



MEETING MINUTES VOLUME 4c

JOHN M. TOBIN MONTESSORI SCHOOL

VASSAL LANE UPPER SCHOOL

DHSP PRESCHOOL & COMMUNITY AFTER SCHOOL

PERKINS —
EASTMAN

JUNE 26, 2020





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C1.0

COMMUNITY MEETINGS AND COMMENTS

Tobin Montessori/Vassal Lane Upper Schools Project Public Meeting

February 6, 2019



**CDM
Smith**

Meet our Project Team



Carol A. Rego, P.E.
Vice President
Officer in Charge



Jill A. Greene, P.G.
Principal Geologist
Project Manager



Kathleen G. Murphy, P.E., LSP
Licensed Site Professional
Environmental Technical
Expert



Michael S. Schultz, P.E.
Senior Vice President
Geotechnical Technical
Expert



Mark J. Salvetti, P.E.
Project Engineer
Remediation Technical
Expert



Christopher J. Gabel, P.E., BCEE
Associate
Landfill Gas Technical Expert

Presentation Outline

- Site History
- Site Conditions
 - Current and Future
 - Geotechnical and Environmental Investigations
- Site Challenges to School Construction
- Next Step – Feasibility Study
- Conclusions



Project Approach

- First step – understand the existing site conditions (***completed***)
 - Geotechnical and Environmental Investigations
 - Current site conditions present no risk to school occupants or the community
- Next step – Feasibility Studies
 - Develop options for new site programming (Perkins Eastman)
 - Evaluate alternatives for design and construction (CDM Smith)



Challenges to Construction of the New Schools

- Geotechnical
 - Subsurface conditions present challenges for foundation design and construction of the new schools
- Environmental
 - Site preparation will disturb soil, groundwater, and air requiring specialized handling techniques

We have the engineering tools and expertise to overcome these challenges and prepare the site for construction in a manner that is protective of the students, the community, construction workers, and the environment



Site History

Historic Site Activities

- Once used for clay mining
- After mining ceased, clay pit was used as municipal dump (1930s -1950s)
- Tobin Field and Father Callanan Playground built in 1938
- School constructed in 1971



Historic Environmental Work

- 1987: indoor air concerns resulted in regulation under the Massachusetts Contingency Plan (MCP)
- 1991: a sub-slab ventilation (SSV) system was installed
 - vents the soil gas from beneath the school to vents on the roof
- 1997/1998: CDM Smith performed environmental assessment
- 1999: The site was closed in accordance with the MCP:
 - Response Action Outcome (RAO)
 - Activity and Use Limitation (AUL)



Site Conditions



Geotechnical Conditions

Tobin School Today

9.1 Acre Parcel

National Guard Armory

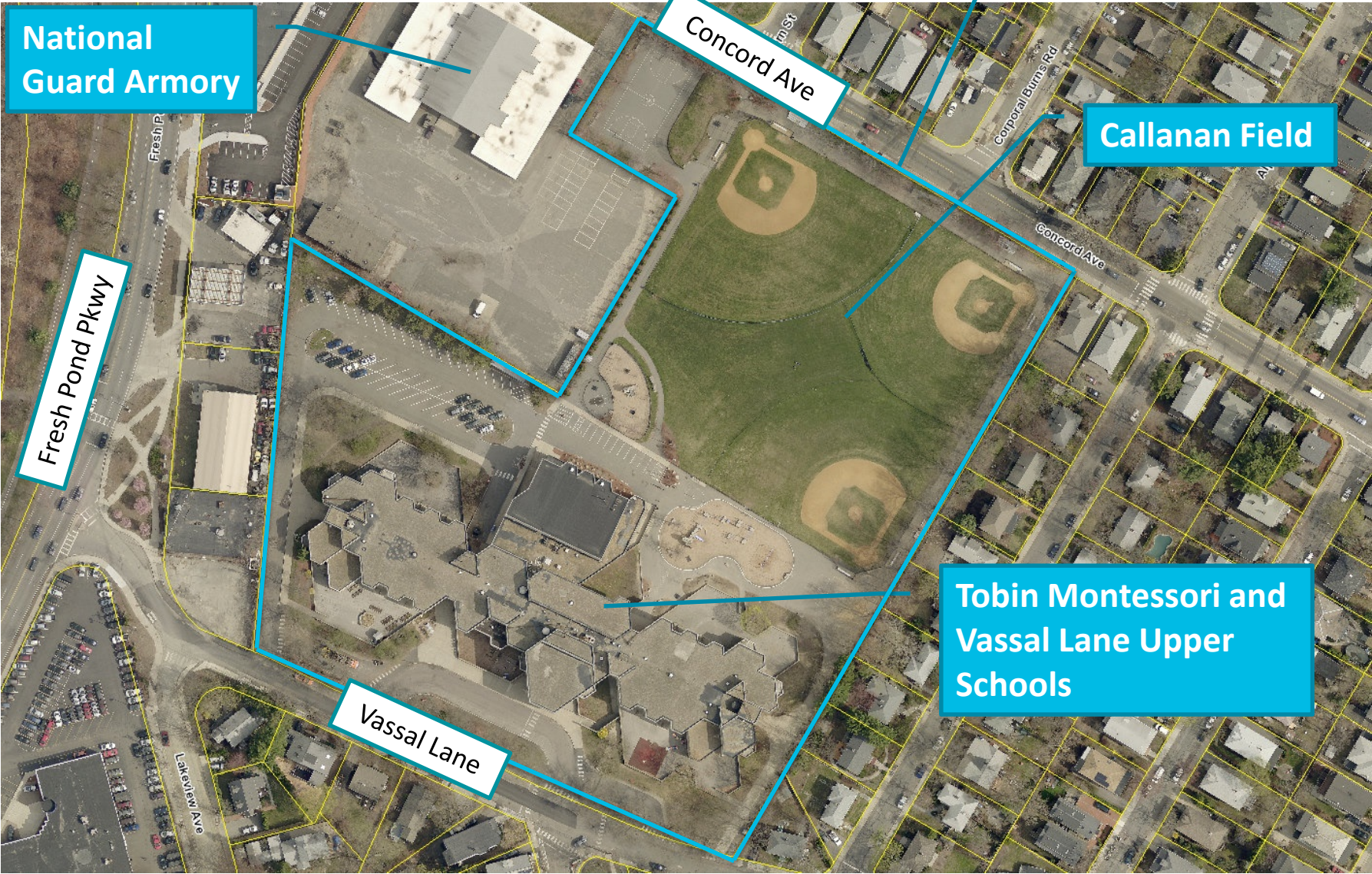
Concord Ave

Callanan Field

Fresh Pond Pkwy

Tobin Montessori and Vassal Lane Upper Schools

Vassal Lane



Geotechnical Assessment (2016-2018)

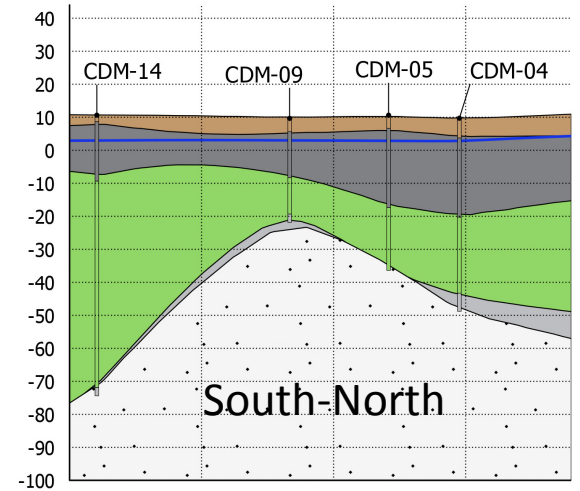
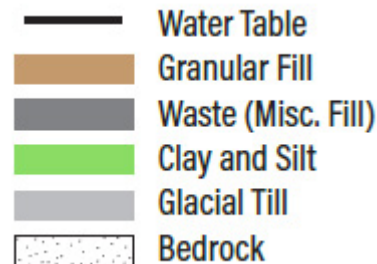
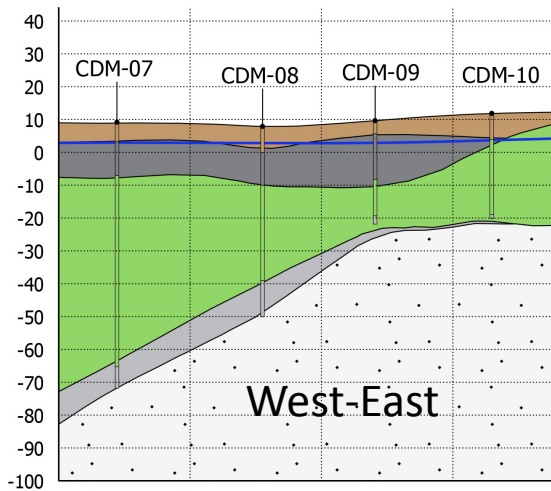
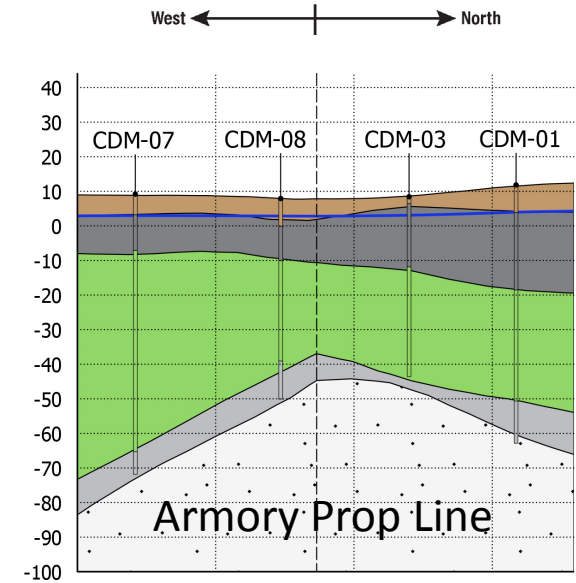
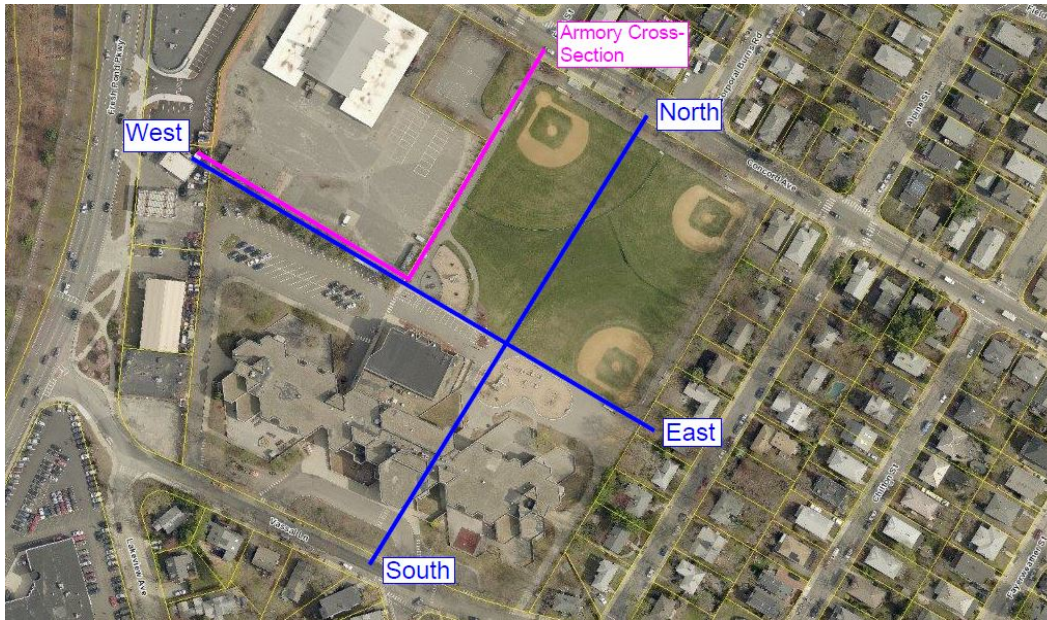
- Soil borings (overburden and bedrock) to characterize subsurface materials
- Test Pits to visually assess materials
- Monitoring wells to assess groundwater
- Laboratory testing of physical and engineering properties of subsurface material



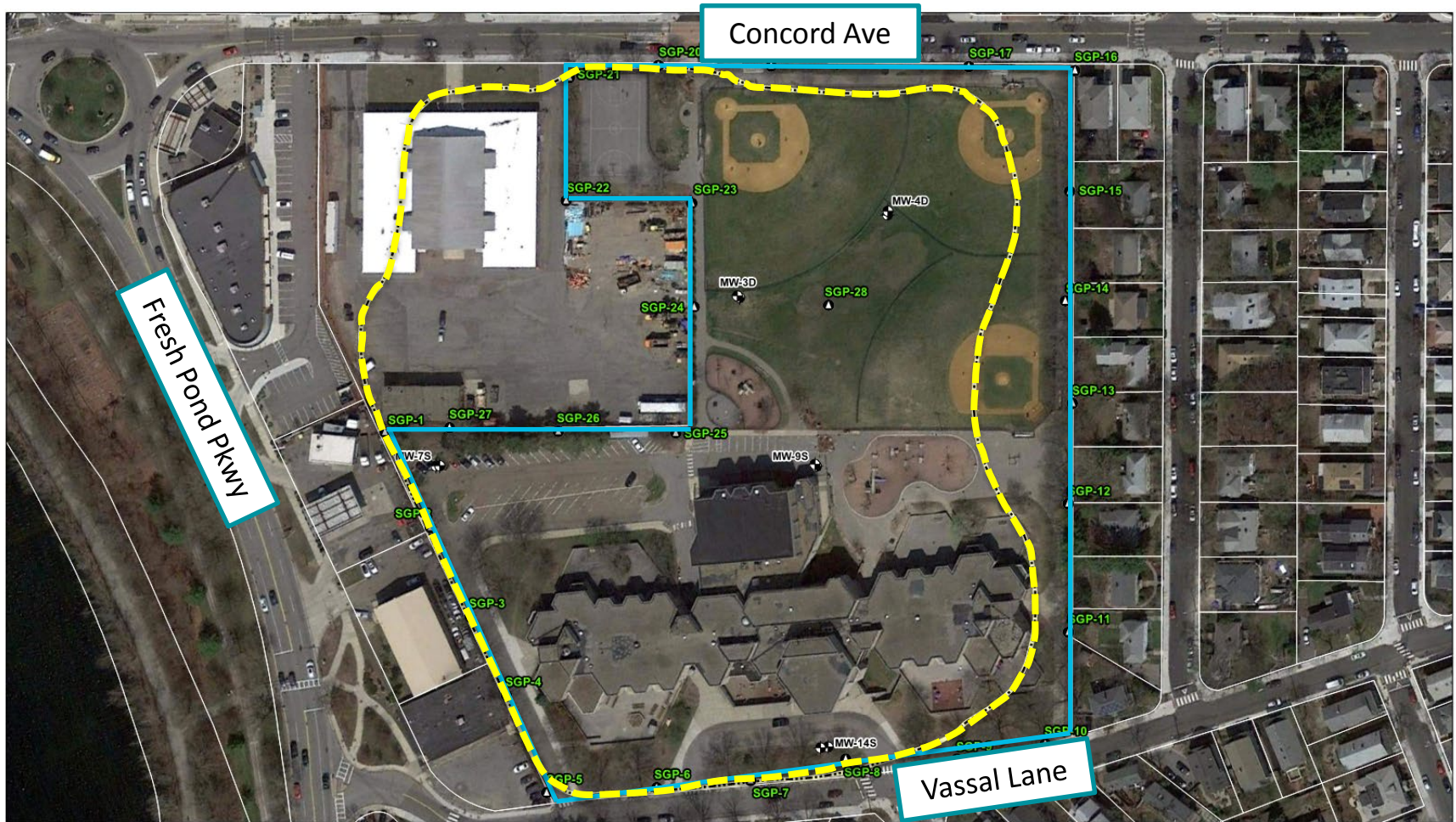
Subsurface Conditions – Soil/Waste Fill/Rock

Layer	Thickness	Comments
Pavement or Topsoil	Surface to 18 in.	
Granular or Waste Fill	Varies from not present to 30 ft thick	Varying amounts of gravel, silt, brick, concrete, coal, ash, cinders, slag, metal, glass, wood, leaves, granite blocks, and other miscellaneous material
Clay and Silt	6.5 to 75 ft.	Boston Blue Clay; some miscellaneous fill materials
Glacial Till	0.5 to 13 ft.	
Bedrock		Significant variation in the elevation of top of bedrock across the site

Subsurface Conditions - Strata Cross Section

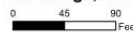


Limits of Waste Material



- Legend**
- Gas Probe Location
 - Groundwater Monitoring Well Couplet Installation Location
 - Approximate Boundary of Former Clay Pit/Edge of Waste (updated April 2018)

Tobin School
197 Vassal Lane
Cambridge, MA



Basemap: Google Earth Pro Imagery (April 2017)
Source: Google, Mapbox and Esri Aerials/Coverage
Coordinate Sys: NAD83 Mass. State Plane Meters (feet)

FIGURE 4
Landfill Gas Probe Monitoring Locations
July-August 2017



Subsurface Conditions: Summary

A. Waste fill materials

- School/fields: 18 – 24 ft thick and extends as deep as 30 ft BGS
- Property line at Armory: 10 – 22 ft thick and extends as deep as 30 ft BGS
- Majority is below the water table

B. Variation in content and consistency of waste fill materials:

- High amount of deleterious materials and debris
- Generally not suitable for foundation support

C. Relatively shallow groundwater

- 4.5 – 12 ft BGS
- Flows to the west/southwest

D. Variation in elevation of top of bedrock:

- Varies from 32 ft (central portion of site) to 92 ft (southwest corner of site) below ground surface across the site





Environmental Conditions

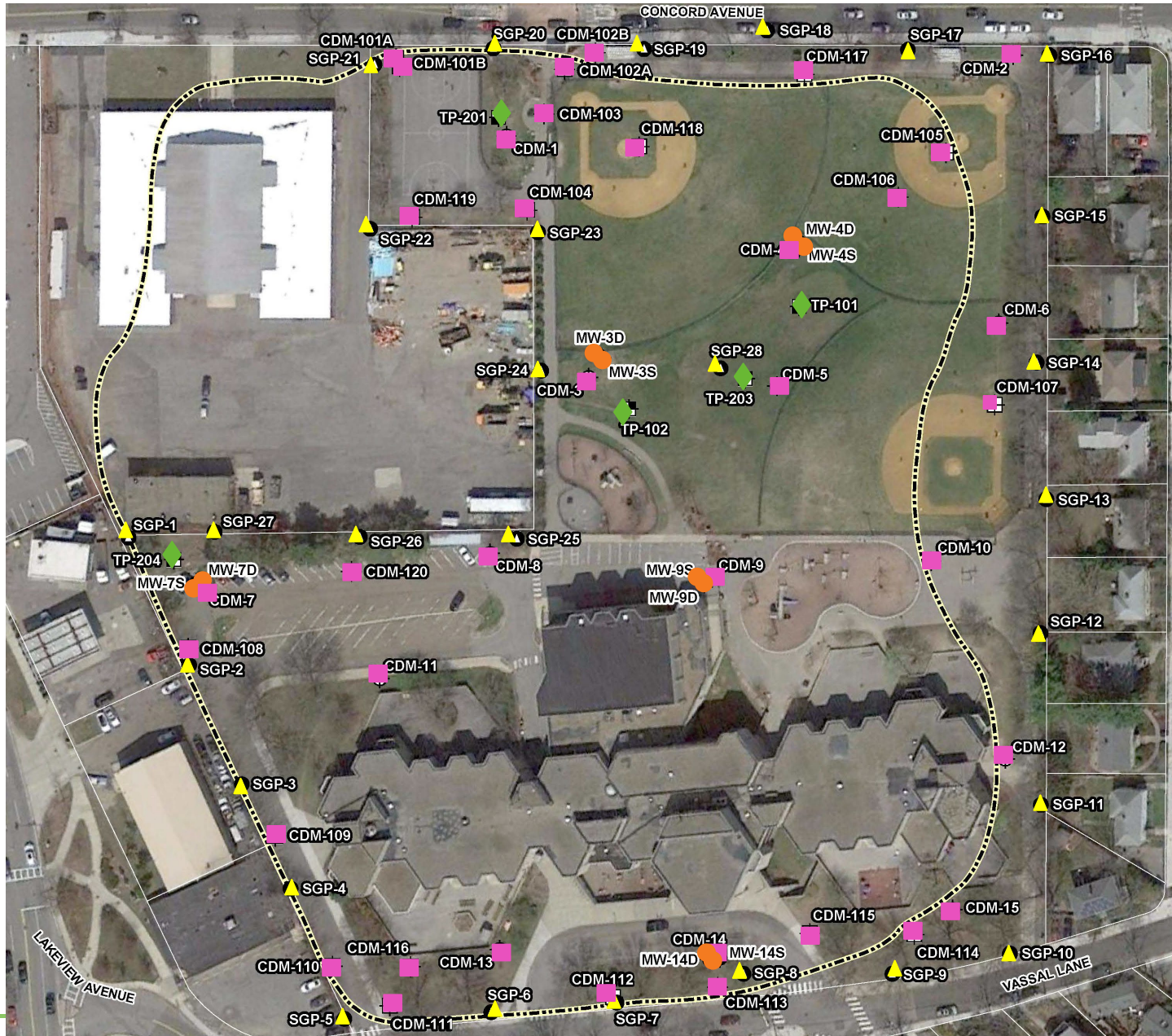
Current Environmental Conditions

- No contact with waste/fill material - three feet of clean soil covering site
- No VOCs found in soil or groundwater above MassDEP standards. Constituents of concern are PAHs/metals – not volatile or mobile
- Existing sub-slab ventilation system - protective of indoor air
 - 2 rounds of subslab sampling and indoor air sampling (2017/2018) – results confirm protection of indoor air
- Groundwater moderately impacted with metals. Other constituents below MCP standards.
- Fresh Pond Reservoir kept artificially high to prevent local groundwater from flowing into reservoir

Environmental Assessment for Future Construction

- Extensive program to determine nature and extent of impacts for following media:
 - Fill and waste materials
 - Groundwater
 - Subsurface landfill gas
- Laboratory Analysis:
 - Volatile and Semivolatile organic compounds (VOCs and SVOCs)
 - Metals
 - PCBs
 - Extractable Petroleum Hydrocarbons (EPH)
- Field Analysis:
 - Gases (methane, carbon dioxide, oxygen, hydrogen sulfide)

Sampling Locations



Environmental Assessment Findings

Media	Findings	Impact
Soil/Waste Fill	<ul style="list-style-type: none">• Metals, SVOCs, EPH measured above MassDEP standards• No VOCs measured above MassDEP standards• No PCBs measured above detection limits	<ul style="list-style-type: none">• Soil removed during construction will require special handling and disposal• Constituents found are not highly mobile nor volatile
Groundwater	<ul style="list-style-type: none">• Metals measured above MassDEP standards• No VOCs, SVOCs, EPH above MassDEP standards• No PCBs measured above detection limits	<ul style="list-style-type: none">• Groundwater will require treatment as part of construction dewatering• Compounds are not volatile therefore no risk of inhalation
Landfill Gas	<ul style="list-style-type: none">• Elevated levels of methane found within the waste material• No methane detected outside of the waste/fill boundary	<ul style="list-style-type: none">• Landfill gases will need to be monitored and mitigated during construction



Site Challenges

Environmental Challenges

- A. Safety measures will need to be put in place during excavation of waste material, e.g. air monitoring, gas venting
- B. Treatment of dewatered water will be required
- C. Engineering controls for odor and dust
- D. Waste extends on to Armory property
- E. Removal of all waste may not be necessary to prevent risk
- F. Sustainability of the alternatives will be evaluated
- G. Long term strategies to prevent exposure (e.g. soil stabilization and/or gas controls)
- H. Regulatory mechanisms - property will be managed under the provisions of the Massachusetts Contingency Plan (MCP)

Geotechnical Challenges

- A. Type of foundation system to support new structures will depend on siting of buildings and how much of the waste fill is removed
- B. Removal of all waste fill would create a deep excavation (>30 feet) well below groundwater level
- C. Dewatering required for deep excavation/removal of waste
- D. Ground improvement for waste stabilization will be considered:
 - For any fill waste material remaining in place
 - For groundwater cutoff where waste is not removed (e.g., at Armory property line)
 - For excavation support
 - Several methods exist depending on composition of waste material (e.g., deep soil mixing, jet grouting, etc.).



Next Step: Feasibility Study

Next Step: Feasibility Study

- Further evaluations required to determine:
 - Optimum combination of remediation alternatives (e.g., removal of waste, in-situ treatment of waste, partial removal and capping of waste)
 - Foundation and excavation requirements
- Key Areas to be Addressed:
 1. Management of Landfill Gases
 2. Excavation Soil Management
 3. Dewatering
 4. Excavation Support Systems
 5. In-Situ Soil/Waste Fill Stabilization
 6. MassDEP MCP Requirements

1. Management of Landfill Gases

- Control of landfill gases during excavation of waste for the health and safety of on-site workers and the surrounding community
 - Health & Safety Plan
 - Personal protective equipment
 - Air monitoring units
 - Gas collection system



2. Dewatering with Treatment Prior to Discharge

- To allow for excavation below groundwater (4.5 to 12 ft BGS)
- Discharge treated to be protective of the environment



3. Excavation Support System

- Allows removal of deep waste materials
- Limits extent of excavation (keep within property lines, reduce total volume)
- Protects nearby facilities (residences, Armory, roads, utilities, trees)
- May also provide groundwater/landfill gas cutoff



4. Excavated Soil Management

- Managed in accordance with the MCP
- Approximately 260,000 cubic yards of waste/soil
- Feasibility Study will determine waste removal vs. stabilization
- Excavated soil will be shipped to disposal facilities
- Excavations backfilled with clean material



5. In-Situ Stabilization

- Soil Mixing
- Jet Grouting



Conclusions

- The project will be completed in a manner that will be protective of the health and safety of onsite workers, the residential neighborhood, the surrounding community, future occupants of the new schools, and the environment
- The next step – Feasibility Study – will include detailed evaluation of alternatives for remediation and construction to establish requirements for design of the new facilities

CITY OF CAMBRIDGE: COMMUNITY MEETING 2/6/19

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TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS



MEET OUR TEAM



John R. A. Pears
RIBA
Community Engagement
Specialist



Alicia Caritano
AIA, LEED AP, MCPPO
Project Manager



Jana G. Silsby
AIA, LEED AP, MCPPO
Principal-in-Charge/PA

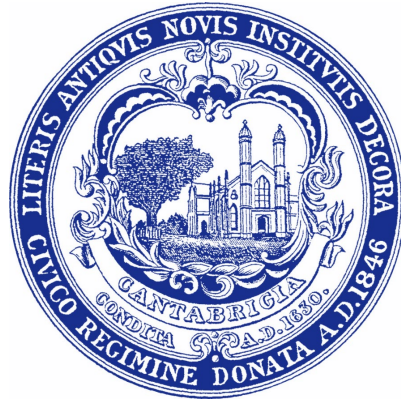
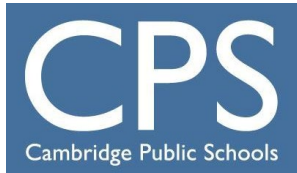


Sean O'Donnell
FAIA, LEED AP
Educational Visioning
/ Programmer



Dan Arons
AIA, LEED AP
Systems Integration
Specialist

WORKING TOGETHER





Questions

**CDM
Smith**

MEETING RECORD

Perkins Eastman
Architects DPC

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F. +1 617 449 4049

Date Prepared	5/9/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Community Meeting	
Meeting Location	Tobin Cafeteria	
Meeting Date	4/30/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4000	
In Attendance	<p>City of Cambridge: Lisa Peterson, Brendon Roy, Michael Black, Owen O’Riordan, Kathy Watkins, Catherine Woodbury, CPSD: Jim Maloney, Joanne Johnson, Jamie Frost, Daniel Coplton-Newfield, Vedad Konjic, DHSP: Ellen Semonoff, Michelle Farnum Community: See attached sign-in sheet Perkins Eastman (PE): Jana Silsby, Alicia Caritano, John Pears, Dan Arons Vanesse Hangen Brustlin (VHB): Sean Manning Traverse Landscape Architects: Kris Bradner CDM Smith(CDM): Kathleen Murphy, Michael Shultz</p>	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
4/30/19.1	<p>Overview</p> <p>Lisa Peterson explained that the project is in the initial, Feasibility Study phase, and the City and the Design Team are here to listen to the Community and hear their comments and concerns about the project. Lisa emphasized that the team is still in the information gathering phase, work has not begun on the Design Options, and no decisions have been made. She also explained that the Design Team will explore a minimum of three options: Renovation/Addition, Demo/New Building on Existing Site, Demo/New Building on the Fields. Lisa also introduced the City, and CPS members attending the meeting, as well as the Design Team.</p> <p>Brendon Roy, the City Construction Project Manager, noted that Project Information can be found on the City Project Website: https://www.cambridgema.gov/Departments/CityManagersOffice/TobinSchoolProject</p> <p>Alicia Caritano, PE Project Manager, noted that Community members can discuss their concerns at tables for each topic manned by experts from the City, CPS, and Design Team. Topics include: Construction & Neighborhood Issues, Design & School Programming, Traffic & Parking, Parks Playgrounds Landscaping & Storm Water Management Infrastructure, Site Soil Management, Other Ideas & Concerns. Below is a list of Community comments in typical font, followed by responses in <i>Italic font</i>.</p>	
4/30/19.1	<p>Presentation</p> <p>Jana Silsby, PE Principal in Charge and Project Architect, gave a brief presentation including: Feasibility Study Objectives, Schedule, Work Since Project Start, Project</p>	

		<p>Discovery, Visioning & Focus Group Meetings, and Next Steps. Refer to the attached presentation for additional information.</p> <p>Time did not allow for a recap of all groups because discussions groups at each table were still active at 8pm when the meeting convened. These Meeting Minutes will serve as the recap.</p>
4/30/19.2	<p>Construction & Neighborhood Issues</p>	<ul style="list-style-type: none"> • Communication process for abutters and those in area to have timely information & sufficient input throughout the project to ensure optimized decisions made for all stakeholders. <i>All information will be presented to the public at the major design intervals via community meetings. This information shall also be posted on the City construction update webpage. During construction, weekly updates of construction activities shall be posted on the website and to those who have provided the City with an email address.</i> • Neighborhood skepticism regarding process – neighborhood has had a lot of construction e.g. Sewer Separation project: noise, dirt, & traffic during construction need to be managed. <i>The City’s Owner Project Management (OPM) Staff will be onsite daily to monitor and enforce all applicable City ordinances.</i> • Documenting Existing Conditions neighbor’s property prior to construction: what is the process and when will this be finalized? <i>The City will be working with CDM/Smith, the geotechnical engineer and the Construction Manager to document existing conditions within a zone determined by CDM/Smith. The City will send out notifications and request written permission from each owner in order for the contractor’s professional photographer to access your home and take inside and outside photographs of each space within your home. Vibration monitoring shall be placed strategically around the site for monitoring purposes.</i> • Plans during and after construction that minimizes impact to neighbors, traffic etc. <i>The City will be working with the construction manager to develop a traffic management plan that shall be updated weekly depending on site activities.</i> • Contractor Hours – compliance Noise Ordinance or will waivers be required? (How many waivers were requested at Putnam Ave. & Cambridge St?) <i>The construction manager shall comply with the City Ordinances. No waivers were requested on MLK or KOCUS projects.</i> • Demo Method / effect on Neighbors? <i>The City will be working with the Construction Manager to develop a dust mitigation plan to minimize any affects to the neighbors. Demolition method will be determined when we know the design option selected.</i> • Construction site should post contact info for onsite manager available 24/7. <i>The City’s website will have all contact information including a 24/7 contact number.</i> • Can Armory be used for Contractor parking to min. parking in neighborhood? <i>The Construction Manager shall be requested to comply with City parking regulations and work on a parking mitigation plan to protect the surrounding neighborhood from workers vehicles parking on the streets.</i>
4/30/19.3	<p>Design & School Programming</p>	<p><i>General response to all below:</i> The City and the Design team understand your issues and shall strive answer your questions and comments when presenting updates at Future Community Meetings.</p> <ul style="list-style-type: none"> • Enrollment – What is the projected enrollment & projected size of building(s)?

		<ul style="list-style-type: none"> ● How to Accommodate Add +/- 300-400 Students – could younger children go to another site? ● Wish List Here vs. Opportunities Other Schools. ● Need to review pros & cons of all options before selecting Preferred Option: Reno/Addition, New on Field, New on Existing. ● Respectful of Neighborhood/Breakdown Scale of Building. ● Building should blend in - No more Brutalist Ego Trips / Not a Military Bastion. ● Remember Spirit of Existing Building. ● Placing the building in the center of the site could avoid turf battles. ● Try to center building and buffer – campus fee. ● Carbon Sustainability of New vs. Reuse vs. Meeting Functionality. ● Fewer/Monitored Entrances. ● Bring Principles of Montessori Beyond the Classroom. ● Adequate Visual & Performing Arts Space. ● Community Space. ● Safety. ● Special Start part of Community. ● Add Art & Community Space to Design Principles. ● Like Idea Professional Development Community.
4/30/19.4	Traffic & Parking	<p><i>General response to all below:</i> The City and the Design team understand your issues and shall strive answer your questions and comments when presenting updates at future community meetings. The traffic consultant was present at the community meeting had some initial discussions with those who visited this table.</p> <ul style="list-style-type: none"> ● On-site Drop-Off & Pick-Up (see Shady Hill). ● Parents separate from buses. ● Careful consideration for traffic at drop-off and pick up. ● More drop off needed within site to not clog the streets. ● School Campus feel is piece meal – need a broader approach. ● Vassal Lane presents danger too narrow for buses, sideswipes. ● Cars go wrong-way on Vassal & Alpine @ Fresh Pond Parkway. ● Traffic on Concord backs up , particularly when traffic light on Alpine turns red all the way to Birch: add buses + parents dropping off children & may back up to the rotary. ● People including school staff make illegal lefts from Fresh Pond Parkway onto Vassal Lane. ● Can traffic patterns on streets be changed. ● Envision connecting Fern to Ped X-ing to Fresh Pond. ● Drop off on Concord will be “unsafe” traffic will be grid locked – this is untenable for everyone. ● Challenges specific to Younger Children. ● More Middle Schoolers may mean more bikers & walkers from further away; think about safe bike & pedestrian routes to school. ● Consider walkway to driveway. ● Look at new traffic flows: split traffic between Vassal Lane & Concord Ave? ● Consider safer walking and bicycle routes, dedicated bike lanes - useful to have bike path connecting Danehy thru to FreshPond. ● Polling parents – would dedicated bike lanes limit cars? ● Park on Armory site during construction to minimize parking in neighborhood? ● Traffic Study before final Design - see previous Traffic Study 2-3 yrs. ago.

		<ul style="list-style-type: none"> ● 526 Units being developed at Wheeler street plus other developments.
<p>4/30/19.5</p>	<p>Parks, Playgrounds, Landscaping & Storm Water Management Infrastructure</p>	<p><i>General response to all below:</i> The City and the Design team understand your issues and shall strive answer your questions and comments when presenting updates at future community meetings.</p> <p>Playgrounds:</p> <ul style="list-style-type: none"> ● Playgrounds should be welcoming and inclusive for people of all ages and abilities and number of users. ● Separate play spaces for younger vs. older students. ● Stair movement for OT/PT – can something be incorporated into the playground. ● Use green playground ideas including natural materia.l ● Landscape is important around playgrounds. <p>Sports:</p> <ul style="list-style-type: none"> ● Think about other parks in Cambridge and what needs they are meeting and what needs have not been met yet that can be incorporated into this project. ● If turf is used – turf infill should be virgin rubber or alternate infill acceptable. Recycled is not acceptable. ● Tennis courts needed if possible. ● New baseball fields – turf grass ok, no need for it to be synthetic. ● Danehy park includes a lacrosse field. ● The current ball fields include one Little League Majors Field for 10 to 13 year-old and two Minor fields for 8-10 year olds. ● Plan for relocation of the West Cambridge Little League for duration of the project? ● Basketball is only shaded court around and is well used. ● Understand open space may not fit a full soccer field but include soccer goal area. ● Danehy Park is building a fully accessible playground. <p>Gardening:</p> <ul style="list-style-type: none"> ● Include pollinator garden. ● Include butterfly garden. ● Include greenhouse on the roof. ● Include community garden space. ● Is there a way there can be some rooftop use for students. ● Courtyard design useful for school classrooms that aren't too shady. <p>Building:</p> <ul style="list-style-type: none"> ● Design efficient building to preserve more open space. ● Are there opportunities for underground parking. ● Study shade that casts from new building onto the playgrounds. ● Need safe facilities operations. <p>Landscaping:</p> <ul style="list-style-type: none"> ● Protect mature trees (particularly along Vassal and eastern property line) as they are important resource environmentally and visually and are signature elements of the site. ● How will grass be maintained in hot weather. ● Placing building in the center could save trees.

		<p>General Site:</p> <ul style="list-style-type: none"> ● There should be a clear pedestrian connection from the Fern/Concord intersection through the site to Fresh Pond Parkway pedestrian signalized crossing. ● What steps will be taken to ensure health & safety of existing trees in the construction zone? ● Need buffer against the Armory. ● Lighting important. ● Envision Alewife plan calls for site design that allows foot & bike traffic to traverse the site from Fern St. over to Fresh Pond Parkway crossing Vassal Lane. ● Also in keeping with Envision Alewife, suggest final design includes lit path across the property (much of existing site dark at nite). <p>Storm Water Management:</p> <ul style="list-style-type: none"> ● There are existing drainage problems along the street to the east and near the tot lot. ● Given school's location in flood plan: City's stated focus on storm water laudible – encourage design team to not only substitute green infrastructure in place of takes & pipes to greatest degree possible, set example how good development can be done in flood-prone areas, but go beyond typical flood-proofing efforts and see site as a neighborhood resilience center capable of weathering the most severe conditions.
4/30/19.6	Site Soil Management	<p><i>General response to all below:</i> The City and the Design team understand your issues and shall strive answer your questions and comments when presenting updates at Future Community Meetings. Safety of workers and the public are of utmost importance. Each design option may have different methods to remove or stabilize the soils for these safety and geotechnical reasons. Testing results of the subsurface existing conditions can be found on the City website.</p> <ul style="list-style-type: none"> ● Large concern: remediation practices. ● Noise & dust control. ● Transparency in the process. ● Concerns severity of site's environmental problems. ● Will price tag adequately reflect cost of ensuring public health and safety: what % of construction are anticipated being allocated to these efforts? ● Presentation (which report?) pg. 18, "no VOC's (were) found in soil or groundwater above MasDEP standards, while the full report from CDM Smith repeatedly cites presence of "strong VOC odors" & lists positive test results for VOC's – what are the health & safety hazards to students, faculty, staff & abutters & those in the immediate area? ● Support City's effort to "make right the site's checkered environment Past".
4/30/19.7	Other Ideas & Concerns	<ul style="list-style-type: none"> ● Need for ongoing Community Input & Engagement throughout the process: concerns about opportunity for community input to select the preferred option. <i>All information will be presented to the public at the major design intervals via community meetings. This information shall also be posted on the City construction update webpage.</i> ● Swing Space: location, quality of space & educational experience. <i>The CPS is developing a solution to meet the needs of the diverse school needs. The CPS will provide that information to the community at an appropriate time.</i> ● No lost academic years while in swing space.

		<ul style="list-style-type: none"> ● Who makes the decisions in the City – do the neighborhoods really have any input? ● Community needs input on options before Preferred Option selected. ● Can City take Armory by Eminent Domain? Need better clear communication about process & meetings. <i>Initial discussion have been made however there will likely be no future change in use.</i> ● Will options to Geothermal wells be explored? <i>Yes, The City and design team are exploring all design options during the feasibility study.</i> ● Does 1% Public Art apply to full project value? <i>The art budget will be developed and evaluated as part of the feasibility study. The community will be provided this info when available.</i>
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This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team
 Attachments: Presentation, Sign-In Sheet

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

**PERKINS —
EASTMAN**

Human by Design

04/30/2019

COMMUNITY MEETING



AGENDA

6:30 – 6:50:

- Overview/Introductions by the City
- Feasibility Study Objectives & Schedule
- Work Since Project Start
- Site Discovery
- Visioning & Focus Group Meetings
- Next Steps / Q&A FS Process

6:50 – 8:00:

- Community Feedback:
 - Topic-Based Discussion Groups
 - Recap of all Groups
 - Final Questions/Closing Comments



FEASIBILITY STUDY OBJECTIVES

- **Program:**
 - Tobin Montessori School (JK-5)
 - Vassal Lane Upper School (6-8)
 - Autism Spectrum Disorder
 - Special Start
 - DHSP Preschool (2.9 – 5 yrs.)
 - DHSP Community School
 - New Zero Emissions
- **Design Options:**
 - Renovation of Existing School + Addition
 - New School on Ball Field (Demo Existing)
 - New School on Existing School Site (Demo Existing)
- **Site Considerations:**
 - Environmental – Previous Dump Site/Remediation Req'd.
 - Geotechnical - Bedrock/Clay/Waste
 - Municipal Storm Water - 1.25 Million Gallon Tank On-Site
 - Ball Fields & Playgrounds
 - Neighborhood Context
- **Select Preferred Option & Establish Project Budget**



FEASIBILITY STUDY SCHEDULE

- Feb – June: Existing Conditions Analysis
- Feb - June: Space Program/Educational Specifications
- June - Aug: Design Workshops & Options
- July/Aug TBD: Community Meeting
- Aug / Sept: CM on Board / Cost Estimate
- Sept / Oct: Preferred Option / Finalize FS Report
- Oct / Nov: Owner Review & Comment FS Report
- November: Incorporate Owner Comment/Finalize FS
- January 2020: Schematic Design Commences
- July 2020: Tobin School Vacated



WORK SINCE PROJECT START

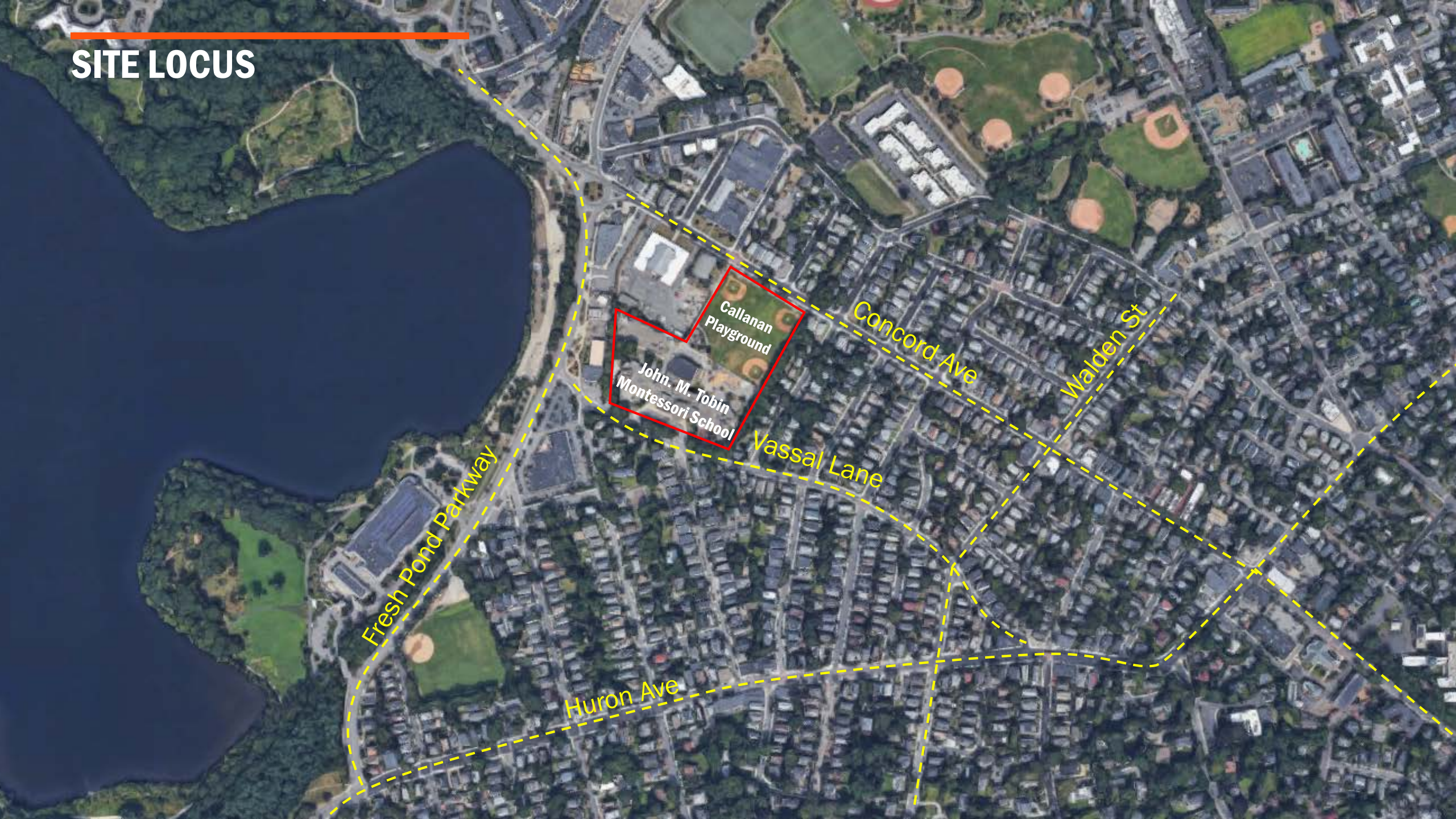
- February: Community Meeting
Project Kick- Off Mtg.
Existing Building Tours
- Feb. - Ongoing: Existing Conditions Investigations -
Building, Site, Traffic, Environmental,
Geotechnical, Stormwater, Hazardous Materials
- March: Educational Visioning Mtgs.
- March/April: Focus Groups Mtgs.
Programming Committee Mtgs.
- April: Sustainability Visioning Mtg.
Design Team Mtg. -
Environmental, Geotechnical,
Stormwater
Executive Committee Meeting





SITE DISCOVERY

SITE LOCUS



Callanan
Playground

John. M. Tobin
Montessori School

Concord Ave

Walden St

Vassal Lane


Fresh Pond Parkway

Huron Ave

EXISTING SITE CONTEXT

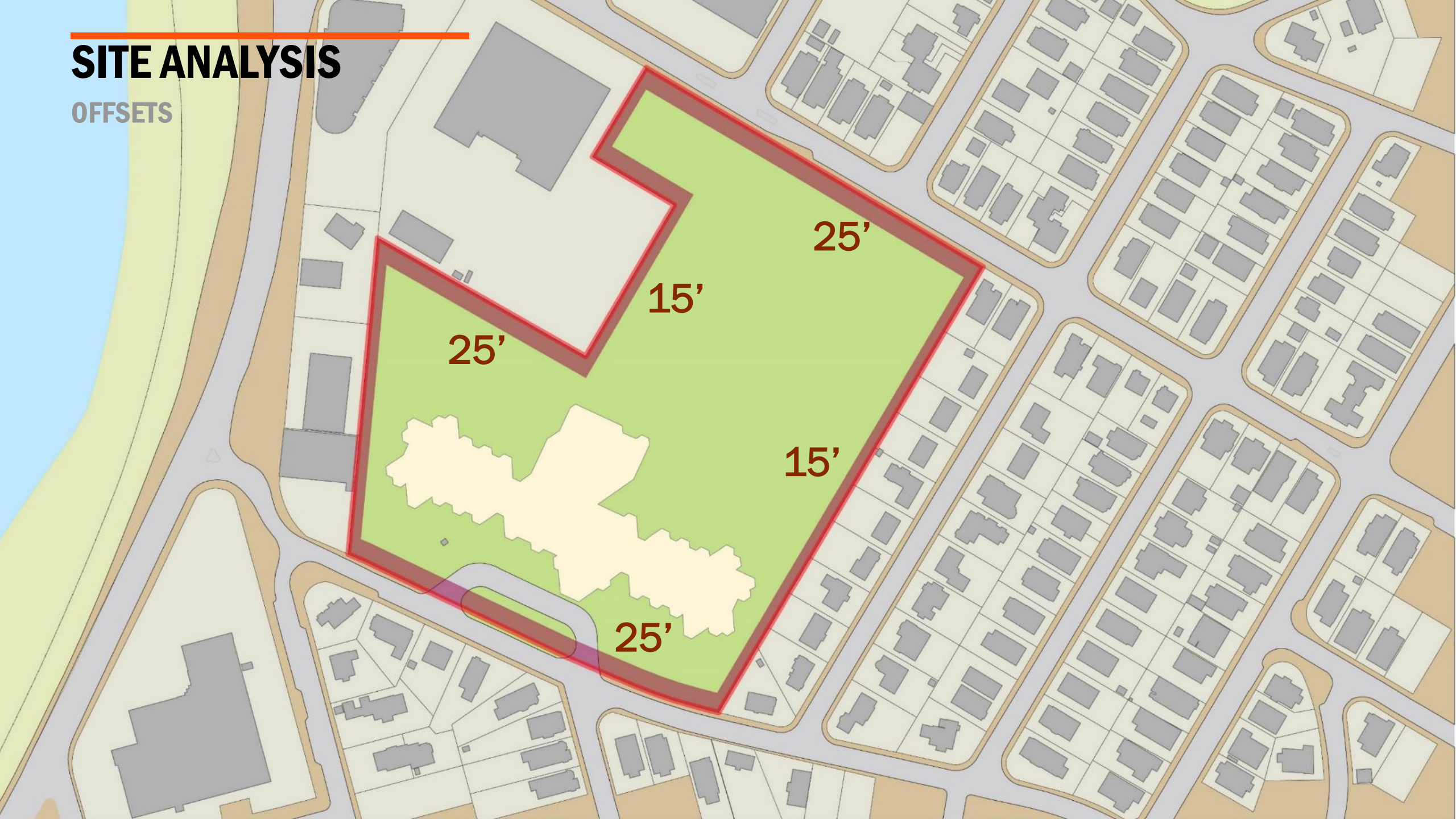
KEY

- Vehicular Circulation + Flow
- Pedestrian Circulation
- Alewife T/Minuteman Path Bike Path
- Fresh Pond Reservation Bike Loop
- School Entrance
- Bus Stop
- Bicycle Parking
- Residential Area
- Commercial Area
- Public Park
- Armory



SITE ANALYSIS

OFFSETS



SITE ANALYSIS

TREES



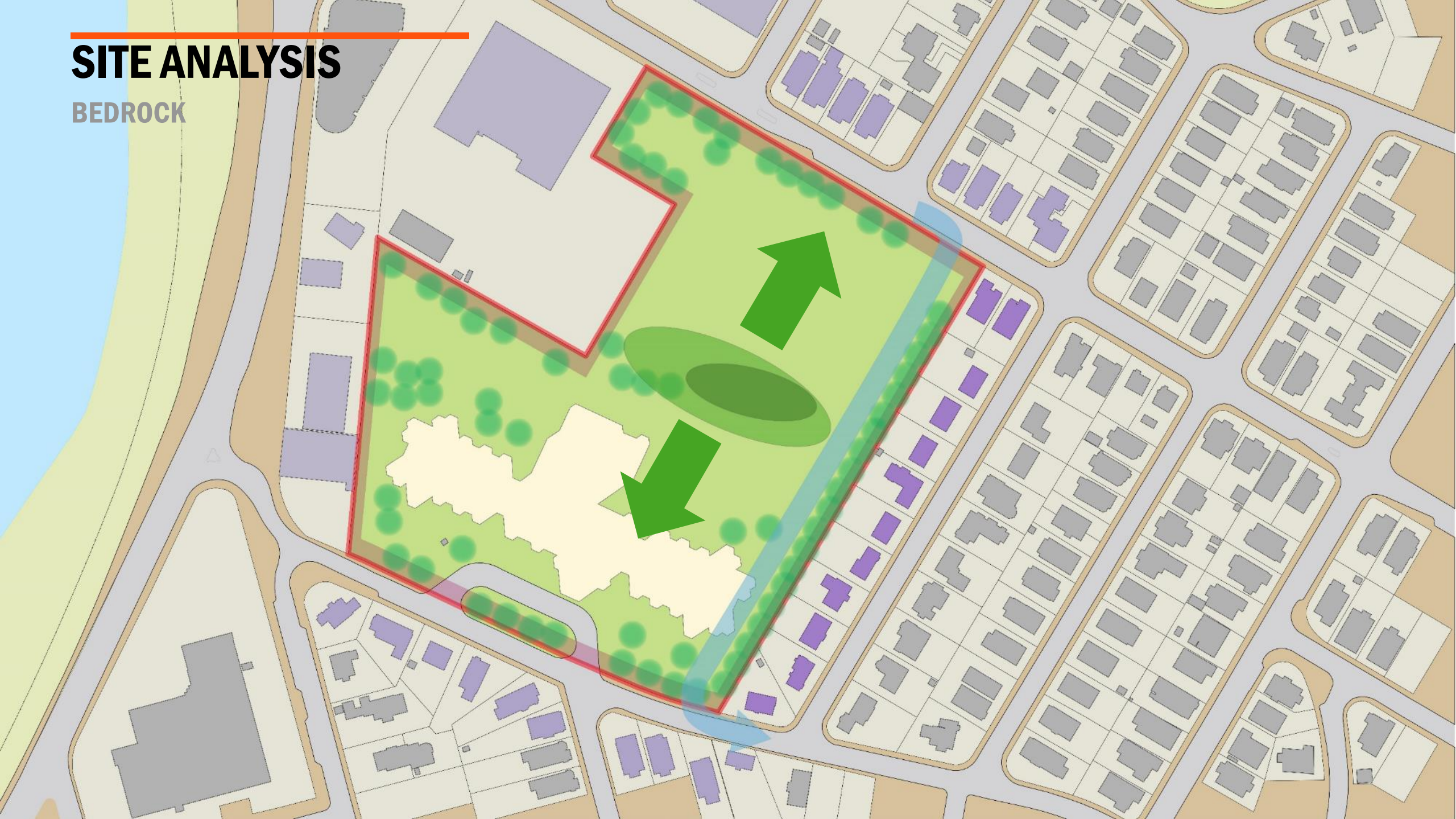
SITE ANALYSIS

THROUGH-SITE CONNECTIONS



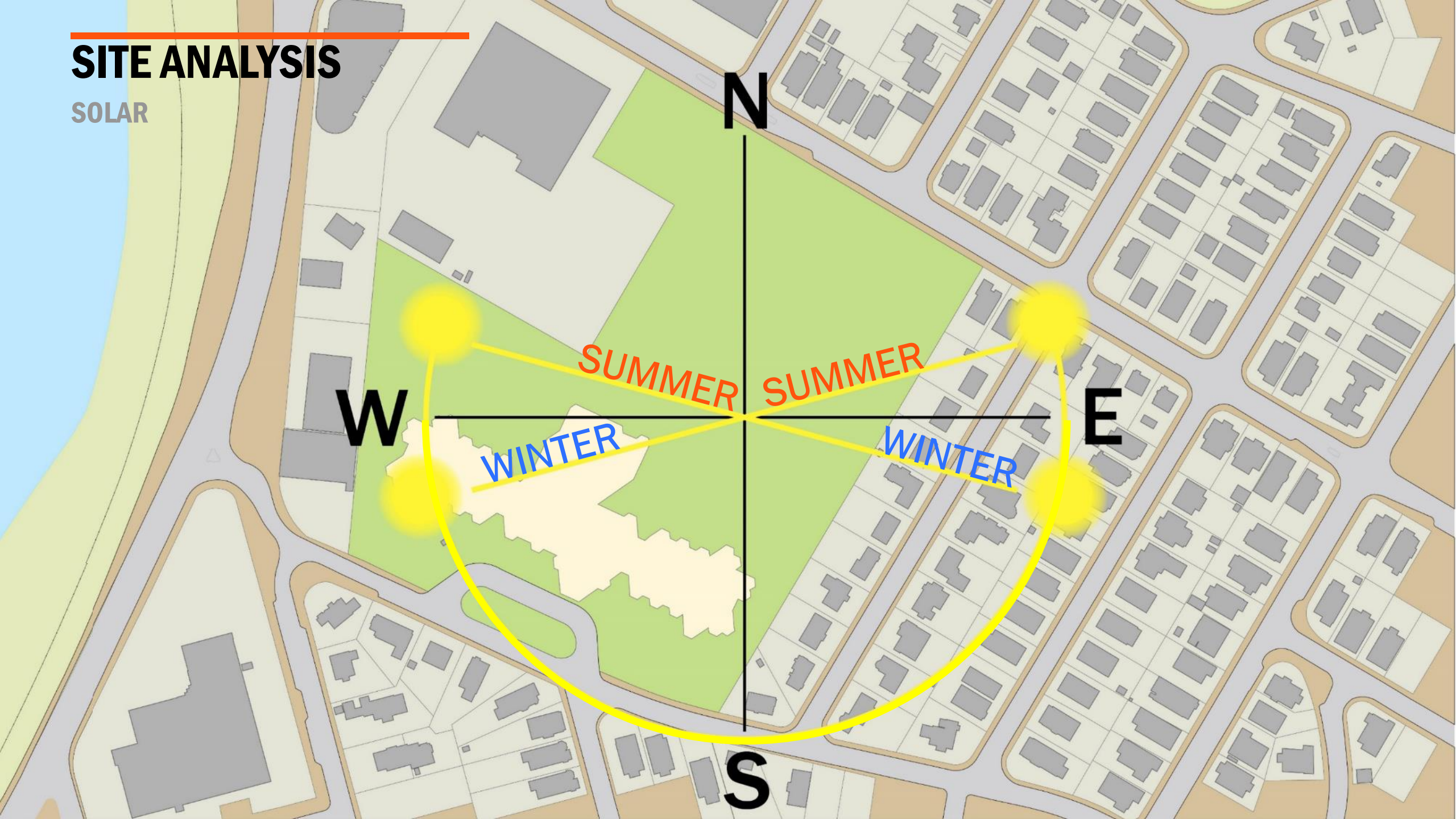
SITE ANALYSIS

BEDROCK



SITE ANALYSIS

SOLAR



SITE ANALYSIS

SOLAR



EXTENT OF FORMER DUMP



Current City Flood Protection Guidance

Cambridge FloodViewer – Accessible Flood Extent & Elevation Data

UNDERSTANDING FLOOD RISKS & PROTECTING YOUR PROPERTY

Public Works

Use this tool to help understand the risk of flooding to your property and how to protect against it. The Flood Viewer tool uses data as an informational tool for the Cambridge community to assess climate change-related flood risks and to prepare for it by implementing specific strategies. The tool is in the process of developing a practical guide for climate change projections and risk assessment. It is recommended that you consult flood information presented in the Flood Viewer on flood risk information presented in the Cambridge Flood Viewer tool to understand the broader context of availability. The provided flood information is intended to be used frequently to ensure that our community's preparedness efforts continue to reflect updated projections specific to local climate change. Please contact FloodViewer@cambridgema.gov with questions or help using the map.



Address: 197 Vessel Ln
Map-Lot: 260-80

FloodViewer
City of Cambridge, MA

Elevations in ft-cm

Flood Elevation Data	
Minimum Ground Elevation:	16.9
Maximum Ground Elevation:	26.6
2070 100-Year SLR/SS Flooding:	22.5
2070 100-Year Precipitation Flooding:	24.1
2070 10-Year SLR/SS Flooding:	22.1
2070 10-Year Precipitation Flooding:	22.6
2030 100-Year Precipitation Flooding:	23.8
2030 10-Year Precipitation Flooding:	22.2
Present Day 100-Year Precipitation Flooding:	23.5
Present Day 10-Year Precipitation Flooding:	21.9
FEMA 100-year Flood Elevation:	N/A
FEMA 500-year Flood Elevation:	22.4

The Flood Viewer has been developed as an informational tool for the Cambridge community to assess climate change threats from flooding and to prepare for it by implementing specific strategies.

Use this tool to help understand the risk of flooding to your property and how to protect against it.

Learn more at: CambridgeMA.gov/floodviewer



Cambridge Design Flood Elevation Guidance

- Build/protect to 2070 10% annual risk
- Recover from 2070 1% annual risk

FOCUS GROUP MEETINGS

- March & April:
 - **46** Information Gathering meetings to date with Users from the City, CPS, and DHSP to inform the Space Program / Educational Specification



LOOK AHEAD / Q&A FS PROCESS

- May - June: Space Program & Educational Specification
- June – Aug: Design Options
 - Renovation/Addition
 - New on Ball Field
 - New on Existing Building Site
- July /Sept TBD: Community Meeting
- **Q&A FS Process**



COMMUNITY FEEDBACK

- **Community Feedback Sessions:**
 - Construction and Neighborhood Issues
 - Design and School Programming
 - Traffic and Parking
 - Parks /Playgrounds /Landscaping and Storm Water Management Infrastructure
 - Site Soil Management
 - Other Ideas and Concerns
- **Recap all Groups**





COMMUNITY CONVERSATION

HUMAN BY DESIGN- PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



Tobin/VLUS Community Meeting
April 30th, 2019

NAME:	EMAIL:
Karen Sheh	kmsheh@gmail.com
Elizabeth Shostak	emshostak@gmail.com
Liz Liss	eliss@cambridge.ma.gov
HARRY FLAMM	HSFLAMM@GMAIL.COM
AMY MUNSAT	AMUNSAT@GMAIL.COM
Sharon Mombri	SMOMBRI@GMAIL.COM
Lucy Wilhelm	LUCYLUCYW@aol.com
Jodie Siegel	jodie@dear-your-space.com

Tobin/VLUS Community Meeting
 April 30th, 2019

NAME:	EMAIL:
Cesar Sanchez	cesar.sanchezdelucay@gmail.com
Lisa Roberts	bottlegreenjaguar@gmail.com
Kathleen Fitzgerald	kmfitzgerald@mac.com
Kent Lydecker	JKLydecker@gmail.com
Kristen Palma & LUGA POTH	klpalma@yahoo.com
Christine Rogers	crogers6347@gmail.com
Tom Carter	tomecarter68@gmail.com
JANA DUBLIN	JANAANDPETER@GMAIL.COM
Ann Robbatt	on list

Tobin/VLUS Community Meeting
April 30th, 2019

NAME:	EMAIL:
LEONARDI Amy	LAA@LARDYARCHITECTS.COY
Susan Matheson	sm.matheson@gmail.com
BRUCE GRIGSBY	bg146x@yahoo.com
Lisa Camacho	liscamacho26@comcast.net
Peggy Barnes Lenart	pblenart@comcast.net
Mark Boswell	markaboswell@gmail
Harry Childs	larschild@scomcast.net
Rowan Murphy	rowanlmurphy@comcast.net

Tobin/VLUS Community Meeting
April 30th, 2019

NAME:	EMAIL:
DAVID DE CELIS	daviddecelis@yahoo.com
TOM MARTIN	tmartin@consultevm.com
BRENDA FINN	brendof@maia.edu
Guillemette Simmers	gcsimmers@concast.net
Bill Simmers	wsimmers@concast.net
Margaret Desjardins	dejavoux@aol.com
Tanice Snow	jsnow@citysource.com
Jon Devereux	jdevereux@cambridgema.gov
DAVID + LYNNE ADAMIAN	CARVALHOADAMIAN@GMAIL.COM

Tobin/VLUS Community Meeting
April 30th, 2019

NAME:	EMAIL:
Robin Bonner	R_L_BONNER@yahoo.com
JESSIE ENGLISH	JEW JESSIE@JENGLISH.US
Eileen Woodford	ewoodford@earthlink.net
Liz Marran	elizabeth.marran@umb.edu
Alyssa Morcin	alyssa.shirley@gmail.com
Noam Kirson	nkirson@gmail.com
Wendy Zeus	wendy.zeus@gmail
Doug Brown	douglas_p_brown@yahoo.com
Nancy Haslett	haslett.nancy@gmail.com
LISA POMA	LISA.poma@gmail.com 5

PERKINS — EASTMAN

Perkins Eastman
Architects DPC

MEETING SIGN-IN

Project Name	Tobin Montessori Vassal Lane Upper Schools
Date & Time	11/13/2019 6:30 PM
Meeting Location	Vassal Lane School Auditorium
Meeting Purpose	Community Meeting - General Session

Name	Contact/Email	Street
------	---------------	--------

Ruth Ryan Allen	irailen@Comcast.net	Fenno
Francy Allen	PADDYS134@gmail.com	fenno
Karen Sheh	kmsheh@gmail.com	Walden Tobin parent
Wendy Zens	wenzens@gmail.com	
NADINE GAAB	caffiehead1@cox.net	
	nadinegaab@gmail.com	Haggerty parent
Nancy Haslett	nancy.haslett@gmail.com	
Wendy Zens	Wendy.Zens@gmail.com	
Ken Brown	caffiehead1@cox.net	
Guillemette Simmers	gsimmers@comcast.net	
Bill Simmers	wsimmers@comcast.net	
Ed Summersby	esummersby@comcast.net	
Manny Stefanakis	keatzia@yahoo.com	

MEETING SIGN-IN

Project Name	Tobin Montessori Vassal Lane Upper Schools
Date & Time	11/13/2019 6:30 PM
Meeting Location	Vassal Lane School
Meeting Purpose	Community Meeting - Design and School Programming Breakout

Name	Contact/Email	Street
Yoo Jin Chung	yoojin.cg@gmail.com	WORTHINGTON
Liz Connors	freedmanliz@gmail.com	Chilton
Chloe Reichel	chloereichel@gmail.com	Standish
Briney Burkley	Briney@gmail.com	Hancock Park
Nadine Gaab	nadinegaab@gmail.com	
Michael Brennan	CRENSHAW@OLIVIA17.NET	CRENSHAW/OLIVIA-NEW
Regine Valentin	regine91@hotmail.com	
Sen Blenkinship	sensilinel@gmail.com	
Eva Valenzuela	enafvale@gmail.com	
David Weinstein	DavidJWeinsteinEDM@gmail.com	
Doug Brown	douglas_p_brown@yahoo.com	

PERKINS — EASTMAN

MEETING SIGN-IN

Perkins Eastman
Architects DPC

Project Name	Tobin Montessori Vassal Lane Upper Schools
Date & Time	11/13/2019 6:30 PM
Meeting Location	Vassal Lane School Auditorium
Meeting Purpose	Community Meeting - General Session

Name	Contact/Email	Street
Michelle Farnum		
Maurcen Hoone	hoonemk@gmail.com	Concord Ave
DAGLAS FLANDRO	dflandro@gmail.com	Cushing St - (parent)
Katherine O'Rooft	katherineorooft@gmail.com	Concord Ave
Charles Merrill	CC_MERRILL@PHIN.COM	VASSAL LN.
JESSIE ENGLISH	JESSIE@JENGLISH.US	Corp. Burns Rd.
David Vallance	david@vallance.net	Students
John Little	email.smith.little@gmail.com	Griswold
	j.little@csa.harvard.edu	
PAUL DELVECCHIO	pauljoann@comcast.net	
Carlin Roberts	ccrhuron@gmail.com	Huron Ave / VLUS parent
Carroll Magill	carrollmagill@gmail.com	1 Waterman Rd
Christine Rogers	crogers6347@gmail.com	25 Sturtevant St Cambridge MA 02138
Lisa Hartevelot	lisa@hartevelot.com	67 Griswold St 02138
Andrew Hartevelot	andrew@hartevelot.com	67 Griswold St
Andrea Williams	alw3541ists@gmail.com	176 Appleton
Rachel Weinstein	rachel@rwpartners.com	Standish
Dorian Thompson	dorian.thompson.ma@gmail.com	

PERKINS — EASTMAN

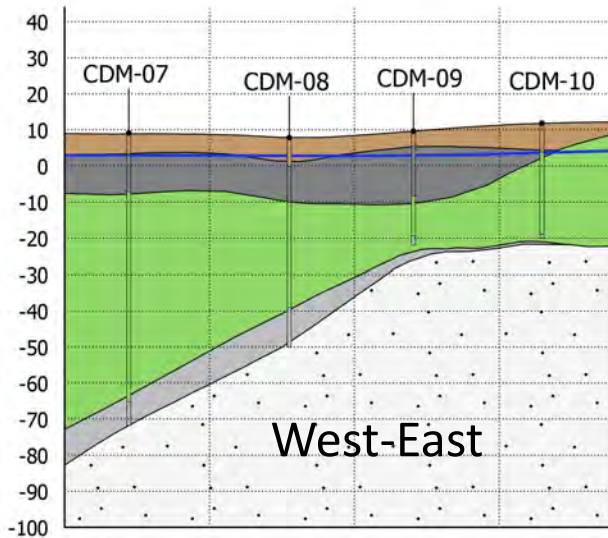
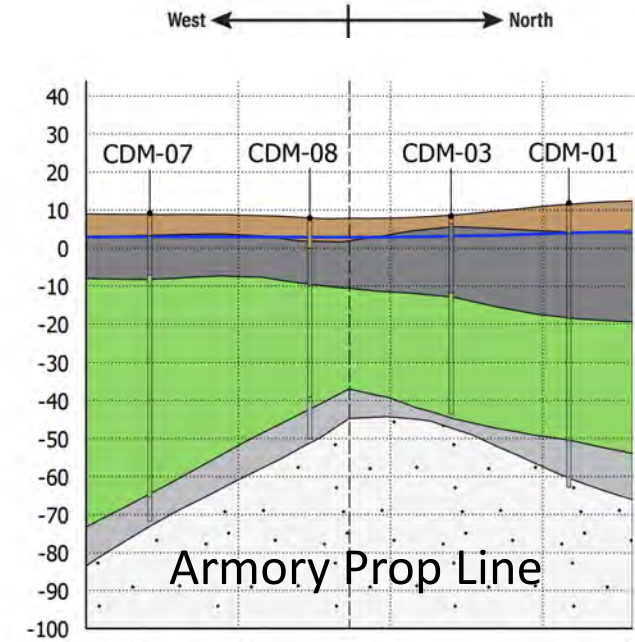
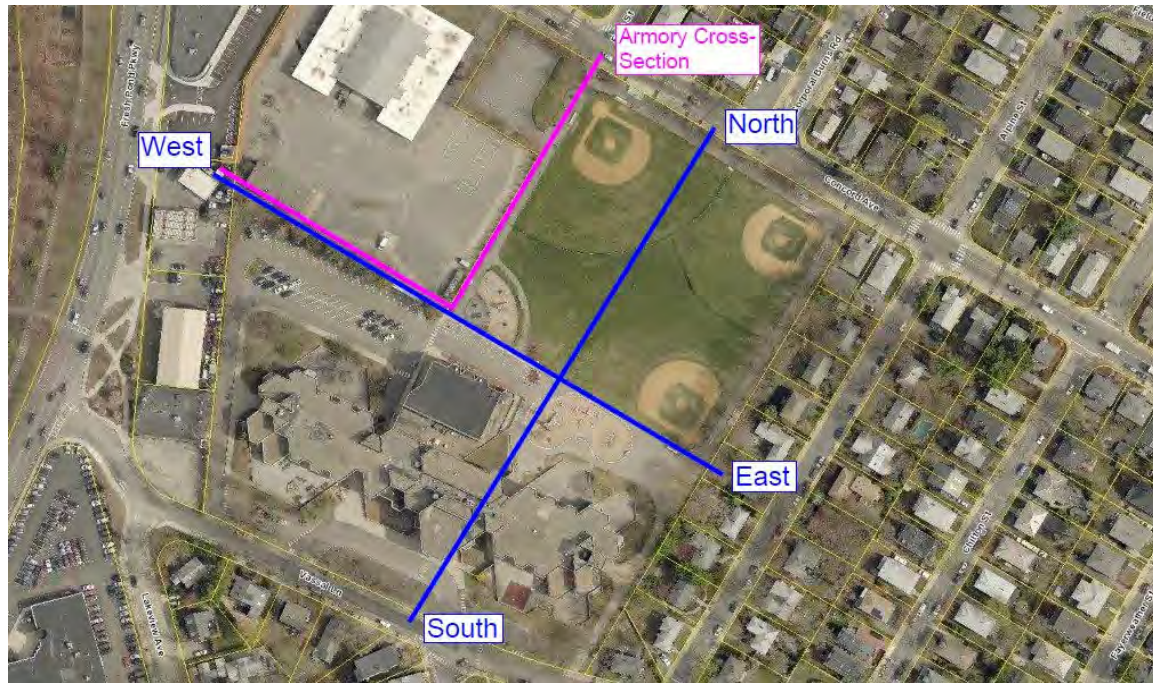
MEETING SIGN-IN

Perkins Eastman
Architects DPC

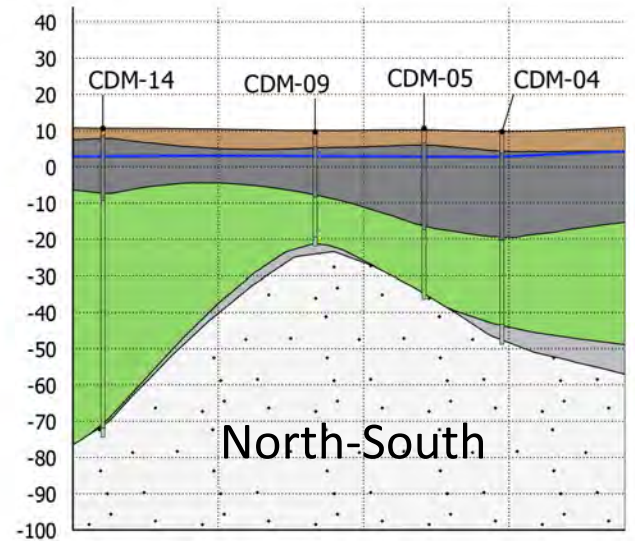
Project Name	Tobin Montessori Vassal Lane Upper Schools
Date & Time	11/13/2019 6:30 PM
Meeting Location	Vassal Lane School
Meeting Purpose	Community Meeting - Parks, Playgrounds, and Landscaping Breakout

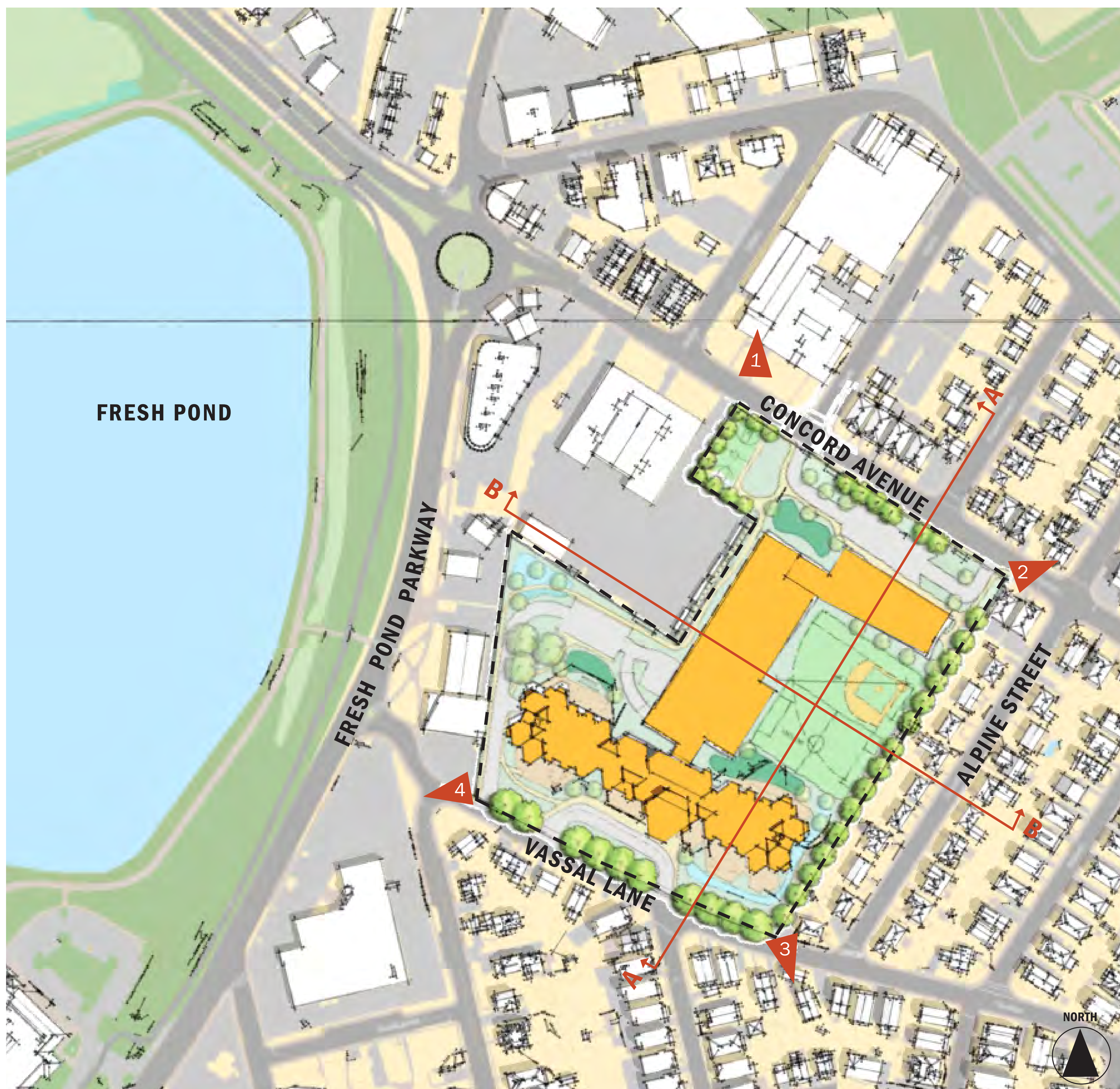
Name	Contact/Email	Street
Jessie Dearborn	jcdearborn@aol.com	Fayerweather
MICHAEL R. BRENNAN	BRENS28@COMCAST.NET	CONCORD AVE / LAKEVIEW
Jonathan Henke	johnhenke@dialix.com	Donnell
Fiona Allen CGSC	FAllen@comcast.net	FERRIS
Noah Maslan	noahmaslan@gmail.com	
Paul DeVecchio	pauljoann@comcast.net	
Steve McAuliffe	STEPMCA@COMCAST.NET	
Dvane Silva-Santos	dec731@gmail.com	
NORMA FINKELSTEIN	normafinkelstein@healthnervy.org	
Amy Stein	amysteinart@gmail.com	Chittin St.
Peggy Barnes Lenart	pblenart@comcast.net	Vassal/Fayerweather corner
Kristen Krafsig	rooedgerly@gmail.com	Vassal Lane
Nate Emerton	nemerton@gmail.com	Hutchinson St
Tanya Bacci Benzan	tbenzan@cpsd.us	A. Principal / VLVS
Joy Hacke	Joyhackel@yahoo.com	Alpine
Emilio B. Claudio Jr.	mfoobar@hotmail.com	Storlish St
Lisa Roberts	bottlegreenjaguar@gmail.com	Chittin St -

Subsurface Conditions - Strata Cross Section



-  Water Table
-  Granular Fill
-  Waste (Misc. Fill)
-  Clay and Silt
-  Glacial Till
-  Bedrock





SITE PLAN VIEW



FIRST LEVEL

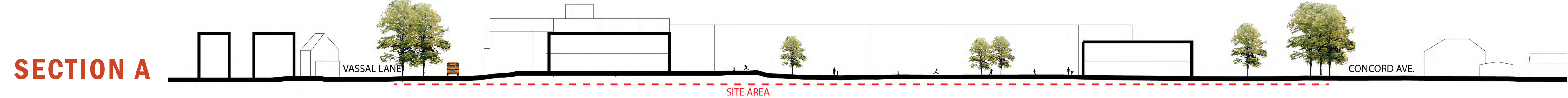


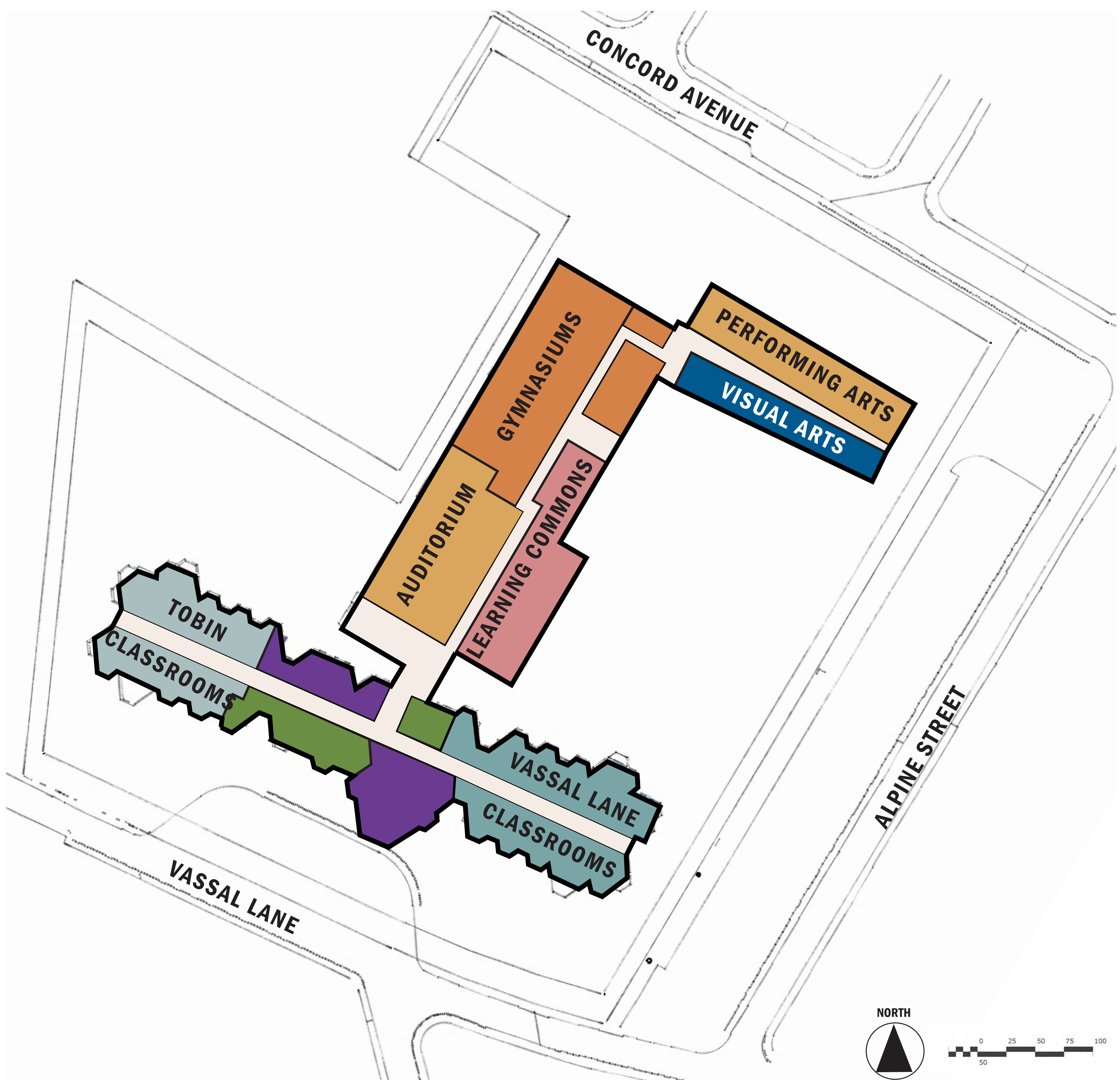
1. VIEW FROM NORTH CORNER



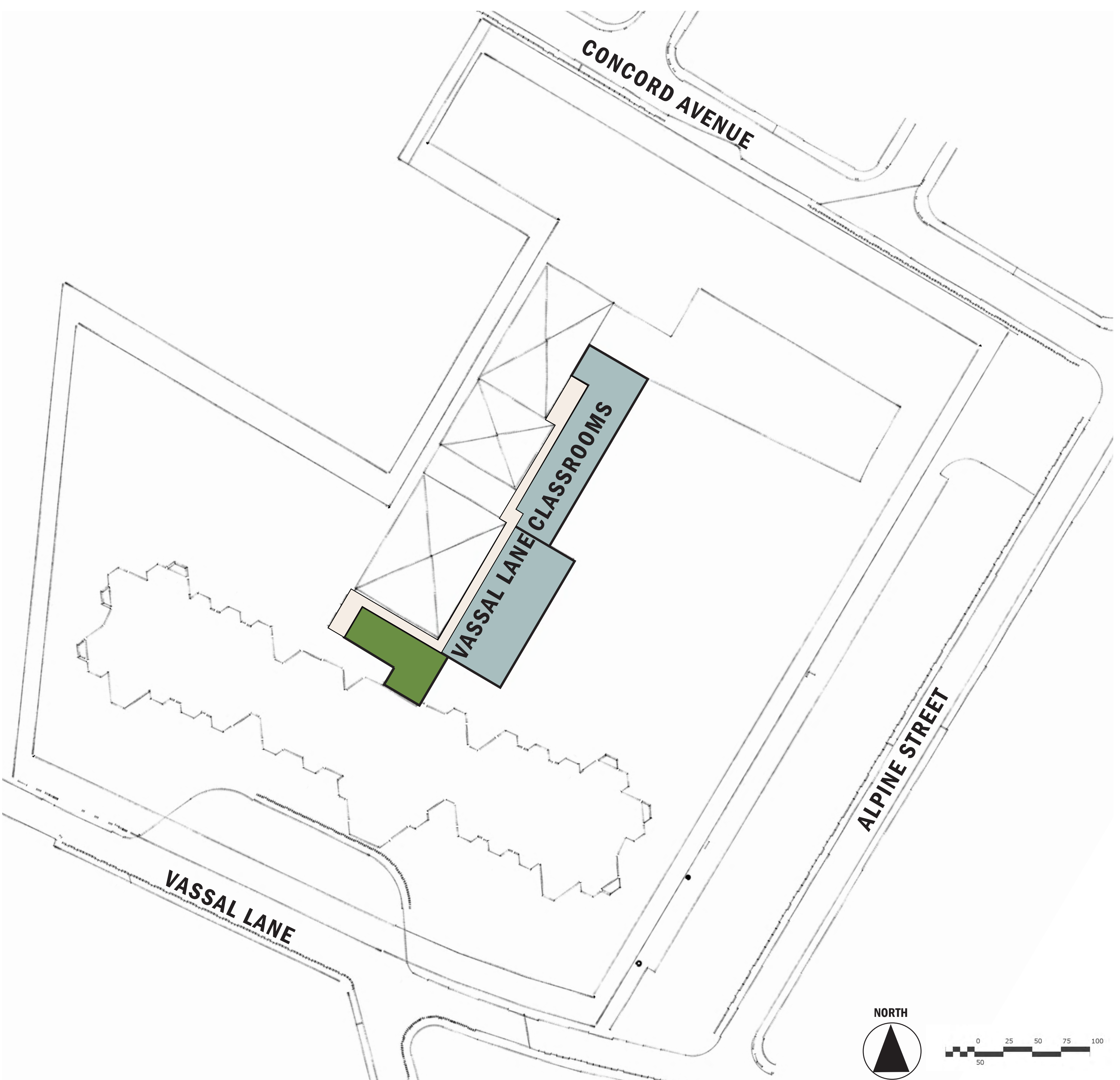
2. VIEW FROM NORTHEAST CORNER

**OPTION 1: RENOVATION / ADDITION
TOBIN MONTESSORI VASSAL LANE SCHOOL**





SECOND LEVEL



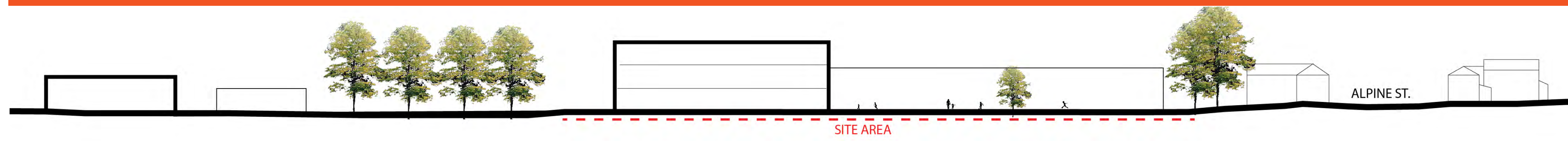
THIRD LEVEL



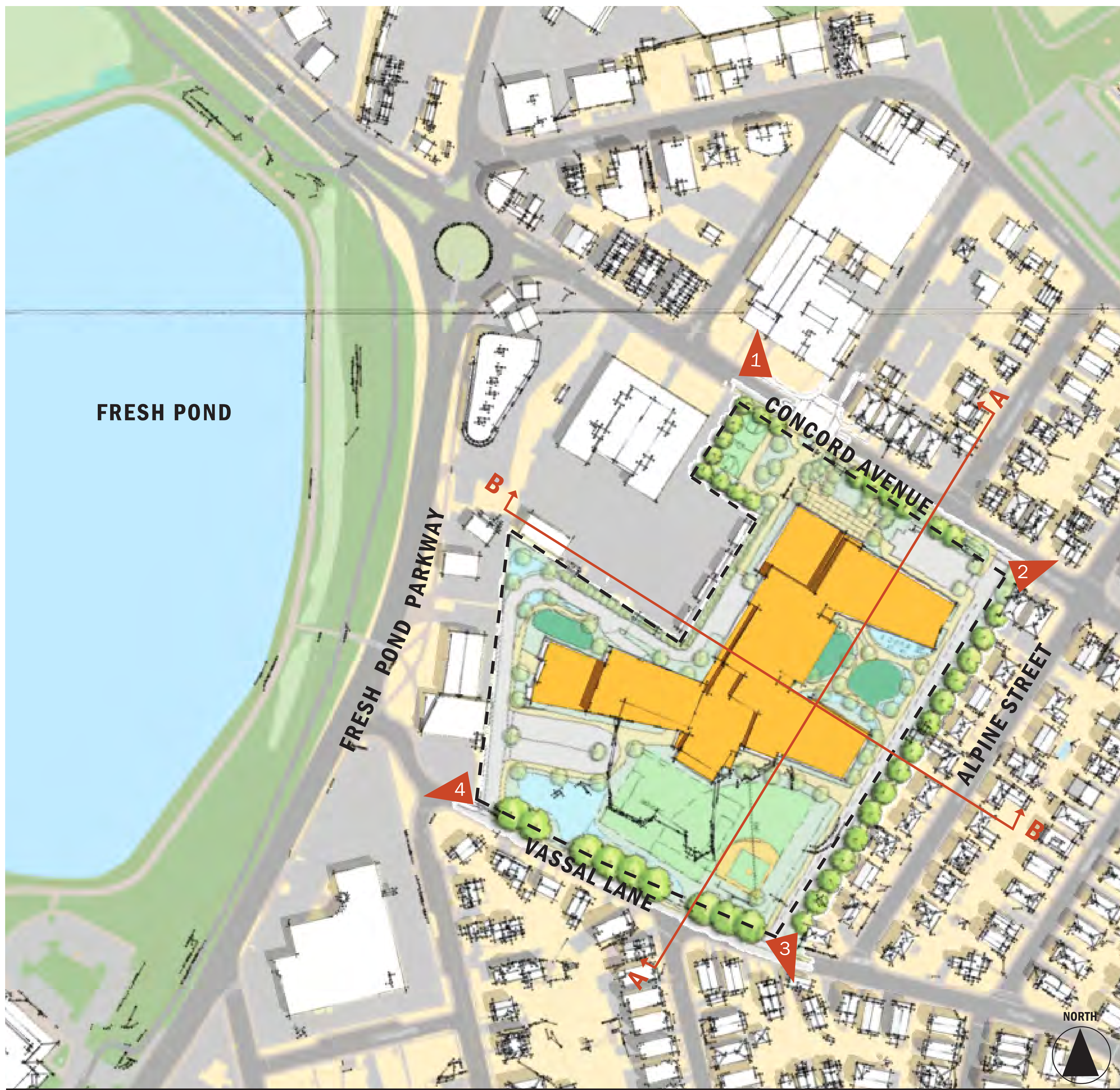
3. VIEW FROM SOUTHEAST CORNER



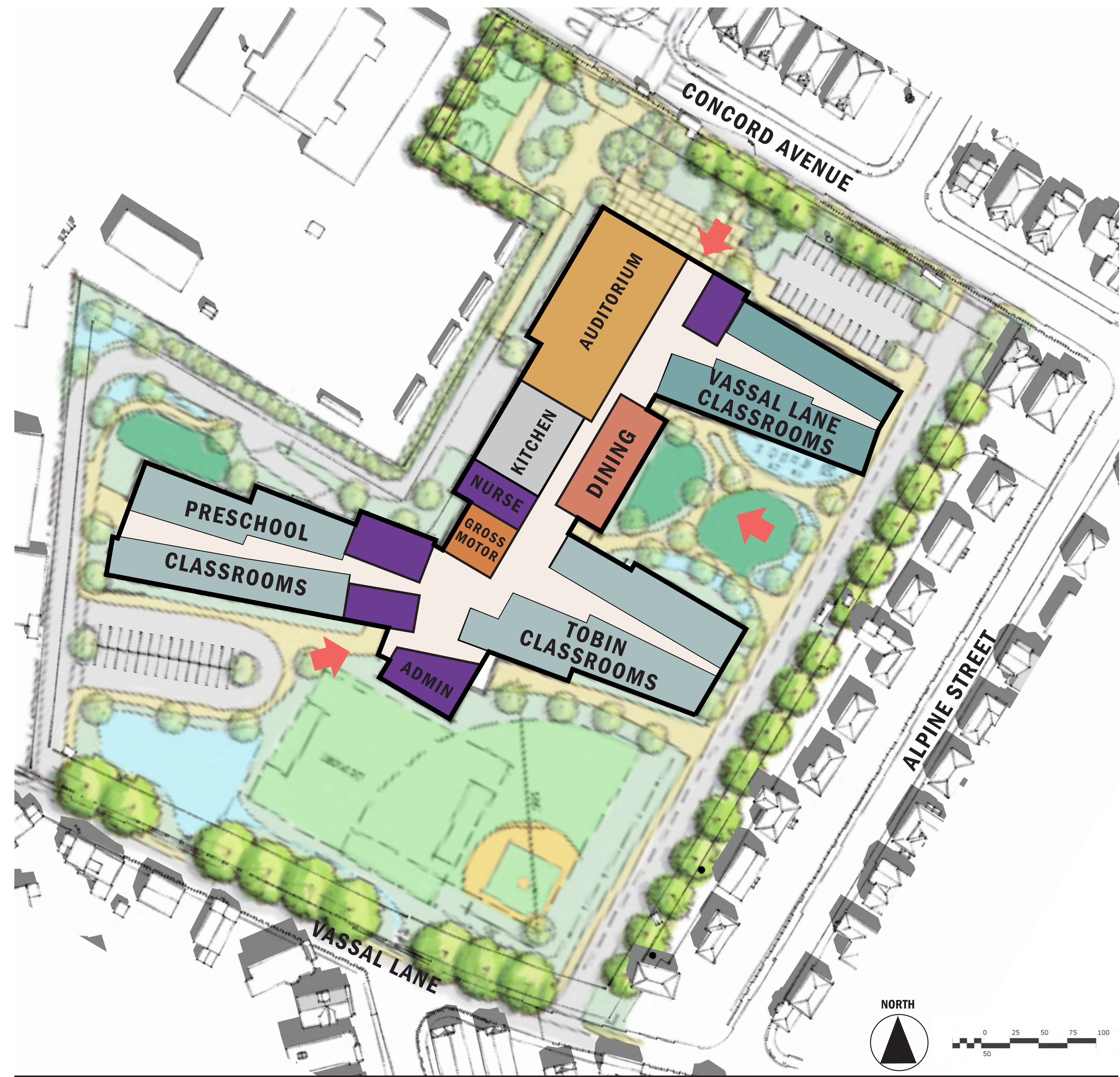
4. VIEW FROM SOUTHWEST CORNER



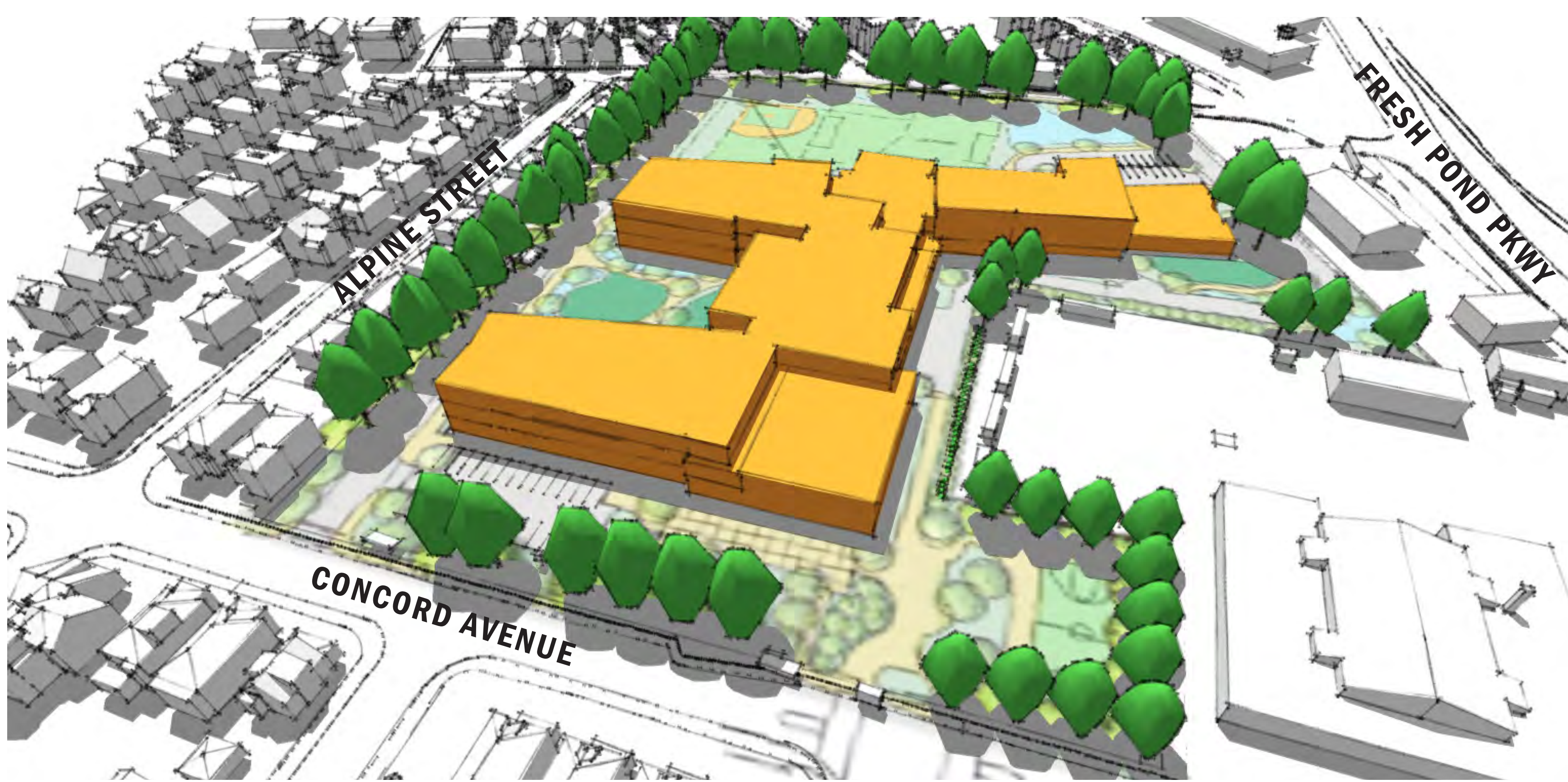
SECTION B



SITE PLAN VIEW



FIRST LEVEL

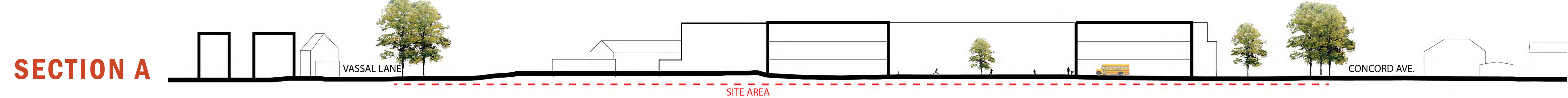


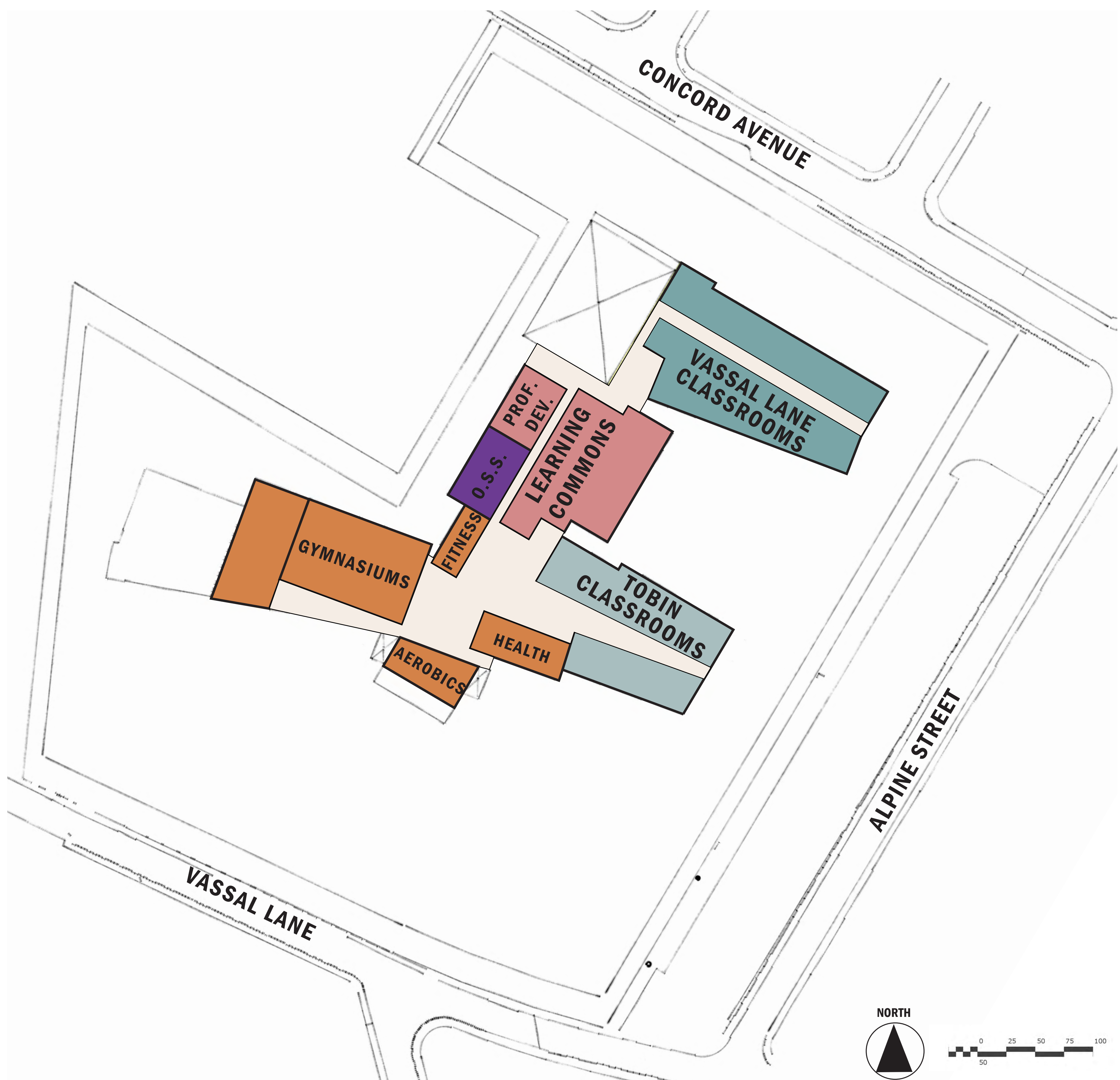
1. VIEW FROM NORTH CORNER



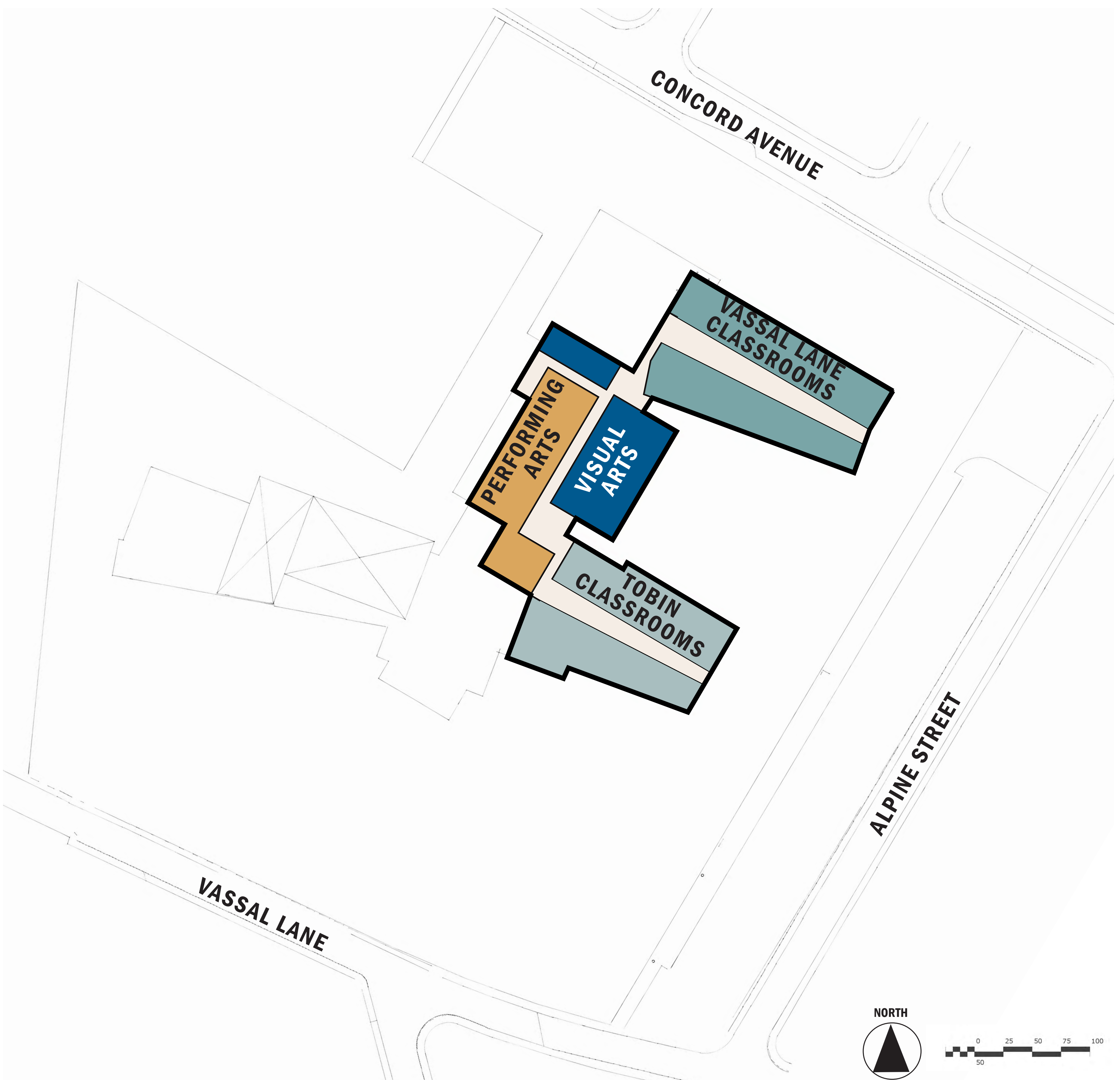
2. VIEW FROM NORTHEAST CORNER

OPTION 2: WINGS
TOBIN MONTESSORI VASSAL LANE SCHOOL





SECOND LEVEL



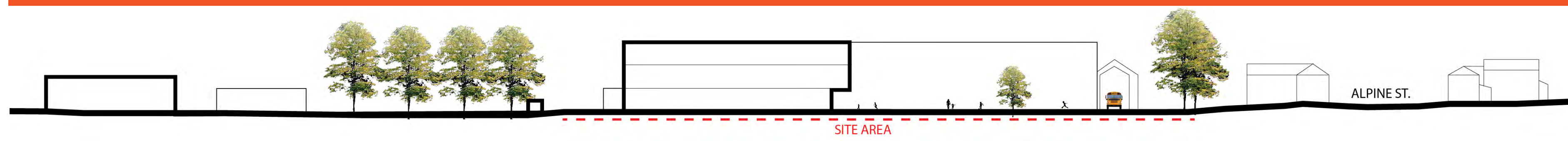
THIRD LEVEL



3. VIEW FROM SOUTHEAST CORNER



4. VIEW FROM SOUTHWEST CORNER



SECTION B



SITE PLAN VIEW



FIRST LEVEL

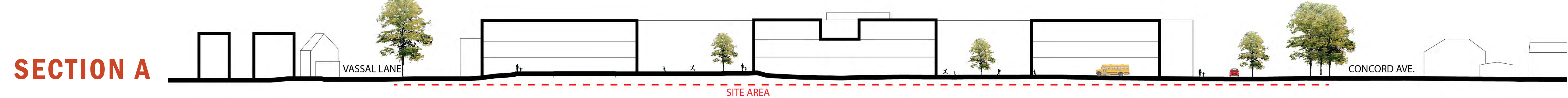


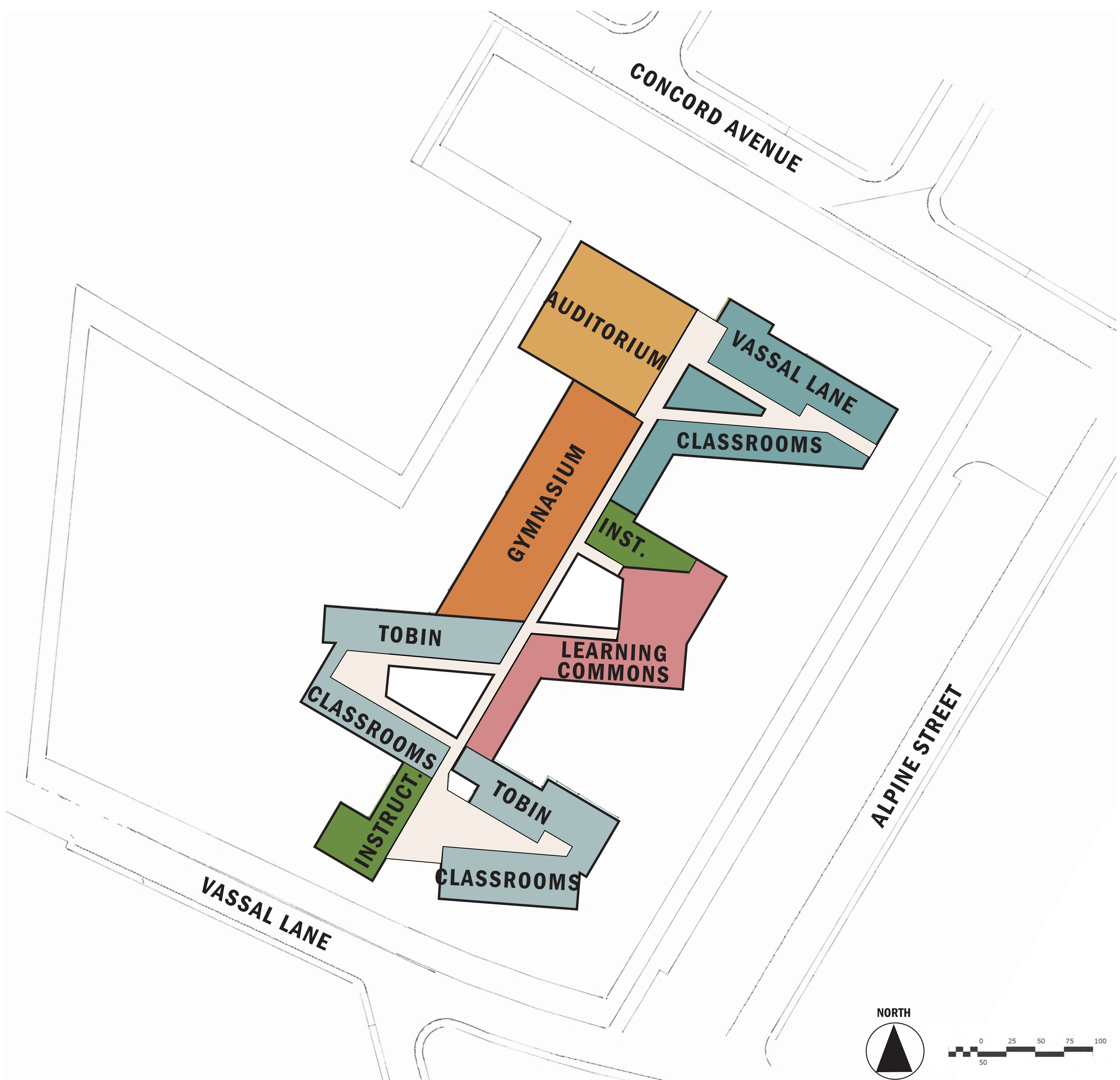
1. VIEW FROM NORTH CORNER



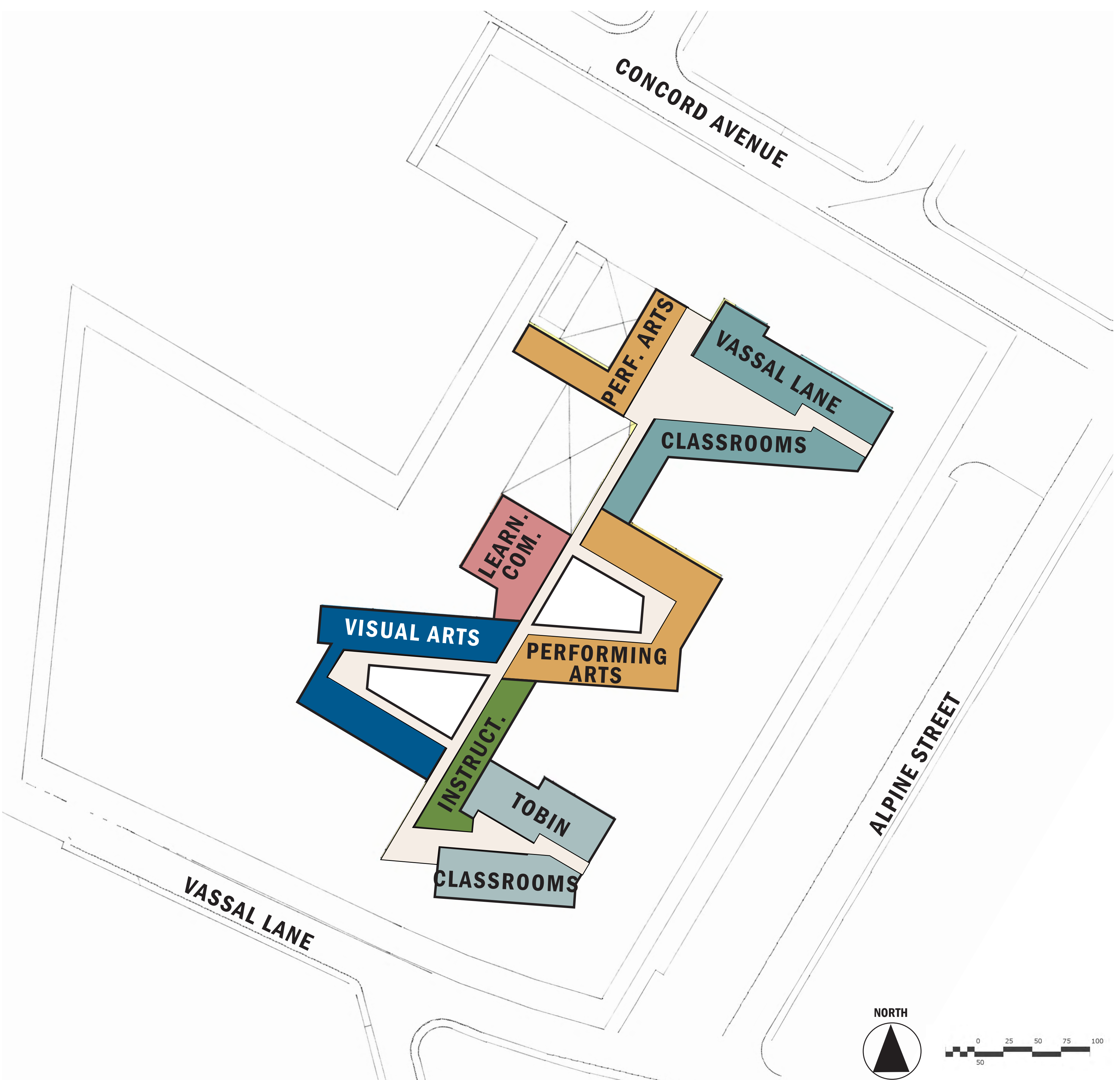
2. VIEW FROM NORTHEAST CORNER

OPTION 3: PAVILIONS
TOBIN MONTESSORI VASSAL LANE SCHOOL





SECOND LEVEL



THIRD LEVEL



3. VIEW FROM SOUTHEAST CORNER



4. VIEW FROM SOUTHWEST CORNER



SECTION B



Legend

- Gas Probe Location (August 2017)
- Test Pit Location (December 2017 and February 2018)
- Geotechnical/Environmental Boring Location (Jan-Feb 2018)
- Geotechnical/Environmental Boring Location (July-August 2017)
- Groundwater Monitoring Well Couplet Installation Location (July-August 2017)
- Approximate Boundary of Former Clay Pit/Edge of Waste (updated April 2018 for Tobin School Property Only)

Tobin School
197 Vassal Lane
Cambridge, MA

0 45 90
 Feet
 1" = 90'

Basemap: Google Earth Pro Imagery (April 2017)
 Source: Google, MassGIS, and ESRI ArcGIS Online
 Coordinate Sys: NAD83 Mass. State Plane Mainland (feet)

Environmental Site Investigation Locations
2017-2018

OPTIONS

OTHER IDEAS & CONCERNS



RENOVATION / ADDITION
 TOTAL BUILDING AREA (GROSS SQ. FT.) = 316,900
 BUILDING FOOTPRINT (SQ. FT.) = 116,700
 VEHICULAR CIRCULATION (SQ. FT.)= 46,600
 OPEN SPACE (ACRES)= 5.4



WINGS
 TOTAL BUILDING AREA (GROSS SQ. FT.) = 278,000
 BUILDING FOOTPRINT (SQ. FT.) = 106,500
 VEHICULAR CIRCULATION (SQ. FT.)= 58,400
 OPEN SPACE (ACRES)= 5.4



PAVILIONS
 TOTAL BUILDING AREA (GROSS SQ. FT.) = 297,400
 BUILDING FOOTPRINT (SQ. FT.) = 108,800
 VEHICULAR CIRCULATION (SQ. FT.)= 62,600
 OPEN SPACE (ACRES)= 5.2



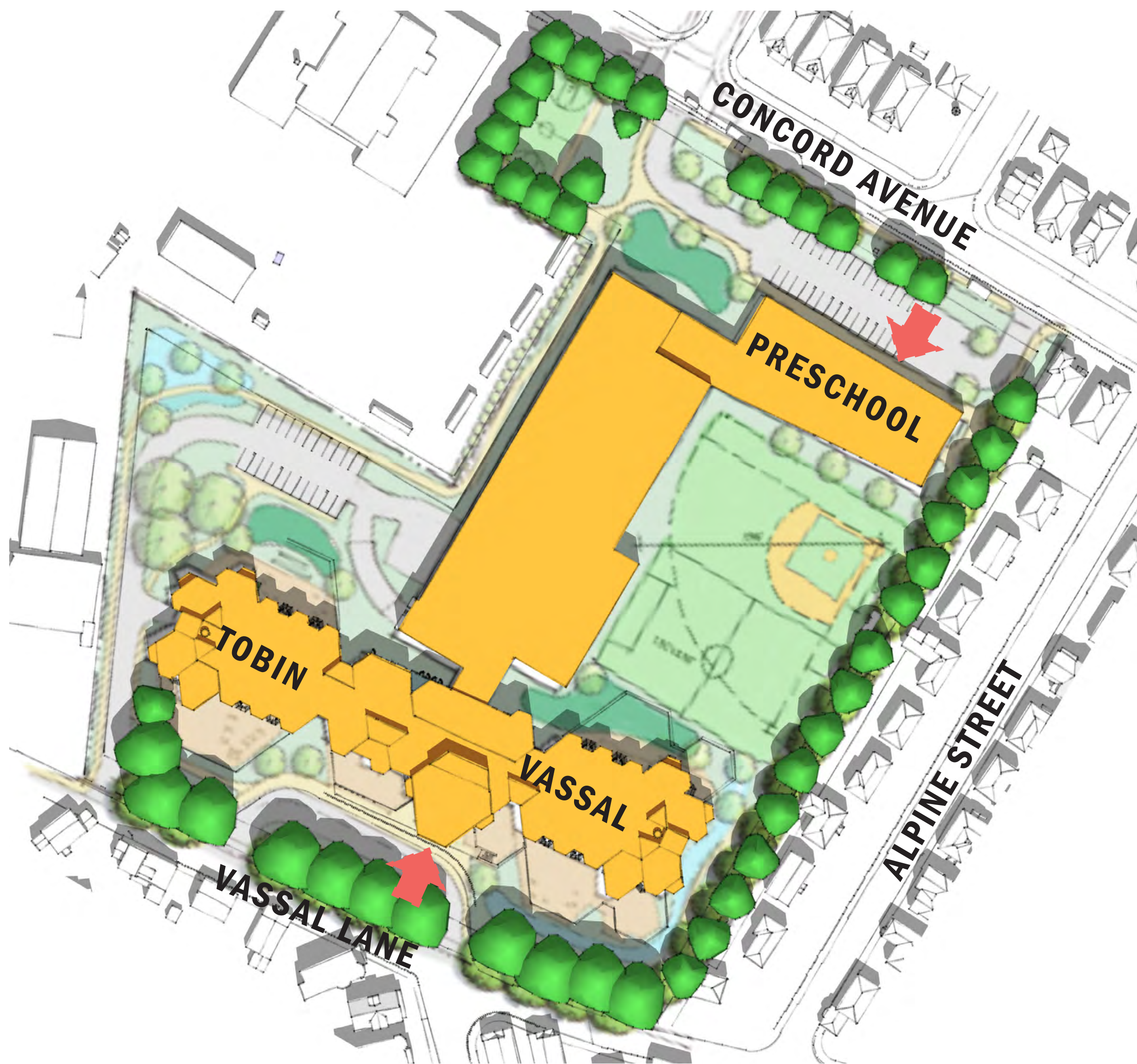
STRUCTURED PLAY



LEARNING GARDEN



SPORTS



RENOVATION / ADDITION OPTION



WINGS OPTION



PAVILIONS OPTION



MAIN ENTRANCE



BIOSWALES



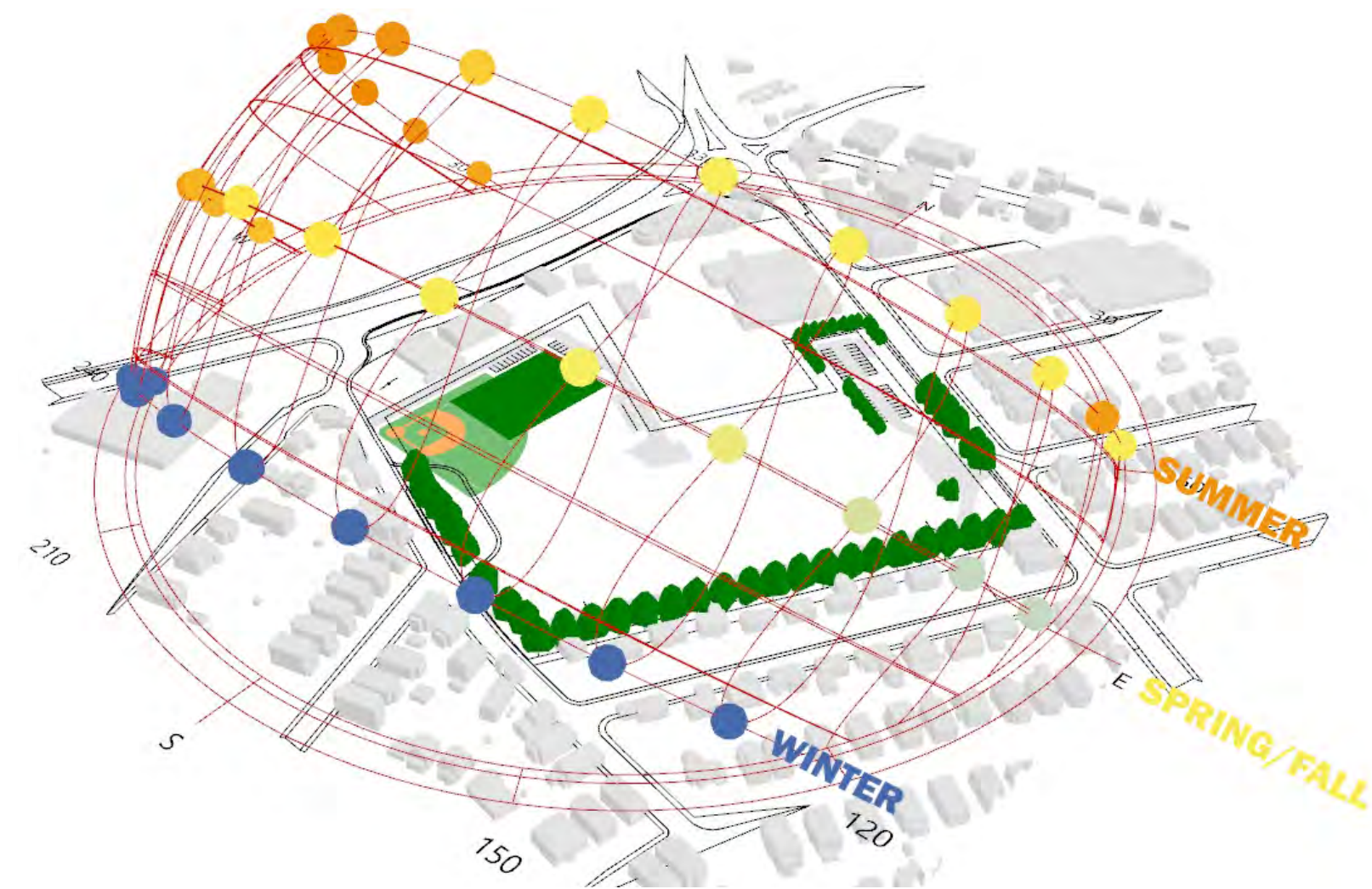
PEDESTRIAN PAVING



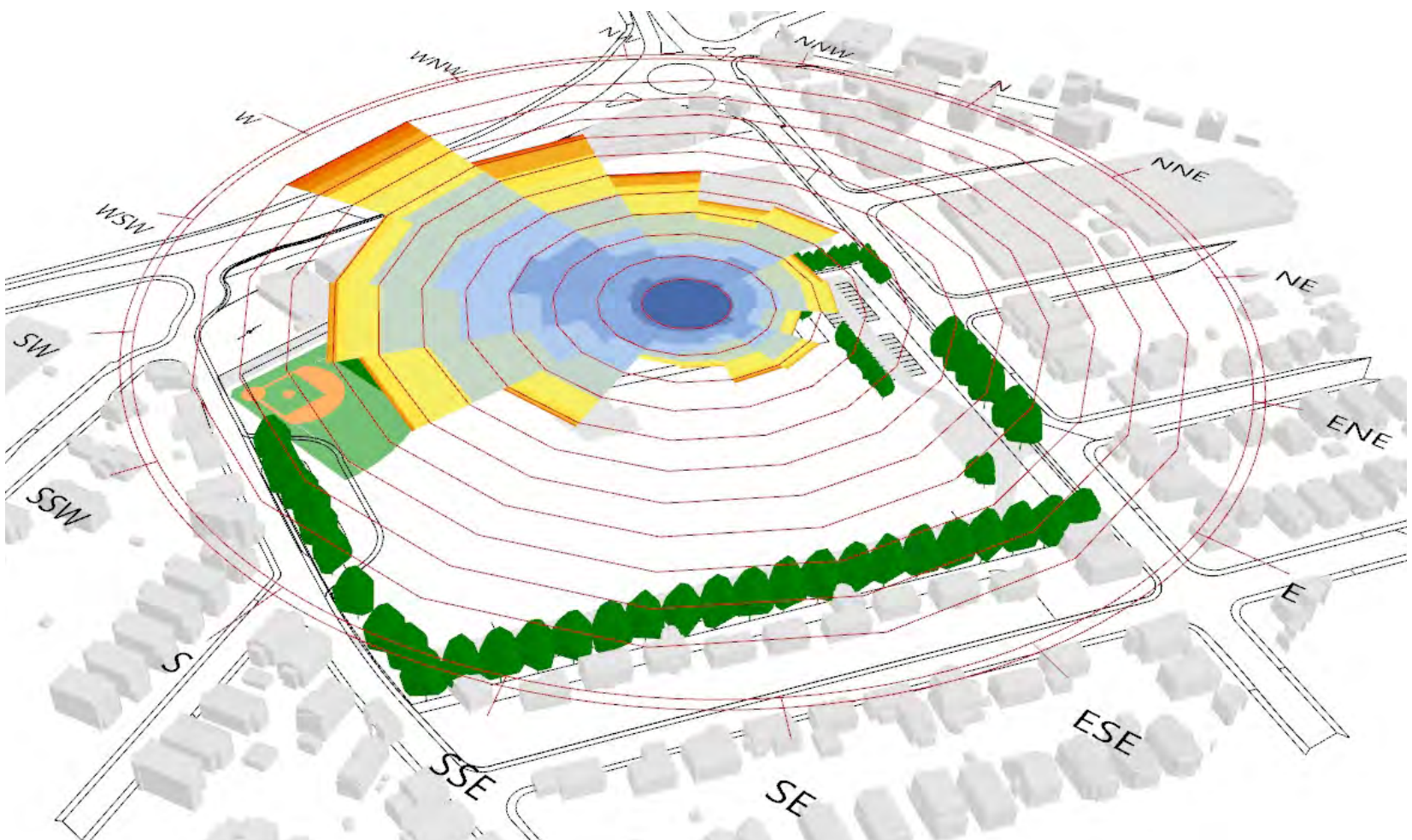
COURTYARDS



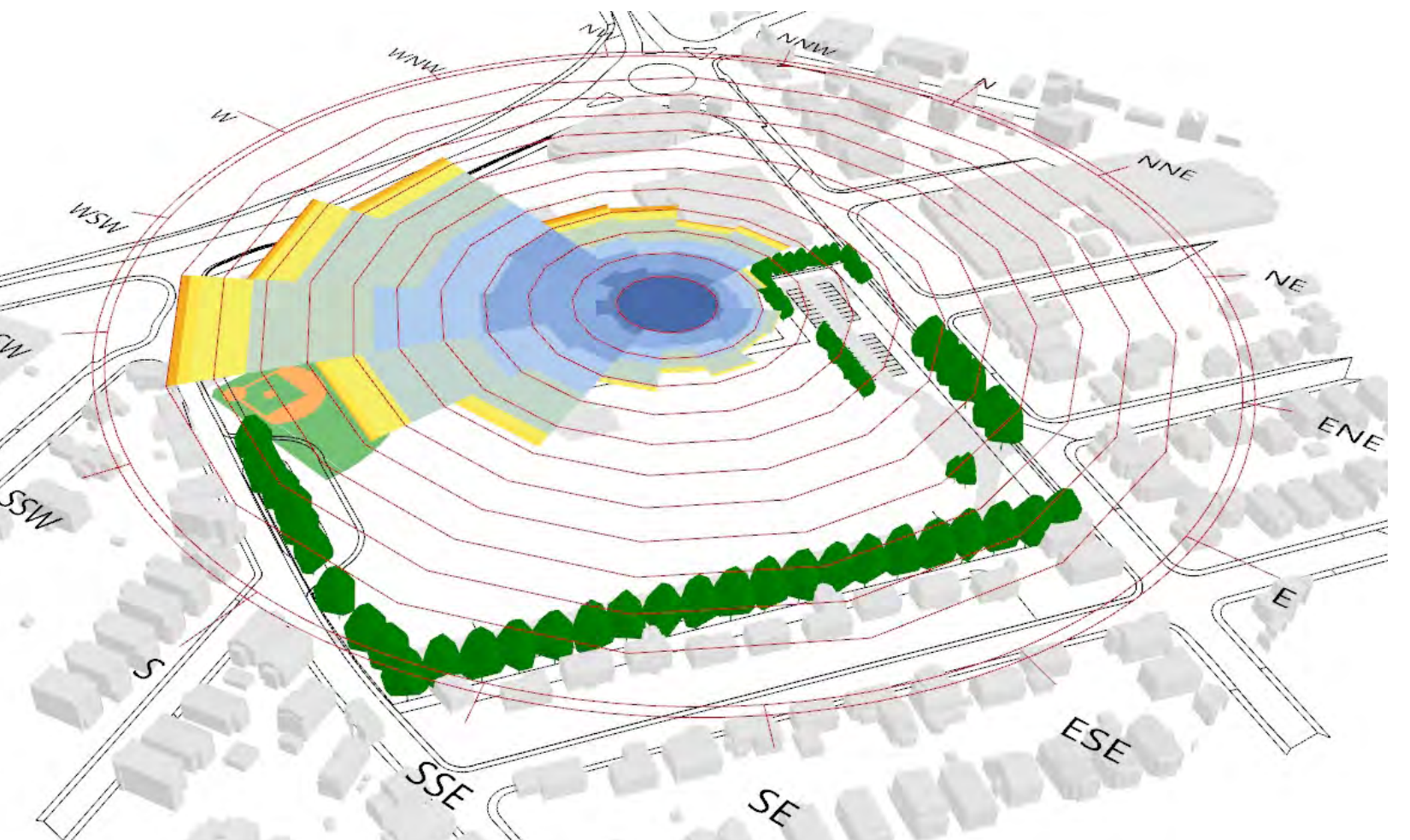
WEATHER ANALYSIS



SOLAR PATHS

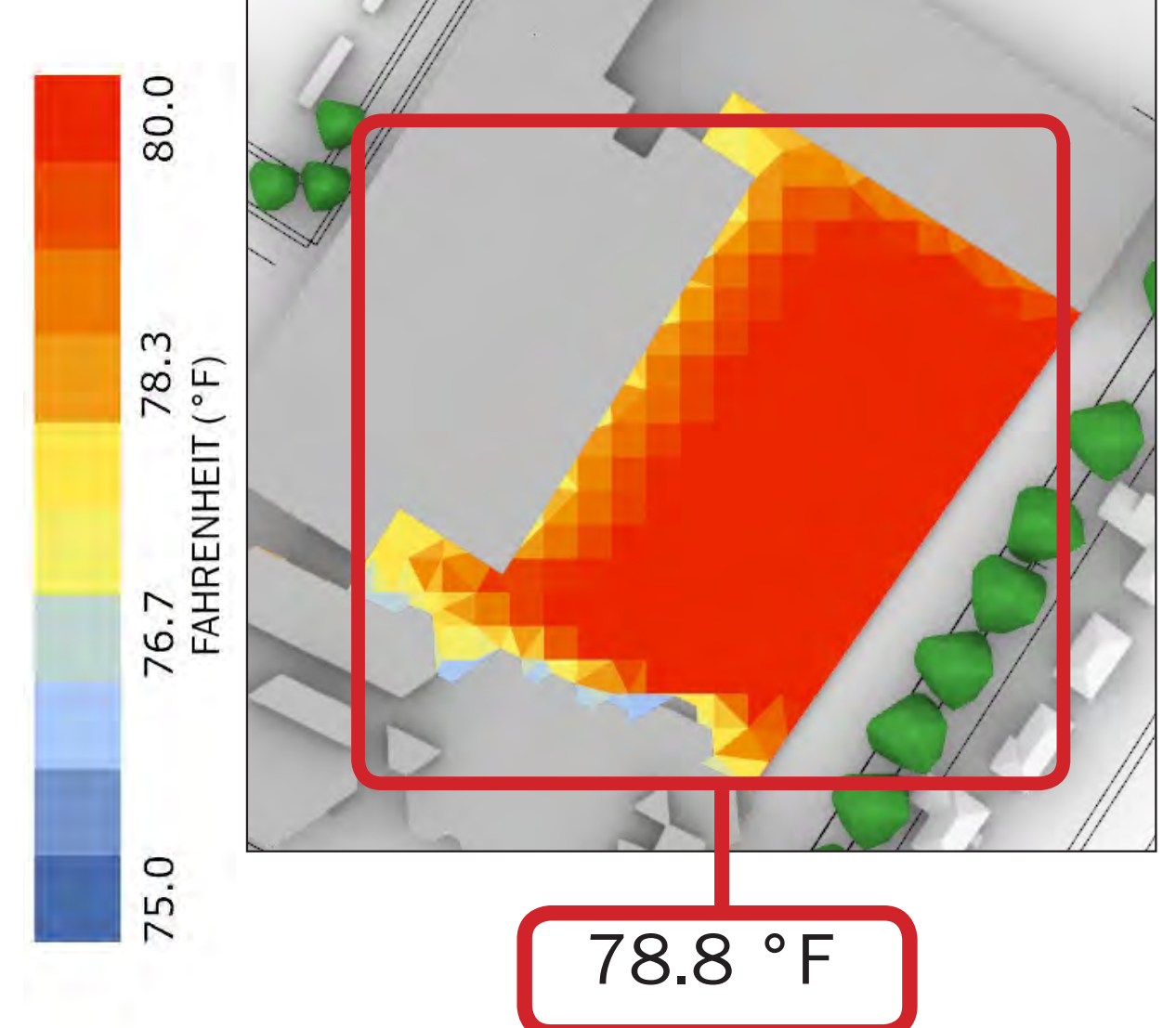


WIND ANALYSIS IN COLD WEATHER



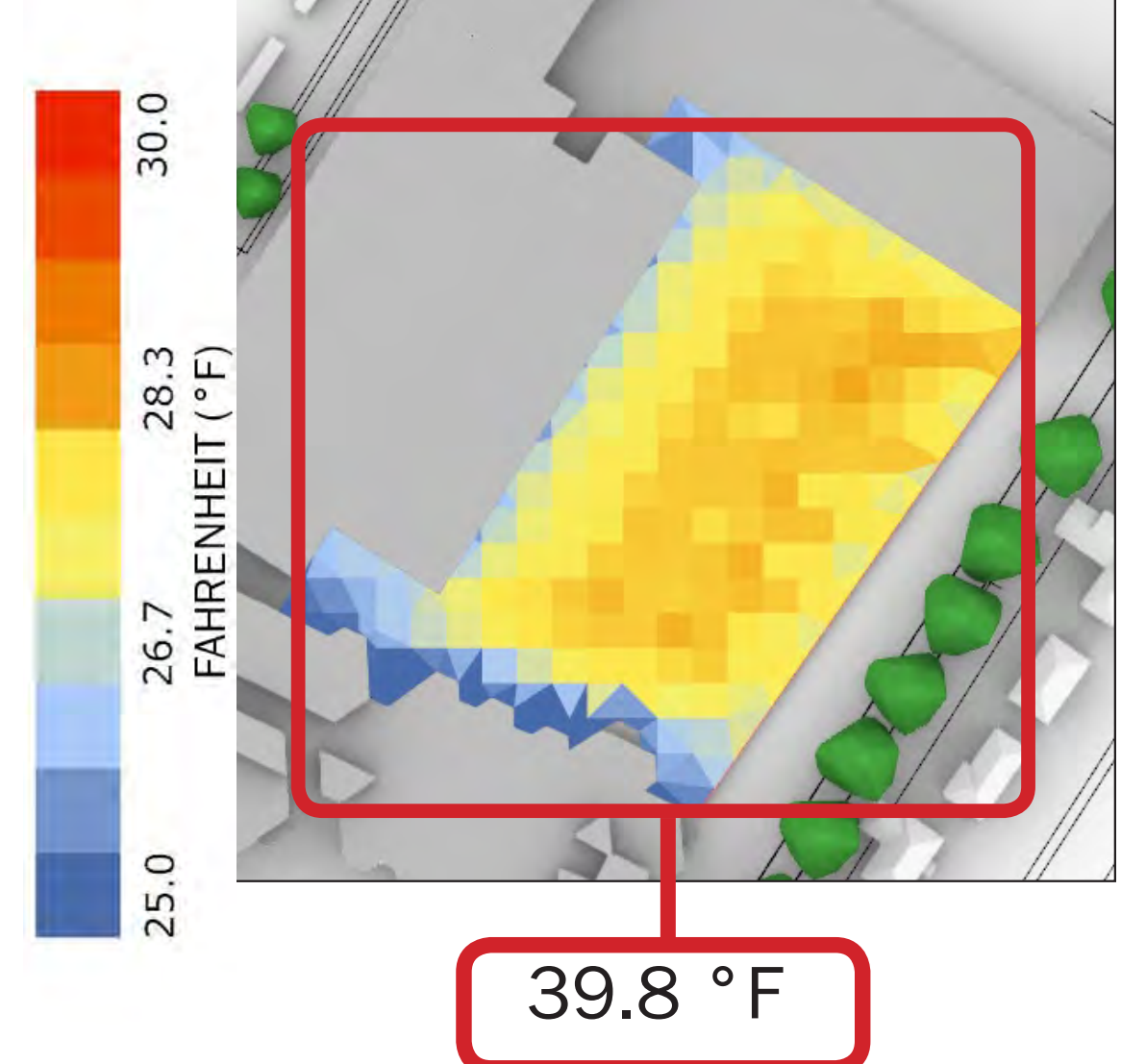
WIND ANALYSIS IN HOT WEATHER

MICROCLIMATES



THERMAL SENSATION IN THE SUMMER

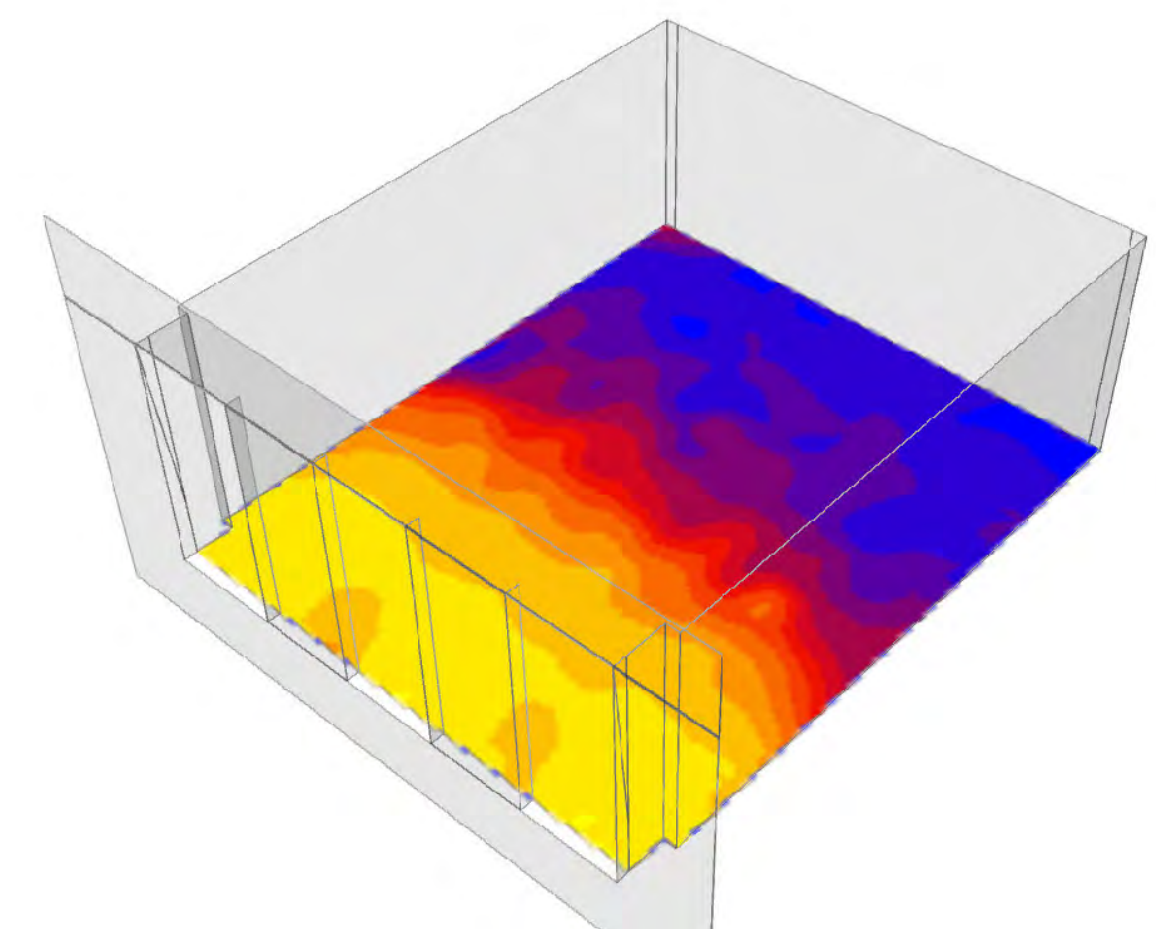
78.8 °F



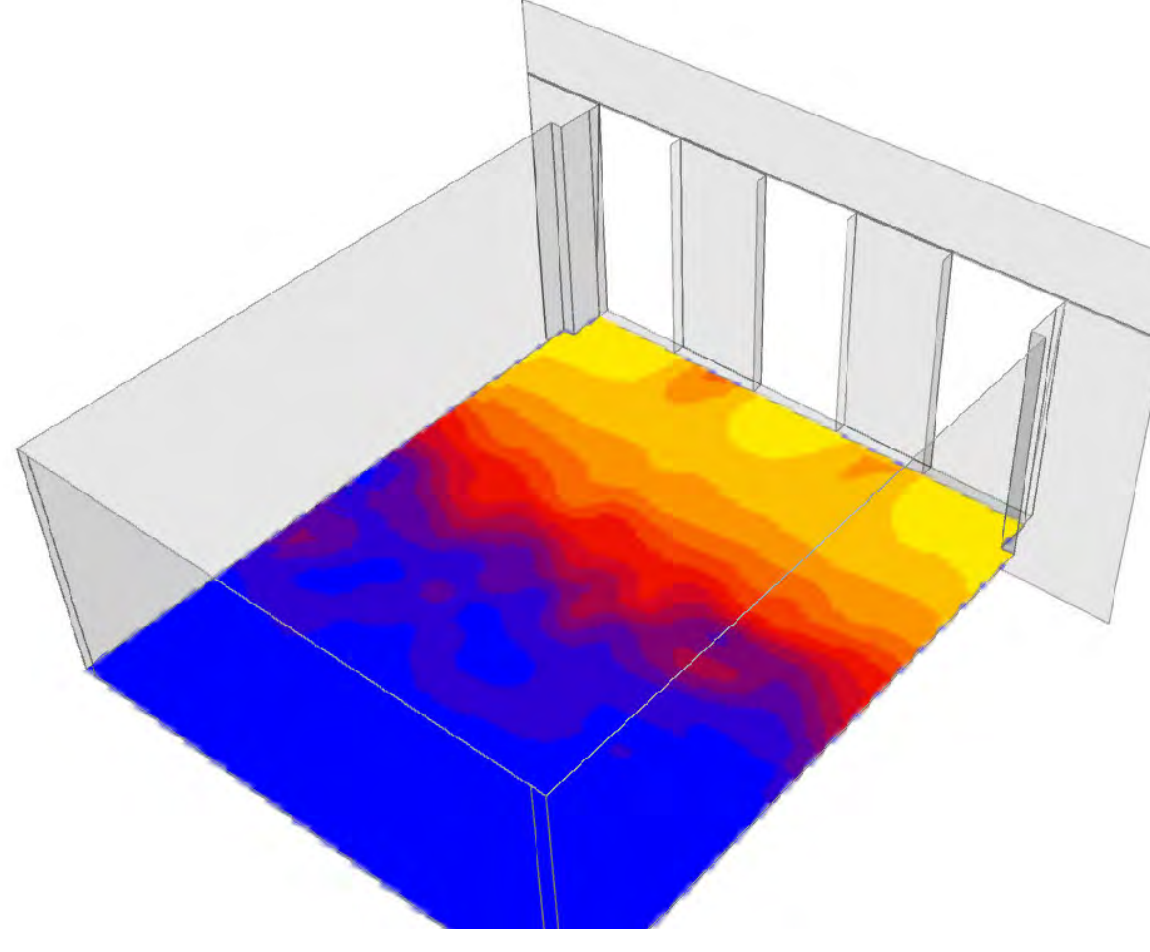
THERMAL SENSATION IN THE WINTER

39.8 °F

DAYLIGHT IN CLASSROOMS

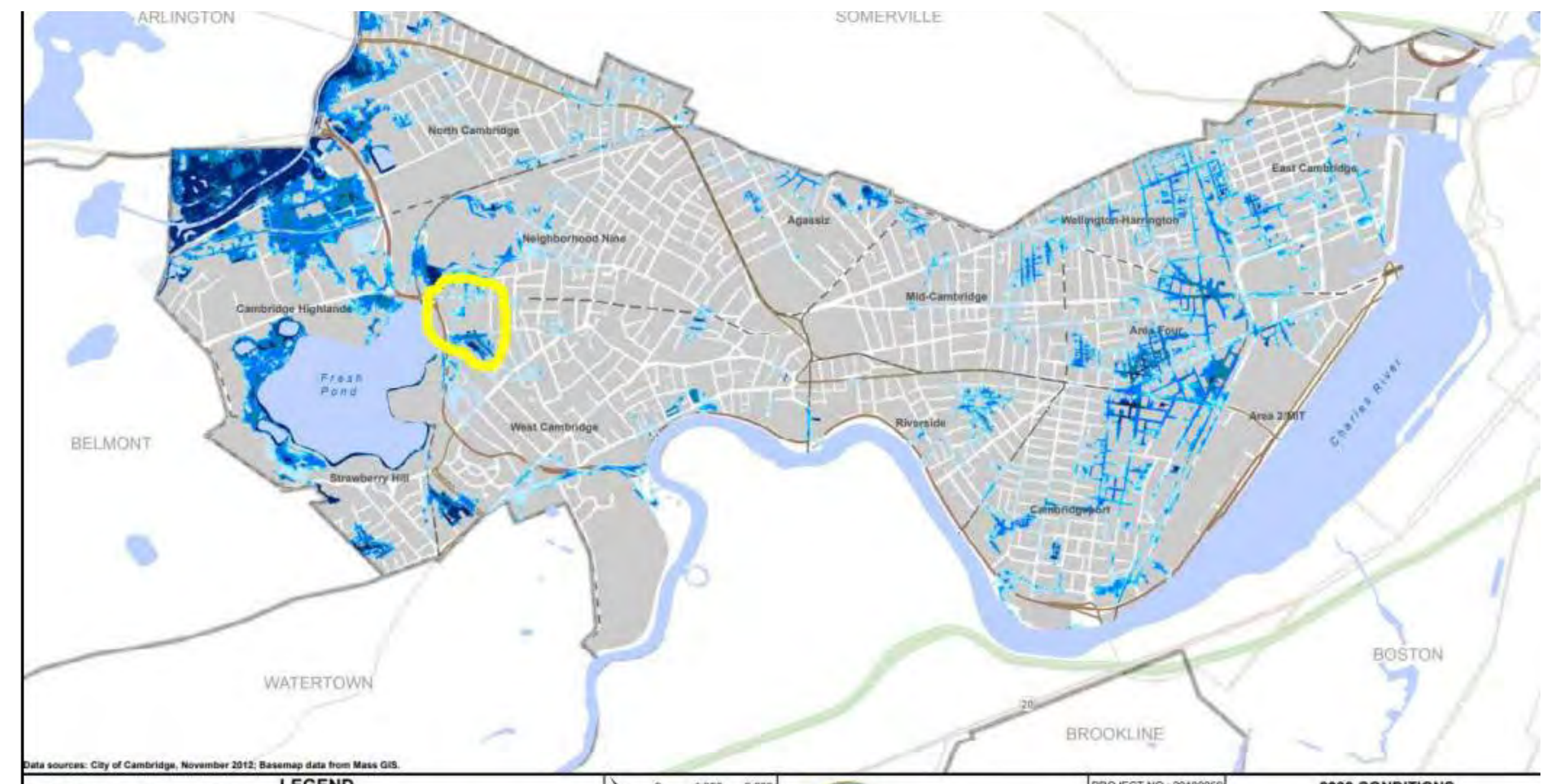


DAYLIGHT LEVELS IN SOUTH FACING CLASSROOMS

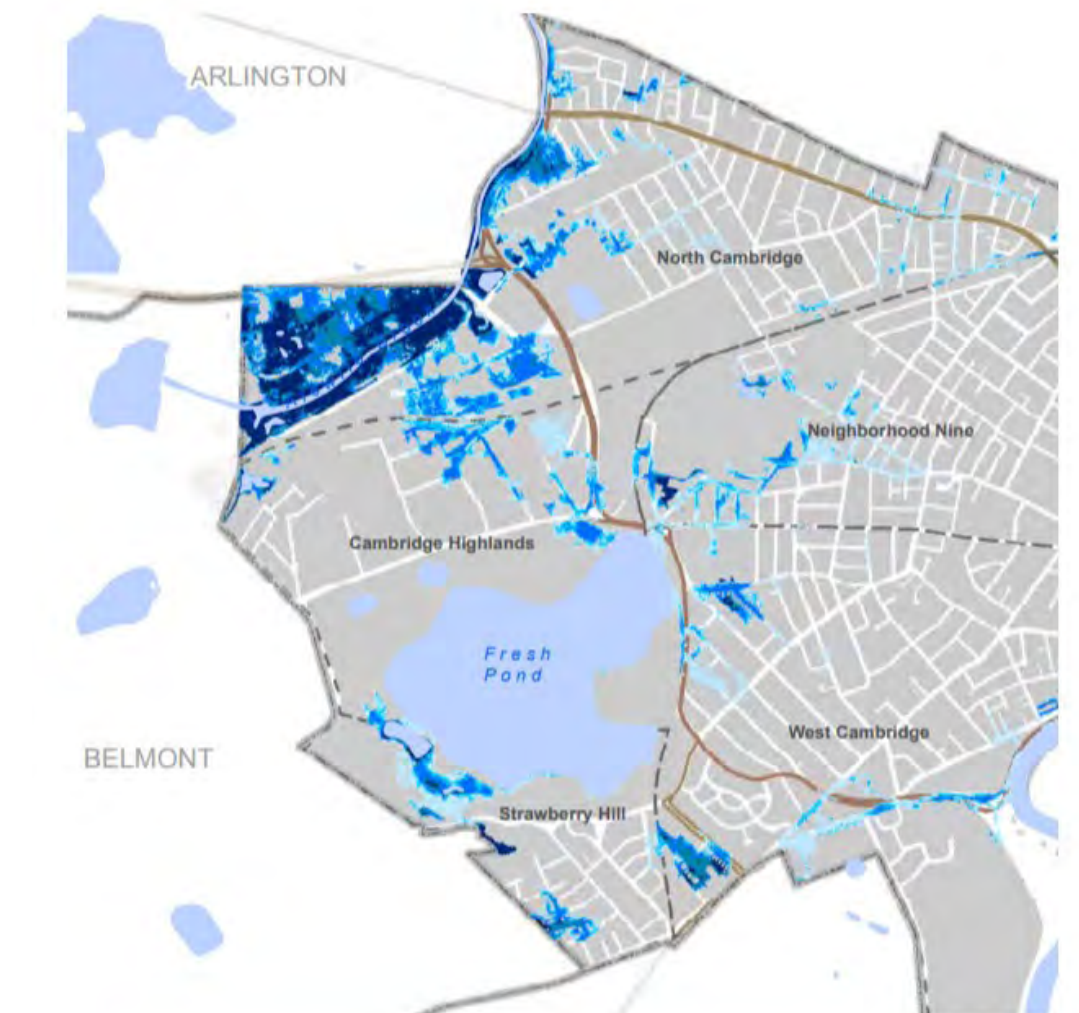


DAYLIGHT LEVELS IN NORTH FACING CLASSROOMS

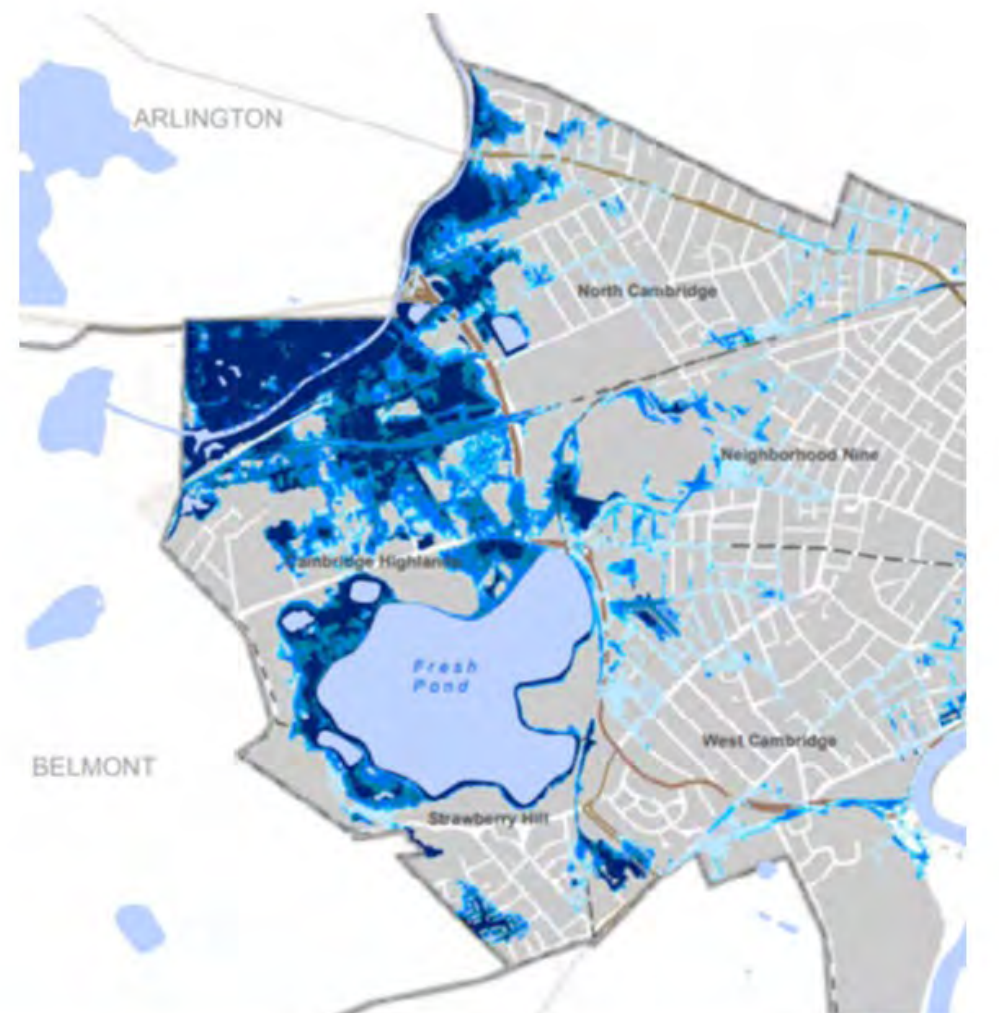
CLIMATE CHANGE VULNERABILITY ASSESSMENT



CLIMATE CHANGE VULNERABILITY ASSESSMENT FOR 100-YEAR 2030 CONDITIONS



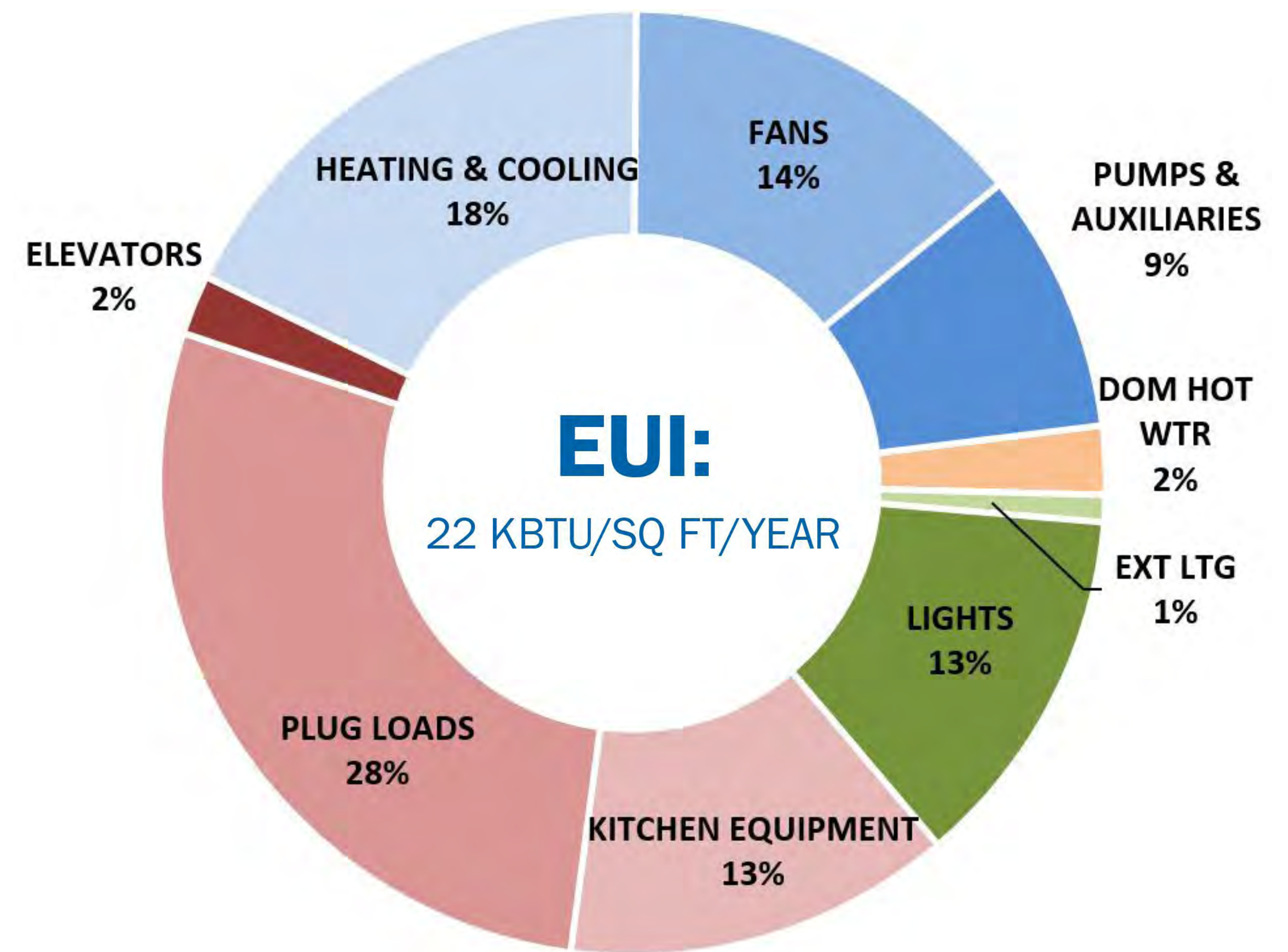
CURRENT 100-YEAR STORM



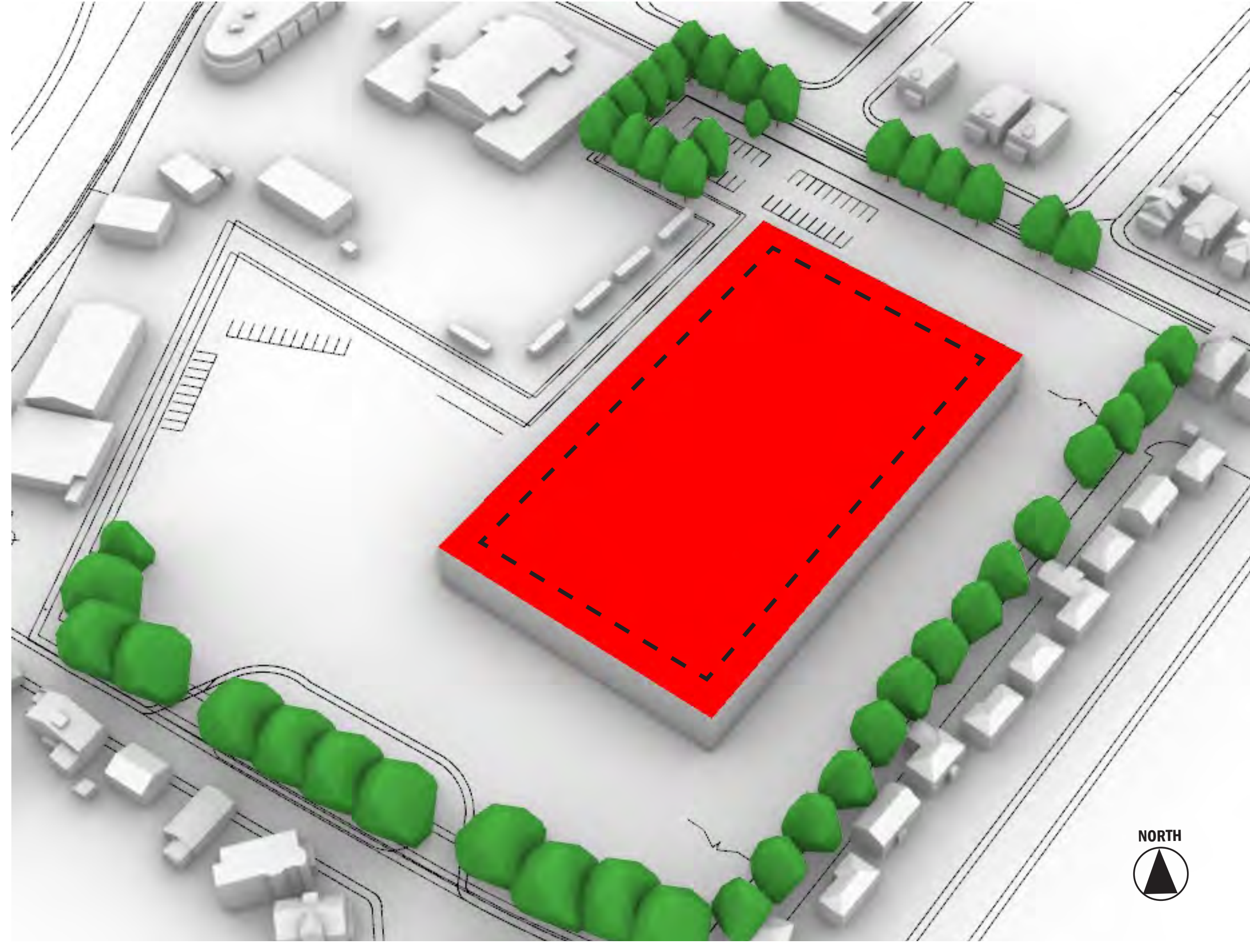
2070 100-YEAR STORM

CLIMATE CHANGE VULNERABILITY ASSESSMENT FROM 100-YEAR 2030 CONDITIONS TO 100-YEAR 2070 CONDITIONS

ENERGY USE INTENSITY

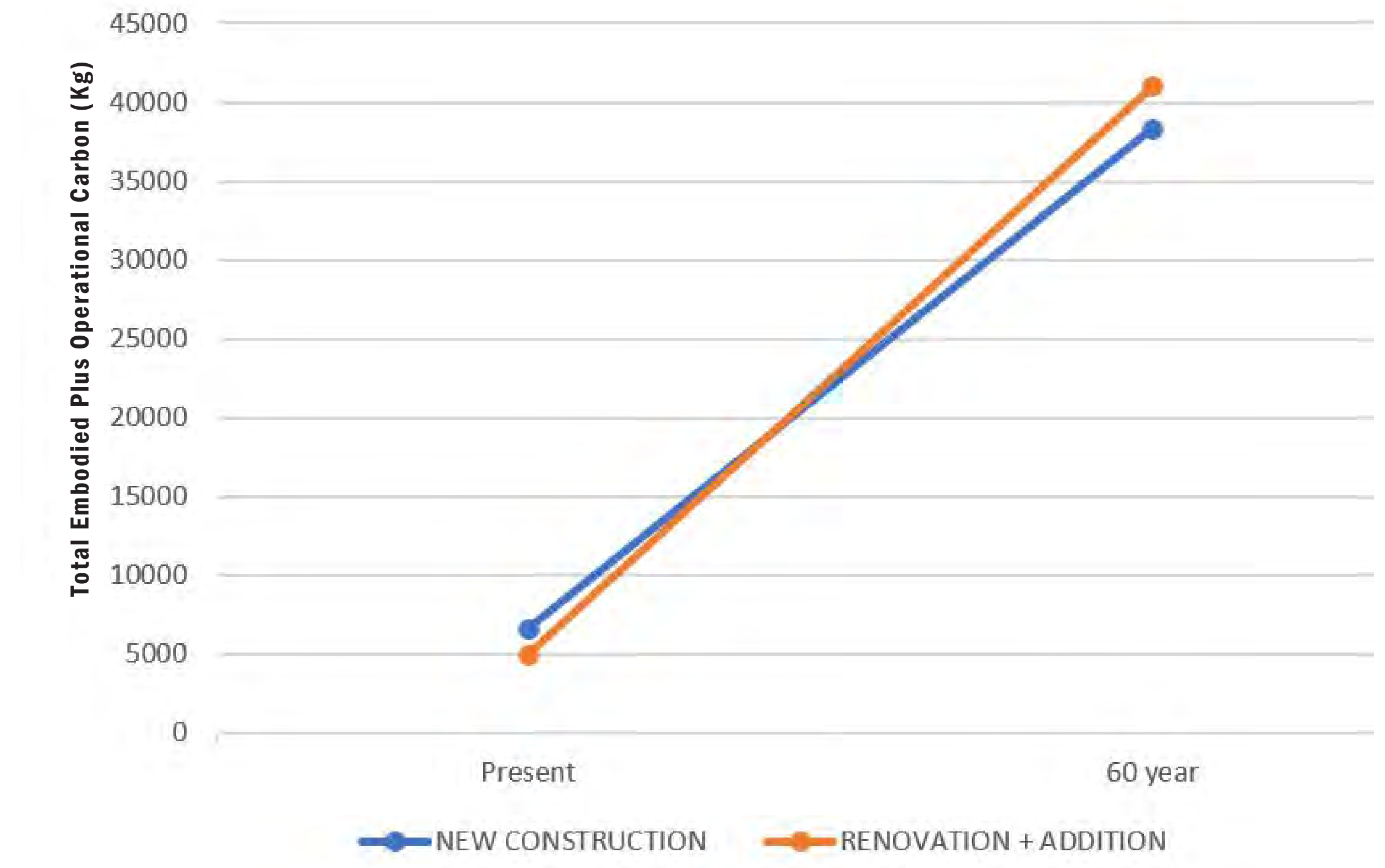


SOLAR ENERGY POTENTIAL



PANEL AREA FOR NET-ZERO ENERGY	90,000 SQFT
AVERAGE ROOF AREA	110,000 SQFT
ENERGY GENERATION	2,900,000 kWh/YEAR
TOTAL PV CAPACITY	1,300 kW

CARBON ANALYSIS



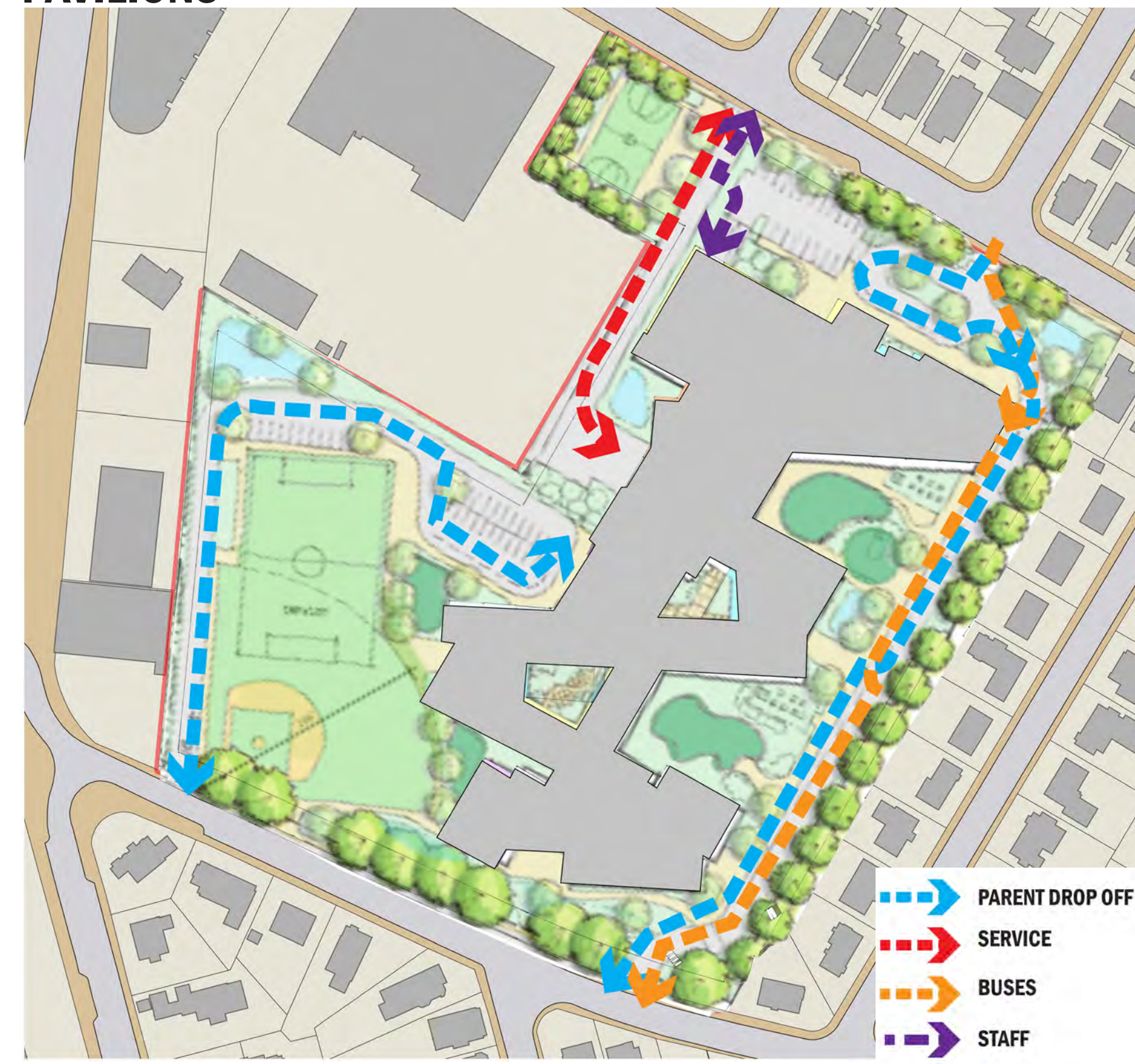
RENOVATION / ADDITION



WINGS



PAVILIONS



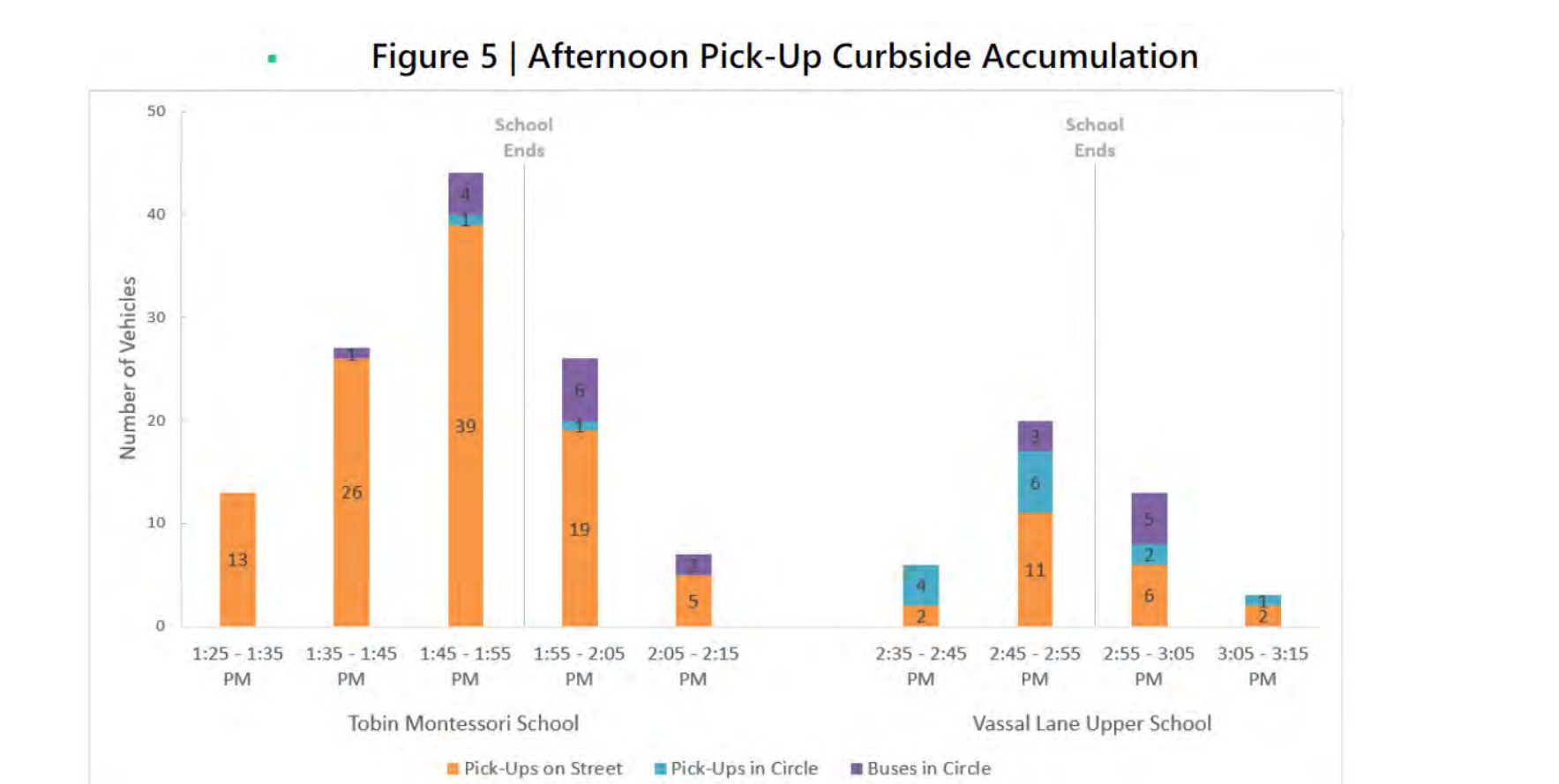
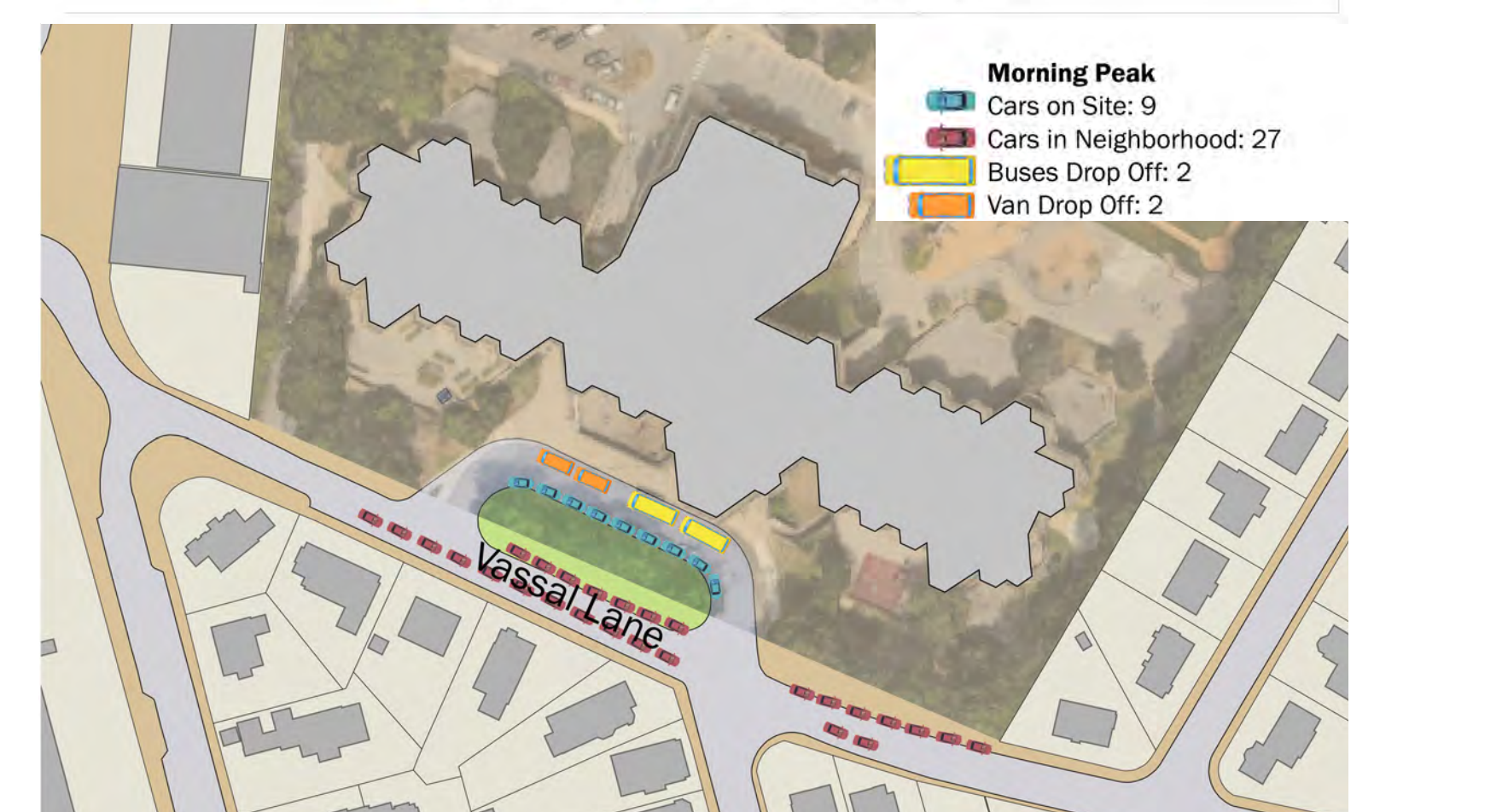
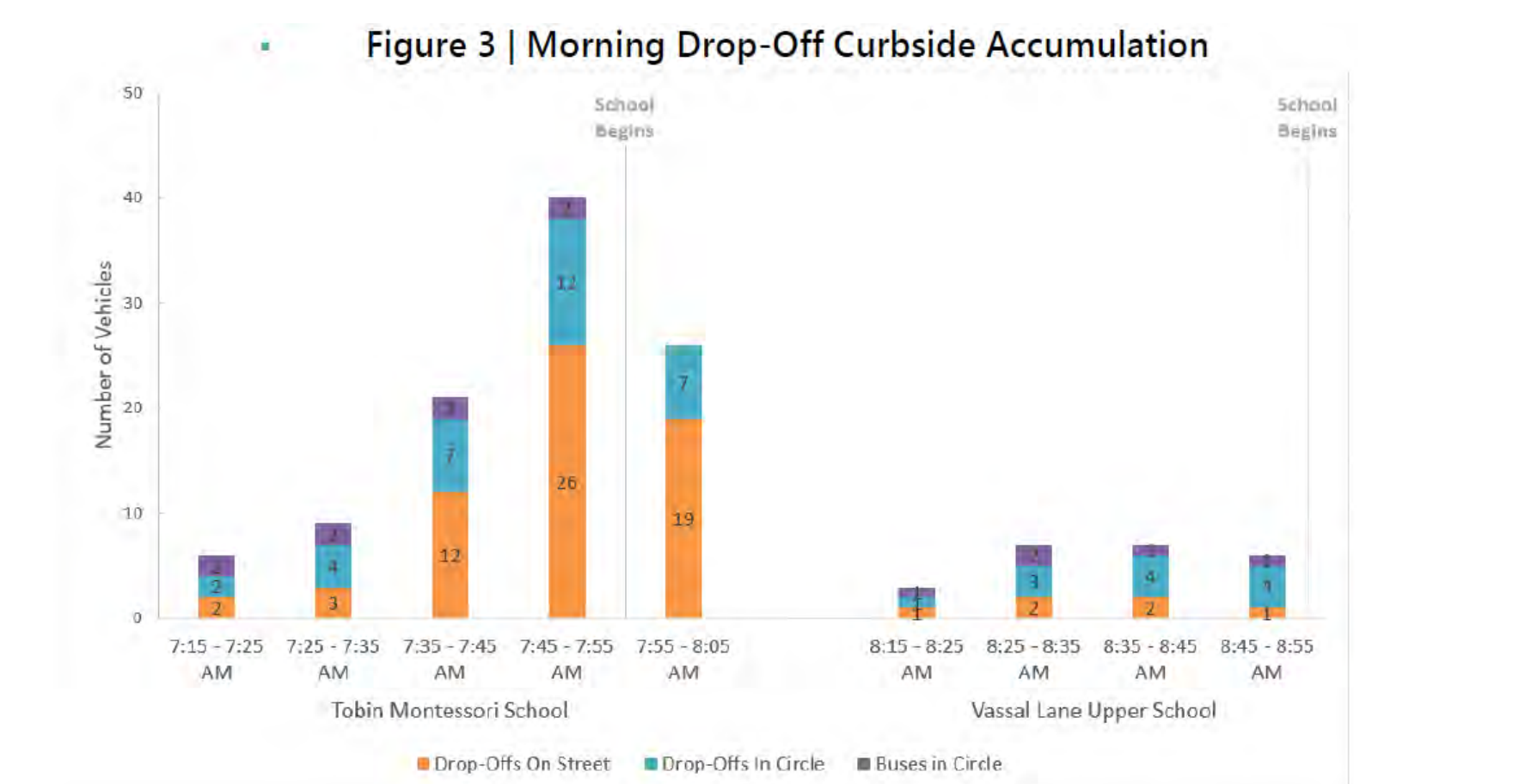
TRAFFIC FLOW

PEAK MORNING DROP-OFF

PEAK AFTERNOON PICK-UP

	Infrastructure Type	Existing Condition	Incremental Change	Proposed Condition
Morning Peak Period	Parent Drop-Off/Pick-Up (Short-Term Parking)	Up to 12 vehicles	11 Additional Spaces	Up to 23 vehicles
	School Bus Staging	Up to 24 vehicles	15 Additional Spaces	Up to 39 vehicles
	Van Staging	Up to 2 Buses	No Expected Increases	Up to 2 Buses
	Parent Drop-Off/Pick-Up (Short-Term Parking)	Up to 2 Vans	No Expected Increases	Up to 2 Vans
Afternoon Peak Period	Parent Drop-Off/Pick-Up (Short-Term Parking)	Up to 20 vehicles	6 Additional Spaces	Up to 26 vehicles
	School Bus Staging	Up to 6 Buses	No Expected Increases	Up to 6 Buses
	Van Staging	Up to 3 Vans	No Expected Increases	Up to 3 Vans
	Pedestrian Amenities	Pedestrians dispersed throughout and from the neighborhood during arrival/dismissal times	No Change	Suggest maintaining similar pedestrian circulation and accommodating pedestrians in a safe environment separate from vehicular activity
Staff Parking	Approximately 80 Vehicles Parked	20 Additional Vehicles Parked	100 Parking Spaces to Serve Staff	

EXISTING



MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	12/6/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Community Meeting #2	
Meeting Location	Tobin Auditorium	
Meeting Date	11/13/2019	
Prepared By	Emily Ercolano	e.ercolano@perkinseastman.com
	T: 617-449-4040	
In Attendance	<p>Community: See attached sign-in sheet City of Cambridge: Lisa Peterson, Brendon Roy Perkins Eastman (PE): Carolyn Day, Omar Calderon Santiago, Sean O'Donnell, Dan Arons, Carmen Torres, Emily Ercolano Consultants: VHB, CDM Smith, RFS Engineering, Traverse Landscape</p>	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
2.1	<p>Overview</p> <p>Lisa welcomed everyone to the meeting and provided introductions of the project team and WT Rich. She outlined the agenda for the meeting:</p> <ul style="list-style-type: none"> • Design team presentation • Broad community discussion in Auditorium • Specific Questions in breakout spaces, and people can visit multiple rooms with questions • Three designs presented, with one to be developed into a preferred option for review at the next meeting. <p>Open Space Introduction:</p> <ul style="list-style-type: none"> • All open space on site now (playgrounds and fields) 6.6 acres • About 5 acres is dedicated protected open space from Article 9, including some paved area • State requirement is to protect 5 acres, which does not have to stay in current location • All options have a minimum of 5 acres • City council and state legislature to discuss how its organized and further defined 	
2.2	<p>Presentation</p> <p>Perkins Eastman (PE), started the presentation with a review of the project program requirements, the Design Goals and Principles, and how drivers, including current site conditions, have challenged the design options. The three options included:</p> <ul style="list-style-type: none"> • Renovation / Addition <ul style="list-style-type: none"> ○ Reuses a portion of existing building ○ Buses on Vassal Lane ○ Cars on Concord Avenue 	

		<ul style="list-style-type: none"> o Service and parking at site interior o Playing fields on the east side of site • Wings <ul style="list-style-type: none"> o All new building o On-site drive aisle for buses and cars o Service and parking at site interior o Playing fields on south end of site • Pavilions <ul style="list-style-type: none"> o All new building o On-site drive aisle for buses and cars o Service and parking at site interior o Playing fields on west end of site • PE compared the frontage, setbacks, open space, massing, and locations of community spaces between all three options. • Multiple options for site circulation and corresponding parking were reviewed. Refer to the attached presentation for additional information. • Time did not allow for a recap of all groups because discussions groups at each room were still active after 8pm when the meeting convened.
2.3	Breakout Sessions	<p>Following the presentation, the community was encouraged to visit classrooms set up with more in-depth information on each of the following topics:</p> <ul style="list-style-type: none"> • Design & School Programming • Construction & Neighborhood Issues • Traffic & Parking • Parks, Playgrounds, & Landscaping • Sustainability & Resilience • Other Ideas & Concerns <p>Community members gave feedback verbally and via comment “sticky notes”, which were recorded for distribution after the meeting.</p>
2.4	Next Steps	<ul style="list-style-type: none"> • The presentation will be posted to the City website • Community Comments can be submitted within the next two weeks before the Thanksgiving holiday. • Answers to questions, including those brought up during breakout sessions, are attached. • The next Community Meeting is expected to take place in January

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

cc: City, CPS, DHSP and Owner Consultants via Brendon Roy, Michael Black; Design Team via Carolyn Day
Attachments: Presentation, Sign-In Sheet, Comments with responses

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

11/13/2019

**PERKINS —
EASTMAN**

Human by Design

COMMUNITY MEETING



AGENDA

13 NOVEMBER 2019

6:30 - 7:10 p.m.

Welcome

Presentation

- Program
- Goals and Principles
- Option Drivers
- Design Options
- Option Comparison
- Look Ahead

7:10 - 8:00 p.m.

