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Edward Devotion School
MSBA
Preliminary Design Program

Brookline, Massachusetts

MARCH 2014

Volume 1 of 5



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Acknowledgements

We wish to thank the following individuals for their assistance and their contributions to this feasibility study.

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Abby Cox	School Committee Member
Helen Charlupski	School Committee Member
William Lupini	Superintendent of Schools
Charles Simmons	Director of Public Buildings
Daniel Bennett	Building Commissioner
Jennifer Flewelling	Devotion School Principal
Jennifer Fischer-Mueller	Deputy Superintendent
Sean Cronin	Deputy Town Administrator
Ken Kaplan	Building Commission
Sergio Modigliani	Planning Board
Jim Batchelor	Preservation Commission
Angela Hyatt	Advisory Committee
Peter Rowe	Deputy Superintendent
Sadhna Brown	Devotion Parent
Pam Roberts	Devotion Parent
Robert Shuman	Business Community
Linda Leary	Historical Society



Brookline Public Schools

William Lupini	Superintendent of Schools
Peter Rowe	Deputy Superintendent for Administration and Finance
Jennifer Flewelling	Principal, Devotion School
Lacey Becotte	Vice Principal, Devotion School
Dave O'Hara	Vice Principal, Devotion School
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Building Commission

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Town of Brookline

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Greer Hardwicke	Preservation Planner
Todd Kirrane	Transportation Administrator
Frederick Russell	Director of Water and Sewer
Michael Yanovitch	Chief Building Inspector
Russell Hoogasian	Project Representative

Acknowledgements

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Jon Buhl, Project Principal

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Garcia, Galuska & DeSousa Consulting Engineers, Inc.

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Chris Lorrain

Cost Estimating:

PM&C

Peter Bradley, Project Principal

Traffic Consultant:

Vanasse Hangen Brustlin, Inc:

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3.1.1 Introduction

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Image courtesy of Bing maps

Aerial of the Edward Devotion School Site



3.1.1 Introduction

Summary of Facility Deficiencies

The Edward Devotion School, located at 345 Harvard Street, serves the Coolidge Corner neighborhood of Brookline and is the largest elementary school in the system. The central portion of the Devotion School dates from 1913. The school was expanded in 1953 with the addition of an Early Childhood wing and was substantially modified in 1974 with an addition connected to the 1913 school. The Edward Devotion School shares its site with the historic Edward Devotion House. The facilities deficiencies are detailed in the Statement of Interest (SOI) included in Appendix A, but can be briefly described as follows:

Prevention of Severe Overcrowding expected to result from increased enrollment

Current K-8 enrollment in the Brookline public schools is an historical peak. The Statement of Interest stated a total current enrollment of 778 students and forecasted a number above 800. Current enrollment is now at 842 students. In the Design Enrollment Certification of November 2013, the design enrollment for the project was established as 1,010 students. The SOI describes the struggle to maintain an inclusive program for students in the Therapeutic Learning Center and the Intensive Learning Program, the appropriation of non-program space to support program usage, and the inadequacy of the English Language Learner space as identified in the DESE audit.

Replacement, Renovation or Modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.

As described by the Statement of Interest, the HVAC infrastructure is outdated and not energy-efficient. Many of the systems date back to the 1953 construction and have reached their useful life. The 1974 components are in a section of the building where modifications to space have impacted ventilation and air flow. The newest components of the electrical system date from 1974. While up to code, it is in need of replacement. The facility is not fully protected by a fire suppression system. The SOI describes the measures taken by the School District to adopt energy conservation measures. It states that,

“The Town of Brookline Building department has utilized repair and maintenance funds to continuously modify and upgrade classroom and common spaces to minimize HVAC and noise issues that negatively impact instruction. The primary goal has been to ensure that ventilation is maximized and indoor air meets code requirements. The 1974 addition/ renovation to

the school created a large number of “open classroom” spaces. Repair and maintenance during the past decade has focused on enclosing these spaces. This has caused challenges with modifications to the systems which support the HVAC infrastructure.”

Replacement of or Addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements

The Devotion School faces not only the demands of increased enrollment but the evolving program needs of a teaching philosophy based on the principles of inclusion, communication, collaboration, flexible grouping, and teaming. The obsolete infrastructure complicates the ability for the school to adapt to these changing program demands. The renovation of a former “open plan” classroom wing to more traditional classrooms has created building system challenges and does not provide an appropriate acoustic environment for learning. There are areas of the building that do not meet current accessibility standards. A number of areas originally designed as non-program spaces have been reconfigured for programs. Many of the classroom and common spaces do not conform to the MSBA standards for new construction.

In November 2013, the MSBA Board of Directors invited the Town of Brookline to conduct a Feasibility Study to explore a range of options to provide a solution to the problems identified in the SOI for the Devotion School. A copy of the MSBA’s letter is attached in Appendix A.

This report is organized in accordance with MSBA Module 3 – Feasibility Study (dated June 2010, updated November 2011). The Preliminary Design Program process took a course that, in general, included determination of the Owner’s needs, assessment of existing conditions, analysis/ evaluation of alternatives, and recommendation of alternatives for further study.



Massachusetts School Building Authority

Steven Grossman
Chairman, State Treasurer

John K. McCarthy
Executive Director

November 20, 2013

ATTACHMENT H

Ms. Betsy DeWitt, Chair
Brookline Board of Selectmen
Brookline Town Hall
333 Washington Street, 6th Floor
Brookline, MA 02445

Re: Town of Brookline, Edward Devotion School

Dear Ms. DeWitt:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") has voted to invite the Town of Brookline (the "Town") to re-enter the Feasibility Study phase and commence the feasibility study for the Edward Devotion School.

Subsequent to the MSBA's Board of Directors initial vote on January 30, 2013 to invite the Town to conduct a feasibility study for the Edward Devotion School, a planning committee for the Town finalized an analysis of the Town's growing enrollment and available spaces at all of the Town's schools. Based on the findings of the committee, the Town asked the MSBA to consider a larger enrollment population than previously agreed upon by the MSBA prior to the Town's first invitation to Feasibility Study. In response, the MSBA requested that the Town discontinue any work of the feasibility study, postpone executing a contract with the selected designer, HMFH Architects, Inc., submit substantiating enrollment data to the MSBA, and return to the Eligibility Period to await the MSBA's enrollment review as well as a second invitation to the Feasibility Study phase from the Board. MSBA staff concluded that, based on the enrollment data provided by the Town, the study enrollment for the Edward Devotion School project should be increased from 830 students to 1,010 students.

An enrollment letter and design certification for the Edward Devotion School outlining the revised enrollment information detailed above will be sent under separate cover. The Town should execute the design certification and the Designer contract, and submit both to the MSBA no later than December 2, 2013. An original design certification and both a hard copy and an electronic copy of the Designer contract are required.



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November 20, 2013
Brookline Board Action Letter

I look forward to continuing to work with you as part of the MSBA's grant program. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



John K. McCarthy
Executive Director

Cc: Legislative Delegation
Melvin Kleckner, Brookline Town Administrator
Sean Cronin, Brookline Deputy Town Administrator
Alan Morse, Chair, Brookline School Committee
Dr. William H. Lupini, Superintendent, Brookline Public Schools
Peter C. Rowe, Deputy Superintendent, Brookline Public Schools
Anthony Guigli, Owner's Project Manager, Town of Brookline
File: 10.2 Letters (Region 4)



Massachusetts School Building Authority

Steven Grossman
Chairman, State Treasurer

John K. McCarthy
Executive Director

November 21, 2013

Dr. William H. Lupini, Superintendent
Brookline Public Schools
Brookline Town Hall
333 Washington Street
Brookline, MA 02146

Re: Town of Brookline, Edward Devotion School

Dear Dr. Lupini:

I would like to thank you and your team for speaking with Massachusetts School Building Authority (the "MSBA") staff on October 29, 2013 regarding enrollment projections. This letter is in response to your letter dated September 26, 2013, wherein the Town of Brookline (the "District") requested that the MSBA increase the agreed-upon design enrollment established for the Edward Devotion School project.

As stated in our previous enrollment letter dated October 15, 2012, the MSBA's enrollment forecast indicates Brookline's K-8 enrollment will experience an increasing trend over the next six years and, in addition to the Edward Devotion School project, it will be necessary for the District to take further actions to relieve all enrollment capacity needs. The MSBA also understands that on September 19, 2013 the Brookline School Committee (the "BSC") voted to adopt the following plan as it relates to the Edward Devotion School project, to address the District's space needs:

- Maintain the present K-8 and 9-12 educational program configuration
- Expand the Devotion School program to 5 sections per grade

In its response letter dated September 26, 2013, the District requested an increase to the study enrollment from the original agreed upon design number of 830 students, to 1,010 students, which correlates with the above mentioned plan adopted by the BSC.

Based on our review of MSBA guidelines in conjunction with the information presented in the September 26, 2013 letter from the District, 18 students per classroom for kindergarten students, and 23 students per classroom for grades 1-8, would create a five-section school, capable of serving the District's requested 1,010 students.

Page 2
November 21, 2013
Brookline – Devotion School Enrollment Letter

Additionally, the MSBA understands that the District will continue to address district-wide K-8 and 9-12 school capacity issues outside of this project.

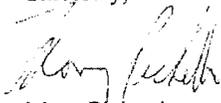
In order to evaluate your request to increase the design enrollment for the Edward Devotion School from 830 students to 1,010 students, the MSBA performed a capacity analysis of all Brookline schools housing K-8 students. This capacity analysis indicates the need for the Edward Devotion School project to allow for an expansion over current enrollment to relieve enrollment pressures at other K-8 school facilities within the District. The MSBA understands that the District has implemented buffer zones along the lines of their K-8 schools to facilitate the management of the size of their K-8 neighborhood schools. The District also demonstrated a willingness to implement redistricting beyond the buffer zones, if it should be required, to realize the expanded capacity that is being proposed as part of the Edward Devotion School project.

As part of the Feasibility Study, the District will be required to submit additional information regarding its existing K-8 school district buffer zone policy, how it is implemented, and a locally approved draft plan that evaluates if the existing zones will be adequate to increase enrollment at the Edward Devotion School upon completion of the project, or if additional redistricting may be required.

Based on the MSBA enrollment forecast, capacity analysis, discussions with the District described above, and the letter from the District to the MSBA dated September 26, 2013, the MSBA recommends a design enrollment of 1,010 students for the Edward Devotion School project to provide some relief to enrollment pressures in the District, while remaining consistent with the District's goal to maintain neighborhood K-8 schools. Attached is the certification to confirm agreement on design enrollment, please sign and return an original certification by December 2, 2013.

If you have any questions, please do not hesitate to contact myself or Katie DeCristofaro (Kathryn.DeCristofaro@MassSchoolBuildings.org) at 617-720-4466.

Sincerely,



Mary Pichetti
Director of Capital Planning

Cc: Legislative Delegation
Betsy DeWitt, Chair, Brookline Board of Selectmen
Melvin Kleckner, Brookline Town Administrator
Sean Cronin, Brookline Deputy Town Administrator
Alan Morse, Chair, Brookline School Committee
Peter C. Rowe, Deputy Superintendent for Administration and Finance, Brookline Public Schools
Anthony Guigli, Owner's Project Manager, Town of Brookline
File: 1.2 Enrollment Projections (Region 4)

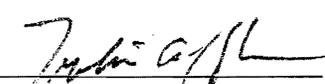


MASSACHUSETTS SCHOOL BUILDING AUTHORITY

TOWN OF BROOKLINE
EDWARD DEVOTION SCHOOL
DESIGN ENROLLMENT CERTIFICATION

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the Proposed Project at the Edward Devotion School, the Town of Brookline hereby acknowledges and agrees that the design of the Proposed Project at the Edward Devotion School shall be based on an enrollment of no more than 1,010 students. The Town of Brookline further acknowledges and agrees that, pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage for a K-8 school serving 1,010 students. The Town of Brookline acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than 1,010 students for the Edward Devotion School, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment of the Edward Devotion School that it has acknowledged and agreed to herein. The Town of Brookline further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Edward Devotion School shall be subject to the approval of the MSBA's Board and that the final approval of a Proposed Project at the Edward Devotion School shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and Town of Brookline, hereby certify that that they have read and understand the contents of this Design Enrollment Certification and that each of the above statements is true, complete and accurate. The undersigned also hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the Town of Brookline and to bind the Town of Brookline to its terms.



Chief Executive Officer



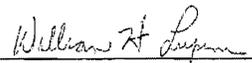
Duly Authorized Representative of School Committee

11/22/13

Date

11/25/2013

Date



Superintendent of Schools

11-22-2013

Date



3.1.1 Introduction

Capital Budget Statement

Funding for the Devotion School project, which is currently estimated at \$110 million, is tied to the approval of a Debt Exclusion Override by the voters. The Town has numerous other capital projects underway and planned for, as detailed in the attached FY15-FY20 Capital Improvements Program (CIP).

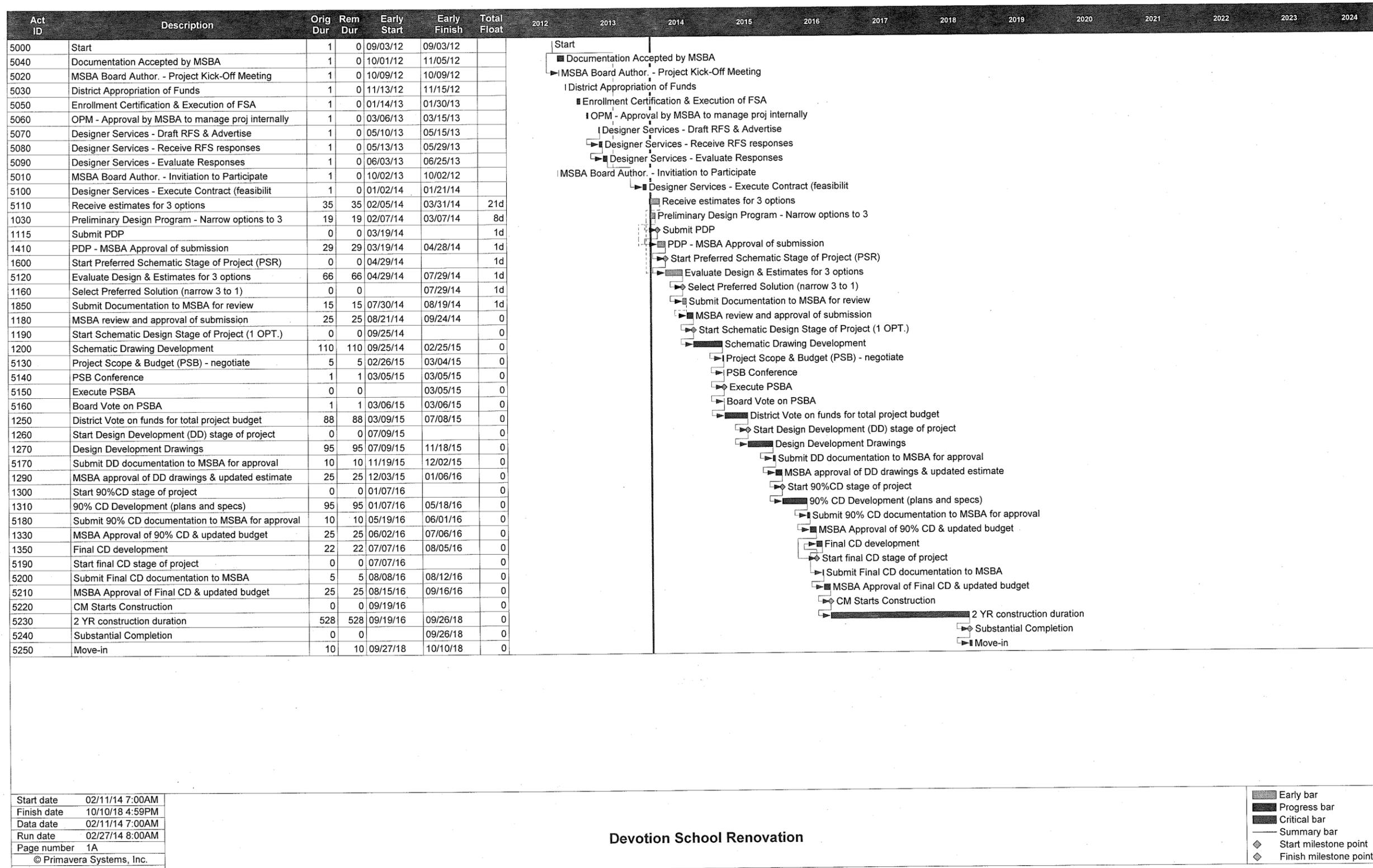
Refer to Appendix A Statement of Interest and Capital Budget.



Devotion School
Project Directory School Building Committee
Prepared by: T. Guigli 3/5/2014

Name & Title	Contact Information	Voting Member
Owners Project Manager Tony Guigli	tguigli@brooklinema.gov	No
Project Representative Russ Hoogasian	rhoogasian@brooklinema.gov	No
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Town Administrator Mel Kleckner	mkleckner@brooklinema.gov	Yes
Deputy Town Administrator Sean Cronin	scronin@brooklinema.gov	Yes
School Committee Member Helen Charlupski	helen_charlupski@brookline.k12.ma.us	Yes
School Committee Member Abby Cox	abby_cox@brookline.k12.ma.us	Yes
Member of Building Commission Ken Kaplan	kkaplan@kaplancorp.com	Yes
Superintendent of Schools Bill Lupini	william_lupini@brookline.k12.ma.us	Yes
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Deputy Superintendent of Schools Jennifer Fischer-Mueller	jennifer_fischer_mueller@brookline.k12.ma.us	Yes
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HMFH Architects George Metzger	Gmetzger@hmfh.com	No
HMFH Architects Deborah Collins	dcollins@hmfh.com	No
Advisory Committee Angela Hyatt	ahyatt@schwarzsilver.com	Yes
Preservation Commission Jim Batchelor	JPB2@rcn.com	Yes
Planning Board Sergio Modigliani	smodig@rcn.com	Yes
Building Commissioner Dan Bennett	dbennett@brooklinema.gov	Yes
Director of Public Buildings Charlie Simmons	csimmons@brooklinema.gov	Yes
Devotion Parent Sadhna Brown	sadhna_brown@yahoo.com	Yes
Devotion Parent Pam Roberts	pamelala58@yahoo.com	Yes
Business Community Bob Shuman	robertshuman@me.com	Yes





3.1.2 Educational Program

Teaching Philosophy, Methods and Goals

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EDWARD DEVOTION ELEMENTARY SCHOOL EDUCATIONAL PROGRAM

The Public Schools of Brookline (PSB) provide education to pre-school through twelfth grade students in eight elementary schools and one comprehensive high school. In addition to traditional academic programs, the Public Schools of Brookline offer continuing education courses, summer school, enrichment programs, and numerous athletic opportunities. The Edward Devotion School is the largest of Brookline's K-8 elementary schools, with a population of 842 students. It enjoys an international reputation, welcoming students from all over the world. The system-wide programs offered at Devotion are the English Language Learner program with a high concentration of Hebrew speakers, and a K through 8 Therapeutic Learning Center for students who need intensive social and emotional supports.

Grade and School Configuration Policies

The Public Schools of Brookline provides educational programs for students in preschool through grade 12. As of September 9, 2013, there were 7,372 Pre-K through 12 students enrolled in the Public Schools of Brookline. The eight elementary schools educate students in grades Pre-K/Kindergarten through grade 8, and Brookline High School serves students in grades 9 – 12. The Devotion Schools is the largest of the eight elementary schools in Brookline. Students attend the Brookline elementary schools in their geographical neighborhoods.

Class Size Policies

The Brookline School Committee, Brookline district leadership, and the Brookline Educators Union recognize that class size is an important factor in quality education. While recognizing that a steadily increasing enrollment in Brookline, coupled with limited space in our school buildings, has put pressure on class sizes, the average system wide class size has remained relatively steady during the recent 8-year period of enrollment growth.

The number of required classrooms based on an enrollment for 842 students is as follows:

• Kindergarten	5 classrooms
• Grade 1	6 classrooms
• Grade 2	5 classrooms
• Grade 3	4 classrooms
• Grade 4	4 classrooms
• Grade 5	4 classrooms
• Grade 6	4 classrooms
• Grade 7	4 classrooms
• Grade 8	4 classrooms
TOTAL	40 classrooms

Pre-kindergarten serves three and four year olds in a mixed age group. Children who enter as three-year olds continue for a second year as four-year olds prior to kindergarten entry. Children who enter as four-year olds attend for one year prior to kindergarten.

The Early Childhood Program provides comprehensive, developmentally appropriate, inclusive educational opportunities to the children of Brookline. The Brookline Early Education Program (BEEP) consists of 19 programs serving 275 children. BEEP Pre-kindergarten programs are two year programs and serve children ages 3-5. The BEEP Pre-school programs are one year programs that serve children ages 2.6 to 3.5. All programs follow the same Profile of Developmental Goals and Curriculum Content to design the early childhood experience. The inclusive preschool and pre-kindergarten classrooms typically have a teaching staff of one early childhood master teacher and two support staff for 15-17 students. Each classroom is designed to meet the individual needs of young children with and without an identified special need. Therapists work with teachers to provide appropriate services within the classroom and to enrich the learning opportunities for all.

Historically, all Brookline Elementary Schools have housed pre-kindergarten classrooms, providing the aforementioned inclusive educational opportunities to the children of Brookline. In 2012 pre-kindergarten classes were moved out of the Devotion School and displaced to other sites in town due to increasing enrollment and space constraints. The Devotion building project affords the opportunity to create two pre-kindergarten classrooms allowing for the Devotion community's youngest learners to once again be in an elementary school setting.



3.1.2 Educational Program

Teaching Philosophy, Methods, and Goals continued

Devotion houses the district-wide Therapeutic Learning Center (TLC) for K-8 students diagnosed with emotional and behavioral disabilities. The TLC is a special education and supportive service based program for students with a history of emotional disabilities, which impact their learning. This integrated program provides students with a variety of educational supports, such as: reduced student to teacher ratio; full time school social worker dedicated to TLC; paraprofessional support while included in general education classes; weekly group lessons targeting social skills and social thinking. TLC classes are divided into three grade level clusters (K-3, 4-6, 7/8), and program staff is extensively trained in Social Thinking Curriculum, Collaborative Problem Solving, and Crisis Prevention Intervention. All students served by the TLC are included with their peers in general education classes, receiving some pull-out academic supports as outlined in their educational plans. Students in the TLC often receive other related services, including OT, SLP, and counseling. Our special educators serve not only as liaisons, but as case-managers for students in order to bridge the gap between home and school-based services.

In addition to our TLC classes, students with special needs are supported by our Learning Centers (LC) or our Comprehensive Learning Centers (CLC). The CLC Programs are designed for students with varied disabilities who require a higher level of services. The CLC classes have a low staff to student ratio allowing for increased individualization. Students may receive higher levels of direct, specially designed instruction in academic areas within the Comprehensive Learning Centers. A high level of case management and coordination of services is provided by the CLC teachers. Although these programs are building based, when necessary other elementary schools may access these programs as district-wide options.

The English Language Learner program (ELL) supports a significant number of Devotion students. With a population of 119 students, our ELL program serves 14 % of the student population. Small groups of students meet with ELL teachers several times per week both in and out of the classroom for direct English instruction. Devotion is home to the district-wide Hebrew ELL population, with two full-time teachers to instruct these students. Devotion has two additional teachers (totaling 1.8 FTE) to serve non-Hebrew speaking ELL students. ELL classes range in number of students served at one time. Small group instruction is the approach used in all four classes. The four classrooms are utilized in the following ways:

- K-3 Hebrew ELL: four 60-90 minute periods per day; small groups range from 6-8 students
- Grades 4-8 Hebrew ELL: six 45-60 minute periods per day; small groups range from 1-8 students
- K-2 Non-Hebrew ELL: four 60-90 minute periods per day; small groups range from 3-7 students
- Grades 3-8 Non-Hebrew ELL: six 45-60 minute periods per day; small groups range from 1-6 students

The Public Schools of Brookline including the Devotion School has long been a participating district in the METCO Program. There are currently 23 Boston students enrolled at Devotion. These families are fully included in the Devotion community, and receive additional support from the Devotion METCO liaison.

The Public Schools of Brookline, including the Devotion School also participates in the Steps to Success Program (STS). STS is a comprehensive educational achievement program providing academic, social development and family support for low-income students and their families. Working with students in Grades 4-12, the program seeks to break through the attitudes and substantive barriers -both personal & institutional - that can make it difficult for these students to succeed in school and pursue a college education.

Devotion staff and students take pride in the outreach efforts and community service programs. Annual community service and outreach programs include:

- Heifer International
- 8th Grade Service Learning Projects
- Food Collection for Brookline Food Pantry
- Fall Backpack Drive
- Boston Strong Ribbon and Bake Sales
- International Night
- Science Fair
- Spelling and Geography Bees
- Math League Intra-District Competitions



School Scheduling Method

The Devotion School schedule reflects an effort to designate adequate time dedicated to each core content area K-8. In addition, specialist programs, which enhance the core program and provide contractual preparation time for classroom teachers, are also scheduled K-8. These time allotments are as follows:

Reading/Writing – 250 – 450 minutes

Mathematics – 250 – 300 minutes

Science/Technology/Engineering – 90 – 150 minutes

- Social Studies – 90 – 150 minutes
- Social Curriculum – 50 – 100 minutes
- Foreign Language – 250 minutes (7-8)
- Art – 45 minutes
- Music – 70 minutes (K-3); 80 minutes (4-5); 90 minutes (6-8);
Includes Conservatory for grades 4 - 8
- Physical Education, Health and Wellness – (90 minutes (K-6); 180 minutes (7-8)
- Instructional Technology – 45 minutes (7-8)
- Elementary World Language – 60 minutes (K-2); 90 minutes (3-5);
135 minutes (6)

The Brookline School Committee recognizes the importance of providing adequate numbers of specialist teachers in both the elementary and high schools. Elementary specialist teachers are defined as Art, Music, Physical Education, Library-Media and Elementary World Language. These programs are a vital component of the complete educational program that are both a value and expectation of the Public Schools of Brookline to offer our students. Appropriate and adequate space should be part of the design for these programs.

Under Article 43, Section I - Teaching Hours and Teaching Loads – Each elementary teacher (K-6) will be scheduled for a daily preparation period. In a five-day week, at least four (4) of these preparation periods will be scheduled for at least forty (40) minutes in length, while the fifth will be scheduled for at least

thirty (30) minutes in length. Such preparation periods are exclusive of the one-half (1/2) hour duty-free lunch period per day. The employee's supervisor shall have the responsibility to schedule preparation and lunch periods.

The current specialist sections at Devotion Elementary are as follows:

- **Art** – Twenty-three 40-45 minute blocks are taught by one Art teacher (1.0 FTE), while eighteen 40-45 minute blocks are taught by second part-time Art teacher (0.7 FTE). We will require three full-size Art rooms in the Devotion School, and these instructional spaces should be designed to meet the needs of students across the grade levels. For instance, the furniture and amenities (ie. sinks) should be scaled differently for students in K-2, 3-5, and 6-8.
- **Music** – One Music teacher (1.0 FTE) instructs thirty-three 30-40 minute General Music blocks and one 45-minute Guitar Ensemble block each week. A second part-time Music teacher (0.5 FTE) instructs twelve 30-40 minute General Music blocks and four 45-minute chorus blocks each week. A third part-time Music teacher (0.2 FTE) instructs five 40-minute General Music blocks each week. General Music instruction takes place in one of two Music classrooms at Devotion.
- **Conservatory** – Itinerant instrumental music instructors teach weekly Conservatory classes to students in grades 4 – 8 (three teachers at 0.2 FTE each). Grades 4 & 5 participate in one Conservatory class in addition to their weekly General Music class. Students in grades 6 – 8 participate in two Conservatory blocks weekly, electing to play an instrument in the band or strings orchestra, sing in the grade level chorus, or take a Music Production class. Students attend Conservatory in a music room, the auditorium, the cafeteria, the computer lab, or at times, in lobby areas due to space constraints.
- **Physical Education, Health and Wellness** – One Physical Education teacher instructs twenty-eight 40-45 minute blocks each week (1.0 FTE). A second Physical Education teacher instructs twenty-eight 40-45 minute blocks each week (1.0 FTE). A third part-time Physical Education teacher instructs twenty-four 40-minute blocks each week (0.9 FTE). The Devotion School houses only two gym spaces – one full-size gym, and one “small” gym, which is used as an instructional space only for students in grade K-2. Our schedule dictates that three Physical Education to be scheduled at one time. Therefore, two classes must “double up” in the large gym in order to accommodate all of the instructional sessions. One part-time Health teacher instructs



3.1.2 Educational Program

Teaching Philosophy, Methods, and Goals continued

twelve 45-minute blocks of Health and Wellness to grades 7 & 8 each week (0.6 FTE). A second part-time Health teacher instructs four 45-minute blocks of Health and Wellness to grade 7 each week (0.2 FTE). There is no dedicated classroom space for Health and Wellness classes, therefore the Health teachers travel to other 7th and 8th grade classrooms for instruction.

- **Library/Media** – The Devotion School library is currently staffed five days per week with a full-time, certified school librarian. Classroom teachers in grades K-5 sign up for 30-minutes of library time every third week. During this time, the librarian and classroom teacher collaborate to share stories, support student research, and manage book circulation. Classes, accompanied by the classroom teacher, can use the library and its resources for the purpose of research and inquiry in connection to the classroom curriculum.
- **Instructional Technology** – Instructional technology is integrated into the classrooms and is supported by a full-time Educational Technology Specialist (ETS). In addition to a dedicated computer lab with a Smartboard and twenty-six desktop computers, the ETS supports teacher use of multiple laptop carts. The ETS teaches eight 45-minute blocks to students in grades 7 & 8. As the “first line of defense”, the ETS is called upon to troubleshoot minor technology problems for classroom teachers and specialists. For more involved technology issues, teachers and specialists are instructed to contact the district Help Desk for assistance. There is a need for a second computer lab to accommodate the scheduling demands for our increasing enrollment. At this time we have 40 classroom sections that need access on a regular basis to the computer lab. However, our school wide schedule only allows for 35 sections to be scheduled in a given week. In our current building, not all classes are able to access the lab on a weekly basis. With an additional computer lab, all 45 classroom sections will be able to access the computer lab for direct technology instruction, peer collaboration, research, and project-based learning on a weekly basis.

- **Elementary World Language (EWL)** – Students in grades K-2 receive three 20-minute blocks of Spanish instruction each week. Students in grades 3 – 5 receive three 30-minute blocks of Spanish instruction, and students in grade 6 receive three 45-minute blocks of Spanish instruction each week. One EWL teacher instructs forty-five blocks of 20-45 minute Spanish classes each week. A second EWL teacher instructs thirty-nine blocks of 20-45 minute Spanish classes each week. A third part-time EWL teacher (0.4 FTE) instructs twelve 30-minute blocks of Spanish each week. Instruction takes place in the homeroom class, in collaboration with the classroom teacher.

Teaching Methodology and Structure

Brookline’s Learning Expectations meet or exceed the rigorous Massachusetts Curriculum Frameworks (which are based on the Common Core). The Brookline Learning Expectations have been developed by teams of teachers, led by curriculum coordinators, and are based on state and national standards. The Brookline School Committee reviews and approves the Learning Expectations for the district.

Our K-8 curriculum units and instructional materials are developed and identified to support all students in meeting the Learning Expectations. Units of study are constantly being revised and/or replaced as new units are developed and added that incorporate new content, materials, assessments and technology that are better aligned with our Learning Expectations. An emphasis on inter-disciplinary work is also a goal as we work to provide the highest quality curriculum and instruction to every student.

Below is an overview of the general elementary curriculum, methods, and assessments used by teachers.

Literacy

The English Language Arts Program serves to develop, assess, and support instructional practices for effective learning in reading, writing, and speaking. Staff development is provided based on student and program needs across the system. The K-8 Language Arts program emphasizes explicit instruction in strategies of proficient readers and writers. These strategies are critical for effective reading and writing across the curriculum. Brookline uses The Continuum of Literacy Learning, PreK-8 (Fountas & Pinnell), a comprehensive and detailed description of student proficiency in literacy, as the document that guides daily instruction. Literacy Specialists in each elementary school provide reading and writing support to teachers and students.



Schedules for grades 1 – 5 reflect a daily, uninterrupted 90-minute literacy block. During this protected instructional block, students receive small group reading instruction from their classroom teachers, and participate in a variety of language arts learning centers, allowing students to refine reading and writing skills. Students who receive targeted literacy interventions do so during this block of time. Interventions may be provided by one of our four literacy specialists, a special educator, or an ELL teacher. In grades 6-8 students have a daily 50-60 minute block of English Language Arts instruction. Students requiring additional supports and literacy intervention receive targeted instruction from classroom teachers, special educators and ELL teachers during designated 45-55- minute instructional blocks each day.

Assessment practices include: running records and system-wide instruments including the Benchmark Assessment System (BAS). Teachers use other informal weekly assessments in an effort to measure student progress. Grade level data meetings are conducted two times per year, to examine whole class and small group instructional implications as well as identify students and develop plans for individual literacy interventions. Tier 2 Intervention includes the Leveled Literacy Intervention (LLI) and Reading Recovery (grade 1).

Although most of the reading and writing instruction takes place within the classroom environment, and across content areas, smaller work areas are necessary to facilitate individualized instruction, both 1:1 and small group settings. In addition, small work areas support individual and small group general education interventions in reading and writing. Areas designed inside and outside the classroom are preferred. Devotion employs four literacy specialists. Each has their own office space where planning, coaching, direct instruction and intervention take place.

Math

Students learn mathematics in whole class, small group, and partner configurations. The curriculum includes a variety of hands-on activities and many materials that require space to store in each classroom. Three math specialists work with classroom teachers to support curriculum development and planning for differentiated instruction. Math specialists also provide individual and small group intervention to students across all grade levels. Three math specialists share inadequate office space, where planning, coaching and intervention work takes place.

Science and Technology/Engineering

Teachers implement hands-on science and engineering curriculum that requires the use of kit materials and student science notebooks. Each grade level uses water as a material in their curriculum so sinks are necessary. Additionally, space for storage of science materials and for set up and use of the materials for investigation or experimentation are required. Storage for the science kits when not in use is needed.

Social Sciences

Students engaged in a history/social sciences curriculum that wherever possible integrates with the informational skills components of the new Massachusetts Curriculum Frameworks for English Language Arts (incorporating the Common Core Standards). It is important that there is wall space available for maps and educational posters/displays as well as ample storage capacity for books and other content materials.

Enrichment Challenge Support

The Brookline Public Schools has a commitment to enable all children to reach their full potential. The mission of the Enrichment and Challenge Support Program is to assist and support classroom teachers in providing for those students who show a capacity for high levels of academic, intellectual and/or creative achievement.

The Enrichment and Challenge Support Program is a K-8 system-wide program that supports classroom teachers in providing challenging curriculum and extension opportunities for students who show a capacity for high levels of academic, intellectual, and creative achievement. There is an ECS program resource teacher on staff in each elementary school in Brookline. At Devotion a part-time ECS teacher (0.6 FTE) works collaboratively with Classroom Teachers, Guidance Counselors, and Principals to provide information, consultation, and extension opportunities. She works with teachers to help them differentiate instruction and develop extension and enrichment opportunities within their classrooms. The Devotion School ECS Resource Teacher also leads whole-class, small group, or one-on-one extension lessons as a way of supporting classroom teachers. ECS teachers are also available as a resource to the parent community. The ECS teacher has dedicated office space to meet with individual as well as small groups of students, to collaborate with and coach teachers, and to conference with parents.



Social/Emotional

Responsive Classroom (K-5) and Developmental Designs (6-8) represent the core social-emotional curriculum at Devotion. Both RC and DD programming require classroom meeting areas to conduct “morning meetings” or “advisory” meetings. Each classroom should have an area zoned for these class meetings and other like functions. Many staff members have also been trained in Marie Garcia Winter’s Social Thinking curriculum and lead Tier II instruction with small groups of students.

ELL

The current ELL population at Devotion School is 119 students. Four ELL teachers support these students. Two teachers are assigned to support our Hebrew speakers and two teachers work with our non-Hebrew ELL students. Our support model is both push-in and pull-out, as determined by the student’s level of English proficiency. Students at the entering and developing stage need a designated ELL learning classroom.

World Language

The K-6 World Language Program is based on current pedagogical research about effective approaches to language acquisition. It meets the rigorous expectations of the Massachusetts Foreign Languages Curriculum Framework as well as the nationally established standards for foreign language education. The overall goals are:

- To acquire proficiency in speaking, listening, reading and writing the target language;
- To acquire an understanding of and appreciation for other cultures;
- To reinforce learning of the general curriculum content through the study of a world language; and
- To develop students as language learners¹

Grade K-6 World Language is Content-Enriched FLES (Foreign Language in the Elementary School), which provides a sequential language learning experience that aims to develop language proficiency, appropriate to each grade level. Content-Enriched FLES programs are those in which language lessons

reinforce concepts from other subject areas: social studies, science, and math, and English language arts. The schedule for world language instruction, by grade, is:

Grades K-2: 3 sessions x 20 minutes = 60 minutes/week

Grades 3-5: 3 sessions x 30 minutes = 90 minutes/week

Grade 6: 3 sessions x 45 minutes = 135 minutes/week.

The Brookline Elementary World Language Learning Expectations are based upon the “5 C’s” of the National Standards for Foreign Languages: Communication, Cultures, Comparisons, Connections and Communities. World language teachers, together with the K-8 Curriculum Coordinator for World Languages, continue to develop a proficiency-based curriculum grounded in culture as the program achieves implementation. The curriculum and assessments focus on what students can do with the language, and reflect the proficiency descriptors of the National Performance Guidelines for K-12 Learners.

World language teachers use almost exclusively the target language (90%+) of Spanish or Chinese for instruction and the emphasis is on functional communication activities in real-life situations. Lessons are carried out through the use of songs, games, books, and other interactive activities that provide students immediate opportunities to practice the language. Material is introduced in thematic units of School and Community, Family, and Climate (K- 2); Community, Leisure Time, Climate and Food (3-5). Students in Grade 6 continue to further their learning in these themes while transitioning to a more formal middle grade program model.

Three Elementary World Language teachers instruct students in grades K-6. All three teachers share office space for planning, collaborating with teachers, and communicating with parents.

Our students in grades 7 & 8 select to study either Spanish or French as a World Language. World Language classes meet five days per week for 50-55 minutes.

Teacher Planning and Room Assignment Policies

Below is a description of the ideal planning and room assignment policies as well as how the Devotion School is currently organized due to space limitations:



3.1.2 Educational Program

Teaching Philosophy, Methods, and Goals continued

The ideal grade level classroom formation would neighbor one another to offer close proximity for collaboration, communication and flexible grouping. Other core academic spaces such as art, music, computer labs, and library would ideally be within close proximity to the general classrooms to provide ease of transition from space to space as well as limit the transition time between classes to maximize the time spent in the classrooms.

