





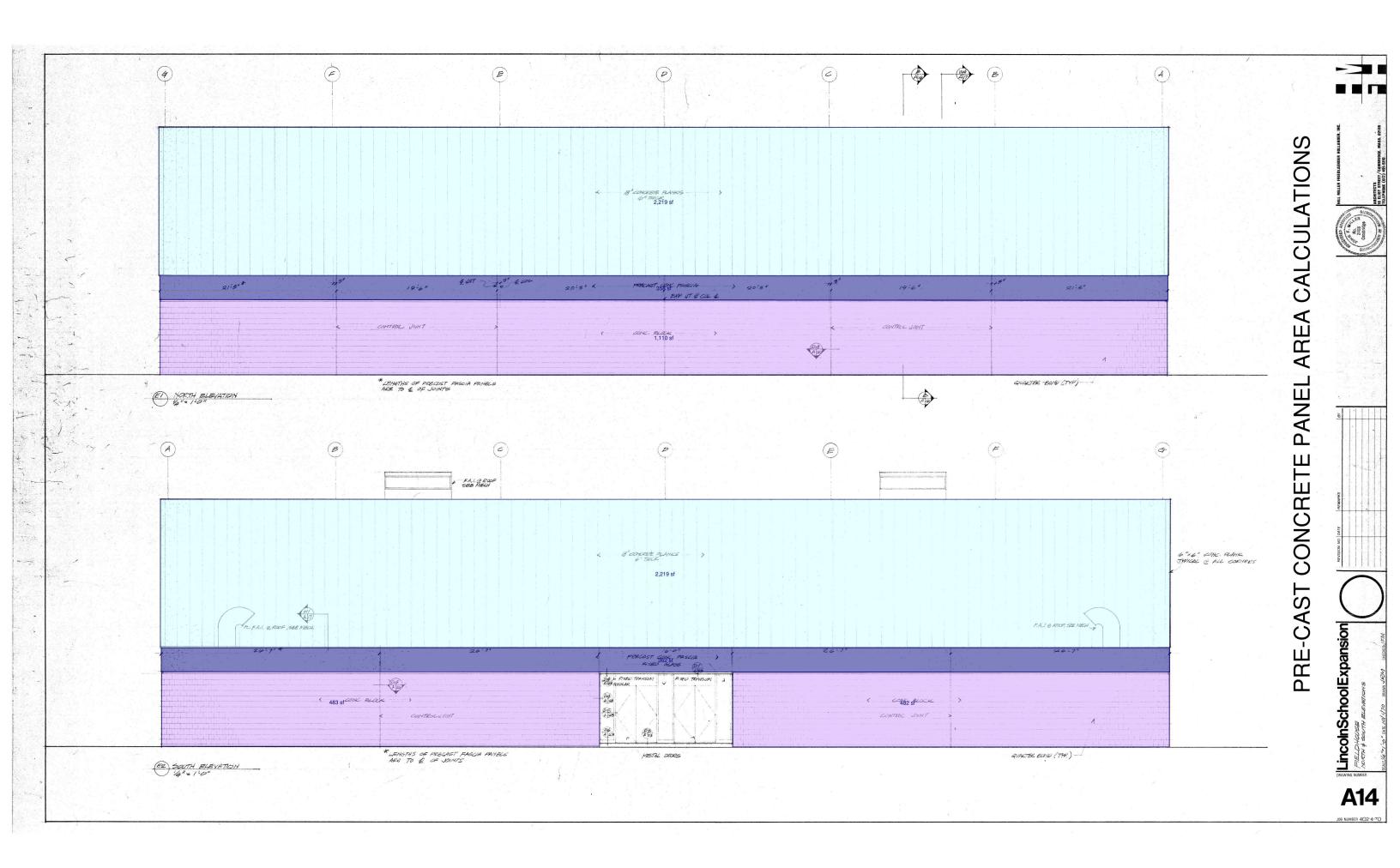
HMFH Architects

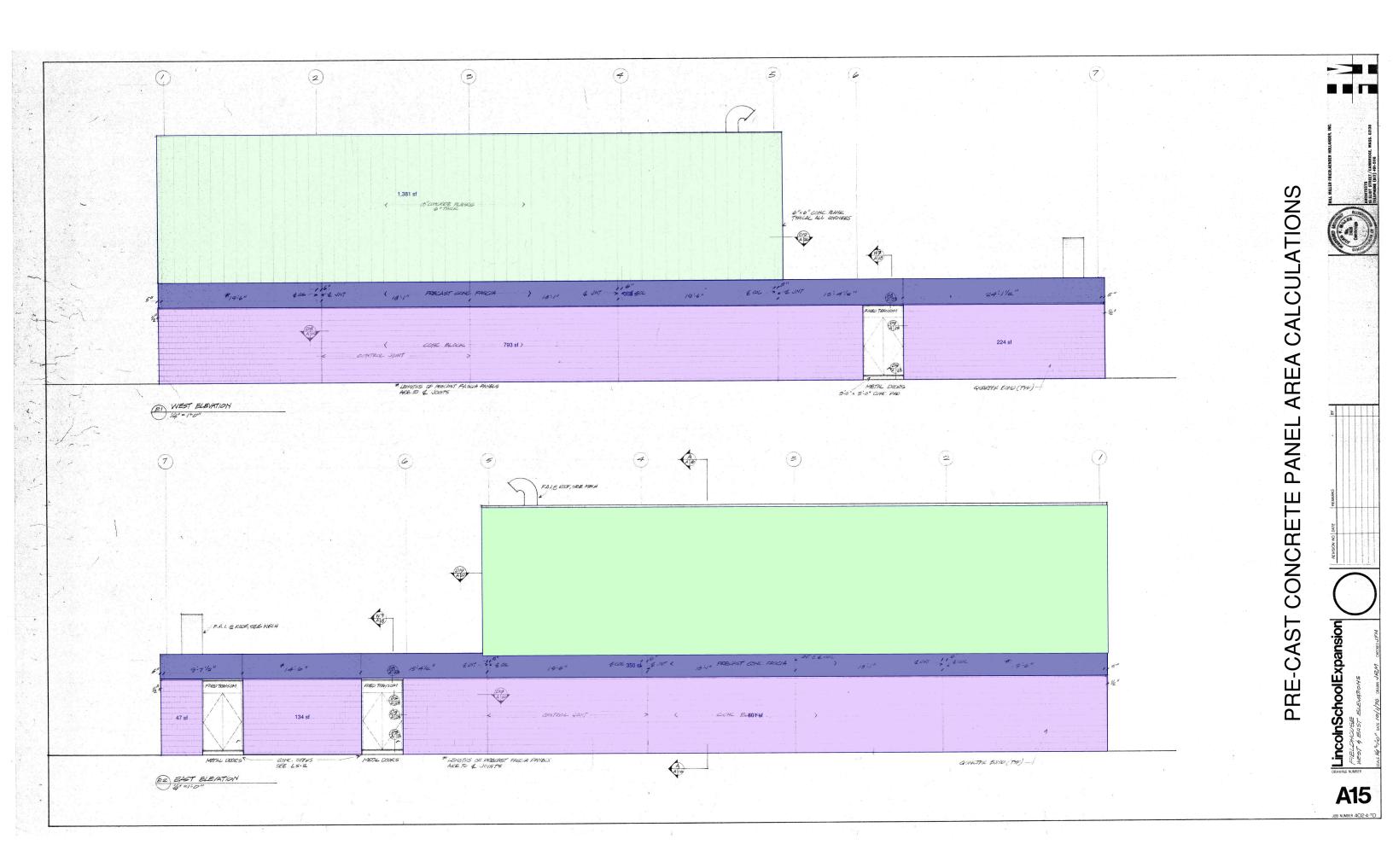


CALCULATIONS

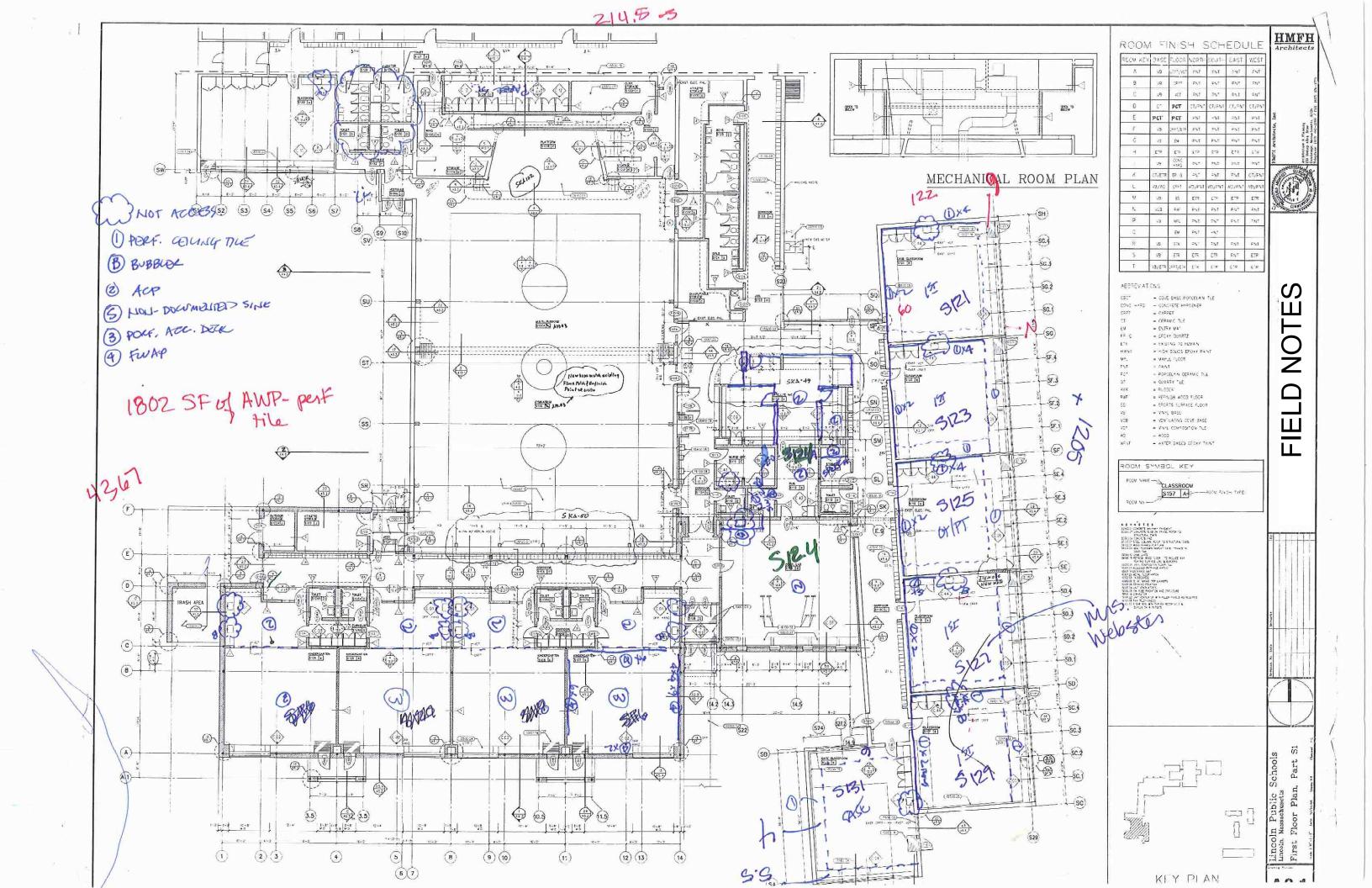
Lincoln Fincoln Building Part S1

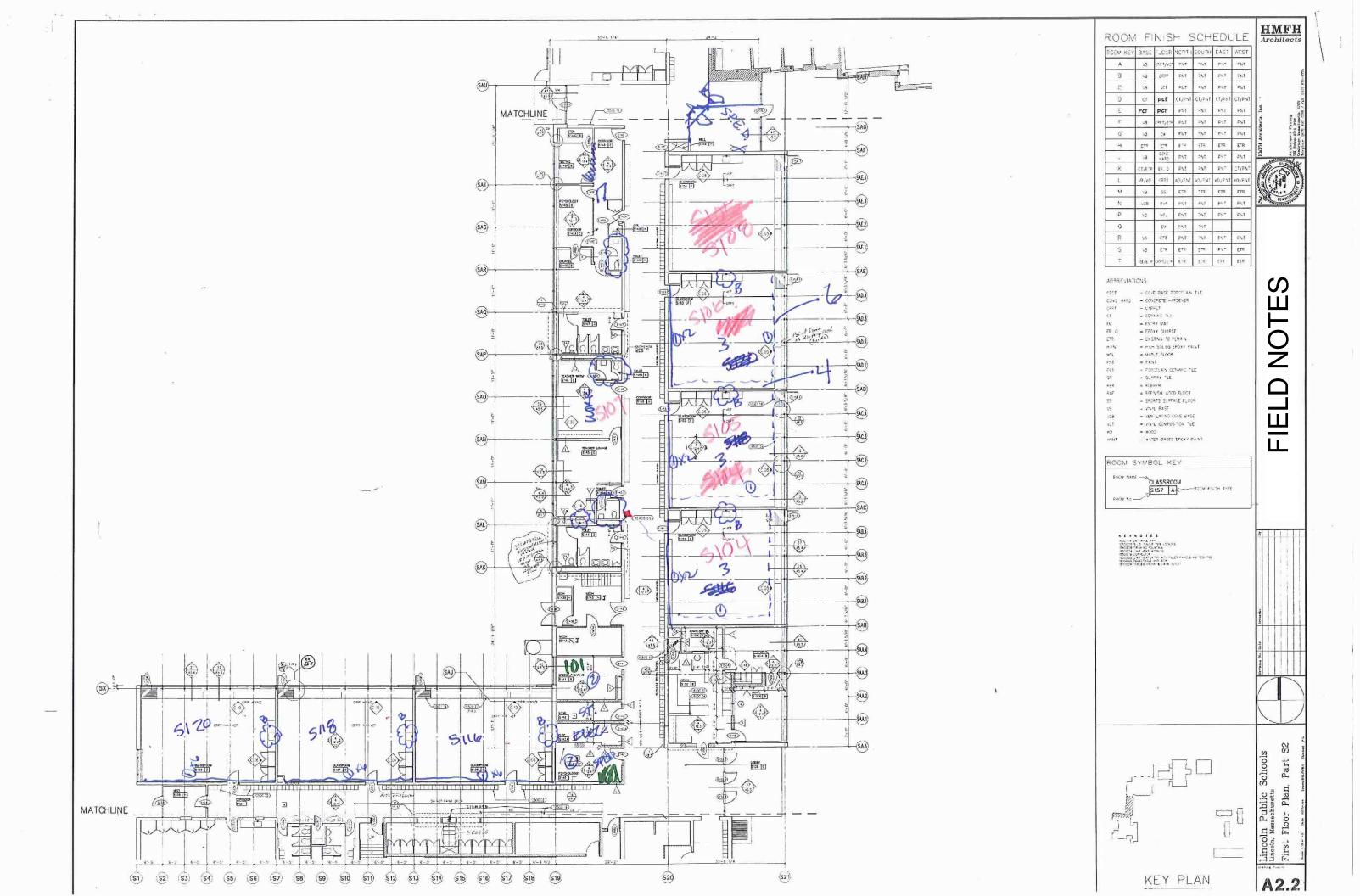
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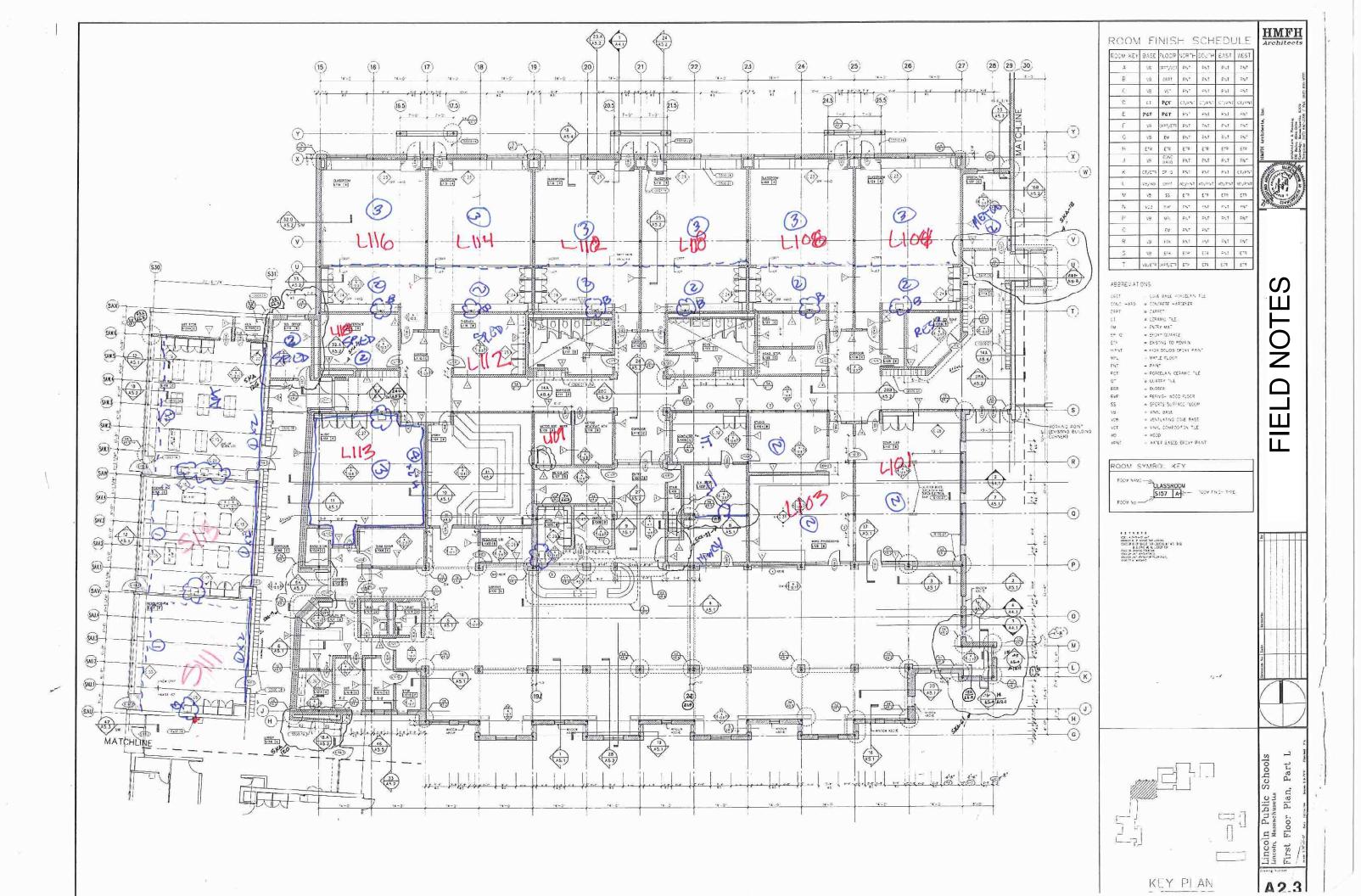