Community Feedback

- Breakout Sessions



PROJECT ELEMENTS

Program

- Tobin Montessori School
- Vassal Lane Upper School
- Self-Contained Special Education
- Special Start
- Preschool & Community School

Performance

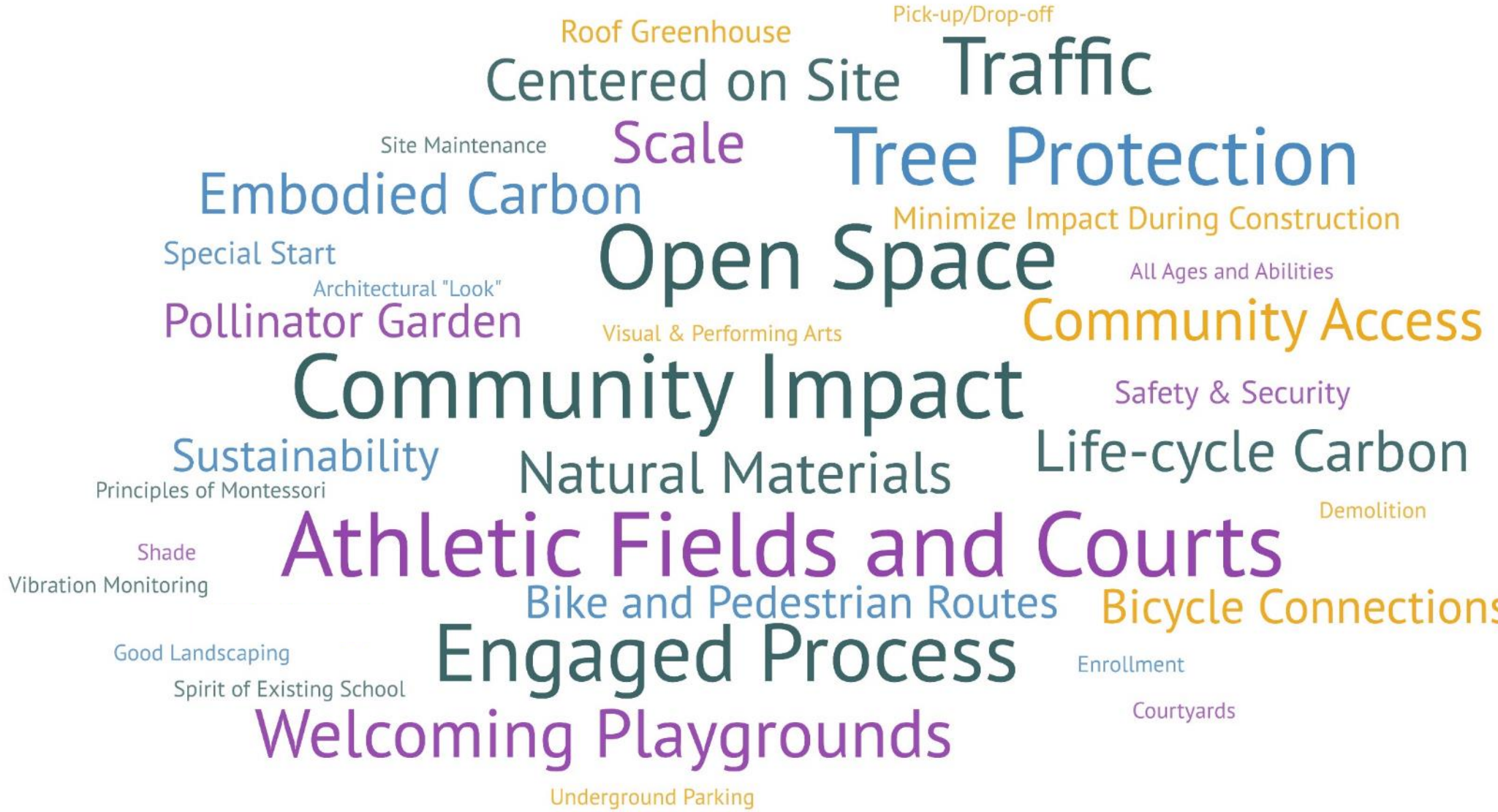
- Net Zero Emissions

Site

- Soil Management
- Municipal Storm Water
- Sports Fields & Playgrounds



WHAT WE HEARD



PROGRAM



PROGRAM CAPACITY

MAXIMUM NUMBER OF STUDENTS

PROGRAM	GRADES	EXISTING	PROPOSED
Human Services Preschool	PreK		160
Tobin School			
Montessori	PreK – 5 th	310	336
Special Start	PreK	14	75
Self-Contained Special Ed	K – 5 th		40
Vassal Lane Upper School			
General Program	6 th – 8 th	300	450
Sheltered English Immersion	6 th – 8 th		75
Self-Contained Special Ed	6 th – 8 th		28
All Programs		624	1,164



PROGRAM ELEMENTS

COMMUNITY AND DISTRICT-WIDE

- Auditorium
- Gyms
- Assembly Spaces

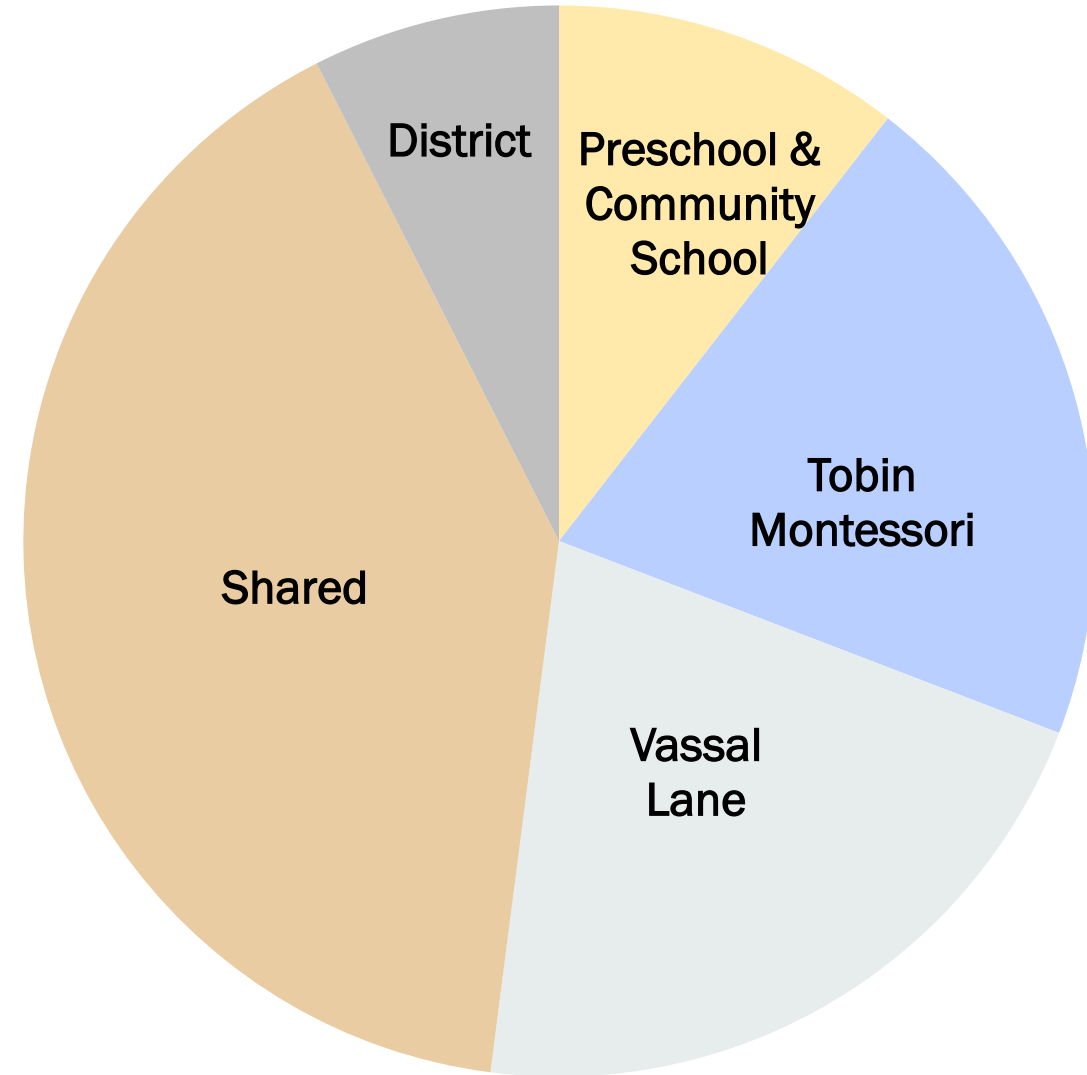
- Science Department
- Office of Student Services --
offices and testing center
- Storage and Shop



FACILITY SPACE PROGRAM

AREA COMPARISON

PROGRAM	EXISTING GSF	PROPOSED GSF
Human Services Preschool Community School	5,291	31,380
Tobin Lower School	36,878	60,600
Vassal Lane Upper School	33,059	63,300
Shared Spaces Learning Commons Gyms Dining Auditorium, Performing Arts & Visual Arts Professional Development	44,625	120,800
CPS District Wide	8,317	22,300
Building Total	+/-128,170	298,380
Underground Parking	0	+/- 55,000
Grand Total	+/- 128,1701	353,380



OUTDOOR PROGRAM

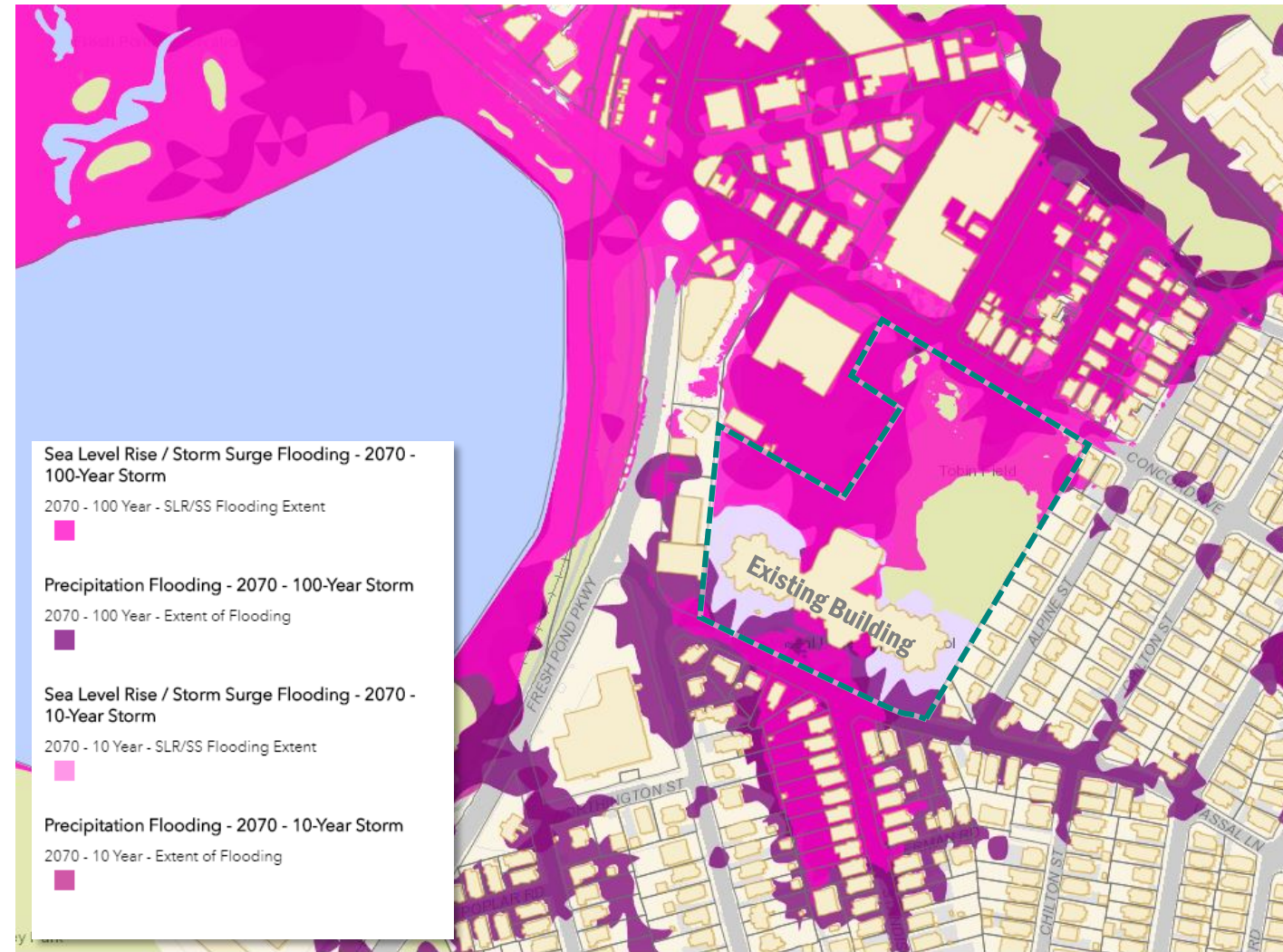
PROGRAM ON-GRADE

- Playgrounds
- Sports Field
- Off-street Parking
- Bus and Car Drop-off/Pick-up
- Bicycle Connection
- Emergency Vehicle Access
- Tree Protection



SITE INFRASTRUCTURE

- 1.25 Million Gallon Storm Water Tank
- Bioswales and Rain Gardens
- Solar Panels
- Geothermal Wells (if used)
- Parking and Circulation



2070 Storm Surge and Precipitation Flooding

GOALS & PRINCIPLES



DESIGN GOALS



Provide a campus respectful of neighborhood and traffic impacts, providing public open space amenities



Include regional, local, and on-site storm water management with a building above the future flood plain



Design for net zero emissions and target net zero energy and a healthy environment

EDUCATION DESIGN PRINCIPLES



Create an identity and front door for each program



Offer a hierarchy of spaces supporting developmental needs of each school



Draw a healthy balance between school program and shared spaces

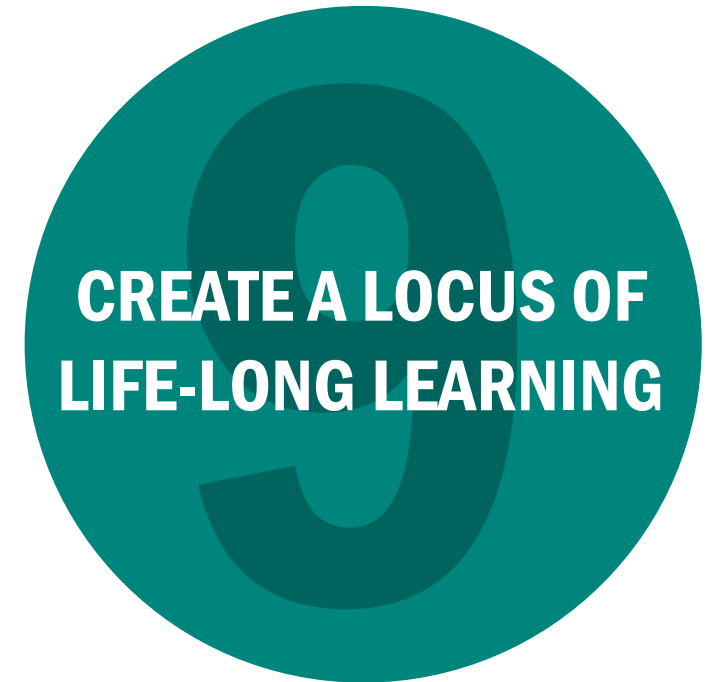
EDUCATION DESIGN PRINCIPLES



Provide developmentally appropriate opportunities for active, experiential, reflective learning and socialization



Connect learning spaces with readily accessible outdoor spaces designed for learning, recreation, and socialization

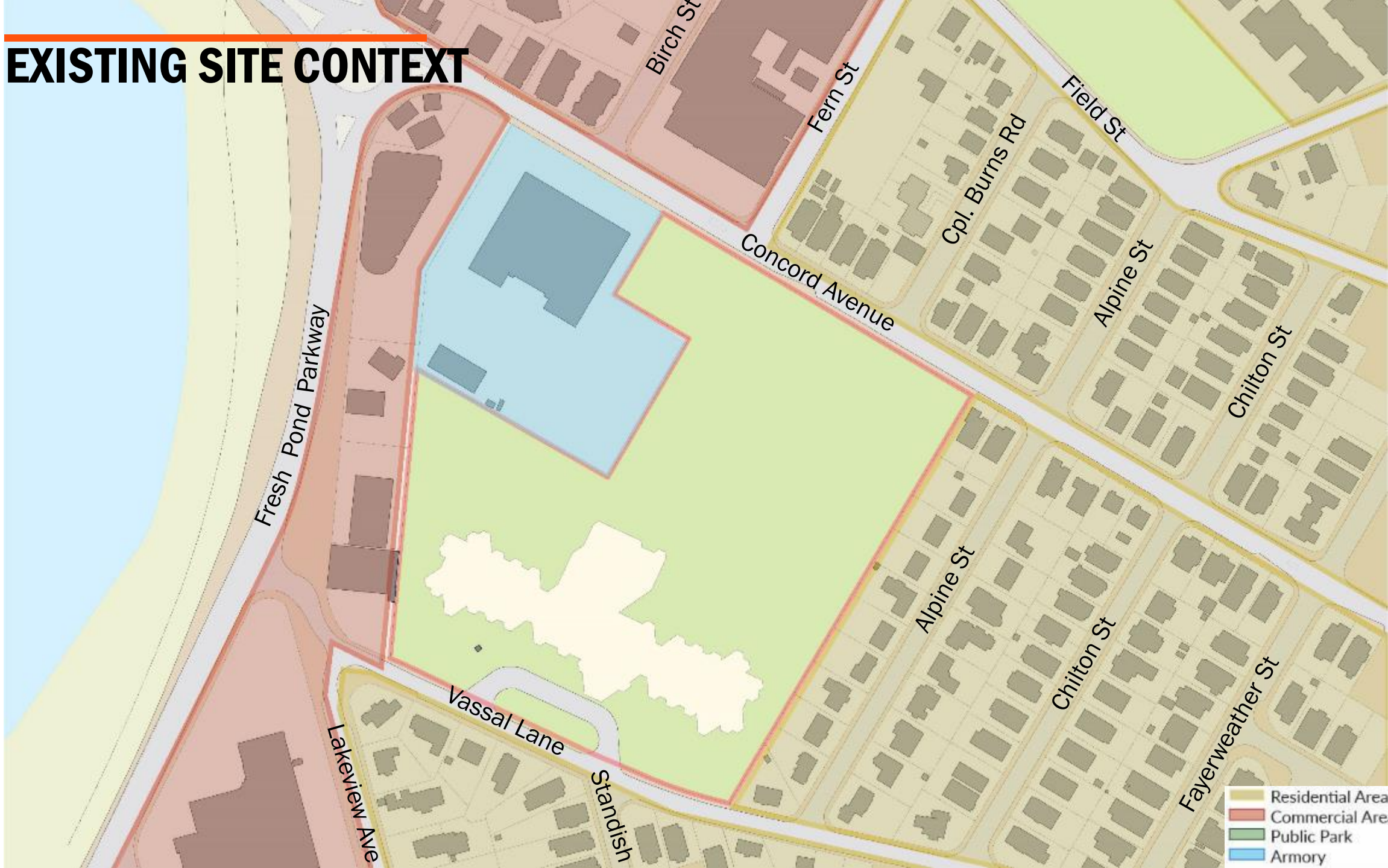


Create a locus for students and teachers, and support professional development for teachers on- and off-site

OPTION DRIVERS



EXISTING SITE CONTEXT



- Residential Area
- Commercial Area
- Public Park
- Armory



SITE UNDERSTANDING



VALUABLE TREES

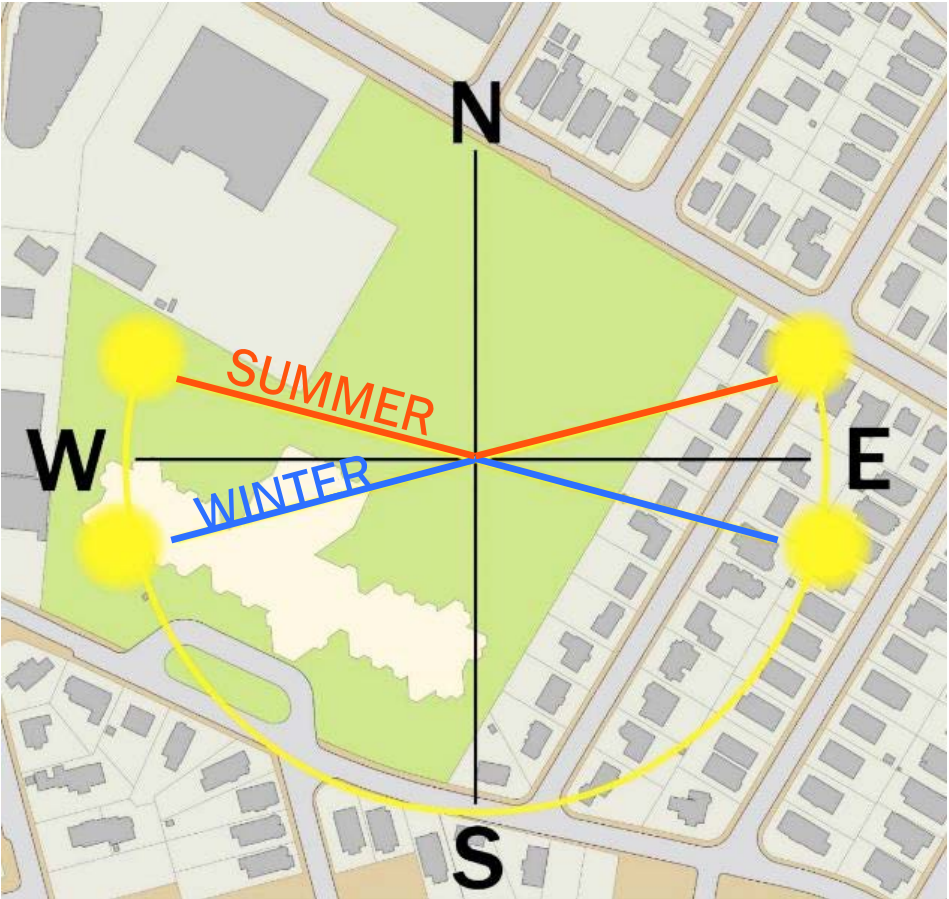


ACCESS AND PARKING

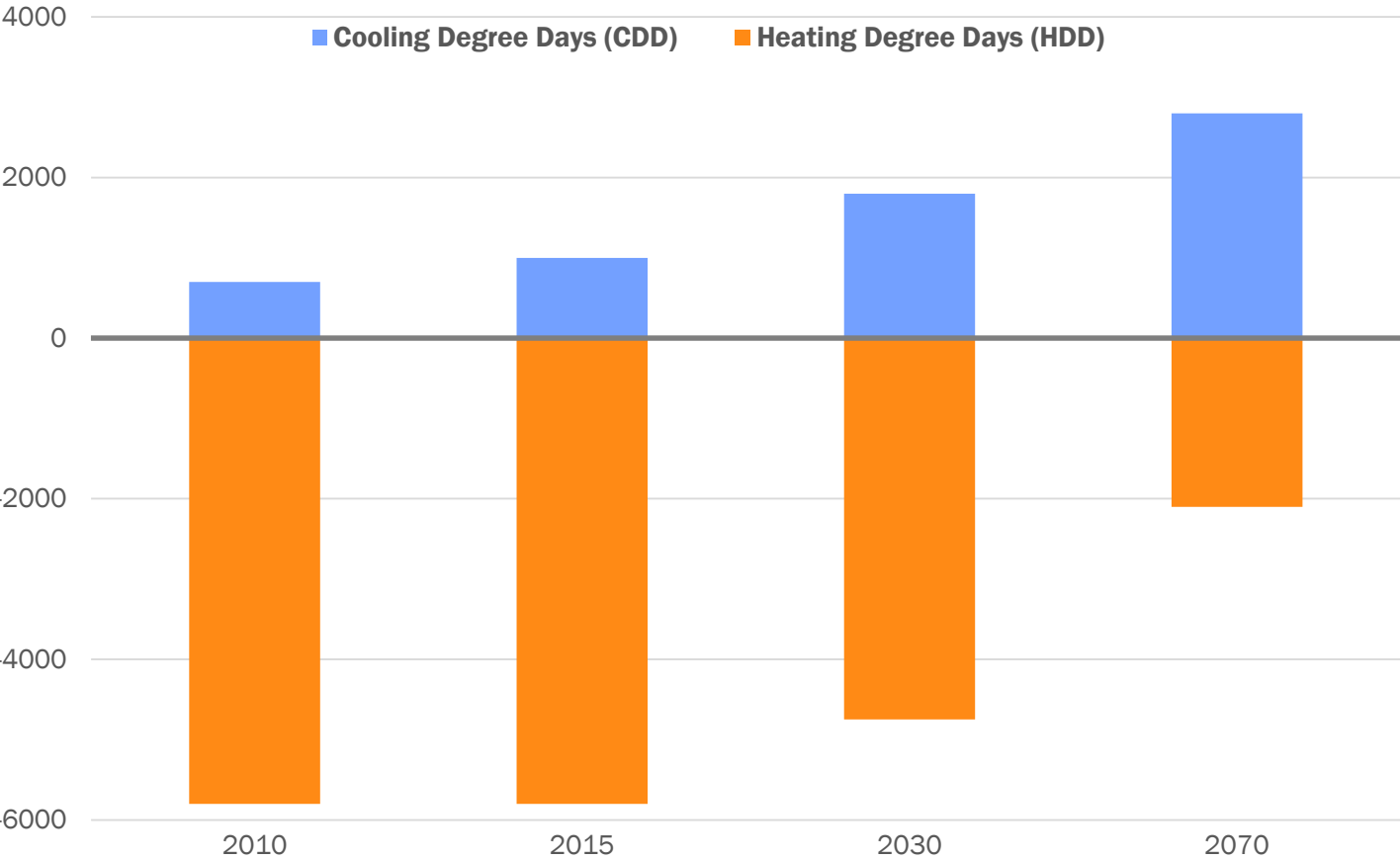


OPTIMAL MASSING FOR NEIGHBORHOOD

CLIMATE RESPONSIVENESS

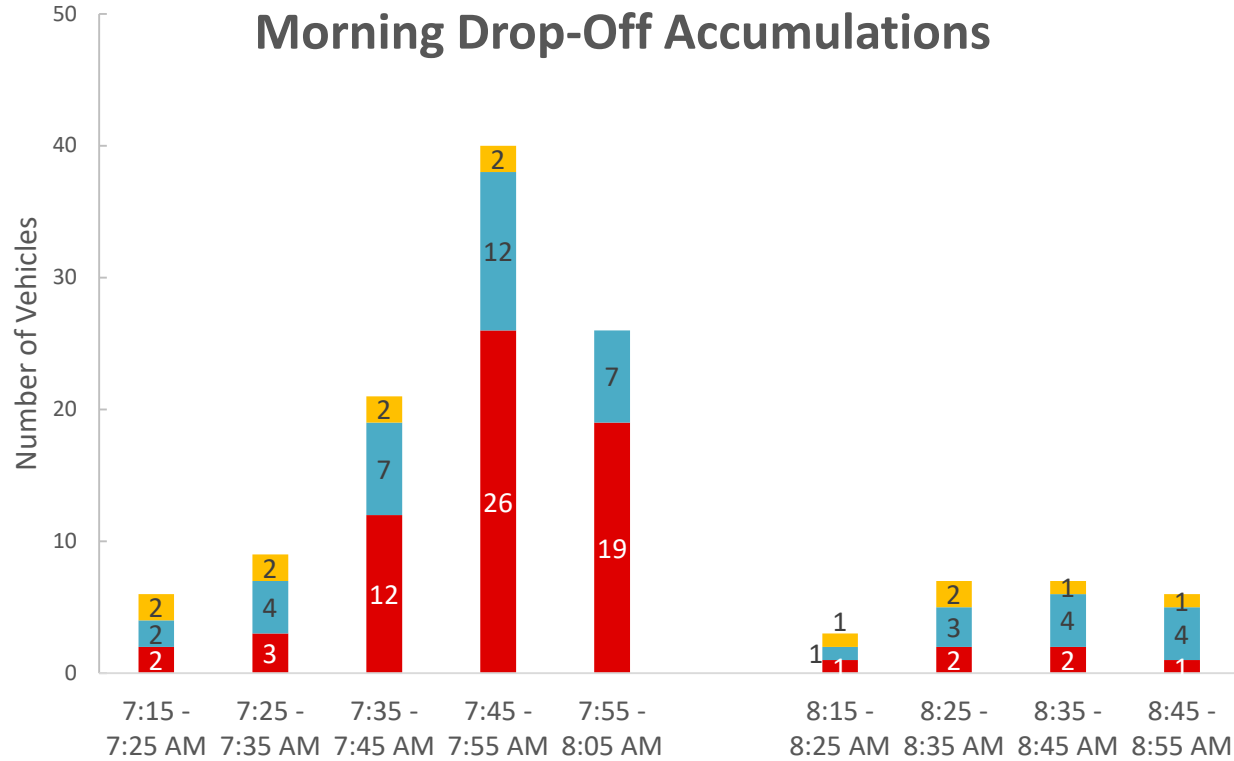


Energy Use in Buildings Shifting - More Cooling, Less Heating



EXISTING TRAFFIC VOLUMES

Morning Drop-Off Accumulations

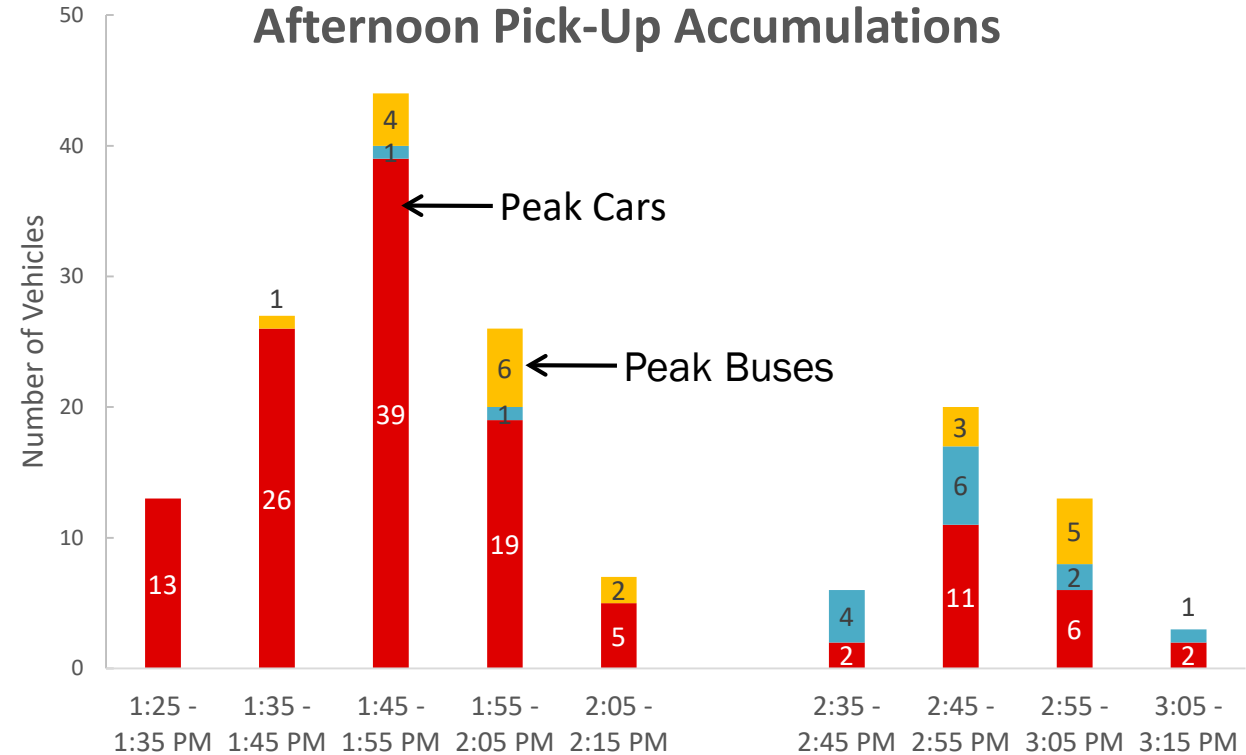


Tobin Montessori

Vassal Lane

■ Drop-Offs On Street ■ Drop-Offs In Circle ■ Buses in Circle

Afternoon Pick-Up Accumulations



Tobin Montessori

Vassal Lane

■ Pick-Ups on Street ■ Pick-Ups in Circle ■ Buses in Circle

EXISTING SOUND LEVELS

Ambient Sound Survey (Current)

- Sources are traffic and human activity
- Levels are within city ordinance limits

Nighttime: <50 dBA

Daytime: <60 dBA

- Measured Levels

① 37-46 dBA

② 42-57 dBA

③ 46-59 dBA



EXISTING BUILDING

Concrete Structure

Concrete Block Infill

Limited Windows, Views

Angular Rooms

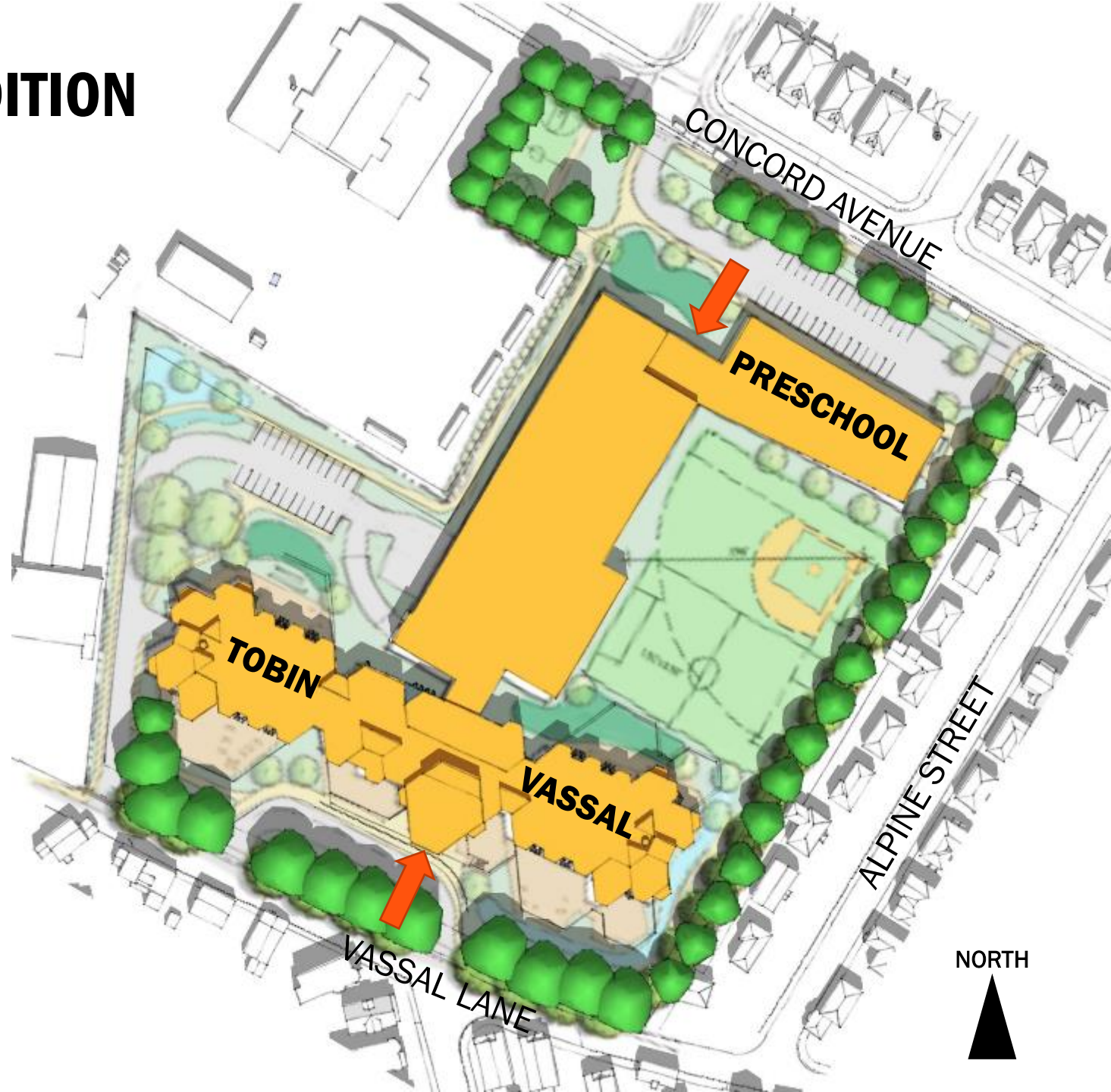
Aged Systems and Finishes

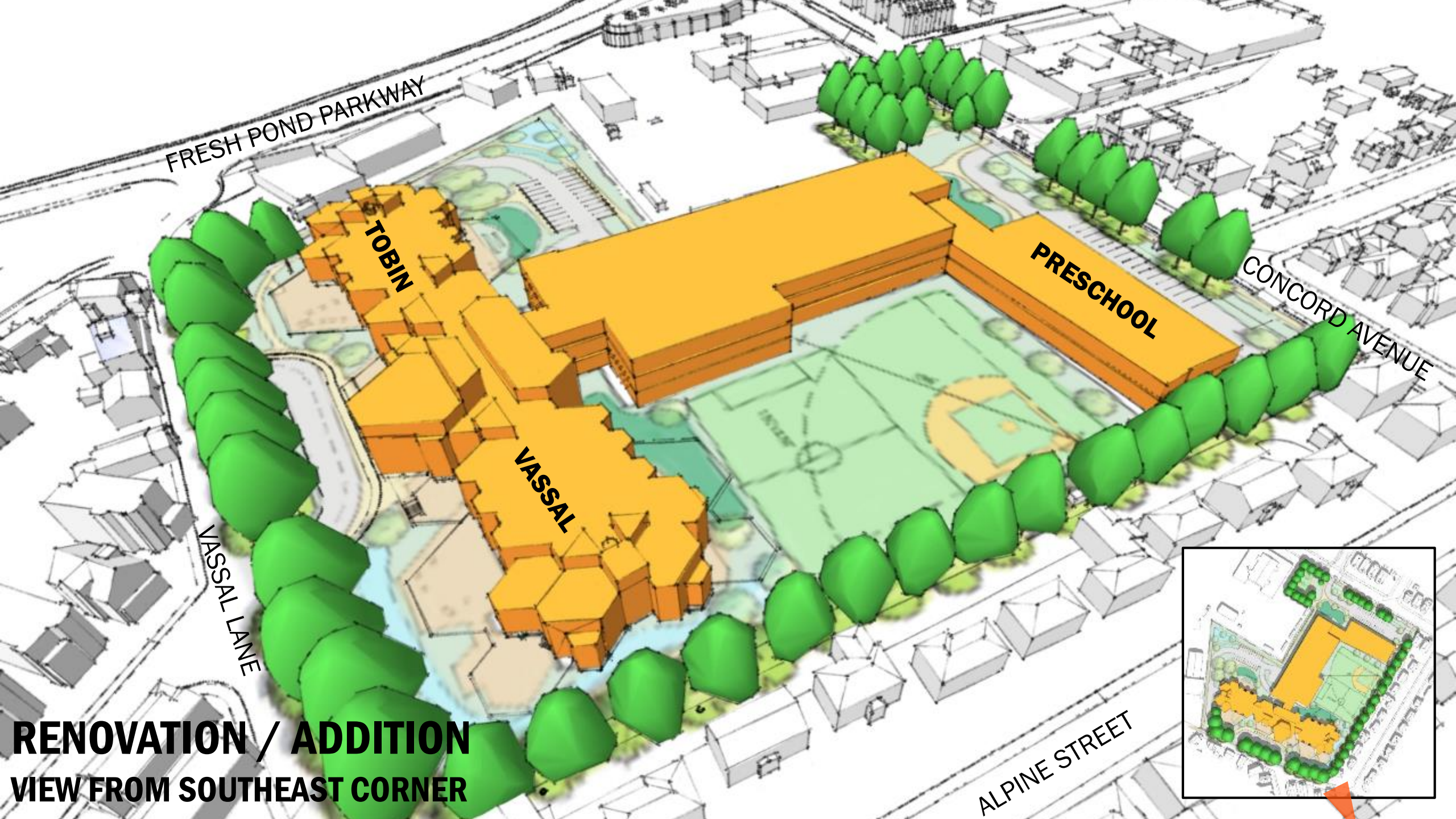


OPTION 1: RENOVATION / ADDITION

GYM REMOVED, ADDITION TO NORTH

- Re-uses Existing Building
- Buses on Vassal Lane
- Cars on Concord Ave
- Service and Parking at Site Interior
- Playing Fields on East Side





FRESH POND PARKWAY

TOBIN

VASSAL

PRESCHOOL

CONCORD AVENUE

VASSAL LANE

ALPINE STREET



RENOVATION / ADDITION
VIEW FROM SOUTHEAST CORNER

OPTION 2: WINGS

BUILDING ORIENTED AROUND A COURTYARD

- All New Building
- On-site Drive Aisle for Buses and Cars
- Service and Parking at Site Interior
- Playing Fields on South Side





FRESH POND PARKWAY

PRESCHOOL

TOBIN

VASSAL

CONCORD AVENUE

VASSAL LANE

ALPINE STREET

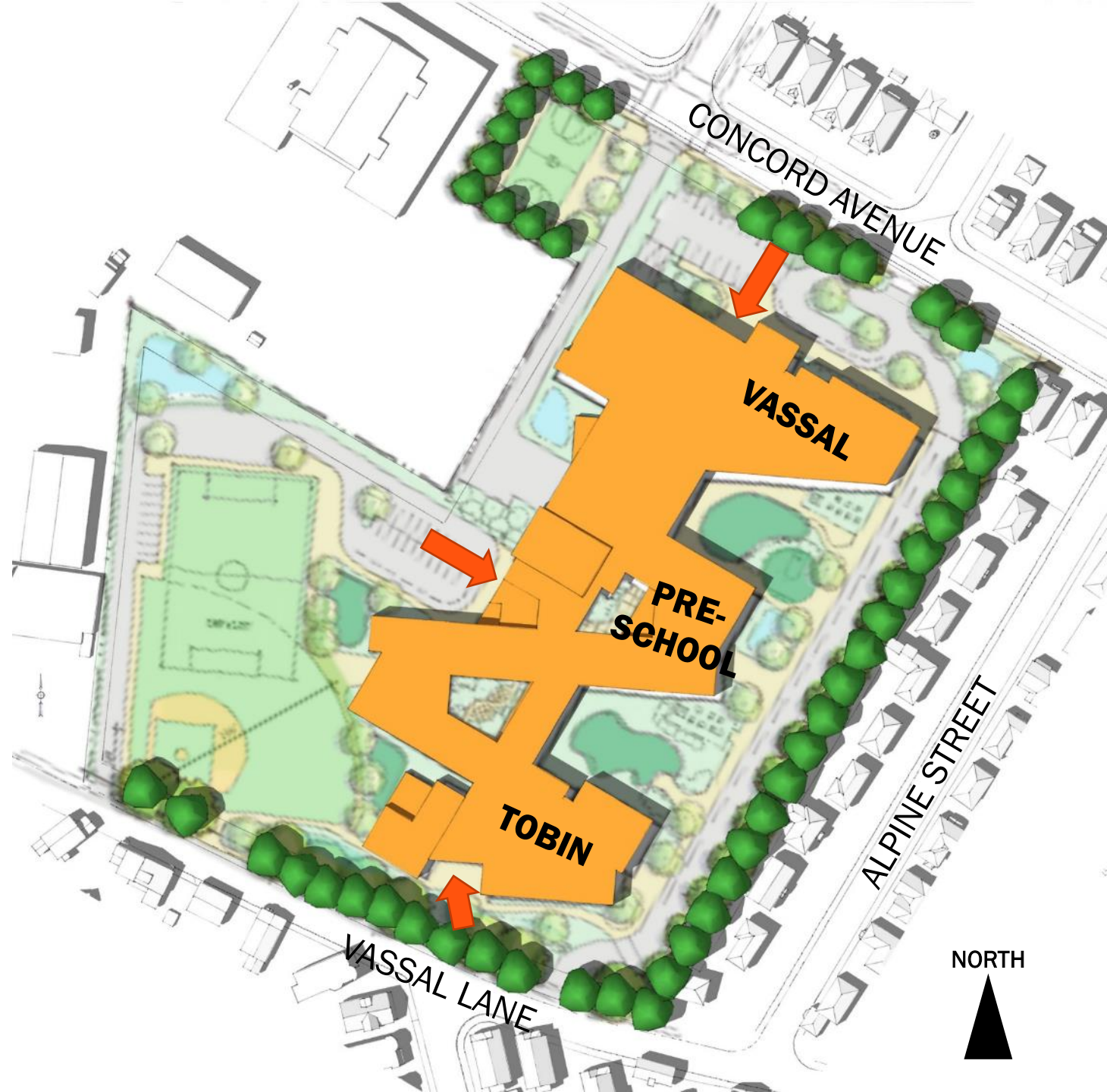
WINGS
VIEW FROM SOUTHEAST CORNER

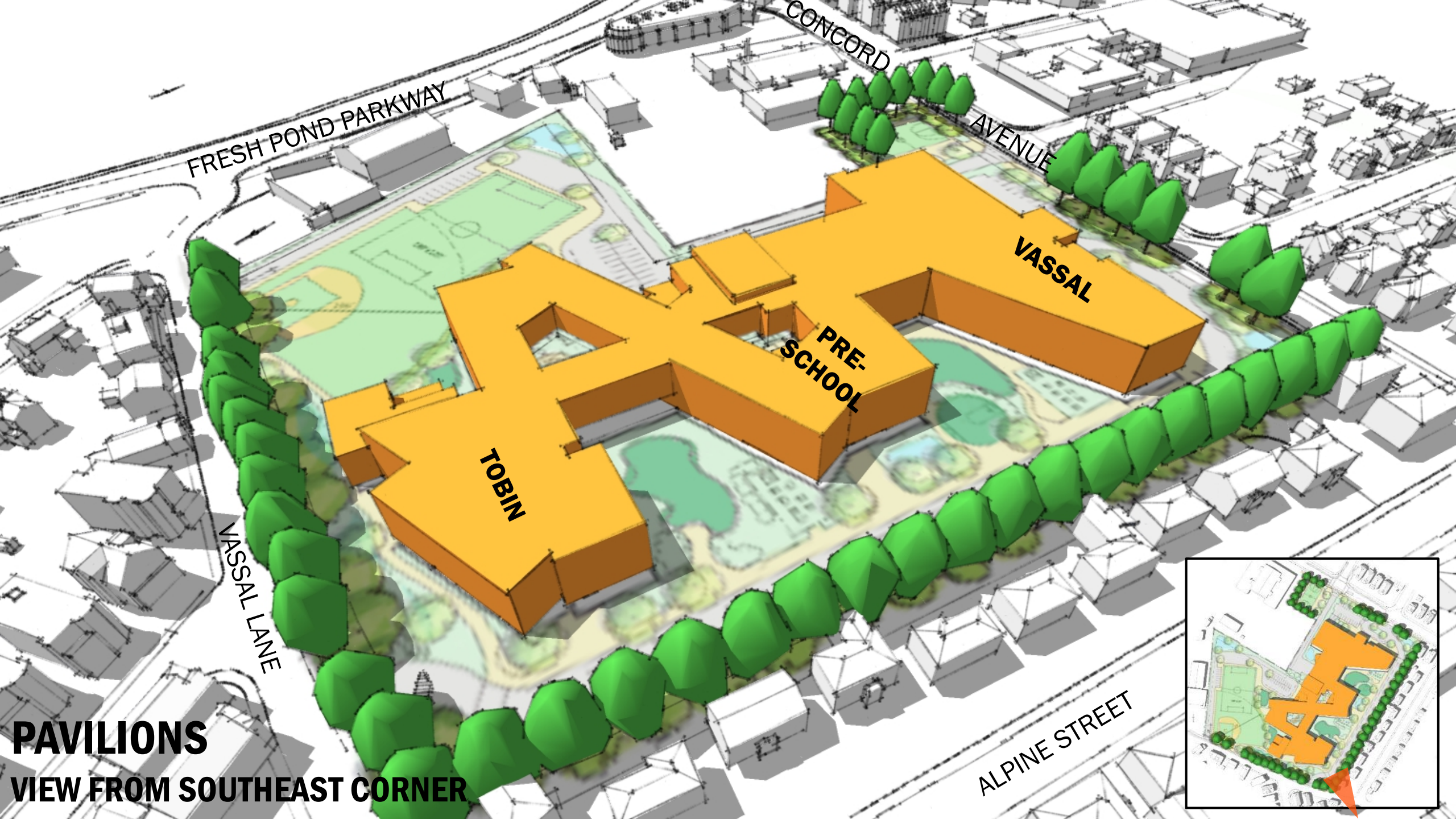


OPTION 3: PAVILIONS

SCHOOLS CONNECTED BY COMMON SPACE

- All New Building
- On-site Drive Aisle for Buses and Cars
- Service and Parking at Site Interior
- Playing Fields on West Side





FRESH POND PARKWAY

CONCORD AVENUE

CONCORD AVENUE

VASSAL

PRE-SCHOOL

TOBIN

VASSAL LANE

ALPINE STREET



PAVILIONS
VIEW FROM SOUTHEAST CORNER

OPTION COMPARISON



RENOVATION / ADDITION



WINGS



PAVILIONS

FRONTAGE

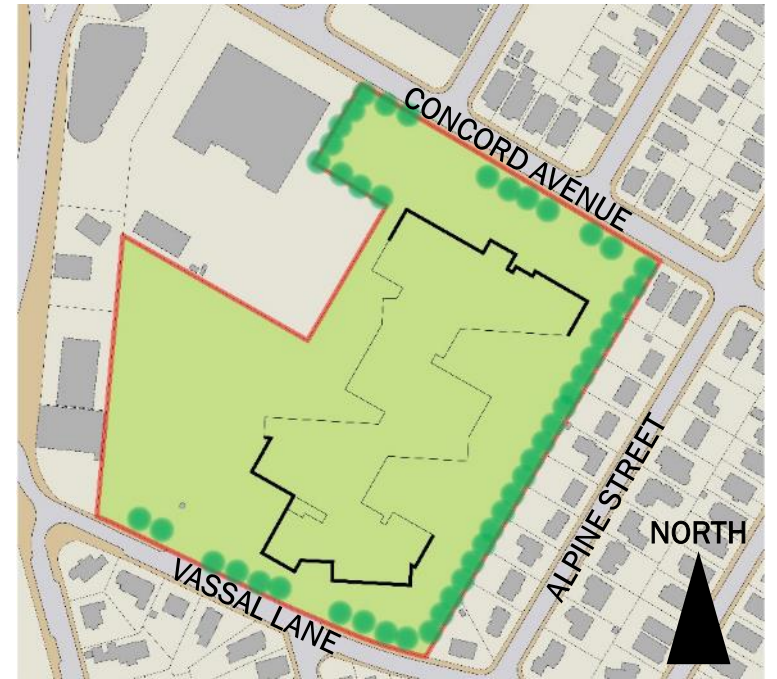
COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



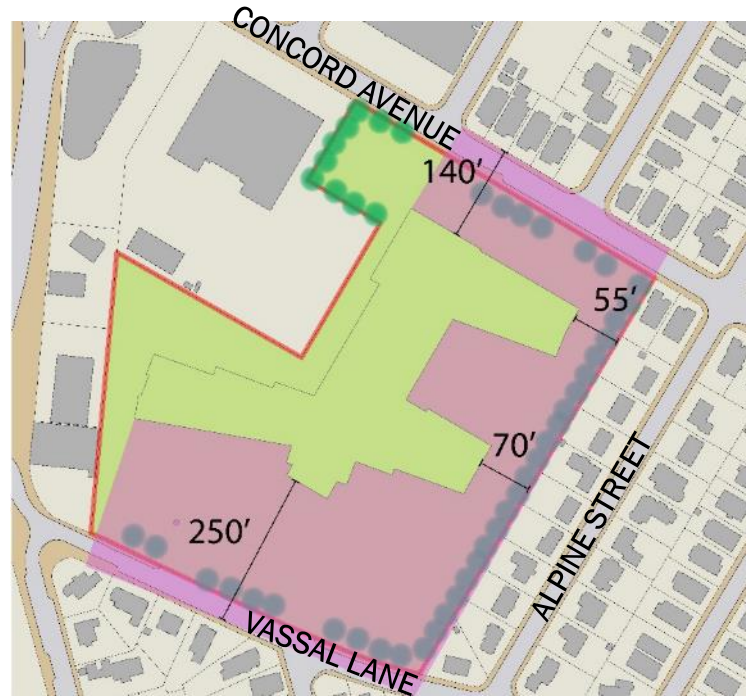
PAVILIONS

SETBACK

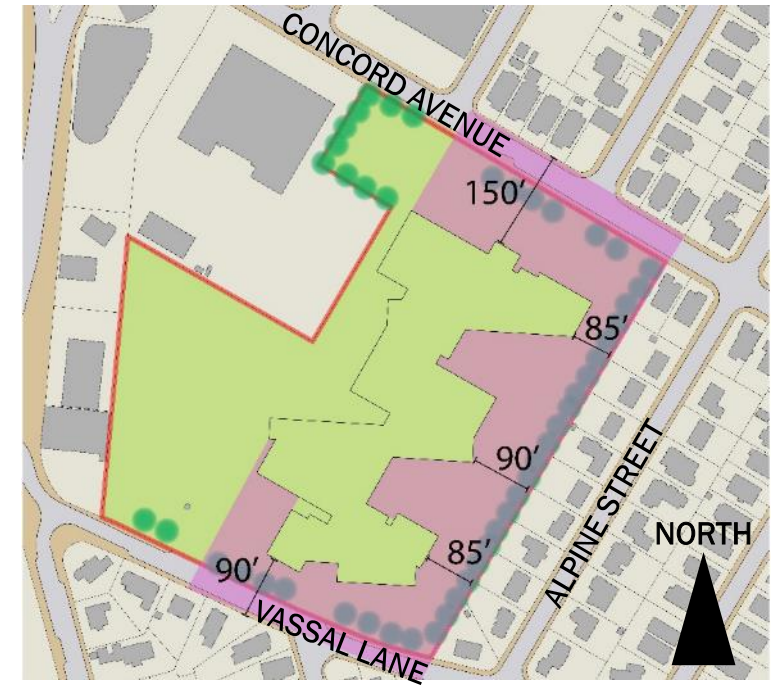
COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



PAVILIONS

OPEN SPACE



RENOVATION ADDITION: 5.4 ACRES



WINGS: 5.4 ACRES



PAVILIONS: 5.2 ACRES

GOAL = 5 ACRES PROTECTED

MASSING



RENOVATION / ADDITION



WINGS



PAVILIONS

3 story 2 story 1 story

COMMUNITY SPACE

COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



PAVILIONS

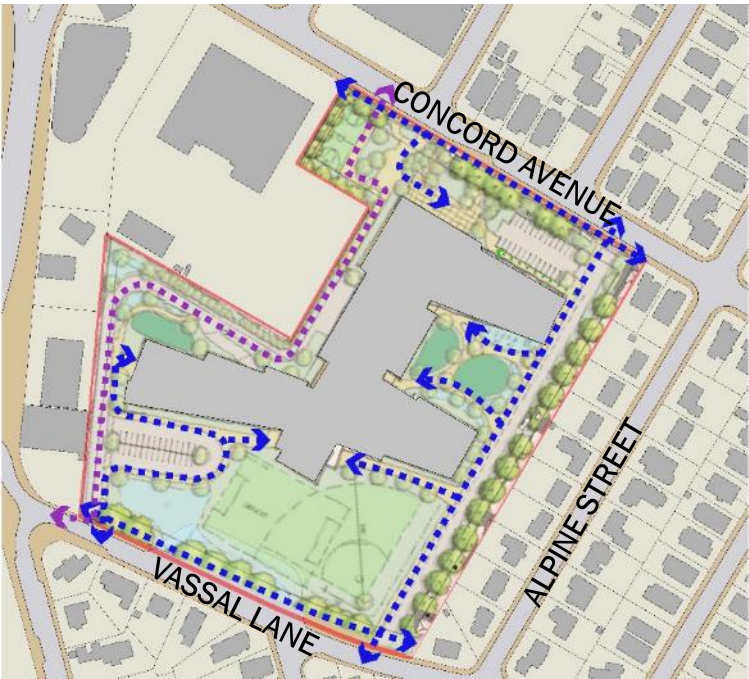
- GYMNASIUM
- CAFETERIA
- AUDITORIUM

SITE CIRCULATION

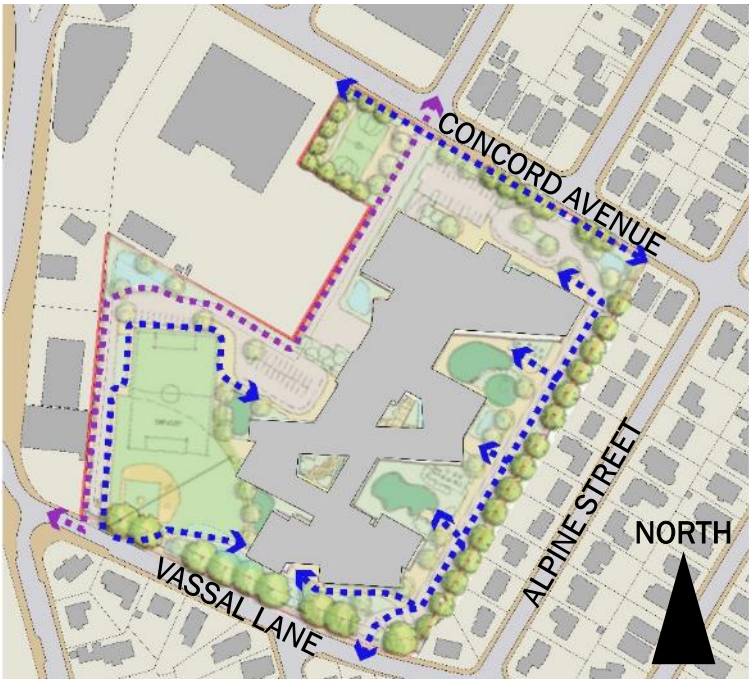
PEDESTRIAN / BICYCLE



RENOVATION / ADDITION



WINGS



PAVILIONS

-  BICYCLE
-  PEDESTRIAN

SITE CIRCULATION

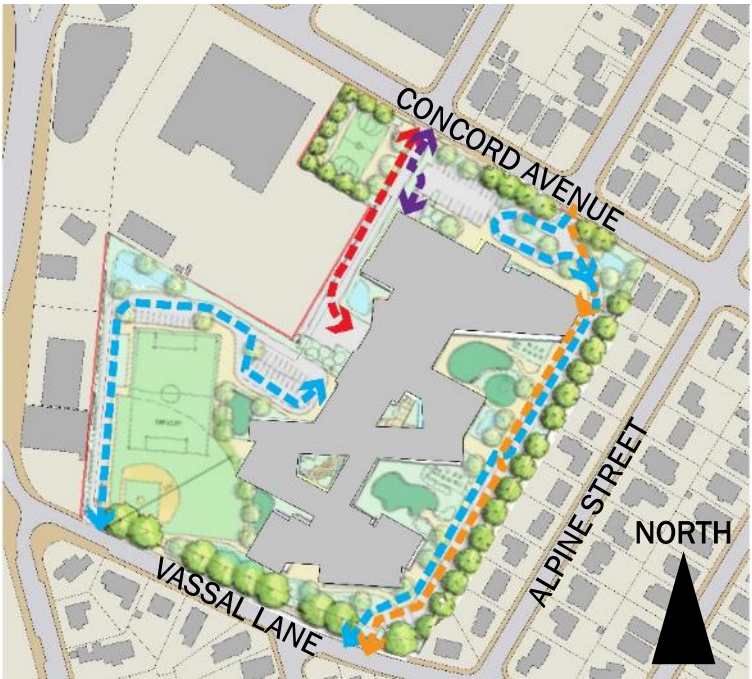
VEHICULAR



RENOVATION / ADDITION



WINGS



PAVILIONS

- PARENT DROP OFF
- SERVICE
- BUSES
- STAFF

PICK-UP PARKING

AFTERNOON PEAK



EXISTING CONDITION

PICK-UP PARKING

AFTERNOON PEAK

RENOVATION / ADDITION



WINGS



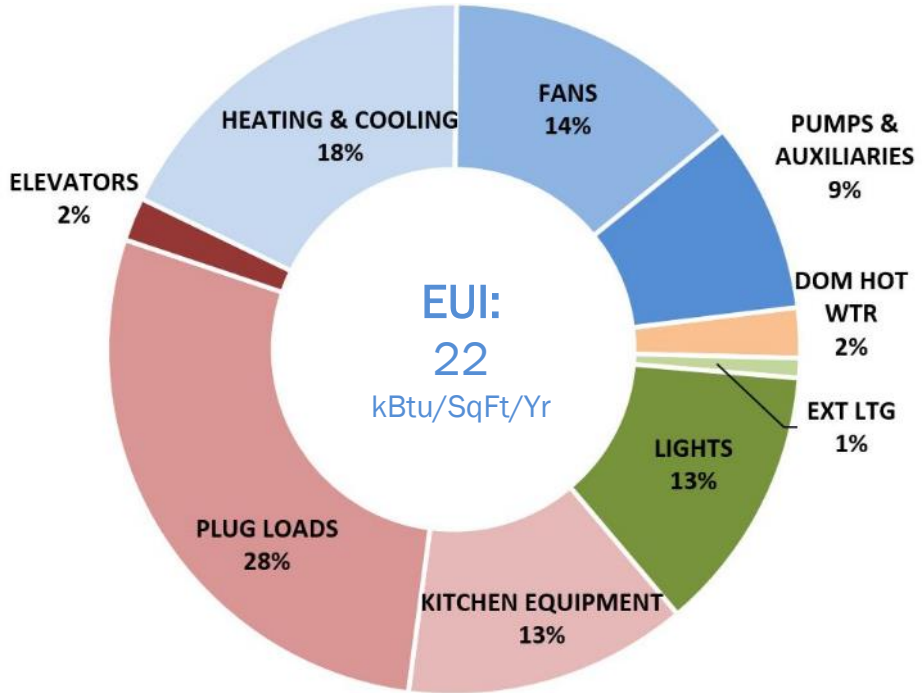
PAVILIONS



EXISTING CONDITION

SUSTAINABILITY STUDIES

ENERGY LOAD – CAMBRIDGE SCHOOL



Annual End-Use Breakdown by Energy Consumption (MMBtu)

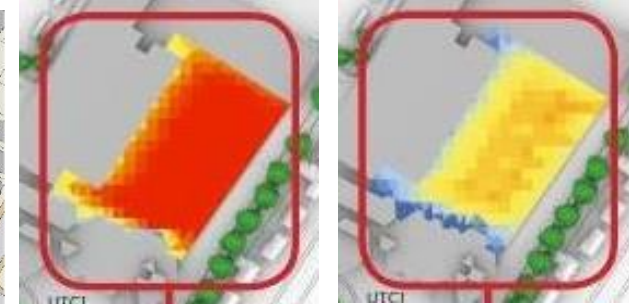
PHOTOVOLTAIC POTENTIAL



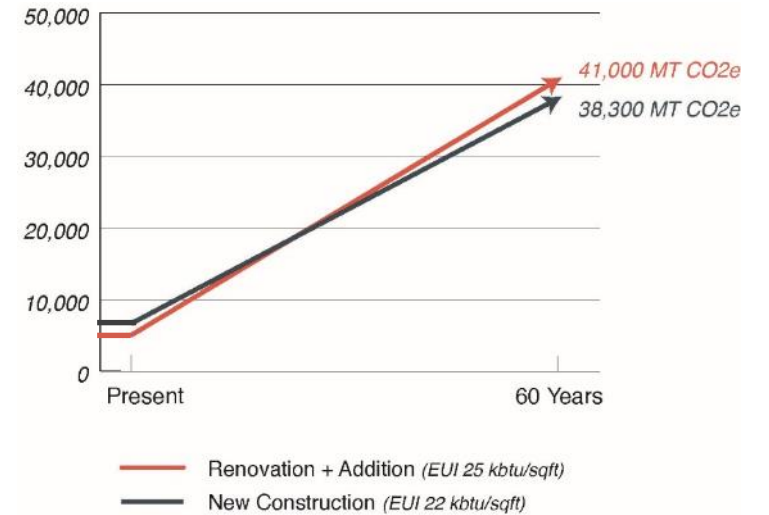
90,000 SF
PV Panel Area to Meet Energy Needs on Site

110,000 SF
Ave Building Footprint

OUTDOOR COMFORT



CARBON FOOTPRINT



NEXT STEPS



LOOK AHEAD

December 2019

Preferred option selected

January 2020

Community Meeting

February 2020

Feasibility Study Complete

March 2020

Begin Schematic Design



COMMUNITY CONVERSATION

BREAK-OUT GROUPS

1. Design and School Programming
2. Construction & Neighborhood Issues
 - *Includes soil management*
3. Traffic and Parking
4. Parks, Playgrounds, and Landscaping
5. Sustainability and Resilience
6. Other Ideas and Concerns



HUMAN BY DESIGN- PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	3/12/2020	
Project Name	Tobin Montessori Vassal Lane Upper Schools	
Project Number	79130	
Subject	City of Cambridge Roundtable	
Meeting Location	City Hall, Sullivan Chamber	
Meeting Date	12/2/2019	
Prepared By	Dan Arons	d.arons@perkinseastman.com
	T: 617-449-4037	
Participants	Cambridge City Council Cambridge School Committee City of Cambridge: Louis DePasquale, Lisa Peterson, Brendon Roy, Michael Black CPS: James Maloney, Daniel Coplon-Newfield, Jamie Frost DHSP: Ellen Semonoff Perkins Eastman: Carolyn Day, Dan Arons, Sean O'Donnell, Dan Colli	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Project Status	<ul style="list-style-type: none"> ▪ No decisions have been made about the school massing ▪ Three elements of the project are school, community program, and open space ▪ Community Meetings have been held along with involvement of 70+ stakeholders ▪ Community Meeting on 11/13/2019 included 3 options, which will be presented here tonight ▪ Public comments will be open through December 15th ▪ Another Community Meeting will be held in January 2020 ▪ A Preferred Alternative will be selected at the end of January ▪ Feasibility Study will be completed before Schematic Design begins.
1.2	Open Space	<ul style="list-style-type: none"> ▪ 9.1 Acre site ▪ 6.6 Acres of open area ▪ 5± Acres of protected, dedicated Article 97 Open Space ▪ Options provide 5.2 to 5.4 acres of open area

1.3	Program	<ul style="list-style-type: none"> ▪ Preschool includes 8 classrooms ▪ Preschool currently is distributed and in temporary locations Preschool program is in flux – question of 3 year olds, 4 year olds, or mixed. City is evaluating increasing preschool services (as described in the preceding meeting this evening ▪ ASD will be cycling up to Upper School, so need there is predetermined ▪ Special Start includes 4 classrooms ▪ Many Montessori children ▪ VLUS capacity from 300 to 450 students
1.4	Feeder Schools	<ul style="list-style-type: none"> ▪ Haggerty School now has a cap of 14 students/classrooms – lowest in City ▪ Haggerty feeds VLUS and cap is related to VLUS capacity ▪ City intent is to keep student cohorts together from Lower to Upper School
1.5	Massing	<ul style="list-style-type: none"> ▪ In January 2020, we expect to stack program higher to increase open space ▪ City is evaluating increasing the amount of underground parking to allow additional open space
1.6	Comments	<ul style="list-style-type: none"> ▪ Concern over “doubling the number of students without a complete inventory” ▪ “One field is not enough” ▪ “Consider a parking lot for preschool” ▪ “All parking underground should be considered” ▪ “Need to provide/make capacity now” ▪ “Must consider the City as a whole, the District as a whole, not just this site/school/park”

cc: Attendees; City, CPS, DHSP, and city consultants via Brendon Roy, Michael Black; Design Team

Attachments: Presentation

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

12/02/2019

PERKINS —
EASTMAN

Human by Design

CITY COUNCIL / SCHOOL COMMITTEE ROUND TABLE



AGENDA

02 DECEMBER 2019

7:30 - 7:50 p.m.

Introductions

Presentation

- Program
- Goals and Principles
- Option Drivers
- Design Options
- Option Comparison
- Look Ahead

7:50 - 8:30 p.m.

Discussion



PROJECT ELEMENTS

Program

- Tobin Montessori School
- Vassal Lane Upper School
- Self-Contained Special Education
- Special Start
- Preschool & Community School

Performance

- Net Zero Emissions

Site

- Soil Management
- Municipal Storm Water
- Sports Fields & Playgrounds



WHAT WE HEARD

APRIL COMMUNITY MEETING FEEDBACK



PROGRAM



PROGRAM CAPACITY

MAXIMUM NUMBER OF STUDENTS (UPDATED 12/02/2019)

PROGRAM	GRADES	EXISTING	PROPOSED
Human Services Preschool	PreK		160
Tobin School			
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Special Start	PreK	14	75
*Substantially Sub Separate Special Ed	K – 5 th		40
Vassal Lane Upper School			
General Program	6 th – 8 th	300	450
*Sheltered English Immersion	6 th – 8 th	75	75
*Substantially Sub Separate Special Ed	6 th – 8 th	24	48
All Programs		725	1,184

*Note: In reality the Substantially Sub Separate Special Ed Students and the Sheltered English Immersion Students are not additive. They will almost always be in the 450 due to the need to schedule and mainstream with the general population. These students do, however, need program homerooms which appears to inflate the total capacity.



PROGRAM ELEMENTS

COMMUNITY AND DISTRICT-WIDE

- Auditorium
- Gyms
- Assembly Spaces

- Science Department
- Office of Student Services --
offices and testing center
- Storage and Shop

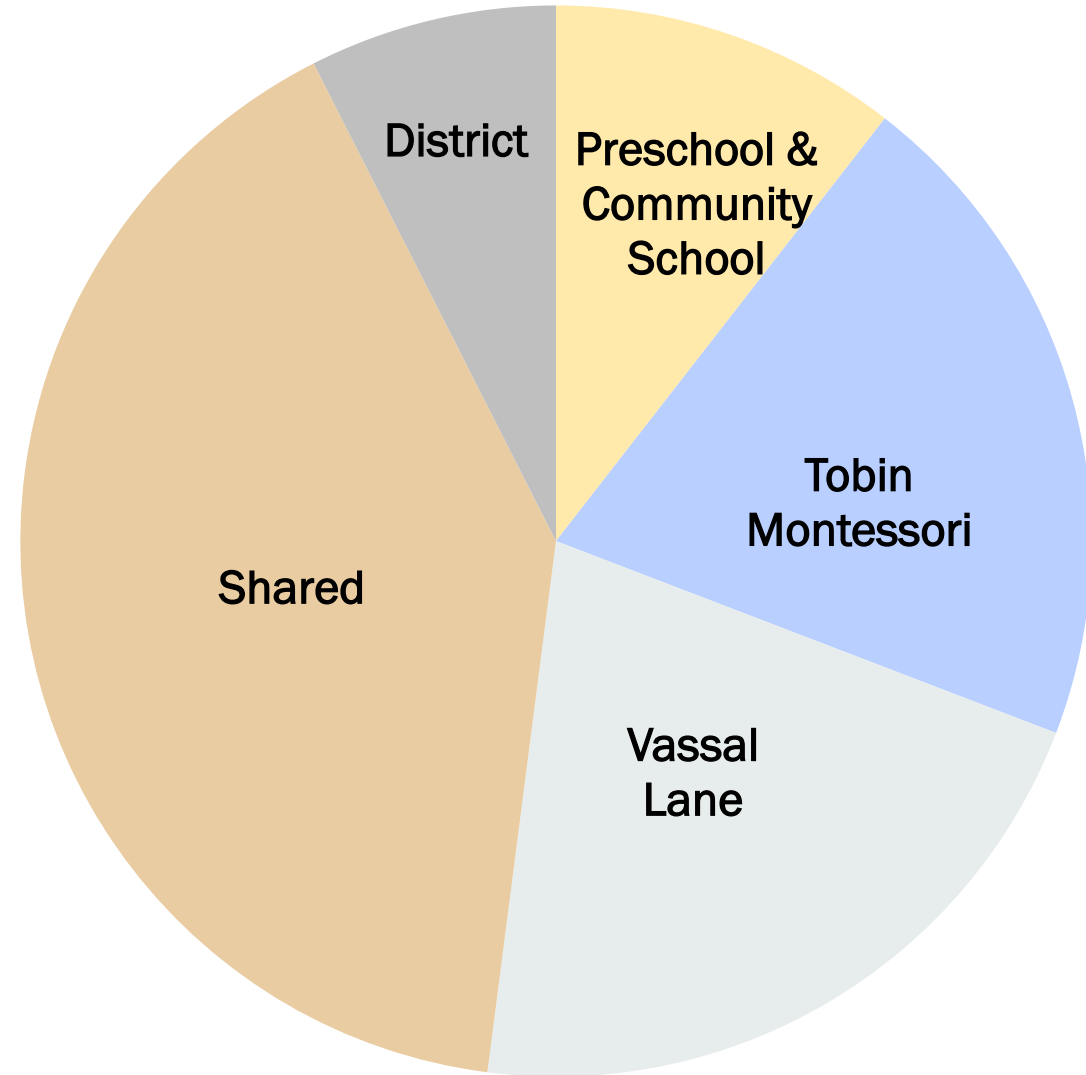




FACILITY SPACE PROGRAM

AREA COMPARISON

PROGRAM	EXISTING GSF	PROPOSED GSF
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OUTDOOR PROGRAM

PROGRAM ON-GRADE

- Playgrounds
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- Bicycle Connection
- Emergency Vehicle Access
- Tree Protection



SITE INFRASTRUCTURE

- 1.25 Million Gallon Storm Water Tank
- Bioswales and Rain Gardens
- Solar Panels
- Geothermal Wells (if used)
- Parking and Circulation



2070 Storm Surge and Precipitation Flooding

GOALS & PRINCIPLES



DESIGN GOALS



Provide a campus respectful of neighborhood and traffic impacts, providing public open space amenities



Include regional, local, and on-site storm water management with a building above the future flood plain



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EDUCATION DESIGN PRINCIPLES



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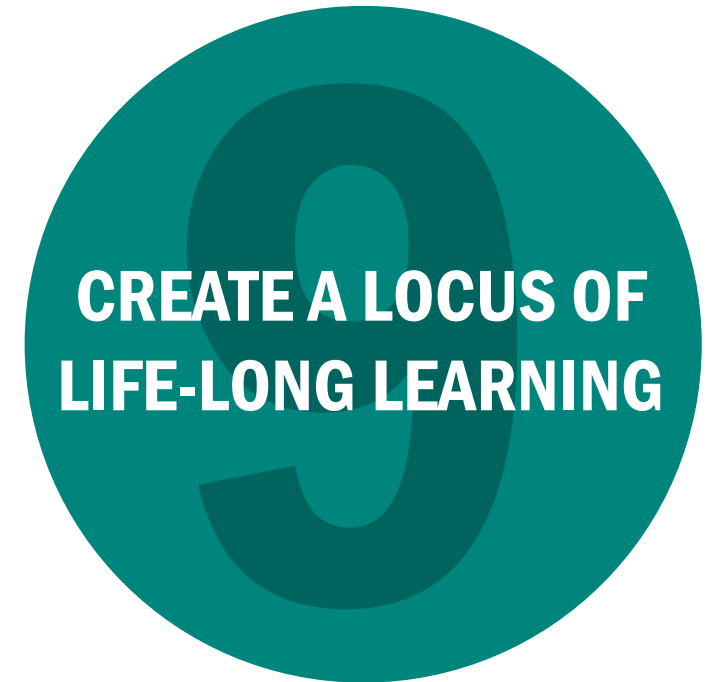
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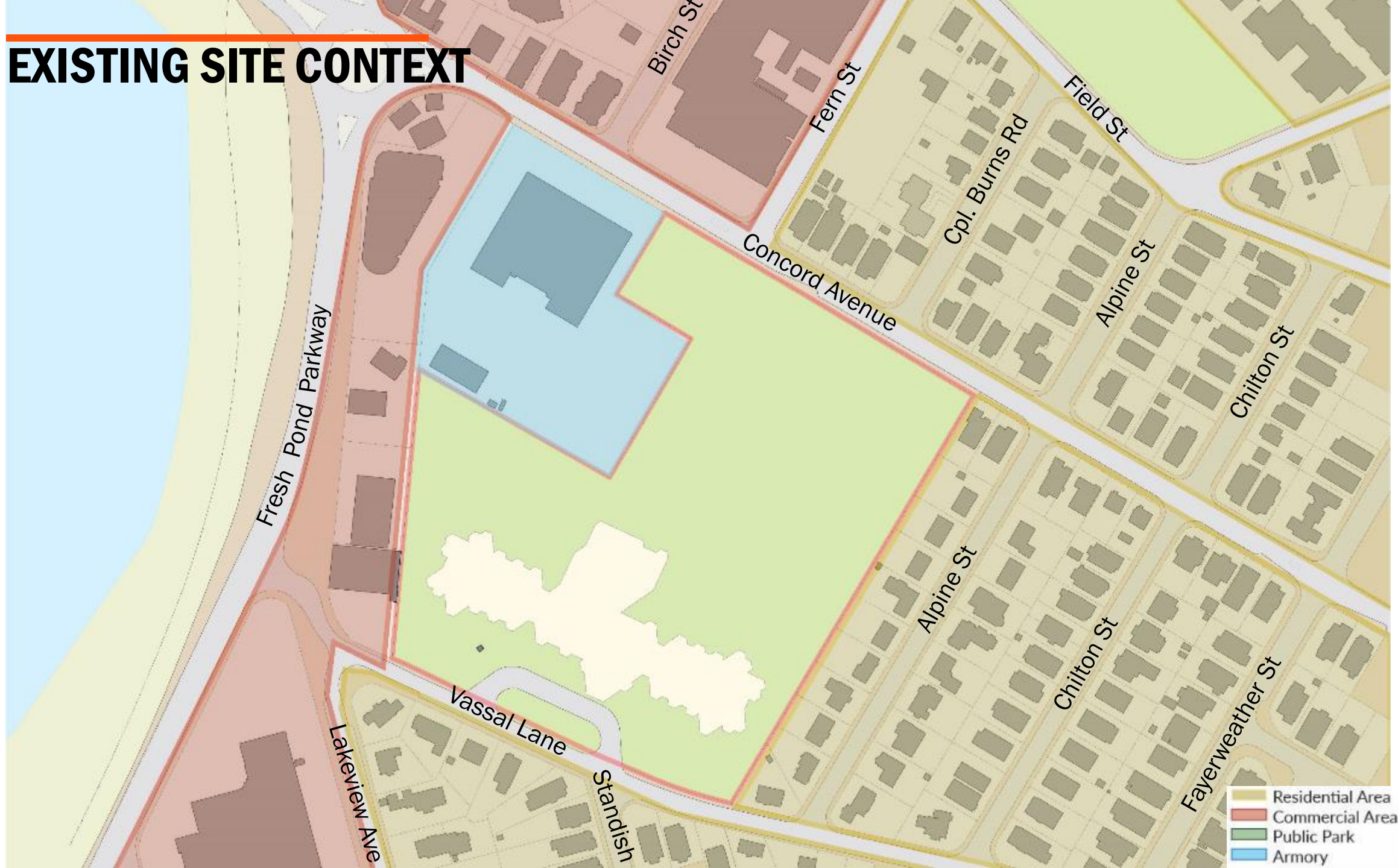


Create a locus for students and teachers, and support professional development for teachers on- and off-site

OPTION DRIVERS



EXISTING SITE CONTEXT



- Residential Area
- Commercial Area
- Public Park
- Armory



SITE UNDERSTANDING



VALUABLE TREES

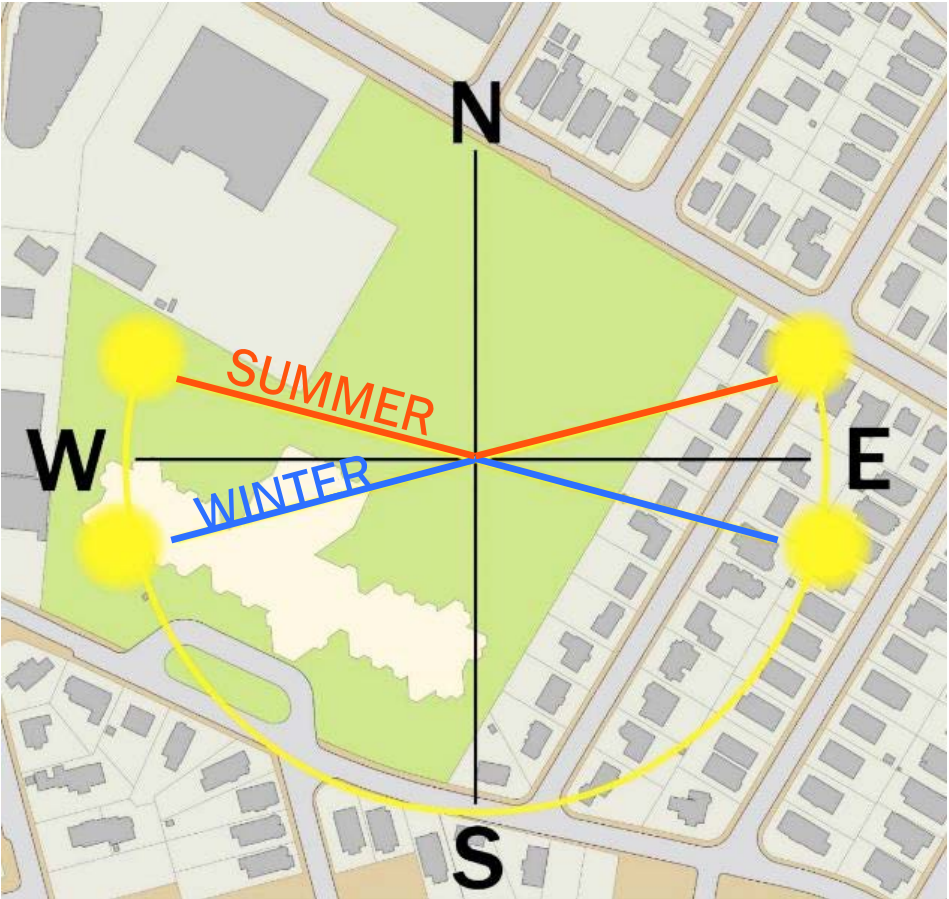


ACCESS AND PARKING

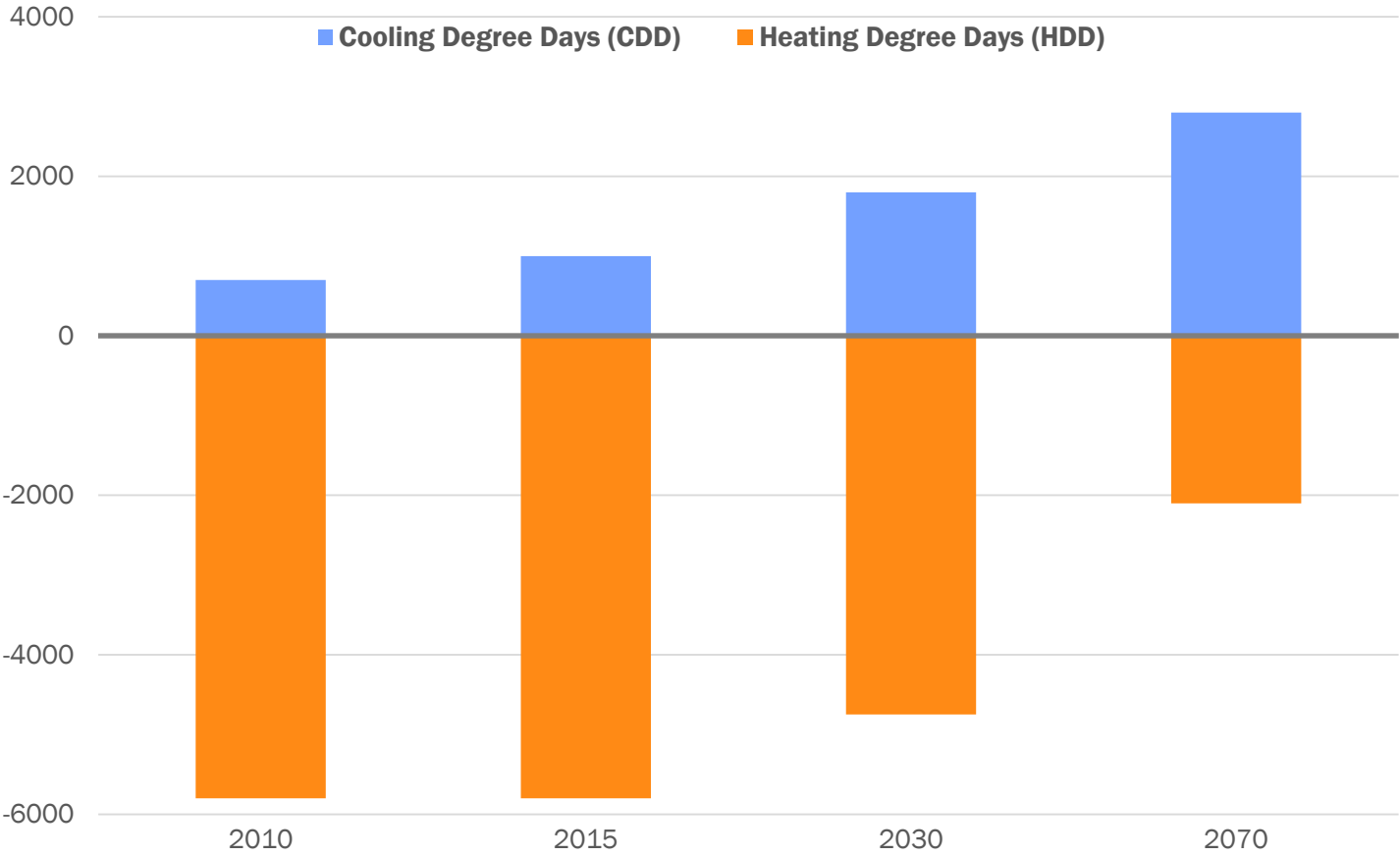


OPTIMAL MASSING FOR NEIGHBORHOOD

CLIMATE RESPONSIVENESS

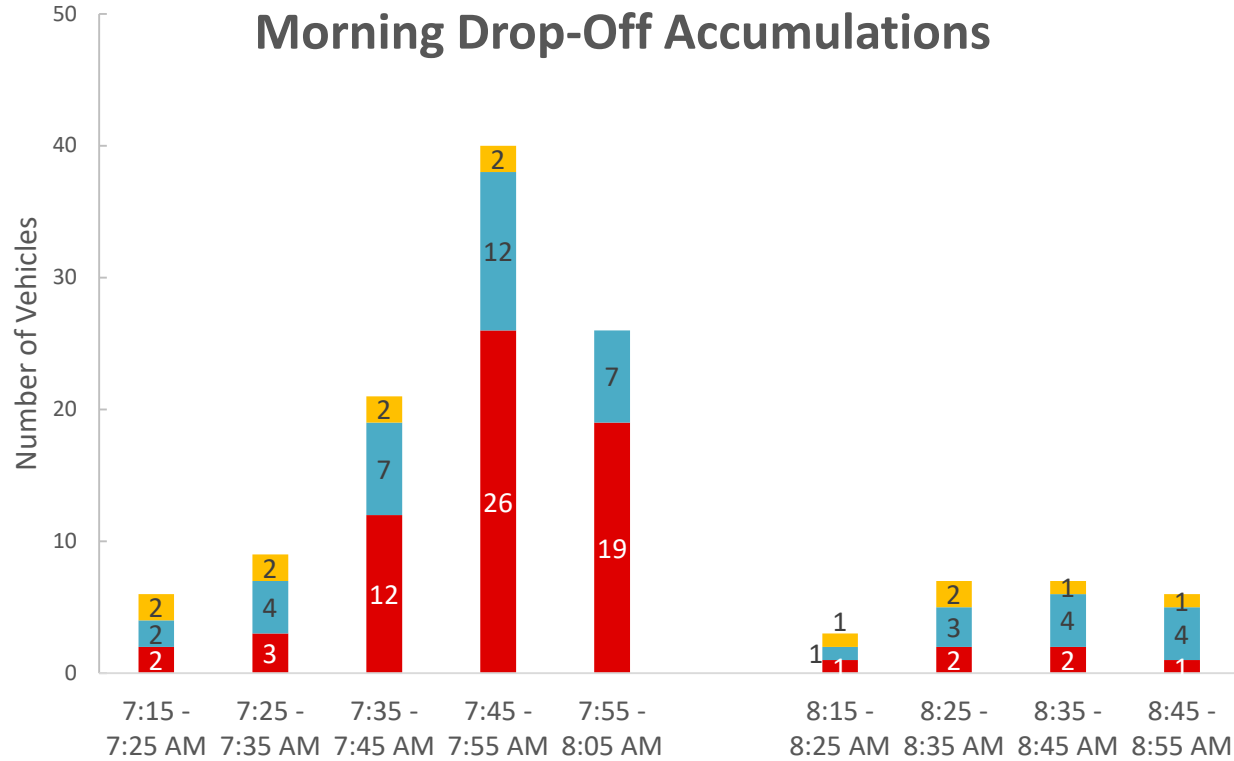


Energy Use in Buildings Shifting - More Cooling, Less Heating



EXISTING TRAFFIC VOLUMES

Morning Drop-Off Accumulations

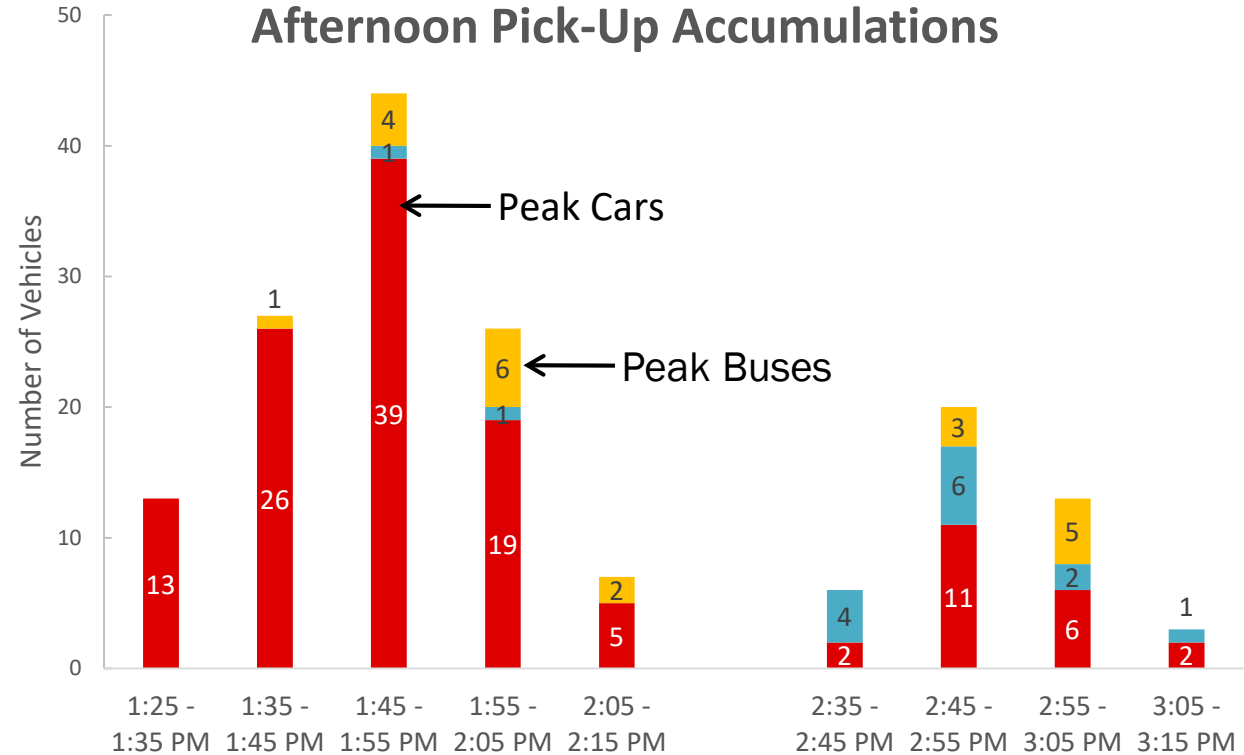


Tobin Montessori

Vassal Lane

■ Drop-Offs On Street ■ Drop-Offs In Circle ■ Buses in Circle

Afternoon Pick-Up Accumulations



Tobin Montessori

Vassal Lane

■ Pick-Ups on Street ■ Pick-Ups in Circle ■ Buses in Circle

EXISTING SOUND LEVELS

Ambient Sound Survey (Current)

- Sources are traffic and human activity
- Levels are within city ordinance limits

Nighttime: <50 dBA

Daytime: <60 dBA

- Measured Levels

① 37-46 dBA

② 42-57 dBA

③ 46-59 dBA



EXISTING BUILDING

Concrete Structure

Concrete Block Infill

Limited Windows, Views

Angular Rooms

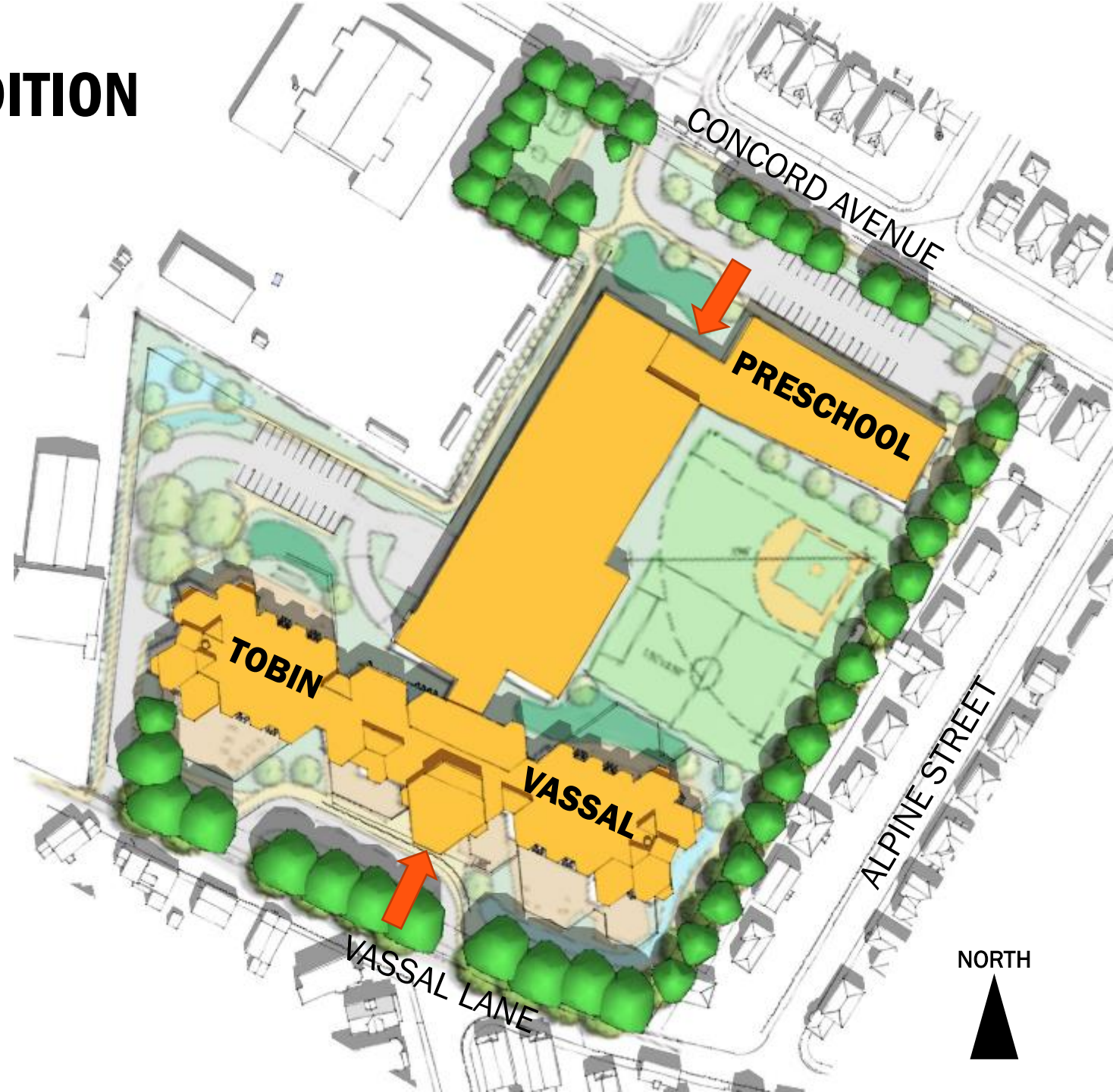
Aged Systems and Finishes

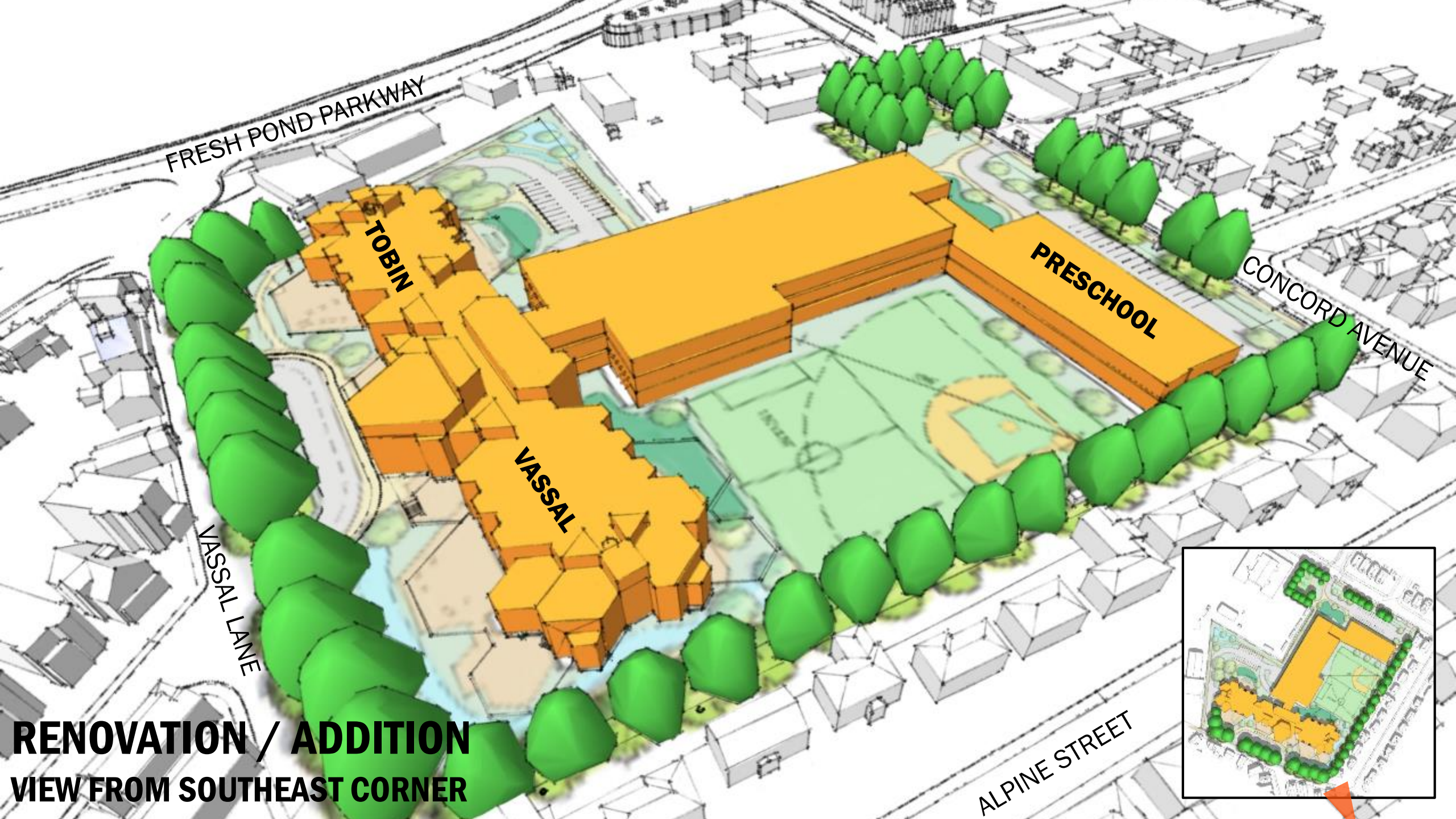


OPTION 1: RENOVATION / ADDITION

GYM REMOVED, ADDITION TO NORTH

- Re-uses Existing Building
- Buses on Vassal Lane
- Cars on Concord Ave
- Service and Parking at Site Interior
- Playing Fields on East Side





FRESH POND PARKWAY

TOBIN

VASSAL

PRESCHOOL

CONCORD AVENUE

VASSAL LANE

ALPINE STREET

RENOVATION / ADDITION
VIEW FROM SOUTHEAST CORNER



OPTION 2: WINGS

BUILDING ORIENTED AROUND A COURTYARD

- All New Building
- On-site Drive Aisle for Buses and Cars
- Service and Parking at Site Interior
- Playing Fields on South Side





FRESH POND PARKWAY

PRESCHOOL

TOBIN

VASSAL

CONCORD AVENUE

VASSAL LANE

ALPINE STREET

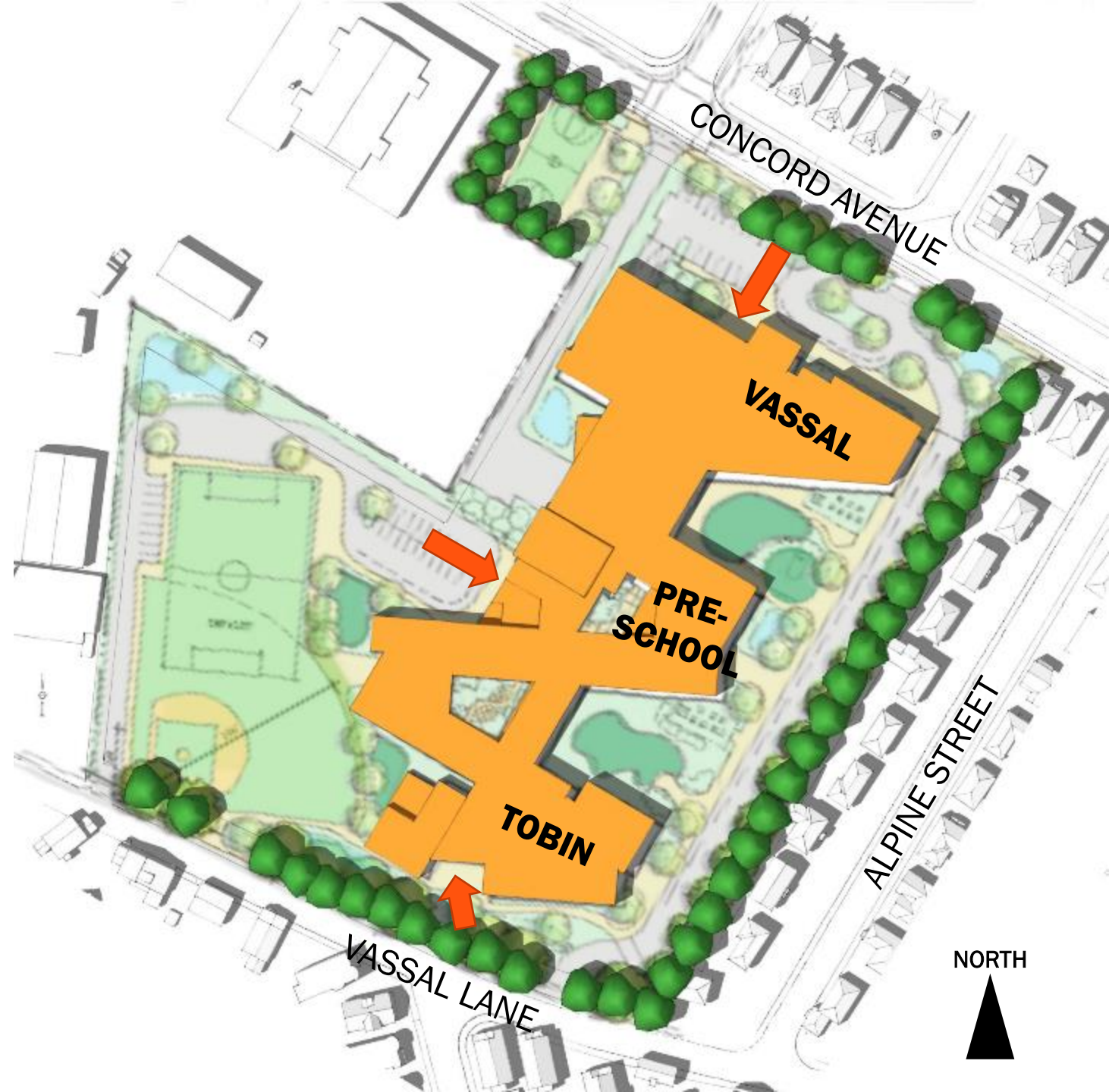
WINGS
VIEW FROM SOUTHEAST CORNER

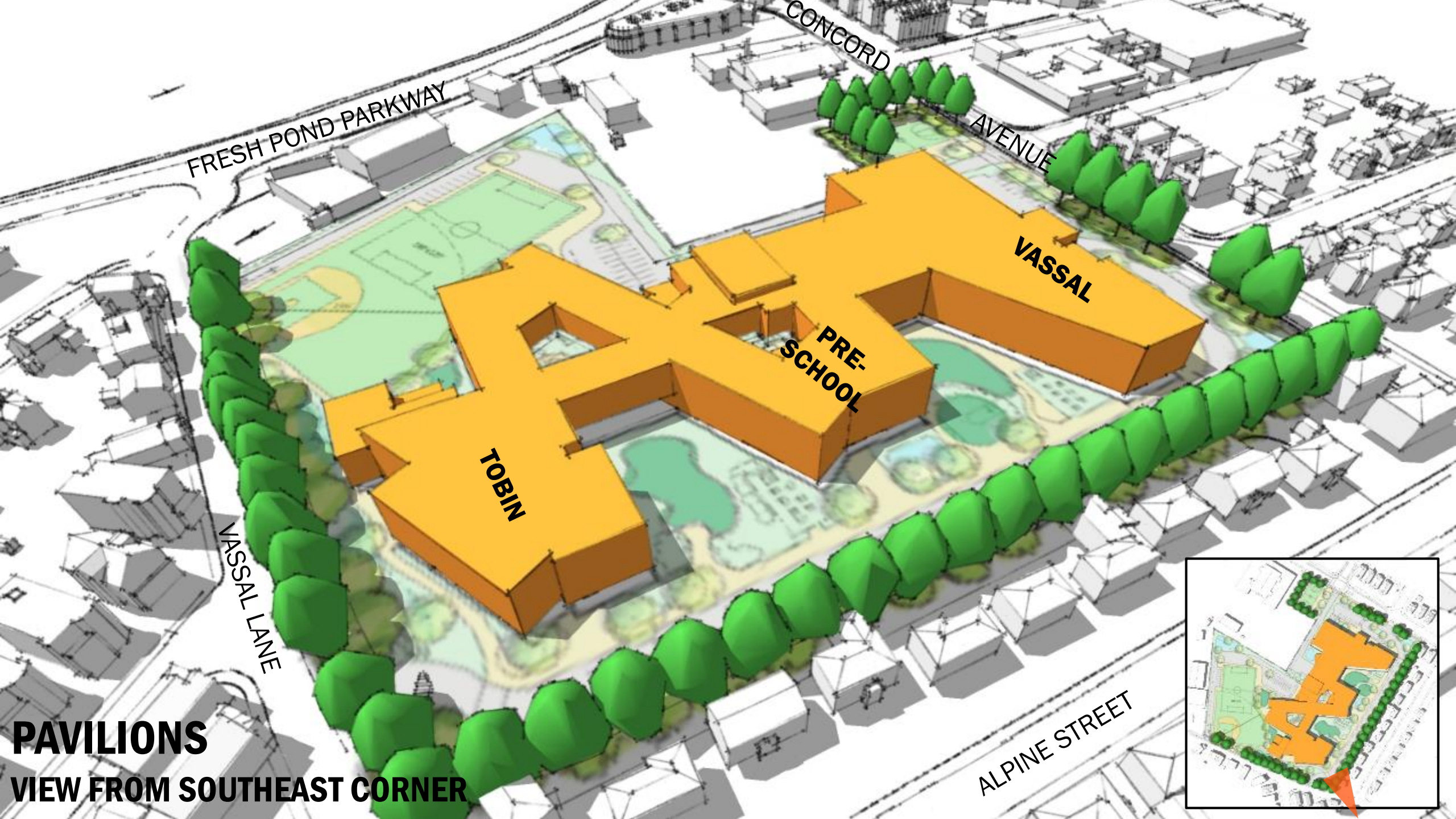


OPTION 3: PAVILIONS

SCHOOLS CONNECTED BY COMMON SPACE

- All New Building
- On-site Drive Aisle for Buses and Cars
- Service and Parking at Site Interior
- Playing Fields on West Side





FRESH POND PARKWAY

CONCORD AVENUE

CONCORD AVENUE

VASSAL

PRE-SCHOOL

TOBIN

VASSAL LANE

ALPINE STREET



PAVILIONS
VIEW FROM SOUTHEAST CORNER

OPTION COMPARISON



RENOVATION / ADDITION



WINGS



PAVILIONS

FRONTAGE

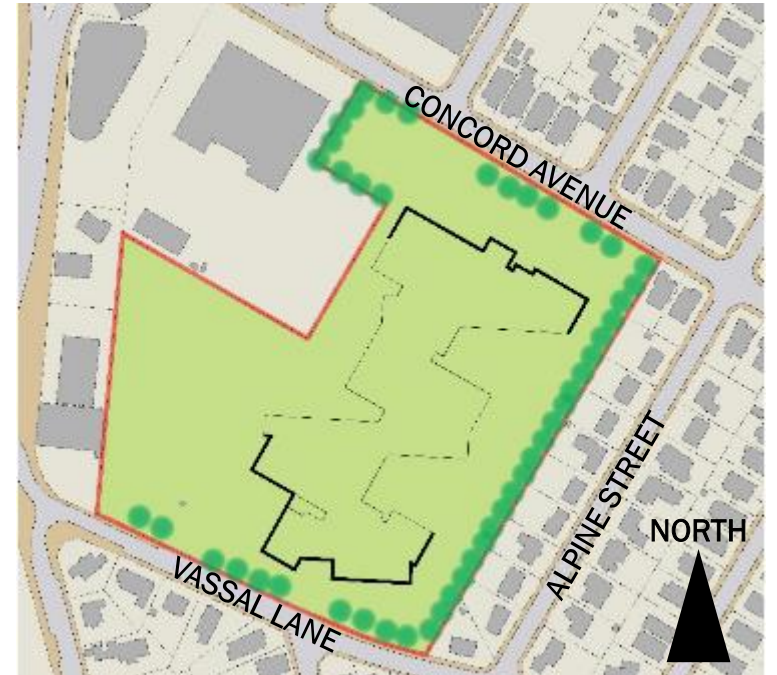
COMMUNITY PRESENCE



RENOVATION / ADDITION



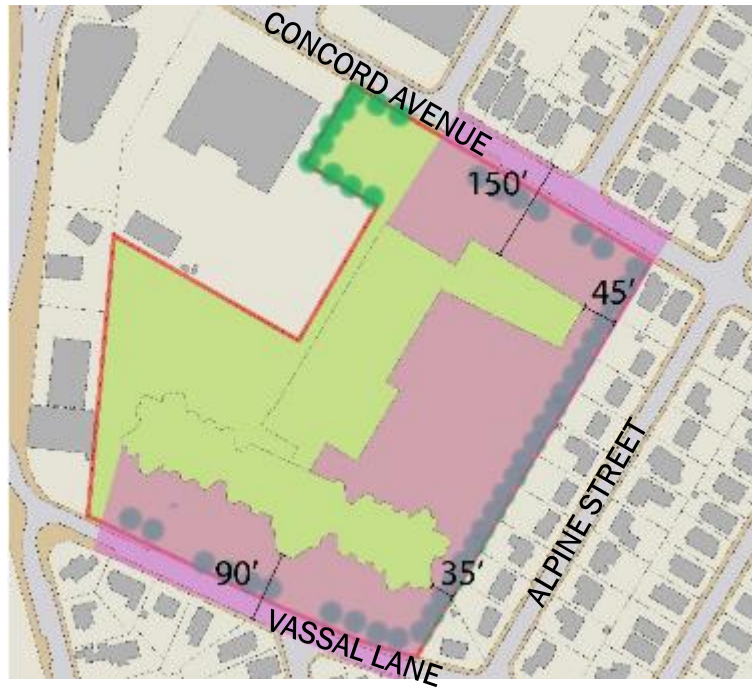
WINGS



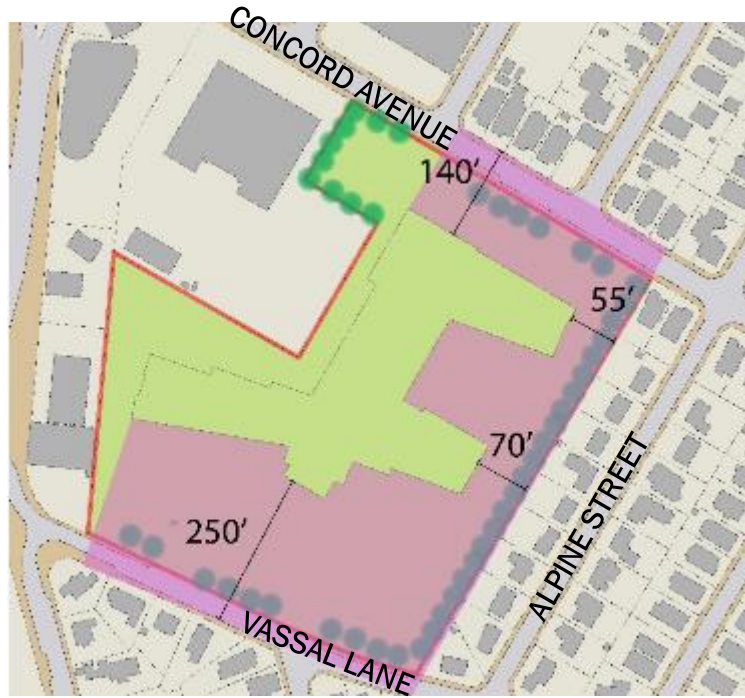
PAVILIONS

SETBACK

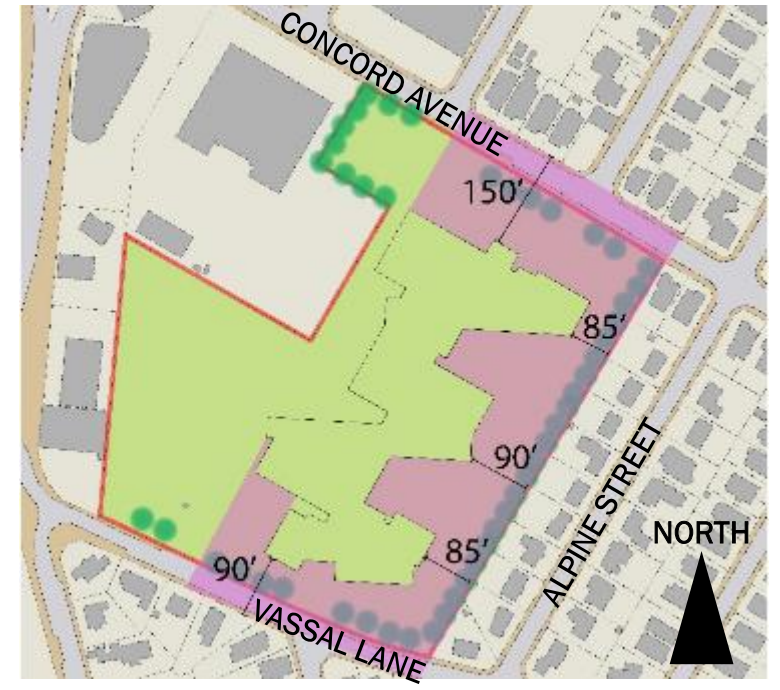
COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



PAVILIONS

OPEN SPACE



RENOVATION ADDITION: 5.4 ACRES



WINGS: 5.4 ACRES



PAVILIONS: 5.2 ACRES

GOAL = 5 ACRES PROTECTED

MASSING



RENOVATION / ADDITION



WINGS



PAVILIONS

3 story 2 story 1 story

COMMUNITY SPACE

COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS

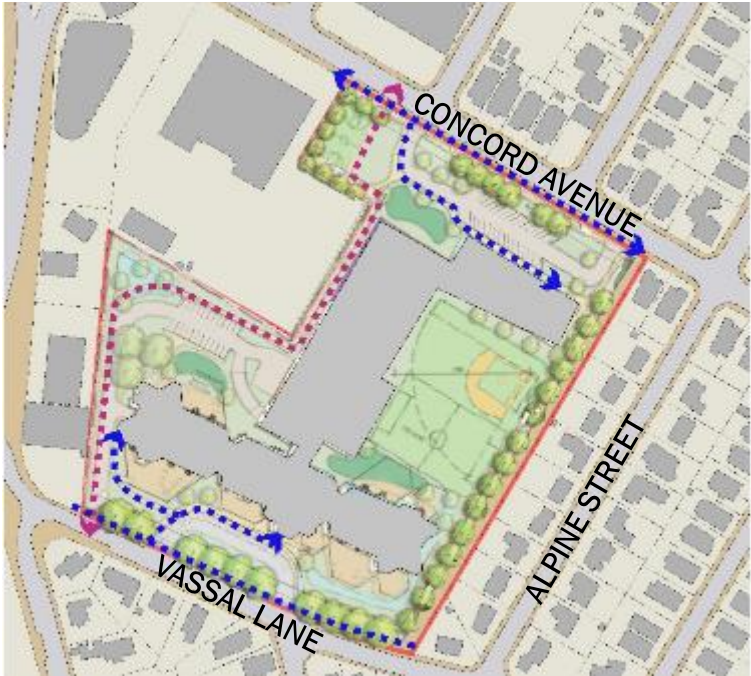


PAVILIONS

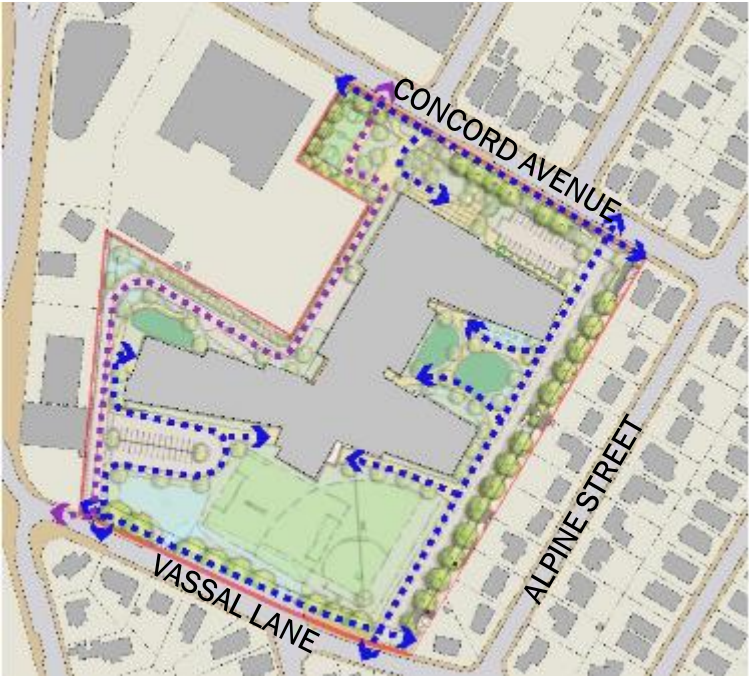
- GYMNASIUM
- CAFETERIA
- AUDITORIUM

SITE CIRCULATION

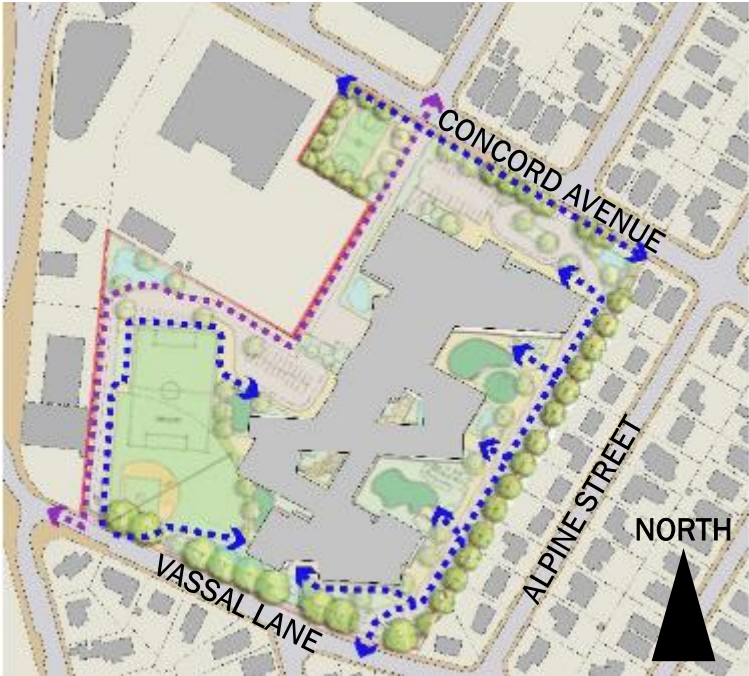
PEDESTRIAN / BICYCLE



RENOVATION / ADDITION



WINGS

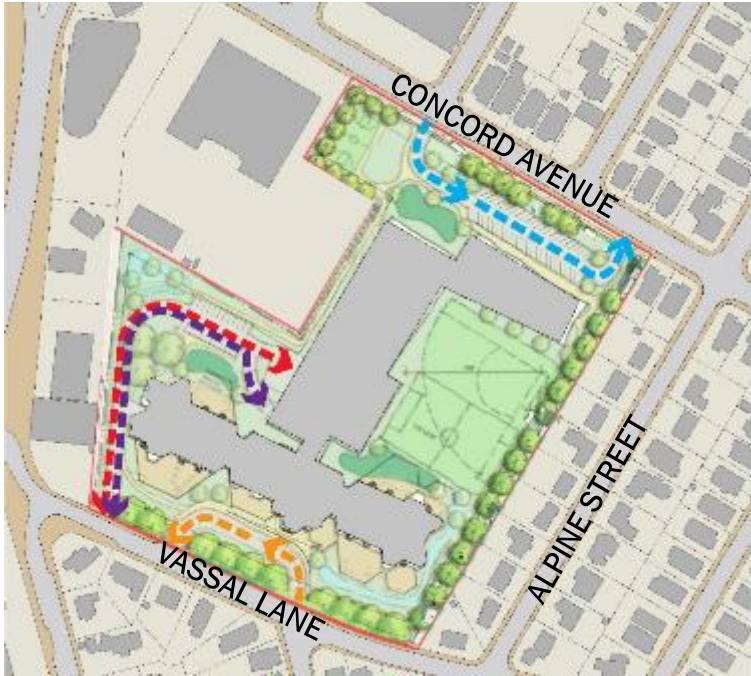


PAVILIONS

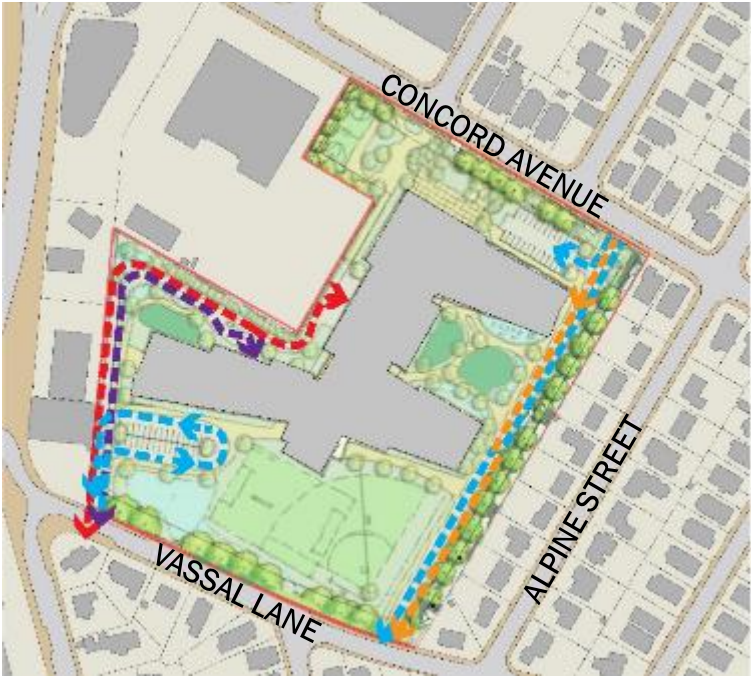
-  BICYCLE
-  PEDESTRIAN

SITE CIRCULATION

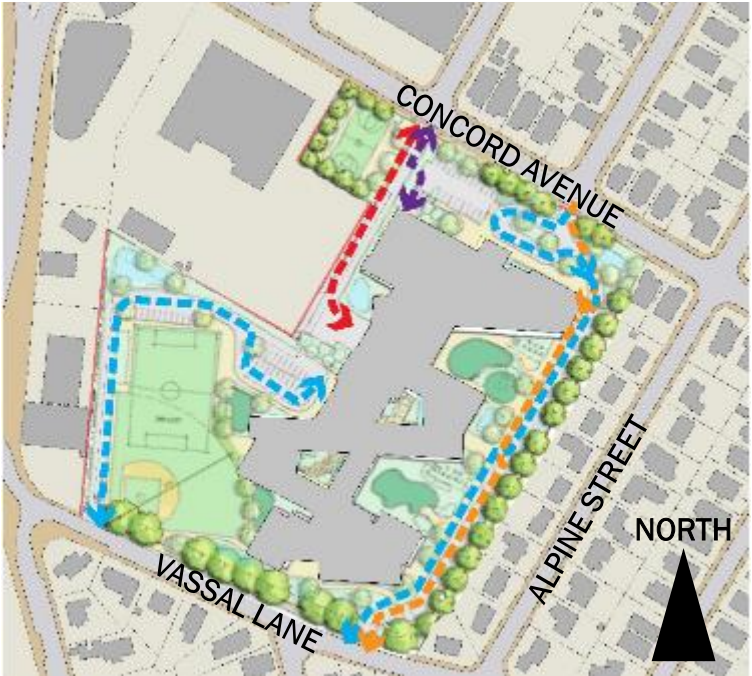
VEHICULAR



RENOVATION / ADDITION



WINGS



PAVILIONS

-  PARENT DROP OFF
-  SERVICE
-  BUSES
-  STAFF

PICK-UP PARKING

AFTERNOON PEAK



EXISTING CONDITION

PICK-UP PARKING

AFTERNOON PEAK

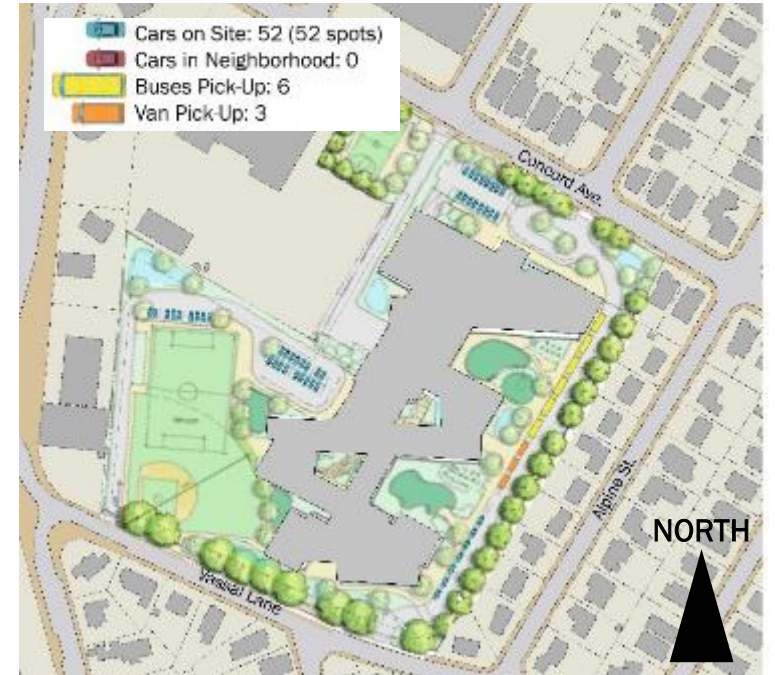
RENOVATION / ADDITION



WINGS



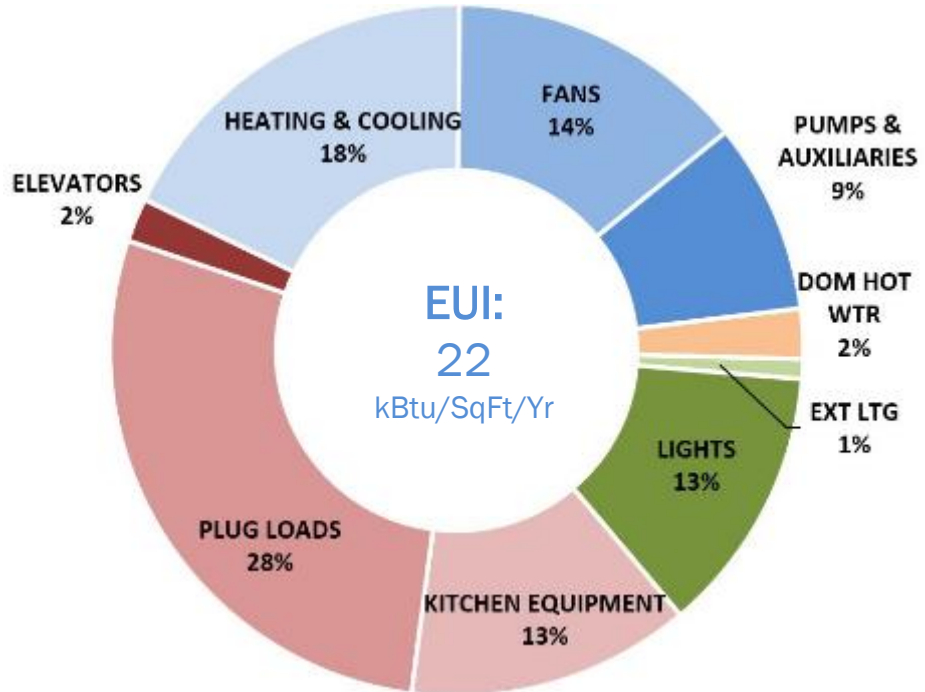
PAVILIONS



EXISTING CONDITION

SUSTAINABILITY STUDIES

ENERGY LOAD – CAMBRIDGE SCHOOL



Annual End-Use Breakdown by Energy Consumption (MMBtu)

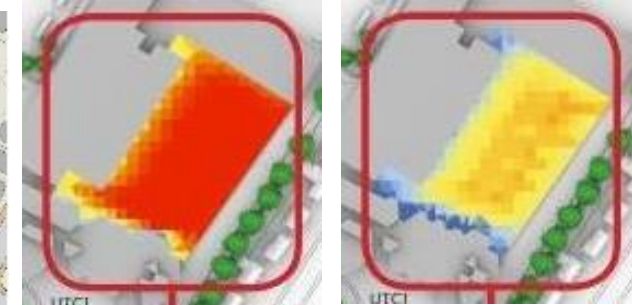
PHOTOVOLTAIC POTENTIAL



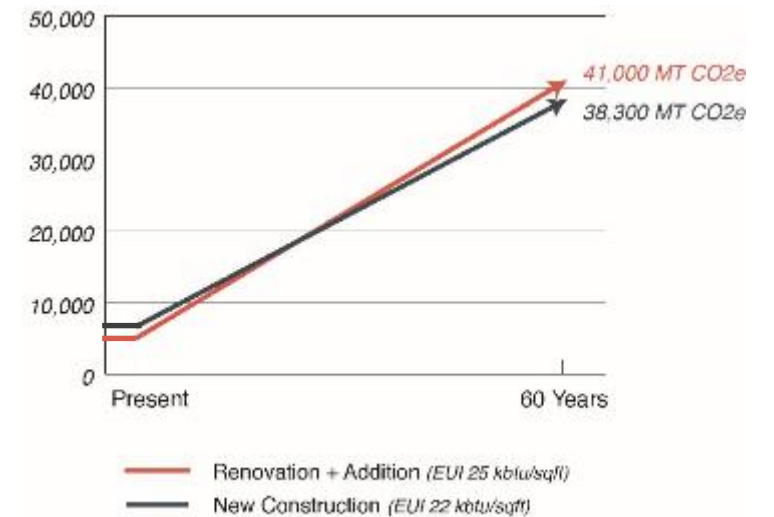
95,000 SF
PV Panel Area to Meet Energy Needs on Site

110,000 SF
Ave Building Footprint

OUTDOOR COMFORT



CARBON FOOTPRINT



NEXT STEPS



LOOK AHEAD

December 2019

Stakeholder and Community Meetings

January 2020

Preferred Option Selected

February 2020

Stakeholder Meetings

March 2020

Feasibility Study Complete



HUMAN BY DESIGN- PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	1/22/2020	
Project Name	Tobin Montessori Vassal Lane Upper Schools	
Project Number	79130	
Subject	Neighborhood Meeting	
Meeting Location	Cambridge City Hall – Ackerman Room	
Meeting Date	1/8/2020	
Prepared By	Carmen Torres	c.torres@perkinseastman.com
	T: 617-449-4026	
Participants	<p>Community Members (see sign-in sheet) City of Cambridge: Louis DePasquale, Lisa Peterson, Brendon Roy Perkins Eastman (PE): Carolyn Day, Dan Arons, Omar Calderon, Emily Hunter, Carmen Torres Traverse Landscape Architects: Kris Bradner Vanesse Hangen Brustlin (VHB): Sean Manning</p>	

NEW BUSINESS		NOTES
1	Introduction	<ul style="list-style-type: none"> City Manager welcomed all attendees, noting that the priority of this meeting was listening to the Neighbors' concerns. Introductions of all community attendees, City representatives, Perkins Eastman, Traverse Landscape, VHB and WT Rich. Deputy City Manager welcoming stated that broader topics should be saved for the community meeting in Jan. 16th that that everyone can be part of those discussion, this meeting should be focused on specific concerns.
2	Program	<p>Neighbors noted that the school program is the key element that the community needs to have a detailed discussion about unanswered questions listed below before moving forward. The City acknowledge the need for clarity about the school program and noted that school representatives will be present at the upcoming community meeting in Jan. 16th to discuss the topic.</p> <p>The City and the design team are limited as to how much can be answered at the time because this topic was not on the agenda and no one from Cambridge Public Schools was in attendance at the meeting.</p> <p>The below concerns were voiced:</p> <ul style="list-style-type: none"> Program size

		<ul style="list-style-type: none"> ○ What program is being added to the existing school and why? <i>The City noted that this will be discussed at the upcoming community meeting.</i> ○ How many current DHSP preschool classrooms exist today and how many are housed in schools? ○ How is a school so big in size healthy for small children and special start students? ○ Need final decisions on the program before selecting a Preferred Option. <i>The City stated that a preferred option is needed for the feasibility study to continue with the process. Perkins Eastman noted that after the preferred option is selected, community feedback will be welcomed.</i> ● Alternative Options <ul style="list-style-type: none"> ○ What other options exists, if any, for the proposed program? <i>The City has been working with the school to reducing program, however, it may not be as much as the community hopes for.</i> ○ Has the City looked into placing some of the program in other locations outside of Tobin? If so, where? ○ Why can the feeder schools be a permanent location? ○ Is there another upper school or is this the last one? <i>The City expressed that they committed to 3 upper schools with the current feeder schools. There is an ongoing discussion about what the next steps should if a new 4th school is needed.</i> <p>The City expressed that the program exists because there is a clear need. The upcoming committee meeting on January 16th aims to give the community a better understanding about the program and answer many of these questions.</p>
<p>2.3</p>	<p>Open Area</p>	<p>Neighbors expressed concern about the lack of open area in the plans that were seen back in the November 13, 2019 community meeting. Majority agreed that the program’s size was the major issue that needed to be solved by relocation in order to keep all the existing open area. Perkins Eastman and Traverse Landscape presented the interim design options that were based on community comment feedback to the Neighbors, which answered some of the concerns</p> <p>Building placement on site</p> <ul style="list-style-type: none"> ● Neighbor expressed that we should not forget that this is a park that happens to have a school in it – not a “school campus” and that the community needs more open area, not less. <i>Interim options presented were influenced by the community comments and it is clear that open area is a top priority for the community.</i> ● Neighbor asked to preserve more open area why do we not place part of the building in the “arrow” (plan southwest) of the site towards the industrial side? Are you looking into a 4-story option? <i>The design team is working on the option that takes is 4-stories and places some of the building the industrial side as much as possible. There are challenges that limit the amount of program that can be moved, such as maintaining program’s needs, space adjacencies and optimum classroom daylighting.</i> ● Neighbor asked if green roof being considered? <i>All options presented will have area for green roof. This needs to be balanced with area for solar panels.</i> ● How big of a shadow do these options start casting? <i>The taller the building, the longer shadow the building will cast on the neighborhood. We are looking closely to shadow implications of each option.</i> <p>Redesign open area</p> <ul style="list-style-type: none"> ● Traverse Landscape clarified that each option showcases different vehicular circulation,

		<p>but solutions can be applied to any of the options. The rendered site plans are meant to illustrate how each option has stormwater management considerations, a variety of play areas for various ages, bike and pedestrian pathways, learning gardens and fields that do not overlap.</p> <ul style="list-style-type: none"> Neighbors noted that their vision of open area a continuous open area where they can see all children play at the same time. Allowing all parents that have children of various ages observe all their children by standing in one area. <i>Based on comments and feedback, the Renovation/Addition option has been substituted with a design called "Replacement" which offers contiguous open area. Neighbors acknowledge that it was a step in the right direction.</i> How the multi-use lane worked in option Wings R1 and Pavilions R1? Is it made out of permeable material? <i>The lane would only be available for bus drop-off and pick-up. The surface can be permeable. For most of the time, this lane would be a pedestrian only area that can be safe for children to use. Examples shown to illustrate it can be designed as fun and appealing to be in</i>
<p>2.4</p>	<p>Traffic & Parking</p>	<ul style="list-style-type: none"> Based on all community comments, the City agreed to underground parking knowing there are costs implications. All options moving forward include 100% underground parking to gain more open area. Site circulation options were presented. It was again noted these are independent from the building options. <p>Traffic Volume</p> <ul style="list-style-type: none"> Neighbors expressed concerns about bringing more staff and parents that need to drop off their kids into this particular site, consequently bringing more vehicular density. Can Concord Ave. handle the additional traffic? <i>VHB noted that after the Feasibility Study concludes, the next step is to conduct a full Traffic Impact Study. This helps inform the best traffic circulation for the site and can answer those types of questions.</i> Quantity of buses and vehicles were anticipated for this project and if the staffing and preschool drop off needs have been considered in these schemes. <i>A 12-hour circulation pattern, from when staff starts to arrive until when the afterschool programs are completed, is considered. This includes 6 buses, parent drop off and staff on-site parking needs.</i> Is placing the multi-use lane parallel to Alpine Street on west of the site under consideration? <i>Perkins Eastman noted that is still under consideration for the upcoming community meeting.</i>
<p>2.5</p>	<p>Process</p>	<ul style="list-style-type: none"> Concerns were raised regarding the program growth on the site without the community's input. Neighbors noted that all the proposed options overlap with the current site zoning allocated to the Callanan Park. In addition to Article 97 Open Space requirements. <i>The City understands that a special permission is required to move forward and the legal team is fully aware of the process ahead. A key element that is required to present the case is the Feasibility Report, which requires a Preferred Option selection to complete.</i>
<p>2.6</p>	<p>Next Steps</p>	<ul style="list-style-type: none"> Neighbors requested presentation material information before the meeting to give more time for the community to understand what is being presented. The City agreed to post the presentation on the project's website before the upcoming community meeting.

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 1/8/2020

Meeting Purpose: Neighborhood Meeting



		<ul style="list-style-type: none">• The City noted that the community is welcome to keep sending comments and will make them available on the project's website. Perkins Eastman added that this is an ongoing process and will do our best to implement the comments as they come in.• The next Community Meeting is scheduled for January 16th
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cc: Attendees; City, CPS, DHSP, and city consultants via Brendon Roy, Michael Black; Design Team via Carolyn Day

Attachments: Presentation

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 1/8/2020

Meeting Purpose: Neighborhood Meeting

**PERKINS —
EASTMAN**

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

01/08/2020

**PERKINS —
EASTMAN**

Human by Design

ALPINE STREET ABUTTERS

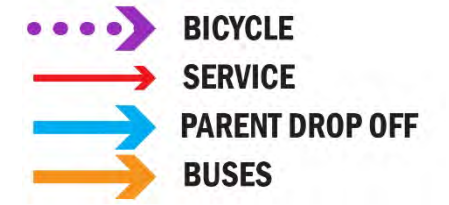


TRAFFIC & PARKING



SITE CIRCULATION - BUSES

OPTIONS



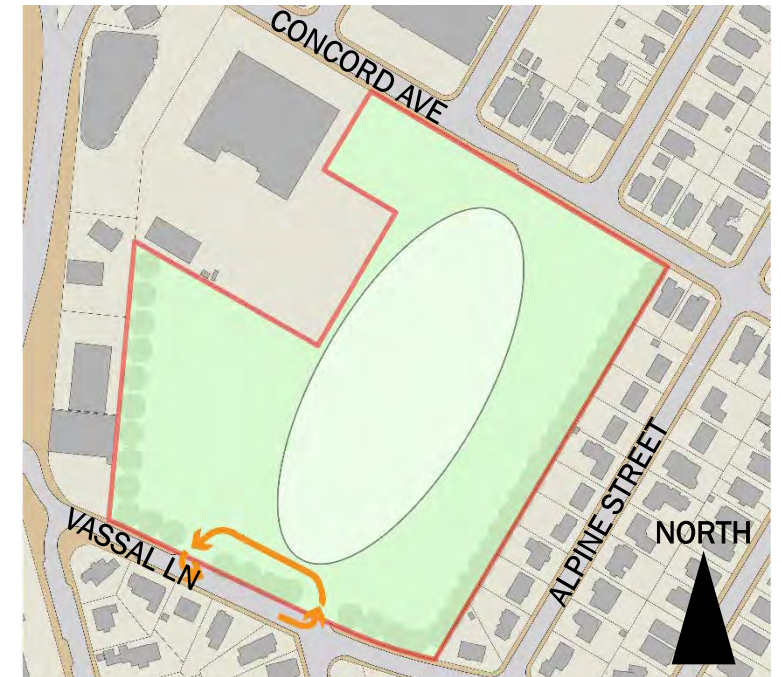
OPTION A

Enter on Concord
Shared use lane on East side of site
Exit on Vassal



OPTION B

Enter and Exit on Concord
Bus loop at North end of building

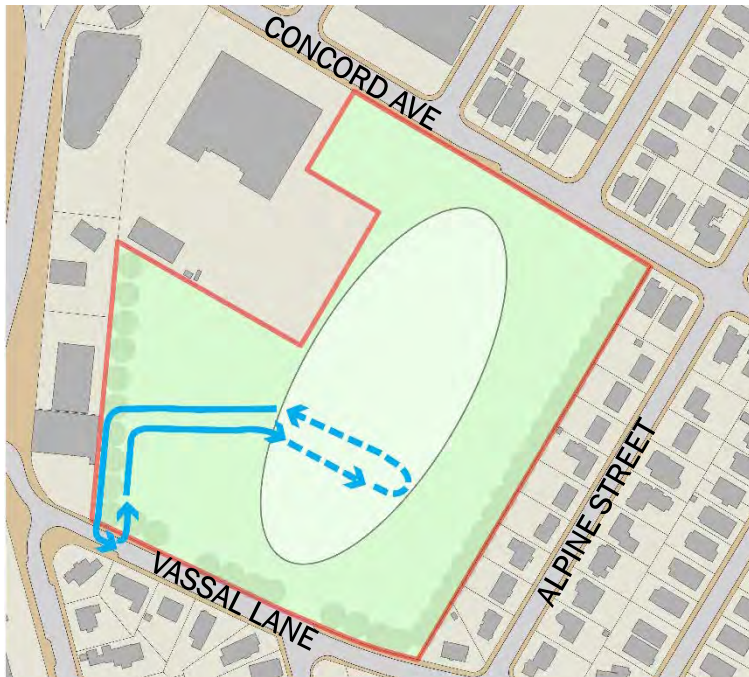
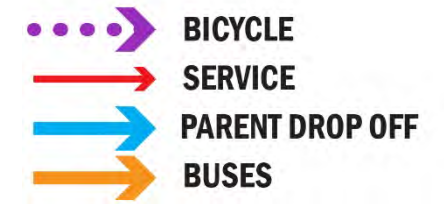


OPTION C

Enter and Exit on Vassal
Bus loop at South end of building

SITE CIRCULATION – PARENTS AND VISITORS

OPTIONS



OPTION A

Cars off Vassal Lane
Enter AND Exit at Southwest corner
Circulation below building



OPTION B

Cars off Vassal Lane
Enter at Southwest corner
Circulation below building
Exit at Southeast corner

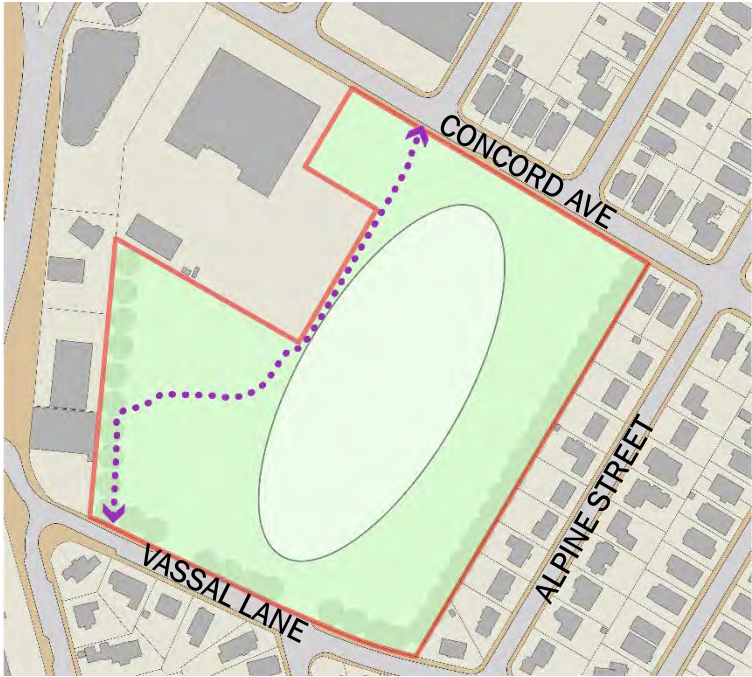
Pros

- More green space
- Covered drop-off

SITE CIRCULATION – COMMUNITY PATH

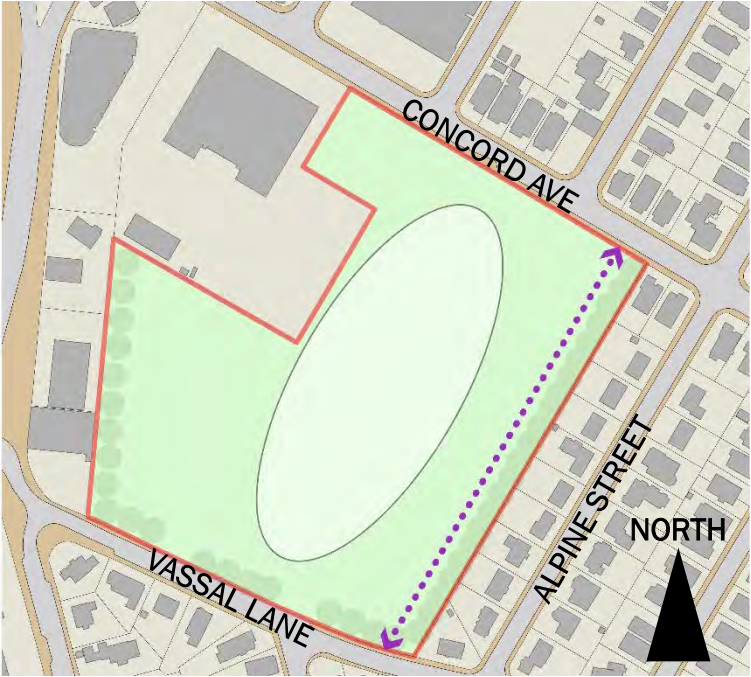
OPTIONS

-  BICYCLE SERVICE
-  PARENT DROP OFF
-  BUSES
- 



OPTION A

Enter near Fern Street at North
Travel along West side
Enter near Lakeview at South



OPTION B

Enter near Fern or Corporal Burns at North
Travel along East Side
Enter near Standish at South

SITE CIRCULATION - SERVICE

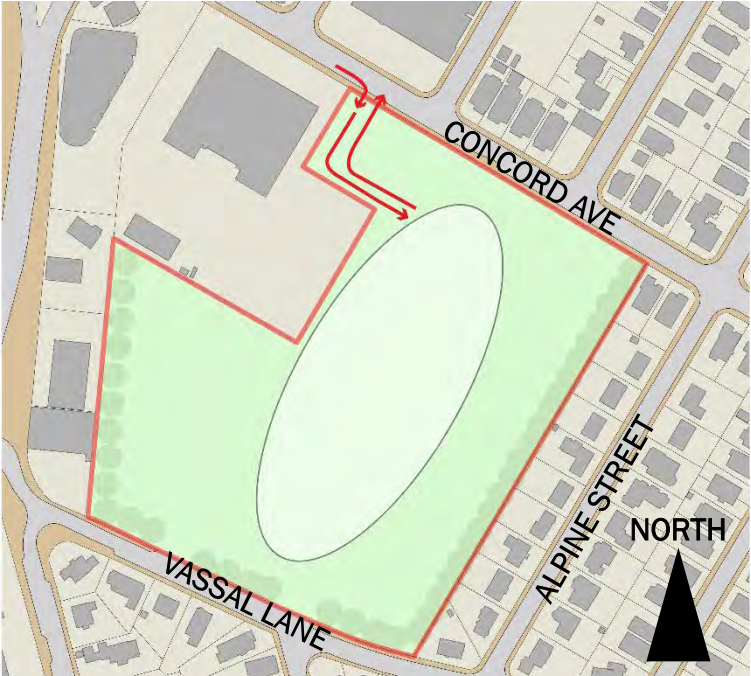
OPTIONS

-  BICYCLE
-  SERVICE
-  PARENT DROP OFF
-  BUSES



OPTION A

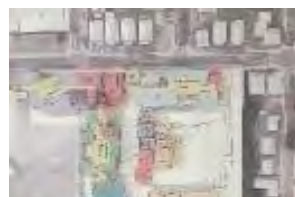
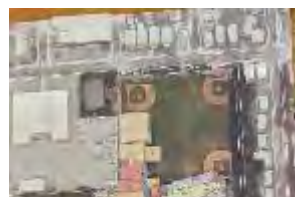
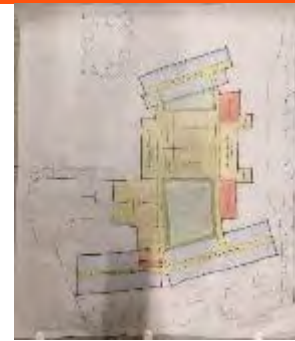
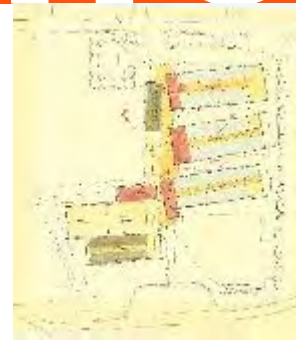
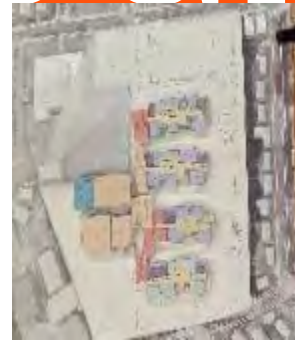
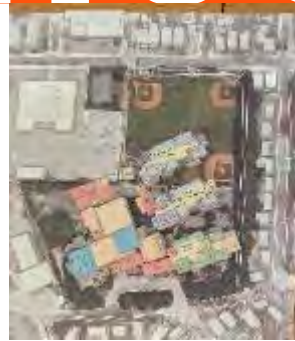
Access from Vassal Lane
Enter and Exit in Southwest corner



OPTION B

Access from Concord
Enter and Exit across from Fern St

DESIGN THOUGHTS



SETBACK FROM PROPERTY LINE

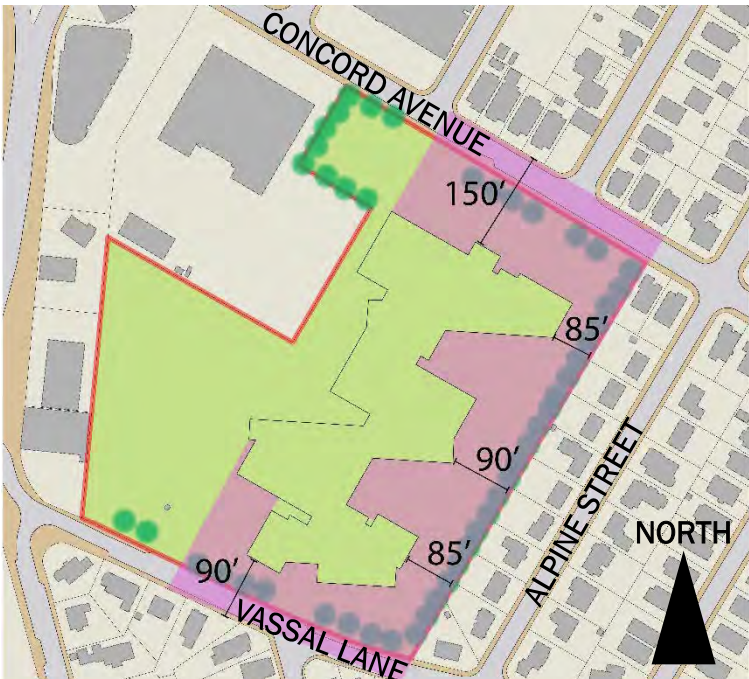
NOVEMBER DESIGNS



RENOVATION / ADDITION



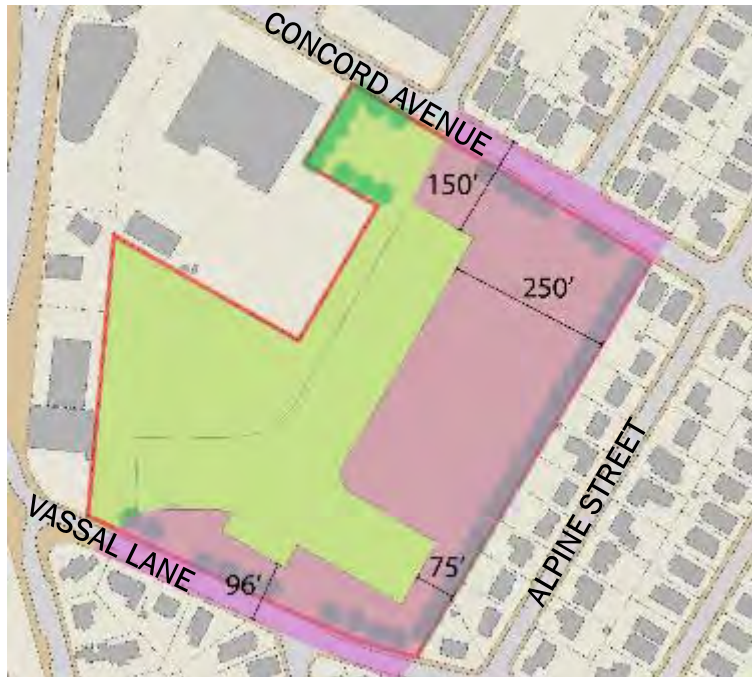
WINGS



PAVILIONS

SETBACK FROM PROPERTY LINE

DESIGN REVISIONS



REPLACEMENT

WAS:

- 115' from Vassal
- 35' from Alpine
- 150' from Concord



WINGS

WAS:

- 250' from Vassal
- 55' from Alpine
- 140' from Concord



PAVILIONS

WAS:

- 90' from Vassal
- 85' from Alpine
- 150' from Concord

OPEN AREA

DESIGN REVISIONS



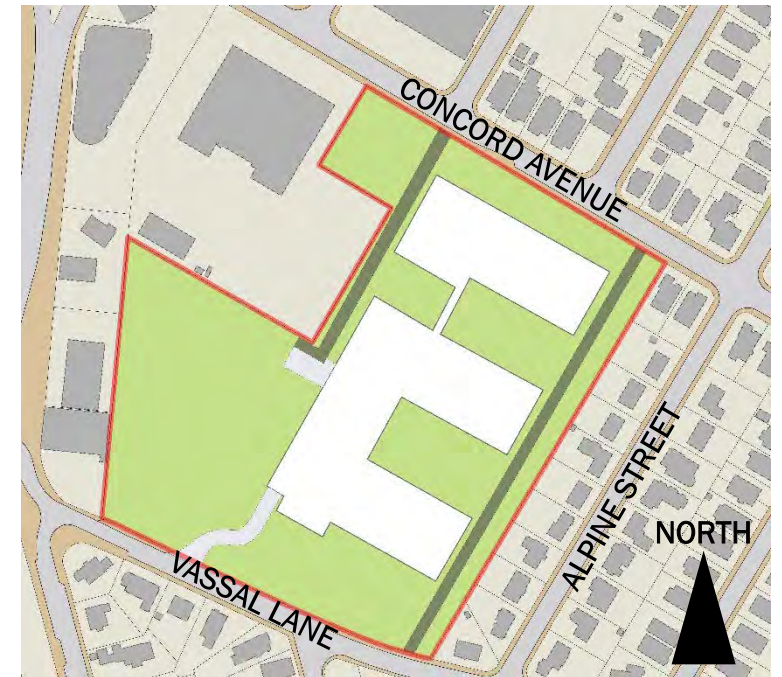
REPLACEMENT: 5.9 ACRES
+ 0.1 ACRES GREEN ROOF

Building: 2.4 acres
Roads: 0.6 acres



WINGS: 5.8 ACRES
+ 0.4 ACRES GREEN ROOF

Building: 2.5 acres
Roads: 0.5 acres



PAVILIONS: 5.7 ACRES
+ 0.5 ACRES MULTI-USE LANE
+ 0.8 ACRES GREEN ROOF

Building: 2.5 acres
Roads: 0.3 acres

EAST-WEST CROSS-SECTION



OPEN SPACE



OPTION 1A: REPLACEMENT

- Community use on all sides
- Play spaces segregated by age
- Contiguous, separated sports fields
- Community path on East and West
- Bioswale at Southeast corner



OPTION 2: WINGS

- Community use on all sides
- Large central play area for all age groups
- Contiguous, separated sports fields
- Community path on East and West
- Bioswale near Vassal



OPTION 3: PAVILIONS

- Community use on all sides
- Smaller play areas in “pocket parks” segregated by age
- Shared-use lane on West
- Contiguous, separated sports fields
- Community path on East
- Bioswale near Vassal



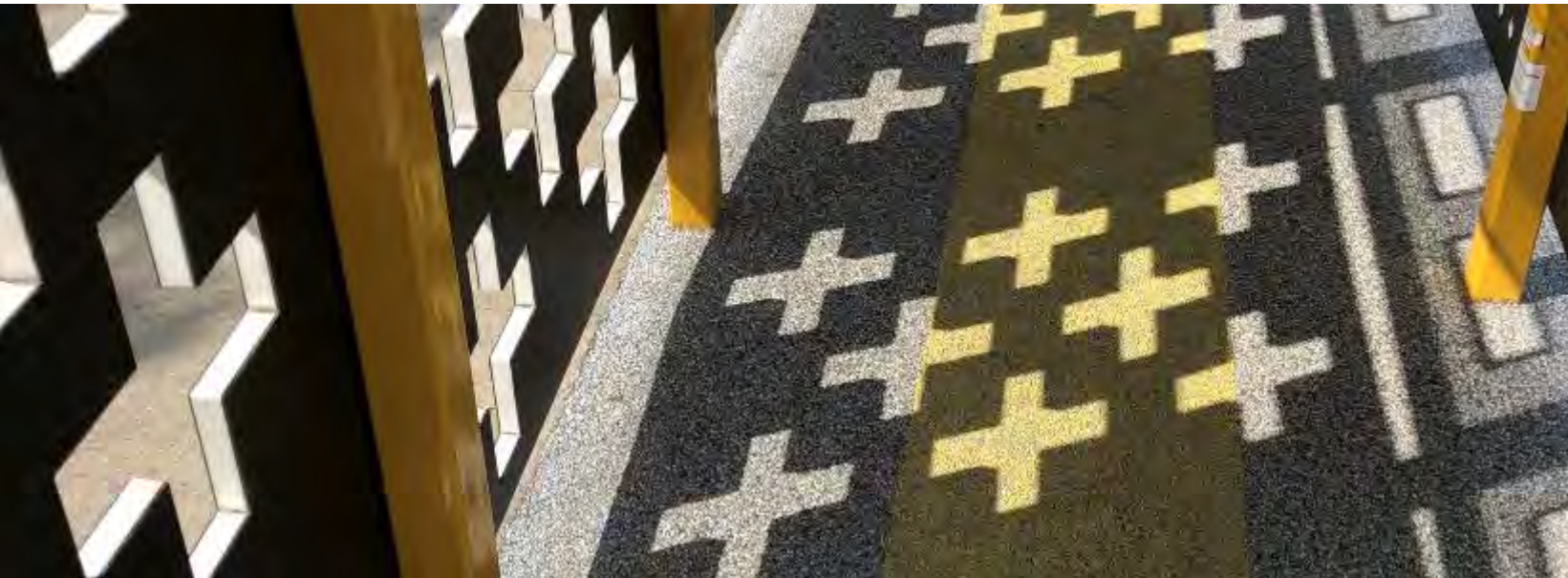
PLAY SPACE EXAMPLES – PRESCHOOL & ELEMENTARY

OPEN SPACE



PLAY SPACE EXAMPLES – UPPER SCHOOL

OPEN SPACE



LEARNING GARDEN EXAMPLES

OPEN SPACE



COMMUNITY PATH EXAMPLES

OPEN SPACE



HUMAN BY DESIGN- PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

01/16/2020

**PERKINS —
EASTMAN**

Human by Design

COMMUNITY MEETING



AGENDA

16 JANUARY 2020

6:30 - 7:00 pm Presentation

- Initial Feedback
- Educational Program
- Process
- Traffic & Parking
- Design Revisions
- Open Space Thoughts

7:00 - 8:30 pm Discussion

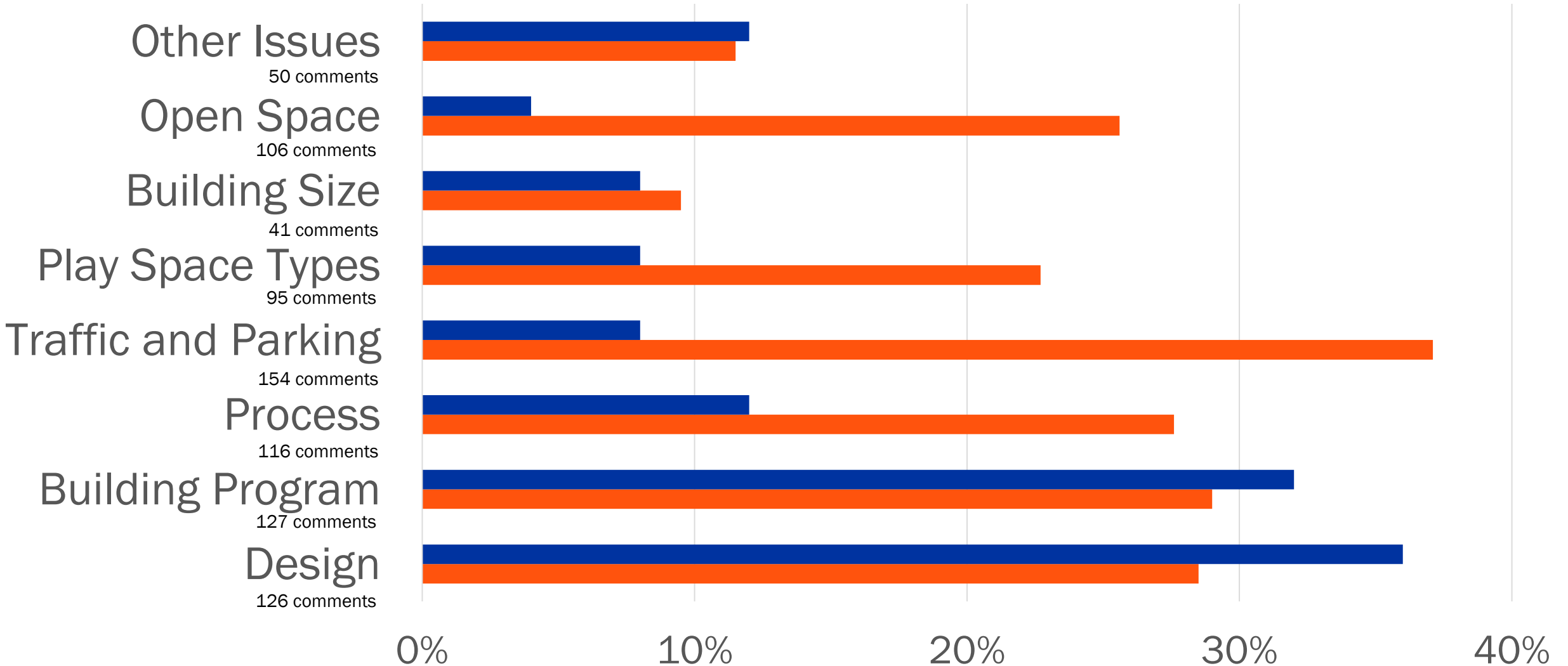


435 WRITTEN COMMENTS*: WHAT WAS IMPORTANT★

% OF FEEDBACK

■ Teacher Workshop

■ Community



*AS OF 01/15/20

*MANY COMMENTS ADDRESS MORE THAN ONE ISSUE

PERKINS EASTMAN TOBIN MONTESSORI/VASSAL LANE SCHOOLS PROJECT

WHO WE ARE



ONE BUILDING, TWO SCHOOLS

WHO WE ARE

- Age 3 to grade 5 Tobin Montessori School
- Grade 6 to 8 Vassal Lane Upper School
- Both schools have separate principals and staff
- In Cambridge, upper schools correspond to typical middle school grades in other districts.
- Both schools draw students from throughout Cambridge. Like all Cambridge Public Schools, they are not neighborhood schools.

SPECIAL PROGRAMS

WHO WE ARE

- In addition to its general education classrooms, the Vassal Lane Upper School houses the District's Sheltered English Immersion (SEI) program for grades 6-8. Students in SEI are students whose first language is not English.
- The Upper School also houses students in substantially sub-separate special education classrooms.
- The Tobin currently has one special start classroom for students age 3-4 who have been identified as requiring Special Education services due to a disability.

WHO WE ARE

SPECIAL PROGRAMS WITHIN THE CURRENT BUILDING

- The Tobin houses a JK/K classroom for students with Autism Spectrum Disorder (ASD), that needs to grow as children age up to higher grades.
- The King Open, Fletcher Maynard and Cambridge Street Upper Schools also house ASD programs.
- Several other schools house special start classrooms as well.

UPPER SCHOOL NETWORKS

WHO WE ARE

VASSAL LANE

- Graham & Parks School
- Haggerty School
- Tobin Montessori School

RINDGE AVE

- Baldwin School
- Peabody School

AMIGOS SCHOOL

- The Amigos School is a two way Spanish Immersion K-8 School.

PUTNAM AVE (opened 2016)

- Kennedy Longfellow School
- King School
- Morse School

CAMBRIDGE STREET (opened 2019)

- King Open School
- Cambridgeport School
- Fletcher Maynard Academy

PROGRAM



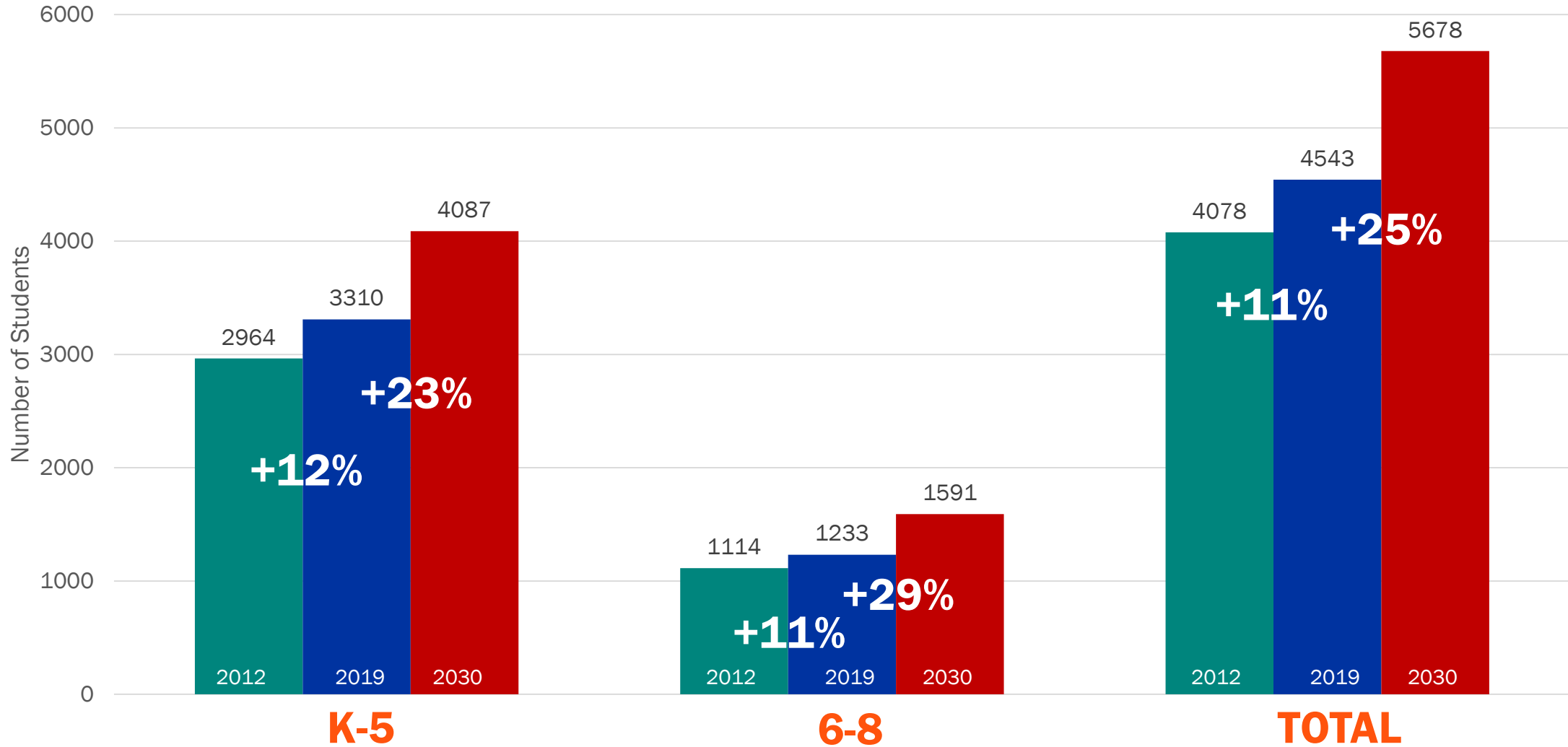
PROJECT GOALS

1. Maintain Tobin Montessori School in current location
2. Upper School to meet increased enrollment needs
3. Meet $\frac{1}{4}$ of additional city-wide preschool need
4. Equitable assignment of resources across city



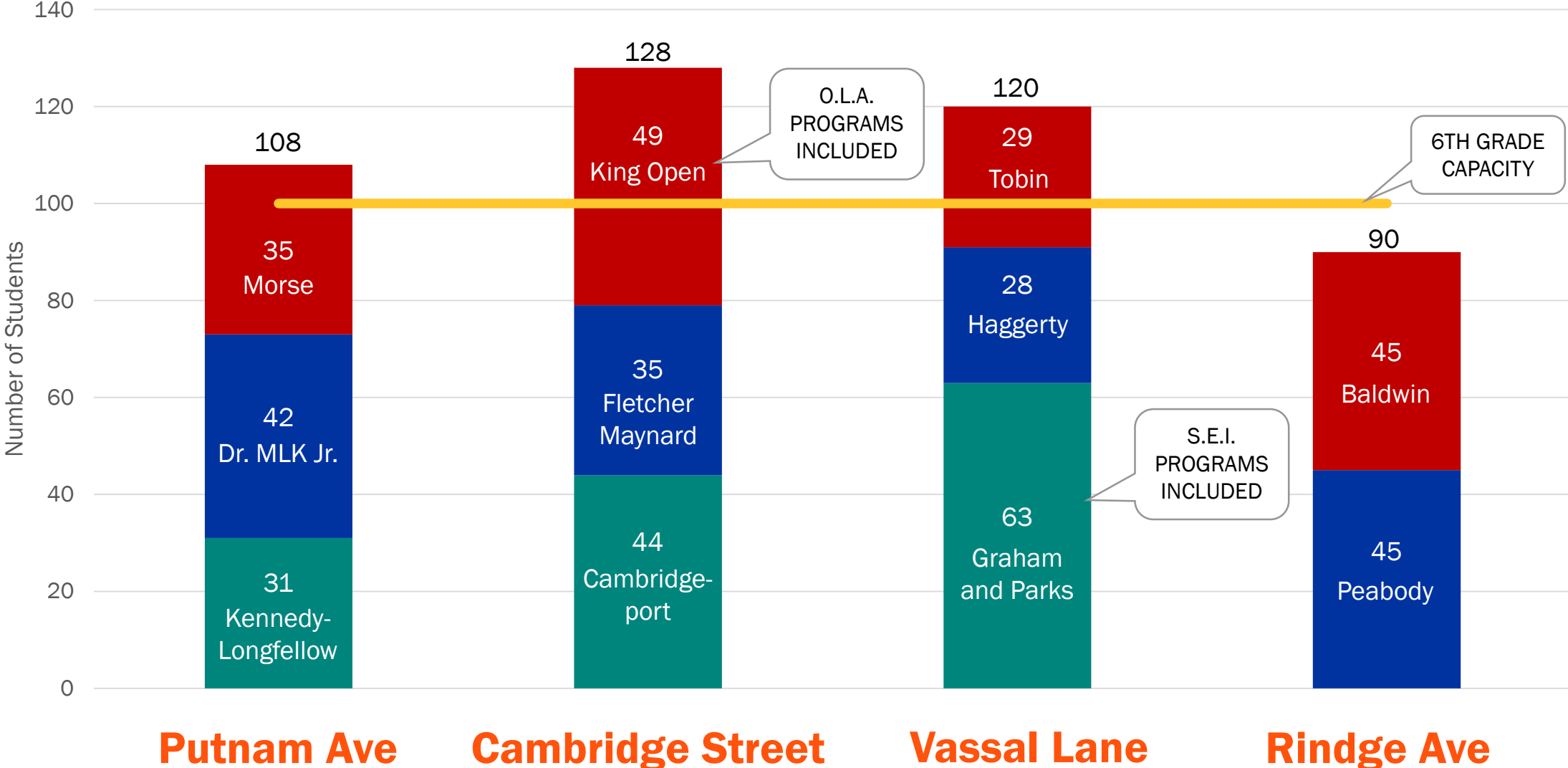
DISTRICT ENROLLMENT

OVER TIME

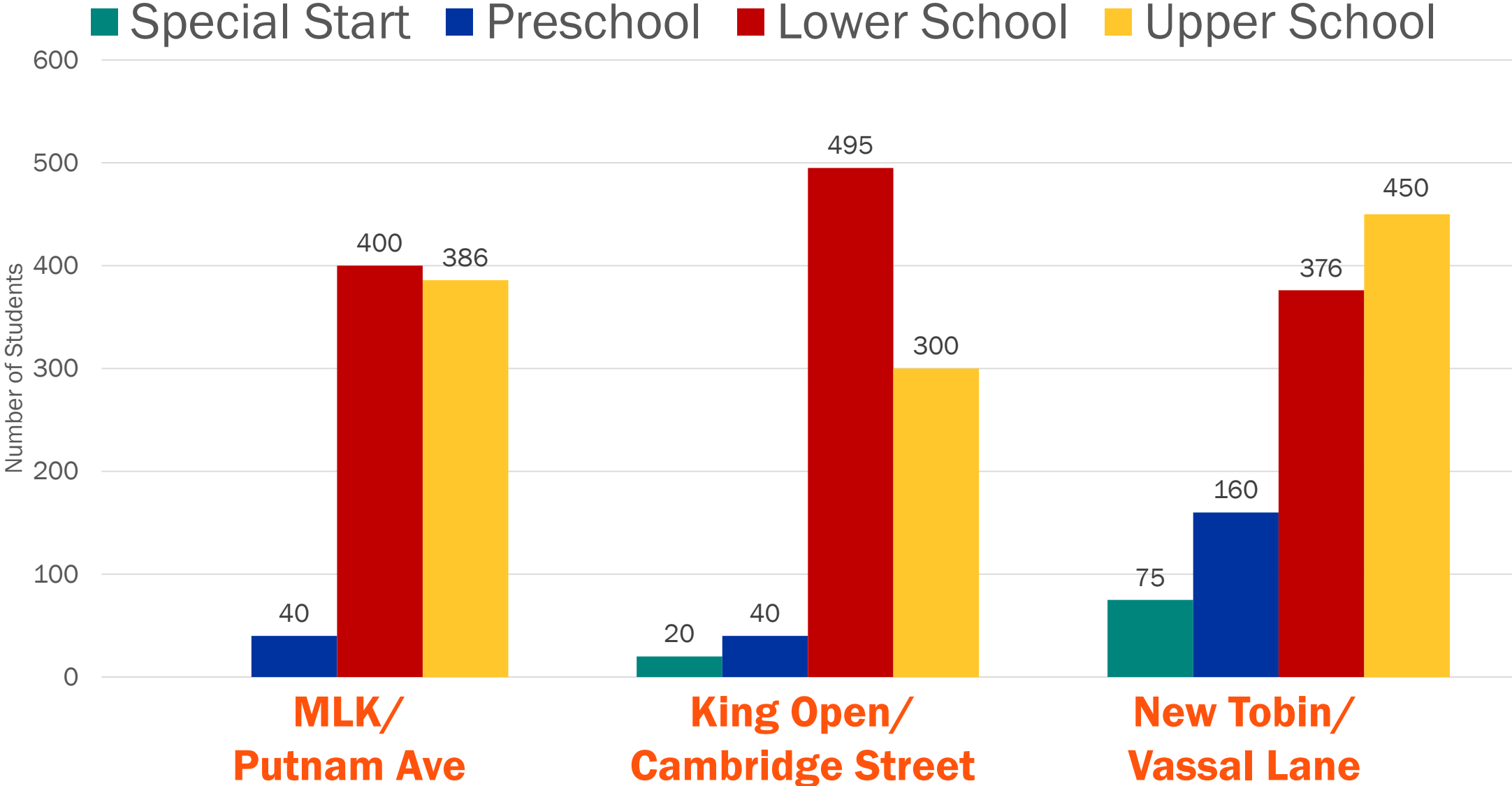


5TH GRADE ENROLLMENT

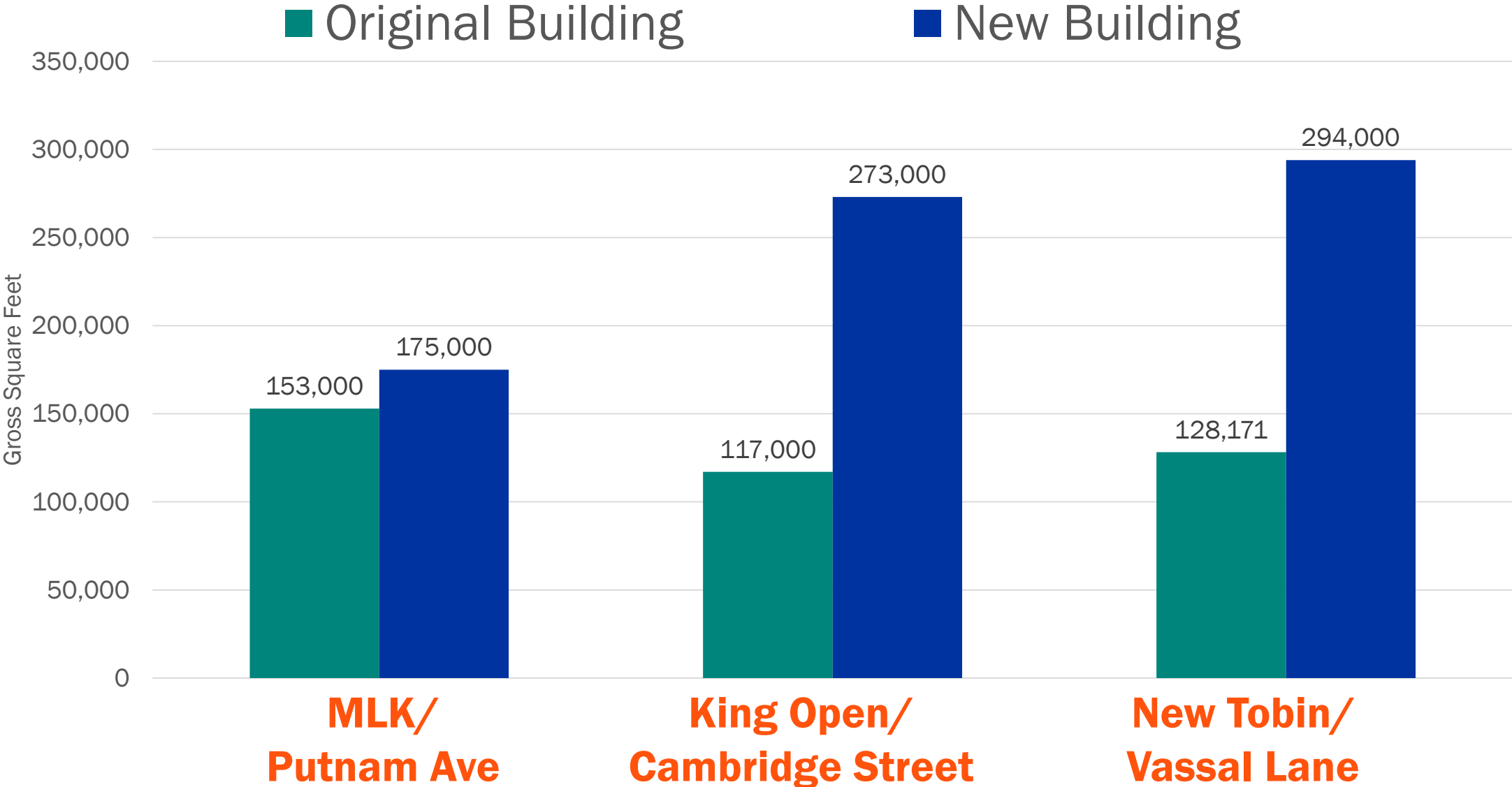
AS OF DECEMBER 13, 2019



SCHOOL CAPACITY



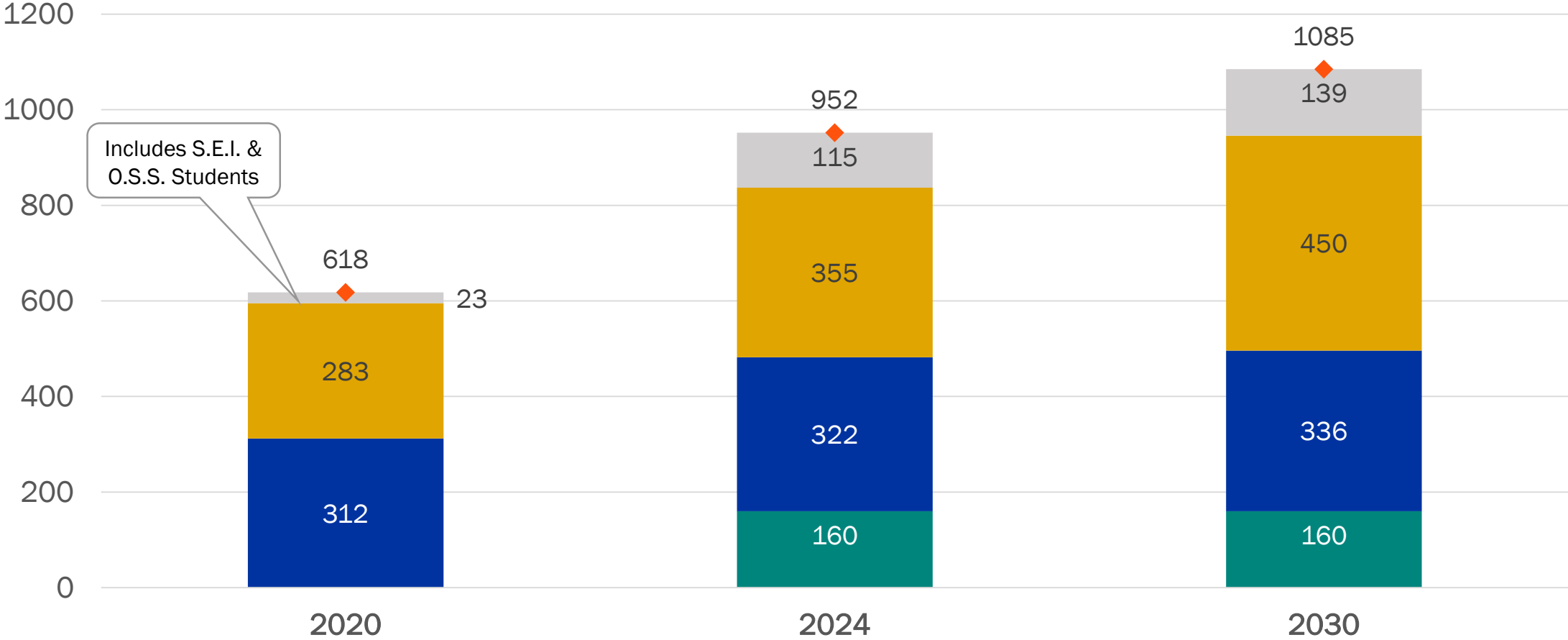
SCHOOL AREA



STUDENT ENROLLMENT

PROJECTIONS

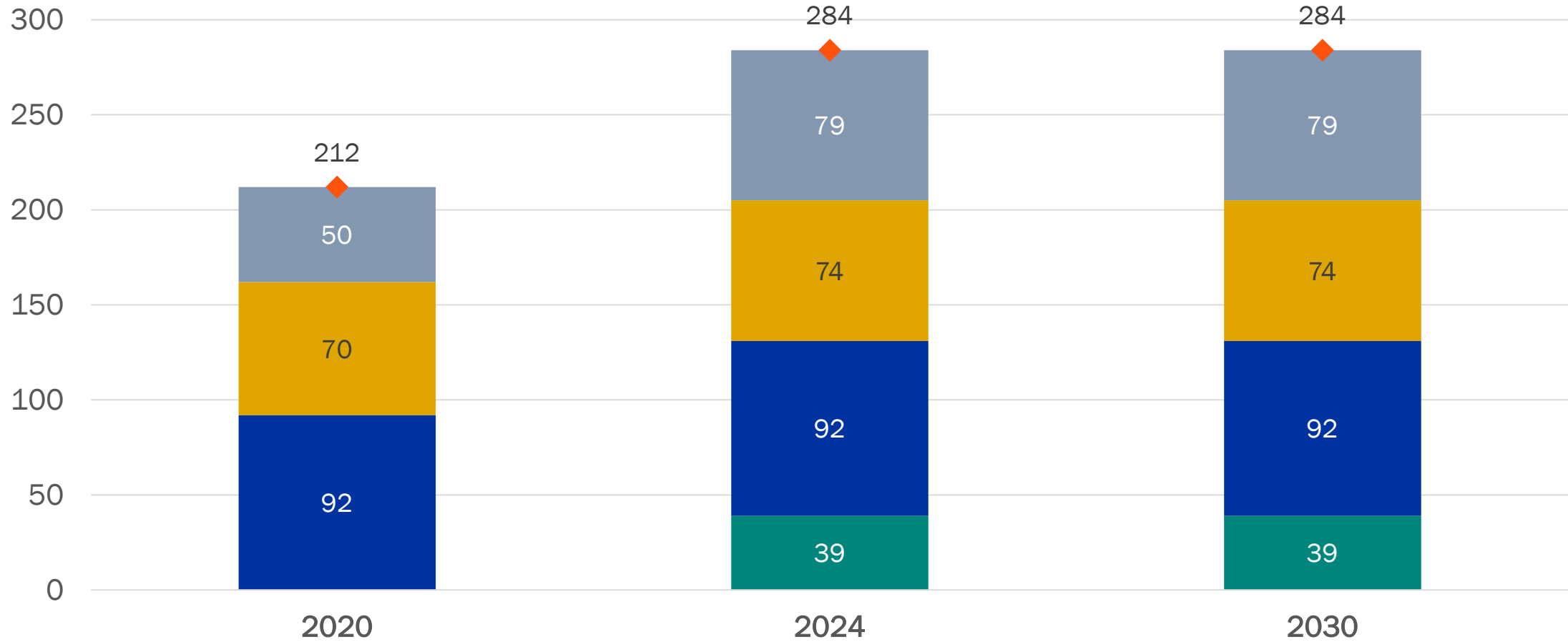
■ Preschool ■ Tobin ■ Vassal ■ Special Programs



ADULT POPULATION

PROJECTIONS

■ Preschool ■ Tobin ■ Vassal ■ Shared

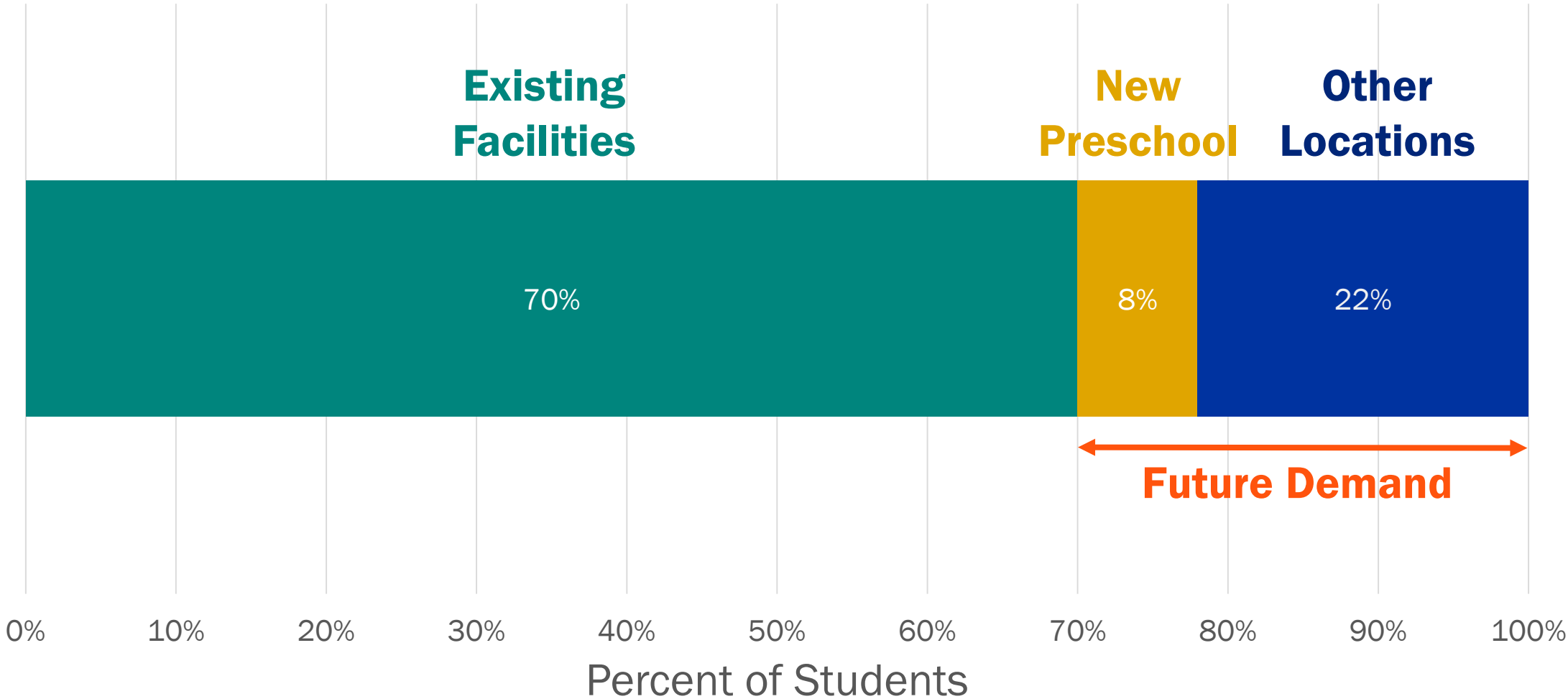


EARLY CHILDHOOD EDUCATION

- The City has committed to universal pre-K for 4 year olds
- 4 year olds likely served through combination of schools, City programs and community based programs.
- Existing programs can serve about 700 of the 1000 4-year olds

4-YEAR OLDS IN CAMBRIDGE

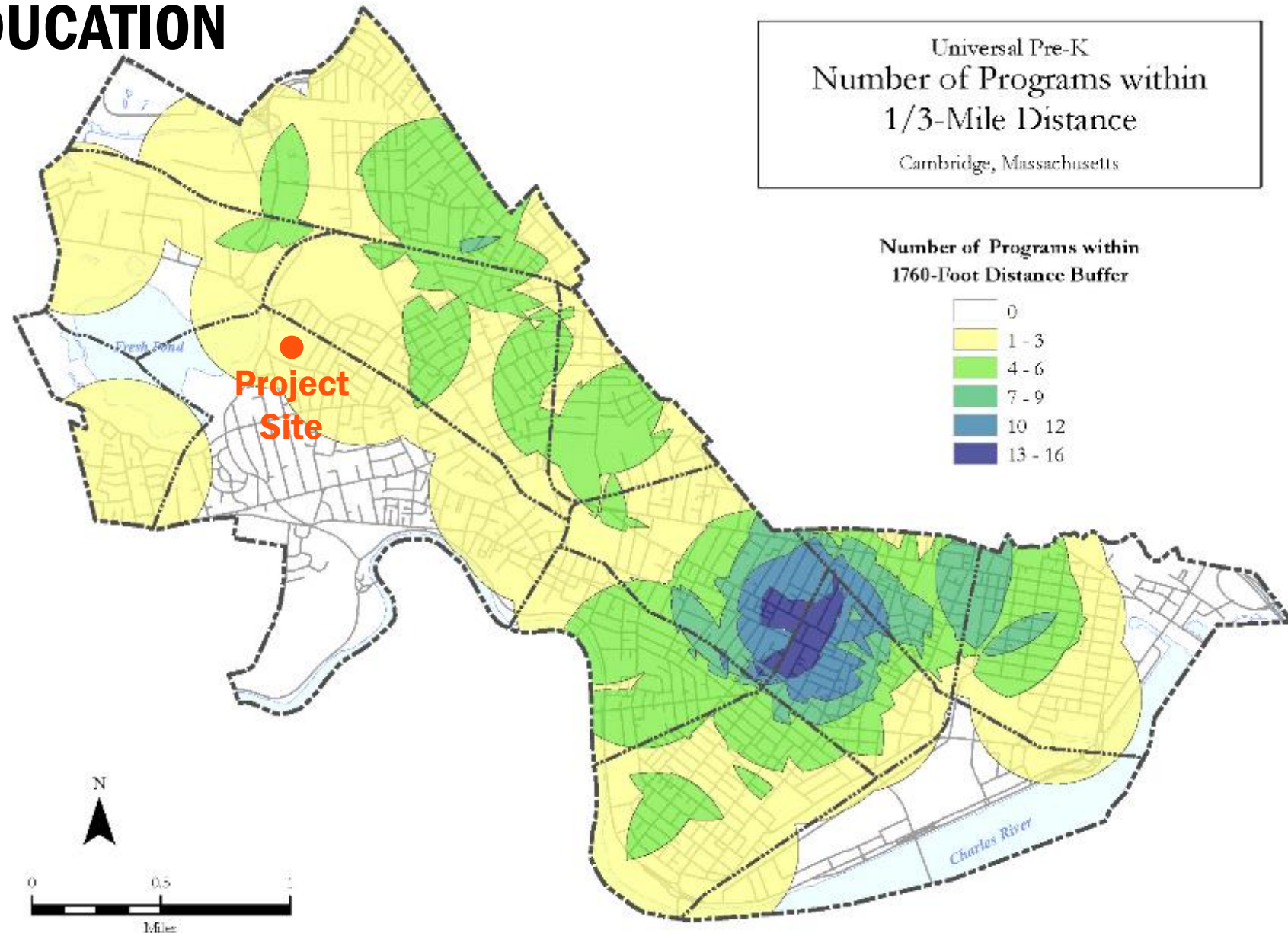
NEW PRESCHOOL MEETS 26% OF FUTURE DEMAND



EARLY CHILDHOOD EDUCATION

PRESCHOOL DISTRIBUTION

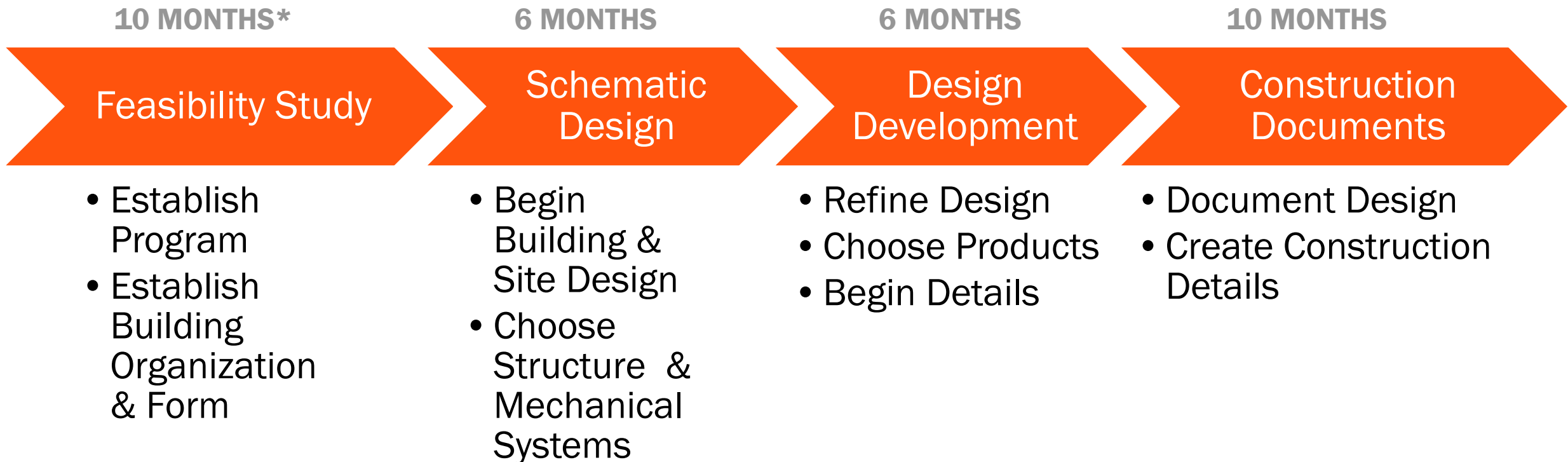
- More programs serving 3 and 4 year olds are available on eastern side of city
- Human Services has 5 programs on the eastern side of city and just two, at Haggerty and Peabody in the north or west.
- Large population of young children on west and north and fewer programs to serve them



PROCESS



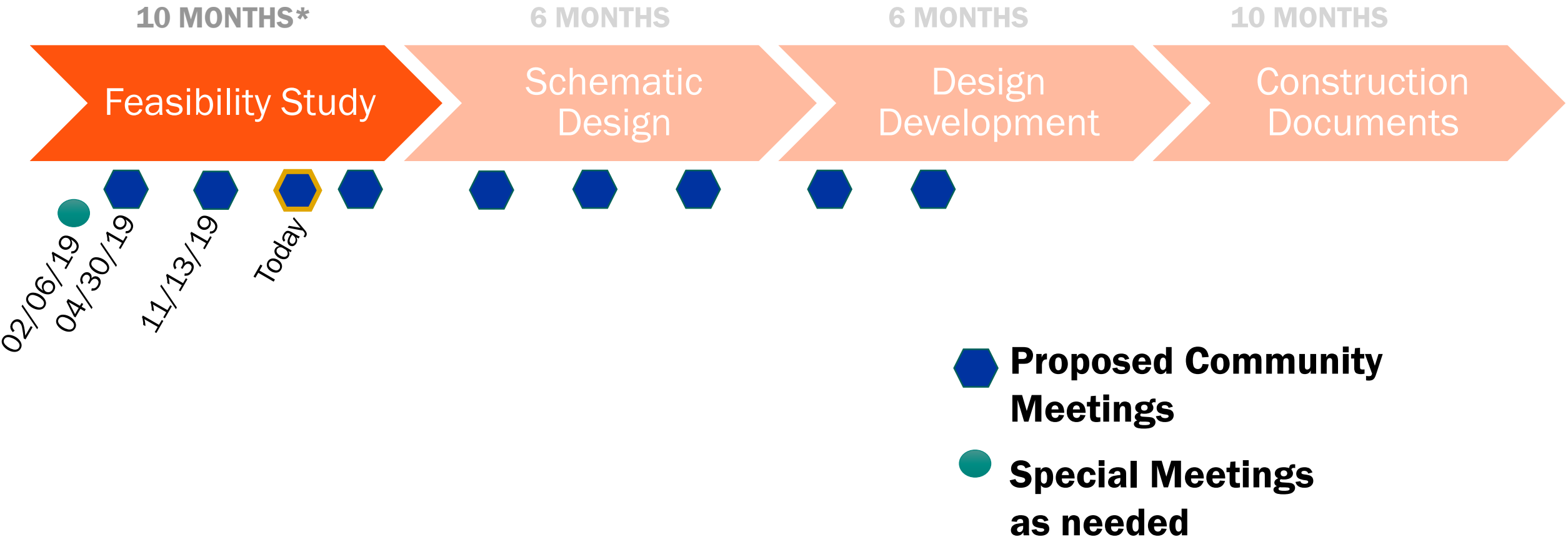
DESIGN PROCESS



* Schedule extended to allow for additional community input

DESIGN PROCESS

We are here



* Schedule extended to allow for additional community input

PREFERRED OPTION

PROCESS

- What it is
 - Selection of building location
 - Selection of building scale
 - General configuration
- What it is Not
 - Actual building design
 - Final choice of site elements
 - Final choice of traffic and parking solution

STRATEGIES BASED ON COMMUNITY INPUT

PROCESS



TRAFFIC & PARKING



SITE CIRCULATION - BUSES

OPTIONS



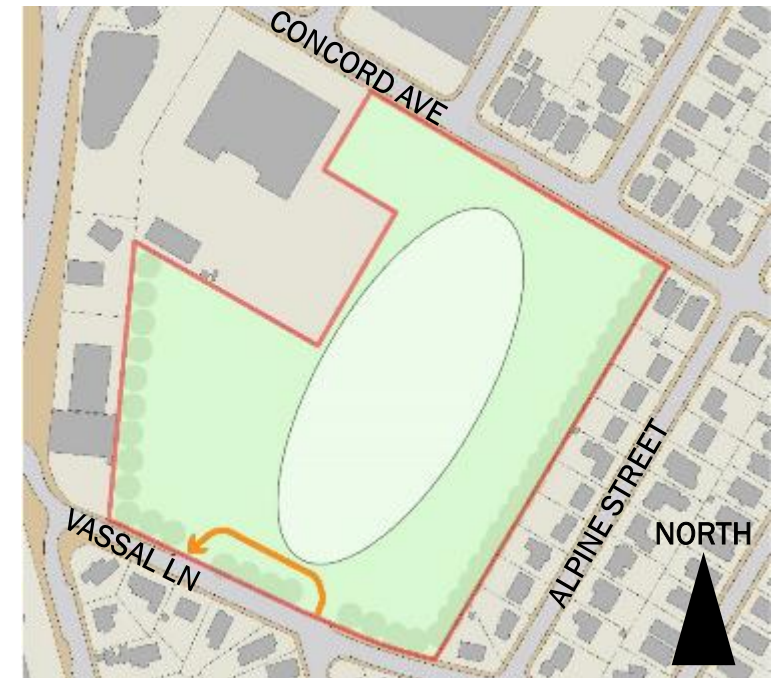
OPTION A

Enter on Concord
Shared use lane on east side of site
Exit on Vassal



OPTION B

Enter and exit on Concord
Bus loop at north end of building
(least preferred option)

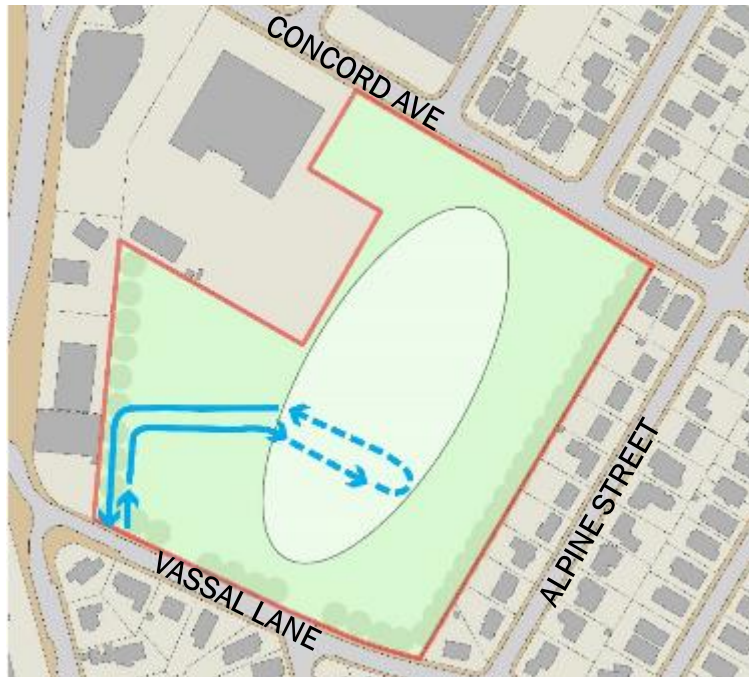


OPTION C

Enter and exit on Vassal
Bus loop at south end of building

SITE CIRCULATION – CARS

OPTIONS



OPTION A

Cars off Vassal Lane
Enter AND exit at southwest corner
Circulation below building



OPTION B

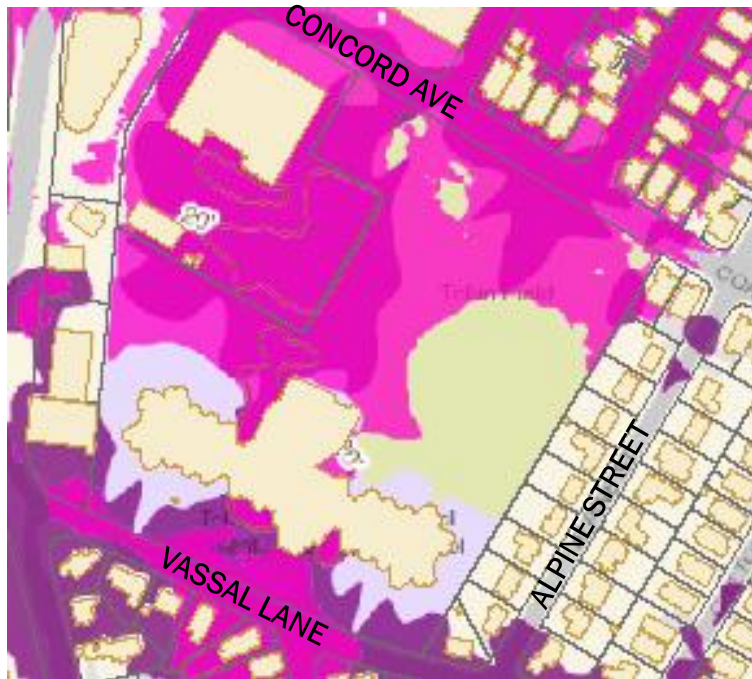
Cars off Vassal Lane
Enter at southwest corner
Circulation below building
Exit at southeast corner

Pros for Underground Parking

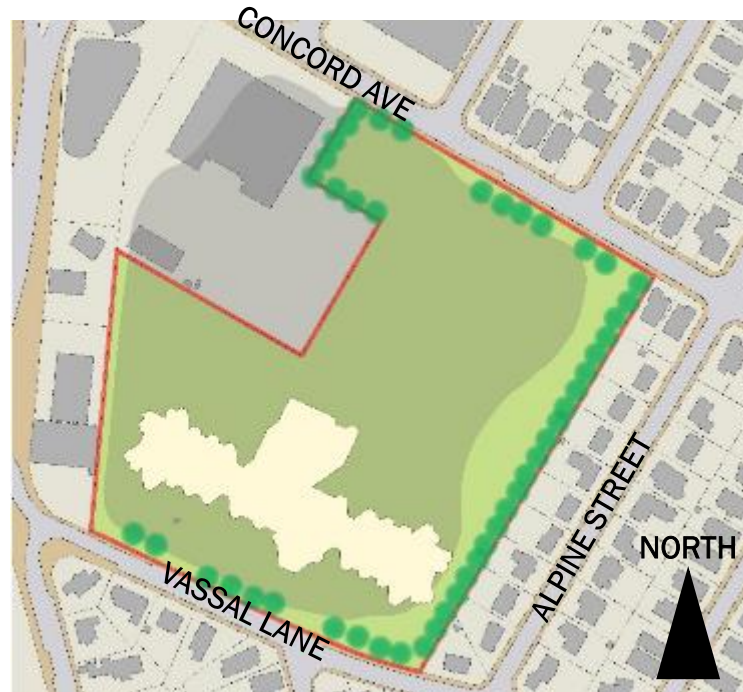
- More green space
- Covered drop-off

SITE CIRCULATION – UNDERGROUND PARKING

OPTIONS



2070 100-YEAR STORM + SEA LEVEL RISE



EXTENT OF CONTAMINATED FILL

Cons for Underground Parking

- High water table + flood zone
- More contaminated fill to remove
- High cost premium
- May not curb neighborhood parking
- Increase in dedicated space for vertical building entrance

SITE CIRCULATION – COMMUNITY PATH

OPTIONS



OPTION A

Enter near Fern Street at north
Travel along west side
Enter near Lakeview at south



OPTION B

Enter near Fern or Corporal Burns at north
Travel along east side
Enter near Standish at south

SITE CIRCULATION – SERVICE

OPTIONS



OPTION A

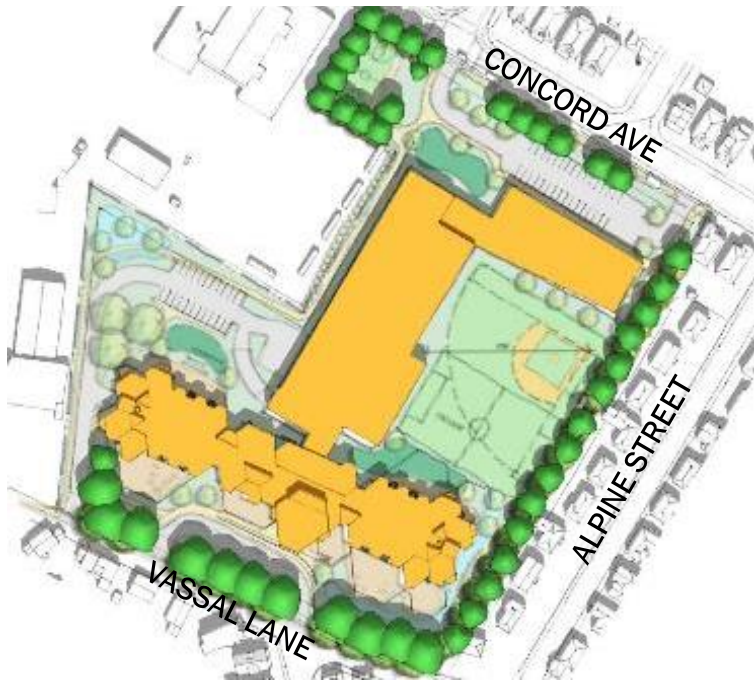
Access from Vassal Lane
Enter and exit in Southwest corner



OPTION B

Access from Concord
Enter and exit across from Fern St

DESIGNS IN NOVEMBER



RENOVATION / ADDITION

- Re-uses existing building
- Buses on Vassal Lane
- Cars on Concord Ave
- Service and parking at site interior
- Playing fields on east side



WINGS

- All new building
- On-site drive aisle for buses and cars
- Service and parking at site interior
- Playing fields on south side



PAVILIONS

- All new building
- On-site drive aisle for buses and cars
- Service and parking at site interior
- Playing fields on west side

INTERIM DESIGN REVISIONS



OPTION 1A: REPLACEMENT V1

- New building instead of Addition/Renovation
- T shape



OPTION 3: PAVILIONS V2

- Eliminated interior courtyards
- Reduced building footprint
- Increase in open area

OPTION 1A: REPLACEMENT V2

NEW BUILDING INSTEAD OF ADDITION/RENOVATION

- More compact shape
- Playing fields on north side
- Community path on both sides
- Cars enter and exit on Vassal in SW corner of site
- Bus loop on Vassal
- Service entry on Vassal



NOV. 2019



IND PARKWAY

VASSAL

SHARED

CONCORD AVENUE

PRESCHOOL

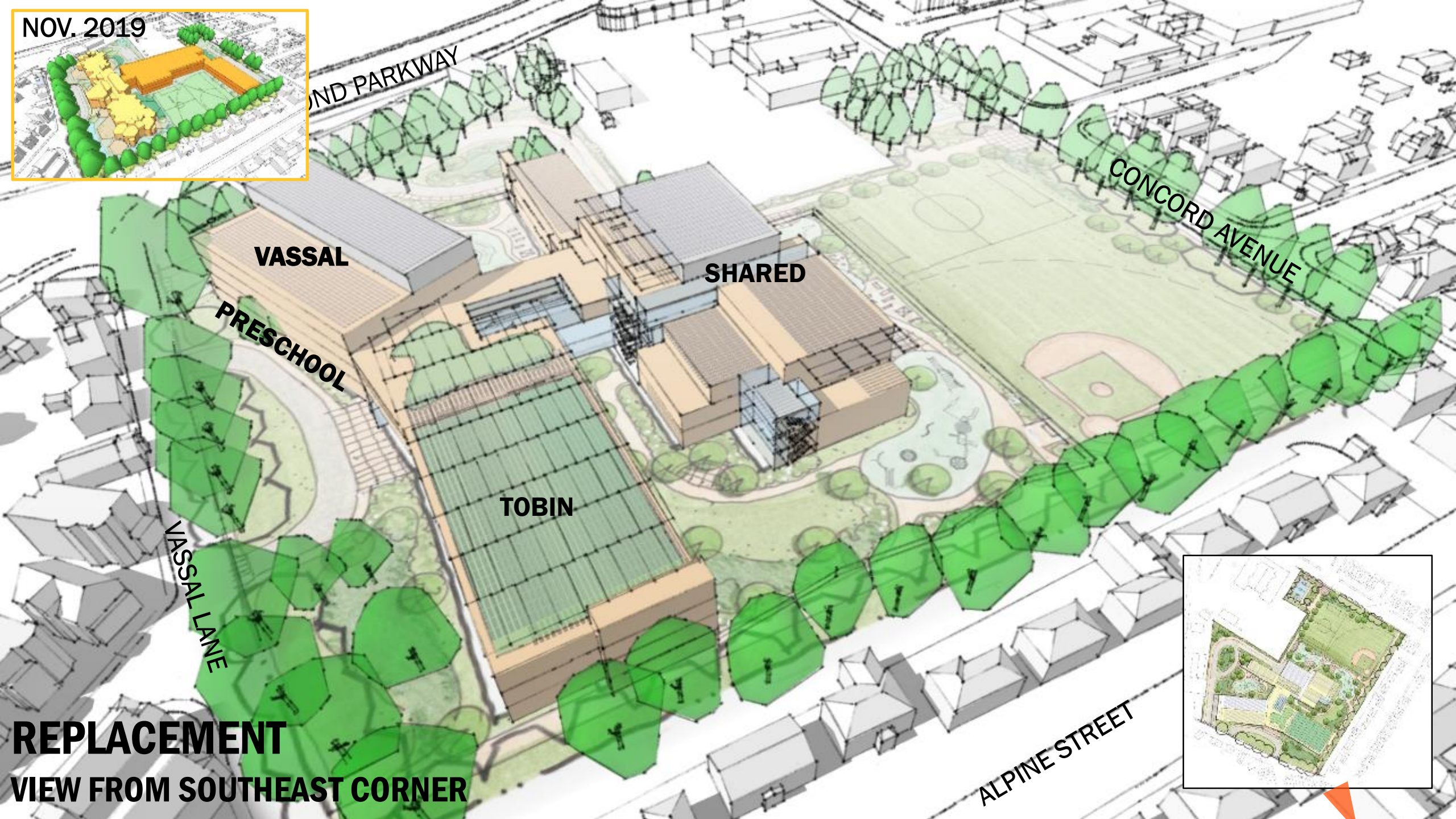
TOBIN

VASSAL LANE

ALPINE STREET



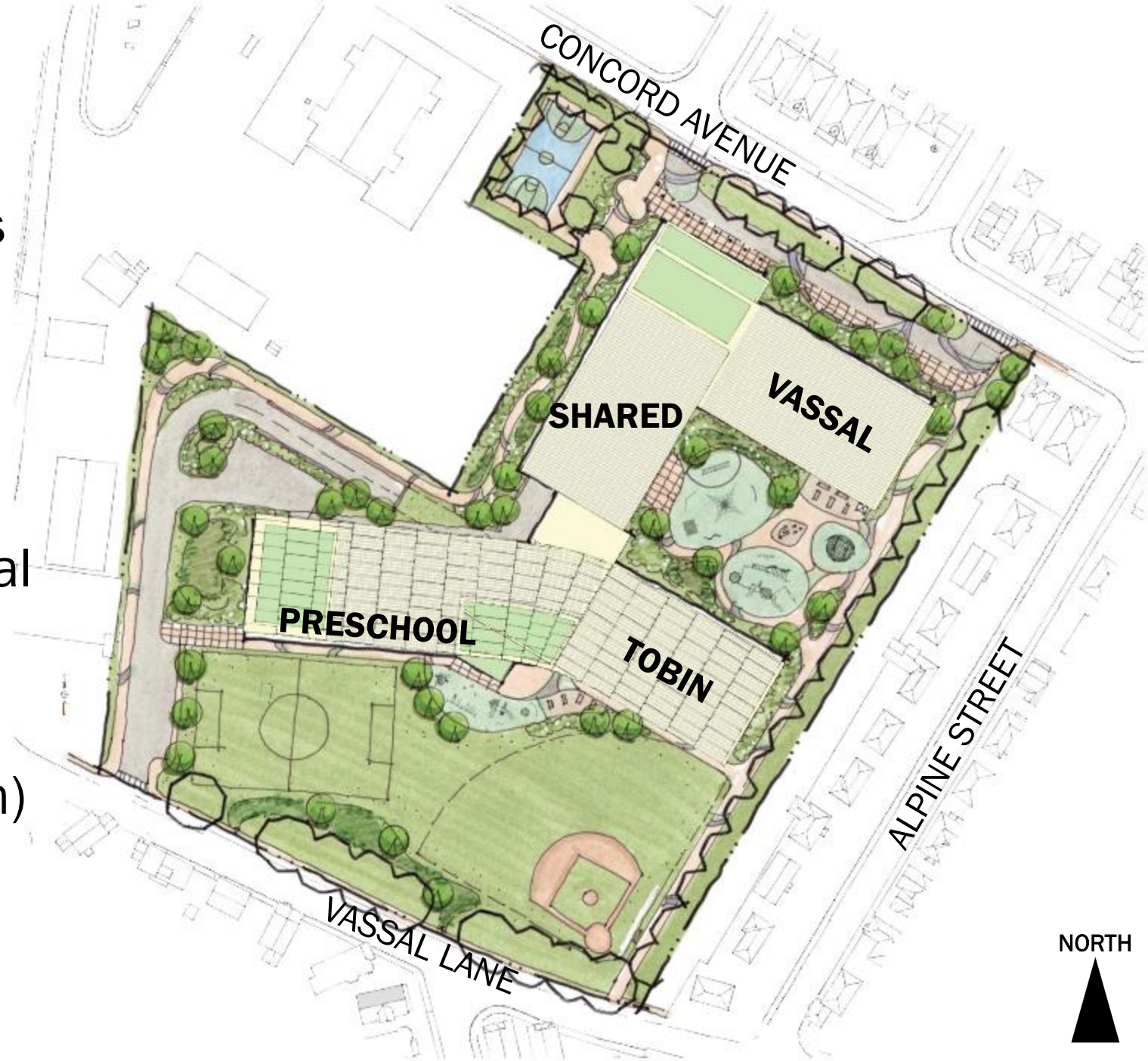
**REPLACEMENT
VIEW FROM SOUTHEAST CORNER**



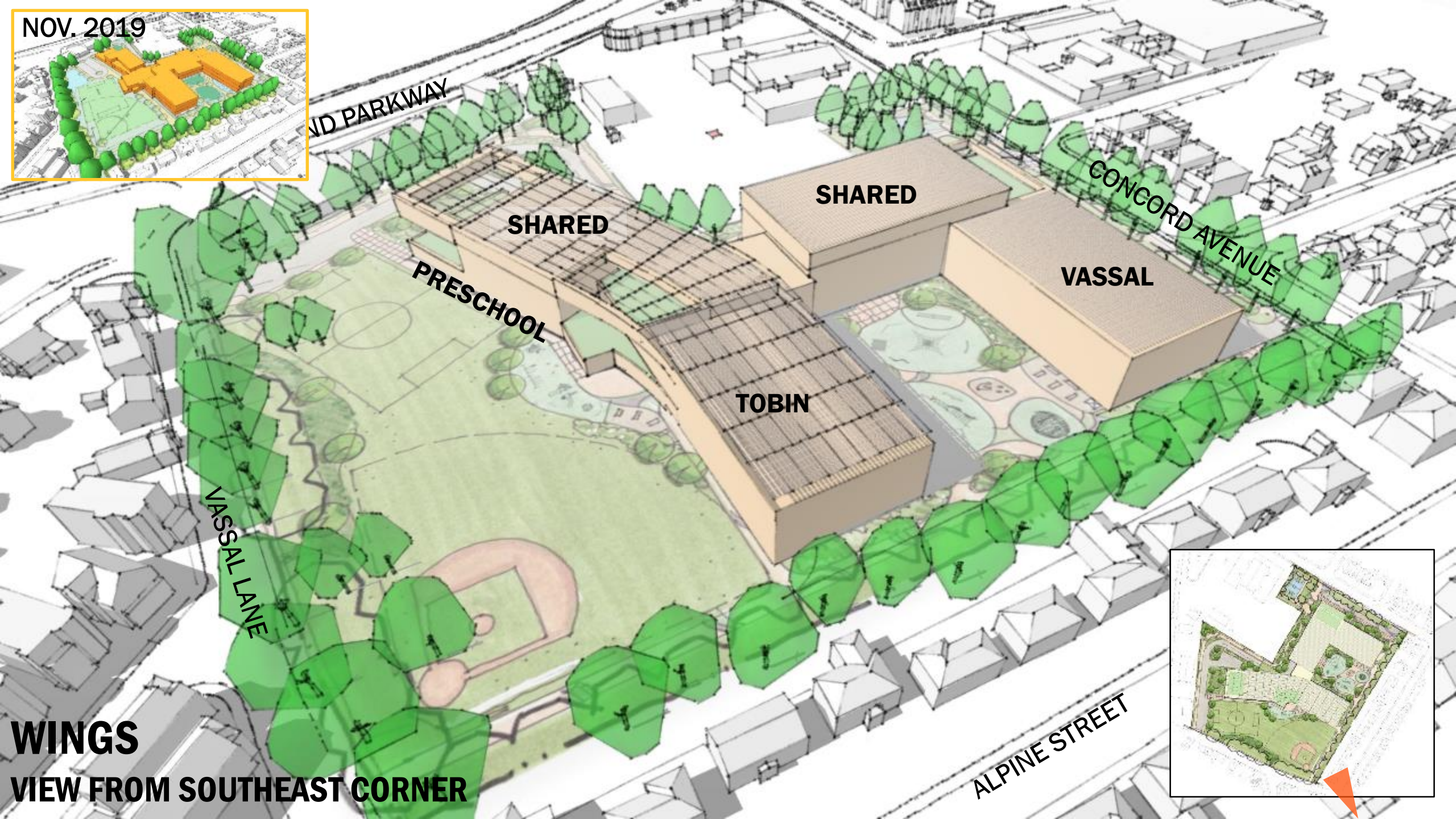
OPTION 2: WINGS V2

BUILDING ORIENTED AROUND A COURTYARD

- No significant form changes
- Playing fields on south side
- Community path on both sides
- Cars enter and exit on Vassal in SW corner of site
- Bus loop on Concord (other options under consideration)
- Service entry on Vassal



NOV. 2019



WINGS
VIEW FROM SOUTHEAST CORNER

OPTION 3: PAVILIONS V3

SCHOOLS CONNECTED BY COMMON SPACE

- Simplified building form
- Playing fields on west side
- Community path on both sides
- Cars enter and exit on Vassal near center of site
- Bus lane from Vassal to Concord
- Service entry on Concord



NOV. 2019



FRESH POND PKWY

CONCORD AVENUE

VASSAL

SHARED

TOBIN

PRE-SCHOOL

VASSAL LANE

ALPINE STREET

PAVILIONS
VIEW FROM SOUTHEAST CORNER

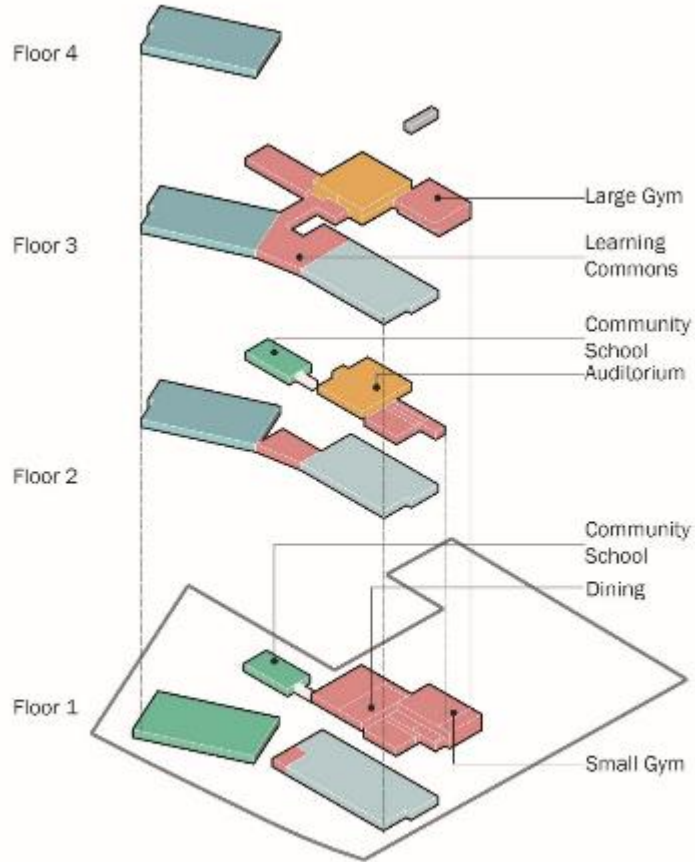


STACKING DIAGRAMS

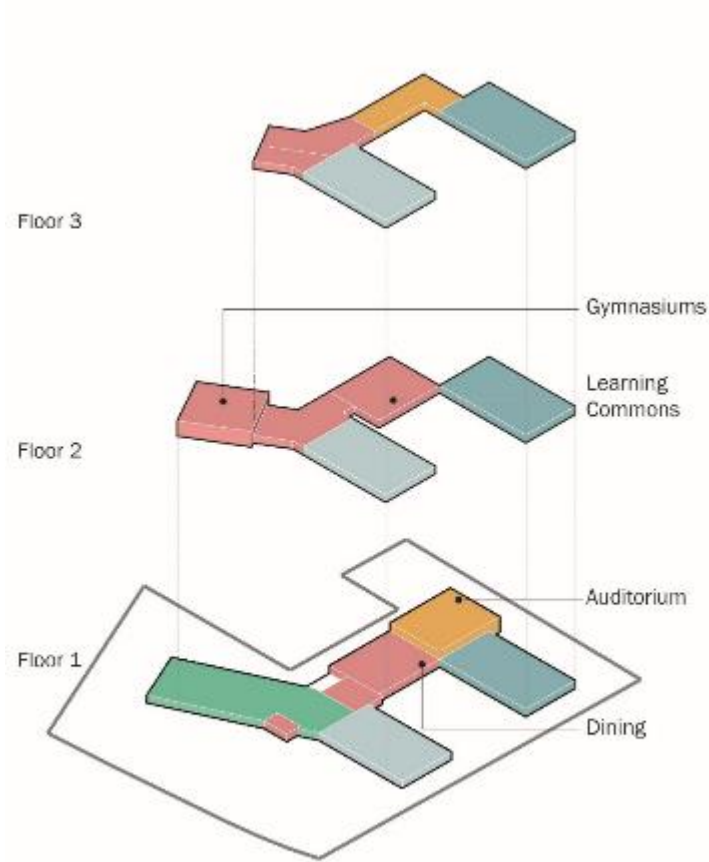
DESIGN REVISIONS

- VASSAL LANE
- TOBIN
- PRESCHOOL
- ARTS
- COMMON SPACES

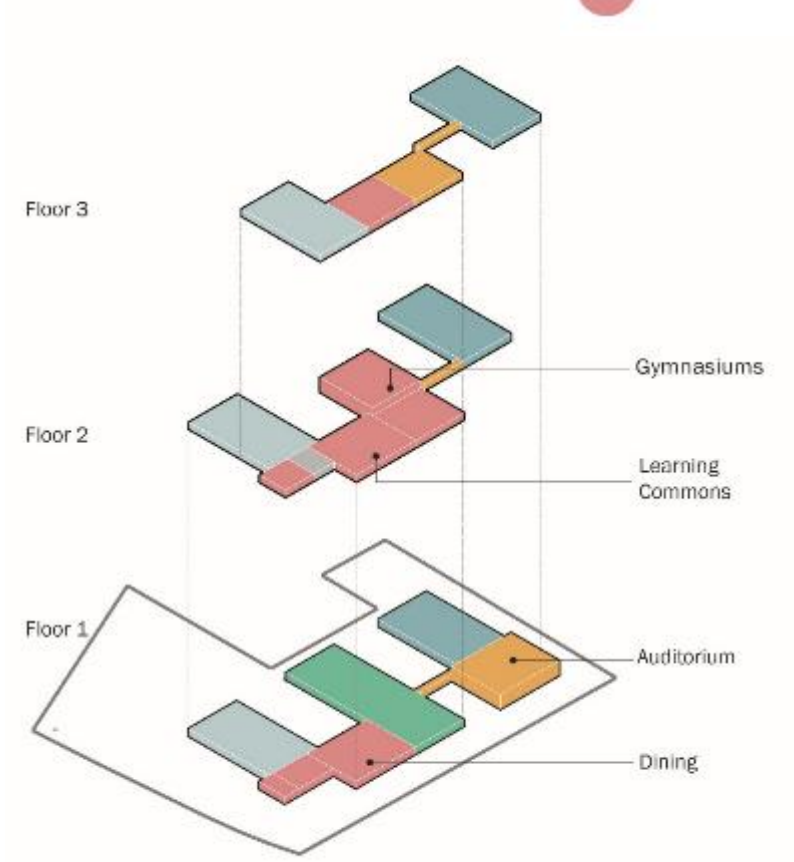
REPLACEMENT



WINGS



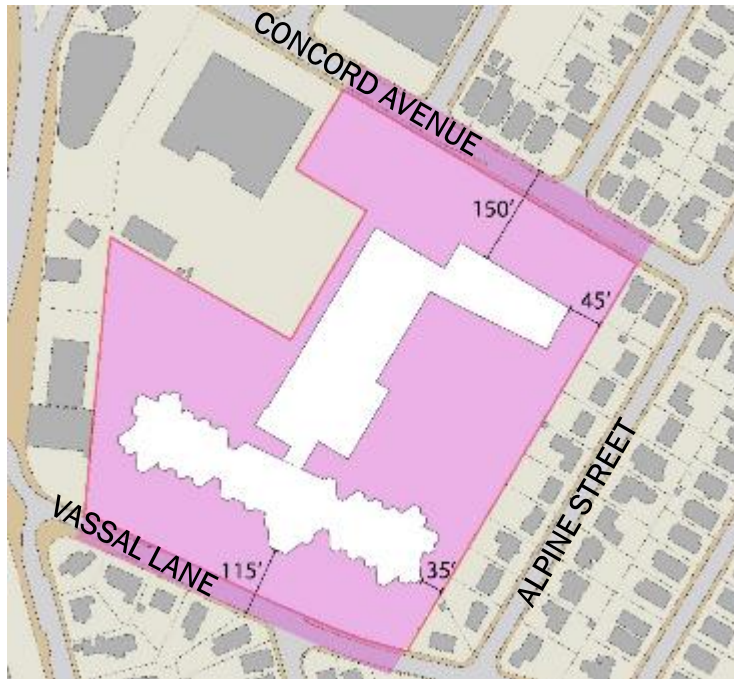
PAVILIONS



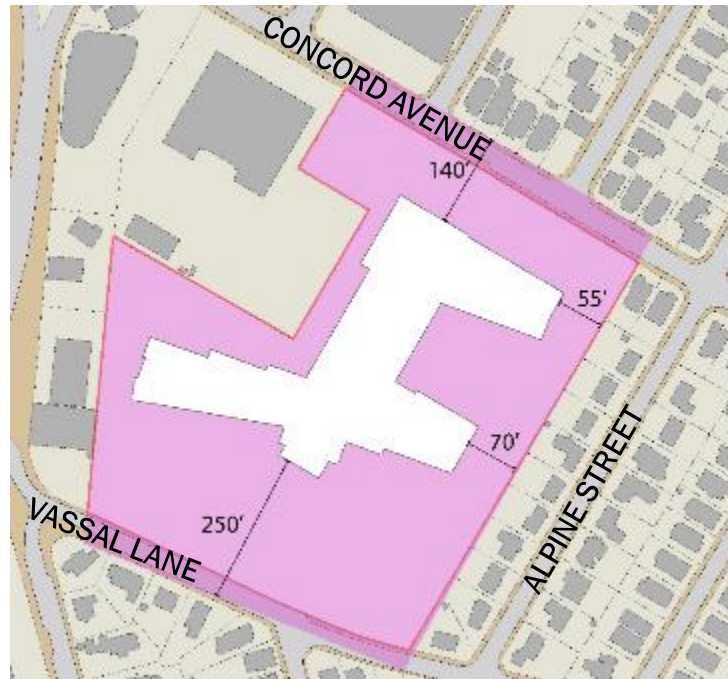
NOTE: Mechanical penthouses and rooftop terraces not shown
PERKINS EASTMAN TOBIN MONTESSORI/VASSAL LANE SCHOOLS PROJECT

SETBACK FROM PROPERTY LINE

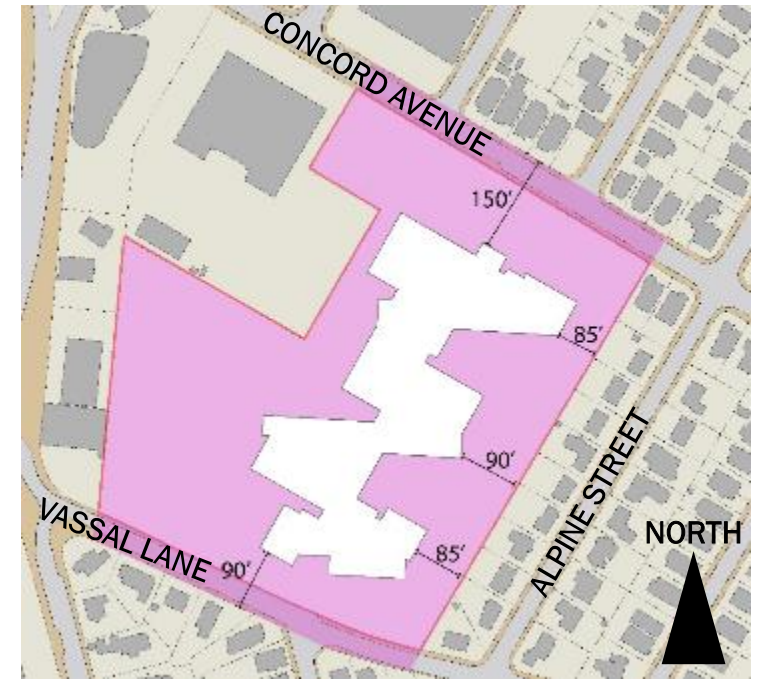
NOVEMBER DESIGNS



RENOVATION / ADDITION



WINGS

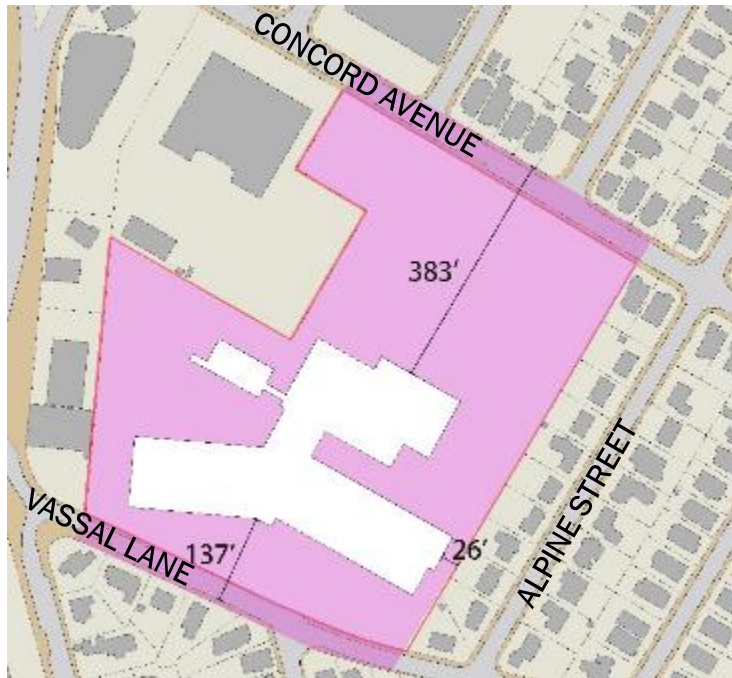


PAVILIONS

Note: previous presentation incorrectly showed existing setback on Vassal Lane as 90'

SETBACK FROM PROPERTY LINE

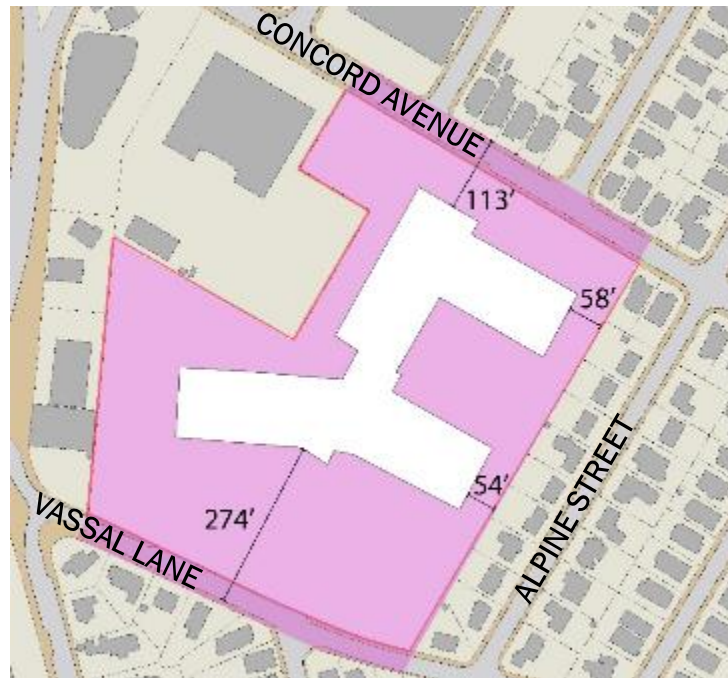
DESIGN REVISIONS



REPLACEMENT

WAS:

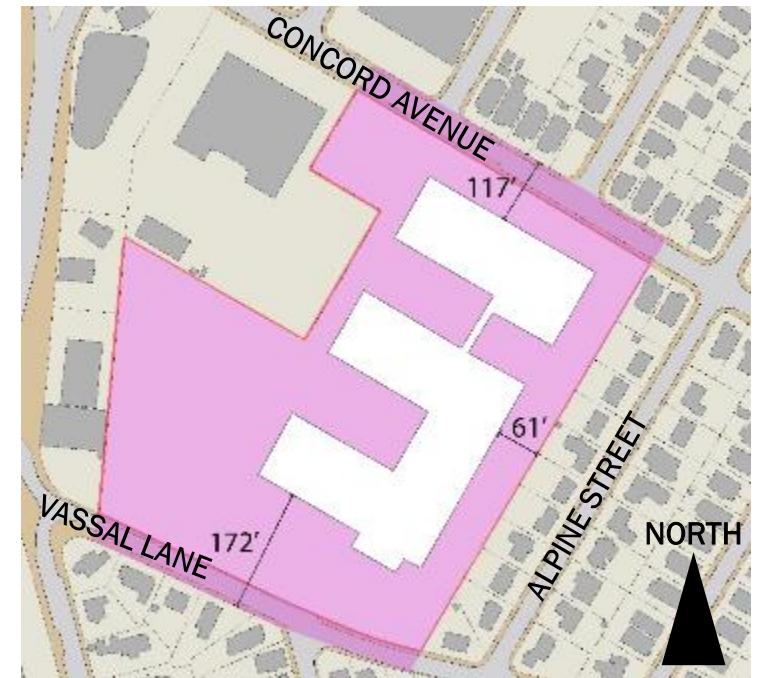
- 115' from Vassal (+22')
- 35' from Alpine (-10')
- 150' from Concord (+233')



WINGS

WAS:

- 250' from Vassal (+24')
- 55' from Alpine (-1')
- 140' from Concord (-27')



PAVILIONS

WAS:

- 90' from Vassal (+82')
- 85' from Alpine (-24')
- 150' from Concord (-33')

