TOWN OF BROOKLINE
MASSACHUSETTS

REPORTS OF SELECT BOARD AND ADVISORY COMMITTEE

on the

Articles in the Warrant

for the

SPECIAL TOWN MEETING

I hereby certify that the actions as indicated on the within pages were taken at the Special Town Meeting called for Thursday, December 13, 2018, at 7:00 P.M. and dissolved at 11:24 P.M.

ATTEST:

Patrick Joseph Ward

Town Clerk

Town of Brookline

SELECT BOARD

Neil A. Wishinsky, Chairman

Benjamin J. Franco **Nancy S. Heller**

Bernard W. Greene **Heather Hamilton**

Melvin A. Kleckner, Town Administrator

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MODERATOR

Edward N. Gadsby, Jr.

ADVISORY COMMITTEE

Sean M. Lynn-Jones, Chair, 53 Monmouth Street 738-6228
Carla Benka, Vice-Chair, 26 Circuit Road 277-6102
Benjamin Birnbaum, 15 Feneno Terrace, ... 276-5944
Clifford M. Brown, 9 Hyslop Road 232-5626
Carol Caro, 1264 Beacon Street, #2 739-9228
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Amy Hummel, 226 Clark Road 731-0549
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Janice Kahn, 63 Craftsland Road 739-0606
Steve Kanes, 89 Carlton Street 232-2202
Bobbie M. Knable, 243 Mason Terrace 731-2096
David Lescohier, 50 Winchester Street 383-5935
Carol Levin, 61 Blake Road 731-0166
Fred Levitan, 1731 Beacon Street 734-1986
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Mariah Nobrega, 33 Bowker Street 935-4985
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Charles Swartz, 69 Centre Street 731-4399
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Lisa Portscher, Executive Assistant, Town Hall 730-2115

DECEMBER 13, 2018
SPECIAL TOWN MEETING
INDEX OF WARRANT ARTICLES

ARTICLE NUMBER	TITLE
1.	Approval of collective bargaining agreements. (Human Resources)
2.	Driscoll School Schematic Design (Select Board)
3.	Release of May 2018 Ninth School Schematic Design Special Appropriation. (Select Board)
4.	Oak Street Acquisition (Select Board)
5.	Reports of Town Officers and Committees. (Select Board)

2018 SPECIAL TOWN MEETING WARRANT REPORT

The Select Board and Advisory Committee respectfully submit the following report on Articles in the Warrant to be acted upon at the 2018 Special Town Meeting to be held on Thursday, December 13, 2018 at 7:00 pm.

Note: The following pages of this report are numbered consecutively under each article.

ARTICLE 1

FIRST ARTICLE

Submitted by: Human Resources

To see if the Town will raise and appropriate, or appropriate from available funds, a sum or sums of money to fund the cost items in collective bargaining agreements between the Town and various employee unions; fund wage and salary increases for employees not included in the collective bargaining agreements; and amend the Classification and Pay Plans of the Town.

or act on anything relative thereto.

PETITIONER'S ARTICLE DESCRIPTION

This article is inserted in the Warrant for any Town Meeting when there are unsettled labor contracts. Town Meeting must approve the funding for any collective bargaining agreements.

SELECT BOARD'S RECOMMENDATION

There are no collective bargaining agreements to consider at this time. As a result, a unanimous Board recommends NO ACTION on Article 1.

ADVISORY COMMITTEE'S RECOMMENDATION

BACKGROUND:
Article 1 provides for funding of the Town's collective bargaining agreements. It is similar to Article 2 of the November 2018 Special Town Meeting. Article 1 was included in the Warrant for the December 2018 Special Town Meeting in case a labor contract was negotiated after the November 2018 Special Town Meeting.

RECOMMENDATION:
As there are no collective bargaining agreements to consider at this time, the Advisory Committee by a vote of 16–0–1 recommends NO ACTION on Article 1.

XXX

No Action. Was Tabled

ARTICLE 2

ADVISORY COMMITTEE'S SUPPLEMENTAL RECOMMENDATION

SUMMARY:
On December 10, 2018, the Advisory Committee met to potentially reconsider its recommendation on Article 2, which would appropriate schematic design funds for the Driscoll School. The item was placed on the agenda so that the Advisory Committee could consider and respond to the Select Board's Article 2 recommendation, which differed from the Advisory Committee's recommendation. At the December 10 meeting, the Advisory Committee voted against reconsideration and therefore continues to recommend that Article 2 include language that would prevent using funds to design building systems that use fossil fuels, except for emergency systems.

BACKGROUND:
As reported in the Combined Reports for the December 13, 2018, Special Town Meeting, the Advisory Committee on December 4, 2018, voted to recommend an amendment to the Driscoll schematic design motion offered by the Select Board. The amended version of that motion includes a recommendation imposing a condition on how the appropriated funds could be spent. This condition would only allow spending schematic design funds to design fossil fuel–free building systems (e.g., heating), allowing an exception for emergency back-up systems.

DISCUSSION:
The Advisory Committee voted and affirmed its Article 2 "no fossil fuel" recommendation for the following reasons.

First, the Advisory Committee recognizes that Brookline needs to make a commitment to using non-fossil fuels. Fossil-fuel-free systems are the only justifiable path forward. The Town has as its policy, established in 2012, the reduction of gas emissions to 80% below 1990 levels by 2050. The Intergovernmental Panel on Climate Change (IPCC) recently reported that to avoid massive environmental consequences, greenhouse pollution must be reduced by 45 percent from 2010 levels by 2030, and 100 percent by 2050. These findings on climate change will require that emissions decline far more rapidly, and we must make our new and renovated schools fossil-fuel-free if we are serious about achieving town-wide emissions reductions. It would be fiscally and environmentally irresponsible to build a school now, which we expect to be in use to the next 70 years, that we know won't make the grade in 2050.

Second, buildings, which use nearly 40% of energy, are one of the most obvious places to focus in our efforts to reduce greenhouse gas emissions.

Finally, other communities are already building fossil-free schools. The Maria Hastings Elementary School in Lexington and the King Open and Cambridge Street Upper School in Cambridge are examples. If Lexington and Cambridge are building fossil-free schools now, so can Brookline.

On December 10, 2018, the Advisory Committee considered the concerns of Planning and Building Department staff that there are multiple all-electric engineering solutions, each with different technological benefits and drawbacks and financial implications, which must be assessed via a comprehensive analysis. The Advisory Committee's motion not only allows for, but assumes that such an analysis will be carried out to determine the best design for the particular building. The Advisory Committee motion requires only that the building systems be designed without the use of on-site combustion of fossil fuels, except for emergency back-up systems.

Some members of the Advisory Committee pointed out Article 2, including the Advisory Committee's amendment, only applies to the schematic design phase. During that phase, it makes sense to include the parameter that only fossil-fuel free systems be considered.

RECOMMENDATION:
On December 10, 2018, a motion to reconsider the Advisory Committee's recommendation under Article 2 failed by a vote of 10–11–3.

The Advisory Committee thus continues to recommend FAVORABLE ACTION on the following motion under Article 2:

VOTED: That the Town appropriate $1,500,000, to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand the Driscoll School, *with the condition that no funding may be used for the design of non-emergency fossil fuel–operated building systems,* and to meet the appropriation transfer $1,300,000 from the overlay surplus account and $200,000 from free cash

Italics denote additional language that the Advisory Committee proposes to add to the Select Board's motion.

This vote in favor of this recommendation was 24–1–0 at the December 4, 2018, meeting of the Advisory Committee.

ARTICLE 2

SECOND ARTICLE

Submitted by: Select Board

Appropriate $1,500,000 or any other sum, to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand the Driscoll School.

Or act on anything relative thereto.

PETITIONER'S ARTICLE DESCRIPTION

This article is the re-filed Article 3E from the November 13, 2018 Special Town Meeting. This Article is an appropriation request for schematic design services for the renovation, repair, and expansion of the Driscoll School. Please see the Select Board report under Article 4 of the November 13, 2018 Special Town Meeting for a preliminary update on the work being done during the Design Feasibility Phase for the Driscoll School Project.

SELECT BOARD'S RECOMMENDATION

Background

After more than a decade of struggling to address the historic enrollment growth and overcrowding in our public schools, the Town of Brookline has a new way forward. On June 13, 2018, after the completion of the Town's fourth site selection study, the Select Board, School Committee, and Ad Hoc Subcommittee of the Advisory Committee approved a three-school solution that will add the school capacity needed to provide relief across the entire town. These bodies agreed to expand the Baldwin School, renovate and expand the Driscoll School, and reaffirmed the decision to partner with the Massachusetts School Building Authority to renovate and expand the Pierce School.

Expanding and renovating Baldwin, Driscoll, and Pierce over time allows the town to address the historic enrollment increase the town has experienced since 2005 and remedy the substandard learning spaces that exist in all elementary schools except the newly rebuilt Coolidge Corner School. Taken together, these projects will alleviate overcrowding across all of our elementary schools, provide new and modern facilities fit for educating our children into the next century, enhance neighborhoods with new community resources that can be accessed by all, and allow the Town and the Public Schools of Brookline (PSB) to remediate the inadequate spaces that primarily serve

students with disabilities, students who need additional help, and English language learners.

A. Design Feasibility Phase

At the beginning of the 2018-19 school year, the Baldwin and Driscoll Projects entered the Design Feasibility Phase. During this phase, the architectural firm Jonathan Levi Architects has led an in-depth study of the Baldwin and Driscoll sites and worked with each building committee and Town and PSB staff to identify the preferred design option that best meets projected education and enrollment needs at their respective building sites.

For each project, Mr. Levi and his team developed preliminary design options that were shared with educators, administrative leaders, community members, families of students, and neighbors. These options include basic drawings of the exterior, interior, and the grounds as well as "order of magnitude" project cost estimates. The Design Feasibility phase also includes new or updated reports on traffic and parking impacts, geotechnical engineering, environmental assessment, legal concerns, a site survey, and a project cost estimate. The project cost estimates are more reflective of current market conditions and current building plans than the project cost estimates generated by HMFH Architects during the Alternative Site Study in spring 2018.

During this phase the Select Board appointed the Baldwin and Driscoll Building Committees. Community members, town officials, and staff who serve on these committees serve throughout the entire length of the project advising the Building Commission, Select Board, and School Committee, overseeing budget and schedules, and coordinating the work with town agencies. Each building committee is also responsible for engaging with and informing the public about the progress of their respective building projects.

B. Overcrowding and Substandard Facilities

Since 2005-2006, student enrollment in Brookline's K-8 elementary schools has grown by 41%, going from 3,904 students in 2005 to 5,503 students in 2018, an increase of 1,599 K-8 students. Based on the size of our schools just over a decade ago, the Town has added the equivalent of four full K-8 schools into our existing K-8 buildings. As a result, our eight K-8 schools have grown from 18% to 68% over the past twelve years. This growth is captured in the chart below:

	2005-2006	2018-2019	# Growth since 2005	% Growth since 2005
Baker	647	762	115	18%
Coolidge Corner	670	873	203	30%
Driscoll	366	614	248	68%
Heath	360	522	162	45%
Lawrence	478	705	227	47%
Lincoln	410	581	171	42%
Pierce	546	865	319	58%
Runkle	427	581	154	36%
	3,904	**5,503**	**1,599**	**41%**

The quality of our public school facilities have also significantly fallen behind our peer communities. Since early 2017, the Public Schools of Brookline has been highlighting in public presentations the need to address the substandard and inadequate spaces within our schools that have resulted from 10 years of the expand in place strategy. By adding the equivalent of four K-8 schools into existing buildings and rented facilities, our system has experienced a serious degradation of instructional infrastructure. Cramming so many additional students into our buildings has resulted in dramatically overburdened teaching and learning spaces, as well as cafeterias, gyms, and administrative offices. Spaces needed for contemporary education, such as dedicated rooms for special education, English language instruction, project based learning, and teacher collaboration, are lacking in all of our schools (with the exception of Coolidge Corner). These spaces are taken for granted in Brookline's peer communities and are needed here for our students to keep pace.

The students most impacted by overcrowding and substandard spaces are those who need the most support. Students who are classified as high needs[1] make up significant portions of each of our elementary schools. Yet, these are the very students whose instructional supports are now in our most compromised spaces. For example, these substandard learning spaces include converted closets, spaces behind curtains, converted bathrooms, tables in hallways, classrooms where two to five educators share the same space, and windowless rooms. Our BEEP program has systematically been moved out of our elementary school buildings, unraveling our once-coherent PK-8 structure. On Monday, December 3, 2018, the Town received notice that a resident had filed a complaint with the United States Department of Education's Office of Civil Rights on behalf of all students with disabilities relative to these substandard spaces.

With the exception of the Coolidge Corner School, all of our K-8 sites experience the impact of this compromised space. Continuing to operate our schools as we are doing

[1] **The high needs student group is an unduplicated count of all students belonging to at least one of the following individual subgroups: Students with Disabilities, English Learners, Former English Learners, or students from low income families(eligible for free/reduced price lunch).*

today will prevent the district from achieving our educational vision for all students. It is clear that Brookline needs additional capacity simply to address substandard conditions that our community is enduring today.

To review a complete report on Substandard Spaces (including photos) in each of the elementary schools, please see Article 2 Addendum B or click on this link.

C. Annual Enrollment Projections

Starting in 2016, the PSB began creating annual enrollment projections based on annual births in Brookline, progression rates[2] of students born in Brookline compared to kindergarten enrollment five years later, progression rates of students as they advance to each grade, and anticipated new housing developments that have been filed with the Planning Department.

Each year these projections are updated based on the new birth data, updated housing data from the Planning Department and adjustments made to progression rates and average birth rates that both use trailing averages.

Both the 2016 and 2017 Enrollment Projection Reports showed the leveling off of additional growth and/or a potential decline in enrollment in the out years (FY24-FY28). This year's enrollment projection data now shows a leveling off and potential declines beginning next year primarily based on five years of declining births in Brookline. These declines haven't happened yet. In fact, K-8 enrollment rose slightly from 2017 to 2018.

However, even with these new, conservative projections, five years from now, school enrollment will remain more than 1,400 students above what is was in 2005-2006. Ten years from now, the latest projections continue to show that the schools will have nearly 1,100 more students than when this growth started. This leveling off gives the Town the opportunity to solve our existing problems through the Three-School Solution approved by the Select Board, School Committee and Advisory in June 2018 without having to consider additional expansion and renovation in the near future. But this latest data is not an opportunity to delay any piece of the Three-School Solution because we will need the new classroom capacity to address overcrowding and substandard spaces we face today and the significant problems, albeit slower growing ones, we will face in the future.

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[2] *Progression rates from birth to K are comparison of current Kindergarten enrollment to births to mothers residing in the Town of Brookline. It is the net of new residents to the town, individuals moving out of town, children attending private school, and children with a delayed entry into Kindergarten. Progression Rates for all other grades is the ratio of the grade enrollment with the corresponding cohort from the prior year; it is the net of the in and out migration and grade retention.*

D. Addressing Overcrowding

Rebuilding and expanding the Baldwin and Driscoll Schools will increase the total capacity of the public schools and alleviate overcrowding at all elementary schools. **The examples below are designed to illustrate the variety of ways that expanding Baldwin and Driscoll could address overcrowding.** The School Committee will be considering these and other options as Driscoll, Baldwin, and Pierce projects continue in order to create a comprehensive plan that will benefit all schools.

Adding capacity at Baldwin can provide overcrowding relief at Baker, Heath, Lincoln, and /or Runkle

- Building Baldwin will reduce Baker to a 4-section school; removing between 2 and 4 classes of students.
- Also relieves enrollment pressures that Baker will experience after it absorbs new growth from the approved HV project.
- Lincoln students who live in the Baker/Heath/Lincoln buffer zone could move to Baldwin reducing over enrollment at Lincoln and maintaining capacity at Heath.
- Building Baldwin could alleviate overcrowding at Runkle through a two step process:
    1. Baldwin takes on some Heath students who already drive or ride the bus to Heath.
    2. Runkle students who now walk to school could go to Heath and continue to walk to school.

Building capacity at Baldwin for the RISE special education program helps Runkle

- Moving 30 students from Runkle's RISE program to Baldwin makes space available for small classrooms for special education and math or literacy interventions.

Adding a Native Language Support Program at Baldwin directly relieves at least one of the North Brookline Schools that has a Native Language Support Program (NLSP).

- Lincoln, Lawrence, Pierce, and Driscoll, Coolidge Corner School all have district-wide Native Language Support Programs for students whose first language is not English. The Native Language Support Program at Baldwin would help address the overcrowding at at least one of these schools.
- For example 45 of the 100 students in Lawrence's Japanese program, 45 of the 96 students in the Pierce's Chinese program, the 50 student in Lincoln's Japanese program, **OR** half of the 78 students in Baker's Korean program could move to Baldwin

Adding capacity at Driscoll has a positive impact on overcrowding at Pierce and Lawrence.

- Driscoll and Pierce share a buffer zone. By expanding capacity at Driscoll, Pierce students can shift there.

- Increasing capacity at Driscoll can shift Coolidge Corner students to Driscoll which opens up seats at Coolidge Corner for Lawrence students.

Baldwin and Driscoll benefit Pierce

- By buffering Pierce students to an expanded Driscoll, Pierce will have less crowded lunches, hallways and gym classes.
- Music classes could return from the Teen Center and be taught at Pierce
  Note: planned renovation will fully address all additional issues at Pierce

Baldwin and Driscoll help the Brookline Early Education Program (BEEP)

- Combined, the Baldwin and Driscoll would add five new classrooms for BEEP.
- These new classrooms could either reduce the number of BEEP classes in rental spaces, or they could be used to increase the enrollment for BEEP.

E. Addressing Substandard and Inadequate Learning Spaces

Rebuilding and expanding the Baldwin and Driscoll Schools will allow other schools to be right-sized to their appropriate capacity, making it possible for the Town and Schools to work together to eliminate the inadequate and substandards spaces that would remain in Pierce, Lincoln, Lawrence, Heath, Runkle, and Baker. The examples below are designed to illustrate the many ways the substandard spaces in each school could be addressed once Baldwin and Driscoll are rebuilt and expanded.

Lawrence

Overcrowding at Lawrence could be addressed by a combination of buffering students to Coolidge Corner and/or reducing the size of the Japanese Native Language Support Program and placing it at Baldwin or another school. If pursued, these changes would:

- Reduce overcrowding at Lawrence allows the cafeteria to be the appropriate size for the number of students attending the school;
- Create additional small group classrooms to address the overcrowding of five teachers in four different programs who are supporting students in one classroom simultaneously;
- Make space for a full sized English Language Education class to replace the half-sized classroom that two teachers who teach 70 students are now using;
- Provide speech, occupational therapy, physical therapy, and learning centers with dedicated and properly outfitted spaces to support students in need of these services.

Baker

With Baldwin alleviating overcrowding at Baker the following solutions could be pursued:

- Remove the temporary walls used to create additional classrooms, including substandard science classrooms and reinstate full size classrooms and fully equipped science classrooms

- Provide small group learning spaces dedicated to support students with disabilities
- Move the middle school music room out from underneath the gymnasium and into a space appropriate for music education
- Create properly-sized spaces for supporting students with speech, occupational therapy, and physical therapy needs
- Having fewer students would reduce overcrowding in the cafeteria and allow for fewer lunches
- Reinstate the full-sized art rooms
- Baker could experience further relief from overcrowding if the Korean Native Language Support Program moved to Baldwin or Heath.

Lincoln

Baldwin could relieve Lincoln over-enrollment by taking students from the Lincoln-Baker buffer zone and/or having a Japanese Native Language Support Program which would make space for the following improvements:

- Move special education support spaces out of hallways into dedicated small group learning rooms.
- The Adaptive Learning Center would be able to have appropriately sized and properly outfitted classrooms
- Move a middle school classroom out of the substandard space it shares with the computer lab and move Extended Day into its own dedicated classroom.
- Having fewer students would reduce overcrowding in the cafeteria and allow for fewer lunches

Runkle

Moving part of the RISE program to Baldwin would allow the smaller RISE program at Runkle to have appropriately sized spaces that are not overcrowded with staff and students.

Heath

- If Baldwin takes on students from Heath, then a full sized guidance suite at Heath could replace the guidance counselor's room that is currently behind a curtain
- World language classrooms could be returned to full size and not serve as a passageway to other classes
- Learning centers have their own spaces rather than multiple groups sharing the same small spaces
- Heath could further relieve a North Brookline school by adding a Native Language Support Program

BEEP

Additional BEEP classrooms at Baldwin and Driscoll could allow:

- The schools to address the small, substandard and not easily accessible early education classrooms at the Lynch Center and/or the rented classrooms at Temple Emeth.
- Families to enroll BEEP students into the same school as their K-8 siblings rather than separate locations.

Pierce

Rebuilding Baldwin and Driscoll along with the proposed renovation of Pierce, would allow the Town and Schools to address the inferior and substandard spaces at Pierce including:

- Parts of the building which are inaccessible to people with physical disabilities
- Inferior and inadequate space for physical education
- Insufficient amount of classroom space for special education learning centers, math and literacy intervention, and for English Learners
- The cafeteria, hallways and passageways that are unable to accommodate all students adequately
- Inadequate nurse's office that limits the ability to provide care to students with health concerns
- Insufficient general education classroom space
- Undersized science labs
- Undersized, insufficient, and outdated spaces used for music, art, and the school library

F. Addressing the Diverse Needs in Today's Schools

The Public Schools of Brookline's vision states:

> *Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments.*

These two sentences could be part of a school system's vision statement today or 50 years ago; however, the reality of what one would see in schools from these two eras is vastly different. Fifty years ago, or in some cases just ten years ago, what was considered extraordinary, exciting, and programmatically rich now borders on being irrelevant for the teaching and learning that is required today. No longer is learning confined to the classroom. Learning is ubiquitous. No longer is there a finite body of knowledge that a teacher imparts to her students. Now, there is a vast amount of information available to students, not just by way of the teacher, but also by virtue of access to technology. Described as the "Four Cs" or "super skills" for the 21st century, communication, collaboration, critical thinking, and creativity are redefining the basics of children's learning experiences. Furthermore, intelligence and talent are expressed in a variety of ways: applying knowledge, creating products, solving complex problems, systems thinking, design and testing, and knowing how to learn. This shift in what high quality learning is has necessitated a shift in the nature of the work students do and what instruction looks like in schools. In the Public Schools of Brookline we increasingly expect to see collaborative, project-based learning where students demonstrate their understanding in a variety of ways that utilize a combination of analytical, problem-solving, presentation, communication, and design skills.

The diversity of students and their identified needs are more complex than in previous decades. Our legal and moral obligations extend to making sure all students, regardless of ability, identified disability, racial, ethnic, or language background have a free, fair and equal education that addresses each child's individual needs.

These shifts in teaching and learning demand a similar shift in the nature of school buildings and learning spaces. The school building is a hive of a wide variety of work - ranging from quiet, individual tasks to small group team work, to large scale presentations produced by an entire grade. The variety in teaching and learning approaches is mirrored by a physical space that offers flexibility and a broader range of spaces - classrooms with furniture that can be used for numerous purposes; large and small group spaces that can be divided and joined easily; areas to display and present student work publicly, and collaborative spaces that can be used with or without a teacher present.

At the same time, the school building also serves as a hub of community activity that spreads beyond the immediate school community or school day. Through partnerships that provide numerous on-site after school opportunities, community organizations using the common spaces, and community events, the school building is and should continue to be used as a town-wide resource.

Warrant Article 2 -- Driscoll School Building Project

The Driscoll School rests on a 4 acre site that currently fronts on Westbourne Terrace and also has an secondary entrance to the site and school from Washington Street. The existing school building was originally built in 1911. With the 1928 main addition, the gymnasium added in 1960, and the west wing added prior to 1960, the building now sprawls in a linear fashion along Westbourne Terrace.

Since 2005, Driscoll has had the largest percentage increase in enrollment of any elementary school in Brookline, growing by 248 students or 68%. In order to accommodate this growth, classrooms and learning spaces have been divided to gain more classrooms, resulting in numerous substandard learning spaces. As a result of enrollment growth and the need to carve more rooms out of the existing space, the school, its students, families, teachers, and staff have had to deal with numerous deficiencies including, but not limited to:

- **Classrooms**
  - 14 of the 32 classrooms are undersized (less than 850 sq. ft.) despite being the most overcrowded middle school in the district;
  - Undersized art rooms, music rooms, and gymnasium lack sufficient storage space;
  - Inadequate science classrooms that restricts lab usage, experiments, and curriculum;
  - Overall, more than 30 classrooms below MSBA standards, not including learning spaces in hallways and multiple classes in one room.
  - Special education classrooms are undersized requiring multiple teachers and groups of students to share inadequate space
  - Guidance and School Psychologist space inadequate and in need of upgrade/renovation;
- **Indoor Common Areas**
  - Undersized cafeteria requires 5 lunch periods that start before 10:30;
  - Main entryway inhibits access, is not welcoming, and increases security risks because it is not situated near main administrative offices;
  - Nursing area too small to provide adequate privacy or store necessary medical equipment. Therefore, medical equipment must be stored in hallway.
- **Outdoor Areas**
  - Outdoor play space inadequate and poorly organized;
  - Field regularly not usable because of wet or muddy conditions;
  - Inadequate playground space for Extended Day (can't get licensed).
- **Operations**

- The building has never had a complete renovation in its history, and its long-overdue HVAC replacement was postponed;
- Environmentally inefficient as a result;
- Inadequate operational and custodial space with no loading dock for deliveries;
- Parts of the main building are bricked-over modulars.

- **Community Space**
  - Inaccessible community spaces and lack thereof;
  - Traffic circulation and drop off concerns.

A. Summary

The Driscoll School Building Project will rebuild and expand the existing Driscoll School. The new school will be built on the existing field and play areas so its front door is on Washington Street. The new Driscoll School will increase the open and play spaces on the site and integrate them more fully into the surrounding neighborhood. The school will expand to a four-section school with four classrooms at each grade level. The new design also adds two pre-kindergarten classrooms (bringing the total preK classrooms at Driscoll to three) and maintains the language based special education program (LAHB) and English learner programs. A summary of the staff, students, and size of the building is below:

	Driscoll
School Type	4 Section; PK to 8th Grade
Expanded Services	Early Education and Pre-K (BEEP), Special Education (LAHB - Language & Academic Home Base), English Learner Education (ELE), Native Language Support Program (Russian)
Projected Total Number of Students, including Pre-K	801 students, as distributed: • *756 K-8, including METCO, English Language Learner programs, and Material's Fee* • *45 Pre-Kindergarten students* *(Increase of 142 K-8 students from SY 2018 - 2019)*
Total Number of Core Classrooms (K-8)	36 *(Increase of 8 classes of students from SY 2018 - 2019)*
Preliminary Staffing (including Kitchen and Custodial)	125 *(Increase of 18 staff from SY 2018 - 2019)*

Preliminary Size of School	155,140 Sq. Ft. (Gross Square Feet) *(Increase of 57,140 Sq. Ft from existing Driscoll School)*

B. Current Plans - Option H, "Modified Star"

Over the course of the Feasibility Design Phase, Jonathan Levi Architects developed seven preliminary options for the Driscoll School Building Project. The designs included a basic code renovation option, two options that combined additions and renovations of the existing building, and three options for a new building that would fully replace the existing building.

All design options sought to expand the facility so it could accommodate 800 pre-kindergarten through eighth grade students, address the numerous deficiencies of the building cited above, and improve and expand the useable play space on the property. Adding useable play space and improving access to the play areas were of particular importance to the School Committee, Driscoll educators and families, and neighbors and abutters.

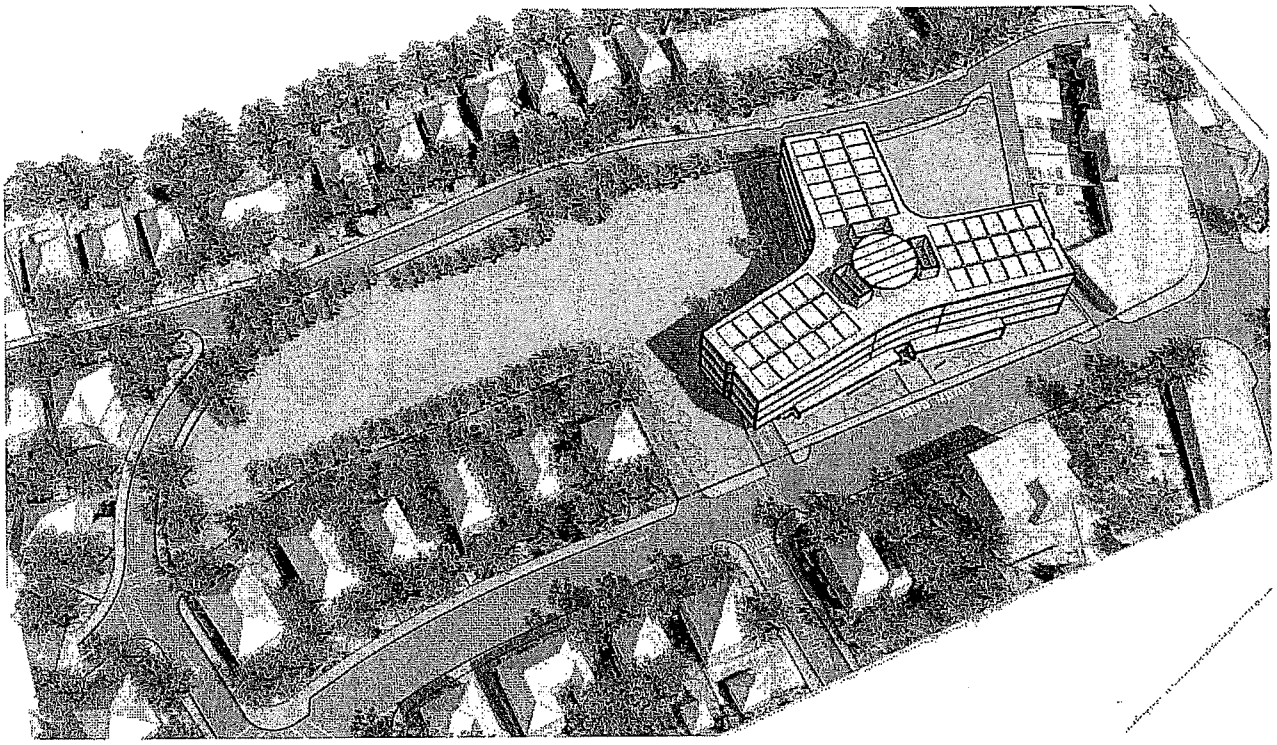
In addition to "right-sizing" the many undersized classrooms and common spaces, and addressing the deficiencies listed above, the designs sought to: better connect students and teachers by placing classes of the same grade level adjacent to each other; create small group learning spaces to effectively support students with special needs, English Learners, and other students who need more personalized attention; develop collaborative learning spaces to support hands-on, project-based learning; and make a safer, more secure school through improved sight lines and a coherent main entrance.

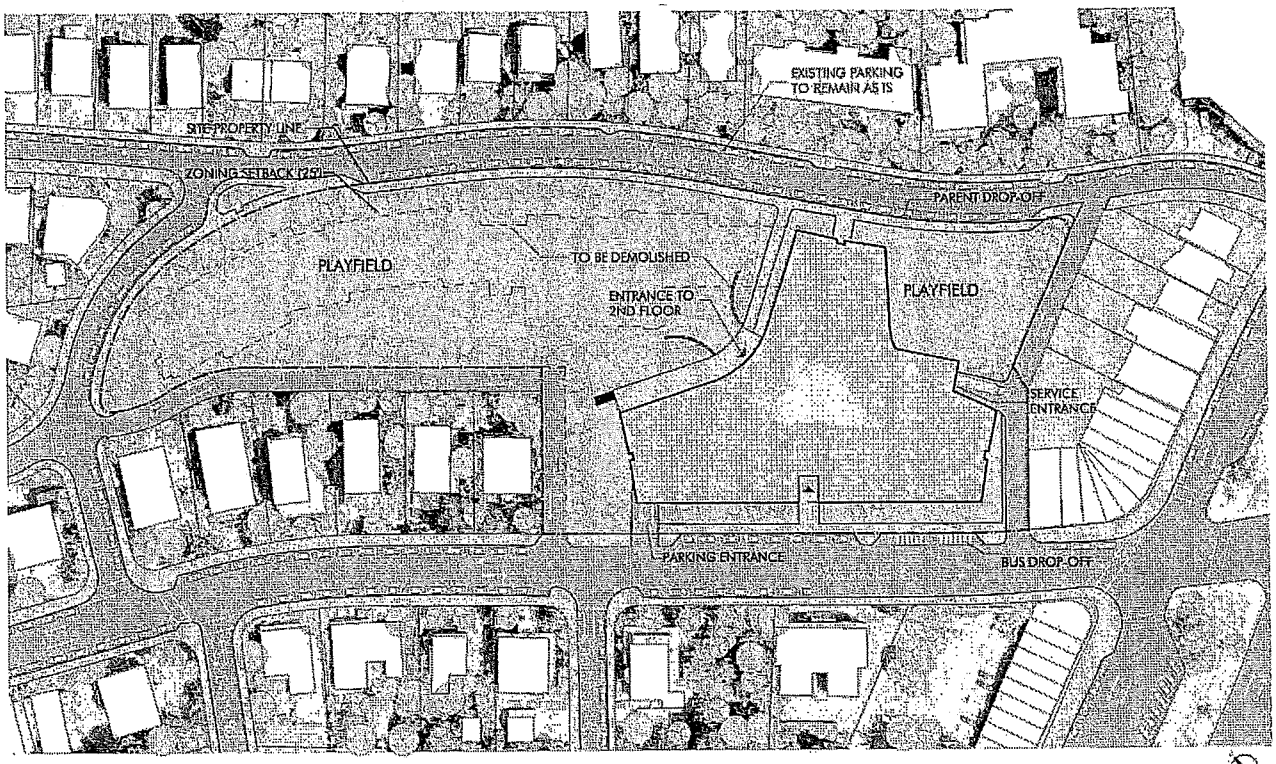
On November 15, the Driscoll School Building Committee selected Option H as the preferred design over the other designs. Known as the "Modified Star Design," the building committee determined that it was the best option as it most successfully addresses the needed capacity at Driscoll. Additionally, the design, provides the best and most flexible arrangement of classrooms, increases useable play space by 37,000 square feet, allows for the most daylighting of all the four options and produces the lowest long-term operating costs.

Option H is a 4-story, new construction, energy efficient option that brings all functions into visible community. The new building will be all new construction, replacing the existing building, and fully modernizing all classrooms, facilities, and systems. It will be reoriented onto Washington Street, allowing the site's open space to be more fully integrated into the residential neighborhood of Westbourne Terrace, Bartlett Street, and Bartlett Crescent.

As can be seen from the Westbourne Terrace elevation diagram (which shows new and existing building heights) the new construction will be significantly smaller than the existing building. At the same time. Option H increases open and useable playspace and

opens up the views of those who live on Westbourne Terrace that are currently blocked by the existing building.

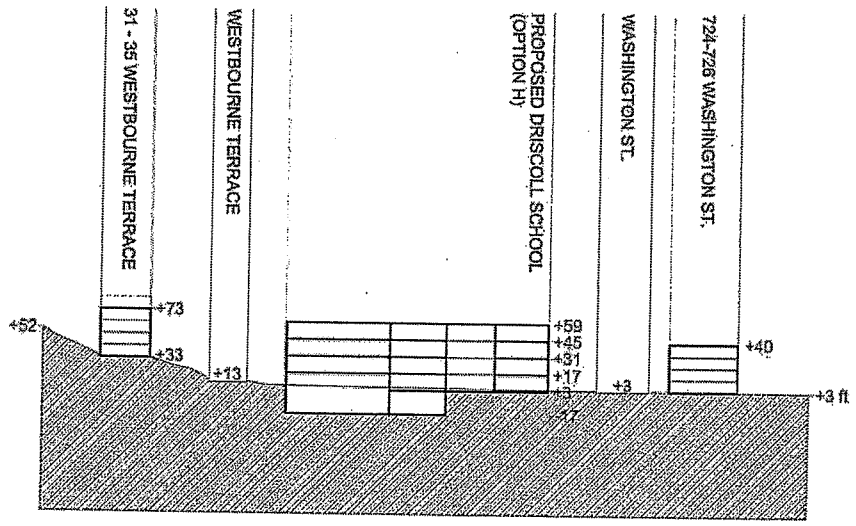




JLA Jonathan Levi Architects

OPTION H

SITE PLAN: DRISCOLL SCHOOL, BROOKLINE



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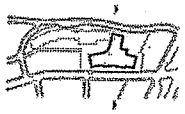


OPTION H
SITE ELEVATION
DRISCOLL SCHOOL, BROOKLINE

C. Cost

The Modified Star building design will have 155,140 square feet of space. The cost is estimated to be in the range of $101 to $106 million if 50 structured, subgrade parking spaces were to be included. The cost would be estimated at $93 to $95 million if parking was not included. The cost of each underground parking space is estimated at $160,000. For further detail on the project cost estimates please see the Driscoll Feasibility Report

D. Other Areas

The Driscoll School site has been used for educational purposes under the care, custody, and control of the School Committee since acquisition. No known federal or state grants have been accepted by the Town that would restrict the use of any portion of the Driscoll School or Driscoll School Playground property to other than school use. It is legal counsel's opinion that the Town acquired the Driscoll School site for school purposes and that the Town may continue to use the site for school purposes.

Zoning

Although the Driscoll School site will continue to be used for educational purposes and therefore is subject to favorable zoning treatment under the "Dover Amendment", the Town customarily pursues the zoning relief that is required under the provisions of the Town's Zoning By-law for projects of this nature. A complete inventory of any required zoning relief that may be required will depend on the final dimensions of the proposed construction on the site. These final dimensions and any needed zoning relief will be determined during the Schematic Design Phase.

Conservation and Environmental Matters
There are no wetland resource areas or known environmental concerns exist on the Driscoll School site.

D1. Useable Play Space/Open Space

The open space resulting from the option H site plan is significantly larger than what is presently available on site, particularly as regards to usable play area. This useable play area, stretching out to the west, would be consolidated into a new playfield much larger than the present one. The Modified Star design adds 37,000 square feet of useable play space to the existing

The new organization places open space in the midst of the residential neighborhood, while shifting the bulk of the building's mass adjacent to the commercial center of Washington Square. The new open space also properly relates recess play areas to the cafeteria - creating a good flow of space back and forth between the interior and exterior where it is needed.

While previous work with the neighborhood on this site has indicated a preference for retaining the existing tennis courts, this area in the northeast quadrant of the site may alternatively be used as a separated play equipment zone. For the time being, a dimension supporting the placement of tennis courts is being reserved pending further consideration in an upcoming phase of work.

	LOT	BUILDING		OPEN SPACE			
Concept Alternative	Total Lot Area	Building GSF	Building Footprint	Usable Play Area (with tennis)	Vehicle / Pedestrian	Unutilized Area	Total Open Area
Existing	173,000 SF	97,000 SF	39,500 SF	72,500 SF	32,000 SF	29,000 SF	133,500 SF
A.1 Reno/Add-East	173,000 SF	155,500 SF	50,000 SF	77,000 SF	26,500 SF	19,500 SF	123,000 SF
F.1 Modified Magnet	173,000 SF	155,500 SF	40,000 SF	100,000 SF	15,500 SF	17,500 SF	133,000 SF
H Modified Star	173,000 SF	155,500 SF	40,000 SF	109,500 SF	19,000 SF	4,500 SF	133,000 SF
Lincoln	187,308 SF	87,500 SF	44,369 SF	61,851 SF	13,633 SF	67,455 SF	142,939 SF
Runkle	132,858 SF	104,800 SF	52,609 SF	40,446 SF	0 SF	39,802 SF	80,248 SF
Coolidge Corner	292,723 SF	200,000+ SF	88,880 SF	143,211 SF	6,982 SF	53,650 SF	203,843 SF

D2. Traffic and Parking

Vanasse & Associates, Inc. (VAI) has completed a detailed assessment of the potential impacts on the transportation infrastructure associated with the proposed Driscoll School Expansion located along Westbourne Terrace and Washington Street in Brookline, Massachusetts. The proposed expansion will accommodate up to 800 students with 125 staff. Enrollment will increase by 142 K-8 students and 30 pre-kindergarten students. As a result of the new school plan and recommended changes, the overall traffic and safety conditions in the area will be improved. This assessment

has been completed in accordance with State and Town standards and those of the Traffic Engineering and Transportation Planning professions for the preparation of such reports. The following specific areas have been evaluated as they relate to the Project: i) access requirements; ii) potential off-site improvements; and iii) safety considerations; under existing and future conditions, both with and without the Project.

