

Horace Mann Elementary School

FS Phase

SBC/DRC Meeting

May 5, 2022



Raymond
Design Associates



Agenda

Staff Visioning Workshop

Site Concept
Comparative Analysis

Next Meeting

Staff Visioning Workshop

David Stephen, New Vista Design

Jade Cummings, Terraink

Gene Raymond, RDA

Visioning Workshop Highlights – April 13, 2022



ENVISIONING THE RENOVATED AND NEW HORACE MANN SCHOOL FACILITY

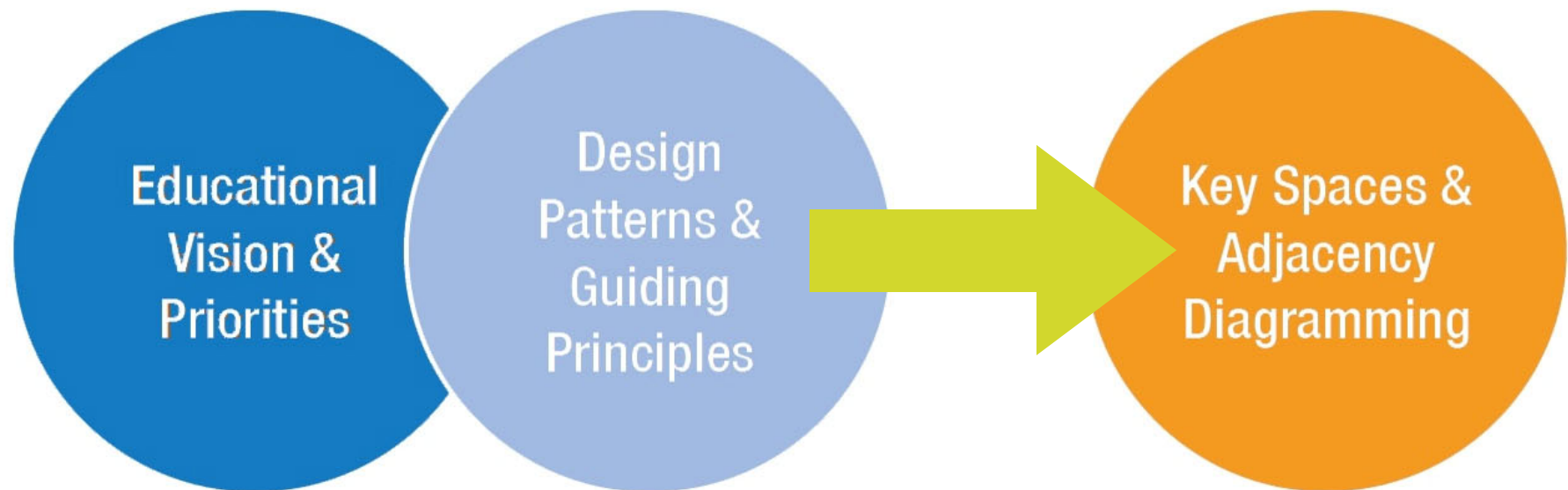


Agenda



1. Educational and Architectural Priority Setting
2. Strengths and Challenges
3. Design Patterns
4. Blue Sky Ideas

The Visioning Process



Educational Priorities



Safety and Welcome

A safe, collaborative, and communal building

Inclusive School Culture

Differentiated instruction

Culturally responsive instruction for all

Equal Access and Opportunity

Equity and making things accessible for ALL students

Having a school that is equitable to the new schools being built

Student Engagement and Inspiration

Opportunities for students to demonstrate their learning in a variety of ways

Meeting student's needs academically, socially, and emotionally

Social and Emotional Learning

Educational/Social-Emotional Flexibility: "Everyone gets what they need"

Spaces for calming/regulation close to each grade level



Educational Priorities



Differentiated and Personalized Instruction

Accommodate students who have diverse sensory needs

Areas to address sensory needs

Universal Design

Continuing to create more universally designed learning opportunities and communities for students

Maximize Use of Building

Use every square inch of the building

Cafetorium, nooks, possible movable wall partitions

Small Group Instruction

Small group and 1:1 instruction

Opportunities for small group work within the general classroom

Collaborative Teaching and Learning

Grade level groupings

Collaborative learning



Educational Priorities



Hands-On Learning

Opportunities for exploratory learning
Project based learning

Technology Access

Easy access to all necessary technology and educational materials
Improved technology

Support After School Programming

Day After Day (DAD) Program uses the gym and cafetorium and needs storage



Architectural Priorities



Universal Design

Egress needs to be safer and handicapped accessible
Universally designed playground space

Safety and Welcome

More welcoming front entrance and entry space
Safe entry and emergency exit

Health and Wellness

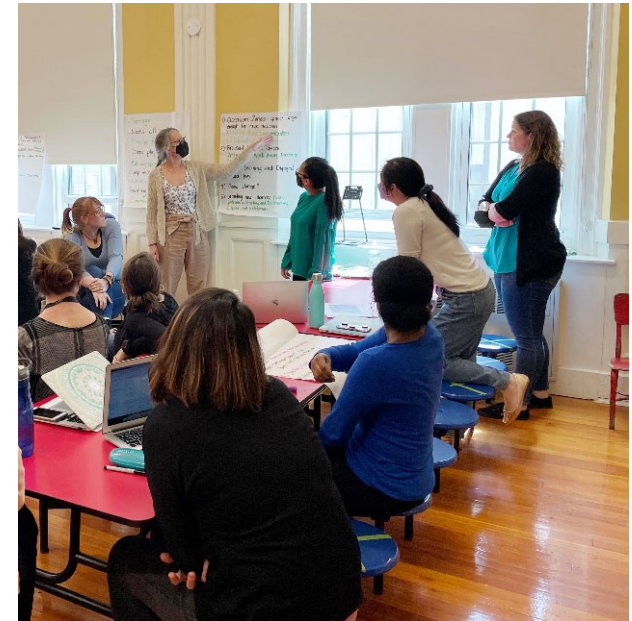
Natural Light
More water fountains with filters

Joy and Warmth

Brighter hallways
Coloring the building!!!! Maybe with tiles

Agile and Varied Classrooms

Larger classrooms that can incorporate movement/sensory needs within the room
Spaces for flexible grouping