SITE CIRCULATION

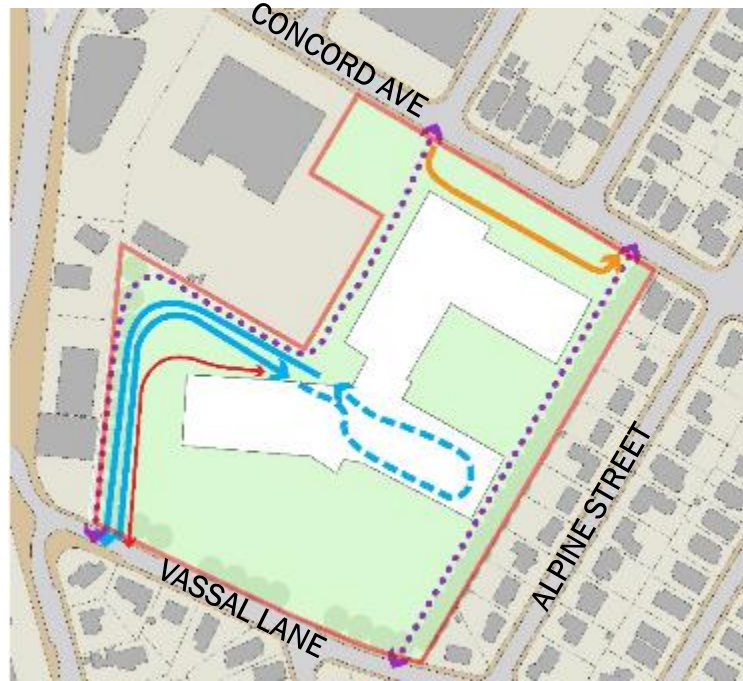
POSSIBLE COMBINATIONS



COMBINATION 1

Shown on Replacement

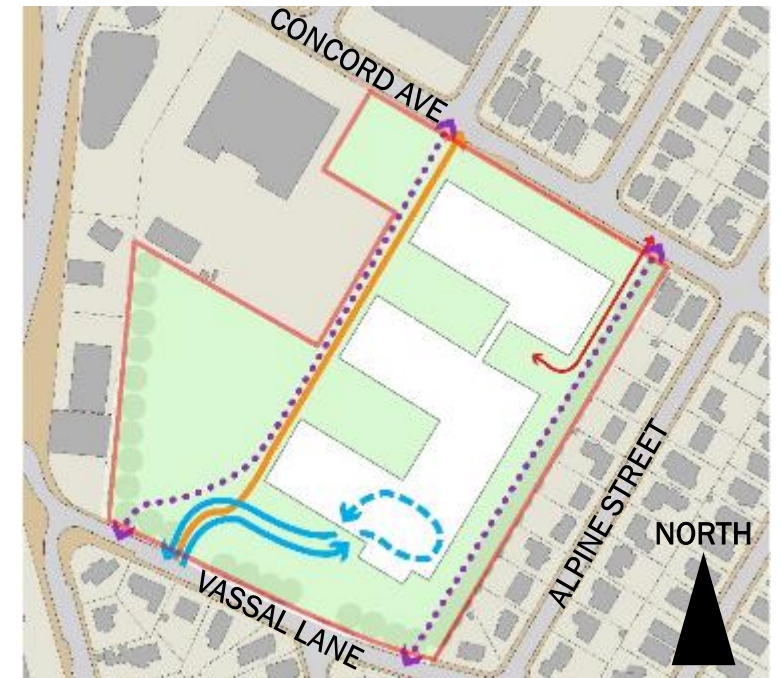
Also works with Pavilions



COMBINATION 2

Shown on Wings

Also works with Replacement



COMBINATION 3

Shown on Pavilions

Also works with Wings

OPEN AREA

DESIGN REVISIONS



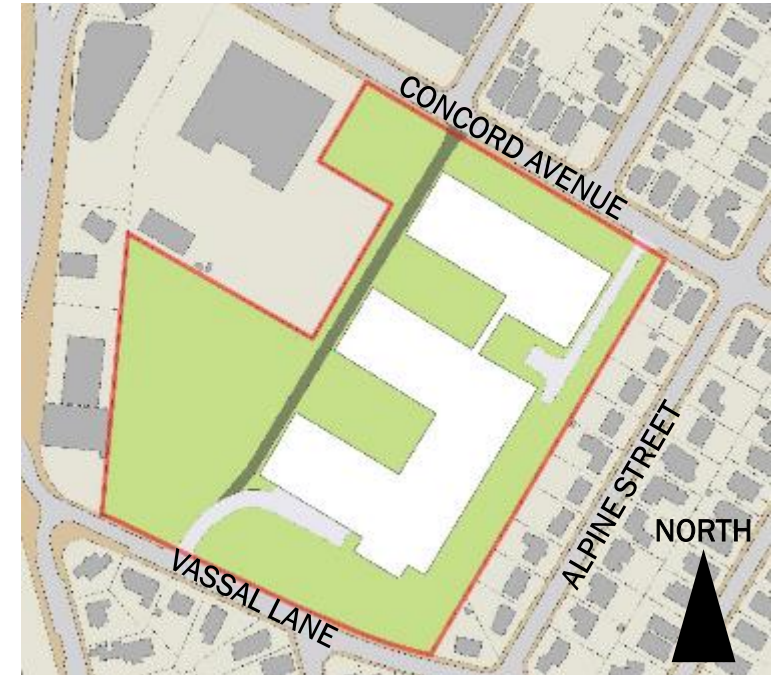
REPLACEMENT: 6.3 ACRES
+ 0.4 ACRES GREEN ROOF

Building: 2.2 acres
Roads: 0.6 acres



WINGS: 6 ACRES
+ 0.4 ACRES GREEN ROOF

Building: 2.5 acres
Roads: 0.6 acres



PAVILIONS: 5.8 ACRES
+ 0.5 ACRES MULTI-USE LANE
+ 0.8 ACRES GREEN ROOF

Building: 2.5 acres
Roads: 0.3 acres

TOTAL FOOTPRINT SIZE

DESIGN REVISIONS

Building Footprint	November (square feet)	Current (square feet)	Change (square feet)
Existing		62,162	
Renovation + Addition	117,000		
Replacement		96,500	- 20,500
Wings	106,500	108,000	+ 1,500
Pavilions	109,000	106,500	- 2,500

Open Area	November (acres)	Current (acres)	Change (acres)
Existing		6.6	
Renovation + Addition	5.4		
Replacement		6.3	+ 0.8
Wings	5.4	6	+ 0.4
Pavilions	5.2	5.8	+ 0.6

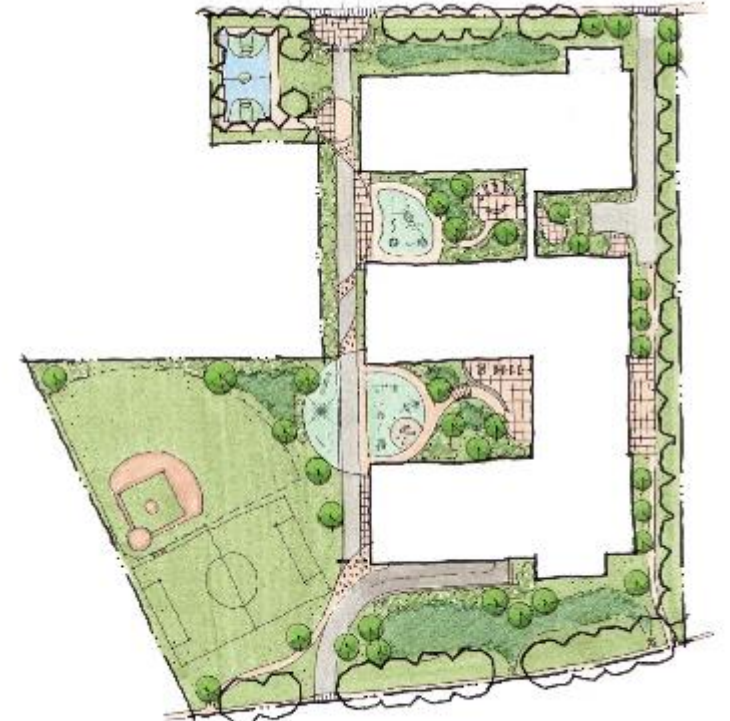
OPEN SPACE IDEAS



REPLACEMENT



WINGS



PAVILIONS

PLAY SPACE EXAMPLES – PRESCHOOL & ELEMENTARY

OPEN SPACE



PLAY SPACE EXAMPLES – UPPER SCHOOL

OPEN SPACE



LEARNING GARDEN EXAMPLES

OPEN SPACE



COMMUNITY PATH EXAMPLES

OPEN SPACE



OPTION 1A: REPLACEMENT

- Community use on all sides
- Play spaces segregated by age
- Contiguous, separated sports fields
- Community path on east and west
- Bioswale at Southeast corner
- Most play area near fields
- Gardening and outdoor learning



OPTION 2: WINGS

- Community use on all sides
- Large central play area for all age groups
- Contiguous, separated sports fields
- Community path on east and west
- Bioswale near Vassal
- Some play area near fields
- Gardening and outdoor learning



OPTION 3: PAVILIONS

- Community use on all sides
- Smaller play areas in “pocket parks” segregated by age
- Shared-use lane on west
- Contiguous, separated sports fields
- Community path on east and west
- Bioswale near Vassal
- More play area near fields
- Gardening and outdoor learning



HUMAN BY DESIGN- PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	1/16/2020	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Community Meeting #3	
Meeting Location	Tobin Auditorium	
Meeting Date	1/16/2020	
Prepared By	Emily Ercolano	e.ercolano@perkinseastman.com
	T: 617-449-4040	
In Attendance	<p>Community: See attached sign-in sheet City of Cambridge: Lisa Peterson, Louis DePasquale, Brendon Roy Cambridge Public Schools (CPS): Kenneth Salim, James Maloney, Jamie Frost, Daniel Coplion-Newfield Department of Human Service Programs (DHSP): Ellen Semonoff Perkins Eastman (PE): Carolyn Day, Omar Calderon Santiago, Sean O'Donnell, Dan Arons, Carmen Torres, Emily Ercolano Consultants: VHB, CDM Smith, Traverse Landscape</p>	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
3.1	<p>Introductions</p> <ul style="list-style-type: none"> Deputy City Manager Lisa Peterson welcomed everyone to the meeting and provided introductions of the project team and City Officials. The design team presented three options in the last meeting in November, and since then have received a tremendous amount of feedback. All comments are posted to the project webpage for viewing. Between then and now, there have also been multiple separate meetings to answer further questions and concerns. Today's agenda includes a presentation followed by an open comments session. The next step following today's meeting is to continue to hear feedback, and have another community meeting in February. High priority topics from the comments include: <ul style="list-style-type: none"> Open Space Moving parking underground Pay close attention to transportation, traffic, multi-use path on Concord Avenue Relook at program 	
3.2	<p>Process and Schedule</p> <p>City Manager DePasquale reviewed the process:</p> <ul style="list-style-type: none"> This is a much better presentation based on the Community's comments, and everyone should feel better about the project. We understand that everyone wants to feel like the budget for the project is money well spent. The presentation shows a much better design of open space, because we understand its importance. We also understand how many parents appreciate 	

		<p>being able to stand and see all the children playing from one spot.</p> <ul style="list-style-type: none"> • Traffic will continue to be addressed as the project moves through design. • Why is the program so big? Cambridge is incredibly desired and that is a good thing. Its supports affordable housing to keep the diversity of the city, and therefore you will need more space. It's a challenge that we will have to work through together. • As for the time table, it's more important to do the right thing and take the time then push something quickly that doesn't work. We will try to move quickly and move forward, but nothing has been officially determined today nor will it be by the end of tonight. This is a continued conversation to get the best project for everyone, including parents and students. <p>PE reviewed the project phasing and clarified what being in feasibility means for the project. There is opportunity for feedback and improvement during the design phases.</p>
3.2	Building Program	<p>Tobin Montessori and Vassal Lane Principals: Introduced the two schools and who they are.</p> <ul style="list-style-type: none"> • The two schools are currently split between the building lower and upper floors. • Students come from all over Cambridge to this school, some specifically to learn English for the first time. • The schools all come together multiple times per day beyond typical classroom program. • An ASD classroom has recently opened and has been in great collaboration with the Montessori program. <p>CPS Officials: Presented anticipated enrollment numbers.</p> <ul style="list-style-type: none"> • There is a consistent growth and that is exciting to see. • When the new school projects were launched within the Innovation Agenda, the King School, King Open, and Tobin Vassal were identified, and part of this idea of a comprehensive middle school program with robust arts and after school programs. • The feeder school breakdown shows how the current 5th grade enrollment exceeds in three of the four schools. Because the caps exist, we see a disturbing trend of capping in some schools, thus creating imbalance in diversity. • When MLK was commencing, the increase enrollment pattern was not yet known, but we did see it for King Open, and now building for the next 10 years. <p>DHSP Preschools:</p> <ul style="list-style-type: none"> • The city has been looking at Universal Preschools for a long time and have engaged in national experts • They came back with proposals for expanding. • Even with strong support from school officials, this increase is past due • Existing programs only serve 700 of the current 1000 four year olds, not all are affordable or have the quality the city is looking for.
3.3	Building Design	<ul style="list-style-type: none"> • Reviewed general site circulation strategies for buses, cars and pedestrians. • Design evolutions since November, and the three updated options: <ul style="list-style-type: none"> • Option 1A: Replacement V2 <ul style="list-style-type: none"> ○ More compact shape ○ Playing fields on the north side ○ Community path on both sides

		<ul style="list-style-type: none"> ○ Cars enter and exit on Vassal in SW corner of site ○ Bus loop on Vassal Lane ○ Service Entry on Vassal Lane ● Option 2: Wings V2 <ul style="list-style-type: none"> ○ No significant form changes ○ Playing fields on south side ○ Community path on both sides ○ Cars enter and exit on Vassal Lane in SW corner of site ○ Bus loop on Concord Avenue ○ Service entry on Vassal Lane ● Option 3: Pavilions V3 <ul style="list-style-type: none"> ○ Simplified building form ○ Playing fields on west side ○ Community path on both sides ○ Cars enter and exit on Vassal Lane near center of site ○ Bus lane from Vassal Lane to Concord Avenue ○ Service entry on Concord Avenue ● The three options were compared with regards to setbacks, site circulation opportunities, and open space. ● Landscape design opportunities for each option were presented including possibilities for play areas, fields, walking paths, bioswales, and gardening.
3.4	Open Questions	Refer to attached document titled: <i>Community Meeting Open Comments</i> for community questions and responses during the open mic session of the meeting.
3.5	Next Steps	<ul style="list-style-type: none"> ● The presentation will be posted to the City website ● Community Comments can continue to be submitted and will be posted to the project website. ● Included is a list of Community comments heard during the open mic portion of the meeting and those submitted post-meeting ● Based on feedback from this meeting and other discussions, the City Manager is expected to direct the project team to move towards a Preferred Option before the next meeting. ● The next Community Meeting will be scheduled for February

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team
Attachments: Presentation, Sign-In Sheet, Community Meeting Open Comments

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	2/12/2020	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Community Meeting #4	
Meeting Location	Tobin Auditorium	
Meeting Date	2/12/2020	
Prepared By	Emily Ercolano	e.ercolano@perkinseastman.com
	T: 617-449-4040	
In Attendance	<p>Community: See attached sign-in sheet City of Cambridge: Lisa Peterson, Louis DePasquale, Brendon Roy Cambridge Public Schools (CPS): Kenneth Salim, James Maloney, Jamie Frost, Daniel Coplion-Newfield Department of Human Service Programs (DHSP): Ellen Semonoff Perkins Eastman (PE): Carolyn Day, Omar Calderon Santiago, Sean O'Donnell, Dan Arons, Carmen Torres, Emily Ercolano Consultants: VHB, CDM Smith</p>	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
4.1	Overview	<p>Lisa welcomed everyone to the continued conversation about the Tobin Vassal project and provided introductions of the project team and City Officials.</p> <p>There are some changes from the draft presentation shared last night, as we are always continuing to make progress.</p> <p>Remind the audience that we are still in feasibility, then we pick a preferred option, then move on to schematic design. We still have a lot of studying to do with traffic and parking as we move into the next phase. There will be a meeting specifically on that early spring.</p> <p>Included is a list of Community comments heard during the open mic portion of the meeting.</p>	
4.2	Building Program	<p>Upper and Lower Schools</p> <ul style="list-style-type: none"> We knew we had to add 12-13 classrooms, which added 70% of the current building to the footprint <p>Preschool and Special Start</p> <ul style="list-style-type: none"> We are going to recommend the removal of six classrooms, and we will have alternate locations for those classrooms. This is a removal, not an elimination, of preschool. The four classrooms are will be located elsewhere in North Cambridge and discussions are underway. Goal is to have classrooms by 2024, in line with building opening. 	
4.3	Building Design	<p>City Manager:</p> <ul style="list-style-type: none"> Would like to bring home a few points, including thank you for your comments, 	

		<p>concerns and input. This design is not the final product, but we are getting closer to it, and this has been addressing all the concerns.</p> <ul style="list-style-type: none"> • This is the third building, and the city has spent over \$500 million on education. This should not be at the expense of the neighborhood quality. We have asked for changes and we have received changes that address the school needs, open space and traffic <p>Highlights that are later discussed in presentation include:</p> <ul style="list-style-type: none"> • We heard about the building footprint, and now it is 18% smaller. • We have increased the park space by 17% since November. It is not only an increase, but will be an improvement in the quality of space. • We need to recognize the fact that parents need to keep an eye on all children while standing in the same spot. • Traffic is difficult and we need to figure out how to make it better. We now have 110 fewer cars on site, no bus lane along Alpine, and parking is below ground at an expensive cost to the city. <p>Perkins Eastman (PE) presented the design evolution from Addition/Renovation to Crossroads. The original building, Wings and Crossroads were compared in regards to setbacks, open area, Father Callanan Park, and overall building footprint. Crossroads improved on the Replacement V2 in:</p> <ul style="list-style-type: none"> • Organized smaller footprint • Taller portions are away from neighbors • Maximized contiguous park area • Maximized open area <p>Massing plans showed the general program locations within each of the wings. PE further reviewed the multiple options for site circulation paths that are currently being investigated.</p>
4.3	Open Questions	Refer to attached document titled: <i>Community Meeting Open Comments</i> for community questions and responses during the open mic session of the meeting.
4.4	Next Steps	<ul style="list-style-type: none"> • The community is encouraged to continue to submit written comments • The work of the feasibility study will now be recorded in a report, issued in March. • Schematic Design will begin, using the Preferred Option as the launching point, following the issue of the Feasibility Study Report.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team
 Attachments: Presentation, Sign-In Sheet, Community Meeting Open Comments

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

02/12/2020

**PERKINS —
EASTMAN**

Human by Design

COMMUNITY MEETING



AGENDA

COMMUNITY MEETING – FEBRUARY 12, 2020

- Process and schedule review
- Program update
 - Population on site
 - Traffic impacts
- Option review
- Option analysis
- Building Design
- Final thoughts



DESIGN PROCESS

10 MONTHS

Feasibility Study

- Establish Program
- Establish Building Organization & Form

6 MONTHS

Schematic Design

- Begin Building & Site Design
- Choose Structure & Mechanical Systems
- Traffic Studies

6 MONTHS

Design Development

- Refine Design
- Choose Products
- Begin Details

10 MONTHS

Construction Documents

- Document Design
- Create Construction Details

CURRENT SCHEDULE

We are here

12 MONTHS*

6 MONTHS

8 MONTHS

8 MONTHS

Feasibility Study

Schematic Design

Design Development

Construction Documents



02/06/19

04/30/19

11/13/19

01/16/20

Today



Proposed Community Meetings



Special Meetings as needed

* Schedule extended to allow for additional community input

PREFERRED OPTION

PROCESS

- What it is
 - Selection of building location
 - Selection of building scale
 - General configuration
- What it is Not
 - Actual building design
 - Final choice of site elements
 - Final choice of traffic and parking solution

MAJOR ELEMENTS

- Open area and park area
- Program size
- Building scale for neighborhood
- Site circulation and traffic

PROGRAM UPDATE



SCHOOL POPULATION, ADJUSTED

110 FEWER STUDENTS 19 FEWER STAFF

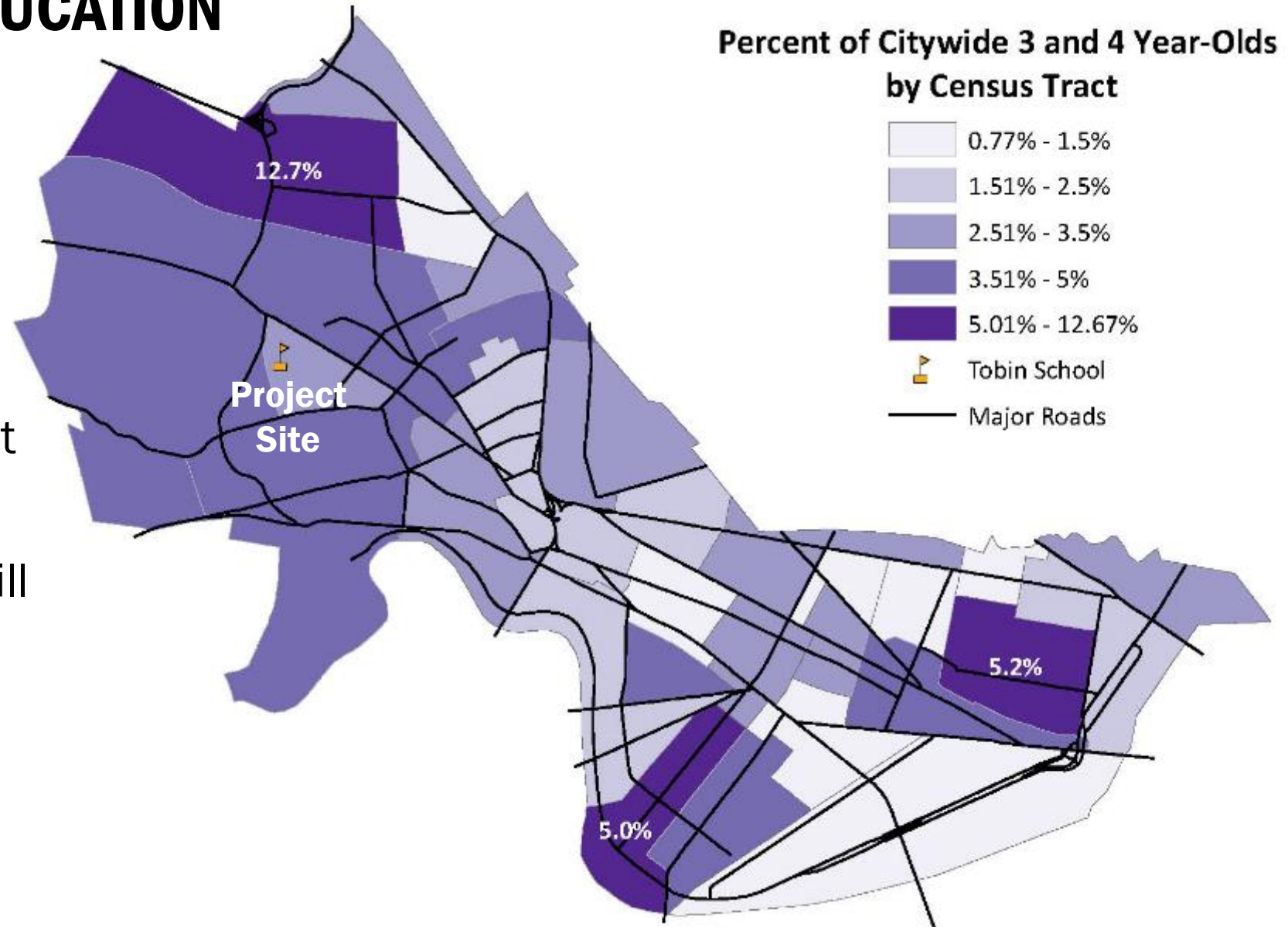
- Preschool classrooms at this location
 - November program: 8 classes
 - Current program: 4 classes
 - 50% fewer
- Special Start classrooms at this location
 - November program: 5 classes
 - Current program: 3 classes
 - 40% reduction
- All other program needs met



EARLY CHILDHOOD EDUCATION

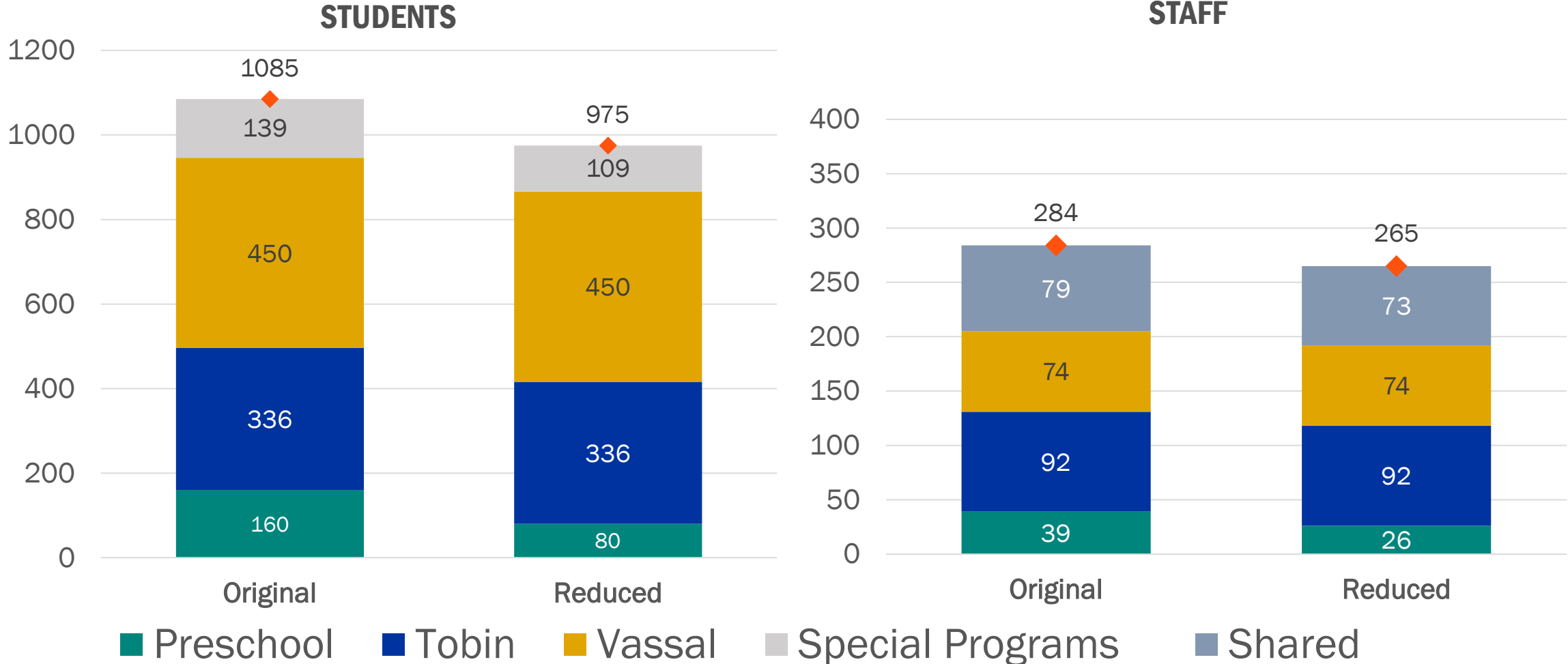
3 AND 4 YEAR-OLD DISTRIBUTION

- City is committed to providing preschool access
- North and West Cambridge have greatest need
- Preschool classrooms will be added at other sites
- Adjustment to school



SCHOOL POPULATION: STUDENTS AND STAFF

110 FEWER STUDENTS 19 FEWER STAFF



Original: 8 preschool classrooms, 5 Special Start classrooms
 Reduced: 4 preschool classrooms, 3 Special Start classrooms

TRAFFIC AND PARKING

WHAT NEEDS TO BE STUDIED

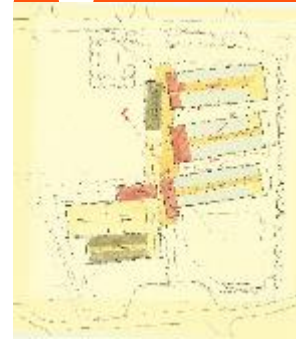
- Traffic Impact Study (TIS) Certification
 - Required comprehensive analysis
 - Looks at existing infrastructure and anticipated impacts
 - Traffic, Parking, & Transportation Department reviews
 - Includes vehicle, pedestrian, and bicycle access and circulation
 - Opportunity for community input

TRAFFIC AND PARKING

WHAT NEEDS TO BE STUDIED

- Parking & Transportation Demand Management (PTDM) Plan
 - National model, required when adding non-residential parking
 - Looks to improve access, reduce congestion, and reduce air pollution
 - Goal to increase safety by promoting walking bicycling, and public transit
- Key elements of PTDM include
 - Single-occupancy vehicle mode-share commitment
 - Comprehensive Transportation Demand Management (TDM) measures
 - Annual Single Occupancy Vehicle surveys
 - Biennial car and bicycle counts
 - Status of TDM measures

OPTION REVIEW



DESIGNS IN NOVEMBER



RENOVATION / ADDITION

- Re-uses existing building
- Buses on Vassal Lane
- Cars on Concord Ave
- Service and parking at site interior
- Playing fields on east side



WINGS

- All new building
- On-site drive aisle for buses and cars
- Service and parking at site interior
- Playing fields on south side



PAVILIONS

- All new building
- On-site drive aisle for buses and cars
- Service and parking at site interior
- Playing fields on west side

DESIGNS IN JANUARY



REPLACEMENT

- All new building
- Bus loop off Vassal Lane
- Parking below building
- Playing fields on north side



WINGS

- All new building
- Bus loop off Concord Ave
- Parking below building
- Playing fields on south side



PAVILIONS

- All new building
- On-site drive aisle for buses
- Parking below building
- Playing fields on west side

EVOLUTION OF AN IDEA

November 2019:
RENOVATION-
ADDITION



EVOLUTION OF AN IDEA

January 2020:
REPLACEMENT v1



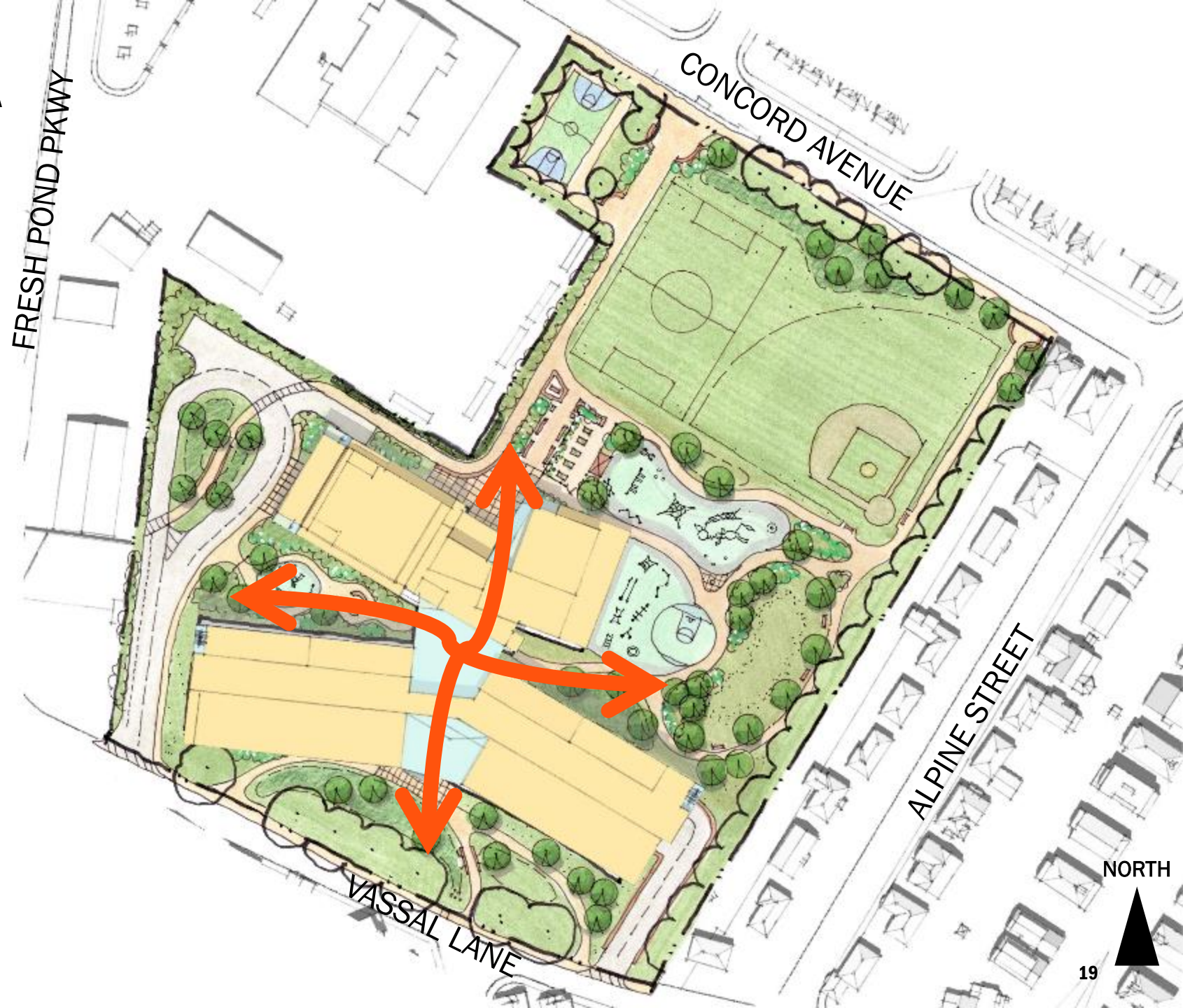
EVOLUTION OF AN IDEA

January 2020:
REPLACEMENT v2



EVOLUTION OF AN IDEA

February 2020:
REPLACEMENT v3
CROSSROADS

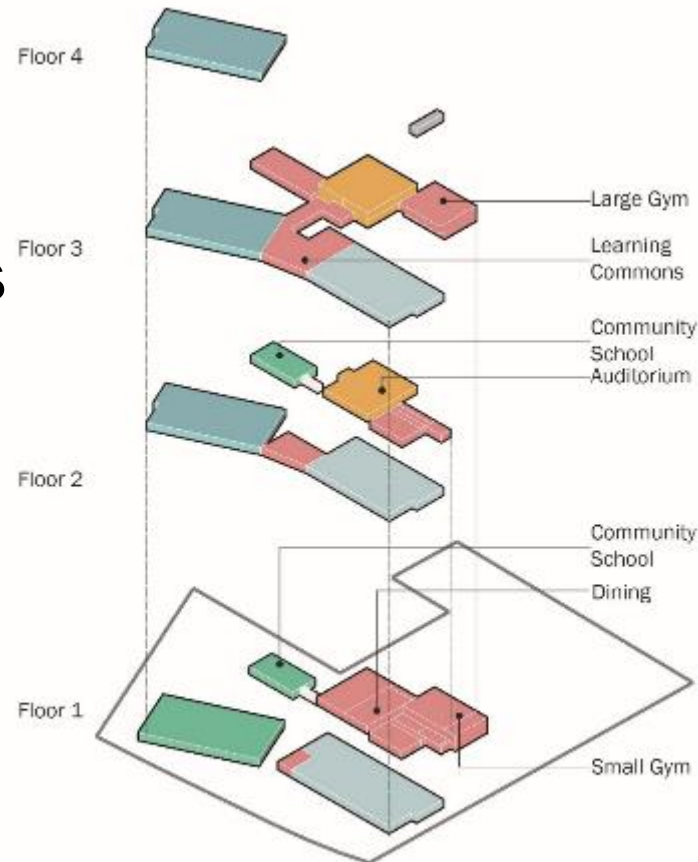


STACKING DIAGRAMS

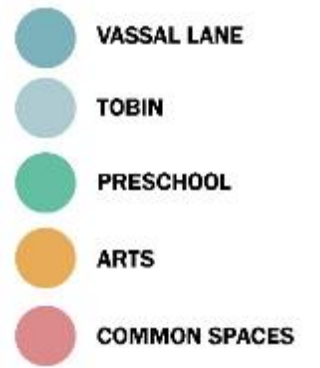
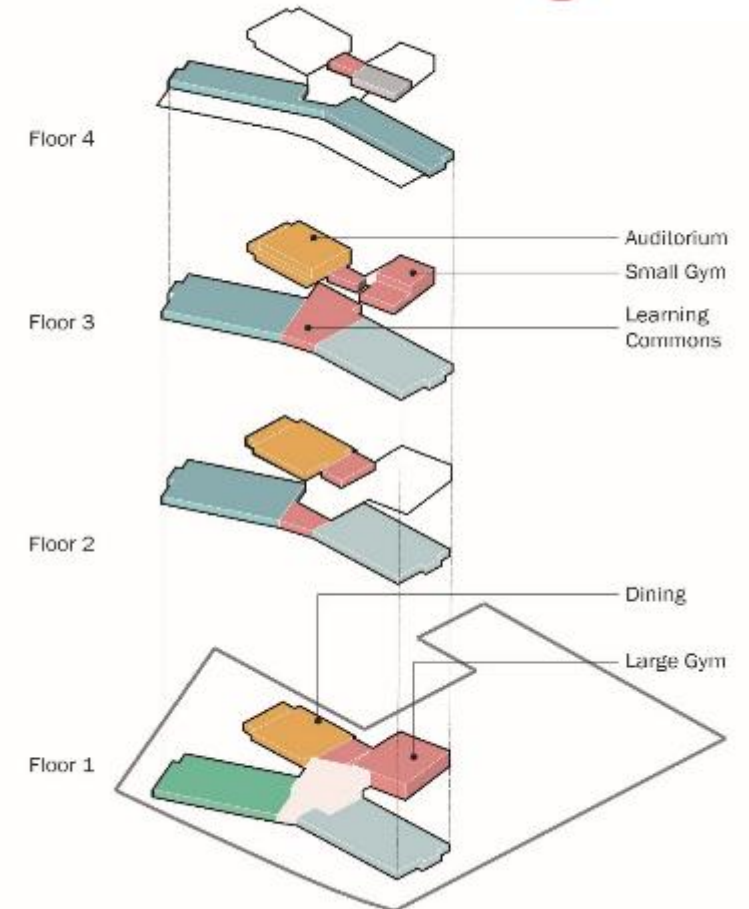
DESIGN REVISIONS

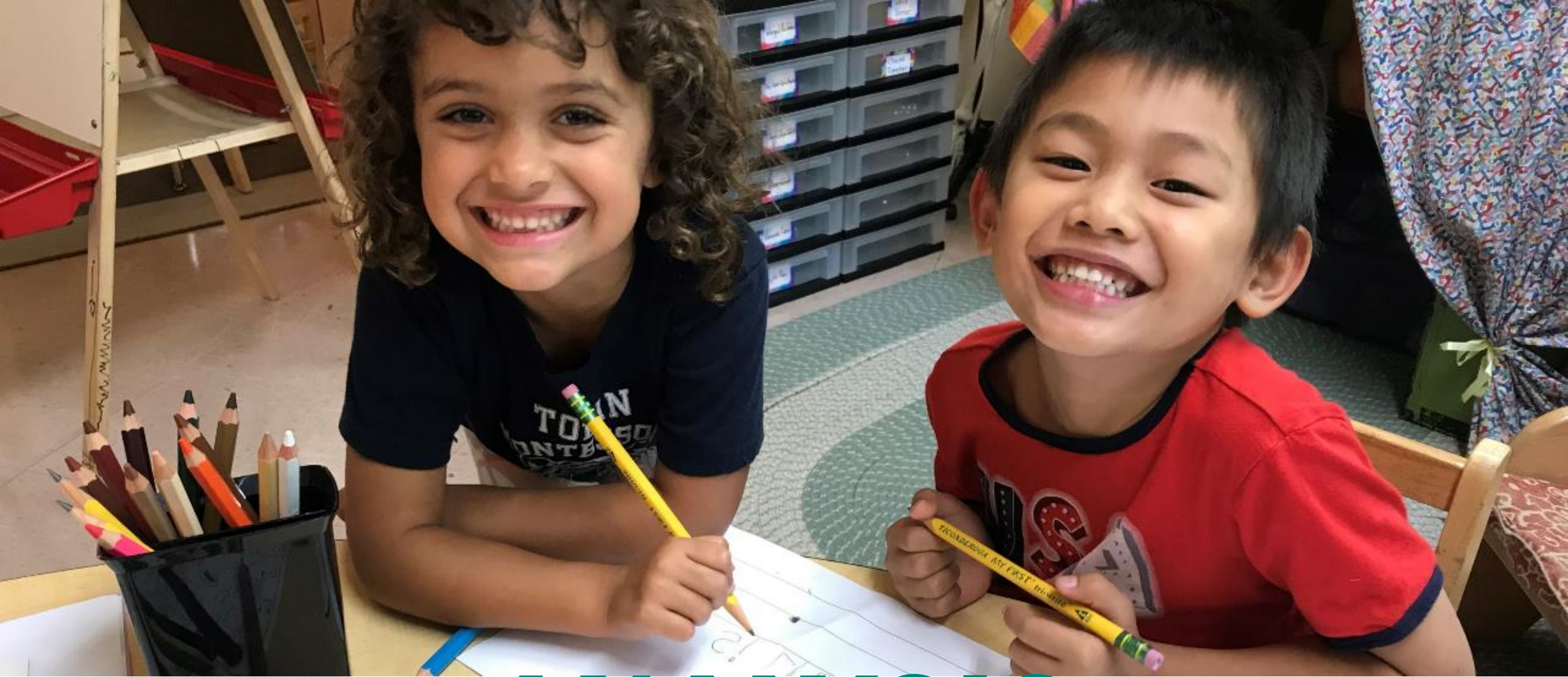
- Community School moved from it's own wing to Preschool area
- Auditorium and gyms moved west
- 4th floor set back from Vassal Ln

REPLACEMENT



CROSSROADS

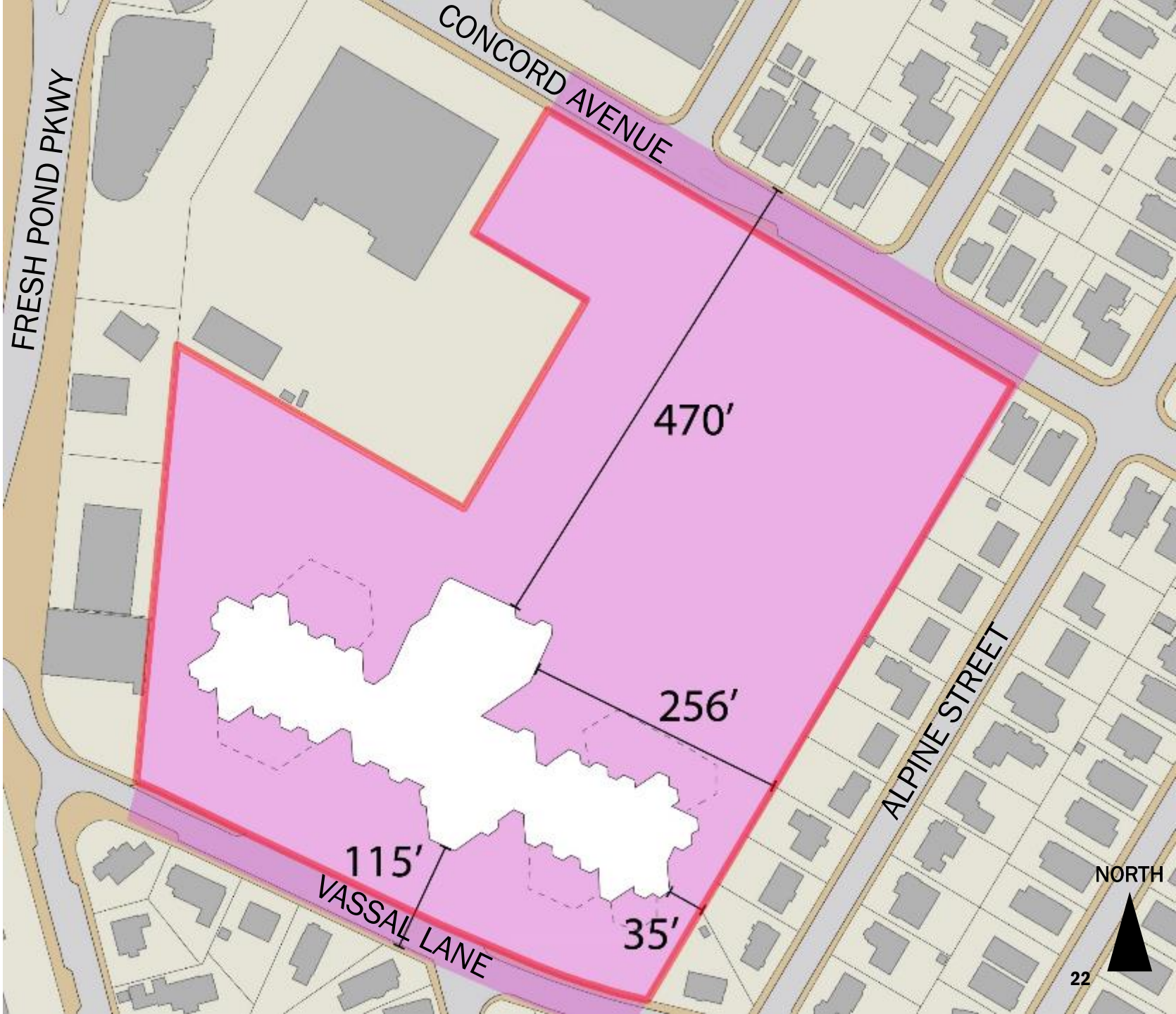




ANALYSIS

SETBACK

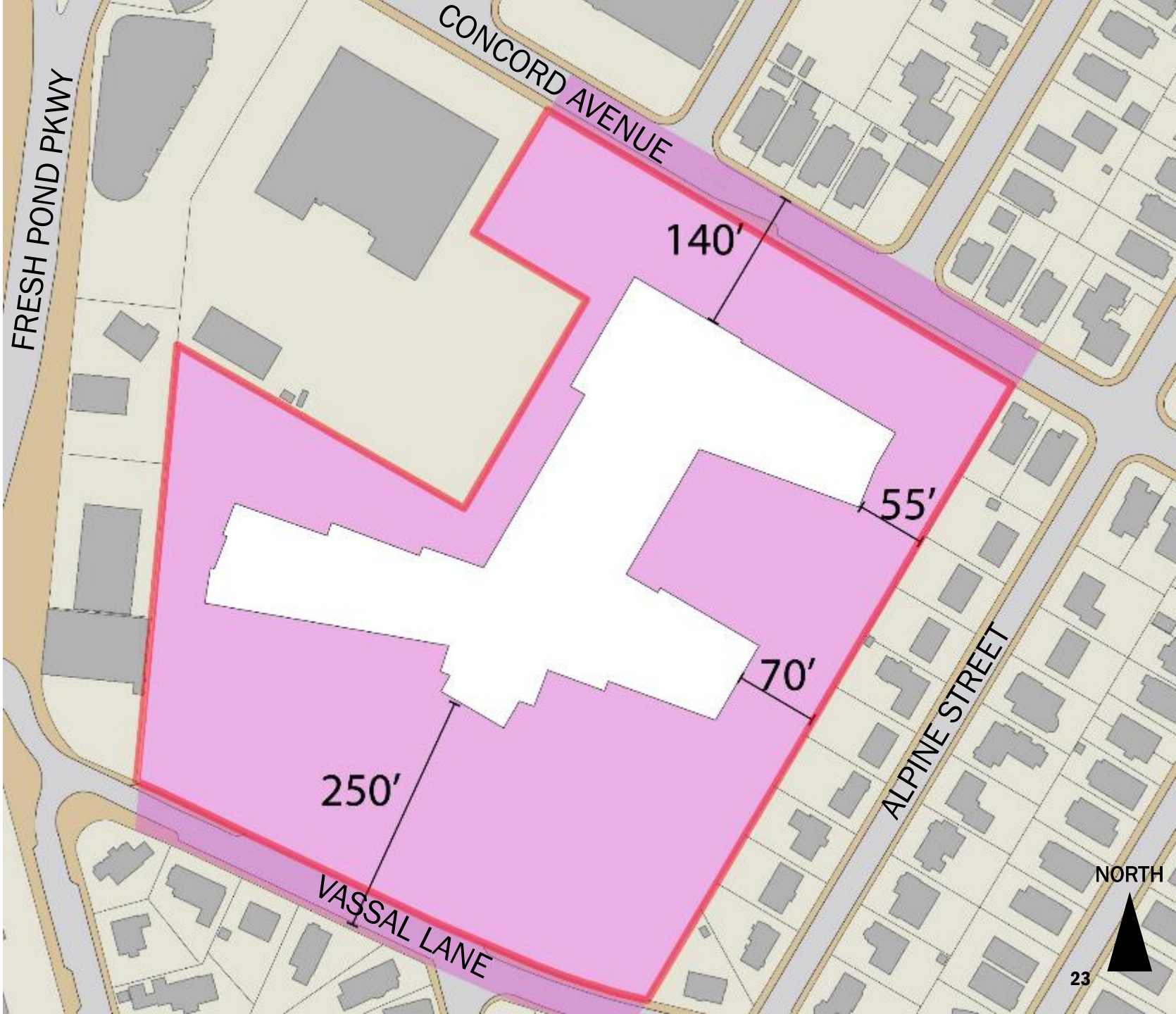
EXISTING



SETBACK

WINGS

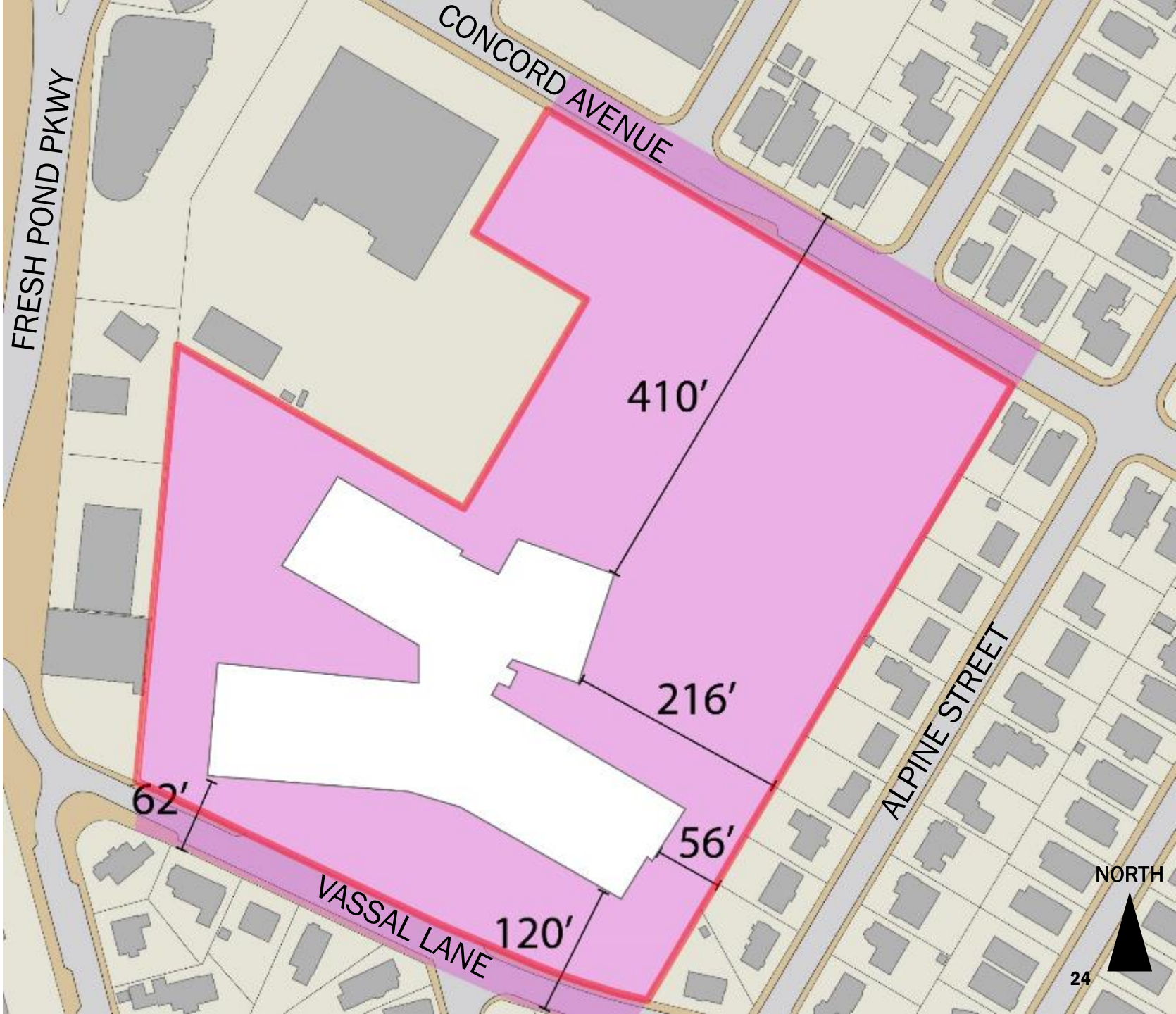
November 2019



SETBACK

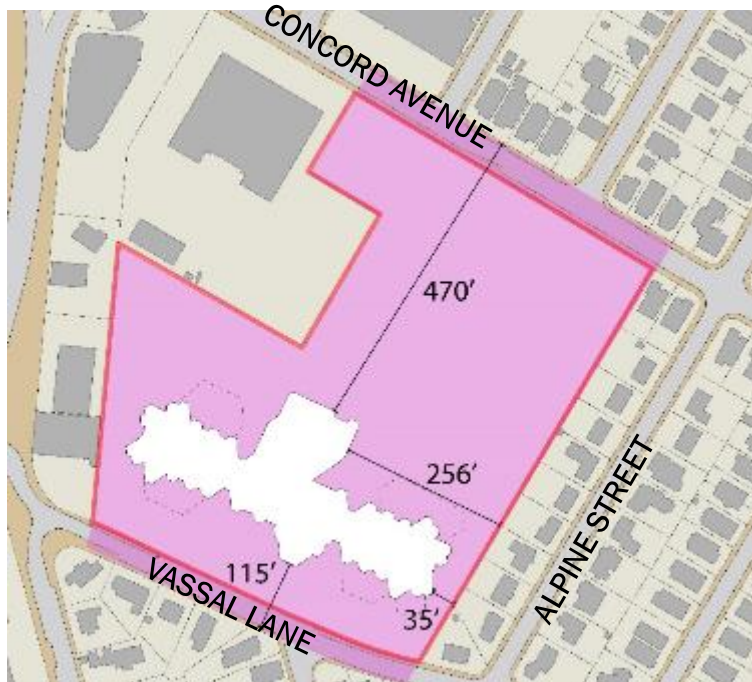
CROSSROADS

February 2020

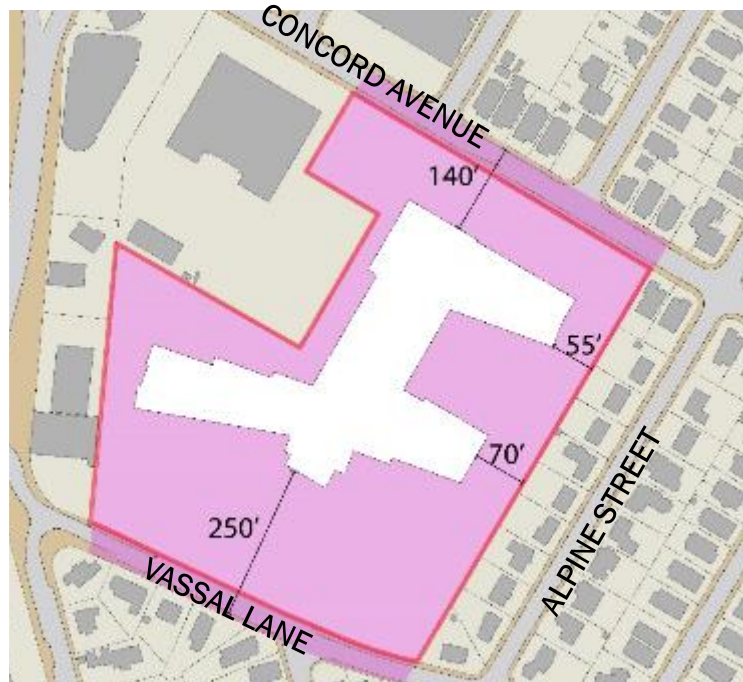


SETBACK FROM PROPERTY LINE

EXISTING COMPARED TO PROPOSED

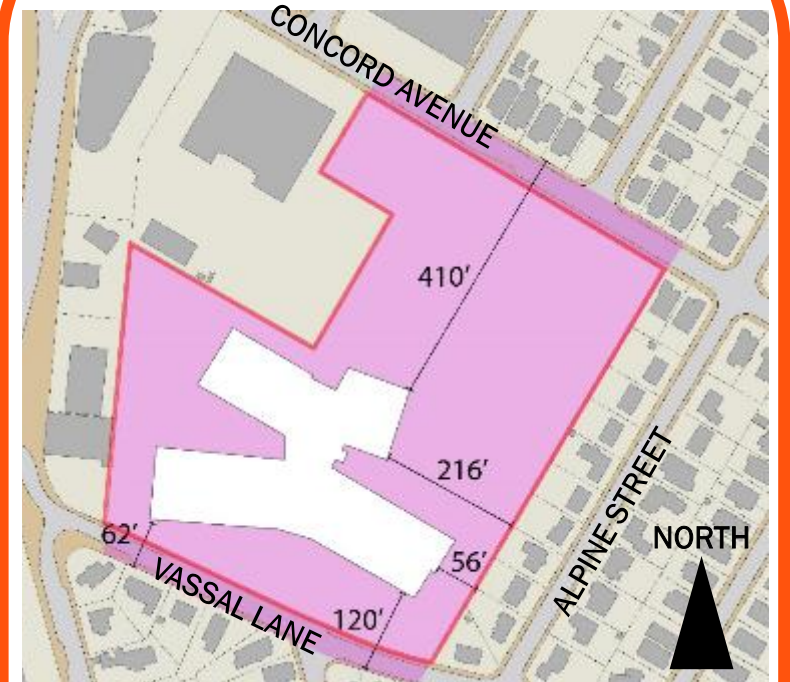


EXISTING



WINGS

November 2019



CROSSROADS

February 2020

OPEN AREA

EXISTING

6.6 acres

Building: 1.4 acres

Roads: 1.1 acres



OPEN AREA

WINGS

November 2019

5.4 acres

Building: 2.4 acres

Roads: 1.3 acres



OPEN AREA

CROSSROADS OPTION

February 2020

6.5 acres

Building: 2.0 acres

Roads: 0.6 acres



OPEN AREA

COMPARISONS

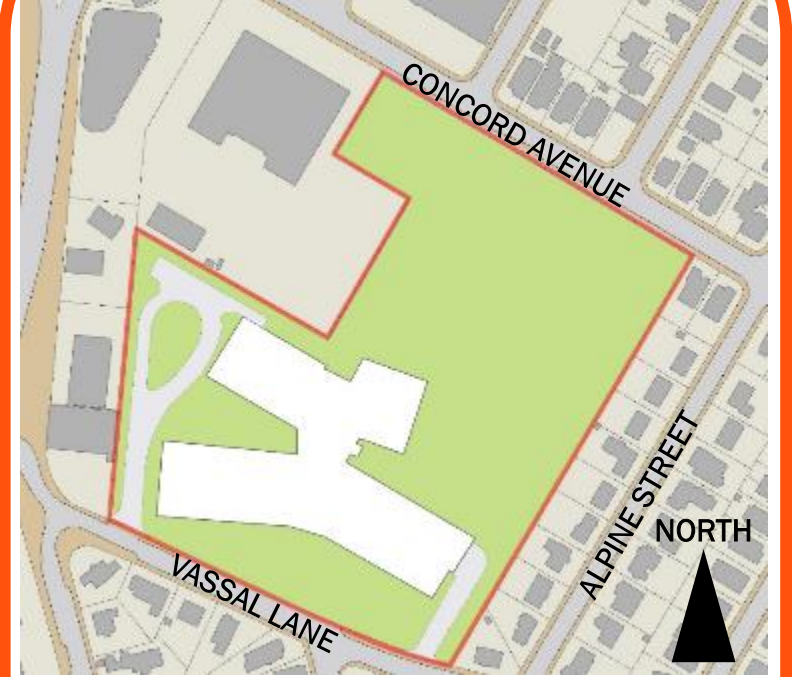


EXISTING



WINGS

November 2019

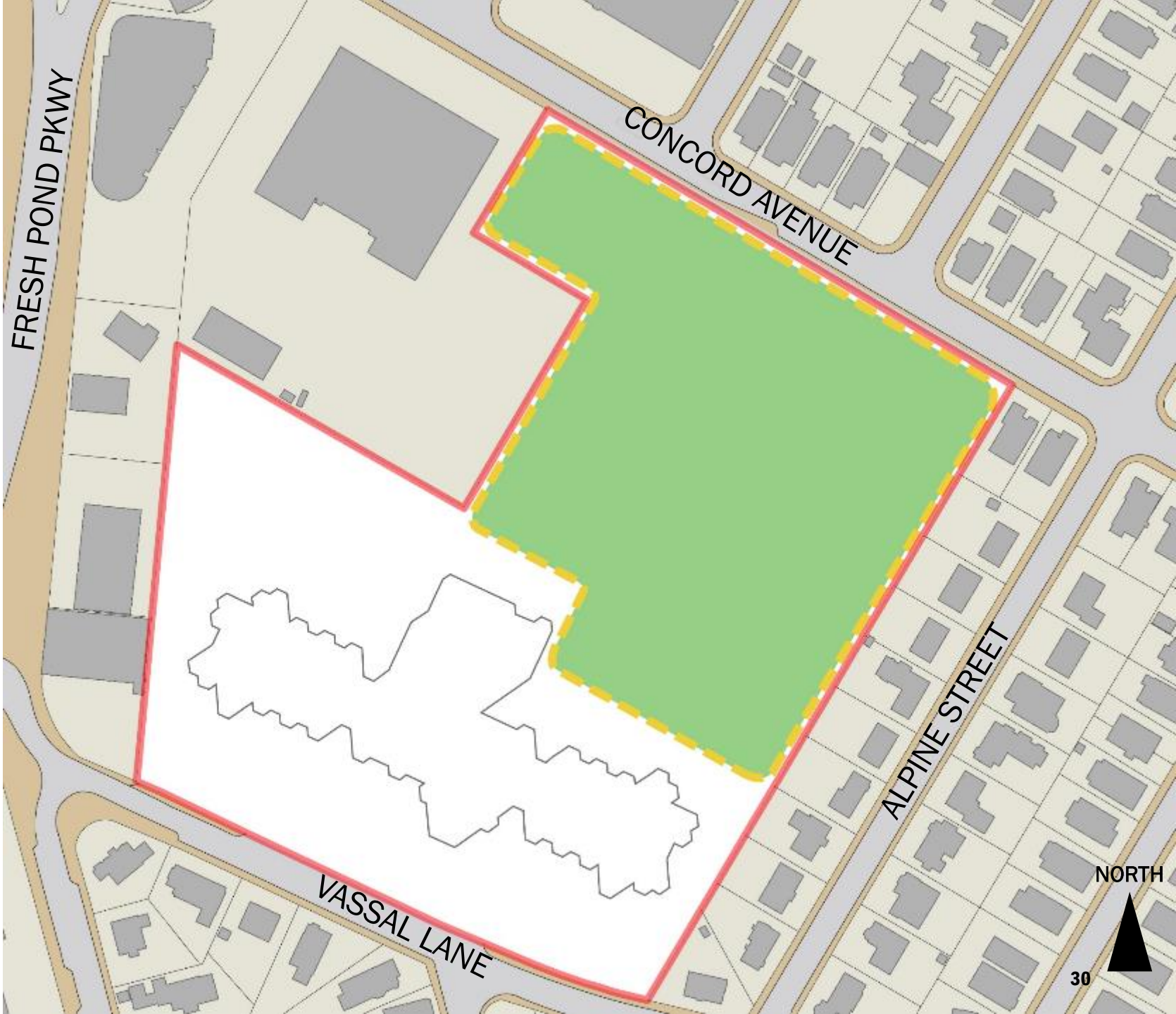


CROSSROADS

February 2020

FATHER CALLANAN PARK

EXISTING
4.5 acres



FATHER CALLANAN PARK

EXISTING

4.5 acres

WINGS November 2019

2.45 acres



FATHER CALLANAN PARK

EXISTING

4.5 acres

WINGS November 2019

2.45 acres

REPLACEMENT

January 2020

3.9 acres



FATHER CALLANAN PARK

EXISTING

4.5 acres

WINGS November 2019

2.45 acres

REPLACEMENT

January 2020

3.9 acres

CROSSROADS

February 2020

4.55 acres

PERKINS EASTMAN TOBIN MONTESSORI/VASSAL LANE SCHOOLS



FATHER CALLANAN PARK

EXISTING COMPARED TO PROPOSED

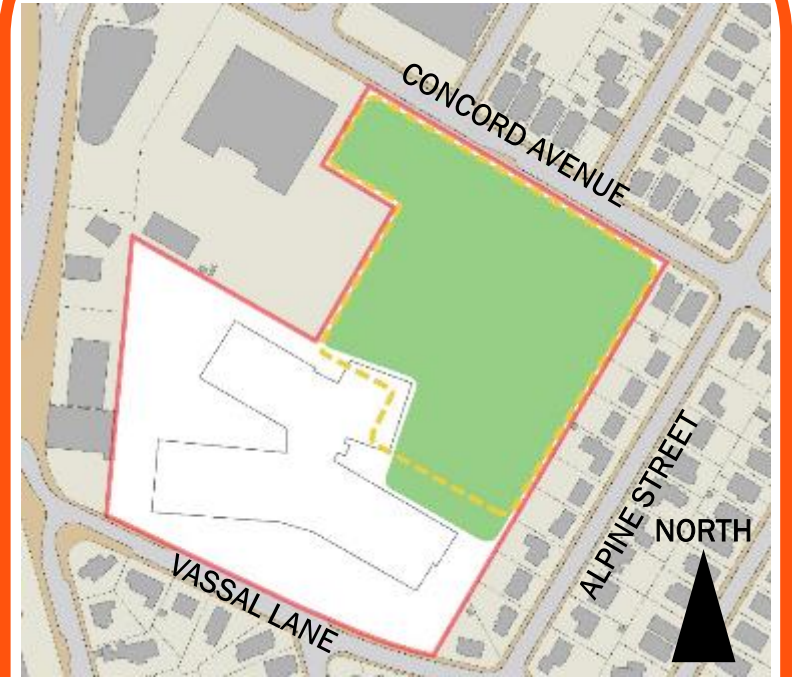


EXISTING



WINGS

November 2019



CROSSROADS

December 2020

SITE AREAS

DESIGN EVOLUTION

DESIGN	EXISTING	WINGS (NOV 2019)	CROSSROADS (FEB 2020)
Building Footprint	62,162 sq.ft.	106,500 sq.ft.	86,918 sq.ft.
Open Area	6.6 acres	5.4 acres	6.5 acres
Park	4.5 acres	3.9 acres	4.55 acres

PREFERRED OPTION



PREFERRED OPTION: REPLACEMENT v2

AS PRESENTED IN JANUARY

- More compact shape
- Playing fields on north
- Community path on both sides
- Cars enter and exit on Vassal in SW corner of site
- Bus loop on Vassal
- Service entry on Vassal



PREFERRED OPTION REPLACEMENT v3: CROSSROADS

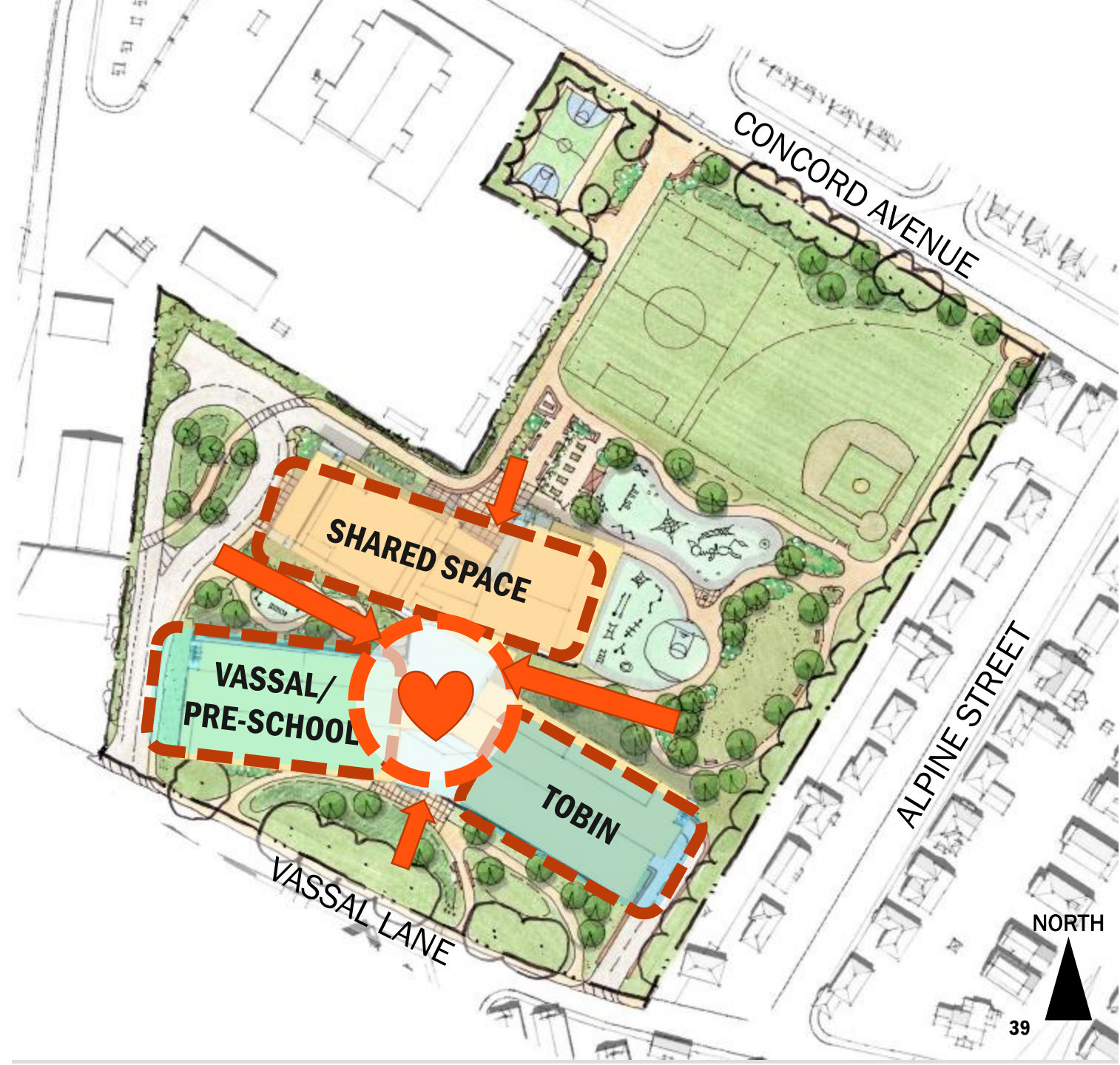
- Organized for smaller footprint
- Taller portions are away from neighbors
- Maximized contiguous park area
- Maximized open area



CROSSROADS

RELATIONSHIP BETWEEN THE PARTS

- All entries organized around “Heart of School”
 - Pedestrian entrances facing Vassal Lane and Concord Ave
 - Car arrival below grade
 - Bus arrival from west
- Short travel distances
- Easy to separate wings
 - Increased security
 - Weekend/evening use can be segregated



CROSSROADS

BUILDING AND SITE ELEMENTS

- SERVICE
- BUS DROP-OFF
- LEARNING COMMONS ON UPPER FLOOR
- COMMUNITY SCHOOL & PRESCHOOL ON 1ST FLOOR
- BELOW-GRADE CAR ENTRY



CROSSROADS

SITE CIRCULATION

-  **COMMUNITY PATH**
-  **SERVICE**
-  **CARS**
-  **BUSES**



CROSSROADS

SOME POTENTIAL CIRCULATION PATHS



Scenario A



Scenario B



Scenario C

As with the previous options, these scenarios are only a few of the possible solutions. Further study will be done during the Schematic Design phase.

NOV 2019

CROSSROADS

VIEW FROM NORTHWEST CORNER



ALPINE STREET

VASSAL LANE

FRESH POND PARKWAY

TOBIN

VASSAL

PRESCHOOL

GYM

AUDITORIUM

DINING

CALLANAN PARK

SERVICE

COMMUNITY PATH

BUS DROP OFF

CONCORD AVENUE

ARMORY



NOV 2019

VASSAL

AUDITORIUM

DINING

SERVICE

TOBIN

GYMS

CALLANAN PARK

COMMUNITY PATH

CONCORD AVENUE

ALPINE STREET

VASSAL LANE

FRESH POND PARKWAY

CROSSROADS

VIEW FROM NORTHEAST CORNER

NOV 2019

FRESH POND PARKWAY

COMMUNITY PATH

CONCORD AVENUE

AUDITORIUM

VASSAL

GYMS

PRESCHOOL

CALLANAN PARK

TOBIN

VASSAL LANE

CAR ENTRY

ALPINE STREET

CROSSROADS

VIEW FROM SOUTHEAST CORNER



NOV 2019

ALPINE STREET

CONCORD AVENUE

CALLANAN PARK

GYMS

TOBIN

COMMUNITY PATH

AUDITORIUM

ARMORY

SERVICE

VASSAL

BUS LANE

PLAYGROUND

VASSAL LANE

PRESCHOOL & COMMUNITY SCHOOL

CROSSROADS VIEW FROM WEST



FINAL THOUGHTS



YOUR VOICE MADE A DIFFERENCE

From November to Now:

- **18% smaller** building footprint
19,582 square foot reduction
- **17% larger** park area
0.65 acre increase
- **20% more** open area
1.1 acre increase
- **30% fewer** vehicles per day
~110 individual fewer vehicles
- Play fields **do not overlap**
- **No bus** lane along Alpine St properties
- **No parking** on the surface



LOOK AHEAD

Feasibility Study completion

- Continue revisions

- Report mid-March

Design begins Spring 2020

- In-depth studies, including traffic

- Building expression developed

Site work begins Summer 2020



COMMENTS

- Callanan park **larger** than today
- **Compact** building
- **Fewer** students
- **No parking** on the surface
- **On-site traffic** reduced by $>10\%$



PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



Item	Date	Source	Comment	Response
D001	11/13/2019	Post-it	Consideration for Pedagogical Approach	Noted. Specific recommendations may be made.
D002	11/13/2019	Open Comment	Tobin is Montessori and Vassal isn't – how is this worked into classroom design	We have met with the teachers from all programs, including the Tobin, Vassal Lane and the Department of Human Services Programs, on multiple occasions to define their needs and are also drawing upon our experience in designing for Montessori programs and co-teaching models. Detailed classroom designs will be developed as the design develops.
D003	11/13/2019	Open Comment	Can the site handle the mix of programs? Can the city rethink to having all elementary and moving the other programs? Has there been any other sites studied for the new preschool?	
D004	11/13/2019	Open Comment	Strong push for city council and school department to address all the four year olds	
D005	11/13/2019	Post-it	Students should have ample space for the OT/PT therapy room	Included in the project.
D006	11/13/2019	Post-it	Why not consolidate 2 Upper Schools & consolidate 2 Elementary schools in future building / master plan. Programs would work better & pool resources.	
D007	11/13/2019	Open Comment	Has there been any thoughts on hosting programs elsewhere rather than on site? Options are not meaningfully different – just different layouts	
D008	11/13/2019	Post-it	Forecast & design for future.	Included in the project.
D009	11/13/2019	Open Comment	Spaces has a huge impact on flexibility and the ability to provide additional programs for the various students	Noted
D010	11/13/2019	Open Comment	Can lower schools be combined and upper schools be consolidated? Would it be less expensive? If it exists now than its not enough	
D011	11/13/2019	Open Comment	Has an overall master plan been considered for school organization?	
D012	11/13/2019	Open Comment	Is the preschool a new program – can preschool be at another location to help with open space	
D013	11/13/2019	Post-it	Consider placing some programs (preschool?) elsewhere. New bldg. / field at Alewife Quad?	

Item	Date	Source	Comment	Response
D014	11/13/2019	Open Comment	It's quite a lot – where's the catch area	
D015	11/13/2019	Open Comment	How did the projected enrollment come to be, is there a document that describes such? Vassal is over capacity in some instances	
D016	11/13/2019	Open Comment	I have a question about the Vassal Lane number being 450 - based on projections?	Yes. Number is based on projected capacity
D017	11/13/2019	Post-it	All Models create "dead space" alcoves in the after- hours seems not in keeping with urban security	Noted. Designing to enhance safety is a fundamental goal of CPS and will be evaluated throughout the design process.
D018	11/13/2019	Open Comment	Will the model be accessible for further viewing whether at the city or at the school?	The model will generally be kept at the architect's office for design development, but will be present at future meetings.
D019	11/13/2019	Open Comment	Teachers haven't seen the actual design layouts, only have talked about classrooms specifically. Need more of a functional design study. Teachers and faculty need to see and review the designs prior to a final decision.	Additional meetings with teachers and staff are being scheduled. Functional design study, in detail, is the subject of design phases. The feasibility study is based on detailed layouts that will be developed with teacher and staff input.
D020	11/13/2019	Open Comment	Are there Maker Spaces and are they shared within the various schools	Yes, there are Maker Spaces with associated storage
D021	11/13/2019	Open Comment	MLK has difficult shared spaces; none of the school programs actually share the shared spaces and therefore there's not enough room	Noted
D022	11/13/2019	Post-it	Shared spaces: not enough at MLK. Provide more for after school shared spaces (Piano classes, Girl Scouts, Math Olympiad, Lego Robotics, etc.)	Noted. The space program for this campus has been informed by the use of MLK and the programming of the King Open.
D023	11/13/2019	Post-it	FAQs. Extra Space, IE: MIT Robotics & hosting after hours space - Pedagogy & use of space multi use space - Invision Alewife report/ resilience, open space - Committed to the bike connection & shared path - Parking lot bike issues / After School programming	Noted. Will study as design develops. Envision bike path utilizes the Armory site, but this project will include bike connection from Concord Ave (at the north) to Fresh Pond Parkway (at the southwest).
D024	11/13/2019	Post-it	Extra space for After School & other programming	Noted. See item D22.

Item	Date	Source	Comment	Response
D025	11/13/2019	Open Comment	Afterschool programs fight for various spaces at MLK	Noted. See item D22.
D026	11/13/2019	Open Comment	Is there sufficient music space for the community use	Noted. See item D22.
D027	11/16/2019	Written	In this age of increased security, where exactly would students and guests enter/exit and check-in? And if there is more than one entry/exit, what is the security plan? Will each school have its own to manage? Will people be able to travel between schools once in the building? Will there be internal doors to lockdown and separate parts of the building?	Entrances are indicated on plan with arrows. In the design phase, interior control doors and electronic measures including locks and cameras, will be designed. Schools will be connected so that once inside, parents can visit, pick up and drop off students. Emergency procedures will be considered in design phase.
D028	11/13/2019	Post-it	Too much security @ MLK to some spaces	Noted
D029	11/13/2019	Post-it	Reno/Add Tobin + Preschool far apart	Noted. This will be considered in more detail if this option is selected as the preferred option.
D030	11/13/2019	Post-it	Don't see any benefit to option 1, renovating the problematic existing bldg. Why save an unloved, failing structure if it won't save \$ or offer any benefits in terms of site toxin containment? Either of the new designs seem far preferable. Love the inner courtyards of the Wings (I think) design seems like a real enhancement of the interior, offering extra light, protected outdoor space for young kids - lots of bang for the buck	Noted
D031	11/13/2019	Open Comment	Are transitions being studied between classrooms? Why is gym on second floor? Why can't it be like MLK and have easy access to outdoors	Yes, transition times are being studied, including travel paths by age group. This is why the shared spaces are all in the middle to alleviate travel times in all schemes. Locating the gym at the second floor allows us to keep the building footprint more compact - decreasing travel time and allowing for more open space.
D032	11/13/2019	Post-it	Would make sense to move preschool to the right side of the "A" with their play space to the left of their entrance, designation the open space behind VLUS for VLUS.	Development and assignment of open space to be done in design phase.

Item	Date	Source	Comment	Response
D033	11/13/2019	Post-it	Consider noise reduction in lighting throughout the school to meet needs of students with various disability	Understood to be "visual" noise. Various sensitivities will be considered in the design phase.
D034	11/13/2019	Post-it	Like idea of not building up to consider the needs of students with special needs	Noted
D035	11/13/2019	Post-it	Can you make the older kids buildings taller and gain more open space?	A 4 story option was explored and will continue to be evaluated. The massing of the building in the three options is seeking to balance the educational needs of the various programs inside the building for access, safety, identify, space, egress, transition time, and adjacency with the need for positive and useful outdoor space.
D036	11/13/2019	Post-it	Wings #1 keep programs separated	The Wings option allows for each school to have an identity and a main entry presence, an important design principle. Shared spaces are centralized in order for each school wing to have similar access.
D037	11/13/2019	Open Comment	Can't become just one school image	Agreed and part of the design principles.
D038	11/13/2019	Post-it	This BIG SCHOOL looks like it belongs in the suburbs.	Noted
D039	11/13/2019	Post-it	Can you create overhangs in the building to give you sq. footage that then you can use for more green/ play areas?	May be part of future design phases.
D040	11/16/2019	Written	I find all three options acceptable, but somewhat prefer "Wings".	Noted
D041	11/13/2019	Open Comment	Beyond architecture need to function better	Noted
D042	11/13/2019	Post-it	More creative designs 4 school	Noted.
D043	11/13/2019	Post-it	(Wings) I like this option best. Could you add a pass through from back to front here?	Connections between schools are anticipated. Access will be based on security requirements.
D044	11/13/2019	Post-it	(Pavilions) This opt. seems to be most complex. Its too complicated and wayfinding may be an issue.	Noted. Wayfinding experience will be based on interior organization and developed in the design phase.

Item	Date	Source	Comment	Response
D045	11/13/2019	Post-it	(Add/Reno) Location of Auditorium (central) seems to work really well in this opt.	Noted
D046	11/13/2019	Post-it	(Wings) Of all 3 options this massing seems most friendly to the neighborhood.	Noted
D047	11/13/2019	Post-it	Really appreciate the effort to re-use existing building; but VL program. seems oddly distributed	Noted
D048	11/13/2019	Post-it	What is height of first floor compared to current?	Existing Building's first floor height is 10' - 8" (floor to floor height). Wings' and Pavilions' first floor currently estimated at 14' - 0" (floor to floor)
D049	11/13/2019	Open Comment	What is the height of the first floor compared to current?	See response to item D48
D050	11/16/2019	Written	THREE-STORY PRE-SCHOOL? Are there other uses for the upper floors? Will pre-K classes be herded into elevators? Will pre-K parents park and ride elevators to drop off and pick up their kids?	The preschool is only one story on the ground floor for all options. The options show other shared programs and/or administration on the floors above.
D051	11/13/2019	Post-it	All models really cut down on eyes on the street for pedestrians crossing from concord side to vassal side	Noted
D052	11/13/2019	Post-it	How many stories will the Add / Reno be?	The current design includes 3 stories for the addition.
D053	11/13/2019	Open Comment	Lots of concern on building height and close proximity to fields	Will continue to study in the design phase. This is acknowledged and is, in part, the challenge of fitting all program on the site.
D054	11/13/2019	Open Comment	I have a question about a fourth floor and whether it was considered	See response to item D35
D055	11/13/2019	Post-it	These all look "suburban" not urban sometimes urban spaces go up.	See response to item D35
D056	11/13/2019	Open Comment	Is the building height a constraint – why can't we go up? What is the thought process at staying at three stories	See response to item D35
D057	11/13/2019	Post-it	Trade-off for 4th story? We don't want to lose fields!	See response to item D35
D058	11/13/2019	Open Comment	Kids love escalators	Noted. Elevators require close supervision of small children, which is operationally challenging.

Item	Date	Source	Comment	Response
D059	11/13/2019	Post-it	Kids love Escalators	See response to item D58
D060	11/13/2019	Post-it	Buildings need to go up we need field space	See response to item D35
D061	11/13/2019	Post-it	Why not go higher to maximize ground, playground & open space	See response to item D35
D062	11/15/2019	Written	1. The architects seemed to think that it was essential to give each school it's own identity and entrance. This priority should be reevaluated . This should NOT be a priority at the cost of giving up much potential shared drop-off, parking and entry real estate at the cost of eliminated open space to fulfill this imagined requirement. • The current schools share and entrance and this works out much better for me as a parent who has had kids in both the Tobin and the Vassal Lane schools. The schools don't start at the same time. A shared entrance works better for me as a parent. • A shared entrance and limiting public entries to the school is safer for the students and the staff. • Speaking to the principals of the to two schools, they both agreed that a shared entrance and drop-off is preferred. Please consider sharing these resources to save more open space on the sight.	The final design will balance the need for identity with shared drop-off for families such as yours.
D063	11/15/2019	Written	2. The administrative office should be closer together to facilitate close coordination between the school's administrative staff.	Noted
D064	11/15/2019	Written	3. I have a slight preference for the 3rd scheme of Pavilions because of the reduced building frontage on Vassal Lane and because of the enclosed courtyards but feel that the building massing scheme that facilitates energy conservation should be prioritized.	Noted

Item	Date	Source	Comment	Response
D065	11/13/2019	Written	<p>I hope that we are planning for some "vocational education" opportunities for kids in the middle schools. I came in a little late but in thinking out of the box a bit, I'm wondering if one of the gums can support "gymnastics" given that we will be losing MIT availability. I think we can be more creative than putting two gyms with basketball courts when our young girls need better opportunities. Can Perkins and Eastman present some alternatives.</p> <p>The Superintendent and his leadership team need to take a close look at the middle school design and decide whether there is an opportunity to rethink how our middle school system is functioning and whether it can be improved. We might want to add another school to be a part of the upper school design (only two go to Vassal school now) that would create more diversity there, etc. In other words this is a one time opportunity to improve on educational issues we might be facing. The school committee needs to weight in on the educational design. From a planning standpoint there is going to be a real parking issue at the Kennedy/Longfellow school given they lost available parking at the Bus lot that no longer exists. This is creating a lot of anxiety at the school and needs to get resolved sooner than later.</p>	
D066	11/16/2019	Written	<p>I live a block from the Tobin and enjoyed seeing the current schematic designs for the new schools. I wondered if the height of the buildings could be increased to four stories to increase open spaces for additional playing fields? I imagine there might be a zoning restriction limiting height, but I think a taller building in that location would not significantly impact the feel of the adjacent houses. Overall, the site plan seemed overly constrained for bus lanes and playing fields and an additional story might open up the overall site.</p>	See response to D35
D067	11/25/2019	Written	<p>Explain the programmatic choices more fully since the size and composition of the student & adult populations are driving the design choices. How much of this space is for future growth? What other site options were or could be considered for some of the additional programs being proposed for this site? Who made the program decision and who can potentially change it (was School Committee consulted?)</p>	

Item	Date	Source	Comment	Response
D068	11/25/2019	Written	How many adults would be on campus? (higher ratio of student:teachers for younger and special needs/ELL students)	
D069	11/25/2019	Written	Is the new Human Services preschool an early ed center for the entire city (complex logistics in a part of the city choked by traffic)?	
D070	11/25/2019	Written	How would an Upper School of 450 students meet the goals of the Innovation Agenda to create small school communities? This makes VLUS much larger than the other 3 Upper Schools (it's already slightly larger than they are). How does this affect enrollment in its 3 feeder schools?	
D071	11/25/2019	Written	How would community facilities be used after regular school hours and on weekends? Which spaces are being designed for multi-purpose (even adult) use?	The gymnasiums, cafeterias, auditorium, and Professional Development Center are being considered for community use after hours and on weekends by both children and adults. The Professional Development Center is currently intended to be a multi-purpose space.
D072	11/25/2019	Written	Show a design with 4 floors on some of the buildings, placing the height on the Parkway/Armory side of the lot. We need to see a comparison and the impact on open space.	The design team will further investigate this possibility, considering both community and educational needs.
D073	11/25/2019	Teacher Workshop	How many adults / staff will be on campus	
D074	11/25/2019	Teacher Workshop	Is the cafeteria one space?	Dining consists of one large kitchen to support multiple, age appropriate seating areas
D075	11/25/2019	Teacher Workshop	Separate the cafeteria and PE spaces so that scheduling is easier	Noted.
D076	11/25/2019	Teacher Workshop	Separate the auditorium and dining spaces	Noted. It is our understanding that this is for acoustical reasons and will be considered as the design progresses.
D077	11/25/2019	Teacher Workshop	Music should be near the auditorium and on the same floor	Noted.
D078	11/25/2019	Teacher Workshop	Where are the District Science and storage spaces going	District Science (supplies) and District Storage are currently proposed to be in the basement.

Item	Date	Source	Comment	Response
D079	11/25/2019	Teacher Workshop	The Wings option has the gyms above the preschool - what about acoustics?	The design team has successfully designed schools with a gym above classrooms, keeping noise separated, in the past.
D080	11/25/2019	Teacher Workshop	Cafeteria should be separate from hallways - not a throughway	Noted
D081	11/25/2019	Teacher Workshop	First Levels - the younger children - should have outdoor spaces per classroom	Noted. This is the current intent.
D082	11/25/2019	Teacher Workshop	King has access issues from preschool to the rest of the school where teachers are getting locked between doors and have to call security. This building needs distinct wings and security	Noted
D083	11/25/2019	Teacher Workshop	First floor shouldn't have lots of wasted space, no massive hallways, would rather have larger classrooms	Noted
D084	11/25/2019	Teacher Workshop	Are there student and staff teaching kitchens	There is a teaching kitchen for students currently in the program.
D085	11/25/2019	Teacher Workshop	If we are self contained schools, why are there still shared spaces	It is not feasible for a separate auditorium, but otherwise there are two gyms, and the dining seating is age appropriate
D086	11/25/2019	Teacher Workshop	Library isn't close to the students, especially the younger children - what about separate library spaces	Noted.
D087	11/25/2019	Teacher Workshop	Explain the shared spaces further	This includes the dining, gymnasiums, auditorium and Learning Commons
D088	11/25/2019	Teacher Workshop	Is there an opportunity for a smaller auditorium	Professional development space could also be used for smaller presentations or performances
D089	11/26/2019	Written	What are the guiding principals for designing the school	Guiding principles are in the community meeting presentation. Refer to slides 11-14
D090	11/26/2019	Written	The student population number will double; why are centralized programs being squeezed onto the lot in these overlarge sprawling new buildings? It seems like the overpacking of new programs is being done without regard to site, traffic or use of compact efficient design.	
D091	11/26/2019	Written	What are the numbers of additional staff projected?	

Item	Date	Source	Comment	Response
D092	12/2/2019	Written	<p>To begin, of the three designs presented, let me just say that I personally prefer Option #2 (the so-called “Wings” design) for the following reasons:</p> <ul style="list-style-type: none"> • It has the smallest building footprint (though it could and should be reduced further). • It does a better job of combining open space into fewer, larger spaces (the “Pavilions” design chops up the open space into many tiny and disparate spaces). • It does a better job of separating vehicle traffic from potential pedestrian routes (though the amount of surface parking should be reduced further, perhaps through increased underground garage space and/or drop-offs internal to the garage to eliminate some surface drop-off areas). • It provides a better location for the playing fields next to the mature oaks along Vassal Lane rather than abutting the noisy parkway and neighboring car repair facilities. • It preserves a tot lot and playground onsite (which, surprisingly, Option #1 does not). • It does the best job of making use of solar exposure to the south. 	Noted
D093	12/2/2019	Written	<p>I would also like to see a clear, straight, well-lighted connection between Concord Avenue and Vassal Lane/Fresh Pond Reservation as repeatedly mentioned in the just released Envision Alewife Master Plan. This path would ideally not need to meander excessively in order to avoid vehicular areas. A passageway through the building itself would be ideal, as it would allow better connections across the site rather than forcing pedestrians to walk all the way around the building as at present. Such a direct, external North-South passthrough between the preschool and Tobin wings of the building would best connect Concord Avenue and Vassal Lane, as well as fulfill the request for a pedestrian corridor from Fern Street to the parkway crossing at Vassal Lane as repeatedly requested in the Alewife Plan.</p>	See response to T46. Any interior solution would need to balance school safety and security with community needs.

Item	Date	Source	Comment	Response
D094	12/6/2019	Written	Overall, I have concerns about doubling the size of this school campus from 600 students to 1200 students. Before we agree to double the number of students on this site, we need to fully understand the future and the capacity of the two swing spaces that have been utilized for close to a decade while the Cambridge Street and Putnam Avenue campuses have been under construction. The Longfellow School has served as an elementary school swing space for Dr. M.L.K Jr. and King Open Schools, and the Kennedy-Longfellow School has served as an Upper School swing space for PAUS and CSUS. Once the Tobin/VLUS campus is complete, what is the future and what is the capacity for these swing spaces?	
D095	12/6/2019	Written	Even if we fully renovate an elementary school, such as the Graham and Parks, we would not use both swing spaces. As discussed during the Universal Pre-K conversation on Monday evening, could the Longfellow School serve as the pre-school site that is being planned for the Tobin site? There are a great many factors that I don't feel confident we have the answers to at this time, and I would urge the City and the Schools to do that facilities inventory and provide us with the information so we can feel confident with a decision.	
D096	12/6/2019	Written	It was stated Monday evening, that the Cambridge Street and Putnam Avenue Upper Schools were built without significant space to grow, particularly in the middle schools. This is a considerable problem and a mistake not to be made again. We should be planning for *some* growth so that we can remove the unfair "caps" in 5th grade in the VLUS feeder schools to ensure socio-economic equity among the Upper Schools. However, I am concerned about adding the bulk of the middle school population growth into one school and planning to increase the school size by 50% (300 students to 450). The Vassal Lane Upper School is already the largest in the district and houses the entire 6-8th grade SEI population as well as several other complex programs. Given the complexity of this Upper School already, it seems unwise to plan for all middle school growth in this proposed building.	

Item	Date	Source	Comment	Response
D097	11/25/2019	Written	Re-open conversation with the state about using (leasing) a portion of the Armory lot for parking. Who do we need to talk to? Could a state rep or senator help us? It could be accessed from the Vassal Lane side if they don't want to share their curb cut on Concord.	
D098	12/8/2019	Written	Examining the three schemes proposed by the architects, using the School Department's program as their base, the impression of too much mass in relation the open space is unavoidable. The current FAR is at 0.315, which is already over the 0.25 allowed (presumably a Special Permit was given for the 1971 construction). The proposed schemes raise the FARs to roughly 0.7, 0.75 and 0.8, more than double the existing. A Special Permit would allow it to go up to 1.25, but at a complete loss of community open space.	
D099	12/14/2019	Written	The plan to have such a large population and program density on this site, on the far west edge of the city, does not seem to take into account the distance that many students and families will need to travel, nor the aforementioned gridlock. Putting some of these programs in other sites throughout the city would seem to be a more sustainable and equitable option for the city's residents. In Alana Mallon's letter of 12/3/19, she suggests some options for locating the preschool program in other, more central locations. These and other options should be explored further before jumping to final plans. Additionally, the current plans do not seem to align with the goals of Envision Cambridge or the Innovation Agenda, which were developed to help the city plan for growth thoughtfully. (cont. O36)	

Item	Date	Source	Comment	Response
D100	12/15/2019	Written	<p>I am writing to you in regards to the proposed design options for the new TM/VLUS project. I am a licensed architect in the Commonwealth of Massachusetts, the Chief Academic Officer of a local innovation school, a founding former board member of Montessori preschool and the parent of a Tobin first grade student. I have read and heard many comments and concerns about the anticipated size of the new school and am well aware of the expanding needs for expanded quality programs within our community. That said, an extensive amount of research indicates that there may be many benefits from smaller learning communities and while I recognize that rethinking the entire structure of the district is not feasible, I strongly believe that we can offer many of the benefits of a smaller school environment through thoughtful design and architectural intervention. (cont. D101)</p>	
D101	12/15/2019	Written	<p>To that effect, while I lean in my preference for Proposed Design 3: Pavilions, I have some general concerns and comments about the proposed designs and their potential as the process moves into a clearly defined schematic design and design development phase. I support the general locations of the three major programs, especially the more residential facing aspect of Tobin and the sheltered location of the Preschool. That said, I have some concern that the design driven by the FAR will dramatically change both the quality of the community and the benefits of the current design specific to a Montessorri education. (cont. D102)</p>	

Item	Date	Source	Comment	Response
D102	12/15/2019	Written	<p>Consider unifying the programs to better retain and enhance multi-age interaction that is a hallmark of Montessori pedagogy. This could be achieved by distributing preschool classrooms on the lower levels (see point 2), with lower and upper elementary classrooms on the 2nd and 3rd levels. The pavilion theme can extend to the interior through atriums to offer visual and circulatory communication across the school. This would offer the opportunity to have more integrated "common" use spaces that would more naturally connect to all Tobin Classrooms and be a natural extension of a more integrated age community. This also addresses another concern I have with this option which is the heavy centralization of the common spaces. (cont. D103)</p>	
D103	12/15/2019	Written	<p>Consider dramatically rethinking the extent of direct outdoor access. The current building offers direct access to both private and shared outdoor space for virtually every class at Tobin. Beyond being vital for Montessori classes, there is ample evidence to suggest more and varied outdoor time is beneficial to children in countless ways. In some ways I would love to see a design option retaining the current building but renovating it so that the preschool remains in the East wing with ample attention paid to improving the outdoor spaces directly adjacent to the classrooms. I think the protected quality of an outdoor space for each classroom is amazing, as is the angled quality and variation of each room in the current location, and these would be great to preserve. (cont. D104)</p>	

Item	Date	Source	Comment	Response
D104	12/15/2019	Written	<p>There are qualities of Mont. education that are different than other types of education and they should be expressed on the site as well as in the building design. In any case, a new building could achieve this access in many ways, perhaps with a half story split (a level 1A, 1B) providing direct outdoor access to all preschool classrooms and exterior stair access to every classroom in the elementary school. As mentioned above, thoughtful use of external pavilions, internal pavilions, and atrium spaces could connect all parts of the school to the outside and provide for a fully integrated community that matches the close-knit qualities at Tobin now, regardless of the expanded size. We also have the opportunity to rethink the culture of the VLUS (and middle schools in general) through a thoughtful integration with Tobin. (cont. O37)</p>	
D105	12/17/2019	Written	<p>I believe we should invest in education and a future. With that said, I feel the issues are 1. size of the expanded school, and 2. open space/playfields. Ideally, I think the size should be halved. I know that will not happen. I hope, however, some of the specific proposals to use other city spaces will be considered in an effort to reduce the size of the school. (cont. P62)</p>	

Item	Date	Source	Comment	Response
D106	12/15/2019	Written	<p>Along with finding out about the green space field loss... we are told that the School has an additional Pre-k school attached which is separate from the Tobin. This was another surprise. The project team then inferred that the school committee, city council, and teachers were a part of the process. This came as a shock to some city council, and school Committee members who were there. This was also the first look at the school from the teachers. They were brought in to give input as to what they wanted in their classrooms, but no the flow of the rooms or the outside fields which the children utilize. Nothing about the building was included. We are paying a lot of money to these architects, and project managers! We should see more options to include our green fields, and sport fields! We are not a cookie cutter community.. we have to plan outside the box on this. This should have planned with more input on all accounts! We were not given any drawings of the inside of any of these building or why they need so much space. We need full compliment drawings so more input could be taken in. (cont. O47)</p>	
D107	12/19/2019	Written	<p>The site schemes generally show what seems to be a reduction on open/play/playground/green space from existing conditions. I was under the impression that the youngest children's program dictates a lot of this "sprawl" due to needing the children on the ground level, whereas older kids are better at dealing with facilities on the upper floor. I would urge consideration be made to consider a change in the design program to reduce this part of the program or relocate that age group as we may be trying to do too much on one site. While the above point is clearly a design consideration, it is program driven, so I do not know if it is feasible to amend the schools and programs being proposed to be brought to Tobin (cont. T68)</p>	

Item	Date	Source	Comment	Response
D108	12/30/2019	Written	<p>As concerned citizens and a family with a child with significant special needs, we have specific concerns regarding the adequacy of the proposed designs in terms of staffing and space needs associated with the significant increase in the population of students with higher needs. Where “typical” classrooms might have one to two dedicated teachers and a possible classroom aid, the population of students in the substantially separate classrooms and across some immersion and younger classrooms require very high teacher to student ratios and many more on-site therapists. Not only are these students in need of a higher level staff support they also require more physical space for the one-on-one services separate from classroom teaching and interventions. More space is needed for this population in the design of the new school, in the design of the classrooms and across all of the outdoor play spaces. (cont. T76)</p>	
D109	1/2/2020	Written	<p>I hope there will be opportunity for this project to be placed within a citywide context and to benefit from additional community input. On December 2, I attended the back-to-back roundtable meetings on the Tobin/VLUS project and the Universal Pre-Kindergarten report. The widely shared goals of expanding Pre-K and providing a new school building were clear. The glaring issue that surfaced for me was the need to place the Tobin/VLUS project aims within the broader goals for Cambridge Public Schools and City Department of Human Services programs and facilities in the next 10-20 years.</p> <p>I am heartened that important conversations are already underway. I understand that the Superintendent’s team and Assistant City Manager for Human Services are partnering closely. I find it promising that the school district and City are discussing a facilities study that would build upon the data from 2006 as well as enrollment projects from the UMass Donahue Institute. (cont. D110)</p>	

Item	Date	Source	Comment	Response
D110	1/2/2020	Written	We are so fortunate to have the resources to provide our students and teachers with wonderful learning environments. Let us do so in a manner that will allow us to strategically allocate resources across the city in an equitable way, one that reflects both future programmatic and related facility needs. (cont. P80)	
D111	1/13/2020	Written	Writing as abutters, we thank you for meeting last week with the neighbors of Callanan Park and Tobin School regarding the city's proposal to rebuild the school. It became evident that the contextual information around the proposed programming for the reconstruction of the Tobin/VLUS is not generally known within the community. Sharing this information would help the neighbors understand the city's proposals for the site as well as be able to offer viable alternatives to what the city — both the School Department and the Department of Human Service Program — is proposing. (cont. D112)	
D112	1/13/2020	Written	It is becoming clear that the site will experience a 12-hour program day, between early teacher arrival, early arrival of children, regular school drop-off and pick-up, and the end of after school programs. (cont. D113)	
D113	1/13/2020	Written	The city has not provided any details about the staffing that will accompany this 12-hour program day. o Please provide an estimate of all staff that will be on site, including part-time and after-school staff. (cont. T85)	
D114	1/13/2020	Written	We are still confused about the total number of pre-K classrooms and number of pre-K students that city is proposing to house at the site. o Please provide a complete breakdown of all pre-K programs, number of classrooms and enrollment, that the city is proposing at the site. o In addition, please clarify whether this is a pre-K or a JK program and the ages of the children in these programs. (cont. D115)	
D115	1/13/2020	Written	What is the current number and distribution of DHSP pre-K classrooms around the city? o This includes classrooms located in schools and those in non-school buildings. (cont. D116)	

Item	Date	Source	Comment	Response
D116	1/13/2020	Written	What is need for DHSP pre-K classrooms across the city? Providing specific information about the locations and populations not served currently is crucial to our understanding and identifying possible viable alternatives to placing all of the identified need at the Callanan Park/Tobin site. o Has the city looked at alternative sites for at least part of the program? What were these sites and why were they not chosen? (cont. O57)	
D117	1/14/2020	Written	As a parent of two children at Tobin, I value Tobin's teaching staff over any feature of the building, grounds or its location. My biggest concern is retaining wonderful staff. To that end, a team of parents asked teachers what would be most helpful as you consider your final design. These items top the list: (cont. T86)	
D118	1/14/2020	Written	2. Large classrooms (Imperative for the Montessori philosophy) 3. Storage for classrooms (Closets) (cont. D119)	
D119	1/14/2020	Written	4. Separate cafeterias (Large open spaces with staggered lunch times add emotional stress of a loud environment and time-stress on an already crowded schedule.) (cont. S29)	
D120	1/14/2020	Written	We don't need informal open spaces in the hallway that can function as improvisational gathering spaces. We need functionality and a quiet learning environment. (cont. O63)	

Item	Date	Source	Comment	Response
D121	1/14/2020	Written	<p>I speak as one of the teachers at Tobin Montessori School. I have to admit, I feel blindsided. The approach that was taken during this process was very inclusive and I truly felt that our needs and desires for an optimal Montessori learning space was being heard. We are already only 1 of the 4 elementary schools in the district that is asked to share our space with a middle school population. We were only recently informed that the new school will require sharing with even more programs in the same space This is disheartening. Sharing space is a wonderful way to save money and resources. It also allows for wonderful cross program student experiences. The struggle, though, is that this limits a number of things that we are able to do in our program. The most impactful is the limit it puts upon our schedule flexibility. A Montessori program requires a 3 hour uninterrupted work period. This is not possible currently, for two of our levels due to the fact that we share our cafeteria with the middle school. I can't help think that additional programs means more sharing of space. I am writing to strongly encourage that whatever design is decided upon that it include a cafeteria that is separate from the other programs. (cont. T87)</p>	

Item	Date	Source	Comment	Response
D122	1/14/2020	Written	<p>I am writing to support the expansion of the preschool program in Cambridge through the Tobin School/VLUS project. I am the parent of a current 2.5 year old, so I understand that this project won't benefit me personally, but as someone who has been going through the process of trying to secure a preschool spot for my daughter, I can speak to the unbelievable stress the limited number of preschool spots creates for parents. I was just recently saying to fellow parents that my household is in a very fortunate position. We are well educated and well resourced and still, for us, the process of finding a preschool that met our needs (geographical, financial, and in terms of the hours it serves) felt nearly insurmountable. I can't imagine how much more daunting it would be for someone with fewer means/options than we have. For us, the public preschool program was by the far the best option for every variable. We were overjoyed (massive understatement) when our daughter was offered a spot in the DHSP program. It has relieved an unbelievable amount of stress for our household. The only hard part is that there are so few spots available and most of our daughter's friends were not so lucky. (cont. D123)</p>	
D123	1/14/2020	Written	<p>Living in Cambridge is wonderful but it does come with added expenses and challenges. One of the main issues is the exorbitant cost of the child care options available. Providing additional preschool spots across the city would make an enormous difference in the lives of citizens with young children and would greatly benefit the young children who would get to take advantage of such an amazing early education experience. (cont. T88)</p>	

Item	Date	Source	Comment	Response
D124	1/14/2020	Written	<p>I am writing in support of the Tobin School/VLUS expansion. Cambridge has a unique opportunity in this moment: to build a beautiful, net-zero school while also moving forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. My daughter is nearly 3 and is currently on the waitlist for both the CPS and DHSP programs. Because of her birthday, she misses the JK cutoff by two weeks, leaving us with two years of preschool to account for. She won't benefit from the additional seats an expanded Tobin would provide. But I'm thinking about the families in my community whose lives could be changed by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. We know that many children start their K-12 years already behind their peers and never get caught up—and high-quality ECE is a key piece of solving that problem. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access preschool opportunities for their own children, through the luck of their birthdays or lottery numbers. As I'm sure you know, private options in the area are simply out of reach for many families. The city has an extraordinary opportunity right now to move closer to equal educational access, and we should take it. (cont. T89)</p>	

Item	Date	Source	Comment	Response
D125	1/14/2020	Written	<p>We write in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. We are thinking about the families in our community whose lives would be changed by having greater access to free or affordable preschool choices--including perhaps our own. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. As we are sure you know, private preschool options in the area are simply out of reach for many families. We are preparing to welcome twins into our family and find ourselves completely overwhelmed as we learn the cost of care for two children at once. We now have a great opportunity to move the City closer to truly providing equal educational opportunity, and we should take it. (cont. T90)</p>	

Item	Date	Source	Comment	Response
D126	1/14/2020	Written	I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. As the parent of a young child who will not benefit from the additional preschool seats this new school will provide, I'm thinking about the families in my community whose lives would be changed by having greater access to free or affordable preschool choices. Me and my husband grew up in Cambridge all of our lives, graduated from Cambridge Rindge and Latin and both work for the City of Cambridge, dedicating our lives to serving the youth of Cambridge, and we got waitlisted on getting into the Department of Human Services Preschool Programs. We are devastated. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet, like us, we still have many families who are unable to access those opportunities for their own children. As I'm sure you know, private preschool options in the area are simply out of reach for us and many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. (cont. T91)	
D127	1/14/2020	Written	As Cambridge parents, we wanted to write in an express our support for additional preschool seats at Tobin. (cont. D128)	
D128	1/14/2020	Written	We are writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. (cont. D129)	

Item	Date	Source	Comment	Response
D129	1/14/2020	Written	As parents of a young child who will not benefit from the additional preschool seats this new school will provide, we're thinking about families in our community whose lives would be changed by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. We're sure you are aware that private preschool options in the area are simply out of reach for many families. The community now has a great opportunity to move ourselves closer to truly providing equal educational opportunity in this city, and we should take it. (cont. T92)	
D130	1/14/2020	Written	2. Separation of programs - I think it's important to keep each school as separate as possible. It is difficult to provide feedback on the exterior without understanding how the interior schools would look and function. How would students and teachers get from each distinct school to the shared spaces and how long will it take? Would pre-schoolers and middle schoolers share hallways at certain times (best to prevent this as much as possible)? (cont. D131)	
D131	1/14/2020	Written	3. Classroom size - Classrooms in the new school need to be as big as the ones Tobin currently has with closets for storing necessary Montessori materials. (cont. S30)	
D132	1/14/2020	Written	I have also been informed that teachers do not have appropriate staff bathrooms in our current school. This is a necessity and should be planned for in the new space. In addition, there should be separate space for meetings and an area in which teachers can have their own printer/copier/scanner/laminator separate from the main office. (cont. D133)	

Item	Date	Source	Comment	Response
D133	1/14/2020	Written	At the last community meeting, a parent from one of the newly renovated schools in Cambridge voiced her frustration with the use (or lack thereof) of the new space. She described large, beautiful hallways that had no other purpose and could have been used towards classroom space. It is imperative that we utilize every inch of the new space in a productive, efficient way. Furthermore, the Montessori model utilizes classroom space in a very different way from traditional classrooms. Tobin Montessori teachers and staff need to be consulted by the planners in order for the new space to be effective for the Montessori model. (cont. D134)	
D134	1/14/2020	Written	Finally, it is my understanding that there will be a lot of shared community space between the schools/programs. If this is so, separate entrances/exits need to exist to keep older, middle school aged kids apart from the Tobin children (we have kids as young as 3 YRO in our school!). If there is shared space between all of the programs, that space needs to be centralized for all programs. Accessible food lines for smaller children are also needed in the cafeteria due to the numerous younger children that attend our school and are expected to go through the lunch line unassisted as the older kids do.	
D135	1/14/2020	Written	I also think we need to be sure to protect each school as a stand-alone unit. The Tobin should have a separate building/entrance from VLUS, and the preschool. (cont. T98)	
D136	1/15/2020	Written	Access to quality and affordable preschool is so important, for all of our city. It's not every day that our city has a strategic opportunity to build greater equity in our education system and to meet the needs of Cambridge families by expanding much needed access to free and affordable quality preschool. I know you're all well aware of the shortage of daycares/preschools in our area, as well as the lack of affordability and quality. This won't fully solve this challenge, but it would be a big step in the right direction. I strongly encourage you to support this important effort.	

Item	Date	Source	Comment	Response
D137	1/15/2020	Written	<p>I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. As the parent of a 7 month old baby, I'm considering my options for affordable preschool choices. While I would love to stay in the wonderful community of Cambridge, I'm not sure as a single-income household that we'll be able to do so if 2 there aren't more affordable options. This expansion would be life changing for many families in the Cambridge community, and allow for families like mine to not move to another more affordable city. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. As I'm sure you know, private preschool options in the area are simply out of reach for many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. (cont. T99)</p>	
D138	1/15/2020	Written	<p>I am writing to give feedback on the design plans for the upcoming Tobin/VLUS building project. As a new parent (child is in her 2nd year at Tobin) I am extremely grateful and appreciative of the Tobin Montessorie education and the opportunities it has provided our daughter and our home from the connections made, the quality of education and the immersiveness of the teaching staff. I'm happy to see a renovation project, but am extremely dismayed if it comes at the cost of affecting our teachers and staff who are a large part of what makes Tobin so impactful. I spoke with other parents and teachers as what would be most helpful in feedback for the design that would ultimately affect their teaching capabilities and thus our children. (cont. T100)</p>	
D139	1/15/2020	Written	(cont from T100) 2) Enough adult bathrooms. (cont. D140)	

Item	Date	Source	Comment	Response
D140	1/15/2020	Written	3) Separate cafeteria for the Tobin Montessorie - having such younger children exposed to the volumes of bigger kids is a stressful situation for the little ones especially as they need more assistance maneuvering and using the newly learned life skills. (cont. P87)	
D141	1/15/2020	Written	3. Expanding the publicly funded and subsidized preschool slots available in Cambridge by adding capacity at the school. Although I got this template from my neighbor and fellow advocate Kate McGovern, my situation is a bit different. My daughter was born on 4/4/17. When I first heard about the fact that pre-K in Cambridge is only available to children born before 4/1, I was shocked and outraged. Although my husband and I both graduated from MIT with advanced degrees and have a solid employment history, having a child rocked our budget and rocked my career. The same VC-backed agritech and biotech companies who had wooed me pre-kids turned cold and brutal as soon as work-life balance entered the equation. I found myself quitting two jobs in the span of three years following bullying and belittlement from leadership, one while pregnant and one with a toddler, and I have been unable to work for the past 9 months. (cont. D142)	
D142	1/15/2020	Written	When I opened the envelope and discovered that my soon to be 3-year-old daughter had landed a spot at Tobin Montessori for fall 2020, I almost fainted. All I could think about was what a relief it would be to save \$20-\$30K per year on preschool. Although I believe this school is the best option for our family, it makes me sick to my stomach to think of depriving another child of the chance to attend preschool at all by taking this spot. I am well aware that there are many families who are unable to access preschool for their children, through the luck of their birthdays or lottery numbers. I hope that in the future, this is not a choice that families will have to make, and that all will have access to public preschool. I hope that any opportunity to add preschool seats during this renovation will be thoroughly reviewed and considered. (cont. C21)	

Item	Date	Source	Comment	Response
D143	1/16/2020	Written	<p>I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. As the parent of a young child who may not benefit from the additional preschool seats this new school will provide, I'm thinking about the families in my community whose lives would be changed by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. As I'm sure you know, private preschool options in the area are simply out of reach for many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. (cont.T103)</p>	

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D144	1/15/2020	Written	<p>I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. As the parent of a young child who will not benefit from the additional preschool seats this new school will provide, I'm thinking about the families in my community whose lives would be changed by having greater access to free or affordable preschool choices. My wife and I grew up in Cambridge all of our life's, graduated from Cambridge Rindge and Latin and both work for the City of Cambridge, dedicating our lives to serving the youth of Cambridge, and we got waitlisted on getting into the Department of Human Services Preschool Programs. We are devastated. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet, like us, we still have many families who are unable to access those opportunities for their own children. As I'm sure you know, private preschool options in the area are simply out of reach for us and many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it.</p> <p>(cont.T104)</p>	

Item	Date	Source	Comment	Response
D145	1/17/2020	Written	<p>I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. As the parent of a young child who benefited from a Cambridge preschool, I'm thinking about the families in our community whose lives would be changed (as ours was) by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. As I'm sure you know, private preschool options in the area are simply out of reach for many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. (cont. T105)</p>	

Item	Date	Source	Comment	Response
D146	1/17/2020	Written	I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. As a person who has chosen to not have children but wants to see children benefit from the additional preschool seats this new school will provide, I'm thinking about the families in my community whose lives would be changed by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. As I'm sure you know, private preschool options in the area are simply out of reach for many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. (cont. T108)	
D147	1/19/2020	Written	I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city, and we should not turn away from it. I'm thinking about the families in my community whose lives would be changed by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. As I'm sure you know, private preschool options in the area are simply out of reach for many families. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. (cont. T110)	

Item	Date	Source	Comment	Response
D148	1/21/2020	Written	Thank you for your responsiveness to the feedback given by the community and providing us with new options. We are most comfortable with Option #1 because it retains many of the positive features of the existing situation, and will require the least adjustment for the neighborhood. It is similar to what exists on Vassal Lane and doesn't disrupt Alpine St. and Concord Ave residents. (cont. P88)	
D149	1/21/2020	Written	4. Option #1 uses its space more efficiently by incorporating a fourth floor section in the rear of the building. (cont. P89)	
D150	1/21/2020	Written	We would like to suggest one possible improvement in Option #1. If part of the rear section of the building were reconfigured so that it wraps around the southeast corner of the Armory parking lot, it would increase the open space area closer to what exists at present. The residents of the parking lot and gas station will not complain. We are hopeful that you agree with these ideas.	
D151	1/22/2020	Written	It was a pleasure speaking with you today; thank you for your time which I understand to be very valuable considering the sizable scope of the Tobin School project. After attending the community meeting last Thursday, I want to echo the many voices of appreciation for the redesigns the team presented, which clearly reflect the community concerns and feedback. However, I would also like to reiterate the prevailing and higher-level concern around programming. As we heard from parents, community members (some being both), it does seem like we are trying to solve the current and future programming needs within an already problematic site. Not only are the projections for middle school enrollment to be at or above capacity by opening, class sizes will exceed the original program targets. To then shoe-horn in a larger preschool and special services programs seems like attempting to solve too much within a site that is already stressed on space and overextended with regard to traffic. (cont. P90)	

Item	Date	Source	Comment	Response
D152	1/22/2020	Written	Design #2 does not include any additional stacking and keeps to the current three-floor structure. From the outside position, adding an additional floor (Design #1) will diminish the current vertical open space and cast a longer shadow on the site. For the students inside, there has been voiced concern about the school becoming overwhelming in size with dramatic variance from their much smaller district elementary schools. (cont. T114)	
D153	1/26/2020	Written	We are writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity in this moment: to not only build a net-zero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a matter of equity in our city, and we should embrace it! We are the parents of a young son (born July 2016), who just began Special Start JK at the Cambridgeport School in September 2019. We have had our own journey. At 18 months our pediatrician (knowing we are a bilingual family and my husband a non-native basic English speaker was the primary caregiver) suggested speech pathology and/or Early Intervention. We began working with a private speech pathologist in June 2018 at 23 months and then Early Intervention in Feb 2019. We had been wait listed for the 3-year old lottery, so decided to pursue the route of an IEP to see if he qualified for a spot in Cambridge Public Schools. We were hopeful that the right environment and additional services would help with the progress we were making with his speech delay. We are a mixed race family: myself an American born overseas in Saudi Arabia who grew up on a company compound on the Persian Gulf and my husband, a artist, dancer and drummer from Kaolack, Senegal. We have had different lives, similar in some and vastly different in others. One major difference is our education. (cont. D154)	

Item	Date	Source	Comment	Response
D154	1/26/2020	Written	<p>I attended a community based pre-school run in the company compound, then K-8 at the company run school (based in American curriculum), followed by a private boarding school, Westminster School in Simsbury, CT and then again private college, WPI in Worcester, MA. My husband however attended no formal school, speaks the Senegalese dialect, Wolof, that is predominately verbal and incorporates some French vocabulary words, and therefore has struggled to learn to read and write in his own language and then English. He is however a talented artist and a father that can teach our son many other lessons from life. My husband is very motivated and I often see that if he had had the skills that I was taught through out my educational career he would be successfully reaching all the opportunities and life goals of his desire. Our son may not benefit from the additional seats this new school will provide, perhaps maybe in his following educational years prior to high-school. But my thoughts are also for the families in my community whose lives would be changed by having greater increased access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success. As a city, we have been discussing this issue for years. And yet we still have many families who are unable to access those opportunities for their own children, through the luck of their birthdays or lottery numbers. (cont. D155)</p>	

Item	Date	Source	Comment	Response
D155	1/26/2020	Written	<p>As I'm sure you know, private preschool options in the area are simply out of reach for many families. As I shared in our personal notes in the above paragraph, my husbands and my educational differences has a great impact on our socioeconomic status. Until recently, we were a single-income family. And now that my husband has returned to work post-child, we have incomes that match our respective education, skills and occupation. I know that there are other families with similar experiences, I see Cambridge as a city with many cultural influences, as my own multi-cultural family started by the meeting of my husband and I right here in Central Square. With that said, Cambridge now has a great opportunity to move us closer to truly providing equal educational opportunity in this city that we again, should embrace. (cont. T116)</p>	
D156	1/31/2020	Written	<p>I am writing in support of the Tobin School/VLUS project. Cambridge has a unique opportunity to not only build a netzero school, but also to address increasing enrollment in our public schools and move us forward in our quest for universal preschool. This is a critical matter of equity in our city. I am the parent of first grade twins at MLK who benefitted greatly from being able to attend junior kindergarten there. Before that, I was luckily able to afford to send them to private preschool, which was exorbitantly expensive. There are so many families in my community whose lives would be changed by having greater access to free or affordable preschool choices. We know that high-quality early education is vital to a child's long-term academic success and private preschool options in the area are simply out of reach for many families. As a city, we have been discussing this issue for years. We now have a great opportunity to move us closer to truly providing equal educational opportunity in this city, and we should take it. I am also a college professor at Bentley University and I see daily the positive results of early childhood education. For me, providing high quality, affordable, early childhood education should be the number one priority for our city, above all other concerns.</p>	

Item	Date	Source	Comment	Response
D157	2/2/2020	Written	<p>I am writing to voice my concerns with the lack of respect for architectural and historical legacies in the design process for the Tobin Montessori and Vassal Lane Upper School project. The school's designer was Pietro Belluschi, an Italian modernist architect who served as dean of the MIT School of Architecture and received both the American Institute of Architects' Gold Medal and the National Medal of Arts from the National Endowment for the Arts. Belluschi played a role in the design of prominent buildings you may recognize, including the Juilliard Building in Lincoln Square housing the school of the same name, the Pan Am Building (aka the MetLife Building) in Midtown Manhattan, the Rohm and Haas Corporate Headquarters on the Independence Mall in Philadelphia (now listed on the National Register of Historic Places), and One Financial Center next to South Station in Boston. Personally, I have enjoyed the building's accordance with its siting and shifting angles as I walk down Vassal Lane, particularly after a deep snowfall and around dusk. The school here in West Cambridge is of deep historical and architectural significance, a point that I worry is lost to project planners in the many media reports I have read. Frankly, I was shocked that they seem to have decided to tear down the existing building, with only minimal consideration to a renovation/extension option that is no longer part of the discussion. (cont. D158)</p>	
D158	2/2/2020	Written	<p>Tastes change of course, but Brutalist architecture is a part of the history of our city and nation. Current attitudes towards the style alarm me. Do not forget that, for example, the buildings that we now believe bring charm and a deep sense of place to the North End and Charlestown were also once considered an eyesore. At the very least, the City of Cambridge and the School Committee should honor the architectural legacy of Belluschi's creation in the design of the new school. To do otherwise is an affront to the admiration and respect for history that I know characterizes the residents of Cambridge.</p>	

Item	Date	Source	Comment	Response
D159	2/2/2020	Written	<p>I am a neighbor and art historian writing to voice my concerns about the Tobin Montessori and Vassal Lane Upper School project. The Tobin Montessori and Vassal Lane Upper School was designed by the Italian modernist architect Pietro Belluschi, who served as dean of the MIT School of Architecture from 1951 to 1965. Belluschi is regarded as a leading modernist architect, and in 1972 received the American Institute of Architects' highest award, the AIA Gold Medal. He later received the National Medal of Arts from the National Endowment for the Arts for his lifetime achievements. Belluschi's school is an under-appreciated and historically and architecturally significant example of brutalist architecture. One need only view the school around sunset to appreciate its geometries, materiality, and design. I have attended the past two community meetings about the school's future and am concerned about the blatant disregard for the significance of the building. At the November 13, 2019 meeting, I asked a representative from Perkins-Eastman whether thought had been given to the value of preserving the architecturally significant building.</p> <p>(cont. D160)</p>	

Item	Date	Source	Comment	Response
D160	2/2/2020	Written	<p>At the time, one design afforded the option to renovate the existing building and add on to it, while the other two designs involved a complete tear-down. However, the renovation/addition option did not appear to be a serious contender both in its framing during the presentation and in its formal design. Prior to the January 16, 2020 meeting, on the project’s website, I saw that my comment merited the following nonresponse: “Yes. We are aware that the building was designed by Pietro Belluschi,” which fails to engage with the matter at hand of whether or not thought is being given to preserving this significant building, or, at the very least, honoring the architectural legacy in the new designs. At the January 16, 2020 meeting, the renovation/addition option was, tellingly, replaced with another full tear-down design. This new design, however, largely imitated the siting and footprint of the extant building, and seemed to be the favored option by the audience. Perhaps this is also telling of the wisdom and value of Belluschi’s original design. I ask, once again, that some thought be given to honoring the architectural legacy of the school as this design process continues.</p>	
D161	2/4/2020	Written	<p>3. Maintain existing setbacks between the school building and the abutting houses on Alpine Street and protect mature trees lining Vassal Lane. The current setback is 35’ and that should be the minimum in any new design. This distance would maintain the current community path between Vassal and Concord Avenue and provide adequate space to plant a buffer of trees between a taller school building and the houses on Alpine. The line of mature trees along Vassal Lane must be protected as well. (cont. O79)</p>	

Item	Date	Source	Comment	Response
D162	2/5/2020	Written	<p>I live on Standish Street and have eagerly attended the community meetings to learn about the proposals for the school project. Unfortunately, many residents in these meetings have maligned the current building's architecture with innuendo, sarcasm, and insults. While I usually refrain from litigating the subjective aesthetics of my neighbors, I fear that their remarks mislead and misrepresent the history of the school. As you know, Pietro Belluschi -- a highly regarded and award-winning modernist architect -- designed the building. The building represents an important and beautiful style that Cambridge should be honoring. I know there are multiple reasons for re-designing the school but I do hope that you can address the historical and design significance of the building -- which is perhaps the most aesthetically significant building in all of West Cambridge. Belluschi and his legacy deserve better.</p>	
D163	2/9/2020	Written	<p>Consider some of the cascading effects of the over-programming that's baked into the design criteria for this new school: First, you've got enormous competition for ground floor space - neither the pre-schoolers nor the special needs classrooms belong on the upper floors. Safely and quickly exiting a building in an emergency is essential. This school is planned to eventually house many substantially separate classrooms of students, many who will need thoughtfully programmed learning space and quiet and clear paths as they learn independence or guided mobility throughout the new school. If Cambridge is looking to have the school design genuinely embrace and serve more students in the substantially separate classrooms based on projected population growth, and additionally those who are currently served in out of district programs, the overreaching program of this site needs to be scaled back. (cont. D164)</p>	

Item	Date	Source	Comment	Response
D164	2/9/2020	Written	Second, cramming these various programs together will undermine the quality of service delivered to the kids who most stand to benefit from these programs. How is the proposed shared space in the current “front runner” design (Option 1A: replacement) going to genuinely meet the needs of this many disparate groups? One dining area cannot successfully meet the different scale, environmental and scheduling needs of this many students and staff. Any design that promotes this much shared space for dining, auditoriums, arts and gymnasiums needs to account for the whole population. (cont. 165)	
D165	2/9/2020	Written	Third, the space needs, and neighborhood need to avoid too much vertical construction, have put the school in direct conflict with the city's obligation to preserve green space. We're told that the designs meet those obligations, but that seems questionable to begin with, and even if they technically meet the requirements, the spaces on offer will be broken up in a way that will be a significant downgrade from the current Father Callanan fields (shouldn't a project like this be an opportunity to improve rather than degrade?). (cont. T120)	
D166	2/12/2020	Written	Given the projected increased enrollment for Cambridge Upper schools (per previous School Committee Meeting), why not build another floor for Vassal Lane Upper School as a core/shell (yes, go higher). The core/shell floor can be fitted into classrooms or other program if needed it in the future. Construction can occur in just one summer. It would be a lot easier than having to build another upper school. There are also benefits for having a larger upper school, to consolidate teaching resources/staff, scheduling of more class sections to meet academic needs, etc. Also, more students can coalesce to explore unique interests after school, if they have a larger pool of kids to draw from (e.g. music, sports, robotics, art, drama, debate, student publications, etc. . .) I personally believe that the other upper schools built to date are too small and the after school offerings/options are not sufficiently rich. On that note, make sure the classrooms are not TOO secure, so that they can be used for after school activities (lessons learned from MLK, Jr.). (cont. P67)	

Item	Date	Source	Comment	Response
D167	2/12/2020	Written	<p>2. The new plan with it's expansive set of buildings with wings on top of 4 stories jutting across the lot is still unnecessarily large scale, better fitting a suburban lot with less residential density. Your presentation point 'Taller portions are away from neighbors' (page 19) still needs to be addressed at the southeastern corner.</p> <ul style="list-style-type: none"> · Could you consider swapping the pre-school/community building location with the Tobin Upper School building and reducing the height? It is oversized given the reduction of the program. · How wide are the ends of these buildings? It looks wider than the old building. · From tutoring kids grades 6-8 for the past 5 years, I know they need to move around before settling down to homework. Staircases to run up and down would suit them just fine...but not the preschoolers, who need to be on a first floor for safe evacuation in the case of emergency. (cont. T122) 	
D168	2/28/2020	Written	<p>Renderings: None of the bird's eye renderings show what a building of this size would look like from the sidewalk (human) level; the aerial views mask its scale on the sidewalk, especially since the building appears to be closer to Vassal Lane at some points. The one angle that was not rendered is the how it would look from near where Vassal and Lakeview meet, which is where the building might be up to five floors. We need to see more complete renderings. (cont. T130)</p>	

Item	Date	Source	Comment	Response
OC04	1/16/2020	Open Comment	<p>Doug Brown , neighbor and future parents. My question is on site circulation. We heard about how many kids come on a bus, but the city website says only about 30% of kids come on the bus and much of the higher percentage come via car. We show options how the cars will access, how the buses will access, how service will access and how people can walk, and they are equally weighed. But one of the problems is when you have a bus you put a lot of people on the bus, and cars are individual students. In addition we have an increase in the number of staff who are also individual. When I run the math what we find is about 98 1/2% of all the vehicles are actually cars not buses so there are about 50x the amount of cars accessing the site to buses. One of my concerns is amongst all the options for circulation, all three options put all the traffic on my side of the site. There's no options for any one to access from Concord Ave, even if its just a one way ride in through the armory, with an easement, any way to drop off on that side of the site. So I am a little concerned that not only am I going to have all the permit parking screaming down the street to get to school on time, but now we are going to have double that. So I would like you as part of your thinking around site circulation to realize that cars represent 50x more trips to the school than buses</p>	

Item	Date	Source	Comment	Response
OC06	1/16/2020	Open Comment	Dean? I've been a resident of Cambridge for 10 yrs. Thank you for the presentation and all the work you have done. First, I want to show signs of support of the work you are doing for the preschool age children and the programs and space in the school. That is critical for young families like ourselves, the cost of raising a family in the city is astronomical and significant impacts if the city can provide that I just want to show that I support that and its very important to us. The second point is around space (capacity) cities of this country are becoming more densely populated because of jobs and I think pretty clearly project that Cambridge will become more and more dense over the next 20-30 years. So even if you think about the building you are making now, what is preventing you from thinking about even more density in the building and going higher filling the center part, what is stopping you for going to four or five stories whatever you need to create an excess of capacity, what is stopping you from going up? (support this thank you)	Perkins Eastman: Thank you for your comments and all of your points. 1A greatest example of how we are exploring greater verticality in the campus. We are starting to go to that fourth floor in many ways. What we are trying to balance while doing that are there are a lot of internal relationships too within the building, and we are trying to create a child scale and have what makes sense on each floor. Children's house, Lower Elementary, Upper Elementary all stacked in one neighborhood and there are a lot of relationships and a lot of different parts that we are trying to retain as we change the mass and try to go vertical. However we are pretty excited as we got to this option with the data that we are getting the open space numbers up and not comprising those interior relationships and too much of the quality of the program, and it is a balancing act.

Item	Date	Source	Comment	Response
OC07	1/16/2020	Open Comment	<p>Jen Chong: I have a son starting at Tobin, he is 3 yrs. old, and I've been an educator in Cambridge for about 14 years. I want to speak about the vertical space. I think the community you just spoke to is really important because one of the things going from the swing space that all the schools have been in, to go from one floor to having to go vertical that the sense of community really does change drastically, and so the fourth floor feels like its far away for students to walk regularly. There is a difference. I wanted to hear all the presentations and highlight the city and school districts committing to answer for the equity and I really appreciate the consideration for early childhood education, because as an educator when we thinking about opportunity gaps its happening at a young age and having a young child now and seeing that and the increase in opportunity is such a compliment. There's so much going in on this site that I hope we don't lose sight and we are a city and a district and we care about equity means providing as many opportunities as possible for the best early childhood education so I really appreciate that.</p>	

Item	Date	Source	Comment	Response
OC10	1/16/2020	Open Comment	Alpine teacher (meeting) - I really appreciate the way the designs have evolved to respond to what the community, my neighbors have been saying on open space, and specifically trying to meet the very complicated and often differently articulated needs of not just our neighborhood but kids across the city and families across the city because this is in our neighborhood but its not just for our neighborhood. This is for all kids from the city will be coming here and all the families that will be coming here. I really appreciate that. I would say Option 1A Replacement V2 truly does a great job of that and I want to acknowledgement that there is going to be and has been a lot of compromise in what we need. I have a programmatic question, and that is a question about the increase in enrollment in Vassal Lane and specifically what happens when program with student cohorts of 150 versus student cohorts of 100. What I've seen as a middle school teacher is that when cohorts go over 100 we have to change staffing to meet the increase need, and our current staff is based on 100 student model. I'm wondering when we change that there will be programmatic differences that happen at the different schools. For example I'm wondering if you have a sixth grade cohort of 150 kids what does that mean in terms of how many six grade social studies teachers you have? This is a little bit different then talking about the layout of the building. Think about it and talk about it as a district and not individual solutions in terms of equity and make different decisions for the different schools.	School principal: The thing I spend most of my time thinking is "what happens inside the walls?" You asked a really complicated question and I don't know how to answer, but we can start to map out what a school of 125 students looks like. What does five sections of a six grade look like and eventually what does seven sections of a sixth grade look like, and the internal effects of that? What would 8 teams look like, do we go up to teams of four, teams of two as a way of keeping the scale for kids smaller? I've looked at schools where we've had 7 and 8th grades of 150 kids. How do you break up that size so it feels like a good scale? We have added ripple effects of what happens with specials, what happens with lunch, what happens with recess. How do we move all those bodies within the space, and keep what we are doing here as much in line with what is happening at other schools? The goal of the Innovation Agenda is to have things more consistent. This building is over capacity in our sixth grade projected for us next year, and what does that start to look like in September of 2020? Its not just building specific related, but thinking about space allows us to think creatively. (cont.)

Item	Date	Source	Comment	Response
OC10.1	1/16/2020	Open Comment	(response continued)	School Superintendent: what is a big part of the innovation agenda is having different types of enrichment and specials and opportunities will continue to rise and the staff will compliment that what ever the size of the school. Similar to that is also thinking about collaborative models, and what values will continue to be developed.
OC12	1/16/2020	Open Comment	Caitlin - have an almost 3 year old daughter who is on all waiting lists of all the program - I was really happy to send my daughter to any of these beautiful schools and I think all of these inspiring designs, I wish they were ready tomorrow. I hear a lot of concerns about design specifications throughout the room and I empathize concerns about traffic and open space. I just want to echo what was said around the issue of equity in the city. The early childhood opportunities are life changing and we know we have a huge gap. I think when we don't give half the 4 yrs. in the city the same opportunities as there neighbors, we set them up on a different level then their peers, and they will just never get caught up through no fault of their own or their teachers. We have an extraordinary opportunity with any of these plans to go a long way towards closing the gap in the city. We call it an achievement gap its really a opportunity gap that starts when they are three and four, so I want to thank you all for the opportunity to do that in the city in few years from now when it comes open for everybody. I want to urge our elected officials who are sitting in the room and our city manager here to keep an equity focus in making this decision. Obviously it requires sacrifice. I have a small programmatic question, I hear talk of universal seats for 4 year olds, I'm wondering if additional seats will still be split between 3 and 4 year olds?	The City Representative Response - The quick answer is that it will still be split between 3 and 4 year olds.

Item	Date	Source	Comment	Response
OC13	1/16/2020	Open Comment	<p>The fields that we grow up on and that we played on and our parents fought to keep those fields. We know that you listened, we see that you listened. So thank you for listening and actually putting this to action. The last meeting we got "These are the 3 options", and you don't say that to Cambridge. The schools that we've built already are huge schools, and my concern is when I walked through - there was a lot of wasted space. You didn't allocate enough space for classrooms. The size of the humongous beautiful schools to the number of classroom doesn't equate. Let see how many classrooms we have and how many we are going to get out of this huge building. No slide showed any of that. We have a lot of AHD kids, we are helping a need to bring the gap forward. My concern is the size of the building, I would like to go up, I want to see two fields minimum and a soccer field. Just to play in a field without a building by it, and others have said that green space is so important, and once you lose it you won't get it back. I know the projections are probably based on the number of apartments and things like that that we are building -lets get to reality we are not building apartments for families we are building apartments for 1 to 2 people. So we really have to be very cautious of how we are looking at all of these numbers. We have to be cautious of where we are pulling the information from. If you are pulling raw data and saying we put in 5000 apartments well then we have 1.5 kids and two adults - you cant fit 1.5 kids and 2 adults in a 300 sift apartment that you are paying \$3,000 for, it just doesn't add up. Thank you please keep open space, higher is better. We can have your one entrance. We need to take a look at how much space do we need we don't need large hallways. We need good classrooms and good spaces for teaching in.</p>	

Item	Date	Source	Comment	Response
OC15	1/16/2020	Open Comment	<p>Noam Kirson - I live in Alpine Street and currently have 3 children in the public school system including one in this building right now and one that will be directly affected by this project. I would like to join others who have acknowledge the effort put into this and you have been listening to us, collecting our comments, acknowledge that there are problem in some of these designs and have addressed them and we thank you for that. That said you know what is coming next because you hear me speak in every one of these meetings. The root problem of this project is the program size, and I think we continue to hear this subjective meeting that the program has to be this size on this site and I think that the "on this site" is simply not correct. And this is a trial of the vision agenda that we do see in these discussions that two school committee members that we see in this room are talking about went from back 8 – 9 years ago. The whole innovation agenda was predicated on small sized schools, that was the reason why we went the opposite direction from every other school district in this country that was going towards k to 8th and not away from k to 8th. You are going to have the right educational opportunities in these small community upper schools with these kids will have these classroom size that would be manageable and I reminder this was address in this title wave that we could not address 8 years ago. This is not an engineering problem of where to place the seats, this is an educational problem that we need to solve of how to we best serve the kids in the district. Right now we are building 250 million dollar monster. (cont.)</p>	

Item	Date	Source	Comment	Response
OC15.2	1/16/2020	Open Comment	I applaud you for of going for this new direction for this options. I think you can remove Option 3 from the table, nobody in this room wants it. I think you know that is not a real option. I personally as an Alpine Abutter I prefer option 1 more than option 2, but I am not going to speak for Vassal Lane. But, I do think you can further economize and be more efficient in a way that it would really address the community's main concern. And yes, answer the equity problem as well but why should my daughter go through the traumatic experience of going from a small school to a huge school? Which is exactly what the original plan wanted to prevent. You can't change your mind every 10 years to decide where the school district is going. (END OF COMMENT)	

Item	Date	Source	Comment	Response
OC16	1/16/2020	Open Comment	Jenny O’Conner - I have one process questions, two design questions. How can we submit additional questions and comments after this? How will we see this presentation along with the comments here tonight? Two design question I have, would you incorporate some time of play space that can be used for intermitted weather? Because they only have 30 minutes for recess and if there is intermitted weather they don’t get to have that play time. Lastly one is, I wonder particularly thinking about the shooter drills, which design would be the best to house our children in the event of an emergency? Thank you for you all for the thought you put into this process.	<p>The City Representative Response - Any questions or comments, please email to the City Manager or to Kate Riley, that is at citymanager@cambridgema.gov or kriley@cambridgema.gov. We really welcome you to email us after this project meeting. We do have interior play space and evacuation are very good questions that we will need to address but cannot answer at this time.</p> <p>Perkins Eastman – We have met dozens of times with the teachers here and studied the building. We are well aware that the building was not designed for the indoor activity space that schools are demanding now. So we are certainly expanding on these opportunities such as having indoor gyms, one larger than the other, instead of just a single gym like we have currently. We also have other spaces better suited for the youngest children’s play activities. So there will be a diversity of opportunities to accommodate all age groups, instead of a singular one that must be shared by all. In terms of safety and security, in working in school designs that is always a foremost concern in our minds. I don’t think we would do anything differently across these options to address that, but it is certainly going to be a very proactive approach.</p>

Item	Date	Source	Comment	Response
OC17	1/16/2020	Open Comment	David S. – Concord Ave. both of my daughters attend Cambridge Schools and live sort of across from the project. And I guess I want to say if you asked me about various options I would have to say this [Option 1 – Replacement] is the best of what is being offered at the moment and I will tell you for a couple of reasons. I would like to think this is a zero sum game, where you either get open space or you get a better school. I would like to think that we could have open space and a better school, so I commend you in your process and how you have progress. I think is very interesting what we saw tonight, comprise is challenging but I want to encourage you to not view it as a zero sum game. You heard a lot from people we value open space, I would like to think that this is going to work. My housemates that are here tonight can back me up on this, there are just not very many fields left, thanks.	
OC23	1/16/2020	Open Comment	Councilor Dennis Carlone - As an architect, I would like to compliment 2 of the schemes - I think you have a long way. People have decide that there is a large program, so we have to convince the city for more open space, is the armory an option? But the logical expansion is where are parking lots and one story buildings are. The reason why I am brining this up is because if you put soccer field on other side of entry drive and it creates a different impact. If we go up, the architect has to go up to four stories, the building has to be articulated that much more to be a good neighbor. The biggest presence would want to be where the sun is and not cast a big shadow along Vassal. Notion of moving the preschool for reasons of height and density on site and parent access. All council are big advocates for perk so look at other locations – example on Fern street. If no other reasons for access – don’t know how you will make the access work with current design. People are parking and walking on site. What are the alternatives? Preschool by itself is not a bad alternative.	

Item	Date	Source	Comment	Response
OC24	1/16/2020	Open Comment	David West - Everything is a compromise and keeping the commitment to the preschool work. Having access to preschool (usable preschool) is very important and essentially to address the problem parents face today. Thank you for all the work that you are doing it, do not give up on the preschool seats.	
OC26	1/16/2020	Open Comment	Appreciate this process, don't envy team. Really hope we listen to all the comments about the program – not listed in the slides about the program – seems to be the base of what we are building here. If we don't get program right and look at all options we are doing a disservice to all students. Really need to look at what we are putting on the site.	
OC28	2/12/2020	Open Comment	Looking at proposal for drop off underground, is there pedestrian access along side that leads to park?	Yes
OC29	2/12/2020	Open Comment	Concerned about the length of the transition between classrooms and shared spaces. The existing has large echoing spaces that open up into the cafeteria take a lot of time to walk through	We are looking at that as the design develops, and agree that we believe it is very important.
OC30	2/12/2020	Open Comment	What are the number of preschoolers per neighborhood? How was the study taken?	Comes from census data collected annually, and then we take the data and average it to predict the future counts.
OC32	2/12/2020	Open Comment	It still seems that all traffic would come out to Vassal, but I am invested in a solution. If the program population has decreased and we are able to come up with this design as a result, what would the previous designs look like with these recent changes? Would like to see what the difference would be with Wings and Pavilions.	These designs are a continuum that addresses not only the program, but all the other aspirations from the community. Its not a fair apples to apples comparison, because the other options do not solve for all the concerns the community had.
OC33	2/12/2020	Open Comment	What would happen if you take the preferred design and flip it to Concord Avenue?	The site is much wider to the south, and you can get to a continuous park with this layout.
OC34	2/12/2020	Open Comment	What other design options become possible now, besides doing what we did here?	There's a certain wisdom of where the existing building is located, and we are following with that placement.

Item	Date	Source	Comment	Response
OC35	2/12/2020	Open Comment	We have heard about the certain wisdom of the existing building's placement, we haven't heard about the wisdom of the existing building, and how it was designed by an award winning architect. What is going to be done to pay homage to the existing building?	We have looked at the building through a number of different lenses and the most important was education. We aim to reintroduce similar materiality into the new work as we move forward
OC47	2/12/2020	Open Comment	I would like to reiterate honoring the architectural legacy of the building. I like the idea of honoring it in the design, especially along Vassal Lane.	
OC51	2/12/2020	Open Comment	This question is focused on school. I appreciate the changes made. I have a question about transition time. I have a concern about going from the fourth floor to the gym and back. I have heard from kids at Cambridge street, and they are running and get penalties and detention for being late to class. Have a consideration of how students get through their day, carrying books up and down stairs, and sharing common spaces. Little kids and big kids don't mesh all the time. We need to think about how Tobin and Vassal associate together. We need to make sure that the heart is truly valued when the middle school kids are not currently valued, and already issues will arise because of what is happening now. Have you seen the existing conditions in the building? Kids are scared to walk through hallways. They are not happy about running and anxiety of getting through. These are separate schools that were suppose to have their own entrances. Now we have a heart and one entrance. What happened with the drop offs for parents? What happens if drop off is on the east side but class is on the other side? Please think about how these flows are going to happen.	The challenge that we have had in consolidating the site is making compromises for the school. Vassal doesn't feel like a school without a front door. This consolidating is to meet open space concerns by the neighbors. We have rethought the way we enter the schools, but not what the entrances look like, and what exactly is the heart of the school. We recognize that there was many parents with multiple kids struggling to go into two different buildings with the previous options. Transitions is something we have talked about, and the architects have spent a lot of time here looking at transitions and flow. There is a challenge of flowing from one side to another. We may have to make adjustments to schedule once we get into the design phase. We do not want to create a space where kids are sprinting.

Item	Date	Source	Comment	Response
OC52	2/12/2020	Open Comment	I am concerned that people have forgotten why this is happening in the first place: getting more preschooler into the space. I appreciate the city including classrooms, and am disappointed that some classrooms are not going to happen. Families need these options. Again I appreciate the city and the options. We need more affordable housing, and it can be next to my house. This is our city and we are all responsible for the children living here. All the children deserve a good education.	

Item	Date	Source	Comment	Response
P01	11/13/2019	Open Comment	Envision Alewife report: the current proposals show conflicts between pedestrians and cars. Our own local zoning requires a 5.5 acres – none of the options currently make it.	To the greatest extent possible, the preferred option will address the connections established in the Envision Alewife report. The City is formulating a response to Article 97. Current concepts have between 5.2 - 5.4 acres of Open Space and we will continue to look at options to increase Open Space as the design progresses.
P02	11/13/2019	Post-it	Need 2 look at entire Community not just Tobin School design 4 need to increase green space and fields.	The design team is modifying the proposed options to allow for separated fields.
P03	11/13/2019	Open Comment	Not meeting open space requirements on a basic level	See response to item P01
P04	11/13/2019	Post-it	As a Tobin parent, I see a lot of pavement/roads and not enough greenery/ fields	The layout of roadways and parking lots start to consider distributing the traffic and avoid long term high traffic periods. Efforts to develop the remaining open space with inviting greenery and play space are being made and will be the subject of the design phase.
P05	11/13/2019	Open Comment	Children are lucky to even get any open space	Noted. Access to outdoors and adequate play space is essential to childhood development.
P06	11/13/2019	Post-it	Down green space by 1.5 acres is ridiculous!	See response to item P01
P07	11/16/2019	Written	USE RESTRICTIONS ON CALLAHAN FIELD LAND? Depending on how this land was acquired, there might be deed restrictions by a donor. That possibility must have been considered and ruled out, right?	No donor restriction on deed. Restrictions are based on state grant funding for park renovations
P08	11/13/2019	Open Comment	Sad to see all the baseball fields go – combining fields doesn't work – especially soccer and baseball. There is open space and parks close by. Building a good school is extremely valuable	Noted The design team is modifying the proposed options to allow for separated fields.
P09	11/13/2019	Open Comment	All public green space are overcrowded – and sports are being displaced. Field availability is fought for and teams are getting kicked out - especially girls teams	

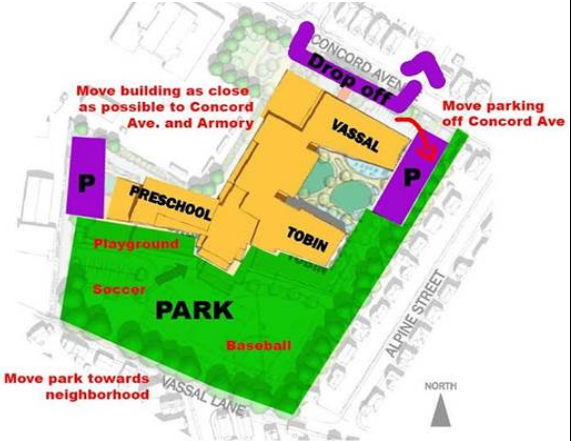
Item	Date	Source	Comment	Response
P10	11/13/2019	Open Comment	Fields are also used by community not just the schools – community voice has to be pushed forward. Public parks are overpopulated and overbooked, and now more fields are proposed to being removed for the new school.	
P11	11/13/2019	Post-it	Baseball diamond shares space with soccer field thus eliminates outfield fence NO HOMES RUNS. Projects attempted placing 20 lbs. of manure in a 5 lb. bag.	See response to item P02
P12	11/13/2019	Post-it	Little League - Central Mtg Place - 3 games @ once - we only allow 1 field people will miss it	Little League is moving to Glacken Field. New facilities are being constructed there.
P13	11/13/2019	Post-it	We have 3 baseball fields now, in the designs show we'll have 1 shared space for baseball & soccer vs. 3 existing baseball fields today!	Noted
P14	11/13/2019	Post-it	Who would move the baseball fence for Soccer? That assumption is not reasonable.	No outfield fence is intended.
P15	11/13/2019	Post-it	We currently have 3 baseball fields, we are only maintaining 1 w/ the new designs we need at least what we have now.	With the increase in enrollment and school programs, the facility will have to increase in size in order to accommodate. All three options show an opportunity for a combination field and enough open space to fulfil the City requirements Two little league fields are being constructed at Glacken Field
P16	11/13/2019	Post-it	Currently there is 1 ball field @ Glacken and 3 at Tobin. (4 total) New project means 2 fields at Glacken and 1 at Tobin (3 total) Current project eliminates 1 ballfield in City of Cambridge	Correct.
P17	11/13/2019	Post-it	The final plan needs to include at least 1 proper baseball field. There is a robust baseball league community. That should remain!	See response to item P02

Item	Date	Source	Comment	Response
P18	11/16/2019	Written	<p>CALLAHAN FIELD USAGE BY COMMUNITY: Compile and/or review current users of the field, by 1) time of year, 2) time of day, 3) part of field, and 4) user name and status. -- My impression is that at most one or two baseball diamonds are used 1) only in the spring and summer, 2) most likely in the evenings under lights, 3) in the two diamonds along Concord Avenue, 4) by adult baseball and softball leagues with or without uniforms. The separate basketball court would not change. Callahan shows no official soccer fields. However, adult (primarily ethnic?) soccer teams have other venues including Danehy Park, Lusitania Field (?), and any others existing or planned in East Cambridge (?). -- At the pro level, baseball is losing spectators, and soccer hasn't gained large attendance or audiences yet. But soccer for kids is great for lots of running and team strategy, whereas baseball is individualistic and involves lots of waiting around. -- From this analysis, you should be able to answer the question whether the one overlapping diamond/soccer field in each option is sufficient for current community demand. It should be lighted enough to be useful for either. -- The three options differ in the community perception of availability. "Renovation/addition" tends to wall it off by buildings and privatize it. The others are more open to the community, in similar locations, with closer access to on-site parking.</p>	
P19	11/13/2019	Post-it	I feel the combo soccer / baseball field won't work / be nearly as useful as hoped. Do one really well. Not two poorly.	See response to item P02
P20	11/13/2019	Post-it	Full size Soccer Field	The soccer field shown is sized for U-12 and under.
P21	11/13/2019	Post-it	I heard some concerns voiced about loss of playing field space. Not important to me (but I 'm not a coach or parent so vote is minor). I do hope the overall utility of the inside capacity year round is of equal priority. Thanks for the forum!	Noted
P22	11/13/2019	Post-it	If west division little league is moving to Glacken, why is there a baseball field? Baseball fields are great but they are poor multipurpose spaces	
P23	11/13/2019	Post-it	Logic to Keep a baseball field? - No baseball field provides more felicity.	

Item	Date	Source	Comment	Response
P24	11/13/2019	Post-it	if West Cambridge little is moving to Glacken why is there a baseball field? Baseball fields limit use of the open space. Kids can play a variety of sports in an open field. It doesn't feel like a good use of space.	
P25	11/13/2019	Post-it	Need less soccer more basketball courts for ms	
P26	11/13/2019	Open Comment	How do baseball and soccer work together – is it doing two things poorly vs having one good field? Can we make dedicated fields	The intent of the overlap is to provide diversity of activities on site. There are many examples of soccer fields in baseball outfields in Cambridge and surrounding communities. The major conflict is scheduling.
P27	11/13/2019	Open Comment	Kids are literally fighting over who gets to use the basketball court	Noted
P28	11/13/2019	Post-it	What green space are middle schoolers going to be actively use? Courtyard seems inadequate.	There will be a variety of play spaces and green spaces for all ages, and each will include equipment and or open play. Specific resolution will be during the design phases.
P29	11/13/2019	Post-it	The innovation agenda was meant to foster mid. School extra-curricular - music & sports - shouldn't the field space be sized to accommodate m.s. aged youth sports?	See response to P28
P30	11/13/2019	Post-it	Outdoor Spaces: MLK - we have had some physical conflicts between Elementary School & Upper School kids in playground / fields. Designing spaces for diff ages is important (occurred during school hours @ recess)	See response to P28
P31	11/16/2019	Written	SPACE FOR CONVENTIONAL AND INNOVATIVE PLAY EQUIPMENT? The school presently has an area behind it that looks like play equipment. I presume that equipment will be selected and sized for the three different subparts. The locations for such equipment and open play space are not clear in the diagrams selected for your presentation.	Yes, play space will be varied and age appropriate. Diagrams will be updated to clearly indicate play areas. Current diagrams indicate play space as dark green.
P32	11/13/2019	Open Comment	There needs to be a color key to help people understand the blue and green spaces on site plans.	Green is play space, light green is open field space, light blue is storm water management / rain garden, gray is vehicular. Will update diagrams
P33	11/13/2019	Post-it	Explain color codes of outdoor spaces	See response to item P33

Item	Date	Source	Comment	Response
P34	11/13/2019	Post-it	Where are the "Instruction" spaces (Green?) -> the other two options show this program and its missing here.	Instructional spaces are dispersed more within the classroom wings in other options, while in this option they are grouped together forming a larger section of program
P35	11/13/2019	Post-it	To varying degrees, but in all models, Playground spaces seem - (1) not accessible to the public (2) somewhat secluded/private at night time	Outdoor spaces are accessible to the public. Security will be further considered in design phases.
P36	11/13/2019	Post-it	Renovation / Addition : Can you design a path that connects Vassal with Concord in straight line like it has today?	There is an existing pedestrian path, however there is not enough space for a full lane through the site as the other options show, without disturbing the existing trees
P37	11/13/2019	Written	We should not be losing any open space, so the design needs to change to accommodate that key concept. I'm guessing only two ways that can be done: eliminate some areas, or go high. There will be tradeoffs that need to be examined.	See response to P01 and P02
P38	11/25/2019	Written	Explain the legal open space requirements both under Article 97 (only 5 acres? how determined?) and under the zoning for the parcel (60% open space required).	See response to P48
P39	11/15/2019	Written	4. It is wrong to assume that there is one outdoor play area for the Vassal Lane Students and one for the Tobin School students. Usually playgrounds are broken up into 2-5 year-old kids and 5-12 year old kids. The preschool and Children's House of Tobin need one playground and the Lower Elementary and Upper Elementary and Tobin School kids need another. It probably make sense to place the ball fields closer to the Vassal Lane School.	See response to P28
P40	11/25/2019	Written	How would the baseball and soccer fields be used? (What teams -- only minor league baseball, is soccer full size or scaled for youth? Why shown overlapping, since field space is never enough as it is -- there must be 2 concurrently usable fields.)	See response to items P20 and P26

Item	Date	Source	Comment	Response
P41	11/25/2019	Teacher Workshop	In regards to access to and from outdoors - what about classrooms on the third floor?	Students will be organized according to age, so the older ones will be on the third floor as they have the easiest means of getting outdoors. The goal is easy access, it may not mean direct access. We will also try to integrate roof gardens for the third floor
P42	11/25/2019	Teacher Workshop	Playgrounds need separate schedules - and what capacity of students would they have	Play spaces will be age appropriate and have an appropriate capacity
P43	11/25/2019	Teacher Workshop	Concerned about the distance from playgrounds to school, and whether students can get back to class in time	Noted. This will be evaluated as the design progresses.
P44	11/26/2019	Written	Providing optimal green space and appropriate playground/park space	Noted
P45	11/26/2019	Written	What are the variances in regarding loss of open space? The 5+ acres protected space required by zoning and the 3 options don't appear adequate. Will any space be open (as is now) for use by neighborhood residents? Your stated observations in one group are that fields are empty much of the time but I beg to differ. I understand driveways and parking lots don't count as open space, but those areas are increased in the plans.	Outdoor areas, including playgrounds and fields, will be available for public use outside of school hours. See response to item P48 for further discussion on open space.

Item	Date	Source	Comment	Response
P46	12/2/2019	Written	<p>Regarding possible improvements to the design, here's an alternative version of Option #2 by Chris Matthews, an architect and East Cambridge resident who works on Concord Avenue at Michael Van Valkenberg landscape architects. This version uses the same building shape, but reduces the footprint slightly and shifts the building somewhat to the northwest to free up more open space on the site: In my opinion, Chris's graphic is spot on. The selling points of such a scheme are as follows:</p> <ul style="list-style-type: none"> • A slight reduction in the building footprint now meets the required open space percentage, and consolidation of open space into a single larger area is preferable to having a number of small, disconnected spaces around and inside the building. • Separating the soccer and baseball field allows for concurrent use, thereby doubling functionality of space. • A green buffer along Alpine Street ensures the survivability of large oaks there and limits impacts to neighbors on Alpine Street. • The school fronts directly on Concord Avenue (similar to Cambridge Street Upper School), rather than being fronted by parking. • The parking area (marked in purple) is now directly abutting the interior playground, which is better for park visitors using the playground during non-school hours. 	<p>These suggestions will be taken into account as the design progresses forward, including the position of the building on site and reducing its footprint. See response to item t1 Please note that it is our intention to save the large oaks along the Alpine Street property line in all options.</p>  <p>The diagram is a site plan showing the layout of the school and park. The school buildings are labeled 'PRESCHOOL', 'VASSAL', and 'TOBIN'. A 'Playground' area is shown in green, containing 'Soccer' and 'Baseball' fields. A purple area represents the parking lot. Red text annotations include: 'Move building as close as possible to Concord Ave. and Armory', 'Drop off' (with a purple arrow pointing to a drop-off zone), 'Move parking off Concord Ave', and 'Move park towards neighborhood'. A north arrow is located in the bottom right corner of the diagram.</p>
P47	12/2/2019	Written	<p>It strikes me that the separation of the soccer and baseball fields such that they don't overlap is a critical need. This would add approximately ½ an acre of additional open space, but it would also double the functionality of those fields and eliminate the need to constantly be installing and removing fencing from the outfield depending on the season. And since the Tobin School is located in an "OS" (Open Space) zoning district, this change would help the project meet current open space requirements for the district without need for a variance.</p>	<p>See response to item P26</p>

Item	Date	Source	Comment	Response
P48	12/2/2019	Written	This district has an open space requirement of 60%. Currently, the site is 72% open space (6.6 acres of a total site of 9.1 acres). In its presentation, the City claims that 5 acres (55%) of the site is protected open space under Article 79, but fails to mention the 60% zoning requirement. All three proposed designs have at least 55% open space, but none of them have 60%. In my opinion, all three designs would require a variance for reduced open space unless the open space percentage can be increased slightly. The modified plan above does so quite elegantly. Similarly, the City will need a variance for increased Floor Area Ratio (FAR). The current zoning allows for an FAR of 0.25, while the largest of the proposed designs has an FAR of roughly 0.75, not including underground parking (which raises the FAR to 0.89). Though the Zoning Ordinance would allow for an increase of up to 1.25 for some school uses, this exemption doesn't apply to the Tobin site because it is not zoned for residential use.	Note that the parcel is zoned as both Open Space and Residential District B. Current designs are at 57% open space with an FAR of 0.29. We are aware that the balance between open space, building height, and FAR will require further design study and potentially a zoning review.
P49	12/6/2019	Written	Maintaining the Open Space at this site and ensuring at least two fields than can be played on concurrently is critical. Losing 1+ acres on this site, and in particular going from three baseball fields to one baseball field and one soccer field – that cannot be used at the same time – is not acceptable for this site location and alternatives that will allow for two fields that can be used concurrently should be found. This open space and playing fields serve an important function for the students at Tobin Montessori/VLUS and should be maintained. Additionally, on nights and weekends, these fields serve as a community open space resource for the many families and residents who live in the neighborhood.	See response to item P01 and P02
P50	12/6/2019	Written	In the weeks leading up to the November meeting, the decision was announced to permanently move community playing fields from Tobin to Glacken. The move was made with zero community input. Those playing fields, and the ballgames that take place there, were the heart and soul of the Tobin neighborhood in the spring and summer. And with no advance warning, they're gone.	

Item	Date	Source	Comment	Response
P51	12/8/2019	Written	The Zoning designation for the property has to be clarified. There are discrepancies in the various documents that obscure the designation and location of the Open Space zone. The true figure for the actual property will affect how much can be built on the site, and the leeway that the Planning Board has in granting a Special Permit. The site plan that the architects are using does not designate any zoning information. The Massachusetts 2017 Dirt and Development Law puts into question whether designated open space can be developed at all.	
P52	12/8/2019	Written	The little league field is a wonderful source of green and open space and joy for the entire neighborhood. Isn't there some way this can be preserved to some extent? In one design, there is a baseball field in the center of the court yard. But that doesn't provide green, open space, or a place for community socializing.	
P53	12/13/2019	Written	I am a Cambridge resident. I am strongly opposed to the loss of the playing fields. They are a wonderful asset that will never be replaced in Cambridge. They are much more valuable than parking spaces. I hope you will reconsider the loss of 3 baseball fields.	
P54	12/13/2019	Written	I was recently made aware of the proposed Tobin School Plan to expand and get rid of two of the baseball fields. I would just like to say that this is ridiculous! I spent most of my youth on those fields and have many great memories there. Why would you consider taking away outdoor sports and play area for more buildings? Your taking away the opportunity for kids to grow up there (just as I and many others did) to create their own life long lasting memories. I'm really sad to see that this was even proposed but I'm not really surprised. I grew up in Cambridge and I've watched it change over the years for the worse. It's basically unaffordable to live there (for the middle class) and it's completely losing its grip. I hope you and your colleague's take a long look at this project and consider to oppose.	

Item	Date	Source	Comment	Response
P55	12/14/2019	Written	SAVE Tobin Recreational Park! It's a natural resource providing open green space, light, and expansive skyline in an increasingly dense urban setting. In a time where there is growing awareness and advocacy for preservation of green space (including restoration of the tree-canopy) and increased recognition of the natural environment's role in mental, physical and emotional well-being, it is inconceivable that all three design proposals for the Tobin + Vassal Lane building eliminate the Tobin Park. (cont. P56)	
P56	12/14/2019	Written	The existing school building, originally built to serve 800 students, occupies an approximate 1.5-acre footprint out of 9.11 acres total land. 3.4 acres comprise Tobin Recreational Park and the remaining 4 plus acreage includes basketball courts, playgrounds, City Sprout's gardens, front lawn, front entrance drive, and a parking lot. The three design proposals triple the size of the building footprint, reducing the open space to a little over 5 acres - much of which is used for parking lots and drive ways. Two designs add a drive that connects Vassal Lane to Concord Ave, running along the adjoining backyards of Alpine Street homes. The largest open green space in the redesigns accommodate a baseball field and small soccer field that overlap about half of each other's area space - restricting the play to one game at one time. (cont. P57)	
P57	12/14/2019	Written	Children today spend less time outdoors than any other generation, devoting only four to seven minutes to unstructured outdoor play per day while spending an average of seven and a half hours in front of electronic media. At a time when there is national concern about anxiety, depression, and obesity in children, it is more important than ever that they have access to the natural environment. The adjacent location of a park next to a school provides students with daily access and opportunity to run and play, before, during, and after school. (cont. P58)	

Item	Date	Source	Comment	Response
P58	12/14/2019	Written	There are many examples of how we all benefit from time spent in the natural environment - or even adjacent to it. In a much cited study, published in 1984 in the journal Science, environmental psychologist Roger Ulrich and his team reviewed the medical records of people recovering from gallbladder surgery at a suburban Pennsylvania hospital. All other things being equal, patients with bedside windows looking out on leafy trees healed, on average, a day faster, needed significantly less pain medication and had fewer postsurgical complications than patients who instead saw a brick wall. (cont. P59)	
P59	12/14/2019	Written	Dismissed as peripheral to medical treatment for much of the 20th century, gardens are now featured in the design of most new hospitals. In a recent survey of 100 directors and architects of assisted-living residences, 82 percent agreed that “the design of outdoor space should be one of the most important considerations in the design.” Shouldn’t these same values and considerations be applied to our schools? There is more than adequate space to enlarge the school building without eliminating the Tobin Recreation Park. We owe it to our children and our community to preserve this valuable green space. Thank you.	
P60	12/14/2019	Written	Kids need open space and playgrounds so please reconsider moving so many programs into this traffic congested area. Our fields and playgrounds are valuable to both our neighborhood and to the children at the school.	
P61	12/14/2019	Written	Open space has been shown to improve learning outcomes and health, and it also builds and fosters community. None of the current three options presented preserve the the type of open space that a school of the proposed size requires. If the population of the school is nearly doubled, the open space should reflect that, and not drastically reduce the open space. The proposed plans call for reducing what is now three full ball fields plus an extra play field to a space that accommodates one ball field and one soccer field, which are overlapping and not able to be used simultaneously. The site is not just a school, but also a community gathering place, and the redesign suggests taking over the entire site as a “school campus” – that has never been its intended use. (cont. T67)	

Item	Date	Source	Comment	Response
P62	12/17/2019	Written	More importantly, we need athletic fields! Children and a community need to congregate and interact. It is central to health--mental and physical. Schools need to be supported by the community. If the school is a big block surrounded by traffic, the locals will not connect to it. If it is a vibrant interactive, green space, filled with laughing, running children (and parents and adult neighbors), it makes us all feel part of the school.	
P63	12/15/2019	Written	I urge you to save the fields and green space or even make them larger. The children need outside space for social and emotional well being ! (cont. O49)	
P64	12/19/2019	Written	Please don't take it for school we need the green space and Tobin is big for its population having had our kids there for ten years .	
P65	12/20/2019	Written	As a Cambridge resident and a psychologist concerned with the health of our community, I was surprised to learn that the building proposals for the Tobin school would consume the nearby green space and park. There is a movement across the country to ensure access to open sky and green space as a way of ensuring well-being and mental health. Consider the long legal fight to save the Prouty garden at Children's Hospital. The new Yawkey cancer center at Dana-Farber contains a beautiful two-story garden space. Why is Cambridge going in the opposite direction? This park is equally important to our community and to our kids. From speaking with others, I believe there is adequate space for a new building without losing the fields and green space. Once it is gone it is gone, and our community loses a park forever. In my experience architects and developers often see open land as an enticing opportunity. They are not looking at the whole picture. Please, please ask our three finalists to return to the drawing board and submit designs that preserve our park. It is the right thing to do for our kids and our community, and it may avoid a protracted legal battle.	
P66	12/20/2019	Written	I am writing to express my opposition to any of the Tobin development plans that include eliminating the Tobin recreational field. Talented architects should be able to design a renovation that expands vertically rather than spreads out into much needed green space.	

Item	Date	Source	Comment	Response
P67	12/21/2019	Written	I was disturbed to learn that Tobin Recreational Park was eliminated in all three design options introduced last month for the Tobin / Vassal Lane School redevelopment project. At a time of an anticipated increase in flooding as the climate warms, we need more permeable green space not less. The proposed elimination of most of the park and the lack of green space in the proposed plans is truly alarming. Healthy soil, trees, native plants, sports playing fields, natural permeable play areas and well managed green space do a much better job of flood mitigation than the proposed construction of an on-site 1.5 million gallon underground storm water tank. A park of trees and green plants improves air quality, helps cool the air, re-hydrates the water table, and nurtures positive interactions among children from the school and residents of the neighborhood. This is a big and expensive project. We can do better than expand the school at the cost of eliminating a school and natural community asset: Tobin Recreational Park.	
P68	12/27/2019	Written	I'd like to add my voice to those who urge the city to PRESERVE Tobin Recreational Park when renovating Tobin School. One of my children, many years ago, played on the Little League team that met there, and I drive and walk near the park all the time. It is SO important to preserve what little open space is available to us in Cambridge. Fresh Pond is nearby, but it doesn't offer the same recreational opportunities or access for children that Tobin does. There must be a way to redesign Tobin School and at the same time preserve the park.	
P69	12/29/2019	Written	And to destroy all the play areas and baseball fields and open spaces on Callahan Park is preposterous. (cont. O50)	
P70	12/29/2019	Written	The Tobin field is a tremendous community resource. It's a pity to lose it. (cont. O51)	
P71	12/29/2019	Written	As a lifetime resident of, taxpayer to and voter in Cambridge, I urge you NOT to use the fields behind Tobin School for building. We desperately need our green space.	

Item	Date	Source	Comment	Response
P72	12/30/2019	Written	While the city is undertaking the design of a new Universal Playground at a close by site in Danehy Park, the Tobin redesign, including the outdoor spaces needs to also be Universal in design and create seamless interior to outside experience for all learners. Students at VLUS/Tobin are too far from the planned Danehy playground space for school day use. What is an appropriate scale? The new proposed design plan for all three, is overtaking the current lot, is not thoughtful of neighborhood and is not thoughtful of the students best and most appropriate learning. (cont. P73)	
P73	12/30/2019	Written	As abutters and long-time residents of the neighborhood we are also very concerned about impacts on the neighborhood. The fields and playgrounds have served as a community gathering place and served a strong role in knitting the community together. They have provided, not only a convenient and accessible place for our children to play outdoors, but also an opportunity to meet and get to know many of our neighbors as our children have played together on those fields. The neighborhood will inevitably become less cohesive if those opportunities are taken away. (cont. T77)	
P74	12/31/2019	Written	A beautiful new school for our children does not have to eliminate field space. Use of height along the Armory side could add space without covering precious permeable green space. Parking for the school can go underground. There are choices that architects can make to preserve the space while also creating a beautiful new school, and we ask that they make every effort to do so. As the leaders of Cambridge Girls Softball Association, Cambridge Youth Lacrosse, Cambridge Youth Soccer and West Cambridge Little Baseball League, we ask on behalf of our current and future families that the city make every effort to create a state-of-the art school facility that maintains field space in the city. When children and families “see” youth sports and have access to the spaces without taking long rides in traffic, more kids participate. (cont. P75)	

Item	Date	Source	Comment	Response
P75	12/31/2019	Written	There are more sports activities available to children today, but it benefits everybody if we can recruit new residents, communities with limited resources, more young women and increase participation across the board in local, community-based programs. This cannot happen if we eliminate playing fields, and our children will end up losing, even if they gain a beautiful new school. Our organizations will continue to work in partnership with the city and work together to share and accommodate each other as much as possible. We ask for the city and school departments continued partnership to maintain and expand our playing fields city wide.	
P76	12/31/2019	Written	I'm a long term resident, living 2 blocks from the Tobin. I wish to agree with my neighbors that the loss of so much green space is unacceptable. The park is needed for both the neighborhood and the schoolchildren. Play is an essential part of childhood; where are children to play in a city if we eliminate park space? Also there's a definite need for more exercise. Many years ago, my children attended the Cambridgeport school, when it was located across from Dana Park. The park sparked so much connection after school- the children played, the parents met each other, it was really terrific. I hope the school designers can keep this sort of image in their minds as they go back to the drawing board. (cont. T80)	
P77	12/31/2019	Written	All three proposed plans for the new Tobin School have eliminated the Tobin Recreational Park at a time when we should be preserving open green space in our city. Recent research has highlighted the importance of green space to the mental and physical well-being of our residents, particularly our children. Given that the school will be expanded to accommodate more students, maintaining green space will be even more crucial. Seven of our 12 elementary schools have no adjacent green space to play in. Children are spending less and less time outside in unstructured play so crucial to their intellectual and emotional development. Keeping the park's separate baseball and soccer fields are vital to already limited field access across the city. (cont. S28)	

Item	Date	Source	Comment	Response
P78	1/1/2020	Written	We write on behalf of the children of Cambridge. Access to open green spaces is critical to children’s development. Research shows children who spend more time outside in natural environments are physically healthier, emotionally sounder and better able to learn. From an adult perspective, one could imagine saying, “No problem with less green space around the Tobin, let’s just drive over to...”. Please remember not everyone can jump in a car and go. Moreover, if we wish to offer children the chance to direct their own play, having access to local green space is critical. We strongly urge you to preserve all of Tobin Recreational Park.	
P79	1/1/2020	Written	It would be ideal to have a safe multiuse path connection for people walking and cycling to and through the site. We want to send our kids to school without having to drive them there to keep them safe. Thanks!	
P80	1/2/2020	Written	In short, I urge the architect to revise the building plan to preserve open space and playing fields. I ask decision-makers to consider programming alongside the facilities renovation process.	
P81	1/3/2020	Written	As an abutter to the Tobin School and a regular tutor there, I write to urge you to reconsider the present three options for the new school. The main drawbacks are the elimination of adequate open outdoor space for the students... (cont. T84)	

Item	Date	Source	Comment	Response
P82	1/3/2020	Written	<p>In 1962, as a new resident in Cambridge, one of us, Sara Mae, joined a committee looking into whether the amount of recreation space in our city was sufficient. A Mr. Hainsworth of the National Recreation Association was a consultant. As a new young member of the group, Sara Mae volunteered to serve as Secretary. She figured that was a good way to learn about the situation. One fact stuck with her---to this day: that our city had less than one-quarter of the nationally-recommended amount of park space for a city of our size. Since then, Cambridge has continued to use park space on which to build its schools. The Harrington (now many buildings) School on Donnelly Field, the newest additions sharply decreasing the park. The Fitzgerald (now Peabody) School on Rindge Field. The Kennedy (+Longfellow) School on Ahearn Field. The Morse School on State owned open park land by Memorial Drive. The (Houghton) ML King School on Putnam Ave. on part of a neighborhood park. This continues an earlier habit: The Longfellow School on Broadway was built on Harvard Park. And there may be more. Now Callahan Field, which has 3 ball fields, and other open space, is proposed to be consumed by a huge building complex, with little bits of space around the edges. This continues a very short-sighted planning approach---and must be completely reconsidered. (cont. P83)</p>	

Item	Date	Source	Comment	Response
P83	1/3/2020	Written	<p>It's time we learn from Cambridge's record of treating parks and public open space as an expendable resource and avoid repeating this mistake on the Tobin School site. Quality open space provides benefits for the public and neighbors, including the kids. It's just as important for children's welfare and development as quality school buildings. We need to get this project right, and the way to do this is through the right process and thoughtful planning. The project seems to be headed to the Planning Board for a Special Permit or variance because of the proposed reduction of open space on the lot under all three options. This review should happen as early as possible in the process. The Planning Board not only is responsible for decisions about the development of public open space but is uniquely qualified and has the tools to evaluate critical planning issues such as the quality of open space and project siting. (cont. P84)</p>	
P84	1/3/2020	Written	<p>The Cambridge Zoning Ordinance (Sec. 5.54.2) specifically calls for the Planning Board to "make a determination that the Proposed Recreational Open Space shall provide benefits to the public that are at least commensurate with the existing Public Open Space on the lot," before allowing any reduction in the quantity of public open space on the lot. The Zoning Ordinance (Sec. 4.25) also requires the Planning Board to receive and evaluate "An analysis of alternative sites for the development outside of the district." The finding of the Planning Board on the quality of replacement open space will be directly relevant to the Home Rule petition to the State Legislature that will be needed for relief from the provisions of Article 97 which protects 5 acres of the site. To get the TMVLUS project right, the City should refer the plans to the Planning Board for review and approval of open space issues before filing this Home Rule petition. (cont. P85)</p>	

Item	Date	Source	Comment	Response
P85	1/3/2020	Written	Our experience with the City's Article 97 Home Rule Petition for another project (the Inman Square Redesign, in 2018) is that the State will not independently evaluate the quality not quantity of replacement open space but instead accepts the accuracy of information and evaluations provided with the City's application. In other words, the Article 97 process requires a formal approval but does not provide for a substantive review of open space impacts by any State agency or committee of the Legislature. Once this State process is completed, the Planning Board's ability to require consideration of alternatives that truly maintain the quantity and quality of public open space will be greatly impaired. Cambridge is decimating its park space, because it already "owns" the land. What we really needs to consider is what the lack of open park space does to the quality of life for our citizens of all ages.	
P86	1/3/2020	Written	Do not engulf the 80+-year Open Space on the parcel abutting the 1972 John H. Tobin/Vassal Lane elementary schools and the 1960 National Guard Armory. The Father Callanan Playground and Tobin playing fields were created in 1938 as a community resource under FDR's Works Progress Administration/WPA. The playground was renovated in 2007 after hard-fought residents' campaigns to keep this Open Space green and inviting for citywide residents, from infant caregivers to preschoolers, school-age, Little Leagues' & adults' formal and informal sports games. The space needs to retain its mature trees (puhleez, no post-development scrubs & saplings!), living green grass, age-appropriate play spaces, picnic tables, benches, water source for users of all ages. (cont. C12)	
P87	1/15/2020	Written	(cont from D140) 4) Garden beds outside each classroom as in current situation so the children can continue the Montissorie practice of incorporating nature into all aspects of learning. Light is important however, too highly designed open air spaces aren't functional for school children when they have different needs than many working adults. They need quiet learning environment, spaces to play, improvise and call their own. (cont. O66)	

Item	Date	Source	Comment	Response
P88	1/21/2020	Written	1. Option #1 leaves a large area of open green space which is easy to access. Research finds that this is good for the mental and physical health of people. Preserving such a space is especially important since such large public spaces are on the decline due to all the development in the area. (cont. T111)	
P89	1/21/2020	Written	5. Option #1 retains the baseball field in the present location, which has been for many years part of the local culture, where the kids play, the parents cheer, and the coaches coach. (cont. D150)	
P90	1/22/2020	Written	Attempting to solve the problem by taking away any green space is a mistake from which there is no return. For the neighboring community, they lose a park. For the sports community, they lose valuable play space with the reduction of ball fields. The students lose an essential atmosphere in which every educational development study stresses the need for open, unstructured play within a natural environment. (cont. O72)	
P91	1/22/2020	Written	So in the hope of ultimately having more green space to work with and in the spirit of moving forward, Design #2 (Wings v2) offers some appealing new options by relocating the green space to the Vassal Lane side of the campus. - This new "neighborhood" placement would deliver a more peaceful, park-like atmosphere with the location being insulated between the new building, and the quieter Vassal Lane. - Recreational green-space on Vassal Lane seems the safer option with it being easier to cross than the busier, multi-lane composition of Concord Ave. (cont. T113)	
P92	1/22/2020	Written	I would be interested in understanding what kind of analysis has been done in assessing the green-space placement between Designs 1 & 2 as well as any recommendations from the team.	

Item	Date	Source	Comment	Response
P93	2/3/2020	Written	THE PRESERVATION OF OPEN SPACE SHOULD REMAIN A PRIORITY In this project proposal, the architectural and city planners have failed to deliver any reasonable impression that a history of “place” and open land can be preserved alongside the city’s ability to meet the challenges of the future. The community benefits from our open Tobin fields – it is not only a place for sports – it is a place where people gather. (cont. O77)	
P94	2/3/2020	Written	From the January 16 meeting at the Tobin/Vassal Lane School and the letters written in advance of it I learned that Cambridge has, for over sixty years, been in public green space/open play space deficit to an enormous degree. (Letter from Sara Mae Berman) I learned that our schools have been built on city-owned green space, reducing it further with each school building. As an early elementary teacher I know the importance of outdoor play for all ages, certainly for the Pre-K through 8th grade population. Essential. I propose that absolutely no green space be sacrificed in the rebuilding of the Tobin/Vassal Lane School. The Cambridge Pre-K Program should have its own green space apart from the middle school energy. A larger population requires a proportionately larger play space, both green and equipped. (cont. P95)	
P95	2/3/2020	Written	Additionally, an important benefit of consolidating our middle-schoolers was the ability to offer enhanced sports opportunities; a variety of teams, access to various fields and courts. Finally, as a resident of Strawberry Hill I object to the proposed loss of Glacken Field. The solo Little League field is sufficient as the Tobin/Vassal School will retain its fields. Flexible use of the Glacken field for youth and adult soccer leagues and neighborhood free play should continue. Losing the existing field to a single-use Little League field is not an “improvement”. I propose that absolutely no flexible-use green space be sacrificed at the Glacken. The time has come to end the Cambridge short-sighted planning of past decades with regard to our public open spaces. We must begin a practice of preserving. We must leave an improved, healthier city for future generations.	

Item	Date	Source	Comment	Response
P96	2/4/2020	Written	<p>1. Preserve at least 6 acres of public open space, preferably more. The school sits on a 9-acre site that is predominantly zoned as open space (Callanan Park) with the portion closest to Vassal Lane zoned as Residential B. Preserving public open space is not a choice; it is protected by state and local laws, and it is essential to providing adequate recreational space for students and community members. With enrollment in the school potentially growing from about 700 to over 1,100 students, we must preserve as much of the current 6.6 acres of open space as possible. Callanan Park is well-used year round outside of school hours, too. One of the most promising of the three conceptual designs presented at the January 16th community meeting (“Option IA, Replacement V2”) maintained 6.3 acres of open space, mostly oriented facing Concord Avenue and arranged to offer separate, side-by-side fields for baseball and soccer, an adjacent basketball court and playgrounds within sight of the playing fields. This arrangement is workable so long as the feasibility study does not further reduce or chop up the recreational open space. If even a portion of the underused and poorly maintained National Guard Armory site next door to the school could be acquired we would have much more space to work with. (cont. P96)</p>	

Item	Date	Source	Comment	Response
P97	2/12/2020	Written	<p>Why can't we keep two baseball fields at this site? The Crossroads option seems to have enough space for two fields, based on knowing what the configuration is now. The paved area on the top left corner of the site can be converted to a soccer field? And a basketball court can be moved closer to the school building? The West Cambridge League uses all three fields currently. I know that we are asked to use the 2 Glacken fields while the school is under construction. But the kids still have to walk or bike across a very busy road to get there. Once the building is complete, we should try to keep 2 baseball fields at this location, which is a safe walking distance from Danehy Park. There are all sorts of benefits for having 2 baseball fields at this location. Currently, West Cambridge Little Baseball League is the largest youth baseball program in Cambridge, with over 200 kids per year, playing on weekdays and weekends. I appreciate that many people have suggestions and strong opinions. Thank you for reading and considering my feedback as well.</p>	
P98	2/16/2020	Written	<p>Traffic aside, the open green space of the Tobin site has served a very important function for the children at the school and surrounding neighborhoods. All children have improved learning outcomes and long-term health when afforded time each day outside in vigorous physical activity during the school day, preferably in some sort of contact with nature. This requires open green space. It is important to remember that many of the children attending Tobin come from low-income residential areas and may not be able to access expensive (in time or money) afterschool recreation. Thank you for your attention to this critical facet of the Tobin School planning.</p>	

Item	Date	Source	Comment	Response
OC01.1	1/16/2020	Open Comment	<p>When you are there now there's only fields, does not feel quarantined in any way or crucified by shade that you get in Boston. If you took up the place in the bow area, and went straight across Vassal Lane, you could have a demarcation of the Upper and Lower School, you are kind of forming an "L". I'm a failed architect from the GSD years ago, but I'm trying to verbalize it. If you maintain that beautiful green space, the cliché is the movie with Kevin Cosner and all that and its about baseball. We are increasing the population of the student body, almost doubling it right, but we are decreasing the green space so dramatically. We are going from three baseball fields and a big common area to one baseball field and one soccer field. I'm puzzled by that you have more kids using the space but you are taking all the space away. When we come here with our family with 4 kids the way everything is balanced now the line of site I can see everybody everywhere. It is great and is very easy. I can jog around the space and still see everyone and catch everything that's going on. All in the design so far, in my mind, there is too much sequestering of space, there is not that inner play. When you have the big space working the way it is now, everybody is doing something different, there's a total energy and open air poetry going on, where this is kind of shrinking the movement of humans and making it less attractive. The building is going to create so much shade that for over half a year you can only take advantage of the space. Thank you for your time. (END OF COMMENT)</p>	

Item	Date	Source	Comment	Response
OC09	1/16/2020	Open Comment	I went to the first meeting, and I want to say thank you, from November until now its really amazing and I really appreciate the work. I feel like you heard us. I have a comment and a question. There's a lot of kids who don't go to Tobin that still use the fields. We spend a lot of hours on these fields. I want to remind you all that this is a park for this neighborhood not just a playground with a school. I know that the school uses this park, but I don't quite hear it in the presentation. The question I have is how you are going to actually make a decision of which site, which configuration? is there a vote? Is there a meeting, who actually makes the decision?	City Representative: There is a process of elimination so if there are things and alternatives that people are saying that we don't like or we think Option 1 is the way to go and explore that further, we need to hear that because that will absolutely inform the decision. So, I really encourage you all to give that specific feedback. That is the purpose of this meeting. At the end it will be the recommendation of the City Manager that goes the Cambridge City Council.

Item	Date	Source	Comment	Response
OC11	1/16/2020	Open Comment	<p>Scott Slader - I was going to a lot of meetings such this 25 years ago with a different cast of characters on the stage. With all due respect to all of you, especially to my friends who are on stage, but what I heard then was a lot of opinions, experts, projections, predictions explaining why schools have to be closed and shrunk. There were three schools in Cambridgeport and mid Cambridge that all moved disrupting hundreds of families causing many people to leave the system, and causing people I knew personally to move outside of Cambridge. Its the same thing everybody is well intentioned, they say this is what we think is going to happen, this could happen, this is going to happen, which is what I'm hearing then. Not saying you are necessarily wrong, but I'm really for open space and giving up that beautiful space on the bases of theory, especially by people who could very well be not involved in the school or any school in Cambridge over the next 20 years. WE just don't know, I'm sorry I'm not recognizing anybody on stage except for two people who I have seen at meetings from other schools. So just think of what the risk is to give up open space on the basis of theories and you don't actually know. I caution you, I see three baseball fields going down to one. It should be at least two. Why is there a soccer field at all? there's never been soccer other than the very young ones on fields. I think once the open space goes it will never come back, you will never see it again. And you could be mistaken about everything you said tonight because I've seen it happen before. I just caution you to take the effort to survey and keep the open space.</p>	

Item	Date	Source	Comment	Response
OC14	1/16/2020	Open Comment	<p>I want to do a little bit of history 1958. In 1962 there was a study of Open space, as a new resident I decided to join the committee and became secretary. I found out at that time Cambridge, for the city density and size that it was, had 1/4 of the open space recommended by the National Recreation Association. Mr. Hanesworth cited these figures. Since then Cambridge and its wisdom has decimated its public park spaces for schools. More than half the 13 schools -7 of them are built on public parks. This is only the latest attempt to do away with public open space. It is very discouraging to me as a citizen of the city, it is very discouraging to hear the loss of 3 baseball field down to one. I don't know how many people still play baseball here but the parents of the children that still do feel it severely. There is a constant need in the field not fewer. Example, wonderful new building on Cambridge Street- King Open - practically gone away open space on what was Donnely field. I remember because I was here before the Harrington was built. Peabody was built on a field. Even the Kennedy in East Cambridge did as well and continues to encroach on open space. Cambridge seems to have a death wish on open space and digging yourself in a hole. I waited a long time, I want to say a few more things.</p>	
OC14.1	1/16/2020	Open Comment	<p>(cont) Cambridge has decided that it wants to be denser. The City Manager and the City Council seems to be heading toward a denser city. A denser city even with small apartments will require more services, and some of those people will eventually take over two apartments so they can accommodate their families. I've seen this in our neighborhood. what is going to happen when the denser buildings go up? I have given my comments already [Community Comment ITEM P82]. In our neighborhood which its empty, but why cannot some of that can be use there? It was built on a park and the neighbors and the school people were sure that right in the back of the school that several hundred yards that those were taken and will playgrounds.</p>	

Item	Date	Source	Comment	Response
OC22	1/16/2020	Open Comment	Want open space and keep what we have here, why are we putting so much on a site that is already problematic as it is. Going from three to one field is going to be a nightmare. Now have to balance with other fields, and other fields are getting taken over by baseball. Adding do a nightmare of scheduling. Also have to support adult leagues. We are losing fields already, we're impacting the youth and how they play sports. We need to do whatever we can to get kids outside. Why does everything have to be here?	
OC38	2/12/2020	Open Comment	Appreciate honoring Callanan park on slides	
OC49	2/12/2020	Open Comment	Compliment architects on their presentation. It shows compatibility of the site and the program, and it shows how putting too much on a site affects the value to the neighborhood. The three baseball fields are now a soccer field and one baseball field, how did the calculation come about? I think some of the feasibility could have been done before the architects got on board. They did a lot of work exploring this. It seems like they have an impossible task. I would like to see more ground level views to see visual impact. The façade will have an impact because it seems out of scale. It seems like we have been assuming the courts, state are going to be compliant with removing open space – what has been done there?	We understand the importance of a school fitting into the community. Next phase will have ground level views and material interactions with the neighborhood.

Item	Date	Source	Comment	Response
T001	11/13/2019	Open Comment	It should be easy to solve this.	There are many considerations being balanced in order to arrive at the most optimal solution
T002	11/13/2019	Open Comment	Some of this is worth studying now with more detail and real world measurements	A formal traffic impact study (TIS) will be required to analyze transportation related impacts associated with the Project. Once a preferred option is selected this study will inform the design solution.
T003	11/13/2019	Open Comment	Impossible for people to get out of their homes now - often have to wait and plan for certain periods of the day to travel	See response to item T2
T004	11/13/2019	Open Comment	School arrival does collide with peak traffic hours especially in the morning – people need to get to work and school starts at same time	Noted. Also, school start/end times are staggered by school to minimize peak volumes.
T005	11/13/2019	Open Comment	Fresh Pond will be more of a grid lock than it is now - there needs to be a study on that specifically	See response to item T2
T006	11/13/2019	Post-it	Heavy traffic Concord Ave - L from concord is difficult (bus stop + emergency vehicles)	See response to item T2
T007	11/13/2019	Post-it	I don't think you all fully understand the traffic on Concord Ave	See response to item T2
T008	11/13/2019	Post-it	Concord has islands near fern	Noted
T009	11/13/2019	Open Comment	Don't let westbound traffic on Concord turn into the site.	See response to item T2
T010	11/13/2019	Open Comment	No one wants to be routed to Concord Avenue.	Noted
T011	11/13/2019	Post-it	Hard to get to Concord	Noted
T012	11/13/2019	Post-it	Alpine/Concord light backs up almost to rotary: - Needed for Peds. - Maybe Move + Multiple Drop-Offs	Noted
T013	11/13/2019	Open Comment	Traffic on Concord is terrible.	Noted
T014	11/13/2019	Post-it	Standish - 1 direction Vassal to Huron Helped (2nd check F.D.)	Team will double check with Cambridge Fire Department and consider in traffic study recommendations

Item	Date	Source	Comment	Response
T015	11/13/2019	Post-it	Prefers not use circle drive	The intention of providing on-site drop-off/pick-up space is to reduce parking on the neighborhood streets and improve safety. It is understood that all existing behaviors will not be changed by a new drop-off/pick-up area. Measures will be taken to encourage the use of designated drop-off areas, manage the movement of vehicles on the site to reduce back-ups and maintain safety.
T016	11/13/2019	Open Comment	Traffic on Vassal is terrible.	See response to item T2
T017	11/13/2019	Open Comment	I have a question on sound study, traffic study is current, what happens when the population is doubled and building is filled	Will study as design develops
T018	11/13/2019	Open Comment	Concerns about what direction the traffic will come from with new pattern – new problems	See response to item T2
T019	11/13/2019	Open Comment	Traffic at Alpine intersection with buses blocking both directions – it will only get worse with through way	See response to item T2
T020	11/13/2019	Open Comment	Can we put buses on Concord, entering off of Fern Street and exit near Alpine? Can cars loop on Vassal?	Will study as design develops
T021	11/13/2019	Post-it	Look at busses off concord & cars off vassal.	Noted
T022	11/13/2019	Post-it	Busses get stuck on Vassal - watch turn onto Vassal.	When the Preferred option is determined, bus turns will be reviewed for the design to ensure routing is safe.
T023	11/13/2019	Open Comment	The buses will idle in my (neighboring residents) back yard.	Buses are not allowed to idle for longer than 5 minutes per state law. This will be enforced to ensure adherence.
T024	11/13/2019	Post-it	Prefer building @ Alpine than buses	Noted
T025	11/13/2019	Post-it	Concern of bus noise at Alpine St.	Noted
T026	11/13/2019	Open Comment	The buses don't idle.	See response to T26
T027	11/13/2019	Open Comment	One way from Concord to Vassal will make lefts and rights more difficult	Noted

Item	Date	Source	Comment	Response
T028	11/13/2019	Open Comment	Can we run buses from Vassal west along the perimeter on the west side and out to Concord? Alpine street residents would prefer not to have buses in their back yard	This is challenging due to the Armory but can be reviewed.
T029	11/16/2019	Written	The design group made three assumptions which need to be questioned: 1. They equated Vassal Lane traffic with the traffic on Concord Ave. This is obviously ridiculous. There is no reasonable comparison. 2. The building height has to be limited to a maximum of 3 floors. As a former text book publisher's representative, I have visited hundreds of schools throughout the country. Many schools make use of escalators when the building needs to be higher than 3 floors. The older children are placed on the top floors and the younger ones on the lower levels. And yes, the kids love riding the escalators. Also, many of the administrative offices can be placed on the top floor. 3. They assume parents dropping off children will want to drive onto the grounds and possibly get stuck in backups from other cars. As one mother stated at the traffic meeting, " I will continue to drop off my child on Vassal Lane by the curb. Concord Ave is too difficult to get to and I don't want my child to be walking between cars or buses."	<p>1. 1. A formal traffic impact study will be required to analyze transportation related impacts associated with the Project. (See response to T2.) The intention of providing on-site drop-off/pick-up space is to reduce parking on the neighborhood streets and improve safety. It is understood that all existing behaviors will not be changed by a new drop-off/pick-up area. Measures will be taken to encourage the use of designated drop-off areas, manage the movement of vehicles on the site to reduce backups and maintain safety.</p> <p>2. Noted. See response to items D35 and D58</p> <p>3. The proposed drop-off/pick-up lane will be wide enough to provide a drive aisle and parking aisle, and long enough to accommodate both cars and buses. All current behaviors will not be changed by providing a new drop-off/pick-up area. Measures will be taken to encourage the use of designated drop-off areas, manage the movement of vehicles on the site to reduce backups and maintain safety.</p>

Item	Date	Source	Comment	Response
T030	11/16/2019	Written	<p>I would recommend the following:</p> <ol style="list-style-type: none"> 1. The building be in the shape of a T. with the front and top of the T facing Vassal Lane. It could cover part of the ground in back of the present building and present parking lot as well as part of the ground under the present building. This would provide more space in front of the building for bus and car drop offs. The building would have an extension that paralleled the Armory parking lot. It would extent no further than the basketball court. One or both sections of the T shape should be 4 floors with escalators. 2. Having bus and car cut-ins on Concord Ave is guaranteed to create traffic backups on Concord Ave and backup to the Fresh Pond Rotary. Fire engines, ambulances, police cars, delivery trucks and thousands of cars already cause backups. Lets not make it worse. 3. Part or all of the front part of the building that would be built over the present parking lot could have an open ground floor that could be used for parking and drop off, or entry to an underground parking garage. For example, the new school addition on Harvard St in Brookline has a partial open section on the ground floor for staff parking. 4. Parents of pre-school and special needs children are more likely to drive their children to school than parents of older children. A very good reason not to have drop off areas on Concord Ave. 	<ol style="list-style-type: none"> 1. Noted. 2. Complete traffic study will include this consideration. 3. Noted. 4. Noted.
T031	11/13/2019	Open Comment	Wings looks cleaner for pedestrian circulation because it doesn't compete with vehicular entrances	Noted
T032	11/13/2019	Post-it	Circulation for Pavilions & Wings for pre-school drop-off zones look terrible on-site and will create congestion on Vassal Lane? Be sure to model/sim. Traffic flow under future conditions.	These options show a means of alleviating some traffic around the other schools, and proposes a separate area for parents to drop off and/or walk in their child(ren) for the preschool. Study will continue in the design phases

Item	Date	Source	Comment	Response
T033	11/16/2019	Written	DROPOFF AND PICKUP: I understand that pickup involves waiting for the kid to show up, whereas drop-off is more straight-forward. The current distribution of pickup times is informative. However, the number of kids is going to double and the number of vans and buses shown on the diagrams remains at 3 and 6. Also saying that there will be 52 on-site spaces for pickup as opposed to the current 39 on-street pickups does not consider the doubling of the number of students. Do you expect a surge of pickups by parents using bicycles?	The analysis has assumed that the increase populations of students can be served by existing buses and vans. This is based on observations that indicate there is sufficient capacity available on site for these vehicles. The analysis has increased the population of students as noted in the program. Its important to understand that the buildings will hold multiple different schools that have staggered start times. Therefore, doubling the population does not simply double the drop-off need.
T034	11/13/2019	Post-it	Some parents have multiple children to drop off. Currently their traffic all goes to the same place but if every school has a separate entrance there will be "double dipping"	We are minimizing the potential for "double dipping" by adding a vehicular lane to direct flow from Concord Ave. to Vassal Lane in both the Wings and Pavilions option. This allows parents/caregivers with multiple children to drop off their children close to both the Tobin and VLUS entries. Parents/Caregivers can then turn from Vassal Lane into the preschool parking area where they can safely park their car and walk their children in. Unfortunately, Renovation / Addition does not have room to add this vehicular lane.
T035	11/13/2019	Post-it	Why so much parking space? Can there be a drop off area that doesn't take so much play space?	We have provided the on-site parking spaces required by the City. Parking lots accommodate parents walking their children into school

Item	Date	Source	Comment	Response
T036	11/13/2019	Open Comment	There isn't enough faculty parking.	Noted. The proposed underground parking includes 100 spaces and is for school faculty and staff. The underground parking being provided is per City Zoning and not based strictly on the number of staff anticipated. Entry to the parking garage is indicated by the ramps
T037	11/16/2019	Written	UNDERGROUND PARKING? Slide 8 mentions +/- 55,000 sq. ft. of underground parking, but the subject is never mentioned again. Is it an option with significant cost? How many cars is that? Who would use it, faculty and staff? How many faculty and staff will there be? Where is the entry on the circulation diagrams?	See response to item T36
T038	11/13/2019	Post-it	Underground parking how will safety and security be managed?	This will be addressed in the design phases. Some possibilities include, lighting, cameras, and security gate/door.
T039	11/13/2019	Post-it	Why do we need above ground parking vs. maximizing underground space.	The above ground parking is intended for use by drop-off/pick-ups of students. It is not intended to be parked in throughout the day. The surface parking could be used by daytime visitors but is not intended to be used for long-term parking throughout the day.
T040	11/13/2019	Post-it	is it possible to make parking areas multipurpose for weekend/afterschool hours? i.e. throw basketball courts in those areas?	This will be explored as the design progresses.
T041	11/13/2019	Open Comment	Is there all day parking on the proposed bus/access lane	The intention is for the few daytime visitors to use the surface parking spaces provided on the site, however, the lane from Vassal to Concord will be closed to traffic and parking except at school drop off and pick up periods.
T042	11/13/2019	Open Comment	Don't bother with cars in the site because I'm going to park on the street anyway.	Noted

Item	Date	Source	Comment	Response
T043	11/13/2019	Open Comment	Big increase in biking – what about all the students that bike?	We have noticed the many students and staff use the existing bicycle racks on site. These and new bicyclists will be accommodated in both short and long-term bicycle parking spaces that will comply with the City requirements.
T044	11/13/2019	Post-it	Lots of bike parking esp. VLUS	Noted
T045	11/13/2019	Post-it	Where do bike commuters (either parents dropping off or kids commuting) fit in the traffic pattern?	Bikers are part of our traffic calculations, and will be noted more specifically as design develops
T046	11/13/2019	Open Comment	Current Envision path is on western part of the site – not a great solution	Wanted to keep bicycle path separate from drop-off/ pick-up traffic, and connect with bike lane on Fern Street to Fresh Pond Parkway crossing as indicated in Envision Alewife report.
T047	11/19/2019	Written	Plead that the city consider existing traffic congestion on Concord Ave when considering the plans for expanding the Tobin School. Except Sundays, between Alpine St and the Fresh Pond rotary, the traffic has gotten so bad in recent years that adding school traffic is going to create a nightmare for the neighborhood. Even off peak hours, the traffic is out of control. Why not keep school traffic to Vassal Lane—as it is currently—which has virtually no traffic and is not a major byway? I hope that you will consider this when making any decisions. Thank you for your consideration.	See response to item T2.
T048	11/21/2019	Written	While I have many concerns with this project I would like to express my single greatest concern to you. I would like the city and it's contractors to do all they can to ensure that the resulting new automobile traffic be routed in a manner that prioritizes and keeps pedestrians and cyclists safe. Cambridge is a walking/cycling city. When I hear there will be new routs for automobiles to travel I want to know that we are doing all we can to protect the most vulnerable users of our public spaces. The new automobile routs will be directly adjacent to my home where we have two children. Please do all you can to keep them safe.	The current design proposes that pedestrian/cycle paths are separated from motor vehicle traffic on site, and to keep motor vehicles out of the neighborhood streets during pick-up and drop-off periods to increase safety both on and off site. As the design progresses we will also incorporate methods of keeping any adjacent paths and property safe from vehicles

Item	Date	Source	Comment	Response
T049	11/18/2019	Written	I am strongly against adding a vehicular passage or road on the east side of the property connecting Vassal Lane and Concord Avenue (on the back side of the Alpine Street properties). This is a waste of open space and it would be duplicating vehicular access already available using Alpine Street. If some vehicles need to use this passage, it should not go all the way across the property.	See response to item T2. Please note that the lane on site will be closed to traffic and parking except at school drop-off and pick-up periods in an effort to keep traffic and parking off of neighborhood streets.
T050	11/25/2019	Written	Has the increase in bus/car traffic throughout the day been analyzed for the new population, some with special needs (special buses/vans) and more preschoolers who can't take a bus?	See response to item T33
T051	1/0/1900	0	Not used	
T052	11/25/2019	Written	If there is going to through traffic between Concord to Vassal, do not place it along Alpine side. The proposed driveway is nuisance for Alpine abutters, problematic for turning radius onto Vassal (25.5' street width at that point and trees), more paving near roots of mature trees.	Noted
T053	11/25/2019	Written	Could the underground garage be expanded to reduce need for surface parking? Is the 55K sf garage on 1 level or 2? Could there be limited-access short-term parking in a portion of the garage for those who require drop-off and pick-up to be off street? Architect estimated 80 surface spaces would still be needed (what is that based on?). Could loading/service be underground?	Underground pick-up/drop-off and loading will be further studied. See response to item T36 for information on current underground parking design requirements.
T054	1/0/1900	0	Not used	
T055	11/25/2019	Teacher Workshop	How many staff can park in 100 spaces? Are staff parking spots being taken for family drop off and pick up spots? Why not have the family parking be green spaces since they live in the area and can park on the street	Those that have the Cambridge sticker could park on the street if they wish. Parking isn't driven by design or school, the City has codes and calculations driven by Community Development, Parking and Zoning and sustainability. The calculations for family and visitor parking are separate from staff parking calculations

Item	Date	Source	Comment	Response
T056	11/25/2019	Teacher Workshop	Are all adults entering off of Concord Ave? What about all the traffic	Our strategy is to get buses and parent drop off / pick up off the public roads, and the lane traffic direction is based on drop off / pick up being on the right side of the cars and buses so that students do not have to cross the street
T057	11/25/2019	Teacher Workshop	What about staff entry / exit	Staff parking and entry would be via a below-grade parking garage. Staff entering on foot or bicycle would enter in the same manner as students.
T058	11/26/2019	Written	Consideration of traffic and parking impact on the neighbors, and city streets in general	See response to T2
T059	11/26/2019	Written	Why is there any new above ground parking planned when remediation will require excavation that will make building underground parking preparation easier? If above ground, could parking be negotiated with the armory which has a chunk of sparsely used asphalted area close to the boundary of the school property?	On-grade parking does not require the same extent of excavation as underground parking. The design team is exploring options that move on-grade parking below grade.
T060	11/26/2019	Written	Why a new drive for busses parallel to Alpine St when a serviceable drive already exists by the other side of the school? The underground parking, drop-off and bus management could be done under the building in a safer, controlled manner with good planning. Vassal is too narrow for bus turning. Sideswipes of busses with cars already happens outside my house.	See response to item T28
T061	12/2/2019	Written	Finally, regardless of the design selected, I would like to see the Vassal Lane drop-off circle eliminated, because it causes too many cars and buses to drive down Standish Street each morning and afternoon. Standish Street is significantly narrower than Lakeview or Concord Avenues and becomes almost impassable to school buses in the winter when accumulated snow means that cars can't park as tight to the curb as during the warmer months.	See response to item T15

Item	Date	Source	Comment	Response
T062	12/6/2019	Written	As my colleagues mentioned, the design should not include any surface parking, all parking should be planned for underground. This will help maintain the open space. Additionally, we need to plan the appropriate number of parking spaces to match the planned number of adults in the building who need parking. As we know, the majority of our teachers do not live in Cambridge largely to the high cost of housing and parking is a challenge at all of our schools.	See response to item T59
T063	12/8/2019	Written	The architects didn't seem to differentiate between traffic on Vassal Lane and traffic on Concord Ave. They didn't seem to understand that entering the school grounds from Concord Ave had broad implications for traffic at the rotary and for miles around.	
T064	12/8/2019	Written	There needs to be a thorough traffic analysis for the proposed project, not just the one for current vehicular, bicycle and pedestrian use that the architects presented. The proximity of the jams at the rotaries and on Concord Avenue do not seem to be considered, as is safety. Realistic reduction of school vehicular traffic, either by program reduction or new drop-off rules must be considered. Also, abutters' concerns about side streets being flooded with traffic and parking must be addressed by this study.	
T065	12/14/2019	Written	I have lived on Vassal Lane at the corner of Alpine for 25 years now and have directly observed difficult traffic situations (Vassal at my corner is only 25.5 feet wide) with crashes of cars and school busses outside my house. I understand the number of children will be doubled and do not see that traffic studies have been done to address safety in developing the plans. (cont. T66)	

Item	Date	Source	Comment	Response
T066	12/14/2019	Written	<p>One of the largest groups of students expanding is pre-school, who by necessity will need to be escorted to and from school by parents in their cars. Parents currently park outside our house and since it is a long walk for them are gone for a while. If parking is tight, they will use my driveway or block it so there are already inconveniences, but I can't imagine the snarl and parking problems with 160 additional pre-schoolers in the new building and the additional busses for the older kids. While underground parking and pick-up/drop/off will help and preserve some park and playground area on the lot, the increases in students overall have not been adequately explained, or as I see it planned for. Additionally, young children ideally should be as close to their own neighborhoods as possible. Why are there so many additional programs? (cont. P60)</p>	
T067	12/14/2019	Written	<p>It seems there have been no transportation studies done that realistically reflect the impact on the Concord Ave and rotary traffic patterns, nor the impact on the side streets of the neighborhood. Even without the school being accessed from Concord Ave currently, there is gridlock during critical times of day and speeding drivers on side streets to avoid Concord Ave. Increasing (more than doubling) the number of cars accessing this location would not only frustrate those trying to get to work in Cambridge from the suburbs, but will have a negative impact on the safety of students trying to get to school. Why build a net-zero building that will have hundreds more cars driving to and from the site? There has also been no attempt to propose alternative transportation options for this project. There needs to be a Parking & Traffic Demand Management (PTDM) plan implemented to significantly reduce the number of individuals arriving in cars in the course of the day. (cont.)</p>	

Item	Date	Source	Comment	Response
T068	12/19/2019	Written	My other main concern is vehicular access, mainly bus traffic. Any google earth view of the site reveals that the Vassal streets are and should remain residential, while Concord Ave, for better or worse, is a major commercial traffic route. The current situation of buses screaming away from the school along Vassal and out to adjacent residential streets is obnoxious and worse, dangerous. Many of us have lost mirrors, doors and its only time before a real injury results. Making this worse is the idea of bringing buses from Concord, along the backyards of Alpine St residents, a kind of one-way Bus Highway, then making a sharp left turn onto Vassal, directly facing my house. It just doesn't make sense from various standpoints. The only plus is that the bus can have kids exit on the right side directly to the bldg. This is a valid safety concern, and Im glad that safety is being attended to within the site, but what about around the site? It is also obvious that the Fresh Pond side of Tobin is zoned commercial and would be minimally impacted by traffic along that edge. (cont. T69)	
T069	12/19/2019	Written	I have done three quick sketches, for the three presented schemes. They are attached. They are preliminary but are valid schematically. They keep bus and autos along the Fresh Pond side. The provide full access to all buildings for the buses. They direct buses onto Concord Ave. They may require the use of coordinated traffic lights (as you might see in front of a Fire Station) during the times when buses exit the school en-masse. Its not high tech and to my mind a lot more neighborhood-safety-friendly than anything being proposed. (cont. T70)	
T070	12/19/2019	Written	(cont. T71)	
T071	12/19/2019	Written		

Item	Date	Source	Comment	Response
T072	12/28/2019	Written	The traffic and parking issues have increased substantially, and today, traffic on Huron avenue, particularly between 3-6 pm is unbearable, with lines of cars stretching from appleton street to concord avenue. Greatly expanding the school and recreational activities will have a negative impact on the surrounding neighborhood, which is already overrun with traffic, illegally parked cars and idling cars either waiting for passengers, checking emails and making calls. Please respect those who already live here and are not receiving sufficient city support services to keep this a neighborhood where residents walk or bike for transportation. Thank you for your consideration.	
T073	12/29/2019	Written	The current three plans offered for this rebuild of the school site really offer not much difference at all from each other. To suggest major access to all three schools from Concord Avenue will prove to be a disastrous decision for morning rush hour commuter traffic for all concerned. To even think that school buses would be able to easily access the new schools from by taking a left-hand turn from Concord Avenue at a new school vehicular entrance is, in my opinion, evidence that these planners have little if any experience trying to get anywhere in Cambridge from Concord Ave. during morning rush hour. (cont. T74)	
T074	12/29/2019	Written	To allow school buses to use the pedestrian footpath that borders Alpine St. is even more proof of poor planning. (cont. P69)	
T075	12/29/2019	Written	It seems as if in trying to respond to traffic complaints you've come up with a worse solution (the road through what's now a park). (cont. P70)	
T076	12/30/2019	Written	These students often arrive and depart on smaller buses and require more time for transfers both to and from school: long outside bus lines and many more bus drivers and aides. These students come with and require much more personal gear, including walkers, wheelchairs, gait trainers and higher level and purpose-built larger bathroom design that accounts for one-on-one care. Much more space is required for comfortable and thoughtful instruction, safe mobility and purposeful social interaction and opportunity. (cont. P72)	

Item	Date	Source	Comment	Response
T077	12/30/2019	Written	Finally, there are the concerns associated with traffic and parking. At its current scale, the Tobin / VLUS creates significant challenges in this arena. The residential streets Standish Street and Vassal Lane are congested with buses and parents picking up and dropping off students. Concord Avenue, meanwhile has its own challenges independent of the school. It is not evident that the design team has adequately thought through the magnitude of traffic impacts associated with the increased faculty, staff and student populations to be housed in the new school. (cont. T78)	
T078	12/30/2019	Written	None of the three proposals adequately addresses parking needs. We support Jan Devereux’s idea about broaching a shared use plan with the Armory. The city has been able to somehow have conversations with the government/Armory regarding storage of construction gear during the years long Huron A-B-C graywater and more work. For more than twenty years, the Armory lot has only had a handful of cars on weekdays, very infrequently a few more for voting times or dog training classes. It is mostly untended and unused. What can the city offer the Armory such that this can be a shared-use site and incorporated into the redesign? (cont. T79)	
T079	12/30/2019	Written	The proposed internal roadway that borders the current fields and back alley of trees behind Alpine Street is not thoughtful of the current neighbors, noise and green space. If more cross site roadways are integrated into the design, which makes sense for a “school” (that is now planned to be three to four schools), the roadway, even if only used for drop off and pick up, and any above ground parking should be shrouded by the building and should hug the commercialized side of the site near the parkway. (cont. O53)	
T080	12/31/2019	Written	Also, I’m concerned that Concord Ave. is poorly suited to be a bus entrance for the school. There is so much gridlock there already, with a strong chance that it will get worse due to future development. There’s a good chance that buses will have trouble getting in and out.	

Item	Date	Source	Comment	Response
T081	12/31/2019	Written	As a likely future parent in Cambridge Public Schools, I'd like my family to have access to our schools by bicycle. Therefore, in the Tobin School rebuild, I would like to see a safe multiuse path connection for people walking and cycling through the site, which is entirely possible but has not been designed this way so far.	
T082	12/31/2019	Written	I am a parent of a Tobin student, and we bike to school nearly every day, in all seasons. In designing the school's replacement structures and grounds, I strongly urge you to include safe, clearly-designated paths for cyclist and pedestrian transit to and through the site.	
T083	1/1/2020	Written	I am writing to ask that you include a bike access path in the redesign of the upper school and also ensure that there is enough bike parking for all students. I was part of the first graduating class of VLUS and biked to school almost every day, but found it difficult to find parking. Thanks so much!	
T084	1/3/2020	Written	...and the enormous increase in the number of students, causing even more congestion and dangerous traffic on Vassal Lane. I am most concerned with the quality of daily life for the students which, at the moment, appears to be more negative than positive.	
T085	1/13/2020	Written	Likewise, the city has not described any of the after-school programming that will be taking place at the schools and the transportation impacts of that programming. o Will the proposed increase in student population translate into an increase in after school participants? o What will the staff needs be? o Will buses be arriving from other schools to drop off children for after school? (cont. D114)	
T086	1/14/2020	Written	1. Parking spaces (Our teachers have special qualifications and travel large distances to be a part of this unique public Montessori community. We absolutely need to accommodate them.) (cont. D118)	

Item	Date	Source	Comment	Response
T087	1/14/2020	Written	The other issue I feel compelled to mention is parking. Unfortunately, most teachers cannot afford to live in Cambridge. Public transportation either does not exist for some of us OR adds a daunting amount of time to our commute. Add the fact that most teachers arrive with arms filled with supplies we have brought in from home to support our lessons - something that makes public transportation even harder. I hope that Tobin Montessori's unique pedagogy allows for a new school plan that supports what we need to do our best. And that we will not have the added stress of finding parking in an already crowded city.	
T088	1/14/2020	Written	Abutters seem concerned about increased traffic and the population of children in the vicinity. Speaking as someone who lives a half a block from the Peabody School, I am hard pressed to think of anything that makes for a more vibrant community and liveable streets than the presence of school children and their families. Never mind that many in Cambridge use bikes, walking, or public transit to move their children around, so increasing the number of students doesn't necessarily mean more cars. And even if it does increase traffic somewhat, it feels a small price to pay to provide a lot more opportunities for young children.	

Item	Date	Source	Comment	Response
T089	1/14/2020	Written	<p>I can empathize with concerns about traffic (I have to tackle the Fresh Pond/Alewife every rush hour to get home!). But as with everything, we have to ask ourselves about our priorities. Is avoiding some additional congestion (during limited hours, and staggered during afternoon pickups) more important than giving our kids access to the educational opportunities they deserve and need? When we worry that "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to minimize the impact on the Tobin's neighbors, but the ultimate priority should be providing our children and families the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high-quality, affordable, early childhood experience.</p>	
T090	1/14/2020	Written	<p>We know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. We are dismayed that our neighbors would respond to such an important and innovative project in such a negative way. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize any undesirable community impacts, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.</p>	

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Item	Date	Source	Comment	Response
T093	1/14/2020	Written	I am a parent of two students at Tobin Montessori School. My oldest has attended Tobin since 2014 and I worked at the school in the three-year-old program a few years back. I wanted to share my feedback before the meeting on Thursday: 1. Parking - the design options provide 52 parking spots. How many parking spots does the current lot have? If there are double the number of students at this site, will there be double the number of staff? I think it is important to provide parking for all staff members. It is great to encourage use of public transportation and bike paths for those who live nearby, but most of the staff commute from well beyond Cambridge. (cont. D130)	
T094	1/14/2020	Written	Of the options presented, I think the Wings option looks best if available parking can be increased.	
T095	1/14/2020	Written	The purpose of this email is to convey my thoughts and suggestions regarding the Tobin Montessori/VLUS reconstruction project. I plan on attending the upcoming meeting on Thursday, 1/16, but also wanted to submit something in writing. I am a parent of two children in the Tobin Montessori, a 3rd grader and and a Junior Kindergarten student. Our family has been a part of this wonderful school community for approximately four-and-a-half years. While I appreciate the need to renovate/reconstruct the current space, it is extremely important to me as a parent that the core of the school remain intact, namely that the current teachers and administrators are not forced out due to the inability to commute and park at the new location. (cont. T96)	

Item	Date	Source	Comment	Response
T096	1/14/2020	Written	I have spoken with many teachers and parents and it is apparent that neither of the three current layout options will be able to accommodate teacher parking. Have you taken a poll of the current staff to see who commutes from outside of the city and how they get to Tobin? This is extremely important and should be highly prioritized as most teachers do not live in Cambridge or live in areas accessible to Cambridge by public transportation. I have heard that recent responses to this concern have been that the teachers will be expected to commute via public transportation - this should not be an expectation of our teachers as many of them have families of their own and cannot be expected to add an additional commuting time which in turn may add early and late child care expenses for them. (cont. D132)	
T097	1/14/2020	Written	I am writing to give feedback on the design plans for the upcoming Tobin/VLUS building project as a parent and a lifelong Cambridge resident. I myself attended Tobin as a child and know that the building and campus is in desperate need of an overhaul. I have 2 children in Tobin and 1 in VLUS. What's most important to me is that our staff is happy. Our excellent Montessori teachers come from all over and parking is incredibly important for this staff. Sure, in a perfect world we'd all take public transit, but most of our teaching staff are parents themselves and our unreliable and broken T would add hours to their commutes. To assume people don't need parking, or that we don't need extra parking, is ridiculous to me. (cont. D135)	
T098	1/15/2020	Written	I know this is going to bring a lot of congestion to the already busy Fresh Pond rotaries with a Concord Ave entrance. I think that point needs to be seriously reconsidered.	

