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INITIAL SPACE SUMMARY

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INTRODUCTION

The initial space summary has been completed for the two study enrollments per the Enrollment Certification as follows:

- Enrollment for Grade K-5 at Fort River Elementary School of 165 students
- Enrollment for Grade K-5 at Fort River and Wildwood Elementary Schools of 575 students

General Comment

The Space Summary Template for each of the enrollment options deviates from the MSBA Guidelines as follows. Please refer to **PART 2 | EDUCATIONAL PROGRAM** for detailed information on these programs.

FORT RIVER SCHOOL ENROLLMENT 165 K-5 STUDENTS

Core Academic Spaces

Using the enrollment of 165 students and dividing it by the number of grades (6 grades K-5) there will be approximately 27 students per grade. With the average number of students of 20 per the class size policy two (2) classrooms per grade will be required.

GOAL Class Size	K	1	2	3	4	5	Total
# Students (Average)	27	27	27	28	28	28	165
Average # students/class	19	19	20	20	20	20	
# of classrooms	1.42	1.35	1.40	1.40	1.40	1.40	8.56
Round for total classrooms / grade	2	2	2	2	2	2	12

Four (4) more general classrooms grades 1-5 are required compared to MSBA's guideline of six (6) classrooms grades 1-5.

- MSBA identifies one (1) STE room for grades 3-6 however there is no square footage applied to this space. The Space Summary identifies one space at 1,080 NFA plus STE storage at 150 NFA.
- English Learners (EL) Program is a mandated state program. The Amherst Public Schools' student population is increasingly multilingual,

The District's preferred design enrollment is 575 students for Kindergarten through grade 5 at a combined Fort River and Wildwood Elementary School.

with 50 languages represented among the 27% of students who speak a language other than English at home. Of these multilingual students, there are approximately 150 English language learners. The largest language groups are Spanish, Portuguese, Chinese and Korean. The existing Fort River School has one EL space to serve these students and is anticipating the same in a new facility with the reduced enrollment. The EL teaching model is push in and pull out depending on a student's English proficiency. Students at

<p>the entering and developing stage need a designated EL learning classroom in which to meet with the EL teacher. This program requires one (1) classroom at 500 NFA.</p>	<p>or 1:1 intervention. The specialized materials used for literacy intervention would also be stored in a centralized location to facilitate access by teachers providing RTI (Response to Intervention) services to students in classrooms and small group spaces. Further, the space will be utilized for professional learning communities (PLC). The Fort River School's grade level teams are organized into six teams, kindergarten through grade five. These teams are comprised of general education, special education, literacy, math, and EL teachers. They conduct the data cycle as a collaborative team to improve learning for all students in the grade level. The weekly 40-minute PLC blocks and 40-minute grade level blocks support their ability to collaborate within the school day. Lastly, the collection used for literacy instruction would also be housed in the literacy professional center space to facilitate sharing the texts and technology devices across classes and grade levels. The required space needs for the Literacy Professional Center is 900 NFA.</p>	INTRODUCTION
<ul style="list-style-type: none"> Title 1 Program: The Fort River School participates in the Massachusetts DESE Title 1 program: <ul style="list-style-type: none"> Literacy and Math Specialists: Although most of the reading and writing instruction takes place within the classroom environment, smaller instructional areas are necessary to facilitate individualized instruction, both in 1:1 and small group settings, therefore two spaces are required at 250 NFA for these two specialists. Literacy Professional Center: In support of literacy, a new building will house a Literacy Professional Center which would serve many purposes. The space would be the location of professional learning for teachers, assistants, and parents. In addition, the Literacy Professional Center will provide an alternative location where teachers may utilize the space for specialized instruction for small groups 		EDUCATIONAL PROGRAM
<p>Special Education</p>		INITIAL SPACE SUMMARY
<p>The district approach to Special Education is an inclusionary approach as well as pull out programs. Although most of the special education is delivered within the general classroom, the need for smaller spaces for the Tier 2 and Tier 3 components is a necessity. The Fort River School currently provides support to students identified with a moderate level of special needs.</p>		EVALUATION OF EXISTING CONDITIONS
<p>The Fort River School currently houses two district-wide low-incidence programs:</p>		SITE DEVELOPMENT REQUIREMENTS
<ul style="list-style-type: none"> Academic Individualized Mainstream Support (AIMS) Program – Specialized programming for students who have a high functioning Autism Spectrum Disorder or other neurological conditions with pragmatic language, executive functioning, socialization and sensory regulation difficulties. This program offers individualized, comprehensive, and intensive intervention to address these areas. These students are integrated into the general academic environment as much as 	<ul style="list-style-type: none"> Building Blocks Therapeutic Program – Specialized programming for students whose primary needs are social, emotional, and/or behavioral. This program is designed for students whose needs require a smaller, structured therapeutic setting for all or part of the day. A high staff to student ratio is maintained with individualized programming to meet the needs. Services and support are provided on an individual basis and are designed to assist students in developing effective coping mechanisms and problem-solving strategies towards becoming more 	PRELIMINARY EVALUATION OF ALTERNATIVES
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fully integrated with their typical peers when appropriate. Currently there are 11 students in this program located at the Fort River School. This program will remain at this school. Two spaces at 900 NFA each will be required for this program. In addition, a reflections space at 150 NFA is required.