Based on this assessment, VAI have concluded the following with respect to the Project:

- Based upon a safety assessment of the area, the school can be safely accommodated with the design as planned.
- The impact of the proposed school expansion will be minimal in relation to the existing conditions. Impacts are limited to a short 15-20-minute period during parents' drop-off and pick-up times.
- Traffic volumes are expected to increase by approximately 93 vehicle trips (57 entering/ 36 exiting) during the weekday morning peak school hour and 50 vehicle trips (21 entering/ 29 exiting) during the weekday afternoon peak school hour.
- The proposed driveway off Washington Street has adequate sight distances for safe and efficient operations.
- Safe pedestrians conditions will be achieved with crosswalks and crossing guards at Washington Street and Westbourne Terrace.
- The Project will increase traffic in the morning and afternoon periods with increased delays and queues at locations within the study area. These delays and queues will be confined to limited and distinct periods during the morning drop-off and afternoon pick up periods (15-20 minutes at peaks) and these periods are non-coincident with the peak periods of the adjacent roadways.

The new site plan properly separates sufficient parent drop-off on Westbourne Terrace from service vehicle movements off of the east alley and from bus drop off along Washington Street. Parking needs for the site can be accommodated in a subgrade garage underneath the footprint of the school for what is assumed to be approximately 50 cars.

This number of cars on site will continue to be adjusted as discussions proceed with the Town and the neighborhood regarding the number of on street parking spaces available for both teachers and visitors. The rights of passage at both the east and the west would be maintained in the new site plan. The storm drain which traverses the site would be relocated to swerve around the building to the south, reconnecting to the midpoint of the service way to the east.

D3. Preservation and Historic Considerations

At this point, there are no indications that the Driscoll School is either listed or deemed eligible to be listed on the State or National Register of Historic Places. Therefore, it is not subject to an 18-month demolition delay per the requirements of the town's

Preservation committee. However, like all other properties not listed or deemed eligible for listing on the State or National Register of Historic Places in Brookline, the Preservation Commission may impose a one-year demolition delay on the property if it determines that the building is of historical significance. Based on past records, and with continued communication with the Brookline Preservation Commission, the Driscoll Building Committee anticipates that the Commission will impose a one-year demolition delay on the Driscoll School.

The project will be looking for zoning relief on height, with the amount determined in Schematic Design including the design of the mechanical penthouse. The project is expected to comply with other zoning guidelines at this time. It is designated in a T-5 zone of the Brookline Zoning Bylaws.

Warrant Article 3 -- Baldwin School Building Project

The Baldwin School is a small elementary school that is currently being used for a high school program (Winthrop House) and as a daycare facility for PSB Staff. The school sits on a 1.4 acre site that fronts on Oak Street and is controlled by the school department. The Baldwin School Playground abuts the school site and is dedicated for recreational use and developed with tennis courts. The Baldwin School Playground is adjacent to and accessible from the Soule Recreation Center which is part of the Town of Brookline Parks and Open Space Division's portfolio.

Over the course of the Feasibility Design Phase, Jonathan Levi Architects developed three preliminary options for the Baldwin School Building Project. Since the architects recommended completely new construction, they were tasked with developing design options with the greatest efficiency and appropriateness to the educational program as possible. Approved by the School Committee, the Baldwin School Educational Plan lays out the educational approach of the Public Schools of Brookline that will be pursued at the Baldwin School.

On November 19, the Baldwin School Building Committee selected the Solar Harvest option ("Option B") as its preferred design and recommended it to the Select Board, the School Committee, and the Building Commission. The preferred design includes basic drawings of the exterior, interior, and grounds and allows for an "order of magnitude" project cost estimate that is more refined than the project cost estimate generated by HMFH Architects during the Alternative Site Study in spring 2018. The design feasibility phase also includes reports on traffic and transportation impact, geotechnical engineering, environmental assessment, engineering, tree assessment, and a site survey. Much of this work was completed during the 2017 design feasibility study of a 9th School at Baldwin and was updated as necessary during this phase. The design feasibility phase will be followed by the schematic design phase during which the architects will produce detailed drawings of the building and specific locations of all classrooms, learning spaces, utilities, and mechanical systems.

To view the Baldwin School Education Plan in its entirety, please see Appendix A of Warrant Article 3, or click here.

A. Summary

The Baldwin School Building Project will rebuild and expand the existing Baldwin School at 484 Heath Street into a two-section school that has two classrooms in each grade, kindergarten through eighth grade, and three pre-kindergarten classrooms. The school will be the smallest school in the district and will be comparable to the size that Driscoll and Heath Schools were in 2005. Baldwin will also be home to students in the Reaching for Independence through Structured Education (RISE) program, a town-wide, project-based learning program that serves students on the autism spectrum who may require intensive, individualized instruction and support. The Baldwin School will include an English Learner Education program that supports 45 students in their native language. The new Baldwin School will have up to 45 pre-kindergarten students enrolled in three

BEEP classes. A summary of the staff, students, and size of the building is below:

	Baldwin
School Type	2 Section; K to 8th Grade *(Reduced from 3+ section design in May 2018 9th School Alternate Site Study)*
Expanded Services	Early Education and Pre-K (BEEP), Special Education (RISE - Reaching for Independence Through Structured Education), English Learner Education (ELE), Native Language Support Program
Projected Total Number of Students, including Pre-K	450 students, as distributed: • *378 K-8, including METCO, Materials Fee, and ELE* • *45 Pre-K* • *27 RISE* *(Reduced from 640 Students in May 2018 9th School Alternate Site Study)*
Total Number of Core (K-8) Classrooms	18 *(Reduced from 27 core classrooms in May 2018 9th School Alternate Site Study)*
Preliminary Staffing (including Kitchen and Custodial)	86, including Kitchen and Custodial
Preliminary Size of School	108,250 Sq. Ft. (Gross Square Feet) *(Reduced from 143,000 Sq. Ft. in May 2018 9th School Alternate Site Study*
Projected Transportation	121 cars, 3 buses (2 regular + 1 METCO), and 9 vans

B. Preferred Design - Option B, "Solar Harvest"

The Solar Harvest design breaks the building mass down to three peninsula-like wings branching from the western facing front of the building. It is intended that each of these wings would afford the district the opportunity to organize cohorts of students vertically with each cohort occupying a separate wing or horizontally by floor. The front portion of the building is lined by a multistory linear atrium which connects all parts of the school. This linear atrium is also the location of a project collaboration zone, which looks out

onto the shared courtyards. These courtyards provide a high degree of interaction between interior and exterior academic spaces, as well as applying abundant light and views to each classroom - each of which is oriented directly south in order to harvest the maximum amount of natural light.

The building massing of the preferred option is limited to four stories in height. Because of the existing topography, only three stories will be visible at Heath Street; then, as the site drops off to the south, the full four stories emerge above grade. The front door is located on Oak Street, facing to the west. The main cafeteria/ learning commons are located at level 1 which is roughly level with the Baldwin School playground. Bus drop-off will occur at Heath Street in a dedicated pullout lane.

At level 1, the media center is at the center of the complex. It fronts directly on the south courtyard and gains light from skylights in the floor of the landscaped north courtyard. In the cross section we can see how the two courtyards are placed one story in height from one another; the broad cafeteria, spanning fully from west to east, fronts both south toward the Baldwin School playground and north toward the courtyard shared with the media center.

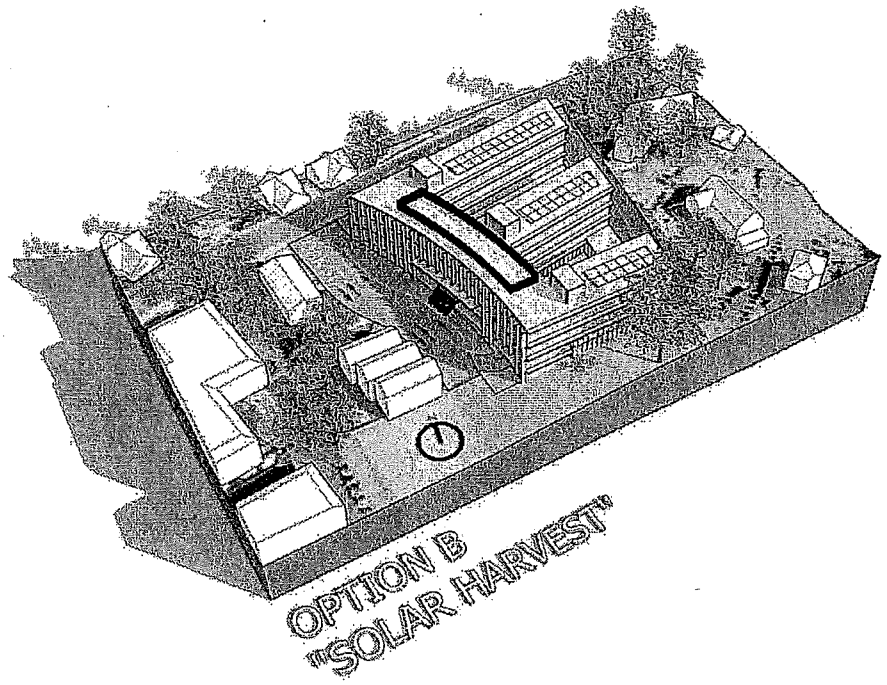
The gymnasium and multipurpose rooms require limited daylight, so these are either fully or partially below grade. Each option has a basement level for parking. For cost purposes, either 10 or 40 parking spaces are considered, although the final number of parking spaces will depend on other considerations such as the availability of on-street parking for teachers and visitors. Each option can be flexibly adapted to a variety of parking quantities and assumes a stair and elevator connection up to the west-facing main lobby.

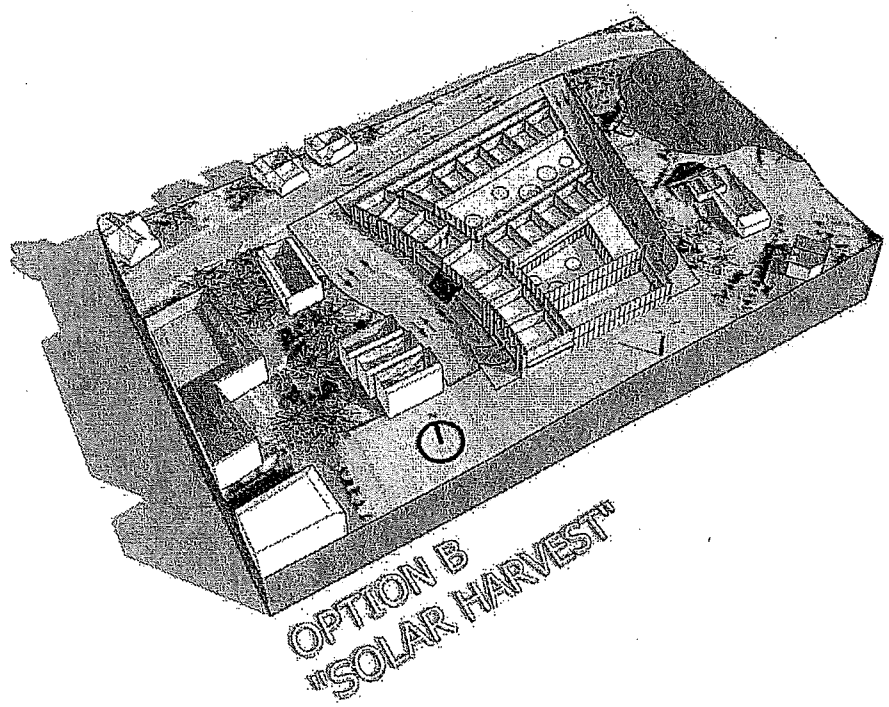
The Preferred Option includes a clockwise parent drop-off circulation loop entering at the northeast corner of the site and proceeding down a ramp to a basement level where there will be limited visitor parking. The drop-off queuing then emerges from the building at the southwest corner of the site, then proceeding up Oak Street, exiting at the corner of Oak and Heath.

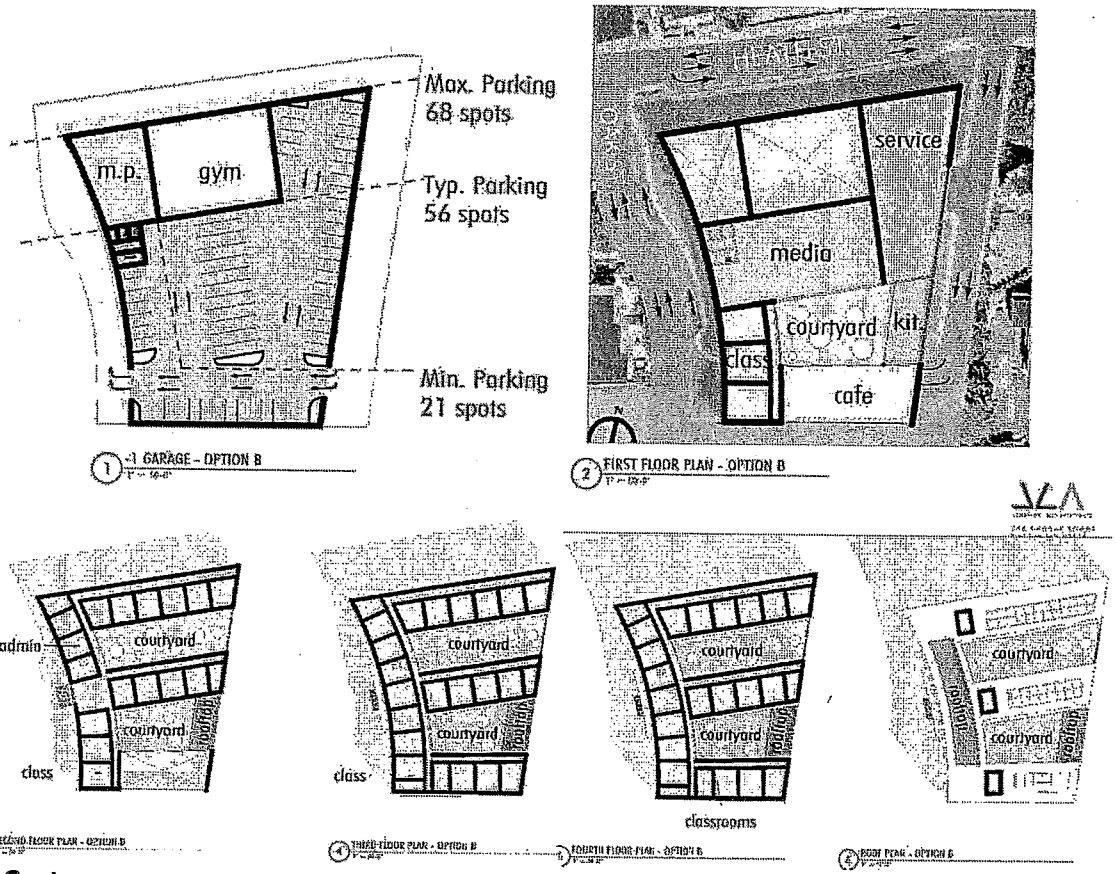
Service access will also be from the northeast corner down the same ramp but to a level 1 landing with access to a service bay under the building. This service bay is located for adjacency to the kitchen/ cafeteria and is contiguous with the main custodial, storage, and receiving/loading zones. This design concept also has the ability to provide additional green space or play space at the rooftop level to supplement the existing Baldwin School playground.

With a projected enrollment of 450 students, the Baldwin School will be the smallest of our K-8 schools and will have a more favorable floor area to useable open play space ratio than several other schools in the town. The new school will conform to the long-standing, existing Town of Brookline Zoning Bylaw in all dimensional considerations

except for height. This includes setbacks from property lines, overall building density and open and landscaped site area requirements. The new building, while incrementally exceeding the bylaw's height requirements, will be consistent in height with adjoining properties including a neighboring five-story apartment complex.







C. Costs

The Solar Harvest building design will have 108,250 square feet of space. The cost is estimated to be in the range of $72 to $76 million with ten underground handicap and other parking spaces. The cost would be estimated at $78 to $82 million if 40 underground parking spaces and possible land acquisition was included. The cost of each underground parking space is estimated at $180,000. The above estimates include $1 million for sidewalk improvements around the school. The $1 million amount is in addition to the sidewalk improvement program of DPW that is funded through the Town's Capital Improvement Program.

As shown in the table below, rebuilding and expanding the Baldwin School is the most cost effective way of adding capacity to the Town's elementary schools and solving the substandard spaces/overcrowding issue in Brookline.

Baldwin Feasibility Preferred Option B - "Solar Harvest"	
With 10 below grade parking spaces	$72 - 76M
With 40 below grade parking spaces	$78 - 82M

D. Other Issues

D1. Community Concerns

The Town has listened to, and has been responsive to, the views of neighborhood and community-wide groups with an interest in the Baldwin School project, especially abutters, and will continue the open and transparent process through the completion of construction and the opening of the new Baldwin School. All meetings involving the Baldwin School Building Committee are public and the discussions at the meetings and all materials used are posted on the School Department's website (https://www.brookline.k12. ma.us/baldwin-expansion).

Since 2016, there have been over 74 public meetings with public comment. In addition, the co-chairs of the Baldwin School Building Committee sent more than 400 individual invitations to abutters and residents of the Baldwin neighborhood offering to meet with residents in small informal settings. In those meetings, the co-chairs listened to concerns, criticisms, and suggestions of the Baldwin School neighbors regarding traffic, safety, on-street parking, construction disturbance, and other matters.

In response to what was learned from community input, the School Department, Building Committee and architects have made changes in the plans, design, and operation of the planned school. Most notably, the project has been significantly downsized from an initial 800 students to 660 students and then again from 660 students to 450 students in response to concerns from the local community. Through the detailed traffic study and other presentations, the committee and staff also answered questions of site walkability, busing, traffic, student population trends, and other factors that potentially impact the viability of the Baldwin School.

Many of these changes, in deference to the local neighborhood, have increased the per seat cost of the school. Nonetheless, the Baldwin School will be the most cost effective option available to solve the Brookline enrollment problem. The Select Board, the School Committee, and the Building Committee will continue to hold public meetings to address the issues that arise during the schematic design phase.

For a complete list of community concerns that were addressed by the Baldwin Building Committee, please see Appendix I of Warrant Article 3 or click here.

D2. Traffic Summary

Vanasse and Associates (VAI) completed an updated and revised traffic study for the neighborhoods around the Baldwin School site and has concluded. VAI completed a detailed assessment of the potential impacts on the transportation infrastructure associated with the proposed Baldwin PK-8 School. The proposed school will accommodate up to 450 students with 86 staff. The school size has been reduced from 800 students to the current 450 students which will significantly reduce the overall impact to the area. This assessment has been completed in accordance with State and Town standards and those of the Traffic Engineering and Transportation Planning professions for the preparation of such reports. The following specific area were

evaluated as they relate to the Project: i) access requirements; ii) potential off-site improvements; and iii) safety considerations; under existing and future conditions, both with and without the Project.

Based on this assessment, VAI concluded the following with respect to the Project:

- Based upon a safety assessment of the area, the school can be safely accommodated with the design as planned.
- The impact of the proposed school will be very similar to conditions experienced at other schools in Brookline. Impacts are limited to a short 15-20-minute period during parents' drop-off and pick-up times.
- Safe conditions can be achieved with sidewalks, crosswalks and crossing guards at appropriate locations for students walking to school. The town will implement safety improvements to the area sidewalks.
- The Project will increase traffic in the morning and afternoon periods with increased delays and queues at locations within the study area. These delays and queues will be confined to limited and distinct periods during the morning drop-off and afternoon pick- up periods (15-20 minutes at peaks) and these periods are non-coincident with the peak periods of the adjacent roadways.

As significant changes have been made to the project through the integration of community feedback, new information and mitigation approaches have been identified which have proven the viability of traffic for the currently planned, scaled down school building. With the currently proposed student population and mitigation measures recommended by the engineer, and taking into account the number of students arriving and departing by bus and by foot, the new school will cause only incremental increases in traffic wait times during drop-off/pick-up period and compares favorably with the traffic impact in other Brookline neighborhoods with public schools. The traffic engineers conclude that the proposed Baldwin site is a good location for a new school and a safe environment can be maintained with traffic conditions at manageable levels.

SCHOOL COMPARISON ANALYSIS

	Proposed Baldwin School	Runkle School	Lincoln School	Driscoll School
Students	453	581	581	632
Buses (Students in Buses)	2(120)	4(15)	4(18)	2(20)
Estimated Walkers	50	132	140	425
Teachers	86	132	113	99
Neighborhood Street Teacher Parking	86	120	33	53
Traffic Generation[a]				
Weekday Morning period	340	355	272	305
Weekday Afternoon period	174	142	193	165
Queueing Area	on-site	Druce Street	Kennard Road	Washington St./ Westbourne Terrace
Delays	2-3 minutes[b]	2-5 minutes	3-5 minutes	3-5 minutes

[a]Total vehicles in and out of the school area.
[b]Currently one minute.

In summary, VAI concluded that the proposed site is a good location for a new school and a safe environment can be maintained with traffic conditions at manageable levels. While the school can be safely accommodated, there will be delays and queues during a limited period of the day, and improvements will be necessary to minimize the impacts and enhance safety conditions.

Previous Traffic Analyses of the Baldwin School Neighborhood

VAI also previously made two earlier reports on traffic around the Baldwin School site, in 2016 and 2017. Both previous studies differed in significant ways from the current study in their scope and the type of project that was being analyzed.

In 2016, VAI conducted a preliminary traffic analysis for the 2016 Site Selection that compared the Baker School, Stop & Shop, and Baldwin sites. This study was not comprehensive and was not designed to make a definitive determination of the quality of the specific site. The 2016 analysis simply compared the quality of traffic and access between three sites – Baker, Baldwin, and the Stop & Shop on Harvard Street. The study's evaluation criteria, including "advantageous" and "disadvantageous" designations, were used for the purpose of relative comparisons to compare the various potential advantages and disadvantages of these possible school sites, pending further study. Also, this initial analysis considered an 800 student school at Baldwin and Soule, not the currently planned 450 student school.

In 2017, VAI completed a traffic study for the 9th Elementary School at Baldwin Feasibility Study. VAI's 2017 report studied a proposed school project for a much larger school with 660 students, a school design with a front entrance on the Soule Recreation

Center, and student drop off and pick up in a different location - an expanded Soule Recreation parking lot.

In the current 2018 report, VAI analyzed the impact on existing traffic conditions of a much smaller school and determined that having only 450 students would significantly reduce the overall impact to the area. The current, more detailed analysis has also resulted in specific recommendations to facilitate traffic flow in the area and manage peak conditions, which were not considered in prior studies. These include, but are not limited to: crossing guard control at Heath Street at Oak Street (School Drive), new phasing and timing at Heath Street and Hammond Street with a crossing guard; and a recommended earlier start time. These new measures are designed to improve area safety conditions and reduce the school traffic during peak periods. Prior opinions with respect to this project were without benefit of these recommendations.

Summary of Traffic Report Recommendations
A detailed transportation improvement program has been developed that to maintain safe and efficient access to the school and address any deficiencies identified at off-site locations evaluated in conjunction with this study. Some of these recommendations are included below. The full list and detail of all recommendations can be reviewed in the complete traffic report that is attached in the Warrant Article 3 Appendix and can be reviewed online here.

1. **School Start Time**
    - Based upon observations of area traffic it is recommended that the school start time begin prior to 8:00 AM in advance of peak traffic volumes.
    - Even a 15-minute adjustment to a 7:45 AM start will significantly improve conditions.

2. **Pedestrian Improvements**
    - New crosswalks are proposed along Heath Street and Hammond Street.
    - All of the identified existing pedestrian deficiencies should be addressed by the Town including all pedestrian routes and ADA-compliant sidewalks should be provided throughout the area.
    - Proposed Rectangular Rapid Flashing Beacon (RRFB) signs are proposed along Route 9 at Dunster Road in both directions and Hammond Street to alert drivers of the crossings and enhance safety for the school children.
    - A pedestrian traffic signal is also proposed at Route 9 and Norfolk Road.

3. **Hammond Street at Route 9 and Hammond Street at Heath Street**
    - The Heath Street and Hammond Street signalized intersections will be retimed to include an exclusive pedestrian phase and reallocated green

time to Heath Street approach to better facilitate peak traffic movements associated with the school.

- The new phasing and timing can better serve the peak school demand in comparison to the current signal timing and phasing.

4. **Traffic Enforcement**
    - Increased traffic enforcement along Heath Street is recommended to enforce the school speed zone.

5. **Parking**
    - Designated teacher parking on local streets must be approved by the Transportation Board.
    - Existing Heath Street on-street parking should be considered for 15-minute parking during parent drop-off and pick-up times.
    - A minimum of 10 parking spaces should be provided on-site for visitors and handicap parking. An EV installation should be considered.
    - Similar to other schools in Brookline, off-site parent parking can be found on local residential streets a short walking distance from the school.

6. **School Drop-Off and Pick-Up Traffic Management Plan**
    - School staff should be stationed at the drop-off areas to manage traffic within the site and along the driveway, as well as to facilitate the safety of pedestrians and bicyclists.
    - A crossing guard should be located at the Oak Street school driveway in order to manage the flow of vehicles exiting the school and pedestrian crossings
    - A designated drop-off/pick-up area should be designed to facilitate these movements.
    - A lane along the entryway should remain unobstructed during student drop-off and pick-up times
    - Parents and caregivers should be given information on school drop-off and pick-up times and procedures at the beginning of the school year, with periodic updates and reminders provided as may be necessary.

Additional recommendations were made in the following areas and can be reviewed in the full traffic report.

7. **Project Access and Circulation**
8. **Regional Traffic in the Area**

9. **Ongoing Traffic Monitoring**
10. **Bicycle Considerations**
11. **Transit Usage**

To review the Final Traffic Study in its entirety, please see Appendix C of Warrant Article 3 or click here.

D3. Parking Summary

Specific decisions on staff, parent, handicapped, and visitor parking will be further developed during schematic design phase based on estimated project cost, decisions by the Transportation Board and other Town entities, and the passage of Warrant Article 4 (Approval of purchase of property on Oak Street) at Town Meeting.

The school will need a maximum of 86 parking spaces for teachers, which could be reduced by the implementation of a transportation demand management plan. Similar to most other schools in the district, there is sufficient parking on surrounding streets for all of the teachers, based on the Transportation Board's criteria (no more than 40% of the available safe parking spaces on any street can be reserved for permitted spots).

During schematic design, the Baldwin School Building Committee will work with the Transportation Board to determine the feasibility or advisability of reducing the number of teacher cars parked on surrounding streets and identify ways to accomplish that goal. Available options to reduce on-street parking include (1) a traffic demand management plan – e.g., carpooling, public transportation, etc., (2) on-site parking, including under the building and/or on the adjacent Oak Street property, if approved by Town Meeting, and (3) satellite parking.

Parent and visitor parking after drop-off will be accommodated within the queuing lane and, comparable to all the other schools, on nearby Town streets. Handicapped parking spaces will be provided on site as required by law.

To view the draft off-site parking plan for staff and the projected locations of the 86 spaces needed, please see Appendix D of Warrant Article 3 or click here.

D4. Evaluation of Existing Conditions

Legal Considerations

The new Baldwin School will be built on the site of the old Baldwin School, which is owned by the Town and has no restrictions on it. There are no legal grounds that would prevent the Town from using its own unrestricted school property for the construction of a new school. Logistics related to construction will be developed with input from the Baldwin School Building Committee and abutters to the property and will be implemented so as to minimize any disruption to the community.

Additionally, there is no reasonable basis to believe that public school children attending the new Baldwin School can be prevented from using, on a non-exclusive basis, the adjacent Baldwin School Playground that is a part of the school site and has

been used by Baldwin School children continuously since the 1940s and is currently also being used by children attending nearby private schools and daycare programs. This conclusion was presented by the co-chairs of the Baldwin School Building Committee and supported by Town Counsel and outside Special Town Counsel. The report, in its entirety, has been attached in Appendix F of Warrant Article 3 and published on the district website. In addition, in Appendix 3B is the letter from Special Counsel Luke Legere to Attorney Stephen Wald responding to concerns over the legal uses of the Baldwin School Playground.

Preservation and Historic Considerations

It is presumed that the Baldwin School is neither listed nor deemed eligible to be listed on the State or National Register of Historic Places. Therefore, it is not subject to an 18-month demolition delay per the requirements of the town's Preservation committee. However, like all other properties not listed or deemed eligible for listing on the State or National Register of Historic Places in Brookline, the Preservation Commission may impose a one-year demolition delay on the property if it determines that the building is of historical significance. Based on past records, and with continued communication with the Brookline Preservation Commission, the Baldwin Building Committee anticipates that the Commission will impose a one-year demolition delay on the Baldwin School.

D5. Baldwin Catchment Area, Walkability, and Busing

Using enrollment data from the 2017-2018 school year, PSB estimates there will be over 1,400 public school students living in South Brookline once the two developments at Hancock Village are completed (Residences of South Brookline and Puddingstone). 310 of those students would be expected to be assigned to the Baldwin School with the remainder assigned to some combination of Heath and Baker Schools.

Additionally, there are currently 214 students that live within a 0.5 mile radius of the Baldwin School, 138 of which are public school students and 76 that are private school students. It is anticipated that many of these students could walk to Baldwin if they attend the school.

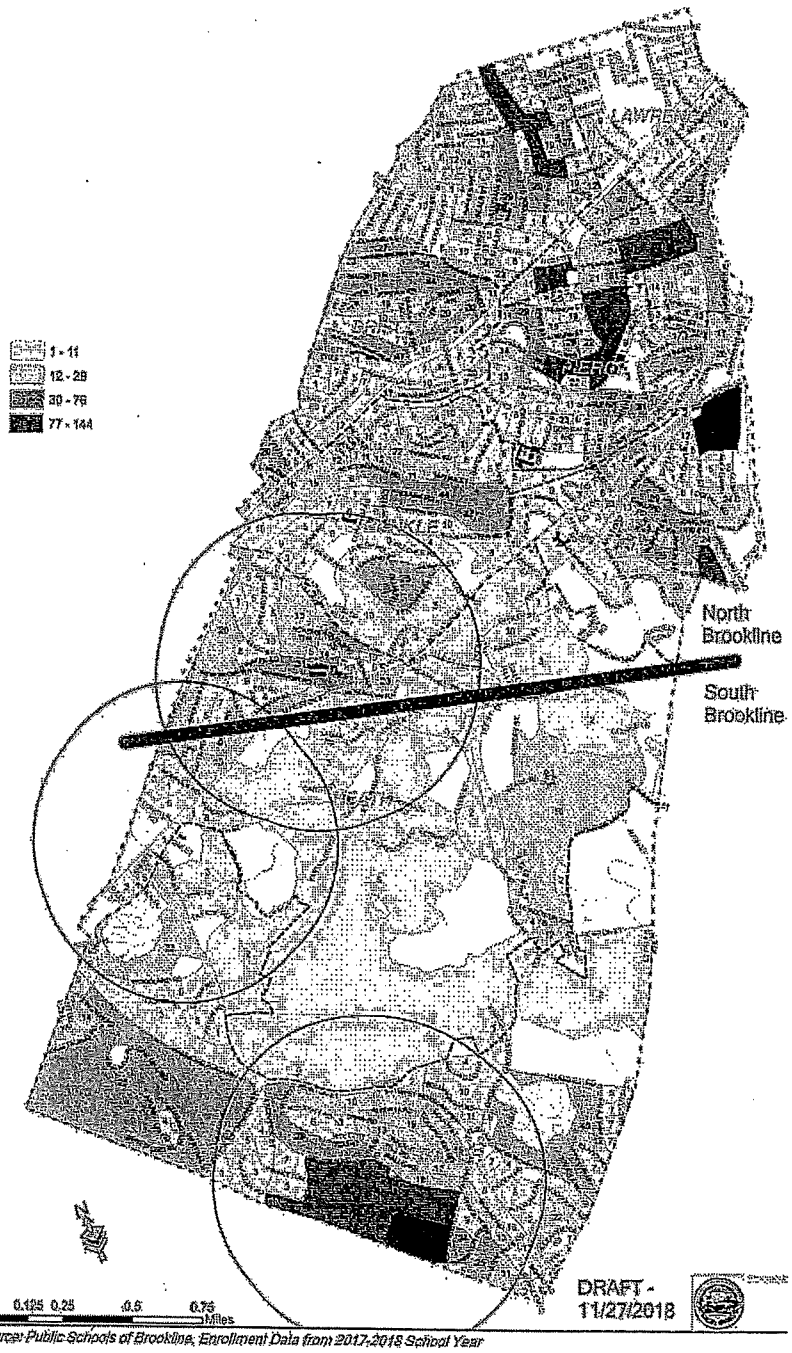
Half of Brookline's elementary schools (Heath, Baker, Lincoln, and Runkle) all have 40% or more students getting to school by car and bus. Except for those students who live within walking distance of Baker, most students in South Brookline already are driven to school by car or bus and would continue to do so if they attended Baldwin. The district anticipates that additional families would move within walking distance in the coming years once the Baldwin School is rebuilt. Baldwin School would have three buses, two for resident students that would hold as many as 120 students and one for the 25 students in the METCO program.

The figure below illustrates the Baldwin School Catchment Area. Students that live in South Brookline (below the blue line) could potentially attend the Baldwin School. The blue circle represent a 0.5 mile radius from the Heath School, Baker School, and Baldwin School.

This map is intended for illustrative purposes only and is not designed to show school assignment boundaries.

Total Number of resident students projected to live in South Brookline	1141
Total Students at Proposed Baldwin	450
# of K-8 resident students living in South Brookline anticipated to be assigned to Baldwin*	310*
# of K-8 resident students living in South Brookline anticipated to be assigned to Baker*	716*
Total number of K-8 resident students living in South Brookline projected to be assigned to Baker and Baldwin	1026
Number of K-8 resident students living in South Brookline that would have to go to a school other than Baker and Baldwin	115

*Does not include BEEP, METCO, RISE, and Materials Fee students



Source: Public Schools of Brookline, Enrollment Data from 2017-2018 School Year

Warrant Article 4 -- Purchase of Oak Street Property

A. Background

On October 26, 2018, the Select Board reached an agreement to purchase property, next to the Baldwin school-owned land, at 15 - 19 Oak Street in Brookline. Purchase of the Oak Street site would also provide an additional approximately 21,000 square feet of building footprint to the current Baldwin School site. This additional area will allow

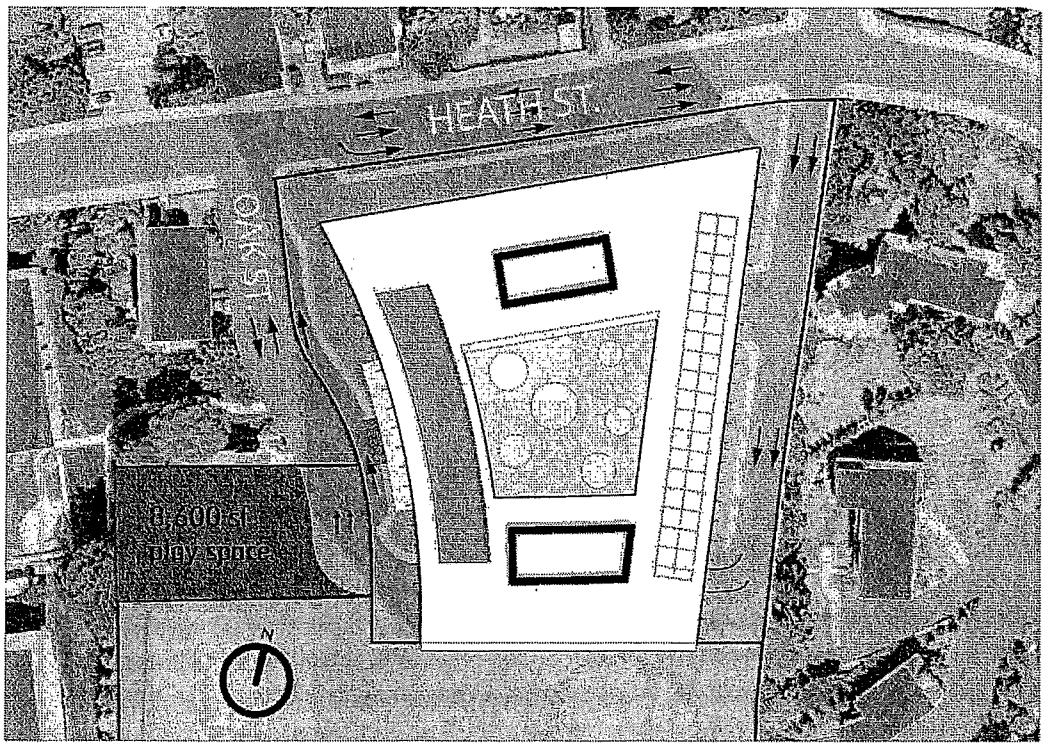
for some combination of reduced building height, more outdoor play space and more extensive relationships between interior classrooms and outdoor landscape.

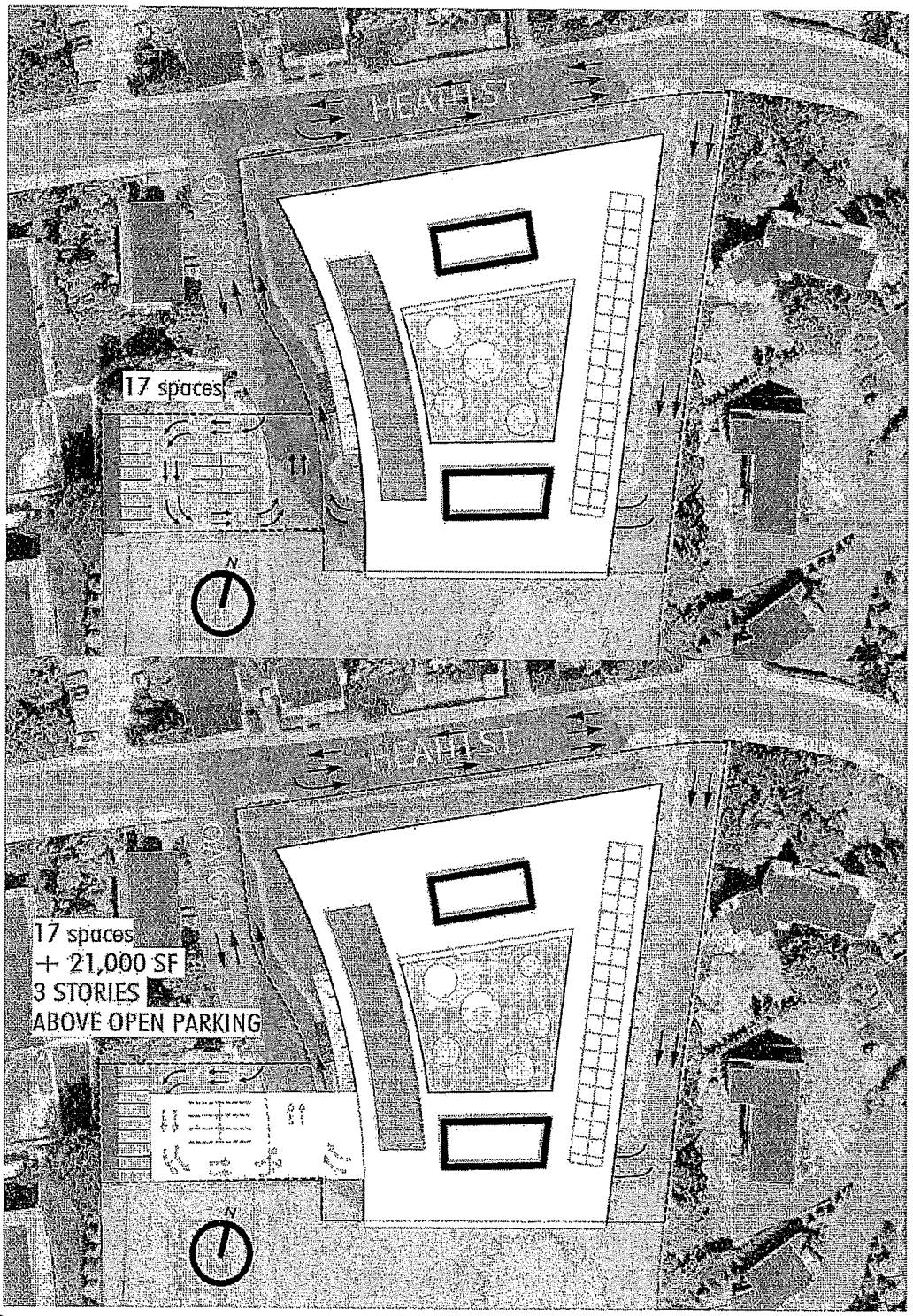
B. Options and Benefits

Although not essential to the feasibility of the project, the approval of the purchase will provide a greater amount of flexibility for the project that can be used for a number of options including reducing the parking impact on the neighborhood, lowering part of the building on Heath or Oak Streets, providing additional open and play space opportunities, and/or allowing for the design of possible additional rooftop green spaces. Current options to utilize the Oak Street parcel include:

- **Play Area:** creating 8,600 square feet of additional at-grade play space;
- **Surface Parking/Cul-de-Sac:** 17 additional parking spaces that includes a cul-de-sac turnaround to increase drop-off area and improve student safety;
- **Surface Parking with Building:** 17 additional parking spaces that includes a cul-de-sac turnaround to increase drop-off area and improve student safety, with a building overheard that includes design flexibility and reduction of overall building height.