Architectural Priorities



Good Flow and Wayfinding

Ease of moment/flow within building
Visually simple, removing visual clutter

Thermal and Physical Comfort

Good ventilation and AC
Full kitchen for staff

Spaces that Support Co-Teaching

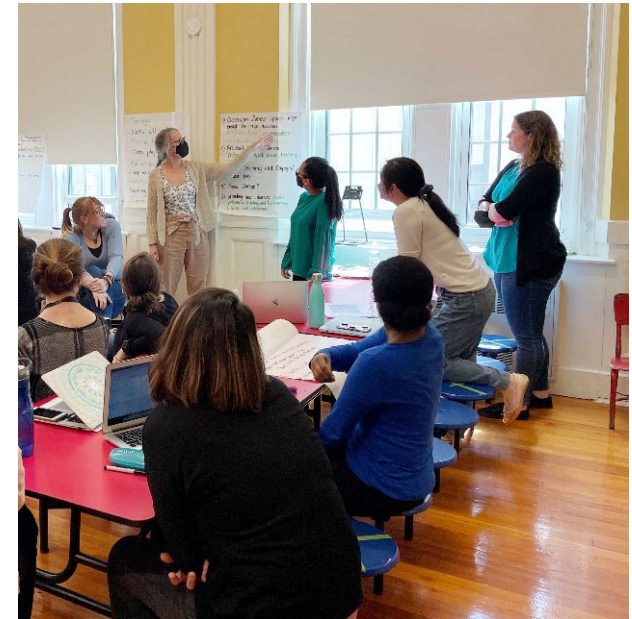
Defining Learning neighborhoods
Working collaboratively to support students in inclusive environments

Collaboration and Connection

Doors that connect classrooms for collaboration
Spaces for teachers to meet, plan, collaborate

Breakout spaces

Breakout spaces near classrooms for push in and pull-out services
Special education small group spaces



Architectural Priorities



Meeting and Quiet Spaces

Location for meetings: SIT, grade level, PLCs, IEP meetings, etc.

Meeting spaces, conference room, and staff spaces

Extended Learning Spaces

Spaces for kids to work outside the room independently

The least restrictive environment

Increased Transparency

Teachers should be able to see each other

Increased eyes on the kids to promote security

Outdoor Spaces

Safe access to the playground and outside spaces

A covering over certain spaces (for shade) for recess

Gathering Space

Space for whole school presentations gatherings

Space for the staff to gather for large group meetings and for socializing



Architectural Priorities



Library/Media Center

A library/media center serves as the heart of the school, is able to handle multiple types of activities, and is visible from openings on the second floor

Music/Performance Spaces

Performance space, storage space

Student practice rooms

Storage, Lockers and Cubbies

More storage for materials

Storage in classrooms and out of the classroom

Technology Access

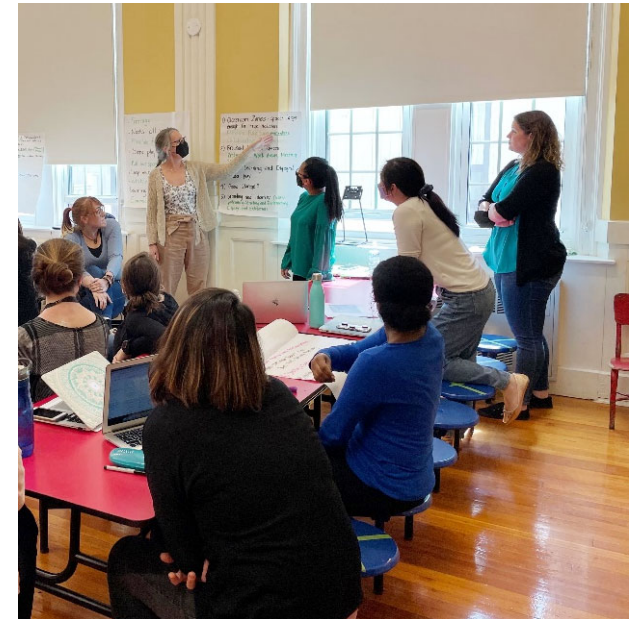
Access to up-to-date technology for all staff

Room for technology in all classrooms

Bathrooms

Private teacher bathrooms

Bathrooms for staff and students



Architectural Priorities



Modular and Flexible Furniture

Modern multipurpose furniture

Athletics

Innovative ways to store P.E. equipment.

Get rid of baseball diamond which is not used by Parks & Rec

Art Room

Art room designed for 21 century learning

Rug for art room

Parking

Reconfigure parking to avoid children walking through live lots to get to playground

Parking lots where turning/exiting is easier



Community Priorities



Safe and Welcoming

More welcoming entrance
Welcoming drop-off, pick-up in lobby

Community Use and Access

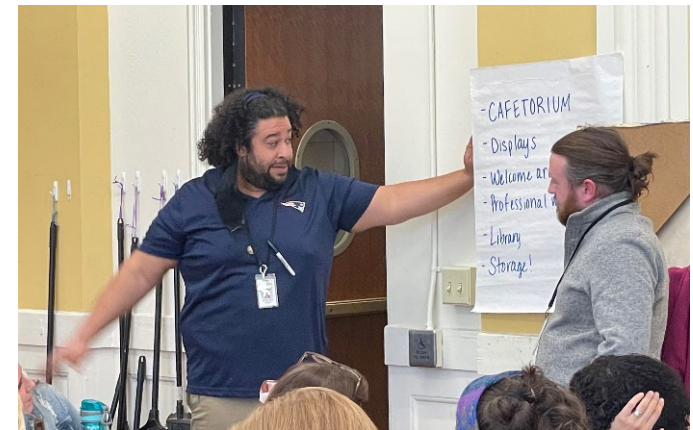
Ability to use specific parts of building for after school events

Parent and Family Space

Parent gathering area, PTO office
Meeting space for new family meetings to review paperwork

Equity and Access

Equitable to other schools in Newton
Increased access for people of all ability levels



Community Priorities



Community Center

Adequate space for whole-school assemblies and evening concerts
Community center: sports, adult Ed, church, etc.

Access to Learning Spaces

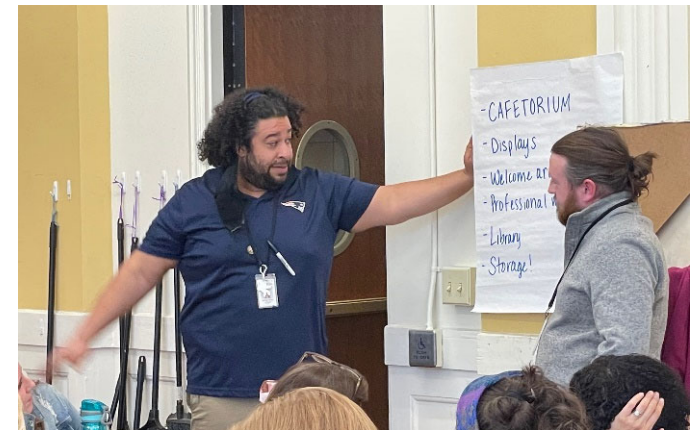
Places/rooms for summer and vacation teaching
Spaces for multiple classes to meet

Free Library Box

Keep mini free library next to the school

Dog Cleaning Patrol

Increased animal waste monitoring and control



Horace Mann School Culture



- Inclusive
- Collaborative
- Supportive
- Hardworking
- Flexible
- Diverse
- Empathetic
- Family-centered
- Dedicated Community