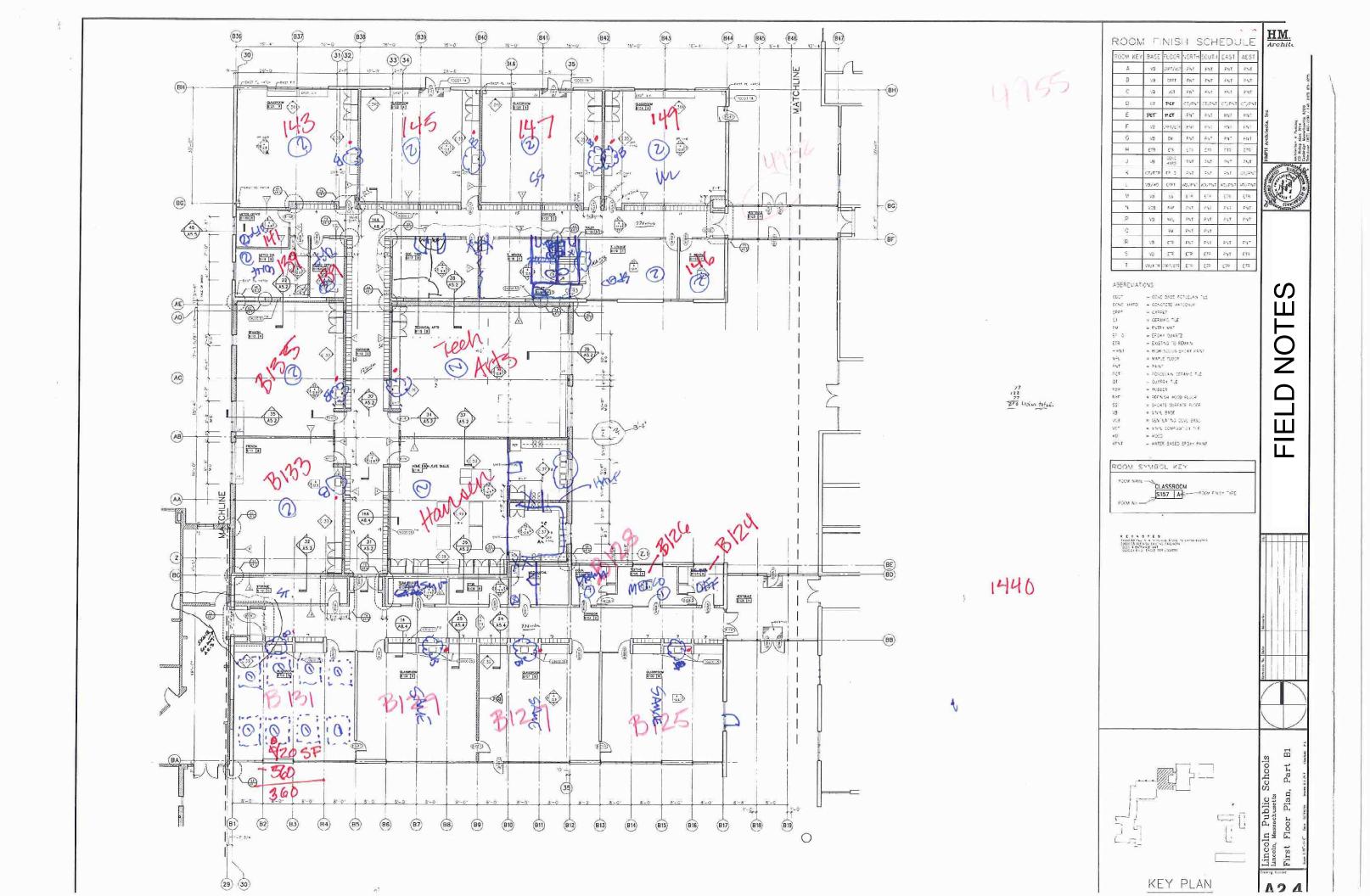


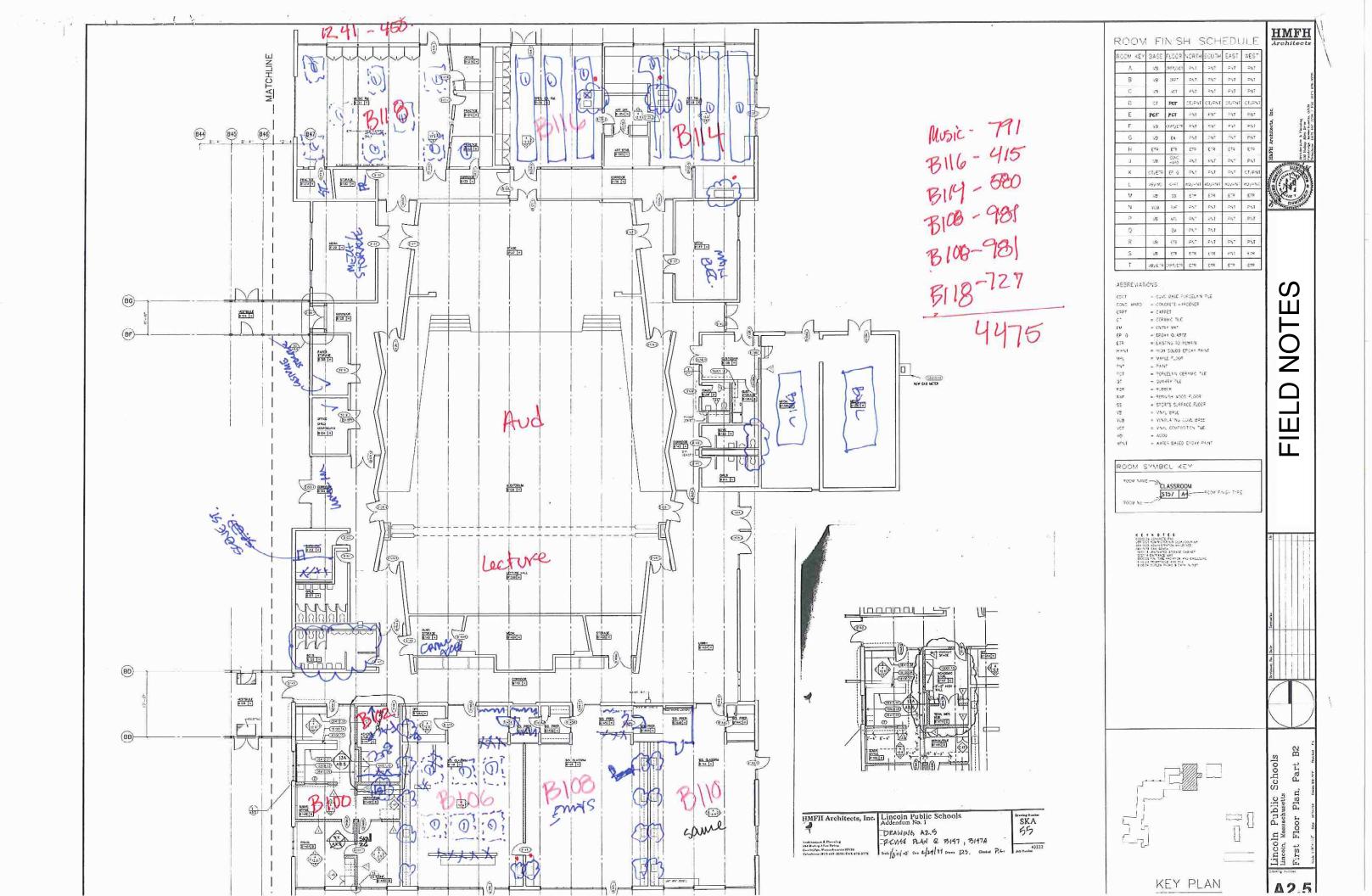
ACCESSIBLE PATH AREA CALCULATIONS

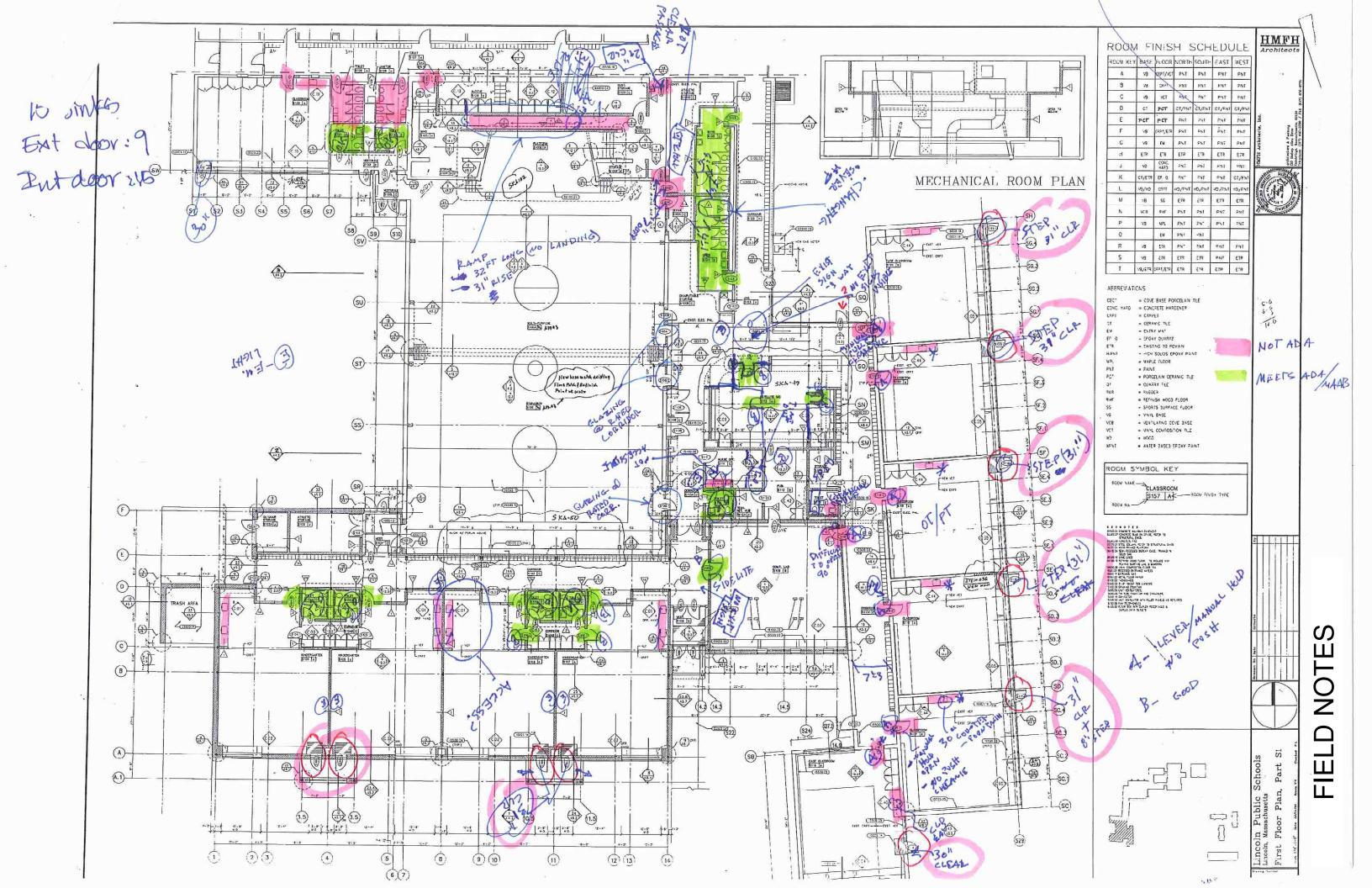


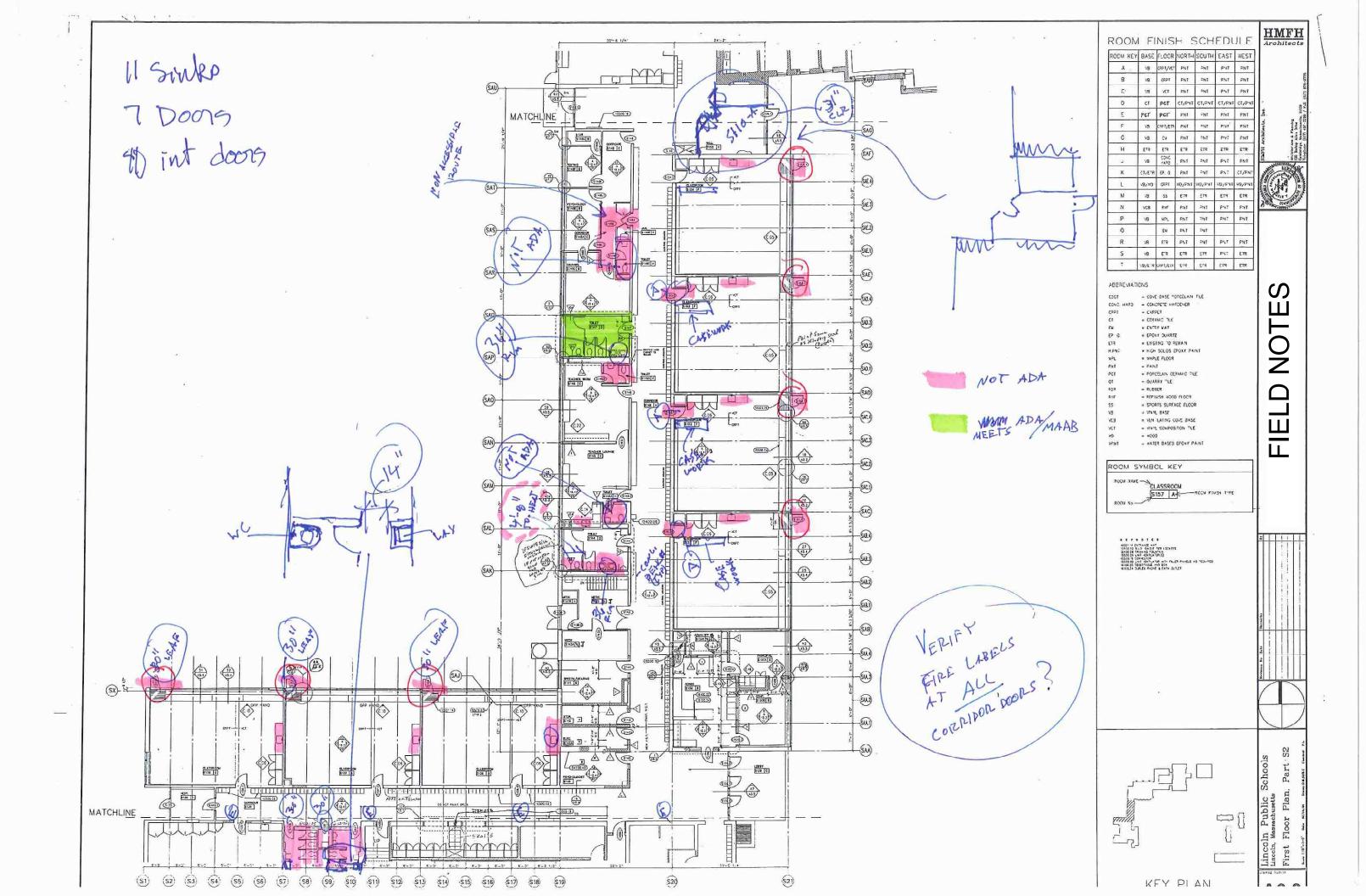


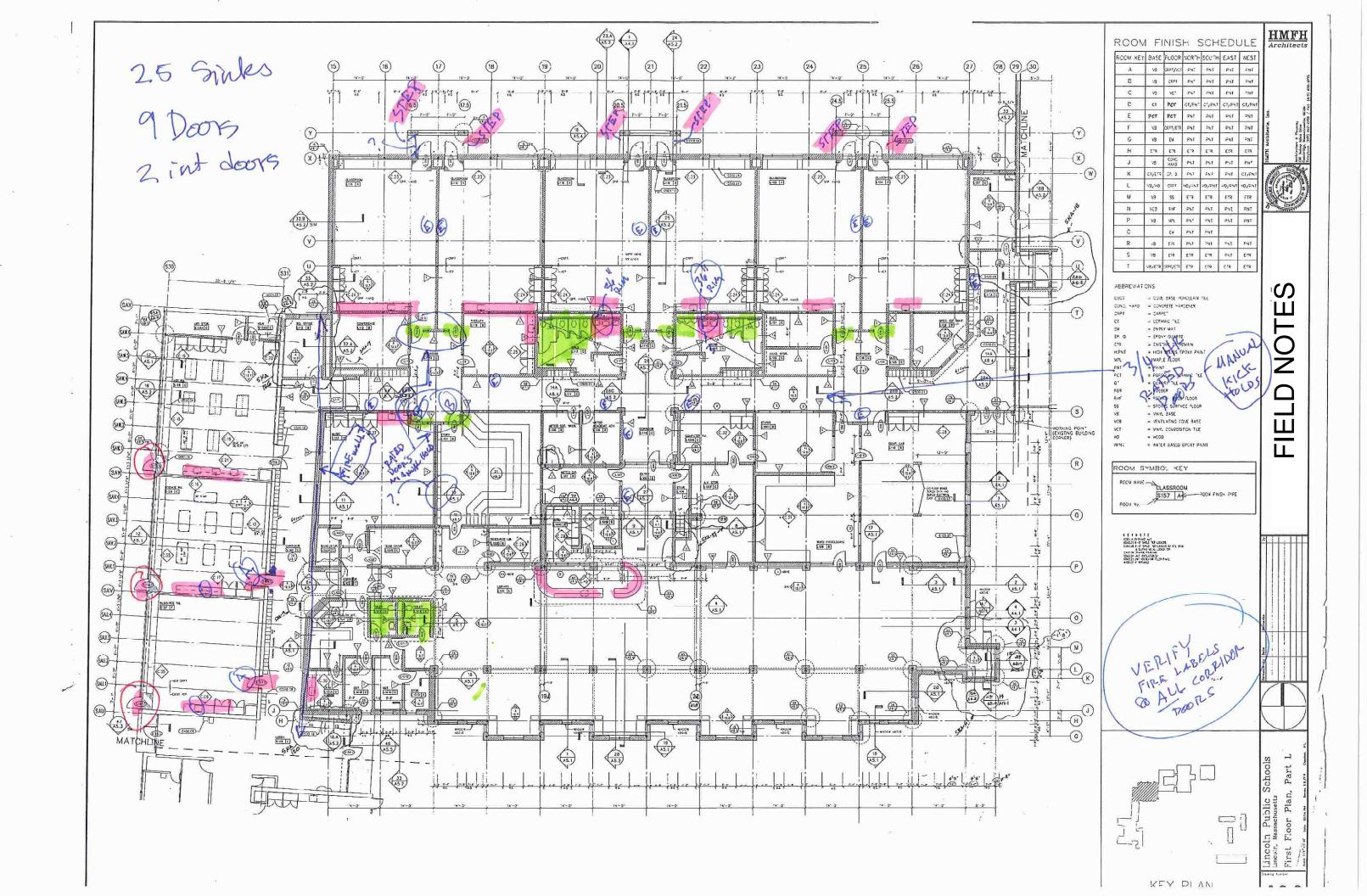


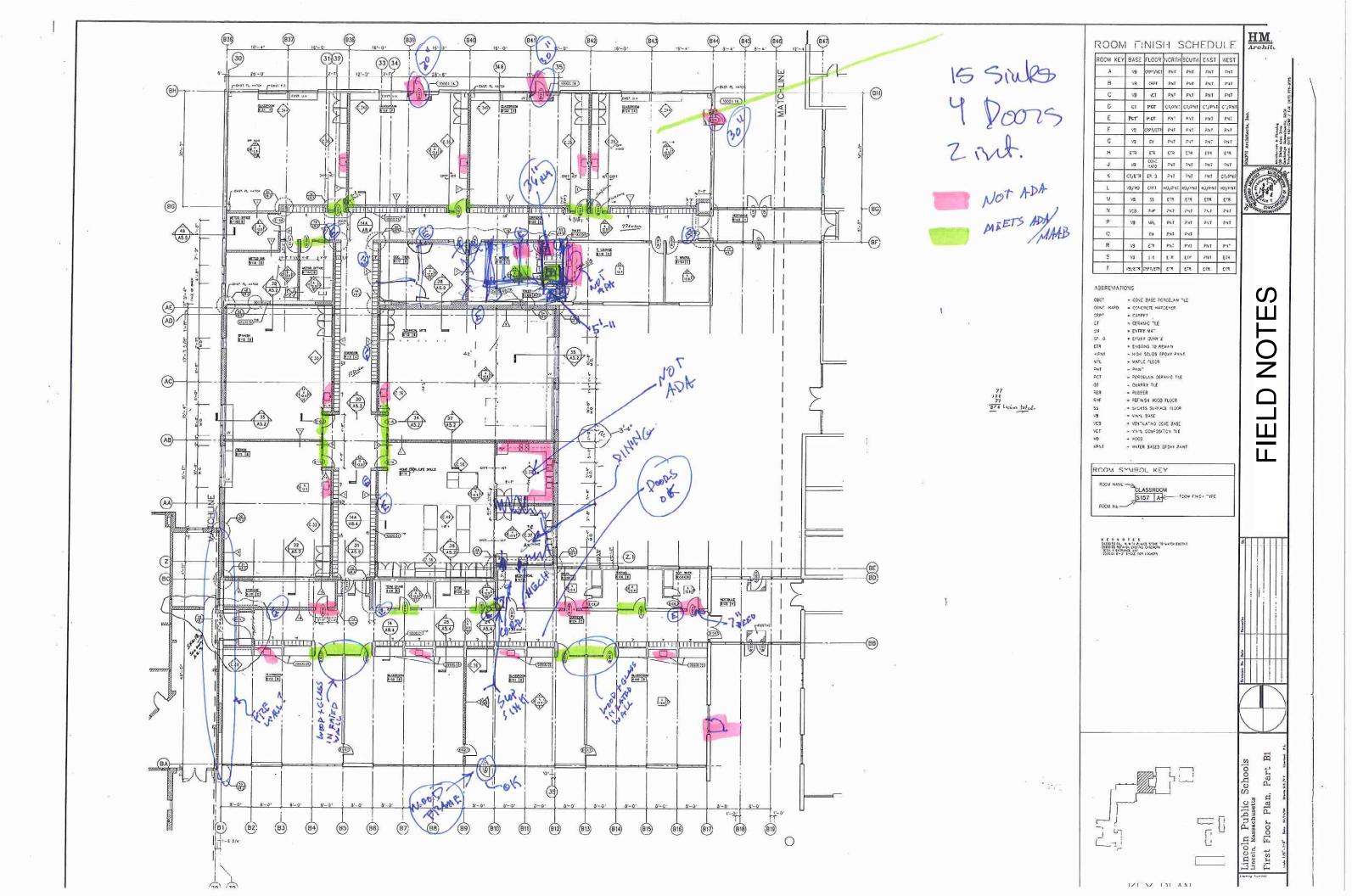


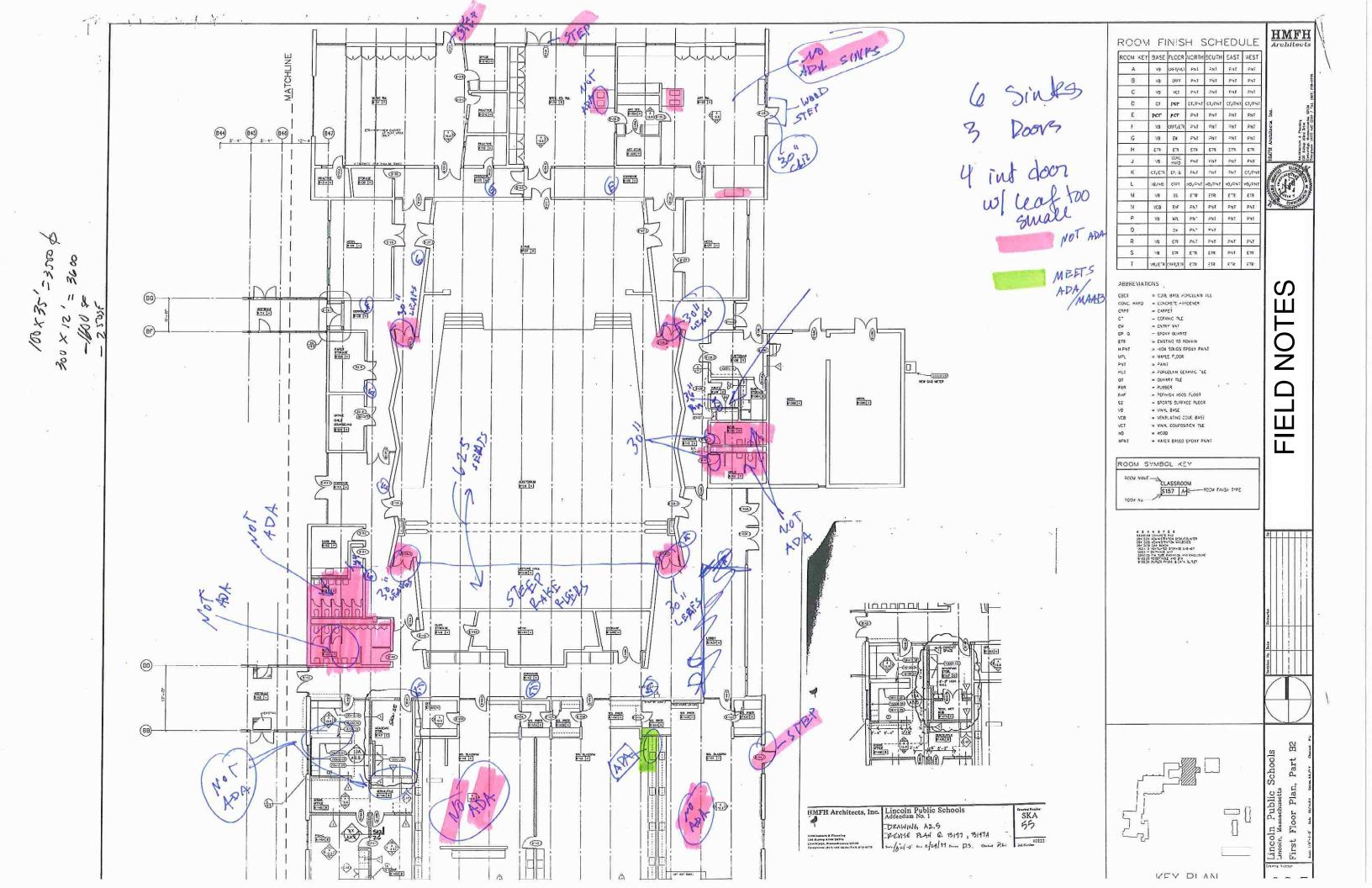


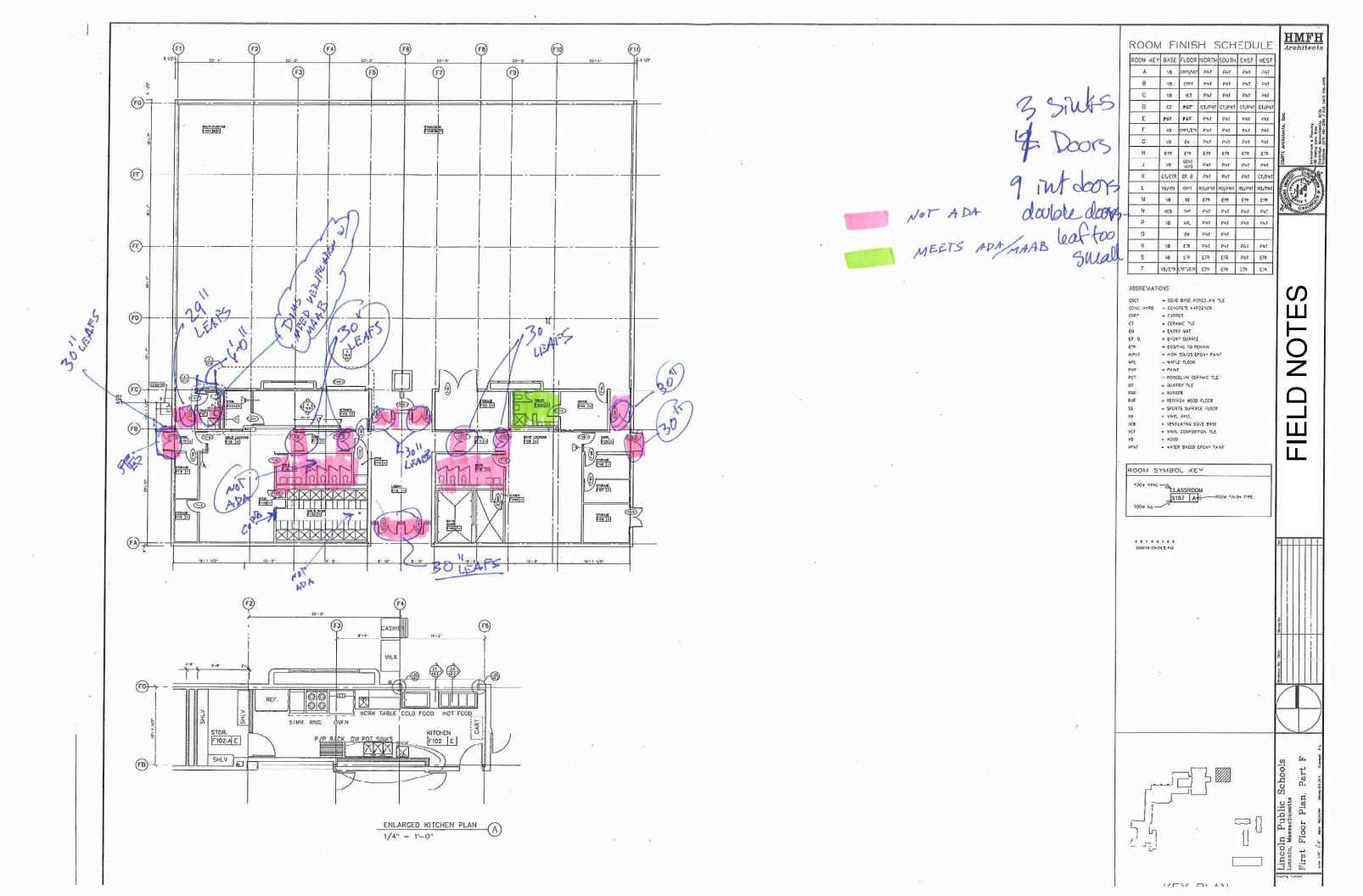


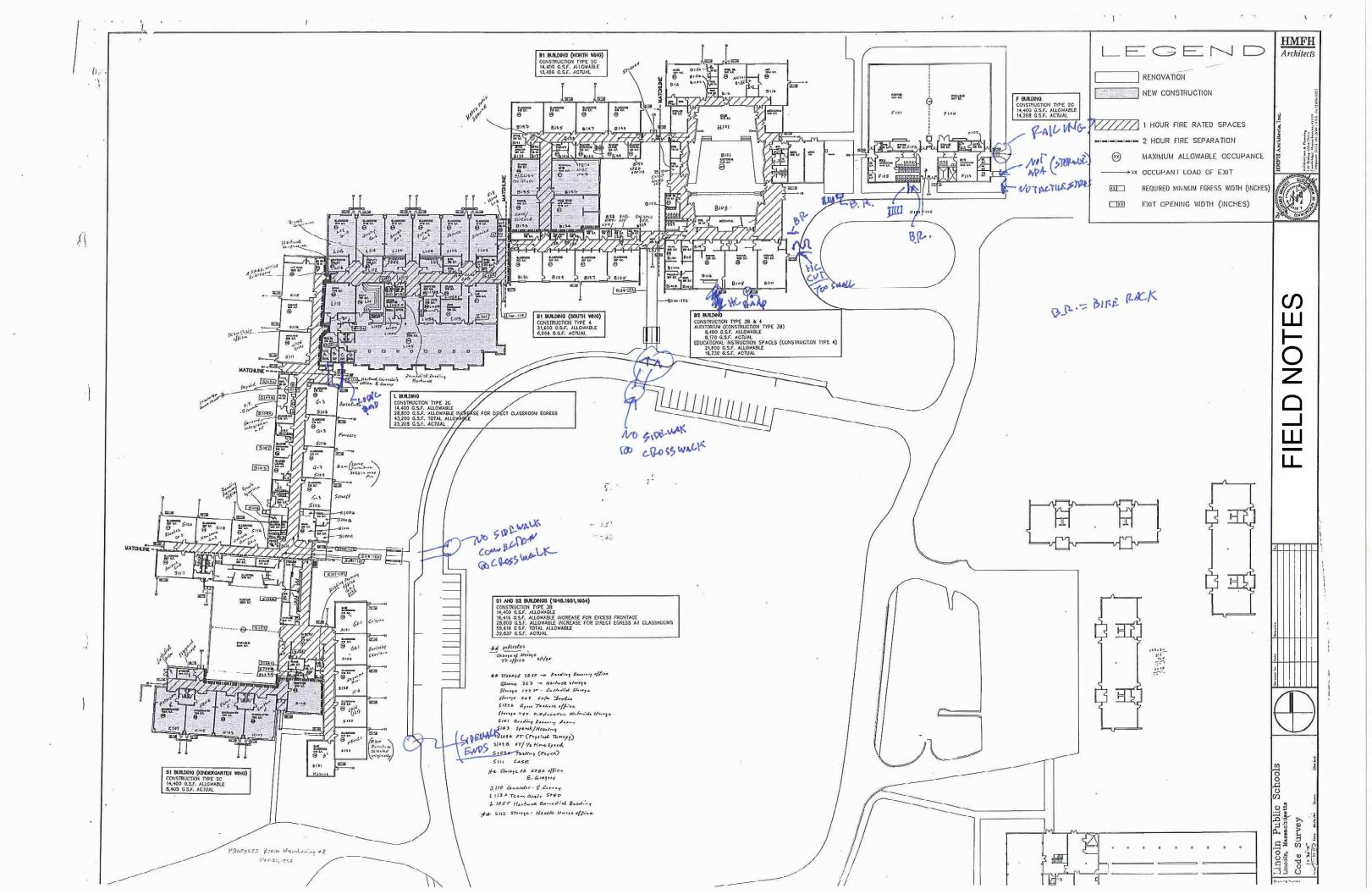
















### lincoln public schools

# study of the lincoln school









... establishing a credible pathway forward

# agenda | public meeting #1

- SBAC progress to date & introduction of D&W
- process for current study
- educational possibilities
- preliminary cost considerations
- small group break out sessions
- reporting out
- adjourn

### **SBAC Work to Date:**

#### May

- Re-establish the School Building Advisory Committee (SBAC)
- Develop Request for Proposals for the Lincoln School study

#### June/July

- Interview and Selection of Architect Team
- Award of Contract to Dore & Whittier Architects

#### August

Preliminary work with Dore & Whittier

#### September

Information gathering sessions with stakeholder groups

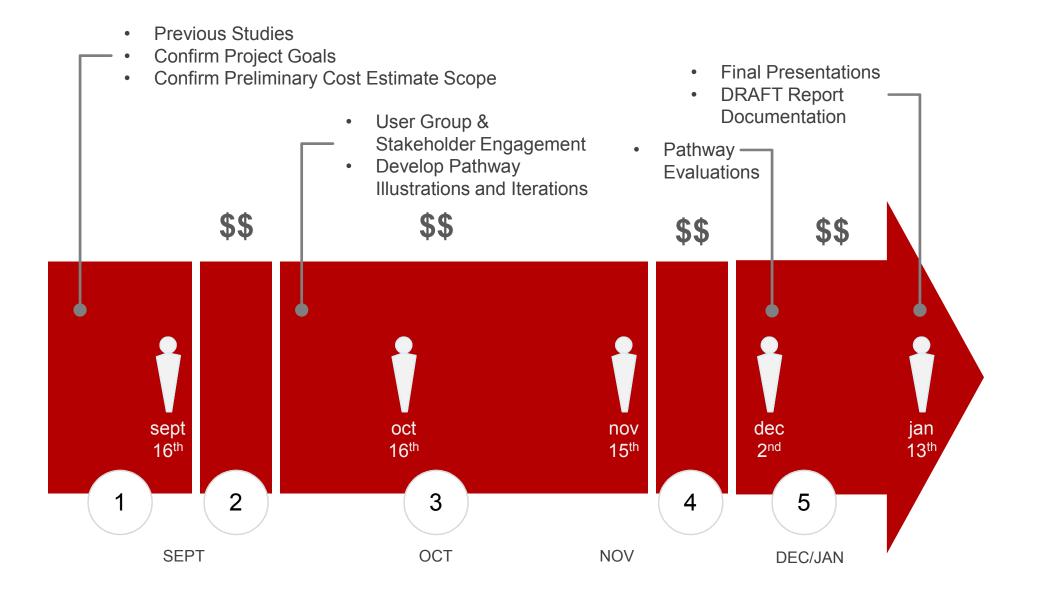
## **Upcoming Public Forums:**

October 16<sup>th</sup> 7pm – 9pm, Reed Gym

**November 15<sup>th</sup>** State of the Town Meeting

**December 2<sup>nd</sup>** 7pm – 9pm, Reed Gym

**January 13<sup>th</sup>** 7pm – 9pm, Reed Gym











# educational possibilities | 21st century

- provide warm, safe, and dry environment
- support individual learning modalities & multiple intelligences
- embody 4Cs critical thinking, collaboration, communication, and creativity
- possess ubiquitous technology
- adapt to changes over time