Adjustments to the selected preferred design as a result of the acquisition of Oak Street will be made during the schematic design phase but will not be disruptive of the basic design of Solar Harvest.





C. Cost

Estimated at a price of $4.8 million, the purchase of the Oak Street site will reduce the scope of construction and the overall cost for the Baldwin School Building Project.

The Town has received appraisals for the properties under consideration. They are as follows:

15 Oak St. - $1,500,000
17 Oak St. - $1,535,000
19 Oak St. - $1,510,000

The Select Board believes these values confirm that the negotiated purchase prices ($1,500,000, $1,600,000 and $1,600,000) are well within the market range.

In addition, the Select Board has in-hand the environmental assessment for the property which states; "This assessment has not identified any potential Recognized Environmental Conditions (REC's) in connection with the property at 15-19 Oak Street".

Appendices
Warrant Article 2

A. *2018 District Enrollment Memo - November 28, 2018*
B. *Overcrowding in Schools Memo - November 27, 2018*
C. *Summary of School Capital Needs Deficiencies*
D. *How Baldwin and Driscoll Addresses Overcrowding and Substandard Spaces*
E. *Draft Feasibility Report*
F. *Draft Feasibility Report (Appendix)*
G. *Final Traffic Report*
H. *Graphic of Preferred Design Option*

Warrant Articles 3 and 4

A. *Co-chairs Report on Legal Use of Baldwin School Playground*
B. *Letter from Special Town Counsel Regarding Legal Use of Baldwin School Playground*
C. *Addressing Baldwin Community Concerns*
D. *Final Traffic Report*
E. *Map of Baldwin School Catchment Area*
F. *Graphic of Preferred Design Option*
G. *Draft Feasibility Report*
H. *Draft Feasibility Report (Appendix)*
I. *Proposed Off-site Parking Plan for Baldwin Staff*

The Board's Statement on the Design of Building Systems:
The Select Board emphatically supports the transition of Brookline's town and school buildings to fossil-fuel-free power and heating sources and is committed to making this necessary transition. The Baldwin and Driscoll School projects are an opportunity to begin a new building tradition and to embrace renewable power and heating fuels. The Select Board is a willing partner in effecting this transition and looks forward to working with various stakeholders and advocates.

In 2016 with the support of the Select Board, the Select Board's Climate Action Committee appointed the Net Zero School Subcommittee to help the Board understand how to build sustainable school projects. The Subcommittee issued an interim report in September 2017 that researched net zero building efforts in other communities and recommended strategies for eliminating the use of on-site fossil fuels. In September 2018 the Select Board signaled continued commitment to the construction of sustainable buildings by adopting the 2018 Brookline Climate Action Plan and endorsing the goal of zero emissions community-wide by 2050. The achievement of zero emissions by 2050 is predicated on:

- high energy efficiency
- reliance on renewable energy instead of fossil fuels
- a transition to all-electric building and transportation systems

The Select Board understands design decisions made today will last for decades and, therefore, must explore fossil-fuel-free options. The Select Board emphatically supports the transition to fossil-fuel-free buildings.

The Driscoll and Baldwin projects will be the Town's first attempts to construct zero emission municipal buildings. In order to begin the process the Select Board will ensure that the following best practices, many drawn from the Brookline High School project, are applied:

1. The adoption of a high-performance building approach that supports the energy goals passed unanimously at Fall 2017 Town Meeting:

    - a minimum Energy Utilization Intensity (EUI) of 30 with a target of 25
    - a minimum 13 out 16 points Optimize Energy Performance LEED with a target of 16/16
    - a minimum of LEED v4 Silver with a target of LEED v4 Platinum

2. The retention of a sustainability design consultant who will be responsible for energy modeling at each design development phase to ensure consistency with energy and sustainability goals

3. The retention of a renewable energy technical consultant, already advising the Town on solar projects, to assess options for using renewable energy

4. The application of an analytical framework that compares all-electric with traditional systems for capital and life-cycle costs, energy and emissions reductions, maintenance costs and service life, the technology pro's and con's of all options, and the benefits and risks of installing all-electric systems now versus later. This analysis will help the Town identify any gaps in funding or resources toward achieving zero emissions buildings.

The Select Board reiterates its commitment to the construction of zero emissions buildings and using the Baldwin and Driscoll projects to launch this effort. The Board looks forward to partnering with the many groups who have already laid the groundwork to facilitate this transition. Among others:

- the Green Caucus of Town Meeting
- Climate Action Brookline
- the Net Zero Schools Subcommittee
- the Select Board's Climate Action Committee
- the Advisory Committee
- the school building committees
- the School Committee

The Select Board will make the final decision about the Baldwin and Driscoll buildings' systems after following the above outlined comprehensive, though process at a well-publicized public hearing.

On December 4, 2018 a unanimous Select Board voted FAVORABLE ACTION on the following motion:

* See Amdt. p. 2-60

VOTED: That the Town appropriate $1,500,000, to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand the Driscoll School and to meet the appropriation transfer $1,300,000 from the overlay surplus account and $200,000 from free cash.

Passed, as amended, by a Constitutional Majority 220

**The Select Board has not yet discussed the December 4th vote of the Advisory Committee to which places the condition on the Driscoll School Appropriation "that no funding may be used for the design of non-emergency fossil fuel –operated building systems,". The Board's Statement on the Design of Building Systems (above) was drafted in response to an anticipated motion.*

ADVISORY COMMITTEE'S RECOMMENDATION

SUMMARY:
Article 2 (formerly Article 3(E) on the November 2018 Special Town Meeting Warrant) has been submitted by the Select Board and requests that Town Meeting appropriate $1.5

million for schematic design services for the renovation, repair and expansion of the Driscoll School. The "Preferred Option" is for the demolition of the existing building and for the construction of a new school. The Feasibility Study phase for the new 4-section school building is expected to be completed by December 13th. Funds for the Schematic Design phase are expected to come from a surplus in the Overlay Account, plus a small amount ($200,000) of Free Cash.

By a vote of 24–1–0, the Advisory Committee recommends **Favorable Action** on the following amended motion under Article 2 (new language in *italics*):

VOTED: That the Town appropriate $1,500,000, to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand the Driscoll School, *with the condition that no funding may be used for the design of non-emergency fossil fuel–operated building systems,* and to meet the appropriation transfer $1,300,000 from the overlay surplus account and $200,000 from free cash.

Article 3 (formerly Article 4 on the November 2018 Special Town Meeting warrant) has been submitted by the Select Board and requests that Town Meeting release the $1.5 million appropriated under Section 13, Special Appropriation 65 of Article 7 of the 2018 Annual Town meeting* to fund schematic design services for a new school at 484 Heath Street. Plans for "Baldwin 2+++", a two section K-8 school with three district wide programs, English Learner Education (ELE), Brookline Early Education Program (BEEP), and Reaching for Independence Through Structured Education (RISE), are nearing the conclusion of the Feasibility Study, with the last remaining piece (Final Traffic Study) expected to be discussed reviewed by the Baldwin School Study Building Committee on December 4th.

** Town Meeting vote: $1,500,000 ($1,000,000 Revenue Financed, $500,000 reappropriated), provided that the money not be released for expenditure without an affirmative vote of a future Town Meeting, thereby providing Town Meeting with the opportunity to restrict, condition or re-appropriate such funds.*

By a vote of 15–9–0, the Advisory Committee recommends **Favorable Action** on the following amended motion under Article 3 (new language in *italics*):

VOTED: That the Town *re-appropriate and* release for expenditure the $1,500,000 appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation *for plans to address and remediate sub-standard pedagogical and common spaces in the Baker, Heath, Lawrence, Lincoln and Runkle schools, such plans to be consistent with the goal of maintaining Brookline's neighborhood schools.*

Article 4 would authorize the Select Board to acquire three townhomes on Oak Street on approximately 8200 square feet of land for $4.7 million. (This article requires a 2/3 majority at Town Meeting.)

By a vote of 14–9–1, the Advisory Committee recommends **No Action** on Article 4.

BACKGROUND:

Driscoll School

Since 2005, the public schools have experienced a growth in enrollment which, coupled with School Committee policies, including those pertaining to Out of District Students, have led to the need to expand educational facilities at both the K-8 and high school levels. Fifty-six classrooms have already been added to address the expanded school population by building 23 new classrooms (Coolidge Corner School, Lawrence, Heath, and Runkle), renting space in privately-owned buildings for Pierce's 7th and 8th grade program and for BEEP, adding two modular classrooms (Baker), and creating 31 new classrooms from existing common spaces such as libraries and by splitting rooms within the eight K-8 schools. The increase in enrollment also put pressure on gyms, cafeterias, libraries, etc., pressure that has been exacerbated by creating those 31 new classrooms. The Driscoll School was identified for expansion to a four-section school in 2013-4, but attempts to move forward with the project – even to a feasibility study phase - were unsuccessful. Four years later, in June 2018, the renovation and expansion of Driscoll (with a call for no reduction of play space per student) was approved for a Design Feasibility Study and Jonathan Levi Architects (JLA) was selected to develop a preliminary design for the school and to provide information on such issues as anticipated traffic and transportation impacts.

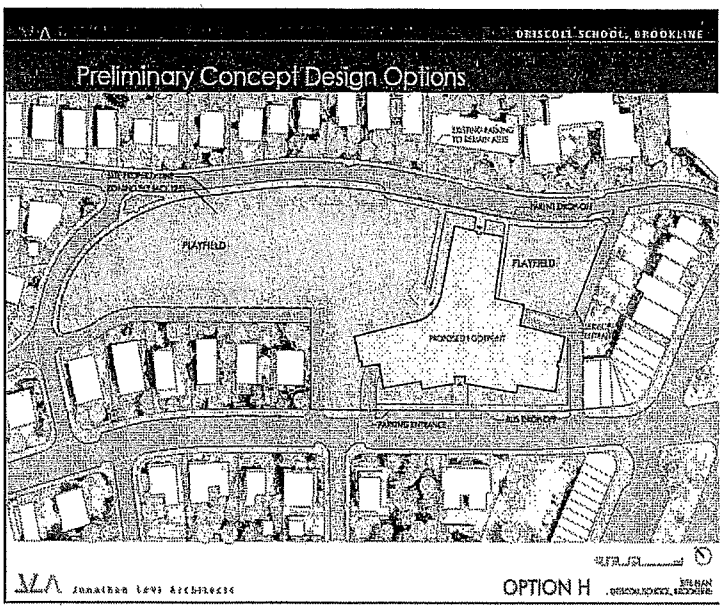
For more information on overcrowding, please see the November 27, 2018 memo from Superintendent Andrew Bott to the Brookline School Committee at https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/722/Overcrowding%20in%20K-8%20Schools_Substandard%20Spaces_11.27.18.pdf)

The Driscoll School Building Committee – Introduction

The Committee reviewed four preliminary designs for an expansion of the Driscoll School, which was a two section school with 368 students in 2005 - 2006, is currently accommodating 614 students, equivalent to three sections, and as a result of the June 13, 2018 vote of the School Committee, the Select Board, and members of the Advisory Committee's Ad Hoc Subcommittee, is recommended for capacity expansion to accommodate 4 sections, or 800 students.

Preferred Design - Option H: Modified Star – New Construction

Four options were presented to the Driscoll Building Committee: two proposals renovated and expanded the existing school and two offered new construction in a different location on the site. Option H, "Modified Star" was selected as the Preferred Design for a number of reasons, including impact on the neighborhood, potential greater energy efficiency coupled with lower long-term operating costs, increased ease of traffic flow, and greater internal flexibility for educational programming.



Located on the Washington Street side of the property, "Modified Star" is four stories in height and occupies a smaller footprint than the existing school. Because of both its smaller footprint and its siting, the proposed building opens up 37,000 square feet of usable open space which faces- and is more accessible to - the neighborhood, unlike the relationship between the current site and its residential neighbors. Recommendations about the design of the new open space will be developed under the auspices of the School Committee using the Park and Recreation Commission's established design review process that aims to assure participation by all stakeholders.

In terms of massing, the exposed width of the portion of the structure facing the residences of Westbourne Terrace has been minimized and because the residences are sited significantly above street level, loss of light due to the presence of the new building has also been minimized.

Cost Savings

The existing building can be occupied during the construction of the new school, thereby reducing disruption to the school community and avoiding the costs associated with swing space. Because new construction permits the application of high efficiency design principles, the long term operating cost of a new school will be lower. New construction also offers the opportunity to offset building energy use by up to an estimated 50% from a rooftop solar PV array.
In addition, new construction poses less risk of uncontrolled construction costs and scheduling problems due to unforeseen circumstances.

Traffic

The proposed design for Driscoll offers the advantage of separating parent drop-off and bus drop off, thereby improving traffic flow. Further development of this concept as well as other traffic-oriented measures will take place during Schematic Design, in conjunction with the Transportation Board.

As currently envisioned, parent drop-off would continue on the Westbourne Terrace side of the site, but the street would be widened so that drop-off would not interfere with through traffic. Bus drop-off would be relocated to the Washington Street side of the site, which would also be widened to prevent interference with through traffic. There would continue to be parking meters on Washington Street, which means that parking remains available during non-school hour periods, when demand for nearby businesses is greatest. In addition a loading dock using the passage behind the Beacon Street businesses would improve safety, since currently deliveries occur in an area frequented by children.

Educational Program

"Modified Star" achieves the needs of the educational program via proper adjacencies and configurations to support STEM enhanced, project-based 21st century teaching and learning. Its three wings, reflecting the three cohorts – K-2, 3-5, and 6-8 - offers the greatest flexibility by allowing the cohorts to be arranged by wing or by floor.

Parking

Cost estimates for construction also include parking accommodations with and without structured parking that are $93-$97 million and $101-$105 million, respectively. There is currently no recommendation as to whether and how much structured parking should be provided. A final parking arrangement decision will take place during the schematic design phase, after consultation with the neighborhood and with the Transportation Board.

Additional information on the Driscoll School project can be found at:
https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/722/Web%2011.29%20Advisory%20-%20Driscoll%20Warrant%20Article.pdf

BACKGROUND:

Baldwin School

Civic Moxie – 2016 Site Selection Study – 9th School At Baldwin

In 2014 the School Committee and Select Board commissioned an elementary school site identification study. Civic Moxie was selected and asked to research both public and private parcels between three and one-half and six acres in size that would accommodate a K-8 school of approximately 100,000 square feet for 550 students and 100 school staff with onsite parking for 60 vehicles. Three sites were eventually selected for further study: Stop and Shop on Harvard Street, Baker School, and Baldwin School.
JLA was chosen to undertake the Site Selection Study. In October 2016, the Select Board and School Committee jointly chose the Baldwin School site to be the location of the Town's 9th School. Given its role in the Site Selection Study, JLA was hired to build on its earlier investigation and preliminary analysis of the Baldwin site and undertake a Feasibility Study, guided by a 15-member 9th School at Baldwin Building Committee and School Department and Select Board staff. This Committee met approximately ten times between November 2016 and May 2017.

In February 2017, the School Committee voted in favor of a 3-section school at Baldwin, and in the spring the Building Committee voted that "Plan D" be the preferred configuration (although it never took a vote on its feasibility). The decision to move forward with building a school on the Baldwin site was not without controversy. An April 3, 2017 letter from an attorney hired by a group of neighbors noted "fatal flaws" with the site and asserted that numerous legal obligations and encumbrances would subject the town to multiple legal challenges.

Feasibility and Site Evaluations: November 2017 – June 2018

In November 2017, Town Meeting voted $300,000 to fund feasibility and site evaluations for the Baldwin School site, the campus of Pine Manor College, Baker School, Pierce School and other potential 9th school locations. The key feature of this action by Town Meeting is that it supported a multi-site approach to address Classroom Capacity needs, not an exclusive focus on a single ninth school.

A total of 12 sites were eventually investigated and assessed and included three different configurations (new construction and renovation) at both the Baker and Pierce Schools; expansions at the Driscoll and Heath Schools; and new construction on sites at Putterham Woods, Pine Manor College, and two variations at the Baldwin School ("Baldwin North", to be built only on the portion of the Baldwin site under the control of the public schools of Brookline, and the 2017 "Plan D", utilizing a larger piece of land). HMFH was hired to undertake this work.

On June 18th a variant of the Baldwin North concept, Baldwin 2+++, a scheme neither investigated nor evaluated by HMFH nor previously discussed in public forums, was proposed and approved for further feasibility study by a substantial majority of the Select Board, School Committee and Advisory Committee Ad Hoc Subcommittee. In addition, a substantial majority of the three bodies also voted to study the feasibility of expanding/renovating the Driscoll School and to reiterate their commitment to partner with the MSBA in pursuing the renovation and expansion of the Pierce School.

Advocates based their support for this three-prong approach, envisioned to produce 36 new classrooms, as a viable path to address the then- anticipated increased enrollment of K-8 students and to address overcrowding in the Town's other elementary schools, except for the recently completed Coolidge Corner School. Restoration to the prior use of some or all spaces used to carve out 31 classrooms spread across seven K-8 schools is implicit in this plan, although neither the timing nor the costs have been specified.

Baldwin 2+++

Baldwin 2+++ calls for the demolition of the existing Baldwin School and the construction of a new building consisting of approximately 108,250 square feet, to house 450 students in 27 classrooms, including two sections of K-8 as well as students in the Pre K, RISE, and ELE town-wide programs. Staffing is expected to total 86 people.

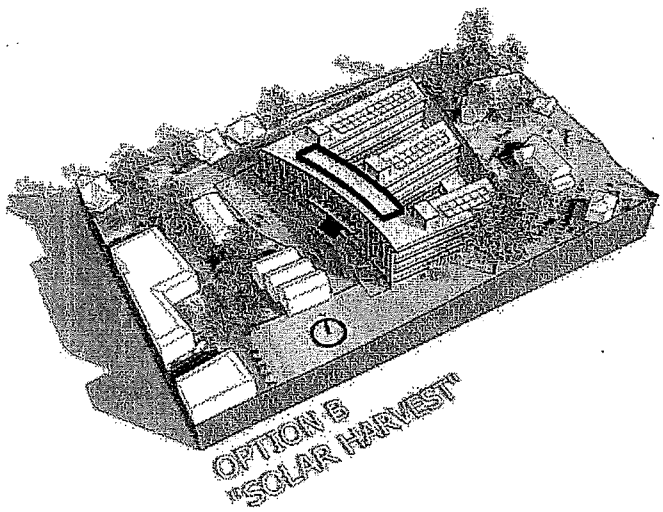
The school building is expected to include a Photovoltaic-ready roof and to qualify for LEED Silver, at a minimum. According to the October 9, 2018 draft of the Baldwin Expansion Program Statement, its preliminarily projected operating cost is approximately $7.8 million including staff members who would be reassigned from other schools, plus new hires.

Studies of enrollment and overcrowding conducted since 2013 show a need to reduce enrollment pressures in both North and South Brookline. The Coolidge Corner and Driscoll expansions and the potential expansion of Pierce would help to address the problem in North Brookline. Baldwin appears to be primarily a solution to alleviating overcrowding at Baker School. The Baldwin School would have 450 students, 310+ of whom live in what the PSB map defines as "South Brookline," most of which is south of Route 9 but part of which is north of Route 9. Most of the students are currently at the Baker School, though some attend Heath. There would be 45 students in the expanding RISE program, who currently attend the Runkle School, 45 students from an ELE program that would be moved to Baldwin, and 45 BEEP students.

Total estimated project costs range from $72-$76 million with onsite parking for 10 cars and $78-$82 million with onsite parking for 40 cars. The high cost of adding parking spaces under the building is due to need to excavate puddingstone – easier to remove than granite, but still costly at $180,000 per space.

The Baldwin site slopes down from Heath Street toward the Baldwin playground. JLA prepared three overall designs for the school, all of which envision a building with a glass façade and three 14-foot stories facing Heath St, and four stories facing the Baldwin Playground. The design chosen by the Baldwin School Building Committee is E-shaped, with the vertical of the E facing Oak Street and the horizontal bars of the E parallel to Heath Street. Two open courtyards would face the two single-family homes abutting the east side of the site. (See drawing below.) JLA named the design "Solar Harvest" because it optimizes the opportunity to use rooftop photovoltaic panels to generate electricity.

For additional information on the Preferred Design for Baldwin, please go to https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/722/Web%20Version%2011.28%20Advisory.pdf



Oak Street Properties
Warrant Article 4 would authorize the Select Board to acquire three townhomes on Oak Street on approximately 8200 square feet of land for $4.7 million. If Town meeting approves Article 4, the properties will be purchased with short-term loan funding but the costs will ultimately be added to money requested through a likely May 2019 Debt Exclusion Override ballot question that would raise real estate taxes to fund the Baldwin School Project.

According to the architect, this additional lot is not essential to the construction and operation of the school, but if acquired, it could provide additional green space, onsite parking capacity for 21 cars; onsite parking capacity for fewer cars but with additional drop-off space and safety equipment turn-around space; or the opportunity to build a three-story, 21,000 square foot addition above open parking which could lead to greater building design flexibility and the reduction of building height on Oak Street. Its precise use will be determined during the Schematic Design phase of the project.

DISCUSSION:

Public Comment on Articles 2, 3, and 4

Article 2 – Driscoll Renovation and Expansion

Those who attended the public hearing on November 29th spoke in favor of both the new design for the school and its siting. There were numerous questions regarding the "greenness" of the building and support was expressed for a NetZero plan and reducing parking on the site. Making the onsite parking spaces available for public parking on evenings and on weekends was also mentioned. Jonathan Levy noted that an "all electric" building or an "all electric" building with PV arrays would add $1.55 and $2.75 million, respectively, to the project costs. It was also suggested that the Town follow the status of the six houses on Washington Street near the entrance to the school, should any become available for purchase.

Article 3 – New Baldwin School

There were over 40 speakers at the November 28th public hearing who offered comments on Articles 3 and 4. Their remarks fell into the very broad categories of appropriateness of the site (including traffic, on-street parking, walkability, public safety, size of building relative to size of buildable lot); defining the problem (impact of recent change in enrollment projections, overcrowding at other K-8 schools, ability of a new school to materially address those overcrowding issues); redistricting; and process

Those who supported Article 3 made the following points:

- Overcrowding has a negative impact on students, particularly those with learning issues, and on teachers, and building Baldwin creates space that can be used to reduce overcrowding in other schools.
- We have spent significant/too much time trying to find a site for a new school and conditions are only getting worse. We need to act now.
- Building Baldwin is the most financially responsible approach to address the overcrowding problem, since the cost per classroom for new construction is substantially less than the cost of adding classrooms to existing buildings that would require at least some renovation in order to accommodate additions.
- There is no "perfect" site. Every (school) neighborhood has to contend with traffic problems.
- Walkability is an appealing concept, but doesn't work for every family and it is not as attainable a goal in a suburban area as it is in an urban environment.

Those who opposed Article 3 made the following points:

- A new school should be built "where the students are."
- The process of selecting and moving forward with the project has been flawed both in terms of pursing a scheme (Baldwin 2+++) that was not properly vetted before it was chosen and not taking into the account the concerns of neighbors and the broader community.
- The necessary redistricting that will be necessary to "backfill" Baldwin's classrooms will divide existing school communities. The apparent reluctance of the School Department to release more specific information about redistricting until "there is a clearer path" for Baldwin, Driscoll and Pierce means school parents will be voting on overrides before they know how redistricting might impact their families.
- The traffic consultant's rating for the site has, with partial explanation as to why, gone from negative to positive, despite the fact that the intersection of Heath and Hammond Streets to rates an "E" on Heath Street westbound and "D" on Hammond Street northbound during the morning rush hour [using the standard A-F "Level of Service" scale for intersection functionality].
- Safety concerns for the students and staff have not been adequately dealt with.
- Building Baldwin ignores the environmental impact of the number of motorized vehicles that will be needed to get kids to school and the number of motorized vehicles that will sit in traffic with idling engines.
- Building a 9th school will not materially address district-wide overcrowding conditions.
- No serious thought has been given to the implications of the new enrollment projections that were made public on November 26th.
- The cost of building and operating Baldwin must include potential legal fees, delay due to legal challenges, the expense of related Town services including DPW and Police, and the cost to the environment.
- There is no evidence of widespread public support for the project; the majority of advocates appear to be from the Baker community.

Article 4 – Oak Street Properties

The vast majority of comments at the public hearings were directed at Articles 2 and 3, however the remarks offered on Article 4 questioned the use of $4.7 million to create a parking lot for 17–21 cars and perhaps additional drop-off space merely underscored the shortcomings of the chosen site.

Analysis of the Issues

The following analysis applies mainly to Article 3.

- Need for a 9th School - Enrollment Trends
- Site
- Traffic and Safety
- Legal Issues
- Costs and Tax Consequences
- Town-Wide Impacts- The Environment, Redistricting

Need for a 9th School – Enrollment Trends

Questions about the accuracy of the School Department's 2018 Enrollment Report were raised in September and again in October. On November 26th, the research and analysis by two Advisory Committee members on projected enrollment growth was presented to the 9th School Ad Hoc Subcommittee of the Advisory Committee.

Their original 2017 Enrollment Projection Report (EPR) numbers indicated that not only had the "old" PSB numbers included a "double counting" of out-of-district students, but also the growth that had been anticipated by FY 22 (374 more students or 17 more classrooms than in FY 18) with still more growth expected at least to FY 28, now was no longer accurate. Moreover, their analysis pointed to a peak elementary school population in FY 22 of 5856, 353 students more than the current 5,503 school with a declining enrollment in FY 22–FY 25 followed by an increasing need for capacity through FY28.

The School Department's revised numbers were even more conservative, with a projected 5474 K-8 population in FY 21 and a continuing decline through FY 28.

Both original PSB and Revised PSB enrollment projections are shown below:

	PSB Original and Revise 2017 K - 8 Enrollment Projections									
	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Original PSB Enrollment Report 2017	5567	5654	5737	5856	5834	5775	5764	5827	5857	5847
Revised PSB Enrollment Projection 11-27-18	5503	5499	5474	5356	5452	5310	5214	5171	5097	5032
Difference	64	155	263	500	382	465	550	656	760	815

The difference in the original projections and the revise projections vary from 155 in FY20, to 500 in FY22 to 815 in FY28. The over-estimation in FY28 is equivalent to the student population at Coolidge Corner School, or about 100 students per school assuming an even distribution.

Notwithstanding these revised numbers, there is no disagreement that there has been significant increase of about 1600 of students in the system since 2005. Schools have been expanded (Runkle, Heath, and Devotion), classrooms and other necessary spaces have been added (Lawrence), carved out of other spaces in the schools (Pierce, Lincoln, Driscoll, Heath and Lawrence), or leased (Pierce and BEEP), but the need for increasing core spaces (gyms, cafeterias/kitchens, libraries, etc.) has not been addressed or has not been addressed sufficiently.

The continued overcrowding has not only lead to continued use of sub-standard and undersized spaces, but has also resulted in a serious degradation of the instructional infrastructure. In addition to packed common spaces which undermine learning for all, dedicated rooms for special education, English language instruction, project based learning, and teacher collaboration, are lacking in all of our schools (with the exception of the newly built Coolidge Corner School). These spaces are taken for granted in Brookline's peer communities, and are needed here for our students to keep pace.

Students most impacted by overcrowding are those who need the most support. Students who are English language learners, students with disabilities, low-income students, and students classified as high needs make up significant portions of each of our elementary schools. Yet, these are the very students whose instructional supports are now in our most compromised spaces.

Students Most Impacted by Overcrowding In Brookline Public Schools 2017-2018 (Source: DESE School Profile)

Title	Percent of District
First Language not English	30.7
English Language Learner	10.8
Students With Disabilities	15.5
High Needs	33.4
Economically Disadvantaged	10.8

The question facing the Advisory Committee is whether Baldwin is a necessary part of the proposed three-prong solution to address insufficient core spaces, small classrooms, and meeting rooms in the other elementary schools (exclusive of the new Coolidge Corner School). Current enrollment projections indicate that system capacity will improve over time (with an increase by FY24 of over 193 seats), Driscoll will add up to 9

classrooms or 189 student seats by likely FY 23, and the renovation of Pierce could add more capacity estimated to be around 190 seats.

However, the issues of facilities at Heath, Lawrence, Lincoln, and Baker still need to be addressed. The cost of undertaking a "point solution" approach (e.g. expanding cafeterias, gyms, group learning spaces, ELE, ALC and RISE facilities, is unknown, so it is not possible, without some feasibility studies, to compare it to the cost of building Baldwin. Should efforts and money be directed at the so-called pressure points in existing schools to give short term relief, rather than awaiting a "silver bullet" that in all probability will not address many school's overcrowding problems. Note, that if the projections decline in enrollment occurs, most if not all schools would experience less pressure on common areas, as well as a reduced need for classrooms.

A third enrollment projection, which uses a different methodology, can be found in an email from Town Meeting Member and professional actuary, Nathan Shpritz: It should be noted that the authors of the MGT Consulting Group's 2012 report, commissioned by the School Department, believed that the birth rate had quite a strong correlation with kindergarten progression rate. This belief is at variance with the Mr. Shpritz's analysis.

For a chart on October 1, 2018 K-8 School Enrollment, please see
https://www.brooklinema.gov/DocumentCenter/View/18224/SY1819-Official-October-PSB-Enrollment

For more information on enrollment projections, please see the November 27, 2018 memo from Superintendent Andrew Bott to the Brookline School Committee at
https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/722/District%20Enrollment%20Memo%20to%20SC_11.27.18.pdf and

For the Doggett/Nobrega (Advisory Committee members) report on enrollment projections, please see
https://www.brooklinema.gov/DocumentCenter/View/18223/Ad-Hoc-Committee-Presentation-V9-Print-Version

For the Nathan Shpritz email, please see
https://www.brooklinema.gov/DocumentCenter/View/18222/Nathan-Shpritz-Note-on-Nobrega-Doggett-Letter

Site

The Baldwin School site located at 484 Heath Street is approximately 1.4 acres. Adjacent to the building site is the Baldwin Playground and abutting the west façade of the proposed building is Oak Street, a private way, and a group of townhouses. The purchase of 15, 17, and 19 Oak Street is contemplated in Article 4. If acquired by the Town the approximately 8200 additional square feet could be used as additional open space or for some type of parking configuration, with or without turn-around capacity for vehicles.

The site's location on Heath Street, an old and relatively narrow road, its proximity to Hammond Street, often used as a north-south commuter route and Route 9, a state highway under the control of the State Department of Transportation, has raised questions about its suitability for a school. The safety of those students attending the school and able/expected to walk to there, but needing to cross Route 9, Hammond

Street, or Hammond Pond Parkway to do so is one of the opposition's major arguments against Baldwin.

A "walkable" school, seen both as causing less harm to the environment than a commuter school and by some as essential to the creation of a friendly and welcoming school community, is an important criterion for many in deciding the appropriateness of a site for a new school, as is ample open space and available parking for staff, parents, and visitors to the school.

The Town has spent considerable time and money to identify and pursue the viability of various sites across the community. "If there were a better site, we would have found it by now" is a frequent response to concerns about the Baldwin site.

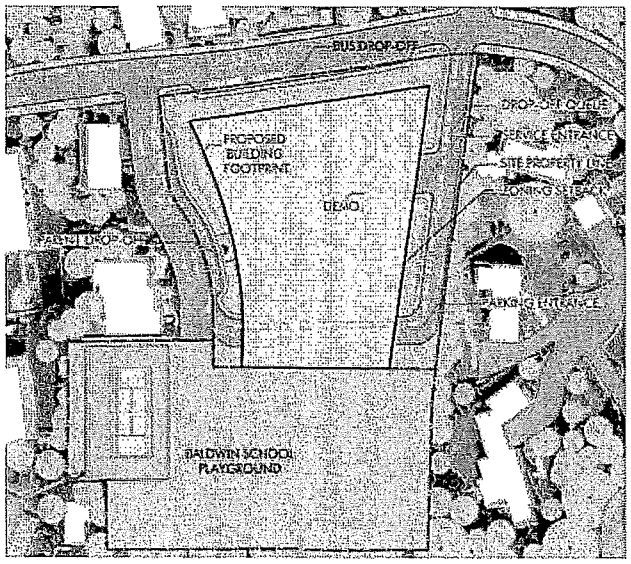
Three questions raised by the Advisory Committee are:

- Is there another acceptable, Town-owned or acquirable site for a new K-8 school that would have higher "walkability" ratings?
- Is there another acceptable Town-owned or acquirable site for a new K-8 school whose school-generated traffic would have less impact on the community?
- Would an additional (to Driscoll) expand-in-place project have less impact on the community and be as or more cost-effective as Baldwin?

Baldwin opponents have suggested the Baker School as an alternative site. No studies with the recently revised enrollment numbers have been undertaken to answer those questions. Previous studies that contemplated Baker assumed renovation of the existing facilities and a larger school population of 945-1100 students. So large an expansion no longer seems necessary, based on the new projected enrollment numbers.

Traffic and Safety

The impact of a 450-student school on Heath Street, near the intersection of Hammond Street is of serious concern to the neighbors and other residents of the Town, who predict gridlock-type results. The argument that all schools in Brookline produce traffic problems but they last for only 15-20 minutes in the morning and then dissipate has not reduced apprehension about this issue.



Related to traffic is the issue of public safety, particularly for teachers, some of whom may need to park on Norfolk and Dunster Roads and then cross Route 9 to get to school, and for Baldwin students who live north of Route 9. Speeding cars, limited sight lines, and narrow sidewalks have been identified as contributing to particularly unsafe conditions for children.

The site plan provides for cars to access a U-shaped driveway with the entrance along the east side of the site. The driveway would provide 650 feet of queuing for drop-off and pickup, enough to accommodate approximately 32 cars. Space for bus and van drop-off would be provided by a lane on Heath Street. The current design calls for students who arrive by van or bus to enter the school by walking around to the main entrance facing Oak Street, although the architect has said that an entry door could be added on Heath Street.

Vanasse & Associates estimates that there would be two buses and nine vans using the Heath Street lane, 121 cars using the queuing lane during morning drop-off and 70 cars during the peak afternoon pick-up hour. Carpooling could reduce those numbers, particularly in the morning. Vanasse estimates that 54 students will walk to Baldwin.

Drivers coming from the south along Hammond Street would be encouraged to turn right onto Woodland Road and left onto Heath Street to avoid the traffic light at Hammond & Heath. Buses and vans would need to approach from Hammond, since the bus/van lane would be on the eastbound side of Heath Street. According to Vanasse, this would add a relatively small number of vehicles to the traffic flowing through the Hammond & Heath intersection, but the time it would take for them to make their way through the intersection will increase on the order of 15 seconds, resulting in a delay of slightly over 1 minute both westbound on Heath and northbound on Hammond in the morning, assuming school starts at 7:45 AM rather than 8:00 AM.

The intersection of Hammond and Heath Streets is approximately 200 feet away from the closest boundary of the school site and about 400 feet from the farthest boundary of the school site (the east side). That intersection and the one at Hammond and Route 9 are typically congested during the morning rush hour, with 151 cars coming westbound on Heath on weekdays from 7:00 - 8:00 AM. The queue on Heath Street toward the end of that period is typically 11 to 12 cars long, or about 220 to 240 feet long.
If peak drop-off time were between 7:45 and 8:00 AM, without steps to mitigate congestion, the queue at the traffic light would back up past the exit from the school's exit driveway. Vanasse has proposed placing traffic control officers at the exit of the driveway and at the intersection of Hammond and Heath Streets to keep the westbound

queue on Heath Street from interfering with cars exiting from the drop-off lane. Vanasse has further recommended starting school for the majority of students 15 minutes earlier so that drop-off time would coincide with the 7:30-7:45 AM queues of seven to eight cars (140 to 160 feet long). In any event, it will be necessary for school staff to be outside monitoring the drop-off and pickup queues to keep them moving in an orderly fashion.

Vanasse has also suggested re-timing the State controlled light at Route 9 and Hammond to coordinate it with the light at Hammond & Heath Streets; adding and improving sidewalks throughout the neighborhood; and relocating and/or improving pedestrian crosswalks, although there is no recommendation for an additional signalized pedestrian crossing on Route 9. However, it has been suggested that rectangular, rapid flashing beacons, similar to those approved by Town Meeting for Lagrange Street, be installed on Hammond Street near the Soule Recreation area and on Route 9 at Dunster Road. Lastly providing bike racks on site and bicycle accommodations on Heath Street and Woodland Road is also recommended.

The traffic consultant has not suggested steps to reduce the impact of Baldwin-generated trips on the already-congested flow at Horace James Circle. The report estimates longer queueing times, that at the very least, would ensnare one or both of the buses bringing student to Baldwin, private cars bringing students from South Brookline, and commuters. One possibility not discussed by Vanesse is the signalization of the roads leading into the circle.

Currently, $1 million is included in the project budget for sidewalks and other improvements. It is not known how this figure was derived, and it does not take into account the additional costs of police details or school crossing guards, or the expense of additional DPW staff and equipment to keep the sidewalks free from snow and ice and to have the roads plowed by early morning to allow for teacher parking. In addition, it is not known at this time whether any conversations have taken place with the State Department of Transportation and the Massachusetts Department of Conservation and Recreation to discuss lights and/or additional crossings to create "Safe Routes to School."

The consultant's conclusion that "the proposed site is a good location for a new school and a safe environment can be maintained with traffic conditions at manageable levels" seems at odds with an earlier assessment, undertaken as part of a broader 2016 site selection study, which concluded that the site was disadvantageous even for a 400-student school. The current recommendation of a 7:45 a.m. start time for Baldwin, described in the current traffic impact analysis as essential to traffic mitigation, has not been discussed by the School Committee so its implications, including financial costs, are not known at this time.

Legal Issues

One of the legal questions related to the Baldwin project is whether the use of the Baldwin School Playground property by students attending the new Baldwin School would be restricted under Article 97 of the Massachusetts Constitution and/or the federal Land and Water Conservation Fund (LWCF) due to the Town's acceptance of federal grant money for improvements to the Playground over 40 years ago.

The position of the attorney representing residents of the town who are opposed to the proposed school is that having Baldwin students use the playground for recess and gym while school is in session constitutes an unlawful "conversion" of the property to a use other than the allowable public outdoor recreational use. On page six of his July 26, 2018 letter to David Pollak, Neil Wishinsky, and Joslin Ham Murphy, the attorney wrote "Changing Baldwin Park's use from a pastoral area with one tennis court to land used by 500+ students for recess, physical education and other educational purposes would unlawfully convert the use of the property in violation of the LWCF restrictions."

On October 11th, the Baldwin Building Committee Co-Chairs issued a statement noting that they had conferred with legal counsel and the design professionals associated with the project and were "satisfied that the current plans for the Baldwin School would not result in a "conversion" of the Baldwin Playground." They further noted that the plans for the site included "maintaining the open grounds of the Baldwin Playground without any additional fencing, building structures, or other impediments to public use for outdoor recreation – similar to the Longwood Park used by the Lawrence School and other parks adjacent to Brookline public schools."

The Town's special counsel has sought, but not yet received, a determination by the National Park Service regarding the "conversion" issue.

At a past Advisory Committee discussion regarding Baldwin 2+++, questions were raised about ensuring the safety of the children if the site remained fully accessible to any member of the public during recess. In response, the Superintendent stated that security and safety would be maintained by the presence of school staff. Questions were also raised about the likelihood of a member of the public feeling at ease with being on the playground during school recess or whether after school programs would be given prioritized use of the playground during the week.

A second legal issue pertains to adherence to Section 3.7.2 of the Town's By-laws regarding the construction of Town buildings. The attorney who has raised the Article 97 issue has also alleged that the Town is not following the requirements of Article 3.7 which require the "using agency," in this case the Public Schools of Brookline, to submit a program in writing to the Building Commission before proceeding to "Feasibility." The written program is required to contain such information as the need for the new building, annual maintenance costs, additional personnel required for maintenance of the facility, environmental and sustainable goals and objectives, and "overall effect on the town all as appropriate for the project's scope and budget."

Recent Lawsuits

On November 26, a lawsuit was brought against the Town to "redress unlawful expenditures and violations of the Open Meeting Law by certain officials seeking to build a ninth elementary school in Brookline." The suit claims that the defendants have wasted years and in excess of $1 million pursuing plans "that were never feasible."

On December 3, a Brookline resident who supports the Baldwin projected stated that she had filed a Civil Rights complaint with the United States Department of Education and a separate compliant with the Massachusetts Department of Elementary and Secondary Education concerning the school district's violation of the legal requirements of Special Education regulations.

Costs and Tax Consequences

Costs

The current cost estimate for the Driscoll School is $93-$97 million, including the cost of a temporary gym and excluding the cost of structured parking. With structured parking, the cost increases to $101-$105 million.

The current cost estimate for the Baldwin School is $72-$76 million with ten below-grade parking spaces, and $78-$82 million with 40 below-grade parking spaces. The acquisition of the Oak Street properties would add $4.7 million to the total cost and depending on the land's future use, could reduce the number of structured parking spaces and the amount of ledge excavation.

