



# ACTON-BOXBOROUGH

*Master Plan Visioning Process – Phase II*



**Public Presentation #1 - June 16<sup>th</sup>, 2016**



- Process overview presentation
- Presentation of analysis to date
- Q&A
- Presentation of outcomes of visioning #1 & #2
- Presentation of outcomes of principals' workshops #1 & #2
- Summary of critical issues & needs
- Q&A
- Next steps
- Q&A

agenda



## What is a Master Plan?

A document that defines the scope and sequence of work to a district's facilities that is necessary to fulfill its **educational mission** over a fixed time frame.

process overview



## What is a Master Plan?

A master plan will create a roadmap and timeline for:

1. **Continued investment in operation and maintenance**
2. **Medium-scaled capital investments in infrastructure**
3. **Major investment project(s)**

process overview



## Phase I:

Physical building and infrastructure assessments, Capital Improvement Plan

## Phase II:

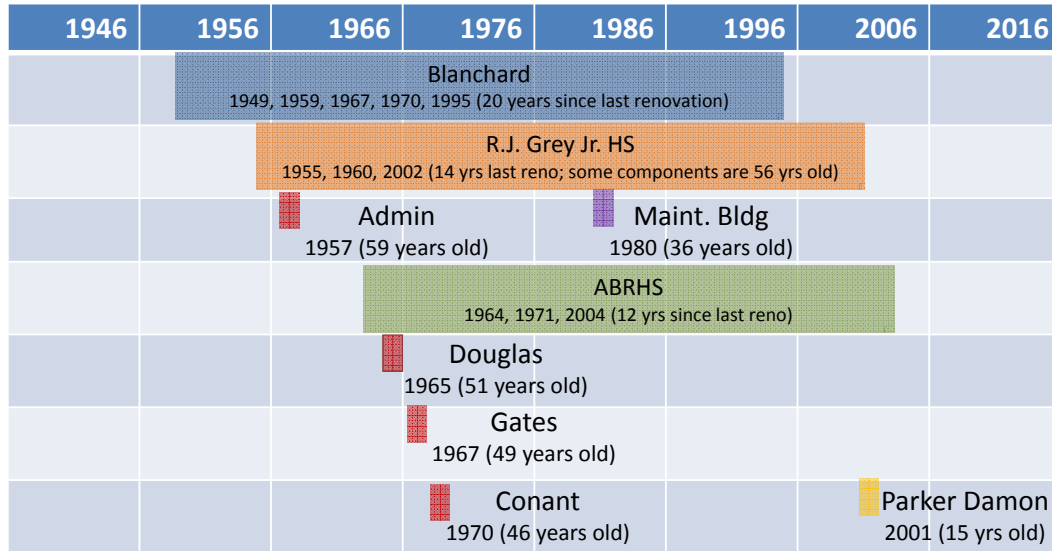
Educational space needs assessment, options development and cost estimates

process overview



# phase I

# Age of Buildings and Renovations



❖ District has been doing an excellent job performing annual maintenance with in-house staff to extend the life of buildings.

process overview – phase I



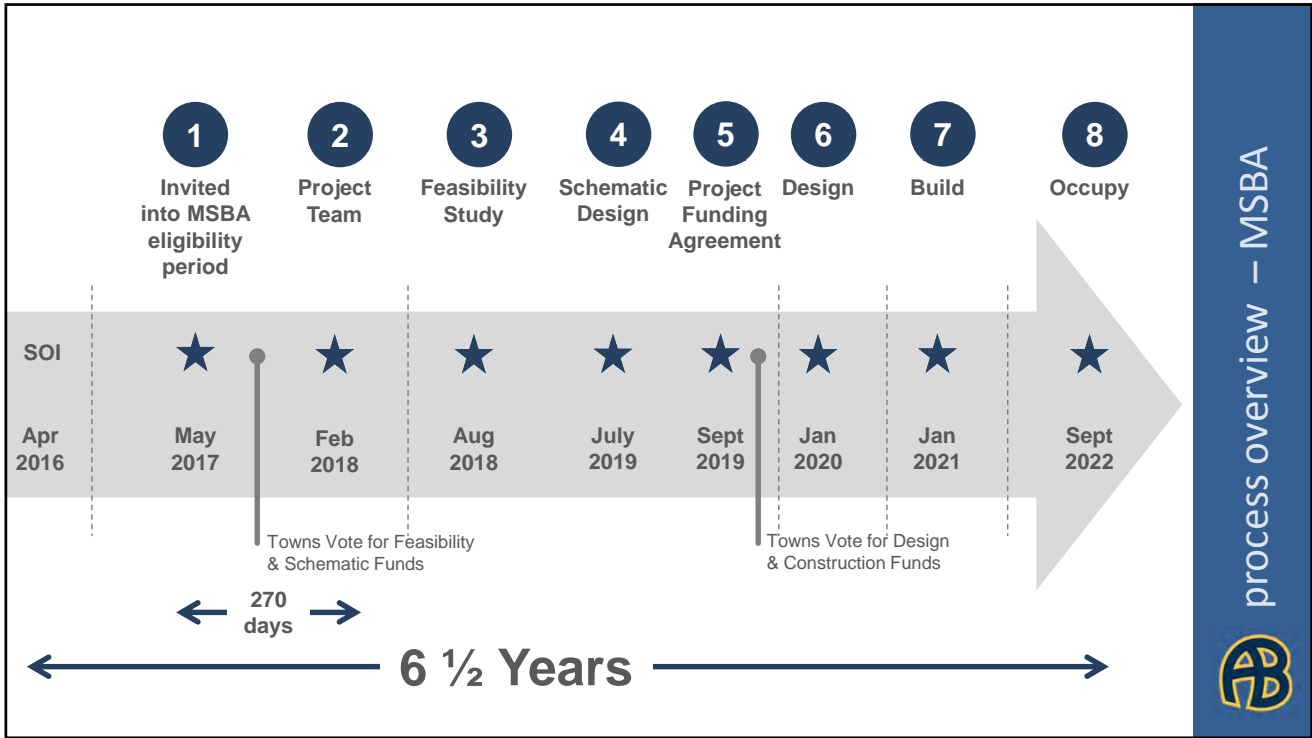
	Admin (Pre-K)	Blanchard	Conant	Douglas	Gates	McCarthy-Towne & Merriam	Jr High	High School	Maintenance Bldg
Health, Safety, & Welfare	●	●	●	●	●	●	●	●	●
Code Compliance	●	●	●	●	●	●	●	●	●
Functional Use	●	●	●	●	●	●	●	●	●
Handicap Accessibility	●	●	●	●	●	●	●	●	●
Maintenance	●	●	●	●	●	●	●	●	●
Energy Efficiency	●	●	●	●	●	●	●	●	●
Hazardous Materials	●	●	●	●	●	●	●	●	●