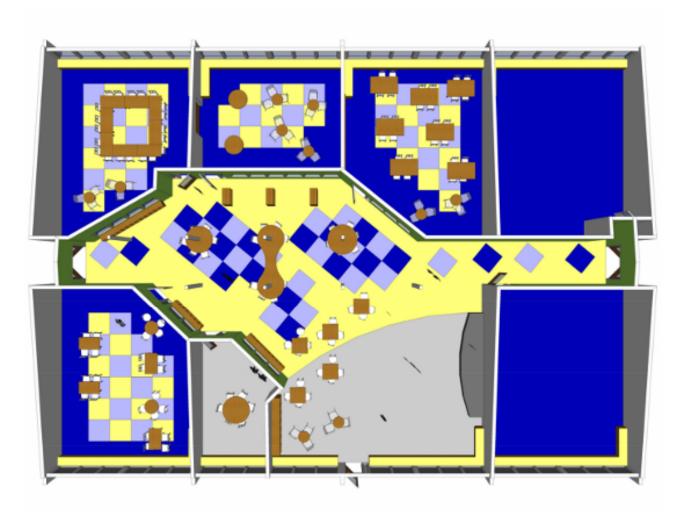




wilmington high school | wilmington, ma

small group break out: dore & whittier architects





forest avenue elementary school | middle town, RI

K-2 multi-age learning community: fielding/nair international









forest avenue elementary school | middle town, RI

K-2 multi-age learning community: fielding/nair international



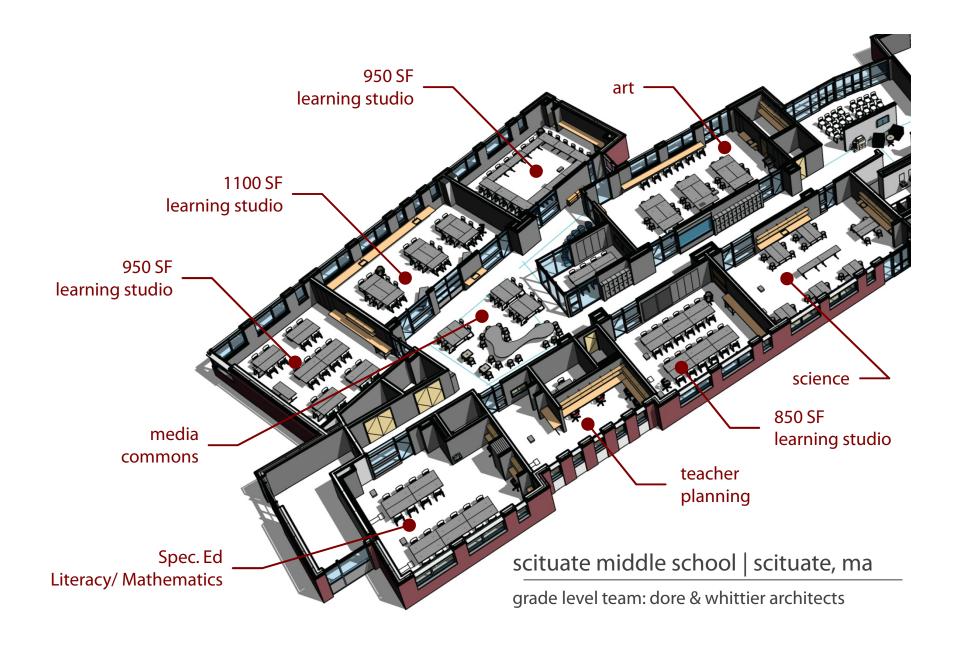
### hanscom school | lincoln, ma

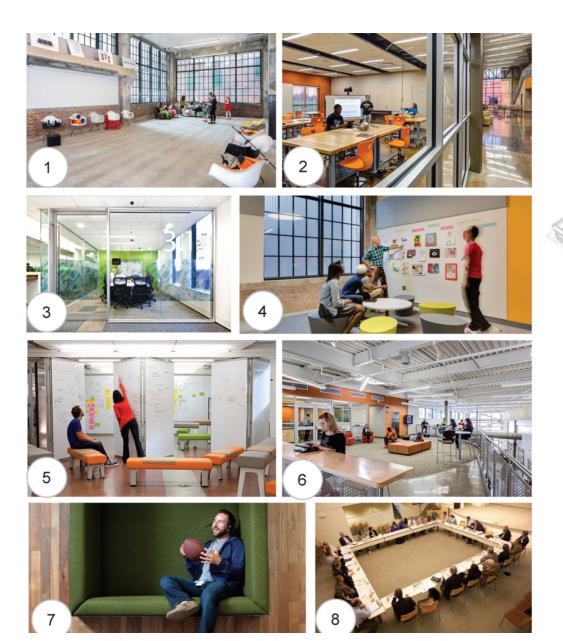
plan diagram: ewing cole

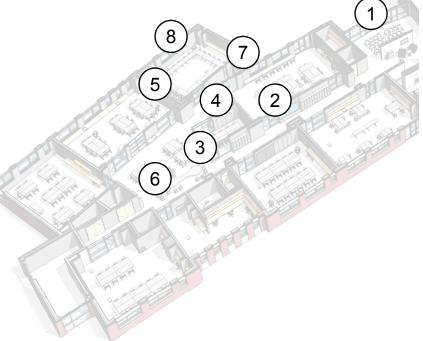


### hanscom school | lincoln, ma

plan diagram: ewing cole







### scituate middle school | scituate, ma

grade level team: dore & whittier architects

## preliminary cost considerations

facility needs

educational needs

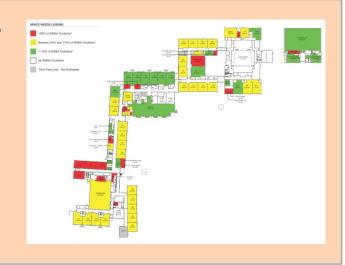
	Preliminary Facilities Scope		revised: 9.2.14						
			• Required		Φ Recommended		o Optional		
item #	Scope Description	Location	System Category	Priority	Required, Recommended, Optional	Code Triggered	Scope Source	Unit QTY	\$/\$
F-1	Provide sound-absorbative materials to dassrooms to improve acoustics by removing existing acoustical ceiling panels installing suspended ACP. Provide sound-absorbative materials to	Brooks	Acoustics				SBAC Components	XX SF on Per Classroom	
F-1a	d screeness to improve amounties by managing	Brooks	Acoustics				SBAC Meeting	XX SF on Per Classroom	
F-1b	Provide sound-absorbative materials to classrooms to improve acoustics by removing existing acoustical wall panels and installing fabric-wrapped acoustical wall panels.	Brooks	Acoustics				SBAC Meeting	XX SF on Per Classroom	
F-1c	Provide speech amplification equipment	Brooks	Acoustics	П			SBAC Meeting	Per Classroom	Γ
F-2	Remove existing roofing and trim components at Brooks School down to existing deck. Replace with new tappered to insulation and single-ply-roofing system (to meet Energy 2000 goal). Base roof material white EPDM. Replace all trim components.	Brooks	Arch - Building Exterior				CDR   Maguire	XXX SF	
F-2a	Remove existing roofing and trim components at Brooks School down to existing deck. Replace with new tappered to insulation and single-ply-roofing system (to meet Energy 2030 goal). Base roof material white TPO, Replace all trim components.	Brooks	Arch - Building Exterior				SBAC Meeting	XXXX SF	
F-2b	Insulation and single-ply roofing system (to meet Energy 2030 goal). Base roof material white PVC, Replace all trim components.	Brooks	Arch - Building Exterior				SBAC Meeting	XXX SF	
F-3	Remove and replace existing uninsulated windows, curtain wall systems, and associated transite penels (ACMs) in the Brooks School and replace with triple glazed insulated and thermally broken, RS viryl systems.	Brooks	Arch - Building Exterior				CDR   Maguire	XXX SF	
F-3a	the move and replace existing uninsulated windows, curtain wall systems, and associated transite panels (ACMs) in the Brooks School and replace with double glazed insulated and thermally broken, R2.5 aluminum systems.	Brooks	Arch - Building Exterior				CDR   Maguire, D&W	XXX SF	
F-4	Fur out interior and install 4° closed cell spray foam. Painted gypsum finish interior surface.	Brooks	Arch - Building Exterior				D&W		
F-5	Use existing exterior wall as back up (at existing Auditorium only). Install air/vapor barrier, 4"of rigid insulation, 4" brick veneer on steel angles dipped to existing structure.	Brooks	Arch - Building Exterior				D&W	XXX SF	
F-6	Clean and prepare existing surfaces for repainting. Repaint all interior existing paited surfaces.	Brooks	Arch - Interior Finishes				CDR   Maguire	XXX SF	L
F-7	Remove and replace existing carpet throughout facility	Brooks	Arch - Interior Finishes				CDR   Maguire	XXX SF	
F-8	Remove existing carpet and replace with VCT in classrooms	Brooks	Arch - Interior Finishes				CDR   Maguire	XXX SF	Ĺ
F-9	Remove and replace 12"x12" Spline ceilings (ACM is secondary issue). Replace with 2x2 ACP ceilings.	Brooks	Arch - Interior Finishes				CDR   Maguire	XXX SF	
F-10	Upgrade classroom and toilet fixture sinks to be ADA and MAAB compliant.	Brooks	Code Compliance				CDR   Maguire		
F-11	Provide vaccuum breakers and back-flow preventers at cross connections.	Brooks	Code Compliance				CDR   Maguire		
F-12	Remove and replace natural gas piping to science classrooms. Equip with individual safety shut-offs in each science room.	Brooks	Code Compliance				CDR   Maguire		
F-13	Provide dedicated non-potable hot and cold water distribution to existing science classrooms. Provide backflow devices at lab	Brooks	Code Compliance				CDR I Maguire		

## existing facility | health, safety, welfare

- safety & security
- fire suppression
- hazardous materials
- accessibility
- acoustics
- structural code
- energy efficiency
- thermal comfort

## existing facility | educational needs

- smith school 1955 classroom size
- classroom count
- cafeterias
- kitchens
- break-out spaces
- technology
- science



## code requirements, triggers, and local bylaws

- Massachusetts Architectural Access Board
- Massachusetts State Building Code
- International Existing Building Code
- Lincoln Energy 2030 by-law

## update on cost estimates

- general considerations public construction c149
- roofing options
- window options
- heating/cooling options
- current construction market

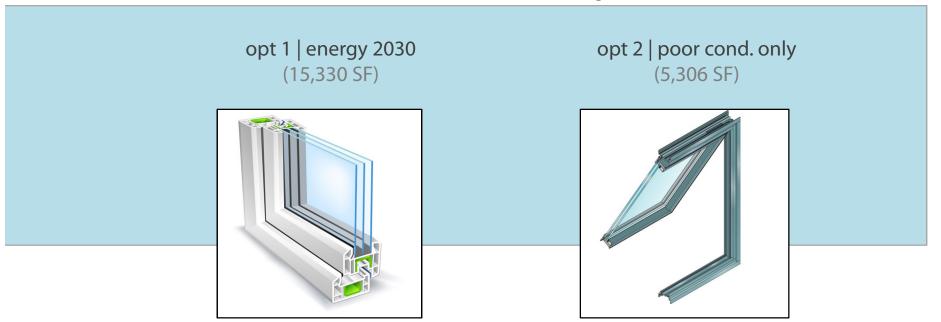
# update on cost estimates | roofing scope



# update on cost estimates | roofing scope

	opt 1 EPDM	opt 2 PVC	opt 3 TPO	
	EPDIVI	PVC	IPO	
hard costs +	\$2.3M	\$2.5M	\$2.3M	
soft costs @ 25%	\$0.6M	\$0.6M	\$0.6M	
total project	\$2.9M	\$3.1M	\$2.9M	

# update on cost estimates | window scope



# update on cost estimates | window scope

total project	\$2.5M	\$0.8M
soft costs @ 25%	\$0.5M	\$0.2M
hard costs +	\$2.0M	\$0.6M
	opt 1   energy 2030 (15,330 SF)	opt 2   poor cond. only (5,306 SF)

# update on cost estimates | mechanical scope



# update on cost estimates | mechanical scope

	opt 1 (full ac w/ VAV)	opt 2 (full ac w/ induction)	opt 3 (new UV w/ CHW)	opt 4 (add split ductless
hard costs +	\$6.5M	\$6.4M	\$5.9M	\$1.8M
soft costs @ 25%	\$1.6M	\$1.6M	\$1.5M	\$0.5M
total project	\$8.1M	\$8.0M	\$7.4M	\$2.3M

# update on cost estimates | general\*

	light renovation	medium renovation	heavy renovation	new construction
base +	\$180	\$235	\$250	\$270
general conditions	\$45	\$65	\$65	\$70
total construction	\$225	\$300	\$315	\$340

<sup>\*</sup>costs per square foot

## small group break out sessions

Q1: What key issue details should the process explore?

- 1. Educational 4. Costs
- 2. Facilities 5. Other
- 3. Site

Q2: What are your priorities and briefly explain why?

Q3: How would you define a successful study/project?

## Thank you.

- completion of preliminary component cost estimates
- initial development of comprehensive pathways
- next public meeting: Oct 16, 2014
- refinement of comprehensive pathways based on public comment and feedback
- state of the town: Nov 15<sup>th</sup>, 2014

#### TOWN OF LINCOLN – LINCOLN SCHOOL STUDY

## **PUBLIC MEETING #1, SMALL GROUP RESULTS**

# SUMMARIZATION OF SMALL GROUP RESULTS (#) indicates number of groups with similar response

## Question #1: What key issue details should the process explore?

- (6) Education
- (5) Facilities
- (6) Site
- (6) Cost
- (2) Safety
- (3) Accessibility
- (1)Break Out Spaces
- (3) Kitchen Facilities
- (4) Center Fields
- (2) Energy Efficiency
- (1) Class Size
- (4) Flexibility
- (2) Warm, Safe and Dry
- (1) Striking balance between school, fields, greenery, and community
- (1) Minimize impact to students during construction
- (1) Teacher Retention
- (1) Long term solution [50 years +/-]
- (1) Minimal Planning Window [10-15 years+/-]
- (1) Minimize Specialized Facilities
- (1) Recreational Facilities
- (1) Integrate Parents/Grandparents into Educational Strategy

## Question #2: What are your priorities and briefly explain why?

- (4) Education
- (5) Facilities & Code compliance
- (2) Site
- (4) Cost
- (3) Safety
- (3) Cafeteria
- (1) 2<sup>nd</sup> grade classroom size
- (1) Internet access
- (1) Electric upgrades
- (1) Traffic management
- (1) Knowing long term true cost long term costs, life cycle/payback/operating
- (2) Warm, Safe and Dry
- (1) Fire Suppression
- (2) Preservation of Center Field
- (1) Safe Parking
- (3) Flexibility
- (2) Energy Efficiency
- (1) Technology
- (1) Accessibility
- (1) Long term solution [50 years +/-]

## Question #3: How would you define a successful study/project?

- (3) Range of options for town to identify as priorities
- (1) Full inspection of current circumstances
- (1) No more study money
- (2) A clear strategy for moving forward with consensus
- (3) Solution that the Lincoln Community can support
- (1) Bring together the community center project and school buildings
- (1) Minimize the amount of Town decisions to get a final outcome (i.e no overrides)
- (1) Articulate educational vision that motivates elements beyond general comfort and safety.
- (1) Need single long term solution

## Group #1

#### **Priority**

- 1. Educational (6)
- 2. Facilities (1)
- 3. Site (1)
- 4. Cost (1)
- 5. Other (3)

#### Comments

- Justify "outcome" of facility improvements.
- Teachers must be on board with educational goals/changes
- A good teacher in a poor facility better than inverse.
- 1-4 "All are important" "This is an assessment not an educational vision"
- What is the educational benefit of the renovation?

#### Group #2

#### Question 1

- 1. Education Communal Spaces? Flexible Space?
- 2. Site
- 3. Other Safety, Sprinklers
- 4. Facilities Roof, Temperature Control, Cafeteria, Kitchen.
- 5. Costs Prioritize community needs

#### Question 2

- Climate
- Roof
- Windows
- Cafeteria All of these "Interior climate" are conducive to learning
- 2<sup>nd</sup> grade classroom size
- Internet access
- Electric upgrades
- Traffic management
- Safety

- Range of options for town to identify as priorities
- Full inspection of current circumstances.

## Group #3

#### Question 1

- Cost (thoroughly explore cost alternatives)
- Payback windows
- 2<sup>nd</sup> Grade wing (thermal)
- Accessibility
- Break out spaces
- Fire suppression
- Kitchen facilities

#### Question 2

- New long term true cost –long term costs, life cycle payback operating.
- Warm, safe (reasonably) quiet learning environment, fire suppression
- Preserving center field
- Safe parking
  - o Traffic pattern
  - o Pedestrian access

- No more study \$
- A clear strategy for moving forward with consensus

## Group #4

#### Question 1

- Building should function well
- Mechanical issues
- Air conditioning
- Windows, roof, insulation, tech infrastructure
- Feeling from former vote: Want building to be essentially the same from the outside
- Coordination with Community Center Study
- Site: Safe
- Priority: "Get something that will get approved"
- Better playing fields esp center field drains
- Energy efficient building

## Question 2 [Group did not respond]

- Some consensus before a major vote
- Series of opportunities to weigh in

## Group #4

#### Question 1

- Adaptable to different education styles
- Durability over time
- Adaptability to different educational needs
- Not reinventing the wheel
- Class size concern-supports a commitment to small class sizes
- Retain flexibility to accommodate changing class sizes
- Building that is warm, safe and dry is paramount
- Things that need to be fixed that are not in the blds
- Lincoln community vs. school grounds needs
- Striking a balance between school field//greenery usage and just overall community

#### Question 2

- Educational needs of students are met
- · Comfortable teaching and learning environment
- Adaptability of the building to meet needs for many years
- Smart, green, lower operational costs, flexible spaces/adaptability

- Solution that the Lincoln community can support
- Solution where voices can be heard
- Bring together community ctr project and school buildings
- Minimize the amt of town decisions to get a final outcome (ie # of overrides)

## Group #6

#### Question 1

- Educational
  - o Flexibility over time
  - o General comfort of students
  - o Minimize "kids in trailers"
- Impact and transition (least distraction to students)
  - o Teacher retention
  - Safety
  - o Accessibility
  - o Kitchen & Cafeteria
- Successful outcome
  - o Articulate educational vision that motivates elements beyond general comfort and safety
  - o Need single long-term solution
  - o Will \$ improve education?

Question 2 [Group did not respond]

Question 3 [Group did not respond]

## Group #7

Priorities: 1=Most important 3=Least

#### **Education**

2-Flexibility 1-Technology

#### **Facilities**

- 1.5- Code
- 1.5- Environment
- 1- Safety
- 1.5- Accessibility (Handicapped) (Access to outdoors) (Retain existing)
- 1.5 Cafeteria (Separate from gym)
- 2.5 Adjacency (affected by schedules)

#### <u>Site</u>

- 2.8 -Parking (Public)
- 3 Soccer Concern that centerfield slopes outward (safety)
- 2.8 Reed gym connector
- 1 Cost, affordability, budget

## Group #8

#### Question 1

- Flexibility in achieving
- Requirements of a 50 year window
- Preserve the "green" a central site
- Consider other uses of the ball field site
- Determine town tolerances to costs

#### Question 2

- Educational excellence within out cost tolerance until mid-century
- One that has 2/3 of the town voting "aye" at town meeting

#### Question 3

• Connecters to outdoors

## Group #6

#### Question 1

- Safe, good quality air and ventilation, up to code (safety) Inspections
- Cost/Budget
- Preservation of the environment/central common
- Flexibility (These are all a priority)

#### Question 2 [Group did not reach consensus on priorities. Results reflect individual opinions.]

- a. Education-Modern innovative, flexible design of spaces
- b. Cost
- a. Safety
- b. Cost
- c. Education
- a. Cost/Budget
- b. Safety
- c. Long term planning
- a. Evaluate renovates vs. new const.
- b. Cost
- c. Educational experience
- a. Safety
- b. Cost
- c. Comm access flexibility
- a. Fixing bare min (broken codes)
- b. Educational experience
- c. Air quality
- a. Preservation of open access of rooms, central common green
- b. Fix bare min (broken issues, roof)
- c. Flexibility

#### Question 3

Consensus

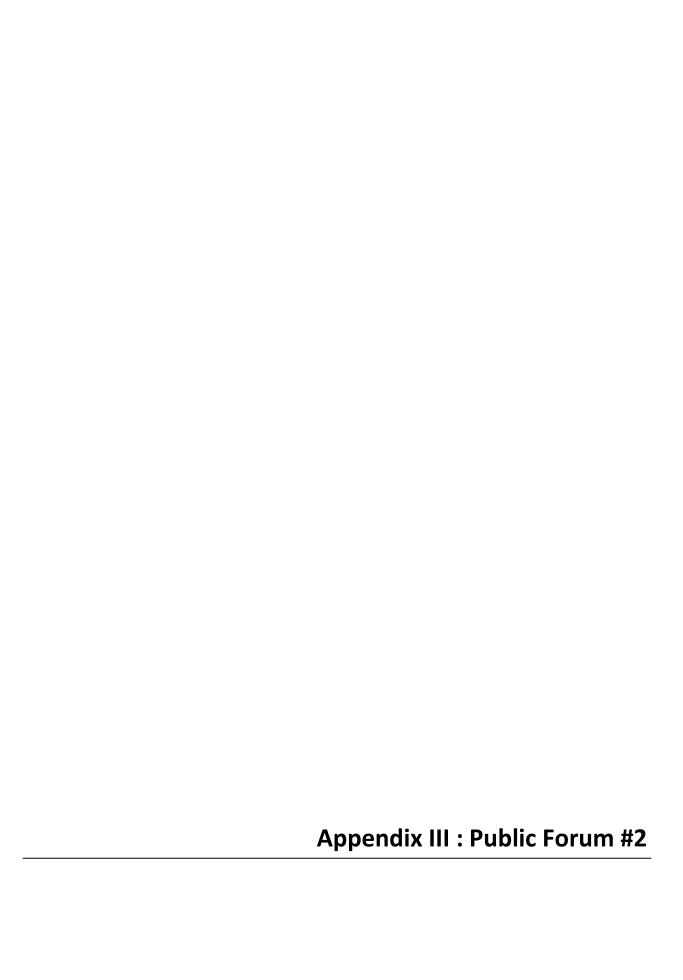
#### Group #10

#### Question 1

- Keep the green
- Build in flexibility/versatility to accommodate educational philosophies that may change over time
- Minimize number of specialized facilities that may be obsolete over time
- Integrate rec facilities
- Explore implications of planning for 10-15 year window of educational philosophy and relevance
- Integrate parents, the elderly and rec into educational strategy
- Create environment that fosters development of social skills among children
- Maximize educational benefit for minimal costs
- Become energy efficient.

Question 2 [Group did not respond]

Question 3 [Group did not respond]





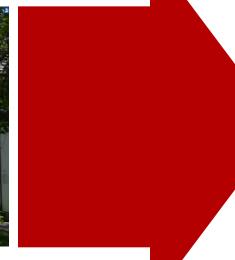
## lincoln public schools

# study of the lincoln school









... establishing a credible pathway forward

# agenda | public meeting #2

- Introduction
  - Overview of meeting
  - Summary of previous mtg.
- Lincoln's educational vision
- Presentation of initial conceptual options
- Small group examination of options
- Reporting out

# public meeting results | question #1

What key issues should the project explore?

- Educational Vision
- Site Sensitivity
- Cost to Town
- Facilities Implications

# public meeting results | question #2

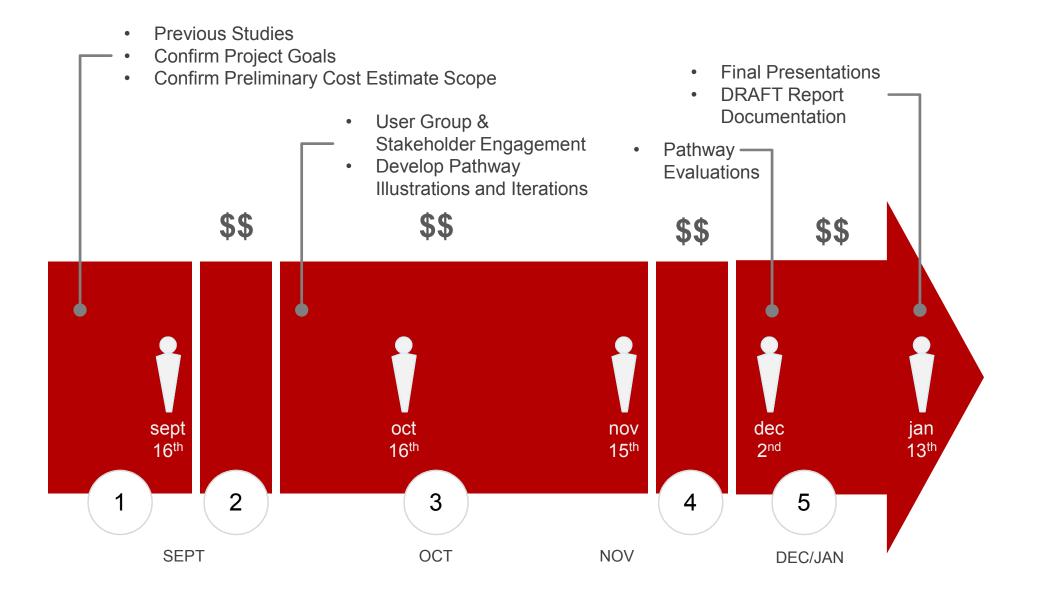
# What are your priorities?

- Facilities and Code Compliance
- Education
- Cost to Town
- Safety & Security
- Site Sensitivity

## **public meeting results** | question #3

## How would you define a successful study?

- Exploration of a full range of options
- Solution that Lincoln community can support
- A project that considers Community Center project in parallel
- A single long-term solution



SchoolBuildingAdvisoryCommittee

October 16, 2014





Educational Vision and School Design

# Looking at Educational Vision Through Different Lenses

- Educational Outcomes
- Educational Process
- Individual Experiences
- The Whole Child
- The Whole School Community

# **District Vision Statement**

#### The **Lincoln Public Schools** seek to...

- unite our communities in challenging and equipping our students to acquire essential skills and knowledge,
- think creatively and independently,
- exhibit academic excellence,
- appreciate and respect diversity,
- demonstrate creativity,
- value reflection,
- work hard and play fair.

#### LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN 2013-2015

#### Vision

The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, demonstrate creativity, value reflection, work hard and play fair.

#### Theory of Action

IF we continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, and use assessment and data effectively, THEN we will respond to student needs skillfully and we will strengthen the engagement and achievement of all students.

	Strategic	Objectives	
Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development	Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students	Assessment and Data: Use assessment and data to effectively promote and monitor student growth	Responding to Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students
	Strategic	Priorities	
Develop understanding and practices in the "Standards and Indicators of Effective Teaching Practice" among all faculty and administrators by observing lessons and analyzing student work	Provide professional development aligned with the 5 Key Questions for Learning:  • authentic learning  • learning targets / objectives  • meaningful exchanges  • assessing student understanding  • differentiating instruction	Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices	Provide professional opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners
Develop administrator skill in coaching, conducting observations of teaching, and providing meaningful feedback to educators	Analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement	Refine and pilot our District Determined Measures	Monitor the progress of students identified with "high needs"* and adjust instruction to narrow achievement gaps
Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices	Continue refining curriculum to align with new MA Curriculum Frameworks in ELA, math and science	Support educator use of data to monitor student growth and inform instruction	Continue to refine our implementation of Goal Focused Intervention Plans

<sup>\*</sup> Students with Disabilities, English Language Learners or Former English Language Learners, and Low-Income Approved by School Committee 6/20/13

# District Strategic Plan: Theory of Action

**IF** we continue to build <u>educator expertise</u> and a shared vision of <u>effective teaching</u>, refine <u>curriculum</u> and instruction, and use <u>assessment and data</u> effectively,

THEN we will respond to <u>student needs</u> skillfully and we will strengthen the <u>engagement and achievement of all</u> students.