Regarding the capital and operating funding needed for Baldwin, at this time the subcommittees have no information on the degree to which overcrowding in seven of the eight K-8 schools could be addressed, were this money to be applied to the so-called "pressure points" at these schools and the RISE and ELE programs to be accommodated via modest additions at another or other schools. If legal issues delayed the construction of Baldwin, it seems likely that the suggested alternative could be completed more quickly. What is not known at this time is at what cost. If experience is a guide, the cost per square foot of additions could be substantially more than the cost of new construction, but unless additional research and analysis is undertaken, there will be little basis for comparisons.

Tax Consequences

The combination of the operating override and debt exclusion approved by voters in 2018 added an estimated 8.7% to residential tax bills and 8.5% to commercial tax bills. Debt exclusion overrides for a new Driscoll school and construction of Baldwin will add a further 6.3% to residential tax bills by FY 22 (which starts in July 2021), for a total increase of 14.9% against the 2018 Base (17.4% against the 2015 base, which excludes the 2015 override and debt exclusion that added approximately 6.0% to the 2015 base).

Bonds for the "old" renovation of the high school will be finally retired in FY 20, resulting in a 0.485% drop in the tax levy.

An effective 3.0% per annum increase in base taxes in keeping with the "Proposition 2-1/2" limit and the impact of new growth is also expected.

There are several estimates and unknowns.

- The above projections assume a 5% interest rate on the bonds to fund the high school expansion (except the 111 Cypress expansion which is targeted at 4%) and 5% for Driscoll and Baldwin bonds. Interest rates on municipal bonds could be higher or lower.
- State aid accounts for about 7% of total receipts, but it changes from year to year depending on the Governor's budget and on changes in the various formulas.
- Local receipts from parking meter fees, hotel & restaurant taxes, etc. provide 8.8% of total receipts and are likely to rise.
    - A $.25 per hour increase in meter rates yields $700,000 a year in revenue
    - The local tax on recreational marijuana is forecast to yield $750,000 but there has been no independent analysis to verify or modify that projection.
- Although the voters were told the 2018 override would suffice for three years, the most significant unknown would come from a possible School operating override request prior to fiscal 2022. The size of any such request, or even the size of a request in 2022 is unknown although projections provided to the 2017 OSC in December of 2017 indicate a minimum $11 million 'ask' in 2022 (5.5% increase on 2018 base, and 6.6% on the 2015 base).
- The potential impact for the renovation and possible expansion of Pierce has not been included in these calculations because the project is dependent on obtaining MSBA support.
    - Although MSBA support typically accounts for 30 to 35% of the total cost of a project, there are some aspects of the work that MSBA will not pay for.
    - Being accepted by MSBA also comes with the requirement to meet MSBA standards which means that it currently is not possible to either estimate the total project scope and cost nor the potential net cost to the Town.
- The spreadsheet in the appendix that supports the analysis of the tax impact of these two school building projects assumes that the Town has the personnel capacity to manage three or four projects at once, which even School officials are concerned about and have indicated may require hiring outside help.

With the need for overrides for both the Baldwin and Driscoll projects, it seems reasonable to question whether Brookline taxpayers will be willing – or able- to fund the renovation and at least the "right-sizing", if not the expansion, of the Pierce School, even if partnering with the MSBA becomes a reality. Estimates provided by HMFH for a range of renovation/expansion options started at $70 million and reached $225 million.

Furthermore, when the substandard classrooms and other teaching and learning spaces at the Town's currently overcrowded schools can be returned to their original uses such as storage closets and intact libraries, what will the cost of that work be and how long will it take? Should the cost of whichever spaces can be restored to their original uses as a result of the construction of the Baldwin and Driscoll schools be rolled into the overrides for those two projects?

For a spreadsheet detailing the assumptions for interest, term and cost of each project, please see the Appendix at the end of this report.

Town-Wide Impacts: The Environment, Redistricting

The Environment

The environment impact or "carbon footprint" of Brookline's policies, programs, and projects is of increasing concern to the Brookline community, as evidenced by Town Meeting's vote on Article 10 (Easement for the Boston Gas Company at Fire Station 6) at the November Town Meeting. Many residents particularly concerned with Climate Change have expressed disapproval with the proposed location of the school because they believe it will contribute to a larger carbon footprint for the community. While the school itself may be an example of a "green building," the selection of its site is not good "green planning."

Critics note that the school would not be "walkable" or "bike-able" for the majority of students, because of the lack of safe access via walking and biking routes, and the necessity to negotiate busy roads and intersections such as Route 9 and Horace James Circle. Of equal concern is the large number of students who will be assigned to Baldwin but live quite a distance away from it and will need to rely on cars or buses for transportation (such as the potential Hancock Village students, who are two and a half miles away).

The site is also not accessible by public transportation that would serve students, teachers, or staff assigned to this school. A 7:45 a.m. start increases the likelihood that students who could take a bus will be driven, since being transported by bus would likely mean having to be at a bus stop by 6:45 a.m. Furthermore, should Baldwin be built and redistricting occur in the rest of the community, there appears to be a good chance that many children will be assigned to schools farther from their homes, leading to more vehicles on the road, more traffic congestion, more idling, and more emissions. The environmental community has pointed out that all of this would move us further away from the goals of Brookline's 2018 Climate Action Plan, which calls for zero emissions from fossil fuels by the year 2050.

Redistricting

Current plans call for responding to an increase in the number of students requiring the services of the RISE program by expanding the program, now located at the Runkle School, to Baldwin with the addition of three classrooms for 45 children. By design, this program is very space-intensive. In addition one of the ELE programs at an existing K-8 school would also be moved to Baldwin with the addition of three classrooms for another 45 children. The third "+" of Baldwin +++ refers to three classrooms (45 students) designated for the town-wide BEEP program. The program could either be expanded to serve more children or eliminate the need for three BEEP classrooms currently leased in privately owned property.

The majority of the students will come from the so-called South Brookline area identified by the School Department in its map dated 11/27/2018 (https://www.brookline.k12.ma.us/cms/lib/MA01907509/Centricity/Domain/722/11.27BaldwinSchoolCatchmentArea.pdf). These children currently attend the Heath and Baker Schools, some of them live north of Route 9, and some of them live more than .5 miles from Baldwin.

Moving some of the current Heath and Baker students to Baldwin will conceivably increase capacity at Heath and Baker to accommodate children from other K-8 schools, but that, of course, raises the issue of what type and magnitude of redistricting would be required to alleviate overcrowding in the other K-8 schools.

School officials have stated that "work on redefining school boundaries will not begin until after the town decides to fund the [Baldwin] project and there is a clearer path forward on all three elementary school projects."

FURTHER DISCUSSION
Article 2

At the Advisory Committee's December 4th meeting, questions were raised regarding how the target number of students attending an expanded Driscoll School was chosen and whether it wouldn't be more cost effective to design for the midpoint between the times when enrollment is expected to increase and times when it is expected to decrease. In response, it was noted that there is flexibility within the design of the proposed building, as illustrated by easily movable walls.

Other questions addressed the targeted number of students per class (21), the estimated construction start date (2020) and the cost without accommodating the three Early Childhood Education classes (a savings of approximately $3-$4 million).

In order to reiterate its commitment to reducing the community's carbon footprint and to underscore the importance of the Town's adopting "Green Principles", the Advisory Committee supported the addition of the following condition its recommendation: "with the condition that no funding may be used for the design of non-emergency fossil-fuel operated building systems" to that its amended vote, approved by a vote of 24–1–0, reads as follows:

VOTED: That the Town appropriate $1,500,000 to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand the Driscoll School with the condition that no funding may be used for the design of non-emergency fossil-fuel operated building systems, and meet the appropriation transfer $1,300,000 from the overlay surplus account and $200,000 free cash.

Articles 3 and 4

In its discussion of Articles 3 and 4, some Advisory Committee members noted the drawbacks of moving forward with the Baldwin project. They focused on traffic impacts, enrollment projections, the ability of a new 450-student school to effectively address the impacts of overcrowding at other K-8 schools, the likelihood of obtaining adequate funding to renovate and "right size" Pierce, particularly after building two new schools with project costs currently estimated to be between $165 million and $187 million, and the possible delayed completion of Baldwin due to legal challenges.

Other members noted that there was turmoil in the school system and that "cannibalizing" spaces to address overcrowding issues cannot continue. They observed that the problems of overcrowding have been growing over the years, gradually turning teaching and learning as well as support spaces in the schools into substandard facilities which impact the children in the greatest need of support the most. Other members noted that Baldwin was a good site that had the advantage of being under the Town's control and could become a better site as the neighborhood around it grew. They questioned whether a legal challenge could actually prevail and raised doubts as to whether a court would actually declare that public school children couldn't use a public playground.

Proposed Amendment

During the discussion, Advisory Committee John Doggett proposed an amendment to Article 3 deemed by the Moderator to be within the scope of the original article. The amendment reads as follows:

VOTED: That the Town re-appropriate and release for expenditure the $1,500, 000 appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation for plans to address and remediate sub-standard pedagogical and common spaces in the Baker, Heath, Lawrence, Lincoln and Runkle schools, such plans to be consistent with the goal of maintaining Brookline's neighborhood schools.

Advisory Committee members supporting the amendment viewed it as a more concrete way to tackle the impacts of overcrowding, particularly substandard spaces. It is the amendment's intent to support the School Committee in efforts to evaluate and prioritize direct and immediate solutions to substandard spaces in specific schools and outline next steps for remediation. It avoids any potential delays due to lawsuits with respect to Baldwin and allows efforts to partner with the MSBA with respect to Pierce to go forward.

It does not invest additional funds in a new school when the PSB enrollment projections show the school population declining in the near future. It also does not involve substantial redistricting and student transfers in an effort to indirectly affect substandard spaces at schools distant from the Baldwin site. Rather, it affords the SC the opportunity to lay out a plan, a timeline and a budget for directly addressing substandard spaces.

The explanation of the amendment authored by its sponsor follows:

On June 13, 2018, advised by the Ad-hoc Subcommittee of the Advisory Committee, the Select Board and School Committee decided to go ahead with the expansion and renovation of Driscoll, to partner with the MSBA on a Pierce renovation and additions, and build a new school on the existing Baldwin site.

On November 27th, Superintendent Bott, presented revised school enrollment projections, which did not confirm the previous projection of an increase of 374 students in FY22 and the consequent need for an additional 15-30 classrooms. The revised enrollment numbers from PSB no longer project an increase, but rather a decrease student enrollment of 147 in FY22. They also now project a decreasing enrollment after FY23.

The decision to build a new 2+++ school at Baldwin was predicated on flawed data.

The PSB revised enrollment projections suggest that we now no longer need the Baldwin school to address an enrollment problem. PSB has instead repositioned the Baldwin school as the solution for overcrowding and substandard facilities in our schools. The notion that a new school at Baldwin can be the "silver bullet" that solves the overcrowding problems of the remaining schools, or is a timely solution, is over optimistic at best.

The substandard facilities are different in each of our schools. The range includes: shortage of space for ELE and SPED programs; substandard classroom sizing; over-loading of cafeteria and gym space; lack of music and art rooms.

Each school has a different problem and needs a different solution.

The plans for rebuilding the neighborhood schools of Driscoll (WA2) and Pierce, will provide capacity and right-sizing solutions for those two schools. The capacity increase planned at Driscoll will also provide some relief to capacity problems for Pierce, pending its renovation, but we still need individual plans for each of the remaining five schools: Lawrence, Lincoln, Heath, Runkle and Baker, to reduce or eliminate the substandard conditions.

The strategy of adding space to each school differs from our previous expand-in-place strategy. The goal of expand-in-place was primarily to address the increasing enrollment by building new core classrooms. Other expansions, such as the need for group breakout spaces, increased small rooms for ELE, SPED, as well as an expansion of common facilities, were not the focus of the strategy.

We now need to change our priorities and pivot.

This amendment is to encourage the School Committee to evaluate and prioritize point-solutions for substandard space relief for each school and plan the next steps for remediation. These plans would be for small to medium sized projects that can be done in a relatively short timeframe, maybe in a more cost-effective manner, and without the problems associated with the Baldwin plan viz:

1. *The Baldwin plan involves town-wide "cascade" redistricting, from Pierce to Baker via Runkle, Lincoln and Heath. This will be disruptive and essentially abandon the concept of neighborhood schools in the communities surrounding Heath, Runkle and Lincoln. Such redistricting has met with considerable opposition;*

2. *The residents of Heath School District and neighbors of the Baldwin site, who are the residents most affected, are almost universally opposed to the Baldwin build;*

3. *The safety of siting a school which requires children crossing Rte. 9 traffic and negotiating narrow congested streets, such as Heath St, is questionable;*

4. *The safety of having an unfenced playground (a legal condition of this playground space use) especially for RISE children who are at risk for wandering, is questionable;*

5. *The suggested fix for the traffic congestion (which would impede children arriving at school on time) is to have an earlier school start time. This has both a problem of inequity with our other elementary schools, and a potential mental/physical health compromise of the children (and parents) involved;*

6. *The effects of increased traffic, extra commute distance to school, destruction of trees and the reduction of open space will be detrimental to the environment;*

7. *Overcrowding relief is needed now and the earliest relief that could possibly come from Baldwin would be FY23, and if lawsuits delay building it could be several years later;*

The building of classrooms at Baldwin will not relieve pressure on the spaces needed in each school for such essential pedagogical needs, as SPED, NLSP, ELE, small group instruction etc. or administrative offices or expanded localized common facilities spaces, such as cafeterias, gyms etc.

The suggestion that redistricting would address these problems is unrealistic and at this stage is purely hypothetical.

The town does not now have a predicted enrollment crisis. We have time on our side.

The amendment offered would redirect already appropriated money to support the School Committee in efforts to evaluate and prioritize direct and immediate solutions to substandard spaces in specific schools, and outline next steps for remediation.

The timeframe for addressing substandard space needs to be shortened. We cannot wait for the completion of a new school at Baldwin in FY23, or even later, to start addressing this pressing problem.

The amendment offered provides the School Committee the means to evaluate, prioritize

and develop plans with which to fix these problems in the coming 6-12 months. The School Committee can then return and present to a future Town Meeting their "wish list" of prioritized projects and costs, for funding.

This amendment is an opportunity to offer all our children, including our most vulnerable students, quality space in which to learn and flourish.

Those opposing the amendment note that one argument against Baldwin is that it will take four or more years to provide relief. But, attacking the inadequacies in five separate schools at the same time is a lengthy task. The Building Department would be required to review or re-work assessments of each school, determine priorities, put a scope of work together, and solicit and evaluate proposals from architects to get their recommendations and cost estimates. In essence, the Town would be running five mini-feasibility studies at the same time. Most of the $1.5 million will be absorbed by the cost of the studies, and even the highly optimistic estimate of $65 million to do mini-additions to all five schools would have to go back through the usual review process and appropriation by Town Meeting, and then be approved by the voters in an override.

Going through all of that and incurring the resulting delay might make sense if the proposed solution – small fixes and mini-additions in five buildings – would solve the problem. But assessments of Lawrence and Runkle have already shown that there is no practical way to add to those buildings via a patchwork plan. There is land available at Heath and Baker, but patchwork – just adding space to a cafeteria, for example -- doesn't solve the other space issues.

The attraction of surveying the existing schools yet again comes from a misconception of what a new school provides. A new Baldwin would absorb 450 students, but the physical inadequacies in the existing schools will remain until the temporary accommodation put into those schools are peeled back. However, taking 300 students out of Baker is what makes it possible to restore the science lab and move the music classroom out of the auditorium. Moving 45 RISE students out Runkle frees up space for properly sized classrooms for other students. This involves moving temporary interior walls put in place of the last ten years by the Building Department, a far less complex and expensive task than adding a wing to the building. It takes does take time to fully play out, but doing five mini-building projects at once will not solve the whole problem, and it takes more time and probably cost more money.

Article 4

Article 3, as amended, removes the need for the purchase of additional land for the Baldwin project. A motion to approve article 4 was defeated by a vote of 9-14-1.

RECOMMENDATIONS:
ARTICLE 2

PASSED AS AN AMENDMENT TO THE MAIN MOTION, BY ELECTRONIC BOARD VOTE OF 217 IN FAVOR, 40 OPPOSED & 0 ABSTENTIONS

By a vote of 24–1–0, the Advisory Committee recommends FAVORABLE ACTION on the following amended motion under Article 2 (new language in *italics*):

VOTED: That the Town appropriate $1,500,000, to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand the Driscoll School, *with the condition that no funding may be used for the design of non-emergency fossil fuel–operated building systems,* and to meet the appropriation transfer $1,300,000 from the overlay surplus account and $200,000 from free cash.

ARTICLE 3
By a vote of 15–9–0, the Advisory Committee recommends FAVORABLE ACTION on the following amended motion under Article 3 (new language in *italics*):

VOTED: That the Town *re-appropriate and* release for expenditure the $1,500,000 appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation *for plans to address and remediate sub-standard pedagogical and common spaces in the Baker, Heath, Lawrence, Lincoln and Runkle schools, such plans to be consistent with the goal of maintaining Brookline's neighborhood schools.*

ARTICLE 4
By a vote of 14–9–1, the Advisory Committee recommends NO ACTION on Article 4.

The Public Schools of Brookline
Town Hall
333 Washington Street, 5th Floor
Brookline, Massachusetts 02445
617.730.2401

Andrew J. Bott
Superintendent

TO: Brookline School Committee
FROM: Andrew Bott, Superintendent
DATE: November 27, 2018
RE: District Enrollment Report

Summary
Since December 2016, the Public Schools of Brookline has created and distributed an enrollment projection report designed to be one part of the budget and capital planning process for the School Department, the Town, and Town Boards. Each year the projections in this report are revised due to changes in birth rates, birth to kindergarten progression rates, planned housing developments and the report's methodology.

The underlying need for this report has not changed, as the Public Schools of Brookline remain severely overcrowded. As of October 2018, the public schools have 1,600 more students in the same number of schools than they did in 2005. While creative work by the building department during the expand-in-place effort has limited the impact on class size, the buildings themselves are over-utilized and too small for the number of students being crowded into them.

Over the past 10 years the equivalent of four K-8 schools worth of additional students has been crammed into existing buildings and rented facilities. This has resulted in dramatically overburdened cafeterias, gyms, administration, and other teaching and learning spaces. Spaces needed for contemporary education, such as dedicated rooms for special education, English language instruction, project based learning, and teacher collaboration, that are taken for granted in Brookline's peer communities, are lacking in all of our schools with the exception of Coolidge and are desperately needed for our students to keep pace. Learning spaces and special education classrooms have been carved out of auditoriums, locker rooms, hallways, and windowless storage spaces. Schedules are created based on hallway traffic patterns because passageways are insufficient to handle the number of students. Students are learning in modular classrooms and temporary rental spaces. BEEP students have been systematically removed from our school buildings and placed in rented facilities.

This year's PSB Enrollment Projection Report anticipates a decline in growth in the coming years. Even with these conservative projections, five years from now, school enrollment will be more than 1,400 students above what is was in 2005-2006. Ten years from now, projected enrollment remains nearly 1,100 students more than where it was when this growth started. Regardless of enrollment projections, Brookline needs additional capacity today simply to address the current and existing conditions that are subpar and well below what Brookline should expect in its school facilities.

Enrollment Projections: 2016-2018
The 2016 Enrollment Report was the first formal enrollment report generated by the Public Schools of Brookline. This initial report included actual student enrollment from the 1976-1977 school year through September 30, 2016. There were a number of variables that were not included in the 2016 enrollment report, including the effects of in/out migration of older students, grades 1 through 12, and the impact of future development of single family homes into multi-unit condominiums. The report, however, did include estimated enrollment projections including known filed developments over 12 units. The ten year

projection in this initial report was made using a three year birth rate average and a five year progression rate average. Because the students in the out years have not yet been born, the year 6 through 10 projections rely on statistical averages not actual births.

Using this methodology, the 2016 enrollment report showed the following:

Without any development, the projections show a reduction of 175 students (SY26-27) over SY 16-17. However, due to the ten year span there is the potential for a 617 student variance depending on when development is completed and student population rises or shifts. The variance is a function of modeling and the fact that the future projection is based on an average birth rate due to students not yet being born. The average birth rate used is 630 and the Progression Rate is 0.96. As the enrollment projection is completed each year, the district will be able to monitor year-to-year accuracy of the projection.

The above referenced report showed a net increase of 267 K-8 students over 10 years when the estimated projections for known filed developments were included.

It was noted in the 2016 report that the district had at that time already absorbed 1,322 K-8 students within our 8 elementary schools. This increase is equivalent to the current combined enrollment at the Lawrence and Driscoll Schools being added into our existing 8 elementary schools. The stress of this growth has resulted in a school infrastructure that can no longer support Brookline's educational vision or programming.

The 2017 Enrollment Report included a significant and important change from the 2016 Report. In an effort to provide complete clarity and transparency about the School Committee's long standing commitment to the Town's two non-resident student programs, the 2017 Enrollment Report explicitly included the 40 non-resident students who are included in our kindergarten's each year. An error was made, however, in adding these additional students to the birth rate without making a corresponding reduction in the progression rate used to project kindergarten enrollment.

The K-8 projections from the 2017 Enrollment Report have been revised by removing these 40 students and applying the 2017 birth rate and progression rate averages (including known filed housing developments):

FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
5,482	5,527	5,573	5,636	5,716	5,657	5,563	5,515	5,540	5,533	5,525

In the original 2017 Enrollment Report, the inclusion of the 40 non-resident students and the calculation error resulted in the following projections (again, inclusive of known filed housing developments):

FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
5,482	5,567	5,654	5,737	5,856	5,834	5,775	5,764	5,827	5,857	5,847

Using the same methodology as the 2016 Enrollment Report, there is a net correction of 140 students in FY22 and 322 students in FY28. The FY22 total K-8 enrollment, including this correction, remains 234 students above FY18 actual enrollment.

In the "Brookline Births per Year" section of both the 2016 and 2017 Enrollment Reports, a reduction in birth rates was noted. This reduction in birth rates led to a projected average of 630 students per year in the out years of the 2016 Enrollment Report and a projected average of 615 births per year in the out years of the 2017 Enrollment Report. This trend will continue in the 2018 Enrollment Report, with the projected average of 581 used for the out years. The 2018 Enrollment Report will use a lower 5 year average progression rate, driven lower by the .85 progression rate for the current kindergarten class.

While the progression rate applied to incoming kindergarten students in the 2018 Enrollment Report will be .91, it is important to note that the K-8 average progression rate is 1.0, the 9-12 progression rate is 1.02, to a district wide progression rate of 1.01.

The 2018 K-8 Enrollment Projections, including new housing developments, are as follows:

FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29
5,503	5,499	5,474	5,356	5,452	5,310	5,214	5,171	5,097	5,032	4,984

Compared to the revised 2017 K-8 Enrollment Projections (without additional non-resident students) as follows:

FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
5,482	5,527	5,573	5,636	5,716	5,657	5,563	5,515	5,540	5,533	5,525

Based on a lower kindergarten progression rate and a lower average birth rate in out years, the FY23 K-8 enrollment projections are 51 students lower than current enrollment. In FY 24, the projections are 193 students lower, inclusive of new developments. FY24 is the last year of the 10 year projections for which students have actually been born. For the purposes of this enrollment projection, the birth rates used to calculate kindergarten enrollment in FY25-29 are the three year average of FY16-18 of 581 students. Even if this decrease in projected enrollment comes to pass, the severe overcrowding in our schools will remain unresolved. A decrease of 193 students in FY24 compared with current enrollment will mean that the overall K-8 enrollment increase from 2005-2024 will still be 1,131 students. Continuing to operate our schools through 2024 in the extreme overcrowded conditions our schools currently face will prevent the Public Schools of Brookline from achieving our educational vision for all students.

The new housing included in the 2018 Enrollment Projections comes directly from the Planning Department. Not included in these projections are any age restricted developments. For planning purposes, the 2018 Enrollment Projections use the more conservative Waldo/Durgin proposal as opposed to *The Coolidge*. Based on the information provided by the Planning Department to our demographer, the 2018 Enrollment Projects include an estimated increase of 89 students K-12 in the Coolidge Corner district, 50 students K-12 in the Lawrence district, and 203 students K-12 in the Baker district.

The enrollment projections are based on the October 1 certified enrollment number. The enrollment of the Public Schools of Brookline, however, changes throughout the year. At this point in the year, our kindergarten enrollment has reached 617 with our overall K-8 enrollment now 26 students higher than the October 1 certified count.

The same caution included in the 2016 Enrollment Report applies to the 2018 Enrollment Projections. Since 2000, Brookline's residential unit count grew by 400 units. Our birth rate predictive model does not account for the in/out movement in our district, it does not include the future impact of single unit family conversions to condominiums, and it does not include the impact of generational changes. Future enrollment reports will include the above variables, making for stronger planning and modeling for student growth or reduction.

The Public Schools of Brookline
333 Washington Street
Brookline, Massachusetts 02445

Andrew J. Bott
Superintendent

TO: Brookline School Committee
FROM: Andrew Bott, Superintendent
DATE: November 27, 2018
RE: Overcrowding in K-8 Schools

Between 2005 and 2018 the Town of Brookline has added 1,599 K-8 students into our eight elementary schools. Based on the way our schools operated just over a decade ago, the Town has added the equivalent of four full K-8 schools into our existing K-8 infrastructure. The absorption of this growth into our eight K-8 schools means our schools have seen anywhere from 18% to 68% growth over the past twelve years. This growth is captured in the chart below:

	2005-2006	2018-2019	# Growth since 2005	% Growth since 2005
Baker	647	762	115	18%
Coolidge Corner	670	873	203	30%
Driscoll	366	614	248	68%
Heath	360	522	162	45%
Lawrence	478	705	227	47%
Lincoln	410	581	171	42%
Pierce	546	865	319	58%
Runkle	427	581	154	36%
	3,904	5,503	1,599	41%

By adding the equivalent of four K-8 schools into existing buildings and rented facilities, our system has experienced a serious degradation of instructional infrastructure. Cramming so many additional students into our buildings has resulted in dramatically overburdened teaching and learning spaces, as well as cafeterias, gyms, and administrative offices. Spaces needed for contemporary education, such as dedicated rooms for special education, English language instruction, project based learning, and teacher collaboration, are lacking in all of our schools (with the exception of Coolidge Corner). These spaces are taken for granted in Brookline's peer communities, and are needed here for our students to keep pace.

The students most impacted by overcrowding are those who need the most support. Students who are English language learners, students with disabilities, low income students, and students classified as high needs* make up significant portions of each of our elementary schools. Yet, these are the very students whose instructional supports are now in our most compromised spaces. These substandard spaces

**The high needs student group is an unduplicated count of all students belonging to at least one of the following individual subgroups: Students with Disabilities, English Learners, Former English Learners, or low income students (eligible for free/reduced price lunch).*

include converted closets, converted bathrooms, tables in hallways, classrooms where two to five educators share the same space, and windowless rooms. Our BEEP program has systematically been moved out of our elementary school buildings, unraveling our once-coherent PK-8 structure.

Our early projection work this fall shows that the unprecedented growth of the past 12 years may level off over the next few years. Our initial 2023 K-8 projection shows 51 fewer total students than were enrolled on October 1st of this year. This gives the Town the opportunity to solve our existing problems through the three site solution approved by the Select Board, School Committee and Advisory in June 2018.

Often lost in the discussion of the Baldwin School and both the Driscoll and Pierce expansion/renovation projects is the current state of our elementary schools. To provide the Town with a better understanding of the school-by-school impacts of this compromised space, members of the Select Board, School Committee, and Advisory Committee toured Baker, Driscoll, Heath, Lawrence, Lincoln, Pierce and Runkle Schools. During these tours, each principal was interviewed about how the overcrowding negatively impacts our ability to educate students.

Prior to each narrative you will find capacity information for each school, as reported in the March 29, 2012 MGT Enrollment Capacity and Utilization Report. You will also find the selected student populations information, as reported in the 2017-2018 DESE School Profile. Following this information, you will find the Principal's Narrative.

The MGT capacity numbers listed below must be considered along with the significant increase in both our English Learning students, RISE and other programs for students with disabilities. These varied programs require significant amounts of space to appropriately serve student needs, putting additional stress on our already overcrowded schools. Even with our newest enrollment projection numbers, the need for the Town's three site solution is clear. This is the path that provides the town-wide capacity needed to relieve overcrowding and eliminate the use of substandard spaces across all of our schools.

Public Schools of Brookline 2005-2018 Enrollment v. Capacity						
	2005 Enrollment	2008 Enrollment	2012 Enrollment	2018 Enrollment	Capacity*	Number of Students Over + or (Under) Capacity
Baker	647	672	678	762	679	+83
Coolidge Corner	670	689	764	873	945**	(72)
Driscoll	366	403	530	614	574	+40
Heath	360	402	494	522	553	(31)
Lawrence	478	557	623	705	572***	+133
Lincoln	410	469	545	581	437	+144
Pierce	546	630	699	865	634	+231
Runkle	427	468	494	581	616	(35)

Enrollment figures for Coolidge Corner, Driscoll, Heath and Runkle Schools do not include BEEP students.

**Capacity information based on March 29, 2012 MGT Enrollment Capacity and Utilization Report*
***CCS capacity is 945, effective 9/1/18 based on new construction*
****Four additional classrooms were added at Lawrence in 2015, but there was no addition of common core spaces or small instructional spaces*

RISE* Student Enrollment 2008-2018

2018 - 2019	51
2017 - 2018	48
2016 - 2017	42
2015 - 2016	42
2014 - 2015	45
2013 - 2014	43
2012 - 2013	35
2011 - 2012	33
2010 - 2011	24
2009 - 2010	17
2008 - 2009	12

English Learner Student Enrollment 2013-2018

2018 - 2019	922
2017 - 2018	818
2016 - 2017	785
2015 - 2016	709
2014 - 2015	679
2013 - 2014	656

**RISE: Reaching Independence through Structured Education program for students on the PDD/autism spectrum*

Baker

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilization Report

Capacity: 679
2005 Enrollment: 647
2008 Enrollment: 672
2012 Enrollment: 678
Current Enrollment: 762
Number of students over capacity: 83

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	36.0	30.7	20.9
English Language Learner	13.4	10.8	10.2
Students With Disabilities	14.4	15.5	17.7
High Needs	35.7	33.4	46.6
Economically Disadvantaged	7.3	10.8	32.0

Number of classes with more than 21 students: 12

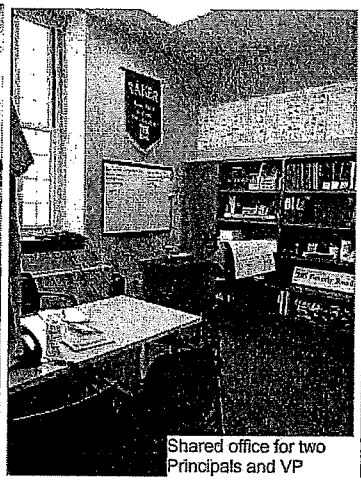
Principal's Narrative

- Guidance counselors, educational leaders, principal and vice principals struggle to meet the needs of students due to lack of space to adequately service student needs.
  - The co-principals and vice-principal share one office, which interferes with their ability to run the school. Only one confidential meeting at a time can take place, often requiring students, educators and families to wait.
  - There is not the physical space needed to meet with students. Additional student support staffing will not allow the school to address unmet student needs because no spaces are available for additional staff to work.
  - Guidance counselors share an office, preventing counselors from having on-demand, confidential conversations with students. The need for student services has increased over the past decade, yet space has been taken from guidance to make room for new classrooms.
  - At various points in the year, individual students may require a private, quiet space to calm down. These spaces no longer exist, so students are required to calm down in open spaces and/or in hallways, posing significant privacy concerns for students. A closet has been converted to a calming space, but it is open to the hallway and anyone who may walk by.

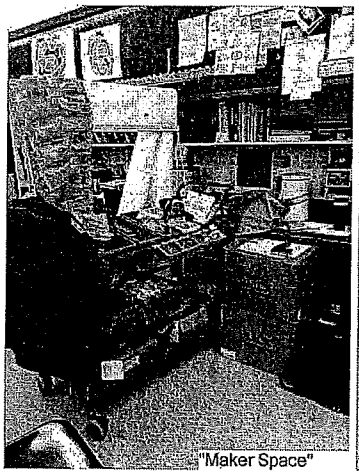
- Teachers across the school are utilizing hallways as learning spaces, often for small group instruction meant to support our most struggling students. This includes literacy intervention/support, math intervention/support, small group EL instruction, and special education services.
- The auditorium is used as a music classroom, so the school cannot program school events or outside programming without displacing elementary music.
- English Language instruction for different languages and students receiving services across multiple proficiency levels are held in the same space, at the same time. At times, math and ELE services take place in the same space.
- In the literacy intervention class, there are at times three different intervention groups held simultaneously, requiring some students to wear noise cancelling headphones in order to access intervention services.
- Rather than a maker space, there is a maker "cart". Without a dedicated space, long term collaborative, project based learning projects are not feasible.
- The educational technology specialist who serves all Baker educators and 762 students works in a small closet instead of an office or classroom. From this space, the ETS provides both technical support and instructional coaching required for the integration of technology into the curriculum.
- The gymnasium is almost half the size recommended by the Massachusetts School Building Authority (MSBA) for the number of students at the school. In order to meet Brookline's expectation of twice weekly physical education classes for all students, classes are regularly combined in the gym.
- The medical suite is undersized and does not meet the MSBA guidelines. It is approximately half the size that it should be and lacks separate spaces for different functions, such as an examination room, student resting area, outer waiting room and separate nurse's office space. Currently, all of these functions take place in one 374 sq. ft. room with no dedicated toilet.
- Cafeteria is substandard in size requiring four lunches, with the first lunch starting at 10:55 a.m. and the last lunch time ending at 1:10 p.m. (on Fridays, school ends just 30 minutes later).
- Baker School has undergone numerous interior modifications to create additional enrollment driven instructional space including:
    - Adding walls to subdivide classrooms into two rooms
    - Using the small area outside of the elevator door as a learning space
    - One hallway has been walled off and converted into two classrooms
    - A science classroom has been carved out of a basic classroom - no eye wash and the small classroom layout is suboptimal so many of the students cannot see the board adequately
    - Adding folding walls to subdivide rooms into smaller rooms
    - Removing fixtures and lockers from the boys' locker room to create a music room
    - Dividing the art room into two smaller art rooms to provide two teaching spaces
    - Modifying closets into a special education small group instructional area
    - Gutting closet space to create office space
    - Creating new door into gymnasium so existing storage space could be used as a Physical Education office space.
    - Adding two modular classrooms

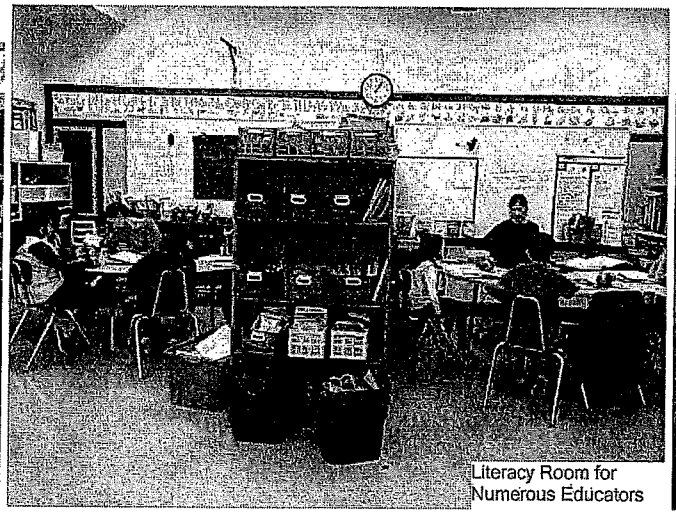
Substandard Spaces at Baker

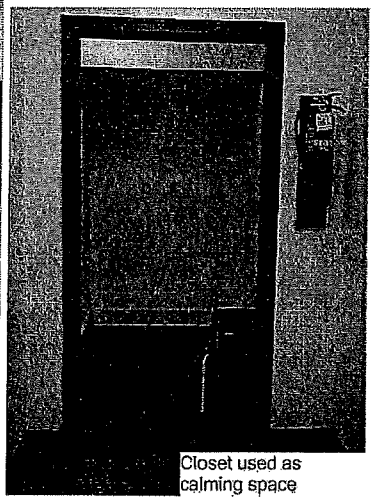
ETS Office (Closet in Library


Shared office for two Principals and VP

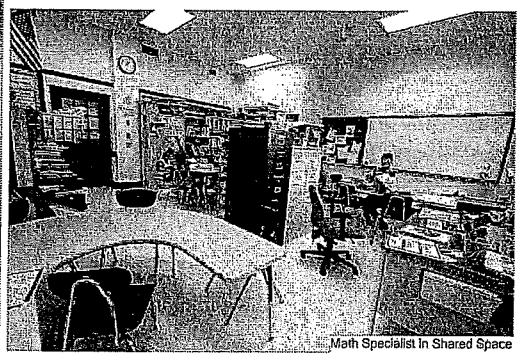
Music classroom in auditorium

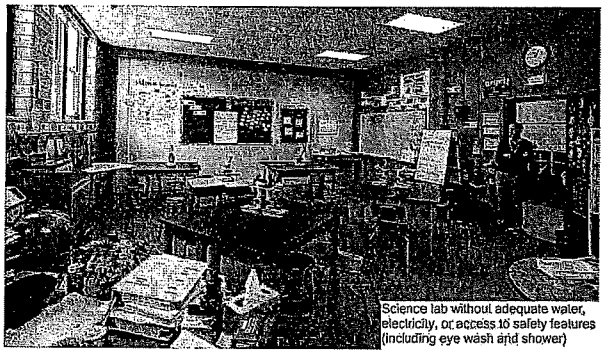

"Maker Space"


Literacy Room for Numerous Educators


Closet used as calming space

Small group breakout - learning space outside elevator


Math Specialist in Shared Space


Science lab without adequate water, electricity, or access to safety features (including eye wash and shower)

Driscoll

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilization Report

Capacity: 574
2005 Enrollment: 366
2008 Enrollment: 403
2012 Enrollment: 530
Current Enrollment: 614*
Number of students over capacity: 40
*Not inclusive of 1 BEEP Class

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	26.9	30.7	20.9
English Language Learner	9.4	10.8	10.2
Students With Disabilities	13.7	15.5	17.7
High Needs	28.6	33.4	46.6
Economically Disadvantaged	7.5	10.8	32.0

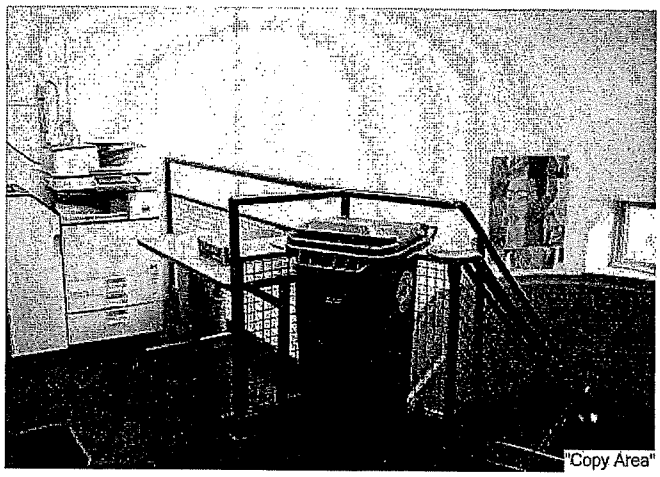
# of classes with more than 21 students: 17

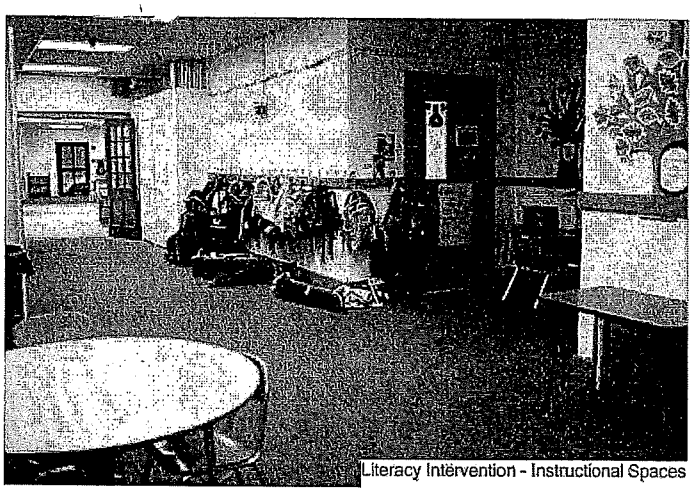
Principal's Narrative

- One bathroom has been converted into an office; book rooms have been converted into makeshift offices.
- Educational instruction is taking place in closets. One of the closets is shared by three educators.
- Multiple classrooms, in particular middle school classrooms, are undersized for the number of students and cannot support collaborative, project based learning.
- Middle school science classrooms lack proper safety equipment. Classrooms are so undersized they limit the types of science experiments that can be taught as part of the science curriculum.
- No meeting spaces are available for teacher collaboration, or for sensitive conversations with parents, students, or colleagues.
- The medical bed that is required for a student does not fit in the nurse's office so it is located in a hallway. The medical suite is undersized and lacks separate spaces for different functions, such as examination room, student resting area, outer waiting room and separate nurse's office space. The current medical area consists of one 244 sq. ft. room. This area doesn't meet the Massachusetts School Building Authority guidelines of 610 sq. ft.
- Spaces in the basement (ground floor level) not intended to be classrooms have been converted into instructional spaces, including a space that was formerly a locker room. These conversions have resulted in classrooms that lack proper windows and natural daylight.

