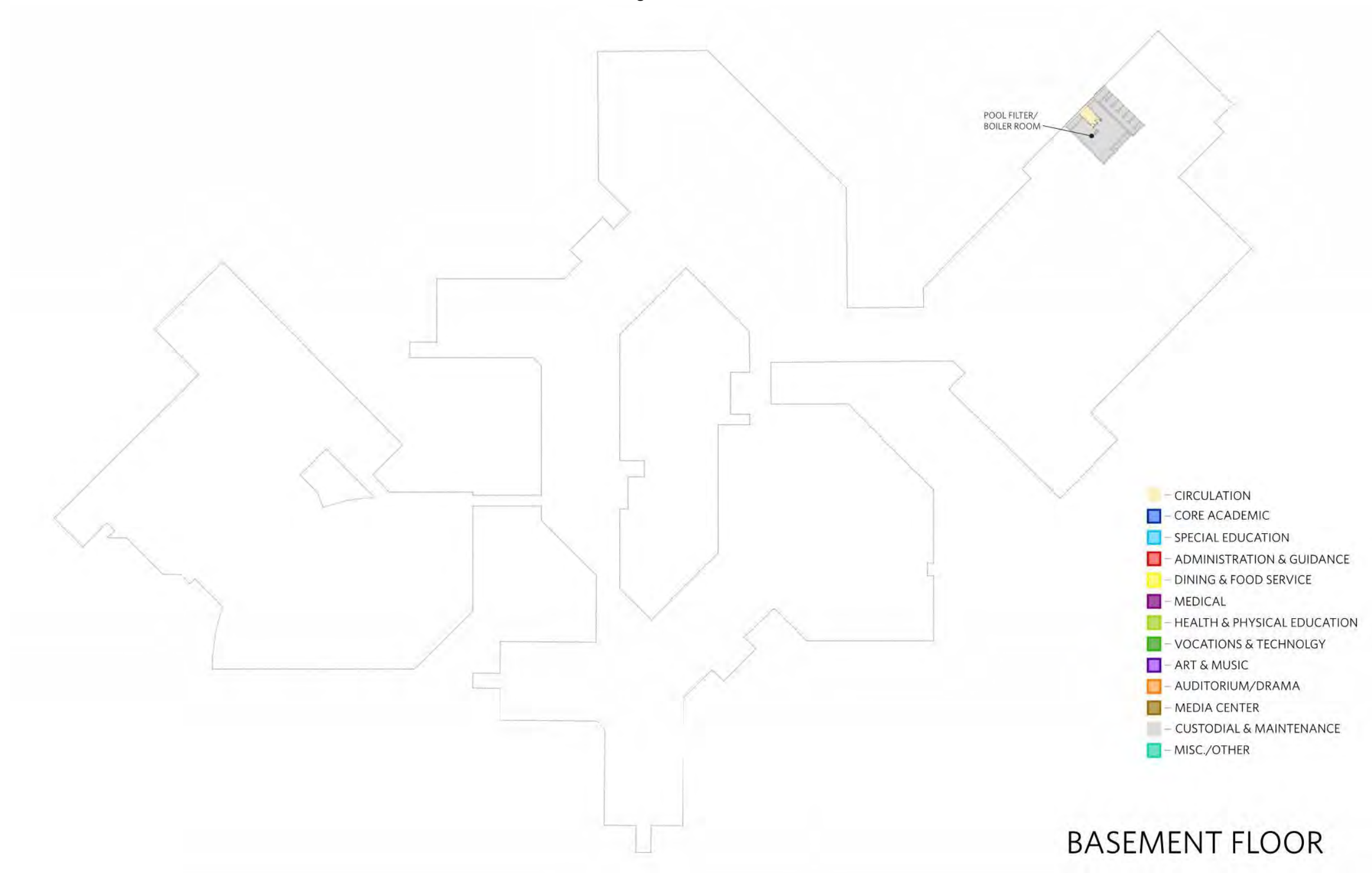


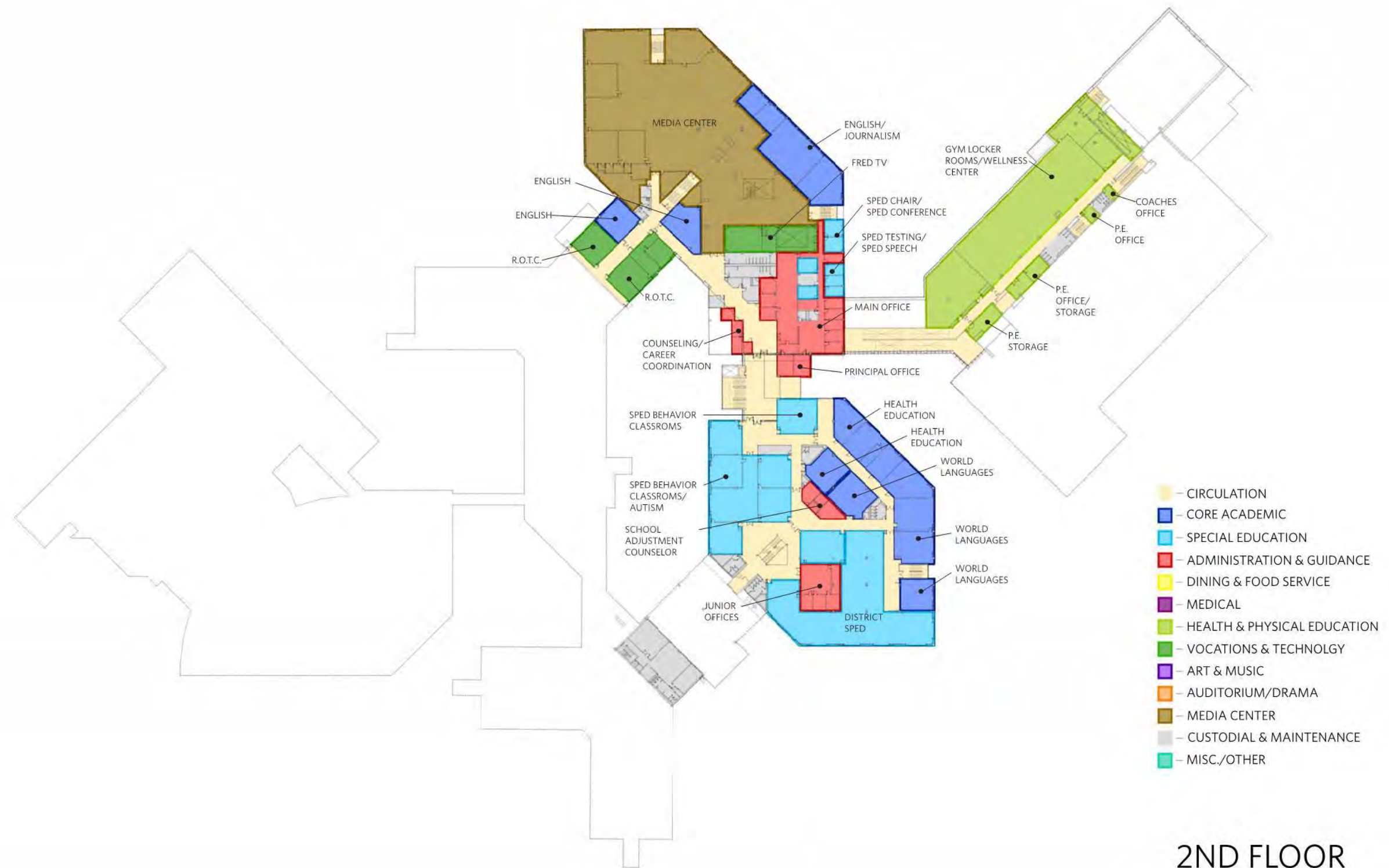
**Existing Basement Floor Plan:**



**Existing First Floor Plan:**



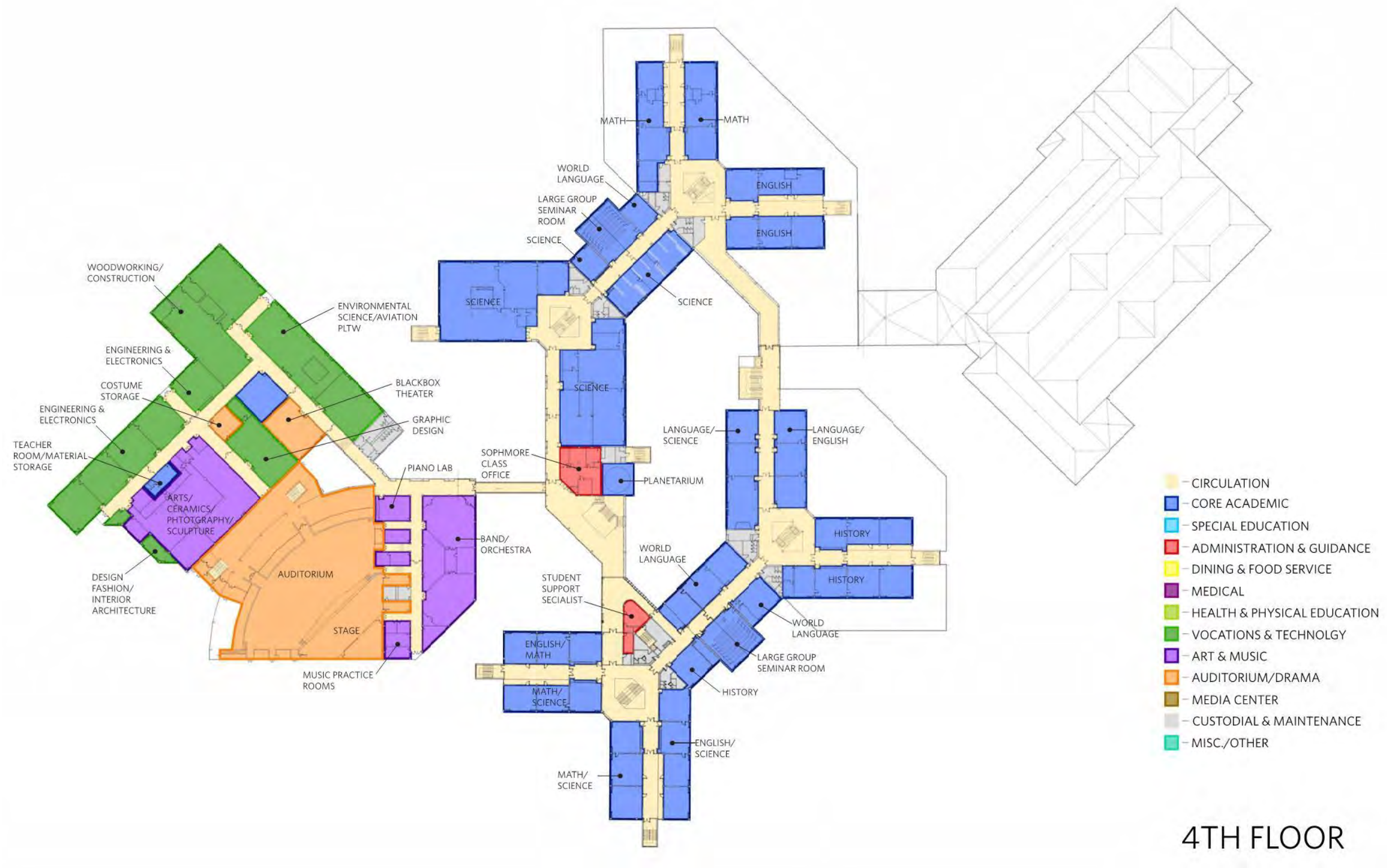
**Existing Second Floor Plan:**



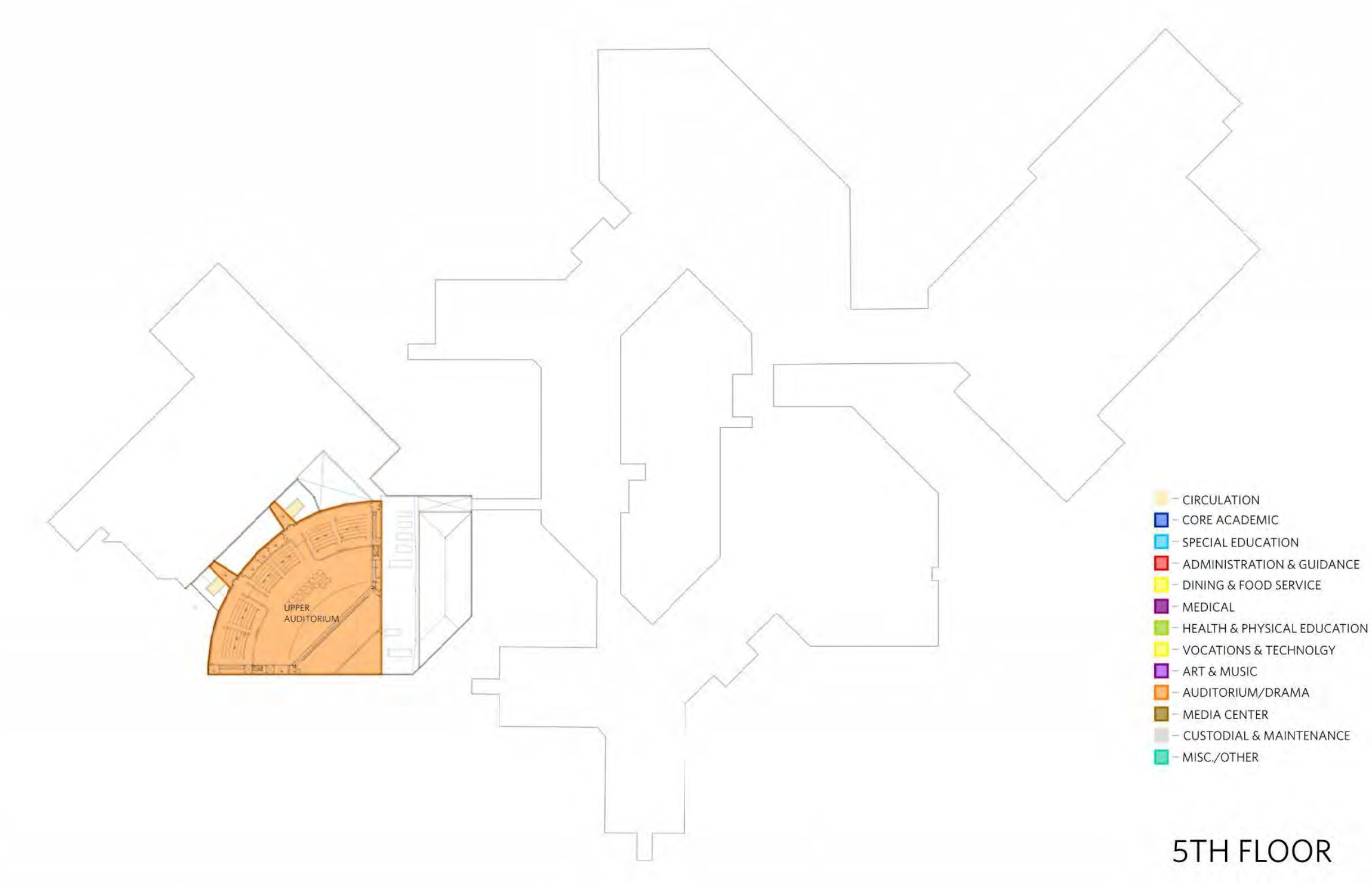
**Existing Third Floor Plan:**



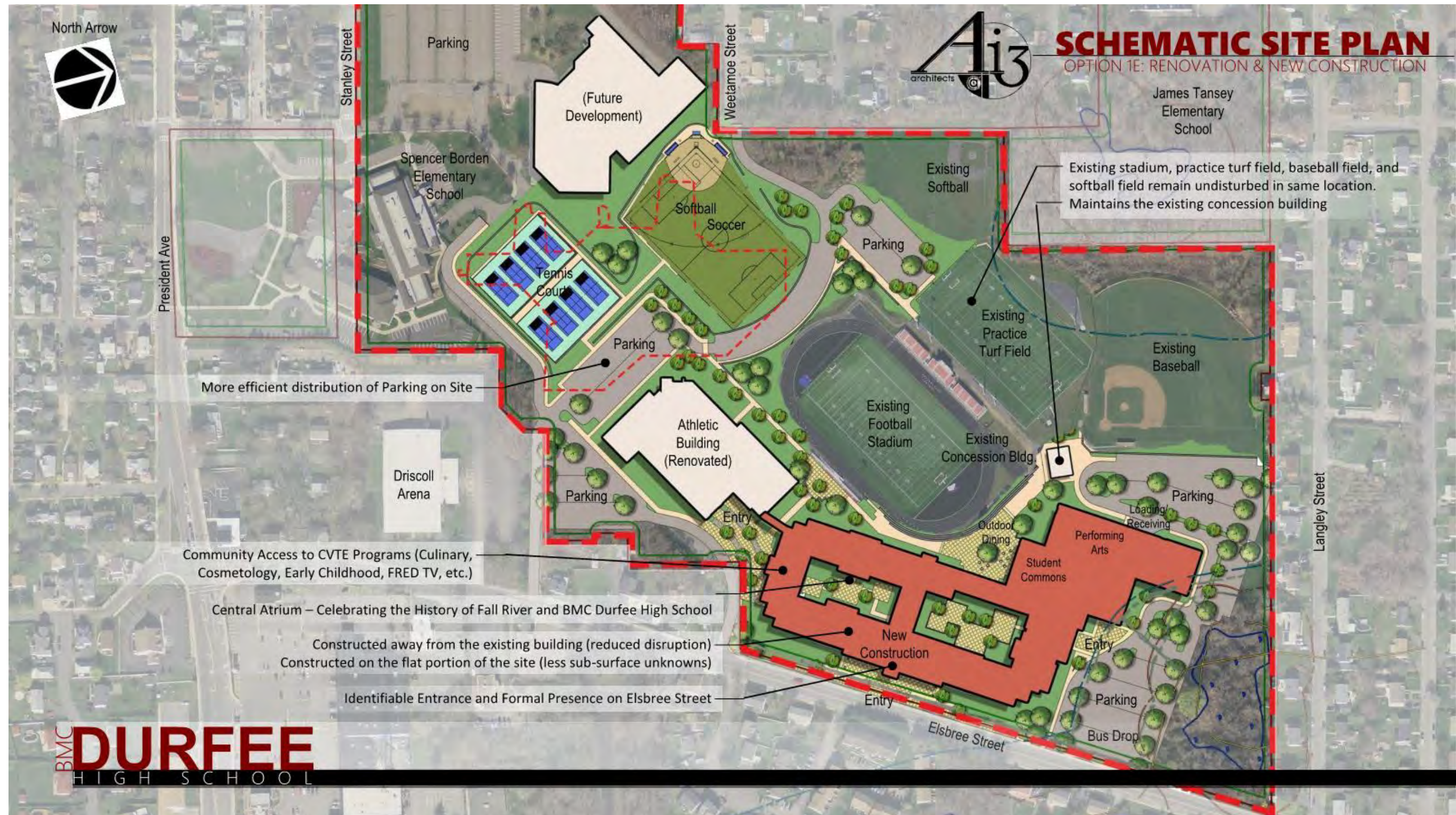
**Existing Fourth Floor Plan:**



Existing Fifth Floor Plan:



**Proposed Aerial Site Rendering:**



Proposed Building Massing:



**Proposed Exterior Elevation: Elsbree Street Main Entrance**



**Proposed Exterior Elevation: Elsbree Street Looking North**



**Proposed East Elevation: Elsbree Street Elevation**



**Proposed North Elevation:**



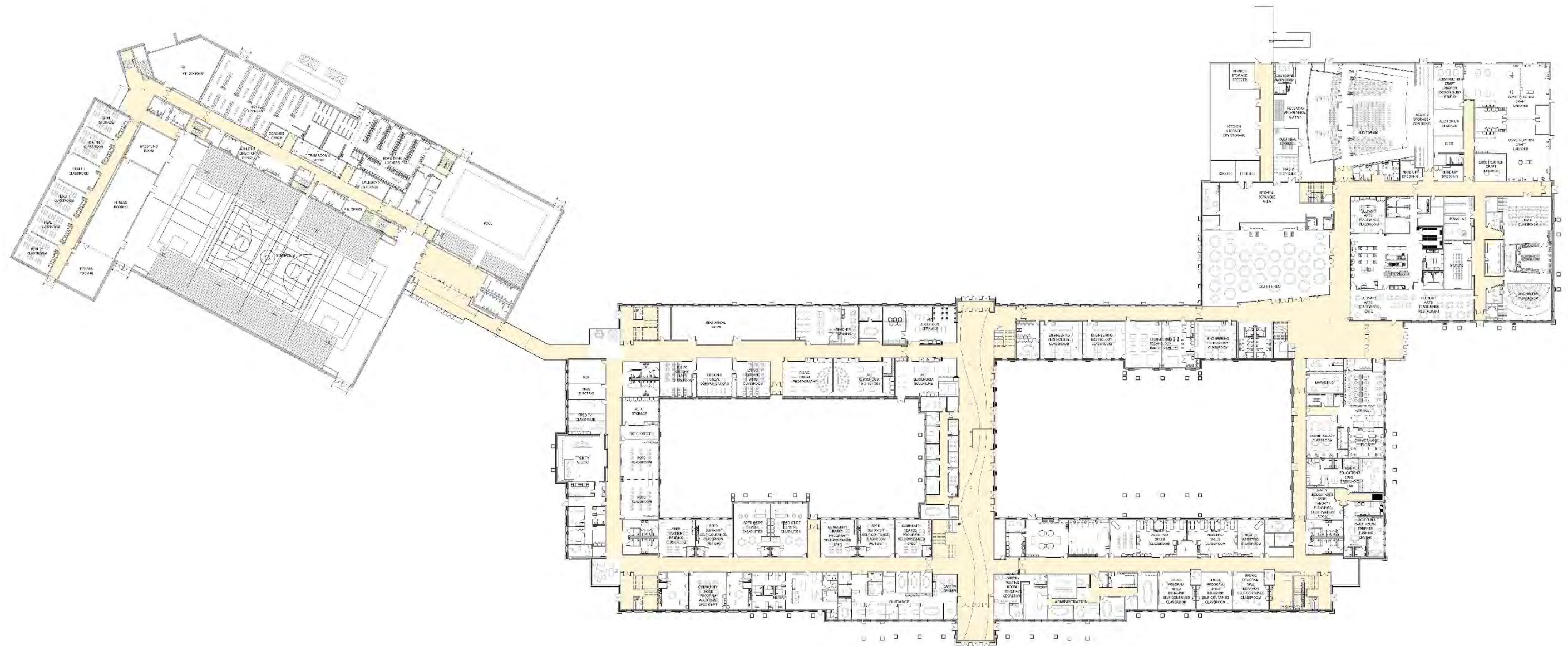
**Proposed West Elevation:**



**Proposed South Elevation:**



Proposed First Floor Plan:



Proposed Second Floor Plan:



Proposed Third Floor Plan:



**Statement of Interest Summary (SOI):**

On April 9, 2014, on behalf of the School Committee, former Superintendent of Schools, submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) for the BMC Durfee High School. At the January 14, 2015 Board of Directors' meeting, the MSBA Board voted to issue an invitation to Fall River to enter into the Eligibility Period. Subsequently, at the November 18, 2015 Board of Directors' meeting, the MSBA Board voted to issue an invitation to Fall River to conduct a Feasibility Study for BMC Durfee High School, to identify and study possible solutions and, through a collaborative process with the MSBA, to reach a mutually-agreed upon solution.

