

1 **Town of Southborough, Massachusetts**

2 **PreK–8 Building Committee Meeting Minutes**

3 Meeting Date: October 7, 2025 – 6:30 PM

4 Location: Joint Meeting with Select Board (Hybrid)

5

6 PreK–8 Building Committee Members Present:

7 Beth Wittcoff, Tim Fling, Kelly Conklin, Mark Davis, Gene Karmelev, Howard Anderson, Erik
8 Glaser

9 **Call to Order**

10 Beth Wittcoff called the PreK–8 Building Committee to order.

11 **Presentation to Select Board**

12 Beth Wittcoff and Tim Fling introduced the summary of the committee's work, noting the
13 substantial effort over the summer. The goal was to offer an objective, apples-to-apples
14 comparison of various configuration options, based on consistent assumptions.

15 Tim emphasized that the matrix and cost estimates were built using public documents and
16 consultant inputs. They represent ballpark figures using a consistent per-square-foot
17 methodology and include standard soft cost assumptions from MSBA data.

18 **Educational Matrix Overview**

19 Kelly Conklin presented an in-depth review of educational goals and priorities. These were
20 based on assumptions adopted by the School Committee and administration in August
21 2025.

22 Assumptions included 8 classrooms per grade, specific scheduling requirements, time-on-
23 learning mandates, and the district's policies on maintaining access to special education,
24 related arts, and services.

25 Each configuration option (A–H) was evaluated using a heat map, reflecting the degree to
26 which it met educational goals for both students and staff. The district supported 7 of the 10
27 options. Option H, though intended to reflect full additions, was misinterpreted as
28 modulars, and was not supported by the educational working group.

29 **Cost Matrix and Options Overview**

30 Tim Fling presented the V4 Matrix and cost analysis for all ten configuration options.
31 Highlights included:

32 • Option A: ~\$93M for 75% renovations of Trottier and Woodward
33 • Option B1: \$1–3M, minimal changes with reduced flexibility

34 • Option B2: \$50–63M, includes additions and partial renovations
35 • Option C1: \$3–4.5M for immediate needs at Neary
36 • Option C2: ~\$6.75M full deferred maintenance package
37 • Option D: ~\$53–58M, expands Finn and closes Neary
38 • Option E: \$45–50M renovation of Neary (school committee preferred)
39 • Option F: ~\$120M, new four-grade school, requires waiver for specialized programming
40 • Option G: ~\$155–160M, new preK–5 school closing three existing schools
41 • Option H: ~\$36–48M, misinterpreted as modulars, not supported by educational
42 subgroup

43 **Select Board and Committee Discussion**

44 Select Board members expressed appreciation for the depth of the committee's work and
45 noted that next steps involve determining what the town can afford.

46 **Public Comment**

47 • Betsy Rosembloom asked about Option F and why it only met educational goals with
48 trade-offs. Superintendent Martineau explained it required waivers for age-range
49 compliance in specialized programming.

50 • Howard Anderson clarified his original intent behind Option H and expressed concern it
51 was mischaracterized.

52 • Mary Tinti praised the educational subgroup's rigor and recommended eliminating
53 infeasible options early based on their analysis.

54 **Adjournment**

55 Motion: To adjourn the PreK–8 Building Committee portion of the meeting.

56 Moved by: Tim Fling

57 Seconded by: Kelly Conklin

58 Roll Call Vote:

59 - Kelly – Yes
60 - Tim – Yes
61 - Beth- Yes
62 - Mark – Yes
63 - Gene – Yes
64 - Howard – Yes