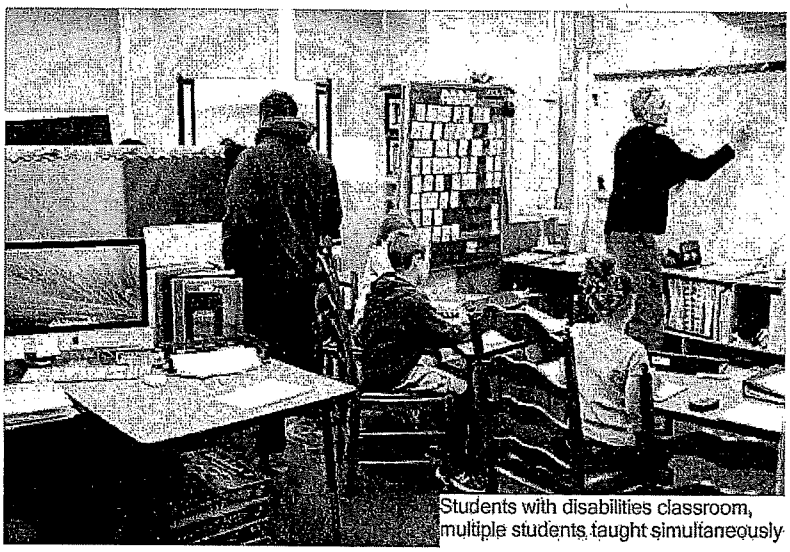
- Spaces that were once the showers and locker room are now the multipurpose room.
- Undersized cafeteria requires five lunches, with the first lunch beginning at 10:15 a.m. and the 5th lunch ending at 12:50 p.m.
- Spaces that once held two classrooms have now been reconfigured and new walls built to create three separate classrooms.
- Reading intervention for struggling readers takes place in the hallway.
- ELE services are in shared classrooms and often have three teaching groups going on at the same time.
- Small group instruction for students, including struggling students, EL students, and students with disabilities, often takes place at tables in the hallways.
- Stairwell is used for the copy room.

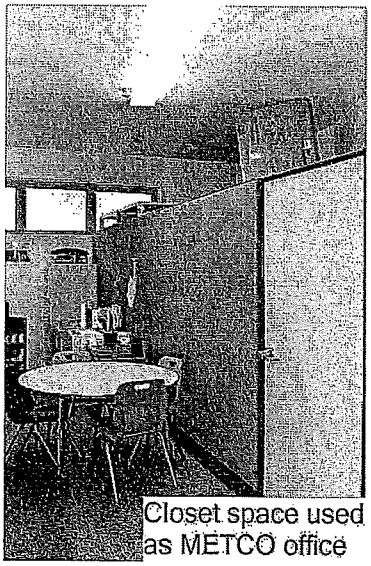
Substandard Spaces at Driscoll

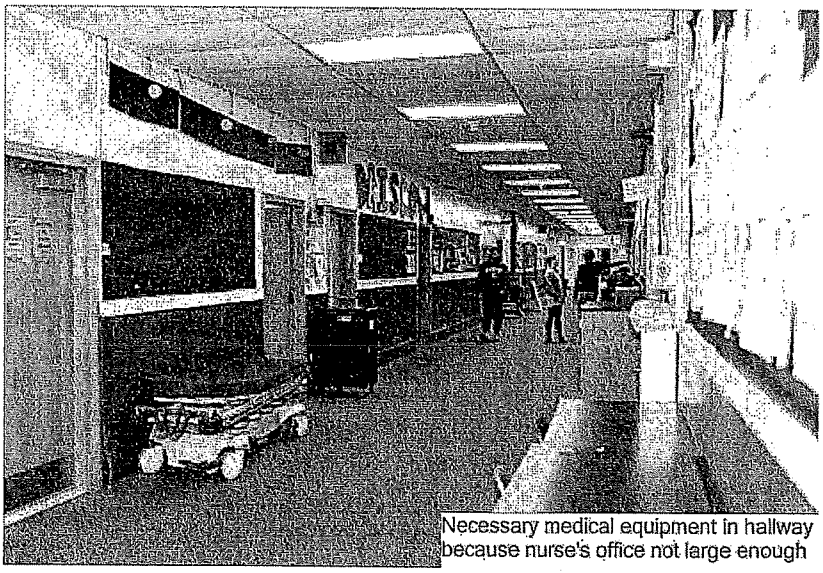

"Copy Area"


Literacy Intervention - Instructional Spaces

Small group breakout space in hallways


Students with disabilities classroom, multiple students taught simultaneously


Closet space used as METCO office


Necessary medical equipment in hallway because nurse's office not large enough

Heath

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilization Report

Capacity: 553
2005 Enrollment: 360
2008 Enrollment: 402
2012 Enrollment: 494
Current Enrollment: 522*
Number of students under capacity: 31
*Not inclusive of 2 BEEP Classes

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	19.5	30.7	20.9
English Language Learner	4.6	10.8	10.2
Students With Disabilities	10.1	15.5	17.7
High Needs	21.1	33.4	46.6
Economically Disadvantaged	7.4	10.8	32.0

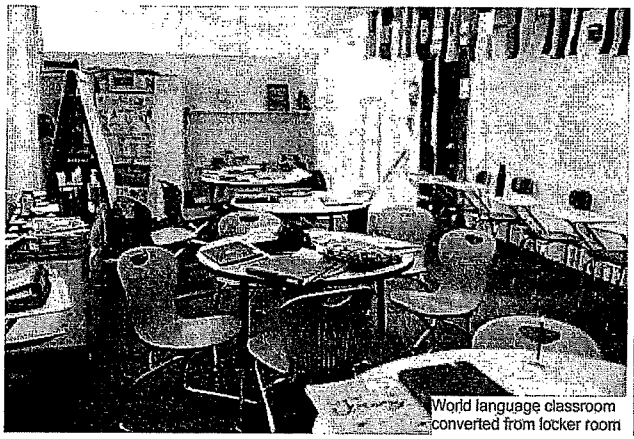
Number of classes with more than 21 students: 6

Principal's Narrative

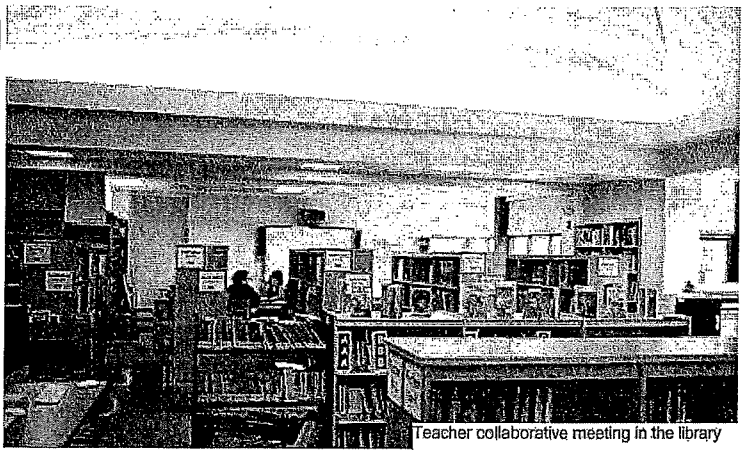
- Locker rooms have been converted into classrooms, but are so small that there is barely enough space for student desks. When the class is full, some students sit on the floor. In order to access these classrooms, students must go up a flight of stairs with no ADA accessibility.
- All but two closets have been converted into offices and instructional spaces, for guidance, literacy specialists, math specialists, and special education instruction. There are only two storage closets remaining.
- One former storage space located on the ground floor is used by the EL teacher, a guidance counselor, an occupational therapist, and a literacy specialist. This room has no windows. Private and often sensitive meetings with the school counselor take place in a space behind a makeshift curtain with no separate door for privacy.
- What was formerly a bathroom off of the converted locker rooms has been converted into an office for the METCO liaison.
- The teachers' lounge is a windowless room that has been carved up and subdivided to allow for other uses, including guidance, ECS and math specialists.
- The cafeteria is not adequately sized for the number of tables needed for three lunches. Extra chairs are pulled up to tables each day to allow students to eat in the cafeteria.

- The lack of collaborative work space in the school means the library is often used by educators for meetings and as a work space.
- The lack of space poses a safety issue. Hallways are often used for storage, which limits walkway space. There is also not appropriate space to secure and store equipment, such as the school's kiln which is located in a corner of the art room.
- Special education instruction takes place in converted closets, with some rooms having no windows. Multiple groups from different grades working on distinct goals are often required to meet in the same space.

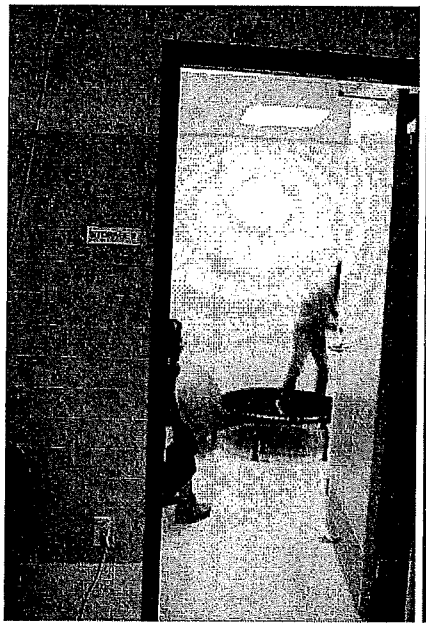
Substandard Spaces at Heath

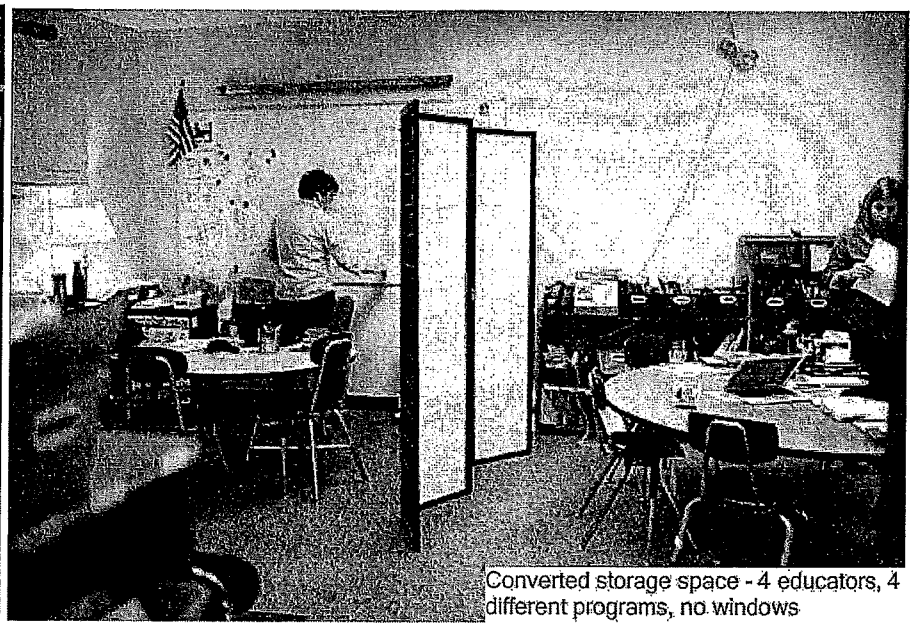


World language classroom converted from locker room

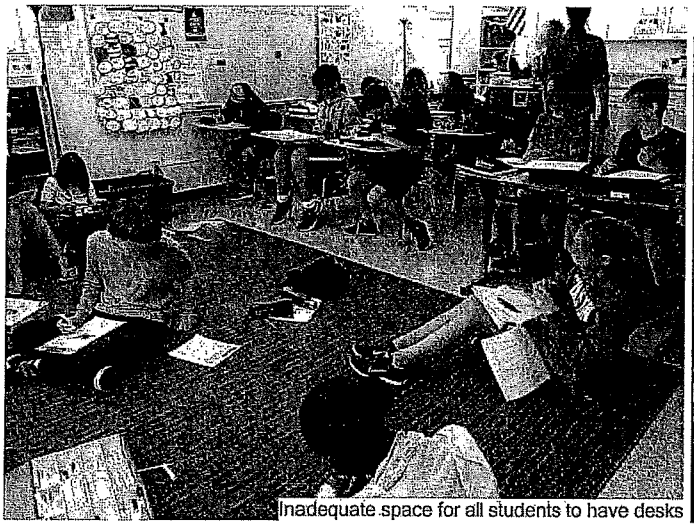


Teacher collaborative meeting in the library

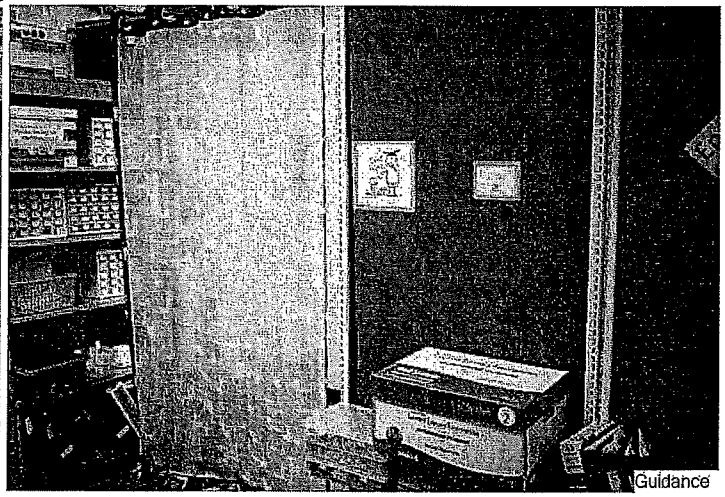




Converted storage space - 4 educators, 4 different programs, no windows



Inadequate space for all students to have desks



Guidance

Lawrence

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilization Report

Capacity: 572*
2005 Enrollment: 478
2008 Enrollment: 557
2012 Enrollment: 623
Current Enrollment: 705
Number of students over capacity: 133

**Four additional classrooms were added at Lawrence in 2015, but there was no addition of common core spaces or small instructional spaces*

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	38.4	30.7	20.9
English Language Learner	20.1	10.8	10.2
Students With Disabilities	12.9	15.5	17.7
High Needs	41.1	33.4	46.6
Economically Disadvantaged	11.2	10.8	32.0

Number of classes with more than 21 students: 9

Principal's Narrative

Next year, there will not be sufficient physical space to accommodate the entire middle school program

- The school has no space to accommodate the additional 8th grade section next year. Without this space, it is likely that class size will need to increase.
- The same class is not always held in the same classroom. For example, on Tuesday, the students might have English in one room, and on Thursday, English is held in a different room. Health class also moves around to different classrooms throughout the week. This kind of shuffling prevents educators from planning long-term collaborative hands-on projects .

Challenging spaces for special education

- Small group instruction is taking place in inadequate spaces.
- Literacy room: five educators use the same room and three of them hold small groups, often at the same time. At the same time, the two other educators who support planning curriculum and professional development for the entire school are trying to use the same space to work.
- Learning center: one classroom is used for two separate classes.

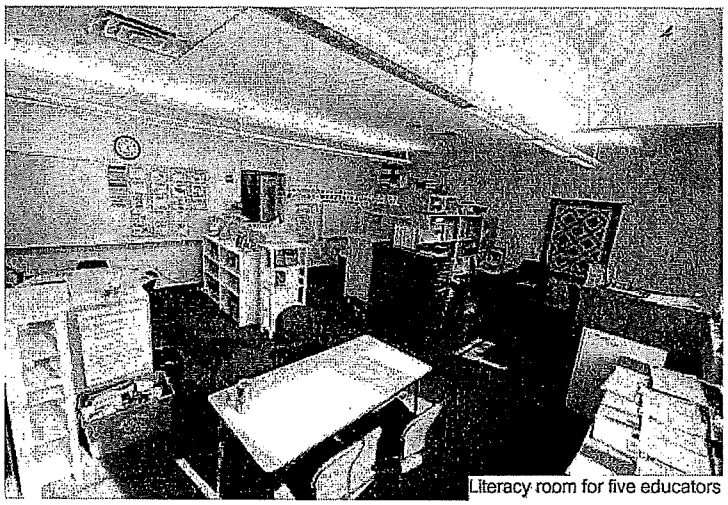
Inadequate space for the ELE program

- Two teachers are using the same undersized space. 70 students who receive ELE services at Lawrence receive services in the same single classroom.

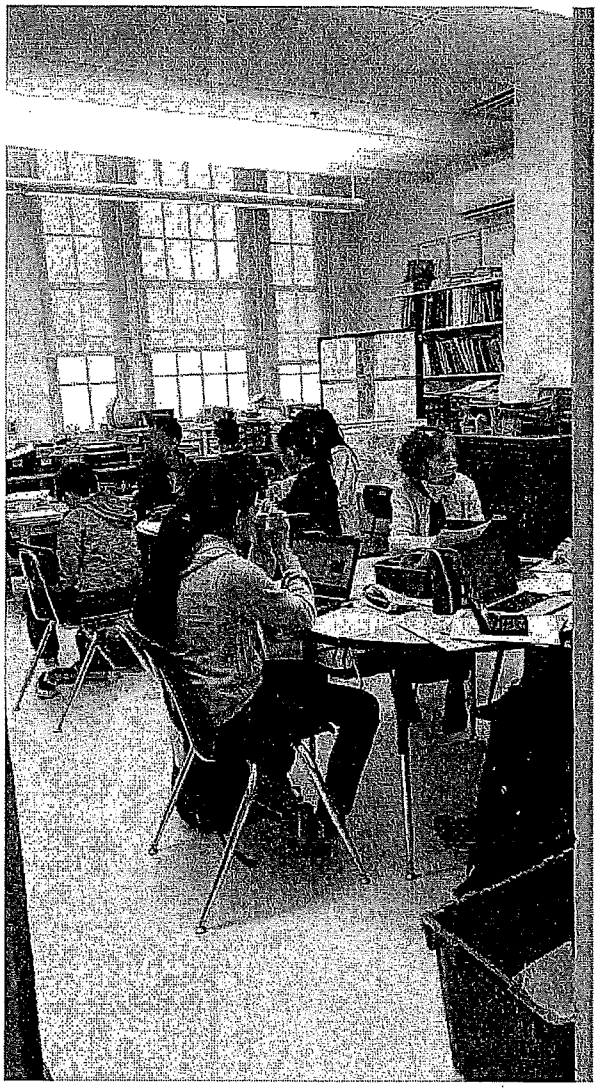
Library is no longer available for the students

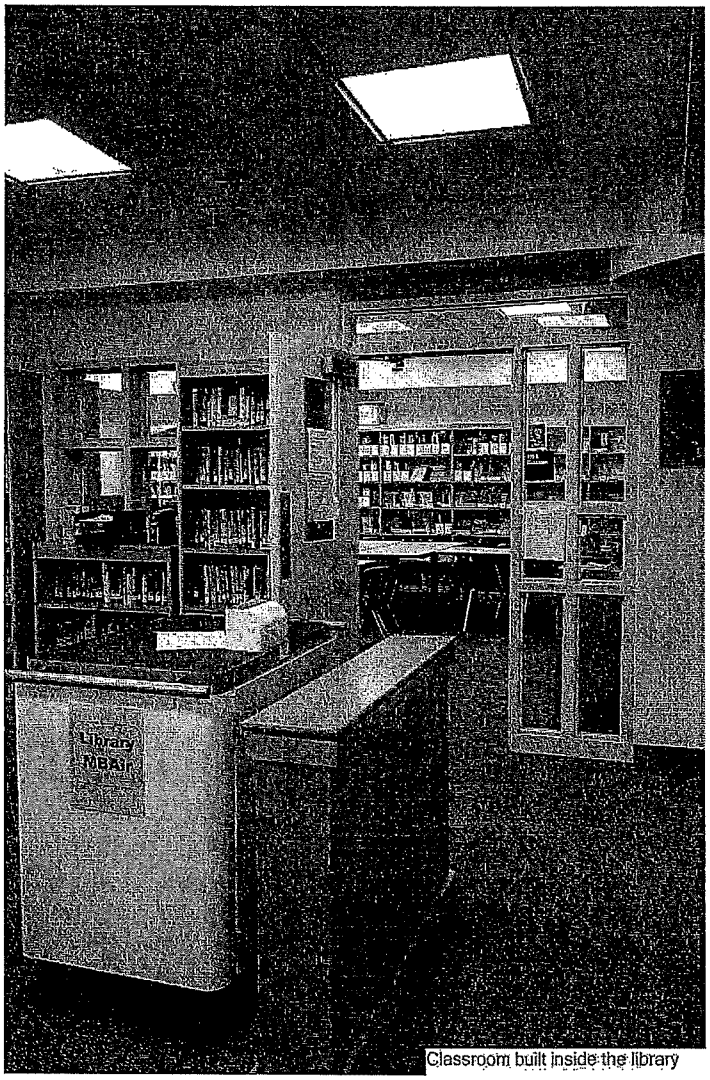
- The library is the only common space available at the school, so it is now used for many functions, often interfering with the students' ability to use the library.
- There is no media/computer room so the library is used for middle school classes.
- As part of "expand-in-place", a classroom was built in the library two years ago, further reducing space and availability.
- Since there is no other room available, the library is used for school council meetings, teacher meetings with parents, and for Diversity, Inclusion, Community & Equity "DICE" meetings.
- Teachers sign up to bring their students to the library during the week, but these times are often canceled because the library is being used for other "spaces."

Substandard Spaces in Lawrence



Literacy room for five educators





Classroom built inside the library

Lincoln

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilisation Report

Capacity: 437
2005 Enrollment: 410
2008 Enrollment: 469
2012 Enrollment: 545
Current Enrollment: 581
Number of students over capacity: 144

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	32.2	30.7	20.9
English Language Learner	16.4	10.8	10.2
Students With Disabilities	17.3	15.5	17.7
High Needs	42.0	33.4	46.6
Economically Disadvantaged	14.7	10.8	32.0

Principal's Narrative

Hallway areas meant for collaborative work have been converted into classrooms by adding walls that block natural light

- Many intervention services are provided in hallways: struggling students must work in the hallways while other students walk by, providing constant distractions.
- All special education spaces at Lincoln are undersized and impact the ability of educators to meet individual student goals.

Situation in the library

- In the library, two math specialists work in a storage area.
- Math instruction and library classes occur at the same time, with no sound buffer.
- A closet in the library is the teaching space for a Literacy Specialist.
- The METCO Coordinator has a desk in the library (behind the circulation desk), but must wait until the Literacy Specialist vacates the closet to have privacy for calls or meetings.

The cafeteria is inadequate

- Lunch starts at 10:30am
- The middle school lunch uses every seat in the cafeteria with no space for additional seats or tables.

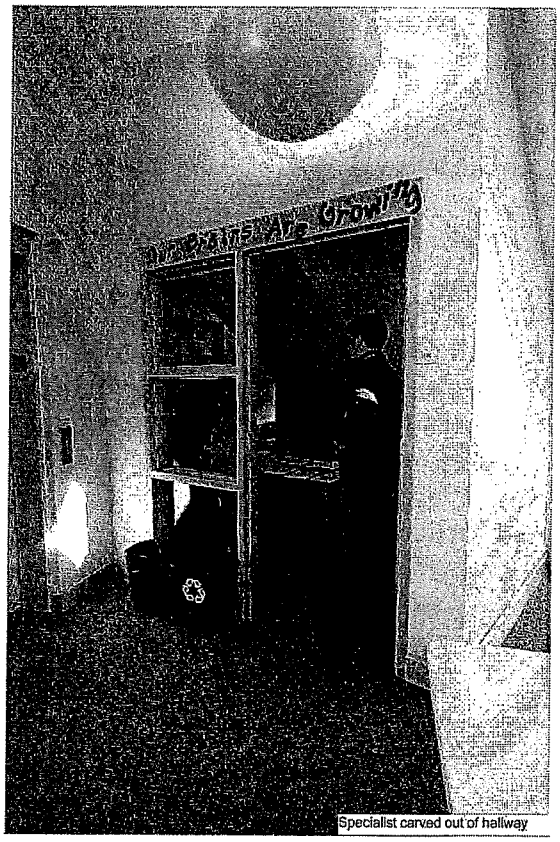
Other space issues

- The basement computer lab is used as a social studies classroom. Extended Day also shares that room, and staff begins preparation for the extended day program during a seventh-grade social

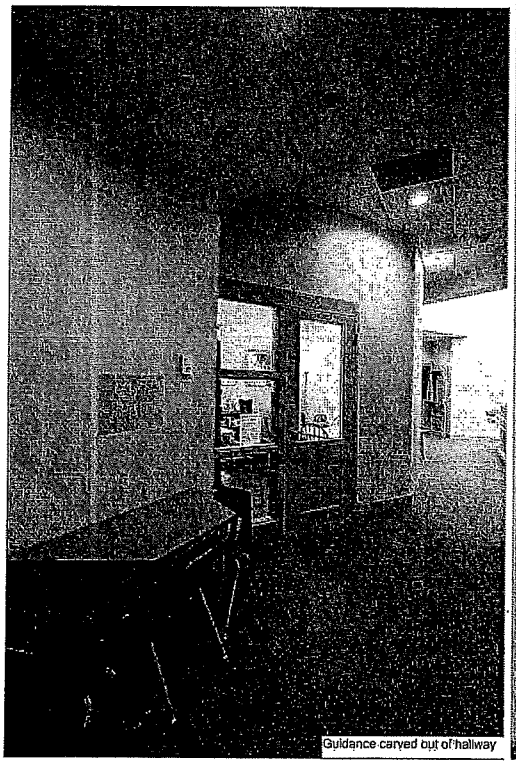
studies class. This same space is also used by the technology specialist, and the inclusion facilitator.

- Lincoln is proud to have an Adaptive Learning Center for children with severe learning, physical and cognitive disabilities, but it is in small, inadequate rooms not designed as classrooms. There are no bathrooms in the ALC classroom spaces so public bathrooms are closed down for periods of time for these students.
- There is inadequate occupational therapy and physical therapy spaces, impacting the ability to meet students' needs.
- There is no sensory gym or large occupational therapy space for students in the Adaptive Learning Center.
- There are not enough bathrooms for staff or for the number of students in the building.
- The gym is undersized, and some classes have to be doubled up.
- The ELE program has been growing and the space available for these classrooms has been shrinking. Currently, two teachers teach in one classroom at the same time.
- Space is not available for conservatory and now percussion meets in the cafeteria; clarinets in the basement; 4th grade flute meets in a classroom while a 3rd grade general education class is working right next door trying to learn.
- There are no longer enough classrooms or even carve-out spaces for the specialists, so classrooms have literally been created in the hallway.

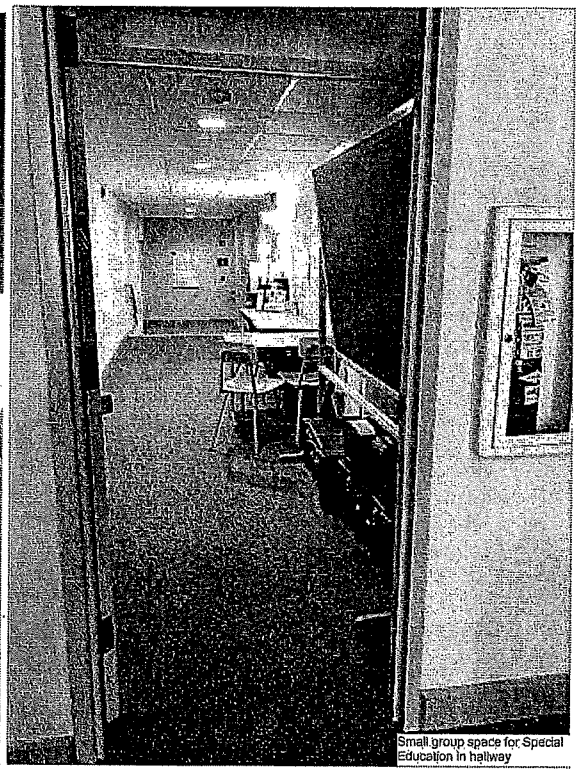
Substandard Spaces in Lincoln



Specialist carved out of hallway



Guidance carved out of hallway



Small group space for Special Education in hallway

Pierce

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilization Report

Capacity: 634
2005 Enrollment: 546
2008 Enrollment: 630
2012 Enrollment: 699
Current Enrollment: 865
Number of students over capacity: 231

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	32.0	30.7	20.9
English Language Learner	17.2	10.8	10.2
Students With Disabilities	10.7	15.5	17.7
High Needs	34.5	33.4	46.6
Economically Disadvantaged	11.3	10.8	32.0

Principal's Narrative:

Active classroom is used as a hallway

- The only indoor connector between the main building and the historic building is through a tunnel/pathway that goes directly through a classroom.
- When students in classrooms in the historic building go to lunch, recess, or to any specialist such as music, physical education or art, they travel through this classroom. In nice weather, the students go outside around the building, but sometimes, this cut-through cannot be avoided.

Common spaces are overtaxed

- The gymnasium is too small so two classes use the space at one time.
- At lunch and recess, there are so many students in these spaces that some children feel very overwhelmed, making lunch and recess stressful times instead of a needed break for them.

Transitions take too much time

- Students spend approximately 30 minutes every day transitioning, which is time off learning.
- Conservatory (music instruction) takes place at the Brookline Teen Center down the street, which involves students leaving the school and walking across the street and down the block, resulting in less instructional time.
- Time blocks have to be scheduled based on what is available, not what is best for the students. Because the 8th graders have health at the teen center, all of their core content is

after lunch, which is not an ideal schedule for them. The principal has to make trade-offs like this because there is no flexibility in the day.

Next year there will not be sufficient space to accommodate the entire middle school

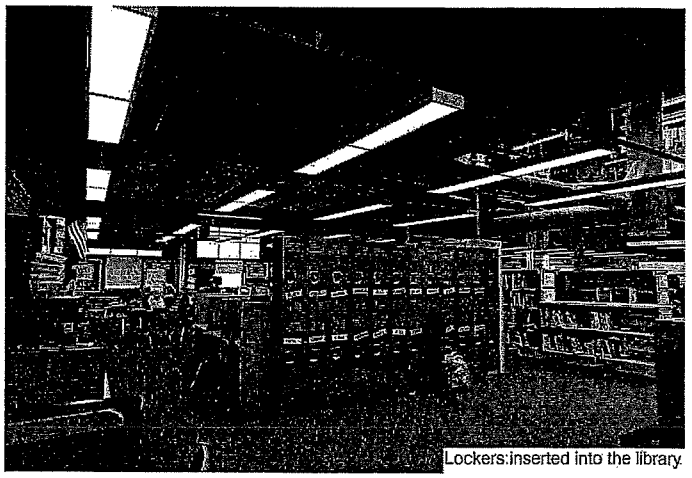
- There will be one additional 6th grade section next year and the same number of 7th and 8th grade sections. Even if another teacher is hired, there is no space for that classroom and there is not the space available to accommodate the scheduling blocks that go along with a middle school schedule.

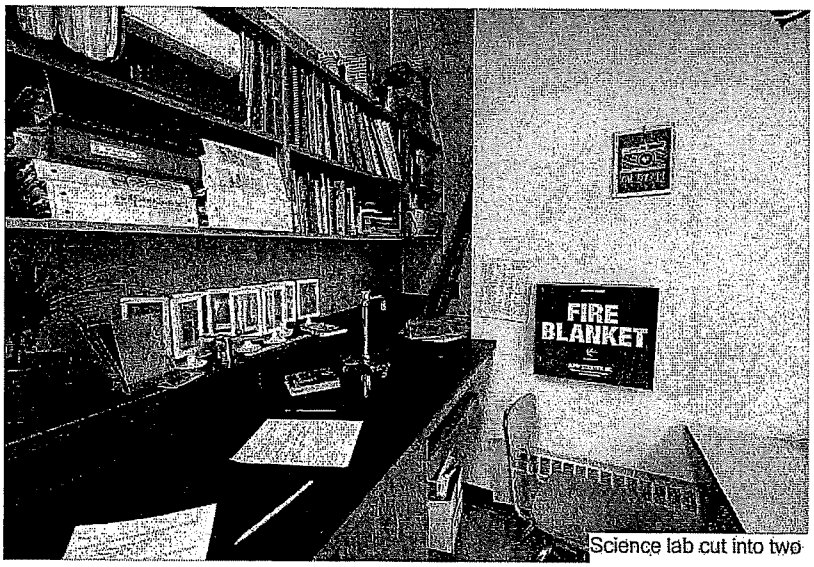
Other examples of inadequate spaces:

- Literacy and math interventions take place in the hallway.
- ELE spaces have been doubled up and two teachers use one classroom at the same time.
- There is no space for services to take place. For example, the principal's office is used for occupational therapy services.
- Lunches start at 10:45 a.m. and go until 12:55 p.m.
- There are not enough collaborative learning spaces; teachers have to sit on the floor for the faculty meeting.
- Lockers have been inserted into the library.
- One entire wing of the school is not ADA accessible to students with disabilities.
- The nurse wing is not ADA accessible to students with disabilities.
- The nurse's office is not adequate in size and, at times during the day there is a line out of the door.

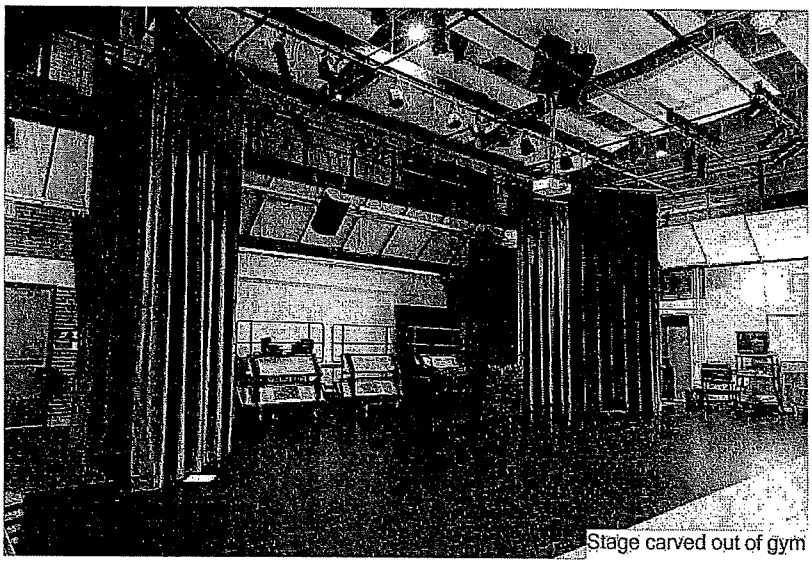
Substandard Spaces in Pierce

Classrooms carved out of library


Lockers inserted into the library



Science lab cut into two


Stage carved out of gym

Runkle

Capacity Information based March 29, 2012 MGT Enrollment Capacity and Utilization Report

Capacity: 616
2005 Enrollment: 427
2008 Enrollment: 468
2012 Enrollment: 494
Current Enrollment: 581*
Number of students under capacity: 35
*Not inclusive of 1 BEEP Class

Selected Student Populations, 2017-2018 (Source: DESE School Profile)

Title	% of School	% of District	% of State
First Language not English	25.8	30.7	20.9
English Language Learner	9.1	10.8	10.2
Students With Disabilities	20.3	15.5	17.7
High Needs	31.7	33.4	46.6
Economically Disadvantaged	6.9	10.8	32.0

Principal's Narrative

How is Runkle overcrowded?

- Runkle was renovated and expanded to fit 600 students. We currently have 581 students. However, the school is overcrowded because there is inadequate space for the special educators and specialists required to support Brookline's *Reaching for Independence through Structured Education* (RISE) program.
- Runkle is home to RISE, one of the fastest growing district-wide programs, which educates students on the PDD/autism spectrum. Currently, there are 51 students in the RISE program and Runkle does not have adequate space for this growing program in addition to a full three sections per grade level.

Space restrictions are impacting the school's ability to meet the social and emotional needs of the students

- An additional part-time psychologist was needed to meet the needs of the Runkle student population. This psychologist was hired, however, there is not the space available in which this professional can work. Now both of the psychologists not only share the same office, they share the same desk. They cannot meet with students or parents at the same time because of the nature of their work; the space restrictions negatively impact their ability to serve the needs of the students.

- The psychologists now have to spend precious time - time they should be spending on the students - trying to find empty classrooms or private corners for these sensitive meetings to take place.

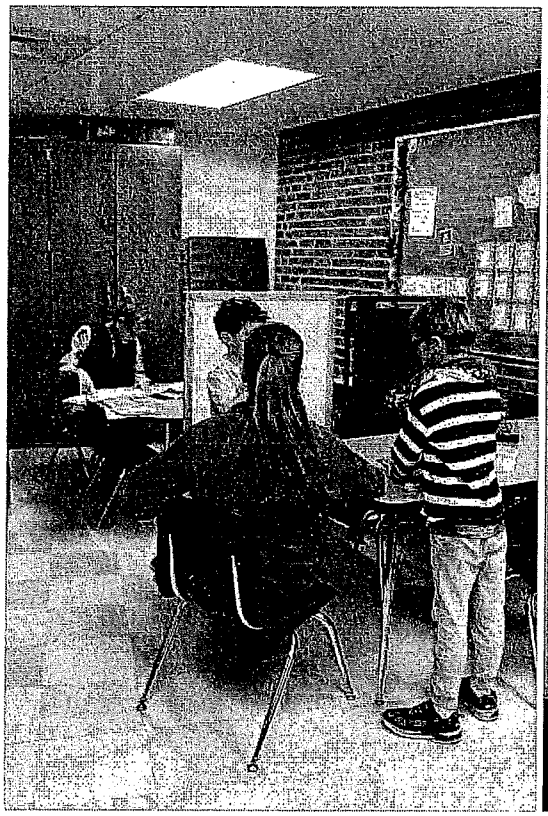
Special Education instruction is taking place in compromised spaces

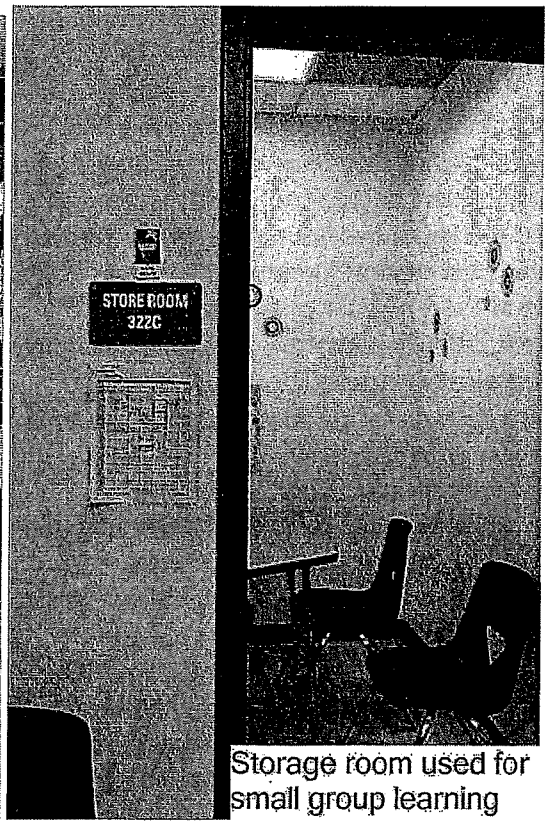
- 2 RISE classes share one classroom. In a typical RISE classroom, there are seven students, one teacher, and six paraprofessionals. Currently, two RISE classes share one classroom. This means that at sometimes during the day, 14 students, two teachers, and 12 paraprofessionals are in the same classroom at one time.
- The sensory room is longer used exclusively as a sensory room. It is now used as the sensory room, office for adaptive physical education teacher, and "cool down" room for children who need a separate space.
- Since there is not a separate cool down room, hallways are used as break places when the sensory room is not available. This means children with significant challenges who are struggling with their emotions and self-control have to do so in public. Additionally, because of the size of the school and the number of children in the RISE program, there should be more than one cool down room throughout the school.
- Resources that are needed, and even available, cannot be utilized adequately because space is not available:
    - Example: **Sensory overload swing**- rather than having this setup all of the time, there is a hook in the middle of one classroom. When students would like to use this space, several educators need to set it up for the student to use it and it has to be taken down when they are finished. Other teachers would like to utilize it, and the sensory room would be a more appropriate place for it and make it more accessible, but there is not the space available.
    - Example: **Trampoline**- a trampoline is a valuable tool for students with special needs. The special education teachers requested a trampoline to use with the children and the funding was obtained, but they could not set it up because there is no space for it.

