



*Norwood Public Schools
Summary of Final Long Range Study*

August 2017



What is the Norwood Schools Long Range Study Committee?

// A 9 Member Committee: 5 Voting + 4 Non-Voting

// Established by STM on May 9, 2016

// The Committee is responsible for the selection of the **architect** and development of the **report**



// Ultimately, the **School Committee** must approve any proposal



Who are the members?

VOTING

- // **Alan Slater, *Chairman*** - Finance Commission
- // **Myev Bodenhofer** - School Committee
- // **Patrick McDonough** - School Committee
- // **Thomas Maloney** - Board of Selectmen
- // **Sarah Quinn** - Town Meeting Member

NON-VOTING

- // **John Carroll** - Town Manager
- // **Dr. David Thomson** - Superintendent of Schools
(James Hayden)
- // **Paul Riccardi** - Director of Buildings & Grounds
- // **Ted Callahan** - PBCC



What are the Responsibilities?

// Develop RFP & Scope of Services

// Select the architect

// Conduct progress meetings

// Periodically review study and provide architect with feedback

// Make a recommendation to the School Committee



I. *What is the purpose of the Long Range Building Study?*

The Long Range Building Study

// Beginning in the fall of 2016, the Town of Norwood requested the services of Ai3 Architects and consultants to assess the existing conditions of its public schools

// This included all five community elementary schools, the early education center, the middle school, and the Savage center

// The study aims to establish a feasibility and master plan for Norwood by evaluating:

Demographic and population trends
Structural integrity of each building
State of the current building systems
Overall program distribution per building
Site conditions

II. *Who contributed to its preparation?*

Professional Contributors

// *Architectural Analysis:* **Ai3 Architects, LLC**

// *Structural Analysis:* **Engineers Design Group**

// *MEP Systems Analysis:* **Griffith & Vary, Inc.**

// *Site/Civil Analysis:* **Pare Corporation**

III. *What is included in the final Long Range Building Study*

391 Pages of Content

// Introduction

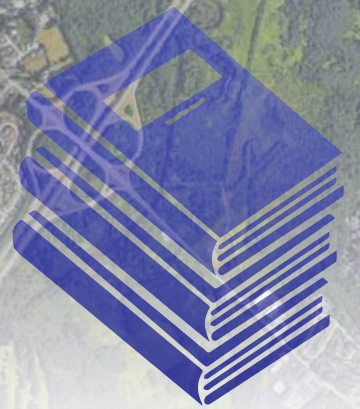
// Evaluation of Existing Conditions

// Evaluation Results

// Evaluation of Alternatives - 16 Options

// Executive Summary

// Appendix



Complete Long Range Study (391 pages)
Prepare Summary of Long Range Study &
Present findings to School Committee

[illegible]



I.

*Long Range Study:
Evaluation Period*



Oldham Elementary School
grades 1-5 // 218 students

Savage Educational Center
District programs // 000 students

Callahan Elementary School
grades 1-5 // 230 students

Willett Early Childhood Center
grades PK-K // 385 students

Cleveland Elementary School
grades 1-5 // 349 students

Balch Elementary School
grades 1-5 // 306 students

Prescott Elementary School
grades 1-5 // 262 students

Coakley Middle School
grades 6-8 // 756 students

Norwood



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Norwood Public Schools Evaluate Existing Conditions

Norwood, MA

I. What are the factors affecting Building Performance?

Capital Repairs & Improvements

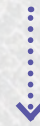
- // Scheduled replacement of building systems and components
- // Technology and security improvements
- // Review and redistribution of space needs
- // Site and landscape improvements
- // Phased renovations of portions of a school

School	Exist. Square ft	Capital Repair Cost
Balch ES	51,800	\$6,073,550
Callahan ES	33,500	\$3,927,875
Cleveland ES	49,000	\$5,745,250
Oldham ES	39,500	\$4,631,375
Prescott ES	36,000	\$4,221,000
Willett	38,500	\$4,514,125
Coakley MS	128,000	\$15,008,000
Savage Center	122,000	\$14,304,500
	Total	\$58,425,675

II. What are the factors affecting Functional Performance?

Physical Size vs. Population

- // When the total square footage is divided by the student population, and each student isn't receiving a comfortable amount of square feet
- // Norwood schools currently over-crowded are:



Cleveland Elementary School
Willett Early Childhood Center
Coakley Middle School

School	2017 Population	Square ft/ Student	Over-crowded by
Cleveland	349	140	40 students
Willett	385	100	50 students
Coakley	756	169	60 students

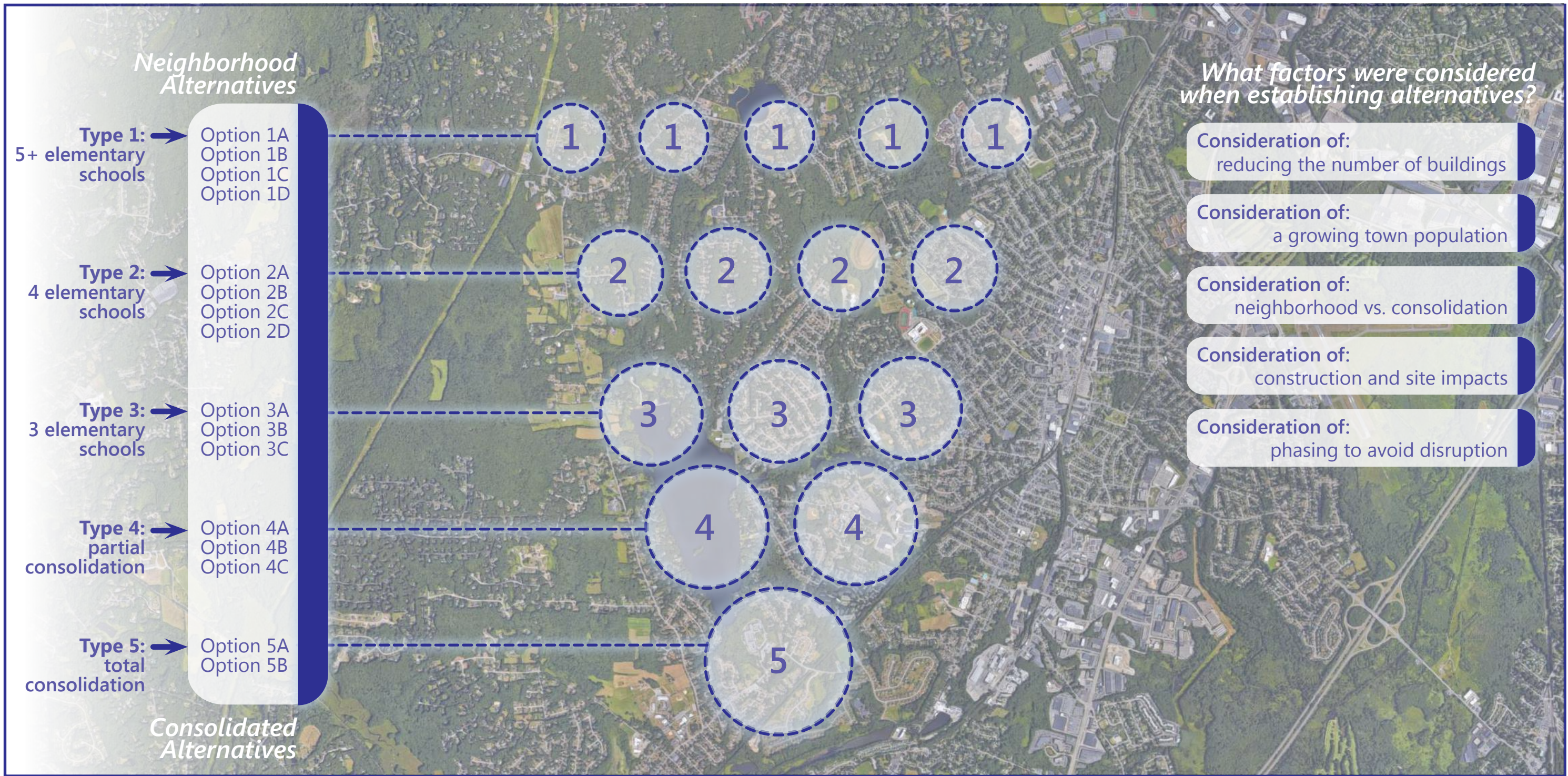
III. What are the factors affecting Education Performance?

21st Century Learning Environment

- // Sense of school community
- // Indoor/outdoor educational connections
- // An inclusive academic environment for all students
- // Academic learning neighborhoods
- // Collaborative environment for students/staff
- // S.T.E.A.M. integration and flexible space



Coakley Middle School



Type 1:
5+ elementary schools

Option and # of buildings left		Total Capital Repairs (\$)	Total Project Cost (\$)	Total Sum (\$)*
Option 1A	9	43,417,675	102,435,697	145,853,372
Option 1B	7	38,903,550	100,678,354	139,581,904
Option 1C	8	33,158,300	115,083,220	148,241,520
Option 1D	8	43,417,675	86,783,760	130,201,435

Type 2:
4 elementary schools

Option 2A	7	18,853,800	141,323,770	160,177,570
Option 2B	6	14,925,925	141,323,770	156,249,695
Option 2C	6	24,599,050	142,191,420	166,790,470
Option 2D	6	30,344,300	128,224,600	158,568,900

Type 3:
3 elementary schools

Option 3A	6	26,123,300	136,919,860	163,043,160
Option 3B	7	20,260,800	136,919,860	157,180,660
Option 3C	6	12,663,000	173,966,170	186,629,170

Type 4:
partial consolidation

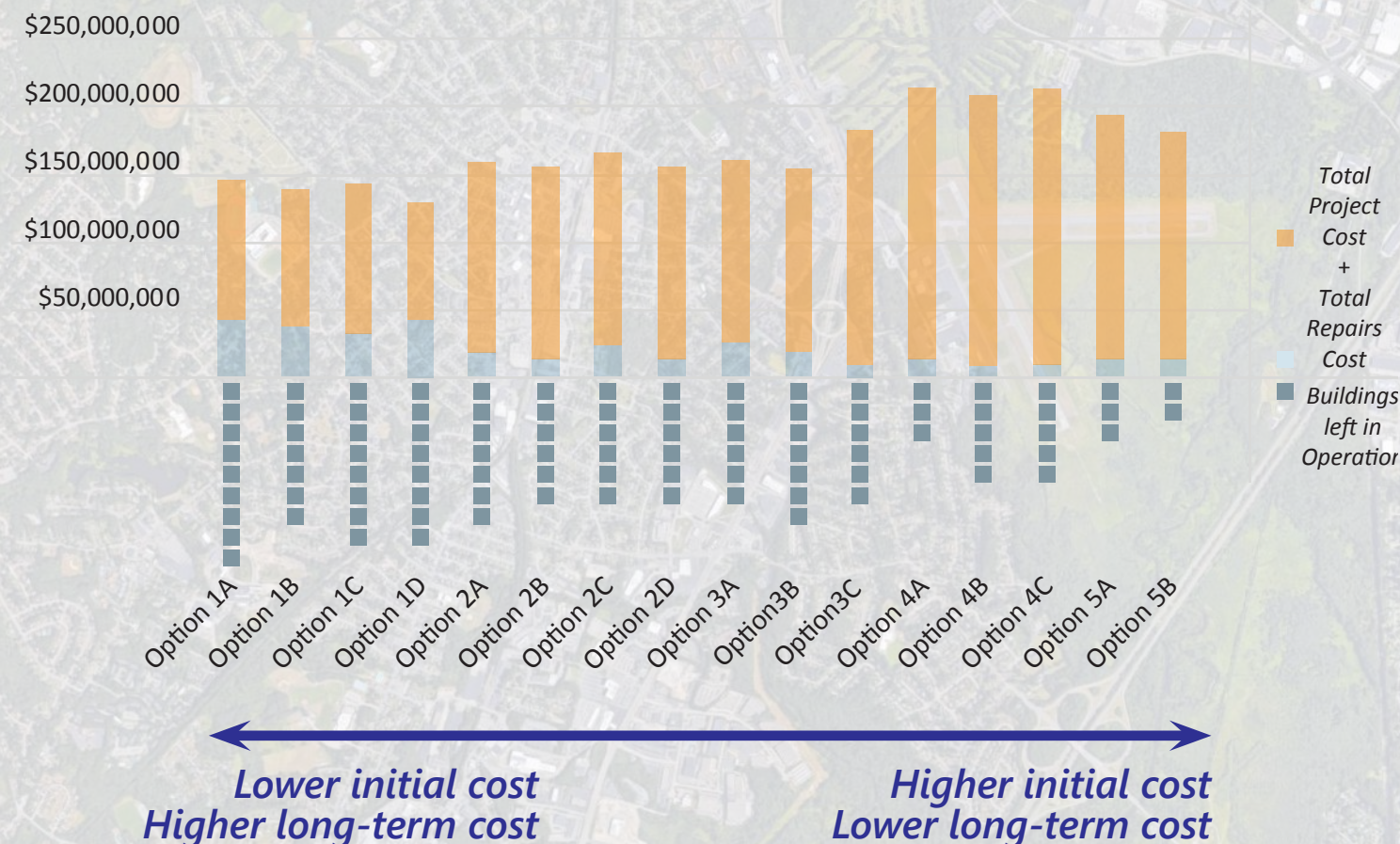
Option 4A	3	14,304,500	199,453,037	213,757,537
Option 4B	5	10,001,425	198,283,820	208,285,245
Option 4C	5	10,001,425	201,102,510	211,103,935

Type 5:
total consolidation

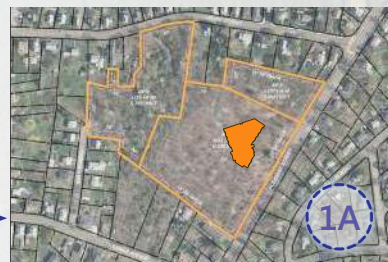
Option 5A	3	14,304,500	179,125,639	193,430,139
Option 5B	2	14,304,500	166,518,450	180,822,950

*((\$)) amounts represent the magnitude of cost per option based on 2017 values and have been included to provide a datum of comparison between options.