# District Strategic Plan: 2013 – 2015 Strategic Objectives

- Educator Growth
- Curriculum and Instruction
- Assessment and Data
- Responding to Student Needs

# Steps Taken to Achieve District Objectives

- Educator Evaluation System
- Focus on Instruction and Student Engagement
- Changing Emphasis for Principals
- New District Administrators with New Ideas and Approaches (Superintendent, Assistant Superintendent, Director of Technology)

# 5 Key Questions for Learning

- 1) What evidence demonstrates that students know the **objective** and/or learning target?
- 2) In what ways does the lesson engage students in authentic learning?
- 3) What evidence is there of **meaningful exchanges** between teacher and individual students and between students?
- 4) In what ways does the teacher **assess student understanding** related to the objective and/or learning target?
- 5) Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?

# **Authentic Learning**

- Learning has a purpose that creates engagement and understanding of why a task is being carried out.
- Students have an intended audience that will view their work, provide feedback, and partner in the learning process.
- Students make connections between learning and the wider world. Students use authentic skills and processes.



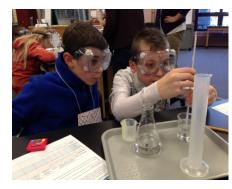




How can a facility...

Help us realize our educational vision?

Help us meet our Strategic Objectives?





+

# **Key Educational Components**

- Programmatic flexibility: variety of spaces for small and large groups; spaces can be used for more than one purpose depending on educational needs
- Enhance opportunities for student and staff collaboration through building layout
- Technology infrastructure for current and future educational needs
- Connection to the community and the environment







# **Existing Grade Layout**





# Current "Flexible" Spaces for Students and Faculty



Hallways



Closets

These spaces are used for enrichment, remediation, independent group work, and assessment.

### HANSCOM SCHOOL DESIGNS

HMS Completion Expected Summer 2016 HPS Completion Expected Summer 2018



#### Flexible Spaces



Hanscom Middle School: Final Design, Commons

EwingCole ©2010



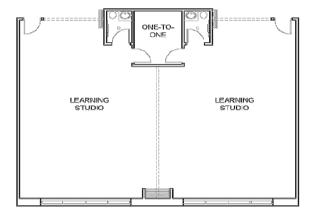
SCHEME A - DISTRIBUTED NEIGHBORHOODS WITH FLEX STUDIOS

EwingCole ©2010

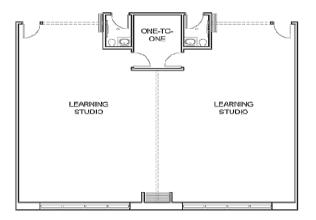
#### STUDENT WORK DISPLAY OPPORTUNITIES



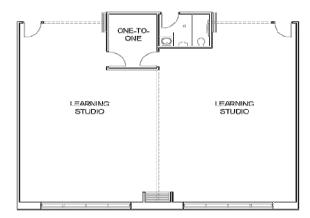
**HPS** 



Hanscom PK/K Proposed



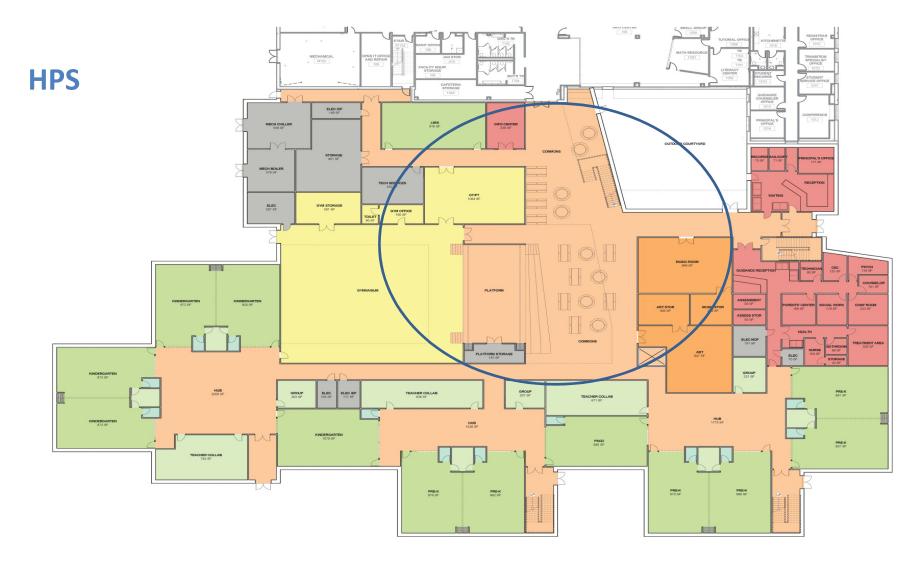
Hanscom Grades 1-3 Option



Hanscom Grades 1-3 Option

Typical Primary School Classroom Options

EwingCole ©2010



COMMONS AREA: DINING, LARGE GROUP WORK/PRESENTATIONS, STAGE

EwingCole ©2010

# **EXAMPLES FROM OTHER SCHOOLS**



CONCORD SCHOOLS, NEW HAMPSHIRE— HMFH ARCHITECTS



Park Brow School, Liverpool England — 2020 Liverpool

EwingCole ©2010



# **BACKUP SLIDES**

# Core Expectations for Teaching and Learning

- Collaboration
- Differentiation meeting the individual learning needs of each student
- Integration of Technology
- Purposeful, authentic learning experiences
- Inclusion model of Special Education



### Collaboration

#### What's Needed?

A building that allows for greater formal and informal collaboration between teachers and students.

- Spaces designed for small groups
- Spaces for larger groups such as a grade level
- Group spaces easily accessible by multiple users
- Core facilities (e.g. cafeteria, gyms, library) easily accessible to all students

#### Why?

Collaboration develops problem-solving and communication skills.

Creativity and innovation are fostered. Teachers share their expertise to benefit all students.

### Differentiation

#### What's Needed?

 Varied learning spaces to meet the varied learning needs of students.

### Why?

- Independent small group work: supports projects & students ready for additional challenges
- Small group work with a teacher: supports students at all levels

# Integration of Technology

#### What's Needed?

Maintenance of infrastructure to meet increasing needs

Why? Teachers require consistency of connectivity in order to invest time and effort into developing integrated instruction.

- Provide adequate access to technology hardware
- Plan so that upgrades can be more easily performed in the future

# Purposeful, Authentic Learning Experiences

#### What's Needed?

- Learning spaces that are alternatives to classrooms
- Range of group sizes (e.g. a few students or a whole grade)
- Flexible: not as specialized as an auditorium, library, or gym.

Why? Authentic learning can take many forms such as an exhibition of work, a poetry slam, a presentation to the conservation commission.

# Inclusion Model of Special Education

#### What's Needed?

◆ Small group learning spaces

#### Why?

- Provide services to an individual student or small group
- Less disruption to the child and the class as a whole



## school needs | SBAC I

- Flexible Educational Space
- New Kitchen and Cafeterias
- Breakout Rooms
- Improve 2nd Grade Space
- Security and Safety at the Reed Gym
- Accommodations for Students with Special Needs
- Need to Improve the Lighting, Air Quality and Acoustics
- Need to Improve the Building Envelope
- Addressing Flooding at Smith Boiler

## school needs | CDR MacGuire

1. REED	Precast	<b>Panel</b>	S
---------	---------	--------------	---

- 1. Smith Boiler and Room
- 1. Smith Unit Vents
- 2. Life Safety Generator
- 2. Brooks Main Electrical Switch
- 3. Roofing
- 3. Lighting
- 3. Mechanical Ventilation
- 3. Electrical Upgrade

- 3. Toilet/ Sink Upgrade
- 3. Window Replacement
- 3. Flooring Upgrade
- 4. Heating/ Mechanical Upgrade
- 4. Toilet/ Sink Upgrade
- 4. Electrical Upgrade
- 4. Auditorium Seating
- 4. Carpets and Paint
- 5. Temp Classrooms

## school needs | CDR MacGuire

- 6. Fire Suppression
- 6. Fire Alarm Upgrade
- 6. HVAC Digital Controls
- 6. Abatement
- 6. ADA/ MAAB Upgrade
- 6. Auditorium Roof

- 7. Window Upgrade
- 7. PA Upgrade
- 7. Back-up Power
- 7. Auditorium Lighting Upgrade
- 7. Building Envelope and Reed Gym

## existing facility | comprehensive needs

- Educational Vision Upgrades
- Mechanical Upgrades
- Electrical Upgrades
- Plumbing Upgrades
- Accessibility
   Compliance

- Kitchens and Cafeterias
- Hazmat Abatement
- Building Envelope
   Upgrades
- Structural Updates
  - Fire Suppression
  - Fire Alarm Updates





## existing facility warm, safe, dry & accessible

- Fire Suppression
- Fire Alarm Updates
   Building Envelope
- Accessibility
   Compliance

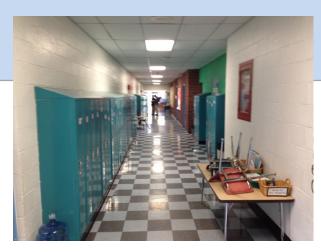
- Mechanical Updates
- Building Envelope
   Upgrades
- Hazmat Abatement





## existing facility programmatic needs

- Kitchens & Cafeterias
- Small Group Rooms Hub Spaces
- 2<sup>nd</sup> Grade Classroom **Upgrades**
- Classroom Neighborhoods
- Spatial Adjacencies
- Windowless Classrooms and Specialist Spaces







# update on cost estimates | roofing scope

	opt 1 EPDM	opt 2 PVC	opt 3 TPO
hard costs +	\$2.3M	\$2.5M	\$2.3M
soft costs @ 25%	\$0.6M	\$0.6M	\$0.6M

total project \$2.9M \$3.1M \$2.9M







# update on cost estimates | window scope

	opt 1   energy 2030 (15,330 SF)	opt 2   poor cond. only (5,306 SF)
hard costs +	\$2.0M	\$0.6M
soft costs @ 25%	\$0.5M	\$0.2M

total project \$2.5M





\$0.8M

# update on cost estimates | mechanical scope

\$6.5M \$6.4M \$5.9M \$1.8
soft costs @ 25%
\$1.6M \$1.6M \$1.5M \$0.5







# update on cost estimates | accessibility scope

	Interior Doors	Exterior Doors	Toilets & Sinks	Auditorium & Stages
hard costs +	\$.04M	\$.07M	\$.90M	\$.33M
soft costs @ 25%	\$.01M	\$.02M	\$.23M	\$.08M

total project

\$.05M

\$.09M

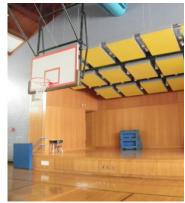
\$1.13M

\$.41M









# update on cost estimates | fire suppression

Fire Suppression
System

**Impacted Ceilings** 

hard costs +

\$.94M

\$.35M

soft costs @ 25%

\$.24M

\$.09M

total project

\$1.8M

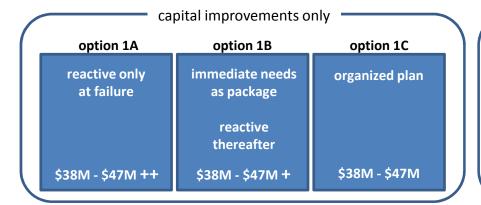
\$.44M



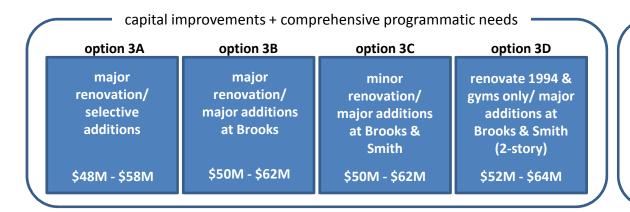
# **preliminary options** | basis of development

- address facility needs w/ time as variable
- address programmatic needs in incremental steps
- retain basic site planning:
  - L-shaped building
  - sensitivity to central green
  - retention of existing trees
  - sensitivity to wetlands, river fronts, vernal pools, etc.
- varying levels of renovations & additions
- explore all new construction for informational purposes only

# preliminary options summary



capital improvements + ala carte programmatic needs			
option 2A	option 2B	option 2C	. '
kitchens & cafeterias only	small group rooms only	2 <sup>nd</sup> grade classroom upgrades only	
\$41M - \$51M	\$39M - \$47M	\$40M - \$48M	



option 4

all new construction

\$55M - \$68M

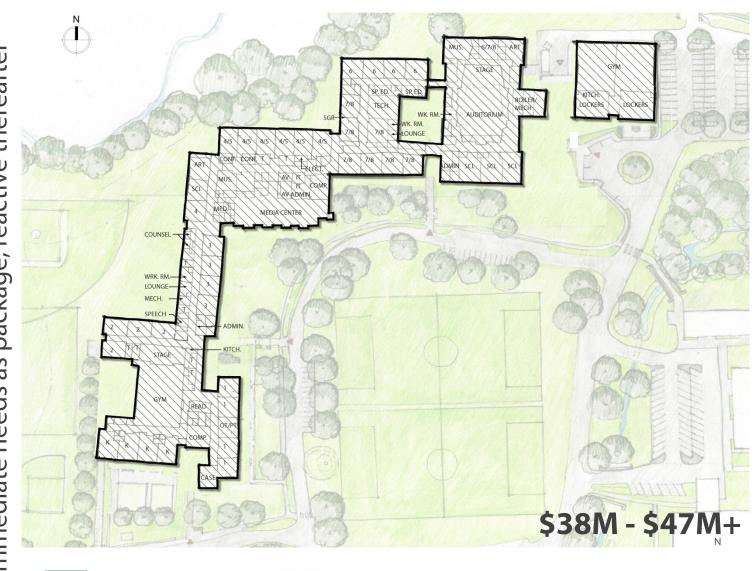
PROGRAMMING NEEDS



NEW CONSTRUCTION

# option 1B

immediate needs as package, reactive thereafter

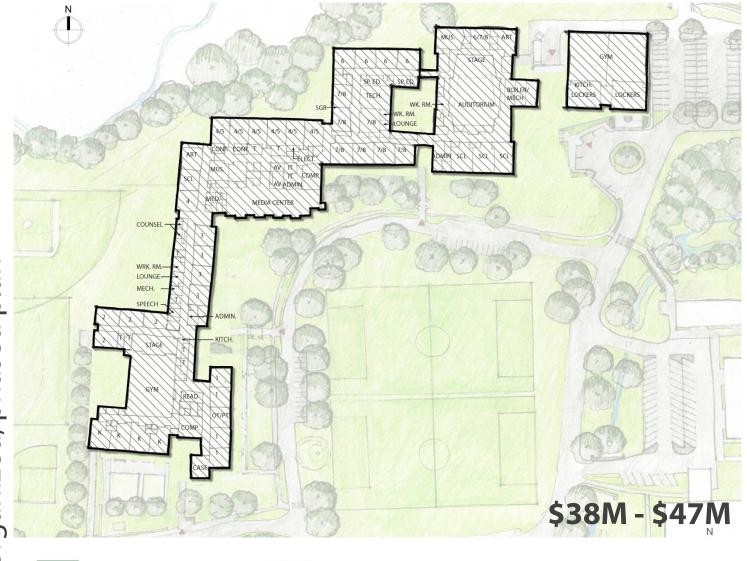






option 1C organized, phased plan

PROGRAMMING NEEDS



NEW CONSTRUCTION

# option 2A kitchens & cafeterias only









NEW CONSTRUCTION



COUNSELsmall group rooms only WRK. RM.-LOUNGE-MECH. \$39M - \$47M

option 2B

PROGRAMMING NEEDS



NEW CONSTRUCTION



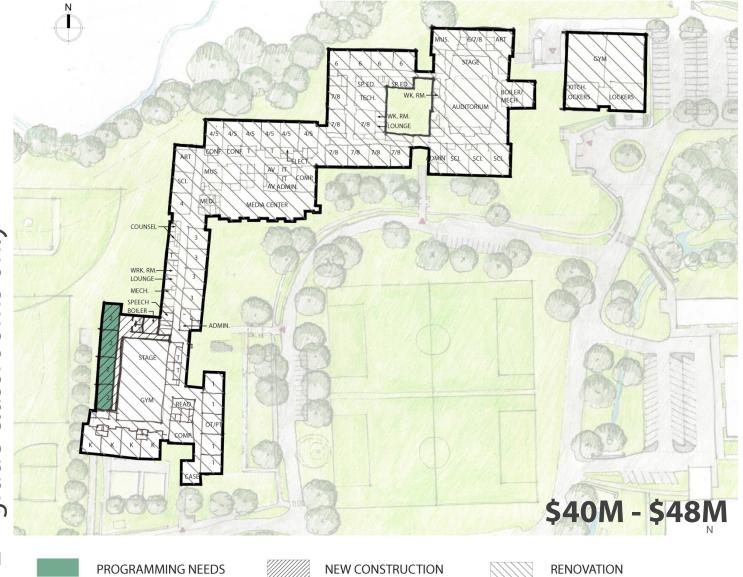
# **option 2C.1** 2<sup>nd</sup> grade classrooms only

PROGRAMMING NEEDS



NEW CONSTRUCTION

**option 2C.2** 2<sup>nd</sup> grade classrooms only



# option 3A

PROGRAMMING NEEDS

major renovation/selective additions EVENT ENTRY BROOKS ENTRY \$48M - \$58M

**NEW CONSTRUCTION** 

# option 3B

major reno/major additions at Brooks











# option 3C

# minor reno/major add. at Brooks & Smith







**NEW CONSTRUCTION** 



# option 3D

reno. 1994 & gyms/major add. at Brooks & Smith



# option 4 | all new construction



\$55M - \$68M

## preliminary options summary

option 1A

option 1B

option 1C

reactive only at failure

immediate needs as package

reactive thereafter

\$38M - \$47M ++ \$38M - \$47M + \$38M - \$47M

capital improvements + ala carte programmatic needs				
option 2A	option 2B	option 2C		
kitchens & cafeterias only	small group rooms only	2 <sup>nd</sup> grade classroom upgrades only		
\$41M - \$51M	\$39M - \$47M	\$40M - \$48M		

capital improvements + comprehensive programmatic needs option 3A option 3B option 3C option 3D major major renovate 1994 & minor renovation/ renovation/ renovation/ gyms only/ major selective major additions major additions additions at additions at Brooks at Brooks & **Brooks & Smith** (2-story) Smith \$48M - \$58M \$50M - \$62M \$52M - \$64M \$50M - \$62M

option 4

all new construction

\$55M - \$68M

- All costs are conceptual in nature, in 2013 dollars, and represent only a
  preliminary understanding of the scope required to implement the options.
- All costs are total project costs.
- Phasing and escalation costs are included where appropriate

**DRAFT** public forum #2 –10.16.14

# small group break out sessions

Q1: Which of the programmatic components excited you? Why?

Q2: What additional questions to have about how the Educational Vision impacts facility design?

Q3: What are your initial thoughts about the range of options presented?

Q4: What about an option(s) excited you? Why?

Q5: What other option(s) or combinations of options should the Design Team explore?

Q6: What questions do you have about the options?

# **Upcoming Public Forums:**

**November 15<sup>th</sup>** State of the Town Meeting

**December 2<sup>nd</sup>** 7pm – 9pm, Reed Gym

**January 13<sup>th</sup>** 7pm – 9pm, Reed Gym

# Thank you.

- refinement of the options based on public comment and feedback
- state of the town: Nov 15<sup>th</sup>, 2014

### LINCOLN SCHOOL STUDY

# PUBLIC MEETING #2 – DRAFT RESULTS, FLIP CHART TRANSCRIPTIONS

OCTOBER 16<sup>TH</sup>, 2014

At the Lincoln Public Meeting held on Oct. 16th,Dr. McFall, Superintendant of Lincoln Public Schools, gave a brief presentation of the district's educational vision. Dore and Whittier Architects followed with a presentation outlining a rangeof conceptual options and costs meant to address both building and educational needs in incremental steps. Options ranged from a reactive repairs approach to heavy renovation to new construction. Members of the town were asked to react to the presentations and respond the following prompts:

- 1. Which of the programmatic components excited you? Why?
- What additional questions do you have about how the Educational Vision impacts facility design?
- 3. What are your initial thoughts about the range of options presented?
- 4. What about an option(s) excite you? Why?
- 5. What other option(s) or combinations of options should the Design Team explore?
- 6. What questions do you have about the options?

### Summary

The results of the small group exercise suggested there may be:

- A desire to align the educational vision with the building layout.
- Little support for Options 1 and 2.
- A desire to focus attention on exploring the set of Option 3 as it may provide the most value to the town.
- A desire to see a full range of options that will include a new construction solution as well as a two story solution on the existing site.
- Interest in seeing the full itemized Capital Improvement Plan and its associated costs.
- Value in exploring community use of school spaces.
- Value in exploring the Community Center with the school building project concurrently.
   More information is needed to understand the integration of the Community Center.



Below is a transcription of the responses of town members:

### Table 1

**Programmatic Components:** 

- Technology
- Some spaces can the serve the community
- Concern about travel time in current and future situations
- 3A looks better for grades 5-8

Series 1 "Costly relative to value" Can be spread over time

- But not guaranteeing cost
- No planning

### Series 2

- 2A -Great but not enough
- 2B-Don't bother, doesn't do enough, No interest
- 2C Not enough

Series 3 "Most bang for the buck (But could be a hard sell)

- 3D Probably offers most for our \$
  - o New Classrooms
- 3A Gets you most of what you want
  - o Would it cost less?

### Other Ideas:

- 2 Story building on "Link & Brooks" footprint
- Use current Smith as a community center or
- Smith becomes open space.

### Table 2

The classrooms are so stuffy. The kids are falling asleep

- New heating system can be much more efficient.
- What excites me is that I want to fix everything that is wrong with the building. Air is more important than breakout rooms.
- If you do piecemeal, the town has to pay for all of it
- If we build a sparkling school, would we have fewer kids going to a private school?

### First reaction:

- Eliminate Options 1A-2C
- Look only at 3

Will we need new spaces for a changing school population?

Emphasize openness of classrooms to outside.

Second story: Balance esthetics and energy efficiency



Importance of project-based learning. Build spaces that accommodate new style of learning.

### Table 3

No discussion [of question 1] No discussion [of question 2]

[Question 3]

- Struggling on how we arrive at \$38M as a minimum.
- Ala carte bundle seem to add \$6M to base capital improvements. MSBA funding wont likely kick in until we reach option #3 Or will it?

[Question 4] 3A, 3B, 3C or 3D [Question 5] No discussion [Question 6] No discussion

### Table 4

- Have we asked students for input?
- Are there benefits to planning with the Community Center? Costs?
- Costs-Only modest cost increments between levels.
- Why cost escalating from 40+ million to 60 million?
- We have to decide what we want to spend at the same time we decide what we want.
- How about 2a + 2c or 2a +2d?
- Any scheme better in terms of green
- What does 2<sup>nd</sup> floor get you? More dynamic scheme?
- Question about AC? Climate control
- Difficult to choose between ala cart menu
- Why not all new/new school
- Community center on same campus

### Table 5

Flexible spaces

Hubs

Link between education and building

- More on building new on existing footprint
   Incorporate community center explicitly
   Like idea of using swing spaces for community
   Want to incorporate all ages on campus and part of authentic learning (intergenerational)
- Why can't we do new construction in existing footprint?
   Keep most of historic smith (2<sup>nd</sup> grade can go)



### Table 6

- How do we maintain facility?
- Is there documented breakout spaces?
- Technology ever changing-How do we maintain a plan that meets learning needs over time?
- Can we get state funding?
- What do we do with no state funding?
- Get a cafeteria
- Fix Grade 2 wing
- Is Option 3d with funding (state or otherwise) cheaper than just 1a (60-20m funding)

### Considerations:

- How does the building support property values?
- How is tax bill impacted by any 1 option vs. current operating & maintenance?
- Marry community center to school

### Table 7

- None of this is surprising-The conclusions echo what was reported by last architects in last proposal.
- Would like to see menu of elements with costs
  - o Eg what does it cost to add a cafeteria? 3-4 million
  - o What does it cost to add small group rooms? +1 Million
- Code triggers and 3 year window between projects really tie our hands and limit options
- Piecemeal renovation is disruptive for a time
- Demolition is inherently not "green"-wastes the energy originally used in construction
- Costs as much to make old walls & roofs insulted, brought up to structural code, etc. As new construction
- The cost of programmatic elements related to capital improvements is small, so favor doing as many programmatic elements as possible.
- What assumptions have been made that we don't know but might answer differently?
- Second story helps prevent extending the footprint even more.

### Table 8

- Kitchen/cafeteria that connects reed field house to Brooks (7 of 8)
- Hub spaces (7 of 8) with neighborhoods
- Small group rooms (5 of 8) With special ed spaces part of it.
- Neighborhoods (with professional development about how to use them) (5 of 8)
- 2<sup>nd</sup> grade classrooms (6 of 8)
- Spatial adjacencies (0 of 8)
- Windowless spaces (8 of 8)
- Not excited about any of option 1
- Most interested in Option 3 family



- Some interested in Option 4
- Option 2 choices seem incomplete
- Would like to see nice facility and staff space (faculty room, place to gather)
- 3D makes a community space which is attractive whether or not there is a 2<sup>nd</sup> story having community access to the building is important (to cafeteria and gym)
- Is there a way to get café/lobby without going to a second story?
- 3C like the community space at auditorium needs more classrooms at elementary end.
- Would like to see 2A and 2C combined

### Table 9

- Preference for option 3 since savings for "repair only" is not large
- One cafeteria instead of 2?
- Smart to rebuild side of building that has solar load problems?
- Practical issue of how food delivery gets to cafeteria
- Like 2<sup>nd</sup> floor cost and energy efficiency!
- Some feel small collaboration spaces are critically important-others like flexible large spaces
- Like idea of connecting Reed gym and Brooks
- Politically wise to keep existing footprint (roughly)
- More efficient to do all work at once
- Need to have nailed down estimates for the repair option, not just sq feet x sq feet estimate.
   Otherwise some in town will keep saying "just repair it will be cheaper"
- Do repairs significantly lower operating costs going forward?
- Want state funding for this project ok to start considering MSBA feasibility.
- Promote community use of space to get full value from project

### Table 10

- Program components. Do you need 2 cafeterias? Important to have educational use and curriculum use.
- Add questions: Educational vision. How are hallways
- With sprinkled buildings/better utilized/or education
- Prefer full concept
- Difficult eliminating program = Question 1
- Like 2 cafeteria as also educational "HUB"
- Breakout learning 1 on 1
- Are there parts of the building (i.e Smith which have extra quality: Architectural Merit)
- Options: All options should be not reactive but logical long-term plan/Bond/Budget
- Need filler review of base money....How individual components are "bundled" on a project basis.