Other space challenges:

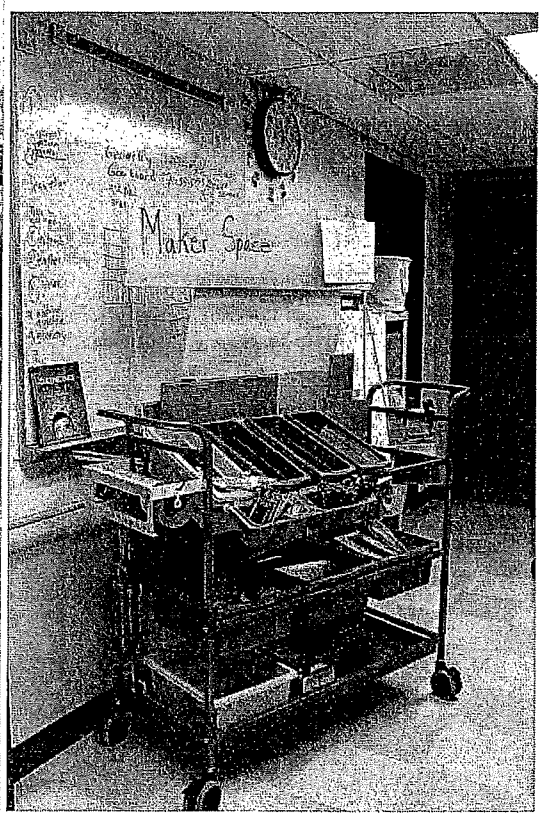
- Runkle has four lunches starting at 10:30 a.m.
- The educational vision for the district includes a maker space and break out spaces for collaborative learning. There is not space for these at Runkle. They only have a maker "cart".
- There are no breakout spaces for collaborative learning.
- Instruction for both general education students and special education students is taking place in former storage closets and hallways.

Substandard Spaces in Runkle





Storage room used for small group learning



The Public Schools of Brookline
333 Washington Street, 5th Floor
Brookline, Massachusetts 02445
617.730.2401

Andrew J. Bott
Superintendent

TO: Brookline School Committee
FROM: Andrew Bott, Superintendent
DATE: November 28, 2018
RE: Facility Needs Overview

From November 2016 through January 2017, Matthew Gillis, Director of Facilities and Operations, and Dr. Joe Connelly conducted a school space assessment on seven of Brookline's elementary schools. The Coolidge Corner School was under construction at that time and therefore was not included in this space assessment. The assessment included the following components:

1. Physical space measurements of all classrooms, instructional spaces, common spaces and office/conference rooms.
2. Determination of whether these existing spaces are adequate and appropriate for current and future enrollment demands.
3. An assessment of existing school grounds and open space which are managed by the Parks and Open Space and/or School Department.

The findings of this analysis showed significant space deficits in each of the seven schools that were analyzed. The total gross square footage deficits of each school, assuming three lunches, are listed in the table below.

School	Number of Sections	Total Gross Square Footage Deficit
Baker	4	29,734
Driscoll	3	29,872
Heath	3	20,921
Lawrence	4	28,589
Lincoln	3	29,894
Pierce	4+	*further analysis needed due to open floor plan*
Runkle	3	18,501

The complete report is available for review in the Office of the Deputy Superintendent for Administration and Finance. The report contains sensitive security information not suitable for posting on the school district website.

Attached please find the October 2017 Facility Needs Overview presentation which summarizes the detailed space assessment completed by Mr. Gillis and Dr. Connelly.

Revised 4-12-17

Summary List

Capital Need Deficiencies

Baker School

K-8 Enrollment 10/1/16 - 764

1. 22 of 42 classrooms undersized (less than 850 sq. ft.)
2. Art and Music rooms lack adequate storage space.
3. Music space limited – requires classes in Auditorium
4. Gym undersized at 3,800 sq. ft. (MSBA standard for K-8 is 6,000 SF)
5. Cafeteria undersized at 2,980 sq. ft. requiring 4 lunches starting at 10:55 am.
6. Medical Suite under-sized, does not have separate spaces for different functions:
    - Waiting area
    - Resting area
    - Exam Room
    - School Nurse Office/Filing area

7. Total lack of Administration Office space.

    Need:

    - 2 Vice Principal Offices
    - Principal Office and Conference Room
    - ETF Office Area
    - Additional small group instructional areas.

8. Auditorium has 372 fixed seats, space for 30 folding seats, raised stage, no AC
9. Library/ Media Center- approximately 4, 025 SF, needs office for Technology Teaching Specialist.
10. Green Space – 82,899 SF of natural turf, used during the school day, along with 21, 495 sf of playground space and 3,621 sf of Kindergarten playground space.

    Deficiencies:

    - Playground last renovated in 1999. The Park Division recommends renovation of this area.

Driscoll School

K-8 Enrollment 10/1/16 – 586 (Driscoll also has 14 PreK students)

1. 14 of the 32 classrooms are undersized (less than 850 sq. ft.)
2. 4 classrooms in basement level lack proper window and natural light (Rooms 107, 101, 116 and 117).
3. Art and Music Rooms undersized and lack sufficient storage space.
4. Gymnasium at 3,840 sq. ft. undersized.
5. Cafeteria dining area is right sized, but design restricts the use of tables to accommodate 1/3 student population. As a result, 5 lunches conducted each day start at 10:15 am. Serving Line area is small. No Walk-In Freezer for Kitchen.
6. Medical Suite undersized lacks separate area for each function.
7. Guidance and School Psychologist space located in 20+ year old modular. In need of upgrade/renovation.
8. Small group instructional areas undersized and not available in number required, ex., Rooms 310A, 312A, 216A and 325.
9. Auditorium – Theatre, bench seating, capacity is about 200, tiered levels, raised stage, Air Conditioned
10. Library – 3,270 SF, includes stage area, essentially meets MSBA SF for population
11. Green Space – Approximately 30,335 SF of natural turf is in poor condition, abuts school property, used for recess and PE class.

Deficiencies:

- Playground last renovated in 1993. The Park Division recommends complete renovation and upgrade with synthetic turf field being installed.

Heath School

K-8 Enrollment 10/1/16 – 549 (Heath also has 29 PreK students)

1. 8 of 30 classrooms undersized (less than 850 sq. ft.).
2. Small group instructional space needed.
3. Gym undersized at 3,396 sq. ft.
4. Cafeteria undersized at 2,256 sq. ft. requiring 4 lunches starting at 10:45 am.
5. Medical Suite is undersized at 243 sq. ft.
6. Custodial office and storage space substandard.
7. Auditorium – 213 fixed seats, pitched floor, raised stage, no AC
8. Library/Media Center – is small, 2,256 SF compared to MSBA standard of 3, 237 SF
9. Green Space - Functionally 0 SF of Greenspace for recess and PE class, sloped site does provide some perimeter green area to playgrounds and paved surfaces, but is more for erosion control than student use. The Elliot Park and Littlefield Park are nearby and used at times.

Deficiencies:

- Younger children's play area stairs have settled and need to be repaired.
- Basketball court needs to be repaired and leveled to avoid rain water build-up.
- Install synthetic turf due to excessive use of natural turf field.

Lawrence School

K-8 Enrollment 10/1/16 - 711

1. 6 of the 37 classrooms are undersized.
2. Music classroom does not have separate practice and music ensemble areas. Additional space needed.
3. Gymnasium at 3, 838 sq. ft. undersized.
4. Cafeteria dining area is 2,200 SF and should be 5,333 SF by MSBA standards for the population, resulting in 7 overlapping lunches being scheduled starting at 11:05 am.
5. Administrative Office space lacks centralized area for Vice Principal.
6. Small group instructional areas needed with Rooms 023A and 003A (Locker rooms) at possibility for acquiring additional space.
7. Auditorium – 244 fixed seats, space for 30 portable chairs, raised stage, flat floor, No AC
8. Library/Media Center – 3,717 SF, includes 445 SF small computer lab, (MSBA standard is 4,040 SF)
9. Greenspace – "Longwood Playground" – 78, 534 SF of natural turf and two youth baseball/softball fields, 3 tennis courts, 1 basketball court, Kindergarten Age +/- playground 4,121 SF, older child playground area 7,313 SF, approximately 14,000 SF of natural grass and tree area – all accessible during the school day.

   Deficiencies:

   - Drainage / run-off problem from Newell Road and Francis Street
   - Re-set catch basin that has settled
   - Install a formal concrete walk replacing pitted and cracked existing walk

Revised 4-12-17

Lincoln School
K-8 Enrollment 10/1/16 - 576

1. Kindergarten classrooms at 971 to 1,060 sq. ft. are undersized to MSBA standard of 1,200 sq. ft. One of three Kindergarten classrooms also lacks a toilet.
2. Gymnasium is undersized 4,565 sq. ft.
3. Cafeteria, serving and kitchen area undersized requiring 4 lunches start at 10:25 am.
4. Medical Suite undersized at 190 sq. ft. Lacks separate space for each function:
    - Resting Area
    - Waiting Area
    - Exam Room
    - School Nurse Office/Filing Area
5. Small Instructional areas are undersized, ex. Rooms 108, 109 and 209.
6. Auditorium – 241 fixed seats, tiered levels, raised stage, air conditioned
7. Library/Media Center - is adequately sized and centrally located
8. Greenspace – 38, 407 SF of natural turf, used during school day, scheduled by school, average to below average condition, Kindergarten playground area of 1,588 SF is on the small side for outdoor play area, 2,080 SF Playground for Grades 1-8 , 1,112 SF basketball area has wood retaining wall that should be replaced when area is renovated.

Deficiencies:

- Playground last renovated in 1994, needs upgrade and renovation.
- Replace timber retaining wall near small basketball court.

Pierce School
K-8 Enrollment 10/1/16 - 854

1. 20 of 41 classrooms undersized (less than 850 sq. ft.). Mostly located in Historic Building.
2. Building has areas (lofts, bathrooms, a few rooms) not ADA compliant.
3. Music Rooms (2) small at 660 sq. ft. and 700 sq. ft.
4. Gym is undersized at 3,975 sq. ft.
5. Medical Suite does not have dedicated spaced for each function. Somewhat undersized at 300 sq. ft., bathroom is not ADA accessible
6. Administrative Office space extremely undersized or non-existent. Waiting area of Main Office extremely small at 240 sq. ft. Need separate office space for Vice Principals (2) and Conference Room for Admin.
7. Custodial Storage undersized.
8. Auditorium has pull-out bleacher style seating for 300 people, stage not raised, does have AC, renovated/upgraded by Town Facilities Dept. this century.
9. Library – Unique open floor design, sound can be challenging, plenty of SF
10. Green Space - 40, 670 SF of baseball field and 8,089 SF of informal green park area used during the school day is across the street from the Pierce School.

Deficiencies:

- Playground renovation to be completed 2017.

Runkle School

K-8 Enrollment 10/1/16 – 599 (Runkle also has 14 PreK students)

1. 32 of 32 classrooms adequate (850 sq. ft.) in size.
2. Art and Music Rooms adequate in size.
3. Library Media Center & Computer Lab, 4,555 SF, adequate in size and ideally located.
4. Cafeteria dining area and kitchen undersized requiring 4 lunches per day starting at 11:05 am.
5. Medical Suite well designed adequate in size and location.
6. Administrative office area – well designed and adequate in size.
7. Special Education – Four dedicated classrooms and several small group instructional areas. RISE program has grown to the point it requires the use of 4 full sized classrooms and 2 smaller areas. This has generated a shortage of small group instructional space for other specialists.
8. Auditorium – No Auditorium, Multi-Purpose Room with stage and portable seating for about 150 people in 600 student school, has AC.
9. Green space – 16,768 SF, used during school day, but has some off day restrictions from Parks Dept., Kindergarten Play area is about 4, 270 SF, Basketball court is about 4,504 SF, and hard top playground area is 6,279 SF.

   Deficiencies:

   - Install synthetic field due to excessive use of existing natural turf field (16,768 SF) area 1

PUBLIC SCHOOLS of
BROOKLINE

The "Three-School Solution" will alleviate overcrowding in Brookline's elementary schools.

The examples below are designed to illustrate the variety of ways that Baldwin and Driscoll could address overcrowding. A number of these scenarios could be combined to form a comprehensive plan that would benefit all schools and the entire Brookline district.

Adding capacity at Baldwin can provide overcrowding relief at Baker, Heath, Lincoln, and/or Runkle.

- Building Baldwin will reduce Baker to a 4 section school; removing between 2 to 4 classes of K-8 students.
- Heath and Lincoln students who live in the Baker/Heath/Lincoln buffer zone could move to Baldwin, reducing over enrollment at Lincoln and maintaining capacity at Heath.
- Building Baldwin could alleviate overcrowding at Runkle through a two step process:
    1. Baldwin takes on some Heath students who already drive or ride the bus to Heath.
    2. Runkle students who now walk to school could then move to Heath and continue to walk to school.

Building capacity at Baldwin for the RISE special education program helps Runkle.

- Moving 30 students from Runkle's RISE program to Baldwin makes space available for small classrooms for special education and math or literacy interventions.

Adding a Native Language Support Program at Baldwin directly relieves at least one of the North Brookline Schools that has a Native Language Support Program (NLSP).

- Lincoln, Lawrence, Pierce, and Driscoll, Coolidge Corner School all have district-wide Native Language Support Programs for students whose first language is not English. The Native Language Support Program at Baldwin would help address the overcrowding at at least one of these schools.
- For example, 45 of the 100 students in Lawrence's Japanese program, 45 of the 96 students in the Pierce's Chinese program, the 50 student in Lincoln's Japanese program, **OR** half of the 78 students in Baker's Korean program could move to Baldwin.

Adding capacity at Driscoll has a positive impact on overcrowding at Lawrence.

- Driscoll shares a buffer zone with Coolidge Corner. By expanding capacity at Driscoll, Coolidge Corner students can shift there.
- Because Coolidge Corner and Lawrence share a buffer zone, the seats opened up at Coolidge Corner provide relief for overcrowding at Lawrence.

Baldwin and Driscoll benefit Pierce.

- Driscoll shares a buffer zone with Pierce. By expanding capacity at Driscoll, Pierce students can shift there and have less crowded lunches, hallways and gym classes.
- Music classes could return from the Teen Center and be taught at Pierce
  Note: planned renovation will fully address all the remaining issues

Baldwin and Driscoll help BEEP

- Combined, the Baldwin and Driscoll would add five new classrooms for BEEP.
- These new classrooms could either reduce the number of BEEP classes in rental spaces, or they could be used to increase the enrollment for BEEP.

PUBLIC SCHOOLS of
BROOKLINE

Addressing Substandard and Inadequate Spaces

Rebuilding and expanding the Baldwin and Driscoll Schools will allow other schools to be right-sized to their appropriate capacity, making it possible for the Town and Schools to work together to eliminate the inadequate and substandards spaces that would remain in Pierce, Lincoln, Lawrence, Heath, Runkle, and Baker. The examples below are designed to illustrate the many ways the substandard spaces in each school could be addressed once Baldwin and Driscoll are rebuilt and expanded.

Lawrence:
Overcrowding at Lawrence could be addressed by a combination of buffering students to Coolidge Corner and/or reducing the size of the Japanese Native Language Support Program and placing it Baldwin or another school. These changes would:

- Reduce overcrowding at Lawrence allows the cafeteria to be the appropriate size for the number of students attending the school;
- Create additional small group classrooms to address the overcrowding of five teachers in four different programs who are supporting students in one classroom simultaneously;
- Make space for a full sized English Language Education class to replace the half-sized classroom that two teachers who teach 70 students are now using;
- Provide speech, occupational therapy, physical therapy, and learning centers with dedicated and properly outfitted spaces to support students in need of these services.

Baker:
With Baldwin alleviating overcrowding at Baker the following solutions could be pursued:

- Remove the temporary walls used to create additional classrooms, including substandard science classrooms and reinstate full size classrooms and fully equipped science classrooms;
- Provide small group learning spaces dedicated to support students with disabilities;
- Move the music room out from underneath the gymnasium and into a space appropriate for music education;
- Create properly-sized spaces for supporting students with speech, occupational therapy, and physical therapy needs;
- Reinstate the full-sized art rooms;
- Baker could experience further relief from overcrowding if the Korean Native Language Support Program moved to Baldwin or Heath.

Lincoln:
Baldwin could relieve Lincoln over-enrollment by taking students from the Lincoln-Baker buffer zone and/or having a Japanese Native Language Support Program which would make space for the following improvements:

- Move special education support spaces out of hallways into dedicated small group learning rooms;

- The Adaptive Learning Center would be able to have appropriately sized and properly outfitted classrooms;
- Move a middle school classroom out of the substandard space it shares with the computer lab and Extended Day and into its own dedicated classroom.

Runkle:

- Moving part of the RISE program to Baldwin would allow the smaller RISE program at Runkle to have appropriately sized spaces that are not overcrowded with staff and students.

Heath:

- If Baldwin takes on students from Heath, then a full sized guidance suite at Heath could replace the guidance counselor's room that is currently behind a curtain;
- World language classrooms could be returned to full size and not serve as a passageway to other classes;
- Learning centers have their own spaces rather than multiple groups be share the same small spaces;
- Heath could further relieve a North Brookline school by adding a Native Language Support Program.

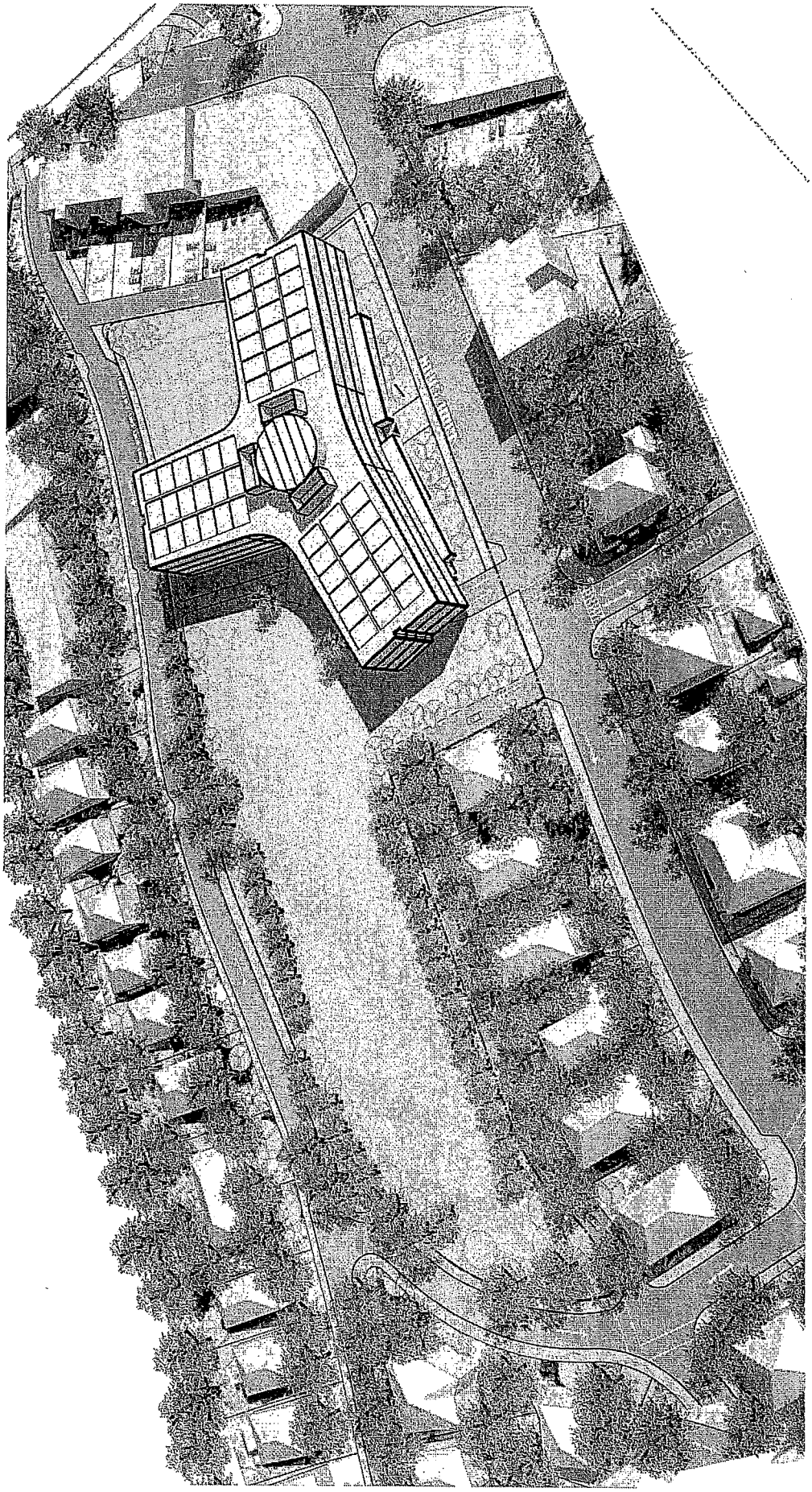
BEEP:

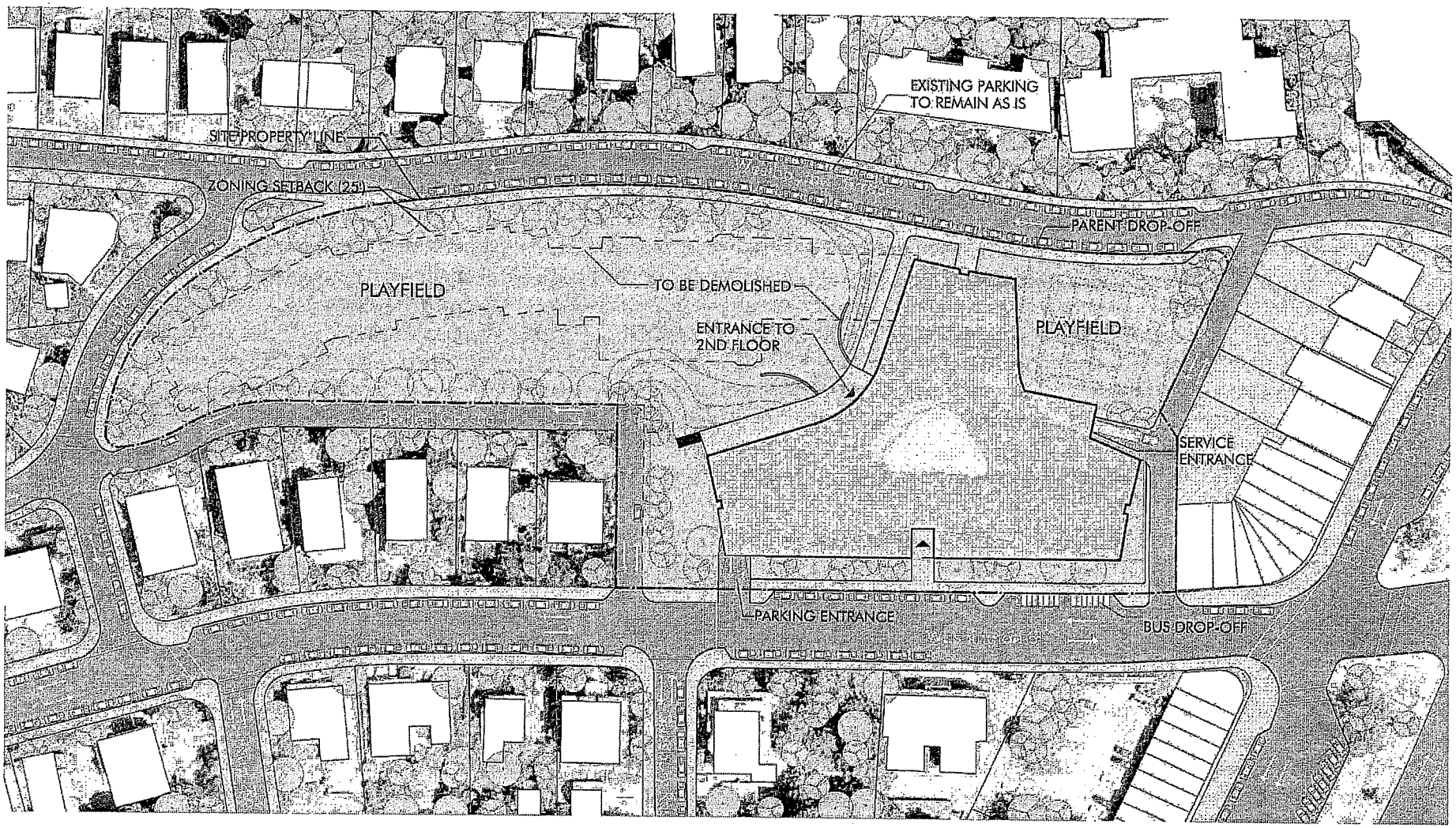
- Additional BEEP classrooms at Baldwin and Driscoll could allow the schools to address the small, substandard and not easily accessible early education classrooms at the Lynch Center and/or the rented classrooms at Temple Emeth.

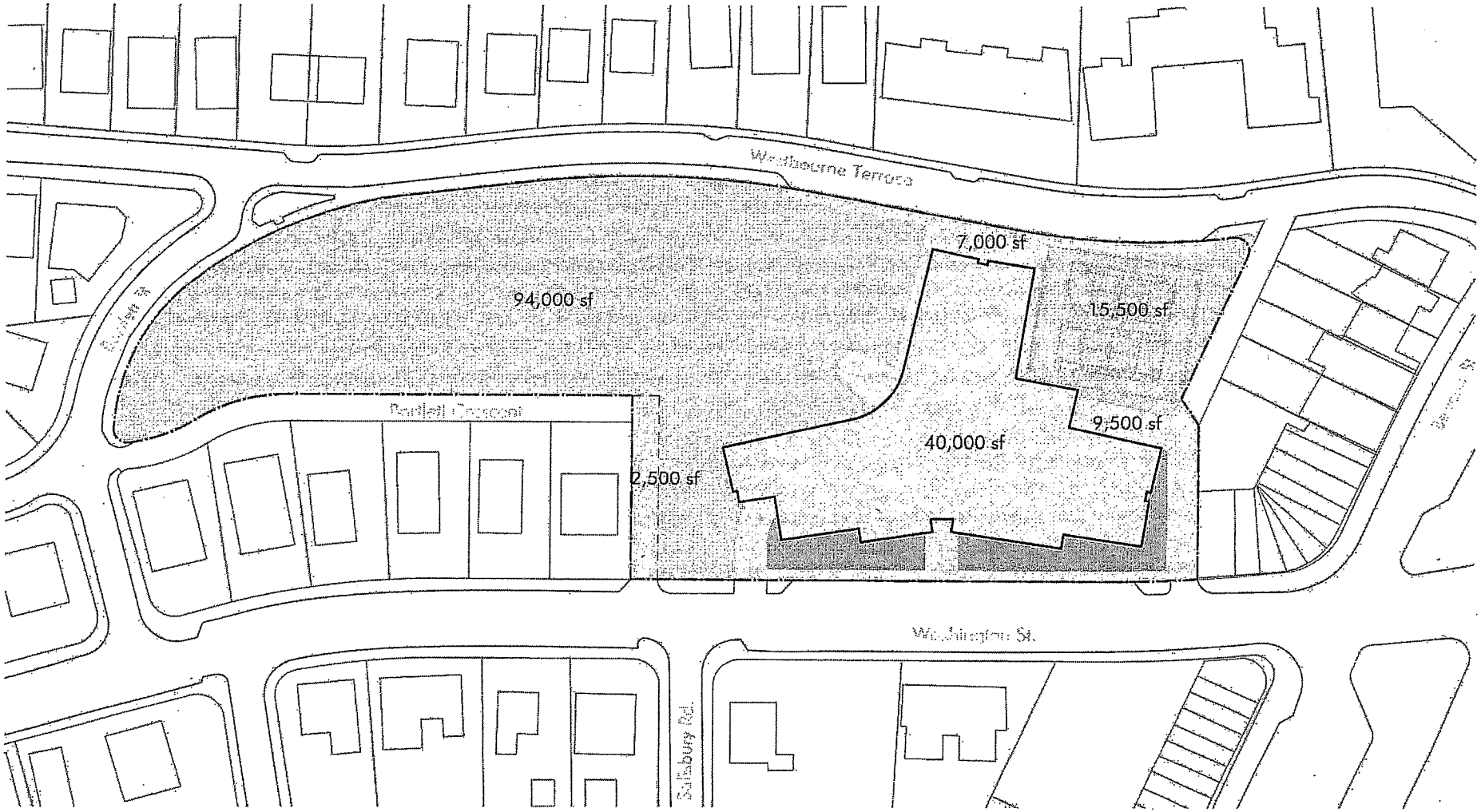
Pierce:

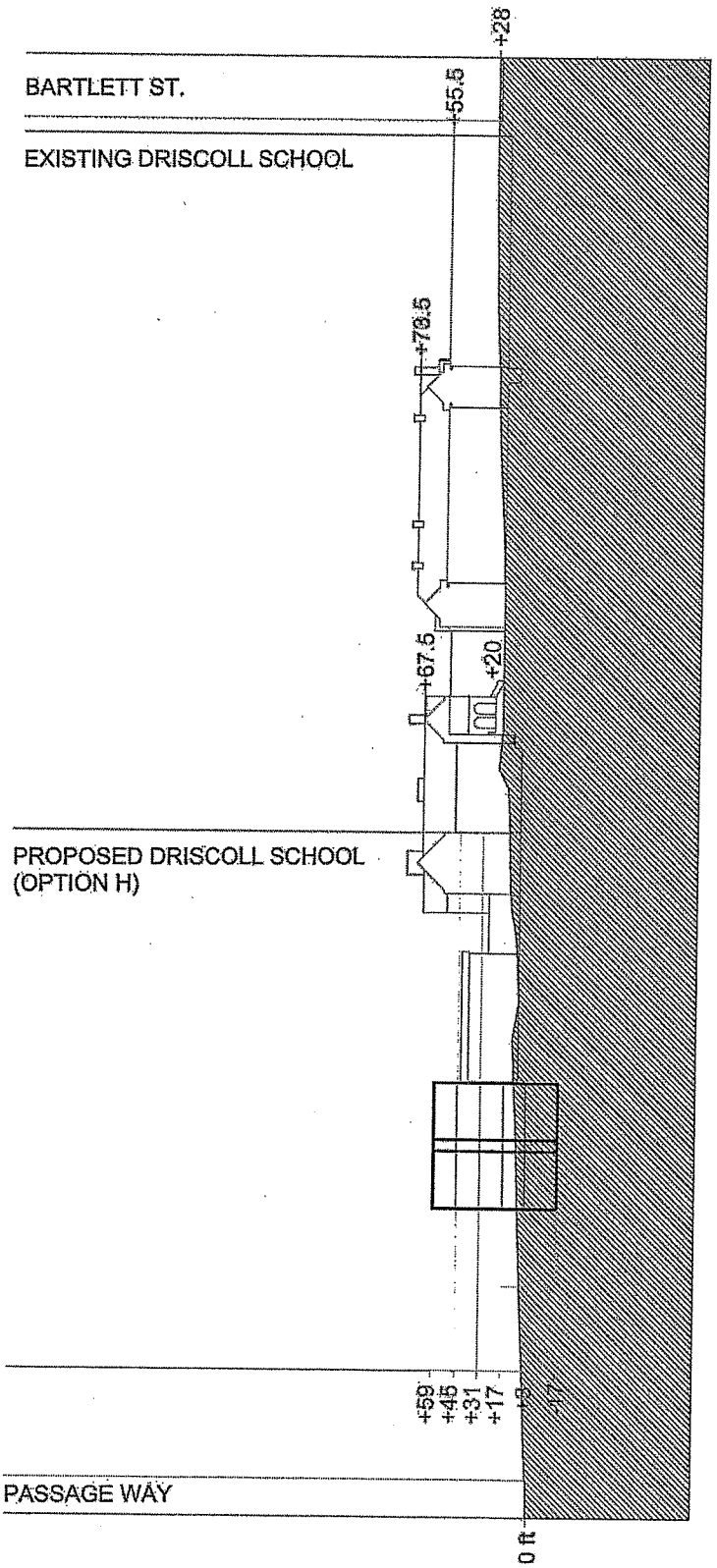
Rebuilding Baldwin and Driscoll along with the proposed renovation of Pierce,would allow the Town and Schools to address the inferior and substandard spaces at Pierce including:

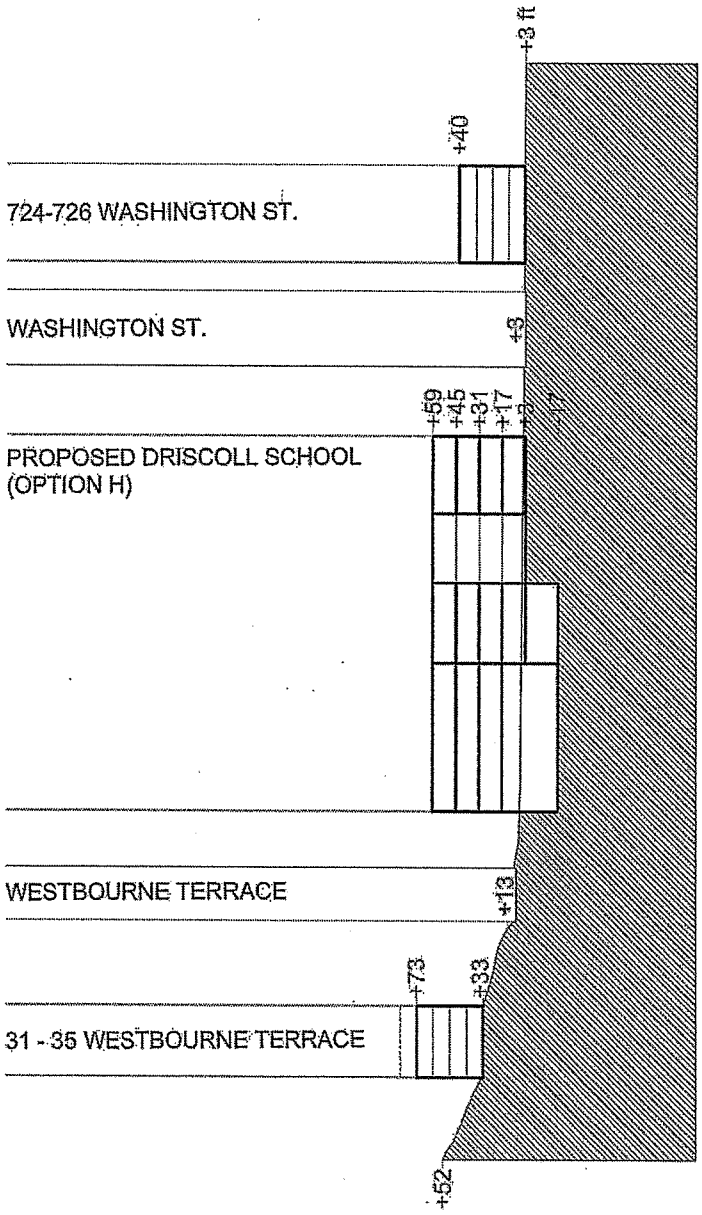
- Parts of the building which are inaccessible to people with physical disabilities;
- Inferior and inadequate space for physical education;
- Insufficient amount of classroom space for special education learning centers, math and literacy intervention, and for English Learners;
- The cafeteria, hallways and passageways that are unable to accommodate all students adequately;
- Inadequate nurse's office that limits the ability to provide care to students with health concerns;
- Insufficient general education classroom space;
- Undersized science labs;
- Undersized, insufficient, and outdated spaces used for music, art, and the school library.




EXISTING PARKING
TO REMAIN AS IS
SITE PROPERTY LINE
ZONING SETBACK (25')
PARENT DROP-OFF
PLAYFIELD
TO BE DEMOLISHED
ENTRANCE TO
2ND FLOOR
PLAYFIELD
SERVICE
ENTRANCE
PARKING ENTRANCE
BUS DROP-OFF


Westbourne Terrace
94,000 sf
7,000 sf
15,500 sf
9,500 sf
40,000 sf
2,500 sf
Pardell Crescent
Salisbury Rd.