Other core spaces such as the gymnasium, auditorium, and cafeteria are used by the community, therefore ease of access for the public is preferred. The cafeteria will ideally be located on the first floor with direct access to the play spaces for time before or after lunch.

Classroom space and needs for our special education programs varies. The four Learning Centers (LC) provide instructional services within the general education classrooms, however small instructional spaces for individual and small group instruction are required. These spaces should be easily accessible from the general classrooms. Small classroom spaces are needed for each of our three Comprehensive Learning Centers (CLC). Students will come to the CLC for core instruction, social curriculum and other services throughout the day. Finally, our three Therapeutic Learning Centers (TLC) provide our students with a small classroom learning space, a separate relaxation area for calming and social skills work, as well as a space for students to safely and privately de-escalate when in emotional crisis. Our current TLC suites have 4-5 small office/classroom spaces within their respective suits to meets the range of needs presented by the students served.

Currently there are three floors in the Devotion School with the bottom floor below grade referred to as the basement level. There are six classrooms, two Therapeutic Learning Centers, and one Comprehensive Learning Center located on the basement level, along with core subjects of music and physical education. The basement level is also home to our Occupational Therapy room, and offices for one of our two Vice Principals, our three Physical Educators, and our Director of Guidance. The Devotion Cafeteria is also located on the basement floor. Our cafeteria currently has the capacity to seat only two grade levels during a lunch period, thus requiring us to schedule five lunch shifts. Our 2nd grade and 6th grade students begin lunch at 10:45 am, and our Kindergarten and 1st grade students don't eat until the last lunch period, at 12:40 pm.

Three Kindergartens, two grade 1, and two grade 2 classrooms, as well as a Learning Center and an office/instructional space for one ELL teacher, are housed in the "1950s wing" of the building. One of our 1st grade classrooms was recently added to meet the demands of our increasing enrollment, however

the only space to convert was a former learning center, and as a result this one 1st grade classroom is significantly smaller than our other primary grade classrooms. As such we had to cap the enrollment in this classroom at 16 students for this academic year. This wing does not physically align with the rest of the building, as it has only two floors. One floor is built at ground level, and the other directly above it. When looking at the intersection of the original structure and the 1950s wing, some of the Kindergarten, Grade 1 and Grade 2 classrooms seem to have been built on floors one-and-a-half and two-and-a-half.

On the other side of the original structure, sits the “1970s wing”. This wing of the building houses Grades 4 – 8, and was originally built in an open concept design. Three of the four 4th grade classrooms are on the second floor of this wing. Due to space constraints, one 4th grade classroom is not in proximity of the others, but is on the other side of the building. All four 5th grade classrooms are on the 2nd floor of the 1970s wing, as well as two of the four 6th grade classrooms. Additionally, one learning center, the ECS room, and one ELL office are on the second floor of this wing. In the middle of all these classrooms and offices, we have built a “mini computer lab”. This area, subdivided by half-wall cubicles, holds nine desktop computers and provides small group instructional space for staff and students to work. Also on the second floor are the two Art rooms and a cluster of office spaces divided by temporary walls and doors. We call this space “the village”. The village is home to our three EWL teachers, our three math specialists, one reading specialist, our METCO liaison and our Steps to Success liaison. This space is inadequate for our needs. The office areas are too small, and because of the portable nature of the design, none of the offices have ceilings. This is a problem for staff who wish to assess a student and is in need of a quiet work space, or for a teacher and parent who need to discuss a confidential matter. The 3rd floor of the 1970s wing houses our two remaining 6th grade classrooms, our 7th and 8th grade science labs, and classrooms for each remaining 7th and 8th grade core content course – ELA, Math and Social Studies. There is an additional classroom that is used as shared space for our middle grade Spanish teacher, French teacher, and Health teacher. This one room is not adequate for the number of classes scheduled, so Foreign Language and Health classes are often conducted in other core content classrooms. The 3rd floor space also has a “mini computer lab”, as well as a learning center, a speech therapy office and a social worker’s office.

The original structure on the second floor is home to the main office, including the principal’s office and team facilitator’s office. Additionally, a guidance office, the nurse’s suite, the psychologist’s office, our second vice principal’s office, two second grade classrooms, one fourth grade classroom, a reading



3.1.2 Educational Program

Teaching Philosophy, Methods, and Goals continued

specialist's office, and two Hebrew ELL teachers reside on the second floor. Our library, full-size computer lab, teacher's lounge, and teacher's workroom are on the main level as well. The library resides in a space that was originally designed as an auditorium. It serves all the students in the school for both instruction and research.

On the third floor of the original structure sits the auditorium, one literacy specialist office, four third grade classrooms, two Comprehensive Learning Centers, one Therapeutic Learning Center and a guidance office.

Overall, the Devotion School has clustered classrooms in neighboring proximity of one another, and attempted to work within the space constraints posed by the architecture of the design.

Some of the special education instruction occurs within the regular education classrooms, however we retain a need for 10 separate learning center classrooms, with three of these designed as suites to accommodate the varying degrees of need within our Therapeutic Learning Centers.

Due to lack of space and fire code restrictions there is no opportunity for the entire school to gather for school assemblies. Currently, the gym and/or auditorium is used for school assemblies that need to occur at three different times, one for grades K-2, another for grades 3-5, and a third for grades 6-8.

Flexible Grouping

General education teachers engage in flexible grouping methods to meet the instructional needs of their students and as determined in collaboration with special educators and other instructional specialists. Grouping and regrouping methods take place weekly within classrooms and among grade level classrooms. General education, special education, literacy and math specialists, and ELL teachers collaborate to provide tier one (general curriculum), tier two (strategic intervention) and tier three (intensive intervention) in the inclusive environment. Pullout instruction is provided for students who require it, based on their personalized instructional needs within tier two and tier three programming. There is shared responsibility among the faculty for all students' success. Grade level classrooms are organized within common hallways and adjacent locations. Close proximity is critical in order to achieve the requisite communication and collaboration for flexible grouping methods in a grade level teams. Current architectural aspects of Devotion School preclude the necessary adjacencies to ensure team proximity for all grade levels.

Lunch Programs

The mission of Food Services is to provide healthy, tasty, high-quality, sustainable, affordable meals to the students and staff of the Brookline Public Schools. Breakfast and lunch are served at all nine schools in the district. As part of the National School Breakfast and Lunch Program, we follow guidelines set by the USDA regulating what qualifies as a healthy breakfast and lunch. Meals are cooked from scratch, using real food, and we are continually looking for ways to improve our school meals.

Parents set up online lunch accounts and pre-pay meals. All students have an individual PIN number. A students' account can indicate a specific allergic warning or set restrictions on choices by parents.

There is one cafeteria in the existing Devotion School. This poses significant challenges for scheduling, dining, transitions and staffing support. Presently, the Devotion School runs five lunch sessions. The number of lunch sessions requires a significant number of staff to provide adequate supervision. This poses a challenge to us, given the constraints of the current collective bargaining agreement, and our need for a robust student supervisory plan in alignment with our anti-bullying initiative.

Currently, Devotion School has a staff of one kitchen manager and three attendants who work in a full service kitchen. Lunch service begins at 10:45 am, with the last lunch concluding at 1:05 pm. The number of students within each lunch ranges from 172 to 217 students. Each lunch period includes two grade levels, with lunch shifts that have complex, overlapping transitions. Each lunch period utilizes one serving line, where students use a PIN number system when purchasing their lunch. The current cafeteria is inadequate in terms of space and sound issues, and one lunch line is not sufficient for serving such a large number of students in a timely manner.



Technology Instruction Policies and Program Requirements (Labs, In-Classroom, Media Center, Required Infrastructure, ETC.)

Devotion School currently offers the following instructional technology:

Kindergarten

- 1 of the five classrooms has a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 1 Printer is shared between the five classrooms
- 1 classroom has an Elmo/LCD Projector

Grade 1

- 1 of the six classrooms has a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 2 printers are shared between the six classrooms
- 0 of the six classrooms have an Elmo/LCD Projector

Grade 2

- 3 of the five classrooms have a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 2 printers are shared between the five classrooms
- 0 of the five classrooms have an Elmo/LCD Projector

Grade 3

- 1 of the four classrooms has a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 3 printers are shared between the four classrooms
- 1 of the four classrooms has an Elmo/LCD Projector

Grade 4

- All four of the classrooms have a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 2 printers are shared between the four classrooms
- 2 of the classrooms have an Elmo/LCD Projector

Grade 5

- 3 of the four classrooms have a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 2 printers are shared between the four classrooms
- 1 of the four classrooms has an Elmo/LCD Projector

Grade 6

- 3 of the four classrooms have a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 1 printer is shared between the four classrooms
- 1 of the classrooms has an Elmo/LCD Projector

Grade 7

- 3 of the four classrooms have a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 1 printer is shared between the four classrooms
- 1 classroom has an Elmo/LCD Projector

Grade 8

- 3 of the four classrooms have a Smartboard
- 1-2 desktop computers per classroom for student use
- Every teacher has a laptop
- 1 printer is shared between the four classrooms
- 2 of the classrooms have an Elmo/LCD Projector\

Library: A shared black and white laser printer is located in the library. Students and teachers have access to 13 current generation desktops. There are two separate desktops – one at the circulation desk for checkout, the other is used by the librarian. Through the district’s membership in the state library system the school library has access to an online encyclopedia (Encyclopedia Britannica) and InfoBits(Gale Database). Through the school library, all teachers and students have access to Teachingbooks.net and Cobblestone Publications.

Computer Lab: The lab is equipped with 25 current generation desktops. Three laptop carts, of 20, 12, and 10 laptops, are housed in the computer lab.



The laptops are checked out daily for use in K-8 classrooms. There is a need for a second computer lab to accommodate the scheduling demands for our increasing enrollment. At this time we have 40 classroom sections that need access on a regular basis to the computer lab. However, our school wide schedule only allows for 35 sections to be scheduled in a given week. In our current building, not all classes are able to access the lab on a weekly basis. With an additional computer lab, all 45 classroom sections will be able to access the computer lab for direct technology instruction, peer collaboration, research, and project-based learning on a weekly basis.

There is an Acceptable Use Policy for students and staff in the district. Parents are asked to review the Acceptable Use Policy with their children, sign and return the district form to the main office. All students receive instruction in the Acceptable Use Policy during the first two months of the school year.

Art/ Music/ Performing Arts

The Public Schools of Brookline has a vibrant visual and performing arts program. Within the week, all students at Devotion take one, 40-45 minute visual art class, grades K-3 take one 30-minute and one 40-minute general music class, Grades 4 & 5 take one 40-minute general music class and one 45-minute Conservatory class, and grades 6-8 take two 45-minute Conservatory classes per week. There are two small music classrooms at Devotion with minimal storage space. Conservatory classes are taught by itinerant staff, who serve all elementary schools in town. As a result, we are limited in our ability to schedule these classes across all days of the week. Conservatory classes take place one afternoon and one morning per week. Due to the lack of physical space, these instrumental music classes take place in the music rooms, auditorium, computer lab, cafeteria, the art room, and at times in a lobby area.

Devotion hosts a variety of music concerts (choral and instrumental) throughout the school year. Additionally, students in grades 2 – 8 are involved in musical theater. Performances take place in the auditorium, which has a capacity of 300 people. As such, we are limited in the number of classes and families we can invite to attend a performance, or have to schedule multiple show times. School Committee policy for the Public Schools of Brookline requires that all elementary schools have a multipurpose room with the capacity to seat at least 40% of its total occupancy.

Devotion currently has two small art classrooms. Each classroom has two sinks, but lacks proper storage space for materials. One classroom has a kiln

room. The other classroom was once a woodshop, and retains its woodworking equipment. Both classrooms have limited amounts of natural lighting. Devotion needs three art classrooms, one art room for each grade level cluster, with ample natural light and with enough space for the largest class to sit a maximum of four students per table. The visual art classrooms need a separate storage closet for material/equipment storage as well as teacher preparation. The visual art classrooms require ample storage capacity within the classroom for artwork in process. The layout of the classroom should separate the worktables from preparation/sink areas. Multiple sinks at appropriate student height, and furniture and amenities (ie. sinks) scaled to meet the needs of the grade level clusters, are required. A separate kiln room attached to the classroom is required. The visual art classrooms need a technology/media station (computers with photo/video software and Internet access) set-up to serve 4-6 students and away from paints and clay preparation. There should be ample space for whole demonstrations and exhibiting exemplary artwork on the walls.

In the corridor outside the visual art classroom as well as corridors throughout the school, there should be ample wall space designed for student artwork to be exhibited, including a 3D wall case centrally located in the school.

Physical Education and Outdoor Activities

All students, K-8, participate in instructional, quality physical education program twice a week, for 40-45 minutes each class. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education.

Devotion has 2.9 FTE physical educators. One Physical Education teacher instructs twenty-eight 40-45 minute blocks each week (1.0 FTE). A second Physical Education teacher instructs twenty-eight 40-45 minute blocks each week (1.0 FTE). A third part-time Physical Education teacher instructs twenty-four 40-minute blocks each week (0.9 FTE). The Devotion School houses only two gym spaces – one full-size gym, and one “small” gym, which is used as an instructional space only for students in grade K-2. Our schedule dictates that three Physical Education to be scheduled at one time. Therefore, two classes must “double up” in the large gym in order to accommodate all of the instructional sessions.

Outdoors, Devotion has a number of play areas including an adjacent baseball diamond, basketball courts and tennis courts, maintained by the town Parks



and Recreation department. This park space is used mainly by the school during school hours, but is shared with local recreation programs and neighbors after school and on weekends. A number of neighborhood athletic groups use the park when school is not in session. In addition, playground areas are available for student use on school property. The “Front Playground” abuts Harvard Street and is considered the main playground for the Kindergarten classes. There are two climbing structures and two slides at this play site. There is also a large sand play area, and two bike racks. Kindergarten students also have access to a small paved area with two hopscotch grids painted on the pavement. Students in grades 1 – 3 have access to a second playground space. In this space, a large play structure offers two slides, monkey bars and other climbing opportunities. Adjacent to this structure are foursquare grids painted on a small paved area. The Devotion School Garden, maintained by staff and students and integrated across the K-8 science curriculum, resides in this section of the playground. Students in grades 4 & 5 access a third playground space. In this area there is another large play structure, offering monkey bars, two slides, connective bridges and climbing areas. There are three tire swings in this play space. Grades 4 & 5 also have access to a large hot-top play area that contains two basketball hoops, three hopscotch grids and five foursquare grids. Our students in grades 6-8 use the adjacent open fields, baseball diamond and basketball courts during recess time.

Special Education

The percentage of students at Devotion School with special needs is reflective of the District percentage (16.1%) FY13. This includes students in the Devotion School district as well as students from other elementary schools in the district who are placed in one of the district-wide Therapeutic Learning Centers (grades K-8) located at Devotion.

Inclusion is a core belief and practice in the Public Schools of Brookline. This educational model challenges schools to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers.

The mission of all of the schools in Brookline is to “educate each student to become a responsible adult and contribute to the quality of life in a free, changing society. Develop capable, confident learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse

and evolving global society.” An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community.

Student Services are defined as school psychologists, inclusion facilitators, learning center teachers, social workers, speech/language pathologists, occupational therapists, physical therapists and nurses. In many cases these positions are shared among more than one school, but together they represent a team-based approach to supporting students and families in need at the elementary level in Brookline.

Teachers at the Devotion School support students through a variety of teaching models: co-teaching, team teaching, flexible grouping, small group instruction, and individualized instruction. Teachers believe that all learners should be provided differentiated forms of instruction and recognize that all students learn in different ways, rates, and timeframes. To that end, the Devotion School continually adapts its staffing support, instructional methodologies, and assessment practices to meet student needs.

Tiered levels of instruction provide the general education foundation of Devotion School’s continuum of service model. Devotion Staff provides tiered levels of instruction to all students (tier one - the general classroom curriculum; tier two - strategic levels of instruction; tier three - intensive levels of instruction usually at the individualized level). If a student demonstrates academic and/or social/emotional/behavioral concerns despite thorough RTI procedures, the teacher refers the student to the building Child Study Team or the CST Team. These teams support teachers implementing additional strategies.

Special education services throughout the district address the needs of identified learners with disabilities between the ages of three and twenty-two, who require specialized instruction to support access to the curriculum. A wide range of services is provided to meet the individual needs of students, from academic intervention to related services in areas such as speech therapy, occupational therapy and physical therapy. Availability of therapeutic services for students requiring special education intervention in the realm of social, emotional and adjustment areas is present at all schools and levels. Staff works closely with families in assuring the services needed are identified and provided to students in accordance with applicable mandates. A strong and positive relationship exists between the district staff and the Special Education Parent Advisory Council to the benefit of the school system, students and families. Strong collaboration with general education staff is a concerted effort to provide services to students in the most inclusive manner, which benefits all students within the class setting. Providing consultation, collaboration and



3.1.2 Educational Program

Teaching Philosophy, Methods, and Goals continued

professional development opportunities to both regular education and special education staff across the district is an active approach to further the joint efforts of all teachers to provide students with special education services in the most inclusive setting, which is appropriate.

Devotion School offers instructional spaces for pullout small group and individual instruction provided by learning center teachers, and inclusion facilitators, who support inclusion for students with significant disabilities. Related service providers include two speech/language pathologists, an occupational therapist, a physical therapist, a psychologist, a BCBA, and a social worker. Teachers of deaf/hearing impaired students and vision-impaired students also support students with these disabilities in accessing the curriculum.

The district-wide Therapeutic Learning Center (TLC) program takes place in heterogeneous classes with general education students enrolled at Devotion and students with specific social-emotional and behavioral disabilities from other elementary schools throughout the district. Students with special needs are supported academically and socially through small group and individual teaching and modifications of the curriculum. The TLC is a special education and supportive service based program for students with a history of emotional disabilities, which impact their learning. The TLC provides the following as deemed necessary by each individual student's IEP:

- direct instruction in a separate setting or in a general education setting
- support in general education
- continuum of services from fully included to direct instruction in a separate setting
- adaptations of the educational environment
- positive behavior intervention plans
- instruction in relaxation techniques
- counseling

Special education learning spaces are spread among general education classrooms. The location of the classrooms allows staff to communicate and collaborate fluidly throughout the day on student needs and programming. The number of students in these classrooms is monitored to ensure a lower class size is maintained to allow the flexible learning requirements of the students. The four Learning Centers at Devotion resemble large office spaces,

for 1:1 or small group instruction. The three Comprehensive Learning Centers require a bit more space, resembling a small classroom. In this space the special educator will conduct small group instruction, social skills groups and collaborate with other related service providers to provide services to students. The three Therapeutic Learning Centers are designed as a “suite” in order to accommodate multiple tiers of student needs. There must be space for academic support, community building and social skills instruction, a calming area for relaxation, and a safe space for students to de-escalate when in crisis.

Transportation Policies

Brookline Public Schools provides bus transportation for K-8 students residing more than 2.0 walking miles in their districted school. These students are transported at district expense. All students in Grades K-6, who live less than 2.0 miles from their school, are responsible for their own transportation. The Department does make exceptions for students whose needs are “safety” related. K-6 students who live 2.0 miles or more from the school may opt to purchase a bus pass in accordance with the MBTA fee schedule. Special education transportation services are separate from regular bus transportation.

The Devotion Elementary School has one district bus to transport students with special needs to and from the Therapeutic Learning Center program and one Boston bus for METCO students. Students who are bused are dropped off in our bus drop-off lane between 7:30 am and 7:40 am daily. Monday through Thursday, school dismisses at 2:30 pm and on Fridays, school dismisses at 1:40pm due to weekly professional “collaborative time” for teaching staff. Due to the fact that the Devotion School site has limited driveway space, there is no live student drop-off or pick-up on the site. Many students walk or bicycle to school or parents park nearby on local streets and walk the remaining distance to the school with the students. The school staff provides safety and supervision on the school property during arrival and dismissal times. The town Police Department provides crossing guards in the vicinity of the school.

Functional and Spatial Relationships and Adjacencies

The Edward Devotion School serves the vibrant Coolidge Corner neighborhood and is the largest of Brookline’s K to 8 schools, with a population of 838 students. It enjoys an international reputation: historically, it is the public school that President John F. Kennedy attended; academically, it welcomes students from all over the world, and socially, it reflects and respects human diversity.



3.1.2 Educational Program

Teaching Philosophy, Methods, and Goals continued

Functional and spatial relationships and adjacencies are key to the successful design of the new facility. These relationships between classrooms and programs in the school define the programmatic, functional, spatial, and environmental requirements of the educational facility and become the basis for the design at the next phase. Devotion School depends on adjacencies for communication, collaboration, flexible grouping, and teaming. Providing learning areas both in and outside classrooms for small group work, individual tutorial spaces, and additional instructional break out rooms are critical in a school with a focus on integrated classrooms at grades K-8, requiring specialized instruction and an emphasis on inclusive practices.

Community is a core value among students, staff and parents. Devotion School is a warm and inviting place for children, staff and families. A priority for the students, staff and Devotion community is to bring a “small school” feel to a large elementary design. The PTO and parent volunteers are actively involved in before, during and after school programs. Devotion requires a welcoming main office and community arrival space that accommodates the high morning influx of families who walk or get dropped off by parents at school arrival, as well as the active dismissal procedures. The students, faculty and parent community value and require a space for the entire school to gather, both as a common space to gather and celebrate learning and as an area to spotlight the arts through assemblies and performances. A functional dining facility with a reasonable capacity is a need of the school. After school, we provide space for a K-4 extended day program that operates until 6:00 pm. Approximately 100 students participate in this program daily Monday through Friday. Community gathering space is necessary, as well as smaller spaces for homework support, small group activities and gross motor play. The Devotion After School Enrichment Program (DASEP) conducts a series of clubs after school Mondays through Fridays until 6:00 pm. This program offers students in grades K-6 club options that require use of space to engage in art, drama and sports activities. The Steps to Success program offers an After Hours University, which also requires space for students to receive homework support and tutoring, as well as enrichment club options and gross motor activities. The Devotion School also hosts a variety of intramural athletic programs, including flag football, volleyball, basketball and floor hockey. These teas utilize outdoor field space and the large gym for programming. The new design should include a large gym with space for bleachers to accommodate spectators during athletic events.

The Devotion School is a relationship-oriented community, that practices and values inclusive partnerships and mutual support in all aspects of the school community. This is the overall spirit of the school that will drive the design of the facility.

Security and Visual Access Requirements

Devotion Elementary School requires a safe main driveway entrance access to the school site with safe secondary access for emergency needs. Devotion Elementary School also requires:

- Access Control utilizing a security access fob device by authorized staff.
- Visual Security of the main entrances utilizing a video monitoring/ recording system that will be monitored at the school secretary's desk.
- Safe staff parking
- Safe visitor parking
- Safe pathways for pedestrians and bicyclists coming from varied directions to the school
- Safe bus access systems that do not interfere with drop off and pick up traffic
- Safe recess grounds and play fields that can be properly supervised by staff and protected from vehicle traffic
- Visual access of the driveway, garage and parking lots
- Safe access for kitchen, facility and shipping / receiving separate from school traffic to the main entrance
- Safe and appropriate access to the perimeter of the building and play fields

3.1.3 Initial Space Summary

Existing and Proposed Space Summary	55
Existing Floor Plans	60
Variation from MSBA recommended guide lines	63





3.1.3 Initial Space Summary

Existing and Proposed Space Summary

EDWARD DEVOTION SCHOOL		Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	
CORE ACADEMIC SPACES		57	41,585	
<i>(List classrooms of different sizes separately)</i>				
Pre-Kindergarten w/ toilet				
Kindergarten w/ toilet	1,115	5	5,575	
General Classrooms - Grades 1-5	660	1	660	
" "	765	8	6,120	
" "	880	7	6,160	
" "	1,115	7	7,805	
General Classrooms - Grades 6-8	650	1	650	
" "	775	3	2,325	
" "	830	6	4,980	
" "	900	2	1,800	
Science Classroom / Lab	1,050	1	1,050	
" "	1,290	1	1,290	
Prep room	110	1	110	
" "	210	1	210	
World Language Classrooms	650	1	650	
Small Group Rooms - Grades K-5				
Small Group Rooms - Grades K-2				
Small Group Rooms - Grades 1-5				
Small Group Rooms - Grades 6-8				
Small Group Room / Literacy Specialists				
Literacy Specialist	100	1	100	
Literacy Specialist 6-8	250	1	250	
Literacy Specialist 3-5	360	1	360	
Literacy Specialist K-2	160	1	160	
Small Group/ Math Specialists				
Math Specialist 6-8	100	1	100	
Math Specialist 3-5	100	1	100	
Math Specialist K-2	100	1	100	
Enrichment Challenge Support	150	1	150	
ELL	180	1	180	
" "	200	1	200	
ELL Hebrew	200	1	200	
" "	300	1	300	

PROPOSED		
Total		
ROOM NFA ¹	# OF RMS	area totals
	78	53,990
1,200	2	2,400
1,200	5	6,000
900	25	22,500
900	15	13,500
1,200	3	3,600
80	3	240
900	2	1,800
150	3	450
150	3	450
150	3	450
150	1	150
150	2	300
150	2	300
150	2	300
150	1	150
150	1	150
250	1	250
250	4	1,000

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	51	47,840	
1,200	-	-	1,100 SF min - 1,300 SF max
1,200	5	6,000	1,100 SF min - 1,300 SF max
950	24	22,800	900 SF min - 1,000 SF max
950	16	15,200	900 SF min - 1,000 SF max
1,200	3	3,600	1 period / day / student
80	3	240	

EDWARD DEVOTION SCHOOL		Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	
ART & MUSIC				9,600
Art Classroom - Grades 1-5	1,050	1	1,050	
Art Classroom - Grades 6-8	1,010	1	1,010	
Art Workroom w/ Storage & kiln	350	1	350	
Band / Chorus - 100 seats				
Music Classroom / Large Group - 25-50 seats	1,100	1	1,100	
Music Practice / Ensemble - Grades 1-5				
Music Practice / Ensemble - Grades 6-8				
Music Practice - Drum Room	300	1	300	
Music Storage	290	1	290	
Multipurpose room with Stage	5,500	1	5,500	
VOCATIONS & TECHNOLOGY				660
Tech Clrm. - Instructional Technology	660	1	660	
Tech Clrm. - Instructional Technology				
HEALTH & PHYSICAL EDUCATION				8,720
Gymnasium (2 stations)	4,340	1	4,340	
Gym Storeroom	250	2	500	
"	80	3	240	
Health Instructor's Office w/ Shower & Toilet	70	2	140	
Locker Rooms - Boys / Girls w/ Toilets	1,140	1	1,140	
"	1,240	1	1,240	
Small Gymnasium (1 station)	1,120	1	1,120	
MEDIA CENTER				4,720
Media Center/Reading Room	4,720	1	4,720	
DINING & FOOD SERVICE				7,280
Cafeteria / Dining	4,740	1	4,740	
Kitchen	1,050	1	1,050	
Chair / Table / Equipment Storage	210	1	210	
Staff Lunch Room	810	1	810	
Stage				
Servery	470	1	470	

PROPOSED		
Total		
ROOM NFA ¹	# OF RMS	area totals
		13,550
1,000	2	2,000
1,200	1	1,200
150	3	450
1,500	1	1,500
1,200	2	2,400
75	4	300
200	1	200
5,500	1	5,500
		3,200
1,200	1	1,200
2,000	1	2,000
		10,550
6,000	1	6,000
150	1	150
200	2	400
500	2	1,000
3,000	1	3,000
		5,547
5,547	1	5,547
		8,249
5,050	1	5,050
2,310	1	2,310
536	1	536
353	1	353

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		8,050	
1,000	2	2,000	assumed schedule 2 times / week / student
1,200	1	1,200	assumed use - 50% population 2 times / week
150	3	450	
1,500	1	1,500	
1,200	2	2,400	assumed schedule 2 times / week / student
75	4	300	
200	1	200	
		3,200	
1,200	1	1,200	Assumed use - 25% Population - 5 times/week
2,000	1	2,000	Assumed use - 25% Population - 5 times/week
		8,334	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
184	1	184	
1,000	2	2,000	
		5,547	
5,547	1	5,547	
		12,374	
7,575	1	7,575	2 seatings - 15SF per seat
			3 seatings - 15SF per seat
2,310	1	2,310	1600 SF for first 300 + 1 SF/student Add'l
536	1	536	200 SF for first 300 + .333 SF/student Add'l
353	1	353	200 SF for first 400 + .25 SF/student Add'l
1,600	1	1,600	

EDWARD DEVOTION SCHOOL				PROPOSED			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
Existing Conditions				Total						
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	Comments
PARKING						20,000			0	
Parking	20,000	1	20,000	20,000	1	20,000				
Pre-K and Parking Excluded										
Total Building Net Floor Area (NFA)			83,692			109,924			104,588	
Proposed Student Capacity / Enrollment						1,010			1,010	Enter grade enrollments to the right
Total Building Gross Floor Area (GFA) ²			141,231			164,885			156,882	
Grossing factor (GFA/NFA)			1.69			1.50			1.50	
Pre-K and Parking Included										
Total Building Net Floor Area (NFA)			103,692			132,324			104,588	
Proposed Student Capacity / Enrollment						1,010			1,010	Enter grade enrollments to the right
Total Building Gross Floor Area (GFA) ²			162,051			198,485			156,882	
Grossing factor (GFA/NFA)			1.56			1.50			1.50	

¹ 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.

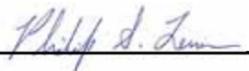
² Total Building Gross Floor Area (GFA) Includes the entire building gross square footage measured from the outside face of exterior walls

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

Name of Architect Firm: HMFH Architect, Inc.

Name of Principal Architect: Philip S. Lewis

Signature of Principal Architect: 

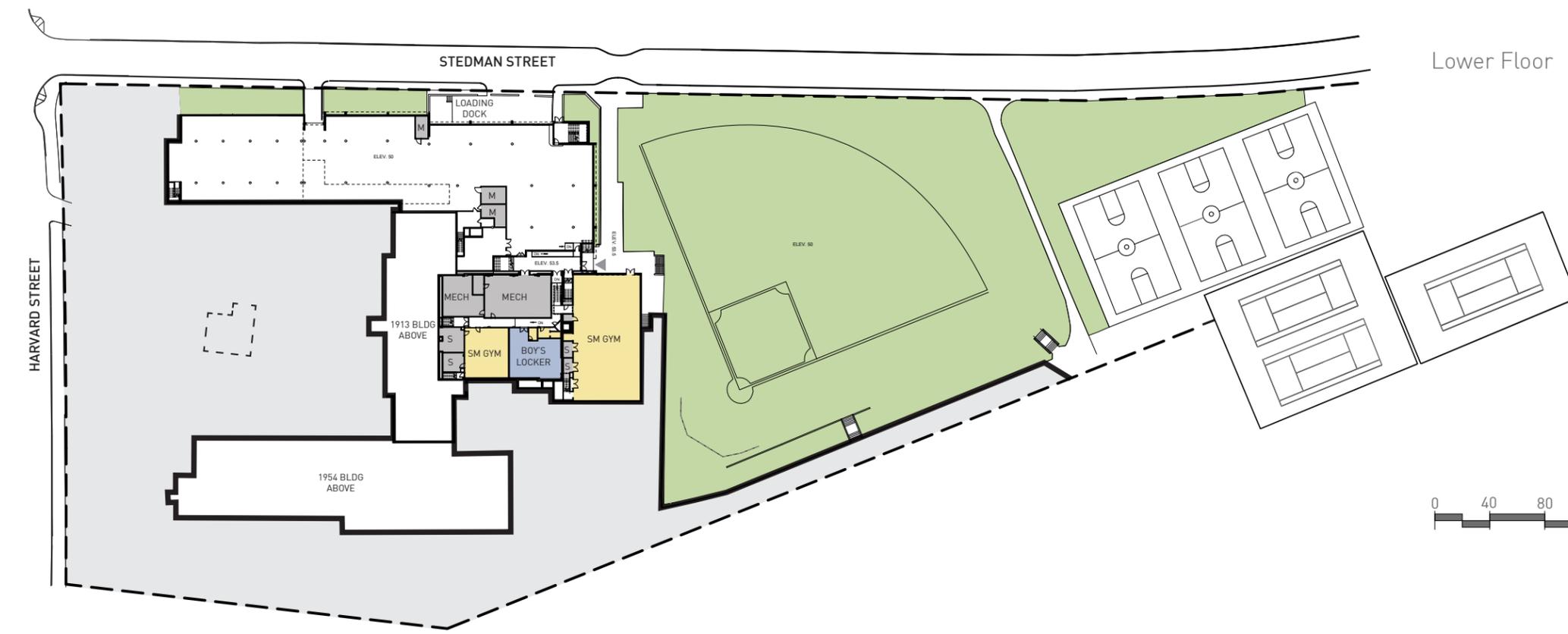
Date: March 18, 2014



First Floor



Lower Floor

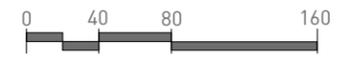


ROOM KEY

- C Custodial
- CLC Comprehensive Learning Center
- COMP Tech Classroom
- CR Classroom
- CUST Custodial
- E Elevator
- EN Ensemble
- H Health Instructor
- K Kiln (Art Room)
- LC Learning Center
- LR Locker Room
- LS Literacy Specialist
- M Mechanical Space
- MED Medical Suite
- MS Math Specialist
- OFF Office
- P Science Prep Area
- MP Music Practice Room
- PR Project Area (Media)
- REC Receiving/ Custodial
- S Storage
- SCI Science
- SG Small Group Room
- SP Speech
- ST Stair
- T Toilet
- TLC Therapeutic Learning Center
- VOC Tech Classroom

DEPARTMENT KEY

- Administration
- Shared Spaces
- Circulation
- Mechanical
- Core Academic Spaces
- Classroom Cluster 1
- Classroom Cluster 2
- Classroom Cluster 3
- Special Education
- Toilets



3.1.3 Initial Space Summary

Existing Floor Plans

Third Floor



Second Floor





3.1.3 Initial Space Summary

Variance from MSBA Recommended Guidelines

In November 2013, the MSBA and the Town of Brookline signed a Design Enrollment Certification for an enrollment of 1,010 students in Grades K-8 for the Edward Devotion School project. Representatives of the Brookline Public Schools and the Devotion School administration created the Educational Program, included in the previous section. Following a series of meetings with Devotion faculty and the larger Devotion community, HMFH translated the Educational Program into the Initial Space Summary included in this submission. In this proposed space summary, there are variations from the MSBA Guidelines described as follows.

Core Academic Spaces

The proposed space summary includes two (2) Pre-Kindergarten rooms with Toilets.

BEEP Pre-Kindergarten

Pre-kindergarten serves three and four year olds in a mixed age group. Children who enter as three-year olds continue for a second year as four-year olds prior to kindergarten entry. Children who enter as four-year olds attend for one year prior to kindergarten.

The Early Childhood Program provides comprehensive, developmentally appropriate, inclusive educational opportunities to the children of Brookline. The Brookline Early Education Program (BEEP) consists of 19 programs serving 275 children. BEEP Pre-kindergarten programs are two year programs and serve children ages 3-5. The BEEP Pre-school programs are one year programs that serve children ages 2.6 to 3.5. All programs follow the same Profile of Developmental Goals and Curriculum Content to design the early childhood experience. The inclusive preschool and pre-kindergarten classrooms typically have a teaching staff of one early childhood master teacher and two support staff for 15-17 students. Each classroom is designed to meet the individual needs of young children with and without an identified special need. Therapists work with teachers to provide appropriate services within the classroom and to enrich the learning opportunities for all.

Pre-kindergarten class enrollment is 15-17 students per class. Of those students, 25-35% are identified as having special needs. Historically, the Devotion School, and all other Brookline elementary schools, housed Pre-kindergarten classrooms, providing the aforementioned inclusive educational opportunities to the children of Brookline, until enrollment increased and space became problematic. In 2012 Pre-kindergarten

classes were moved out of the Devotion School and displaced to other sites in town. It is interesting to note that next year the district has already filled five (5) Pre-kindergarten classrooms with students from the Devotion catchment area. Due to space constraints, the district is renting space from a local temple on Beacon Street to house these five classrooms. The recent Runkle School project included a new Pre-K classroom. Devotion School's location and population support the addition of two (2) Pre-Kindergarten classrooms.

The Devotion building project affords the opportunity to create the necessary classrooms and programmatic elements, which will support the Devotion community's youngest learners in an elementary school setting.

The distribution of General Classrooms varies from the MSBA guidelines in the space summary.

The MSBA Guidelines formulas result in an allocation of twenty-four (24) classrooms of 950 sq. ft. each for Grades 1-5. The Devotion School is organized as a five-section school. For five grades, at five sections per grade, twenty-five (25) classrooms will be required. The classroom size is proposed as 900 sq. ft. rather than 950 sq. ft. resulting in slightly less than the area allowed in the guidelines. The MSBA Guidelines formulas result in an allocation of sixteen (16) classrooms of 950 sq. ft. each for Grades 6-8. For three grades, at five sections per grade, fifteen (15) classrooms will be required. For parity with all classrooms, the classroom size is proposed as 900 sq. ft. rather than 950 sq. ft. As a result, the proposed overall area for General Classrooms is less than allowed in the MSBA guidelines. The square footage allotment of general classrooms has been reduced since the Educational Program proposes that some learning opportunities will occur in Small Group rooms as described below.

Two (2) World Language classrooms are Core Academic Spaces and have been included in the summary.

Every 7th and 8th grader is required to participate in a World Language class five days a week. Each student is offered a choice of language, either French or Spanish. Due to the numbers of students and scheduling, French and Spanish classes are now taught simultaneously. With increased student enrollment, two (2) World Language classrooms will be required to meet the demand.



3.1.3 Initial Space Summary

Variance from MSBA Recommended Guidelines continued

Small Group rooms are included in the Core Academic Spaces category.

As described in the Educational Program, within the existing school classrooms have been assigned in an attempt to achieve the concept of creating grade-level clusters. This concept will be reinforced in the design of the Devotion project. In this concept, classrooms are clustered together by grade, forming three grade-level clusters – K-2, 3-5, and 6-8. Classrooms in each cluster are located near one another, and adjacent to space for one-on-one and small group instruction as well as special education learning. Providing learning areas both in and outside classrooms for small group work, individual tutorial spaces, and additional instructional break out rooms is critical in a school with a focus on integrated classrooms at grades K-8, requiring specialized instruction and with an emphasis on inclusive practices. The space summary includes three (3) 150 sq. ft. rooms, one for each grade in three (3) grade-level clusters, for a total of nine (9) small group rooms.

