



# CHELMSFORD PUBLIC SCHOOLS

*Comprehensive Facilities Assessment*



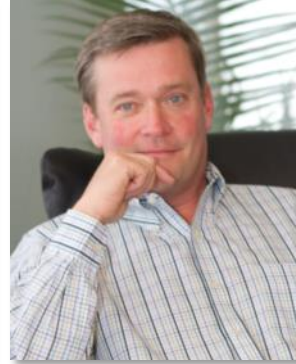
## Visioning Session #2 – March 9<sup>th</sup>, 2016

- introductions
- overview of study process
- overview of MSBA process
- MSBA comparative analysis
- whole group discussion
- dinner break
- key issues presentation
- small group discussions
- reporting out
- next steps



## l e a d e r s h i p   t e a m

- 60+ person architectural firm
- 20+ year history
- specialize in public work
- expertise in educational projects



Jan

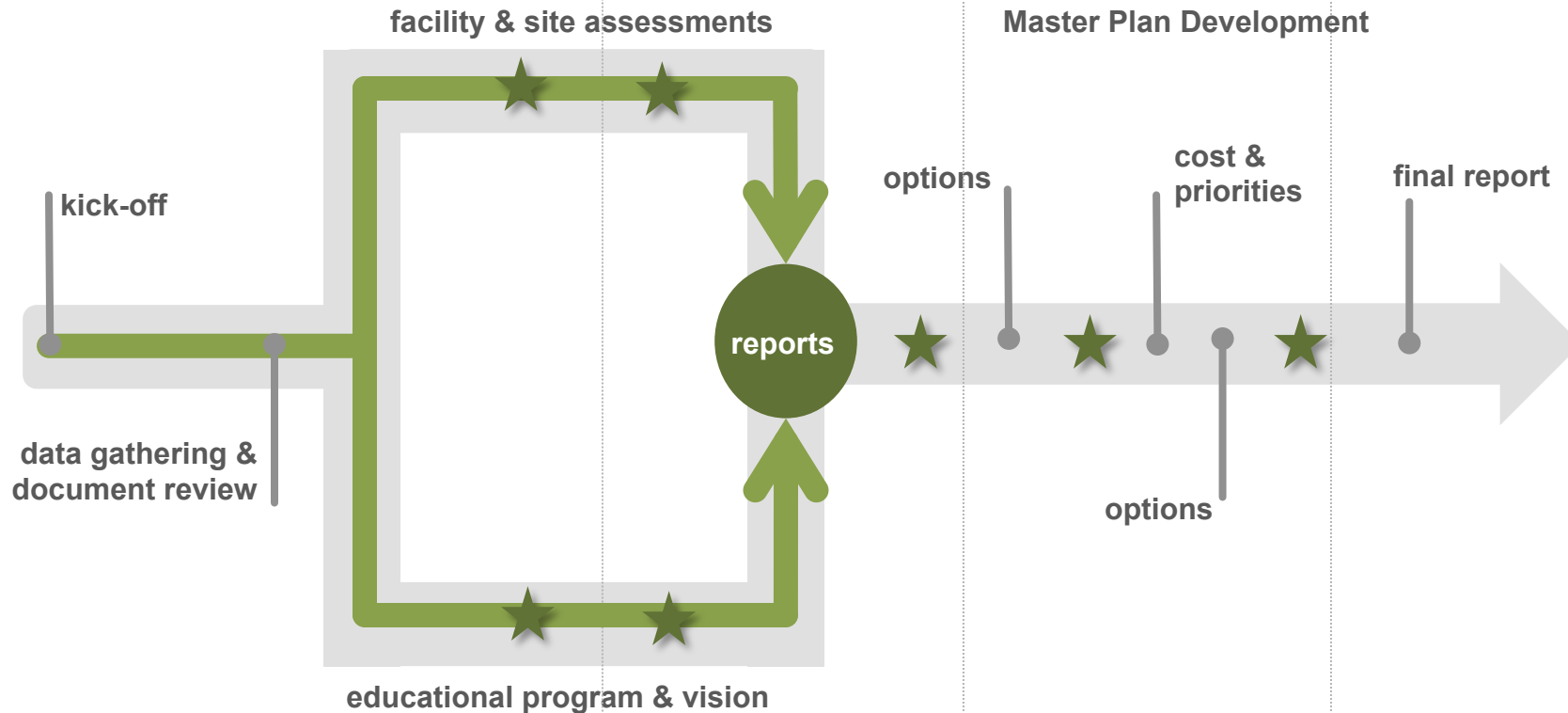
Feb

Mar

April

May

June

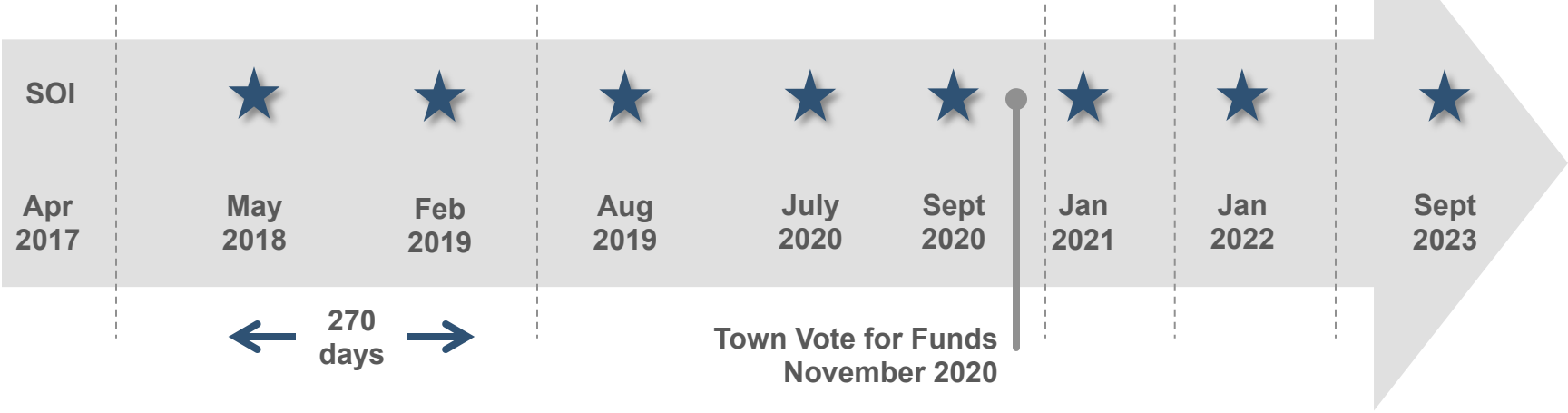


★ = community engagement

approach

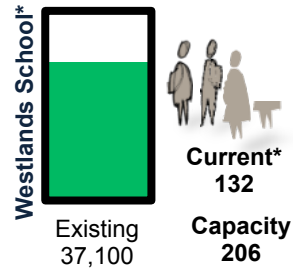
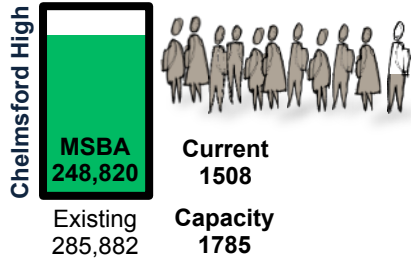
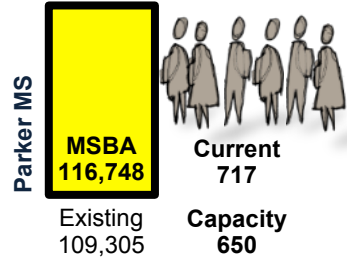
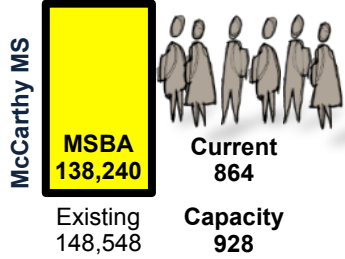
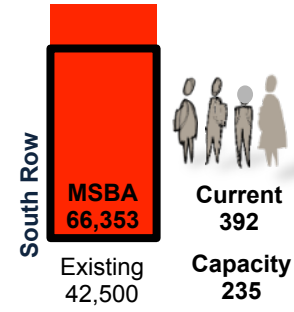
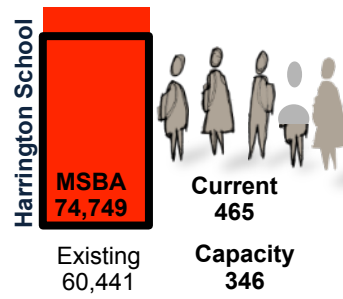
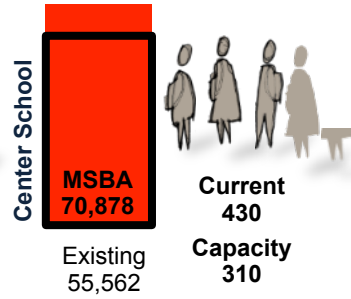
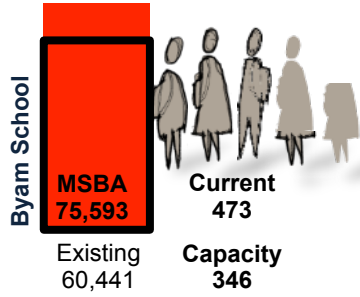


- 1 Invited into MSBA eligibility period
- 2 Project Team
- 3 Feasibility Study
- 4 Schematic Design
- 5 PFA
- 6 Design
- 7 Build
- 8 Occupy



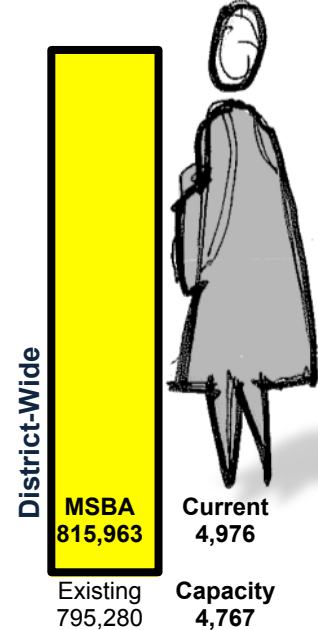
← 6 1/2 Years →

# comparative analysis



\*Capacity based on K-4;  
Current Enrollment PK ONLY

**SF Students**



# msba comparative analysis



level 1



level 2

## additional space needs:

- Insufficient and/ or inappropriate special education space: special education happening in hallways/ staircases/ loading dock
- different special education functions share space and are not acoustically separate

 undersized (<90%)

 aligned (90%-110%)

 oversized (>110%)





# msba comparative analysis



level 1



level 2

## additional space needs:

- Insufficient and/ or inappropriate special education space: special education happening in hallways/ staircases/ loading dock
- different special education functions share space and are not acoustically separate

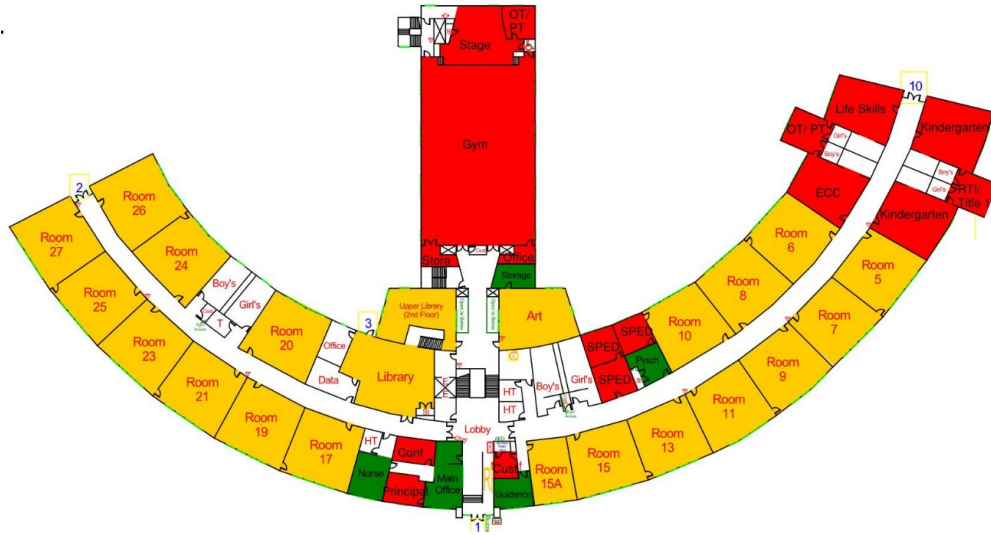
 undersized (<90%)

 aligned (90%-110%)

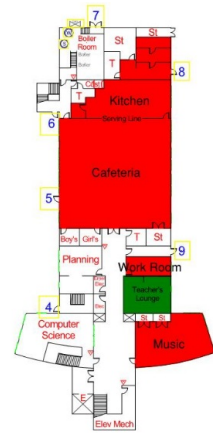
 oversized (>110%)



# msba comparative analysis



level 1



level 2

## additional space needs:

- insufficient/ inappropriate OT space
- no circulation access to OT/PT, RTI, and pull-out special education

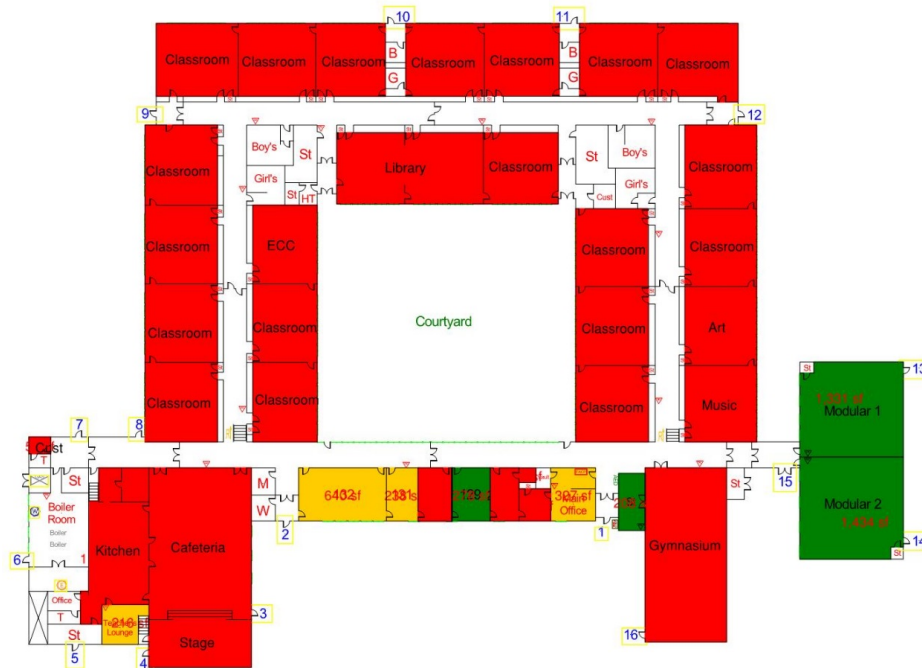
 undersized (<90%)

 aligned (90%-110%)

 oversized (>110%)



# msba comparative analysis



## additional space needs:

- insufficient and/ or inappropriate special education space: pull out happening in vestibules
- insufficient storage
- insufficient conferencing space

 undersized (<90%)

 aligned (90%-110%)

 oversized (>110%)



# msba comparative analysis



level 1



level 2

## additional space needs:

- accessibility obstacles
- insufficient administration/ support space
- insufficient special education pull-out space