The SOI identified the following priorities to which the City of Fall River would address in the Feasibility Study:

3. Prevention of the loss of accreditation
5. Replacement, renovation or modernization of school facility systems, such as roof, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility

The SOI identifies crucial Programs and Operations that cannot be implemented due to the facility constraints and issues. For example:

1. Various vocational construction programs suffer from building services infrastructure restrictions.
2. Culinary Arts suffers from an inadequate teaching kitchen that does not have proper sightlines or visually connected facilities.
3. Science program lacks adequate technology and power infrastructure.
4. Areas are not ADA accessible and given its 1970s construction do not comply with current guidelines.
5. The school is unable to add programs due to the inability to expand or modify existing areas. The DESE will not certify needed programs due to these deficiencies.

Science labs are very limited and were cited in the District's recent NEASC report. Although the technology infrastructure has had some upgrades, the lack of coverage, proper wiring, internet capacity, and current technology (needed to provide coursework in the STEM and engineering emerging areas) handicaps potential programming for students.

The building's closed-circuit television system (CCTV) is limited, outdated, and has been marginally operating with the most recent "updates" occurring in 2013-2014 utilizing refurbished equipment. The existing doors and door hardware have had numerous repairs with some compromised and needing to be permanently locked to be secured. This condition adds to the

current difficulties in providing a secure and safe building and environment for the school community.

The SOI identified the building's core academic spaces (i.e. general educational classrooms) as being organized by department (ELA, Math, Science, Social Studies, etc.). The classrooms vary considerably in size, averaging from between 650 to 1,100 sq. feet. The original building design contained "open classroom" spaces in a wing configuration, which have since been sub-divided into individual classroom spaces. The original spaces and even the subsequent renovations created rooms that are not conducive to student learning. Future classrooms will require interactive white boards, sound reinforcement, and wireless access for teacher and student devices.

The science labs are original, without renovation to any of the existing finishes (ceiling, wall, floor, etc.) and building services (gas, water, electrical). Some of the science classrooms have been retrofitted with technology (although currently outdated) since the original construction. As previously indicated, the NEASC report cited the school for the lack of proper lab spaces. Future science labs should be designed to meet the guidelines of mandated state requirements and include the appropriate amenities.

The media center contains traditional open study and library spaces, as well as a series of classroom/computer lab spaces that were added over the past four years. These spaces struggle with the appropriate reading areas and study rooms, as well as acoustic and security issues.

The SOI very clearly details the numerous building issues and limitations that the District has been challenged with for many years. These deficiencies and limitations have had significantly negative impacts on the educational environment.

The SOI indicates that the City understands the need to study all possible options for resolving these deficiencies, but also correctly points out that there may be benefits associated with a proposed solution that renovates a portion of the existing BMC Durfee High School building.

# DESE SUBMITTAL

Appendix B



January 3, 2018

Ms. Mary Pichetti  
Director of Capital Planning  
Massachusetts School Building Authority  
40 Broad Street, Suite 500  
Boston, Massachusetts 02109

Dear Ms. Pichetti:

The District is pursuing execution of a Project Scope and Budget Agreement for the MSBA approved schematic design for the construction of a new B.M.C. Durfee High School located on the site of the existing high school at 360 Elsbree Street in Fall River. The Design Enrollment for the proposed school is 2,570. The existing B.M.C. Durfee High School currently serves Grades 9 - 12 and is proposed to continue to serve grades 9 – 12, which will appropriately satisfy the agreed upon design enrollment of 2,570 students.

In accordance with G.L. c. 70 B, MSBA staff has assembled the documents required for the review of the special education program at B.M.C. Durfee High School. The following are attached per the 'Submittal Requirements':

1. A letter from Superintendent Matthew H. Malone, Ph.D. of the Fall River Public Schools describing its special education program.
2. Proposed space summary that includes the existing facility, proposed spaces, and MSBA guidelines based on the agreed upon design enrollment. This summary indicates a total of 36,415 square feet of space dedicated to the delivery of special education.
3. The floor plans for the proposed 501,330 square foot new B.M.C. Durfee High School.
4. A completed Special Education Adjacency Table

I have reviewed the attached documents and confirm that the District's School Building Committee officially approved the attached submittal on December 19, 2017 at the School Building Committee Meeting. I also verify that the SPED Space Summary matches the floor plans and is complete and conforms to the MSBA requirements as described in Module 4 – Schematic Design Guidelines.

Please let me know if you have any questions.

Sincerely,



Lynn Stapleton, AIA, LEED AP B D + C

Cc: Brian Lynch, MSBA Project Coordinator  
Chris Alles, MSBA Project Manager  
Mayor Jasiel F. Correia II, City of Fall River  
Dr. Matthew , H. Malone, Fall River Public Schools Superintendent  
Lisa M. Moy, Executive Director of Special Education and Student Services  
Kristin Donahue, Director of Special Education  
Matthew Desmarais, BMC Durfee High School Principal  
Troy Randall, Ai3 Architects  
Scott Dunlap, Ai3 Architects  
Jim Rogers, , LeftField  
Adam Keane, LeftField

# FALL RIVER PUBLIC SCHOOLS

*"The Scholarship City"*

*417 Rock Street, Fall River, MA 02720*

---

Matthew H. Malone, Ph.D.  
Superintendent

Lisa M. Moy  
Executive Director of Special Education and Student Services

December 20, 2017

Ms. Christine Lynch  
Center for School Finance, Planning,  
Research & Evaluation  
Massachusetts Department of Elementary  
& Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906

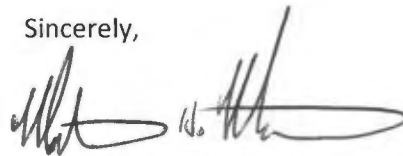
Re: Fall River B.M.C. Durfee High School Building Project

Dear Ms. Lynch,

Fall River's B.M.C. Durfee High School has been accepted into the Massachusetts School Building Authority Schematic Design Phase for a new school building. As part of the process, we are required to submit a special education program narrative. To that end, please find enclosed a descriptive narrative, prepared by Lisa M. Moy, Executive Director of Special Education and Student Services and Director of Special Education Kristin Donahue, of our existing and proposed plans for special education at Fall River's B.M.C. Durfee High School in accordance with the Massachusetts Department of Elementary and Secondary Education Submittal Requirements for Review and Approval.

Please do not hesitate to contact us if you require further information.

Sincerely,



Matthew H. Malone, Ph.D.  
Superintendent of Schools

## **B.M.C. Durfee High School**

### **Special Education Delivery Methodology**

#### **Special Education Delivery Methodology**

Fall River Public Schools services students from age Pre-K to age 22 and offers a full continuum of special education programming and services. The district provides accommodations and modifications that are identified in each student's Individualized Education Program as well as providing a number of programs and placements to meet the needs of all students with disabilities. The district takes all steps necessary to ensure compliance of student IEPs, within all settings. The district promotes servicing students in the least restrictive environment with consideration given to not removing a student solely based on needed modification of the curriculum. If a student's IEP necessitates special education services in a program outside of Fall River Public Schools, the IEP Team supports to promote transition to a placement in a less restrictive program at least annually.

Fall River Public Schools offers extensive specialized programming to meet the needs of diverse learners throughout the district Pre-K through age 22. District Early Childhood Program offers half-day and full-day integrated preschool programs as well as a self-contained program for students. Each of the elementary schools provides inclusive services and related services. For students who require more specialized instruction, we offer district-wide programs in a variety of buildings.

#### **Current Program**

According to the Department of Elementary and Secondary Education (DESE), special education facilities and classrooms should align with the guidelines listed below. The school district provides facilities and classrooms for eligible students that:

- Maximize the inclusion of such student in the life of the school
- Provide accessibility in order to fully implement each student's IEP
- Are at least equal in all physical respects to the average standards of general education facilities and classrooms
- Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students

- Are not identified by signs or other means that stigmatize such students

These policies above are in direct alignment with the following items:

- 603 CMR 28.03 (1) (b)
- Section 504 of the Rehabilitation Act of 1973
- SE 55 is related to State Performance Plan Indicator 5

B.M.C. Durfee High School special education reflects 388 students on IEPs with a total enrollment of 2128 students or 18.2% of the total high school population. The table below indicates the B.M.C. Durfee H.S. special education enrollment by grade level as of December 2017:

<i><b>Grade Level</b></i>	<i><b>Students on IEPs</b></i>	<i><b>Student Enrollment</b></i>	<i><b>Percentage</b></i>
9	132	620	21.3%
10	104	547	19%
11	76	490	15.5%
12	76	471	16.2%
<b>B.M.C. Durfee HS</b>	<b>388</b>	<b>2128</b>	<b>18.2%</b>

There are a total of 29 special education teachers, 1 special education department head (position open), 5 school adjustment counselors, 1.5 school psychologists, 1 psychometrist, 2 evaluation team chairs, 1 transition specialist (position open), 1 autism specialist, and 29 instructional aides that support the special education students in B.M.C. Durfee H.S..

The proposed offices, conference, and testing spaces for the special education program are intentionally located throughout the building directly adjacent to the most concentrated areas of academic classrooms. Students or parents who are visiting these spaces should feel like they are an inherent part of the academic environment, and should not have to travel to the building's main entrance or "Administrative Area" to receive services or information. These areas should obviously be convenient to parents; hence their locations near the building's main entrance. However, their direct adjacency to the central lobby provides a nice balance between integration, convenience, and privacy.

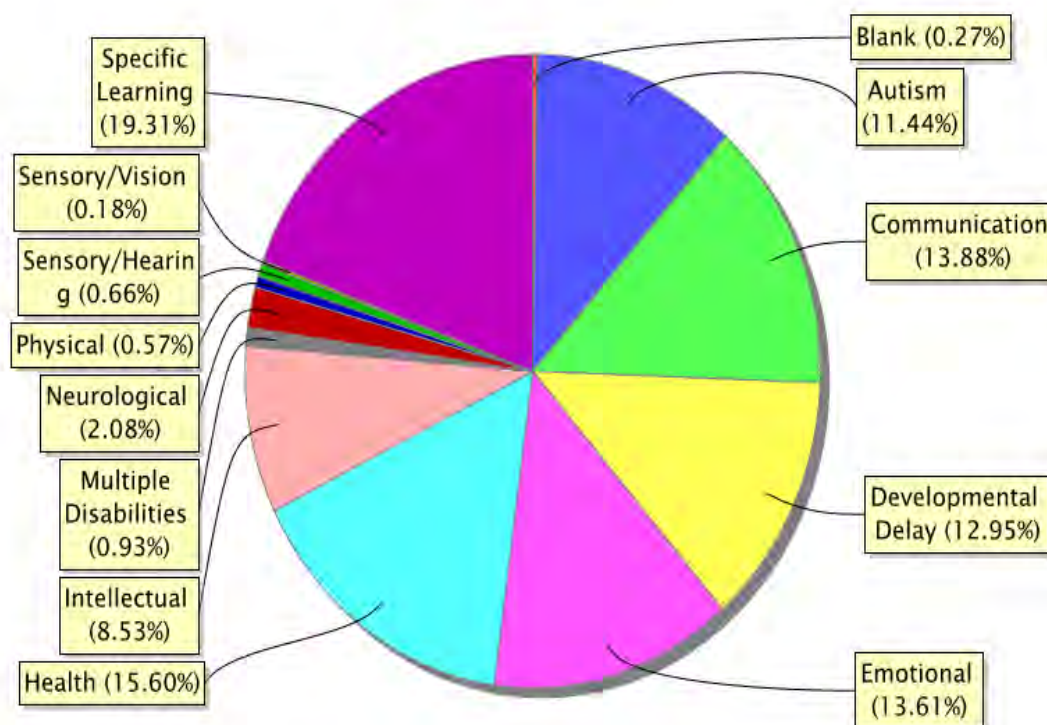


Chart			
Data Set	SPED Primary Disability	Number	Percent
	Blank	6	0.27%
	Autism	259	11.44%
	Communication	314	13.88%
	Developmental Delay	293	12.95%
	Emotional	308	13.61%
	Health	353	15.60%
	Intellectual	193	8.53%
	Multiple Disabilities	21	0.93%
	Neurological	47	2.08%
	Physical	13	0.57%
	Sensory/Hearing	15	0.66%
	Sensory/Vision	4	0.18%
	Specific Learning	437	19.31%
	<b>Totals</b>	<b>2263</b>	<b>100.00%</b>

## **Inclusion Programs**

Students with disabilities participate with their non-disabled peers in the general education setting. The program's purpose is to provide academic, behavioral, and social support to students with identified disabilities within the general education setting. Delivery of services is provided through a variety of models: consultation (Indirect service), collaborative consultation (direct service), co-teaching, and small group.