In the Core Academic Spaces category there are small group rooms for Literacy and Math Specialists.

Devotion School currently employs four literacy specialists. Each has their own office space where planning, coaching, direct instruction and intervention takes place. With student enrollment increasing to five sections per grade level, there will be a requirement for an additional workspace/office area for literacy specialist staffing, increasing the total to five specialists.

Three math specialists work with classroom teachers to support curriculum development and planning for differentiated instruction. Math specialists also provide individual and small group intervention to students in general education, as well as some students identified with special needs, across all grade levels. Three math specialists currently occupy inadequate office space, where planning, coaching and intervention work takes place. With student enrollment increasing to five sections per grade level, an additional small group workspace/office area for math specialist staffing is required, increasing the total to four workspaces.

Math and Literacy Specialists serve all students at Devotion, including students with identified needs. The spaces have been included in the Core Academic Spaces category, but are also affiliated with the Special Education category.

Four (4) classrooms for ELL (English Language Learners) have been included in the space summary.

The English Language Learner program (ELL) supports a significant number of Devotion students. With a population of 119 students, the ELL program serves 14 % of the current student population. The number of students participating in the ELL program is expected to increase with the increased overall enrollment. Small groups of students meet with ELL teachers several times per week both in and out of the classroom for direct English instruction. Devotion is home to the district-wide Hebrew ELL population, with two full-time teachers to instruct these students. Devotion has two additional teachers (totaling 1.8 FTE) to serve non-Hebrew speaking ELL students. The ELL teachers primarily instruct students through general education. Twelve (12) students also have identified special needs which are addressed through an IEP or 504 accommodation plan.

ELL classes range in number of students served at one time. Small group instruction is the approach used in all four classes. The four existing classrooms are utilized in the following ways:

- K-3 Hebrew ELL: four 60-90 minute periods per day; small groups range from 6-8 students
- Grades 4-8 Hebrew ELL: six 45-60 minute periods per day; small groups range from 1-8 students
- K-2 Non-Hebrew ELL: four 60-90 minute periods per day; small groups range from 3-7 students
- Grades 3-8 Non-Hebrew ELL: six 45-60 minute periods per day; small groups range from 1-6 students

The ELL classrooms are proposed to be 250 sq. ft. to accommodate small group instruction.

The Enrichment Challenge Support program requires a small group room.

The Enrichment and Challenge Support Program is a K-8 system-wide program that supports classroom teachers in providing challenging curriculum and extension opportunities for students who show a capacity for high levels of academic, intellectual, and creative achievement. The ECS teacher has dedicated office space to collaborate with and coach teachers, and to conference with parents.



The combination of these variances results in an increase in the square footage allowance for Core Academic space in the MSBA guidelines. With the exclusion of the Pre-K classrooms, however, the proposed Core Academic space is 3,750 sq. ft. more than the MSBA guidelines.

Special Education

The proposed space summary for Special Education spaces differs from the MSBA guidelines because the Devotion School is based on the educational model of full inclusion. Following from that core belief and practice, there are no Self-Contained SPED classrooms at Devotion. The proposed space summary has reassigned the allowable area from the MSBA guidelines to the specialized Special Education services that are provided at Devotion as follows.

Devotion houses the district-wide Therapeutic Learning Center (TLC) for K-8 students diagnosed with emotional and behavioral disabilities. The TLC is a special education and supportive service based program for students with a history of emotional disabilities, which impact their learning. This integrated program provides students with a variety of educational supports, such as: reduced student to teacher ratio; full time school social worker dedicated to TLC; paraprofessional support while included in general education classes; weekly group lessons targeting social skills and social thinking. TLC classes are divided into three grade level clusters (K-3, 4-6, 7/8), and program staff is extensively trained in Social Thinking Curriculum, Collaborative Problem Solving, and Crisis Prevention Intervention. All students served by the TLC are included with their peers in general education classes, receiving some pull-out academic supports as outlined in their educational plans. Students in the TLC often receive other related services, including OT, SLP, and counseling. Special educators serve not only as liaisons, but as case-managers for students in order to bridge the gap between home and school-based services.

The Therapeutic Learning Centers are suites containing small classroom learning space, offices for specialists, spaces for calming and social skills work, and private space to de-escalate in an emotional crisis. Three (3) of these suites, at 1,000 sq. ft. each, are included to serve the three grade-level clusters. A self-contained toilet room has been proposed in the space summary for each TLC.

The Therapeutic Learning Centers are supported by one full-time Social Worker. The space summary includes one office for this professional.

In addition to TLC classes, students with special needs are supported by Learning Centers (LC) or Comprehensive Learning Centers (CLC). The CLC Programs are designed for students with varied disabilities who require a higher level of services. The CLC classes have a low staff to student ratio allowing for increased individualization. Students may receive higher levels of direct, specially designed instruction in academic areas within the Comprehensive Learning Centers. A high level of case management and coordination of services is provided by the CLC teachers.

Each of the three (3) grade-level clusters will require a Comprehensive Learning Center. Each of the three (3) CLCs, at 500 sq. ft. each, will also have a self-contained toilet room.

Four Learning Centers, at 500 sq. ft. each, are also proposed.

At Devotion School, Special Education services are provided by a wide range of specialists. These specialists support inclusion by providing academic intervention and therapeutic services. The proposed space summary includes space allocation for the following programs.

At part of the Special Education service delivery, Devotion School provides Student Services defined as school psychologists, inclusion team facilitators, speech / language pathologists, occupational therapists, and physical therapists. As enrollment continues to increase, Devotion has been increasing the number of FTEs. Area has been allocated in the space summary based on the number of professionals needed to support the design enrollment, although the MSBA guidelines do not include these spaces.

The combination of these variances results in total square footage requirement, at 9,335 sq. ft., for Special Education that is less than the 12,080 sq. ft. allowance in the MSBA guidelines. Note that the Literacy and Math Specialists assigned space in the Core Academic Spaces category above also serve students with identified needs.

Art & Music

The proposed space summary includes a Multipurpose Room with Stage.

The Public Schools of Brookline has a vibrant visual and performing arts program.



3.1.3 Initial Space Summary

Variance from MSBA Recommended Guidelines continued

Devotion hosts a variety of music concerts (choral and instrumental) throughout the school year. Additionally, students in grades 2 – 8 are involved in musical theater. In the existing building performances take place in a Multipurpose room which is a large room with an elevated platform. The Multipurpose room in the existing building has a flat floor that allows flexible seating and, in addition to performances, a wide variety of classes, activities, and community events. It is also equipped with room divider partitions that allow the space to be subdivided into smaller classrooms. This room is heavily programmed.

In the proposed space summary, the Multipurpose Room is programmed for 5,500 sq. ft. which is the area of the Multipurpose Room in the existing building. In the Renovation and New Addition Options, the Multipurpose Room is proposed to remain. In New Construction Options, the equivalent space has been included.

To offset the proposed additional area in the Art & Music category, the area assigned in the MSBA guidelines under the Dining & Food Service category for a Stage, at 1,600 sq. ft., is not included. Due to three lunch periods for Dining and the time required to re-arrange cafeteria seating, including the Stage with the Multipurpose Room will provide greater flexibility. See the Dining & Food Service category below.

School Committee policy for the Public Schools of Brookline requires that all elementary schools have a Multipurpose Room with the capacity to seat at least 40% of its total occupancy.

Vocations & Technology

Two Tech classrooms are included in the Vocations & Technology category, with area assigned as allowed by the MSBA guidelines. The following is a description of the programs that will utilize those classrooms.

Devotion offers an Instructional Technology Lab program. Instructional technology is integrated into the classrooms and is supported by a full-time Educational Technology Specialist (ETS). In addition, each 7th and 8th grade student is offered a class in the Instructional Technology Lab. This class offers the opportunity for group instruction and the use of technology resources that are not available in a classroom setting.

There is a need for a second computer lab to accommodate the scheduling demands for our increasing enrollment. At this time we have 40 classroom sections that need access on a regular basis to the computer lab. However,

our school wide schedule only allows for 35 sections to be scheduled in a given week. In our current building, not all classes are able to access the lab on a weekly basis. With an additional computer lab, all 45 classroom sections will be able to access the computer lab for direct technology instruction, peer collaboration, research, and project-based learning on a weekly basis.

Enrichment classes through DASEP and Steps to Success utilize the resources of the technology space.

Devotion students participate in a Music Production Studio. This program is offered as part of the Devotion Conservatory program. Students in grades 4-8 participate in Conservatory, electing to play an instrument in the band or strings orchestra, sing in the grade level chorus, or take a Music Production class. In the Art and Music category of the space summary, the MSBA guidelines allow the number and type of music classrooms that result from the projected enrollment at Devotion. If the enrollment of the Music Production students is added to the students enrolled in the other music programs, an additional Music Classroom is required. The Music Production Studio has been assigned to the Vocations & Technology category because, while related to music, it is part of Instructional Technology, using computers and music stations.

Health & Physical Education

A Small Gymnasium is included in the Health & Physical Education category.

All students, K-8, participate in an instructional, quality physical education program twice a week, for 40-45 minutes each class. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education.

To accommodate current enrollment, Devotion has 2.9 FTE physical educators. One Physical Education teacher instructs twenty-eight 40-45 minute blocks each week (1.0 FTE). A second Physical Education teacher instructs twenty-eight 40-45 minute blocks each week (1.0 FTE). A third part-time Physical Education teacher instructs twenty-four 40-minute blocks each week (0.9 FTE). The existing Devotion School houses only two gym spaces – one full-size gym, and one “small” gym, used as an instructional space only for students in grade K-2 due to its inadequate size (1,120 sq. ft.) The schedule dictates that three Physical Education classes need to be scheduled at one time. Therefore, two classes must “double up” in the large gym in order to accommodate all of the instructional sessions.



3.1.3 Initial Space Summary

Variance from MSBA Recommended Guidelines continued

With the increase to five sections at each grade level, the required gym space will be as follows:

- Gym Station #1: 1.0 FTE PE teacher will teach 30 classes per week (40-45-minutes)
- Gym Station #2: 1.0 FTE PE teacher will teach 30 classes per week (40-45-minutes)
- Gym Station #3: 1.0 FTE PE teacher will teach 30 classes per week (40-45 minutes)

A multipurpose room would not accommodate the need for additional gym space. Access to gym space is required five days a week, and the multipurpose room is presently, and will continue to be, scheduled extensively.

There are variances from MSBA guidelines in the proposed area for Health Instructor's Offices and Locker Rooms.

As described above, there are three Physical Education teachers. Two Health Instructor's Offices with Shower and Toilet will provide separate facilities for each gender. This is one more Health Instructor space than allowed by the MSBA guidelines.

At the Devotion School the students change their clothing for Physical Education classes but they do not take showers. The 1,000 sq. ft. MSBA allowance for a locker room has been reduced to 500 sq. ft. per locker room.

The combination of these variances results in an increase total square footage requirement, at 10,550 sq. ft., for Health & Physical Education from the 8,334 sq. ft. allowance in the MSBA guidelines.

Dining and Food Service

The Cafeteria/ Dining area has been calculated based on three lunch periods.

With the existing student enrollment, Devotion School operates six lunch periods daily. The arrangement of the existing serving line is so constricted that the students are not able to receive their meals and eat within the short lunch period. With increased enrollment, a two-seating lunch program would not be feasible. A three-seating lunch program will only be successful with multiple serving lines.

Based on the formula as developed by the MSBA of 15 SF/ student, the Cafeteria size will be 5,050 sq. ft., as compared to the 7,575 sq. ft. Cafeteria resulting from the calculation for a two-seating lunch program. To ensure

that the scale of the dining space is appropriate to the age group of the children, the size of the Cafeteria is based on the space needed for dining and not that required to create a Cafetorium space. The Stage area, listed at 1,600 sq. ft. in the MSBA guidelines, has not been adjoined to the Cafeteria. This area has been assigned to the Multipurpose Room as discussed in the Art & Music category above.

The combination of these variances results in total square footage requirement, at 8,249 sq. ft., for Dining & Food Service that is less than the 12,374 sq. ft. allowance in the MSBA guidelines.

Administration & Guidance

An increase in Administration & Guidance space is proposed in the space summary.

Devotion School will add an additional Vice Principal for the increased enrollment. It is projected that each Vice-Principal will be located in one of the three grade-level clusters. Three offices will be required rather than one provided in the MSBA guidelines.

Devotion School participates in both the METCO Program and the Steps to Success (STS) Program. A METCO office is required for the administrator and as conference space for family meetings. The Steps to Success office is also used as an office and for meeting space for student and families.

An additional office has been proposed to serve as the home base for the World Language teachers. There are three World Language instructors. They are not assigned dedicated classrooms. They will share office space for planning, collaborating with teachers, and parent conferences.

The combination of these variances results in total square footage requirement, at 4,525 sq. ft., for Administration & Guidance, slightly more area, 739 sq. ft., than included in the MSBA guidelines.

Other

No space has been programmed in the Other category. However, the Devotion School has a very active Extended Program with one classroom, one office, and one storage room dedicated to the program. The proposed space summary does not address this need.



3.1.3 Initial Space Summary

Variance from MSBA Recommended Guidelines continued

Parking

A large parking area, of 20,000 sq. ft., is proposed for the Devotion School. No parking is included in the MSBA guidelines.

Summary of NFA/GFA

For the purposes of comparing the Total Building Net Floor Area (NFA), Total Building Gross Floor Area, and Grossing Factor (GFA/NFA), two sets of calculations are shown. The first set of calculations compares the proposed area, with Pre-K and Parking Excluded, to the area in the MSBA guidelines. The second set of calculations compares the two with area for Pre-K and Parking included.

The Grossing Factor of 1.5 is indicated for the proposed program. As shown in the column of the Existing Conditions, the grossing factor of the existing building is higher, at 1.69, with parking excluded. This is attributable to the inefficiencies of the older building. In a Renovation with New Additions option, this could result in a less efficient grossing factor that is related to the proportion of renovated space to new construction.

3.1.4 Evaluation of Existing Conditions

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3.1.4 Evaluation of Existing Conditions

Proof of Title

655

655-259

259

He did acknowledge the foregoing instrument to be his free act and deed, before me Wm. A. Patten Justice of the Peace.

June 2, 1891. Rec^d entered & examined by J. H. Burdakin, Reg.

Know all men by these presents, that I, Nahum Smith of Weston, in the County of Middlesex, in consideration of five dollars and other valuable considerations to me paid by the town of Brookline, a municipal corporation duly established under the laws of the Commonwealth of Massachusetts, the receipt whereof is hereby acknowledged, do hereby convey, release, and forever quitclaim unto the said town of Brookline and its successors and assigns forever, all that lot of land in Brookline, containing, according to J. Herbert Shodds plan of the estate of George Babcock do-
 cument, dated 9 May, 1868, recorded with Norfolk Deeds Lib. 369 folios 1-2, six ⁷¹/₁₀₀ acres, with the dwelling house thereon, bounded south west by Harvard street, three hundred and eighty two ²/₁₀₀ feet; northwest by land of Deal, nine hundred and fifty five ⁷/₁₀₀ feet; northeast by the same, one hundred and twenty five ³/₁₀₀ feet; southeast by land of Harvey Blaney, seven hundred and fifty five ¹/₁₀₀ feet, and south south east by the same two hundred and ninety six ⁴/₁₀₀ feet. Or however otherwise said premises may be bounded, measured, or described. Being the same premises conveyed to me by Lucy Babcock by deed dated February 7, 1872, and recorded with Norfolk Deeds Lib. 119 fol. 132. Said Lucy did some time ago. Subject to two leases which expire April 14th next and which are hereby assigned to the grantee. To have and to hold the above released premises, to the said town of Brookline and its successors and assigns, to their own use and behoof forever. And I the said grantor for myself and my heirs, executors, and administrators, do covenant with the said grantee and its successors and assigns that the premises are free from all incumbrances made by me except the taxes for 1891 which are to be paid by the grantee; and that I, will and my heirs, executors, and administrators shall warrant and defend the same to the said grantee and its successors and assigns forever, against the lawful claims and demands of all persons claiming by, through, or under me but against no other. In witness whereof, with the said Nahum Smith and Susan M. Smith, wife of said Nahum, in token of release of all rights of dower and homestead exemption in the released premises, have hereunto set our hands and seals this first day of June in the year of our Lord one thousand eight hundred and ninety one. Nahum Smith (seal), Susan M. Smith (seal), Signed, sealed, and delivered in presence of Walter S. Smith, Commonwealth of Massachusetts, Suffolk ss. Boston June 2nd 1891. Then person

Smith
" "
Town of Brookline

7

260

Talbot Jr
to
Monk

ally appeared the above named Nathum Smith and acknowledged the foregoing instrument to be his free act and deed, before me Fred L. Bowditch Justice of the Peace. June 2, 1891. Rec^d. entered & examined by J. H. Burdakin, Reg.

Know all men by these presents that I, Gabez Talbot Trustee under the will of Nath^l Wentworth and mortgagee named in a certain mortgage given by Isaac W. Marsden to me as Trustee dated Nov. 12th A.D. 1887, and recorded with Norfolk Deeds Libro 598 folio 210, in consideration of one dollar paid by Eliza L. Monk, the present owner of the mortgaged premises, the receipt whereof is hereby acknowledged, do hereby remise, release, and forever quitclaim unto the said Eliza L. Monk, all the right, title, and interest which I acquired under the aforesaid mortgage in or to that portion of the premises therein conveyed, which is described as follows namely: a certain lot 7 1/2 ft. wide by one hundred ten feet deep situated north of the dwelling house on said premises, and the same lot of land described in a deed from said E. L. Monk to John J. Tiers bearing even date herewith.

To have and to hold the same to the said Eliza L. Monk and his heirs and assigns, to their own use and behoof forever. But this release shall not in any way affect or impair my right to hold under the said mortgage and as security for the sum remaining due thereon, or to sell under the power of sale in said mortgage contained, all the remainder of the premises therein conveyed and not hereby released.

In witness whereof, I hereunto set my hand and seal this first day of June A.D. 1891. Gabez Talbot (seal) signed and sealed in presence of J. Elmer Talbot, Commonwealth of Massachusetts, Norfolk ss June 1st 1891. Then personally appeared the above named Gabez Talbot and acknowledged the foregoing instrument to be his free and deed, before me J. Elmer Talbot Justice of the Peace.

June 3, 1891. Rec^d. entered & examined by J. H. Burdakin, Reg.

8



3.1.4 Evaluation of Existing Conditions

Proof of Title continued

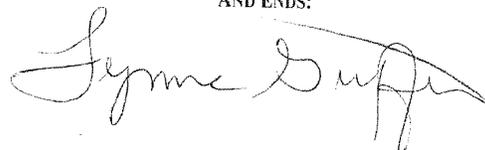
TITLE REPORT

CLIENT ID:

		<u>TITLE SHEET #</u>
PROPERTY ADDRESS:	345 Harvard Street, Brookline	
OWNER:	Town of Brookline	DEED 655-259 7
DESCRIPTION:	parcel shown in green on plan in book 369, page 1	4
<u>SAID ESTATE IS SUBJECT TO:</u>		
<u>MORTGAGES:</u>		
<u>RESTRICTIONS AND CONDITIONS:</u>		
<u>EASEMENTS:</u>		
<u>ATTACHMENTS/LIENS:</u> None Found		
<u>BANKRUPTCY (UNOFFICIAL LIST):</u> Index Not Available		
<u>PROBATE, DIVORCE, AND EQUITY (INDEXED NOT WHOLLY ACCURATE):</u>		
<u>REMARKS:</u> Enclosed please find assessors maps, schedule sheets, deed and record plan for the above property. Research was done for deed into town only.		
<input type="checkbox"/> We rely on the above noted plan for a complete and accurate description of locus.		

THIS EXAMINATION BEGINS WITH THE DEED DATED:

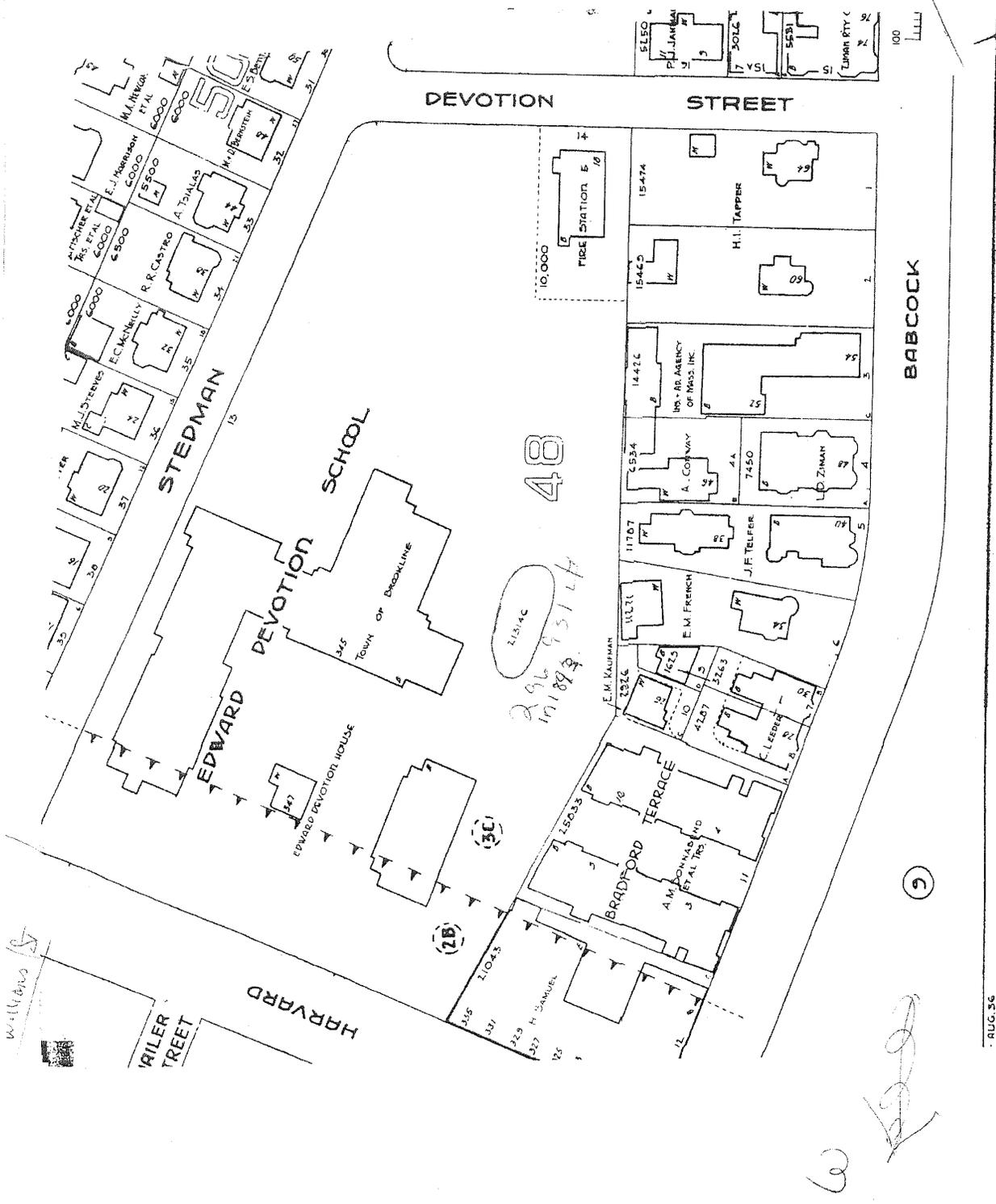
AND ENDS:



3.1.4 Evaluation of Existing Conditions

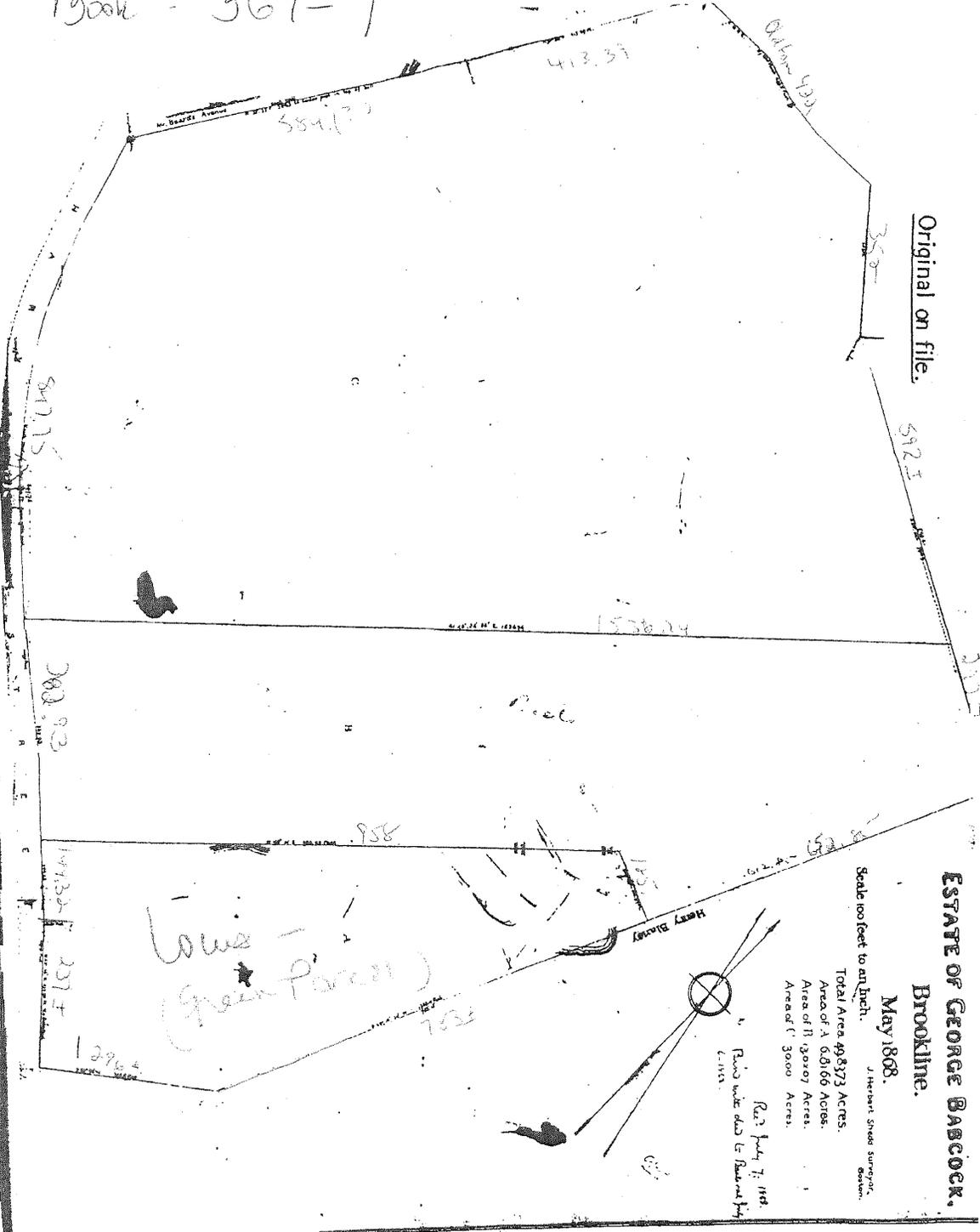
1919 Atlas

Proof of Title continued



Book - 369-1

Howard Street



Original on file.

ESTATE OF GEORGE BABCOCK.
Brookline.
May 1868.

Scale 100 feet to an inch.
J. Herbert Stone, State Surveyor,
Boston.

Total Area 498373 Acres.
Area of A, 6,0166 Acres.
Area of B, 3,0007 Acres.
Area of C, 3,0007 Acres.

Run July 7, 1868.
Run with chain to Babcock's
(1868).

4



3.1.4 Evaluation of Existing Conditions

Review of Historic Requirements and Development Restrictions

Historic Registrations and Requirements

The Devotion School site contains both the Edward Devotion School and the Edward Devotion House.

The Edward Devotion House is the centerpiece of the existing Devotion School site. It is located directly in front of the 1913 portion of the school and surrounded on two sides by the 1954 and 1974 classroom wings. The Devotion House is one of the oldest colonial structures in Brookline. It dates from around 1740, with a house frame that dates from around 1680. The Devotion House is a museum and serves as the headquarters of the Brookline Historical Society.

The Edward Devotion House was added to the National Register of Historic Places in the 1970s. The boundary of the site approximately corresponds to the existing picket fence. A proposal to demolish the Devotion House would trigger an 18-month demolition delay. Additionally, since it is located in the Coolidge Corner Overlay District, its demolition would require a special permit under Sec. 5.09, Design Review, of the Town of Brookline Zoning By-Laws. A proposal to move the Devotion House would require the filing of a building permit. The future site for the house would need to be included in the building permit.

The 1913 portion of the Devotion School is potentially eligible for inclusion on the National Register of Historic Places. Its architects, Kilham & Hopkins, designed several schools in Brookline, and were involved in planning and urban housing movements in New England. President John F. Kennedy and other members of the Kennedy family attended the Devotion School. The 1954 and 1974 additions to the Devotion School are not considered to be historically significant.

The demolition of any portion of the Devotion School will trigger a review process. In anticipation of the possibility that the proposed options for the Devotion School project would include some demolition, an application for a Demolition Certificate was filed on February 24, 2014 with the Brookline Preservation Commission. The Preservation Commission staff, in consultation with the Chair, made an initial determination of significance. The Preservation Commission held a public hearing on March 11, 2014. The Preservation Commission voted to uphold the initial finding of historical significance and imposed a 12-month demolition delay for the school, beginning March 11, 2014. The project schedule for the school would not require the demolition of any portion of the school during this 12-month period.

Development Restrictions

Nitsch Engineering performed research of the existing site conditions and anticipated site permitting requirements for the Devotion School. There are no wetlands located onsite. The site is not located within a Surface Water Supply Protection Zone. Based on the relevant Flood Insurance Rate Map, the site is located within Zone X (areas determined to be outside the 0.2% annual chance floodplain). Based on the existing and proposed sanitary sewer discharges, a one-time certification statement must be filed with MassDEP within 60 days after the sanitary sewer connection starts to be used. Construction activities will require the filing of a stormwater pollution prevention plan.

The project is expected to require Site Plan Review through the Town of Brookline Planning Board.

The Oliver Map provided by MassGIS Online indicates that the site is located in an area of Protected Open Space. Protected Open Space includes recreational land such as town parks, playing fields, and school fields.

On February 12, 2014, the Acting Town Counsel for Brookline, issued a Memorandum that states the opinion that Lot 17 (Devotion playground) is not subject to the protection of Article 97, which would require legislative approval before protected land either disposed of or subjected to a change in use. A copy of this memorandum is included in this submission.

Refer to Appendix G for the full consultant report.

3.1.4 Evaluation of Existing Conditions

Review of Historic Requirements and Development Restrictions continued

The Office of Town Counsel
Memorandum

To: Betsy Dewitt, *Chair of the Board of Selectmen*

From: Joslin Ham Murphy, *Acting Town Counsel*

Re: The Devotion School Site

Date: February 12, 2014

Cc: Mel Kleckner, *Town Administrator*

You have inquired whether the real property that is commonly referred to as the “Devotion Playground,” more particularly identified as Lot 17 in Block 48 on the attached Assessor’s Plan (“Lot 17”), is protected from the construction of school buildings under Article 97 of the Articles of Amendment to the Massachusetts Constitution (“Article 97”). For the reasons that follow, it is my opinion that Lot 17 is not subject to such protection.

Lots 13 and 17 were acquired by the Town in 1891. Town Meeting specifically authorized the purchase of these Lots for “... the location of schoolhouses which may be needed in this district of the town and for other purposes for which it may legally be used ...” Following acquisition of the site, the Devotion School was constructed on Lot 13, and a fire station that was built on Lot 17 was later replaced with basketball courts.

Article 97 is intended to protect the public’s right to the benefit and enjoyment of the Commonwealth’s natural resources by requiring legislative approval before protected land is either disposed of or subjected to a change in use. In 2012, Town Counsel advised you that because the Devotion School field and playground had been used for public recreational purposes since 1965, the land was protected by Article 97.¹ However, in August 2013, the

¹ See, Memoranda of Town Counsel Jennifer Gilbert to Board of Selectmen Chair Betsy DeWitt dated January 11, 2012 and July 10, 2012.

Massachusetts Land Court determined that public land that is “taken or acquired for playground use does not fall within the scope of art. 97 purposes.” See, Curley, et al v. Town of Billerica et al, 21 LCR 442 (2013).

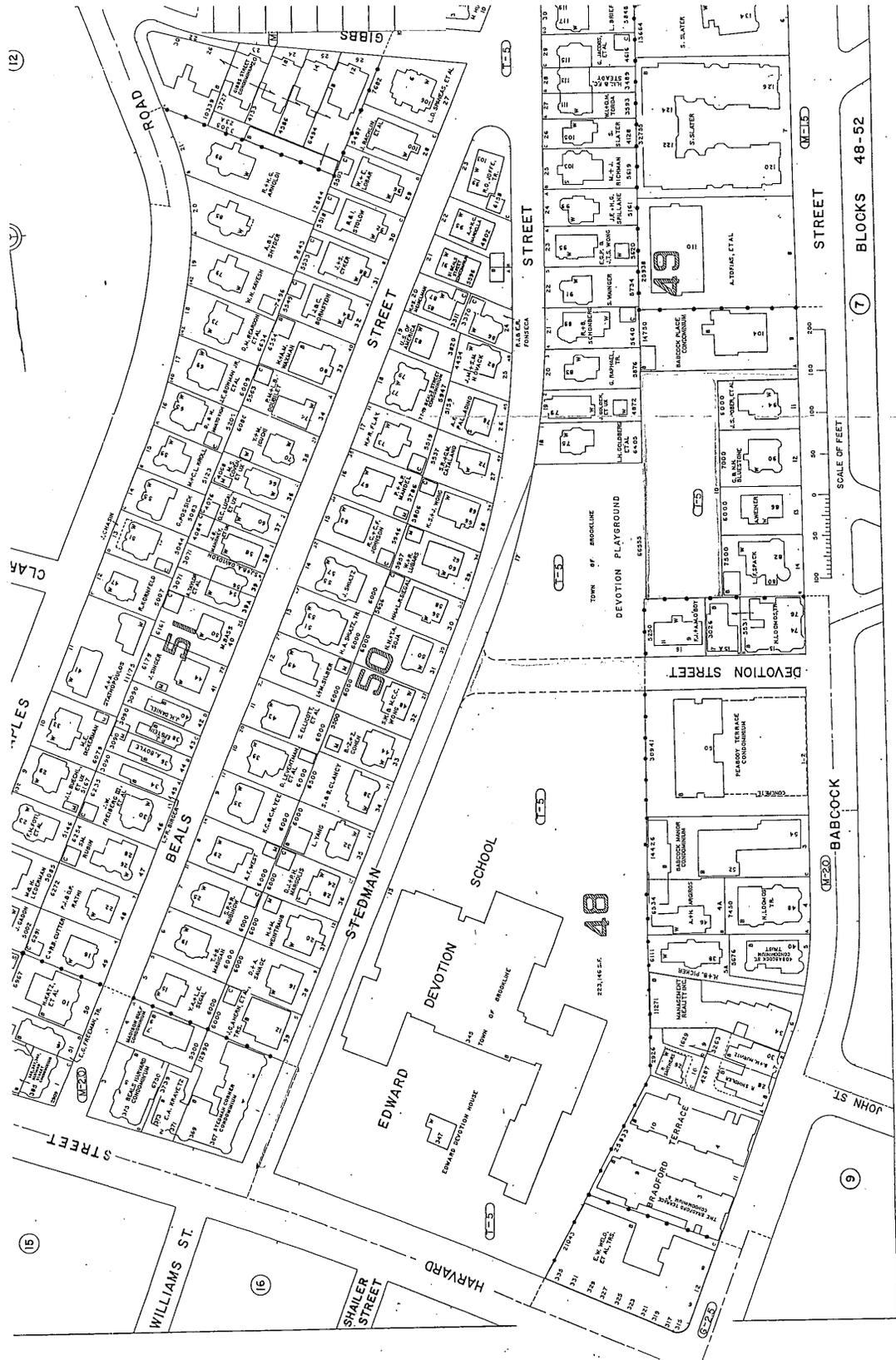
In Curley, the plaintiff abutters unsuccessfully sought to prevent the Town of Billerica from authorizing the construction of telecommunications facilities on land that had been acquired by the Town for playground purposes and was improved with soccer fields, on the theory that the land was subject to Article 97 protection. The Curley decision clearly distinguishes between parks and playgrounds, concluding that while a park is “a public open space that, for the most part, remains open and unimproved” and is therefore a use contemplated by Article 97, a playground is a “public recreational space that is improved with buildings and play structures or apparatus”, and thus “does not fall within the scope of art. 97 purposes.”

It should be noted that the Curley plaintiffs did not appeal the decision, leaving the Court’s analysis open to future review. However, since Lot 17 was expressly acquired by the Town for “the location of schoolhouses ...” and has been improved and used by the Town for playground purposes, a challenge to the proposed use under Article 97 is unlikely to be successful.



3.1.4 Evaluation of Existing Conditions

Review of Historic Requirements and Development Restrictions continued





TOWN OF BROOKLINE

Massachusetts

BROOKLINE PRESERVATION COMMISSION

JAMES BATCHELOR, CHAIR
DAVID KING, VICE-CHAIR
ROSEMARY BATTLES FOY
PAUL BELL
WENDY ECKER
ELTON ELPERIN
JUDITH SELWYN
PETER AMES, ALTERNATE
KIRSTIN GAMBLE BRIDIER, ALTERNATE
GITI GANJEI SAEDIJAN, ALTERNATE
PETER KLEINER, ALTERNATE

February 26, 2014

William H. Lupini, Ed.D.
Superintendent of Schools
Town of Brookline
333 Washington Street
Brookline, MA 02145

Dear Dr. Lupini,

The Preservation Commission received an application for a Demolition Certificate for the **school at 345 Harvard Street** on February 12, 2014. In accordance with Section 5.3 of Article XXIII-B of the Town's By-law, the Commission staff, in consultation with the Chair, made an initial determination as to whether the building in question falls into one or more of the categories listed under the paragraphs a-d in Section 5.3.5 and which identifies a building as significant. In the case of the **school at 345 Harvard Street**, its significance meets the following criteria in Section 5.3.5--

- c. The building is associated with one or more significant historic persons or events, or with the broad architectural, cultural, political, economic, or social history of the Town or Commonwealth; and
- d. The building is historically or architecturally significant in terms of its period, style, method of construction, or its association with a significant architect or builder, either by itself or as part of a group of buildings.