- Small Group Rooms: The District's goal is to provide services in the vicinity of the grade level classrooms. Therefore, allowing for one (1) small group room per grade is preferred. The net increase is 400 NFA.

Art & Music

The Fort River School will require a dedicated art room with storage and a dedicated music room with a practice space for a total of 2,320 NFA.

Health & PE

Based upon the allotted 40 minutes per week for PE, Health & Wellness for each student, the District can adequately schedule 165 students for PE with a gym size of 4,000 NFA. This is a reduction of 2,000 NFA to MSBA Space Guidelines.

FORT RIVER AND WILDWOOD SCHOOLS COMBINED AT 575 STUDENTS K-5

It is with great enthusiasm to have the opportunity to provide a state-of-the-art facility to support both the Fort River and Wildwood Elementary Schools within one facility. There is a benefit to consolidation of the schools. Academic and core programs and functions such as the cafeteria and

- Other related professionals include speech/ language pathologists, occupational therapists, physical therapist teachers, psychologist, adjustment counselor, and evaluation team leader (ETL), who chair all IEP meetings and all require appropriate spaces. For additional detailed information please refer to **PART 2 | EDUCATIONAL PROGRAM.**

kitchen, library and gymnasium can be shared, creating an economy of scale and economical benefit from a building size and operations as well as maximizing staff ratio and Full Time Equivalents (FTE).

Core Academic Spaces

Using the enrollment of 575 students and dividing it by the number of grades (6 grades K-5) there will be approximately 96 students per grade. With the average number of students of 20 per the class size policy, five (5) classrooms per grade will be required.

GOAL Class Size	K	1	2	3	4	5	Total
# Students (Average)	95	96	96	96	96	96	575
Average # students/class	19	19	20	20	20	20	
# of classrooms	5.00	5.05	4.80	4.80	4.80	4.80	289.83
Round for total classrooms / grade	5	5	5	5	5	5	30

- One (1) less kindergarten classroom is required compared to MSBA's guideline of six (6) kindergarten classrooms.
- Four (4) additional general classrooms are required for grades 1-5, or 25 classrooms total compared to MSBA's guidelines of 21 general classrooms. This is due to having the same number of classrooms per grade to maintain consistency for the student population.
- MSBA identifies one (1) STE room for grades 3-6 however there is no square footage applied to this space.
- English Learners (EL) Program is a mandated state program. The Amherst Public Schools' student population is increasingly multilingual, with 50 languages represented among the 27% of students who speak a language other than English at home. Of these multilingual students, there are approximately 150 English language learners. The largest language groups are Spanish, Portuguese, Chinese and Korean. English learners are served in one of two programs: Sheltered English Immersion (SEI) or Dual Language (DL). Students in both programs are served by highly qualified ESL teachers who are well-versed in effective strategies for teaching English as a Second Language, as well as classroom teachers with SEI Endorsement who provide Sheltered Content Instruction. EL students in the Dual Language program learn in both English and Spanish, which is proven to be the most effective model for elementary bilingual students. Teachers incorporate culturally responsive instruction throughout the curriculum that draws on students' strengths and diverse cultural and linguistic backgrounds. There are currently 9.7 ELL teachers and 3 paraprofessionals. Additionally, within the SEI program, interpreters are employed to provide native language clarification to beginning English Learners who benefit from this support to fully access the classroom curriculum. ELL teachers provide instruction both in the mainstream grade-level classroom (push-in/ inclusion) and in the ELL classroom (pull-out). The type of instruction is determined by a student's English proficiency and the program