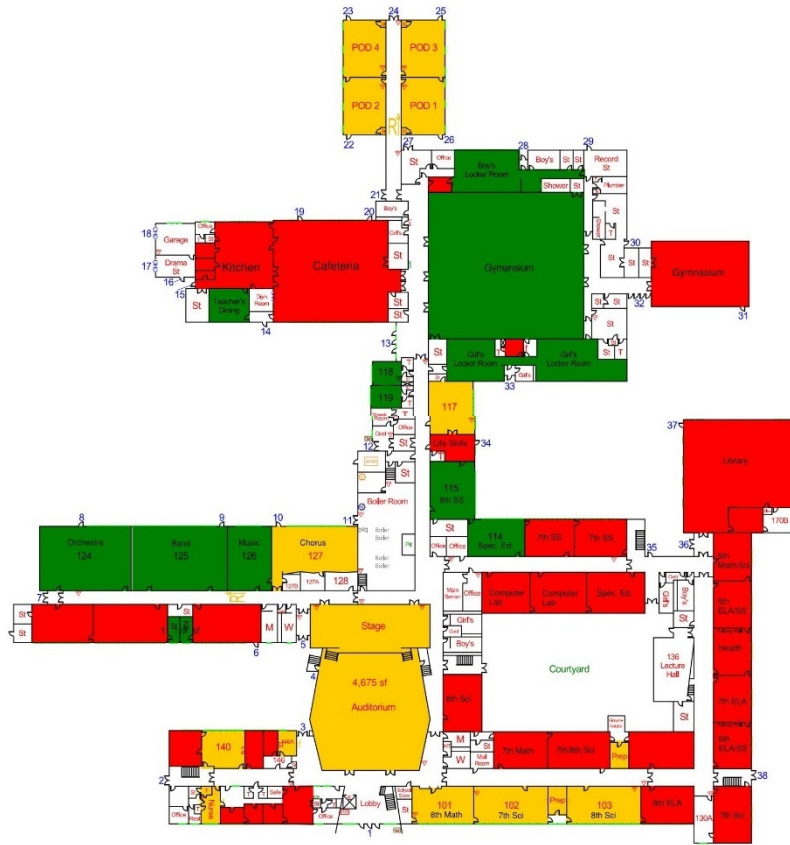
 undersized (<90%)

 aligned (90%-110%)

 oversized (>110%)



# msba comparative analysis



level 1



level 2

## additional space needs:

- insufficient special education space
- auditorium space is above and beyond MSBA guidelines

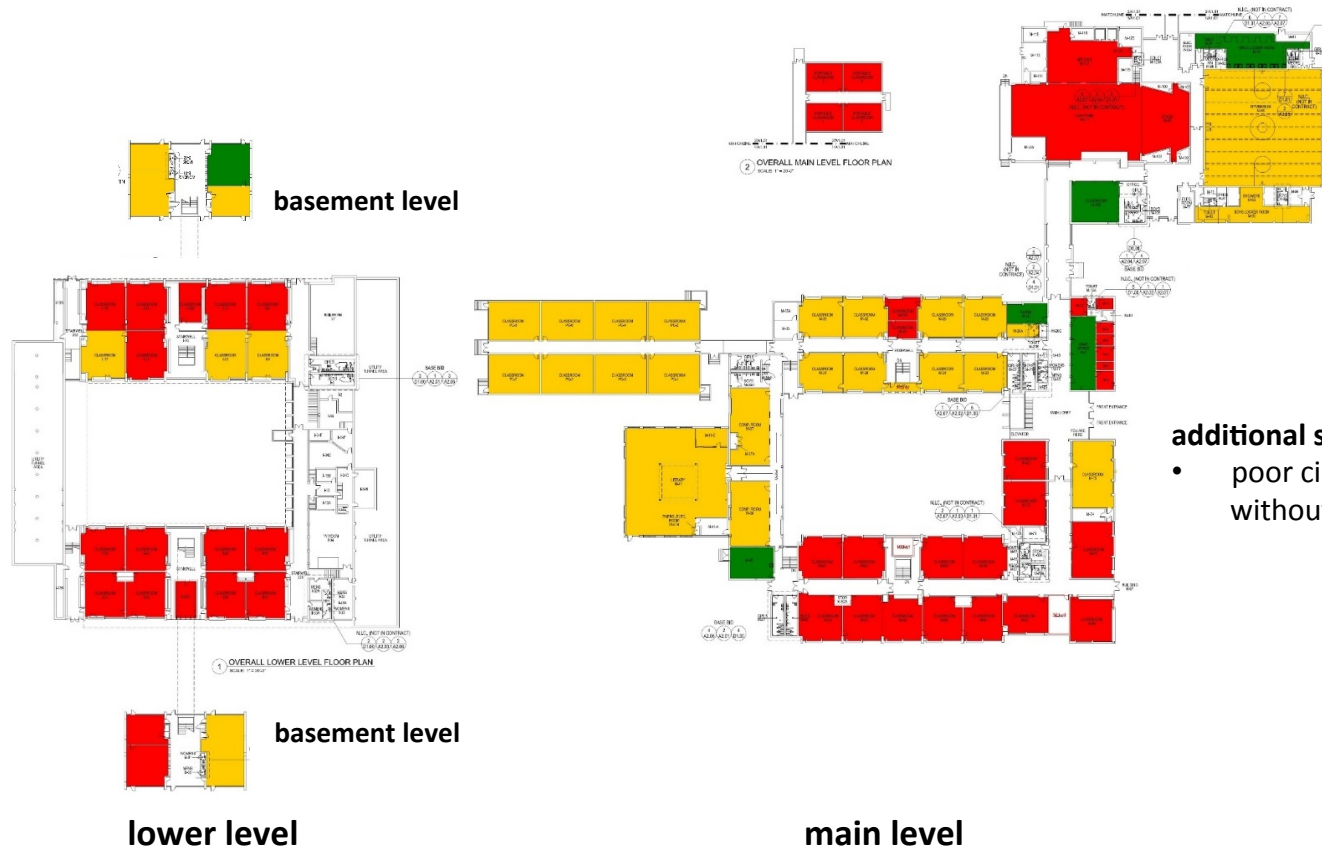
undersized (<90%)

aligned (90%-110%)

oversized (>110%)



# msba comparative analysis



## additional space needs:

- poor circulation: classrooms without corridor access

 undersized (<90%)

 aligned (90%-110%)

 oversized (>110%)



# msba comparative analysis



level 1



level 2



level 3

## additional space needs:

- windowless learning spaces
- inappropriate special education spaces

 undersized (<90%)

 aligned (90%-110%)

 oversized (>110%)



# capacity analysis

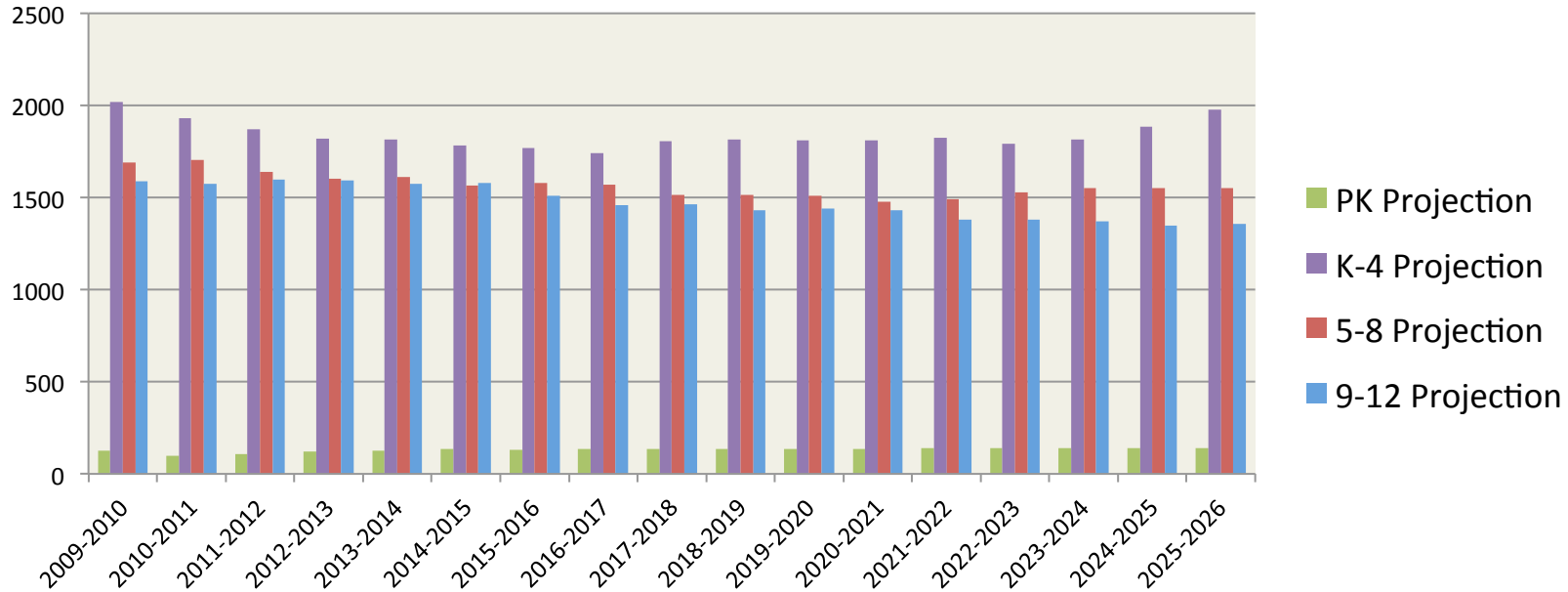
School	2015-2016 Enrollment	Capacity @ 18 Students/ Class Half-Day K, 23 Students/ Class 1st-12th Grades 71% Utilization Rate 7-12	Capacity @ 18 Students/ Class Full Day K, 23 Students/ Class 1st-12th Grades 85% Utilization Rate 7-12
Byam Elementary	473	463	427
Center Elementary	430	440	404
Harrington Elementary	465	486	450
South Row Elementary	392	394	358
Westlands School	132	384	330
McCarthy Middle School	864	800	958
Parker Middle School	717	572	684
Chelmsford High School	1508	1470	1760



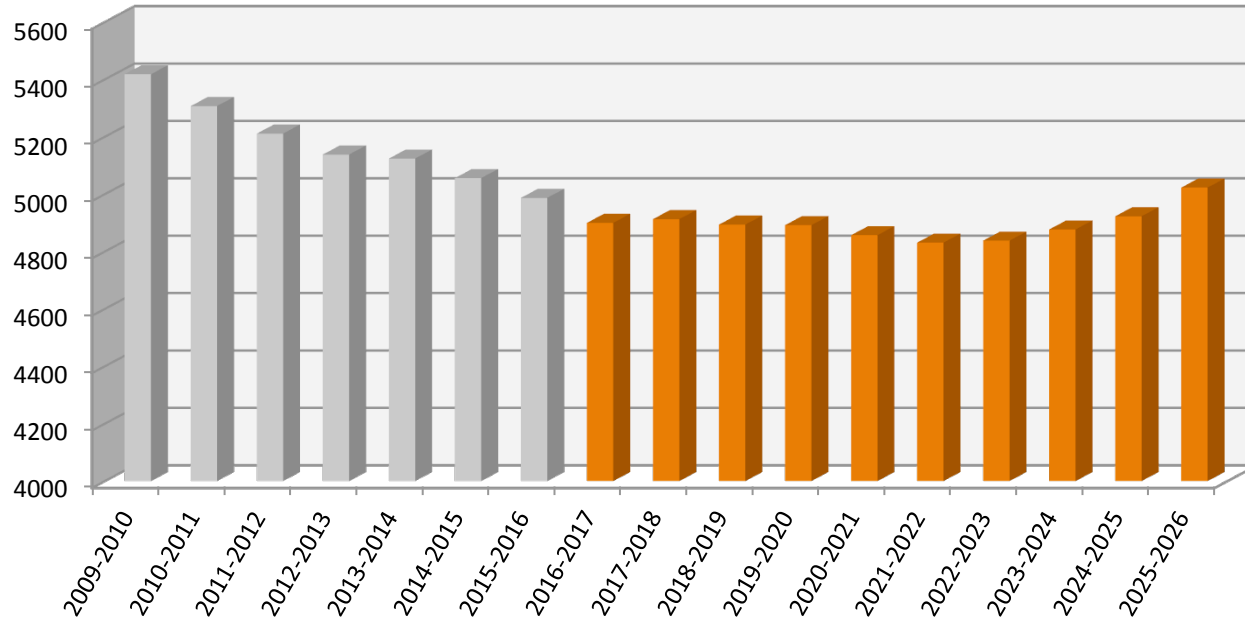


## Grade Grouping Projections

Data from NESDEC, Jan 2016

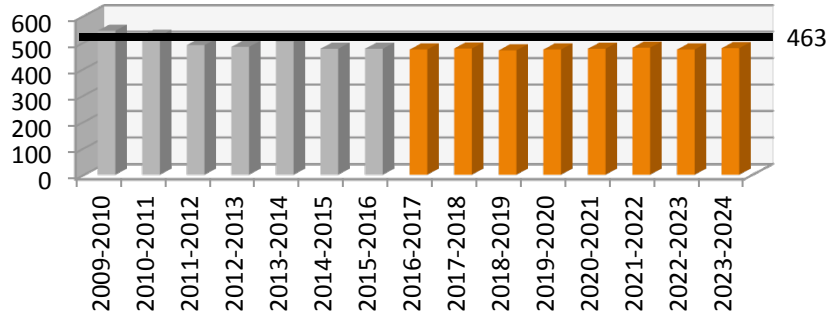


### District-wide PK-12 Projection

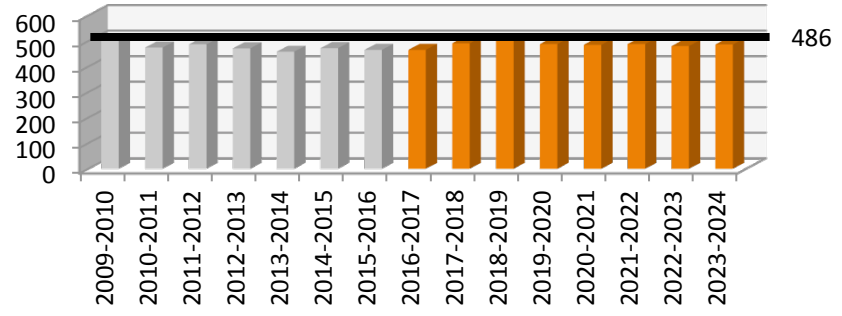


# enrollment analysis

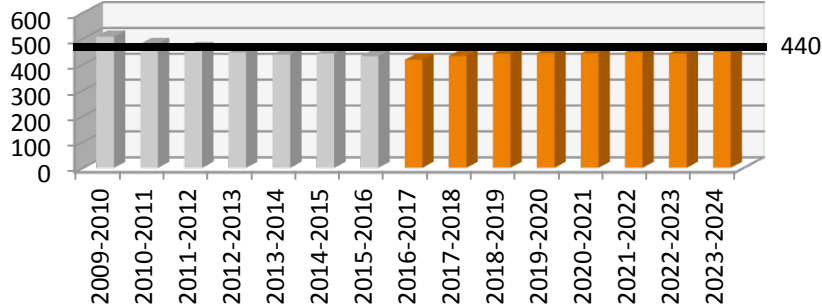
## Byam Elementary School Projection



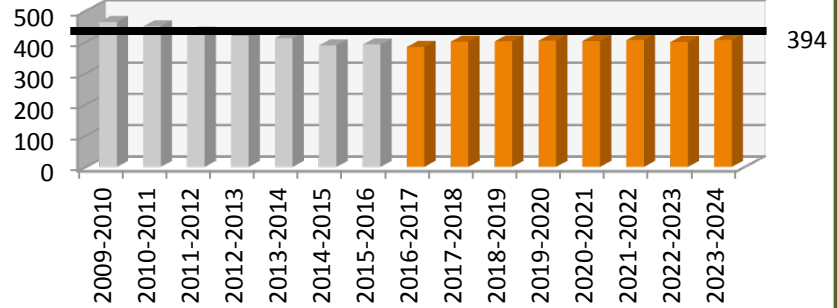
## Harrington Elementary School Projection