### Table 11



- Desire for structure that visually conveys 21<sup>st</sup> century learning environment
- Create an inviting and respectful interior and exterior that supports an evolving educational vision
- Should reflect Lincoln's values with respect to Green Building principles, nutrition, local farming.
- Do not like options 1 & 2 since they do not seem to address educational vision.
- Expressed preference for option 3C
  - o All on ground floor
  - o Value in retaining as much as possible rather than all new construction
  - Like swing and magnet spaces and adjacency to cafeteria greater potential for use by community







### **Lincoln Public Schools**

# **Study of the Lincoln School**









... establishing a credible pathway forward

State of The Town 15 November 2014

# Lincoln School & Community Center



# School Building Advisory Committee (SBAC)

Doug Adams, co-Chair, community member

Becky McFall, co-Chair, Superintendent, LPS

Ken Bassett, community member

Owen Beenhouwer, community member

Vincent Cannistraro, community member

Tim Christenfeld, School Committee member

Buck Creel, Administrator for Business and Finance, LPS

Steven Perlmutter, community member

Maggy Pietropaolo, community member

Hathaway Russell, community member

Peter Sugar, community member

Gary Taylor, community member

# AGENDA

- 1. About This Study
- 2. Facility Needs
- 3. Educational Vision
- 4. Options
- 5. Questions and Answers
- 6. Feedback Activity

# 1. About This Study

# 1. ABOUT THIS STUDY

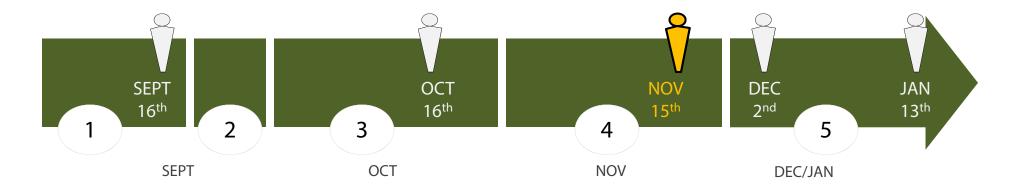
# Study Objectives

- Build Community Understanding of the School's Needs
- Position the Town of Lincoln to
  - Decide on the School's Future

## 1. ABOUT THIS STUDY

#### Study Tasks

- 1. Identify Facility Needs + Educational Enhancements
- 2. Detailed Cost Estimates
- 3. Develop & Truth Test Incremental Options
- 4. Conceptual Cost Estimates
- 5. Present Findings



# 2. Facility Neds

## 2. FACILITY NEEDS





148 Facility Items

Immediate

Near-Term

Deferrable

## 2. FACILITY NEEDS

**Immediate Needs: Approximately 0-5 Years** 

- Roofing
- Boilers & Boiler Room
- Precast Concrete Walls
- Emergency Generator
- Fire Alarm
- Sprinklers

## 2.FACILITY NEEDS

**Immediate Needs: Approximately 0-5 Years** 

- Roofing
- Boilers & Boiler Room
- Precast Concrete Walls
- Emergency Generator
- Fire Alarm
- Sprinklers

\$8.4M + \$3.8M

code triggered

= \$12.2M

## FACILITY NEEDS

**Option 1A** 

Immediate+ Code Triggered

\$12.2 M

0 – 5 Years

\$8.4M

+\$3.8M

Code Triggered

= \$12.2M

# 2. FACILITY NEEDS

#### **Near-Term Needs: Approximately 5-10 Years**

- Building Enclosure
- Electrical Infrastructure
- Classroom Lighting
- Plumbing
- Heating/Ventilation
- Intrusion Alarm
- Hazardous Materials





# 2. FACILITY NEEDS

#### **Near-Term Needs: Approximately 5-10 Years**

- Building Enclosure
- Electrical Infrastructure
- Classroom Lighting
- Plumbing
- Heating/Ventilation
- Intrusion Alarm
- Hazardous Materials

\$17.0M

## FACILITY NEEDS

\$8.4M

+\$3.8M

**Code Triggered** 

+\$17.0M

= \$29.2M

**Option 1B** 

**Immediate** 

- + Code Triggered
- + Near Term

\$29.2 M

0 - 10 Years

# 2. FACILITY NEEDS

**Deferrable Needs: Approximately 10-15 Years** 

- Interior Finishes
- Remaining Lighting
- Furnishings & Equipment
- Girls' Locker Room
- Paving & Curbing
- Playfield Improvements

# 2. FACILITY NEEDS

**Deferrable Needs: Approximately 10-15 Years** 

- Interior Finishes
- Remaining Lighting
- Furnishings & Equipment
- Girls' Locker Room
- Paving & Curbing
- Playfield Improvements

\$7.7M

# 3. Educational Vision



# Educational Vision and School Design





State of the Town 2014

## \* Educational Vision

- What is the educational vision?
- How does the facility connect to the educational vision?

To view the October 16<sup>th</sup> presentation: www.lincnet.org Click on:

"SBAC Educational Vision Public Forum, October 16, 2014"

# \* District Strategic Plan: Theory of Action

IF we continue to build <u>educator</u> <u>expertise</u> and a shared vision of <u>effective teaching</u>, refine <u>curriculum</u> and instruction, and use <u>assessment and</u> <u>data</u> effectively,

THEN we will respond to <u>student needs</u> skillfully and we will strengthen the <u>engagement and achievement of all</u> students.

# District Strategic Plan: Strategic Objectives

- Educator Growth
- Curriculum and Instruction
- Assessment and Data
- Responding to Student Needs

#### +

#### Authentic Learning and Cognitive Demand

- Learning has a purpose that creates engagement and understanding of why a task is being carried out.
- Students have an intended audience that will view their work, provide feedback, and partner in the learning process.
- Students make connections between learning and the wider world. Students use authentic skills and processes.



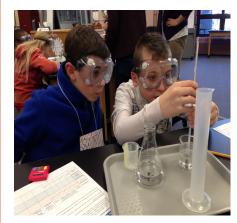




#### How can a facility....

Help us realize our educational vision?

Help us meet our Strategic Objectives?





+

#### Key Educational Components

 Programmatic flexibility: variety of spaces for small and large groups; spaces can be used for more than one purpose depending on educational needs



- Enhance opportunities for student and staff collaboration through building layout
- Technology infrastructure for current and future educational needs
- Connection to the community and the environment





# Current "Flexible" Spaces for Students and Faculty



Hallways



Closets

These spaces are used for enrichment, remediation, independent group work, and assessment.

#### **Educational Enhancements**

#### Mechanical Systems

- Improved air quality, lighting, climate control
- Acoustical Improvements
- Accessible to All
- Flexible Multi-Use Spaces
  - Cafeterias
  - Small group work spaces
  - Project-based learning spaces

#### Safety and Security

- Improved entry design
- Link to Reed Gym

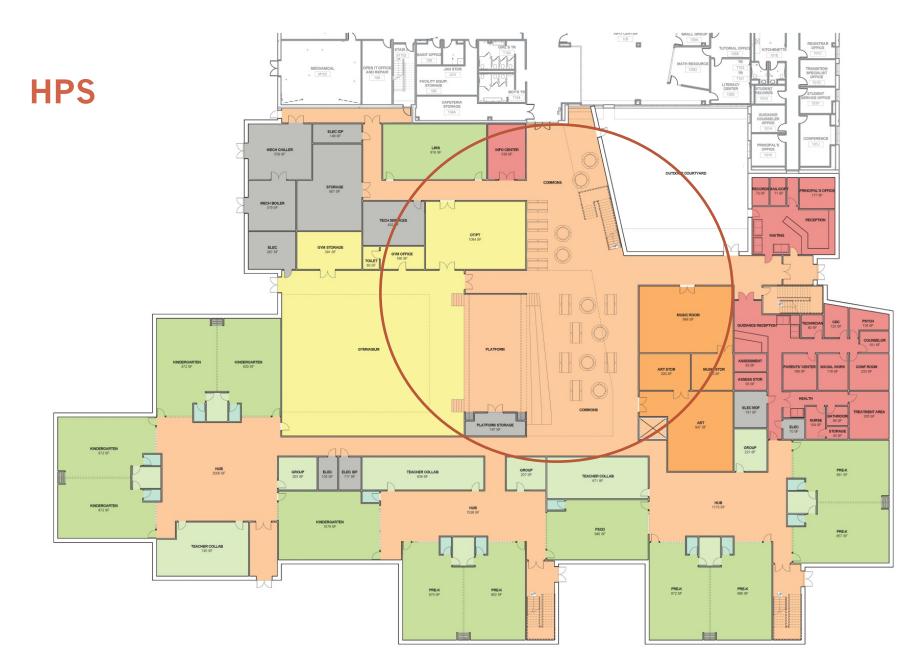
#### Increased Collaboration

 Layout and design encourage and assist student and faculty collaboration through proximity

#### Community Use

 Cafeteria and other multiuse spaces

To view the October 16<sup>th</sup> presentation: www.lincnet.org Click on "SBAC Educational Vision Public Forum, October 16, 2014"



COMMONS AREA: DINING, LARGE GROUP WORK/PRESENTATIONS, STAGE

#### Flexible Spaces



HANSCOM MIDDLE SCHOOL: FINAL DESIGN, COMMONS

EwingCole ©2010



CONCORD SCHOOLS, NEW HAMPSHIRE— HMFH ARCHITECTS EwingCole ©2010

# 4. Options

#### **Educational Enhancements – 33 Items**

- Classroom Acoustics
   Hub Spaces
- Kitchens & Cafeterias (Multi-Purpose)
- 2<sup>nd</sup> Grade Classrooms
- Small Group Rooms

- Entry Sequence & **School Offices**
- Neighborhood

**Expression** 

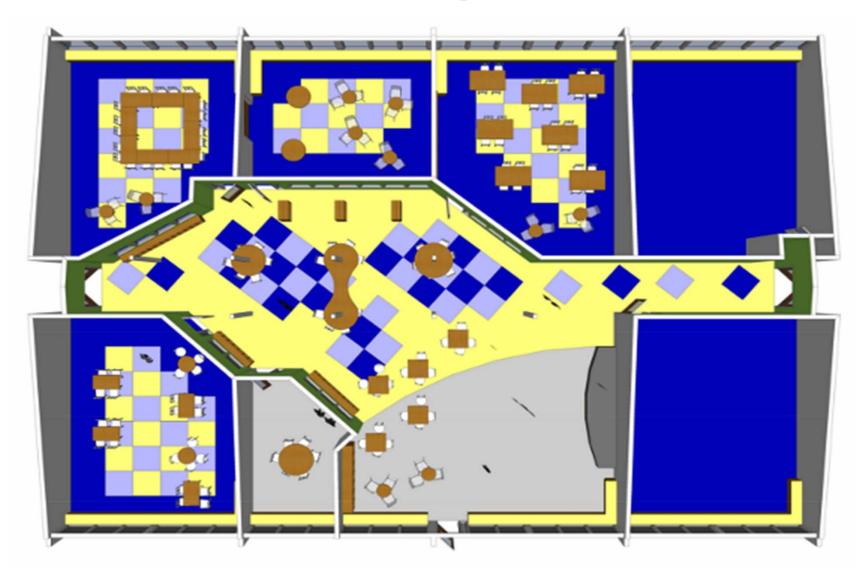


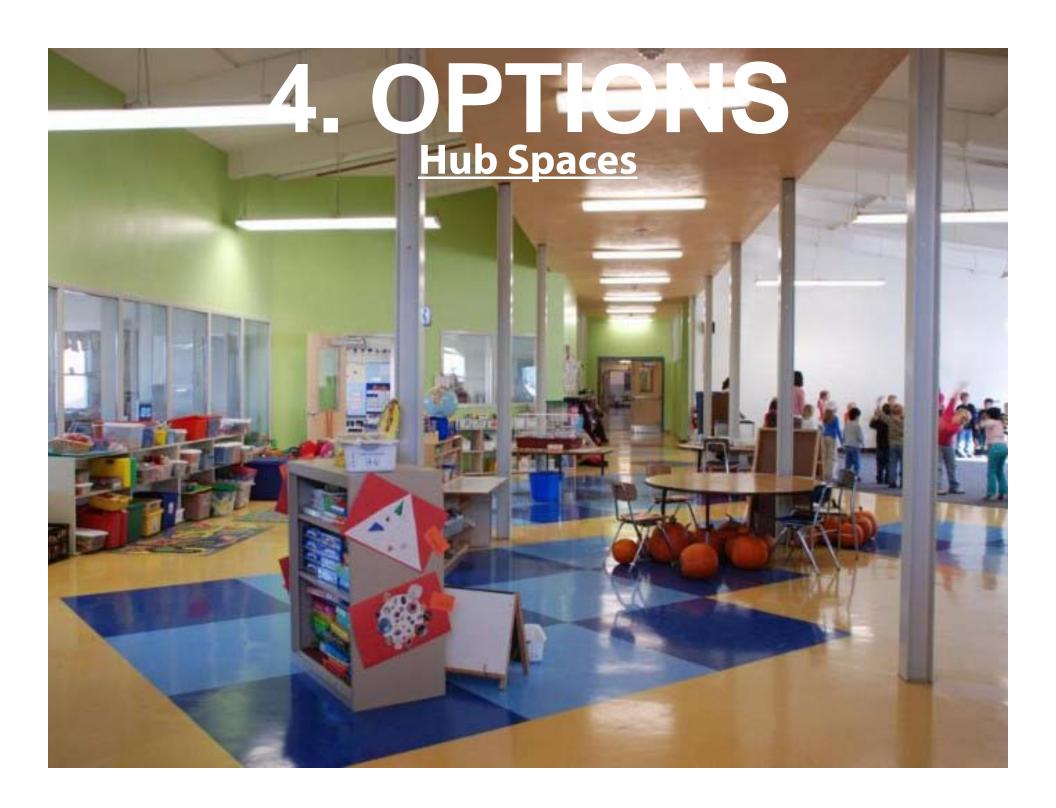


**Kitchens & Cafeterias (Multi-Purpose)** 

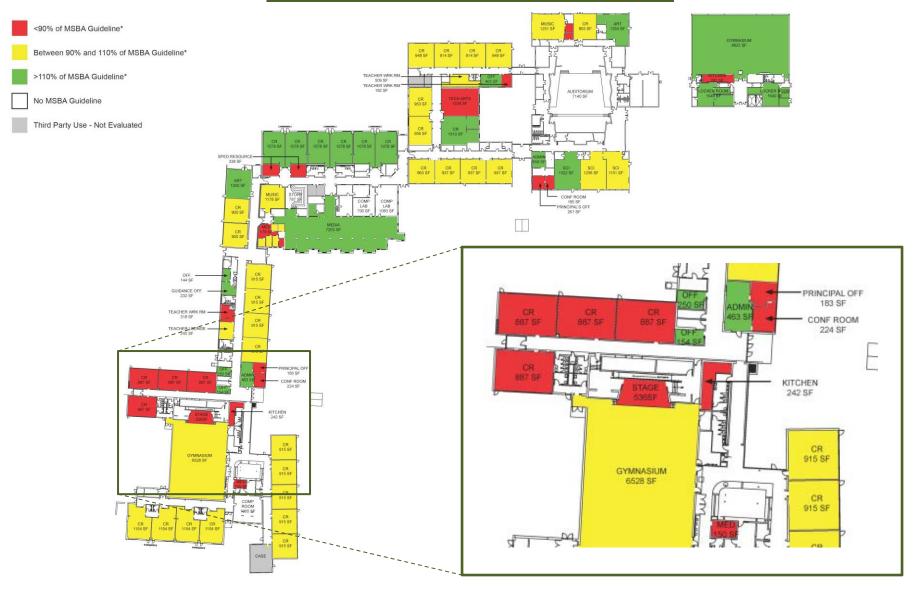


**Hub Spaces** 





#### **2<sup>nd</sup> Grade Classrooms**



**Small Group Rooms** 



Facility
Needs Only

A La Carte Educational Enhancements

Comprehensive Educational Enhancements

#### À La Carte Educational Enhancements

**Option 2B** 

\$36.9 M

**Option 2C** 

**1B** 

+2C

\$47.6 M

**1B 1B** + 2<sup>nd</sup> Grade + Acoustics + Small Group \$29.5 M \$29.8 M \$32.0 M **Option 2D Option 2E Option 2F 1B 1B 1B** + Kitchens +2A +2D + 2A & Cafes +2D + Def

**Option 2A** 

\$36.6 M

#### **Comprehensive Educational Enhancements**

**Option 3A** 

**Option 3B** 

**Option 3C** 

Renov.

\$54.7 M

Renov.

New

\$58.8 M

New

\$66.3 M

- Hub Spaces
- Neighborhood Expression
- Improved Spatial Relationships
- Improvements to Special Education Spaces
- Improvements to Entry Sequences
- Improvements to School Offices

# 4. OPTIONS



## À La Carte Educational Enhancements

2 2A 2B 2C 2D 2E 2F 2F \$29.5M \$29.8M \$32.0M \$36.6M \$36.9M \$47.6M

## Comp. Ed. Enhancements

3A 3B 3C 3D \$54.7M \$55.8M \$58.8M \$66.3M

# 5. FEEDBACK

### Facility Needs Only - Options 1A & 1B State of the Town Meeting | November 15, 2014

I Like... Support? I Wish... I Wonder... we could add panels to any of

\$12.2M - \$29.2M FULLY FUNDED BY LINCOLN



#### **Lincoln Public Schools**

## **Study of the Lincoln School**









... establishing a credible pathway forward

### **QUESTIONS & COMMENTS**

## Facility Needs Only - Options 1A & 1B State of the Town Meeting | November 15, 2014



I Like... like the maulti-purpose I Wish... I Wonder... t wonder if we could add photovoltaic panels to any of these options.

\$12.2M - \$29.2M FULLY FUNDED BY LINCOLN

## STATE OF THE TOWN 11-15-2014 TRANSCRIPTION OF PARTICIPANT'S REACTIONS

#### **Option Family 1**

#### I Like:

- Low cost options!
- Do what you can with a million per year in repairs.

#### I Wish:

- We would recognize that without State \$ we are only looking at modest repairs.
- We could find a way to combine the community center and school.
- I wish the Town could combine new school and community center design, and simply wait for funding. We still have same issues, so there is no reason to think state funding isn't achievable.
- Until state funding, we invest as little as necessary.
- I wish there was a joint proposal of the schools and the community center.
- I wish we could at least clean the seat backs in this auditorium.
- I wish there were a way to talk in a more integrated way about investment in teachers and infrastructure. They both affect our taxes and thus are not completely separate issues.
- I wish we could have suggested resources to help us understand the relationship between facilities and educational outcomes.
- I wish you would include geothermal heating and cooling to eliminate the need to burn fuel for heat--higher up front cost, but lower operating cost.
- I wish/hope we are not too short-sighted; we have to invest for both basic facility needs and educational excellence.

#### I Wonder:

- Taxes are already so high. Can we cut other areas to fund new school? Also, if a new building, I encourage you to consider LEED certification.

#### **Option Family 2**

#### I Like:

- Bridge from school to Brooks Gym
- Fixing boilers
- Soccer fields where ball doesn't roll into the road.
- I believe it is important to seek State support.
- I like the idea of taking advantage of solar power opportunities as much as possible.
- I'd like us to put a \$40M cap on what we do.
- This was a much better, more succinct presentation. Thank you!
- I like the idea of combining the community center with the schools. Is there overlap of projects? \$55M + \$10M?
- I like the idea of flexible spaces if they can be used by the community when school is not in session.
- I like the idea of connecting the gym to the school via a covered, protected walkway.
- I like the idea that if we are going to invest, and we have to, we are getting educational value out of it.
- 2C is the best compromise.
- I like option 2E--mid price, but includes the major additions needed.
- I like connecting Reed to the main building.
- Break out rooms IF teachers want them.
- I like the way the plans respect the outside environment, and I hope the new additions will make it easy for teachers and students to get outside and extend classroom learning outside.
- I like all the hard work of the committee.

- I like looking for synergy in the two projects.
- Family 2 is my preferred option without state funding.
- I like the classrooms each having an access to the outdoors, both visually and physically.
- Option 2B--I like the idea of these modest improvements and educational enhancements, 1) as a prudent move should we not receive state funds, and 2) a way of leaving enough appetite and funds to do the community center.
- I like the idea of a cafeteria as a community space.
- I like making the cafeteria a multi-purpose room.
- I like a cafeteria to allow kids adequate time to eat lunch and have recess.
- I favor: Immediate needs + near term + small group rooms + acoustics + Brooks bridge cafeteria.
- I like the idea of seeking State funding.
- I like the flex cafeteria/meeting space options.
- I like having a kitchen/cafeteria included in the plan.
- I like the potential for taking the school to the community by having space for them to come in during and after school for educational and other reasons.

#### I Wish:

- I wish for more solutions based around green, environmental directions that are not included as an afterthought, but at the front end of the decision-making.
- I think we need a whole town approach, not a la carte.
- I wish that the town was more behind MSBA pursuits as future costs for parents for college are daunting.
- I wish my taxes weren't so high already and have increased substantially recently.
- I wish there was info about projections of student enrollments in the next 3-5 years.
- I wish the town would choose a maximum construction budget and then choose the optimal option with this budget; MSBA funding availability will therefor have a direct impact on our final decision.
- I wish there would be an integrated financial plan for any potential school project and community center project; no more sequential votes like for the Town Offices building--these funds could have gone to the school!
- I wish the costs weren't so high, which may affect whether Lincoln attracts and keeps residents of "modest" means that can afford taxes here.
- I think we should consider sequencing the projects in this order: 1) construct community center-capable swing space, 2) do school scheme 2B, 3) improve swing space to accommodate community center.
- I wish there were an a la carte options combining 1B, 2A, and 2B.
- A more central single cafeteria with more useful program space connecting Reed to main building.
- "Hub spaces" could include the small group spaces and more arts display/development.
- I appreciate Dr. McFall articulating a vision for why the school should be designed in a particular way, but I wish she and others would connect the dots about how teaching and learning have changed--the message isn't quite clear yet.
- Photovoltaic cells on all new/refurbished construction.
- A comprehensive water use/re-use plan for all new/renewed facilities.
- Classroom noise control is important, but does not dictate 100% new construction.
- I wish we could understand the relationship between temporary space and a possible community center.
- I wish we could get MSBA funding before we begin.
- I wish the school, with its generator, was open to residents after their neighborhoods lose power in a storm, so they can stay warm, use and charge their computers and take showers.
- I wish we more aggressively pursued operating cost reductions via serious shared efforts with other districts.
- I wish our annual cost per pupil was not so far above what most comparable communities (who have comparable ed. results, by the way) spend.
- I wish option 2F had small group rooms

- I have a difficult time getting my head around spending for infrastructure when I had one child in a class of 16 and another in a class of of 22 -- the difference being \$80K for a teacher. It does come out of one: taxpayer dollars. What really impacts education?
- I wish there were an option to choose how to proceed financially. I feel \$30M is my limit, but would vote for a more expensive option if state funds were available. Can we vote conditionally for a \$50M option and convert to a \$30M option if state funding fails?
- I wish we could do both the school building and community center in concert.
- I hope that the financial projections include the newest cost-saving technology even though the initial cost may be high.
- I wish the school project would have lots of synergy with the community center project.
- I wish that the school and community center could be combined for consideration financially as well as symbiotically during construction.
- I would want the building to be extremely energy efficient for the future.
- I wish the building committee would arrange visits to school which they (and the superintendent) feel approach the needs and desires of a Lincoln new school.
- I wish the designs reflected the <u>fact</u> that small areas for children to eat, rather than a large cafeteria, promote "civilized" behavior, conversation and the development of healthy eating habits. Large cafeterias are noisy; bench seating, lines to get food do not promote good eating.
- I wish we could avoid triggering code expenditures by a more gradual approach to repairing/enhancing the schools. Do we really need seismic protection? or sprinklers? (each classroom has an egress to the outside)
- I wish that part of the current school could be used as a community center by COA seniors who value modern 20th century architecture and might want to preserve it.
- I wish I saw individual special instruction space to be more isolated and not part of a common room--the ability to focus is key.
- I wish I saw more ways to combine the community center space ideas with the school scenarios.

#### I Wonder:

- I wonder if two kitchens/cafeterias are needed.
- I wonder if small group spaces will seem outdated at some point in time and become wasted spaces.
- I wonder if all these "fixes" will be worth it.
- I wonder if some of the existing 20th century modern architecture of the school could be repurposed for use as community center space. The seniors of tomorrow will values having common spaces of this type available to them.
- I wonder if hub spaces and neighborhoods will remain valued educational spaces during the lifetime of the proposed renovation and new construction.
- I wonder what the negative consequence is of addressing the deferrable options later (e.d. 4 years from now)
- I wonder how much the a la carte option will cost when we add the deferred needs in 20 years; What is the total cost then?
- I wonder what kind of facility a charter school would need.
- I wonder if the building committee has visited schools with hubs and multipurpose areas while children are at work
- I wonder if there will be a space with good acoustics for concerts and recitals, e.g. vocal, keyboard and chamber music, especially open to the public.
- I wonder what impact all the "open house" signs around Lincoln for private schools has on prospective newcomers to Lincoln. We need to improve the school building as well as improve opportunities for accelerated learning so that more Lincoln families will feel they can keep their kids at the public school, that their kids will have challenging curriculum.

- I wonder how Lexington High School manages to remain at the top of measurable education standards while they have the same air-handling system we have? Clearly there is more to it than infrastructure.
- I wonder (hope) this coordination between the school building project and the community center can be thought out clearly!
- I wonder if solar PV will be used--there's a lot of rooftop!
- I wonder how close the new building can get to Zero Net Energy.
- I wonder if we could begin construction and apply for MSBA funding after it begins, i.e. 2 years down the road.
- I wonder if we could add grass to the roof--insulates and extends life of roof.
- I wonder how much this really would cost done over time.
- Solar--yeah!
- I wonder if a parking study has been done, especially if the COA/community center come to the school campus.
- I wonder what option 2F costs without the "deferrable" items.

#### **Option Family 3**

#### I Like:

- I like the idea of minimizing new construction while maximizing educational improvements.
- I like the idea touched on regarding creating communities for the different grades, such as having the spaces for grade-wide presentations along with the small group spaces.
- I like keeping the "big boxes" and replacing everything else with new construction.
- This will be the first "stop" of a child's educational journey. Trends in congregate and collaborative workplaces, business ideation and a technologically creative work force all suggest that we should "build" such opportunities into the schools. Hubs, flex-space, neighborhoods, small group learning, etc. will make this possible. Integrated learning will be the organic foundation to set children on the path to success.
- I like the idea of all generations using the space to create inter-generational learning.
- I like and admire the hard work of the SBAC and the architects.
- Essentially, 3A/3B seem the best option. We need to address educational needs without losing our history; no all-new building.
- I like the idea of the "Adams team" working on/leading both projects.
- I absolutely want more and better teachers working with smaller numbers of students--however the spaces of the school support that best works for me.
- I like the ability to specifically design the space as we see fit.
- Flexible, multi-use spaces.
- I want our school to be state-of-the-art and joyful no matter what the cost: light-filled, uncrowded, efficient, flexible.
- I'm still heart-sick that we lost the MSBA money in 2012 and will support anything we can do to get that money back.
- Doing all renovations in one step rather than multiple projects over the years.
- I like that the comprehensive school plan allows for enhancements that cater to the different learning styles
  of learning that recent studies show exist amongst children. I grew up with dyslexia and ADD and these
  enhancements I think allow for all types of learning styles and disabilities to be accommodated.
- I like meeting all facilities and educational needs with most renovation and least new construction--3A.
- I like bringing our schools into the 21st century; cafe/technology/better classrooms.
- I like addressing all needs at once: smart investment in our future; anything we pay will get big returns in property value, not to mention education.
- I like the idea of achieving education value along with remediating the facilities needs.
- I like using a second floor to avoid extending the footprint more: 3C

- I like cafeterias, better HVAC and temperature control.
- Use of Hartwell pods as construction swing space--limit use of temp. trailers (due to cost).
- I like the focus on improving arts/science spaces. Can we please partner with deCordova?
- I like the cafeteria linking the gym to Brooks, and I like a separate cafeteria for Smith.
- I like the improvement of air quality and acoustics.
- Getting educational benefits in addition to fixing the problems.
- I like that you are considering new construction so we don't continue to patch old problems.
- I like saving the great spaces like the library and auditorium and gym, but add to it with good buildings.
- I like having a range of options to consider.
- I like saving the Smith school.
- I like the idea of <u>efficiently</u> facing the challenges and opportunities that face us by doing <u>all</u> the options at once. I'm sure staggered upgrades will be <u>much</u> more costly than projected.
- I like the idea of <u>not</u> putting a band-aid on the problem. A new construction that's well thought out will benefit Lincoln's children, future generations and home values. Let's get it done!!!
- I like boiler rooms with efficient boilers in places that don't flood.
- I like all the proposals and want us to do the most that we can now because the marginal costs are minimal.
- I like option 3A or 3B: address needs and hopes of Lincoln and maintain the long-held belief in and support of education here without seeming so excessive as other options.
- I like locating school and community center on a single campus.
- I like hub spaces. We work in different ways than we did 30 years ago and our schools must prepare our future leaders <u>differently.</u>
- I like the idea of smaller learning spaces--my town kids have benefited from small group instruction and it is increasingly central to a good education. The better the space, the better the collaboration of the teachers, too.
- I like the town hall "hub" concept.
- I like the idea of having a cafeteria as a multi-purpose and community use space--very important!
- I like multi-use spaces that include cafeterias.
- I like the emphasis on flexible and varying spaces as education will become less uniform and more hands on in the future. I would encourage even more imaginative thinking in this direction.
- I like the idea of getting it all done at once. We lived through the partial fix in 1992-94, so here we are 20 years later looking at a big fix.
- I chose 3C because [an additional] \$3M [compared to the 2 option] seems a relatively small amount for a valuable gain.
- I like the idea of flexible spaces for breakouts and tech and special programs.
- I like the idea of investing in education.
- I love the idea of integrating special education.
- I like the idea of combining school and community needs with space that can be used at different times by different groups.
- Strong support for projects in the 3 category; try to get MSBA.
- I like the educational benefits.
- I like that the marginal costs for the larger project made the choice clear: Go big.
- I like the idea of exploring how community center and school projects could benefit and enhance each other.
- I like having the entire building on the ground floor for better scale as well as security.
- I like the multi use space, including cafeteria, which the school sorely needs.
- I really like the ideas of programmatic flexibility, strong technology infrastructure and connection to the community and the environment; I want the facility to support these more.
- I like building a connection between Gym and Brooks.
- Integrating school project with community center, i.e. shared gym space.
- I like making the school a priority.