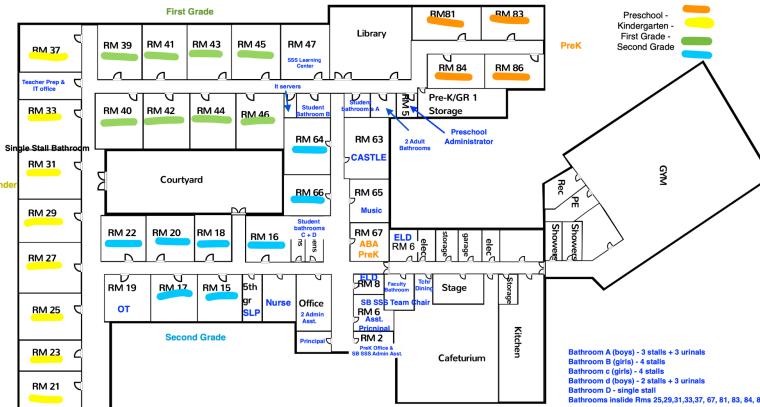
65 ✓ Motion passed unanimously

66

67 Documents Used at Meeting:

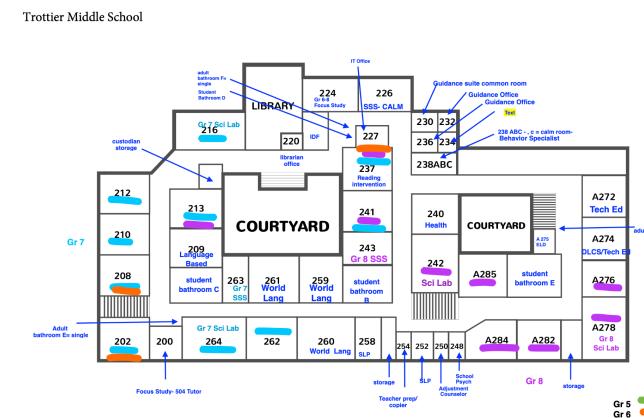
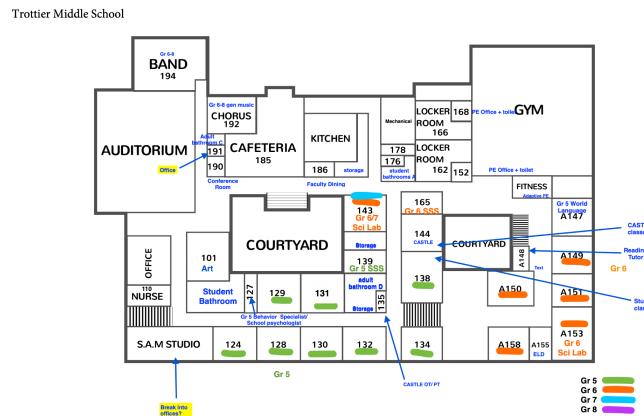
- 68 4.07 Finn PK- 2 Implications.pdf
- 69 4.08 Trottier 5-8 Implications.pdf
- 70 251003_PreK8_SchoolBuildingCommittee_ProgressReport_v3.pdf
- 71 251006_2.02_PK8_Research_Committee_Matrix_V4_assumptions.pdf
- 72 251006_2.02_PK8_Research_Committee_Matrix_V4.pdf
- 73 251006_4.18 V.5 Educational Considerations Heat Map.pdf
- 74 251006_4.19_PK-8 Building Research Committee, Educational Considerations &
- 75 Implications, Oct 2025.pdf

Overarching Notes on Implications		
The addition of Grade 2 to Mary E. Finn Elementary School requires changes to space utilization, staffing, and programming.		
To maintain the current level of educational programming for Prek - 2, an expansion of the building is required.		
Discipline/ Area	Implications: description of the space that would need to be added	approximate square footage
Educators/Programs that do not have a space in the proposed floor plan are listed below with specific explanation of the needs for space		
Art	An art classroom (MSBA guidelines specify 1000 sq ft plus 150 sq ft for art storage) or art would be offered to grades k-2 on a cart which restricts the type of activities the art teacher can offer. It also impacts the general education teacher's ability to use the classroom during their prep period for planning, meetings, communication with parents and colleagues.	1150
World Language	World Language classroom where the teacher can have visual aides, hands on materials and a Spanish book library available to students. An additional Spanish classroom would be needed to provide classes to all sections but this classroom possibly could be shared with another teacher, however, not with a specialist as they would likely need to teach at the same times. If Spanish is on a cart, as it was for 3/4 of a year, there is an impact to the activities that the teacher can provide to students, an impact to the Spanish teacher who does not have a classroom.	950
Speech and Language Pathologist	The Speech and Language pathologists (multiple itinerant providers) need a quiet space to work with individuals and small groups of students. They could share a classroom but it would need to be at least the size of a half classroom to be able to run multiple therapy sessions at once.	500
School Psychologist	An office with enough space for testing and to meet with individuals or small groups of students.	500
.5 School Psychologist/.5 Behavior Specialist	Office for testing and a space for meeting with individual or small groups of students. The part time behavior specialist and part time school psychologist could share a space (and be scheduled to be at their other building at opposite times)	500
PT/ Adaptive PE	A space can be shared by PT and Adaptive PE with careful scheduling of teaching sessions. This creates additional scheduling constraints.	950
ELD	A small group room to meet with individual and groups of students for the 3rd ELD teacher	500
Conference Room	Two designated conference rooms for special education meetings, teacher team meetings, and administration team meetings.	700
Reading Specialist 1.5	A full-size classroom to be shared by two reading specialists (1.5 FTE) or two smaller spaces to meet with individual or small groups of students for reading intervention.	950
Reading Tutor	A small group room for a reading tutor to meet with individuals or groups of students. The reading tutor could share with a .5 reading specialist, but it would not be possible for all three educators to share one space, as the level of distraction for students would be too great.	500
Teacher workspace	A designated teacher workspace teachers, ESPs, volunteers, and PTO to prepare materials including a place for photocopiers and laminators and other tools that are shared by educators.	300
faculty bathrooms	Need investigation of the code requirements of bathrooms. Currently, there are limited bathrooms for teachers so possibility of need for more. Depending on the placement of the CASTLE classroom, a faculty bathroom potentially needs to be designated for use by CASTLE, which would increase the need to two faculty bathrooms.	TBD
Additional Implications of adding second grade at Finn		
Music	If there is a 1.0 music teacher, that person could meet needs of three grades for general music but could not teach preschool. To continue to provide music to preschool we would need additional staff. If we add additional staff to maintain the preschool music program we would need an additional space.	
Library	There would be efficiency gained in library staffing. The district could remain with three librarians (already been reduced from four given the possibility of future consolidation of schools). However, with consolidated buildings the efficiency is gained because those three librarians do not need to travel and libraries are consistently staffed in all three schools. Currently three librarians across four schools means that libraries are sometimes closed or have to be staffed by other adults.	
Cafeteria	Current lunch schedule is: Pk: 11-11:30, Gr1: 11:45- 12:15, K: 12:30- 1:00. The maximum seating students at lunch is about 145 students. Therefore we could not accommodate two grades or split a grade across lunches. We would need to add a fourth lunch wave from 10:15 - 10:45 or from 1:15 - 1:45. Additional staff would be traveling across schools which creates additional constraints in terms of scheduling, efficiency and matching staff to students. Would we split the staff between Woodward (gr 3/4) and Trottier, and then also split other staff between Finn (prek-2) and Woodward? Or, would we split staff such as school psychologist or behavior specialist between Finn and Trottier which is more efficient but means that those faculty members are working with a Prek-2 and Grade 5.	1500
Additional itinerant faculty-Music, Behavior Specialist, School Psychologist, Physical Education, assistant principal, art	Scheduling is constrained and complex with shared faculty as the buildings have to coordinate across schools which creates significant constraints.	
	Itinerant faculty are paid a stipend for travel based on number of schools they visit per day.	
	Itinerant faculty have reported a decreased sense of belonging and connection. The increase in shared spaces can have an impact on professional culture and climate.	
Drop off and Dismissal	Drop off and dismissal would take longer due to increased number of families and students. Increased traffic for cars and busses that could impact community including and beyond the school.	
Parking	Additional daily parking needed for faculty and staff as well as event parking for parents	