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T099	1/14/2020	Written	I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize impact on abutters, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.	
T100	1/15/2020	Written	(cont from D138) 1) Parking spaces for teachers as otherwise they have to commute hour(s) via public to be at the school affecting their quality of life. I hate parking lots, but with fresh pond nearby and other green spaces it's important for our teachers to be able not have the stress of either HOURS commute or scrambling to find parking (in a place they won't have parking permits) (cont.D139)	
T101	1/15/2020	Written	In particular, for families who entered the lottery this year expecting to be able to drop off their child at the Longfellow school site on Broadway, it will be a significant hardship to begin the year at the old school, which is in the complete opposite direction for traffic and commute. I hope that this will be strongly considered, as 3-year-olds are the only children ineligible to ride the bus. (cont. T102)	
T102	1/15/2020	Written	I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. I hope that the city recognizes that investing in early childhood education is an investment that will bear fruit for all in the community.	

Item	Date	Source	Comment	Response
T103	1/16/2020	Written	I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize impact on abutters, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.	
T104	1/15/2020	Written	I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize impact on abutters, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.	

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T105	1/17/2020	Written	I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize impact on abutters, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.	
T106	1/17/2020	Written	Your staff is doing a great job running a very challenging process at the TOBIN. I really appreciate the Thoroughness of the studies. I appreciated the opportunity to share my thoughts about a Goal to balance of all the city's priorities in finding a solution to the school location. In light of the various schemes....I had a thought....could you ever incorporate the circulation from Scheme 3 into Option 1A Replacement V2..... This would create covered drop-off for the buses within the footprint of the buildings and Vassal La would only need to deal with arriving cars and buses...exit would be onto Concord at a 4 way intersection.... perhaps you could relocate the Alpine traffic light to control the intersection and Alpine becomes controlled by a Stop sign like other streets along Concord... Many urban hotels have a drop off within the footprint of the building....just thought I would share this hare-brained idea.. IF you think it has any merit please pass it along to your Team. Thanks again.... (cont. T107)	
T107	1/17/2020	Written		0

Item	Date	Source	Comment	Response
T108	1/17/2020	Written	<p>I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? Perhaps the city can be creative in coming up with ways to encourage shuttling or other measures to reduce traffic. When we say there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize impact on abutters, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.</p>	
T109	1/17/2020	Written	<p>Over the course of the meeting many people commented that once you take away green space it will never come back. I agree. I also feel that once you put in a road it will always be there, and quite possibly the way the road is used in the future will change. The road also takes up an enormous amount of green space. Buses currently come to the Tobin 4 times a day because of different start times for the Montessori and Upper Schools. Will they come 6 times now with the preschool? Will the road become a shortcut from Concord Ave. to Vassal Lane, as Alpine St. is currently? I will tell you straight out that I do not want a road both in front of my house and behind it. I do want a connecting pathway, and I like the idea of movement between Danehy Park, Tobin Field, and Fresh Pond Reservoir. I am sure as you hear from other neighbors you will get a clearer picture of the impact of the new building on Traffic in the area. Thank you so much for giving me the opportunity to share my thoughts. I really do appreciate your availability, and I am looking forward to a successful project.</p>	

Item	Date	Source	Comment	Response
T110	1/19/2020	Written	I know that opposition has been raised because of concerns about traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must do all that we can to address unintended consequences and make sure that we minimize impact on abutters, but the ultimate priority should be providing our children and families with the opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage to do that, and ensure that all our children have access to a high quality, affordable, early childhood experience.	
T111	1/21/2020	Written	2. Option #1 does not add additional commotion to the traffic mess on Concord. 3. Option #1 does not impose buildings so close to the backyards of Alpine St. (cont. D149)	

Item	Date	Source	Comment	Response
T112	1/22/2020	Written	<p>I understand and support the need to renovate the school. My question is in the context of my comment and question when I spoke at the Thursday, January 16 public hearing at the Tobin school. At that meeting, a resident before me spoke about his calculations on increased car traffic vs. more limited increase in bus traffic. My comment and question at the meeting was I indicated that over the past few years there had been a considerable increase in the number of cars on Huron avenue and the surrounding neighborhood. Given that all cars will not come down concord avenue and turn on alpine street (as noted in all the renovated school slides), had this team considered that the school expansion would impact and add to an increase in car traffic for the larger neighborhood? First a gentleman on stage thanked me for asking the question. Then another gentleman on the stage responded that they would do a traffic study. My follow up questions to you and the team are:</p> <ol style="list-style-type: none"> 1. will there actually be a traffic impact study in conjunction with the police and fire departments? 2. When will this study take place? 3. Will neighborhood residents be interviewed about already existing traffic concerns? 4. Will the results be available to the neighborhood residents? 	
T113	1/22/2020	Written	<p>As Cambridge grows, Concord Ave. will only get busier and more congested. Toxic exhaust fumes and constant traffic noise pose a much more polluted environment for children, students and residents using the space. (cont. S35)</p>	
T114	1/22/2020	Written	<p>A bus-loop on Vassal Lane, considering the extended school capacity, will inundate neighborhood traffic and throttle Vassal Lane which was never intended to support such bus capacity. Leveraging Vassal Lane as a serviceentry only cuts back on traffic volume while preserving the neighborhood. (cont. P92)</p>	

Item	Date	Source	Comment	Response
T115	1/23/2020	Written	We need to see and compare the projected vehicle counts and circulation routes even before a preferred option is selected for the feasibility analysis. Has there been a survey of actual transportation habits of the Tobin VLUS community (students and adults)? 63% of current students may be eligible to ride the bus, but how many actually do on a daily basis? And how can the % of bus ridership be increased among those eligible? What % of faculty/staff drive now and would the garage be sized to only accommodate the current % who park on site or would have parking encourage more adults to commute by car? Do resident teachers have the right to park on the site or are they more apt to park in the neighborhood? (cont. O74)	
T116	1/26/2020	Written	We know that opposition has been raised because of concerns regarding traffic and the number of children who would be served at this location. As with everything, we have to ask ourselves what we want to prioritize. Is congestion during limited hours more important than early childhood education? When we say "there will be too many children in this building," what does that mean for the families whose children we refuse to make room for? Of course, we must be diligent to address unintended consequences and make sure that we minimize impact on the immediate community, but the highest priority should be providing our children and families with equal opportunity for success. We talk often about an achievement gap in our public schools, but what we really have is an opportunity gap. It begins in preschool, and we have the chance to move toward closing it. Let's have the courage as a community to do just that, and ensure that all our children have access to a high quality, affordable, early childhood education experience.	
T117	1/30/2020	Written	The other day I counted the number of cars parked behind the school and on the service lane on the west side of the school. There were 88 cars parked. I don't think 100 spots will be adequate to meet the proposed growth in staff.	

Item	Date	Source	Comment	Response
T118	2/3/2020	Written	TRAFFIC along Concord Ave has never before been so bad at ALL TIMES OF DAY and this project will only add to the problem. Traffic is SO BAD that it could negatively impact a school-wide emergency evacuation plan or impede in emergency vehicle access. Increasing the number of students at Tobin will adversely affect everyday traffic patterns, tax an already difficult commute and overflow into adjacent residential streets that will absorb the traffic adding to additional environmental disruptions. (cont. S36)	
T119	2/4/2020	Written	2. Distribute the school traffic so that it does not all enter and exit off of one-way Vassal Lane. The substantial increase in school enrollment -- and the related and as yet unspecified increase in the number of faculty and staff working with these students -- along with the addition of significantly more students with special needs and preschool age children means there will be many more vehicles coming and going each day. The circulation plan needs to be carefully thought out, and it must not burden the residential streets on only one side of the school, especially if we want those same streets to remain safe and pleasant for families walking and biking to school. Some of the options presented at the last community meeting put all the car, bus and service traffic on Vassal Lane; this is neither workable nor fair. Acquiring an easement to use one of the Armory's existing curb cuts for vehicle access could help take some of the pressure off Vassal Lane and the neighboring one-way streets. (cont. D161)	
T120	2/9/2020	Written	Fourth, the increase in student and staff population is going to create a traffic situation that is untenable for the site. Vassal Lane is a neighborhood street and in the latest option (option 1A: replacement) most referenced at the community meeting ALL the traffic for the site is designed to enter and exit on Vassal. This is unreasonable and burdensome to the neighborhood, especially since the school site will now be a year-round and full-day operation. (cont. S37)	

Item	Date	Source	Comment	Response
T121	2/12/2020	Written	<p>1. The southeast corner 2-way drive off Vassal into drop-off/pick-up area below grade:</p> <ul style="list-style-type: none"> · Safety for pedestrians, mostly the students who are dropped on the Alpine/Vassal corner who will have to cross the 2-way driveway on the sidewalk to get to and from school. Pedestrian injury occurred at the Alpine St. corner just 2 weeks ago in the well-marked crosswalk. · More tree health will be compromised. · The need for good options for vehicular traffic brings the negotiation for use of the existing Armory driveway to mind. (cont. D167) 	
T122	2/12/2020	Written	<p>I am vehemently opposed to the right side driveway option and opt for scenario B for cars instead of busses at the front entrance, or C with safer walking path next to the building. I also wish for a simple traditional building (maybe brick) with nice windows, not an office park style building like the cartoon character Dilbert works in.</p>	
T123	2/13/2020	Written	<p>I may sound like a repeating record about my concerns about putting a car path on the east side of the school parallel to Alpine. So please when you do the traffic study it should include a count of the number of kids and families who walk to school on Vassal who will have to cross the proposed car path coming and going from school every day. I assume you have addresses for kids who attend the school and therefore some data analysis could provide the number of kids and families whose safety could be compromised. Equally important is a projection of the number of car trips that would utilize this pathway coming and going at peak usage- i.e. school start and school end. The number should include faculty and staff as well. I am hopeful that before any traffic study is undertaken that the community has a chance to review its proposed scope and methodology.</p>	

Item	Date	Source	Comment	Response
T124	2/13/2020	Written	<p>To Kate Riley and Patty Nolan Thank you Kate for sending the presentation in advance for the Vassal-Tobin School project. I looked it over before the meeting and decided that enough progress had been made that there was little that I could add by attending. When I saw that Transportation issues would be addressed at a later stage, I tried to look ahead to the bigger picture. And thank you Patty for summarizing in your email the issues that were raised at the meeting. I read the Controlled Choice Policy and realized that we simply have to assume that some students will be coming from every part of Cambridge to every school. With respect to Tobin and to Vassal, I would like to know how many students at each school come from each of the city's 13 neighborhoods. Surely someone has gathered this data so that the design team has it for their transportation studies. How geographically localized is the present situation? Are equity or population density concerns going to be pushing for the geographical spread to evolve? [Patty, has the school board every looked at a matrix like this for all the schools?] (cont. T125)</p>	
T125	2/13/2020	Written	<p>Next, walking vs. parents driving vs. school buses. The Eligibility Criteria for bus transportation are based on how far the students presumably can walk. Is that based on radial distance from the school? Or on a real consideration of how best to walk there from each child's address? In either case, 1.0 miles for a pre-kindergartner (JK) seems designed to maximize the number of parents who will drive. Those with low SES (qualifying for Free Lunch) may have parents without cars, who hold multiple jobs, and so the young child may have to rely on other parents or older children to take them. How is that working out now? (cont. T126)</p>	

Item	Date	Source	Comment	Response
T126	2/13/2020	Written	The preferred design has all car and bus entrances on southbound Vassal Lane, same as now. So why do so many people pick up and drop off on Alpine or Chilton Streets? 1) They are safer than dropping kids off on the wrong side of Concord Avenue and having the kids cross the park. 2) They don't require people to be going northbound on Fresh Pond Parkway so as to turn on Vassal, or to come up Lakeview and negotiate the sharp turn into the Vassal Lane traffic from Fresh Pond Parkway. These problems will still be there for underground drop off and pickup from Vassal Lane. So there still will be a lot of school parents waiting on Alpine! (cont. O87)	
T127	2/14/2020	Written	I took this video this morning on Concord Ave by the school at approx 8:20 AM. This is school drop-off time for VLUS. You will see traffic flows freely. I have observed this regularly from my front window. As an FYI, during the time I took the video the light at Alpine and Concord changed 3 times. 0 cars crossed Concord on Alpine. I know people think Concord is a mess and can't absorb anymore traffic. It's not based in fact. So let's make sure before decisions are made that they are based on actual data not assumption and bias	

Item	Date	Source	Comment	Response
T128	2/16/2020	Written	<p>Dear Senator Jehlen, Representative Hecht, and City Manager DePasquale, I am writing regarding the design of the proposed Tobin Vassal Lane School on Concord Ave./Vassal Lane in Cambridge. I live on Concord Ave. and see personally how congested the road is during rush hour. It is actually no wider than the side streets, like Chilton St. (I have measured it). It only seems like an "Avenue" due to parking only allowed on one side, and yet it attempts to accommodate a huge volume of through traffic, including large trucks and busses, all on one lane in each direction. Forget biking on it. Having looked at the proposed designs for the new Tobin School and large increase in building mass, programming and population proposed, I think there are only two ways forward. Either reduce the proposed number of programs and buildings (and hence people and cars), or acquire (e.g., through long-term lease) a significant part of the Armory site next door. Part of the Armory site is already being leased, I understand, for the school construction equipment. Whichever solution is picked, please recognize that a tailback on Concord Ave. in either direction will be disastrous, particularly if it extends into the "Sozio" rotary, and a key feeder bus line to/from Belmont and Arlington (#74 and #78) would be immobilized. (cont. P98)</p>	

Item	Date	Source	Comment	Response
T129	2/24/2020	Written	<p>Hello All As a direct abuter on Vassal lane, I would just make this one main comment regarding circulation. No one living in this area would feel comfortable, traffic and SAFETY-wise to have either of these two situations</p> <ol style="list-style-type: none">1. vehicles travelling along a corridor parallel to the Alpine Street, whether it is cars or buses2. vehicles of any kind exiting onto Vassal from SouthEast corner <p>It was not clear from the latest design whether these two points have been addressed. For safety sake, point #2 should be obvious. Point #1, there is currently an informal pedestrian path from Vassal along the playing fields to Concord and vice versa. This path can be developed with the idea of a pedestrian necklace "connecting" the green areas in the neighborhood. While the Fresh Pond West-side of the project is a more direct "green connection" is it certainly better dedicated toward vehicular/bus access and higher building density. I believe I am speaking for a large number of abutters in voicing these concerns.</p>	

Item	Date	Source	Comment	Response
T130	2/28/2020	Written	<p>Traffic circulation and safety: Where will cars dropping off and picking up students queue up? For people living on Lakeview (and Worthington and Lexington) our best route out of our homes, whether by car or bike, is via Vassal since at most times the parkway is a mess. If there are cars waiting to enter/exit school driveways in two places, at two different drop-off and pick-up times in both morning and afternoon, through-traffic could be stuck behind a school queue. With so many cars coming and going for extended periods, it may not even feel safe to bike past the school, and Vassal is the marked bike route from Fresh Pond Reservation to Harvard Sq. Some of the houses on Alpine would have an active two-way driveway directly behind them -- I don't like that. True, it's no longer a "bus lane" but it will now have many more vehicles using it all hours because it's been made into a two-way car lane. The houses at the end of Standish and on Vassal near that corner would have this new driveway facing them, too. Who does that driveway serve? The preschool is on the far (northwestern) side of the site, so the Alpine driveway wouldn't serve them. Is this where the Tobin Pre K-5 students all get dropped off and picked up? (That's the largest group of students.) Will these cars want to come down Standish? (Maybe we should look at reversing Standish's direction again.) (cont. T131)</p>	
T131	2/28/2020	Written	<p>Access to transit: There also must be two direct bike/ped paths across the site to Concord -- that is where 74/78 bus stops are, and many of us rely on the bus to get to Harvard Sq. At least one bike/ped route through the site should be kept open during construction, too. (cont. C22)</p>	

Item	Date	Source	Comment	Response
OC08	1/16/2020	Open Comment	<p>Phillis - totally understand the need to built a new school. I would like you to look at slide 14 on parking and traffic. Despite the city's efforts the traffic and parking is worst then ever and I guess I looked at those diagrams that covered a very small square of this plan. I have to believe that people going to be driving down Concord, making a left and going down here and cutting through. And so looking at how we are going to mitigate increase numbers of cars and traffic and parking is much bigger than this space. And look at the community comments and what was the most important to them and its no surprise that traffic and parking had half the number of comments. I hope that you will take a step back and think about the fact that, I feel sorry for those on Alpine street, but it is a very large portion of its neighborhood that will be impacted by the increase number of students and as someone said before me cars. We can hardly accommodate what it is here now. It is just bumper to bumper and you cannot even walk down the street. This is an issue that I don't know how to solve but this will make it worse. So I hope you think about this increase in cars and how to we are going to deal with that. You have bike lanes, you have all that and more cars than ever. I don't think you have dealt with the reality of the fact that more people are working, more people have two cars. You can have all the bike lanes in the world that's not going to get people out of their vehicles going to where ever they are going. I would like you to look at this earlier, sooner rather than later, this is a big problem for a very large part of the neighborhood.</p>	<p>City representative: Absolutely and we will need to do as we move forward with an option to do a traffic impact study. We will be looking at that very closely to see how we can mitigate the impact as much as possible. Sean - To your point yes, for now we are trying to understand programmatically how to arrange what is on the site to do all the things everyone up here has been talking about this evening. Including how we get folks out of their vehicles whether its on a bus or in a car with parent dropping off, how do we create the most balanced safe and respectful way. Clearly there are a number of different ways to do that. I agree with you the next step is to understand bigger picture and what happens in the wider community. What we will do and what the city is required to do is to do a traffic impact study and will go through all city departments and look at specific drop off, pick up and parking. We will look at streets and intersections, and when we see problems that are very specific to the school itself we will come up with remedies to fix those challenges. That is a later challenge for sure.</p>

Item	Date	Source	Comment	Response
OC18	1/16/2020	Open Comment	I live down Vassal Lane. I had two quick questions. One is about the circulation we looked at today. We really appreciate you taking the community feedback and take the time. When will the circulation and traffic planning be looked at? Appreciate the time you've taken to allow the community to communicate to you. Looking environmentally for projections in temperature and heat. Are there orientations that will help impact for solar? Ways to make more play areas more shaded.	The City Representative Response - In terms of timing it will be during schematic design once we have a preferred alternative we can look into more detail in terms of traffic and circulation. Perkins Eastman Response – We are definitely looking at this already – and trying to get the length of the building running east to west. We have technology to look at the efficiency of the building as well as what you were implying – studying the microclimates found in the yards. This information will help Traverse Landscape to select what plants will do well there. So, yes, this is foremost in our minds, thank you. Added response from The City Representative Response - Would like to add that there are also beautiful trees already on site and we are really looking into preserving these in all of the options.

Item	Date	Source	Comment	Response
OC19	1/16/2020	Open Comment	I would echo a lot of the comments I heard here tonight and I do appreciate the progress that you are making. You asked if there is a design that we can vote to eliminate and I would like to echo the desire to eliminate option 3. That is the least accommodating in a lot of respect. We have been looking at Option 1 Replacement version 2 and I have to say that there is a lot going for it. One thing that it does not have is that it puts all the vehicle traffic along Vassal Lane which is simply not feasible. I just have to encourage you again, what can be done with the armory site because that would solve a lot of our problems if we can acquire the site or a portion of it that way we could have a more rectangular site. I think in line with what was said early on having all of this desired program being placed on this problematic site, we are making it even harder on ourselves by not sitting down with the State to see if they can give us this site. So please try to get us that. Don't have all traffic off of Vassal lane including services, it will kill neighborhood.	
OC21	1/16/2020	Open Comment	The triangular space, is that a space we could be bought would that help? Is it still for sale? What is the number of spaces that we are trying to achieve? --- is there really a traffic issue in the mornings? (crowd said yes). Final comment is that the more a kid exercise the better academic and social, I want to go back the same binary effect. It is very important for kids.	VHB Response - There are two pieces parking, staff parking and drop off parking. The goal is 100 for staff + 50 for drop off for preschool needs short term parking space under the building.
OC31	2/12/2020	Open Comment	Question for traffic and parking, is there residential parking on site?	If there is more parking than previous counts, then we have to offset the increase some how. All parking is considered to be underground. All drop off is underground too.
OC37	2/12/2020	Open Comment	Consider pedestrian pathways on both sides of the parkway, and I highly encourage scenario B.	
OC40	2/12/2020	Open Comment	Children are in danger playing on these playgrounds, work with the city to change the traffic and be healthier for the children.	

Item	Date	Source	Comment	Response
OC41	2/12/2020	Open Comment	Space is important for physical and psychological quality, thank you for changes. Can the underground parking be used over the weekends for play and field use. Can the buses turn left instead of turning right to reduce traffic on Vassal Lane? Is this possible or helpful?	Next phase would look at that potential of the bus turn, if there's an opportunity for something better we will go for it. Still have to determine the underground parking layout and security. Have to make sure not to cause problems somewhere else.
OC42	2/12/2020	Open Comment	Street lights on Concord Avenue were intended for pedestrian safety, but they now traffic backs up in both directions, please turn it yellow after school hours to allow for constant traffic flow.	
OC48	2/12/2020	Open Comment	So many people are walking by Vassal Lane, and putting the drop off so close to pedestrian access is asking for trouble, especially with little kids. I think its best if they are together. Has anyone looked at why we would put all our playspace and field space so close to the polluted traffic area on Concord instead of making it a neighborhood park?	There was an option but there was a lot of differences in traffic with that option.
OC50	2/12/2020	Open Comment	I appreciate the trying to balance all the feedback and come up with solutions. What this is about is the school and the children and the open space. I see the population of younger students along northwest near the towers are a higher percentage of kids. Parents want to have a safe way to get their kids to school. The public bus that connected those outer locations to school took too much time and was eventually abandoned. Pedestrian vans are impossible to go along the parkway. It would be a shame to have a wonderful facility without a way to get there in a safely. Can there be a staggered start? Is there a back entrance for pedestrians off of Concord Ave? I appreciate honoring brutalist style, but do not vote for concrete. In terms of the playground, have shadow areas thrown around for students playing.	

Item	Date	Source	Comment	Response
C01	11/13/2019	Open Comment	I have a question about costs, the term is missing from the word cloud, is the total budget \$250 million?	The word cloud reflects input from the previous community meeting.
C02	11/16/2019	Written	BUDGET? Does the present budget take into account rehousing the entire neighborhood to protect them from blast damage during destruction of the present concrete building, followed by repairs to their homes? :)	If the existing building is demolished, there will be no "blasting".
C03	11/16/2019	Written	TRANSITIONAL IMPACT – SWING SPACE: Is the plan to keep at least some of the existing school going during construction? The third option, Pavilion, overlaps about half of the existing school, while the other two just replace the gym and playgrounds behind it. But construction is noisy and dangerous in any case. Is swing space elsewhere available to hold the individual components of the existing school throughout construction? Would completely abandoning the site speed up the construction schedule?	Both schools will be relocated to a swing space for the duration of construction.
C04	11/13/2019	Post-it	You need to come and talk to Cpl Burns, Alpine, Concord neighbors	Noted
C05	11/13/2019	Open Comment	We have already put up with years of construction projects and don't want to deal with more.	Noted
C06	11/13/2019	Open Comment	Sound studies are not done throughout site – need to think about neighbors on the Concord side – need one near Armory and bakery	Noted
C07	11/13/2019	Open Comment	Why didn't we do an acoustical analysis near the armory or more along Concord Avenue?	The sites were selected to be close to abutting neighbors
C08	11/13/2019	Post-it	Why didn't we do an acoustical analysis near the armory or more along Concord Avenue?	Once a preferred option is selected and the design moves into the next phase more analysis will be conducted
C09	11/25/2019	Teacher Workshop	Is the Reno/Add an actual renovation?	Yes - the main structure would be the only consistently remaining element

Item	Date	Source	Comment	Response
C10	11/27/2019	Written	<p>A few comments about the recent meeting. I went to the soil management group with CDM and the contractor. They indicated that Fuss and O'Neil is part of the team. What exactly is their role?</p> <p>As the entire site is an old clay pit filled with a variety of materials beneath a thin fill layer, my comments pertain to all three alternatives. I would like to learn more about how the structures will be protected from methane gas, and volatile organic compounds. Also the soil management procedures need to be fully fleshed out including how asbestos contaminated soil will be managed. Will the City Ordinance concerning managing Soil on asbestos contaminated sites be waived for this project?</p> <p>Results of soil precharacterization for excavated materials need to be shared, as well as the plans for routing the trucks for loading and the routes for driving thru the neighborhood. There will be many trucks involved in this process. I understand that details may not yet be available, but they are very important.</p>	<p>Fuss and O'Neil is responsible for evaluating the hazardous materials of the existing building.</p> <p>Management options for the soils and protection of the structure will be evaluated as the design progresses.</p> <p>Information will be shared with the public as it is developed.</p>
C11	12/15/2019	Written	<p>The second issue driving the costs is, of course, the site itself, which is associated with serious environmental problems. As a neighboring property, I am deeply concerned about the environmental hazards. While we have been assured by the city and various engineering staff that these challenges can be addressed safely, we remain troubled by the risks. But most importantly, these risks suggest we should be aiming for a smaller and more efficient project, one that disrupts the problematic site to the smallest degree possible. It is not a wise use of public funds to build such an expansive project on this site. (cont. O43)</p>	

Item	Date	Source	Comment	Response
C12	1/3/2020	Written	<p>Address prior to any 2020 teardown or construction through formal Massachusetts Dept. of Environmental Protection/MA DEP and US Environmental Protection/EPA site analyses, the century-long environmental toxic-waste hazards on the Tobin-Vassal Lane building parcel. This has never been undertaken thoroughly or definitively by the city of Cambridge, the parcel's owner since 1927. The City of Cambridge acquired the 1840s-1905 clay-pit extraction site of Tobin/Vassal Lane parcel used by a major environmental polluter (1980s-2000s EPA Superfund database) along with the 50 acres of today's Danehy Park, which, like the parcel, also had been a decades-long landfill for this city.*** Sample hazardous-waste entries on the school and recreational parcel follow. Go here http://bairdmedia.net/tobin/#all-hazards-cambridge to see a documented timeline citing public documents on the 1972-built John H. Tobin school building in particular and its complete hazardous waste issues. (cont. C13)</p>	

Item	Date	Source	Comment	Response
C13	1/3/2020	Written	<p>In 1985 NUS Corp (a Haliburton Corporation) did a health risk assessment at the Tobin School to determine if the landfill under the building & grounds contained materials only from residential dumping [usual city landfill], or also from dumping of hazardous materials by local chemical and industrial manufacturers, including W. R. Grace & Co., subject of 1980s A Civil Action NF book by Jonathan Harr, PBS documentaries, and dramatic film by same title starring John Travolta & Robert Duvall— all based on a Woburn, MA, lawsuit, Anne Anderson, et al. v. W.R. Grace and Beatrice Foods: 1986</p> <p>[https://law.seattleu.edu/centers-and-institutes/films-for-justice-institute/lessons-from-woburn/about-the-case/]. The Superfund branch of the Environmental Protection Agency (EPA[23.7]) reviewed the assessment and determined that “no further remedial action” was necessary. The Tobin School is not classified as a “Superfund” site (i.e. a hazard site that is uncontrolled or abandoned)[24], and is not on the “National Priorities List” of highly toxic sites requiring long-term cleanup,[25] but is listed in the EPA’s Superfund database because it was assessed.[26] In 1987 the Tobin School site was included on a list of sites suspected, but not confirmed, of being contaminated by hazardous waste. The list was issued by the Massachusetts Department of Environmental Quality Engineering to comply with a 1986 Massachusetts referendum on toxic waste.[30] (cont. C14)</p>	

Item	Date	Source	Comment	Response
C14	1/3/2020	Written	<p>In 1990 a group of parents of children at the Tobin School organized themselves around concerns that the school had “sick building syndrome”[32], and was making their children sick with fatigue, respiratory conditions, asthma, and other illnesses.[33] In October 1991 Geotechnical Engineers Inc (GEI) was hired to test for gases in the soil beneath the crawlspaces of the Tobin School. In November they notified the Cambridge Public School Department that the tests showed elevated levels of methane and VOCs in the soil beneath the [Tobin building’s] crawlspaces. Levels in the soil below the east crawlspace were “significant”. As required by law, the Cambridge Public School Department (CPSD) directed GEI to notify the Massachusetts Department of Environmental Protection (MassDEP) of a “release or potential threat of release of hazardous materials.”[38] NOTE: "Volatile organic compounds, or VOCs, are gases that are emitted into the air from products or processes. Some are harmful by themselves, including some that cause cancer. In addition, they can react with other gases and form other air pollutants after they are in the air." Breathing VOCs can irritate the eyes, nose and throat, can cause difficulty breathing and nausea, and can damage the central nervous system as well as other organs. Some VOCs can cause cancer. Not all VOCs have all these health effects, though many have several." — https://www.lung.org (cont. C15)</p>	

Item	Date	Source	Comment	Response
C15	1/3/2020	Written	In 1998 the firm Camp Dresser & McKee/CDM was hired to sample and analyze the soil and groundwater of the Tobin School grounds, playground, and playing fields.[56] CDM found two contaminated “hot spots” in the top three feet of soil: a PAH (polycyclic aromatic hydrocarbon[56.5]) hot spot and a lead hot spot. Total contaminated area was about 3,300 sq feet.[57] CDM found elevated lead in some of the ground water samples, and also determined that there was minimal groundwater migration (movement) beneath the site.[58] CDM stated that contaminants found in the soil and groundwater were consistent with the landfilling history of the former clay pit. CDM stated that how deep the contamination goes down into the Tobin site soil is unknown.[63] CDM stated that if the City wanted to remove all contaminated soil at the site, they would have to excavate the former clay pit/landfill completely. — http://bairdmedia.net/tobin/#all-hazards-cambridge (cont. C16)	
C16	1/3/2020	Written	This year, 2020, is the city’s opportunity to banish for once and for all any traces of toxic and hazardous waste on this school and playground/sports parcel as well as to continue the 1938-established Open Space as a 21st-century resource for use by city residents and visitors.	

Item	Date	Source	Comment	Response
C17	1/14/2020	Written	I want to register my support for the renovations of the Tobin school. I have heard tremendously positive things about the Tobin Montessori program, and was elated when we found out that my son is high on the waitlist and may be able to attend the three-year-old program. However, when I went to visit the school, I was appalled at the state of the building. I did not expect the building to be on the list of concerns I might have about my son's education, but it was the only concern I had. The building seems unsafe, and a very poor learning and working environment. I was shocked to find myself wondering if it is a good idea to send my son to this free, highly regarded program. I was relieved to learn that the building will be renovated. I understand that there are concerns about how to manage the impact on the surrounding area, but I trust that these concerns can be addressed. This building must be renovated in the very near future, and delays mean prolonging the period of time students and faculty are spending in an unlivable environment. We have to prioritize the impact on the children.	
C18	1/14/2020	Written	I also know that residents in the neighborhood are upset about more construction. It's valid and should be heard, but their voices should not be louder than any other resident has been allowed for the other two school buildings. We've been hearing that this could cause a delay in construction and does that mean our kids will sit in less-than ideal swing space while nothing happens on the Vassal Lane campus? I truly hope that this project can either move forward as we've been told or if it goes on hold, our children can remain in the Tobin/VLUS building for another school year.	
C19	1/15/2020	Written	I am writing in support of the Tobin School/VLUS project. Specifically, I would like to advocate for the following: 1. Resolving the school design debate as soon as possible so that construction may begin on schedule (cont. C19)	
C20	1/15/2020	Written	2. Conducting thorough environmental testing and mitigation to address concerns of toxic contamination from the underlying landfill (cont. D141)	

Item	Date	Source	Comment	Response
C21	1/15/2020	Written	Simultaneously, I hope that the review process with regard to environmental concerns from the potentially toxic landfill on the site will be thoroughly and skillfully addressed, and that the debate over the project construction will not derail the project from ever beginning at all. (cont. T101)	
C22	2/28/2020	Written	Construction vehicles: Most of the heavy excavation would appear to be very close to the houses on Vassal and at one end of Alpine. Trucks carrying dirty soil should exit via through Armory lot and out through the Sozio rotary -- not through the neighborhood. Construction vehicles should not use Vassal Lane and the neighborhood streets.	
OC03	1/16/2020	Open Comment	Concerned about construction pollution in water. Can you address what will be done to prevent this?	City representative: In the meeting we had in April, there was a lot of information about the subsurface conditions. We know its been a dump, we have done so much analysis, we are here, CDM Smith is with us tonight to answer specific questions. We could study the whole site, but we first have to decide where we want the building to go on the site and then we will be able to very carefully think about how it will be remediated, the soils, the methane, in a way that is making a safer site. It is our highest priority and we are very aware of the challenges of the site.
OC05	1/16/2020	Open Comment	I really love how much you have all heard, the integration in the design. My question for you is around enrollment projections, because if this building opens in 2024-2025 and its full by 2030 and has to last 25-30 years, I don't know what the lifespan is expected to be of the building, but given recent history of being full when opening buildings, I'm curious about projections beyond 2030? I don't know how accurate those would be.	CPS representative: its very difficult to get to 2030 projections. That's ten years out, and these projections were within the last six months or so. Once you get passed five years it starts to get less precise no matter what the demographic.

Item	Date	Source	Comment	Response
OC39	2/12/2020	Open Comment	Concerned about pollution: the air in this neighborhood isn't good. The state produced a traffic study within the last year, and within the Alewife circle is one of the worst traffic conditions in the state. Health problems are accelerated by this. One thought I've had for years is that the neighborhood is designed to put as much traffic as possible on highway, what about more traffic in neighborhoods? This would reduce congestion of standing traffic and speed cars through. Secondly, there's toxic stuff on the site and there's going to be removal of soil in the playground area and where the school is, when will that happen and how long will that take? I am concerned about neighborhood pollution. There's a corner that is a toxic waste area, will it leak into site?	We understand the importance of safely removing the site conditions, and want to make sure to be as safe as possible. We are looking into how to safely remove and mitigate materials on site. In terms of traffic, we are not committed to looking all over North Cambridge, we are only looking into the immediate area. We certainly don't want to add to the congestion. We will look closer as the design continues.

Item	Date	Source	Comment	Response
S01	11/13/2019	Post-it	Are we able to achieve the same natural light levels w/ renovation?	Given the existing geometry, this will be difficult to achieve.
S02	11/13/2019	Open Comment	Site lighting for after hours – unnecessary lighting is an issue	Noted
S03	11/13/2019	Post-it	Transit Options	Noted
S04	11/13/2019	Post-it	Storm water	All 3 options are looking the beginning stages of the resilient design and have taken stormwater into consideration.
S05	11/13/2019	Open Comment	Transit options to reduce cars to site storm water. Traffic is already bad on Concord and this is going to make it worse. My tenant is measuring CO2 in his apartment, right across the street from the site and I'm worried he will leave.	Noted
S06	11/13/2019	Open Comment	We will kill the trees.	The design team understands the importance of the existing trees and will make every attempt to preserve them.
S07	11/13/2019	Post-it	With increase in building mass, what is the heat island effect on the neighborhood!	Will study in design phase. The team is looking at both building and site aspects. The roof of the building will have a high solar reflectance to reduce heat island effect.
S08	11/13/2019	Open Comment	Reduce asphalt	Noted
S09	11/13/2019	Post-it	Reduce Asphalt	Noted
S10	11/13/2019	Post-it	Pervious Paving	To be considered in design phases
S11	11/13/2019	Open Comment	Evacuation during a storm event? It's great to make sure the building is elevated, but how do we get kids out or people in if there is a flood?	Aim is to be above 10 year 2070 storm, with recovery for 100 year 2070 storm. Will continue to study as the design develops.
S12	11/13/2019	Post-it	Evacuation during an storm event?	Will study as design develops
S13	11/13/2019	Open Comment	Has there been any consideration to the fact that the existing building is an award winner with historical significance?	Yes. We are aware that the building was designed by Pietro Belluschi.

Item	Date	Source	Comment	Response
S14	11/13/2019	Open Comment	Why is there so much parking? Can it be more environmentally friendly if the existing building is preserved?	Parking is per City requirements. Parking will be as tight as possible, but there are demands for school staff and services. Current building has a lot of challenges - one size fits all classrooms. New buildings can outperform existing facilities as previously shown with MLK. Existing would require new window configurations. The building has a large surface area and is not ideally aligned for passive solar performance.
S15	11/25/2019	Written	Could/will the garage be designed to provide additional flood storage?	
S16	11/25/2019	Written	If there is surface parking, can solar panels be placed on it for shade (like Newton has done?)	This is being considered and may be required to meet Net Zero Energy goals.
S17	11/25/2019	Written	Is the stormwater storage tank part of the \$250M budget? How many square feet is it (depth vs breadth). What else accounts for the big increase in cost -- what part of the budget is the soil remediation and ground water handling (slurry walls)?	
S18	11/25/2019	Written	What other resiliency elements are planned? Green infrastructure looks like an afterthought -- in Europe, parks are designed to hold flood water. Is this complex being designed as a climate resiliency center as well?	Bioswales and rain gardens are planned to collect and control and on-site and neighborhood stormwater. In addition we are considering both green and blue roofs. See response to item P32 to guide to their proposed location.
S19	11/26/2019	Written	What is the environmental impact ... both during construction and operation of the facility	Environmental impacts will be considered and shared as the design progresses. Current goals are to achieve LEED Gold certification and be a Net Zero Emissions facility. The design is also currently aiming to be Net Zero Energy.
S20	11/26/2019	Written	Use of alternative energy sources	The project will be designed as a Net Zero Emissions building and all alternative energy sources are being evaluated.

Item	Date	Source	Comment	Response
S21	12/2/2019	Written	Beyond a large stormwater tank to provide enhanced grey infrastructure, the presentation made no mention of any other resiliency features. I would like to see additional green infrastructure features (rain gardens, bioswales, green roofs) incorporated into the design.	See response to item S18
S22	12/31/2019	Written	1) I am concerned about the future flood risk in our neighborhood and particularly at the Tobin School. Based on 10 year old 2010 FEMA maps, the school and park were in a 500 year flood zone, yet the site is projected to be in a 10 year flood area by 2070. A more appropriate approach to flood risk is to think about the risk of flooding over several years. For example, in a 100 year flood zone, over a 30 year period the risk of flooding is 26%. By 2070, the risk that the Tobin would flood during a student's 3 years in middle school would also be 26%. (cont. S23)	
S23	12/31/2019	Written	I ran across an interesting Pew Trust report about schools in flood zones: https://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2017/08/flooding-threatens-public-schools-across-the-country Their Recommendations: "requirements for flood insurance should be enforced to protect federal investments." (How will Cambridge protect its investment?) "When communities leverage federal funds to rebuild or repair damaged infrastructure, these investments must account for future risk. Where feasible, they should consider relocating schools out of flood-prone areas." (cont. S24)	
S24	12/31/2019	Written	Below I'll paste a screenshot from the 2017 report. It indicates that in Middlesex County of 379 schools, 8 are in a FEMA flood zone, or 2% of all schools. That makes the Tobin one of just 8 schools in our county sitting in a flood zone. These questions bring me to question placing so many preschool students at the Tobin School site. It looks like 8 classrooms or 160 students in the preK will be added to the Tobin. Based on the universal preK study, Cambridge needs a total of 39 preK classrooms now, so this proposal places 20% of the preK classrooms in a flood zone. (cont. S25)	
S25	12/31/2019	Written	2) Has there been an analysis about the preK students' geographic locations and transportation given that they will not be riding a school bus? (cont. S26)	

Item	Date	Source	Comment	Response
S26	12/31/2019	Written	3) Given the flood risk, if anything, the paved footprint of the building and infrastructure should be reduced, and not increased. (cont. S27)	
S27	12/31/2019	Written	4) Are there more beneficial, natural approaches to storm risk reduction rather than ground disruption and installation of a costly, carbonemitting concrete rainwater storage tank? Exactly what are environmental and financial costs and benefits to this proposed underground tank?	
S28	12/31/2019	Written	Our city is growing increasingly crowded. Our tree canopy has shrunk significantly. Trees and green infrastructure mitigate flooding and extreme heat - the two consequences of a warming climate that Cambridge will face. More stories on a building to accommodate a larger student population and allowing for more thoughtfully landscaped green space is a more sustainable solution than eliminating the Tobin Recreational Park. I urge you to maintain the Tobin Recreational Park, an invaluable community asset of 3.4 acres of open green space	
S29	1/14/2020	Written	5. Natural light as much as possible (as artificial light can distract and stress children with sensory processing disorders) (cont. D120)	
S30	1/14/2020	Written	4. Natural light in classrooms as much as possible and direct access to patio/green space from Children's House classrooms (3yrs-Kindergarten). Many of these classrooms venture out despite the weather, but it would be wonderful to have an area of patio that is covered to make this a little easier on rainy days. (cont. O64)	
S31	1/16/2020	Written	Unfortunately, i will not be able to attend tomorrow's meeting about this project, but I am wondering if anyone else looking at it feels as I do that it would be a wonderful opportunity for green roofs. I spent so many wonderful years watching kids play baseball on one or another of the three baseball fields, and would love to see the city be able to keep this capacity and mixed ages through creative design.	
S32	1/16/2020	Written	I agree that the VLUS project seems like a great option for a green roof. Maybe something like the High Line in NYC and —daring to dream—perhaps also have community garden space where students can grow and bring home produce? Maybe have some bees, too?	

Item	Date	Source	Comment	Response
S33	1/17/2020	Written	Last night 1/19/20, I attended a community meeting at the Tobin School. Informed and constructive comments and questions all around. I have lived on Alpine St for over 40 years, taught at the Tobin School for decades, sent my sons there for their grammar school educations, and watched them grow up playing ball at Callahan field. My kitchen window looks out at the Tobin school. I was most impressed by the information from Sara Mae about the history of open space/school buildings. The family stories about growing up in the neighborhood. Also the input from middle school people about the innovation agenda. And a preference for functional child /teaching space design. I am wondering if you are considering the fact that the site is in a flood zone? And that the water table here is very high. Many of the neighbors have experienced flooding in the basement, and are always aware of the possibility especially in the spring. (cont. T109)	
S34	1/17/2020	Written	A question: If an underground garage is actually going to happen, will there still be a catch basin for storm water? Many people already have wet basements and it can only get worse. Thanks for your work and whatever more you can accomplish. That is a plural you, of course.	
S35	1/22/2020	Written	As temperatures increase with climate change, using the heritage trees on the current site would provide much needed natural shade. (cont. D152)	

Item	Date	Source	Comment	Response
S36	2/3/2020	Written	<p>FORCED CENTRALIZATION of pre-school, special needs, and grade school is a REGRESSIVE educational policy and one that undermines the human attention to scale, dismissing the pedagogical benefits of neighborhood schools. The Tobin proposal is NOT ENVIRONMENTALLY FRIENDLY, because student commutes will necessitate more cars coming to west Cambridge from points within the city; drop-off and pickup scenarios will create unwanted idling buses and cars, an abundance of parked cars, and the loss of existing open space to accommodate added cars and to control traffic flow. Urban planning throughout the city has been lacing for decades(take the run-away development of Cambridge north of Fresh Pond as an example) leaving Cambridge residents to wonder how it is that the scale of this project could be as “off” as it currently is. We urge the city to complete a proper impact analysis that incorporates educational values and ideals, as well as environmental efficiencies. The abutting neighbors are troubled by the environmental hazards that we will be forced to contend with due to the layers of dormant toxic waste in the existing fields. Neighborhood schools, smaller in scale, are intrinsically beneficial creating opportunities for families to engage as community and making simple activities such as WALKING to school possible. (cont. P93)</p>	
S37	2/9/2020	Written	<p>Fifth, the square footage required to meet all of these needs has put this project at odds with the city's goal for projects to be net-zero energy. A smaller footprint will allow for more of the buildings energy needs to be served via geothermal heating and cooling and will put the building’s energy loads more in line with the energy production from solar panels on the site. (cont. O83)</p>	

Item	Date	Source	Comment	Response
S38	2/28/2020	Written	Trees: I have requested through Councillor Nolan to see the Crossroads site plan superimposed over the existing site plan. There are five mature oak trees along the current driveway leading to the parking lot -- does the Crossroads design preserve all of them as well as the nine mature trees along Vassal? Setbacks: The comparison of setbacks between Existing and Crossroads isn't apples to oranges because the measurements are from different points. All the setbacks are measured to include the street and the sidewalk on the other side of Vassal - - how close is the building to the sidewalk next to the school and to the big trees on Vassal, which have canopies that need to be protected as well? (cont. D168)	
OC43	2/12/2020	Open Comment	Air pollution and water displacement question. I hope you don't replicate the acoustics of this building in the new designs. The underground parking will have problems with pollution, what is going to be done about this. If you have underground parking and a tank, where's the tank going, and are you going to be pumping water out of the parking garage?	Certainly concerned about making sure not to draw air into the school from bus and car areas. The top of the parking will be a thermal envelope and include an air barrier. We are working on options for the location of the tank. Ground water table is about 3-4 ft below the surface so everything below ground will disperse water.

Item	Date	Source	Comment	Response
O01	11/13/2019	Post-it	Look into armory land to "Unlock" site	Noted
O02	11/13/2019	Post-it	The National Guard space is a tremendous waste of space. Can we take that space to maximize the school design efficiently & relocate them to another space in Cambridge.	Noted
O03	11/13/2019	Post-it	The way you speak sounds like you have preference for houses on Vassal Lane	This is not the intent. The team has no preference and evaluates all neighborhood and site conditions objectively.
O04	11/13/2019	Post-it	Need 2 look at entire Community not just Tobin School design 4 not enough transparency to process...no input on design from teachers	Input from teachers is being sought, along with other groups.
O05	11/13/2019	Open Comment	Who decides the preferred option and describe the process? What if we don't like any of the designs	The City Manager will decide on the final option, after consultation with City Council and School Department. Want a solution that all believe is a good solution
O06	11/13/2019	Open Comment	What is the timeline – can it be pushed out	September of 2024 is current schedule and is believed to be achievable
O07	11/13/2019	Post-it	Another Public Meeting?	Yes. A future meeting will be scheduled.
O08	11/13/2019	Post-it	Want a second big meeting to regroup & discuss what happened in Break Out Groups	See response to item O7
O09	11/13/2019	Open Comment	Lots of information, but there's no other public meetings scheduled before a preferred option is decided - how will the public know where their input is going and see the developments and how the eventual decision is made? We need another meeting to discuss what we heard during the small group breakouts because we have no chance ot reflect on it together and no understanding of how we are all going to hear it	See response to item O7
O10	11/13/2019	Post-it	Comments from somewhat important POV (neighbor, not a parent of a future student): - I hope the preferences of the primary stakeholders. - the educators and their constituents- are given more weight than the neighbors! Easy for us to form opinions based on exterior models, but I'd think its more important to evaluate the designs from the interior features and how they enhance the school experience.	The team intends to hear from as many stakeholders as possible.

Item	Date	Source	Comment	Response
O11	11/13/2019	Open Comment	Hard to see transparency when this is the first and last design meeting - process is very flawed	Future meetings to gather community input will be scheduled in each design phase. Another community meeting will be scheduled in January to review 3 options with comments received before a preferred option is selected.
O12	11/13/2019	Open Comment	Can audience see how the conceptual ideas come together before final decision? There doesn't seem to be enough information to answer all the question currently. Can we give the information back to the community to help clarify how final decisions have been made	In addition to community meetings, information will be posted on the project website.
O13	11/13/2019	Open Comment	It's hard to piece how the design came together and how programming was laid out	
O14	11/13/2019	Open Comment	Bigger buildings have larger requirements that aren't being fulfilled at other schools – an example being not enough janitorial staff	Noted
O15	11/13/2019	Open Comment	What went well and what didn't go well with previous schools	The team is reviewing input about the other schools and incorporating lessons learned
O16	11/13/2019	Open Comment	Can public have tours of the other schools being compared to this one?	Yes, this can be arranged.
O17	11/13/2019	Post-it	Please put wooden option models in public space.	Design team is utilizing the models for design development, but will be present at the next community meeting. Photos can be available online
O18	11/16/2019	Written	Vassal school ends up on Concord Avenue, and Tobin on Vassal. Just sayin' Swap names??	Noted
O19	11/13/2019	Post-it	Will you change the name of the school if you move it to Vassal Lane	
O20	11/13/2019	Post-it	Thanks! :)	Thanks to you
O21	11/25/2019	Teacher Workshop	Explain the voting in January	City manager will decide based on options and feedback. The date of the decision has not been finalized
O22	11/25/2019	Teacher Workshop	What happens to the feedback	Feedback is being collected and posted online, along with responses from the design team and the city. All feedback will be considered in decision-making process.

Item	Date	Source	Comment	Response
O23	11/26/2019	Written	I am writing as a long time resident of Cambridge with concerns about the new school building that will abut my property/home. I have been in Cambridge for a long time, worked as a teacher in the public schools, and sent both of my kids to Tobin and Rindge. I am looking forward to having a new building for the students who now attend the Tobin Montessori and Vassal Lane Upper School. Residents nearby the planned building have concerns about providing input to include ideas from people who have lived here for years. I fell most strongly about these issues:	See items D89, P43, T58, S19, and S20 for issues and responses
O24	11/26/2019	Written	There has been a lack of transparency and willingness to engage the residents in meaningful discussion of the plans, in spite of planning by the City and the hiring of architects over 2 years ago. I was told by one facilitator in a 'break-out group' on November 13 that a general question/answer period (which would have been my preference after the architects' presentation) 'would last for over 8 hours'. The numbers of attendees was not excessively large at the meeting in the auditorium and the 'break out group' materials could have been laid out on the stage. My perception was that the decisions about the project were being made regardless of what the neighbors input might be with only an illusions of inclusion. I am now requesting a meeting without breakout groups for abutters now that the tight timeline for final decisions has been revealed	No decisions have been made. The City has decided to schedule an additional community meeting to share feedback received thus far and a have a discussion as a group before any decisions are made. Please note that the Feasibility Study is the "discovery" phase of a project where a general direction agreed upon but the design is still flexible. There will be many more opportunities for community input as the design progresses.
O25	12/6/2019	Written	I want to thank the City and School staff, as well as the architects from Perkins Eastman, for the special presentation of the Tobin Montessori/VLUS building proposals to the City Council and School Committee at Monday evening's roundtable discussion. This was an important component to a critical community process, and it was informative for all who attended.	Thank you

Item	Date	Source	Comment	Response
O26	12/6/2019	Written	As a City, we are proposing to spend close to a quarter of a billion dollars on this project, we should take the time to look at this project in relation to other goals of the city and have a more holistic process to ensure a thoughtful outcome that meets the need of the neighborhood and the City. I look forward to City staff and Perkins Eastman continuing to engage with the neighborhood, reviewing feedback from the community as well as the feedback they received on Monday night, and updating the options accordingly.	
O27	12/6/2019	Written	Our family has lived on Alpine Street for more than 20 years. Our home here is the first and only house we've ever owned. Both our sons graduated from Cambridge Rindge and Latin. We love our public school system and our neighborhood. We want what's best for all the kids in Cambridge. That said, our family is very worried about what we've seen unfold so far with the proposed new Tobin/VLUS. From our perspective, the process has been rushed, differing points of view in the community aren't being listened to and the neighborhood hasn't been included in the process. We're very concerned that the end result will jam too many programs for our community's kids into too small a place. Based on the process so far, we don't think the way we're headed will work out best for any of the stakeholders.	
O28	12/6/2019	Written	The two community meetings (not three as some have suggested have happened) have gone out of their way to minimize group discussion. Officials offer presentations and then neighbors are sent to various small classrooms so that group concerns can't be discussed together. One neighbor present at the November meeting described the breakout rooms as a "divide and conquer" strategy. Perhaps it wasn't intentional, but we felt shut out.	

Item	Date	Source	Comment	Response
O29	12/6/2019	Written	No copies of the three new building proposals were available for those in attendance at community meetings. When I asked for paper copies, someone on the architectural staff said, "I was going to make them, but I forgot." The proposal involves a quarter of a billion dollars in tax payer money. Someone could have made and distributed copies of the plans for the people who live here, especially for elderly neighbors who don't go online.	
O30	12/6/2019	Written	Neighbors tried to get copies of the proposals in the days leading up to the Nov. 13th meeting. We were told they were "still being worked on." But when we arrived at the community meeting, 3-D scale models had been prepared. How could those have been made if the plans weren't finalized until just before the meeting? Why not distribute the proposals freely - door-to-door - so everyone knows what is planned for their neighborhood for the next few years?	
O31	12/6/2019	Written	These may seem like small matters, but for many of us they represent the difference between a neighborhood where people care a lot about one another, and a top-down, your-voice-doesn't count- much approach. So here on Alpine Street, we're all looking forward to an actual dialogue about the key issues. We'd like to request another community meeting, as well as a gathering with all Tobin abutters, city staff and architects. This is going to be a lengthy process. We're all in it for the long haul. Our goal - and yours too I'm sure - is what's best for the kids and the community. Here's hoping we can all work together.	Thank you for sharing your thoughts with us. We are looking forward to this collaboration as well.
O32	12/8/2019	Written	My impression was that people weren't very happy with any of the three plans. Some felt that the plans were designed in secret and that even the teachers didn't have input.	

Item	Date	Source	Comment	Response
O33	12/8/2019	Written	The architects had many agendas, such as three physical buildings that had to have their own identities; sustainability; resiliency; a common area for the community; drop off places for student: and be architecturally appealing. Too many cooks spoiling the broth. But the agendas the architects didn't seem to take seriously enough was the realities and needs of the community. [We] live on Concord Ave across from the Little League field. From what we hear, the neighborhood cares about traffic and green.	
O34	12/14/2019	Written	I am writing as a long-time resident of Alpine Street, a parent to one CRLS graduate and one current senior, and an abutter to the Tobin/VLUS. I am looking forward to seeing a thoughtful, healthy and safe new school built on this site. That said, none of the currently proposed options meet these criteria. (cont. P61)	
O35	12/14/2019	Written	The process to date has not been inclusive of the community. Supposedly there were 70 stakeholder meetings, but abutters and elected officials were never included as stakeholders. To date, there have been only three meetings to which the neighbors were invited. The first meeting was purely information sharing, the April meeting gathered comments (those comments were not actually addressed), and then in November, three plans were presented based on the assumption of a doubled school population (which had never been mentioned at any of the earlier meetings). (cont. D099)	
O36	12/14/2019	Written	I urge you to reconsider the many options before you before rushing to choose a design by the end of January. This is a project that will spend a quarter of a billion dollars of the school budget and take four to five years to complete – let's make the right choice for the citizens of Cambridge.	

Item	Date	Source	Comment	Response
O37	12/15/2019	Written	<p>Given the thoughts related above I would also like to take this opportunity to raise two points regarding the temporary relocation to the Broadway location. Before doing so, I applaud the City for undergoing some level of redesign and construction of the Broadway space to accommodate both the culture and curriculum of Tobin Montessori. That said, my two points are as follows: The current outdoor play space at the Broadway location is truly deficient, both in the quality of outside play and access from the classrooms. I encourage the City to consider using at least part of the expansive central courtyard to introduce a modern and age appropriate play area. Even without a complete playground renovation, play areas that are challenging both physically and mentally, especially within the context of a Montessori education, are vital and should not be overlooked. Our children should not have substandard access to outdoor play during a vitally formative period of their development. Our City has both the resources and creativity to offer a better solution. The new playground at Amigos is proof of this. (cont. O38)</p>	
O38	12/15/2019	Written	<p>I would like to encourage the City to find a reasonable and sane solution to the issue of staff and faculty parking during the construction period. It has taken many years to attract and retain the excellent faculty and staff at Tobin and VLUS. I understand the challenges of urban school districts and fully support the push to promote public transit and a city less dependent on automobiles, but this is a goal that requires a gradual shift and broader support. Many of the faculty and staff at Tobin/VLUS commute from some distance and work, in part, in North Cambridge because they are able to easily travel there. Please consider offering parking, subsidized parking, or temporary resident stickers to the faculty and staff during the construction period so that we can be sure to retain the qualified and committed professional community who support our children. (cont. O39)</p>	
O39	12/15/2019	Written	<p>Please pass on my comments as appropriate and thank you and all of the city employees for working to provide excellent education to our children.</p>	

Item	Date	Source	Comment	Response
O40	12/15/2019	Written	<p>I have lived on Vassal Lane for 40+ years. I abut the Tobin School. I support much of what Ann Robbart stated in her recent email summarizing concerns. Item D below especially resonates with me. The Fresh Pong Parkway side of the lot has 0 residential abutters, while Alpine Street is 100% residential. Focusing the development and bus traffic on Alpine is a bad idea for abutters. D) Developing the best transporation system to all schools as well as within the neighborhood. A smaller footprint, even if taller, placed nearest the conrner by Fresh Pong Parkway and Vassal Lane will preserve as much of the playgrounds and fields as possible, it also can mean less hazardous waste disturbed, and will affect abutters, including those on Vassal, the least. Please also limit car traffic as much as possible - viz., please do not add an access road behind Alpine St., and do not create more drop-off and pick-up spots without... Thank you for your consideration</p>	
O41	12/15/2019	Written	<p>I am a parent to three children in the Cambridge public schools, including a high school junior, a 7th grader at VLUS, and a 3rd grader at Graham and Parks. Our family also lives on Alpine Street. We are therefore directly affected by the planned Tobin/VLUS renovation project in multiple ways, both as parents and neighbors. We support the need to renovate the existing school and improve the educational infrastructure for the Tobin/VLUS community. We also support doing so in a manner that assures that similar such infrastructure upgrades are available to children across the whole city, and strongly urge the city to reconsider its current approach to the renovation project. (cont. O42)</p>	

Item	Date	Source	Comment	Response
O42	12/15/2019	Written	I believe others in the community have already written to you about their concerns regarding limited open space reflected in the current design options, as well as the need to conduct more thorough traffic studies. While we share these concerns, I would like to focus my comments on the size and cost of the project, which I believe will have detrimental spillover effects for many years to come. The project is currently planned to take 4 years and require investment of a staggering \$250 million. This figure far outstrips any of the estimates provided during the innovation agenda discussions. While the city may be able to borrow such funds at this point in time, it will limit its future ability to fund necessary investments in other schools, such as the Rindge Avenue Upper Campus, the schools currently being used as swing spaces, the Graham and Parks, and others. The future growth of the CPS system will depend on our ability to provide high quality facilities city-wide, and I have seen absolutely no discussion in the current process about how the city's capital budget will be affected. Has the city done any work to plan a longterm capital budget that can address the needs of all schools? (cont. O45)	
O43	12/15/2019	Written	It is our hope that the city will reconsider its current approach to the Tobin/VLUS renovation and make significant changes to the current design options. We should consider alternatives for some of the program expansions currently planned, and have a serious discussion about the desired size of the upper school. A more modest project would still provide a significant and much needed upgrade for the school community. It would also address many of the community concerns raised to date, reduce the project cost and timeline, and facilitate a more equitable distribution of the city's resources.	
O44	12/17/2019	Written	Hi, I have been following the Tobin/Vassal discussions. I live very close to the school, 203 Lake View. I love having the school nearby; we love watching the play on the fields. A school makes a community feel so alive, and with a future. (cont. D106)	

Item	Date	Source	Comment	Response
O45	12/15/2019	Written	Two key issues contribute to size and cost of the Tobin/VLUS project as currently planned. First, the school is planned to nearly double in size, a combination of hosting new programs that are currently not part of the school, along with a 50% growth in the number of students at VLUS. It should be noted that the growth in VLUS contradicts promises made regarding school and cohorts sizes when the innovation agenda was passed. The growth in number of students is the primary driver of cost and size, and was never discussed publicly prior to the recent community meetings. I don't believe the school committee or the city council ever discussed this issue in the open. It was essentially decided behind closed doors, and given to the design team as a key parameter for their various plans. The size and mix of student populations have been explained in the community meetings as imposing a host of challenges that necessitated the expansive plans. (cont. C11)	
O46	12/15/2019	Written	I have attended the two of the meetings for the Tobin VLUS Project. The first meeting never told us about losing our community resource...aka the green space, and fields. I was beyond shocked to find out in the past meeting that not only are they not included in the plan, but after finally getting a look at the plan, we then need to decide on these plans by December ! The process is very flawed ! The fields are a resource for the entire city and neighborhoods ! We need more green space not less. Once lost we can never get it back ! (cont. D106)	
O47	12/15/2019	Written	These 3 options are not enough nor is the time table. This process was not community friendly at all. They kept saying the Campus of the school... but this area is far more than just the schools ! It is the neighborhood and the community ! No other updated school has lost any green space or fields. I have looked at the recent King Open school. It is a beautiful building. My concern is that we did not consider more function of a Elementary school or middle school building ! There is a lot of glass, large halls, Touch screens, and wasted space. We need more storage and usable space. We need to learn from each school! (cont. O48)	

Item	Date	Source	Comment	Response
O48	12/15/2019	Written	I urge you all to look and slow down this process. I urge you to make the project team and architects develop more creative plans which take in the flow and the function of what we really need in this school. Perhaps more floors, and still keep the school entrances separate, which seems to be a big push from the principals. (cont. P63)	
O49	12/15/2019	Written	AS does the community ! I would be happy to discuss further, and look forward to the next meetings! But please slow this train down, and take in more community input, and concerns into the plan.	
O50	12/29/2019	Written	Personally, I don't see any improvement or thoughtful considerations for traffic, school children, those homeowners on Alpine Street living adjacent to Callahan Park or Green Space in any of these three plans. I am opposed to all three.	
O51	12/29/2019	Written	Also, as I've heard from many friends and neighbors many of whom are teachers, we don't need to win any architectural awards, just a school that works to educate our kids and has room on the site for all the neighbors.	
O52	12/30/2019	Written	Our family has lived across the street from the Tobin School for the last 20 years. We would like to express some concerns regarding the proposed design options. Our chief concern is the dramatic increase in program requirements and student count, which appears to be out of proportion to increases elsewhere in the city and out of proportion with the design criteria presented to the community earlier in the process. These increased program requirements are driving the following concerns about the proposed changes to the site. <ul style="list-style-type: none"> • Overreaching school and community programming to scale of the site • Loss of green community space and beloved • fields that promote health and recreation (cont. D108) 	
O53	12/30/2019	Written	As we are directly across the street, we have many concerns about the design, construction, outcome and process. We understand that this school is very much in need of thoughtful updating, greening and redesign. We hope that this letter and those of the neighborhood and community at large will be noted at the outset of this design process.	

Item	Date	Source	Comment	Response
O54	12/31/2019	Written	We the undersigned representing many youth sports organizations and over 2,000 individual youth participants continue to work in partnership with the city to expand the number of playing fields across Cambridge. Recently, the city began a process to renovate the Vassal Lane-Montessori former Tobin school. The site at Vassal Lane currently hosts three baseball fields for Little League, but the current plans for the new school could eliminate all usable organized-sports field space. The city, always a great supporter of youth sports, has made plans to move Little League to Glacken Field near Fresh Pond. Glacken Field has accommodated girls softball and youth soccer, which will be moved elsewhere. While the shuffling is inconvenient, it belies the real problem: there is already a shortage of recreational field space in Cambridge. (cont. O55)	
O55	12/31/2019	Written	Besides little league baseball, elementary school sports and outdoor play space, these fields have been important resources for unrestricted neighborhood play space as well. In addition, Vassal Lane is one of four middle schools in Cambridge. When middle schools were first discussed there was a commitment to expanded school sports, which rely on those fields. Middle school sports programs are already under-supported and do not coordinate with high school programs or have much instruction or many scheduled competitions. (cont. P74)	
O56	1/2/2020	Written	Thank you for the opportunity to share my thoughts about the Tobin/VLUS renovation. I appreciate that City staff, the school administration, school leaders and consultants have put a good deal of effort into developing potential options. (cont. D109)	
O57	1/13/2020	Written	What is the administrative interface between DHSP and CPSD? As the DHSP pre-K program is under the jurisdiction of a different city department, does this mean that the school plans will have to include separate administrative space for the DHSP pre-school? (cont. O58)	

Item	Date	Source	Comment	Response
O58	1/13/2020	Written	<p>Is there an alternative to having separate pre-K programs — in the structure and across the city? Multiple programs mean that there is redundancy in administrative functions.</p> <p>o What might a unified pre-K program look like for the city, programmatically, financially and from a physical plant point of view? Would it give more flexibility to the program? Would a unified program better promote our common goal of equity in education? (cont. O59)</p>	
O59	1/13/2020	Written	<p>Please provide a city-wide context for the Self-Contained programming and needs for the city.</p> <p>o What is the city-wide student population that the district program is intended to serve?</p> <p>o What other schools have self-contained programming?</p> <p>o How were the proposed numbers for Tobin/VLUS schools determined? (cont. O60)</p>	
O60	1/13/2020	Written	<p>Please define what the term “uncap” means with regard to the feeder schools and VLUS. Please provide a detailed explanation of the stated need to uncap the grade level cohort population at VLUS. A premise of the Innovation Agenda was to have a three-classroom limit for each grade level cohort.</p> <p>o Is the uncapping a phenomenon that will occur at other middle schools in the city? (cont O61.)</p>	
O61	1/13/2020	Written	<p>Because of the complicated nature of the topics, we ask that the city provide a written response as well as visuals or graphics that will explain your responses clearly. Juggling flows and numbers in one’s head can be challenging for community members who are not already familiar with your thinking. (cont. O62)</p>	

Item	Date	Source	Comment	Response
O62	1/13/2020	Written	Thank you for your willingness to answer the questions and for the time that you spent with the abutters last week. Our intention is to design a school that respects the underlying principal that this is a city park with a school building, protects the amount and integrity of the park and open space that serves the entire city population — including the children who will be attending the schools — and minimizing traffic burdens while providing an exceptional education facility.	
O63	1/14/2020	Written	Please help us support our teachers through this transition. They dedicate their lives to their work, and I, like many families, want to do anything I can to support them.	
O64	1/14/2020	Written	Lastly, I have heard that there is a possibility the project may be delayed. Is there a chance Tobin/VLUS will remain at the current site for another year? When will families and staff know for sure that the project is moving forward? (cont. T94)	
O65	1/15/2020	Written	I write to express my enthusiastic support for the plans to expand the Tobin School building to include additional preschool seats for Cambridge families. Unfortunately I am unable to attend the 1/16 meeting. (cont. D136)	
O66	1/15/2020	Written	(cont from P87) Please help us support our teachers through this transition. They dedicate their lives to their work and we want to do what we can to support them.	
O67	1/16/2020	Written	Would the city be willing to try to negotiate a long term easement for service/delivery access via the Armory's curb cut near the basketball court so all trucks could enter off Concord and access the school site from the rear of Armory lot? The Armory has a second curb cut closer to the rotary that could be restricted to only their vehicles. This would help make Option #2 more feasible by relieving Vassal of the service traffic.	

Item	Date	Source	Comment	Response
O68	1/16/2020	Written	While helpful, what's missing is a single-page compare and contrast page that shows a side-by-side summary of the deltas for each proposal. Also helpful would be renderings that show what the proposed buildings would actually look like from the street (not the transparent footprints shown here). Who can help provide these? (I recall asking a similar question sometime last year to whomever originally circulated these renderings).	
O69	1/17/2020	Written	I attended the meeting Thursday night about the Tobin project and have a couple of thoughts. I was glad I stayed until the end, because Mr. Simha's story about what MIT did many years ago strengthened my appreciation of the idea of pushing for the city to acquire the armory site. I agree that if we are going to go for such a big, complicated project, we need more space, and the armory acreage would really help. Here are my two requests, in priority order. - Please work hard with the state to try to acquire the armory site and fold that space into the project. (cont. O70)	
O70	1/17/2020	Written	- If we can't do that, please consider housing the non-Montessori preschool in another site and reducing the size of the project. Many members of our community clearly value preserving the open space/fields and I was impressed with their passion.	
O71	1/17/2020	Written	As a follow up to last night's meeting, I have to agree that more thought needs to be put into both the size of the school and either acquiring more land or finding an additional site. I realize it's late in the game but the community is just coming to understand what the underlying issues are here. We want to give timely input but things like this don't pop onto our radar immediately. We have other jobs. (cont. S34)	
O72	1/22/2020	Written	There were some constructive ideas presented at the meeting which either centered around relocating programs to either new or current sites, to increasing campus space (acquiring the National Guard lot would be a game changer). It is my hope that for the sake of our community and our most valued children, you are seriously pursuing any and all options. (cont. P91)	

Item	Date	Source	Comment	Response
O73	1/23/2020	Written	I wanted to follow up on my prior comments about the Tobin VLUS project. Have you been able to talk with state officials about the future of the Armory site? Rep Hecht has been looking into this -- have you been in touch with him or Sen Jehlen? At minimum, having a portion of the vehicle access in/out of the Armory site would relieve a lot of the pressure on Vassal. (cont. T115)	
O74	1/23/2020	Written	And at the 1/8 meeting with the school and park neighbors, you indicated that there had been no final decision to put all 8 preschool classrooms on the Tobin VLUS site. What other options are you exploring? How about working with Just-a-Start -- they now have two projects in planning in the NW area that have received city funds (Rindge Commons and New St). Could either accommodate some preschool space? Would the city consider renting retail space perhaps as an interim solution until a future development in the Quad or elsewhere in NW Cambridge could include preschool space? There is currently empty retail space in Fresh Pond Mall (plenty of parking!), and there's 6,000 sf at 171 Huron Ave, where Coldwell Banker used to be in a building owned by Gerald Chan. Maybe Mr Chan would be interested in helping our early childhood program, given his commitment to funding public health. The little shopping plaza next to the Sozio rotary has an empty space where the vitamin store used to be (and who know how long the other stores in that center will survive). There's also ground floor space in the new Masse's apt building at 253 Walden. Capstone will be building affordable housing on the corner of Walden and Mass Ave -- would they be a possible partner for preschool space at the ground floor? There are probably other sites I'm unaware of. I encourage you to leave no stone unturned. (cont. O75)	

Item	Date	Source	Comment	Response
075	1/25/2020	Written	<p>Another follow-up question relation to the preschool expansion: Do you have detailed population estimates for future preschool enrollment by census tract or neighborhood? I understand that most of the current preschools are east of Harvard Sq and that the need is for new classrooms to serve families north and west. However the immediate Tobin neighborhood is less dense and more expensive for young families than other areas in NW -- given the difficulty of accessing the Tobin area by car through the rotaries from North/Rindge/Highlands or along Sherman/Walden from Neighborhood 9, would it make logistical sense to put these new preschool facilities closer to where the highest concentration of young families live? Is there also a preschool need in the Strawberry Hill area (Corcoran Park?) that could be better met by locating classrooms on that side of Fresh Pond Pkwy (the Mount Auburn Star complex has had empty spaces and there could be space in the commercial/medical buildings on Mt Auburn St). It would be helpful to map the populations we are trying to serve with concentric circles for easy walking distance.</p>	
076	2/3/2020	Written	<p>My husband and I add our names to the long list of Tobin school neighbors and concerned Cambridge residents to voice our objections to the Tobin school rebuild proposal. The city has charged ahead with a "flawed plan" that has been based on the unfounded notion that the Tobin school and fields present the "only viable solution" to the city's growing educational needs. We have attended "informational community meetings about Tobin" and have already sent one letter to city hall voicing our objections. It remains our position that these "informational meetings" were from the very start "dismissive of our objections." Far too much time has been wasted by designers who have not listened to a large number of people who have objected to the increased scale of the school, adding to the illusion that the city needs to capitalize on the momentum of this project. Many others have made clear their own objections to the planners of this project. The city has been guilty of presenting outrageously large solutions assuming that eventually the neighborhood will come around and embrace a scaled down version (which it hardly is in its present form). (cont. T118)</p>	

Item	Date	Source	Comment	Response
O77	2/3/2020	Written	Cambridge needs to carefully weigh ALL their options and re-frame their sights on new solutions that empower neighborhoods. The residents of this area have every reason to insist that this project be put on hold until the city can provide a more comprehensive analysis in the form of educational objectives, alongside the restraints and creative solutions/options that have so far been dismissed out of hand. It is hard for us to understand how it is that the city manager's office has led this project with such ferocity and speed without more input from educational leaders including the school board that was brought into this process far too late when solutions were already limited to the Tobin school property. Cambridge can and Cambridge should do better. Be a good Tobin neighbor and listen to us.	
O78	2/4/2020	Written	I wrote a guest column on the Tobin VLUS-Callanan Park project that will be in Thursday's Chronicle and is online now. My main points are below -- please share them with the project team. Unfortunately I will be out of town next week and can't attend the 2/12 community meeting. I will be very interested to learn what's presented and how our comments are reflected in the revised design concepts. (cont. O78)	

Item	Date	Source	Comment	Response
079	2/4/2020	Written	<p>4. Identify other sites for all or some of the new preschool classrooms. No one doubts that preschool is an urgent priority citywide, but the proposal to put eight preschool classrooms on the Tobin site (in addition to the existing Montessori preschool classrooms) may be too ambitious, and it unquestionably complicates the design and access logistics. Urgency alone would tell us we should look for spaces that will be available in less than four years. For example, there are many empty retail spaces on the northwest side of the city that could accommodate preschool classrooms, and several new publicly-funded housing developments are planned that could be designed to include a preschool classroom or two. Also, we have seen no data on where the young families who would benefit from these new classrooms actually live -- is it within walking distance or a safe bike ride to the Tobin? If not, will they be stuck in traffic at rush hour coming through the rotaries? Preschool children are not offered school bus service and must be dropped off and picked up at the classroom door. If the preschool portion of the program expansion were relocated, there would be room for more open space and fewer cars. Cambridge is fortunate to have the financial resources to invest in improving and enhancing its educational and recreational facilities on this grand scale. I am hopeful that the four years of construction and \$250 million will yield a facility we can all be proud of and enjoy using at any age. This project presents a once-in-a-generation opportunity, so let's make sure we strike the right.</p>	

Item	Date	Source	Comment	Response
O80	2/6/2020	Written	<p>I hope that next Wednesday’s meeting will include an explanation of what, if any, efforts have been made to acquire land from the armory. Given the almost unanimous community pushback against losing the large open space of Callanan Field it is important to address that issue. There used to be a lot of vehicles parked behind the armory but in the last decade or so that has been mainly open space. If we can’t get land, maybe we can get a right of way for the buses and access to the school. Despite this week’s clearly outdated article in the Chronicle there were the two letters to the editor about the open space last week. This is really the main issue here. There is also the option of looking for another place for some of the students for whom you originally planned: an upper school, a preschool center.... Looking at further options for both the school plan and the important need for open space may mean that this project has to be postponed. But this is our opportunity. Today is when we need to plan for the future needs of our city.</p>	

Item	Date	Source	Comment	Response
O81	2/9/2020	Written	<p>We applaud much of what Cambridge is trying to accomplish with the new school planned for the site of the Vassal Lane Upper / Tobin Montessori School. However, we feel like the city is overreaching what can reasonably be accomplished within the footprint and constraints of that site. Some of those laudable ambitions need to be addressed elsewhere. Early childhood education, expanded special education services, the Montessori option, and thoughtful middle schools are all essential components of a continually improving Cambridge educational system. By cramming all of them into this site, the city is creating a monstrosity that is out of sync with the character of the neighborhood, will create traffic nightmares on Vassal Lane and Concord Ave., and - most importantly - will undermine the quality of education delivered in each of those educational programs. There has been much hand wringing about the city's lack of foresight in failing to negotiate a solution that would have allowed the city to make at least partial use of the Armory site, the city's failure to buy the adjacent site of the Tokyo Restaurant that sat idle for almost two decades (what a wonderful bridge from the school/playground site to Fresh Pond that could have been). But that is all water under the bridge. The solution is not, however, to compound those errors with the Frankenstein school that is currently on offer. (cont. O82)</p>	
O82	2/9/2020	Written	<p>With all the development going on around Fawcett Street and Cambridge Park Drive and the talk of making those neighborhoods more walkable (not to mention the availability of underutilized real estate, especially around Fawcett Street), doesn't it make sense to shift some of this programming there? (cont. 163)</p>	

Item	Date	Source	Comment	Response
O83	2/9/2020	Written	It seems that this project, and its \$250 million budget, have become the catch-all to address a series of challenges that have been put off or were not dealt with on previous projects because it was too difficult to address them then. In the most recent city response presentation "Strategies based on community input" there is no mention of the one of most discussed neighborhood concerns: the over programming of this site. Well, it's not going to work. Unless we change course dramatically, we are on a course for a \$250 million project that is going to leave educators, parents, and students frustrated that their needs were not adequately met and going to undermine the character of the neighborhood by taking away beloved green space and creating an untenable traffic situation. We believe the city can do better and sincerely hope it will find a way to address these concerns.	
O84	2/11/2020	Written	I just reviewed your latest presentation draft for tomorrow and all I can say is BRAVA... you all listened - we were heard. You all knocked it out of the park... I will be there tomorrow to say this publicly. I am so proud of this process and the love you all have for the city.	
O85	2/12/2020	Written	I just reviewed the DRAFT presentation for tonight's meeting, which I am unable to attend, and would like to share some comments. I think the proposed design option (Crossroads) is a vast improvement from what we saw in last year. Thank you! I have the following comments on the latest program/proposed option: I agree with the reduction in program for preschool and special start (very young kids with many needs). Additional sections for these young children can be accommodated at other sites in Cambridge. I feel this was prudent decision to minimize the building footprint, disturb less green space, and lower the construction cost (less movement of contaminated soils). (cont. D166)	
O86	2/12/2020	Written	Last night's meeting and new plan had two encouraging changes for the project; 1. preserved openspace 2. downsized scale of building footprint(s) from former designs It is a start, but there are new problems. (cont. T121)	

Item	Date	Source	Comment	Response
O87	2/13/2020	Written	<p>Finally I realized that the swing schools are on the opposite side of Cambridge. In particular the Upper School being on Fulkerson/(aka Spring Street) will mean that everyone west of the adjacent railroad tracks will either have to walk along Cambridge Street, or through the ever-changing Binney-Street, Kendall-Square construction zone. I suggest that all such students should be given a chance to take a school bus. Of course the bus drivers will have the same headaches.</p>	
O88	2/28/2020	Written	<p>I was unable to attend the 2/12 community meeting at which the latest conceptual design (“Crossroads”) was presented. I very much appreciate the efforts made to address questions of the program expansion’s impact on public open space and traffic circulation and I do feel this design is an improvement in some respects. However, I still have questions about whether the Tobin/Callanan site is adequate for what’s being proposed. I am pleased that additional discussions are planned with the state over the future of the Armory because gaining even a portion of that site would help. I noticed that the project contractor WT Rich has already set up its modular “base camp” in the portion of the Armory lot that abuts the Tobin site, using jersey barriers and fencing to create a secure area; if the National\ Guard can operate for four-plus years without this portion of their lot, then how essential is it? My concerns are similar to those expressed by Doug Brown in his comments of 2/11. (cont. S38)</p>	

Item	Date	Source	Comment	Response
OC01	1/16/2020	Open Comment	<p>Kurl alexander (?) - have a son in second grade, and three other kids headed in this direction. I've spent a lot of time over the past six years in this space between the school and the fields for baseball and various other sports. I want to start with sort of an analogy. I understand the firm is from New York City? I'm going to go with my analogy anyway. If you are in Central Park everybody knows what that feels like, you are very dislocated from the city. So when you are in the current configuration, which to me looks like a rough 2 to 1 3 to 1 ratio of green to building, when you are in the middle of that green space and when you are seeing the sunset coming down, the armory is usually completely empty, there is this feeling of the same kind of Central Park. You are just out in space. A lot of people lamented about the lost of green space hopefully it is what I'm talking about right now. My big question is: you've got the back of the armory which has the shape of a ship's bow. You have that huge space there, you have the way the building is configured now, there's some space in the front of the building, that it could potentially go towards, why not try to maintain that perfect balance of green that already exists and I don't know who put this together years ago, but its brilliantly balanced. (cont.)</p>	<p>Perkins Eastman: Our main office is, we are on Beacon Hill in Boston.</p>
OC02	1/16/2020	Open Comment	<p>I am passionate about preschool. My question is about the four year olds, and will the 4 year olds get priority in this building and in this neighborhood? Preschool in this area is a part of Cambridge, will there be a priority to the neighborhood kids?</p>	<p>City representative: That's a great question. I don't think we have thought about that right now. We know that there is a greater need right now for more seats for the residents of this side of the city then there is for residents on the eastern side of the city. We are thinking about this and taking it into consideration.</p>

Item	Date	Source	Comment	Response
OC15.1	1/16/2020	Open Comment	<p>We have another school that the City will not commit to renovating. It is a city that only has 2 school feeding in. It is a school that will have 90 to 100 kids, yet this one will have 150 kids. There are fundamental equity issues here and this is creating more problems rather than solving them. The question is not the question that this school can address the entire equity issue of the City of Cambridge – If the City of Cambridge continues to grow at the current rate, it will need to build new schools and if the City wants to be able to afford those schools then they might want to think about a slightly more efficient project on the Tobin school and save some of that for 3 years down the line when we don't have to lose a park to house a 3 story building to house the other part of the preschool. So I really think this notion of 450, we need that – No, that can go elsewhere, we can change that. There are things we can do here, this is about deciding how best use City resources. Same goes for the preschool program, we would love to have preschool spots on Cambridge but what was presented was kind of skewed, right? 70% that is currently used is provided by other providers not the City, right? Maybe we want to give City subsidy to private program, is anybody even studying what is the best for our buck? I don't hear that I just hear that we have an opportunity to build a big shiny object, we are going to build it.</p>	

Item	Date	Source	Comment	Response
OC20	1/16/2020	Open Comment	<p>Lisa Shang – What is the long term vision and strategy for this preschool and preschools across the city? The reason why we have to compromise all of this open space. In terms of equity, which we all care about, how does it work? Will this be the most viable option for low income families? To send kids here for one year, we want them to be part of this community long term, that is not desirable. Also, three year olds can't take the bus – so will we have 160+ cars on site? Four year olds do not want to get on the bus sometimes - We are part of a community that likes to drop off children their classrooms and talk to the teachers, this is not something you can get in a bus system. Why are not doing a standalone preschool? Why are we making all of these compromises for Tobin and Vassal Lane.</p>	<p>The City Representative Response - The bigger answers is that we will have to provide information before we can provide an opinion about our studies on early childhood reports. We will be happy to link on the projects public website for this information that will talk about the strategies.</p> <p>School Representative Response - The overarching plan is that all four year olds will get access to an affordable school program in the City. Untimely we have available seats only on the other side of the city, so this is an effort to get some seats to be on this side of the city. The planned underground parking is making it possible for parents to drop off their young children who by law are not allowed to take the bus. These preschools are full day, full year round and operate at a different schedule so parents pick-up and drop off at different times. Finally, affordability is a huge issue, we changed the lottery system for the city to make those programs way more affordable. It is our expectation as we move forward with universal 4-year old preschool that we will need to address the issue of affordability within the city without relying on a lottery to get a child into school.</p>

Item	Date	Source	Comment	Response
OC25	1/16/2020	Open Comment	Explore with DECAM to build a relatively simple building or use another existing building and repeat process done 60 years ago. One of the things that I will certainly suggest explore the opportunity or to use an existing to make an exchange (facility exchange) perhaps you can explore that and I will be glad to help in any way I can.	
OC27	1/16/2020	Open Comment	There many comments about traffic, construction and open space, but we did not talk about the school and what we have here. The building is leaking we have a lot of issue, so thank you for this new building.	
OC36	2/12/2020	Open Comment	I want to thank you all, this is my fourth meeting, and each meeting shows that we are listening, and this will be a continuing process of listening. We keep saying that we don't know traffic or design isn't finalized. In the next phase, is there a potential that Callahan park could be shrunk with incorporating some of the different traffic options and therefore implement more pavement?	Yes it might, each will have trade offs. Things will keep skooching around, and things will keep changing but the community will be aware of it.
OC44	2/12/2020	Open Comment	Thank you for everything that has been done and it is a good change. Last time we talked about using the Armory for traffic, and now everything is on Vassal Lane. Has anyone in the City done anything to make use of this property? Could work on a right of way with the buses, even a few times a day.	We have over the years talked to the National Guard about using the site. They were very clear that they have no intention of selling the site, even the 30,000 sqft space between. They have been gracious to let the city use it as a voting location and laydown area during the construction. The City Council is going to put more pressure towards talking with the Armory.

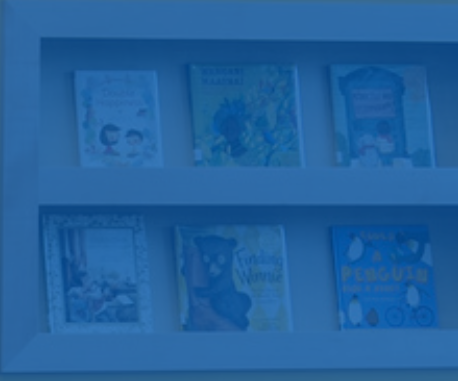
Item	Date	Source	Comment	Response
OC45	2/12/2020	Open Comment	I have a question about the extra land and talking about the Armory. Can we use the car retail shop? Why didn't the city move on that? What if we could move everything to the left? The changes have been great, but has this been pursued at all?	We do not have interest in taking property via eminent domain; taking it from a private owner. We are not in a situation where we have to force them out. There is a fine line where we can pay. We cannot do an unfriendly taking, therefore we want to come up with a compromise. The value of property is high, and we were unlucky to try to get the property. The city is at a real disadvantage when bidding against a private developer. That is the reality of what we are up against, but we will continue to try. If you take in an unfriendly way we could be in court for a long time. Its about real estate, money and being a good neighbor. The fourth story addition really doesn't encroach like it did before, and we hope to have a different solution that moves the fourth story west above the preschool wing.
OC46	2/12/2020	Open Comment	The value of houses have gone down significantly because of the building, losing natural light, all while the car dealership doesn't have any negative impact. The integrity of the built-out could respect the preexisting building.	
OC53	2/12/2020	Open Comment	Thank you for your work to accommodate all the different perspectives. I want to express the urgency of this project from middle school standpoint. To middle school students, this building is not adequate nor inspiring. They see the short comings of this building and its age. Middle school students do not support brutalist architecture. They assume this used to be a jail. This architecture is not inspiring. Rain gets into classroom and students try to clean it up in the mornings. This is an urgent project and we need this new school for everyone and we need it sooner rather than later.	

Item	Date	Source	Comment	Response
OC54	2/12/2020	Open Comment	I want to echo the comments about how important education is. Belmont didn't look ahead, and they ended up having trailers for classrooms. Enrollment is important and the school is urgent. What are the next steps to ensure that we are on track timewise with the study?	The Feasibility study finishes in march and then we move into Schematic Design. We are on schedule, and the bottom line is the school opening in 2024, and that it is on track.
OC55	2/12/2020	Open Comment	Where are the projected classrooms going to go that were removed?	We preferred to look into the northern part of Cambridge prior to 2024 in two locations. We have had discussions with property owners, and hope to have movement sooner rather than later.
OC56	2/12/2020	Open Comment	In meeting the concerns of the neighborhood we don't want to sacrifice the early education.	
OC57	2/12/2020	Open Comment	I am a science teacher that has yet to have a science classroom. I am in an old music room. I want to bring the conversation back to why we are doing this. Children are our future, and we want them to be in the best possible place to do that. We need this to move forward. I recognize all the interest, but our life's mission is our children, and we need to keep moving forward.	
OC58	2/12/2020	Open Comment	I hope you aren't hearing a conversation where a bunch of neighbors don't care about education. I think people in the neighborhood are really excited to have a good school, and we are with you.	
OC59	2/12/2020	Open Comment	The current living conditions of the staff and children is not in the best of ways. Look at all the garbage pales that catch water, the elevator breaks, and special ed teachers share a room the size of a closet. I'm concerned about the urgency about keeping the project on time. Students have to walk around barrels, and teachers often lose power.	

Item	Date	Source	Comment	Response
OC60	2/12/2020	Open Comment	I want to thank the architects for their patience. In regards to outdoor space and fields, we are still losing fields. What negotiations are going on? Will there be a meeting to promote outdoor space? This seems like the best we are going to get, and the only other chance is getting into that notch? How can we advocate?	It's a long shot, and city has already asked. City Council doesn't want to give up. There is a unanimous order to do what we can and go back to the state and work on this. If we got the whole site we could add in rest of preschool and affordable housing. We don't want false hopes, but we are trying. If it comes to a time where the community to be useful we will do so.



- 1. Daily - School
- 2. Greeting - Greeting
- 3. Post - Post / Admin
- 4. Library class time - Book browsing, reading, listening, drawing, writing, reading, reading quality
- 5. Post - Post
- 6. Library quality





C2.0

FOCUS GROUP MEETINGS

MEETING RECORD | NO ACTION

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Date Prepared	3/19/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130	
Subject	Focus Groups Common Areas & Programs	
Meeting Location	Tobin Rm. 239	
Meeting Date	Varies: See Below	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
Participants	All Focus Groups: City: Brendon Roy, Meagan Mulvey, Perkins Eastman: Sean O'Donnell, Jana Silsby, Alicia Caritano Individual Focus Groups: See Meeting Minutes	

AGENDA ITEMS		NOTES
3/12	FACILITIES 8:00 – 9:00	Attendees: CPS: Vedad Konjic – CPS Director of Facilities, Diane Johnson – CPS Financial Manager, Frank Geary – Tech. Services Manager, James Nerich – Head Custodian TM Design Team: Phil Whitton – PM/Electrical Engineer, Dave Reusch – Telecom/IT/Security
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required. All correspondence from DHSP and City Departments shall be sent to Brendon Roy/Michael Black and they will forward to the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.

1.4	Janitors closets	<ul style="list-style-type: none"> • Size for one week of supplies: MLK size closets work well. • Important to have minimum 1 closet per floor. Ease of accessibility to equipment/supplies has a direct effect on performance of custodial staff. • Mix station on wall • Mop sink should be surrounding by wet wall material
1.5	Central District-Wide Storage	<ul style="list-style-type: none"> • Steering Committee to confirm inclusion in project • Separate from District space from school space • Existing Basement of Tobin: 6,000-8,000 of district storage of Electrical, Plumbing, Mechanical, Carpentry, Phones, Janitorial Supplies (P+E to verify size) • Refer to attached CPS Central Storage plan w/ layout of existing supplies previously provided by Frank Geary at 2/13 existing building walk-through • Separation of the trades should be provided. Could be simple as a chain link fence. • Direct access to the loading dock: deliver off palettes • 12 - 15 Staff • Breakroom with 15 lockers,+/- 2 computers for time cards, kitchenette, conference table • Meeting space for ~18 • City vans and truck park at school. • 15 parking spots for city employees? City employees leave their personal vehicles at school after they pick up their city vehicle. • Parking 2:30PM – 6PM for vans/pick-up trucks/SUV's – all will fit in 7' clear garage. Need personal car parking. Two or three park here now.
1.6	Storage	<ul style="list-style-type: none"> • Base storage sizes on MLK and pro-rate for increased size as required.
1.7	Restrooms	<ul style="list-style-type: none"> • Prefer full height tile (or similar) on all walls for wash-down. • Partitions lower to ground & taller for better privacy • Include gender inclusive restrooms. • Door Hardware: No deadbolts, rescue feature (screw driver or coin), indicator for occupied/unoccupied • CPS Policies: <ul style="list-style-type: none"> ○ CPS to forward School Committee Policy for gender neutral bathrooms • District standard: 1st grade and lower don't need privacy • Staff restrooms: indicator for occupied/unoccupied, no deadbolt, rescue key • Toilet Accessories: <ul style="list-style-type: none"> ○ All bathrooms regardless of age: Feminine hygiene products (free), provide dispensers, provide receptacle units in each stall ○ CPS to forward cut sheets of standard products inc. hand dryers • Baby changing stations typical • Cleaned two to three times a day, use Kvac machine to powerwash.
1.8	MEP/FP	<ul style="list-style-type: none"> • Net Zero Emissions: all electric, no gas

		<ul style="list-style-type: none"> • Easy/dedicated access to MEP equipment is important where possible: MLK access to classroom equipment from hallways works well • All access panels keyed alike • Electrical equipment should not be located in classrooms, etc. • Roof access should be by stair (not a ladder) • Lighting should be all LED • Lighting locations should consider accessibility for maintenance, easy reach (i.e. stairways-prefer wall mounted, auditorium, etc.) • Prefer lighting control to be occupancy sensors (not time clock based – dim after certain time and off after certain time) • Fire Alarm should be specified as an open system the school can maintain without a service contract. • Prefer a generator, not batteries. • P+E/RFS to develop generator load sizing options for review. • Provide secondary metering on all utilities tied to the building management system for trending. • Building Management System Niagara-Tridium open protocol. • Try to avoid proprietary control for mechanical equipment. Prefer the BMS to control systems where possible. • Try to avoid proprietary systems that specialty contractors. Currently MLK has Aircurity and Gray Water Systems that are proprietary requiring specialized contractors for maintenance. • Service contracts (2 years) should be considered built into the contract documents for major systems. Also include Maintenance Manuals, training and video requirements.
1.9	Plumbing Fixtures	<ul style="list-style-type: none"> • Water fountains should be chilled with filters and water bottle filler. • In general, no automatic sensors on plumbing fixtures. • Manual dual flush valves • Manual metered faucets • Ultra low flow urinals preferred over waterless. The cartridges in the waterless urinals are a maintenance headache.
1.10	Floor Finishes	<ul style="list-style-type: none"> • MLK classroom Marmoleum/natural linoleum good, no wax. • Terrazzo at corridors good if budget allows • Stairs no bright colors, hard to clean. No yellow. • Carpet tile is good at MLK
1.11	Wall Finishes	<ul style="list-style-type: none"> • Hallways could have a wainscot. Backpack scuffs, etc. Benjamin Moore no scuff paint being used at MLK, working so far. White board paint type product. • Bathrooms: full height tile all walls preferred for washdown.
1.12	Ceiling Finishes	<ul style="list-style-type: none"> • Acoustical ceiling preferred over drywall • 5 foot tile is hard to work with.
1.13	Grounds	<ul style="list-style-type: none"> • Snow storage areas are critical • Walkways should have green space on both sides where possible • Outside storage for snow blowers, shovels, lawn care, gas cans (no gas storage in the building), etc. • Snow removal at perimeter by DPW, doors and onsite walks by CPS. • Fountain and bottlefillers
1.14	Loading Dock	<ul style="list-style-type: none"> • Used for CPSD District wide and building deliveries

1.15	Trash / Recycling	<ul style="list-style-type: none"> Existing +/- 24 totes City to confirm count required for future. Rooms trash/recycle like MLK rooms off garage
1.16	Phones	Heavily wireless, VOIP phones
1.17	Water softener	Hoping not needed but maybe for washer/dryer: is one needed?
1.18	Washer Dryer	No washer dryer for custodial and central staff – mops will be cleaned by local company. District to confirm.
1.19	Emergency Shelter	<p>Not currently a designated emergency shelter.</p> <p>Emergency Power: lights, fire alarm security and IT, kitchen refrigeration, add gym?</p> <p>City to confirm Emergency Shelter status and provide King Open specs for what was included on Emergency Power.</p>
3/12	FOODSERVICE 9:00-10:00	<p>Attendees: Mellissa Honeywood – Director Food & Nutrition Design Team: John Sousa – Foodservice, Phil Whitton – PM/Electrical Engineer, Dave Reusch – Telecom/IT/Security</p>
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required. All correspondence from DHSP and City Departments shall be sent to Brendon Roy/Michael Black and they will forward to the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Foodservice Factions	<p>There are various foodservice factions:</p> <ul style="list-style-type: none"> Tobin Montessori (TM): Meals for this group want to be served as family style. The Foodservice Director (FSD) indicated that this is at odds with how the district is required to account for meals. It was agreed that this aspect of service needs to be discussed in more detail. How to control portions? Cubs Corner: Part of TM. Children eat in the classroom and provisions must be made to accommodate that type of service. Porter, family style – how does that work? 3 Preschool Age Programs: Tobin Montessori, Special Start, DHS Preschool Pre-school: +/- 130-160 children. City has granted preschool free breakfast. Breakfast will be packed in insulated backs and picked up by teachers. Children will eat in the classroom. TM & VLUS: Meals will be served similar to the other schools in the district. Care must be taken to find as agreeable counter height

		<p>that is comfortable for each grade level. Dining structure affects participation. Partitioning for developmental need better layout than MLK highest participation for Upper Schools.</p> <p>If separate servery spaces are planned for each grouping of students the Melissa requested that the servery spaces both be directly adjacent to the kitchen preparation space or at least have direct access to each of the servery spaces without excessive travel distance or difficulty.</p>
1.5	Food Lab	<ul style="list-style-type: none"> • Many focus groups have brought up the idea of a Food Lab/Teaching/Family Kitchen, • USDA guidelines for food service versus school culture: family style hard to document servings per USDA • Food safety concerns for parents kitchen. • Who would own the family kitchen? • Operations for cleaning?
1.6	Possible District Wide Storage	<p>In addition to regular storage needs to feed the population in this school there is a need for district-wide storage. These needs are as follows:</p> <ul style="list-style-type: none"> • District wide dry goods storage -This space allows for the centralization of dry goods that can then be distributed to the other schools. • Monthly deliveries • Direct shipments from farms? • Take partial deliveries now (approx.. ¾ size of Rm. 239) • Need separate access to loading dock for semi-trailer trucks • Commodity freezer – With this room USDA commodity items can be centralized and better utilized. Often because of storage constraints commodity items have to be turned away. By accepting all commodity items food costs to the district can be reduced by being able to take full advantage of the free USDA commodities. <p>Steering Committee to confirm if these programs will be included in this project scope.</p>
1.7	Backpack Program	<p>The planning must include a segregated are for food storage related to the Backpack program. This program works with the local food bank allowing for free food to be diverted to the students thus allowing for meals being available when not in school for example dinner or over the weekend.</p> <ul style="list-style-type: none"> • The FDS indicated that this food should be stored separately from the foodservice department’s food stores. • Storage needs consist of commercial grade reach-in cooler, dry goods storage, and an area to assemble the care packages and stage them for distribution • Pop-up market • Need to find out more about programs and volunteers
1.8	Totes / Carts	<ul style="list-style-type: none"> • Totes and carts will need space in receiving areas. • Each classroom needs a hot and cold tote adjacent to dry storage and refrigeration.
1.9	Compostable Trays/Flatware	<ul style="list-style-type: none"> • Compostable trays but not flat ware due to cost • Food and trays need to be separated • Plastic utensils – would require washing first • King Open has small single chamber dishwasher
1.10	Composting	Need to evaluate and plan for change and address rodent issues.

1.11	Technology	<ul style="list-style-type: none"> • Melissa indicated there are Food Service IT/technology requirements for: <ul style="list-style-type: none"> ○ Point of Sale (POS) equipment (own server tied to Central District Office – could be ipad based?) ○ Digital signage ○ Office PC's and printers • P+E/RFS was directed to contact Anthony Grein, Assistant Director, to discuss Food Service IT/technology requirements. Anthony's contact e-mail is agrein@cpsd.us. RFS to copy PE and City when contacting Anthony.
3/12	TRANSPORTATION 10:00-11:00	Attendees: Tina Fisher – CPSD Transportation Manager, Chuck Winitger – Eastern Bus, Design Team: Sean Manning, Ashley Berthaume, - Transportation Engineers, Kris Bradner – Landscape Architect, Phil Whitton – PM /Electrical Engineer, David Reusch – IT/Telecom/Security,
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required. All correspondence from DHSP and City Departments shall be sent to Brendon Roy/Michael Black and they will forward to the Design Team as required.</p>
1.3	Space Needs Survey	<p>Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.</p>
1.4	Programs On Site	<p>Tobin Montessori School (CPS) – expanded enrollment tbd Vassal Lane Upper School (CPS) – expanded enrollment tbd Community School (DHSP) – expanded enrollment tbd Summer School Program (CPS) – expanded enrollment tbd Preschool: New DHSP program this site</p> <ul style="list-style-type: none"> • 130-160 children • Ages 2.9-5yrs • Rolling Arrival: 7:15-8:30AM (exact time tbd) • Rolling Pick-Up: 3,4-6:00PM (exact time tbd) • Year round program <p>Special Start:</p> <ul style="list-style-type: none"> • Currently 14 children- projected enrollment tbd. • Expanded program may be included at this site pending Steering Committee. • Program has own buses/vans/operations.

		<ul style="list-style-type: none"> VHB to follow up and get additional information <p>Program will be finalized in May.</p>
1.5	Other Possible Programs	<ul style="list-style-type: none"> CPSD Facilities pending Steering Committee, would require parking for +/- 15 vehicles District Wide Food Storage pending Steering Committee
1.6	Existing Traffic Patterns/Behaviors	<ul style="list-style-type: none"> Streets do not align with the circular drop off – this is a problem Parents double park in the street and circle and obstruct bus movement Buses come down Huron Ave. General discussion on the bus loading operations within the school building. How do the TM & VLUS handle getting students on the bus at the end of the day? Are they lined up by bus inside then walked out? Does each teacher walk their students to each bus? CPS to provide additional information
1.7	Schedule TM & VLUS	<ul style="list-style-type: none"> Staggered Schedule: Lower School: 7:30 to 7:40 AM Upper School: 8:30AM to 3PM. Special Start vehicles – leaves earlier (+/- 1:15PM) Students line up in the building before loading into buses CPSD is looking at the possibility of longer days but stagger will likely remain
1.8	Buses	<ul style="list-style-type: none"> CPS to confirm existing number of vans and buses for each program: <ul style="list-style-type: none"> AM: TM 8 buses, VLUS 8 buses PM: TM 6 buses, VLUS 6 buses +/- 2 minibuses/vans that vary from day to day depending on need and schedule CPS noted # of buses & vans could vary each year; this is a school of choice and the locations that the students are travelling from could vary, and projected enrollment will be increased numbers CPS would like to keep walkers and parents, especially the early childhood children away from the bus operations for safety reasons VHB suggested it would be beneficial to keep bus and car/ parent activities separate, and to continue staggered start times to minimize traffic volumes Large and small buses used for students Current Guidelines to Provide Bus Transport to School: <ul style="list-style-type: none"> K-5: live greater than 1 mile from the school Grades 6-8: live greater than 1.5 miles from school Special Circumstances: e.g. crossing Fresh Pond regardless of proximity to school Access from Concord Avenue would provide better maneuverability for buses
1.9	# Walkers and Bikers/Public Transportions	<ul style="list-style-type: none"> CPS to provide number of walkers and bikers. # based on kids eligible for bus transportation and choose not to, so hard to know if they are being dropped off by car or walking. Some students arrive via public transportation
1.10	Parking	<ul style="list-style-type: none"> Parking is in demand by staff members are it is difficult to park in the

		area. The number will continued to be studied and will need to balance number of spaces provided with the overall project goals and City requirements.
1.11	Mode Data Existing Students	CPS to provide data for number of students and teacher that: drive, take the bus, walk, ride bikes, use public transportation (one parent in focus group noted they took the bus).
3/12	SECURITY 11:00-12:00	Attendees - John Silva – CPSD Director Safety & Security, Pat Carvello – CPSD Senior Safety, Design Team: Phil Whitton – PM/Electrical Engineer, Dave Reusch – Telecom/IT/Security, Kris Bradner – Landscape Architect
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	General	<ul style="list-style-type: none"> • Current system is Genetec head-end and operating system for access control/CCTV/Intrusion Detection • Since it this manufacturer is used as a city-wide, enterprise solution, the school will investigate if this can be proprietary sourced for the project • Desire building design to provide good sight lines along primary corridors (avoid “bump-outs” or other structures that obscure visibility: line of site CEPTED principles • Additional information resource at citywide level – Steve Mayalt (Access Control & CCTV) <ul style="list-style-type: none"> ○ Former IS Manager, Cambridge PD • 2 lockdowns drill per year
1.5	Door Access Control	<ul style="list-style-type: none"> • Card Reader control on all perimeter doors that can be opened from the outside • Door monitoring on all other perimeter doors • Card Reader control on select interior doors (possibly inclusive of transition doors between building areas/wings) • Building wide lock down capability from any classroom, admin areas. Also would like to explore mobile app based lockdown (i.e. use cell phone to initiate lock down) • Access Control Panel collocated with building MDF

1.6	CCTV(Surveillance)	<ul style="list-style-type: none"> • Perimeter coverage inclusive of parking lots, bus lanes, playground area, strategic pole mount locations. Perhaps playing fields and playground for youngest children too? • Interior coverage <ul style="list-style-type: none"> ○ Strategically placed in hallways to cover all areas (especially outside bathrooms) ○ Inside IT Rooms ○ Stairwells ○ Admin areas ○ Entry vestibules • Cables can be installed in all areas with camera deployment to key areas initially and additional cameras in locations where coverage desired • System will integrate into citywide enterprise system providing remote access and access to other key departments like police • CPS / Principals can call up tapes locally, but usually don't
1.7	Intrusion Detection	<ul style="list-style-type: none"> • Motion detectors in all ground floor rooms that have windows • Panic buttons in main office • Door contact on perimeter doors, select interior doors • Integrate into Genetec system
1.8	Mass Notification	<ul style="list-style-type: none"> • System desired • Integrate with existing school communications platform • Integrate announcements with PA speaker system • EdConnect messages - parents, emergency text/email for those that opt in
1.9	Emergency Phone	<ul style="list-style-type: none"> • School will look into whether they want strategic deployment of emergency phones (a.k.a blue light phone at ball fields?). • Perhaps include camera at each location
1.10	Existing Building	<ul style="list-style-type: none"> • Access to this building doesn't work, ramp a challenge • Too many doors • Staggered corridors – poor visibility, places to hide • Bus pull-off good • Size of parking lot good
1.11	Security Lessons Learned from MLK	<ul style="list-style-type: none"> • MLK controlled vestibule works and video phones work well: may want more at Tobin at strategic locations • Panic buttons good: when bumped police respond • Access cards reduced propping the doors • Card readers main entrance, door to teachers parking lot, and recess • Motion sensor at windows good • MLK doesn't generate false alarms • Summer programs at MLK security guard stationed at back door to facilitate bathroom access.
1.12	Grounds Security Measures	<ul style="list-style-type: none"> • Possible removable bollards? Currently used at MLK – no issues w/ them • Steps used as barriers at other schools. • HS has a bermed landform that actually makes students more visible if they are on the berm • Gated areas at deliveries? Fobs?

		<ul style="list-style-type: none"> Bathroom and water fountain for the playground, gender-neutral, card access? (eliminate access into building)
1.13	City Security Interface	<ul style="list-style-type: none"> Software coordinated with other City buildings. Police cards work for school access Genetech systems - one proprietary system in specification, City is adopting this system All doors are numbered inside and outside
3/12	VPA 1:00-2:00	<p>Attendees: VPA K-12: Andrea Zuniga – Director VPA, Susan Holm –Teacher in Charge VPA K-12, Design Team: Alex Bagnall – AV/Theatre Consultant</p> <p>Note: Also see VLUS Specialist Notes for additional information on Art & Music</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
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1.3	Space Needs Survey	<p>Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.</p>
1.4	Existing Auditorium	<ul style="list-style-type: none"> Stage too small Rigging: Community Theatre tries to do their own, how to control this in a way that doesn’t affect school use? Not enough storage No wings No place to build Uses include: Assemblies, Classes, Music & Theatre programs & performance, Community Groups, Workshops w/ Community Artists e.g. Songwriter Event, Space is rented to? Shared space produces scheduling conflicts
1.5	General	<ul style="list-style-type: none"> VPA shared program Theatre & Music, all programs are very much performance based, options for performance but not required Fall Play Spring Musical Ideal Theatre: wings for music,prefer choral risers at front of stage that curve inward toward stage so that visibility at edges not impaired: 2nd choice straight apron, lots of Storage – there is never enough, video projector and projection screen

1.6	Theatre Program	<ul style="list-style-type: none"> • Goal is to develop this middle school program to a level that is commensurate of the high level program at the high school w/in 5 years • Highest revenue program w/ greatest parent participation • Program is still developing: desire is to use the stage as much as they can, but stage doesn't work well • Challenges around SEI program • Would like to revive After school program for Middle Schoolers • VPA responsible for performances • Need lots of school storage in the back of the theater • Need place to build props/scenery • Putnam and CSUS currently have biggest Theatre programs in the district
1.7	MLK Auditorium Comments	<ul style="list-style-type: none"> • Stage is too small: was downsized to avoid cost of added mechanical systems for stage over 1,000 sf • Wings are available if doors kept open as designed • Stage apron: outward curved steps requested during programming, not intended to be risers • Green Room works ok • Balcony works well • House works well • Sound booth works well • Needs more storage
1.8	VPA Classroom	<ul style="list-style-type: none"> • .5 position at other schools • 20-25 students, 6th & 7th graders, 8th grade optional • Large room: 4 mini-sages - stage is constructed by groups, issue with lots of kids doing movement exercises on stage, looks like dance room, moveable curtains, area to construct sets, use rehearsal cubes, group activities - see CSUS example (CRLS biggest program - stage too small for group activities) • Perf-a-Piece: students take notes and critique • Sometimes go outside • Need to store stuff on stage
1.9	Music Program	<ul style="list-style-type: none"> • 1.2 music teachers here which is unusual (moving towards making the middle schools equal across the district which is a half time position?) • KODALY k-2 high frequency music, 4 times per week, recorders & ukes, 5th grade instrumental. MS strings band chorus general music. Learn by Discovery: music/literature, 3-4 recorders, 5 instruments, 6-8 strings • Collaboration w/ chorus & band • Tobin: 150 students, all on stage at once • VLUS Grades 6-8: <ul style="list-style-type: none"> ○ Band +/- 60 ○ Chorus +/- 25 - 80 ○ Orchestra +/- 20 now want to grow • Would like to fit 2 groups on stage at once if possible

		<ul style="list-style-type: none"> • Pull-out spaces very valuable (happen everywhere currently) • Need Smaller Group Rooms: 8-10 to supplement the larger ensemble. • Need Smaller rehearsal space (MLK rehearsal room good) • Existing 7-8th grade general classroom works • Challenge of no space for music pull-outs for ed-sub groups –would like small ensemble rehearsal spaces for 4-8
1.10	MLK Music Dept. Comments	<ul style="list-style-type: none"> • Band Room good • Rehearsal Room good
1.11	Art Program	<ul style="list-style-type: none"> • Art is a requirement for all students K-8 • Desire space to display artwork throughout the building • Arts shows: TM does these more often • Tab based model for Montessori. Different tables & stations, also presentation area. (MassArt started Teaching Artistic Behavior, modified TAB programs at Morse & Haggerty schools)
1.12	Art Rooms	<ul style="list-style-type: none"> • Different tables and stations • Want lots of natural light • Want lots of storage • Work sinks should be as deep as possible • Kilns: 2 would be nice but probably not necessary • Art rooms at MLK good
1.13	Maker Space	<ul style="list-style-type: none"> • Extension School has a maker space • 3-D printers • zones in classroom e.g. electronics, recyclables • Angela Jenson-teacher MIT program, high school (alternative HS) • CPS provide info for King Open space
1.14	Questions for VPA to provide follow-up info to Design Team	<ul style="list-style-type: none"> • How many theater (drama vs. musical) shows a year, what time of year? • How many times a year are the big music concerts - 2? • Moving rigging? • Tungsten vs. LED lighting? • Rigging/controls: full school use vs. basic system for rental
4/8/19	VPA 9:00 – 10:00	Attendees: CPS: Jim Maloney - COO, Andrea Zoniga – Director VPA, Brian Gellerstein – LEAD Teacher
2.1	Overview	PE noted that they are still in the process of gathering information to develop the Space Program, Design Principles and adjacencies and they have not started designing yet. The group reviewed what was discussed at the previous focus group meeting.
2.2	Meeting Attendance	Joanne noted that other teachers were invited to this meeting but could not attend to provide information specific to this project. PE noted that other meetings will need to be scheduled to get input required.
2.3	Space Needs Surveys	<ul style="list-style-type: none"> • Response has been light, CPS to request additional responses. • Joanne to share responses to date with Andrea
2.1	Scene Shop	<ul style="list-style-type: none"> • Scene shop requested: Jana noted idea that a scene shop is not typical for a Middle School and this space was not included in the Johnson Roberts space program – what are the requirements for this space? Jana also noted that a proper scene shop has lots of

		<p>requirements such as a dust collection system, staff to supervise tools, safety protocols, etc.</p> <ul style="list-style-type: none"> • Could storage space could serve as a small scene shop? – Andrea noted possible safety concerns if combined • Andrea to confirm if Scene Shop is a required for this Elementary/Middle School site • Jim suggested that the CPS Facilities Workshop/ Carpentry Shop could be used for the 2 productions each year
2.2	Theatrical Rigging	<ul style="list-style-type: none"> • Need to establish rigging accessible to Academic Programs vs. Community Groups that rent the space • Ongoing issue with Maintenance and Use by community groups: CPS regulations require that Community groups hire CPS staff • Jim noted that the School needs are the priority
2.3	Drama Classroom	<ul style="list-style-type: none"> • Drama Class • After hours Music lessons • Serves as Green Room during performances • Need to confirm if increased enrollment requires additional Drama Classroom • Storage for: <ul style="list-style-type: none"> ○ Costumes ○ Sets ○ Props (lockable cabinets) • Equipment includes: <ul style="list-style-type: none"> ○ Choral Risers (largest existing choir = 85)
2.4	Auditorium	<ul style="list-style-type: none"> • Should be sized to fit largest school (VLUS) + staff; possibly 500 – 600 pending enrollment
2.5	Music	<ul style="list-style-type: none"> • 1 Music Room TM, 1-2 Music Rooms VLUS • 2 Rehearsal Rooms • 5 spaces: one large enough for strings • Don't need extra pull-outs • Every 5th grade student must take strings or woodwinds • Instrument storage: MLK vestibule type is good • Orchestra: <ul style="list-style-type: none"> ○ Existing building has no Orchestra space ○ Currently 10 students, but could be due to lack of space, Andrea to confirm projected enrollment Orchestra ○ Also pull-outs for 4-8 students
2.6	Music Scheduling	<ul style="list-style-type: none"> • Existing 2 Rooms + Storage: Space is limited, currently double up on blocks and teach in the corridors • PE requested that CPS provide scheduling for the current music programs for PE to evaluate when developing space program.
2.6	Art Room	<ul style="list-style-type: none"> • Need specific input from teachers not at this meeting – CPS to schedule separate future meeting • VLUS has 2 part time teachers = 1.4 FTE's, future number teachers pending enrollment projections • Art rooms should be set up the same and use different media across the grade levels

		<ul style="list-style-type: none"> • Dedicated Storage • Kiln room: can this be combined for TM & VLUS? – may not work due to volumes of pottery and schedule
4/10	VPA 12:35-1:10	Attendees: John Martha-Reynolds - Music, David Cross – Inst. Music/Band, Jenna Havelin – Chorus & General Music, Rebecca Price - Theatre
3.1	Overview	Sean noted that the purpose of today’s meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
3.2	Music General Comments	<ul style="list-style-type: none"> • Instrumentals to strings – 16 • 4 Practice Rooms for 4-6 • Don’t like glass – can’t get black • Don’t think that they need dedicated dressing room • Want corridor across back of Theater
3/12	PHYSICAL EDUCATION/ HEALTH 2:00-3:00	Attendees: Jamie McCarthy - PE Curriculum Coordinator Design Team: Kris Bradner – Landscape Architect, Phil Whitton – PM/Electrical Engineer, Dave Reusch - Telecom/IT/Security
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required. All correspondence from DHSP and City Departments shall be sent to Brendon Roy/Michael Black and they will forward to the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Gymnasiums	<ul style="list-style-type: none"> • Two separate gyms: TM & VLUS • Third space desired e.g. Multi-Purpose Room and/or Fitness Room? <ul style="list-style-type: none"> ○ ASD programs benefit from smaller spaces ○ Need HC accessible bikes • TM & VLUS gyms: <ul style="list-style-type: none"> ○ pads on all walls ○ water fill stations

		<ul style="list-style-type: none"> ○ Double classes hard to work in gyms ○ Portable smartboards ○ Bluetooth for music ● TM Gym: <ul style="list-style-type: none"> ○ K-1: gymnastic, yoga, dance, tumbling. Better for younger children ● VLUS Gym: <ul style="list-style-type: none"> ○ Striping VLUS gym (possibly TM too): regulation bball and volleyball & badmitton w/ sleeves ○ Track: Running / walking / biking loop - 200 or 400 meters, train for 5K (could be part of outdoor space?) ○ Team sport units ○ Fitness stations ○ Equipment spaces - 2, big enough for mats ○ Project Adventure: VLUS gym ceiling mounted system w/ ropes etc. ○ No climbing or traverse walls ○ Bleachers +/- 200 seats ● Storage for: <ul style="list-style-type: none"> ○ Fold-up goals ○ 20 bikes for 4th grade 10 week program (in pod or outdoors?) ○ Soccer goals ○ Small equipment ○ Easy access to outside and areas where these will be used
1.5	MLK Gym Comments	<ul style="list-style-type: none"> ● Lower school Gym to small ● Middle School storage too small so uses fitness ● Shelving in stage is helpful to store equipment
1.6	Scoreboards	<ul style="list-style-type: none"> ● Ensure board is mounted securely ● Single input point at sideline center court (i.e. scorer's table) ● Provide wireless solution
1.7	Locker Rooms	<ul style="list-style-type: none"> ● No lockers or changing areas for students ● Adults/Staff: lockers, showers, toilet rooms (MLK good)
1.8	PE Office	<ul style="list-style-type: none"> ● Currently 3 teachers: 2 TM and 1 VLUS, could expand to 4 ● 2 Desks
1.9	Health Classroom	<ul style="list-style-type: none"> ● TM: 1 classroom required ● VLUS: 2 classrooms required US <ul style="list-style-type: none"> ○ Kitchens for some exploratory cooking ● All classrooms: <ul style="list-style-type: none"> ○ Sinks ○ Storage ○ Whiteboard w/ projector or Smartboard
1.10	Outdoor Programs	<ul style="list-style-type: none"> ● Outdoor PE existing uses: <ul style="list-style-type: none"> ● Track and field ● Basketball (gym and recess – VLUS loves bball) ● Cones to define boundaries in the field ● Snowshoeing in winter

		<ul style="list-style-type: none"> • Bikes for 4th grade bike program (need storage for bikes) • Beyond PE Field Sports include: <ul style="list-style-type: none"> • Soccer • Lacrosse • Nets stay outside, need storage inside • No squash, field hockey or rebound wall needed • Other outdoor PE Needs not currently met: <ul style="list-style-type: none"> • 440 or 200 meter loop for biking and running • fitness stations in concert w/ playground areas, • pickle ball • tennis courts – maybe? • wheelchair bikes • Playgrounds: <ul style="list-style-type: none"> • Natural play elements that fits in with the Montessori mission • 4th & 5th graders reported current playground is not inspiring – consider other items like fitness stations, climber nets
1.11	Technology	<ul style="list-style-type: none"> • Bluetooth for music, smartboard (rolling) within the gym. Scoreboard in the big gym
1.12	Other Physical Education Contacts	<ul style="list-style-type: none"> • Tim Arria – Athletics Director, MS Intramurals • Adam Corbiel – DHSP, Parks & Recs • Include Tim & Adam in next round of Focus Group meetings
4/8	PHYSICAL EDUCATION/ HEALTH 8:00 – 9:00	<p>Attendees: CPS: Jim Maloney, Tom Arria – Director of Athletics, Joanne Johnson – Operations Assistant, Joel Burke – Lead Teacher DHSP: Adam Corbiel – Recreation Director</p>
2.1	Overview	PE noted that they are still in the process of gathering information to develop the Space Program, Design Principles and adjacencies and they have not started designing yet. The group reviewed what was discussed at the previous focus group meeting.
2.2	PE Program	<p>Joel provided his initial thoughts on the PE space program:</p> <ul style="list-style-type: none"> • Large Gym • Small Gym • 3rd Space for: Fitness, Yoga, Dance? • Separate space for large number of younger children ages 3, 4, 5 yr. olds? • Gym Storage • PE Office • Locker Rooms • Gyms used for assemblies • Size gyms for expanded enrollment
2.3	Large Gym	<ul style="list-style-type: none"> • Regulation basketball <ul style="list-style-type: none"> ○ 6 backboards • Volleyball: <ul style="list-style-type: none"> ○ Tom would like 3 regulation vball courts – should fit on regulation basketball court ○ Tom noted lots of inquiries re rentals ○ Jim noted volleyball has become a profit center

		<ul style="list-style-type: none"> ○ Jana noted maintenance issues with vball nets that lower from the ceiling • Bleachers +/- 200 • Divisible w/ drop-down curtain • Project Adventure at one end of gym • Foot Bridge? • Running loop: markings for 200 /400 yds. • Tom noted that tennis would be desirable: <ul style="list-style-type: none"> ○ Can we use volleyball stanchions? (currently rent space at MIT or Harvard, who HS?) ○ Jana noted that a full court may not fit but perhaps half court or hitting against the wall? • Scoreboard • Hardwood athletic floors • Tom noted indoor space for Spring baseball or softball would be helpful to practice during rainy season • Access to the outside
2.4	Small Gym	<ul style="list-style-type: none"> • Similar to large but no bleachers • Jim noted that thought needs to be given to the Elementary and younger children • Regulation basketball if it can fit • Adam inquired if there is a junior or pee-pee set up for basketball & volleyball: custodians keys can lower nets • Scoreboard if regulation size
2.5	Third PE Space	<ul style="list-style-type: none"> • MLK Fitness Room: <ul style="list-style-type: none"> ○ +/- 1,400 sf ○ Ceilings +/- 11'=6" high • Yoga • Dance • Tumbling gymnastics (small balance beam, mats - not full gymnastics) <ul style="list-style-type: none"> ○ (Discuss w/ JS regarding gymnastics requirement) Vault, Floor, Balance Beam, no pit, no trampoline, no harness system ○ Jim noted that a School Committee member would like to explore larger gymnastics program here and understands that a full gymnastics program is a large space constraint and it may not fit. High School team currently goes to MIT. • Rubberized floor?
2.6	PE Space 3, 4, & 5 Yr. Olds	<ul style="list-style-type: none"> • Separate space for younger children due to large number of young children ages 3, 4 & 5 years old, including Special Start - pending programming <ul style="list-style-type: none"> ○ Jana noted Devotion School in Brookline has separate gym for younger children ○ Idea painted geometric zones on the floor instead of court lines • Gross Motor Room for Preschool?

2.7	Gender Neutral Bathrooms	<ul style="list-style-type: none"> • Important issues that will need to be discussed in detail later in the project including range of options available for gender neutral bathroom design that include varying degrees of privacy, size, ability to “count feet”/ensure students are ok • Provide gender neutral bathrooms in changing areas and throughout the project • Jim noted that he will speak to CPS staff about feedback regarding any preferred models in place currently • CPS to provide their policy on this issue to Design Team
2.8	Gym Storage	<ul style="list-style-type: none"> • Shared storage for both gyms could work pending size (King Open) • Dedicated storage for Physical Education program • Dedicated storage for After School • Dedicated storage for DHSP • Dedicated storage for Athletic Department
2.9	Outdoor PE Programs	<ul style="list-style-type: none"> • Tom noted that a regulation baseball field should be considered (City has 2 now) • Baseball field w/ soccer option in outfield? • Turf: need to consider Heat Island issues? • Multi-Purpose Field? <ul style="list-style-type: none"> ○ Fencing configurations difficult multi-purpose fields ○ Removable fencing? • Need to consider bleacher orientation /viewing vs. field orientations • Enclosed storage for exterior sports equipment (e.g. soccer goals) in shed or chest • Location of Cambridge Little League tbd. • Additional information pending future Parks and Playground Focus Group Meeting
2.10	Health Classroom	<ul style="list-style-type: none"> • Jamie McCarthy and Daniel Coplion-Newfield or other not at the meeting to provide input, but Space Needs Survey subsequently provided by Terri Bowman. • Should be located closed to gym or academic neighborhood? • Can Health be Community School swing space or summer classroom?
3/12	LIBRARY MEDIA & ICTC 3:00-4:00	<p>Attendees: Steve Smith – CIO, Gina Roughton – Assist. Dir. Ed. Tech, Ingrid Gustafson – Instructional Tech, Amy Short Assist Dir. Lib., Ginny Berkowitz – ICTS Media Arts Manager, Kevin Keegan Technical Services Manager, Laurie Riley – VLUS Librarian , Design Team: Phil Whitton – PM/Electrical Engineer, Dave Reusch – Telecom/IT/Security</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>

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1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	General	<ul style="list-style-type: none"> • Sight lines are key • Flexible as possible, furniture, everything on casters, large group to small groups • Display-type shelving
1.5	Circulation Desk	<ul style="list-style-type: none"> • Could be combined circulation desk for TM/VLUS with good visibility of all areas of the library • Workspace for self - check out
1.6	TM Library	<ul style="list-style-type: none"> • Higher proportion of front facing display-type shelving • TM prefer cabinet storage
1.7	VLUS Library	<ul style="list-style-type: none"> • Middle School library –social, comfortable, place to hang out, get stuff done, active but collaborative, also quiet spaces for reading • Perhaps one collaborate project room? • Front of the room: café style area, drinks, higher seating, • Clear sections of the library • Display-type shelving, front facing • Tables large enough for students to spread of work • Display space for books and students work • Mobile white boards (MLK work well-need to be plugged into network). • Outlets for charging throughout. • Interactive walls and tables • Stackable chairs • Classroom teaching space could be visually connected • Shelving mobile • US librarian could be in classroom teaching. • Share portion of non-fiction collection • Printers for US students? • VLUS laptop carts (getting a cart in an elevator is a problem) • VLUS: 1:1 but students don't travel with their device, so need more devices than kids. Getting a cart in an elevator is a problem.
1.8	Classrooms	<ul style="list-style-type: none"> • Classes on both sides • Mobile white boards (MLK work well, need to connect to network)
1.9	Production Space –	<ul style="list-style-type: none"> • Video design • Sound editing • Green screen wall.
1.10	Separate audio room	<ul style="list-style-type: none"> • Separate audio room not in media room • Easy to monitor.
1.11	Librarian's Office	<ul style="list-style-type: none"> • Locked office • Shared workroom

1.12	Instructional Technology Specialist and technician	Similar to MLK and King Open.
1.13	Design Lab/Maker Space	<p>MLK space works well:</p> <ul style="list-style-type: none"> • 3-D printers (need ventilation) • Laser Cutter (need ventilation) • Power from ceiling • Monitors • White board paint • Big storage is good/cabinets locking • Drama teacher uses the maker space for set design, costume design • No laptop carts • See new maker space at Public library • 3-D printers (need ventilation) • Laser Cutter (need ventilation) <p>Central vs. distributed / more than 1 Maker Space?</p>
1.14	Media Arts Studio Audio Booth	<ul style="list-style-type: none"> • 4 x 6 ' counter monitor • PC • 2 mics on booms • Window.
1.15	Station Cabling	<ul style="list-style-type: none"> • Category 6 network outlets • Category 6A wireless access point (WAP) locations • Typical 1D at <ul style="list-style-type: none"> ○ Admin desk location ○ Teacher station ○ Projector/presentation device locations • Heavy wireless deployment with two data outlets at each location • Cable tray support system in hallways and other primary paths
1.16	Site Utilities/Backbone	<ul style="list-style-type: none"> • 12-strand single mode fiber • Unknown copper requirements (analog phone for elevators, fire alarm, etc.) • Concord Avenue probably does not have any city fiber cable – probably will need to extend fiber feeding existing school to new location • Fiber backbone from MDF to IDF's <ul style="list-style-type: none"> ○ 12-strand singlemode ○ 12-strand multimode (either OM3 or OM4) • IT Rooms <ul style="list-style-type: none"> ○ 8-foot racks ○ Rack design to not overfill and allow for growth ○ UPS sized to load with minimum 1-hour battery backup ○ Room footprint sized to fit racks and wall mount equipment ○ Need more rack space than at MLK. ○ 1 IDF closet too tight ○ 8' foot racks ○ MDF at MLK works well
1.17	Learning Commons	<ul style="list-style-type: none"> ○ Standard” density of data outlets ○ Production space with <ul style="list-style-type: none"> ▪ Video editing ▪ Audio studio

		<ul style="list-style-type: none"> ▪ Green screen wall
1.18	Printers	<ul style="list-style-type: none"> • In general printers will be multi-function (print, scan, etc.)
1.19	Systems	<ul style="list-style-type: none"> • Phone system is VoIP based • Unknown if PA systems are IP based or analog with VoIP gateways for connection to phone system <ul style="list-style-type: none"> ○ Volume controls in classrooms, conference rooms, admin areas • Wireless outside: review w/ Kevin Trail • Additional contacts for phone system and city network information <ul style="list-style-type: none"> ○ Kevin Trail ○ Steven Lenkaukus (city network info)
4/8/19	MAKER SPACE 10:00 – 11:00	<p>Attendees: CPS: Andrea Zuniga – Director of VPA, Brian Gellerstein – Lead Teacher, Jill Rogers-Jensen – Lead Teacher, Janet MacNeil – Science Curriculum Coordinator ICTS: Gina Roughton – Assist. Director Ed. Tech., Ingrid Gustafson – Instructional Tech Spec., Sarah Rosenberg – Instructional Tech. Tobin, Laurie Riley – Library Tech Spec. VLUS</p>
2.1	Maker Space Program	<ul style="list-style-type: none"> • Lab that is Hybrid of Maker and Technology space, some hi-tech some low-tech • One vs. separate or divided spaces? Segregated Locked areas? • Project based learning – all tools in one space, reference PAUS • Flexibility for Multiple programs: wood shop, art, Computer Science, CAD design, film studio (stop motion movies), recording studio (lockable) –Science partnership w/ programs • Age appropriate spaces: Middle School & Elementary School/Younger Children • Learning on display/visibility of projects/everything is visible; display space for process, iterations & completed work including failures: <ul style="list-style-type: none"> ○ Glass window to see what’s going on inside ○ Glass cases & open racks in classroom • Design curriculum first to inform space • Leave space to grow • Locate near Learning Commons • Lower Elementary Design Challenge – small group of 10 • Options for seating: small groups, large groups, floor seating (w/ rug) for younger children • Brain Space • Space could be messy • Storage is key, provide storage for: <ul style="list-style-type: none"> ○ Storage of projects ○ Low shelving that could move around – possibly seating on top ○ Mobile storage: one side white board & one side door? ○ Visible storage ○ Locked storage ○ Cameras

		<ul style="list-style-type: none"> ○ Big bins for cardboard ○ Save all boxes for projects: break down boxes and store against wall ○ Foam Core ○ On tops of cabinets ○ B-Bots to Robots – clear plastic mats, store flat, possibly in flat files ● Writeable Surfaces: <ul style="list-style-type: none"> ○ Whiteboard walls – some moveable/modular ○ Glass ● Ventilation for equipment needs to be considered – CNC machine option, burn acrylic ● Quick Iterations ● Sinks – multiple ● Equipment: <ul style="list-style-type: none"> ○ Monitors for small groups ○ Carts for Pop-Up Maker Space ○ Existing laser cutter 12” x 16” ● Furniture: <ul style="list-style-type: none"> ○ Tables in Engineering lab: adjustable height (like tall), folding w/ 2 lockable casters & butcher block, some dry erase? ○ No rolling chairs ● Teachers can check-out space ● Media Lab: needs to be darkened
2.2	Lessons Learned PAUS Maker Space	<ul style="list-style-type: none"> ● Monitors PAUS back wall are great ● Storage on top of cabinets works well ● Not allowed to open garage door ● PE to visit PAUS space to see how space is being used
2.3	Other Precedents	<ul style="list-style-type: none"> ● ILab – like the screens that come down, tables, delineate areas w/ shelving w/ seating ● NUVU – definition by furniture ● Bode Institute computer Science w/ PAUS
2.3	Art Rooms	<ul style="list-style-type: none"> ● When locations are “shared” by multiple programs one program opts out & doesn’t do clay ● Kiln room – only room that gets mopped by contract
3/12	SITE TRANSPORTATION 10:00-12:00	<p>Attendees: Michael J. Black – COC Construction Program Manager, Richard Slater – DHSP Project Coordinator, Joseph Barr - Traffic Parking & Transportation Director, Patrick Baxter TPTD Engineering Manager, Cara Seiderman – CDD Transportation Program Manager, Owen O’Riordan – DPW Commissioner, Catherine Woodbury – DPW Project Manager, Kathy Watkins – DPW City Engineer, Iram Farooq – CDD Assistant City Manager, CPS: James Maloney – COO, Joanne Johnson – Operations, Daniel Coplon-Newfield – Principal VLUS, Jaime Frost – Principal TM, Design Team: John Pears – Architect, Sean Manning, Ashley Berthaume, Carl Giordano – Transportation Engineers, Jennifer Johnson – Civil Engineer, Kris Bradner – Landscape Architect Notes by Perkins Eastman & VHB</p>

<p>1.1</p>	<p>Overview</p>	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are being held to gather information to inform the Design Options that will be developed during the Feasibility Study that will be completed in the fall. Sean Manning explained that this meeting was held to discuss existing site traffic operations and transportation needs for the Tobin Montessori School and Vassal Lane Upper School. The goal of this effort was to bring the many parties involved with the new school project together to better understand the existing and future transportation needs for the schools' campus. Refer to the attached Presentation for Additional Information.</p>
<p>1.2</p>	<p>Communication Protocols</p>	<p>BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required. All correspondence from DHSP and City Departments shall be sent to Brendon Roy/Michael Black and they will forward to the Design Team as required.</p>
<p>1.3</p>	<p>Programs on Site</p>	<p>Programs and projected enrollments are being confirmed during the Feasibility Study. Programs with increased enrollment include:</p> <ul style="list-style-type: none"> • Tobin Montessori School • Vassal Lane Upper School • DHSP Community School • Special Start <p>New programs being considered for the site include:</p> <ul style="list-style-type: none"> • DHSP Preschool • Autism Spectrum Disorder • District Wide CPS Maintenance & Storage • District Wide Food Storage: Would require large trucks <p>Noted large number of young children on-site and need for possible separation. Site Transportation criteria for each program will be considered when developing the design options.</p>
<p>1.4</p>	<p>School Schedules</p>	<p>S. Manning started by discussing an overview of the existing transportation operations, the work VHB has done thus far, and the meetings VHB has participated in. He highlighted the importance of the two schools' staggered start and end times for current arrival and dismissal operations to function now and in the future. It was mentioned the school day for Vassal Lane Upper School may be extended by 30 minutes. This could affect the duration of time between the Tobin Montessori School day beginning and the start of Vassal Lane Upper School student arrivals. The difference between start and end times may only be 30-45 minutes in the future compared to the 60-minute difference now. This should be determined over the next few months/by June 2019.</p>
<p>1.5</p>	<p>Operations w/in the Circle</p>	<ul style="list-style-type: none"> • When parents and buses enter the circle at the same time, it seems to cause problems and chaos, especially when buses are running late to drop-off. It was noted 7:40 AM is when it gets particularly problematic. • When a student from the Tobin Montessori School is late, the parents need to walk them in. There is a conflict between parents parking in the circle along the curbside and the Vassal Lane Upper School buses trying to enter. • It was noted that a single car parked in the circle poorly can block buses and cars from entering, which happened recently.

		<ul style="list-style-type: none"> • If Vassal Lane Upper School bus drivers determine the bus cannot maneuver through the circle, they drop students off along Vassal Lane instead of in the circle. • It was suggested that consideration be given to designing drop-off/pick-up areas that could be repurposed during the school day. Provide flexibility within the surface spaces.
1.6	Existing Loading Dock	There was discussion of the existing loading dock operations. It was expressed that there have been complaints of odors in nearby classrooms that come from the trash storage at the loading dock.
1.7	Presentation Comments for Traffic Report	<ul style="list-style-type: none"> • Slide 8, PowerPoint comment: make the grey line darker in the bar chart. • Slide 9, PowerPoint comment: consider representing vehicle lengths (space needs at the curbsides) instead of just vehicle volumes. This could be deceiving as a bus takes up more curb space than a car.
1.8	Pedestrian / Bicycle Concerns	<ul style="list-style-type: none"> • Noted that the city could provide bike data and change in bike usage data at other newly built schools in the city to help supplement VHB's observations. • Questions/concerns about cyclists were discussed. For cyclists, what are the current paths used to access the school? Where are they coming from and how do they access the building? • Need to understand implications of larger bike and pedestrian network and how routes to school from their homes & Danehy Park, also routes within the site
1.9	Conceptual Concepts from PE Interview 11/18	<p>VHB and Perkins Eastman (PE) facilitated an open discussion about potential site transportation issues by referencing PE's conceptual Design Options from their interview for the project in November 2018. PE noted that the conceptual designs are provided only to facilitate transportation discussions, and have not been vetted with the City /User Groups yet - Design Options that reflect discussions with the User Groups will be developed during the Summer. Comments about future transportation issues were as follows:</p> <ul style="list-style-type: none"> • It was noted that the Design Team will explore 3 minimum options during FS: <ul style="list-style-type: none"> ○ Renovation/Addition of Existing ○ New School on Fields (Demo Existing) ○ New School on Existing Site (Demo Existing) ○ Options will be evaluated via a Matrix which is weighted for Client Priorities ○ Options will include review of larger site /traffic context • Bus and Parents would have separate drop-off loops for safety - could be separate areas for each school pending design • Will explore access from Concord Ave. and Vassal Lane • Consider putting a gate or removable bollards at the entrance/exit of the bus lane so the space can be repurposed or restricted during the day. • Parking may be underground to preserve site area for open space/fields/playgrounds • All drive isles would likely have sidewalks.

1.10	Parking	<ul style="list-style-type: none"> The team acknowledged that parking will be a discussion to balance need with space available relative to programs that will be located on the site: VHB noted +/- 80 existing spaces in staff lot. Joe Barr will confirm the registered number of existing parking spaces for the school. The number of required spaces will be determined in PTDM submission that will occur later in the Design Process likely after the FS: the schedule for this will be discussed with the City and Traffic & Transportation Dept. Joe Barr discussed the additional parking potentially needed for new programs located within the school such as the pre-school. The city defines two different types of parking, but drop-off/pick-up (short term parking) doesn't fit into either of those definitions. It is a grey area. The department will need time to think about how this should be categorized and what the other potential options for this parking need are. Staff lot is full on spring evenings from sports. It was suggested that street/sidewalk/crosswalk configuration of the King/Putnam School be used as an example to help inform the design of the new school.
1.11	Impervious Area	Suggested that impervious area be a factor to consider when evaluating the Design Options.
1.12	Other Concerns	<ul style="list-style-type: none"> Community has expressed concerns about the speed of vehicles traveling along Vassal Lane. Concern about the access off Concord Avenue for pick-up in the afternoon/evening due to existing congestion/traffic volumes. It was suggested this be looked at in more detail. Possibility to switch Standish Street travel direction. Community desire for green infrastructure, more green space, and less visual impact. Lining crosswalks with school entrances is important, particularly with the main path along Fern Street. Suggested that as part of the design process an on-campus operational plan be created to outline/discuss the flow of traffic through the site, travel patterns, bus drop-off/pick-up activity, parent drop-off/pick-up guidelines, etc.
1.13	Transportation Modes	<ul style="list-style-type: none"> One TM parent noted during focus groups they take a 4 yr. to school on the public bus – there may be others? VLUS students more independent – more walkers & bikers The group suggested that a Model Survey should be done to determine how current students and staff get to and from school; survey information could inform proposed design.
3/18	CAMBRIDGE HEALTH ALLIANCE 2:30-3:30	Attendees: Tracey Rose-Tynes – CPHD/School Health Clinical Manager, Toya Scott – School Nurse
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently

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1.2	Communication Protocols	BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Nurse's Suite	<ul style="list-style-type: none"> • Bathroom, sink, • Director of School Health – has a shorter • Too much glass into MLK corridor • Natural light from outside • Central but not in the center • Nurse close to main office • 8 AEDs at MLK - Point A to B in three minutes. • Treatment room – lighting like a clinic, eyewash, sink, cabinets and storage • Storage – records kept for ten years • Color should be warm, dimmable/adjustable lighting, mood light Montessori • Office with the Rest areas. • Accessible bathroom, full size toilet. • Whiteboard and black board, tack board • Another desk for aides, workstation, data access • Fax line, • Refrigeration – medicines – lockable with thermometer, medicine cabinets that lock. • Lockable file cabinets. • Storage closets – wheel chair, janitorial supplies (maybe not) • Not doing eye exams there. • Cabinets • 3 beds at least, curtains between. • Better access to the fields, ideally no elevator, playground • Washer/dryer somewhere in the building
1.5	Guidelines	Tracy to forward Clinic Licensure Guidelines to Joanne to forward to the City and the Design Team.
4/2	CITY SPROUTS 2:00 – 3:00	Attendees: City Sprouts: Jane Hirschi Traverse Landscape Architects: Kris Bradner Notes by Alicia Caritano & Kris Bradner
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently

		<p>projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.</p>
1.3	Space Needs Survey	<p>Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys were due to Perkins Eastman by 3/20.</p>
1.4	City Sprouts Program	<p>CitySprouts is City wide program founded by Jane Hirsch in 2001 and funded through the Science Department and engages students around common themes of nature, outdoors, food culture and community. It is not a food and nutrition program and not regulated by the health department.</p>
		<ul style="list-style-type: none"> • Currently the program works mostly with the Pre-K and K-5 CPS students who investigate and dig in the garden but would like to build capacity to the middle school students – currently middle schoolers don't get enough time in the garden to dig and build. Special Start students like to explore the gardens and dig. • Program includes a garden educator that works with teachers and students, students explore garden and tie it back into classroom and curriculum. They currently do not work with the DHSP ed program. • CitySprouts summer program is a 6-week course for approx.. 15 middle school aged kids. They grow, eat and cook from the garden. Needs are 6' long tables, flexible seating, electricity for skillets and hot plates, access to water, storage, easy access to indoor classroom and proximity to library or cafeteria. • Desire for gardens to be used by youth centers, families and community as well as teachers and students. • Cider pressing rotates around the schools spending one week at each school where students can wash, press and drink the cider they made. • Rooftop gardens should be accessible. • Raised beds are preferred over in-ground beds, Baldwin school has cedar post raised beds, natural wood good, Putnam beds have built in benches which allows students to either sit or kneel. Beds should be uniform. • Morse School has one of the best examples of gardens. • Program works by bringing material and lessons to teachers and have teachers take ownership of the lessons and expand lesson indoors and out. Currently, the coordination between the garden educator and the teachers is pretty organic and fluid. Garden educator visits each school twice per week. • Storage sheds – Haggerty and Morse schools have good sheds. Shallow depth sheds easiest to store.

		<ul style="list-style-type: none"> Fencing – fencing is fine to define the garden space but should still be open to the community. Fencing is not required by any regulation. Other gardens – rain gardens, digging beds, sensory garden, butterfly garden, berry garden, pollinator garden, native species, shade garden, garden based learning – need repetitive activities – balancing static vs. dynamic. There is a CPS Science Department staffing at Fresh Pond. Students occasionally visit the amenities at Fresh Pond. Boston Schoolyards Initiatives is a good resource for outdoor classrooms. Composting, rain barrels, shade, easily accessible and in close proximity to school to be used daily. Rob Steck – City Playground designer, Eli Garden Educator, Traverse to tour other CitySprout gardens during Feasibility phase. Currently, there are some Tobin Montessori gardens that are not part of the CitySprouts garden program.
1.5	Other General Comments	<ul style="list-style-type: none"> Outdoor dining for students? Outdoor eating/lounge area for teachers? Overflow space at entrance plazas? How many students/parents may be waiting outside before school opens in the morning or waiting at the end of the day for pick up? Do parents enter the building in the morning or afternoon or only wait outside? Provide seating/shade for parents? Are parents allowed to socialize right outside the school after drop off or another designated area?
4/08	DISTRICT SCIENCE OFFICES 11:00 – 12:00	CPS: Jim Maloney - COO, Joanne Johnson – Operations Assistant, Janet MacNeil – Science Curriculum Coordinator, Donna Pereira – Science Materials Manager
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 4/30. Some surveys completed and referenced in the Focus Group should be forwarded to Joanne Johnson who will forward them to the Design Team.
1.4	Deliveries	<ul style="list-style-type: none"> Preferable has own entrance/front door and is adjacent to loading dock & on first floor or near elevator Jim noted that access could be through other schools like any other

		<ul style="list-style-type: none"> visitor if necessary • UPS or Fed Ex trucks • Palette deliveries
1.5	Science Office Program:	<ul style="list-style-type: none"> • Hrs: 7am – 3pm, Director here till 5:00 or 6:30, Teachers till 5 or 5:30 • 1 Director’s Office – private • 2 Science Coaches (1 currently at Neville Assisted Living) • 1 Research & Department Analyst (Donna), locate close to Storage • Team Space w/ 4 Work Stations <ul style="list-style-type: none"> ○ Projector & white board ○ Refrigerator and freezer (residential w/ ice cube trays • Materials Storage: 1600 sf now tight, 2,000 in future, <ul style="list-style-type: none"> ○ Adjacent to Team/Admin. Area ○ Active space, materials bought in bulk, repackaged here to make customized kits (change w/ curriculum) that are distributed to schools ○ Currently +/- 900 kit materials in data base plus some ad hoc weekly supply requests ○ Flat work space w/ large table (8-10’long x 30” deep) for assembling ○ locked ○ 1 corrosive & 1 flammable cabinet ○ Dedicated copy machine ○ Dedicated laminator ○ Lots of utility shelving: pending height would use rolling ladder ○ Sinks (corn starch is messy) • Conference Room: small groups 10-12 can be shared conference room elsewhere in the building • Janet to attend future Focus Parks & Playgrounds Focus Group Meeting to discussion outdoor leaning opportunities & requirements. • Current Day field trip for students include Maynard Ecology Center, Fresh Pond
1.6	Professional Development/ Multi Purpose Room	<ul style="list-style-type: none"> • Shared, flexible space • Pantry • Adjacent to Learning Commons? • Adjacent to Restroom • Uses include: <ul style="list-style-type: none"> ○ Meetings up to 25-50 teachers ○ District-wide departmental meetings (when school is in session) ○ MS 15-17 people monthly – SOA days & teacher training ○ Superintendent Monthly Council Meetings ○ (MPR King Open = 1200 sf), JS noted MPR not in Johnson Robert Space Program – IS THIS SEPARATE SCIENCE SPACE OR SHARED? CHECK SOD PROGRAM • King Open space is 1,200 sf

		<ul style="list-style-type: none"> Jana noted this space was not included in Johnson Roberts program.
1.7	PE Visit Existing Science Offices	PE to visit existing offices on Thorndike Street in FS or SD.
4/23	ASD/SPECIAL START 9:00 – 11:00	CPS: Jim Maloney - COO, Jaime Frost – Principal Tobin, Shelagh Walker – OSS Coordinator, Daniel Williams – Principal King Open, Liza Gosselin – ASD Teacher King Open
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 4/30. Some surveys completed and referenced in the Focus Group should be forwarded to Joanne Johnson who will forward them to the Design Team.
1.4	ASD Classrooms	<ul style="list-style-type: none"> 8 students / 4 staff CPS to provide: <ul style="list-style-type: none"> Number of classrooms max. number students / classroom Some Push-In integration & some reverse integration Some physical disabilities Older Children: ages 9 – 12, need space for bigger bodies Several before/after school meetings. Need quiet/ no distraction in classrooms Close to OT/PT Companion bathrooms for all grades in rooms up to 2nd grade U-Shaped tables for 4-5 students / x 2 Locking cabinets Moveable partitions (must be stable) to sub-divide & block vision Flexible furniture w/ multiple seating styles Some wall-mounted shelves mtd. higher Closet for iPad cart Storage varies by grade and could be in shared room possible between classrooms: <ul style="list-style-type: none"> games & supplies, summer materials, yoga balls
1.5	Special Start Classrooms	<ul style="list-style-type: none"> 3 & 4 year olds CPS to provide: <ul style="list-style-type: none"> Number of classrooms max. number students / classroom – approx. 15 /

		<p>classroom</p> <ul style="list-style-type: none"> • Students are escorted in by parents • Same start time – some children arrive by vans • Need space for car sets • Significant physical disabilities – need space for medical equipment • Proximity to Children’s House • Connections between classrooms to integrate sub separates & integrated • Toilet Training • Direct access to playground
1.6	Support Spaces	<ul style="list-style-type: none"> • Gross Motor Room nearby • Office Space • Meeting Room for 2-3 people, itinerant staff • Records stored elsewhere – guidance? • Consultation room for mtgs. Up to 6 people
4/23	OUT OF SCHOOL TIME 10:00 – 11:00	<p>Attendees: CPS: Jaime Frost – Principal Tobin , Annie Leavitt – MSN Coordinator, Khari Milner – Agenda for Children Co-Director DHSP: Michelle Farnum – Assistant Director of Child, Youth & Family Services</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence from CPS please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.</p>
1.3	Space Needs Survey	<p>Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 4/30.</p>
1.4	Programs	<ul style="list-style-type: none"> • DHSP biggest provider, but not only provider, e.g., STEM program for girls at MIT etc., community based programs • Clubs run by teaching staff or outside providers including but not limited to: Debate, Sports, Dance team, City Sprouts, Math team • Need space for programs and the Community • Community Space for 30-50; possibly subdivide into smaller areas for 10-15 • Summer Programs • Would like access to Maker Space • Would like Library/Tech Access • Currently M.S. kids from VLUS go to other Community Centers off-site less options this side of the City because on-site options are limited,

		<p>demand for on-site if appropriate facilities</p> <ul style="list-style-type: none"> • Need conversations w/ School Leaders to determine access policies • Homework Area w/ Chromebook cart & lounge type seating • Late Bus current @ VLUS 4:20 – 4:30 • Storage: <ul style="list-style-type: none"> ○ After School supply materials: art, games, athletic equipment • Refrigerators for snack & cooking programs • Need oversight Building Manager/Program Manager after school and during summer
1.5	Schedule/List of Programs & Clubs	<ul style="list-style-type: none"> • Provide Design team with list/schedule for programs with existing and projected enrollments • Provide Design team w/ digital copy of Summer Resource Guide
<p>This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.</p>		

Next Meeting: [Click here to enter a date.](#)

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team
 Attachments: Presentation, CPS Central Storage Map

Z MEETING RECORD | NO ACTION

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Date Prepared	3/19/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130	
Subject	Focus Groups DHSP	
Meeting Location	Tobin Rm. 239	
Meeting Date	See Below	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	F: Fax Number
Participants	All Focus Groups: City: Brendon Roy, Meagan Mulvey, Perkins Eastman: Sean O'Donnell, Jana Silsby, Alicia Caritano Individual Focus Groups: See Meeting Minutes	

AGENDA ITEMS		NOTES
4/3		DHSP
	COMMUNITY SCHOOL 12:30-1:30	DHSP & Community Schools: Ellen Semonoff – Assistant City Manager, Michelle Farnum – Assistant Director Child, Youth & Family Services, Richard Slater – Project Coordinator, Katharine Gladfelter – Director Tobin DHSP, Mari Watson – Program Director Tobin Community Schools, Ellen Thompson – Program Manager, Roslyn Shoy – Director Community Schools
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all DHSP correspondence be sent to Brendon Roy/Michael Black and they will forward to the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys were due to Perkins Eastman by 3/20, and surveys are still welcome and encouraged.
1.4	Classrooms/Programs	<ul style="list-style-type: none"> 4 or 5 classrooms , at least 3 dedicated, currently use 4 classrooms during the year and 5th required during summer

		<ul style="list-style-type: none"> • Subdivide 1 900sf into 2 classrooms of 450 sf • Ages: 3 year olds, JK-K, 1-5 • Access to bathrooms for 3 year olds w/ 2 bathroom stalls, convenience bathroom • 3yr. old kids to 15 • Sinks: one teacher ht., one student ht. w/ bubbler • Cubbies: 36/room x 2, preschool 16 / room, licensure requires separation between kids • Tackable walls for display • 1 storage closet • 2 moveable storage units • Music Practice – private piano lessons for 2-3 at the same time
1.5	Food Related Programs	<ul style="list-style-type: none"> • Cooking Class/Food Lab: <ul style="list-style-type: none"> ○ 12-15 kids sitting & standing ○ 4-5 classes/wk during school year, more in summer ○ Refrigerators, range/ovens for multiple children ○ Large Counter where kids line up (i.e. Russell Youth Ctr.) ○ Storage for multiple sets of cooking supplies/utensils • Kitchen: <ul style="list-style-type: none"> ○ Counter/sink for snack prep and breakfast ○ 3-4 refrigerators w/ freezer for food, snacks for 125 - 150 kids, food purchased monthly in bulk ○ Microwave ○ Oven ○ w/ 3rd – 5th grade
1.6	Support Spaces	<ul style="list-style-type: none"> • Shared Storage: <ul style="list-style-type: none"> ○ 2 walk-in rooms ○ Supplies for 5th classroom - currently store furniture for 3-5th grade classroom, is this necessary in the future? ○ Summer materials ○ 2 moveable cabinets • Storage in Gym for gymnastics equipment • Office: <ul style="list-style-type: none"> ○ 2 Full Time staff ○ 2 desks w/ guest chairs ○ Conference table or for private conversations ○ Copier/shredder ○ Medication refrigerator (lockable) ○ Records here? • Staff Resource/Community Space: <ul style="list-style-type: none"> ○ Adult space away from kids ○ Break Room ○ Staff Meetings (22 staff, +/- 25 projected) ○ Lockers for staff ○ Community Space for 15-16 Senior Citizens ○ Workstations w/ space for laptops w/ plugs
1.6	Buzzers/Videos	<ul style="list-style-type: none"> • Bell at front and back door

		<ul style="list-style-type: none"> • Keycard • Need to coordinate visibility, proximity
1.7	Outdoor Space	<ul style="list-style-type: none"> • Physical sports - rock climbing, pare core, kickball, basketball - competitive • Needs - grass, gardening, shade, trees, naturalized, direct access from classrooms for preschool, outdoor classroom • Sized for multiple groups, families, community • One to two preschool classrooms out at one time so 34 to 40 kids. • Summer school programs - water features, field use, shade • Outdoor storage - tricycles, gardening equipment
	PRESCHOOL 1:30-2:30	DHSP: Ellen Semonoff – Assistant City Manager, Michelle Farnum – Assistant Director Child, Youth & Family Services, Richard Slater - Project Coordinator, Marilyn Pratt – Director & Teacher Haggerty Preschool, Margaret Woisin, Meagen White – Division Head
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys were due to Perkins Eastman by 3/20, and surveys are still welcome and encouraged.
1.4	Schedule	<ul style="list-style-type: none"> • Program hours 7:30-5:30 or 8:00-6:00 – TBD • 10 hr. day, 8 hr. shifts • Drop-Off flexible between 7:30 – 9:30, distributed across time, can vary daily • Open Door Policy allows parents to stay until 9:30-10:00 to eat breakfast w/ kids, read to a group etc. • Most parents pick up closer to the end of the day • Off-hours 6:00-7:30 functions for staff training, parent events possible
1.5	Classrooms	<ul style="list-style-type: none"> • 8 classrooms for 160 students– 20 students / class max., typically 17 • “Goodbye” windows for parents & children
1.6	Cubbies	<ul style="list-style-type: none"> • Likely built-in & outside/adjacent to classroom • Cots storage outside classroom?
1.6	Bathrooms	<ul style="list-style-type: none"> • Storage shelf for each student; diapers, change clothes • Some supervision of students by staff is possible
1.7	Support Space	<ul style="list-style-type: none"> • Reception/Sign-In • Kitchen(s): Food prep close to classrooms, 1 for 4 classrooms • Gross Motor Room:

		<ul style="list-style-type: none"> ○ Close to classrooms ○ Bikes, mats, balls ○ Storage ○ 2 groups at once ○ Near bathrooms ● Custodial Space: <ul style="list-style-type: none"> ○ Dedicated staff for Preschool ○ Storage for materials ○ Trash ○ Janitors ● Composting: maybe not due to issues with rodents etc. ●
1.8	Nurse	<ul style="list-style-type: none"> ● Will increased number of students, younger students require a 2nd Nurse? ● Proximity to Preschool – anaphylaxis is an issue
1.9	Outdoor Space	<ul style="list-style-type: none"> ● Dedicated playground ● Gardening space separate from City Sprouts ● Control & safety, including courtyards ● Outdoor bathroom and water fountain

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Next Meeting:

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD | NO ACTION

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Date Prepared	3/19/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130	
Subject	Focus Groups Tobin Montessori School	
Meeting Location	Tobin Rm. 239	
Meeting Date	See Below	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	F: Fax Number
Participants	All Focus Groups: City: Brendon Roy, Meagan Mulvey Perkins Eastman: Sean O'Donnell, Jana Silsby, Alicia Caritano Individual Focus Groups: See Meeting Minutes	

AGENDA ITEMS		NOTES
3/11	PARENTS 8:00 – 8:45	Attendees: Parents: Diane Ocampo, Yodit Tekeste, Anna Teresa Restuccia Family Liason: Mary Frawley
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Hope and Dreams for the New Building	<ul style="list-style-type: none"> • Welcoming entry (Principals and Mary at the door sim. to exist) • Main Office Close to Front Door • Connections to outdoors balanced w/ safety • Incorporate nature (Oslo Opera House) • Exterior play spaces adjacent to classrooms (sim. to exist.) • Big windows – lots of natural light • Gardens adjacent to classrooms • Fields/Playground:

		<ul style="list-style-type: none"> ○ Adjacent toilet and water fountain ○ Benches & shade • Common Kitchen: place to cook with kids & families (bake cookies, make salad, muffins, stone soup) showcase cooking and cultural diversity, use vegetables from the garden • Sinks inside the bathrooms (fewer germs) • Psychologist's Office: more privacy • Nurse close to main office • Lactation room for families and teachers • Diaper changing station for families
1.4	Concerns Existing Building	<p>Brendon and Sean noted that the new building would not issues similar to the existing issues that parents mentioned:</p> <ul style="list-style-type: none"> • Leaks • Non-functioning systems: MEPFP • Cafeteria too small and loud • Cubs Corner being in the basement near trash/recycling
1.5	What they Like About TM	<ul style="list-style-type: none"> • Only 3 year old program in Cambridge • Program has excellent reputation
1.6	Getting to School	<p>Various modes: parent drop-off, walking, school bus (4 yrs. and older), city bus</p>
1.7	Playground	<p>Playground is well-utilized:</p> <ul style="list-style-type: none"> • A place to play and socialize: kids beg to go there after school • Afterschool kids use too • Smaller kids use the play equipment • Would like a playground that is: less structured, adventurous (MIT playground w/ Viking ship), real trees, grass, sand & rocks (MLK playground too uniform / "safe"), Amigos school good playground
1.8	Heart of the School	<ul style="list-style-type: none"> • Existing heart is the entry lobby / ramp where everyone meets
1.9	Relationship to VLUS	<p>Many siblings in both Tobin and VLUS schools, could be nice to have the same entrance and helps build community between the 2 schools.</p>
3/11	STUDENTS 8:45 – 9:15	<p>Attendees: Literacy Coach: Heather Kolbe Students CH: Eliana Arnhya, Jackson McLernan, Yung Khandelwal, Noah Temple, Verity Baldwin, Louise Voiland Students Lower Elementary: Nina Penagos Esquiton, Julian Panner, Ephram Alernou, Logan Spong, Edwin Voiland, Gabby LaRosa Students Upper Elementary: Yona Dickstein, Riad Zeroual, Lina Oudani</p>
1.1	Favorite Thing About the Existing Building / Hopes and Dreams for the New Building	<p>Sean introduced the PE team and asked each of the students to write down something that they liked about the existing building or their hopes and dreams for the new building down on a post it. Some ideas included:</p> <p>Things Students Like About the Existing Building:</p> <ul style="list-style-type: none"> • Gym • Recess • Auditorium • Library • Books/science books <p>Hopes and Dreams for the New Building:</p> <ul style="list-style-type: none"> • New park/better playground • A bigger school

		<ul style="list-style-type: none"> • Lots of natural light/big windows • More color • Decorate (tions) • Roofs over the patio • Beautiful flowers • A nice peace area with a built-in bench • Patios w/ sliding doors • Bathrooms in every classroom • Quiet reading corners in every class • A Health Room • More modern library • More Music Rooms/lots of instruments • Dance class • Art rooms (where you encouraged to do the things you like) • Pottery class • Better tech(nology) • More storage space • Calculus books in the library • Smooth walls (no concrete)
3/11	SPECIALISTS 9:20 – 10:00	<p>Attendees: Amy Short - Assistant Dir. Librarian Jessica Gillis – Librarian, , Eileen Gagnon – Math Coach, John Martha –Reynolds – Music Teacher, Yuliya Paylor – Art Teacher, Keather Kolbe - Literacy Coach</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence please go through CPS and Joanne Johnson and they will forward to the City and the Design Team as required.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.</p>
1.3	Space Needs Survey	<p>Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.</p>
1.4	Concerns Existing Building	<ul style="list-style-type: none"> • Deliveries and trash should be away from a classroom – all specialists are currently near • Non-functioning systems: MEPFP, HVAC requires window opening - bad smells • Art and music near now, VPA together. Noise insulation helpful but not too bad right now
1.5	Art	<ul style="list-style-type: none"> • Art/Music share; same department

		<ul style="list-style-type: none"> • Montessori follows the child, emulate classroom zones: painting & drawing, sink, easel, print-making, sculpture and STEAM, storage in zones, materials and presentation space dedicated, different height sinks • Art room design more sinks, closer to bathroom? • Art & music 4 years old and up attend art now, 3 years olds will begin to come to art, but art is pushed in now and will continue in the future • The art studio should be thoughtfully designed, stools are too high for most right now, sink levels too • Flexible seating and sizes • Need two kilns (one in LS and US), After School program uses kilns
1.6	Music	<ul style="list-style-type: none"> • Nose Isolation from adjacent spaces • Need storage for specific instruments • Open space for movement • Built in-riser vs portable? • Transitioning to concerts • Steps in front of the current stage are good • JK and Grades 3& 4 students have music in the auditorium one day a week; need an extra space • 5th grade takes Instrumental lessons twice per week, in upper school band room & after school class; 2 different teachers in 2 different spaces.
1.7	Librarian	<ul style="list-style-type: none"> • Centrally located, near the front door, near main office, want to encourage use • Combined LS and US space allows for a greater flow for students reading at different levels • Ability to move collection around to allow for early readers to be available for SEI • Circulation Desk: Need sight lines to see everyone from the desk including classrooms, space to line up not blocking doors, moveable return box, slot to return books, some simple book repairs, book covering, sometimes students help check books in & out • No printing currently: future - shared printer or distributed? • Do not want too much open space – it's not Montessori, want small learning areas: primary learning & listening, seating, story time, tables and chairs for research near smartboard, no long, open spaces • Moveable shelving: flexibility to rearrange • Amphitheater seating like the Baldwin school? • Book bins for primary (could be attached to walls), ability to have centers, a listening station set up • Comfy seating, soft seating desired • Older kids at desks 20 – 24 • Different sections for different books: non-fiction, research stations, picture books, graphic novels, chapter books • Need separate teaching space w/ flexibility for meetings, separate areas for meetings, everything moveable on casters, sight lines are

		<p>important</p> <ul style="list-style-type: none"> • OSS and SEI tend to use TM Library • Teaching space separate for TM and VLUS • Needs a separate bathroom in space or adjacent, only person with the kids so can't supervise children leaving the library • Recording Studio and Maker Space desired: film projects, technology studio, green screen, sound room, window and doors, flexibility, walls with white board paint, (clean) stop animation could be created with art, video editing w/ art, proximity to art would be desirable • Outlets to charge devices • Would like to have staff meetings in library, which would require flexible furniture, need enough tables and chairs for 40 • Workroom with a sink • More storage
1.8	Coaches	<ul style="list-style-type: none"> • 3 staff oversee professional development and learning, coaching, and intervention • Need meeting space, break out space for each, typically meeting 1:1 up and to 4 teachers, closed doors • Need larger Professional Development space: shared office ok if conference table, need private conversation space, space for interns (3 per year now) • Storage Needs: book sets, science materials – shelves and cabinets • Math: room for math before and after school, math interventionist, Math cCub meets Wednesday morning with 20 students, should there be a separate math room? • Literacy room: guided reading room (reading interventionist) • If Montessori Training center would have more student-teachers
3/11	LOWER ELEMENTARY: 10:10-11:00	<p>Attendees: Teachers LE: Joanne Walcott, Brittany MacDonald, Lauren Studer, Neil DiMaio, Pattyann Zotz, Eileen Gagnon – Math Coach, Heather Kolbe – Literacy Coach, Elizabeth Bermingham – Special Educator, Rachel Dyer – Early Literacy Intervention, Kristiana Obie – Occupational Therapist, Beth Benedikt – ESL</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.</p>
1.2	Communication Protocols	<p>BR requested that all correspondence please go through CPS (Joanne Johnson, Jaime Frost and Daniel Coplon-Newfield) and they will forward to the City and the Design Team as required.</p>

1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Planning Model	<ul style="list-style-type: none"> • Lower EI classrooms should be together • Montessori should elicit the behaviors we desire – pod better less running • OT/PT/ Speech together for more collaborating
1.5	Schedule	<p>7:40 to 8 am arrival: eat, coats backpacks, 8 am morning meeting, After meeting, go to work, work in groups at tables, floor mats Don't eat in classroom Transition: lunch and gym are those activities where they lose the more time, most traffic</p>
1.6	Classrooms	<ul style="list-style-type: none"> • Larger than a traditional classroom: need lots of open space for very large materials that are used on the floor • Meeting Space for entire class of 24 students in a circle near whiteboard/projector (or smartboard) • Lots of natural light; love big windows • Coats on one side the hall or anteroom? (See Avon, CT Reggio charter school) • 5 Subjects (Language, Science, Cultural, Math & Practical Life) – all need enormous amounts of storage, could there be shared storage rooms? • Need wall space for lots of shelving and tack surfaces • Existing, one wall is closet doors reducing wall space, too many doors • Teacher separate room for assessment, a quiet space • A lot of interns • Language, culture, defined by shelving, can see through shelving, line of sight • Bathroom in the room? • Sinks with bubblers – practical life, child size and adult size • Push in space – 1 – 2 children • Need more outlets, at least two on each wall • Chromebook: in closet w/ outlets to charge? • Safety locks are keyed – hard to handle in lock down scenario – 24 children have trouble being quiet, silent and not visible in 30 seconds • Kids arrive sporadically; 8:00 am morning meeting
1.7	Testing	<ul style="list-style-type: none"> • Testing – 8 children activity • Neil and Britney's Classroom with windows – Baldwin shared between two classrooms
1.8	Extended Learning	See Beverly, Mass, Endicott college campus, hallways with built-in benches
1.9	Outdoor Connection	Classroom have access to outside: science experiments, fish printing, picnic tables, and working outside
1.10	Campus Connection	<p>Middle school entry separate Library on same level as elementary? Cafeteria: shared? One story cafeteria, children respond to the space. More home like – kitchen</p>

4/9	LOWER ELEMENTARY: 9:50-10:30	Attendees: Lower Elementary Teachers: Jaime Walcott, Trish Peterson, Neil DiMaio Jessica Lounsbury - Para,
2.1	Overview	Sean noted that the purpose of today's meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
2.2	Lower Elementary Classrooms	<ul style="list-style-type: none"> • Flexible classrooms – prefer rectangular to square rooms • Areas for: Cultural, Language, Math, Science <ul style="list-style-type: none"> ○ No dedicated Sensory or Practical Life in LE • Co-teaching – 2 teachers per classroom • Cubbies in anteroom or alcove in the hall so accessible to students all the time, taller cubbies w/ space for boots, coats, backpack, • Lots of Storage: <ul style="list-style-type: none"> ○ Shelving for materials – possible built-ins at window ○ Cabinet school supplies - lockable ○ • Areas created by moveable bookcases • Group Circle • Quiet/Peace Areas • Community/Rug Area • Sink (w/ water bubbler) for snack & science • Separate eating and work zones • 2 Teacher wardrobes in each classroom • Prefer to work in the classrooms instead of Extended Learning areas outside the classrooms • Pullouts - not interested in pull-out spaces in the classrooms • Resource rooms, better unique to the room, could be tension if shared between classrooms – classrooms could also have different schedules – would prefer shared room to none. • Dishwasher – kids load DW, learn to wash glasses – in out or out of classroom?
2.3	Teacher Work Room	<ul style="list-style-type: none"> • Centrally located in neighborhood w/ visibility of neighborhood • Adult space, not for students • Can eat here but Separate Lunch Room is provided • Coffee maker, refrigerator, microwave, some meeting space, copier
2.3	Conference Space	<ul style="list-style-type: none"> • Resource / Conference Space in the neighborhood • Other shared conference space of various sizes available in the building.
2.4	Washer Dryer	<ul style="list-style-type: none"> • Needed somewhere in the building to wash Children's mats.
2.5	Parking	Teachers stressed their concerns about providing parking on-site for staff.

2.6	Tour MLK/ Putnam Avenue School	Brendon suggested that Jaime and Daniel tour the MLK Putnam School to see how the neighborhoods work and the spaces are used.
3/11	SPECIAL ED / INTERVENTION 11:15-12:05	Attendees : Kristiana Obie – Occupational Therapist, Beth Benedict – ESL, Elizabeth Bermingham – Special Educator, Rachael Dyer - Early Literacy Intervention, Christina Kirkwood – Special Educator, Kory Boglarski – Special Educator, Kim Boglarski – School Psychologist, Catherine Gersor – Physical Therapist, Marie Klein – Speech/Lang. Pathologist, Ian Kenney – Counselor, Heather Kolbe – Literacy Coach
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	SPED Office	<ul style="list-style-type: none"> • In Pod to be with the group • Office to deliver instruction – teaching, reading, writing & spelling for 4 students or less, distraction/clutter free, natural light • Desk, tables & chairs/needs to accommodate size range, book shelves (some accessible to teaching some not), file cabinets, closet should not take space out of the room, distraction free • CH and LE small trampoline for movement • Sink in office • UE Special Educator office adjacent to UE classrooms • Also space/alcove within classrooms • Common space for break-out too if quiet
1.5	Speech Language	<ul style="list-style-type: none"> • Quiet 1:1 or small, two separate tables
1.6	School Psychologist	<ul style="list-style-type: none"> • Private office in Main Admin Suite • 2 doors: 1 to office and 1 to corridor • Separate waiting area • Different sized furniture • Space for 4-5 adults to meet: nearby conference room?
1.7	Interventionists	<ul style="list-style-type: none"> • Rooms need clear line of sight when people work one on one.
1.8	OT/PT	<ul style="list-style-type: none"> • OT/PT/SP all together, near front door? visible to everyone, interaction w/ families, existing is too far away • PT Motor Room: Existing good size, windows, should not travel through gym, white boards, bikes, big balls, tricycle, mats in the center, perimeter is mat free, scooter boards at perimeter, basketball

		<p>net, testing, ball throwing, kicking, use stairs in the building, balance beam, mat, suspended equipment (PT shares sensory equipment w/ OT)</p> <ul style="list-style-type: none"> • More storage needed; spaces needs to be free of distractions, stacking and hanging, obstacle courses • Access to outdoor play areas • Close to Adjustment Counselor • Smaller “calming room”: one swing cuddle swing, natural lighting calming, near adjustment counselor (lan) – could be used by Special Ed teachers • PT Office • OT Office: report and testing could occur when PT is in there • Small OT room w/ sink would be very desirable, children wash hands to wash off shaving cream & goop
1.9	OT	<ul style="list-style-type: none"> • Office report and testing could occur when PT is in there.
1.11	Adjustment Counselor	<ul style="list-style-type: none"> • 2 doors: 1 door to the office behind the administrator, one door to the hallway • Suite of main office and psychologist, counselor is good. Greet parents but conflicts with photocopier • Conference table w/ 6 chairs
1.12	ESL Teacher	<ul style="list-style-type: none"> • Pre-K through 5: groups of 2-3 up to 4-5 (more often better) • Everything oral: acting, patio, thematic instruction, role play e/Simon Says, stand and converse • Tables • Storage that kids can't see, wall of materials behind doors • Study carrel, work where they can't see others • Document camera
1.13	Early Literacy K-12	<ul style="list-style-type: none"> • Closer to LE • Space for group (3) & space for 1:1 • 30 min sections • Windows • Walls: one solid wall that is very neutral color (no sensory), other dry-erase/magnetic/chalkboard • 1 larger table, trip trap chair, and kidney table/poss. 2 future • Shelves for 24 – 1'x1'x2' Intervention Kits • Sink to wash hands • Gender inclusive bathroom nearby – adults and children • Bottle filler nearby
1.14	Teacher Workrooms	<ul style="list-style-type: none"> • 1 for each POD: CH, LE, UE • Copiers/ scanners
1.15	Tutors	<ul style="list-style-type: none"> • Classroom – Harvard tutors, social work – additional transitional office in each pod?
3/11	CHILDREN'S HOUSE 12:10-1:00	<p>Attendees: Children's House Teachers - Megan Cahill, Mayya Shtokman, Rageswari Pradhan, Leslie Jordan, Sumithra Rajagopalan, Cub's Corner - Stephanie Burgess, Head Start – Megan Corsi, Eileen Gagnon- Math Coach</p>

1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Classrooms	<ul style="list-style-type: none"> • 5 classrooms of 24 children • House-like environment to help children feel comfortable: smaller scale, cozier, lower ceilings, lots of books, peace area, areas for 2 children • Circle is very symbolic, daily “circle time” • Classrooms should not be cluttered, still need to use the walls: tackboard, whiteboard and chalkboards – more tactile • Large windows: operable to “change the air”, maximize the daylight, lower sills, window seat • Need lots of storage – walk in closet or built in closets • Lower sinks • Bathrooms in classroom: smaller toilets, teach toileting so need more floor area, acoustics important • Natural elements • Hang things from the ceiling • Idea classrooms w/ common playground in the center? • All have access to outdoor play area • Incorporate teacher resource space
1.5	Special Start	<ul style="list-style-type: none"> • 14 students, 3-4 years old, in the room all day, eat lunch here • Classrooms should be more open and minimize bad acoustics • Cubbies in the classroom • Classroom not cluttered • Tackboards • Bathrooms in classrooms w/ lower toilets • Lower sinks • Whiteboard w/ projector or Smartboard • Refrigerator for snacks in the room • Need adjacent outdoor space: separate from older children for recess w/some covered area (protection from rain) and shade, and easy access for disabled children • Would like garden or adjacency to City Sprouts • Outdoor storage for tricycles, etc.

1.6	Pod Common Facilities	<ul style="list-style-type: none"> • Staff bathroom • Practical Life: dishwasher, stove, cooking
1.7	Cubs Corner	<ul style="list-style-type: none"> • Cubs Corner – 38 children now, 45 max, 3 years old • 11AM to 2PM children transition from CH to there for lunch then nap • What could Cub's Corner be used for before 11am? • Close to CH pod • Share space w/ After School • More natural light • Cubbies for blankets, clothes etc. • Changing area • Four bathrooms • Sinks and bubbler • Storage for cots • Fridge for lunches, microwave for heating food • Listen to stories, go outside, free play one room • Could have eating /nap space, other space for play • Play space: storage (puzzles, blocks), shelving, rug area, access to outside space • Access to outdoor space storage for outdoor toys inc. wheelbarrows
1.8	Extended Learning	<ul style="list-style-type: none"> • All work with literacy tutors – pull out into the hallway – could have small nooks in the corridor • Separate room for assessment in CH, reading assessment, with literacy tutor?
1.9	Cafeteria	<ul style="list-style-type: none"> • Separate access to the dining to protect little ones from the middle school students – separate dining for CH?
1.10	Playground	<ul style="list-style-type: none"> • Accessible route for children for special needs. • Children house playground, more natural, like Cambridge common, • Bathroom and drinking fountain on playground?
4/9	CHILDREN'S HOUSE 12:10-1:00	<p>Attendees: Children's House Teachers: Mayya Shtokman, Leslie Jordan, Megan Cahill Paras: Mario Guitierrez, Kathleen Lydon,</p>
2.1	Overview	<p>Sean noted that the purpose of today's meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.</p>
2.2	Children's House Classrooms	<ul style="list-style-type: none"> • Cubbies: located in the hall, display areas above, slot for name tag, space for hanging jackets, snow pants, boots below, possible benches • Areas defined by rugs and storage for: Practical Life/Snack w/ sink, Peace Corner, Library, Art. Math, Culture – Science/Geography, Language, Mailboxes, teachers customize areas • Idea of Children's House is to teach independence/self-sufficiency • Natural Light / Natural materials

		<ul style="list-style-type: none"> • Sinks (w/ bubblers) low students, high teachers (located near Practical Life) • Cozy area for teachers w/ desk & materials, teacher wardrobe (coat & personal belongings) • Display for student's work including bulletin board at corridor/classroom entrance • Literacy volunteer tutors: nooks 1:1 & 4:1 • Bathrooms: <ul style="list-style-type: none"> ○ Fixtures sized and located for young children ○ Reviewed options for bathroom layouts including MLK - 1 toilet per classroom may not be enough due to high utilization, one teacher has 2 toilets in existing classroom which are used often ○ Prefer full-height walls for toilets in classrooms to deal with different preferences for children and different cultures ○ Space for change of clothes for each student ○ Storage for gloves, wipes, tissues, cleaning supplies • Bulletin boards, including one at room entrance • Tackable surface on walls & doors • Small fridge for snacks – alternative idea for common refrigerators in central space? • Lots of Storage for Montessori materials: <ul style="list-style-type: none"> ○ Shelving ○ Tiny things in jars ○ Next round will need more detailed lists of materials to be stored • Shared Resource room between classrooms
2.3	Neighborhoods	<ul style="list-style-type: none"> • Classrooms clustered around central space e.g. Kitchenette (w/ DW for learning to wash glasses), refrigerator • Work Room: collaborative adult space, work, can eat here (separate lunch room elsewhere in the building) • Conference Room • Resource Room – some pull-outs
2.4	Special Start	<ul style="list-style-type: none"> • May be located nearby – how to integrate
2.5	Montessori Precedents	<p>Teachers mentioned nearby facilities are references:</p> <ul style="list-style-type: none"> • Wildflower Montessori in Somerville • Dandelion Montessori in Somerville
3/11	UPPER ELEMENTARY 1:00-1:50	<p>Attendees: Teachers: Susan Grasse, Stacey DeSimone, Eileen Gagnon – Match Coach</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the</p>

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1.2	Communication Protocols	BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Classrooms	<ul style="list-style-type: none"> • 24 students max. per classroom (currently 20) • 4th and 5th graders are growing • Smallest rooms right now, constraining activity, want larger rooms for larger children who are learning about their bodies • Group work w/out distraction & independent individual work – both set up to succeed • Morning meeting on chairs and floor • Still have 5 Zones • Operable windows – sometimes fresh air is good • Natural / warmer lighting • Whiteboard w/ projector or Smartboard • Whiteboards and Tackboards • Storage: double door cabinets w/ shelving, shelving in closets • Adult-size sinks • Proximate, but not too close to music & instrument storage • Interventionists work directly w/ students here as part of general group • Charging area for Chromebooks 1:1, on carts in classroom or common area? • No CMU walls
1.5	Science Lab	<ul style="list-style-type: none"> • Pending future Science meeting
1.6	Teacher Office	<ul style="list-style-type: none"> • Between two classrooms? In the pod common area? • The office should be more enclosed • Phone to call parents • Natural light
1.7	Special Ed	Special educator needs are not different regarding push-in in CH or LE.
1.8	Testing	Need 7-8 smaller testing spaces across the campus – offices, etc.
1.9	Teacher Work Room	<ul style="list-style-type: none"> • Refrigerator • Microwave • Near bathroom
1.10	Common Areas Pod	<ul style="list-style-type: none"> • Cubbies w/ doors space (not metal), no lock • Common Area for Kids: UE students to work and play • Bathrooms w/ adult size fixtures and bubblers: workspaces should not have direct views of bathrooms which cause disruption/distraction
1.11	Outdoor Connection	<ul style="list-style-type: none"> • Access to the outside e.g. patio – balance w/ boundaries

		<ul style="list-style-type: none"> • Work outside • Garden • Lunch • Children’s break to burn off steam/decompress
4/8	UPPER ELEMENTARY 1:00 – 1:40	Attendees: Upper Elementary Teachers: Susan Grasse, Stacey DeSimoney, Lea Lewkowksi
2.1	Overview	Sean noted that the purpose of today’s meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
2.2	Upper Elementary Classrooms	<ul style="list-style-type: none"> • Area in classrooms: Math, Sensorial/Practical Life, Language, Cultural (Ancient Civilizations/US regions), Science (close to sink & door) w/ layouts customized by teachers • Cubbies or Lockers?: in anteroom, 20-24 sized for older children/ books/possibly instruments, like the idea of anteroom, dividers between coats • Similar to Lower El. but bigger bodies, less hands on- more books, resources, technology – Smart Boards or projector w/ whiteboard, telescopes, mats, fewer nooks & crannies • Feeling of warmth: natural wood, lamps, warm light • Circle Time some sit on floor and some in chairs • Intervention occurs wherever child is most comfortable; in quiet space in classroom, adjacent space, room in pod, students don’t want to look different • Teacher Work space could be in shared room between classrooms – Montessori rooms don’t have typical Teacher desk • Library in the classroom – possibly shared in central space • Sinks w/ bubblers at adult height • Storage: <ul style="list-style-type: none"> ○ 2 sets of 3 double doors • Furniture: <ul style="list-style-type: none"> ○ Regular height, but variety of shapes and sizes of tables, floor tables, science tables, groups from 2-6
2.3	Neighborhoods	<ul style="list-style-type: none"> • Resource Room • Like the shared space in the center – library?, space +/- 20 kids to gather • Teacher Work Rooms: Visibility of the neighborhood (not too much glass), collaborative meeting space for work (teacher desks located here?), digital projector w/ whiteboard, coffee maker, microwave, copier, phone

3/11	PARAPROFESSION -ALS 2:30-3:00	Attendees - Alissa Sullivan, Maria Gutierrez, Kirsten Ridlen, Jessica Lounsbury, Katie Klemens, Sandra Wodkowski, Mahnaz Nasser, Kristina Collazo, Kathleen Johnson, Trish Peterson, Kathleen Lydon
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Paraprofessional Role	Provide support for the teachers: instruction, paperwork, social emotional work, transitional to specialists, recess and lunch.
1.5	Classroom	<ul style="list-style-type: none"> • CH & LE: suggest two bathrooms in classrooms, direct access to playground • UE: Need larger classrooms, no bathrooms, combined play area for pod w/ trampoline/movement area • Closet, storage space – walk in closet, best in classroom • Tackboards are valuable • Shared stuff in communal closets may not work • Sinks w/bubblers in all classrooms • Ideally all adjacent to patio/outdoor space. Need better system not to prop the door. Card access? • Every child works on the floor • Science kits need large storage closet
1.6	Common Areas Pod	<ul style="list-style-type: none"> • Indoor play space for rainy and cold days and recess: climbing, slides, throw balls • Work Room: copier here or distributed?, laminator, small one now only in the office • Teacher's Lounge: windows, sinks w/ bubblers, want teacher's lounge with windows, recycle bin, bathroom
1.7	Cafeteria	<ul style="list-style-type: none"> • Existing too open • Round tables for 10 - 12? • Like big windows & natural light • Lockdown here • Lunch line in cafeteria versus hallway - outside splits the line - hard to supervise • Servery too high: need to also design for the height of the 4-5 years old

		<ul style="list-style-type: none"> • Hand sanitizers • Need better access to the outside
1.8	Auditorium	<ul style="list-style-type: none"> • Access to stage from sides & below stage • Chairs that don't squeak or fold-up on youngest children • HS Auditorium is nice
1.9	Campus Connections	Separate TM & VLUS, provide separate access for Specialists that does not go through either school.
3/11	ADMIN/ MAIN OFFICE 3:00-4:00	Attendees: Jaime Frost-Principal, Joseph Huber – Assistant Principal, Fay Chaisson – Clerk, Mary Frawley – Family Liason, Kim Boglarksi – School Psychologist
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
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1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Main Office	<ul style="list-style-type: none"> • Heart of the school: parents, visitors, teachers, teacher prep there, drawn to windows, coffee & bathroom • Check: long line - how many students?, kids start arriving at 7:10 am • Culture is very collaborative - “better together” • Need to establish security/ relationship of office to the front door • Need to Balance: <ul style="list-style-type: none"> ○ confidentiality/visibility ○ collaboration/distraction ○ homey feeling/boundaries • Behaviors/De-escalation need areas for movement, walking, talking and interactive areas – sensory room?, separate doors possible direct access to exterior for Students and Families? • Entrance for Adults & Children • Mary is introduction to everyone: tours works well with close proximity to front door • Receive deliveries for Fed-Ex packages at front door-works ok • Copier just for the office • Teacher Mail Boxes • Move laminator to teacher work room • Records storage for 7 years: existing 3 – 4 dwr. file cabinets • Dead records currently in Teacher's Room

		<ul style="list-style-type: none"> • SPED files in Psychologist Office – 8 dwrs. total • Don't want murals • Storage: supplies in suite and separate storage near cafeteria for events storage coffee, coffee cups and tables
1.5	Family/Visitor Center	<ul style="list-style-type: none"> • Family area – parent hangout, baby carriages, changing room. Kitchenette? • Place for visitor coats • Place for Tour groups to leave belongings
1.6	Conference Space	<ul style="list-style-type: none"> • 10-15 people • Every other day 20 % of students have IEP meetings • Parents meetings • Morning meetings • Space for Student Council meetings for 25 people, once a month
1.7	Nurse	<ul style="list-style-type: none"> • Close to the door, a lot of parent traffic • Better access to the playground
1.8	Schoolwide Events	<ul style="list-style-type: none"> • Children's House authors event where? What is required?
1.9	Washer / Dryer	For "Mats" by Children's House.
4/9	ADMIN/ MAIN OFFICE 9:00-9:40	<p>Attendees: CPS: Jaime Frost - Principal, Joseph Huber – Assistant Principal, Mary Frawley – Family Liason, Fay Chaisson - Clerk</p>
2.1	Overview	Sean noted that the purpose of today's meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
2.2	Lower School Main Office Administration Program	<p>The group reviewed the plans for the MLK/Putnam Ave with 2 distinct entrances and admin suites as a vehicle for discussion. The team generally preferred the Putnam Avenue layout to MLK. Sean also showed examples of Family Welcome Centers. The following was noted:</p> <ul style="list-style-type: none"> • • • Courtyards: gathering, social and decompression spaces, benches, visibility from and to main office • Vestibules: confine people, layers of security with sets of locked doors, video phones • Common vs. Individual Entrances TM vs. VLUS: Jaime open to common entrance with flanking Main Offices or more separate pending design. Joey thought separating younger & older kids may better address the different developmental issues • Need to balance Welcoming culture with Confidentiality & ability to get work done – students & parents stay to chat • Biggest issue existing space is lack of confidentiality - soundproofing is important

		<ul style="list-style-type: none"> • Clerk and Family Liason should be group together – everyone needs to check in with Mary and Fay • Family Waiting : <ul style="list-style-type: none"> ○ 4-5 people ○ Welcoming atmosphere ○ Could be remote if visibility of main office ○ Resources & pamphlets • Principal & AP: private offices w/ back doors • Reception • Conference Room 6-10 for Leadership Team • Conference Room 10-12 people (could be shared near suite) • Conference Room / IEP Classroom for 15 people • Small Meeting Space for Family Liason • Storage: <ul style="list-style-type: none"> ○ Walk-in w/ sink/fridge to set up staff lunches ○ Supply Storage (existing 3 shelves) ○ Storage coffee cups, tables ○ Refrigerator • Copy/Mail in the Suite • Kitchenette • Admin Support in remote locations inc. Guidance and Adjustment Counselors, School Psychologist
2.3	General Storage	<ul style="list-style-type: none"> • “Mini-Staples” for school supplies • can be remote from suite, preferred located near loading • Teachers place orders through Fay
2.4	Washer Dryer	<ul style="list-style-type: none"> • Need to wash kid’s mats • Located somewhere in the building
4/9	ART 8:00-8:40	Attendees: CPS: Yuliya Paylor
2.1	Overview	Sean noted that the purpose of today’s meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
2.2	Tobin Montessori Art Program	<ul style="list-style-type: none"> • Collaborate w/ Academic Classes for projects • Art Zones at the perimeter: <ul style="list-style-type: none"> ○ Objects for Observations ○ Printmaking/Fiber Arts ○ Painting – kids get their own pain ○ Sculpture – recycled materials in bids (Cardboard, shoe boxes, egg cartons, glue scissors, rulers & other tools) ○ Bulletin boards/display for each zone ○ Adjustable shelving each zone ○ Self-serve materials in bins; materials change

		<ul style="list-style-type: none"> ○ Paper storage – some accessible to kids ○ Clay bins on castors ● Demonstration Space: <ul style="list-style-type: none"> ○ Demonstrating Technique ○ Document Camera ○ To film to camera/tripod ○ Table – 6'x4'low ● Montessori method requires students to gather their own materials and take them to their table ● Technology: existing projector w/ small white board, LCD screen could be better solution for image resolution – Jana noted the benefits of being to write on the whiteboard – Brendon noted still evaluating projector selection at King Open that will inform the conversation & also that tech will continue to evolve ● Sinks at multiple heights ● Floor finishes tbd: options to consider in the future include linoleum sheet or tile & concrete ● Area to hang smocks (paint & clay) ● Kiln: TM does same amount of ceramics as VLUS, sharing may be difficult ● Teacher Prep Area: <ul style="list-style-type: none"> ○ Near kiln ○ Work Table w/ 2 casters ○ Space to store 700# clay ○ Clay Boards – 12 = 2 / table ○ 2 shelving units for student's work ● Other Storage: <ul style="list-style-type: none"> ○ Protected storage similar to existing w/ shelves for student work below and enclosed storage above for supplies ○ Storage room w/ shelves at perimeter ○ Space to store 700# clay ○ Flat Files – 2 ● FFE: <ul style="list-style-type: none"> ○ Project tables variety of heights for different age groups (not butcher block or Masonite) ○ Montessori Floor table w/cushions – like yoga ○ Rug Area ○ Mats to work on floor ○ Basket for mats
		●
2.3	Public Presentation Space	<ul style="list-style-type: none"> ● Mixture of closed behind glass & open ● Hanging system for corridors ● Display panels – flexible, students assemble/hang up the exhibits – hang exhibits on hooks
2.4	NAEA (National Art Educators Association):	<ul style="list-style-type: none"> ● Reference for Design Standards for School Art Facilities

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: varies

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD | NO ACTION

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Date Prepared	3/19/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130	
Subject	Focus Groups Vassal Lane Upper School	
Meeting Location	Tobin Rm. 239	
Meeting Date	See Below	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	F: Fax Number
Participants	All Focus Groups: City: Brendon Roy, Meagan Mulvey, Perkins Eastman: Sean O'Donnell, Jana Silsby, Alicia Caritano Individual Focus Groups: See Meeting Minutes	

AGENDA ITEMS		NOTES
3/13	SHELTERED ENGLISH – SEI 8:00-8:40	Attendees: SEI Teachers: Christine Beltran, Doris Lee, Allyson Abbey, Elizabeth LaRosa, Meghan Litten Paraprofessionals: Angie Sevane, Wislande Pierre
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.4	SEI Program Students	<ul style="list-style-type: none"> English as a Second Language +/- 50% immigrants (typ. 10-20 countries) & 50% children of faculty from Harvard, MIT, etc. Program ranges from 20-60 students throughout the year and each

		<p>year, currently 30 students (ESL1-4 students, ESL 3- 17 students) - lots of transition</p> <ul style="list-style-type: none"> • Some children have never attended school before and need lots of 1-on-1 attention • New students – shelter in a space, as they acclimate they interact more with other students • Head of SEI is district-wide • 24 students per section • SEI after school program 15 to 20 kids • 3 English classes: beginner, intermediate & high intermediate – grades mixed – one time per day • Electives same as Montessori • Encouraged to participate in clubs & sported • Vassal Lane is over-enrolled so integration/exit is hard • SEI supports Math, Reading, Intervention & SPED • Then grade level Math, Science & SS • Math intervention & literacy coaches • IEP – special education push in • Health is very hard - specialized language required, often need decompression after class • After School Homework Program
1.5	SEI Teachers	<ul style="list-style-type: none"> • Team informally touching base internally and – with VLUS • Need to interact with VLUS too to help • How do you integrate students? Departments? • Language liaisons - Interpreters • Assistant teachers (paraprofessionals) are actually instructing. White boards on both ends of the room. Small group instruction. Most classes have
1.6	Classrooms	<ul style="list-style-type: none"> • Science Room same as mainstream- 6-8th grade curriculum w/ physics, chemistry & biology, lab counter w/ hot & cold water, outlets, no gas, storage prep room good ventilation- burn things, dissection, freezer for sharks, mobile demo table • All classroom have a sink and water fountain and natural light • Sit/stand desks? • Ball chairs for kids that are fidgety • Storage: books, equipment, supplies for “Take-Apart Project” • Flexible walls • ESL Support – additional five students that are transition, push in or integrate into SEI programming
1.7	Break-Out Space/Office	<ul style="list-style-type: none"> • Shared space between 2 classrooms could be helpful for SPED transition
1.8	Professional Space	<ul style="list-style-type: none"> • Need space for team meeting • Instructional literacy materials, meeting space?
1.9	Cafeteria	<ul style="list-style-type: none"> • Limited use due to Montessori schedule
1.10	Additional Space Needs	<ul style="list-style-type: none"> • Additional space needs change w/ population that ebbs and flows • Pull-out Space • Increased need for pull-out for intervention and testing other than

		<p>schools? Testing extra time, small group especially “ESL 4” transitional students. Access (ESL) test one week per year</p> <ul style="list-style-type: none"> • MCAS space • Parent Meeting Space • Events: First Feast, Thanksgiving pot luck, International Ambassadors Program, New Experience 60 kids (inc ambassadors) combine two classrooms now • Community space with sink and projectors
1.11	Signage	<ul style="list-style-type: none"> • Multi-lingual • Prominent Languages: Haitian Creole, Portuguese, Amharic, Arabic, Bengali, Spanish, Mandarin, Korean, Gujarti, French? • See HS International Center
1.12	Specialists Input Required	<ul style="list-style-type: none"> • Ask the Specialists what they need to teach SEI students – most behavioral issues in Gen ed classes
1.13	Cafeteria	<ul style="list-style-type: none"> • Eat by grade level • All SEI students sit together typically
1.14	Library	<ul style="list-style-type: none"> • Like adjacency to library • Audio books are helpful – can students help select? • Cambridge Public Library teen room has good audio books
4/10	SEI	<p>Attendees: Teachers: Elizabeth LaRosa, Doris Lee, Allyson Abbey - Math, Meghan Litten - ELA, Christine Beltran – Science, Paras: Wislande Pierre, Angie Seoane</p>
2.1	Overview	<p>Sean noted that the purpose of today’s meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.</p>
2.2	SEI Program	<ul style="list-style-type: none"> • Enrollment varies 35-75 max (65 a few years ago) unpredictable due to population that ebbs & flows throughout the year • 5 Classrooms: 3 English, 1 Math, 1 Science- sizes vary greatly up to 24-25, conventional classrooms sim. Gen. Ed. Inc. Science w/ Prep Room • Students organized by skill-level in subjects not grade levels, newcomers may spend whole day in SEI neighborhood, and time in SEI lessens as skill levels progress e.g. ESL4 could spend 1 or 2 classes in pod • Classrooms L-shaped • All windows have blinds • All ESL classes meet at the same time • Locate English classrooms together so kids can go to different rooms – possibility of moveable walls if acoustical • SEI Resource room could be combined w/ small group activities but don’t connect directly to classroom – access from corridor, need 1:1 space for testing & new student evaluation

2.3	SEI Neighborhood	<ul style="list-style-type: none"> • Need to understand how integrated into other programs- leaning towards own neighborhood – more centrally located to rest of VLUS as opposed to at the end, should share hallway/interaction time with mainstream students – if paired with one grade would be 7th • Teacher Work Room: Centrally located in neighborhood w/ visibility of neighborhood, Adult space, not for students, can eat here but separate Lunch Room is provided, coffee maker, refrigerator, microwave, some meeting space, copier, lockable cabinets (After School/ Summer kids steal snacks)
3/13	GRADE 8 9:10-9:50	<p>Attendees: Sarah Steward – Math, Ioana Brightman – Science, William Folman – History, Caitlin O’Brien - ELA, Terry Elio – Special Ed, Stephanie Doane – Special Ed,</p>
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
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1.4	Planning Model	<ul style="list-style-type: none"> • Pod: English/Spec ed/Science, Social/Spec ed/Math, ELA/Spec ed/History (1-2 Specialists per classroom + Health) • Pod: 4 core classes, 1 OSS classroom (Spec Ed 25-30% of pop. 3-4 up to 14 students, highest year 25), one SEI, OSS pull out room (6 students) (1-2 specialists (health, art) Conf room, copy room, teacher bathroom • Break Out Space/Office between 2 classrooms would be helpful for SPED transition & confidential phone calls • Lockers in corridors: Putnam single tier lockers good, higher off the floor? • Common Bulletin Boards corridors
1.5	Classrooms	<ul style="list-style-type: none"> • Co-Teaching: 1 content area specialist, and 1 special education teacher (2x per day in ELA) – two small groups • Could combine classrooms – possible between Humanities & ELA • Acoustics are important • Sinks and bubbler in classroom. • White boards, multiple • Space for kids to get away /student decompression space • Desks w/ baskets, separate chairs

		<ul style="list-style-type: none"> • Black out shades for video projection • Project tables • Student desks open basket, separate chair • Desks for Co-Teachers/Specialists • ELA library area in classroom • Plan for future technology: wired and wireless
1.6	Science	<ul style="list-style-type: none"> • Lab counter: outlets, no gas • Sinks w/ hot and cold water • Good ventilation - burn things, dissection • Ample white boards • Interactive white board • Mobile demo table • Standing desks • Exercise balls • Floor freezer for sharks • Storage for: "Take Apart Project" /accumulated broken components, tools • Prep Room • More detail to be provided at future separate Science meeting
1.7	ELA:	<ul style="list-style-type: none"> • Classroom library in room. Supplement larger library. Shelving space needed. Couple of shelves on wheels. Comfortable seating in library. Flexible seating - Frequently moved. Seminar structure 25 kids. Breakout
1.8	History	<ul style="list-style-type: none"> • Storage in history, lots of shelves, flat files/shelves.
1.9	Sub-Separate	<ul style="list-style-type: none"> • OSS Highest has been 25
1.10	Future Technology Program	<ul style="list-style-type: none"> • State requirement
1.11	Testing	<ul style="list-style-type: none"> • Space for 6-8 students
1.12	Teacher Space	<ul style="list-style-type: none"> • Workroom, copier and bathroom
1.13	Lunch Room	<ul style="list-style-type: none"> • Room for Pod
4/10	GRADE 8 9:10-9:50	<p>Attendees: Sarah Steward - Math, Caitlin O'Brien - ELA, Stephanie Doane - Special Ed, Terry Elio - Special Ed,</p>
		<p>Find Sean's 8th grade notes, check AC notes</p>
2.1	Overview	<p>Sean noted that the purpose of today's meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.</p>
2.2	Classrooms	<ul style="list-style-type: none"> • Flexible layout w/ moveable furniture, layout varies from circle to seminar • Co-teaching model: 1 content specialist, 1 SPED specialist (want desks)

		<ul style="list-style-type: none"> • White Boards - multiple • Sinks w/ water fountain • Space for kids that “need to get away” • Storage: <ul style="list-style-type: none"> ○ Lots of shelving for Books/equipment ○ Flat storage for posters & flip charts ○ Storage for Take Apart” project • Furniture: <ul style="list-style-type: none"> ○ Desks w/ baskets ○ Separate desk chairs ○ Ball chairs for kids that are fidgety ○ Project Tables ○ • Acoustics important • Black out shades desirable • Plan for future technology: wires & wireless • Break Out Space / Office Between 2 classrooms: <ul style="list-style-type: none"> ○ Helpful for SPED transition ○ Place to make confidential phone calls • Science: <ul style="list-style-type: none"> ○ Lab counters w/ water, outlets, no gas ○ Prep Room ○ Good ventilations (burn things, dissection) ○ Floor freezer for sharks ○ Mobile Demo Table ○ Sit/stand desks • ELA: <ul style="list-style-type: none"> ○ Classroom library for independent reading – some shelving on wheels ○ Separate nook ○ Comfortable flexible seating
2.3	Neighborhoods	<ul style="list-style-type: none"> • English, Math, Science Social Studies, + 1 OSS full classroom + 1 SEI classroom (SPED?) <ul style="list-style-type: none"> ○ Sub Separate = OSS, services 20% population, max has been 25 ○ Could combine 2 classrooms (possibly Humanities & ELA) w/ moveable acoustic partition that allows for larger room when open • To 1-2 Specialists Classrooms, Health • Work Room: collaboration, copier, can eat here (separate staff lunch room in building) • Bathrooms • Pod Meeting Room, could also be used Space for testing for 6-8 • Technology Program in future (state requirement) • Joint bulletin boards • Lockers – single tier, install higher off floor, need visibility over top
3/13	GRADE 7	Attendees:

	10:05-10:45	Andrea Ruse – Science, Elsa Head - Math, Sarah Shaw – ELA, Chris Rettig – Social Studies, Robin Halperin – Special Ed, Katie Severino – Special Ed
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.4	Planning Model	<ul style="list-style-type: none"> • Grade level team – this is the fundamental structure, core classroom, student locker together. Advisories together • 100 students: 80 + 20 • Mix of big classrooms, medium and breakout spaces. SEI students and special education classrooms, folding wall w/ good acoustics between 2 classrooms to allow for one larger room? • Small group pull outs – IEP – up to 10 – 15 students? Science break out • Breakout space between core classes (w/projectors & whiteboard) • Small Group Pull-Outs • Community Space at center o Pod (see example Ipswich Middle School), steps/benches/amphitheatre? • Hallways wide enough for passing, good supervision, switch classes smoothly, existing building has poor sight lines • Lockers: mirror grade level, spread out, easily supervised by classroom & office • Multiple Restrooms – one per grade
1.5	Classrooms	<ul style="list-style-type: none"> • Co-taught classrooms – small group tables. Two teachers • two eno boards for co-teaching for 10-12 students • White boards • Would like 2 teaching walls w/ projectors & whiteboards • Flexibility for groups • Sink and water bubbler • Workstations for paraprofessionals • Moveable furniture • Small group tables • Lots of natural light and natural materials • Water fountain and sink in every classroom • Glass to corridors can be a distraction • Air quality important

		<ul style="list-style-type: none"> • Not adjacent to Auditorium • Laptop cart/place to store in classroom • Like rectangular rooms that are “boring and functional”, don’t like existing angles, difficult to furnish
1.6	OSS/Office of Student Services	<ul style="list-style-type: none"> • OSS Substantially Separate Classroom – self-contained classroom – up to 12 or 15 students, but typ. 6 • Always a paraprofessional too • 504’s • Gifted and Talented
1.7	Teacher Work Room	<ul style="list-style-type: none"> • Grade level workroom and separate copier space • Place for staff personal belongs in work room or office/break-out space?
1.8	Teacher Lunch Room	<ul style="list-style-type: none"> • Separate rrom
1.9	Conference Space	<ul style="list-style-type: none"> • IEP conf. room • Meet w/ parents
1.10	Other Space	<ul style="list-style-type: none"> • Lactation space
1.11	Parking	<ul style="list-style-type: none"> • Would like assigned parking
4/10	GRADE 7 10:05-10:45	Attendees: Sarah Shaw - ELA, Chris Rettig – Social Studies, Robin Halperin, Elsa Head - Math, Andrea Ruse – Science, Katie Severino – Special Ed,
2.1	Overview	Sean noted that the purpose of today’s meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
2.2	Classrooms	<ul style="list-style-type: none"> • Co-Teaching • Flexible layouts, from circle to seminar • Technology: 1 sized for entire group, 1 sized for ½ - prefer projectors & white boards • Like connecting classrooms • Like “L”-shaped rooms • Mix of cabinetry and open shelving • Resource Room connected directly to classrooms & corridor – need 3 • Furniture: <ul style="list-style-type: none"> ○ Don’t like Triangular desks - too small ○ Don’t like 2 person desks – no place to put stuff • Science: <ul style="list-style-type: none"> ○ Like Putnam Ave. rooms ○ Moveable demonstration tables
3/13	GRADE 6 10:55-11:35	Attendees: Anna McMaken-Marsh-ELA, Leslie Kramer – Social Studies, Colleen Barber - Science, Neba Abu – Math, Rosann Babbage – Special Ed, Sue Weiner –

		Special Ed, Kim Barenholtz – Special Ed, Marie Viola – Self-Contained Paraprofessional
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O'Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today's meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
1.2	Communication Protocols	BR requested that all correspondence from staff please be sent to Jim Maloney / Joanne Johnson and they will forward to the City and the Design Team as required.
1.3	Space Needs Survey	Alicia Caritano noted that CPS has distributed Space Needs Surveys for all staff to fill out and provide detailed information about their space, including an area for diagrams. Completed surveys are due to Perkins Eastman by 3/20.
1.4	Planning Model	<ul style="list-style-type: none"> • 6th grade received from different programs, very varied experiences • Very nurturing kind introduction to MS: need big rooms, color, flexible spaces • Good sight lines/ no places to hide • Would like 1 stair per grade level for easy access to Specialists and lunch • Isolate the 6th grade in transitions and hallways • Single Tier lockers w/ space to circulate • Visual access to lockers and bathrooms • 6th grade struggle w/ separation of the outside? Would like to see and touch nature in the building to help students from feeling boxed in • Value arts participating in the arts • Grade level separation – stairs for each grade? • Break-out spaces: Gibbs center library really nice – guidance counselors there too, easy access • Additional space to grow • Auditorium and Music spaces should be remote/acoustically separate from pod
1.5	Advisories	<ul style="list-style-type: none"> • Advisories: homeroom - 15 minutes, sit in a circle 15 students, not separated visually, don't want to lose time in moving furniture • SEI is integrated into Advisory • HVAC units in classrooms too noisy • Advisories grades 7 & 8 also
1.6	Existing School	<ul style="list-style-type: none"> • Music and band next to core classroom – acoustic issues • Feels like a prison... depressing
1.7	Classrooms	<ul style="list-style-type: none"> • Eight rooms that can handle a circle of 15 plus a teacher – OSS, SEI, 6th grade core classrooms, science • Co-taught classroom • Multiple teaching walls w/ projector & magnetic white boards w/ tack

		<ul style="list-style-type: none"> strips, tackboards • Lots of outlets • Lots of windows & natural light, good lighting • Corners / benches for reading • Storage & Shelving, built-ins are desirable/ less institutional • Dividers to break up classrooms: existing large storage cabinets on wheels used as room dividers • Lockdown: can't go through multiple rooms w/ connected doors
1.8	Pull-Outs	<ul style="list-style-type: none"> • 8 rooms that can handle 15 + 1 • Pull out large enough for advisories
1.9	Science	<ul style="list-style-type: none"> • Putnam avenue labs / rectangular shape works well for co-teaching.
1.10	Other Spaces	<ul style="list-style-type: none"> • Exercise space w/ fitness equipment for teachers
1.11	Outdoor Connection	<ul style="list-style-type: none"> • Many students come from high rise housing so connectivity to the outdoors is desirable • Two basketball courts • Small spaces inc. seating w/ shade, space to read • Spaces appropriate for Middle School
4/10	GRADE 6 10:55-11:35	<p>Attendees: Anna McMahan-Marsh - ELA, Laura Sylvan - French, Oksana Deinak - Spanish, Heba Abu - Math, Leslie Kramer - Social Studies, Kim Barenholtz - Special Ed</p>
2.1	Overview	<p>Sean noted that the purpose of today's meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.</p>
2.2	Classrooms	<ul style="list-style-type: none"> • Layouts: <ul style="list-style-type: none"> ○ Like to set up room "corner to corner" to separate groups • Resource Rooms w/ connecting doors • Storage: <ul style="list-style-type: none"> ○ Accessible shelving for teacher materials • Furniture: <ul style="list-style-type: none"> ○ Don't like triangular desks ○ Spanist teacher likes old HS desks w/ chairs attached to desks • Science: <ul style="list-style-type: none"> ○ Like Putnam lstanding lab desks
2.3	Neighborhoods	<ul style="list-style-type: none"> • Teacher Work Room • Separate Lunch Room • Lockers: <ul style="list-style-type: none"> ○ Avoid pinch points ○ Display above
3/13	RELATED SERVICES	<p>Attendees:</p>

	11:40-12:20	Tany Bacci Benzan – Assistant Principal, Matt Dunkel – Math Coach, Sarah Foleno – Literacy Coach, David Borden – Student Support, Susan Peloquin – Social Worker, Matthew Sadowski – Guidance Counselor, Kolleen Burbank – Content Interventionist, Obiageli Casrion – Family Liason, Rachelle Boyce – Clerk,
1.1	Overview	Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.
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1.5	Guidance Counselor & Social worker	<ul style="list-style-type: none"> • Interact w/ most kids, individuals, also up to 6-7 kids, and families • Locate close to each other, confidential, central location would be nice • Don’t want to see into rooms • Closet • Gender neutral bathroom
1.6.	Admin. Suite	<ul style="list-style-type: none"> • Welcoming space • Family liaison: near front door, wants to be “connected” to main suite, private office, would like space to send families to, e.g. Family Café below • Clerk • Students Support person – private • Greeters and Discipline – need separate entrance for arrivals & discipline • Assistant Principal: needs meeting space, ability to see in front of the building, but not see into the office • Tobin Main Office has a much better ambiance than VLUS
1.7	Family Café	<ul style="list-style-type: none"> • Space at the front door? • Support activities • Change to MS parents have more limited access • Family liaison here?
1.8	Health & Wellness	<ul style="list-style-type: none"> • Possible cluster w/ Speech Pathologist & PT • Waiting Area • Windows
1.9	Interventionists	<ul style="list-style-type: none"> • Up to 6 students at a time, typically 2-4 • Not an elementary classroom, needs to look like grown-up learning area

		<ul style="list-style-type: none"> • Interventionists should be seen and integrated w/ mainstream • Multiple tables • Hands on tools • Closed off storage
1.10	Coaches	<ul style="list-style-type: none"> • Coaches (2) and Interventionist (1.5 or 2?), 1 SEBS support - clustered? • Interventionists do not do testing, don't need as much privacy • Coaches (2) work alone, work w/ students - 4 or less, need adult meeting area • Currently use the Library
1.11	Substitute Teacher Space	<ul style="list-style-type: none"> • 1 staff person that covers: typically don't have a dedicated space, could space be in main office? • 75% in classroom
1.12	Faculty Gathering Space	<ul style="list-style-type: none"> • Entire faculty learning space (55 faculty)? Teams (7th grade table for meetings) - 8 to 10 people for PD
1.13	Teacher Space	<ul style="list-style-type: none"> • Separate work space • Separate teacher lounge w/ eating space, microwaves, creative seating
1.14	Teacher Fitness Space	<ul style="list-style-type: none"> • Showers for joggers • Mindfulness, well-being.
1.15	Cafeteria	<ul style="list-style-type: none"> • Seating - flexible, imaginative • Home lunch students could use a microwave
1.16	Indoor Play Space	<ul style="list-style-type: none"> • Indoor play/ recess during inclement weather?
1.17	Outdoor Connections	<ul style="list-style-type: none"> • Separate spaces for older and younger children • Structures/Basketball courts visible from the building to monitor students • Shade areas • Wall seats
4/10	RELATED SERVICES 11:40-12:20	Attendees: Matthew Sadowski – Guidance Counselor, Sarah Foleno – Literacy Coach, Matt Dunkel – Math Coach, Kolleen Burbank – Interventionist (Academic), David Borden – Student Support, Obi Carrion – Family Liason, Susan Pelloquin – Social Worker
2.1	Overview	Sean noted that the purpose of today's meeting is to continue the previous conversation from the earlier focus group to better understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.
2.4	Related Services General Comments	<ul style="list-style-type: none"> • Clerk • Building Substitute workspace near Clerk - they communicate everyday • Family Liason • Separate student support from family support • Speech - possibly shared position? • Guidance centrally located

		<ul style="list-style-type: none"> Coaches / Interventionist: <ul style="list-style-type: none"> 2 Coach Offices, located near, need to have separate conversations Possibly near Library Positive vibe 6th grade is kind of separate – sold as a plus
3/13	SPECIALISTS 12:35-1:10	Attendees: Laura Sylvan – French, Robin Seeran – Art, Terri Bowman – Health, , Oksana Deinak – Spanish, David Cross – Instrumental Music Band, Jenna Havelin – Music & Chorus, John Burgess – PE
1.1	Overview	<p>Brendon Roy (BR) noted that the project is in the Feasibility Study (FS) which is the initial phase of the process to design the new school which is currently projected to open +/- in 2024. He noted that these Focus Group Meetings are the first of two rounds of such meetings, and Round 2 of will occur in April dates tbd. Sean O’Donnell (SOD) explained that the Design Team will use the information from Focus Groups to develop an Educational Specification which will be used to develop the options being studied in the FS, as well as the eventual built project. The goal of today’s meetings is for the Design Team to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>
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1.4	General	<ul style="list-style-type: none"> Act as connective tissue, part of the larger school, good to be central? Only one doing their job, often feel isolated, goal is to be less isolated Students come to Specialist spaces w/ lots of “stuff”, possible anterooms w/ cubbies? How to showcase the great work?
1.5	Teacher Space	<ul style="list-style-type: none"> Teacher Workroom separate Teacher Lounge separate
1.6	Existing School	<ul style="list-style-type: none"> Jail like Not enough of light Kids carry lots of stuff because lockers can be remote from classrooms
1.7	Music	<ul style="list-style-type: none"> The band program should be isolated by acoustically High ceilings Performance space and rehearsal spaces are different Theater classroom Practice rooms 8-10 students Strings offered concurrently to band: could be 20-25 Separate future Music meeting
1.8	Gymnasiums	<ul style="list-style-type: none"> Direct access to fields Don’t want to pass through gym to access other spaces
1.9	Health Class	<ul style="list-style-type: none"> Health standard academic class, large

		<ul style="list-style-type: none"> • Nutrition & Life Skills
1.10	Art	<ul style="list-style-type: none"> • 2D & 3D display, system to attach to walls & display cases • 2 shows a year • Separate future Art meeting
1.11	Electives & Clubs	<ul style="list-style-type: none"> • Sewing • Cooking: food is part of the culture • After School clubs
1.12	World Languages	<ul style="list-style-type: none"> • World languages – some connection to SEI? • Small group rooms for students to sit at a table w/in the classrooms • Breakout space
4/10	OSS/SPECIAL EDUCATION 2:10 – 2:50	<p>Attendees: Special Educators: Ann Marie Viaud, Heidi Munoz, Ali D'Agostino, Robin Halperin, Kim Barenholtz, Susan Weiner, Terry Elio, Stephanie Doane, Katie Severino, Marie Viola, Rosanna Babbage</p>
1.1	Overview	<p>Sean noted that the purpose of today's meeting is to understand the requirements for kinds and quantities of spaces required, as well understanding how you are currently using your spaces and possibilities to improve things in future. Sean showed a presentation that included precedents, and diagrammatic layouts. Sean noted that Space Needs Surveys provide an important level of detail and encouraged everyone to submit surveys if they have not already done so, or to resubmit their updated surveys as required.</p>
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1.4	OSS General	<ul style="list-style-type: none"> • Confidentiality & Regulatory Issues • 2.5 – 3 Special Educators / grade • Existing 2 classrooms (used to have 3) & 2 pull-outs, & 3 floating Paras • 6 - 8 = 2.5 students • 3 Paras + 2 SEI Paras • SPED @ VLUS: <ul style="list-style-type: none"> ○ LBLD (Language Based Learning Disabilities) ○ 2 Teachers ○ To M/SS/ELA • Sub-Separate Classroom – same as Gen. Ed rooms w/ regards to technology and neighborhood layouts • OSS Teachers do Advisories • OSS teachers have one or multiples disciplines that vary each year • Department dream to have Special Ed teacher in each classroom • Offices for SPED Teachers, not in Gen Ed, but close to classrooms, need confidentiality • Teacher Work Room: desks, wardrobes, conference table, whiteboard w/ projector • Separate Lunch Room

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">• Pull-outs in Neighborhoods, like model between rooms, areas for separate testing• LBLD needed in each grade• 6th Grade subset – like a “soft chill” area w/ in classrooms• Shared conference space available throughout the building• Idea for separate stairs for each grade – likely not possible• Need to coordinate w/ ASD |
|--|--|--|

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: [Click here to enter a date.](#)

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

PERKINS —
EASTMAN

Human by Design

CITY OF CAMBRIDGE: DHSP FOCUS GROUP 04/03/19

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOL



PERKINS —
EASTMAN
Human by Design

EARLY CHILDHOOD



ORIGINAL SPACE PROJECTION

NOVEMBER 2017

HUMAN SERVICES

Core Spaces: PreSchool						
Classroom: PreSchool	8 @ 1,000 SF =	8,000 NSF	not noted	20	160	REVISED PER ES REQUEST 9_1_1
Student Toilet Rooms: PreSchool	8 @ 65 SF =	520 NSF	not noted	-	-	PER KING OPEN PROGRAM
PreSchool Support: Kitchen / Pantry	1 @ 150 SF =	150 NSF	not noted	-	-	PER KING OPEN PROGRAM
PreSchool Support: Cubby Area	8 @ 125 SF =	1,000 NSF	not noted	-	-	REVISED PER ES REQUEST 11_1_1
PreSchool Support: Meeting Room	1 @ 100 SF =	100 NSF	not noted	-	-	PER KING OPEN PROGRAM
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PRESCHOOL ASSIGNED CLASSROOM SPACE		30 ROOMS	10,135 NSF	40-50		
Core Spaces: Community School						
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AFTER SCHOOL INSTRUCTIONAL ASSIGNED CLASSROOM SPACE		9 ROOMS	5,300 NSF	125		
Main Office Area						
Office: PreSchool Director	1 @ 100 SF =	100 NSF	300+ SF	-	-	PER KING OPEN PROGRAM +/-, L
Office: PreSchool Shared	1 @ 540 SF =	540 NSF	100 SF	-	-	
Office: Community School (After School Admin)	1 @ 200 SF =	200 NSF	150 SF	-	-	PER KING OPEN PROGRAM +/-
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Workroom: Shared Workroom / Conference / Lockers	1 @ 300 SF =	300 NSF	SF	-	-	PER KING OPEN PROGRAM +/-
HUMAN SERVICES ASSIGNED OFFICE SPACE		5 ROOMS	1,340 NSF	N/A		

POTENTIAL MODIFICATIONS TO SPACE PROJECTION

- 17 children per class typ.
- 4 Teachers per room
- 1 Director; 1 Assistant Director
- Add a Gross Motor Room
- Additional Conf Room?

