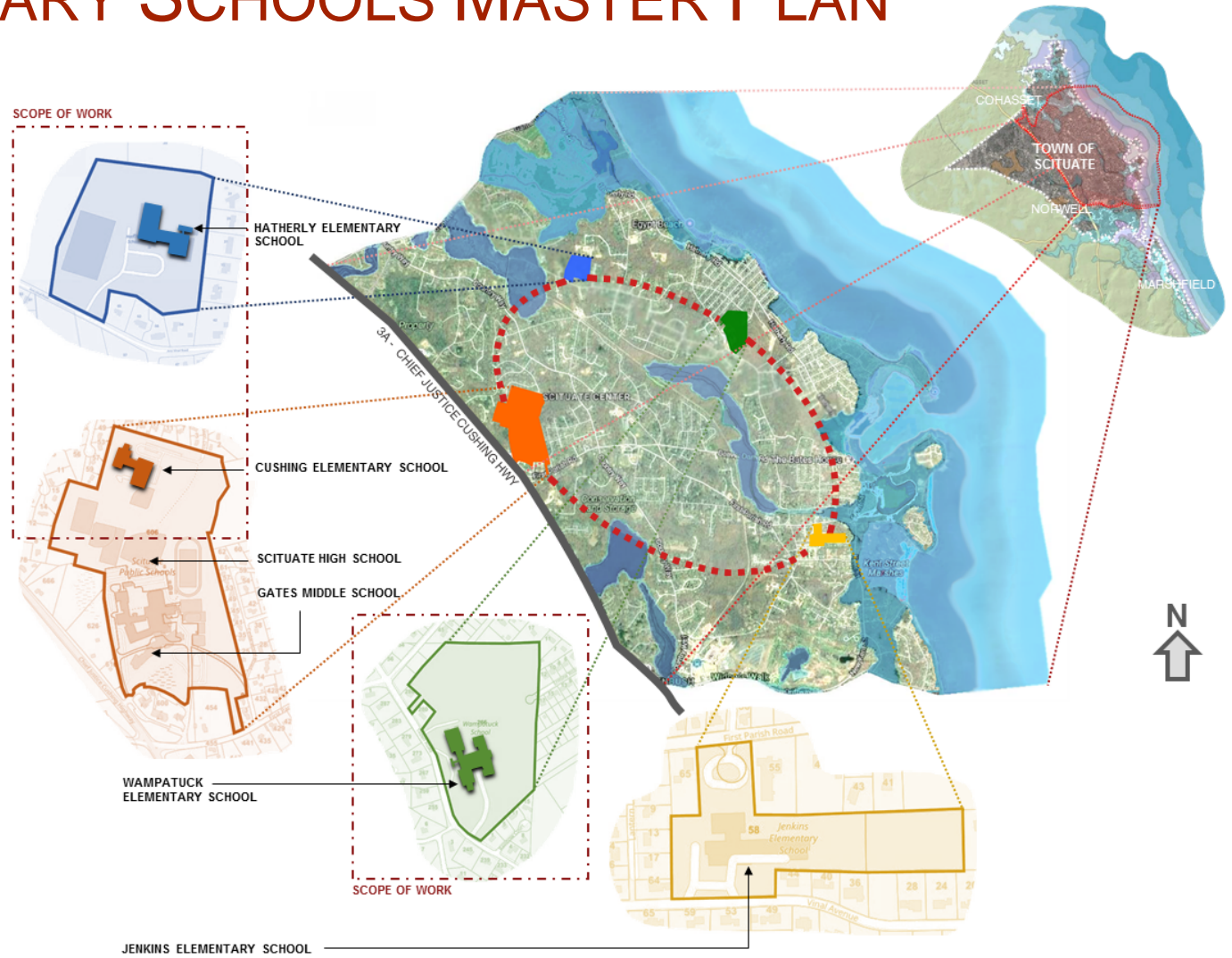




# SCITUATE PUBLIC SCHOOLS ELEMENTARY SCHOOLS MASTER PLAN



**DRAFT**

DECEMBER 21, 2018

H&A JN 1821.00

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### EXECUTIVE SUMMARY

Recognizing the need for improvements to their elementary schools due to enrollment changes, programmatic changes and aging facilities, Scituate Public Schools engaged Habeeb & Associates Architects to conduct a study of possible facility options that will meet the educational needs of the current and the projected enrollment of the pre-kindergarten through grade 5 student population.

The purpose of this analysis is to determine the space needs of the student group and to develop recommendations and preliminary budgets for facility plan options. Based on the projected enrollment of the student population and the desired educational program of the Scituate Public Schools we have developed six options that will meet the needs of this student population. Options include retaining the current grade Pre-Kindergarten to grade 5 neighborhood schools organization as well as several grade reconfigurations, including three options that result in town wide and neighborhood early childhood centers (grades Pre-K to 1 and Pre-K to 2). To create parity for all students in these grade levels, all of the options will require adjustments to the attendance boundaries.

Two of the options (option 1 and option 6) will require three phases of construction. The other four can be accomplished with two phases of construction. It is anticipated that Option 1 would require the longest time duration to achieve completion. Option 5 would provide the greatest positive impact to this student population during its first construction phase and would have the least impact on the educational process during the construction process. All of the options, with the exception of Option 6, do not require any construction at the Jenkins School.

The preliminary anticipated approximate project budgets of the options range from 61.2 to 97.3 million dollars. Preliminary budgets include the cost of any new buildings or additions as well as the cost to upgrade the existing buildings to remain, with the exception of the Jenkins School which was considered to be up to current condition standards by Scituate Public Schools. The other three schools, Cushing, Hatherly and Wampatuck, were examined and upgrades are detailed in the Facility Condition Assessment included in the appendix.

Each of the options in this report is detailed on the following pages and includes existing educational spaces, required educational spaces, operating capacities, size of additions and projected costs for upgrades, additions and new structures. The options are in no particular order as each has benefits and challenges which will require analysis prior to the selection of one to implement.

**OPTION 1**

This option preserves all four neighborhood elementary schools and the current grade configuration of pre-kindergarten/kindergarten through grade five schools. Cushing, Hatherly and Wampatuck Schools would be renovated and receive additions.

A challenge with this option is that it will require three construction projects consequently taking many years to achieve its completion. The anticipated preliminary project budget is approximately 68.4 million dollars, but will likely increase due to the required three phases of construction.

**OPTION 2**

This option creates three elementary schools. Attendance boundaries of Jenkins, Wampatuck and either Cushing or Hatherly Schools would be redrawn to create three schools of comparable size, each with 450-500 students. Wampatuck School and either Cushing or Hatherly School would be renovated and receive additions to create three schools of comparable program capacity. Cushing or Hatherly School would close.

The anticipated preliminary project budget is approximately 61.2 million dollars based on the completion of this phased project within the next five year period.

**OPTION 3**

This option creates three neighborhood elementary schools. Attendance boundaries of Jenkins, Wampatuck and either Cushing or Hatherly Schools would be redrawn to create three schools of comparable size, each with 450-500 students. A new, larger school on either the Cushing or Hatherly site would be constructed. Wampatuck School would be renovated and receive additions to create three schools of comparable program capacity. Cushing and Hatherly Schools would close.

The anticipated preliminary project budget is approximately 83.2 million dollars based on the completion of this phased project within the next five year period.

### **OPTION 4**

This option creates two neighborhood grade 2-5 elementary schools and a new pre-kindergarten through grade 1 primary school. Attendance boundaries of Jenkins and Wampanoag Schools would be redrawn to create two schools of comparable size, each with 528. Wampanoag School would be renovated and receive additions to have comparable program capacity to Jenkins School. A new, larger school on either the Cushing or Hatherly site would be constructed to serve all pre-kindergarten-grade 1 students. Cushing and Hatherly Schools would close.

A benefit of this option is that the construction of the new building will create an immediate parity for all Pre-Kindergarten, Kindergarten and Grade 1 students. There may also be financial and educational benefits as grouping these students in one building will allow early childhood educators and specialists to more easily collaborate and provide the needed services without travelling between buildings.

The anticipated preliminary project budget is approximately 86 million dollars based on the completion of this phased project within the next five year period.

### **OPTION 5**

This option creates a new larger primary school than Option 4 on either the Cushing or Hatherly site to accommodate all students in pre-kindergarten through grade 2. Attendance boundaries of Jenkins and Wampanoag Schools would be redrawn to create two grade 3-5 schools of comparable size, each with 418 students each. Wampanoag School would be renovated and expanded with a smaller addition to what is needed for Option 4. Cushing or Hatherly School would close.

A benefit of this option is that the construction of the new building will create an immediate parity for all Pre-Kindergarten, Kindergarten, Grade 1 and Grade 2 students. This option will have the greatest immediate impact to the largest number of students, achieving nearly all of the space needs with the first phase. There may also be financial and educational benefits as grouping these students in one building will allow early childhood educators and specialists to more easily collaborate and provide the needed services without travelling between buildings.

The anticipated preliminary project budget is approximately 97.3 million dollars based on the completion of this phased project within the next five year period.

**OPTION 6**

This option creates two neighborhood pre-kindergarten to grade 2 primary schools and a new intermediate school for grades 3-5. Attendance boundaries of Jenkins and Wampatuck Schools would be redrawn to create two primary schools of comparable size, each with 380 students. Wampatuck School would be renovated and receive additions to have a comparable program capacity to Jenkins School. A new intermediate school (grades 3-5) would be constructed to serve 690 students on either the Cushing or Hatherly School site. Cushing and Hatherly Schools would close.

A challenge with this option is that it requires three construction projects to achieve completion. The Jenkins building is not equipped with an adequate quantity of Pre-Kindergarten and Kindergarten capable rooms so it will require interior alterations to make this option feasible. The anticipated preliminary project budget is approximately 95.5 million dollars, but will likely increase due to the required three phases of construction.

OPTIONS

Existing School Capacities

	Building size in square feet		Cushing			Hatherly			Wampatuck			Jenkins		
			40,603			39,210			54,000			72,832		
	Site size in acres		70 (combined w/ HS)			18.75			11.09			4.45		
Rooms														
Required Room or Classroom Size Equivalent	Existing All 4 Buildings	Existing	Available*	Capacity	Existing	Available*	Capacity	Existing	Available*	Capacity	Existing	Available*	Capacity	
Classrooms	54	45	18	9	198	18	7	154	19	10	220	21	15	330
Pre-K Capable	6	6	1	1	16	1	1	16	3	3	48	1	1	16
K Capable	12	7	1	1	20	1	1	20	4	4	80	1	1	20
Media Center	1 per	4	1	1		1	1		1	1		1	1	
Gym	1 per	4	1	1		1	1		1	1		1	1	
Cafeteria	1 per	4	1	1		1	1		1	1		1	1	
Art Room	1 per	1	0	1		0	1		0	1		1	1	
Music Room	1 per	1	0	1		0	1		0	1		1	1	
STEM Room	1 per	1	0	1		0	1		0	1		1	1	
Specialist & Resource	6 per	24	0	6		0	6		0	6		3	6	
PLC & ILC	2	2				2	2							
JEMS & LBC	3	3										3	3	
<b>Potential Operating Capacity</b>	1138		234			190			348			366		

Projected Enrollment GR Pre-K - 5 = 1448  
 Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms  
 Kindergarten : 230 projected = 12 Kindergarten Rooms  
 Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms

\* Number of Classrooms available after deducting for the specialized rooms needed for the educational program  
 Space or Quantity is inadequate - Shortage of 5 K CR's & 10 Gr 1 -5 CR's after removal of the temporary modulars and Ed Parity adjustments  
 Each takes one or more classroom(s) from existing total

Summary of All Options

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
Option 1	Four Neighborhood Schools - Renovate and add to Cushing, Hatherly and Wampatuck Schools	1320	336	133,813	\$37,516,056	54,038	\$30,909,736	\$68,425,792
Option 2	Three Neighborhood Schools - Renovate and add to Hatherly and Wampatuck Schools	1320	336	93,210	\$25,451,159	62,491	\$35,744,852	\$61,196,011
Option 3	Three Neighborhood Schools - One New School - Renovate and add to Wampatuck	1320	336	54,000	\$13,491,421	121,898	\$69,725,656	\$83,217,077
Option 4	Two Neighborhood Schools and a New Pre-K, K +Gr1 School - Renovate and add to Wampatuck	1296	336	54,000	\$13,491,421	126,878	\$72,574,216	\$86,065,637
Option 5	Two Neighborhood Schools and a New Pre-K, K ,Gr1 +2 School - Renovate and add to Wampatuck	1188	300	54,000	\$13,491,421	146,478	\$83,785,416	\$97,276,837
Option 6	Two Neighborhood Pre-K to Gr 2 Schools and a New School for Grades 3 to 5	1254	320	54,000	\$14,491,421	141,578	\$80,982,616	\$95,474,037

<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF

OPTIONS

**Option 1 - Four Neighborhood Schools - Renovate and Add to Three Buildings**

Existing Building Size in Square Feet			Cushing 3 sections per grade					Hatherly 3 sections per grade					Wampatuck 3 sections per grade					Jenkins 3 sections per grade				
			40,603					39,210					54,000					72,832				
Existing Site Size in Acres			70 (combined w/ HS)					18.75					11.09					4.45				
	Rooms		Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity
	Required Minimum	Provided																				
Class Rooms	54	60	18	15		330	16	15			330	19	15			330	21	15			330	
Pre-K Capable	6	6	1	1		16	1	1			16	3	3			48	1	1			16	
K Capable	12	12	1	3	2	2,400	60	1	3	2	2,400	60	4	3		60	1	3			60	
Media Center	1 per	4	1	1			1	1				1	1				1	1				
Gym	1 per	4	1	1	1	6,000		1	1	1	6,000		1	1	1	6,000		1	1			
Cafeteria	1 per	4	1	1			1	1				1	1				1	1				
Art Room	1 per	4	0	1			0	1	1	1,150		0	1				1	1				
Music Room	1 per	4	0	1			0	1	1	1,275		0	1				1	1				
STEM Room	1 per	4	0	1			0	1				0	1				1	1				
Specialist & Resource	6 per	24	0	6	6	5,400		0	6	6	5,400		0	6			3	6				
PLC & ILC	2	2					2	2														
JEMS & LBC	2	3															3	3				
Net Added SF	36,025		13,800					16,225					6,000									
Grossing Factor	18,012.5		6,900					8,113					3,000									
Total Added SF	54,038		20,700					24,338					9,000									
Pre-K Capacity	96		16					16					48					16				
K Capacity	240		60					60					60					60				
Grade 1-5 Capacity	1,320		330					330					330					330				
<b>Potential Operating Capacity</b>	1656		406					406					438					406				

Projected Enrollment GR Pre-K - 5 = 1448

Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms





Kindergarten : 230 projected = 12 Kindergarten Rooms

Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms

	Space is inadequate
	Each takes one classroom from existing total
	Multiple spaces defined by Scituate Public Schools with the equivalent area of 6 classrooms



**Option 1 - Four Neighborhood Schools - Renovate and Add to Three Buildings  
Preliminary Budget**

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
	Cushing	330	76	40,603	12,877,531	20,700	\$11,840,400	\$24,717,931
	Hatherly	330	76	39,210	\$12,747,104	24,338	\$13,921,336	\$26,668,440
	Wampatuck	330	108	54,000	\$11,891,421	9,000	\$5,148,000	\$17,039,421
	Jenkins	330	76	72,832	\$0	0	\$0	\$0
<b>Totals</b>		1320	336	206,645	\$37,516,056	54,038	\$30,909,736	<b>\$68,425,792</b>

<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF

# OPTIONS

## Option 2 - Three Neighborhood Schools - Renovate and Add to Two Buildings

Existing Building Size in Square Feet			Cushing Not Used					Hatherly 4 sections per grade					Wampatuck 4 sections per grade					Jenkins 4 sections per grade				
			40,603					39,210					54,000					72,832				
Existing Site Size in Acres			70 (combined w/ HS)					18.75					11.09					4.45				
	Rooms		Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity
	Required Minimum	Provided																				
Class Rooms	55	60	0	0		0	16	20	4	3,800	440	20	20			440	21	20			440	
Pre-K Capable	6	6	0	0		0	1	2	1	1,200	32	2	2			32	1	2			32	
K Capable	12						1	4	3	3,600	80	5	4			80	1	4			80	
Media Center	1 per	3	0	0			1	1				1	1				1	1				
Gym	1 per	3	0	0			1	1	1	6,000		1	1	1	6,000		1	1				
Cafeteria	1 per	3	0	0			1	1				1	1				1	1				
Art Room	1 per	3	0	0			0	1	1	1,150		0	1	1	1,150		1	1				
Music Room	1 per	3	0	0			0	1	1	1,275		0	1	1	1,275		1	1				
STEM Room	1 per	3	0	0			0	1	1	1,280		0	1	1	1,280		1	1				
Specialist & Resource	6 per	18	0	0			0	6	6	5,400		0	6	6	5,400		3	6				
PLC & ILC	2	2					2	2														
JEMS & LBC	2	3										0	3	3	2850		3	0				
Net Added SF			0					23,705					17,955									
Grossing Factor			0					11,853					8,978									
Total Added SF	62,490		0					35,558					26,933									
Pre-K Capacity	96		0					32					32					32				
K Capacity	240		0					80					80					80				
Grade 1-5 Capacity	1,320		0					440					440					440				
<b>Potential Operating Capacity</b>	1,656		0					552					552					552				

Projected Enrollment GR Pre-K - 5 = 1448

Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms

Kindergarten : 230 projected = 12 Kindergarten Rooms

Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms







Space is inadequate - Will require addition or interior alterations

Each takes one classroom from existing total

Multiple spaces defined by Scituate Public Schools with the equivalent area of 6 classrooms

**Option 2 - Three Neighborhood Schools - Renovate and Add to Two Buildings**  
**Preliminary Budget**

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
	Cushing	0	0	40,603	\$812,060	0	\$0	\$812,060
	Hatherly	440	112	39,210	\$12,747,678	35,558	\$20,339,176	\$33,086,854
	Wampatuck	440	112	54,000	\$11,891,421	26,933	\$15,405,676	\$27,297,097
	Jenkins	440	112	72,832	\$0	0	\$0	\$0
<b>Totals</b>		1320	336	206,645	\$25,451,159	62,491	\$35,744,852	<b>\$61,196,011</b>




<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF

Cost to demolish one building and restore site

OPTIONS

**Option 3 - Three Neighborhood Schools - New School Plus Renovate and Add to One Building**

Existing Building Size in Square Feet			Cushing & Hatherly - Not Used					New Building 4 sections per grade					Wampatuck 4 sections per grade					Jenkins 4 sections per grade				
			40,603 & 39,210					75,400					54,000					72,832				
Existing Site Size in Acres													11.09					4.45				
	Rooms		Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity
	Required Minimum	Provided																				
Class Rooms	55	60		0			0	20	20		440	20	20			440	21	20			440	
Pre-K Capable	6	6		0	0	0	0	2	2		32	2	2			32	1	2			32	
K Capable	12	12					0	4	4		80	5	4			80	1	4			80	
Media Center	1 per	3		0			0	1	1			1	1				1	1				
Gym	1 per	3		0	0	0	0	1	1			1	1	1	6,000		1	1				
Cafeteria	1 per	3		0			0	1	1			1	1				1	1				
Art Room	1 per	3		0			0	1	1			0	1	1	1,150		1	1				
Music Room	1 per	3		0			0	1	1			0	1	1	1,275		1	1				
STEM Room	1 per	3		0			0	1	1			0	1	1	1,280		1	1				
Specialist & Resource	6 per	18		0	0	0	0	6	6			0	6	6	5,400		3	6				
PLC & ILC	2	2					0	2	2													
JEMS & LBC	2	3										0	3	3	3600		3	0				
Net Added SF			0					0					18,705									
Grossing Factor			0					0					9,353									
Total Added SF	121,898		0					170 SF per Student 93,840					28,058									
Pre-K Capacity	96		0					32					32					32				
K Capacity	240		0					80					80					80				
Grade 1-5 Capacity	1,320		0					440					440					440				
<b>Potential Operating Capacity</b>	1,656		0					552					552					552				
Projected Enrollment GR Pre-K - 5 = 1448 Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms Kindergarten : 230 projected = 12 Kindergarten Rooms Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms																						
												 Space is inadequate - Will require addition or interior alterations  Each takes one classroom from existing total  Multiple spaces defined by Scituate Public Schools with the equivalent area of 6 classrooms										

**Option 3 - Three Neighborhood Schools - New School Plus Renovate and Add to One Building  
Preliminary Budget**

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
	Cushing & Hatherly	0	0	80,000	\$1,600,000	0	\$0	\$1,600,000
	New Neighborhood School	440	112	0	\$0	93,840	\$53,676,480	\$53,676,480
	Wampatuck	440	112	54,000	\$11,891,421	28,058	\$16,049,176	\$27,940,597
	Jenkins	440	112	72,832	\$0	0	\$0	\$0
<b>Totals</b>		1320	336	206,832	\$13,491,421	121,898	\$69,725,656	<b>\$83,217,077</b>




<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF





Cost to demolish buildings and restore sites

OPTIONS

**Option 4 - Two Neighborhood Schools and a Pre-K, K + Gr 1 - New School plus Renovate and Add to One Building**

Existing Building Size in Square Feet			Cushing & Hatherly - Not Used					New Building Pre-K, K & Gr 1					Wampatuck 6 sections per grade					Jenkins 6 sections per grade				
			40,603 & 39,210										54,000					72,832				
Site size in acres													11.09					4.45				
	Rooms		Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity
	Required Minimum	Provided																				
Class Rooms	55	60	0	0		0	0	12			240	19	24			528	24	24				528
Pre-K Capable	6	6	0	0		0	0	6			96	7	0			0	2	0				0
K Capable	12	12	0	0		0	0	12			240											
Media Center	1 per	3	0	0		0	0	1				1	1				1	1				
Gym	1 per	3	0	0		0	0	1				1	1	1	6,000		1	1				
Cafeteria	1 per	3	0	0		0	0	1				1	1				1	1				
Art Room	1 per	3	0	0		0	0	1				0	1	1	1,150		1	1				
Music Room	1 per	3	0	0		0	0	1				0	1	1	1,275		1	1				
STEM Room	1 per	3	0	0		0	0	1				0	1	1	1,280		1	1				
Specialist & Resource	6 per	17	0	0		0	0	6				0	6	4	3,600		3	5				
PLC & ILC	2	2										0	2	2	2,400							
JEMS &LBC	2	3										0	3	3	3,600							
Net Added SF			0					0					19,305									
Grossing Factor			0					0					9,653									
Total Added SF	126,438		0					170 SF per Student 97,920					28,958									
Pre-K & K Capacity	96		0					96					0					0				
K Capacity	240							240					0					0				
Grade 1-5 Capacity	1,296		0					240					528					528				
<b>Potential Operating Capacity</b>	1,632		0					576					528					528				
Projected Enrollment GR Pre-K - 5 = 1448 Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms Kindergarten : 230 projected = 12 Kindergarten Rooms Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms																						
												 Space is inadequate - Will require addition or interior alterations										
												 Each takes one classroom from existing total										
												 Multiple spaces defined by Scituate Public Schools with the equivalent area of 6 classrooms										

