



Saugus Public Schools

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Dr. David DeRuosi, Jr.
Superintendent of Schools

May 5, 2014

To: Ms. Christine Lynch, Director of School Governance

Ms. Lynch,

The description below is a summary of the Special Education programs and services provided by the Saugus Public Schools district that we will incorporate as part of Educational Plan supported by new building design proposal for a new middle/high school complex. Special education services for our Belmonte Middle School as well as Saugus High School will be provided in the new 6-12 complex.

Belmonte Middle School Special Education Programs Overviews

The Belmonte Middle School is currently providing an inclusionary model of special education service delivery to students in grades 6-8. Special Education teachers and Paraprofessionals are scheduled into and providing specialized instruction and support within general education, grade level, Math, English, Science, Social Studies classrooms.

- Special Education Learning Centers are scheduled by grade level to provide additional specialized instruction in small groups (5-8 students) providing modifications and accommodations related to the inclusionary core subjects that are taught in the inclusionary setting.
- The 6th grade Language Based Program is located within the grade 6 general education setting, however the Language Based Program(s) for grades 7 and 8 share staff and both classrooms are located in the 6th grade Team floor/wing. The 7th and 8th grade Language Based Program's current location was based on the need for 2 classrooms with laboratory space, which did not exist within the current 7th or 8th grade Team setting.
 - Due to space constraints, we cannot locate each classroom in the grade level Team space and which have accessible technology to support the assistive devices used by the students (internet, smart board).

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- The Middle School also has identified classroom spaces for students requiring education services in substantially separate educational settings.
 - Due to space constraints and multi-graded programming, the locations of these programs at the Belmonte Middle School are not ideal for maximizing inclusion opportunities and grade level Team culture.
- The Middle School Program servicing students with Autism currently has 9 enrolled students. The classroom supports students in grades 6, 7 and 8 and is staffed by 1 Teacher and 4 Paraprofessionals. The classroom is located in the 6th grade wing and was selected given that is a bit larger in square footage.
 - This space is not optimal as it does not have a bathroom within the classroom, defined storage space, additional separate space for 1:1 direct instruction, therapeutic quiet space, prevocational activity centers or a dedicated space within the mainstream of the school for a pre-vocational work center.
- The Middle School offer pre-vocational training to support the students within the autism program in the form of a weekly “Coffee Shop” during which time students practice social skills and academic skills while providing staff members with the opportunity to purchase coffee and snacks set-up in the library.
 - The location of the Library does not allow for a real-life experience as there is no access to a sink, refrigerator or other supports that emulate a café like environment.
- The most recent addition to the Program at the Belmonte Middle School is the Therapeutic Program servicing 5 students in grades 6-8 who present with social and emotional challenges. This classroom is located within the 8th grade academic Team space and thus presents challenges for 6th and 7th grade students in terms of transitioning to mainstreamed grade appropriate classrooms.
 - The Program would benefit from additional learning spaces that were inclusive of a therapeutic support space and private counseling space.
- Speech and Language, Occupational Therapy and Physical Therapy are integrated throughout the day within the classroom setting and when necessary within a small group of 1:1 setting. The Speech Pathologist has a classroom in the 8th grade Team area for all non-inclusionary service delivery.

Saugus High School Special Education Programs Overview

- Saugus High School offers a small group special-education academic skills class in grades 9 -12. Grades 9-12 offer small group English Language Arts, Pre-Algebra, Algebra I and Geometry.
- Saugus High School special-education services in English, Math, Science, Social Studies, and Reading are offered as a 70-minute course, which is the equivalent to regular education course offerings.

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- Saugus High School also offers Grade 9 small group Science and a small group Social Studies class.
 - Due to the current building design classrooms are spread out over a large campus. Classrooms of adequate size within the same area by content location would eliminate transition time and allow for seamless opportunity for inclusion both planned and unplanned.
- The Life Skills program at Saugus High School is maturing as a major component of the culture of the school district. This program services students with intellectual disabilities and serves as a learning lab for students contemplating entering the field of special education. Students in this program require a self-contained program consisting of academics, life skills, prevocational work and living skills and vocational skill development and experiential learning within the community setting.
- The focus of the curriculum in the classroom is to develop life skills and functional daily living skills as well as preparation for employment and post-secondary education
 - The current classroom setting does not have adequate learning space for teaching life skills and does not lend itself to ‘real life’ scenarios to ensure a transfer of skills.
- Saugus High School provides a self-contained program for students with behavioral challenges exists for grades 9-12 at Saugus High School. Students participate in a combination of small group teacher directed lessons as well as on-line course work. Students have access to behavioral incentives to improve attendance and work productivity.
 - The current space does not allow for multiple small group instructional spaces, as it is a large open space. An idea space would allow for a it to be divided into small learning areas and includes space for simulated work environments, confidential counseling spaces and individual student study spaces would maximize the potential for students to engage in positive behavioral programming and planning based on individual needs
- Saugus High School also has a Transition program for students who are between the ages of 18-22. This program is self-contained with a current enrollment of five students, one teacher and two paraprofessionals. Students are provided daily instruction within the classroom setting in Transition Skills that include life skills ELA and Math instruction, Vocational Preparation Skills, Interviewing and Job skill development and Travel Training.
 - Current classroom space does not provide adequate areas for academic, vocational and life skills to be learned in a real life setting that supports a seamless transition to life after high school.
- Middle and High School Special Education Educational Team Leaders currently have individual office space and a conference room for Team Meetings.