SOME THEMES

- Welcoming, like home
- Child-scaled
- Engaging all senses
- Use of color
- Cubbies, corridors, nooks
- Every place a play space
- And more....



A CHILD'S VIEW OF THE CLASSROOM

Reading Center

- Large & Small Books
- Sofa

"We fly paper airplanes into here and pester the girls."

Drawing & Cutting

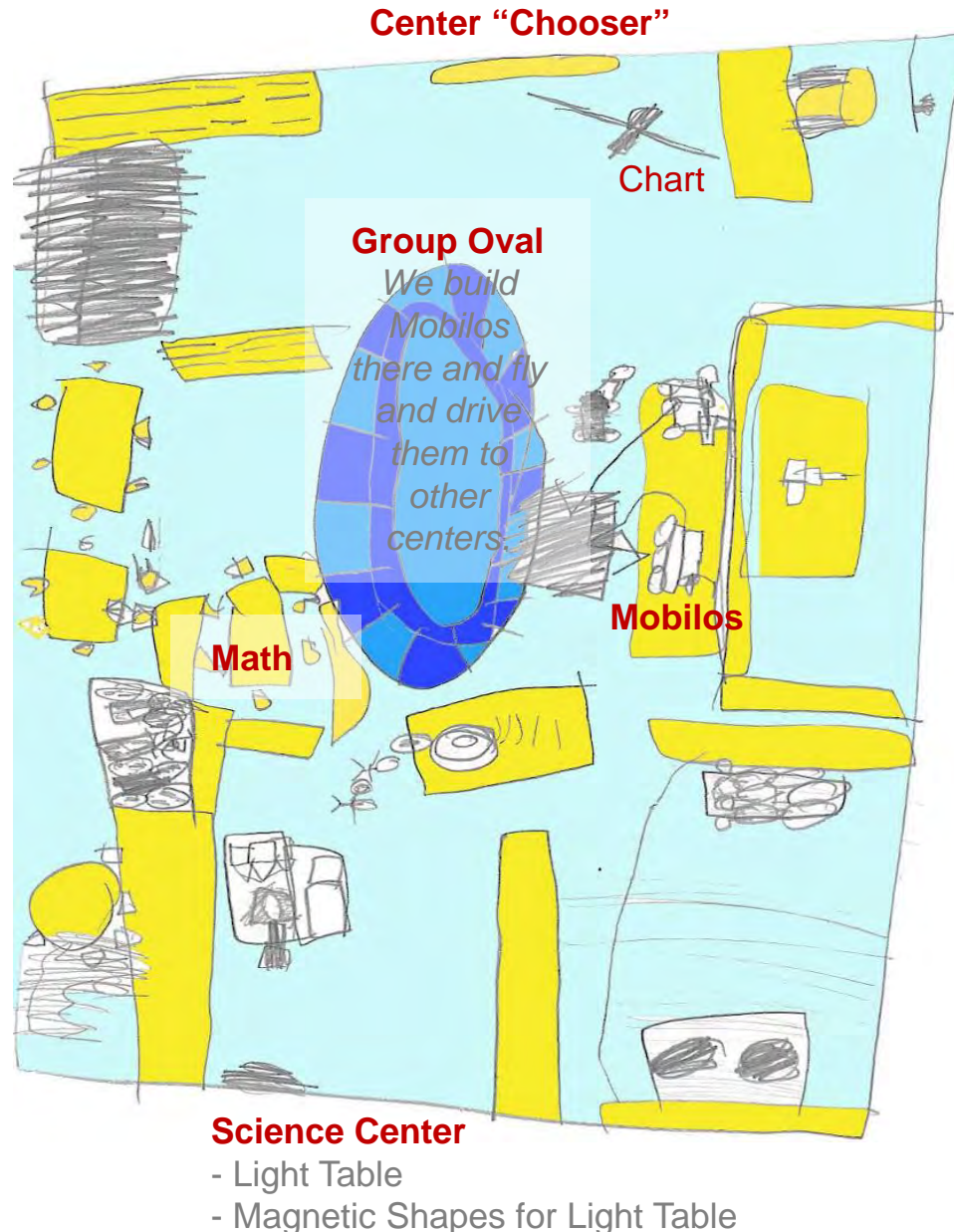
On shelves:

- Staplers
- Pencils
- Straws

Arts & Crafts

(aka the Round Table)

- Eating
- Projects



Teacher's Desk

Blocks

- Shelves with blocks
- Short block table

Dramatic Play

- 3 Babies
- Curtain above
- Stove

People in dramatic play always ask the kids in blocks to "quiet down over there."

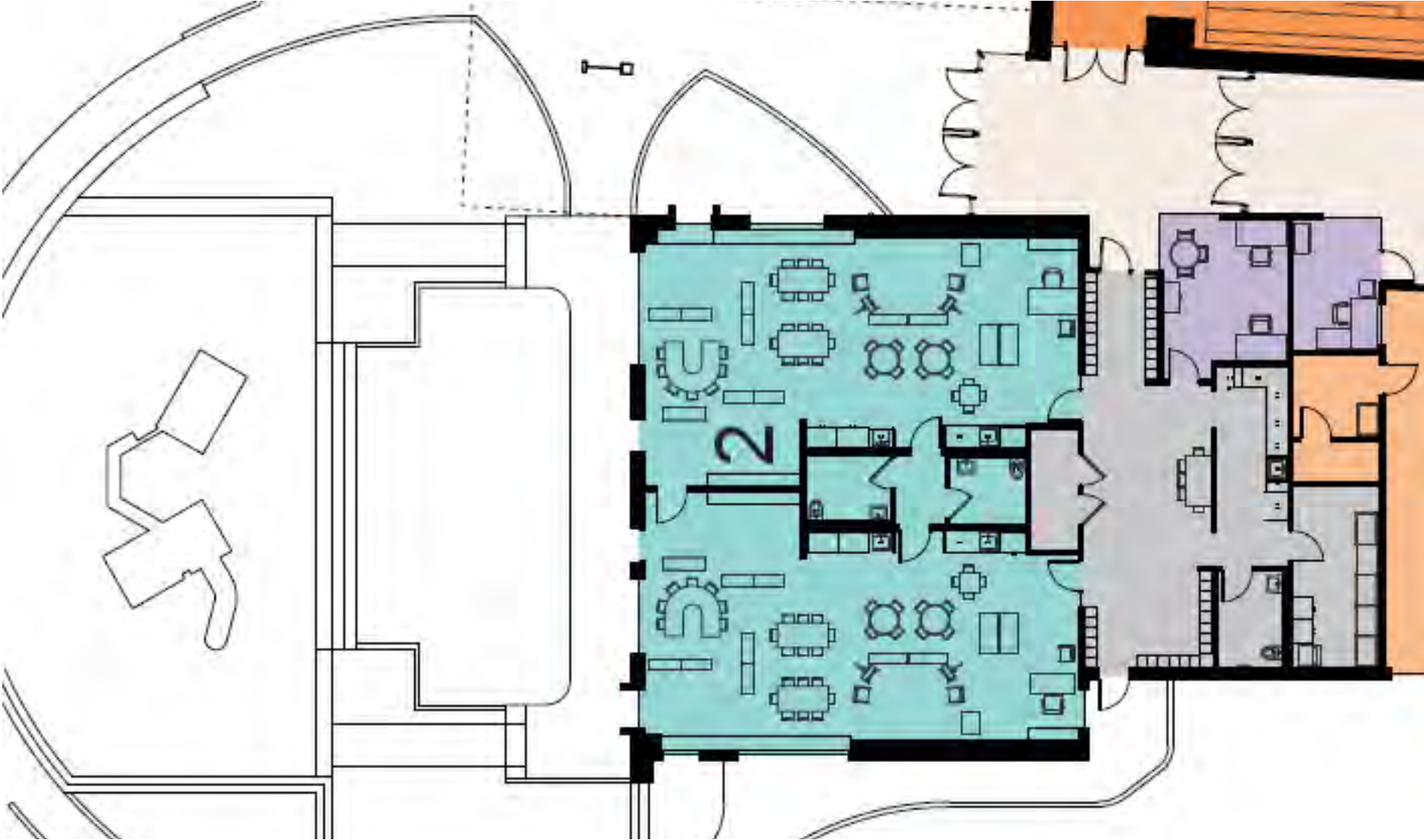
CLASSROOM DESIGN

MLK

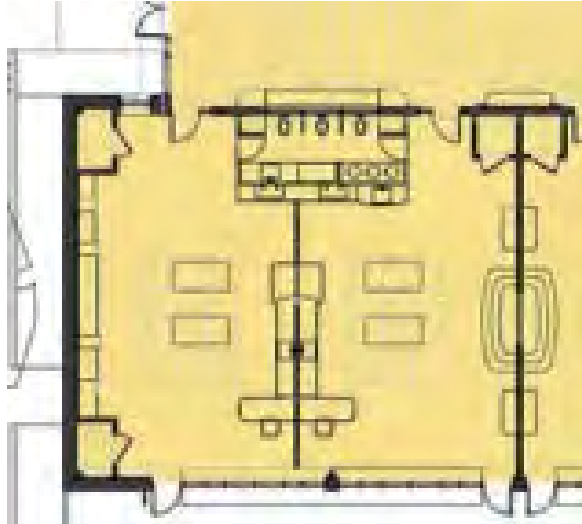


MLK EARLY CHILDHOOD

TWO CLASSROOMS



PAIRED CLASSROOMS



TOILETS & WASHROOMS



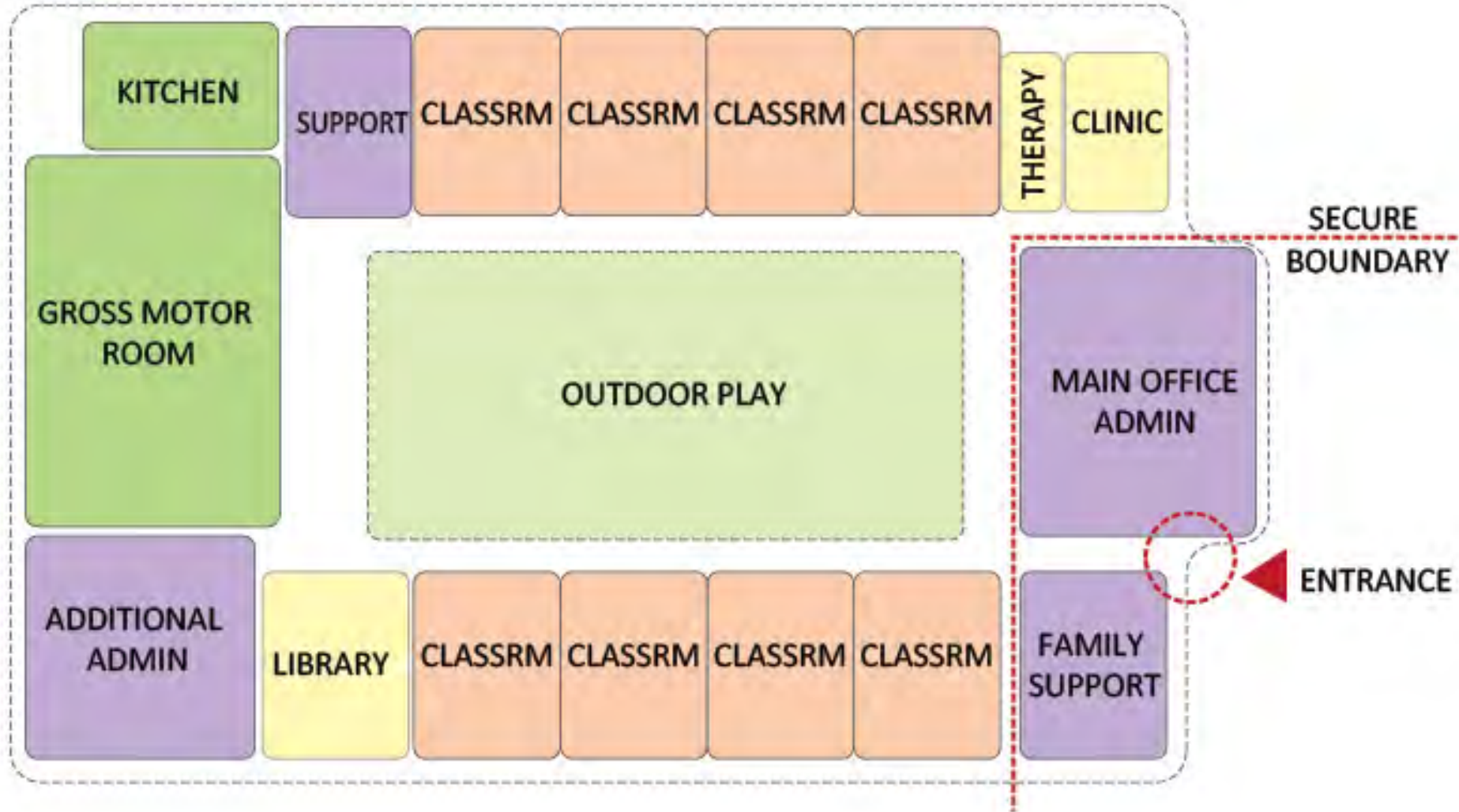
Stenwood Elementary



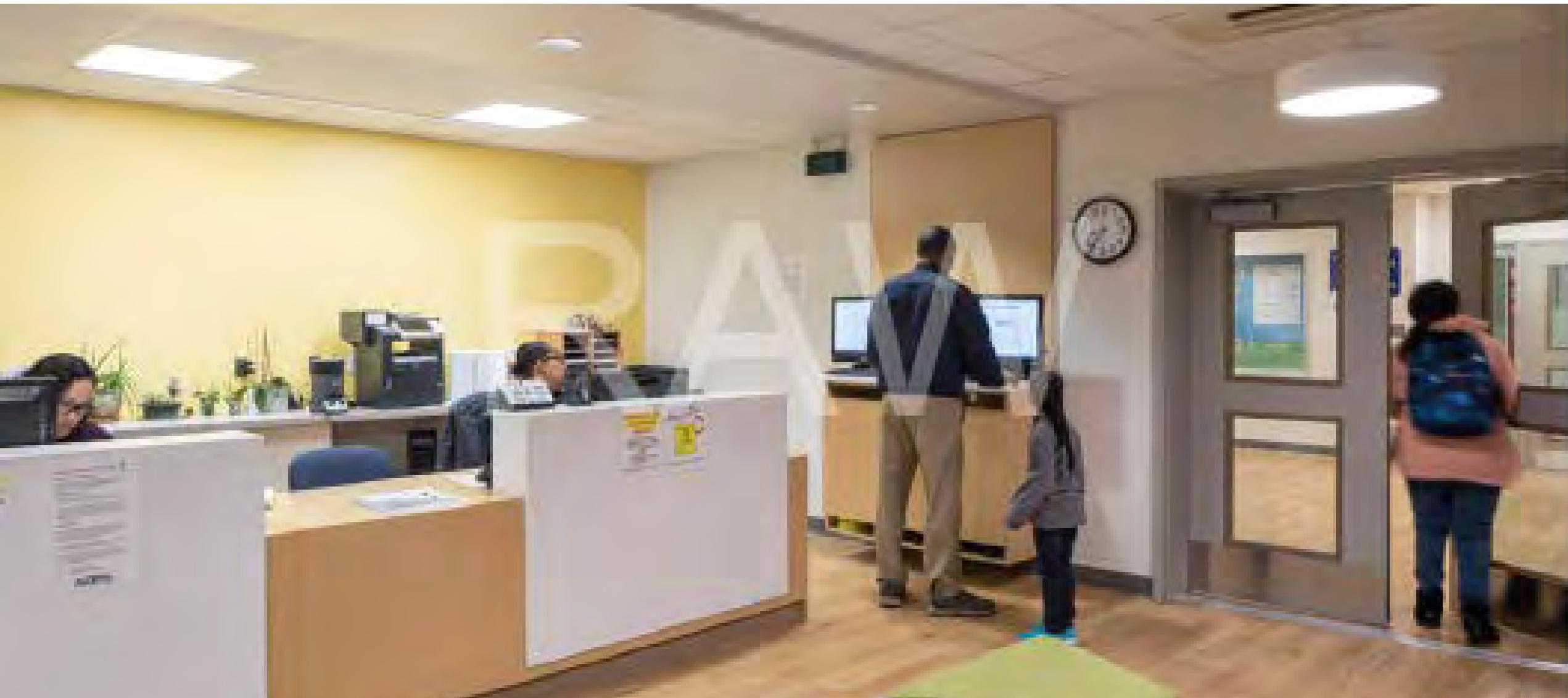
Kita Drachenhohle | Baukind

IDEAL PROGRAM ARRANGEMENT

PROJECT LOCATION



ARRIVAL



CHILD SCALED



Aldinga Library | Brown Falconer

Escuela Infantil Pablo Neruda | RuedaPizarro

COLOR USE

CHENGDU INTERNATIONAL SCHOOL



BRINGING NATURE INSIDE

PROJECT LOCATION



Kita Drachenhohle | Baukind



Chroscice Kindergarten | PORT | Green (Poland)



Green Ivy Montessori

ENGAGING ALL SENSES



Kita Drachenhöhle | Baukind



Educare DC | RDg



Outdoor play

EVERY PLACE IS FOR PLAY



Painting with mud



Educare DC | RDg



Kita Kinderlachen | Baukind



Lady Gowrie | Cumulus Studio

CORRIDORS CUBBIES AND NOOKS

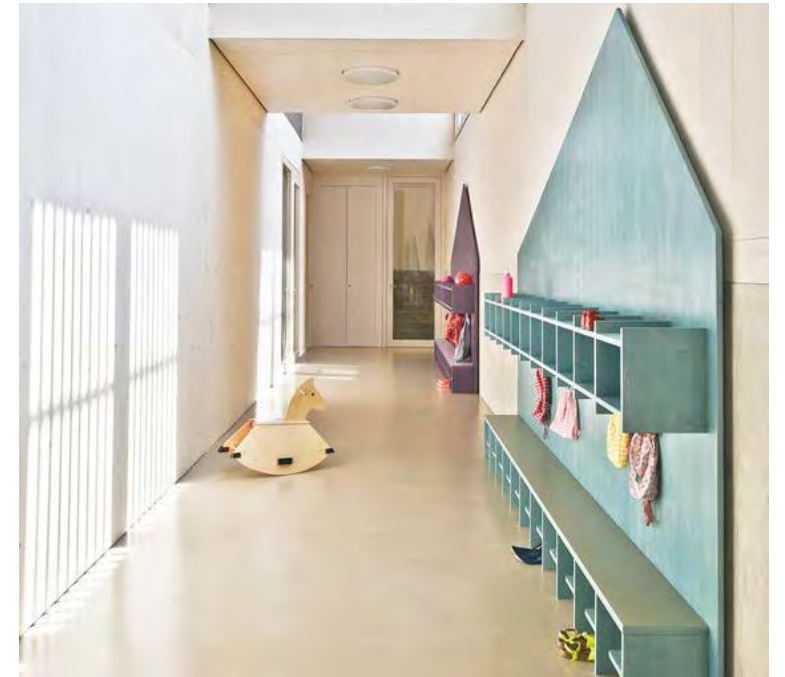
PERKINS EASTMAN PROJECTS



Stenwood Elementary

CORRIDORS, CUBBIES, AND NOOKS

PRECEDENTS



Gekko by Moke Architekten

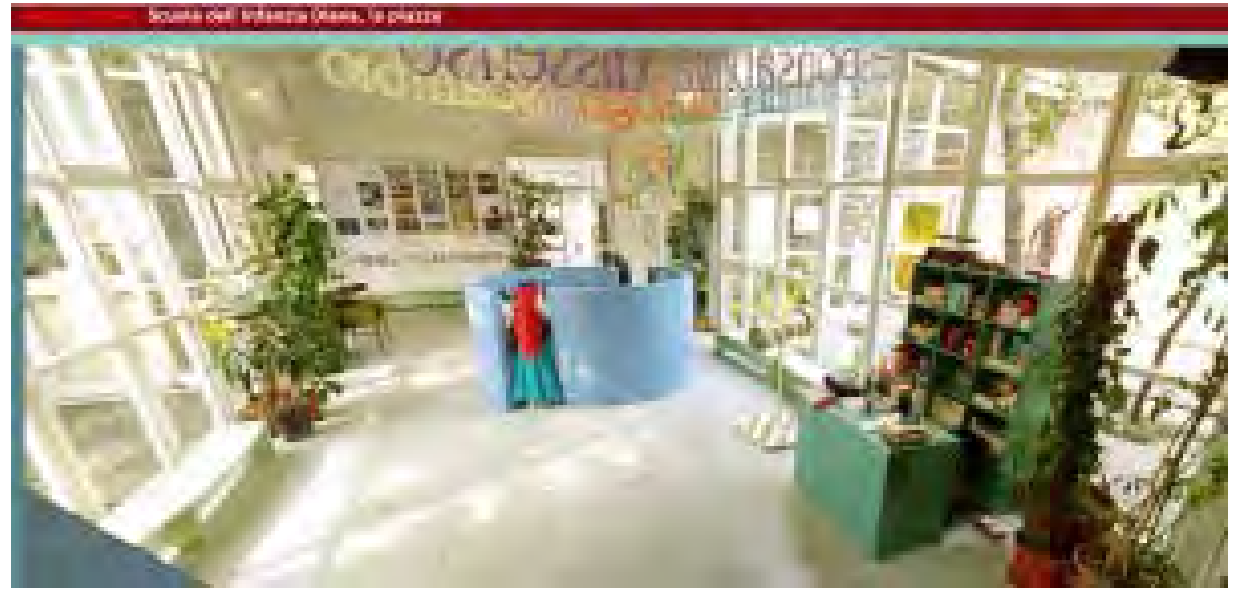
Kindergarten Ludwigsburg by Von M

HANDS ON LEARNING

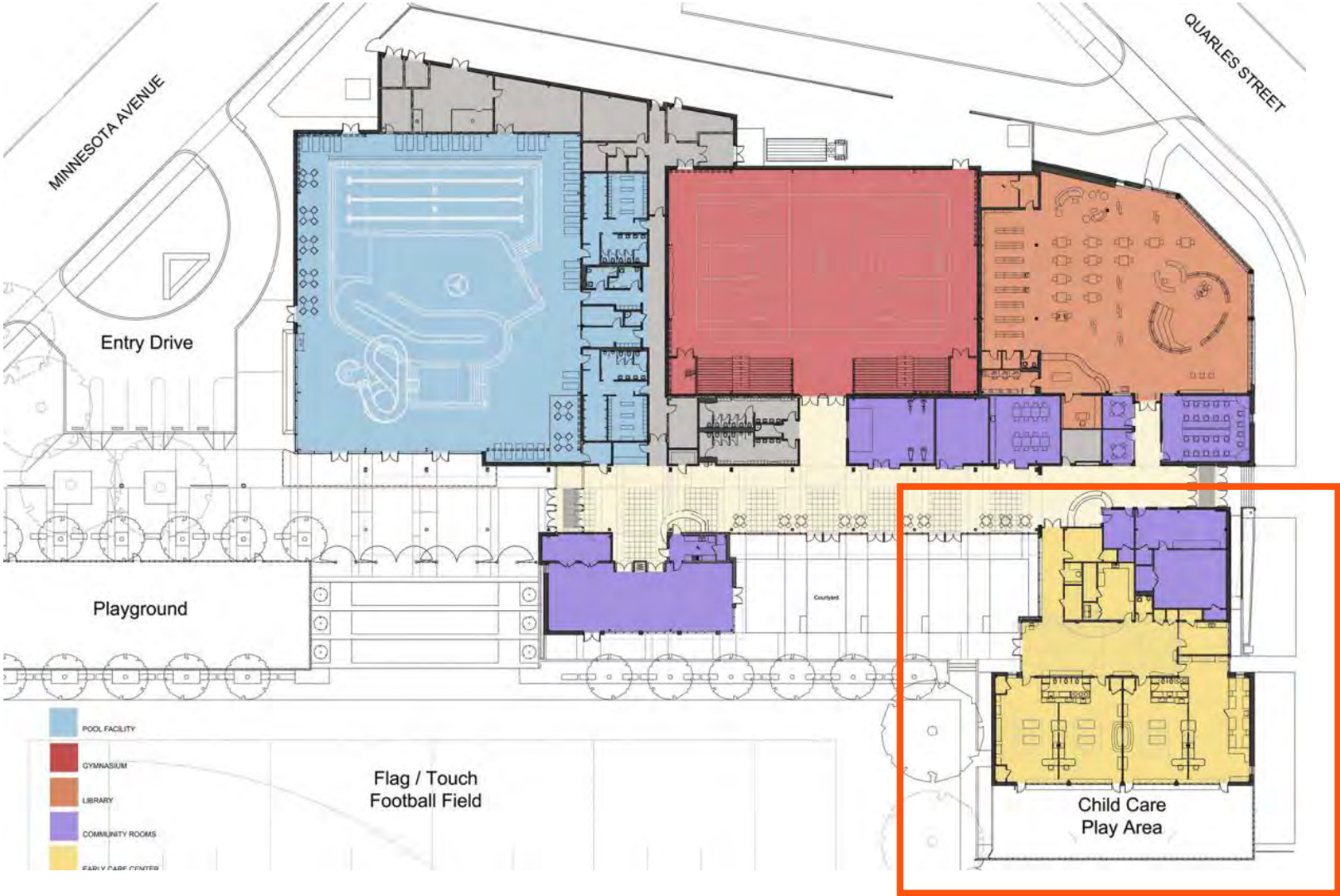


HEART OF THE SCHOOL

THE "PIAZZA" AT REGGIO EMILIA



HEART OF THE SCHOOL



ARRIVAL & OUTDOOR SPACE



ORIGINAL SPACE PROJECTION

NOVEMBER 2017

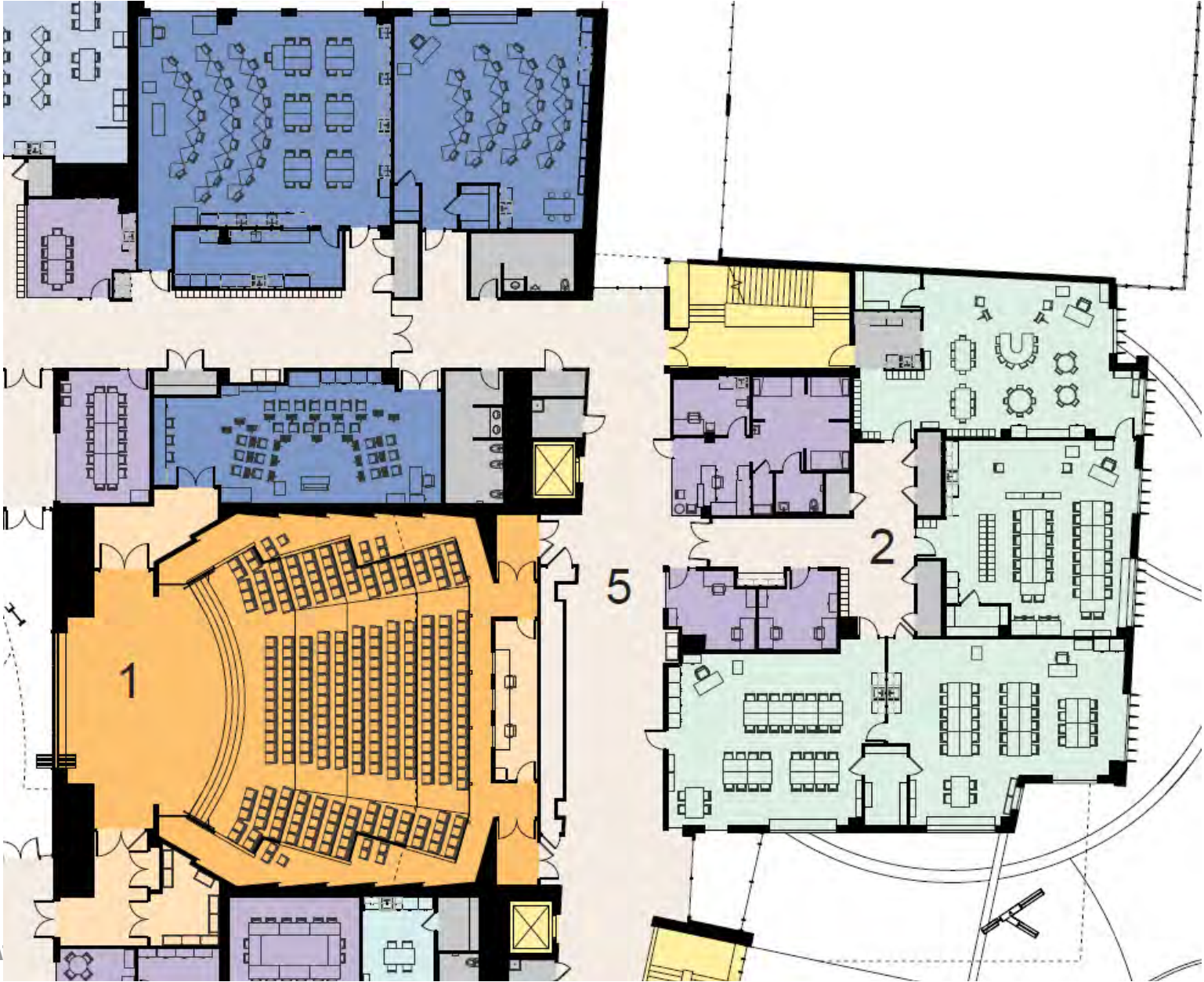
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POTENTIAL MODIFICATIONS TO SPACE PROJECTION

- Additional space needs:
 - Community Room
 - Additional (5th) Classroom for Summer Camp?
- Key Adjacencies:
 - Music Practice Rooms (2)
 - Auditorium
 - Art
 - Maker Space / Food Lab?
 - Gym
 - Garden

MLK



FOOD LAB



Human by Design

PERKINS —
EASTMAN

Human by Design

CITY OF CAMBRIDGE: FOCUS GROUPS 04/08, 09, & 10/19

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOL

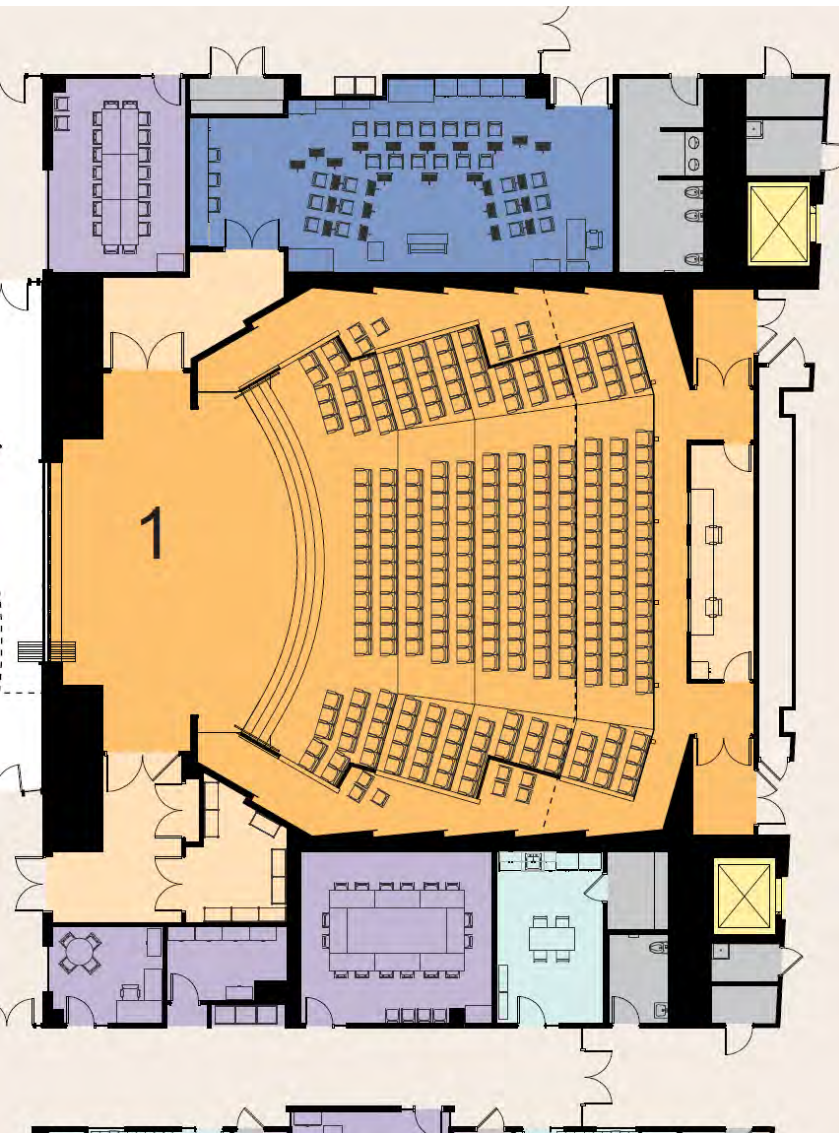


MUSIC AT MLK/PUTNAM

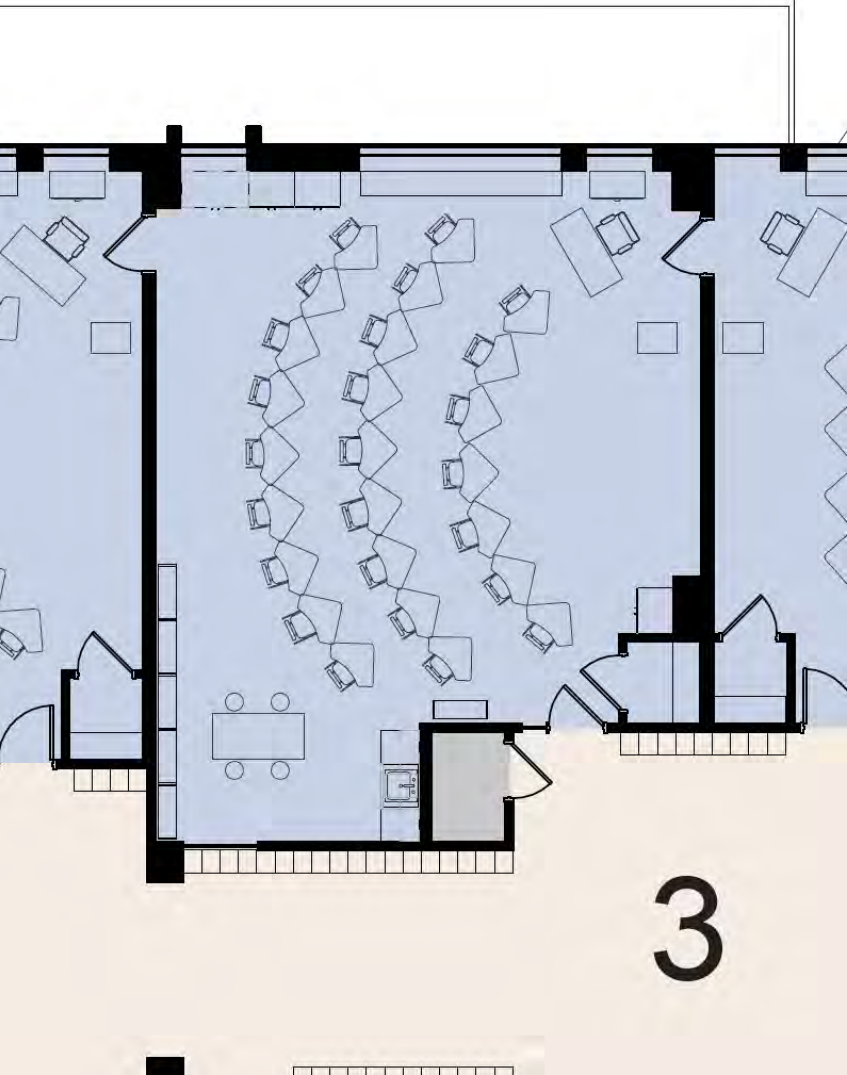
UPPER SCHOOL



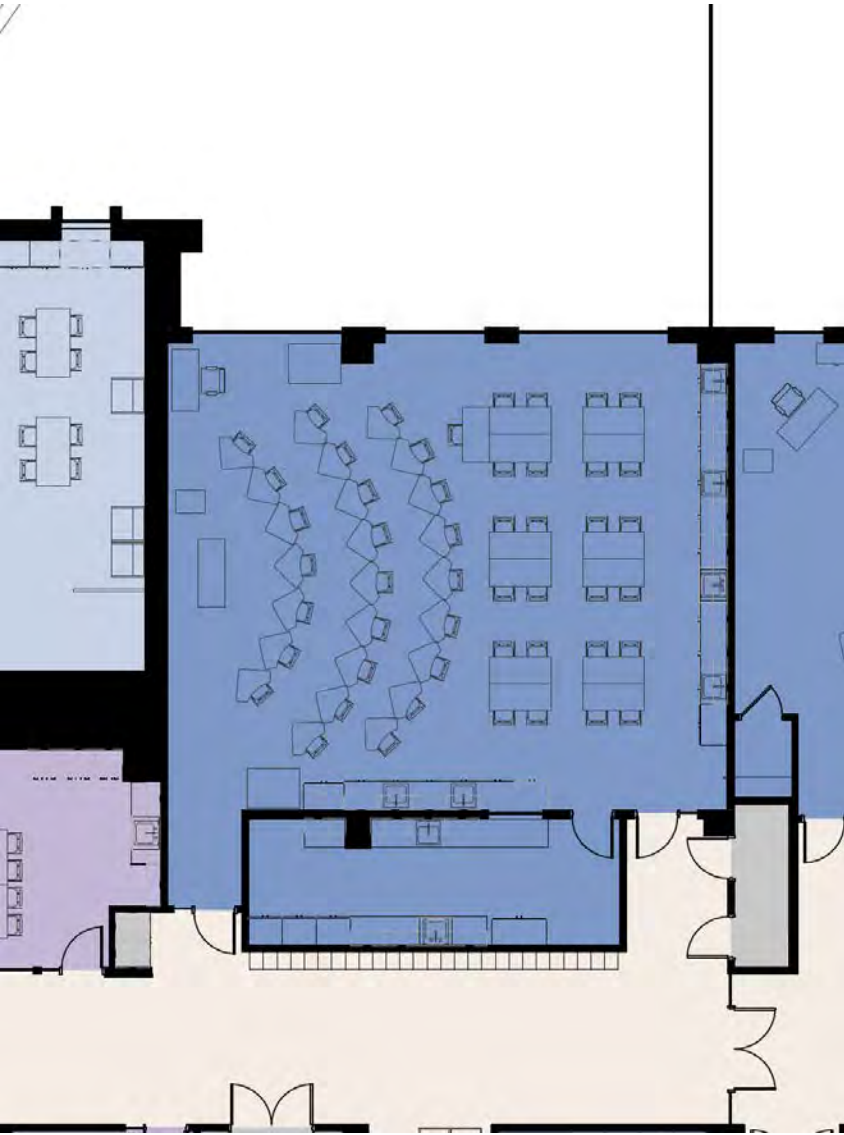
THEATER AT MLK



CLASSROOMS AT PUTNAM AVE



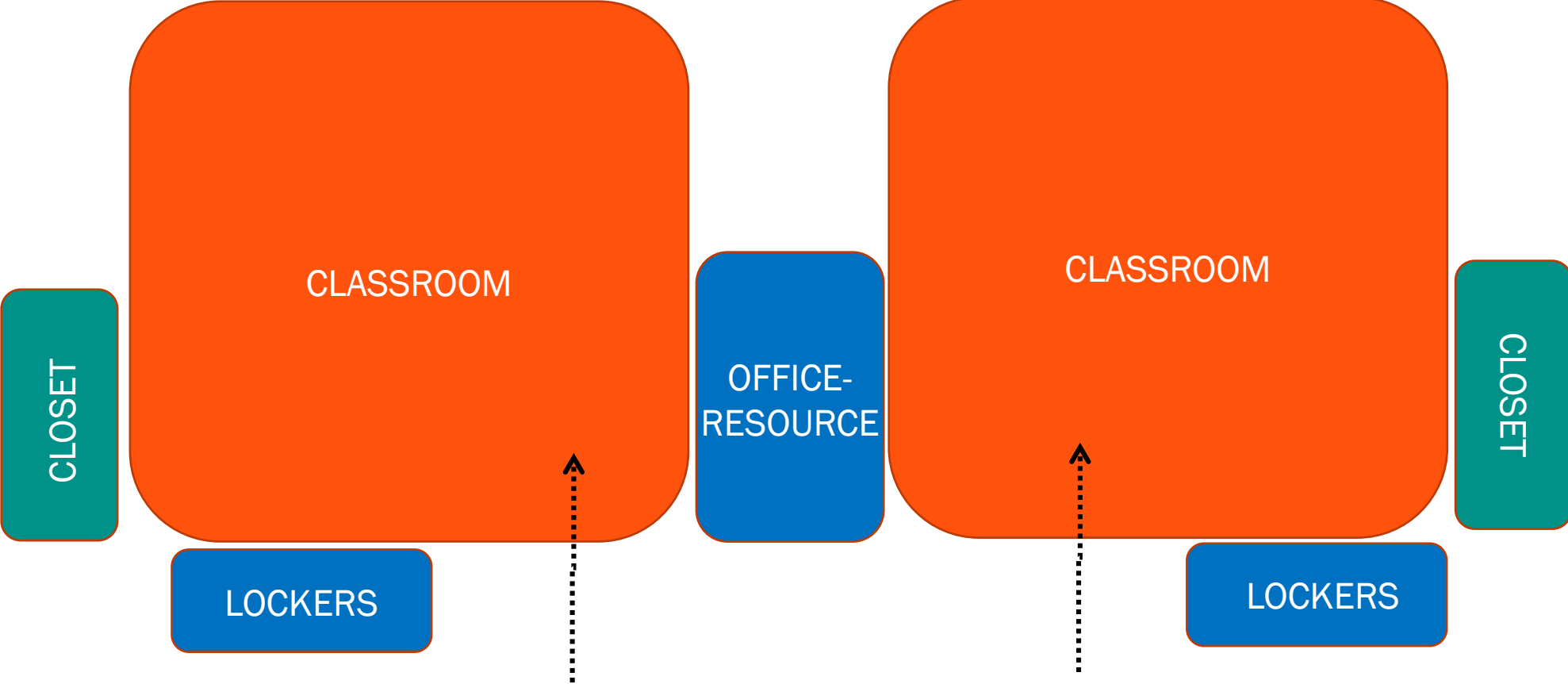
SCIENCE AT PUTNAM AVE



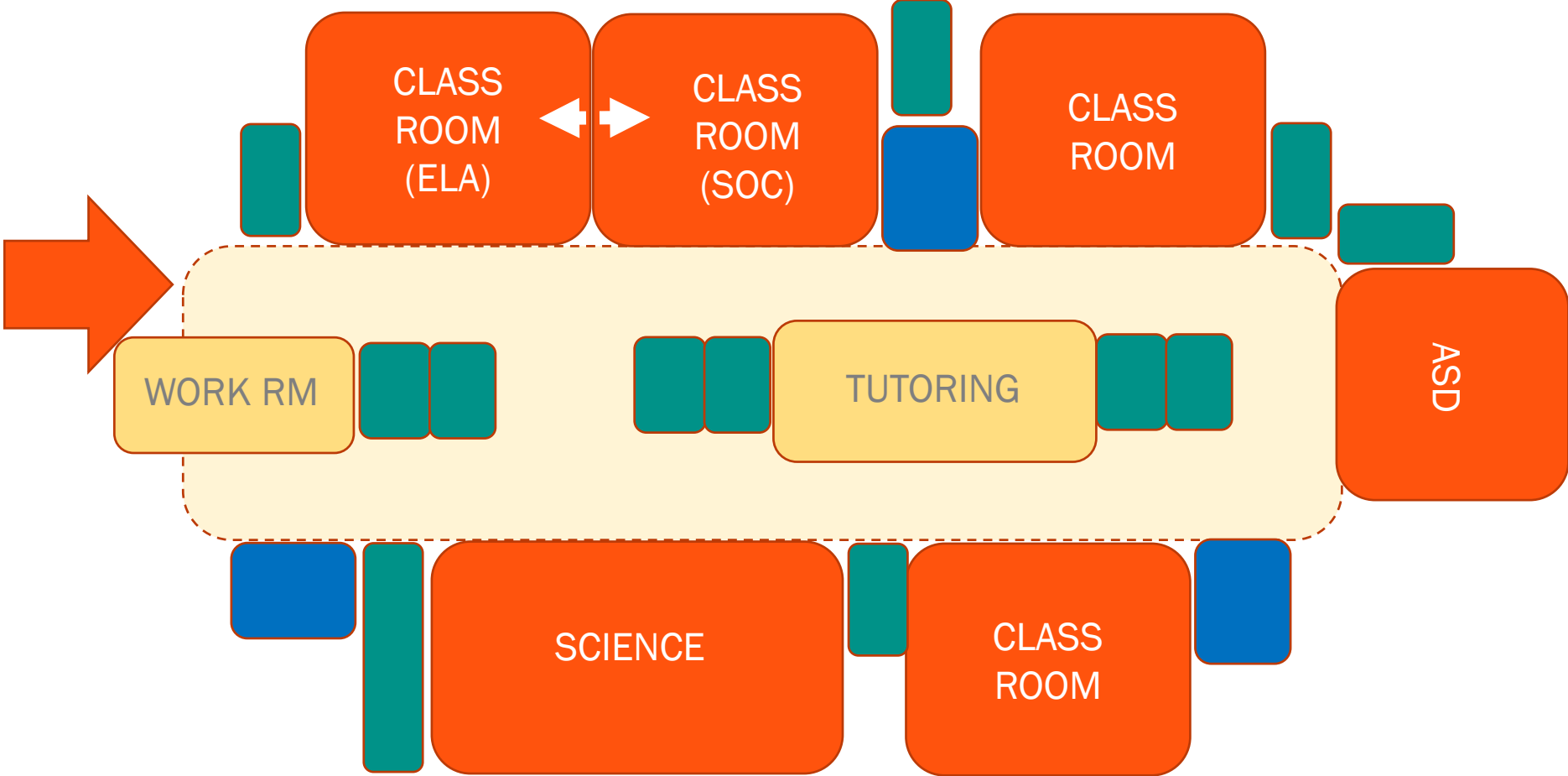
PUTNAM AVE CLASSROOM NEIGHBORHOOD



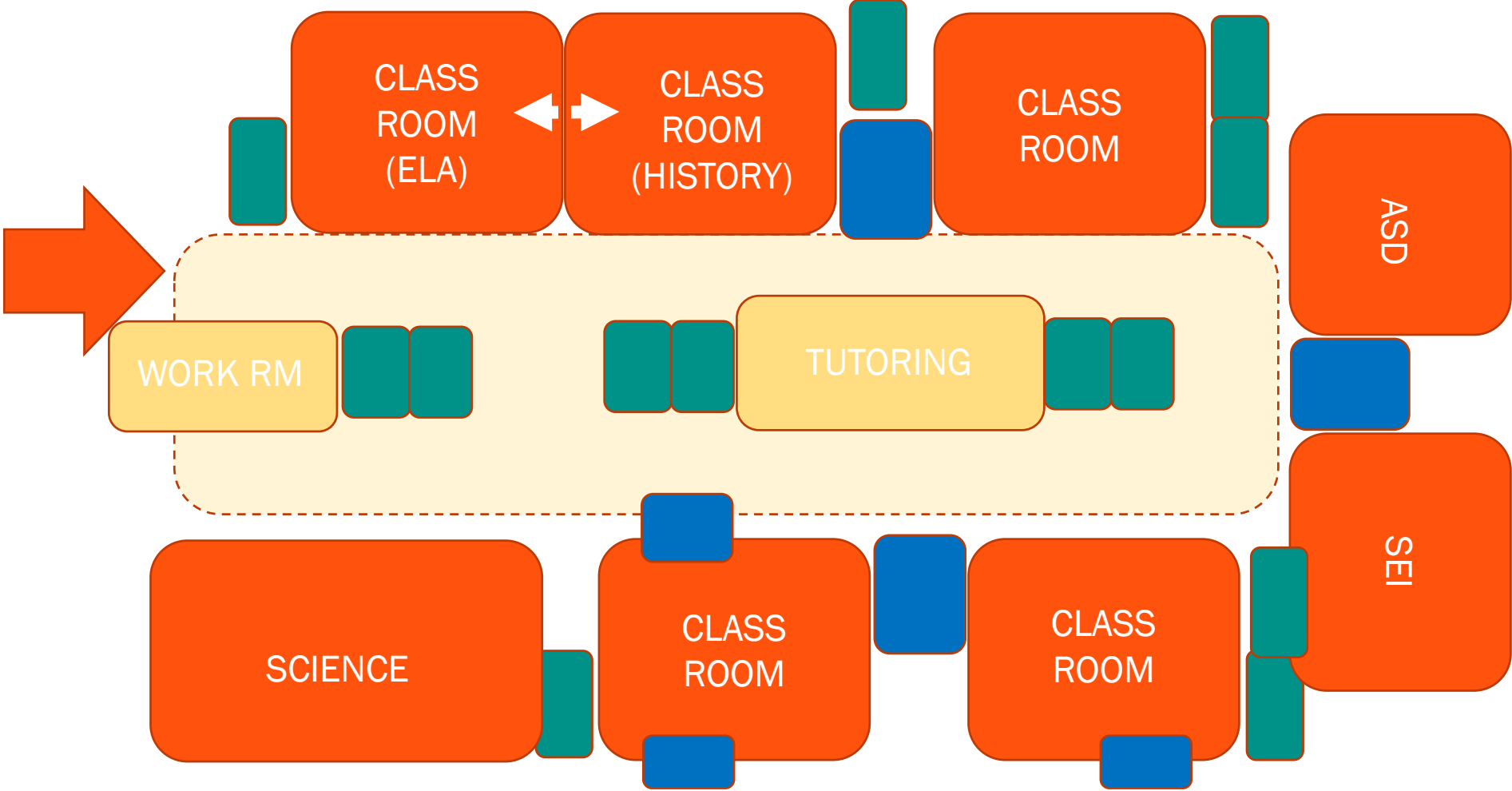
CLASSROOM MODULES



DIAGRAMMATIC CLASSROOM NEIGHBORHOOD



DIAGRAMMATIC CLASSROOM NEIGHBORHOOD



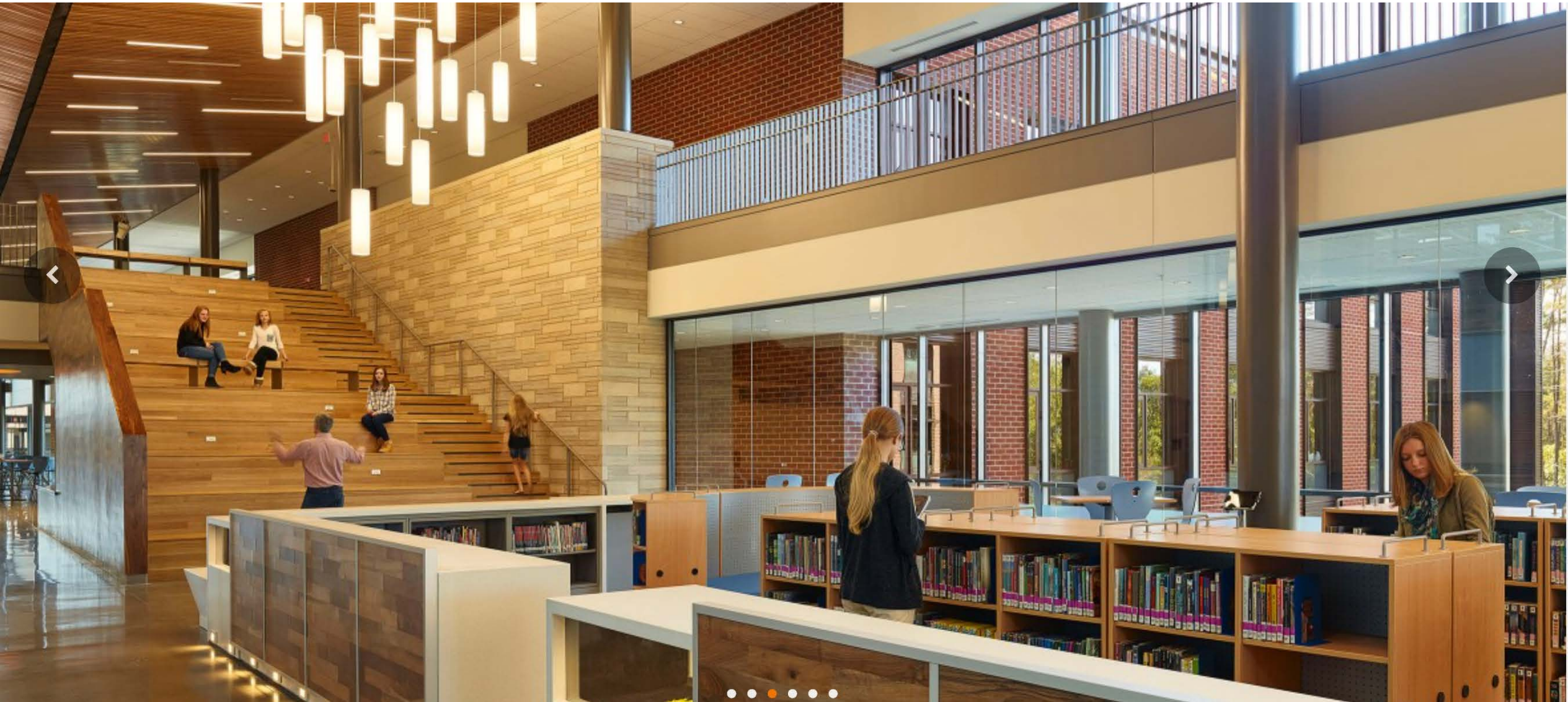
“COMMONS”



“COMMONS”

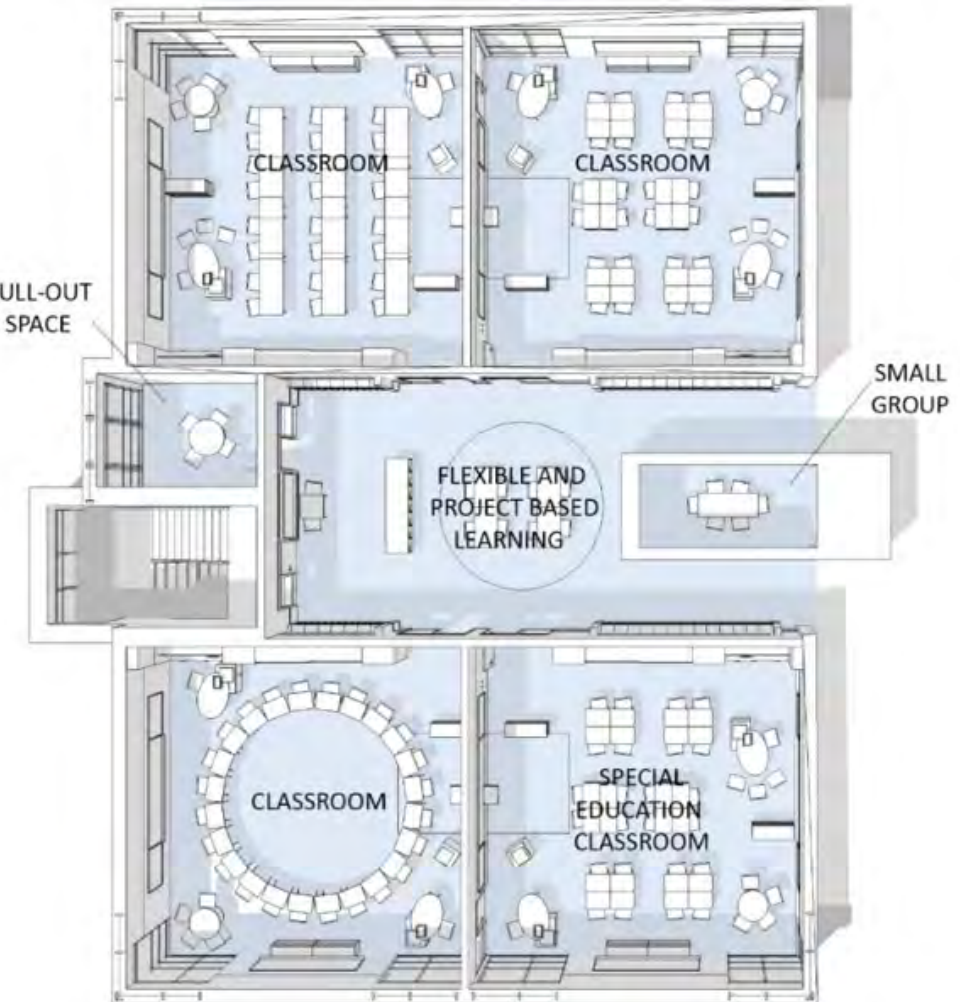


LIBRARY



NEIGHBORHOODS

PROVIDING A VARIETY OF SPACE FOR TEACHING & LEARNING





TEACHER WORKROOM



ARRIVAL & MAIN OFFICE



ARRIVAL & MAIN OFFICE



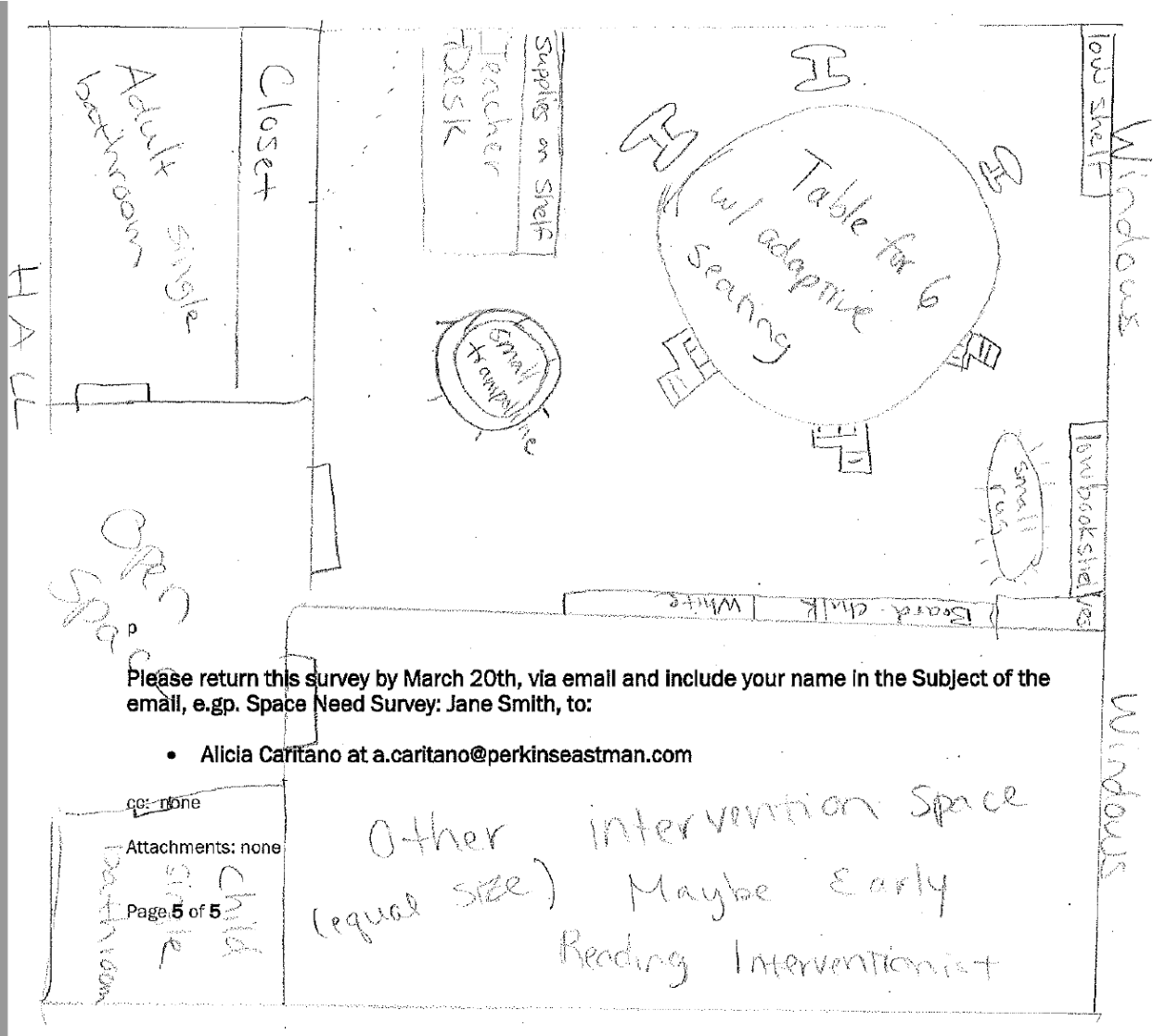
MAIN OFFICE



VISUAL CONNECTIVITY



SPECIAL EDUCATION



Please return this survey by March 20th, via email and include your name in the Subject of the email, e.g. Space Need Survey: Jane Smith, to:

- Alicia Caritano at a.caritano@perkinseastman.com

cc: none

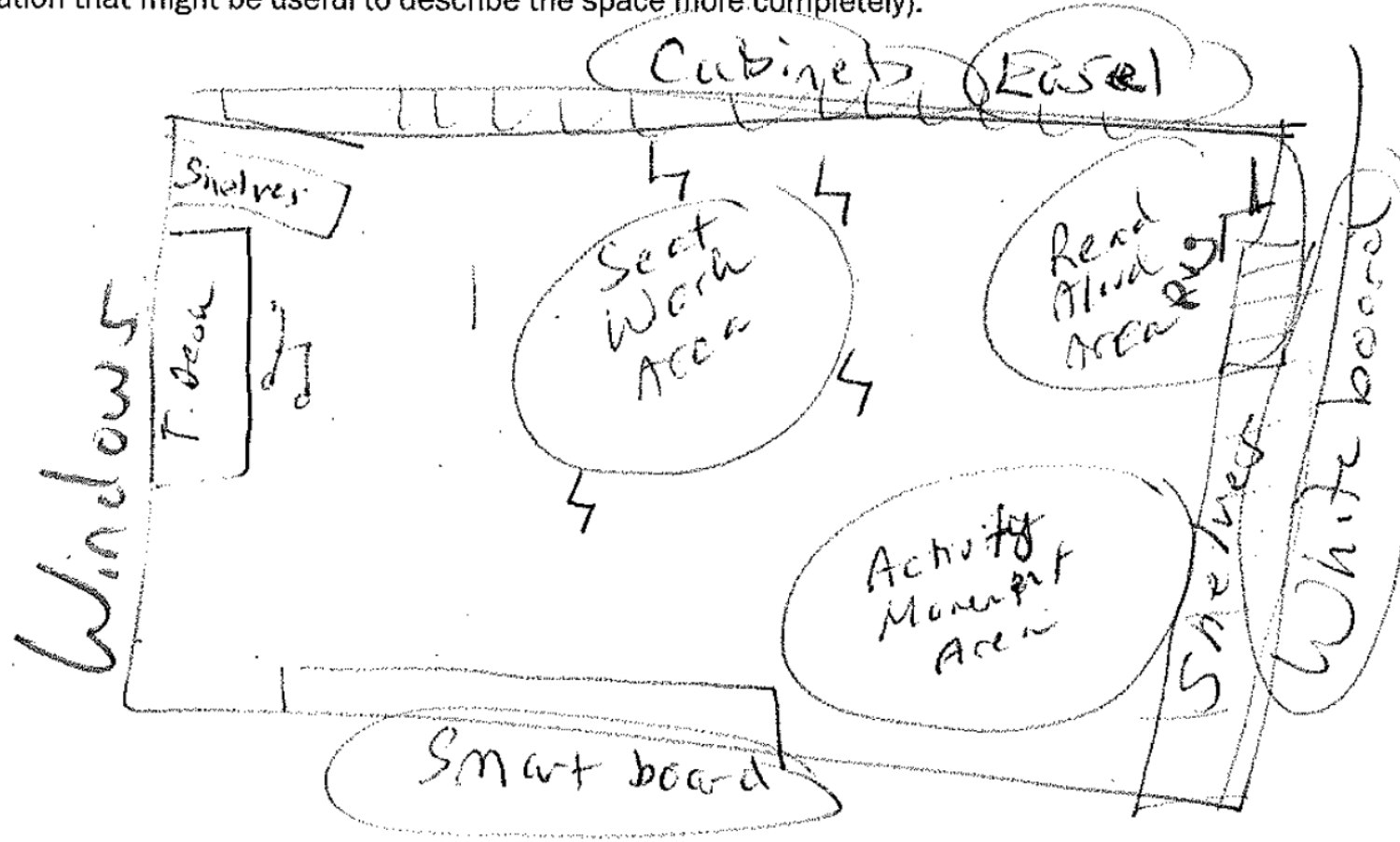
Attachments: none

Page 5 of 5

ESL – INTERVENTION/RESOURCE ROOM

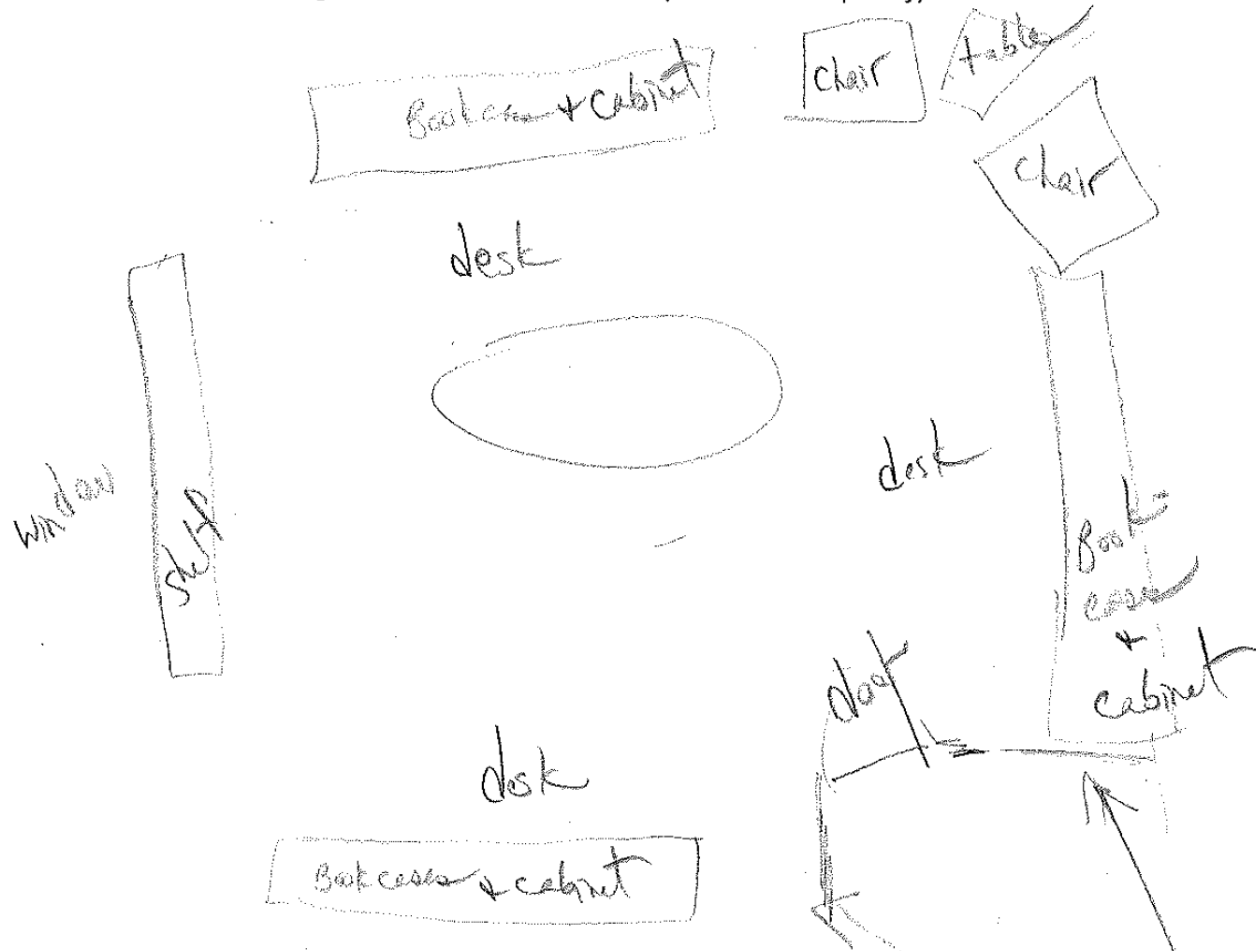
hanging up charts

17. Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely):



MATH COACH

17. Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely):



p

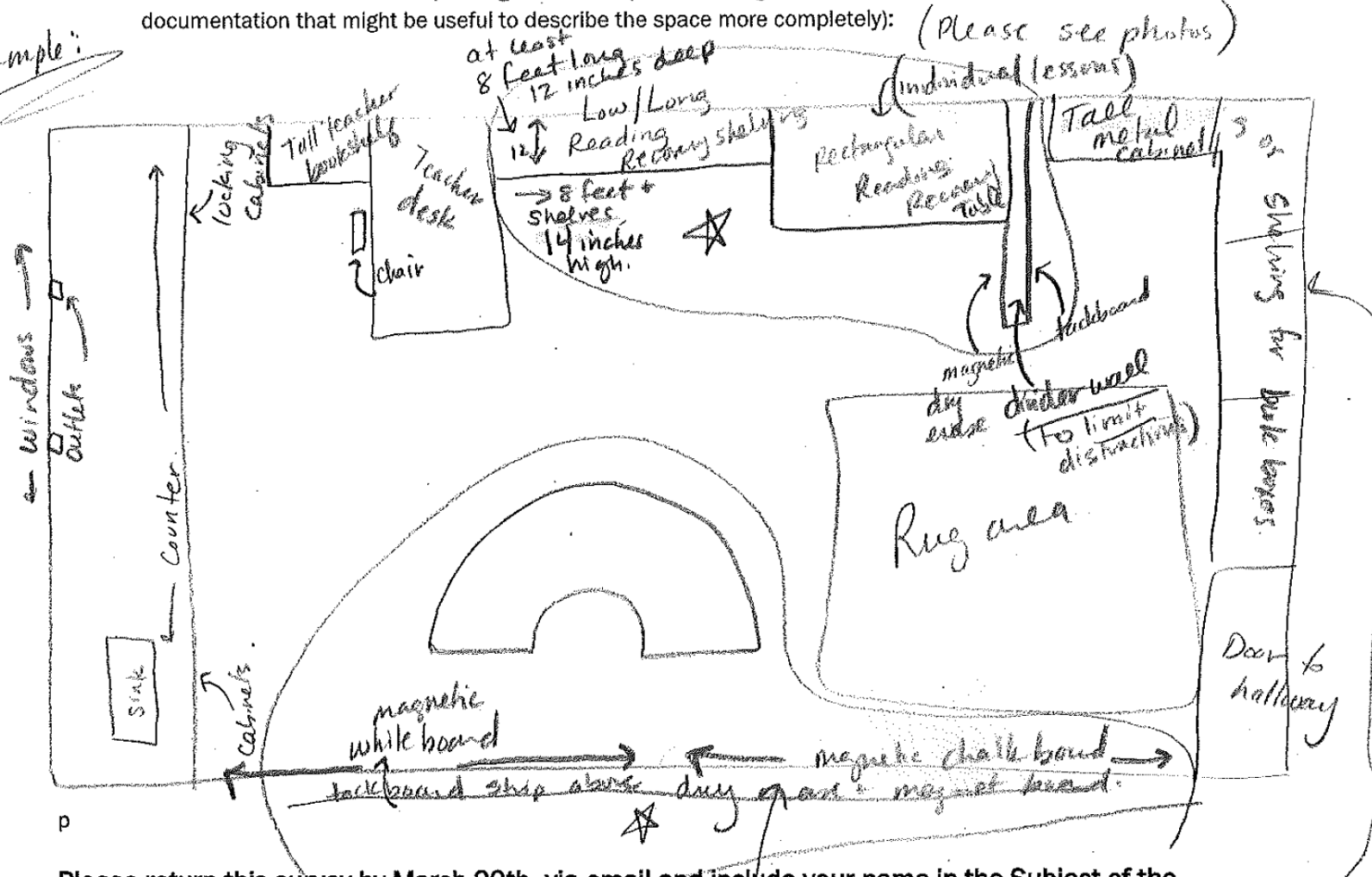
Please return this survey by March 20th via email and include your name in the Subject of the

EARLY LITERACY INTERVENTION K-2

erase board. There needs to be a strip of tackboard above the chalkboard/whiteboard that I can use to hang charts w/ push pins.

17. Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely): (Please see photos)

Sample:



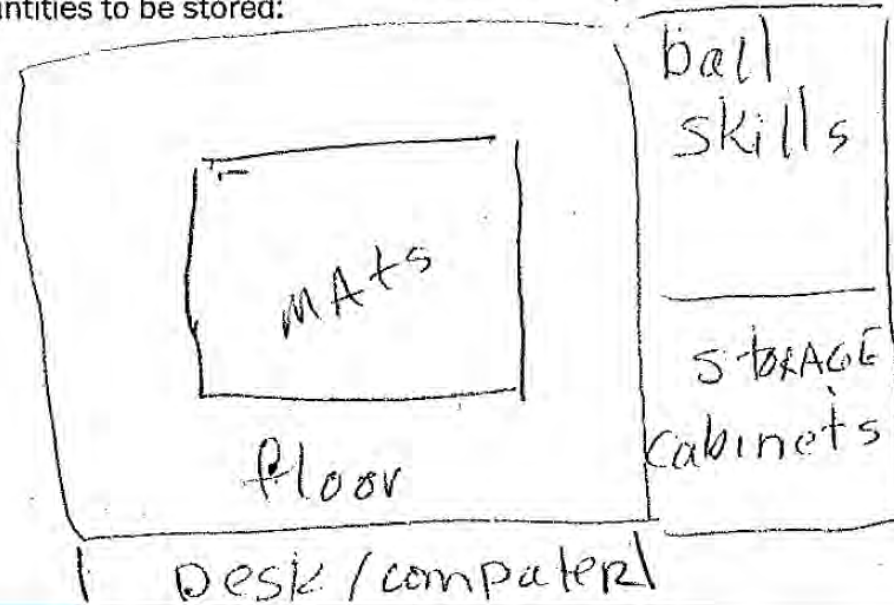
Please return this survey by March 20th via email and include your name in the Subject of the

PHYSICAL THERAPY

science lab, for example.) Please describe these items using any known sizes and shapes, capacities and other features:

10' x 10' center for mats + overhead suspension
at least 5' circumference around mat

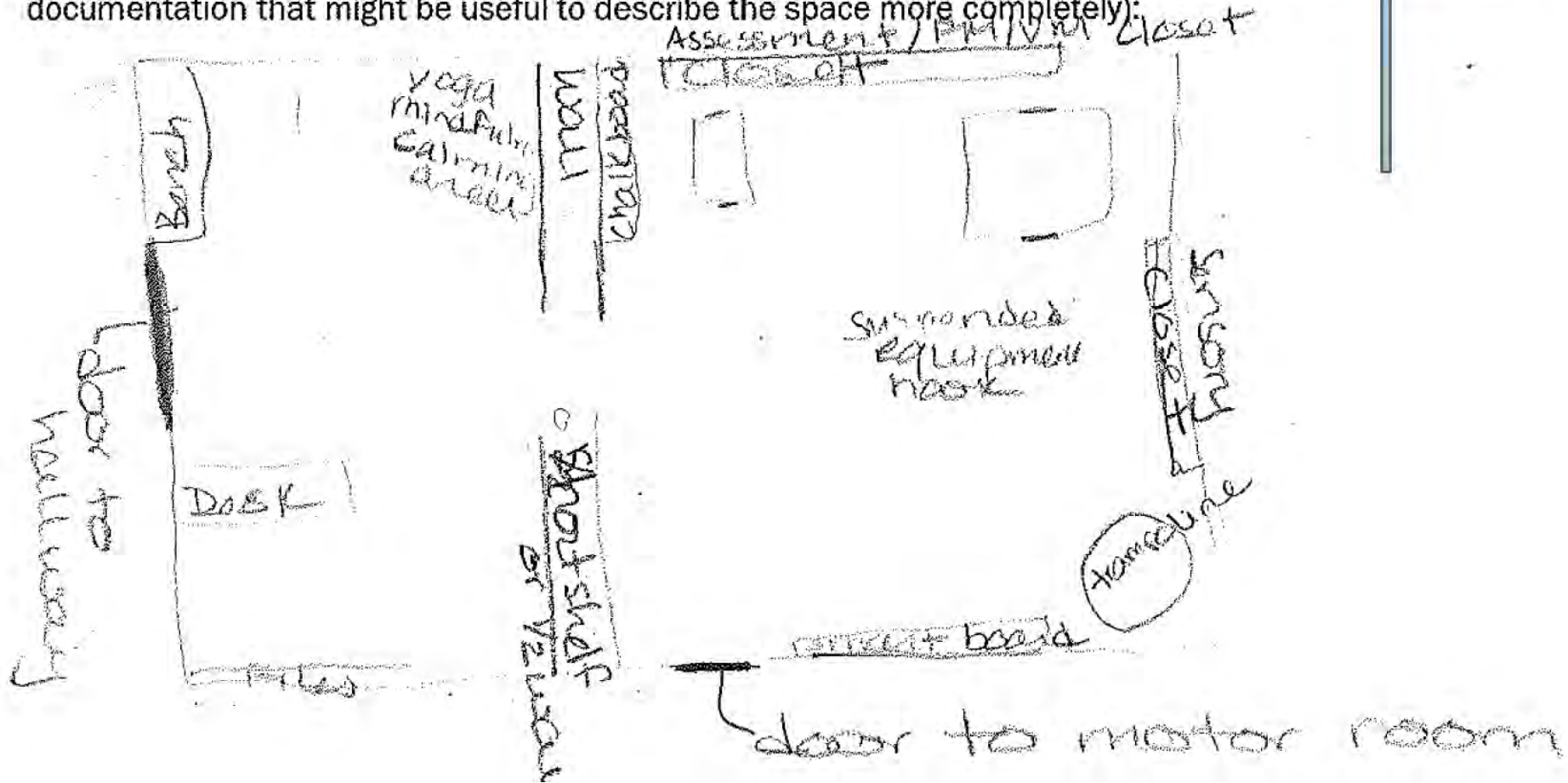
10. Please describe the storage needs within this space by describing the materials, their sizes and the approximate quantities to be stored:



Page 3 of 5

OCCUPATIONAL THERAPY

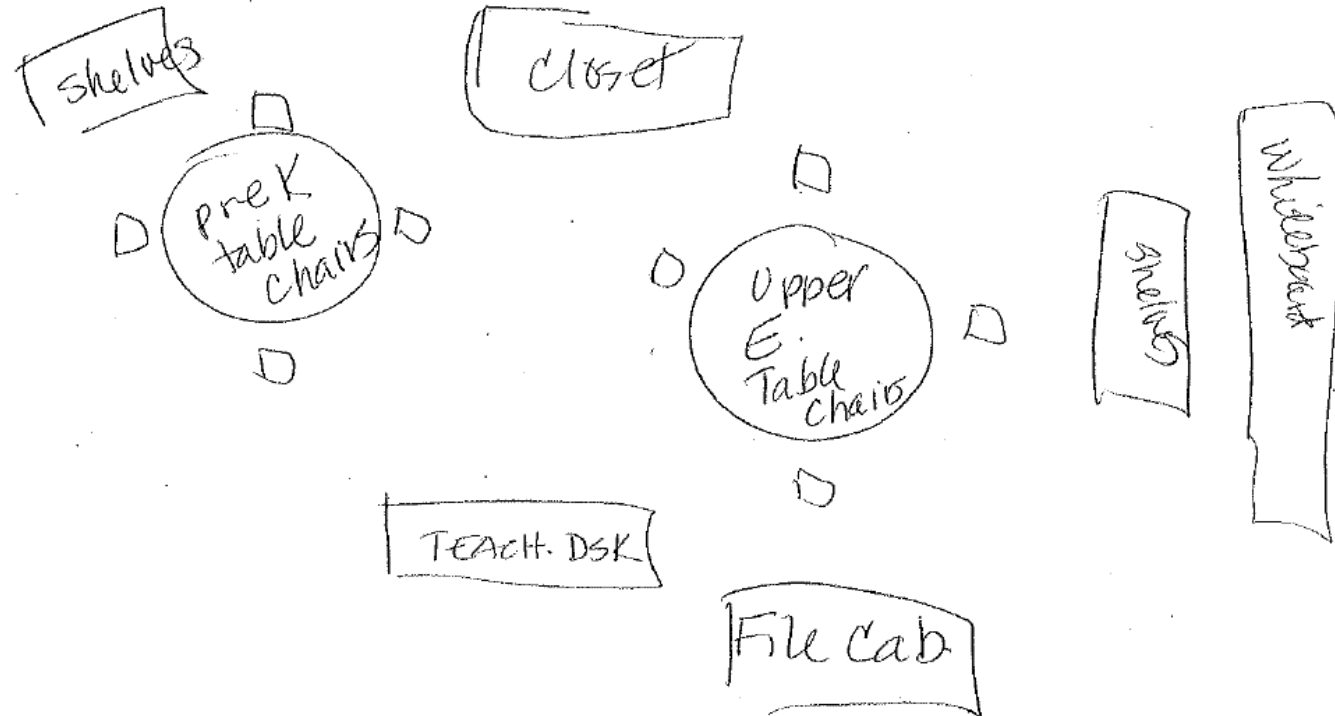
17. Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely):



SPEECH & LANGUAGE

mop down.

17. Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely):

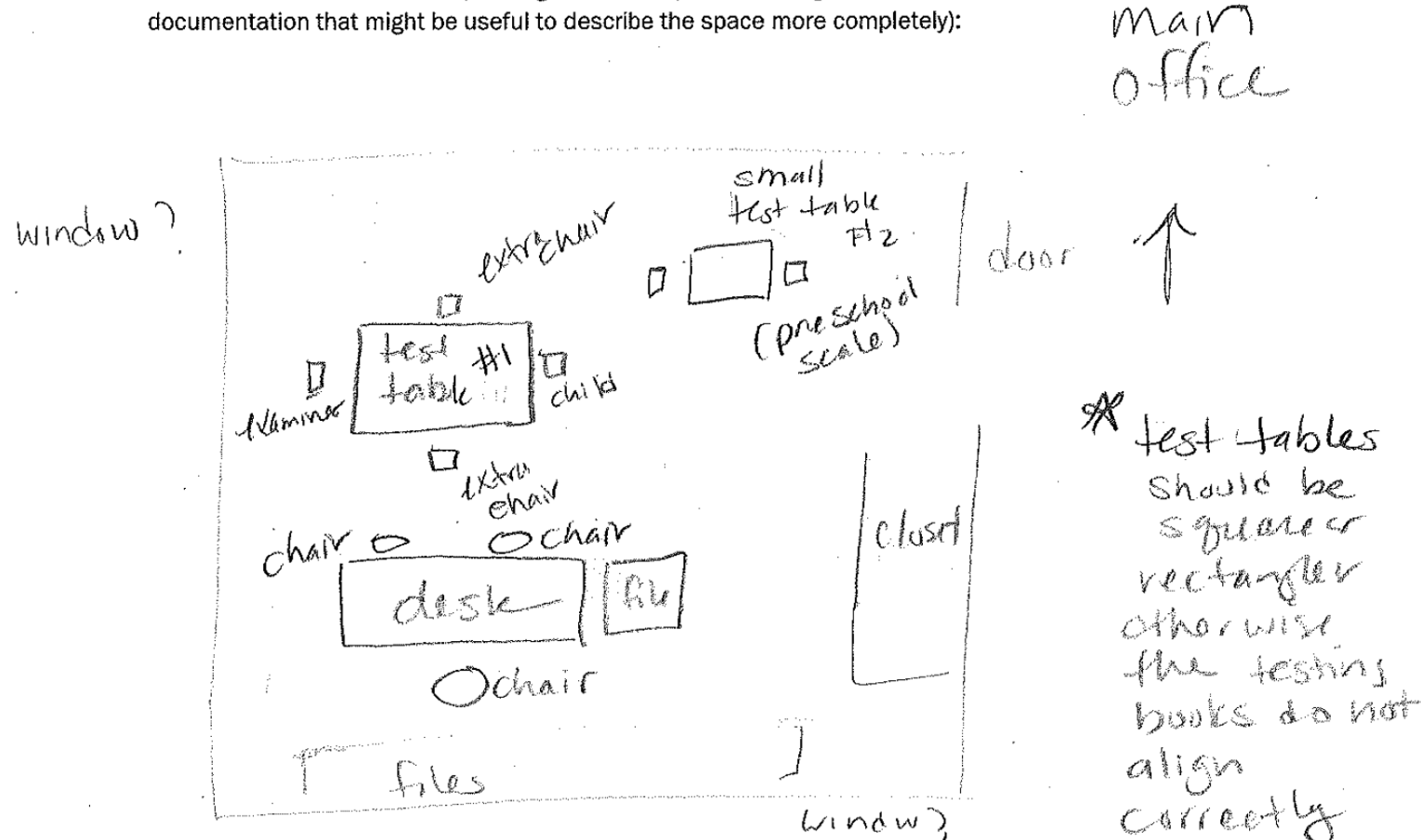


p

Please return this survey by March 20th, via email and include your name in the Subject of the email, e.g. Space Need Survey: Jane Smith, to:

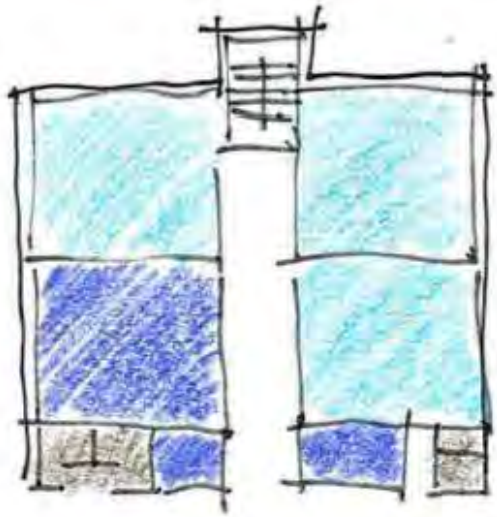
PSYCHOLOGIST

17. Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely):



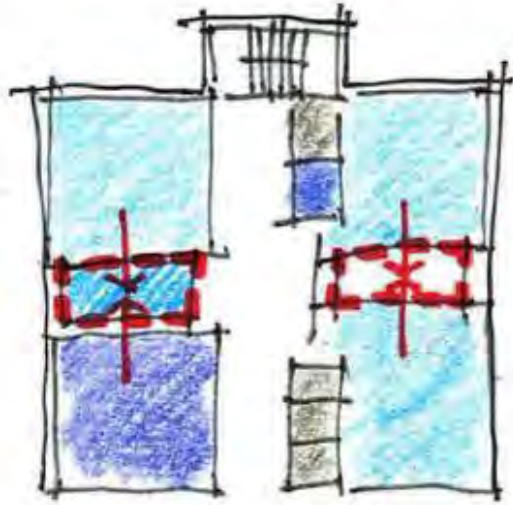
p

Please return this survey by March 20th, via email and include your name in the Subject of the email, e.gp. Space Need Survey: Jane Smith, to:



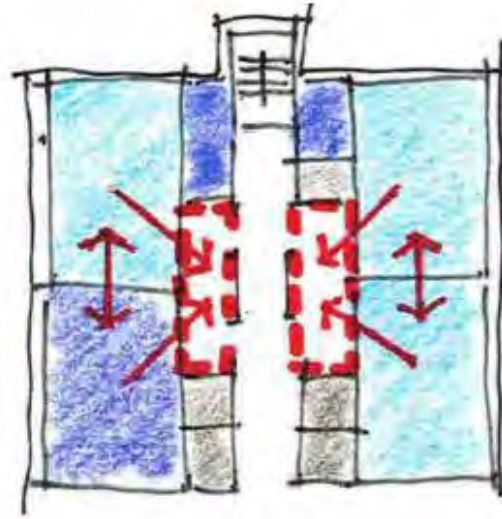
A. TRADITIONAL CLASSROOM CLUSTER

ALL LEARNING/PROJECT WORK OCCURS WITHIN THE CLASSROOMS



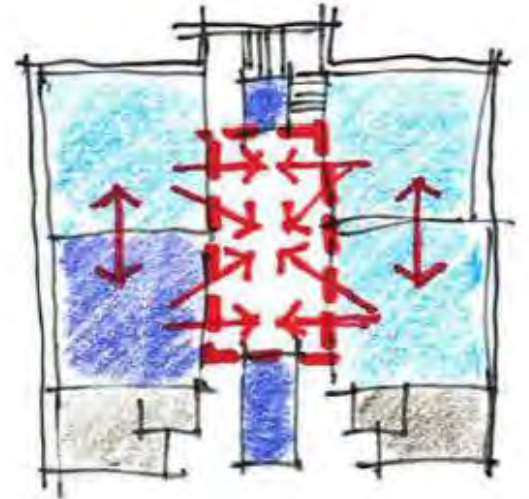
B. EMBEDDED PROJECT AREAS

SHARED BETWEEN TWO CLASSROOMS FOR TEAM OR INDEPENDANT WORK



C. ALCOVED PROJECT AREAS

SHARED SPACE IN FRONT OF TWO CLASSROOMS, WITH FULL TEAM FOCAL POINT



D. COMMON PROJECT AREAS

FULL TEAM SHARES COMMON PROJECT AREA & POTENTIAL LARGE GROUP

before coming to us a community.



MEETING RECORD

Project: **Tobin Montessori & Vassal Lane Upper Schools Project**
Subject: **Parks and Playground Focus Group Notes**
Date Prepared: May 20, 2019
Prepared By: Kris Bradner w/ Alicia Caritano
Meeting Date: May 14, 2019
Meeting Location: Cambridge City Hall
Participants:
City: Michael Black, Brendon Roy, Lisa Peterson, David Webster, John Nardone, Iram Farouq, Owen O’Riordan,
CPS: Jim Maloney, Jaime Frost, Daniel Coplon-Newfield, Vedad Konjic, Tom Arria, Janet MacNeil, Theresia Jozefzoon, Robin Burns
DHSP: Ellen Semonoff, Michelle Farnum, Adam Corbiel, Richard Slater
Design Team: Jana Silsby, Alicia Caritano, Kris Bradner, Jennifer Johnson

Overview

- Brendon Roy noted the project is currently in Feasibility Study and no design work has begun. This meeting is part on the ongoing Focus Group meetings for the Design Team to listen and obtain information to determine the programming requirements that will inform the Design Options which will be developed during the summer and fall. He noted that the outdoor space must serve the educational requirements needs of the schools and DHSP first. Brendon explained that there will many small children on site including DHSP Preschool and Special Start. PE noted that the large number of small children at this site will require many programs to be located at grade and space available for outdoor play will need to be balanced with the building footprint.
- Brendon also noted that no information should be sent directly to the Design Team: communication protocol is to send information through CPS (Jim Maloney & Joanne Johnson), DHSP (Ellen Semonoff & Michelle Farnum), or the City (Brendon Roy) and they will distribute to the Design Team as required. Traverse gave a short presentation to initiate discussion. Refer to the attached presentation for additional information.

Comments from both Tobin and Vassal Principals and DHSP on use of Park and Playground spaces

- Vassal Lane Principal, Daniel Coplon-Newfield, stated that middle school students spread out and use everything from basketball court on Concord, slides, swings, open space, seating and the un-fenced leftover lawn space between the little league outfields. Students prefer to stretch out and use space to its fullest. He would like to see a better mix of play features that accommodate older kids.
- Tobin Montessori Principal, Jamie Frost, stated that the fenced in tot lot is well used by the Pre-K students while the K-5 students use the other playground. K-5 students also use the hardcourt/basketball area adjacent to the playground as well as the un-fenced leftover lawn space between the little league outfields. Cub’s Corner also uses the outdoor sunken courtyard spaces linked to the building. K-5 make use of the other elevated walled –off courtyard spaces linked to the building for CitySprouts gardening and general outdoor classroom use. Classes make use of the wood benches and garden area located within Vassal Lane bus drop off lane. The school also uses the space in the circle along Vassal Lane.
- Michelle noted that Preschool playground should be directly accessible to the building and it is preferable to have several smaller spaces for the younger children because it is easier to supervise them and they tend to be more comfortable.
- Michele requested outdoor storage for Preschool for tricycles and other outdoor play equipment.
- Brendon noted that spaces for younger children should be located closer to the building to limit travel time & distance..

Safety and Security Comments

- The parking lot between the two playgrounds poses a hazard. Parking and play areas need to be separated by distance or fencing.
- Outdoor spaces should be easily supervised by staff, fencing where necessary, and gates to be considered for daytime public restricted use and evening weekend full public access.

Gardening

- Current CitySprouts program includes one courtyard area and extended area adjacent to courtyard. Garden is used by students at the schools as well as summer and after school programs.
- Desire would be to continue to have one area designated for CitySprouts program for all ages. This should include access to: outdoor storage shed, water, electricity and adjacent classroom, shade, flexible seating, tables, raised beds, composting, rainbarrel.
- Janet MacNeil, Science Curriculum Coordinator, would like outdoors to be a “Learning Lab” that has gardens and spaces for outdoor learning labs including native species, rain gardens, classroom-sized seating space, weather stations. Janet will forward new and expanded curriculum to Jim Maloney/Joanne Johnson who will forward to the City/Design Team.
- Green roof use for gardening or outdoor classroom or outdoor activity space was discussed and Perkins Eastman (PE) stated that this will be considered as part of the building design options.

Playground Amenities

- Currently the 9-acre site includes a tot lot with a water play feature for ages 3-5, a playground for ages 5-12, a hard court area with painted games and basketball hoops, a water fountain, site lighting, benches and trees.
- DPW reported that they tend to use manufacturers like Dumor site furnishings and Landscape Structures play equipment because their equipment holds up well and it’s easy to stock replacement parts. There are some natural play vendors and a local custom builder that they use and will forward the contacts to the design team.
- Should consider visibility of spectators when orienting/locating fields.
- Shade – The site does not have enough shade either by trees or by shade canopies or other means of shade say from the building. Shade will be an important component to consider for all outdoor uses and year round programs for students and the community.
- Water fountain with filling station is important for the year-round activities and should be located away from grass, mulch, exposed soil areas to reduce the maintenance.
- With the substantial increase in the Pre-K programs, multiple tot lots will need to be considered both on the site and within and on top of the building.
- Play surfacing materials were discussed and it was generally stated that 3-5 year olds love to play in the dirt, upper elementary aged students like to play and run using the play structures and the older students like the more sport-centric amenities. Sand was generally not liked. Generally, various materials ranging from natural areas with dirt for kids to dig in to mulch to rubberized surface to hard court surface would work for all ages of students.
- Accessibility and use by all ages and abilities was discussed. In addition to landforms, it is important to think about handrails and platform steps for ease of mobility. Jim mentioned that the sensory impaired considerations for ASD & Special Start students will need to be factored in the play areas.
- Storage – Outdoor storage would help greatly for items such as soccer balls, nets, cones, trikes.

Sports Fields and Courts

- Currently the 9-acre site includes two Minor League Baseball fields, one Major League field, one full-size basketball court. City reported that the fields and park is generally considered an unofficial dog park.
- Ball fields will need to be relocated in some of the building options to another site. These may be temporarily or permanently relocated.
- Basketball court is considered a community amenity and is used by students and will be important to keep or replicate on site.
- Field and court lighting was discussed and determined that this site will probably be best suited for general site lighting for safety and some extended use of the play spaces. Sports lighting will be considered but not likely at this time.

- Parks and Recs estimate +/- 1,100- 1,200 program hours of public co-ed use for this site. That does not include CPS and DSHP hours of use. What is built as part of the outdoor field space for the school will be have a high demand.
- Other items discussed were 90-foot diamond baseball field for high school use as there are only two others in the City; One ball field with overlapping soccer field; single multi-purpose field without diamond.
- Synthetic turf was discussed and will need to be further vetted. Pros are extended use and free-draining for immediate use after a rain event, cons are public perception of materials, heat island affect, dogs on the fields, younger kids ingesting the man-made infill, reports on bacteria in natural infills.
- General comment is that any sports field needs to drain as quickly as possible to keep up with the high use demand. All stormwater storage and drainage design options needs to consider this.

Maintenance Comments

- School custodians maintain the building and the building courtyards. DPW maintains the site. Jim noted that courtyards enclosed on all sides are difficult to maintain and are not preferable.
- DPW removes snow from paths and roads and walks. They do not currently remove snow from hardcourt areas although there is some pressure from parents to remove more snow so kids can more easily go outside and have space in winter. Plan for snow removal areas when developing the designs.
- Avoid features that have the potential of standing water.

Miscellaneous Comments

- Lisa suggested that Community Gathering spaces for adults and children with benches and shade should be considered.
- Bicycle and pedestrian connections within the neighborhood (Danehy, Fresh Pond) and site will be considered.
- Mature trees on site are important features that will be incorporated into the Design Options wherever possible, features such as fields will not allow for trees to remain.
- Consider charging station as an added amenity.
- Consider ball wall.
- Grading berms, landforms and other topographic changes across the site to help with drainage patterns, adds a level of building security and visual interest.
- Kris suggested that the potential bus lane through the site could be used for another purpose during the day.
- Jim requested that Water fountains w/ bottle fill stations should be provided. Jim also requested that water be kept remote from dirt.
- PE noted that several Focus Groups requested a bathroom that is easily accessible from the outdoor space.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman/ Traverse Landscape Architects. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

- cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team
- Attachments: Presentation

Parks and Playgrounds

John M. Tobin Montessori School
Vassal Lane Upper School
City of Cambridge, Massachusetts

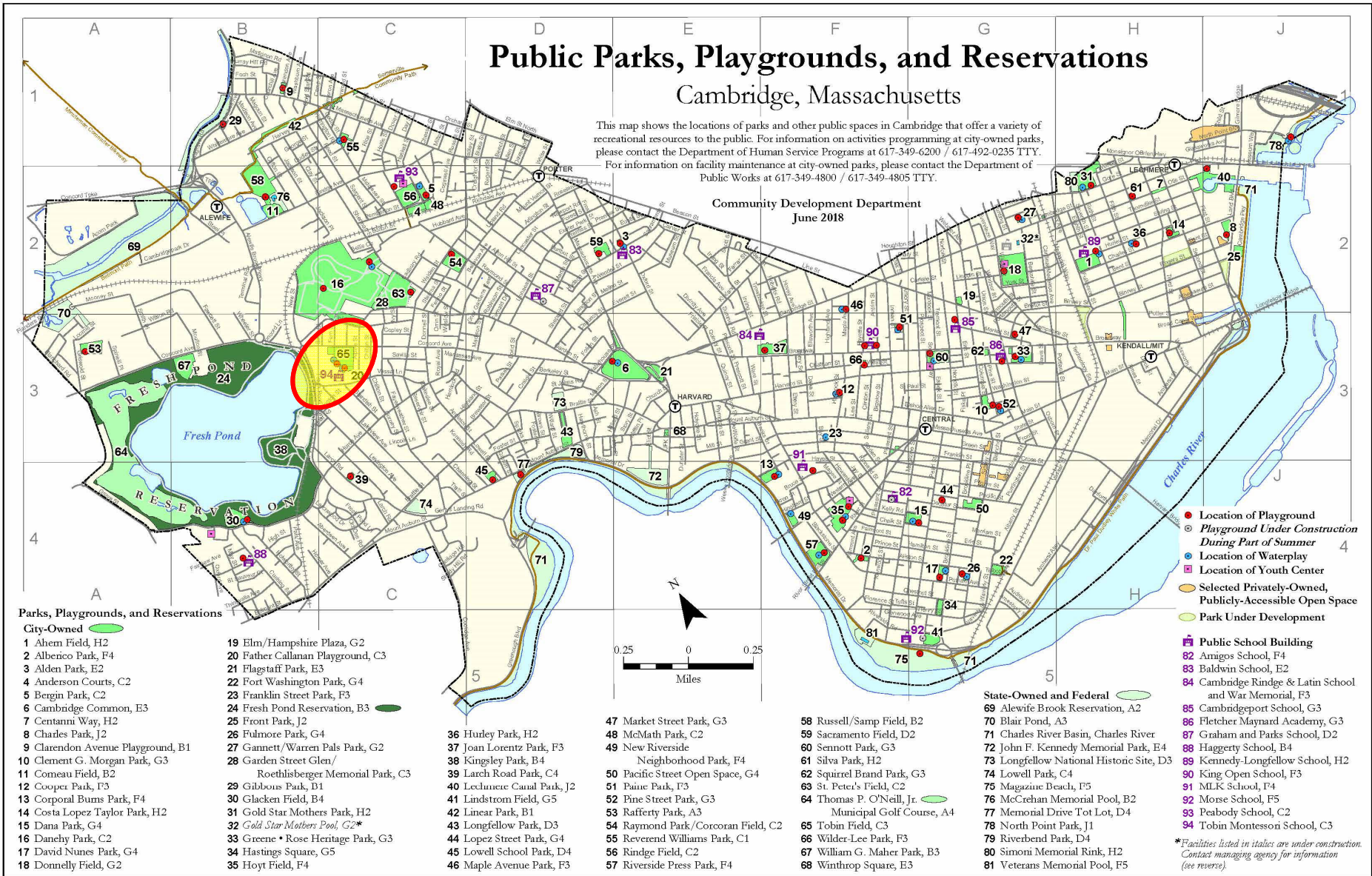
Presented by
Traverse Landscape Architects | May 15, 2019

Public Parks, Playgrounds, and Reservations

Cambridge, Massachusetts

This map shows the locations of parks and other public spaces in Cambridge that offer a variety of recreational resources to the public. For information on activities programming at city-owned parks, please contact the Department of Human Service Programs at 617-349-6200 / 617-492-0235 TTY. For information on facility maintenance at city-owned parks, please contact the Department of Public Works at 617-349-4800 / 617-349-4805 TTY.

Community Development Department
June 2018

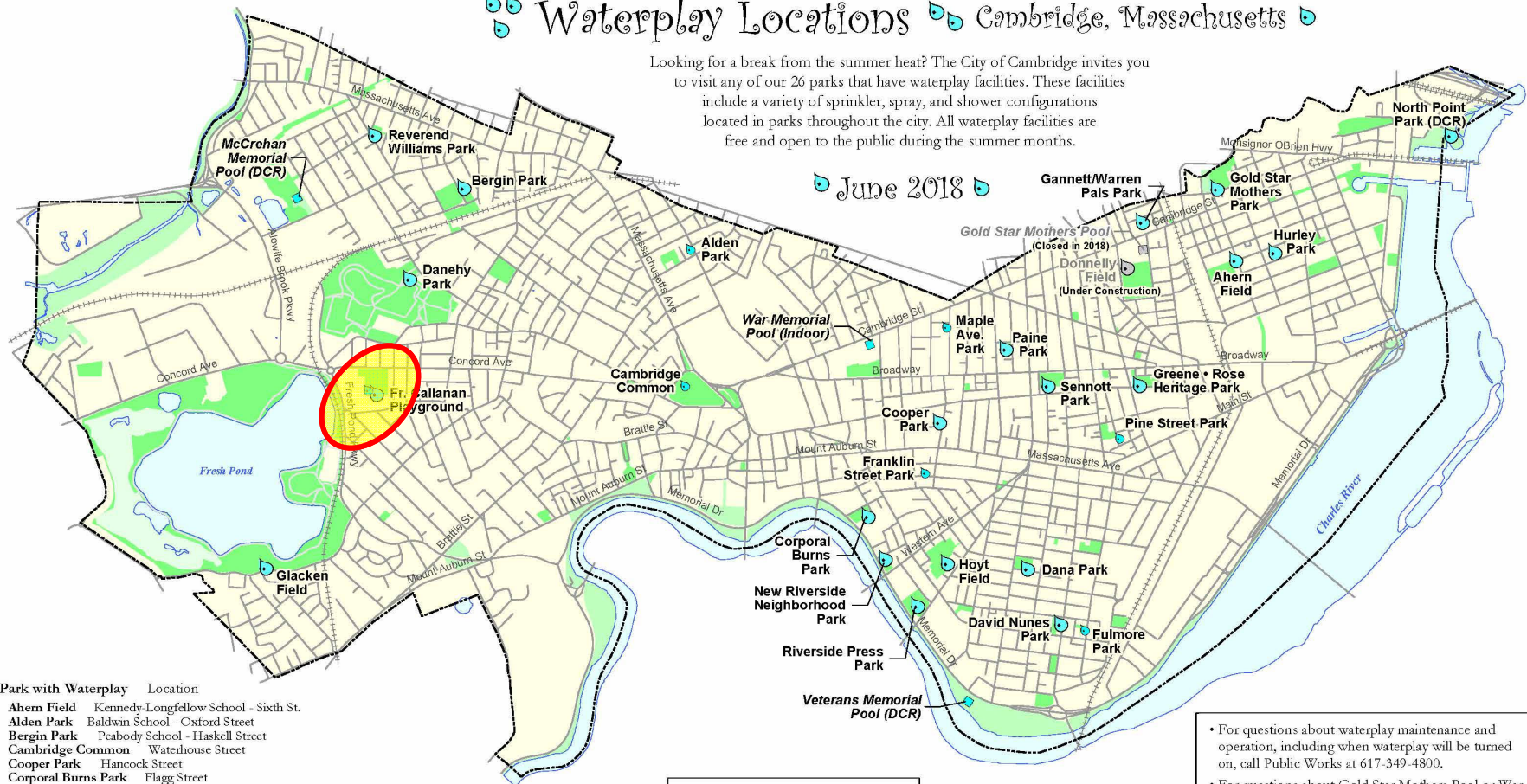


*Facilities listed in italics are under construction. Contact managing agency for information (see reverse).

Waterplay Locations Cambridge, Massachusetts

Looking for a break from the summer heat? The City of Cambridge invites you to visit any of our 26 parks that have waterplay facilities. These facilities include a variety of sprinkler, spray, and shower configurations located in parks throughout the city. All waterplay facilities are free and open to the public during the summer months.

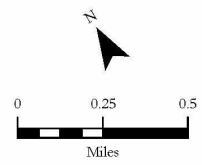
June 2018



Park with Waterplay	Location
Ahern Field	Kennedy-Longfellow School - Sixth St.
Alden Park	Baldwin School - Oxford Street
Bergin Park	Peabody School - Haskell Street
Cambridge Common	Waterhouse Street
Cooper Park	Hancock Street
Corporal Burns Park	Flagg Street
Dana Park	Magazine Street
Danehy Park	Sherman Street
David Nunes Park	Brookline Street
Donnelly Field	Wheat Street
Fr. Callanan Playground	Tobin School - Concord Ave.
Franklin Street Park	Franklin Street
Fulmore Park	Sidney Street
Gannett/Warren Pals Park	Jefferson Street
Glacken Field	Huron Avenue
Gold Star Mothers Park	Gore Street
Greene • Rose Heritage Park	Harvard Street
Hoyt Field	Hoyt Field

Hurley Park	Hurley Street
Maple Avenue Park	Maple Avenue
New Riverside Neighborhood Park	Western Avenue
North Point Park (Mass. DCR)	Museum Way
Paine Park	St. Mary Road
Pine Street Park	Pine Street
Reverend Williams Park	Cedar Street
Riverside Press Park	River Street
Sennott Park	Broadway

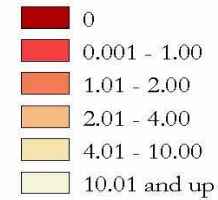
- Waterplay
- Small waterplay designed for children age 5 and under
- Public swimming pool



- For questions about waterplay maintenance and operation, including when waterplay will be turned on, call Public Works at 617-349-4800.
- For questions about Gold Star Mothers Pool or War Memorial Pool, contact the Recreation Division at 617-349-6200.
- For questions about North Point Park, Veterans Memorial Pool, or McCrehan Pool, contact the Massachusetts Department of Conservation and Recreation (DCR) at 617-626-1250.
- For general questions about waterplay, call Community Development at 617-349-4600.

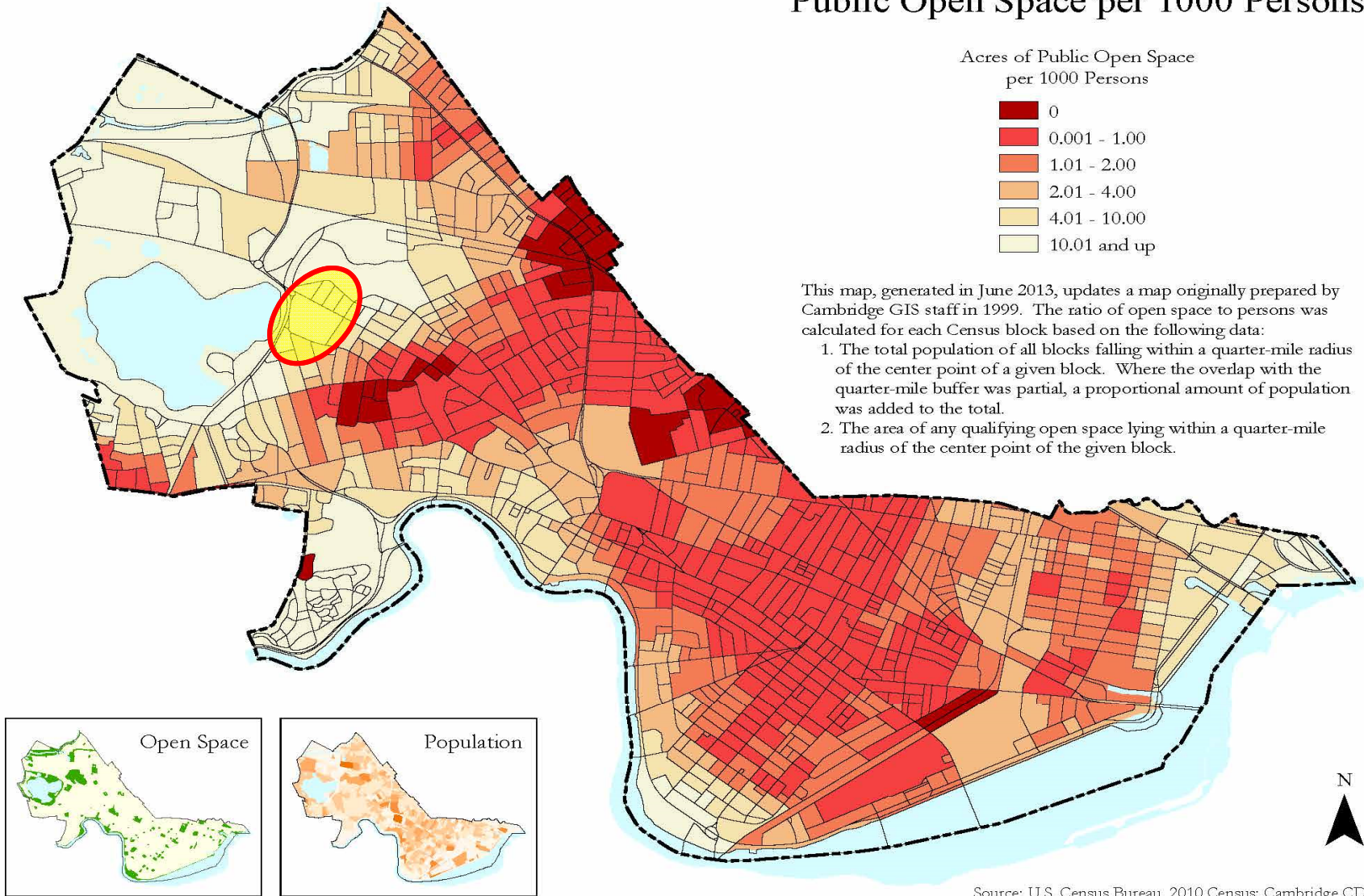
Public Open Space per 1000 Persons

Acres of Public Open Space
per 1000 Persons



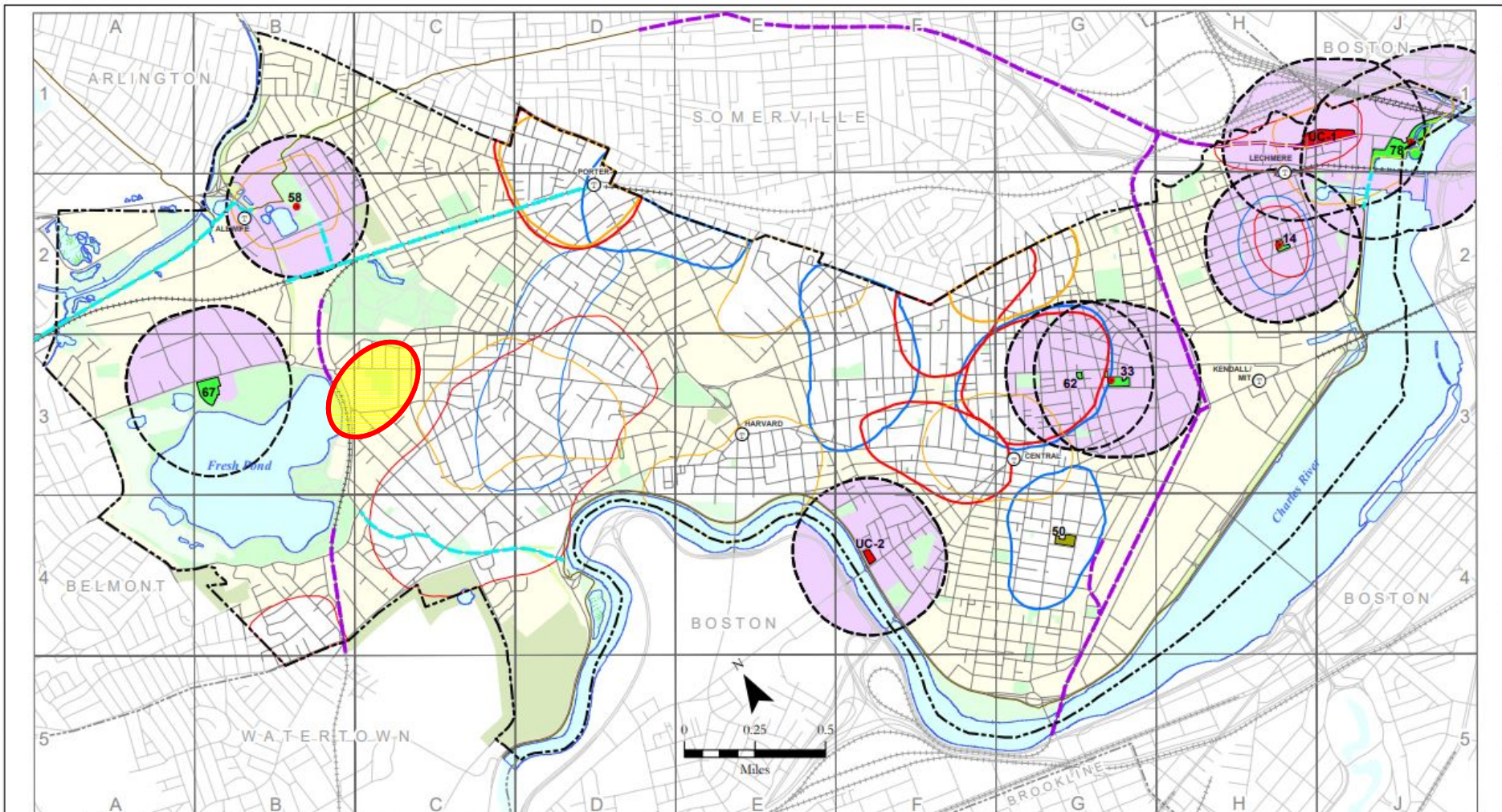
This map, generated in June 2013, updates a map originally prepared by Cambridge GIS staff in 1999. The ratio of open space to persons was calculated for each Census block based on the following data:

1. The total population of all blocks falling within a quarter-mile radius of the center point of a given block. Where the overlap with the quarter-mile buffer was partial, a proportional amount of population was added to the total.
2. The area of any qualifying open space lying within a quarter-mile radius of the center point of the given block.



Source: U.S. Census Bureau, 2010 Census; Cambridge CDD.

Map prepared by Brendan Monroe on July 12, 2013. CDD GIS C:\Projects\OpenSpace\OpenSpacePerThousand\OPSper1K2013.mxd



Sources: Cambridge CDD; Cambridge GIS; MassGIS.

Open Space Plan
 Community Development Department
 Cambridge, Massachusetts

Recently Developed or Expanded Park	Tot Lots	Community Parks	Park Trails/Pathways
Recently Acquired Open Space Lacking Full Park Development	Top Priority Area	Top Priority Area	Existing Park Trail
New Park Under Construction	Area of Need	Area of Need	New Park Trail
Quarter-Mile Buffer of Park	Neighborhood Parks	Top Priority Area	Priority Area
	Area of Need	New Playground	Area of Need

Map 6-2
New Parks and Areas of Need (Green Ribbon Study)
 Cambridge, Massachusetts

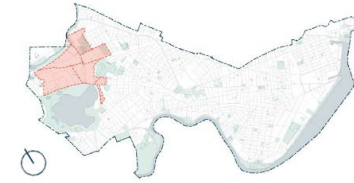
Map prepared by Jeff Roberts and Brendan Murroe on November 25, 2008. CDD GIS C:\Projects\OpenSpace\OpenSpacePlan2008\FinalDraft\OSPlanAreasOfNeed.mxd



Parks Within 1 Mile of Site:

- 16. Danehy Park: Playing Fields, Exercise Circuit, Track, Playground, Water Play
- 20. Father Callanan Playground: Playgrounds, Basketball
- 28. Garden St. Glen/Roethlisberger Memorial Park: Passive Use
- 38. Kingsley Park: Passive Use
- 39. Larch Road Park: Walk/Bike/Run Paths, Passive Use
- 63. St. Peter's Field: High School Baseball, Softball, Basketball, Playground
- 65. Tobin Field: Little League Baseball

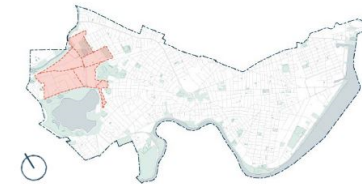
Alewife: Bike/Ped Connectivity - Existing



Existing

- Pedestrian Paths
- Multi-use Paths
- Separated Bike Paths
- Crosswalks

Alewife: Bike/Ped Connectivity - Proposed



Existing
Recommended

- - - Pedestrian Paths
- - - Multi-use Paths
- - - Separated Bike Paths
- Crosswalks

Overlapping Notes from Visioning Workshops, Focus Groups, Program Meetings, Executive Committee Meetings and Public Forum

- Natural sunlight indoors;
- Connection to nature indoors and out;
- **Physical connections** beyond the school into the surroundings;
- Spaces for use beyond school hours;
- Safety and security of outdoor spaces;
- **Natural** play;
- Play for all ages and abilities;
- Community resource showcasing site **resiliency**;
- Preservation of existing mature trees;
- Replicating or increasing open space;
- **Life long** learning hub;
- **Wellness**





envison@cambridgema.gov
617-349-4605
City of Cambridge
Community Development Department
344 Broadway
Cambridge, MA 02139

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**ENVISION
CAMBRIDGE**

Alewife District Plan
May 16, 2018

City of Cambridge **util** Envision Cambridge Alewife Pk. Meeting - May 16, 2018 envision.cambridgema.gov

City of Cambridge
HEALTHY PARKS & PLAYGROUNDS
Task Force Report

Fall 2009

CAMBRIDGE
COMMUNITY DEVELOPMENT DEPARTMENT
344 Broadway

COMMUNITY DEVELOPMENT DEPARTMENT
COMMUNITY DEVELOPMENT ECONOMIC DEVELOPMENT FACILITIES & MAPS HOUSING PARKS & PLAYGROUNDS PLANNING & URBAN DESIGN TRANSPORTATION ZONING & DEVELOPMENT

Open Space Planning
Healthy Parks and Playgrounds
Open Space Plan
Green Ribbon Open Space Study
Official Open in Cambridge Parks
Address Canal Park Advisory Committee

Healthy Parks and Playgrounds
The long-range goal of the Cambridge Healthy Parks and Playgrounds initiative is to provide a diverse range of play opportunities throughout the city that are fun, physically challenging, creatively stimulating and socially engaging, and that serve children and adults of all different age groups, ability levels and interests.

Resources
A report describing the City's vision to provide fulfilling play opportunities for people of all ages, including play that is creative, imaginative, physical, challenging and social.
Healthy Parks and Playgrounds Task Force Report, 2009
Healthy Parks and Playgrounds Informational Brochure
A guidebook suggesting ways that designers of streets, walkways, plazas and other public spaces can make them more playful, engaging and welcoming to people of all ages.
Play in the Public Realm (screen version)
Play in the Public Realm (printable as booklet, 14" by 8.5")

Quick Links
If like to learn more about...
See a List...
Neighborhood Squares
See a One...
Open Projects...
See a One...

Related Links
Keep Playgrounds
Cambridge Parks
Go to the Interactive Parks and Playgrounds map.

Play in the Public Realm

5-STAR Community and National Leader in Sustainability

Report of the GREEN RIBBON OPEN SPACE COMMITTEE
March 2000

CITY OF CAMBRIDGE
Community Development Department
Cambridge, Massachusetts

The reasons toddlers spin, swing and race as if the world is their own private amusement park boil down to the fact that at this stage of development, both their bodies and their brains demand stimulation to develop. In this case, the input is physical, mental, sensory and what’s called vestibular stimulation – spurring the body’s balance center in the inner ear.(13)



5. A diverse range of play environments should be provided across the city to serve a full range of age groups and interests

Playground users are of all different ages and have a wide variety of interests, and the park system should reflect that diversity. Parks should not all be alike, and their designs should respond to the needs of their intended user groups. Very young children may require smaller-scale elements that allow for simpler movements such as crawling, learning to walk, and manipulating objects. Slightly older children may need opportunities to swing, climb, or balance. More mature school-age children and teenagers may require play that is more challenging physically and intellectually, and some may require play that is more competitive and more social. Adults should also have a role in the play environment, as child caregivers, active participants, neighbors or passers-by. Differences in interests, abilities, and tastes may result in some play environments that have more climbing elements, some that have more natural elements, some that have more movement opportunities, and some that have more open space for free play. Overall, the park system should provide a range of these types of opportunities across the system, allowing each space to develop its own identity and providing users with access to environments that meet their specific needs.

6. Play environments should be community places

Because of the social and intergenerational nature of play, play environments have the potential to be not just settings for active recreation but places where relationships and communities can form. People of all ages can identify with a play space, whether it is a place that they frequently visit, or a place with a particular type of character or a unique feature that has special meaning to the people who use it. A sense of community builds around a group of people identifying with a play space. The benefits of community should be strengthened by including features that encourage socializing, such as tables and sitting areas for children and adults, play features that encourage simultaneous use by multiple people, and community news boards. Community can also be strengthened by supporting activities and special events that encourage people to come together.

A decorative graphic on the left side of the slide, consisting of several thin, dark lines that curve upwards and outwards from the bottom left corner, resembling stylized grass or reeds. The lines vary in thickness and some have a dotted or dashed texture.

LET'S DIG IN!

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

11/25/2019

**PERKINS —
EASTMAN**

Human by Design

FOCUS GROUP: EDUCATORS



AGENDA

25 NOVEMBER 2019

3:00-3:15 p.m.

Welcome

Presentation

- Program
- Goals and Principles
- Design Options
- Option Comparison
- Look Ahead

3:15-3:40 p.m.

Review Designs

3:40-4:00 p.m.

Discussion



PROGRAM



PROGRAM CAPACITY

MAXIMUM NUMBER OF STUDENTS

PROGRAM	GRADES	EXISTING	PROPOSED
Human Services Preschool	PreK		160
Tobin School			
Montessori	PreK – 5 th	310	336
Special Start	PreK	14	75
Autism Spectrum Disorder	K – 5 th		40
Vassal Lane Upper School			
General Program	6 th – 8 th	300	450
Sheltered English Immersion	6 th – 8 th		75
Autism Spectrum Disorder	6 th – 8 th		28
All Programs		624	1,164



PROGRAM ELEMENTS

COMMUNITY AND DISTRICT-WIDE

- Auditorium
- Gyms
- Assembly Spaces

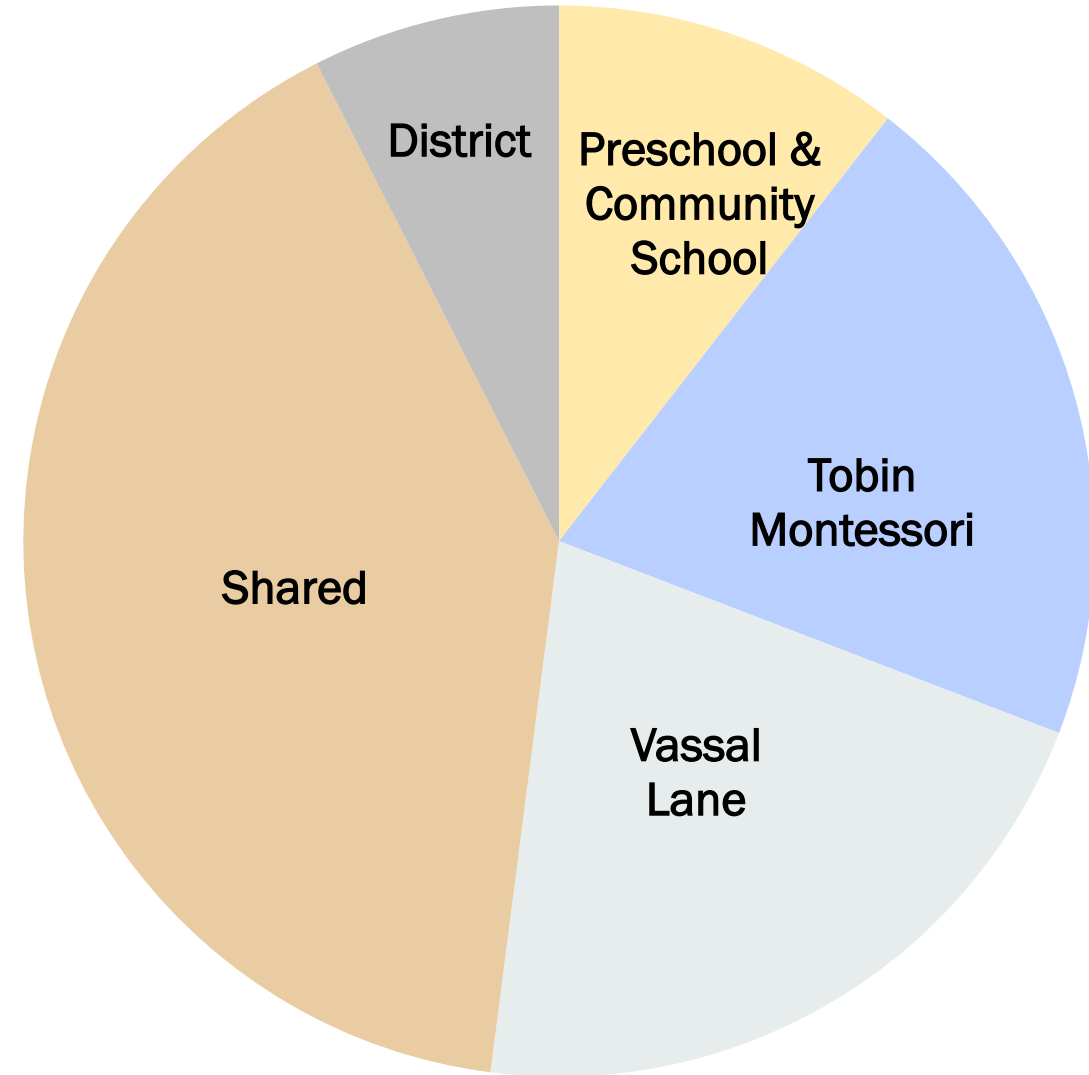
- Science Department
- Office of Student Services -- offices and testing center
- Storage and Shop



FACILITY SPACE PROGRAM

AREA COMPARISON

PROGRAM	EXISTING GSF	PROPOSED GSF
Human Services Preschool Community School	5,291	31,380
Tobin Lower School	36,878	60,600
Vassal Lane Upper School	33,059	63,300
Shared Spaces Learning Commons Gyms Dining Auditorium, Performing Arts & Visual Arts Professional Development	44,625	120,800
CPS District Wide	8,317	22,300
Building Total	+/-128,170	298,380
Underground Parking	0	+/- 55,000
Grand Total	+/- 128,1701	353,380



OUTDOOR PROGRAM

PROGRAM ON-GRADE

- Playgrounds
- Sports Field
- Off-street Parking
- Bus and Car Drop-off/Pick-up
- Bicycle Connection
- Emergency Vehicle Access
- Tree Protection



GOALS & PRINCIPLES



DESIGN GOALS



Provide a campus respectful of neighborhood and traffic impacts, providing public open space amenities



Include regional, local, and on-site storm water management with a building above the future flood plain



Design for net zero emissions and target net zero energy and a healthy environment

EDUCATION DESIGN PRINCIPLES



Create an identity and front door for each program



Offer a hierarchy of spaces supporting developmental needs of each school



Draw a healthy balance between school program and shared spaces

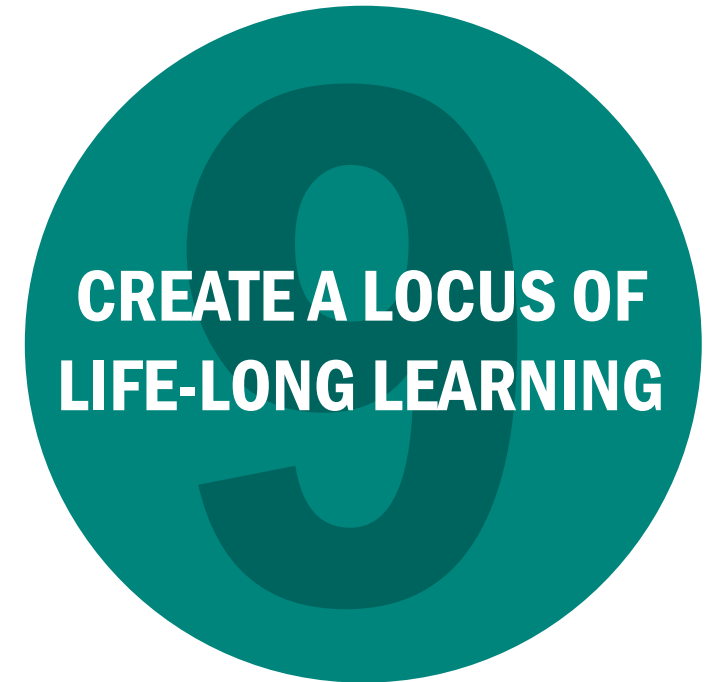
EDUCATION DESIGN PRINCIPLES



Provide developmentally appropriate opportunities for active, experiential, reflective learning and socialization



Connect learning spaces with readily accessible outdoor spaces designed for learning, recreation, and socialization

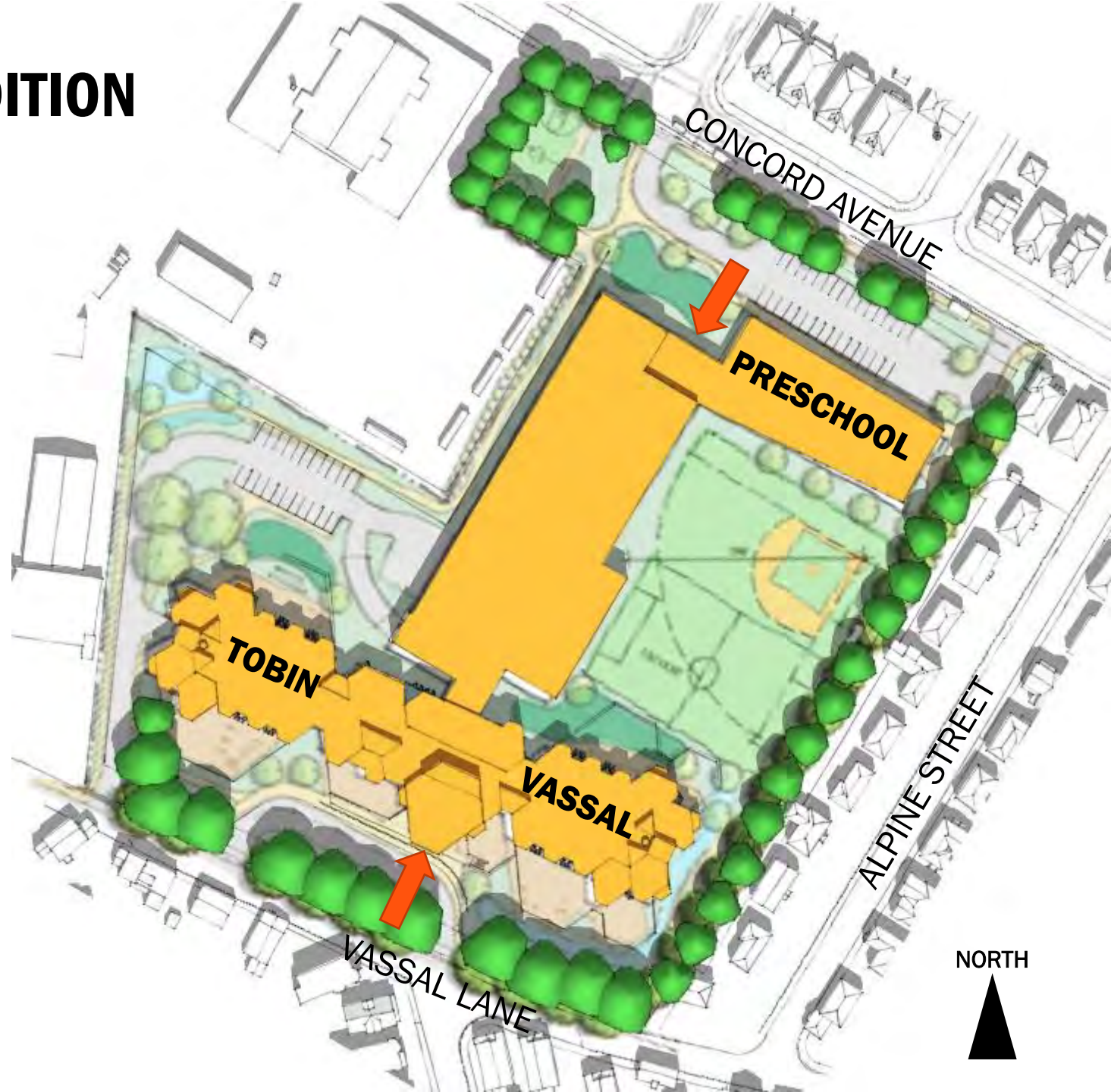


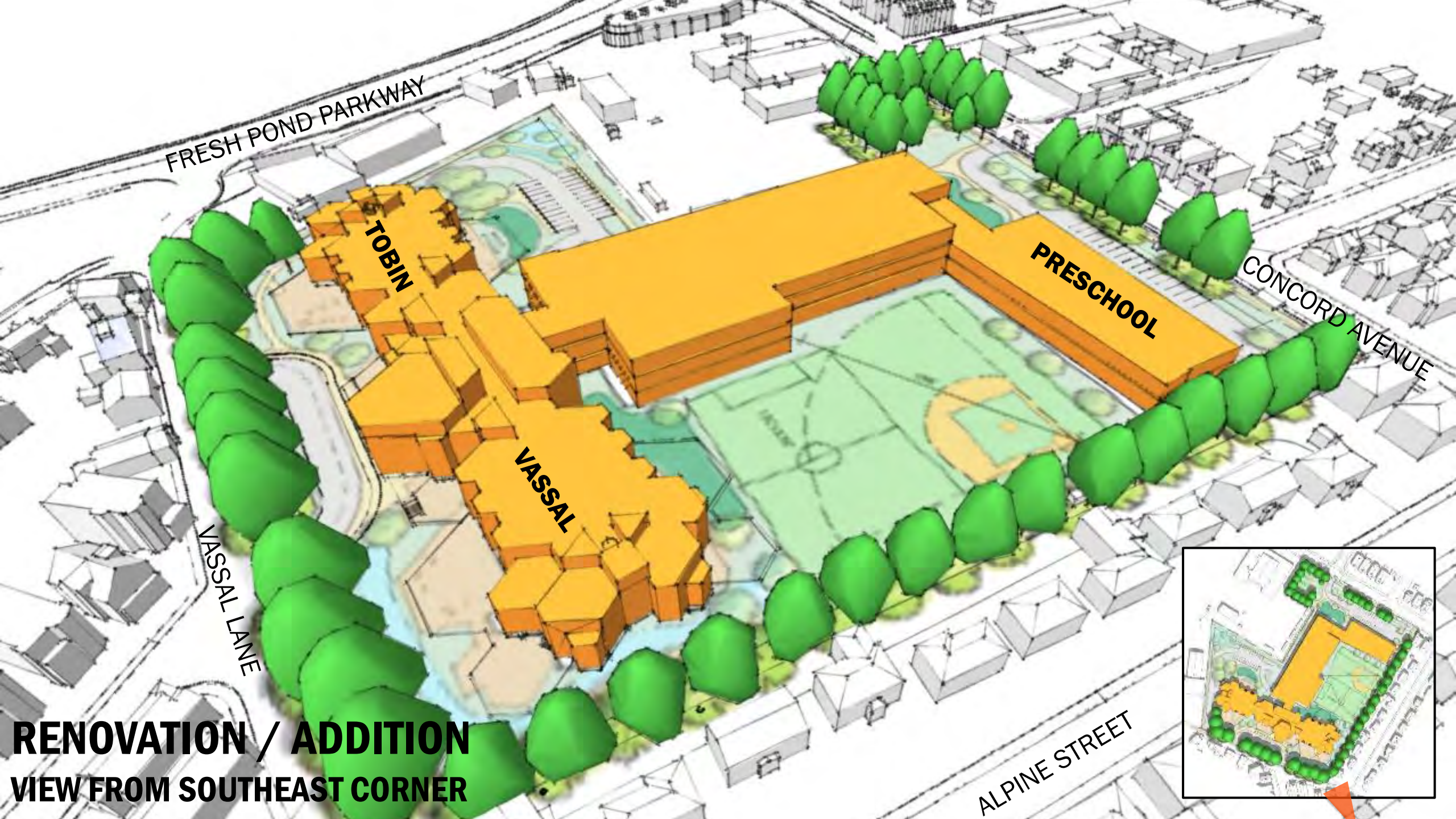
Create a locus for students and teachers, and support professional development for teachers on- and off-site

OPTION 1: RENOVATION / ADDITION

GYM REMOVED, ADDITION TO NORTH

- Re-uses Existing Building
- Buses on Vassal Lane
- Cars on Concord Ave
- Service and Parking at Site Interior
- Playing Fields on East Side





FRESH POND PARKWAY

TOBIN

VASSAL

PRESCHOOL

CONCORD AVENUE

VASSAL LANE

ALPINE STREET

RENOVATION / ADDITION
VIEW FROM SOUTHEAST CORNER



OPTION 2: WINGS

BUILDING ORIENTED AROUND A COURTYARD

- All New Building
- On-site Drive Aisle for Buses and Cars
- Service and Parking at Site Interior
- Playing Fields on South Side





FRESH POND PARKWAY

PRESCHOOL

TOBIN

VASSAL

CONCORD AVENUE

VASSAL LANE

ALPINE STREET

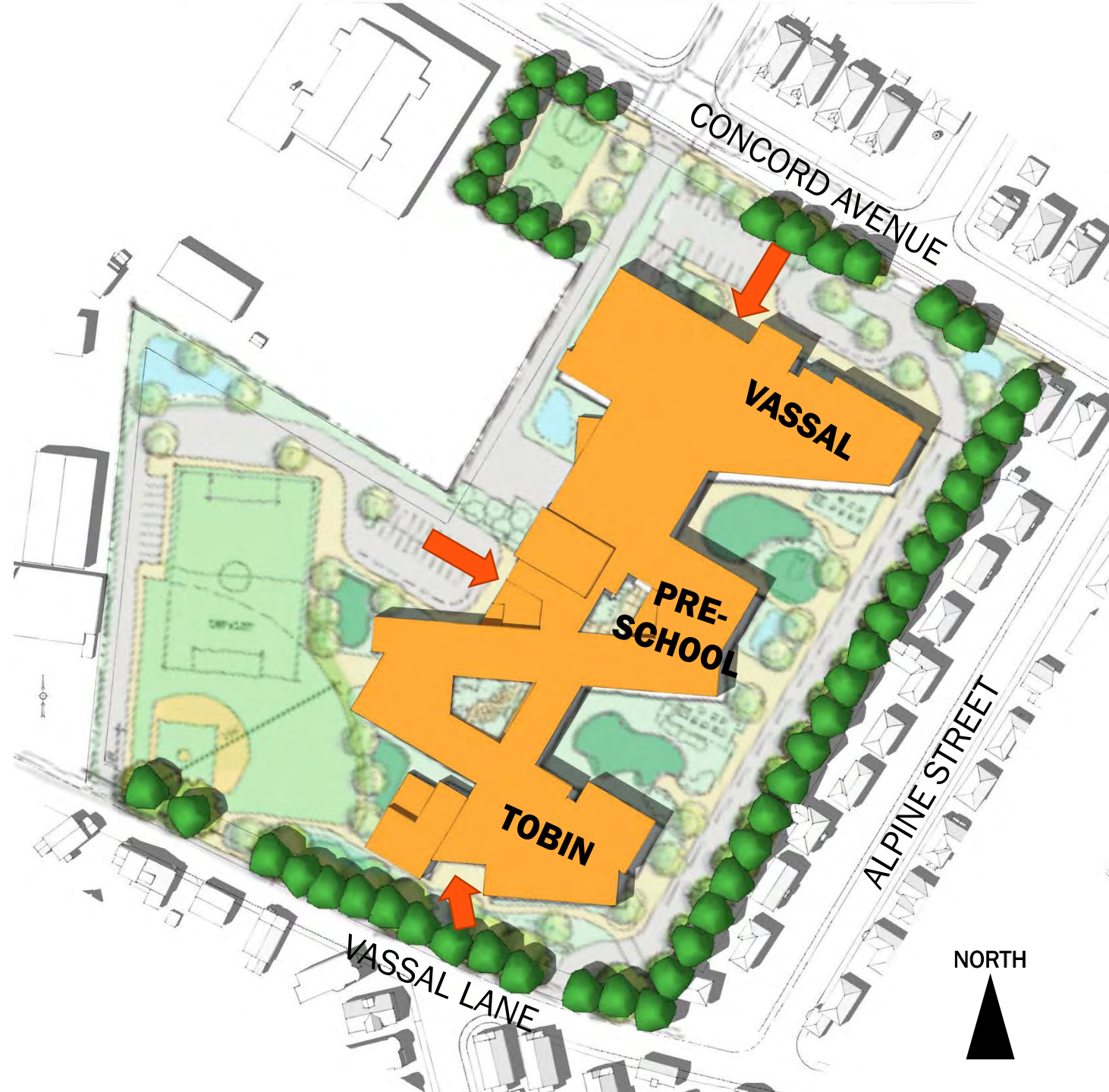
WINGS
VIEW FROM SOUTHEAST CORNER

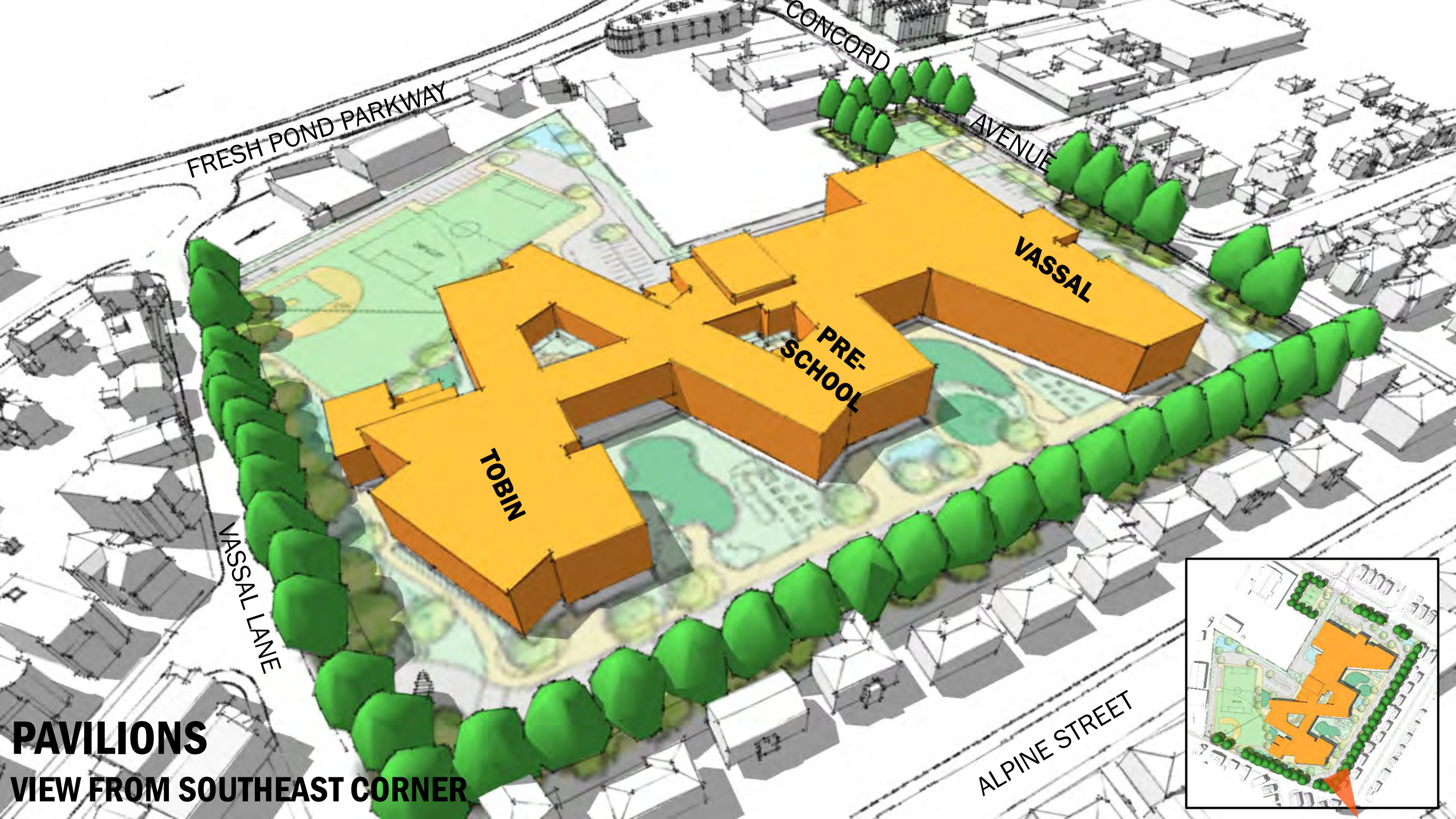


OPTION 3: PAVILIONS

SCHOOLS CONNECTED BY COMMON SPACE

- All New Building
- On-site Drive Aisle for Buses and Cars
- Service and Parking at Site Interior
- Playing Fields on West Side





FRESH POND PARKWAY

CONCORD AVENUE

VASSAL

PRE-SCHOOL

TOBIN

VASSAL LANE

ALPINE STREET



PAVILIONS
VIEW FROM SOUTHEAST CORNER

OPTION COMPARISON



RENOVATION / ADDITION



WINGS



PAVILIONS

FRONTAGE

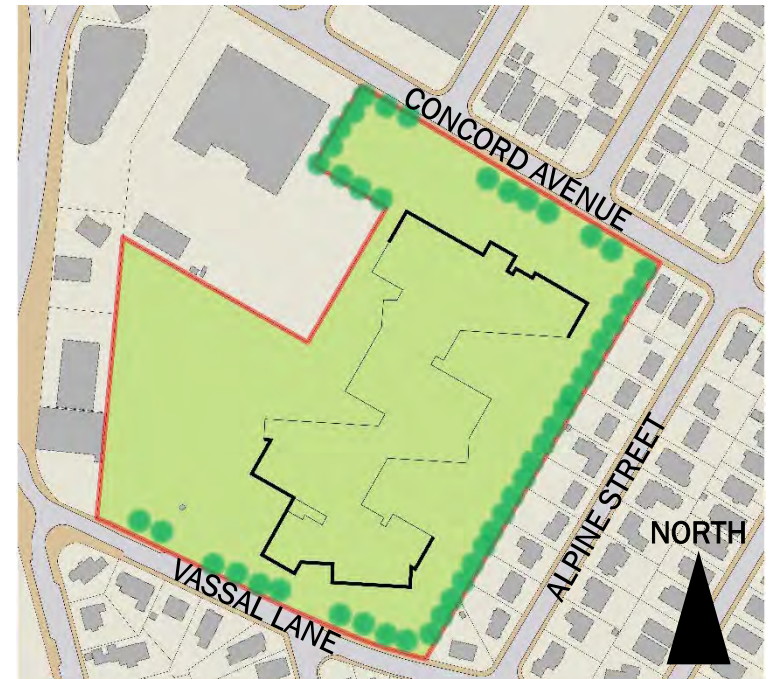
COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



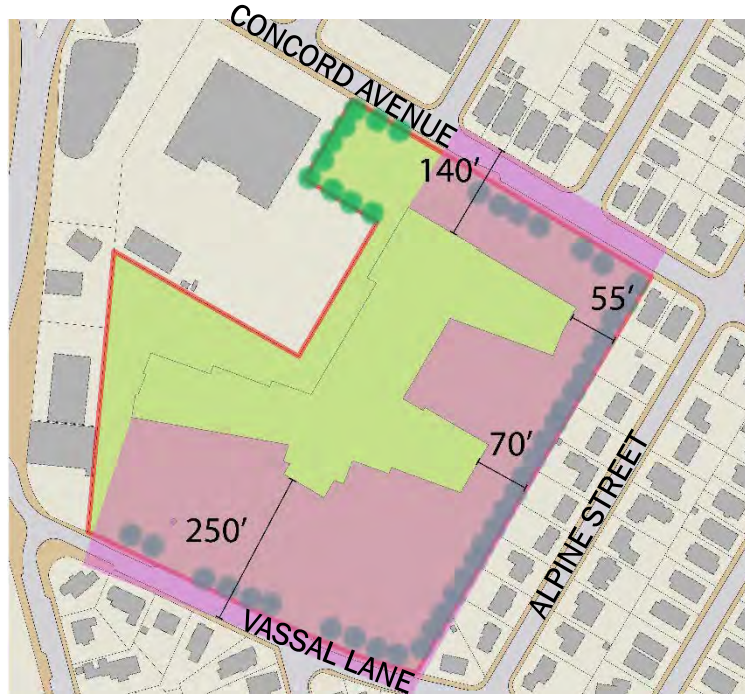
PAVILIONS

SETBACK

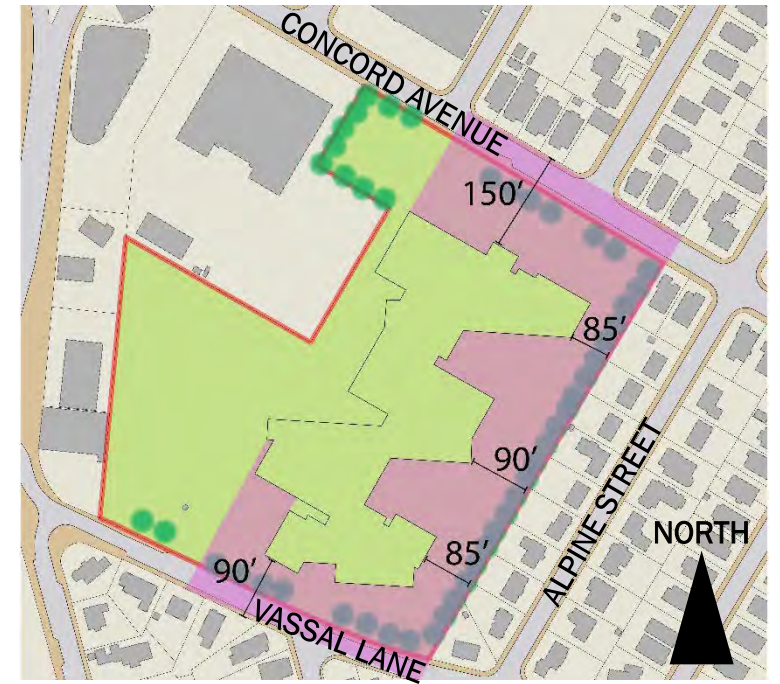
COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



PAVILIONS

OPEN SPACE



RENOVATION ADDITION: 5.4 ACRES



WINGS: 5.4 ACRES



PAVILIONS: 5.2 ACRES

GOAL = 5 ACRES PROTECTED

MASSING



RENOVATION / ADDITION



WINGS



PAVILIONS

3 story

2 story

1 story

COMMUNITY SPACE

COMMUNITY PRESENCE



RENOVATION / ADDITION



WINGS



PAVILIONS

- GYMNASIUM
- CAFETERIA
- AUDITORIUM

SITE CIRCULATION

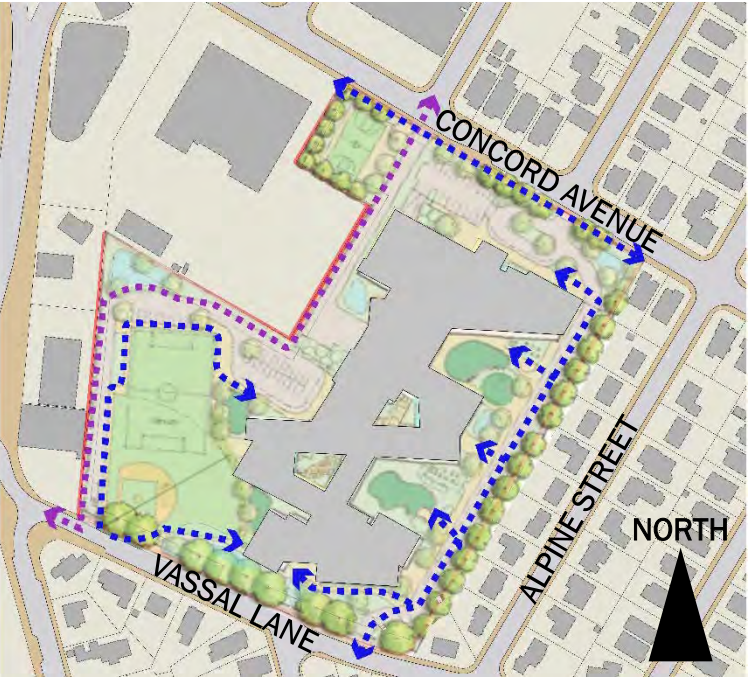
PEDESTRIAN / BICYCLE



RENOVATION / ADDITION



WINGS



PAVILIONS

-  BICYCLE
-  PEDESTRIAN

SITE CIRCULATION

VEHICULAR



RENOVATION / ADDITION



WINGS



PAVILIONS

-  PARENT DROP OFF
-  SERVICE
-  BUSES
-  STAFF

PICK-UP PARKING

AFTERNOON PEAK



EXISTING CONDITION

PICK-UP PARKING

AFTERNOON PEAK

RENOVATION / ADDITION



WINGS



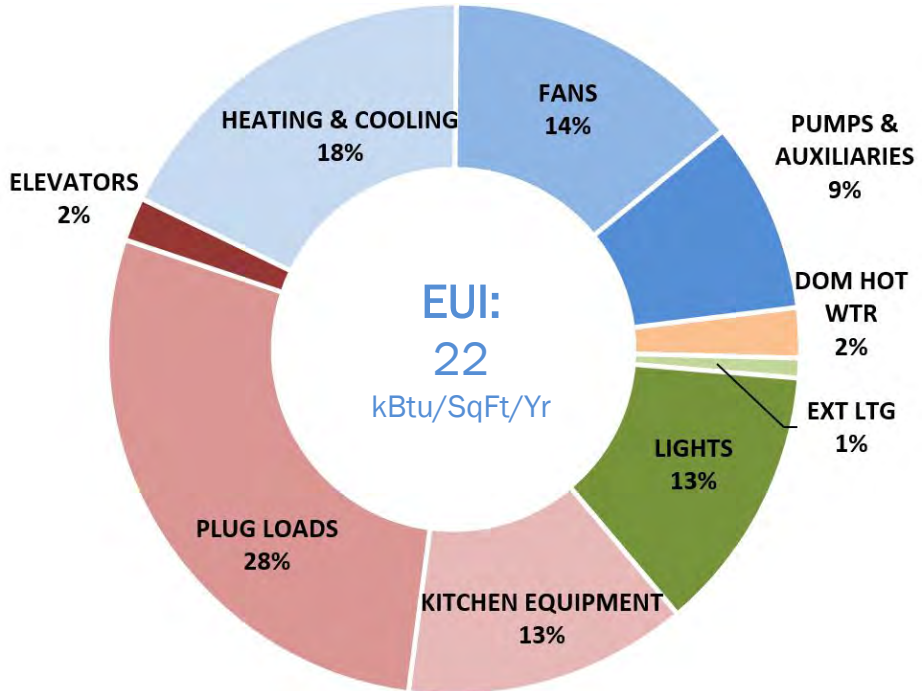
PAVILIONS



EXISTING CONDITION

SUSTAINABILITY STUDIES

ENERGY LOAD – CAMBRIDGE SCHOOL



Annual End-Use Breakdown by Energy Consumption (MMBtu)

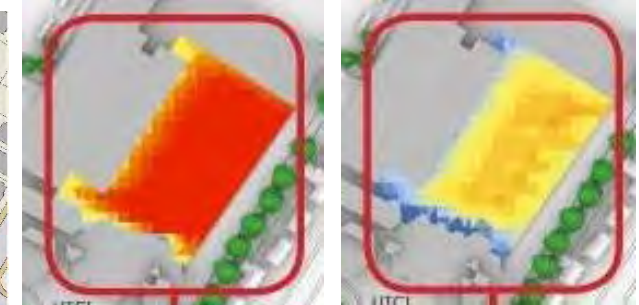
PHOTOVOLTAIC POTENTIAL



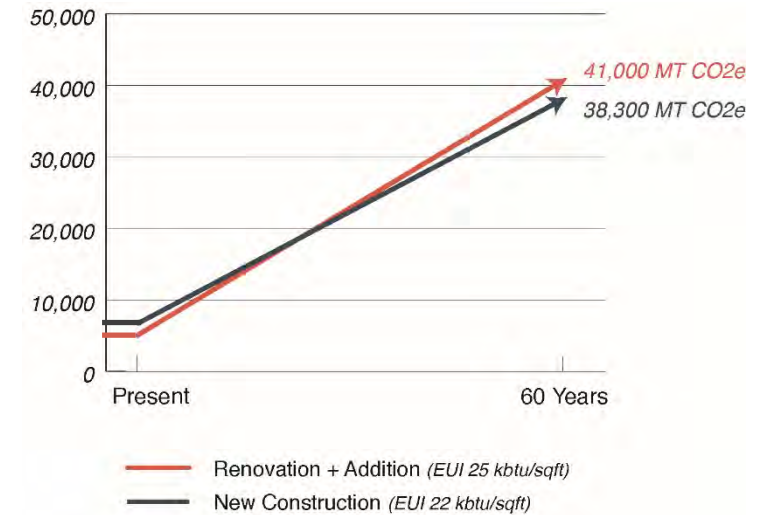
**95,000 SF
PV Panel Area to Meet Energy Needs on Site**

**110,000 SF
Ave Building Footprint**

OUTDOOR COMFORT



CARBON FOOTPRINT



NEXT STEPS



LOOK AHEAD

December 2019

Stakeholder and Community Meetings

January 2020

Preferred Option Selected

February 2020

Stakeholder Meetings

March 2020

Feasibility Study Complete



HUMAN BY DESIGN- PASSIONATE ABOUT WHAT WE DO...HERE'S WHY

Human by Design



FLOOR PLANS



RENOVATION / ADDITION

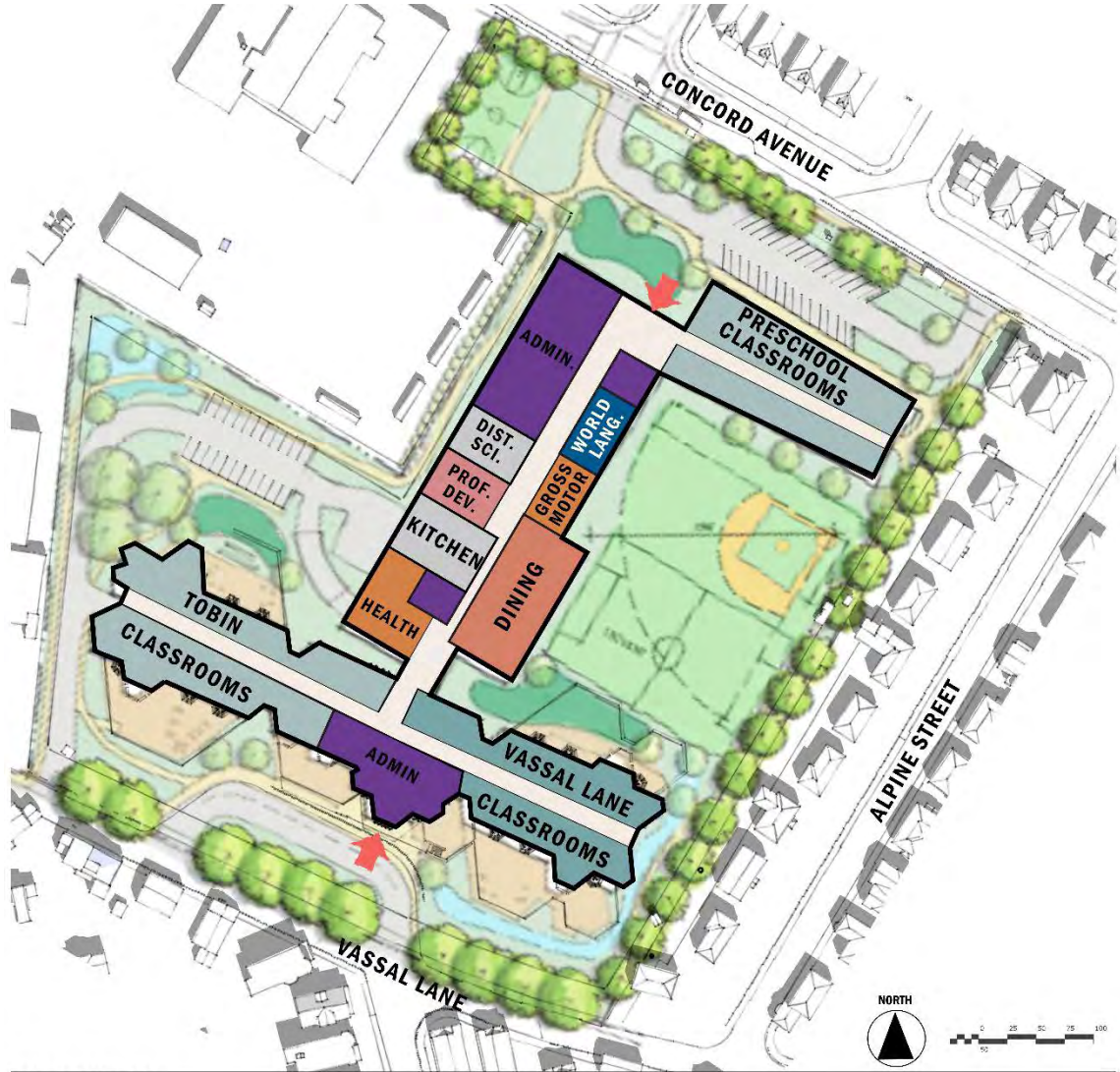
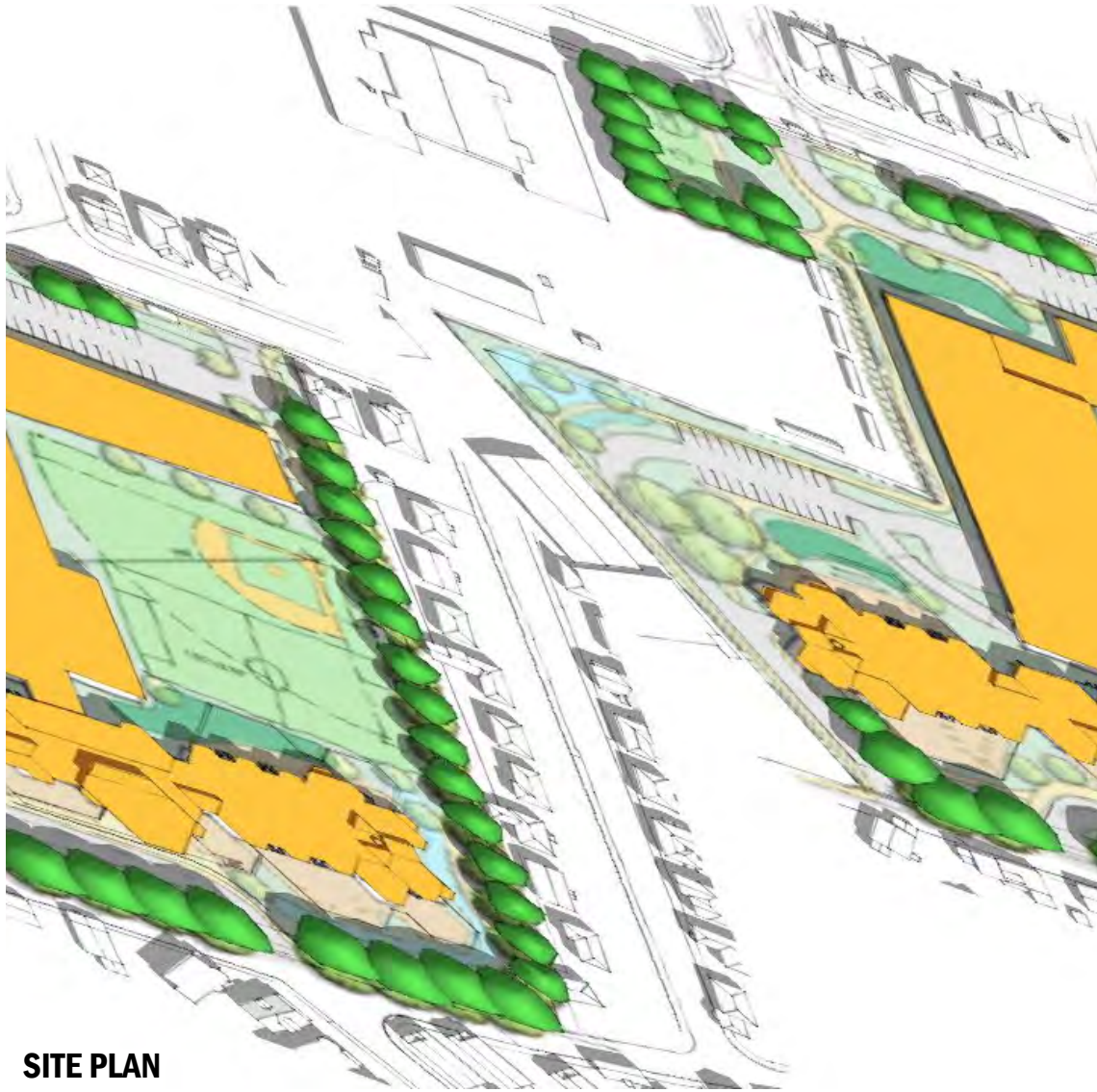


WINGS



PAVILIONS

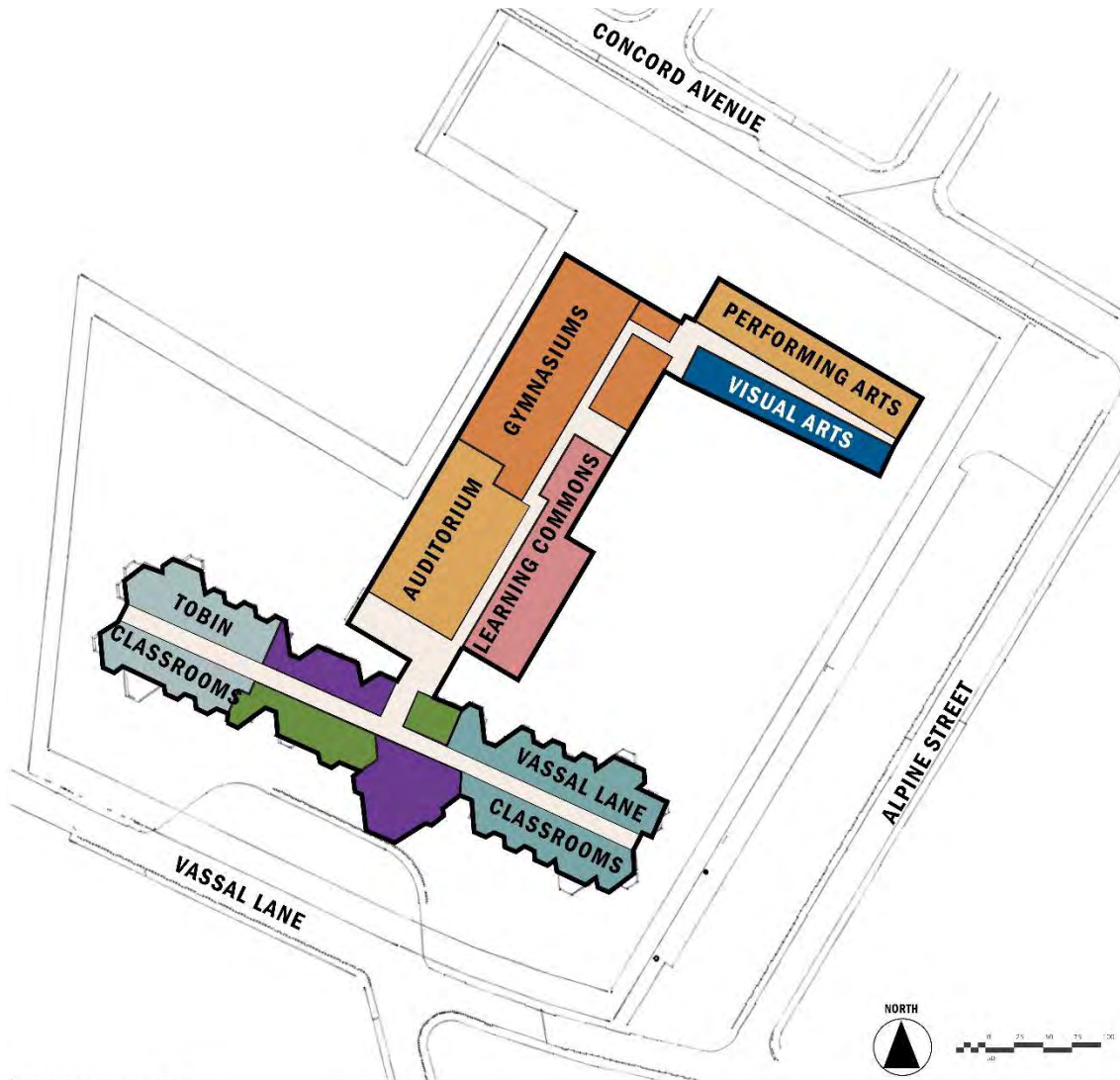
RENOVATION/ADDITION



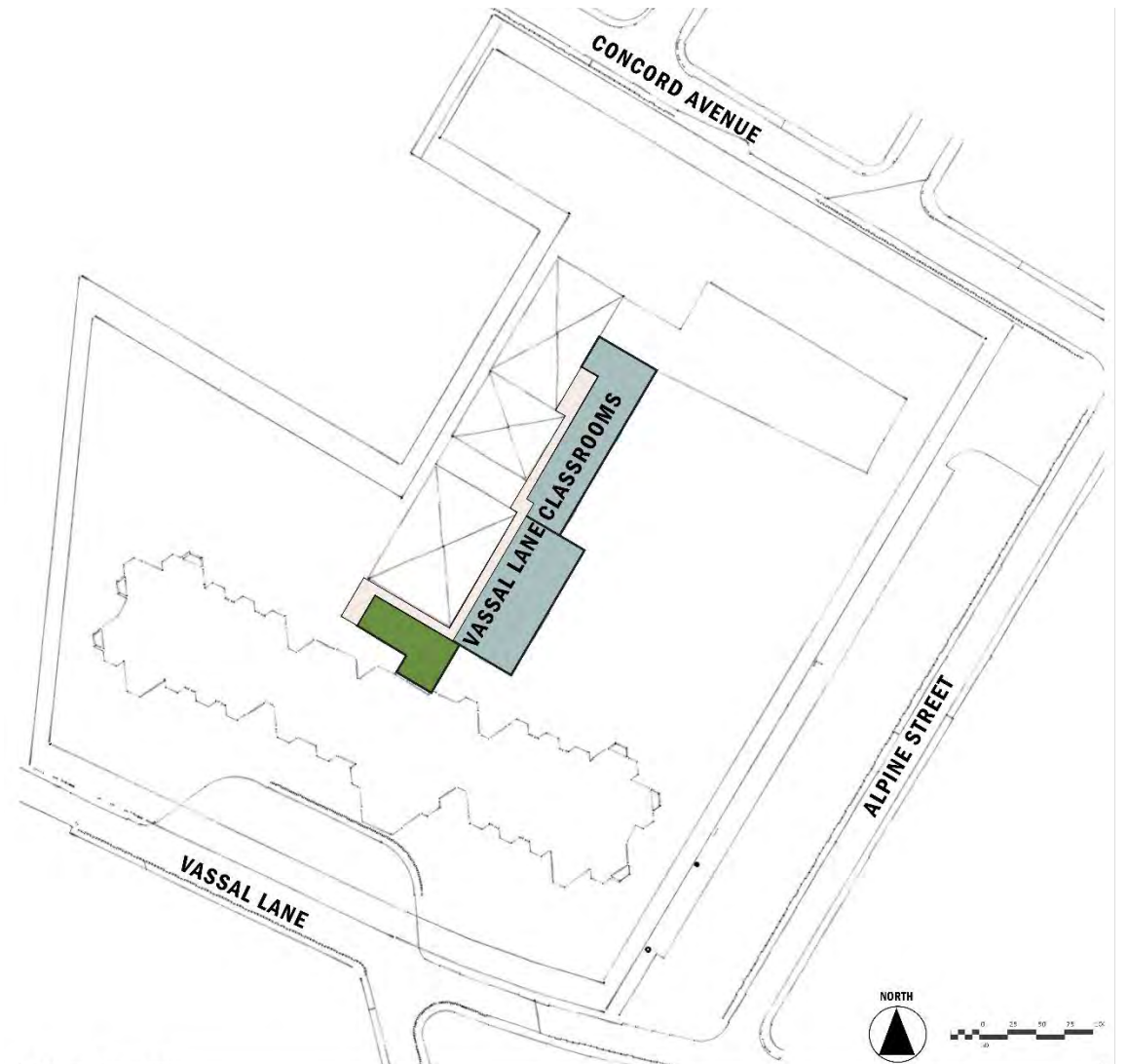
SITE PLAN

FIRST LEVEL

RENOVATION/ADDITION

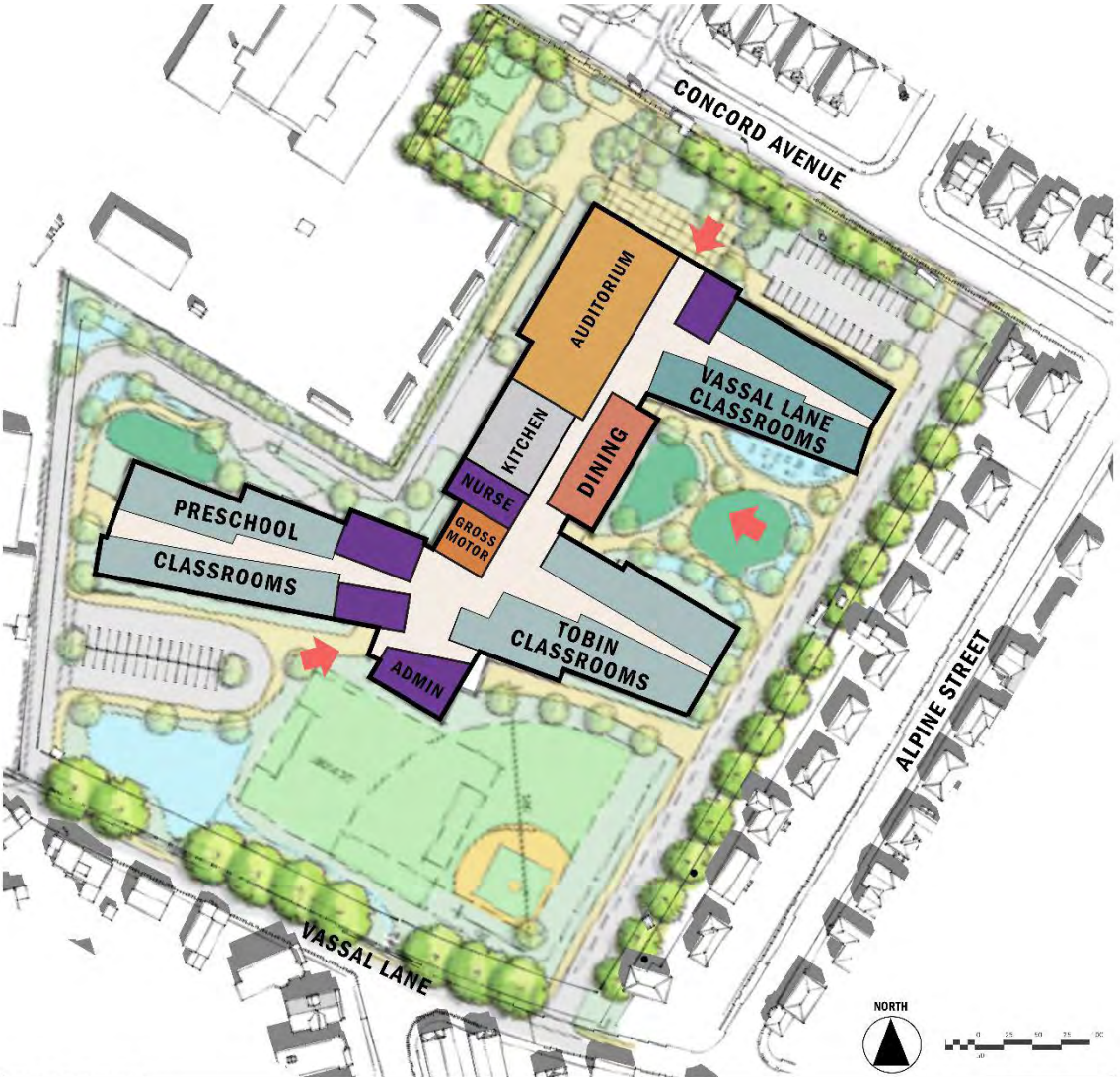


SECOND LEVEL



THIRD LEVEL

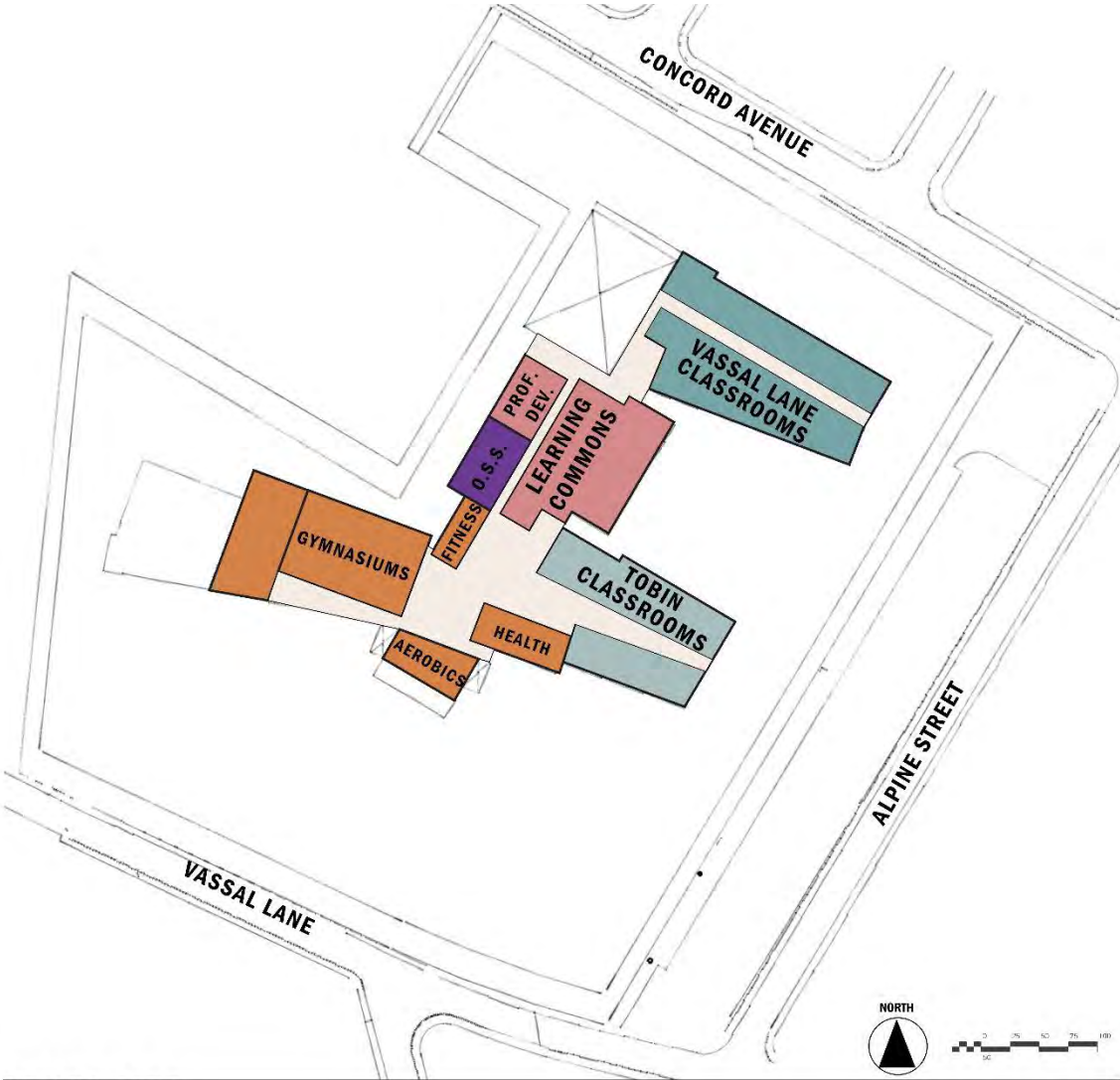
WINGS



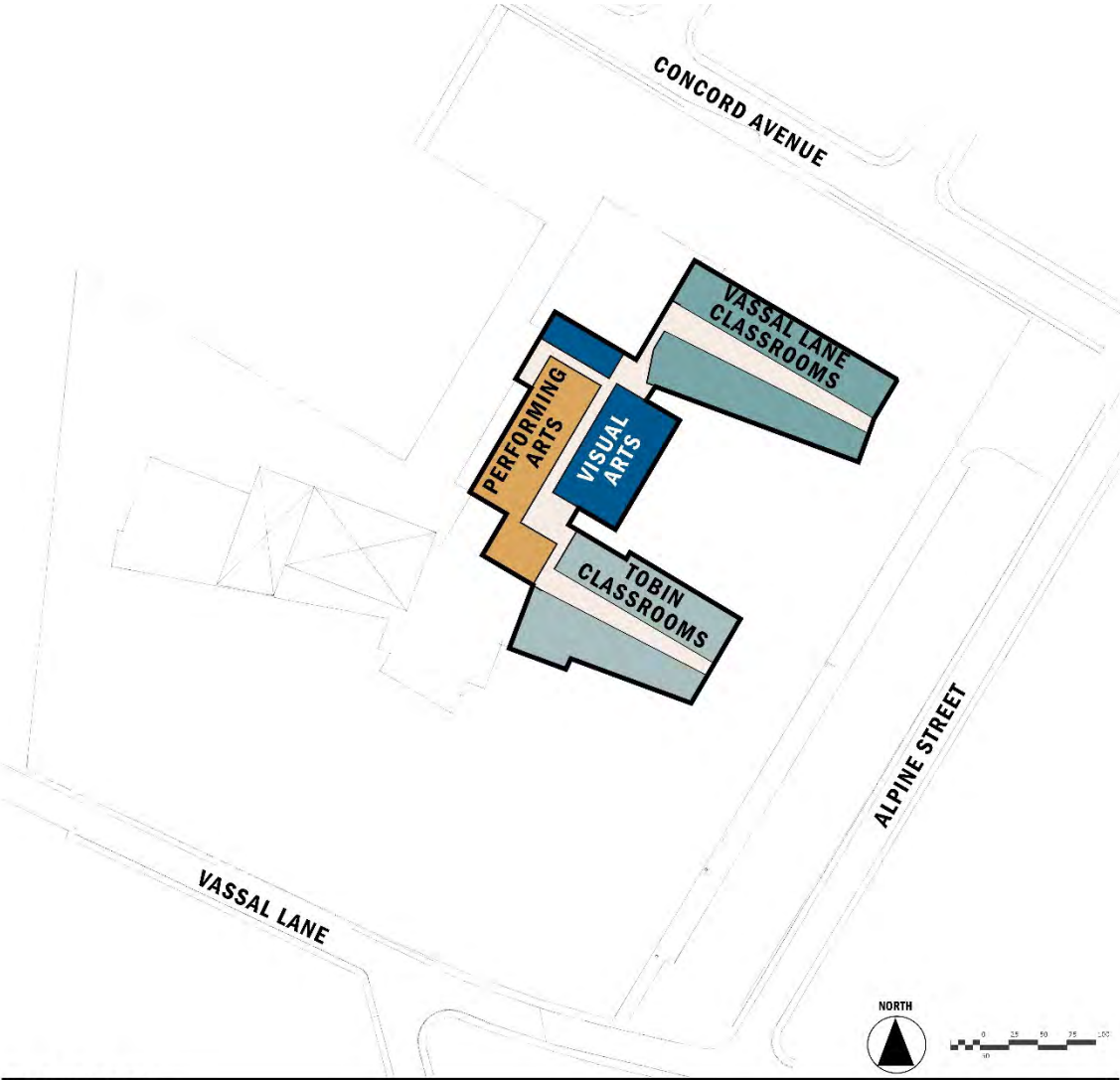
SITE PLAN

FIRST LEVEL

WINGS



SECOND LEVEL



THIRD LEVEL

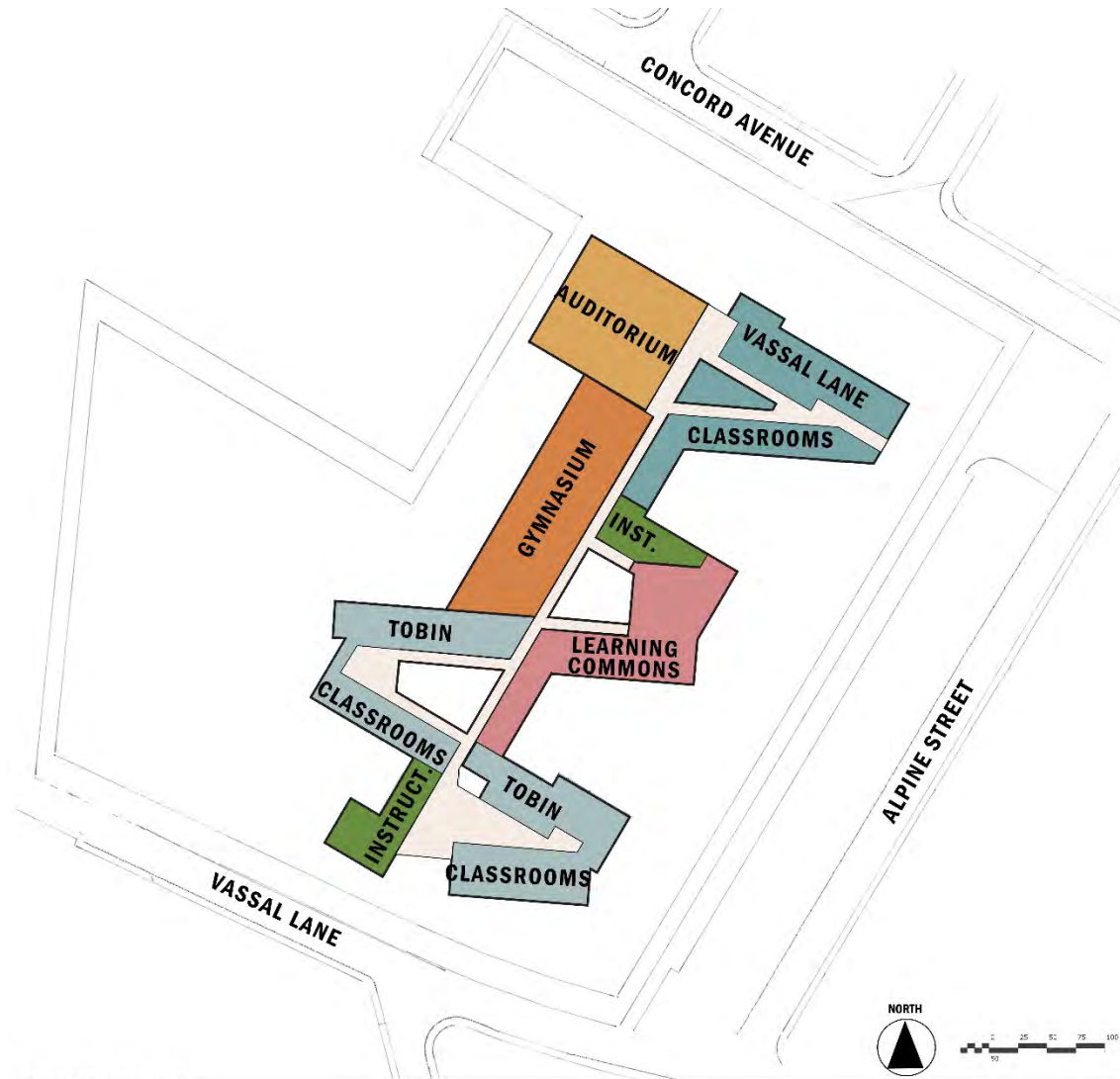
PAVILIONS



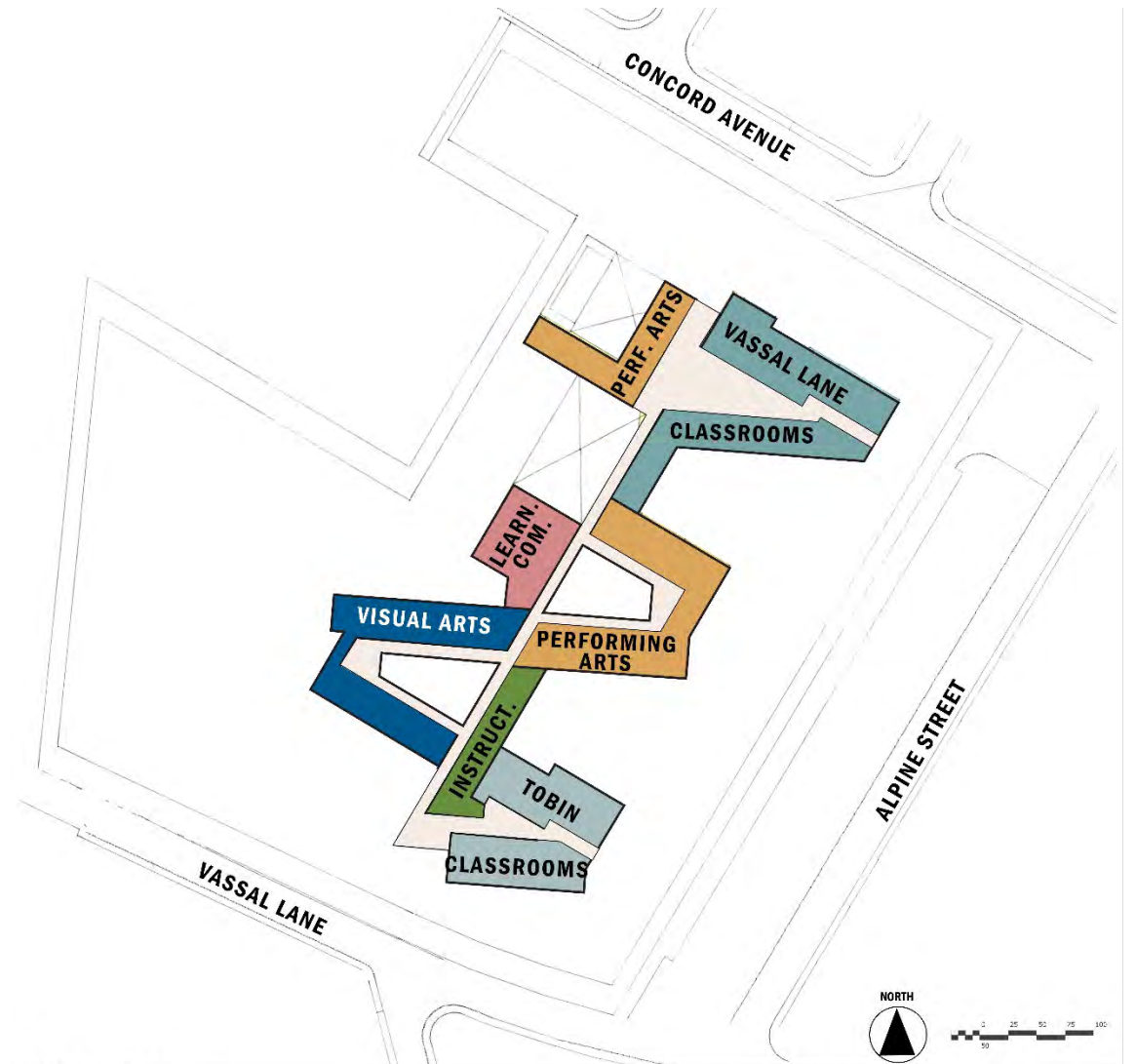
SITE PLAN

FIRST LEVEL

PAVILIONS



SECOND LEVEL

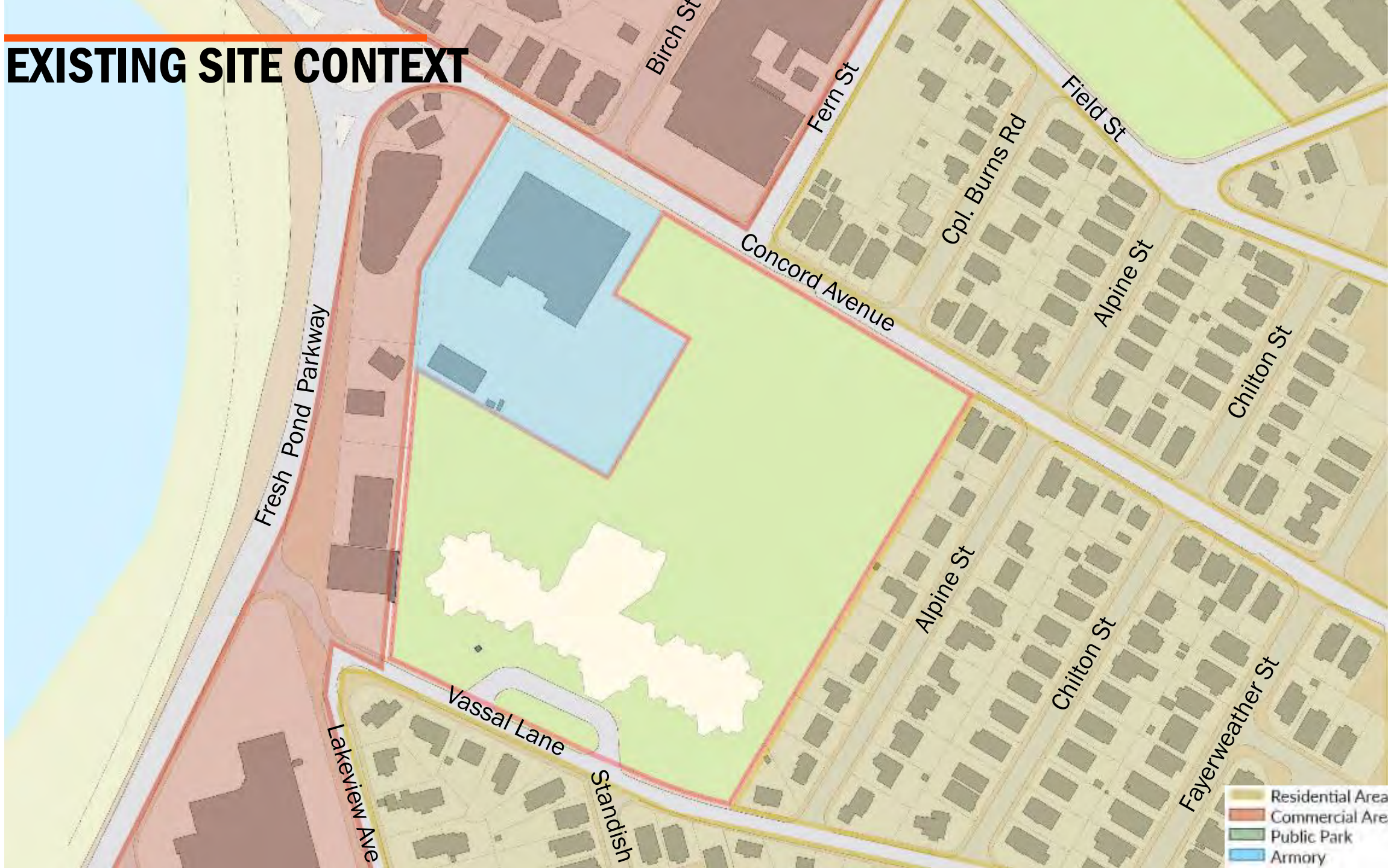


THIRD LEVEL

OPTION DRIVERS



EXISTING SITE CONTEXT



- Residential Area
- Commercial Area
- Public Park
- Armory



SITE UNDERSTANDING



VALUABLE TREES

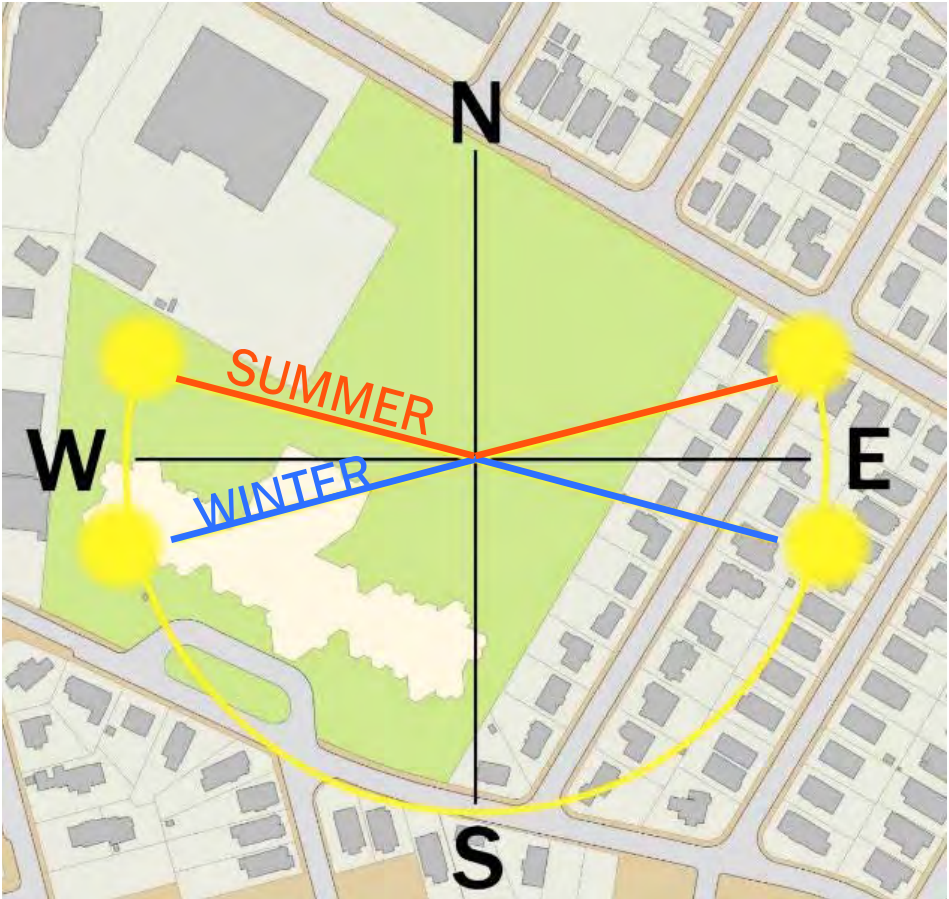


ACCESS AND PARKING

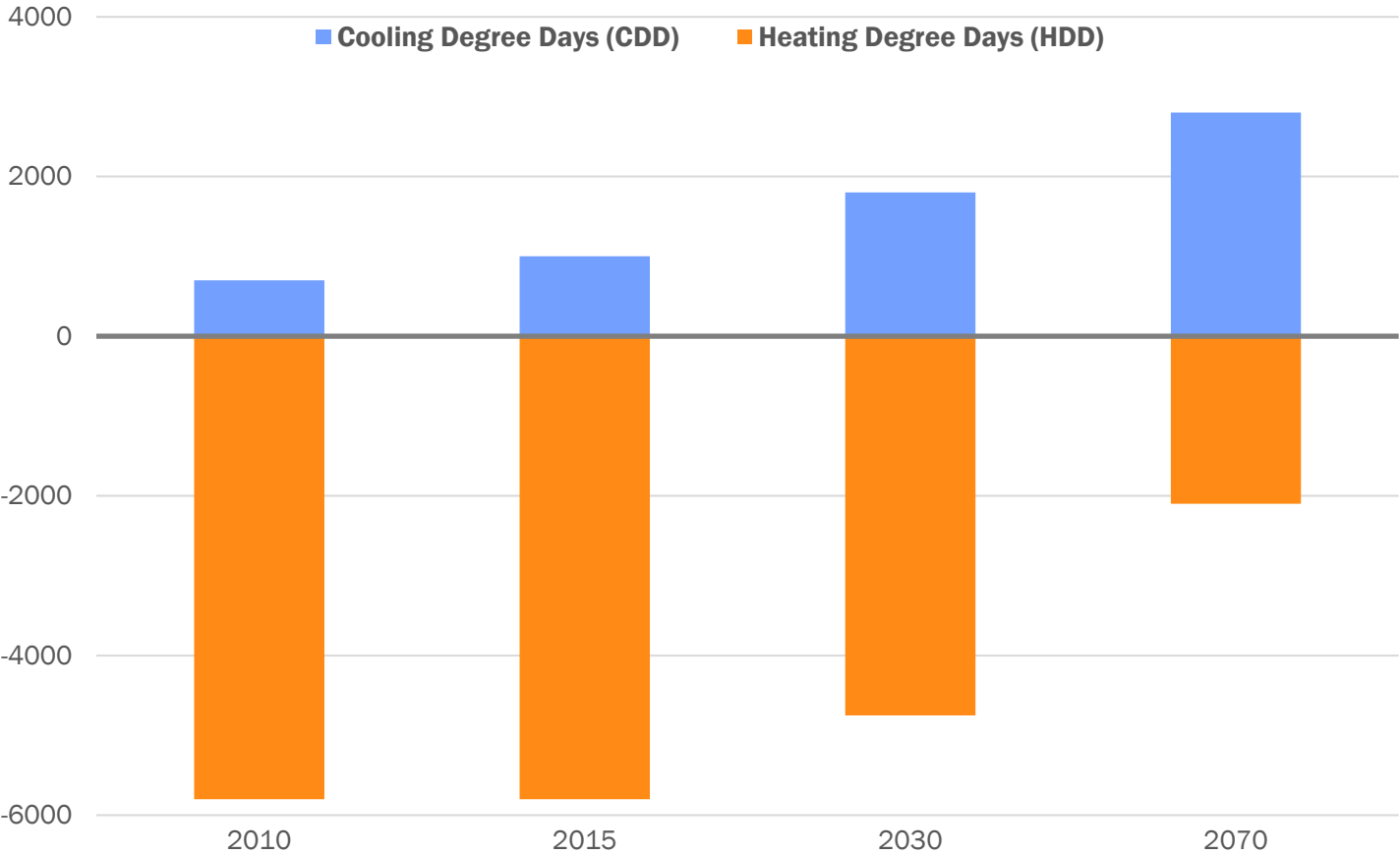


OPTIMAL MASSING FOR NEIGHBORHOOD

CLIMATE RESPONSIVENESS

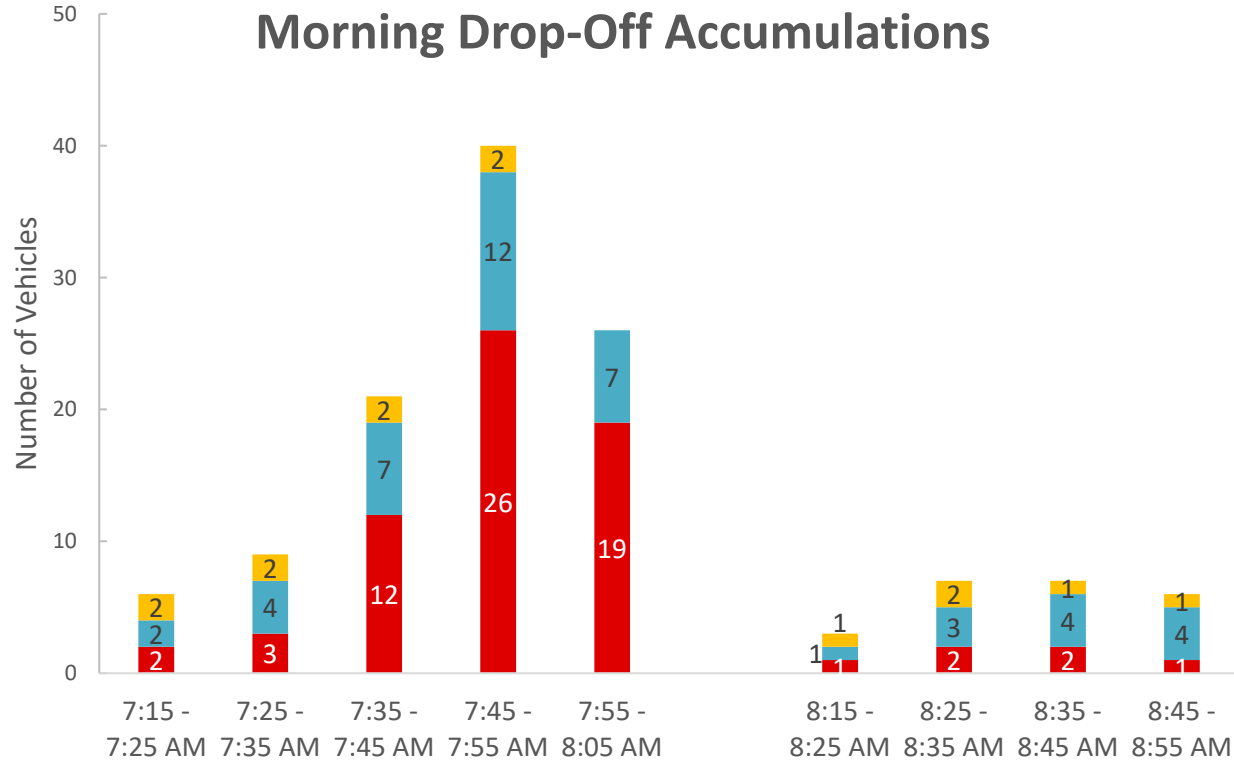


Energy Use in Buildings Shifting - More Cooling, Less Heating



EXISTING TRAFFIC VOLUMES

Morning Drop-Off Accumulations

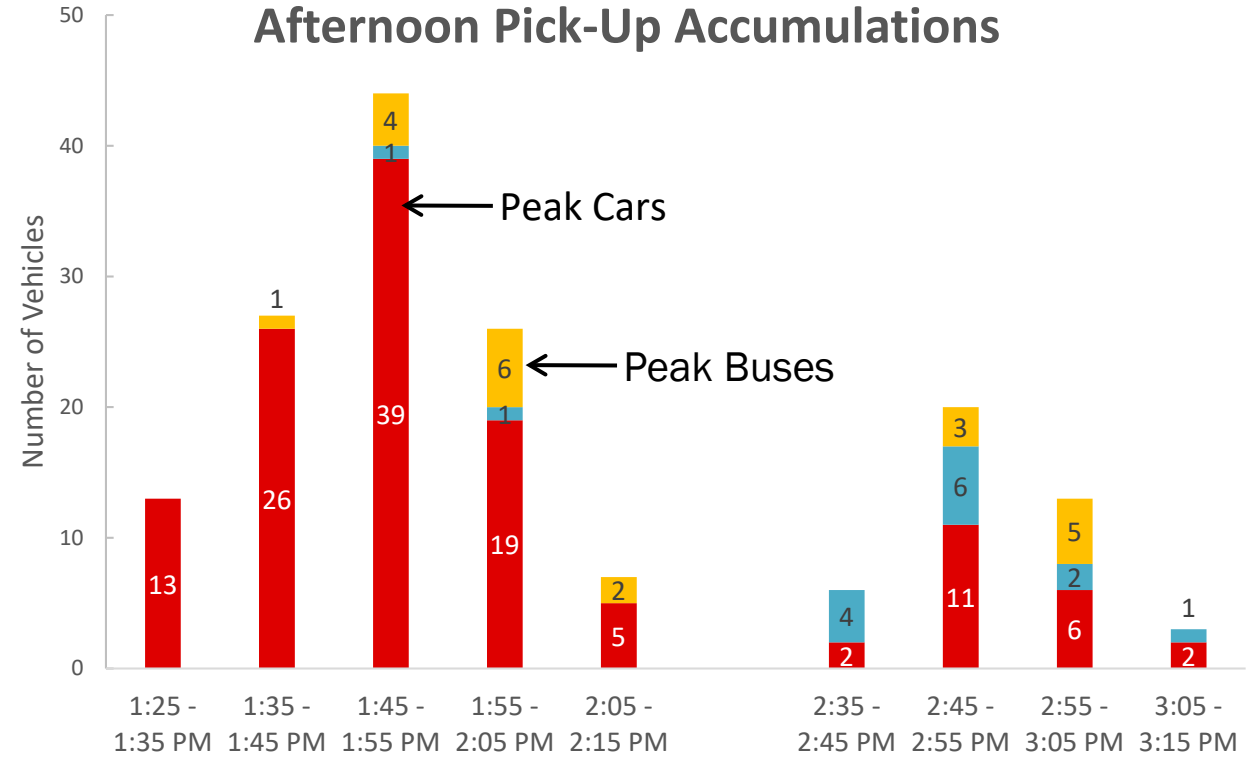


Tobin Montessori

Vassal Lane

■ Drop-Offs On Street ■ Drop-Offs In Circle ■ Buses in Circle

Afternoon Pick-Up Accumulations



Tobin Montessori

Vassal Lane

■ Pick-Ups on Street ■ Pick-Ups in Circle ■ Buses in Circle

EXISTING SOUND LEVELS

Ambient Sound Survey (Current)

- Sources are traffic and human activity
- Levels are within city ordinance limits

Nighttime: <50 dBA

Daytime: <60 dBA

- Measured Levels

① 37-46 dBA

② 42-57 dBA

③ 46-59 dBA



EXISTING BUILDING

Concrete Structure

Concrete Block Infill

Limited Windows, Views

Angular Rooms

Aged Systems and Finishes



SITE INFRASTRUCTURE

- 1.25 Million Gallon Storm Water Tank
- Bioswales and Rain Gardens
- Solar Panels
- Geothermal Wells (if used)
- Parking and Circulation



2070 Storm Surge and Precipitation Flooding





C3.0

VISIONING MEETINGS

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	3/8/2019	
Project Name	Tobin Montessori and Vassal Lane Upper School Projects	
Project Number	79130.00	
Subject	Tobin Montessori School Educational Visioning Workshop	
Meeting Location	Tobin School Rm. 239	
Meeting Date	3/5/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
		T: 617-449-4001
Participants	<p>City: Brendon Roy (BR), Meagan Mulvey CPS: Claire Spinner, Carolyn Turk, Jaime Frost, Joseph Huber, Anda Adams, Kristina Collazo, Erin Gutierrez, Eileen Gagnor, Yaliya Paylor, Beth Benedict, Mayya Shtokman, Brittany MacDonald, Pattynn Zotz, Christina Kirkwood, Stacey DeSimone, Heather Kolbe Parents: Caroline Stowell, Alice Lehrer, Diana Ocampo, Hiwot Alemu, Saba Asfaw, Fana Estefanos Perkins Eastman: Jana Silsby, Sean O'Donnell, John Pears, Dan Arons</p>	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Overview	<p>Brendon Roy provided an overview for the meeting and noted that he appreciates everyone attending these critical initial meetings that will set the goals and vision for the project. Sean O'Donnell explained the purpose of today's workshop is to think about big pictures ideas - for the purposes of today's discussion everything is on the table, and it is important that everyone remain open to possibilities and think beyond the limitations of the existing building. He also explained that the Design Team is here to listen to your thoughts before they put a pen to paper, so that the design will truly reflect the Tobin Montessori Schools' specific goals and visions for the new school. Sean, Jana and Brendon noted that the new building will be built to last 50 plus years and will be weathertight, have functioning mechanical systems, etc., and that those issues as well as other details such as room layouts and specific designs will be discussed at future Focus Groups meetings. Sean also noted that this initial Feasibility Study and Visioning Process includes:</p> <ul style="list-style-type: none"> • PE Three-Step Process: Creative Analysis (current phase), Options, and Preferred Option. • 5 Themes: Learning, Teaching, Community and Culture (today) Sustainability (future session). • Visioning and Programming: ask questions, find themes, explore trends and best practices, create design patterns, define a space program, key adjacencies, bubble diagrams and Design Principles that will inform the Design Options. • Building upon CPS' Vision and District Plan strategic initiatives.