Architects Kilham and Hopkins designed the yellow brick colonial revival-style central pavillion of the Devotion School on land known as the Babcock Farm that the Town had purchased in 1891. When this part of the school was built, in 1913-1914, two other school buildings, dating to c.1893 and c.1898, and the antique Devotion House, headquarters of the Brookline Historical Society, occupied the front of the property along Harvard Street. The school's arrangement of buildings was altered in 1924, when an addition was built on the central pavillion; in 1953 when the oldest of the school buildings was razed; and 1974 when another addition was added after the c.1898 building and the 1924 addition were demolished.

This letter serves as notification of the staff's initial determination of significance of the **school at 345 Harvard Street**. Pursuant to section 5.3.7 of the By-law, a **public hearing** for the purpose of reviewing the case will be held on the evening of **Tuesday March 11, 2014 in the School Committee Room of Town Hall, 333 Washington Street in Brookline, starting at 6:30 p.m.**

Town Hall

333 Washington Street

Brookline, MA 02445

Tel(617)730-2089

Fax (617)730-2442



3.1.4 Evaluation of Existing Conditions

Review of Historic Requirements and Development Restrictions continued

- 2 -

Please do not hesitate to contact me if you have any questions.

Sincerely,



Greg Hardwicke
Preservation Planner

cc Building Commissioner
Director of Planning
Town Clerk

Town Hall

333 Washington Street

Brookline, MA 02445

Tel(617)730-2089

Fax (617)730-2442



3.1.4 Evaluation of Existing Conditions

Review of Historic Requirements and Development Restrictions continued



TOWN OF BROOKLINE

Massachusetts

BROOKLINE PRESERVATION COMMISSION

JAMES BATCHELOR, CHAIR
DAVID KING, VICE-CHAIR
ROSEMARY BATTLES FOY
PAUL BELL
WENDY ECKER
ELTON ELPERIN
JUDITH SELWYN
PETER JAMES, ALTERNATE
KIRSTIN GAMBLE BRIDIER, ALTERNATE
GITI GANJEI SAEIDIAN, ALTERNATE
PETER KLEINER, ALTERNATE

March 14, 2014

William H. Lupini, Ed.D.
Superintendent of Schools
Town of Brookline
333 Washington Street
Brookline, MA 02445

Dear Dr. Lupini,

The Brookline Preservation Commission received an application for a Demolition Certificate for the **school at 345 Harvard Street** on February 24, 2014. Notices were mailed for a public hearing on Tuesday, March 11, 2014. In accordance with Section 5.3.5 of article XXIII-B of the Town's By-law, the Commission staff, in consultation with the Chair, made an initial determination as to whether the building in question falls into one or more of the categories listed under the paragraphs a-d in this Section and which identify a building as significant. In the case of the **school at 345 Harvard Street** the property's significance meets the following criteria in Section 5.3.5--

- c. The building is associated with one or more significant historic persons or events, or with the broad architectural, cultural, political, economic, or social history of the Town or Commonwealth; and
- d. The building is historically or architecturally significant in terms of its period, style, method of construction, or its association with a significant architect or builder, either by itself or as part of a group of buildings.

At the public hearing on March 11, 2014 the commission voted to uphold the initial determination of significance. The Building Commissioner is required to **withhold a demolition permit for the building for a period of twelve months beginning March 11, 2014**, except for the provision of section 5.3.11 of the By-law.

Please do not hesitate to contact the staff if you have any questions.

Sincerely,


Greer Hardwicke
Preservation Planner

CC Building Commissioner
Director of Planning & Community Development
Town Clerk

Town Hall

333 Washington Street

Brookline, MA 02445

Tel (617) 730-2089

Fax (617) 730-2442



Historic 1913 building



1954 building



1974 building

3.1.4 Evaluation of Existing Conditions

Building Overview

The original Edward Devotion School was founded in 1894 on land purchased by the Town of Brookline from the Nahum Smith family for the purpose of constructing school buildings. The historic Edward Devotion House, built in the 1700's, is still a permanent fixture on the site located just off of Harvard Street. At the turn of the last century, the Devotion School began to take shape with the construction of three school buildings arranged around the existing Devotion House. These buildings were constructed in 1892, 1898 and 1913, of which the 1913 building is the only one still standing today.

The historic 1913 structure is the most central portion of the school, located directly behind the Devotion House facing Harvard Street. In 1954, an addition along the eastern side of the site was added over the footprint of the original 1892 building. During this construction period a gymnasium was also added at the rear of the 1913 building. In 1974 a second addition was added off of the western elevation of the 1913 building parallel to Stedman Street. During this construction period the original double height auditorium was divided into two levels to provide the school with a library on the lower level and an auditorium/multi-purpose room above.

Today the 1913, 1954, and 1974 wings of the school all function as one entity. The floor levels of all three buildings are mostly aligned with the exception of the front of the 1954 addition towards Harvard Street. This building is a split level and is set six feet off of the adjacent building floor levels to allow the building to be entered at grade off of the loop road. Currently there is no accessible path connecting the split level floors.



Image courtesy of Brookline Historical Society

School circa 1920's (only the 1913 building remains today)

clockwise
1974 parking deck plaza, Edward
Devotion House, Front lawn along
Harvard St, View across main 1913
entrance, Access to rear ball field



3.1.4 Evaluation of Existing Conditions

Site and Contextual Assessment

The Edward Devotion School is one of nine neighborhood elementary schools within the Town of Brookline. Currently it is the largest K-8 school in its district which serves the busy Coolidge Corner neighborhood. Located at 345 Harvard Street within a two-family and attached single-family residential district, the 6.6 acre site is bordered by Harvard Street to the south, Stedman Street to the west, a residence that fronts onto Stedman Street to the north, and a series of commercial and residential buildings along Babcock Street to the east. The site encompasses the play areas to the north of the school building including the ball field, the old Devotion Street pedestrian pathway, and the basketball and tennis courts just beyond. The site, with its green spaces and play areas is a heavily used resource for the school and for the wider Brookline community.

The school sits on a sloped site with the highest point at the southeast corner along Harvard Street and the lowest point on the northwest corner in the baseball field. Its varying terrain, in combination with its proximity to the historic Edward Devotion House, the existing loop road and pedestrian walkways, as well as the multiple existing lower levels of the 1913 building create a very challenging situation in making the site fully accessible.

It is likely that the extent of the renovation will be large enough to require that the entire site and buildings be brought into compliance with the current Massachusetts Architectural Access Board (MAAB) and the Americans with Disabilities Act (ADA) standards. Currently the only accessible entrances are through the 1974 addition. One entrance is accessed via the plaza area above the parking garage which is accessed by ramps to the adjacent sidewalk. Additionally, the rear entrance to the 1974 addition adjacent to the cafeteria is also accessible via ramps to the Stedman Street sidewalk. Diligent site planning along with an accurate survey will be required to ensure that accessible routes are provided for the entire site and all building elements.

Harvard Street is a busy main thoroughfare connecting Commonwealth Avenue and Beacon Street. Harvard Street's zoning is comprised of General and Local Business districts, as well as some apartment buildings. Currently this section of Harvard Street has a mixture of commercial establishments, apartment buildings, and secular buildings. Located in front of the Devotion School along Harvard Street is the Edward Devotion House, a National Historic Landmark dating back to the early 1700's. It is operated by the Brookline Historic Society and has no direct connection to the school.



clockwise

Rear hardtop play area, Ball field behind Devotion School, View of Devotion School from ballfield, View of Devotion School from Stedman Street, Play area adjacent to 1954 bldg



3.1.4 Evaluation of Existing Conditions

Site and Contextual Assessment continued

The Devotion House has greatly influenced the layout of the Devotion School over the last two centuries. The original Devotion School buildings, built in the late 1800's formed a U shape ring around the Devotion House in order to preserve the historic structure. Today that layout of school buildings is still present in order to preserve the Devotion House. The existing loop road driveway that provides drive up access to all the buildings is too small to be used safely as a drop off area for the school.

Stedman Street to the west of the Devotion School Complex is a one way street flowing uphill towards Harvard Street. There is an elevation change of over 10 feet from the lowest elevations adjacent to the recreational ball field to the highest near Harvard Street. While the Devotion School is largely a walker's school, vehicle drop off for those parents which do drive typically takes place along Stedman Street where a few parking spaces are available for drop off. The faculty parking structure is also accessed from Stedman. This area of the school also houses the main gas and water line entrances to the building, as these services come off of Stedman Street. While approximately 50 spaces are provided to the faculty in the parking structure, a neighborhood parking plan has been instituted for the balance of the school's faculty parking needs. This plan is reported to be working well.

A recreational ball field for softball and general play is located at the rear of the Devotion School. There are also basketball courts located on the opposite side of the old Devotion Street pedestrian path further to the north. Community tennis courts are located adjacent to the basketball courts. The Devotion Street pathway provides a pedestrian friendly point of travel, allowing for easier pedestrian access from adjacent neighborhoods onto Stedman Street, and ultimately to the school. The ball field is situated at a lower elevation than the Devotion School, and as a result, there is a retaining wall that separates the ball field from the school. Portions of this retaining wall were designed to provide seating for the ball field. The field is overly compacted, drains poorly and cannot support turf in large areas.

The eastern edge of the site is bound by a number of large apartment buildings including a high rise apartment building along Babcock Street. At the front of the site closest to Harvard Street there is also a mixed-use commercial structure. The remaining sliver of open space between the above mentioned buildings and the school, contain a variety of stepped play areas with play ground equipment and educational gardens. Play equipment is outdated and ground plane surfacing does not meet code for accessibility. These grounds are open for use by the school and the community at large.

Play areas are an important aspect of any elementary school site. The play areas along the eastern edge of the building extend up to Harvard Street to maximize the area for play for the youngest students. The black top play area along the rear of the building in between the gym, softball field, and the Babcock Street residences provide additional play space for the older students. Along the Stedman Street edge of the property, there is an additional paved area which sits above a portion of the underground parking garage. This plaza is several feet below the elevation of the loop road at the front of the school and is used as a basketball court. Continuing south along Stedman towards Harvard Street is a small grassy urban “park” similar to the lawn area directly in front of the Devotion House.

The historic fabric of the Brookline community plays an important role in the development of this site. Historic structures are abundant with the John F. Kennedy Homestead on Beals Street, the Devotion House in front of the school, and the historic 1913 wing of the Devotion School itself where Kennedy attended grade school. It is evident in the layout of the site, that the historic buildings have played an important role in the development of this site with the school forming a semi-circle around the Devotion House. Projects that significantly disturb or alter the Edward Devotion House National Historic Site will trigger an extensive and lengthy federal review of the impact on the site.

Due to the property lines, streets, and the existing Devotion House and the



View from Harvard Street



3.1.4 Evaluation of Existing Conditions

driveway loop, plus the sloping nature of the site, it is a challenge to provide accessible routes to all site elements that will be required under MAAB regulations for any major renovation and addition. Since the ball field is adjacent to the school and can be used for play by the school, an accessible route to the field should be included as part of the project.

The MAAB requires that all site elements within the project must be connected with accessible routes. While the street and its sidewalks are exempt from the slope requirements of the accessible route, all other walkways, sidewalks, and paths must be made to be accessible. All elements intended to be used by the students such as playgrounds, exercise stations, and recreational fields will need to be made accessible and connected with accessible paths. This also extends to all entrances to the school complex, which must be accessible to their surrounding grade either by means of re-grading the site, or the installation of ramps.

The final project will need to incorporate a balance between maximizing the available outdoor spaces for play ground and play fields, and allowing for accessible routes utilizing ramps and platforms to navigate the grade changes.

clockwise
1913 Main entry, Exterior of library &
auditorium windows, 1913 Interior
corridor, 1913 Front elevation



3.1.4 Evaluation of Existing Conditions

1913 Building Review

Architectural Building Layout:

Situated behind the historic Edward Devotion House, the oldest portion of the Edward Devotion School was constructed in 1913 with its main entrance facing Harvard Street. The building layout is organized around a main corridor which runs parallel to Harvard Street. Offices, administrative support spaces, and classrooms are accessed off of the Harvard Street side of the corridor. The rear facing rooms in the building consist of two-story mechanical and gym spaces on the first floor, and library and multi-purpose spaces on the second and third floors.

The majority of the rooms located in the 1913 building are used for other means than your traditional classroom spaces. The main administrative offices are situated on the second floor, and many original classrooms on the first and third floor have been subdivided into smaller spaces for office use.

The elevation of the first floor is situated approximately six feet below grade. Therefore, the windows on this level are not full length windows which are typical in the above floors. The small gymnasium space on the first floor was renovated and reduced in size to create locker rooms during the 1954 renovation. The northern part of the room was closed off and split into two levels to create both a boys and girls locker room on the first and second floors respectively. The second floor locker room is accessible only via a dead end corridor and stairs, which is not acceptable by today's building codes.

Exterior envelope:

The building was constructed with yellow brick, typical for the early 1900's, and accented by a mixture of granite and cast stone sills. Additional stone elements consist of the granite front steps and decorative casted stone elements along the main facade. Overall the exterior walls appear to be in good condition with the exception of their control and movement joints at the building intersections. This is most visible at the lower part of the wall where the 1974 addition meets the 1913 building. The chimney construction appears to be in poor condition, where the mortar has deteriorated to the point of requiring re-pointing of the brick. Some repair will also be required above the main entrance doors where an existing flag pole appears to have been removed.

The main entrance doors facing Harvard Street are the original 1913 wooden construction. The majority of windows throughout the building have been updated with metal frame and insulated glazing units. These metal windows appear to be fully operational and in good condition.

clockwise
Roof, Classroom in basement,
Hallway, Clock tower, 1913
Bldg main entrance interior



Roof:

The roof of the 1913 building which is visible from street level consists of sloped surfaces finished with slate tile and is in very good condition. The rear sloped area of the 1913 building was presumably originally finished with slate tiles which may have been salvaged to repair the front and side areas visible from the street below.

The rear portions of the 1913 sloped roof and roof area over the auditorium wing have been recently re-roofed with an EPDM membrane. Both of these areas appear to be in good condition with minimal to no ponding at the flat roof areas. There are standard flat roof drains installed over the auditorium area.

There are numerous copper items along the entire 1913 building roof area. Some of the copper flashing along the upper roof edge is showing signs of distress and may require replacement in the near future. The gutters and downspouts along all portions of the slate roof area are of copper construction. The gutters are showing some signs of deformation due to ice build-up, and many downspouts at the front of the building appear to be clogged from the signs of water splashing on the main façade.

The roof drain system for the entire school complex connects to underground drain lines.

Interior Spaces & Finishes:

The typical wall finishes throughout the corridors and rooms in the 1913 building are a mixture of the original plaster wall surfaces and retrofitted gypsum wallboard areas. These wall surfaces are in fair to good condition in their current configuration, but with visible wear and denting from student traffic through the corridors.

The typical floor finish throughout the 1913 building is carpet, the condition of which varies from good to poor depending upon location and wear pattern. Typically the heavy use corridor areas are more severely worn down than smaller office areas. Below the carpeting in the 1913 building there is presumed to be the original finished wood floor. On-site sampling would be required to determine the full extent of the original finish wood floor. Over time this floor has warped and shifted, and now causes squeaking when under pressure from foot traffic. This is most noticeable in the main corridor closest to the 1974 addition. Repairs and/or replacement of the floor will be necessary to reduce the floor's fluctuation.

clockwise
Auditorium, Library
reading nook, Media
Center, Classroom



3.1.4 Evaluation of Existing Conditions

1913 Building Review continued continued

The typical ceiling throughout the 1913 building as well as throughout the entire school is a 1 x 1 acoustic ceiling tile in a concealed spline system. The condition of the system through the school is fair. While most of the tiles are still in place, over the years numerous areas above the ceiling have required access through this ceiling system. Because of the nature of the concealed spline, once the tiles are in place they are not easily removed in partial sections. When this occurs, the tiles are never able to be replaced seamlessly back into the system. The result is a patchwork effect on the ceiling, where notable “patches” of tiles have been removed and replaced and will never again be able to sit flush within the ceiling system.

Multi-Purpose Room:

The current multi-purpose room was created via a floor infill installed during the construction period of the 1974 addition. The original 1913 building housed a two-story multi-purpose space with a balcony that spanned the second and third floors of the building. After the floor infill divided the two story space, a multi-purpose space was located on the third floor. The windows along the western façade of the 1913 building were also boarded up due to the construction of the 1974 wing, allowing natural light to only enter from the eastern wall.

The majority of the room’s finishes are typical to the rest of the building, with carpet floors and gypsum wallboard and plaster walls in fair to good condition. The ceiling is a mixture of the typical 1x1 acoustical spline ceiling system, along with gypsum wall board soffit areas over the platform area to accommodate the theatrical lighting supports.

There are a number of accordion type movable partitions throughout the space which allow the multi-purpose room to be divided into several smaller rooms. These movable partitions do not provide much acoustical isolation due to their low sound transmission class (STC) value. This limits the use of the spaces once divided, as much consideration would need to be given to the acoustical volume of the program taking place in the space.

A raised wooden platform is located along the northern wall of the room as the stage. A curtain divides the front platform area from a “backstage” area where performances can take place. A ramp is located along the eastern side of the platform to allow for wheelchair access.

Library:

Upon completion of the 1974 floor infill, the original multi-purpose room level located on the second floor was renovated into the library space. A raised platform is used as a small, raised reading area at the northern portion of the space. This raised platform was most likely installed to encapsulate the original auditorium stage. Future renovation of this space must either completely remove the raised platform area, or install means to make it handicap accessible.

Similar to the multi-purpose space, the finishes in the library include carpet, plaster and gypsum walls. The ceiling is constructed of the typical 1x1 acoustical spline ceilings and a large number of gypsum wall board soffits. All finishes within this space appear to be in fair to good condition.

Also similar to the auditorium space above, exterior windows and daylight now only enter the room from the eastern wall surface due to the construction of the 1974 wing along the western wall of the space.

Toilet rooms:

Many original toilet rooms were maintained in the 1913 building, where the original stone stall partitions are still in place. All the toilets and fixtures have been upgraded to more modern standards with some including motion sensor flush valves. See accessibility & code deficiencies for information on the accessibility of these toilet rooms.

left to right
Window interior,
Library reading nook



3.1.4 Evaluation of Existing Conditions

1913 Building Review continued continued

Accessibility & Code Deficiencies:

Under the current building code, the Devotion School is considered a continuous complex lacking any fire separation between the various additions. Any future construction on the school complex that includes renovations to the 1913 building will require that the structure be brought up to current building codes meeting Type IIIA, combustibile construction. This will require that all wall and floor construction contain the necessary level of fire proofing to maintain an acceptable fire rating.

The 1913 building is built with load bearing masonry walls, and wooden floor structures. Therefore the wall structures will likely meet the required fire ratings with minimal upgrades, however, the floor slab construction may require more elaborate reconstructing in order to satisfy those requirements. It will also be necessary for the load bearing masonry walls to be brought up to today's lateral load requirements.

Stairs, Corridors & Building Egress:

The Devotion School building must be evaluated as one continuous structure; all egress stairs share the combined occupant loads of the building. There is no delineation between the egress of the occupants through stairs in the 1913, 1954 or 1974 building. Future modifications to the complex must take the egress paths into consideration, as they will be required to conform to today's standards.

Within the 1913 building there are some areas in the rear wing which are currently inaccessible by today's standards. The first is the floor infill installed above the small gymnasium space primarily used as the girls' locker room or extended day facilities, along with a few office spaces. Because this floor is offset from the first floor elevation, and accessible only by stairs and not an elevator, an accessible means of access would have to be installed, unless the level is removed. Second, the small gym on the ground level is accessible primarily by an excessively steep stair, which does not comply with today's building codes. The space is also accessible by a series of sloped walkways from the 1970's rear entrance corridor; however the corridor does not comply with current standards stating that corridor width must be at least 72" wide. Revised or renovated paths of travel may need to be installed or a limitation on the maximum number of occupants may be applied in order to achieve code compliance.

In addition to the inaccessible levels mentioned above, the ground floor of the Devotion School, primarily the lowest level of the 1913 building and the adjacent gymnasium structure built in 1954, have restricted elevator access.

When taking the elevator from any of the above classroom levels to the ground floor level to access the small gym or adjacent full size gymnasium, one must travel through the parking garage where the elevator is located. This configuration does not meet the intentions of ADA regulations and should be corrected in any renovation.

The only original 1913 stairwell construction is located along the eastern side of the multi-purpose / library area. Current room configurations have required that access to some rooms in the 1913 building is solely from this stairwell. By today's building code standards, occupied spaces with only one means of egress cannot be located directly off of an egress stair. Room access would need to be reconfigured in a renovation to relocate access from outside of the egress stairs.

The construction of the original 1913 stairwell also lacks compliance with today's building codes. The guardrails would need to be updated to current code compliance, handrails would need to be installed, and the nosing of the stair treads would need to be modified to meet the current Massachusetts Architectural Access Board (MAAB) and American with Disability Act regulations (ADA) regulations. This would be in addition to the repair or replacement of the stone treads which have been severely worn down by years of usage.

The egress stairs located at the rear of the multi-purpose room and installed during the 1974 renovation will also require modifications to the handrails and guardrails to comply with today's code requirements.

left to right
Basement corridor,
Small gym



One of the current main entrances to the Devotion School is through the central doorway in the 1913 building. This entrance is not accessible, and would not be allowed to serve as an entrance after a renovation of the school unless an accessible path way is provided. Accessibility through this entrance will present a challenge as the door threshold is located approximately six feet above grade and would require over 60 feet of ramp up to this elevation. Then, once the occupant is through the exterior doors, an interior half flight of stairs to the floor levels of the school still prohibits an accessible path into the building. This will require a chair lift be retrofitted into the area if the stair configuration is to remain in place.

Toilet rooms:

The layouts of all the toilet rooms within the 1913 building are concurrent to the original design, and therefore none of the toilet rooms meet current accessibility regulations. With any major renovation, the toilet rooms will be required to be reconfigured to meet current MAAB and ADA standards. The accessible toilet rooms will require more space than is currently allotted, and therefore careful consideration for the new design will be required to achieve compliance with all necessary regulations.

Structural:

The front portion of the 1913 building facing Harvard Street and supporting the sloped slate roof is constructed from load bearing masonry walls supporting the heavy timber and wood framed roof structure. The library and multi-purpose room rear portion of the building is constructed of a combination of concrete and steel framing.

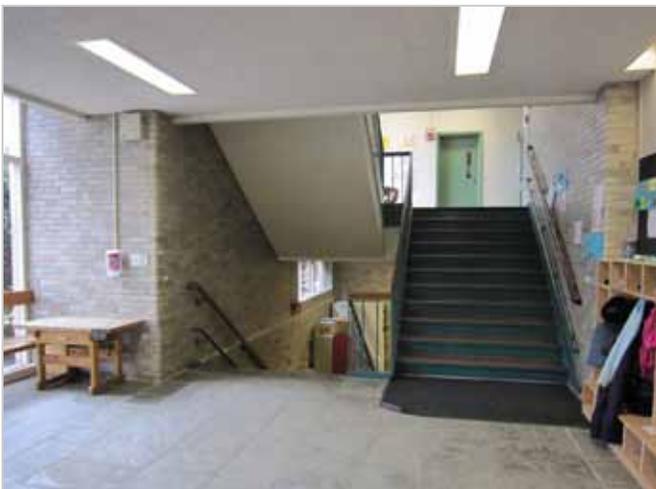
The wood framed roof structure of the 1913 building also supports a wood framed and copper clad cupola / clock tower. To either side of the building are double sets of masonry chimneys which protrude approximately ten feet past the ridge of the sloped roof.

One method of compliance with today's lateral load building code is to confirm a limited or no increase of load to the existing building. This can be done through the prescriptive method allowed by the International Existing Building Code (IEBC) which is part of the 8th Edition of the Massachusetts State Building Code. However, depending on the programming and final design this may not be achievable. In such a scenario, additional wall clips / bracing may need to be installed to achieve compliance with the code.

For further information, see Appendix F.



clockwise
Main entrance off loop road,
Main stair, Typical classroom,
Exterior facade



3.1.4 Evaluation of Existing Conditions

1954 Building Review

Architectural Building Layout:

The 1954 addition to the Edward Devotion School was constructed over the footprint of the 1892 school building on the eastern edge of the site. The addition is a linear building with a double loaded corridor design where the classrooms are all located along the eastern edge of the building, with smaller service and support spaces located on the western edge of the building, facing the Devotion House.

The addition connects through to the 1913 building at common floor heights on the second and third floors. At the first floor, the 1954 building is a few inches below the first floor of 1913 building and transitions this difference via a sloped walkway. However the levels within the 1954 structure are not continuous. The building is a split level structure where the front half of the building closest to Harvard Street has floor elevations set a half level off from the floors of the main building. This was done to allow the main entrance of the 1954 building to be even with the grade of the loop road's sidewalk. There are two entrances at this elevation; one is at the end of the building facing Harvard Street, the second is near the building's connection with the 1913 building.

Exterior envelope:

The overall brick masonry structure appears to be in good condition. There are no signs of significant settlement or stress on the building. Some brick veneer areas will require repointing or repair where the veneer has spalled.

The exterior windows and doors of the building appear to be in various conditions. The windows at the eastern elevation, which are all of the classroom windows that face the playgrounds, have been replaced with insulated glazing units. All the windows along the western façade facing the Devotion House, where all the support or non-classroom spaces are located, remain as the original single pane glazing. In addition to the windows, the exterior doors remain to be of single pane construction, with some attempts at modification to aid in accessibility, although these modifications have not brought the doors up to current requirements.

Roof:

The roof condition consists of a fairly recent EPDM roof installation. This is a consistent feature throughout the entire school complex with the exception of some slate roof areas at the 1913 building. Walkway pads have been provided around various access points to the roof, and there is minimal evidence of ponding.

clockwise
Exterior facade, Basement
corridor, Playground,
"Moveable" partition with
fixed tiems



Interior Spaces & Finishes:

The typical corridor wall finish is a light green glazed terra cotta masonry unit. These units appear to be in fair to good condition throughout the corridor areas. In addition to the glazed block in the corridors, the remaining walls are often covered with built in cubbies for students to hang their belongings. While these units are still functioning with hooks in place, the wood shows signs of significant wear and is in fair to poor condition.

A majority of the walls between classroom spaces are moveable partitions. In the original construction of the building this would have been installed to allow for flexibility of classroom spaces, and create larger rooms for assemblies when needed. The programmatic needs of the school have changed since the construction of the building, and these rooms are now used solely as individual classrooms. Electrical, heating and tel-data equipment have been permanently affixed to these “moveable” partitions rendering them unmovable.

The greatest disadvantage of moveable partitions used as permanent room separation walls is their poor acoustical qualities. The moveable partitions installed within the 1950’s were not equipped with any means of acoustical seals around the panels. There are gaps which can be seen at the bottoms of these panels to the floor, which made for easier movement of the panels in opening and closing the system. The gaps, along with the minimal material thickness of the panels, allow a much higher passage of sound between the rooms than would a traditional stud wall. This can greatly compromise the room as an effective space for learning.

The teaching surfaces within the 1954 addition vary greatly. Writeable surfaces range from whiteboards to chalkboards, which can create some concern as many school districts have moved away from the use of chalk in the classroom amidst concerns of allergens caused by the chalk dust. The tackable surfaces range from traditional tackboards to the moveable partition panels which are doubling as tackboards. A concern with the multitude of different surfaces is that equivalencies between classrooms are lost, and one classroom might be more sought after by teaching staff than another one, due to “extra” writable or tackable surfaces in the room.

The floor finishes consist mostly of carpeted floors within the classrooms and corridors. The carpets appear to be a low pile, indoor/outdoor grade carpet in fair to poor condition. Carpeted floors can again cause some concerns with allergies amongst the students and therefore is not typically installed within classroom and corridor spaces in new school construction. There are

clockwise
Playground, Typical classroom
cubbies, Main gym interior,
Exterior of gym, View from
Harvard Street



3.1.4 Evaluation of Existing Conditions

1954 Building Review, continued

some exceptions to the carpeted areas, small ~10' x 10' spaces within the first and second floor classrooms have received VCT. The southern stairwell closest to Harvard Street is also VCT, while the central stair which connects the split levels has a stone veneer finish on the stairwell floors as well as the stair treads.

The typical ceiling throughout the 1954 addition as well as throughout the entire school is a 1 x 1 acoustic ceiling tile in a concealed spline system. The condition of the system through the school is fair. While most of the tiles are still in place, over the years numerous areas above the ceiling have required access through this ceiling system. Because of the nature of the concealed spline, once the tiles are in place, they are not easily removed in partial sections. When this occurs, the tiles are never able to be replaced seamlessly back into the system. The result is a patchwork effect on the ceiling, where notable "patches" of tiles have been removed and replaced and will never again be able to sit flush within the ceiling system.

Gymnasium:

During the construction of the 1954 addition, a new gymnasium space was constructed adjacent to the 1913 building along its most northern façade. The gym construction is of steel framing with a CMU back-up and brick veneer. The uppermost portion of the gymnasium is of translucent Kalwall-like panels that aid in the amount of daylight that enters the space.

The current gymnasium is approximately 4,300 sf with interior dimensions of 48' wide by 90' in length. These dimensions do not support the MSBA recommended gym size of 6,000 sf to accommodate a minimum of a 42'x74' junior high sized basketball court with an additional room for overrun and bleacher areas.

The exterior of the gymnasium is showing significant signs of rust. Because this can indicate possible deterioration in the window system, the flashing and drip edges of the system would need to be evaluated for replacement.

Accessibility & Code Deficiencies:

With any major renovation, full compliance of the Massachusetts Architectural Access Board (MAAB) regulation would be required. In addition, all new systems installed must meet the current building code.

Full compliance with MAAB regulation would translate to a fully accessible building. All entrances must be accessible and all spaces open to students must be on an accessible route connected with elevators, ramp, or chair lift. In addition, all other elements such as stairs, toilets, hardware, etc. must meet the requirement for the current building code and MAAB.

The existing building is a split level with the southern half at mid floor level of the northern half of the building. An accessible route must be provided to offer wheelchair access to all levels. This would require either the installation of a new elevator with stops at all the levels or multiple chair lifts to connect the different elements of the accessible route. Both options will result in reduction in usable space and loss of classrooms with the current configuration. In addition to the split level, the first floor is not at the same level as the rest of the complex. The first floor is a few inches below the 1913 building's first floor. A proper ramp or chair lift must be installed to address the difference of the floor levels.

The third floor classrooms of the 1954 building include difficulties in egress compliance as they do not have the proper two means of egress. In order to reach the second means of egress from some of the spaces, one must pass through another occupiable space, which is not allowed by today's building codes. Additionally, an accessible means of egress for a person in either of the two southern classrooms in this wing cannot be reached without traveling through the adjacent classroom. This configuration does not meet ADA regulations and should be corrected in any renovation.

Stairs, Corridors & Building Egress:

The existing entrances have a pair of 30" doors in a 5'0" frame. While some of the doors have automatic openers to assist the opening of the door, this still only allows for a less than 30" clear opening for the occupants passing through. This is less than the 32" clear opening required by MAAB. In a renovation it would be possible to replace the two equal doors with one large leaf door at a minimum of a 36" width and a smaller inactive leaf to provide the necessary opening width.



3.1.4 Evaluation of Existing Conditions

1954 Building Review, continued

The existing 1954 stair construction in all three stairwells includes stair nosing and guard rails which do not meet current code requirement for opening size and the shape of the nosing. The existing stair treads/risers and guard rails must be modified to meet current MAAB regulation.

Toilet rooms:

The layouts of all the toilet rooms within the 1954 building are contemporary to the original design, and therefore none of the toilet rooms meet current accessibility regulations. With any major renovation, the toilet rooms will be required to be reconfigured to meet current MAAB and ADA standards. The accessible toilet rooms will require more space than is currently allotted, and therefore careful consideration for the new design will be required to achieve compliance with all necessary regulations.

Structural Review:

The 1954 eastern wing is built with steel framed column and beam construction. The roof slabs and upper floor slabs are concrete, with the exception of the third floor clerestory roof which is a steel deck. The building is set upon a slab on grade crawl space towards Harvard Street, and upon a conventional spread footing to the rear of the building.

Due to the age of the building, the structure has not been adequately designed to meet lateral load or gravity load requirements of today's codes. There are multiple paths by which the structure could be evaluated and achieve compliance with the International Existing Building Code (IEBC) by prescriptive measures. The IEBC governs the renovations of existing buildings as a part of the current Massachusetts Building Code. IEBC allows for different methods of compliance; however these methods will have additional affects on the architectural building upgrades required.

A full structural review will be required to determine the best method to be used for this project. The outcome of which could possibly require the addition of a lateral bracing system by means of the installation of restraints at the tops of all masonry walls.

For further information, see see Appendix F.

clockwise
Typical classroom, Rear
facade of 1974 bldg, Harvard St
plaza deck, Loading dock



Architectural Building Layout:

The 1974 addition to the Edward Devotion School was constructed after a fire damaged part of the original west wing constructed in 1898. This addition consists of three levels of school program including classrooms and the kitchen/cafeteria. Below the first floor is a garage level which is accessible at grade along Stedman Street, and is below grade along the Devotion House side of the site. Access to this wing can be gained from Stedman Street by traversing up the inclining hill of the site, onto the plaza area above the parking garage, and into a set of main entry doors located outside the cafeteria lobby. There is also a secondary entrance at the rear of the addition facing the ball field behind the building.

Connecting to the western side of the 1913 historic portion of the Devotion School, the first through third levels of the 1974 addition have been constructed level with the existing 1913 floors. The parking garage floor is set only 10 feet below the first floor. This floor to floor height is adequate for a parking/mechanical space, but would be inadequate for any other programmatic functions.

During the 1974 addition period, renovations were also completed to the existing 1913 structure. A large part of this renovation was the division of the existing two-story multi-purpose space into two separate levels. The second floor was renovated to become the main library for the school. The new third floor was constructed as the new multi-purpose space and is now used for various functions including performance/music space.

Exterior envelope:

All of the exterior windows, doors, and curtain wall glazing are from the original 1974 construction. Therefore all glazing throughout the wing is single pane, resulting in major inefficiencies in thermal transmission through the structure.

The condition of the exterior brick veneer is in fair condition over most of the structure. Some exterior surfaces, including the area around the loading dock, will require localized repointing of the masonry. The flashing around the exterior hoods for the HVAC system at each classroom bay will need to be evaluated, as there is evidence of water entering into the system through this area which may be the result of deteriorated flashing around the hoods.

clockwise
Interior corridor, Cafeteria,
Media area, Interior small
classroom, Science lab



3.1.4 Evaluation of Existing Conditions

1974 Building Review, continued

Roof:

The roof condition consists of a fairly recent EPDM roof installation. This is a consistent feature throughout the entire school complex with the exception of some slate roof areas at the 1913 building. Walkway pads have been provided around various access points to the roof, and there is minimal evidence of ponding.

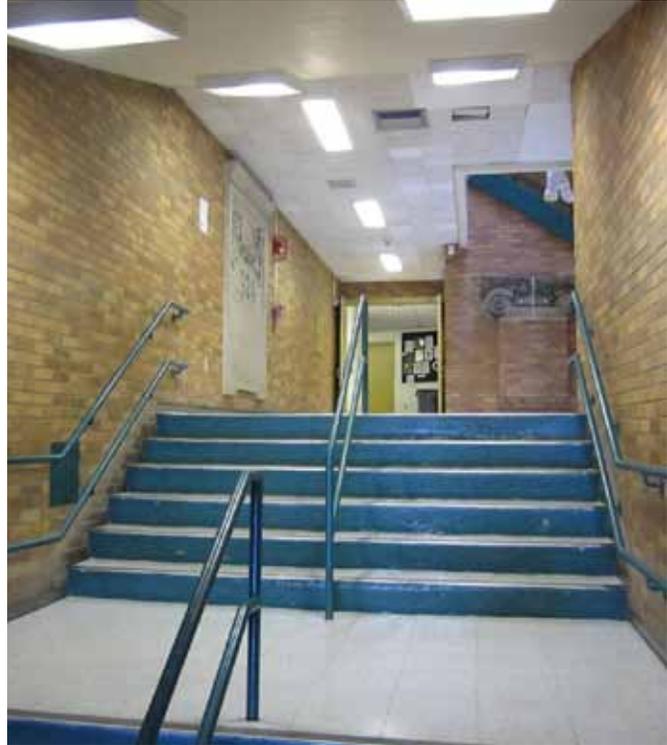
Interior Spaces & Finishes:

The typical layout of the classroom spaces on the second and third floors, when constructed in 1974, was based on an open concept plan. Per the original 1974 drawings, the majority of walls within the addition were operable partitions. Many of these operable partitions have been replaced with interior glass curtainwall systems and the remaining operable partitions have been fixed in place to divide the open plan space into individual classrooms.

The curtainwall has been installed to separate the classrooms from the interior corridors. Separations between classrooms are typically the original moveable panel partitions, now permanently in the closed position. As noted with the 1954 building existing conditions, operable partitions provide poor acoustic separation due to the lack of sealants around the paneling to completely seal off one space from the other. The interior curtainwall system would also be inferior in acoustic separation to a typical classroom wall construction due to its single layer of glazing construction.

The typical flooring and ceiling finishes throughout the classrooms on the second and third floors are carpeting and a 1 x 1 concealed spline ACT. These finishes are in fair condition, with minimal areas of disrupted ACT on the upper levels. The main entry lobby of the 1974 addition, which also serves as the lobby area into the cafeteria space is finished with a terra cotta quarry tile in fair condition. The flooring within the cafeteria and kitchen space is a VCT in poor condition showing significant signs of wear, possibly due to the continual wetting of the tile. Most tiles are curling up at the edges, and should be considered at the end of their usable lifespan. The ceiling within these two areas is also the 1 x 1 concealed spline, in poor condition. There are many areas that have been accessed through removed ceiling tiles, and the replacement of these tiles is not flush with the surrounding system.

clockwise
Inaccessible rear stair
entrance, Main stairwell,
Classroom "moveable"
partition, Classroom



Accessibility & Code Deficiencies:

Currently the 1974 building houses the one elevator which provides accessible handicap access to all areas of the Devotion School. The first floor entrance off the loop road from Harvard Street is the main accessible entrance for the school. All areas of the school are accessible to the elevator with the exception of the front split levels of the 1954 east wing, and the mezzanine above the small gym.

The second floor art rooms present concerns over a secondary means of egress. Currently the southernmost art and kiln room egress directly into one adjacent stairwell. However the secondary egress path traverses an occupied space which is not acceptable by today's building codes.

Toilet rooms:

The layouts of all the toilet rooms within the 1974 building are contemporary to the original design, and therefore none of the toilet rooms meet current accessibility regulations. Some single occupant toilet rooms have been retrofitted with handrails in an attempt to provide some measure of assistance to a handicapped occupant, however they are still not in full compliance with today's standards in terms of room clearance.