- **Consultation:** Curriculum may be modified for the student's individual needs and are accommodated by the general education teacher in consultation with the special education teacher and/or specialist.
- **Co-teaching:** The general education curriculum is being followed in a classroom that has both a general education teacher and a special education teacher presenting the information in ways determined by the needs, education goals, and styles of the students in the class.
- **Paraprofessional Support:** In this setting, the general education teacher will lead the instruction to follow the Curriculum Frameworks with the assistance of a paraprofessional to help provide accommodations and modifications as stated in the IEPs of the special education students in the class.

## **Partial Inclusion**

Partial Inclusion services students with disabilities to enable them to participate and make progress in the general education classroom. Students participate with their non-disabled peers in the general education setting, with direct support provided outside the general education classroom by a special education teacher for part of the school day.

## **Programs for 3-5 Year Old Children**

Fall River provides developmentally appropriate and specially designed programs for children ages three and four years. Referrals are accepted from the Department of Public Health, other agencies, and from individuals when the child turns 2.6 years old to ensure continuity of services and implementation of an IEP by the child's third birthday. The district is aware that it has the option to use the format and services of the Individualized Family Service Plan (11-SP), if appropriate, for an additional year as a way of transitioning eligible children to public school services. The Fall River Early Childhood Team is also aware that a child may be allowed to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday). Inclusion services in settings for children with and without disabilities may be provided in the home, public school, Head Start, or a licensed childcare setting. Integrated programs located in a B.M.C. Durfee High School, include children with and without disabilities. Class size does not exceed 20 with one teacher and one aide and no more than five students with disabilities. If the number of students with disabilities is six or seven then the class size may not exceed 15 students

with one teacher and one aide. Substantially Separate programs serve primarily or solely children with disabilities. These settings limit class sizes to nine students with 1 teacher and 1 aide; more than 50% of the children have disabilities.

### **Language Based**

The program serves students with learning and language (receptive and expressive) disabilities. The class provides specialized reading and language instruction with a multi-sensory approach. Instruction incorporates strategies to address expressive and receptive language skills across the curriculum. Direct support is provided outside the general education classroom by a special education teacher and a classroom paraprofessional.

### **Social Emotional**

The program serves students with a primary disability in emotional disorders. Students are provided with a level behavior management program to address anger management, impulse control, compliance issues, and/or social skills. Direct support is provided outside the general education classroom by a special education teacher and a classroom paraprofessional. Therapeutic support is provided by a social worker and/or school adjustment counselor.

### **Autism**

The program serves students on the Autism Spectrum who require more social-pragmatic, academic, and behavioral support. The programs provide intensive behavioral training relying upon ABA principles and total communication techniques in order to develop social skills and academic readiness skills. The program blends social/developmental as well as behavioral approaches whenever possible to address the educational challenges faced by this population of students. In addition to the special education teacher, there is a paraprofessional in the classroom. An autism specialist provides direct social skills support to students and collaborative consultation to the special education teacher.

## **Community Based**

The program serves students with moderate to severe developmental delays (ages 3-9) or intellectual impairments (ages 9+). This program is designed to address the development of communication, mobility, social, and independent daily living skills. Students in this program may participate in general education environments including lunch, recess, assemblies, and special events. Services are delivered by a full-time certified special educator and at least one full-time paraprofessional, with additional staff as necessary.

## **Therapeutic Day (K – 12)**

The Therapeutic Day program provides a day treatment program for students in grades K-12 who have emotional and behavioral disabilities. The small school setting provides close monitoring, opportunities for academic successes, and a therapeutic program interwoven throughout the school day. Staffing includes: special education and content teachers, paraprofessionals, behavior therapist, and school psychologist.

## **Out of District Programming**

The district currently has 143 students in out of district programs. Fall River Public Schools has positive working relationships with several private and collaborative day and residential schools for students who require more a restrictive setting or more specialized programming that cannot be met within the public school setting.

### **Current Program(s) District**

<b><i>School</i></b>	<b><i>Program(s)</i></b>
Spencer Borden Elementary	ASD (K-5), Community Based (K-5),
William S. Greene Elementary	Language Based (K-5)
Alfred S. Letourneau Elementary	
Frank M. Silvia Elementary	Language Based (K-5)
James Tansey Elementary	
Samuel Watson Elementary	
Mary L. Fonseca Elementary	
Carlton M. Viveiros Elementary	Social Emotional (K-5)
John J. Doran PreK-8	Social Emotional (K-5)
Henry Lord Community School PreK-8	ASD (PreK-8)

Edmond P. Talbot Middle School	Social Emotional (6-8), Language Based (6-8)
James Madison Morton Middle School	Social Emotional (6-8), Language Based (6-8), ASD (6-8)
Matthew J. Kuss Middle School	Social Emotional (6-8), Language Based (6-8), Community Based (6-8)
B.M.C. Durfee High School	Social Emotional (9-12), Language Based (9-12), Community Based (9-12), ASD (9-10) 11-12 is proposed with program expansion for 2018 SY, 2019 SY
Resiliency Preparatory Academy 7-12	2 sub-separate classrooms 7-12
Stone at Westall Therapeutic Day School K-12	Public Day School

### **Proposed Layout**

Based on enrollment projections the ASD program will need to expand from grades 9 and 10 to 9-12. This will include an addition of 3 classrooms. One classroom per grade level for students who require support, however continue to access general education curriculum with their peers. Two classrooms will remain substantially sub-separate outside of the general education classrooms.

In addition, the language based classrooms will be spread throughout the academic floors of the proposed new building, in order to integrate all special education students into the mainstream of the academic core. In some instances these learning centers will be grouped in content area sections of the building.

## ***Proposed Space Summary - BMC Durfee High School***

BMC Durfee High School		Existing Conditions		
ROOM TYPE		ROOM NFA <sup>1</sup>	# OF RMS	area totals
CORE ACADEMIC SPACES				118,587
(List classrooms of different sizes separately)				
Classroom - General				
English	1,023	1	1,023	
English	1,248	1	1,248	
English	1,818	1	1,818	
English	422	1	422	
English	820	4	3,280	
English	826	2	1,652	
English	844	4	3,376	
English	646	2	1,292	
English	858	1	858	
Freshman Academy				
English	705	1	705	
English	698	1	698	
English	764	1	764	
English	858	1	858	
English	805	2	1,610	
English	602	1	602	
English	851	1	851	
English Dean Office	149	1	149	
English Conference (Professional Learning)	135	1	135	
Math	814	2	1,628	
Math	820	3	2,460	
Math	620	2	1,240	
Math	756	2	1,512	
Math	772	2	1,544	
Math	632	2	1,264	
Math	826	1	826	
Math	659	1	659	
Math	852	1	852	
Freshman Academy				
Math	765	2	1,530	
Math	698	1	698	
Math	746	2	1,492	
Math	1,222	1	1,222	
Math Dean Office	174	1	174	
Math Conference (Professional Learning)				
Computer Lab	836	1	836	
Computer Lab	861	1	861	
Science Computer Lab	772	1	772	
World Language	645	1	645	
World Language	838	7	5,866	
World Language	825	2	1,650	
World Language	853	1	853	
World Language	964	1	964	
World Language	951	1	951	
World Language	838	1	838	
Language Lab	1,345	1	1,345	
World Language Dean Office				
World Language Conference (Professional Learning)				
History	843	1	843	
History	742	1	742	
History	806	3	2,418	
History	606	3	1,818	
History	755	2	1,510	
History	861	1	861	
History	705	1	705	
History Lab	852	1	852	
Freshman Academy				
History	705	2	1,410	
History	765	2	1,530	
History Dean Office	283	1	283	
History Conference (Professional Learning)				
Teacher Planning				
Small Conference				
Teacher Planning				
Teachers Room (A1)	233	1	233	
Teachers Room (A40)	570	1	570	
Teachers Room (A41)	577	1	577	
Teachers Room (A43)	373	1	373	
Teachers Room (A49)	432	1	432	
Teachers Room (A46)	348	1	348	
Teachers Room (A47&48)	533	2	1,066	
Teachers Room (A42)	400	1	400	
Teachers Room (A91)	188	1	188	
Small Group Support				
Science Classroom / Lab				
Science	1,306	1	1,306	
Science	1,618	1	1,618	
Science	1,455	1	1,455	
Science	1,219	1	1,219	
Science	1,385	1	1,385	
Science	1,022	2	2,044	
Science	645	1	645	
Science	806	1	806	
Science	602	2	1,204	
Science	836	1	836	
Science	856	1	856	
Science	1,287	2	2,574	
Science	757	2	1,514	
Science	1,376	2	2,752	
Science	2,126	2	4,252	
Freshman Academy				
Science	963	2	1,926	
Science	987	2	1,974	
Science	616	1	616	
Science	862	1	862	
Science	705	1	705	
Science	848	1	848	
Science	765	1	765	
Science Dean Office	150	1	150	
Science Conference (Professional Learning)				
Greenhouse	500	1	500	
Planetarium	941	1	941	
Planetarium Storage	76	1	76	
Planetarium Office	76	1	76	
Observatory	900	1	900	
Prep Room	351	1	351	
Prep Room	567	2	1,134	
Prep Room	133	2	266	
Prep Room	269	1	269	
Prep Room	263	1	263	
Prep Room	362	1	362	
Prep Room	500	1	500	
Prep Room	445	1	445	
Central Chemical Storage Rm	351	2	702	
Central Chemical Storage Rm	154	2	308	
			0	
Large Group Seminar #1	868	1	868	
Large Group Seminar #2	868	1	868	
Large Group Seminar #3	868	1	868	
Large Group Seminar #4	868	1	868	
Independent Study				
Health Classroom	422	1	422	
Health Classroom	925	1	925	
Health Classroom	1,004	3	3,012	

[illegible][illegible]