+28
BARTLETT ST.
+55.5
EXISTING DRISCOLL SCHOOL
+76.5
+67.5
+20
PROPOSED DRISCOLL SCHOOL
(OPTION H)
+59
+45
+31
+17
+3
-11
PASSAGE WAY
0 ft


+3 ft
+40
724-726 WASHINGTON ST.
WASHINGTON ST.
+8
+59
+45
+31
+17
+3
-11
PROPOSED DRISCOLL SCHOOL
(OPTION H)
WESTBOURNE TERRACE
+13
+73
+33
31 - 35 WESTBOURNE TERRACE
+52

Debt Exclusion 10 year schedule

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Old High School	$ 1,020,800	$ 988,200	$ 951,600				
CC March 2018		$ 2,172,086	$ 2,172,443	$ 2,175,693	$ 2,176,693	$ 2,175,443	$ 2,171,943
CC Balance (MSBA Dependent)			$ 899,393	$ 899,393	$ 899,393	$ 899,393	$ 899,393
New High School -111 Cypress		$ 247,803	$ 1,049,796	$ 1,049,796	$ 1,049,796	$ 1,049,796	$ 1,049,796
New High School Remainder			$ 1,248,763	$ 6,158,673	$ 10,770,583	$ 10,770,583	$ 10,770,583
9th School--Land			$ 333,230	$ 333,230	$ 333,230	$ 333,230	$ 333,230
9th School--Building				$ 968,969	$ 4,844,835	$ 5,820,261	$ 5,820,261
Driscoll				$ 1,181,669	$ 5,908,336	$ 7,097,880	$ 7,097,880
Pierce							
	$ 1,020,800	**$ 3,408,089**	**$ 6,655,225**	**$ 12,767,423**	**$ 25,982,866**	**$ 28,146,586**	**$ 28,143,086**
Future Operating 'Ask'				**$ 11,000,000**			
2018 BASE		**$ 211,374,487**					
Old High School	-0.483%	-0.468%	-0.450%	0.000%			
CC March 2018		1.03%	1.03%	1.03%	1.03%	1.03%	1.03%
CC Balance (MSBA Dependent)		0.00%	0.43%	0.43%	0.43%	0.43%	0.43%
New High School -111 Cypress		0.12%	0.50%	0.50%	0.50%	0.50%	0.50%
New High School Remainder		0.00%	0.59%	2.91%	5.10%	5.10%	5.10%
Sum Known Debt		0.68%	2.09%	4.87%	7.05%	7.05%	7.05%
9th School--Land		0.00%	0.16%	0.16%	0.16%	0.16%	0.16%
9th School--Building		0.00%	0.46%	2.29%	2.75%	2.75%	2.75%
Driscoll		0.00%	0.56%	2.80%	3.36%	3.36%	3.36%
Pierce		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Sum Additional Debt		0.00%	1.18%	5.24%	6.27%	6.27%	6.27%
Sum Total Debt		0.68%	3.27%	10.11%	13.32%	13.32%	13.31%
Base Prop 2.5		3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Compounding			0.09%	0.18%	0.28%	0.38%	0.48%
2018 Override		3.10%	3.19%	3.29%	3.39%	3.49%	3.59%
2015 Override	Built into base						

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
202x-202x Override			0.00%	5.20%	5.36%	5.52%	5.69%
Total Projected		7.45%	13.99%	37.14%	44.93%	45.29%	45.66%

2015 BASE	**$**	**182,239,292**	4.3%				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Old High School	-0.560%	-0.542%	-0.522%				
CC March 2018		1.192%	1.192%	1.194%	1.194%	1.194%	1.192%
CC Balance (MSBA Dependent)		0.000%	0.494%	0.494%	0.494%	0.494%	0.494%
New High School -111 Cypress		0.136%	0.576%	0.576%	0.576%	0.576%	0.576%
New High School Remainder		0.000%	0.685%	3.379%	5.910%	5.910%	5.910%
Sum Known Debt		0.79%	2.42%	5.64%	8.17%	8.17%	8.17%
9th School--Land		0.00%	0.18%	0.18%	0.18%	0.18%	0.18%
9th School--Building		0.00%	0.53%	2.66%	3.19%	3.19%	3.19%
Driscoll		0.00%	0.65%	3.24%	3.89%	3.89%	3.89%
Pierce		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Sum Additional Debt		0.00%	1.36%	6.08%	7.27%	7.27%	7.27%
Sum Total Debt		0.79%	3.79%	11.73%	15.45%	15.44%	15.44%
Base Prop 2.5		3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Compounding			0.09%	0.18%	0.28%	0.38%	0.48%
2018 Override		3.60%	3.70%	3.81%	3.93%	4.05%	4.17%
2015 Override	factor to date	4.60%	4.60%	4.60%	4.60%	4.60%	4.60%
201x-202x Override			0.00%	6.04%	6.22%	6.40%	6.60%
Total Projected		12.77%	20.33%	47.17%	56.19%	56.59%	57.00%

Expected 2019 Base ? **$ 217,216,000.00**

	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
	2020	2021	2022	2023	2024	2025	2026
Old High School	-0.438%						
CC March 2018	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
CC remaining balance*	0.41%	0.41%	0.41%	0.41%	0.41%	0.41%	0.41%
New High School -111 Cypress	0.48%	0.48%	0.48%	0.48%	0.48%	0.48%	0.48%
New High School Remainder	0.57%	2.84%	4.96%	4.96%	4.96%	4.96%	4.96%
Sum Known Debt	2.03%	4.73%	6.86%	6.86%	6.86%	6.86%	6.86%
9th School--Land	0.15%	0.15%	0.15%	0.15%	0.15%	0.15%	0.15%
9th School--Building	0.45%	2.23%	2.68%	2.68%	2.68%	2.68%	2.68%
Driscoll	0.54%	2.72%	3.27%	3.27%	3.27%	3.27%	3.27%
Pierce							
Sum Additional Debt	1.14%	5.10%	6.10%	6.10%	6.10%	6.10%	6.10%
Sum Total Debt	3.18%	9.84%	12.96%	12.96%	12.96%	12.96%	12.96%
Base Prop 2.5	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Compounding		0.09%	0.18%	0.28%	0.38%	0.48%	0.58%
2018 Override							
2015 Override							
201x-202x Override	0.00%	5.06%	5.22%	5.37%	5.53%	5.70%	5.87%
Total Projected	10.50%	32.93%	40.42%	40.67%	40.92%	41.19%	41.47%

Assumed Costs

		FY20	FY21	FY22
9th School Land	$ 4,700,000			
9th School Building	$ 82,000,000	$ 13,666,694	$ 54,666,667	$ 13,757,771
Driscoll	$ 100,000,000	$ 16,666,700	$ 66,666,667	$ 16,777,770
Pierce	$ 150,000,000			

2015 operating	$ 7,665,000	4.21%	4.6%	1.092727
Assumed Constant (25 years, 5%)	7.09%			
		16.7%	66.7%	16.8%

Debt Exclusion 10 year schedule

	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030	
Old High School							
CC March 2018	$ 2,176,193	$ 2,172,693	$ 2,171,693	$ 2,172,943	$ 2,172,943	$ 2,172,943	
CC Balance (MSBA Dependent)	$ 899,393	$ 899,393	$ 899,393	$ 899,393	$ 899,393	$ 899,393	
New High School -111 Cypress	$ 1,049,796	$ 1,049,796	$ 1,049,796	$ 1,049,796	$ 1,049,796	$ 1,049,796	
New High School Remainder	$ 10,770,583	$ 10,770,583	$ 10,770,583	$ 10,770,583	$ 10,770,583	$ 10,770,583	
9th School--Land	$ 333,230	$ 333,230	$ 333,230	$ 333,230	$ 333,230	$ 333,230	
9th School--Building	$ 5,820,261	$ 5,820,261	$ 5,820,261	$ 5,820,261	$ 5,820,261	$ 5,820,261	$5,820,261
Driscoll	$ 7,097,880	$ 7,097,880	$ 7,097,880	$ 7,097,880	$ 7,097,880	$ 7,097,880	$7,097,880
Pierce							
	$ 28,147,336	**$ 28,143,836**	**$ 28,142,836**	**$ 28,144,086**	**$ 28,144,086**	**$ 28,144,086**	

Future Operating 'Ask'

2018 BASE

Old High School						
CC March 2018	1.03%	1.03%	1.03%	1.03%	1.03%	1.03%
CC Balance (MSBA Dependent)	0.43%	0.43%	0.43%	0.43%	0.43%	0.43%
New High School -111 Cypress	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%
New High School Remainder	5.10%	5.10%	5.10%	5.10%	5.10%	5.10%
Sum Known Debt	7.05%	7.05%	7.05%	7.05%	7.05%	7.05%
9th School--Land	0.16%	0.16%	0.16%	0.16%	0.16%	0.16%
9th School--Building	2.75%	2.75%	2.75%	2.75%	2.75%	2.75%
Driscoll	3.36%	3.36%	3.36%	3.36%	3.36%	3.36%
Pierce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Sum Additional Debt	6.27%	6.27%	6.27%	6.27%	6.27%	6.27%
Sum Total Debt	13.32%	13.31%	13.31%	13.31%	13.31%	13.31%
Base Prop 2.5	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Compounding	0.58%	0.69%	0.80%	0.91%	1.03%	1.15%
2018 Override	3.70%	3.81%	3.93%	4.04%	4.17%	4.29%
2015 Override						

	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
202x-202x Override	5.86%	6.03%	6.21%	6.40%	6.59%	6.79%
Total Projected	46.04%	46.43%	46.84%	47.26%	47.69%	48.13%

2015 BASE

	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
Old High School						
CC March 2018	1.194%	1.192%	1.192%	1.192%	1.192%	1.192%
CC Balance (MSBA Dependent)	0.494%	0.494%	0.494%	0.494%	0.494%	0.494%
New High School -111 Cypress	0.576%	0.576%	0.576%	0.576%	0.576%	0.576%
New High School Remainder	5.910%	5.910%	5.910%	5.910%	5.910%	5.910%
Sum Known Debt	8.17%	8.17%	8.17%	8.17%	8.17%	8.17%
9th School--Land	0.18%	0.18%	0.18%	0.18%	0.18%	0.18%
9th School--Building	3.19%	3.19%	3.19%	3.19%	3.19%	3.19%
Driscoll	3.89%	3.89%	3.89%	3.89%	3.89%	3.89%
Pierce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Sum Additional Debt	7.27%	7.27%	7.27%	7.27%	7.27%	7.27%
Sum Total Debt	15.45%	15.44%	15.44%	15.44%	15.44%	15.44%
Base Prop 2.5	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Compounding	0.58%	0.69%	0.80%	0.91%	1.03%	1.15%
2018 Override	4.29%	4.42%	4.55%	4.69%	4.83%	4.98%
2015 Override	4.60%	4.60%	4.60%	4.60%	4.60%	4.60%
201x-202x Override	6.79%	7.00%	7.21%	7.42%	7.65%	7.88%
Total Projected	57.43%	57.87%	58.32%	58.79%	59.27%	59.76%

Expected 2019 Base ?

	FY2025 2027	FY2026 2028	FY2027 2029	FY2028 2030	FY2029	FY2030
Old High School						
CC March 2018	1.00%	1.00%	1.00%	1.00%		
CC remaining balance*	0.41%	0.41%	0.41%	0.41%		
New High School -111 Cypress	0.48%	0.48%	0.48%	0.48%		
New High School Remainder	4.96%	4.96%	4.96%	4.96%		
Sum Known Debt	6.86%	6.86%	6.86%	6.86%		
9th School--Land	0.15%	0.15%	0.15%	0.15%		
9th School--Building	2.68%	2.68%	2.68%	2.68%		
Driscoll	3.27%	3.27%	3.27%	3.27%		
Pierce						
Sum Additional Debt	6.10%	6.10%	6.10%	6.10%		
Sum Total Debt	12.96%	12.96%	12.96%	12.96%		
Base Prop 2.5	3.00%	3.00%	3.00%	3.00%		
Compounding	0.69%	0.80%	0.91%	1.03%		
2018 Override						
2015 Override						
201x-202x Override	6.05%	6.23%	6.42%	6.61%		
Total Projected	41.75%	42.04%	42.34%	42.65%		

Assumed Costs

9th School Land
9th School Building
Driscoll
Pierce

2015 operating

Assumed Constant (25 years, 5%)

ARTICLE 3

ADVISORY COMMITTEE'S SUPPLEMENTAL RECOMMENDATION

This supplemental report covers the "Doggett Amendment" and the Jonas Amendment. The Advisory Committee recommends Favorable Action on both, but the recommendation on the Jonas Amendment only applies if the "Doggett Amendment" (i.e., the Advisory Committee's recommended motion under Article 3) fails. This report includes the Advisory Committee's votes and recommendations on both amendments, a further explanation of the "Doggett Amendment," a minority report on that amendment, and a discussion of the Jonas ("no fossil fuel") amendment.

The Doggett Amendment

SUMMARY:

On December 10, 2018, the Advisory Committee met to potentially reconsider its recommendation on Article 3, which would appropriate schematic design funds for the proposed Baldwin School. The item was placed on the agenda so that the Advisory Committee could consider and respond to the Select Board's Article 3 recommendation, which differed from the Advisory Committee's December 4, 2018, recommendation. At the December 10 meeting, the Advisory Committee voted 10–13–1 against reconsideration and therefore continues to recommend the "Doggett amendment" under Article 3.

DISCUSSION:

The Case for the "Doggett Amendment"

Advisory Committee members supporting the "Doggett amendment" (i.e., the Advisory Committee's recommendation under Article 3) viewed it as a more concrete way to tackle the impacts of overcrowding, particularly substandard spaces. It is the amendment's intent to support the School Committee in efforts to evaluate and prioritize direct and immediate solutions to substandard spaces in specific schools and outline next steps for remediation. It avoids any potential delays due to lawsuits with respect to Baldwin and allows efforts to partner with the Massachusetts School Building Authority (MSBA) with respect to Pierce to go forward.

It does not invest additional funds in a new school when the Public Schools of Brookline (PSB) enrollment projections show the school population declining in the near future. It also does not involve substantial redistricting and student transfers in an effort to indirectly affect substandard spaces at schools distant from the Baldwin site. Rather, it

affords the School Committee the opportunity to lay out a plan, a timeline and a budget for directly addressing substandard spaces.

The explanation of the amendment authored by its sponsor follows:

On June 13, 2018, advised by the Ad Hoc Subcommittee of the Advisory Committee, the Select Board and School Committee decided to go ahead with the expansion and renovation of Driscoll, to partner with the MSBA on a Pierce renovation and additions, and build a new school on the existing Baldwin site.

On November 27, 2018, PSB Superintendent Andrew Bott presented revised school enrollment projections, which did not confirm the previous projection of an increase of 374 students in FY22 and the consequent need for an additional 15–30 classrooms. The revised enrollment numbers from PSB no longer project an increase, but rather a decrease student enrollment of 147 in FY22. They also now project a decreasing enrollment after FY23.

The decision to build a new 2+++ school at Baldwin was predicated on flawed data.

The PSB revised enrollment projections suggest that we now no longer need the Baldwin school to address an enrollment problem. PSB has instead repositioned the Baldwin school as the solution for overcrowding and substandard facilities in our schools. The notion that a new school at Baldwin can be the "silver bullet" that solves the overcrowding problems of the remaining schools, or is a timely solution, is over optimistic at best.

The substandard facilities are different in each of our schools. The range includes: shortage of space for English Learner Education (ELE) and Special Education (SPED) programs; substandard classroom sizing; over-loading of cafeteria and gym space; lack of music and art rooms.

Each school has a different problem and needs a different solution.

The plans for rebuilding the neighborhood schools of Driscoll (Warrant Article 2) and Pierce, will provide capacity and right-sizing solutions for those two schools. The capacity increase planned at Driscoll will also provide some relief to capacity problems for Pierce, pending its renovation, but we still need to investigate possible options to reduce or eliminate the substandard conditions of the remaining five schools: Lawrence, Lincoln, Heath, Runkle and Baker, which currently have no plan.

The strategy of adding space to individual schools differs from our previous expand-in-place strategy. The goal of expand-in-place was primarily to address the increasing enrollment by building new core classrooms. Other expansions, such as the need for group breakout spaces, increased small rooms for ELL, SPED, as well as an expansion of common facilities, were not the focus of the strategy.

We now need to change our priorities and pivot.

This amendment is to encourage the School Committee to evaluate and prioritize point-solutions for substandard space relief for individual schools and plan the next steps for remediation. These plans would be for small to medium sized projects that can be done in a relatively short timeframe, maybe in a more cost-effective manner, and without the problems associated with the Baldwin plan viz:

1. The Baldwin plan involves town-wide "cascade" redistricting, from Pierce to Baker via Runkle, Lincoln and Heath. This will be disruptive and essentially abandon the concept of neighborhood schools in the communities surrounding Heath, Runkle and Lincoln. Such redistricting has met with considerable opposition;

2. The residents of Heath School District and neighbors of the Baldwin site, who are the residents most affected, are almost universally opposed to the Baldwin build;

3. The safety of siting a school which requires children crossing Route 9 traffic and negotiating narrow congested streets, such as Heath St, is questionable;

4. Especially for RISE (Reaching for Independence Through Structured Education) children, who are at risk for wandering, any restriction on creating a fenced playground for these children (which may become a legal condition that could be placed on this playground space) could create a safety issue;

5. The suggested fix for the traffic congestion (which would impede children arriving at school on time) is to have an earlier school start time. This has both a problem of inequity with our other elementary schools, and a potential mental/physical health compromise of the children (and parents) involved;

6. The effects of increased traffic, extra commute distance to school, destruction of trees and the reduction of open space will be detrimental to the environment;

7. Overcrowding relief is needed now and the earliest relief that could possibly come from Baldwin would be FY23, and if lawsuits delay building it could be several years later.

The building of classrooms at Baldwin will not relieve pressure on the spaces needed in individual schools for such essential pedagogical needs, as SPED, NLSP (Native Language Support Programs), ELE, small group instruction etc. or administrative offices or expanded localized common facilities spaces, such as cafeterias, gyms etc.

The suggestion that redistricting would address these problems is unrealistic and at this stage is purely hypothetical.

PSB projections do not now support the notion that we are facing a student enrollment crisis. In fact, the prediction is now that we are reaching peak enrollment, after which the curve flattens and decreases. We have time on our side, and we should use this wisely to reassess other opportunities to solve overcrowding and substandard facilities.

The amendment offered would redirect already appropriated money to support the School Committee in efforts to evaluate and prioritize direct and immediate solutions to substandard spaces in specific schools and outline next steps for remediation.

The timeframe for addressing substandard space needs to be shortened. We cannot wait for the completion of a new school at Baldwin in FY23, or even later, to start addressing this pressing problem.

This amendment is an opportunity to offer our children, including our most vulnerable students, quality space in which to learn and flourish.

Report of the Minority of the Advisory Committee

Other members of the Advisory Committee offer a minority report that supports the Select Board motion under Article 3:

SUMMARY OF THE MINORITY REPORT

Town Meeting's options for Article 3 are (a) to fund $1.5 million for the design work needed to build a new school at Baldwin, or (b) spend $1.5 million on drawings for the expansion of two schools that would provide only provide 40% of the space needed to relieve overcrowding—or fund neither.

Ten members of the Advisory Committee believe that Brookline should go forward with the design work for Baldwin.

BACKGROUND

When Warrant Articles are considered by the Advisory Committee, a subcommittee reviews each article in depth and reports back with a recommendation. On November 29, 2018, the Advisory Committee's Capital and School Subcommittees, meeting jointly, voted 6–3–1 in favor of appropriating $1.5 million to fund schematic design of Baldwin– per the Select Board's motion on Article 3.

Despite that 6–3–1 subcommittee vote, on December 4, 2018, the Advisory Committee voted 13–10–1 to adopt an amendment (the "Doggett amendment") to the Select Board's motion under Article 3. The rationale was that we could solve school overcrowding by

adding additional classroom, gym, auditorium, and cafeteria space at five K–8 schools, and that doing so would cost less and be faster than building a school at Baldwin.

THE CASE AGAINST "BUILD IN PLACE" AND THE CASE FOR BALDWIN

Space Needs and "Build in Place"

This "build in place" concept was to add 127,639 square feet of space–about 18% more space than Baldwin –to Baker, Heath, Lawrence, Lincoln and Runkle. The total cost was estimated $62.7 to $84.9 million. The range for building Baldwin is $72 to $82 million.

But the rationale that persuaded the Advisory Committee just 9 days ago changed radically as the realization set in that it was not feasible to add space at three of the five schools. Perhaps that realization came from reading the June 2018 report from HMFH Architects, Inc. HMFH was commissioned by the Town to study the feasibility of some 22 sites for a new school and look at the feasibility of "expanding in place" at the existing schools. It found that "expand in place" would not work at Lawrence, Lincoln and Runkle.

The proponent's response to HMFH's conclusions was to inform the Advisory Committee on December 10, 2018, that the amendment would was now intended cut Lawrence, Lincoln and Runkle out, leaving only Heath and Baker. The 127,639 square foot total suddenly became 50,655 square feet.

What remains is a proposal that would add only 40% of the space originally suggested as the solution to school overcrowding in both North and South Brookline.

Costs

Apart from the December 10 iteration leaving three crowded schools out in the cold, the amendment assumes that for the additions will be on the order of $516 per square foot, with a range for the total $22–$33 million. There are two problems with this figure.

First, to quote the architect who provided the $512/square foot number, "[S]mall localized additions and … renovations are not cost effective. Cost figures taken from wholesale project renovations [like] Driscoll… are not valid for the type of work proposed."

The second problem relates to accessibility. Quoting the architect, "Where the cost of constructing an addition to a building amounts to 30% or more of the…cash value of the existing building, both the addition and the existing building must be fully accessible." (Emphasis in original.) That means adding almost 30,000 square feet to Baker and almost 21,000 square feet to Heath is likely to trigger a requirement that the entire building be made accessible in accordance with *current* standards. And adding vertically to a building "would definitely require a seismic upgrade" for the entire structure.

The architect suggests that $1,000 per square foot is a better planning figure. That would bring the total cost to about $51 million–and still leave three schools out of the picture.

Enrollment

Based on the 2018–2019 enrollment report, the Schools now predict a modest decline in enrollment through 2026. If that modest decline matches the latest projection, it will not offset the massive increase in enrollment since 2006. And a slightly different and plausibly more realistic calculation anticipates stable enrollment, not a decline. Either way, without a significant number of added classrooms, common space and space for specialized teaching, for the foreseeable future our K–8 schools will remain overcrowded.

Overcrowding

In every school except Coolidge Corner there are substandard classrooms–too small for the intended use; lack of soundproofing; lack of facilities. Over the last ten years, 31 classrooms have been carved out of common spaces (libraries, auditoriums, hallways) or by splitting classrooms. That is despite adding 34 permanent classrooms via modulars or expanding Baker, Lawrence, Heath, Runkle, and the Coolidge Corner School, and by taking 11 classrooms away from BEEP (Brookline Early Education Program).

Cannibalizing common spaces to make 31 classrooms left gyms, libraries, auditoriums, and cafeterias smaller even as enrollment rose, which is why schools have four or even five lunch periods starting as early as 10:15 a.m.

Further, spaces for specialized teaching have been lost. The students who suffer most from these conditions are the ones most in need of additional support, because they are often sensitive to noise and crowding. Thus, guidance is offered at a table in a hall. Three reading readiness groups are taught in classrooms built for one. A closet is used as cooling-off space for children who are upset. A less egregious example: in one school, trombone instruction happens in a hallway.

Ten members of the Advisory Committee accept the view that unless we build a new K–8 somewhere, there is no way to fix these problems. Patching the existing leaves 31 substandard classrooms and inadequate common space as the norm, not temporary fix we can live with.

Time to completion

Some argue that Baldwin construction will be delayed by legal action. Expert outside counsel suggests otherwise. Some argue that the soonest Baldwin would be ready is September 2022, which is true, and that "expand in place" is faster.

But designing and building additions to Baker and Heath would not happen quickly. The Schools and the Building Department have to review or re-work assessments of Baker and Heath, determine priorities, write a scope of work, and evaluate proposals from architects to get their recommendations and cost estimates. Those estimates have to go through the same funding steps that Baldwin has gone through. We would be starting feasibility and design from zero. When we were done, we would still have 31 substandard classrooms and inadequate specialized spaces.

Baldwin's Impact

How would Baldwin help the overcrowding elsewhere? Baldwin would absorb 450 students including 310 from South Brookline and make room for space-intensive specialized programs from other schools–most notably 45 children from Runkle's RISE program. There would indeed be a ripple redistricting across the schools in North Brookline, but with capacity at Coolidge Corner, new capacity at Driscoll and substantial freed-up space at Runkle, no one from schools other than Heath would be offered the choice of going to Baldwin.

Once these shifts happen, restoring the other schools by removing the temporary walls installed in the last ten years is a relatively simple and inexpensive task. Compare that task to, say, digging under the Lawrence School to add cafeteria capacity, as which has been suggested as a "point solution" at that school.

Traffic

There is a legitimate concern about the impact of Baldwin school traffic on the neighborhood and beyond. Vanasse and Associates, Inc. (VAi), the traffic engineers who reported to the Baldwin School Building Committee estimates that 121 cars carrying students would be added to the morning traffic pattern.

VAi recommends that the start time for school be set at 7:45 rather than 8:00 a.m. and combined with other measures VAi suggested. The recommendation from VAi's field observations, which are backed up by field observations by at least two Advisory Committee members. The observations show that there is no traffic backup at the intersection of Hammond and Heath at 7:45 a.m. either on Heath westbound or on Hammond northbound (toward Route 9). But by 7:55 a.m., traffic on Heath backs up to the point that it would interfere with parents turning left out of Baldwin's driveway. By 8:20 a.m., traffic on Hammond headed toward Route 9 has built up at the Heath/Hammond traffic signal. Advancing the starting time would clear most parent traffic out of the area before the buildup begins.

One significant traffic issue was not included within the consultant's scope of work—the backups entering Horace James Circle. Many of the cars and any school buses headed toward Baldwin need to traverse the rotary there, adding to the already high level of congestion and delays.

Both the Baldwin School Building Committee and the Advisory Committee discussed the importance of looking at the entire Hammond Street corridor from Horace James Circle to Route 9, not just at the immediate area. One potential way to reduce the stressful and dangerous backups at the Circle would be to install linked traffic lights where streets feed into the rotary. That method is widely employed elsewhere, including in Great Britain at the roundabout on the main approach to London's Heathrow Airport.

Horace James Circle is owned by the State and controlled by the Department of Conservation & Recreation (DCR). Brookline would need DCR's agreement to put traffic signals at Horace James Circle. There might be potential to obtain State funding for this and/or other work, but in any case, we would need State permission.

CONCLUSION
Ten members of the Advisory Committee recommend voting No Action on the Article 3 amendment that has been recommended by the vote of 13 other members of the Advisory Committee. The ten members recommend Favorable Action on the Select Board's motion to appropriate $1.5 million for schematic drawings for a new 450-seat K–8 school on the site of the Mildred Baldwin School.

PREFERRED BY AN ELECTRONIC RECORDED VOTE OF 96 IN FAVOR, 140 OPPOSED AND 4 ABSTENTIONS

RECOMMENDATION:
On December 10, 2018, a motion to reconsider the Advisory Committee's recommendation (the "Doggett amendment") under Article 3 failed by a vote of 10–13–1.

The Advisory Committee thus continues to recommend FAVORABLE ACTION on the following motion (the "Doggett amendment") under Article 3:

VOTED: That the Town re-appropriate and release for expenditure the $1,500,000 appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation for plans to address and remediate sub-standard pedagogical and common spaces in the Baker, Heath, Lawrence, Lincoln and Runkle schools, such plans to be consistent with the goal of maintaining Brookline's neighborhood schools.

This vote in favor of this recommendation was 15–9–0 at the December 4, 2018, meeting of the Advisory Committee. The "Doggett amendment" to the Select Board motion had previously passed by a 13–10–1 and was thus incorporated into the main motion for the Advisory Committee's recommendation.

The Jonas Amendment

SUMMARY:
On December 10, 2018, the Advisory Committee by a vote of 12–10–2 conditionally recommended FAVORABLE ACTION on the Jonas amendment to the Select Board's

motion under Article 3. The recommendation is conditional on the failure of the "Doggett amendment" to Article 3. If the "Doggett amendment," which is recommended by the Advisory Committee, fails, the Advisory Committee recommends that Town Meeting support the Jonas amendment to the Select Board motion under Article 3. The Jonas amendment includes language that would prevent using Baldwin School schematic design funds to design building systems that use fossil fuels, except for emergency systems. Similar language appears in the Advisory Committee's recommendation under Article 2 (Driscoll School schematic design.)

BACKGROUND:
As reported in the Combined Reports for the December 13, 2018, Special Town Meeting, the Advisory Committee on December 4, 2018, voted to recommend an amendment to the Driscoll schematic design motion offered by the Select Board. The amended version of that motion includes a recommendation imposing a condition on how the appropriated funds could be spent. This condition would only allow spending schematic design funds to design fossil fuel–free building systems (e.g., heating), allowing an exception for emergency back-up systems. The Jonas amendment inserts the same condition in Article 3.

DISCUSSION:
The Advisory Committee conditionally voted to recommend a "no fossil fuel" amendment to Article 3 for the following reasons, which are the same reasons for the Committee's similar recommendation under Article 2.

First, the Advisory Committee recognizes that Brookline needs to make a commitment to using non-fossil fuels. Fossil-fuel-free systems are the only justifiable path forward. The Town has as its policy, established in 2012, the reduction of gas emissions to 80% below 1990 levels by 2050. The Intergovernmental Panel on Climate Change (IPCC) recently reported that to avoid massive environmental consequences, greenhouse pollution must be reduced by 45 percent from 2010 levels by 2030, and 100 percent by 2050. These findings on climate change will require that emissions decline far more rapidly, and we must make our new and renovated schools fossil-fuel-free if we are serious about achieving town-wide emissions reductions. It would be fiscally and environmentally irresponsible to build a school now, which we expect to be in use to the next 70 years, that we know won't make the grade in 2050.

Second, buildings, which use nearly 40% of energy, are one of the most obvious places to focus in our efforts to reduce greenhouse gas emissions.

Finally, other communities are already building fossil-free schools. The Maria Hastings Elementary School in Lexington and the King Open and Cambridge Street Upper School in Cambridge are examples. If Lexington and Cambridge are building fossil-free schools now, so can Brookline.

On December 10, 2018, the Advisory Committee considered the concerns of Planning and Building Department staff that there are multiple all-electric engineering solutions, each with different technological benefits and drawbacks and financial implications, which must be assessed via a comprehensive analysis. The Advisory Committee's motion not only allows for, but assumes that such an analysis will be carried out to determine the best design for the particular building. The Advisory Committee motion requires only that the building systems be designed without the use of on-site combustion of fossil fuels, except for emergency back-up systems.

Some members of the Advisory Committee pointed out the Jonas amendment to Article 3 would not address the problem of carbon emissions from vehicles used to take students to and from the proposed Baldwin School. Others replied that Article 3 only applies to the building system. It would not make sense to oppose a fossil-fuel free building system on the grounds that the Article does not also address vehicle emissions.

RECOMMENDATION:

On December 10, 2018, by a vote of 12–10–2 the Advisory Committee recommended the following *conditional* amendment to the Select Board motion under Article 3 (amendment italicized and in bold print):

VOTED: That the Town release for expenditure the $1,500,000 appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation for Schematic Design Services for the Baldwin School, ***with the condition that no funding may be used for the design of non-emergency fossil fuel-operated building systems.***

This recommendation only applies if Town Meeting does not vote Favorable Action on the "Doggett amendment," which the Advisory Committee is recommending under Article 3. If the "Doggett amendment" fails, the Advisory Committee recommends the Jonas amendment.

Passed as an Amendment to the main motion, by a majority Vote

ARTICLE 3

THIRD ARTICLE

Submitted by: Select Board

To see if the Town will vote to release for expenditure the funds appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation.

Or act on anything relative thereto.

PETITIONER'S ARTICLE DESCRIPTION

This article is the re-filed Article 4 from the November 13, 2018 Special Town Meeting.

Under Special Appropriation Article 65 of the 2018 Annual Town Meeting the following language was set by Town Meeting:

Raise and appropriate $1,500,000 to be expended under the direction of the Building Commissioner, with any necessary contracts to be approved by the Select Board and the School Committee, for the schematic design services to construct or expand a school as determined by the outcome of the 9th School feasibility study, and to meet the appropriation transfer $500,000 from the balance remaining in the appropriation voted under Section 13, Special Appropriation No. 66 of Article 9 of the 2017 Annual Town Meeting, provided that the money not be released for expenditure without an affirmative vote of a future Town Meeting, thereby providing Town Meeting with the opportunity to restrict, condition or re-appropriate such funds.

This article allows the Town to move into the schematic design phase for the Baldwin School project. Please see the Select Board report under Article 4 of the November 13, 2018 Special Town Meeting for a preliminary update on the work being done during the Design Feasibility Phase for the Baldwin School Project.

SELECT BOARD'S RECOMMENDATION

Please see the Board's report and recommendation under Article 2 for a comprehensive discussion of Articles 2-4.

At its meeting of December 4th, 2018, the Select Board discussed what options would remain viable for the schools should the Baldwin Schematic funds be voted down by Town Meeting. Assuming successful passage and completion of the Driscoll project and eventual

collaboration with MSBA to renovate and, potentially, expand the Pierce School, Brookline is left with the Old Lincoln school building on Route 9 as the default site for any overflow or extra capacity needed for our K-8 needs without other action. Select Board members noted that, as swing space over the past decades, Old Lincoln has been made accessible with the addition of ramp access and an elevator, and water quality has been improved with replacement of lead pipes. However, members also noted the many objections raised during other phases of this discussion to using Old Lincoln as a permanent education space, especially for our younger students, in particular because of its limited adjacent outdoor play space and field located across a busy and state-owned Route 9. The Select Board also noted that Old Lincoln, which was built many decades ago, is not up to today's environmental standards and using Old Lincoln would not address the concerns that the Select Board expressed in its statement regarding fossil fuel free school building projects voted by the Select Board on Tuesday, December 4.

On December 4, 2018 the Select Board unanimously voted FAVORABLE ACTION on the following motion:

* See P. 10 Supplement #1

VOTED: That the Town release for expenditure the $1,500,000 appropriated under Section 13, Special Appropriation No. 65 of Article 7 of the 2018 Annual Town Meeting as provided in said appropriation for Schematic Design Services for the Baldwin School.*

**The Select Board has not yet discussed the December 4th vote of the Advisory Committee to reallocate the $1.5 million for Baldwin schematic design to a new study of expansion and remediation of substandard spaces at many of our current elementary schools. Important considerations for the Select Board discussion of/vote on the Advisory amendment will include review of the many similar studies commissioned over the past decade including: 1) the original MGT School Facilities Master Plan recommendations that laid out school-by-school remediation/expansion recommendations and plans; 2) "Expand in Place" studies performed by HMFH architects for B-SPACE discussions; 3) Analyses performed for the PSB in consideration of the use of modular classrooms at many of our elementary schools, including Baker, Lincoln, Driscoll, and Lawrence; 4) Planning discussions and documents for the recently completed renovation and/or expansions at Runkle, Heath, and Lawrence; 5) Expansion studies of Baker performed as part of the 2016 9th School Site Selection process; and 6) The latest school site studies of Baker, Heath, and Lincoln that resulted in the proposals for Driscoll and Baldwin.*

ADVISORY COMMITTEE'S RECOMMENDATION

The Advisory Committee's vote and recommendation under this Article can be found in the report under Article 2.

Passed as Amended, by an Electronic Recorded Vote of 162 In Favor 58 Opposed and 1 Abstention. XXX

REPORT OF THE CO-CHAIRS OF THE BALDWIN BUILDING COMMITTEE ON THE USE OF THE BALDWIN PLAYGROUND BY PUBLIC SCHOOL CHILDREN

1. In connection with previous plans for the wider Baldwin site, the legal issues relative to the use of the Baldwin Playground raised by the 1976 federal Land and Water Conservation Fund (LWCF) grant and Article 97 were previously considered by Town Counsel, the Select Board, the School Committee, Park and Recreation Commission, and other Town agencies, with the assistance of Special Town Counsel.

2. With Counsel, the Town bodies reviewed the LWCF Project Agreement, related documents, National Park Service guidance documents, then relevant cases and, as they became available, subsequently decided cases, and the historical uses of the Baldwin Playground over time, including in 1975-1976 when the LWCF grant was applied for, accepted and used.

3. Based on the previous examination of these issues, updated analyses, and communication with the National Park Service, Town Counsel and Special Town Counsel advised the co-chairs of the Baldwin Building Committee that the National Park Service interpretation of the LWCF Project Agreement and National Park Service guidance documents prohibits anything that would be deemed a "conversion" of the Baldwin Playground from its current public outdoor recreation use to another inconsistent use.

4. Based on that advice, the co-chairs of the Baldwin Building Committee consulted with the design professionals associated with the project and are satisfied that the current plans for the Baldwin School would not result in a "conversion" of the Baldwin Playground.

5. Those plans include (a) using the Baldwin Playground, on a non-exclusive basis, for outdoor recess and physical education while school is in session, (b) maintaining the open grounds of the Baldwin Playground without any additional fencing, building structures, or other impediments to public use for outdoor recreation – similar to the Longwood Park used by the Lawrence School and other parks adjacent to Brookline public schools, (c) preserving existing mature trees on the Baldwin Playground site, (d) replacing certain existing play and other structures with modern and safe structures that are appropriate to a broader range of ages and are accessible to and inclusive for children and adults with disabilities, thereby increasing the opportunity for public outdoor recreational use of the Baldwin Playground, consistent with the LWCF Act, and (e) refurbishing the tennis court area to make it accessible and usable by a more diverse range of abilities and uses by the public, consistent with the original intention of the LWCF grant that the area be a "multiple-purpose" play area.

6. While we expect that opponents to the Baldwin School project will continue to fight us on this and other issues, the co-chairs of the Baldwin Building Committee are satisfied that the Baldwin School can be built on the designated site and the Baldwin Playground can be utilized by the Baldwin School as contemplated by the Baldwin Building Committee and the School Committee and we will so advise the full Baldwin Building Committee at its next meeting on October 11.

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VIA E-MAIL & MAIL

November 28, 2018

Stephen Wald, Esq.
Robins Kaplan, LLP
800 Boylston Street, Suite 2500
Boston, MA 02199

RE: Proposed Development of Ninth Elementary School
Baldwin School / Baldwin School Playground

Dear Mr. Wald:

As you may know, this Firm is acting as Special Town Counsel in the above-referenced matter. This letter responds to your ongoing assertions that the Brookline School Committee's proposed use of the Baldwin School Playground by Baldwin School students would be prohibited under Article 97 of the Amendments to the Massachusetts Constitution ("Article 97") and/or restrictions imposed by the federal Land and Water Conservation Fund Act ("LWCF").

Specifically, we have reviewed your July 26, 2018, September 11, 2018 and September 17, 2018 letters to Brookline boards, commissions and officials asserting that the proposed use of the Baldwin School Playground by Baldwin School students would constitute an impermissible "conversion" to other than public outdoor recreational use.[1]

We disagree. Your arguments and conclusions appear to be based upon a fundamental misunderstanding of the Town's proposed use of the Baldwin School Playground. For the reasons that follow, it is our opinion that the proposed non-exclusive use of the Baldwin School Playground by Baldwin School students for outdoor recreational purposes while school is in session is consistent with Article 97, the LWCF Act, and the June 26, 1976 LWCF Project Agreement that governs the use and stewardship of the Baldwin School Playground property.

It is our understanding that the proposed use of the Baldwin School Playground is expected to include the following:

(1) non-exclusive recreational use by Baldwin School students for outdoor recess and physical education while school is in session, meaning it would remain available for

[1] We are aware of a lawsuit that you have apparently filed this week in Norfolk Superior Court on behalf of the so-called "Taxpayers Concerned for Brookline" against the Town of Brookline and others, alleging violations of the Open Meeting Law and Public Records Law as well as unlawful expenditures of Town money. This letter responds only to your correspondence listed above, and not the lawsuit.

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outdoor recreational use by the general public when being used by students, similar to other parks adjacent to Brookline public schools (including the Lawrence School students' use of Longwood Park);

(2) replacement of the Baldwin School Playground's existing play structures with new, modern play structures that are appropriate for safe use by a wider range of ages, and that are accessible to and inclusive for children with disabilities;

(3) refurbishing the existing tennis court to encourage greater use by the public, both in terms of frequency and type of use, by making it accessible for a more diverse range of abilities and uses (perhaps by removing the tennis net and installing basketball hoops), consistent with the original intention of the LWCF grant for the "multiple-purpose" area;

(4) maintaining the open grounds of the Baldwin School Playground without any additional fencing, building structures, or other impediments to public access and use; and

(5) preserving the existing mature trees on the site to maintain the Baldwin School Playground's character.

In your July 26 letter, you state that the LWCF Project Agreement restricts the Baldwin School Playground "to the uses contained in the Application for Federal Assistance from the LWCF, and precludes uses contrary to achieving the purposes and benefits for which the LWCF assistance was provided." You opine that the LWCF Project Agreement's restrictions on the Baldwin School Playground "preclude using [it] for educational purposes like as [sic] recess and physical education." We see no basis for this conclusion.

Your analysis glosses over the fact that the LWCF Application and supporting materials explicitly and repeatedly reference use of the Baldwin School Playground by the general public and define the paved "multiple-purpose" play area as being located within an existing playground. You fail to mention that the School Committee has maintained the care, custody and control of the Baldwin School Playground at all times since the 1941 Special Town Meeting appropriated funds for the School Committee to purchase the land. You mischaracterize the Baldwin School Playground as "a pastoral area with one tennis court", ignoring the existing play structures in the Baldwin School Playground. You also fail to acknowledge that proposed improvements to those existing play structures and the tennis court would encourage greater use of the site by more members of the general public for a broader range of outdoor recreational activities.

In our opinion, these important facts make clear that the non-exclusive outdoor recreational use of the Baldwin School Playground by Baldwin School students would not constitute a conversion or be inconsistent with the LWCF Project Agreement. As the NPS guidance documents and case law illustrate, land obtained or improved with LWCF funds is

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"converted to other than public outdoor recreation uses" where public outdoor recreational use is terminated or severely restricted.[2] That would not be the case here. To the contrary, as described above, the public would not be excluded, and improvements to the existing play structures and the tennis court would encourage greater outdoor recreational use of the Baldwin School Playground by the general public in a manner that is true to the LWCF Project Agreement.

You also argue in your July 26 letter that "the increased traffic associated with a school is contrary to other purposes in the Application for Federal Assistance, namely, 'decrease[d] noise' and 'screening off ... traffic noises'." This argument ignores the fact that the Project Agreement does not govern use of the Baldwin School site. Furthermore, the LWCF Application repeatedly states that the proposed screening on the site is intended to create a buffer with the adjacent commercial area, not the Baldwin School.

In your September 11 letter, you attempt to distinguish the Baldwin School Playground from the Longwood Playground, claiming without support that "[t]he Lawrence School was using the Longwood Playground for recess and physical education well before 1978" so there was "never any conversion after the grant was received". This argument disregards the fact that any property acquired or developed with LWCF funds must thereafter be used for outdoor recreation purposes regardless of its use prior to the acceptance of LWCF funds. Consequently, use of the Longwood Playground by Lawrence School students for recess and physical education in the decades since LWCF grant money was used at the Longwood Playground supports the use of the Baldwin School Playground for the same purposes by Baldwin School students.

You also attempt to distinguish the Longwood Playground by pointing out that the LWCF "grant application discusses only one aspect of the [Longwood] playground – the tennis courts" and the Longwood "tennis courts are in a discrete area of the property, physically segregated from the rest of the playground." These statements are true of the Baldwin School Playground as well.

In your September 17 letter, you point to a December 14, 2015 Park and Recreation Commission letter as support for your position that use of the Baldwin School Playground by elementary students would unduly exclude the public. As you observe in the same paragraph, NPS guidance states that land improved with LWCF funds must "be kept open for public use at reasonable hours and times of the year, according to the type of area or facility." Again, it is our understanding that the Town does not intend to exclude the public from the Baldwin School Playground when it is in use by students. Instead, the site shall remain available for use by the

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[2] NPS guidance documents indicate that conversion may take place in circumstances including: 1) conveyance of a property interest for private or non-public outdoor recreational use; 2) using all or a portion of the property for non-outdoor recreational uses (public or private); 3) construction of offending indoor facilities without NPS approval; and 4) termination of public outdoor recreational use. *LWCF Federal Financial Assistance Manual*, Volume 69, Ch. 8-4 (October 1, 2008); see also *Friends of Shawangunks, Inc. v. Clark*, 754 F.2d 446, 449 (2nd Cir.1985) (Second Circuit Court of Appeals ruled that changing a portion of LWCF-protected land from a public conservation area to a private golf course constituted a conversion); *Weiss v. Secretary of U.S. Dept. of Interior*, 459 Fed. Appx. 497 (6th Cir. 2012) (Sixth Circuit Court of Appeals upheld an NPS determination allowing conversion of a portion of LWCF-protected land for a private golf course, where a proposed land swap would provide land with reasonably equivalent usefulness to that being converted, and was consistent with the Michigan SCORP).

general public during reasonable hours and times of the year. Furthermore, you have vastly overstated the extent to which the Baldwin School Playground will be used by students. You may be unaware that Massachusetts schools are required to be in session for only 180 of 365 days each year, and not on weekends or holidays.