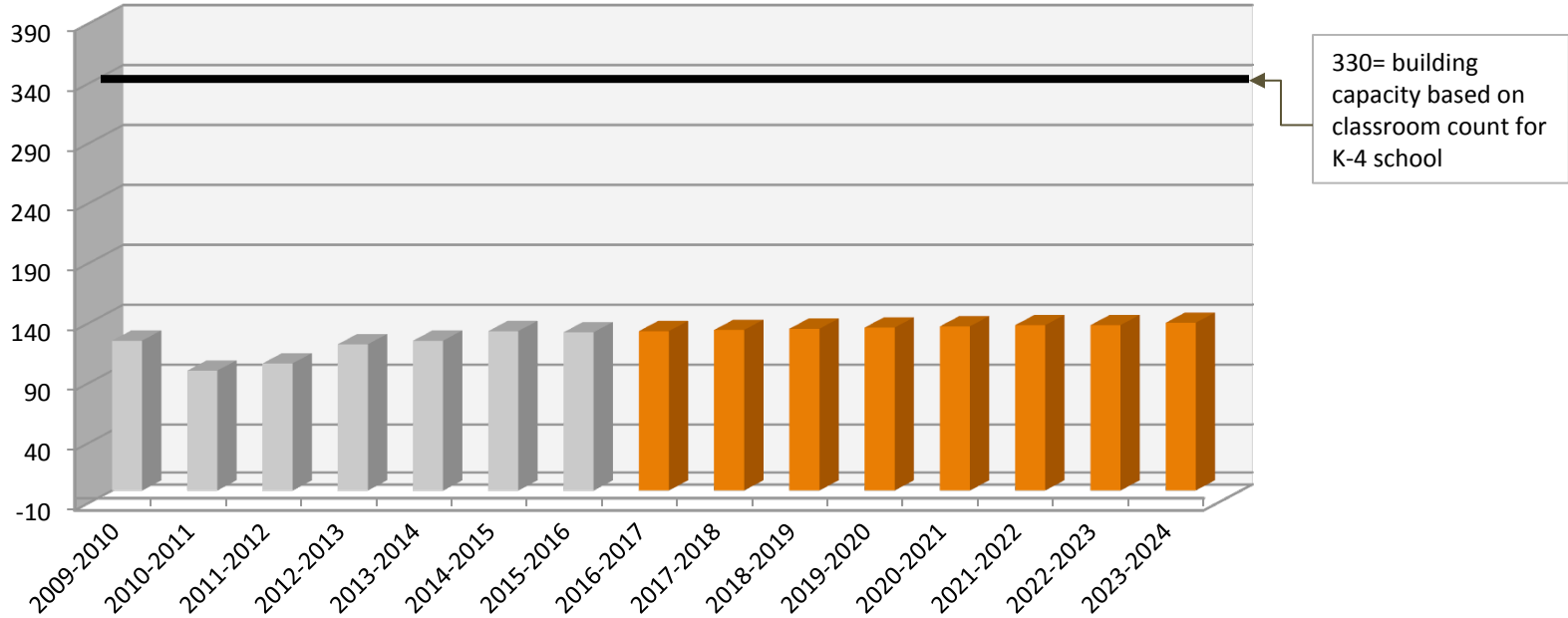
## Center Elementary School Projection



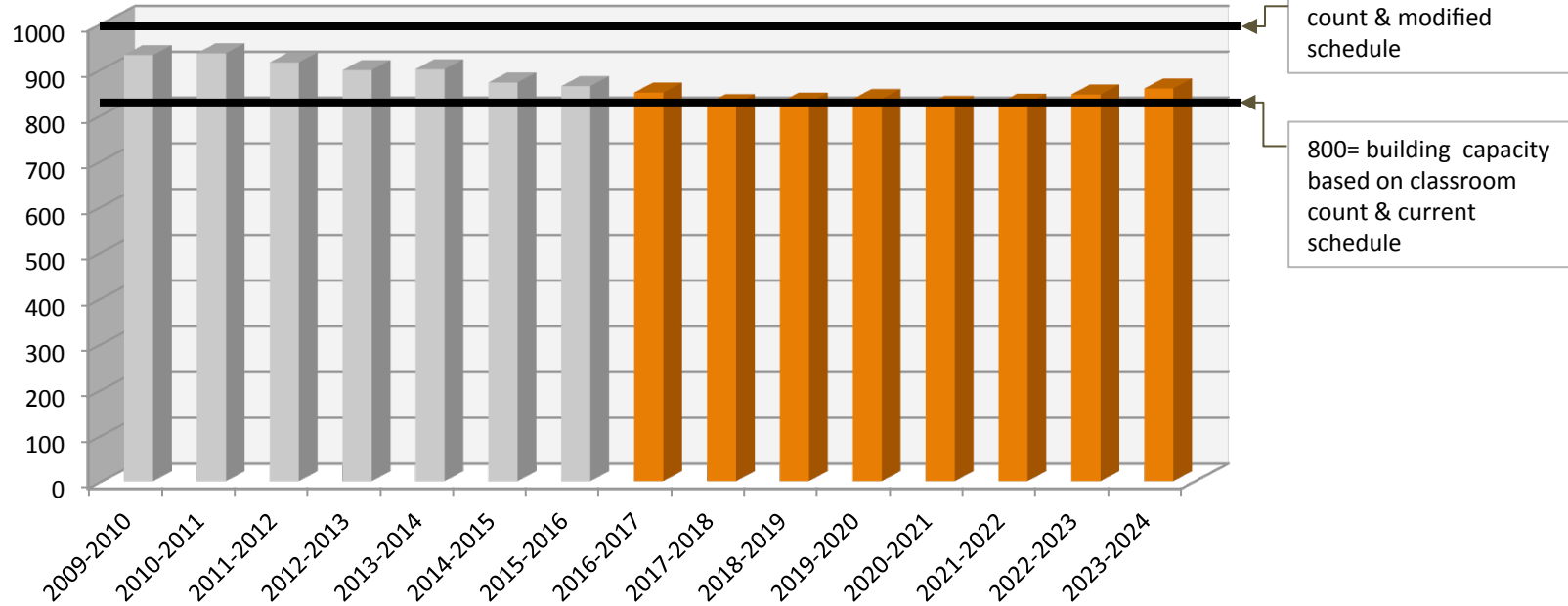
## South Row Elementary School Projection



### Westlands School Projection\*

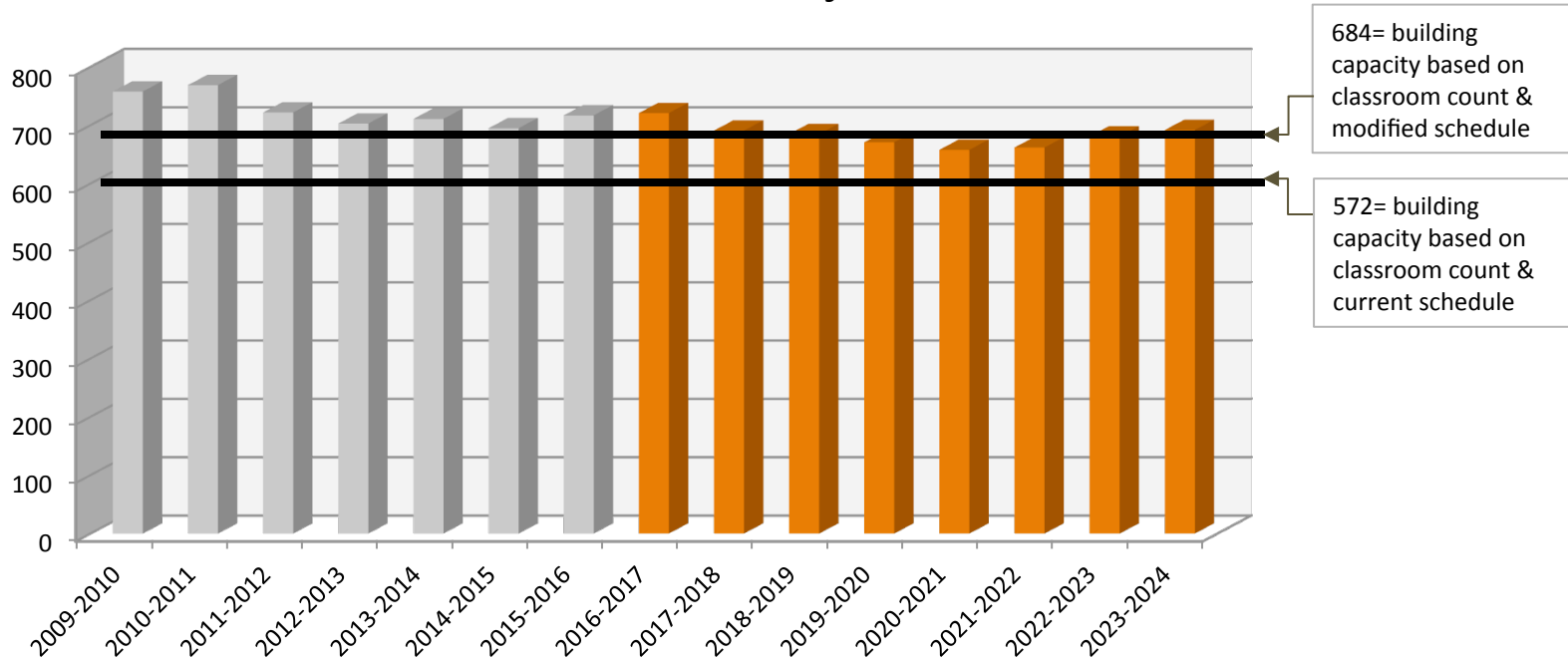


## McCarthy Middle School Projection



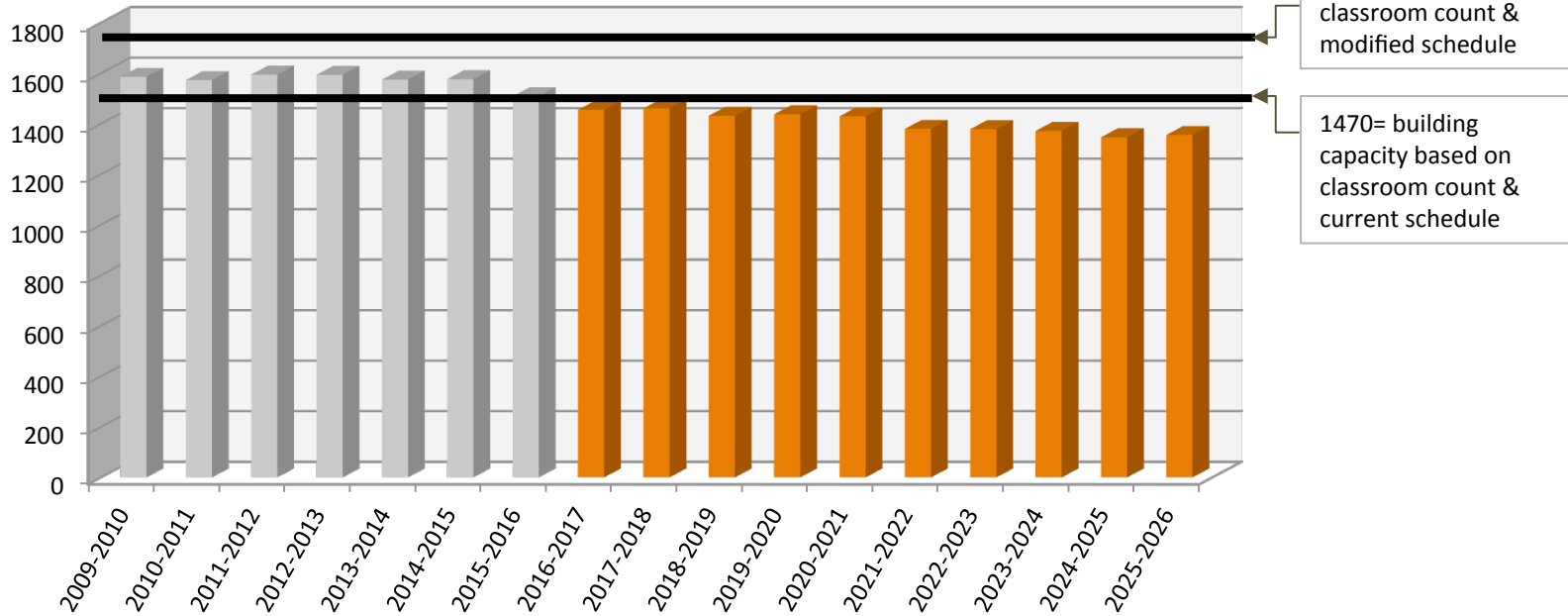
# enrollment analysis - modified schedule

## Parker Middle School Projection



# enrollment analysis - modified schedule

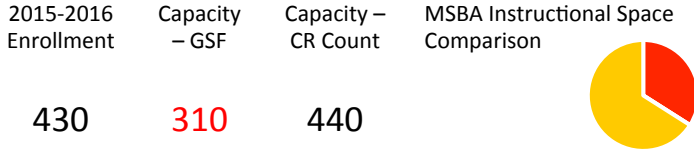
## Chelmsford High School Projection



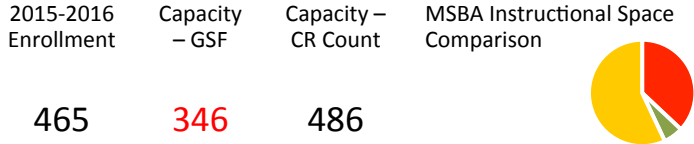
### Byam Elementary School | K-4th



### Center Elementary School | K-4th



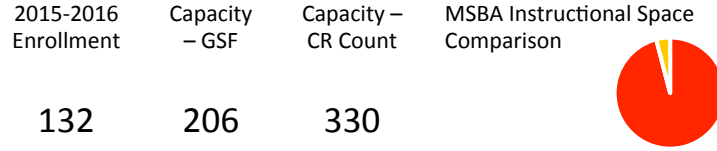
### Harrington Elementary School | K-4th



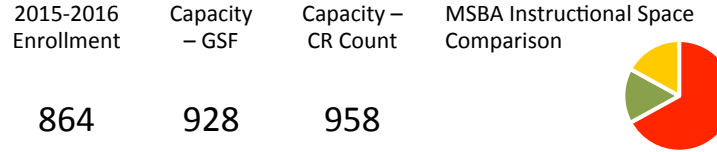
### South Row Elementary School | K-4th



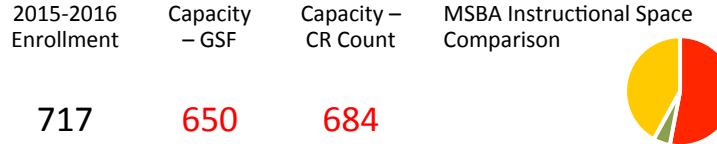
### Westlands Elementary School\* | PK



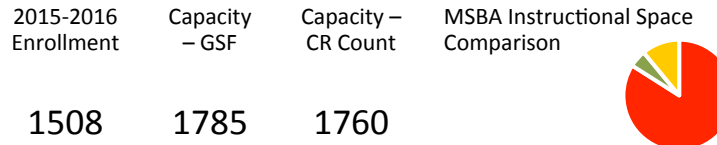
### McCarthy Middle School | 5th-8th



### Parker Middle School | 5th-8th



### Chelmsford High School | 9th-12th



 undersized (<90%)  aligned (90%-110%)  oversized (>110%)





# large group

- 1) What additional questions do you have about the analysis to date?
- 2) What do you consider the key findings?