How did capital repairs, new construction costs, and operating costs compare?



Type 1: →
5+ elementary
schools



1A



1B



1C



1D

Type 2: →
4 elementary
schools



2A



2B



2C



2D

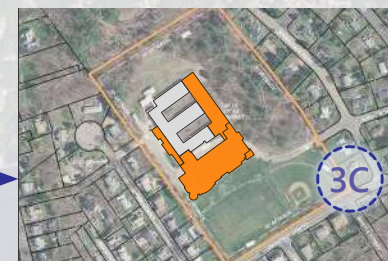
Type 3: →
3 elementary
schools



3A

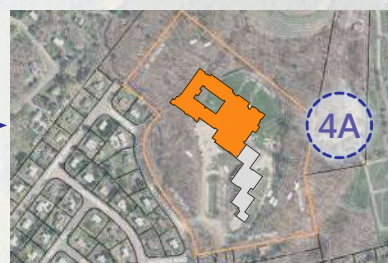


3B



3C

Type 4: →
partial
consolidation



4A



4B



4C

Type 5: →
total
consolidation



5A



5B

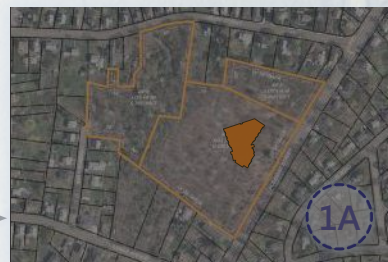
*What factors were considered
when locating alternatives?*

Consideration of:
which sites will accommodate
building expansion

Consideration of:
where each site is located
within Norwood

Consideration of:
whether a site can handle
phased, new construction
followed by demo

Type 1: →
5+ elementary schools



1A



1B

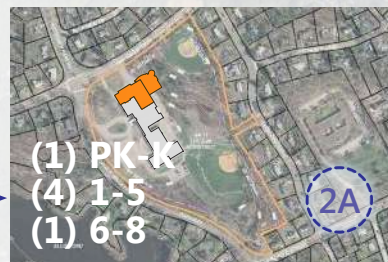


1C

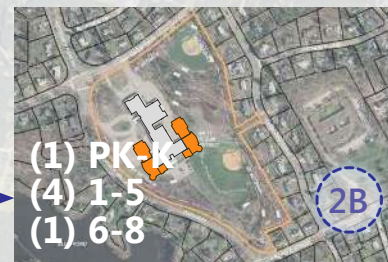


1D

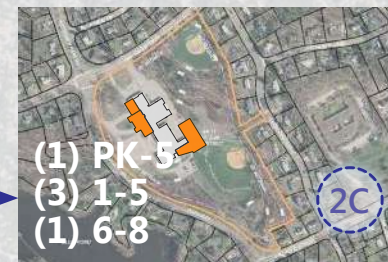
Type 2: →
4 elementary schools



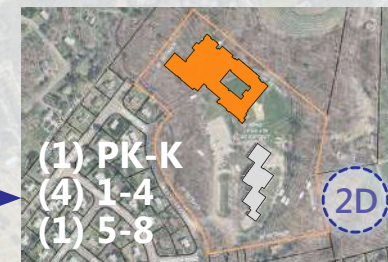
2A



2B



2C

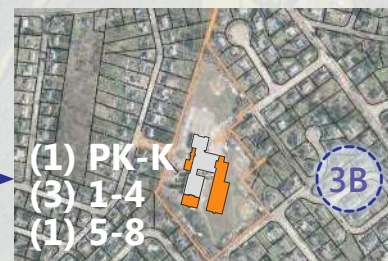


2D

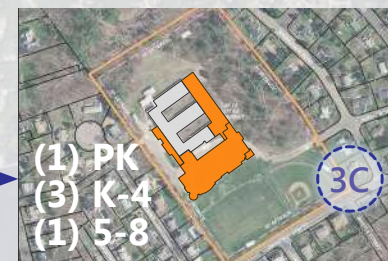
Type 3: →
3 elementary schools



3A

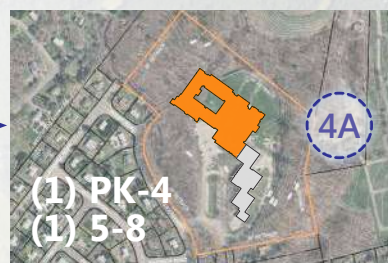


3B



3C

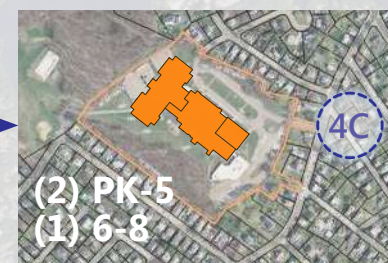
Type 4: →
partial consolidation



4A



4B



4C

Type 5: →
total consolidation



5A



5B

Which alternatives were favorable to the Building Committee?

✓ **Viable:**
Balanced populations for a practical number of buildings

✓ **Viable:**
Balanced populations for a practical number of buildings

✓ **Viable:**
Balanced populations for a practical number of buildings

★ **Top Priority**
Every option included identifies **Coakley Middle School** as the highest priority for the Town of Norwood

2-4 years

Grade Configurations to address Over-Crowding

// The Willett Early Education Center will require modular classrooms to be deployed to immediately address the over-crowding there

// Whether the new middle school hosts grades 6-8 or 5-8, the decision will be made during MSBA Feasibility & Schematic Design



4-6 years

Neighborhood vs. Consolidated Schools

// The Norwood Building Committee favors a 5-8 grade configuration because it has a positive affect on all factors within the Long Range Study



// The most deficient school building is addressed right away

// Over-crowding in the lower grades is alleviated when grade 5 moves to the middle school

// 66% of all Norwood students will be in school buildings that are less than 10-years-old

// The decision whether or not to consolidate the elementary schools does not need to happen until post-construction of the middle school

6-10 years

Investments & Outlook

// Capital repair costs for the middle school will be essentially non-existent in this 6-10 year phase, leaving available funds for the early ed./elementary schools and minor high school needs

// The capital repair costs associated with maintaining all 6 early ed./elementary schools will be assessed





II.

*Long Range Study:
Assessment of Results*



I. What are the factors affecting Building Performance?

Capital Repairs & Improvements

Capital Repair Required	Cost
Foundation Repairs	\$150,080
Exterior Envelope Repairs	\$2,551,360
Roof Replacement	\$1,200,640
Interior Finishes/Construction	\$3,752,000
Plumbing/Fire Prot. Replacement	\$1,500,800
HVAC Systems Replacement	\$1,800,960
Electrical/lighting Replacement	\$1,800,960
Technology Replacement	\$750,400
Hazmat Remediation (Asbestos)	\$600,320
Code Upgrades	\$600,320
Site Improvements	\$300,160
Total	\$15,008,000

II. What are the factors affecting Functional Performance?

Physical Size vs. Population

2017 Population	Existing Building GSF	Grades	Over-crowded by
756	128,000 sf	6-8	60 students

2027 Population	Required Building GSF	Grades
779	151,000 sf	6-8
1,044	180,000 sf	5-8

// **Deficient** Classroom Size & Building Organization



Shared spaces, such as the Cafeteria and Library are also under-sized as a result

III. What are the factors affecting Education Performance?

21st Century Learning Environment

// **Deficient** Transparency & Personalization

// **Deficient** Indoor/Outdoor Connections

// **Deficient** Collaborative Work Spaces for Students/Staff

// **Deficient** S.T.E.A.M. Facilities & Project Labs

// **Deficient** Media Center & School Resources

// **Deficient** Performance & Language Arts Facilities

FAIL

Existing Education Design:

- **No** major capital investments to improve the building envelope since its construction 42 years ago
- **No** insulation has been added to the roof, which will need to be replaced in the next 5-10 years
- **No** cavity between the brick/masonry back-up exists; potential moisture infiltration issue, plus only 1" insulation when 3"+ is best

128k sf

existing gsf

180k sf

recommend. gsf



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Coakley Middle School - Building Deficiency Building Performance

Norwood, MA

FAIL

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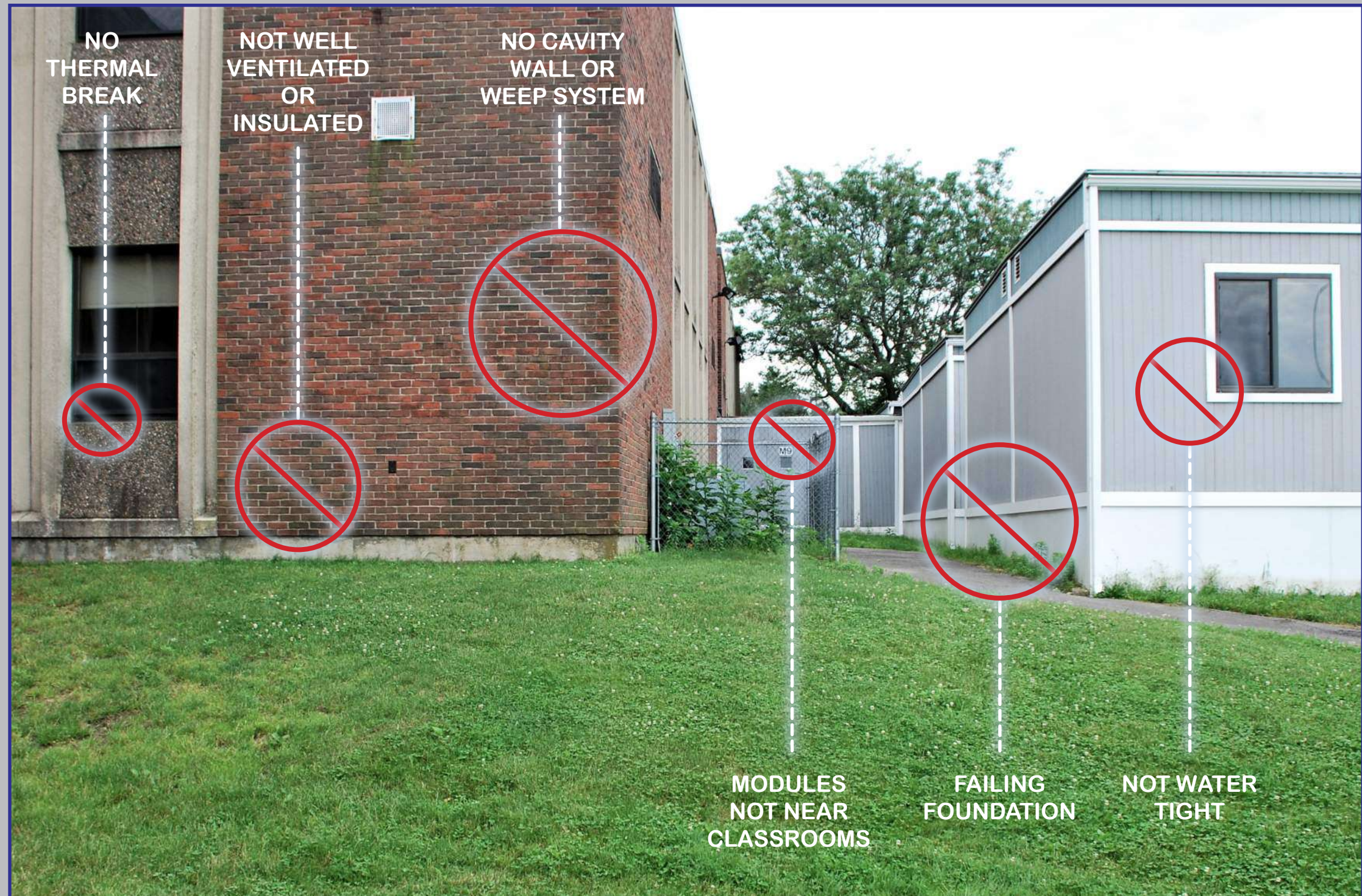
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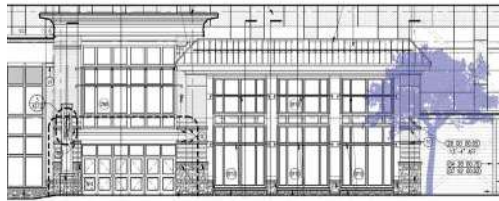
Coakley Middle School - Building Deficiency Building Performance

Norwood, MA

PASS

21st Century Education Design:

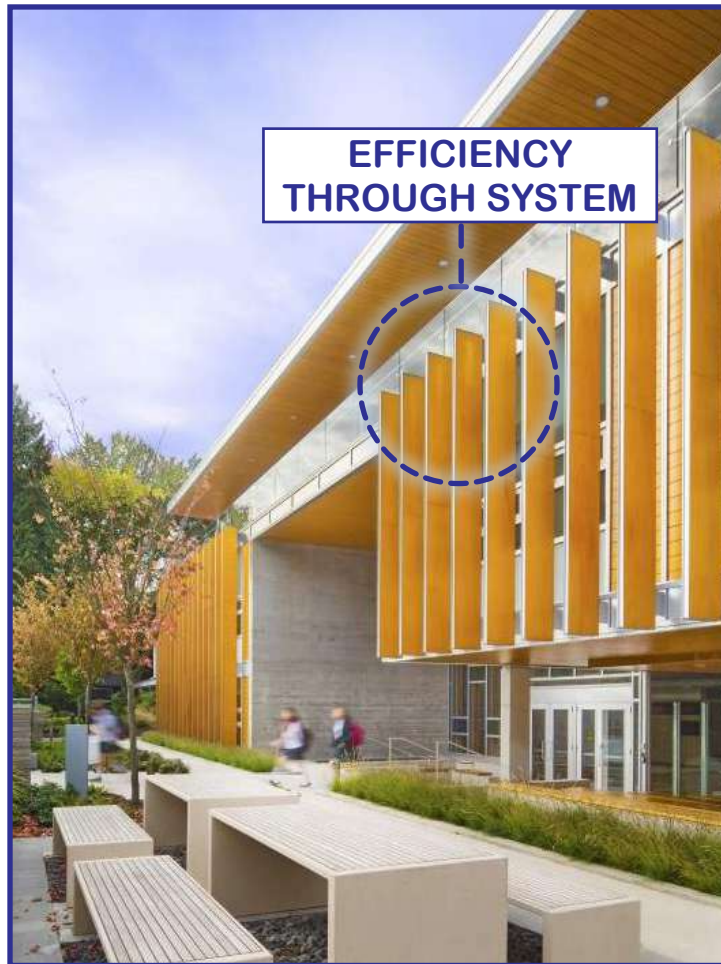
- ✓ A 21st century school that is a leader in energy and environmental design
- ✓ Design of a weather-tight envelope that is more energy and cost efficient; tempered air remains inside, despite a constantly changing outdoor climate
- ✓ Use of glazing that allows for natural lighting while also providing views and pure ventilation
- ✓ A conscious awareness of the site it inhabits



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Coakley Middle School - Resolution Building Performance

Norwood, MA



FAIL

Existing Education Design:

- **No** ability to logically organize classes into academic neighborhoods
- **No** sufficient storage space per classroom
- **No** interaction with the outdoors and little space available for arts/language
- **No** appropriately sized core classrooms

785 sf

existing avg

950 sf

recommend. avg



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Coakley Middle School - Functional Deficiency Classroom Size & Organization

Norwood, MA

FAIL

Existing Education Design:

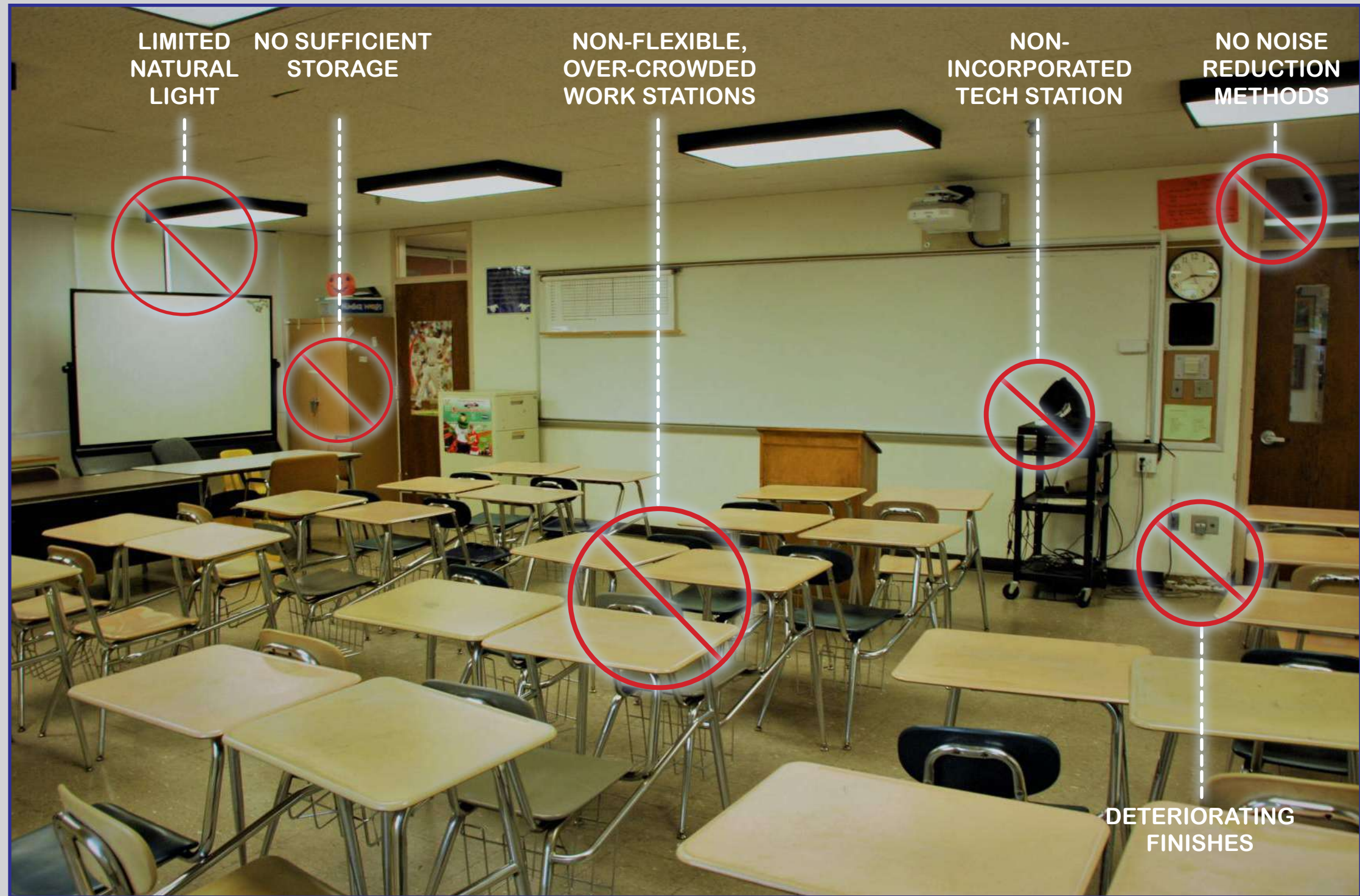
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21st Century Education Design:

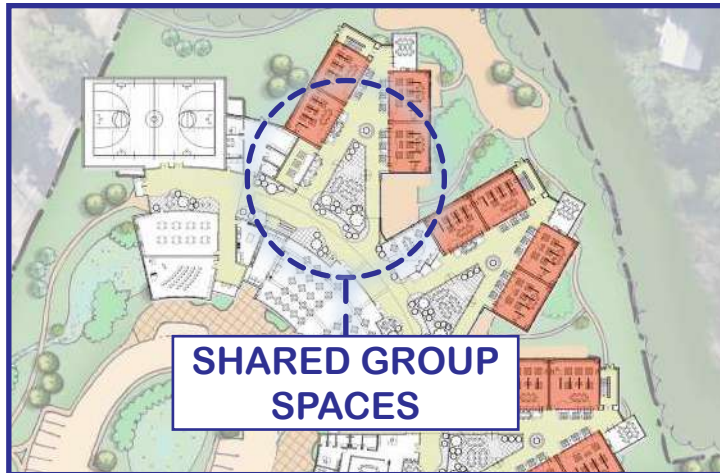
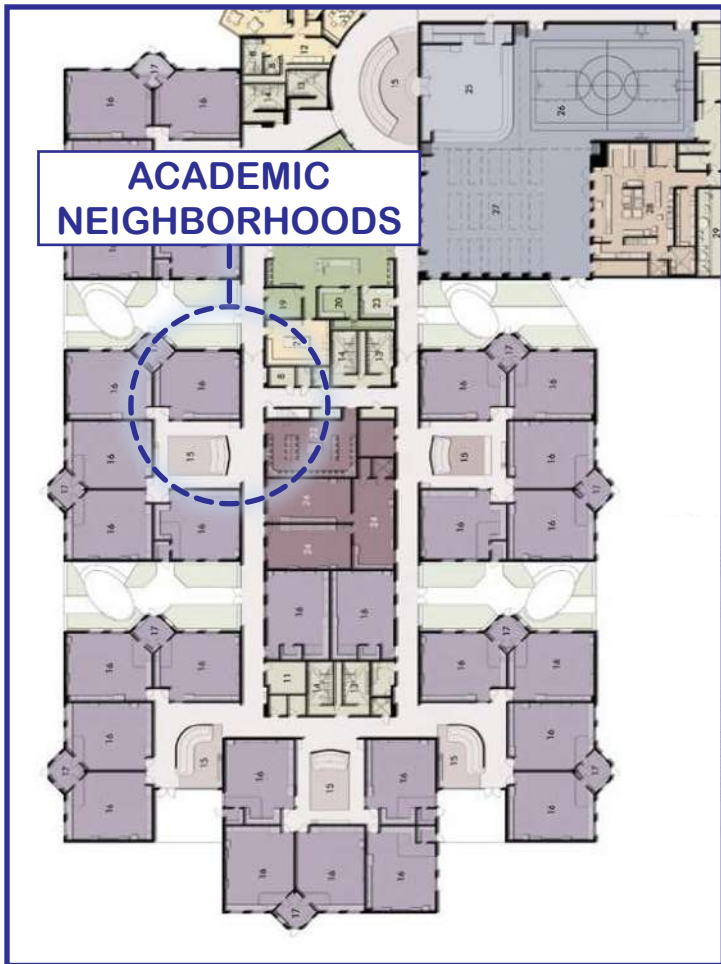
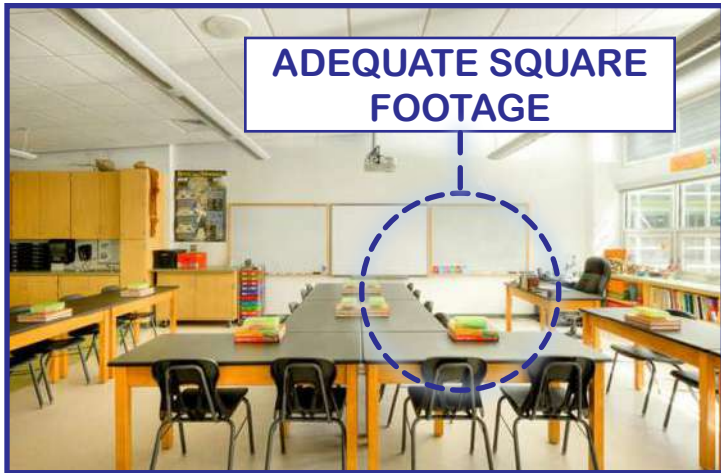
- ✓ Academic neighborhoods facilitate team teaching, way-finding, and provide a sense of community or team within the larger school setting
- ✓ Layouts are structured to include sufficient storage and furniture that is flexible for varied lesson plans
- ✓ Core classrooms are bright, spacious and equipped with the proper technology, including 1:1 device capabilities



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Coakley Middle School - Resolution Classroom Size & Organization

Norwood, MA



FAIL

Existing Education Design:

- **No** sign of connectivity or transparency; materials show signs of degradation and suggest that classrooms are prohibited
- **No** opportunity for display or flexible space because student storage consumes the corridors
- **No** sense of identity or life within the corridors



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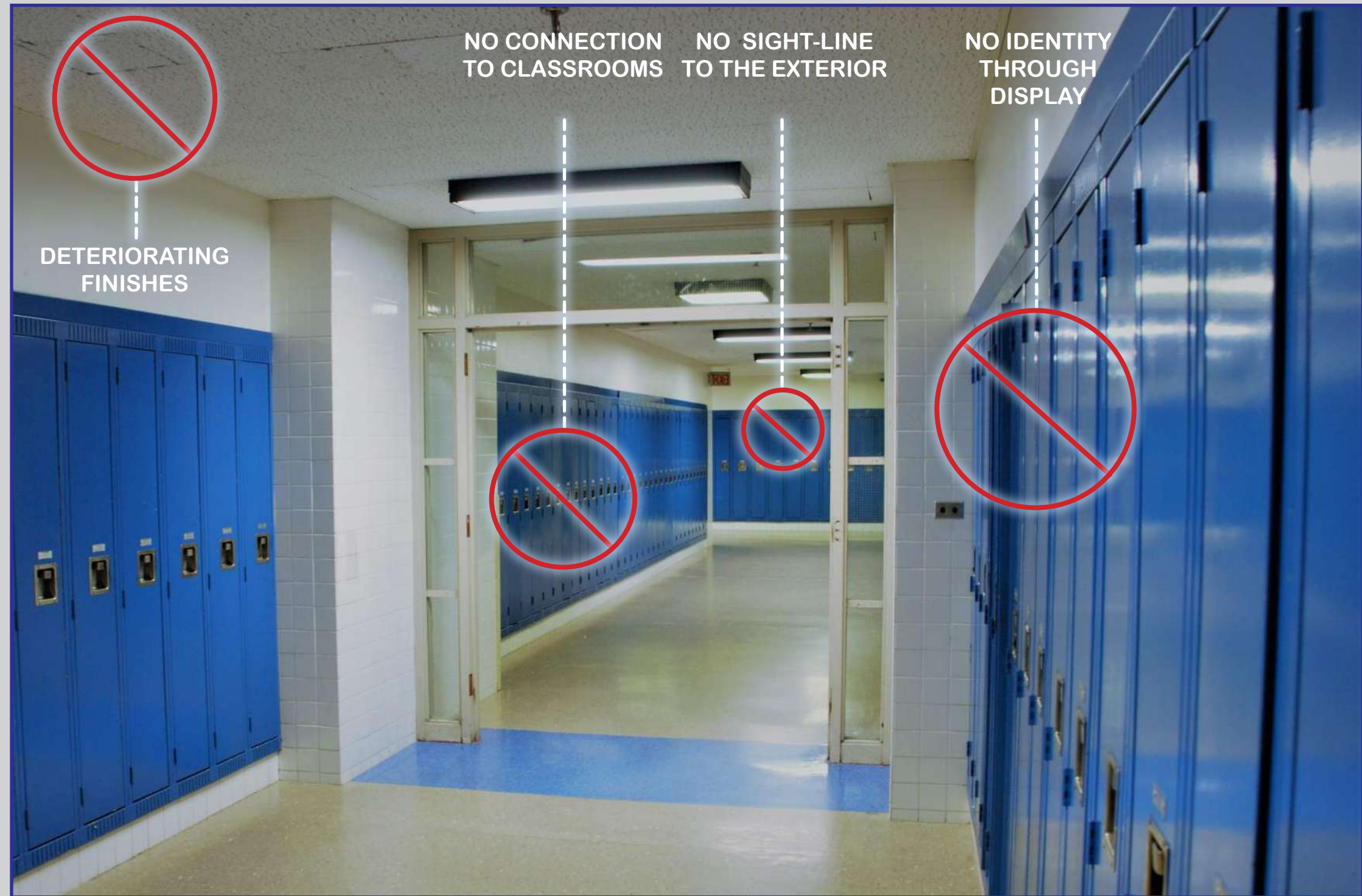
Coakley Middle School - Educational Deficiency
Transparency & Personalization