CIP Estimate in \$/SF: Admin (\$361), Blanchard (\$102), Conant (\$290), Douglas (\$354), Gates (\$251), McCarthy-Towne & Merriam (\$64), Jr High (\$122), High School (\$43)

● ● ● ● ●  
Greater Need ← → Lesser Need

building assessment summary – phase I





Statements of Interest (SOI) Submitted April 2016:

- Douglas\*
- Conant
- Gates

*\* The MSBA requires districts to declare a priority project when submitting multiple statements of interest. Douglas was deemed the priority, but a building solution for Douglas could address the needs at Conant and/ or Gates.*

process overview – MSBA

# phase II

## Phase II – Ed Program & Master Plan Options

- Educational space needs – What are the space needs impacting the delivery of 21<sup>st</sup> century education?
- What are the master plan options that best position the District to align educational practices and facilities?
- How much does it cost? How long would it take?

process overview – phase II



## Phase II – Ed Program & Master Plan Options

- **Visioning #1:** What are some examples of 21<sup>st</sup> century educational facilities and what should be considered for the Acton-Boxborough master plan?
- **Principals' Workshops:** Educational space needs Assessment – What are the space needs impacting the delivery of 21<sup>st</sup> century education?
- **Visioning #2:** What key educational planning issues will affect the master plan options and best position the District to align educational practices and facilities?

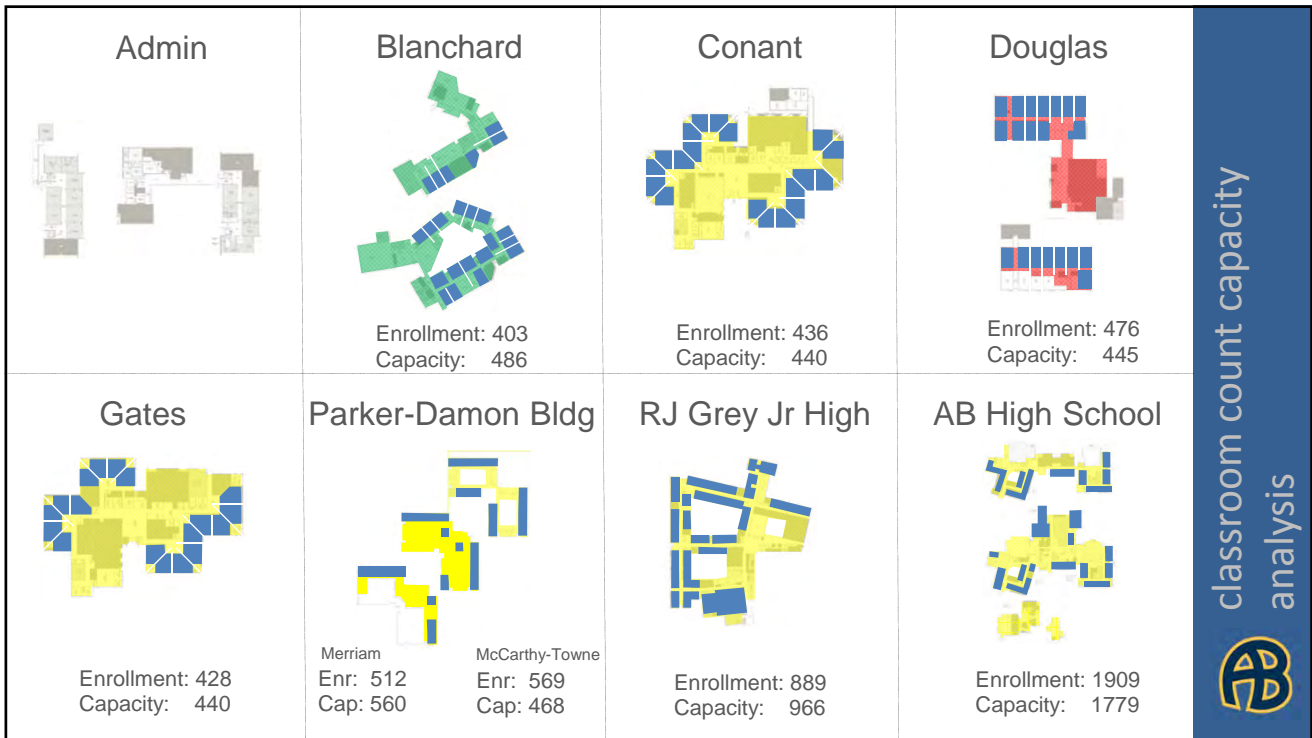
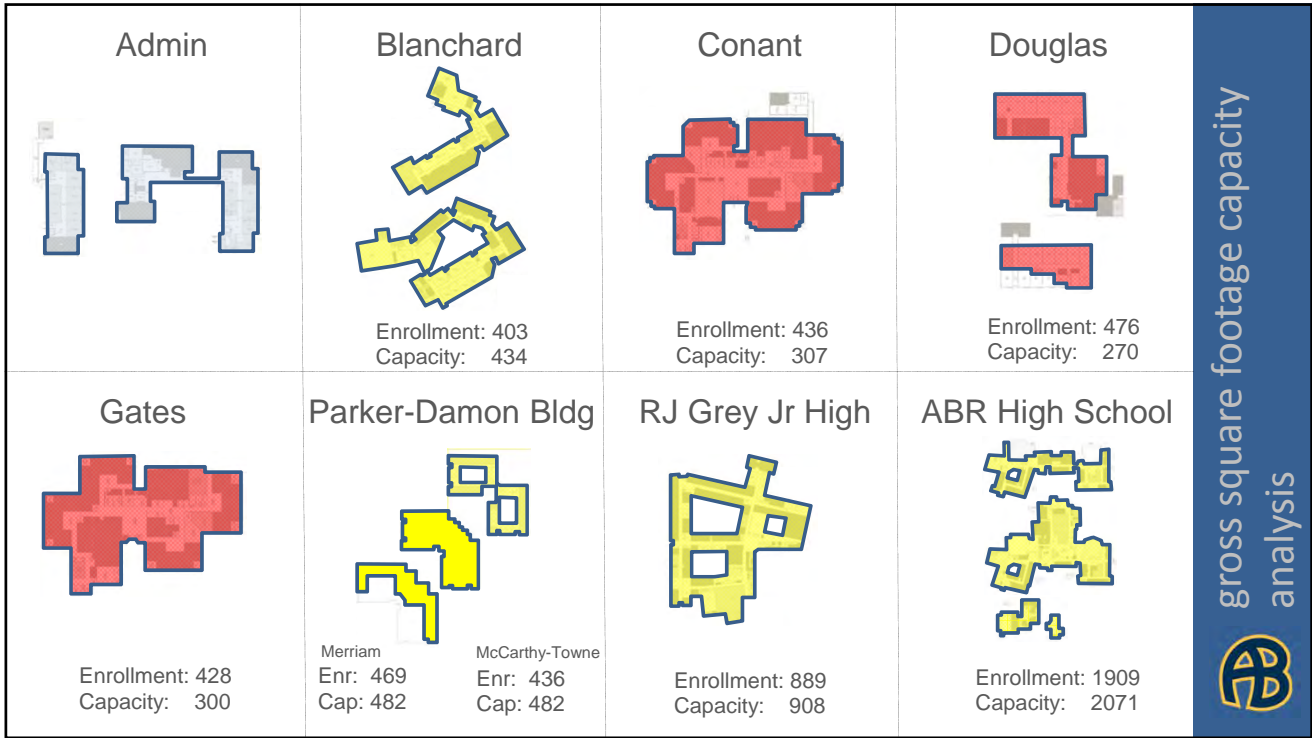
Public Presentation #1 – 6.14.16

- **Options Development** – What options exist to address the issues identified in both phase I and phase II? How much do they cost?
- **Visioning #3:** Which options are most effective and represent the best value?