learning spaces approximate square footage needed 9000
tional square footage does not resolve all challenges related to shared spaces such as the gym and cafeteria unless there are additions for those activities

Discipline/ Area	Implications: description of the space that would need to be added	approx additional square footage needed	Column 1
Educators/programs that do not have a space in the proposed floor plan are listed below with specific explanation of the needs for space			
Gr 5 Music Program	In order to maintain the current music program for grades 5-8, we would need at least one additional large practice space, possibly two. These spaces would allow us to offer general music, band, orchestra and chorus and small group lessons at the level currently offered. At Neary there are two spaces (1895 Sft and 1160 sft) and MSBA guidelines include 1500 sqft for a music room. If there were only one space there would be significant limitations to scheduling of small group lessons which would be compounded by the fact that the staff might be split across two buildings. If no additional classrooms were added, the existing two spaces would be used to offer general music to all students Gr 5-8 but there would not be an option of providing small group instrumental workshops which would significantly detract from the band and orchestra programs.	2750	
Gr 5 Art	Art classroom for Grade 5 art (MSBA guidelines 1200 sft and art storage for 150 sft). Without this space, art would be offered on a cart in the general education classroom for fifth grade. This limits the options for art activities. In addition, it impacts the general education teachers since it limits their access to their classroom during specials for meetings/prep work, which would be particularly impactful given the lack of conference rooms and teacher preparation spaces.	1150	
Teacher Preparation	A designated teacher workspace teachers, ESPs, volunteers, and PTO to prepare materials including a place for copiers and laminators and other tools that are shared by educators. The proposed plan does not sufficient space - one small space of 190 square feet for over 100 faculty and staff members.	600	
Gr 5 Physical Education	PE would need to be taught using two halves of gym for doubled-up classes. It would require either additional staff or additional space to meet the needs of 5th grade sections because it would require two 5th grade sections being taught at the same time. Because there would be shared PE teachers with the other elementary grades, this would also create scheduling constraints for both schools involved.		
Bathrooms	Need to investigate the code for number of bathrooms for students and teachers to ensure the correct ratios. Currently staff bathrooms are far from some classrooms and the location should be considered as well.		
Conference Room	An additional conference room as 1 conference room is not sufficient for four grades. A dedicated special education conference room would be needed as well as a conference room for administrators and teachers to conduct other meetings.	350	
Dining	Small group student dining for students who are unable to manage the large cafeteria. This currently exists but would be redesignated for other use in the proposed floor plan.	850	
Additional implications of placing grade 5 at Trottier			
Additional faculty shared across buildings- Music, Behavior Specialist, School Psychologist, World Language, Physical Education, Assistant principal, Art	Additional staff would be traveling across schools which creates additional constraints in terms of scheduling, efficiency and matching staff to students. Would we split the staff between Finn (gr 3/4) and Trottier, and then also split other staff between Finn (prek-2) and Woodward? Or, would we split staff such as school psychologist or behavior specialist between Finn and Trottier which is more efficient but means that those faculty members are working with a Prek-2 and Grade 5.		
	Scheduling is constrained and complex with shared faculty as the buildings have to coordinate across schools which creates significant constraints.		
	Itinerant faculty are paid a stipend for travel based on number of schools they visit per day.		
	Itinerant faculty have reported a decreased sense of belonging and connection. The increase in shared spaces can have an impact on professional culture and climate.		
Assistant Principal	Would need to reconfigure the main office to accommodate a part-time assistant principal and additional support for the building administrators.		
Cafeteria	Current lunches are 10:26 - 10:57, 11:15 - 11:46, 12:05 - 12:35, by grade level. There would be too many students to add a full grade level to one of the existing lunch waves. We could add a fourth lunch from 12:45 - 1:15 and those students would have five periods prior to lunch and one period after lunch which could impact student learning or create additional constraints on scheduling to ensure appropriate breaks prior to lunch. We could split a grade level across two of the three lunch waves but this creates additional scheduling constraints related to how specials are scheduled. The approach to lunch groupings can also have impacts on students social dynamics and opportunities.	1500	
Recess	Fifth grade students currently have access to playground equipment and a recess period. Currently there is no playground equipment at Trottier.		
Room 138	Room 138 currently houses ovens and cabinetry that would need to be removed to convert to a classroom. This room also includes a bathroom within the classroom that would need a new entrance to be useful to a wider group of students.		
Library	There would be efficiency gained in library staffing. The district could remain with three librarians (already been reduced from four given the possibility of future consolidation of schools). However, with consolidated buildings the efficiency is gained because those three librarians do not need to travel and libraries are consistently staffed in all three schools. Currently three librarians across four schools means that libraries are sometimes closed or have to be staffed by other adults.		
Parking	Additional parking needed for events		
Drop off and Dismissal	Drop off and dismissal would take longer due to increased number of families and students. Increased traffic for cars and busses.		