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- Designated space for meetings is limited in both buildings. Due to the nature of these meetings they require a confidential space and record keeping space.

Proposed Program Overview

1. **SACHEM CAFÉ**

A Sachem Café will be added to be share as vocational space between the Middle School Life Skills program, the High School Life Skills and 18-22 Program. Students will be instructed in the prevocational and advanced vocational skills necessary to work within the food service and various public employment positions. The Café will allow for students to interact with the Middle School and High School staff and student community daily as they provide a real-life retail based coffee/snack shop within the school setting. The Café coffee/snack shop will offer healthy snack options at specific times during the school day for staff and students. The Programs will utilize the new space to enhance social and vocational skills as well as continue to promote the priority of inclusion. The Program students will be supported by Sachem Buddies (peer mentors) and teaching staff to ensure that the experiences are professional and inclusive of the District's goals.

Designed Spaces, Desired Features and Layout:

A small counter space, ideally centrally located in a common use space close to the Middle and High School wing connector with counter space, refrigerator, microwave, sink and a cash register. Access for both the Middle and High School students and staff is critical to the success of the café.

2. **VOCATIONAL LIFE SKILLS SUITE**

A Leisure and Home Vocational space will be added as an instructional vocational training space to be shared by the High School Life Skills Program and 18-22 Program. Students will be instructed in homemaking, social interactions, food preparation, cooking, laundry space, safety and general life skills in a real life setting that replicates a social living space, kitchen preparation space and general home living spaces.

Designed Spaces, Desired Features and Layout:

Kitchen/Laundry: A space that would replicate a small kitchen with a working stove, dishwasher, cabinets, sink, washer and dryer, dining area with table and chairs and a space for storage of cleaning materials and supplies.

Leisure Space: A small space that would replicate a living room area to include, couch, end tables, TV and computer area, rugs and electrical outlets for lighting.

Bedroom Space: A small space that would replicate a bedroom area to include a bed, dresser, rug, end table and electrical outlets for lighting and other electronic devices typically contained in a bedroom.

Bathroom within the Life Skills Center: A small bathroom to include a toilet, sink and storage.

Additional/Defined Space for Continued Programs

1. **THERAPEUTIC CLASSROOM 6-8:** 1 Full size classroom that is able to be divided into 2 distinct areas of academic learning space. 1 small office space for counseling support and intervention. Location should be within close proximity to the Nursing suite and School Adjustment counseling suite.

2. **THERAPEUTIC CLASSROOM 9-12:** 2 Full size classrooms that are each able to be divided into 2 distinct areas of academic learning space, 1 small office space for counseling support and intervention. Ideal location for the 9-12 program would be a classroom that would be located within close proximity to the main entrance and exit of the High School as the students will have varied schedules of start and end times.

Classroom Designs to Support Special Education Programing.

Middle School.

- 3 Full Size Classrooms - Language Based 6, 7, 8
- 3 Small Learning Group Classrooms (1/2 classrooms) - Learning Center 6, 7, 8
- 1.5 Size Classroom with additional office space- Therapeutic Program
- 1.5 Size Classroom with additional quiet space room- Autism Program
- 3 Small Learning Group Classrooms- OT/PT/Speech
- 1 Office Space – ETL with conference space

High School.

- 1 Full Size Classroom- Language Based 9-12
- 1 Full Size Classroom- 18-22 Transition Classroom (connected by Suite)
- 1.5 Size Classroom with additional quiet space room- Life Skills
- 4-5 Small Learning Group Classrooms (1/2 classrooms) - Learning Center 9-12
- 1.5 Size Classroom with additional office space- Therapeutic Program
- 3 Small Learning Group Classrooms- OT/PT/Speech

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- 1 Office Space – ETL with conference space

Shared Common Space Between High School and Middle School to Support Special Education.