## ***Proposed Space Summary - BMC Durfee High School***

BMC Durfee High School		Existing Conditions		
	ROOM			
	NFA <sup>1</sup>	# OF RMS	area	totals
ROOM TYPE				
Health Storage	169	1		169
SPECIAL EDUCATION				37,141
(List classrooms of different sizes separately)				
Community Based Program				
Self-Contained SPED	964	1		964
Self-Contained SPED	953	1		953
SPED OT/PT	837	1		837
SPED OT/PT Severe Disabilities	1,449	1		1,449
SPED OT/PT Severe Disabilities	1,141	1		1,141
SPED Severe Disabilities - Storage	157	1		157
SPED ESL	1,117	1		1,117
SPED ESL	1,069	1		1,069
SPED ESL	1,012	1		1,012
SPED Science Sub Separate Classroom	870	2		1,740
SPED Science Sub Separate Classroom	807	1		807
SPED Math Sub-Separate Classroom	852	1		852
SPED Math Sub-separate Classroom	692	1		692
SPED History Sub-separate Classroom	662	1		662
SPED History Sub-separate Classroom	702	1		702
SPED English/Reading Classroom	678	1		678
SPED English/Reading Classroom	838	1		838
SPED English/Reading Classroom	634	1		634
SPED Classroom	702	1		702
SPED Book Room	279	1		279
Bridge Program				
SPED Behavior Self-Contained Classroom	1,080	1		1,080
SPED Behavior Self-Contained Classroom	856	3		2,568
SPED Behavior Self-Contained Classroom	825	1		825
SPED Behavior Self-Contained Classroom	1,724	1		1,724
Adjustment Counselor Office				
SPED Conference Room				
Autism Spectrum Disorder Program (ASD)				
SPED Behavior Self-Contained Classroom (Autism)	803	1		803
Self-Contained SPED Toilet				
Resource Room				
Small Group Room				
SPED Dean Office				
SPED Offices	1,109	1		1,109
SPED Office (Transition Specialist)	330	1		330
SPED Office	287	1		287
SPED Team Chair Office	166	1		166
SPED Team Chair Office	224	1		224
SPED Conference Room	232	1		232
SPED Conference Room	236	1		236
SPED Conference Room	702	1		702
SPED Speech	152	1		152
SPED Speech	83	1		83
SPED Speech Testing	54	6		324
SPED Speech Observation	83	1		83
SPED School Psychologist Office (Psychometrist)	120	1		120
SPED Speech Therapy Office	148	1		148
SPED Testing	152	1		152
SPED Testing	200	1		200
Parenting Center K-8	721	1		721
Parenting Center K-8	673	1		673
Early Childhood Pre-K	678	1		678
District SPED (A45)	6,236	1		6,236
ART & MUSIC				13,750
Art Classroom - 25 seats				
Art Classroom: Sculpture (Art1&2)	1,384	1		1,384
Art Classroom: Ceramics	2,025	1		2,025
Art Classroom: 1&2 History	854	1		854
Art Storage	111	1		111
Art Storage	154	1		154
Art Material Storage	263	1		263
Art Workroom w/ Storage & kiln	500	1		500
Art Storage	230	1		230
Sculpture Storage	230	1		230
Darkroom	121	1		121
Band - 50 - 100 seats	1,730	1		1,730
Chorus - 50 - 100 seats (Orchestra)	1,923	1		1,923
MIDI Lab	868	1		868
Piano Lab	654	1		654
Ensemble				
Music Practice	268	1		268
Music Practice	286	1		286
Music Practice	138	2		276
Music Practice	316	1		316
Music Storage	236	1		236
Music Storage	404	1		404
Music Storage	75	3		225
Instrument Repair/Storage	291	1		291
Music Office	238	1		238
Music Office	163	1		163
VOCATIONS & TECHNOLOGY				47,494
Tech Clrm. - (E.G. Drafting, Business)				
Tech Shop - (E.G. Consumer, Wood)				
CH 74 Programs				
Environmental Science & Technology (150507)	3,190	1		3,190
Environmental Science & Technology - Offices				
Environmental Science & Technology - Storage	298	1		298
Design & Visual Communications (500401)	1,273	1		1,273</

[illegible][illegible]

Proposed Space Summary - BMC Durfee High School

BMC Durfee High School		Existing Conditions		
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals	
Culinary Arts (120500): Tradewinds Restaurant / Café	2,191	1	2,191	
Culinary Arts (120500): Tradewinds Classroom	890	1	890	
Culinary Arts (120500): Kitchen	1,770	1	1,770	
Culinary Arts (120500): Dishwashing				
Culinary Arts (120500): Laundry				
Culinary Arts (120500): Lockers/Storage	296	1	296	
Culinary Arts (120500): Bakery	1,817	1	1,817	
Culinary Arts (120500): Storage	358	1	358	
Culinary Arts (120500): Office	97	1	97	
Radio and Television Broadcasting (090701) (FRED TV): Classroom	781	1	781	
Radio and Television Broadcasting (090701) (FRED TV): Studio	840	1	840	
Radio and Television Broadcasting (090701) (FRED TV): Control Room	174	1	174	
Radio and Television Broadcasting (090701) (FRED TV): Office	103	1	103	
Engineering Technology (150000)	1,277	3	3,831	
Engineering Technology (150000)	1,232	1	1,232	
Engineering Technology (150000): Offices				
Engineering Technology (150000): Storage				
Marketing (190203): Compass Bank				
Marketing (190203): Campus Store	200	1	200	
Construction Craft Laborer (469999)	3,154	1	3,154	
Construction Craft Laborer (469999)	2,450	1	2,450	
Construction Craft Laborer (469999): Design Build Studio	831	1	831	
Construction Craft Laborer (469999): Storage	258	2	516	
Construction Craft Laborer (469999): Finishing Room	201	1	201	
ROTC: Classroom	867	2	1,734	
ROTC: Storage	375	1	375	
ROTC: Office / Kitchen	448	1	448	
Aviation (PLTW - Aerospace)	3,154	1	3,154	
CTVE: Career Tech Office	268	1	268	
CTVE: Career Tech Office	217	1	217	
CTVE: Career Tech Conference (Professional Learning)	439	1	439	
HEALTH & PHYSICAL EDUCATION			54,002	
Teaching Station #1-4 (Gymnasium)	13,477	1	13,477	
Teaching Station #5	3,000	1	3,000	
Teaching Station #6	3,000	1	3,000	
Teaching Station #7	3,000	1	3,000	
Teaching Station #8	3,000	1	3,000	
Teaching Station #9 (Fitness Room 1)	2,300	1	2,300	
Teaching Station #10 (Fitness Room 2)	1,116	1	1,116	
Teaching Station #11 (Wrestling Room)	905	1	905	
Teaching Station #12 (Wellness Center - Dance Studio)	2,304	1	2,304	
PE Alternatives				
Training Room	222	1	222	
Athletic Trainer's Office	276	1	276	
Gym Storage	1,093	1	1,093	
Gym Storage #1	400	1	400	
Gym Storage #2	403	1	403	
Gym Storage #3	794	1	794	
Gym Storage	96	1	96	
Locker Rooms - Boys / Girls w/ Toilets				
Boys Lockers	3,427	1	3,427	
Boys Showers & Drying Area	2,370	1	2,370	
Girls Lockers	1,464	1	1,464	
Girls Showers & Drying Area	6,921	1	6,921	
Team Room				
Phys. Ed. Storage	932	1	932	
Phys. Ed. Storage	803	1	803	
Phys. Ed. Storage	403	1	403	
Phys. Ed. Storage	184	1	184	
Coaches Office #1	96	1	96	
Coaches Office #2	107	1	107	
Coaches Office #3	262	1	262	
Coaches Office w Toilet/Shower #4	303	1	303	
PE Office w Toilet/Shower #1	350	1	350	
PE Office w Toilet/Shower #2	306	1	306	
PE Office #3	142	1	142	
PE Office #4	256	1	256	
Laundry	290	1	290	
Athletic Director's Office w/ Shower & Toilet				
Athletic Director's Secretary				
District Coordinator's Office w/ Shower & Toilet				
MEDIA CENTER			23,440	
Media Center / Reading Room	18,449	1	18,449	
Cyber Café				
Computer Lab	1,080	1	1,080	
Instructural Media Classroom 1	685	1	685	
Instructural Media Classroom 2	840	1	840	
Instructural Media Classroom 3	849	1	849	
Assessment Center / Training Lab	760	1	760	
Assessment Coordinator Office				
Assessment Storage				
Presentation / Conference Room				
Professional Library / Archives	325	1	325	
Audio/Visual Storage / Workroom	226	1	226	
Library Media Office	226	1	226	
AUDITORIUM / DRAMA			21,142	
Auditorium	14,123	1	14,123	
Stage	3,250	1	3,250	
Auditorium Storage	165	1	165	
Auditorium Storage	70	1	70	
Auditorium Storage	100	3	300	
Costume Storage Room	527	1	527	
Make-up / Dressing Rooms	281	2	562	
Controls / Lighing / Projection	135	3	405	
Blackbox Theater	1,675	1	1,675	
Ticket Office	65	1	65	
DINING & FOOD SERVICE			26,201	
Cafeteria / Student Lounge / Break-out	16,420	1	16,420	
Chair / Table Storage			0	
d Dry Food Storage	1,610	1	1,610	
d District Kitchen Storage	2,398	1	2,398	
d Food Service Office	90	3	270	
Locker Area	107	1	107	
Scramble Serving Area				
Kitchen (1st Floor)	5,119	1	5,119	
Kitchen (2nd Floor)				
Staff Lunch Room				
Kitchen Break Room	277	1	277	
MEDICAL			2,375	
Medical Suite Toilet	54	3	162	
Nurses' Office / Waiting Room	747	1	747	
Interview Room	45	1	45	
Examination Room / Resting	130	3	390	
Storage	352	1	352	
Medicine Storage				
Conference				
d Nurse: Supervisor Office	329	1	329	

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
			2,235	1	2,235	2,235	1	2,235
			825	1	825	825	1	825
			1,200	1	1,200	1,200	1	1,200
			300	1	300	300	1	300
			125	1	125	125	1	125
			150	2	300	150	2	300
			1,200	1	1,200	1,200	1	1,200
			500	1	500	500	1	500
			150	1	150	150	1	150
			825	1	825	825	1	825
			1,400	1	1,400	1,400	1	1,400
			275	1	275	275	1	275
			200	3	600	200	3	600
			1,000	3	3,000	1,000	3	3,000
			1,800	1	1,800	1,800	1	1,800
			300	1	300	300	1	300
			450	1	450	450	1	450
			250	1	250	250	1	250
			350	1	350	350	1	350
			2,500	1	2,500	2,500	1	2,500
			2,500	1	2,500	2,500	1	2,500
			825	1	825	825	1	825
			250	2	500	250	2	500
			200	1	200	200	1	200
			825	2	1,650	825	2	1,650
			500	1	500	500	1	500
			125	3	375	125	3	375
			125	2	250	125	2	250
			250	1	250	250	1	250
		54,002			0			54,002
13,477	1	13,477				13,477	1	13,477
3,000	1	3,000				3,000	1	3,000
3,000	1	3,000				3,000	1	3,000
3,000	1	3,000				3,000	1	3,000
3,000	1	3,000				3,000	1	3,000
2,300	1	2,300				2,300	1	2,300
1,116	1	1,116				1,116	1	1,116
905	1	905				905	1	905
2,304	1	2,304				2,304	1	2,304
276	1	276				276	1	276
641	1	641				641	1	641
96	1	96				96	1	96
6,849	1	6,849				6,849	1	6,849
488	1	488				488	1	488
6,500	1	6,500				6,500	1	6,500
488	1	488				488	1	488
540	2	1,080				540	2	1,080
1,865	1	1,865				1,865	1	1,865
403	1	403				403	1	403
184	1	184				184	1	184
96	1	96				96	1	96
204	1	204				204	1	204
204	1	204				204	1	204
350	1	350				350	1	350
306	1	306				306	1	306
256	1	256				256	1	256
400	2	800				400	2	800
359	1	359				359	1	359
142	1	142				142	1	142
313	1	313				313	1	313
		0			15,963			15,963
			12,788	1	12,788	12,788	1	12,788
			800	1	800	800	1	800
			400	1	400	400	1	400
			125	1	125	125	1	125
			100	1	100	100	1	100
			800	1	800	800	1	800
			500	1	500	500	1	500
			200	1	200	200	1	200
			250	1	250	250	1	250
		0			10,400			10,400
			7,500	1	7,500	7,500	1	7,500
			1,600	1	1,600	1,600	1	1,600
			500	1	500	500	1	500
			275	2	550	275	2	550
			200	1	200	200	1	200
			50	1	50	50	1	50
		0			22,463			22,463
			6,425	2	12,850	6,425	2	12,850
			1,600	1	1,600	1,600	1	1,600
			2,400	1	2,400	2,400	1	2,400
			100	1	100	100	1	100
			300	2	600	300	2	600
			2,663	1	2,663	2,663	1	2,663
			2,000	1	2,000	2,000	1	2,000
			250	1	250	250	1	250
		0			2,010			2,010