learning spaces - approximate square footage needed	7200	Not inclusive of hallways, restrooms, etc					
This additional square footage does not resolve all challenges related to shared spaces such as the gym and cafeteria unless there are additions for those activities							
Greg's notes:							

Year	Renovation (construction cost)	Renovation with (hard and soft costs)~21.1%	Addition with (hard and soft costs)~21.1%	New Construction (Hard)	New Construction with (hard and soft costs)~21.1%
2024	\$525.00	\$635.78	\$770.00	\$932.47	\$948.50
2025	\$546.00	\$661.21	\$800.80	\$969.77	\$986.44
2026	\$567.00	\$686.64	\$831.60	\$1,007.07	\$1,024.38
2027	\$588.00	\$712.07	\$862.40	\$1,044.37	\$1,062.32

Notes:

- GSF = Gross Square Feet, NSF = Net Square Feet.
- Escalation rate from PDP (9.05, p.666–667), used also in 11.08 'No' vote cost model.
- Applies uniformly across Options B–H in the PK–8 Matrix.

Total Construction Cost- Cost per Square Foot (Construction Cost)

Soft Costs/non-construction costs: ~21.1% of construction costs (across recent MSBA projects 10.01)
 Bid Alternates CM Preconstruction Services Construction Contingency
 Designer OPM & other Professional services FF&E/IT Legal Fees Other Soft Costs Owner's Contingency Total Project Budget ****

Clarification on 'Addition' cost rate:

- The PDP (9.05 p.666) lists an Addition cost of \$770/GSF, lower than New Construction (\$948.50/GSF).
- In MSBA practice, however, large additions (like those in Options B, D, E) are costed at the New Construction rate because they often include new core spaces (cafeteria, gym, admin) and function like stand-alone buildings.
- For consistency, this matrix applies the New Construction rate to all added square footage.
- The Addition rate is retained here for reference; if MSBA permitted its use or the town would self-fund, costs could be lower than modeled.

Renovation categories assumed for planning:

- Light = 15–25% of existing building area
- Medium = 30–50%
- Heavy = ~75%

Applied to Finn = 76,000 SF (6.03, Mar 2024) at \$525/GSF baseline, +4%/yr escalation.

Existing building areas (from 6.03, Mar 2024): Finn = 76,000 SF; Woodward = 68,000 SF; Neary = 62,736 SF; Trottier = 130,000 SF.

Sprinkler system cost: \$8/sf (per 9.05 pp.679–687, Option B.1 Neary Add/Reno). Applied to Neary's 62,736 SF = \$500K baseline (2024), escalating +4%/yr. Included as optional reference in deferred maintenance scenarios (e.g., Option C2).

5.02 (Code Red, Mar 2024) confirms code triggers (MEBC §804.2.2, MGL Ch.148 §26G) would require sprinklers in major renovation/addition scenarios. Therefore, sprinklers should be considered an expected cost in heavy renovation scenarios, not optional.

Pre-K to 8 School Building Committee – Progress Report and Comparison Matrix Overview

October 3, 2025

The Pre-K to 8 School Building Committee has worked diligently through the 2025 summer to consolidate the prior Neary Building Committee's documentation and expand upon it. Our task has been to evaluate multiple potential school configurations for Southborough's Pre-K through Grade 8 students and to present these options in a consistent, "apples to apples" format.

While every effort has been made to develop cost estimates that are fair representations of each option, it is important to note that these figures are best viewed as **ballpark estimates** and are primarily based on cost per square foot. A professional consultant would be required to refine any option into a full design and cost analysis. Nevertheless, the work completed provides the Town with a clear sense of scale and tradeoffs across the different approaches.

Committee Charge

The Select Board charged this ad-hoc committee with compiling a comparison matrix of potential baseline configurations (A–H). Each configuration is evaluated across sixteen criteria, including capital costs, reimbursement potential, operational impacts, safety, educational considerations, and potential domino effects. The goal is not to make a recommendation, but to ensure decision-makers and the public can weigh options confidently, with data and clear annotations.

Highlights of the Work Completed

- Compiled, catalogued, and updated documents from the Neary Building Committee.
- Developed preliminary cost estimates (renovation, addition, new construction) for multiple scenarios.
- Applied consistent escalation and soft-cost assumptions across all options.
- Considered building code requirements, energy codes, accessibility, and safety standards.
- Produced an annotated matrix to facilitate public review and discussion.
- Weighed space considerations and long-term expansion needs to ensure that each option was realistically framed against Southborough's future enrollment and program delivery.
- Developed an Educational Considerations Matrix to equitably compare all options and their derivatives, focusing on grade alignment, space flexibility, and educational outcomes.
- The School Committee reviewed the options and voted on which scenarios best aligned with the district's educational vision; that input is incorporated directly into the Educational Considerations Matrix.

- Completed the core 2.02_PK8_Research_Committee_Matrix_V4, which compares costs, building requirements, safety, operational, and other non-educational considerations.

Together, these tools allow for a balanced view of educational value alongside financial and logistical impacts.

Future Study Needs

The Committee emphasizes that while this progress report presents a structured comparison of options, not all scenarios may prove realistic or feasible. For example, proposed additions would require further review of site conditions such as septic system capacity and other infrastructure constraints. Additionally, each option will require more detailed vetting if pursued in the next phase of the project. At this stage, the Committee evaluated space needs at a face-value level for consistency across all options, particularly those associated with Finn, with the understanding that professional consultants will be needed to validate and refine assumptions before any final decisions are made.