model. In order to most effectively welcome and serve all of these students, the new facility will require three half-size classrooms (500 NFA) to accommodate the staff and student needs.

- Title 1 Program: The Fort River and Wildwood Schools participate in the Massachusetts DESE Title 1 program:
 - Literacy and Math Specialists: Although most of the reading and writing instruction takes place within the classroom environment, smaller instructional areas are necessary to facilitate individualized instruction, both in 1:1 and small group settings. In a combined school of 575 students, there will be 5-6 literacy specialists and 2 math specialists. Ideally the literary specialists would share one large space for collaboration (900 NFA) and a half size classroom (500 NFA) would be required to support the math specialists.
 - Literacy Professional Center: In support of literacy, a new building will house a Literacy Professional Center which would serve many purposes. The space would be the location of professional learning for teachers, assistants, and parents. In addition, the Literacy Professional Center will provide an alternative location where teachers may utilize the space for specialized instruction for small groups or 1:1 intervention. The specialized materials used for literacy intervention would also be stored in a centralized location to facilitate access by teachers providing RTI (Response to Intervention) services to students in classrooms and small group spaces. Further, the space will be utilized for professional learning communities (PLC). The Fort River School's grade level teams are organized into six teams, kindergarten through grade five. These teams are comprised of general education, special education, literacy, math, and EL teachers. They conduct the data cycle as a collaborative team to improve learning for all students in the grade level. The weekly 40-minute PLC blocks and 40-minute grade level

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blocks support their ability to collaborate within the school day. Lastly, the collection used for literacy instruction would also be housed in the literacy professional center space to facilitate

sharing the texts and technology devices across classes and grade levels. The required space needs for the Literacy Professional Center is 900 NFA.

Special Education

The district approach to Special Education is an inclusionary approach as well as pull out programs. Although most of the special education is delivered within the general classroom the need for smaller spaces for the Tier 2 and Tier 3 components is a necessity. The Fort River School currently provides support to students identified with a moderate level of special needs.

A combined Fort River and Wildwood School will house three district-wide low-incidence programs:

- **Academic Individualized Mainstream Support (AIMS) Program** (Currently housed at Fort River School) – Specialized programming for students who have a high functioning Autism Spectrum Disorder or other neurological conditions with pragmatic language, executive functioning, socialization and sensory regulation difficulties. This program offers individualized, comprehensive, and intensive intervention to address these areas. These students are integrated into the general academic environment as much as possible throughout the day; the degree of integration varies based on age and profile. The AIMS program requires a dedicated space to accommodate this program but it is not a self-contained program. Currently there are 8 students in this program which will continue to be located at Fort River School. One full size classroom of 900 NFA is required for this program.
- **Building Blocks Therapeutic Program** (Currently housed at Fort River School) – Specialized programming for students whose primary needs are social, emotional, and/or behavioral. This program is designed for students whose needs require a smaller, structured therapeutic setting for all or part of the day. A high staff to student ratio is maintained with individualized programming to meet the needs. Services and support are provided on an individual basis and are designed to assist students in developing

effective coping mechanisms and problem-solving strategies towards becoming more fully integrated with their typical peers when appropriate. Currently there are 11 students in this program located at the Fort River School. This program will remain at this school. Two spaces 900 NFA will be required for this program. In addition, a reflections space of 150 NFA is required.