Norwood, MA

FAIL

Existing Education Design:

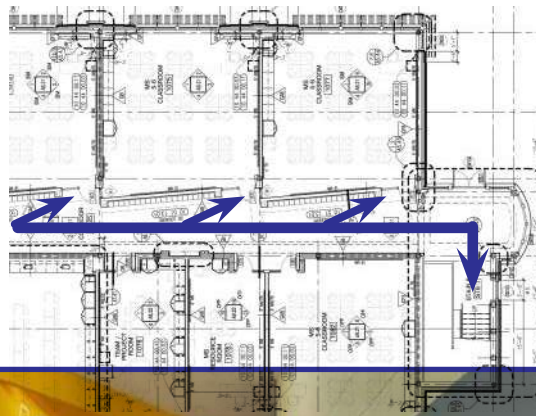
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- **No** sense of identity or life within the corridors



PASS

21st Century Education Design:

- ✓ Modern, welcoming classroom entries that serve to showcase the learning and activity within
- ✓ Student storage is integrated in a fun and functional manner
- ✓ Corridors and classrooms are bright and contain elements that personalize the school

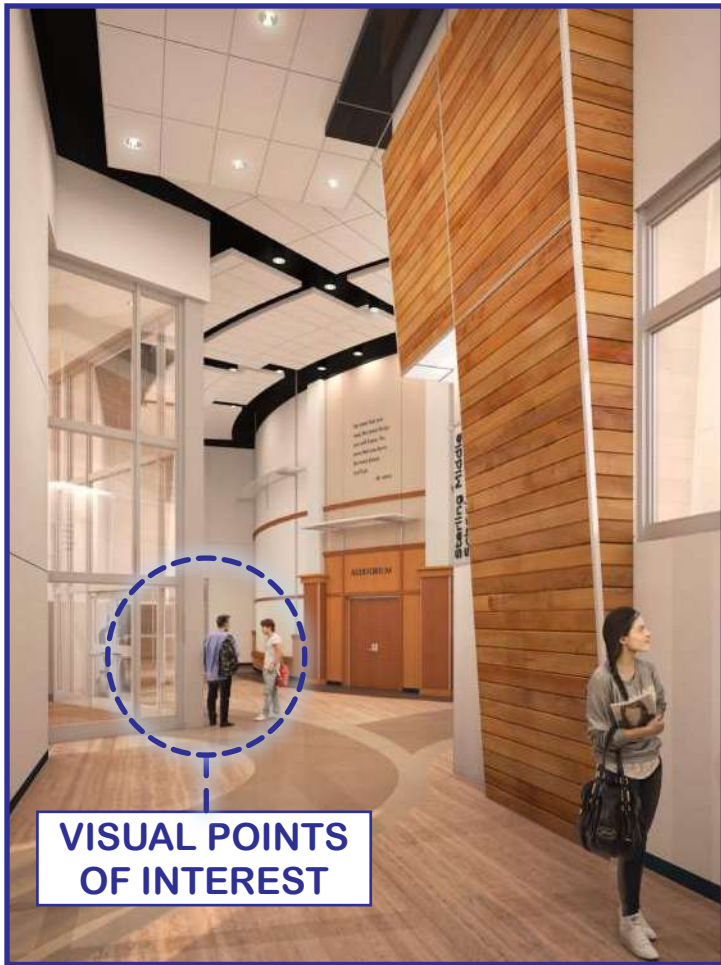


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Coakley Middle School - Resolution Transparency & Personalization

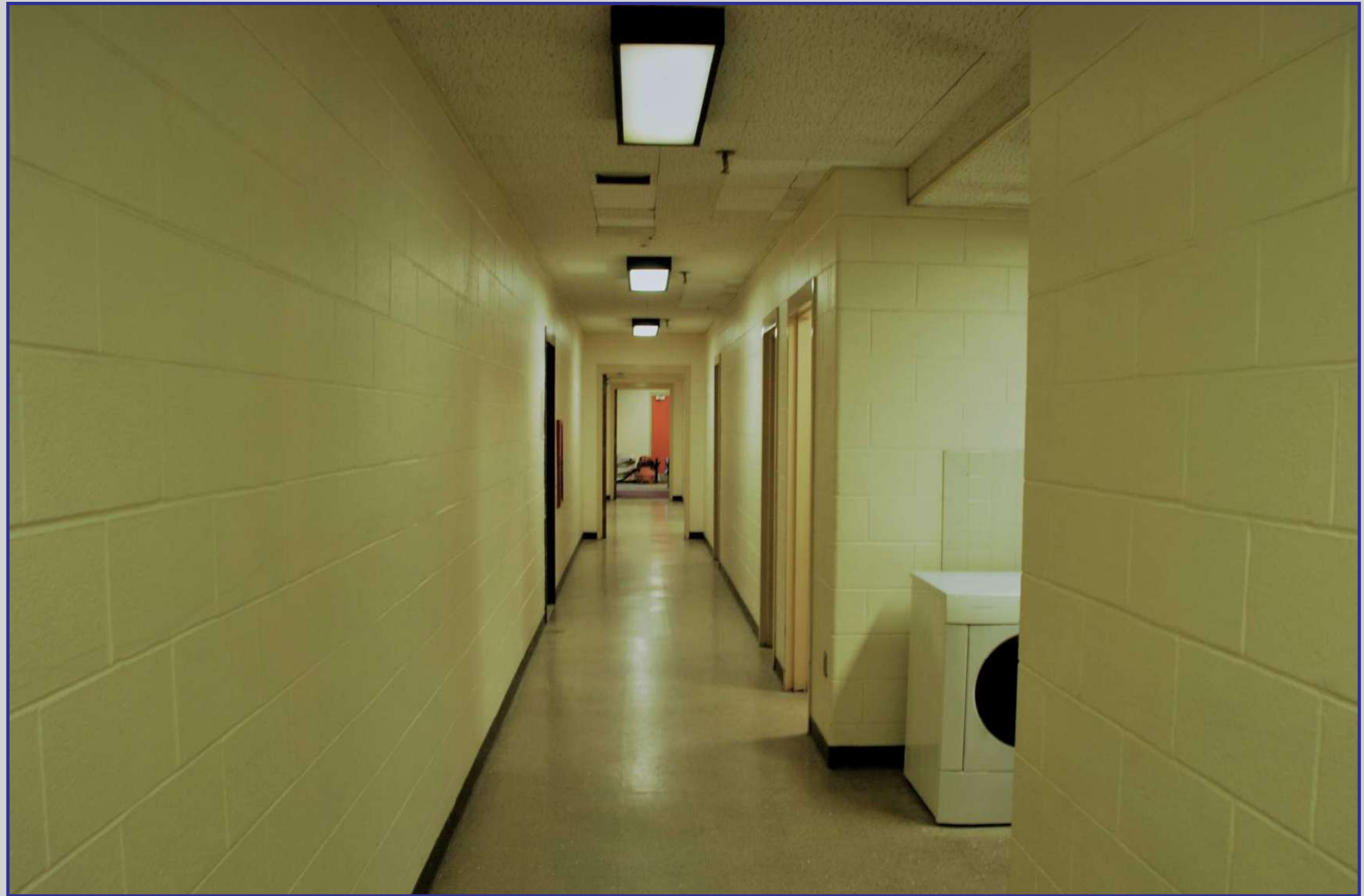
Norwood, MA



FAIL

Existing Education Design:

- **No** visibility to the outside of the building is disorienting
- **No** operable windows in classrooms that could provide fresh ventilation
- **No** spaces that engage indoor/outdoor learning connections
- **No** naturally lit classrooms; many rooms in general are land-locked without windows to the outside



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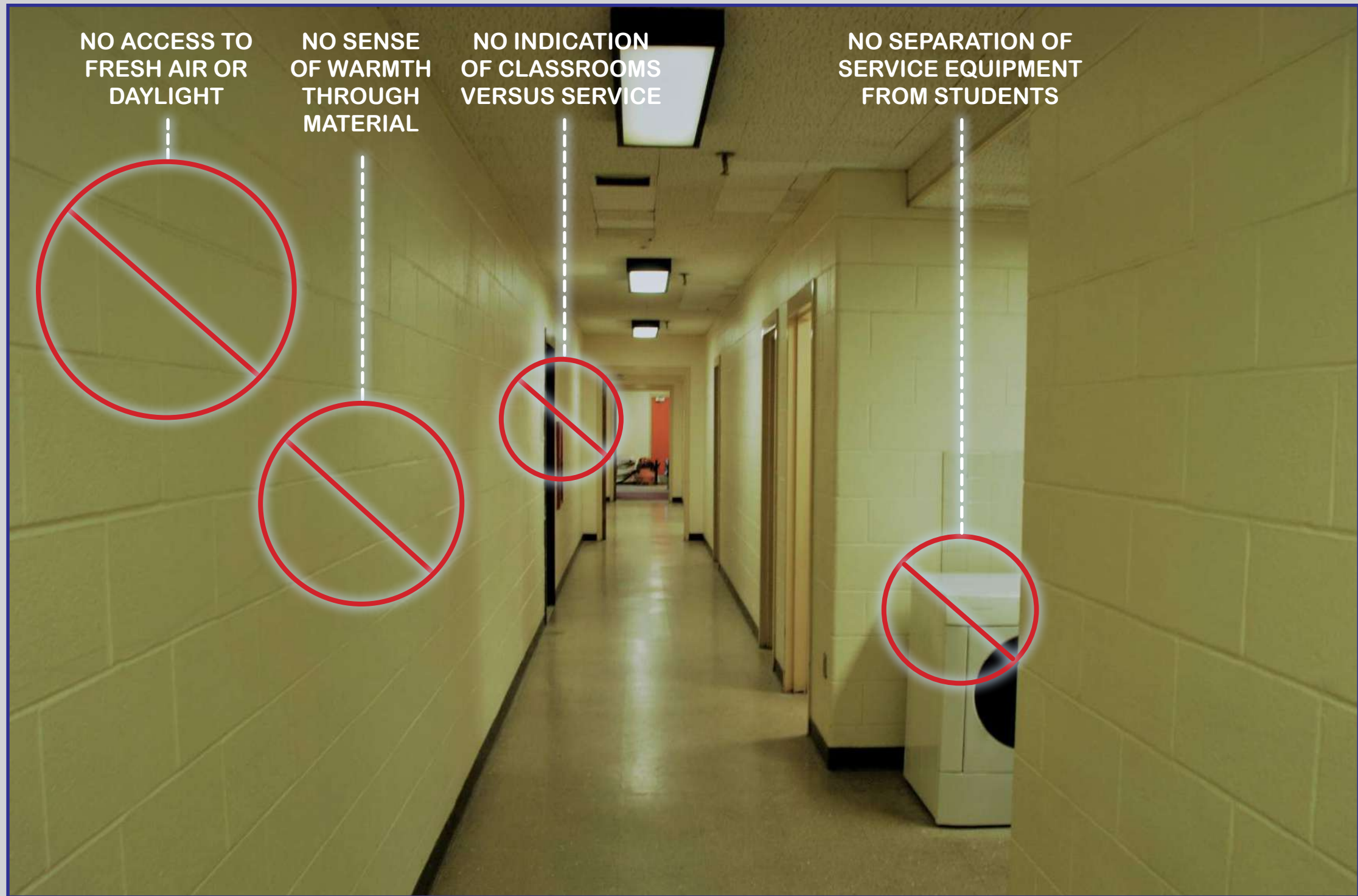
Coakley Middle School - Educational Deficiency Indoor/Outdoor Connections

Norwood, MA

FAIL

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Coakley Middle School - Educational Deficiency Indoor/Outdoor Connections

Norwood, MA

PASS

21st Century Education Design:

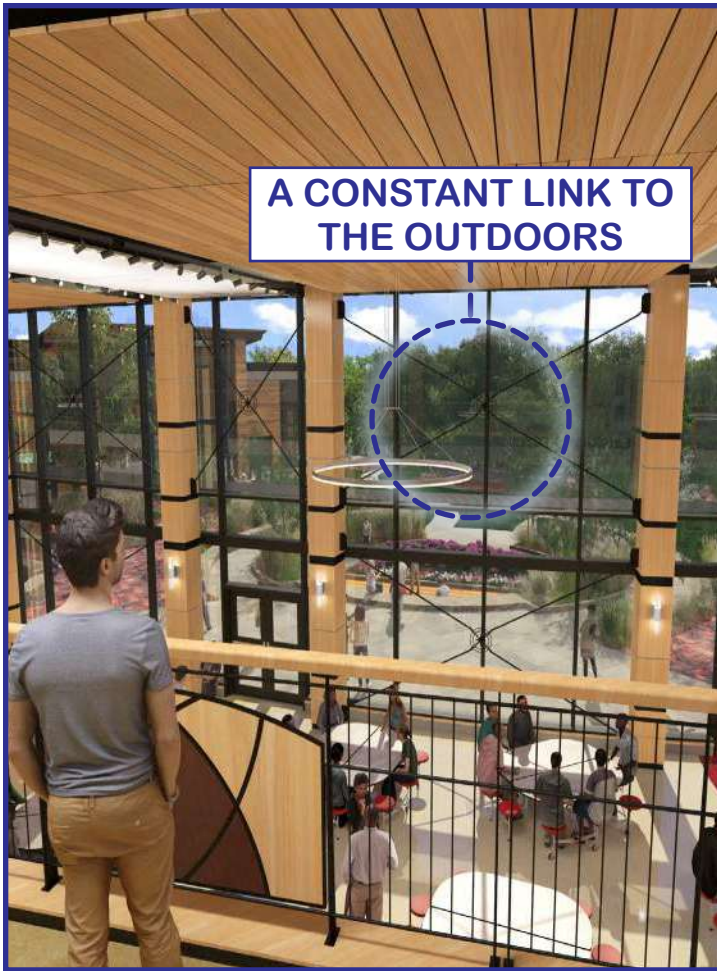
- ✓ Provides the natural daylight critical to students and staff who spend most of their days in a single classroom
- ✓ Operable windows and natural light to increase the performance of mechanical and electrical systems
- ✓ Classrooms that give students and staff members the sense of being outdoors, through creative strategies
- ✓ A landscaped site that offers outdoor learning environments



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Coakley Middle School - Resolution Indoor/Outdoor Connections

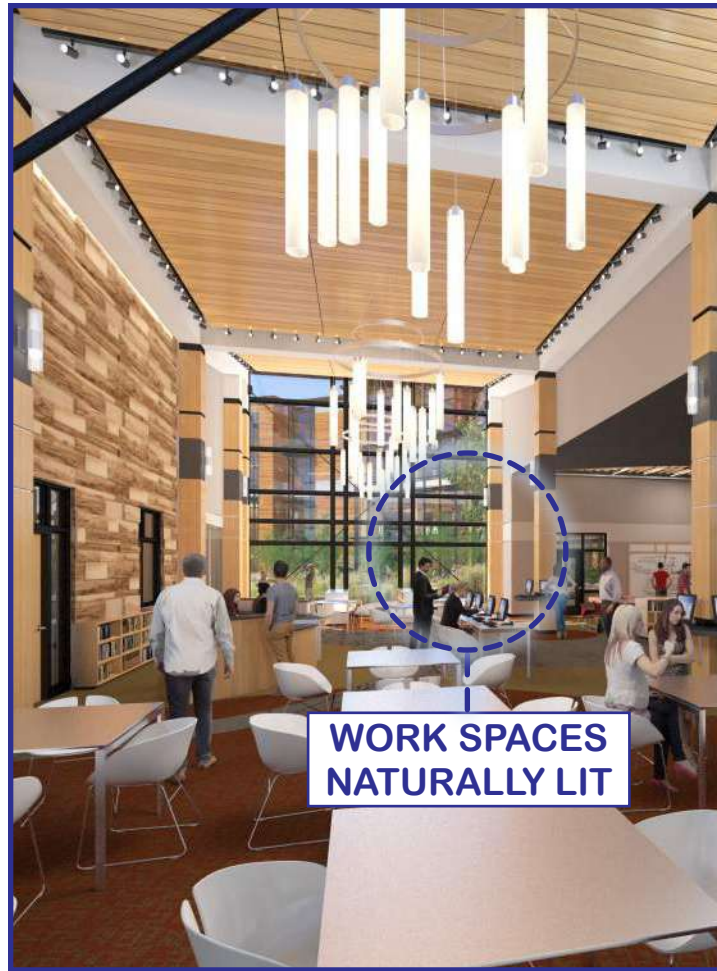
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A CONSTANT LINK TO THE OUTDOORS



EASY ACCESS TO EXTERIOR FROM LABS



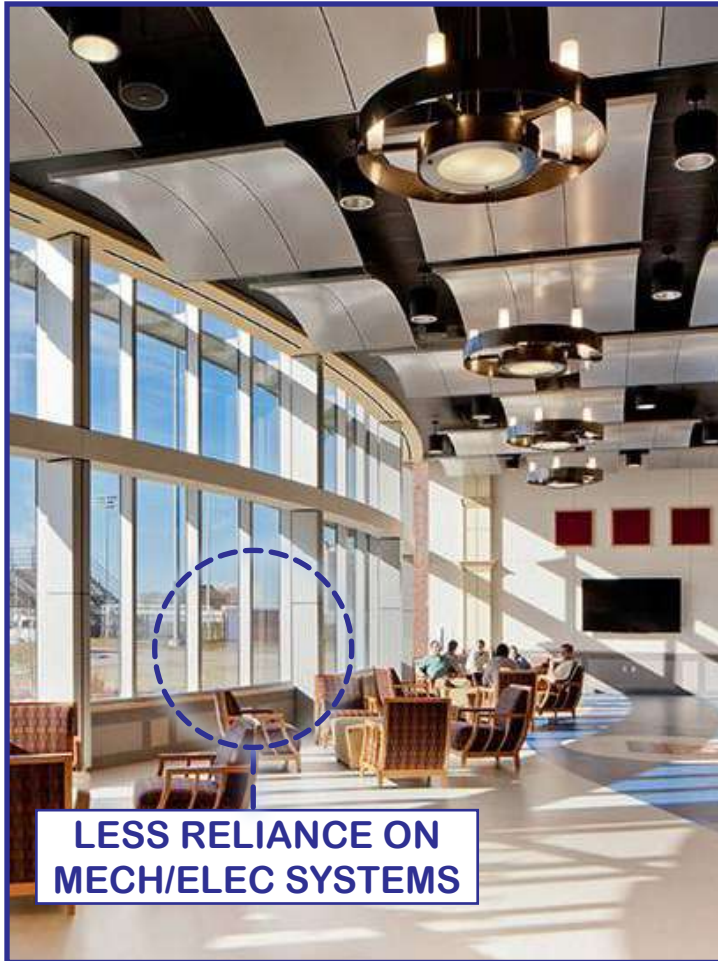
WORK SPACES NATURALLY LIT



IMPROVED INDOOR AIR QUALITY



OUTDOOR LEARNING ENVIRONMENTS



LESS RELIANCE ON MECH/ELEC SYSTEMS



EVERY CLASSROOM WITH A WINDOW



USE OF NATURAL MATERIALS

FAIL

Existing Education Design:

- **No** appropriately sized collaborative work spaces for either students or staff
- **No** visual relationship between the core classrooms and collaborative work spaces
- **No** furniture to accommodate flexible group settings or varied layouts
- **No** small group rooms, resource rooms, tiered lecture spaces, or learning labs

488 sf

existing avg

1,200 sf

recommend. avg



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Coakley Middle School - Educational Deficiency Collaborative Work Spaces

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FAIL

Existing Education Design:

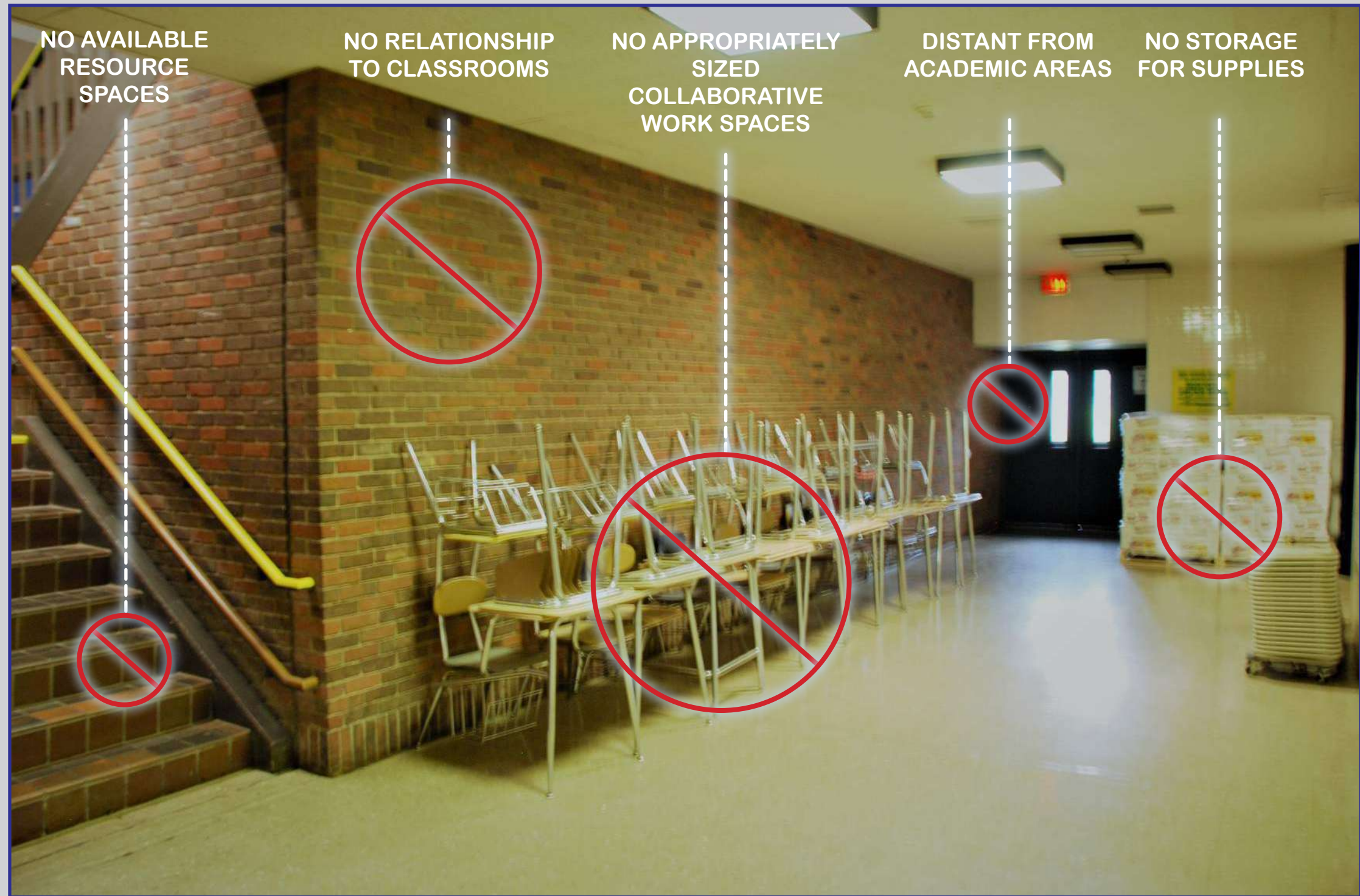
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488 sf

existing avg

1,200 sf

recommend. avg



Coakley Middle School - Educational Deficiency Collaborative Work Spaces



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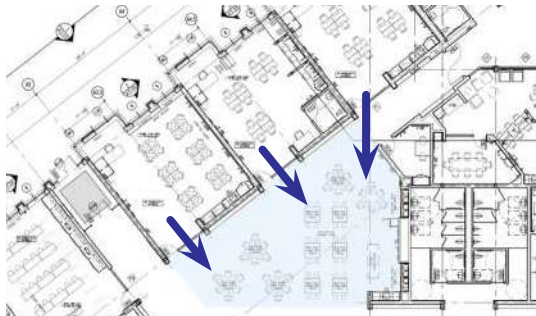
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Norwood, MA

PASS

21st Century Education Design:

- ✓ Spacious, available collaboration space that creates a positive link between teacher and student
- ✓ Collaboration spaces that are easily accessed and visible from classrooms
- ✓ Varied work settings that better assist a multitude of learning types
- ✓ Opportunities for solo or group work



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Coakley Middle School - Resolution Collaborative Work Spaces

Norwood, MA



FAIL

Existing Education Design:

- **No** modern project labs for students to gain diverse workshop experiences
- **No** spaces that accommodate hands-on experimentation in engineering or design
- **No** hydroponics lab, no planetarium, no graphic design or visual arts studios, no media production, no engineering technologies, no general project labs, etc...