With any major renovation, the toilet rooms will need to be reconfigured to meet current MAAB and ADA standards. The accessible toilet rooms will require more space than is currently allotted, and therefore careful consideration for the new design will be required to achieve compliance with all necessary regulations.

Stairs, Corridors & Building Egress:

The existing 1974 stair construction in all stairwells includes hand rails and guard rails which do not meet the current code height requirements. The existing stair rails must be modified to meet current MAAB regulation. The existing stair nosings in the 1974 building are compliant with today's codes, unlike the stairs within the rest of the building.

The rear entrance of the 1974 building is accessible at grade, but not directly accessible to the interior first floor cafeteria level. Upon entering the building an occupant must travel through the parking garage to where the elevator is located in order to bypass the stairs at this entrance. This configuration does not meet the intentions of ADA regulations and should be corrected in any renovation.

Structural:

The 1974 western wing addition is built of concrete and steel construction, with a typical 3" concrete floor slab supported by steel joists. The exterior walls are constructed of unreinforced CMU with a brick masonry veneer.

Due to the age of the building, the structure has not been adequately designed to meet lateral load or gravity load requirements of today's codes. There are multiple paths by which the structure could be evaluated and possibly achieve compliance with the International Existing Building Code (IEBC) by prescriptive measures. The IEBC governs the renovations of existing buildings as a part of the current Massachusetts Building Code. IEBC allows for different methods of compliance; however these methods will have additional affects on the architectural building upgrades required.

A full structural review will be required to determine the best method to be used for this project, the outcome of which could possibly require the addition of a lateral bracing system by means of the installation of restraints at the tops of all masonry walls.

For further information, see Appendix F.



3.1.4 Evaluation of Existing Conditions

Mechanical, Electrical, Plumbing & Fire Protection Review

Mechanical:

The main boiler room for the Edward Devotion School is located on the ground floor of the 1913 building and currently operates two low pressure steam boilers, which were installed in 1992. The 1954 building is heated via the steam produced from these boilers, while the 1913 and 1974 buildings are heated via air handlers located in the mechanical penthouse above the 1974 building, also installed during the 1974 construction. An air handling unit also located in the mechanical penthouse serves the rear gymnasium space.

The current building systems have been maintained adequately over their life span, but have all surpassed their anticipated service life. Future construction at the school should include a major replacement of all systems and controls with newer, more energy efficient, and better controlled equipment.

Electrical:

The main electrical room for the Edward Devotion School is located on the ground floor of the 1974 building adjacent to the parking garage. The school is served by a 3000 Amp, 208Y/120V, 3-phase, 4-wire Main Switchboard. The majority of the panel boards throughout the school were installed during the 1974 renovation, if not older, and are difficult to provide replacement breakers for. Therefore the replacement of all breaker boards throughout the school is recommended in any future renovation.

The lighting systems throughout the entire school complex were primarily installed prior to 1979 and are recommended for replacement. There have been numerous advancements in energy efficient lighting design since the current fixtures were installed. New fixtures along with the installation of a lighting control system will contribute to an energy savings for the school along with achieving compliance with today's current energy codes.

Plumbing:

The Edward Devotion School is currently supplied by both city water service and natural gas which enter the building through the 1974 building on the parking garage level. There is a designated water service room within the parking garage, through which the domestic water line is accessed, and adjacent to which the natural gas line enters the building. Both systems are adequately servicing the current building requirements.

The toilet rooms and fixtures throughout the Devotion School include a range of various updates. Approximately half of the toilet rooms have been upgraded with motion sensor operated flush valves and faucet controls. The majority of the remaining fixtures are no longer code compliant and require replacement. It is likely that all these fixtures would need to be replaced. In addition, a sufficient number of drinking fountains would need to be added to meet current plumbing code.

Fire Protection:

The Edward Devotion School currently has a wet sprinkler system throughout the occupied spaces, as well as two dry systems, one within the parking garage, and one within the 1913 roof cavity. The main supply lines are also fed from the city water system and enter the building within the water service room in the 1974 building parking garage. The major item of note is that the existing 1913 building currently contains limited sprinkler coverage through the main egress areas. The main areas of assembly contain some sidewall head coverage, but the majority of spaces throughout the 1913 building do not meet today's building code standards and need to be upgraded. For further information please reference the full MEP FP Existing Conditions report in Appendix G.



3.1.4 Evaluation of Existing Conditions

Recommendations for further evaluations

The following additional investigatory and regulatory tasks should be completed during the PSR phase:

Traffic Study:

- Traffic data collection has been performed. In the next phase, the traffic study recommendations will be incorporated into the further development of the preliminary alternatives.

With the recommendation of the Preferred Solution, the following additional investigatory and regulatory tasks should be completed prior to the beginning of the Schematic Design phase:

Geotechnical

- Final phase of subsurface explorations to include ten (10) borings and five (5) test pits

Environmental

- Additional soil and groundwater testing in the vicinity of Boring B-7 and the current underground storage tank

Site Utilities

- Video inspection of existing stormwater line extending to the site from Harvard Street
- Video inspection to determine if existing sewer services are adequate for reuse
- Flow test to determine if a fire pump will be required

Structural

- Seismic analysis/ evaluation of the existing building to determine if adequate lateral load capacity is available
- Evaluation of cantilevered elements, such as chimneys, in the existing building
- Evaluation of the clock tower
- Evaluation of snow drift loading on the existing northern flat roof

3.1.5 Site Development Requirements

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Infrastructure Criteria Summary	135
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Site Development Requirements

Excerpted from CRJA report – Refer to Appendix B for full report

The Devotion School occupies a large corner parcel at the intersection of Harvard Street and Stedman Street in Brookline. Harvard Street is a busy, two way commercial thoroughfare, whereas Stedman Street is a narrow, one way (south bound) residential street. The site slopes from its southwestern boundary on Harvard Street and from its southeastern perimeter, toward the northern extent of the property. The overall grade change from south to north is approximately 19 feet.

The existing school is comprised of a combination of buildings constructed in 1913, 1954 and 1974. This building complex is set back significantly from Harvard Street, behind the historic Edward Devotion House. The 1913 building is centered on the Harvard Street frontage, directly behind the historic Devotion House. The 1913 structure is flanked by the 1954 and 1974 additions, on its east and west sides, respectively. The most significant building massing is behind the 1913 structure, and along Stedman Street.

Despite the significant massing of the building complex, the overall character of the school property is that of a green community park. The historic Devotion House and its landscape with two tall canopy trees anchor the heart of the Harvard Street frontage. The remaining site is divided roughly into four programmatic zones:

- **Neighborhood Common** (along Harvard Street, includes a shaded seating area with benches and game tables; an expansive lawn in front of the Devotion House, serves as a kind of urban “beach” as well as location for occasional art exhibition and farmer’s market type events.)
- **Playground Spaces** (extending along the eastern perimeter of the site from Harvard Street to the rear of the building, are programmed separately with play equipment for older and younger children. The school encounters some overlap (and perhaps some tension) with outside daycare organizations and members of the public, with pre-school aged children, who wish to use the play spaces fronting Harvard Street during normal school hours. Play equipment is outdated and ground plane surfacing does not meet code for accessibility.
- **Playing Fields** (between the rear of the building and the former Devotion Street easement, there is a combined little league sized baseball field and youth soccer field. The field is overly compacted, drains poorly and cannot support turf in large areas.)

- **Community Basketball and Tennis Courts** (property, between the former easement and the northern boundary, includes three full basketball courts and three tennis courts. Pavement and surrounding chain link fences are in disrepair and in need of replacement; transition spaces do not meet code for accessibility. The Director of Parks and Open Space indicates that the fence belongs to the City.)

Access to the school is predominately by foot. While this foot traffic comes from all directions, interviews with the school administration indicate that a significant population originates from the north, walking along Stedman. During site visits, CRJA observed smaller groups of pedestrians accessing the site via walkway connections from Babcock Street to Devotion Street and its pathway extension along the former easement to Stedman and from the walk on the north side of the tennis courts. Some members of the public have expressed their desire in writing (or in meetings) for the proposed building solutions to retain this east/west access across the site. Interviews with school administrators indicate that the Devotion Street path extension presents a security challenge, due to the intrusion of the public during school hours, while the elevated pathway ridge forms a barrier to engaging students to use the basketball courts during play time.

Upon arrival at the school, students and their parents/caregivers may enter the school from multiple entrances. The primary entrance is the front door to the 1913 building, facing Harvard Street. This entrance, which includes a flight of stairs, is not universally accessible.

Vehicular drop off and pick up is separated by car and by bus. Drop off/pick up by car is provided on Stedman Street. Bus service picks up and drops off students on the horseshoe driveway behind the Devotion House. Access to the underground parking garage and to the at-grade, service area/loading dock is both on Stedman Street. The secondary garage entrance is closed due to poor sight lines between parked cars; the loading dock is not properly oriented for south bound, one way traffic. Refer to the Traffic Engineers' evaluation for an assessment of the vehicular access and circulation issues.



3.1.5 Site Development Requirements

Infrastructure Criteria Summary

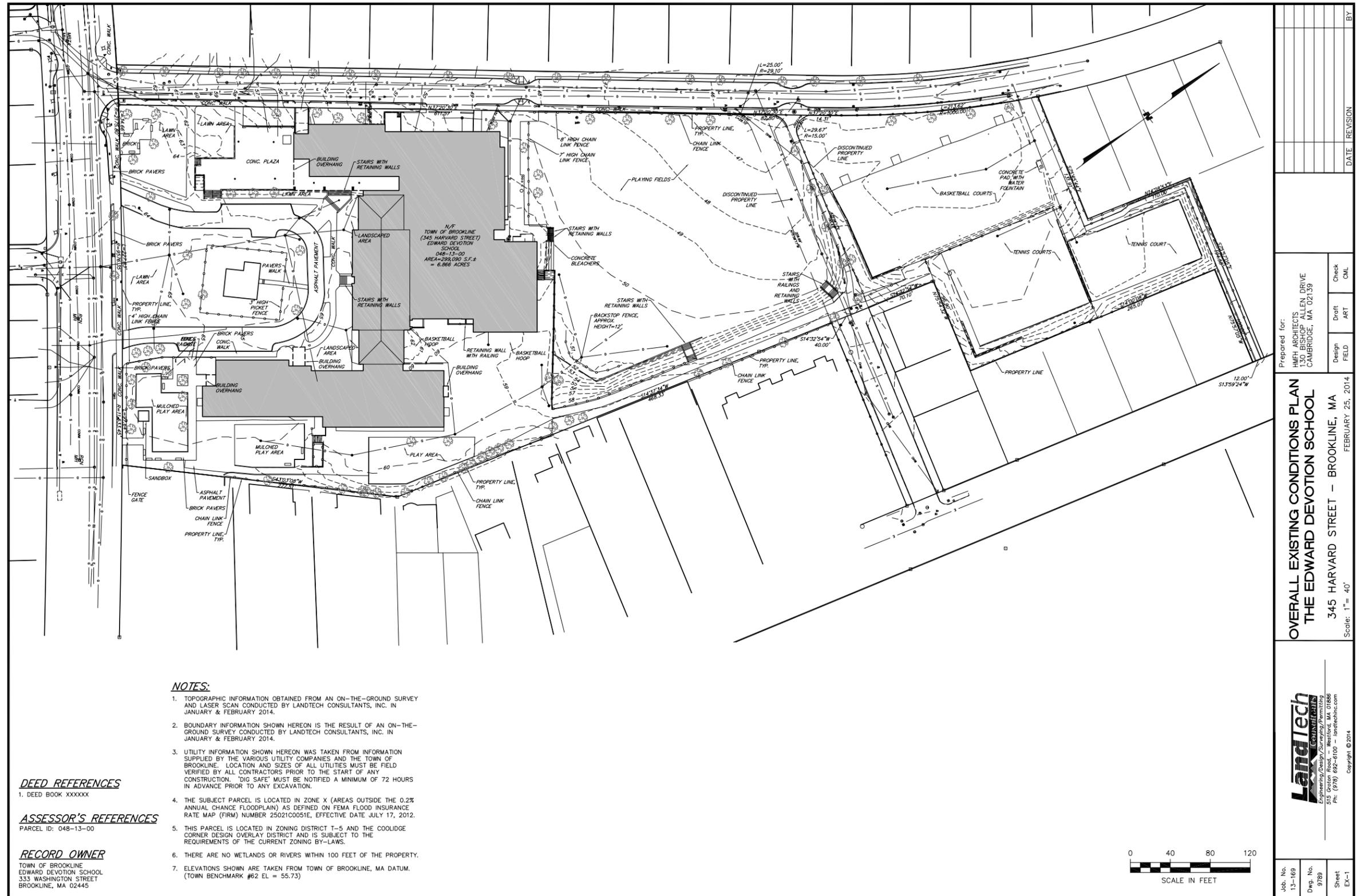
Infrastructure Type	Existing Site Conditions	Anticipated Incremental Change	Project Needs
Parent Drop-Off/Pick-Up (Kindergarten-8 th Grade)	Approx. 100 AM Drop-offs / 60 PM Pick-ups Up to 23 Cars on Stedman St (Harvard St intersection to approx. 4 cars past Devotion Path) Some modest addl activity on Harvard St	20% Student Growth Up to 20 AM/12 PM DO/PU Staging for 5 additional cars	Staging for 28 Cars (approx. 560 linear feet)
Parent Drop-Off/Pick-Up (Pre-Kindergarten)	Not Applicable	24 Pre-K Students Staging for up to 18 cars	Assume Staggered arrival/dismissal times for Pre-K No Additional Drop-off Staging Required
School Bus Staging	Harvard St / Main Driveway Loop (approx. 3-4 Buses/Vans)	No Change Busing stays constant with increased student population	Staging for 4 Buses/Vans (approx. 160 linear feet)
Pedestrian Amenities	Up to 550 walkers Arrival/Dismissal is decentralized and dispersed via multiple entry/exit options	20% Growth 110 additional walkers	De-centralized entry/exit configuration limits walking overlap with parent drop-off/pick-up. Centralized entry/exit may be required for safety/security reasons. Will require a careful understanding of pedestrian densities and sidewalk/plaza width requirements.
On-Site Faculty/Staff Parking	64 Parking Spaces (55 Garage / 9 Main Driveway Loop)	Up to 20 additional staff 20 additional parking spaces	84 Total Spaces
Off-Site Faculty/Staff Parking*	65 Authorized On-Street Parking Spaces (tag required from Town of Brookline)	0 Additional Spaces All incremental staff parking to be accommodated on-site	65 Parking Spaces Maintain current on-street parking program
Loading & Service	Outdoor Dock/Dumpster Area on Stedman Awkward orientation for one-way SB flow	Loading/Service Area with Dedicated Dock/Dumpster Bays	Loading/Service Area with Dedicated Dock/Dumpster Bays

*The faculty/staff numbers off-site need to be confirmed – we have received different numbers from the town vs. the school admin in charge of the parking allocation.



3.1.5 Site Development Requirements

Site Survey



- NOTES:**
1. TOPOGRAPHIC INFORMATION OBTAINED FROM AN ON-THE-GROUND SURVEY AND LASER SCAN CONDUCTED BY LANDTECH CONSULTANTS, INC. IN JANUARY & FEBRUARY 2014.
 2. BOUNDARY INFORMATION SHOWN HEREON IS THE RESULT OF AN ON-THE-GROUND SURVEY CONDUCTED BY LANDTECH CONSULTANTS, INC. IN JANUARY & FEBRUARY 2014.
 3. UTILITY INFORMATION SHOWN HEREON WAS TAKEN FROM INFORMATION SUPPLIED BY THE VARIOUS UTILITY COMPANIES AND THE TOWN OF BROOKLINE. LOCATION AND SIZES OF ALL UTILITIES MUST BE FIELD VERIFIED BY ALL CONTRACTORS PRIOR TO THE START OF ANY CONSTRUCTION. "DIG SAFE" MUST BE NOTIFIED A MINIMUM OF 72 HOURS IN ADVANCE PRIOR TO ANY EXCAVATION.
 4. THE SUBJECT PARCEL IS LOCATED IN ZONE X (AREAS OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN) AS DEFINED ON FEMA FLOOD INSURANCE RATE MAP (FIRM) NUMBER 2502100051E, EFFECTIVE DATE JULY 17, 2012.
 5. THIS PARCEL IS LOCATED IN ZONING DISTRICT T-5 AND THE COOLIDGE CORNER DESIGN OVERLAY DISTRICT AND IS SUBJECT TO THE REQUIREMENTS OF THE CURRENT ZONING BY-LAWS.
 6. THERE ARE NO WETLANDS OR RIVERS WITHIN 100 FEET OF THE PROPERTY.
 7. ELEVATIONS SHOWN ARE TAKEN FROM TOWN OF BROOKLINE, MA DATUM. (TOWN BENCHMARK #62 EL = 55.73)

DEED REFERENCES

1. DEED BOOK XXXXX

ASSESSOR'S REFERENCES

PARCEL ID: 048-13-00

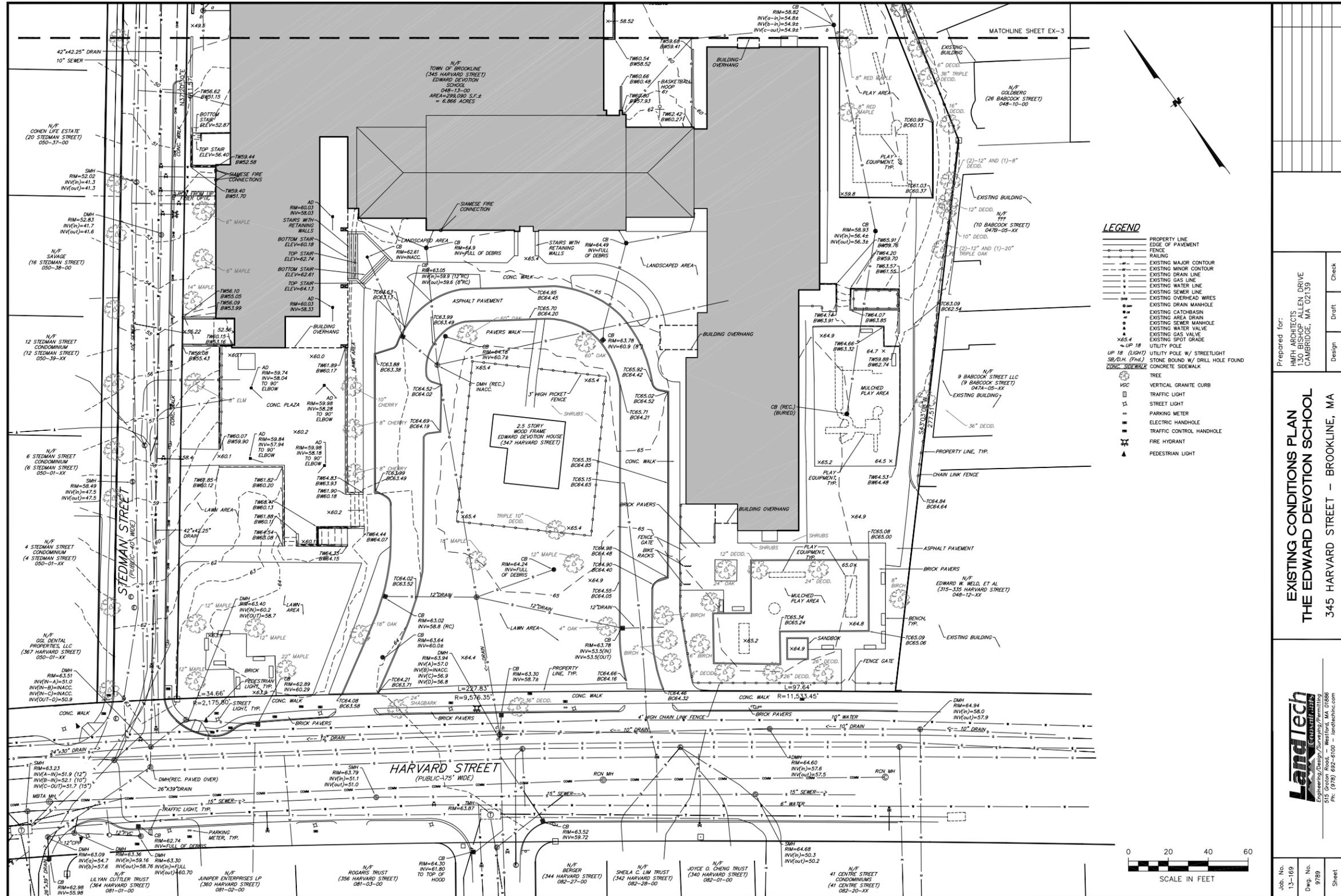
RECORD OWNER

TOWN OF BROOKLINE
EDWARD DEVOTION SCHOOL
333 WASHINGTON STREET
BROOKLINE, MA 02445



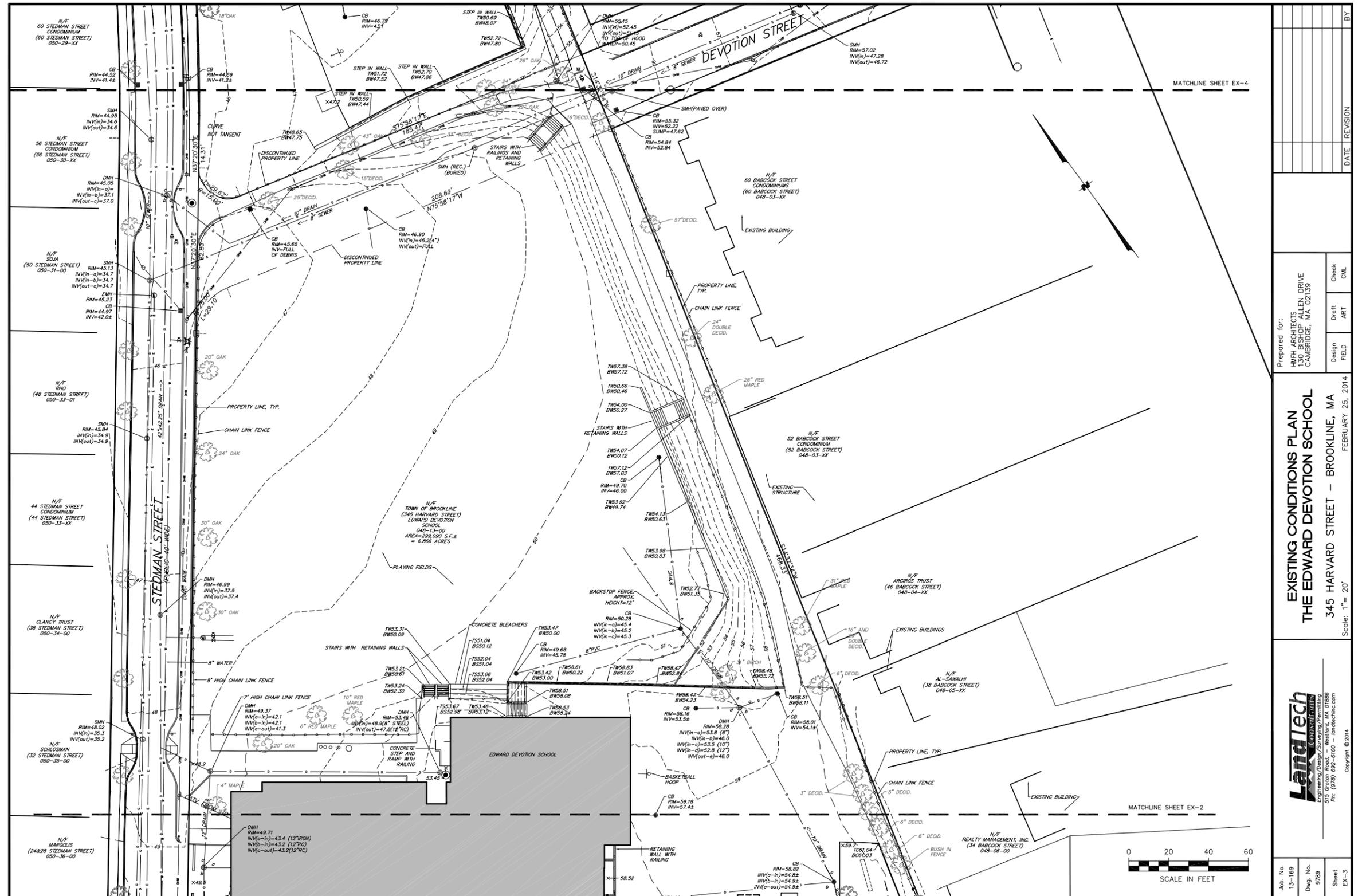
Job No. 13-169	Dwg. No. 9789	Sheet EX-1
<p>OVERALL EXISTING CONDITIONS PLAN THE EDWARD DEVOTION SCHOOL 345 HARVARD STREET - BROOKLINE, MA Scale: 1" = 40'</p>		
<p>Prepared for: HWH ARCHITECTS 130 BISHOP ALLEN DRIVE CAMBRIDGE, MA 02139</p>		
Design FIELD	Draft ART	Check CML
DATE	REVISION	BY
FEBRUARY 25, 2014		





Job No. 13-169	Dwg. No. 9789	Sheet EX-2	BY
Prepared for: N/FH ARCHITECTS 120 BISHOP ALLEN DRIVE CAMBRIDGE, MA 02139			Check CML
EXISTING CONDITIONS PLAN THE EDWARD DEVOTION SCHOOL 345 HARVARD STREET - BROOKLINE, MA			Design ART
Scale: 1" = 20' FEBRUARY 25, 2014			DATE REVISION
LandTech Engineering/Design/Construction 515 Gorton Road - Westford, MA 01886 Ph: (978) 692-8100 - landtechinc.com Copyright © 2014			





DATE	REVISION	BY

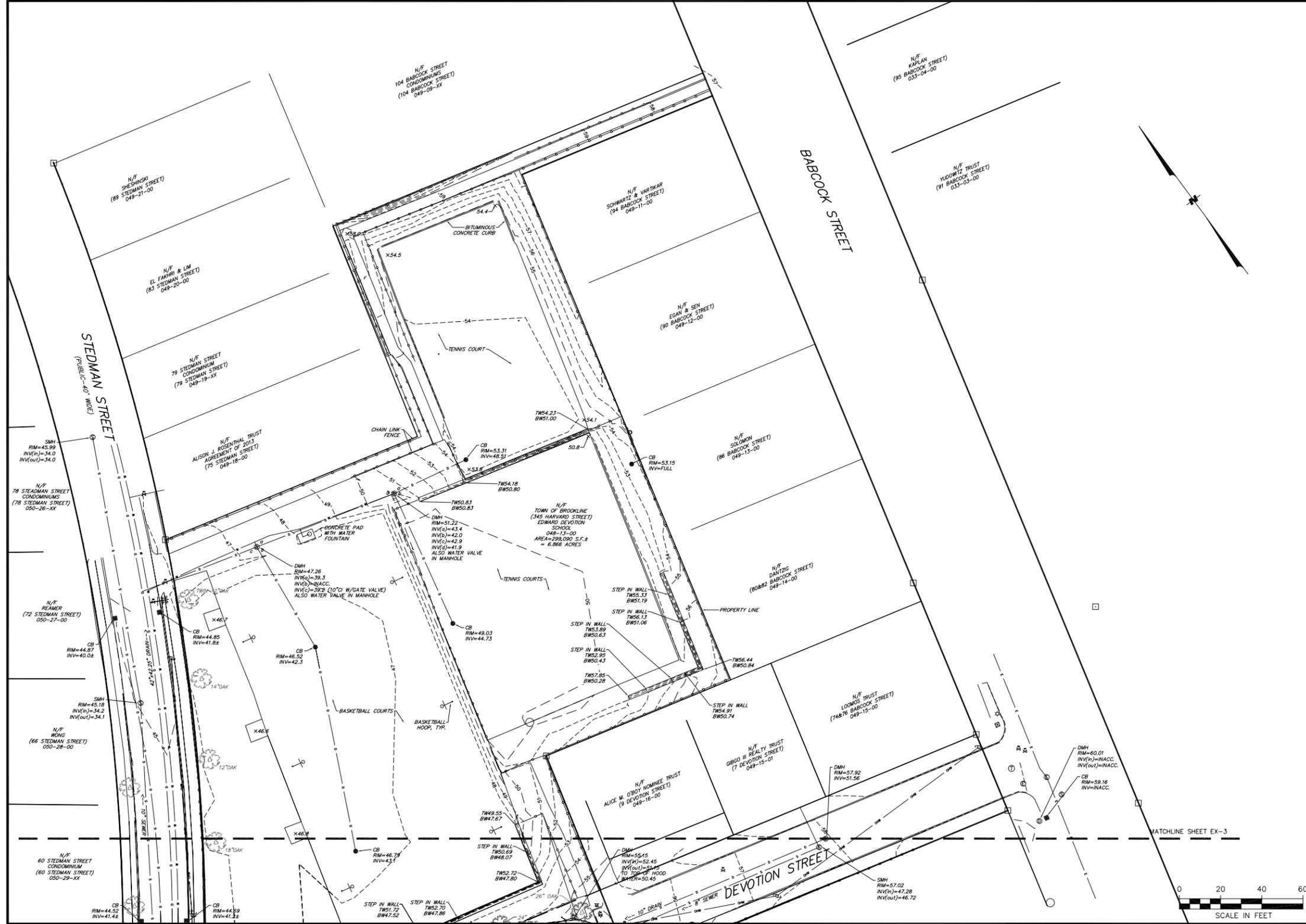
Prepared for:
 HMFH ARCHITECTS
 130 BISHOP ALLEN DRIVE
 CAMBRIDGE, MA 02139

**EXISTING CONDITIONS PLAN
 THE EDWARD DEVOTION SCHOOL**
 345 HARVARD STREET - BROOKLINE, MA
 FEBRUARY 25, 2014
 Scale: 1" = 20'

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 515 Gorton Road, Westford, MA 01886
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Job No. 13-169	Dwg. No. 9789	Sheet EX-3
Design FIELD	Draft ART	Check CML





Job No.	13-169	By	
Dwg. No.	9789	Date	
Sheet	EX-4	Revision	
LandTech Engineering/Design/Surveying/Permitting 215 Westford, MA 01886 Ph: (978) 892-4100 - landtech.com Copyright © 2014		Prepared for: HMFH ARCHITECTS 130 BISHOP ALLEN DRIVE CAMBRIDGE, MA 02139	
EXISTING CONDITIONS PLAN THE EDWARD DEVOTION SCHOOL 345 HARVARD STREET - BROOKLINE, MA		Design	Check
Scale: 1" = 20' FEBRUARY 25, 2014		Draft	Calc

3.1.6 Preliminary Evaluation of Alternatives

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3.1.6 Preliminary Evaluation of Alternatives

No Build Options Analysis

Analysis of School District School Assignment Practices

The school district projects the need for 16 additional classrooms to accommodate continued K-8 enrollment growth expected during the next three (3) years. The Devotion School is one of eight (8) K-8 schools, each with limited buffering. The School Committee established new buffer zones to take effect in September 2013, to give the Superintendent added flexibility in the assignment of new students to the district. Unfortunately, buffering is no longer a very effective approach, given that K-8 enrollment has grown by 35%, 1,342 students, from 2005 – 2014 and every school in the district, except for the recently renovated Heath and Runkle Schools, exceeds originally programmed capacity.

Current K-8 enrollment of 5,228 students is an historical peak.

Tuition Agreements with Adjacent School Districts (MGL c.70B §8)

There are none.

Rental or acquisition of existing buildings that could be made available for school use (per MGL c70B §)

During the past five (5) years the District has had to relocate Pre-K programs from five (5) of eight (8) K-8 schools due to enrollment growth. As a result, Brookline is currently leasing classroom space from two (2) separate religious institutions within the Town who currently have excess classroom space. Brookline Public Schools anticipates needing to continue these lease agreements into the foreseeable future.

3.1.6 Preliminary Evaluation of Alternatives

Options Overview

As required by the MSBA Module 3, HMFH Architects have reviewed various options for the Edward Devotion School project. These options were developed in an effort to determine the most cost-effective and educationally-appropriate solution for the Brookline Public Schools. The options range from code-compliance renovations, renovation and addition options, and new construction.

In addition to a Base Repair option, HMFH developed eight options – five Renovation and Addition Options (Options 1.1, 1.2, 1.3, 1.4, and 2), and three New Construction Options (3.1, 3.2, 3.3). The options proposed alternative solutions for supporting the educational program and addressing the challenges of the site. A review matrix was developed to evaluate how each option did or did not address various criteria, including site programming, historic character, building organization, educational programming, and phasing. The School Building Committee selected four of the options for further study. These options and the Base Repair Option are described in summary below and in greater detail in this section.

Refer to Appendix I for the alternative options and the Option Review Matrix.

Option 0: Base Repair Option

Option 0 is the full renovation of the existing Edward Devotion School to comply with all building and accessibility codes. The renovation would require the replacement of the majority of the building's MEP systems as well as required accessibility and life safety updates. Renovation work is anticipated in order to comply with current structural and seismic code requirements. The configuration and size of the existing school does not support the Educational Program. Many spaces would remain undersized by MSBA standards and a large number of program areas would not be accommodated.

Option 1.1: Renovation and Addition Option

Option 1.1 is the renovation of the 1913 portion of the Devotion School with a major addition constructed on the adjacent ball field site. The 1954 and 1974 buildings and gym would be demolished. The renovation project would bring the 1913 construction into full compliance with building and accessibility codes. The Multipurpose Room and Small Gym would be restored to their original size and volume. The new addition would house the majority of the school's programmatic spaces. The Educational Program would be supported by the project.

Option 1.4: Renovation and Addition Option

Option 1.4 is the renovation of the 1913 portion of the Devotion School with a major addition surrounding it on the east and southeast elevations. The proposed classroom wing would extend beyond the Devotion School towards Harvard Street. The 1954 and 1974 buildings and gym would be demolished. The renovation project would bring the 1913 construction into full compliance with building and accessibility codes. The Multipurpose Room and Small Gym would be restored to their original size and volume. The new addition would house the majority of the school's programmatic spaces. The Educational program would be supported by the project.

Option 2: Renovation and Addition Option

Option 2 is the renovation of the 1913 portion of the Devotion School with all other program areas accommodated in a major addition to the east. The addition has been designed to minimize its footprint to maintain as much open space on the site as possible. As a result, the addition is a five-story structure. The 1954 and 1974 buildings and gym would be demolished. The renovation project would bring the 1913 construction into full compliance with building and accessibility codes. The Educational Program would be supported by the project.

Option 3.2: New Construction Option

Option 3.2 is new construction of the Devotion School on the site of the adjacent ball field. The construction of the school would take place while the existing Devotion School remained occupied. A new school facility would be designed in accordance with all building and accessibility requirements and would allow the opportunity to fully incorporate energy-efficiencies and sustainability initiatives. The Educational Program would be supported by the project.

3.1.6 Preliminary Evaluation of Alternatives

Option 0 - Base Repair

Option 0: Base Repair Option 0 evaluates the feasibility of a renovation to the existing Edward Devotion School buildings. This renovation would consist of the replacement of the majority of the building's systems which have reached the end of their usable life cycle, as well as required accessibility and life safety updates. A diagrammed in this submission, renovation alone does not accommodate the Educational Program for Devotion.

Option 0 would result in minimal impacts to site storm water, water service, site sanitary sewer, and private utilities. All other building systems would require major modifications or complete replacement. Refer to Appendix B Proposed Systems Narratives for Options for full consultant reports.

For all portions of the existing building, a seismic analysis/evaluation would be required to determine if adequate lateral capacity is available to meet the code-prescribed loading. Seismic upgrades, such as the addition of reinforced masonry shear walls and/or the reinforcing of existing masonry walls may be required to meet this requirement. Floor and roof construction would need to be anchored to existing interior and perimeter masonry walls at all locations. Cantilevered elements (chimneys, etc., as applicable) would need to be braced. Snow drift loading on the northern, flat roof will need to be evaluated, and reinforcing of the existing flat roof construction may be required. Further structural evaluation of the clock tower is recommended. Accessibility upgrades, including the potential addition of elevators, lifts, ramps, etc. may impact structural systems.

In accordance with the provisions of the Massachusetts Building Code 780 CMR, a renovated school building of this size must be protected throughout with an automatic sprinkler system. The existing building is partially protected with an automatic sprinkler system. Plumbing systems, while continuing to function, have outlived their useful life. The water systems are recommended for full replacement. A majority of plumbing fixtures do not meet accessibility codes and must be replaced. The existing HVAC systems are not energy-efficient and are generally in poor condition. The replacement of the majority of HVAC systems is recommended as follows – central heating and cooling plant, classroom heating and ventilation, new air-handling units for all large program spaces – Gymnasium, Multipurpose Room, Cafeteria, Library; and upgrades to exhaust systems and perimeter heating systems throughout the school. Electrical systems are not all code-compliant and are generally in poor condition. A new power distribution system is recommended. The fire alarm system does not conform to the voice evacuation requirements of the present code. Most light fixtures have been updated with new energy-efficient lamps and ballasts, but the fixtures themselves are in poor condition. The

Building Renovation:

162,051 gsf

New Construction:

0 gsf

TOTAL Construction:

162,051 gsf

Estimated

Construction Cost:

\$50 M



communications system wiring infrastructure for tel/data has been upgraded but is not up to present standards.

A programmatic reorganization of the building would also be undertaken to better accommodate the educational functions of the school. Existing interior layouts would be re-utilized as best as possible, with some minor interior partition modifications where necessary. The configuration and size of the existing school does not support the Educational Program, both in the number of programmed spaces and in the teaching philosophy, which is based on inclusive, team-centered learning. In the Option 0 diagrammed as follows, the renovated complex would lack twelve (12) general classrooms, three (3) science labs and prep rooms, one (1) room each of Art and Music classrooms, and most of the small group rooms and rooms for specialists and therapists.

The 1913 building would continue to house some of the larger shared spaces such as the Small Gym, Library and Multipurpose Room. The existing Gymnasium at the rear of the 1913 building would be renovated. It is smaller than current MSBA standards would advise and cannot accommodate a regulation size basketball court with proper overrun area.

The 1954 building's structural bay was designed as a double-loaded corridor with smaller office-sized spaces on one side and larger classroom spaces on the other. The new spaces would continue to be programmed in this way. New partitions would be installed to replace the existing movable partitions and to improve classroom acoustics. The accessibility restrictions of the 1954 building split level structure would be addressed by installing an elevator accessible to all floor levels.

The 1974 building was originally designed as an open classroom floor plan. Through previous renovations the interior spaces have been divided using an interior curtainwall / storefront partition system. These partitions are recommended to be replaced with new stud partitions for better acoustic performance. The majority of the spaces housed in the 1974 building would continue as classroom space, along with Music and Art rooms. The Cafeteria would also remain in its current location.