- **Intensive Learning Center Program (ILC)** (Currently housed at Wildwood School) – Specialized program for students who present with highly complicated learning profiles and educational needs that require a significant degree of program coordination and service. These students may have one or more disabilities in any of the following areas: Autism, Communication Impairment, Developmental Delay, Health Impairment, Intellectual Impairment, Neurological Impairment, Physical Impairment, Sensory Impairment, and / or Specific Learning Disabilities. This program provides support and services to students with significant needs within the least restrictive setting while focusing on the individual needs of the students. These students spend the majority of their time in these classrooms. The ILC program requires three large dedicated spaces of 800 NFA each to accommodate this program. In addition, a motor room to support these students is very important to the program, which will require 750 NFA. Currently there are 24 students in this program which is located at Wildwood Elementary School.
- **Small Group Rooms:** The District's goal is to provide services in the vicinity of the grade level classrooms. Therefore, allowing for one (1) small group room per grade is preferred.
- **Other related professionals** include speech/ language pathologists, occupational therapists, physical therapist teachers,

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psychologist, adjustment counselor, social worker, and evaluation team leaders (ETL), who chair all IEP meetings and all require

Art & Music

- Based upon the allotted 40 minutes per week for art for each student, the District can adequately schedule 575 students for art with one art room and utilizing the STE classroom if required. This is a reduction of 1,000 NFA to MSBA Space Guidelines.
- Based upon the allotted 40 minutes per week for music for each student, the District can

Health & Physical Education

- Based upon the allotted 40 minutes per week for PE, Health & Wellness for each student, the District can adequately schedule 575 students for PE in a gym sized at 4,000 NFA.

Dining & Food Service

- The District prefers three seatings for lunch rather than two seatings, however it is important to provide sufficient space for full school assemblies. In addition, there are approximately 155 staff at the combined school, requiring more space for staff dining. Therefore, the District is allocating a total of 7,467 NFA for this category. This is a reduction of 356 NFA to MSBA Space Guidelines.

appropriate spaces. For additional detailed information please refer to **PART 2 I EDUCATIONAL PROGRAM.**

adequately schedule 575 students for music with one music room and 3 larger practice spaces for a total of 1,800 NFA as well as utilizing the cafetorium during non-lunch hours if required. This is a reduction of 900 NFA to MSBA Space Guidelines.

This is a reduction of 2,000 NFA to MSBA Space Guidelines.

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PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
		0			0			15,950
						1,200	2	2,400
						150	1	150
						950	10	9,500
						150	5	750
						1,080	1	1,080
						120	1	120
						500	1	500
						500	1	500
						950	1	950
		0			0			8,450
						1,200	1	1,200
						150	1	150
						1,200	1	1,200
						150	1	150
						250	1	250
						1,200	1	1,200
						150	1	150
						150	1	150
						250	1	250
						500	1	500
						150	3	450
						500	1	500
						900	1	900
						250	1	250
						200	1	200
						300	1	300
						250	1	250

[illegible]