### ***Proposed Space Summary - BMC Durfee High School***

BMC Durfee High School		Existing Conditions		
ROOM TYPE		ROOM NFA <sup>1</sup>	# OF RMS	area totals
d Nurse: Supervisor Kitchen		160	1	160
d Nurse: Storage		190	1	190
ADMINISTRATION & GUIDANCE				14,020
General Office / Waiting Room / Toilet		1,596	1	1,596
Teachers' Mail and Time Room				
Duplicating Room				
Records Room (Safe)		163	1	163
Principal's Office w/ Conference Area		574	1	574
Principal's Secretary / Waiting		200	1	200
Administration Conference Room 1		211	1	211
Administration Conference Room 2		718	1	718
Director of Operations Office		178	1	178
School Psychologist Office		152	1	152
School Psychologist Office		120	1	120
Attendance Office		162	1	162
Attendance Clerk				
Counselor Office		135	1	135
Counselor Office		75	1	75
Evening School Office		167	1	167
Security				
Security Desk (Main Lobby)		200	1	200
Security Conference Room		532	1	532
Security Small Conference Room		153	1	153
Security Office		267	1	267
School Resource Officer		432	2	864
Freshman Academy Offices		1,088	1	1,088
Behavior Specialist			1	
Freshman Student Support Specialist		432	1	432
Clerk / Office Manager (SAM) Office Area			1	
Guidance Counselor Office			2	
Adjustment Counselor Office			1	
Vice Principal Office			1	
Conference Room				
Kitchenette			1	
Sophomore Class Offices		608	1	608
Sophomore Student Support Specialist				
Clerk / Office Manager (SAM) Office Area			1	
Guidance Counselor Office			2	
Adjustment Counselor Office			1	
Vice Principal Office			1	
Conference Room				
Junior Class Offices		1,574	1	1,574
Clerk / Office Manager (SAM) Office Area			1	
Guidance Counselor Office			3	
Adjustment Counselor Office			1	
Vice Principal Office			1	
Conference Room				
Senior Class Offices		900	1	900
Clerk / Office Manager (SAM) Office Area			1	
Guidance Counselor Office			2	
Adjustment Counselor Office			1	
Vice Principal Office			1	
Conference Room				
Adjustment Counselor Office		98	1	98
Adjustment Counselor Office		181	2	362
Adjustment Counselor Office		270	1	270
Adjustment Counselor Office		262	1	262
Supervisory / Spare Office (U-Aspire)				
BCC Conference Room/Office		329	1	329
Guidance Director Office		232	1	232
Registrar Office		152	1	152
Guidance Office		152	1	152
Guidance Office		166	1	166
Guidance Office		115	1	115
Guidance Office		129	1	129
Guidance Office		177	1	177
Guidance Office		207	1	207
School to Career Coordinator		150	2	300
Guidance Conference Room				
Guidance Waiting Room				
Guidance Storeroom				
Career Center (U-Aspire)				
Records Room				
Teachers' Work Room				
CUSTODIAL & MAINTENANCE				15,101
Custodian's Office		187	1	187
		135	1	135
		224	2	448
Custodian's Work Area		950	1	950
Custodian's Workshop		2,936	1	2,936
Custodian's Storage		236	1	236
Custodian's Storage		50	2	100
Custodian's Storage		368	1	368
Custodian's Storage		137	1	137
Custodian's Storage		100	1	100
Custodian's Storage		323	1	323
Custodian's Storage & Toilet		173	1	173
Custodian's Storage		1,773	1	1,773
Recycling Room / Trash				0
Receiving and General Supply				0
Receiving (Culinary)		372	1	372
Building Maintenance Office		188	1	188
Building Maintenance Office		163	1	163
Building Maintenance Garage		1,081	1	1,081
Storeroom				
Storage Room (A40)		235	1	235
Storage Room (A41)		166	1	166
Storage Room (A41 & A43)		80	8	640
Storage Room (A42)		140	1	140
Storage Room (A42)		85	1	85
Storage Room (A43)		147	1	147
Storage Room (A49)		230	2	460
Storage Room (A46)		80	8	640
Storage Room (A47)		80	4	320
Storage Room (A47&48)		232	2	464
Storage Room (A48)		170	1	170
Network / Telecom Room (MDF)		271	1	271
IDF & Storage		174	1	174
IDF (A43)		86	1	86
d IT Offices		1,433	1	1,433
OTHER				12,090
Other (specify)				
Natatorium (Pool)		6,742	1	6,742
Boys Pool Shower / Lockers / Toilets		460	1	460
Girls Pool Shower / Lockers / Toilets		546	1	546
Pool Storage		207	1	207
Pool Office		91	1	91
d District Copy Center and Office		925	1	925
Vacant Space (Formerly District IT Offices)		3,119	1	3,119
Total Building Net Floor Area (NFA)				385,343
Proposed Student Capacity / Enrollment				
NON-PROGRAMMED SPACES				
Other Occupied Rooms (list separately)				
Unoccupied MEP/FP Spaces				
Unoccupied Closets, Supply Rooms & Storage Rooms				
Toilet Rooms				
Circulation (corridors, stairs, ramps & elevators)				
Remaining <sup>3</sup>				
Total Building Gross Floor Area (GFA) <sup>2</sup>				573,214

[illegible][illegible]

Proposed Space Summary - BMC Durfee High School

BMC Durfee High School	Existing Conditions		
ROOM TYPE	ROOM NFA <sup>1</sup>	# OF RMS	area totals
Grossing factor (GFA/NFA)			1.49

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
		1.49			1.46			1.47

Date: 1.3.2018 Schematic Design Submittal			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
		1.46	

<sup>1</sup> Individual Room Net Floor Area (NFA)

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

<sup>2</sup> Total Building Gross Floor Area (GFA)

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

<sup>3</sup> Remaining

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

Architect Certification

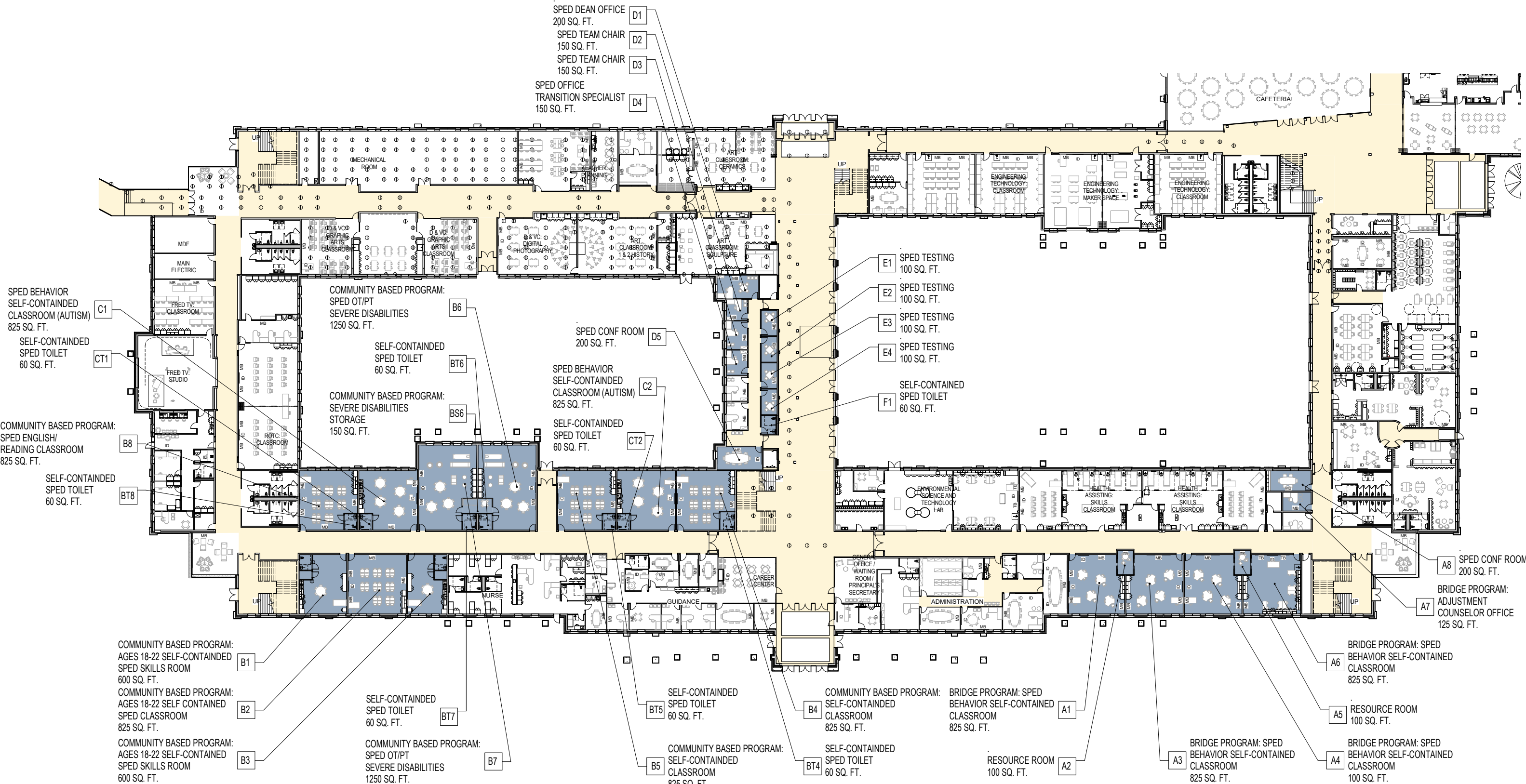
I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building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