Compromises in overall room sizes and adjacencies would need to be made in order to reuse as many of the existing spaces as possible. In the 1913 and 1970 building, a majority of the existing classroom spaces are smaller than the MSBA recommended room sizes, however, the MSBA will allow for the use of smaller room sizes in a renovation project to allow for the maximized reuse of the existing structure. Consistent, direct adjacencies, adequate room sizes, and full program requirements cannot be achieved in an exclusively renovation option.



3.1.6 Preliminary Evaluation of Alternatives

Option 0 - Base Repair continued

Construction of this project would require students to be moved out of portions of the existing building while it is undergoing renovation. Due to the increasing enrollment, the Town of Brookline is developing a transition plan proposing that the students in grades 6-8 be relocated to address overcrowding and to facilitate the construction project. The number and length of phases in the construction project would be directly related to the number of students that can be moved out of the existing building at a given time. A multi-phased occupied renovation could require as long as three years to complete.

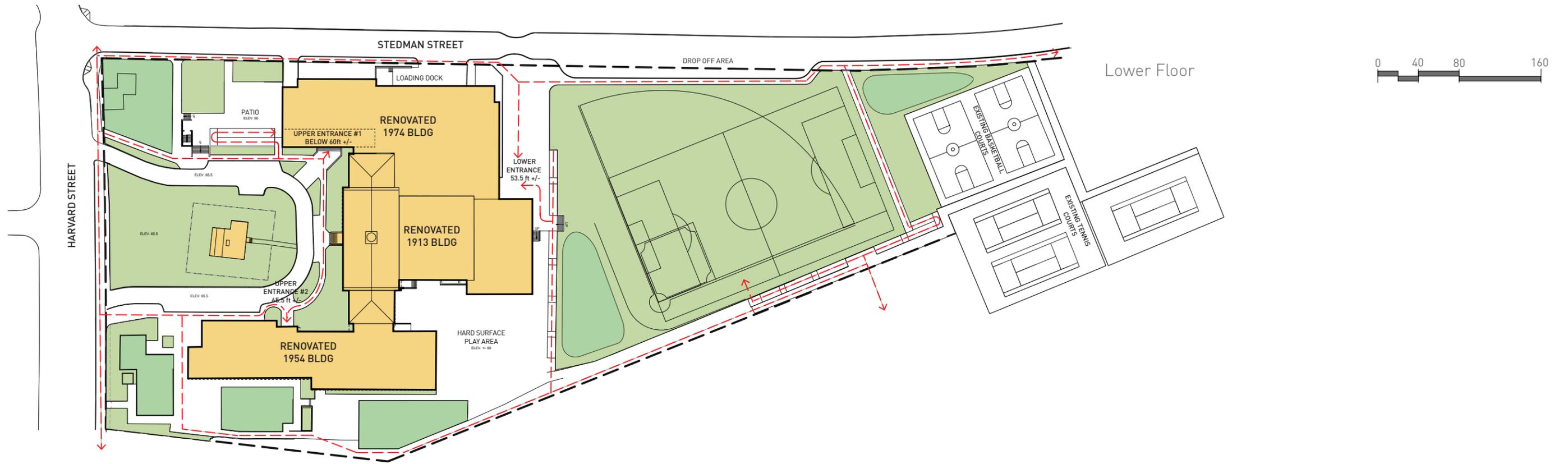
Base Repair Option Attributes Matrix

		Option 0			Option 0
Site Issues			Building Issues		
Historic Character	Devotion House remains as located	yes	School Organization	Grade-level "clusters" - PK, K-2, 3-5, 6-8	no
	1913 Building retained	yes		Two K-8 Schools with shared common space	no
	1954 and 1974 wings retained	yes	Educational Programming	Specialists are located near grade-level classrooms	no
	Large trees near Devotion House retained	yes		Project areas adjacent to groups of classrooms	no
Opportunity to restore original structure	yes	No self-contained SPED classrooms - Therapeutic and Comprehensive Learning Centers located near classrooms		no	
		Large Library		yes	
Urban Design	School Building Massing on Harvard Street (or less than existing distance of 245')	yes	Library functions located within Project Area with small Book rooms	no	
	School Building Massing on Stedman Street	yes	Gym (2-station) and Small gym (1-station)	no	
	Community Lawn maintained	yes	Multi-purpose Room w/stage (Auditorium)	yes	
	Public Seating area	yes			
Vehicular and Pedestrian Circulation	Main Entrance only on Stedman	no	Adjacencies	Cafeteria adjacent to play areas	near
	Main Entrance on both Stedman and Harvard Street	yes		Gymnasium spaces adjacent to athletic fields	yes
	Devotion Street pedestrian pathway maintained but flattened	yes		Potential to open only part of school for community or after-hours use	no
	Gathering spaces for parents and students near entrances	no		Art and Music rooms dispersed through school	yes
	Bus Drop-Off	yes		Art and Music rooms adjacent to each other	no
	Parent Drop-Off	On Stedman St.		Administration spaces adjacent to each other	yes
	Public Parking	no		Administration spaces distributed throughout school	no
	Garage Parking	yes		Receiving and maintenance adjacent to loading area	no
Site Programming/ Organization	Loading Dock and Service Access w/Good adjacencies	no	Phasing	Service elevator adjacent to receiving and maintenance area	no
	Age-separated Play Space	yes		School remains occupied while new school is built on site	no
	U9 Soccer Field	U9 or U11		Phase 1 - demolition of gym and renovation of Small Gym	NA
	U11 Soccer Field	U9 or U11		Phase 2 - construction of additions	NA
	Softball/Little League Field	yes		Phase 3 - demolition of 1954 wing	NA
	Basketball Courts	yes		Phase 4 - Construction of Classroom Addition	NA
	Outdoor Classroom	no		Phase 5 - Demolition of 1974 wing	NA
	Garden space	no		Phase 6 - Demolition of 1954 and 1974 buildings	NA
	Play areas receive good sunlight	yes, most		Phase 7 - Demolition of 1913, 1954, and 1974 buildings	NA
	Play spaces set away from public walkways	yes, half		Phase 8 - construction of structured parking	NA
Good visibility of outdoor space from building	yes, some	Phase 9 - completion of site	yes		
Existing play space area compared with options --SF	equal				
 Educational Program Attributes					



3.1.6 Preliminary Evaluation of Alternatives

Option 0 - Base Repair continued



Stedman Street View



Harvard Street View

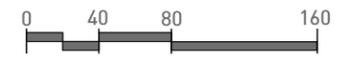


South View



- ROOM KEY**
- C Custodial
 - CLC Comprehensive Learning Center
 - COMP Tech Classroom
 - CR Classroom
 - CUST Custodial
 - E Elevator
 - EN Ensemble
 - H Health Instructor
 - K Kiln (Art Room)
 - LC Learning Center
 - LR Locker Room
 - LS Literacy Specialist
 - M Mechanical Space
 - MED Medical Suite
 - MS Math Specialist
 - OFF Office
 - P Science Prep Area
 - MP Music Practice Room
 - PR Project Area (Media)
 - REC Receiving/ Custodial
 - S Storage
 - SCI Science
 - SG Small Group Room
 - SP Speech
 - ST Stair
 - T Toilet
 - TLC Therapeutic Learning Center
 - VOC Tech Classroom

- DEPARTMENT KEY**
- Administration
 - Shared Spaces
 - Circulation
 - Mechanical
 - Core Academic Spaces
 - Classroom Cluster 1
 - Classroom Cluster 2
 - Classroom Cluster 3
 - Special Education
 - Toilets



3.1.6 Preliminary Evaluation of Alternatives

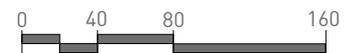
Option 0 - Base Repair continued



Third Floor



Second Floor





3.1.6 Preliminary Evaluation of Alternatives

Option 1.1 : Renovation with Addition

Option 1.1 evaluates a project comprised of the renovation of the 1913 portion of the Devotion School with a major addition constructed on the adjacent ball field site. In this option, the 1954 and 1974 buildings and gym would be demolished. The new building would be a four-story structure. Due to significant change in grade on the site, the ground floor level would align with grade on the ball field site, while on Harvard Street the first floor would also align with existing grade. There would be entrances from both Harvard and Stedman Streets. On Stedman Street, there would be four stories visible above grade; from Harvard Street three stories would be visible behind the existing school to remain.

The building organization proposes the renovation of the 1913 central pavilion for Administration space, Art & Music rooms, and science classrooms. These spaces would surround a renovated Multipurpose Room with its original two-story volume restored by the removal of the floor that subdivided it vertically as part of the 1974 building project. On the ground floor, the existing Small Gym would be expanded and renovated. Existing interior layouts would be re-utilized as much as possible, with some minor interior partition modifications where necessary.

The new addition would house large spaces for use by both the school and the community – a new Gymnasium, a Cafeteria, and a Library. The new classrooms and specialist spaces would occupy most of the addition. The building form has been organized to support the Devotion teaching philosophy that depends on adjacencies for communication, collaboration, flexible grouping, and teaming. Each grade level would be supported by a cluster of five classrooms surrounding a project area. Three of these clusters would be located adjacent to each other on each of three floors to create communities of grade-related groups – K-2, 3-5, and 6-8. Therapeutic Learning Centers, Comprehensive Learning Centers, Learning Centers, small group rooms and rooms for specialists would be distributed throughout these clustered classrooms. Two Pre-K classrooms would be located on the ground floor for easy access for parent drop-off and travel to the Cafeteria, Gymnasium, Library, and playfields.

The renovation of the 1913 building would face the same systems challenges as outlined in the No Build Option for the entire school. While Option 1.1 would result in minimal impacts to site storm water, water service, site sanitary sewer, and private utilities, all other building systems would require major modifications or complete replacement. Refer to Appendix B Proposed Systems Narratives for Options for full consultant reports.

Demolition:	
121,145 gsf	
Building Renovation:	
40,906 gsf	
New Construction:	
147,528 gsf	
New Structured Parking:	
19,262 gsf	
<hr/>	
TOTAL Construction:	
207,696 gsf	
Estimated Construction Cost:	
\$76 M	



A seismic analysis/evaluation would be required to determine if adequate lateral capacity is available to meet the code-prescribed loading. Seismic upgrades, such as the addition of reinforced masonry shear walls and/or the reinforcing of existing masonry walls may be required to meet this requirement. Floor and roof construction would need to be anchored to existing interior and perimeter masonry walls at all locations. Cantilevered elements (chimneys, etc., as applicable) would need to be braced. Snow drift loading on the northern, flat roof would need to be evaluated, and reinforcing of the existing flat roof construction may be required. Further structural evaluation of the clock tower is recommended. Accessibility upgrades, including the potential addition of lifts or ramps may impact structural systems. The new addition would be structurally independent from the existing building.

In accordance with the provisions of the Massachusetts Building Code 780 CMR, a renovated school building of this size must be protected throughout with an automatic sprinkler system. The existing 1913 building is partially protected with an automatic sprinkler system. Minimal plumbing systems would be located in the renovated 1913 portion, but new plumbing fixtures and water systems would be required. The existing HVAC systems are not energy-efficient and are generally in poor condition. The replacement of the majority of HVAC systems is recommended as follows – central heating and cooling plant, classroom heating and ventilation, a new air-handling unit for the Multipurpose Room, and upgrades to exhaust systems and perimeter heating systems throughout. New mechanical services would be required in the new art and science classrooms proposed to be located in the original building. Electrical systems are not all code-compliant and are generally in poor condition. A new power distribution system is recommended. The fire alarm system does not conform to the voice evacuation requirements of the present code. Most light fixtures have been updated with new energy-efficient lamps and ballasts, but the fixtures themselves are in poor condition. The communications system wiring infrastructure for tel/data has been upgraded but is not up to present standards.

Option 1.1 proposes underground parking in the location of the existing underground parking garage on the ground floor of the 1974 classroom wing. With the demolition of the 1974 wing, the roof level of the garage would be a green space with school play areas. A preliminary structural evaluation of the feasibility of re-using the structure as a green space/play area with parking below, in lieu of demolishing the existing structure and building a new parking structure, has been performed. Based on the existing construction, the current Building Code, and the proposed green space use, the assumption is that new construction of the parking garage would be more economical.



3.1.6 Preliminary Evaluation of Alternatives

Option 1.1 : Renovation with Addition continued

Option 1.1 would create a major reorganization of the site. Refer to Appendix B Proposed Systems Narratives for Options for full consultant report.

With the proposed demolition of the 1954 and 1974 buildings, and the new addition to be constructed on the ball field site, some athletic and play space would be relocated to the Harvard Street part of the site. The Devotion House and the community green space and seating area would remain. Play area would also be located on the Stedman Street part of the site, which would require the re-grading of the Devotion Street path extension. The Option 1.1 site diagram would not impact the existing number of basketball or tennis courts but the site would not provide space for the little league baseball field.

The first phase of this construction would provide the build out of the new addition on the ball field. Since the new addition replaces the existing Gymnasium at the rear of the 1913 building, it would need to be demolished prior to the construction of the new addition. Renovation and expansion of the Small Gym could provide a limited gym facility during construction. The 1954 and 1974 buildings would remain occupied during the new addition construction. In a second phase, students would relocate to the new addition during the demolition of the 1954 and 1974 wings. The construction would then begin on the connection between the 1913 building and the new building, the new parking garage, and the renovation of the 1913 building. Final site work, including the soccer field and play areas, would complete the construction project.

Due to the increasing enrollment, the Town of Brookline is developing a transition plan proposing that the students in grades 6-8 be relocated to address overcrowding and to facilitate the construction project. This strategy would help to alleviate the scheduling and logistical demands of a phased renovation and addition project.

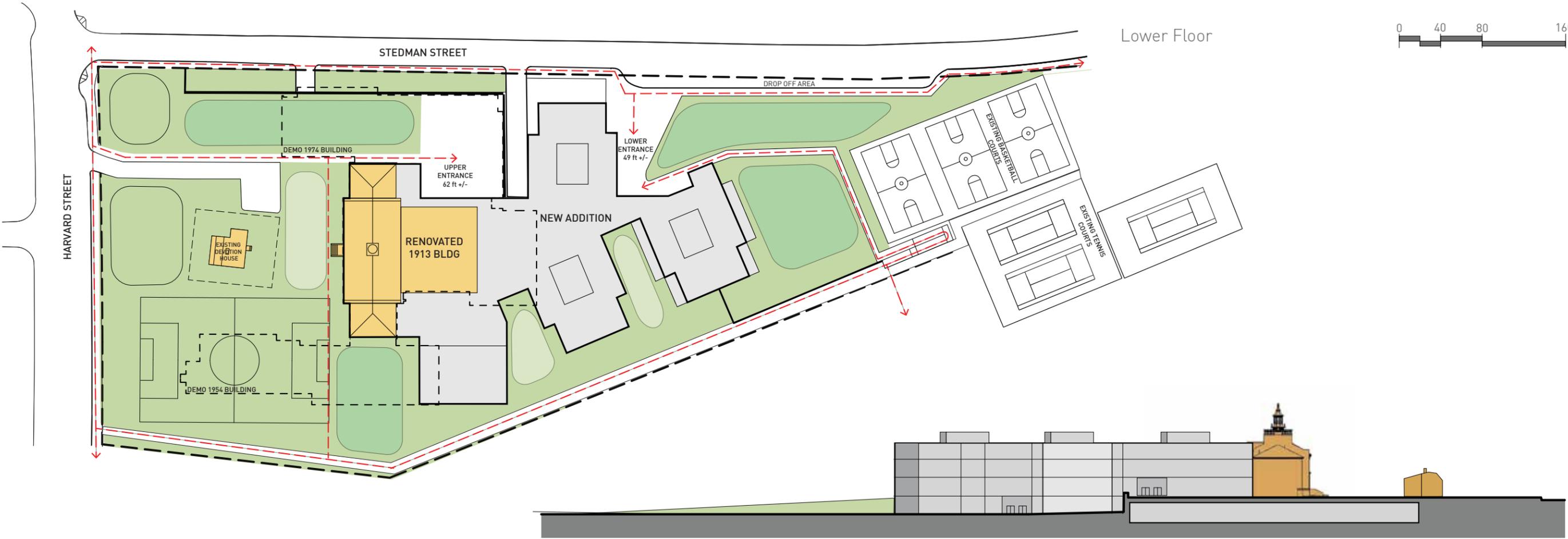
Option 1.1 Renovation with Addition Attributes Matrix

		Option 1.1			Option 1.1
Site Issues			Building Issues		
Historic Character	Devotion House remains as located	yes	School Organization	Grade-level "clusters" - PK, K-2, 3-5, 6-8	yes
	1913 Building retained	yes		Two K-8 Schools with shared common space	no
	1954 and 1974 wings retained	no	Educational Programming	Specialists are located near grade-level classrooms	yes
	Large trees near Devotion House retained	yes		Project areas adjacent to groups of classrooms	yes
Opportunity to restore original structure	yes	No self-contained SPED classrooms - Therapeutic and Comprehensive Learning Centers located near classrooms		yes	
Urban Design	School Building Massing on Harvard Street (or less than existing distance of 245')	yes- less than existing		Large Library	yes
	School Building Massing on Stedman Street	yes - less than existing		Library functions located within Project Area with small Book rooms	no
	Community Lawn maintained	yes	Gym (2-station) and Small gym (1-station)	yes	
	Public Seating area	yes	Multi-purpose Room w/stage (Auditorium)	yes	
Vehicular and Pedestrian Circulation	Main Entrance only on Stedman	no	Adjacencies	Cafeteria adjacent to play areas	near
	Main Entrance on both Stedman and Harvard Street	yes		Gymnasium spaces adjacent to athletic fields	no
	Devotion Street pedestrian pathway maintained but flattened	yes		Potential to open only part of school for community or after-hours use	yes
	Gathering spaces for parents and students near entrances	yes		Art and Music rooms dispersed through school	yes
	Bus Drop-Off	no		Art and Music rooms adjacent to each other	no
	Parent Drop-Off	On Stedman St.		Administration spaces adjacent to each other	no
	Public Parking	no		Administration spaces distributed throughout school	yes
	Garage Parking	yes		Receiving and maintenance adjacent to loading area	yes
Loading Dock and Service Access w/Good adjacencies	yes	Service elevator adjacent to receiving and maintenance area		yes	
Site Programming/ Organization	Age-separated Play Space	yes	Phasing	School remains occupied while new school is built on site	no
	U9 Soccer Field	yes		Phase 1 - demolition of gym and renovation of Small Gym	yes
	U11 Soccer Field	no		Phase 2 - construction of additions	yes
	Softball/Little League Field	no		Phase 3 - demolition of 1954 wing	NA
	Basketball Courts	yes		Phase 4 - Construction of Classroom Addition	NA
	Outdoor Classroom	yes		Phase 5 - Demolition of 1974 wing	NA
	Garden space	no		Phase 6 - Demolition of 1954 and 1974 buildings	yes
	Play areas receive good sunlight	yes, most		Phase 7 - Demolition of 1913, 1954, and 1974 buildings	NA
	Play spaces set away from public walkways	no		Phase 8 - construction of structured parking	yes
	Good visibility of outdoor space from building	Stedman St. outdoor space		Phase 9 - completion of site	yes
Existing play space area compared with options --SF	slightly less				
Educational Program Attributes					



3.1.6 Preliminary Evaluation of Alternatives

Option 1.1 : Renovation with Addition continued



Stedman Street Section



Stedman Street View



Harvard Street View



South View



First Floor



Lower Floor

- ROOM KEY**
- C Custodial
 - CLC Comprehensive Learning Center
 - COMP Tech Classroom
 - CR Classroom
 - CUST Custodial
 - E Elevator
 - EN Ensemble
 - H Health Instructor
 - K Kiln (Art Room)
 - LC Learning Center
 - LR Locker Room
 - LS Literacy Specialist
 - M Mechanical Space
 - MED Medical Suite
 - MS Math Specialist
 - OFF Office
 - P Science Prep Area
 - MP Music Practice Room
 - PR Project Area (Media)
 - REC Receiving/ Custodial
 - S Storage
 - SCI Science
 - SG Small Group Room
 - SP Speech
 - ST Stair
 - T Toilet
 - TLC Therapeutic Learning Center
 - VOC Tech Classroom

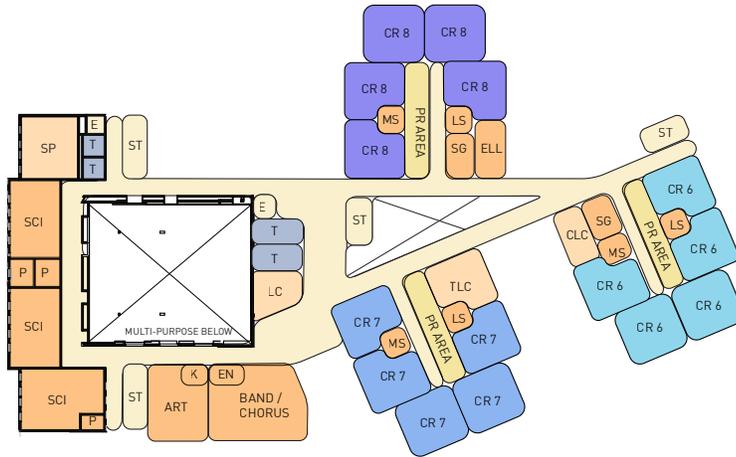
- DEPARTMENT KEY**
- Administration
 - Shared Spaces
 - Circulation
 - Mechanical
 - Core Academic Spaces
 - Classroom Cluster 1
 - Classroom Cluster 2
 - Classroom Cluster 3
 - Special Education
 - Toilets



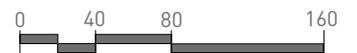
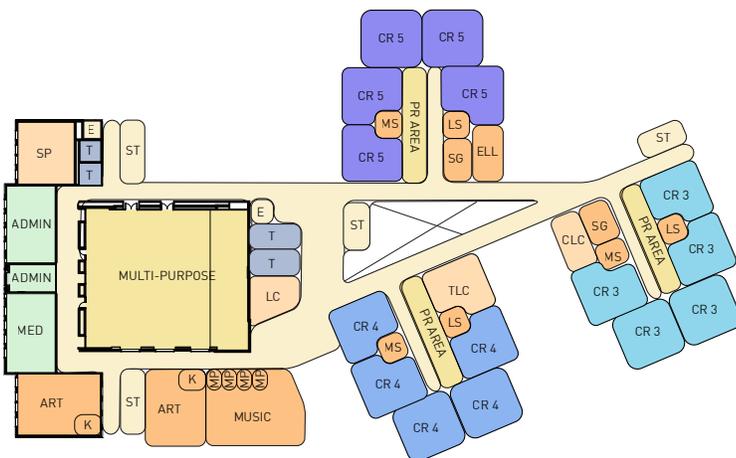
3.1.6 Preliminary Evaluation of Alternatives

Option 1.1 : Renovation with Addition continued

Third Floor



Second Floor





3.1.6 Preliminary Evaluation of Alternatives

Option 1.4 : Renovation with Addition

Option 1.4 evaluates a project comprised of the renovation of the 1913 portion of the Devotion School with a major addition surrounding it on the east and southeast elevations. The proposed classroom wing on the Southeast border of the site would extend beyond the 1913 central pavilion towards Harvard Street, framing the existing Devotion House. In this option, the 1954 and 1974 buildings and gym would be demolished in different phases. The new building would be a four-story structure. Due to significant change in grade on the site, the ground floor level would align with grade on the lower, Stedman Street part of the site, while on Harvard Street the first floor would also align with existing grade. Main entries to the building would be from Harvard Street, at the end of the classroom wing, and from Stedman Street. On Stedman Street, four stories would be visible above grade; from Harvard Street three stories would be visible.

The building organization proposes the renovation of the 1913 central pavilion for Administration space, a technology classroom, and Special Education spaces, including Therapeutic Learning Centers, Comprehensive Learning Centers, Learning Centers, and an Occupational/ Physical Therapy room. These spaces would surround a renovated Multipurpose Room with its original two-story volume restored by the removal of the floor that subdivided it vertically as part of the 1974 building project. On the Ground floor, the existing Small Gym would be expanded and renovated. Existing interior layouts would be re-utilized as much as possible, with some minor interior partition modifications where necessary. The new addition would be accessed from the central corridor of the 1913 building. It is anticipated that the new construction would have higher floor-to-floor dimensions than the original school. A new stair and elevator would be required to navigate this offset in floor levels.

On the Ground floor, the existing Gymnasium would be demolished to allow the construction of a Cafeteria with kitchen, the Library, and Administration space adjacent to the main entry on this level. Above this, a new double-height Gymnasium would be located on the First floor. Art and Music classrooms would be occupy the zone between the 1913 building and the classroom wing to the south. The classroom wing has been organized to support the Devotion teaching philosophy that depends on adjacencies for communication, collaboration, flexible grouping, and teaming. Each grade level would be supported by a cluster of five classrooms surrounding a project area. Three of these clusters would be located adjacent to each other along the length of the corridor on each of three floors to create communities of grade-related groups – K-2, 3-5, and 6-8. Rooms for small group instruction and specialists would be distributed throughout these clustered classrooms.

Demolition:	
	121,145 gsf
Building Renovation:	
	40,906 gsf
New Construction:	
	144,839 gsf
New Structured Parking:	
	19, 262 gsf

TOTAL Construction:	
	205,007 gsf
Estimated Construction Cost:	
	\$75 M



Two Pre-K classrooms would be located near both the Kindergarten classrooms and the main entry from Harvard St. providing easy access for parent drop-off and play areas.

The renovation of the 1913 building would face the same systems challenges as outlined in the No Build Option for the entire school. While Option 1.4 would result in minimal impacts to site storm water, water service, site sanitary sewer, and private utilities, all other building systems would require major modifications or complete replacement. *Refer to Appendix B Proposed Systems Narratives for Options for full consultant reports.*

A seismic analysis/evaluation would be required to determine if adequate lateral capacity is available to meet the code-prescribed loading. Seismic upgrades, such as the addition of reinforced masonry shear walls and/or the reinforcing of existing masonry walls may be required to meet this requirement. Floor and roof construction would need to be anchored to existing interior and perimeter masonry walls at all locations. Cantilevered elements (chimneys, etc., as applicable) would need to be braced. Snow drift loading on the northern, flat roof would need to be evaluated, and reinforcing of the existing flat roof construction may be required. Further structural evaluation of the clock tower is recommended. Accessibility upgrades, including the addition of elevators, lifts or ramps may impact structural systems. The new addition would be structurally independent from the existing building.

In accordance with the provisions of the Massachusetts Building Code 780 CMR, a renovated school building of this size must be protected throughout with an automatic sprinkler system. The existing 1913 building is partially protected with an automatic sprinkler system. Minimal plumbing systems would be located in the renovated 1913 portion, but new plumbing fixtures and water systems would be required. The existing HVAC systems are not energy-efficient and are generally in poor condition. The replacement of the majority of HVAC systems is recommended as follows – central heating and cooling plant, classroom heating and ventilation, a new air-handling unit for the Multipurpose Room, and upgrades to exhaust systems and perimeter heating systems throughout. Electrical systems are not all code-compliant and are generally in poor condition. A new power distribution system is recommended. The fire alarm system does not conform to the voice evacuation requirements of the present code. Most light fixtures have been updated with new energy-efficient lamps and ballasts, but the fixtures themselves are in poor condition. The communications system wiring infrastructure for tel/data has been upgraded but is not up to present standards.

Option 1.4 proposes underground parking in the location of the existing



3.1.6 Preliminary Evaluation of Alternatives

Option 1.4 : Renovation with Addition continued

underground parking garage on the ground floor of the 1974 classroom wing. With the demolition of the 1974 wing, the roof level of the garage would be a green space with school play areas. A preliminary structural evaluation of the feasibility of re-using the structure as a green space/play area with parking below, in lieu of demolishing the existing structure and building a new parking structure, has been performed. Based on the existing construction, the current Building Code, and the proposed green space use, the assumption is that new construction of the parking garage would be more economical.

Option 1.4 would create a major reorganization of the site. *Refer to Appendix B Proposed Systems Narratives for Options for full consultant report.*

With the proposed demolition of the 1974 wing and the replacement of the 1954 classroom wing with the new addition, play areas on Harvard Street would relocate from the southeast border of the site to a green roof above the proposed underground parking garage. The Devotion House and the community green space and seating area would remain. The addition to the northeast of the 1913 building would encroach upon the little league ball field which would not be replaced in this option. The majority of the play areas would be located on the Stedman Street part of the site, which would require the re-grading of the Devotion Street path extension. In the Option 1.4 site diagram one basketball court would be eliminated in order to accommodate a U9 soccer field. The existing tennis courts would remain.

Construction of Option 1.4 would begin with a first phase that would provide the build out of the new gymnasium and a portion of the new classroom wing. The existing Gym would need to be demolished prior to this first phase. Renovation and expansion of the Small Gym could provide a limited gym facility during construction. The 1954 and 1974 buildings would remain occupied during the first construction phase. In a second phase, students would relocate from classrooms in the 1954 wing to the newly completed classrooms. This would be followed by the demolition of the 1954 wing and construction of the remainder of the new classroom addition. A third phase would relocate students from the 1974 building, followed by its demolition. The construction would then begin on the connection between the 1913 building and the new building, the new parking garage, and the renovation of the 1913 building. Final site work, including the soccer field and play areas, would complete the construction project.

Due to the increasing enrollment, the Town of Brookline is developing a transition plan proposing that the students in grades 6-8 be relocated to address overcrowding and to facilitate the construction project. This strategy would help to alleviate the scheduling and logistical demands of a phased renovation and addition project.

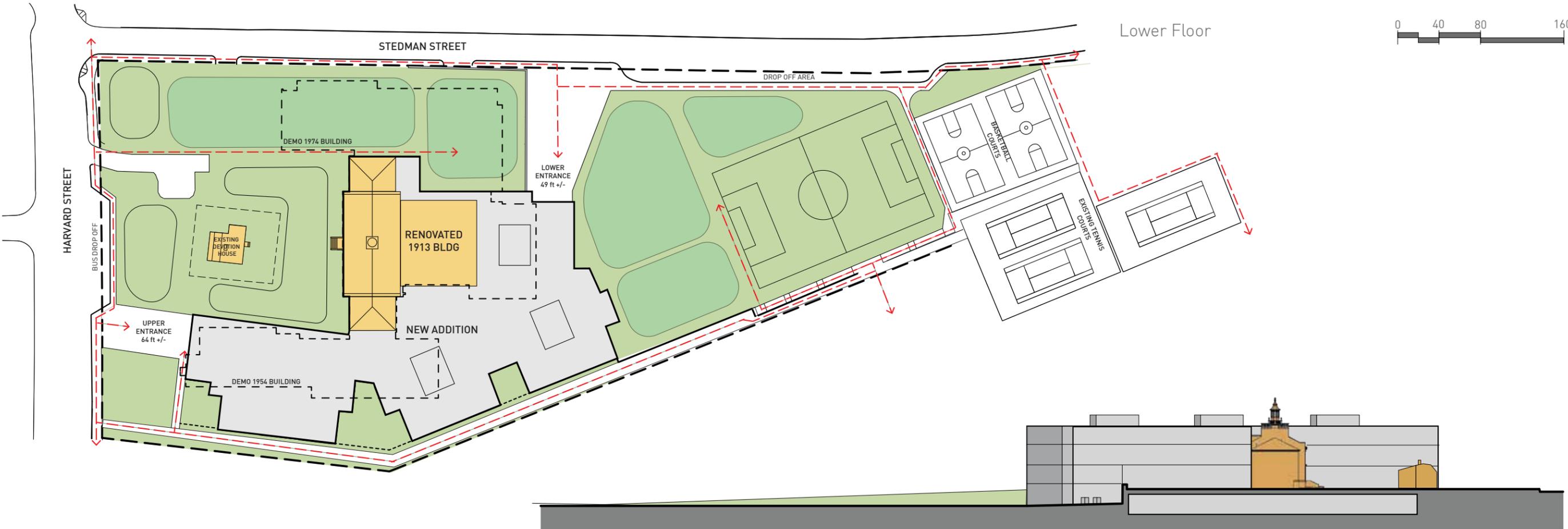
Option 1.4 Renovation with Addition Attributes Matrix

		Option 1.4			Option 1.4
Site Issues			Building Issues		
Historic Character	Devotion House remains as located	yes	School Organization	Grade-level "clusters" - PK, K-2, 3-5, 6-8	yes
	1913 Building retained	yes		Two K-8 Schools with shared common space	no
	1954 and 1974 wings retained	no	Educational Programming	Specialists are located near grade-level classrooms	yes
	Large trees near Devotion House retained	yes		Project areas adjacent to groups of classrooms	yes
Opportunity to restore original structure	yes	No self-contained SPED classrooms - Therapeutic and Comprehensive Learning Centers located near classrooms		no	
		Large Library		yes	
Urban Design	School Building Massing on Harvard Street (or less than existing distance of 245')	yes- less than existing	Adjacencies	Library functions located within Project Area with small Book rooms	no
	School Building Massing on Stedman Street	no - less than existing		Gym (2-station) and Small gym (1-station)	yes
	Community Lawn maintained	yes		Multi-purpose Room w/stage (Auditorium)	yes
	Public Seating area	yes		Cafeteria adjacent to play areas	near
Vehicular and Pedestrian Circulation	Main Entrance only on Stedman	no	Gymnasium spaces adjacent to athletic fields	near	
	Main Entrance on both Stedman and Harvard Street	yes	Potential to open only part of school for community or after-hours use	no	
	Devotion Street pedestrian pathway maintained but flattened	path relocated	Art and Music rooms dispersed through school	yes	
	Gathering spaces for parents and students near entrances	yes	Art and Music rooms adjacent to each other	no	
	Bus Drop-Off	On Harvard St.	Administration spaces adjacent to each other	no	
	Parent Drop-Off	On Stedman St.	Administration spaces distributed throughout school	yes	
	Public Parking	no	Receiving and maintenance adjacent to loading area	yes	
	Garage Parking	yes	Service elevator adjacent to receiving and maintenance area	no	
Site Programming/ Organization	Loading Dock and Service Access w/Good adjacencies	combined w/garage	Phasing	School remains occupied while new school is built on site	no
	Age-separated Play Space	yes		Phase 1 - demolition of gym and renovation of Small Gym	yes
	U9 Soccer Field	yes		Phase 2 - construction of additions	yes
	U11 Soccer Field	no		Phase 3 - demolition of 1954 wing	yes
	Softball/Little League Field	no		Phase 4 - Construction of Classroom Addition	yes
	Basketball Courts	2		Phase 5 - Demolition of 1974 wing	yes
	Outdoor Classroom	yes		Phase 6 - Demolition of 1954 and 1974 buildings	NA
	Garden space	no		Phase 7 - Demolition of 1913, 1954, and 1974 buildings	NA
	Play areas receive good sunlight	yes, half		Phase 8 - construction of structured parking	yes
	Play spaces set away from public walkways	no for most, some yes	Phase 9 - completion of site	yes	
Good visibility of outdoor space from building	yes				
Existing play space area compared with options --SF	more				
 Educational Program Attributes					



3.1.6 Preliminary Evaluation of Alternatives

Option 1.4 : Renovation with Addition continued



Stedman Street Section



Stedman Street View



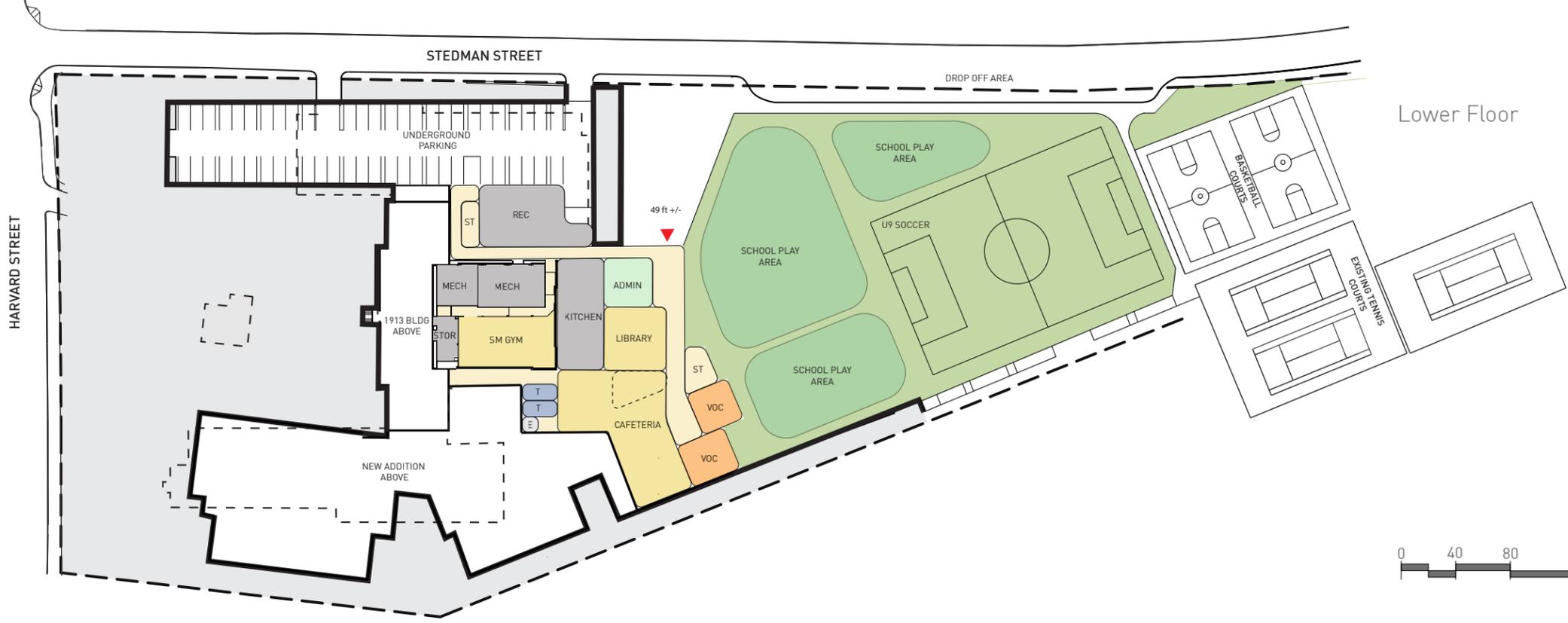
Harvard Street View



South View



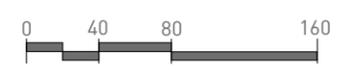
First Floor



Lower Floor

- ROOM KEY**
- C Custodial
 - CLC Comprehensive Learning Center
 - COMP Tech Classroom
 - CR Classroom
 - CUST Custodial
 - E Elevator
 - EN Ensemble
 - H Health Instructor
 - K Kiln (Art Room)
 - LC Learning Center
 - LR Locker Room
 - LS Literacy Specialist
 - M Mechanical Space
 - MED Medical Suite
 - MS Math Specialist
 - OFF Office
 - P Science Prep Area
 - MP Music Practice Room
 - PR Project Area (Media)
 - REC Receiving/ Custodial
 - S Storage
 - SCI Science
 - SG Small Group Room
 - SP Speech
 - ST Stair
 - T Toilet
 - TLC Therapeutic Learning Center
 - VOC Tech Classroom

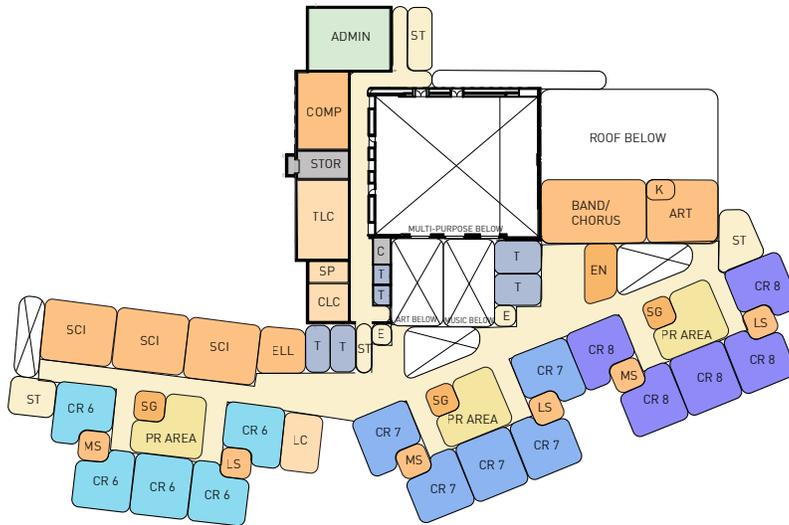
- DEPARTMENT KEY**
- Administration
 - Shared Spaces
 - Circulation
 - Mechanical
 - Core Academic Spaces
 - Classroom Cluster 1
 - Classroom Cluster 2
 - Classroom Cluster 3
 - Special Education
 - Toilets



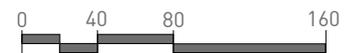
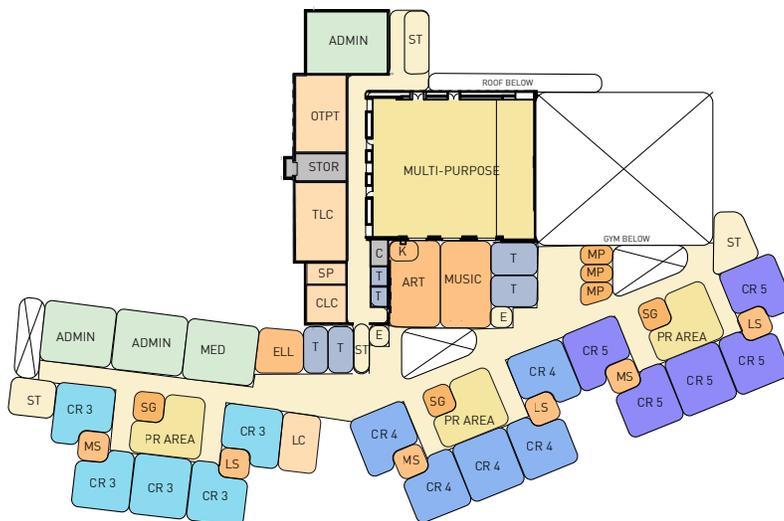
3.1.6 Preliminary Evaluation of Alternatives

Option 1.4 : Renovation with Addition continued

Third Floor



Second Floor





3.1.6 Preliminary Evaluation of Alternatives

Option 2: Renovation with Addition

Option 2 evaluates a project that proposes the full renovation of the 1913 portion of the Devotion School with all other program areas accommodated in a major addition to the east. In this option, the addition has been designed to minimize its footprint to maintain as much open space on the site as possible. As a result, the addition is a five-story structure that extends across the site with its narrow façade facing Stedman Street. In this option, the 1954 and 1974 buildings and gym would be demolished. Due to significant change in grade on the site, the ground floor level would align with grade on the ball field site, while on Harvard Street the first floor would also align with existing grade. There would be entrances from both Harvard and Stedman Streets. From Harvard Street, the addition would be a four-story massing behind the existing 1913 school.