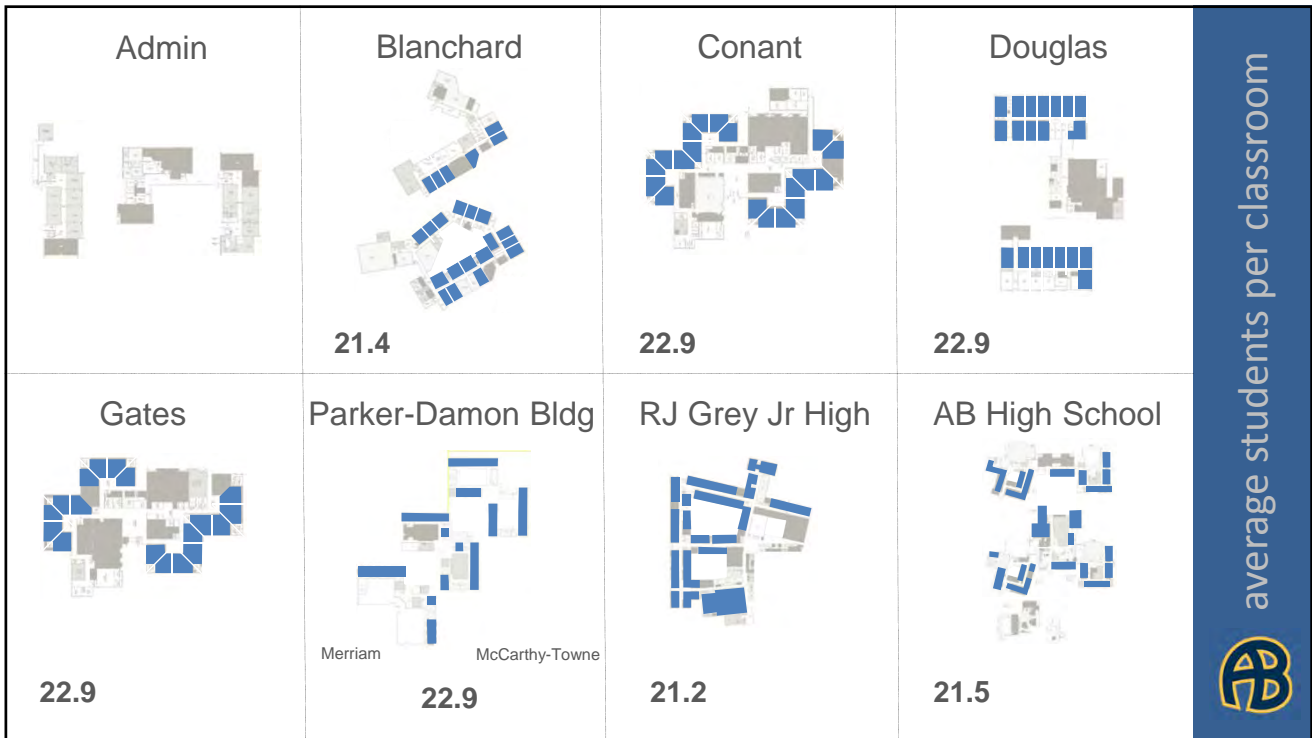
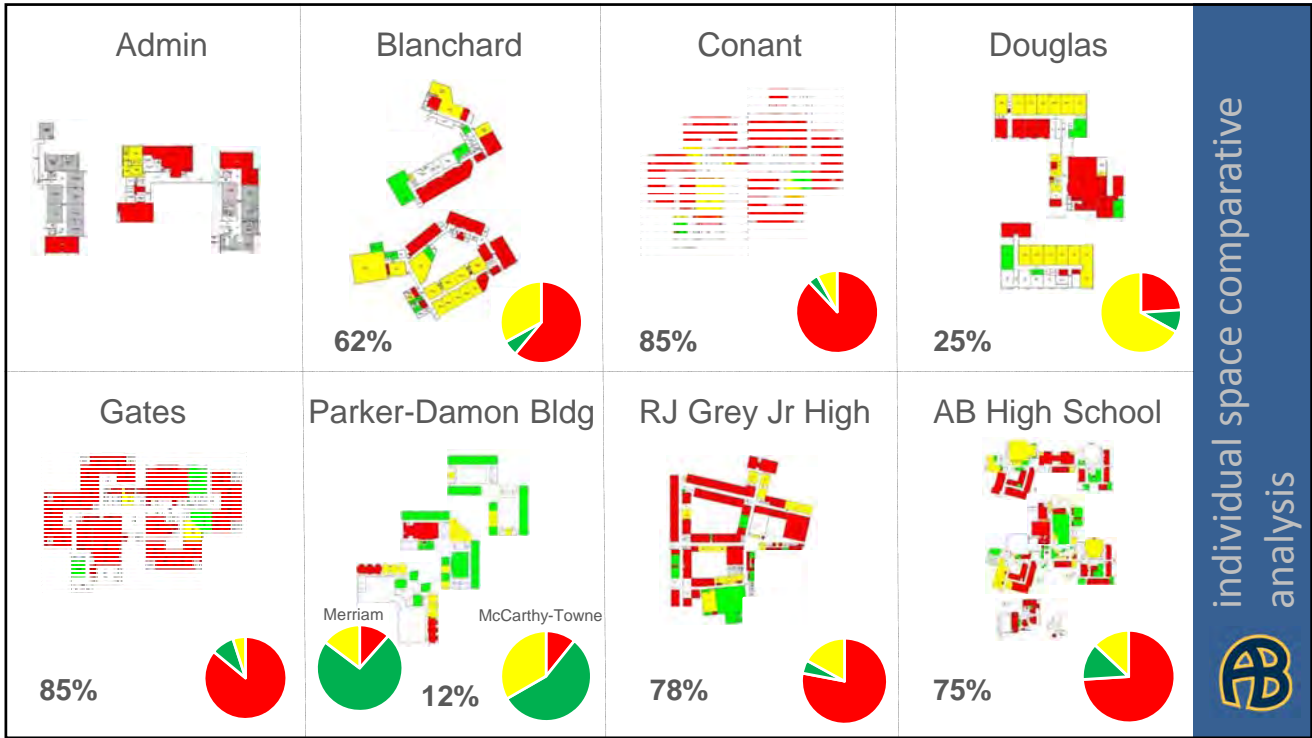
process – phase II overview