- 1 Full Size Classroom – Vocational Suite
- 1 Café Space in Common Hallway

The current age and design of our middle and high school buildings offer many challenges to providing our special education students with the full range of services being offered to students in other districts. While our administrators and staff work hard to deliver the best service possible, all their expertise cannot compensate for lack of space, insufficient materials, and proper building design. The design team comprised of building administrators, regular/special education staff, and our Pupil Personnel director have spent a great deal of time on this project.

As a result of their hard work we were able to make deliberate decisions on where to locate classrooms, what equipment should be placed in the classrooms, and how best the space could be used to optimize the student's experience. The superintendent supported the concept that all special education classrooms were to be located in the same pods as regular classrooms to enhance and support inclusionary practices.

Should you have any questions or concerns feel free to contact us

Superintendent
Dr. David DeRuosi, Jr.

Saugus High School Principal
Micheal Hashem

Belmonte Middle School Principal
Kerry Robbins

Director Pupil Personnel
Lisa Howard

Color Key: Black=HS, Red=MS, Green=Shared

Version
11.24.2010

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assumed 8% of pop. in self-contained SPED

Proposed Space Summary - High Schools

Color Key: Black=HS, Red=MS, Green=Shared

COMBINED M-H	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Self-Contained SPED (Language-based)	845	2	1,690
Self-Contained SPED (Language-based)	1,010	1	1,010
Social/Emotional Room	845	1	845
Time Out Room	225	1	225
ETL Office/Meeting Room	370	1	370
Speech/ Testing	845	1	845
Learning Center	845	1	845
OT/PT	225	1	225
Life Skills Café			
ART & MUSIC			16,750
Art Classroom - 25 seats	1,800	1	1,800
Art/Pottery Classroom - 25 seats	1,780	1	1,780
Art Workroom w/ Storage & kiln	500	1	500
Art Classroom	1,160	1	1,160
Art Classroom	1,010	1	1,010
Art Workroom w/ Storage & kiln			
Band / Chorus - 100 seats	1,525	1	1,525
Band / Chorus - 100 seats	1,660	1	1,660
Music Classroom/Large Group	1,150	1	1,150
Chorus - 50 - 100 seats			
Ensemble			
Music Practice	100	2	200
Music Practice / Ensemble	85	1	85
Music Practice / Ensemble	65	1	65
Music Office	75	1	75
Music Storage - Instruments	210	1	210
Music Storage - Uniforms	150	1	150
Music Office	100	1	100
Performing Arts Classroom	1,285	1	1,285
Storage	1,350	1	1,350
Performing Arts Classroom	1,485	1	1,485
Storage	1,160	1	1,160
VOCATIONS & TECHNOLOGY			9,060
Tech Clrm. - (E.G. Drafting, Business)			
Tech Clrm. - CADD	745	1	745
Tech Clrm. - Video Production	745	1	745
Tech Clrm. - Web Design	745	1	745
Tech Clrm. - Engineering	1,420	1	1,420
Tech Clrm. - Engineering	975	1	975
Tech Clrm. - Coding/ Web Design	1,190	1	1,190
Tech Shop - (E.G. Consumer, Wood)			
Tech Shop - Engineering	1,500	1	1,500
Tech Shop - Engineering	1,740	1	1,740
HEALTH & PHYSICAL EDUCATION			48,515
Gymnasium	7,840	1	7,840
Gymnasium	6,445	1	6,445

7 stations

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
			850	3	2,550			
			630	1	630			
			150	1	150			
			350	1	350			
			300	1	300			
			250	3	750			
			520	1	520			
			300	2	600			
		0			13,250			0
			1,200	2	2,400			
			150	2	300			
			1,200	2	2,400			
			150	2	300			
			1,500	1	1,500			
			1,500	1	1,500			
			850	1	850			
			75	4	300			
			500	1	500			
			200	1	200			
			1,500	1	1,500			
			1,500	1	1,500			
		0			9,100			0
			850	1	850			
			850	1	850			
			850	1	850			
			850	2	1,700			
			850	1	850			
			1,000	2	2,000			
			1,000	2	2,000			
		0			27,150			0
			12,000	1	12,000			

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		8,200	
1,200	3	3,600	Assumed use - 25% Population - 5 times/week
150	3	450	
1,500	1	1,500	Assumed use - 25% Population - 5 times/week
1,500	1	1,500	
200	1	200	
75	6	450	
500	1	500	
		12,800	
1,200	4	4,800	Assumed use - 50% Population - 5 times/week
2,000	4	8,000	Assumed use - 50% Population - 5 times/week
		23,816	
12,000	1	12,000	