homework  
findings

# School Transformation Development Map Elementary Schools

**Education: Now**

**2.65**

**Facilities: Now**

**1.91**

**Education: Future**

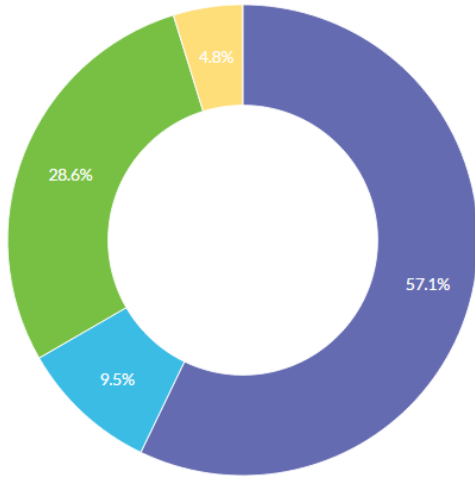
**4.17**

**Facilities: Future**

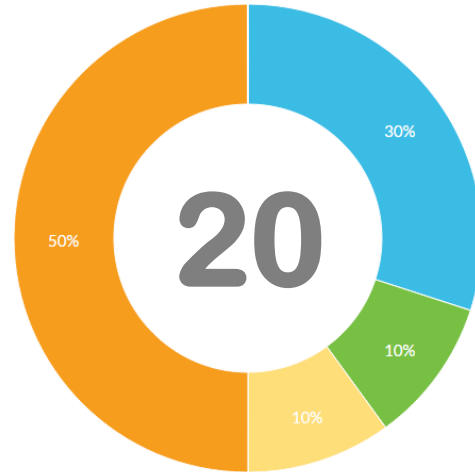
**4.09**



# Educational Effectiveness Evaluation Survey – Elementary Schools



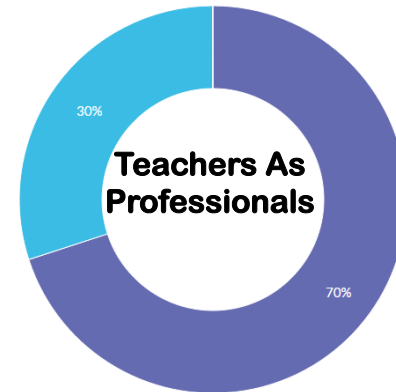
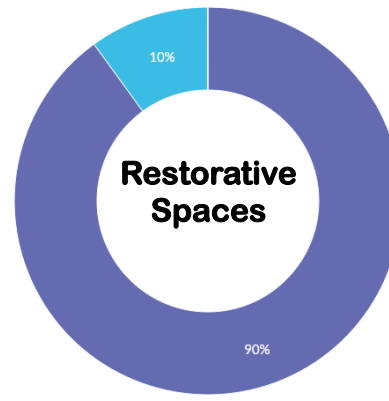
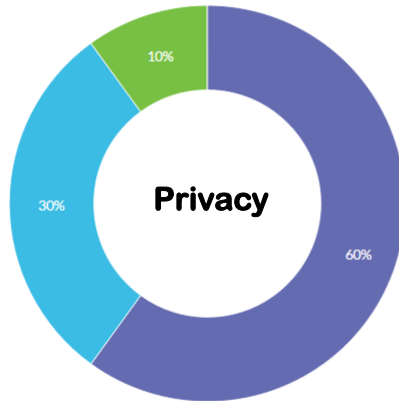
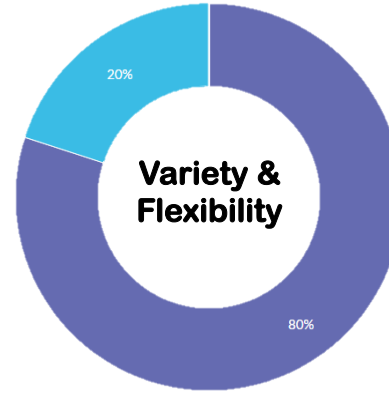
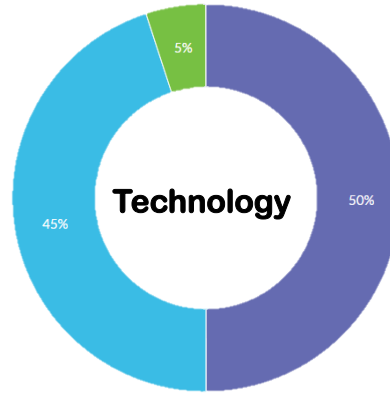
- Byam
- Center
- Harrington
- South Row



- Parent
- Teacher
- Administrator
- Staff Member

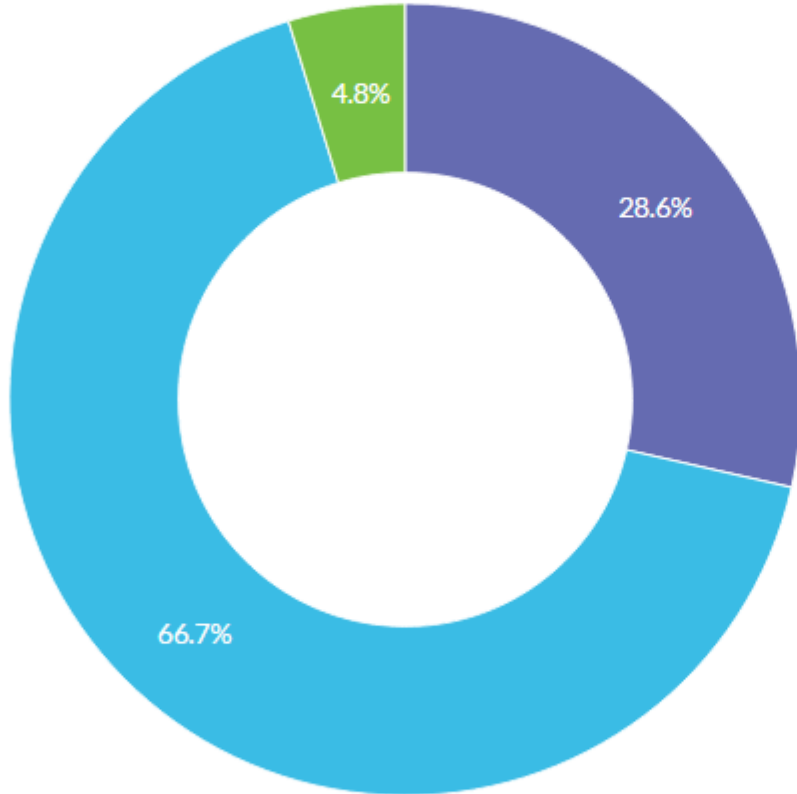


# Educational Effectiveness Evaluation Survey – Elementary Schools

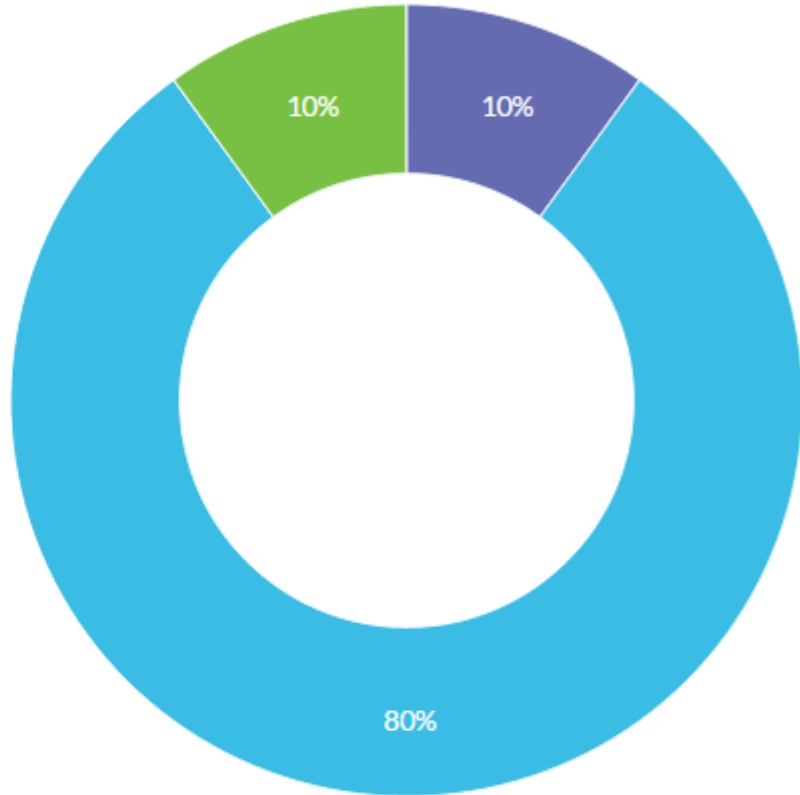


# Educational Effectiveness Evaluation Survey – Elementary Schools

## Color, Material, Texture



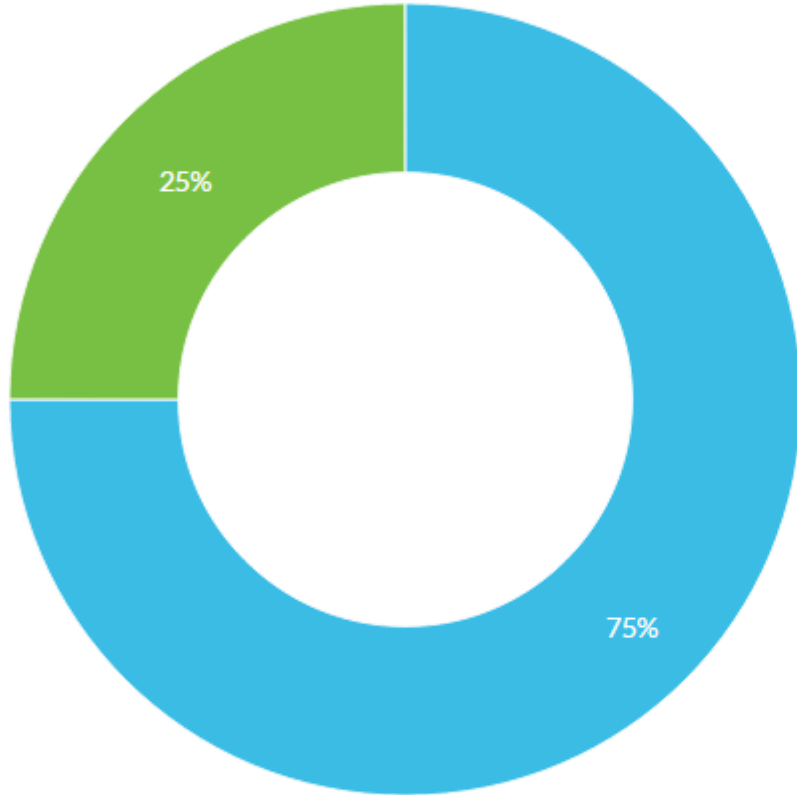
# Educational Effectiveness Evaluation Survey – Elementary Schools



## Scale

-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Elementary Schools

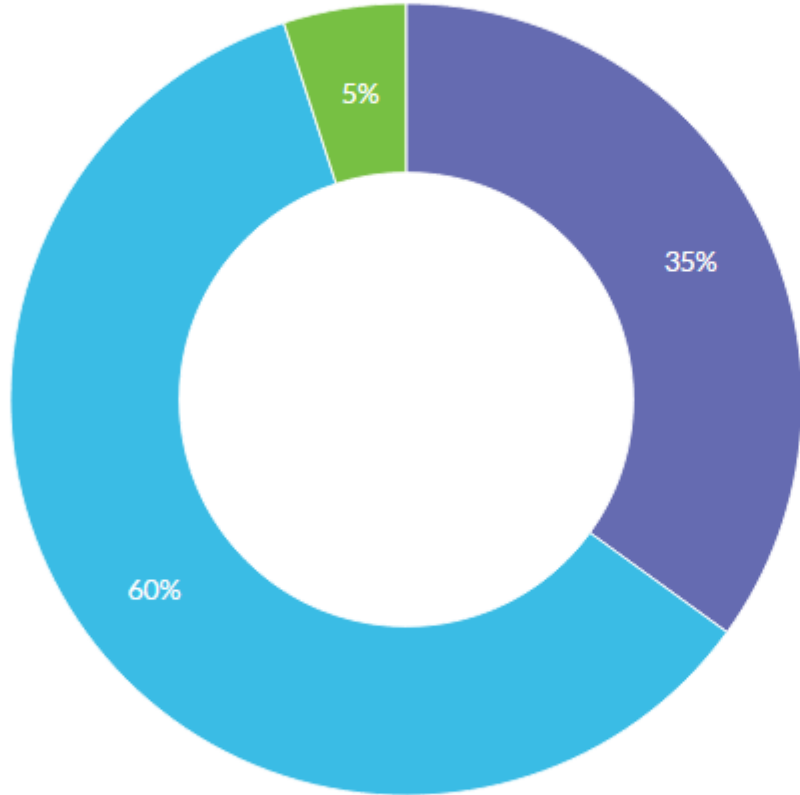


## Personalization

-  Inadequate
-  Adequate
-  Excellent



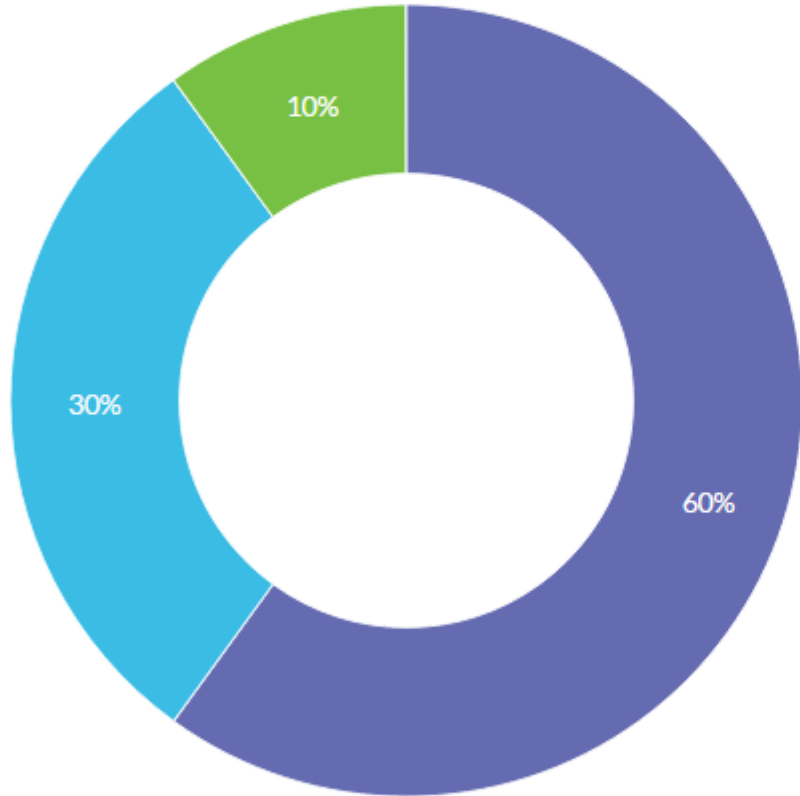
# Educational Effectiveness Evaluation Survey – Elementary Schools