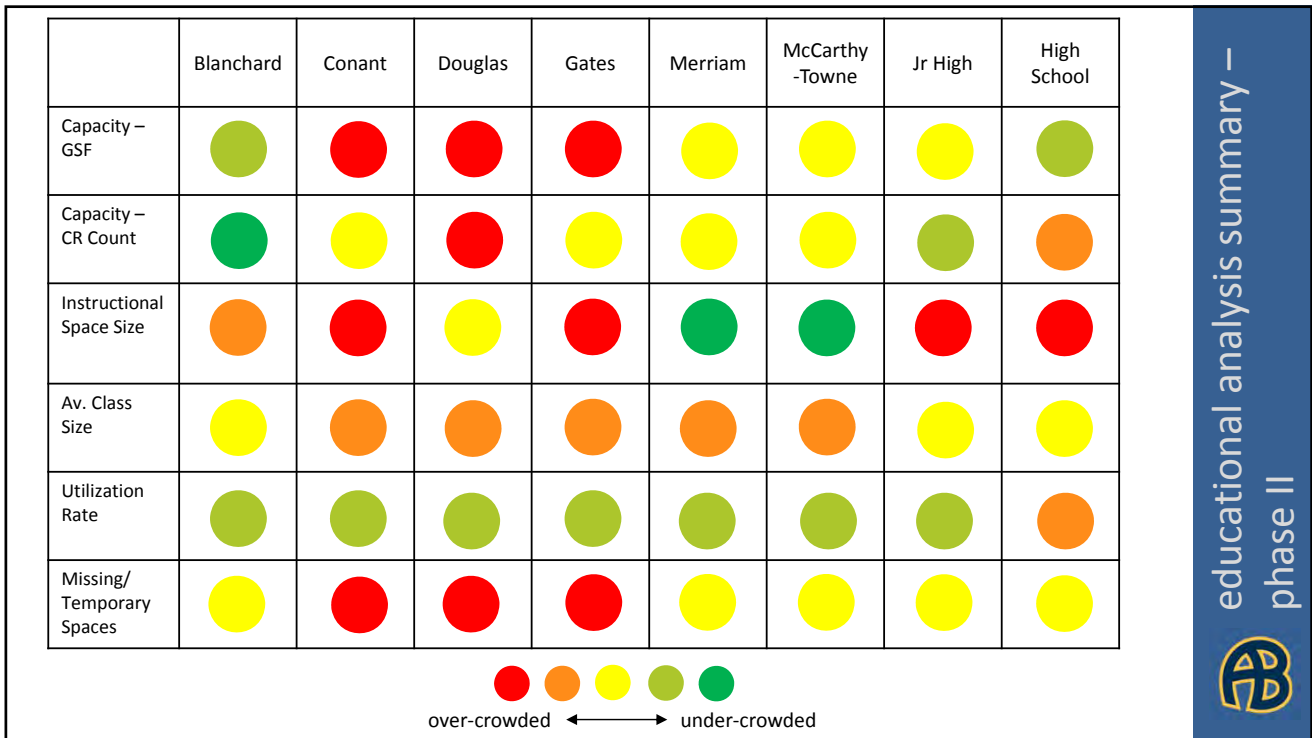
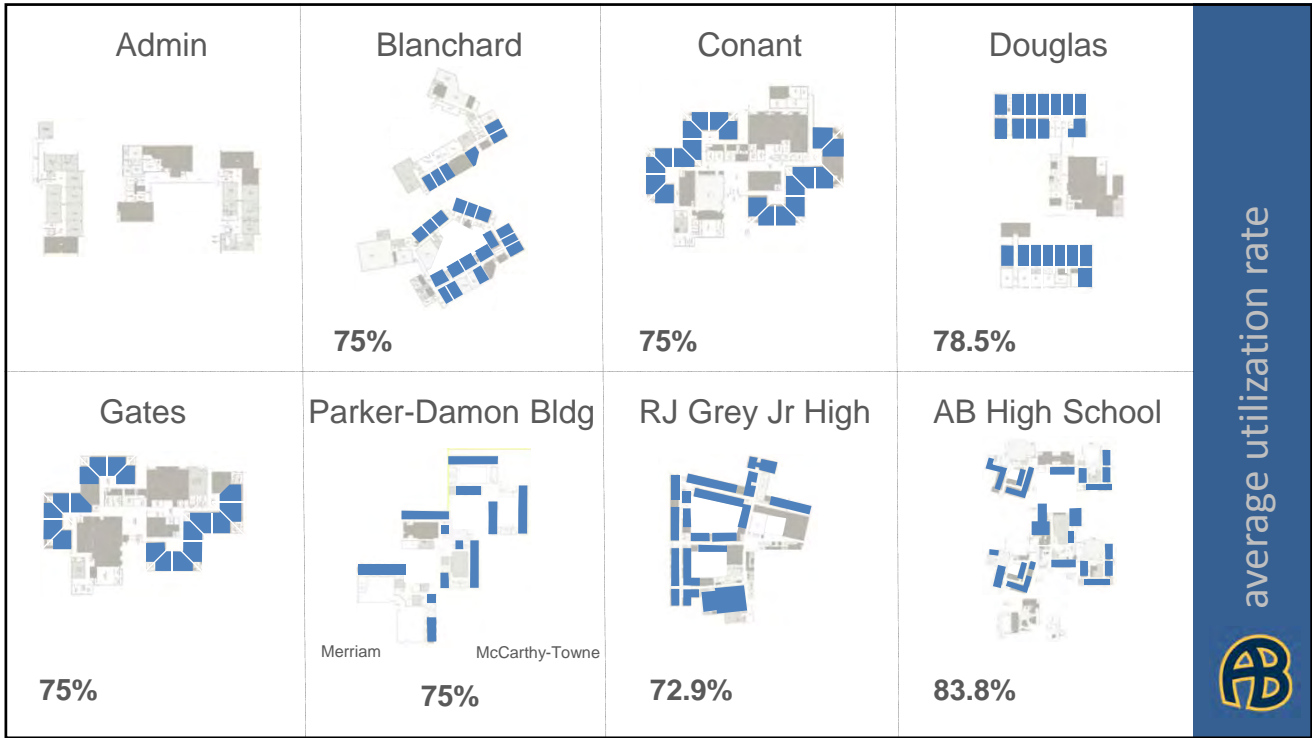


space needs  
analysis  
to date









educational analysis summary –  
 phase II

## Summary of Key Findings

- Douglas & Admin Building (PK) have greatest physical needs... followed by Conant and Gates
- Overcrowding exists at Douglas, Conant, and Gates
- Douglas, Conant, and Gates have greatest spatial needs
- Opportunities exist at the Jr. High, High School, Blanchard, McCarthy-Towne, and Merriam to improve flexibility, variety, and student-centeredness
- Location of Pre-K & administration needs to be considered