Proposed Space Summary- Elementary Schools

Enter Submittal

Preliminary Design Program3/15/22

Preferred Schematic Report

Schematic Design Submittal

Design Development Submittal

Fort River Only 165 Students		Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	
School Counselor - Guidance see Admin				
Psychologist	135	1	135	
ART & MUSIC			2,450	
Art Classroom - 25 seats	1,025	1	1,025	
Art Workroom w/ Storage & kiln	255	1	255	
Music Classroom / Large Group - 25-50 seats	1,170	1	1,170	
Music Practice / Ensemble				
HEALTH & PHYSICAL EDUCATION			4,105	
Gymnasium	3,735	1	3,735	
Gym Storeroom	190	1	190	
Health Instructor's Office w/ Shower & Toilet	90	2	180	
MEDIA CENTER			4,680	
Media Center / Reading Room	4,680	1	4,680	
DINING & FOOD SERVICE			3,620	
Cafeteria / Dining	1,200	1	1,200	
Stage				
Chair / Table / Equipment Storage	205	1	205	
Kitchen	1,845	1	1,845	
Staff Lunch Room	370	1	370	
MEDICAL			350	
Medical Suite Toilet				
Nurses' Office / Waiting Room	350	1	350	
Examination Room / Resting				
ADMINISTRATION & GUIDANCE			2,980	
General Office / Waiting Room / Toilet =3 clerical	890	1	890	
Teachers' Mail and Time Room				
Duplicating Room	160	1	160	
Records Room				
Principal's Office w/ Conference Area	430	1	430	
Principal's Secretary / Waiting	170	1	170	
Assistant Principal's Office				
Supervisory / Spare Office	135	2	270	
Conference Room	190	1	190	
Guidance Office	250	2	500	
Guidance Storeroom				
Teachers' Work Room	370	1	370	
CUSTODIAL & MAINTENANCE			1,685	
Custodian's Office				
Custodian's Workshop	560	1	560	
Custodian's Storage	125	4	500	
Recycling Room / Trash				
Receiving and General Supply				
Storeroom	125	5	625	
Network / Telecom Room				
OTHER			0	
Other (specify)				
Total Building Net Floor Area (NFA)			57,130	
Proposed Student Capacity / Enrollment				

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
						200	1	200
						200	1	200
		0			0			2,425
						1,000	1	1,000
						150	1	150
						1,200	1	1,200
						75	1	75
		0			0			6,300
						6,000	1	6,000
						150	1	150
						150	1	150
		0			0			2,020
						2,020	1	2,020
		0			0			4,238
						1,238	1	1,238
						1,000	1	1,000
						200	1	200
						1,600	1	1,600
						200	1	200
		0			0			410
						60	1	60
						250	1	250
						100	1	100
		0			0			2,015
						425	1	425
						100	1	100
						150	1	150
						110	1	110
						375	1	375
						125	0	0
						120	0	0
						120	1	120
						250	1	250
						150	1	150
						35	1	35
						300	1	300
		0			0			1,900
						150	1	150
						375	1	375
						375	1	375
						400	1	400
						200	1	200
						200	1	200
						200	1	200
		0			0			0
								0
		0			0			43,708

Date: Enter Date Enter Submittal			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		75	
1,000	0	-	assumed schedule 2 times / week / student
150	0	-	
1,200	0	-	assumed schedule 2 times / week / student
75	1	75	
		6,300	Excess PE Spaces Policy
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		2,020	
2,020	1	2,020	
		4,238	
1,238	1	1,238	2 seatings - 15SF per seat
1,000	1	1,000	
200	1	200	
1,600	1	1,600	1600 SF for first 300 + 1 SF/student Addtl
200	1	200	20 SF/Occupant
		410	
60	1	60	
250	1	250	
100	1	100	
		2,015	
300	1	300	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	1	150	
35	1	35	
300	1	300	
		1,900	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
200	1	200	
200	1	200	
200	1	200	
		0	
		27,958	
		165	Enter grade enrollments below
		83	Lower Elementary; Grades K-2
		83	Upper Elementary; Grades 3-6

Proposed Space Summary- Elementary Schools

Fort River Only 165 Students	Existing Conditions		
	ROOM NFA ¹	# OF RMS	area totals
NON-PROGRAMMED SPACES			
Other Occupied Rooms (list separately)			
Unoccupied MEP/FP Spaces			
Unoccupied Closets, Supply Rooms & Storage Rooms			
Toilet Rooms			
Circulation (corridors, stairs, ramps & elevators)			
Remaining ³			
Total Building Gross Floor Area (GFA) ²			81,360
Grossing factor (GFA/NFA)			1.42

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
	% of GFA	0		% of GFA	0		% of GFA	21,854
	#DIV/0!			#DIV/0!			0%	
	#DIV/0!			#DIV/0!			0%	
	#DIV/0!			#DIV/0!			0%	
	#DIV/0!			#DIV/0!			0%	
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	#DIV/0!			#DIV/0!			0%	
	#DIV/0!			#DIV/0!			0%	
	#DIV/0!	0		#DIV/0!	0		33%	21,854
								65,562
		#DIV/0!			#DIV/0!			1.50