## Principal Learning Areas

-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Elementary Schools

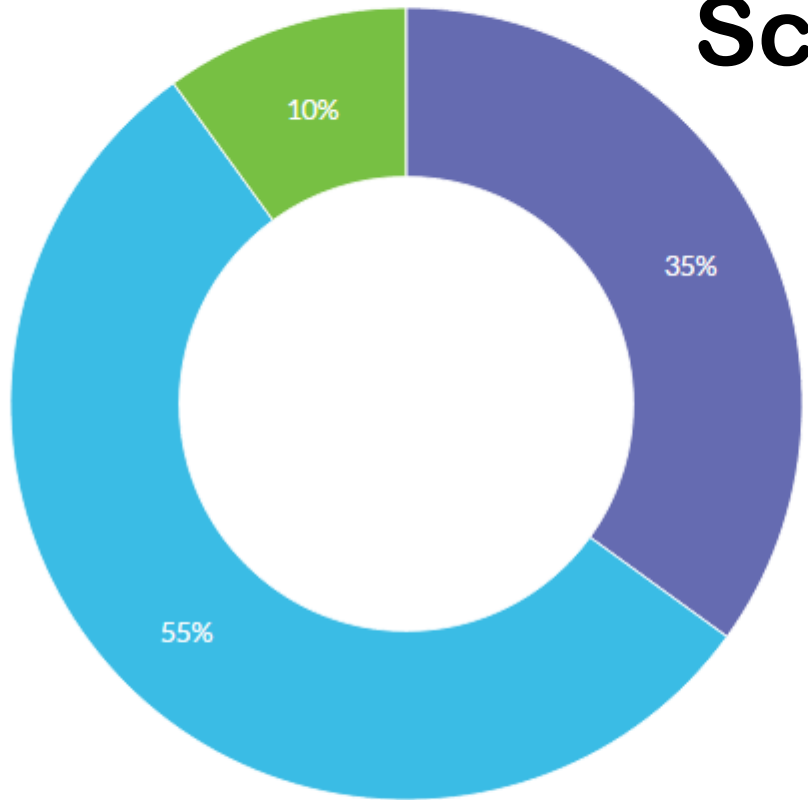


## Privacy

-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Elementary Schools

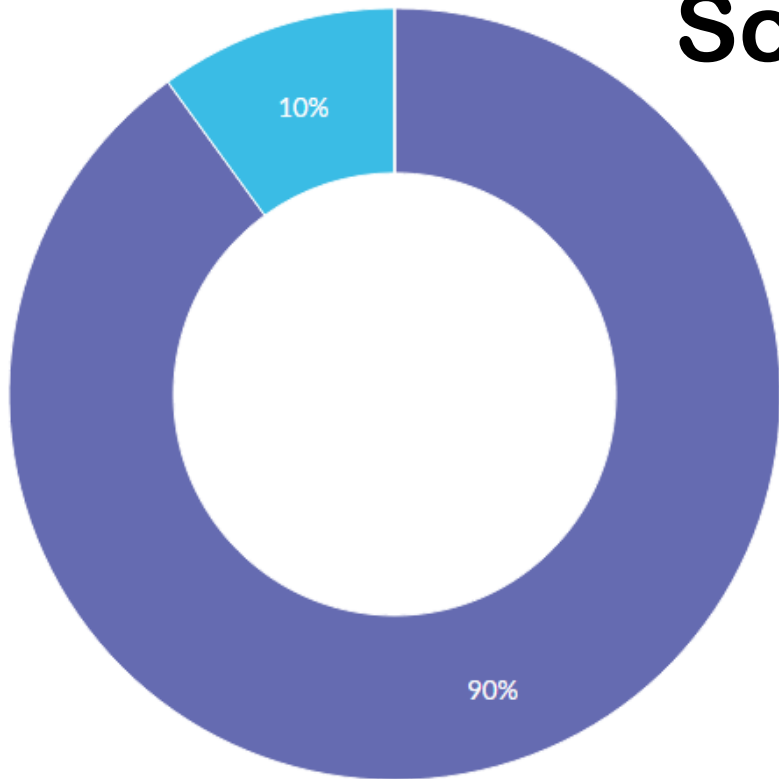
## Circulation & Boundaries



-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Elementary Schools

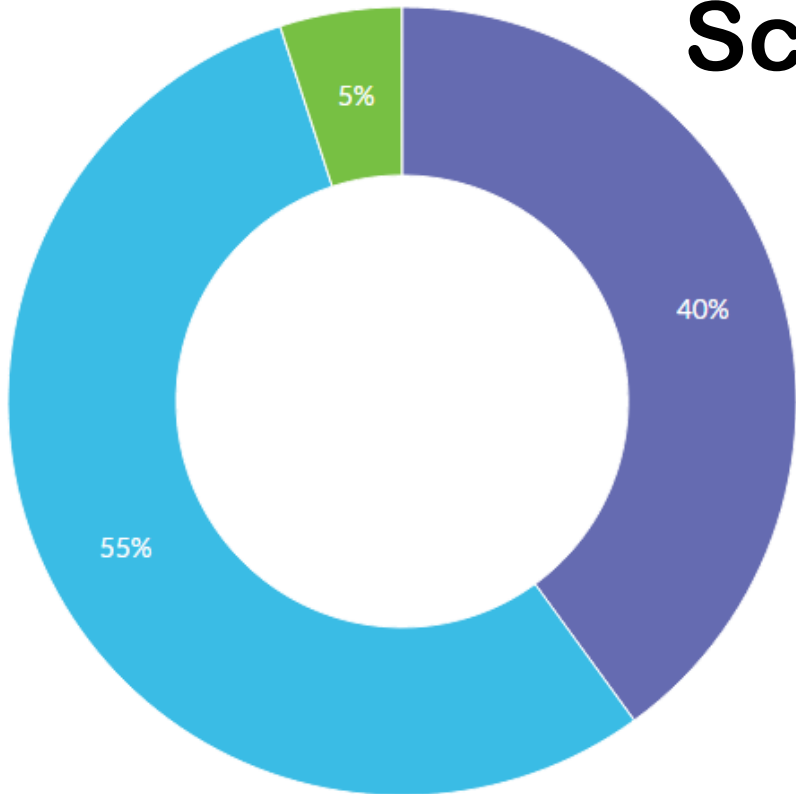
## Restorative Spaces



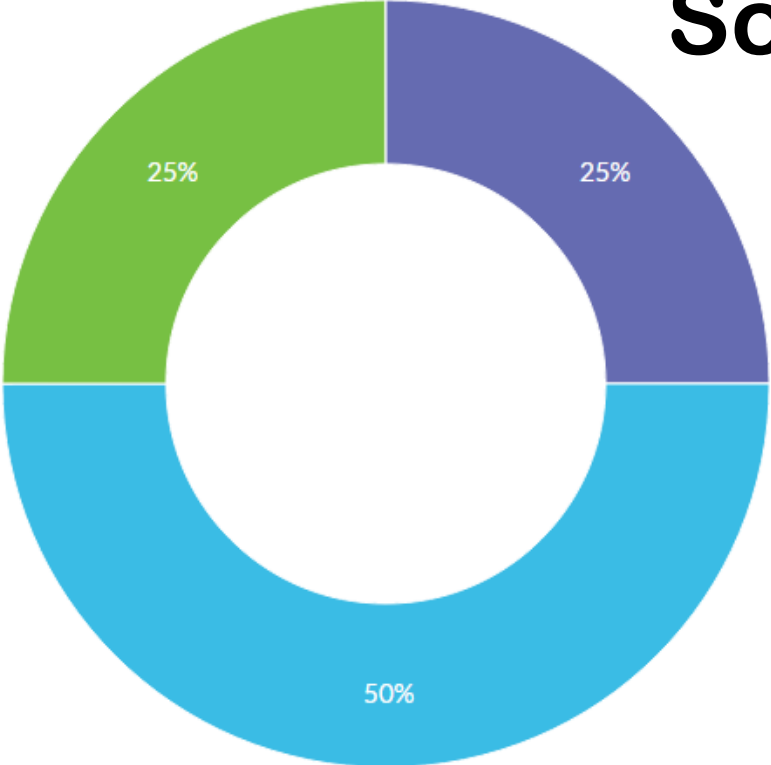
-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Elementary Schools

## Gross Motor Skills Area

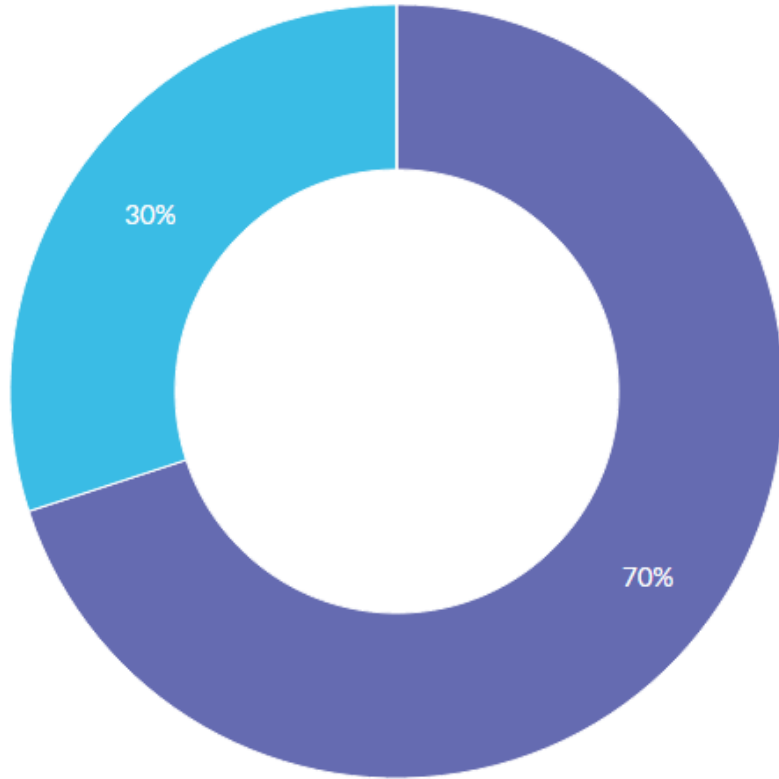


# Educational Effectiveness Evaluation Survey – Elementary Schools Storage



-  Inadequate
-  Adequate
-  Excellent

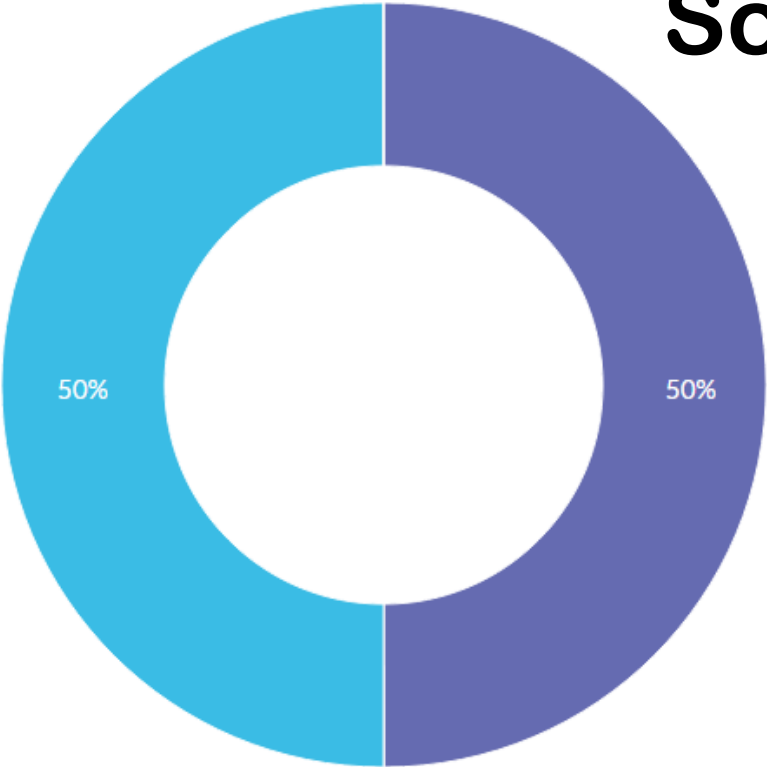
# Educational Effectiveness Evaluation Survey – Elementary Schools



## Teachers as Professionals

-  Inadequate
-  Adequate
-  Excellent

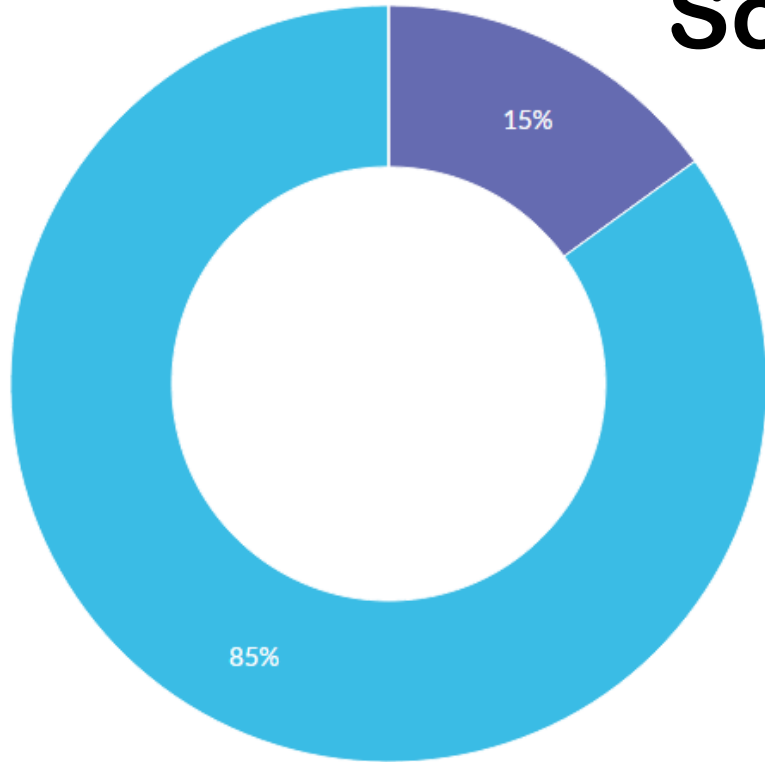
# Educational Effectiveness Evaluation Survey – Elementary Schools Lighting



-  Inadequate
-  Adequate
-  Excellent

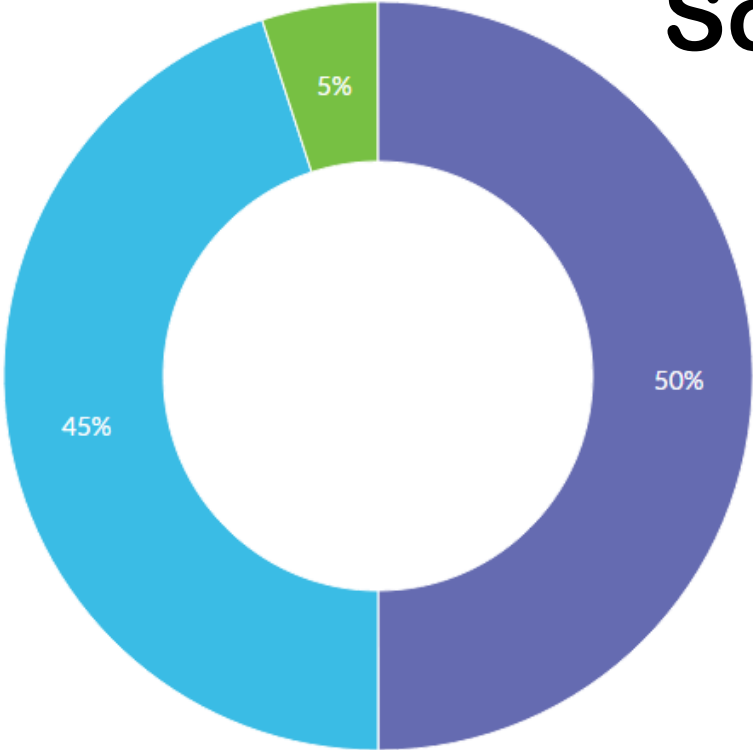


# Educational Effectiveness Evaluation Survey – Elementary Schools Furniture



# Educational Effectiveness Evaluation Survey – Elementary Schools

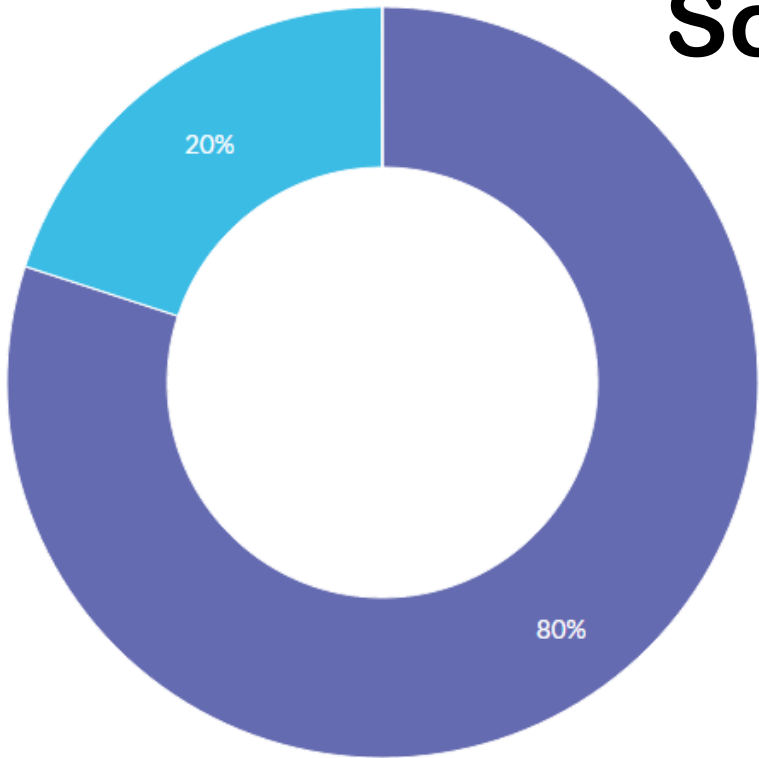
## Technology



-  Inadequate
-  Adequate
-  Excellent

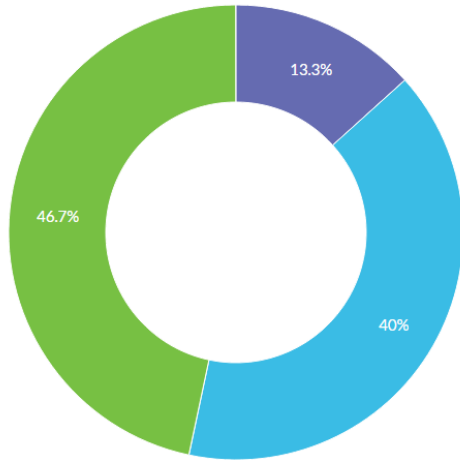
# Educational Effectiveness Evaluation Survey – Elementary Schools