**Option 4 - Two Neighborhood Schools and a Pre-K, K + Gr 1 - New School plus Renovate and Add to One Building  
Preliminary Budget**

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
	Cushing & Hatherly	0	0	80,000	\$1,600,000	0	\$0	\$1,600,000
	New Pre-K, K + Gr 1	240	336	0	\$0	97,920	\$56,010,240	\$56,010,240
	Wampatuck	528	0	54,000	\$11,891,421	28,958	\$16,563,976	\$28,455,397
	Jenkins	528	0	72,832	\$0	0	\$0	\$0
<b>Totals</b>		1296	336	206,832	\$13,491,421	126,878	\$72,574,216	<b>\$86,065,637</b>




<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF

Cost to demolish buildings and restore sites





OPTIONS

**Option 5 - Two Neighborhood Schools and a Pre-K, K, Gr 1 + 2 - New School plus Renovate and Add to One Building**

Existing Building Size in Square Feet			Cushing & Hatherly - Not Used					New Building Pre-K thru Gr 2					Wampatuck 6 Sections per grade					Jenkins 6 Sections per grade				
			40,603 & 39,210										54,000					72,832				
Existing Site Size in Acres													11.09					4.45				
	Rooms		Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity
	Required Minimum	Provided																				
Class Rooms	55	58	0	0		0	0	22			440	19	18			396	22	18			396	
Pre-K Capable	6	6	0	0		0	0	6			96	7	0			0	2	0			0	
K Capable	12	12	0	0		0	0	12			240											
Media Center	1 per	3	0	0		0	0	1				1	1				1	1				
Gym	1 per	3	0	0		0	0	1				1	1	1	6,000		1	1				
Cafeteria	1 per	3	0	0		0	0	1				1	1				1	1				
Art Room	1 per	3	0	0		0	0	1				0	1	1	1,150		1	1				
Music Room	1 per	3	0	0		0	0	1				0	1	1	1,275		1	1				
STEM Room	1 per	3	0	0		0	0	1				0	1	1	1,280		1	1				
Specialist & Resource	6 per	18	0	0		0	0	6				0	6				3	6				
PLC & ILC	2	2										0	2									
JEMS & LBC	2	3															3	3				
Net Added SF			0					0					9,705									
Grossing Factor			0					0					4,853									
Total Added SF	148,688		0					170 SF per Student 131,920					14,558									
Pre-K Capacity	96		0					96					0					0				
K Capacity	240							240														
Grade 1-5 Capacity	1,232		0					440					396					396				
<b>Potential Operating Capacity</b>	1568		0					776					396					396				
Projected Enrollment GR Pre-K - 5 = 1448 Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms Kindergarten : 230 projected = 12 Kindergarten Rooms Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms																						
												 Space is inadequate - Will require addition or interior alterations  Each takes one or more classroom(s) from existing total  Multiple spaces defined by Scituate Public Schools with the equivalent area of 6 classrooms										



**Option 5 - Two Neighborhood Schools and a Pre-K, K, Gr 1 + 2 - New School plus Renovate and Add to One Building  
Preliminary Budget**

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
	Cushing & Hatherly	0	0	80,000	\$1,600,000	0	\$0	\$1,600,000
	New Pre-K, K, Gr 1 + 2	440	336	39,210	\$0	131,920	\$75,458,240	\$75,458,240
	Wampatuck	396	0	54,000	\$11,891,421	14,558	\$8,327,176	\$20,218,597
	Jenkins	396	0	72,832	\$0	0	\$0	\$0
<b>Totals</b>		1232	336	246,042	\$13,491,421	146,478	\$83,785,416	<b>\$97,276,837</b>




<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF





Cost to demolish buildings and restore sites

OPTIONS

**Option 6 - Two Neighborhood Pre-K to Gr 2 Schools and a New School for Grades 3 to 5**

Existing Building Size in Square Feet			Cushing & Hatherly - Not Used					New Building - Grades 3,4 & 5					Wampatuck - PreK to Gr 2					Jenkins - PreK to Gr 2				
			40,603 & 39,210										54,000					72,832				
Existing Site Size in Acres													11.09					4.45				
	Rooms		Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity	Existing	Plan	Add	Square Feet (SF)	Capacity
	Required Minimum	Provided																				
Class Rooms	55	57	0	0		0	33				726	19	12			264	24	12				264
Pre-K Capable	6	6	0	0		0	0				0	3	3			48	2	3				48
K Capable	12	12	0	0		0	0					4	6	2	2,400	120	0	6				120
Media Center	1 per	3	0	0		0	1					1	1				1	1				
Gym	1 per	3	0	0		0	1					1	1	1	6,000		1	1				
Cafeteria	1 per	3	0	0		0	1					1	1				1	1				
Art Room	1 per	3	0	0		0	1					0	1	1	1,150		1	1				
Music Room	1 per	3	0	0		0	1					0	1	1	1,275		1	1				
STEM Room	1 per	3	0	0		0	1					0	1	1	1,280		1	1				
Specialist & Resource	6 per	18	0	0		0	6					0	6				3	6				
PLC & ILC	2	2				0	1					0	1									
JEMS & LBC	3	3				0	3															
Net Added SF			0										12,105									
Grossing Factor			0										6,053									
Total Added SF	139,403		0					170 SF per Student 123,420					18,158									
Pre-K Capacity	96		0					0					48					48				
K Capacity	240		0					0					120					120				
Grade 1-5 Capacity	1,254		0					726					264					264				
<b>Potential Operating Capacity</b>	1,590		0					726					432					432				
Projected Enrollment GR Pre-K - 5 = 1448 Grades 1 - 5 : 1150 based on 230 +/- per grade = 11 per grade or 55 Class Rooms Kindergarten : 230 projected = 12 Kindergarten Rooms Pre-Kindergarten : 96 projected = 6 Pre-Kindergarten Rooms																						
												 Space is inadequate - Will require addition or interior alterations										
												 Each takes one classroom from existing total										
												 Multiple spaces defined by Scituate Public Schools with the equivalent area of 6 classrooms										

**Option 6 - Two Neighborhood Pre-K to Gr 2 Schools and a New School for Grades 3 to 5  
Preliminary Budget**

		Recommended Operating Capacity		Facility Upgrade <sup>1</sup>		Addition / Construction Cost <sup>2</sup>		Total Cost
		Grades 1 to 5	Pre- K & Kindergarten	Square Feet	Cost	Square Feet	Cost	
	Cushing & Hatherly	0	0	80,000	\$1,600,000	0	\$0	\$1,600,000
	New Pre-K, K, Gr 1 + 2	726	0	0	\$0	123,420	\$70,596,240	\$70,596,240
	Wampatuck	264	168	54,000	\$11,891,421	18,158	\$10,386,376	\$22,277,797
	Jenkins	264	168	72,832	\$1,000,000	0	\$0	\$1,000,000
<b>Totals</b>		1254	336	206,832	\$14,491,421	141,578	\$80,982,616	<b>\$95,474,037</b>

<sup>1</sup> Facility Upgrade - Includes repair of Scope 1-3 deficiencies identified in the Facilities Condition Assessment (Appendix B)

<sup>2</sup> Assumes total project cost of \$572 / SF

Cost to demolish buildings and restore sites

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## EDUCATIONAL PROGRAM SUMMARY

In meetings with the Scituate Public School Department, it was determined that a set of space criteria would be established to provide for consistency and parity among the elementary schools. To do so, we utilized the Massachusetts School Building Authority (MSBA) Space Standard Guidelines to establish standard sizes for all educational and support spaces. The quantities for all educational space types were determined by using projected enrollment numbers and program space needs identified by Scituate Public Schools. It was determined that each elementary school should have sufficient classrooms to realize the following targets for optimal and equitable class size:

- Pre-school: approximately 16 per classroom
- Grade K & 1: approximately 20 students or less per classroom
- Grades 2-3: approximately 20 – 22 students per classroom
- Grades 4-5: approximately 22 – 24 students per classroom

To achieve class size targets for a projected maximum enrollment of 1490 students in pre-kindergarten through grade 5 (80 pre-kindergarten students plus 235 students per grade in grades K-5), Scituate Public Schools will need 18-20 classrooms for pre-kindergarten - kindergarten and 55-58 classrooms for grades 1-5.

It was determined that each elementary school should have a gymnasium, cafeteria, library/media center. One classroom in each building should be provided for Art with kiln and storage, Music with instrumental practice spaces, and a Science/Technology Room equipped with a sink.

Scituate Public Schools identified the following space needs for Student Support Services: Breakout Spaces: 3 per school @ 200-250 sf ea., Special Education Rooms: 3 per school @ 500 sf ea., Transition or "Cool Down Rm": 1 per school @200-250 sf, Collaboration Room: 1 per school @500 sf, Speech & Lang. Rm: 1 per school @ 200-250 sf, Adjustment Counselor: 1 per school @ 250 sf, School Psychologist: 1 per school @150 sf, English Lang. Learners: space adapted as needed, Health & Wellness: 1 per school @ 800-1000 sf, Motor Room: 1 per school @ 500 sf, Occupational & Physical Therapies: 1 per school @ 200-250 sf, Community Room: 1 per school @ 800-1000 sf, and METCO Program: 1 per school @ 200-250 sf.

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ENROLLMENT PROJECTIONS SUMMARY

**Process**

In the process of our evaluation of the Scituate Public Elementary Schools, Habeeb & Associates (H&A) reviewed 2017 DOESE enrollment data, the Cropper GIS Demographic for Scituate Public Schools, and Long-Term Regional Population Projections published by the UMass Donahue Institute. The 2017 DOESE enrollment data with current 2018 enrollments was provided by school administration. H&A also reviewed the trends and rate of residential development with Scituate’s Planning Office as a safeguard to confirm published demographic information and to identify the potential risk of a population increase that may affect school enrollments over the course of the next 10 years.

Discussion with the Town Planner revealed that there are over 1500 acres of developable land in Scituate. However, the development of single-family, affordable housing is not active at this time. The median price for new single-family homes is approximately \$750,000 and the resale price of existing single-family homes is approximately \$645,000. The cost is out of reach for most first-time homebuyers, a population more likely to have young children entering the elementary grades. In addition to luxury single-family homes, three multi-family developments are under consideration for different parcels in town as follows:

- 1. 142 unit 55-plus development, plus 10 single-family homes with a mix of 2-3 bedrooms, all market rate
- 2. 74 unit condo development with 1-2 bedroom units, all market rate
- 3. 40 unit luxury condo development with 1-2 bedroom units, all market rate

## ENROLLMENT PROJECTIONS SUMMARY

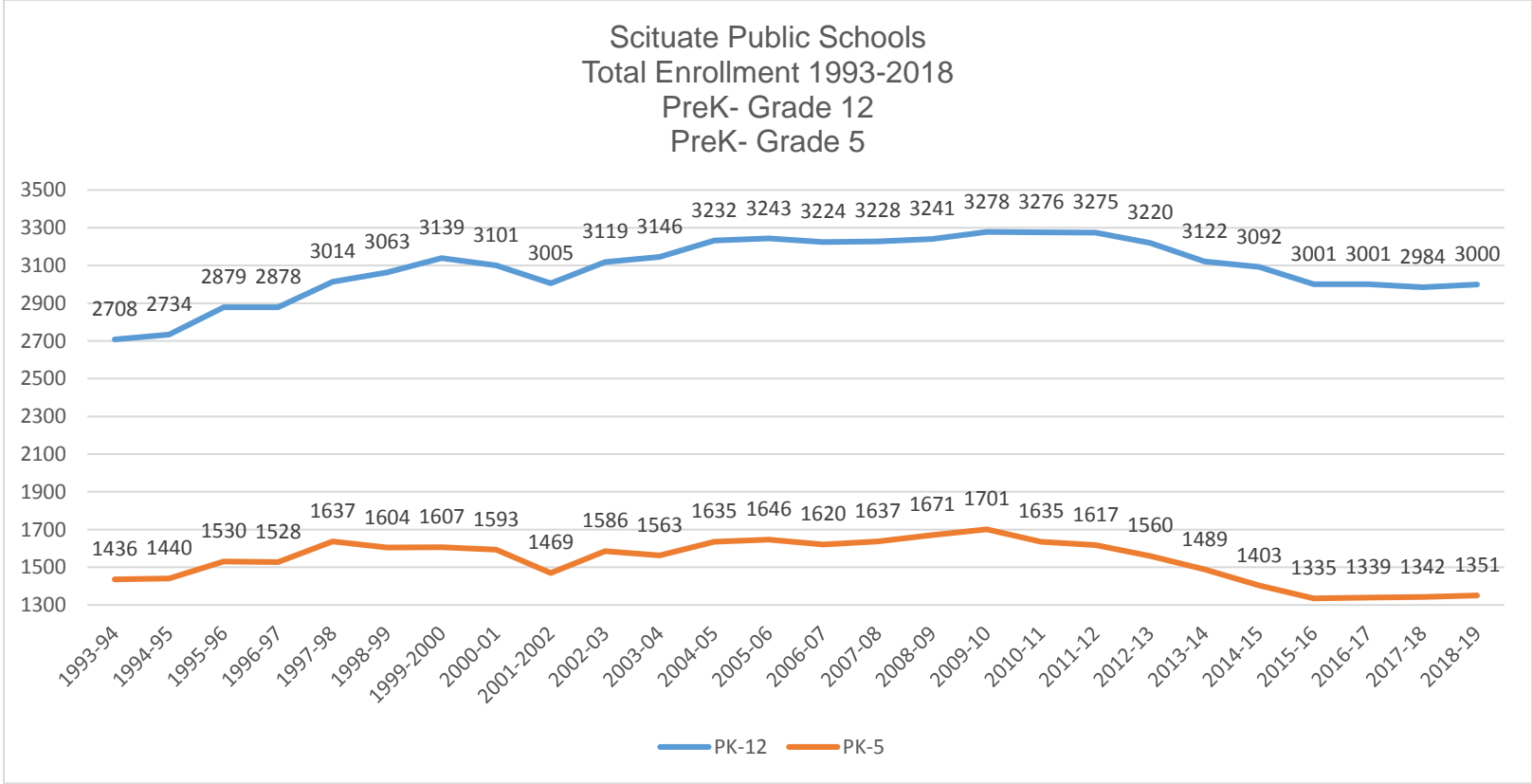
Finally, growth rate and age migration data provided by the IRS shows a 1.5% increase in growth and no change of migration rate in Scituate from 2000-2011. The Planning Office does not anticipate this to change in the next 10 years. The Planning Office recommends a growth rate of 1.5% following a similar demographic track.

Based on our review of the data noted above, H&A recommends planning for 1.5% growth in the school-age population, including elementary school-aged children, over the next 5-10 years. The following enrollment projections show 5 years of growth at the rate of 1.5% for the 5-year term, or 0.3% per year above the DOESE October 1, 2018 enrollment projections provided by the school administration.

	2017-18 Forecast	2017-18 Actual	2018-19 Forecast	5 Year Projections					
				Oct.1, 2018 Actual	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PK	68	76	68	64	64	64	65	65	65
K	195	211	195	227	228	228	229	230	230
1	202	193	199	227	228	228	229	230	230
2	202	211	204	198	228	228	229	230	230
3	199	217	202	209	199	228	229	230	230
4	207	205	202	218	210	199	229	230	230
5	228	229	209	208	219	210	200	230	230
Elementary Total	1301	1342	1279	1351	1374	1387	1410	1443	1448
<b>Deviation</b>		<b>41</b>		<b>72</b>	<b>23.1</b>	<b>13.2</b>	<b>22.3</b>	<b>33.6</b>	<b>4.3</b>



Scituate Public Schools pre-k to grade 12 enrollment experienced steady growth in most years from 1993 to 2010, growing from 2,708 students in 1993-94 to a high of 3,276 students in 2009-10. Beginning in Fiscal Year 2011, pre-k to grade 12 student enrollment has shown a decline, reaching a low of 2,984 students in 2017-18. Elementary enrollment mirrors the pre-k to grade 12 trends.



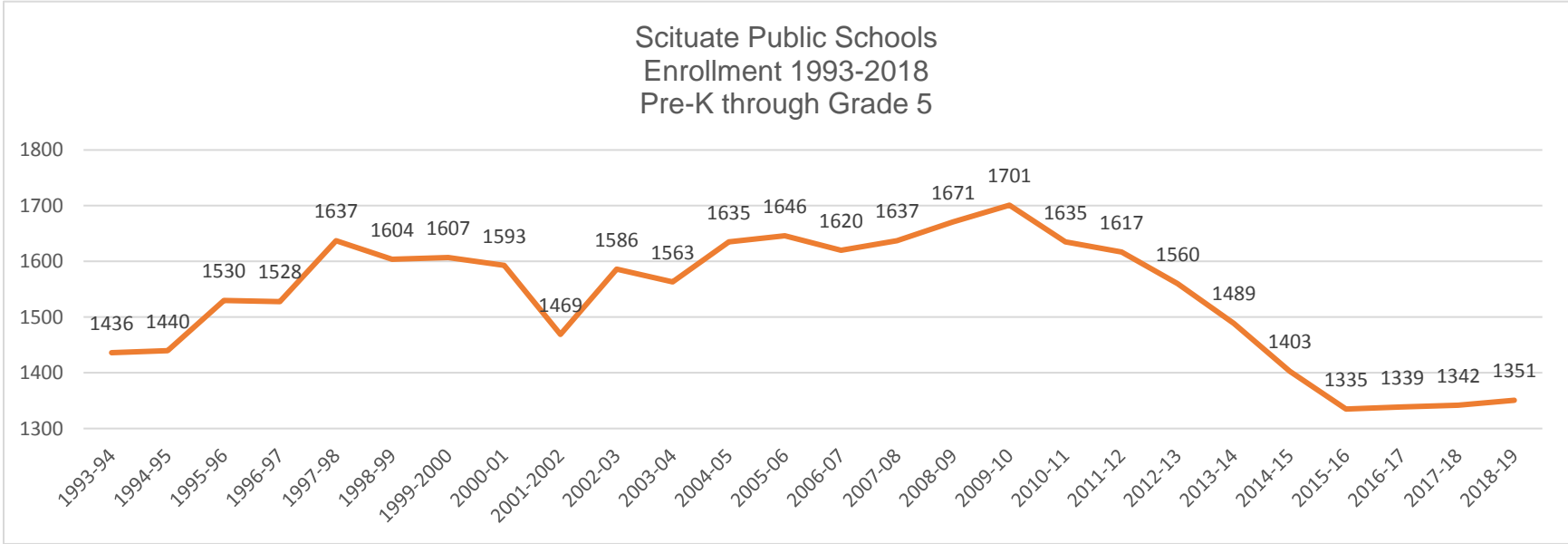
## ENROLLMENT PROJECTIONS SUMMARY

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As of October 1, 2018 there were 3,005 students enrolled in Scituate Public Schools in pre-kindergarten through grade 12. The total enrollment for pre-kindergarten through grade five was 1342 students. Scituate elementary students attend school in four geographical neighborhoods from kindergarten through grade 5 (Cushing, Hatherly, Jenkins and Wampatuck Schools). A town-wide pre-kindergarten program is housed in Wampatuck School. Enrollment in the elementary schools was as follows:

Pre-K to Grade Enrollment (2018-19)								
	PK	K	1	2	3	4	5	Totals
Cushing Elementary	0	60	54	55	54	49	54	326
Hatherly Elementary	0	40	41	36	48	48	48	261
Jenkins Elementary School	0	67	61	50	52	59	60	349
Wampatuck Elementary	64	60	71	57	55	62	46	415
<b>District</b>	64	227	227	198	209	218	208	1351

Scituate Public Schools pre-k to grade 5 enrollment experienced steady growth in most years from 1993 to 2010, growing from 1,436 students in 1993-94 to a high of 1,701 students in 2009-10. Beginning in Fiscal Year 2011 elementary student enrollment has shown a decline, reaching a low of 1,335 students in 2015-16. Elementary enrollment has shown a modest increase from 2015-2018, increasing by 16 students.



## ENROLLMENT PROJECTIONS SUMMARY

The current grade configuration of four small neighborhood elementary schools results in natural population deviations. For example: Scituate Public Schools currently has 71 students in first grade at Wampatuck School with only 36 students in grade 2 at Hatherly School. Grade level population of four schools is not equally distributed over the geographic areas, making it difficult for the school district to achieve optimal and equitable class sizes.

Scituate Public Schools strives for optimal and equitable class size with the following target class sizes:

- Pre-school: approximately 16 per classroom
- Grade K & 1: approximately 20 students or less per classroom
- Grades 2-3: approximately 20-22 students per classroom
- Grades 4-5: approximately 22-24 students per classroom

Grade level sections per school currently range from a low of 36 students in grade 2 at Hatherly School to a high of 71 students in grade 1 at Wampatuck School. Small schools require additional teachers and additional classrooms in order for the school system to meet target class sizes. For example, there are 48 students enrolled in grade 3 at Hatherly School. Students are placed in 3 classes, resulting in an average class size of 16 students. If the students were placed in 2 classrooms, the average class size would exceed the class size target cap of 22 students. Examining grade 3 across the district, there are 209 students. Arithmetically, this group could be divided into 10 classroom groups of 20-21 students, two less sections than the current 12.

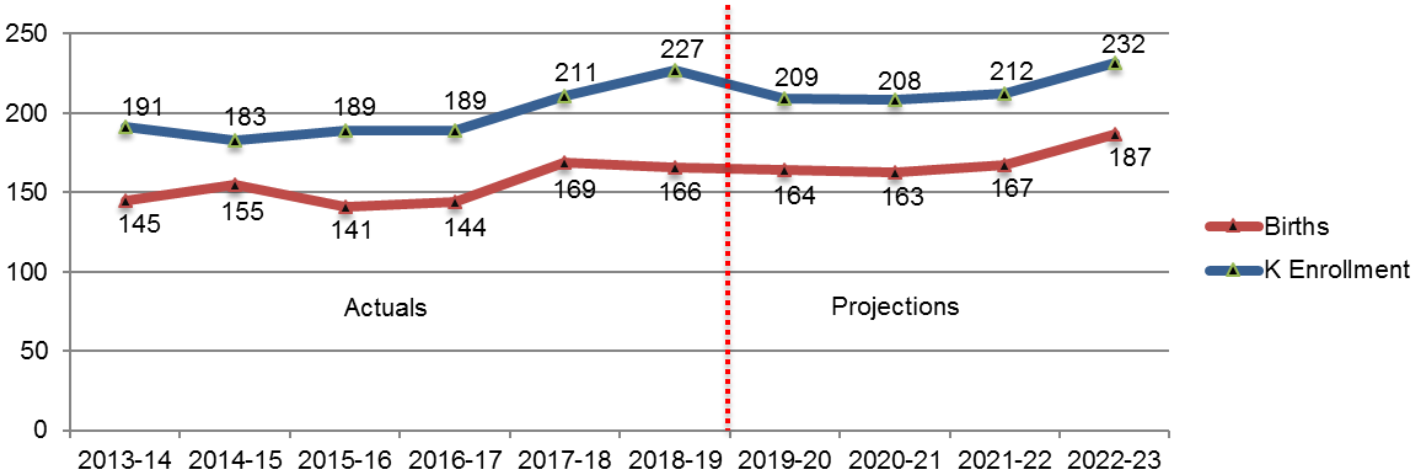
Although it is not possible under the current grade level configuration, the current enrollment of 1287 students enrolled in kindergarten through grade 5 could be placed in 8 fewer sections and meet class size targets, if students were divided across each grade level as shown in the table below. This would require a school configuration where all students within a grade level are placed in the same building.