<p>1.2</p>	<p>Hopes and Dreams for the New School</p>	<p>Sean asked each of the Visioning Participants from the City and the school to answer this question: “My hope and dream for this new building is..”. The group discussed their responses. Some common themes were to create environments that:</p> <ul style="list-style-type: none"> • Reflect Tobin Montessori’s values and approach to learning • Where every child can thrive and feel accepted • Foster independence and resilience • Are welcoming, and safe for students, teachers and families • Are Joyful • Have open spaces • Foster independence, resilience • Contain lots of natural light • Represent the future of learning and teaching • Provide lots of storage space for Montessori materials
<p>1.3</p>	<p>Worksession 1 : Learning and Teaching</p>	<p>Worksession 1 focused on Learning and Teaching and posed questions to understand the children who we are designing for and the cognitive, social-emotional, and physical / motor development for each age group, as well as the Tobin Montessori mission and effective teaching pedagogies that support 21st century learning that are relevant to your students. Sean presented examples of Learning and Teaching concepts and layouts to inform the discussion.</p> <p>Following is a list of the questions that the 4 groups discussed, along with some common responses:</p> <ul style="list-style-type: none"> • What should we know about the students in the Children’s House, the Lower Elementary, the Upper Elementary? <ul style="list-style-type: none"> ○ Design for size, small to large kids: spaces/fixtures/furnishings scaled to the age of the children to foster independence ○ CH: parents need clear path to drop children off, children need to move a lot, play independently often on the floor, use the iPads, play and rest (Cub’s Corner), bathrooms, direct access outdoors ○ LE: currently double classrooms, at this age children start working collaboratively, need space to spread things on the floor, small nooks, larger spaces, ○ UE: these children are more independent, social, and easily distracted – limit noise and glass to corridors (or 1 way?), tables and independent stations, they change groups often, pods, cross-collaboration, 1:1 Chromebook ○ CH/LE/UE: Home vibe, therapeutic spaces and group spaces of varying sizes w/in classrooms that respond to different kinds of students, messy spaces to create, quiet and loud spaces, individual work and group lessons in the same room, rugs and wood, flexibility, need space for transitions, STEAM, access to nature – interior and exterior gardens, covered patios ○ Professional Development: Information flow & sharing, need lots of different size spaces to gather, small groups to large, separate specialist spaces: grouped or distributed?, need to support specialists & paras,

		<ul style="list-style-type: none"> • Are the students of the Tobin different than students in another Montessori program elsewhere? If so, how? <ul style="list-style-type: none"> ○ Tobin is one of the only public Montessori schools. It is open to students of any economic means. ○ The Tobin has many additional resources and services not found in private Montessori programs ○ More diverse – 30 languages ○ Works with other 11 schools in district ○ Can this facility become a Montessori Training center? ○ Need testing spaces: MCASs starting grade 3: in classrooms or pods? ○ Tons of visitors – teachers, parents, create observation opportunities • What are Montessori’s key ideas/principles that should inspire our design? <ul style="list-style-type: none"> ○ Whole child ○ Individual needs: provide opportunities for all to rise up, included marginalized voices, recognize achievements of all ○ Independence ○ Collaboration ○ Nature • How has or will the Montessori method here accommodate other trends and criteria, like technology? <ul style="list-style-type: none"> ○ Technology in all classrooms: smartboards all, iPads CH and Chromebooks LE/UE ○ Finding ways to incorporate technology into Montessori method to maximum extent possible: this is evolving
<p>1.4</p>	<p>Worksession 2: Community & Culture</p>	<p>Worksession 2 focused on understanding the Tobin Montessori “Community” and “Culture” which can be evaluated on several levels: Global, Local and School. SOD presented examples of Community and Cultural concepts and images to inform the discussion.</p> <p>Following is a list of the questions that the 4 groups discussed, along with some common responses:</p> <ul style="list-style-type: none"> • How does your program engage the larger (external) community? Common responses included: <ul style="list-style-type: none"> ○ Other schools in the district meet and are welcome here ○ One of the few schools in the district that accepts 3 yr. olds ○ Community events nights and weekends ○ Baseball fields used by community ○ Gym used by adult leagues ○ Extensive summer camps ○ Parking is a big issue ○ Idea for Map of Cambridge: larger context, show where students come from ○ LEED Platinum?: Social, Economic, Environmental • How should the Tobin interact with the other programs on campus? <ul style="list-style-type: none"> ○ Limited interaction with Tobin and VLUS ○ Tobin and VLUS offices could be paired on first floor: balance

		<p>separation & proximity</p> <ul style="list-style-type: none"> ○ Very connected to After School Human Services ○ Singular vs. separate arrival for the schools? ○ Separate identities? ○ Meeting spaces for families: welcoming, near entrance, informal, comfortable, café? ○ Cafeteria: Students, parents, visitors, welcoming, flexible, Montessori requires circular tables w/ age appropriate chairs, The VLUS has different needs for the dining space. ○ Montessori teaching kitchen? ○ Existing programs: Reading buddies 7th graders w/ Tobin students; are there other cross-over opportunities? <ul style="list-style-type: none"> ● What makes the Tobin feel like a strong learning community? <ul style="list-style-type: none"> ○ Very diverse community ○ Collaborative ○ Inclusive ○ Equity ● What are the key relationships to enhance? <ul style="list-style-type: none"> ○ Welcoming balanced with security: <ul style="list-style-type: none"> ▪ Safety check in first then into comfy space? ▪ Office at front door ○ Family Liaisons ○ Student centered environment ○ Professional Learning ● What is, or should be the “heart” of the school? <ul style="list-style-type: none"> ○ Current heart - Main Office? ○ Library/ Media Center ○ Auditorium ○ Amphitheatre or gathering space: opportunities to gather, perform, play inside in bad weather: ○ Interior garden? ○ Family Meeting area – informal, welcoming, café? ○ Other Shared common space ○ Artwork: public and student ● What is the culture of the Tobin Montessori & its community? <ul style="list-style-type: none"> ○ Child centered ○ Welcoming ○ Joyful ○ Diverse: 30 languages ○ Collaborative ○ Passionate believers in Montessori ○ Inclusive ○ Equitable
1.5	Share Info from Today's Visioning Sessions	Attendees from today's sessions are encouraged to share information from today's sessions with their colleagues that were not present at this session.
1.6	Next Steps	Focus Groups week of 3/11. Space needs surveys will be distributed to all staff by the Principals. Surveys due 3/20.

cc: City, CPS, DHSP and City Direct Consultants via Brendon Roy, Michael Black,
Design Team
Attachments: Presentation



**PERKINS —
EASTMAN**

Human by Design

CITY OF CAMBRIDGE

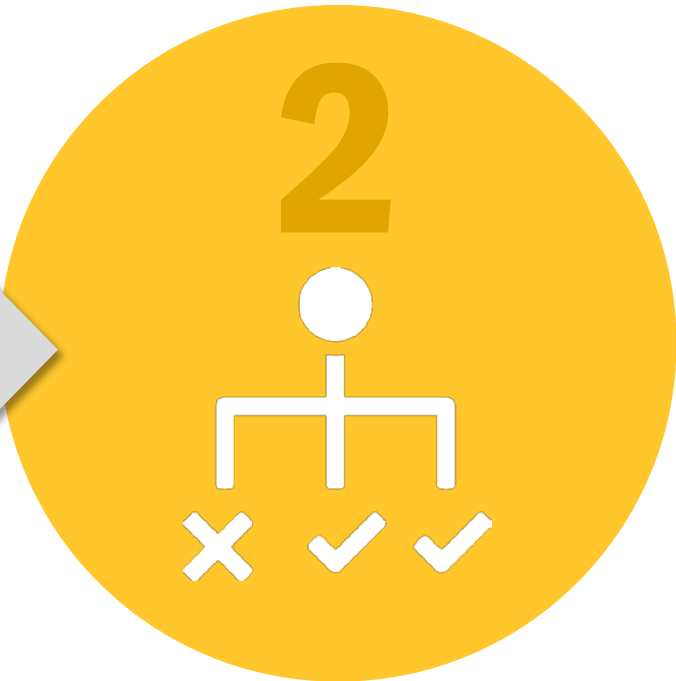
TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOL



THREE-STEP PROCESS



Creative Analysis



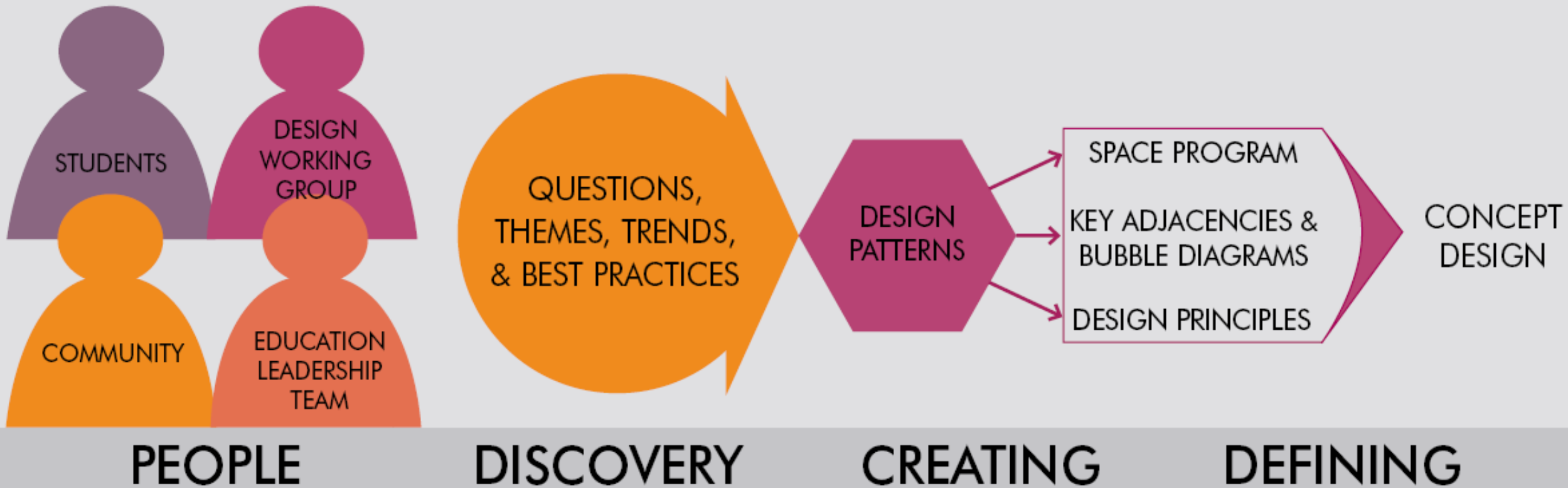
Options



Preferred Option

VISIONING & PROGRAMMING

LEARNING FROM YOU





VISION

**Vision: Rigorous, Joyful & Culturally Responsive Learning +
Personalized Support Builds Postsecondary Success
and Engaged Community Members**



CPS' DISTRICT PLAN

OBJECTIVES & INITIATIVES

- 1. Equity and Access**
- 2. Engaging Learning**
- 3. Whole Child**
- 4. Partnerships**
- 5. Improvement**



ENGAGING LEARNING FOR STUDENTS & STAFF

STRATEGIC INITIATIVES

- 1.** Expand integrated, hands-on, real world learning opportunities
- 2.** Expand rigorous, joyful, culturally responsive learning experiences
- 3.** Establish student-centered, collaborative, and transformative professional learning
- 4.** Support innovation to improve student success



WHOLE CHILD AS AN INDIVIDUAL

STRATEGIC INITIATIVES

- 1. Implement a social, emotional, and behavioral learning framework**
- 2. Expand effective inclusive practices through professional learning.**
- 3. Improve student engagement by strengthening student experiences**
- 4. Explore mentorship programs**
- 5. Provide relationship building professional learning**
- 6. Develop multi-tiered systems of support for academic and social-emotional learning**





FIVE THEMES

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

COMMUNITY

Fostering strong learning and professional communities on campus and enhancing connections between the school and the larger the community

SUSTAINABILITY

Conserving resources; minimizing operational expenditures; creating healthy, high performance places to live and learn; and inspiring the next generation of environmental stewards.

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world



WHO ARE WE DESIGNING FOR?

AGES 3-6



CHILDREN'S



HOUSE

COGNITIVE

- **BEGIN ABSTRACT THOUGHT**
- RECOGNIZE COLORS/SHAPES
- CONCEPT OF RIGHT/WRONG
- 4-5 WORD SENTENCES

- CAN THINK USING SYMBOLS
- LEARN SPATIAL RELATIONS
- IDENTIFY RULES (NOT LOGIC)
- **LEARN THROUGH INQUIRY**

SOCIAL- EMOTIONAL

- FAMILY RELATIONSHIPS
- ALL OR NOTHING EMOTIONS
- PLAY IN CLUSTERS
- **RELY ON THEIR SENSES**

- WANT TO GET ALONG
- LOVES FAIRY-TALES/HEROES
- **GROUP PLAY IMPORTANT**
- BEGIN LIKES/DISLIKES

PHYSICAL/MOTOR

- ACTIVE/EAGER LEARNERS
- **EXPLORING/MANIPULATING**
- CLIMB/DANCE/PUSH/PULL

- POSSESS A LOT OF ENERGY
- **CONTINUE GROSS MOTOR**
- CATCH/ALTERNATE/BALANCE

WHO ARE WE DESIGNING FOR?

LOWER / UPPER ELEMENTARY



COGNITIVE

- SEPARATE FANTASY/REALITY
- **DEV. SPATIAL UNDERSTANDING**
- SEE OTHER'S PERSPECTIVES
- DISTINGUISH LEFT v. RIGHT

- INCREASE IN LEVELS OF ATTENTION AND ABILITY TO INHIBIT IMPULSES
- **LIKE TO CHALLENGE THEMSELVES INTELLECTUALLY**

SOCIAL- EMOTIONAL

- EARLY CLOSE PEER RELATIONS
- OTHERS OPINIONS IMPORTANT
- DEV. IDENTITY/AUTONOMY

- ENHANCED LANGUAGE AND SOCIAL SKILLS
- EAGER TO PRACTICE AND REFINE THEM.

PHYSICAL/MOTOR

- **BEGIN SMALL MOTOR**
- SAFETY OF SELF IMPORTANT
- DRESSES SELF/CUTS FOOD

- BASIC DEXTERITY
- **LIKE ACTIVITIES THAT INVOLVE STRATEGY AND PHYSICALITY.**

BRAIN CHANGERS

AFTER: WHITMAN & KELLEHER, 2016



- Teaching practices
- Assessment practices
- Study habits
- School design
- Structure of the school day
- Social & emotional environment

Results in different brains – each individual brain works differently

MULTIPLE INTELLIGENCES & ALL KINDS OF MINDS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

ASSESSMENT & A GROWTH MINDSET



- Observation
- Essays, Video, Podcasts
- Interviews
- Performance tasks
- Exhibitions & demonstrations
- Portfolios
- Journals
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation

21ST CENTURY SKILLS

Beyond the 3Rs - the new skills the world is looking for.



Leadership



Digital literacy



Communication



Emotional intelligence



Entrepreneurship



Global citizenship



Problem solving



Team-working



Source: Pearson, The Learning Curve

A photograph of a modern classroom. A teacher in a striped shirt and dark pants stands on the left, facing a group of students. The students are seated at tables, some working in small groups. The room features a whiteboard with various papers and charts, a projector mounted on the ceiling, and a row of dark lockers in the background. The lighting is bright, and the overall atmosphere is one of active learning.

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

YOUR MISSION

- The Tobin Montessori Mission is to **combine the best practices of the Montessori philosophy and public education** to develop children who are resilient learners, and who construct together cooperative, caring communities.



MONTESSORI METHOD



LEARNING

TEACHING

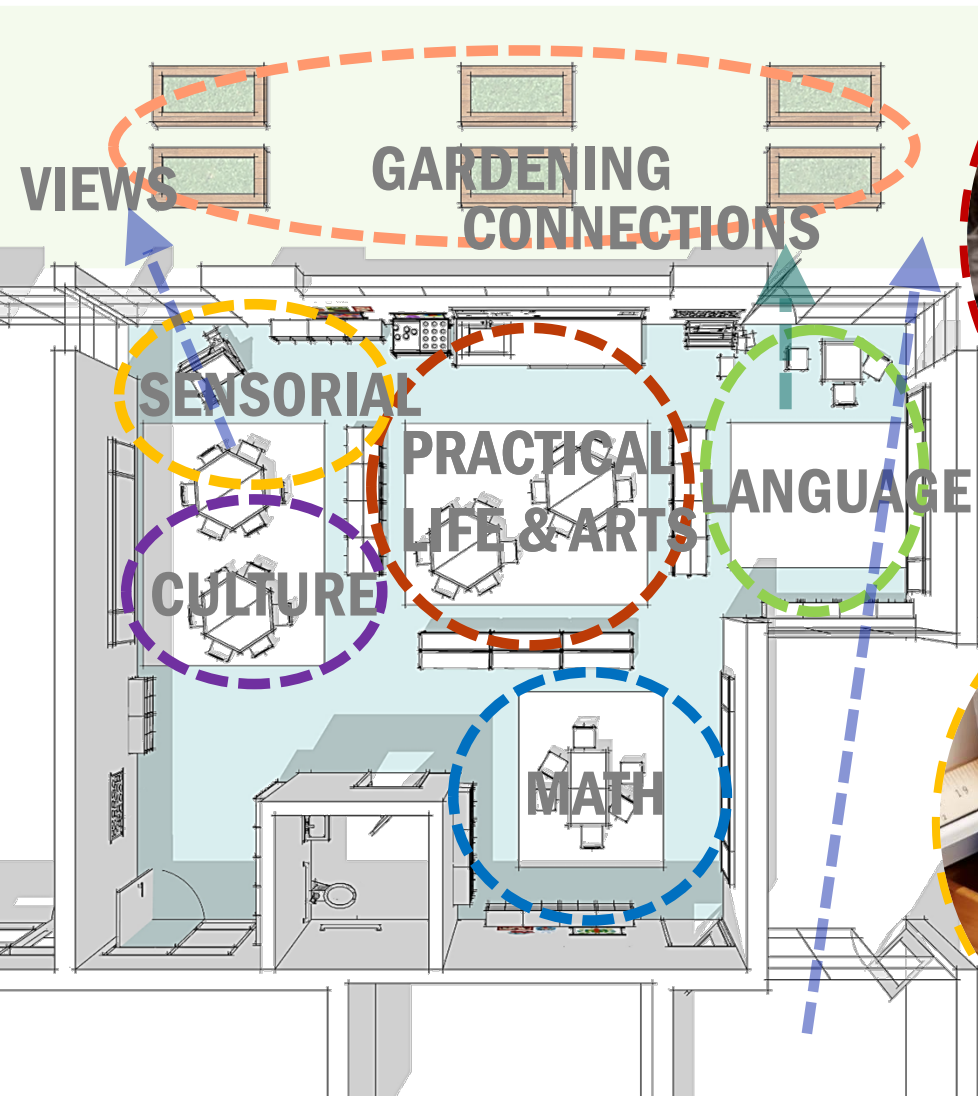
COMMUNITY

SUSTAINABILITY

CULTURE

MONTESSORI

LE CLASSROOM



PRACTICAL



MATH



LANGUAGE



SENSORIAL



CULTURE



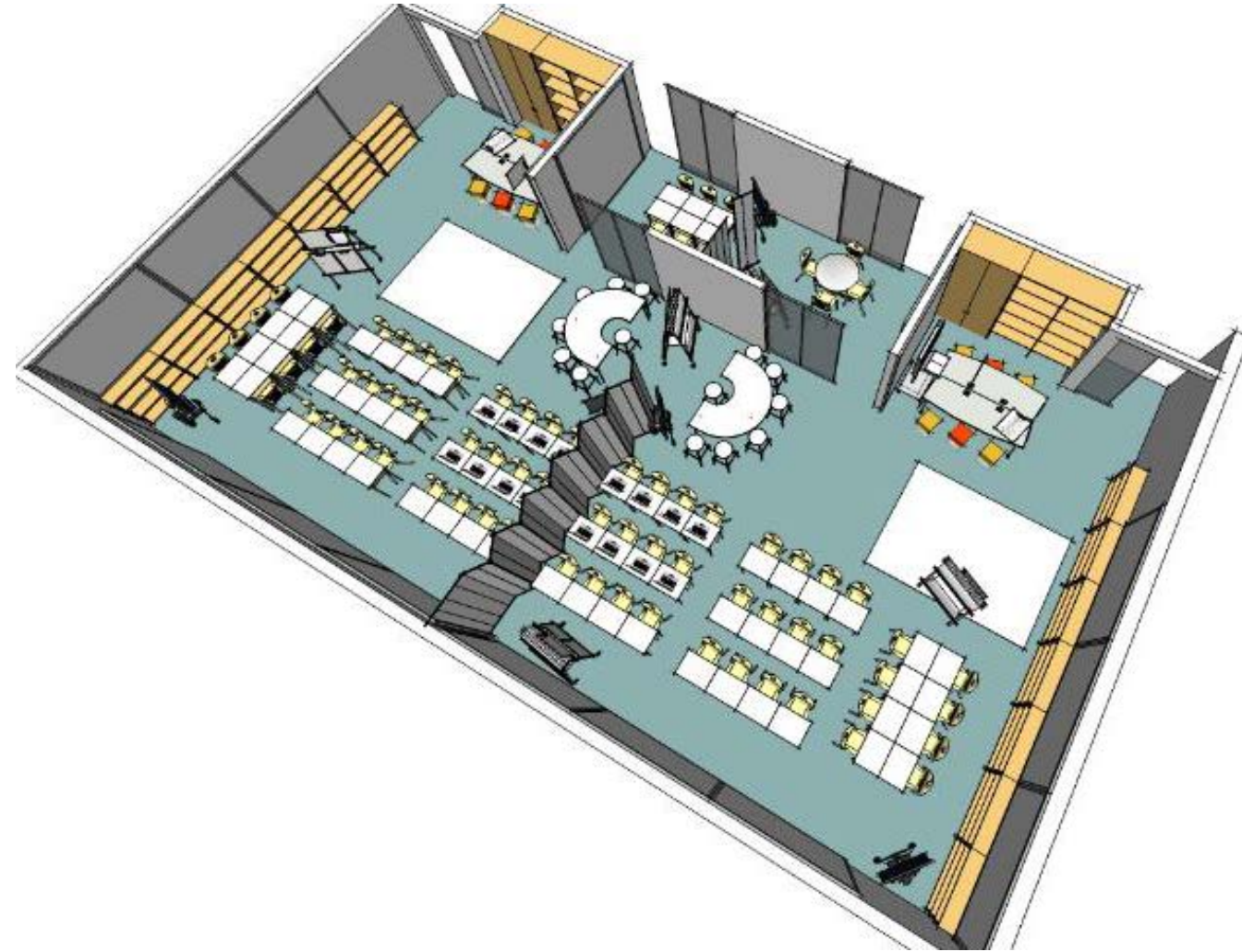
GARDENING

OTHER TRENDS

- Real-World Contexts and Connections
- Project Based Learning
- Team Teaching
- Professional Environment
- Blended Learning
- Flexible Classrooms
- STEM and STEAM
- Planning and Demonstration
- Maker Movement
- Learning on Display
- Integrating the Arts



FLEXIBLE CLASSROOMS



LEARNING

TEACHING

COMMUNITY

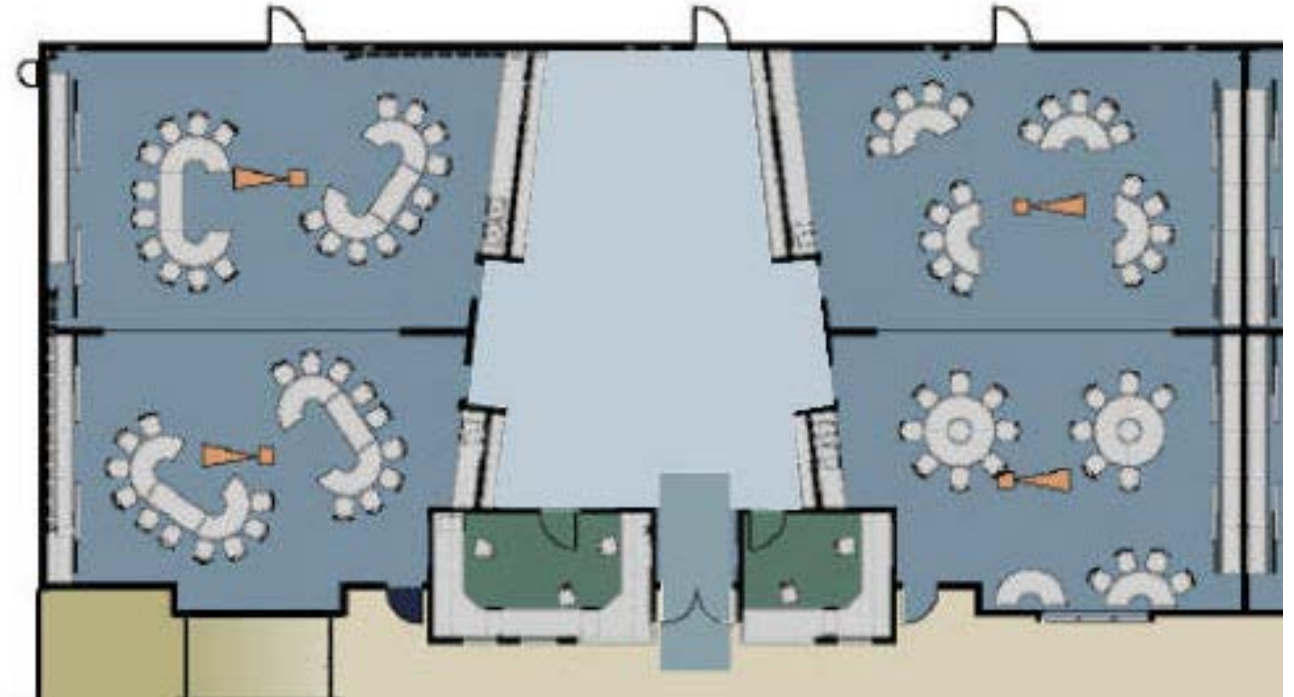
SUSTAINABILITY

CULTURE

TEAM TEACHING SPACES



Green Ivy | New York, NY – Perkins Eastman



High Tech Middle School | San Diego, CA – Carrier Johnson & New Vista Design

LEARNING

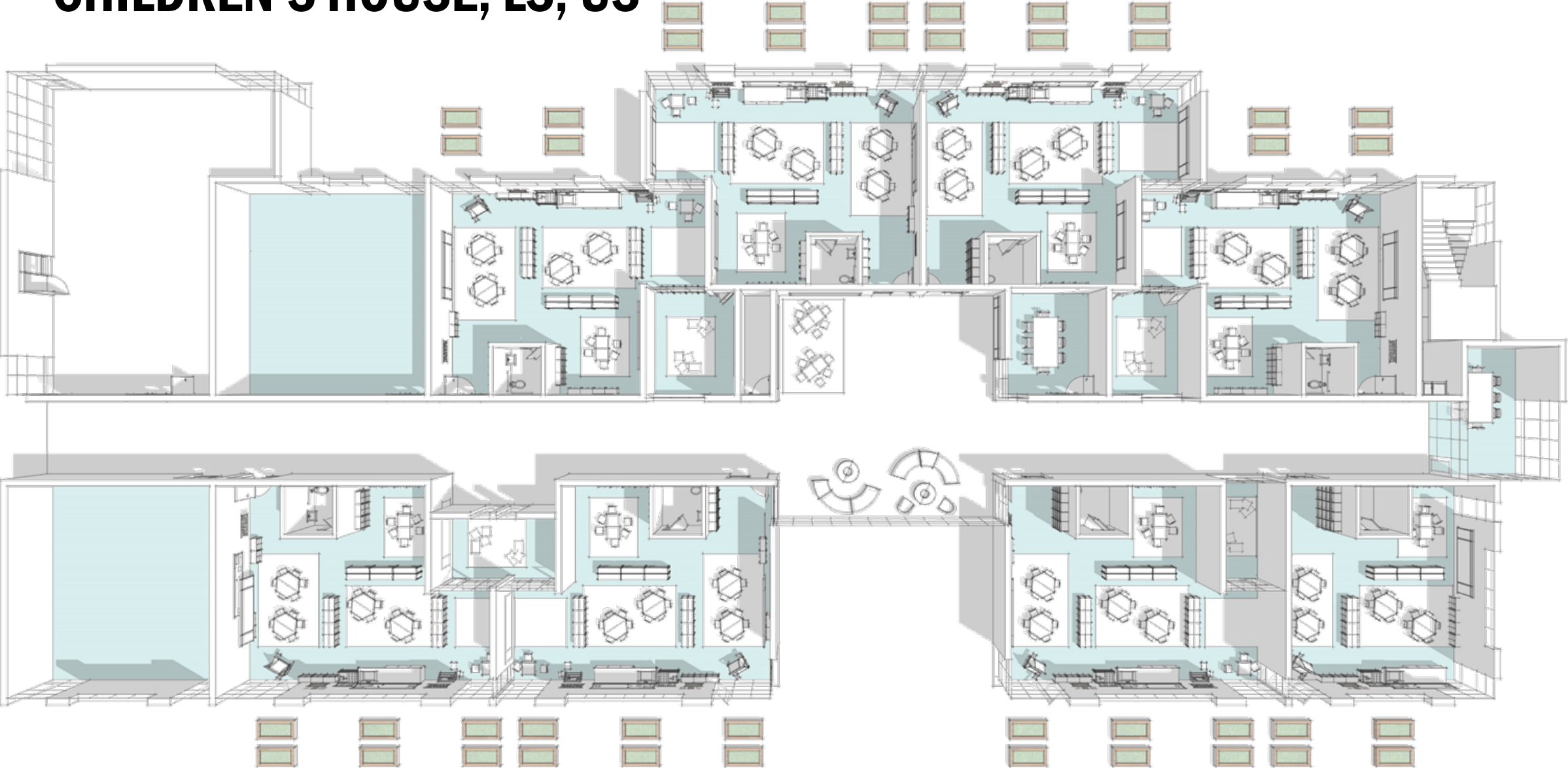
TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CHILDREN'S HOUSE, LS, US



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

INTEGRATING THE ARTS



Playmaker School | Gensler (photo by Ryan Gobuty)



Princeton Day School | Perkins Eastman

LEARNING

TEACHING

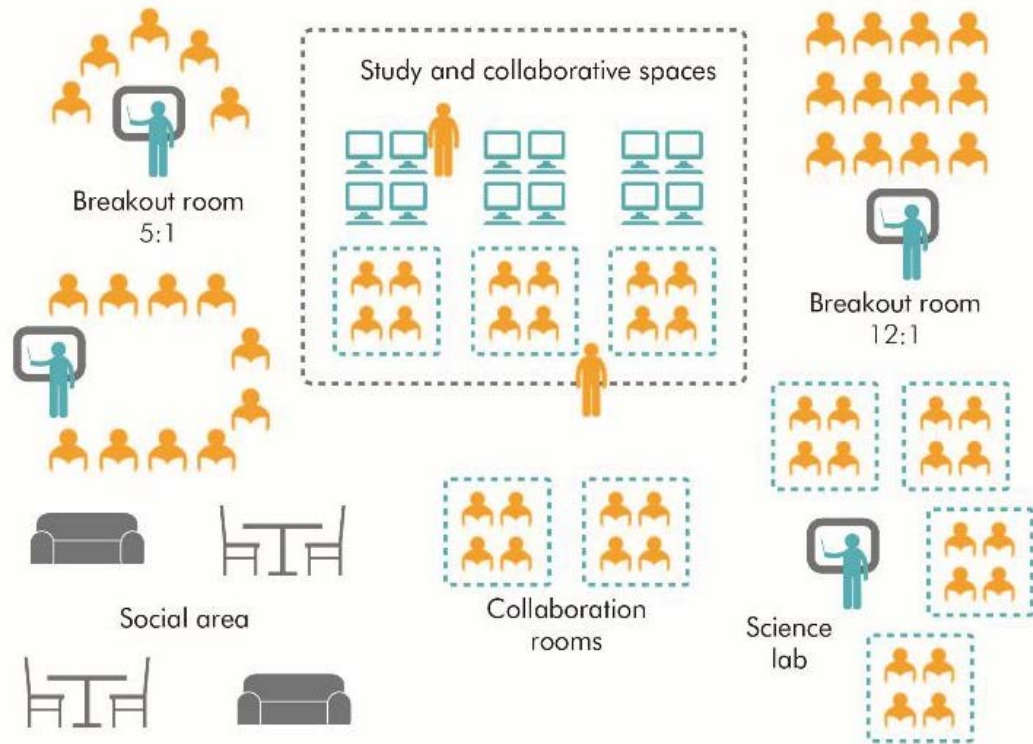
COMMUNITY

SUSTAINABILITY

CULTURE

TECHNOLOGY'S IMPACT ON TEACHING & LEARNING

BLENDED LEARNING ENVIRONMENTS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

LIBRARY TO LEARNING COMMONS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

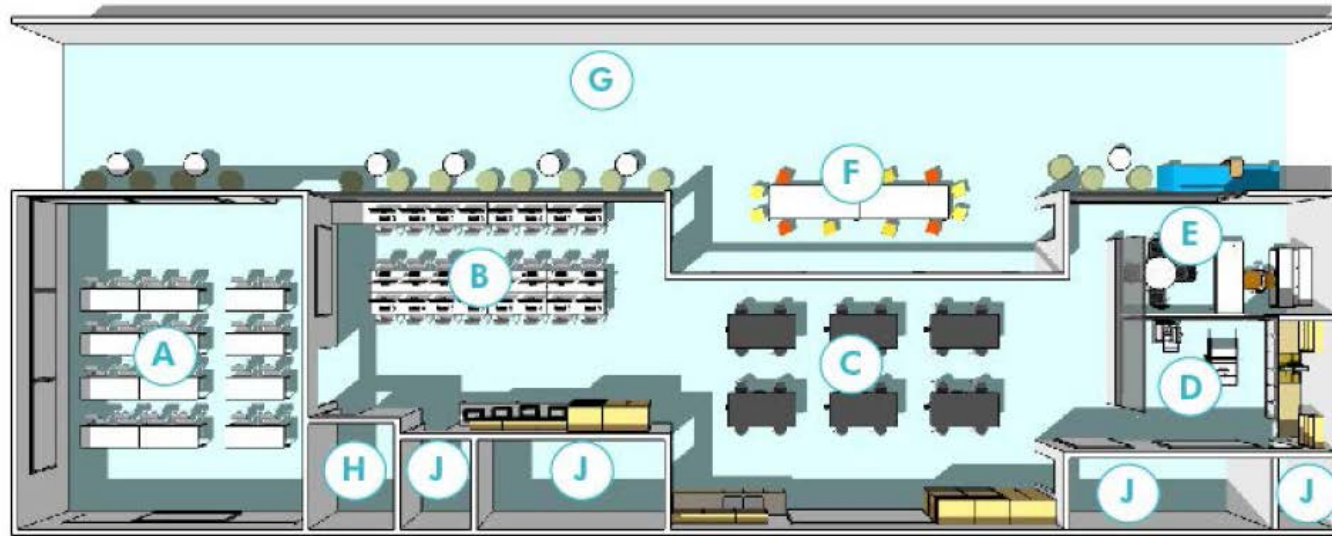
DESIGNING, MAKING AND TESTING



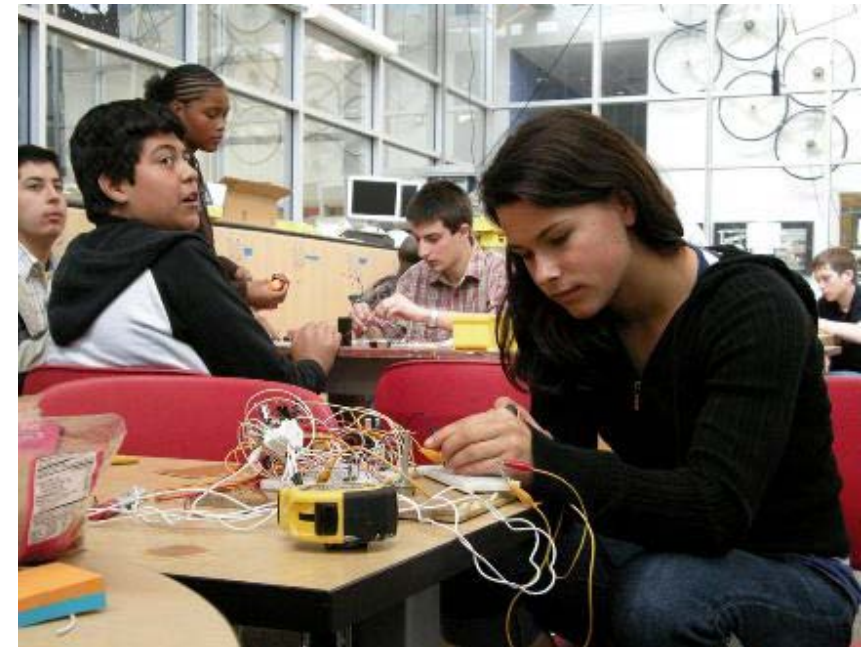
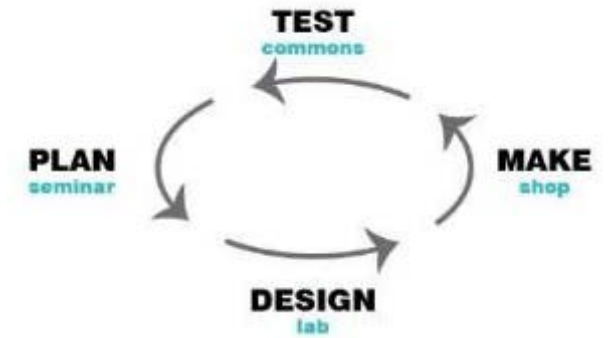
Designing spaces such as project labs, and workshops provide areas for students to actively apply knowledge to authentic projects.

Collaboration spaces provide a place to work with others to refine ideas and engage creatively while learning technical skills.

STEM/STEAM



- A** Seminar Rooms
- B** Digital Lab
- C** Project Lab
- D** Workshop
- E** Faculty Office
Office for faculty, large enough for small group meetings and transparency for maximum supervision at all time
- F** Breakout Space "The Sidelines"
Zone for small project groups & spectators during racing competitions
- G** Commons "The Raceway"
Corridor wide enough for a variety of activities & display opportunities
- H** STEM Suite toilet
Corridor wide enough for a variety of activities & display opportunities
- I** Storage Closets
Large closets provided to accommodate large scale project storage



OUTDOOR LEARNING



Stoddert Elementary School | Washington DC



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

PROFESSIONAL WORK ENVIRONMENT



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE



A FEW QUESTIONS

What should we know about the students in the Children's House, the Lower Elementary, the Upper Elementary?

Are the students of the Tobin different than students in another Montessori program elsewhere? If so, how?

What are Montessori's key ideas/principles that should inspire our design?

How has or will the Montessori method here accommodate other trends and criteria, like technology?

A large, dense crowd of diverse children of various ages and ethnicities. Many of the children are holding up small, bright yellow balls or objects, creating a pattern of yellow dots across the image. The children are looking in various directions, some towards the camera, some away. The background is slightly blurred, suggesting an indoor setting like a school gymnasium or auditorium.

COMMUNITY

Fostering strong learning and professional communities on campus and enhance connections between the school and the larger the community

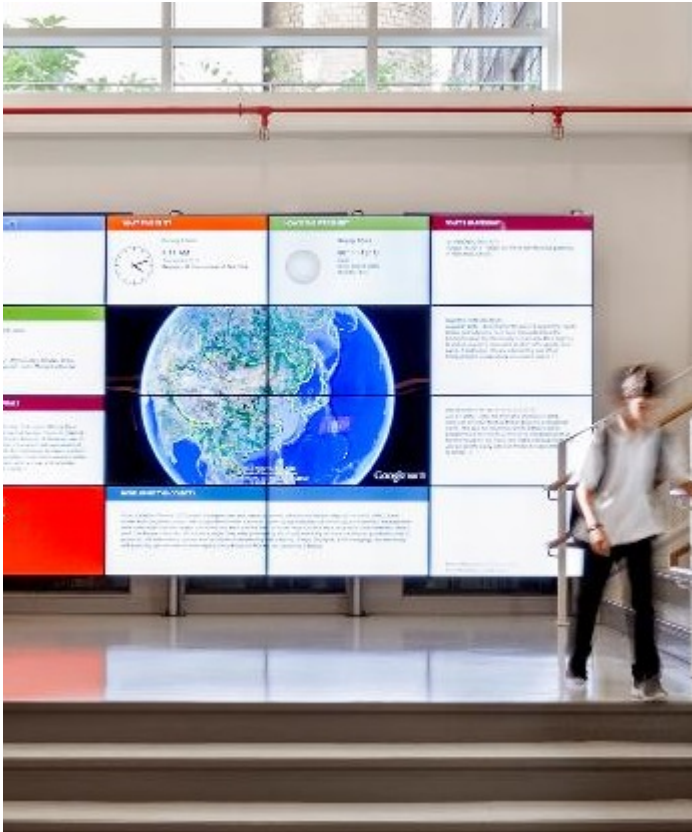
YOUR VISION

- At the Tobin Montessori School children become resourceful, resilient learners; together **we construct cooperative, caring communities within the classroom, the school, and the world.**



COMMUNITY

Fostering strong learning and professional communities on campus and enhance connections between the school and the larger the community



Global



Local



School

CONNECTIONS BEYOND THE CAMPUS



University Theater



University PE Center



Research Library



Union

Aud.

Library

School

PE

Kennedy Ctr.

Smithsonian & Govt

University Academic District

LEARNING

TEACHING

COMMUNITY

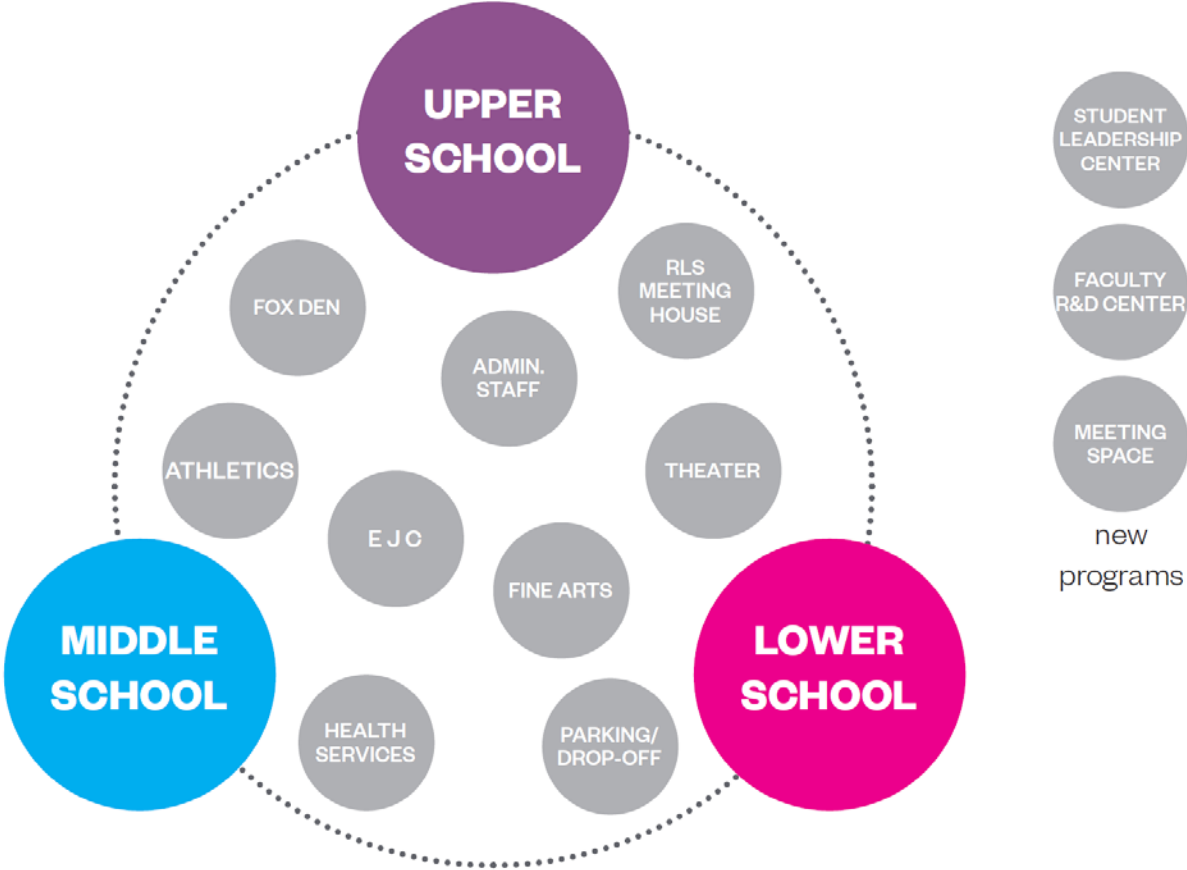
SUSTAINABILITY

CULTURE



CONNECTING SCHOOLS ON CAMPUS

SIDWELL FRIENDS SCHOOL



what and how are programs shared?
in order to create a unified campus

CONNECTING ON CAMPUS

- Civic presence
- Community access
- Welcome and security



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

WELCOME & SUBTLE SECURITY



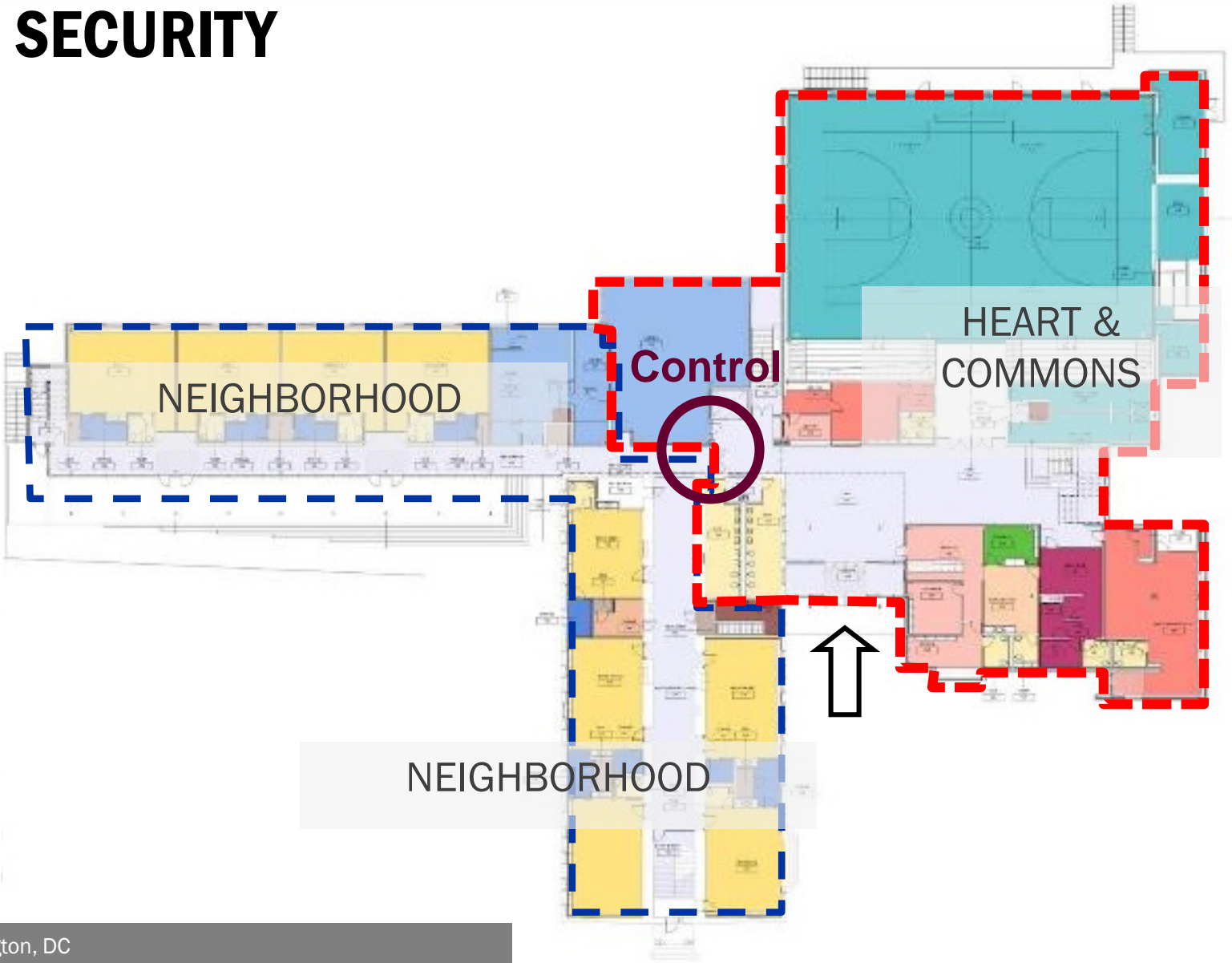
Front Porch
A place for welcoming
and greeting



Subtle security by having
visibility of the entrance
and common spaces



WELCOME AND SECURITY

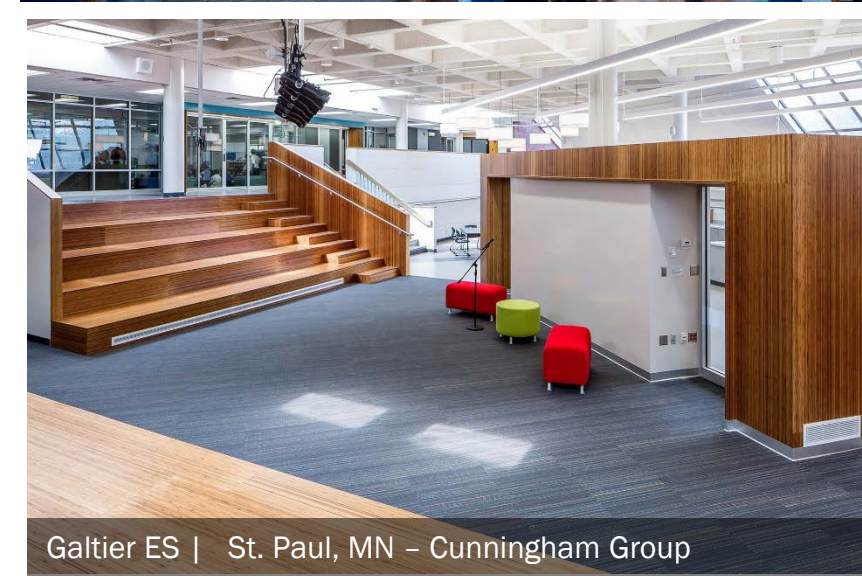
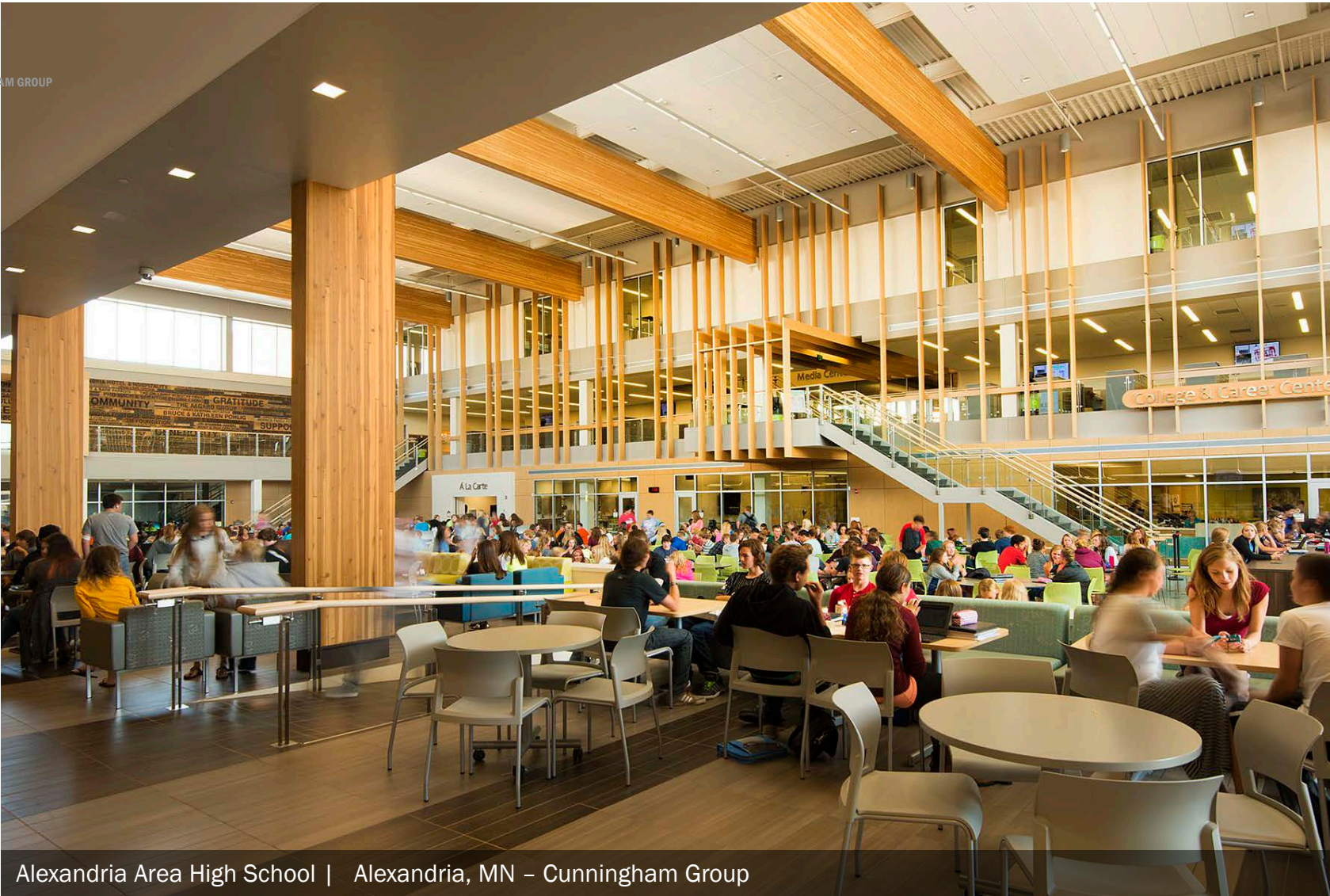


Stoddert Elementary School | Washington, DC



HEART OF THE SCHOOL

ALEXANDRIA AREA HS & GALTIER ES



Alexandria Area High School | Alexandria, MN – Cunningham Group

Galtier ES | St. Paul, MN – Cunningham Group

LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE



THE HEART OF THE SCHOOL



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

A CLASSROOM NEIGHBORHOOD



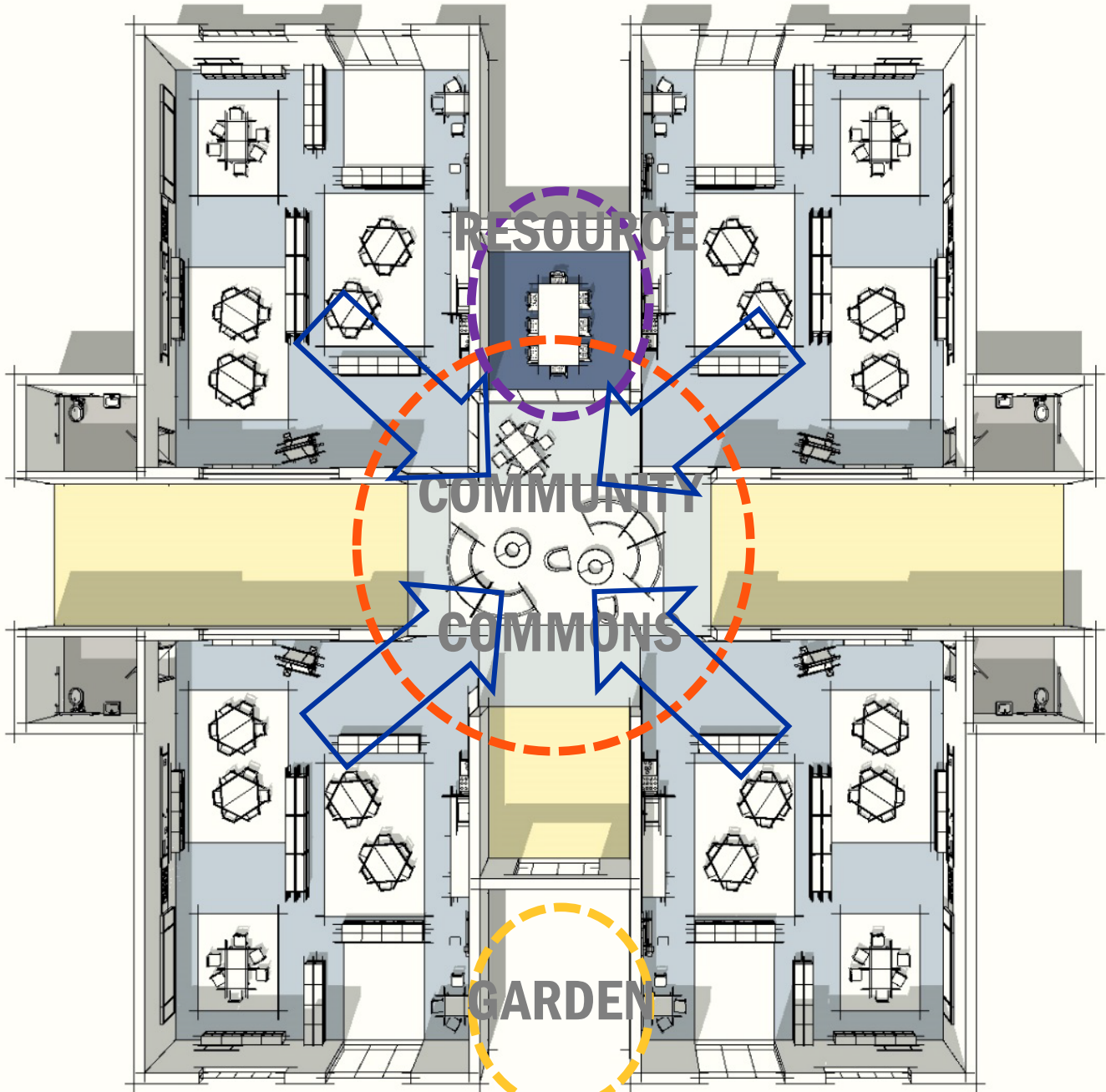
COMMUNITY



RESOURCE



GARDEN



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens



CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens



FOOD AND LANGUAGE



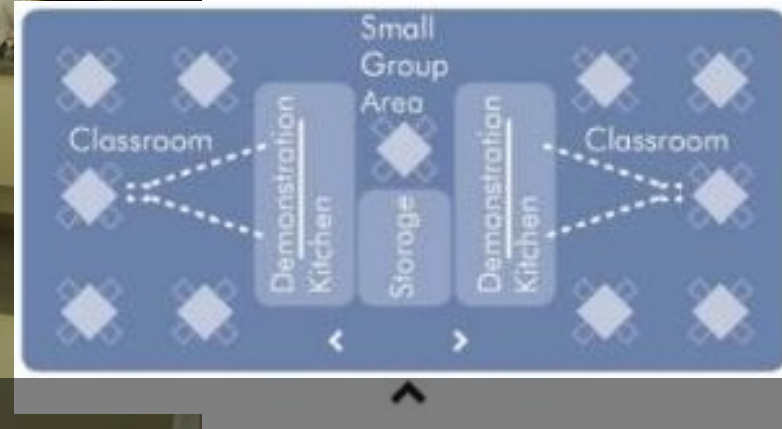
Slow Food NYC



PS 216 Edible Schoolyard | New York, New York



Cairo American College Middle School | Cairo, Egypt



LEARNING

TEACHING

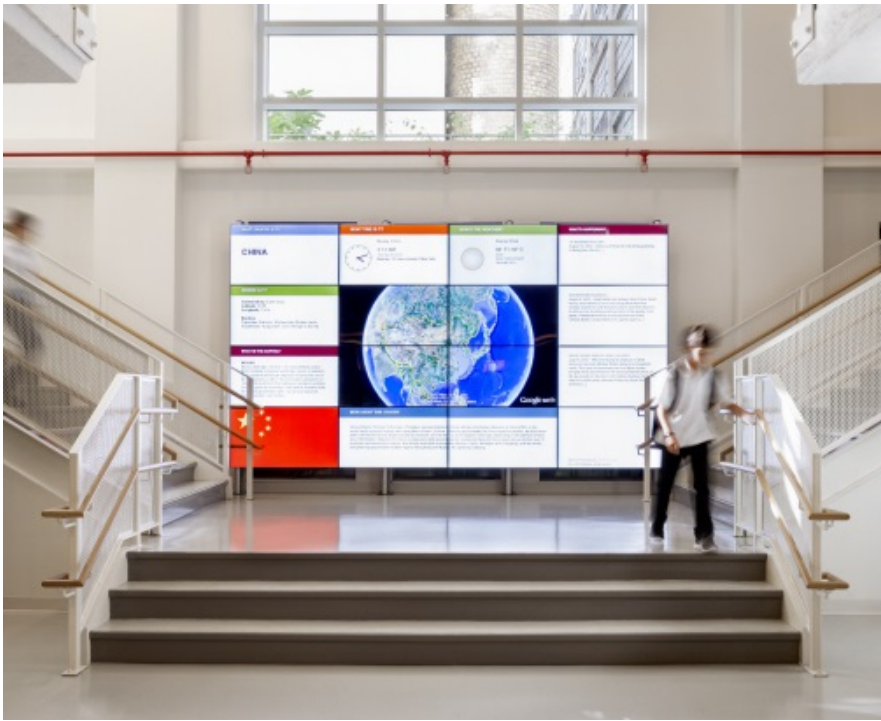
COMMUNITY

SUSTAINABILITY

CULTURE



GLOBAL CITIZENS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CELEBRATING THE COMMUNITY'S HERITAGE



LEARNING

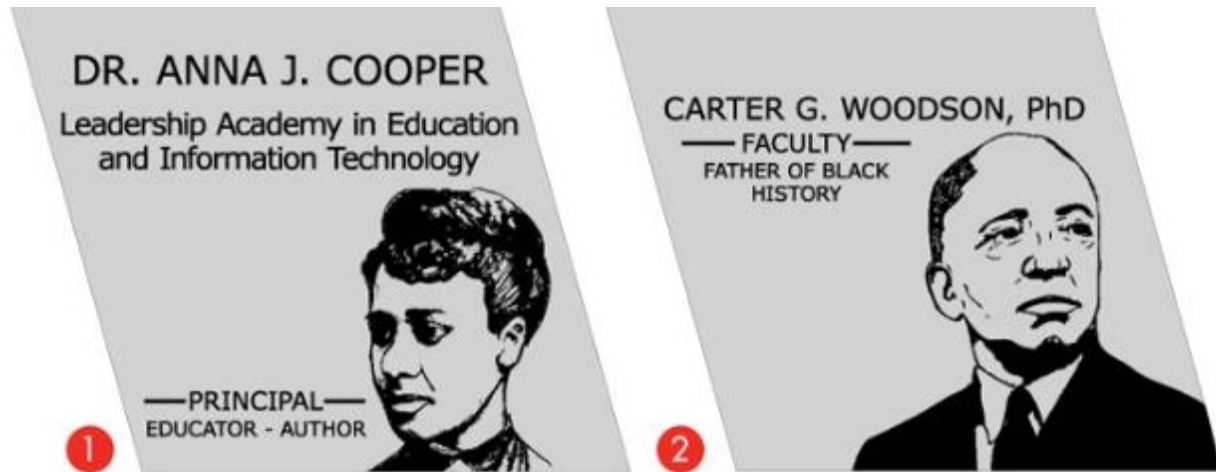
TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CELEBRATING HISTORY, TRADITION & ACHIEVEMENT



Dunbar Senior High School | Washington, DC



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

LOCAL & PLACE-BASED



Colegio Franklin Delano Roosevelt | Lima, Peru

LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE



A FEW QUESTIONS

How does your program engage the larger (external) community?

How should the Tobin interact with the other programs on campus?

What makes the Tobin feel like a strong learning community?

What are the key relationships to enhance?

What is, or should be the “heart” of the school?

What is the culture of the Tobin Montessori & its community?

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

COMMUNITY

Fostering strong learning and professional communities on campus and enhancing connections between the school and the larger the community

SUSTAINABILITY

Conserving resources; minimizing operational expenditures; creating healthy, high performance places to live and learn; and inspiring the next generation of environmental stewards.

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens

MEETING RECORD

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Architects DPC

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Boston, MA 02108
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Date Prepared	3/6/2019	
Project Name	Tobin Montessori and Vassal Lane Upper School Projects	
Project Number	79130.00	
Subject	Vassal Lane Upper School Educational Visioning Workshop	
Meeting Location	Tobin School Rm. 239	
Meeting Date	3/5/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	
Participants	<p>City: Brendon Roy, Meagan Mulvey CPS: James Maloney, Claire Spinner, Carolyn Turk, Daniel Coplon-Newfield, Tanya Bocci Benzan, Ann Marie Viaud, Jenna Havelin, Anda Adams, Sarah Foleno, Caitlin O'Brien, Matt Punkel, Obi Carrion, Sarah Shaw, Katie Severino, Matthew Sadowski, Sarah Steward, Elizabeth LaRosa, David Borden, Heidi Munoz, , Terry Elio, Marie Viola, Anna McMakea-Marsh, Elsa Head, Terri Bowman, Parents: Perkins Eastman: Jana Silsby, Sean O'Donnell, John Pears, Dan Arons</p>	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Overview	<p>Brendon Roy provided an overview for the meeting and noted that he appreciates everyone attending these critical initial meetings that will set the goals and vision for the project. Sean O'Donnell explained the purpose of today's workshop is to think about big picture ideas - for the purposes of today's discussion everything is on the table, and it is important that everyone remain open to possibilities and think beyond the limitations of the existing building. He also explained that the Design Team is here to listen to your thoughts before they put a pen to paper, so that the design will truly reflect the Vassal Lane Upper Schools' specific goals and visions for the new school. Sean, Jana and Brendon noted that the new building will be built to last 50 plus years and will be weathertight, have functioning mechanical systems, etc., and that those issues as well as other details such as room layouts and specific designs will be discussed at future Focus Groups meetings. Sean also noted that this initial Feasibility Study and Visioning Process includes:</p> <ul style="list-style-type: none"> • PE Three-Step Process: Creative Analysis (current phase), Options, and Preferred Option. • 5 Themes: Learning, Teaching, Community and Culture (today) Sustainability (future session). • Visioning and Programming: ask questions, find themes, explore trends and best practices, create design patterns, define a space program, key adjacencies, bubble diagrams and Design Principles that will inform the Design Options. <p>Building upon CPS' Vision and District Plan strategic initiatives.</p>

<p>1.2</p>	<p>Hopes and Dreams for the New School</p>	<p>Sean asked each of the Visioning Participants from the City and the school to answer this question: “My hope and dream for this new building is...”. The group discussed their responses. Some common themes were creating environments that:</p> <ul style="list-style-type: none"> • Reflects VLUS’ values and approach to learning • Feels like our own: distinct identify for VLUS • Is designed for the dynamic nature of middle schoolers • Inspires learning and teaching • Is Welcoming/ Joyful/ “Homey” for students, staff and families (doesn’t look like a “penitentiary”) • Makes every student feel that they matter • Is Safe/calm/comfortable community • Full of sunlight and breathable air • Supports future growth for enrollment and teaching/learning possibilities • Connected to nature: bring the outside in & inside out
<p>1.3</p>	<p>Worksession 1 : Learning and Teaching</p>	<p>Worksession 1 focused on Learning and Teaching and posed questions to understand the children who we are designing for and the cognitive, social-emotional, and physical / motor development for each age group, as well as the Vassal Lane mission and effective teaching pedagogies that support 21st century learning that are relevant to your students. Sean presented examples of Learning and Teaching concepts and layouts to inform the discussion.</p> <p>Following is a list of the questions that the 4 groups discussed, along with some common responses:</p> <ul style="list-style-type: none"> • Very diverse population: more than 30 languages • 3 Programs: Gen Ed +/- 85%, SEI +/- 10%, OSS (SPED) +/- 5% • Middle schoolers very different needs from elementary: busy, easily distracted, large, loud, physical, more autonomous / independent : need room to move in large open spaces with nowhere to hide & separate common hallways from youngest kids esp. 3&4 year olds., and management of noise and glazing • Socializing is very important • Creatures of technology: classrooms and Maker Space • Middle School pain points: not ok to bully, some self-segregation, “drama” • Students coming to terms with their identity: need social/emotional support, Gender Neutral bathrooms • Need spaces that work with VLUS schedule: separate gym, cafeteria • Culture is grade centric: pods or neighborhoods ea. Grade, need grade level community spaces • Grade level gathering space +/- 150 people • 6th graders transitioning from elementary need separation 7th and 8th gr.: many from Montessori • Where do Specialists fit in so connected but collaborative? • SEI: how to integrate? • Classrooms: larger typical rooms for larger students and co-teaching (Gen Ed and Co-teachers), multiple teaching walls – projectors w/ white boards, flexible layouts and furniture (tessellating, standing desks, high tables) to respond to groups and individual teaching, visible alcoves,

		<p>dividers?</p> <ul style="list-style-type: none"> • Break-out spaces for small groups: in and out of classroom • Teacher Work Space; balance collaboration and privacy, work spaces, conference rooms, separate break/lunch • Professional Development: collaboration, space for entire staff w/ adult furniture • Conference Rooms for 6-15 people: need privacy/quiet for - grade level team meetings, IEP, Pull-Outs, Student Evaluations • Lots of bathrooms close to classrooms for teachers and kids • Want more performance and display spaces for artwork
1.4	Worksession 2: Community & Culture	<p>Worksession 2 focused on understanding the Vassal Lane “Community” and “Culture” which can be evaluated on several levels: Global, Local and School. SOD presented examples of Community and Cultural concepts and images to inform the discussion.</p> <p>Following is a list of the questions that the 4 groups discussed, along with some common responses:</p> <ul style="list-style-type: none"> • Connections beyond the School: neighbors, ball fields/ parks, businesses, Armory, Fresh Pond • VLUS culture still evolving: very diverse, urban/savvy, aware of the world around them, perpetual learning, equity/social justice, • Prefer 2 separate buildings with distinct identities and clear entrances for VLUS and Tobin: VLUS staff at the door, visible main office, clear circulation/wayfinding • How to find balance of separation and beneficial partnerships with Tobin: proximate main offices? Tutoring opportunities e.g. Reading Buddies, Other? • Artwork that features middle schoolers that reflects diverse cultures and features individual students, idea map of Cambridge by students, local artists? • Heart of the School: Main Office (positive environment not punishment) Library? Amphitheatre or other public space for whole school to meet +- 400 people, Auditorium? • Family Welcome Center: relationship to Family Liaison, families and students access resources & technology • Family Kitchen: support family events, food tied to culture • More Designated Spaces for outside/after hour groups
1.5	Attendees to Share Info from Today's Sessions	All attendees from today's Visioning sessions are encourage to be ambassadors and share the information with the rest of the staff.
1.6	Next Steps	Focus Groups week of 3/11. Space needs surveys will be distributed to all staff by the Principals. Surveys due 3/20.

Next Meeting: [Click here to enter a date.](#)

cc: City, City Direct Consultants and CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

PERKINS —
EASTMAN

Human by Design

CITY OF CAMBRIDGE

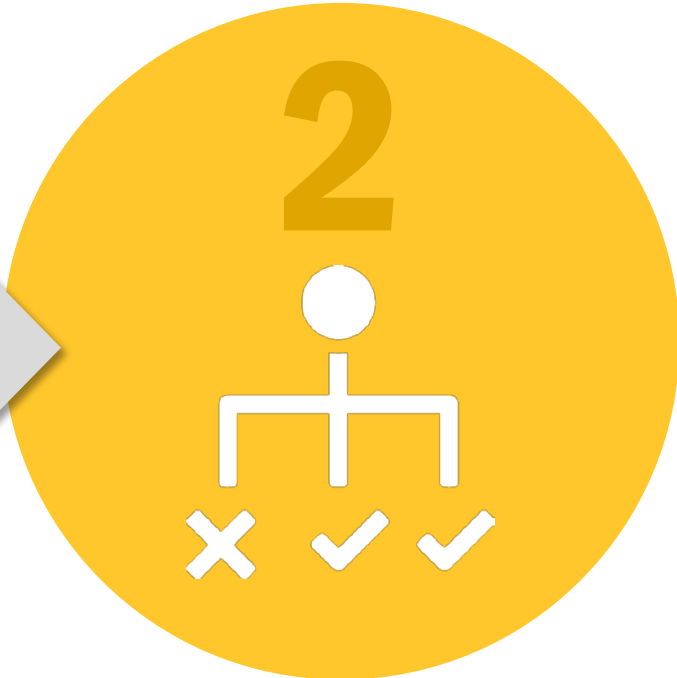
TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOL



THREE-STEP PROCESS



Creative Analysis



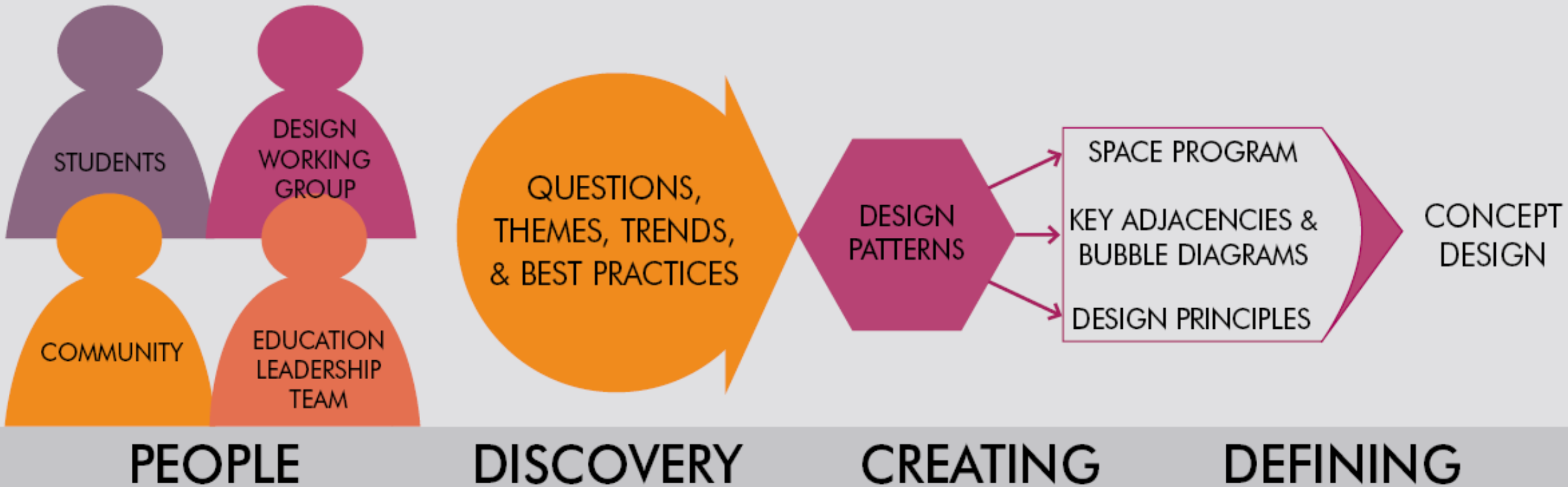
Options



Preferred Option

VISIONING & PROGRAMMING

LEARNING FROM YOU





VISION

**Vision: Rigorous, Joyful & Culturally Responsive Learning +
Personalized Support Builds Postsecondary Success
and Engaged Community Members**



CPS' DISTRICT PLAN

OBJECTIVES & INITIATIVES

- 1. Equity and Access**
- 2. Engaging Learning**
- 3. Whole Child**
- 4. Partnerships**
- 5. Improvement**



ENGAGING LEARNING FOR STUDENTS & STAFF

STRATEGIC INITIATIVES

- 1.** Expand integrated, hands-on, real world learning opportunities
- 2.** Expand rigorous, joyful, culturally responsive learning experiences
- 3.** Establish student-centered, collaborative, and transformative professional learning
- 4.** Support innovation to improve student success



WHOLE CHILD AS AN INDIVIDUAL

STRATEGIC INITIATIVES

- 1. Implement a social, emotional, and behavioral learning framework**
- 2. Expand effective inclusive practices through professional learning.**
- 3. Improve student engagement by strengthening student experiences**
- 4. Explore mentorship programs**
- 5. Provide relationship building professional learning**
- 6. Develop multi-tiered systems of support for academic and social-emotional learning**





Students

ELEM: GROWTH
MINDSET
MOVEMENT

ELEM:
PERSEVERENCE
OPENESS
PROCESS oriented

REFLECTION
STANDARDS
BASED

FIVE THEMES

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

COMMUNITY

Fostering strong learning and professional communities on campus and enhancing connections between the school and the larger the community

SUSTAINABILITY

Conserving resources; minimizing operational expenditures; creating healthy, high performance places to live and learn; and inspiring the next generation of environmental stewards.

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world



WHO ARE WE DESIGNING FOR?

MIDDLE SCHOOL



MIDDLE SCHOOL

COGNITIVE

- ENJOY DISCOVERY THROUGH STRUGGLE
- BENEFIT FROM ALTERNATIVE ASSESSMENTS
- LEARN FROM FORMATIVE ASSESSMENTS/FEEDBACK
- ENGAGE NOVELTY AND UNCONVENTIONAL SITUATIONS

SOCIAL- EMOTIONAL

- DESIRE VALIDATION OF THEIR EMOTIONS
- BENEFIT FROM BEING LEFT TO DO THINGS ON THEIR OWN
- ENJOY PROCESSES THAT ENABLE THEM TO DISCOVER FOR THEMSELVES
- BENEFIT FROM A SOCIAL SKILLS CLASS

PHYSICAL/MOTOR

- NEED TO MOVE EVERY 10-20 MINUTES OR SO

BRAIN CHANGERS

AFTER: WHITMAN & KELLEHER, 2016



- Teaching practices
- Assessment practices
- Study habits
- School design
- Structure of the school day
- Social & emotional environment

Results in different brains – each individual brain works differently

MULTIPLE INTELLIGENCES & ALL KINDS OF MINDS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

ASSESSMENT & A GROWTH MINDSET



- Observation
- Essays, Video, Podcasts
- Interviews
- Performance tasks
- Exhibitions & demonstrations
- Portfolios
- Journals
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation

21ST CENTURY SKILLS

Beyond the 3Rs - the new skills the world is looking for.



Leadership



Digital literacy



Communication



Emotional intelligence



Entrepreneurship



Global citizenship



Problem solving



Team-working



Source: Pearson, The Learning Curve

A photograph of a modern classroom. A teacher, a woman in a striped shirt and dark pants, stands in the center, facing a group of students. The students are seated at white tables, some working in small groups. The room features grey lockers in the background, a whiteboard on the left with various papers and charts, and a projector mounted on the ceiling. The overall atmosphere is collaborative and focused.

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

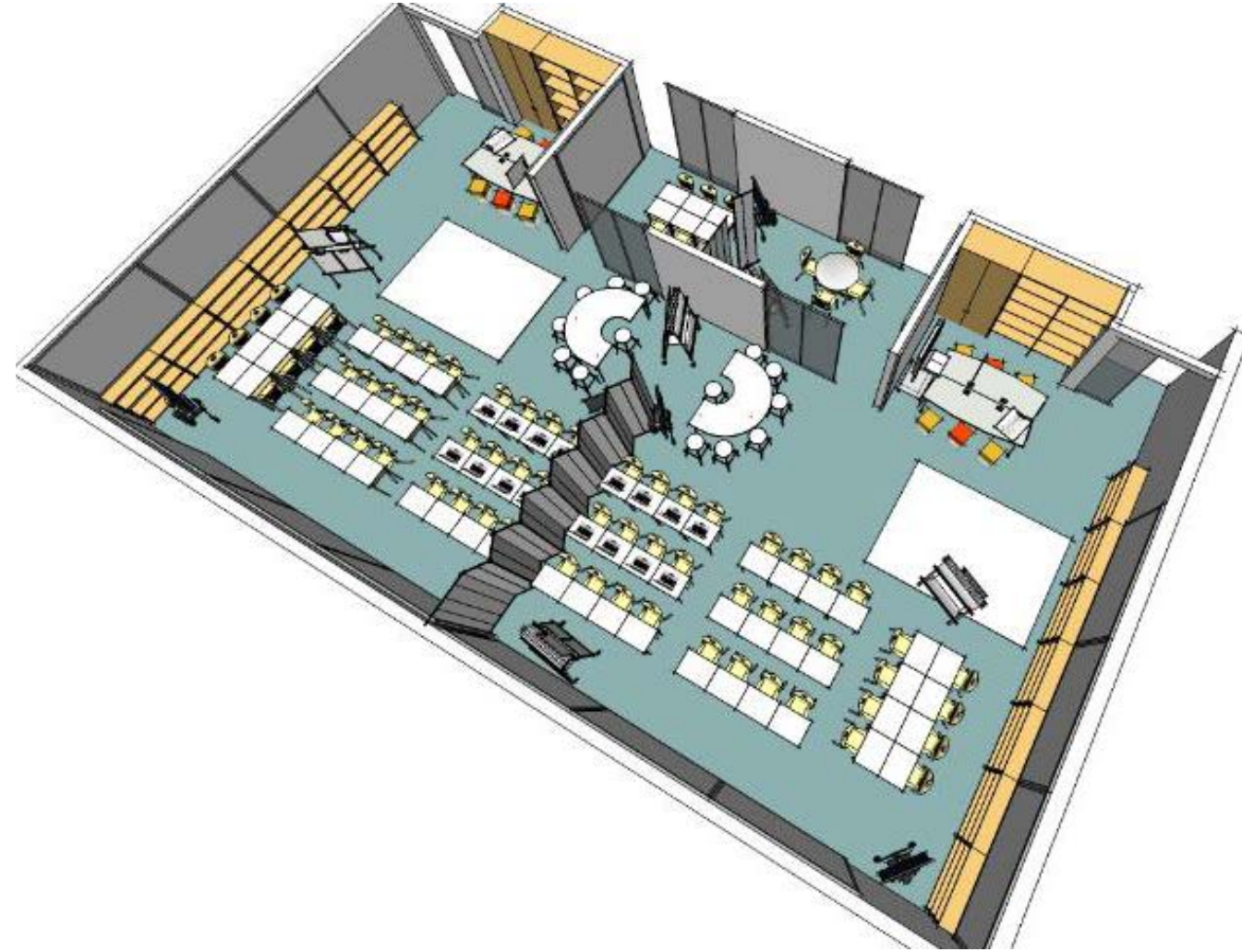
TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

- Real-World Contexts and Connections
- Project Based Learning
- Team Teaching
- Professional Environment
- Blended Learning
- Flexible Classrooms
- STEM and STEAM
- Planning and Demonstration
- Maker Movement
- Learning on Display
- Integrating the Arts



FLEXIBLE CLASSROOMS



LEARNING

TEACHING

COMMUNITY

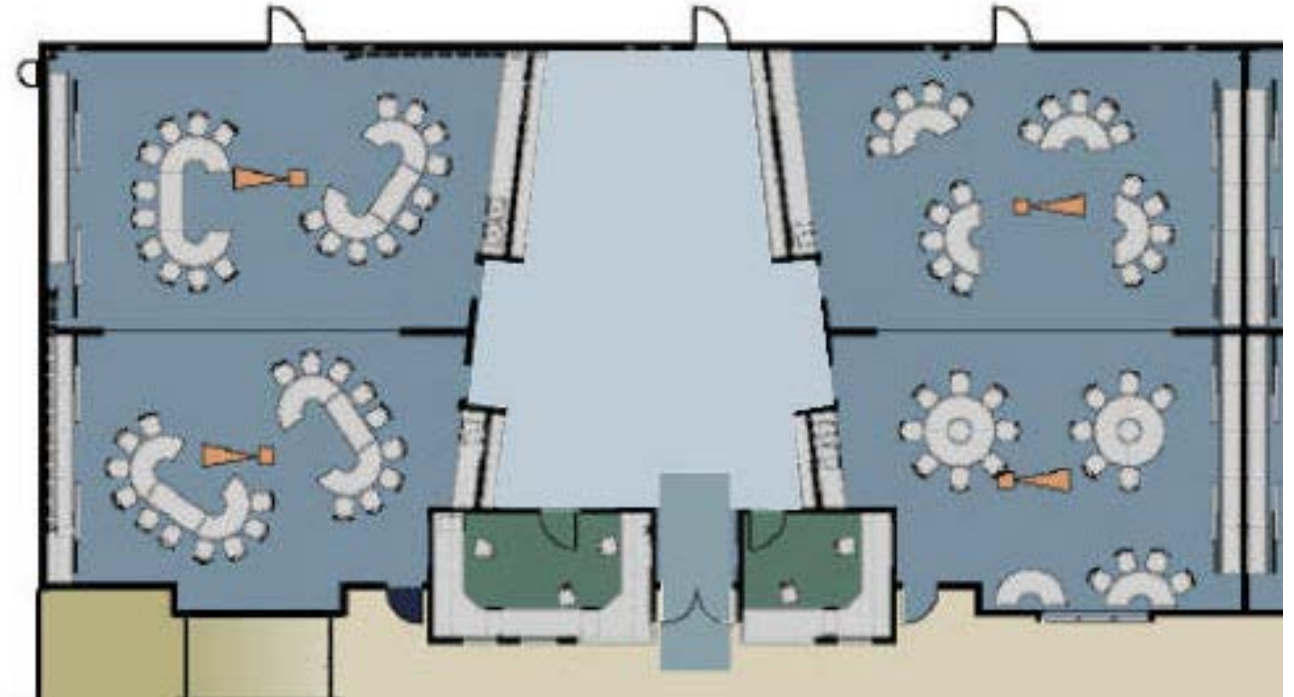
SUSTAINABILITY

CULTURE

TEAM TEACHING SPACES



Green Ivy | New York, NY – Perkins Eastman



High Tech Middle School | San Diego, CA – Carrier Johnson & New Vista Design

LEARNING

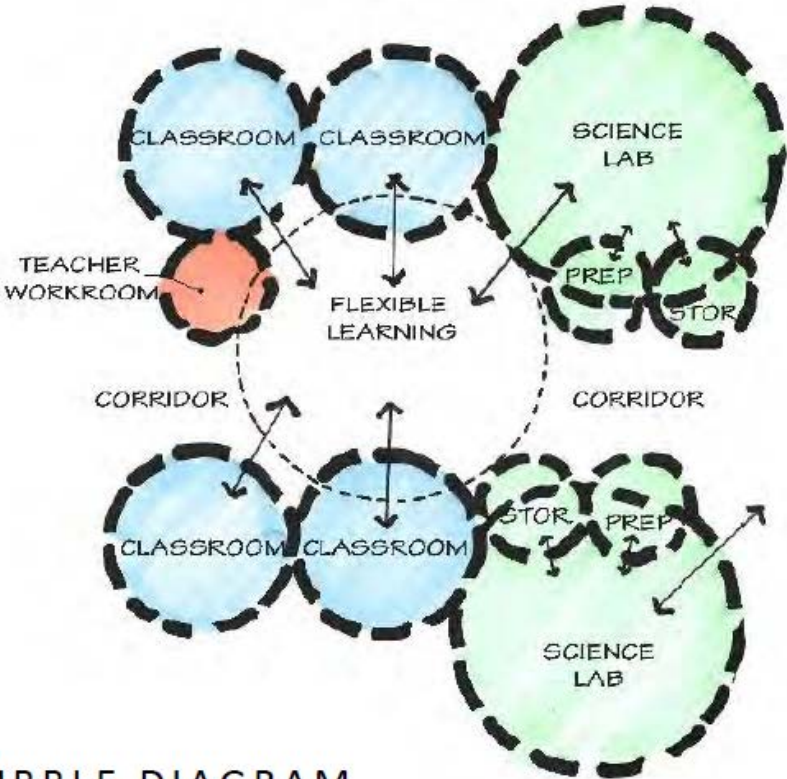
TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

INTERDISCIPLINARY NEIGHBORHOODS

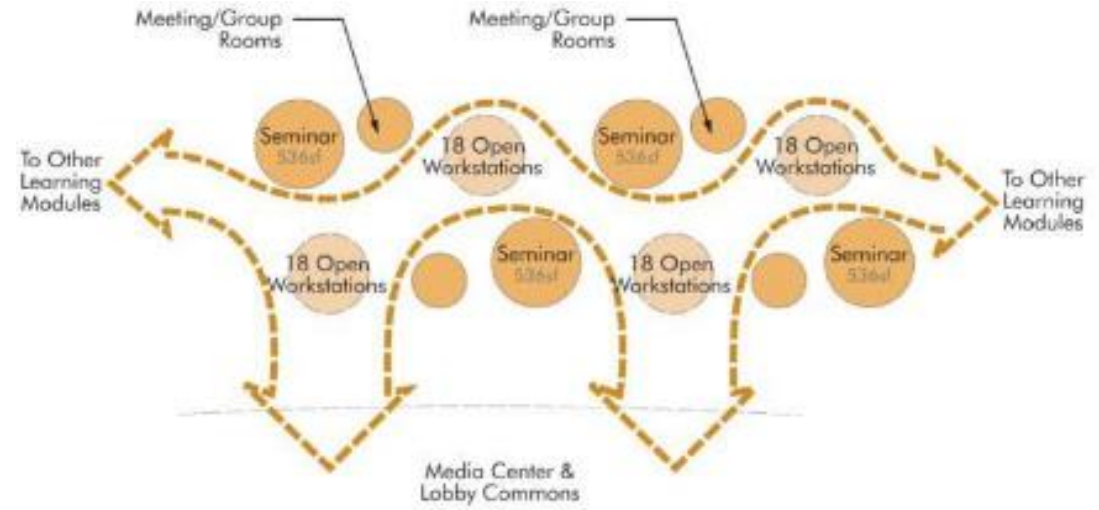


BUBBLE DIAGRAM



Essex Tech – Perkins Eastman | DPC and New Vista

REAL WORLD ENVIRONMENTS



LEARNING

TEACHING

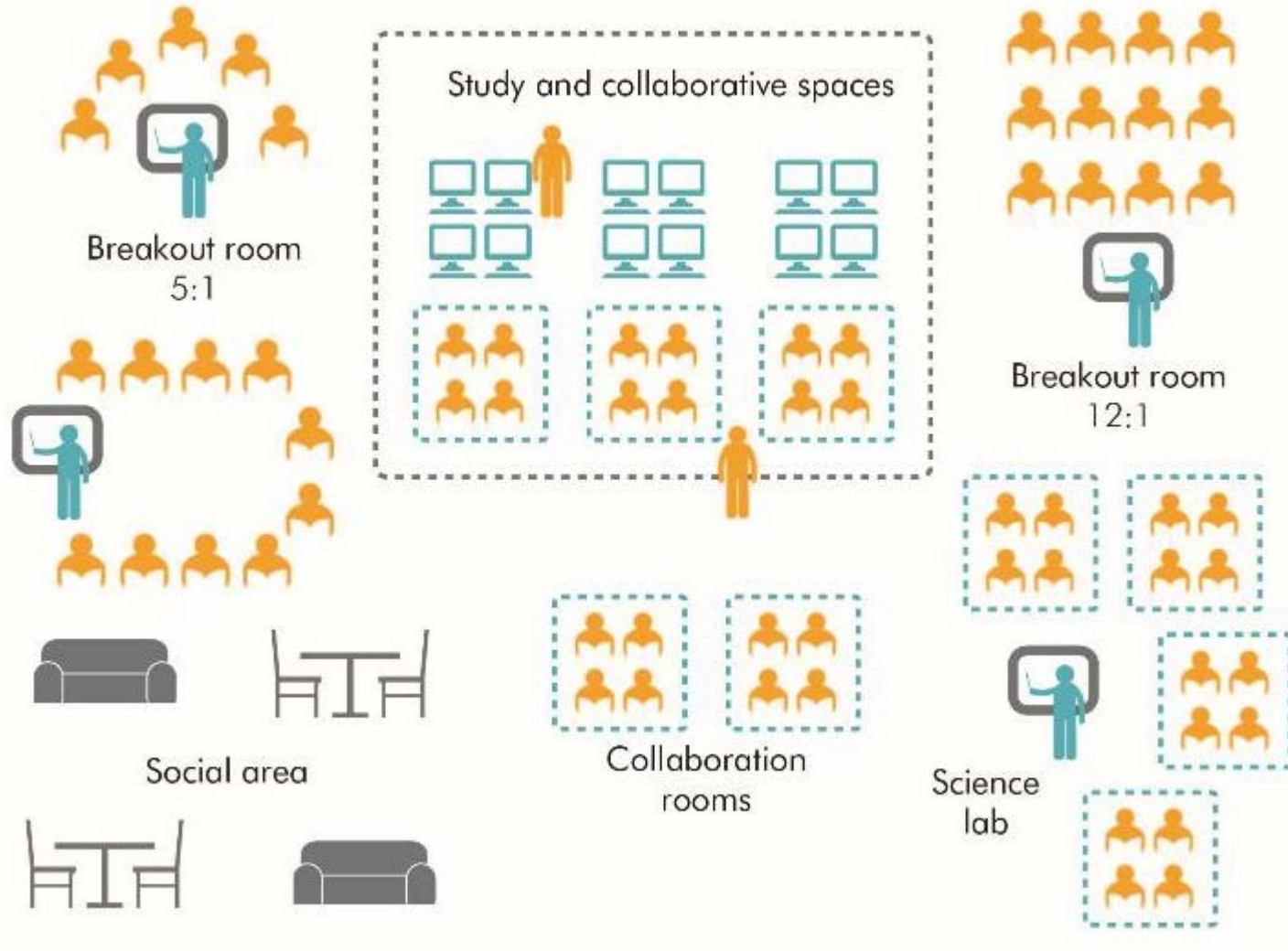
COMMUNITY

SUSTAINABILITY

CULTURE

TECHNOLOGY'S IMPACT ON TEACHING & LEARNING

BLENDED LEARNING ENVIRONMENTS



LEARNING

TEACHING

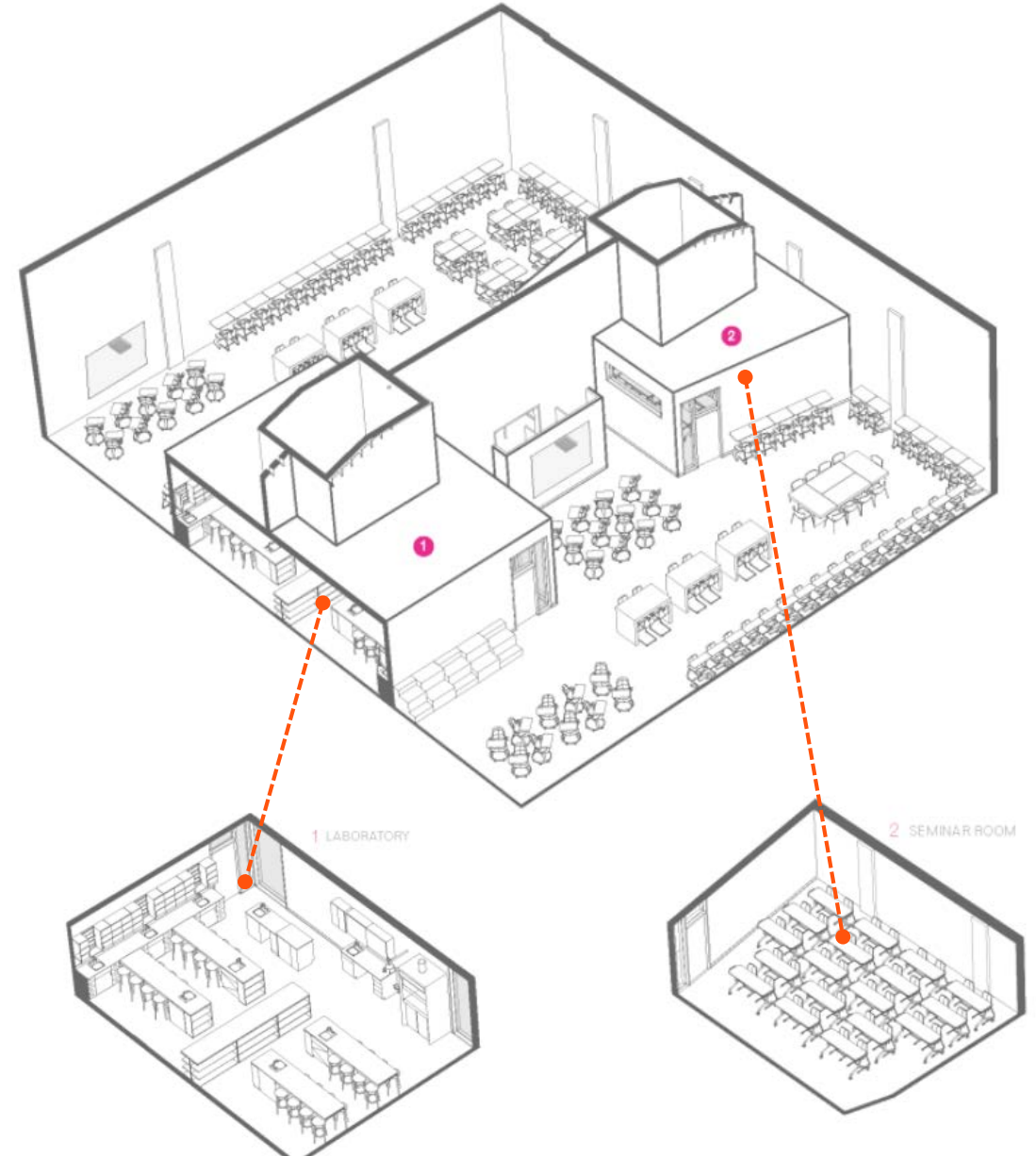
COMMUNITY

SUSTAINABILITY

CULTURE

LEARNING STUDIOS

INTRINSIC CHARTER SCHOOL, CHICAGO, IL



LEARNING

TEACHING

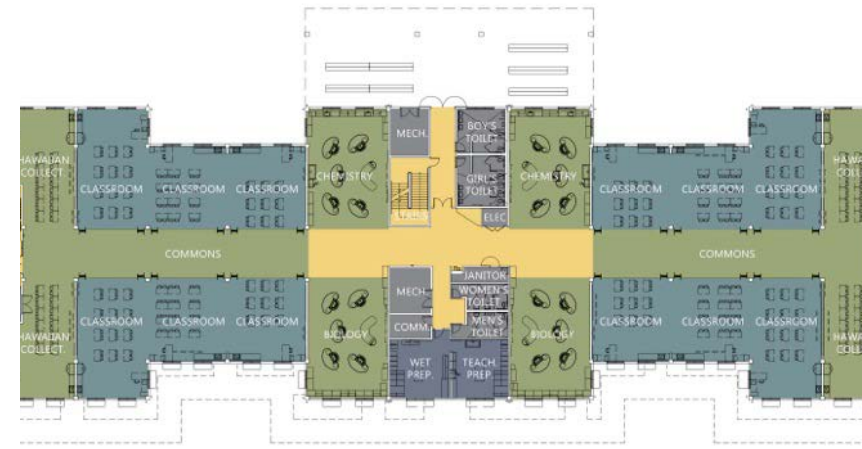
COMMUNITY

SUSTAINABILITY

CULTURE

OPEN PLAN

KAMEHAMEHA MIDDLE SCHOOL, HONOLULU, HI



LEARNING

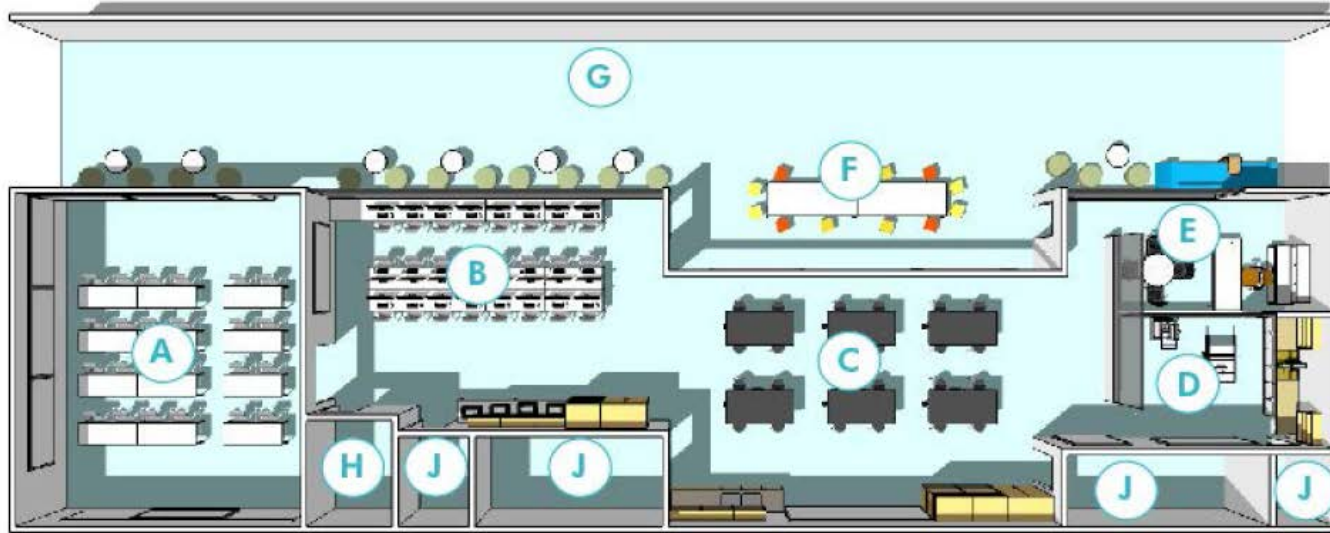
TEACHING

COMMUNITY

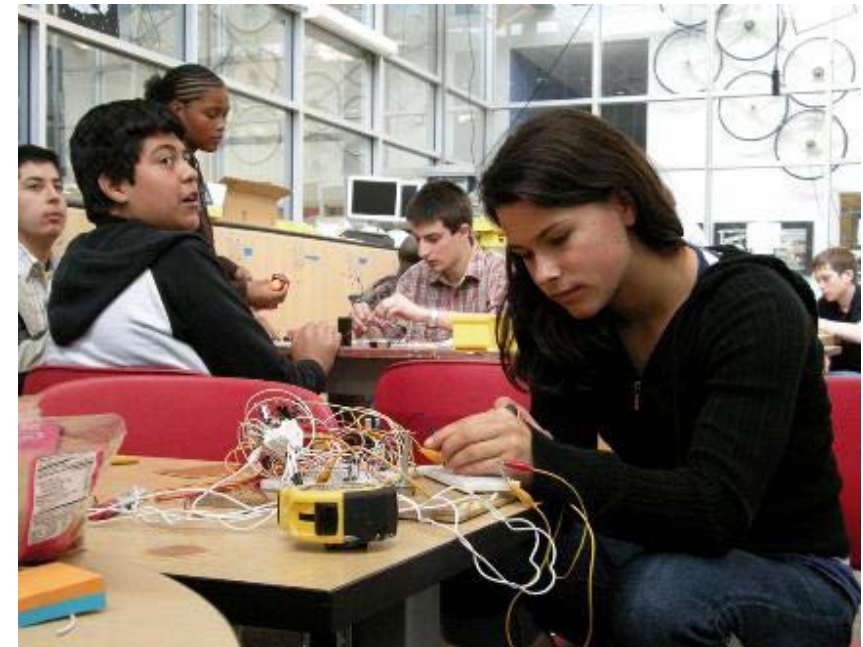
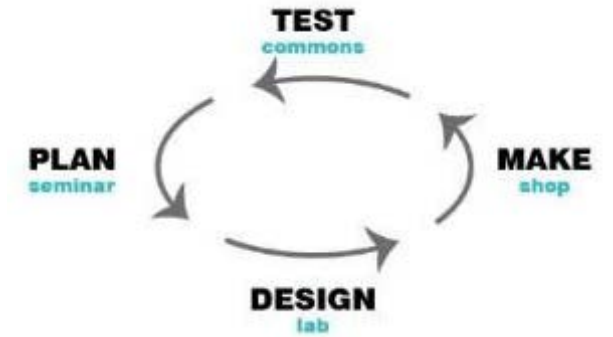
SUSTAINABILITY

CULTURE

PROJECT-BASED LEARNING



- A** Seminar Rooms
- B** Digital Lab
- C** Project Lab
- D** Workshop
- E** Faculty Office
Office for faculty, large enough for small group meetings and transparency for maximum supervision at all time
- F** Breakout Space "The Sidelines"
Zone for small project groups & spectators during racing competitions
- G** Commons "The Raceway"
Corridor wide enough for a variety of activities & display opportunities
- H** STEM Suite toilet
Corridor wide enough for a variety of activities & display opportunities
- I** Storage Closets
Large closets provided to accommodate large scale project storage



DESIGNING, MAKING AND TESTING



Designing spaces such as project labs, and workshops provide areas for students to actively apply knowledge to authentic projects.

Collaboration spaces provide a place to work with others to refine ideas and engage creatively while learning technical skills.

INTEGRATING THE ARTS



Playmaker School | Gensler (photo by Ryan Gobuty)



Princeton Day School | Perkins Eastman

LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

LIBRARY TO LEARNING COMMONS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE







PERKINS EASTMAN TOBIN SCHOOL



OUTDOOR LEARNING



Stoddert Elementary School | Washington DC



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

PROFESSIONAL WORK ENVIRONMENT



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

LEARNING ON DISPLAY



Dwight-Englewood School Hajjar STEM Center | Gensler



James Berry Elementary | Gensler



Princeton Day School | Perkins Eastman

LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

A FEW QUESTIONS

What should we know about your students? How do they learn most effectively?

How can the environment best accommodate teaching and learning now?

How might teaching and learning change over time?

How can the environment support professional development?

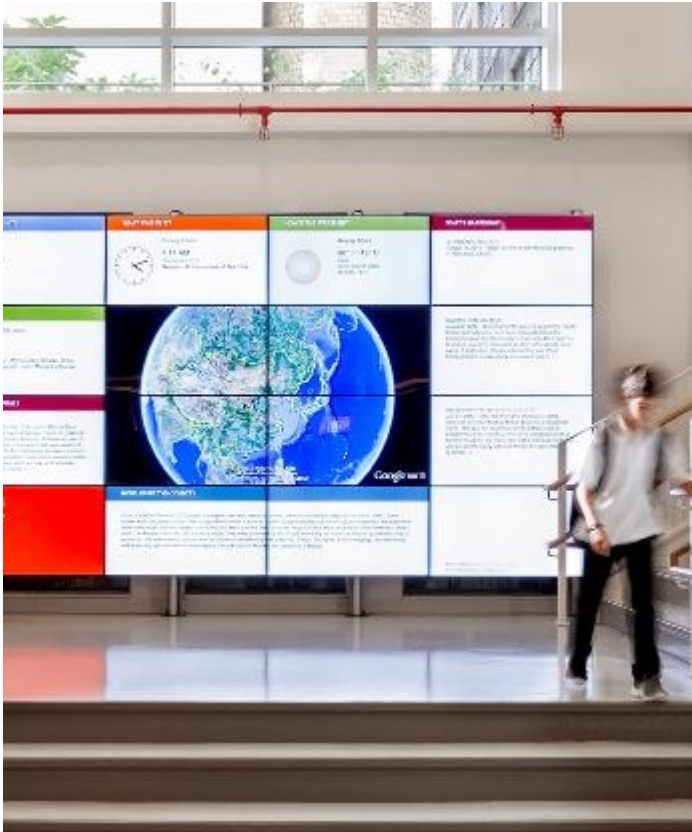
A large, dense crowd of diverse children of various ages and ethnicities. Many of the children are holding up small, bright yellow balls or objects, creating a pattern of yellow dots across the image. The children are looking in various directions, some towards the camera, some away. The overall atmosphere is one of a large group activity or event.

COMMUNITY

Fostering strong learning and professional communities on campus and enhance connections between the school and the larger the community

COMMUNITY

Fostering strong learning and professional communities on campus and enhance connections between the school and the larger the community



Global



Local



School

CONNECTIONS BEYOND THE CAMPUS



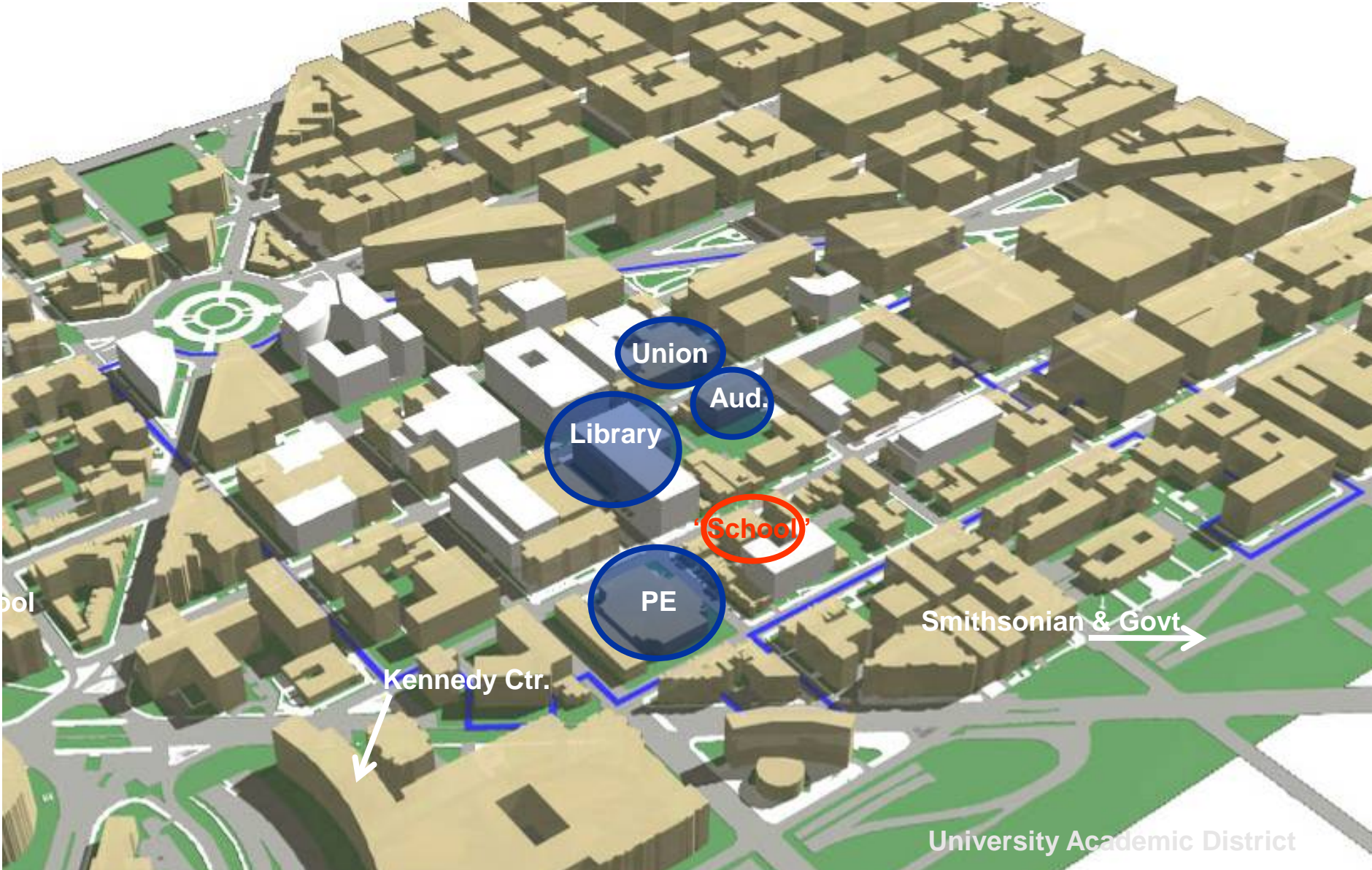
University Theater



University PE Center



Research Library



Union

Aud.

Library

School

PE

Kennedy Ctr.

Smithsonian & Govt

University Academic District

LEARNING

TEACHING

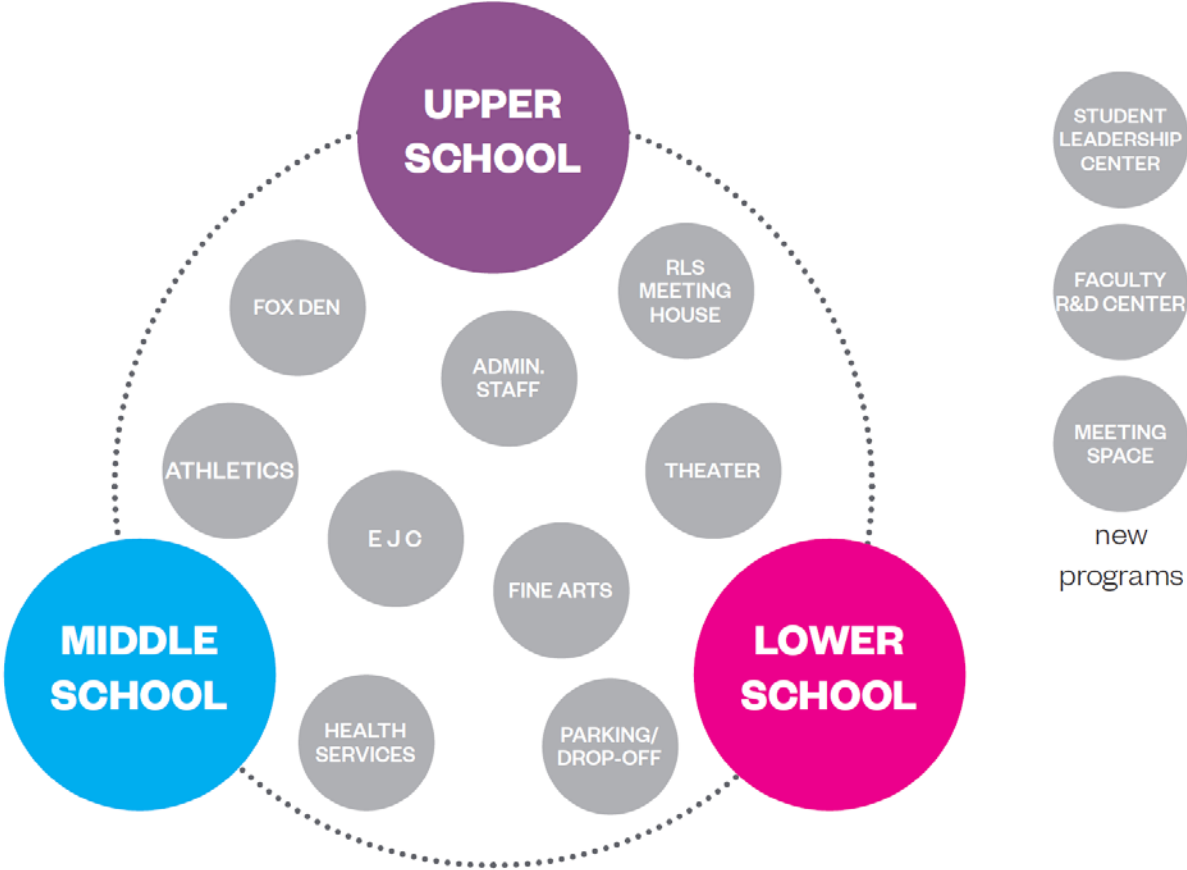
COMMUNITY

SUSTAINABILITY

CULTURE

CONNECTING SCHOOLS ON CAMPUS

SIDWELL FRIENDS SCHOOL



what and how are programs shared?
in order to create a unified campus

CONNECTING ON CAMPUS

- Civic presence
- Community access
- Welcome and security



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

WELCOME & SUBTLE SECURITY



Front Porch
A place for welcoming
and greeting



Subtle security by having
visibility of the entrance
and common spaces



LEARNING

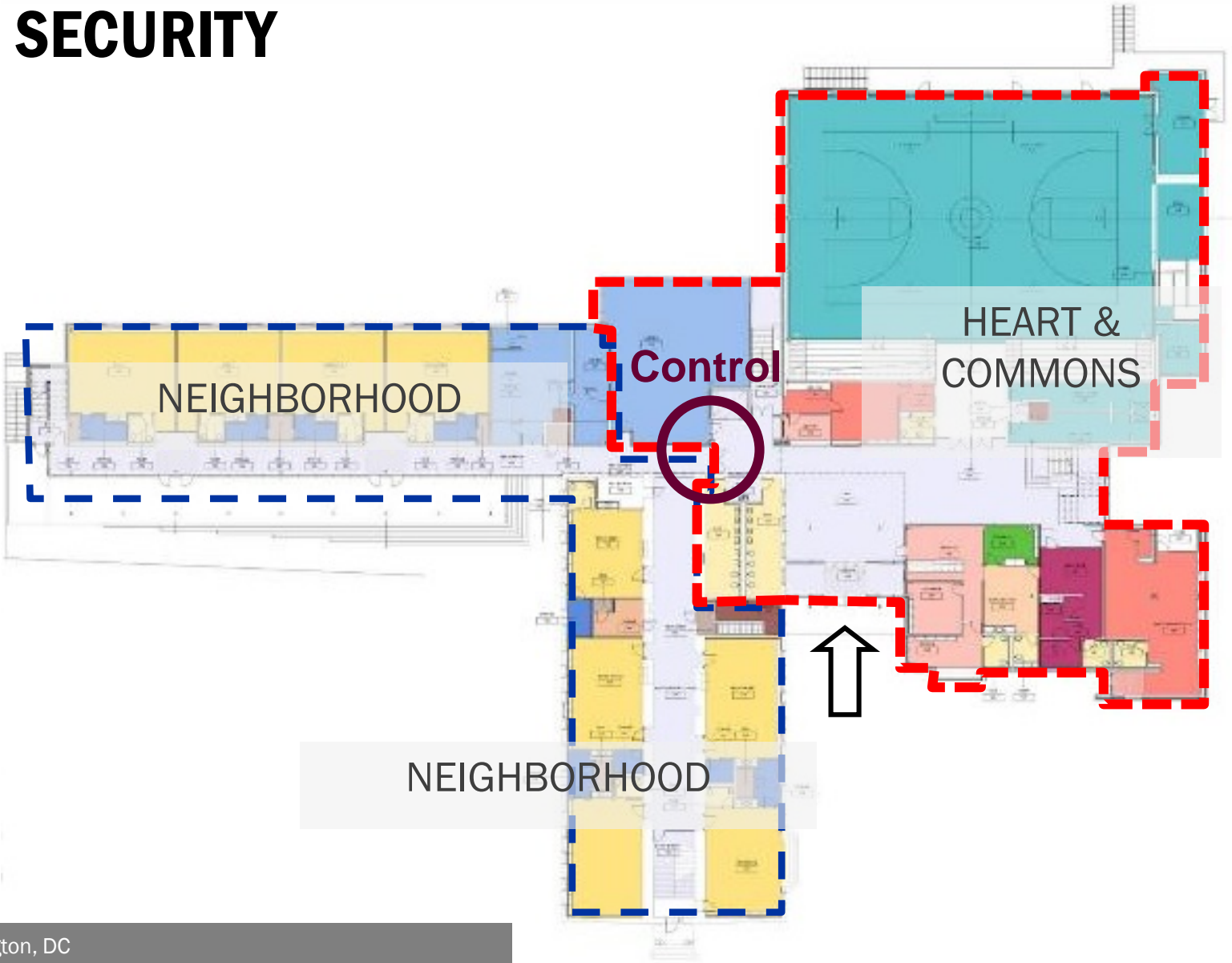
TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

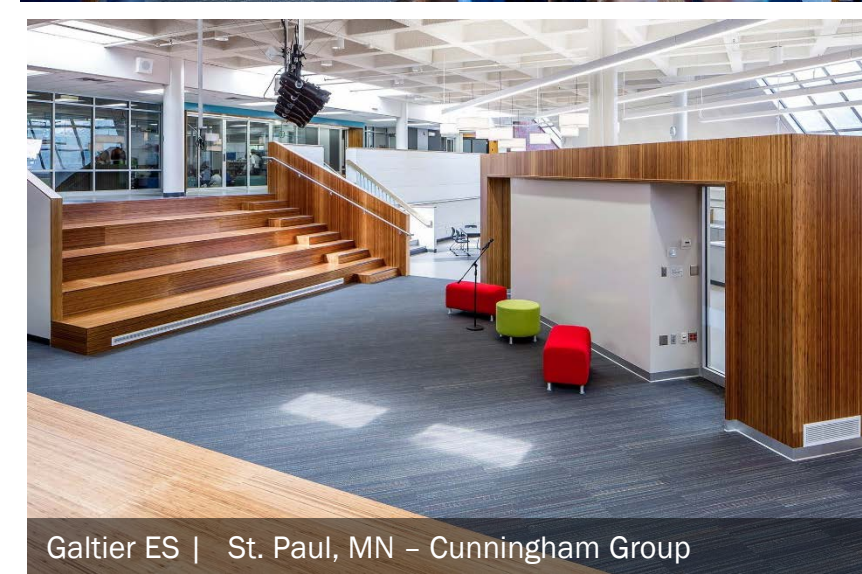
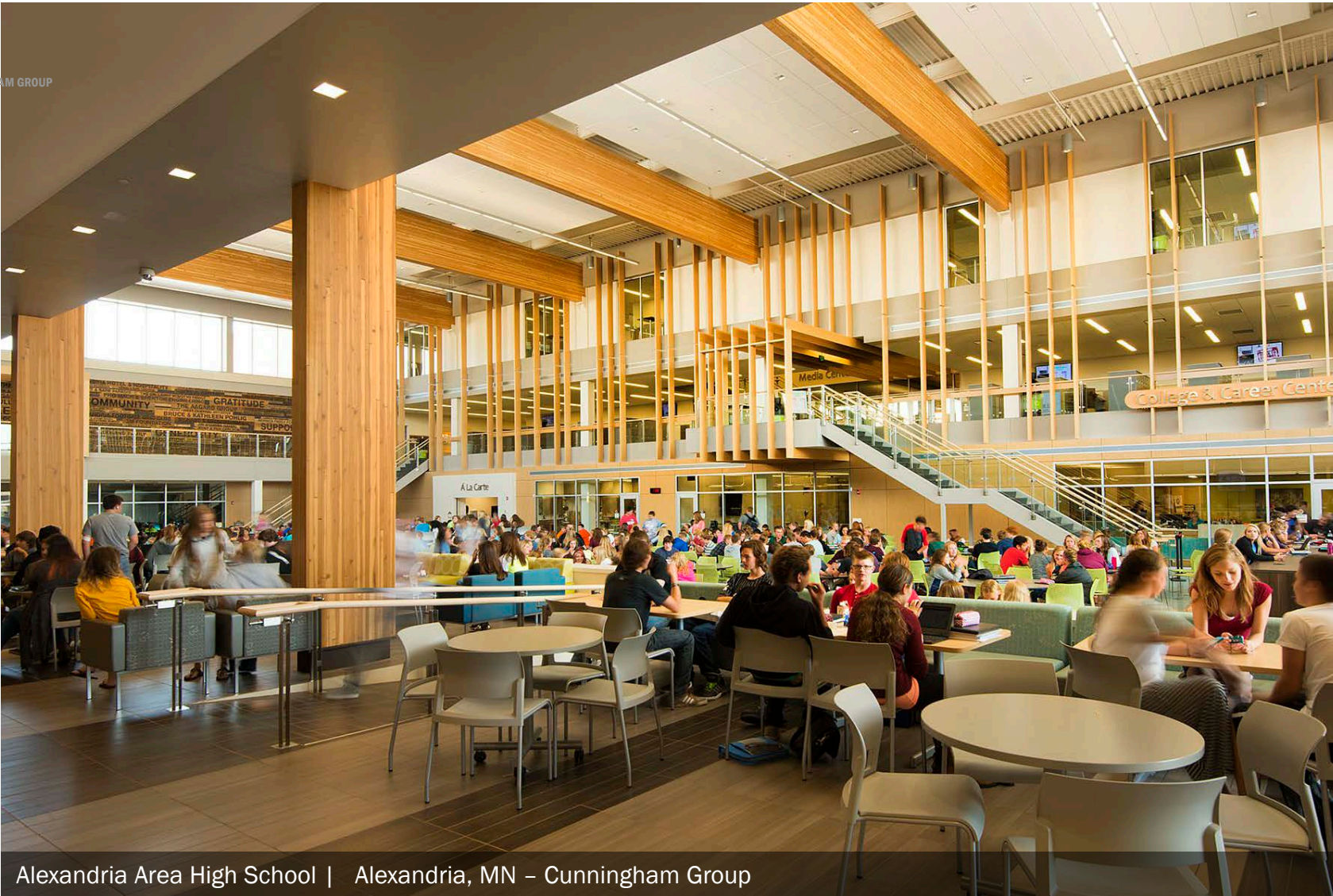
WELCOME AND SECURITY



Stoddert Elementary School | Washington, DC

HEART OF THE SCHOOL

ALEXANDRIA AREA HS & GALTIER ES



Alexandria Area High School | Alexandria, MN – Cunningham Group

Galtier ES | St. Paul, MN – Cunningham Group

LEARNING

TEACHING

COMMUNITY

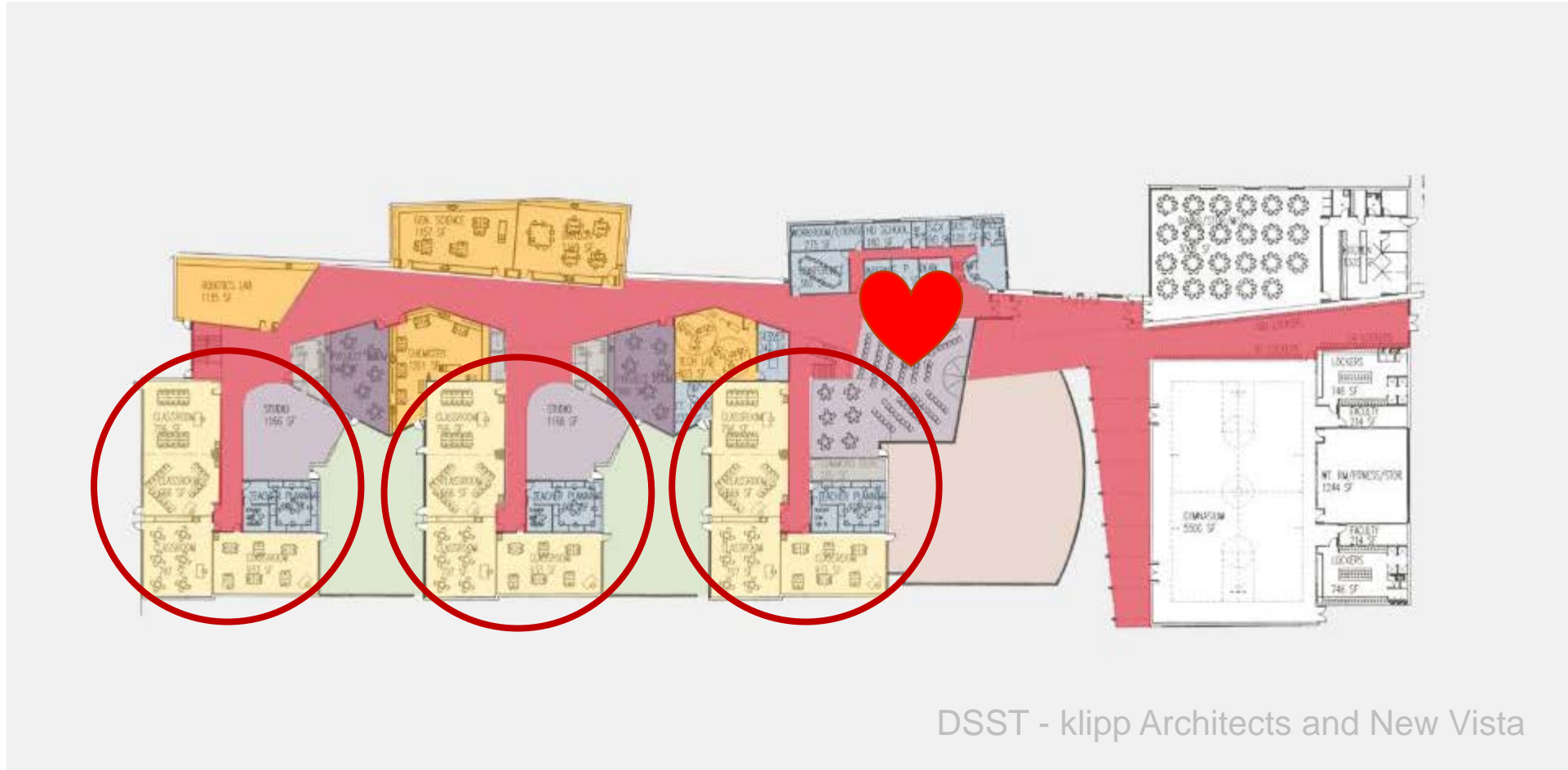
SUSTAINABILITY

CULTURE

Design Patterns | COMPONENT

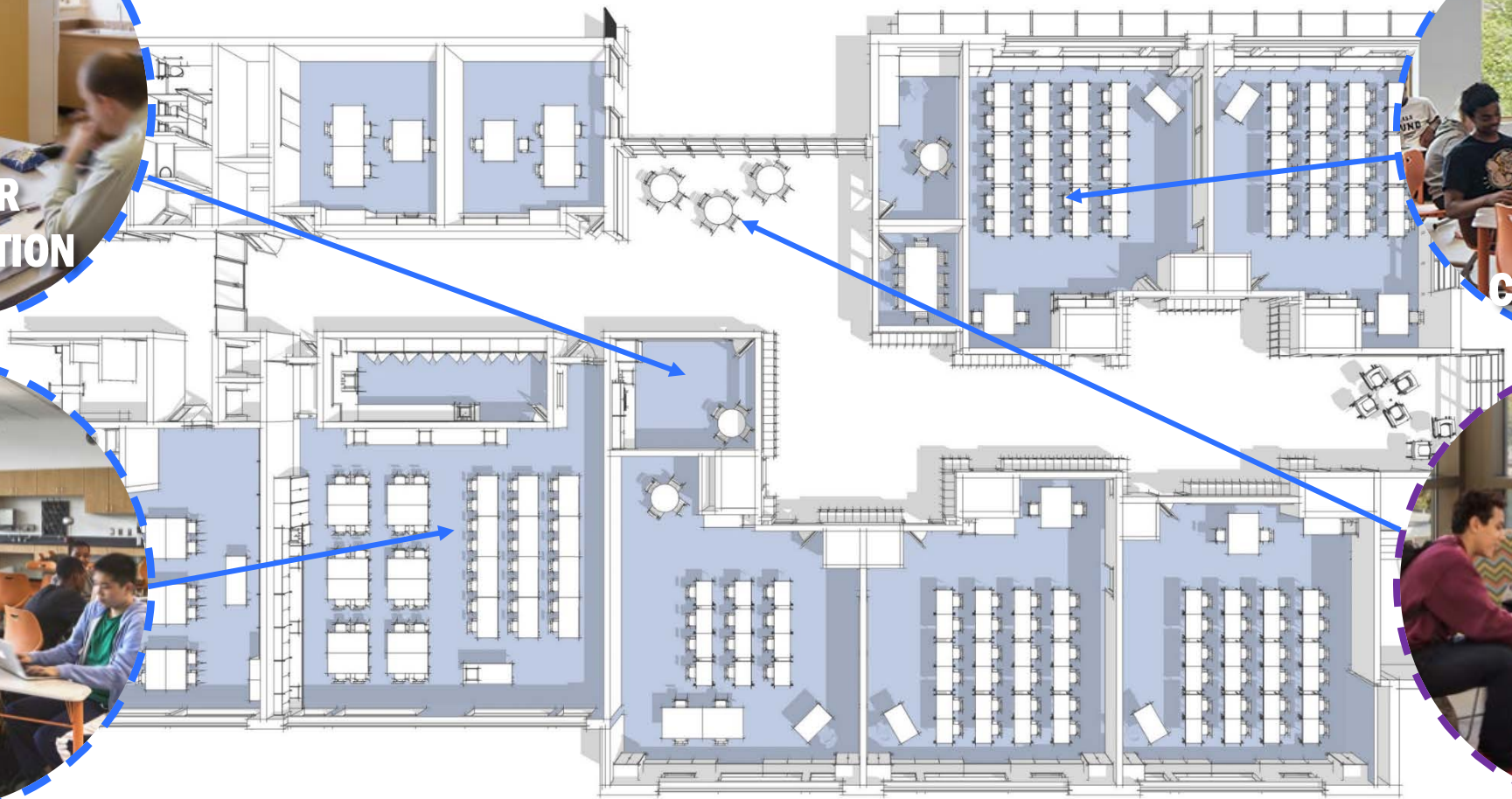
Extended Learning Space





DSST - klipp Architects and New Vista

A CLASSROOM NEIGHBORHOOD



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens

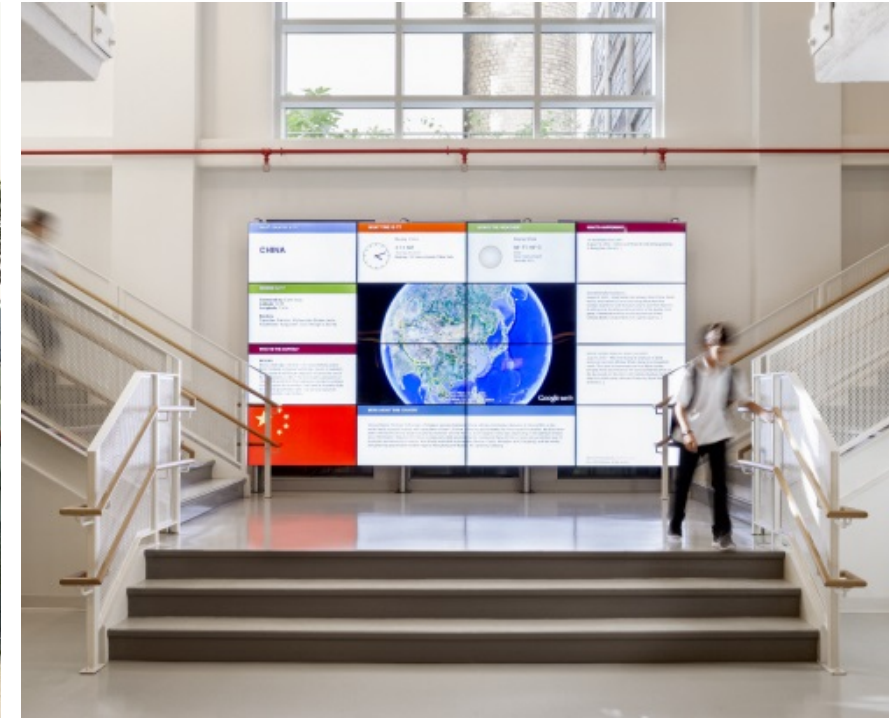


CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens



GLOBAL CITIZENS



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CELEBRATING THE COMMUNITY'S HERITAGE



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

LOCAL & PLACE-BASED



Colegio Franklin Delano Roosevelt | Lima, Peru

LEARNING

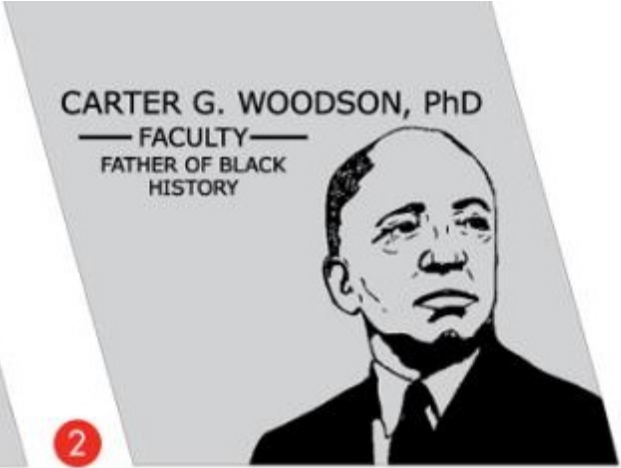
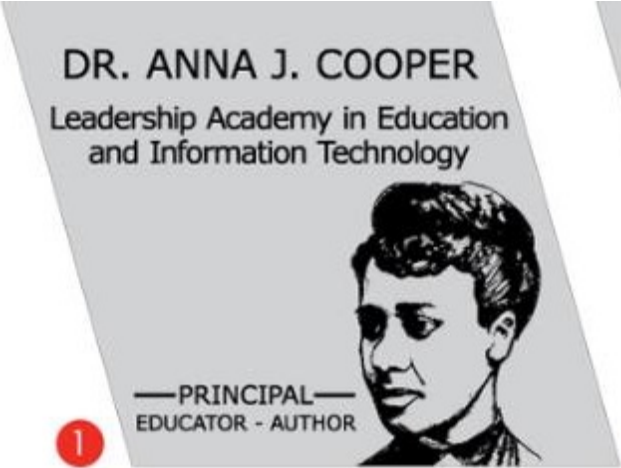
TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

CELEBRATING HISTORY, TRADITION & ACHIEVEMENT



Dunbar Senior High School | Washington, DC



FOOD AND LANGUAGE



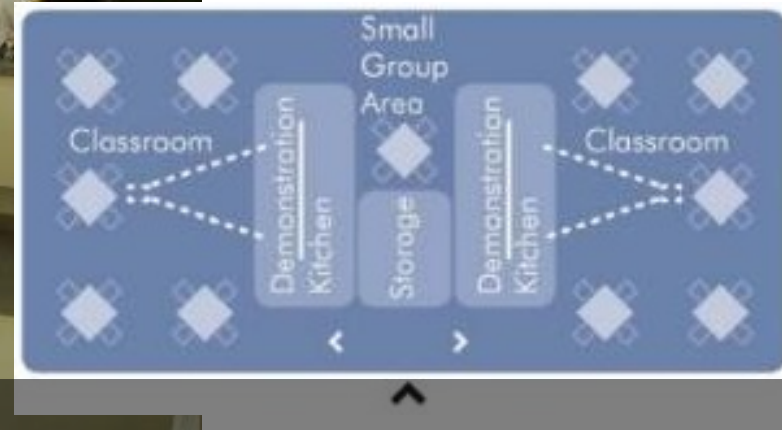
Slow Food NYC



PS 216 Edible Schoolyard | New York, New York



Cairo American College Middle School | Cairo, Egypt



LEARNING

TEACHING

COMMUNITY

SUSTAINABILITY

CULTURE

A FEW QUESTIONS

How does your program engage the larger (external) community?

How should Vassal Lane interact with the other programs on campus?

How can design enhance the sense of community in the school?

What are the key relationships to enhance?

What is, or should be the “heart” of the school?

What is the culture of Vassal Lane & its community?

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

COMMUNITY

Fostering strong learning and professional communities on campus and enhancing connections between the school and the larger the community

SUSTAINABILITY

Conserving resources; minimizing operational expenditures; creating healthy, high performance places to live and learn; and inspiring the next generation of environmental stewards.

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	4/15/2019	
Project Name	Tobin Montessori and Vassal Lane Upper School Projects	
Project Number	79130.00	
Subject	DHSP Educational Visioning Workshop	
Meeting Location	Tobin School Rm. 239	
Meeting Date	3/18/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
		T: 617-449-4001
Participants	City: Brendon Roy (BR), Meagan Mulvey DHSP: Ellen Semonoff, Michelle Farnum, Richard Slater, Katharine Gladfelter, Mari Watson, Yolande Goode, Meghan White, Roslyn Shoy, Ellen Thompson, Margaret Woisin Perkins Eastman: Jana Silsby, Sean O'Donnell, Alicia Caritano Traverse Landscape Architects: Kris Bradner	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Overview	<p>Brendon Roy provided an overview for the meeting and noted that he appreciates everyone attending these critical initial meetings that will set the goals and vision for the project. Sean O'Donnell explained the purpose of today's workshop is to think about big picture ideas - for the purposes of today's discussion everything is on the table, and it is important that everyone remain open to possibilities and think beyond the limitations of the existing building. He also explained that the Design Team is here to listen to your thoughts before they put a pen to paper, so that the design will truly reflect the Tobin Montessori Schools' specific goals and visions for the new school. Sean, Jana and Brendon noted that the new building will be built to last 50 plus years and will be weathertight, have functioning mechanical systems, etc., and that those issues as well as other details such as room layouts and specific designs will be discussed at future Focus Groups meetings. Sean also noted that this initial Feasibility Study and Visioning Process includes:</p> <ul style="list-style-type: none"> • PE Three-Step Process: Creative Analysis (current phase), Options, and Preferred Option. • 5 Themes: Learning, Teaching, Community and Culture (today) Sustainability (future session). • Visioning and Programming: ask questions, find themes, explore trends and best practices, create design patterns, define a space program, key adjacencies, bubble diagrams and Design Principles that will inform the Design Options. • Building upon strategic initiatives.

<p>1.2</p>	<p>Hopes and Dreams for the New School</p>	<p>Sean asked each of the Visioning Participants from DHSP Community School and Preschool I to answer this question: “My hope and dream for this new building is..”. The group discussed their responses that included:</p> <ul style="list-style-type: none"> • That the level of collaboration between School & DHSP has significantly increased to benefit “our” children • When the project is complete I hope the space reflects creative, open & flexible possibilities for children to learn, grow & build community • A complete DHSP “satellite site” including Preschool, Community School • Collaboration w/ the Schools to ensure age appropriate & creative learning • A community room for our senior programming • A space that creates a sense of community w/ opportunity for collaboration • When the project opens I hope it is inviting for young children/families, older teens • Green courtyards & playgrounds • Community space for engagement & activities • Invest in outdoor aesthetic as much as indoor
<p>1.3</p>	<p>Community School General Information</p>	<p>DHSP noted the following about the Community School programs, enrollment, and needs:</p> <ul style="list-style-type: none"> • Children 3yrs – 11 yrs./5th grade, TM school only, majority of children up to 1st grade • Existing 112 students, 70-8-% everyday • Limited offerings for older children due to current space restrictions – likely demand for Grades 2-5 if space were available to provide appropriate offerings for older children – older children want their own space • Older children currently go to Youth Center, Russell Youth Center Grades 4-8 • Currently not licensed After School program • “After School” children attend Community School at this site • Schedule: <ul style="list-style-type: none"> ○ 1:30 : Staff arrives (Special Start ends 12:00 – gap) ○ 1:50: Program starts ○ Intramural Sports & M.S. theatre goes to 4:00 ○ 5:30: Program ends • Existing 4 classrooms downstairs, borrow 2 additional in summer • Currently vie for use of gym (3:00 – 4:00) Auditorium & Cafeteria • JK/k. olds = 1:5 – 36 enrolled w/ waitlist of 6, Gr. 1&2 = 1:8 3 families, , Gr. 3 – 5 = 1:10 – 13 enrolled w/ max. 16 • Homework club end of the day for older kids • Desired Programs: <ul style="list-style-type: none"> ○ Dance Studio/ Performing Arts ○ Science Lab ○ Recording Studio/Media ○ Access to Technology Grades 3-5 <ul style="list-style-type: none"> ▪ Currently 1 laptop cart, need more ▪ Some children don’t have computers and have trouble

		<ul style="list-style-type: none"> getting on line <ul style="list-style-type: none"> ▪ Coding • Sports attracts older children, desire for: <ul style="list-style-type: none"> ○ ½ court for soccer ○ Par core ○ Rock Climbing ○ Kickball • Kitchen is important • Separate cafeteria older children • Need space for Professional Development / Staff Meetings • Community Enrichment classes • Senior Citizen Programming currently not offered on this site, but there is a need for yoga, art – currently using Youth Center • Summer & School Vacations: <ul style="list-style-type: none"> ○ +/- 110 children ○ 4-5 days/week ○ 5 Large Classrooms
<p>1.4</p>	<p>Preschool General Information</p>	<p>DHSP noted the following about the Preschool programs, enrollment, and needs:</p> <ul style="list-style-type: none"> • Target 130-160 children (adds capacity city wide) • Program has State’s highest quality rating • 2.9 – 5 yrs. old regulated range (JK March 31st cut-off, 4 ½ cut-off), mostly 3 & 4 yr. olds • 8 classrooms, w/ 20 max & 4 staff, typ. 17 / class (helps to accommodate individual/special needs for children) • Classrooms should have lots of natural light • Proximity to: <ul style="list-style-type: none"> ○ Children’s House & Special Start? ○ Gym for Younger Children ○ Cafeteria for Younger Children • Schedule (Open Door Policy): <ul style="list-style-type: none"> ○ 7:30 – 5:30 ○ 7:30 – 9:30: Staggered arrivals that vary daily ○ 3:00 – 5:30: Staggered departures that vary daily • Culture – Home-Life, welcoming to families, kindness & inclusion strong tie to Montessori program, foster children that grow into strong community members, diverse & multi-cultural • Food: <ul style="list-style-type: none"> ○ Breakfast for Preschool from CPS ○ Snacks ○ Heat up Lunch from home, CPS may provide lunch in the future? Space for food prep • Need space for: <ul style="list-style-type: none"> ○ Car seats & strollers ○ Waiting area for parents ○ Gross Motor Room ○ Teacher Room ○ Parent Room/Observation Space

		<ul style="list-style-type: none"> ○ Conference Space ○ Storage for art supplies ● Furniture selection important ● Learning Commons needs section for 3, 4 & 5 yr. olds ● Parenting Education Program / Baby U: <ul style="list-style-type: none"> ○ 30 parents & 85 children toddlers ○ 14 weeks ○ Saturdays ○ Program currently at Peabody School ● Direct access to outside space: <ul style="list-style-type: none"> ○ Secure & beautiful ○ Natural/ not “plastic” ○ Outdoor learning inc. crafts, finger painting ○ Water Table ○ Benches ○ Gardening (in addition to City Sprouts) ○ Shade ○ Covered Outdoor space ○ Natural environment ○ Shed for outdoor storage inc. tricycles ○ Mulch ○ Courtyard (see Graham Parks) ● Neighborhood children use the playgrounds
1.5	Share Info from Today's Visioning Sessions	Attendees from today's sessions are encouraged to share information from today's sessions with their colleagues that were not present at this session.
1.6	Next Steps	Focus Groups date tbd. Space needs surveys were distributed to all staff by the Principals. Surveys due 3/20.

cc: City, CPS, DHSP and City Direct Consultants via Brendon Roy, Michael Black, Design Team
 Attachments: presentation

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

EDUCATIONAL VISIONING DHSP

**PERKINS —
EASTMAN**

Human by Design

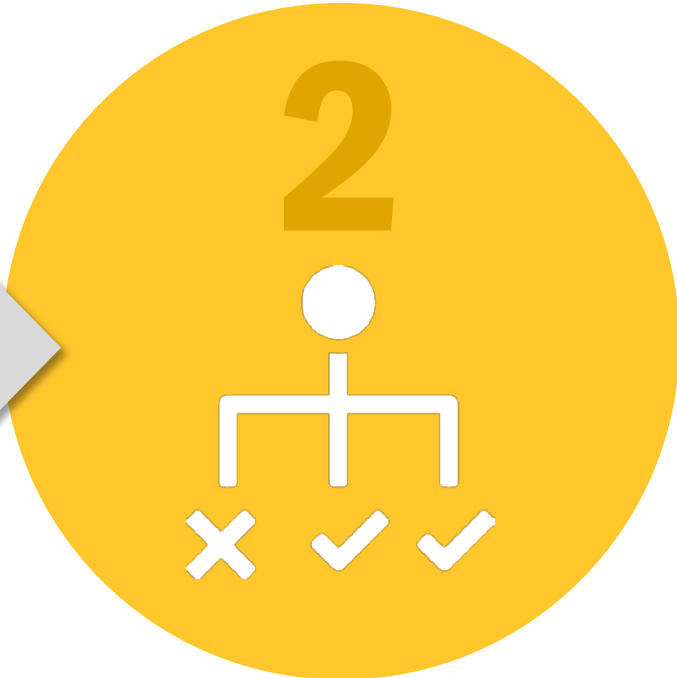
03/18/2019



THREE-STEP PROCESS



Creative Analysis



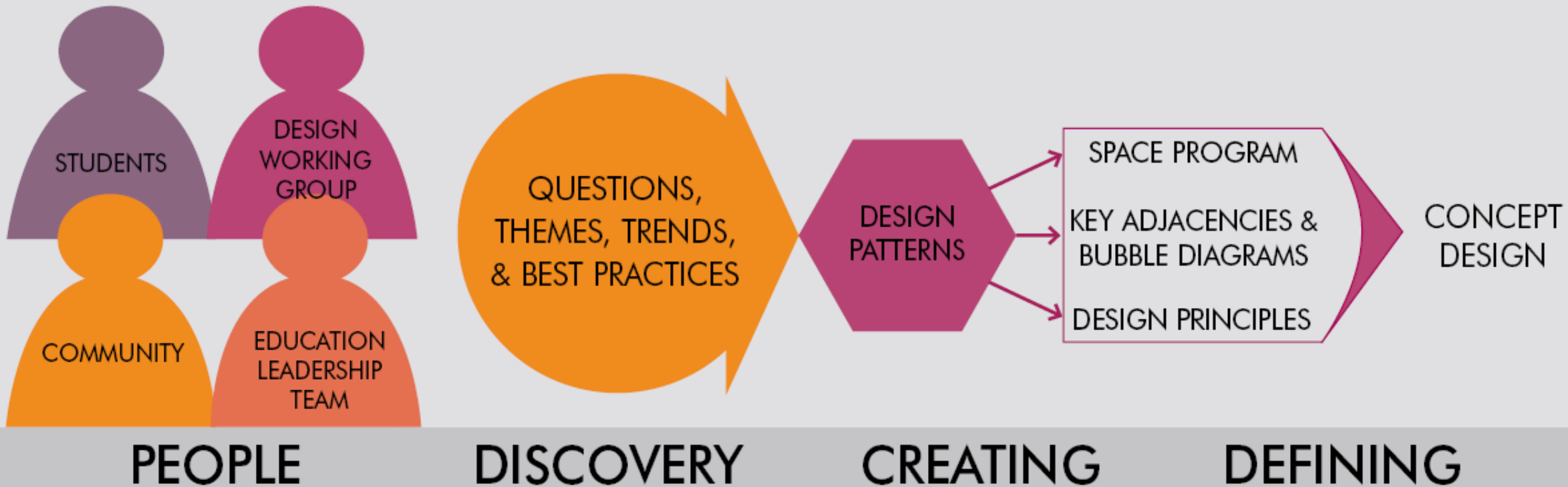
Options



Preferred Option

VISIONING & PROGRAMMING

LEARNING FROM YOU





FIVE THEMES

LEARNING

Tapping new understandings of how children learn to prepare them for life in a rapidly changing world

TEACHING

Embracing effective pedagogies that support 21st century skills-building and create relevance for students

COMMUNITY

Fostering strong learning and professional communities on campus and enhancing connections between the school and the larger the community

SUSTAINABILITY

Conserving resources; minimizing operational expenditures; creating healthy, high performance places to live and learn; and inspiring the next generation of environmental stewards.

CULTURE

Engaging cultural values locally and globally; celebrating heritage; and developing global citizens

DEPT OF HUMAN SERVICE PROGRAMS

PROGRAMS OFFERED THAT COULD INSPIRE THIS PROJECT

1. Neighborhood-based educational and enrichment programs for children and adults;
2. Recreation programs for children and adults;
3. Services to and programs for seniors;
4. Youth programs;
5. Substance abuse prevention programs;
6. Job preparation and matching;
7. Classes for Adult Basic Education, literacy and English for Speakers of Other Languages;
8. Preschool and afterschool childcare and family support programs



DHSP COLLABORATION

NEW INITIATIVES

The Birth to 3rd Grade Partnership works to develop **an easily accessed, aligned and coherent system of affordable high quality education and care** that begins with prenatal care and extends through third grade in Cambridge.

In practice, the *Birth to 3rd Grade Partnership* is the central hub of information and quality improvement initiatives for Cambridge's early childhood community.





VISION

**Vision: Rigorous, Joyful & Culturally Responsive Learning +
Personalized Support Builds Postsecondary Success
and Engaged Community Members**



A FEW QUESTIONS

What programs will be offered at this site?

What is the projected enrollment and ages for each?

How does the Birth to 3rd Grade program inform the program and inspire the architecture for your new facility?



**PERKINS —
EASTMAN**

**John M. Tobin Montessori School
Vassal Lane Upper School**
City of Cambridge, Massachusetts

**Existing Condition
Transportation Operations Analysis**

Presented by
VHB Inc. | March 18, 2019



Study Overview

- Understand Existing Site Operations
 - Curbside Operations
 - Student Arrival and Dismissal
 - Drop-off/Pick-Up
 - School Buses/Vans
 - Walkers/Cyclists
 - Access/Egress
 - On-Site Parking (Staff Parking)
 - Lot Size/Capacity
 - Access/Egress
- Future Transportation Infrastructure Ideas

Existing Student and Staff Profile








■ **Tobin Montessori School**

- Day Begins at 7:55 AM, Ends at 1:55 PM
- Pre-K – Grade 5
- Ages 3-11 yrs
- Approximately 300 students
- Approximately 70 employees
- Afterschool program Monday-Friday from 1:55 PM to 6:00 PM

■ **Vassal Lane Upper School**

- Day Begins at 8:55 AM, Ends at 2:55 PM
- Grade 6 – 8
- Ages 11-14 yrs
- Approximately 315 students
- Approximately 53 employees
- Afterschool program Tuesday-Thursday from 2:55 PM to 4:30 PM

Existing School Access/Egress

-  Site
-  Parking Lot Access/Egress
-  Curbside Access/Egress
-  Pedestrian Foot Paths
-  Main Entrance
-  Bicycle Parking
-  Loading Dock Area

- Parent Drop-Off/Pick-Up
 - At Curbside (in the circle)
 - Along Vassal Lane
- Bus Drop-Off/Pick-Up
 - At Curbside (in the circle)
- Building Access/Egress at Main Entrance



Arrival/Dismissal Observations

- Tuesday, March 5, 2019
 - Arrival: 7:00-9:00 AM
 - Dismissal: 1:30-4:30 PM
- Observations
 - Curbside Access/Egress
 - Parent Pick-Up/Drop-Off
 - Buses/Vans
 - Pedestrians (walkers and bicyclists)
 - Volume
 - Parent vehicles
 - Pedestrians
 - Pedestrian Patterns
 - Bicycle Accommodations
 - What areas of on-street parking are parents using?
 - Infrastructure challenges

Morning Student Arrival

- Overall Activity
 - Activity occurred primarily in the circle and along Vassal Lane
 - Buses, vans, private autos, and pedestrians shared the circle and street
 - Tobin Montessori School: drop-off activity
 - Starts as early as 7:10 AM
 - Continues until about 8:00 AM
 - Vassal Lane Upper School: drop-off activity
 - Starts as early as 8:10 AM
 - Continues until about 9:00 AM

Summary of Morning Arrival Activity

Tobin Montessori	Bus Arrivals	Van Arrivals	Drop-Offs	Parent Parks and Walks Child In	Walkers
	In Circle	In Circle			
7:15 - 7:25 AM	2	0	6	2	4
7:25 - 7:35 AM	2	0	9	4	2
7:35 - 7:45 AM	3	2	11	18	3
7:45 - 7:55 AM	1	0	13	34	3
7:55 - 8:05 AM	0	0	6	10	0
<i>Totals</i>	8	2	45	68	12

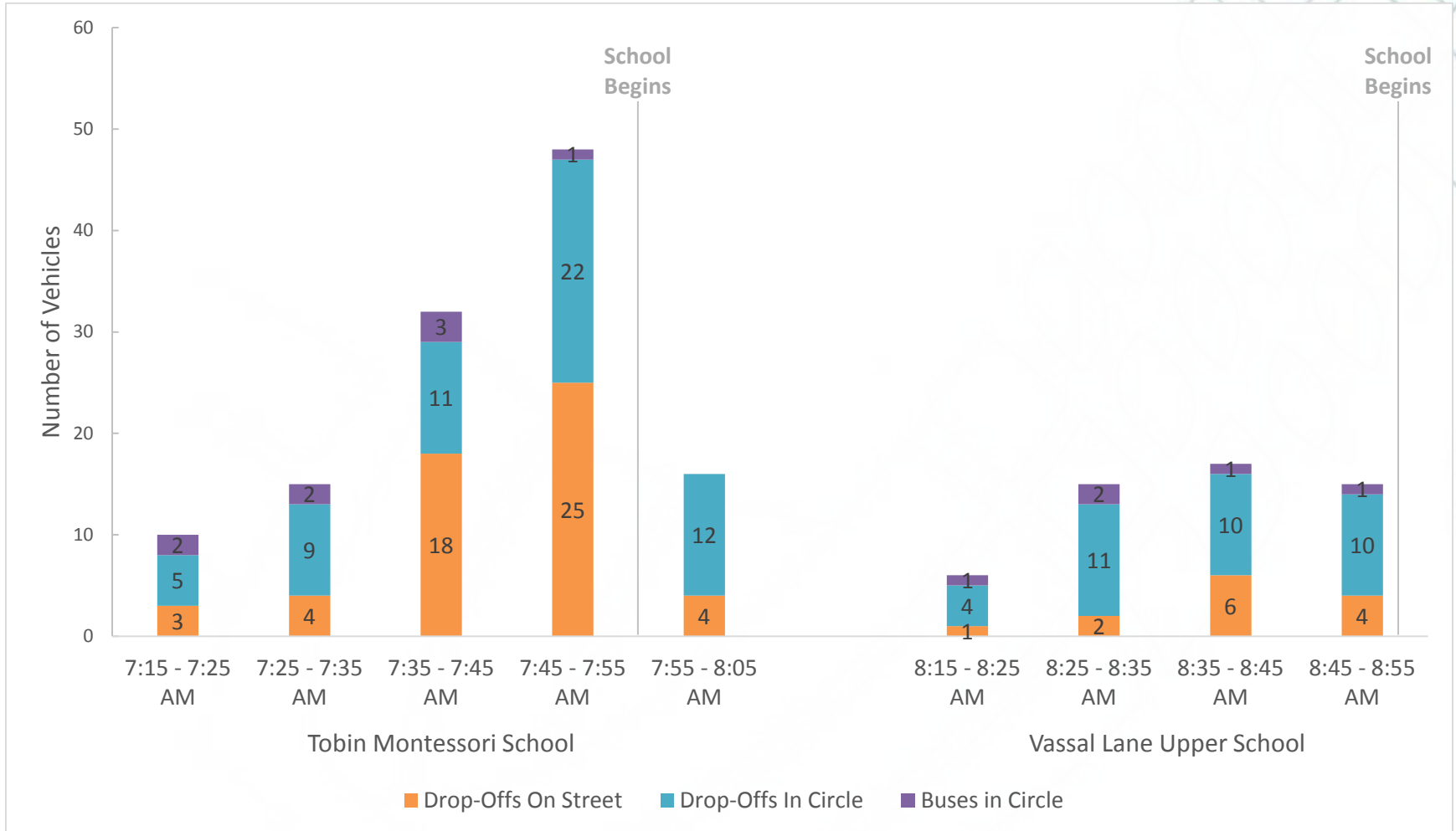
90% Circle 5% Vassal Ln in Front of School 5% Standish St	40% Vassal Ln in Front of School 25% Circle 25% Vassal Ln East of School 10% Standish St	33% Vassal Ln East of School 25% Standish St 25% Pathway 17% Staff Lot or West of School
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Vassal Lane Upper School	Bus Arrivals	Van Arrivals	Drop-Offs	Parent Parks and Walks Child In	Walkers
	In Circle	In Circle			
8:15 - 8:25 AM	1	0	4	1	7
8:25 - 8:35 AM	2	1	11	2	14
8:35 - 8:45 AM	1	1	15	1	28
8:45 - 8:55 AM	1	1	13	1	17
<i>Totals</i>	5	3	43	5	66

75% Circle 20% Vassal Ln in Front of School 5% Standish St	60% Circle 40% others	40% Staff Lot or West of School 30% Pathway 20% Vassal Ln East of School 10% Standish St
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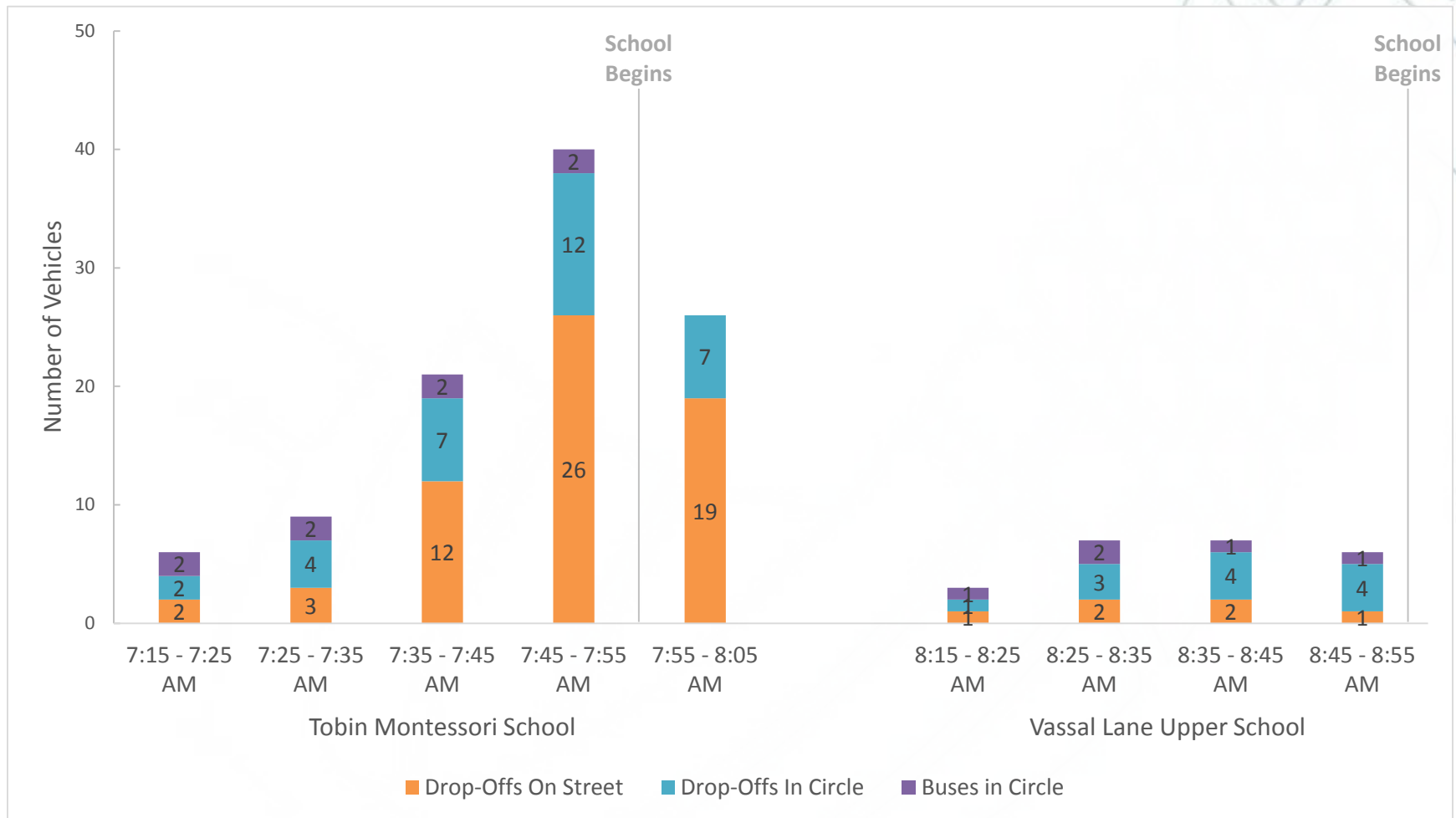
Morning Student Arrival

- Parent Vehicle & Bus Drop-Off **Totals**



Morning Student Arrival

- Parent Vehicle & Bus Drop-Off **Accumulations**



Morning Student Arrival

- Parent Drop-Off
 - Tobin Montessori School: students were dropped off in the circle
 - Vassal Lane Upper School: students were also dropped off on Vassal Lane
 - More traffic is associated with the Tobin Montessori School than the Vassal Lane Upper School
 - Of all Tobin Montessori School Private Auto drop-offs, approximately 60% of parents park and accompany students into the school (10 – 20 minutes)



Morning Student Arrival

- Pedestrian Activity
 - Tobin Montessori School: approximately 10% of observed families walk, 90% arrive by car
 - Vassal Lane Upper School: approximately 60% of observed students walk, 40% arrive by car drop-off
 - One entrance/exit to the school collects all walkers
 - Peak parent vehicle drop-offs occur alongside peak students/families walking in



Morning Student Arrival

- School Bus Activity
 - Tobin Montessori School:
 - Arrived starting at 7:20 AM
 - Continued until 7:50 AM
 - 8 total buses, 2 vans
 - Vassal Lane Upper School:
 - Arrived starting at 8:20 AM
 - Continued until 8:50 AM
 - 5 total buses, 3 vans
 - Bus maneuvers are challenging due to tight turns, narrow street space, and conflicts with parent vehicles



Afternoon Student Dismissal

- Overall Activity
 - Activity primarily occurred along Vassal Lane and within the circle
 - Similar level of bus and van activity compared to morning arrival
 - Tobin Montessori School: parents parked mostly along Vassal Lane starting as early as 1:30 PM
 - Vassal Lane Upper School: half as many students were picked up, mostly on Vassal Lane or in the circle
 - More traffic is associated with the Tobin Montessori School than the Vassal Lane Upper School

Summary of Afternoon Dismissal Counts

Tobin Montessori	Bus Arrivals	Van Arrivals	Drop-Offs	Pick-Ups/Parent Walks with Child to Car	Walkers
	In Circle	In Circle			
1:25 - 1:35 PM	0	1	0	13	0
1:35 - 1:45 PM	1	0	0	13	0
1:45 - 1:55 PM	3	1	0	14	0
1:55 - 2:05 PM	2	1	0	2	1
2:05 - 2:15 PM	2	0	1	1	0
<i>Totals</i>	8	3	1	43	1

Vassal Ln in Front of School

45% Vassal Ln in Front of School
35% Vassal Ln East of School
15% Standish St
5% Circle

Vassal Ln East of School

Vassal Lane Upper School	Bus Arrivals	Van Arrivals	Drop-Offs	Pick-Ups/Parent Walks with Child to Car	Walkers
	In Circle	In Circle			
2:35 - 2:45 PM	0	0	0	6	1
2:45 - 2:55 PM	3	1	2	11	0
2:55 - 3:05 PM	2	0	1	2	31
3:05 - 3:15 PM	0	0	0	1	4
<i>Totals</i>	5	1	3	20	36

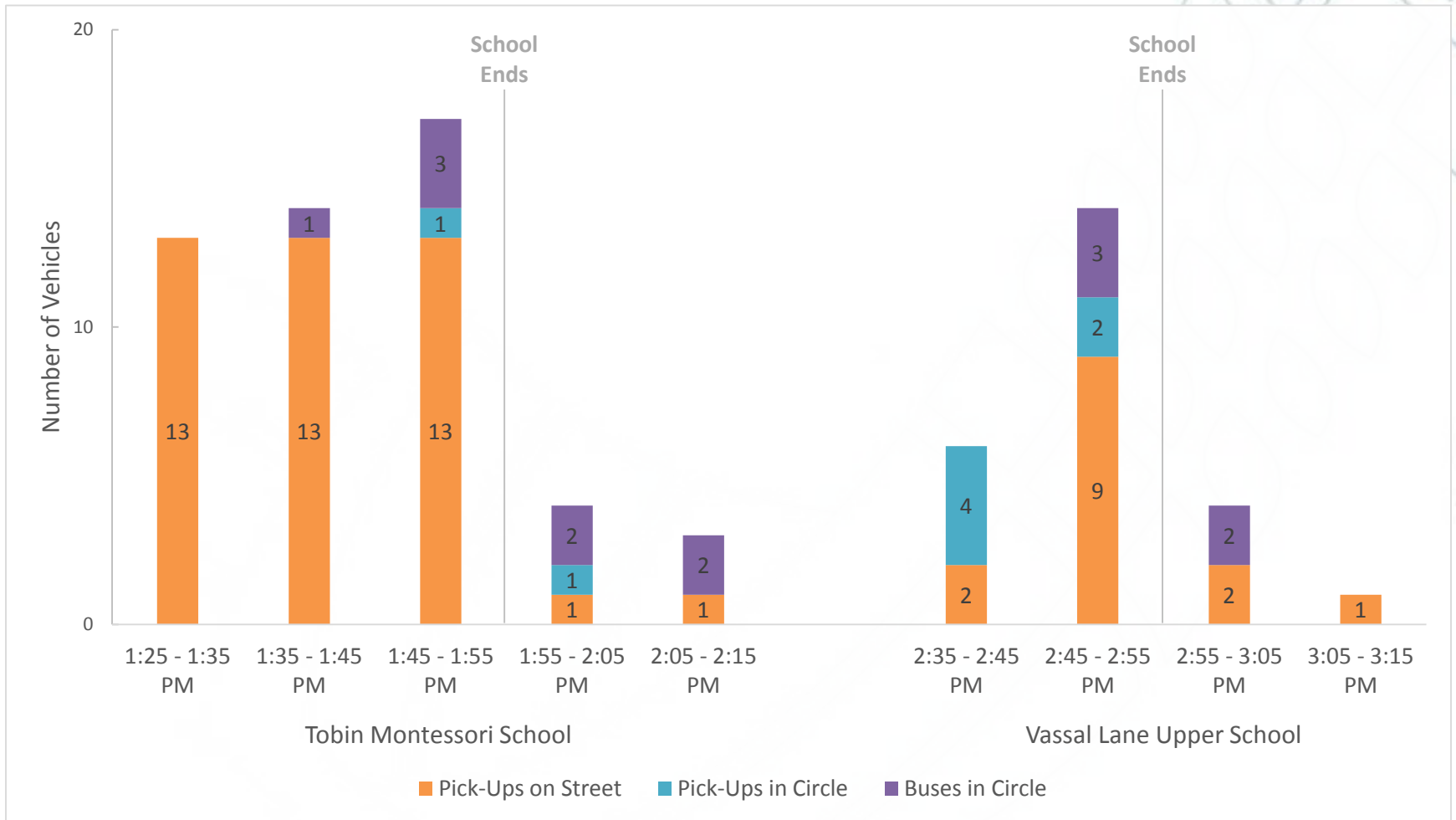
67% Vassal Ln in Front of School
33% Circle

65% Vassal Ln in Front of School
30% Circle
5% Standish St

35% Standish St
30% Vassal Ln East of School
20% Staff Lot or West of School
15% Pathway

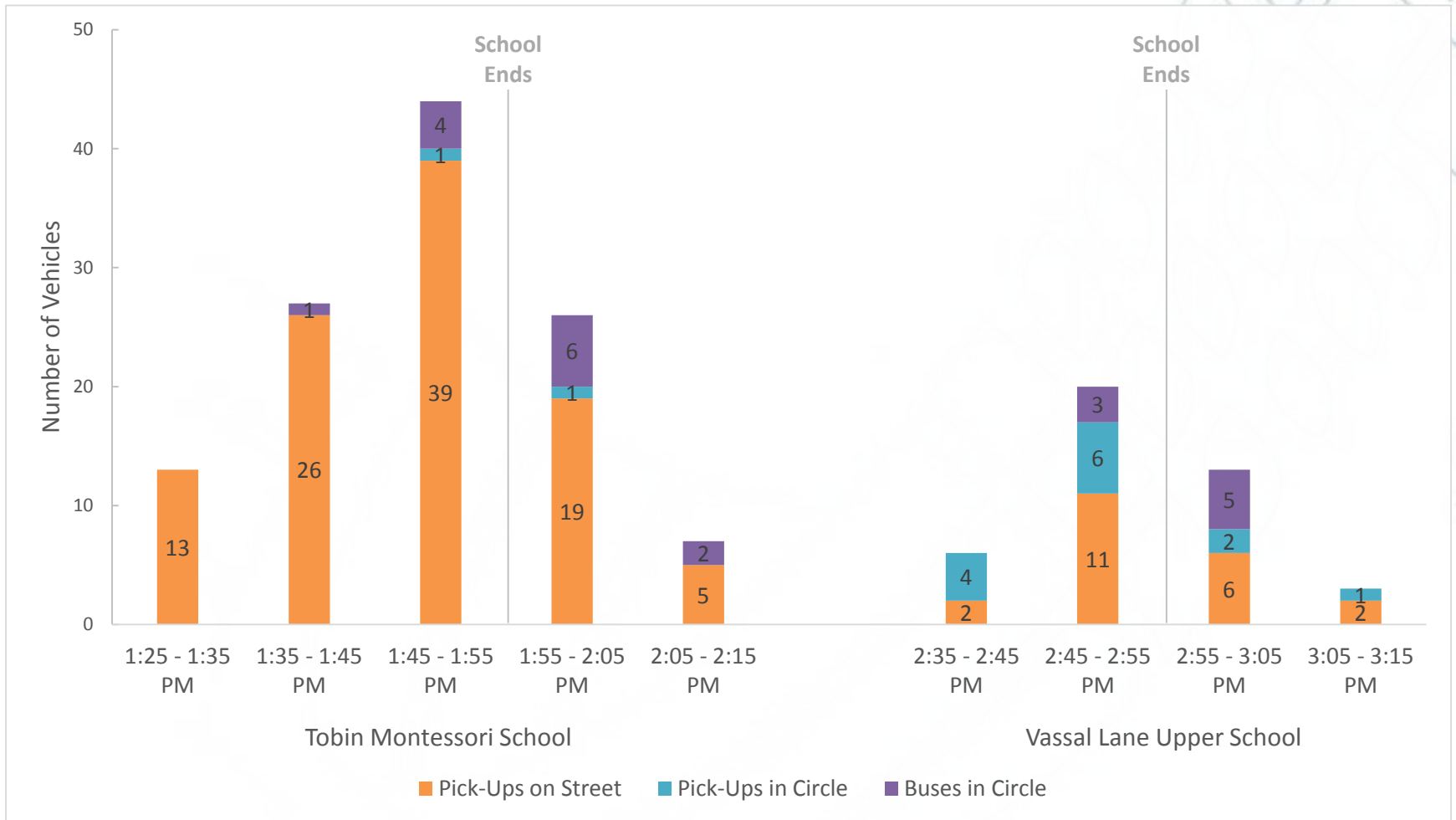
Afternoon Student Dismissal

- Parent Vehicle Pick-Up **Totals**



Afternoon Student Dismissal

- Parent Vehicle Pick-Up *Accumulations*



Afternoon Student Dismissal

- Parent Pick-Up
 - Tobin Montessori School: parents typically parked along Vassal Lane and walked in
 - Vassal Lane Upper School: students were picked up on Vassal Lane and in the circle
 - More traffic is associated with the Tobin Montessori School than the Vassal Lane Upper School
 - Parent vehicles typically remained parked for 10 – 15 minutes



Afternoon Student Dismissal

■ Pedestrian Activity

— Tobin Montessori School:

- Parents arrive as early as 1:30 PM
- Activity calms by 2:15 PM
- 26 parents were observed to wait in the lobby for students

— Vassal Lane Upper School:

- Most students exit the school at 2:55 PM
- Disperse through the neighborhood

■ Bus Activity

— Tobin Montessori School:

- Arrived starting at 1:40 PM
- Left at 2:03 PM
- 8 total buses, 3 vans

— Vassal Lane Upper School:

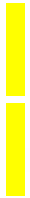
- Arrived starting at 2:50 PM
- Left at 3:04 PM
- 5 total buses, 1 van

Parking Conditions

- Staff Parking Lot
 - Driveway used for parallel parking
 - Vehicles parked wherever there was room—not only in painted spaces
 - Heavily used
 - Approximately 80 total available parking spaces
- Street Parking
 - Cambridge resident parking

Transportation Infrastructure Observations

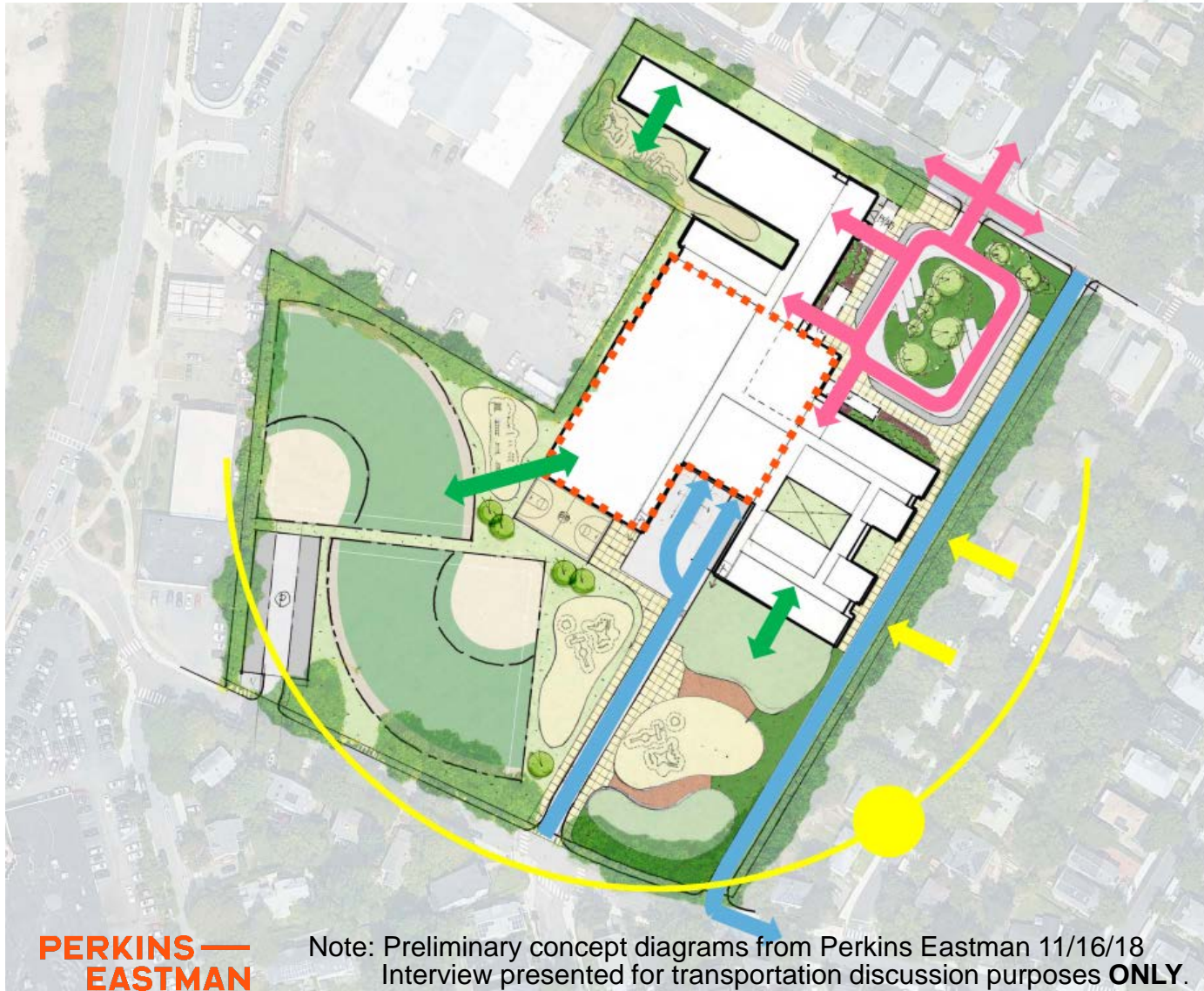
- Challenging areas and improvement locations
 - Bus maneuver challenges
 - Parent drop-off/pick-up space
 - Improved/widened pedestrian space



Concept – Facing Concord Avenue



Concept – Facing Concord Avenue



Concept – Facing The Sun



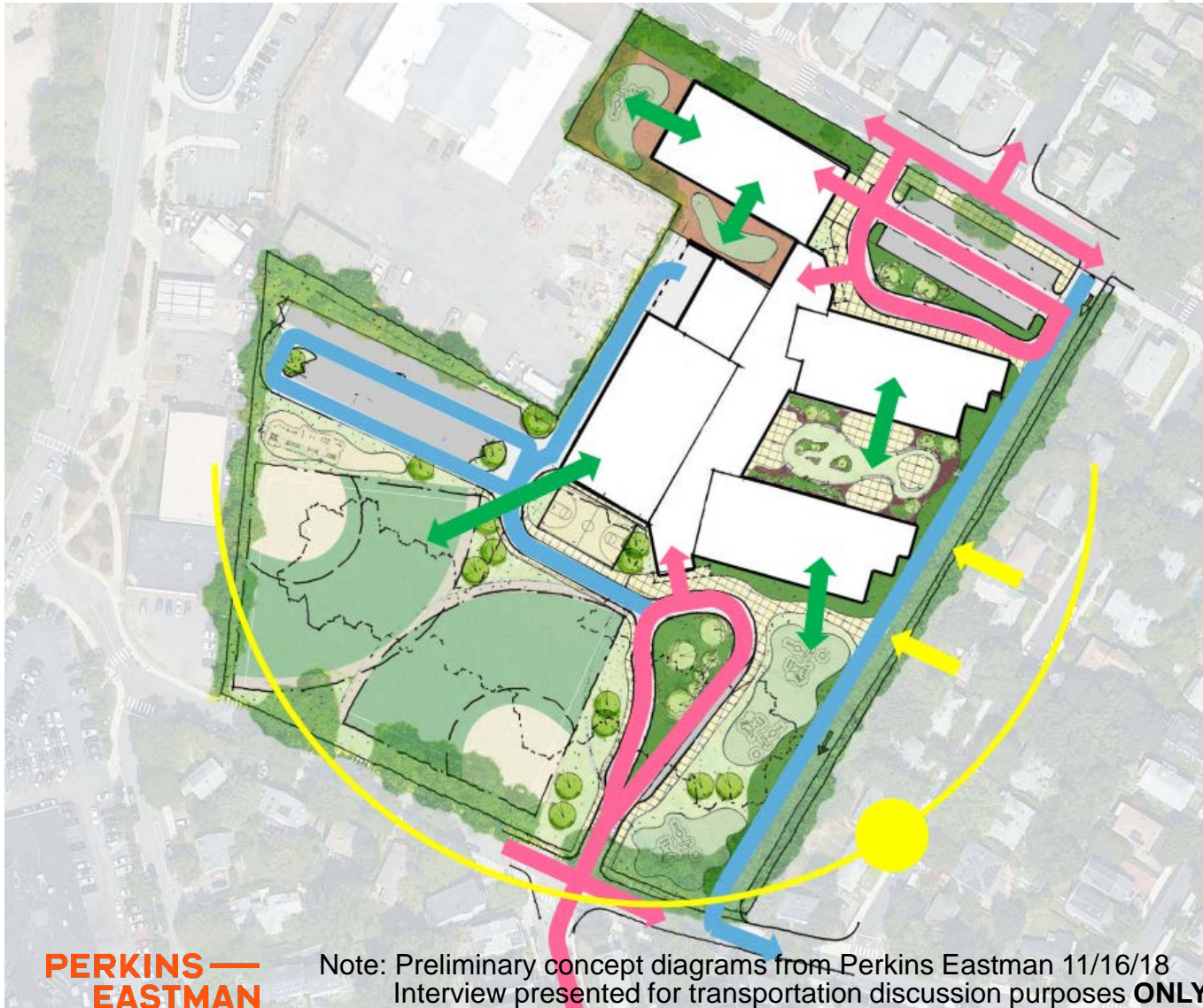
Concept – Facing The Sun



Concept – Hybrid



Concept – Hybrid



Q & A



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MEETING RECORD | NO ACTION

Perkins Eastman
Architects DPC

Date Prepared	4/12/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130	
Subject	Sustainability Visioning	
Meeting Location	Tobin Room 239	
Meeting Date	4/2/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
Participants	<p>City: Brendon Roy, Michael Black, Lisa Peterson, Iram Farooq, Owen O’Riordan, Catherine Daily Woodbury, Nikhil Nadkarni, Julie Lynch, Robert Juusola, Stephanie Groll, Marilyn Pratt, Margaret Woisin, Meagan Mulvey, CPS: Jim Maloney, Jamie Frost, Daniel Coplon-Newfield, Joseph Huber, Vedad Konjic, Erin Gutierrez, Eileen Gagnon, Heather Kolbe, John Martha-Reynolds, Beth Benedikt, DHSP: Michelle Farnum, Richard Slater, Meaghan White, Perkins Eastman: Jana Silsby, Sean O’Donnell, Alicia Caritano, John Pears, Dan Arons Soden Sustainability: Colleen Soden</p>	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Overview	<p>Brendon Roy (BR) provided an overview for the meeting and noted that he appreciates everyone attending these critical initial meetings that will set the goals and vision for the project. Jana Silsby (JS) explained her integrated approach to sustainable design that looks at all aspects of sustainability and how they impact education, as well as the local and global community. Starting today, the Design Team will look to find synergies to include sustainable ideas early the process in order to achieve the best possible solutions that do not increase costs and improve educational outcomes.</p> <p>The purpose of today’s meeting is to:</p> <ul style="list-style-type: none"> • Provide an introduction to Sustainability so that the team is all working from the same baseline. JS explained that Sustainability is more than third party certifications such as LEED, “Sustainability = Creating as much value as possible (social, economic, environmental) by having a measurably positive impact.” • Discuss Benchmarking by reviewing case studies of the MLK (inc. Pre & Post Occupancy evaluations, and school other projects). Case studies included statistics noting the correlation of improved educational outcomes tied to sustainable design strategies.

		<ul style="list-style-type: none"> • Discuss Cote Top 10 Measures as a framework to track sustainability categories for the future project. • Vote to establish Sustainability Priorities for the project Refer to the attached presentation for additional information.
1.2	<p>Team Sustainability Brainstorming Session</p>	<p>The group broke up into tables to discuss Sustainability concerns related to the project. Some themes were as follows:</p> <ul style="list-style-type: none"> • Community: <ul style="list-style-type: none"> ○ Social equity ○ Secure vs. Friendly ○ Shared facilities: consider space utilization ○ Outdoor spaces, can they be multi-use? ○ Sustainable transportation/bikes/walking • Ecology: <ul style="list-style-type: none"> ○ Connection to Nature, inc. in Montessori philosophy ○ Outdoor space for Preschool & all classrooms ○ Native plants ○ Plan for snow/reduce snow melt chemicals/radiant heat in pavement? • Water: <ul style="list-style-type: none"> ○ Greywater reuse-what are the issues? ○ Low flow vs. dual flush? • Economy: <ul style="list-style-type: none"> ○ Right-size building & parking ○ Teachers noted importance of parking on-site • Energy: <ul style="list-style-type: none"> ○ Net Zero Energy/Emissions goals ○ Measurement & Tracking ○ Accountability – occupants play a huge role in maintaining the energy budget, idea to involve the students to enforce budgets ○ Work Rooms/ shared space/equipment • Wellness: <ul style="list-style-type: none"> ○ Natural and artificial lighting – lots of natural light in classrooms and control of artificial lighting ○ Thermal Comfort /controllability of systems ○ IEQ Indoor Environmental Air Quality ○ Comfort/wellness/happiness ○ Biophilia / Connection to Nature ○ Acoustics ○ Food / Movement / Exercise • Resources: <ul style="list-style-type: none"> ○ Maintenance is key ○ Low maintenance finishes ○ Ease of cleaning ○ Ease of ordering parts ○ Open Source specs/software ○ Standardization: BMS, door hardware ○ Composting vs. rodents

		<ul style="list-style-type: none"> • Change: <ul style="list-style-type: none"> ○ Resiliency – large municipal on-site storm water tank/storage will be an important consideration on this site relative to 100 & 200 year storm zones, need to plan for the future • Discovery: <ul style="list-style-type: none"> ○ Lessons Learned from MLK and King Open ○ Building as a Teaching Tool/Dashboards tied to curriculum ○ Need initial & on-going training for maintenance staff ○ Interactive artwork
1.3	Sustainability Priority Voting	<p>The group voted on their Sustainable Priorities for the project using the Cote Design Measure Categories. The voting was as follows:</p> <ul style="list-style-type: none"> • Design for Community – 14 votes • Design for Ecology – 2 votes • Design for Water – 4 votes • Design for Economy – 9 votes • Design for Energy – 9 votes • Design for Wellness – 24 votes • Design for Resources / Materials – 4 votes • Design for Change – 1 vote • Design for Discovery – 1 vote
1.5	Share Info from Today's Visioning Sessions	Attendees from today's sessions are encouraged to share information from today's sessions with their colleagues that were not present at this session.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: tbd

cc: City and CPS via Brendon Roy, Michael Black, Design Team

Attachments: presentation

CITY OF CAMBRIDGE

TOBIN MONTESSORI / VASSAL LANE UPPER SCHOOLS PROJECT

PERKINS —
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Human by Design

04/02/2019

SUSTAINABILITY VISIONING



AGENDA

- Introduction to Sustainability
- Benchmarking
- Measures of Sustainability
- Setting Priorities



INTRODUCTION TO SUSTAINABILITY

WHAT IS SUSTAINABILITY?



LEED v4 for BD+C: New Construction and Major Renovation Project Checklist

Y	?	N		
			Credit	1
0	0	0	Location & Transportation	16
			Credit	16
			Credit	1
			Credit	2
			Credit	5
			Credit	5
			Credit	1
			Credit	1
			Credit	1
0	0	0	Sustainability	10
Y			Priority	Required
			Credit	1
			Credit	2
			Credit	1
			Credit	
			Credit	
			Credit	

The image shows a portion of a LEED v4 for BD+C: New Construction and Major Renovation Project Checklist. It includes a table with columns for 'Y', '?', 'N', a description of credits, and a score. The table is divided into sections for 'Location & Transportation' and 'Sustainability'. The entire table is overlaid with a large, thick red 'X' that spans across the entire photograph, indicating that this concept is not the correct answer to the question.

THIRD-PARTY CERTIFICATION



HEALTH
WELL-BEING
COMMUNITY
EQUITY



CONSTRUCTION COST
OPERATING COSTS
HR COSTS
MARKET VALUE

SUSTAINABILITY IS EVERYTHING

RESOURCES
CLIMATE
HABITAT

SUSTAINABILITY =

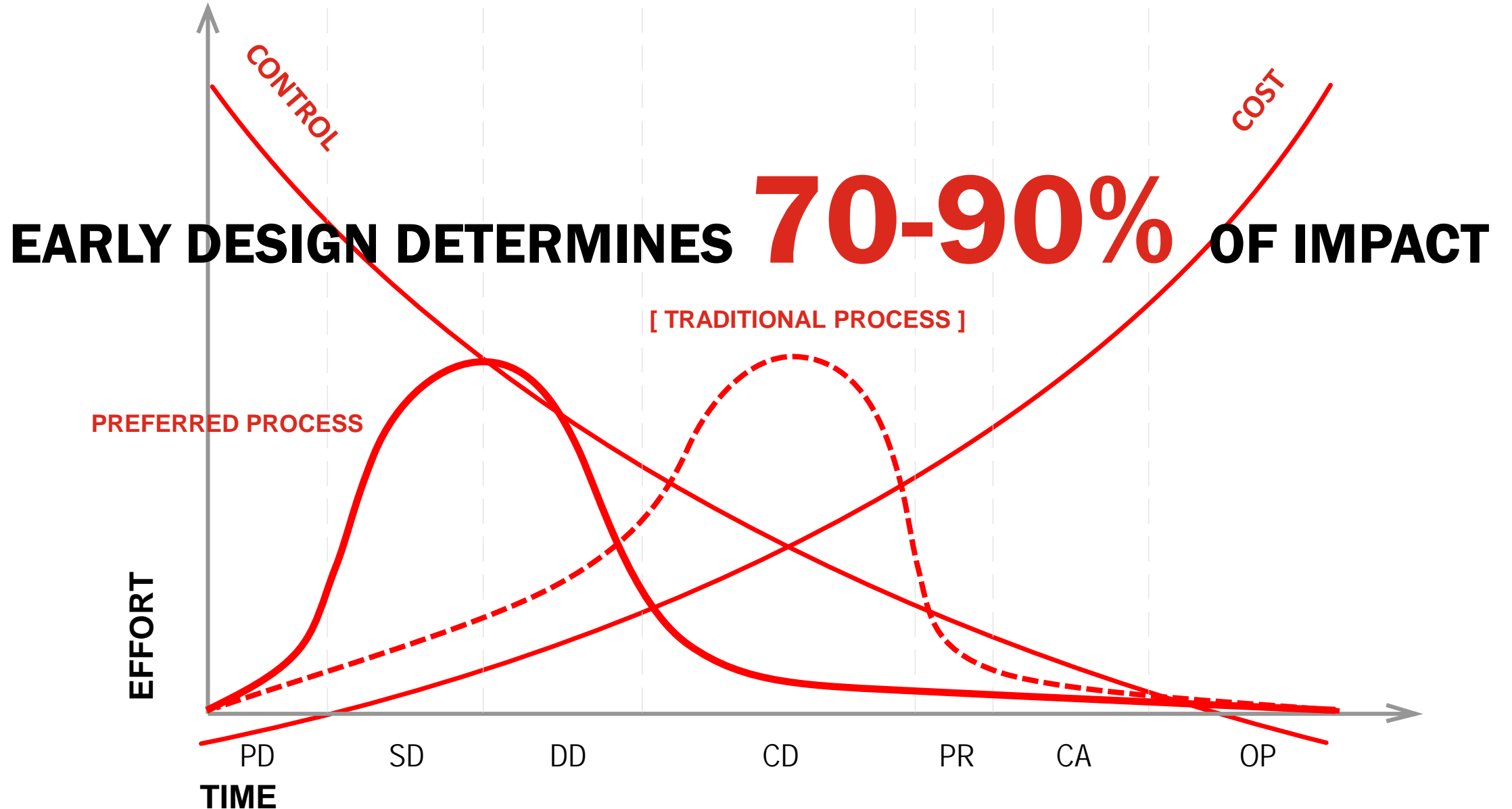
CREATING AS MUCH VALUE AS POSSIBLE

(SOCIAL, ECONOMIC, ENVIRONMENTAL)

BY HAVING A MEASURABLY POSITIVE IMPACT.



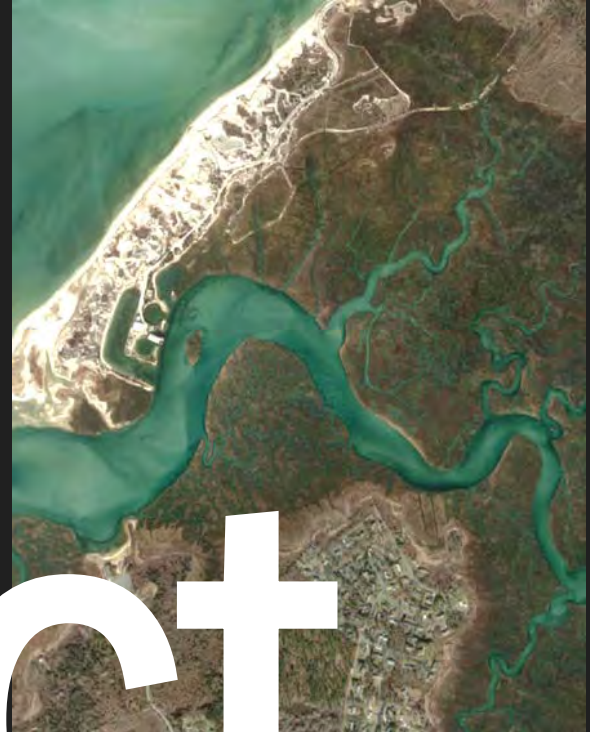
INTEGRATIVE PROCESS



LEED V4 VS 2009

- Location and Transportation
- Sustainable Sites
- Water Efficiency
- Energy & Atmosphere
- Material & Resources
- Indoor Environmental Quality
- Integrative Process
- Innovation





Impact

BENCHMARKING

STODDERT ELEMENTARY SCHOOL

- Washington, DC
- Renovation + New Construction
- 17,900 SF ETR + 47,300 SF New / 2 Floors
- LEED for Schools Gold
- pEUI - 35 kBtu/sf/yr
- Geothermal System (Ground Source Heat Pumps)
- Inaugural Green Ribbon School
 - Building as a Teaching Tool – integrated curriculum
 - Green Patrol – Student Lead

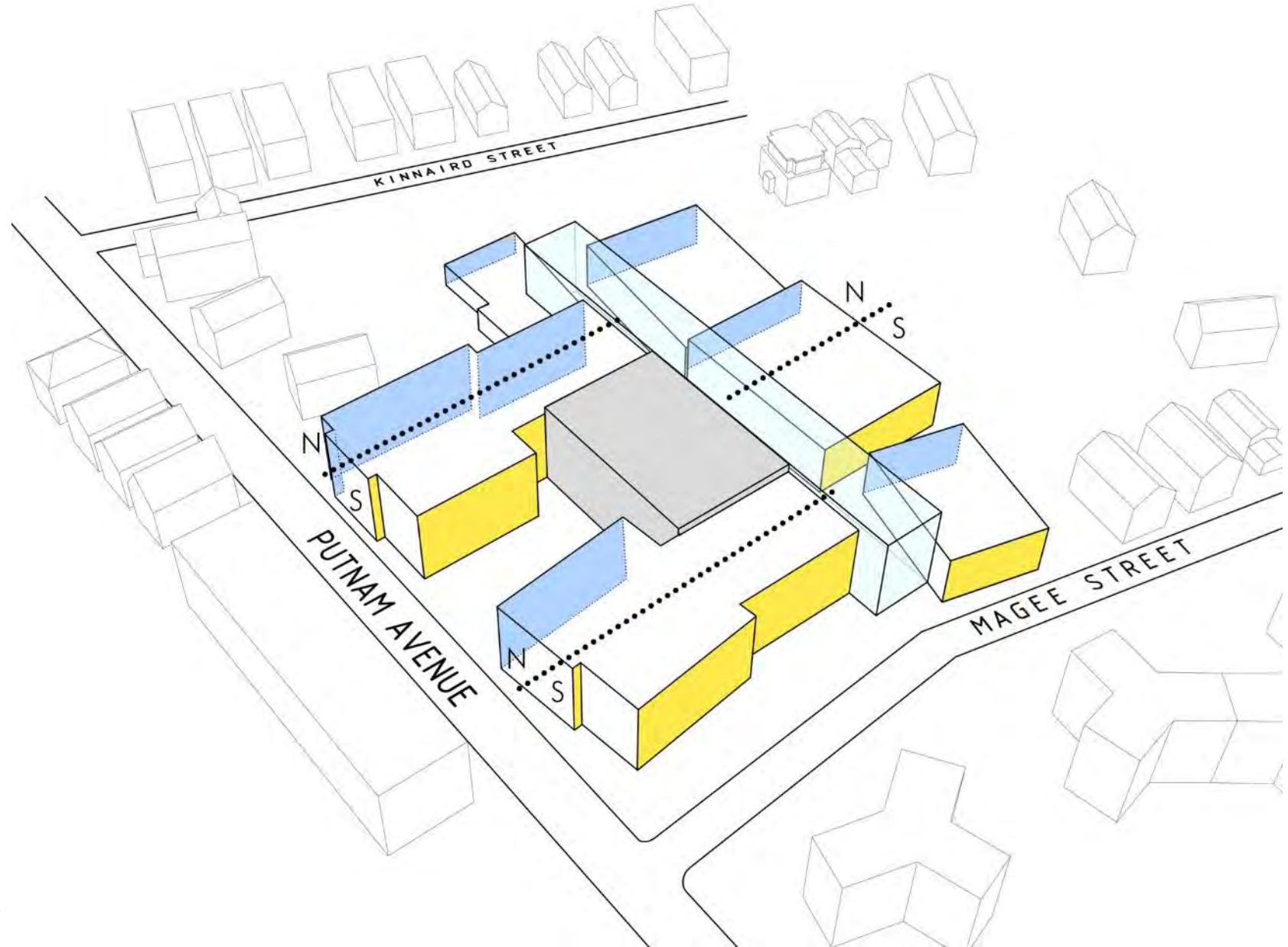
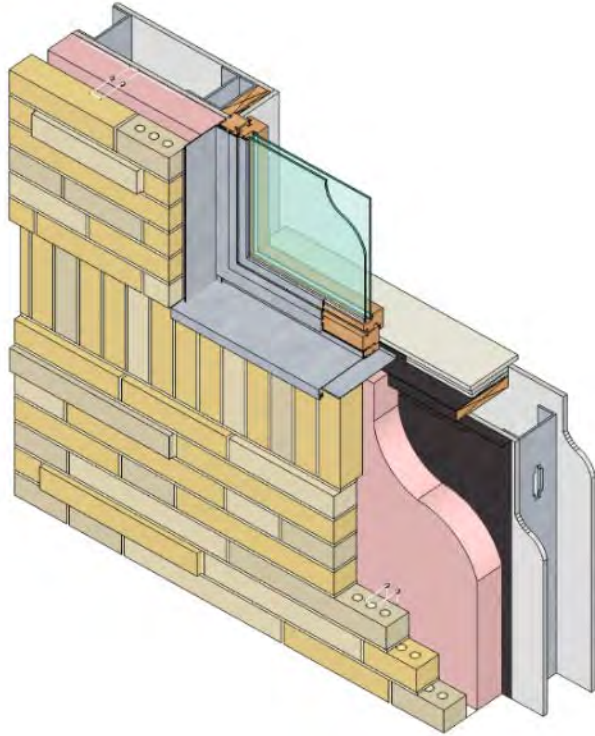


MLK

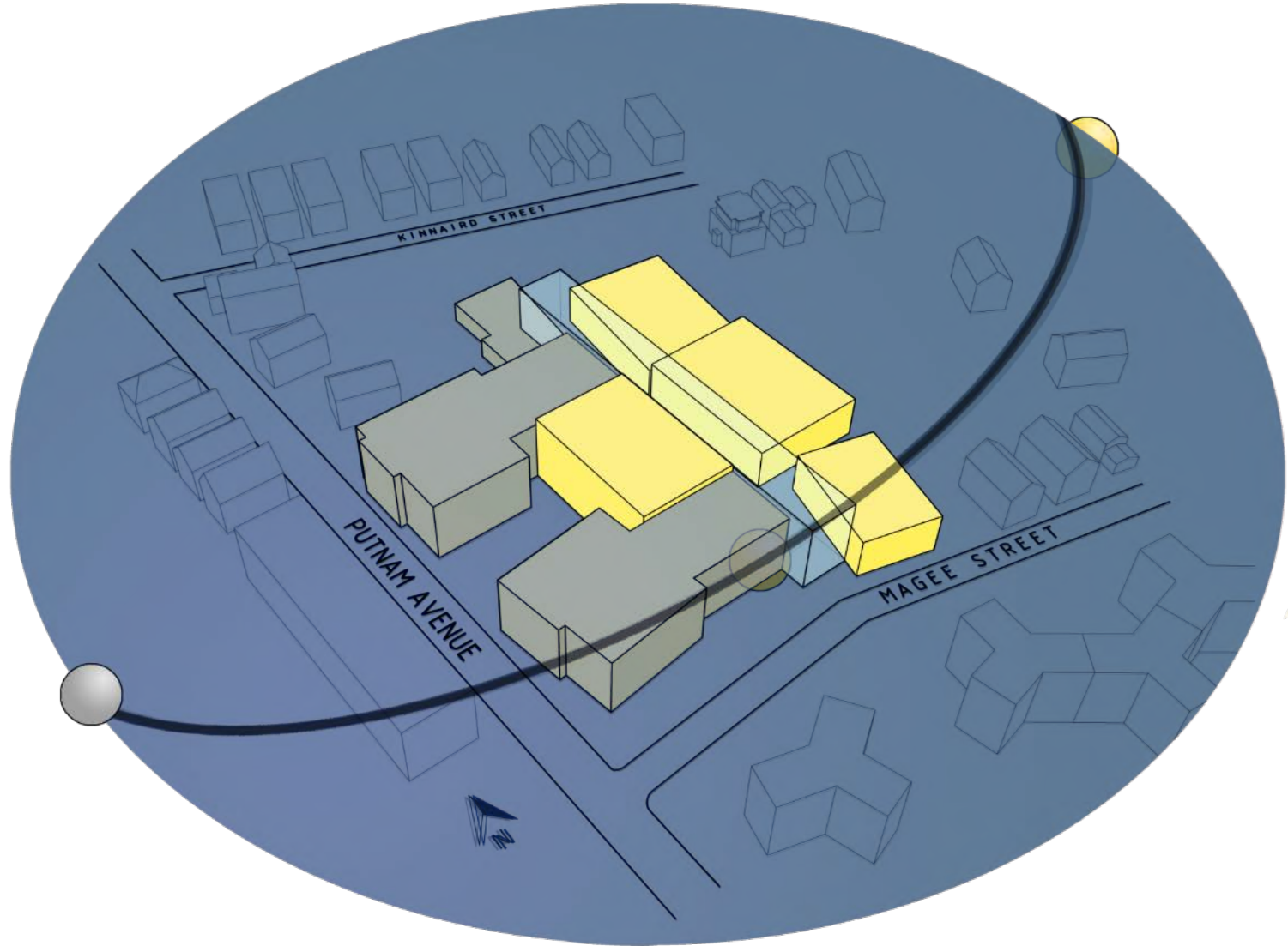
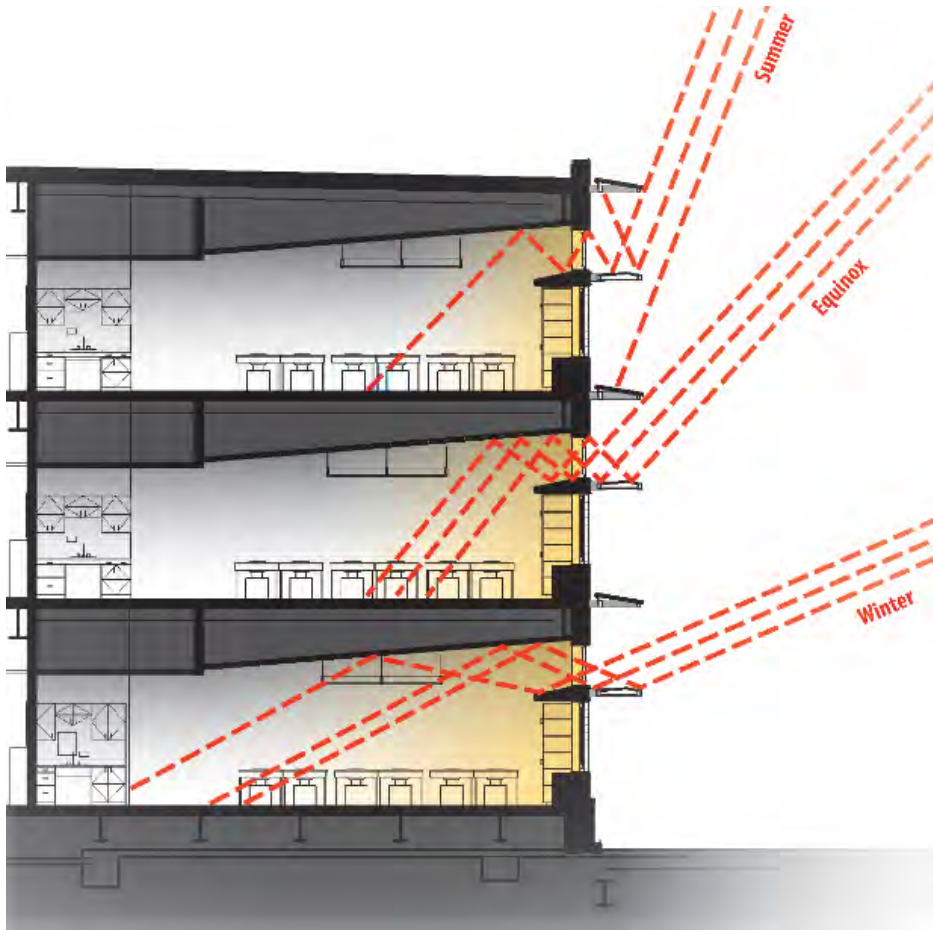
- Cambridge, MA
- New Construction
- 172,000 sf / 3 Floors
- 69% energy savings
 - pEUI - 32.7 kBtu/sf/yr
 - EUI - 24.5 kBTU/sf/yr
- +40% indoor water use reduction
- 85% of classrooms daylight autonomous
- Geothermal, Photovoltaics
- Building as a Teaching Tool



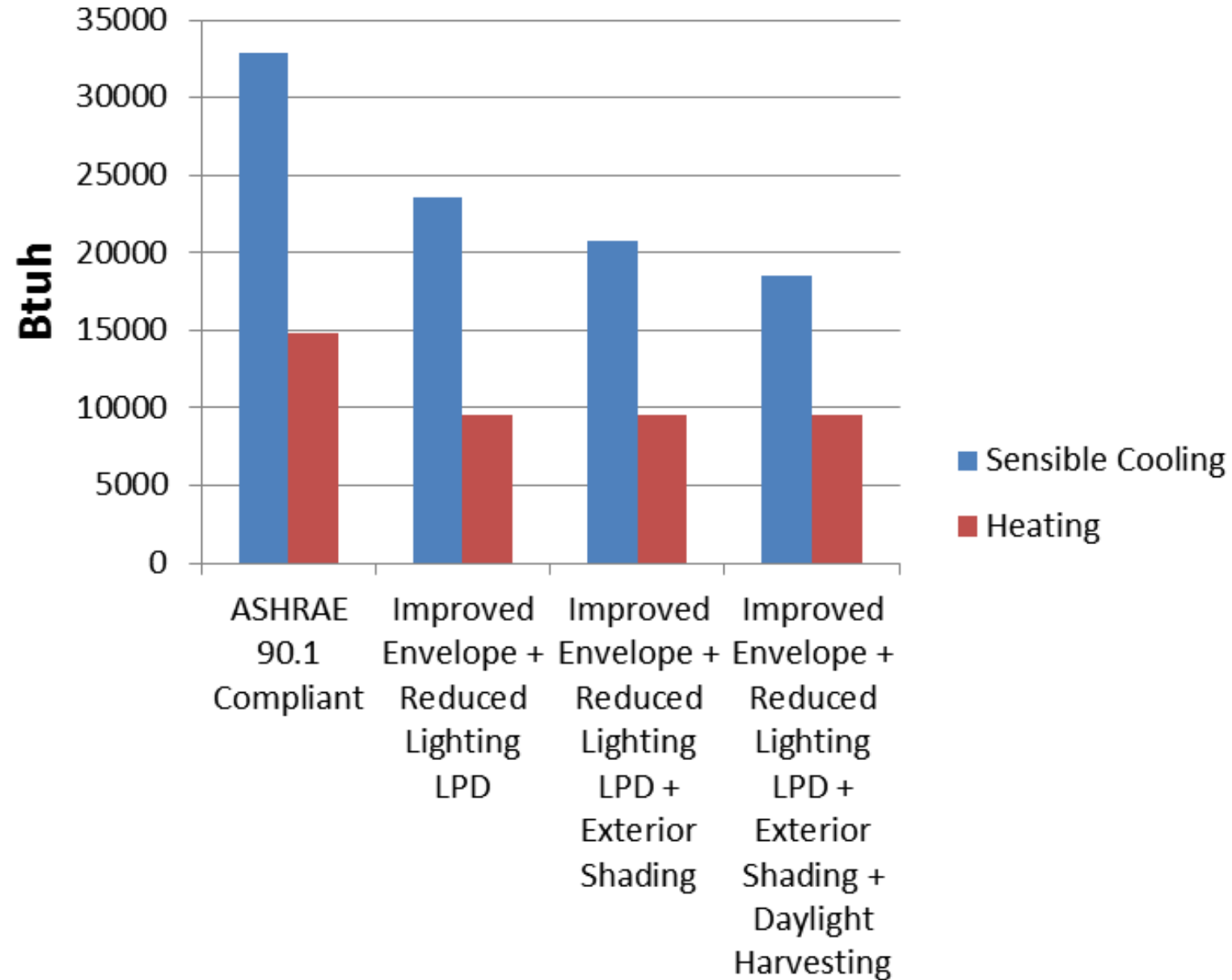
MLK



MLK



MLK



ZERVAS ELEMENTARY SCHOOL

- Newton, MA
- New Construction
- 80,300 sf / 3 Floors
- pEUI – 29.5 kBTU/sf/yr
- Lowered WWR to less than 24% to improve energy



BOSTON ARTS ACADEMY

- Boston, MA
- New Construction
- 153,000 sf / 5 Floors
- 50% energy savings
 - pEUI – 31.6 kBtu/sf/yr

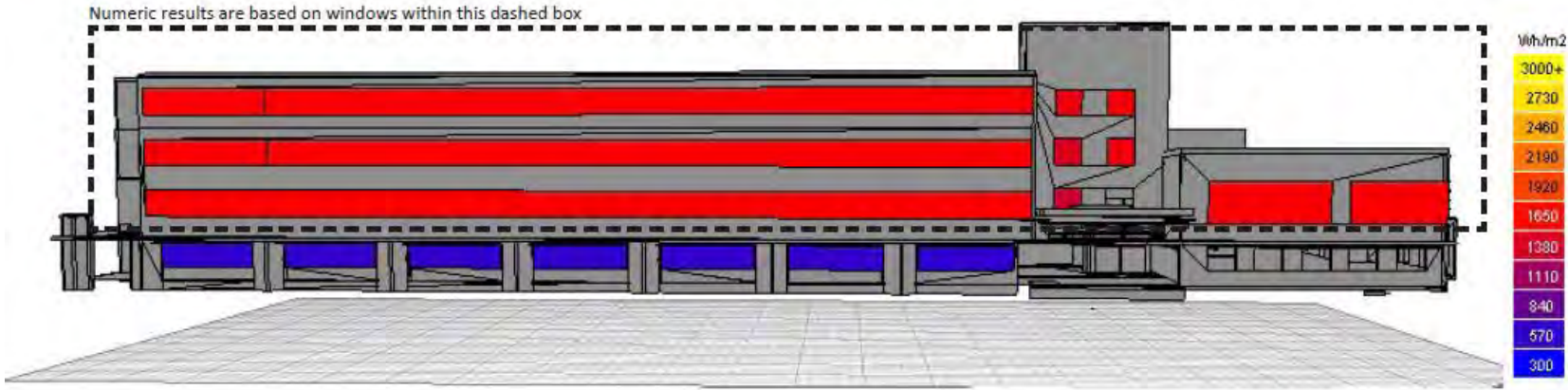


WATKINS

- Washington, DC
- Major Renovation + Addition
- 82,000 sf / 4 floors
- 33.6% energy savings
 - pEUI - 56 kBtu/sf/yr
- 32% indoor water use reduction
- Shading devices reduced cooling load
- Food Prints program

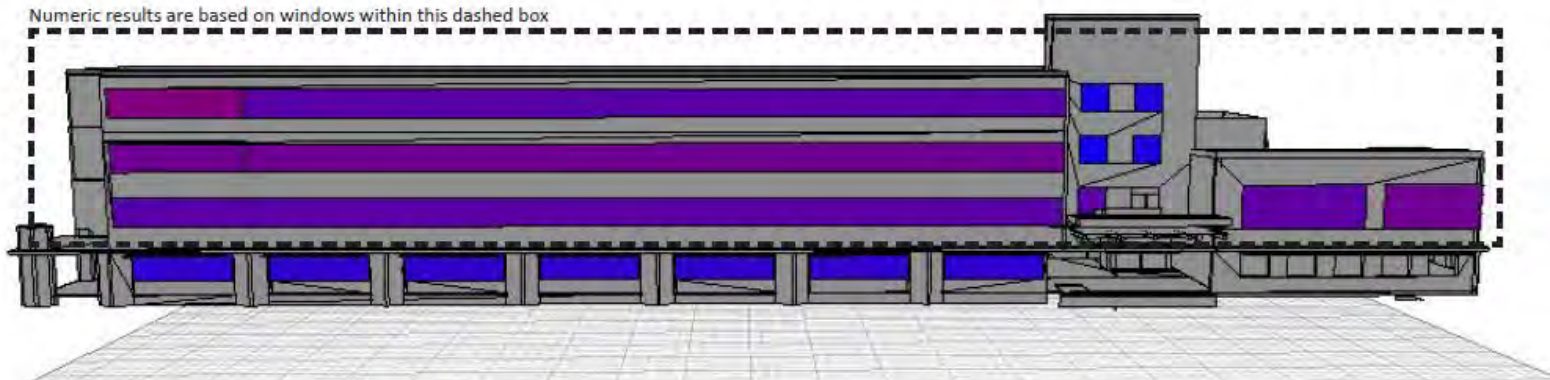


WATKINS



SOLAR RADIATION baseline
Annual average = 610,285 Wh/m²

- 56% reduction in solar radiation with shading
- Saved 1 ton/classroom on cooling load
- Current energy model hitting a 33% reduction in energy cost over ASHRAE 90.1 - 2010



SOLAR RADIATION with shading
Annual average = 269,501 Wh/m²
56% reduction from the baseline

*Shading devices are more effective over the entry, where they span the full size of the window.

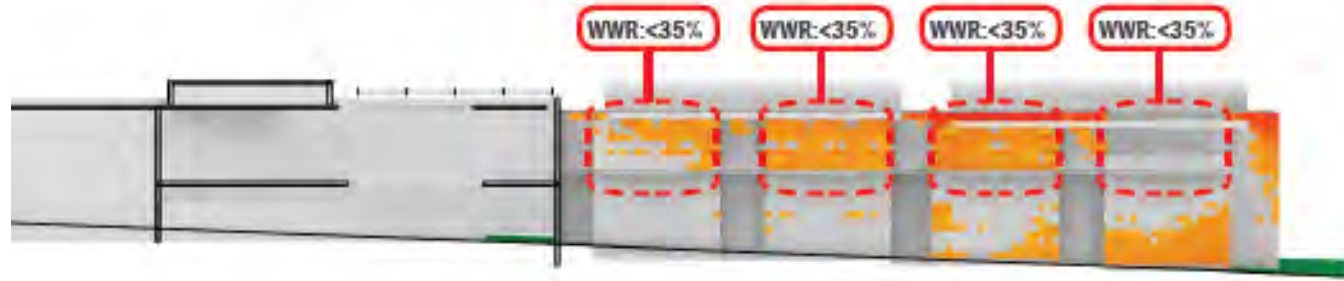
RON BROWN

- Washington, DC
- Major Renovation
- 173,800 sf / 3 floors
- 69% energy savings
 - pEUI - 26.7 kBtu/sf/yr
- 33% indoor water use reduction
- Self-shaded courtyard concept embraced to allow daylight while mitigating heat gain/glare

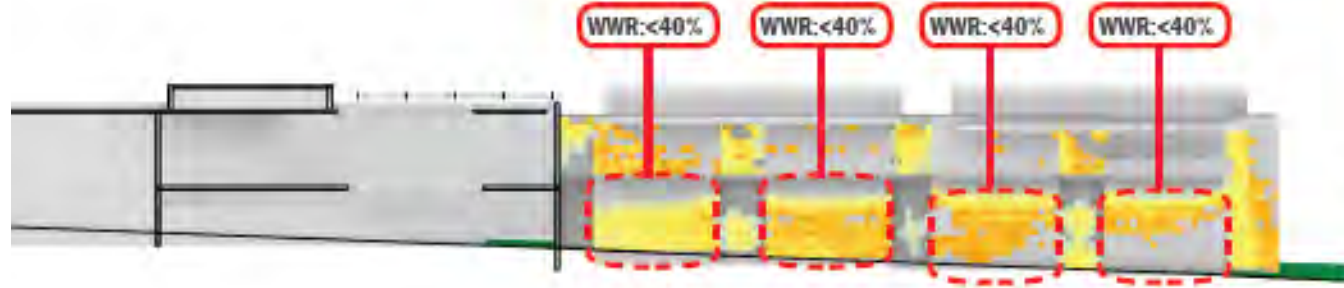


WEST ELEMENTARY

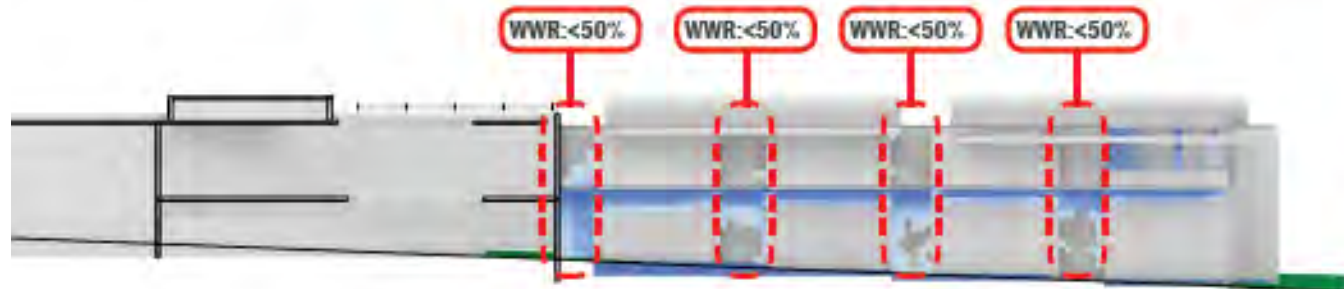
- Washington, DC
- New Construction
- 90,000 sf / 2 floors
- Targeting Net Zero Energy
- Using data to inform design



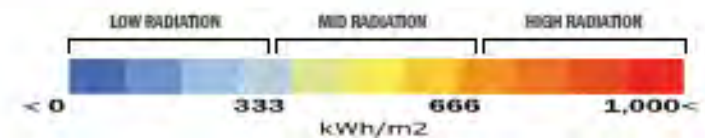
HIGH RADIATION:
1,843 SQ FT
27%



MID RADIATION:
2,806 SQ FT
43%



LOW RADIATION:
2,041 SQ FT
30%



MEASURES OF SUSTAINABILITY

COTE TOP TEN MEASURES



Measure 1
Design for Integration



Measure 2
Design for Community



Measure 3
Design for Ecology



Measure 4
Design for Water



Measure 5
Design for Economy ...