The building organization proposes the renovation of the 1913 central pavilion for Administration space, an OT/PT room, Music rooms, and science classrooms. These spaces would flank a renovated Multipurpose Room with half of the original two-story volume restored by the removal of the floor that subdivided it vertically as part of the 1974 building project. A Band/Chorus room on the Third floor would overhang the Multipurpose Room. On the Ground floor, the existing Small Gym would be expanded and renovated. Existing interior layouts would be re-utilized as much as possible, with interior partition modifications where necessary.

In the new addition the Cafeteria and Gymnasium would be located on the Ground floor with access from the main entry on Stedman Street. This location would place these spaces at grade level and adjacent to play space and athletic facilities. The upper floors of the addition would be dedicated to classroom use. The Devotion teaching philosophy encourages communication, collaboration, flexible grouping, and teaming. Due to the linear floor plan of the addition, the classrooms assigned to each grade would be aligned along the length of the corridor. The central corridor would be designed as a Learning Corridor, with project areas for each grade adjacent to their respective classrooms. To encourage a small-school culture in the school, grades are grouped together to create smaller grade-related groups – K-2, 3-5, and 6-8. The K-2 group would be split between the Second and Third floors. The 3-5 and 6-8 groups would each occupy a dedicated floor. Therapeutic Learning Centers, Comprehensive Learning Centers, Learning Centers, and rooms for small group instruction and specialists would be distributed throughout the Learning Corridor. Two Pre-K classrooms would be located on the ground floor for easy access for parent drop-off and travel to the Cafeteria, Gymnasium, and play areas.

The renovation of the 1913 building would face the same systems challenges as outlined in the No Build Option for the entire school. While Option 2 would

Demolition:	121,145 gsf
Building Renovation:	40,906 gsf
New Construction:	146,791 gsf
New Structured Parking:	19,262 gsf

TOTAL Construction:	206,959 gsf
Estimated Construction Cost:	\$75 M



result in minimal impacts to site storm water, water service, site sanitary sewer, and private utilities, all other building systems would require major modifications or complete replacement. *Refer to Appendix B Proposed Systems Narratives for Options for full consultant reports.*

A seismic analysis/evaluation would be required to determine if adequate lateral capacity is available to meet the code-prescribed loading. Seismic upgrades, such as the addition of reinforced masonry shear walls and/or the reinforcing of existing masonry walls may be required to meet this requirement. Floor and roof construction would need to be anchored to existing interior and perimeter masonry walls at all locations. Cantilevered elements (chimneys, etc., as applicable) would need to be braced. Snow drift loading on the northern, flat roof would need to be evaluated, and reinforcing of the existing flat roof construction may be required. Further structural evaluation of the clock tower is recommended. Accessibility upgrades, including the potential addition of lifts or ramps may impact structural systems. The new addition would be structurally independent from the existing building.

In accordance with the provisions of the Massachusetts Building Code 780 CMR, a renovated school building of this size must be protected throughout with an automatic sprinkler system. The existing 1913 building is partially protected with an automatic sprinkler system. Minimal plumbing systems would be located in the renovated 1913 portion, but new plumbing fixtures and water systems would be required. The existing HVAC systems are not energy-efficient and are generally in poor condition. The replacement of the majority of HVAC systems is recommended as follows – central heating and cooling plant, classroom heating and ventilation, a new air-handling unit for the Multipurpose Room, and upgrades to exhaust systems and perimeter heating systems throughout. New mechanical services would be required in the new science classrooms proposed to be located in the original building. Electrical systems are not all code-compliant and are generally in poor condition. A new power distribution system is recommended. The fire alarm system does not conform to the voice evacuation requirements of the present code. Most light fixtures have been updated with new energy-efficient lamps and ballasts, but the fixtures themselves are in poor condition. The communications system wiring infrastructure for tel/data has been upgraded but is not up to present standards.

Option 2, with a five-story addition, would have additional code-mandated requirements than additions with fewer floors. The height of a five-story addition in Option 2 would result in a high rise classification which would have more stringent construction and fire-resistance requirements than a four-story building. The fire protection system for a five-story building would require a fire pump and a second Fire Department connection. Stairwells and elevators would each require a pressurization system, with fan and controls on emergency-powered circuits.



3.1.6 Preliminary Evaluation of Alternatives

Option 2 : Renovation with Addition continued

Option 2 proposes underground parking in the location of the existing underground parking garage on the ground floor of the 1974 classroom wing. With the demolition of the 1974 wing, the roof level of the garage would be a green space with school play areas. A preliminary structural evaluation of the feasibility of re-using the structure as a green space/play area with parking below, in lieu of demolishing the existing structure and building a new parking structure, has been performed. Based on the existing construction, the current Building Code, and the proposed green space use, the assumption is that new construction of the parking garage would be more economical.

Option 2, with its minimized footprint, results in less reorganization of the site than other Renovation and Addition options. *Refer to Appendix B Proposed Systems Narratives for Options for full consultant report.*

The reduced footprint of the addition would result in adequate open space on the lower field to accommodate a little league ball field. The elimination of one basketball court would provide the area for a soccer field. To accommodate the combined baseball and soccer fields, the Devotion path extension would need to be relocated. Tennis courts would remain.

On Harvard Street, the Devotion House and the central community green space would remain. With the proposed demolition of the 1954 and 1974 buildings, and the new addition to be constructed on the ball field site, some athletic and play space would be relocated to the Harvard Street part of the site. A second soccer field could be located on Harvard Street. If a second soccer field is not required, the soccer field adjacent to the Devotion House could be eliminated, which would reduce the impact on the Devotion House.

The first phase of this construction would provide the build out of the new addition on the ball field. Some selective demolition of the 1974 building, including space from the Cafeteria and six classrooms, would be required prior to construction. Since the new addition replaces the existing Gymnasium at the rear of the 1913 building, it would need to be demolished prior to the construction of the new addition. Renovation and expansion of the Small Gym could provide a limited gym facility during construction. The 1954 and 1974 buildings would remain occupied during the new addition construction. In a second phase, students would relocate to the new addition during the demolition of the 1954 and 1974 wings. The construction would then begin on the connections between the 1913 building and the new building, the new parking garage, and the renovation of the 1913 building. Final site work, including the athletic fields and play areas, would complete the construction project.

Due to the increasing enrollment, the Town of Brookline is developing a transition plan proposing that the students in grades 6-8 be relocated to address overcrowding and to facilitate the construction project. This strategy would help to alleviate the scheduling and logistical demands of a phased renovation and addition project.

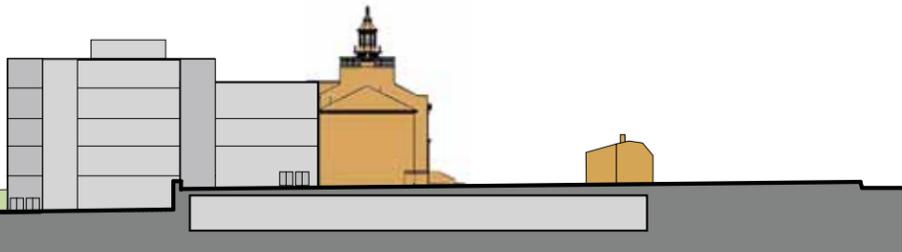
Option 2 Renovation with Addition Attributes Matrix

Site Issues		Option 2	Building Issues		Option 2
Historic Character	Devotion House remains as located	yes	School Organization	Grade-level "clusters" - PK, K-2, 3-5, 6-8	no
	1913 Building retained	yes		Two K-8 Schools with shared common space	no
	1954 and 1974 wings retained	no	Educational Programming	Specialists are located near grade-level classrooms	yes
	Large trees near Devotion House retained	yes		Project areas adjacent to groups of classrooms	yes
Opportunity to restore original structure	yes	No self-contained SPED classrooms - Therapeutic and Comprehensive Learning Centers located near classrooms		yes	
		Large Library		no	
Urban Design	School Building Massing on Harvard Street (or less than existing distance of 245')	yes- less than existing	Adjacencies	Library functions located within Project Area with small Book rooms	yes
	School Building Massing on Stedman Street	no - less than existing		Gym (2-station) and Small gym (1-station)	yes
	Community Lawn maintained	yes		Multi-purpose Room w/stage (Auditorium)	yes
	Public Seating area	no		Cafeteria adjacent to play areas	near
Vehicular and Pedestrian Circulation	Main Entrance only on Stedman	no	Phasing	Gymnasium spaces adjacent to athletic fields	yes
	Main Entrance on both Stedman and Harvard Street	main entry on Stedman St.		Potential to open only part of school for community or after-hours use	yes
	Devotion Street pedestrian pathway maintained but flattened	path relocated		Art and Music rooms dispersed through school	yes
	Gathering spaces for parents and students near entrances	yes		Art and Music rooms adjacent to each other	no
	Bus Drop-Off	On Harvard St.		Administration spaces adjacent to each other	no
	Parent Drop-Off	On Stedman St.		Administration spaces distributed throughout school	yes
	Public Parking	no		Receiving and maintenance adjacent to loading area	yes
	Garage Parking	yes		Service elevator adjacent to receiving and maintenance area	yes
Site Programming/ Organization	Loading Dock and Service Access w/Good adjacencies	combined w/garage	School remains occupied while new school is built on site	no	
	Age-separated Play Space	yes	Phase 1 - demolition of gym and renovation of Small Gym	yes	
	U9 Soccer Field	yes	Phase 2 - construction of additions	yes	
	U11 Soccer Field	yes	Phase 3 - demolition of 1954 wing	NA	
	Softball/Little League Field	yes	Phase 4 - Construction of Classroom Addition	NA	
	Basketball Courts	2	Phase 5 - Demolition of 1974 wing	NA	
	Outdoor Classroom	yes	Phase 6 - Demolition of 1954 and 1974 buildings	yes	
	Garden space	yes	Phase 7 - Demolition of 1913, 1954, and 1974 buildings	NA	
	Play areas receive good sunlight	yes	Phase 8 - construction of structured parking	yes	
	Play spaces set away from public walkways	no for most, some yes	Phase 9 - completion of site	yes	
	Good visibility of outdoor space from building	yes, some			
	Existing play space area compared with options --SF	less			
Educational Program Attributes					

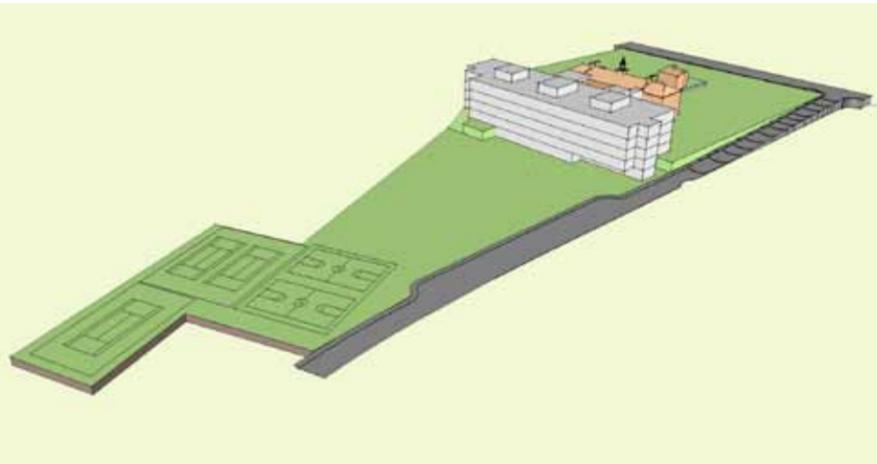


3.1.6 Preliminary Evaluation of Alternatives

Option 2 : Renovation with Addition continued



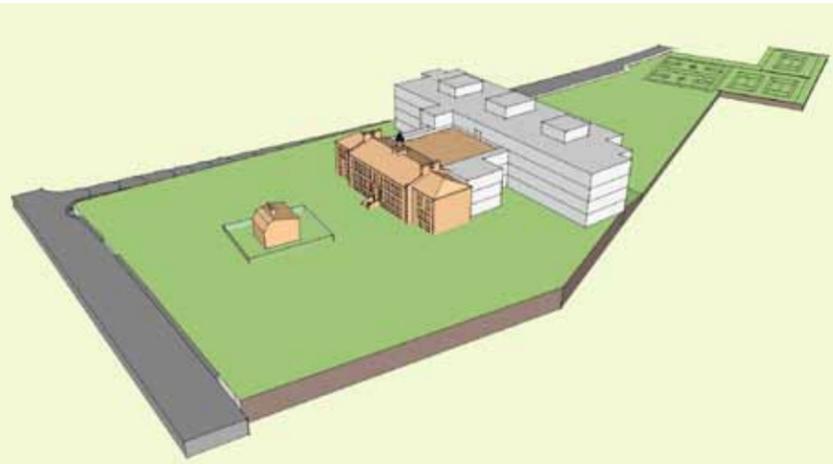
Stedman Street Section



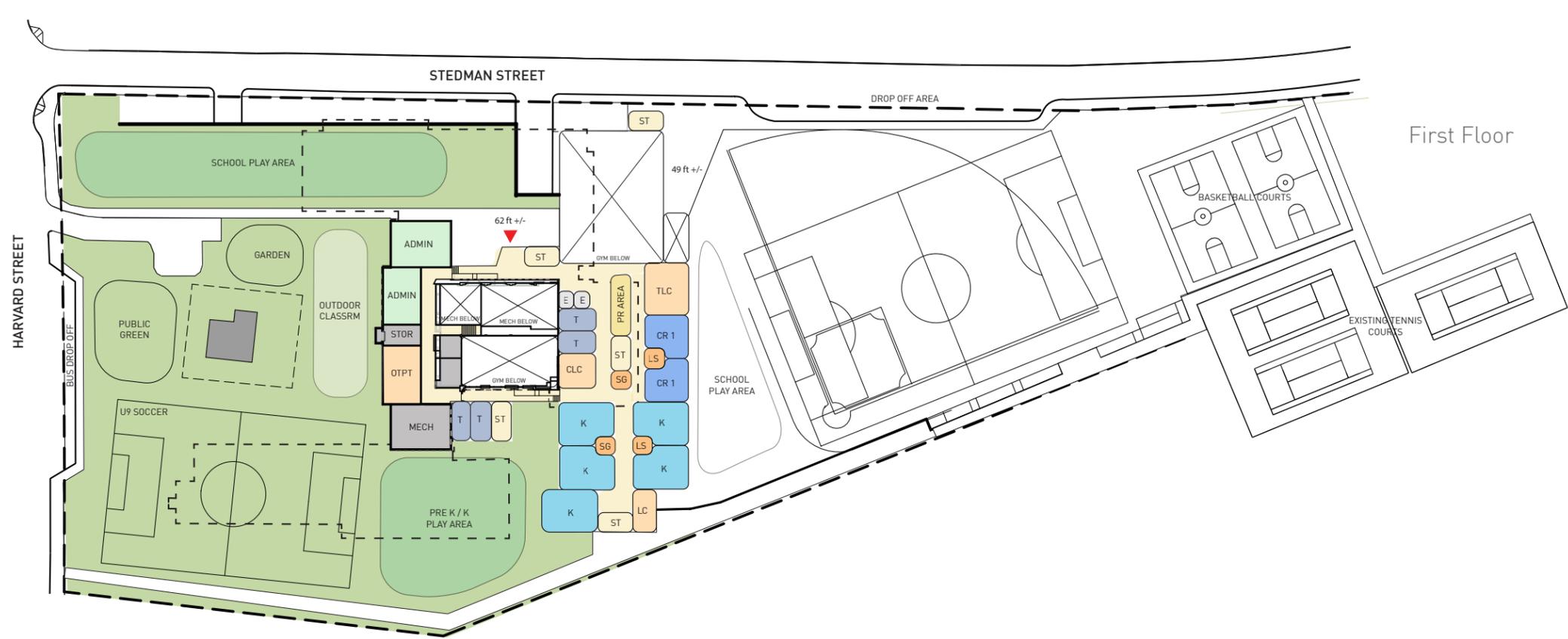
Stedman Street View



Harvard Street View



South View



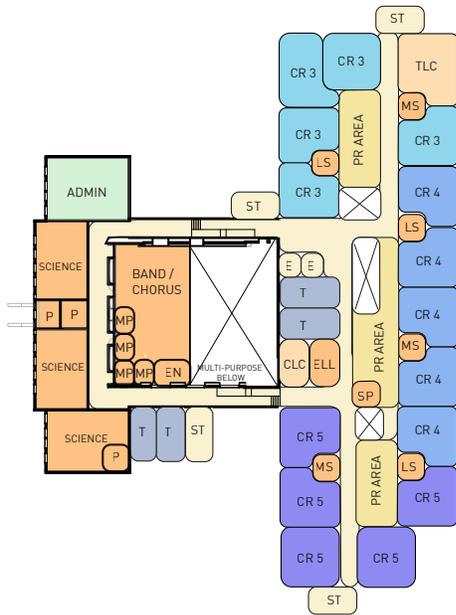
- ROOM KEY**
- C Custodial
 - CLC Comprehensive Learning Center
 - COMP Tech Classroom
 - CR Classroom
 - CUST Custodial
 - E Elevator
 - EN Ensemble
 - H Health Instructor
 - K Kiln (Art Room)
 - LC Learning Center
 - LR Locker Room
 - LS Literacy Specialist
 - M Mechanical Space
 - MED Medical Suite
 - MS Math Specialist
 - OFF Office
 - P Science Prep Area
 - MP Music Practice Room
 - PR Project Area (Media)
 - REC Receiving/ Custodial
 - S Storage
 - SCI Science
 - SG Small Group Room
 - SP Speech
 - ST Stair
 - T Toilet
 - TLC Therapeutic Learning Center
 - VOC Tech Classroom

- DEPARTMENT KEY**
- Administration
 - Shared Spaces
 - Circulation
 - Mechanical
 - Core Academic Spaces
 - Classroom Cluster 1
 - Classroom Cluster 2
 - Classroom Cluster 3
 - Special Education
 - Toilets

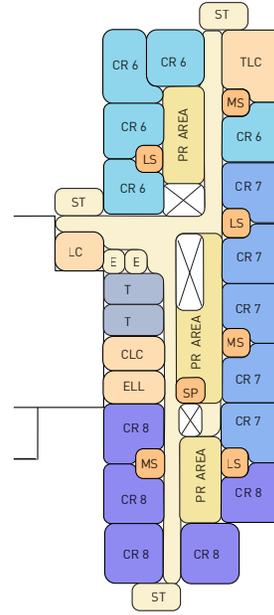


3.1.6 Preliminary Evaluation of Alternatives

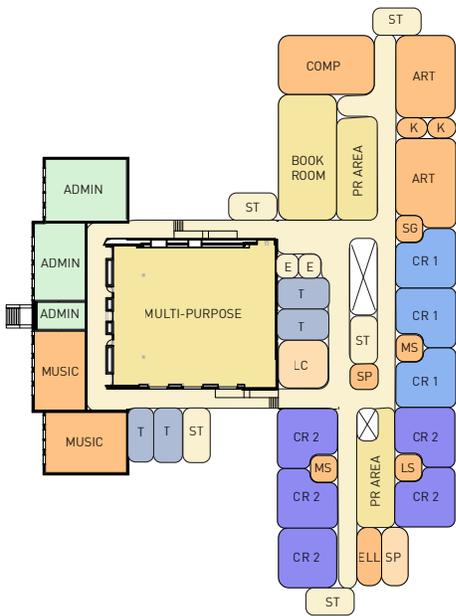
Option 2 : Renovation with Addition continued



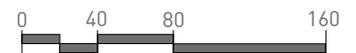
Third Floor



Fourth Floor



Second Floor





3.1.6 Preliminary Evaluation of Alternatives

Option 3.2: Renovation with Addition

Option 3.2 evaluates the feasibility of a new Devotion School to be constructed on the adjacent ball field site. The construction of the school would take place while the existing Devotion School remained occupied. With the relocation of the school community upon completion of construction, the Devotion School buildings and parking garage would be demolished and the site would be developed for community open space and school play space and athletic fields. The existing Devotion House would remain in its current location. The new building would be a four-story structure. Due to significant change in grade on the site, the Ground floor level would align with grade on the former ball field site, while on Harvard Street the First floor would also align with existing grade. There would be entrances from both Harvard and Stedman Streets. On Stedman Street, there would be four stories above grade; from Harvard Street the building would be three stories above grade.

The building form has been organized to support the Devotion teaching philosophy that depends on adjacencies for communication, collaboration, flexible grouping, and teaming. Each grade level would be supported by a cluster of five classrooms surrounding a project area. Three of these clusters would be located adjacent to each other on each of three floors to create communities of grade-related groups – K-2, 3-5, and 6-8. Therapeutic Learning Centers, Comprehensive Learning Centers, Learning Centers, and rooms for small group instruction and specialists would be distributed throughout these clustered classrooms. Two Pre-K classrooms would be located on the Ground floor for easy access for parent drop-off and travel to the Cafeteria and outdoor play space.

The building organization would join the classroom communities to the larger rooms that would serve both the school and Brookline community. Community access to these spaces could be provided without providing access to the classrooms. On the Ground floor, the main entrance from Stedman Street would be adjacent to an Administration suite. A second Stedman Street entrance would provide direct access to the Cafeteria for off-hours use. An underground parking garage and receiving area would be constructed on the Ground floor, within the footprint of the new building above. On the First floor, a main entry from Harvard Street would be supervised by a large Administration suite. The Multipurpose Room on this floor would be located adjacent to a Music suite containing the Band/Chorus Room, and Music classrooms, ensemble rooms, and individual practice rooms. The Gymnasium and Small Gymnasium with adjacent Health Instructor offices, locker rooms, and OT/PT rooms would be on the Second Floor. Stairs from the Gymnasium and the Small Gym would allow travel down one flight of stairs to the athletic fields at the First floor level. Science classrooms for

Demolition:	
	162,051 gsf
Building Renovation:	
	0 gsf
New Construction:	
	187,234 gsf
New Structured Parking:	
	21,525 gsf

TOTAL Construction:	
	208,759 gsf
Estimated Construction Cost:	
	\$73 M





3.1.6 Preliminary Evaluation of Alternatives

Option 3.2 : Renovation with Addition continued

students in grades 6-8 would be located on the Third floor, adjacent to their classroom community. The Media Center would also be located on this floor.

The new school facility would be designed in accordance with all building and accessibility requirements. New construction would allow the opportunity to fully incorporate energy-efficiencies and sustainability initiatives. *Refer to Appendix B Proposed Systems Narratives for Options for full consultant reports.*

Option 3.2 would create a major reorganization of the site. *Refer to Appendix B Proposed Systems Narratives for Options for full consultant report.*

The new construction would be concentrated to the northeast end of the site. This would place most of the school play space and athletic space on a larger open green space on Harvard Street. The Devotion House would remain in place. Frontage along Harvard Street could be developed as a continuous green space for the community. The area between the Devotion House and the new school would be large enough to accommodate a little-league field and/or a soccer field. Landscape mitigation measures would need to be studied. School play area and outdoor classrooms would occupy the remainder of the site. To provide school play area on Stedman Street, the community basketball courts would be removed.

New construction would offer the least disruption to the school community since the Devotion School would remain fully occupied during construction. The construction could be accomplished in one continuous phase. Due to the increasing enrollment, the Town of Brookline is developing a transition plan proposing that the students in grades 6-8 be relocated to address overcrowding and to facilitate the construction project. This strategy might also be implemented even in the new construction option to reduce the scheduling and logistical demands on the site during construction.

Option 1.1 Renovation with Addition Attributes Matrix

		Option 3.2			Option 3.2
Site Issues			Building Issues		
Historic Character	Devotion House remains as located	yes	School Organization	Grade-level "clusters" - PK, K-2, 3-5, 6-8	yes
	1913 Building retained	no		Two K-8 Schools with shared common space	no
	1954 and 1974 wings retained	no	Educational Programming	Specialists are located near grade-level classrooms	yes
	Large trees near Devotion House retained	yes, some (adversely impacted by athletic fields construction)		Project areas adjacent to groups of classrooms	yes
Opportunity to restore original structure	no	No self-contained SPED classrooms - Therapeutic and Comprehensive Learning Centers located near classrooms		yes	
Urban Design	School Building Massing on Harvard Street (or less than existing distance of 245')	no		Large Library	yes
	School Building Massing on Stedman Street	yes	Library functions located within Project Area with small Book rooms	no	
	Community Lawn maintained	yes	Gym (2-station) and Small gym (1-station)	yes	
	Public Seating area	yes	Multi-purpose Room w/stage (Auditorium)	yes	
Vehicular and Pedestrian Circulation	Main Entrance only on Stedman	no	Adjacencies	Cafeteria adjacent to play areas	yes
	Main Entrance on both Stedman and Harvard Street	yes		Gymnasium spaces adjacent to athletic fields	near
	Devotion Street pedestrian pathway maintained but flattened	path relocated		Potential to open only part of school for community or after-hours use	yes
	Gathering spaces for parents and students near entrances	yes		Art and Music rooms dispersed through school	Art
	Bus Drop-Off	no		Art and Music rooms adjacent to each other	Music
	Parent Drop-Off	On Stedman St.		Administration spaces adjacent to each other	no
	Public Parking	yes		Administration spaces distributed throughout school	yes
	Garage Parking	yes		Receiving and maintenance adjacent to loading area	no
Site Programming/ Organization	Loading Dock and Service Access w/Good adjacencies	yes but close to entry	Service elevator adjacent to receiving and maintenance area	no	
	Age-separated Play Space	yes	Phasing	School remains occupied while new school is built on site	yes
	U9 Soccer Field	U9 or U11		Phase 1 - demolition of gym and renovation of Small Gym	NA
	U11 Soccer Field	U9 or U11		Phase 2 - construction of additions	NA
	Softball/Little League Field	yes		Phase 3 - demolition of 1954 wing	NA
	Basketball Courts	no		Phase 4 - Construction of Classroom Addition	NA
	Outdoor Classroom	yes		Phase 5 - Demolition of 1974 wing	NA
	Garden space	yes		Phase 6 - Demolition of 1954 and 1974 buildings	NA
	Play areas receive good sunlight	yes		Phase 7 - Demolition of 1913, 1954, and 1974 buildings	yes
	Play spaces set away from public walkways	no		Phase 8 - construction of structured parking	as part of new construction
	Good visibility of outdoor space from building	yes		Phase 9 - completion of site	yes
	Existing play space area compared with options --SF	slightly less			
Educational Program Attributes					

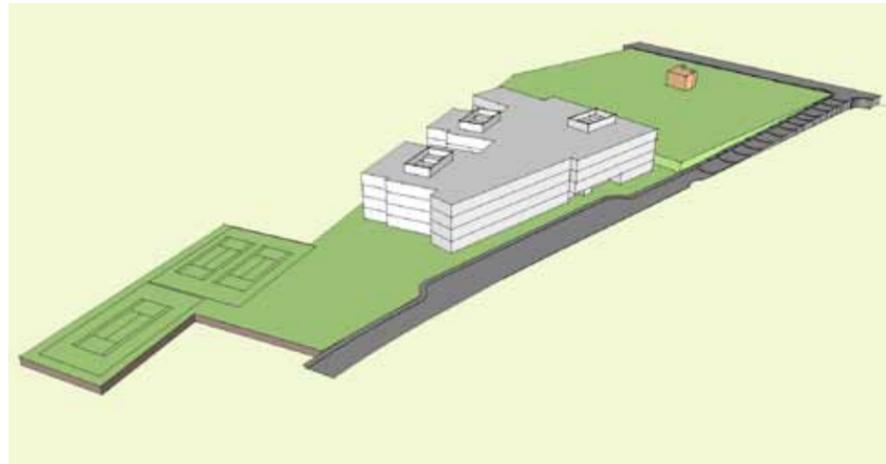


3.1.6 Preliminary Evaluation of Alternatives

Option 3.2 : Renovation with Addition continued



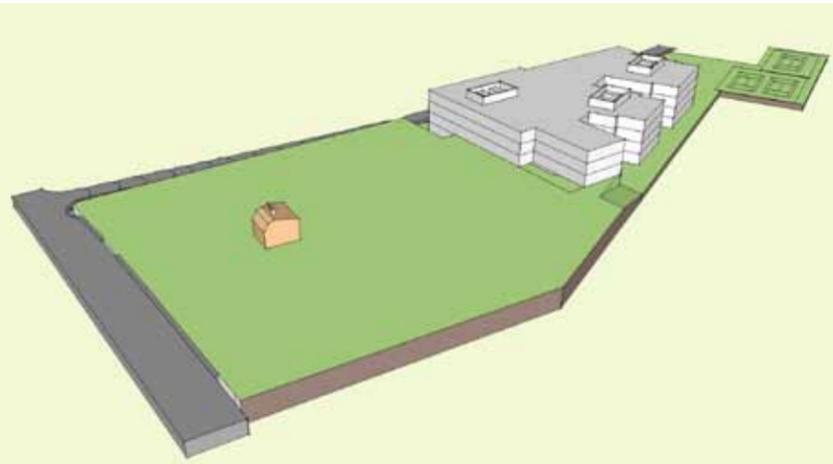
Stedman Street Section



Stedman Street View



Harvard Street View



South View



First Floor



Lower Floor

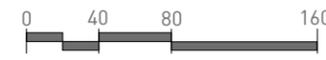


ROOM KEY

- C Custodial
- CLC Comprehensive Learning Center
- COMP Tech Classroom
- CR Classroom
- CUST Custodial
- E Elevator
- EN Ensemble
- H Health Instructor
- K Kiln (Art Room)
- LC Learning Center
- LR Locker Room
- LS Literacy Specialist
- M Mechanical Space
- MED Medical Suite
- MS Math Specialist
- OFF Office
- P Science Prep Area
- MP Music Practice Room
- PR Project Area (Media)
- REC Receiving/ Custodial
- S Storage
- SCI Science
- SG Small Group Room
- SP Speech
- ST Stair
- T Toilet
- TLC Therapeutic Learning Center
- VOC Tech Classroom

DEPARTMENT KEY

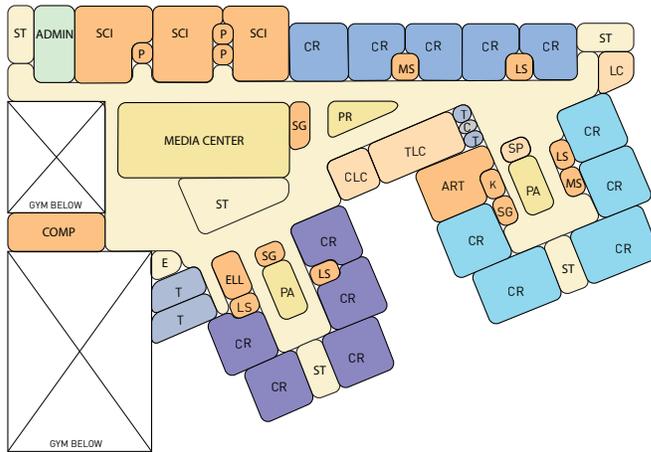
- Administration
- Shared Spaces
- Circulation
- Mechanical
- Core Academic Spaces
- Classroom Cluster 1
- Classroom Cluster 2
- Classroom Cluster 3
- Special Education
- Toilets



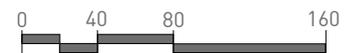
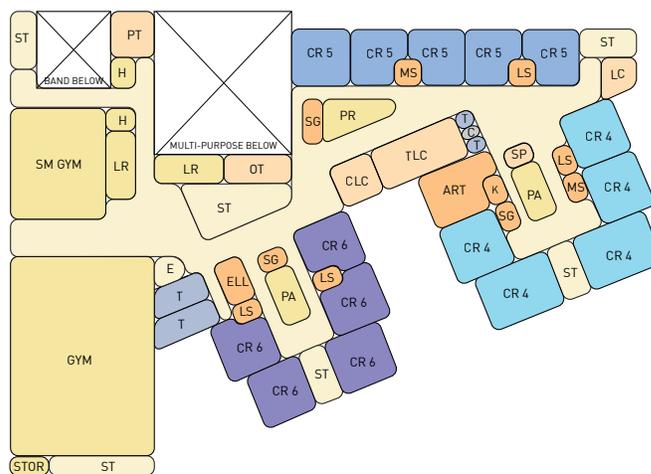
3.1.6 Preliminary Evaluation of Alternatives

Option 3.2 : Renovation with Addition continued

Third Floor



Second Floor





3.1.6 Preliminary Evaluation of Alternatives

Preliminary Cost Estimate

DRAFT PROJECT BUDGET EDWARD DEVOTION SCHOOL Brookline, MA UPDATED 03.17.14	Option 0		Option 1.1		Option 1.4		Option 2		Option 3.2	
		CM @ Risk		CM @ Risk		CM @ Risk		CM@R		CM@R
Description	Base Repair	Base Repair	Renovated 1913 Bldg w/ New Additions	New Construction	New Construction					
Renovation Area	162,051	162,051	40,906	40,906	40,906	40,906	40,906	40,906	-	-
New Construction Area	-	-	147,528	147,528	144,839	144,839	146,791	146,791	187,234	187,234
Structured Parking Area	-	-	19,262	19,262	19,262	19,262	19,262	19,262	21,525	21,525
Total Construction Area	162,051	162,051	207,696	207,696	205,007	205,007	206,959	206,959	208,759	208,759
Total Construction Cost 2016 Start	\$ 49,842,599	\$ 54,826,859	\$ 75,908,500	\$ 83,499,350	\$ 74,750,388	\$ 82,225,427	\$ 74,918,059	\$ 82,409,865	\$ 73,077,402	\$ 80,385,142
Total Construction Cost per sqft	\$ 308	\$ 338	\$ 365	\$ 402	\$ 365	\$ 401	\$ 362	\$ 398	\$ 350	\$ 385
Cap on Const. Costs which MSBA will Reimburse (\$275/sf)	\$ 46,264,025	\$ 46,264,025	\$ 54,488,510	\$ 54,488,510	\$ 53,749,035	\$ 53,749,035	\$ 54,285,835	\$ 54,285,835	\$ 54,485,758	\$ 54,485,758
Assumed MSBA Reimbursement on Const. Costs (39.34% or 40.34%)	\$ 18,200,267	\$ 18,662,908	\$ 21,435,780	\$ 21,980,665	\$ 21,144,870	\$ 21,682,361	\$ 21,356,047	\$ 21,898,906	\$ 21,434,697	\$ 21,979,555
Additional MSBA Reimbursement for Renovation (up to %5 of Cap)	\$ 910,013	\$ 933,145	\$ 211,090	\$ 216,456	\$ 210,957	\$ 216,319	\$ 211,054	\$ 216,419	\$ -	\$ -
Construction Contingency 10%	\$ 4,984,260	\$ 5,482,686	\$ 7,590,850	\$ 8,349,935	\$ 7,475,039	\$ 8,222,543	\$ 7,491,806	\$ 8,240,986	\$ 7,307,740	\$ 8,038,514
A/E Fees at 10%	\$ 5,482,686	\$ 6,030,954	\$ 8,349,935	\$ 9,184,929	\$ 8,222,543	\$ 9,044,797	\$ 8,240,986	\$ 9,065,085	\$ 8,038,514	\$ 8,842,366
OPM and Other Professional Services at 5%	\$ 2,741,343	\$ 3,015,477	\$ 4,174,968	\$ 4,592,464	\$ 4,111,271	\$ 4,522,398	\$ 4,120,493	\$ 4,532,543	\$ 4,019,257	\$ 4,421,183
F&E w/ Tech - 1010 students x \$2,400	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000	\$ 2,424,000
Project Contingency 5%	\$ 3,273,744	\$ 3,588,999	\$ 4,922,413	\$ 5,402,534	\$ 4,849,162	\$ 5,321,958	\$ 4,859,767	\$ 5,333,624	\$ 4,743,346	\$ 5,205,560
Total Soft Costs	\$ 18,906,033	\$ 20,542,116	\$ 27,462,165	\$ 29,953,862	\$ 27,082,015	\$ 29,535,696	\$ 27,137,053	\$ 29,596,238	\$ 26,532,857	\$ 28,931,623
Cap on Soft Costs which MSBA will Reimburse (20% Actual Const. Cost)	\$ 9,968,520	\$ 10,965,372	\$ 15,181,700	\$ 16,699,870	\$ 14,950,078	\$ 16,445,085	\$ 14,983,612	\$ 16,481,973	\$ 14,615,480	\$ 16,077,028
Assumed MSBA Reimbursement on Soft Costs (39.34% or 40.34% of Cap)	\$ 3,921,616	\$ 4,313,777	\$ 5,972,481	\$ 6,569,729	\$ 5,881,361	\$ 6,469,497	\$ 5,894,553	\$ 6,648,828	\$ 5,895,885	\$ 6,485,473
Total Project Cost	\$ 68,748,632	\$ 75,368,975	\$ 103,370,665	\$ 113,453,212	\$ 101,832,403	\$ 111,761,123	\$ 102,055,112	\$ 112,006,103	\$ 99,610,259	\$ 109,316,765
Total Project Cost per sqft	\$ 424	\$ 465	\$ 498	\$ 546	\$ 497	\$ 545	\$ 493	\$ 541	\$ 477	\$ 524
Total MSBA Reimbursement	\$ 23,031,896	\$ 23,909,830	\$ 27,619,351	\$ 28,766,850	\$ 27,237,188	\$ 28,368,176	\$ 27,461,654	\$ 28,764,153	\$ 27,330,582	\$ 28,465,028
Town of Brookline Share	\$ 45,716,736	\$ 51,459,145	\$ 75,751,314	\$ 84,686,362	\$ 74,595,215	\$ 83,392,947	\$ 74,593,457	\$ 83,241,950	\$ 72,279,677	\$ 80,851,737

3.1.6 Preliminary Evaluation of Alternatives

Over the past three months, HMFH Architects has worked in cooperation with the Town of Brookline Devotion School Building Committee to develop the options presented in this report. The study process benefitted from previous collaborations between the Town of Brookline, the Brookline Public Schools and HMFH Architects.