Important Considerations

There could be additional site-related concerns that extend beyond the scope of this progress report. These include septic system capacity and replacement needs, groundwater management, potential environmental and air quality impacts, parking and traffic flow constraints and the costs and logistics of temporary relocation during construction. These items will require professional evaluation and should be incorporated into any next-phase feasibility study.

Committee Membership

The committee includes a mix of voting members and ex-officio members:

Chair: Beth Wittcoff

Vice Chair: Howard Anderson

Advisory Rep: Erik Glaser

Select Board Rep: Tim Fling

School Committee Rep: Laura Kauffmann

Capital Planning & Improvement Committee Rep: Stephen Holland

Resident Members: Mark Davis, Gene Karmelek, Kelly Conklin

Ex-Officio Members: Brian Ballantine, Keith Lavoie, Gregory Martineau, Steve Mucci, Rebecca Pellegrino, Mark Purple, Stefanie Reinhorn, Kathleen Valenti

Appendix A — Committee Member Observations

1. Septic Feasibility

The Neary 4-grade new build budget includes a new septic system. However, no comparable analysis has been completed for the aging septic systems at Trottier or Finn, both of which may present constraints or require replacement to support expansion. Woodward's system is the newest, but its capacity may also be limited because it is constrained with the Public Safety building and expansion under the golf course land does not seem possible due to conservation restrictions.

2. Air Quality at Finn

Finn is located approximately 350 feet from, and downgradient of, the Massachusetts Turnpike. With no modern air-handling system and an aging façade and windows, significant upgrades may be required to address potential air quality issues. EPA's **School Siting Guidelines** https://www.epa.gov/sites/default/files/2015-06/documents/school_siting_guidelines-2.pdf

<https://PMC1241798/>

3. Parking and Recreation Constraints

Finn's existing parking is limited, with overflow often occurring on public roads during larger school events. Any expansion will likely impact adjacent recreation facilities, and depending on the scope, could also affect land currently protected under Article 97. A comprehensive study of parking, traffic flow, and recreation impacts should be undertaken.

4. Groundwater Conditions

Groundwater challenges have been observed at Trottier, Finn, and Neary. While these have been managed over time, future projects should include corrective measures to ensure long-term site stability and reduce exposure risks.

5. Relocation and Temporary Facility Costs

The Neary 4-grade project budget includes provisions for temporary student relocation during construction. Comparable plans have not yet been developed for potential projects at Finn, Trottier, or Woodward. Depending on the chosen approach, temporary facilities such as portable classrooms may be required, and the associated ancillary costs may only be partially reflected within the 21.1% soft-cost allowance.

6. Wetlands

Wetland areas have been documented for the Neary 4-grade site, but no equivalent analyses have been completed for Finn or Trottier. Woodward appears to have fewer potential wetland impacts, but full environmental assessments will be needed at each site before construction.

**Educational Considerations and Implications Working Group
Pre K - 8 Building Research Committee
Southborough, Massachusetts**

**Joint Select Board Meeting
October 7, 2025**

Members:
Kelly Conklin, Resident Committee Member
Beth Wittcoff, Committee Chairperson
Laura Kaufmann, School Committee Representative
Greg Martineau, Superintendent
Stefanie Reinhorn, Assistant Superintendent

Overall Planning Assumptions Used for Educational Recommendations

Central administration and the School Committee adopted the following assumptions, presented publicly at a School Committee meeting on August 13, 2025 to guide the district's educational recommendations and its positions on the PreK–8 Building Committee's configuration research.

Enrollment and class organization

- Use New England School Development Council (NESDEC)'s December 2024 report with 2034 enrollment projections.
- Plan for eight classes per grade level.
- Adhere to the School Committee's class size policy.

Scheduling and instructional model

- Grades 6–8: seven periods per day, 46 minutes per class.
- Grade 5: self-contained classrooms for core subjects; Art and Music 45 minutes per week; PE and Library/ Digital Literacy 45 minutes, two times per week.
- Meet the Massachusetts and District Time on Learning standards for K–5.

Programs and placements

- The Communication, Access, Socialization, Transition, Learning, and Emotional Regulation (CASTLE)* Program remains at Trottier for Southborough residents only.
- CALM** therapeutic program remains at Trottier.
- Assabet Valley Collaborative (AVC) REACH*** program no longer located at Trottier.
- Southborough Access Media (SAM) no longer located at Trottier.
- New England Center for Children (NECC) program not located at Trottier.

Design principles

- Organize grade levels into pods to reduce cross-traffic between grades and to support community-building and collaboration across classrooms.

Standards and agreements

- Adhere to applicable educator contracts.
- Adhere to diverse student learning needs including but not limited to services outlined Individualized Education Plans (IEPs), English Language Development (ELD) needs
- Apply MSBA space guidelines (Massachusetts School Building Authority¹) when determining space needs.

¹ Massachusetts School Building Authority. "Policies, Forms, and Guidelines." *Massachusetts School Building Authority*, 2025, <https://www.massschoolbuildings.org/guidelines>. Accessed 2025.

* The CASTLE Program provides intensive, specialized instruction throughout the school day to assist students with unique and significant learning challenges. Whether within the inclusivity of the general education classroom or through more focused settings for small group or one-on-one instruction, the program emphasizes the use of ABA principles and systematic teaching to enable students to generalize their skills across various settings.

** CALM offers personalized instruction aimed at addressing the unique learning profiles of each student, coupled with continuous therapeutic support throughout the school day.