## Tools in the Toolbox

- Grade Configuration
- Utilization – Daily School Schedule
- Utilization – Number of Students per Classroom
- Renovation
- Renovation/ Addition
- New Construction
- Number of Schools



questions



visioning  
session #1



## Phase II – Visioning #1

21<sup>st</sup> Century Education Topics:

- Key Study Issues and Considerations
- Technology and the Shifting Educational Paradigm
- Trends in Educational Delivery Methodology
- Project-based and Hands-on Learning
- 21<sup>st</sup> Century Learning Facilities



visioning #1

## Phase II – Visioning #1

### Key Take-aways

- How do we provide flexible space that best supports 21<sup>st</sup> century education?
- How do we balance 21<sup>st</sup> century skills and standards for education and assessment?
- How do we continue to honor each student's individual learning style?

visioning #1



principals'  
workshops

## Principals' Workshops – Elementary

### Educational Space Needs Assessment:

- Space needs
- Exemplar facilities
- Idealized space summary
- Idealized building diagramming

## School Space Needs – missing/inadequate/temporary

### Gates

- Separation of Public & Private
- Special Education
- ELL, Speech, OTPT
- Grade Level Break-Out Space
- Small Group Rooms
- Teacher Collaboration Space
- Science
- Conference
- Undersized Core Spaces

### Conant

- Temporary: Computer, Art, Special Education
- ELL, Speech, OTPT
- Separation of Public & Private
- Small Group Rooms
- Teacher Collaboration Space
- Undersized Core Spaces

### Douglas

- Temporary: Art, Special Education, Kindergarten, Library, Music
- ELL, Speech, OTPT
- Separation of Public & Private
- Grade Level Break-Out Space
- Small Group Rooms
- Teacher Collaboration Space
- Undersized Core Spaces

### Blanchard

- Separation of Public & Private
- Grade Level Break-Out Space
- Small Group Rooms
- Teacher Collaboration Space

### McCarthy-Towne

- Separation of Public & Private
- Grade Level Break-Out Space
- Small Group Rooms
- Teacher Collaboration Space

### Merriam

- Separation of Public & Private
- Grade Level Break-Out Space
- Small Group Rooms
- Teacher Collaboration Space

# Elementary School Guiding Design Characteristics

- Public/ private separation
- Classroom organization that encourages collaboration
- Adaptable, flexible, and varied learning space
- Highlight community values, well-being, and student achievement
- Abundant exhibition/ curation of student work
- The building should feel physically connected throughout/ interior circulation
- Attention to site circulation
- If a school within a school becomes the preferred option – limit shared facilities and separate traffic

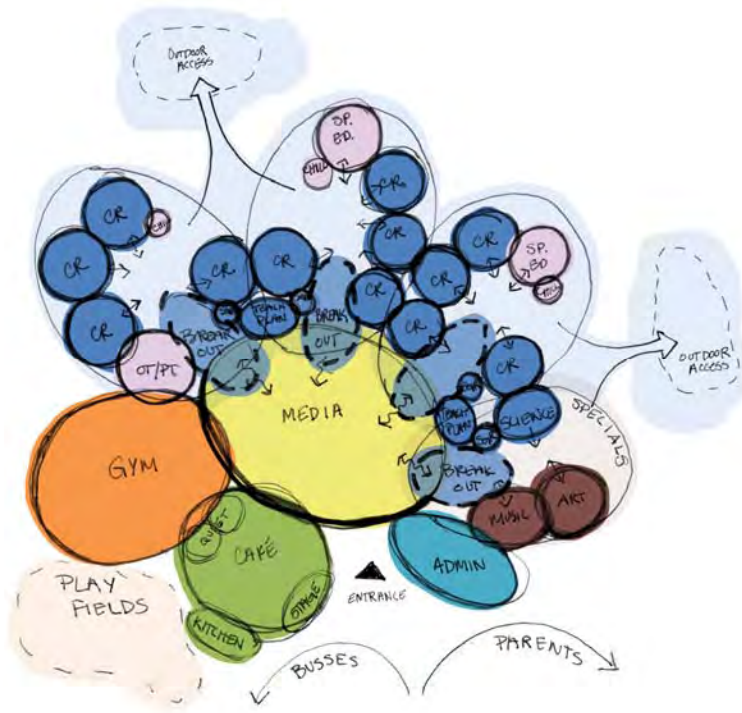
principals' workshops-elementary



Proposed Space Summary: Elementary Schools

Room	Area	Volume	Notes
Classroom	1,200	12,000	
Media	1,000	10,000	
Gym	1,500	15,000	
Admin	500	5,000	
Specials	800	8,000	
Art	300	3,000	
Music	300	3,000	
Science	300	3,000	
Language Arts	300	3,000	
Math	300	3,000	
PE	300	3,000	
Office	200	2,000	
Storage	100	1,000	
Restrooms	100	1,000	
Entrance	100	1,000	
Play Fields	10,000	100,000	
Outdoor Access	10,000	100,000	
<b>Total</b>	<b>10,000</b>	<b>100,000</b>	

500 +/- students  
75,000 GSF +/-



principals' workshops-elementary






## Principals' Workshops – Jr. High

### Educational Space Needs Assessment:

- Space Needs
- Space Types
- Building Diagramming and Team Organization

## Prioritization of Space Needs


1. Flexible learning spaces – size, function, and furniture
2. Team break out spaces
3. Improve welcoming & comfortable atmosphere/ decrease institutional feel
4. Student-centered dining experience
5. Team organization and classroom proximity



Existing Configuration:

- Cluster adjacencies not ideal
- Dual colored spaces are shared 7/8 team rooms
- White spaces are academic support spaces


principals' workshops – jr high



Option 2:

- 6 room clusters
- Relocate some science rooms to improve cluster adjacency
- White spaces are project/breakout/teacher planning

principals' workshops – jr high



## Principals' Workshops – High School

### Educational Space Needs Assessment:

- Space Needs
- Space Types
- Targeted Design Explorations



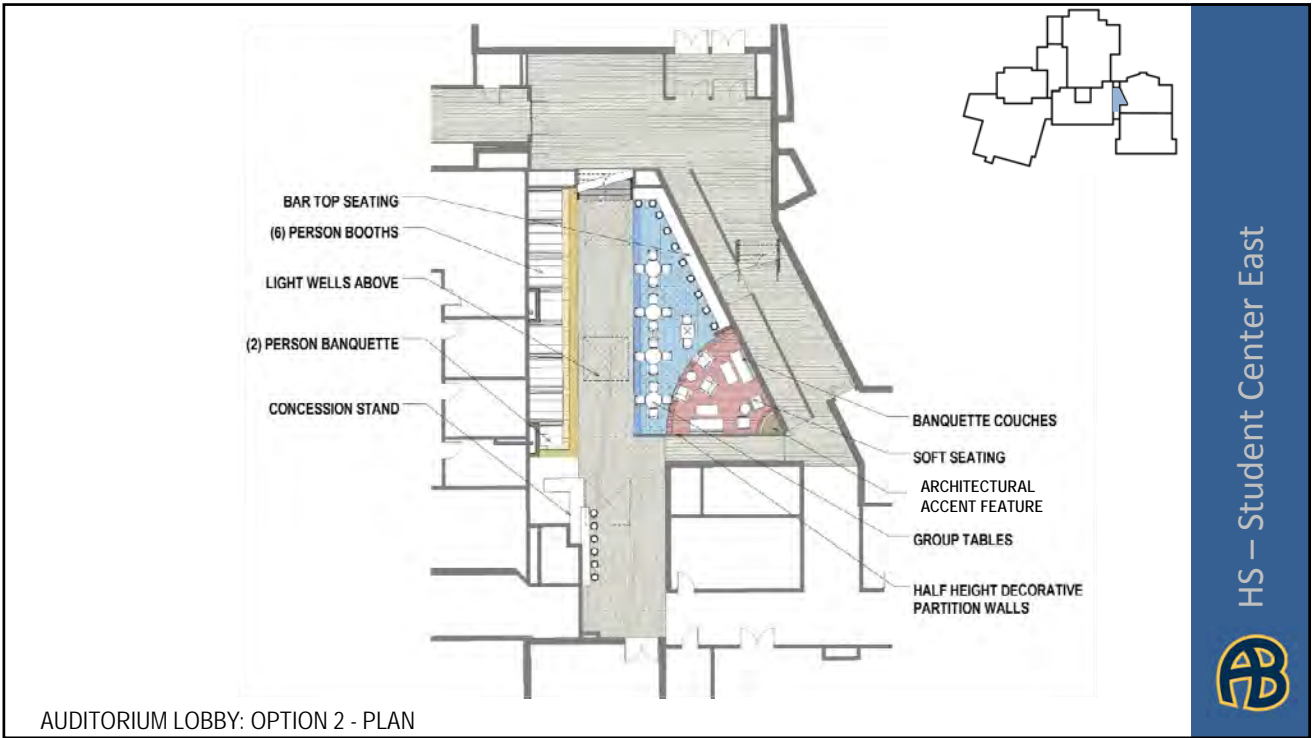
principals' workshop- high school

## Prioritization of Space Needs

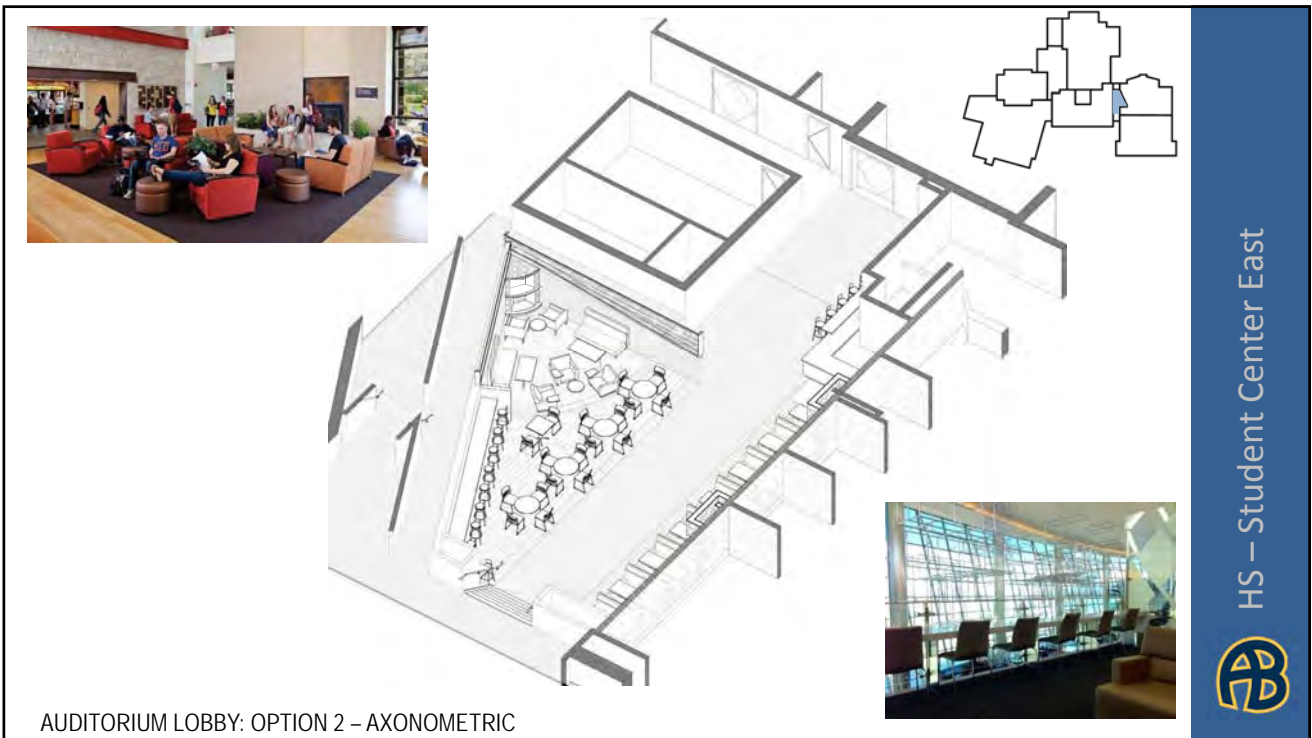
1. Student Centers are not functioning effectively
2. Improve sense of wellness and student-centered environment/ sense of welcoming
3. Need for quiet student work space
4. Need for space where teachers can meet with students