In 2012, HMFH was commissioned by the Town of Brookline to evaluate the existing conditions and possible options for the betterment of the Edward Devotion School. The goals for the study included an assessment of building condition, life safety issues, and accessibility and code compliance; recommendations for the modernization of building systems; and the development of options to accommodate increased enrollment and to satisfy programmatic needs of the school. HMFH Architects evaluated a total of ten separate options, ranging from no-build renovation, renovations with minor and major additions, and new construction.

Refer to Appendix J for the Edward Devotion School Concept Study - November 2012.

In 2013, HMFH was again offered the opportunity to work with the Town of Brookline to assist the Brookline School Population & Capacity Exploration (B-Space) Committee. The study investigated the opportunities for growth at the existing town schools and several additional sites.

Refer to Appendix K for the BSPACE Concept Study – September 2013

The Brookline Public Schools are experiencing increasing student enrollment at historical levels. In November 2013, the MSBA and the Town of Brookline agreed to a design enrollment for the Edward Devotion School of 1,010 students. In the November 2012 Concept Study, the projected enrollment was 780 students.

As a first step in the process of this Preliminary Design Program submission, HMFH participated in a series of meetings with representatives of the Brookline Public Schools, the Devotion School administration, the Devotion School teachers, and parents of currently enrolled students. The educators worked with HMFH in a collaborative process to document the existing educational program, to define the type and number of programs that will be required to serve the design enrollment, and to articulate the teaching philosophy, methods, and goals for the Devotion School. The larger parent community participated in a survey to determine preferences for the school organization. HMFH worked with the educators to envision the configurations and adjacencies of spaces that would ideally support the educational

program. With a projected enrollment of 1,010 students, the focus was on strategies that would encourage the creation of a small school community within the large school.

As required by the PDP, HMFH and its consultants conducted an evaluation of the existing conditions of the buildings that comprise the Devotion School. Building systems, code compliance, challenges to accessibility, and structural conditions are summarized in Section 3.1.4 of this report, with full reports in the Appendix. Results of the geotechnical exploration, Phase I Site investigation, and the Hazardous Materials survey are included in the Appendix.

The Devotion School is in a dense, constricted, urban site. The Devotion House, built in the 1700s, is still a permanent fixture on the site. Any construction project on the site must reconcile sometimes competing pressures for preservation, school play space, community recreation, and green space used by the community. HMFH met with representatives of various Town of Brookline agencies to confirm the site requirements. These findings are discussed in greater detail in the Section 3.1.5 of this report.

As described previously in the Option Overview, in addition to a Base Repair option, HMFH developed eight options – five Renovation and Addition Options (Options 1.1, 1.2, 1.3, 1.4, and 2), and three New Construction Options (3.1, 3.2, 3.3). The School Building Committee selected four of the options for further study. These options and the Base Repair option are summarized as follows.

Option 0: Base Repair Option

Option 0 is the full renovation of the existing Edward Devotion School to comply with all building and accessibility codes. The renovation would require the replacement of the majority of the building's MEP systems as well as required accessibility and life safety updates. Renovation work is anticipated in order to comply with current structural and seismic code requirements. The configuration and size of the existing school does not support the Educational Program. Many spaces would remain undersized by MSBA standards and a large number of program areas would not be accommodated.

Option 1.1: Renovation and Addition Option

Option 1.1 is the renovation of the 1913 portion of the Devotion School with a major addition constructed on the adjacent ball field site. The 1954 and 1974 buildings and gym would be demolished. The renovation project would bring the 1913 construction into full compliance with building and accessibility

codes. The Multipurpose Room and Small Gym would be restored to their original size and volume. The new addition would house the majority of the school's programmatic spaces. The Educational Program would be supported by the project.

Option 1.4: Renovation and Addition Option

Option 1.4 is the renovation of the 1913 portion of the Devotion School with a major addition surrounding it on the east and southeast elevations. The proposed classroom wing would extend beyond the Devotion School towards Harvard Street. The 1954 and 1974 buildings and gym would be demolished. The renovation project would bring the 1913 construction into full compliance with building and accessibility codes. The Multipurpose Room and Small Gym would be restored to their original size and volume. The new addition would house the majority of the school's programmatic spaces. The Educational program would be supported by the project.

Option 2: Renovation and Addition Option

Option 2 is the renovation of the 1913 portion of the Devotion School with all other program areas accommodated in a major addition to the east. The addition has been designed to minimize its footprint to maintain as much open space on the site as possible. As a result, the addition is a five-story structure. The 1954 and 1974 buildings and gym would be demolished. The renovation project would bring the 1913 construction into full compliance with building and accessibility codes. The Educational Program would be supported by the project.

Option 3.2: New Construction Option

Option 3.2 is new construction of the Devotion School on the site of the adjacent ball field. The construction of the school would take place while the existing Devotion School remained occupied. A new school facility would be designed in accordance with all building and accessibility requirements and would allow the opportunity to fully incorporate energy-efficiencies and sustainability initiatives. The Educational Program would be supported by the project.

Cost estimates were developed for each option. The estimates are included in Appendix C.

At the March 7, 2014 School Building Committee meeting, the SBC voted on the options that are to be included in the Preliminary Design Program (PDP) submission to the MSBA. The selected options are: Options 1.1, 1.4, 2, and 3.2. These options will be advanced for further study in the Preferred Schematic Report Study. At the conclusion of the PSR, the District will make a recommendation for a Preferred Solution to the MSBA.

3.1.7 Local Actions and Approvals

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3.1.7 Local Actions and Approvals

Narrative

The Town of Brookline has taken a proactive approach to involve the local community in the Feasibility Study process. Key steps include the following:

- Devotion School Building Committee Meetings: All SBC meetings have been conducted in accordance with the state's open meeting law and are open to the public.
- Website: The School Building Committee has created a project website linked to the Town of Brookline website. The project website is also linked to the Devotion School PTO website which offers additional updates about the project. Project information (meeting minutes, graphics, reports, etc.) can be viewed and downloaded by the public.
- The School Building Committee includes two members who are Devotion School parents.
- Public Forums: Two public forum presentations were made at the Devotion School. One meeting was focused on the neighborhood and community issues. The second presentation was focused on the school community issues. In both meetings, the public was invited to participate in a small focus group session to solicit comments, concerns, and aspirations for the project.
- HMFH participated in a series of meeting with the Devotion faculty to discuss the existing and future educational programming.
- A listing of meetings is included.

The Local Actions and Certifications form is included in this section.

Stakeholder Meetings Schedule

Date of Meeting	Participants	Location
2013		
December 13	School Building Committee	Brookline Town Hall
2014		
January 3	Devotion Principals and Vice-Principals	Devotion School
January 7	Devotion Classroom Teachers K-5	Devotion School
January 8	Devotion Special Education Teachers	Devotion School
January 9	Devotion Classroom Teachers 6-8	Devotion School
January 14	Devotion Literacy and Math Specialists, World Languages, ELL, District Coordinators	Devotion School
January 15	Devotion Art, Music, Physical Education, Health, Librarian, Educational Technology Specialist	Devotion School
January 23	Community Forum	Devotion School
January 27	Parent Forum	Devotion School
January 31	Bill Lupini, Jenne Flewelling, Tam Sitkoff	Devotion School
February 11	Devotion Team Leaders	Devotion School
February 14	School Building Committee	Brookline Town Hall
February 25	Brookline Preservation Commission	Brookline Town Hall
March 7	School Building Committee	Brookline Town Hall
March 21	School Building Committee	Brookline Town Hall



3.1.7 Local Actions and Approvals

School Building Committee Meeting Minutes

Name of Committee: Devotion School Building Committee

Meeting Date: 13 December 2013 Time: 8:00 a.m. Meeting Location: Town Hall, Room 103

Attendees: See attached sign-in sheet

Topic: Meeting Minutes:

Motion by H. Charlupski to approve the minutes of the 30 May 2013 Devotion School Building Committee Meeting. Unanimously approved.

Topic: Date of Meetings

The date of the Committee's site visit to Runkle and Lincoln schools happened on Thursday, 11 July 2013.

The date and time of the next Building Committee Meeting is Friday 7 February 2014 at 8:00 a.m. in Room 103, Town Hall.

The date of the next Community Meeting is to be determined.

Topic: Update on Designer Contract and Enrollment

M. Kleckner and B. Lupini provided a brief history of this project from inception relative to the interaction and engagement of the Massachusetts School Building Authority (MSBA). It was noted that both the Town and MSBA recognized the need to consider the Devotion School future in the wider context of the entire school system with respect to enrollment and other issues. This resulted in the BSPACE effort. Based on that, the MSBA approved an enrollment increase to the Devotion School project from 830 students to 1010 students on 30 November 2013.

T. Guigli stated that HMFH Architects was the first ranked firm of two that applied for the design work of this project via the MSBA designer selection committee. Contract discussions between the Building Commission and HMFH have been ongoing. The goal is to have a special Building Commission meeting in the next couple of weeks to present a contract for approval.

Topic: Schedule

P. Lewis presented the "Devotion School Proposed Project Schedule" of "Option E1" (from the Devotion Concept Study). This is a representative schedule of one option only that is subject to change as design work on the project actually gets underway. Three scenarios were shown as follows; that which resulted from the BSPACE study, another after consultation with the geotechnical engineer that reflects the structural complexity of this option and a third that includes added phasing to maintain the gymnasium space.

The first two anticipate “full occupancy” in the fall to winter time frame of 2018, the third at the end of 2019. HMFH suggests that there may be the potential to renovate and expand the existing small gymnasium to meet the needs of the athletic program so as to avoid the option of maintaining the existing gym. This needs to be explored further from both an infrastructure and program prospective. T. Guigli noted that feasibility needs to be completed this spring in order to keep to the schedule as presented.

Topic: Budget/Cost Estimates

P. Lewis presented the MSBA “Reimbursement Rate Calculation” along with a projection of what reimbursement rates may apply to this project. He also distributed a copy of a memorandum dated 12.12.2013 from HMFH to the Override Study Committee (OSC) regarding Devotion, High School and BSPACE Concept Studies’ cost estimates.

In addition the Committee was given a spread sheet titled “Draft Project Budget” for the Edward Devotion School updated on 12.12.2013. Escalations in cost are due to construction inflation (3% per year) and the current MSBA cap of \$275/sf for construction cost. Periodically the MSBA revisits the cap, however the current estimates of the cost and the TOB share of the cost is based on the current cap. HMFH confirmed the numbers come from their cost estimator.

Topic: Proceeding to Design

It was noted that the School Department and Architect need to agree on a process soon for how to approach programming and information gathering. In addition, preferred options need to be considered as they will have an impact on programming. For example, if the 1913 central building is maintained, it may be possible to restore the auditorium as none is allowed in the MSBA allocation of new construction space. More broadly, if there are spaces or programs that are not in the space allocations, the TOB needs to make the case to the MSBA as to why they should be included in the design.

The architect is to include land use in consideration of options, particularly with the new construction option(s). This led to the discussion that there needs to be a final determination as to whether any of the adjacent Town-owned land is subject to Article 97 provisions. Town Counsel to be consulted.

Meeting Adjourned at approximately 9:30 a.m.

Respectfully submitted,

Tony Guigli
Project Director

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3.1.7 Local Actions and Approvals

School Building Committee Meeting Minutes continued

Name of Committee: Devotion School Building Committee

Meeting Date: 14 February 2014 Time: 8:00 a.m. Meeting Location: Town Hall, Room 103

Attendees: See attached sign-in sheet

Topic: Meeting Minutes:

Motion by H. Charlupski to approve the minutes of the 13 December 2013 Devotion School Building Committee Meeting. Unanimously approved.

Topic: Date of Meetings

The dates and times of the next Building Committee Meeting are 27 February 2014 at 8:00 a.m., 7 March 2014 at 9:00 a.m. and 13 March 2014 at 8:00 a.m. location TBD.

Topic: PTO Communication

It was discussed that the parent representatives to the Building Committee would maintain a link on the PTO website containing information on the project. This may include "FAQs".

Topic: Schedule

T. Guigli described some key dates to maintain the schedule, as follows: End of February the Building Committee to select three to four design options for approval by the MSBA as part of the PDP (Preliminary Design Program) submission for further study. PDP submission no later than 17 March 2014, with response back from the MSBA within six (6) weeks. Meeting with Preservation on 25 February 2014 to update them on the progress of design and get preliminary feedback on status of existing buildings on site. Another meeting with Preservation on 11 March 2014 to get their determination as to significance of the school building. Next week, testing agents will be on site to collect samples of caulking and to conduct geotechnical investigative work.

Topic: Summary of Community and PTO Meetings

The Community and PTO meetings included discussions of where the project is now and what are the next steps and what has been learned to date. Participants gathered in small groups for discussion and to collect the thoughts of attendees. This resulted in lists of concerns and goals from both the community and parents. Architects will consider these in the crafting of design options.

Topic: Design Options

G. Metzger began the discussion by presenting the “Program Diagram” which is a result of their work so far, along with the “MSBA Program Guidelines”. The comparison was made to understand both the programmatic needs of the school and how the program as might be defined by the MSBA and to illustrate the differences.

The biggest differences appear in the common spaces such as the gym(s) and in some of the particular spaces such as Pre-K, extended day and the computer room. Once the final design schemes are decided upon by the Committee and submitted to the MSBA, it is expected they will ask questions, request additional information and perhaps negotiate on the plan as it relates to program needs. In any case the Town will need to articulate in detail why any space that is not in the MSBA template is indeed needed for the educational program.

G. Metzger then presented the programmatic diagrams which show the two basic approaches of a “one school option” , where all grades are clustered around common spaces and the “two school option”, where certain grades share proximity to each other, but are more separated to other grade groupings.

J. Flewelling noted that she had worked with the architect and others to develop a survey for parents as to which approach is preferred. While the results are not finalized, so far the polling is in favor of the cluster model over the two-track model.

P. Lewis stated that the current options are approximately the same square feet of the more complete options that were shown in the Concept Study. They reflect the 1.5 multiple of net to gross area as allowed by the MSBA. The cluster schemes result in more area as they are less efficient in that respect. For example, some schemes are four (4) stories tall or more and thus have more stairs, elevators and bathrooms to service all the floors.

D. Collins then presented the design options. She began by stating that HMFH is testing different options as to how they lay out architecturally and in consideration of the site, which is very constrained.

The first option presented is new construction. It would be built while leaving the existing school occupied. On the ground floor the grade level clusters as a wall along Stedman Street. The library is spread out with specialists near the grade level clusters. The corridors are active with library and learning spaces. Because of the site topography, the lower level and cafeteria look out onto play area. There is underground parking. The second level houses the Multi Purpose Room, Gym, small Gym, grades 3-5 and 6-8 clusters. There are fields and play spaces on Harvard Street. The existing school would be completely demolished.

The second option is similar in concept and grade clusters, but preserves more open space by building three stories on Stedman Street and two stories on Harvard Street.



3.1.7 Local Actions and Approvals

School Building Committee Meeting Minutes continued

Option 3 preserves the 1913 building and the auditorium. Some of the issues that will need to be addressed are the fact that the gym will have to be demolished first and there are phasing challenges. Underground parking would be retained and there would not be room on site for a softball field. One way to address the phasing issues would be to enlarge the small gym by removing the locker rooms and use it as the exclusive indoor physical education space during the entire period of construction. This is a program compromise that would have to be accepted by the School Department.

Option 4 also preserves the 1913 building and Auditorium but shifts most of the building closer to the property line on the south side of the site, opening up more play areas on Stedman Street.

Option 5 is a further iteration of this concept in which the organization of the classroom wing is different with grade levels stacked vertically; building high is four (4) floors.

Option 6 is similar to one of the options shown in the Concept Study and is taller and more compact than all of the others. It is a five (5) story building attached to the existing 1913 building. Learning activities are in the corridors. Cambridge and Chelsea have primary schools that are five (5) stories. Grades K-2 would be on ground level (in Option 5 above, grades 3-5 are also on the ground level), upper grades on upper levels with an aim of having it so that students only travel one or two levels to access services. The gym and cafeteria are on the lowest level with access to the field. The library functions are in the corridors.

Option 7 is a new school that compresses the building more than the other “new” building options. It has enough classrooms to organize by grade level/cluster, but it results in the “two school” concept with common spaces in the center.

K. Offenbergh of Carol Johnson Associates then presented preliminary site sketches. She noted she had met with staff to hear their concerns and goals. The site survey is still being finalized, but she presented a drawing with its initial findings and three (3) analyses of site impact with respect to the designs as have been so far developed by HMFH.

Site Option C generally has the play areas to the west of the building along Harvard and Stedman Streets, with other play spaces to the rear of the building. It has a regulation size Little League baseball field overlaid on a U-11 soccer field. It has building services and student drop-off on Stedman Street, ten surface parking spaces, a bus turn-around that fits three buses and a public gathering space on the corner of Stedman and Harvard streets. Architect options 1, 2 and 7 most closely relate to this site concept.

Site Option B most closely relates to architect options 3, 4 and 5. It retains the 1913 building and disperses play spaces more uniformly. There is no Little League field and soccer is reduced to U-9. If the devotion walkway is eliminated, it would expand the play areas design options.

Site Option C does not relate to any of the architect concepts as presented, but looks at what the theoretical relocation of the Devotion House to the corner of Stedman and Harvard Streets would reveal. According to K. Offenber, it optimizes the playspaces and athletic program by allowing moving of the school closer to Harvard Street.

A debate then followed as to the final site concept and whether it should be considered since it did not relate to any of the architect's design schemes.

It was reiterated that the Building Committee shall select a number of options at its next meeting in order to keep to the schedule. The architect shall endeavor to provide materials in advance so as to facilitate the decision making process. Two other meetings were tentatively scheduled (see above) in the even they are needed.

Meeting Adjourned at approximately 11:45 a.m.

Respectfully submitted,

Tony Guigli
Project Director

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3.1.7 Local Actions and Approvals

School Building Committee Meeting Minutes continued

Name of Committee: Devotion School Building Committee

Meeting Date: 7 March 2014 Time: 9:00 a.m. Meeting Location: Town Hall, Room 111

Attendees: See attached sign-in sheet

Topic: Meeting Minutes

Motion to approve the minutes of the 14 February 2014 Devotion School Building Committee Meeting. Approved with five (5) abstentions (Kleckner, Kaplan, Cronin, Fischer-Mueller and Bennett).

Topic: Criteria for Selection of Options

J. Flewelling outlined some of the more important criteria in evaluating options from an educational perspective as follows: classrooms grouped into “grade level clusters”, clusters should be adjacent to special education programs and instructional specialists, youngest students should have shortest walking distance to common areas, proximity of building entrance/exit to PreK/K clusters, cafeteria and gym should be adjacent to playground areas and inclusion of a Multi Purpose Room that can accommodate 40% of building population. In response to a question on security, Ms. Flewelling stated that entrances to the PreK/K clusters and caf/gym adjacency to playground areas are part of the solution to that issue.

A number of neighbors/residents spoke about the historical significance of the Devotion House and the 1913 school building. Some expressed a concern about the possibility of demolition of the 1913 building as it is part of an overall “experience” of the Kennedy family life in north Brookline when viewed along with the Kennedy Birthplace house on Beals Street and the historic Devotion House. M. Harrison of the National Park Service spoke to these issues and a statement was read from President K. Liss (see attached) that summarized the thoughts of members of the Brookline Historical Society. Other members of the public stated that community use of the School and site are of importance.

Topic: Presentation of Options

G. Metzger provided an overview of the options by stating they are the most cost effective, most educationally appropriate and least impactful to the neighborhood. The options grouped in “families” 1 and 2 all save the 1913 building. “Family” 3 options are demolition of the entire existing school and new construction. The Committee should pick a limited selection of options as there will be wide latitude to further develop them going forward. For example, some options that are not selected today may contain elements that are desirable for inclusion in those that are chosen. Once the options are selected, in the coming weeks the Committee will then be asked to narrow down to one preferred schematic option.

D. Collins then narrated a powerpoint presentation of the options (see attached “Review of Options” and diagrams). Some of the key points are summarized as follows:

Option 1.1 is organized around grade level clusters (K-2, 3-5 and 6-8). Grades are clustered around an atrium or other vertical space. Specialists are located right next to the students served. The cafeteria is adjacent to outside play space, not so for the gym. It has age-separated play spaces, a U-9 soccer field, no softball or Little League (LL) space.

Option 1.2 does not include the grade cluster features, but specialists are located near the students served. Cafeteria and Gym are located near play spaces. It has two U-9 soccer fields, no softball/LL space and age-separated play spaces.

Option 1.3 is organized around grade level clusters with specialists adjacent to them. The gym is on the second floor, the cafeteria is adjacent to outdoor play spaces. It has one U-9 soccer field, no softball/LL, two basketball courts and age-separated play spaces.

Option 1.4 responds to the suggesting of moving the building massing towards Harvard Street. It has circulation issues that need to be resolved as the grade levels do not align. Student drop off is on Stedman Street and there is an entrance on Harvard Street. The cafeteria is near the play fields, not so for the gym.. It has more play space than what is there currently and is the only option that does not locate athletic fields adjacent to the Devotion House and along Harvard Street. This option has the most phasing and involves potentially the most relocation of students off-site.

Option 2 is a five (5) story building that maximizes open space. It is challenging with respect to the educational program objectives. The first grade is split between two floors. Specialists are near classrooms.

Option 3.1 is a new construction option. The building would be built prior to demolition of the existing school. While the auditorium would not be retained, there is a Multi Purpose Room with a raised stage. All of the new construction options have at least a U-9 soccer field and a softball/LL field. This option includes the grade clustering concept with specialists adjacent.

Option 3.2 is a four-story new construction building. Lower level entrance is from Stedman Street, upper level entrance from Harvard Street. This option achieves the five educational criteria with the exception the gym is not adjacent to play spaces.

Option 3.3 is new construction. It achieves the educational criteria with the exception of the grade level clusters.

All of the options include garage parking which is not expected to be reimbursable unless perhaps some or all of it is integral to the building. In that case a determination would need to be made by the MSBA as to whether any or all of it is reimburseable. D. Collins stated that the traffic counts have been done and work on pedestrian and vehicular access (including bussing) is ongoing.

3.1.7 Local Actions and Approvals

School Building Committee Meeting Minutes continued

Topic: Selection of Options

A debate then took place as to the merits of the options as presented. Discussions included: whether it is appropriate to have athletic fields adjacent to Harvard Street; whether the fields are elevated with respect to adjacent areas such as sidewalks; the impact of fences and grading along the site; massing and sprawl verses building higher; the need to improve walkers access from the Babcock Street area; and whether the existing Auditorium could be re-used.

Motion to approve Options 2 (as long as it addresses all educational programming issues), 1.1, 1.4 and 3.2 for inclusion in the Preliminary Design Program (PDP) submission to the MSBA and to authorize the Owners' Project Manager to submit the PDP to the MSBA on behalf of the Devotion School Building Committee

Unanimously approved.

Meeting Adjourned at approximately 11:45 a.m.

Respectfully submitted,

Tony Guigli
Project Director

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Name of Committee: Devotion School Building Committee

Meeting Date: 21 March 2014 Time: 9:00 a.m. Meeting Location: Town Hall, Room 103

Attendees: See attached sign-in sheet. Under 940 CMR 29.10(8) Helen Charlupski participated remotely by telephone because of geographic distance from the meeting. Chairwoman DeWitt reviewed the Remote Participation Checklist and confirmed that a quorum is physically present and that all votes would be taken by roll call.

Next Meeting: May 2, 2014 at 8:00 a.m. in Town Hall Room 103

Topic: Meeting Minutes

Motion to approve the minutes of the 7 March 2014 Devotion School Building Committee Meeting. Unanimously approved by roll call vote with one (1) abstention (Rowe). Mr. Simmons and Dr. Lupini not present (Lupini arrived later).

Topic: Educational Program

J. Flewelling outlined the process of working with school staff and the architect on the preparation of the written description of the educational program and goals for it as the project progresses. The effort began in the fall of 2013. It describes, among other things, class size and teaching practices; and the intent to make a large school feel and operate like a smaller school. It addresses special education and the integration of students with needs into the general population, the ELL programs (Hebrew and non-Hebrew), world languages, health and wellness, library and media, lunch program, technology, music and the performing arts, physical education, security and supervision of students, enrichment challenge support and other program elements. Working with the architect and school staff, the goal has been to be sure the design options account for the entire educational program.

Dr. Lupini arrived.

Topic: Presentation of Preliminary Design Program (PDP)

G. Metzger presented the five (5) volumes that are the proposed PDP submission to the Massachusetts School Building Authority (MSBA). If approved at the meeting today, the intent is to submit on 3/24/2014. The MSBA will take up to six (6) weeks to review it. Among the first things they are likely to review are the educational program as defined by the Brookline Public Schools and the narrative describing differences from the MSBA standard. The School Department has provided clear, written documentation to



3.1.7 Local Actions and Approvals

School Building Committee Meeting Minutes continued

The architect confirmed that the four (4) design options approved at the 3.7.2014 Building Committee Meeting all fully accommodate the educational program.

The PDP includes information regarding existing conditions including the recently completed first round of geotechnical investigations, hazardous materials testing and other site work/documentation. It describes development restrictions including preservation issues. It includes conceptual cost estimates and a range of design options that are worthy of further study.

J. Batchelor noted that two meetings of the Preservation Commission were attended by the architect. The first was an informational presentation of the options that were under consideration for the PDP. At the second meeting, the Commission declared the Devotion School to be a “significant” building and imposed a 12-month demolition delay in response to the application for a demolition permit.

Going forward, once the PDP submission is approved, there will be further investigations and the options will be developed to a full feasibility design.

S. Modigliani noted that the cost estimates for the various options are all within a very tight range; \$73-76 million for construction, \$99-103 million total project cost and then add the incremental amount if Construction Manager at Risk (CMR) is adopted. He is of the opinion that costs for phasing, transportation need to be further developed and tested against the options. G. Metzger agreed noting the costs as included in the PDP are limited to those that concern the MSBA.

In response to a question, it was noted that any discussions between the MSBA and the Town of Brookline (TOB) around the PDP submission are expected to happen on a staff level. If it appears there are bigger issues that may not be resolvable on that level, the Building Committee may need to assist.

In response to a question, Chairwoman DeWitt stated that the design criteria that will be discussed at the next meeting will include community and neighborhood impacts.

Motion to approve the Preliminary Design Program (PDP) and to authorize the Owner’s Project Manager to submit it to the Massachusetts School Building Authority (MSBA).

Unanimously approved by roll call vote. (Mr. Simmons not present)

Topic: CMR Application to the Inspector General’s Office (IG)

T. Guigli stated that the Building Commission has voted to authorize the Town Administrator (TA) to submit an application to the Inspector General for approval to use the CMR delivery method for this project.

A discussion of the merits of CMR then ensued. It was noted that the CMR delivery method is best suited for complex projects with sensitive schedule demands, phasing, work in occupied buildings or other complicating factors. The Devotion School project meets these criteria.

CMR projects usually have higher costs initially, but may yield better results in the form of fewer unforeseen conditions, greater engagement with the contractor and involvement of the contractor during design. This may result in fewer delays, change orders and claims.

G. Metzger stated that HMFH recommends the TOB consider CMR for this project. In their experience, that delivery method works best for a project like this. In addition to the reasons above, a CM has greater control over subcontractors, helping ensure that they understand their scope of work and “buy-in” of the construction schedule. HMFH most recent experience was Wayland High School. It was completed on time with three (3) early bid packages and the final cost was about 4% less than expected. The total construction cost was about \$55 million. In response to a question, he stated he did not know what the premium for CMR was on that project (over Low Bid) but he estimated it at about 5-6%.

He also noted that the Awarding Authority is not committed to the CMR until the Guaranteed Maximum Price (GMP) is agreed to. If no agreement, the Awarding Authority may revert to the Design Bid Build methodology.

In response to a question, it was noted the earliest the TOB could get a CMR company on board would be late summer or early fall. It is a qualifications based selection process. There are different ways to compensate the CMR; all of which would be addressed in the contract with them.

Meeting Adjourned at approximately 10:00 a.m.

Respectfully submitted,

Anthony Guigli
Owner's Project Manager

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TOWN of BROOKLINE
Massachusetts

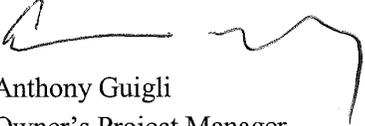
BUILDING DEPARTMENT

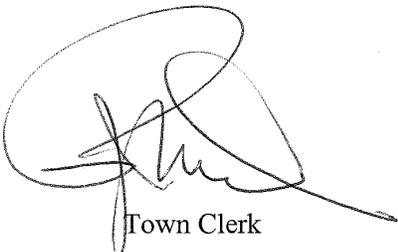
Daniel F. Bennett
Building Commissioner

BUILDING COMMITTEE VOTE

Having convened an open meeting on Friday 7 March 2014 at 9:00 a.m. in Brookline Town Hall Room 111, the Committee considered the question to approve Options 2 (as long as it addresses all educational programming issues), 1.1, 1.4 and 3.2 for inclusion in the Preliminary Design Program (PDP) submission to the MSBA and to authorize the Owner's Project Manager to Submit the PDP to the MSBA on behalf of the Devotion School Building Committee.

On motion it was unanimously VOTED.


Anthony Guigli
Owner's Project Manager
Building Department
19 March 2014


Town Clerk



TOWN of BROOKLINE
Massachusetts

BUILDING DEPARTMENT

Daniel F. Bennett
Building Commissioner

BUILDING COMMITTEE VOTE

Having convened an open meeting on Friday 21 March 2014 at 9:00 a.m. in Brookline Town Hall Room 103, the Committee considered the question to approve the Preliminary Design Program (PDP) submission to the MSBA and to authorize the Owner's Project Manager to Submit the PDP to the MSBA on behalf of the Devotion School Building Committee.

On motion it was unanimously VOTED.


Anthony Guigli
Owner's Project Manager
Building Department
21 March 2014


Town Clerk

3.1.7 Local Actions and Approvals

Local Actions and Approvals Certification Letter



WILLIAM H. LUPINI, Ed.D.
SUPERINTENDENT OF SCHOOLS

THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

PHONE 617-730-2425
FAX 617-730-2108

PETER C. ROWE
DEPUTY SUPERINTENDENT
FOR ADMINISTRATION AND FINANCE

Ms. Diane Sullivan
Senior Capital Program Manager
40 Broad Street
Boston, Massachusetts 02109

24 March 2014

Dear Ms. Sullivan:

The Town of Brookline School Building Committee (“SBC”) has completed its review of the Feasibility Study Preliminary Design Program for the Edward Devotion school project (the “Project”), and on 21 March 2014, the SBC voted to approve and authorize the Owner’s Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration. A copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

Since the MSBA’s Board of Directors approved the District to proceed into schematic design on 20 November 2013, the SBC has held four (4) meetings regarding the Project, in compliance with the state Open Meeting Law. These meetings include:

All of the following were posted on the Town of Brookline website and in the Town Clerk’s Office:

13 December 2013, 8:00 a.m., Brookline Town Hall, Room 103, topics of discussion included an update on the designer contract and enrollment, schedule, budget, and design process. List of materials included “Draft Project Budget” dated 12.12.13 and “Schedule for FS/SD” dated 12.10.13.

14 February 2014, 8:00 a.m., Brookline Town Hall, Room 103, topics of discussion included PTO communication, schedule, summary of PTO and Community meetings and design options (presented by HMFH). List of materials included program, MSBA program, organizational and concept diagrams, existing site and play field options dated 2.14.14.

7 March 2014, 9:00 a.m., Brookline Town Hall, Room 111, topics of discussion included criteria for selection of options, a presentation of options (by HMFH), and a selection of options. List of materials included educational program principles (no date), statement of objectives dated 3.7.2014, Review of Options dated 3.7.2014 and concept diagrams dated 3.3.2014.

By a unanimous vote, the Building Committee approved Option 2 (as long as it addresses all educational program issues), 1.1, 1.4 and 3.2 for inclusion in the Preliminary Design Program (PDP) submission to

the MSBA and to authorize the Owner's Project Manager to submit the PDP to the MSBA on behalf of the Devotion School Building Committee.

21 March 2014, 9:00 a.m., Brookline Town Hall, Room 103, topics of discussion included a presentation of the Preliminary Design Program (by HMFH) and approval of same.

By a unanimous vote, the Building Committee approved the Preliminary Design Program (PDP) and authorized the Owner's Project Manager to submit it to the MSBA on behalf of the Devotion School Building Committee.

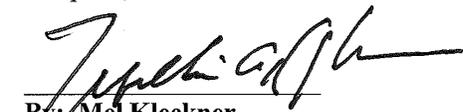
In addition to the SBC meetings listed above, the District held one (1) public meeting, which was posted in compliance with the state Open Meeting Law, at which the Project was discussed. The Meeting was held on 23 January 2014 at 7:00 p.m. in the Auditorium of the Edward Devotion School, 345 Harvard Street, Brookline, Massachusetts. The meeting was hosted by the Superintendent of Schools and the School Principal. HMFH Architects presented on the process and schedule and the focus of the feasibility study. The Principal conducted a community discussion which included small group discussions followed by a "whole group report out". The meeting concluded with next steps and final comments. It was posted both on the Town of Brookline website and in the Town Clerk's Office. In addition, a notice and agenda were sent to all residences and businesses within 300 feet of the school via USPS.

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at the Town of Brookline website or in the office of the Brookline Building Department, 333 Washington Street, 3rd Floor, Brookline, Massachusetts.

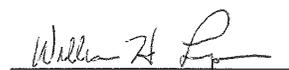
To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq.*

If you have any questions or require any additional information, please contact Anthony Guigli, Owner's Project Manager at aguigli@brooklinema.gov.

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.


By: Mel Kleckner
Title: Town Administrator
24 March 2014

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.


By: Dr. William Lupini
Title: Superintendent of Schools
24 March 2014

By signing this Local Action and Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.


By: Alan Morse
Title: Chair of the School Committee
24 March 2014



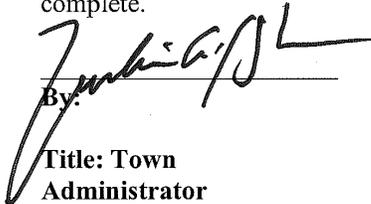
3.1.7 Local Actions and Approvals

Feasibility Study Completion Checklist

Appendix 3F Module 3 Feasibility Study Completion Checklist

Submittal	Submittal Date	Review comments addressed
3.1 Preliminary Design Program	3/24/2014	
3.1.7 Local Actions and Approval Certification	3/24/2014	N/A
3.3.2 Preferred Schematic Report	TBD	
3.3.2.9 Local Actions and Approval Certification	TBD	N/A
3.4.1 Conference Call	TBD	
3.4.2 Facilities Assessment Subcommittee Meeting	TBD	
3.4.3 MSBA Board approval	N/A	
3.5 MSBA Board Action Letter denoting approval of authorization to proceed to schematic design	Date Received	N/A

By signing this Feasibility Study Completion Checklist, I hereby certify that I have read and understand the checklist and further certify that the information supplied by the District in the table above is true, accurate, and complete.

By: 

Title: Town Administrator

24 March 2014

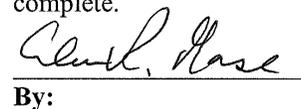
By signing this Feasibility Study Completion Checklist, I hereby certify that I have read and understand the checklist and further certify that the information supplied by the District in the table above is true, accurate, and complete.

By: 

Title: Superintendent of Schools

24 March 2014

By signing this Feasibility Study Completion Checklist, I hereby certify that I have read and understand the checklist and further certify that the information supplied by the District in the table above is true, accurate, and complete.

By: 

Title: Chair of the School Committee

24 March 2014