- I like 3C because it does a complete job and provides some swing space.
- I like that we are thinking of investing in education--need to make a decision.
- I like the superintendent's ability to tie educational goals to flexible spaces in school and knowing <u>kids</u> can help find answers.
- I like comprehensive investment because a la carte costs much more with much less return per dollar (build new/close to new).
- K-4 and middle school cafeterias must remain separate.
- I like taking care of schools first.
- I like trying to use the spaces for community use to save taxpayer dollars.
- I am a working Mom and I like that I am able to pick up my 3 year old from Magic Garden at 5:55pm, and I can pick up my 5 year old at LEAP at 5:58pm in the Hartwell building. I hope this can continue for all parents in the future.
- I like the idea of combining the two projects so that we can see some cost savings and have a more unified vision for the campus.
- A community center at Hartwell is the <u>only</u> sensible option in terms of saving money and encouraging community involvement.
- 3A and 3B: 2 cafeterias; 3B like hub spaces in Smith; 3A like Brooks/cafeteria link better than 3B.
- I like the cafeteria.
- I like the idea of fixing educational needs because I think it will increase the likelihood of getting state funding.
- I fully support a brand new building.
- I like the multi-use spaces and the link to educational innovations.
- I like the idea of fixing everything at once and removing uncertainty from the future funding needs.
- I like the notion of flexible spaces that can be used by school and community alike--school feels most important in priority, but choosing a design that enables flexibility to include other things like a new community center in the future would make sense "if" a choice for \$ has to be made.
- I like the integrated cafeteria and multi-purpose space.
- I like the idea that a comprehensive approach will protect my real estate values.
- I like the town folk getting a lot of input on the future school. I really like the idea that there is strong leadership and vision in the final solution.
- We already re-use current "cafeteria spaces" so yes, why not?
- Stage space--ves.
- I like a comprehensive educational approach but want energy efficiency NEEDS to be included.
- I like the idea of a new mixed use cafeteria space. It is very important to add these new spaces.
- I like the idea of activating the hallways (hub spaces) to become a more productive and communal space.
- "Just fine" is NOT good enough! We need a new school in Lincoln.
- I love the idea of a cafeteria joining the Brooks gym space; we need a building that can be secured for safety.
- We <u>need</u> flexible spaces. Having coordinated enrichment programs for the school, I've often struggled with finding appropriate/available spacing and it limits the programs we can offer.
- I like/LOVE dedicated eating space--the gym is a pathetic space to refuel.
- I like doing as much as possible at once, even though it costs more "up front." We need <u>everything</u> to some degree, and it's better to fund one big project at one time vs. several over the years.
- I like the addition of kitchens and cafeterias.
- I like connecting the Reed Gym to the rest of the school.
- I like the idea of combining the 2 projects BUT I'm having trouble seeing how to do it. It seems that there are <u>lots</u> of demands/needs for the community center space w/o adding schools.

I like the idea of a <u>comprehensive</u> school building solution. Past piecemeal decisions have brought us to
where we are today and we <u>really</u> need a 50 year solution that reflects this town's value of delivering highquality education.

#### I Wish:

- I wish we could create a hybrid committee to explore a unified project: schools plus community center.
- I hope we can do the request for state aid and am still upset that we lost \$20M a few years ago due to false thinking that there was a \$6M renovation option. Argh.
- I wish we had taken MSBA funding last time! Let's try again with a well-supported project.
- I wish the community center and schools become one Lincoln project--good for all of Lincoln as opposed to dividing the population.
- I'm unclear about the Selectmen's role and I desperately ask for the leadership in March. The options must be clear and I fear divisiveness if leadership is not shown.
- I wish we could have a dialog about having a Lincoln high school--it's so sad to see 30% of Lincoln's 8th graders choose private schools over LS.
- I wish taxes were based on # of people in households who would use the school/community center. As a single person I could be paying what 4 children in a household would pay for a new facility. I am speaking as an affordable unit owner who believes in contributing my fair share.
- I wish to improve all facilities and educational aspects on all fronts.
- We've spent \$800K on studies. It is time to make a decision to bite the bullet and buy a new school.
- I wish we could have a school cafeteria that could be a food-science teaching lab and could include CSA local food.
- It would be nice with flexible class room that children could be educated flexibly--shifting into different classes as their needs are adjusted. Not all children are the same.
- The prices for renovation seem radically higher than typical business construction. The plans today have \$/ sqft at something north of \$400 when you could argue that it should be closer to \$200/sq.ft.
- I wish we could have the option of a 2-story Smith; the MSBA option with a different footprint.
- I wish we could all recognize that our investment in education is the most important thing we can do for Lincoln, from providing future leaders to enhancing property values.
- As an affordable home owner, I really want the town to go after state funding and pursue researching private funding, i.e. if you donate your name goes on a wall/room, etc.
- I wish for a school with multi purpose rooms with possibilities for sharing these spaces with local groups after school hours.
- I wish the field improvement was included in the options.
- The community center should have been integrated with one of the school options; Council on Aging should also be included.
- It's very hard to make a decision not knowing about MSBA participation.
- Adding a kitchen/cafeteria.
- I wish the school project would receive priority over a community center.
- Please involve our teachers in the design choices made.
- I wish instead of small rooms, classrooms would be arranged to accommodate teachers working in the classroom with a small group. It is NOT good to withdraw children from their classroom. Classrooms need to have alcoves, etc., not be squares or rectangles.
- I wish it was more clear how the town feels on what is a priority, school or community or COA.
- I wish project costs were simply state as total cost/household; annual cost with financing obfuscates the
  cost.
- I wish the town would bite the bullet and do this all at once!
- I wish town leadership would be active in supporting a school project.

- I wish I understood if the HVAC system is completely renovated/upgraded including cooling, and if so, in which options.
- I wish maintenance costs were budgeted and kept in a reserve fund so we would be able to extend the life of our school buildings.
- I wish that children's learning styles and disabilities would be mentioned in connection with the proposed school enhancements.
- I wish the 2 projects would be combined.
- There seemed to be strong sentiment about combining a community center with the school project. I support that concept, BUT we need to be careful about pitting elders vs. schools.
- I wish that the town had accepted the \$21M from the state. It is unfortunate we gave up that money.
- I wish we could manage the school renovation and the (putative) Hartwell community center as a single logistical and financial project.
- I wish that the discussion of space was more connected to having smaller class sizes and more integrated education (special needs addressed in every class).
- I wish for a modern ac/heat air exchange system so teachers and children feel they can breathe.
- The upper school cafeteria could be shared with the community center for cost saving <u>and</u> integration.
- I wish the school building costs would show the impact on my annual property tax in addition to total cost provided. Total cost doesn't really mean anything to me financially.
- Community Center and school building projects combine as much as possible.
- MSBA funding to bring down the cost of the total project for the taxpayers.
- I think that we do not need an "intrusion system." I worked on a bunch of rampage school shootings and it turns out that most of the shooters were students at the schools where they committed the shooting. Hence, an intrusion system would not actually prevent shootings, but would contribute to the feel of a school that most of us would not favor. The way to lessen school shootings is to improve relationships between students and faculty and to improve mental health services both of which have many other benefits.
- I wish the girls locker room and Reed Gym improvements were included in the options.
- Given that environmental challenges will be the biggest issue our children will fact, I wish/hope this building will teach and inspire environmental action.
- I hope we can INCLUDE parents in the process (surveys, voting). Simply doing town meetings does NOT allow a very high % of parents of young children to participate.
- I wish/hope we can think about what <u>flexible</u> space could look like for a real 21st century education: maker space, tech spaces, flexible pull out spaces, places for students to be CREATORS not just CONSUMERS of information.
- I wish we could use most of the cost of swing space to build a community center.
- I wish they'd put a sump pump in the boiler room (almost no \$) so we can stop hearing about the flooding.
- I wish we would tackle the school building and community center together in synchronicity.
- I wish and hope we get state funding; I'm less keen without it.
- I wish that we can see our way to go far enough to enhance educational spaces to serve the changing needs of the students and teachers.
- I would like to see a maker space which could be used by the community and school.
- I wish we could think of these projects as one and combine the planning construction and implementation-that would be the best idea.
- I wish we used Survey Monkey or something similar to get broad input from across the community including your parents who are unable to attend the SBAC Public Forum.
- Middle school cafeteria should be shared with a community center on the Hartwell campus. This is cost effective and meets values of Lincoln.
- Preserve the natural as much as we can and be more environmentally responsible.

- There should be a way to present options at Town Meeting that show a concept for the community center integrated physically with school renovations, acknowledging that there would be no state funds or they'd be unlikely.
- I wish all decisions re design/building/reno were based on what the <u>best teachers</u> want and sound educational best practices.
- I wish we could get MSBA funding.
- I wish we would finally do something about our schools.
- I wish there was a price/option 2G that includes first 5 educational items including small group rooms.
- I wish that we stressed how important quality space is to <u>recruit</u> the best teachers.
- I wish we were not wedded to the "L shape" as hubs are more efficient for education and energy.
- I wish there was much more inclusion of leadership in environmentally-dedicated thinking: solar, shade to cool spaces, double doors to prevent exterior heat loss.
- I wish I know if MSBA would approve funding or not, because I'm thinking that a new school is an easier option, especially if MSBA will fund.
- I wish there had been a proposal that combined both schools and community center. Why are you waiting for Town Meeting to delay this process any longer by demanding that we consider one project that builds both?
- I'm concerned that not <u>all</u> voters may have the ability to vote given parents of children and their roles of parents as well as those who may not be able to physically attend. Most important meeting is coming uphow to address?
- I wish for a covered pool--provides jobs and interaction between all ages.
- I wish to separate out arts vs. sports with the DPW space being used for future 200 units and growth in town, and not concentrate everything at Hartwell (traffic) but utilize plaza and commuter space--think FORWARD.
- The integration of a community center at Hartwell with the school's renovation be fully exploited both for program integration and cost savings.
- I wish there was a community-wide educational and community center plan option using the entire Ballfield Rd. complex, crystallizing facilities needs for school, COA and town recreation.
- I wish that the 20th century architecture of the school could be preserved and repurposed for use and enjoyment by COA seniors of upcoming generations.
- I wish that the Town Meeting and future vote will be set for a specific time of day so those of us with families can plan to make it and vote. Having to sit through a long meeting makes it very difficult for those with kids.
- I wish energy savings, net zero design, solar, etc. was mentioned. This is <u>so</u> important for our children's future. If we are going to spend this amount of \$ this should be included and the future energy cost savings should be studied and presented along with the cost of the project.
- I wish we could provide a tiered approach to build and complete a section of the construction plan to test before completing the whole project.
- I wish the issue of how we maintain our facilities over time could be included--I feel we build and then neglect facilities and run them down--new is exciting, fixing old is less so but <u>essential</u> over time. Is there a difference in how hard the various options will be to care for over time? (therefore how costly?)
- I wish we would build modern schools as our peer communities have done.
- I wish the girls locker room was a higher priority. I believe having unequal spaces for boy and girls perpetuates and sends the insidious message girls are not as worthy as boys. That is a bad message to be sending and we ought to fix it!
- I wish you would bring to Town Meeting a combined option of both school and community center to be voted on.
- I wish that a combined proposal of school and community center could be created before Town Meeting.
- I wish that more people would participate. They are missing and probably unclear as to project scope, etc.-- no fault of yours!

- I wish we could combine the school project and the community center project for consideration as an option--to understand the overlapping time lines, cost choices and possible state funding.
- I wish we had a clearer understanding of which building options might be considered comparable to the previous project the town submitted to the MSBA.
- I wish we could have a clear avenue/choice to combine with the community center at Hartwell. These two projects should not compete.
- I'm concerned about the sequencing of these issues at the Town Meeting. Which one gets voted first?
- I wish we had a vote on <u>priorities</u> of town spending so that the community center does <u>NOT</u> get funded ahead of the school. The school in my opinion is the first priority and the community center should not be funded ahead of it.
- Build only ONE cafeteria. It is healthy for kids to walk! We don't need cafeterias within a few feet of every classroom.
- I wish the two committees would offer shared options for the school and community center.
- We have nickeled and dimed long enough and delays have increased the costs substantially. It is time to bite the bullet and get on with it.
- I wish the design could have "architectural flare." Functionality is crucial, but why not also create a beautiful addition to the town?
- I want a contemporary design to reflect the full range of architectural styles in Lincoln.
- I wish we could stop talking about improvements and get the school building project underway. Our town deserves! It can't wait!

#### I Wonder:

- I wonder about timing, temporary space and displacement.
- I wonder if we're dreaming that we can do both a community center and a school, and we are refusing to admit reality: we need to choose.
- I wonder how we can involve more parents and parent input when it's often difficult to attend meetings. Are there other input avenues (surveys, for example?) available?
- I wonder if we can as a town determine what's a need and what's an obligation. The school building is a workplace and the children by law are required to be here for education. Aren't we required as a town to provide a safe and healthy environment?
- I wonder if we can continue the positive path we seem to have returned to. The last building decision was so divisive that it has alienated many parents from the conversation.
- I wonder if the town needs to suspend its purchasing of conservation land to tend to its obligations and responsibilities of addressing serious facilities needs.
- I wonder if we have a future panels (view) as well as both sets of boards presented today. It's never been about cost for us. It's about vision and design. Thank you all!
- I wonder why school/community center/Board of Selectmen didn't prepare a proposal that unites both projects, especially since we were asked about funding the school without state money. Couldn't we save money by planning and building as a unified project?
- I wonder about the use of solar panels on the roof and other clean energy options.
- I wonder if global warming issues have been considered: warm and cool classrooms.
- I wonder if it is even possible to get town supports without a community/COA project.
- I wonder if we can find synergies with the community center (i.e. auditorium, kitchens)
- I wonder if one of the educational enhancements can be not just science room upgrades but state of the art laboratories to foster cutting edge academics--more important than enhancements like electronic chalkboards.
- Can we get matching funds for building green--solar.
- Can we recycle to generate income out of old windows and materials.

- What kind of plan do you have for affordable unit owners whose taxes are increasing while their incomes
  that allowed them to live in/or have income from housing remains flat. When I first moved to Battle Road
  Farm taxes my taxes did not increase. Now they do. It makes the formula for affordable housing
  questionable.
- I wonder what other capital projects are around the corner.
- I support the "new school" concept, but fear a tax payer backlash affecting teacher funding later.
- I wonder if 3C includes preparing the structure for solar panels.
- How to avoid pitting community building vs. SBAC proposals at Town Meeting. Consider phasing of decisions. What is the Selectmen's role?
- I wonder if we can integrate the school project and community center.
- I wonder if we could save \$ if we made space for moving school administration into the school building and the existing admin. building as a starting point for the community center.
- I wonder if we can abandon wired gigabit ethernet and rely 100% on wireless connections. Wireless technology continues to evolve.
- I wonder if we can improve the environmental footprint of the schools.
- I wonder if solar panels have been allowed in your planning.
- I wonder how a comprehensive option would impact property values.
- I wonder if the committee recognizes the terrible and almost dangerous condition of the playing fields.
- I wonder if Town leadership will strongly support an application to the MSBA.
- I wonder how much \$ we saved by not doing needed maintenance!
- I wonder how we might be able to merge the school building and the community center.
- I wonder if we could add solar power to the options.
- Will the kitchens be commercial grade for community use and rental?
- Must have a cafeteria.
- I wonder why the Selectmen have not shown greater enthusiasm and leadership as related to the school project, equal to that shown by the school committee.
- I wonder if we invest too much in the buildings whether down the road taxpayers will support funding for teachers. Look at Sudbury! Teachers educate, buildings don't--they facilitate.
- Feasibility and cost of combining community center and school building projects.
- SOLAR PANELS. I wonder for the long, long roofs if they would pay for themselves within a reasonable time.
- A new building with a 50 year life if preferable to renovations.
- I wonder--in how many years the educational fads will change and these odd-shaped spaces will become obsolete.
- Can we include an accessible space for a kitchen/education garden or gardens.
- I wonder how we can get state funding AND incorporate the community center into the design.
- I wonder if the isolation of the school from commercial and other aspects of community life is good.
- I wonder how we can use the renovation to really enhance the education without linking it to class size and teacher quality.
- I wonder whether we need to anticipate additional staffing/maintenance/energy costs if we add a new facility.
- I wonder if new construction in the central fields and over at Hartwell and combining COA and school would be radically cheaper.
- I wonder why the cost of a new building is now \$66M when it was \$52M not 1.5 years ago.
- I wonder how we can improve energy efficiency of the school and reduce our town's carbon footprint. Can we add photovoltaic capacity to the school? I hope we can.
- I wonder if the new school and community center can be combined--this is the only way I'll support a community center.

- I wonder if police have been included in discussions on safety. It's good school safety is in discussion on design, BUT what we have now with exterior doors in many classrooms. PLEASE keep this in mind and have exterior doors in <u>all</u> classrooms for the safety of our children.
- I wonder what you are displacing in your addition scenarios--trees, parking. There is a "cost" associated with those, both financial and aesthetic.
- Has the # of classrooms been considered for future predictions of students. I would vote for smaller class sizes and would like to make sure any new/renovated space will accommodate that.
- I wonder what we would stand to <u>lose</u> (if anything except time) to apply and wait years for MSBA funding. What are the interim repair costs (between work ASAP and MSBA \$)?
- What do interest rate projections look like vs. current rates.
- I wonder why there is no mention of energy efficiency and 21st century ideas--solar panels, passive design, geothermal heating/cooling, etc.
- I wonder if all of the residents of Lincoln are aware of the different types of children's learning styles and how some children struggle because of these.
- I wonder if could add solar panel and edible gardens.
- I wonder if we could get the input of the teachers in deciding how we should use the shared/flexible space...will this space attract good teachers.
- I wonder what the costs are of not replacing the whole building over time. 25% un-renovated now will need to be before 50 years.
- I wonder why some people in town just don't get it and how we can better inform them.
- I wonder whether we can offset some operating costs over the long run by incorporating things like photovoltaics to pay less for electricity over time.
- I wonder if we combine the planning with the community center building plan.
- I wonder if the cost estimates are so uncertain that we will find the incremental cost of a completely new school happens anyway due to unforeseen cost overruns.
- I wonder how the changes will improve energy. Green energy?
- I wonder why we would why we would <u>not</u> just invest in an all new school since it is not much more than renovating the existing one.
- I wonder if the schools/admin could use the updated schools to create a school where far fewer families feel the need to go elsewhere.
- Photovoltaic panels would be terrific to address!
- I wonder if we could plant more garden space for the kids--with the help of seniors? Part of a joint community.
- I wonder how we can make sure we don't get a design that will offend or turn off anyone (like last time).
- I wonder how we convince people that the L shaped design may be too costly to maintain. That became clear with the state funding las year and will become an issue again. Can we strip off the auditorium into a community center to help get us to the square footage for funding?
- I wonder if there are some other creative ways to pay for the improvements to the school and community center.
- The community center and school be combined projects rather than one versus the other.
- Class size is important. Would like to keep numbers closer to the low end of the spectrum.
- Is it possible to fundraise for parts of the school project? i.e. Sell naming rights to the computer lab to Oracle for fund science labs from Genzyme? Other ideas aside from taxes...use local businesses interested in STEM, etc.
- I wonder if we could see more variety in design.

#### FROM STATE OF THE TOWN MEETING

#### **NOVEMBER 15, 2014**

Direction: Place your 1 Green Dot on the renovation family you would choose if Lincoln had to fully fund a project.

Facility Needs Only – Options 1A & 1B \$12.2M - \$29.2M – Fully Funded by Lincoln

Total Green Dots: 6 (One comment: "No more than \$29.") One Blue Dot

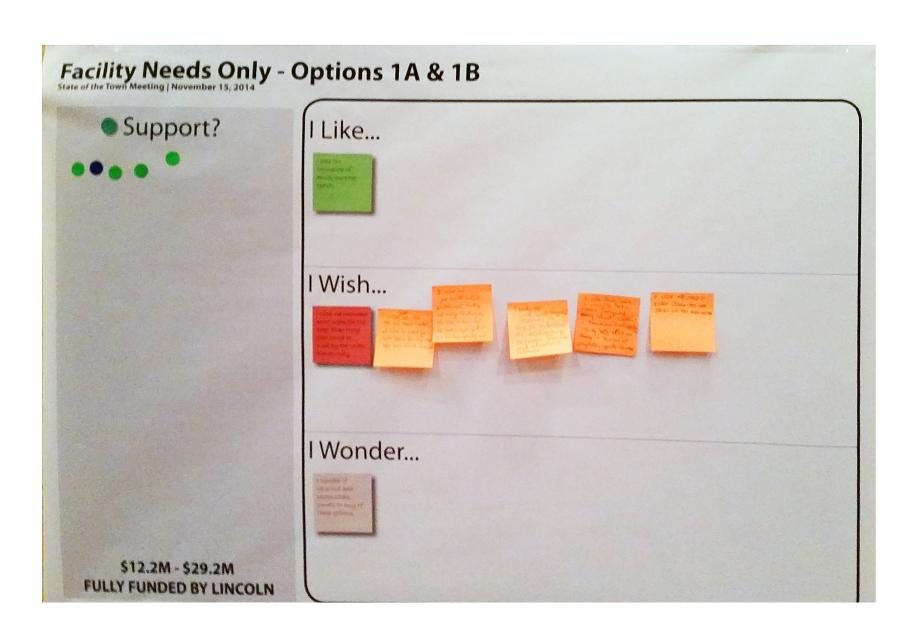
A La Cart Educational Enhancements: Options 2A, 2B, 2C, 2D, 2E, and 2F \$29.5M - \$47.6M — Fully Funded by Lincoln

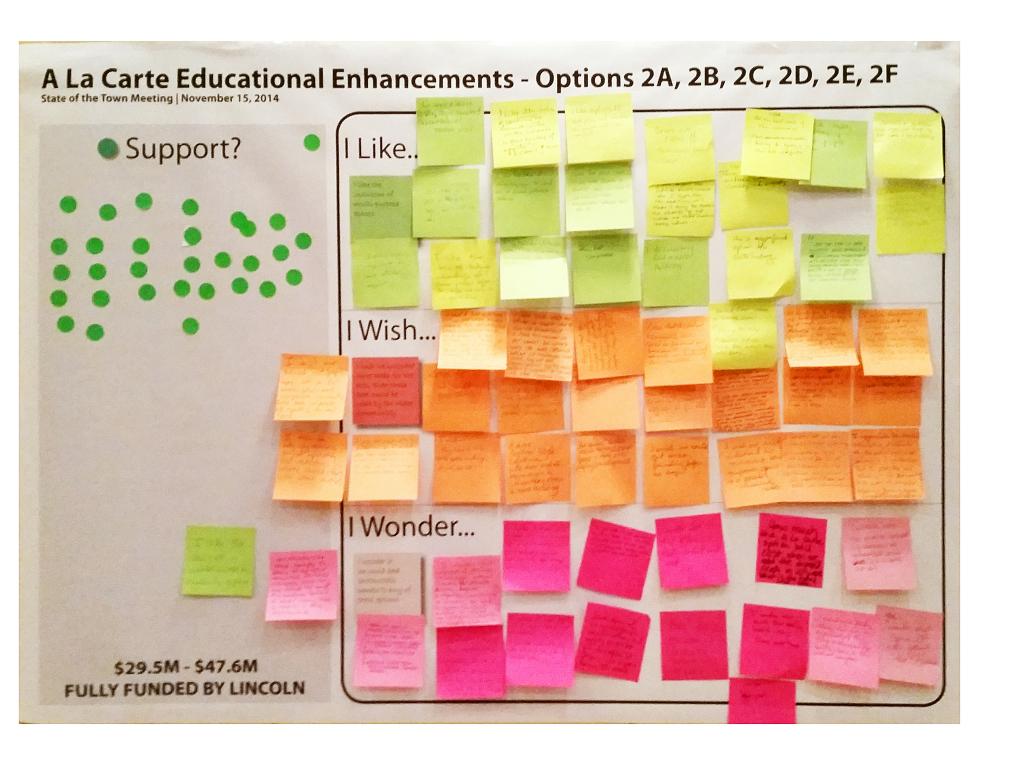
Total Green Dots: 38

Comprehensive Educational Enhancements – Options 3A, 3B, 3C, and 3D \$54.7M - \$66.3M – Fully Funded by Lincoln

Total Green Dots: 144 (One Comment: "I want state funding.")

One Blue Dot











#### **Lincoln Public Schools**

## Study of the Lincoln School









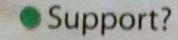
Public Forum 2 December 2014

## AGENDA

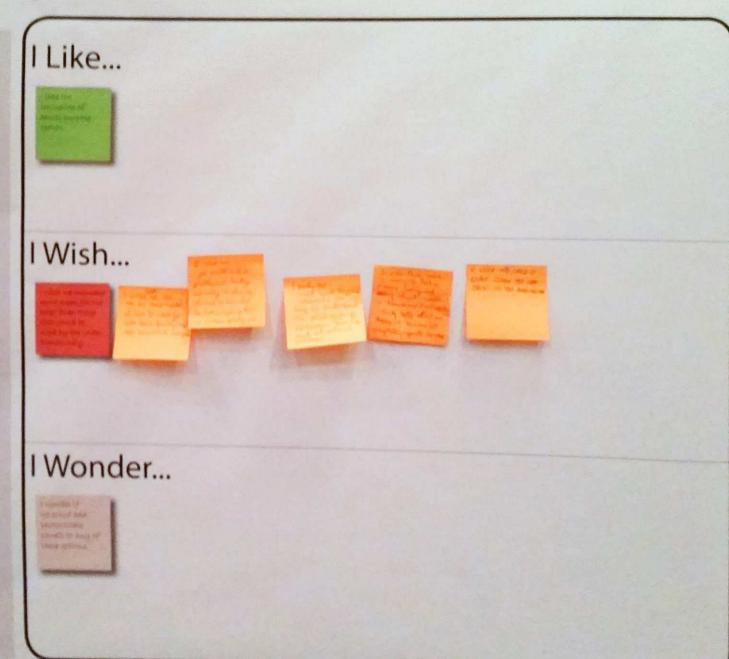
- 1. State of the Town Summary
- 2. Key Issues & Variables
- 3. Options
- 4. Questions & Answers
- 5. Feedback Activity
- 6. Wrap-up & Next Steps

# 1. State of the Town

## Facility Needs Only - Options 1A & 1B







\$12.2M - \$29.2M **FULLY FUNDED BY LINCOLN**  A La Carte Educational Enhancements - Options 2A, 2B, 2C, 2D, 2E, 2F
State of the Town Meeting | November 15, 2014 Like.. Support? I Wish... I Wonder... \$29.5M - \$47.6M **FULLY FUNDED BY LINCOLN** 



## Feedback Activity

Options 1A & 1B: Facility Needs Only 7 Support, 3.7%

Options 2A–2F: À La Carte Ed. Enhancements 38 Support, 20%

Options 3A–3D: Comprehensive Ed. Enhancements 145 Support, 76.3%

# 2. Key Issues & Variables

## Key Issues

• MSBA

Participation?