Strengths and Challenges



- Windows
- Some Handicapped Access
- Lighting Quality
- Thermal Comfort
- Classrooms
- Size
- Cafeteria
- Historic Aesthetic
- Location
- Outdoor Space
- Technology
- Storage
- Parking
- Some small Classrooms
- Inequitable Relative to Other Schools
- Thermal Comfort
- Limited Handicapped Access
- Feels Worn Down
- Poor Circulation and Layout
- Poor Sound Quality
- Lack of Breakout Spaces
- Isolated Classrooms and Spaces
- Lack of Bathrooms
- Inadequate Playground
- Poor WIFI
- No Storage

Priority Design Patterns



1. Welcoming Arrival (45 votes)
2. Good Storage (40 votes)
3. Professional Work Areas (35 votes)
4. Clusters of Learning (35 votes)
5. Library Learning Commons (25 votes)
6. Agile Classrooms (20 votes)
7. Nooks and Quiet Spaces (20 votes)
8. Breakout and Pullover Spaces (20 votes)
9. Engaged Outdoor Play (20 votes)
10. Outdoor Learning (20 votes)



New School Design Patterns

Welcoming Arrival Safe Drop-off/Pick-up



New School Design Patterns

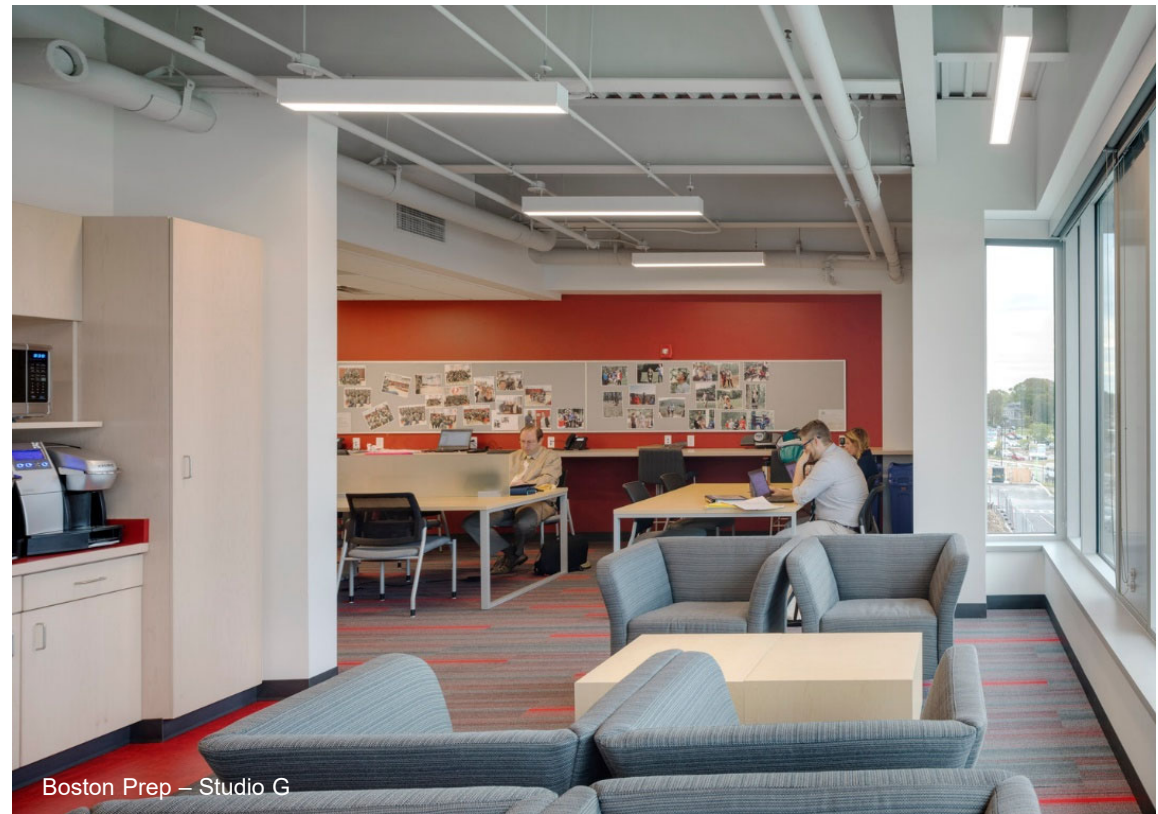


Good Storage/Cubbies



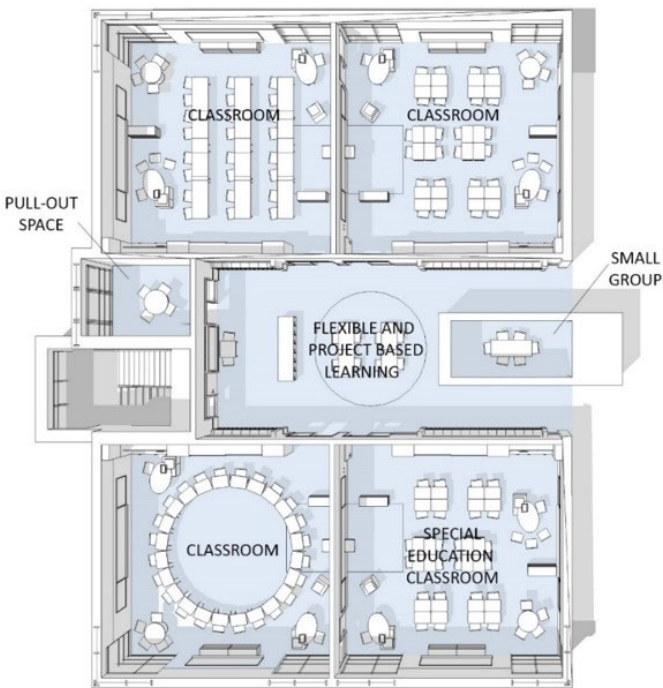
New School Design Patterns

Professional Work Areas



New School Design Patterns

Clusters of Learning



New School Design Patterns

Library Learning Commons



Gibbs Middle School - Finegold Alexander with New Vista

New School Design Patterns

Agile Classrooms



Ivan Smith Elementary – Tappe Architects



MLK Lower School - Perkins Eastman

New School Design Patterns

Nooks, Caves and Quiet Spaces



New School Design Patterns

Breakout and “Pull Over” Spaces



Beverly Middle – Ai3 with New Vista



Kennedy Elementary School – DLA

New School Design Patterns

Engaged Outdoor Play



Bourne Intermediate School – Flansburgh with New Vista

New School Design Patterns

Outdoor Connections and Learning

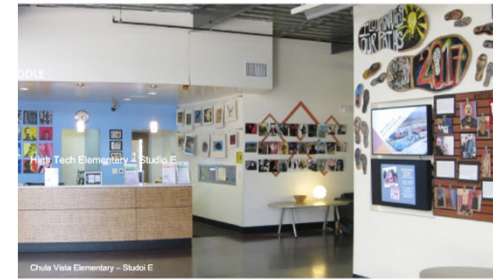


Priority Design Patterns



- | | |
|--------------------------------|------------|
| 11. Flexible Furniture | (15 votes) |
| 12. Display and Exhibition | (15 votes) |
| 13. Sensory Paths | (5 votes) |
| 14. Distributed Dining | (5 votes) |
| 15. Natural Light | (5 votes) |
| 16. Community Access | (5 votes) |
| 17. Collaborative Environments | (5 votes) |
| 18. Push In Special Education | (5 votes) |
| 19. Branding and Identity | (5 votes) |
| 20. Distributed Resources | (5 votes) |