## Variety & Flexibility of Space

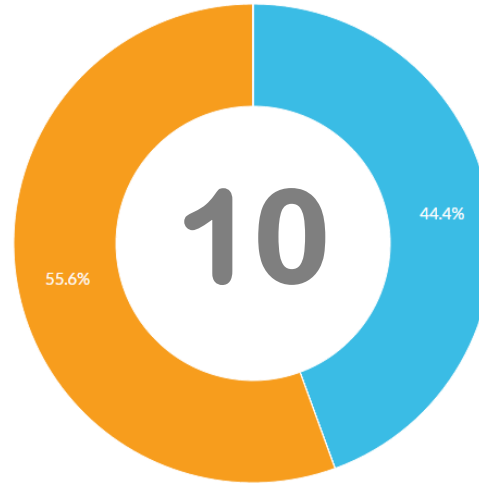


-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Middle & High Schools



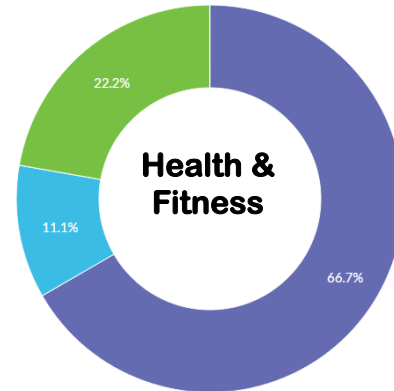
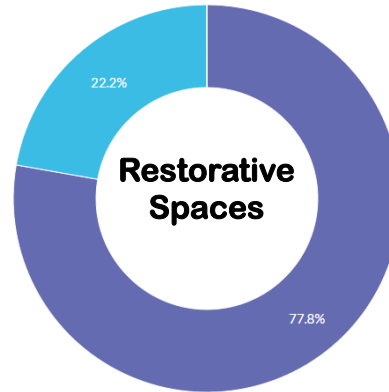
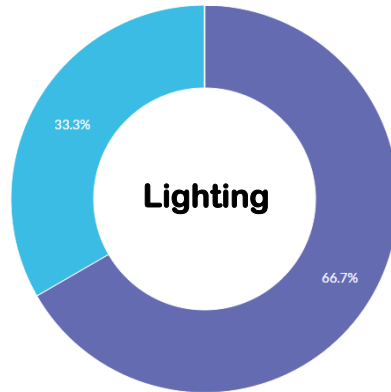
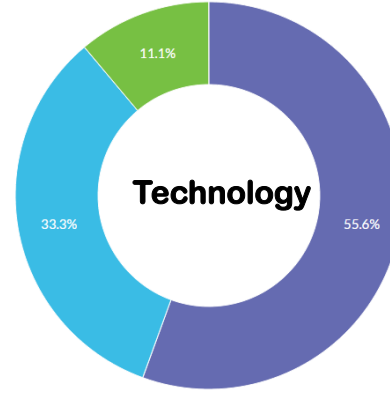
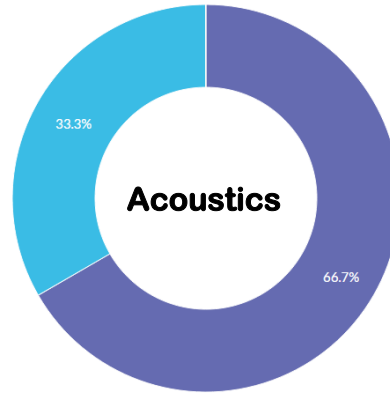
- McCarthy
- Parker
- CHS



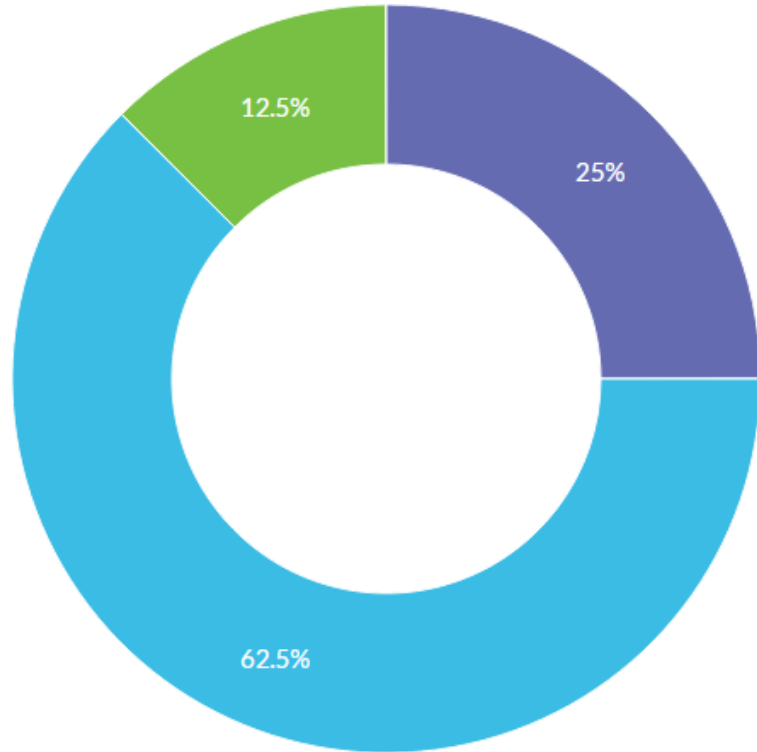
- Parent
- Teacher
- Administrator
- Staff Member



# Educational Effectiveness Evaluation Survey – Middle & High Schools



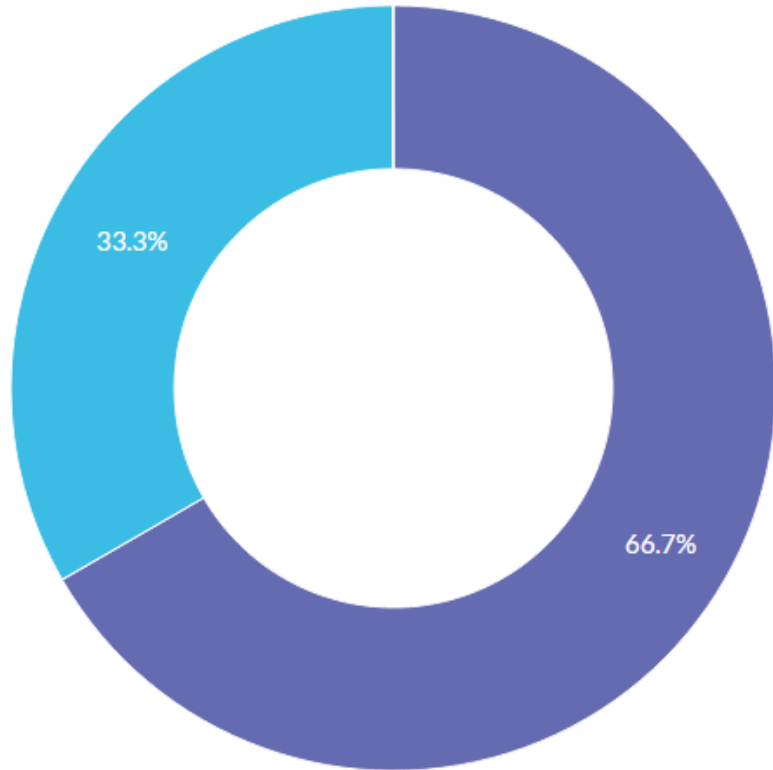
# Educational Effectiveness Evaluation Survey – Middle & High Schools



## Color, Material, Texture

-  Inadequate
-  Adequate
-  Excellent

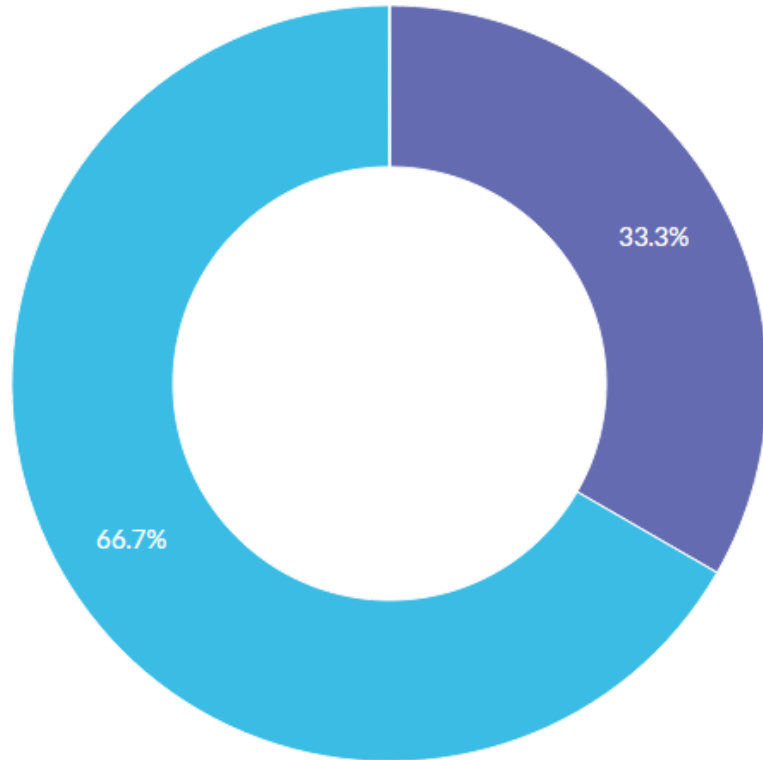
# Educational Effectiveness Evaluation Survey – Middle & High Schools



## Acoustics

-  Inadequate
-  Adequate
-  Excellent

# Educational Effectiveness Evaluation Survey – Middle & High Schools

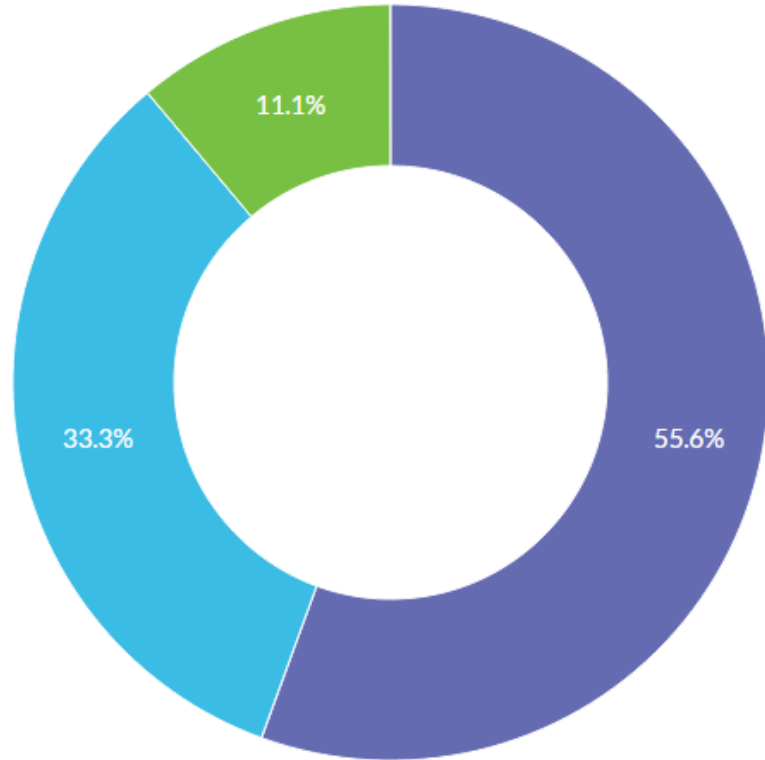


## Home Base & Individual Storage

-  Inadequate
-  Adequate
-  Excellent



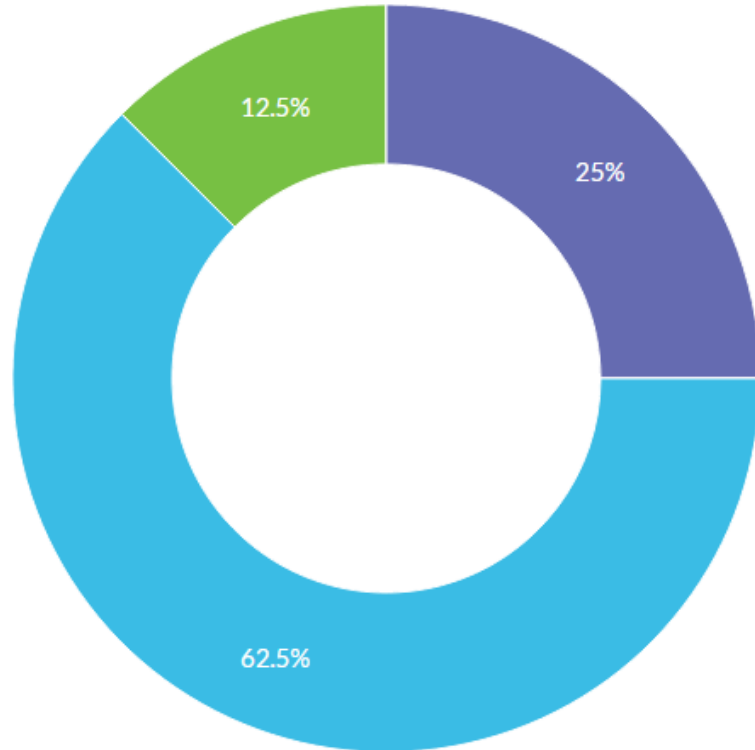
# Educational Effectiveness Evaluation Survey – Middle & High Schools



## Technology

-  Inadequate
-  Adequate
-  Excellent

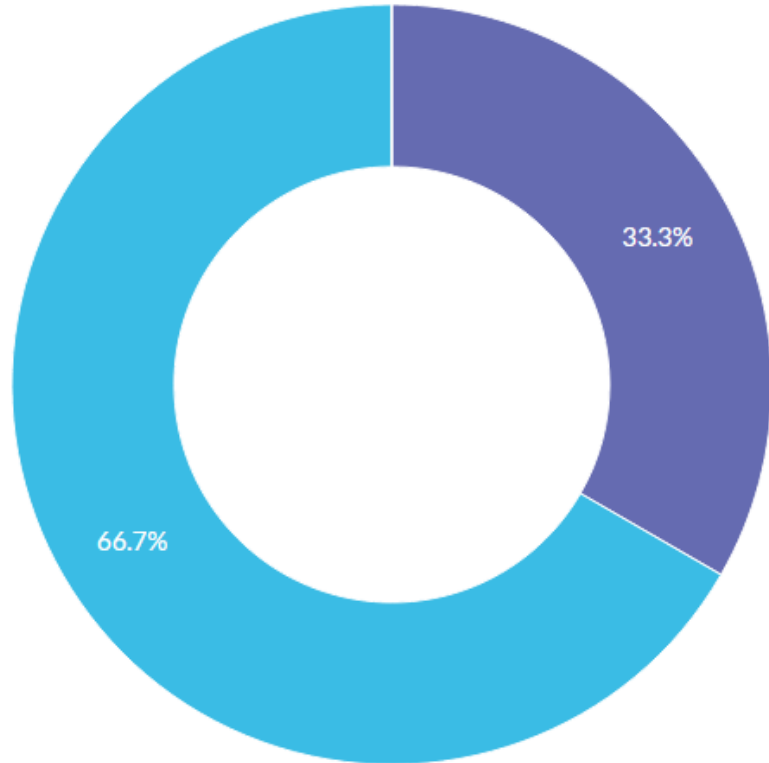
# Educational Effectiveness Evaluation Survey – Middle & High Schools