Community Center

## **MSBA** Participation

- Approximately 40% Reimbursement
- Address Facility & Educational Needs
- Uncertainty of Participation
- Timing Delay of at Least 18 months
   @ 3% 5% annual escalation
- MSBA Process
- Separation of School & Community
   Center Projects

## Timing Comparison - Opt 3A

## With MSBA Grant

Date	Milestones	Mths
4/15	Submission of SOI	7
11/15	Invitation from MSBA*	5
4/16	OPM Selection	3
7/16	Designer Selection	2
9/16	Feasibility Study	4
1/17	Schematic Design	6
7/17	Design Development	4
11/17	<b>Construction Documents</b>	6
5/18	Construction	25
6/20	Occupancy	

Initial Estimate	\$54.7M
------------------	---------

+ Additional Escalation......... \$3.3M

- Potential MSBA Grant...... - \$24.3M

## Fully Funded by Town

Date	Milestones	Mths
6/15	OPM Selection	2
8/15	Designer Selection	1
9/15	Schematic Design	6
3/16	Design Development	4
7/16	<b>Construction Documents</b>	6
3/17	Construction	25
4/19	Occupancy	

Initial Estimate	\$54.7M
------------------	---------

+ Additional Escalation......... \$0.0M

- Potential MSBA Grant...... - \$0.0M

## Community Center

- Simultaneous Funding?
- Site Selection?
- Attached or Free-standing?
- Shared Spaces?

## Key Variables

- Cost
- Educational Enhancements
- 2030 Town By-Law (Energy Effcy.)
- Extent of Preservation
- Project Timing
- Joint Use (School & Community)

## Key Variables: Cost

- Construction Cost
- Phasing/ Escalation
- MSBA participation

## Key Variables: Education

- Mechanical Systems
- Acoustical Improvements
- Flexible Multi-use Spaces
- Security
- Community Use
- Improvement of Exist. Classrooms

## Key Variables: 2030 By-Law

- Building Enclosure (walls, roof, windows)
- Advanced HVAC Technology (geo-thermal)
- Power Production (solar or wind)

## Key Variables: Preservation

- Historic Quality of 1948 wing
- Difference in construction Standards from 1948 to 2014
- Sentimental Aspects of the Buildings
- Relationship to Current Ed. Vision

## Key Variables: Timing

- Estimated 3 phases of construction
- Approximately 25 Months of Construction
- Additional 18+ Months with MSBA

## Key Variables: Community Use

- Degree of Sharing
- Efficient Use of Public Money
- Public versus Private Areas
- What types of Areas can be Shared

# 3. Options

Facility
Needs Only

## À La Carte Educational Enhancements

Comprehensive Educational Enhancements



### À La Carte Educational Enhancements

 2A
 2B
 2C
 2D
 2E
 2F

 \$29.5M
 \$29.8M
 \$32.0M
 \$36.6M
 \$36.9M
 \$47.6M

## Comp. Ed. Enhancements

3A 3B 3C 3D \$54.7M \$55.8M \$58.8M \$66.3M

## FACILITY NEEDS

**Option 1A** 

Immediate + Code Triggered

\$12.2 M

0 - 5 Years

\$8.4M +\$3.8M Code Triggered

= \$12.2M

## FACILITY NEEDS

\$8.4M

+ \$3.8M

Code Triggered

+\$17.0M

= \$29.2M

**Option 1B** 

**Immediate** 

- + Code Triggered
- + Near Term

\$29.2 M

0 - 10 Years

## FACILITY NEEDS

**Deferrable Needs: Approximately 10-15 Years** 

- Interior Finishes
- Remaining Lighting
- Furnishings & Equipment
- Girls' Locker Room
- Paving & Curbing
- Playfield Improvements

\$7.7M

### À La Carte Educational Enhancements

Option 2A 1B

+ Acoustics

\$29.5 M

**Option 2D** 

1B + Kitchens & Cafes

\$36.6 M

**Option 2B** 

+ Small Group

**1B** 

\$29.8 M

**Option 2E** 

1B + 2A +2D

\$36.9 M

**Option 2C** 

1B + 2<sup>nd</sup> Grade

\$32.0 M

**Option 2F** 

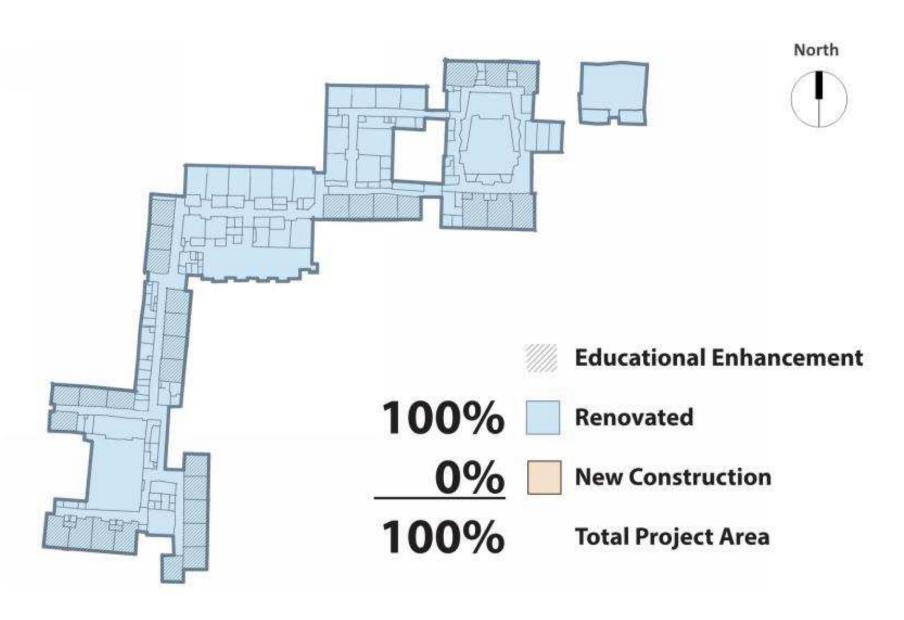
1B +2C

+ 2A +2D

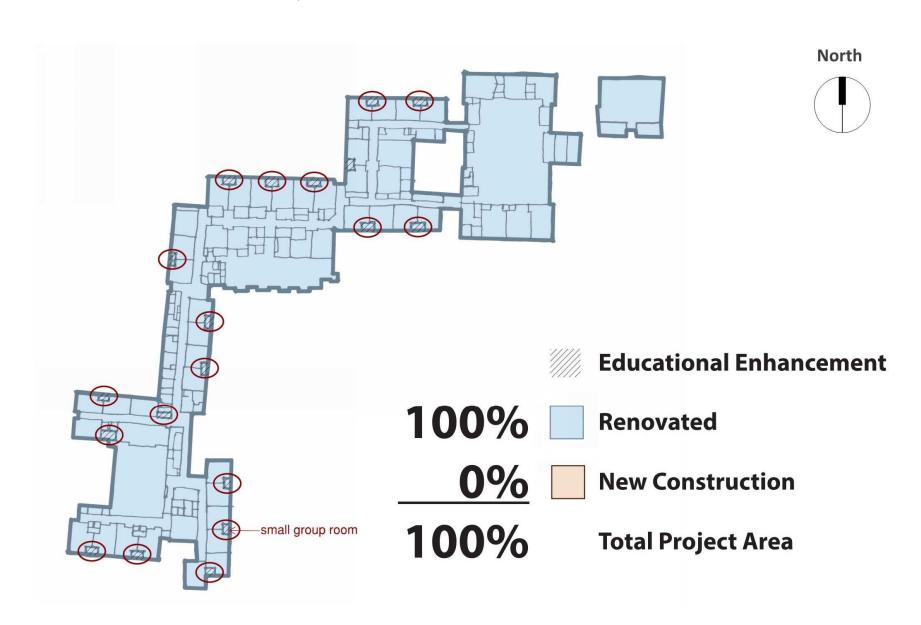
+ Def

\$47.6 M

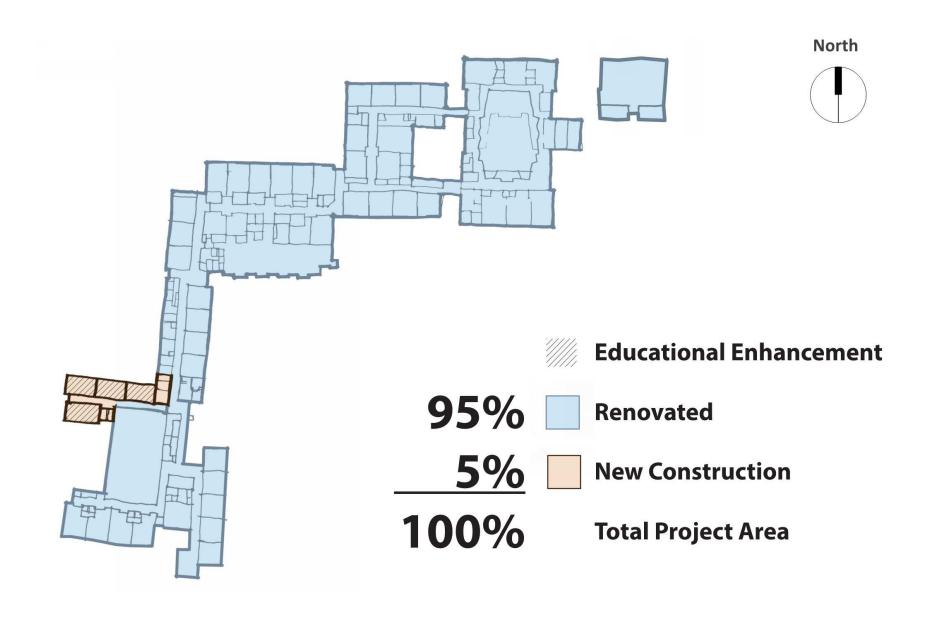
## OPTION 2A, \$29.5M



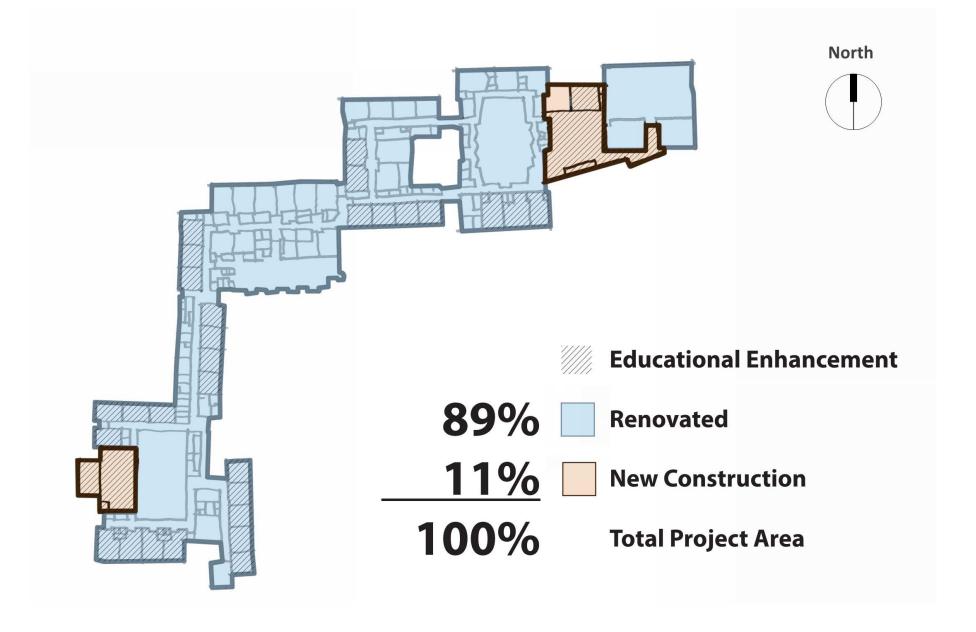
## OPTION 2B, \$29.8M



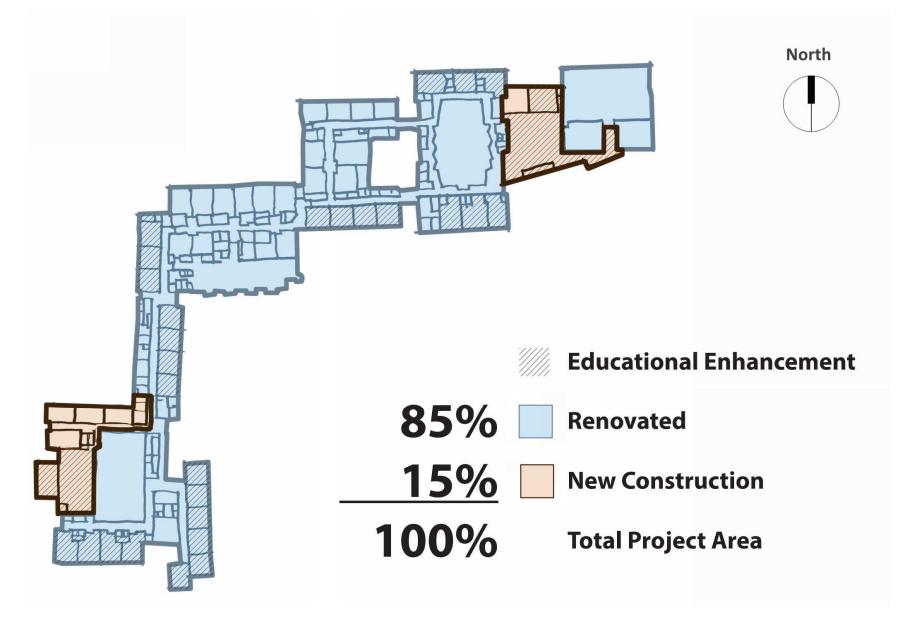
## OPTION 2C, \$32.0M



## OPTION 2D, \$36.6M & 2E, \$36.9M



## OPTION 2F, \$47.6M



### À La Carte Educational Enhancements

Option 2A 1B

+ Acoustics

\$29.5 M

**Option 2D** 

1B + Kitchens & Cafes

\$36.6 M

**Option 2B** 

+ Small Group

**1B** 

\$29.8 M

**Option 2E** 

1B + 2A +2D

\$36.9 M

**Option 2C** 

1B + 2<sup>nd</sup> Grade

\$32.0 M

**Option 2F** 

1B +2C

+ 2A +2D

+ Def

\$47.6 M

### **Comprehensive Educational Enhancements**

**Option 3A** 

Renov. New

\$54.7 M

**Option 3B** 

Renov.

\$55.8 M

**Option 3C** 

Renov.

New

\$58.8 M

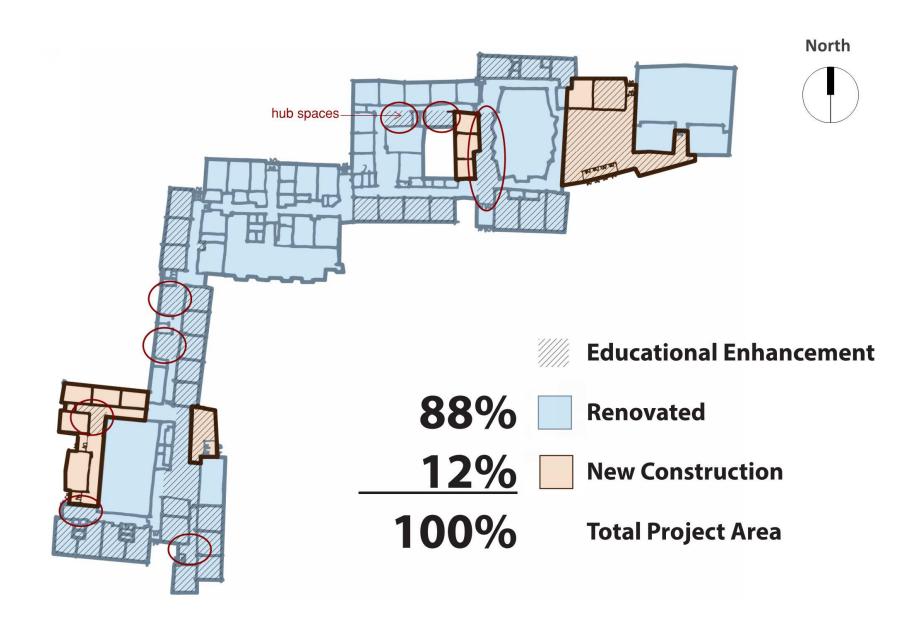
**Option 3D** 

New

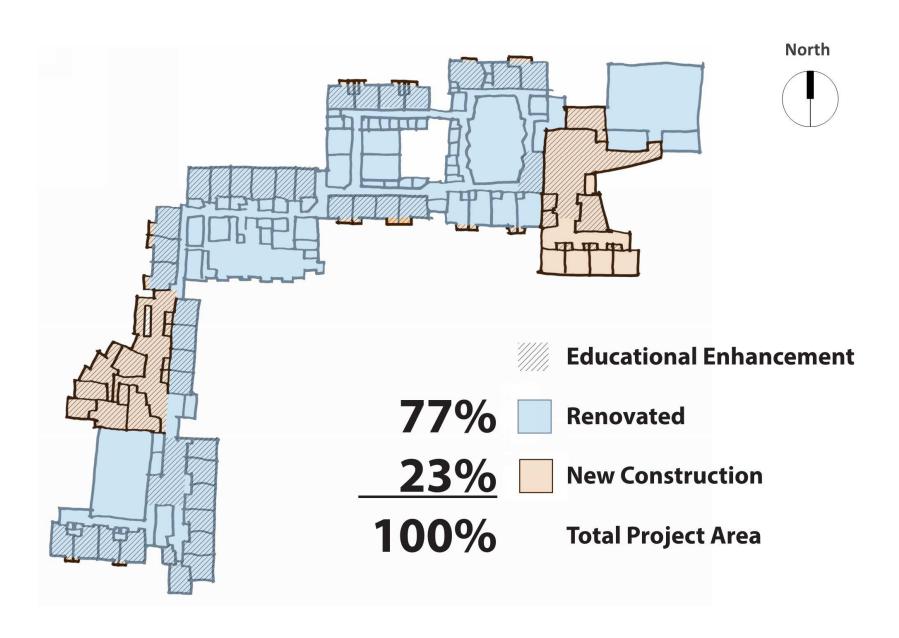
\$66.3 M

- Hub Spaces
- Neighborhood Expression
- Improved Spatial Relationships
- Improvements to Special Education Spaces
- Improvements to Entry Sequences
- Improvements to School Offices

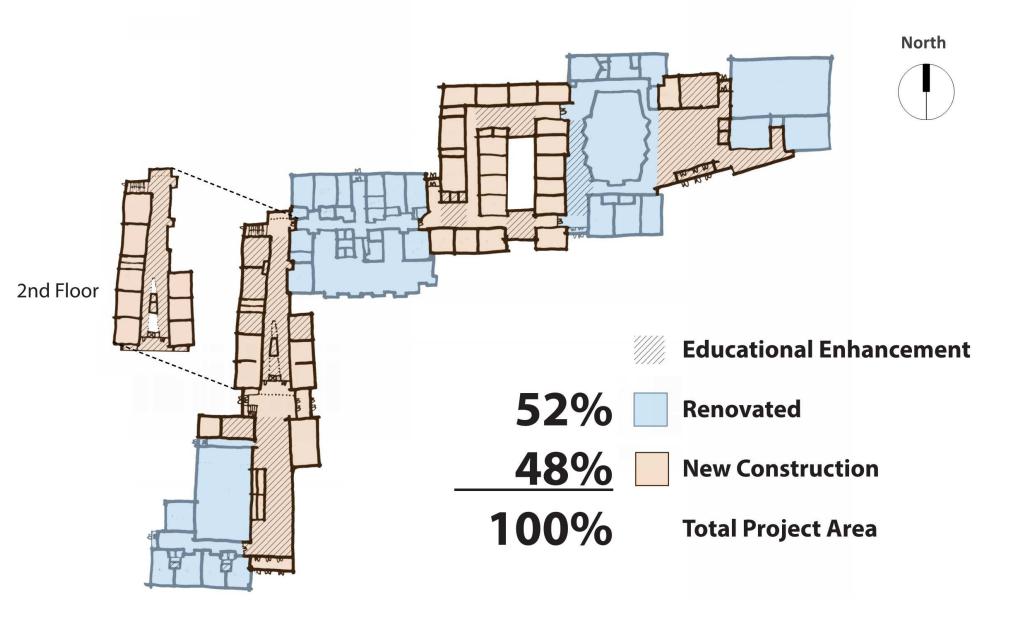
## OPTION 3A, \$54.7M



## OPTION 3B, \$55.8M



## OPTION 3C, \$58.8M



## OPTION 3D, \$66.3M

No Illustration Developed (cost for comparison purposes only)

### **Comprehensive Educational Enhancements**

**Option 3A** 

Renov. New

\$54.7 M

**Option 3B** 

Renov.

\$55.8 M

**Option 3C** 

Renov.

New

\$58.8 M

**Option 3D** 

New

\$66.3 M

- Hub Spaces
- Neighborhood Expression
- Improved Spatial Relationships
- Improvements to Special Education Spaces
- Improvements to Entry Sequences
- Improvements to School Offices



### À La Carte Educational Enhancements

 2A
 2B
 2C
 2D
 2E
 2F

 \$29.5M
 \$29.8M
 \$32.0M
 \$36.6M
 \$36.9M
 \$47.6M

## Comp. Ed. Enhancements

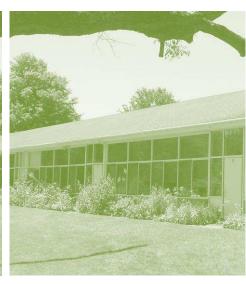
3A 3B 3C 3D \$54.7M \$55.8M \$58.8M \$66.3M



### **Lincoln Public Schools**

### Study of the Lincoln School









... establishing a credible pathway forward

### **QUESTIONS & COMMENTS**

## Handout for 1<sup>st</sup> Sticker Exercise:

a) Group discussion by table b) individuals to vote for 1<sup>st</sup> and 2<sup>nd</sup> priority among key variables



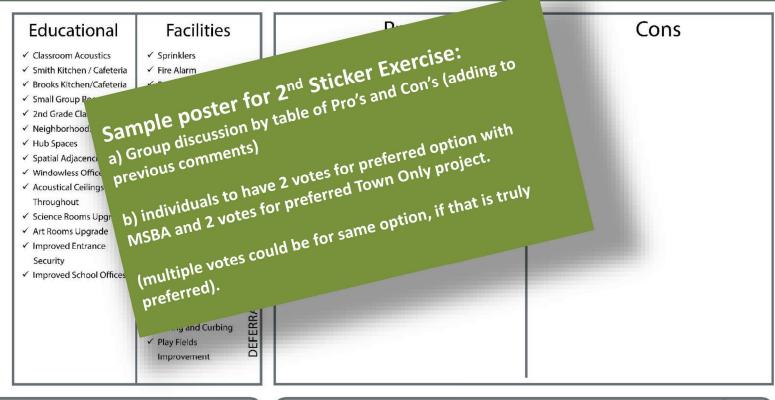
# KEY VARIABLES minimize cost to town maximize educational enhancements meet 2030 energy by-law maximize preservation of existing building minimize time to occupancy maximize community use

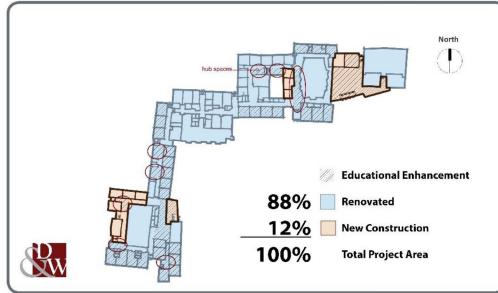
### COMPREHENSIVE : EDUCATIONAL ENHANCEMENTS

Option 3A

Option 3A addresses all the facility needs and provides all the educational enhancements via comprehensive renovation augmented by new construction. This option reorganizes the Brooks and Smith classrooms to provide flexible learning spaces through the creation of neighborhoods, hub spaces, and small group rooms within the confines of the existing building. Additions at Brooks and Smith add kitchens and cafeterias for both schools.

Total Project Cost: \$54.7 M







#### TOWN OF LINCOLN – LINCOLN SCHOOL STUDY

### **PUBLIC MEETING #3, SMALL GROUP RESULTS**

### **EXERCISE #1 – Key Variables**

#### Overview

Dore & Whittier presented a short list of key variables. These key variables represented considerations that will impact both the design strategies and total project cost. Participants were invited to discuss these variables and their impacts on the project at their tables. They were then invited to indicate their individual prioritization of these variables. Participants were asked to place a red sticker on the variable with the highest priority and to place a green sticker on the variable with the second highest priority. A simple tabulation of these results is indicated below.

In addition to this simple tabulation, a numeric score for each variable was calculated based on the following methodology:

(Total First Priority Votes X 2) + (Total Second Priority Votes X 1) = TOTAL SCORE

#### Minimize Cost to Town

**27** 

1<sup>st</sup> Priority: 8 2<sup>nd</sup> Priority: 11 Comments:

• MSBA or Be smart.

#### **Maximize Educational Enhancements**

**120** 

1<sup>st</sup> Priority: 52 2<sup>nd</sup> Priority: 16 Comments:

#### Meet 2030 Energy By-Law

18

1<sup>st</sup> Priority: 4 2<sup>nd</sup> Priority: 10 Comments:

### Maximize Preservation of Existing Building

10

1<sup>st</sup> Priority: 0 2<sup>nd</sup> Priority: 10 Comments:

• I don't want to preserve the bricks & mortar of the old/current building. However, the feel, shape and access to outdoors (with doors not just windows) is important.

#### Minimize Time to Occupancy

5

1<sup>st</sup> Priority: 0 2<sup>nd</sup> Priority: 5 Comments:

#### **Maximize Community Use**

16

1<sup>st</sup> Priority: 3 2<sup>nd</sup> Priority: 10 Comments:

Participant Added Variables

#### Return on Money Spent (Cost-effectiveness)

19

1<sup>st</sup> Priority: 5 2<sup>nd</sup> Priority: 9 Comments:

- Life cycle of equipment
- Best quality for price
- MSBA funding
- Highest educational value for incremental costs

#### **EXERCISE #2 – Evaluation of Options**

#### Overview

Dore & Whittier presented the full list of options developed. The presentation included information about the location of key spaces, conceptual project costs, and estimated town shares for those options that MSBA may qualify for grant funding.

In addition to the presentation of options, Dore & Whittier facilitated an exercise whereby participants evaluated each option by identifying pros and cons. Participants were invited to identify the pros and cons of the option at their table first. After a predetermined time, participants were asked to move to another option and add or refute the pros and cons identified by the previous table. Over the course of the exercise, each table moved four times and evaluated four different options. Each option evaluated by five different groups. A simple transcription of these pros and cons follows below.

To conclude the exercise, individual participants were invited to place a yellow sticker on the single option he or she would be willing to support, assuming MSBA participation. Similarly, individual participants were invited to place a blue sticker on the single options he or she would be willing to support without MSBA participation.

#### Option 1A & Option 1B

With MSBA Participation: Not Applicable Without MSBA Participation:1

PROS	CONS
<ul> <li>PROS</li> <li>Low Cost</li> <li>No interruption of education</li> <li>Better than nothing</li> <li>Faster Construction</li> </ul>	<ul> <li>Only short term solution</li> <li>Only limited benefits</li> <li>All costs borne by the Town</li> <li>Neither option addresses deferrable needs</li> <li>Potential disruption when systems fail</li> </ul>
	<ul> <li>Continuous Construction</li> <li>Solves almost nothing</li> <li>Higher costs and more risk of disruption in long run</li> <li>Low energy efficiency</li> </ul>

### Option 2A

With MSBA Participation: Not Applicable

Without MSBA Participation: 0

PROS	CONS
<ul> <li>Lower cost</li> <li>Preserves current building</li> <li>Better than 1B</li> </ul>	<ul> <li>Minimal educational "bang for the buck"</li> <li>Not comprehensive</li> <li>Too incremental</li> <li>Too short sighted</li> <li>No state funding possible</li> <li>Too expensive for very low educational impact</li> <li>Doesn't feel like "bang for the buck"</li> </ul>

### Option 2B

With MSBA Participation: Not Applicable

Without MSBA Participation: 2

PROS	CONS
<ul> <li>Lower cost</li> <li>Gets tutoring out of halls and closets</li> <li>Addresses rising need for extra services</li> </ul>	<ul> <li>Not enough space to build break out spaces</li> <li>No new construction</li> <li>Too short sighted</li> <li>Too incremental</li> <li>Not comprehensive</li> <li>Does not address poor acoustics</li> <li>Not enough educational enhancements</li> <li>Even smaller 2nd grade spaces</li> <li>Limited utility of new spaces</li> </ul>

#### Additional comments:

• Without new specialists, it's not going to help all kids.