New School Design Patterns



Display and Exhibition



New School Design Patterns



Collaborative Environments



Site Design Priorities

(responses received via survey worksheet)

Play

- Existing playground needs to be updated for inclusivity
- Shade elements are necessary
- Consider Little League and Multi-Use Field Options
- Maintain outdoor hill for all-season play

Safety, Security, Visibility

- Desire to see all children in one area, at one time
- Parking adjacency to the play area without a buffer is of concern

Parking

- Availability and Proximity

Outdoor Learning, Gathering, & Dining

- Desire for strong connections between interior and exterior
- Site amenities: shade, seating, litter / recycling





Horace Mann Elementary

Q & A

Site Concept Comparative Analysis

Options D & F

Potential Addition Locations Options D & F



Potential Addition Locations Options D & F



Site Concept Comparative Analysis Memo

Issued April 29, 2022

Horace Mann Site Concept Comparative Analysis

The following document serves to establish the opportunities and challenges with building in "the box" on the northeast side of the site ("D" options), versus an addition on the rear parking lot on the southeast side of the existing building. ("F" options). There are several "D" options, but they are all placed in the "Bowl" as shown below. Options vary, but the general location of the addition does not vary significantly within the subset of "D" options.

"D" Option



Site Layout
Option D.5
(right side)

Ground Floor Cafetorium
Front First Floor Receive
Existing Parking Lot
Relocate B-Ball Court
Modulars Stay As-Is
During Construction
Easiest to Live Thru
During Construction

Opportunities:

1. Minimizes negative impact to the playgrounds, parking, and play space during construction.
2. Minimizes disruption of the school building during construction.
3. Optimizes site controls and site safety during construction by segregating construction access and staging to the area adjacent to Wyoming Street Ext.
4. Minimizes the impact to the neighborhood during construction.
5. Does not reduce staff parking.
6. Minimizes massing impacts of the addition on the abutters. The houses along California St sit at a higher elevation than the ground floor of the addition. The top of the addition is only 1-story above California Street, with its roof lower than the top of the abutting houses.
7. There is a more substantial (existing) tree buffer between the addition and the houses along California Street than the "F-series" addition and houses along on Linwood Ave.
8. Maintains the project schedule by not needing swing space.

9. Don't need to spend funds relocating the two modular classrooms prior to construction.
10. Maintains the kindergarten entry in the front of the building with the bus/van loop.
11. Deconflicts service and removes it from student occupied site areas.
12. Doesn't require a courtyard which, in the city's experience, have proven noisy and hard to maintain.
13. Doesn't block the existing grade-level entrance to the boiler room, nor require its replacement within the Linwood Ave side yard.
14. Doesn't conflict with the installation of the new playground this summer in the tree-grove at the "Plan Northwest" corner of the site. The playground can be more easily accommodated in the final site planning.
15. Co-Locates the Cafetorium, Gymnasium, and After School Program office on the ground floor.

Challenges:

1. Reduces some of the green space.
2. Reduces some of the sloped sledding/play area
3. Creates elevation challenges inside and outside the addition.

"F" Option

A single "F" option was developed, placing an addition along the Linwood Ave property line. The thought behind this exploration was that it might be of interest to the School Dept to locate all core academic space on the upper two floors, with only the gymnasium, some PE support space, and the after-school office on the lower level. The School Department sees no overarching academic benefit in designing the school around the concept of placing all core academic space on the upper two floors, especially to the detriment of optimal site planning.



Site Layout
Option F
(left side)

First Floor Cafetorium
First Floor Receiving
Replace Rear Parking Lot
Existing B-Ball Court
Modulars Must Move
Prior to Construction
Courtyard Not Desirable
Little Less Difficult During Construction?

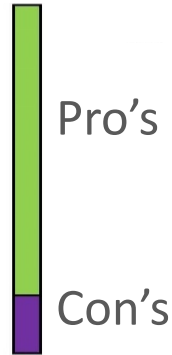
Opportunities:

1. Minimizes the loss of green space if staff parking is eliminated. Otherwise, it's probably neutral if staff parking is accommodated elsewhere on site.
2. Elevations can be easily optimized with the existing building and the site.
3. Maintains more of the slope for play or sledding

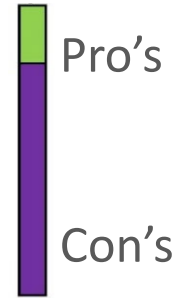
Challenges:

1. Playground, parking lot, and some of the open space would be unusable during construction.
2. Creates significant disruption of the school building during construction.
3. Creates serious challenges with site controls and site safety during construction.
4. Creates a significant negative impact to the neighborhood during construction from parking, site access, and loss of community assets like the playground and ballfield.
5. Either significantly reduces onsite staff parking or requires a significant reduction in open space to create a new staff parking lot on the field.
6. Maximizes the impact of the massing of the addition on the abutters.
7. Risks delaying the project schedule by possibly needing swing space.
8. Kindergarten would either have to enter at the front and travel a long distance or share the rear entrance with service vehicles.
9. Does not deconflict service with student occupied areas of the site.
10. Assuming on-site parking is desirable and vehicular access remains off Linwood Ave, it would most likely require a 'cross site' drive to a new parking area located somewhere on the "plan North" edge of the site, cutting off access to the grove of trees in the "plan northwest" corner of the site.
11. Requires the replacement of grade-level access to the mechanical room in the basement, most likely in the side yard along Linwood Ave. and requiring 'tunneling' from the existing mechanical space to the new access stair in the "plan west" side yard.
12. The wholistic impact to the site may generate significant community opposition due to the loss of open space, impact during construction, impact to school operations, and student safety. This opposition could lead to significant project delays while trying to build consensus and obtain project approval.