*** The AVC REACH program specializes in working with students with a variety of neurodiverse and medical profiles.

Overall Objective and Goals

The chart below summarizes Southborough Public Schools' goals and the criteria the district aims to meet for any future school building project. The criteria are organized into two lenses: student experience and staff experience. Priority levels are ranked from 1 to 4, with 1 indicating the district's highest priority.

Student Experience	Priority Level	Criteria
	1	Reducing student transitions between schools
	2	Dedicated spaces for core academic classes with facilities that meet the needs of the discipline
	2	Dedicated spaces for English Language Development program, intervention services, special education, including occupational therapists, physical therapists, speech and language therapists, adaptive physical education, school psychologists, Board Certified Behavior specialists, guidance counselors, behavioral specialists and adjustment counselors
	2	Dedicated space or expanded space for specialized special education programs (E.g., Autism, Therapeutic, etc.)
	2	Maintain specials programming
	2	Maintain band, chorus, orchestra and instrument lessons/ workshops
	3	Curriculum expertise and resources are aligned within the building
	4	Ability to group classes by grade level in the physical space
Staff Experience	Priority Level	Criteria
	1	Maintain or enhance teacher collaboration opportunities
	1	Maximizes Staff time and efficiency
	2	Dedicated space for educator meetings, planning, preparation
	2	Office Spaces for Administrators, Admin. Assistants

Each configuration appears on its own page with criteria status and a brief note.

Status	Color
Meets	
Meets with trade-offs	
Does not meet	
Not applicable	

Educational Considerations by Configuration

Current

Existing structure and facilities

Criteria	Finn PreK-1	Woodward 2-3	Neary 4-5	Trottier 6-8
Reduce student transitions between schools	Does not meet	Does not meet	Does not meet	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets with trade-offs	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets	Meets	Meets	Meets
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Maintain specials programming	Meets	Meets	Meets	Meets
Maintain band, chorus, orchestra, and lessons	Not applicable	Meets	Meets	Meets
Curriculum expertise and resources aligned within the building	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Ability to group classes by grade level in the physical space	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Maximize staff time and efficiency	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs	Meets
Dedicated space for educator meetings, planning, and preparation	Meets	Meets	Meets with trade-offs	Meets
Office spaces for administrators and administrative assistants	Meets	Meets	Meets	Meets

Option A

Finn PreK–2, Trottier 3–6, Woodward 7–8.

Overall goal alignment: **Does not meet. The district does not support it.**

Executive Summary: This configuration partially advances district goals but leaves substantial program gaps. To reach full alignment, targeted investments would be required such as additional service and planning space at Trottier; additional core academic classrooms and collaboration space at Woodward; purpose-built music and special spaces at both sites; and increased capacity for specialized special education at Trottier. Without these mitigations, the configuration will continue to rely on workarounds that limit program quality and consistency.

Criteria	Trottier 3-6	Woodward 7-8
Reduce student transitions between schools	Meets	Meets
Dedicated spaces for core academic classes	Meets	Does not meet
Dedicated spaces for ELD, intervention, and special education services	Does not meet	Meets
Dedicated or expanded spaces for specialized special education programs	Does not meet	Meets with trade-offs
Maintain specials programming	Does not meet	Meets with trade-offs
Maintain band, chorus, orchestra, and lessons	Does not meet	Does not meet
Curriculum expertise and resources aligned within the building	Meets	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets	Does not meet
Maximize staff time and efficiency	Meets	Meets with trade-offs
Dedicated space for educator meetings, planning, and preparation	Does not meet	Meets
Office spaces for administrators and administrative assistants	Does not meet	Meets

Option B1

Finn PreK–2, Woodward 3–4, Trottier 5–8 with no additions; Neary deferred maintenance only.

Overall goal alignment: Does not meet. The district does not support it.

Executive Summary: This configuration meets core classroom needs across three schools and reduces student transitions. However, student services and staff support are uneven. Finn and Trottier have notable gaps in special education and adult workspace. ELD and special education services do not meet needs. This option also fails to provide adequate space for specials and music programming. Collaboration and curriculum alignment are constrained by physical space at Trottier. Focused space investments at Finn and Trottier would be required to meet the district standards. The estimated expansion/renovation is between 10,000 and 15,000 square feet.

Criteria	Finn PreK-2	Woodward 3-4	Trottier 5-8
Reduce student transitions between schools	Meets	Meets	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets
Dedicated spaces for ELD, intervention, and special education services	Does not meet	Meets	Does not meet
Dedicated or expanded spaces for specialized special education programs	Does not meet	Meets with trade-offs	Does not meet
Maintain specials programming	Meets with trade-offs	Meets	Does not meet
Maintain band, chorus, orchestra, and lessons	Not Applicable	Meets with trade-offs	Does not meet
Curriculum expertise and resources aligned within the building	Meets	Meets	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs	Meets with trade-offs	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets	Meets with trade-offs	Meets
Maximize staff time and efficiency	Meets	Meets with trade-offs	Meets with trade-offs
Dedicated space for educator meetings, planning, and preparation	Does not meet	Meets	Does not meet
Office spaces for administrators and administrative assistants	Does not meet	Meets	Does not meet

Option B2

Finn PreK–2, Woodward 3–4, Trottier 5–8 with additions/renovations at Finn and Trottier.

Overall goal alignment: **Meets with trade-offs. The district supports it.**

Executive Summary: This configuration largely meets the district's objectives by reducing student transitions and providing adequate space for core academic classrooms, ELD and special education services, as well as planning and administrative space. Band, chorus, and orchestra remain viable at the upper grade level. Curriculum expertise and resources at Trottier are not fully aligned within the building. Grade-level clustering and staff efficiency at Trottier will also require flexibility.