Name of Architect Firm: A13 Architects

Name of Principal Architect: Troy Randall, Partner

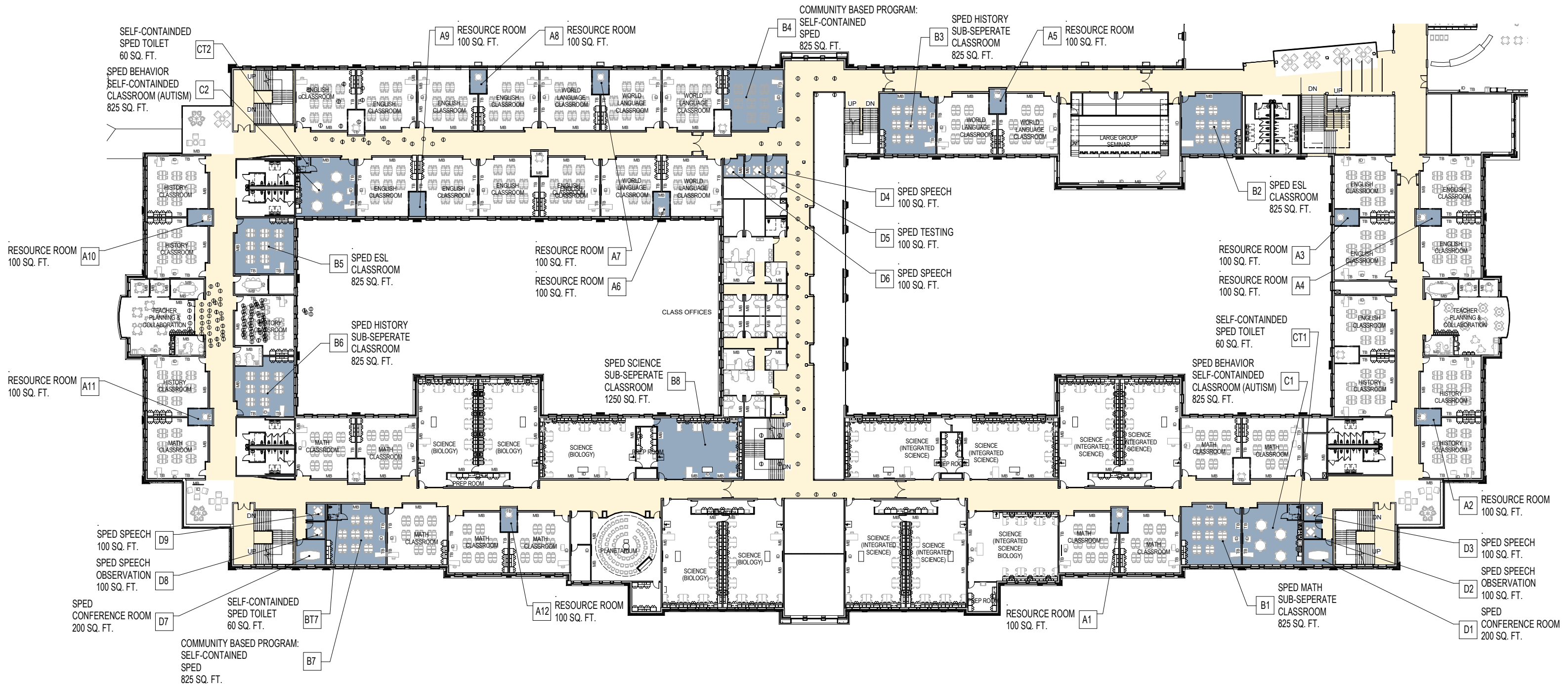
Signature of Principal Architect:

Date: 12.20.17

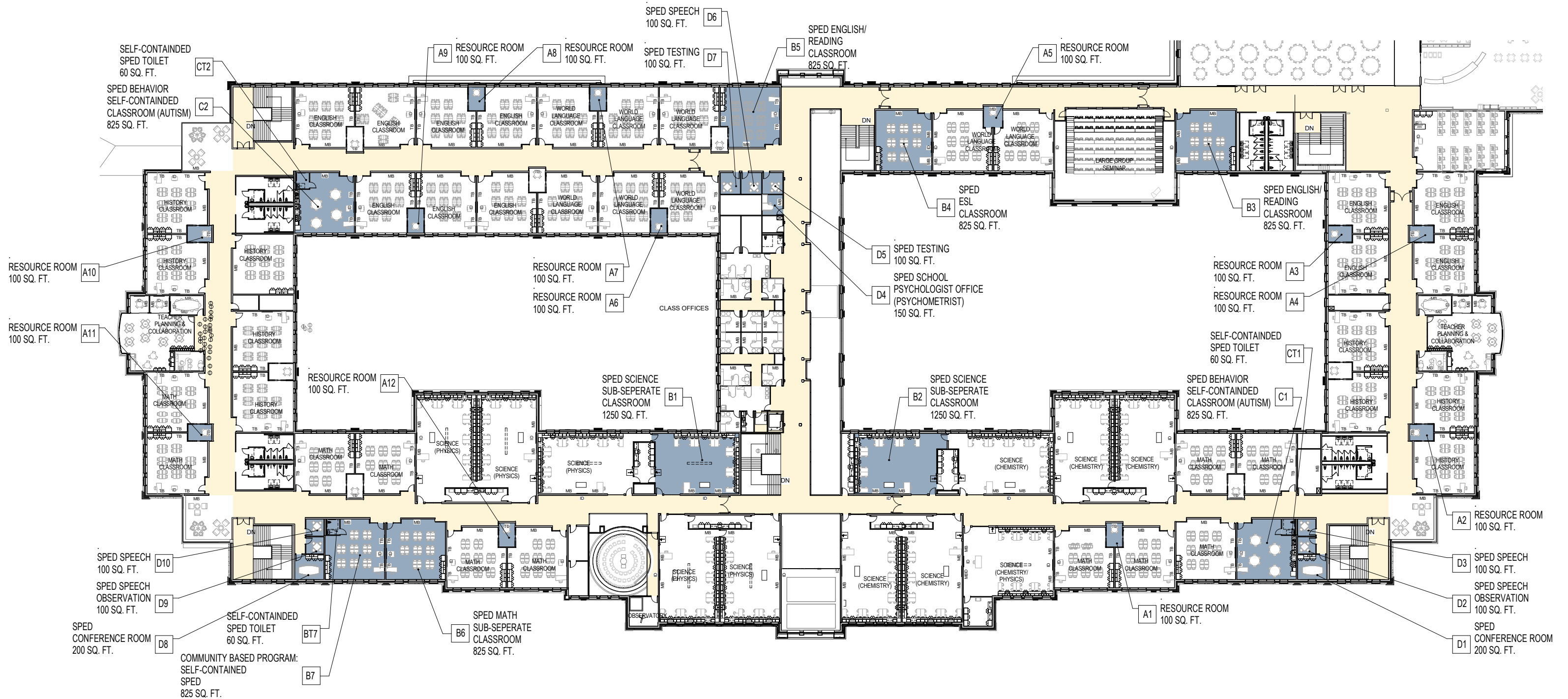


DESE - First Floor Plan  
12/20/17





DESE - Second Floor Plan  
12/20/17



## Special Education Adjacency Table

Fall River Public Schools - BMC Durfee High School

12/20/2017

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
<b>1st Floor Level</b>					
*Unique to District		Bridge Program: SPED Behavior Self-Contained Classroom	A1	825	This classroom will be used to service students in the Bridge Program. It will be used to teach students with emotional issues. The 825sf is adequate for the number of students that will be in the classroom each period. The location of being in first floor right corner and only adjacent to other Bridge Program classrooms is to promote less anxious situations for the students that will remain substantially sub-separate in this program.
*Unique to District		Bridge Program: Resource Room	A2	100	This room is adjacent to the Bridge Program classrooms to allow for small group instruction and 1;1 testing. The room will serve as a quite space for students with emotional regulation needs and allow for fidelity of the behavior intervention plans.
*Unique to District		Bridge Program: SPED Behavior Self-Contained Classroom	A3	825	This classroom will be used to service students in the Bridge Program. It will be used to teach students with emotional issues. The 825sf is adequate for the number of students that will be in the classroom each period. The location of being in first floor right corner and only adjacent to other Bridge Program classrooms is to promote less anxious situations for the students that will remain substantially sub-separate in the program.
*Unique to District		Bridge Program: SPED Behavior Self-Contained Classroom	A4	825	This classroom will be used to service students in the Bridge Program. It will be used to teach students with emotional issues. The 825sf is adequate for the number of students that will be in the classroom each period. The location of being in first floor right corner and only adjacent to other Bridge Program classrooms is to promote less anxious situations for the students that will remain substantially sub-separate in the program.
*Unique to District		Bridge Program: Resource Room	A5	100	his room is adjacent to the Bridge Program classrooms to allow for small group instruction and 1;1 testing. The room will serve as a quite space for students with emotional regulation needs and allow for fidelity of the behavior intervention plans.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Bridge Program: SPED Behavior Self-Contained Classroom	A6	825	This classroom will be used to service students in the Bridge Program. It will be used to teach students with emotional issues. The 825sf is adequate for the number of students that will be in the classroom each period. The location on the first floor right corner is near the staircase which will benefit the students in the Bridge Program that attend general education classrooms throughout the school.
*Unique to District		Bridge Program: Adjustment Counselor Office	A7	125	This room will house the School adjustment counselor associated with the Bridge Program. There will be a small table in the room to meet with teachers parents students. It is in the vicinity to the Bridge Program to access these support.
*Unique to District		SPED Conference Room	A8	200	This is adjacement to the Bridge Program as this area will be utilized for formal meetings for students within the Bridge Program. This conference space will serve as an areas to collaborative with collateral agencies.
*Unique to District		Community Based Program: Ages 18-22 Self-Contained Sped Skills Room	B1	600	This room will be used to service students in the Community Based Program on the first floor in the front left hand corner of the building. This 725sf room will be adequate to teach students with multiple handicaps. It is located near public access vocational programs in order to have the CB students access different electives and develop vocational skills . This room is equipped with laundry and cooking facilities to promote learning in the areas of life skills. This classroom is targeted for students 18-22 who will also be accessing community internships on various schedules. Thus, near two entry and exit points.
*Unique to District		Community Based Program: Ages 18-22 Self-Contained Sped Classroom	B2	825	This classroom will be used to service students in the Community Based Program. The 825sf space is adequate for the number of students that will be in the classroom each period. The location on the first floor positioned between the two life skills classrooms allows for instruction and practical application for these students with significant physical and cognitive impairments.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Community Based Program: Ages 18-22 Self-Contained Sped Skills Room	B3	600	This room will be used to service students in the Community Based Program on the first floor in the front left hand corner of the building. This 725sf room will be adequate to teach students with multiple handicaps. It is located near public access vocational programs in order to have the CB students access different electives and develop vocational skills . This room is equipped with laundry and cooking facilities to promote learning in the areas of life skills. This classroom is targeted for students 18-22 who will also be accessing community internships on various schedules. Thus, near two entry and exit points.
*Unique to District		Community Base Program: Self-Contained SPED	B4	825	This room will be used to service students in the Community Based Program on the first floor, near the main entrance. This 825sf room will be adequate to teach students with multiple handicaps. It is located near public access vocational programs in order to have the Community Based students access different electives and develop vocational skills. It is near administrative offices to allow for access to pre-vocational opportunities and in close proximity to rooms B6 and B7 where therapy services will be delivered to these students as well.
*Unique to District		Self-Contained SPED Toilet	BT4	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.
*Unique to District		Community Base Program: Self-Contained SPED	B5	825	This room will be used to service students in the Community Based Program on the first floor, near the main entrance. This 825sf room will be adequate to teach students with multiple handicaps. It is located near public access vocational programs in order to have the Community Based students access different electives and develop vocational skills. It is near administrative offices to allow for access to pre-vocational opportunities and in close proximity to rooms B6 and B7 where therapy services will be delivered to these students as well.
*Unique to District		Self-Contained SPED Toilet	BT5	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Community Based Program: SPED OT/PT Severe Disabilities	B6	1250	This 1250sf space will provide services to students that require occupational and physical therapy throughout the building. This space will house physical apparatuses such as wheelchairs, standers, positioning tables, treadmills, bikes, Hoyer lifts, etc.
*Unique to District		Community Based Program: Severe Disabilities Storage	BS6	150	This space will store students loaner equipment such as; motorized wheelchairs, stroller, etc.
*Unique to District		Self-Contained SPED Toilet	BT6	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.
*Unique to District		Community Based Program: SPED OT/PT Severe Disabilities	B7	1250	This 1250sf space will provide services to students that require occupational and physical therapy throughout the building. This space will house physical apparatuses such as wheelchairs, standers, positioning tables, treadmills, bikes, Hoyer lifts, etc.
*Unique to District		Self-Contained SPED Toilet	BT7	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Community Based Program: SPED English / Reading Classroom	B8	825	This 825sf room will provide specialized reading instruction. The location is near a staircase which is imperative for all students in the building to access this room from any floor. The room will allow for individual as small group reading instruction with access to computer reading programs.
*Unique to District		Self-Contained SPED Toilet	BT8	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.
*Unique to District		SPED Behavior Self-Contained Classroom (Autism)	C1	825	This room is located on the first floor and central in the school based on the need for it to be integrated into the culture of the school. It is located near vocational programs in order to have the ASD students access different electives and vocational skills. The 825sf is adequate compared to the required 950sf in MSBA Guideline due to number of students that will be in the classroom. It is adjacent to the OT/PT space as the students that will be in this room will require this support for sensory purposes and behavior management. This room is located next to audio visual program as the ASD program collaborates with the students in this CVTE program.
*Unique to District		Self-Contained SPED Toilet	CT1	60	Students that will use this toilet/changing area are in the ASD program and require toileting.
*Unique to District		SPED Behavior Self-Contained Classroom (Autism)	C2	825	This room is located on the first floor and central in the school based on the need for it to be integrated into the culture of the school. It is located near vocational programs in order to have the ASD students access different electives and vocational skills. The 825sf is adequate compared to the required 950sf in MSBA Guideline due to number of students that will be in the classroom. It is adjacent to the OT/PT space as the students that will be in this room will require this support for sensory purposes and behavior management. This room is located next to guidance to promote internal pre-vocational skills.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Self-Contained SPED Toilet	CT2	60	Students that will use this toilet/changing area are in the ASD program and require toileting.
*Unique to District		SPED Dean Office	D1	200	This room will house the Department Head of Special Education. There will be a small table in the room in order to meet with teachers, parents, and studnets. It is adjacent to the special education team chair as the Department Head will serve as a resource.
*Unique to District		SPED Team Chair	D2	150	This room is adjacent to the other special ed office as these spaces will be needed to be next to eachother as the people in each area will work together in order to complete the required tasks of the special education department. The first floor location near the central hallway allows accessability to all staff in the building as well as members of the outside community that will seek out the special education department.
*Unique to District		SPED Team Chair	D3	150	This room is adjacent to the other special ed office as these spaces will be needed to be next to eachother as the people in each area will work together in order to complete the required tasks of the special education department. The first floor location near the central hallway allows accessability to all staff in the building as well as members of the outside community that will seek out the special education department.
*Unique to District		SPED Office (Transition Specialist)	D4	150	This room is adjacent to the other special ed office as these spaces will be needed to be next to eachother as the people in each area will work together in order to complete the required tasks of the special education department. The first floor location near the central hallway allows accessability to all staff in the building as well as members of the outside community that will seek out the special education department.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED Conference Room	D5	200	This is adjacement to the other adminstrative special ed offices. This area will be utilized for formal meetings for students. This conference space will serve as an areas to collaborative with collateral agencies.
*Unique to District		SPED Testing	E1	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessable to all.
*Unique to District		SPED Testing	E2	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessable to all.
*Unique to District		SPED Testing	E3	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessable to all.
*Unique to District		SPED Testing	E4	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessable to all.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Self-Contained SPED Toilet	F1	60	This space is centrally located near the testing rooms to allow students a private space for toileting.
<b>2nd Floor Level</b>					
*Unique to District		Resource Room	A1	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A2	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A3	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A4	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Resource Room	A5	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A6	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A7	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A8	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A9	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Resource Room	A10	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A11	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A12	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		SPED Math Sub-Separate Classroom	B1	825	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum.
*Unique to District		SPED ESL Classroom	B2	825	This room will be used to services special education students who are also English language learners. This 825sf space is adequate to service these students outside of the genral education curriculum.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED History Sub-Separate Classroom	B3	825	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum.
*Unique to District		Community Based Program: Self-Contained SPED	B4	825	This room will be used to service students in the Community Based Program on the second floor, next to the main hallway. This 825sf room will be adequate to teach students with multiple handicaps. It is located near content area classrooms to facilitate inclusive practices. It is across the hall from speech and language services which are primarily accessed from students in this program.
*Unique to District		SPED ESL Classroom	B5	825	This room will be used to services special education students who are also English language learners. This 825sf space is adequate to service these students outside of the genral education curriculum.
*Unique to District		SPED History Sub-Separate Classroom	B6	825	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum.
*Unique to District		Community Based Program: Self-Contained SPED	B7	825	This room will be used to service students in the Community Based Program on the second floor, next to the main hallway. This 825sf room will be adequate to teach students with multiple handicaps. It is located near content area classrooms to facilitate inclusive practices. It is across the hall from speech and language services which are primarily accessed from students in this program.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Self-Contained SPED Toilet	BT7	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.
*Unique to District		SPED Science Sub-Separate Classroom	B8	1250	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum. The additional square footage accounts for lab space so that students in the language based program have access to science based standards that require the use of a lab.
*Unique to District		SPED Behavior Self-Contained Classroom (Autism)	C1	825	This room is located on the second floor and central in the school based on the need for it to be integrated into the culture of the school. It is located near in the core science wing in order to have the ASD students access general education content areas. The 825sf is adequate compared to the required 950sf in MSBA Guideline due to number of students that will be in the classroom. It is adjacent to the speech pathologist and observation space.
*Unique to District		Self-Contained SPED Toilet	CT1	60	Students that will use this toilet/changing area are in the ASD program and require toileting.
*Unique to District		SPED Behavior Self-Contained Classroom (Autism)	C2	825	This room is located on the second floor and central in the school based on the need for it to be integrated into the culture of the school. It is located near in the core English wing in order to have the ASD students access general education content areas. The 825sf is adequate compared to the required 950sf in MSBA Guideline due to number of students that will be in the classroom.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Self-Contained SPED Toilet	CT2	60	Students that will use this toilet/changing area are in the ASD program and require toileting.
*Unique to District		SPED Conference Room	D1	200	This is adjacement to the ASD Program as this area will be utilized for formal meetings for students within the Bridge Program. This conference space will serve as an areas to collaborative with collateral agencies.
*Unique to District		SPED Speech Observation	D2	100	This room will allow for clinicians to observe therapy and diagnostic sessions. In addition, data will be able to be collected regarding the students implementation of self-regulation strategies. It also allows for administrative oversight of crisis intervention protocols.
*Unique to District		SPED Speech	D3	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the ASD students that will be using the self contained ASD close to it. Another use would be to provide a quiet area for students to help with self-regulation.
*Unique to District		SPED Speech	D4	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the ASD students that will be using the self contained ASD close to it. Another use would be to provide a quiet area for students to help with self-regulation.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED Testing	D5	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessible to all.
*Unique to District		SPED Speech	D6	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the ASD students that will be using the self contained ASD close to it. Another use would be to provide a quiet area for students to help with self-regulation.
*Unique to District		SPED Conference Room	D7	200	This is adjacement to the other adminstrative special ed offices. This area will be utilized for formal meetings for students. This conference space will serve as an areas to collaborative with collateral agencies.
*Unique to District		SPED Speech Observation	D8	100	This room will allow for clinicians to observe therapy and diagnostic sessions. In addition, data will be able to be collected regarding the students implementation of self-regulation strategies. It also allows for administrative oversight of crisis intervention protocols.
*Unique to District		SPED Speech	D9	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the Community Based students that will be using the self contained Community Based classroom next door. Another use would be to provide a quiet area for students to help with self-regulation.
<b>3rd Floor Level</b>					

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Resource Room	A1	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A2	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A3	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A4	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A5	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A6	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		Resource Room	A7	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A8	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A9	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A10	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A11	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.
*Unique to District		Resource Room	A12	100	This resource room is located between two general education content classes as it will serve the inclusion based students. Their close proximity to content classrooms aids in providing this opportunity but also helps to integrate into the mainstream. This 100sf space is adequate because it is intended for 2 to 3 students for pre-teaching, re-teaching and assessment accommodations. MCASS tutoring and targeted individualized interventions can also occur within this space.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED Science Sub-Separate Classroom	B1	1250	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum. The additional square footage accounts for lab space so that students in the language based program have access to science based standards that require the use of a lab.
*Unique to District		SPED Science Sub-Separate Classroom	B2	1250	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum. The additional square footage accounts for lab space so that students in the language based program have access to science based standards that require the use of a lab.
*Unique to District		SPED English/Reading Classroom	B3	825	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum.
*Unique to District		SPED ESL Classroom	B4	825	This room will be used to services special education students who are also English language learners. This 825sf space is adequate to service these students outside of the genral education curriculum.
*Unique to District		SPED English/Reading Classroom	B5	825	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED Math Sub-Separate Classroom	B6	825	This language based room is located within the content area wing in order to be accessible to general education classrooms in that area. These rooms need to be spread out and have one designated for each content area. This is for the content area special education teacher to be accessible for assistance for special education students in that content area. This supports the content based professional learning communities while promoting a differentiated curriculum.
*Unique to District		Community Based Program: Self-Contained SPED	B7	825	This room will be used to service students in the Community Based Program on the second floor, next to the main hallway. This 825sf room will be adequate to teach students with multiple handicaps. It is located near content area classrooms to facilitate inclusive practices. It is across the hall from speech and language services which are primarily accessed from students in this program.
*Unique to District		Self-Contained SPED Toilet	BT7	60	Students that will use this toilet/changing area are in the community based program and require their own toilet due to medical needs.
*Unique to District		SPED Behavior Self-Contained Classroom (Autism)	C1	825	This room is located on the third floor and central in the school based on the need for it to be integrated into the culture of the school. The 825sf is adequate compared to the required 950sf in MSBA Guideline due to number of students that will be in the classroom.
*Unique to District		Self-Contained SPED Toilet	CT1	60	Students that will use this toilet/changing area are in the ASD program and require toileting.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED Behavior Self-Contained Classroom (Autism)	C2	825	This room is located on the third floor and central in the school based on the need for it to be integrated into the culture of the school. The 825sf is adequate compared to the required 950sf in MSBA Guideline due to number of students that will be in the classroom.
*Unique to District		Self-Contained SPED Toilet	CT2	60	Students that will use this toilet/changing area are in the ASD program and require toileting.
*Unique to District		SPED Conference Room	D1	200	This area will be utilized for formal meetings for students. This conference space will serve as an areas to collaborative with collateral agencies.
*Unique to District		SPED Speech Observation	D2	100	
*Unique to District		SPED Speech	D3	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the Community Based students that will be using the self contained Community Based classroom next door. Another use would be to provide a quiet area for students to help with self-regulation.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED School Psychologist Office (Psychometrist)	D4	150	This space will house an evaluator to conduct formal evaluations for students. The 125sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessible to all.
*Unique to District		SPED Testing	D5	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessible to all.
*Unique to District		SPED Speech	D6	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the ASD students that will be using the self contained ASD close to it. Another use would be to provide a quiet area for students to help with self-regulation.
*Unique to District		SPED Testing	D7	100	This space will house an evaluator to conduct formal evaluations for students. The 100sf is adequate because the space will be used by very small numbers of people at a time, primarily for 1:1 testing. It's location on the first floor near the central hallway makes it very accessible to all.
*Unique to District		SPED Conference Room	D8	200	This area will be utilized for formal meetings for students. This conference space will serve as an areas to collaborative with collateral agencies.

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
*Unique to District		SPED Speech Observation	D9	100	This room will allow for clinicians to observe therapy and diagnostic sessions. In addition, data will be able to be collected regarding the students implementation of self-regulation strategies. It also allows for administrative oversight of crisis intervention protocols.
*Unique to District		SPED Speech	D10	100	This room will have multiple uses. One of the uses will be to provide speech and language services. Most of the students that receive this service are the Community Based students. Another use would be to provide a quiet area for students to help with self-regulation.
			Total	36,415	
<b>Square Footage Summary:</b> The proposed overall gross square footage of the proposed building (new and renovation) is 501,330; Average square feet of General Classrooms is 825sf MSBA guidelines allows for 25,100 net square feet of dedicated special education space. The proposed program is 11,235 nsf in excess of the guidelines. *Indicates that space is unique to District's program and does not appear in MSBA space guidelines.					