Site Option “D” *(right side / lower tier)*



Site Option “F” *(left side / upper tier)*



Reduces Negative Impact to Playgrounds, Parking, & Play Space During Construction *(also – don't spend time or \$ moving modulars)*

Minimizes Disruption During Construction

Wyoming St Access Improves Construction Segregation & Safety

Doesn't Reduce Staff Parking

Minimizes Impact on Neighbors – Lower Massing & Tree Buffer

Segregates Service & Trash from Play Areas

Co-Locates Gym, Cafetorium, & After School Program Office

Reduces Some of the Sledding/Play Area Out Back

Maintains More of Sledding Hill

Must Relocate Modular Classrooms

Construction Staging off Linwood is Not Desirable

Significant Disruption to School During Construction

- Impacts More Classrooms
- Loss of Parking, Playground, & Baseball

Greater Impact on Abutters – Higher & Less Screening

Greater Potential for Project Delays

Undesirable Courtyard & Expensive Boiler Room Access



Site Layout “D” Options *(right side)*

Easiest to Live Thru
During Construction

Parking Lots Remain

Modulars & Playground
Remain ‘In-Use’
During Construction

Retains Part of Sledding Hill

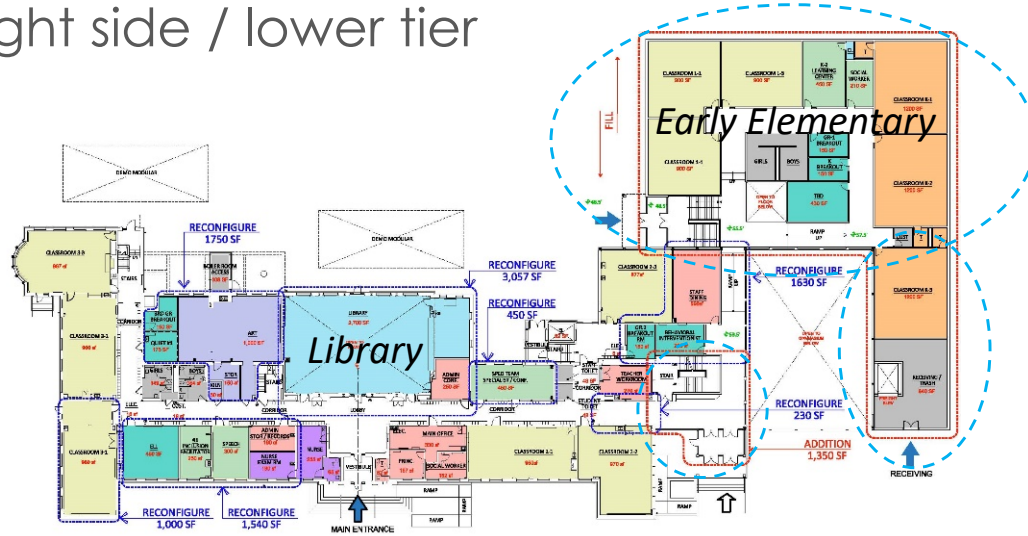
Relocates B-Ball Court

Leaves a Large
Upper Site Plateau
for Pkg/Play Options

1st Floor (front) Receiving

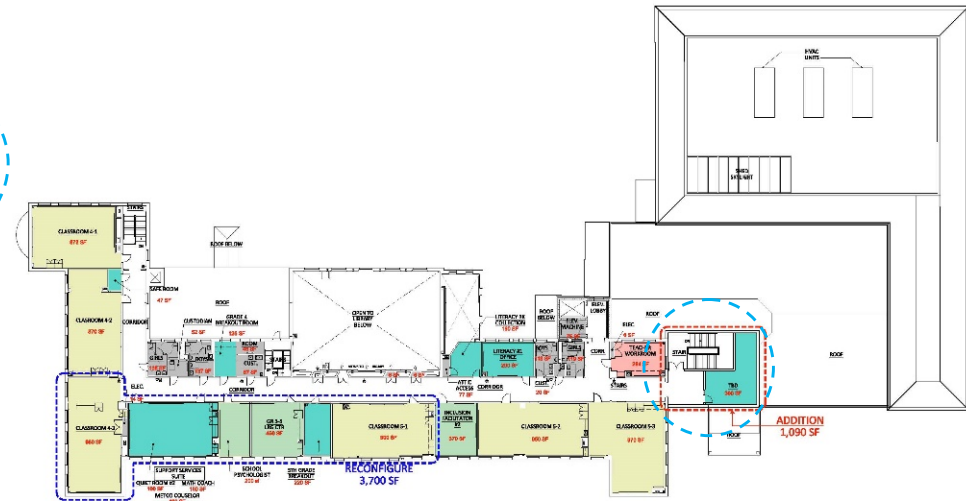
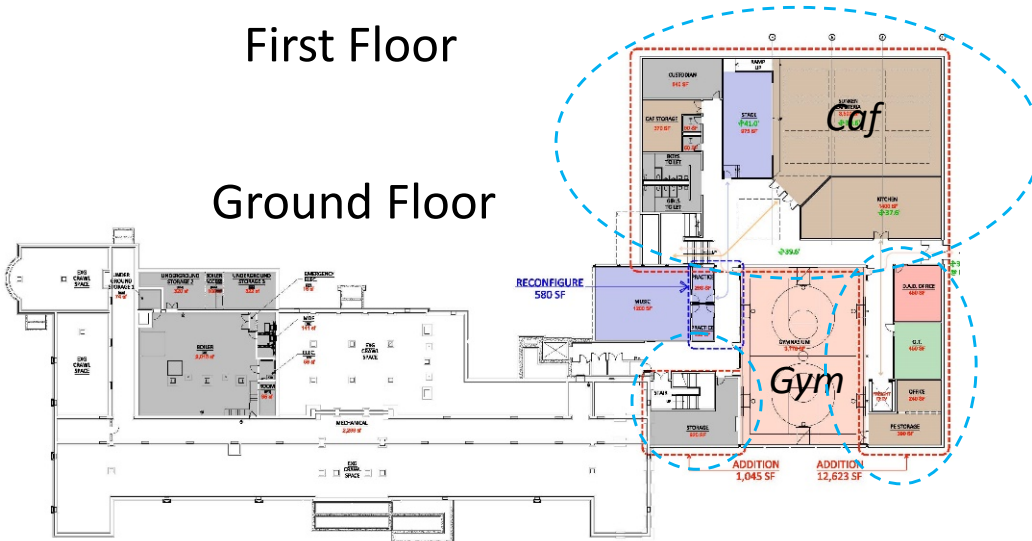
Option D