principals' workshop- high school



HS – Student Center East



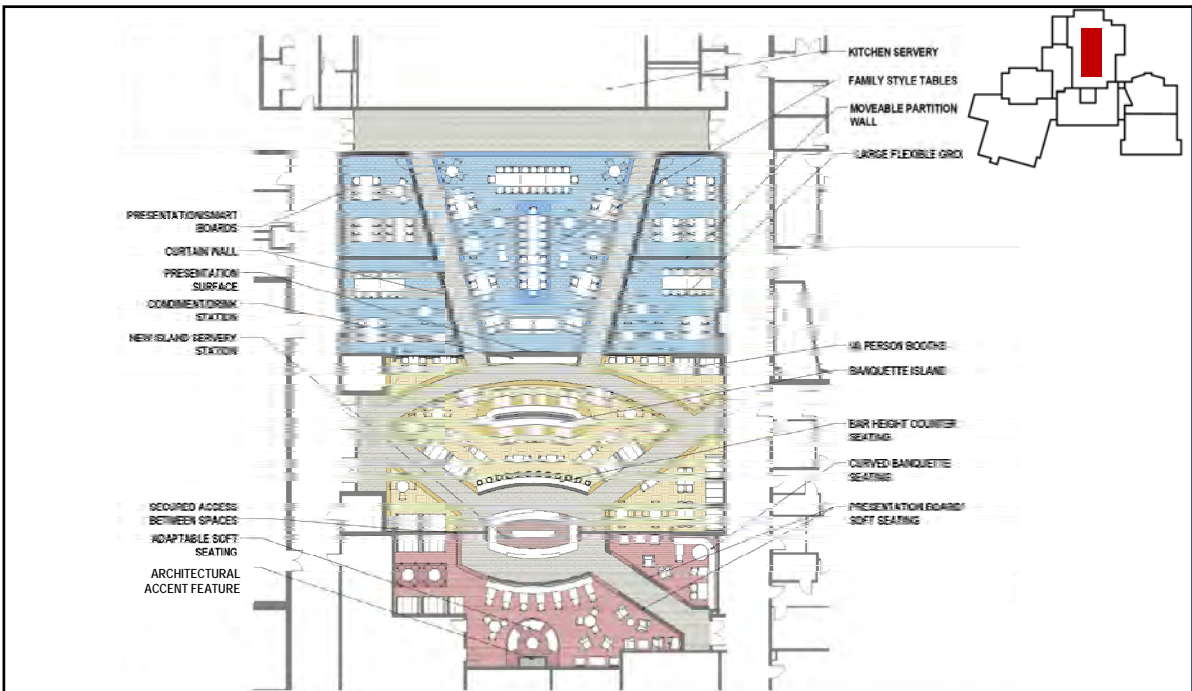
HS – Student Center East





AUDITORIUM LOBBY: OPTION 2 - INSPIRATION IMAGERY

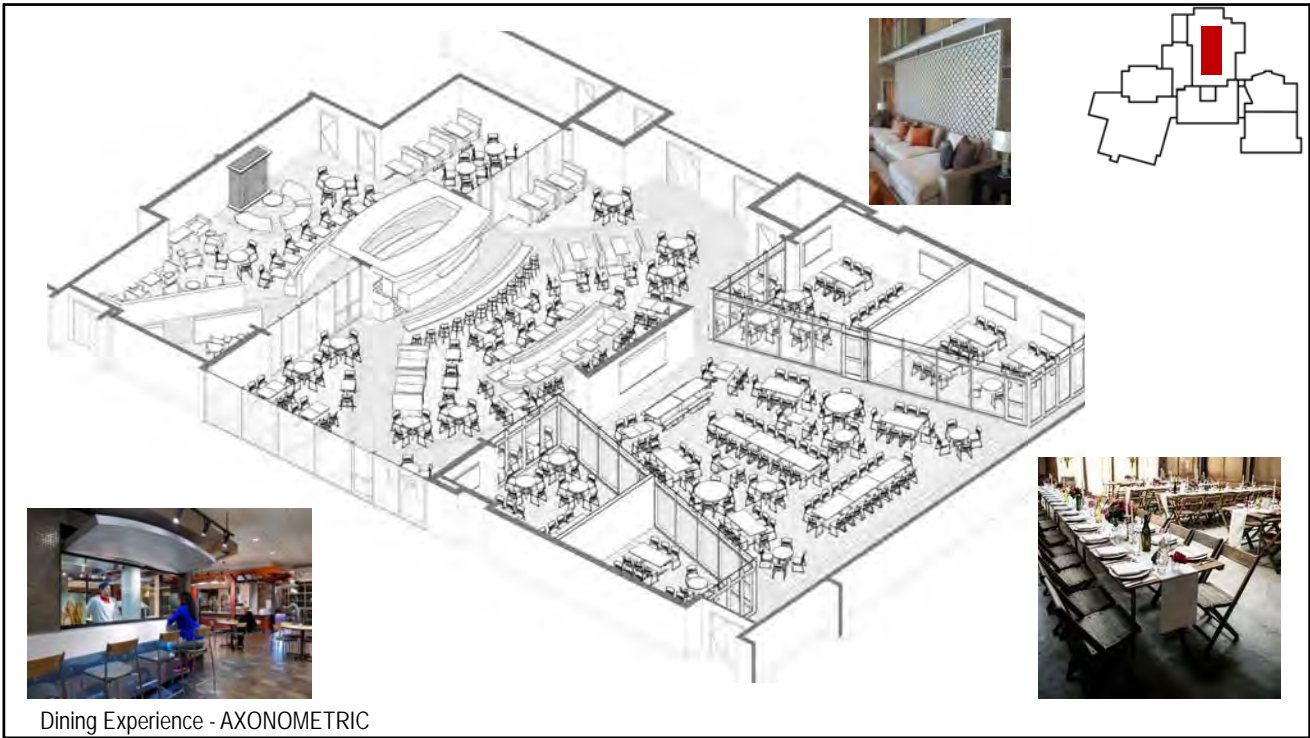
HS - Student Center East



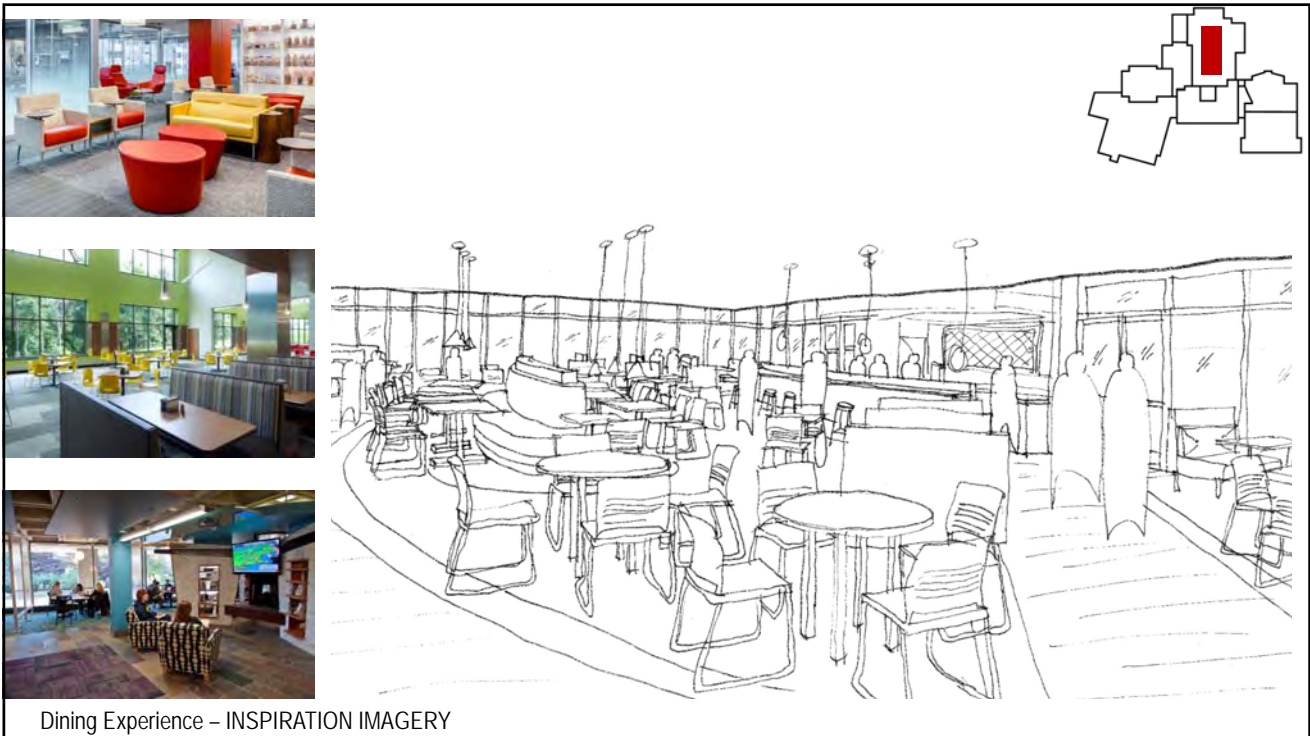
CAFETERIA - PLAN

HS - Dining Experience





Dining Experience - AXONOMETRIC



Dining Experience - INSPIRATION IMAGERY

# visioning session #2

## Phase II – Visioning #2

### Key educational planning issues:

- School Size, Count, and Location
- Full Day Kindergarten
- Location of Pre-Kindergarten
- Grade Configuration



visioning #2

## Phase II – Visioning #2

### Key Take-Aways

- A school-within-a-school solution was not preferred, but has financial benefits.
- There was not a strong desire to shift to a full-day K model. Preference toward the blended model currently offered, but any project should plan for full-day K.
- There was not a clear preference to where Pre-K should be located
- There was interest in exploring different grade configurations.



visioning #2