Finally, with respect to Article 97, you incorrectly characterize the *Westfield* case as being "essentially identical" to the present situation, ignoring a crucial difference. In *Westfield*, the City accepted and used LWCF funds to construct a playground (triggering both LWCF and Article 97 protection), then sought to unilaterally demolish that playground to make way for construction of a new school building. Here, the Town is exploring the feasibility of improving an existing school building on the Baldwin School site (which has no Article 97 protection) and using the adjacent Baldwin School Playground site (which does have Article 97 protection) for outdoor recreation by students during recess and physical education. In our opinion, allowing Brookline students to use the Baldwin School Playground for recess and physical education while school is in session, and improving the existing playground equipment and tennis court to encourage greater public use, is consistent with Article 97.

In summary, it is our strongly held opinion that the Town may proceed with development of a school building at the Baldwin School site without undergoing the Article 97 legislative approval process or seeking approval from EEA, NPS or the Secretary of the Interior, as that parcel is free from encumbrances under either Article 97 or the LWCF.

It is our further opinion that non-exclusive outdoor recreational use of the Baldwin School Playground by Baldwin School students while school is in session (without excluding the general public), with associated improvements to the existing play structures and tennis court, is neither a disposition, change in use or conversion of the Baldwin School Playground, and is consistent with Article 97 and the 1976 LWCF Project Agreement.

Very truly yours,

Luke H. Legere

cc: Joslin Ham Murphy, Esq.

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PUBLIC SCHOOLS of
BROOKLINE

Baldwin School Building Project -- Addressing Common Concerns (Rev. 11/29/2018)

This document was developed to directly address concerns that have been raised by community members about the Baldwin School Building Project. This document was initially developed for the Baldwin School Project's Community Forum on November 26, 2018, and has subsequently been revised and updated following its initial distribution.

Concern:
The neighborhood surrounding the Baldwin School site has not been listened to by Town officials and proponents of the project.

Facts:
There have been over 74 public meetings since February 2016 regarding the Baldwin site. For a majority of these meetings, community members were able to provide public comment and input. In addition, all community members have had continuous access to public officials and school department staff involved in the project via email. Neighbors also have the opportunity to communicate through an online comment form made available on the town and school department websites.

In response to input from the community members who live in the Baldwin neighborhood, significant changes have been made to the project:

- *The Town has downsized the project twice, from 800 students to 660 students, and then again from 660 students to 450 students.*
- *The decreased school size reduces school-related traffic and parking.*
- *The recommendations from the current traffic study being done during the 2018 Feasibility Phase continue to be refined to address concerns raised by neighbors during community forums and public hearings and will be shared the week of December 3rd.*
- *The Town has moved away from building on both the Baldwin School and Baldwin School Playground site to a proposed building that is constrained to the Baldwin School site and leaves the Baldwin School Playground as is.*
- *The Town has moved away from making improvements to the Soule Recreation Center that would have expanded access and parking at Soule and improved the quality of the playing fields.*

Concern:
During the 2017 site selection process, the Baldwin site was described as infeasible and disadvantageous by the current traffic engineer, even for a reduced school size.

Facts:
The preliminary traffic analysis conducted during the 2016 site selection process was not designed to make a definitive determination of the quality of a specific site. It simply compared the quality of traffic and access between three sites – Baker, Baldwin, and the Stop & Shop on Harvard Street. The 2016

study's evaluation criteria, including "advantageous" and "disadvantageous" designations, were used for the purpose of relative comparisons to judge the various potential advantages and disadvantages of these possible school sites, pending further study.

As significant changes have been made to the project through the integration of community feedback, new information and mitigation approaches have been identified which have proven the viability of traffic for the currently planned, scaled down proposal. This new information includes a dramatic reduction of the proposed school's size, as well as traffic improvement measures such as the retiming of the Heath/Hammond traffic signal and adjustment of the proposed school start time. These measures were not considered during the preliminary, town-wide site selection traffic study effort.

In selecting the Baldwin site, traffic was considered among a variety of criteria by the joint Town committees in making their recommendation of the Baldwin site and was balanced against other advantages offered by this site option.

Concern:
Parents attempting to drop off their children at the new school will back up on to Heath Street blocking traffic.

Facts:
The new school will have over 650 linear feet of on-site queuing space which will allow for all queuing to occur off of the surrounding public roads. Baldwin will be the only school in Brookline that provides sufficient on-site vehicle circulation to relieve surrounding public roads from queuing backups.

Concern:
The expanded Baldwin School would not be a walkable school.

Facts:
Four schools (Heath, Baker, Lincoln, and Runkle) all have 40% or more students getting to school by car and bus. Except for those students who live within walking distance of Baker, most students in South Brookline already are driven to school by car or bus. There are 138 public school students who live within ½ mile of the Baldwin School, many of whom could walk to the school. Additionally, when the Baldwin School is rebuilt, we would anticipate additional families would move within walking distance in the coming years.

Concern
Students walking to the new school will need to cross Route 9 and will be endangered by currently unsafe pedestrian crossings.

Facts:
Currently the Town has crossing guards at three locations on Route 9 to help students cross safely to get to Heath, Lincoln, and Brookline High School. Like any school, the new school at Baldwin will require improvements to pedestrian crossings. These improvements will include crossing guards at Route 9 and other intersections, new sidewalks and signage improvements, school zone flashing and pedestrian

signals, and with the cooperation of the Massachusetts Department of Transportation, a signalized Route 9 pedestrian crossing at either Dunster or Norfolk Roads.

Concern:
The new school site will force a large number of students who are now walking to get to school in a vehicle.

Facts:
Busing is already commonplace in Brookline. Students in the vicinity of the new Baldwin school who are currently being bused or driven to Heath will now be able to walk to school. A family feedback survey conducted in the 2016-2017 school year shows that Heath, Baker, Lincoln, and Runkle Schools all have 40% or more students getting to school by car or bus. Except for those students who live within walking distance of Baker, most students in South Brookline already are driven to Heath, Lincoln, or Baker by car or bus.

Figure 1: PSB Student Drop-Off Data

	Driven by a parent or guardian	Takes the school bus	Walks
Baker	38%	4%	57%
Coolidge Corner*	23%	35%	41%
Driscoll	26%	5%	64%
Heath	46%	10%	44%
Lawrence	23%	1%	75%
Lincoln	36%	4%	57%
Pierce	16%	1%	81%
Runkle	43%	4%	52%

Source: PSB Family Feedback Survey Results of Questions Related to Student School Drop-off, 2016-2017

**Please note that 6th-8th grade students students were being bused to Old Lincoln as a temporary swing space during the Coolidge Corner (then Edward Devotion School) Renovation and Expansion project.*

Concern:
The new school will make the Baldwin School playground inaccessible for public use.

Facts:
The Baldwin School playground will be fully accessible to all community members, just as it is today.

Concern:
Renovating and expanding the Baker School is a more effective solution to solve the substandard spaces/overcrowding issue in Brookline.

Facts:
Expanding the Baldwin School to a two-section school will add more capacity (+18 classrooms, 450 students) than expanding the Baker School to a five-section school (+8 classrooms sections, 213 students). Baldwin's current estimated cost range is $74-81 million plus possible land acquisition with a maximum cost of $82 million.

Baker's previous proposals had an estimated cost range of $92-138 million, plus swing space cost. Comparing the two options, the cost per additional seat at Baldwin would be $182,000 ($82 million/450 students) versus up to $648,887 at Baker ($138 million/213 students – the difference between current enrollment of 762 and projected enrollment of 975), which does not take into account cost inflation in the construction market since the Baker estimates were made.

Figure 2: Comparison between Baldwin and Baker

	Baldwin Expansion - Option B (12/2018)	Baker 5 Renovation/Expansion (05/2018)	Baker 3/3 Opt. 1 Renovation/Expansion (05/2018)
Scope	+450 students	+ 213 students	+ 402 students
Total # of students	450 PK-8	1,005 PK-8	1,164 PK-8
Additional Capacity	+108,250 GSF	+115,000 GSF	+136,000 GSF
Classrooms added	+18	+8	+16
Parking	+40 parking spaces below grade	+30 parking spaces below grade	+80 parking spaces below grade
Preliminary Cost Estimate	$78 - $82 Million, ($90 Million including possible land acquisition)	$93 - $138 Million, not including Swing Space Costs	$109 - $163 Million, not including Swing Space Costs
Cost per Seat	$200,000 per seat	$647,887 per seat, including Swing Space Costs	$405,472 per seat, including Swing Space Costs

Source: 9th School Alternative Site Study, Final Report - May 2018

Concern:
Construction and opening of the new school will be inevitably delayed or prevented by threatened legal action that has been ongoing since 2016.

Facts:
The new Baldwin School will be built on the site of the old Baldwin School, which is owned by the Town and has no restrictions on it. There are no legal grounds that would prevent the Town from using its own unrestricted school property for the construction of a new school. The logistics of doing so will be developed with input from the SBC who will be listening to the Concerns of abutters to the property and will be implemented to minimize any disruption to the community.

There is no reasonable basis for thinking that public school children attending the new Baldwin School can be prevented from using, on a non-exclusive basis, the adjacent Baldwin School Playground that is a part of the school site and has been used by Baldwin School children continuously since 1927 and is currently also being used by children attending nearby private schools and daycare programs. This conclusion was presented by the co-chairs of the SBC in the attached Report of the Co-Chairs, which is supported by Town Counsel and outside Special Town Counsel.

Concern:
The additional vehicles in the neighborhood during morning school drop off will dramatically increase traffic jams and wait times for neighbors.

Facts:
Existing and proposed traffic surrounding the proposed new Baldwin site has been studied extensively through calculations by the Town's consulting traffic engineer. The results of this study and its associated calculations are public record and can be reviewed by any interested party. In short, with the currently proposed student population and mitigation measures recommended by the engineer, and taking into account the number of students arriving and departing by bus and by foot, the new school will cause only incremental increases in traffic wait times during the short period between 7:30 and 7:50 a.m. Any increases in traffic compare favorably with traffic surges in other neighborhoods with Brookline's schools.

Concern:
During the 2017 9th school Baldwin/Soule site feasibility study, conversion of Woodland Road traffic from one to two ways was deemed essential to the viability of traffic.

Facts:
The possibility of such a conversion of Woodland Road was discarded as necessary to traffic flow at an early point in the 9th school study and is not under consideration for this project.

Concern:
Heath Street is an unsafe traffic environment and is an unsuitable location or a new school.

Facts:
Traffic data published by the Massachusetts Department of Transportation indicates clearly that all intersections surrounding the proposed Baldwin school expansion site have average or above average levels of safety.

Concern:
All the new buses will be highly detrimental to the existing traffic and will cause pollution and noise in the neighborhood.

Facts:
There will only be three buses going to Baldwin. Each bus that transports students results in a significant reduction of vehicular traffic and will reduce traffic in south Brookline as current students who are now parent-driven to remote schools could travel in fewer vehicles. Similarly, consolidation of students onto buses reduces pollution due to the reduction of the number of vehicles on the road.

Concern:
The new site is far too small for the needs of its student population.

Facts:
The site is suitable for a two-section school that will only serve a maximum of 450 students. The site is comparable in size with the Lawrence School, which is a four section school with more than 700 students. The school will be the smallest in town and will have a more favorable floor area to usable open play space ratio than several other schools in the town.

The new school will conform to the long-standing, existing Town of Brookline Zoning Bylaw in all dimensional considerations except for height. This includes setbacks from property lines, overall building density and open and landscaped site area requirements. The new building, while incrementally exceeding the bylaw's height requirements, will be consistent in height with adjoining properties including a neighboring five-story apartment complex.

Concern:
The Town's attention should be focused as a first priority on the Pierce project, not on Baldwin.

Facts:
The much-needed Pierce School project is anticipated to be far greater in cost than the Baldwin project. As such, the Town is aggressively pursuing partnership with the Massachusetts School Building Authority (MSBA) which could result in between and 20% and 30% reimbursement from the MSBA for the cost of the project - as it did successfully for the Coolidge Corner School. By pursuing MSBA partnership and funding, the Town will maximize the taxpayer dollar where it counts the most. Additionally, it is anticipated that the renovation and expansion of both the Baldwin and Driscoll projects and recently completed Coolidge Corner School will provide relief to overcrowding at Pierce.

Concern:
Student population trends for the future do not justify the construction of a new school.

Facts:
On November 27, 2018, the district presented revised enrollment projections for the 2018-2019 School Year. It acknowledges that the new projections are significantly lower than what was originally presented in 2016, but that the reduced enrollment is still comparable to previous years of enrollment during which schools were at or over capacity.

Additionally, over the past 10 years the equivalent of four 3 section K-8 schools worth of additional students has been forced into existing buildings and rented facilities. This expansion has resulted in dramatically overburdened cafeterias, gymnasiums, guidance and counseling spaces, and other shared school areas.

Specialized spaces needed for contemporary education, which are taken for granted elsewhere, such as those for collaboration and special education, are lacking and are desperately needed for our students to keep pace with those in other districts. Even if enrollment numbers remain stagnant, four school's worth of additional space is desperately needed today.

Ultimately, student population trends do not affect the substandard spaces that Brookline students currently endure in their schools today.

Figure 3: Comparison of PSB School Enrollment and Capacity from 2005-2006 to 2018-2019

	2005-06 Enrollment	2018-19 Enrollment	% Growth since 2005-06	School Capacity	% Over Capacity in 2018-19
Baker	647	762	18%	679	12%
Coolidge Corner	670	873	30%	945*	- 8%
Driscoll	366	614	68%	574	7%
Heath	360	522	45%	553	- 6%
Lawrence	478	705	47%	572**	23%
Lincoln	410	581	42%	437	33%
Pierce	546	865	58%	634	36%
Runkle	427	581	36%	616	- 6%

Source: PSB Enrollment Data, 2018-2019; MGT Enrollment Capacity and Utilization Report, 2012

**The capacity at the new Coolidge Corner School is 945 students, based on new construction documents effective 09/01/2018*

***Four additional classrooms were added at Lawrence in 2014, but there was no addition of common core spaces or small instructional rooms.*

Concern:
$4.8 million for the purchase of new property adjacent to the Baldwin school site is an unnecessary expense.

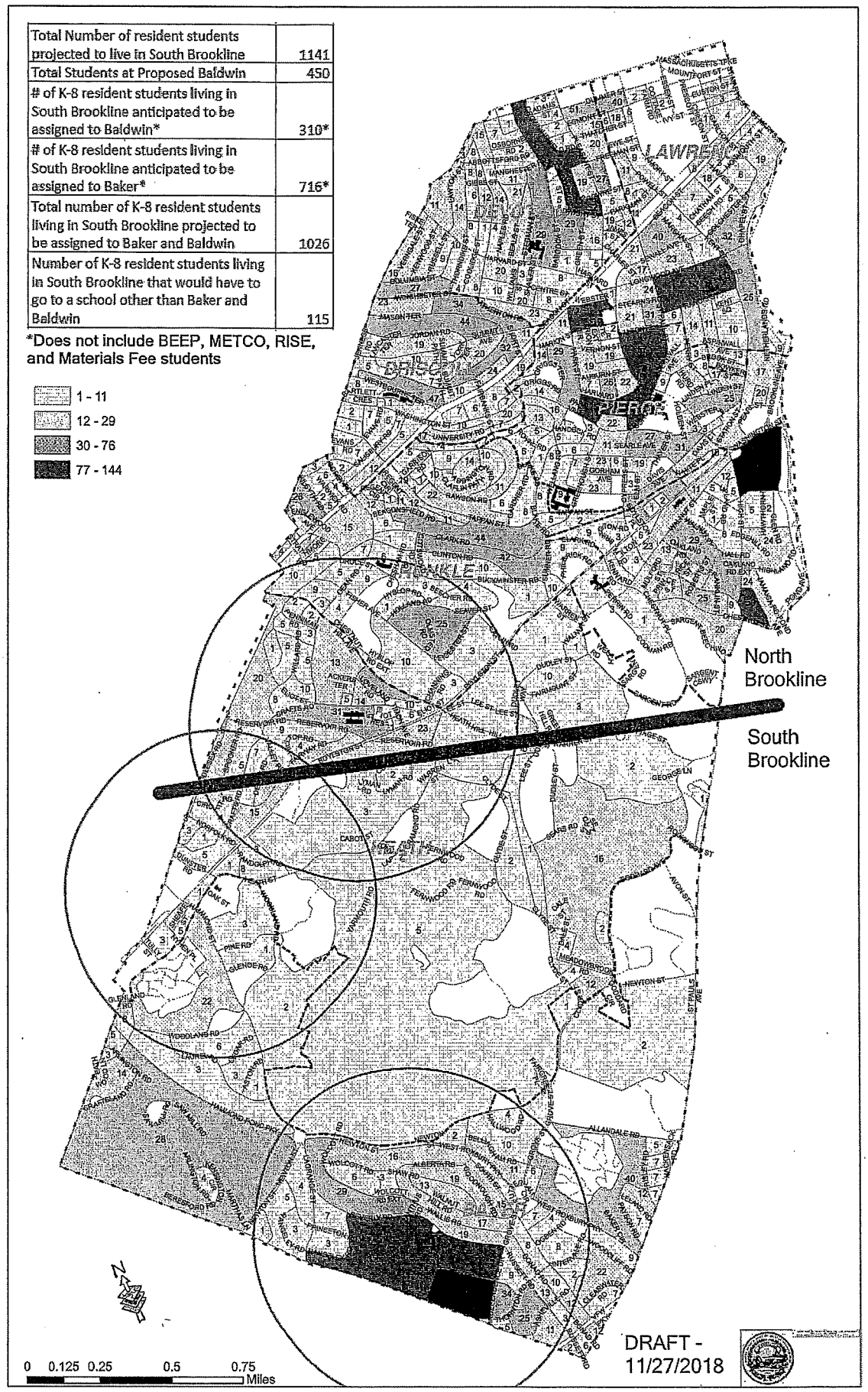
Facts:
The purchase of the site could reduce the need for the construction of underground parking and allow visitors to easily access the school during the school day by utilizing a surface cul-de-sac turnaround. The new site could provide 21,000 more square feet of building area, which could allow for some combination of reduced building height, more outdoor play space and more extensive relationships between interior classrooms and outdoor landscape.

The figure below illustrates the Baldwin School Catchment Area. Students that live in South Brookline (below the blue line) could potentially attend the Baldwin School. The blue circles represent a 0.5 mile radius from the Heath School, Baker School and Baldwin School.

THIS MAP IS INTENDED FOR ILLUSTRATIVE PURPOSES ONLY AND IS NOT DESIGNED TO SHOW SCHOOL ASSIGNMENT BOUNDARIES.

Total Number of resident students projected to live in South Brookline	1141
Total Students at Proposed Baldwin	450
# of K-8 resident students living in South Brookline anticipated to be assigned to Baldwin*	310*
# of K-8 resident students living in South Brookline anticipated to be assigned to Baker*	716*
Total number of K-8 resident students living in South Brookline projected to be assigned to Baker and Baldwin	1026
Number of K-8 resident students living in South Brookline that would have to go to a school other than Baker and Baldwin	115

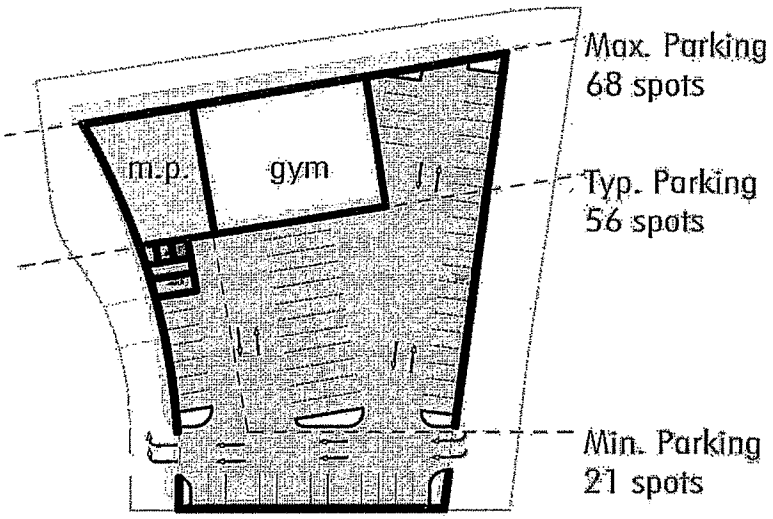
*Does not include BEEP, METCO, RISE, and Materials Fee students



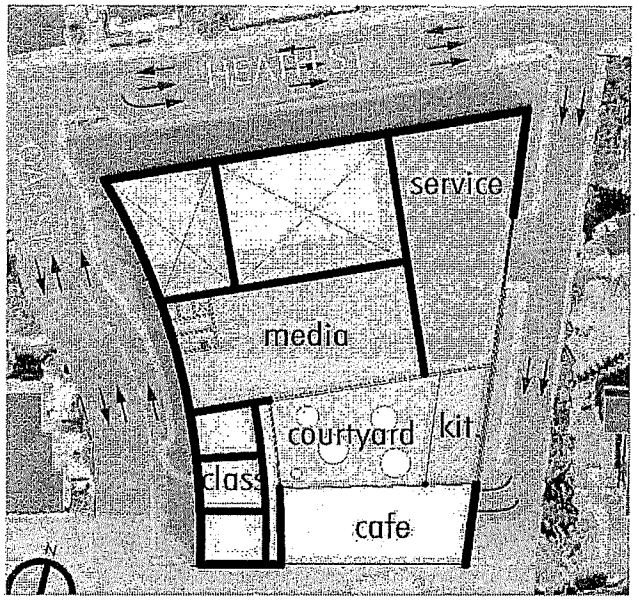
Source: Public Schools of Brookline, Enrollment Data from 2017-2018 School Year

OPTION B
SOLAR HARVEST

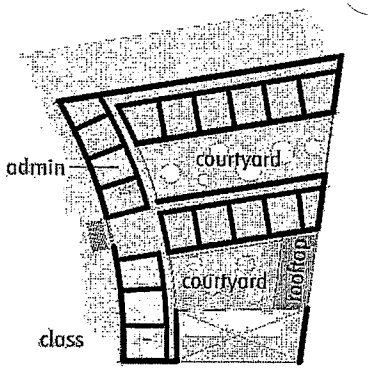
OPTION B
"SOLAR HARVEST"



1 -1 GARAGE - OPTION B
1" = 50'-0"



2 FIRST FLOOR PLAN - OPTION B
1" = 50'-0"



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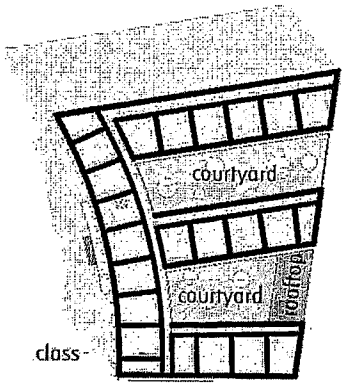
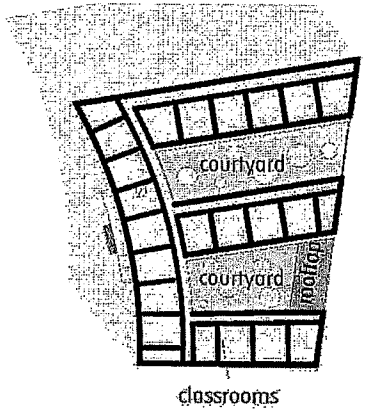
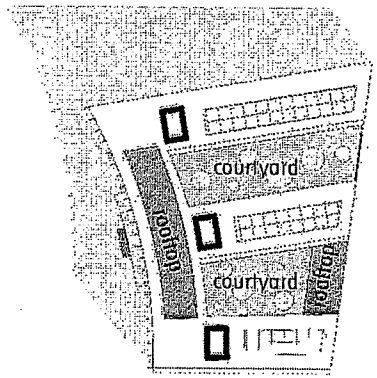


4 THIRD FLOOR PLAN - OPTION B



5 FOURTH FLOOR PLAN - OPTION B



6 ROOF PLAN - OPTION B

PSB Parking Plans

PUBLIC SCHOOLS of BROOKLINE

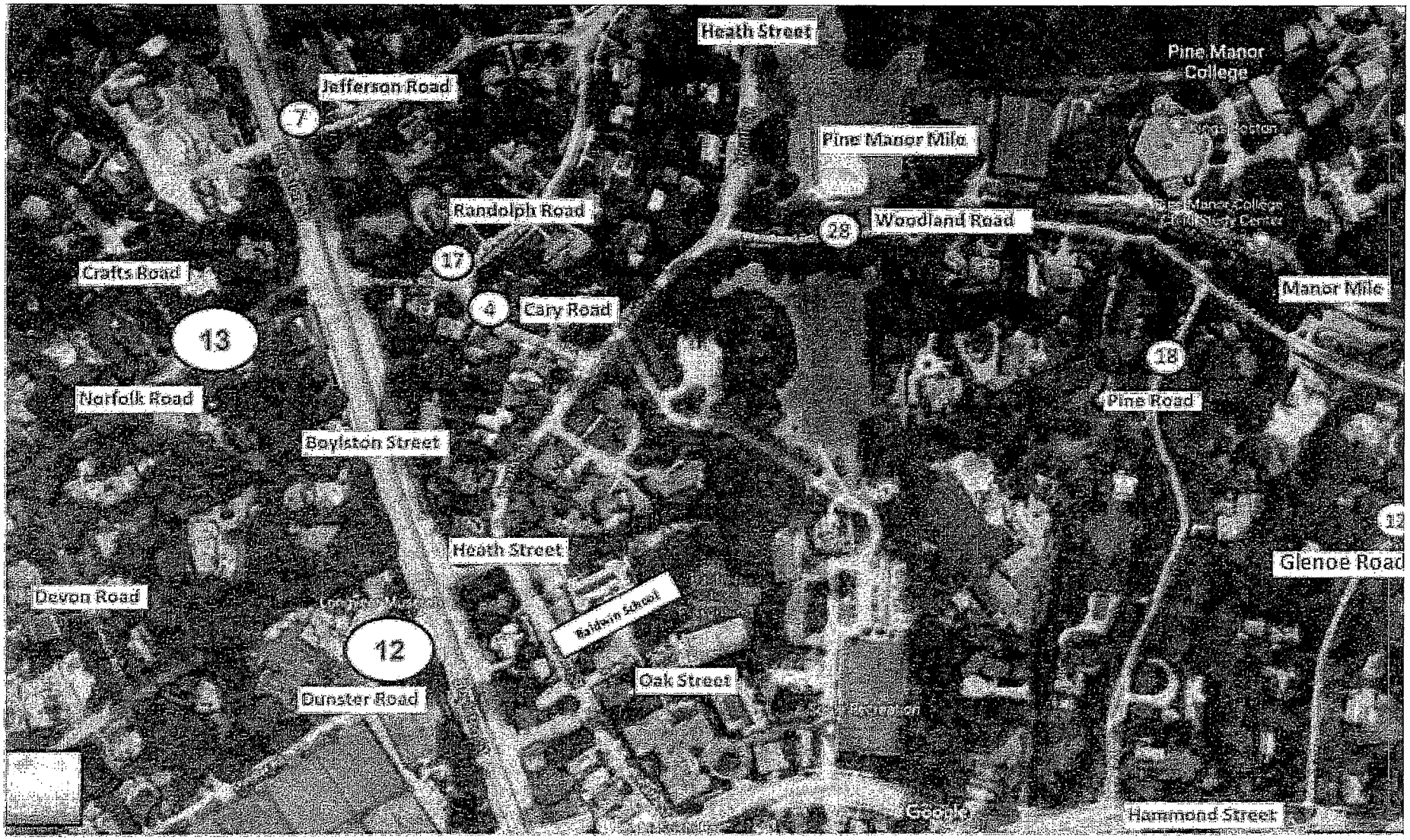
Transportation Board Approved Staff Parking Plans currently exist for:

1. Brookline High School neighborhood
2. Coolidge Corner School neighborhood
3. Driscoll School neighborhood
4. Lawrence School neighborhood
5. Lincoln School neighborhood
6. Pierce School neighborhood
7. Runkle School neighborhood
8. BEEP @ Putterham (Temple Emeth) neighborhood
9. BEEP @ Beacon (Temple Ohabei Shalom) neighborhood

Existing PSB Staff Parking Plans

PUBLIC SCHOOLS of BROOKLINE

	Total # of Staff Parking Spaces	# of Staff Parking Spaces on School Property	# of Staff Parking Spaces on Town Streets	Estimated Longest Walk for staff (mi)	% of Staff Parking on Town Streets
Brookline High School	225	25	200	0.6	89%
Baker	132	64	68	0.5	52%
Coolidge Corner	175	65	110	0.5	63%
Driscoll	105	52	53	0.3	50%
Heath	68	32	36	0.3	53%
Lawrence	102	0	102	0.3	100%
Lincoln	102	69	33	0.2	32%
Pierce	135	85*	50	0.2	37%
Runkle	120	0	120	0.3	100%
BEEP @ Putterham	18	0	18	0.4	100%
BEEP @ Beacon	18	0	18	0.4	100%
BEEP @ Lynch Center	26	20	6	N/A	23%
Baldwin (Proposed)	**86**	**0**	**86**	**0.5**	**100%**



Baldwin School

10/02/2018 – Parking

Proposed for School Committee and Transportation Board

xx Parking Lots Spaces

86 Requested TBoard Parking Spaces

Baldwin Parking Plan

PUBLIC SCHOOLS of BROOKLINE

South of Boylston Street

- Cary Rd (east curb toward Randolph): 4 permits
- Glenoe Rd (south curb along sidewalk toward Woodland): 12 permits
- Jefferson Rd (east curb toward Rte. 9): 7 permits
- Pine Rd (south curb along sidewalk toward Woodland): 18 permits
- Randolph Rd (east curb toward Rte. 9): 17 permits
- Woodland Rd (south/east curb along sidewalk toward Heath): 28 permits

North of Boylston Street

- Dunster Road (west curb along sidewalk toward Rte. 9): 12 spaces
- Norfolk Road (west curb along sidewalk toward Rte. 9): 13 spaces

Total Available: 111 spaces

Projected Need: 86 spaces

Outreach

PUBLIC SCHOOLS of BROOKLINE

The proposed maximum numbers of permits per street has already been discussed, in advance of tonight on:

- **September 12** and **October 9** at the Capital Sub-committee of the School Committee
- **October 11** at the Baldwin School Building Committee meeting

ARTICLE 4

ADVISORY COMMITTEE'S SUPPLEMENTAL RECOMMENDATION

On December 10, 2018, the Advisory Committee met to potentially reconsider its No Action recommendation on Article 4. That Article would authorize the Select Board to acquire townhouses on Oak Street in order to provide more space for a new K-8 school at the Baldwin School site.

No member of the Advisory Committee moved reconsideration of Article 4. The lack of a motion to reconsider reflected the fact that the Advisory Committee on December 10 had previously voted against reconsidering its recommendation on Article 3. The Advisory Committee recommends the "Doggett amendment," which would not appropriate funds for a new K-8 school at the Baldwin School site. If there is not going to be a new school at the Baldwin site, there is no need to acquire the townhouses on Oak Street.

The Advisory Committee thus continues to recommends NO ACTION Article 4.

ARTICLE 4

FOURTH ARTICLE

Submitted by: Select Board

To see if the Town will vote to authorize the Select Board to acquire, by purchase, gift, eminent domain or otherwise, in fee simple, the parcels of land located at 15-19 Oak Street, Brookline Massachusetts, including all buildings and structures thereon and all privileges and appurtenances thereto belonging, all interests held pursuant to M.G.L. c. 183A, as well as all trees and shrubs thereon, consisting of approximately 8,209 square feet, for general municipal purposes, and for all purposes and uses accessory thereto, including but not limited to the construction or expansion of school educational facilities and amenities, and that to meet such expenditure to appropriate a sum of money to be expended at the direction of the Selectmen, to pay costs of acquiring said property, and for the payment of all costs incidental and related thereto, and to determine whether such amount shall be raised by taxation, transfer from available funds, borrowing or otherwise; to authorize the Select Board to apply for, accept and expend any grants from any source whatsoever that may be available to pay any portion of this project or to take any other action relative thereto.

Land Description:

A certain parcel of land with the buildings thereon known as and numbered 15 Oak Street, Brookline, MA, situated in Brookline, Norfolk County, Massachusetts, and bounded and described as follows:

EASTERLY by Oak Street, sixty-two and 12/100 (62.12) feet;

SOUTHERLY by Lot 10 on a plan hereinafter referred to, one hundred (100) feet;

WESTERLY by land of owners unknown, sixty (60) feet;

NORTHERLY by Lot 8 on said plan, eighty-five and 40/100 (85.40) feet;

Containing approximately 5,709 square feet of land and being Lot 9 on a plan of 18 house lots near Chestnut Hill Station, Brookline, drawn by Whitman and Breck, Surveyors, dated April 18, 1871, and recorded with Norfolk County Registry of Deeds in Book 410, Page 30.

Also, a certain parcel of land lying Southwesterly on Oak Street in said Brookline, bounded and described as follows:

NORTHEASTERLY by said Oak Street, twenty-five (25) feet

SOUTHEASTERLY by land formerly of the Rivers School and now of the Town of Brookline, one hundred (100) feet;

SOUTHWESTERLY by land now or late of Carroll and by land formerly of Daniel F. McGuire, twenty-five (25) feet; and

NORTHEASTERLY by other land formerly of Daniel F. McGuire, one hundred (100) feet.

Containing about 2,500 square feet of land, or however otherwise said premises may be bounded or described and be all or any of said measurements or contents more or less.

Said premises are shown on a "Plan of Land in Brookline, Mass", dated September 18, 1941, by Walter A. Devine, Town Engineer, and recorded with Norfolk Registry of Deeds, Book 2369, Page 279.

Assessor's Description:

Address	Block-Lot-Sub lot
15-19 OAK ST, Unit 15	432-18-01
15-19 OAK ST, Unit 17	432-18-02
15-19 OAK ST, Unit 19	432-18-03

PETITIONER'S ARTICLE DESCRIPTION

In furtherance of the proposed Baldwin School project, the Select Board reached an agreement with the owners of 15-19 Oak Street to purchase these properties, conditioned on Town Meeting approval. If approved, the acquisition of this property will add to the existing land owned at the school, expanding the town-owned land upon which school facilities can be located. This will provide the Town with important additional flexibility in terms of locating and designing the school and amenities needed for students, faculty and families. Because voluntary purchase agreements have been reached with these owners, there is no financial uncertainty attached to the acquisition. The Select Board believes this is an important and positive step in the process of building additional school capacity to serve Brookline's students. The flexibility of additional space will permit consideration of different types of school designs, on-site parking, or play space in addition to the Baldwin playground. The acquisition of this property will not change the planned 450-student size of the school.

SELECT BOARD'S RECOMMENDATION

Please see the Board's report and recommendation under Article 2 for a comprehensive discussion of Articles 2-4.

On December 4, 2018 a unanimous Select Board voted FAVORABLE ACTION on the following motion:

VOTED: That the Town authorize the Select Board to acquire, by purchase, gift, eminent domain or otherwise, in fee simple, the parcels of land located at 15-19 Oak Street, Brookline Massachusetts, including all buildings and structures thereon and all privileges and appurtenances thereto belonging, all interests held pursuant to M.G.L. c. 183A, as well as all trees and shrubs thereon, consisting of approximately 8,209 square feet, for general municipal purposes, and for all purposes and uses accessory thereto, including but not limited to the construction or expansion of school educational facilities and amenities, and that to meet such expenditure authorize the Treasurer, with approval of the Board of Selectmen, to borrow $4,700,000, under General Laws, Chapter 44, Section 7(1). Any premium received upon the sale of any bonds or notes approved by this vote, less any such premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with Chapter 44, Section 20 of the General Laws, thereby reducing the amount authorized to be borrowed to pay such costs by a like amount.

Land Description:

A certain parcel of land with the buildings thereon known as and numbered 15 Oak Street, Brookline, MA, situated in Brookline, Norfolk County, Massachusetts, and bounded and described as follows:

EASTERLY by Oak Street, sixty-two and 12/100 (62.12) feet;

SOUTHERLY by Lot 10 on a plan hereinafter referred to, one hundred (100) feet;

WESTERLY by land of owners unknown, sixty (60) feet;

NORTHERLY by Lot 8 on said plan, eighty-five and 40/100 (85.40) feet;

Containing approximately 5,709 square feet of land and being Lot 9 on a plan of 18 house lots near Chestnut Hill Station, Brookline, drawn by Whitman and Breck, Surveyors, dated April 18, 1871, and recorded with Norfolk County Registry of Deeds in Book 410, Page 30.

Also, a certain parcel of land lying Southwesterly on Oak Street in said Brookline, bounded and described as follows:

NORTHEASTERLY by said Oak Street, twenty-five (25) feet

SOUTHEASTERLY by land formerly of the Rivers School and now of the Town of Brookline, one hundred (100) feet;

SOUTHWESTERLY by land now or late of Carroll and by land formerly of Daniel F. McGuire, twenty-five (25) feet; and

NORTHEASTERLY by other land formerly of Daniel F. McGuire, one hundred (100) feet.

Containing about 2,500 square feet of land, or however otherwise said premises may be bounded or described and be all or any of said measurements or contents more or less.

Said premises are shown on a "Plan of Land in Brookline, Mass", dated September 18, 1941, by Walter A. Devine, Town Engineer, and recorded with Norfolk Registry of Deeds, Book 2369, Page 279.

Assessor's Description:

Address	Block-Lot-Sub lot
15-19 OAK ST, Unit 15	432-18-01
15-19 OAK ST, Unit 17	432-18-02
15-19 OAK ST, Unit 19	432-18-03

ADVISORY COMMITTEE'S RECOMMENDATION

The Advisory Committee's vote and recommendation under this Article can be found in the report under Article 2.

Passed by an Electronic Roll Call Vote — 143 In Favor, 66 Opposed and 6 Abstentions.

ARTICLE 5

FIFTH ARTICLE

Reports of Town Officers and Committees

Report of Recent Action on the Committee's Recommendations
December 3, 2018

Executive Summary:

On November 8, 2018 the state approved an increase in the annual qualifying income limit for participation the Senior Tax Deferral Program. In November, 2017 Town Meeting authorized the Select Board to pursue this change. State approval means, effective July 1, 2018 the annual qualifying income limit for the deferral program increased from $57,000 to $86,000 for the current fiscal year (2019); the income limit is now tied to Senior Circuit Breaker Credit program as the married filing joint return amount for all taxpayers, which is expected to increase in future years. The increase in the income limit will expand the number of low and moderate-income seniors eligible to participate in the deferral program, and represents a significant advancement in the Town's effort to provide property tax relief to senior homeowners struggling to finds ways to continue to live at home.

Complete Report:

On September 18, 2017 the Selectman's Committee on Senior Tax Policy delivered its final report to the Board of Selectmen[1] representing the completion of its charge. The Committee's final report recommended seven actions the Town take to provide property tax relief to low- and moderate-income seniors. Three of the seven recommended actions were passage of Warrant Articles at the November 2017 Special Town Meeting.

In November, 2017 Town Meeting voted Favorable Action on the Selectman's Committee on Senior Tax Policy Warrant Articles. The three articles Town Meeting approved were:

1. Article 6: A proposal to authorize the Board of Selectmen to petition the state legislature to increase the maximum qualifying gross income amount for purposes of M.G.L. Chapter 59, Section 5 clause Forty-First A, which would increase the income limit and expand eligibility for the Senior Tax Deferral program.
2. Article 7: A proposal to change the interest rate on property taxes deferred through the Senior Property Tax Deferral Program from a fixed rate of five percent to the one-year average rate on 10-year Constant Maturity Treasury Notes.
3. Article 8: A proposal to accept the provisions of Section 3D of Chapter 60 of the Massachusetts General Laws, establishing a taxation aid committee and fund that would provide assistance to elderly and disabled taxpayers.

[1] The name of the Board of Selectmen was changed to the Select Board in November, 2017.

With approval by Town Meeting Warrant Articles 7 & 8 went into effect – the interest rate charged on deferred taxes has been reduced (the interest rate will be 2.33% in FY2019) and an elderly and disabled taxation fund has been established (as of the date of this report $5,000 has been raised during the first two quarters of FY2019).

Unlike Articles 7 & 8, Article 6 could not be implemented until approval by the State Legislature and Governor was obtained. On November 8, 2018 these approvals were granted.

Article 6, or Chapter 293 of the Acts of 2018 as it is known outside of Brookline, increases the annual qualifying income limit for participation the property tax deferral program from $57,000 per year to $86,000 per year in FY2019. The income limit is expected to increase in future years with inflation. The new limit takes effect this fiscal year. , thereby increasing the number of low- and moderate-income seniors able to access the Senior Tax Deferral Program. Efforts are currently underway to raise awareness of the expanded income eligibility and the hope is that additional low- and moderate- income senior will apply to participate in the program.

SELECT BOARD

Neil A. Wishinsky, Chair
Benjamin J. Franco
Nancy S. Heller
Bernard W. Greene
Heather Hamilton

ADVISORY COMMITTEE

Sean Lynn-Jones, Chairman

TC II