right side / lower tier



First Floor

Ground Floor



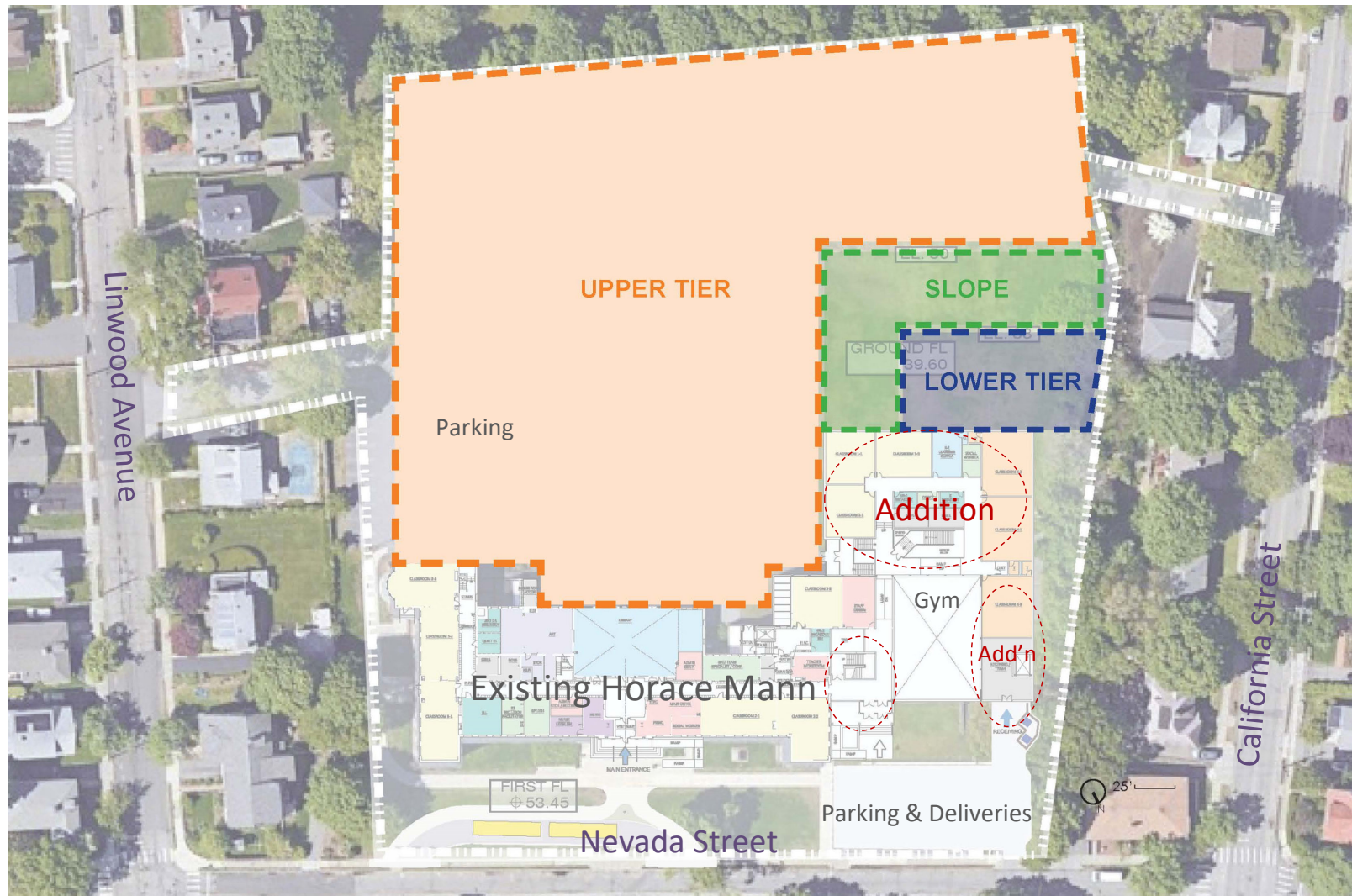
Second Floor

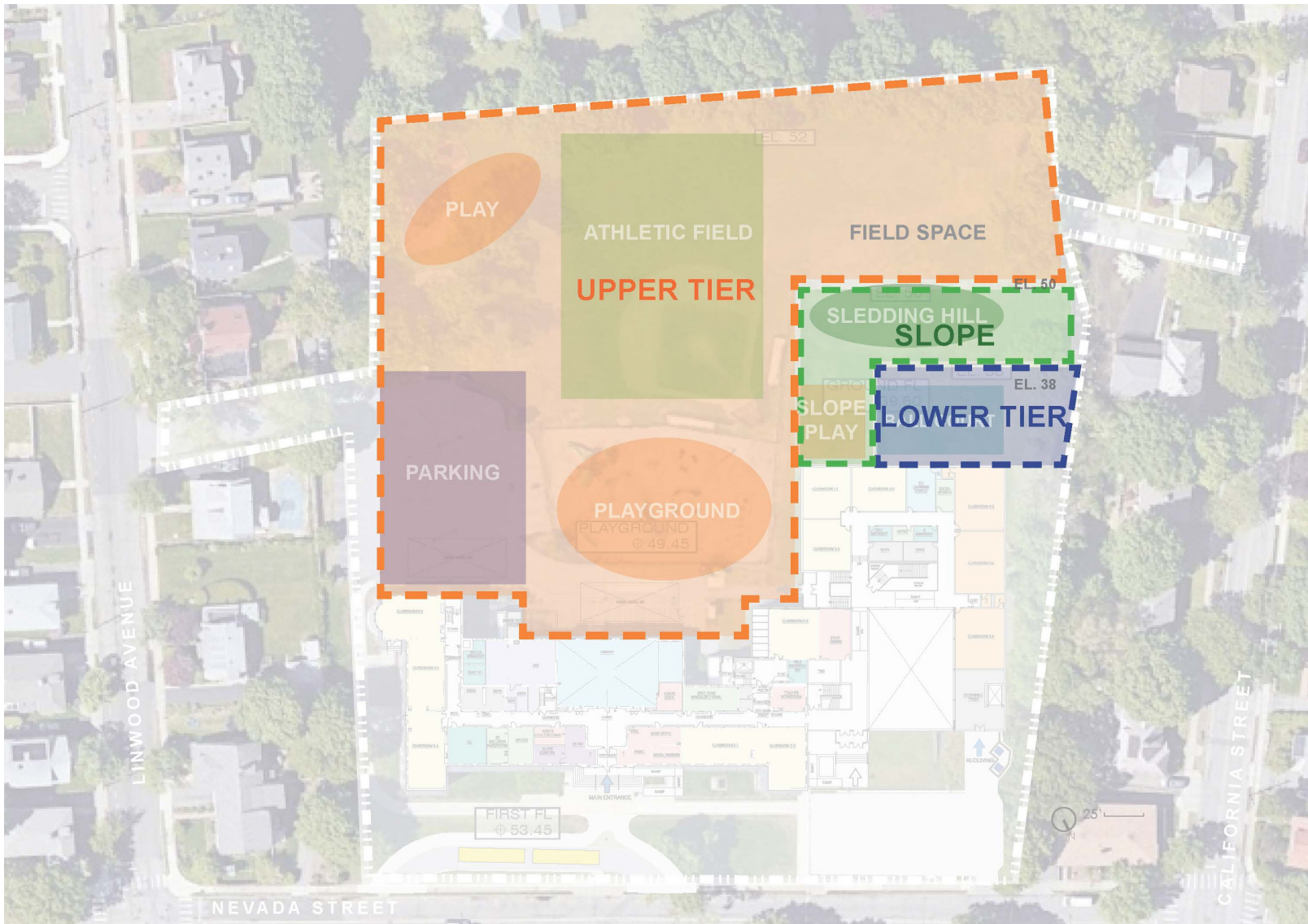
**Early Elementary Neighborhoods
+ Activation of Ground Floor**
*Supports Collaboration & Connection
and Clusters of Learning*