Gr. Level	Students	Current Sections	Average Class Size	Class Size Cap	Even Distribution of Students	Resulting Class Size
K	227	12	19	20	12	19
Gr 1	227	12	19	20	12	19
Gr 2	198	11	18	22	9	22
Gr 3	209	12	17	22	10	21
Gr 4	218	12	18	24	10	22
Gr 5	208	11	19	24	9	24
		70			62	

Contrasting the Scituate Birth Rate with the respective dates of entry for kindergarten, cohort groups increase by an average of 45 children. This number is used to calculate kindergarten enrollment projections for 2019-2022.

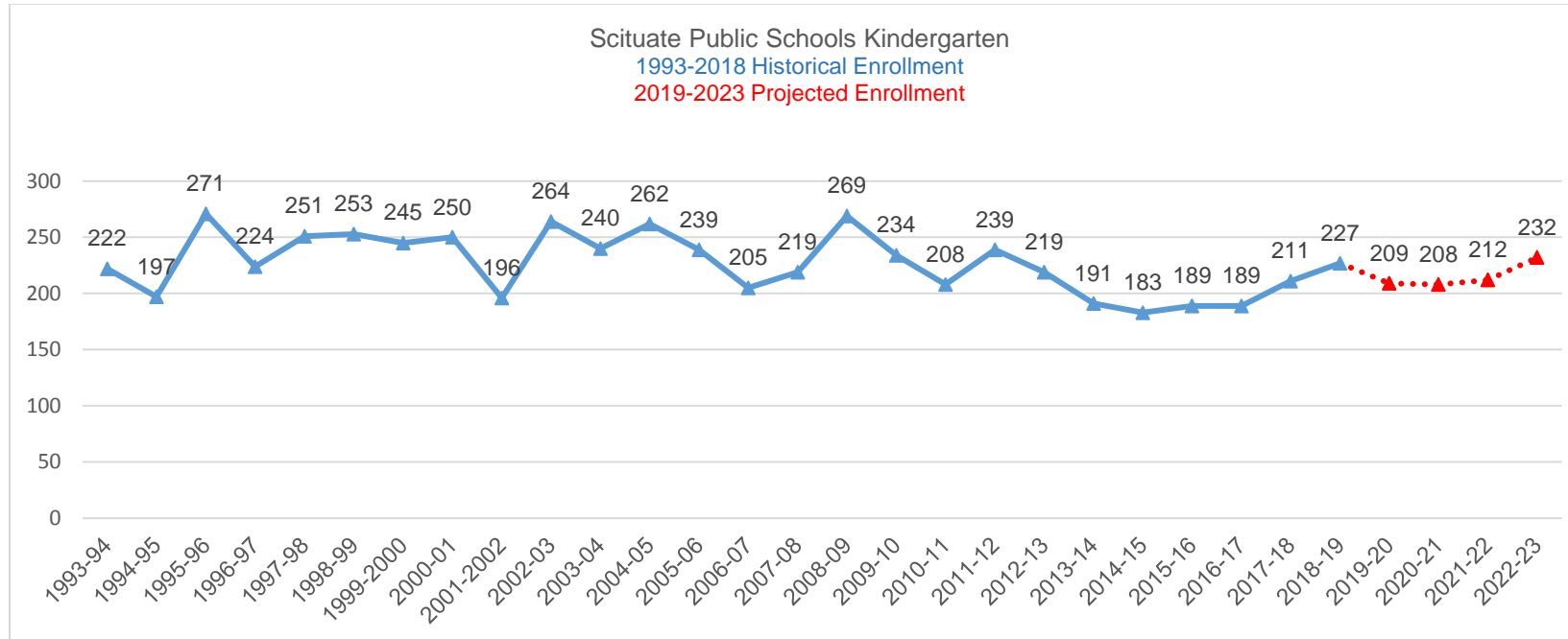
Scituate Births and Kindergarten Enrollment											
Year	2008	2009	2010	2011	2012	2013		2014	2015	2016	2017
<b>Births</b>	145	155	141	144	169	166		164	163	167	187
<b>Yr. Start K</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>		<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>K Enrollment</b>	191	183	189	189	211	227	Projections	209	208	212	232
<b>Difference</b>	46	28	48	45	42	61		45	45	45	45
<b>Average Increase</b>	45										

Scituate Birth Rate Comparison to Kindergarten Enrollment by Cohort Group



## ENROLLMENT PROJECTIONS SUMMARY

A projected spike in the kindergarten enrollment of 232 students in FY'23 is in keeping with the 1.5% increase of school in age population calculation that H&A recommends Scituate use in planning.



## FACILITIES CONDITION ASSESSMENT SUMMARY

The Facilities Condition Assessment was performed to evaluate the current physical conditions of these schools and to develop recommendations with related budgets for the long-range repair or upgrade plan. The evaluations were based upon visual inspection, review of available documents, and interviews with Facilities personnel.

With the Wampatuck School constructed in 1956, the Hatherly School constructed in 1962, and the Cushing School constructed in 1964, all three schools have surpassed the typical 50-year lifespan of a building. Library and classroom additions to Wampatuck School were constructed in 1967 and in 2007, the windows were replaced.

In general, the buildings have been well maintained by the custodial and maintenance staff. The deficiencies observed were related to age of systems and components, usage, newer code requirements and improvements recommended to provide an environment suitable for 20<sup>th</sup> Century learning practices.

The spread sheets and photographs included in the Facilities Condition Assessment in Appendix B detail the recommendations and associated costs for the deficiencies identified at each school. Estimated costs for projects to be completed in future years contain escalation factors to account for inflation.

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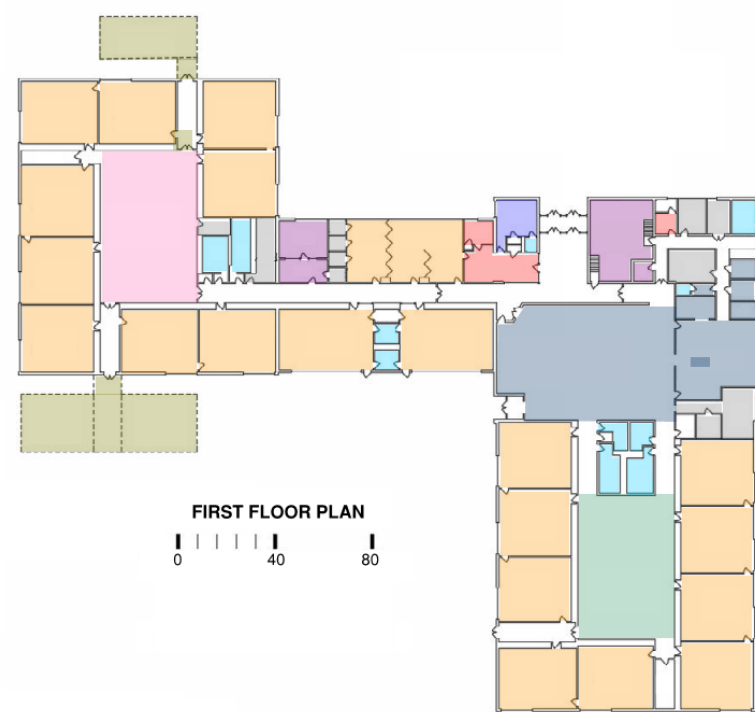
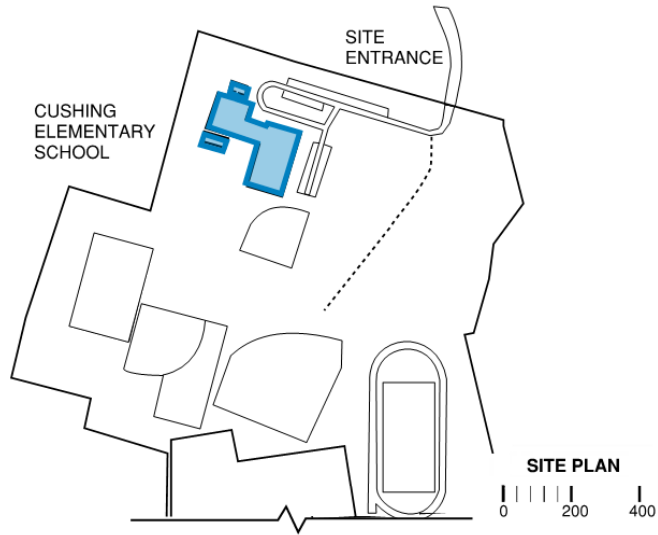
**APPENDICES**

**Appendix A:** Educational Space Adequacy Assessment &  
Educational Program Analysis

**Appendix B:** Facilities Condition Assessment

**Appendix C:** Documents Provided by Scituate Public Schools / Meeting Notes

APPENDIX A



SPACE LEGEND

 CORE ACADEMIC	 HEALTH	 MECHANICAL & DATA ROOM
 LIBRARY / MEDIA	 DINING & FOOD SERVICE	 CIRCULATION
 PHYSICAL EDUCATION	 STORAGE	 TEMPORARY
 ADMINISTRATIVE	 TOILET ROOM	

<b>SUMMARY</b>	<b>CUSHING ELEMENTARY</b>
	<i>Adequacy Score</i>
1. SITE	Fair
2. GENERAL BUILDING	Fair
3. LOBBIES, CORRIDORS AND COMMON SPACES	Fair
4. ADMINISTRATION / STUDENT SERVICES	Fair
5. EDUCATION AREAS	
5.1 KINDERGARTEN	Good
5.2 GRADES 1-5	Fair
5.3 SPECIAL EDUCATION	Poor
5.4 SPEECH THERAPY	Fair
5.5 COMPUTER LAB	N/A
5.6 MUSIC AREA - CHOIR, BAND	Poor
5.7 ART	Fair
5.8 PHYSICAL EDUCATION	Poor
6. STUDENT DINING / MULTI-PURPOSE ROOM	Fair
7. MEDIA CENTER	Fair
8. TEACHER AREAS	Fair

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>1. SITE</b>		<b>CUSHING ELEMENTARY</b>
<b>General</b>		
a. Enough usable acreage to meet educational needs	Good	School is located on a 70 acre parcel with Scituate High School.
b. Large enough for future expansion	Fair	High School location and future needs must be considered.
c. Play fields, appropriate to age group	Good	Playgrounds are large enough to allow organized and free play. Playgrounds are adjacent to the school.
<b>Safety</b>		
a. Separation of car, school bus and service traffic	Fair	Site cannot handle large volume of cars at pick-up time.
b. Separation of vehicular and pedestrian traffic	Fair	Pedestrian routing has some safety and separation problems.
c. Play fields are separate from streets and parking areas	Good	Playgrounds are located to the rear of the school.
d. Direct access to play fields without crossing vehicular traffic	Good	Students enter the playground from the rear of the building.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>2. GENERAL BUILDING CONSIDERATIONS</b>		<b>CUSHING ELEMENTARY</b>
a. Opportunity for student display	Good	
b. Student Storage	Fair	The amount of storage provided for student belongings varies from classroom to classroom, but is generally insufficient.
c. Teacher Storage	Poor	The amount of storage provided for instructional materials varies from classroom to classroom, but is generally insufficient.
d. Room darkening capabilities	Fair	Light control is limited throughout the building.
e. Electrical Service	Fair	Convenience outlets are insufficient.
f. Technology	Fair	Telephone system inadequate.
g. Additional Comments		The age of the facility (1964 construction) is apparent. Lighting levels, natural light, spatial configurations, and acoustics do not meet current expectations and standards. Room configurations and locations do not support flexible grouping models in and between classrooms, desired by the District. There is not adequate space for teacher collaboration across grade levels and with specialists.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		
	Fair	

EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>3. LOBBIES, CORRIDORS, AND COMMON SPACES</b>		<b>CUSHING ELEMENTARY</b>
a. Entrances and exits permit efficient and safe traffic flow	Fair	Access control to the building with camera monitoring and remote lock control. No direct visual access from main office.
b. Commons areas for student socialization	Fair	Corridors and common areas are adequate.
c. Size of lobbies/commons spaces supports numbers gathering	Poor	Existing lobby size limits options for reception and security control.
d. Additional Comments		OT/PT programs use hallways for "gas station" motor breaks.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>4. ADMINISTRATION / STUDENT SERVICES</b>		<b>CUSHING ELEMENTARY</b>
a. Adjacent to main entry	Good	Administration and reception spaces are located near the main entrance area, with sight lines of school entrance, adjacent to instruction.
b. Accessible from all areas of building	Good	Office is located at the front-center of the building.
c. Reception area sized to accommodate users	Poor	Office does not have a reception area.
d. Functional adjacencies among offices	Fair	Principal and psychologist have exchanged spaces. No conference room.
e. Office sizes support activities	Fair	Overall administration area is undersized.
f. Health room/clinic appropriate for age level	Fair	Only access to Health Room is through main office. Space is undersized.
g. Workroom/ copy area accommodates users	Fair	Space is undersized and not conveniently located.
h. Mailboxes	Fair	Mailboxes meet current need.
i. Appropriate furnishings to support activities	Fair	Furniture is appropriate, but does not allow for maximum flexibility.
j. Counselor's Area	Fair	Space is undersized- poses limits to program. No access to area from hallway; students and visitors must pass through main office.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>CUSHING ELEMENTARY</b>
<b>5.1 Kindergarten</b>		
a. Location within building	Good	Central location, good separation from other programs
b. Size of space	Good	1,100 sf avg.- MSBA Standard 1,100-1,300 sf- One classroom does not have toilet area.
c. Meets current educational program delivery system	Good	Classrooms allow for activity and group size changes.
d. Space permits change in educational program	Good	Overall size allows for adaptability, but will require additional provisions for storage and installation of toilet in one classroom.
<b>ADEQUACY SCORE FOR KINDERGARTEN:</b>	Good	
<b>5.2 Grades 1-5</b>		
a. Location within building	Fair	Only access to Grade 4 & 5 classrooms is through gym, resulting in disruption to PE program. No noise separation from gym to classrooms.
b. Size of space	Fair	MSBA Standard- 900 sf min -1,000 sf max
c. Meets current educational program delivery system	Fair	Conventional layout, furniture and systems pose some limitations to desired flexible grouping models.
d. Space permits change in educational program	Good	Conventional layout and systems can be adapted with furniture, fixtures and equipment.
e. Additional Comments		Storage appears to be inadequate for the wide range of materials used in classrooms and school-wide programs.
<b>ADEQUACY SCORE FOR GRADES 1-5:</b>	Fair	



	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>CUSHING ELEMENTARY</b>
<b>5.3 Special Education</b>		
a. Location within building	Poor	Location off of gymnasium does not provide noise separation, location is not adjacent to most classrooms.
b. Size of space	Poor	Program would benefit from dedicated small group space and storage, adjacent to classrooms.
c. Meets current educational program delivery system	Fair	District utilizes co-teaching and push-in models, reducing the need for dedicated space for specialized instruction.
d. Space permits change in educational program	Poor	Given enhanced needs, program would benefit from space for small group specialized instruction.
e. Additional Comments		Special education and support programs have adapted regular classroom space to support multiple programs in a single space (via sub-dividing with furniture).
		Programs would be better served by dedicated spaces and storage areas.
<b>ADEQUACY SCORE FOR SPECIAL EDUCATION:</b>	Poor	
<b>5.4 Speech Therapy</b>		
a. Location within building	Poor	Program shares a classroom with reading and special education. Location is not central.
b. Size of space	Fair	Partitioned space within a classroom.
c. Meets current educational program delivery system	Fair	
d. Space permits change in educational program	Poor	
<b>ADEQUACY SCORE FOR SPEECH THERAPY:</b>	Fair	

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>CUSHING ELEMENTARY</b>
<b>5.5 Computer Lab</b>		
a. Location within building	N/A	Scituate Public Schools has implemented a Bring Your Own Device (BYOD) policy for all schools in the District. The policy incorporates the use of devices such as laptops, iPads and tablets, netbooks and smartphones with browsing capabilities in addition to school owned equipment.
b. Size of space	N/A	
c. Meets current educational program delivery system	N/A	
d. Space permits change in educational program	N/A	Mobile carts bring devices to classrooms.
e. Additional Comments		Library space is being re-imagined to support project based learning, including makerspace and library commons models.
		Technologies will be used in places that support collaboration and active learning.
<b>ADEQUACY SCORE FOR COMPUTER LAB:</b>	N/A	
<b>5.6 Music Area - Choir, Band</b>		
a. Location within building	Good	Separation from other programs is good.
b. Size of space	Fair	Overall size is within MSBA Standards.
c. Meets current educational program delivery system	Poor	Music classroom is located in a temporary (modular) classroom.
d. Space permits change in educational program	Poor	Temporary classroom has exceeded the recommended life of the unit.
<b>ADEQUACY SCORE FOR MUSIC AREA:</b>	Poor	

EDUCATIONAL SPACE ADEQUACY ASSESSMENT

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>CUSHING ELEMENTARY</b>
<b>5.7 Art</b>		
a. Location	Good	Existing program is located in a general classroom.
b. Size of space	Good	Overall size is within MSBA Standards.
c. Meets current educational program delivery system	Good	Existing furniture limits student movement within the classroom reducing the ease of quickly changing seating options.
d. Space permits change in educational program	Fair	Kiln is not adjacent to art room. Room lacks a deep sink and storage.
e. Water access within room	Fair	Single sink is undersized.
f. Kiln	Fair	Not adjacent to art room.
g. Ability to provide natural lighting	Fair	Space has windows to natural light.
h. Additional Comments		Although not abundant, room has general storage space, limited student work storage, and some storage shelving.
<b>ADEQUACY SCORE FOR ART:</b>	Fair	

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>CUSHING ELEMENTARY</b>
<b>5.8 Physical Education</b>		
a. Location within building	Poor	Gym serves as a corridor to art room, grade 4 classrooms, and educational support programs resulting in disruptions to program.
b. Size of space	Poor	Gym size (2,280 sf) is significantly under the MSBA Standard Guideline of 6,000 sf.
c. Meets current educational program delivery system	Poor	Overall size and location pose limits to program.
d. Space permits change in educational program	Poor	Location and insufficient size do not allow for change in program.
e. Additional Comments		Existing space is inadequate for large community presentations and staff wellness programs.
		Storage is inadequate for equipment and mats.
<b>ADEQUACY SCORE FOR PHYSICAL EDUCATION:</b>	Poor	

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>6. STUDENT DINING / MULTI-PURPOSE ROOM</b>		<b>CUSHING ELEMENTARY</b>
<b>General</b>		
a. Location within building	Good	Reasonable central location, close to front entrance.
b. Capacity of facility	Good	Existing area (2,995 sf) adequate for up to 306 students, MSBA Standard 2 seatings-15 sf/student.
c. Flexibility	Poor	Platform use for performances and band instruction limits other use. Platform does not meet ADA access requirements.
d. Appropriate furnishings to support activities	Fair	Furniture does not allow the space to be organized in a variety of ways.
e. Accessible for Community use	Fair	Proximity to front entry is good. No lock-off to academic wings.
<b>Food Preparation / Serving</b>		
a. Kitchen & support spaces adequate for food prep	Fair	Most of the equipment is original to construction.
b. Logical traffic patterns	Good	Serving lines meet current needs.
c. Serving area convenient to cafeteria entry & kitchen	Good	Area for 2 serving areas on the center wall of one side of the cafeteria.
d. Delivery location convenient for deliveries	Good	Location allows for receiving at front left side of the building.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		Fair

# EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>7. MEDIA CENTER</b>		<b>CUSHING ELEMENTARY</b>
a. Location	Fair	Location within the building is good, however traffic to 9 classrooms must pass through this space throughout the day.
b. Size of Space	Fair	Size (2,280 sf) meets the current MSBA Space Standard (2,020 sf).
c. Meets current educational program delivery system	Poor	Space meets current program demands.
d. Space permits change in educational program	Good	The District is currently working to increase project based learning spaces that utilize Maker Spaces and STEM labs. This space could be repurposed.
e. Accessible for community use	Poor	The space is not separated and cannot be secured from classrooms and other programs. There is no direct access from the exterior of the school.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

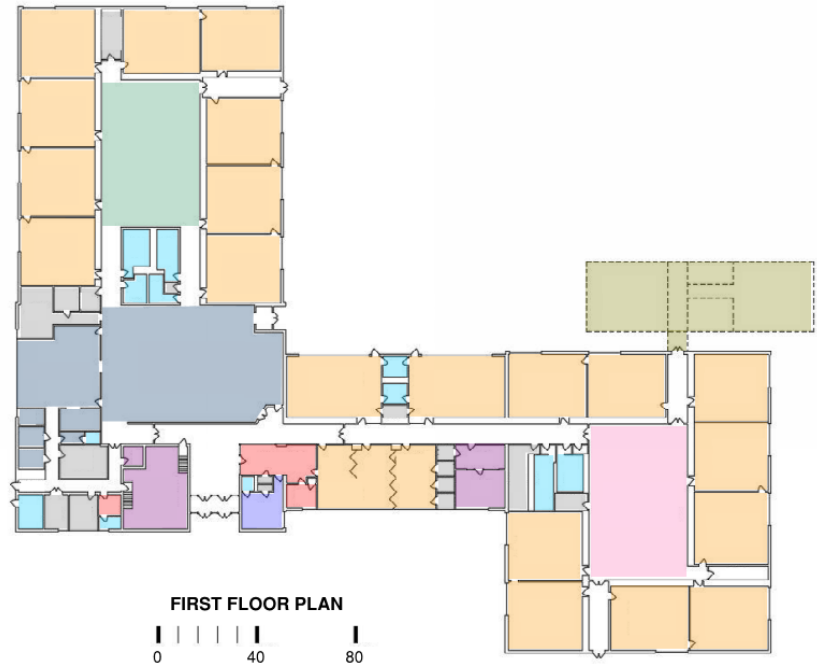
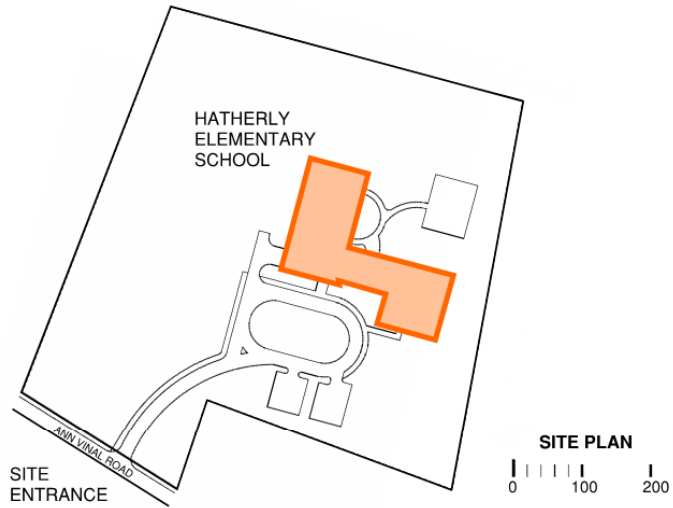
School: Cushing Elementary School