### Option 2C

With MSBA Participation: Not Applicable

Without MSBA Participation: 3

PROS	CONS
<ul> <li>Less money, but would be better</li> </ul>	<ul> <li>MSBA won't consider</li> </ul>
to get MSBA money	<ul> <li>A lot of money without fulfillment</li> </ul>
<ul> <li>Solves the problem of the "worst"</li> </ul>	of educational
rooms in the school	<ul> <li>Helps 2nd grade and nobody else</li> </ul>
	<ul> <li>Too short sighted</li> </ul>
	<ul> <li>Not comprehensive</li> </ul>
	<ul> <li>Very impractical – would never</li> </ul>
	actually do this

### Option 2D & Option 2E

With MSBA Participation: Not Applicable

Without MSBA Participation: 17

PROS	CONS
<ul> <li>Joining Brooks to gym</li> <li>Acoustics addressed</li> <li>Gets most important for reasonable "town only" financing</li> </ul>	<ul> <li>Doesn't include small group rooms or 2nd Grade classrooms</li> <li>MSBA won't consider</li> <li>A lot of money for minimal educational improvement</li> <li>Cafeteria for middle school should be with community center</li> <li>May be concerned later that we didn't do enough, or take a longterm enough view</li> </ul>

### Option 2F

With MSBA Participation: **7** Without MSBA Participation: **17** 

PROS	CONS
<ul> <li>Eligible for MSBA with lowest cost</li> <li>Provides significant educational enhancements</li> <li>Only tearing down small portion of school</li> </ul>	<ul> <li>Not transformative in any way</li> <li>Expensive if don't get state funding</li> <li>Still too much money for not meeting educational enhancements</li> <li>Middle School cafeteria should be part of community center</li> </ul>

### Option 3A

With MSBA Participation: **4** Without MSBA Participation: **4** 

PROS	CONS
<ul> <li>Historical precedent for CPA contribution</li> <li>Improves both ends of building, K end and 8<sup>th</sup> end</li> <li>New systems, acoustics, etc.</li> <li>Meets all educational improvements</li> <li>Lowest cost option that begins to meet educational needs</li> </ul>	<ul> <li>Cost: If Town alone</li> <li>Marginal cost of 3B is preferable</li> <li>Cost – overall not as good bang for the buck as opt 2E or 2F</li> </ul>

### Option 3B

With MSBA Participation: **10** Without MSBA Participation: **19** 

PROS	CONS
<ul> <li>All three's improve school security</li> <li>Covers many educational enhancements</li> <li>Adds to both ends of the building</li> <li>More aesthetically pleasing balance of elementary classrooms with media</li> <li>Gets more than 3A for a little more money</li> </ul>	<ul> <li>Space is less flexible – fewer opportunities for hub spaces</li> <li>Cost</li> <li>New construction at Smith seems disorganized</li> <li>Appears cut-up</li> </ul>

#### Option 3C

With MSBA Participation: **44** Without MSBA Participation: **11** 

PROS	CONS
<ul> <li>Consolidated footprint</li> <li>2<sup>nd</sup> floor energy efficiency gains</li> <li>Feels like original layout</li> <li>Highest educational value</li> <li>More flexible opportunities for educational spaces, hubs &amp; reorganized/efficient interior spaces</li> <li>Easier to meet energy efficiency goals</li> </ul>	<ul> <li>Expensive – without MSBA is too much</li> <li>2<sup>nd</sup> Floor expensive / need elevators</li> <li>Could there be a version of this all on one floor?</li> <li>2<sup>nd</sup> floor destroys historic Smith</li> <li>Over scales cafeteria at both ends of complex. Scale back K-2 Cafeteria</li> <li>Not as good cost value as other options</li> </ul>

#### Option 3D

With MSBA Participation: **7** Without MSBA Participation: **2** 

PROS	CONS
<ul> <li>Energy Efficient</li> </ul>	• Cost
<ul> <li>Maximum life span</li> </ul>	<ul> <li>Unknown design</li> </ul>
<ul> <li>Chance to start fresh</li> </ul>	<ul> <li>Will never get approved – more</li> </ul>
<ul> <li>Long-term flexibility</li> </ul>	controversy
	<ul> <li>Disruption to students</li> </ul>
	<ul> <li>Requires MSBA</li> </ul>
	<ul> <li>How strategic</li> </ul>



minimize cost to town Spend money wisely + wi cost effective ness











maximize educational enhancements











meet 2030 energy by-law

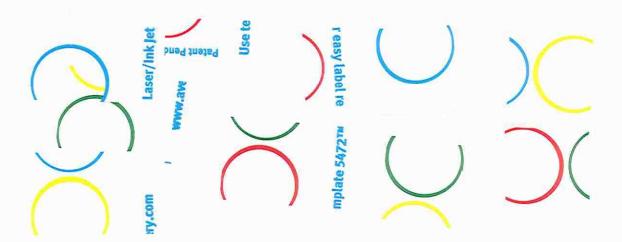


maximize preservation of existing building

minimize time to occupancy



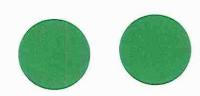


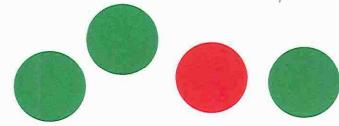




minimize cost to town

MSBA or be smart





maximize educational enhancements

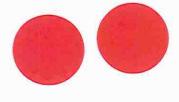












meet 2030 energy by-law

maximize preservation of existing building

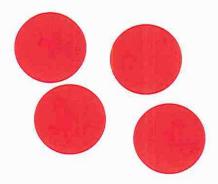
minimize time to occupancy

maximize community use

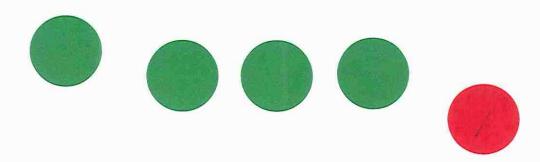
all 3rd votes go here



minimize cost to town ( V& MSBA #)



maximize educational enhancements



meet 2030 energy by-law



SI don't want to preserve the bricks to mortar of the & LD/current bldg ->
However the feel, shape to accept to outdown S (W/Doors Not Tust windows I Simportant

minimize time to occupancy





minimize cost to town







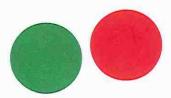




maximize educational enhancements









meet 2030 energy by-law





maximize preservation of existing building



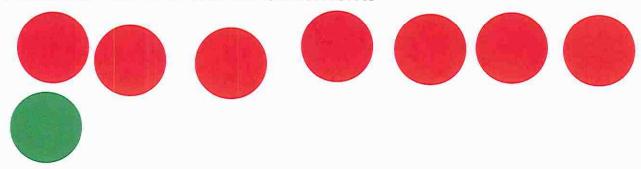
minimize time to occupancy



minimize cost to town



maximize educational enhancements

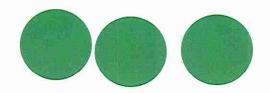


meet 2030 energy by-law



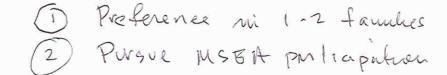
maximize preservation of existing building

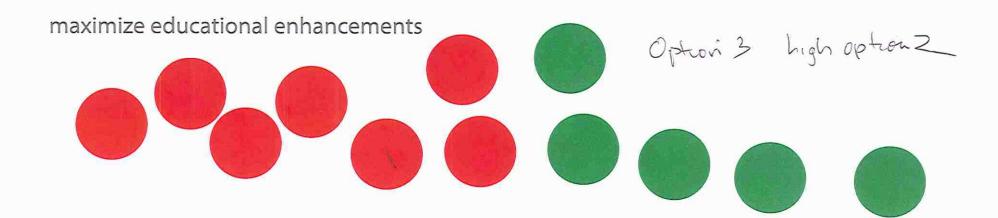
minimize time to occupancy





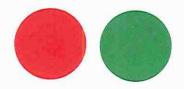
minimize cost to town



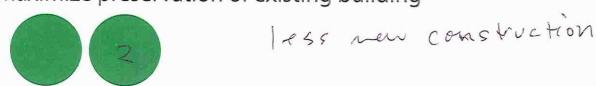


meet 2030 energy by-law

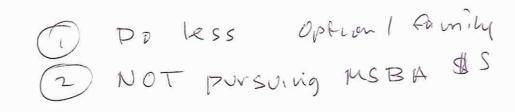
All options fall short of 2020 By-law The more new contraction, the closer you come.

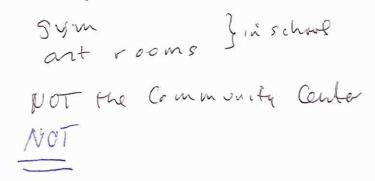


maximize preservation of existing building



minimize time to occupancy

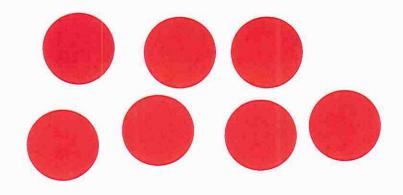






minimize cost to town

maximize educational enhancements



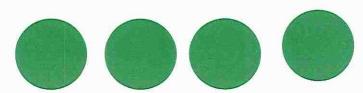
meet 2030 energy by-law



maximize preservation of existing building



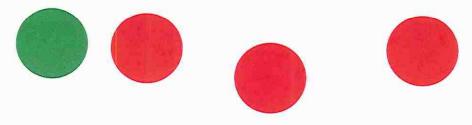
minimize time to occupancy





minimize cost to town

maximize educational enhancements



meet 2030 energy by-law

maximize preservation of existing building



minimize time to occupancy

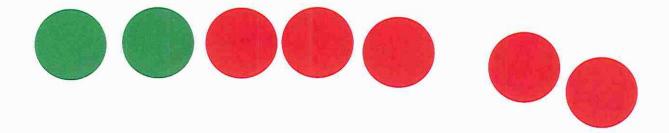




minimize cost to town



maximize educational enhancements



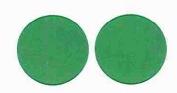
meet 2030 energy by-law



maximize preservation of existing building

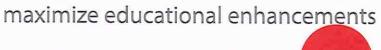
minimize time to occupancy

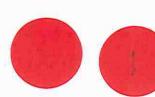


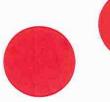


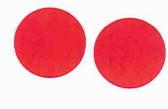


minimize cost to town

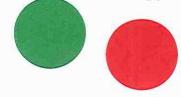




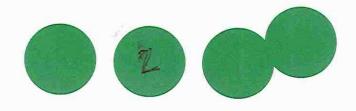




meet 2030 energy by-law



maximize preservation of existing building



minimize time to occupancy









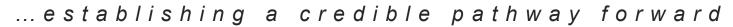
### **Lincoln Public Schools**

### **Study of the Lincoln School**









**Public Forum** 13 January 2015

## AGENDA

- 1. Review of Study
- 2. Summary of Options
- 3. Public Outcomes
- 4. MSBA / Non-MSBA Pathways
- 5. Next Steps for Lincoln-SBAC
- 6. Feedback Activity

# 1. REVIEW OF STUDY

## 1. REVIEW OF STUDY

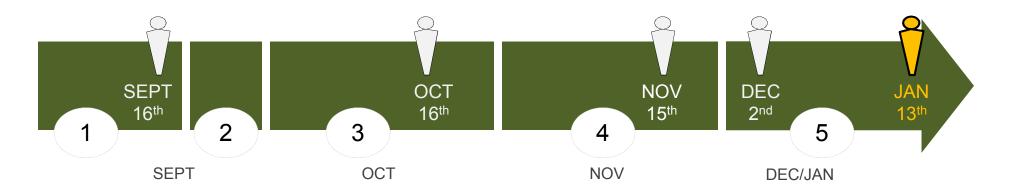
### Study Objectives

- Build Community Understanding of the School's Needs
- Position the Town of Lincoln to
  - Decide on the School's Future

## 1. REVIEW OF STUDY

### Study Tasks

- 1. Identify Facility Needs + Educational Enhancements
- 2. Detailed Cost Estimates
- 3. Develop & Truth Test Incremental Options
- 4. Conceptual Cost Estimates
- 5. Present Findings



# 2. SUMMARY OF OPTIONS

Facility
Needs Only

\$12 -\$29M

À La Carte Educational Enhancements

\$29 -\$47M

Comprehensive Ed. Enhancements \$54 -\$66M

## Facility Needs 1 1A 1B \$12.2M \$29.2M





## 148 Facility Items

- Immediate
- Near-Term
- Deferrable

## FACILITY NEEDS

**Deferrable Needs: Approximately 10-15 Years** 

- Interior Finishes
- Remaining Lighting
- Furnishings & Equipment
- Girls' Locker Room
- Paving & Curbing
- Playfield Improvements

\$7.7M

À La Carte Educational Enhancements <90% of MSBA Guideline\* Between 90% and 110% of MSBA Guideline\* >110% of MSBA Guideline\* No MSBA Guideline Third Party Use - Not Evaluated

### À La Carte Educational Enhancements

### **Educational Enhancements – 33 Items**

- Classroom Acoustics
   Hub Spaces
- Kitchens & Cafeterias
   Entry Sequence &
   (Multi-Purpose)
   School Offices
- 2<sup>nd</sup> Grade Classrooms
   Neighborhood
- Small Group Rooms Expression

+ Site and Interior Deferrable Needs

### À La Carte Educational Enhancements

**Option 2D Option 2A Option 2C Option 2B 1B 1B 1B 1B** + 2<sup>nd</sup> +Kitchens + Small Grade & Cafes **Acoustics** Group \$29.5 M \$29.8 M \$32.0 M \$36.6 M

Option 2E

1B + 2A +2D

\$36.9 M

**Option 2G** 

1B +2C +2A +2D

\$39.9 M

**Option 2F** 

1B +2C + 2A +2D

+ Def

\$47.6 M

### **Comprehensive Educational Enhancements**



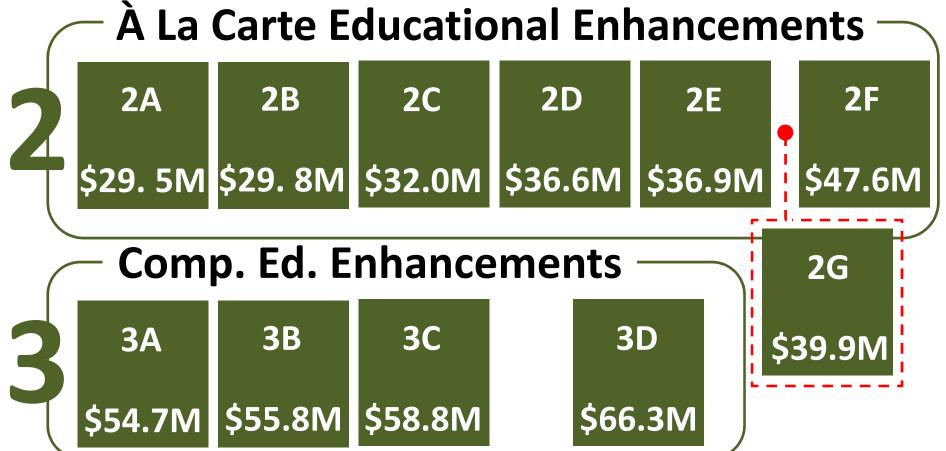






- Hub Spaces
- Neighborhood Expression
- Improved Spatial Relationships
- Improvements to Special Education Spaces
- Improvements to Entry Sequences
- Improvements to School Offices



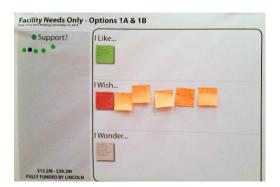


# 3. PUBLIC OUTCOMES

# STATE OF TOWN

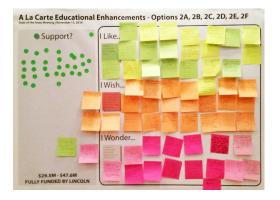
**Facility Needs** 

7 Support, 3.7%



A La Carte

38 Support, 20%



Comprehensive

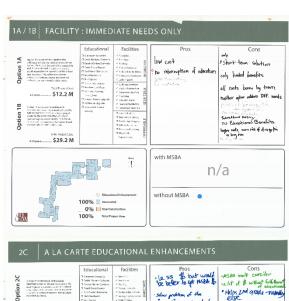
145 Support, 76.3%

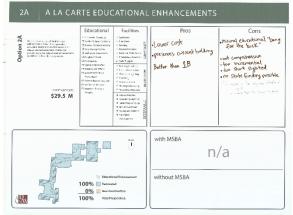


# PUBLIC FORUM #3 KEY VARIABLES

- Minimize Cost to Town
- Return on Money Spent 19
- Maximize Ed. Enhancements 120
- Meet 2030 Energy Bylaw 18
- Preservation of Ex. Building 10
- Minimize Time to Occupancy 5
- Maximize Community Use 16

# PUBLIC FORUM #3

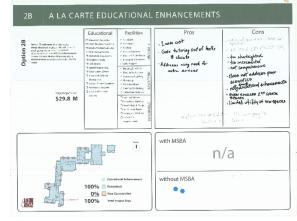


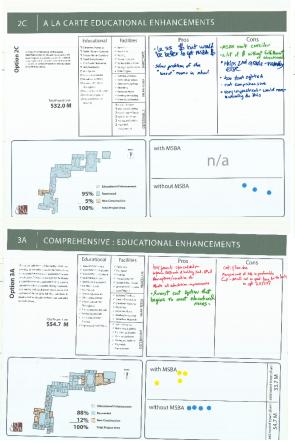


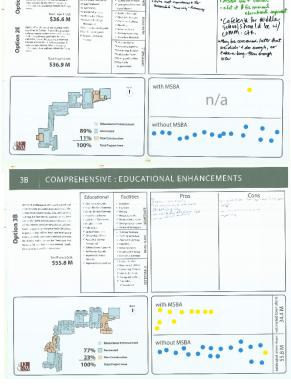
CONS STEEL THE CHOSES ENTRE SHAMP REAMS 2nd productions NOT MARK, BUT HAND COLT.

MSBA unit consider

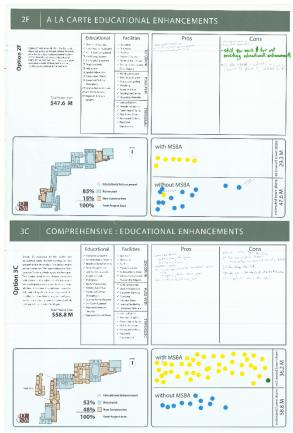
confetein 4 petchen one assemble







\$36.6 M



# 4. PATHWAYS MSBA & TOWN ONLY

# **Key Cost Considerations**

- Construction Cost
- Phasing/ Escalation
- Swing Space
- MSBA participation

# MSBA Participation

- Approximately 40% Reimbursement
- Address Facility & Educational Needs
- Uncertainty of Participation
- Timing Delay of at Least 18 months
- MSBA Process
- Separation of School & Community Center Projects
- Full Feasibility Study Required

# Town Only Project

- No Reimbursement
- Address Facility & Some Educational Needs
- No Timing Delay
- Lincoln Driven Process
- Consideration of Joint School & Community Center Projects
- No Feasibility Study Required

# Facility Needs unlikely

# POTENTIAL MSBA SUPPORT

À La Carte possible for higher end

**Comprehensive**most likely

# TIMING COMPARISON

#### 3A: w/ MSBA Grant

Date	Milestones	Mths
4/15	Submission of SOI	7
11/15	Invitation from MSBA*	5
4/16	OPM Selection	3
7/16	Designer Selection	2
9/16	Feasibility Study	4
1/17	Schematic Design	6
7/17	Design Development	4
11/17	<b>Construction Documents</b>	6
5/18	Construction	25
6/20	Occupancy	

Initial Estimate	\$54.7M
+ Additional Escalation	\$3.3M
- Potential MSBA Grant	\$24.3M

Town Share: \$33.7M

### 2G: Fully Funded by Town

Date	Milestones	Mths
6/15	OPM Selection	2
8/15	Designer Selection	1
9/15	Schematic Design	6
3/16	Design Development	4
7/16	<b>Construction Documents</b>	6
3/17	Construction	25
4/19	Occupancy	

Initial Estimate	\$54.7M
+ Additional Escalation	\$0.0M
- Potential MSBA Grant	- \$0.0M

Town Share: \$39.9M

# Timing Comparison – Opt 3A

## With MSBA Grant

Milestones	Mths
Submission of SOI	7
Invitation from MSBA*	5
OPM Selection	3
Designer Selection	2
Feasibility Study	4
Schematic Design	6
Design Development	4
<b>Construction Documents</b>	6
Construction	25
Occupancy	
	Submission of SOI Invitation from MSBA* OPM Selection Designer Selection Feasibility Study Schematic Design Design Development Construction Documents Construction

Initial Estimate	\$54.7M
+ Additional Escalation	\$3.3M
- Potential MSRA Grant	\$24 3N

\$33.7M

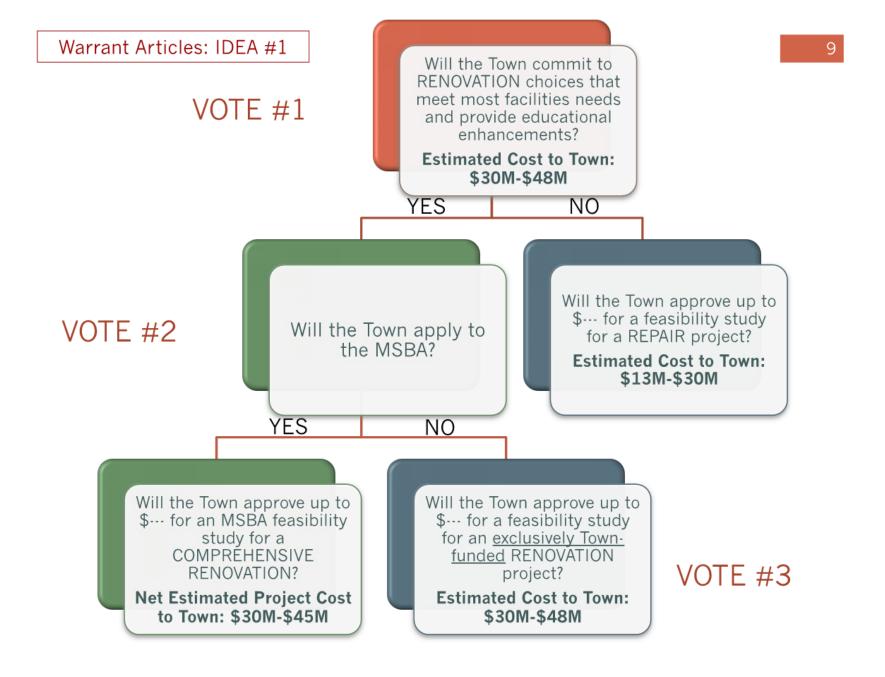
## Fully Funded by Town

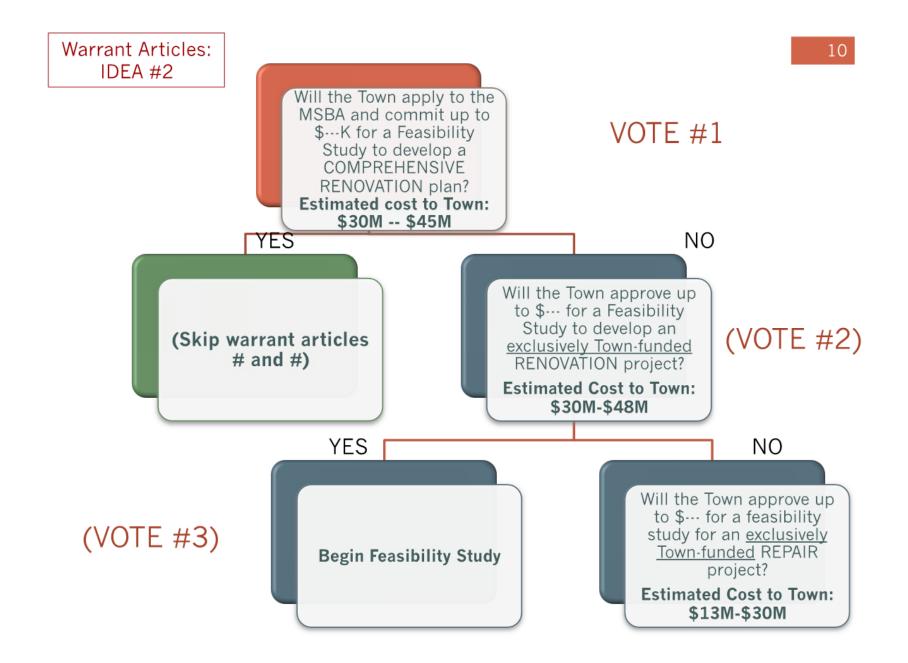
Date	Milestones	Mths
6/15	OPM Selection	2
8/15	Designer Selection	1
9/15	Schematic Design	6
3/16	Design Development	4
7/16	<b>Construction Documents</b>	6
3/17	Construction	25
4/19	Occupancy	

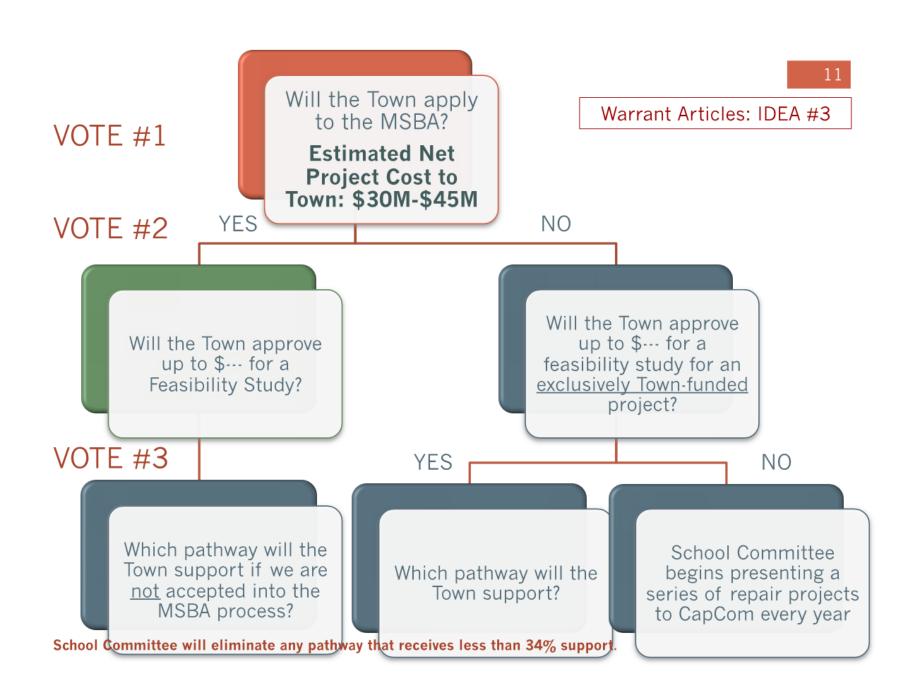
Initial Estimate	\$54.7M
+ Additional Escalation	\$0.0M
- Potential MSBA Grant	- \$0.0M

\$54.7M

# 5. NEXT STEPS FOR LINCOLN







# 6. DISCUSSION: BALLOT QUESTION