Proposed Space Summary - High Schools

Color Key: Black=HS, Red=MS, Green=Shared

COMBINED M-H		Existing Conditions	
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Gymnasium	8,250	1	8,250
PE Alternatives	4,000	1	4,000
Gym Storeroom	1,225	1	1,225
Gym Storeroom	1,300	1	1,300
Locker Rooms - Boys / Girls w/ Toilets	2,000	1	2,000
Locker Rooms - Boys / Girls w/ Toilets	2,100	1	2,100
Locker Rooms - Boys / Girls w/ Toilets	570	1	570
Locker Rooms - Boys / Girls w/ Toilets	625	1	625
Locker Rooms - Boys / Girls w/ Toilets	1,700	1	1,700
Locker Rooms - Boys / Girls w/ Toilets	1,740	1	1,740
Locker Rooms - Boys / Girls w/ Toilets	3,330	1	3,330
Locker Rooms - Boys / Girls w/ Toilets	880	2	1,760
Weight Room/ Fitness Center	1,080	1	1,080
Phys. Ed. Storage	1,585	1	1,585
Gym Storeroom	1,300	1	1,300
Athletic Director's Office	265	1	265
AD Clerk's Office	180	1	180
Health Instructor's Office w/ Shower & Toilet	460	1	460
Health Instructor's Office w/ Shower & Toilet	180	2	360
Trainer	400	1	400
MEDIA CENTER			9,705
Media Center / Reading Room	4,585	1	4,585
Media Center / Reading Room	3,045	1	3,045
Computer Lab	745	1	745
Computer Lab	680	1	680
Computer Lab	650	1	650
AUDITORIUM / DRAMA			16,320
Auditorium	8,060	1	8,060
Stage	2,245	1	2,245
Auditorium	4,800	1	4,800
Stage	1,215	1	1,215
Auditorium Storage			
Make-up / Dressing Rooms			
Controls / Lighting / Projection			
DINING & FOOD SERVICE			25,065
Cafeteria / Student Lounge / Break-out	8,075	1	8,075
Cafeteria / Dining	6,700	1	6,700
Silent Dining	400	1	400
Chair / Table / Equipment Storage	1,200	1	1,200
Scramble Serving Area			
Kitchen	3,850	1	3,850
Kitchen	3,765	1	3,765
Staff Lunch Room	400	1	400
Staff Lunch Room	675	1	675

Version
11.24.2010

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
			2,500	2	5,000			
			300	1	300			
			1,900	2	3,800			
			1,900	2	3,800			
			500	2	1,000			
			150	1	150			
			100	1	100			
			150	2	300			
			150	2	300			
			400	1	400			
		0			8,400			0
			8,400	1	8,400			
		0			10,400			0
			7,500	1	7,500			
			1,600	1	1,600			
			500	1	500			
			300	2	600			
			200	1	200			
		0			11,140			0
			3,200	1	3,200			
			3,600	1	3,600			
			490	1	490			
			300	1	300			
			300	1	300			
			2,660	1	2,660			
			590	1	590	(Note: 590/20 = 30 people)		

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
3,000	1	3,000	
300	1	300	
7,616	1	7,616	5.6 sf/student total
500	1	500	
150	1	150	
250	1	250	
		8,400	
8,400	1	8,400	
		10,400	
7,500	1	7,500	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
1,600	1	1,600	
500	1	500	
300	2	600	
200	1	200	
		11,140	
6,800	1	6,800	3 seatings - 15SF per seat
490	1	490	
600	1	600	
2,660	1	2,660	1600 SF for first 300 + 1 SF/student Add'l
590	1	590	20 SF/Occupant