Enrollment: 326

Date: October 2018

	Score	Comments
<b>8. TEACHER AREAS</b>		<b>CUSHING ELEMENTARY</b>
<b>Work Areas</b>		
a. Location	Fair	Teacher work space is currently used by the adjustment counselor.
b. Appropriate equipment for area	Fair	
c. Appropriate furnishings to support activities	Fair	
d. Room sizes support activities and number of persons utilizing	Poor	Space is undersized (MSBA Standard 300 sf for Teacher Work Room)
<b>Lounge</b>		
a. Location	Fair	Space reduced by counseling program needs.
b. Appropriate equipment for area	Fair	
c. Appropriate furnishings to support activities	Fair	
d. Room sizes support activities and number of persons utilizing	Fair	Space is undersized (MSBA Standard 200 sf for Staff Lunch Room: 20sf/Occupant)
e. Additional Comments		
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

# EDUCATIONAL SPACE ADEQUACY ASSESSMENT



**SPACE LEGEND**

 CORE ACADEMIC	 HEALTH	 MECHANICAL & DATA ROOM
 LIBRARY / MEDIA	 DINING & FOOD SERVICE	 CIRCULATION
 PHYSICAL EDUCATION	 STORAGE	 TEMPORARY
 ADMINISTRATIVE	 TOILET ROOM	



<b>SUMMARY</b>	<b>HATHERLY ELEMENTARY</b>
	<i>Adequacy Score</i>
1. SITE	Good
2. GENERAL BUILDING	Fair
3. LOBBIES, CORRIDORS AND COMMON SPACES	Fair
4. ADMINISTRATION / STUDENT SERVICES	Fair
5. EDUCATION AREAS	
5.1 KINDERGARTEN	Good
5.2 GRADES 1-5	Fair
5.3 SPECIAL EDUCATION	Poor
5.4 SPEECH THERAPY	Fair
5.5 COMPUTER LAB	N/A
5.6 MUSIC AREA - CHOIR, BAND	Poor
5.7 ART	Fair
5.8 PHYSICAL EDUCATION	Poor
6. STUDENT DINING / MULTI-PURPOSE ROOM	Fair
7. MEDIA CENTER	Fair
8. TEACHER AREAS	Fair

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: **Hatherly Elementary School**

Enrollment: **261**

Date: **October 2018**

	Score	Comments
<b>1. SITE</b>		<b>HATHERLY ELEMENTARY</b>
<b>General</b>		
a. Enough usable acreage to meet educational needs	Good	School is located on an 18.75 acre parcel within a residential neighborhood.
b. Large enough for future expansion	Good	Site can support future expansion.
c. Play fields, appropriate to age group	Good	Playgrounds are large enough to allow organized and free play. Playgrounds are adjacent to the school.
<b>Safety</b>		
a. Separation of car, school bus, and service traffic	Good	Bus, parent and service lanes are off-street and do not conflict with each other, playground, or parking areas.
b. Separation of vehicular and pedestrian traffic	Good	Pedestrian traffic routing provides good separation from traffic.
c. Play fields are separate from streets and parking areas	Good	Playgrounds are located to the rear of the school.
d. Direct access to play fields without crossing vehicular traffic	Good	Students enter the playground from the rear of the building. Access to lower playground requires cross over of driveway.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Good	

School: Hatherly Elementary School

Enrollment: 261

Date: October 2018

	Score	Comments
<b>2. GENERAL BUILDING CONSIDERATIONS</b>		<b>HATHERLY ELEMENTARY</b>
a. Opportunity for student display	Good	
b. Student Storage	Fair	The amount of storage provided for student belongings varies from classroom to classroom, but is generally insufficient.
c. Teacher Storage	Poor	The amount of storage provided for instructional materials varies from classroom to classroom, but is generally insufficient.
d. Room darkening capabilities	Fair	Light control is limited throughout the building.
e. Electrical Service	Fair	Convenience outlets are insufficient.
f. Technology	Fair	Telephone system inadequate.
g. Additional Comments		The age of the facility (1962 construction) is apparent. Lighting levels, natural light, spatial configurations, and acoustics do not meet current expectations and standards. Room configurations and locations do not support flexible grouping models in and between classrooms desired by the District.
		There is not adequate space for teacher collaboration across grade levels and with specialists.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Hatherly Elementary School

Enrollment: 261

Date: October 2018

	Score	Comments
<b>3. LOBBIES, CORRIDORS, AND COMMON SPACES</b>		<b>HATHERLY ELEMENTARY</b>
a. Entrances and exits permit efficient and safe traffic flow	Fair	Access control to the building with camera monitoring and remote lock control. No direct visual access from main office.
b. Commons areas for student socialization	Fair	Corridors and common areas are adequate.
c. Size of lobbies/commons spaces supports numbers gathering	Poor	Existing lobby size limits options for reception and security control. A reception desk has been placed in the lobby as a temporary measure.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

School: **Hatherly Elementary School**

Enrollment: **261**

Date: **October 2018**

	Score	Comments
<b>4. ADMINISTRATION / STUDENT SERVICES</b>		<b>HATHERLY ELEMENTARY</b>
a. Adjacent to main entry	Good	Administration and reception spaces are located near the main entrance area, with sight lines of school entrance, adjacent to instruction.
b. Accessible from all areas of building	Good	Office is located at the front-center of the building.
c. Reception area sized to accommodate users	Poor	Office does not have a reception area.
d. Functional adjacencies among offices	Fair	No conference room. Passage between administrative spaces is through the main office.
e. Office sizes support activities	Fair	Overall administration area is undersized.
f. Health room/clinic appropriate for age level	Fair	Only access to Health Room is through main office. Space is undersized.
g. Workroom/ copy area accommodates	Fair	Space is undersized and not conveniently located.
h. Mailboxes	Fair	Mailboxes meet current need.
i. Appropriate furnishings to support activities	Fair	Furniture is appropriate, but does not allow for maximum flexibility.
j. Counselor's Area	Fair	Space is adequate-not adjacent to social worker and nurse.

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Hatherly Elementary School

Enrollment: 261

Date: October 2018

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>HATHERLY ELEMENTARY</b>
<b>5.1 Kindergarten</b>		
a. Location within building	Good	Central location, good separation from other programs
b. Size of space	Good	1,100 sf avg.- MSBA Standard 1,100-1,300 sf- Both classrooms have a toilet area.
c. Meets current educational program delivery system	Good	Classrooms allow for activity and group size changes.
d. Space permits change in educational program	Good	Overall size allows for adaptability. Will require additional provisions for storage and installation of toilet in one classroom.
<b>ADEQUACY SCORE FOR KINDERGARTEN:</b>	Good	
<b>5.2 Grades 1-5</b>		
a. Location within building	Fair	Only access to Gr 4 & 5 clrms. & 1 SpEd room is through gym, resulting in disruption to PE program. No noise separation from gym to clrms.
b. Size of space	Fair	MSBA Standard- 900 sf min -1,000 sf max
c. Meets current educational program delivery system	Fair	Conventional layout, furniture and systems pose some limitations to desired flexible grouping models
d. Space permits change in educational program	Good	Conventional layout and systems can be adapted with furniture, fixtures and equipment
e. Additional Comments		Storage appears to be inadequate for the wide range of materials used in classrooms and school-wide programs.
<b>ADEQUACY SCORE FOR GRADES 1-5:</b>	Fair	

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>HATHERLY ELEMENTARY</b>
<b>5.3 Special Education</b>		
a. Location within building	Poor	Location off of gymnasium does not provide noise separation; location is not adjacent to most classrooms; OT&PT located in storage area.
b. Size of space	Fair	5 general clrms. programmed for school and district-wide support. Program would benefit from dedicated small group space and storage, adjacent to clrms.
c. Meets current educational program delivery system	Fair	District utilizes co-teaching and push-in models, reducing the need for dedicated space for specialized instruction.
d. Space permits change in educational program	Poor	Given enhanced needs, program would benefit from space for small group specilized instruction.
e. Additional Comments		Special education and support programs have adapted regular classroom space to support multiple programs in a single space. Room is sub-divided with furniture.
		Programs would be better served with dedicated spaces and dedicated storage areas.
<b>ADEQUACY SCORE FOR SPECIAL EDUCATION:</b>	Poor	
<b>5.4 Speech Therapy</b>		
a. Location within building	Fair	Shared space
b. Size of space	Fair	
c. Meets current educational program delivery system	Fair	
d. Space permits change in educational program	Poor	
<b>ADEQUACY SCORE FOR SPEECH THERAPY:</b>	Fair	

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>HATHERLY ELEMENTARY</b>
<b>5.5 Computer Lab</b>		
a. Location within building	N/A	Scituate Public Schools has implemented a Bring Your Own Device (BYOD) policy for all schools in the District. The policy incorporates the use of devices such as laptops, iPads and tablets, netbooks and smartphones with browsing capabilities in addition to school owned equipment.
b. Size of space	N/A	
c. Meets current educational program delivery system	N/A	
d. Space permits change in educational program	N/A	Mobile carts bring devices to classrooms.
e. Additional Comments		Library space is being re-imagined to support project based learning, including makerspace and library commons models.
		Technologies will be used in places that support collaboration and active learning.
<b>ADEQUACY SCORE FOR COMPUTER LAB:</b>	N/A	
<b>5.6 Music Area - Choir, Band</b>		
a. Location within building	Good	Separation from other programs is good.
b. Size of space	Fair	Overall size is within MSBA Standards.
c. Meets current educational program delivery system	Poor	Music classroom is located in a temporary (modular) classroom.
d. Space permits change in educational program	Poor	Temporary classroom has exceeded the recommended life of the unit.
<b>ADEQUACY SCORE FOR MUSIC AREA:</b>	Poor	



	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>HATHERLY ELEMENTARY</b>
<b>5.7 Art</b>		
a. Location	Good	Art program is located in a general classroom.
b. Size of space	Good	Overall size is within MSBA Standards.
c. Meets current educational program delivery system	Good	Existing furniture limits student movement within the classroom reducing the ease of quickly changing seating options.
d. Space permits change in educational program	Fair	Kiln is not adjacent to art room. Room lacks a deep sink and storage.
e. Water access within room	Fair	Single sink is undersized.
f. Kiln	Fair	Not adjacent to art room.
g. Ability to provide natural lighting	Fair	Space has windows to natural light.
h. Additional Comments		Although not abundant, room has general storage space, limited student work storage, and some storage shelving.
<b>ADEQUACY SCORE FOR ART:</b>	Fair	

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>HATHERLY ELEMENTARY</b>
<b>5.8 Physical Education</b>		
a. Location within building	Poor	Gym serves as a corridor to grade 4 & 5 classrooms and an educational support classroom resulting in disruptions to program.
b. Size of space	Poor	Gym size (2,280 sf) is significantly under the MSBA Standard Guideline of 6,000 sf.
c. Meets current educational program delivery system	Poor	Overall size and location pose limits to program.
d. Space permits change in educational program	Poor	Location and insufficient size do not allow for change in program.
		Existing space is inadequate for large community presentations and staff wellness programs.
		Storage is inadequate for equipment and mats.
<b>ADEQUACY SCORE FOR PHYSICAL EDUCATION:</b>	Poor	

School: Hatherly Elementary School

Enrollment: 261

Date: October 2018

	Score	Comments
<b>6. STUDENT DINING / MULTI-PURPOSE ROOM</b>		<b>HATHERLY ELEMENTARY</b>
<b>General</b>		
a. Location within building	Good	Reasonable central location, close to front entrance.
b. Capacity of facility	Good	Existing area (2,995 sf) is adequate for up to 306 students, MSBA Standard 2 seatings-15 sf/student
c. Flexibility	Poor	Platform use for performances and band instruction limits other use. Platform does not meet ADA access requirements.
d. Appropriate furnishings to support activities	Fair	Furniture does not allow the space to be organized in a variety of ways.
e. Accessible for Community use	Fair	Proximity to front entry is good. No lock-off to academic wings.
<b>Food Preparation / Serving</b>		
a. Kitchen & support spaces adequate for food prep	Fair	1,350 sf, less than MSBA Standard of 1,600 for 1st 300 students +1 sf/each additional, Most of the equipment is original to construction.
b. Logical traffic patterns	Good	Serving lines meet current needs.
c. Serving area convenient to cafeteria entry & kitchen	Good	Area for 2 serving areas on the center wall of one side of the cafeteria.
d. Delivery location convenient for deliveries	Good	Location allows for receiving at front left side of the building.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		Fair

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Hatherly Elementary School

Enrollment: 261

Date: October 2018

	Score	Comments
<b>7. MEDIA CENTER</b>		<b>HATHERLY ELEMENTARY</b>
a. Location	Fair	Location within the building is good, however traffic to 9 classrooms must pass through this space throughout the day.
b. Size of Space	Fair	Size (2,257 sf) meets the current MSBA Space Standard (2,020 sf).
c. Meets current educational program delivery system	Poor	Space meets current program demands.
d. Space permits change in educational program	Good	The District is currently working to increase project based learning spaces that utilize Maker Spaces and STEM labs. This space could be repurposed.
e. Accessible for community use	Poor	The space is not separated and cannot be secured from classrooms and other programs. There is no direct access from the exterior of the school.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

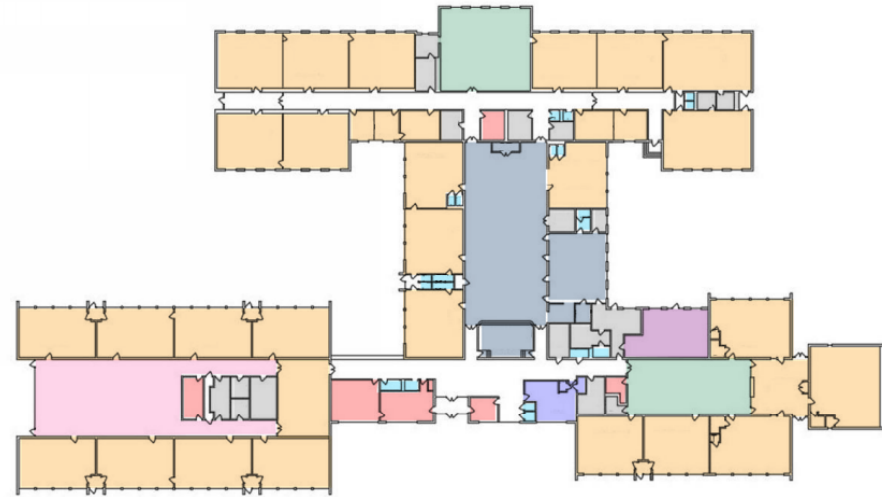
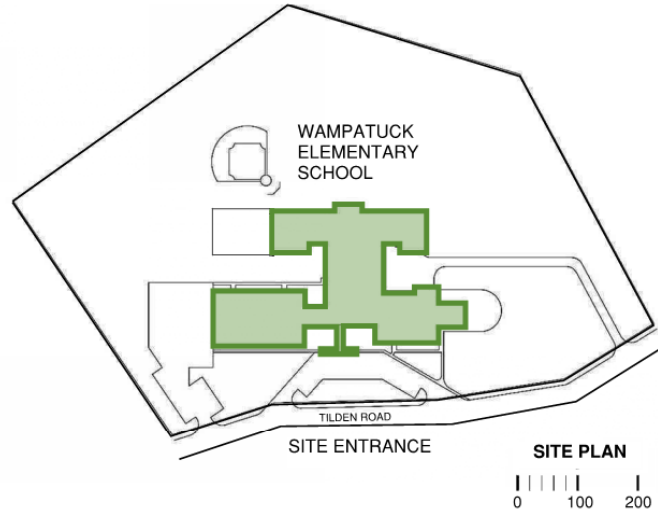
School: Hatherly Elementary School

Enrollment: 261

Date: October 2018

	Score	Comments
<b>8. TEACHER AREAS</b>		<b>HATHERLY ELEMENTARY</b>
<b>Work Areas</b>		
a. Location	Fair	
b. Appropriate equipment for area	Fair	
c. Appropriate furnishings to support activities	Fair	
d. Room sizes support activities and number of persons utilizing	Poor	Space is undersized (MSBA Standard 300 sf for Teacher Work Room)
<b>Lounge</b>		
a. Location	Fair	
b. Appropriate equipment for area	Fair	
c. Appropriate furnishings to support activities	Fair	
d. Room sizes support activities and number of persons utilizing	Poor	Space is undersized (MSBA Standard 200 sf for Staff Lunch Room: 20sf/Occupant)
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

# EDUCATIONAL SPACE ADEQUACY ASSESSMENT



**FIRST FLOOR PLAN**



**SPACE LEGEND**

 CORE ACADEMIC	 HEALTH	 MECHANICAL & DATA ROOM
 LIBRARY / MEDIA	 DINING & FOOD SERVICE	 CIRCULATION
 PHYSICAL EDUCATION	 STORAGE	 TEMPORARY
 ADMINISTRATIVE	 TOILET ROOM	

SUMMARY	WAMPATUCK ELEMENTARY
	<i>Adequacy Score</i>
1. SITE	Fair
2. GENERAL BUILDING	Fair
3. LOBBIES, CORRIDORS AND COMMON SPACES	Fair
4. ADMINISTRATION / STUDENT SERVICES	Fair
5. EDUCATION AREAS	
5.1 KINDERGARTEN	Good
5.2 GRADES 1-5	Fair
5.3 SPECIAL EDUCATION	Fair
5.4 SPEECH THERAPY	Fair
5.5 COMPUTER LAB	N/A
5.6 MUSIC AREA - CHOIR, BAND	Poor
5.7 ART	Fair
5.8 PHYSICAL EDUCATION	Poor
6. STUDENT DINING / MULTI-PURPOSE ROOM	Fair
7. MEDIA CENTER	Fair
8. TEACHER AREAS	Fair

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: **Wampatuck Elementary School**

Enrollment: **415**

Date: **October 2018**

	Score	Comments
<b>1. SITE</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>General</b>		
a. Enough usable acreage to meet educational needs	Good	School is located on 11.09 acre parcel in a residential neighborhood.
b. Large enough for future expansion	Good	Site can support future expansion.
c. Play fields, appropriate to age group	Good	Playgrounds are large enough to allow organized and free play. Playgrounds are adjacent to the school.
d. Additional Comments		Most parking spaces are used by staff, leaving few for visitors.
<b>Safety</b>		
a. Separation of car, school bus, and service traffic	Fair	No dedicated bus lane. Current arrangement cannot handle large volume of cars at pick-up time.
b. Separation of vehicular and pedestrian traffic	Fair	Pedestrian routing has some safety and separation problems. Drop-off loop is in parking lot.
c. Play fields are separate from streets and parking areas	Good	Playgrounds are located to the rear of the school.
d. Direct access to play fields without crossing vehicular traffic	Good	Students enter the playground from the rear of the building.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	



School: **Wampatuck Elementary School**

Enrollment: **415**

Date: **October 2018**

	Score	Comments
<b>2. GENERAL BUILDING CONSIDERATIONS</b>		<b>WAMPATUCK ELEMENTARY</b>
a. Opportunity for student display	Good	
b. Student Storage	Fair	The amount of storage provided for student belongings varies from classroom to classroom, but is generally insufficient.
c. Teacher Storage	Poor	The amount of storage provided for instructional materials varies from classroom to classroom, but is generally insufficient.
d. Room darkening capabilities	Fair	Light control is limited throughout the building.
e. Electrical Service	Fair	Convenience outlets are insufficient.
f. Technology	Fair	Telephone system is inadequate.
g. Additional Comments		The age of the facility (1956 construction) is apparent. Lighting levels, natural light, spatial configurations, and acoustics do not meet current expectations and standards. Room configurations and locations do not support flexible grouping models in and between classrooms desired by the District. There is not adequate space for teacher collaboration across grade levels and with specialists.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		Fair

# EDUCATIONAL SPACE ADEQUACY ASSESSMENT

School: Wampatuck Elementary School

Enrollment: 415

Date: October 2018

	Score	Comments
<b>3. LOBBIES, CORRIDORS, AND COMMON SPACES</b>		<b>WAMPATUCK ELEMENTARY</b>
a. Entrances and exits permit efficient and safe traffic flow	Fair	Access control to the building with camera monitoring and remote lock control. No direct visual access from main office.
b. Commons areas for student socialization	Fair	Corridors and common areas are adequate.
c. Size of lobbies/commons spaces supports numbers gathering	Poor	Existing lobby size limits options for reception and security control.
d. Additional Comments		OT/PT programs use halways for "gas station" motor breaks.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

School: **Wampatuck Elementary School**

Enrollment: **415**

Date: **October 2018**

	Score	Comments
<b>4. ADMINISTRATION / STUDENT SERVICES</b>		<b>WAMPATUCK ELEMENTARY</b>
a. Adjacent to main entry	Good	Administration and reception spaces are located near the main entrance area, have sight lines of school entrance, adjacent to instruction.
b. Accessible from all areas of building	Good	Office is located at the front-center of the building.
c. Reception area sized to accommodate users	Poor	Office does not have a reception area.
d. Functional adjacencies among offices	Fair	Guidance & social worker spaces are not adjacent to other administration areas.
e. Office sizes support activities	Fair	Overall administration area is undersized. No conference room or waiting room.
f. Health room/clinic appropriate for age level	Fair	Current medical suite 420sf meets MSBA Space Standard
g. Workroom/ copy area accommodates	Fair	Space is undersized and not conveniently located.
h. Mailboxes	Fair	Mailboxes meet current needs.
i. Appropriate furnishings to support activities	Fair	Furniture is appropriate, but does not allow for maximum flexibility.
j. Counselors Area	Fair	Space is undersized- poses limits to program. No access to area from hallway students and visitors must pass through main office.
k. Additional Comments		Math support program located in former conference room. Guidance located in former conference room.
		Reading support located in former teacher dining room.
		Speech & language support located in former conference room.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>	Fair	