## Personalization & Display



# Educational Effectiveness Evaluation Survey – Middle & High Schools

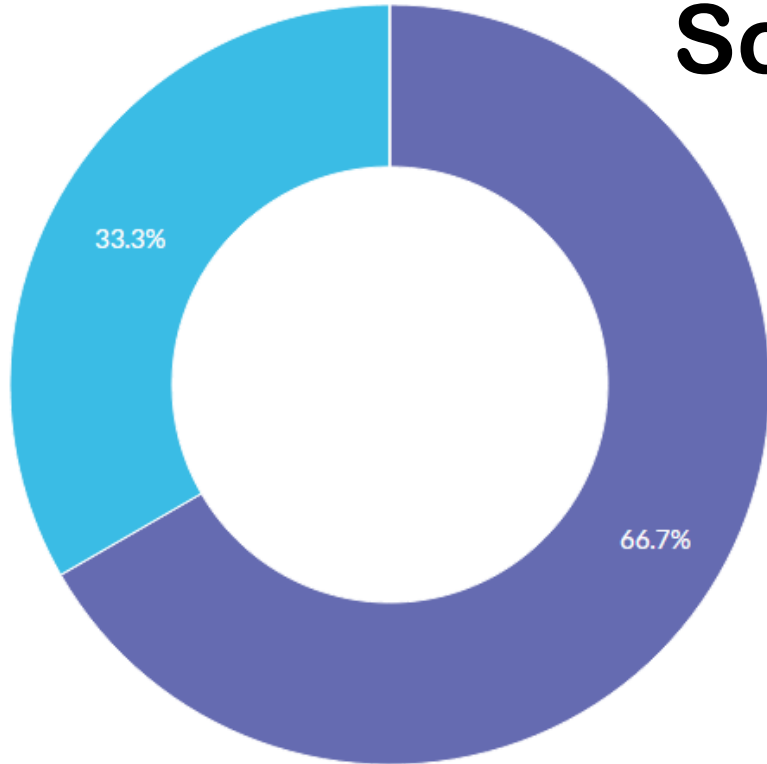


## Variety & Flexibility of Space

-  Inadequate
-  Adequate
-  Excellent

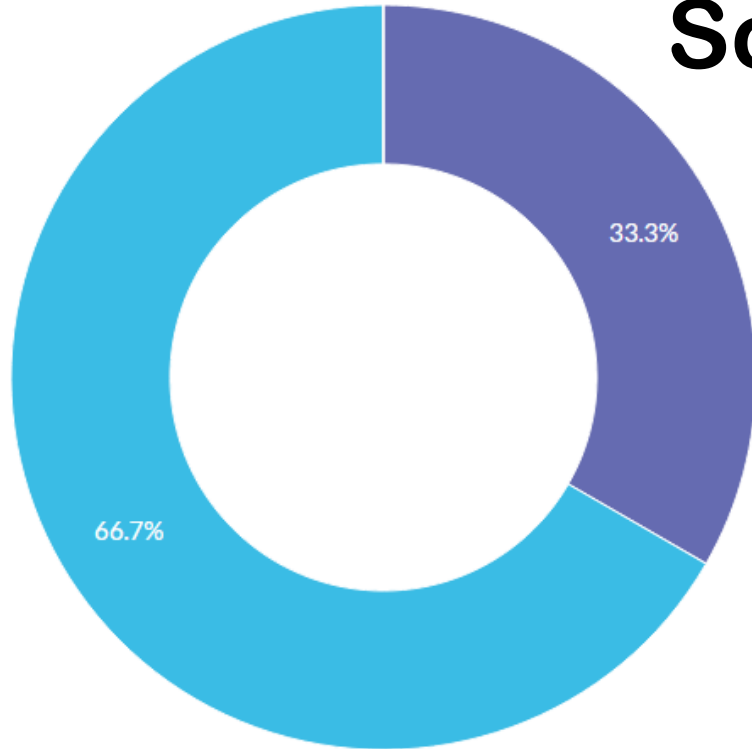
# Educational Effectiveness Evaluation Survey – Middle & High Schools

## Lighting



-  Inadequate
-  Adequate
-  Excellent

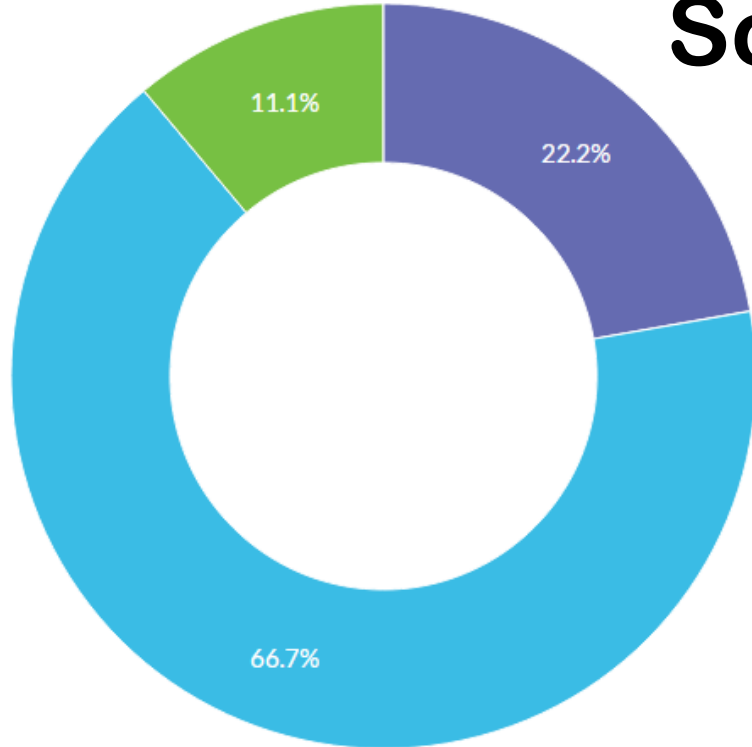
# Educational Effectiveness Evaluation Survey – Middle & High Schools Furniture



-  Inadequate
-  Adequate
-  Excellent

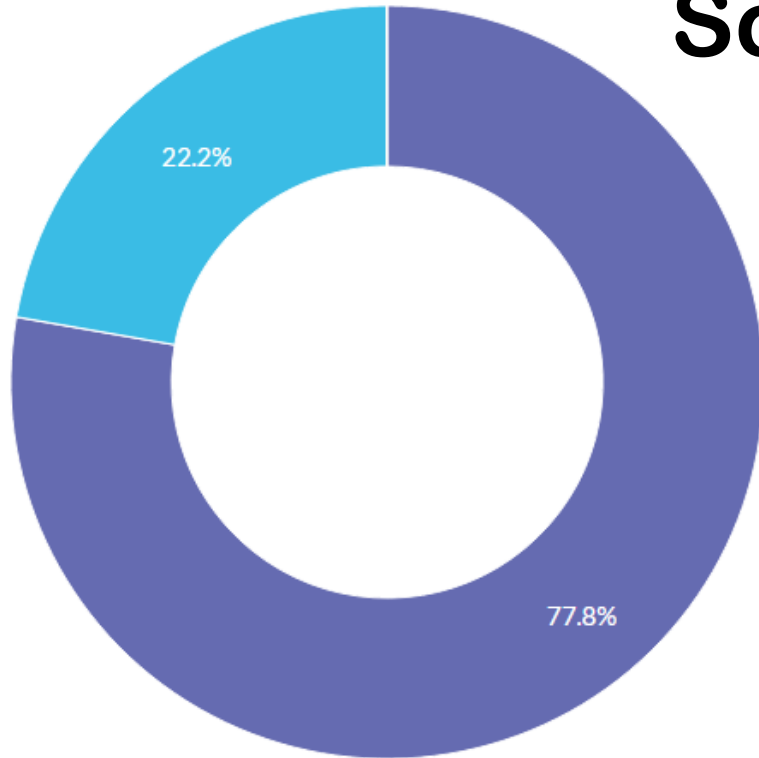
# Educational Effectiveness Evaluation Survey – Middle & High Schools

## Principal Learning Areas



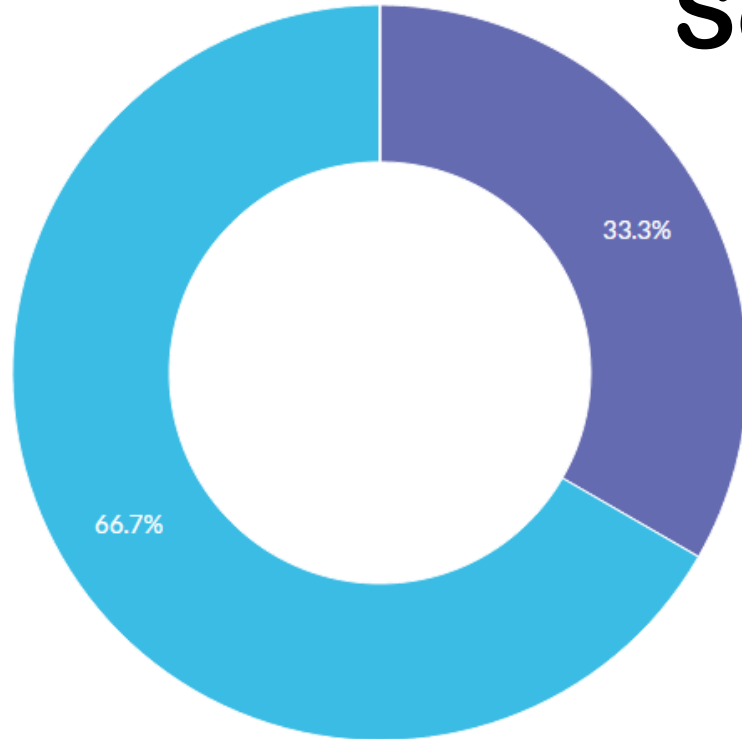
# Educational Effectiveness Evaluation Survey – Middle & High Schools

## Restorative Spaces



# Educational Effectiveness Evaluation Survey – Middle & High Schools

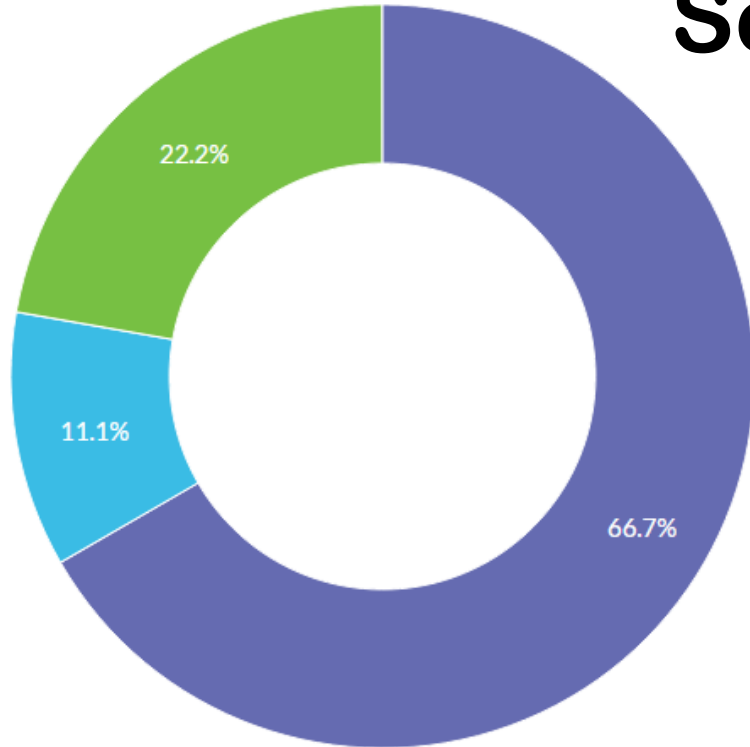
## Teachers as Professionals





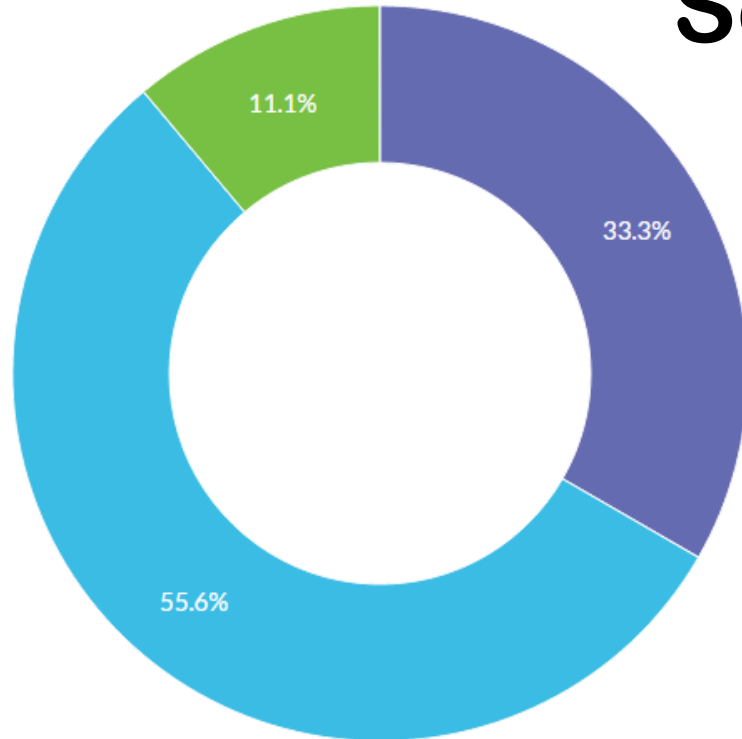
# Educational Effectiveness Evaluation Survey – Middle & High Schools

## Health & Fitness



# Educational Effectiveness Evaluation Survey – Middle & High Schools

## Informal Learning Areas



dinner  
break

key issues &  
considerations

- 1) Full-Day Kindergarten
- 2) Location of Pre-Kindergarten
- 3) Grade Configuration
- 4) School Size
- 5) School Count
- 6) School Location & Neighborhood Schools



# full-day kindergarten

- **cost**
- **space**
- **educational value**



# location of pre-kindergarten

- **centralized**
- **decentralized**
- **hybrid**
- **early childhood**



# grade configuration

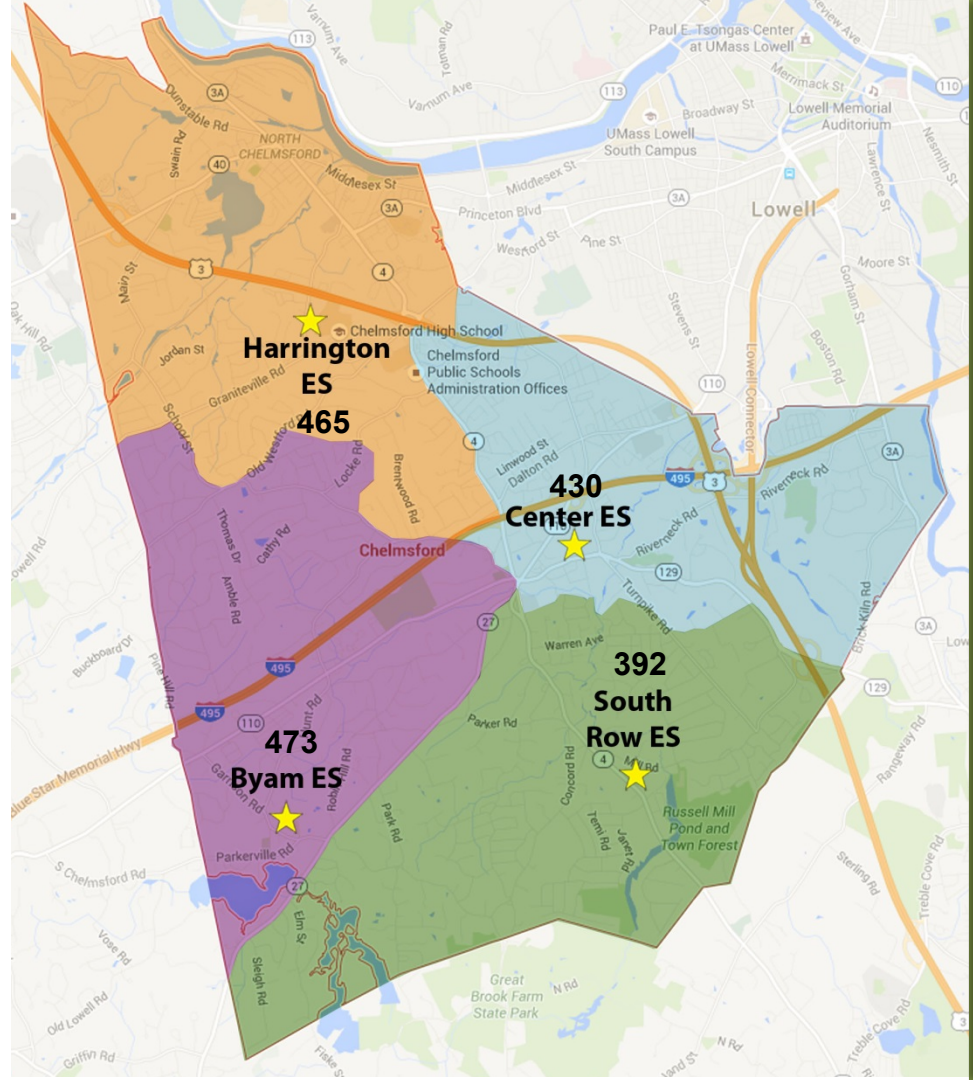
- natural breaks?
- other possibilities
- PK@HS, k-4<sup>th</sup>, 5<sup>th</sup>-7<sup>th</sup>, 8<sup>th</sup>-12<sup>th</sup>