Criteria	Finn Expanded/ Renovated Pre-K -2	Woodward 3-4	Trottier Expanded/ Reno 5-8
Reduce student transitions between schools	Meets	Meets	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets	Meets	Meets
Dedicated or expanded spaces for specialized special education programs	Meets	Meets with trade-offs	Meets
Maintain specials programming	Meets	Meets	Meets
Maintain band, chorus, orchestra, and lessons	Not Applicable	Meets with trade-offs	Meets
Curriculum expertise and resources aligned within the building	Meets	Meets	Does not meet
Ability to group classes by grade level in the physical space	Meets	Meets with trade-offs	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets	Meets with trade-offs	Meets
Maximize staff time and efficiency	Meets	Meets with trade-offs	Meets with trade-offs
Dedicated space for educator meetings, planning, and preparation	Meets	Meets	Meets
Office spaces for administrators and administrative assistants	Meets	Meets	Meets

Option C1

Minimal immediate deferred maintenance of Neary (roof and targeted asbestos abatement)

Overall goal alignment: Meets with trade-offs. The district supports it.

Executive Summary: This is seen as a short-term solution while the town chooses the next viable configuration to move forward with.

Criteria	Status
Reduce student transitions between schools	Does not meet
Dedicated spaces for core academic classes	Meets with trade-offs
Dedicated spaces for ELD, intervention, and special education services	Meets with trade-offs
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets with trade-offs
Office spaces for administrators and administrative assistants	Meets

Option C2

Full deferred maintenance package (roof, windows, ADA compliance, kitchen, and phased renovations)

Overall goal alignment: Meets with trade-offs. The district supports it.

Executive Summary: This option does not address education/teaching spaces, therefore no changes have been made to the status of meeting district goals/criteria.

Criteria	Status
Reduce student transitions between schools	Does not meet
Dedicated spaces for core academic classes	Meets with trade-offs
Dedicated spaces for ELD, intervention, and special education services	Meets with trade-offs
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets with trade-offs
Ability to group classes by grade level in the physical space	Meets with trade-offs
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets with trade-offs
Office spaces for administrators and administrative assistants	Meets

Option D

Finn expanded or renovated to serve PreK–3; Woodward 4–5; Trottier 6–8.

Overall goal alignment: Meets all district goals. Supported.

Executive Summary: This configuration reduces student transitions, allows for appropriate space for core instruction, ELD, intervention and specialized education. This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school. Curriculum resources aligned by grade allows for strong teaming and collaboration. Significant construction scope at Finn requires further feasibility studies.

Criteria	Status
Reduce student transitions between schools	Meets
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

Option E

Full ADA and code-compliant renovation of Neary.

Overall goal alignment: Meets with minor trade-offs. The district supports it.

Executive Summary: This option provides comprehensive facility improvements and program capacity while leaving the transition pattern unchanged. Meets needs for core classrooms, ELD and intervention, specialized education programs, specials, and music while making the building ADA accessible and code compliant.

Criteria	Status
Reduce student transitions between schools	Does not meet
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets with trade-offs
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

Option F

New four-grade school.

Overall goal alignment: Meets with minor trade-offs. The district supports it.

Executive Summary: This configuration strengthens instructional coherence, collaborations, and service delivery while simplifying student pathways. This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school.

Criteria	Status
Reduce student transitions between schools	Meets
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets with trade-offs
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

Option G

New PreK–5 school.

Overall goal alignment: Meets all district goals. Supported.

Executive Summary: A single elementary campus minimizes student transitions and improves continuity of instruction and staff efficiency. This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school. This would require a significant capital investment.

Criteria	Status
Reduce student transitions between schools	Meets
Dedicated spaces for core academic classes	Meets
Dedicated spaces for ELD, intervention, and special education services	Meets
Dedicated or expanded spaces for specialized special education programs	Meets
Maintain specials programming	Meets
Maintain band, chorus, orchestra, and lessons	Meets
Curriculum expertise and resources aligned within the building	Meets
Ability to group classes by grade level in the physical space	Meets
Maintain or enhance teacher collaboration opportunities	Meets
Maximize staff time and efficiency	Meets
Dedicated space for educator meetings, planning, and preparation	Meets
Office spaces for administrators and administrative assistants	Meets

Option H

Finn PreK–2, Woodward 3–5, Trottier 6–8 using modulars made permanent.

Overall goal alignment: **Does not meet. The district does not support it.**

Executive Summary: This option eliminates the need for an addition and/or renovation at Trottier, as well as takes Neary offline as a school. While clearer grade spans and core classrooms are achieved, the reliance on permanent modulars creates persistent deficits in student services and staff support. Permanent modulars limit flexibility, storage, and room adjacencies required for services, specials, and workspace. The estimated expansion/renovation is between 10,000 and 15,000 square feet.