Gymnasium & Cafetorium Locations
Co-Located to Support After School Program

New Entry & Early Elementary Neighborhood
Supports Welcoming Arrival

Large Upper Site Tier “D” Options *(right side)*

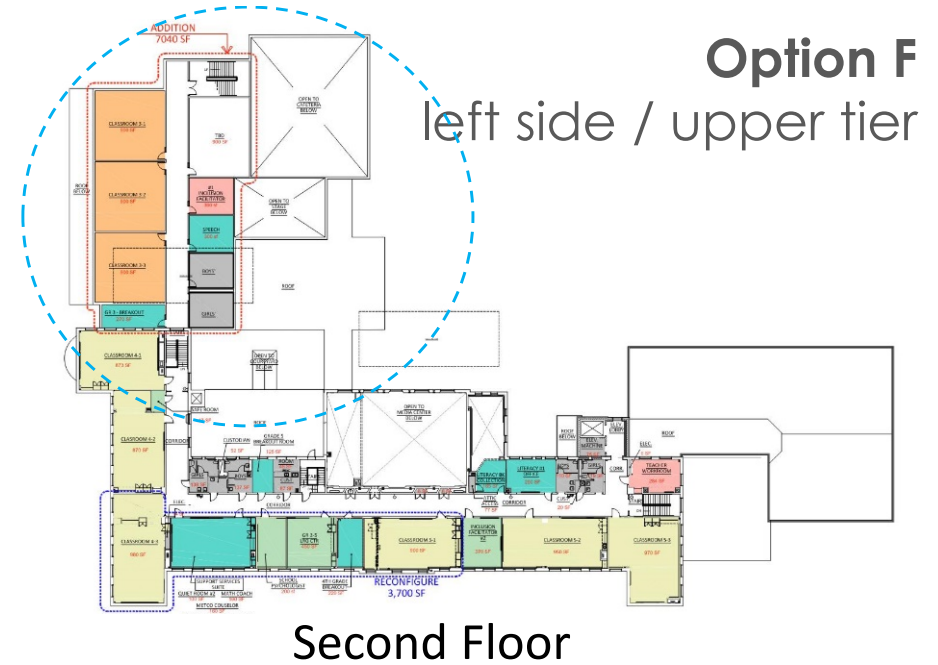
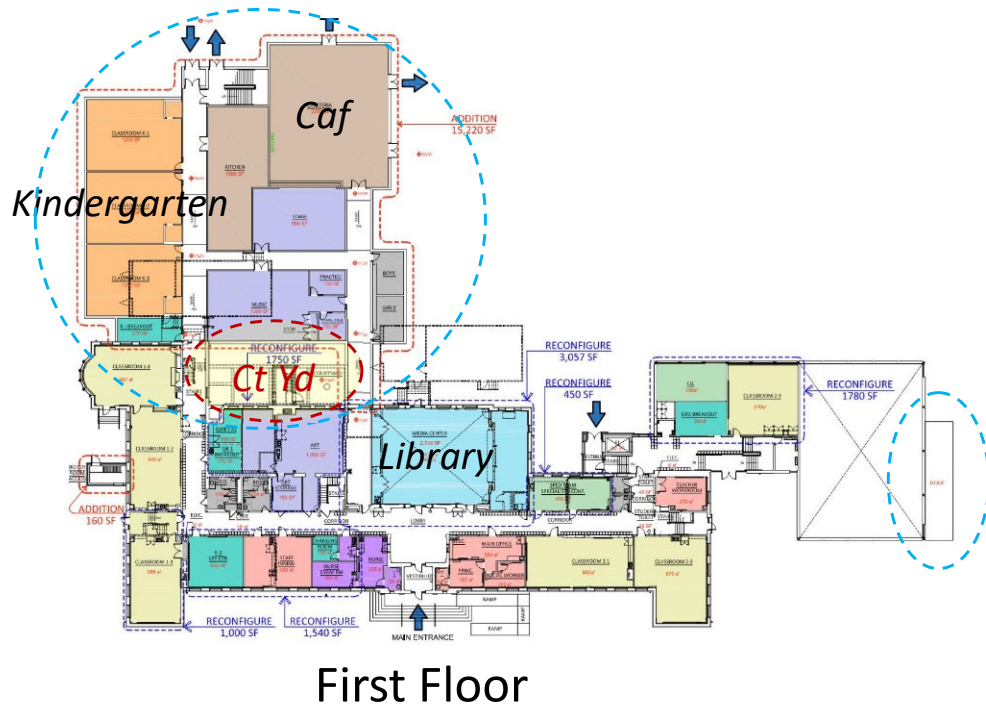




Play Study
“D” Options
(right side)