## Phase II – Visioning #2

### Desired Characteristics of Exemplar Spaces and Space Types

- Flexibility
- Building organization
  - Separation of public and private
  - Spaces organized to promote collaboration
- Varied learning spaces
  - Break out spaces
  - Small group rooms
  - Teacher collaboration space
- Outdoor learning & play space



visioning #2



# key issues & considerations

## Issues to be Addressed

- Physical building conditions
- Overcrowding
- Missing or inadequate spaces
- Alignment with enrollment projections
- Alignment between education and the facility



questions

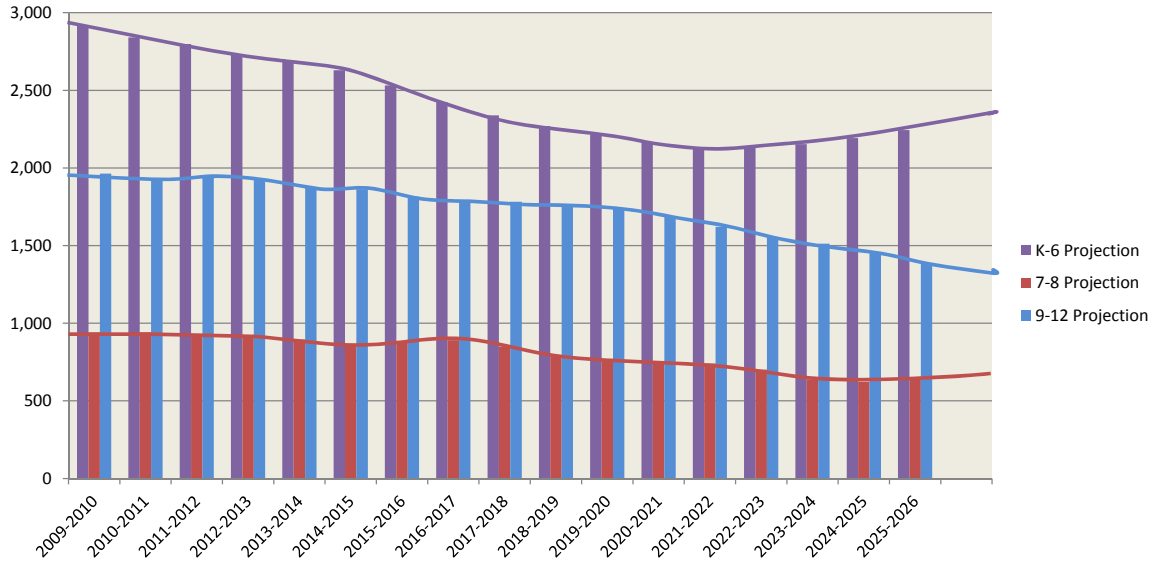


next  
steps

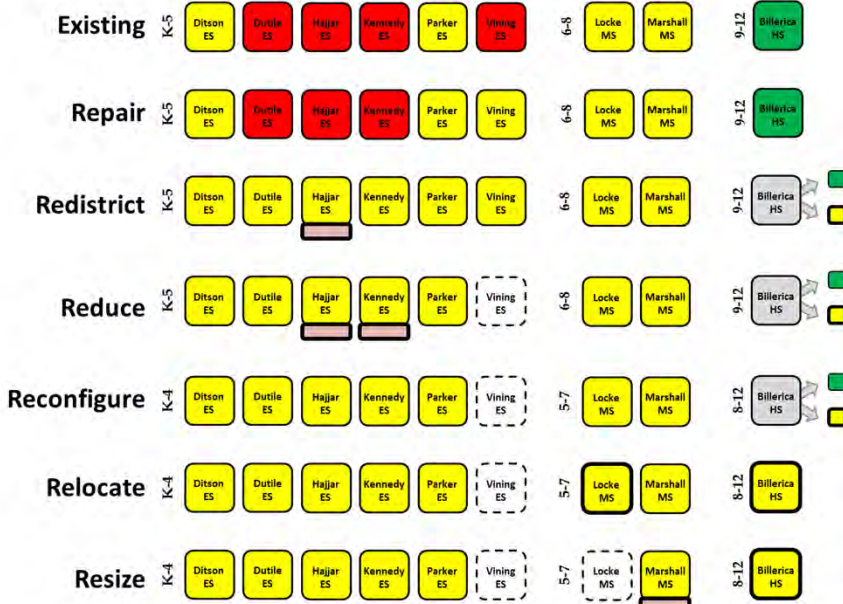
enrollment targets

Grade Grouping Projections

Data from ABRSD, Nov. 2014



develop district-wide options - example



## develop options by school - example



next steps



## Next Steps - Schedule

- June 2016: Identify Enrollment Projection Targets
- June-Aug 2016: Develop Master Plan Options
- Aug-Sept 2016: Prepare Cost Estimates
- Sept 2016: Visioning Workshop #3
- Oct 2016: Public Meeting #2

next steps



questions



thank  
you