Measure 6
Design for Energy



Measure 7
Design for Wellness ...



Measure 8
Design for Resources .



Measure 9
Design for Change



Measure 10
Design for Discovery ..



Measure 2

Design for Community

- Walkability/human scale/alternative transportation
- Community engagement and buy-in
- Social Equity



Measure 3

Design for Ecology

- Landscaping/habitat/biodiversity
- Dark skies
- Bird-friendly design
- Site acoustics

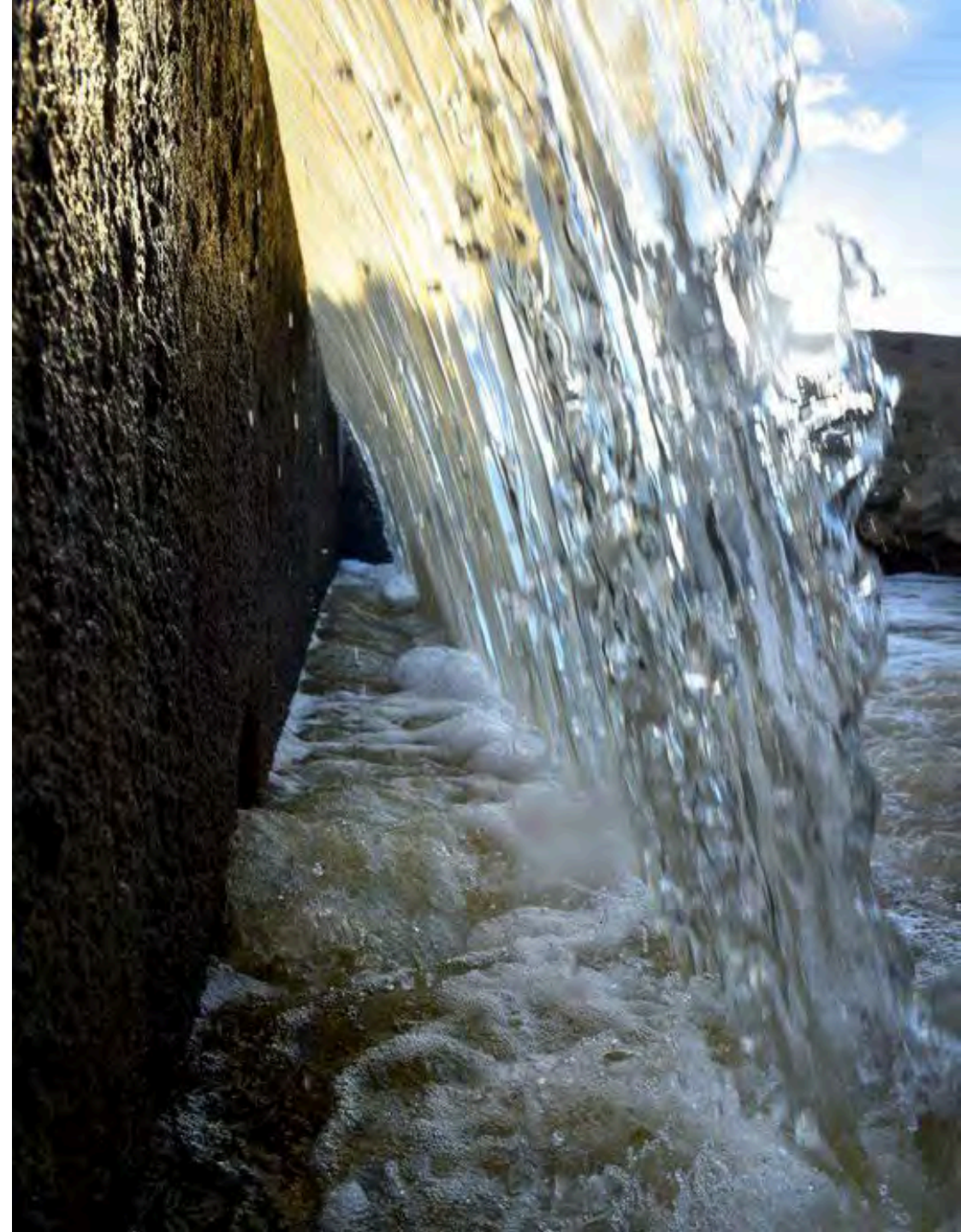




Measure 4

Design for Water

- Indoor Water Efficiency
- Outdoor Water Use Reduction
- Process Water reuse
- Recapture/reuse of greywater and/or blackwater
- Rainwater/stormwater use and management
- Net Zero Water Building





WATER

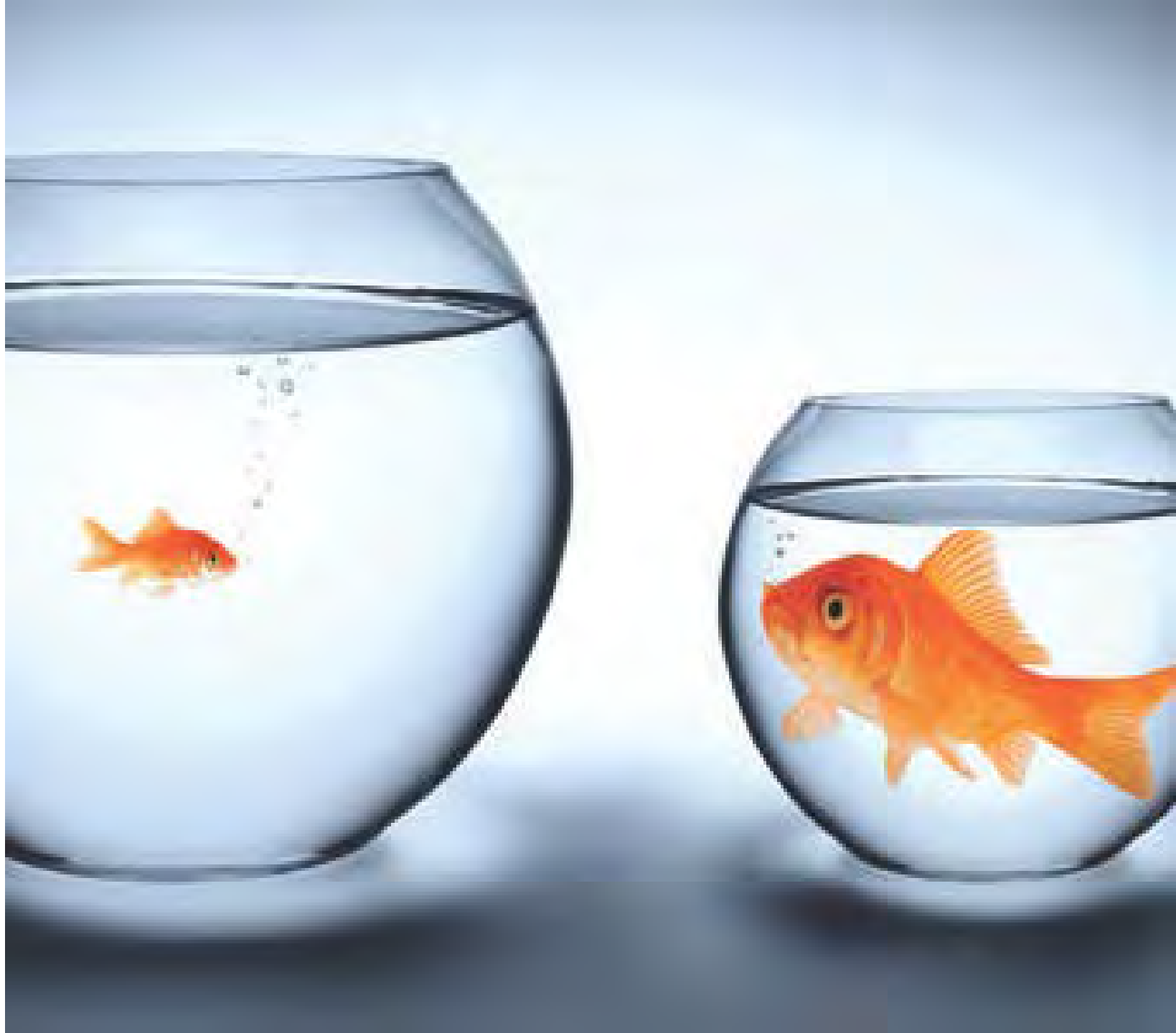
- Impervious surfaces in developed areas do not allow for groundwater recharge, and water is redirected to gutters and sewers, picking up contaminants along the way.
- Stormwater run-off is one of the leading causes of water pollution.



Measure 5

Design for Economy

- Building Size
- Material Use
- Operational Requirements
- Financing and Incentives
- Community Links

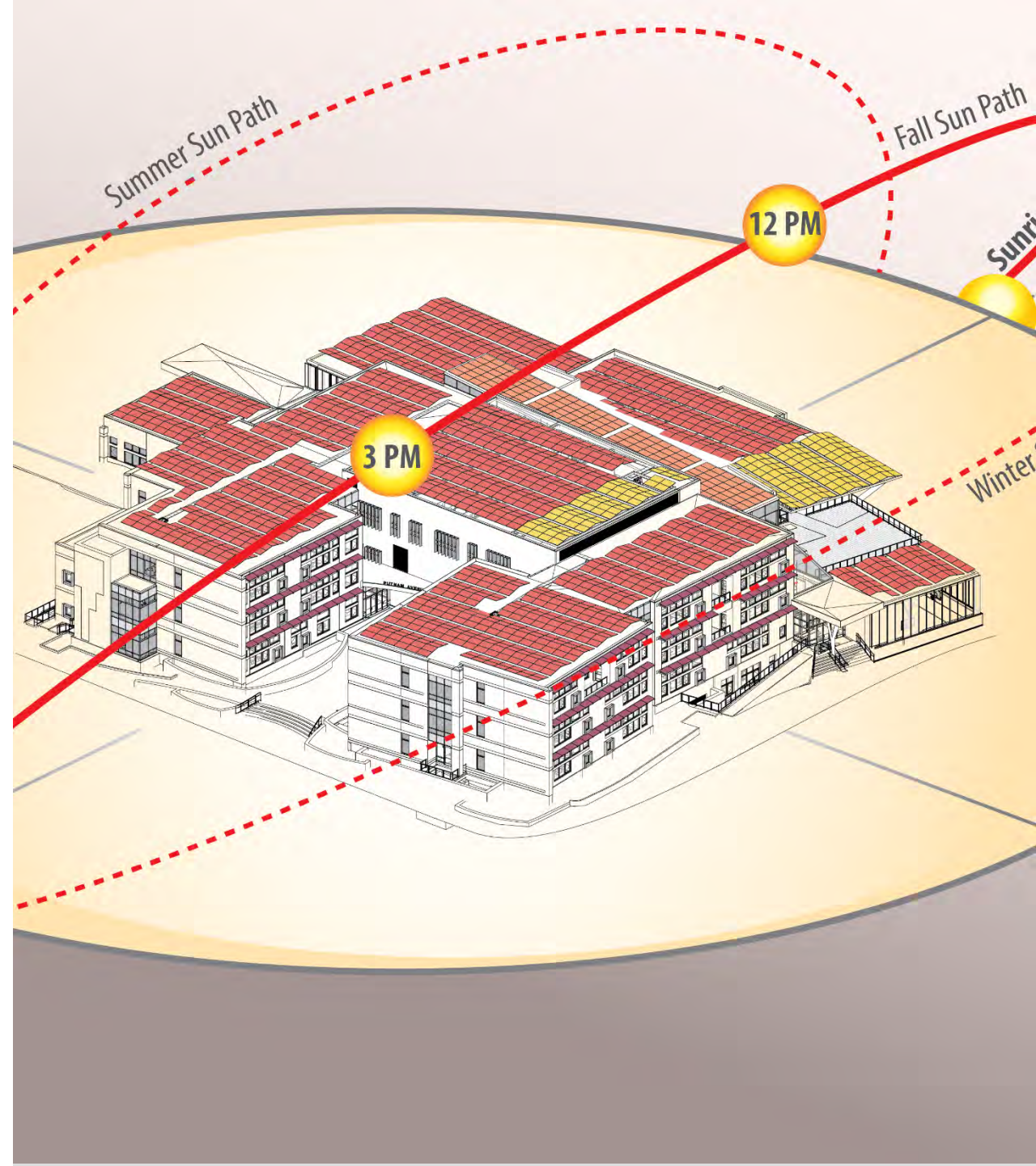




Measure 6

Design for Energy

- Energy Benchmarking and Goal Setting
- Passive Design Features/Climate Responsive Design
- Energy Modeling
- Onsite Renewables (solar, wind)
- Net Zero Energy/Net Zero Carbon Building
- Commissioning



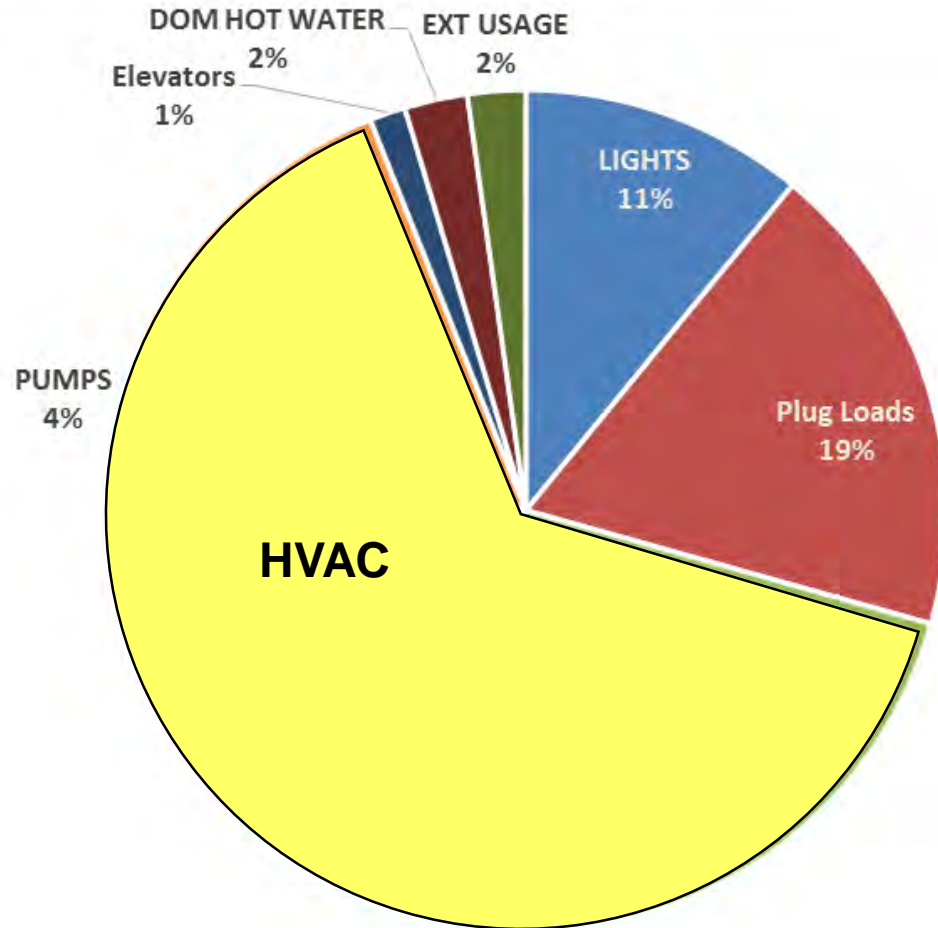


ENERGY

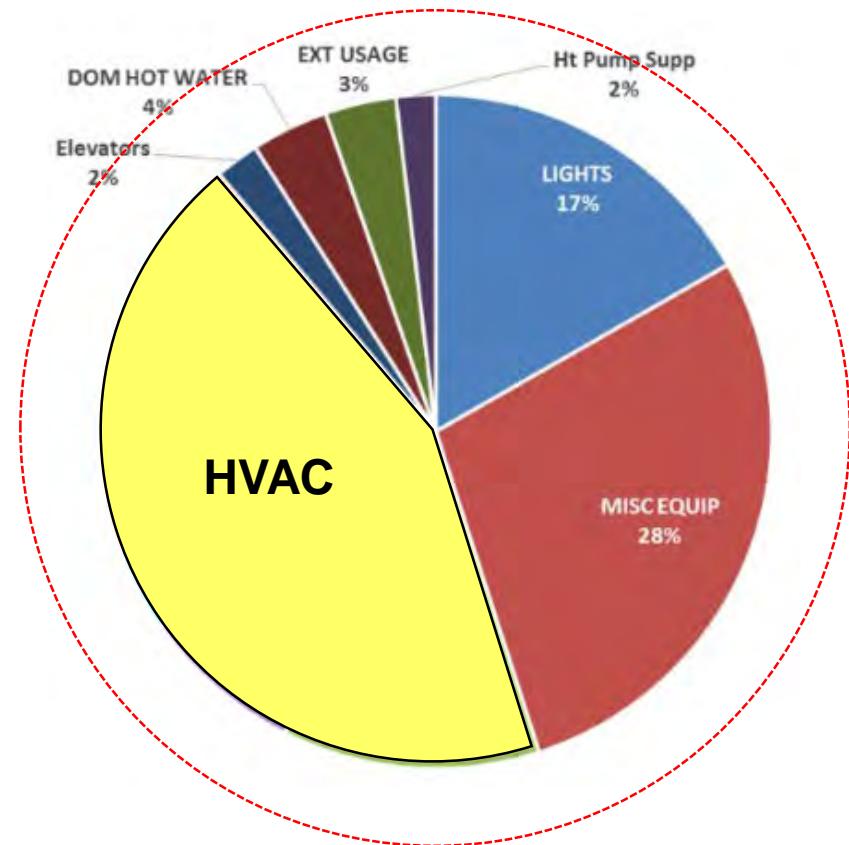
- First costs can account for as little as 5-10% of what an owner will pay over the lifetime of a building, while operation and maintenance costs can account for 60-80%

ENERGY

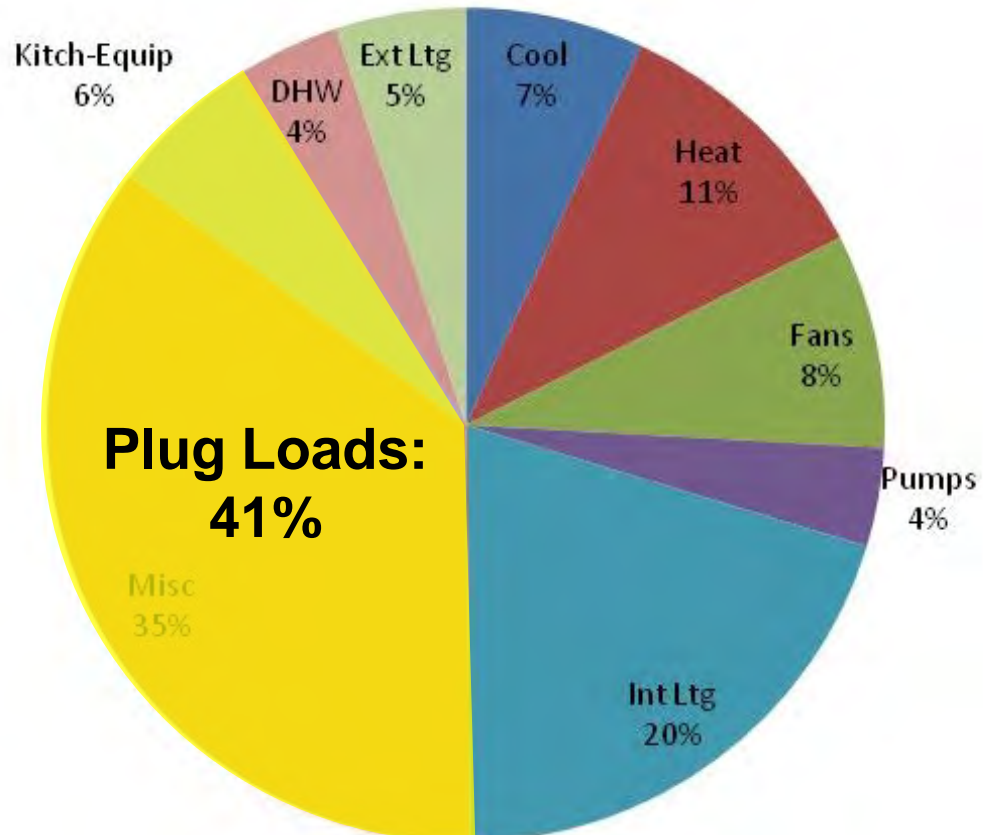
Optimized Design without Geothermal
54% More Site Energy



Optimized Design with Geothermal



ENERGY





Measure 7

Design for Wellness

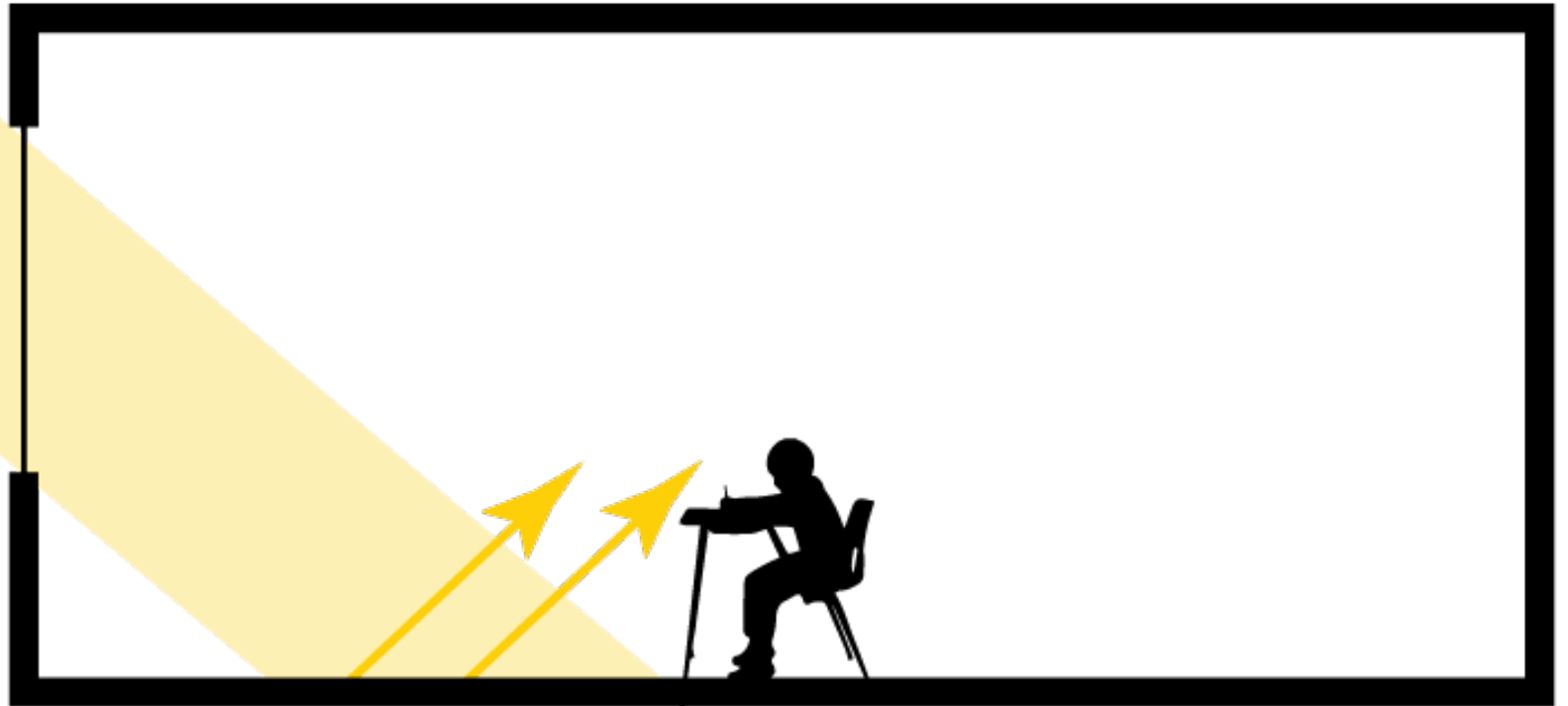
- Natural and Artificial Lighting
- Thermal Comfort
- Indoor Air Quality
- Happiness
- Biophilia/Connection to Nature
- Acoustics
- Food/Movement/Exercise

INDOOR ENVIRONMENTAL QUALITY



DAYLIGHT

- Distribution
- Glare



INDOOR ENVIRONMENTAL QUALITY



DAYLIGHT

- Distribution
- Glare

THERMAL COMFORT

- Air Temperature
- Humidity
- Radiant Surface Temp
- Thermal Imaging



INDOOR ENVIRONMENTAL QUALITY



DAYLIGHT

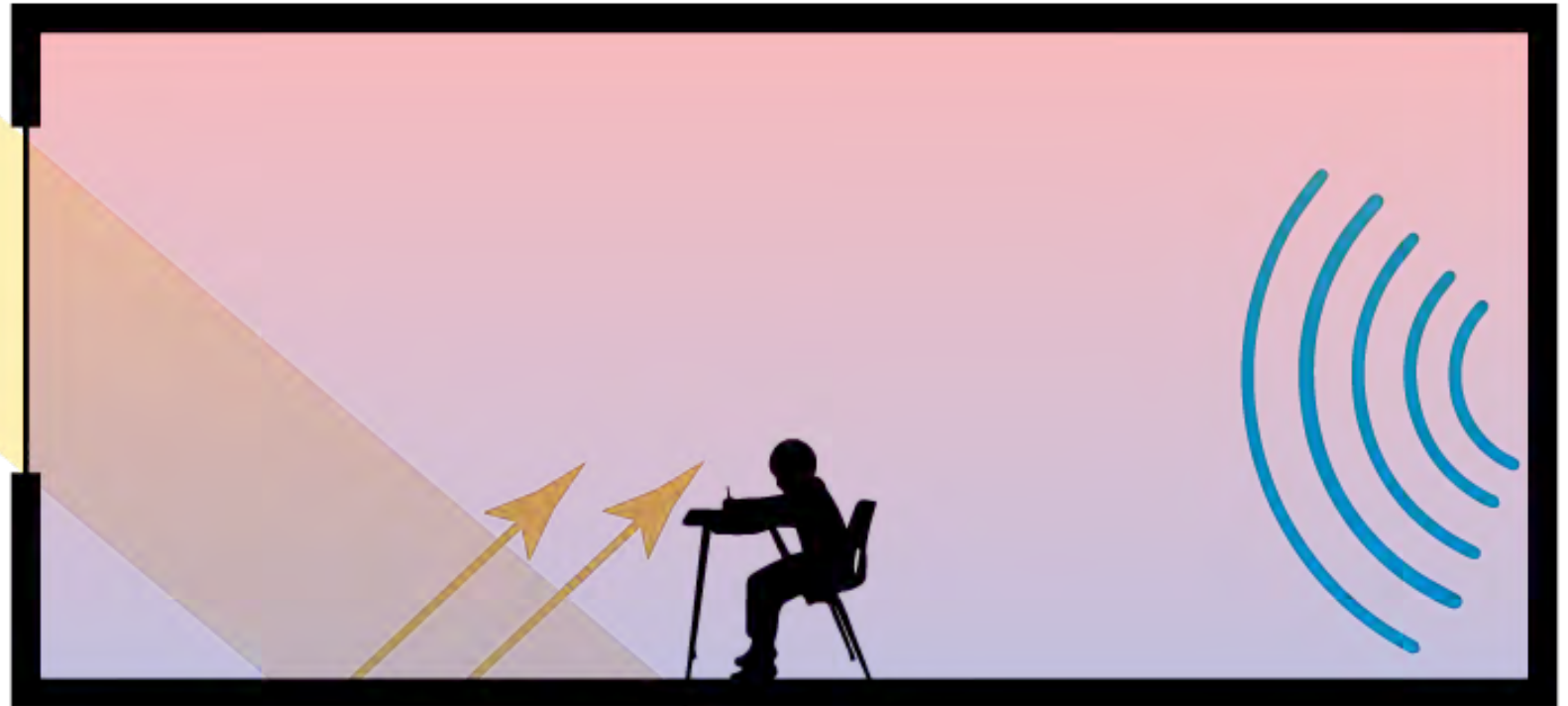
- Distribution
- Glare

THERMAL COMFORT

- Air Temperature
- Humidity
- Radiant Surface Temp
- Thermal Imaging

ACOUSTICS

- Ambient Noise



INDOOR ENVIRONMENTAL QUALITY



DAYLIGHT

- Distribution
- Glare

THERMAL COMFORT

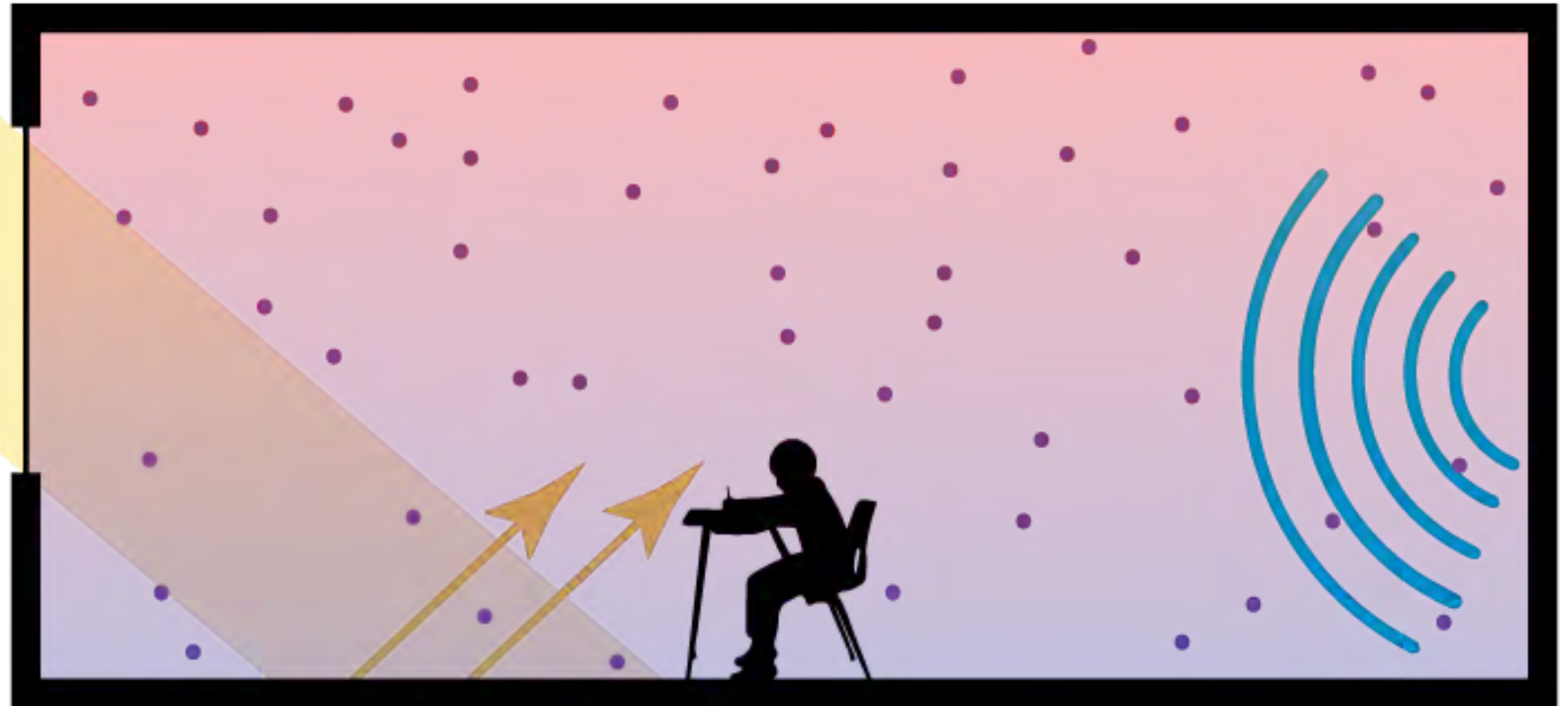
- Air Temperature
- Humidity
- Radiant Surface Temp
- Thermal Imaging

ACOUSTICS

- Ambient Noise

AIR QUALITY

- CO2



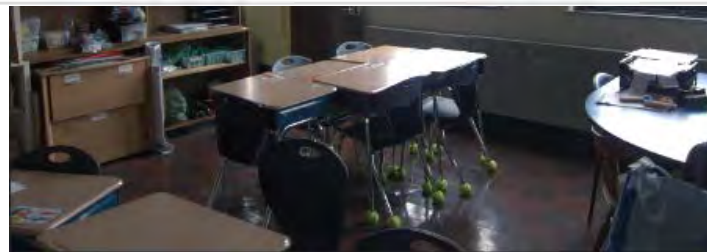
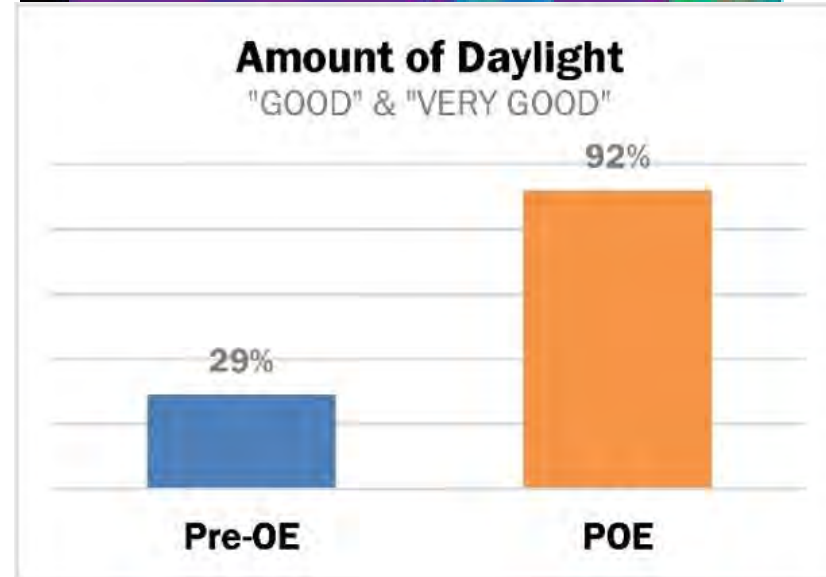


IEQ - DAYLIGHT

- Natural Light helps release serotonin – a hormone that can help calm and focus individuals.
- Students in daylit classrooms progressed 20% faster on math tests and 26% faster on reading tests.
- People are more creative in dimly lit rooms.
- Higher blue spectrum lighting can improve reading performance at lower light levels.

<http://www.healthline.com/health/depression/benefits-sunlight#Overview1>
<https://www.epa.gov/iaq-schools/indoor-air-quality-high-performance-schools>
<http://knowledge.ckgsb.edu.cn/2014/01/13/management/how-the-environment-impacts-creative-thinking/>
<https://www.makegreatlight.com/blog/can-classroom-lighting-affect-testing-scores>

MLK PRE/POST RESULTS - GLARE



OLD CLASSROOM

OLD CLASSROOM

NEW CLASSROOM



IEQ – THERMAL COMFORT

- For every 1.8° F reduction in temperature from 77° to 68° F **improved student performance** in terms of speed by from 2%–4% in all tasks
- Uncomfortable temperatures can cause feelings of **fatigue, irritability, and depression**



IEQ - ACOUSTICS

- Moderate noise conditions, rather than low or high levels, can facilitate creative thinking.
- Students perform as much as **20% lower on reading tests** in loud conditions as opposed to quite conditions.

<http://knowledge.ckgsb.edu.cn/2014/01/13/management/how-the-environment-impacts-creative-thinking/>

http://www.centerforgreenschools.org/sites/default/files/resource-files/McGrawHill_ImpactOnHealth.pdf



IEQ – AIR QUALITY

- Improved ventilation rates and systems can:
 - Decrease instance of **respiratory illness**
 - Improve student **attendance**
 - Increase task **completion speed**
- Students in classrooms with higher air ventilation rates scored **14-15% higher** on standardized tests
- The metabolic rate of dancing is more than 3 times that of sitting, and CO2 levels rise with more people and more exercise, making it hard to breathe.

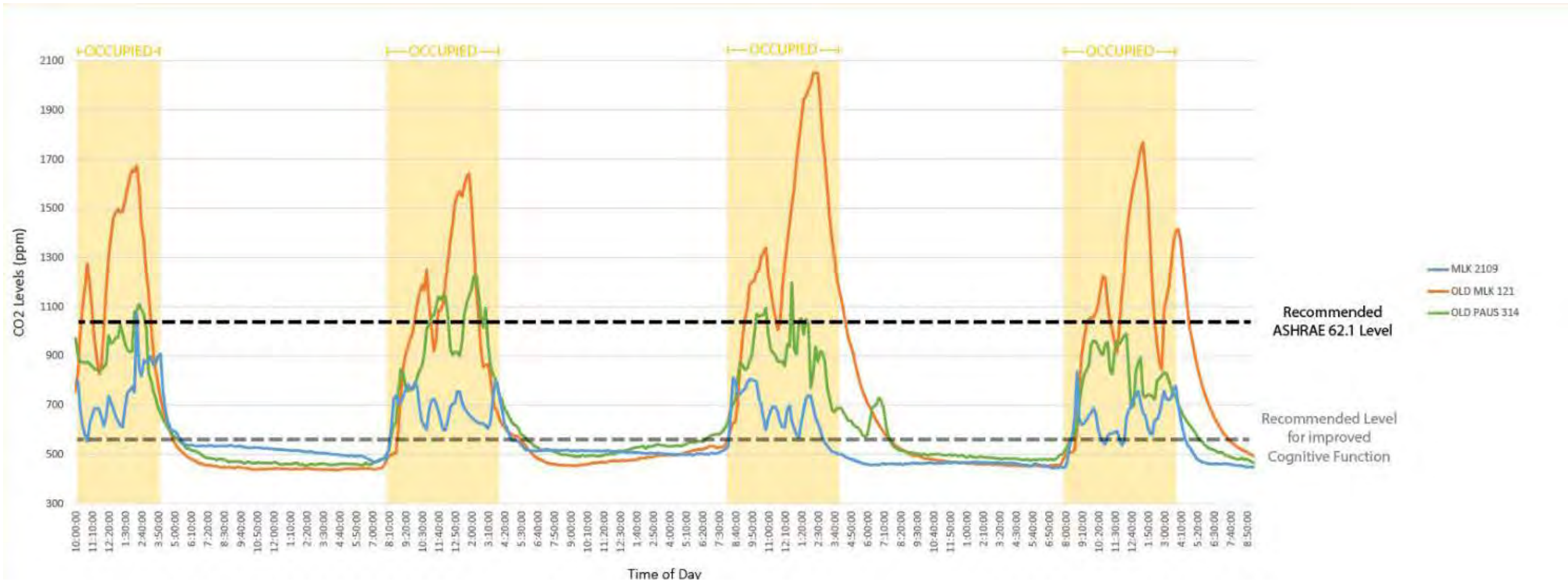
http://www.centerforgreenschools.org/sites/default/files/resource-files/McGrawHill_ImpactOnHealth.pdf

https://www.epa.gov/sites/production/files/2014-08/documents/student_performance_findings.pdf

<https://green.harvard.edu/tools-resources/research-highlight/impact-green-buildings-cognitive-function>

<http://comfort.cbe.berkeley.edu/>

MLK PRE/POST RESULTS - CO2





CONNECTION TO THE OUTDOORS/BIOPHILIA

- Cortisol, a stress hormone, is 13-16% lower for individuals who walk through a forest as compared to those who walk through urban areas.
- Interaction with nature is critical for enhancing executive functioning skills in teens.
- Classical music has been shown to trigger growth among plants.

<http://www.terrabinbrightgreen.com/reports/the-economics-of-biophilia/#the-economic-advantages-of-biophilia-in-sectors-of-society>

http://www.childrenandnature.org/wp-content/uploads/2015/08/CNN_ExecutiveFunctionToolkit_2015.pdf
<http://www.digitaljournal.com/article/222921>



HEALTH & WELLNESS/ACTIVE DESIGN

- Estimated 13 million children go to school hungry.
- Hungry kids are more likely to be depressed and have behavioral problems.
- Fitness and physical activity level can help performers respond to high stress situations such as musical performances.
- Regular aerobic exercise can improve executive functioning skills, a vital part of adolescent development.

https://www.washingtonpost.com/news/parenting/wp/2017/03/09/reading-writing-and-hunger-more-than-13-million-kids-in-this-country-go-to-school-hungry/?utm_term=.01933bde2ce7

<http://content.iospress.com/articles/work/wor01240>

http://www.creativitypost.com/education/improving_executive_function 47



Measure 8

Design for Resources

- Safer Material Selection
- Material Sourcing
- Embodied Carbon
- Construction Waste Diversion



MATERIAL - HEALTH

- Students with behavioral disorders, such as ADHD, are especially sensitive to toxic chemicals in their environment.



MATERIAL – FLOWS

- In the US, 6% of all energy consumed is used to make and ship building materials. This process factors into the embodied energy.
- Raw material extraction reduces biodiversity, impacts water quality, destroys habitat, and affects soil stability.

CROSS-LAMINATED TIMBER





WASTE

- The average American generates 4.4 pounds of trash per day and on average only about 34% of that waste is composted or recycled.



Measure 9

Design for Change

- Flexibility and Future Adaptability
- Risk Assessment
- Resilience
- Passive Survivability



Measure 10

Design for Discovery

- Post-Occupancy Evaluation and Engagement
- Relationships/Graphic Signage/Training
- Knowledge Sharing and Lessons Learned
- Discovery that Influences Behavior

KNOWLEDGE SHARING & BEHAVIORAL CHANGE



25° F
LIGHT SNOW

FRANÇAIS PYCCKO ESPAÑOL ENGLISH

CURRENT USE



Water Use
0.4 gpm

EQUIVALENCIES



Last month we saved enough water to flush 40048.4 standard toilets.

HISTORICAL USAGE: WATER

Electricity Water CO2

Buildings consume more than 2/3rds of all electricity produced in the United States annually. Improving the energy performance of buildings lowers operational costs, reduces pollution generated by power plants, and enhances comfort.



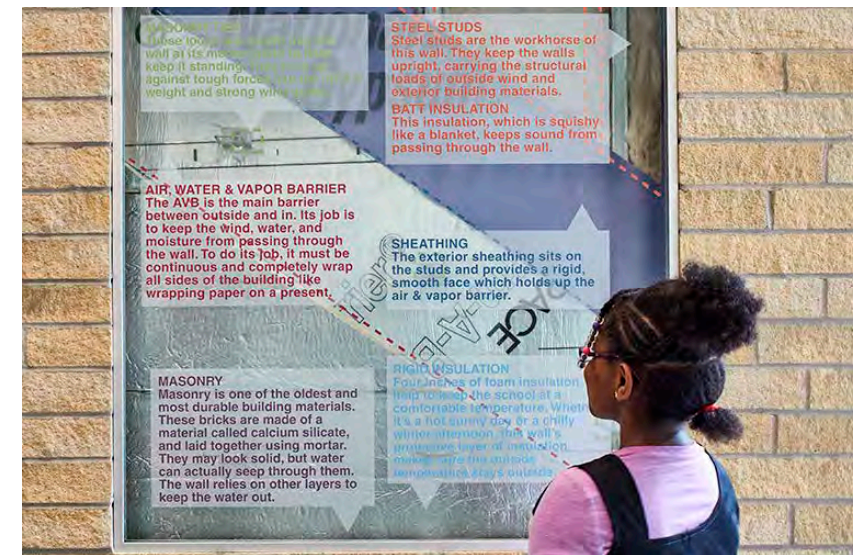
Date	Our Building (gpm)	Typical Building (gpm)
11/14/10	19000	3000
11/21/10	18500	7000
11/28/10	17500	10000
12/05/10	17000	8500
12/12/10	4500	1500

Year Month Day

Explore



BUILDING AS A TEACHING TOOL





Geothermal

Did you know that the playgrounds of this school cover a geothermal well field? Geothermal wells are 9" inner holes which contain pipes drilled deep into the earth. The word "geothermal" comes from the Greek for earth ("geo") and heat ("thermo"). Five of the 60 well locations are marked by purple circles on the play surface. "Get your feet there!"



The well field is used to provide efficient heating and cooling for the school. The earth's natural warmth keeps the temperature of the liquid that flows down there... it will stay a steady 55° all year round, even in winter and summer. Once the liquid reaches the ground, it will reach a heat exchanger where its heat energy will be transferred to a secondary pipe loop. This loop feeds the heat central, which heats the classrooms down in the winter and feeds them up in the winter.



PROCESS AS A TEACHING TOOL



COTE TOP TEN MEASURES



Measure 1
Design for Integration



Measure 2
Design for Community



Measure 3
Design for Ecology



Measure 4
Design for Water



Measure 5
Design for Economy ...



Measure 6
Design for Energy



Measure 7
Design for Wellness ...



Measure 8
Design for Resources .



Measure 9
Design for Change



Measure 10
Design for Discovery ..



Musical notation symbols and terms:

- STAFF
- NOTES
- TIME SIGNATURES
- SYMBOLS

SCORING GUIDE

- 1-4
- 5-8
- 9-12
- 13-16
- 17-20



CASIO



C4.0

EXECUTIVE COMMITTEE MEETINGS

MEETING RECORD

Perkins Eastman
Architects DPC

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Date Prepared	4/26/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Executive Committee Meeting	
Meeting Location	Cambridge City Hall Ackerman Room	
Meeting Date	4/22/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
In Attendance	City: Brendon Roy (BR), Michael Black (MB), Lisa Peterson (LP), David Kale (DK), Owen O'Riordan (OOR), Kathy Watkins (KW), Iram Farooq (IF), Jennifer Mathews (JM) CPSD: Jim Maloney (JM), Claire Spinner (CS) DHSP: Ellen Semonoff (ES) PE: Jana Silsby (JS), John Pears (JP), Alicia Caritano (AC)	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
1.1	Project Overview	Brendon noted that this initial meeting was to establish the group and have PE provide an overview of the work to date.	Record
1.2	Presentation	<p>JS noted that the Agenda of the meeting included:</p> <ul style="list-style-type: none"> • Overview by the City • Feasibility Study Schedule • Work Since Project Start • Visioning Meetings • Focus Group Meetings • Community Meeting • Executive Committee Issues: <ul style="list-style-type: none"> ○ Programming Committee Recommendations ○ Programs w/ Enrollment ○ Site Programs • Look Ahead <p>Refer to the attached Presentation for additional information.</p>	Record
1.3	Sustainability Visioning Priorities Vote	<p>Sustainability Visioning Meeting was held earlier 4/2 and the votes for Sustainable Priorities were as follows:</p> <ul style="list-style-type: none"> • Wellness: 24 • Community: 14 • Energy: 9 • Economy: 9 <p>Iram asked if the voting meant PE would only focus on the sustainable categories that ranked highest, and not focus on other issues that were City priorities such as Energy. Jana</p>	Record

		<p>responded that PE acknowledges that New Zero Emissions is a requirement that was identified in the RFS, and Net Zero Energy is a goal for the City and PE. Jana also noted that PE is a signatory to the 2030 challenge, and their integrated process includes examining all sustainable issues as a baseline business practice, and no sustainable concerns will be ignored. However, at some point there will be decisions that need to be made, and these priorities can be used to inform decisions.</p>	
1.4	Community Meeting	<p>The team discussed the content and format of the Community Meeting will be:</p> <ul style="list-style-type: none"> • Overview / Introductions by City • PE Presentation +/- 15 minutes: <ul style="list-style-type: none"> ○ Lisa reiterated that the purpose of meeting is to provide an overview of FS process, and to stress that no decisions have been made and the primary goal is to obtain feedback from Community before PE proceeds with Design Options. • Community Feedback: <ul style="list-style-type: none"> ○ Break into groups comprised of someone from the City and the Design Team to discuss 6 designated topics. ○ Design Team member will record Community comment, Community members can also record their comments on post-it notes • Each table will report back to the larger group to summarize the meeting. 	Record
1.5	Programming Committee Recommendations	<p>The group discussed the Programming Committee's recommendations to include the following programs in the project:</p> <ul style="list-style-type: none"> • ASD Autism Spectrum Disorder for TM & VLUS – Yes <ul style="list-style-type: none"> ○ TM 4 – 5 classrooms ○ VLUS 3 classrooms • CPS District Science Offices – Yes <ul style="list-style-type: none"> ○ +/- 2,000 – 2,500 sf • CPS District Storage/Workspace (Electric & Wood Shop) – Yes <ul style="list-style-type: none"> ○ Attic stock ○ Electric and carpentry shop ○ Space for 12-15 employees, lockers etc. ○ Employee and some CPS vehicles • Montessori Training Center – Yes, integral to TM, program not adding separate space • Special Start Expansion – Yes <ul style="list-style-type: none"> ○ Currently 1 classroom, would increase to 5 ○ Ellen suggested this space could be proximate to Preschool due to similar age children ○ Jana noted possible adjacency to TM Children's House 	

		<ul style="list-style-type: none"> ○ Claire noted there is a report coming out in June that could address adjacencies / other issues ○ CPS to advise if this is integrated part of TM or a separate program –JM noted that OSS must be consulted, this will be discussed at Focus Mtg. on 4/23 ● CPS District Government Food Storage–yes for now <ul style="list-style-type: none"> ○ +/- 2, 500 sf – CPS to confirm ○ Jim noted this is more of a wish than a need and is a lower priority than classroom space ○ Team acknowledged that although sf is relatively small, site implications for access/ space required for large trucks have a significant impact on the design ● ICTS Department: <ul style="list-style-type: none"> ○ Currently at in windowless space at the HS ○ Jim noted that this is a lower priority than classrooms low priority at this time ○ size of +/- 3 classrooms ● SEI Expansion Younger Children – No <ul style="list-style-type: none"> ○ By locating Special Start at Tobin, this frees up space for SEI at other schools ● Emergency Shelter – TBD <ul style="list-style-type: none"> ○ Lisa noted that the City is leaning towards No at this time but needs to do additional research including speaking to the Fire Chief about the desired location for another designated shelter (existing War Memorial for area east of Harvard Square)– need western location - perhaps the Peabody school would be a better for a designated shelter because it is located in a more densely populated area ○ Lisa noted the potential NZE concerns for a large emergency generator ○ PE noted that a designated emergency shelter triggers many code and other criteria that contribute to the budget ○ Owen noted the vulnerability of this site as related to Storm Water. Iram suggested Tobin site could be a “Resilience Hub” / community resource site even if not a shelter – TBD. Jana noted that PE embraces designing for “passive survivability” e.g. a high performance envelope can help keep occupants warmer for longer even without heat. 	<p>City to speak to the Fire Chief to determine if Tobin will be a designated Emergency Shelter</p>
1.6	Projected Enrollments	<p>The team reviewed enrollments provided by CPS for existing 2018/2019 verses projected h 2026/2027.</p> <ul style="list-style-type: none"> ● Tobin Montessori: 310/403 (includes 28 ASD & 57 	<p>CPSD to confirm projected enrollments including CPS Summer</p>

		<p>Special Start).</p> <ul style="list-style-type: none"> • VLUS: 300/381 (inc. 28 ASD & LBLD) • DHSP: <ul style="list-style-type: none"> ○ Preschool: 0/ 130 - 160 ○ Community School: 145/190 ○ Community School Summer Camp: 100/195 • CPSD Summer Camps: <ul style="list-style-type: none"> ○ Compass Summer School 135/ TBD ○ Phillips Brooks House Assoc. 80/TBD ○ OSS: 6/TBD ○ CPS ELL Program: 50/TBD ○ City Sprouts 20/TBD <p>Lisa requested that Jim look at how much projected enrollment for the district is addressed at the Tobin project, and what is not.</p>	Camps use in Space Program
1.7	Scheduling Assistance	<p>Team acknowledged that Space Program also needs to factor in Scheduling and utilization of rooms. Jana noted that more classrooms can generate additional support spaces Art, Music, Gyms etc. Claire noted that school day may extend by 30 minutes. PE is reaching out to a Scheduling Consultant to assist with scheduling analysis to inform the Space Program.</p>	PE to contact Scheduling Consultant
1.8	Community Space	<p>Lisa noted that she received a request from a neighborhood group to include space in the project that can be rented for Community Meetings: team suggested that this could occur in a Multi-Purpose space in the building.</p>	Record
1.9	Polling Center	<p>Lisa also noted that the space may be a Polling Center because the Armory may not be available in the future. If so, designs will need to factor in security concerns for zoning off the building during polling use, and will need adjacent toilet rooms. The City will speak with the Election Committee and confirm if the Tobin site will be a Polling Center.</p>	City to confirm if Polling Center
1.10	Fields	<p>Jim noted that there are currently baseball fields at Rindge and St. Peters and will not likely be needed at Tobin. Pending additional discussions at the Parks and Playgrounds Focus Group on 5/14.</p>	Pending 5/14 Meeting
1.11	Trees	<p>The team discussed that the large trees on the site will need to be preserved wherever possible. Jana noted that some of the existing large trees such as the ones located in raised planters/play areas adjacent to the lower level classrooms would not survive the demolition of the existing building, and others will likely be in locations that would interfere with the proposed field layouts. Jana also noted that the Landscape Architect has located the major trees including canopies, and the Design Team will endeavor to save as many trees as possible. The group also noted the existing City policy related to 8" diameter trees may be changed to 6" in the future.</p>	Record.
1.12	Article 97 /Open Space	<p>Lisa noted that the City is evaluating the Article 97 issues related to the site. Lisa would like to commit to not decreasing open space on the site, and would prefer to increase it if at all possible. Jana mentioned that this could prove very difficult with the large number of young children in various programs that will likely need to be located on the first floor. Lisa noted that open space needs to be generally open to the public, and she</p>	City to provide target size for Open Space

		believes it includes the areas above and below the ground plane, as well as walkways and hardscape for playgrounds, will need to confirm Public vs. Private Open Space. Kathy noted that there is Legal Article 97 area vs. non-legal contributing Open Space. A portion of the site is in the Open Space Zoning district. City to provide documentation and target size for Open Space for PE to include in the Space Program for the Design Options by mid-May.	
1.13	Parking	The group noted that parking has been a big concern voiced by the teachers in numerous forums: Jim confirmed parking is a huge topic in current Union talks. The Design Team understands that there are discussions that need to be had with the City and Traffic, Parking & Transportation, and a future PTDM process that must be adhered to. John requested that the City provide the official number of legal existing parking spaces, and the proposed target that they should include in the Space Program by mid-May.	City to provide existing and target number of proposed parking spaces.
1.14	Next Meeting	Next meeting will occur +/- 5/22 or 5/23 pending Programming Committee confirmation of next meeting to review Preliminary Space Program. Brendon to coordinate with Alicia.	Record.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: tbd

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD

Perkins Eastman
Architects DPC

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Date Prepared	6/5/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Executive Committee Meeting	
Meeting Location	Cambridge City Sullivan Chamber	
Meeting Date	6/18/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy (BR), Michael Black (MB), Lisa Peterson (LP), David Kale (DK), Owen O’Riordan (OOR), Kathy Watkins (KW), Iram Farooq (IF) CPSD: Jim Maloney (JM), DHSP: Ellen Semonoff (ES) PE: Jana Silsby (JS), John Pears (JP), Alicia Caritano (AC)	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
6/5/19.1	Presentation	<p>Brendon explained that the purpose of the meeting is for the Executive Committee to review and comment on the Draft Final Space Program Review that includes all of the programs and spaces identified during Focus Group and Programming Committee Meetings to date. Jana noted that the Agenda of the meeting included the following:</p> <ul style="list-style-type: none"> • Work Since 4/22/19 Meeting • Executive Committee Issues - Updates Since 4/22 EC Meeting • Facility Space Program • Look Ahead <p>Refer to the attached presentation for additional information.</p>	Record.
6/5/19.2	Program Increase Highlights	<ul style="list-style-type: none"> • Tobin Montessori School - increase of 124 students: <ul style="list-style-type: none"> ○ Add 4 Special Start Classrooms + Student/Teacher Support Spaces ○ Add 5 ASD Classrooms + Student/Teacher Support Spaces ○ Add 1 Upper Elementary Classroom • Vassal Lane Upper School - increase of 193 students: <ul style="list-style-type: none"> ○ Add 6 VL Regular Classrooms + 1 SEI Classroom + 1 LBLD Classroom + 	Record

		<p>Student/Teacher Support Spaces</p> <ul style="list-style-type: none"> ○ Add 3 ASD Classrooms + Life Skills Room + Student / Teacher Support Spaces • Shared Spaces: <ul style="list-style-type: none"> ○ Provide Age-appropriate Dining & right-size for increase in population ○ Provide Age-appropriate Maker Spaces ○ Provide Adequate Specials for increase in population • DHSP Preschool – increase of 160 students: <ul style="list-style-type: none"> ○ Add 8 Preschool Classrooms + Student/Teacher Support Spaces ○ Add Gross Motor Room • DHSP Community School – increase of 25 students: <ul style="list-style-type: none"> ○ Right-size Classrooms + Add Staff/Teacher Support Spaces • District-wide Spaces: <ul style="list-style-type: none"> ○ Storage & Shop – shop & staff areas ○ Science Dept. – workspace, storage & staff areas ○ Food Service – USDA food storage, freezer & cooler space ○ OSS Offices – Special Start & ASD staff offices, conference & testing ○ Gymnastics – Equipment storage (for Women’s HS program being displaced from MIT in 2020, use of gym spaces required). HS practice can start 6pm or later to allow for scheduling of on-site school use of gyms. Also need to consider possible adult evening programs. CPS to confirm at later date if gymnastics program will be on site. Include storage in program. City/CPS to review operational issues. 	
6/5/19.3	Draft Facility Space Program	<p>Jana presented the Draft Facility Space Program overview comparing the Existing vs. Proposed program nsf & gsf. She noted that the nsf included the space within the walls, and the gsf is the remaining building area including: interior and exterior walls, stairs, elevators, mechanical rooms/shafts, and toilet rooms. She also explained that at this stage the gsf is calculated by applying a “grossing factor” of 1.55 for most areas, and 1.33 for areas with less partitions (e.g. common areas & district-wide spaces). Final grossing factors may be smaller and will be determined based upon actual design options. Jana also noted that the sf / student is higher than MLK as expected due to large number of younger students at this site, and also Special Start & ASD programs, that require more sf/student. Jana</p>	Record.

		<p>explained that the size of the building is largely determined by the projected enrollment which is much larger than the existing. All sf are draft numbers still being calculated.</p> <ul style="list-style-type: none"> • NSF: <ul style="list-style-type: none"> ○ Existing +/- 91/647* ○ Proposed 192,753 (includes 18,090 district-wide programs) • GSF: <ul style="list-style-type: none"> ○ Existing +/- 128,171* ○ Proposed 296,534 (includes 24,060 district-wide programs, excludes potential underground parking) <p>*Need to verify roof spaces.</p> <p>Lisa noted City Council and Community concerns about the size of the potential building and asked that the Design Team right-size the building without sacrificing academics, and suggested a possible target of 300,000 sf. including parking. Jana explained that program is determined by the number of students (projected student enrollment through '26/'27 and the required sf / student for each of the uses, as well as right-sizing spaces in an age-appropriate way to address the wide range in ages (2.9 years to 8th grade). Jana noted that younger children and ASD/Special Start students requires more sf/student. John noted that it is not possible to hit the 300,000 target including parking without modifying the program requirements. John also noted that sf for parking below grade does not affect the massing of the building. PE agreed to review the program and suggest any possible reductions that would not adversely impact the Educational Specification. Michael noted that the budget as well as the sf must be considered.</p>	
6/5/19.4	Learning Commons/ Maker Spaces	<ul style="list-style-type: none"> • Part of Learning Commons – “library” pedagogies have evolved to include Maker Spaces. • Maker Space comprised of separate age-appropriate areas for younger and older children. • Lisa suggested that this space could possibly also be used by Senior Services. • Jana’s vision is to have the Learning Commons as the heart that unifies the building and contains open and closed spaces (locked rooms provide security equipment as required). Jana noted that precedents for this open distributed library model resulted in an increase of 240% in readership, and no increase in missing books. 	Record.
6/15/19.5	OSS District-wide Offices	<ul style="list-style-type: none"> • CPS to review and confirm if any district-wide spaces can be located at another site. City currently provided clarification on 6/17 regarding which OSS spaces would be located on-site and which would be located at other sites. 	Record.
OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D

<p>4/22/19.5</p>	<p>Programming Committee Recommendations</p>	<p>The group discussed the Programming Committee's recommendations to include the following programs in the project:</p> <ul style="list-style-type: none"> • ASD Autism Spectrum Disorder for TM & VLUS – Yes <ul style="list-style-type: none"> ○ TM 4 – 5 classrooms ○ VLUS 3 classrooms • CPS District Science Offices – Yes <ul style="list-style-type: none"> ○ +/- 2,000 – 2,500 sf • CPS District Storage/Workspace (Electric & Wood Shop) – Yes <ul style="list-style-type: none"> ○ Attic stock ○ Electric and carpentry shop ○ Space for 12-15 employees, lockers etc. ○ Employee and some CPS vehicles • Montessori Training Center – Yes, integral to TM, program not adding separate space • Special Start Expansion – Yes <ul style="list-style-type: none"> ○ Currently 1 classroom, would increase to 5 ○ Ellen suggested this space could be proximate to Preschool due to similar age children ○ Jana noted possible adjacency to TM Children's House ○ Claire noted there is a report coming out in June that could address adjacencies / other issues ○ CPS to advise if this is integrated part of TM or a separate program –JM noted that OSS must be consulted, this will be discussed at Focus Mtg. on 4/23 • CPS District Government Food Storage–yes for now <ul style="list-style-type: none"> ○ +/- 2, 500 sf – CPS to confirm ○ Jim noted this is more of a wish than a need and is a lower priority than classroom space ○ Team acknowledged that although sf is relatively small, site implications for access/ space required for large trucks have a significant impact on the design • ICTS Department: <ul style="list-style-type: none"> ○ Currently at in windowless space at the HS ○ Jim noted that this is a lower priority than classrooms low priority at this time ○ size of +/- 3 classrooms • SEI Expansion Younger Children – No <ul style="list-style-type: none"> ○ By locating Special Start at Tobin, this frees up space for SEI at other schools 	<p>Record.</p>
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		<ul style="list-style-type: none"> • Emergency Shelter – TBD <ul style="list-style-type: none"> ○ Lisa noted that the City is leaning towards No at this time but needs to do additional research including speaking to the Fire Chief about the desired location for another designated shelter (existing War Memorial for area east of Harvard Square)– need western location - perhaps the Peabody school would be a better for a designated shelter because it is located in a more densely populated area ○ Lisa noted the potential NZE concerns for a large emergency generator ○ PE noted that a designated emergency shelter triggers many code and other criteria that contribute to the budget ○ Owen noted the vulnerability of this site as related to Storm Water. Iram suggested Tobin site could be a “Resilience Hub” / community resource site even if not a shelter – TBD. Jana noted that PE embraces designing for “passive survivability” e.g. a high performance envelope can help keep occupants warmer for longer even without heat. <p>6/5/19:</p> <ul style="list-style-type: none"> • CPS District Government Food Storage: deleted from program due to impact of large trucks on site plan. • ICTS Department: Previously deleted from the program. • Emergency Shelter: City previously confirmed that at this time project shall be considered shelter and all costs should be tracked separately. • Current placeholder in the program is 100-150 spaces pending Parking Guidelines meeting with the City on 6/26. 	
<p>4/22/19.6</p>	<p>Projected Enrollments</p>	<p>The team reviewed enrollments provided by CPS for existing 2018/2019 verses projected h 2026/2027.</p> <ul style="list-style-type: none"> • Tobin Montessori: 310/403 (includes 28 ASD & 57 Special Start). • VLUS: 300/381 (inc. 28 ASD & LBLD) • DHSP: <ul style="list-style-type: none"> ○ Preschool: 0/ 130 - 160 ○ Community School: 145/190 ○ Community School Summer Camp: 100/195 • CPSD Summer Camps: 	<p>Record.</p>

		<ul style="list-style-type: none"> ○ Compass Summer School 135/ TBD ○ Phillips Brooks House Assoc. 80/TBD ○ OSS: 6/TBD ○ CPS ELL Program: 50/TBD ○ City Sprouts 20/TBD <p>Lisa requested that Jim look at how much projected enrollment for the district is addressed at the Tobin project, and what is not.</p> <p>6/5/19: Projected enrollments through '26/'27 previously confirmed as follows:</p> <ul style="list-style-type: none"> ● Tobin Montessori (TM): 336 students ● VLUS: 450 students ● SEI (VLUS): 75 students ● Humans Services Preschool: 160 student ● ASD (TM & VLUS): 68 students ● Special Start (TM): 75 students ● Total Capacity at 100% Utilization: 1,164 students. 	
4/22/19.7	Scheduling Assistance	<p>Team acknowledged that Space Program also needs to factor in Scheduling and utilization of rooms. Jana noted that more classrooms can generate additional support spaces Art, Music, Gyms etc. Claire noted that school day may extend by 30 minutes. PE is reaching out to a Scheduling Consultant to assist with scheduling analysis to inform the Space Program.</p> <p>6/5/19: PE cannot locate a scheduling consultant to work on the project at this time.</p>	Record.
4/22/19.9	Polling Center	<p>Lisa also noted that the space may be a Polling Center because the Armory may not be available in the future. If so, designs will need to factor in security concerns for zoning off the building during polling use, and will need adjacent toilet rooms. The City will speak with the Election Committee and confirm if the Tobin site will be a Polling Center.</p> <p>6/5/19: City previously confirmed that this site will likely be a Polling Center.</p>	Record.
4/22/19.10	Fields	<p>Jim noted that there are currently baseball fields at Rindge and St. Peters and will not likely be needed at Tobin. Pending additional discussions at the Parks and Playgrounds Focus Group on 5/14.</p> <p>6/5/19: No update.</p>	City
4/22/19.12	Article 97 /Open Space	<p>Lisa noted that the City is evaluating the Article 97 issues related to the site. Lisa would like to commit to not decreasing open space on the site, and would prefer to increase it if at all possible. Jana mentioned that this could prove very difficult with the large number of young children in various programs that will likely need to be located on the first floor. Lisa noted that open space needs to be generally open to the public, and she believes it includes the areas above and below the ground plane, as well as walkways and hardscape for playgrounds, will need to confirm Public vs. Private Open Space. Kathy noted that there is Legal Article 97 area vs. non-legal contributing Open Space. A portion of the site is in the Open Space</p>	City to provide target size for Open Space

		Zoning district. City to provide documentation and target size for Open Space for PE to include in the Space Program for the Design Options by mid-May. 6/5/19: No Update.	
4/22/19.13	Parking	<p>The group noted that parking has been a big concern voiced by the teachers in numerous forums: Jim confirmed parking is a huge topic in current Union talks. The Design Team understands that there are discussions that need to be had with the City and Traffic, Parking & Transportation, and a future PTDM process that must be adhered to. John requested that the City provide the official number of legal existing parking spaces, and the proposed target that they should include in the Space Program by mid-May.</p> <p>6/5/19:</p> <ul style="list-style-type: none"> • 60 legal spaces on site, +/- 80 parked cars observed on site. • Parking will likely be below grade to allow for outdoor physical education and athletics space on grade. • Option for tandem spaces would require less sf for parking. • Placeholder parking number of 100-150 spaces pending Parking Guidelines meeting on 6/26. 	City

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: tbd

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	7/29/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Executive Committee Meeting	
Meeting Location	Cambridge City Sullivan Chamber	
Meeting Date	7/29/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
In Attendance	<p>City: Brendon Roy (BR), Michael Black (MB), Lisa Peterson (LP), Owen O’Riordan (OOR), Kathy Watkins (KW), Iram Farooq (IF), Louis DePasquale CPSPD: Jim Maloney (JM), Daniel Coplon-Newfield, Jaime Frost (JF) DHSP: Ellen Semonoff (ES) PE: Sean O’Donnell (SOD), Omar Calderon (OC), Dan Arons (DA), Carolyn Day (CD) , Dan Colli (DC)</p>	

ITEM #	SUBJECT	NOTES	ACTION BY / DATE REQ'D
07/29/19.1	Presentation	<p>Refer to the attached presentation for additional information.</p> <ul style="list-style-type: none"> • Project Team • Project schedule • Progress update • Issues and Questions 	Record
07/29/1.2	Project Team	<p>Discussion on ensuring continuity as Perkins Eastman team changes</p> <ul style="list-style-type: none"> • Sean O’Donnell and Dan Arons have been involved since PE was engaged. • Focus group workshops will engage the school constituents and ensure continuity of programming intent. • The project is advancing from programming into concept design and is a natural point of transition. Project advocacy for design and sustainability, will be shared among collaborative team members. • PE noted that the reconstituted team includes experienced team members with specific roles, all of whom will contribute to the ultimate design resolution. • All team members have substantial sustainable design expertise and passion, including leading 	City: schedule focus group meetings to review design and meet project team.

ITEM #	SUBJECT	NOTES	ACTION BY / DATE REQ'D
		<p>K12 projects (top scoring LEED Platinum and Net Zero Energy) and other leading sustainable projects (Zero Net Energy and AIA COTE Top Ten)</p> <p>The PE team will carry forward input from the Schools and City. PE will need to convey that the modified team members understand the work done to date.</p> <ul style="list-style-type: none"> • The goal of the design phase is for stakeholders to see that the project narrative is reflected in the design options. • Design is an iterative process. No team gets it right the first time but the ongoing conversation helps to find the best solution. 	
07/29/19.3	Schedule Update	BR, SOD, CD, and Meagan Mulvey met on 7/16 to review schedule, including potential meeting dates. Some slip to develop and review design options, but not in overall schedule. Schematic Design is still set to begin in January 2020. See detailed schedule attached.	
07/29/19.4	Transportation Study	Traffic is dominated by cars dropping off students. Confirmed after meeting that most teachers do NOT live in Cambridge, though the majority are within a 10 mile radius.	
07/29/19.5	Ed Spec	Draft will be presented at Program Committee meeting, week of August 5 th . The City will review and continue to weigh in on space requirements. Project team needs to ensure that furnishings are included in space needs.	PE: draft 8/5 City: review 9/24

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: tbd

Distribution: City, CPS and DHSP via Brendon Roy and Michael Black
 Design Team

Attachments: Presentation, Proposed project schedule

Tobin Montessori & Vassal Lane Upper Schools Feasibility Study Schedule

	Start	End	Duration (weeks)	Meetings and Deadlines	2019																					2019													
					January				February				March					April				May				June			July			August							
					4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	
	01/04/19	12/22/19	139	49	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
SCOPING/CONTRACT	01/04/19	02/07/19	6																																				
Define Scope																																							
Negotiate Fee																																							
Authorization to Proceed																																							
STAKEHOLDER ENGAGEMENT	02/11/19	11/08/19	40	29																																			
Tours and Site Visits			5						1	1																										1	1		
Existing School Tours			1						▲																														
Site Visit Existing School			2							▲																													
MLK Tours			2																																				
Stakeholder Meetings			17						1					1			2		1			1	1				1								1	2			
Kick-off			1						▲																														
Executive Committee			5																																				
Programming Committee			10																																				
City Council		(as needed)																																					
School Committee			1																																				
Community Meetings			2																																				
City Meetings			5																																				
Parks																																							
Traffic and Parking			1																																				
DPW/Fire Department																																							
Owner's Commissioning Agent																																							
Owner Design Team Meeting			3																																				
Comm Development/Zoning/ISD			1																																				
CM at Risk Selection																																							
CREATIVE ANALYSIS	02/04/19	10/11/19	37	11																																			
Educational Program		08/06/19	26	7																																			
Space Program	04/09/19	06/04/19	9	2																																			
Draft (Tabular)	04/09/19	05/12/19	4	1																																			
Owner Review	05/13/19	06/04/19	4																																				
Owner Approval		06/04/19	1																																				
Educational Specification	06/03/19	10/08/19	19	2																																			
Draft	06/03/19	08/06/19	10	1																																			
Client Review	08/07/19	09/24/19	7																																				
Final Specification (graphics)	09/25/19	10/08/19	3	1																																			
Existing Conditions Analysis			26																																				

Tobin Montessori & Vassal Lane Upper Schools Feasibility Study Schedule

	Start	End	Duration (weeks)	Meetings and Deadlines	2019																	2019																
					January				February				March					April				May				June			July				August					
					4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23
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DESIGN	05/13/19	11/22/19	29	6																																		
Design Options	05/13/19	10/22/19	24	3																																		
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Review Options with Client				1																																		
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Consultant Meetings				3																																		
Cost Estimate	09/30/19	11/22/19	8																																			
CONSTRUCTION MANAGER REVIEWS	09/13/19	11/22/19	11	1																																		
CM at Risk Selection	08/07/19	09/19/19	7	2																																		
CM on Board		09/30/19	2	1																																		
Design Options Review			7																																			
Cost Modeling of Design Options/VE			7																																			
Early Package Strategies			7																																			
FEASIBILITY STUDY	09/01/19	12/22/19	17	2																																		
Draft	09/01/19	11/22/19	12	1																																		
Final	11/23/19	12/22/19	4	1																																		
SCHEMATIC DESIGN	01/02/20	06/01/20	23																																			
Negotiate Fee																																						
Project Start-up																																						
Schematic Design Begins	01/02/19																																					

Tobin Montessori & Vassal Lane Upper Schools
Feasibility Study Schedule

● Deadline - suggested ▲ Meeting - suggested
● Deadline ▲ Meeting ■ Estimated duration
★ Milestone

	Start	End	Duration (weeks)	Meetings and Deadlines	2020																																
					September					October					November					December					January												
					30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31										
	01/04/19	12/22/19	139	49	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	1	2	3	4	5											
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Final Specification (graphics)	09/25/19	10/08/19	3	1																																	
Existing Conditions Analysis				26																																	

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
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Date Prepared	11/6/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Executive Committee Meeting	
Meeting Location	Cambridge City Sullivan Chamber	
Meeting Date	11/6/2019	
Prepared By	Carmen Torres	c.torres@perkinseastman.com
	T: 617-449-4026	
In Attendance	City: Brendon Roy (BR), Michael Black (MB), Lisa Peterson (LP), Owen O’Riordan (OOR), Kathy Watkins (KW), Iram Farooq (IF) CPSD: Jim Maloney (JM), Daniel Coplion-Newfield(DCN) DHSP: Ellen Semonoff (ES) PE: Omar Calderon (OC), Dan Arons (DA), Carolyn Day (CD)	

ITEM #	SUBJECT	NOTES	ACTION BY / DATE REQ'D
07/29/1.2	<i>Project Team</i>	<i>Refer to prior minutes for further information.</i>	Record
07/29/19.3	Schedule Update	BR, SOD, CD, and Meagan Mulvey met on 7/16 to review schedule, including potential meeting dates. Some slip to develop and review design options, but not in overall schedule. Schematic Design is still set to begin in January 2020. See detailed schedule attached. 11/06/19: <ul style="list-style-type: none"> Design schedule slip due to lack of meeting over summer Move out is still planned for June 2020, with substantial completion of building for Summer 2024 Need to coordinate with early package. City Manager will make the final decision for the preferred option. Ideally by December 2019. 	Record
07/29/19.4	<i>Transportation Study</i>	<i>Traffic is dominated by cars dropping off students. Confirmed after meeting that most teachers do NOT live in Cambridge, though the majority are within a 10 mile radius.</i>	Closed
07/29/19.5	<i>Ed Spec</i>	<i>Draft will be presented at Program Committee meeting, week of August 5th. The City will review and continue to weigh in on space requirements. Project team needs to ensure that furnishings are included in space needs.</i>	Closed
11/06/19.1	Article 97 Open Space	<ul style="list-style-type: none"> Massachusetts Executive Office of Environmental Affairs (EOEA) Article 97 related to Protected Open Space. Shortened to Article 97 for this discussion. Site has 9.1 acres total area, with 6.6 acres of green space, 	

ITEM #	SUBJECT	NOTES	ACTION BY / DATE REQ'D
		including recessed play areas. <ul style="list-style-type: none"> • Approximately 5 Protected by Article 97. • Renovation in the 1990s accepted state money that was co-mingled with other funds for full site upgrades. • Changing the amount of protected space can take up to 1 year for a decision from the state • All proposed options should work with 5 acres of protected Open Space. • Stormwater tank might be able to go under protected open space. Geothermal wells (Ground Source) may not. Requires a ruling from the state. • Though paved area is included in the current protected open space, future pavement cannot be included. 	
11.06.19.2	Preview of Community Meeting	Presentation Previewed presentation and the following should be updated: <ul style="list-style-type: none"> • Rename subtitle to “Capacity” on population slide. • Delineate growth in upper school. • Design Goals/Principles - Community Access to share spaces. • Bike path 12 ft. minimum. • Parking - 100 spaces • Site circulation & parking diagrams Logistics <ul style="list-style-type: none"> • Need signage to redirect people to break-outs rooms. Two signs per topic minimum. • Rooms will need to be set up before time with all boards, post-its and pens. 	
11.06.19.3	Next Steps	Draft presented today will be edited and shared with the City to gather final remarks for upcoming Community Meeting. Project team needs to insure that all revisions discussed are revised and sent to City by the end of day tomorrow.	PE

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Next Meeting: tbd

Distribution: City, CPS, DHSP, and City consultants via Brendon Roy and Michael Black
 Design Team via Carolyn Day

Attachments: Presentation, Proposed project schedule

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

**PERKINS —
EASTMAN**

Human by Design

11/06/2019

EXECUTIVE COMMITTEE



AGENDA

EXECUTIVE COMMITTEE – 06 NOVEMBER 2019

- Community Meeting
 - Format
 - Presentation
- Schedule
 - As presented to community
 - Changes since then
 - Preferred Option Selection



FEASIBILITY STUDY SCHEDULE

(SLIDE PRESENTED AT LAST COMMUNITY MEETING)

- Feb – June: Existing Conditions Analysis
- Feb - June: Space Program/Educational Specifications
- June - Aug: Design Workshops & Options
- July/Aug TBD: Community Meeting
- Aug / Sept: CM on Board / Cost Estimate
- Sept / Oct: Preferred Option / Finalize FS Report
- Oct / Nov: Owner Review & Comment FS Report
- November: Incorporate Owner Comment/Finalize FS
- January 2020: Schematic Design Commences
- July 2020: Tobin School Vacated



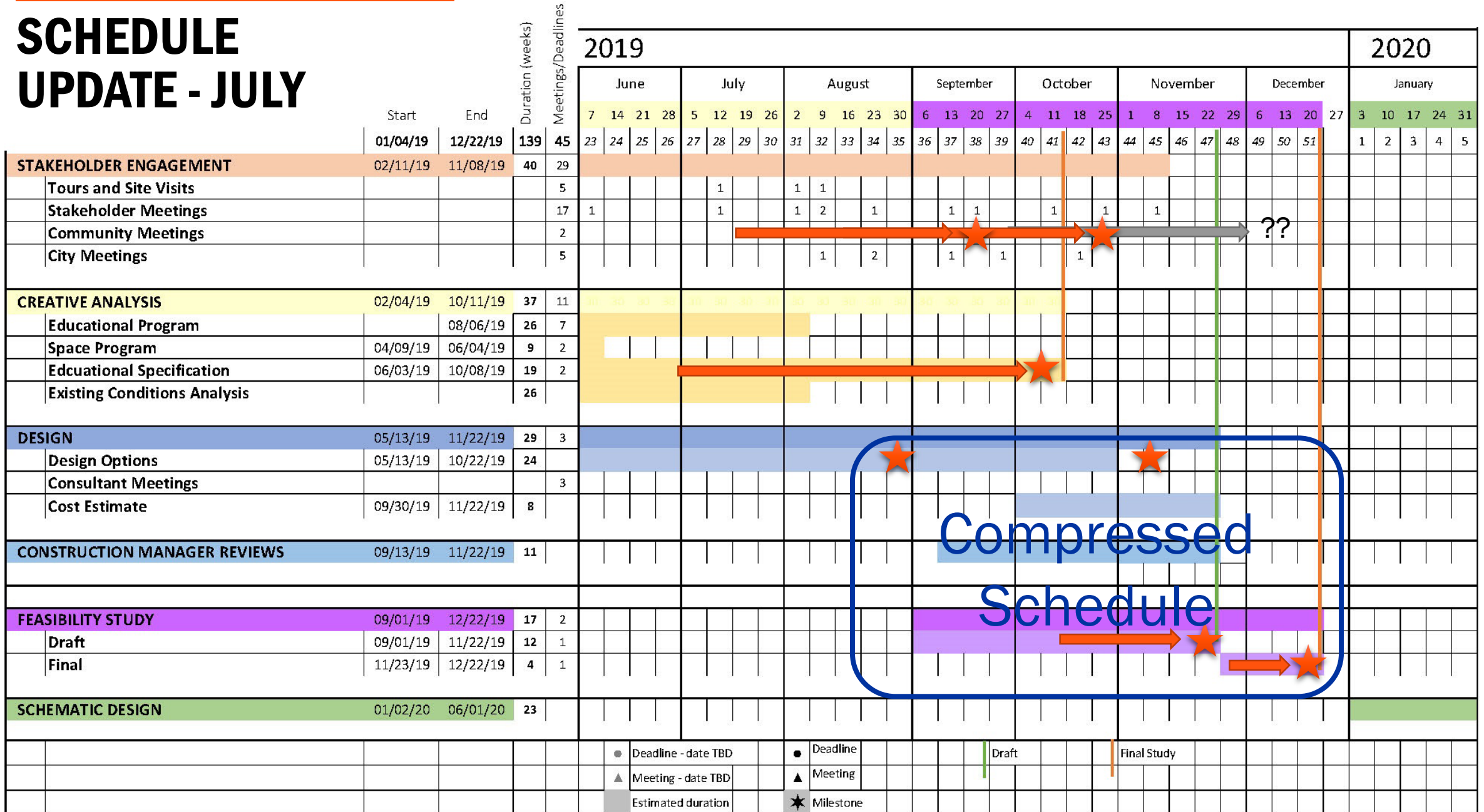
COMMUNITY MEETING

SCHEDULE

- Deadline - proposed
- Deadline - Actual
- ▲ Meeting - proposed
- ▲ Meeting - Actual
- ★ Milestone - Proposed
- ★ Milestone - Actual
- Estimated duration
- Today
- Draft
- Final

		2019																																																		
		April				May					June				July				August					September				October				November					December															
Project Schedule	Start	End	Duration (weeks)	Meetings and Deadlines	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27									
<i>Feasibility Study</i>	01/04/19	08/15/24	240	74	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52									
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CM at Risk Selection	04/29/19	06/28/19		9																																																
CM on Board	07/02/19	08/02/19		5																																																
FEASIBILITY STUDY DOCUMENT	09/30/19	11/29/19	60	15																																																
Draft	09/30/19	10/18/19		3																																																
Final	10/21/19	11/29/19		6																																																
SCHEMATIC DESIGN	12/01/19	07/10/20																																																		

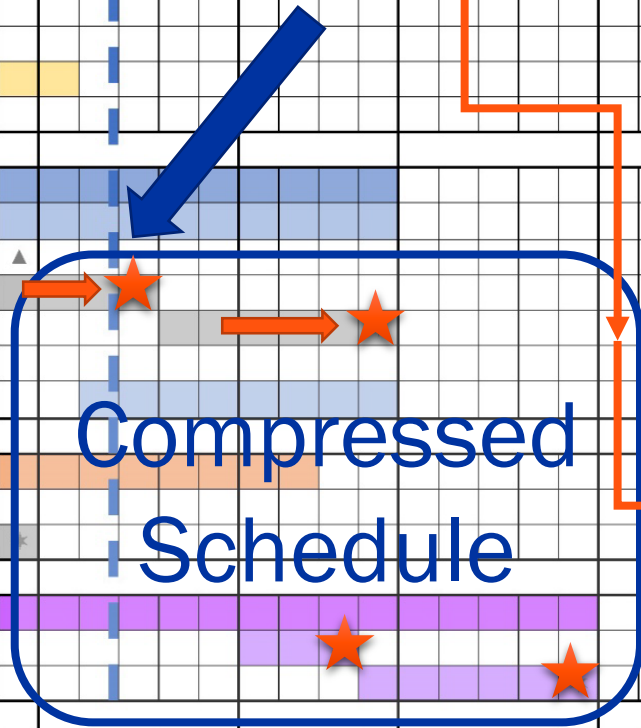
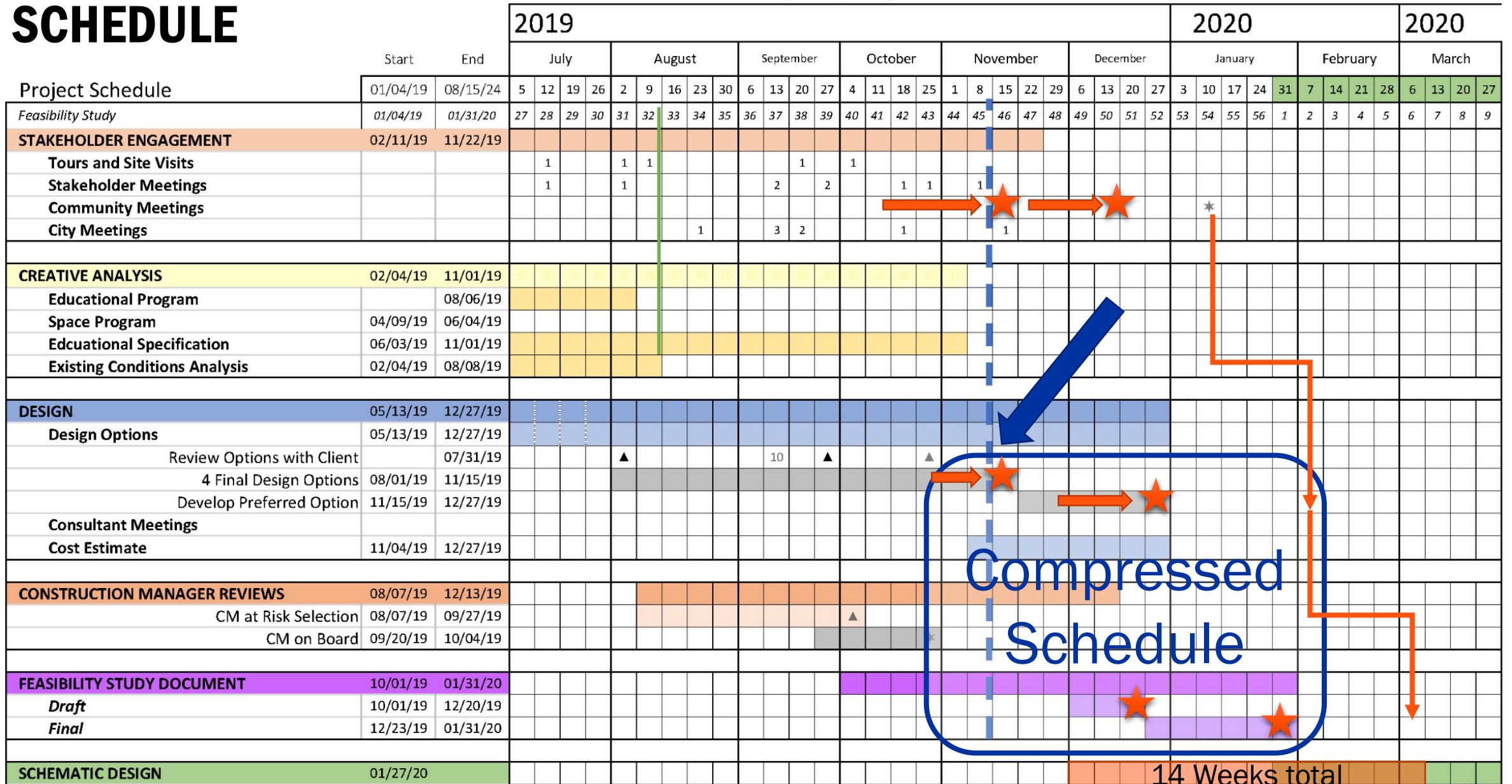
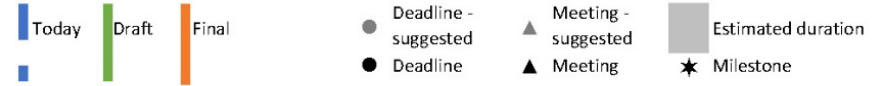
SCHEDULE UPDATE - JULY



Compressed Schedule

- Deadline - date TBD
- ▲ Meeting - date TBD
- Estimated duration
- Deadline
- ▲ Meeting
- ★ Milestone
- | Draft
- | Final Study

CURRENT SCHEDULE



14 Weeks total

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
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Date Prepared	1/10/2020	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Executive Committee Meeting	
Meeting Location	Cambridge City Sullivan Chamber	
Meeting Date	1/7/2020	
Prepared By	Carmen Torres	c.torres@perkinseastman.com
	T: 617-449-4026	
In Attendance	City: Brendon Roy (BR), Kris Weeks (CPS), Iram Farooq (IF), Louis DePasquale (LD), Lisa Peterson (LP), Kathy Watkins (KW) CPS: Jim Maloney (JM), Claire Spinner (CS), Kenny Salim (KS), Carolyn Turk (CT) DHSP: Michelle Farnum (MF), Ellen Semenov (ES) PE: Dan Arons (DA), Carolyn Day (CD), Sean O'Donnell (SO)	

ITEM #	SUBJECT	NOTES
01/07/20.1	Community Meeting Presentation Preview	The following should be updated: <ul style="list-style-type: none"> • Include a time frame for the design process • When speaking to program, note the rationale for preschool in this area of the city • Make it clear that not all of the new preschool need is going to this building • Add slide for educational goals of the project <ul style="list-style-type: none"> ○ Increase access to preschool ○ Maintain Montessori program at its current size ○ Meet increased enrollment coming from feeder schools in Upper School ○ Equitable assignments across the districe • Insert project goals slides • Program before process • Share decision to go with all below-grade parking • Be clear about difference between Legal (Article 97) Open Space and existing open area • Note that many of the changes are because of community feedback • Be sure to include information on what program changes can and cannot help the building footprint decrease.
01/07/20.1	Community Meeting Logistics	<ul style="list-style-type: none"> • Set up two microphones, one at the end of each aisle • Speakers to line up at mics. Lisa will moderate • Panel of school, city, and design team on stage to answer questions

ITEM #	SUBJECT	NOTES
		<ul style="list-style-type: none">Note we may not have a response right away but thank them for thoughtful comment

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: TBD

Distribution: City, CPS, DHSP, and City consultants via Brendon Roy and Michael Black
Design Team via Carolyn Day

Attachments: None

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	2/6/2020	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Executive Committee Meeting	
Meeting Location	Cambridge City Sullivan Chamber	
Meeting Date	2/6/2020	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
In Attendance	City: Brendon Roy (BR), Lisa Peterson (LP), Louis DePasquale (LD), Owen O’Riordan (OOR), Kathy Watkins (KW) CPSPD: Jim Maloney (JM), Daniel Coplon-Newfield (DCN), Jamie Frost (JF) DHSP: Ellen Semonoff (ES), Michelle Farnum (MF) PE: Omar Calderon (OC), Dan Arons (DA), Carolyn Day (CD)	

ITEM #	SUBJECT	NOTES
02/06/20.1	Community Meeting Preparation	<p>Revisions and remarks made about the community presentation were discussed and changes will need to be made as follows</p> <p>Program</p> <ul style="list-style-type: none"> Put commitment to Preschool on the goals slide Change language to "New classes", not "Reduction" Put traffic in after population reduction slide DHSP needs an answer on how are we responding to reduction in preschool Change reduction to "meeting all other school needs" More 3 and 4 year olds in West and North Cambridge, but highest census track is North Cambridge. So meet larger need there by 2024 or earlier. Use the map. <p>Building Design</p> <ul style="list-style-type: none"> Note that Community School uses areas after school hours for their programs. The larger community will have access to spaces nights and weekends. Make setbacks consistent Perhaps add more of where we were in November <ul style="list-style-type: none"> Main points evolution from November to now Pick option iteration for comparison At the end, show all 3 options Focus on the major changes.

ITEM #	SUBJECT	NOTES
		<ul style="list-style-type: none"> • Highlight stormwater management and bringing up the building elevation. Tie back contiguous and total acreage <p>Site circulation</p> <ul style="list-style-type: none"> • The City doesn't see Option C as a real viable option unless it's also a community path • Make sure Option A shows bike path overlaps • Don't show Option C, only option A and B on one slide • Fix Option A to show arrows further from property line <p>Process/Points to note</p> <ul style="list-style-type: none"> • Final slide to summarize main takeaways for the City to talk about. • The City wants to bring home process from November to Now - <ul style="list-style-type: none"> ○ Building footprint is smaller ○ Open area is prevalent with one soccer and one baseball ○ Moved building and drives away from Alpine ○ Continuous open area to see all age kids playing ○ Kept cars off the surface ○ Reduced the traffic • Add the "what this decision means" slide to the start of this community meeting. • Add charts back in with the number reductions
02/06/20.4	Final Discussions & Next Steps	<ul style="list-style-type: none"> • Draft presented today will be edited and shared with the City to gather final remarks for upcoming Community Meeting. • Clarification was made that demolition cannot begin until we have approval from the Historical Commission – building age is determined by when the permit was pulled (1969), not when it opened (1972). • Schedule special meeting in Spring 2020 just to talk about Traffic with the public. The City to provide a timeframe.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: No meetings remain in Feasibility Study phase

Distribution: City, CPS and DHSP via Brendon Roy and Michael Black
 Design Team

Attachments: none





C5.0

PROGRAMMING COMMITTEE MEETINGS

MEETING RECORD

Perkins Eastman
Architects DPC

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Date Prepared	4/15/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	4/2/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
In Attendance	City: Brendon Roy (BR), Meagan Mulvey (MM) CPSD: Jim Maloney (JM), Claire Spinner(CS), Carolyn Turk (CT), Jamie Frost (JF), Daniel Coplon-Newfield (DCN), Vedad Konjic (VK) DHSP: Michelle Farnum (MF) PE: Jana Silsby(JS), Sean O'Donnell(SOD), Alicia Caritano(AC)	
Not in Attendance	City: Michael Black (MB) CPSD: Maryann MacDonald MMD) DHSP: Ellen Semonoff (ES)	

NEW BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY / DATE REQ'D
1.1	Project Overview	BR provided an overview of the project and noted that in addition to the Educational Visioning and Focus Group meetings that are occurring, the City and their consultants are working on site environmental, geotechnical and storm water investigations, including a municipal storm water tank currently sized at 1.25 million gallons which will be located on the site.	Record.
1.2	Community Meeting	The next Community Meeting is scheduled for 4/30 from 6:30-8:00pm. The meeting will take place in the Tobin Cafeteria. JM will schedule the room and provide a projector/screen for the meeting.	Record.

1.3	Presentation	<p>Refer to the attached Presentation which included:</p> <ul style="list-style-type: none"> Overview by the City Feasibility Study Schedule Work Since Project Start Visioning Meetings Focus Group Meetings Steering Committee Issues for Consideration Space Needs Surveys Look Ahead 	Record.
1.4	Visioning Meetings	<p>Common themes from Visioning meetings on 3/5 for the Tobin Montessori(TM) and Vassal Lane Upper School (VLUS) were discussed, and the following comments were made:</p> <ul style="list-style-type: none"> • Outdoor Space: JM noted that the desire for access from the building to outdoor spaces that was mentioned must balance safety and security. He also noted that the garage doors at the MLK/Putnam school have not been used due to CPS safety concerns that have arisen since MLK was programmed. SOD mentioned that safety concerns will be factored into the desire for Montessori & Preschool programs to have direct access to the outdoors. • Heart of the School: Many groups suggested that the Learning Commons could be the heart of the school, and should be in a more central location in the proposed design. • Family Café/Learning Café: Many groups mentioned a café as a potential Heart of the School that would be used by students, teacher and families that would tie together curriculum, culture, & community. <p>Sustainability Visioning Meeting was held earlier on 4/2 and the votes for Sustainable Priorities were as follows:</p> <ul style="list-style-type: none"> • Wellness: 24 • Community: 14 • Energy: 9 • Economy: 9 	Record.
1.5	Focus Group Meetings	<p>SOD noted that PE is currently mid-stream in the Focus Group process and is analyzing the information obtained to date via Focus Group meetings on 3/11, 12, 13, & 18. Additional meetings will be held on 4/3 with DHSP. And meetings will be scheduled for: Science Offices, AHD, Special Start, and Out of School Time.</p>	Record.

1.6	Space Needs Surveys	<p>PE noted that Space Needs Surveys were due on 3/20: they have received some surveys and would appreciate it if JF, DCN, and MF encourage staff to please submit surveys if they haven't done so. Subsequent to the meeting, gaps for space needs surveys have been filled, except for Facilities and the Nurse.</p>	<p>CPSD to provide responses to the Space Needs Survey for the Facilities Dept. and the Nurse.</p>
1.7	Confirmation of Additional Programs	<p>The group discussed including possible additional programs and the following was confirmed:</p> <ul style="list-style-type: none"> • ASD Autism Spectrum Disorder for TM & VLUS - Yes • CPS District Science Offices - Yes • CPS District Storage/Workspace (Electric & Wood Shop) - Yes • Montessori Training Center – Yes, integral to TM, program not adding separate space • Special Start Expansion - Yes • CPS District Government Food Storage– JM, Low priority at this time – CPSD to confirm if program should be included by 4/23 meeting. • ICTS Department: currently at the HS, JM low priority at this time (size of +/- 3 classrooms). CPSD to confirm if program should be included by 4/23 meeting. • SEI Expansion Younger Children – No • Emergency Shelter – No <p>Jim noted that as the designs develop and if budget becomes a concern when considering the inclusion programs that CPSD's priority is classroom space.</p>	<p>CPSD to confirm inclusion of District Wide Food Storage and ICTS Department by 4/23 Programming Committee meeting.</p>
1.8	Projected Enrollments	<p>PE is in receipt of preliminary projected enrollments through 2024 which were derived from the Budget Reports. PE requested that CPSD and DHSP confirm existing and projected enrollment by 4/18/19:</p> <ul style="list-style-type: none"> • Tobin Montessori • VLUS: <ul style="list-style-type: none"> ○ JM noted that projected may include 5th strand/6th classroom ○ CS noted that many schools in the district are currently over-enrolled and they need to project beyond target occupancy date of 2024, current cap of 25 per classroom / 100 per grade may require 5th cohort grade - interdisciplinary teacher ○ DCN noted that may go to 125 per grade 	<p>CPSD & DHSP to provide enrollments by 4/18/19.</p>

		<ul style="list-style-type: none"> • DHSP: <ul style="list-style-type: none"> ○ Preschool ○ Community School ○ Summer Camp • CPSD Summer Camp • ADS: <ul style="list-style-type: none"> ○ JM suggested 4-5 classrooms in TM and 3 classrooms in VLUS ○ 5-7 students, 1 teacher, 2 paras, push into Science & Gym • Special Start: <ul style="list-style-type: none"> ○ CS noted this is federally mandated, all 3 & 4 year olds, not part of Montessori ○ JM noted +/- 5 classrooms, Sub-Separate 8 students, Integrated 12-15 students <p>PE requires projected enrollments to include in the Facility Space Program which will be used to develop the design options.</p>	
1.9	Scheduling Assistance	<p>JM and CS suggested that CPSD will need Scheduling Assistance from PE to evaluate this complex program. SOD noted that he will contact Michael Rettig, the scheduling consultant, and confirm if he is available to assist in evaluating scheduling/utilization of room. JS suggested that some districts are exploring a longer Humanities block (English/Social Studies) to help with scheduling. DCN noted that VLUS is considering a similar program for fall '19 and they may have data on this pilot in Jan/Feb. '20.</p>	PE to contact Michael Rettig.
1.10	Precedents	<p>Gates Middle School in Scituate has an interesting model of a distributed Learning Commons / Library, CPS may want to visit the school.</p>	Record

Next Meeting: 4/23/2019

cc: City and CPS via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD

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Architects DPC

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Date Prepared	4/29/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	4/23/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
In Attendance	City: Brendon Roy (BR), Meagan Mulvey (MM) CPSD: Jim Maloney (JM), Claire Spinner(CS), Jamie Frost (JF), Daniel Coplou-Newfield (DCN), Vedad Konjic (VK), Joanne Johnson (JJ) DHSP: Ellen Semonoff (ES), Michelle Farnum (MF) PE: Jana Silsby(JS), Sean O'Donnell(SOD), Alicia Caritano(AC)	
Not in Attendance	City: Michael Black (MB) CPSD: Carolyn Turk (CT), Maryann MacDonald (MMD),	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
2.1	Presentation Agenda included the following: <ul style="list-style-type: none"> • Work Since 4/2 Meeting • Sustainability Visioning Meeting Priorities • Executive Committee 4/22 Update: Program/Site Program/Community Meeting • Draft Design Principles & Projections • Look Ahead Refer to the attached presentation for additional information.	Record
2.2	Sustainability Visioning Priorities Jana noted that per the RFS project will be Zero Emissions and that Net Zero Energy is a goal for the City and PE. Jana also noted that as seen at MLK, PE employs an integrated process that includes examining all sustainable issues as a baseline business practice, and no sustainable concerns will be ignored. However, at some point there will be decisions that need to be made, and the ranking of priorities can be used to inform decisions. Voting at the Sustainability Visioning session was as follows: <ul style="list-style-type: none"> • Wellness – 24 votes • Community – 14 votes • Economy – 9 votes • Energy – 9 votes • Water – 4 votes 	Record

		<ul style="list-style-type: none"> • Resources – 4 votes • Ecology – 2 votes • Change – 1 vote • Discovery – 1 vote 	
2.2	Design Principles - Campus	<ul style="list-style-type: none"> • Identity & Arrival for Each Program • A Heart for Each Program • Organize the Campus for Efficient Sharing • Diagram Connectivity on Campus: <ul style="list-style-type: none"> ○ 6 “Front Doors” possible: TM, VLUS, DHSP Community School, DHSP Preschool, Commons (PE to explore shared lobby for PreSch. & Comm Sch. – varying ages & number of students may require separate entrances), Science Offices – will need to resolve access / phone systems for all programs as options evolve • A Diversity of Open Space for Each Program & Age • Every Program Has Easy Access to the Outdoors • Create a Locus of Life Long Learning 	Record
2.3	Design Principles – DHSP Preschool	<ul style="list-style-type: none"> • Create 2 Classroom Neighborhoods • Provide for a Welcoming & Home-Like Setting • Provide Developmentally Appropriate Outdoor Space • Diagrammatic Preschool Neighborhood: <ul style="list-style-type: none"> ○ 8 classrooms w/ shared bathrooms / resource rooms ○ Gross Motor Room ○ Kitchenette(s) in center of Neighborhood ○ Admin Space ○ Work Room ○ Conference Room • Possibly adjacent to Special Start 	Record
2.4	Design Principles – Tobin Montessori	<ul style="list-style-type: none"> • Create a Home-Like Ambiance • Engage the Front Office into a Welcoming Arrival • Foster Community by Creating Academic Neighborhoods • Differentiate Neighborhoods by Developmental Stage • Locate the learning Commons as the Heart of the School • Differentiate Dining • Diagrammatic Classroom Neighborhood: <ul style="list-style-type: none"> ○ 5 Classrooms ○ 2 ASD Rooms ○ Shared Resource Rooms/Bathrooms between classrooms ○ Work Room 	Record

		<ul style="list-style-type: none"> ○ Resource Room ○ Tutoring / Break Out Space in center of Neighborhood - could be different approach for CH (kitchenette(s)/LE ? /UE? ● Special Start Neighborhood: <ul style="list-style-type: none"> ○ 5 classrooms ○ Shared Resources Rooms/Bathrooms between classrooms ○ Work Room ○ Conference Room ○ Neighborhood proximate to Children's House & Preschool? 	
2.5	Design Principles - VLUS	<ul style="list-style-type: none"> ● Establish a Strong First Impression ● Engage the Front Office into a Welcoming Arrival ● Foster Community by Creating Academic Neighborhoods ● Situate the Special to Connect to Community ● Locate the Learning Commons as the Heart of the School ● Enable Continued Development of the Upper School Program ● Diagrammatic Classroom Neighborhood: <ul style="list-style-type: none"> ○ 5 classrooms (inc. ELA/Social Studies w/ folding partition that can double as neighborhood meeting room when partition open) ○ 1 Science ○ 1 ASD ○ 1 Sub-Separate Classroom & Office ○ Work Room ○ Tutoring and Break-Out in center of Neighborhood 	Record
2.6	Professional Development Space	<ul style="list-style-type: none"> ● Group embraced the idea of Professional Development space that is possibly sub-dividable by folding partitions ● Needs to handle current and projected staff ● Can TM and VLUS professional development mtgs. not be concurrent so same space can be used? ● Multi-purpose space used by Upper School Clubs after school? ● Adjacent to Learning Commons? 	Record
2.7	Next Meetings	<p>Revised schedule for Programming Committee meetings is as follows:</p> <ul style="list-style-type: none"> ● 4/30: Cancelled ● 5/10: Preliminary Space Program ● 5/28: Draft Space Program (CPS Review 5/28 - 6/3) ● 6/11: Recommend Approval of Space Program 	Record

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
1.6	Space Needs Surveys	PE noted that Space Needs Surveys were due on 3/20: they have received some surveys and would appreciate it if JF, DCN, and MF encourage staff to please submit surveys if they haven't done so. Subsequent to the meeting, gaps for space needs surveys have been filled, except for Facilities and the Nurse.	CPSD to provide responses to the Space Needs Survey for the Facilities Dept. and the Nurse.
	4/23/19	No update.	
1.7	Confirmation of Additional Programs	<p>The group discussed including possible additional programs and the following was confirmed:</p> <ul style="list-style-type: none"> • ASD Autism Spectrum Disorder for TM & VLUS - Yes • CPS District Science Offices - Yes • CPS District Storage/Workspace (Electric & Wood Shop) - Yes • Montessori Training Center – Yes, integral to TM, program not adding separate space • Special Start Expansion - Yes • CPS District Government Food Storage–JM, Low priority at this time – CPSD to confirm if program should be included by 4/23 meeting. • ICTS Department: currently at the HS, JM low priority at this time (size of +/- 3 classrooms). CPSD to confirm if program should be included by 4/23 meeting. • SEI Expansion Younger Children – No • Emergency Shelter – No <p>Jim noted that as the designs develop and if budget becomes a concern when considering the inclusion programs that CPSD's priority is classroom space.</p>	CPSD to confirm inclusion of District Wide Food Storage and ICTS Department by 4/23 Programming Committee meeting.
	4/23/19	<p>Executive Committee 4/22 Updates that vary from above:</p> <ul style="list-style-type: none"> • District Wide Food Storage: In scope for now. Team acknowledged that although square footage in the building is relatively small (+/- 2,000-2,500), access/space required for large trucks truck will have a significant impact on the site plan, and other academic functions required at the first floor and supporting outdoor space are priority. • ICTS: In scope for now. Jim reiterated classrooms priority if space or budget becomes an issue. • Emergency Shelter: Likely no, City to confirm with Fire Department. 	<p>District Food/ICTS pending conceptual Space Program by PE 5/10. City check with FDP re. Emergency Sheleter.</p>
1.8	Projected Enrollments	<p>PE is in receipt of preliminary projected enrollments through 2024 which were derived from the Budget Reports. PE requested that CPSD and DHSP confirm existing and projected enrollment by 4/18/19:</p> <ul style="list-style-type: none"> • Tobin Montessori • VLUS: <ul style="list-style-type: none"> ○ JM noted that projected may include 5th 	CPSD & DHSP to provide enrollments by 4/18/19.

		<p>strand/6th classroom</p> <ul style="list-style-type: none"> ○ CS noted that many schools in the district are currently over-enrolled and they need to project beyond target occupancy date of 2024, current cap of 25 per classroom / 100 per grade may require 5th cohort grade - interdisciplinary teacher ○ DCN noted that may go to 125 per grade ● DHSP: <ul style="list-style-type: none"> ○ Preschool ○ Community School ○ Summer Camp ● CPSD Summer Camp ● ADS: <ul style="list-style-type: none"> ○ JM suggested 4-5 classrooms in TM and 3 classrooms in VLUS ○ 5-7 students, 1 teacher, 2 paras, push into Science & Gym ● Special Start: <ul style="list-style-type: none"> ○ CS noted this is federally mandated, all 3 & 4 year olds, not part of Montessori ○ JM noted +/- 5 classrooms, Sub-Separate 8 students, Integrated 12-15 students <p>PE requires projected enrollments to include in the Facility Space Program which will be used to develop the design options.</p>	
	4/23/19	<p>PE requested clarification for enrollments noted in recent emails. Following are enrollments through 2026/2027 from the Executive Committee, 4/22 mtg./ revised enrollments discussed at this meeting:</p> <ul style="list-style-type: none"> ● Tobin Montessori: 360 / 336 <ul style="list-style-type: none"> ○ 14 class x 24 students ● VLUS: 450 / 525 <ul style="list-style-type: none"> ○ 450 (6 cohorts Gen. Ed/LBLD) + 75 SEI = 525 ● DHSP Preschool: 160 / 160 ● ASD: 84 / 70 or 84 <ul style="list-style-type: none"> ○ CPS to confirm if 10 or 12 students in ea. of 7 classrooms ● Special Start: 75 / 75 ● DHSP Community School: 195 / 195 ● Summer School Programs: <ul style="list-style-type: none"> ○ CPSD and DHSP to confirm enrollments 	CPS and DHSP confirm enrollments for all programs including summer camps by 4/30.
1.9	Scheduling Assistance	<p>JM and CS suggested that CPSD will need Scheduling Assistance from PE to evaluate this complex program. SOD noted that he will contact Michael Rettig, the scheduling consultant, and confirm if he is available to assist in evaluating scheduling/utilization of room. JS suggested that some districts are exploring a longer Humanities block</p>	PE to contact Michael Rettig.

		(English/Social Studies) to help with scheduling. DCN noted that VLUS is considering a similar program for fall '19 and they may have data on this pilot in Jan/Feb. '20.	
	4/23/19	Sean explained that PE services do not include building class schedules. Michael Rettig, the scheduling consultant that worked on MLK is not available, but has referred PE to another consultant that may be available to assist with scheduling to help establish the program. Claire noted that the schedule could possibly extend 30 minutes. Daniel also mentioned that he has some experience scheduling and he will run a preliminary analysis (option for current day and + 30min.) to determine schedule including what supplemental spaces (Art, Music, Gym, Support, etc.) are required due to the increased enrollment.	PE to contact Scheduling Consultant Daniel to provide scheduling analyses by 4/30.
This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.			

Next Meeting: 5/10/2019

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD

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Date Prepared	5/21/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	5/10/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
In Attendance	City: Brendon Roy (BR), Meagan Mulvey (MM) CPSD: Jim Maloney (JM), Claire Spinner(CS),Carolyn Turk(CT), Maryann MacDonald (MMD), Jamie Frost (JF), Daniel Coplon-Newfield (DCN), Vedad Konjic (VK), Joanne Johnson (JJ) DHSP: Michelle Farnum (MF) PE: Jana Silsby(JS), Sean O'Donnell(SOD), Alicia Caritano(AC)	
Not in Attendance	City: Michael Black (MB) DHSP: Ellen Semonoff (ES)	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
3.1	Presentation Agenda included the following: <ul style="list-style-type: none"> • Work Since 4/23 Meeting • Enrollment Updates • Preliminary Space Program • Diagrams • Transportation Mode Survey by BHB • Look Ahead Refer to the attached presentation for additional information.	Record.
3.2	Draft Space Program Overview Sean presented the draft program: <ul style="list-style-type: none"> • 1,160 students = 320>RFP • 256,915 sf + 21,194sf District Wide Programs= 278,108 sf = +/- 70,000 sf > RFP (existing +/- 159,000sf), • Sean mentioned some of the programs that have contributed to the increase since the RFP are: Special Start, ASD, additional PE space, for younger children, District Wide Programs. • Sean discussed comparisons for metrics for SF / student for various aspects of the overall building and various programs relative to MLK, other 	Record.

		<p>Montessori schools, King Open, etc. Draft program of 222.5 sf/student is relatively in line with other projects.</p> <ul style="list-style-type: none"> • Grossing factor includes: circulation, walls, bathrooms, MEPFP and janitorial space. • PE is generally trying not to be on the low end of benchmarks to due to the great diversity in pedagogy and programs. • Jim requested that DHSP programs be broken out in the summary. 	
3.3	Safety & Security	<ul style="list-style-type: none"> • Team will have evaluate each option for Safety and Security once Options are developed. • Jim would like to have a discussion about Safety and Security at the appropriate time. • Jana noted the connection between safety, security, and social & emotional behavior. PE has a presentation on this issue that they can give to the group later in FS or in SD. 	Record.
3.4	Summer Camp Storage	<ul style="list-style-type: none"> • Team acknowledged that Summer Camps fluxuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. 	CPS/DHSP to forward requirements for Summer Camp Storage.
3.5	DHSP	<ul style="list-style-type: none"> • Preschool: Still developing their staffing model: will likely need more admin. - will forward staffing info to PE. • Gross Motor Room - can this be used by Special Start? • After School Classrooms: Need to confirm # for older and younger children 	DHSP to advise as to After School classroom split.
3.6	Building Data Specialist	<ul style="list-style-type: none"> • Building Data Specialist was in Johnson Roberts RFP program but no one has mentioned this position during Focus Group Meetings. CPS to confirm need and forward Space Needs Survey. CPS subsequently provided Space Needs Survey for Technology Media Classroom teacher for Tobin Montessori on 5/10. 	CPS to confirm requirements for VLUS.
3.7	Bathrooms	<ul style="list-style-type: none"> • Jim noted CPS sensitivity to Gender Neutral Bathroom Issue & need to factor in Principal preferences. • Daniel noted that there are specific Middle School reqmts. to be considered • PE acknowledged this is an important issue and they have experience with various gender neutral models that provide different levels of privacy and oversight - grossing factor in program allows for variation. • Issue can be studied in more detail including possible workshop in SD. 	CPS to provide Gender Neutral policy.

3.8	Dining	<ul style="list-style-type: none"> • Program assumes 3 seatings for TM & VLUS • Need diversity of environments • ASD: Should there be a separate space for ASD and other students challenged by larger settings? • Special Start/Cubs Corner – should 3 year olds eat in the Cafeteria or continue to eat in their rooms? 	CPS to talk to OSS.
3.9	Special Start	<ul style="list-style-type: none"> • Jamie is Principal of record. • Need to better understand integration into Tobin vs. Preschool Community • How does integration happen? 	Jamie to talk to OSS.
3.10	Auditorium	<ul style="list-style-type: none"> • Size for largest school + staff = VLUS • +/- 450 + 75 SEI + staff (pending CPS) • Jana noted that Daniel noted that seating for families at performances is required: Jana noted that as a comparison MSBA sizes Auditorium for 2/3 school - may need to have 2 performances to accommodate families (e.g. oral & instrumental) for the 2 shows per year. 	CPS to confirm projected VLUS staff to inform Auditorium seat count.
3.11	Specialists	<ul style="list-style-type: none"> • Need to determine required Music and Art based upon increased enrollment. • TM & VLUS to review and provide comment at 5/29 & 5/30 meetings. 	CPS to advise.
3.12	STEAM/Maker Space	<ul style="list-style-type: none"> • Currently 1 room in the program. • Separate rooms for older and younger children? 	CPS to advise.
3.13	Loading Dock	<ul style="list-style-type: none"> • Preliminary area may need to be increased pending which District Wide Programs are in the project (Maintenance Shop, Food Storage, Science 	Record.
3.14	Design Principles & Diagrams	<p>Sean reviewed the following with the group:</p> <ul style="list-style-type: none"> • Design Principles: <ul style="list-style-type: none"> ○ Campus ○ Preschool ○ Tobin Montessori ○ VLUS • Diagrams: <ul style="list-style-type: none"> ○ Entry & Connectivity on Campus ○ Professional Development Center ○ Preschool Neighborhood ○ Children's House Neighborhood ○ Lower U Upper Elementary Neighborhood (3 Options) ○ Special Start Neighborhood ○ Upper School Grade Level Neighborhood • Program Excerpts: <ul style="list-style-type: none"> ○ District-Wide Programs 	Record.
3.15	Open Space	<ul style="list-style-type: none"> • Open Space discussions pending Parks and Playgrounds Focus Group on 5/14 to discuss outdoor program. 	Record.

		<ul style="list-style-type: none"> Jana noted that the increased program and enrollment and the large number of 3 & 4 year olds will require many spaces to be located on the first floor which will need to be balanced with the amount of Open Space on the site and it will likely be very difficult to maintain the current amount of Open Space. The team could consider trying not to increase impervious area as a goal. 	
3.16	Transportation Mode Survey	<ul style="list-style-type: none"> VHB will be conducting an on-line Transportation Mode Survey that must be completed by end of this school year. PE/VHB to forward to City/CPS/ DHSP on 5/20. CPS/DHSP to distribute to all staff and request responses by 5/29. Pending response deadline may be extended. 	CPS/DHSP to email all staff.
3.17	Next Meeting	<ul style="list-style-type: none"> Typical full Programming Committee meeting for 5/28 is cancelled, instead there will be detailed Space Program Review meetings on 5/29 & 5/30 with: Tobin Montessori, VLUS, DHSP and OSS. All to review draft program and bring comments to meetings. 	Record.

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
1.6	Space Needs Surveys	PE noted that Space Needs Surveys were due on 3/20: they have received some surveys and would appreciate it if JF, DCN, and MF encourage staff to please submit surveys if they haven't done so. Subsequent to the meeting, gaps for space needs surveys have been filled, except for Facilities and the Nurse.	CPSD to provide responses to the Space Needs Survey for the Facilities Dept. and the Nurse.
	4/23/19	No update.	
	5/10/19	Space Needs survey for Nurse submitted. PE/ CPS to review Facilities Department Program at 5/29 & 5/30.	Record.
1.7	Confirmation of Additional Programs	<p>The group discussed including possible additional programs and the following was confirmed:</p> <ul style="list-style-type: none"> ASD Autism Spectrum Disorder for TM & VLUS - Yes CPS District Science Offices - Yes CPS District Storage/Workspace (Electric & Wood Shop) - Yes Montessori Training Center - Yes, integral to TM, program not adding separate space Special Start Expansion - Yes CPS District Government Food Storage–JM, Low priority at this time - CPSD to confirm if program should be included by 4/23 meeting. ICTS Department: currently at the HS, JM low priority 	CPSD to confirm inclusion of District Wide Food Storage and ICTS Department by 4/23 Programming Committee meeting.

		<p>at this time (size of +/- 3 classrooms). CPSD to confirm if program should be included by 4/23 meeting.</p> <ul style="list-style-type: none"> • SEI Expansion Younger Children – No • Emergency Shelter – No <p>Jim noted that as the designs develop and if budget becomes a concern when considering the inclusion programs that CPSD’s priority is classroom space.</p>	
	4/23/19	<p>Executive Committee 4/22 Updates that vary from above:</p> <ul style="list-style-type: none"> • District Wide Food Storage: In scope for now. Team acknowledged that although square footage in the building is relatively small (+/- 2,000-2,500), access/space required for large trucks truck will have a significant impact on the site plan, and other academic functions required at the first floor and supporting outdoor space are priority. • ICTS: In scope for now. Jim reiterated classrooms priority if space or budget becomes an issue. • Emergency Shelter: Likely no, City to confirm with Fire Department. 	<p>District Food/ICTS pending conceptual Space Program by PE 5/10. City check with FDP re. Emergency Sheleter.</p>
	5/10/19	<ul style="list-style-type: none"> • District Wide Food Storage tbd. • Jim confirmed that ICTS Offices will not be part of the project. • Emergency Shelter pending City. 	<p>City to speak to Fire Department re Emergency Shelter.</p>
1.8	Projected Enrollments	<p>PE is in receipt of preliminary projected enrollments through 2024 which were derived from the Budget Reports. PE requested that CPSD and DHSP confirm existing and projected enrollment by 4/18/19:</p> <ul style="list-style-type: none"> • Tobin Montessori • VLUS: <ul style="list-style-type: none"> ○ JM noted that projected may include 5th strand/6th classroom ○ CS noted that many schools in the district are currently over-enrolled and they need to project beyond target occupancy date of 2024, current cap of 25 per classroom / 100 per grade may require 5th cohort grade - interdisciplinary teacher ○ DCN noted that may go to 125 per grade • DHSP: <ul style="list-style-type: none"> ○ Preschool ○ Community School ○ Summer Camp • CPSD Summer Camp • ADS: <ul style="list-style-type: none"> ○ JM suggested 4-5 classrooms in TM and 3 classrooms in VLUS ○ 5-7 students, 1 teacher, 2 paras, push into 	<p>CPSD & DHSP to provide enrollments by 4/18/19.</p>

		<p>Science & Gym</p> <ul style="list-style-type: none"> • Special Start: <ul style="list-style-type: none"> ○ CS noted this is federally mandated, all 3 & 4 year olds, not part of Montessori ○ JM noted +/- 5 classrooms, Sub-Separate 8 students, Integrated 12-15 students <p>PE requires projected enrollments to include in the Facility Space Program which will be used to develop the design options.</p>	
	4/23/19	<p>PE requested clarification for enrollments noted in recent emails. Following are enrollments through 2026/2027 from the Executive Committee, 4/22 mtg./ revised enrollments discussed at this meeting:</p> <ul style="list-style-type: none"> • Tobin Montessori: 360 / 336 <ul style="list-style-type: none"> ○ 14 class x 24 students • VLUS: 450 / 525 <ul style="list-style-type: none"> ○ 450 (6 cohorts Gen. Ed/LBLD) + 75 SEI = 525 • DHSP Preschool: 160 / 160 • ASD: 84 / 70 or 84 <ul style="list-style-type: none"> ○ CPS to confirm if 10 or 12 students in ea. of 7 classrooms • Special Start: 75 / 75 • DHSP Community School: 195 / 195 • Summer School Programs: <ul style="list-style-type: none"> ○ CPSD and DHSP to confirm enrollments 	CPS and DHSP confirm enrollments for all programs including summer camps by 4/30.
	5/10/19	<ul style="list-style-type: none"> • Team reviewed Student Enrollment target updates provided by CPS on 4/29 (refer to Presentation for targets). PE still needs the following information: <ul style="list-style-type: none"> ○ CPS Summer School programs: Jim noted that they provided existing and projected is difficult to determine/ very variable. Jim suggested that Summer occupancy of the building will be +/- 70%. Jim to forward any additional available summer camp projections to PE. ○ Existing & Projected full Staffing in FTE's (including Itinerant) from CPS and DHSP by 5/18. ○ OSS: CPS to work w/ OSS to get full staffing for Special Ed, Interventionists, OT/PT, ASD, and Special Start - what is the CPS ratio for counselors now & future to provide proper support for these students? ○ General Office: Sean noted that projecting sufficient office space is always an issue and staff #'s will inform this. 	CPS/DHSP to provide information including OSS breakdowns by 5/18.
1.9	Scheduling Assistance	JM and CS suggested that CPSD will need Scheduling Assistance from PE to evaluate this complex program. SOD	PE to contact Michael Rettig.

		noted that he will contact Michael Rettig, the scheduling consultant, and confirm if he is available to assist in evaluating scheduling/utilization of room. JS suggested that some districts are exploring a longer Humanities block (English/Social Studies) to help with scheduling. DCN noted that VLUS is considering a similar program for fall '19 and they may have data on this pilot in Jan/Feb. '20.	
	4/23/19	Sean explained that PE services do not include building class schedules. Michael Rettig, the scheduling consultant that worked on MLK is not available, but has referred PE to another consultant that may be available to assist with scheduling to help establish the program. Claire noted that the schedule could possibly extend 30 minutes. Daniel also mentioned that he has some experience scheduling and he will run a preliminary analysis (option for current day and + 30min.) to determine schedule including what supplemental spaces (Art, Music, Gym, Support, etc.) are required due to the increased enrollment.	PE to contact Scheduling Consultant Daniel to provide scheduling analyses by 4/30.
	5/10/19	PE is having trouble locating a Scheduling Consultant that can provide the detailed schedule required for the project. Daniel provided space projections, no schedule provided.	PE to continue to try & find Scheduling consultant.
This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.			

Next Meeting: 5/29 & 30/2019

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

MEETING RECORD

Perkins Eastman
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Date Prepared	6/5/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	5/29 & 30/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4001	Fax Number
In Attendance	Refer to Below	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
	TOBIN MONTESSORI FACILITY SPACE PROGRAM REVIEW 5/29 9:00 – 11:00 City: Brendon Roy, Meghan Mulvey CPSD: Jim Maloney, Jaime Frost, Erin Guitierrez, Joanne Johnson PE: Jana Silsby, Sean O'Donnell, Alicia Caritano	
4.1	Draft Facility Space Program The team reviewed the Draft Facility Space Program and recent emails related to program and enrollment clarifications.	Record.
4.2	ESL <ul style="list-style-type: none"> ESL is most closely associated with Lower Elementary and should be located accordingly. ESL Interventionist and Classroom are the same space. 	Record.
4.3	Building Substitute <ul style="list-style-type: none"> Formal position that needs a small (40 sf) work station for personal belongings and project work, but not student meetings. Locate Desk near Clerk, office not required. 	Record.
4.4	Tech Specialist <ul style="list-style-type: none"> Locate in Learning Commons/Maker Space. Teaches Gr. 3-5. Third graders are in Multi-Grade Classroom so tough to push in w/ other kids. Sees Upper L classrooms one at a time. 	Record.
4.5	Learning Commons / Maker Space <ul style="list-style-type: none"> Maker Space included in Learning Commons Separate Maker Space for younger and older children w/ appropriated sized FFE & activities. Maker Space is the “dirty” more active space – Media Room is the “clean” space. 	Record.

4.6	Itinerant Staff Workspace	<ul style="list-style-type: none"> • Jim wants to advocate for culture where teachers use the space – they don't own it. • Include 1 shared space w/ 5 "hoteling" workspace. • Need lockers for personal belongings. 	Record.
4.7	Nurse Suite	<ul style="list-style-type: none"> • Large increase in number of students may require an additional .5 or 1.0 Nurse; include 2 in the Program for now, and 6 Rest Areas. • Jim noted that there is typically 1 nurse per building that is provided by Cambridge Health Alliance, and he will check with them about adding additional staff. 	Jim to follow up with CHA about possible additional nurse.
4.8	Dining	<p>Discussed Dining spaces included in the program:</p> <ul style="list-style-type: none"> • Large cafeteria is overwhelming for younger kids and, goal is to provide smaller broken down spaces. • Separate Dining Space for Special Start/Cubs Corner –appropriate sized furniture, 40 students, include space for serving carts. • SS currently eat in classroom but eating in dining would fulfill part of student's educational plans, possibly locate space near Special Start to ease transport for SS students & assoc. equip, could use carts to transport food from server. • Separate Small alcove or room for ASD and other students that would benefit from smaller / quite space, 40 students. • Separate space for VLUS. 	Record.
4.9	Neighborhood Diagrams	<ul style="list-style-type: none"> • Reviewed options for Resource Space with varying degrees of enclosure located w/in or adjacent to the classroom. • Erin, the Montessori Resource Teacher, preferred the model w/ the following spaces located between 2 classrooms: <ul style="list-style-type: none"> ○ Resource Rooms with doors to classroom and adjacent Resource Room and corridor, lots of shelving for materials in a location out of the classroom, space can be used for break-out space with students or place for private phone calls, one-way glass to classrooms, desk plus table w/ 2 adult chairs, no windows to exterior required. ○ Shared storage ○ Toilets each room • This Resource Room model would also fulfill the Montessori Training Center mission. • Children's House, Lower Elementary and Upper Elementary neighborhoods & classrooms will all be the same to provide maximum flexibility for the future: classrooms 24 students x 58 sf/student - 	Record.

		<ul style="list-style-type: none"> =1400 sf. Cubbies: anti-rooms outside of classrooms w/ storage for shoes, hooks clothes, lunchbox above. possible bench. 	
4.10	Storage	<ul style="list-style-type: none"> Children's House: <ul style="list-style-type: none"> Rotation storage Access storage more often More small items that are changed out weekly Lower El.: <ul style="list-style-type: none"> 5x4' wide closer + Science Bins 	
4.11	Montessori Precedents	<ul style="list-style-type: none"> Erin suggested the team look at: <ul style="list-style-type: none"> Hartford Montessori Magnet Program at Montessori School of Greater Hartford (CT's first public Montessori School?). Erin offered to try and obtain the floor plans. Kingsley Montessori School in Boston. 	Record.
4.12	Coaching Spaces	<ul style="list-style-type: none"> Houses could likely be on different floors. Coaches prefer to be together, so locate w/ Lower El. 	Record.
4.13	ESL Teacher	<ul style="list-style-type: none"> Locate w/ Lower E. Jaime's projected staffing should have included Erin. Benedikt. Jaime to update projected staffing list. 	Record.
4.14	Music	<ul style="list-style-type: none"> Add 1 Large Ensemble Room to accommodate projected growth. 	Record.
4.15	Stroller/Carseat Storage	<ul style="list-style-type: none"> Area for temporary storage for 10 strollers/carseats (for TM and Special Start (SS) students & some siblings of TM/ SS students) near main entrance. 	Record
4.16	Adjustment Counselor	<ul style="list-style-type: none"> Jaime confirmed that this is a single position that is referred to as the Adjustment Counselor (sometimes called Social Worker). 	Record.
		<p>VLUS FACILITY SPACE PROGRAM REVIEW 5/29 11:00 – 1:00 City: Brendon Roy, Meghan Mulvey CPSD: Jim Maloney, Daniel Coplon-Newfield, Joanne Johnson PE: Jana Silsby, Sean O'Donnell, Alicia Caritano</p>	
4.17	Draft Facility Space Program	The team reviewed the Draft Facility Space Program and recent emails related to program and enrollment clarifications.	Record.
4.18	World Language	<ul style="list-style-type: none"> World Language classrooms could be located with other Specials as opposed to in grade level neighborhoods. Provide interconnecting classroom doors where possible. Possibly locate specials at the edge of a grade level neighborhood to provide for flexibility and option to 	Record.

		enter classrooms from the grade level or “public” zone. (Where are 2 Spanish and 1 French in the program?)	
4.19	SEI	<ul style="list-style-type: none"> 3 English + 1 Math + 1 Science = 5 total. 	Record.
4.20	Science Rooms	<ul style="list-style-type: none"> Daniel noted that these larger Science classrooms can double as meeting space. 	Record.
4.21	Speech Pathologist	<ul style="list-style-type: none"> Existing +/- .7 for VLUS, projected growth Gen. Ed & ASD requires 2 FTE’s. 	Record.
4.22	Co-Teaching	<ul style="list-style-type: none"> Sean asked for Co-Teaching precedents, but Daniel didn’t know of any. Team discussed the importance of flexibility in furniture and breakout space to allow for teaching in various locations Need to address acoustics to allow for multiple concurrent activities. Daniel said the best co-teaching example in the existing building is ELA Rm. 346 or 347. Adjacent shared Resource rooms (with acoustic doors to classrooms allows for small groups and testing, minimize glass for student social & educational privacy). 	Record.
4.23	Bathrooms	<ul style="list-style-type: none"> Gender Neutral. Need to balance privacy with additional sf required for single toilet rooms (all single use must be HC), w/ gang bathrooms being meet-up & potential bullying spaces. Faculty bathrooms on each floor. Bathroom meeting later in the Summer or the Fall. 	Record.
4.24	Main Administration	<ul style="list-style-type: none"> Possible locate Lower and Upper School Main Offices adjacent with adjacent spaces for Clerks and Family Liasons that interface often with, students & families – also possible staffing efficiencies. Principal could be located on a floor with the school as opposed to Main Office: Daniel wants to stay connected to the Students Assistant Principal could be located on a different floor than the Principal, and have a touch-down space in the Main Office. What staff has to be on the First Floor, who can be located on another floor? Daniel to think about this and advise. 	Record.
4.25	Music Classrooms	<ul style="list-style-type: none"> Important to locate music classrooms on same level as the stage, and remote from Academic spaces for acoustic separation. 	Record.
4.26	Library Tech Space	<ul style="list-style-type: none"> Daniel subsequently clarified that: <ul style="list-style-type: none"> VLUS is technically a library and educational tech specialist. 	Record.

		<ul style="list-style-type: none"> ○ IT support is one position shared between the TM & VLUS now. Increased enrollment would likely need a dedicated IT specialist for each of our schools that could work in a shared space. 	
		<p>OSS PROGRAM REVIEW 5/30 9:00 – 11:00 City: Brendon Roy, Meghan Mulvey CPSD: Jim Maloney, Jaime Frost, Daniel Coplon-Newfield, Joanne Johnson, Shelagh Walker, Jean Spera, Karyn Grace, Stephanie Barney, Desiree Phillips, PE: Jana Silsby,, Alicia Caritano</p>	
4.27	Draft Facility Space Program	The team reviewed the Draft Facility Space Program and recent emails related to program and enrollment clarifications.	Record.
4.28	OSS Overview	<ul style="list-style-type: none"> • Shelagh noted that OSS staff are constantly squeezed out of many buildings in the district, many OSS staff don't have any or sufficient spaces, and currently some staff "work out of their cars". Jim noted that there was unanticipated enrollment in other schools that provided a shortfall of space. • Desiree noted that they want realistic expectations of what space will be available for them in this project. 	Record.
4.29	OSS District Wide Spaces	<ul style="list-style-type: none"> • Jana note that the draft program that has been developed through Focus Group meetings has approximately 80,000 sf more than the program included in the RFP. As part of Programming due diligence and right-sizing the project, PE is asking all groups to advise which programs are required to be on-site, and which spaces are for District-Wide activities and could be located elsewhere. Jana noted that there will be space for Itinerant staff in the building. • District wide needs for. Green highlight items are highest priority for inclusion in project: <ul style="list-style-type: none"> ○ Office for the 3 Special Start Psychologists – shared - at least one more at Tobin if possible. ○ Office for the 2 Special Start Lead Teachers – shared. ○ Office for the Special Start behavior specialist. ○ Office for Lead Teacher for Related Services. ○ Special Start, Pre-K, ASD teacher workroom (because they need to create so many of their own materials to meet individual student needs). 	Record.

		<ul style="list-style-type: none"> ○ Office for Lead Teacher School Entry (supports new students coming to district & to S.S.). ○ 2 small rooms for testing & interviewing parents (conference room) - at least 1 at Tobin if possible. 	
4.30	Special Start	<ul style="list-style-type: none"> ● Need a separate entrance for the public/parents. ● 5 classrooms w/bathrooms – refrigerators, microwaves, sinks & bubblers. ● 1 small office/classroom for the speech language pathologist. ● Indoor playspace or small gym - dance/aerobics space. ● Conference room for Special Start meetings ● Teacher Workroom. ● Office for 1 Psychologist. 	Record.
4.31	ASD	<ul style="list-style-type: none"> ● ASD numbers fluxuate annually. ● Lower School 5 ASD Self-Contained Classrooms w/ bathrooms to teach toilet training: <ul style="list-style-type: none"> ○ 1 Children’s House ○ 2 Lower Elementary ○ 2 Upper Elementary ● Upper School ASD Classrooms: <ul style="list-style-type: none"> ○ 1 in each grade level neighborhood ○ 2 small self-contained classrooms for 8 students @ 640sf (1 grade 6, 1 grade 8 neighborhoods) for 12 students, teach stocking shelves, money skills, sorting mail. ○ 1 large self-contained classroom for 12 students @ 720 sf (Grade 7 neighborhood) ● 1 Life Skills classroom for 8 students, Vocational training/Life Skills space for VLUS ASD Program – 8 students <ul style="list-style-type: none"> ○ Apartment like- kitchen- Cooking – hot plate/plug-in griddle; microwave; oven; 4 multi-purpose project tables; dishwasher; clothing rack w/laundry; toilet nearby ok - toilet not required in room. ● Office for the ASD Specialist ● Office for 8 Behavior Specialists to share; 1 full time for V.L. ● Conference room for the ASD Program ● 1 small classroom for speech language pathologist for each school ● Relaxation/Calming space for the ASD Program- one each school/each floor 70sf –padded; 	Record.

		protected/recessed lights, piped music for calming requested if possible.	
4.32	Tobin Montessori	<ul style="list-style-type: none"> • 1 office for the school psychologist. • 1 office for the Adjustment Counselor, sometimes referred to as Social Worker. • 1 conference room for OSS meetings. • 1 small classroom for speech language pathologist. • 3 Special educators. 	Record.
4.33	VLUS	<ul style="list-style-type: none"> • 2 offices for school psychologists. • 1 conference room for OSS meetings. • 2 offices for school social workers. • 1 small classroom for speech language pathologist (SLP) - 6 student max.; w/V.L. • Shared office for Upper School Lead teacher, OT/PT providers, etc. (district OSS staff who come to support VLUS and Tobin) - Needs to accommodate 10 staff. 	Record.
4.34	Speech/Language/Pathologists	<ul style="list-style-type: none"> • Need to rationalize number of SLP's for the entire project. • 1 for TM, 1 for Special Start, 1 for TM ASD. • 1 for VLUS, 1 for VLUS ASD • Small "Classroom" requested is actually just office with space for a max. of 6 ASD or LBLD students. • Should SLP's be grouped or separate: Desiree suggested that SLP for younger students should be grouped, and VLUS should be separate self-contained classrooms. 	Record.
4.35	OT/PT	<ul style="list-style-type: none"> • 2 each for enrollment growth and added ASD program. • 2 OT (fine motor) spaces @ 600sf shared for TM & VLUS, can subdivided with moveable acoustic partitions • 2 PT (gross motor) spaces @ 720sf : 1 for younger children, 1 for older children, each with different age appropriate equipment, 1 space will include suspension. • 2 Shared offices that can be scheduled. • "Corridor Activities" noted in the OSS email can occur in "Dance Room" or Gross Motor Room. Activities include: scooter boards, running, hopping, skipping, obstacle courses. • Need 60' length = 50' + 5' clearance at each end. • Standard wood gym floor ok. 	Record.
4.36	Relaxation Spaces	<ul style="list-style-type: none"> • Relaxation/calming spaces (70sf) used for 1 student experiencing potentially unsafe behaviors and 2 staff. • 1 per floor/neighborhood in each school: 3 TM, 3 	Record.

		<p>VLUS.</p> <ul style="list-style-type: none"> • Reflection Room in TM Lower School Administration is a separate space. • Music as a calming measure is requested in these spaces if possible. • Warm colored lamps requested in lights. 	
		<p>CPS DISTRICT WIDE FACILITY SPACE PROGRAM REVIEW City: Brendon Roy, Meghan Mulvey CPD: Jim Maloney, Joanne Johnson, Vedad Konjic – Facilities only, Janet MacNeil, & Donna Pereira – Science Offices only, Melissa Honeywood – Food Services Only, Tom Arria – Athletics only PE: Jana Silsby,, Alicia Caritano</p>	
4.37	Draft Facility Space Program	The team reviewed the Draft Facility Space Program and recent emails related to program and enrollment clarifications.	Record.
4.38	District Storage & Shop (Facilities)	<ul style="list-style-type: none"> • Near loading dock. • District Wide storage 4,500sf. • 5 Work Shops 1,000 sf eac for: plumbing, electrical, painting, custodial = 5,000 sf total. • 1 Carpentry Work shop 2,000. • Lunchroom w/ 15 lockers 180sf. • Toilet/shower 100sf. • +/- 10 parking spaces. • Vedad to provide copies of all CPS facilities standards for: MEP Systems, and products including but not limited to toilet accessories, and Janitor's Closet preferred layout. 	Record.
4.39	Districtwide Science Offices	<ul style="list-style-type: none"> • Need separate entrance (vestibule per Energy Code) • Near loading dock. • Director Office 120 sf. (located remote from the door) • Shared Office for 3 200sf. • Small Conference/Lunch Room for 8-10 people + kitchenette w/ undercounter fridge & microwave, 200 sf. • Restroom 65sf. • Workroom & Storage – Donna's work areas is here - 2,000, utility sink, refrigerator w/ freezer compartment, 5' wide garage door to receive supplies. 	Record.
4.40	District Food Storage	<ul style="list-style-type: none"> • Near loading dock. • Dry Storage 450sf. • Freezer 550sf. • Cooler 450 sf. • Larger deliveries allow to buy in bulk at a savings. • 1-2 large drops/month (18 wheelers) • 1-2 daily deliveries (box trucks) • Orders leave site 3-4 times/week. 	Record.

		<ul style="list-style-type: none"> The team acknowledged that although the square footage is relatively small, the impact of the large trucks on the site design is quite large and added circulation for large trucks is competing with take outdoor PE and athletics space. 	
4.41	District Gymnastics	<ul style="list-style-type: none"> Space needed for HS Girl's Gymnastics because MIT space will not be available as of 2019. Tom Area provided list of requirements: <ul style="list-style-type: none"> Space 5,000 – 5,500 sf (both gyms could work) 450 sf storage for gym floor and equipment which will be broken down small enough to fit in this size storage; requires more set-up time 26' ceiling No trampoline or pit required. Jim agreed to provide requested 450 sf of storage and noted that if gymnastics program does not end here, storage will be utilized by others. Team acknowledged that schedule would need to be coordinated so that on-site programs would have priority to the gyms: Tom noted that practice could occur after 6pm and should not conflict w/ on-site programs. Other possible evening activities could be adult volleyball. 	Record.
		<p>DHSP FACILITY SPACE PROGRAM REVIEW City: Brendon Roy, Meghan Mulvey DHSP: Ellen Semonoff, Michelle Farnum, Meghan White, Yolande Goode, Liz Lewis, Mari Watson, Katie Gladfelter, Roslyn Shay PE: Jana Silsby,, Alicia Caritano</p>	
4.42	Draft Facility Space Program	The team reviewed the Draft Facility Space Program and recent emails related to program and enrollment clarifications.	Record.
4.43	Preschool Program	<ul style="list-style-type: none"> Ellen noted that they have further considered the administrative model required for this many students and have added another layer of administration to deal with the enrollment.: <ul style="list-style-type: none"> Reception 1 Manager. 2 Director Offices for 2. 2 Shared Offices for 4 Teacher Coordinators. Max staff on site at largest shift = 37 8 Classrooms w/ bathrooms, shelving for lots of books. Cubbies outside of classrooms. Cots can be stored in alcoves. 2 Kitchen/Pantries serving 4 classrooms each. 	Record.

		<ul style="list-style-type: none"> • Cubbies outside of Classroom. • Files: DHSP to provide the # of linear feet of files required to inform size of Record's Room. • 2 General Storage – shared. • Stroller Storage. • Gross Motor Room. • Conference Room 8-10. • Exterior Storage. • Teacher Work Room – copier, can be used as lunch room. • Staff bathrooms in grossing factor. • Janitor's closet. • Laundry w/ washer & dryer. 	
4.44	Community School	<ul style="list-style-type: none"> • 4 Instructional Spaces: <ul style="list-style-type: none"> ○ 1 Community School Classroom + Cubs Corner Nap. ○ 1 Community School + Cubs Corner Activity. ○ 2 Community School Classrooms for older students. ○ Cubbies outside of Classrooms – 100. ○ Community School Storage. ○ Cubs Corner Storage. ○ Laptop cart storage (power/data, shelves above). • Pantry. • Admin: Parents/guardian need to sign students in & out. <ul style="list-style-type: none"> ○ 1 Office (sliding window). ○ Small Conference Room. ○ Med/Rest Area + Restroom (locate near Katie's office who doubles as "nurse", school nurse who is not on-site afterhours & summer). ○ Teacher Work Room. ○ Lockers. ○ Laundry w/ washer & dryer (Ellen noted leave separate for now, could use Preschool laundry if Preschool is adjacent). ○ Afterschool Pantry. ○ Music Practice / Ensemble Rooms – 2. <ul style="list-style-type: none"> ▪ Brendon confirm that the 2 Music Practice Rooms will be assigned to the Community School for their piano lessons with the understanding that the rooms will be used by TM & VLUS during the day; schedule will need to be 	Record.

		coordinated.	
4.45	Dining	<ul style="list-style-type: none"> Separate younger children's dining for Special Start/Cub's Corner. 	Record.
4.45	Cleaning of DHSP Spaces	<ul style="list-style-type: none"> CPS currently doesn't clean DHSP spaces, but large enrollment and number of students on site suggests that DHSP needs to discuss this operational issue w/ CPS. 	Record.
4.46	Next Programming Committee Meeting	<ul style="list-style-type: none"> 6/11 - 11:30 - 1:00 Programming Committee reviews Facility Space Program & Votes to Recommends Approval of Facility Space Program to Executive Committee. 	Record.

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
3.4	Summer Camp Storage	<ul style="list-style-type: none"> Team acknowledged that Summer Camps fluxuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>5/10: No update.</p>	CPS/DHSP to forward requirements for Summer Camp Storage.
3.7	Bathrooms	<ul style="list-style-type: none"> Jim noted CPS sensitivity to Gender Neutral Bathroom Issue & need to factor in Principal preferences. Daniel noted that there are specific Middle School reqmts. to be considered PE acknowledged this is an important issue and they have experience with various gender neutral models that provide different levels of privacy and oversight - grossing factor in program allows for variation. Issue can be studied in more detail including possible workshop later in FS or in SD. <p>5/10: No update.</p>	CPS to provide Gender Neutral policy.
1.9	Scheduling Assistance	<p>JM and CS suggested that CPSD will need Scheduling Assistance from PE to evaluate this complex program. SOD noted that he will contact Michael Rettig, the scheduling consultant, and confirm if he is available to assist in evaluating scheduling/utilization of room. JS suggested that some districts are exploring a longer Humanities block (English/Social Studies) to help with scheduling. DCN noted that VLUS is considering a similar program for fall '19 and they may have data on this pilot in Jan/Feb. '20.</p>	PE to contact Michael Rettig.
	4/23/19	<p>Sean explained that PE services do not include building class schedules. Michael Rettig, the scheduling consultant that worked on MLK is not available, but has referred PE to another consultant that may be available to assist with scheduling to help establish the program. Claire noted that the schedule could possibly extend 30 minutes. Daniel also mentioned that he has some experience scheduling and he will run a preliminary analysis (option for current day and + 30min.) to determine schedule including what</p>	

		<p>supplemental spaces (Art, Music, Gym, Support, etc.) are required due to the increased enrollment.</p> <p>5/10/19: PE is having trouble locating a Scheduling Consultant that can provide the detailed schedule required for the project. Daniel provided space projections, no schedule provided.</p>	<p>PE to continue to try & find Scheduling consultant.</p>
<p>This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.</p>			

Next Meeting: 6/11/19

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: None

MEETING RECORD

Perkins Eastman
Architects DPC

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Date Prepared	6/17/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	6/11/2019	
Prepared By	Alicia Caritano	a.caritano@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy CPS: Jim Maloney, Joanne Johnson, Jaime Frost, Daniel Coplon-Newfield DHSP: Ellen Semonoff, Michelle Farnum Perkins Eastman: Jana Silsby, Alicia Caritano, Emily Hunter	
Not In Attendance	City: Michael Black CPS: Claire Spinner, Carolyn Turk, MaryAnn MacDonald, Vedad Konjic	
NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
6/11/19.1	<p>Presentation</p> <p>Jana explained that the purpose of this meeting was to review the Final Draft Facility Space Program, so that the Programming Committee could recommend approval of the program to the Executive Committee. Agenda included the following:</p> <ul style="list-style-type: none"> • Work since 5/10/19 meeting • Facility Space Program <ul style="list-style-type: none"> ○ 6/5 Executive Committee Meeting updates ○ Existing Building vs. Proposed ○ Review and Comment ○ Recommend Approval Space Program to Executive Committee. • Look Ahead <p>Refer to the attached presentation for additional information.</p>	Record.
6/11/19.2	<p>Executive Committee 6/5 Meeting Update</p> <ul style="list-style-type: none"> • District Government Food Storage: <ul style="list-style-type: none"> ○ Removed from program: square footage is small but impact of 18 wheelers on site plan is large. • Gymnastics Program Equipment Storage: <ul style="list-style-type: none"> ○ Keep 450 sf of storage for Girl's HS Gymnastics in program. Storage will 	Record.

		<p>be utilized for other athletics storage if gymnastics not on site.</p> <ul style="list-style-type: none"> ○ Gymnastics practice would be 6:00 pm or later: gym usage for on-site programs are priority, schedules will need to be coordinated. 	
<p>6/11/19.3</p>	<p>Facility Space Program Overview/ Increase Highlights</p>	<p>Jana described the Program Increase Highlights comparing the existing building to the proposed:</p> <ul style="list-style-type: none"> ● Tobin Montessori School – increase of 124 students: <ul style="list-style-type: none"> ○ Add 4 Special Start Classrooms + Student/Teacher Support Spaces ○ Add 5 ASD Classrooms + Student/Teacher Support Spaces ○ Add 1 Upper Elementary Classroom ● Vassal Lane Upper School – increase of 193 students: <ul style="list-style-type: none"> ○ Add 6 VL Regular Classrooms +1 SEI Classroom + 1 LBLD Classroom + Student/Teacher Support Spaces ○ Add 3 ASD Classrooms + Life Skills Room + Student/Teacher Support Spaces ● Shared Spaces: <ul style="list-style-type: none"> ○ Provide Age-appropriate Dining & right-size for increase in population ○ Provide Age-appropriate Maker Spaces ○ Provide Adequate Specials for increase in population ● DHSP Preschool – increase 160 students: <ul style="list-style-type: none"> ○ Add 8 Preschool Classrooms – Student/Teacher Support Spaces ○ Add Gross Motor Room ● DHSP Community School – increase of 25 students: <ul style="list-style-type: none"> ○ Right-size Classrooms + Add Staff/Teacher Support Spaces ● District-wide Spaces: <ul style="list-style-type: none"> ○ Storage & Shop – Provide shop & staff areas ○ Science Dept. – Provide workspace, storage & staff areas ○ Food Service – Provide USA food storage, freezer & cooler space (removed from program) ○ OSS Offices – Provide Special Start & ASD staff offices, conference & testing 	<p>Record.</p>

		<ul style="list-style-type: none"> ○ Gymnastics - Provide equipment storage (use of gym spaces required) 	
6/11/19.4	Existing vs. Proposed SF Comparison	<p>Jana described the existing vs. proposed net (nsf) and gross (gsf.). Jana also noted that the nsf included the space within the walls, and the gsf is the remaining building area including: interior and exterior walls, stairs, elevators, mechanical rooms/shafts, and toilet rooms. She also explained that at this stage the gsf is calculated by applying a “grossing factor” of 1.55 for most areas, and 1.33 for areas with less partitions (e.g. common areas & district-wide spaces). Final grossing factors may be smaller and will be determined based upon actual design options. Jana also noted that the sf / student is higher than MLK as expected due to large number of younger students at this site, and also Special Start & ASD programs, that require more sf/student. Jana also noted that the size of the building is largely determined by the projected enrollment which is much larger than the existing.</p> <ul style="list-style-type: none"> ● NSF: <ul style="list-style-type: none"> ○ Existing NSF +/- 91,647* ○ Proposed 128,544 ● GSF: <ul style="list-style-type: none"> ○ Existing +/- 128,545* ○ Proposed 295,984 (excludes potential underground parking) <p>*Need to verify roof spaces.</p> <ul style="list-style-type: none"> ● Refer to attached presentation for additional information/ breakdown of spaces. 	Record.
6/11/19.5	STEAM/ Maker Spaces	<ul style="list-style-type: none"> ● Program includes 2 Steam/Maker spaces, 1 for TM/younger children and 1 for VLUS/older children. ● Jana noted that MSBA template now includes Tech Space for grades 3-6. Jana also noted that full wood-working shops w/ power tools and dust collection systems are not part of standard middle school curriculums; typically more hand tools / no full dust collection system. Jim confirmed that full wood-working shop not required. ● Space is part of Learning Commons and adjacent to Art. ● Space for older children similar to Putnam Upper School ● Daniel noted that this space will help to fill current Engineering + Technology gap in curriculum. ● Jim and Daniel to speak to Janet MacDonald Science Curriculum Coordinator. Final equipment in each space tbd. 	CPS to follow up.

		<ul style="list-style-type: none"> Jim to confirm if there are official School Committee Policies or Guidelines about wood-working program. 	
6/11/19.6	Flexibility	<ul style="list-style-type: none"> Jim requested that when planning design options, team allows for flexibility at the edges of the neighborhoods to allow for future growth and other changes. 	Record.
6/11/19.7	VLUS Lockers	<ul style="list-style-type: none"> Lockers: <ul style="list-style-type: none"> 553 required: provide 560. Lock type: include integral locks for pricing, final type tbd. Integral locks needs to be reset. 	Record.
6/11/19.8	OSS Location	<ul style="list-style-type: none"> OSS does deal w/ parents, so need a separate entrance or a quick up/down near front door. JS noted that due to competing demands for first floor space for large number of young children, OSS may need to be on upper floor and may need separate stair or elevator for pending design. 	Record.
6/11/19.9	Staff Count	<ul style="list-style-type: none"> TM, VLUS & DHSP to confirm staff counts. Will need staff count for the project for several reasons including: <ul style="list-style-type: none"> HVAC Sizing LEED 	CPS & DHSP to confirm staff counts.
6/11/19.10	Tobin Montessori	<ul style="list-style-type: none"> PE suggested adding 1 conference room that could that could also be used for testing (1 teacher + 2 students). 	Record.
6/11/19.11	Itinerant Staff	<ul style="list-style-type: none"> Jim requested that workstations (in 1 shared room) be increased from 5 to 8 to allow for growth and staff that are not yet accounted for. Work stations will have locked box file. Provide coat closet or wardrobes for coats. 	Record.
6/11/19.12	Math Resource Storage	<ul style="list-style-type: none"> Joanne/Eileen Gagnon, Math Coach, subsequently provided shelving info on 6/17: <ul style="list-style-type: none"> Existing 54 shelves, ea., bookcase is 7'tall & 36" wide (6 tall shelves ea. Bookcase) Height shelving important because they staff multiple boxes on top of one another. Projected need 60 shelves. 	Record.
6/11/19.13	DHSP	<ul style="list-style-type: none"> Records Files: 12 lf, 4 files 3' wide, 3 drawer units. Outdoor Storage: <ul style="list-style-type: none"> 2 trikes ea/8 classrooms = storage for 16 trikes. Also storage for balls, etc. 	Record.

		<ul style="list-style-type: none"> • Preschool Largest Staff Shift: <ul style="list-style-type: none"> ○ Corrected number from previously reported 37 to 33. • Community School Bulk Storage: <ul style="list-style-type: none"> ○ Michelle subsequently confirmed that a bulk storage closet of 150sf is required. 	
6/11/19.14	Custodians	<ul style="list-style-type: none"> • Existing 4 • Projected 6 pending CPS confirmation. • Adjust # of lockers as required. 	CPS to confirm.
6/11/19.15	Recommend Approval of Space Program	<p>The Programming Committee recommends approval of the attached program (dated 6/12/19) to the Executive Committee. Program includes the info presented at the 6/11 meeting plus follow-up responses by the City and CPS on 6/11 pm and 6/12 am:</p> <ul style="list-style-type: none"> • Professional Development Space/ Community Space included at 2,200nsf. • Special Start (SS) Classroom Staffing: <ul style="list-style-type: none"> ○ Staffing for the classrooms at Tobin - 1 teacher & 2 paras for each integrated classroom that will enroll typical learners as well as students requiring services. ○ Staffing in sub separate classrooms - 1 teacher & 3 paras. The split between integrated and sub separate classrooms will vary from year to year. • ASD Classroom Staffing: <ul style="list-style-type: none"> ○ 1 teacher & 2 paras at a minimum. Depending upon the needs of the students there could be 1 or 2 additional paras in each classroom. • Special Start and ASD Cubbies: <ul style="list-style-type: none"> ○ Locate outside the classroom. • District OSS Staffing at TM/VLUS: <ul style="list-style-type: none"> ○ Eliminate requirement for the Lead Teacher School Entry; that position will be placed elsewhere. ○ Reduce number of ASD Behavior Specialists to 4. • VPA: <ul style="list-style-type: none"> ○ Added one additional General Music room to accommodate projected increased enrollment. • Fitness Room: <ul style="list-style-type: none"> ○ Required for VLUS PE curriculum. 	Record.

6/11/19.16	Transportation Mode Survey	Mode Survey is wrapping up and results will be available by end of June.	VHB to provide results.
6/11/19.17	Next Meeting	Programming Committee will meet on 7/16 to review conceptual Design Options.	Record.

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
5/29/19.7	Nurse Suite	<ul style="list-style-type: none"> Large increase in number of students may require an additional .5 or 1.0 Nurse; include 2 in the Program for now, and 6 Rest Areas. Jim noted that there is typically 1 nurse per building that is provided by Cambridge Health Alliance, and he will check with them about adding additional staff. <p>6/11/19: Jim spoke to Tracy and confirmed 2 nurses. It was noted that Nurses treat Preschool students, but not Community School or After School. Provide space for Nurses and Receptionist.</p>	Record.
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> Team acknowledged that Summer Camps fluxuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>5/10: No update. 6/11/19: Michelle confirm that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. CPS to confirm if additional storage is required for Summer Camps.</p>	CPS confirm Summer Camp Storage.
5/10/19.7	Bathrooms	<ul style="list-style-type: none"> Jim noted CPS sensitivity to Gender Neutral Bathroom Issue & need to factor in Principal preferences. Daniel noted that there are specific Middle School reqmts. to be considered PE acknowledged this is an important issue and they have experience with various gender neutral models that provide different levels of privacy and oversight – grossing factor in program allows for variation. Issue can be studied in more detail including possible workshop later in FS or in SD. <p>5/10, 6/11/19: No update.</p>	CPS to provide Gender Neutral policy.
4/2/19.9	Scheduling Assistance	<p>JM and CS suggested that CPSD will need Scheduling Assistance from PE to evaluate this complex program. SOD noted that he will contact Michael Rettig, the scheduling consultant, and confirm if he is available to assist in evaluating scheduling/utilization of room. JS suggested that some districts are exploring a longer Humanities block (English/Social Studies) to help with scheduling. DCN noted that VLUS is considering a</p>	PE to contact Michael Rettig.

		<p>similar program for fall '19 and they may have data on this pilot in Jan/Feb. '20.</p> <p>4/23/19: Sean explained that PE services do not include building class schedules. Michael Rettig, the scheduling consultant that worked on MLK is not available, but has referred PE to another consultant that may be available to assist with scheduling to help establish the program. Claire noted that the schedule could possibly extend 30 minutes. Daniel also mentioned that he has some experience scheduling and he will run a preliminary analysis (option for current day and + 30min.) to determine schedule including what supplemental spaces (Art, Music, Gym, Support, etc.) are required due to the increased enrollment.</p> <p>5/10/19: PE is having trouble locating a Scheduling Consultant that can provide the detailed schedule required for the project. Daniel provided space projections, no schedule provided.</p> <p>6/11/19: PE noted that at this time they cannot locate a scheduling consultant that is available to work on the project.</p>	<p>Record.</p>
<p>This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.</p>			

Next Meeting: 7/16/19

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation, Program

TOBIN MONTESSORI & VASSAL LANE UPPER SCHOOLS

Facility Space Program

_V02 06/12/19

PE Project No. 79130

students	CAPACITY	NET AREA total	GROSSING factor	GROSS AREA total
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A. Area Summary

3. Program area (without Structured Parking)		178,083 nsf	1.55	276,029 gsf	244,649 gsf CPS w/o DHSP
Districtwide Programs		16,745 nsf	1.33	22,271 gsf	
Structured Parking Estimated SF		Structured Parking Estimate		0 gsf	
Total Projected GSF		194,828 nsf		298,300 gsf	

B. Capacity Summary

1. Target Tobin (JK to 5th Montessori)	336 students
2. Target VLUS (6th to 8th)	450 students
Target SEI (VLUS)	75 students
3. Target Human Services: PreSchool	160 students
4. Target ASD (Tobin & VLUS)	68 students
5. Target Special Start (Tobin)	75 students
6. Total Capacity (at 100% Utilization)	1,164 students
7. Effective Student Capacity	1,164 students

C. Area Analysis

1. Square Feet per student: Actual	1,164 students	237.1 sq. ft. per student
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D. Area Comparison

		Net Sq Feet		Gross S. F.	
1. Lower School Classroom:	17%	31,160 nsf		48,298 gsf	
2. Lower School Instructional Support:	3%	5,500 nsf		8,525 gsf	
3. Lower School Administrative:	1%	2,430 nsf	39,090 nsf	3,767 gsf	60,590 gsf Lower School Sub Total
5. Upper School Classroom:	19%	34,583 nsf		53,604 gsf	
6. Upper School Instructional Support:	2%	3,900 nsf		6,045 gsf	
7. Upper School Administrative:	1%	2,330 nsf	40,813 nsf	3,612 gsf	63,260 gsf Upper School Sub Total
9. Human Services Preschool:	8%	14,000 nsf		21,700 gsf	
10. Human Services After School Instructional:	3%	5,095 nsf		7,897 gsf	
11. Human Services Administrative:	1%	1,150 nsf	20,245 nsf	1,783 gsf	31,380 gsf Human Services Sub Total
12. Learning Commons:	5%	9,510 nsf		14,741 gsf	
13. Professional Development & MPR:	1%	2,440 nsf		3,782 gsf	
13. Gym/Health Center:	11%	19,920 nsf		30,876 gsf	
14. Dining:	6%	10,405 nsf		16,128 gsf	
15. Auditorium:	5%	9,650 nsf		14,958 gsf	
Visual Arts:	4%	6,775 nsf		10,501 gsf	
16. Performing Arts:	4%	6,960 nsf		10,788 gsf	
17. Nursing Suite:	1%	965 nsf		1,496 gsf	
18. OT/PT:	2%	2,980 nsf		4,619 gsf	
19. Other:	2%	4,350 nsf		6,743 gsf	
20. Buildings & Grounds:	2%	3,980 nsf	77,935 nsf	6,169 gsf	120,799 gsf Shared Sub Total
Total GSF without District-wide Programs	100%	178,083 nsf		276,029 gsf	64.52%
				(Note Added Districtwide Programs Above)	

E. Area Chart

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	

1 LOWER SCHOOL

A Lower School (LS) Classroom Space									
1.	Special Start	5	18	15	75	60	900	4,500	sink & bubbler in classroom, includes storage
1b	Bathrooms	5					65	325	
2.	Children's House (3,4,5 yrs/JK/K.)	5	10	24	120	58	1,400	7,000	sink & bubbler in classroom, includes storage
2a	Bathrooms	5					65	325	
	Teacher Resource	5	1				100	500	Staff# = CH hourly aide
3.	Lower Elementary (6, 7& 8 yrs. Gr. 1-3)	5	10	24	120	58	1,400	7,000	sink & bubbler in classroom, includes storage
3a	Bathrooms	5					65	325	
	Teacher Resource	5					100	500	
4.	Upper Elementary (4th & 5th gr.)	4	10	24	96	58	1,400	5,600	sink & bubbler in classroom, includes storage
	Teacher Resource	4					100	400	
5.	Neighborhood Breakout Space	3					200	600	LE, UE, SS
5a.	Kitchenette for CH	1					150	150	CH
6.	Teacher Workroom	4					250	1,000	CH, LE, UE, SS
7.	Children's House: Cub's Corner								
7a	Activity Room	0	5				1,000	0	Utilize Community School Spaces
7b	Nap/Lunch Room	0					1,000	0	Utilize Community School Spaces
7c	Bathroom with Stalls	0					50	0	Utilize Community School Spaces
5.	ASD Self-Contained Classroom	5	16	8	40	60	480	2,400	1 w/Children's House; 2 w/Lower Elem; 2 w/Upper Elem.
5a	Bathrooms	5					65	325	
5b	Relaxation Space	3					70	210	1 per neighborhood
6.	Cubbies	1			451		451	451	In corridors for all groups

Lower School Classroom: 69 70 451 31,160

B Student & Instructional Support									
1.	Psychologist	2	2				200	400	1 for Tobin & 1 for Special Start & ASD
1a.	Special Start Conf	1					25	250	250 Meetings for 10 people or testing
1b.	Testing Room	1		3			40	120	120 For use by itinerant Special Start & ASD
2.	Special Education Office/Learning Center	3	3	6			40	240	720 Classroom for up to 6 kids
3.	Adjustment Counselor	1	1					140	
3a	Counselor Storage	1						50	50
3b.	Reflection Room	1						120	120 Moved from Administration to Student & Instructional Support
4.	Speech/Language Pathologist	3	3					200	600 1 for Tobin, 1 for Special Start & 1 for ASD
5.	Coaching Office	1	3				80	240	240 Math, Literacy & Montessori Resource Coaches
5a.	Conference Room	1					25	250	250 Meetings for 10; Attached to coaching office
5b.	Storage/Records	1						100	100
6.	Math Resource Room	1		25			50	1,250	1,250 With Storage.

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE						NOTES	
		SPACES		STUDENTS		NET SQUARE FEET			
		total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room		square feet sub-total
6a	Math Interventionist	1	1	0			120	120	Size as compared to ESL & Early Lit. - office vs resource classroom use?
7.	Literacy Resource Room	1	1	10			50	500	500 with Storage
7a.	Early Literacy Intervention Room K-2	1	1	8			40	320	w/CH
8.	ESL Intervention	1	1	8			40	320	w/Lower EL

Lower School Instructional Support: 21 16 5,500

C Lower School Administration									
1.	Main Office								
1a	Reception/Family Liason	1	1				150	150	
1b	Clerk	1	1				150	150	
1c	Mailboxes	1					50	50	
1d	Supply Storage	1					100	100	
1e	Workroom & Copier	1					200	200	
1f	Records	1					150	150	
1g	Building Substitute	1	1				40	40	
2.	IEP/Conference Room	1					400	400	Space for 20 people; For OSS meetings, etc.
3.	Bathroom	1					65	65	
4.	Itinerant Staff	1					425	425	Shared space with 8 workstations @ 50nsf/person + 25nsf
5.	Principal's Office	1	1				200	200	
6.	Assistant Principal	1	1				140	140	
7.	Building/Data Specialist (shared Tobin)	0					120	0	See IT in Learning Commons
8.	Small Conference	1					140	140	
9.	Family Liaison Storage	1	1				120	120	
10.	Teacher Wellness Room	1					100	100	

Lower School Administrative: 15 6 2,430

2 UPPER SCHOOL

A Upper School (US) Core Academic Space									
1.	Grade Level Neighborhoods								
1a	Math	3	3	25	75	40	1,000	3,000	
1b	Science	3	3	25	75	50	1,250	3,750	
1bi	Science Prep Room	3					250	750	
1c	ELA & Social Studies	6	6	25	150	40	1,000	6,000	ELA/Social Studies may have operable partition
1d	Gen. Classroom (Math/Sci & ELA/SS)	6	6	25	150	40	1,000	6,000	
1e	Small Group Room/OSS Office	9	9	10		40	400	3,600	Locate between ELA, Math, Social Sci, and WL classrooms. NOTES SAY 12-15 STUDENTS PER ROOM FC
1f	LBLD Classroom	3	6	15		40	600	1,800	This # of students are not additive; they are coming from 450 population
1g	ASD Self-Contained Classroom	2	8	8	16	60	480	960	6 & 8 grades
1g	Lg ASD Self-Contained Classroom	1	3	12	12	60	720	720	7th grade

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
		SPACES		STUDENTS		NET SQUARE FEET			
		total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	
1h	Life-Skills Classroom	1		8		80	640	640	
	Relaxation Space	3					70	210	1 per neighborhood
2.	Teacher Workroom	3					300	900	6-8th grade
3.	SEI Neighborhood (integrate above)								Integrate
3a	SEI Classroom	4	8	25	100	36	900	3,600	3-English; 1-Math
3b	SEI Science Lab	1	2	25	25	50	1,250	1,250	
3c	SEI Science Prep Room	1					250	250	
4.	Extended Learning Space	3					200	600	
5.	Lockers	1		553	603		553	553	In corridors; provided for all US students

Upper School Classroom: 53 54 553 34,583

B Student & Instructional Support									
1.	Psychologist	2	2				200	400	In suite with Counselor
2.	Social Workers & ASD Behavior Specialist	3	3				160	480	Part of OSS - verify if full time vs part time; confirm #
3.	Speech/Language Pathologist	2	2				160	320	One additional space for growth + ASD
4.	Counselor	3	3				160	480	2 Guidance & 1 Student Support - under VL (not OSS)
4a.	Counseling: Student Break Space	1					120	120	
4b.	Waiting: Counseling	1					100	100	
4c.	Storage: Counseling	1					50	50	
5.	Math/Literacy Coaches	2	2				300	600	
6.	Math Interventionalist	2	2				200	400	
7.	Literacy Interventionalist	1	1				200	200	
8.	Math/Literacy Bookroom	2					250	500	
9.	Conference Room	1					250	250	Meetings for 10

Upper School Instructional Support: 21 15 3,900

C Upper School Administration									
1.	Main Office								
1a	Reception/Waiting	1					100	100	
1b	Clerk	1	1				150	150	
1c	Mailboxes	1					50	50	
1d	Supply Storage	1					100	100	
1e	Workroom & Copier	1					200	200	
1f	Records	1					150	150	
2.	IEP/Conference Room	1					400	400	Meetings space for 20
3.	Bathroom	1					65	65	
4.	Itinerant Staff	1					275	275	Shared space with 5 workstations
5.	Principal's Office	1	1				200	200	
6.	Assistant Principal	2	2				140	280	
7.	Small Conference	1					140	140	

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	
8. Family Liaison	1	1				120	120	
9. Teacher Wellness Room	1					100	100	
Upper School Administrative:	15	5					2,330	

3 HUMAN SERVICES

A PreSchool									
1.	Classrooms	8	26	20	160	50	1,000	8,000	
2.	Bathrooms	8					65	520	
3.	Pantry/Kitchen	2					150	300	
	Managers Office	1	1				160	160	
4.	Director's Offices	2	2				120	240	
5.	Shared Office	2	4				180	360	Teacher coordinators - 2 per office
6.	Conference Room	1					200	200	8-10 people
7.	Teacher Workroom/Lunch	1					200	200	Kitchenette
	Copy alcove	1					50	50	Proximity to offices
8.	Reception	1					120	120	
9.	Staff Bathroom	0					65	0	Staff largest shift - 37 staff
10.	Stroller Storage	1					50	50	
11.	General Storage	2					100	200	large enough to include cots
12.	Cubby Area	8					125	1,000	Outside classroom
13.	MPR/Gross Motor Room	1					2,200	2,200	
	Records	1					150	150	DHSP= (4) 3-drawer units - counter top height.
	Outdoor storage	1					200	200	16 trikes
14.	Janitor's Closet	1					0	0	Provide one for this neighborhood @ +/- 50nsf - falls in grossing factor
15.	Laundry	1					50	50	washing machine/dryer
Human Services Preschool:		43	33		160			14,000	

B Community School Instructional Space									
1.	Comm. School Classrooms								
1a	Comm. School Clrm + Cubs Crnr Nap	1	2	20	20	50	1,000	1,000	Cubbies outside - 25/per classroom = 100 total
1b	Comm. School Clrm + Cubs Crnr Activity	1	2	20	20	50	1,000	1,000	
1c	Comm. School Classroom - Older students	2		24	48	40	960	1,920	
2.	Restrooms/Changing	4				50	50	200	
3.	Storage Comm. School	4					50	200	Locked
4.	Cubs Corner Storage	1	1				125	125	Includes cot storage + staff desk
5.	Laptop Cart Storage	1					50	50	
6.	Arts Storage	1					200	200	Near TM/VL Visual Arts Rooms
7.	Gym Storage	1					400	400	Near TM/VL Gyms

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	
Professional Development & MPR:	4						2,440	

C Gym/Health Center									
1.	Multi-Purpose Gymnasium	1					8,000	8,000	
2.	Small Gym	1					5,000	5,000	
3.	Storage	2					400	800	Combine if possible?
4.	P.E. Office	2	4				200	400	internal toilet; Verify # of staff for TM; VL=2
5.	Locker Rooms	2					300	600	Same as MLK
6.	Health Classroom	2	2	25	50	36	900	1,800	
7.	Fitness Center/Weights	1					1,000	1,000	Verify that this is needed by VL
8.	LS MPR/Aerobics/Dance Room	1					2,200	2,200	Use by CH & Sp Start
9.	Staff Changing Room/Shower	1					120	120	
Gym/Health Center:		13	6					19,920	

D Dining									
1.	Dining								
1a	Lower School	1		112		15	1,680	1,680	3 seatings
1b	Special Start/Cubs Corner Dining	1		40		15	600	600	Possible locate w/special start
	Special Start/Cubs Corner Servery	1	1				50	50	Portable serving cart
1c	Upper School (inc. SEI)	1		175		15	2,625	2,625	3 seatings
1d	Small (ASD) Dining Alcove or Room	1		40		15	600	600	2 seatings: 40/24
2.	Kitchen	1					2,000	2,000	
2a	Food Prep		3						
2b	Dry Storage								
2c	Ware Washing								
2d	Refrigerator								
2e	Freezer								walk-in
2f	Recycling								
2g	Office		1						Head Chef
2h	Breakroom								
2i	Bathroom								
2j	Changing/Locker Room								
3.	Servery	1	2				1,400	1,400	
4.	Food Lab	1		25		40	1,000	1,000	Who will be responsible for cleaning
5.	Storage Chairs/Tables/Equip.	1					450	450	
Dining:		9	7					10,405	

E Auditorium

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	
1. Lobby	1					500	500	
2. Auditorium	1	100		525	10	6,250	6,250	sq ft based on 10 net sf per seat
4. Projection/Control Room	1					200	200	
5. Stage	1					1,600	1,600	
6. Scene & Prop Storage/Shop	1					500	500	
7. Dressing Rooms	2					300	600	

Auditorium: 7 9,650

F Visual Arts & Language Arts									
1.	Visual Art (LS & US)	3	3	24	72	50	1,200	3,600	
1a	Kiln Room	1					75	75	Shared between studios, access from corridor
1b	Storage	2					200	400	
2.	VL World Language Rooms	3	3	25		36	900	2,700	includes storage

Visual Arts: 9 6 6,775

G Performing Arts									
1.	LS General Music Room	1	1	24		40	960	960	
2.	US Chorus & General Music	2	2	25		50	1,250	2,500	2nd room added 6/11 - 8 staff teaching in 6 performing arts rooms
3.	US Band & Orchestra	1	2	25		50	1,500	1,500	Sized for 70 seats. Confirm # of rooms
3a.	Instrument Storage/Cleaning	1					200	200	shared with GM and Band/Orchestra room
4.	MP Performance Room w/ storage	1	2	25		40	1,000	1,000	Drama and additional music programming
4a.	Storage	1					100	100	
5.	Music: Lg. Practice/Ensemble Room	1	1	14		50	700	700	Small Practice Rooms listed w/Comm. School.

Performing Arts: 8 8 6,960

H Nurse's Suite									
1.	Exam/Consult Room	2	2	1			120	240	
2.	Reception/Waiting	1	1	4			140	140	with counter for additional staff
3.	Rest Areas	6		1			80	480	
4.	Bathroom	1					75	75	
5.	Storage	1					30	30	

Nursing Suite: 11 3 965

I Occupational & Physical Therapy									
1.	PT/OT Office	2	4				120	240	
2.	Storage	1					100	100	
3.	Occupational Therapy Room	2		6		100	600	1,200	Two for enrollment growth, added ASD program

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	
4. Physical Therapy Room	2		6		120	720	1,440	Two for enrollment growth, added ASD program

OT/PT:	7	4					2,980	
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J Other									
1.	Entry Lobby	3					1,200	3,600	include stroller/carseat area
2.	Security/Reception	0					80	0	include locking storage; Is this needed or is this in each school Admin?
3.	Staff Lounge/Lunchroom	3					250	750	
4.	Staff Bathrooms	0					65	0	Included in Grossing Factor

Other:	6						4,350		
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K Building & Grounds									
1.	Office, Lunchroom	1	7				160	160	
2.	Custodian's Workshop	1					300	300	
3.	Toilet / Shower / Lockers	1					120	120	12 lockers
4.	General Storage	1					1,200	1,200	
5.	Supply Storage / Receiving	0					200	0	
6.	Recycling Room/Trash	1					450	450	
7.	Receiving/General Supply	1					300	300	
8.	Supply Storage	1					450	450	
9.	Loading Dock	1					200	200	Shared with Kitchen but separate entrances
10.	Outdoor Storage	1					200	200	
11.	Janitor's Closets	6					50	300	
12.	Distributed Storage	6					50	300	
13.	Network/Telecom Room	1					200	200	Main MDF
13a.	Telecomm Rooms (distributed)	3					150	450	IDF Rooms (Moved from Learning Commons)
14.	Storage: Chair/Table/Equipment	1					200	200	

Buildings & Grounds:	26	7					3,980		
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5 DISTRICT-WIDE RESOURCES

A District Storage & Shop									
1.	District Wide Storage	1					4,500	4,500	
2.	Work Shop	5					1,000	5,000	1 HVAC; 1 plumbing; 1 electrical; 1 painting; 1 custodial
2a.	Work Shop	1					2,000	2,000	1 Carpentry;
3.	Office, Lunchroom, lockers	1	15				180	180	Proximity to loading dock; Need approximately 10 parking spaces
4.	Toilet / Shower	1					100	100	

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	

Districtwide Storage & Shop spaces:	9	15					11,780	
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B	District Science Department							
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1.	Director Office	1	1				120	120	
2.	Shared-office	1	3				200	200	
3.	Small Conference Room	1					200	200	For 8-10 people + kitchenette
4.	Restroom	1					65	65	
5.	Workroom + Storage	1	1				2,000	2,000	This is space where visitors/vendors enter

District Science spaces:	5	5					2,585		
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C	District Food Service								
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1.	Dry Storage	0					450	0	
2.	Freezer	0					550	0	
3.	Cooler	0					450	0	

District Food Service spaces	-	-					-		
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D	District OSS Offices								
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1.	Offices	2	2				120	240	ASD Specialist; Lead Tchr Related Services
2.	Lg Shared office	1	4				225	225	4 Behavior Specialists (ASD)
2a.	Med Shared office for	1	3				200	200	2-3 Pyschologists
3.	Sm Shared office	2	4				175	350	for Lead Teachers
4.	Small Conference Room	1					250	250	For 8-10 people; Verify if OSS & ASD can share
5.	Workroom	1					250	250	
6.	Storage & Records	1					50	50	
7.	Restroom	1					65	65	
8.	Testing Rooms	2					150	300	Confirm # if ASD is also here

District OSS spaces:	12	13					1,930		
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E	District Gymnastics Program								
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1.	Storage	1					450	450	
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District Food Service spaces	1						450		
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OUTDOOR SPACES

- Entry Plaza
- Grassy Play Space
- Hardscape Playspace

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
	SPACES		STUDENTS		NET SQUARE FEET			
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	

Basketball Court
Community Playground/Play Structures
Preschool Playspace*
Outdoor Eating Area
Outdoor Classroom
Garden

VEHICULAR REQUIREMENTS

Dropoff / Pickup Zone(s)
Outdoor Secure Bike Storage
Loading Dock
Kitchen Deliveries
Waste and Recycling
Receiving
Service / Mechanical Access

PARKING

	<i># of spaces</i>	<i>notes</i>
Structured Parking (Approximate)	60	structured # tbd
Surface Parking (Approximate)	90	surface # tbd
Other Parking	0	
	150	Tobin Proposal total target parking 100-150 actual tbd

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
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Date Prepared	9/16/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	9/10/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy, Michael Black, Meaghan Mulvey CPS: Jim Maloney, Vedad Konjic, Joanne Johnson, Jaime Frost, Daniel Coplon-Newfield, Claire Spinner, Kenneth Salim DHSP: Ellen Semonoff, Michelle Farnum, Pheobe West Perkins Eastman: Carolyn Day, Sean O'Donnell, Dan Arons, Dan Colli, Omar Calderon	
Not In Attendance	CPS: Carolyn Turk, MaryAnn MacDonald	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
9/10.19.1	Introductions	Reintroduce team and committee. Explained the purpose of this meeting is to share proposed building plan options and get feedback from the committee. Note that what is shown is preliminary, and not a final solution.	Record
9.10.19.2	Since Last time	Incorporated comments from this committee along with several other groups into the design options being shared today. The following existing conditions studies were completed: <ul style="list-style-type: none"> • Transportation (see item 6/11/19.16) • Community Noise • Hazardous Building Materials • Existing Site Conditions Nothing unusual was found in any of the studies.	Record
9/10/19.3	Facility Space Program	Proposed Enrollment, final Ed Specs to be reviewed. General discussion about size of building related to site and how the program has changed during the RFP process. Larger than what was proposed in the RFP process. Educational and shared space changes / increases	CPS and DHSP Ed Spec review by 9/24/19

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>(pre-school, shop, OSS, storage) adds up to a +/- 350,000 SF(existing 128,000 – RFP 195,000 – proposed 350,000)</p> <p>Benchmarking puts us on par with other schools, including MLK, at +/- 150 sf per student</p> <p>Note change in magnitude between proposed and new Program does not include infrastructure such as the stormwater storage tank.</p>	
9/10/19.4	Site Review	<p>Start with 9.2 acres feels like a lot of site but due to number of site and program concerns it fills quickly</p> <ul style="list-style-type: none"> • Municipal stormwater tank is quite large • Neighborhood scale, particularly with Alpine street • Access issues on how to get into site, keeping “back of house” near the industrial edge of the site • Neighbors on both sides say the traffic is terrible and it needs to be fixed • Red bar on site diagram represents a good place for larger programs. • Looking to save trees • Essential to making the traffic work is staggered start times. Traffic solutions to address drop-off and busses • Design team needs student transportation counts from DHSP. Include rough estimates on walkers, drivers, and cyclists at other facilities. 	DHSP
9/10/19.5	Design Options	<p>Reviewed Design Principles</p> <ul style="list-style-type: none"> • Identity and arrival for each program • A heart for each program – helps to break down scale of building and create a welcoming space for children • Organize campus for efficient sharing – avoids re-creating spaces for each program • Diversity of open space that is appropriate for different learning and ages • Easy access to outdoors • Life-long learning – Not only students, but adults learn here as well <p>Take-away from organizational diagram is that it's complicated. Idea of neighborhood is basic module of campus plan.</p> <p>All options attempt to have 50 parking spots on site and 100 underground</p> <p>Keep the above in mind when reviewing options. Variations explored but not shown today:</p> <ul style="list-style-type: none"> • All academic along Concord, you end up back at 	Record

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
9/10.19.5a	Option 1: Addition-Renovation	<p>Courtyard diagram</p> <ul style="list-style-type: none"> Variations on what school/program is in which wing <p>Benefits and challenges – reuse drive on Vassal – another arrival added on Concord Ave, for pre-school - service can come off Vassal, set back from Concord, can fit a small soccer field – program – Tobin and Vassal are in the existing building. Specials and one Vassal neighborhood are in addition. Gym demolished in this scheme to help make the transitions between the new and renovated building.</p> <ul style="list-style-type: none"> How feasible is it to reconfigure the existing building? Not everything fits, a portion of the classrooms move into the addition and specials moved out into the addition. Concern about the building due to its “issues” over time. Note that opening up the building is not a structural issue, but more about hazardous material abatement. There may be some seismic, not weight, capacity issues. Walls are not structural and rooms can be “regularized”. Need to determine if demolition of existing gym is viable option. Bays are “extra” area for each classroom <p>Program organization:</p> <ul style="list-style-type: none"> Several level changes between new and existing, solved with a bridge between the two. Gym and Auditorium are on second floor to get common facilities on first floor that are shared by all three schools. Conventional urban school strategy to have second floor assembly space on upper story Have not investigated how new entry would work to provide presence for both schools, but it would require re-construction <p>Feedback:</p> <ul style="list-style-type: none"> Soccer field feels odd dropped between wings Limit in add/reno to playspaces – does this design limit the opportunities? Yes. Imagine Addition/Renovation option as all new, how would that work? Not ideal. 	Record
9/10/19.5b	Option 2: Grand Court	<p>Concept is building organized around a green space</p> <ul style="list-style-type: none"> Pathway connecting Concord Ave and Vassal becomes a way for cars and busses to travel and gets the traffic out of the neighborhood Children can enter through court from drop-off lane, and front doors are on each street Drive lane would be shut off during the day, only goes in one direction. Traffic engineers have not run 	Record

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>the numbers but feel that even with left turn off Concord this has a better traffic pattern.</p> <ul style="list-style-type: none"> • Question about left and right turning off Concord • Allows for both a soccer field and a minor league baseball field • Monumental trees are kept • Gym and Auditorium have indoor-outdoor relationship and civic presence. Easy to segregate for outside groups and after-hours use. Each neighborhood can be blocked off. • Dining responds to courtyard. • Variation on theme moves pre-school to where soccer pitch is now shown. <p>Feedback:</p> <ul style="list-style-type: none"> • Like how option 2 is set back from Vassal. Seems to “breathe” a little better • Good to have play structures and fields near each other if possible • Can we look at deleting the Soccer field in the grand court scheme? What about overlapping soccer and baseball? Would prefer soccer field more as an open recess space to make sure there is outdoor space where the noise is segregated • Need play space near the fields so younger children are all in one location for recess. 	
<p>9/10/19.5c</p>	<p>Neighborhood</p>	<p>Concept is smaller units with strong identities for each program to scale for the smaller students.</p> <ul style="list-style-type: none"> • Neighborhoods connected by a 2-story spine of shared spaces, building responds to the site • Each program has its own front door and learning commons on 2 is heart of school • Children’s house and special start on ground floor • Allows for a number of different outdoor spaces that can be designed to be age appropriate. Note that the court between Tobin wings is the size of MLK entry courtyard and the center courtyard space is twice that size. • Massing allows for connections to west of the school, and for scales to be addressed. • Gym is far away from neighborhood with soccer pitch (40x60 yards). Turns on an angle to use the site edge better. No little league field in this scheme. • Largest volume is furthest from neighbors <p>Feedback:</p> <ul style="list-style-type: none"> • Swap Tobin and Vassal (cubs corner is run by 	<p>Record</p>

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		Vassal) <ul style="list-style-type: none"> • Feels segmented and not like a holistic campus 	
9/10/19.5d	Option Discussion	<ul style="list-style-type: none"> • Addition/renovation was a request from community. Waiting for confirmation from state that we can re-use building. • Worried we would lose time on the traffic issue. • Traffic Study question – encourage that we look at potential options that don't have the road across from Alpine • Did we look at one school facing each street – Vassal and Concord Lane? • Need to imagine 300 small children having recess • What if the community pushes back on the roadway thru the site? We would be able to accommodate but the loss would be some of the varied outdoor spaces surrounding the school. • If drop-offs are on both sides, how do you know where your bus is? • How do kids feel in big space, vs smaller yards? Final thoughts: <ul style="list-style-type: none"> • Need adequate smaller play spaces in any option • Thoroughfare makes a lot of sense to relieve Standish and Vassal traffic • Consider bike and car traffic mix • Like Neighborhood concepts and Grand Court openness of campus • Grand Court feels right – correct balance of outdoor and indoor, proximity b/t Tobin and pre-school • Make road part of play-scape • Make sure there is room for mid-day parent visits • Don't want to keep any part of the existing building • Likes compact and breathability of Grand Court • Many families are in more than one schools so something to think about with pick-ups for appointments during the day 	Record
9/10/19.6	Schedule	Construction Manager at Risk interviews on 9/24 Next Programming Committee Meeting in 2 weeks – 9/23 target Community meeting aim is first week of October. <ul style="list-style-type: none"> • October 1st is problematic for CPS staff • Families and abutters should both attend 	City to schedule
9/10/19.7	Next Steps	<ul style="list-style-type: none"> • Show options with Western road • Passing time by age – how long does it take to get across campus? • Tobin principle offered to provide the design team 	Perkins Eastman CPS

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>with a list of recess activity</p> <ul style="list-style-type: none"> Next time the group will focus on the Ed Spec and review updates to these options. 	
OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
6/11/19.5	STEAM/ Maker Spaces	<ul style="list-style-type: none"> Program includes 2 Steam/Maker spaces, 1 for TM/younger children and 1 for VLUS/older children. Jana noted that MSBA template now includes Tech Space for grades 3-6. Jana also noted that full wood-working shops w/ power tools and dust collection systems are not part of standard middle school curriculums; typically more hand tools / no full dust collection system. Jim confirmed that full wood-working shop not required. Space is part of Learning Commons and adjacent to Art. Space for older children similar to Putnam Upper School Daniel noted that this space will help to fill current Engineering + Technology gap in curriculum. Jim and Daniel to speak to Janet MacDonald Science Curriculum Coordinator. Final equipment in each space tbd. Jim to confirm if there are official School Committee Policies or Guidelines about wood-working program. <p>9/10/19: No Update</p>	CPS to follow up.
6/11/19.9	Staff Count	<ul style="list-style-type: none"> TM, VLUS & DHSP to confirm staff counts. Will need staff count for the project for several reasons including: <ul style="list-style-type: none"> HVAC Sizing LEED <p>9/10/19: No Update</p>	CPS & DHSP to confirm staff counts.
6/11/19.14	Custodians	<ul style="list-style-type: none"> Existing 4 Projected 6 pending CPS confirmation. Adjust # of lockers as required. <p>9/10/19: No Update</p>	CPS to confirm.
6/11/19.16	Transportation Mode Survey	<p>Mode Survey is wrapping up and results will be available by end of June.</p> <p>9/10/19: Transportation Mode Survey and Employee Transportation Survey Results issued on 7/8/19.</p>	Record
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> Team acknowledged that Summer Camps fluxuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>5/10: No update.</p>	CPS confirm Summer Camp Storage.