2,704 sf

existing avg

6,400 sf

recommend. avg



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Coakley Middle School - Educational Deficiency
S.T.E.A.M. Facilities & Project Labs

Norwood, MA

FAIL

Existing Education Design:

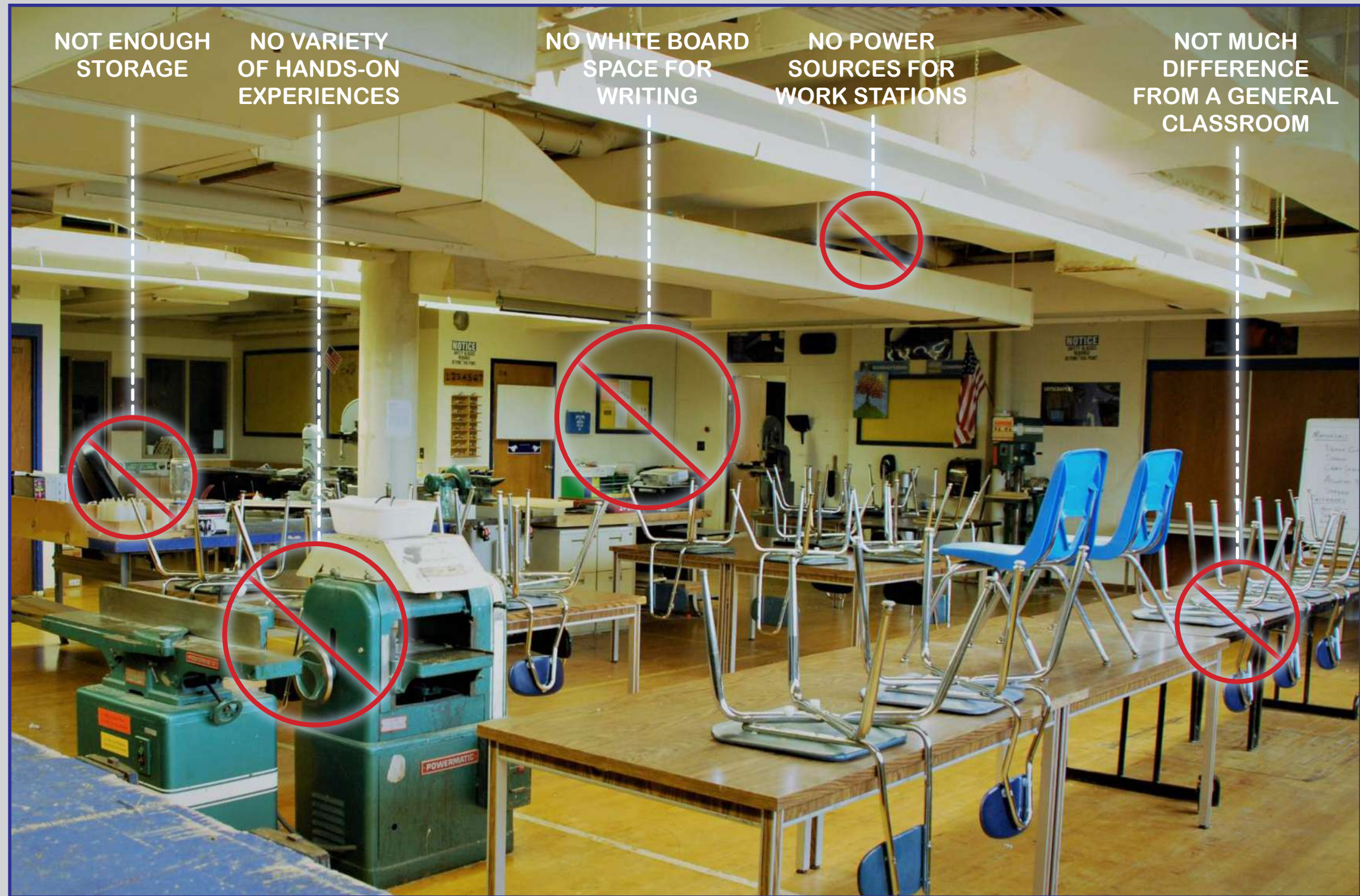
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- **No** hydroponics lab, no planetarium, no graphic design or visual arts studios, no media production, no engineering technologies, no robotics, etc...

2,704 sf

existing avg

6,400 sf

recommend. avg



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Coakley Middle School - Educational Deficiency S.T.E.A.M. Facilities & Project Labs

Norwood, MA

PASS

21st Century Education Design:

- ✓ Space available for Science, Technology, Engineering, Art, and Math (S.T.E.A.M.) curricula
- ✓ Dedicated S.T.E.A.M. spaces integrated within academic classroom areas to provide interdisciplinary instruction
- ✓ Project labs that promote hands-on learning, a sense of discovery, and independent investigation

grade 8 lab

grade 7 lab

grade 6 lab

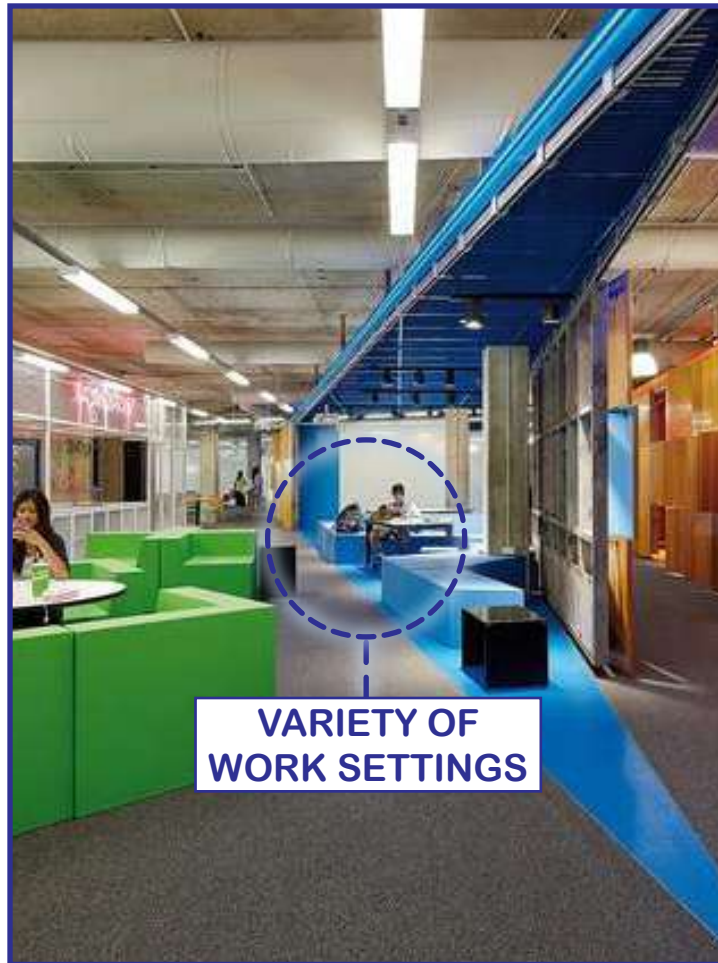
grade 5 lab



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Coakley Middle School - Resolution S.T.E.A.M. Facilities & Project Labs

Norwood, MA



FAIL

Existing Education Design:

- **No** integration of digital media, broadcasting, video/web production, digital publishing, or modern resources
- **No** 1:1 technology program, which would operate via wi-fi and eliminate obsolete computer labs
- **No** variation in research methods or work stations for either students or staff

3,210 sf

existing avg

4,727 sf

recommend. avg



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Coakley Middle School - Educational Deficiency Media Center & School Resources

Norwood, MA

FAIL

Existing Education Design:

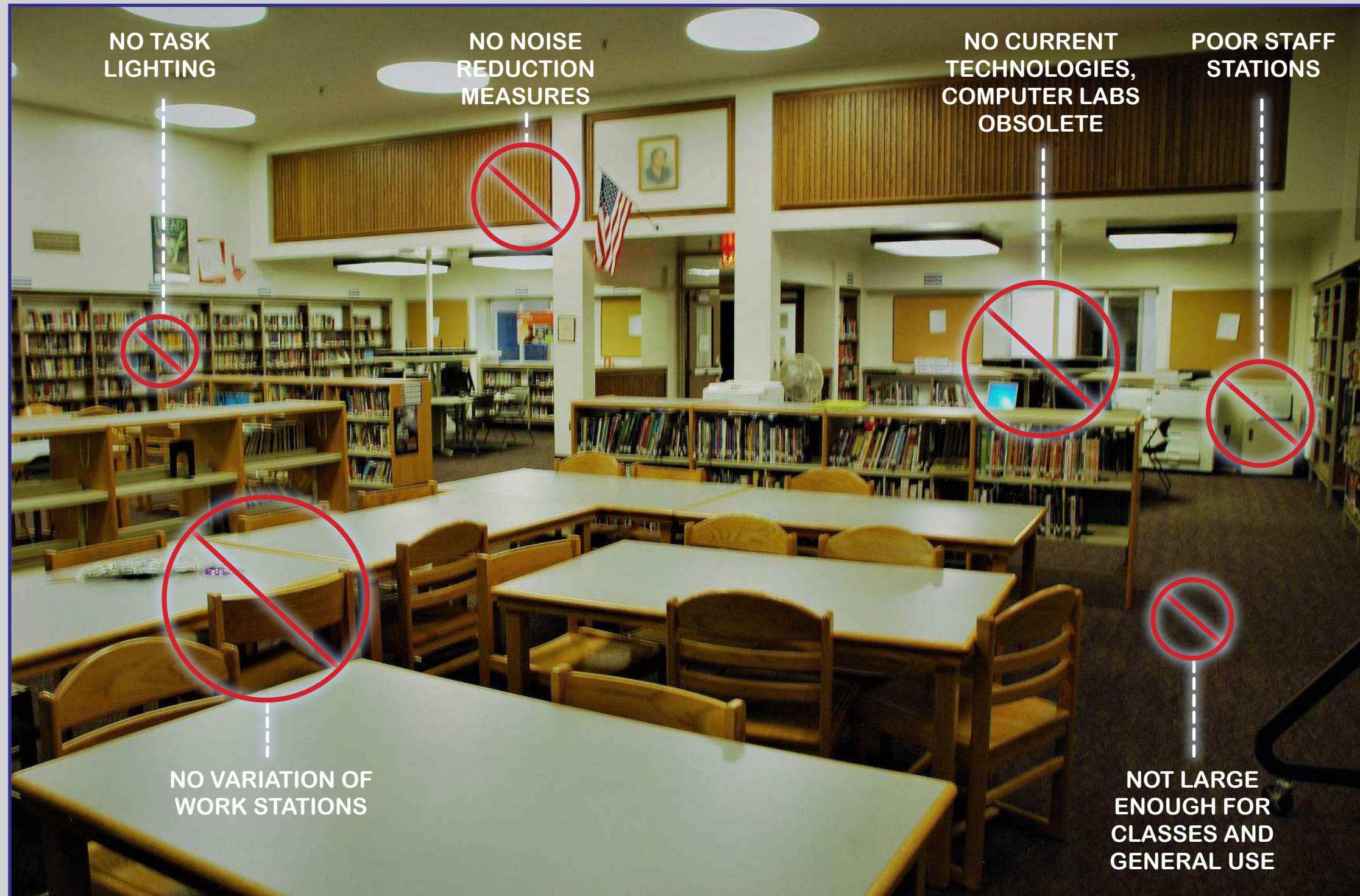
- **No** integration of digital media, broadcasting, video/web production, digital publishing, or modern resources
- **No** 1:1 technology program, which would operate via wi-fi and eliminate obsolete computer labs
- **No** variation in research methods or work stations for either students or staff

3,210 sf

existing avg

4,727 sf

recommend. avg



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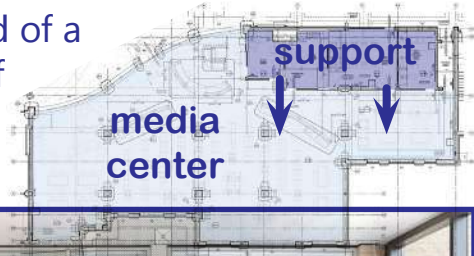
Coakley Middle School - Educational Deficiency Media Center & School Resources

Norwood, MA

PASS

21st Century Education Design:

- ✓ Library/media center that operates as a highly advanced media retrieval center
- ✓ Located in close proximity to all academic functions to allow for key sharing of valuable resources
- ✓ Advanced technologies provided for in areas such as media production, digital arts, graphic design, and digital communication
- ✓ Serves a multitude of functions and is composed of a multitude of spaces



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Coakley Middle School - Resolution Media Center & School Resources

Norwood, MA



**EASILY ACCESSED
SUPPORT SPACES**



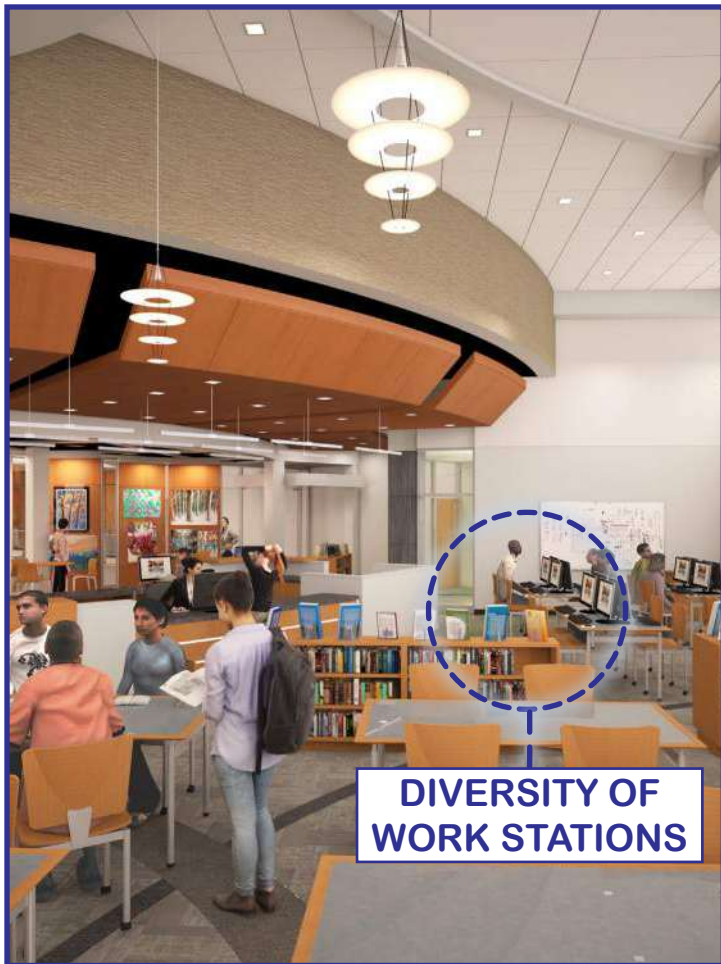
**SIZE SUPPORTS
STUDENT BODY**



**RESOURCES
THROUGHOUT**



**PROPER LIGHTING
SOLUTIONS**



**DIVERSITY OF
WORK STATIONS**



**COMBINES DIGITAL
& STANDARD MEDIA**



**THOUGHTFULLY
LOCATED WITHIN
SCHOOL**



**PRACTICAL
STAFF STATIONS**

FAIL

Existing Education Design:

