

39,100 sf Prop | 25,000 sf MSBA



Special Education

10,340 sf Prop | 6,040 sf MSBA



Art & Music

3,800 sf Prop | 3,800 sf MSBA



Health & PE

8,300 sf Prop | 6,300 sf MSBA



Media Center

3,190 sf Prop | 3,190 sf MSBA



Dining & Food Service

7,447 sf Prop | 7,687 sf MSBA



Medical

610 sf Prop | 610 sf MSBA



Administration & Guidance

1,995 sf Prop | 2,425 sf MSBA



Custodial & Maintenance

2,160 sf Prop | 2,160 sf MSBA

Figures and information included here are in net sf, and are intended for discussion purposes; MSBA will make final determination of eligible space

Hanlon / Deerfield Space Summary



Core Academic

39,100 Prop | 25,000 MSBA

9,200 may be ineligible

- 25 Classrooms for 1st – 5th vs. 20 in MSBA Guidelines
- Extended Learning Areas
- Student Support Services
- Staff space (reallocated from other categories)



Special Education

10,340 Prop | 6,040 MSBA

Everything likely to be eligible

- Meets the spatial needs of the programs proposed



Health & PE

8,300 Prop | 6,300 MSBA

2,000 will be ineligible

- Oversized gymnasium

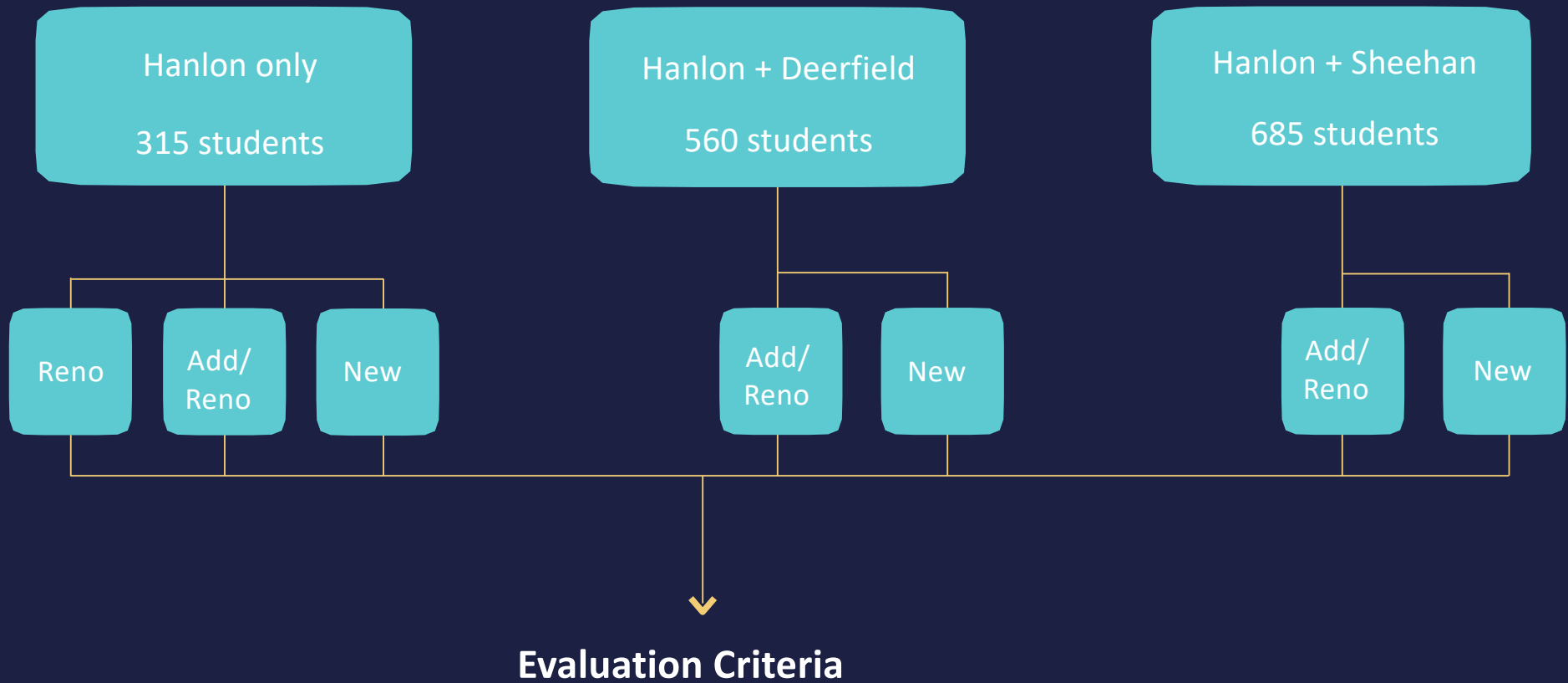
Educational Programming

discussion

Evaluation Criteria

Scenarios

Being Studied



Evaluation Criteria

Developing the criteria

The major categories are scored 0 - 10, with 10 being best, to reflect how well each option addresses the criteria. The total at bottom is the sum of these scores.

	<p>Does it support educational goals, including student health and wellness?</p>	<p>What is the best location on site (approach, circulation, access to field, etc.)?</p>	<p>Which best supports community use?</p>
<p>1. Provides a variety of spaces for different activities and programs</p> <p>2. Seamless integration of educational, recreational, and community spaces</p> <p>3. Retains and enhances existing natural and cultural resources</p> <p>4. Integrates with the surrounding community and environment</p> <p>5. Addresses adjacencies of programs to support educational model</p> <p>6. Wide variety of spaces (small group, movement, extended learning)</p> <p>7. Student play / exploration as key theme; opportunities for interaction</p> <p>8. Reimagines traditional schoolyard spaces</p> <p>9. Promotes active and healthy lifestyles</p> <p>10. Includes spaces for outdoor learning and discovery</p> <p>11. Provides opportunities for community engagement and outreach</p> <p>12. Includes spaces for cultural and artistic expression</p>	<p>1. Proximity to existing school building and parking areas</p> <p>2. Site supports appropriate number of parking spaces</p> <p>3. Access to playfields/playground</p> <p>4. Have a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians. Adequate queuing space</p>	<p>1. Proximity to existing school building and parking areas</p> <p>2. Site supports appropriate number of parking spaces</p> <p>3. Access to playfields/playground</p> <p>4. Have a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians. Adequate queuing space</p>	<p>1. Proximity to existing school building and parking areas</p> <p>2. Site supports appropriate number of parking spaces</p> <p>3. Access to playfields/playground</p> <p>4. Have a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians. Adequate queuing space</p>

Evaluation Criteria

Categories

- **Education**
- **Site Planning**
- **Traffic and Circulation**
- **Community Benefits**
- **Sustainability**
- **Construction Logistics and Permitting Impacts**
- **Consolidation/ Redistricting Impacts**
- **Construction Costs**
- **District Operating Costs**
- **Long Range Planning / Town Vision**

Next Steps

- December & January 2020 – Options Development
- February 2020 – Cost Estimates and Options Evaluations
- March 2020 – Identification of Short List and Submission of PDP to MSBA
- Summer 2020 – Identification of Preferred Solution & Submission of PSR to MSBA

Questions
Comments
Reactions