## EDUCATIONAL SPACE ADEQUACY ASSESSMENT

**School: Wampatuck Elementary School**

**Enrollment: 415**

**Date: October 2018**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>5.1 Pre-Kindergarten &amp; Kindergarten</b>		
a. Location within building	Good	Central location, good separation from other programs
b. Size of space	Good	1,100 sf avg.- MSBA Standard 1,100-1,300 sf- One classroom does not have toilet area.
c. Meets current educational program delivery system	Good	Classrooms allow for activity and group size changes.
d. Space permits change in educational program	Good	Overall size allows for adaptability, Will require additional provisions for storage and installation of toilet in one classroom.
e. Additional Comments		School serves as the district-wide prekindergarten/early childhood center. Four classrooms are utilized as pre-kindergarten rooms, 1 classroom is subdivided to house speech, OT,PT, and special education support. A former computer lab has been converted into a motor room/ECC gym. A former art room is utilized for storage of ECC equipment.
<b>ADEQUACY SCORE FOR PRE-K &amp; KINDERGARTEN:</b>	Good	
<b>5.2 Grades 1-5</b>		
a. Location within building	Good	Classrooms are clustered by grade levels within wings.
b. Size of space	Good	Most classrooms are slightly under the MSBA Space Standard- 900 sf min - 1,000 sf max.
c. Meets current educational program delivery system	Fair	Conventional layout, furniture and systems pose some limitations to desired flexible grouping models.
d. Space permits change in educational program	Good	Conventional layout and systems can be adapted with furniture, fixtures and equipment.
e. Additional Comments		Storage appears to be inadequate for the wide range of materials used in classrooms and school-wide programs.
<b>ADEQUACY SCORE FOR GRADES 1-5:</b>	Fair	

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>5.3 Special Education</b>		
a. Location within building	Fair	Although not designed for support services, conference rooms, storage rooms and a former teacher dining room are meeting program needs.
b. Size of space	Fair	Sizes of spaces are adequate, but do not provide natural light.
c. Meets current educational program delivery system	Good	District utilizes co-teaching and push-in models, reducing the need for dedicated space for specialized instruction.
d. Space permits change in educational program	Poor	Given enhanced needs, program would benefit from dedicated space for small group specialized instruction.
e. Additional Comments		Special education and support programs have adapted spaces designed for other uses.
		Programs would be better served by dedicated spaces and storage areas.
<b>ADEQUACY SCORE FOR SPECIAL EDUCATION:</b>	Fair	
<b>5.4 Speech Therapy</b>		
a. Location within building	Fair	Located in academic wing, near library and central within the ECC wing.
b. Size of space	Fair	Meets current program needs.
c. Meets current educational program delivery system	Fair	Speech & language space within the ECC wing is located in sub-divided class, utilizing furniture for separation.
d. Space permits change in educational program	Poor	Although both spaces meet current program needs, neither was designed for small group instruction or therapies.
<b>ADEQUACY SCORE FOR SPEECH THERAPY:</b>	Fair	

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>5.5 Computer Lab</b>		
a. Location within building	N/A	Scituate Public Schools has implemented a Bring Your Own Device (BYOD) policy for all schools in the District.
b. Size of space	N/A	The policy incorporates the use of devices such as laptops, iPads and tablets, netbooks and smartphones with browsing capabilities in addition to school owned equipment.
c. Meets current educational program delivery system	N/A	
d. Space permits change in educational program	N/A	Mobile carts bring devices to classrooms.
e. Additional Comments		Library space is being re-imagined to support project-based learning, including Maker Space and library commons models.
		Technologies will be used in places that support collaboration and active learning.
<b>ADEQUACY SCORE FOR COMPUTER LAB:</b>	N/A	
<b>5.6 Music Area - Choir, Band</b>		
a. Location within building	Fair	Music room is located between a grade 4 classroom and the art room. Better sound separation is desired.
b. Size of space	Fair	Overall size is under MSBA Space Standard of 1,200 sf- No practice/ensemble space is dedicated for the instrumental program.
c. Meets current educational program delivery system	Fair	Instrumental program currently utilizes platform in cafeteria for lessons and rehearsals.
d. Space permits change in educational program	Poor	A larger classroom with sound separation is desired.
e. Additional Comments		Temporary classroom has exceeded the recommended life of the unit.
<b>ADEQUACY SCORE FOR MUSIC AREA:</b>	Poor	

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>5.7 Art</b>		
a. Location	Good	Current location is a general classroom.
b. Size of space	Good	Overall size is within MSBA Standards.
c. Meets current educational program delivery system	Good	Existing furniture limits student movement within the classroom reducing the ease of quickly changing seating options.
d. Space permits change in educational program	Fair	Kiln is not adjacent to art room. Room lacks a deep sink and storage.
e. Water access within room	Fair	Single sink is undersized.
f. Kiln	Fair	Not adjacent to art room.
g. Ability to provide natural lighting	Fair	Space has windows to natural light.
h. Additional Comments		Although not abundant, room has general storage space, limited student work storage, and some storage shelving.
<b>ADEQUACY SCORE FOR ART:</b>	Fair	

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

	Score	Comments
<b>5. EDUCATION AREAS</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>5.8 Physical Education</b>		
a. Location within building	Poor	Gym serves as a corridor to art room, grade 4 classrooms, and educational support programs, resulting in disruptions to program.
b. Size of space	Poor	Gym size (2,280 sf) is significantly under the MSBA Standard Guideline of 6,000 sf.
c. Meets current educational program delivery system	Poor	Overall size and location pose limits to program.
d. Space permits change in educational program	Poor	Location and insufficient size do not allow for change in program.
e. Additional Comments		Existing space is inadequate for large community presentations and staff wellness programs.
		Storage is inadequate for equipment and mats.
<b>ADEQUACY SCORE FOR PHYSICAL EDUCATION:</b>	Poor	



School: Wampatuck Elementary School

Enrollment: 415

Date: October 2018

	Score	Comments
<b>6. STUDENT DINING / MULTI-PURPOSE ROOM</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>General</b>		
a. Location within building	Good	Reasonable central location, close to front entrance
b. Capacity of facility	Good	Existing area (2,995 sf) is adequate for up to 306 students, MSBA Standard 2 seatings-15 sf/student.
c. Flexibility	Poor	Platform use for performances and band instruction limits other use. Platform does not meet ADA access requirements.
d. Appropriate furnishings to support activities	Fair	Furniture does not allow the space to be organized in a variety of ways.
e. Accessible for Community use	Fair	Proximity to front entry is good. No lock-off to academic wings.
<b>Food Preparation / Serving</b>		
a. Kitchen & support spaces adequate for food prep	Fair	Most of the equipment is original to construction.
b. Logical traffic patterns	Good	Serving lines meet current needs.
c. Serving area convenient to cafeteria entry & kitchen	Good	Area for 2 serving areas on the center wall of one side of the cafeteria.
d. Delivery location convenient for deliveries	Good	Location allows for receiving at front left side of the building.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		Fair

**EDUCATIONAL SPACE ADEQUACY ASSESSMENT**

**School: Wampatuck Elementary School**

**Enrollment: 415**

**Date: October 2018**

	Score	Comments
<b>7. MEDIA CENTER</b>		<b>WAMPATUCK ELEMENTARY</b>
a. Location	Fair	Location within the building is good, however traffic to 9 classrooms must pass through this space throughout the day.
b. Size of Space	Fair	Size (2,280 sf) meets the current MSBA Space Standard (2,020 sf).
c. Meets current educational program delivery system	Poor	Space meets current program demands.
d. Space permits change in educational program	Good	The District is currently working to increase project-based learning spaces that utilize Maker Spaces and STEM labs. This space could be repurposed.
e. Accessible for community use	Poor	The space is not separated and can not be secured from classrooms and other programs. There is no direct access from the exterior of the school.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		
	Fair	

School: Wampatuck Elementary School

Enrollment: 415

Date: October 2018

	Score	Comments
<b>8. TEACHER AREAS</b>		<b>WAMPATUCK ELEMENTARY</b>
<b>Work Areas</b>		
a. Location	Fair	Work area is not adjacent to teacher lounge.
b. Appropriate equipment for area	Fair	
c. Appropriate furnishings to support activities	Fair	
d. Room sizes support activities and number of persons utilizing	Poor	Space is undersized (MSBA Standard 300 sf for Teacher Work Room)
e. Additional Comments		
<b>Lounge</b>		
a. Location	Fair	
b. Appropriate equipment for area	Fair	
c. Appropriate furnishings to support activities	Fair	
d. Room sizes support activities and number of persons utilizing	Fair	Space is undersized (MSBA Standard 200 sf for Staff Lunch Room: 20sf/Occupant)
e. Additional Comments		Dining space in not adjacent to teacher work area.
<b>ADEQUACY SCORE FOR THIS CATEGORY:</b>		Fair

## EDUCATIONAL PROGRAM ANALYSIS

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### EDUCATIONAL PROGRAM ANALYSIS

Scituate Public Schools provides education to kindergarten through 5 grade students in four neighborhood elementary schools, Cushing, Hatherly, Jenkins and Wampatuck Schools, with a town-wide kindergarten program housed at the Wampatuck School. In addition to school-based programs, Scituate Public Schools offers before and after school care in partnership with the YMCA, enrichment programs, summer school, and participates in the METCO (Metropolitan Council for Educational Opportunity) program.

Elementary enrollment on October 1, 2018 was as follows:

Scituate Public Schools Elementary Enrollment October 1, 2018				
	Pre-K	Kindergarten	Grades 1-5	Total
Cushing Elementary	0	60	266	326
Hatherly Elementary	0	40	221	261
Jenkins Elementary	0	67	282	349
Wampatuck Elementary	64	60	291	415
Total	64	227	1060	1351

The District strives for an optimal and equitable class size for students and has established the following target class sizes:

- Pre-school: approximately 16 per classroom
- Grade K & 1: approximately 20 students or less per classroom
- Grades 2-3: approximately 20 – 22 students per classroom
- Grades 4-5: approximately 22 – 24 students per classroom

Scituate Public Schools offers a free half-day kindergarten program and a fee-based full-day program with a tuition fee for the second half of the day. The majority of students (210) participate in the full-day program. Only 17 students are enrolled in the half-day program held at Jenkins Elementary School.

The integrated pre-kindergarten program is an early intervention model designed to service students identified with special needs. Typical or model children pay a tuition fee to attend the program. Currently a total of 64 children attend full-day and partial-day programs housed in 4 classrooms at Wampatuck School.

The current utilization of space is as follows:

Scituate Public Schools Elementary Classroom Space Utilization				
	Pre-K	Kindergarten	Grades 1-5	Total
Cushing Elementary	0	3	15	18
Hatherly Elementary	0	2	13	15
Jenkins Elementary	0	4	15	19
Wampanoag Elementary	4	3	15	22
Total	4	12	58	74

74 classrooms are utilized for the pre-k to grade 5 program; 4 classrooms are utilized for the art program; 4 classrooms are utilized for general music; 3 classrooms are utilized for STEM/technology instruction. Four temporary classrooms are in use, 2 at Hatherly School and 2 at Cushing School.

#### **Art/Music/ Performing Arts:**

Scituate Public Schools has a vibrant visual and performing arts program. Within the week, all students receive art and music instruction by specialists. A large music room in each school is desired to provide ample open floor space for dance and movement activities as well as risers for chorus. In addition to general music classes, instrumental music instruction space is desired, including ensembles and individual lessons, which begin in grade 3. Performance space is needed for rehearsals and to host music concerts (choral and instrumental) throughout the year. The District is expanding collaborative arts education through STEAM. A large dedicated art room with storage and a kiln is necessary to support the current and future needs of the program.

#### **Health & Physical Education:**

Physical education, health and wellness programs require more space than is currently available in Cushing, Hatherly and Wampanoag Schools. Current MSBA Standards call for gymnasiums nearly double the size of the existing spaces.

#### **Cafeteria & Food Services:**

Existing cafeteria and kitchen areas meet the needs of the current enrollment in each school, with three lunches served daily. Music and performance activities must be curtailed during lunches. Audience size for school performances must be limited due to space constraints. Larger spaces will be needed to reduce the number of lunches to two servings per day and to provide performance areas large enough to accommodate greater audience size.

## EDUCATIONAL PROGRAM ANALYSIS

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### **Health Services:**

Existing health services/nursing stations are undersized. Health service spaces should include separate entrances in hallways with reception, nursing station, exam areas, toilets and resting areas.

### **Administrative Center:**

Current administration areas are generally undersized. Formal entrance with security, reception area, secretary station, principal's office, guidance and adjustment counselor spaces, teacher mail and copy room, and conference room are needed.

### **Learning Commons: Library Media Center:**

The existing Library/Media Centers in Cushing, Hatherly and Wampatuck Schools meet current needs. Total square footage in each library media center meets MSBA standards. Space is suitable for future renovation.

### **Teacher Collaboration:**

Collaborative spaces are inadequate. Dedicated internal and external spaces are needed to foster teacher collaboration and to organize resources and access content. Collaborative spaces are necessary for regular grade level meetings and curriculum sharing, which provide opportunities for teachers to explore and find new methods and materials.

### **Special Education:**

Inclusion is a core belief and practice in Scituate Public Schools. This educational model challenges the District to meet the needs of learners by educating students with disabilities alongside their non-disabled peers. The environment necessary to foster inclusion is built upon the shared belief system of general and special educators, and a willingness to merge the talents and resources of teachers. Scituate Public Schools provides a continuum of special education services for students based on individual needs and team recommendations. These services may include, but are not limited to, specially designed instruction for academics, speech/language, occupational therapy, counseling, social skills, study skills and physical therapy.

The District has done a commendable job in adapting its schools to meet the changing program needs of students with disabilities. Three of the four elementary schools were constructed prior to IDEA (Individuals with Disabilities in Education Act of 1975), Cushing Elementary (1964), Hatherly Elementary (1962) and Wampatuck Elementary (1956). Jenkins Elementary School was rebuilt in 2003. The number of children with special learning needs has become a growing component of Scituate Public Schools and schools across the country. New facilities are now carefully designed around the students' needs and capabilities to support instruction and interrelate with the overall school design, but Cushing, Hatherly and Wampatuck Schools have not benefited from new school construction.

As the District adapted its elementary schools to house new special needs programs and services, compromises had to be made to provide space for the delivery of services. Classrooms were sacrificed and hallways, closets, stages and cafeterias are used for to provide services. Temporary measures have compromised the building and effectively reduced the teaching capacity within Cushing, Hatherly and Wampatuck Schools. A long-term plan is required to provide spaces identified by the District that are essential to achieving its educational goals.

While philosophy and law dictate that children with special needs should be placed in the least restrictive environment (LRE) and educated with non-disabled peers to the greatest extent possible, many cannot succeed in the traditional classroom, or even in one having some modification. It is therefore sometimes necessary to provide instructional spaces designed especially for exceptional children. A further complication is that the children with special needs, and the type and severity of their needs, varies dramatically from one academic year to another, and from one school to another across the District. Scituate Public Schools currently manages some of the variability of populations by housing a town-wide pre-kindergarten at the Wampatuck School and programs for low incidence, significant special needs at the Hatherly (PLC & ILC Programs) and Jenkins Schools (JEMS & LBC Programs).

## EDUCATIONAL PROGRAM ANALYSIS

In addition to the general education classroom needs, the Scituate Public Schools elementary program requires dedicated classrooms spaces for Art, Music, and STEM.

The following chart identifies additional spaces that Scituate Public Schools desires for support programs:

Space Needs for Scituate Public Schools Elementary Support Program				
Space Type	Size Requirement	Quantity	Notes Provided by Staff:	Classroom Space Demand
Breakout Spaces	200-250 sf	3 per school	One "small instructional space" (¼ classroom) for every two classrooms would be ideal. We are focused on PbL and right now we use the hallways and other non-instructional spaces for students to do their building/creation, etc. In addition, the hallways are also used for flexible groupings during literacy and math time. Such smaller instructional spaces would allow for these flexible groups to have a space during these times.	0.75
Special Education	500 sf	3 per school	One larger "maker space" per grade level. Again, this would support our focus on PbL.	0.5
Transition or "Cool Down Rm"	200-250 sf	1 per school	¼ size room for a "transition or cool down room" - need some type of resource space for social/emotional/behavior, more than one, one per floor or section. We are actually in the process of building one of these in Cushing.	0.25
Collaboration Room	500 sf	1 per school	Collaboration room needed for all staff members, general ed and special ed in the same space.	0.5
Speech & Lang.	200-250 sf	1 per school	One SPL space that is a quarter of a space.	0.25
Adjustment Counselor	250 sf	1 per school	Adjacent to School Psychologist	0.25



Space Type	Size Requirement	Quantity	Notes:	Classroom Space Demand
School Psychologist	150 sf	1 per school	Adjacent to Adjustment Counselor	0.25
English Lang. Learn.	N/A	0	No need for a separate space – they would utilize either the math/lit or sped spaces if pull out is needed. Most of our EL is SEI.	0
Health & Wellness	800-1000 sf clrm.	1 per school	Flexible full-size classroom off the gym for health, wellness, PT and additional offerings	1
Motor Room	500 sf	1 per school	Half classroom space off the gym that can be used for multiple uses such as yoga, motor activities, possibly used by the PT	0.5
Occupational & Physical Therapies	200-250 sf	1 per school	Quarter classroom for the OT/PT to share	0.25
Community Room	800-1000 sf clrm.	1 per school	a. Full classroom to be dedicated to YMCA after/ before or after school program. Right now, they spill into a number of areas. b. Community space that can be used for PTO, Girl Scouts, STEAM Collaborative and other support organizations.	1
METCO	200-250 sf	1 per school	SPS is one of 33 METCO districts in the state. They benefit from an affinity space (1/4 classroom size) in the buildings where the floating METCO director can work with students, families, etc.	0.25
			Total Space Need/Classroom Equivalent	<b>5.75</b>





# FACILITIES CONDITION ASSESSMENT

## Scituate Public Schools

### Cushing Elementary School

1 Aberdeen Drive, Scituate, MA 02066

### Hatherly Elementary School

72 Ann Vinal Road, Scituate, MA 02066

### Wampatuck Elementary School

266 Tilden Road, Scituate, MA 02066



<b>1) How to Read this Assessment</b>	<b>3</b>
<b>2) Assessment</b>	<b>7-43</b>
Facilities Condition Summary	
Cushing Elementary School	
Hatherly Elementary School	
Wampatuck Elementary School	

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## HOW TO READ THIS ASSESSMENT

### FACILITY CONDITION SUMMARY

The *Facility Condition Summary* recaps the *Total Inflated* row from the bottom of each of the Building Summary sheets. These costs are then totaled at the bottom to indicate a combined proposed capital expenditure per scope. This is intended to make it easier for the reader to review and compare the overall costs for each of the scopes.

### BUILDING SUMMARY

The *Building Summary* recaps the *Total* row from the bottom of each category for the subject building, separated into scopes. This is intended to make it easier for the reader to review and compare the overall costs for each of the categories together with the scopes for the subject building.

### FACILITY CONDITION ASSESSMENT

The following is a list of terminology used and a brief description of the column and row headings of the Facility Condition Assessment sheets.

#### **Work Item Description**

The *Work Item Descriptions* are the work items identified during our inspection. They typically consist of the building component, its deficiency; and a recommendation for correcting the deficiency.

#### **Quantity (Qty)**

The number of items: (For example, if the work item is for "unit ventilators replacement" the building in question may have a *Quantity* of 60 unit ventilators to be replaced).

#### **Unit**

The *Units* are identified by a two-letter abbreviation. The unit abbreviations are as follows:

- SF – Square Feet
- SY – Square Yard
- LF – Linear Feet
- LS – Lump Sum
- EA – Each

### Unit Cost

The *Unit Cost* is the cost of one *Quantity* of a work item. Unit costs are preliminary construction cost estimates only and are generally based on the following references: *Means Square Foot Cost Data*; *Means Construction Costs Data*; in house cost data; professional experience; and information provided by various contractors and suppliers.

### Total

The *Total* column is determined by the following equation:  $QUANTITY \times UNIT = TOTAL$ .

### Total with Soft Costs

This assessment provides preliminary construction costs associated with *Soft Costs*. *Soft Costs* generally include a contingency, (typically 10% to 15%) for unforeseen conditions; indirect administrative expenses such as legal costs, printing and advertising (typically 5% to 10%); and architectural and engineering costs (typically 10% to 15%) for a total soft cost estimate. We used a *Soft Cost* of 30% of the *total* cost in this assessment. The *Total with Soft Costs* is determined by the following equation:  $TOTAL \times 1.30 = TOTAL \text{ W/ SOFT COST}$ .

Some projects may require higher or lower *Soft Costs* depending on the type and extent of project selected. Work items listed are provided as a guide to develop repair and renovation projects with preliminary construction cost estimates. The actual scope of a project could include a combination of work items, i.e. new ceilings and new lighting. Some projects may require finishes, e.g. painting, which may not necessarily be broken out for that project.

### Scope 1 – Necessary/Not Yet Critical

- Predictable deterioration
- Potential downtime
- Associated damage or higher costs if deferred further

### Scope 2 – Recommended

- Sensible improvements to existing conditions that are not required for the basic function of the facility
- Overall usability improvement
- Long term maintenance cost reduction

### Scope 3 – Does Not Meet Current Codes for new construction but “Grandfathered”

- No action required at this time. However, if a substantial renovation or a substantial building addition is performed in the future, building codes may require this corrective work in addition to the work planned.



**Total Row** (scopes)

The *Total* row is the sum of the Scopes columns 1, 2, 3, and *Totals* column, for each category. The *Total* row and *Total Inflated* rows are totaled at the lower right corner.

**Totals Column** (work items)

The *Totals* column is the sum of the Scopes columns 1, 2, and 3, for each work item. The *Totals* column also shares the sum of the *Total* row and *Total Inflated* rows at the lower right corner.

**Total Inflated Row**

The *Total Inflated* row is the sum of the Scopes columns 1, 2, 3, and *Totals* column for each category multiplied by a coefficient to determine the inflated cost at a rate of 4% and compounded annually.

*Scope 1* is shown with an inflation factor for work to be performed within a 5 yr period.

*Scope 2* is shown with an inflation factor for work to be performed within a 5 yr period.

*Scope 3* is shown with an inflation factor for work to be performed within a 5 yr period.

The *Total* row and *Total Inflated* rows are totaled at the lower right corner.