Date: Enter Date Enter Submittal			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
			Non-Programmed space areas are
			required to be included in the
			following submittals:
			Schematic Design Submittal
			Design Development Submittal
			60% Construction Documents
			90% Construction Documents
			Final Construction Documents
		29,700	
		1.06	

- Enter Submittal
- Preliminary Design Program 3/15/22
- Preferred Schematic Report
- Schematic Design Submittal
- Design Development Submittal

¹ Individual Room Net Floor Area (NFA)

Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

² Total Building Gross Floor Area (GFA)

Includes the entire building gross square footage measured from the outside face of exterior walls

³ Remaining

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

Architect Certification

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


Name of Architect Firm:

DiNisco Design, Inc.

Name of Principal Architect:

Richard Rice

Signature of Principal Architect:



Date:

3/9/22

Preliminary Design Program 3/15/22

Schematic Design Submittal

60% Construction Documents

90% Construction Documents

Final Construction Documents

Other

[illegible]

Preliminary Design Program 3/15/22

Schematic Design Submittal

Design Development Submittal

[illegible]

Proposed Space Summary- Elementary Schools

Enter Submittal
Preliminary Design Program 3/15/22
Preferred Schematic Report
Schematic Design Submittal
Design Development Submittal

Combined Fort River & Wildwood Elementary Schools 575 Students	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Other Occupied Rooms (list separately)			
Unoccupied MEP/FP Spaces			
Unoccupied Closets, Supply Rooms & Storage Rooms			
Toilet Rooms			
Circulation (corridors, stairs, ramps & elevators)			
Remaining ³			
Fort River Elementary			81,360
Wildwood Elementary			81,360
Total Building Gross Floor Area (GFA) ²			162,720
Grossing factor (GFA/NFA)			1.41

PROPOSED									Date: Enter Date Enter Submittal				
Existing to Remain/Renovated			New			Total 02-08-2022				MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals		ROOM NFA ¹	# OF RMS	area totals	Comments
	#DIV/0!			#DIV/0!			0%						Non-Programmed space areas are required to be included in the following submittals: Schematic Design Submittal Design Development Submittal 60% Construction Documents 90% Construction Documents Final Construction Documents
	#DIV/0!			#DIV/0!			0%						
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	#DIV/0!			#DIV/0!			0%						
	#DIV/0!			#DIV/0!			0%						
	#DIV/0!	0		#DIV/0!	0		33%	35,250					
								105,750				85,052	
		#DIV/0!		#DIV/0!				1.50				1.40	

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

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

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

Architect Certification

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


Name of Architect Firm:

DiNisco Design, Inc.

Name of Principal Architect:

Richard Rice

Signature of Principal Architect:



Date:

3/9/22

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INITIAL SPACE SUMMARY

Existing Floor Plans

INTRODUCTION

EDUCATIONAL
PROGRAM

INITIAL SPACE
SUMMARY

EVALUATION
OF EXISTING
CONDITIONS

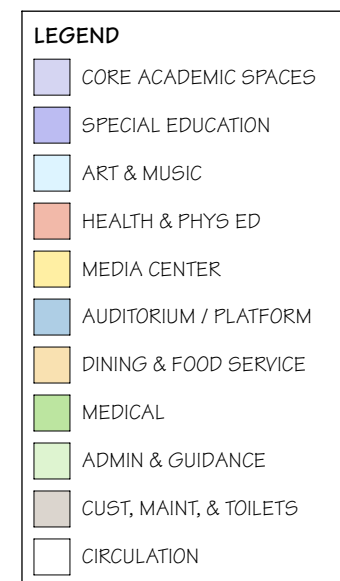
SITE DEVELOPMENT
REQUIREMENTS

PRELIMINARY
EVALUATION OF
ALTERNATIVES

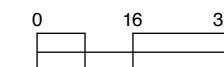
LOCAL ACTIONS
AND APPROVALS

APPENDIX

EXISTING FLOOR PLAN



FIRST FLOOR: 81,360 SF



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