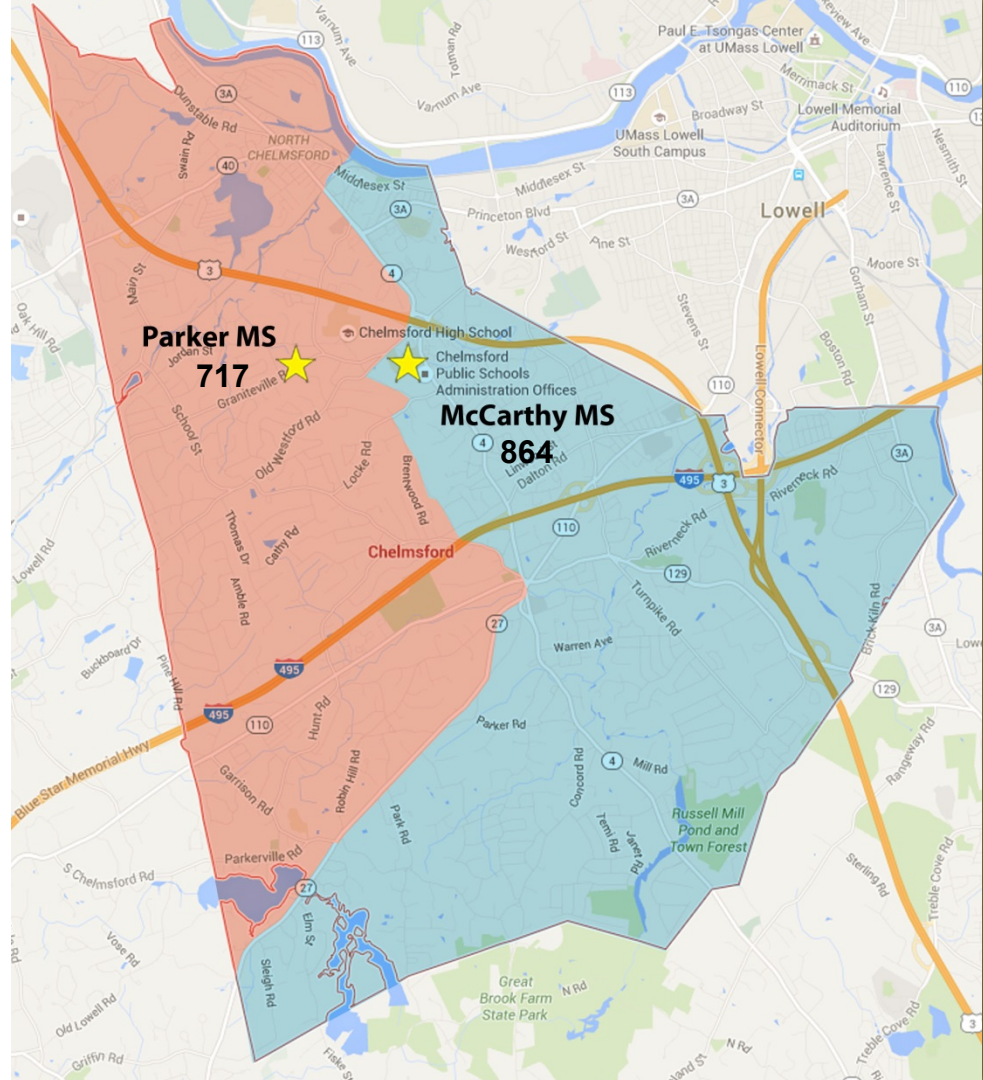
# school size elementary

- parity
- ability to know all students
- operational economies of scale



# school size middle school

- parity
- ability to know all students
- operational economies of scale

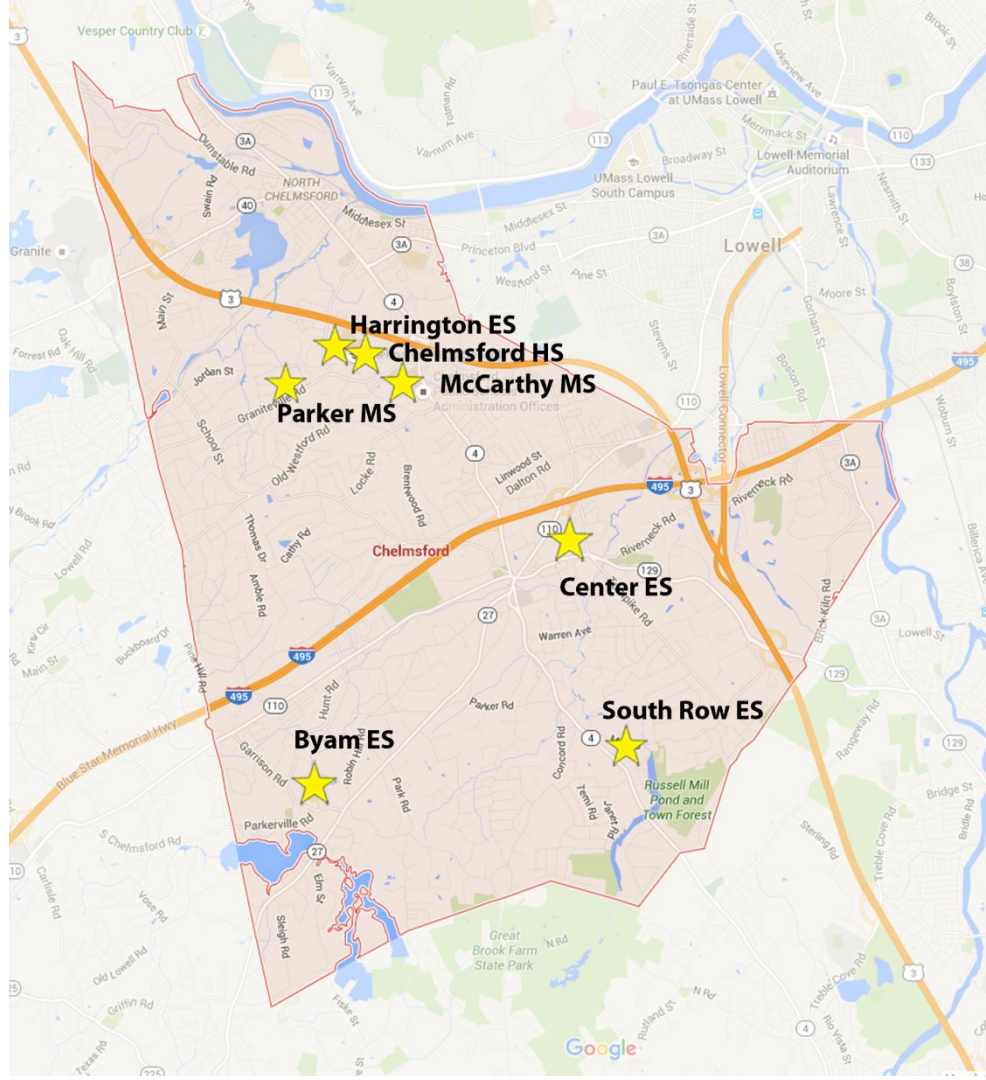


key issues & considerations



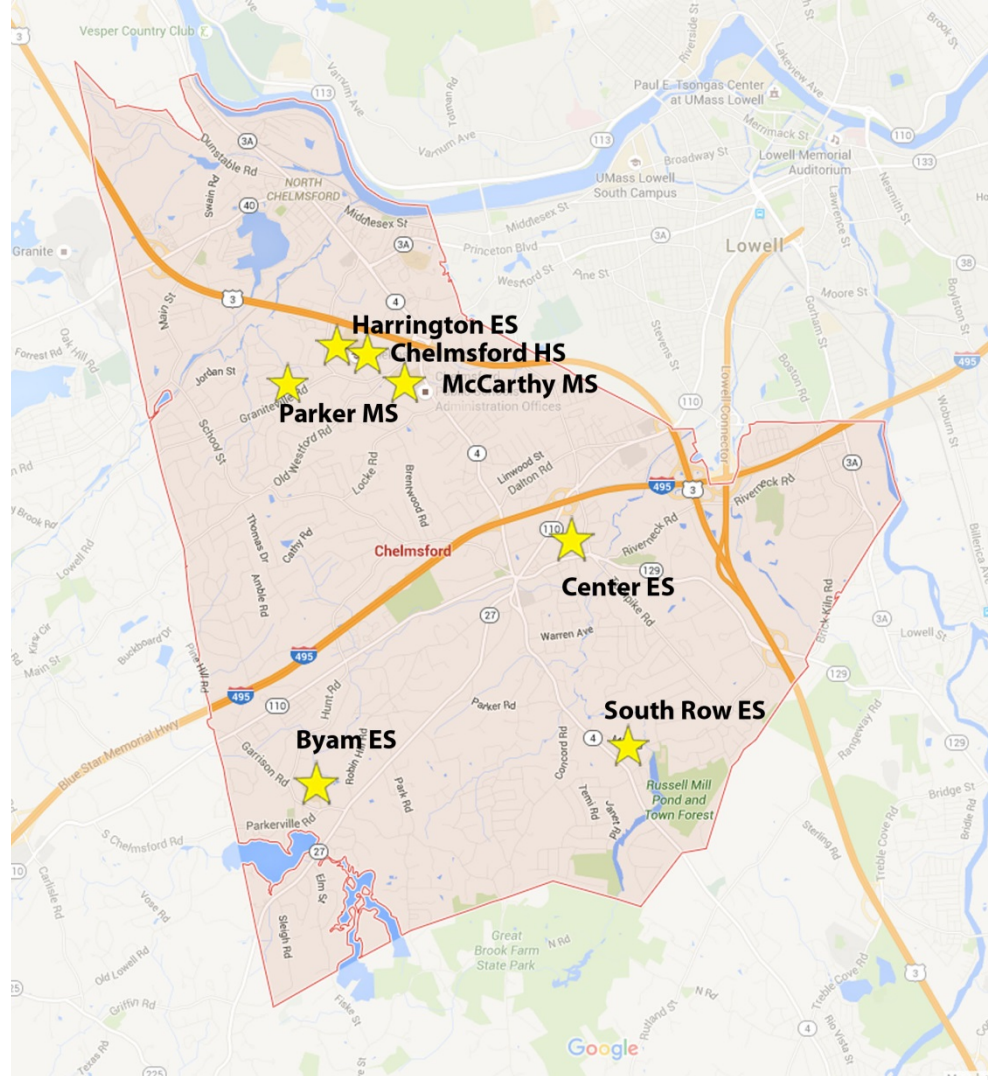
# school count

- 4 ES = 440 ea.
- 5 ES = 352 ea.
- 3 ES = 587 ea.
- 1 MS = 1581
- 2 MS = 791 ea.



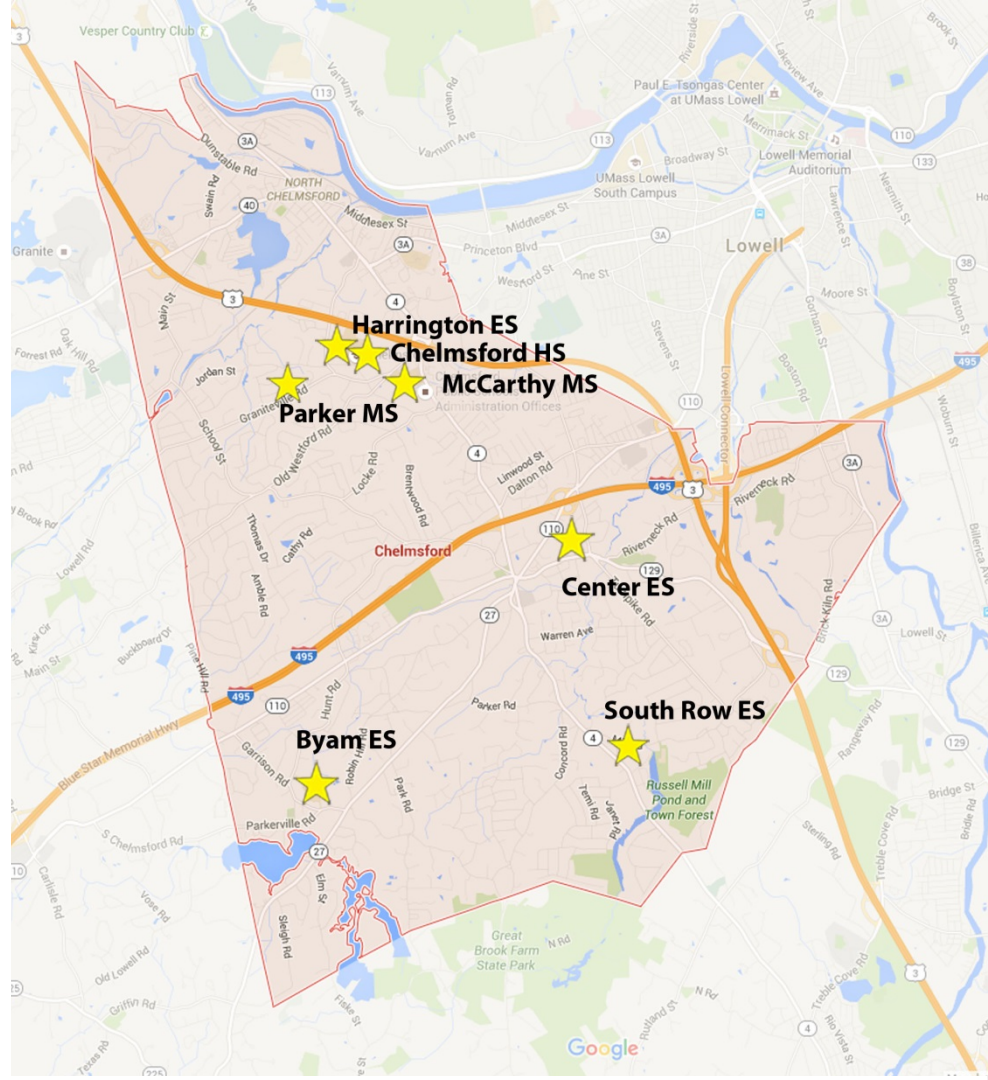
# school count

- economies of scale
- critical mass of resources



# school location

- parity
- organizational models:
  - choice
  - thematic
  - sequential
  - ECC



small group  
exercise

## **group A**

- Full-Day Kindergarten
- Location of Pre-Kindergarten
- Grade

## **group B**

- Configuration
- School Size
- School Count
- School Location & Neighborhood Schools



reporting  
out



# summary findings

next  
steps

- 1) Public Meeting #1 – March 22nd
- 2) Additional Analysis
- 3) Facility Assessments
- 4) Implications for Facilities
- 5) Visioning Session #3 – April 6th

thank  
you