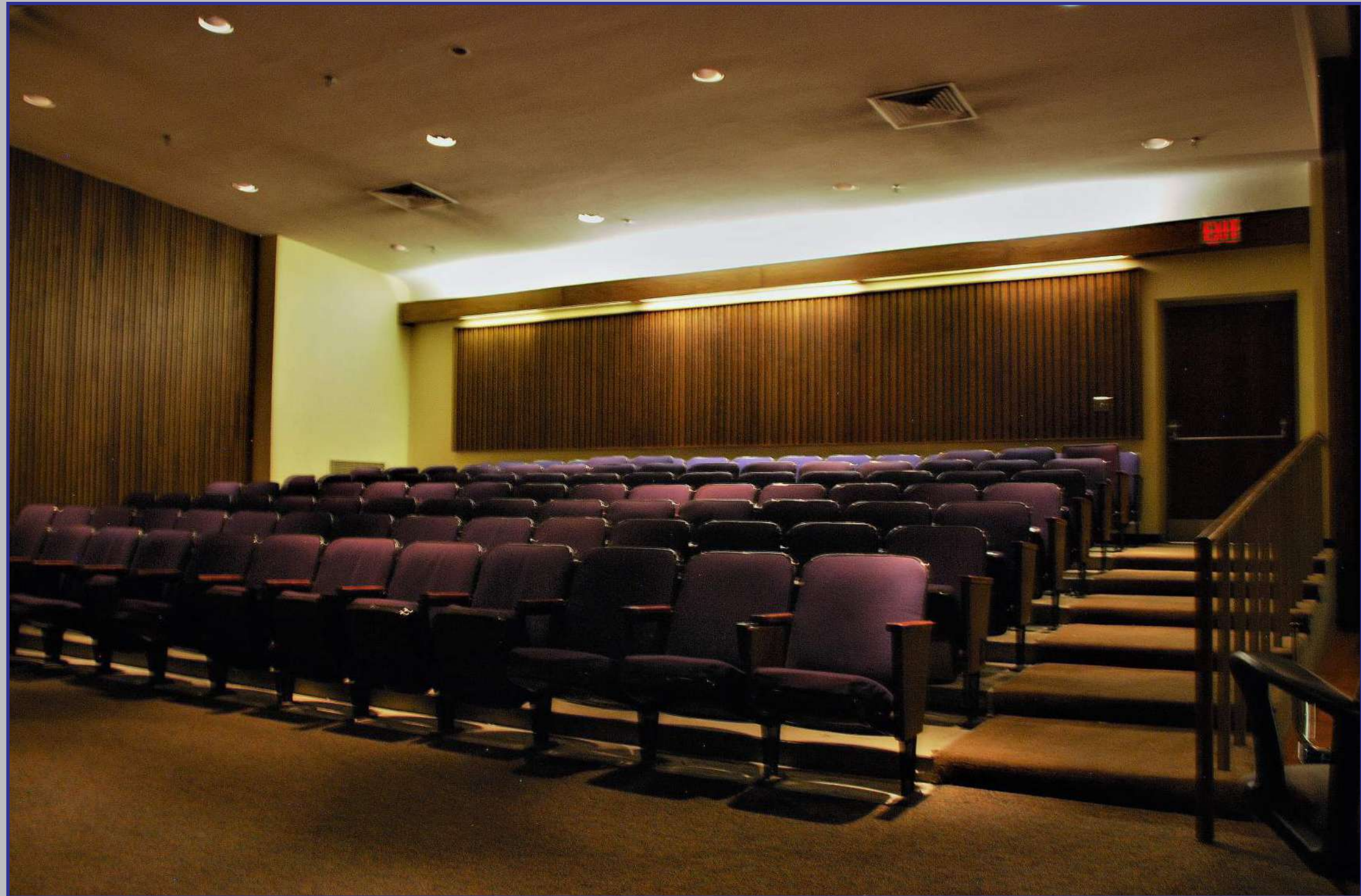
- **No** acoustical materials of an appropriate sound transmission class
- **No** work surfaces for class use
- **Not** a welcoming place of assembly
- **Not** used for community performance events or seminars

950 sf

existing avg

1,950 sf

recommend. avg



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Coakley Middle School - Educational Deficiency
Performance & Language Arts

Norwood, MA

FAIL

Existing Education Design:

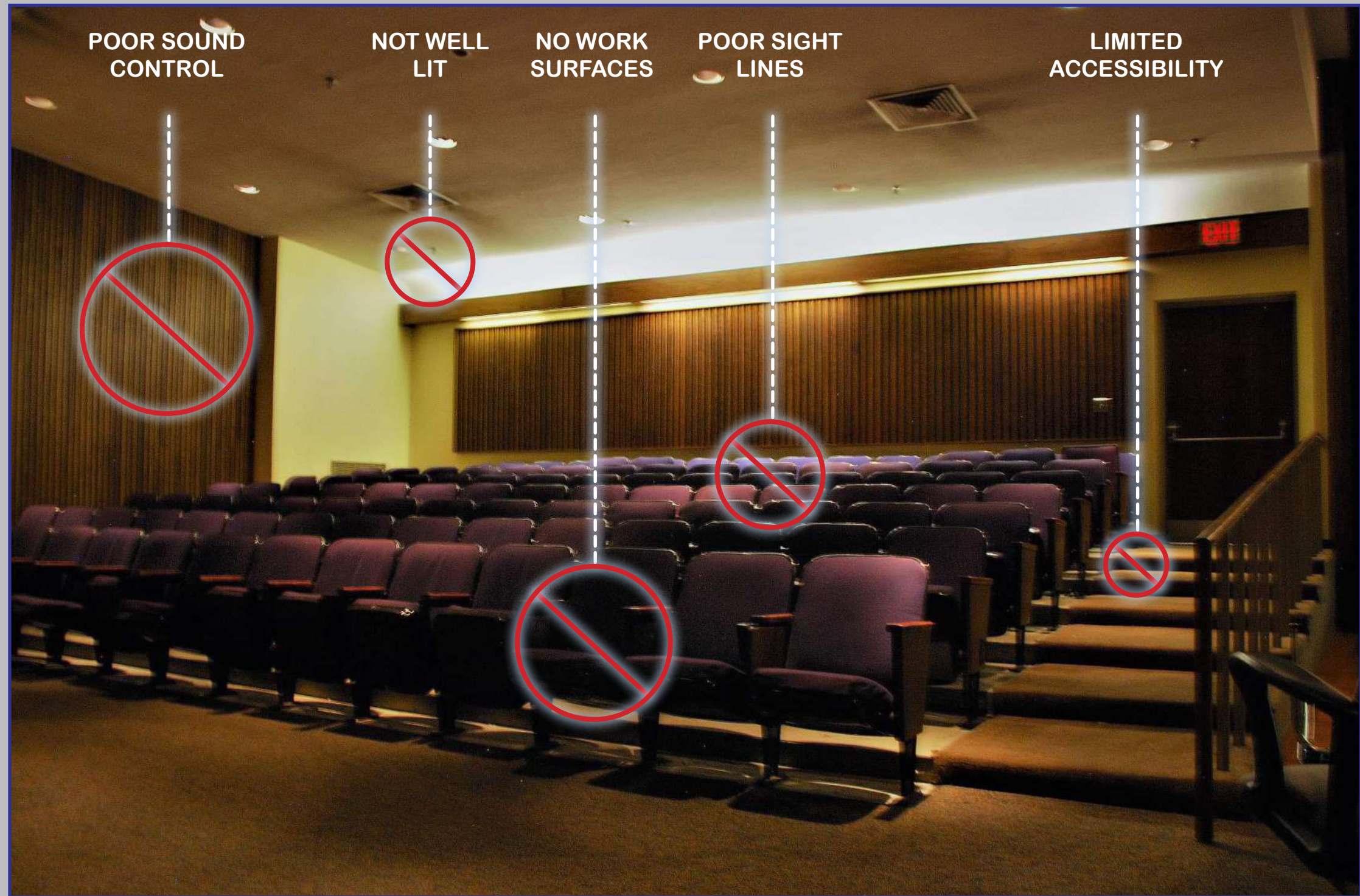
- **No** acoustical materials of an appropriate sound transmission class
- **No** work surfaces for class use
- **Not** a welcoming place of assembly
- **Not** used for community performance events or seminars

950 sf

existing avg

1,950 sf

recommend. avg



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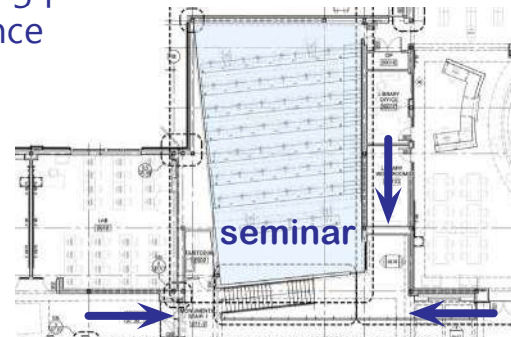
Coakley Middle School - Educational Deficiency Performance & Language Arts

Norwood, MA

PASS

21st Century Education Design:

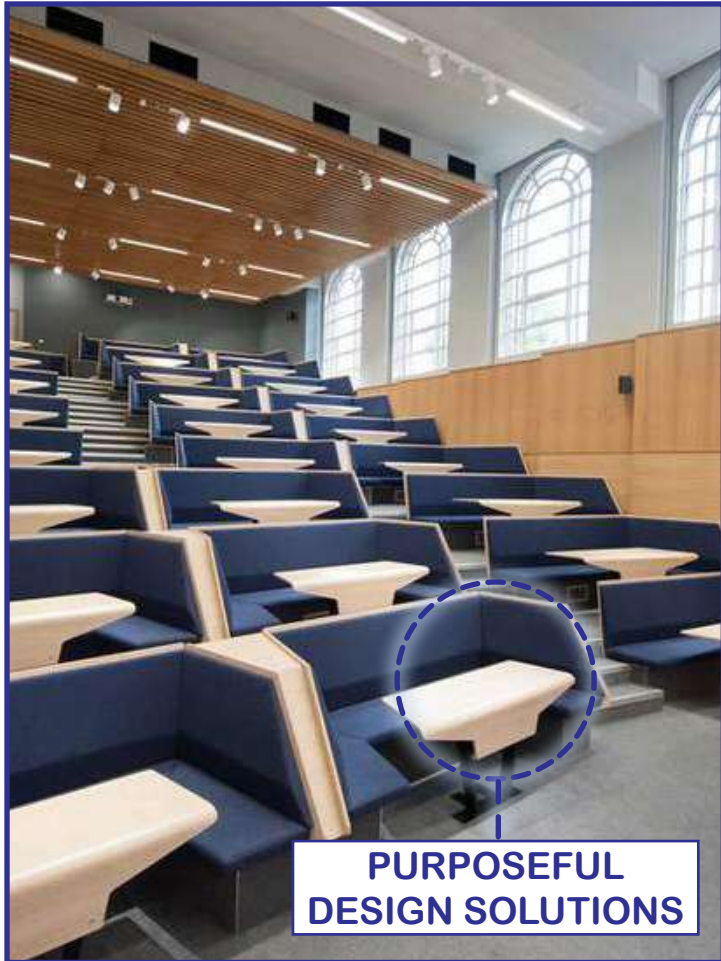
- ✓ Provides an enhanced environment for learning arts and language
- ✓ Makes parent and community involvement, outreach events, and showcases for student work possible
- ✓ Acts as an auditory and oratory learning lab, which is as important as hands-on learning labs when it comes to gaining practical experience



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Coakley Middle School - Resolution Performance & Language Arts

Norwood, MA

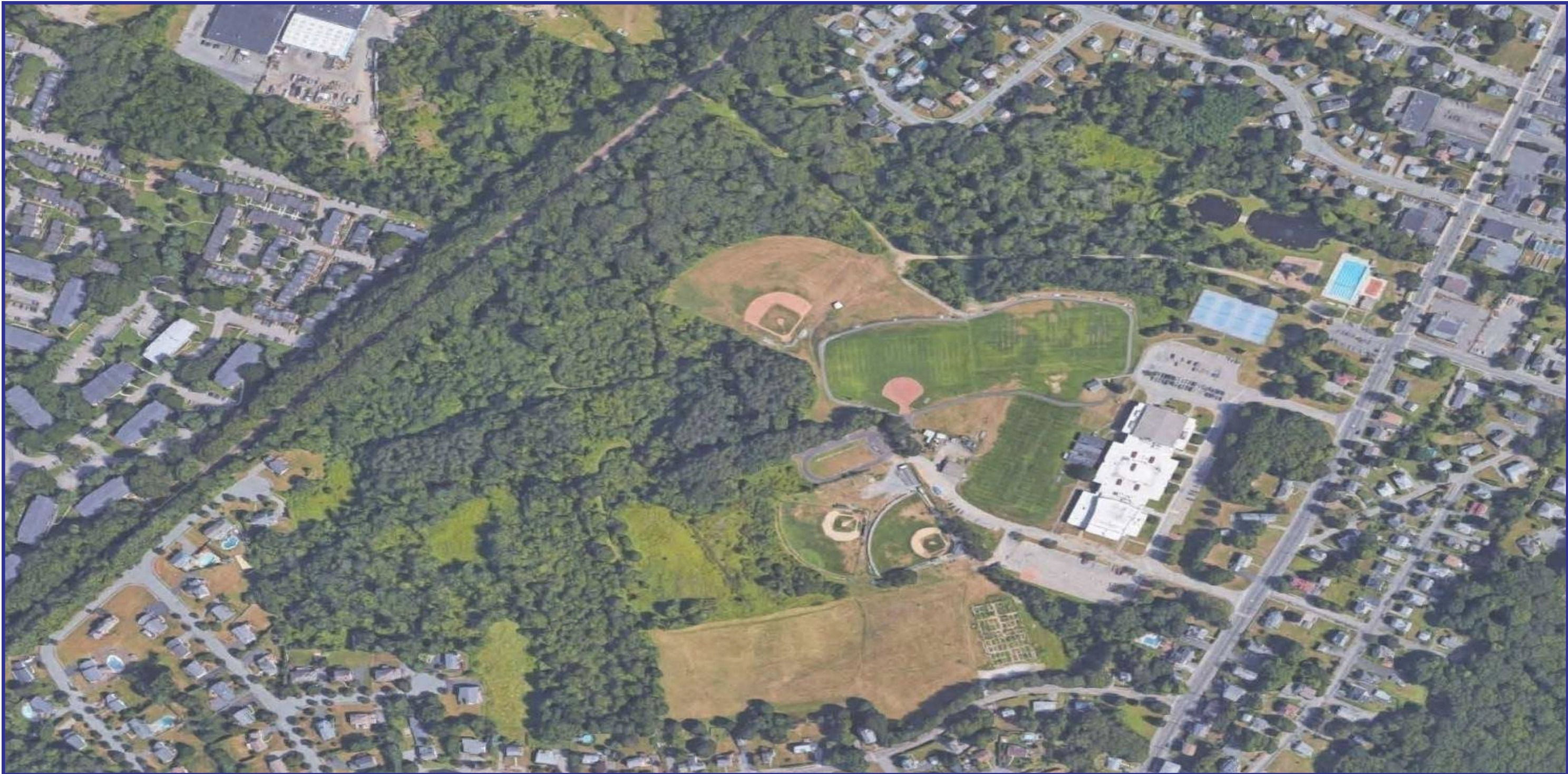




III.