Proposed Space Summary - High Schools

Color Key: Black=HS, Red=MS, Green=Shared

COMBINED M-H		Existing Conditions	
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
MEDICAL			905
Medical Suite Toilet	30	2	60
Medical Suite Toilet	45	1	45
Nurses' Office / Waiting Room	180	1	180
Nurses' Office / Waiting Room	190	1	190
Interview Room			
Interview Room			
Examination Room / Resting	300	1	300
Examination Room / Resting	130	1	130
ADMINISTRATION & GUIDANCE			9,542
General Office / Waiting Room / Toilet	400	1	400
General Office / Waiting Room / Toilet	660	1	660
Security @ Main Entry			
Teachers' Mail and Time Room			
Duplicating Room	110	1	110
Duplicating Room	200	1	200
Records Room	60	1	60
Records Room	120	1	120
Principal's Office w/ Conference Area	280	1	280
Principal's Office w/ Conference Area	235	1	235
Principal's Secretary / Waiting			
Assistant Principal's Office - AP1	400	1	400
Assistant Principal's Office - AP2	280	1	280
Assistant Principal's Office - AP1	285	1	285
Assistant Principal's Office - AP2	285	1	285
Supervisory / Spare Office			
Conference Room	400	1	400
Conference Room	370	1	370
Guidance Office	130	3	390
Guidance Office	450	1	450
Guidance Office	180	1	180
Spare Office	160	1	160
Guidance Waiting Room	400	1	400
Guidance Waiting Room	400	1	400
Guidance Storeroom	75	1	75
Conference Room	130	1	130
Adjustment Counselor	130	1	130
Adjustment Counselor	285	1	285
Career Center			
Records Room			
MCAS Storage	370	1	370
In-School Suspension	480	1	480
In-School Suspension	637	1	637
Teachers' Work Room	500	1	500
Teachers' Work Room	290	3	870
CUSTODIAL & MAINTENANCE			2,265
Custodian's Office			
Custodian's Workshop			
Custodian's Storage	1,260	1	1,260
Recycling Room / Trash			
Receiving and General Supply	315	1	315

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
		0			1,210			0
			60	1	60			
			60	1	60			
			145	1	145			
			145	1	145			
			100	1	100			
			100	1	100			
			100	3	300			
			100	3	300			
		0			6,005			0
			250	1	250			
			250	1	250			
			80	1	80			
			100	1	100			
			200	1	200			
			200	1	200			
			250	1	250			
			250	1	250			
			150	1	150			
			150	1	150			
			150	1	150			
			150	1	150			
			450	1	450	(Note: 450/15 = 30 people)		
			150	3	450			
			150	2	300			
			100	1	100			
			100	1	100			
			100	1	100			
			150	1	150			
			150	1	150			
			350	1	350			
			195	1	195			
			400	1	400			
			400	1	400			
			340	1	340			
			340	1	340			
		0			2,645			0
			150	1	150			
			250	1	250			
			375	1	375			
			400	1	400			
			490	1	490			

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		1,210	
60	1	60	
250	1	250	
100	3	300	
100	6	600	
		5,165	
680	1	680	
100	1	100	
200	1	200	
200	1	200	
375	1	375	
125	1	125	
150	1	150	
150	1	150	
120	1	120	
450	1	450	
150	7	1,050	
100	1	100	
100	1	100	
490	1	490	
195	1	195	
680	1	680	
		2,645	
150	1	150	
250	1	250	
375	1	375	
400	1	400	
490	1	490	

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Color Key: Black=HS, Red=MS, Green=Shared

COMBINED M-H	Existing Conditions		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
Storeroom			
Network / Telecom Room	550	1	550
Network / Telecom Room	140	1	140
OTHER			8,345
Town Maintenance Department	4,790	1	4,790
Adult Education Wood Shop	1,350	1	1,350
Town TV Studio	2,205	1	2,205
Total Building Net Floor Area (NFA)			234,872
Proposed Student Capacity / Enrollment			
Total Building Gross Floor Area (GFA) ²			353,000
Grossing factor (GFA/NFA)			1.50

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
			780	1	780			
			200	1	200			
		0			0			0
		0			179,765			0
					1,360			198
					269,648			
					1.5			#DIV/0!

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
780	1	780	
200	1	200	
		0	
		163,906	
		1,360	172
		233,920	245,859
		1.43	1.50

¹ Individual Room Net Floor Area (NFA) Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

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

Architect Certification

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


Name of Architect Firm:

HMFH Architects, Inc.

Name of Principal Architect:

Lori Cowles

Signature of Principal Architect:



Date:

11/9/2016

MSBA Guidelines Space	MSBA Guidelines SF	Proposed Room Name	Floor Plan Designation (A-Z)	Proposed SF	Proposed Space Description and Reasoning for Adjacencies
Floor 1					
*Unique to District		TIME OUT	A	150	Space support Social Emotional population frequenet breaks
*Unique to District		SOC-EMO	B	630	Social Emotional classroom
*Unique to District		MS SPED-LANGUAGE	C	850	Language Based Program Grade 6- 1 /per flr.
*Unique to District		ETL-MS	D	350	Office/Meeting Space for the Education Team Leader (person who runs IEP meetings)- should be on the first floor
*Unique to District		LEARNING CTR	E	250	Classroom space required to service students who have a Learning Center Block (academic support course) 1/flr.
*Unique to District		PROUD	F	810	This is the high school special education behavioral therapeutic intervention program-should be located in a quiet zone of the building
*Unique to District		T	G	60	This is a retsroom for students in PROUD program.
*Unique to District		ADJ	H	140	Adjustment Counselor office/meeting space for students to meet that are member of the PROUD program
*Unique to District		PROUD	I	390	PROUD time out/ breakout area- should be adjacent to the main PROUD classroom
*Unique to District		LS CAFÉ	J	300	Shared MS/HS In-house café for Life Skills students for on the job skills training- should be located in the center of the shared community spaces
Resource Room	500	HS RES	K	600	Resource Classroom - Student learning center/academic support- 1 /flr.
*Unique to District		SPEECH-HS	L	325	HS speech and language therapy area
*Unique to District		ETL-HS	M	350	Office/Meeting Space for the Education Team Leader (person who runs IEP meetings)- should be on the first floor
Floor 2					
Self-Contained Sped - Toilet	60	T	N	60	Toilet for MS Language based program
*Unique to District		MS-SPED LANGUAGES	O	850	Language Based Program Grade 7- 1/ flr.
*Unique to District		LRNG CTR	P	250	Classroom space required to service students who have a Learning Center Block (academic support course)- 1 / flr.
*Unique to District		OT/PT	Q	520	Shared MS/HS Occupational Therapy and Physical Therapy area- should be located centrally between the two schools
*Unique to District		PSYCH	R	300	Shared School Psychologist Testing area- should be centrally located between the two schools
Resource Room	500	HS-RESORCE	S	600	Resource Classroom - Student learning center/academic support- 1 / flr.
*Unique to District		LIFE SKILLS CAFÉ	T	300	Shared MS/HS In-house café for Life Skills students for on the job skills training- should be located in the center of the shared community spaces
Floor 3					
Self-Contained Sped - Toilet	60	T	U	60	Toilets for Life Skills program
*Unique to District		MS SPED LIFE SKILLS	V	900	Program to supoprt students with an ASD diagnosis- should be located on the same floor as the HS Life Skills Program
*Unique to District		SPEECH	W	300	Space to provode Speech and Language Service srequired on a student's IEP or 504
*Unique to District		LRNG CTR	X	250	Classroom space required to service students who have a Learning Center Block (academic support course)
*Unique to District		MS SPED LANGUAGE	Y	850	Language Based Program Grade 8- 1 / flr.
*Unique to District		SUB SEP HS CR	Z	850	Substantially Separate Classroom - Language Based Learning
*Unique to District		T	AA	60	Toilets for Life Skills and 18-22 Program
*Unique to District		T	BB	60	Toilets for Life Skills and 18-22 Program
Self-Contained Sped	950	HS LIFE SKILLS CR	CC	1300	Life Skills Learning Program- should be located on the same floor as the MS Life Skills Program and adjacent to the Green Roof with Life Skills gardens
*Unique to District		HS 18-22 CR	DD	900	18-22 Transition Program
Resource Room	500	HS-RESOURCE	EE	600	Resource Classroom - Student learning center/academic support- 1 / flr.
Floor 4					
Resource Room	500	HS-RESOURCE	FF	600	Resource Classroom - Student learning center/academic support- 1 / flr.