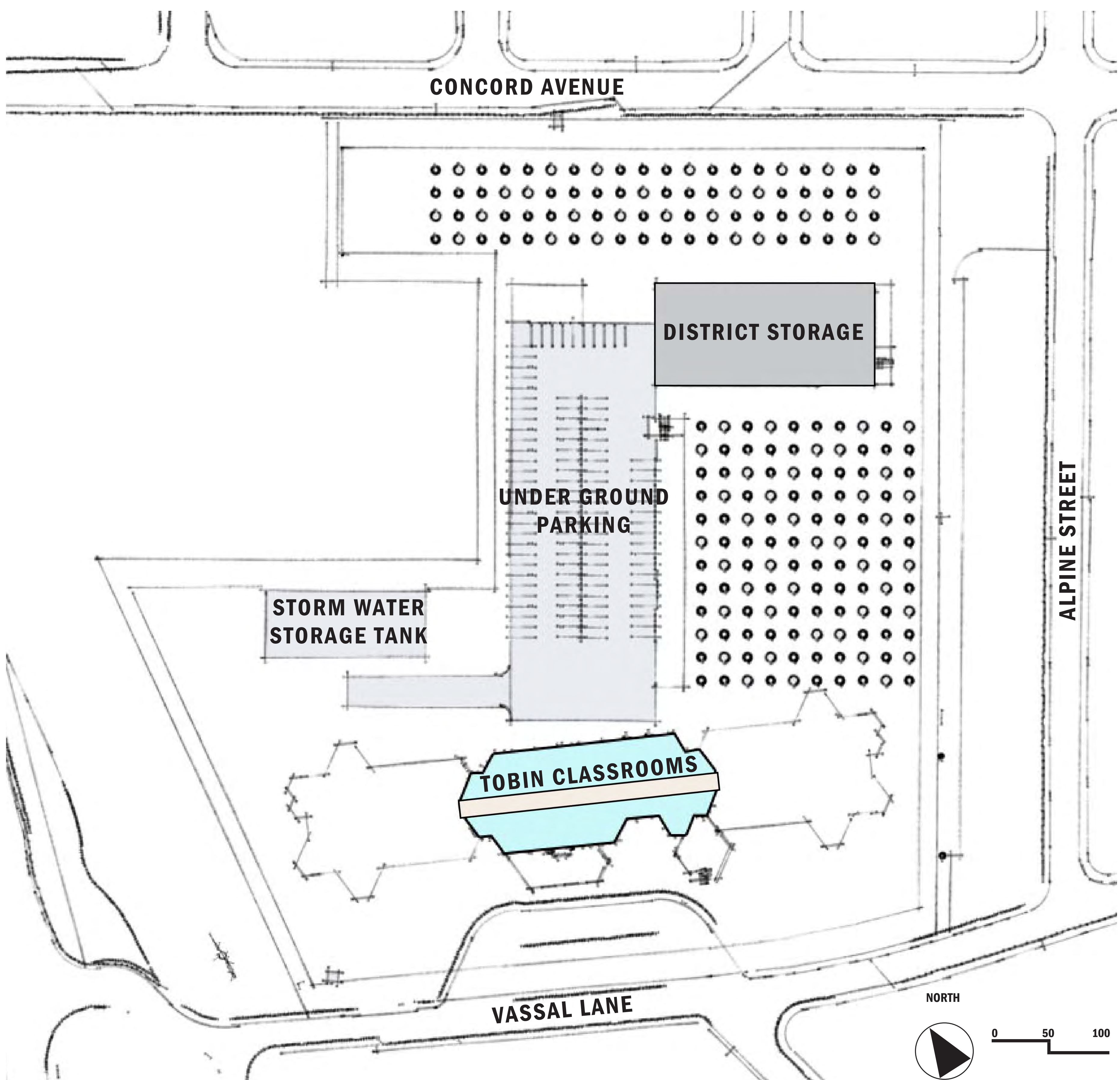
		<p>6/11/19: Michelle confirm that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. CPS to confirm if additional storage is required for Summer Camps. 9/10/19: No Update</p>	
5/10/19.7	Bathrooms	<ul style="list-style-type: none"> • Jim noted CPS sensitivity to Gender Neutral Bathroom Issue & need to factor in Principal preferences. • Daniel noted that there are specific Middle School reqmts. to be considered • PE acknowledged this is an important issue and they have experience with various gender neutral models that provide different levels of privacy and oversight – grossing factor in program allows for variation. • Issue can be studied in more detail including possible workshop later in FS or in SD. <p>5/10, 6/11/19, 9/10/19: No update.</p>	CPS to provide Gender Neutral policy.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Next Meeting: Week of 9/23/19

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

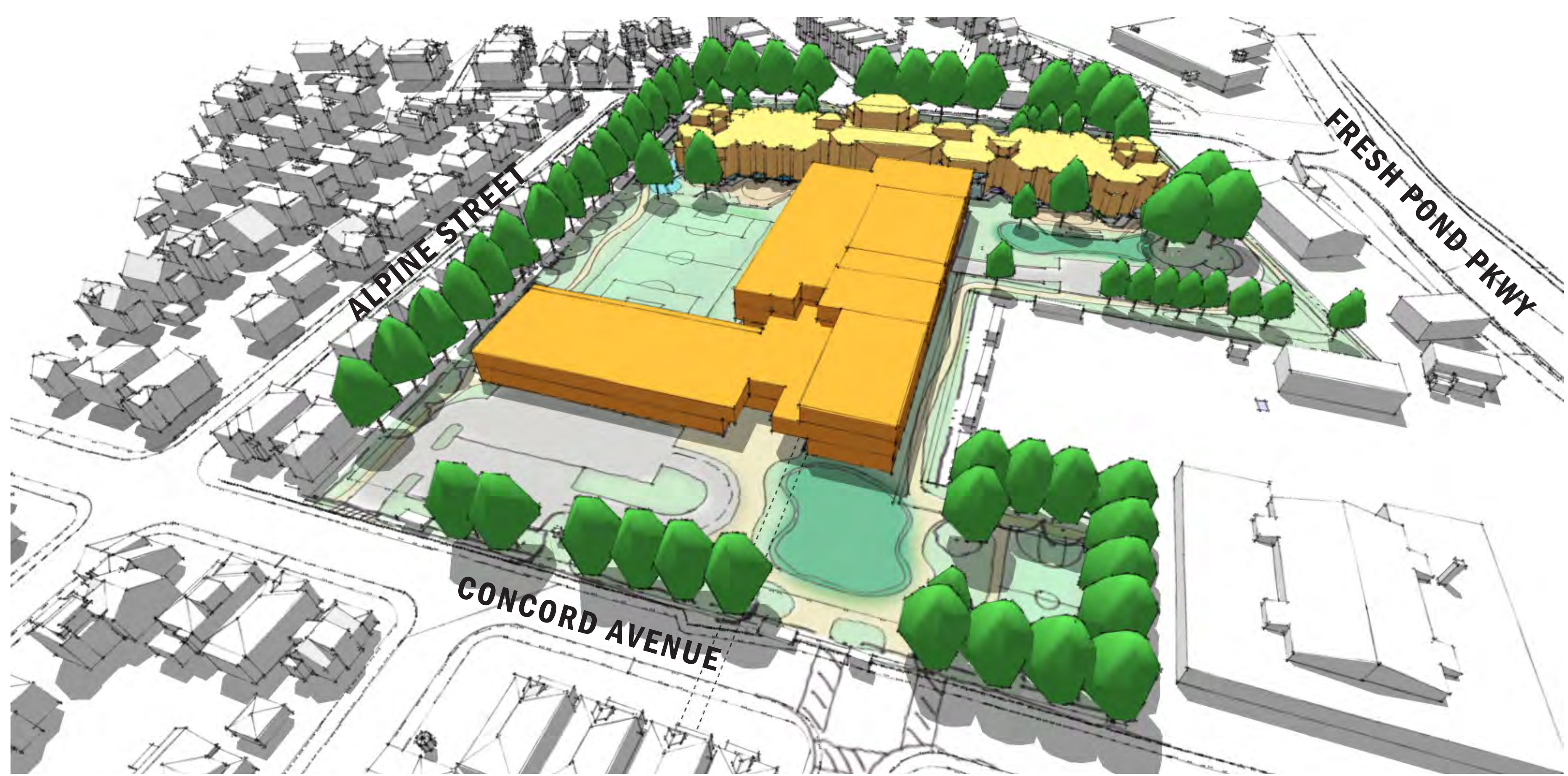
Attachments: Presentation
Print of Presentation Boards



LOWER LEVEL



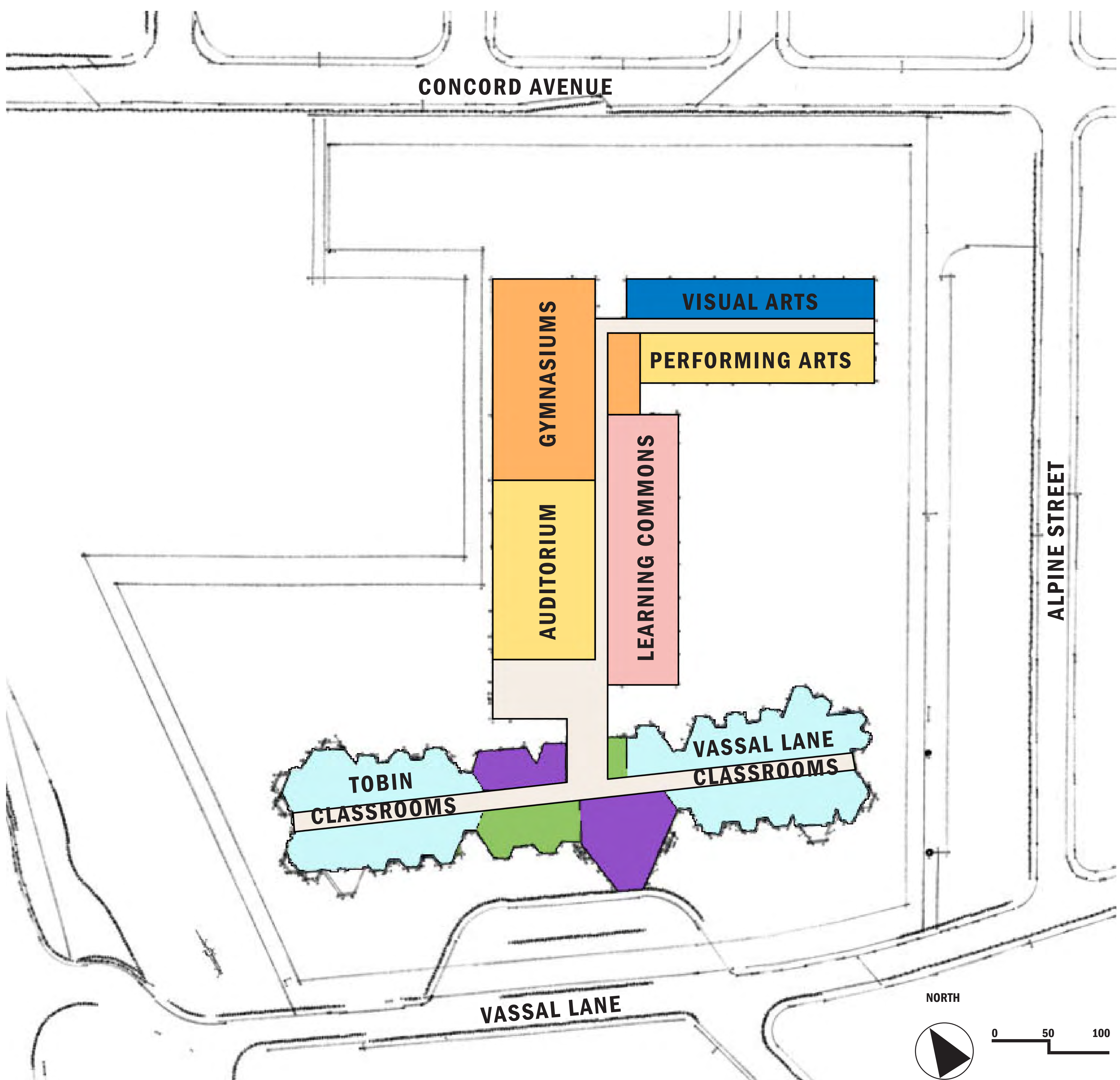
FIRST LEVEL



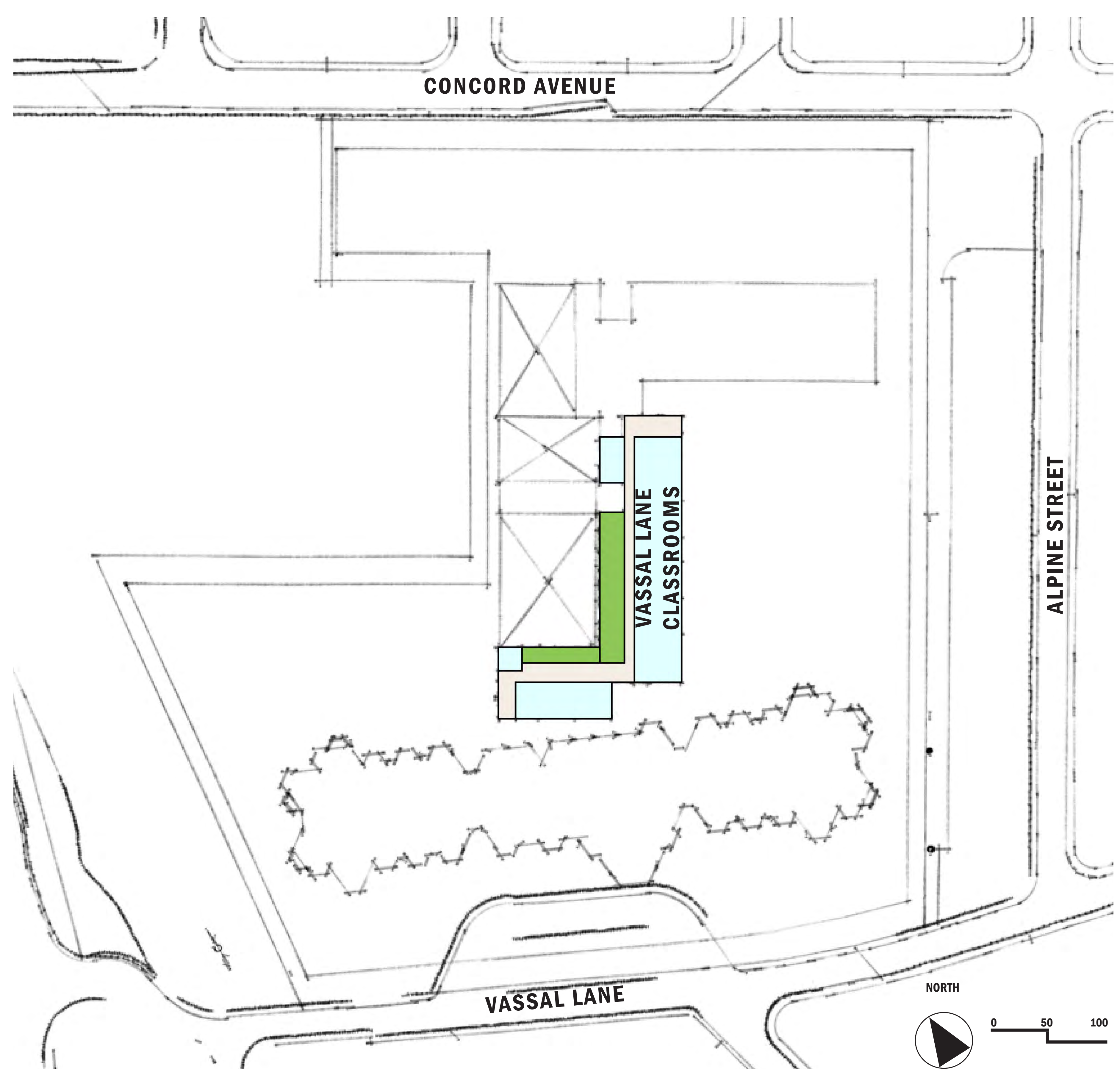
VIEW FROM NORTH CORNER



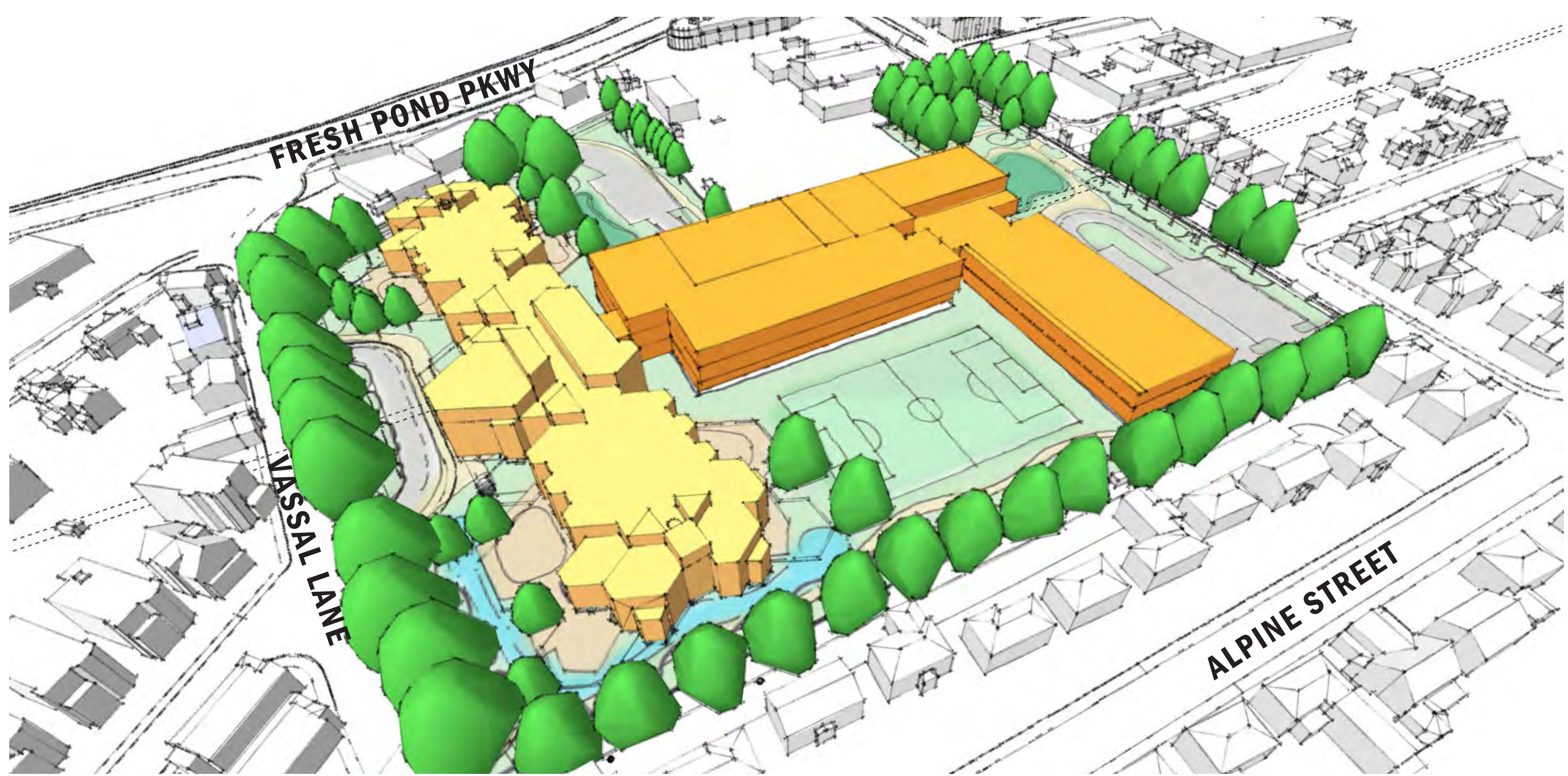
VIEW FROM NORTHEAST CORNER



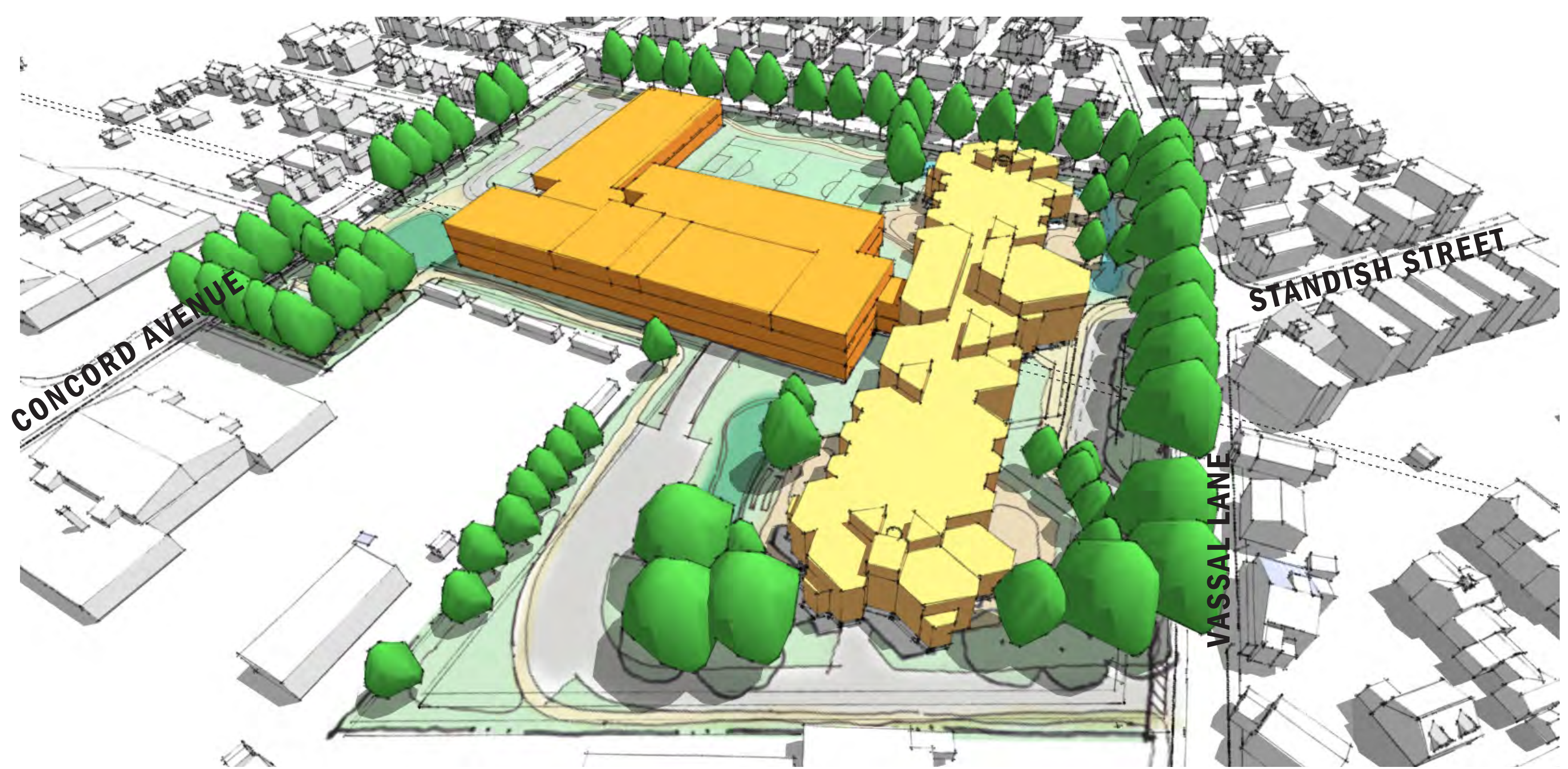
SECOND LEVEL



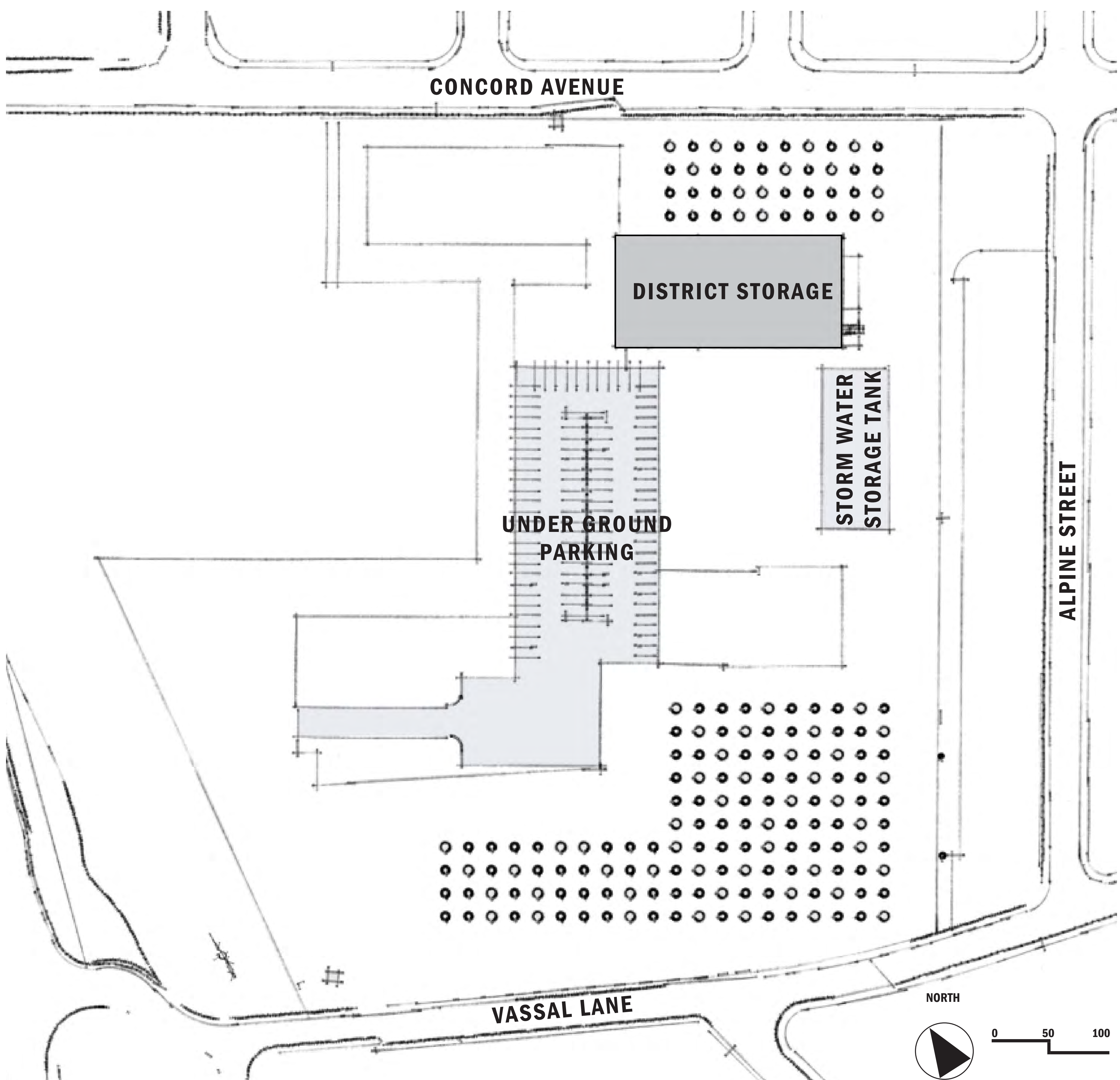
THIRD LEVEL



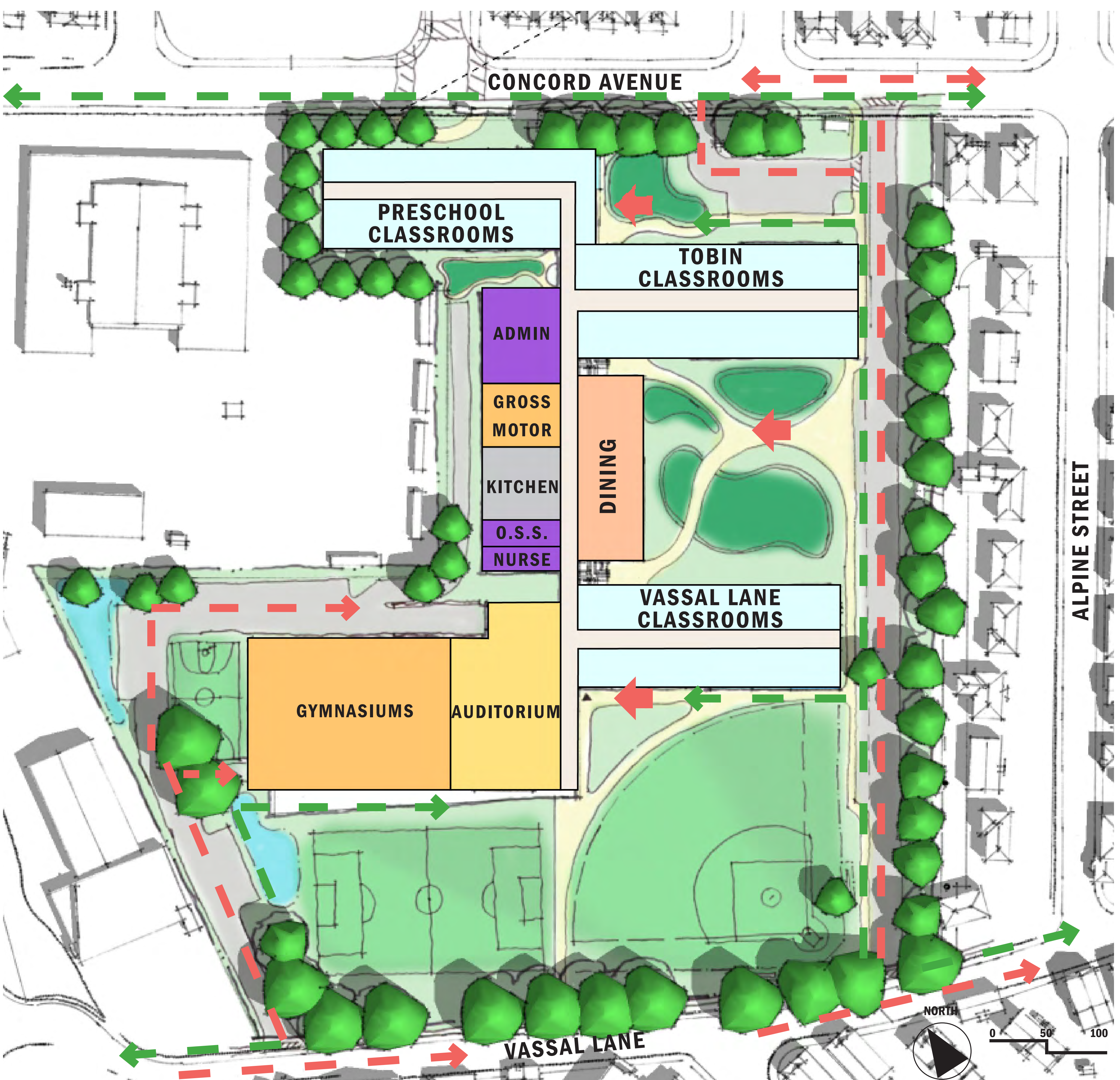
VIEW FROM SOUTHEAST CORNER



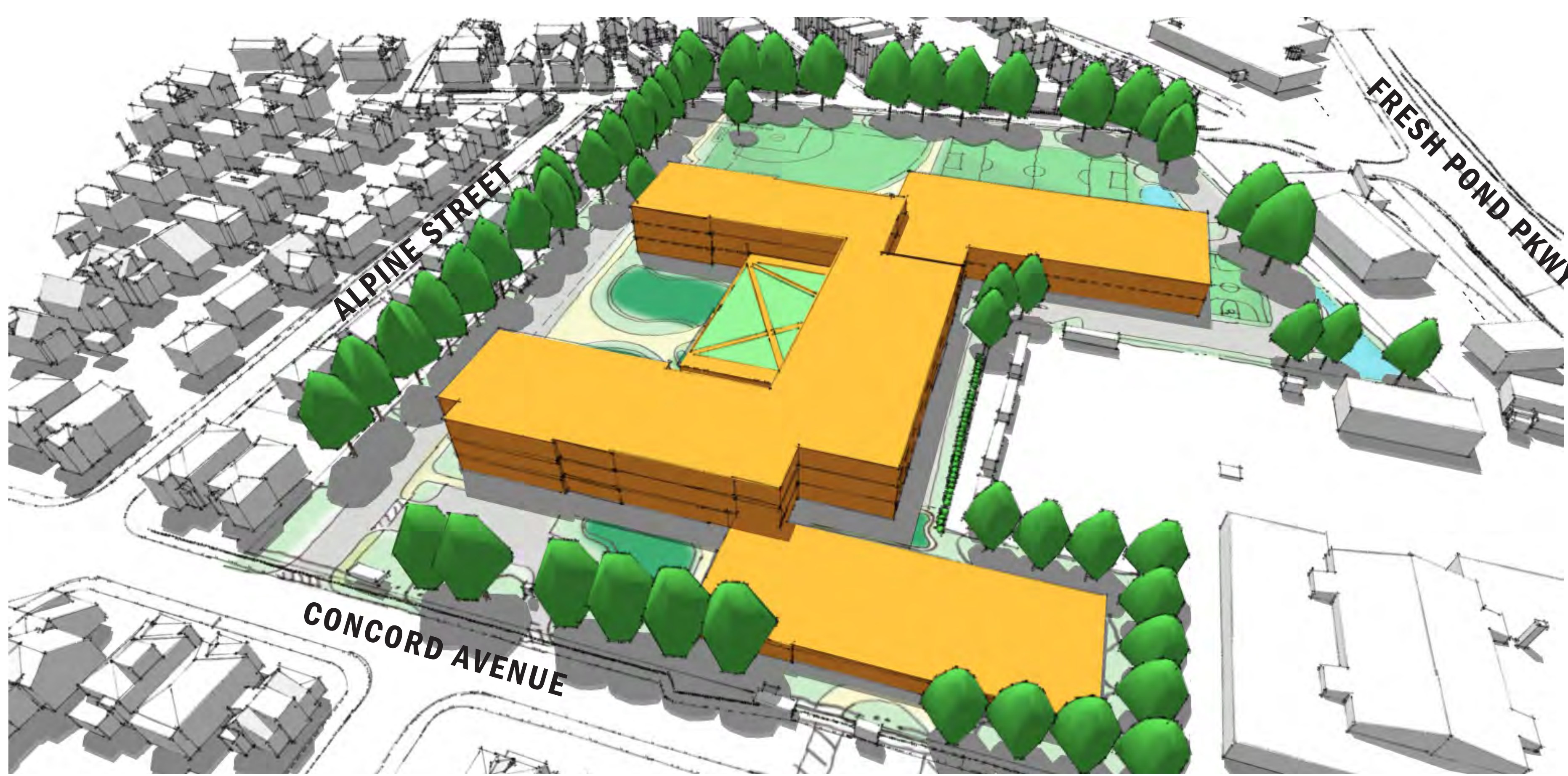
VIEW FROM SOUTHWEST CORNER



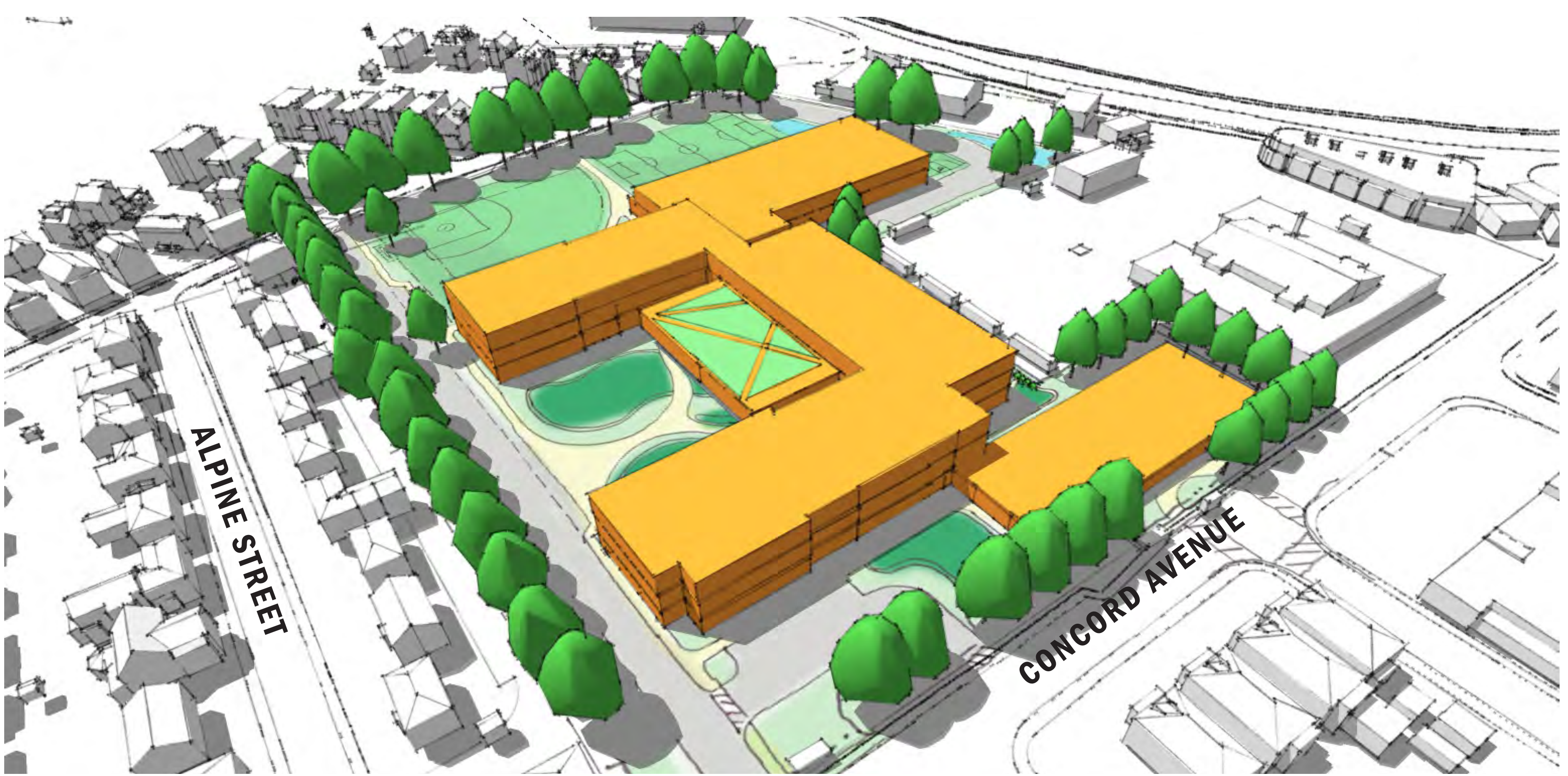
LOWER LEVEL



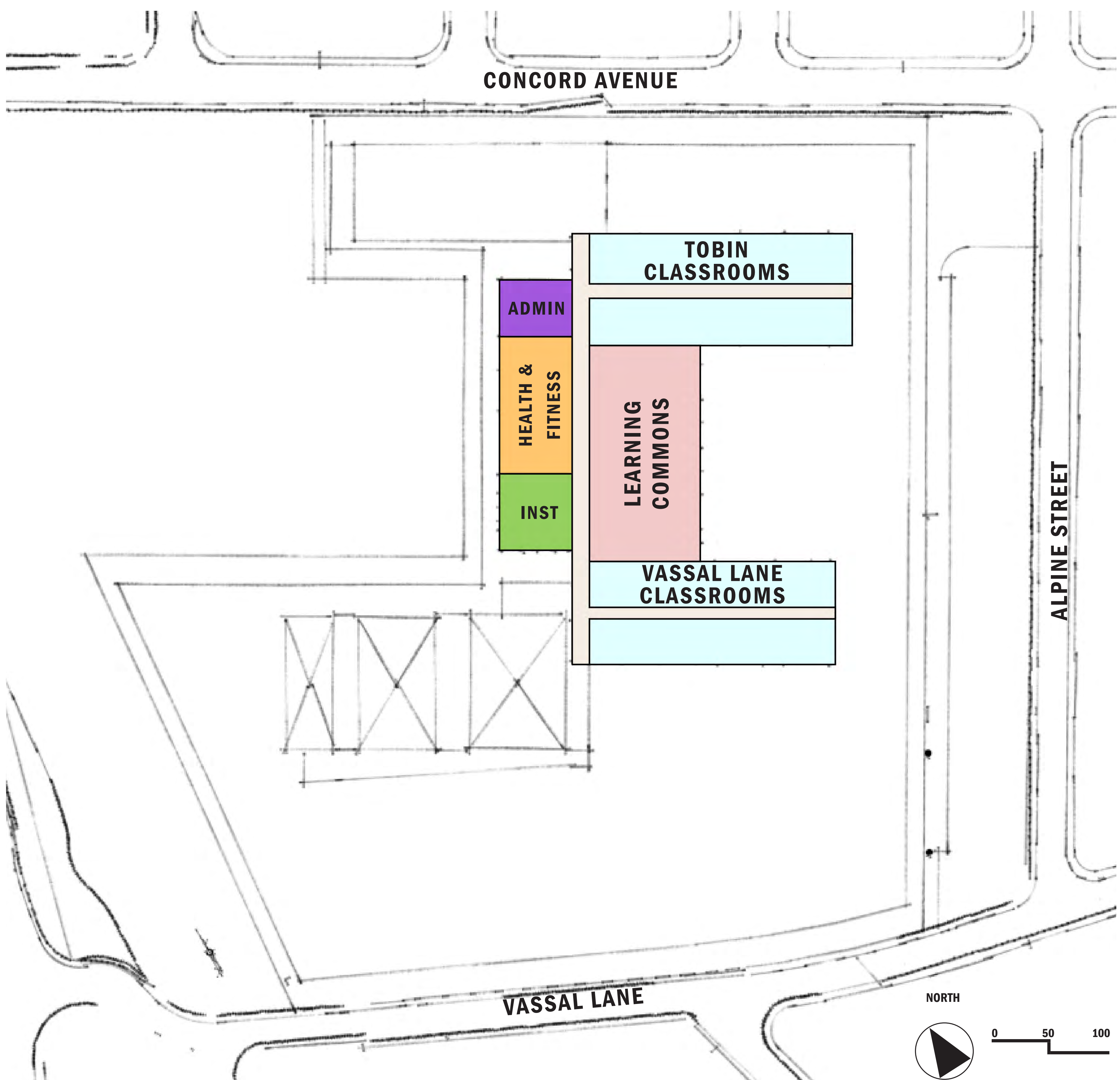
FIRST LEVEL



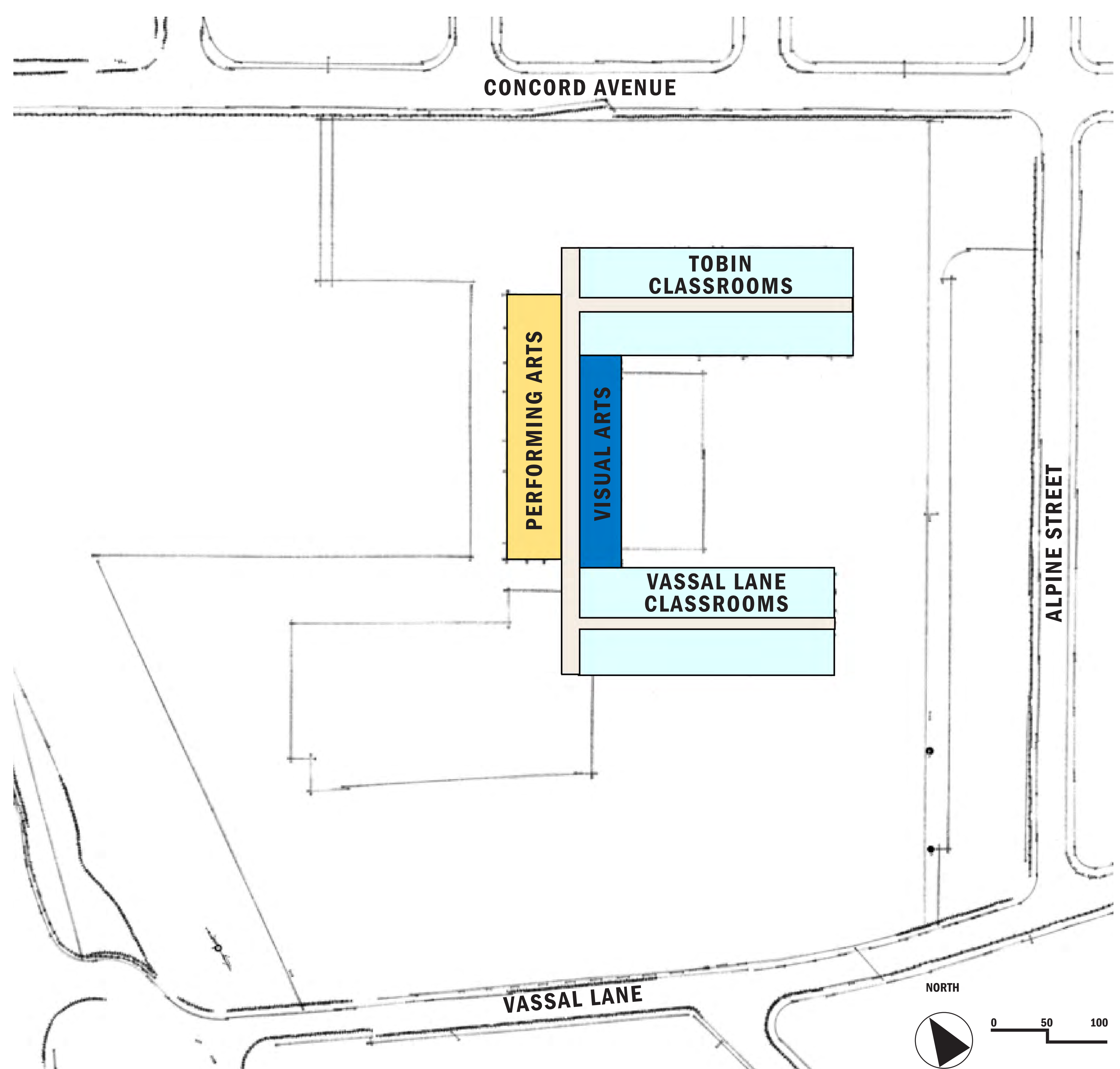
VIEW FROM NORTH CORNER



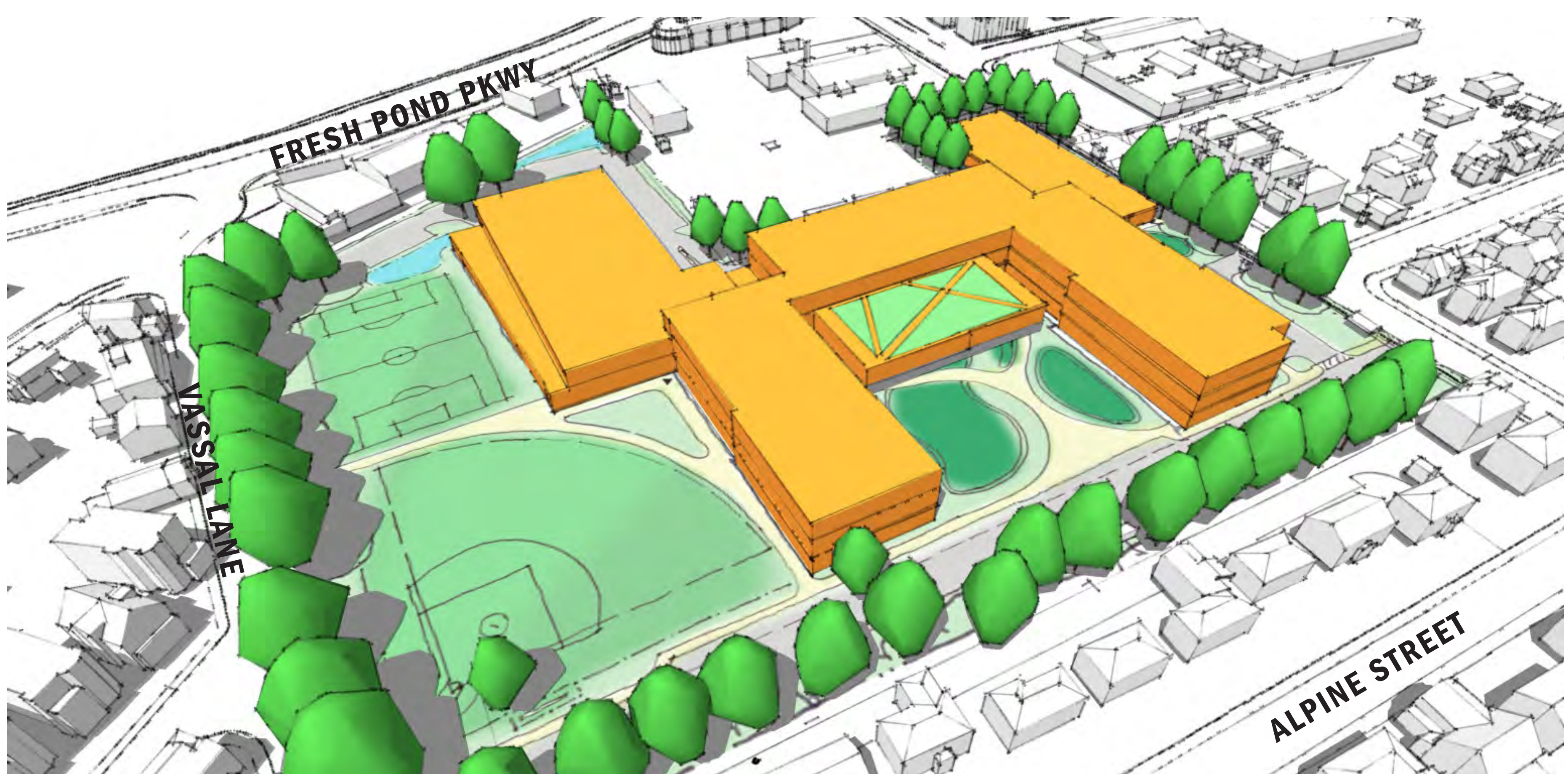
VIEW FROM NORTHEAST CORNER



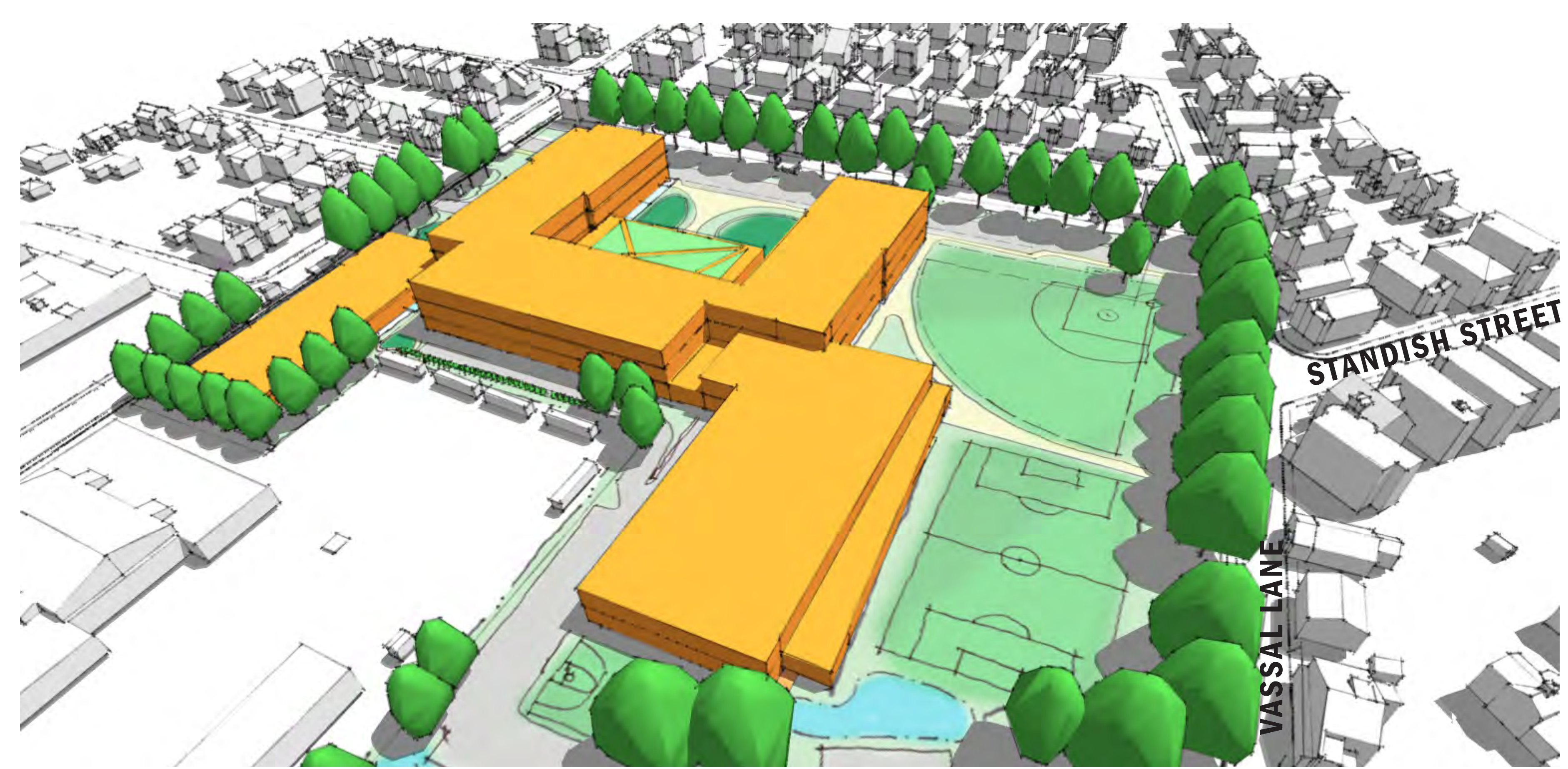
SECOND LEVEL



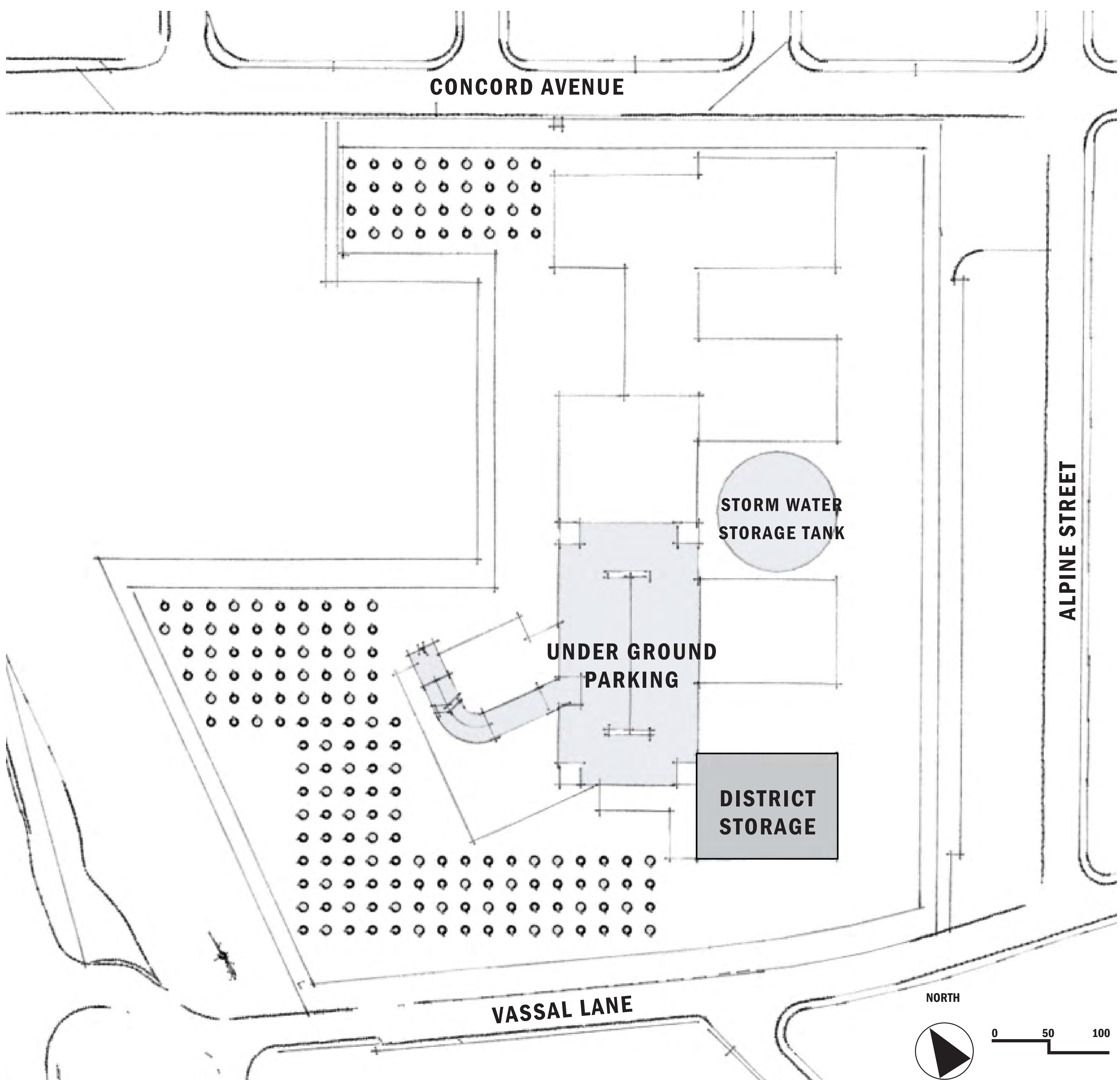
THIRD LEVEL



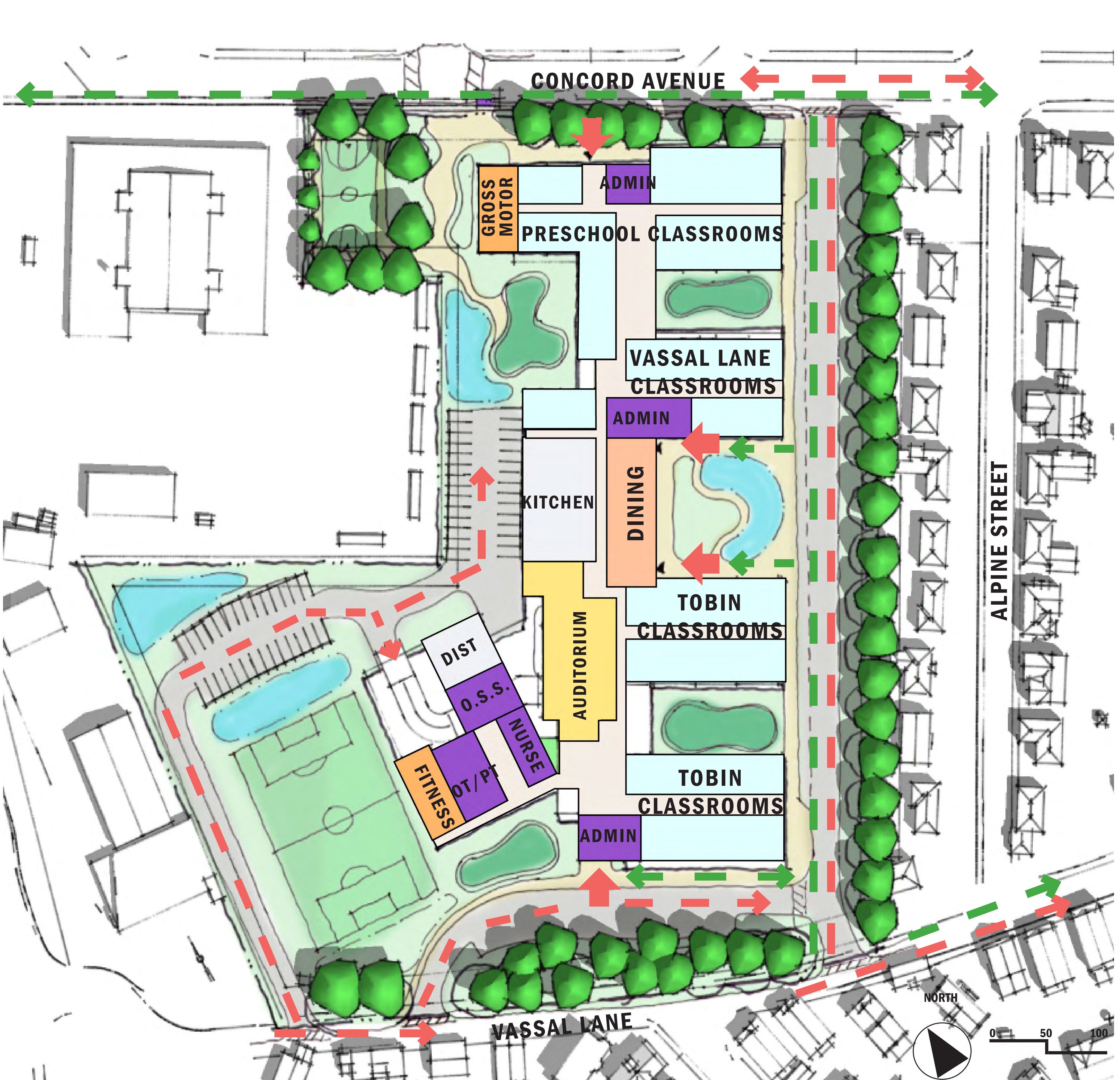
VIEW FROM SOUTHEAST CORNER



VIEW FROM SOUTHWEST CORNER



LOWER LEVEL



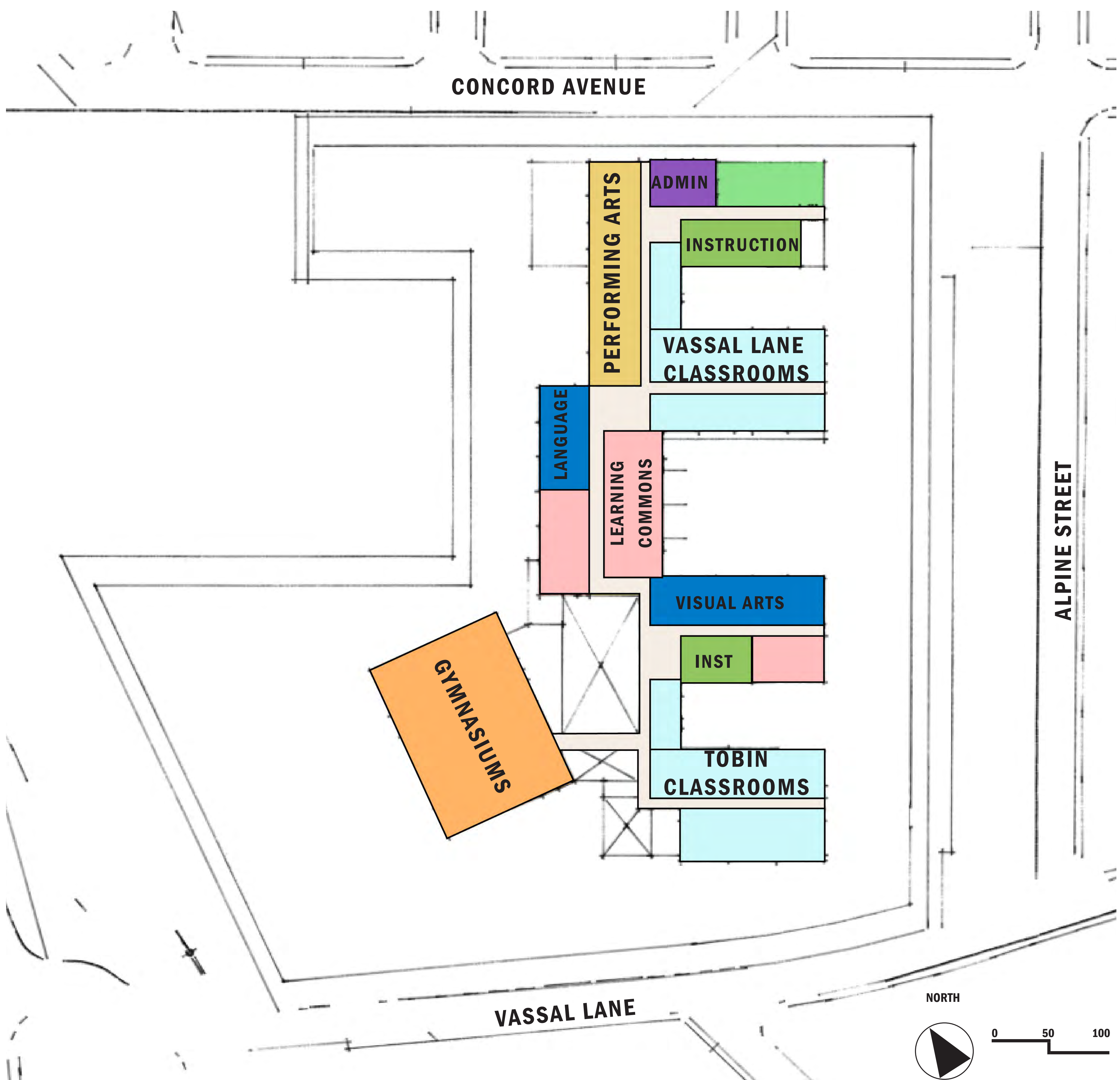
FIRST LEVEL



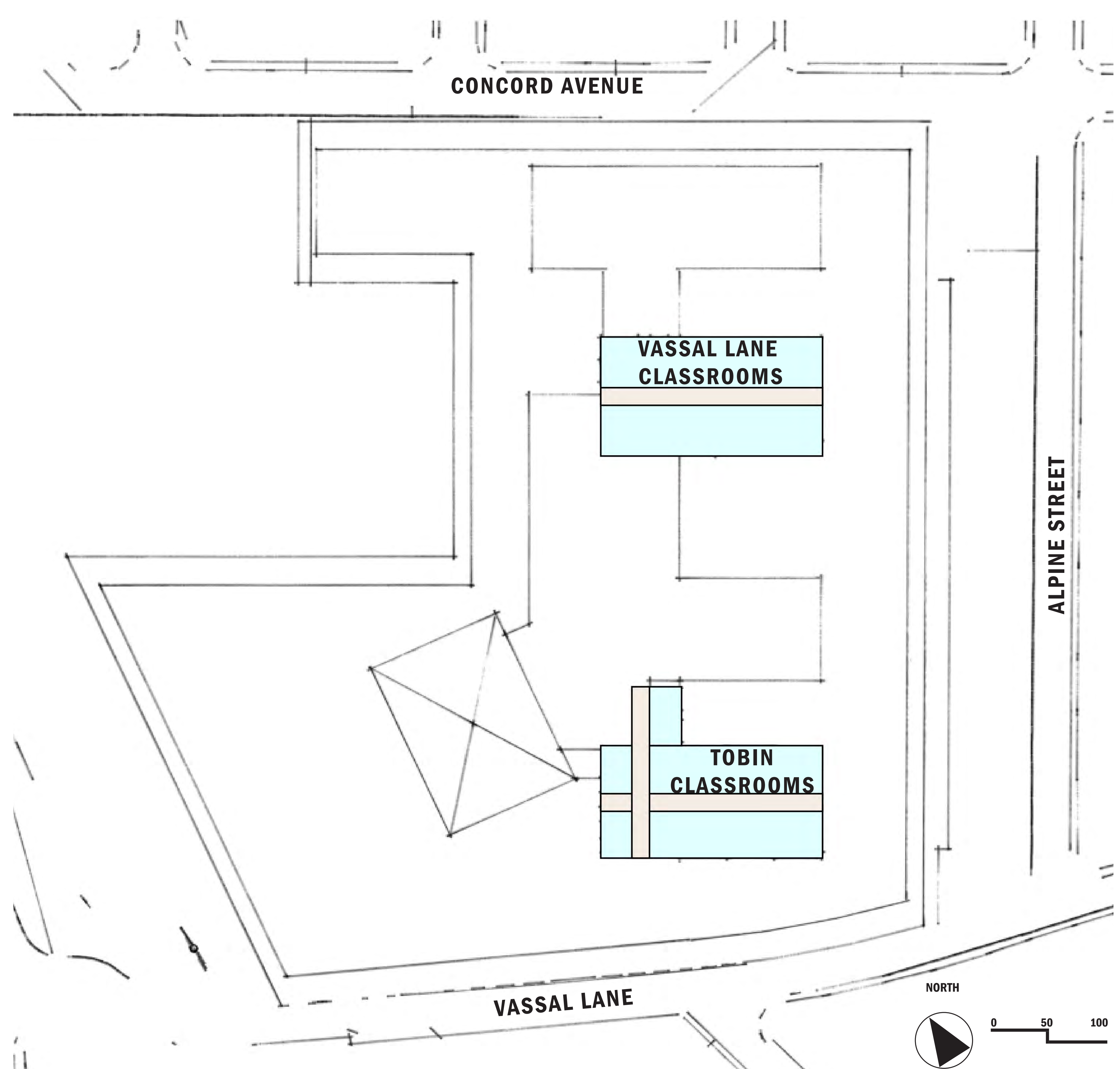
VIEW FROM NORTH CORNER



VIEW FROM NORTHEAST CORNER



SECOND LEVEL



THIRD LEVEL



VIEW FROM SOUTHEAST CORNER



VIEW FROM SOUTHWEST CORNER

MEETING RECORD

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Date Prepared	9/24/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	9/23/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy, Meaghan Mulvey CPS: Jim Maloney, Vedad Konjic, Joanne Johnson, Jaime Frost, Daniel Coplon-Newfield, Claire Spinner DHSP: Ellen Semonoff, Michelle Farnum, Pheobe West Perkins Eastman: Carolyn Day, Sean O'Donnell, Dan Arons, Emily Hunter, Caitlin Gilman	
Not In Attendance	City: Michael Black CPS: Carolyn Turk, MaryAnn MacDonald, Kenneth Salim Perkins Eastman: Omar Calderon, Dan Colli	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
09/23/19.1	Old Business	Overview of prior meeting See below for notes DHSP comments (also refer to attached memo): <ul style="list-style-type: none"> • Overarching theme is needing more storage. <ul style="list-style-type: none"> ○ Spaces that were supposed to be used for program are now used for storage ○ Staff purchased cabinetry to make up for lack of space ○ All areas of the school were impacted ○ Suggestion: Instead of storage shared between two rooms each room should have its own storage ○ Cot storage lacking: need 80 sf. Could be in alcove or under cabinets stacked in piles of 20 to align with counter height • Outdoor storage was a problem – look to King Open for reference (10x12 spaces?) • Provide space for nursing mothers, both employees and staff 	Record
09/23/19.2a	School Visit Feedback: MLK		

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<ul style="list-style-type: none"> • Liked the overall size of classrooms, the amount of windows and natural light • Nurse is too far away from younger students • Nap room cannot be used as a classroom – set up takes too long • Wide stairs are a problem for little kids and some end up running and falling • Adjacency to larger bathrooms is difficult 	
09/23/19.2b	School Visit Feedback: King Open	<p>Space/Architecture</p> <ul style="list-style-type: none"> • Need a better sense of arrival rather than walking straight into an office suite • Too much hallway space. Overwhelming in scale • Doesn't have an elementary feeling – looks like a high school or college building • Difficult to get a sense of community when there are four separate floors • Upper School has a huge breakout space, but lockers subdivide it to the point that it cannot be used for larger gatherings • Needs a flexible community space with folding partition walls • Wainscoting is too low – backpacks are damaging walls <p>Organization</p> <ul style="list-style-type: none"> • Principal is too far away from main office and children • Extended day is too far into school – parents have difficulty during pick up • Doesn't have a central “heart” of the school • Elementary administration isn't included in the wing – already thinking about adding additional spaces to compensate • Distance between classrooms and common space such as music rooms, gymnasiums and cafeteria is too far <p>Amenities</p> <ul style="list-style-type: none"> • Liked cubbies incorporated in classrooms so students can have constant access to their own supplies, and they aren't in the hall unsupervised. • Don't want cubbies to cut into usable storage space in classrooms. • Missing designated area for stroller and car seat drop off (shouldn't be in the classrooms) • Furniture isn't sized appropriately for little kids 	Record
09/23/19.3	Educational Specification Review: Common	General: need to closely review specs on wall finish – walls are in constant need of repainting and are being damaged at the other City schools.	CPS to confirm if Weight Room is needed

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>Food Lab: self-contained, stoves and ovens should be on emergency/timed shut off so they aren't accidentally left on</p> <p>STEAM/Maker Space: See 06/11/19.5</p> <p>Professional Development: needs to be bigger and be able to subdivide</p> <p>Gyms: no need for locker rooms for students, only staff locker/shower rooms</p> <p>Weight room: is there a need for one? Need to confirm</p> <p>Dining: need tables that are flexible for student groups</p> <ul style="list-style-type: none"> • Range from one child alone to 12 together • Like booths, counters, a variety of sizes • Separate ASD so they don't get overwhelmed • Outdoor dining is nice if there's easy access • City Sprouts need adjacent space <p>Buildings and Grounds: need to verify based on King Open and MLK</p> <p>District Resource: still needs review</p>	<p>CPS to review Maker Space</p> <p>Buildings/Grounds and District spaces still need review</p>
09/23/19.3a	Tobin Montessori	<p>Lower School Classrooms:</p> <ul style="list-style-type: none"> • Need Chromebook carts for dedicated storage and charging, could be located in a separate closet • Cubbies should be in transitional space. CPS to confirm if it is OK to have cubbies in the hallway • Teachers need to validate standard requirements for furniture <p>Cubs Corner: is napping room one of the classrooms? It's a challenge to share the space, and teachers need time to clean cots (approx. 40)</p> <p>Instructional Support: Teachers will eat together in a central space vs Upper School</p>	<p>CPS to confirm cubbies, furnishings and nap room</p>
09/23/19.3b	Vassal Lane	<p>Classrooms:</p> <ul style="list-style-type: none"> • Reviewed number and naming of classroom types. Noted that Math, SS and ELA can be in "general" classroom • Need to double-check number of rooms per grade. It is 2 more than MLK • ASD classrooms to be reviewed by the specific staff associated • Extended learning space = open common space <p>Instructional Support: Confirm 2 math instruction</p> <ul style="list-style-type: none"> • Discussion on merits of a central teacher lunchroom or for teachers to eat in the work rooms. <p>Administration/Offices: No comment</p>	<p>CPS to review ASD classrooms</p> <p>PE to review classroom count</p>
09/23/19.3c	DHSP	<p>Adult Bathrooms: need for 30+ staff and additional parents</p>	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		Laundry: can this be doubled? Administration: need more than one shared office for visiting parents / students in time out/ etc.	
09/23/19.4	Project Schedule Review	<ul style="list-style-type: none"> No changes to project schedule Next meeting on 10/08 at 1pm Future meetings every other Tuesday, beginning 10/22 at 9am 	Record
09/23/19.5	Drop Off & Pick up Schedule	<p>DHSP:</p> <ul style="list-style-type: none"> 7:30-8:00 parents can drop off up to 9:30 Lots of parents choose the 7:30 drop off for work coordination, so it is heavy at the ends of time frames Not all 8 classes would be the early time range, they should be more spread out but it hasn't been determined yet Some parents tend to drop off children whenever they choose to – not based on start time Pick up is between 4:30 and 6:00 depending on start time 	CPS to provide current and future pick-up and drop-off times
09/23/19.6	Play Space After Hours	<ul style="list-style-type: none"> There's a conflict during afterschool recess: students of varying ages, parents with their children and afterschool children all use play spaces. Becomes an issue because staff cannot be responsible to supervise children not under their charge Afterschool staff leave doors wedged open rather than intercom for access, therefore people can just walk in and out at will. Better to have an appropriately adjacent door for each school. Is there a way to use technology better to monitor door access? Still an issue of pick up time overlapping with afterschool programs 	Record

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
9/10/19.3	Facility Space Program	<p>Proposed Enrollment, final Ed Specs to be reviewed. General discussion about size of building related to site and how the program has changed during the RFP process.</p> <p>Larger than what was proposed in the RFP process. Educational and shared space changes / increases (pre-school, shop, OSS, storage) adds up to a +/- 350,000 SF including structured parking (existing 128,000 – RFP 195,000 – proposed 350,000)</p>	CPS and DHSP Ed Spec review by 9/24/19

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>Benchmarking puts us on par with other schools, including MLK, at +/- 150 sf per student</p> <p>Note change in magnitude between proposed and new Program does not include infrastructure such as the stormwater storage tank.</p>	
9/10/19.4	Site Review	<p>Start with 9.2 acres feels like a lot of site but due to number of site and program concerns it fills quickly</p> <ul style="list-style-type: none"> • Municipal stormwater tank is quite large • Neighborhood scale, particularly with Alpine street • Access issues on how to get into site, keeping “back of house” near the industrial edge of the site • Neighbors on both sides say the traffic is terrible and it needs to be fixed • Red bar on site diagram represents a good place for larger programs. • Looking to save the notable trees on site • Essential to making the traffic work is staggered start times. Traffic solutions to address drop-off and busses • Design team needs student transportation counts from DHSP. Include rough estimates on walkers, drivers, and cyclists at other facilities. <p>09/23/19: Design team needs transportation information, especially pertaining to younger children that will need to be dropped off and walked into school.</p> <ul style="list-style-type: none"> • Principals will look to staff getting the information on drop off, biking, and driving. Will try for next week to get surveys back • If younger children have older siblings – this could cause a variance in the count 	DHSP
9/10/19.6	Schedule	<p>Construction Manager at Risk interviews on 9/24 Next Programming Committee Meeting in 2 weeks – 9/23 target Community meeting aim is first week of October.</p> <ul style="list-style-type: none"> • October 1st is problematic for CPS staff • Families and abutters should both attend 	City to schedule
9/10/19.7	Next Steps	<ul style="list-style-type: none"> • Show options with Western road • Passing time by age – how long does it take to get across campus? • Tobin principal offered to provide the design team with a list of recess activity • Next time the group will focus on the Ed Spec and review updates to these options. <p>09/23/19: 5 classes (24 students each) of Lower Elementary are at recess at the same time currently</p>	Perkins Eastman

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<ul style="list-style-type: none"> 1/3 Vassal sent out at any given time – they will need field access for football, soccer, basketball court Basketball court to have two hoops: high and low All kids use structures with a variety of spaces for climbing, swings, with hard top and soft Younger kids gravitate towards play structures more 	
6/11/19.5	STEAM/ Maker Spaces	<ul style="list-style-type: none"> Program includes 2 Steam/Maker spaces, 1 for TM/younger children and 1 for VLUS/older children. Jana noted that MSBA template now includes Tech Space for grades 3-6. Jana also noted that full wood-working shops w/ power tools and dust collection systems are not part of standard middle school curriculums; typically more hand tools / no full dust collection system. Jim confirmed that full wood-working shop not required. Space is part of Learning Commons and adjacent to Art. Space for older children similar to Putnam Upper School Daniel noted that this space will help to fill current Engineering + Technology gap in curriculum. Jim and Daniel to speak to Janet MacDonald Science Curriculum Coordinator. Final equipment in each space tbd. Jim to confirm if there are official School Committee Policies or Guidelines about wood-working program. <p>9/23/19:</p> <ul style="list-style-type: none"> Woodworking / sewing / washing / flexible space Ensure overhead electrical. Model after MLK Consider access for afterschool program 	CPS to follow up.
6/11/19.9	Staff Count	<ul style="list-style-type: none"> TM, VLUS & DHSP to confirm staff counts. Will need staff count for the project for several reasons including: <ul style="list-style-type: none"> HVAC Sizing LEED <p>9/10/19, 9/23/19: No Update</p>	CPS & DHSP to confirm staff counts.
6/11/19.14	Custodians	<ul style="list-style-type: none"> Existing 4 Projected 6 pending CPS confirmation. Adjust # of lockers as required. <p>9/23/19: Plan on 8 Custodians</p>	Record
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> Team acknowledged that Summer Camps fluctuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space 	CPS confirm Summer Camp Storage.

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>need issue is storage for these programs. 5/10: No update. 6/11/19: Michelle confirm that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. CPS to confirm if additional storage is required for Summer Camps. 9/10/19: No Update</p>	
5/10/19.7	Bathrooms	<ul style="list-style-type: none"> • Jim noted CPS sensitivity to Gender Neutral Bathroom Issue & need to factor in Principal preferences. • Daniel noted that there are specific Middle School requirements to be considered. • PE acknowledged this is an important issue and they have experience with various gender neutral models that provide different levels of privacy and oversight – grossing factor in program allows for variation. • Issue can be studied in more detail including possible workshop later in FS or in SD. <p>09/23/19: Brendan has and will send email with information</p>	Brendon Roy to follow-up
<p>This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.</p>			

Next Meeting: 10/22/19

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation

CITY OF CAMBRIDGE

TOBIN MONTESSORI AND VASSAL LANE UPPER SCHOOLS PROJECT

**PERKINS —
EASTMAN**

Human by Design

09/23/2019

PROGRAMMING COMMITTEE



AGENDA

PROGRAMMING COMMITTEE – 23 SEPTEMBER 2019

- Since we last met
- School Visit Feedback
- Education Specification Review
 - Review Design Principles
 - Review Requirements by Program area
- Look Ahead





SINCE WE LAST MET

OVERVIEW OF OUR LAST MEETING

SINCE 09/10/19

- Reviewed Facility Space Program
- Reviewed site opportunities and constraints
- Overview of existing conditions, including acoustic and transportation surveys
- Discussion of 3 Design Options
 - Existing renovation + addition
 - Grand Court
 - Neighborhood
- Schedule updates

ONGOING WORK

SINCE 09/10/19

- Cambridge Fire Department meeting on 9/9
- Cambridge DPW meeting on 9/10
- Traffic and Parking Focus Group meeting on 9/18

- Design Options being updated per feedback over last two weeks

OLD BUSINESS

- Gender Neutral policy
- Student transportation information
- Recess activity
- Education Specification issues:
 - STEAM/Maker space needs
 - Staff Count confirmations
 - Summer camp storage needs



SCHOOL VISITS



ED SPEC

DESIGN PRINCIPLES

TOBIN MONTESSORI

CREATE A HOME-LIKE AMBIANCE

The school should be welcoming and non-institutional. Natural light, finishes, furniture and lighting will play a key role

ENGAGE THE FRONT OFFICE INTO A WELCOMING ARRIVAL

The main office becomes a key part of the subtle security but should remain part of a pleasant and inviting arrival experience

FOSTER COMMUNITY BY CREATING ACADEMIC NEIGHBORHOODS

Three or four neighborhoods help make the school more child friendly and promote teacher collaboration

CLASSROOM SPACE

LOWER SCHOOL

- Special Start
- Children's House
- Lower Elementary
- Upper Elementary
- Neighborhood
- Kitchenette
- Workroom
- Children's House

STUDENT AND INSTRUCTIONAL SUPPORT

LOWER SCHOOL

- Psychologist
- Special Education Office/Learning Center
- Adjustment Counselor
- Speech/Language Pathologist
- Coaching Office
- Math Resource Room
- Literacy Resource Room
- ESL Intervention

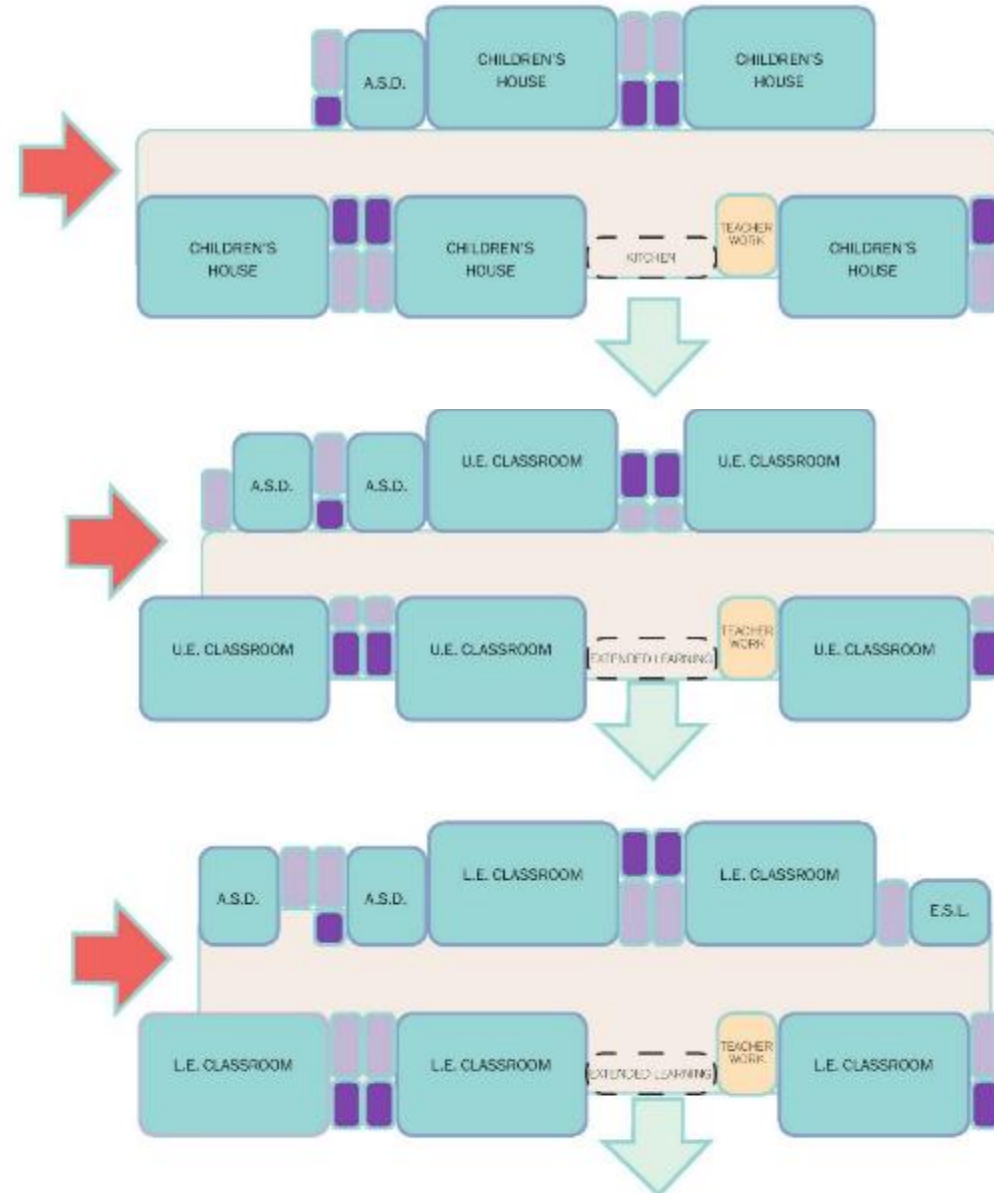
ADMINISTRATION

LOWER SCHOOL

- Main Office
- Conference Rooms
- Individual Offices
- Family Liaison Storage
- Teacher Wellness

THE ACADEMIC NEIGHBORHOOD

THE FUNDAMENTAL MODULE FOR TOBIN MONTESSORI



DESIGN PRINCIPLES

VASSAL LANE



Create a positive first and lasting impression beginning with the front door



The main office should be part of the welcoming experience.



Four interdisciplinary neighborhoods will help foster relationship between students and teachers and promote teacher collaboration

DESIGN PRINCIPLES

VASSAL LANE



Specials – Art & Music – should be convenient but centrally located to help connect across the VLUS learning community.



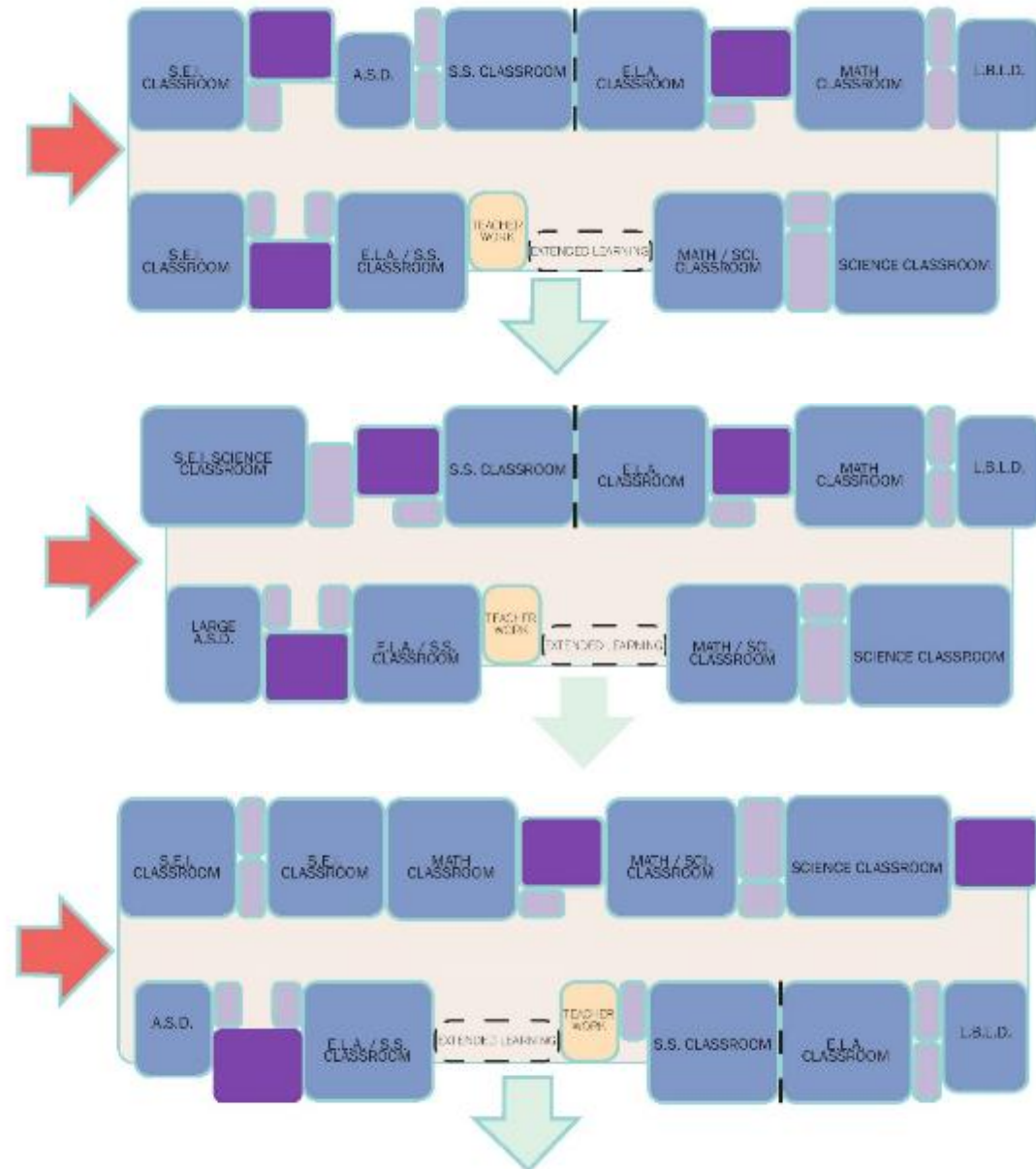
The learning commons should be the heart of the school



The campus should allow for continued development of the Upper School program.

THE ACADEMIC NEIGHBORHOOD

THE FUNDAMENTAL MODULE FOR VASSAL LANE SCHOOL



CLASSROOM SPACE

UPPER SCHOOL

- General Classrooms
- Science Classroom
- Small Group Room/OSS Office
- LBLD Classroom
- ASD Self-Contained Classroom
- Life-Skills
- Relaxation Space
- Teacher Workroom
- SEI
- Extended Learning Space

STUDENT & INSTRUCTIONAL SUPPORT

UPPER SCHOOL

- Psychologist
- Social Workers & ASD Behavior Specialists
- Speech/Language Pathologist
- Counselor
- Coaches and Interventionalists
- Math/Literacy Bookroom
- Conference Room

ADMINISTRATION

UPPER SCHOOL

- Main Office
- Conference Rooms
- Individual Offices
- Teacher Wellness

DESIGN PRINCIPLES

PRESCHOOL



CREATE TWO CLASSROOM NEIGHBORHOODS

Classrooms should be gathered in neighborhoods of four, centered on a kitchenette.



PROVIDE FOR A WELCOMING & HOME-LIKE SETTING

The school should have a welcoming front door with its own access to allow for distributed drop-off and pick-up



PROVIDE DEVELOPMENTALLY APPROPRIATE OUTDOOR SPACE

The school should have direct access to developmentally appropriate outdoor space.

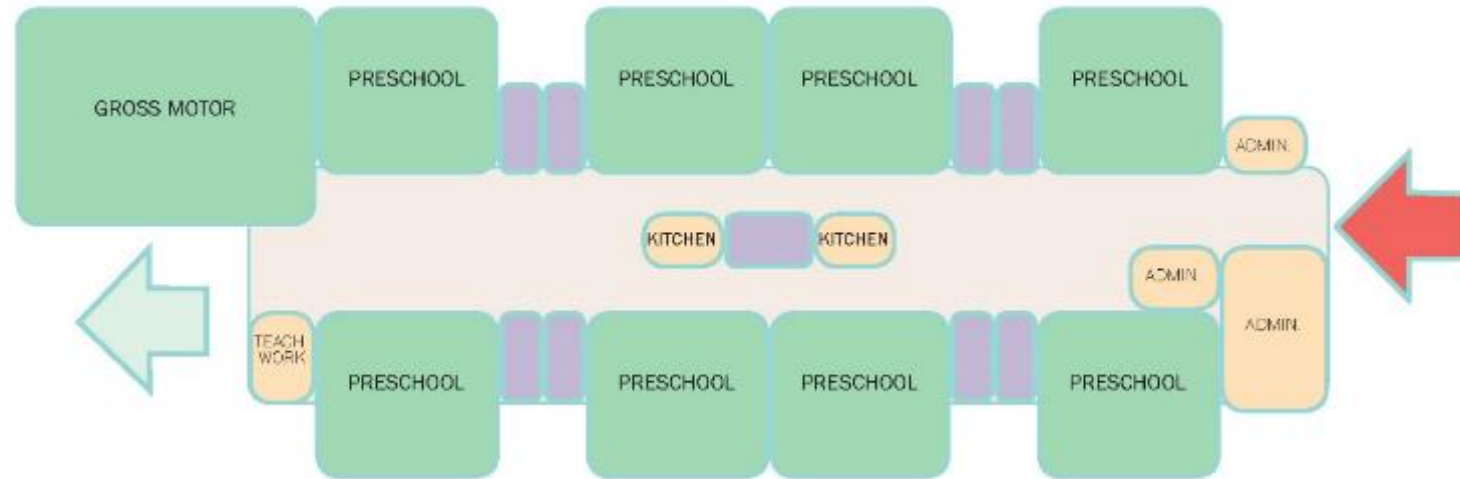


PAIRS OF CLASSROOMS SHARE BATHROOMS

To allow for convenient and efficient use of facilities classrooms and bathrooms will be paired

THE ACADEMIC NEIGHBORHOOD

THE FUNDAMENTAL MODULE FOR THE PRESCHOOL



PRESCHOOL

HUMAN SERVICES

- Classrooms
- MPR/Gross Motor Room
- Pantry/Kitchen
- Teacher Workroom
- Offices
- Storage and Laundry

COMMUNITY SCHOOL

HUMAN SERVICES

- Classrooms
- Storage
- Restrooms/Changing

ADMINISTRATION

HUMAN SERVICES

- After School Office
- Med/Rest Area
- Teacher Workroom
- Storage, including pantry
- Music Practice/Ensemble Room

DESIGN PRINCIPLES

CAMPUS



Each program has its own identity and front door



Hierarchy of spaces supportive of developmental needs in each school



Healthy balance between program space and shared space

DESIGN PRINCIPLES

CAMPUS



Developmentally appropriate opportunities for active, experiential, and reflective learning and socialization



Every school and age range has noted the value of outdoors for learning recreation, and socialization



Campus should be a locus for students and teachers, including professional development for teachers on- and off-site

LEARNING COMMONS & PROFESSIONAL DEVELOPMENT

SHARED RESOURCES

- Learning Commons
 - Instructional Spaces
 - Book Stacks
 - STEAM/Maker Space
 - Support Spaces
- Professional Development Center

GYM/HEALTH CENTER

SHARED RESOURCES

- Multi-Purpose Gymnasium
- Small Gymnasium
- Locker Rooms
- Health Classroom
- Fitness Center
- LS MPR/Aerobics/Dance Room
- Staff Spaces
- District Gymnastics Storage

DINING

SHARED RESOURCES

- Dining rooms
- Kitchen Area
- Serverry
- Food Lab

AUDITORIUM & ARTS

SHARED RESOURCES

- Auditorium
- Visual Arts
- Language Arts
- Performing Arts

NURSE & OT/PT

- Nurse Suite
- Occupational Therapy Room
- Physical Therapy Room
- Offices
- Storage

OTHER AND BUILDING & GROUNDS

- Entry Lobby & Security
- Staff Areas
- Custodial Needs
- Loading Dock
- Building Storage Needs

DISTRICT-WIDE RESOURCES

- Storage & Shop
- Science Department
- OSS Offices

DEADLINE

TASKS

CLIENT
MEETING

SCHEDULE REVIEW

LOOK AHEAD

SEPTEMBER & OCTOBER MEETINGS

- Week of 9/23:
 - Tues – 9 /24 Construction Manager at Risk Selection
- Week of 10/07*:
 - CM on board
 - Executive Committee meeting
 - Tues – 10/08 Programming Committee
- Further Ahead:
 - Tues – 10/22 Programming Committee
 - Community Meeting in the school auditorium





NEXT STEPS

NEXT STEPS

FOR NEXT MEETING

- Prepare for Community meeting
- Design option updates



Human by Design

MEETING RECORD

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Architects DPC

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Date Prepared	10/23/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	10/22/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy CPS: Jim Maloney, Joanne Johnson, Jaime Frost, Daniel Coplon-Newfield, Claire Spinner DHSP: Michelle Farnum, Pheobe West Perkins Eastman: Carolyn Day, Dan Arons, Caitlin Gilman	
Not In Attendance	City: Michael Black, Meaghan Mulvey CPS: Carolyn Turk, Vedad Konjic, MaryAnn MacDonald, Kenneth Salim DHSP: Ellen Semonoff Perkins Eastman: Omar Calderon, Dan Colli, Sean O'Donnell	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
10/22/19.1	Old Business	Overview of prior meeting See below for notes	
10/22/19.2	Diagrams	<p>Population Diagram shows enrollment numbers of Tobin compared to the other two city schools.</p> <ul style="list-style-type: none"> • Pull special start numbers out of TM numbers. Be clear that there is no increase in enrollment. More aligned with DHSP. • Aggregation of Special Start classrooms on this site to consolidate scattered classrooms throughout the district, and to provide a permanent home as current sites are transient. • There are 16 classes now in various locations around district. Moving to 3 sites. They have been moving every year and need permanent homes. • Revise diagrams to separate, DHSP pre-school, Tobin Special Start, Tobin Montessori, and Vassal Lane Upper School • Show that enrollment growth is only in VLUS • MLK and King Open have special programs that are different, but not Special Start 	PE to revise

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>Distance/Time Diagrams show time to move from front door to classrooms and from classrooms to community areas</p> <ul style="list-style-type: none"> Diagrams are being refined to include vertical travel time <p>Frontage Diagrams express how the building relates to the street.</p> <p>Setback Diagrams detail the distance from the neighbor's property line to the closest edge of the building for each option.</p> <p>Massing Diagrams indicate two things.</p> <ul style="list-style-type: none"> Building height: dark blue is 3 stories, light blue is 2 stories, very light blue/almost white is 1 story Building volume: how the building is broken up in space to differentiate between parts from the outside <p>Consider the order of these diagrams during community presentation</p> <p>Building Updates</p> <ul style="list-style-type: none"> Comment to reconsider option names. "Neighborhoods" may be confusing in a large community discussion or out of context. Consider renaming "Neighborhood" as "Two Courts" and "Grand Court" as "Single Court" 	PE to revise
10/22/19.3	Transportation and Circulation	<p>Traffic Volume</p> <ul style="list-style-type: none"> Shared current and projected volume of traffic at peak times on the site. Noted that analysis is dependent on keeping current staggered start and end times of the school day. <p>Staff parking.</p> <ul style="list-style-type: none"> CPS does not believe that 100 spaces will be enough for this building There are 100 spaces at King Open, with fewer staff Consider "net" total spaces available due to dedicated electric and handicap vehicle spots Unknown where staff will be coming from for DHSP programs, so do not know what % will drive. Current value for TM and VLUS is 85% Worry that staff will compete for on-site parking needed during drop-off and pick-up See item below for staff count requirement (6/11/19.9) <p>Drop-off and pick-up circulation</p> <ul style="list-style-type: none"> Each option has a different approach All on-site parking requirements are for peak times and for mid-day use Circulation adjusted to allow for mid-day use (late 	Record

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>drop off and early pickup or visitors) without having to go through the site.</p> <ul style="list-style-type: none"> Allows for bus and pickup zone to be used as play space. <p>Bicycle and Pedestrian circulation not discussed.</p>	
10/22/19.4	Sustainable Design Analysis	<p>Discussed temperature ranges throughout the year, with hot and cold stress felt by the average person. Showed how this is predicted to change over time</p> <p>Shared some preliminary results from early sustainable design analysis.</p> <p>Compared options for metrics like PV potential and comfort of outdoor courtyards.</p> <p>Noted that although the Renovation/Addition option has the highest total PV available, that is because of the larger footprint. The available kWh per sq ft is actually lower than the other two options.</p> <p>Two items need to be discussed at the community meeting:</p> <ul style="list-style-type: none"> Tree retention Embodied energy 	Perkins Eastman
10/22/19.5	Priority Review	<p>Discussed principles and goals, including those from other city departments. This will be discussed in-depth at the next Programming Committee meeting with a focus on ranking them to use as a tool to evaluate building options,</p> <p>Group to independently think about how these may be ordered so we can properly judge and weight the pluses and minuses of each option.</p>	Record
10/22/19.6	Schedule and Next Steps	<p>Community Meeting</p> <ul style="list-style-type: none"> Rescheduled to mid-November (Nov 13, 2019, TBC) PE and City to develop agenda. May need feedback from Programming Committee members Teachers and parents should be strongly encouraged to attend Once a date is set, families from all 3 Vassal Lane feeder schools will be notified <p>Future Focus Group Meetings</p> <ul style="list-style-type: none"> Community development, traffic and parking DPW, and CPS. May not be before community meeting OSS focus group meeting, possibly to coincide with or be adjacent to the next Programming Committee Meeting Principals of MLK and King Open schools for feedback. Brendon to follow up 	<p>PE and City</p> <p>CPS and City</p> <p>City to schedule meetings</p>

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
09/23/19.3	Educational Specification Review: Common	<p><i>Refer to prior meeting notes for earlier comments.</i> Buildings and Grounds: need to verify based on King Open and MLK District Resource: still needs review 10/22/19 Weight room</p> <ul style="list-style-type: none"> • Can drop out of program if needed. • Don't have one at King Open School, just a multi-purpose room that can also be used for education About 400 to 500 sqft. <p>STEM: refer to 6/11/19.5 below Facilities</p> <ul style="list-style-type: none"> • Nothing back from CPS Director of Facilities. CPS suggests we keep as is for now. 	Record
09/23/19.3a	Tobin Montessori	<p><i>Refer to prior meeting notes for earlier comments.</i> 10/22/19 Cubbies should be outside the classroom in the hallway. Preschool cubbies should be in the classroom.</p>	Record
09/23/19.3b	Vassal Lane	<p>Classrooms:</p> <ul style="list-style-type: none"> • Reviewed number and naming of classroom types. Noted that Math, SS and ELA can be in "general" classroom • Need to double-check number of rooms per grade. It is 2 more than MLK • ASD classrooms to be reviewed by the specific staff associated • Extended learning space = open common space <p>Instructional Support: Confirm 2 math instruction</p> <ul style="list-style-type: none"> • Discussion on merits of a central teacher lunchroom or for teachers to eat in the work rooms. <p>Administration/Offices: No comment 10/22/19 No update.</p>	<p>CPS</p> <p>PE to review classroom count</p>
09/23/19.5	Drop Off & Pick up Schedule	<p><i>Refer to prior meeting notes for earlier comments.</i> 10/22/19 No change to Tobin and Vassal Lane schedule is anticipated. Results from survey used to determine traffic and circulation discussed in item 10/22/19.3</p>	Record
9/10/19.3	Facility Space Program	<p><i>Refer to prior meeting notes for earlier comments.</i> 10/22/19: Ed Spec comments received from CPS and DHSP.</p> <ul style="list-style-type: none"> • Noted that comments were sparse • Other departments, including OSS, need to review and provide comments • CPS and DHSP to review Ed Spec again and provide further comment. Ensure that any specialists review their spaces. • PE incorporating all comments and will provide a list of assumptions for items in Ed Spec that require further architectural clarification 	<p>CPS and DHSP review</p> <p>PE provide assumptions</p>

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
9/10/19.4	Site Review	<p><i>Refer to prior meeting notes for earlier comments.</i> 09/23/19: Design team needs transportation information, especially pertaining to younger children that will need to be dropped off and walked into school.</p> <ul style="list-style-type: none"> • Principals will look to staff getting the information on drop off, biking, and driving. Will try for next week to get surveys back • If younger children have older siblings – this could cause a variance in the count <p>10/22/19: DHSP provided survey of transportation methods at other locations. This information was incorporated and extrapolated to provide the information in the traffic study. See item 10/22/19.3 PE reviewed open area for each option. All are relatively close when paved area is taken out of the open space calculation. The Addition/Renovation option has the largest footprint.</p>	Record
9/10/19.7	Next Steps	<p><i>Refer to prior meeting notes for earlier comments.</i> 10/22/19: Refer to follow-up email (attached) from principals for list of recess activities</p>	Record
6/11/19.5	STEAM/ Maker Spaces	<p><i>Refer to prior meeting notes for earlier comments.</i> 9/23/19:</p> <ul style="list-style-type: none"> • Woodworking/ sewing/ washing/ flexible space • Ensure overhead electrical. • Model after MLK • Consider access for afterschool program <p>10/22/19:</p> <ul style="list-style-type: none"> • Have put in STEM space at other buildings. Maker Spaces have been last. School committee orders (old) have carpentry and Home Economics requirements. • City has one under construction at the library. • Putnam Ave has 3D printers. As advertised they don't need extra ventilation. • Call it a STEM room, instead of a maker space if limited on space. • Currently have tons of maker space materials overflowing in classrooms for elementary. Storage piece is especially important 	Record
6/11/19.9	Staff Count	<p><i>Refer to prior meeting notes for earlier comments.</i> 10/22/19:</p> <ul style="list-style-type: none"> • OSS needs to review ASD staff. Could potentially extrapolate from King Open if needed. • Other counts look good but will be double-checked. 	CPS & DHSP to confirm staff counts
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> • Team acknowledged that Summer Camps fluctuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. 	CPS confirm Summer Camp Storage.

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 9/16/2019

Meeting Purpose: Programming Committee



OLD BUSINESS	NOTES	ACTION BY / DATE REQ'D
	<p>5/10: No update. 6/11/19:</p> <ul style="list-style-type: none">Michelle confirmed that no additional DHSP summer camp storage is required if classroom and other storage is right-sized.CPS to confirm if additional storage is required for Summer Camps. <p>9/10/19, 10/22/19: No Update</p>	
<p>This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.</p>		

Next Meeting: 10/22/19

cc: City, CPS and DHSP via Brendon Roy, Michael Black, Design Team

Attachments: Presentation, Email dated 10/22/2019 from Brendon Roy to Carolyn Day

From: Roy, Brendon
To: [Carolyn Day](#)
Cc: [Black, Michael](#); [Mulvey, Meaghan](#)
Subject: FW: Recess/Playgrounds at Tobin/VLUS
Date: Tuesday, October 22, 2019 2:49:28 PM

Carolyn,
See below from the principals on their playground requests.

From: Daniel Coplon-Newfield <dcoplon-newfield@cpsd.us>
Sent: Tuesday, October 22, 2019 9:28 AM
To: Roy, Brendon <broy@cambridgema.gov>
Cc: Jaime Frost <jfrost@cpsd.us>
Subject: Recess/Playgrounds at Tobin/VLUS

For VLUS/Tobin:

- full set (4) large swings
- climbing structure (variety of levels)
- basketball court (ideally with at least one half court with 9ft hoop and one half court with lower hoop)
- space to run around the climbing structure
- field to play soccer/tag/football
- variety seating options
- hopscotch, four square on the concrete areas

*It's possible that the summer programs would like a water feature on the site but it's definitely not something that we need (or want) at our schools

Thanks,

Daniel

--

Daniel Coplon-Newfield, EdM, MSW
Head of School
Vassal Lane Upper School
197 Vassal Lane
Cambridge, MA 02138
617-349-6550
dcoplon-newfield@cpsd.us
Pronouns: He/Him/His

MEETING RECORD

Perkins Eastman
Architects DPC

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Date Prepared	12/4/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	11/5/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy, Meaghan Mulvey CPS: Jim Maloney, Joanne Johnson, Jaime Frost, Daniel Coplon-Newfield, Claire Spinner DHSP: Michelle Farnum, Pheobe West, Ellen Semonoff Perkins Eastman: Carolyn Day, Dan Arons, Sean O'Donnell, Caitlin Gilman	
Not In Attendance	City: Michael Black CPS: Carolyn Turk, Vedad Konjic, MaryAnn MacDonald, Kenneth Salim DHSP: Ellen Semonoff Perkins Eastman: Omar Calderon, Dan Colli	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
11/05/19.1	Old Business	Overview of prior meeting See below for notes	Record
11/05/19.2	Principle Review	Principles from Education Specification <ul style="list-style-type: none"> Reviewed and discussed to establish a common understanding of each (see attached for images of boards) Committee voted on 1st (green dot), 2nd (blue dot), and 3rd (red dot) priority to assist in evaluating options. Community Partner (1 vote for 2 nd , 2 votes for 3 rd) <ul style="list-style-type: none"> Noise is often an issue Lighting too/snow piles/traffic Fields/balls over fence/loud Identity & Arrival for each Program (5 votes for 1 st , 2 votes for 2 nd) <ul style="list-style-type: none"> Entries Separate but close Identity w/o distance Distinct but not far 	Record

NEW BUSINESS	NOTES	ACTION BY / DATE REQ'D
	<ul style="list-style-type: none"> • Identity within the building • Entry + Egress/Feeling of appropriate separation • Preschool separate ID & Entry/Adjacent to Tobin internally? • Central space with Decision points/EA program visually identifiable • Enter toward cafeteria <p>A Heart for Each Program (4 votes for 1st, 3 votes for 2nd)</p> <ul style="list-style-type: none"> • VLU: Library at heart/Echos at smaller scale too • Tobin Library by age appropriate sections • What community uses the heart? / EA program/Larger community • How do parents experience the heart? • Parent access to heart/community use too/control of inst space • Heart includes indoor/outdoor space • Where are students the most? King Open: Café; MLK: King Street • A public space <p>Organize the Campus for Efficient Sharing (2 votes for 2nd, 1 vote for 3rd)</p> <ul style="list-style-type: none"> • How far do students have to travel? • Efficient circulation • How do all faculty feel like part of school/ *specialists* • Feel as “tight” as possible/neighborhoods help • Clear delineation of boundaries + security • Access to after school programs/after hours <p>Diversity of Open Space for Each Program and Age (2 votes for 2nd, 3 votes for 3rd)</p> <ul style="list-style-type: none"> • So many little children requires more space/ *multiple spaces* • KO: not enough for young children/separation good/swings? • Talk to US students about needs/swings? • Lighting? • Community wants basketball court / cross/mini court? • Community likes water feature • String together smaller spaces within a larger space • KO: Big space in center/City Sprouts/Locked/not well used <p>Every Program has Easy Access to the Outdoors (1 vote for 3rd)</p> <ul style="list-style-type: none"> • MLK: Roof terraces 	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<ul style="list-style-type: none"> • KO: Courtyard / not working so well • Small spaces add value/planter beds • City Sprouts access easy for young children • Tobin patios work well now • Safety is a concern on roof/enclosure + program is key <p>Create a Locus of Life-Long Learning (1 vote for 3rd)</p> <ul style="list-style-type: none"> • Adult space/furniture • Staff meetings at same time? Currently 2-3pm and 3-4 pm • Use library too • KO: district training a burden/need bathroom access: not teacher breakroom • Other resources in district • Location is key/not buried in schools?/could be community use? • Landscape at KO “nice mix” <u>phenomenal</u> <p>Sustainability (2 votes for 1st, 1 vote for 2nd, 3 votes for 3rd)</p> <ul style="list-style-type: none"> • Windows that open, including admin • Rain water reuse • Engage sustainability into curriculum/Tobin • Rain garden needs fall protection • New + innovative? /green wall, Harvard example/ Maintenance? • User comfort is key/thermal...user understanding <p>Resilience (no votes)</p> <ul style="list-style-type: none"> • Neighbors are dealing with flooding • Nor’easter flooding in cafeteria now 	
11/05/19.3	Option review	<p>Introduced new option names.</p> <ul style="list-style-type: none"> • Grand Court has been renamed “Wings” • Neighborhoods has been renamed “Pavilions” <p>Option ranking exercise</p> <ul style="list-style-type: none"> • Committee members ranked how well each option met each design principle • Option could be rated “good, better, best”. Principles did not need to be rated if there was no opinion, and two options could have an equal rating for any given principle. • Each member had their own separate voting page, collected at the end of the meeting • Votes will be tallied and weighted. Ranking to be shared at the next Programming Committee Meeting 	PE
11/05/19.4	Community Meeting	Meeting format not reviewed. Format discussed at Executive Committee meeting on 11/06/2019	Record

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
10/22/19.2	Diagrams	<p>Population Diagram shows enrollment numbers of Tobin compared to the other two city schools.</p> <ul style="list-style-type: none"> • Pull special start numbers out of TM numbers. Be clear that there is no increase in enrollment. More aligned with DHSP. • Aggregation of Special Start classrooms on this site to consolidate scattered classrooms throughout the district, and to provide a permanent home as current sites are transient. • There are 16 classes now in various locations around district. Moving to 3 sites. They have been moving every year and need permanent homes. • Revise diagrams to separate, DHSP pre-school, Tobin Special Start, Tobin Montessori, and Vassal Lane Upper School • Show that enrollment growth is only in VLUS • MLK and King Open have special programs that are different, but not Special Start <p>Distance/Time Diagrams show time to move from front door to classrooms and from classrooms to community areas</p> <ul style="list-style-type: none"> • Diagrams are being refined to include vertical travel time <p>Frontage Diagrams express how the building relates to the street.</p> <p>Setback Diagrams detail the distance from the neighbor's property line to the closest edge of the building for each option.</p> <p>Massing Diagrams indicate two things.</p> <ul style="list-style-type: none"> • Building height: dark blue is 3 stories, light blue is 2 stories, very light blue/almost white is 1 story • Building volume: how the building is broken up in space to differentiate between parts from the outside <p>Consider the order of these diagrams during community presentation</p> <p>Building Updates</p> <ul style="list-style-type: none"> • Comment to reconsider option names. "Neighborhoods" may be confusing in a large community discussion or out of context. Consider renaming "Neighborhood" as "Two Courts" and "Grand Court" as "Single Court" <p>11/05/19</p> <ul style="list-style-type: none"> • Capacity/enrollment table updated after meeting. • Distance/Time diagrams will not be shared with community but others will • Options renamed (see 11/05/19.3) 	Record

10/22/19.4	Sustainable Design Analysis	<p>Discussed temperature ranges throughout the year, with hot and cold stress felt by the average person. Showed how this is predicted to change over time Shared some preliminary results from early sustainable design analysis.</p> <p>Compared options for metrics like PV potential and comfort of outdoor courtyards.</p> <p>Noted that although the Renovation/Addition option has the highest total PV available, that is because of the larger footprint. The available kWh per sq ft is actually lower than the other two options.</p> <p>Two items need to be discussed at the community meeting:</p> <ul style="list-style-type: none"> • Tree retention • Embodied energy <p>11/05/19</p> <ul style="list-style-type: none"> • Diagrams being incorporated into Community Meeting presentation and breakout room boards. 	Record
10/22/19.6	Schedule and Next Steps	<p><i>Refer to prior meeting minutes for earlier comments.</i></p> <p>Future Focus Group Meetings</p> <ul style="list-style-type: none"> • Community development, traffic and parking, DPW, and CPS. May not be before community meeting • OSS focus group meeting, possibly to coincide with or be adjacent to the next Programming Committee Meeting • Principals of MLK and King Open schools for feedback. Brendon to follow up <p>11/05/19</p> <ul style="list-style-type: none"> • Families and teachers have been invited to Community Meeting. Some concern that due to time many will not be able to attend. • Meeting for teachers to be scheduled • Early morning meeting for parents to be scheduled 	City to schedule meetings
09/23/19.3b	Vassal Lane	<p>Classrooms:</p> <ul style="list-style-type: none"> • Reviewed number and naming of classroom types. Noted that Math, SS and ELA can be in “general” classroom • Need to double-check number of rooms per grade. It is 2 more than MLK • ASD classrooms to be reviewed by the specific staff associated • Extended learning space = open common space <p>Instructional Support: Confirm 2 math instruction</p> <ul style="list-style-type: none"> • Discussion on merits of a central teacher lunchroom or for teachers to eat in the work rooms. <p>Administration/Offices: No comment</p> <p>11/05/19</p> <ul style="list-style-type: none"> • PE met with OSS staff after Programming Committee meeting • PE confirmed classroom counts are correct 	CPS
9/10/19.3	Facility Space Program	<p><i>Refer to prior meeting notes for earlier comments.</i></p> <p>10/22/19:</p>	

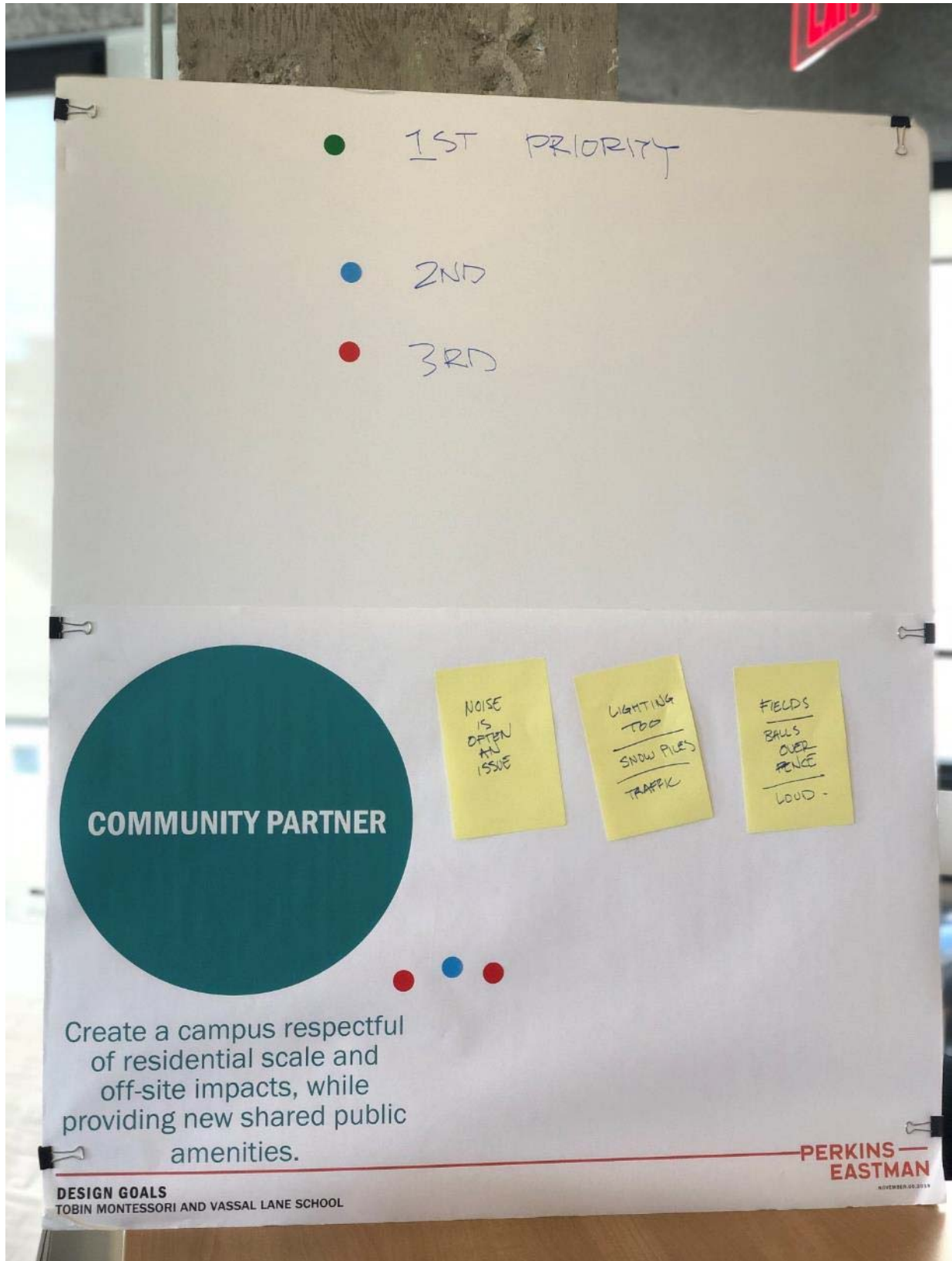
		<p>Ed Spec comments received from CPS and DHSP.</p> <ul style="list-style-type: none"> • Noted that comments were sparse • Other departments, including OSS, need to review and provide comments • CPS and DHSP to review Ed Spec again and provide further comment. Ensure that any specialists review their spaces. • PE incorporating all comments and will provide a list of assumptions for items in Ed Spec that require further architectural clarification <p>11/04/19: Ongoing</p>	<p>CPS and DHSP review</p> <p>PE provide assumptions</p>
6/11/19.9	Staff Count	<p><i>Refer to prior meeting notes for earlier comments.</i></p> <p>10/22/19:</p> <ul style="list-style-type: none"> • OSS needs to review ASD staff. Could potentially extrapolate from King Open if needed. • Other counts look good but will be double-checked. <p>11/04/19: Staff counts received from DHSP on 11/04 via email.</p>	CPS to confirm OSS staff counts
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> • Team acknowledged that Summer Camps fluctuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>6/11/19:</p> <ul style="list-style-type: none"> • Michelle confirmed that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. • CPS to confirm if additional storage is required for Summer Camps. <p>9/10/19, 10/22/19, 11/05.19: No Update</p>	CPS confirm Summer Camp Storage needs.

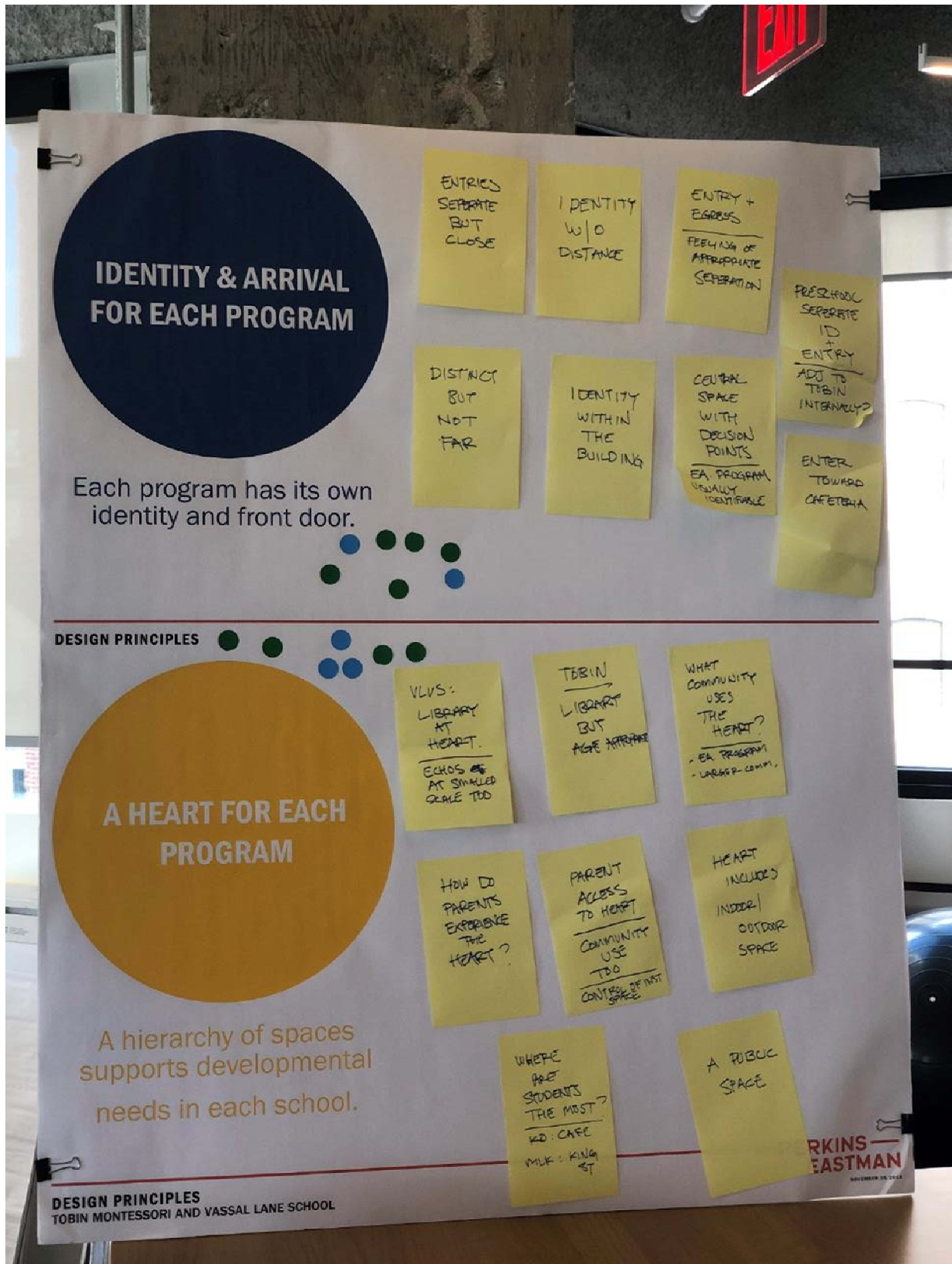
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Next Meeting: 11/19/19

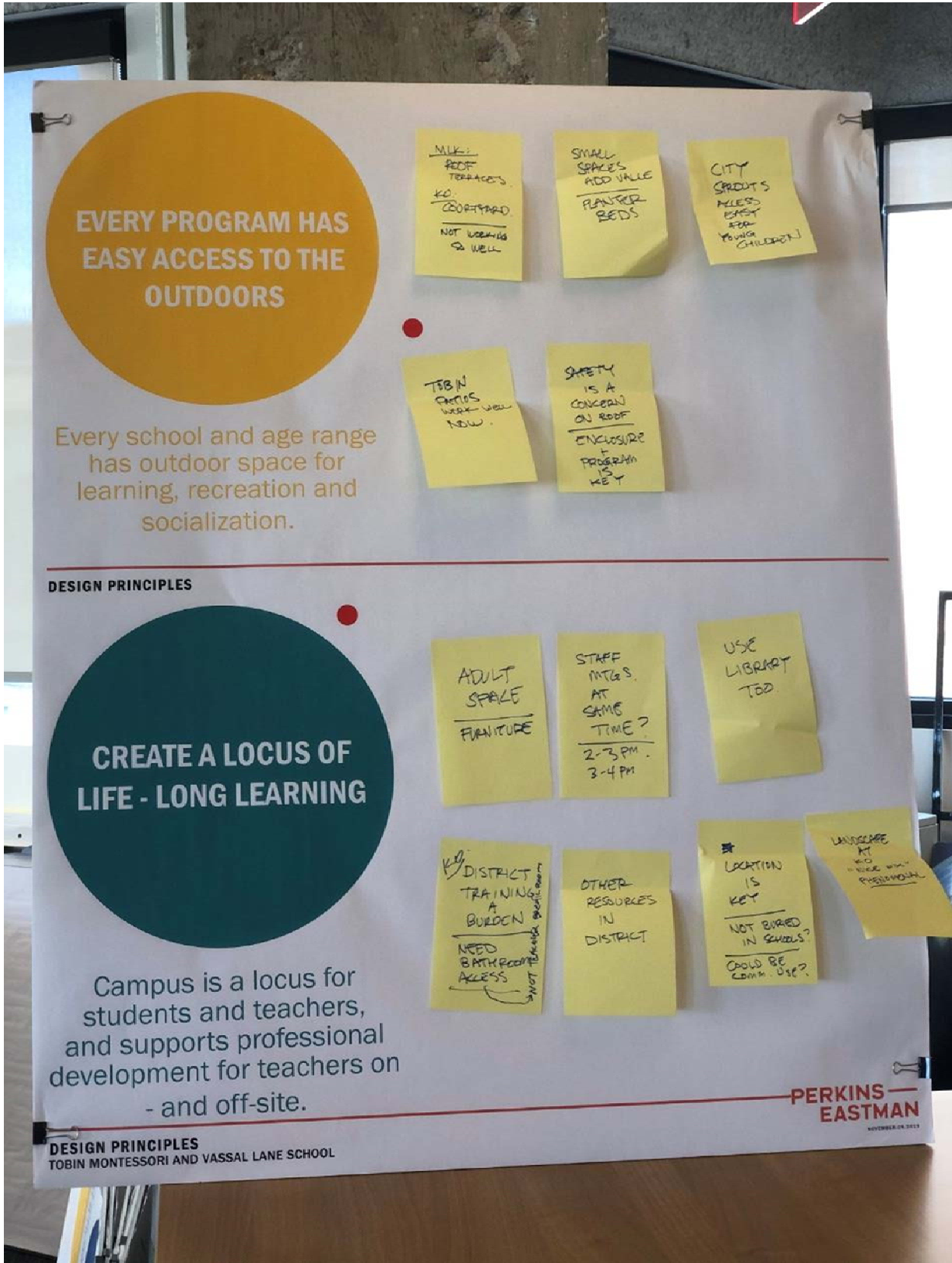
cc: City, CPS and DHSP via Brendon Roy and Michael Black, Design Team

Attachments: Images of discussion boards, Presentation











MEETING RECORD

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Architects DPC

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Date Prepared	12/4/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	11/19/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy, Meaghan Mulvey CPS: Joanne Johnson, Jaime Frost, Daniel Coplou-Newfield, DHSP: Michelle Farnum, Pheobe West Perkins Eastman: Carolyn Day, Dan Arons	
Not In Attendance	City: Michael Black CPS: Jim Maloney, Vedad Konjic, MaryAnn MacDonald, Kenneth Salim, Claire Spinner, Carolyn Turk DHSP: Ellen Semonoff Perkins Eastman: Omar Calderon, Dan Colli, Sean O'Donnell, Caitlin Gilman	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
11/19/19.1	School Committee/ City Council Roundtable	<p>Principals need to be given more of a role. For example, some don't know about the VLUS.</p> <p>Priority topics:</p> <ul style="list-style-type: none"> • Need to explain enrollment numbers. Need to understand that it's not a neighborhood school – kids from all over city. And why preschoolers are being added • Communicate the equity issues: Majority minority. Close to 50% in reduced lunch (indicates low income). Growing ASD program. Growing Special Start program. • People want to hear from educators. • CPS and DHSP to provide description of needs. • Building height not limited by preschool, but by number of young students and need for each school to have Identity • City to address any field planning issues. • Need to remind the City Council of requirement to provide Preschool. 	Record

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
11/19/19.2	Traffic and Parking	<ul style="list-style-type: none"> Need some more look at traffic – west side, curb cuts, etc. What about option for cars Vassal and buses on Concord? Vans need to get to the door as close as possible for ASD drop-off Need scenario planning for arrival and departure. To happen during SD phase. Remote cars and buses do not work operationally. Takes manpower to monitor and kids can get on the wrong bus by mistake. Teachers will be concerned about parking. It was noted there is a similar split of spaces and staff at King Open and it is enough. 	Record
11/19/19	Next Steps	<ul style="list-style-type: none"> School advisory Committee on 12/03. PE to attend. Hold 12/19 at 6:30 for the Community Meeting 	

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D																																																		
11/05/19.1	Old Business	Overview of prior meeting <ul style="list-style-type: none"> See below for notes 	Record																																																		
11/05/19.2	Principle Review	<p><i>Refer to prior meeting notes for earlier comments.</i></p> <p>11/19/19: Results of tally from last meeting Below is a summary of the number of votes per principle. 1st is weighted at x2, 2nd is weighted at x1.5, and 3rd is not weighted. Minimum of 0.5 points. “Heart of the School” and “Identity & Arrival” were voted the two most important principles.</p> <table border="1"> <thead> <tr> <th>DESIGN PRINCIPLE</th> <th>WEIGHT</th> <th>1st</th> <th>2nd</th> <th>3rd</th> </tr> </thead> <tbody> <tr> <td>Sustainability</td> <td>8.5</td> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>Resilience</td> <td>0.5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Community Partner</td> <td>3.5</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>Identity & Arrival</td> <td>13</td> <td>5</td> <td>2</td> <td>0</td> </tr> <tr> <td>Heart of School</td> <td>12.5</td> <td>4</td> <td>3</td> <td>0</td> </tr> <tr> <td>Efficient Sharing</td> <td>4</td> <td>0</td> <td>2</td> <td>1</td> </tr> <tr> <td>Open Space Diversity</td> <td>6</td> <td>0</td> <td>2</td> <td>3</td> </tr> <tr> <td>Outdoor Access</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Life-Long Learning</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	DESIGN PRINCIPLE	WEIGHT	1 st	2 nd	3 rd	Sustainability	8.5	2	1	3	Resilience	0.5	0	0	0	Community Partner	3.5	0	1	2	Identity & Arrival	13	5	2	0	Heart of School	12.5	4	3	0	Efficient Sharing	4	0	2	1	Open Space Diversity	6	0	2	3	Outdoor Access	1	0	0	1	Life-Long Learning	1	0	0	1	
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11/05/19.3	Option review	<p><i>Refer to prior meeting notes for earlier comments.</i></p> <p><i>Option ranking exercise</i></p> <ul style="list-style-type: none"> Committee members ranked how well each option met each design principle Option could be rated “good, better, best”. Principles did not need to be rated if there was no opinion, and two options could have an equal rating for any given principle. Each member had their own separate voting page, collected at the end of the meeting <p>11/19/19: Results of tally have Wings and Pavilions very close. Addition-renovation confirmed not to be preferred.</p> <table border="1"> <thead> <tr> <th>DESIGN PRINCIPLE</th> <th>WEIGHT</th> <th>ADD/RENO</th> <th>WINGS</th> <th>PAVILIONS</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	DESIGN PRINCIPLE	WEIGHT	ADD/RENO	WINGS	PAVILIONS																																														
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9/10/19.3	Facility Space Program	<p>Refer to prior meeting notes for earlier comments. 10/22/19: Ed Spec comments received from CPS and DHSP.</p> <ul style="list-style-type: none"> Noted that comments were sparse Other departments, including OSS, need to review and provide comments CPS and DHSP to review Ed Spec again and provide further comment. Ensure that any specialists review their spaces. PE incorporating all comments and will provide a list of assumptions for items in Ed Spec that require further architectural clarification <p>11/04/19, 11/19/19: Ongoing</p>	CPS and DHSP review	PE provide assumptions																																																											
6/11/19.9	Staff Count	<p>Refer to prior meeting notes for earlier comments. 10/22/19:</p> <ul style="list-style-type: none"> OSS needs to review ASD staff. Could potentially extrapolate from King Open if needed. Other counts look good but will be double-checked. <p>11/04/19: Staff counts received from DHSP on 11/04 via email. 11/19/19: No update</p>	CPS to confirm OSS staff counts																																																												
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> Team acknowledged that Summer Camps fluctuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>6/11/19:</p> <ul style="list-style-type: none"> Michelle confirmed that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. CPS to confirm if additional storage is required for 	CPS confirm Summer Camp Storage needs.																																																												

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 11/5/2019

Meeting Purpose: Programming Committee



		Summer Camps. 9/10/19, 10/22/19, 11/05.19: No Update	
This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.			

Next Meeting: 12/03/19

cc: City, CPS, DHSP and City Consultants via Brendon Roy and Michael Black; Design Team via Perkins Eastman

Attachments: Presentation

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
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Date Prepared	12/4/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	1/21/2020	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4000	
In Attendance	City: Brendon Roy, Meaghan Mulvey CPS: Jim Maloney, Joanne Johnson, Jaime Frost, Daniel Coplon-Newfield DHSP: Michelle Farnum, Pheobe West Perkins Eastman: Carolyn Day, Omar Calderon, Sean O'Donnell, Dan Arons	
Not In Attendance	City: Michael Black CPS: Vedad Konjic, MaryAnn MacDonald, Kenneth Salim, Carolyn Turk, Claire Spinner DHSP: Ellen Semonoff Perkins Eastman: Dan Colli, Caitlin Gilman	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
01/21/20.1	Recap of Last Community Meeting	<ul style="list-style-type: none"> Need to have more family engagement. Concern is traffic from having little kids (preschool) on the site <ul style="list-style-type: none"> CPS/DHSP had an internal discussion about programming and what could be given up Special Start could be in swing space for next 4 years and includes related services Not at all ready to cut upper school program Need to address psychology of traffic. Open area <ul style="list-style-type: none"> Need to compare proposed space to existing space City Council is looking for a unanimous vote, which other schools have had previously. 	Record
01/21/20	Next Steps	<p>Meeting with the City on Jan. 27th</p> <ul style="list-style-type: none"> Combine open space and program meetings There are things that can be done to document and bolster argument for preferred option Can have contingencies on program Need a footprint for Open Space legal decisions <p>Meeting tomorrow with Contractor and Owner</p> <ul style="list-style-type: none"> 10 Strategies - Explaining the efforts that have been made to 	All

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>date.</p> <ul style="list-style-type: none"> Establish time frame for decisions and construction <p>Next community meeting</p> <ul style="list-style-type: none"> What decisions are set vs what has wiggle room? What time works for parents? Get them to meeting? Who are we trying to speak to? Focus the discussion on a couple of issues Replacement option is the main contender 	

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D																																																		
11/19/19.1	School Committee/ City Council Roundtable	Refer to prior meeting notes for earlier comments.	Record																																																		
11/19/19.2	Traffic and Parking	<ul style="list-style-type: none"> Need some more look at traffic – west side, curb cuts, etc. What about option for cars Vassal and buses on Concord? Vans need to get to the door as close as possible for ASD drop-off Need scenario planning for arrival and departure. To happen during SD phase. Remote cars and buses do not work operationally. Takes manpower to monitor and kids can get on the wrong bus by mistake. Teachers will be concerned about parking. It was noted there is a similar split of spaces and staff at King Open and it is enough. 	Record																																																		
11/19/19	Next Steps	<ul style="list-style-type: none"> School advisory Committee on 12/03. PE to attend. Hold 12/19 at 6:30 for the Community Meeting <p>01/21/20: School Advisory Committee meeting was cancelled due to weather. Need to reschedule.</p>	CPS to schedule																																																		
11/05/19.1	Old Business	<p>Overview of prior meeting</p> <ul style="list-style-type: none"> See below for notes 	Record																																																		
11/05/19.2	Principle Review	<p>Refer to prior meeting notes for earlier comments.</p> <p>11/19/19: Results of tally from last meeting</p> <p>Below is a summary of the number of votes per principle. 1st is weighted at x2, 2nd is weighted at x1.5, and 3rd is not weighted. Minimum of 0.5 points. “Heart of the School” and “Identity & Arrival” were voted the two most important principles.</p> <table border="1"> <thead> <tr> <th>DESIGN PRINCIPLE</th> <th>WEIGHT</th> <th>1st</th> <th>2nd</th> <th>3rd</th> </tr> </thead> <tbody> <tr> <td>Sustainability</td> <td>8.5</td> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>Resilience</td> <td>0.5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Community Partner</td> <td>3.5</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>Identity & Arrival</td> <td>13</td> <td>5</td> <td>2</td> <td>0</td> </tr> <tr> <td>Heart of School</td> <td>12.5</td> <td>4</td> <td>3</td> <td>0</td> </tr> <tr> <td>Efficient Sharing</td> <td>4</td> <td>0</td> <td>2</td> <td>1</td> </tr> <tr> <td>Open Space Diversity</td> <td>6</td> <td>0</td> <td>2</td> <td>3</td> </tr> <tr> <td>Outdoor Access</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Life-Long Learning</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	DESIGN PRINCIPLE	WEIGHT	1 st	2 nd	3 rd	Sustainability	8.5	2	1	3	Resilience	0.5	0	0	0	Community Partner	3.5	0	1	2	Identity & Arrival	13	5	2	0	Heart of School	12.5	4	3	0	Efficient Sharing	4	0	2	1	Open Space Diversity	6	0	2	3	Outdoor Access	1	0	0	1	Life-Long Learning	1	0	0	1	Record
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<p>11/05/19.3</p>	<p>Option review</p>	<p><i>Refer to prior meeting notes for earlier comments.</i> <i>Option ranking exercise</i> 11/19/19: Results of tally have Wings and Pavilions very close. Addition-renovation confirmed not to be preferred. Wings Discussion:</p> <ul style="list-style-type: none"> • Better identity for the programs. Drop off and pickup is especially good. • More compact. More likely to minimize the scale. Visually, it looks smaller. • Tucked into the lot. Fits the space better than pavillions. • Wings tries to mirror what is happening on Concord Avenue but on Vassal. <p>General Discussion</p> <ul style="list-style-type: none"> • Would like to have play space better delineated as play space. • Play spaces are not seen from street but that is okay since it is easily accessible <p>01/21/20:</p> <ul style="list-style-type: none"> • Driver: what if we replace existing in place? • Note these are not fully developed • Place schools to south • Create a heart of the school (arrow) - big concept and comes from original diagrams • One entry, one heart, one community • Daylight in center • Right to Tobin, left to Preschool or Vassal Lane • Community school placed to be near arts and gym, possibly with its own entry • How could the roofs be used for outdoor recreation? Is this something the students can use all the time? <ul style="list-style-type: none"> ○ Experience hasn't been great because of maintenance, including water ○ Haggerty is 90s but poorly constructed. Older buildings not as much ○ Safety at King made so that students can't access ○ None of the school organization is dependent on outdoor play space so it's just an option right now. ○ Is this more outdoor classroom, not play-space, especially connected to Montessori? ○ City Sprouts works well • Secondary or after-hours entry from community side. Question will be on how to separate from heart • Visual Arts and learning on 3rd floor of community school • Does fencing in make sense? • Should we be raising building on podium <ul style="list-style-type: none"> ○ Bring garage up to control excavation? ○ Raise ground level for resilience ○ Exterior stairs and ramps have been difficult during construction. Stricter than other municipalities. Need to watch slopes and curb cuts. Need to handle properly during design. ○ Enhances sight-lines for safety and security. • Section will need more to illustrate how Heart of School connects everyone 	
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		<ul style="list-style-type: none"> • Sectional perspective of heart of school <ul style="list-style-type: none"> ○ Connection that doubles as student congregation space ○ Yellow is daylight locations with views out ○ Visually can move through for outdoor recreation in circulation spine ○ Blue is glass for visual connections down into space ○ Not actually as wide as perspective gives the impression of ○ Somehow mirrors what they have now, but in a more unifying way. How can this become a gathering space for families before and after school • Garage drop-off <ul style="list-style-type: none"> ○ Could coordinate with main stair for opening below up into building ○ Need to study location and how it would work ○ Would not look down to see cars • Would like to avoid having to go up a flight before getting to Vassal office <ul style="list-style-type: none"> ○ What if you were standing on first floor and could see it? Would that be preferred? • Safety and security issue with entries <ul style="list-style-type: none"> ○ How is it sectioned off? ○ Does this need a lobby? ○ Don't want the buzz-in, even with a camera ○ Don't want Tobin to have primary responsibility ○ MLK/Putnam Ave works ○ Is a reception desk/station like in corporate environments - welcome center? CPS will need to figure out staffing 	
9/10/19.3	Facility Space Program	<p><i>Refer to prior meeting notes for earlier comments.</i> 10/22/19: <i>Ed Spec comments received from CPS and DHSP.</i></p> <ul style="list-style-type: none"> • <i>Noted that comments were sparse</i> • <i>Other departments, including OSS, need to review and provide comments</i> • <i>CPS and DHSP to review Ed Spec again and provide further comment. Ensure that any specialists review their spaces.</i> • <i>PE incorporating all comments and will provide a list of assumptions for items in Ed Spec that require further architectural clarification</i> <p>01/21/20: CPS and DHSP to review revisions with Feasibility Study Draft when issued in February</p>	CPS and DHSP review
6/11/19.9	Staff Count	<i>Refer to prior meeting notes for earlier comments.</i>	Closed
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> • Team acknowledged that Summer Camps fluctuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>6/11/19:</p> <ul style="list-style-type: none"> • Michelle confirmed that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. • CPS to confirm if additional storage is required for Summer Camps. <p>9/10/19, 10/22/19, 11/05.19, 01/21/20: No Update</p>	CPS confirm Summer Camp Storage needs.

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 1/21/2020

Meeting Purpose: Programming Committee



Next Meeting: 02/04/2020

cc: City, CPS, DHSP and City Consultants via Brendon Roy and Michael Black; Design Team via Perkins Eastman

Attachments: Presentation

MEETING RECORD

Perkins Eastman
Architects DPC

20 Ashburton Place, Floor 8
Boston, MA 02108
T. +1 617 449 4000
F. +1 617 449 4049

Date Prepared	2/18/2020	
Project Name	Tobin Montessori and Vassal Lane Upper Schools Project	
Project Number	79130.00	
Subject	Programming Committee Meeting	
Meeting Location	Tobin Rm. 239	
Meeting Date	2/4/2020	
Prepared By	Emily Ercolano	e.ercolano@perkinseastman.com
	T: 617-449-4040	
In Attendance	City: Brendon Roy, Meaghan Mulvey, Michael Black CPS: Jim Maloney, Jaime Frost, Daniel Coplion-Newfield, Kenneth Salim, Carolyn Turk DHSP: Michelle Farnum, Pheobe West Perkins Eastman: Carolyn Day, Dan Arons, Emily Hunter	
Not In Attendance	City: CPS: Vedad Konjic, Joanne Johnson, MaryAnn MacDonald, Claire Spinner DHSP: Ellen Semonoff Perkins Eastman: Dan Colli, Omar Calderon, Sean O'Donnell, Caitlin Gilman, Carmen Torres	

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
02/04/20.1	Floor Plan Review	<ul style="list-style-type: none"> Swap Preschool and Afterschool in neighborhood. This allows Afterschool to be closer to shared spaces, and the Preschool to have their own entrance. World Language is more associated with Vassal Lane, so the classrooms need to be relocated. Maybe World Language can be adjacent to Learning Commons and/or Visual Arts? They could be located on the fourth floor with the 8th graders. Have to consider security and noise throughout the school. What will actually be open to the center of the building and what academic neighborhoods will be closed off? Review doors and entry sequence into each neighborhood. Professional Development space needs an adjacent restroom and a wall partition to divide the space for each school. Need restrooms at the ends of all the academic wings. Potential key fob access from main entrance. How can it be controlled with buss drop off vs walk in vs car drop off in 	PE to incorporate changes

NEW BUSINESS		NOTES	ACTION BY / DATE REQ'D
		<p>parking garage?</p> <ul style="list-style-type: none"> • Break the Learning Commons block into greater detail in order to understand how the program spaces work between the Lower and Upper School. • Could push some of the Learning Commons program into the Tobin wing and swap around the World Language. • Principles have to study how the administration offices are broken up and provide guidance. • Recommended to put lockers against the walls to save on protective wall finish • No markerboard paint in student areas, just in Professional Development space • Label K-5 gym not small gym • Update the heart of the school section perspective 	

OLD BUSINESS		NOTES	ACTION BY / DATE REQ'D
01/21/20.1	Recap of Last Community Meeting	<ul style="list-style-type: none"> • Need to have more family engagement. • Concern is traffic from having little kids (preschool) on the site <ul style="list-style-type: none"> ○ CPS/DHSP had an internal discussion about programming and what could be given up ○ Special Start could be in swing space for next 4 years and includes related services ○ Not at all ready to cut upper school program • Need to address psychology of traffic. • Open area <ul style="list-style-type: none"> ○ Need to compare proposed space to existing space ○ City Council is looking for a unanimous vote, which other schools have had previously. 	Closed
01/21/20	Next Steps	<p>Meeting with the City on Jan. 27th</p> <ul style="list-style-type: none"> • Combine open space and program meetings • There are things that can be done to document and bolster argument for preferred option • Can have contingencies on program • Need a footprint for Open Space legal decisions <p>Meeting tomorrow with Contractor and Owner</p> <ul style="list-style-type: none"> • 10 Strategies - Explaining the efforts that have been made to date. • Establish time frame for decisions and construction <p>Next community meeting</p> <ul style="list-style-type: none"> • What decisions are set vs what has wiggle room? • What time works for parents? • Get them to meeting? • Who are we trying to speak to? • Focus the discussion on a couple of issues • Replacement option is the main contender 	Closed
11/19/19.2	Traffic and Parking	<p>Refer to prior meeting notes for earlier comments.</p> <p>02/04/2020: Staff Parking</p>	Design Team to incorporate feedback in

		<ul style="list-style-type: none"> School often runs into issues with staff arriving later and parking in the drop off area if there's not enough available staff spots The number of parking spots is calculated by the city Staff parking vs drop off parking will be a challenge to control <p>Arrival/Dismissal</p> <ul style="list-style-type: none"> Find a way to discourage people from parking alongside the entry/exit lane into lower parking garage Maybe a safety officer will be assigned briefly for the opening of the new school in the mornings It may not be the easiest for parents who just drop off a child to go underground. Would they stay on the street? Lots of staffing will be required for bus drop off, traffic turning, and parking lot circulation. There are three entrances shown for the heart of the school, would we staff the doors to the interior as well? <ul style="list-style-type: none"> Intent is to have a central secure zone to minimize number of staff needed <p>General Traffic</p> <ul style="list-style-type: none"> Thursday we will be getting approval to move forward with the traffic flow and parking studies from the various City Departments. Reducing the Preschool by half will still include an additional 80+ cars from the current amount At the Vassal Lane intersection with Fresh Pond Parkway, there's a 15' difference between that being a two-way vs the one-way it is currently Will determine parking spot count and requirements during schematic design Buses and cars should always be separate, no matter what the option. Possibility to create a raised table/speed bump to slow down traffic and provide stormwater control 	Schematic Design
11/19/19	Next Steps	<ul style="list-style-type: none"> School advisory Committee on 12/03. PE to attend. Hold 12/19 at 6:30 for the Community Meeting <p>01/21/20: School Advisory Committee meeting was cancelled due to weather. Need to reschedule.</p> <p>02/04/20: No update</p>	CPS to schedule
11/05/19.3	Option review	<p>Refer to prior meeting notes for earlier comments.</p> <p>Option ranking exercise</p> <p>11/19/19: Results of tally have Wings and Pavilions very close. Addition-renovation confirmed not to be preferred.</p> <p>Wings Discussion:</p> <ul style="list-style-type: none"> Better identity for the programs. Drop off and pickup is especially good. More compact. More likely to minimize the scale. Visually, it looks smaller. 	Closed

		<ul style="list-style-type: none"> • <i>Tucked into the lot. Fits the space better than pavillions.</i> • <i>Wings tries to mirror what is happening on Concord Avenue but on Vassal.</i> <p><i>General Discussion</i></p> <ul style="list-style-type: none"> • <i>Would like to have play space better delineated as play space.</i> • <i>Play spaces are not seen from street but that is okay since it is easily accessible</i> <p><i>01/21/20:</i></p> <ul style="list-style-type: none"> • <i>Driver: what if we replace existing in place?</i> • <i>Note these are not fully developed</i> • <i>Place schools to south</i> • <i>Create a heart of the school (arrow) - big concept and comes from original diagrams</i> • <i>One entry, one heart, one community</i> • <i>Daylight in center</i> • <i>Right to Tobin, left to Preschool or Vassal Lane</i> • <i>Community school placed to be near arts and gym, possibly with its own entry</i> • <i>How could the roofs be used for outdoor recreation? Is this something the students can use all the time?</i> <ul style="list-style-type: none"> ○ <i>Experience hasn't been great because of maintenance, including water</i> ○ <i>Haggerty is 90s but poorly constructed. Older buildings not as much</i> ○ <i>Safety at King made so that students can't access</i> ○ <i>None of the school organization is dependent on outdoor play space so it's just an option right now.</i> ○ <i>Is this more outdoor classroom, not play-space, especially connected to Montessori?</i> ○ <i>City Sprouts works well</i> • <i>Secondary or after-hours entry from community side. Question will be on how to separate from heart</i> • <i>Visual Arts and learning on 3rd floor of community school</i> • <i>Does fencing in make sense?</i> • <i>Should we be raising building on podium</i> <ul style="list-style-type: none"> ○ <i>Bring garage up to control excavation?</i> ○ <i>Raise ground level for resilience</i> ○ <i>Exterior stairs and ramps have been difficult during construction. Stricter than other municipalities. Need to watch slopes and curb cuts. Need to handle properly during design.</i> ○ <i>Enhances sight-lines for safety and security.</i> • <i>Section will need more to illustrate how Heart of School connects everyone</i> • <i>Sectional perspective of heart of school</i> <ul style="list-style-type: none"> ○ <i>Connection that doubles as student congregation space</i> ○ <i>Yellow is daylight locations with views out</i> ○ <i>Visually can move through for outdoor recreation in circulation spine</i> ○ <i>Blue is glass for visual connections down into space</i> ○ <i>Not actually as wide as perspective gives the impression of</i> 	
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		<ul style="list-style-type: none"> ○ Somehow mirrors what they have now, but in a more unifying way. How can this become a gathering space for families before and after school ● Garage drop-off <ul style="list-style-type: none"> ○ Could coordinate with main stair for opening below up into building ○ Need to study location and how it would work ○ Would not look down to see cars ● Would like to avoid having to go up a flight before getting to Vassal office <ul style="list-style-type: none"> ○ What if you were standing on first floor and could see it? Would that be preferred? ● Safety and security issue with entries <ul style="list-style-type: none"> ○ How is it sectioned off? ○ Does this need a lobby? ○ Don't want the buzz-in, even with a camera ○ Don't want Tobin to have primary responsibility ○ MLK/Putnam Ave works ○ Is a reception desk/station like in corporate environments - welcome center? CPS will need to figure out staffing 	
9/10/19.3	Facility Space Program	<p>Refer to prior meeting notes for earlier comments. 10/22/19: Ed Spec comments received from CPS and DHSP.</p> <ul style="list-style-type: none"> ● Noted that comments were sparse ● Other departments, including OSS, need to review and provide comments ● CPS and DHSP to review Ed Spec again and provide further comment. Ensure that any specialists review their spaces. ● PE incorporating all comments and will provide a list of assumptions for items in Ed Spec that require further architectural clarification <p>01/21/20: CPS and DHSP to review revisions with Feasibility Study Draft when issued in February 02/04/20: Ongoing</p>	CPS and DHSP review
5/10/19.4	Summer Camp Storage	<ul style="list-style-type: none"> ● Team acknowledged that Summer Camps fluctuate greatly and enrollments are difficult to predict. Since existing classrooms are utilized, real space need issue is storage for these programs. <p>6/11/19:</p> <ul style="list-style-type: none"> ● Michelle confirmed that no additional DHSP summer camp storage is required if classroom and other storage is right-sized. ● CPS to confirm if additional storage is required for Summer Camps. <p>9/10/19, 10/22/19, 11/05.19, 01/21/20, 02/04/20: No Update</p>	CPS confirm Summer Camp Storage needs.
<p>This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in three working days, this Meeting Record will stand as published.</p>			

Next Meeting: This is the final Feasibility Study Meeting. Schematic Design Meetings will commence in March

cc: City, CPS, DHSP and City Consultants via Brendon Roy and Michael Black;
Design Team via Perkins Eastman

Attachments: Presentation





C6.0

OWNER DESIGN TEAM MEETINGS

MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	8/26/2019 (Item 1.3 revised 8/29/19)	
Project Name	Tobin Montessori and Vassal Lane Upper Schools	
Project Number	79130.00	
Subject	Design Team Meeting #2	
Meeting Location	Tobin School room 239	
Meeting Date	8/20/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
Participants	See attached sign-in sheet	

OLD BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY / DATE REQ'D
1.1	Introductions	Introductions around table Michael recapped some of the schedule, including CM on board	
1.2	Stormwater Retention	Management at multiple scales <ul style="list-style-type: none"> • City requirements • Site requirements <ul style="list-style-type: none"> ○ “25 to 2” peak rate reduction ○ Phosphorus reduction of 65% • Surface improvements on Vassal lane • How can site and city- specific need find synergies in a solution? 	
		On-site mitigation strategies <ul style="list-style-type: none"> • Green roofs • Blue roofs • Permeable paving • Separate or joint use of stormwater tank? 	
		Review of questions to city <ol style="list-style-type: none"> 1. Size of tank <ul style="list-style-type: none"> ○ 1.25 million gallons 2. Preferred tank location <ul style="list-style-type: none"> ○ Tank is filled from both sides. ○ Ideal is that it is where there is the least amount of fill. Highest bedrock 	DPW and Kleinfelder to confirm answers / 09.04.19

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<ul style="list-style-type: none"> o Plan distributed at meeting. Kleinfelder to distribute PDF to attendees. 3. Inlet, outlet, and inverts <ul style="list-style-type: none"> a. Pumping required? <ul style="list-style-type: none"> ▪ Pumped out to Vassal, gravity filled. ▪ Existing infrastructure is too shallow for gravity out. ▪ Will be metered separately so pump energy will not count towards ZNE b. Size and location of pump <ul style="list-style-type: none"> ▪ Above ground or inside a building are both acceptable solutions. 15x30 enclosed space. ▪ Will need room for generator, control panels, and control switches. ▪ Need to ensure there is a large enough opening to get equipment in and out of room. c. Emergency power <ul style="list-style-type: none"> ▪ Will need emergency standby power for pump. Preference is natural gas. ▪ Gas will not count against Net Zero Emissions goals. d. Maximum tank depth <ul style="list-style-type: none"> ▪ Since this is a pumped system, depth is limited by site, not tank design 4. Rain model – for monthly and seasonal flow <ul style="list-style-type: none"> o 10-year 2070 precipitation condition. Frequency of design for tank is 10 year storm event and lower. o Details of monthly and seasonal flow not modeled. o Design team needs a better understanding on timing of city use to understand if site can use the tank as well. 5. Tank construction and type <ul style="list-style-type: none"> o Ideal shapes are rectangular or circular. Modular may be used o Needs to be vented. o Several manhole covers and hatches for access to tank, pump and inspection ports. 6. Flood depth for project site <ul style="list-style-type: none"> o Use existing flood model 7. Parameters for Vassal lane bio-retention <ul style="list-style-type: none"> o 100,000 gallons o As close to Vassal lane as possible to shed water from intersection o Big picture is short duration, high intensity events to get water out of the street o Provides storage before going into retention tank 8. Target floor elevation <ul style="list-style-type: none"> o Current site elevation <ul style="list-style-type: none"> ▪ City GIS file: 10ft at low end, 13ft at high, mostly 11ft ▪ CDM Smith report: ~9ft to 13ft ▪ Cambridge flood viewer: ~17ft o Target is 22.5ft. 9. Subsurface water movement <ul style="list-style-type: none"> o City stormwater mitigation will not affect site hydrology 10. Conditions outside design 	<p>BR & CD to coordinate resilience meeting week of 08/26</p>

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<ul style="list-style-type: none"> o None they are aware of <p>11. Design and construction schedule</p> <ul style="list-style-type: none"> o Needs to be coordinated as two projects on same site o City preference is for one contractor <p>12. Tank foundation</p> <ul style="list-style-type: none"> o Could be on tension piles 	
1.3	<p>Can the tank be used as a thermal heat sink?</p> <ul style="list-style-type: none"> • Is it possible to pump-down before a storm instead of keeping the tank dry? • High intensity, short-duration storms are going to use the tank. Hard to predict future with changing climate. Design will need to make assumptions. • Looking for synergies for cost and energy <p>Building HAZMAT assessment</p> <ul style="list-style-type: none"> • Visual assessment in April. Physical testing next year. Refer to report for details. • Similar to MLK School in age and design, but different details. Rigid damp-proofing. More caulking than MLK • Original materials are in very good shape • Presume PCBs, lead, asbestos etc. • No record of what is positive from last round so presumed positive. Re-inspection every 3 years, but don't have current records. <p>Geotechnical study results</p> <ul style="list-style-type: none"> • 1905-1930s was mined for clay for bricks and backfilled as dump site • Waste material has not been found to extend onto Vassal Lane or Concord Avenue. Concord and Vassal Lane were there when pit was open. Alpine was not. • There are several of these pits locally, including the far side of Concord and in Danehy Park. • At the surface, have 3-7 ft of topsoil and granular fill. Next is the waste fill area across much of the site, ranging between 2 and 30 feet thick. Below the waste is Boston Blue Clay, followed by glacial till and then bedrock. • Beyond the limits of waste, there are 2-3 feet of surface soil and then clay. The surrounding clay holds the water level up within the former pit and ponds it. • Waste material is very variable with trash mixed in. Trash is larger as you get deeper onsite, including items like car bumpers. Lots of wood debris • Lots of ash. Coal burning was common during this period, and open burn landfill material was often used as fill during the early 1900s. • Course and soupy soil. Boring recovery is poor. Water content as high as 70-80% in some spots. Quite a bit of variability, in some areas the waste material is more clay-like. <p>Site HAZMAT assessment</p> <ul style="list-style-type: none"> • See attached PDF showing prior public meeting presentation material • Lead and PAH contamination in the waste material, typical for urban fill. No PCBs or asbestos so far. May yet find scraps that have hazardous materials during construction. • Groundwater not significantly impacted, mostly metal concentrations such 	CDM Smith and Fuss & O'Neil to confirm / 09.04.19

OLD BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY / DATE REQ'D
		<p>as lead and barium above MassDEP standards, though not at high levels. Surprised at quality of water.</p> <ul style="list-style-type: none"> Elevated methane levels, highest in center. Drops to nothing outside of limits of waste. No surficial soil sampling for PCBs has been done around building. 	
1.4	Subsurface Stabilization	<p>Stabilization methods</p> <ul style="list-style-type: none"> Community preference is to keep material onsite instead of making it someone else's problem. Looking at solidification and stabilization study Could likely work as a foundation material <p>Structure and foundation</p> <ul style="list-style-type: none"> Current building is on wood piles Clay is good bearing surface so may not need to go down to bedrock Design water table is almost at grade Extensive dewatering will be needed, but once it is drained water won't come back in. Clay pit is acting like a bathtub. Base slab can be on solidified material 	

NEW BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY / DATE REQ'D
2.1	Design Options	<p>PE introduced 4 design options, 1 addition/renovation and 3 new and discussed changes requested by City Manager.</p> <ul style="list-style-type: none"> Complicated program. 3 schools plus common space. Increased enrollment + new program Lots of 3 year olds on site, so lots of playgrounds and drop-off issues Lots of front doors and circulation Most schemes have a through-circulation path 3-stories for the most part 	
2.2	Below-grade elements	<p>Ground Source Heat Pump (GSHP) well field</p> <ul style="list-style-type: none"> Have not done a test well yet Assuming 3 tons/well Hoping for 180 wells with hybrid approach. Don't picture it past 200 Need to schedule test well. What is the best time of year to do this? 	<p>RFS to confirm field size</p> <p>City to schedule test well</p>
		<p>Stormwater retention tank</p> <ul style="list-style-type: none"> Need access to clean out tank Better suitable co-location is under surface parking than under building because they need manholes for access. Size and configuration would need to be coordinated If two tanks, there will need to be a connection between them. Majority of flow is from south side of site. One central tank is better. Pipes are ~36" to 42" shallow, 1% slope Weir location is driven by existing stub-outs <ul style="list-style-type: none"> Vassal is pinned in Concord moving a little west probably OK About 8x10 that has to fit close to surface at those two points, w/in 10 fee' of where shown 	<p>Kleinfelder /DPW confirm slope and weirs</p>

NEW BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<p>100 parking spaces and associated access</p> <ul style="list-style-type: none"> • Maintenance vehicles need to be able to access garage. • Waterproof single slab foundation. <p>Structure</p> <ul style="list-style-type: none"> • Anything below ground needs to be waterproof • Wall along armory can be dual-use during dewatering. • Don't want to excavate and pay for disposal • Lowest floor should be designed for uplift • One design possibility is double-slab: waterproof structural to keep out water and methane, gravel layer with utilities and to contain failure, building slab above. Need to confirm if this system will require venting for methane. 	<p>DPW provide vehicle sizes</p>
<p>2.3</p>	<p>On-grade elements</p>	<p>Site circulation</p> <ul style="list-style-type: none"> • Addition/renovation through drop-off will not work without disturbing trees and buffer with neighbor • Vassal and Tobin don't arrive or dismiss at same time so that becomes critical to making vehicular circulation work • Young children's parents park and walk kids into class. Requires significant short-term parking in addition to drop-off space. • Through-site circulation provides a lot of capacity • 8-10 busses plus parent drop-off • Probably need a 10' sidewalk on school side • 24' wide road, total is 35' feet past defined buffer – can't drive busses through tree drip-line and existing lane is in drip-line. • Alewife planning has always had the connections through on West side so need to continue to explore if that is an option. • Grand court circulation will get push-back. • Younger-kid drop-off right plus older kids being dropped off in neighborhood. • There is a desire to accommodate traffic on site and not in community. <p>On-grade parking</p> <ul style="list-style-type: none"> • 80 spots on-site today • Envisioning 100 for staff and parents <p>Athletic fields and play spaces</p> <ul style="list-style-type: none"> • New plan is for one youth soccer field plus play spaces. Smaller Little League ballfield will also be included if it fits. • Educators will have preference for play spaces and community for soccer. <p>Bio-retention options</p> <ul style="list-style-type: none"> • Needs to be on Vassal Lane edge • Must protect established trees along Vassal Lane • 33'x500' at 9" deep, city is assuming deeper • Water quality volume of 15-25% open space assuming no rooftop storage or permeable surface • More like surface storage • Due to high water table, there can be no infiltration as part of this system

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 08/20/2019

Meeting Purpose: Design Team Meeting #2



3-WEEK LOOK AHEAD	NOTES
09/05/19	City Manager Meeting
09/10/19	Program Committee Meeting (every 2 weeks)
Week of 09/10/19	Stakeholder meetings
TBD	Team Resilience Charrette

Next Meeting: 9/17/2019

Distribution: Attendees

Attachments: Attendee list, CDM Smith handout, Kleinfelder plan to follow

MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	12/09/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools	
Project Number	79130.00	
Subject	Design Team Meeting #3: Focus on Stormwater	
Meeting Location	Tobin School room 239	
Meeting Date	11/7/2019 1:00 PM	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
Participants	See attached sign-in sheet	

Items in italics are from prior minutes

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1 Introductions	<p>Introductions around table</p> <p><i>Michael recapped some of the schedule, including CM on board Management at multiple scales (refer to prior minutes)</i></p> <p><i>On-site mitigation strategies (refer to prior minutes)</i></p> <p>Review of questions to city</p> <ol style="list-style-type: none"> 1. Size of tank <ul style="list-style-type: none"> o 1.25 million gallons 2. Preferred tank location <ul style="list-style-type: none"> o Tank is filled from both sides. o Ideal is that it is where there is the least amount of fill. Highest bedrock o Plan distributed at meeting. Kleinfelder to distribute PDF to attendees. 3. Inlet, outlet, and inverts <ol style="list-style-type: none"> a. Pumping required? <ul style="list-style-type: none"> ▪ Pumped out to Vassal, gravity filled. ▪ Existing infrastructure is too shallow for gravity out. ▪ Will be metered separately so pump energy will not count towards ZNE b. Size and location of pump <ul style="list-style-type: none"> ▪ Above ground or inside a building are both acceptable solutions. 	<p><i>Record</i></p> <p><i>Record</i></p>
1.2 Stormwater Retention	<p>11/07/19: see notes on 2.2 below</p>	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<p>15x30 enclosed space.</p> <ul style="list-style-type: none"> ▪ Will need room for generator, control panels, and control switches. ▪ Need to ensure there is a large enough opening to get equipment in and out of room. <p>c. Emergency power</p> <ul style="list-style-type: none"> ▪ Will need emergency standby power for pump. Preference is natural gas. ▪ Gas will not count against Net Zero Emissions goals. <p>d. Maximum tank depth</p> <ul style="list-style-type: none"> ▪ Since this is a pumped system, depth is limited by site, not tank design <p>4. Rain model – for monthly and seasonal flow</p> <ul style="list-style-type: none"> ○ 10-year 2070 precipitation condition. Frequency of design for tank is 10 year storm event and lower. ○ Details of monthly and seasonal flow not modeled. ○ Design team needs a better understanding on timing of city use to understand if site can use the tank as well. <p>5. Tank construction and type</p> <ul style="list-style-type: none"> ○ Ideal shapes are rectangular or circular. Modular may be used ○ Needs to be vented. ○ Several manhole covers and hatches for access to tank, pump and inspection ports. <p>6. Flood depth for project site</p> <ul style="list-style-type: none"> ○ Use existing flood model <p>7. Parameters for Vassal lane bio-retention</p> <ul style="list-style-type: none"> ○ 100,000 gallons ○ As close to Vassal lane as possible to shed water from intersection ○ Big picture is short duration, high intensity events to get water out of the street ○ Provides storage before going into retention tank <p>8. Target floor elevation</p> <ul style="list-style-type: none"> ○ Current site elevation <ul style="list-style-type: none"> ▪ City GIS file: 10ft at low end, 13ft at high, mostly 11ft ▪ CDM Smith report: ~9ft to 13ft ▪ Cambridge flood viewer: ~17ft ○ Target is 22.5ft. <p>9. Subsurface water movement</p> <ul style="list-style-type: none"> ○ City stormwater mitigation will not affect site hydrology <p>10. Conditions outside design</p> <ul style="list-style-type: none"> ○ None they are aware of <p>11. Design and construction schedule</p> <ul style="list-style-type: none"> ○ Needs to be coordinated as two projects on same site ○ City preference is for one contractor <p>12. Tank foundation</p> <ul style="list-style-type: none"> ○ Could be on tension piles 	<p>Kleinfelder to provide clarification for item #4</p>
	<p>Can the tank be used as a thermal heat sink?</p> <ul style="list-style-type: none"> • Is it possible to pump-down before a storm instead of keeping the tank dry? 	<p>Record</p>

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<ul style="list-style-type: none"> High intensity, short-duration storms are going to use the tank. Hard to predict future with changing climate. Design will need to make assumptions. Looking for synergies for cost and energy 	
1.3	<p>HAZMAT/ Geotechnical</p> <p>Building HAZMAT assessment</p> <ul style="list-style-type: none"> Visual assessment in April. Physical testing next year. Refer to report for details. Similar to MLK School in age and design, but different details. Rigid damp-proofing. More caulking than MLK Original materials are in very good shape Presume PCBs, lead, asbestos etc. No record of what is positive from last round so presumed positive. Re-inspection every 3 years, but don't have current records. <p>Geotechnical study results</p> <ul style="list-style-type: none"> 1905-1930s was mined for clay for bricks and backfilled as dump site Waste material has not been found to extend onto Vassal Lane or Concord Avenue. Concord and Vassal Lane were there when pit was open. Alpine was not. There are several of these pits locally, including the far side of Concord and in Danehy Park. At the surface, have 3-7 ft of topsoil and granular fill. Next is the waste fill area across much of the site, ranging between 2 and 30 feet thick. Below the waste is Boston Blue Clay, followed by glacial till and then bedrock. Beyond the limits of waste, there are 2-3 feet of surface soil and then clay. The surrounding clay holds the water level up within the former pit and ponds it. Waste material is very variable with trash mixed in. Trash is larger as you get deeper onsite, including items like car bumpers. Lots of wood debris Lots of ash. Coal burning was common during this period, and open burn landfill material was often used as fill during the early 1900s. Course and soupy soil. Boring recovery is poor. Water content as high as 70-80% in some spots. Quite a bit of variability, in some areas the waste material is more clay-like. <p>Site HAZMAT assessment</p> <ul style="list-style-type: none"> See attached PDF showing prior public meeting presentation material Lead and PAH contamination in the waste material, typical for urban fill. No PCBs or asbestos so far. May yet find scraps that have hazardous materials during construction. Groundwater not significantly impacted, mostly metal concentrations such as lead and barium above MassDEP standards, though not at high levels. Surprised at quality of water. Elevated methane levels, highest in center. Drops to nothing outside of limits of waste. No surficial soil sampling for PCBs has been done around building. <p>11/07/19 Not discussed</p>	<p>CDM Smith and Fuss & O'Neil to confirm / 09.04.19</p>
1.4	<p>Subsurface Stabilization</p> <p>Stabilization methods</p> <ul style="list-style-type: none"> Community preference is to keep material onsite instead of making it 	

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<ul style="list-style-type: none"> o <i>Concord moving a little west probably OK</i> o <i>About 8x10 that has to fit close to surface at those two points, w/in 10 fee' of where shown</i> <p>11/07/2019</p> <ul style="list-style-type: none"> • Kathy Watkins is not aware of any legal precedent saying you cannot have a stormwater tank below Protected Open Space • Functional right-of-way is 20' for any pipe connections • Addition/renovation location OK for tank location as shown. Connection is far from bioswales. • Wings (option 2) location OK for tank as well. • Location/shape Discussion: <ul style="list-style-type: none"> o If long structure uses whole access lane, can it be a tunnel instead of a tank? o Does it make sense to have a double-duty tank that also serves local and site o Tank could tunnel under portion of the building, but line-of-sight is needed from one manhole end to the other o Tunnel with 2 "hot" ends could be explored • Generator outbuilding <ul style="list-style-type: none"> o Cannot be in basement o Needs line-of-site for look-out/tag-out of the pump control panels o 15'x30' size, 12' high 	<p>slope and weirs</p>
	<p><i>100 parking spaces and associated access</i></p> <ul style="list-style-type: none"> • <i>Maintenance vehicles need to be able to access garage.</i> • <i>Waterproof single slab foundation.</i> <p>11/07/2019: not discussed</p>	<p>DPW provide vehicle sizes</p>
	<p><i>Structure</i></p> <ul style="list-style-type: none"> • <i>Anything below ground needs to be waterproof</i> • <i>Wall along armory can be dual-use during dewatering.</i> • <i>Don't want to excavate and pay for disposal</i> • <i>Lowest floor should be designed for uplift</i> • <i>One design possibility is double-slab: waterproof structural to keep out water and methane, gravel layer with utilities and to contain failure, building slab above. Need to confirm if this system will require venting for methane.</i> 	<p>Record</p>

OLD BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY / DATE REQ'D
2.3	On-grade elements	<p><i>Site circulation</i></p> <ul style="list-style-type: none"> • Addition/renovation through drop-off will not work without disturbing trees and buffer with neighbor • Vassal and Tobin don't arrive or dismiss at same time so that becomes critical to making vehicular circulation work • Young children's parents park and walk kids into class. Requires significant short-term parking in addition to drop-off space. • Through-site circulation provides a lot of capacity • 8-10 busses plus parent drop-off • Probably need a 10' sidewalk on school side • 24' wide road, total is 35' feet past defined buffer – can't drive busses through tree drip-line and existing lane is in drip-line. • Alewife planning has always had the connections through on West side so need to continue to explore if that is an option. • Grand court circulation will get push-back. • Younger-kid drop-off right plus older kids being dropped off in neighborhood. • There is a desire to accommodate traffic on site and not in community. <p>11/07/2019: not discussed</p>	
		<p><i>On-grade parking</i></p> <ul style="list-style-type: none"> • 80 spots on-site today • Envisioning 100 for staff and parents <p>11/07/2019: not discussed</p>	
		<p><i>Athletic fields and play spaces</i></p> <ul style="list-style-type: none"> • New plan is for one youth soccer field plus play spaces. Smaller Little League ballfield will also be included if it fits. • Educators will have preference for play spaces and community for soccer. <p>11/07/2019: not discussed</p>	
		<p><i>Bio-retention options</i></p> <ul style="list-style-type: none"> • Needs to be on Vassal Lane edge • Must protect established trees along Vassal Lane • 33'x500' at 9" deep, city is assuming deeper • Water quality volume of 15-25% open space assuming no rooftop storage or permeable surface • More like surface storage • Due to high water table, there can be no infiltration as part of this system <p>11/07/2019</p> <ul style="list-style-type: none"> • Existing structures at entry across from street • All options 18" deep with storage below • City would be responsible for maintenance • Will need a structure to trap trash and debris before raingarden 	Record
NEW BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY / DATE REQ'D
3.1	Community Meeting	<ul style="list-style-type: none"> • Breakout will be called "Sustainability & Resilience" <ul style="list-style-type: none"> ○ Katherine & Owen will be in attendance ○ Bring old stormwater presentation in printed form 	

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 11/07/2019

Meeting Purpose: Design Team Meeting #3



NEW BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
	<ul style="list-style-type: none">• CDM Smith will be in "Construction & Neighborhood Issues" breakout• CDM Smith to bring copy of presentation• Do not show wells in presentation• Suggestion to adjust color of new building• Double-check trees and rename "Significant"• Add up "green" space and add a slide<ul style="list-style-type: none">○ Consider public Open Space "bubble" diagram OR diagram with buildings and roads gray and the rest of the site green	

1-MONTH LOOK AHEAD	NOTES
11/13/19	Community Meeting 6:30pm in the Tobin School Auditorium
11/19/19	Program Committee Meeting (every 2 weeks)

Next Meeting: Not scheduled

Distribution: Attendees

Attachments: Attendee list, option plan boards

MEETING SIGN-IN

Perkins Eastman
Architects DPC

Project Name	Tobin Montessori Vassal Lane Upper Schools
Project Number	79130
Facilitator	Carolyn Day
Date & Time	Click here to enter a date. 11/8/17 10am
Meeting Location	Meeting Location Tobin School Rm 239
Meeting Purpose	Purpose Design Team Mtg

Name	Company	Role or Title	Contact/Email
Meaghan Mulvey	City		mmulvey@cambridge.ma.gov
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MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	02/19/2020	
Project Name	Tobin Montessori and Vassal Lane Upper Schools	
Project Number	79130.00	
Subject	Design Team Meeting #3: Focus on Stormwater	
Meeting Location	Tobin School room 239	
Meeting Date	2/19/2020 9:30 AM	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
Participants	See attached sign-in sheet	

Items in italics are from prior minutes

OLD BUSINESS (AGENDA ITEMS)		NOTES
1.1	Introductions	Introductions around table
1.2	Stormwater Retention	<p><i>Refer to previous minutes for earlier discussions</i> <i>11/07/19: see notes on 2.2 below</i> 02/19/19: Garage Inundation</p> <ul style="list-style-type: none"> • Transformers and generators will be on-site, if not on roof. Nothing below grade that can't flood. • (CDM Smith) Believe a barrier could be created, outside of the structure, so if we go down into the clay and create a cement barrier, we have shown in the lab that we can go to a very low permeability. The strategy is a wall outside of the structure to control ground water <ul style="list-style-type: none"> ○ Allows excavations to be done in the dry ○ Because of low permeability, can then construct basement envelopes inside of that and backfill. ○ Containment wall- 6'-8' thick, mix cement in and can achieve low permeability, then excavation can be carried out within that. ○ Interior to "bathtub", pretreat the soil to then excavate. ○ Would suggest a liner or barrier underneath building for gases and water

OLD BUSINESS (AGENDA ITEMS)		NOTES
		<ul style="list-style-type: none"> Will need area drain on ramp. Will study buoyancy and if needed can design foundations for uplift.
1.3	HAZMAT/ Geotechnical	<p><i>Geotechnical study results (refer to prior minutes)</i> 02/19/20 <i>Building HAZMAT assessment (refer to prior minutes)</i></p> <ul style="list-style-type: none"> Get in in April to test, hold some samples until classes are out. WT Rich to help with opening up walls. Results back in beginning of August <p><i>Site HAZMAT assessment (refer to prior minutes)</i></p> <ul style="list-style-type: none"> What should be remediated? With current layout, playfield area is staying open, so will it be disrupted? <ul style="list-style-type: none"> Do you need to control contamination seeping into that area? CDM recommend an in-situ wall to segregate site
1.4	Subsurface Stabilization	<p><i>Stabilization methods (refer to prior minutes)</i> <i>Structure and foundation (refer to prior minutes)</i></p> <ul style="list-style-type: none"> Current building is on wood piles Clay is good bearing surface so may not need to go down to bedrock Design water table is almost at grade Extensive dewatering will be needed, but once it is drained water won't come back in. Clay pit is acting like a bathtub. Base slab can be on solidified material <p>11/07/2019 & 02/19/20: Not discussed</p>
2.1	Design Options	<p><i>Refer to previous meeting minutes for earlier notes</i> 02/19/20: Preferred Option</p> <ul style="list-style-type: none"> Reduced program numbers: 965 students & 265 Staff Design Evolution <ul style="list-style-type: none"> Three community meetings since November November was Renovation / Addition with Wings and Pavilions. Also included 50 surface parking spaces and 100 spaces underground and overlapping ball fields In January brought all spaces below ground. Building footprint reduced so added a 4th story. Desire for contiguous open space at Callanan Park. Renovation option wasn't favored, so explored a new building in the same location Major design strategies- open area and park. Reduced program size, Building scale for neighborhood, site circulation and traffic. January footprint shrinks and building largely kept to the south of the armory. February smaller footprint, keeps same size of Callanan Park
2.2	Below-grade elements	<p>Ground Source Heat Pump (GSHP) well field (<i>refer to prior minutes</i>)</p> <ul style="list-style-type: none"> Have not done a test well yet Assuming 3 tons/well Hoping for 180 wells with hybrid approach. Don't picture it past 200 Need to schedule test well. What is the best time of year to do this? <p>11/07/2019:</p> <ul style="list-style-type: none"> Team should note that the wells shown (below-grade is not developed and will not be shared with public) are the maximum possible number. A mix of technologies and response to Article 97 Open Space limitations may reduce number Michael Black noted that new technology for GSHP is desirable. <p>Stormwater retention tank</p> <ul style="list-style-type: none"> Need access to clean out tank

OLD BUSINESS (AGENDA ITEMS)		NOTES
		<ul style="list-style-type: none"> Better suitable co-location is under surface parking than under building because they need manholes for access. Size and configuration would need to be coordinated If two tanks, there will need to be a connection between them. Majority of flow is from south side of site. One central tank is better. Pipes are ~36" to 42" shallow, 1% slope Weir location is driven by existing stub-outs <ul style="list-style-type: none"> Vassal is pinned in Concord moving a little west probably OK About 8x10 that has to fit close to surface at those two points, w/in 10 fee' of where shown <p>11/07/2019</p> <ul style="list-style-type: none"> Kathy Watkins is not aware of any legal precedent saying you cannot have a stormwater tank below Protected Open Space Functional right-of-way is 20' for any pipe connections Addition/renovation location OK for tank location as shown. Connection is far from bioswales. Wings (option 2) location OK for tank as well. Location/shape Discussion: <ul style="list-style-type: none"> If long structure uses whole access lane, can it be a tunnel instead of a tank? Does it make sense to have a double-duty tank that also serves local and site Tank could tunnel under portion of the building, but line-of-sight is needed from one manhole end to the other Tunnel with 2 "hot" ends could be explored Generator outbuilding <ul style="list-style-type: none"> Cannot be in basement Needs line-of-site for look-out/tag-out of the pump control panels 15'x30' size, 12' high <p><i>100 parking spaces and associated access</i></p> <ul style="list-style-type: none"> Maintenance vehicles need to be able to access garage. Waterproof single slab foundation. <p>11/07/2019: not discussed</p> <p><i>Structure</i></p> <ul style="list-style-type: none"> Anything below ground needs to be waterproof Wall along armory can be dual-use during dewatering. Don't want to excavate and pay for disposal Lowest floor should be designed for uplift One design possibility is double-slab: waterproof structural to keep out water and methane, gravel layer with utilities and to contain failure, building slab above. Need to confirm if this system will require venting for methane.
2.3	On-grade elements	<p>Site circulation (refer to prior minutes) 11/07/2019: not discussed</p> <p>On-grade parking (refer to prior minutes) 11/07/2019: not discussed</p> <p>Athletic fields and play spaces (refer to prior minutes) 11/07/2019: not discussed</p>

OLD BUSINESS (AGENDA ITEMS)		NOTES
		<p><i>Bio-retention options (refer to prior minutes)</i></p> <p>11/07/2019</p> <ul style="list-style-type: none"> Existing structures at entry across from street All options 18" deep with storage below City would be responsible for maintenance Will need a structure to trap trash and debris before raingarden
3.1	Community Meeting Prep	Closed (refer to prior minutes)

NEW BUSINESS		NOTES
4.1	Foundation Design	<p>Existing Foundations</p> <ul style="list-style-type: none"> Existing building is on wood on piles? Part of the new building will be built on a site with previous piles, other part of building will be on previous undeveloped site. Have to ensure there is no settling. The clay is higher in evolution toward the edges, look at foundations carefully there. <p>Soil Stabilization</p> <ul style="list-style-type: none"> Lab studies to look at what can produce with mixing existing fill. Now we have the data to determine how much material should be left in place. Question if foundations be pile supported. Studies have been completed, but can look at that issue closer. Recommend that the existing piles are taken out and holes closed. Part of early release package. New piles will be concrete, as it is less expensive than steel. Assume structural frame at lowest level for buoyancy, but if there is a wall around the building then you don't have the uplift issue Currently have hybrid (steel & wood) option in narrative which is a bit lighter- 900 sf bay for steel, 600sf bay for wood structure. Do we need some conclusions now to quickly turn around for pricing?
4.2	Target Floor Elevation	<p>Flooding</p> <ul style="list-style-type: none"> Flood map targets have changed, so looking for direction from city on which numbers we should be using. Do we just pick highest? (CW) Build for 2070 10-year and recover from 2070 100-year storm (BV) In August 22.6, but last week the numbers have gone down to 22.1 (CW) Last meeting said target of 22.5, so 22.6 sounds about right. Not asking people to build to storm surge. 22.6 based on 2070-10 year. Keep electrical above 2070-100 year. So 23.7 for electrical equipment. (DA) Is a buffer built in to that number or should we add on top to be conservative. What is DPW's preferred approach? <ul style="list-style-type: none"> Ask all projects to build to 2070-10. What they've seen in most projects is first floor doesn't have the most important mechanical equipment Team to review main floor at 22.6, with electrical service at 23.7 or whole thing at 23.7 <p>Site grading</p> <ul style="list-style-type: none"> CD- Grade change from front to back, so need to start to explore where that grade change is happening. <ul style="list-style-type: none"> Inside corner of site is lower than Vassal lane, About 2.0 to 2.5 foot difference (KB) recommend a site wall that offers a screening opportunity from Armory.

NEW BUSINESS	NOTES
<p>4.3 Utility Coordination</p>	<p>Tank location</p> <ul style="list-style-type: none"> • Rationale for below the building: <ul style="list-style-type: none"> ○ Tank needs to be 14' down before it can be accessed by gravity. If it's at the east playground have 14' of soil to take out. ○ Since there is a garage and that soil is already being excavated, and it's fairly easy to go out by gravity and the tank can double up on piles and other structure, ○ Won't need a roof because the building is above. ○ Leaves room for east playground to be used for ground-source wells. • Rationale for bus turn-around <ul style="list-style-type: none"> ○ Feed points are SW corner and North at curb cut. ○ The vehicles that need access are large 12'-14' high trucks, need space to operate (Design would assume access on the outside). ○ The max vertical feet access of those tracks is 25' so if the tank is already 14'+ below grade, that's a reach that the truck likely can't access. • DPW's position is to not put tank under garage since that potentially puts electrical equipment to support pumps below flood level. <p>Utilites: electrical, grease trap, telecom,</p> <ul style="list-style-type: none"> • PDF Sketch of points what connections are needed • Can utilities go over tank? Hypothetically yes. Nitsch is showing a lot of utilities at the bus loop location where Stantec is recommending the tank location. • Force is coming out to the south • If there are gravity lines coming in, what is the critical elevation for the gravity fed? Weirs are 19.5 feet. • DPW has been explicit about not sharing tank for stormwater. <p>Other</p> <ul style="list-style-type: none"> • Outdoor play areas that could use shade via PV canopy • DPW doesn't recall saying that they could use storage from weirs. Assume project can use tanks on Vassal for storage. Also assume benefit from rain gardens for phosphorus reduction. • Fields won't be lit but pathways will be. Potential bleachers at fields.
<p>4.4 Shared Generator</p>	<p>DPW Stormwater tank generator requirements:</p> <ul style="list-style-type: none"> ○ Electrical equipment is to same design criteria, footprint that is approximately 15'x30', the standby generator is the driver of that size. ○ The generator needs to be accessible for maintenance. ○ Gas powered. ○ Electrical equipment needs to be line of sight from tank. Lockout tag (city best practices requirement for operation). ○ (BR) to be clear the above is not a code requirement. It doesn't need to be in a structure, it can be a decorative fence. <p>Building Generator</p> <ul style="list-style-type: none"> • Bio-diesel, with on-site storage <ul style="list-style-type: none"> ○ Design and time frame: 3 days, to maintain building at reduced level. ○ It is just for freeze protection, not to maintain operations. • If generator for building is on site, can the generator for the pump house be adjacent.

NEW BUSINESS		NOTES
		<ul style="list-style-type: none"> • Could the building generator also be used to power the stormwater tank? • DPW to look at bio-diesel and shared generator. Conversation between City and DPW.
4.5	Next Steps	<p>Tank design</p> <ul style="list-style-type: none"> • Need design with options as soon as possible. Looking for rapid turnaround for estimating. Tuesday is ideal, Stantec doesn't think that's feasible but will try. • Want to make good engineering decisions, but need to move quickly and work at conceptual level. • Don't need to jump to a final option. It could be two options that are general in nature with pros and cons. • PE to send Stantec draft of narrative. The narrative doesn't have any tank information. • Can provide preliminary basement plan. Revit is preferable. • PE to give Stantec bottom elevation: approximately 10' is finish floor of garage. Structures would be integral (part of value proposition). <p>WT Rich Wanted to know from the city what is expected of the CM team.</p> <ul style="list-style-type: none"> • Do they start the clock now with the narratives, and forward supplemental information to plug in? • City wants to make sure we have the best information and give more time. Don't want to rush to 3/12 with inaccurate information.
4.6	Schedule	<p>Site work</p> <ul style="list-style-type: none"> • Building down maybe by end of the year. Staging will take months to secure the site. <p>Feasibility</p> <ul style="list-style-type: none"> • Cost Estimate February 27th • Final Report March 12th • Because CDM Smith is under contract of the city, their write up can be in the appendix <p>Design and Construction</p> <ul style="list-style-type: none"> • Early package for July 2020, will not start abatement until after August when test results are back. • SD in September, 50% for EP 1: soils and tank, 100% for EP1 in December • GMP package February 2022

ITEM	ACTION ITEM (new items in bold)	RESPONSIBLE PARTY
2.2	Schedule test wells to determine conductivity for Ground Source Heat Pumps	City
2.2	Provide vehicle sizes for garage clearance	DPW
2.3	Provide open space drawings to design team	MB
4.1	Provide site sections and locations to Foley Buhl	CDM Smith
4.1	Provide building structural loads to CDM Smith	Foley Buhl
4.2	Confirm flood elevations and how conservative their predictions are	DPW
4.2	Evaluate if first floor should be at 2070-10 year storm level or at 2070-100 year level with electrical gear.	PE, Traverse, Nitsch
4.4	Investigate possibility of stormwater tank and building sharing a biodiesel emergency generator.	DPW, City

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 11/07/2019

Meeting Purpose: Design Team Meeting #3



ITEM	ACTION ITEM (new items in bold)	RESPONSIBLE PARTY
4.5	Provide narrative and DXF files to Stantec to assist in Stormwater Tank design	PE
-	Provide Stephen Turner with preliminary LEED scorecard	PE

1-MONTH LOOK AHEAD	NOTES
02/25/20	Consultant Feasibility Report section drafts due to PE
03/06/20	Report comments due from City
03/11/20	Final Feasibility Report sections and Design Cost Estimate due to PE
03/12/20	Feasibility Report issued to City
03/16/20	Begin Schematic Design
03/19/20	Cost Estimate Due
03/26/20	Cost Estimate Reconciliation

Next Meeting: Not scheduled

Distribution: Attendees

Attachments: Attendee list

SIGN-IN

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C7.0

CITY DEPARTMENT MEETINGS



Meeting Notes

Place: John M. Tobin Montessori School
197 Vassal Lane
Cambridge, MA 02138

Date: March 28, 2019

Notes Taken by: C. Giordano, A. Berthaume

Project #: 14518.00

Re: Transportation Meeting with the Cambridge Department of
Human Service Programs

ATTENDEES

Michelle Farnum (City of Cambridge DHSP)

Ashley Berthaume (VHB)

Richard Slater (City of Cambridge DHSP)

Carl Giordano (VHB)

Meaghan Mulvey (City of Cambridge)

Robert Garner (City of Cambridge)

This meeting was held to discuss existing and planned programs through the City of Cambridge Department of Human Service Programs (DHSP) at the Tobin Montessori School. The goal of this effort was for VHB to understand how current DHSP programs at this school and other schools throughout the city operate, how additional future programs will impact the school transportation and curbside operations, and what the transportation and access needs associated with the future programs will be. The following was discussed during the meeting:

- The meeting began with introductions and an overview of tasks completed to date, including a recap of the March 18, 2019 transportation focus group meeting. VHB Inc, and Perkins Eastman presented at this meeting and DHSP was present.
- The meeting allowed VHB to ask questions and DHSP to explain the programmatic plans related to transportation for the future preschool that will be on the Tobin Montessori School site, how other schools with similar programs operate, as well as how the existing after-school program for Tobin Montessori students operates.

Proposed preschool program

- DHSP currently does not have a preschool program on site.
- The planned preschool program is anticipated to have a significant operational impact to the school. DHSP noted the timing of the program with arrival and dismissal of the Tobin Montessori School and Vassal Lane Upper School will be critical, and that the starting time of the preschool would not need to coincide with the existing Tobin Montessori School.
 - Typical drop-off occurs between 7:30 AM–9:30 AM or 8:00 AM-9:30 AM
- The new program would include up to 8 classrooms, 140 – 160 kids, age 2.9 – 5 years old.
 - These could all be individual families, each in their own vehicle. These children are not eligible for a bus.
- Parents dropping off and picking up would be required to accompany their kids into and out of the school.

- The program hours would be 7:30 AM – 5:30 PM or 8:00 AM – 6:00 PM.
- Parents would be allowed to drop off their kids in a flexible window of time in the morning; it is anticipated that all students will have arrived by 9:30 AM typically.
- Nap time would be 1:00 – 3:00 PM.
- Students will be able to be picked up starting at 3:00 or 3:30 PM through the end of the day (5:30 or 6:00 PM).
 - For the current programs, most parents pick-up closer to the tail end of the day or closing time.
 - Parents will be encouraged to utilize the open-door policy of the preschool allowing parents to come into the school and stay until 9:30 – 10:00 AM (parents can eat breakfast with kids, read to a group, etc.). DHSP typically sees parents park for 10 – 30 minutes, estimating that half of these parents utilize the open-door policy.
 - A parent could be parked for longer than 10 minutes. Typically, parents stay between 20 – 30 minutes.
- Students and families from all areas of Cambridge will attend the preschool.
- at most of the other programs throughout Cambridge, off-street parking isn't provided. Parents walk, or park on-street.
- Off-hours (6:00 – 7:30 PM) functions for staff training, parent events, etc. are possible.
- DHSP is willing to help with operation guidelines for the new school. These guidelines would include the preferred operations for parents dropping off and picking up.
- Staff are not guaranteed parking.
- Other DHSP schools that are good examples include the King School, Peabody School, Morse School, Haggerty School, and Windsor Street School.
 - The King School is the best example with 2 classrooms and 5 parking spaces (7 cars could potentially fit in the space). The Windsor Street School has 2 classrooms, and the other schools have 1 classroom.
 - The King School:
 - Most staff are not Cambridge residents. There are 5 staff per classroom with staggered schedules with arrivals starting at 7:00 AM and shifts overlapping between 10:00 AM – 4:00 PM. There are approximately 40 total staff.
 - Full time staff have access to free Blue Bike membership, discounted MBTA passes, and some parking reserved for carpool vehicles.
 - A lot of staff bike or otherwise take transit.
 - After 6:00 PM, the gym is rented out for non-school use.
 - Food deliveries utilize trucks with up to 6-axles once per month for deliveries mostly for breakfast and snacks. Students bring lunches.
 - At the Morse School, there are 2 different entrances for the preschool and the community program, which works well. DHSP noted that the future preschool entrance should be at one location for safety reasons, however.
 - The King Open School will have 120 kids. Doors will be locked, and video cameras will be at the entrance for security. DHSP noted that Tobin Montessori/Vassal Lane Upper School doors should

remain locked during arrival and dismissal, even though VHB observed the doors were not locked during arrivals.

Existing community school program

- There are 125 kids currently enrolled. Average daily attendance is about 80 (students don't have to attend every day). Enrollment will likely increase to 175-200 kids, and daily attendance will increase to 100+ kids.
- 95% of kids attend the Tobin Montessori School, while the rest attend other schools but live in the area.
- Kids are typically picked up by their parents staggered from 4:00 – 6:00 PM.
- There are 2 full-time staff (10:00 AM – 6:30 PM), 10 – 15 core staff (arrive at 1:30 PM). These staff typically take transit, and 8 instructors (adults who come in to teach programs and lessons only for the duration of the program).
- The after-school program begins immediately after the Tobin Montessori School day ends.
- The after-school program is only available to Tobin Montessori School students (up through 5th grade).
- DHSP anticipates more 3rd – 5th graders will enroll in the program. There is currently not enough space to hold more classes for these older students.
- There are occasional events with about 150 attendees for parents on holidays or to showcase what kids have learned in the after-school program.
- The program continues during the summer and becomes a day camp.
 - There are about 125 kids who enroll from 8:00 AM – 5:30 PM. The staffing is similar to the after-school program.
 - About 4 times a week, kids take up to 4 buses to go on field trips.
- Parents need to accompany kids in and out of the school for drop-offs and pick-ups year-round.

Use of fields

- Fields are used from 3:00 PM until dark for field sports. The parking lot is heavily used during this time by sports participants.
- On weekends, the fields are typically booked for a total of 8 – 10 hours.
- Mostly Cambridge residents use the fields.
- About half of families/students get to the fields by car. People can park on the street and walk to the fields in addition to using the parking lot.
- The fields are open for use April through October.

Notes about VHB's existing conditions presentation, and other notes

- DHSP liked the concept of the pedestrian/bike pathway being converted to allow bus traffic.
- DHSP noted they would like to have some sort of physical barrier or separation between the playing fields and roads/parking for student safety reasons.
- DHSP noted that some parents bike with their kids home from school, and others use strollers for young children, regarding consideration of site access for these families.

- DHSP noted the challenges of parents getting young children in and out of cars in relation to how cars will be allowed to park.
- DHSP does not know when there will be a formal decision about the program and noted that these are all possibilities being explored.

VHB's next steps include finalizing the existing conditions memo that was discussed in the presentation at the March 18, 2019 transportation focus meeting.

MEETING AGENDA

Perkins Eastman Architects
International PLLC

Date Prepared	7/15/2019	
Project Name	Tobin Montessori and Vassal Lane Upper Schools	
Project Number	79130.00	
Subject	Schedule Review	
Meeting Location	Perkins Eastman Boston Office: Main Conference Room	
Meeting Date	7/16/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
Participants	City: Brendon Roy (BR), Meagan Mulvey (MM) PE: Carolyn Day (CD), Sean O'Donnell (SOD)	

AGENDA ITEM		DESCRIPTION
1	Meetings to schedule	<ol style="list-style-type: none"> Design Review with PE – 7/30? Future meetings Programming committee meetings – 8/6? This is the “steering committee” for this phase. May be the meeting discussed for the 30th unless Lisa wants to use that time for the executive committee. Frequency Executive Committee Meetings Initial Follow-ups/frequency Design team meetings Frequency Community meeting - last presentation said “July/Sept TBD” Development/zoning/ISD/school committee meeting Parking
2	Existing Conditions Analysis	<ol style="list-style-type: none"> Hazardous Materials through May Traffic through June – have draft report in hand Acoustical analysis during air conditioning season – confirm status Stormwater design (by city) through July
3	Milestones	<p>08/06/20 Draft Ed Spec – room-by-room</p> <p>08/30/20 CM on Board in August</p> <p>09/09/20 Final Ed Spec</p> <p>Nov 2019? Feasibility Study Draft</p> <p>Jan 2020 Feasibility Study Final</p> <p>Mar 2020? Begin Schematic Design</p>

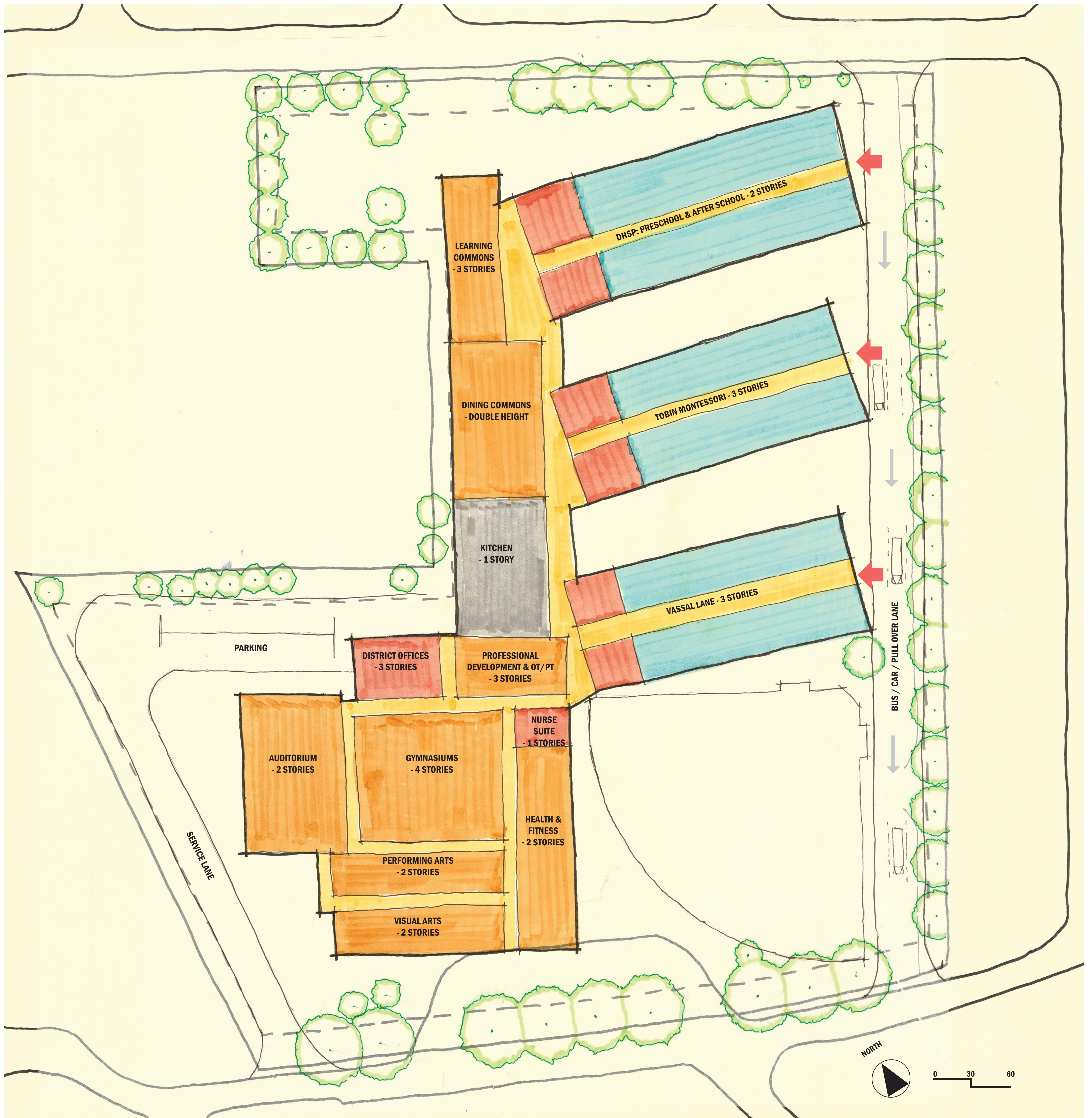
AGENDA ITEM		DESCRIPTION
4	Option Development	Renovation Addition, New Fr. Callanan Field, New at Existing Site, Other TBD

OLD BUSINESS	AGENDA ITEM		DESCRIPTION
06.28.19	1	MLK Leak	RJ Kenney report forwarded on 7/9
06.28.19	2	Team Participation	Draft description of team and time commitments sent to MB on 7/3 for input and review.
06.28.19	3	Tours of MLK	LEFT conference set for 7/30. Need contact information for Abina Nepal for Greensense tour on 7/23

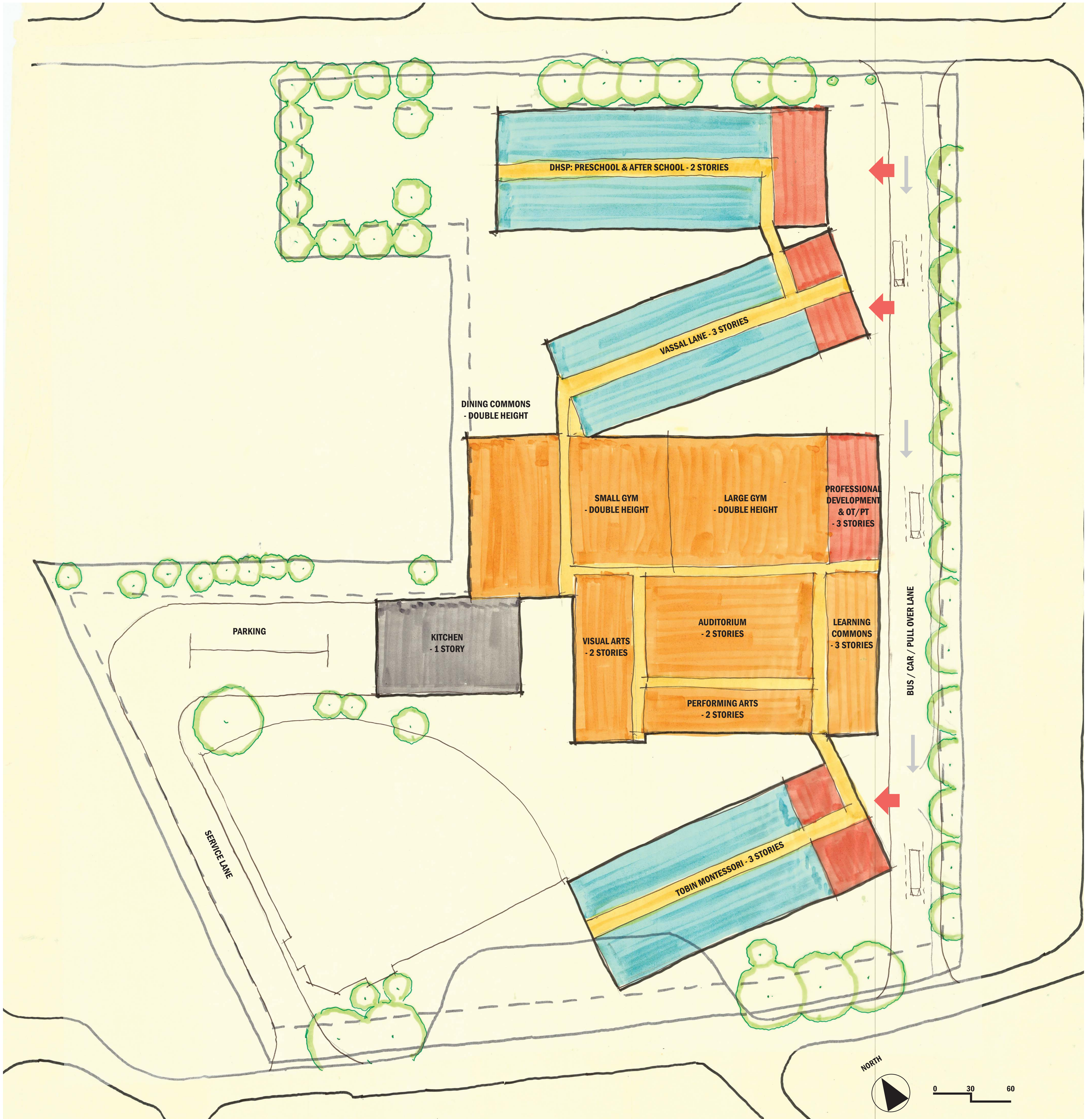
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Attachments:

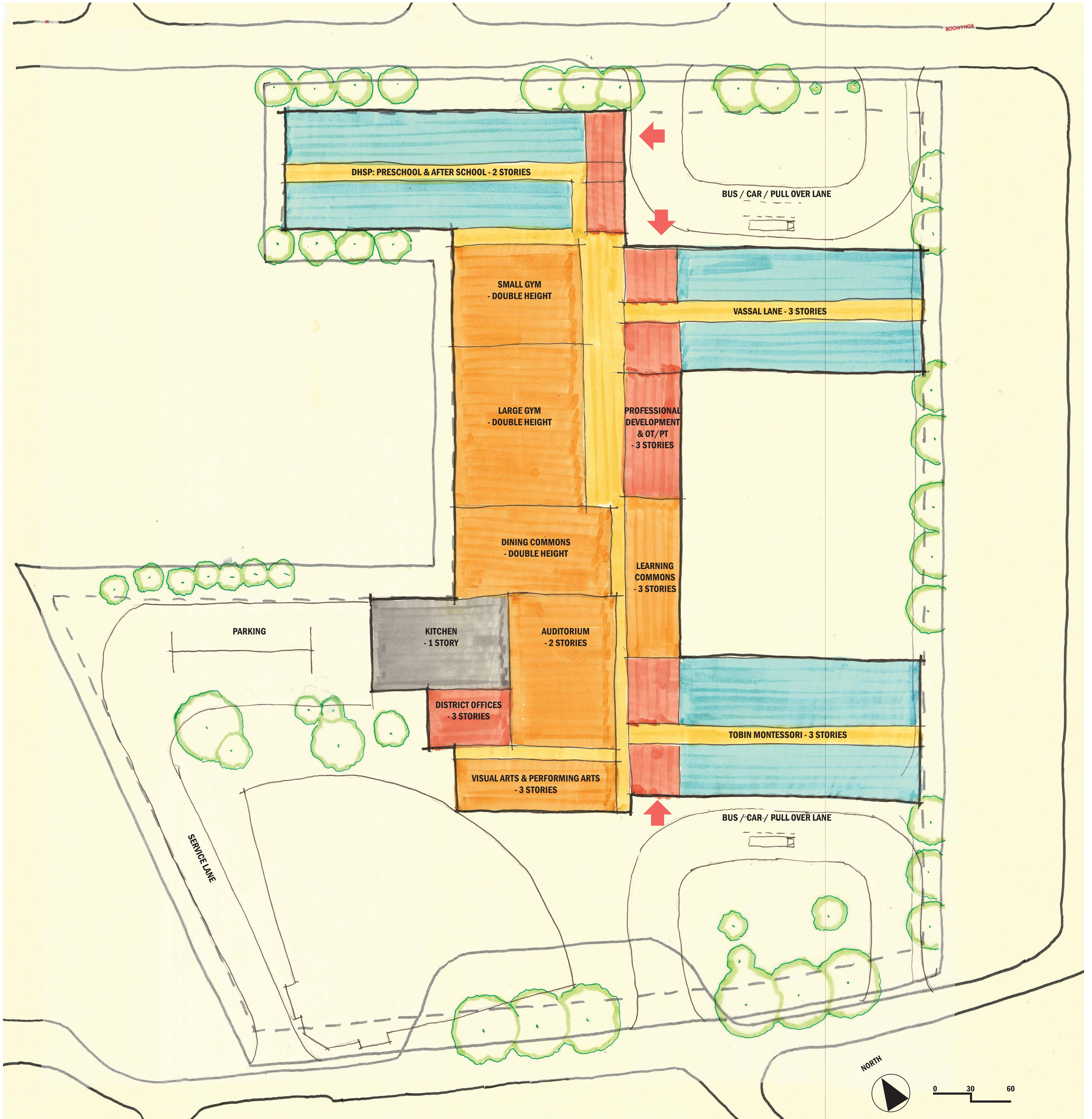
Team Participation draft letter dated 07/03/19



2.0 southern park



3.0 grand court



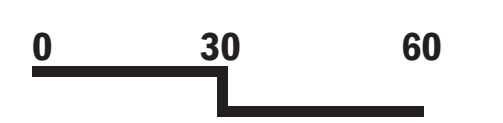
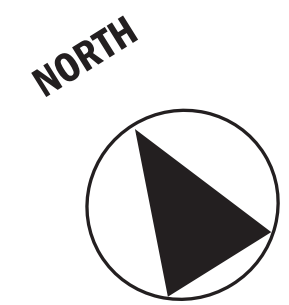
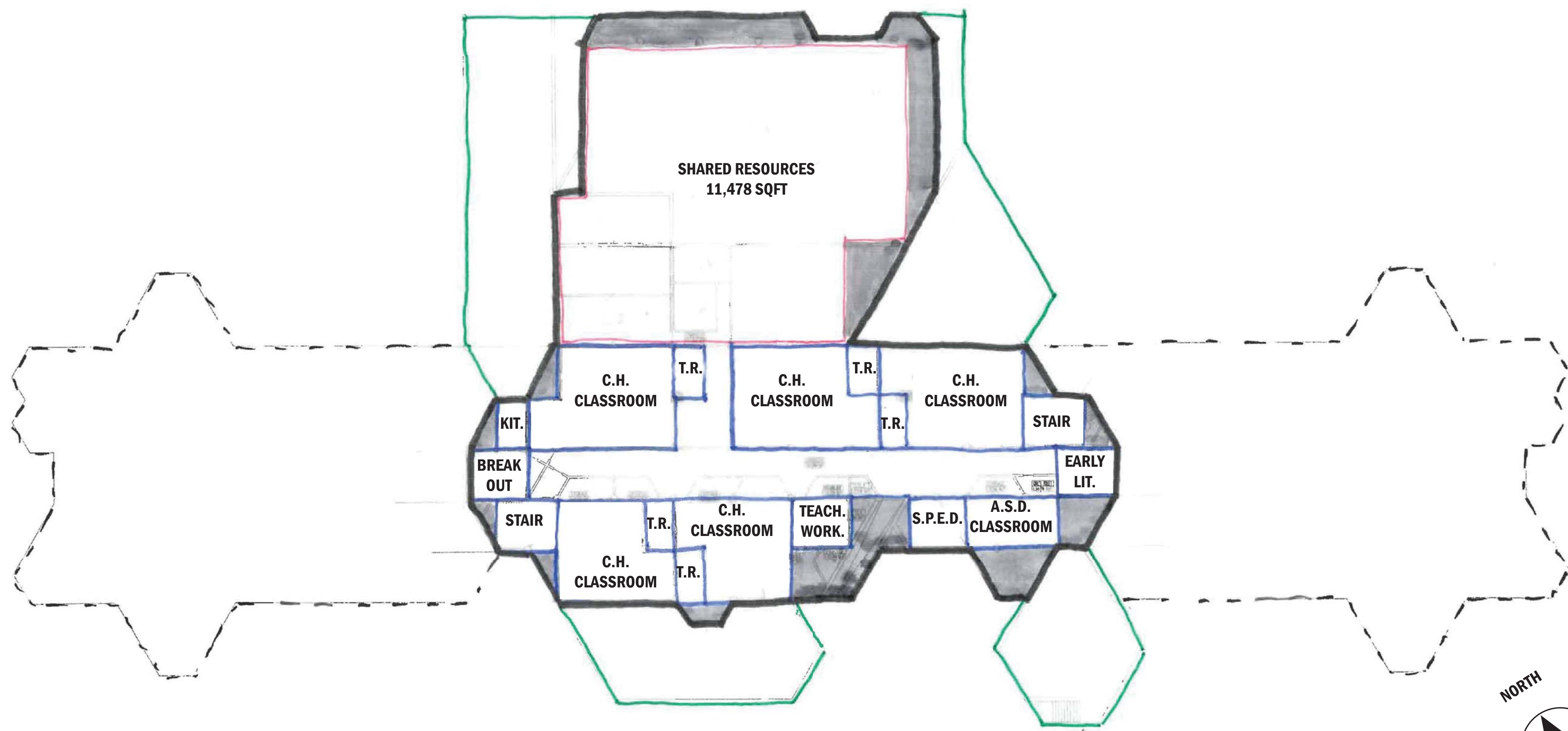
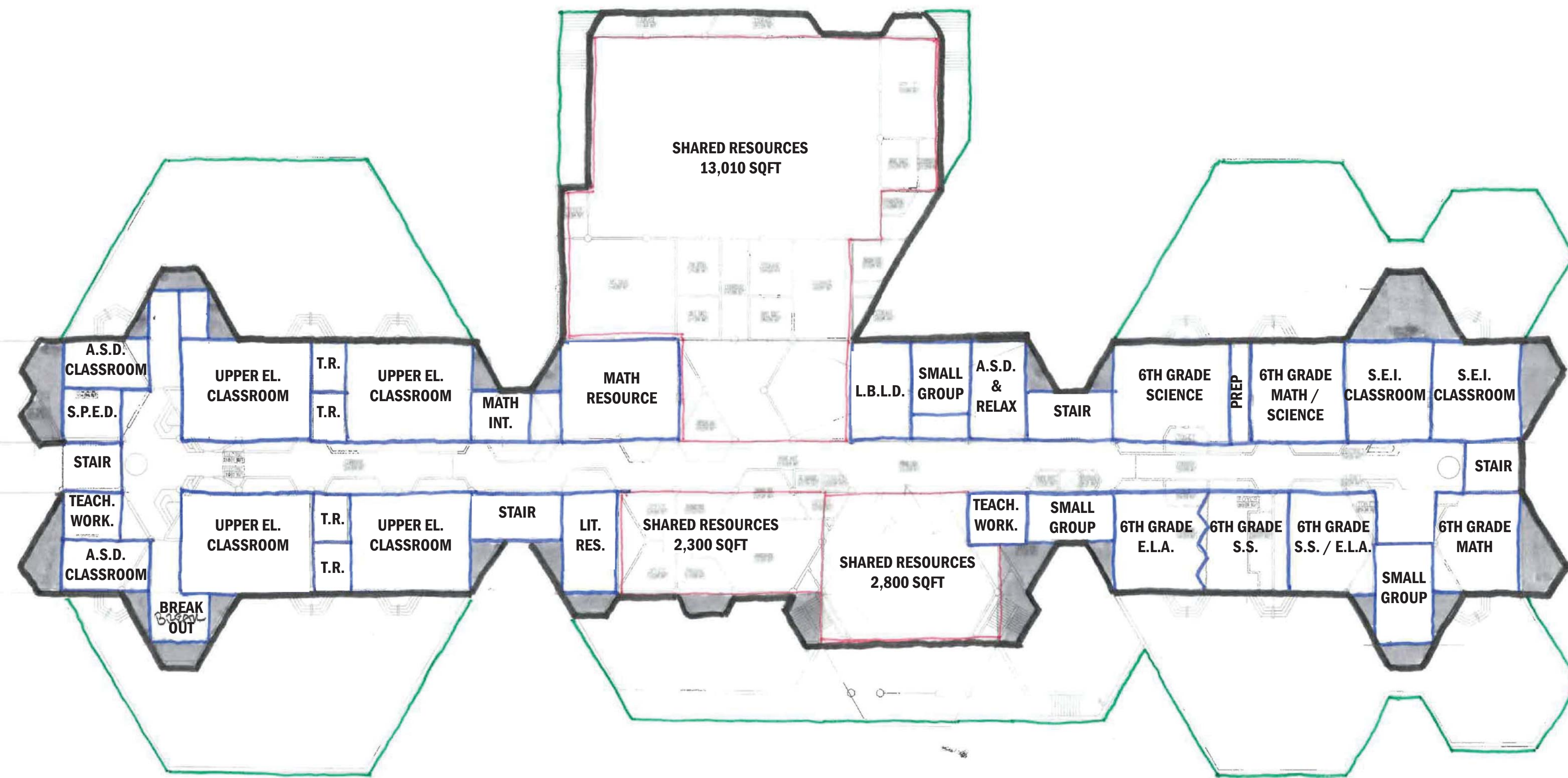
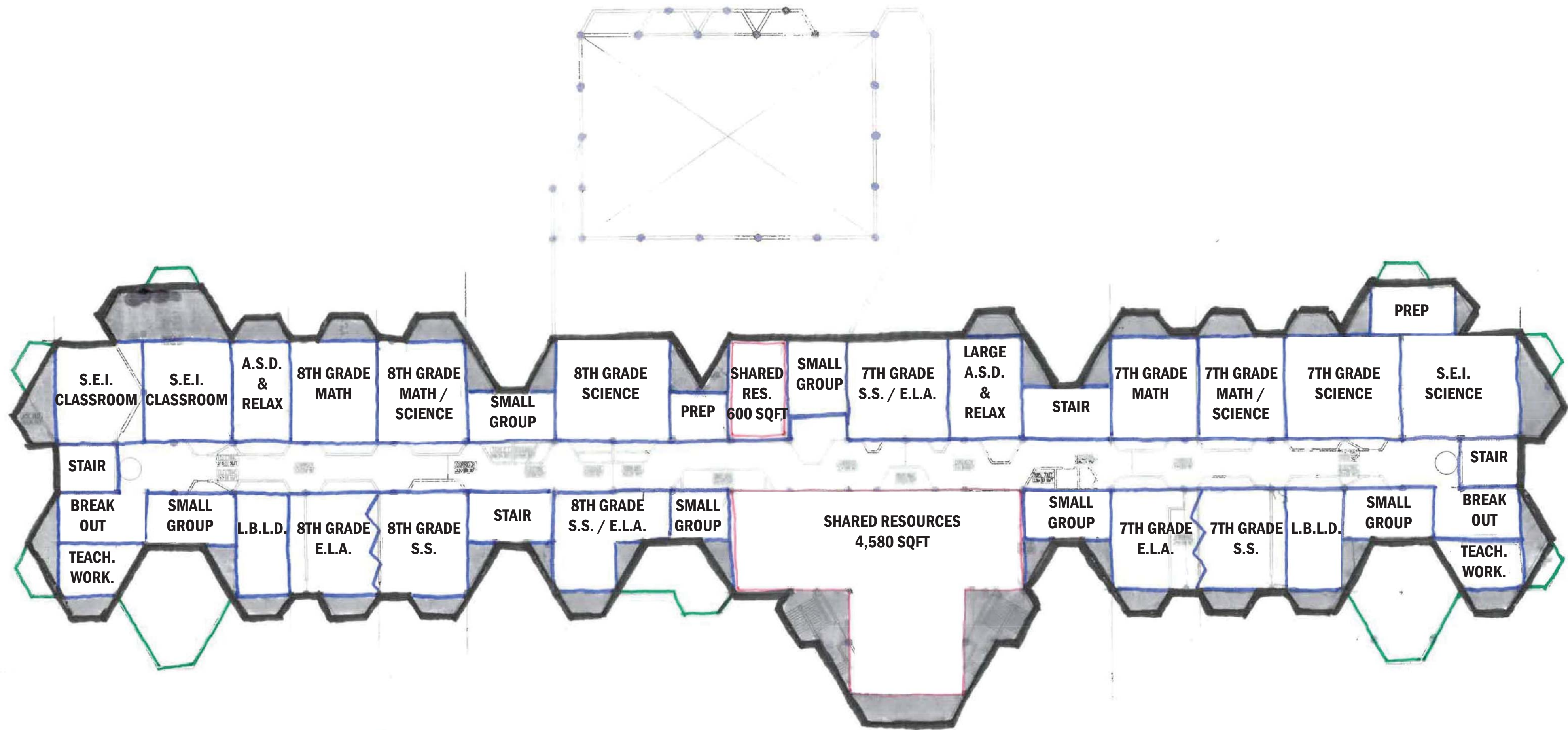
4.0 urban school



5.0 interior courts



6.0 renovation



MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	10/1/2019	
Project Name	Tobin Montessori Vassal Lane Upper Schools	
Project Number	79130	
Subject	Fire Department	
Meeting Location	Tobin Montessori School, Room 238	
Meeting Date	9/9/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
Participants	City: Brendon Roy CFD: Christopher Towski Perkins Eastman: Dan Arons, Carolyn Day RFS: Stephen Beliveau	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Project Schedule	<ul style="list-style-type: none"> • Timeline (See attached schedule) <ul style="list-style-type: none"> ○ Construction over 15 months, with plan to open September 2024 ○ Building will be vacated to swing space this spring ○ One full year of site work before construction • Working process <ul style="list-style-type: none"> ○ Chris will continue to liaison for FD through project ○ Periodic meetings during design, and walk-throughs during construction ○ FD to review each progress set as it is issued ○ City to keep the Fire Department
1.2	Building Design	<ul style="list-style-type: none"> • Size and Occupancy <ul style="list-style-type: none"> ○ Project is 298,000 sf with just under 1,500 occupants ○ 3 schools: Montessori Lower School, Vassal Lane Upper School, Human Services Preschool and Community School programs ○ Some district offices and storage • Site Access <ul style="list-style-type: none"> ○ 20' width for access lanes ○ Do not take away any access, only enhance

		<ul style="list-style-type: none"> ○ No requirement for 100% coverage. ○ Talk to code consultant about fire lane requirements ○ Do like lanes that double for other uses ● Roof Access <ul style="list-style-type: none"> ○ Need full roof access, including stairwells all the way to roof. Do not use ladders on roof ○ Ensure there is enough room for path around or below PV to allow for access to roof surface
<p>1.3</p>	<p>CFD Requirements</p>	<ul style="list-style-type: none"> ● Current Standards <ul style="list-style-type: none"> ○ Refer to State Fire Code Chapter 11 ○ Use NFPA 72, 13, and 14 ○ Cambridge Fire Department does not have published standards that deviate from the code minimum requirements. ○ BDA Antenna (article 9 of code). Built into contract at King Open. All the way around the building. Include internal communications for radio system. ● Needs beyond standards <ul style="list-style-type: none"> ○ 100' ladder can only reach so far so need to focus on inside to offset that limitation ○ Requested fire alarm devices and fire department valves to serve exterior roof spaces ○ 3 addresses, but one building alarm. Include a beacon and annunciator for each school. ○ Requested a fire command center close to main entrance to house PES, FACP, Elevator Controls, etc. ● PV on roof <ul style="list-style-type: none"> ○ Coordinate PV access for maintenance and replacement. ○ Will want to review arrangement and access ○ Requested accessible disconnects with direct access from exterior. ● Emergency Shelter <ul style="list-style-type: none"> ○ Lisa is reviewing with Fire Chief about shelter requirements. ○ Driver would be if city requests. ○ Brendon to follow-up ● Monitoring system <ul style="list-style-type: none"> ○ SAS: city municipal is fiber with copper back-up ○ There is a master-box on site ○ Follow up with Electrical Department for requirements ● Lessons learned <ul style="list-style-type: none"> ○ Refer to King Open design for annunciator/command location. Rapid shut-down, ideally all shutoffs, panels and valves together. Include PV disconnect should be at street level.
<p>1.4</p>	<p>Next Steps</p>	<ul style="list-style-type: none"> ● In design, focus should be on access and control ● BR to follow up on emergency shelter requirements

cc: Attendees; City, CPS and DHSP via Brendon Roy, Michael Black; Design Team; RFS via Stephen Beliveau

Attachments: Current project schedule

Tobin Montessori & Vassal Lane Upper Schools

Project Schedule

Today Draft Final

● Deadline - suggested
● Deadline
▲ Meeting - suggested
▲ Meeting
■ Estimated duration
★ Milestone

Project Schedule	Start	End	Duration (weeks)	Meetings and Deadlines	2019												2020																					
					September				October				November				December				January					February												
					6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	28								
<i>Feasibility Study</i>	01/04/19	08/15/24	240		36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	1	2	3	4	5								
STAKEHOLDER ENGAGEMENT	02/11/19	11/22/19	41	31																																		
Tours and Site Visits			104	5																																		
Stakeholder Meetings			104	16		2		2			1	1		1																								
Community Meetings			104	2					★						★																							
City Meetings			104	8		3	2				1				1																							
CREATIVE ANALYSIS	02/04/19	10/11/19	35	12																																		
Educational Program		08/06/19	26	7																																		
Space Program	04/09/19	06/04/19	9	2																																		
Educational Specification	06/03/19	10/08/19	19	2																																		
Existing Conditions Analysis	02/04/19	08/08/19	27	1																																		
DESIGN	05/13/19	11/29/19	29	15																																		
Design Options	05/13/19	11/22/19	29	8																																		
Consultant Meetings			104	7																																		
Cost Estimate	09/30/19	11/22/19	8																																			
CONSTRUCTION MANAGER REVIEWS	08/07/19	11/22/19	16	1																																		
CM at Risk Selection	08/07/19	09/27/19	9	1						▲																												
CM on Board	09/20/19	09/27/19	102	1						★																												
Design Options Review	09/30/19	11/22/19	97																																			
Cost Modeling of Design Options/VE	09/30/19	11/22/19	97																																			
Early Package Strategies	09/30/19	11/22/19	97																																			
FEASIBILITY STUDY DOCUMENT	10/01/19	01/24/20	16	3																																		
Draft	10/01/19	12/22/19	12	2																																		
Final	12/23/19	01/24/20	5	1																																		
SCHEMATIC DESIGN	01/27/20																																					
Negotiate Fee	12/27/19	01/27/20	5																																			
Kick-off	01/27/20																																					
Schematic Design Drawings																																						

MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	9/16/2019	
Project Name	Tobin Montessori Vassal Lane Upper Schools	
Project Number	79130	
Subject	Project review with DPW	
Meeting Location	Tobin School Room 239	
Meeting Date	9/10/2019	
Prepared By	Carolyn Day	c.day@perkinseastman.com
	T: 617-449-4043	
Participants	City: Brendon Roy DPW: Kathy Watkins, Catherine Woodbury Perkins Eastman: Carolyn Day, Dan Arons, Sean O'Donnell Nitsch Engineering (via phone): Jennifer Johnson, Brittney Veeck Linnean Solutions: Jim Newman	

NEW BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY/ DATE REQ'D
09/10/19.1	Schedule	Community Meeting tentatively set for October 10 th Glacken Field community meeting in the next couple of weeks. DPW to follow-up with any relevant comments for the design team.	DPW
09/10/19.2	Site elevation and resilience	Site Elevation: <ul style="list-style-type: none"> • Use Cambridge City Base for elevations, not GIS. • SMC plans have the correct elevations. • CDM Smith reports and plans do not use the Cambridge City Base and need to be updated • Existing front door at 23.8, directly behind building at 21.8, and pavement at 20.55 Resilience <ul style="list-style-type: none"> • First floor and electrical rooms are areas of concern • Design to 2070 100 year storm: 22.5 ft • Need to mitigate floodwater getting to below-grade parking. Use “go up to go down” or 	City to follow-up with CDM Smith

NEW BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY/ DATE REQ'D
09/10/19.3	Stormwater Design	<ul style="list-style-type: none"> Depending on the increase in impervious area onsite, the City will allow the project to use the tank onsite to take credit for a decrease in stormwater runoff from the site. The design team will coordinate with the City regarding whether or not we will need to document the "25 to 2" reduction in stormwater runoff once the site layout is finalized. DPW wants to be generous with design Need to manage quality. Document process, and think about tanks and bioretention Need to make sure we do not increase stormwater off-site Cathy will consider BMPs other than bioretention to handle stormwater runoff from Vassal Street but prefers bioretention and surface features. Less flexibility with phosphorus. The project will need to document that we meet the Cambridge phosphorus reduction requirement. 	
09/10/19.4	Sewers	<ul style="list-style-type: none"> 15,000 GPD increase in sanitary sewer flows will trigger the I/I regulation Have not started flow (inflow and infiltration) calculations Can cost \$15/gal for removal 	
09/10/19.5	Bioretention	<ul style="list-style-type: none"> About short-duration, high intensity events Not a traditional garden Volume storage can connect to storage tank Want a nice place that works with nature and residents can sit by Will consider other BMPs, eg subsurface storage Natural + other strategies to handle total volume Source of volume is coming down Vassal Lane Cannot have raised intersection at Standish due to volume of water Will need to excavate a bit to get water into site 	
09/10/19.6	Perimeter Drainage	<ul style="list-style-type: none"> Do not want to connect to site drainage No infiltration Harvesting? Could look at off-peak discharge if water quality is OK. Would need tank onsite to store this. Look to minimize the amount of groundwater that needs to be managed 	
09/10/19.7	DPW issues	<ul style="list-style-type: none"> Streets and sidewalks in area are new Open space requirement is approximately 	

Tobin Montessori and Vassal Lane Upper Schools

Meeting Date: 9/10/2019

Meeting Purpose: DPW project review



NEW BUSINESS (AGENDA ITEMS)		NOTES	ACTION BY/ DATE REQ'D
		100,000 sq ft. King Open was not able to argue that area above ground-source wells were open space	
09/10/19.8	Building Design	Reviewed 3 proposed options <ul style="list-style-type: none">• Currently 624 students, but 1,164 in future• Only 1 or 2 showers for commuters. None for students• Nitsch to compile list of categories we need to think of• In looking at Renovation/Addition option, count below-ground play areas as impervious• Think about how the field space could be used in 20 years. Future flexibility will be important.• Might be good to show court as an open field• DPW likes the one-way lane from Concord to Vassal that is closed during the day	

Next Meeting: When needed

cc: Attendees; City and DPW via Brendon Roy, Michael Black; Design Team via Carolyn Day

Attachments: Design option presentation boards



Meeting Notes

Place: John M. Tobin Montessori School
197 Vassal Lane
Cambridge, MA 02138

Date: September 18, 2019

Notes Taken by: C. Bouchard

Project #: 14518.00

Re: Tobin School - Traffic and Parking Focus Group

ATTENDEES

Carolyn Day (Perkins Eastman)

Joseph Barr (TP&T)

Dan Arons (Perkins Eastman)

Stephen Meuse (TP&T)

Caitlin Gilman (Perkins Eastman)

Patrick Baxter (TP&T)

Michael Black (City)

Britney Veeck (Nitsch)

Brendan Roy (City)

Chelsea Bouchard (VHB)

Sean Manning (VHB)

This meeting was held to discuss three proposed concept alternatives for the Vassal Lane/Tobin Montessori School Project. The goal of this effort was to discuss traffic concerns associated with the design concepts and discuss possible modifications and ideas that can support the most beneficial traffic flow and school access/circulation solution for the site. The following was discussed during the meeting:

- › The meeting began with introductions and an overview of tasks completed to date. Perkins Eastman presented at this meeting and the City, TP&T, and VHB were present.
- › The meeting allowed the team to make suggestions about how the concepts could be modified to better serve the school and abutting community from a transportation perspective. The three concepts presented are as follows:
 1. Existing Renovation & Addition Option
 2. Grand Court Option
 3. Neighborhood Option

Access and Circulation

- › Each concept considered access from both Vassal Lane and Concord Avenue with various drop-off/pick-up elements and circulation to parking.
- › Each concept is designed for 50 surface parking spaces and 100 underground garage spaces.

Existing Renovation & Addition Option

- › Preschool drop-off off of Concord Avenue (single curb cut)
- › All other students drop-off off of Vassal Lane (2 curb cuts)
- › Parking access off of Vassal Lane (single curb cut)
- › Includes potential bike connection between Concord Avenue and Vassal Lane

Grand Court Option

- > Preschool drop-off off of Concord Avenue (2 curb cuts)
- > All other students drop-off off (entering on Vassal Lane, exiting on Concord Avenue) - Buses and Parent Drop-offs
- > Parking access off of Vassal Lane (single curb cut)

Neighborhood Option

- > Preschool drop-off off using Concord Avenue
- > All other students drop-off off (entering on Vassal Lane, exiting on Concord Avenue) - Buses and Parent Drop-offs
- > Or using additional small drop-off area off of Vassal Lane
- > Parking access off of Vassal Lane (single curb cut)

Concept Discussion Items

Bicycle Cut-Through Activity

- P. Baxter/J. Barr: Suggested without the bike connection, cut through traffic might start to use the drop-off that connects Concord Avenue and Vassal Lane

Preschool Expansion – Increased Drop-off Curb Needs

- B. Roy: Reminded the team of the drop-off needs due to the preschool expansion (8 preschools acquired) More young children will need to be served and accommodated during drop-off/pick-up periods
- S. Manning: Estimated that the drop-off would need to be designed for up to 60-65 vehicles to keep impacts off of the neighboring streets; currently its only designed for about 40

Other Mode Choices (non-auto)

- P. Baxter: Asked if information on other mode choices is available?
- S. Manning: Responded that data might be available, but the impact would be minimal
- D. Arons: Designing for an inclement weather day would be peak in terms of auto trips
- J. Barr: Mode of travel is typically influenced by the parent's mode choice after dropping off their child (i.e. getting to work)
- C. Day: Are there convenient ways to get here by bike?
- P. Baxter/J. Barr: Most of the way except for the last leg of the commute. In the long-term there are new bike routes coming

Drop-off/Pick-up Dwell Times

- C. Day: Mentioned that many students will be quickly dropped-off or picked-up with very short dwell times (older the student – the shorter the dwell time)
- B. Roy: Mentioned the idea of looking into staggering arrivals in order to manage the drop-off activity

Bus Capacity Needs

- S. Manning: Said if the Tobin is getting bigger – that's what we need to design for. Bus occupancies will vary on each bus but I don't see the number of buses increasing.

Bus and Passenger Car Drop-off (from Vassal Lane to Concord Ave)

- P. Baxter: Asked if the drop-off would have buses and cars together? What does the cross-section look like?
- S. Manning: 10-ft sidewalk, 22-ft of pavement (1 side for buses, 1 side for passenger cars), +buffer
- C. Day: 40-ft off the property line. The trees depicted are existing
- P. Baxter: Allowing buses and cars in the same area is always a challenge. Its hard to stop parents from using the bus lane.
- M. Black: Enforcement is important to make sure everything is operating correctly
- S. Manning: The design will never manage itself. Staff will be needed to enforce.
- C. Day: Mentioned that pavement markings and separating/buffer could be incorporated (like at King Open)
- J. Barr: Ideally, we could make it so the parents in the 'wrong lane' can't get to where they need to and it would deter the drivers from doing so

Concord Ave Drop-off (instead of Vassal Lane)

- P. Baxter: Is there room to have a lane across the front (Concord to Concord) to keep cars separate from buses?
- S. Manning: Would have to analyze if this can handle demands safely
- J. Barr: Would be worth looking at to reduce complaints on the Vassal Lane side
- S. Manning: The Vassal Lane drop-off is how it is now
- P. Baxter: Though the demand will be increasing so it's worth looking into

Drop-off relation to Entrance Location

- S. Manning: Suggested that typically drivers stop at the front door and don't pull up to the front to use all storage available. Locating the entrance at the end of the drop-off area would increase efficiency.
- C. Day: Were looking into flipping the schools to the doorway is at the end of the drop-off.

Closing off the Drop-off to thru traffic

- C. Day: Said that the Principals have asked in the middle of the day if the drop-off can be closed off. Closing the roadway would stop vehicular cut-through traffic. This could be done with gates or bollards.

Traffic Calming

- M. Black: (TP&T) Any suggestions on traffic calming in the area?
- P. Baxter/J. Barr: Lots has been done recently already in terms of traffic calming
- P. Baxter: Focus can be on the access roads to the site

Non-School Hours & Parking Use

- S. Manning: Measures for accessing parking during non-school hours should be like Kong Open
- J. Barr: It will be good to have parking available during snow emergencies for residents
- B. Roy: Could we let them park on the bus lanes, if school is closed too?
- J. Barr: Like King Open, parking can exit to a lobby that exits to the outside without keeping the school open

VHB's next steps include studying how the traffic needs fit with all the concepts.

MEETING RECORD

Perkins Eastman
Architects DPC

Date Prepared	1/21/2020	
Project Name	Tobin Montessori Vassal Lane Upper Schools	
Project Number	79130	
Subject	Site Circulation Meeting	
Meeting Location	Cambridge City Hall / Ackerman Room	
Meeting Date	1/2/2020	
Prepared By	Caitlin Gilman	c.gilman@perkinseastman.com
	T: 617-449-4019	
Participants	City: Owen O’Riordan (OO), Katherine Watkins (KW), Bill Deignan (BD), Patrick Baxter (PB), Joseph Barr (JB), Iram Farooq (IF) Brendon Roy (BR) PE: Dan Arons (DA), Carolyn Day (CD), Caitlin Gilman (CG) VHB: Sean Manning (SM)	

NEW BUSINESS (AGENDA ITEMS)		NOTES
1.1	Community Meeting Slideshow Preview	<ul style="list-style-type: none"> Start the Community Meeting presentation by sharing comments that have been received following the last Community Meeting and Teacher Workshop. <ul style="list-style-type: none"> The community comments focused on: building size, building program, play space, traffic, and open space The teacher workshop comments focused on design and building program The City needs to prepare a slide for play field strategy. There will be fewer fields on the site and the city needs to communicate the overall plans for the city.
1.2	Traffic and Parking	<ul style="list-style-type: none"> PE explored the following options for bus drop-off <ul style="list-style-type: none"> Through-lane on the east side of the site Bus loop at the north, off Concord Bus loop at the south, off Vassal Ln VHB noted that the community does not want traffic off of Concord, and ultimately there’s an analytical process to understanding traffic conditions. Traffic needs to be understood beyond just the streets adjacent to the site. Traffic in the area is being impacted by elements outside the project’s control, but the design team feels that this project can help remedy some of the existing traffic

		<p>issues since the current school traffic pattern isn't functioning the way in which it was intended to.</p> <ul style="list-style-type: none"> • 350' of space will be needed for 8 buses to queue. • VHB feels that the through-way option offers the best traffic control. The neighbors on Alpine have expressed they do not want buses "in their backyard"
<p>1.3 Building Options</p>		<ul style="list-style-type: none"> • Following the last Community Meeting, the design team worked to maximize open space. The revised options move the 50 staff parking spots and parent drop-off under the building. <ul style="list-style-type: none"> ○ Neighbors are more concerned about buses on site than cars ○ Some parents have said they wouldn't use the designated drop-off. If the student drop-off moved below the building parents would be even less inclined to use the designated drop off. ○ This is the best parked school in the city, so ensuring enough spaces for faculty will be a challenge. ○ The City suggested that the design team test the bus lane on the west side of the site. • There did not seem to be much advocacy from the community to keep the existing building, so in lieu of the Renovation option, PE explored a new building that would maintain roughly the same footprint of existing building, and separate the football and soccer field. • The open space area comparison between the three options is "Replacement": 5.9 acres, "Wings" 5.8 acres, and "Pavilions" 5.7 acres. • The City asked if the bus lane could taper, as it would only need accommodate 8 buses at one time. The 20' wide access required by the fire department would need to be maintained adjacent to the building.
<p>1.4 Other</p>		<ul style="list-style-type: none"> • The City noted that there is currently a Blue Bike station on the site that will need to be accommodated in the new design. The Blue Bike stations require solar access and no utilities below. • The City noted that the baseball field would be surrounded by a fence, so placing it at the entry to the building may not be ideal. • PTDM plan needs to be done related to parking. PTDM plan is about reducing commuter traffic and does not include loading or service. • The design team asked what would be the largest vehicle that would need to access the below-grade parking, and the City responded that nothing larger than passenger vans • Envision Cambridge extended the fern street path with existing paths.

Next Meeting:

cc: City via Brendon Roy; Design Team

Attachments: Presentation

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