The Assessment lists identified building deficiencies only. It is broken into five categories with specific evaluation concerns in each:		
<p><b>1. Site</b></p> <ul style="list-style-type: none"> <li>Storm Drainage</li> <li>Drives and Walks</li> <li>Landscaping</li> <li>Site Improvements</li> <li>Play Areas</li> <li>Sanitary System</li> <li>Accessible Parking and Entrance Approach</li> </ul>	<p><b>2. Building Envelope</b></p> <ul style="list-style-type: none"> <li>Roofs</li> <li>Exterior Walls</li> <li>Windows</li> <li>Exterior Entrances and Doors</li> <li>Thermal Insulation</li> <li>Accessible Egress and Ingress</li> <li>Building Structural System</li> </ul>	<p><b>3. Building Interiors</b></p> <ul style="list-style-type: none"> <li>Floor Finishes</li> <li>Wall Finishes</li> <li>Ceiling Finishes</li> <li>Interior Doors and Exitways</li> <li>Code Compliance Issues</li> <li>Accessibility for the Disabled</li> <li>Hazardous Material Remediation</li> </ul>
<p><b>4. Mechanical</b></p> <ul style="list-style-type: none"> <li>Domestic Hot Water Generation</li> <li>Cold Water Services</li> <li>Gas Services</li> <li>Piping for Plumbing Systems</li> <li>Plumbing Fixtures</li> <li>Heat Generation</li> <li>Cooling System</li> <li>Piping for Heating Systems</li> <li>Temperature Controls</li> <li>Ventilation</li> <li>Accessible Plumbing Fixtures</li> </ul>	<p><b>5. Electrical</b></p> <ul style="list-style-type: none"> <li>Main Services and Distribution</li> <li>Convenience Power</li> <li>Fire Alarm Systems</li> <li>Lighting Systems</li> <li>Emergency Lighting Systems</li> <li>Communications Systems</li> <li>Computer Network &amp; Technology Systems</li> <li>Site Lighting</li> <li>Electrical Features for the Disabled</li> <li>Security System</li> </ul>	

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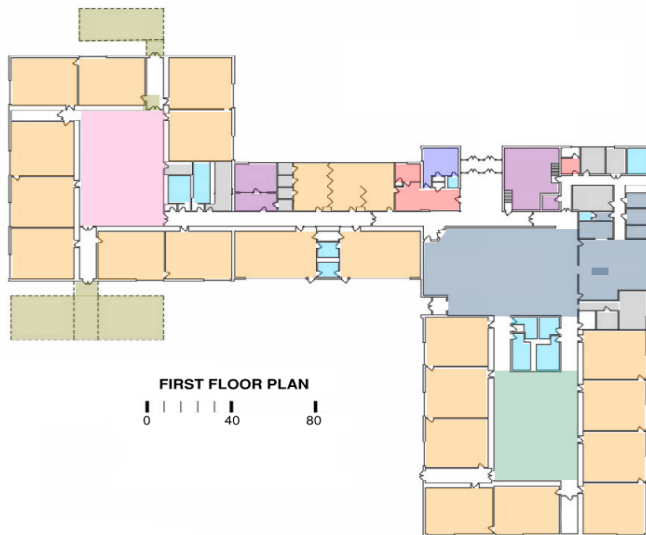
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Category	Scope 1	Scope 2	Scope 3	Total
<b>FACILITY CONDITION SUMMARY</b>				
<b>1. CUSHING ELEMENTARY SCHOOL</b>	3,949,282	6,745,574	2,182,675	12,877,531
<b>2. HATHERLY ELEMENTARY SCHOOL</b>	3,916,067	6,644,506	2,187,104	12,747,678
<b>3. WAMPATUCK ELEMENTARY SCHOOL</b>	3,540,426	6,078,956	2,272,038	11,891,421
<b><sup>1</sup>Total Inflated @ 4% Compounded Annually</b>	11,405,775	19,469,037	6,641,818	37,516,630

<sup>1</sup>Totals include Soft Costs (30%): Contingency, Administration and A/E Fees.

Category	Scope 1	Scope 2	Scope 3	Total
<b>BUILDING SUMMARY</b>		<b>CUSHING ELEMENTARY SCHOOL</b>		
<b>1. SITE</b>	131,040	526,500	0	657,540
<b>2. BUILDING ENVELOPE</b>	2,227,550	3,900	0	2,231,450
<b>3. BUILDING INTERIORS</b>	728,832	1,428,570	682,500	2,839,902
<b>4. MECHANICAL</b>	2,600	2,784,600	458,900	3,246,100
<b>5. ELECTRICAL</b>	156,000	800,800	652,600	1,609,400
<sup>1</sup> <b>Total:</b>	3,246,022	5,544,370	1,794,000	10,584,392
<sup>1</sup> <b>Total Inflated @ 4% Compounded Annually</b>	3,949,282	6,745,574	2,182,675	12,877,531

<sup>1</sup>Totals include Soft Costs (30%): Contingency, Administration and A/E Fees.



**SPACE LEGEND**

- CORE ACADEMIC
- HEALTH
- MECHANICAL & DATA ROOM
- LIBRARY / MEDIA
- DINING & FOOD SERVICE
- CIRCULATION
- PHYSICAL EDUCATION
- STORAGE
- TEMPORARY
- TOILET ROOM
- ADMINISTRATIVE

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>1. SITE</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>1.1 Replace Bituminous Paving and Curbs:</b> Replace bituminous paving and curbs at drives and parking areas; replace paving at walks. Provide new play area surfacing and paving at basketball court. Cost includes restriping painted directional markings/crosswalks for drives and granite curbing.	8,700	SY	30	261,000	339,300		339,300		339,300
<b>1.2 Provide Curb Cuts:</b> Provide curb cuts at sidewalks to access parking and loading areas for accessibility.	5	EA	5,000	25,000	32,500		32,500		32,500
<b>1.3 Provide Exterior Signage:</b> Provide post mounted signage to identify parking, and building mounted signage to locate entrance at each exterior door for accessibility.	25	EA	290	7,250	9,425		9,425		9,425
<b>1.4 Provide Additional Site Lighting:</b> There is building mounted and pole mounted lighting. Provide additional pole mounted and building mounted site lighting.	1	LS	25,000	25,000	32,500		32,500		32,500
<b>1.5 Repair Brick Retaining Walls and Rails:</b> Repair and repoint brick site walls. Provide code compliant guard rails at drop offs. Improve drainage of planters to avoid further spalling and displacement of brick retaining walls. Site walls are located at front and rear of building.	1	LS	30,000	30,000	39,000	39,000			39,000
<b>1.6 Provide Concrete Aprons at Entry Doors:</b> Concrete slab aprons at entry doors are too steeply sloped and non-accessible. Many locations have heaved and cracked creating an uneven surface. Replace apron slabs.	8	EA	2,600	20,800	27,040	27,040			27,040

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>1. SITE</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>1.7 Reconnect Irrigation System:</b> Investigate the reuse of an existing fuel oil tank for irrigation water storage. Athletic fields have many bare areas and the fields are in need of maintenance and irrigation. Provide loam and seed at eroded athletic fields. Provide plantings around tank.	1	LS	55,000	55,000	71,500		71,500		71,500
<b>1.8 Repair Concrete and Bituminous Drainage Swales:</b> Replace uneven and poorly draining swales around building perimeter.	350	SY	25	8,750	11,375		11,375		11,375
<b>1.9 Modular Building:</b> Remove and dispose of one double-wide modular building and connector. All exterior wood stairs and landings to modular building are non-code compliant and severely damaged. Existing (double wide) modular buildings have reached their expected useful life and should be removed in their entirety by 2020 as noted by school facility staff.	1	LS	50,000	50,000	65,000	65,000			65,000
<b>1.10 Entry Door Canopies:</b> Prepare, prime and paint existing steel entry canopies and steel support structures.	200	SF	115	23,000	29,900		29,900		29,900
<b>Total</b>						131,040	526,500	0	657,540
<b>Total Inflated @ 4% Compounded Annually</b>						159,430	640,568	0	799,998

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>2. BUILDING ENVELOPE</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>2.1 Replace Deteriorated Uninsulated Window Wall Assembly:</b> Existing casement windows, window hardware, wood trim, panels and framing to be replaced in their entirety with insulated aluminum window and frame assemblies with operable windows. Remove and replace existing louvers with new. Replace window shades. Abate asbestos window glazing compound.	4,400	SF	100	440,000	572,000	572,000			572,000
<b>2.2 Replace Original Exterior Doors, Hardware and Frames:</b> Remove existing original non-code compliant door assemblies and replace with accessible door assemblies. Glazing to be tempered.	16	EA	3,000	48,000	62,400	62,400			62,400
<b>2.3 Repoint / Repair Deteriorated Concrete &amp; Brick Veneer Masonry Walls:</b> Minimal deterioration evident. Repoint brick veneer at entry canopies and at bottom 4 courses around perimeter of building and near window assemblies. Repair exposed faces of concrete foundation wall primarily at corners. Clean all brick veneer. At chimney, repoint mortar joints and replace spalled and damaged brick. At areas of removal of louvers and other wall penetrations, infill with new brick to match existing.	500	SF	39	19,500	25,350	25,350			25,350
<b>2.4 Replace Masonry Sealant Joints:</b> Remove all deteriorated sealant joints and replace with new backer rod and sealant at window unit assemblies, exterior doors, canopies, expansion joints, and control joints.	500	LF	6	3,000	3,900	3,900			3,900

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>2. BUILDING ENVELOPE</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>2.5 Replace EPDM Roofing System:</b> Existing roofing is nearing its life expectancy and is in need of replacement. Provide new light colored roofing membrane (TPO) over recovery board, insulation, and thermal barrier.	50,000	SF	23	1,150,000	1,495,000	1,495,000			1,495,000
<b>2.6 Provide New Vented Roof Soffits and Fascia Assemblies:</b> All existing soffits and fascia are deteriorated and require replacement with additional vents.	2,000	LF	25	50,000	65,000	65,000			65,000
<b>2.7 Roof Drainage:</b> Integral gutters are clogged in some areas. Roof drains on flat roof are clogged and not draining properly. Clear debris from existing roof drains and gutters.	1	LS	3,000	3,000	3,900	3,900			3,900
<b>2.8 Heat Trace and Snow Guard Bar Assembly:</b> Existing snow guards located on roofs above building entries are in good condition. Heat trace cables require reinstallation and testing.	1	LS	3,000	3,000	3,900		3,900		3,900
<b>Total</b>						2,227,550	3,900	0	2,231,450
<b>Total Inflated @ 4% Compounded Annually</b>						2,710,155	4,745	0	2,714,900

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.



Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>3. BUILDING INTERIORS</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>3.1 Replace Asbestos Containing Floor Tiles:</b> The AHERA report dated 4/19/16 indicates that 9"x 9" and 12"x12" floor tiles and mastic contain ACM. Abate ACM tile and mastic and provide new VCT tile flooring and vinyl base.	29,000	SF	18	522,000	678,600	678,600			678,600
<b>3.2 Replace Doors, Frames:</b> Provide new accessible wood doors, HM frames, and hardware with accessible lever handles. Replace asbestos containing fire door assemblies at boiler room.	94	EA	3,000	282,000	366,600		366,600		366,600
<b>3.3 Renovate Toilet Rooms:</b> Renovate toilet rooms for accessibility and plumbing regulations. Replace fixtures, plumbing, HVAC, electrical systems, partitions, accessories and finishes. Cost includes plumbing, mechanical, and electrical. Remove and abate sinks with pink and grey basin coatings that contain asbestos.	1	LS	525,000	525,000	682,500			682,500	682,500
<b>3.4 Replace Carpet and Base:</b> Replace carpet in previously carpeted rooms. Provide new vinyl base.	272	SY	50	13,600	17,680		17,680		17,680
<b>3.5 Painting, and Wood Staining:</b> Paint on exposed structure is in poor condition. Paint previously painted CMU, gypsum board surfaces, and previously painted wood paneling. Re-stain natural finish paneling and trim work to match original.	45,000	SF	5	225,000	292,500		292,500		292,500
<b>3.6 Provide Signage:</b> Existing room signage does not meet current access guidelines. Remove existing signage and provide interior signage at all door openings.	58	EA	50	2,900	3,770		3,770		3,770

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Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>3. BUILDING INTERIORS</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>3.7 Commercial Kitchen Equipment:</b> Replace existing kitchen equipment in kind with new.	1	LS	200,000	200,000	260,000		260,000		260,000
<b>3.8 Replace Ceiling Tile :</b> Replace existing ceiling tile with new acoustical ceiling tile assembly throughout building.	17,000	SF	12	204,000	265,200		265,200		265,200
<b>3.9 Lobby / Admin Offices Wire Glass:</b> Replace existing wire glass with tempered glazing. Abate asbestos glazing compound.	200	SF	100	20,000	26,000		26,000		26,000
<b>3.10 Classroom Millwork, and Countertops:</b> At all classrooms, remove and replace all built-in shelving, countertops, cabinetry, coat hooks and cubbies.	1	LS	125,000	125,000	162,500		162,500		162,500
<b>3.11 Walk-In Coolers and Freezers:</b> Provide two walk-ins to replace original units.	280	SF	138	38,640	50,232	50,232			50,232
<b>3.12 Replace Quarry Tile Floor in Kitchen:</b> Replace quarry tile floor with slip-resistant epoxy flooring.	1,000	SF	20	20,000	26,000		26,000		26,000
<b>3.13 Replace All Recessed Entry Mats:</b> Entrance mats have reached their useful life. Replace in kind.	200	SF	32	6,400	8,320		8,320		8,320
<b>Total</b>						728,832	1,428,570	682,500	2,839,902
<b>Total Inflated @ 4% Compounded Annually</b>						886,736	1,738,074	830,366	3,455,175

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>4. MECHANICAL</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>4.1 Sprinkler System:</b> Install new sprinkler system.	41,500	SF	8	332,000	431,600			431,600	431,600
<b>4.2 HVAC System:</b> Provide new complete HVAC system including chillers, boilers, unit ventilators, distribution hydronic piping, and demolition.	41,500	SF	50	2,075,000	2,697,500		2,697,500		2,697,500
<b>4.3 Drinking Fountains:</b> Provide new drinking fountains. Remove original non-accessible drinking fountains and replace in kind with new accessible units. Provide additional fountains to meet code.	6	EA	3,500	21,000	27,300			27,300	27,300
<b>4.4 Domestic Water Service and Sanitary Piping:</b> Inspect and scope sewer and domestic water lines to determine repair needs.	1	LS	2,000	2,000	2,600	2,600			2,600
<b>4.5 Ansul Kitchen Fire Suppression System:</b> Provide a new Ansul fire suppression system at kitchen hoods.	1	LS	20,000	20,000	26,000		26,000		26,000
<b>4.6 Cleaning Equipment:</b> Provide new mop and janitors' sinks. Provide commercial grade cleaner dispensers (3) at required areas.	1	LS	5,000	5,000	6,500		6,500		6,500
<b>4.7 Sinks in Classrooms:</b> Replace existing sinks with new accessible sinks and repair plumbing.	21	EA	2,000	42,000	54,600		54,600		54,600
<b>Total</b>						2,600	2,784,600	458,900	3,246,100
<b>Total Inflated @ 4% Compounded Annually</b>						3,163	3,387,892	558,322	3,949,377

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>5. ELECTRICAL</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>5.1 Provide New Distribution Panels:</b> Remove and replace distribution panels.	12	EA	10,000	120,000	156,000	156,000			156,000
<b>5.2 Add Electrical Outlets:</b> Many spaces are using outlet power strips and splitters to power various devices and equipment. Add outlets and sub panels for additional power in classrooms. Most classrooms have one outlet on two walls only. Provide 3-additional duplex outlets per classroom.	60	EA	1,000	60,000	78,000		78,000		78,000
<b>5.3 Remove and Make Safe any Abandoned Electrical Equipment and Devices:</b> Remove and make safe defective electrical outlets. Provide cover plates or junction boxes where exposed conductors are visible at lighting fixtures and fire alarm devices.	1	LS	50,000	50,000	65,000		65,000		65,000
<b>5.4 Centralize Tel/Com Services and Add Data Outlets:</b> Provide a dedicated area for Tel/Com panels and devices. Remove abandoned and obsolete telephone and data (internet) equipment. Add data wiring and connectivity in classrooms. Most classrooms have one data outlet for students and one for teachers.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>5.5 Replace Fire Alarm System:</b> Provide horn/strobe devices in classrooms, corridors, toilet rooms and other rooms, relocate pull stations near egress doors, provide an addressable detection system with an upgraded panel for life safety and accessibility.	41,500	SF	10	415,000	539,500			539,500	539,500

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>5. ELECTRICAL</b>					<b>CUSHING ELEMENTARY SCHOOL</b>				
<b>5.6 Security Camera Coverage and Access Control:</b> Increase security camera coverage. Provide access control system that incorporates cameras.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>5.7 Illuminated exit signage:</b> Replace and add new illuminated exit signage throughout building.	14	EA	500	7,000	9,100			9,100	9,100
<b>5.8 Interior Lighting:</b> New LED lighting has been recently installed in some spaces. Reuse existing LED lighting in new ACT ceiling where possible. Provide new LED 2x2 lighting fixtures in areas requiring additional illumination. Provide new LED suspended lighting fixtures in class rooms. Provide lighting control system.	20,000	SF	7	140,000	182,000		182,000		182,000
<b>5.9 Accessibility to Raised Portion of 1st Floor:</b> The existing inclined wheelchair lift near gym is in working condition. Replace inclined wheelchair lift with a vertical wheelchair lift to meet code requirements. Work includes selective demolition of existing stair and new code compliant hand rails for stair.	1	LS	80,000	80,000	104,000			104,000	104,000
<b>5.10 Update Intercom:</b> Update intercom system with dial out and voice mail capabilities.	41,500	SF	4	166,000	215,800		215,800		215,800
<b>Total</b>						156,000	800,800	652,600	1,609,400
<b>Total Inflated @ 4% Compounded Annually</b>						189,798	974,296	793,988	1,958,081

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

CUSHING ELEMENTARY SCHOOL



C1. Cushing Elementary School main entrance.



C2. Bituminous paving in the driveway, walkways, and parking area has exceeded its useful life.



C3. Brick retaining and site walls lack railings as required by code. Masonry is in need of repair.



C4. Damaged concrete slabs are uneven and too steep to meet current accessibility codes at all entrances.



C5. The modular building has exceeded its useful life. Entrances are not code compliant.



C6. Typical existing windows, hardware, trim, and framing are in poor condition and are not energy efficient.





C7. Chimney is badly cracked and mortar has failed. It requires repair and repointing to ensure safety.



C8. Debris from trees growing too close to the structure make it difficult to keep roof drains clear.



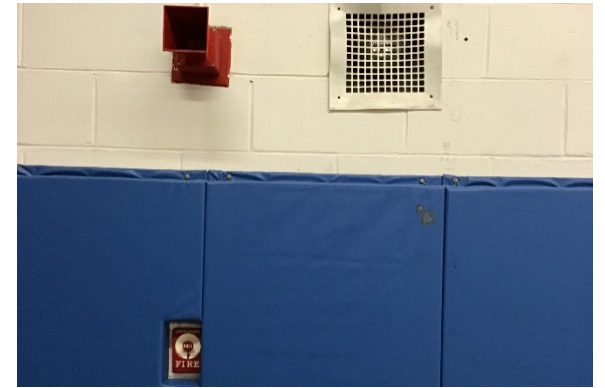
C9. Paint has failed, revealing rust at many of the exposed structural elements in the building.



C10. There is 9"x9" floor tile containing asbestos throughout a number of areas in the building.



C11. Ceilings are badly damaged and need to be repaired or replaced.

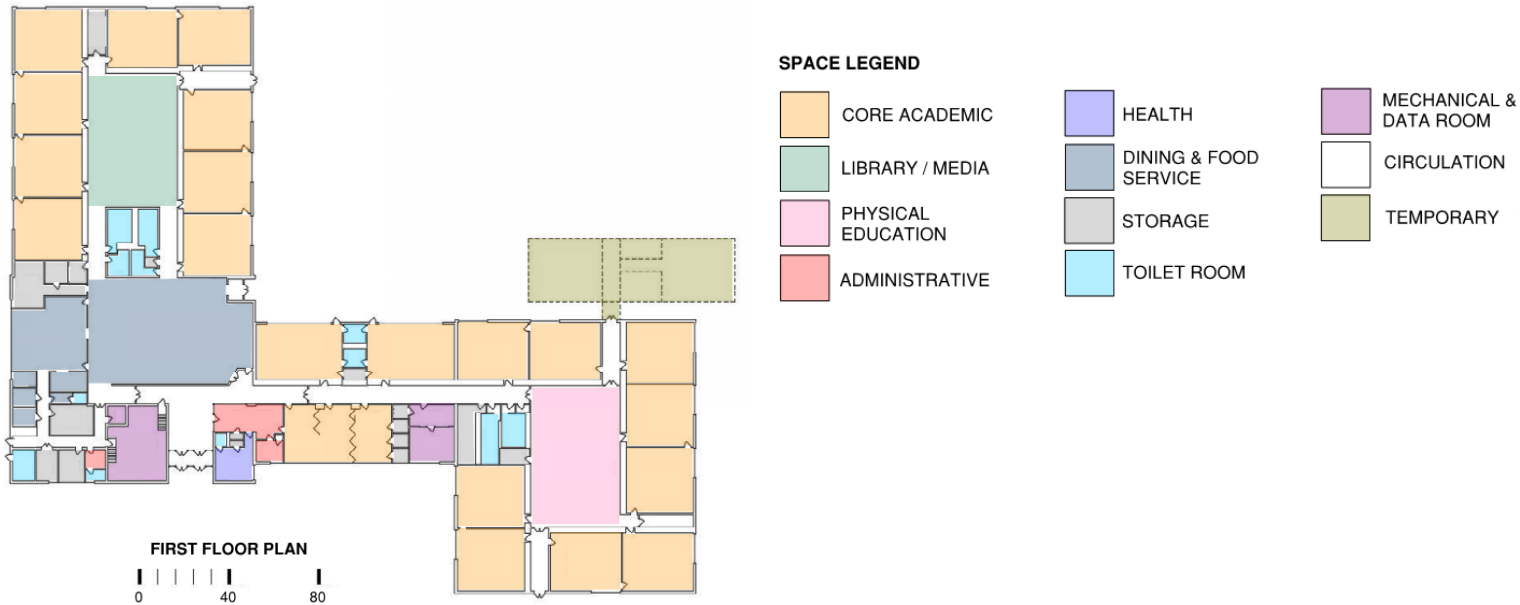


C12. Fire alarm and protection system does not meet current code. Intercom system needs to be updated.

# ASSESSMENT

Category	Scope 1	Scope 2	Scope 3	Total
<b>BUILDING SUMMARY</b>	<b>HATHERLY ELEMENTARY SCHOOL</b>			
<b>1. SITE</b>	131,040	451,100	0	582,140
<b>2. BUILDING ENVELOPE</b>	2,200,250	7,800	0	2,208,050
<b>3. BUILDING INTERIORS</b>	728,832	1,417,000	686,140	2,831,972
<b>4. MECHANICAL</b>	2,600	2,784,600	458,900	3,246,100
<b>5. ELECTRICAL</b>	156,000	800,800	652,600	1,609,400
<sup>1</sup> Total:	3,218,722	5,461,300	1,797,640	10,477,662
<sup>1</sup> Total Inflated @ 4% Compounded Annually	3,916,067	6,644,506	2,187,104	12,747,678

<sup>1</sup>Totals include Soft Costs (30%): Contingency, Administration and A/E Fees.





Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>1. SITE</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>1.1 Replace Bituminous Paving and Curbs:</b> Replace bituminous paving and curbs at drives and parking areas; replace paving at walks. Provide new play area surfacing and paving at basketball court. Cost includes restriping painted directional markings/crosswalks for drives and granite curbing.	8,500	SY	30	255,000	331,500		331,500		331,500
<b>1.2 Provide Curb Cuts:</b> Provide curb cuts at sidewalks to access parking and loading areas for accessibility.	5	EA	5,000	25,000	32,500		32,500		32,500
<b>1.3 Provide Exterior Signage:</b> Provide post mounted signage to identify parking, and building mounted signage to locate entrance at each exterior door for accessibility.	25	EA	290	7,250	9,425		9,425		9,425
<b>1.4 Provide Additional Site Lighting:</b> There is some building mounted and pole mounted lighting. Provide additional pole mounted and building mounted site lighting.	1	LS	25,000	25,000	32,500		32,500		32,500
<b>1.5 Repair Brick Retaining Walls and Rails:</b> Repair and repoint brick site walls. Provide code compliant guard rails at drop offs. Improve drainage of planters to avoid further spalling and displacement of brick retaining walls. Site walls are located at front and rear of building.	1	LS	30,000	30,000	39,000	39,000			39,000
<b>1.6 Provide Concrete Aprons at Entry Doors:</b> Concrete slab aprons at entry doors are too steeply sloped and non-accessible. Many locations have heaved and cracked creating an uneven surface. Replace apron slabs.	8	EA	2,600	20,800	27,040	27,040			27,040

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>1. SITE</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>1.7 Remove Abandoned Light Posts:</b> Some light posts are no longer operational and should be removed in their entirety. Replace light poles in areas requiring additional site lighting.	1	LS	3,000	3,000	3,900		3,900		3,900
<b>1.8 Reconstruct Drainage Swales:</b> Replace uneven and poorly draining swales around building perimeter with new concrete swales leading to existing storm water catch basins.	350	SY	25	8,750	11,375		11,375		11,375
<b>1.9 Modular Building:</b> Remove one double-wide modular building and connector. All exterior wood stairs and landings to modular building are non-code compliant and severely damaged. Existing (double wide) modular buildings have reached their expected useful life and should be removed in their entirety by 2020 as noted by school facility staff.	1	EA	50,000	50,000	65,000	65,000			65,000
<b>1.10 Entry Door Canopies:</b> Prepare, prime and paint existing steel entry canopies and steel support structures.	200	SF	115	23,000	29,900		29,900		29,900
<b>Total</b>						131,040	451,100	0	582,140
<b>Total Inflated @ 4% Compounded Annually</b>						159,430	548,832	0	708,262

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>2. BUILDING ENVELOPE</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>2.1 Replace Deteriorated Uninsulated Window Wall Assembly:</b> Existing casement windows, window hardware, wood trim, panels and framing to be replaced in their entirety with insulated aluminum window and frame assemblies with operable windows. Abate asbestos components of assembly including cementitious wall panels below windows.	4,400	SF	100	440,000	572,000	572,000			572,000
<b>2.2 Replace Original Exterior Doors, hardware and Frames:</b> Remove existing original non-code compliant door assemblies and replace with accessible door assemblies. Glazing to be tempered.	9	EA	3,000	27,000	35,100	35,100			35,100
<b>2.3 Repoint / Repair Deteriorated Concrete &amp; Brick Veneer Masonry Walls:</b> Minimal deterioration is evident. Repoint brick veneer in its entirety. Repair exposed faces of concrete foundation wall primarily at corners. Clean all brick veneer. At chimney repoint mortar joints and replace spalled and damaged brick. At areas of removal of louvers and other wall penetrations infill with new brick to match existing.	500	SF	39	19,500	25,350	25,350			25,350
<b>2.4 Replace Masonry Sealant Joints:</b> Remove all deteriorated sealant joints and replace with new backer rod and sealant at window unit assemblies, exterior doors, canopies, expansion joints, and control joints. Abate asbestos containing sealants.	500	LF	6	3,000	3,900	3,900			3,900

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>2. BUILDING ENVELOPE</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>2.5 Replace EPDM Roofing System:</b> Existing roofing is nearing its life expectancy and is in need of replacement. Provide new light colored roofing membrane (TPO) over recovery board, insulation, and thermal barrier.	50,000	SF	23	1,150,000	1,495,000	1,495,000			1,495,000
<b>2.6 Provide New Vented Roof Soffits and Fascia Assemblies:</b> All existing soffits and fascia are deteriorated and require replacement with additional vents.	2,000	LF	25	50,000	65,000	65,000			65,000
<b>2.7 Roof Drainage:</b> Integral gutters are clogged in some areas. Roof drains on flat roof are clogged and not draining properly. Clear debris from existing roof drains and gutters.	1	LS	3,000	3,000	3,900	3,900			3,900
<b>2.8 Heat Trace and Snow Guard Bar Assembly:</b> Heat trace cables require reinstallation and testing.	1	LS	3,000	3,000	3,900		3,900		3,900
<b>2.9 Expansion Joint Covers at Lobby:</b> Remove and replace metal expansion joint covers. Ensure a clear space is maintained between building materials within expansion area.	1	LS	3,000	3,000	3,900		3,900		3,900
<b>Total</b>						2,200,250	7,800	0	2,208,050
<b>Total Inflated @ 4% Compounded Annually</b>						2,676,941	9,490	0	2,686,430

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty		Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>3. BUILDING INTERIORS</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>3.1 Replace Asbestos Containing Floor Tiles:</b> The AHERA report dated 4/19/16 indicates the typical 9"x 9" and 12"x12" (at Gym) floor tiles and mastic are ACM. Abate ACM tile and mastic and provide new VCT tile flooring and vinyl base.	29,000	SF	18	522,000	678,600	678,600			678,600
<b>3.2 Replace Doors, Frames:</b> Provide new accessible wood doors, HM frames, and hardware with accessible lever handles. Replace asbestos containing fire door assemblies at boiler room.	92	EA	3,000	276,000	358,800		358,800		358,800
<b>3.3 Renovate Toilet Rooms:</b> Renovate toilet rooms for accessibility, and plumbing regulations. Replace fixtures, plumbing, HVAC, electrical systems, partitions, accessories and finishes. Remove and abate sinks with pink and grey basin coatings that contain asbestos.	1	LS	525,000	525,000	682,500			682,500	682,500
<b>3.4 Replace Carpet and Base:</b> Replace carpet in previously carpeted rooms. Provide new vinyl base.	272	SY	50	13,600	17,680		17,680		17,680
<b>3.5 Painting and Wood Staining:</b> Paint on exposed structure is in poor condition. Paint previously painted CMU, gypsum board surfaces, and previously painted wood paneling.	45,000	SF	5	225,000	292,500		292,500		292,500
<b>3.6 Provide Signage:</b> Existing room signage does not meet current access guidelines. Remove existing signage and provide interior signage at all door openings.	56	EA	50	2,800	3,640			3,640	3,640

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>3. BUILDING INTERIORS</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>3.7 Commercial Kitchen and Equipment:</b> Replace existing kitchen equipment in kind with new.	1	LS	200,000	200,000	260,000		260,000		260,000
<b>3.8 Replace Ceiling Tile:</b> Replace existing ceiling tile with new acoustical ceiling tile assembly throughout building.	17,000	SF	12	204,000	265,200		265,200		265,200
<b>3.9 Lobby / Admin Offices Wire Glass:</b> Replace existing wire glass with tempered glazing. Abate asbestos glazing compound.	200	SF	100	20,000	26,000		26,000		26,000
<b>3.10 Classroom Millwork, and Countertops:</b> At all classrooms, remove and replace all built-in shelving, countertops, cabinetry, coat hooks and cubbies.	1	LS	125,000	125,000	162,500		162,500		162,500
<b>3.11 Walk-In Coolers and Freezers:</b> Provide two walk-ins to replace original units.	280	SF	138	38,640	50,232	50,232			50,232
<b>3.12 Replace Quarry Tile Floor in Kitchen:</b> Replace quarry tile floor with slip-resistant epoxy flooring.	1,000	SF	20	20,000	26,000		26,000		26,000
<b>3.13 Replace All Recessed Entry Mats:</b> Entrance mats have reached their useful life. Replace in kind.	200	SF	32	6,400	8,320		8,320		8,320
<b>Total</b>						728,832	1,417,000	686,140	2,831,972
<b>Total Inflated @ 4% Compounded Annually</b>						886,736	1,723,997	834,794	3,445,527

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>4. MECHANICAL</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>4.1 Sprinkler System:</b> Install new sprinkler system.	41,500	SF	8	332,000	431,600			431,600	431,600
<b>4.2 HVAC System:</b> Provide new complete HVAC system including chillers, boilers, unit ventilators, distribution hydronic piping, and demolition.	41,500	SF	50	2,075,000	2,697,500		2,697,500		2,697,500
<b>4.3 Drinking Fountains:</b> Provide new drinking fountains. Remove original non accessible drinking fountains and replace in kind with new accessible units. Provide additional fountains to meet code.	6	EA	3,500	21,000	27,300			27,300	27,300
<b>4.4 Domestic Water Service and Sanitary Piping:</b> Inspect and scope sewer and domestic water lines to determine repair needs.	1	LS	2,000	2,000	2,600	2,600			2,600
<b>4.5 Ansul Kitchen Fire Suppression System:</b> Provide a new Ansul fire suppression system at kitchen hoods.	1	LS	20,000	20,000	26,000		26,000		26,000
<b>4.6 Cleaning Equipment:</b> Provide new mop and janitors' sinks. Provide commercial grade cleaner dispensers (3) at required areas.	1	LS	5,000	5,000	6,500		6,500		6,500
<b>4.7 Sinks in Classrooms:</b> Replace existing sinks and repair plumbing with new accessible sinks.	21	EA	2,000	42,000	54,600		54,600		54,600
<b>Total</b>						2,600	2,784,600	458,900	3,246,100
<b>Total Inflated @ 4% Compounded Annually</b>						3,163	3,387,892	558,322	3,949,377

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>5. ELECTRICAL</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>5.1 Provide New Distribution Panels:</b> Remove and replace distribution panels.	12	EA	10,000	120,000	156,000	156,000			156,000
<b>5.2 Add Electrical Outlets:</b> Many spaces are using outlet power strips and splitters to power various devices and equipment. Add outlets and sub panels for additional power in classrooms. Most classrooms have one outlet on two walls only. Provide 3-additional duplex outlets per classroom.	60	EA	1,000	60,000	78,000		78,000		78,000
<b>5.3 Remove and Make Safe any Abandoned Electrical Equipment and Devices:</b> Remove and make safe defective electrical outlets. Provide cover plates or junction boxes where exposed conductors are visible at lighting fixtures and fire alarm devices.	1	LS	50,000	50,000	65,000		65,000		65,000
<b>5.4 Centralize Tel/Com Services and Add Data Outlets:</b> Provide a dedicated area for Tel/Com panels and devices. Remove abandoned and obsolete telephone and data (internet) equipment. Add data wiring and connectivity in classrooms. Most classrooms have one data outlet for students and one for teachers.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>5.5 Replace Fire Alarm System:</b> Provide horn/strobe devices in classrooms, corridors, toilet rooms and other rooms, relocate pull stations near egress doors, provide an addressable detection system with an upgraded panel for life safety and accessibility.	41,500	SF	10	415,000	539,500			539,500	539,500



Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>5. ELECTRICAL</b>					<b>HATHERLY ELEMENTARY SCHOOL</b>				
<b>5.6 Security Camera Coverage and Access Control:</b> Increase security camera coverage. Provide access control system that incorporates cameras.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>5.7 Illuminated exit signage:</b> Replace and add new illuminated exit signage throughout building.	14	EA	500	7,000	9,100			9,100	9,100
<b>5.8 Interior Lighting:</b> New LED lighting has been recently installed in some spaces. Reuse existing LED lighting in new ACT ceiling where possible. Provide new LED 2x2 lighting fixtures in areas requiring additional illumination. Provide new LED suspended lighting fixtures in class rooms. Provide lighting control system.	20,000	SF	7	140,000	182,000		182,000		182,000
<b>5.9 Accessibility to Raised Portion of 1st Floor:</b> The existing inclined wheelchair lift near gym is in working condition. Replace inclined wheelchair lift with a vertical wheel chair lift to meet code requirements. Work includes selective demolition of existing stair and new code compliant hand rails for stair.	1	LS	80,000	80,000	104,000			104,000	104,000
<b>5.10 Update Intercom:</b> Update intercom system with dial out and voice mail capabilities.	41,500	SF	4	166,000	215,800		215,800		215,800
<b>Total</b>						156,000	800,800	652,600	1,609,400
<b>Total Inflated @ 4% Compounded Annually</b>						189,798	974,296	793,988	1,958,081

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

# ASSESSMENT

## HATHERLY ELEMENTARY SCHOOL



H1. Hatherly Elementary School main entrance.



H2. Existing site lighting is inadequate and should be increased.



H3. Drainage swales have eroded. Ponding is evident.



H4. Existing exterior door frames are constructed of wood and have deteriorated beyond usefulness.



H5. Door signage does not meet ADA requirements and is inconsistent throughout the building.

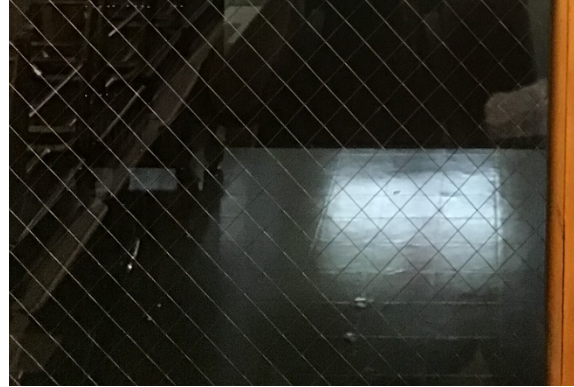


H6. Doors lack accessible handles and are too narrow to meet ADA requirements.





H7. Cabinetry is worn and should be replaced.



H8. Existing wire glass throughout building does not meet code and contains asbestos glazing compound.



H9. Existing toilet rooms do not meet present plumbing code and should be renovated.



H10. Typical existing toilet room fixtures.



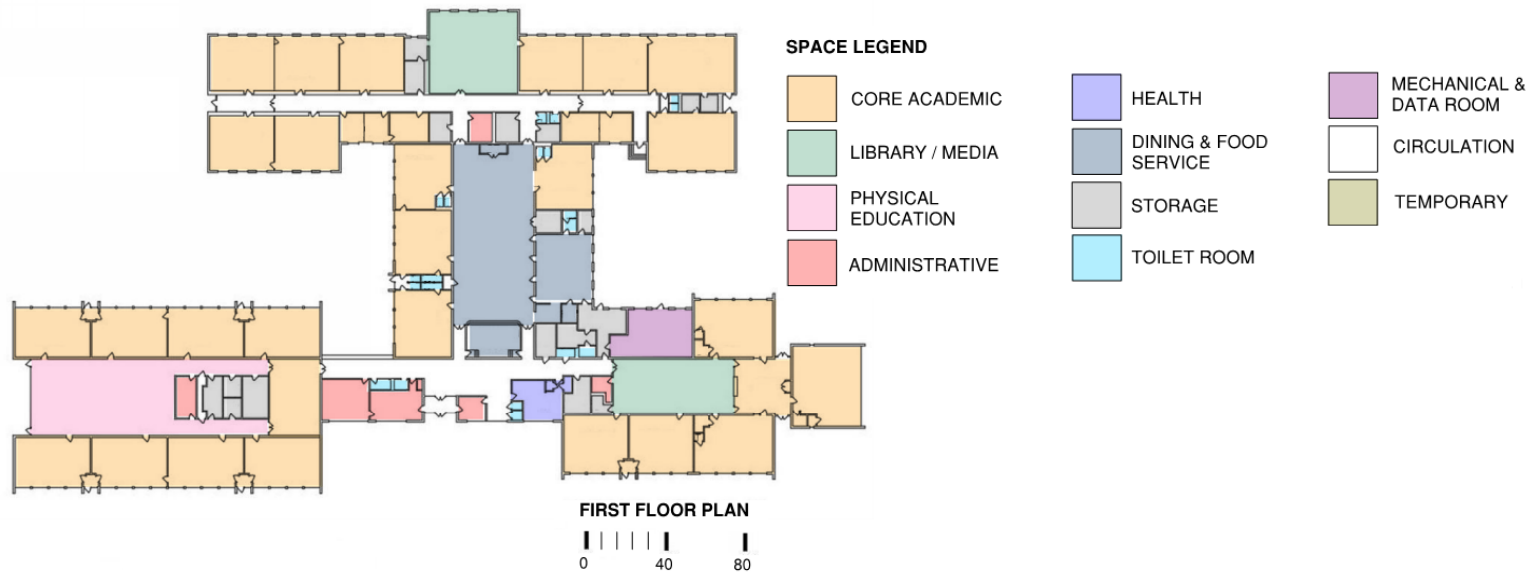
H11. Existing commercial kitchen finishes and equipment need replacement.



H12. Electrical distribution panels and other equipment are obsolete and should be removed and replaced.

Category	Scope 1	Scope 2	Scope 3	Total
<b>BUILDING SUMMARY</b>	<b>WAMPATUCK ELEMENTARY SCHOOL</b>			
<b>1. SITE</b>	354,900	520,650	201,500	1,077,050
<b>2. BUILDING ENVELOPE</b>	1,884,740	145,496	0	2,030,236
<b>3. BUILDING INTERIORS</b>	670,332	1,677,013	1,077,700	3,425,045
<b>4. MECHANICAL</b>	0	1,665,300	577,200	2,242,500
<b>5. ELECTRICAL</b>	0	988,000	11,050	999,050
<sup>1</sup> Total:	2,909,972	4,996,459	1,867,450	9,773,881
<sup>1</sup> Total Inflated @ 4% Compounded Annually	3,540,426	6,078,956	2,272,038	11,891,421

<sup>1</sup>Totals include Soft Costs (30%): Contingency, Administration and A/E Fees.



Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>1. SITE</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>1.1 Bituminous Paving and Curbs:</b> Bituminous paving and curbs at drives, walkways, and parking areas are cracked and delaminated. Play areas and courts are cracked. Many painted lines are missing or faded. Provide new paving, granite curbing at drives and walkways. Restripe parking areas, including painted directional markings, play areas and crosswalks.	10,500	SY	30	315,000	409,500		409,500		409,500
<b>1.2 Provide Curb Cuts:</b> Provide curb cuts at sidewalks to access parking and loading areas for accessibility.	5	EA	5,000	25,000	32,500		32,500		32,500
<b>1.3 Exterior Signage:</b> Post mounted signage is needed to identify parking; add building mounted signage to locate entrance at each exterior door for accessibility.	50	EA	290	14,500	18,850		18,850		18,850
<b>1.4 Handrails:</b> Provide new ADA handrails at ramps and stairs at exterior entry doors.	1	LS	35,000	35,000	45,500			45,500	45,500
<b>1.5 Ramp Servicing Early Childhood:</b> Concrete ramp is in disrepair with spalling and cracking. Remove and build new accessible ramp and rails.	1	EA	15,000	15,000	19,500	19,500			19,500
<b>1.6 Site Lighting:</b> Lighting was non-existent or insufficient in multiple areas, especially at doorways. There is some building mounted and pole mounted lighting. Provide additional pole mounted and building mounted site lighting.	1	LS	25,000	25,000	32,500		32,500		32,500

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>1. SITE</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>1.7 Concrete Aprons at Entry Doors &amp; Loading Dock:</b> Concrete slab aprons at entry doors have heaved and cracked creating an uneven surface. Repair concrete aprons.	500	SY	56	28,000	36,400	36,400			36,400
<b>1.8 Non-Accessible Entry Doors:</b> Provide accessible concrete ramps and metal rails at each entry door.	8	EA	15,000	120,000	156,000			156,000	156,000
<b>1.9 Chain-link Fence:</b> Chain-link fencing is aged, rusting and needs replacement.	700	LF	30	21,000	27,300		27,300		27,300
<b>1.10 Entry Canopy:</b> Canopy columns are rusted through. Structural beams are rusting and bent from impact from delivery trucks hitting them. Downspouts are damaged or missing.	2,000	SF	115	230,000	299,000	299,000			299,000
<b>Total</b>						354,900	520,650	201,500	1,077,050
<b>Total Inflated @ 4% Compounded Annually</b>						431,790	633,450		1,065,240

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>2. BUILDING ENVELOPE</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>2.1 Deteriorated Window Sealant:</b> Existing sealant around window frames is aged and failing. Remove damaged areas and replace with new window sealant.	1,000	LF	6	6,000	7,800		7,800		7,800
<b>2.2 Repoint / Repair Deteriorated Brick Walls:</b> Deterioration is evident. Repoint brick veneer where deteriorated. Repair exposed faces of concrete foundation wall, primarily at corners. Clean all brick veneer. At chimney, repoint mortar joints and replace spalled and damaged brick. At areas of removed louvers and other abandoned wall penetrations, infill with new brick to match existing.	1	LS	78,000	78,000	101,400		101,400		101,400
<b>2.3 Repaint Steel Framing for Glazed Wall at Gym:</b> The existing painted surfaces of the steel framing require painting. Prepare, prime and paint existing steel framing.	1	LS	13,000	13,000	16,900	16,900			16,900
<b>2.4 Replace Exterior Intake Louvers:</b> Replace exterior louvers and perimeter sealants at mechanical rooms.	2	EA	1,000	2,000	2,600		2,600		2,600
<b>2.5 Concrete Sunshade/Lintel Assembly:</b> Sunshade/Lintel assembly is spalled and stained. Rebar is exposed. Repair and seal concrete.	36	EA	720	25,920	33,696		33,696		33,696

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>2. BUILDING ENVELOPE</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>2.6 Replace EPDM Roofing System:</b> Existing roofing is nearing its life expectancy and is in need of replacement. Delamination of membrane and active water leaks were observed. Provide new light colored roofing membrane (TPO) over recovery board, insulation, and thermal barrier. Provide new roof to wall flashings. Provide new blocking and fascia to allow for thicker roof assembly with insulation. Raise roof top units as needed, remove obsolete units and cap.	60,600	SF	23	1,393,800	1,811,940	1,811,940			1,811,940
<b>2.7 Roof Fascia Assemblies:</b> Existing fascia shows signs of deterioration and requires replacement. High ceiling spaces have deteriorated flashing sealants.	1,600	LF	25	40,000	52,000	52,000			52,000
<b>2.8 Roof Drainage:</b> Integral gutters are clogged in some areas. Roof drains on flat roof are clogged and not draining properly. Clear debris from existing roof drains and gutters.	1	LS	3,000	3,000	3,900	3,900			3,900
<b>Total</b>						1,884,740	145,496	0	2,030,236
<b>Total Inflated @ 4% Compounded Annually</b>						2,293,074	177,018	0	2,470,093

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.



Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>3. BUILDING INTERIORS</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>3.1 Asbestos Containing Floor Tiles:</b> The AHERA report, dated 10/26/17 indicates the typical 9"x 9" and 12"x12" floor tiles and sheet flooring contain ACM. Abate ACM tile and provide new VCT tile flooring and vinyl base.	26,500	SF	18	477,000	620,100	620,100			620,100
<b>3.2 Replace Doors, Frames:</b> Provide new accessible wood doors, HM frames, and hardware with accessible lever handles. Replace asbestos containing fire door assemblies at boiler room.	155	EA	3,000	465,000	604,500		604,500		604,500
<b>3.3 Ramp Railings:</b> Four interior ramping floor surfaces exceed a 1:20 pitch and require ADA compliant handrails, both sides.	8	EA	3,000	24,000	31,200			31,200	31,200
<b>3.4 Renovate Toilet Rooms:</b> Toilet rooms are inaccessible and need upgrades. Renovate toilet rooms for accessibility and plumbing regulations. Replace fixtures, plumbing, HVAC, electrical systems, partitions, accessories and finishes.	1	LS	800,000	800,000	1,040,000			1,040,000	1,040,000
<b>3.5 Replace Carpet and Base:</b> Library room carpet is old and smells of mildew. Replace carpet. Provide new vinyl base.	200	SY	50	10,000	13,000		13,000		13,000
<b>3.6 Painting and Wood Staining:</b> Paint on exposed structure is in poor condition. Paint previously painted CMU, steel, gypsum board surfaces, and previously painted wood paneling. Re-stain natural finish paneling and trim work to match original.	50,000	SF	5	250,000	325,000		325,000		325,000
<b>3.7 Commercial Kitchen and Equipment:</b> Replace existing kitchen equipment in kind with new.	1	LS	200,000	200,000	260,000		260,000		260,000

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>3. BUILDING INTERIORS</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>3.8 Replace Ceiling Tile:</b> Replace existing ceiling tile with new acoustical ceiling tile throughout building.	18,880	SF	12	226,560	294,528		294,528		294,528
<b>3.9 Interior Glazing Wire Glass:</b> Replace existing wire glass with tempered glazing. Abate asbestos containing glazing compound.	50	SF	100	5,000	6,500			6,500	6,500
<b>3.10 Carpet:</b> At Classroom 161 remove and replace carpet.	145	SY	50	7,250	9,425		9,425		9,425
<b>3.11 Millwork:</b> At all classrooms, remove and replace all built-in shelving, countertops, cabinetry, coat hooks, and cubbies.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>3.12 Walk-In Coolers and Freezers:</b> The existing walk-ins have reached their useful life expectancy. Provide two (2) new walk-ins, including all associated roof mounted condensers, piping and mounting assemblies. Provide new metal shelving (with casters) in cooler and freezer.	280	SF	138	38,640	50,232	50,232			50,232
<b>3.13 Replace Quarry Tile Floor in Kitchen:</b> Replace quarry tile floor with slip-resistant epoxy flooring.	1,000	SF	20	20,000	26,000		26,000		26,000
<b>3.14 Replace All Recessed Entry Mats:</b> Entrance mats have reached their useful life. Replace in kind.	350	SF	32	11,200	14,560		14,560		14,560
<b>Total</b>						670,332	1,677,013	1,077,700	3,425,045
<b>Total Inflated @ 4% Compounded Annually</b>						815,561	2,040,343	1,311,187	4,167,091

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>4. MECHANICAL</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>4.1 Fire Sprinklers:</b> Sprinklers are not present in the building. Provide Automatic Fire Sprinkler System throughout building and where required under overhangs per NFPA. This includes site work (excavation, water service line installation, back fill, paving and landscaping).	52,000	SF	8	416,000	540,800			540,800	540,800
<b>4.2 Drinking Fountains:</b> Remove original non-accessible drinking fountains and replace in kind with new accessible units.	8	EA	3,500	28,000	36,400			36,400	36,400
<b>4.3 Cooling:</b> Add full air conditioning system to building.	1	LS	1,200,000	1,200,000	1,560,000		1,560,000		1,560,000
<b>4.4 Water and Drainage:</b> Floor drains in boiler room need replacement.	1	LS	2,000	2,000	2,600		2,600		2,600
<b>4.5 Cleaning Equipment:</b> Provide new mop and janitors' sinks. Provide commercial grade cleaner dispensers at required areas.	1	EA	5,000	5,000	6,500		6,500		6,500
<b>4.6 Sinks in Classrooms:</b> Replace existing sinks with new accessible sinks and repair plumbing.	27	EA	2,000	54,000	70,200		70,200		70,200
<b>4.7 Ansul Kitchen Fire Suppression System:</b> Provide a new Ansul fire suppression system at kitchen hoods.	1	LS	20,000	20,000	26,000		26,000		26,000
<b>Total</b>						0	1,665,300	577,200	2,242,500
<b>Total Inflated @ 4% Compounded Annually</b>						0	2,026,092	702,252	2,728,344

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

ASSESSMENT

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>5. ELECTRICAL</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>5.1 Remove and Make Safe any Abandoned Electrical Equipment and Devices:</b> Remove and make safe defective electrical outlets. Provide cover plates or junction boxes where exposed conductors are visible at lighting fixtures and fire alarm devices.	1	LS	30,000	30,000	39,000		39,000		39,000
<b>5.2 Centralize Tel/Com Services and Add Data Outlets:</b> Provide a dedicated area for Tel/Com panels and devices. Remove abandoned and obsolete telephone and data (internet) equipment. Add data wiring and connectivity in classrooms. Most classrooms have one data outlet for students and one for teachers.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>5.3 Security Camera Coverage and Access Control:</b> Some security cameras are present. Increase exterior camera count to accommodate for site safety.	1	LS	100,000	100,000	130,000		130,000		130,000
<b>5.4 Illuminated exit signage:</b> Replace and add new illuminated exit signage through out building.	17	EA	500	8,500	11,050			11,050	11,050
<b>5.5 Interior Lighting:</b> New LED lighting has been recently installed in some spaces. Reuse existing LED lighting in new ACT ceiling where possible. Provide new LED 2x2 lighting fixtures at areas requiring additional illumination. Provide new LED suspended lighting fixtures in classrooms. Provide lighting control system. Improve lighting levels in library. Provide new stage lighting.	36,000	SF	7	252,000	327,600		327,600		327,600

Work Item Description	Qty	Unit	Unit Cost	Total	<sup>1</sup> Total w/ Soft Costs	Scope 1	Scope 2	Scope 3	Totals
<b>5. ELECTRICAL</b>					<b>WAMPATUCK ELEMENTARY SCHOOL</b>				
<b>5.6 Add Electrical Outlets:</b> Many spaces are using outlet power strips and splitters to power various devices and equipment. Add outlets and sub panels for additional power in classrooms.	70	EA	1,000	70,000	91,000		91,000		91,000
<b>5.7 Update Intercom:</b> Update intercom system with dial out and voice mail capabilities.	52,000	SF	4	208,000	270,400		270,400		270,400
<b>Total</b>						0	988,000	11,050	999,050
<b>Total Inflated @ 4% Compounded Annually</b>						0	1,202,053	13,444	1,215,497

<sup>1</sup>Total includes Soft Costs (30%): Contingency, Administration and A/E Fees.

## ASSESSMENT

### WAMPATUCK ELEMENTARY SCHOOL



W1. Wampatuck Elementary School main entrance.



W2. Parking area striping is worn and should be restriped.



W3. Chain link fences are badly rusted and damaged throughout the site.



W4. EPDM roof has multiple areas of ponding and delamination. There is an existing leak at the roof hatch.



W5. Security cameras are present, but coverage is not presently adequate.



W6. Canopy structural columns and beams are rusting significantly.





W7. Vinyl base is old and damaged in a number of areas around the building.



W8. There are currently not enough electrical outlets throughout the building.



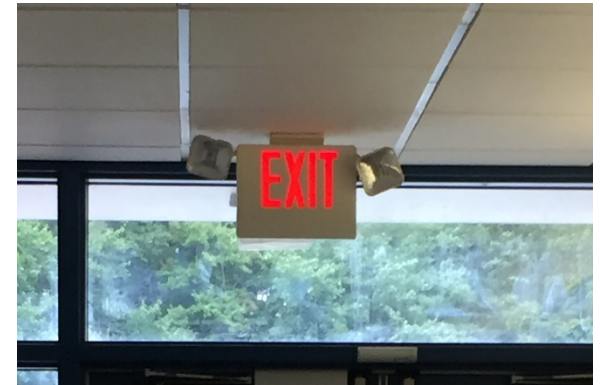
W9. Some drinking fountains are accessible, but others need to be updated.



W10. Boiler room floor drain is clogged requiring cleaning or replacement.



W11. Carpeting in the library smells of mildew, is worn, and should be replaced.



W12. Illuminated exit signage does not meet current code.

## Documents Provided by Scituate Public Schools / Meeting Notes

### **Mission, Vision and Priorities Authored By Scituate Public Schools**

#### **Mission:**

The Scituate Public Schools' Mission is to...graduate well-rounded global citizens with the skills, passion and confidence to make a positive impact in our world.

- Our mission drives our program and services for students and this community. It is centered on students
- Our mission brings us together, PK-12
- We are all doing different parts of the same job
- 6 schools, 1 mission

#### **Vision:**

In 2023, the Scituate Public Schools is...A district known for its innovative, world-class education. The Scituate Public Schools prepares its students to succeed in an increasingly globalized society by providing authentic, consistent and innovative curriculum. Our educators meet the needs of all students through engaging, rigorous and research based instructional pedagogy. Our students actively engage in their learning, in schools with flexible learning spaces. Our students graduate as resilient, balanced and well-rounded global citizens able to make positive impact in the world.

#### **Achieving Our Mission and Vision: Setting Priorities**

Five priorities allow us to continue what we have begun as well as innovate and grow. This strategic planning model also engages staff in the action planning process. It ensures that we maintain teacher and staff voice throughout implementation- not just development.

#### **Priority 1: Authentic, consistent and innovative curriculum**

To achieve this priority, we will continue:

- Developing UbD units
- Creating project based learning experiences and performance based assessments
- Providing training and PD to support all educators to that end
- Create a curriculum review and revision process
- Research and adopt norm referenced assessments to support literacy and mathematics in our elementary schools
- Expand authentic, STEAM and computer science experiences to prepare kids for careers that don't exist yet!



**Priority 2: Engaging and rigorous pedagogy to educate all students**

To achieve this priority, we will continue:

- Utilizing high impact, best teaching practices and providing PD to support this
- Co-teaching along with PD and funding to support it
- Focus on strategies to meet the unique needs of each child through DI and PL
- Establish a comprehensive District PD plan to support all staff, including non-teaching staff.
- Expand flexible, virtual and offsite learning opportunities

**Priority 3: Integrating social/emotional factors as part of our RTI process.**

To achieve this priority, we will continue:

- Partnership with Caitlin McCormick and Dr. Nadja Reilly to support staff
- Expanding academic, artistic and athletic experiences for all kids
- Developing a PK-12 continuum of SEL curriculum.
- Develop a Restorative Practices model that promotes respectful relationships

**Priority 4: Flexible Learning environments and structures that support innovative and authentic education**

To achieve this priority, we will continue:

- Developing a plan to address the facilities needs in our elementary schools
- Developing an elementary schedule that gives staff time to collaborate and kids time for library, arts and music.
- Implement a comprehensive facilities maintenance plan
- Develop a schedule that maximizes our combined middle-high school campus.
- Take a look at our starting times and tiers for all schools that best supports the needs of students and families.

**Priority 5: Local to global community engagement and partnership**

To achieve this priority, we will continue:

- Exploring collaborative partnerships with local and regional organizations
- Supporting cultural proficiency and diversity throughout our community
- Develop an SPS alumni network
- Create opportunities for all students to develop their global competency
- Provide all students with authentic civics learning experiences and register them to vote

In developing Scituate Public Schools, involve stake holders of the community including students, parents, teachers, staff, school and district leaders to:

- Analyze academic data, discuss trends, strengths, needs, opportunities for SPS
- Explore educational trends and projections for the future
- Review regional, national and worldwide labor sector projections
- Develop consensus around ideals, values and top priorities for SPS to prepare students for success in an increasingly complex, globalized society

### **Teaching Philosophy and Methods** (as discussed by SPS faculty and with H&A Staff)

**The Project Based Learning Model:** The Project Based Learning (PbL) Model is a key piece of Scituate Public Schools' educational program for pre-k through grade 12. Successful implementation of the PbL model requires building features within the physical learning environment that support and enhance collaborative, project-based learning. Building features include: larger functional spaces/classrooms for learning activities, adjacencies, adjustable and moveable furnishings, and psychological and physiological support of the learners.

**Group Size:** Space requirements relating to group size include: large, open or common spaces, classroom and teaching teams space, small group and team space, and large group space. Group sizes include individual, small group size (3-15), team size (5-10), and large group size (15-35).

**Learning Activities:** The learning activities include: (a) group instruction to teach concepts or skills to the whole team or group; (b) workshop learning in which learners have the opportunity to discover, explore, practice, and use specialized equipment to create and produce information, products, and services for their projects; (c) project work; (d) teamwork to choose, develop, and produce a service or product; (e) individual work, study, or reflection; (f) preparation for and presentation of acquired knowledge and skills as a means of assessment; (g) practice space; and (h) informal learning.

**Adjacencies:** The relationship of spaces to one another should link spaces and circulation patterns to connect learners and learning activities. Provide galleries, studios, and presentation spaces to show the learning process and final products adjacent to spaces to increase access to resources, supplies, storage, and technology.

**Furnishings:** Furnishings for the PbL physical environment must support and enhance a variety of learning activities and promote collaborative work. Moveable furniture, different sizes of work surfaces such as tables or benches, floor space on which to work, casements to store supplies and projects, technologies in a variety of forms, and personal storage spaces are necessary.

**Technology:** Scituate is a BYO-Device district. Stations for BYOD and a high number of drops/charging outlets are needed with wireless bandwidth capable of supporting District-provided devices and BOYD.

Spaces: PbL requires multiple space types to support learning activities. Space types required are:

• Direct instructional spaces	• Production spaces
• Informal instructional spaces	• Practice spaces
• Gathering spaces	• Quiet, reflective spaces
• Planning spaces	• Presentation spaces
• Resource spaces	• Community spaces
• Exploration and discovery spaces	

**Teacher Collaboration:** Dedicated internal and external spaces foster teacher collaboration and provide space to organize resources and access content. Collaborative spaces are required for regular grade level meetings and curriculum sharing, which includes opportunities for teachers to explore and find new methods and materials.

**Special Education:** Inclusion is a core belief and practice in Scituate Public Schools. This educational model challenges the District to meet the needs of learners by educating students with disabilities along side their non-disabled peers. The environment necessary to foster inclusion is built upon the shared belief system of general and special educators, and a willingness to merge the talents and resources of teachers. Scituate Public Schools provides a continuum of special education services for students based on individual needs and team recommendations. These services may include, but are not limited to, specially designed instruction for academics, speech/language, occupational therapy, counseling, social skills, study skills and physical therapy.

The District has done a commendable job in adapting its schools to meet the changing program needs of students with disabilities. Three of the four elementary schools were constructed prior to IDEA (Individuals with Disabilities in Education Act of 1975), Cushing Elementary (1964), Hatherly Elementary (1962) and Wampatuck Elementary (1956). Jenkins Elementary School was rebuilt in 2003. The number of children with special learning needs has become a growing component of Scituate Public Schools and schools across the country. New facilities are now carefully designed around the students' needs and capabilities to support instruction and interrelate with the overall school design, but Cushing and Hatherly, and Wampatuck Schools have not benefited from new school construction.

## APPENDIX C

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As Scituate Public Schools adapted its elementary schools to house new special needs programs and services, compromises had to be made to provide space for the delivery of services. Classrooms were sacrificed and hallways, closets, stages and cafeterias are used for to provide services. Temporary measures have compromised the building and effectively reduced the teaching capacity within Cushing, Hatherly and Wampatuck Schools. A long-term plan is required to provide spaces identified by the District that are essential to achieving its educational goals.

While philosophy and law dictate that children with special needs should be placed in the least restrictive environment (LRE) and educated with non-disabled peers to the greatest extent possible, many cannot succeed in the traditional classroom, or even in one having some modification. It is therefore sometimes necessary to provide instructional spaces designed especially for exceptional children. A further complication is that the children with special needs, and the type and severity of their needs, varies dramatically from one academic year to another, and from one school to another across the District. Scituate Public Schools currently manages some of the variability of populations by housing a town-wide pre-kindergarten at the Wampatuck School and programs for low incidence, significant special needs at the Hatherly and Jenkins Schools.

**Special Education Related Services (Defined by Scituate Public Schools):**For students with special education needs who also require related services, the District provides or arranges for the provision of support services, which have been determined to be developmental or corrective in nature. The IEP Team has agreed that these services are required to assist the student in benefiting from special education support and /or to assist the student in accessing the general curriculum. Related services provided in the Scituate Public Schools include the following, but are not limited to:

- Speech and Language Therapy
- Psychological Consultation – to the Team
- Therapeutic Interventions
- Paraprofessional supports
- Physical Therapy
- Occupational Therapy
- Early Identification/Intervention for Children with Disabilities
- Orientation and Mobility Training
- Teacher of the Visually Impaired consultation
- Parent Training
- Special Transportation
- Applied Behavior Analysis
- BCBA Consultation

- Assistive Technology consultation and devices as required
- Adapted Physical Education

**Learning Centers:** Each elementary school has a Learning Center staffed with special education certified teachers and paraprofessionals. Specialized instruction is provided to eligible students and these services may take place in a regular education classroom and/or in a Learning Center. Many students work with special education staff in small groups where they receive support and strategies that enable them to access and progress in the regular education curriculum. These centers provide services to students with a wide range of special education needs and varying disabilities.

**Elementary Co-Teaching:** Co-teaching is currently offered in all elementary buildings. In this program, children on IEPs who need support are integrated with children who are not on IEPs. Two classroom teachers, a general educator and a special educator, instruct the class. Students are provided with additional scaffolding and increased individualization due to the support of two teachers.

**Language-Based Classroom (LBC):** This classroom is designed for a small cohort (maximum of 8 students) of children with language-based learning disabilities who are currently in grades 3-5 and require a substantially separate language-based program to maximize learning. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs. In addition to providing instruction to maximize learning, the development of a positive attitude, and the enhancement of self-esteem and self-confidence are major goals for each child. Providing each child with many opportunities for success academically, socially and emotionally are essential components to this developmental program. In order to ensure this success, students are grouped academically according to their strengths and areas of need as well as their learning levels. This program is housed in Jenkins Elementary School.

**PLC and ILC (The Primary Learning Center and the Intermediate Learning Center):** These two programs service students within the District, grades K-5, who present with severe special education needs. The program consists of one special education teacher or paraprofessional to create 1:2 ratio of adult to students. Should a student require more intensive 1:1 support, the IEP Team will make that recommendation. These programs are housed in Hatherly Elementary School.

**Elementary Therapeutic Program (JEMS):** The program staffing consists of one Special Educator, one School Adjustment Counselor and paraprofessional support. The students require support in the area of social and emotional skills. Students will work on individual academic and social/ emotional IEP goals. Academics will be based off the elementary curriculum. The use of the natural setting in the elementary school and activities to reinforce the social and emotional skills of the students is implemented. The program is for students in grades K-5 who receive special education services related to an emotional disability and is housed in Jenkins Elementary School.

### **Key Program Elements impacted by space/facility provided by Scituate Public Schools**

**Target class sizes:** The District strives for an optimal and equitable class size for their students.

- Pre-school: approximately 16 per classroom
- Grade K and 1: approximately 20 students or less per classroom
- Grades 2-3: approximately 20 – 22 students per classroom
- Grades 4-5: approximately 22 – 24 students per classroom

### **Educational program and instructional model:**

- Centers based instruction requiring dynamic classrooms and flexible furniture
- Flexible grouping in and between classrooms. This is particularly useful to support tiered and differentiated instruction.
- Project based learning experiences throughout the year that utilize maker spaces and STEAM labs that are easily accessible (avoiding the need to ‘sign up’ for such spaces).
- We are high tech district. Tech integration is fundamental to our instructional model.
- Integrated sound system is utilized for access by disabled and non-disabled students.
- Teachers require common space (besides classrooms) for collaboration across grade levels and with specialists.
- The District is implementing a co-teaching model requiring space for at least two adults in every classroom.
- Storage is vital, both for staff and students. This is one of our current challenges.
  - Early elementary has a wide range of media (similar to arts classes)
  - Space for common instructional materials, both for grade-level and common school-wide storage spaces.
  - 3<sup>rd</sup> grade begins instruments - need storage.
  - Comprehensive arts program that explores clay/pottery, 2 and 3D art, painting
- Sinks/water are utilized (beyond just PK/K toilet room access) in all classrooms.

**Unique spaces:**

- Nurse: Requires storage space as many of our students have complex needs
- Library – dynamic space. Books are still fundamental to ES library but the space is used as our “Humanities Lab” as well (think STEAM lab for humanities).
- SPS Elementary Schools house substantially separate special education programs:
  - OT/PT/SPL/V&M and other related services require designated spaces
  - Technology and assistive technology needs
  - Noise controlled environments
  - Bathroom needs in the classroom (with changing tables for adults)
  - Easy access to entry of building for physically disabled students
  - Therapeutic behavioral needs and individual instructional space for discreet trials
- We are a BYO-Device district.
  - Stations and storage for BYOD and high frequency of drops/charging outlets
  - Many of our devices are wireless.
- Green house/gardening is a growing part our program.
- Art and music spaces:
  - Arts: We are expanding collaborative arts education through STEAM. Our art teachers (and many classroom teachers) also teach outdoors when appropriate.
  - Music: Grade level performances as well as whole school performances. We also run a large orchestral and band program and provide instrumental lessons for students during the school day!
  - We are moving toward more school/district showcases of student learning.
- PE program needs
  - Our program could benefit from a large gym space to support project adventure (PA) and team building activities and functional fitness circuits and assessments.
  - Winter is long, and much of the year the PE program and other programs utilize our gym areas, not just for education but for large community presentations.
  - Storage for equipment and mats. We have a LOT of equipment.
  - An ‘office’ space with a window to see inside the gymnasium.
  - Wireless capabilities, projector/screen and sound system are used regularly.
  - A higher ceiling to handle cargo net, multi-swings and hoist system storage.
  - Age-appropriate traverse walls are used in our elementary program part of PA.
  - Safety padding on all four walls inside gymnasium
  - We run health lessons, functional fitness/yoga, staff wellness opportunities that could also support ILC/PLC students to work on motorskills with our PT teacher.
  - Bathroom and water access is always important, especially for our youngest students and our disabled students.

## APPENDIX C

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- Playgrounds meet a wide range of age needs as well as disabled accessible. Our SEL program utilizes the playground to practice self-governing skills. The PE program is moving toward utilizing the playground more for fitness circuits.
- Food Services/Cafeteria: We value choice in healthy foods (ie: salad stations); we utilize food grown in the student gardens for lunch, etc.
- Hallways
  - Our OT/PT uses the hallways for 'gas stations' motor breaks.
  - All schools use the hall for displaying of student work.