Criteria	Finn PK-2 with modulars	Woodward 3-5 with modulars	Trottier 6-8
Reduce student transitions between schools	Meets	Meets	Meets
Dedicated spaces for core academic classes	Meets	Meets	Meets
Dedicated spaces for ELD, intervention, and special education services	Does not meet	Does not meet	Meets
Dedicated or expanded spaces for specialized special education programs	Does not meet	Does not meet	Meets
Maintain specials programming	Meets with trade-offs	Meets with trade-offs	Meets
Maintain band, chorus, orchestra, and lessons	Not applicable	Does not meet	Meets
Curriculum expertise and resources aligned within the building	Meets	Meets	Meets
Ability to group classes by grade level in the physical space	Meets with trade-offs	Does not meet	Meets
Maintain or enhance teacher collaboration opportunities	Meets	Meets	Meets
Maximize staff time and efficiency	Meets	Meets	Meets
Dedicated space for educator meetings, planning, and preparation	Does not meet	Does not meet	Meets
Office spaces for administrators and administrative assistants	Does not meet	Does not meet	Meets

Educational Considerations by Configuration

Configuration	Based on educational considerations
Option A: Trottier 3 - 6, Woodward 7 - 8	District & School Committee do not support
Option B1: Finn PK - 2, Woodward 3-4, Trottier 5-8	District & School Committee do not support
Option B2: Finn PK - 2 (Expanded/Renovated) Woodward 3-4, Trottier 5-8 (Expanded/Renovated)	District & School Committee support
Option C1: Minimal immediate deferred maintenance of Neary (roof and targeted asbestos abatement)	District & School Committee support
Option C2: Full deferred maintenance package of Neary (roof, windows, ADA compliance, kitchen, phased renovations)	District & School Committee support
Option D: Finn PK-3 (Expanded/Renovated) Woodward 4-5	District & School Committee support
Option E: Full ADA/code-compliant renovation of Neary	District & School Committee support
Option F: New four-grade school	District & School Committee support
Option G: New PK - 5 school	District & School Committee support
Option H: Finn PK-2 (Modular expansion) Woodward 3-5 (Modular expansion) Trottier 6-8	District & School Committee do not support

Updated 10/06/2025			Current				Option A		Option B1			Option B2			Option C1	Option C2	Option D	Option E	Option F	Option G	Option H		
Priority Level with 1 as the highest priority	Criteria	Finn pk - 1	Woodward 2-3	Neary 4-5	Trottier 6-8	Trottier serves Grades 3-6, Woodward serves 7-8	Finn serves Pre-K to 2	Woodward serves 3-4	Trottier serves 5-8	Finn expanded and renovated per analysis to serve Pre-K to 2	Woodward serves 3-4	Trottier expanded and renovated per analysis to serve 5-8	Minimal immediate deferred maintenance of Neary (roof and targeted asbestos abatement) Short term solution	Full deferred maintenance package (roof, windows, ADA compliance, kitchen, and phased renovations)	Finn expanded and renovated to serve five grades (Pre-K to 3)* Woodward becomes a 4-5	Full ADA/current code-compliant renovation of Neary	New four-grade school	New Pre-K to 5 school at a suitable location (including possible use of the Finn site)	Finn PreK-2 with modulars turned permanent	Woodward 3-5 with modulars turned permanent	Trottier 6-8		
1	Reducing student transitions between schools	Does not meet the criteria	Does not meet the criteria	Does not meet the criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Does not meet the criteria	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Yes	Yes	Yes	Yes		
2	Dedicated spaces for core academic classes with facilities that meet the needs of the discipline	Yes	Yes	Yes with trade-offs	Yes	Yes	Does not meet the criteria	Yes	Yes	Yes	Yes	Yes	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Student Experience	Dedicated spaces for English Language Development program, intervention services, special education, including occupational therapists, physical therapist, speech and language therapists, adaptive physical education, school psychologists, Board Certified Behavior specialists, guidance counselors, behavioral specialists and adjustment counselors	Yes	Yes	Yes	Yes	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Yes	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes	Yes	Does not meet the criteria	Does not meet the criteria	Yes		
	Dedicated space or expanded space for specialized special education programs (E.g., Autism, Therapeutic, etc.)	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes	Does not meet the criteria	Yes with trade-offs	Does not meet the criteria	Yes with trade-offs	Does not meet the criteria	Yes	Yes	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes	Yes	Does not meet the criteria	Does not meet the criteria	Yes		
	Maintain specials programming	Yes	Yes	Yes	Yes	Does not meet the criteria	Yes with trade-offs	Yes with trade-offs	Yes	Does not meet the criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes with trade-offs	Yes with trade-offs	Yes		
	Maintain band, chorus, orchestra and instrument lessons/ workshops	not applicable	Yes	Yes	Yes	Yes	Does not meet the criteria	Does not meet the criteria	not applicable	Yes with trade-offs	Does not meet the criteria	not applicable	Yes with trade-offs	Yes	Yes	Yes	Yes	Yes	not applicable	Does not meet the criteria	Yes		
	Curriculum expertise and resources are aligned within the building	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes with trade-offs	Yes	Yes	Yes with trade-offs	Yes	Yes	Does not meet the criteria	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes	Yes	Yes	Yes		
	Ability to group classes by grade level in the physical space	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes	Yes	Yes with trade-offs	Does not meet the criteria	Yes		
	Maintain and enhance teacher collaboration opportunities	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Does not meet the criteria	Yes	Yes with trade-offs	Yes	Yes	Yes	Yes with trade-offs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Staff Experience	Maximizes Staff time and efficiency	Yes with trade-offs	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes with trade-offs	Yes	Yes with trade-offs	Yes	Yes	Yes	Yes with trade-offs	Yes with trade-offs	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
	Dedicated space for educator meetings, planning, preparation	Yes	Yes	Yes with trade-offs	Yes	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Does not meet the criteria	Does not meet the criteria	Yes		
	Office Spaces for Administrators, Admin. Assistants	Yes	Yes	Yes	Yes	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Does not meet the criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Does not meet the criteria	Does not meet the criteria	Yes		
	District Team Recommendation					Do not support	Do not support	Do not support	Supported	Do not support	Supported	Supported	Supported	Supported	Supported	Supported	Supported	Supported	Supported	Supported	Do not support	Do not support	current use