Option D Exterior Massing Study





Single Loaded Corridors @ Classroom Addition & Remote Ground Floor

*Don't Support Collaboration & Connection
or Clusters of Learning*

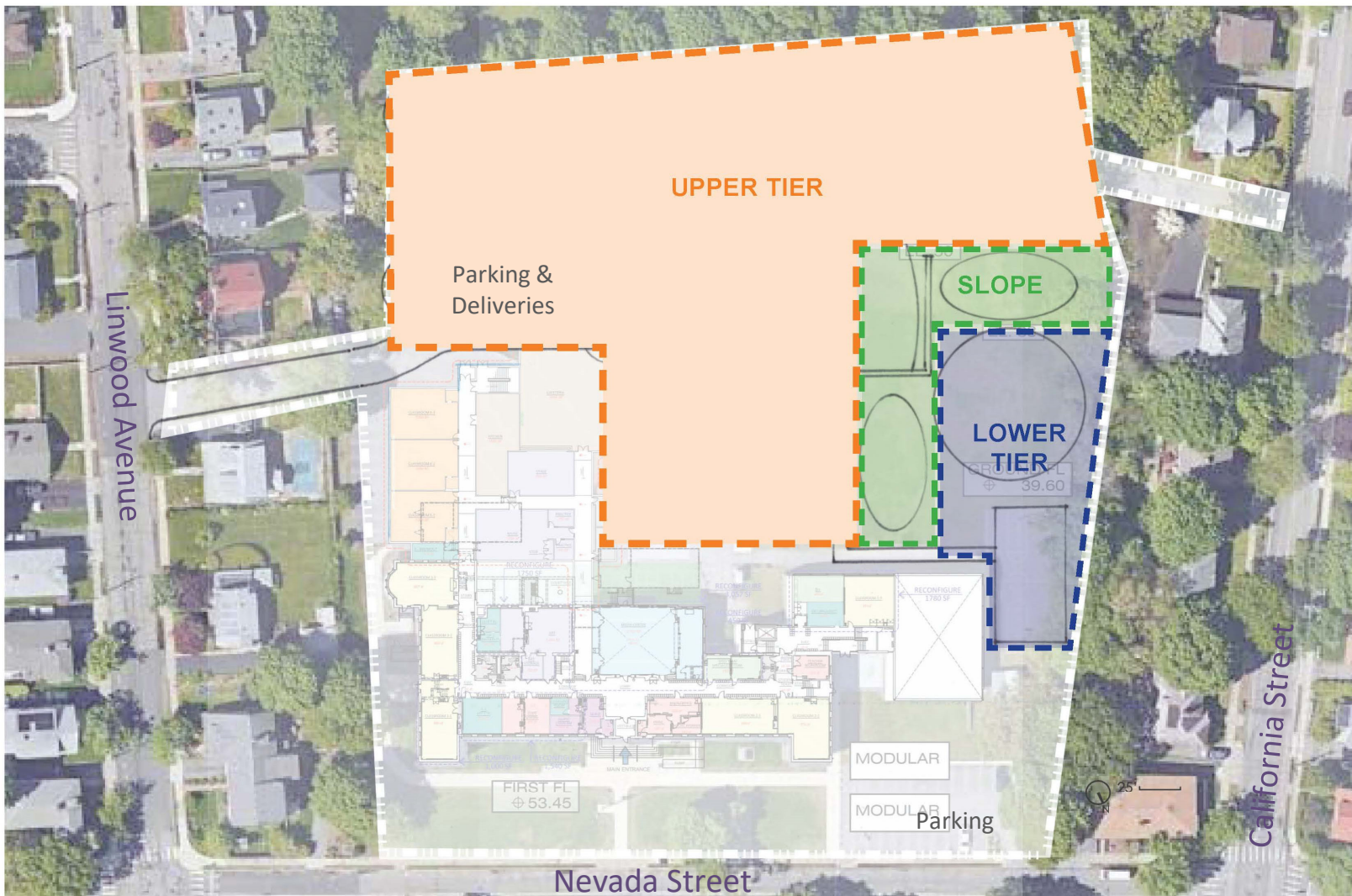
Gymnasium & Cafetorium Locations

Don't Support After School Program

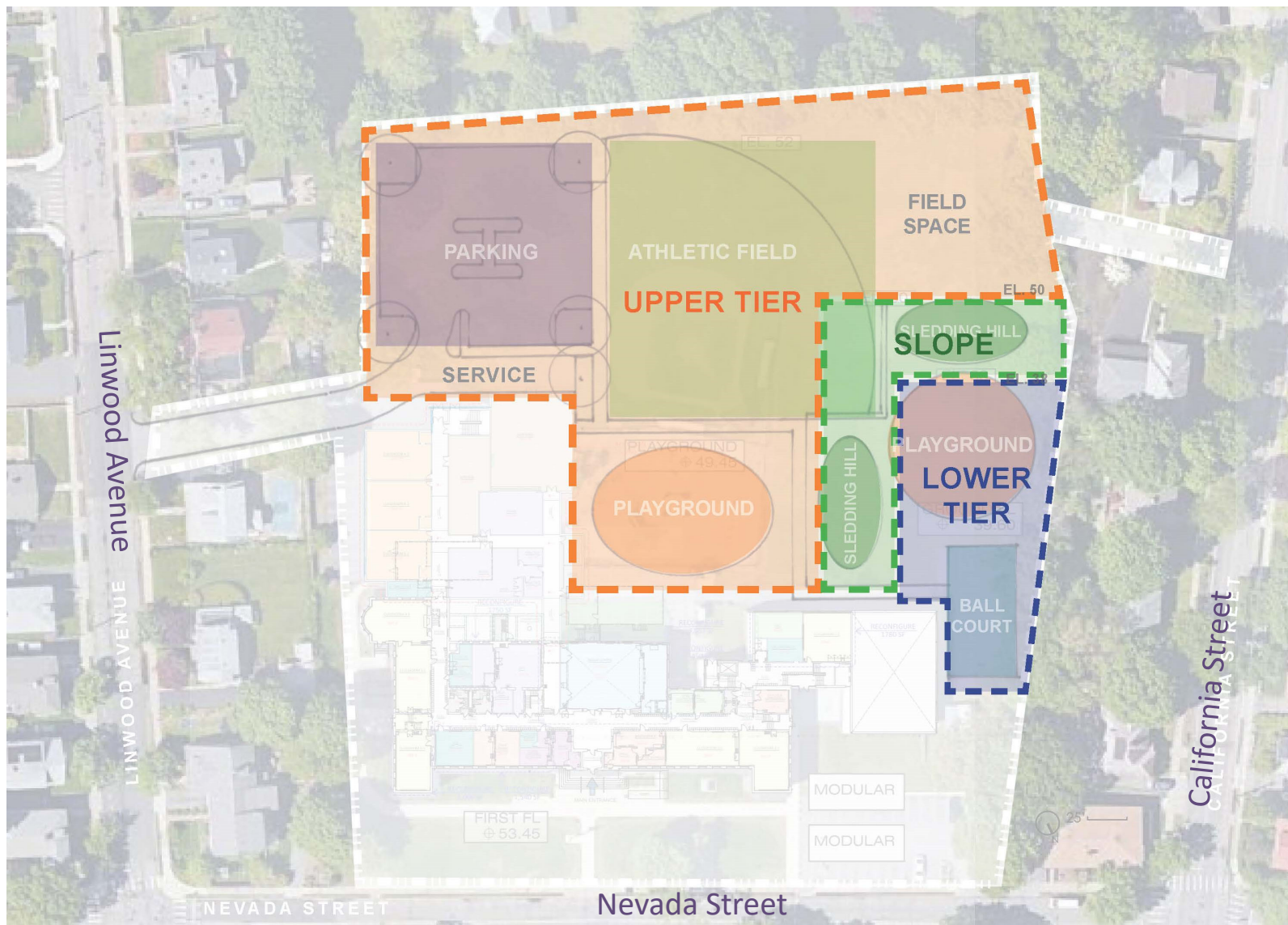
Remote Kindergarten Neighborhood

Doesn't Support Welcoming Arrival

Upper Site Tier “F” Option (left side)



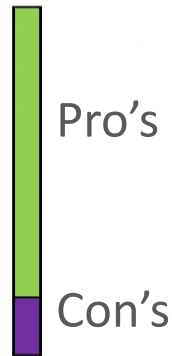
Play Study “F” Option (left side)



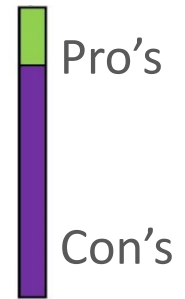
Option F Exterior Massing Study



Site Option “D” *(right side / lower tier)*



Site Option “F” *(left side / upper tier)*



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Questions & Comments