*Long Range Study:
Middle School Options*





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Coakley Middle School Site Analysis





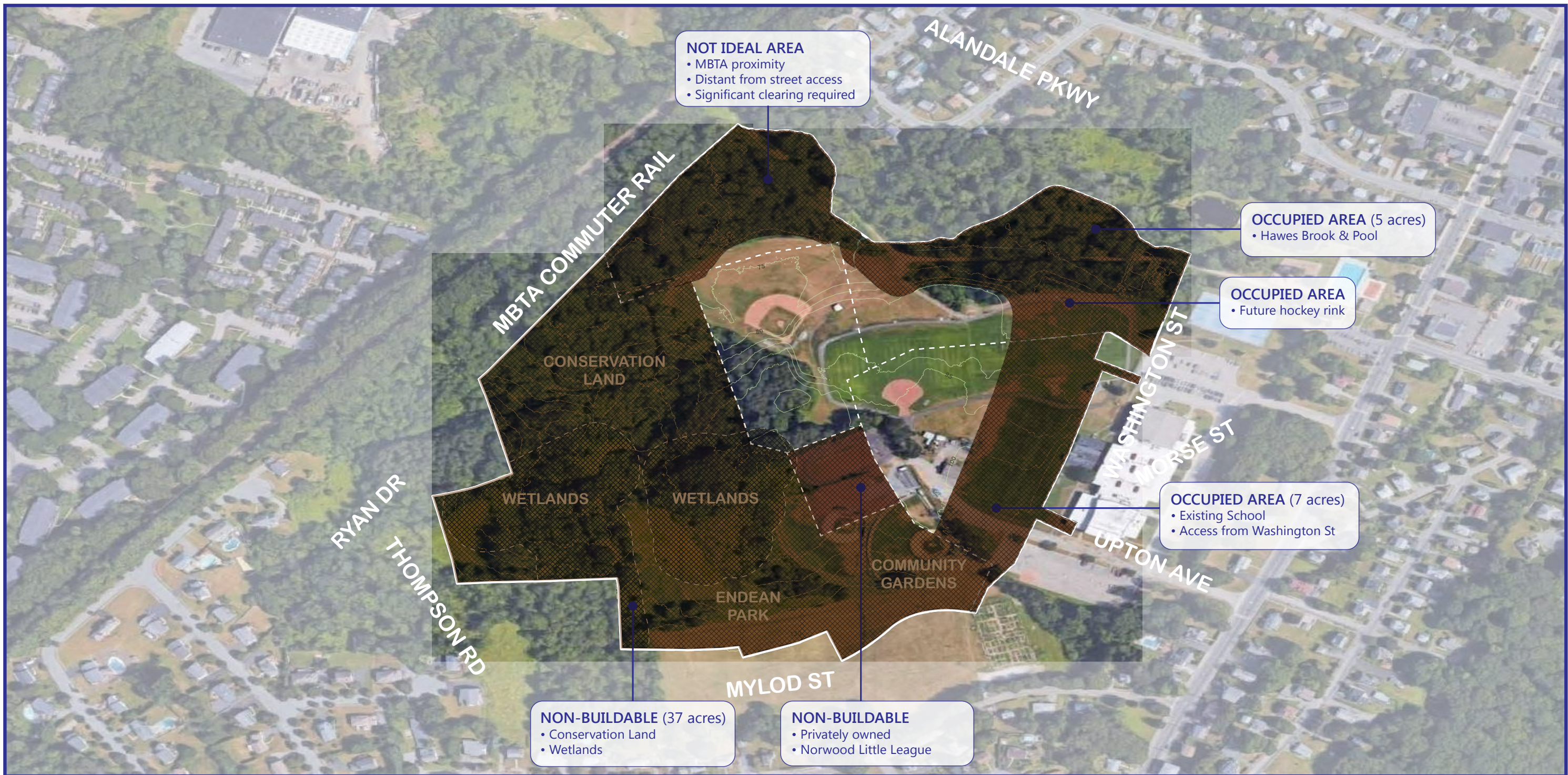










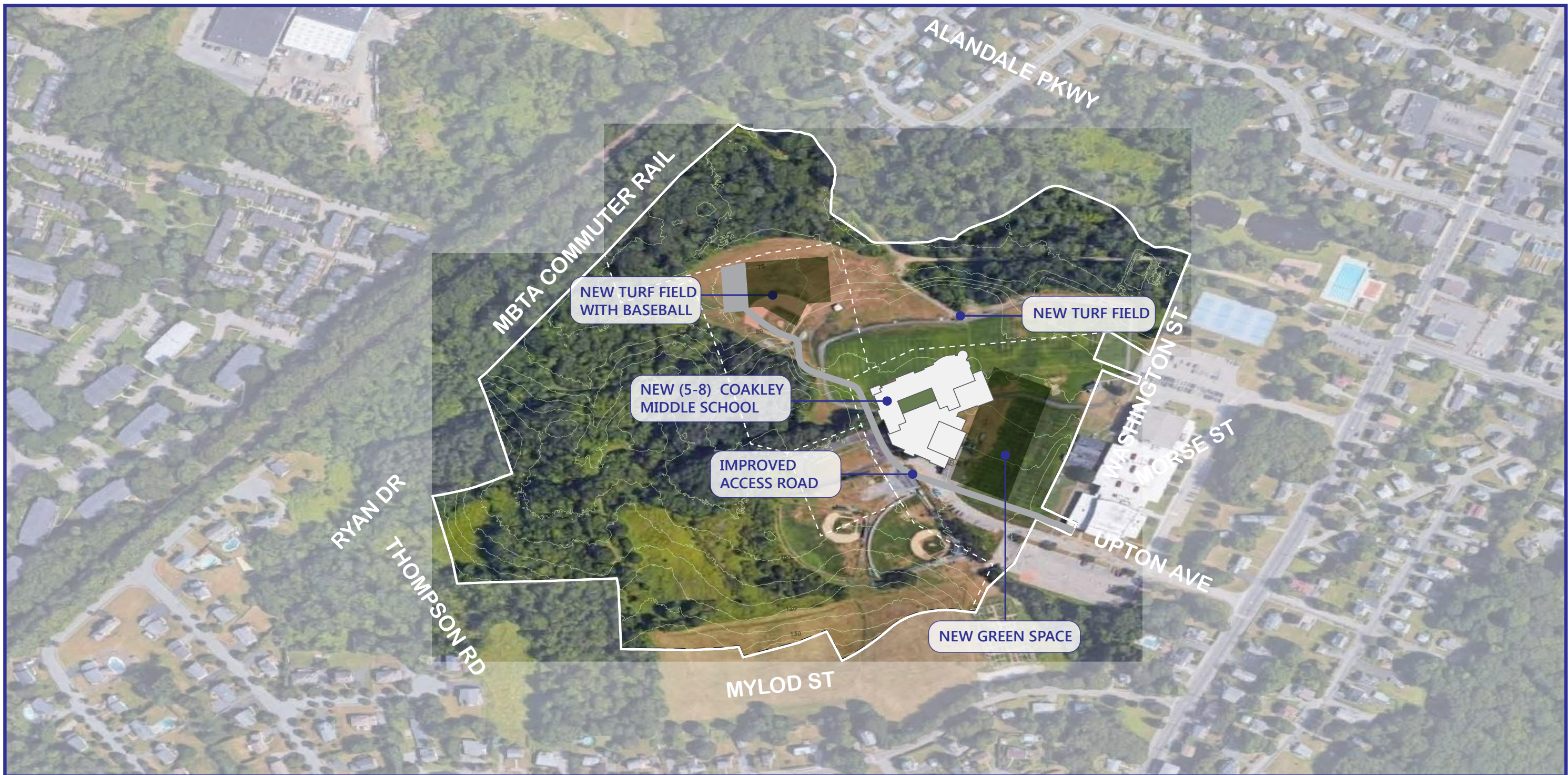














Coakley Middle School (5-8)

Finalize & submit SOI (Statement of Interest) to MSBA

Arrange local legislators tour & review of SOI

Prepare for MSBA senior study visits

MSBA invitation to eligibility period

Initial Compliance Certification (ICC)

Establish School Building Committee (SBC)

Education Profile & Enrollment Projections

Maintenance Documents

Town approval/local authorization of funding

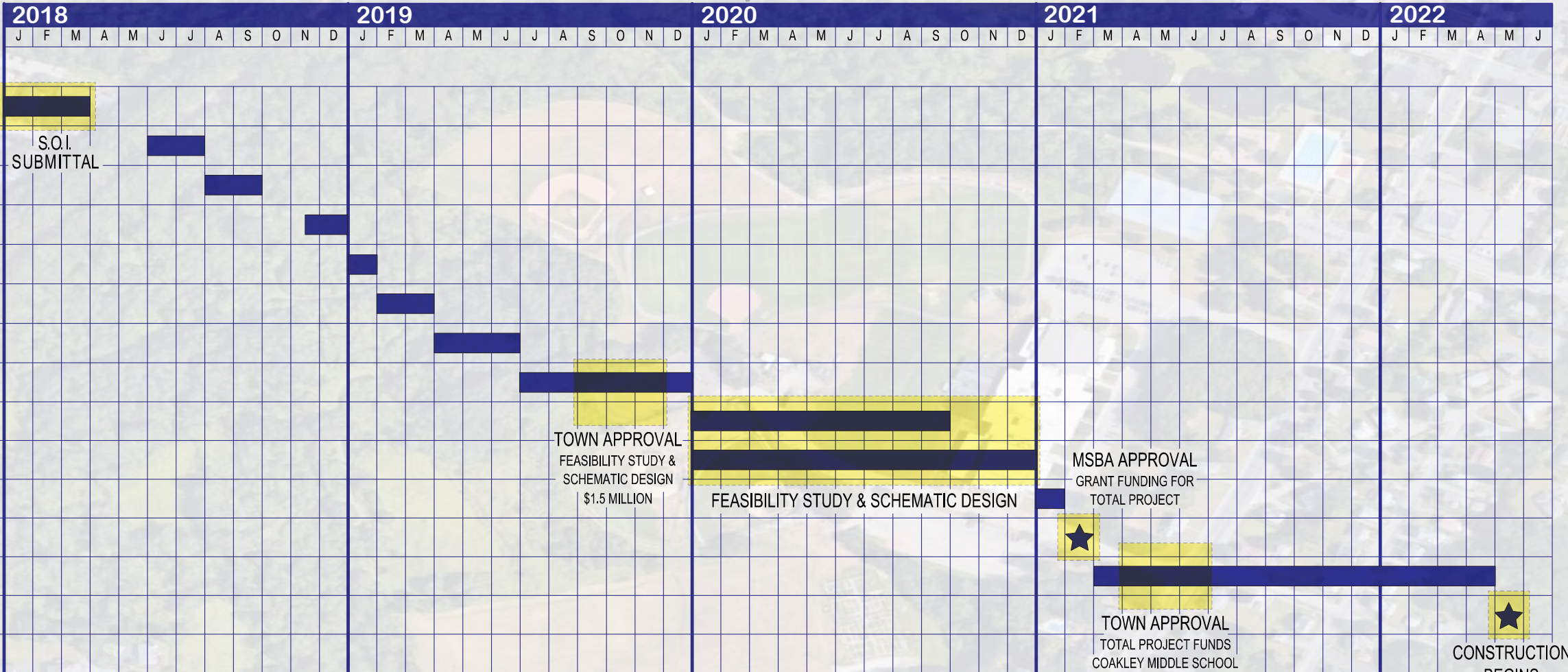
Feasibility & schematic design

Submittal of final schematic design to MSBA
MSBA board approval of grant funding for total project

Design development & construction documents

Construction commencement

Construction completion (Estimated 2025)



CONSTRUCTION
BEGINS
APPROXIMATELY 3-YEAR
CONSTRUCTION PERIOD

What does the Norwood Schools Long Range Study Committee recommend?

// Agreed that the middle school is the most pressing issue and top priority

// Voted to reject Type 1 options (retain all neighborhood elementary schools) and Type 5 options (total consolidation)

// Voted to recommend that the School Committee consider the option of a **5-8 grade middle school** configuration

Why a 5-8 configuration?

- Addresses middle school needs
- Relieves over-crowding at the elementary schools
- Has a positive impact across all grade levels, from PK-8



What happens now?

// Ai3 Architects produces the final Long Range Study Report



// The School Committee reviews all options and chooses a preferred alternative



// Submit a Statement of Interest (SOI) to the MSBA in early 2018





Questions?