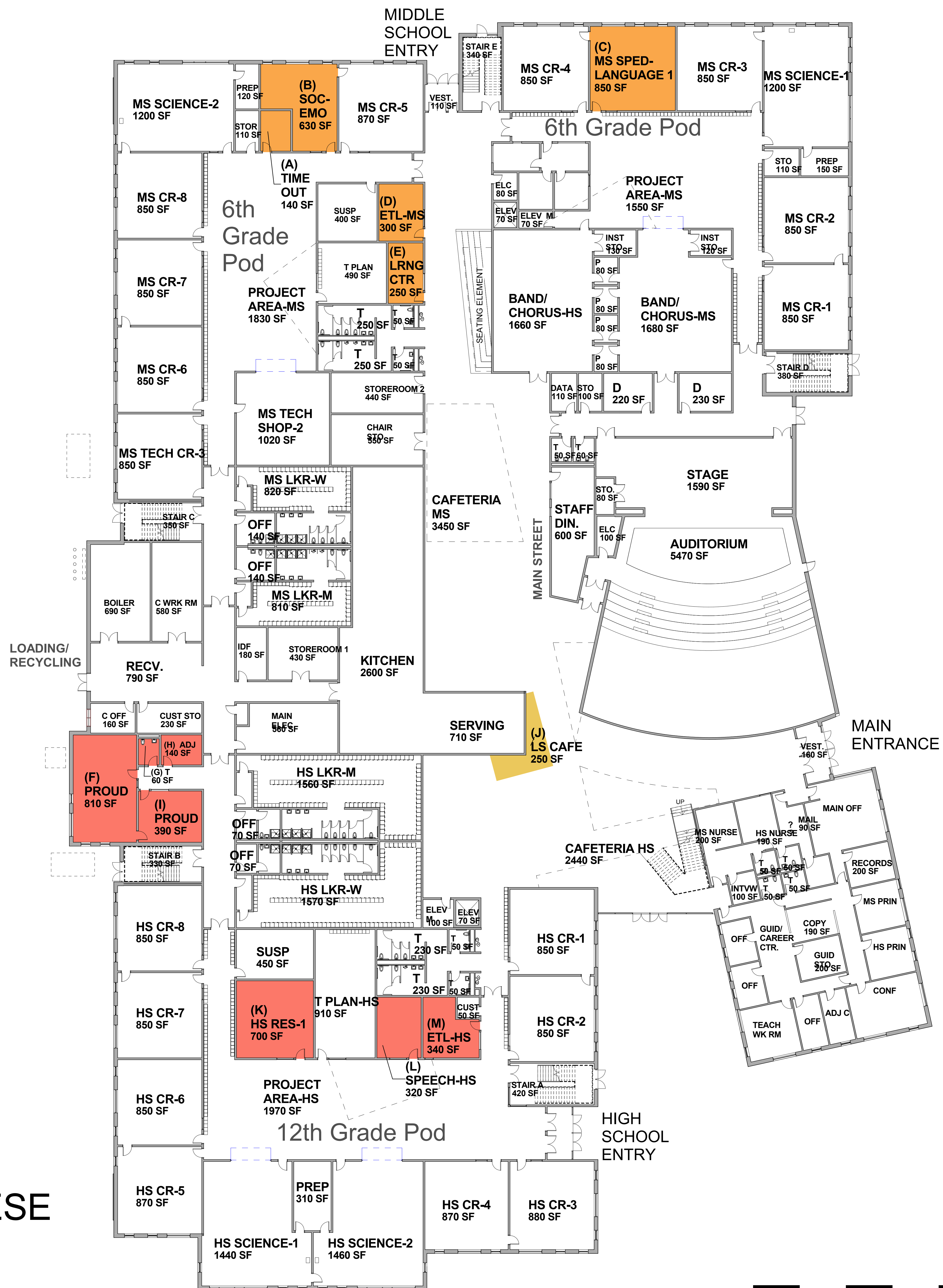
			Total	14,815	
Square Footage Summary: The proposed overall gross square footage of the new building is 269,648; Average square feet of General Classrooms is 850 MSBA guidelines include 14,100 net square feet of dedicated special education space. The proposed program is 750 nsf in excess of the guidelines *Indicates that space is unique to District's program and does not appear in MSBA space guidelines.					

FIRST FLOOR PLAN- DESE

Saugus Middle-High School

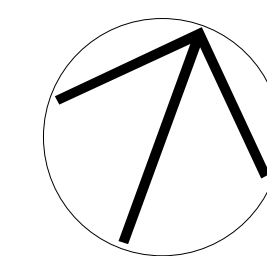
Pearce Memorial Drive Saugus, MA

5/18/17



COLOR KEY

- Special Education - Shared
- Special Education HS
- Special Education MS



0 20' 40' 60' 80' 120'

H M
F H

HMFH ARCHITECTS

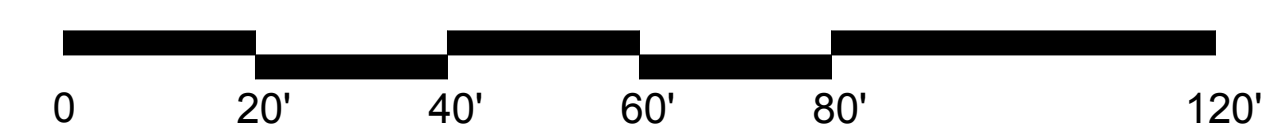
SECOND FLOOR PLAN -DESE
Saugus Middle-High School
Pearce Memorial Drive Saugus, MA
5/18/17






COLOR KEY

- Special Education - Shared
- Special Education HS
- Special Education MS

5/18/17

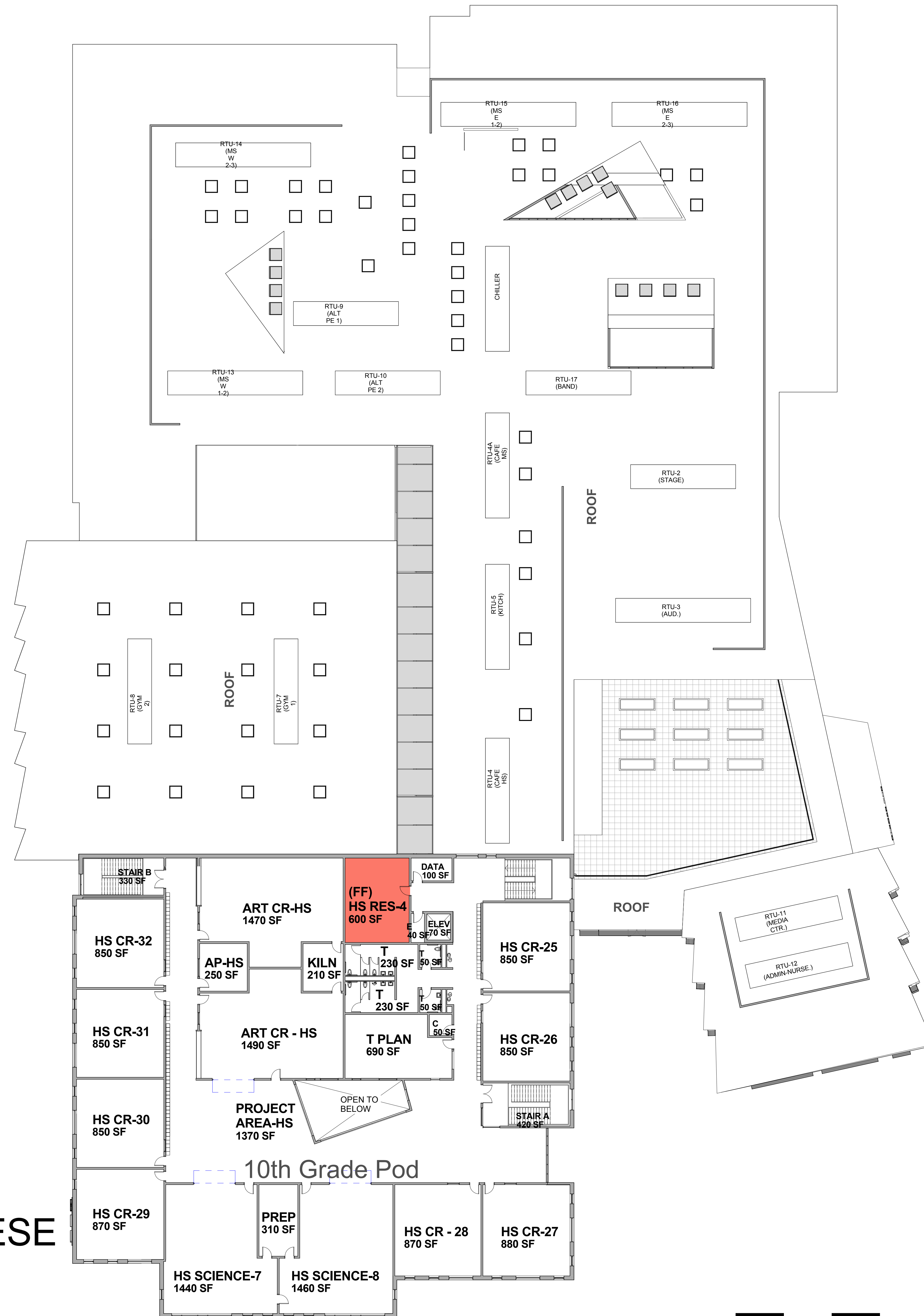


-  Special Education - Shared
-  Special Education HS
-  Special Education MS

HMFH ARCHITECTS

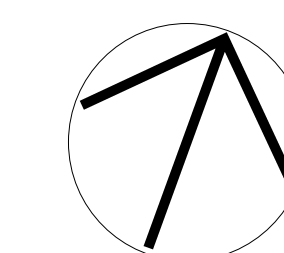
FOURTH FLOOR PLAN- DESE

Saugus Middle-High School
Pearce Memorial Drive Saugus, MA
5/18/17



COLOR KEY

- Special Education - Shared
- Special Education HS
- Special Education MS



0 20' 40' 60' 80' 120'

H M
F H

HMFH ARCHITECTS