



MASTER PLAN OPTIONS IV

MASTER PLAN SCENARIOS & COMPONENTS

OVERVIEW

Dore + Whittier was tasked with identifying several master planning scenarios that would address the spatial needs across the district necessary to accommodate the enrollment forecast. To brainstorm the widest range of potential scenarios possible, the Design Team facilitated a ‘What If?’ workshop with members of the Working Group composed of district administrators, building principals, and town officials. Over the course of the four-hour workshop, the Working Group discussed how the enrollment forecast and spatial needs could be met through adjusting school sizes, grade groupings, grade configurations, and through several potential construction projects. Both full master plan scenarios (a series of moves and construction projects constituting a coherent plan) and master plan components (individual moves and construction projects not necessarily tied to a larger master plan) were discussed. The goal of the meeting was not to evaluate any solution or scenario, but rather generate a list of different scenarios that could be explored. The result of the workshop was seven master plan scenarios based on the resulting grade configuration. The table below summarizes those scenarios. The text that follows describes each in more detail.

Master Plan Scenarios Being Explored:

 Major Project Required

	Status Quo Pk, K-5th, 6 th , 7 th -8 th	Discontinue High Rock 5ES & MS Pk, K-5th, 6 th -8 th	High Rock As ES 6ES & MS Pk, K-5th, 6 th -8 th	Two 6-8 Middle Schools 5ES & 2MS Pk, K-5th, 6 th -8 th	One 5-8 Middle School 5ES & MS Pk, K-4th, 5 th -8 th	Two 5-8 Middle Schools 5ES & 2 MS Pk, K-4th, 5 th -8 th	Super School 5ES* & MS Pk, K-5th, 6 th -8 th
Broadmeadow	K-5 th Remains	K-5 th Remains	K-5 th Remains	K-5 th Remains	K-4 th Remains	K-4 th Remains	K-5 th Remains
Eliot	K-5 th Remains	K-5 th Remains	K-5 th Remains	K-5 th Remains	K-4 th Remains	K-4 th Remains	K-5 th Remains
Mitchell	K-5th New ES (5 sections)	K-5th New ES (5 sections)	K-5th New ES (3 sections)	K-5th New ES (7 sections)	K-4th New ES (4 sections)	K-4th New ES (3 sections)	Discontinued
Newman	PK, K-5 th Remains	PK, K-5 th Remains	PK, K-5 th Remains	6th-8th MS Reno	PK, K-4 th Remains	5th-8th Reno/Add	PK, K-5 th Remains
Williams	K-5 th Remains	K-5 th Remains	K-5 th Remains	K-5 th Remains	K-4 th Remains	K-4 th Remains	K-5 th Remains
High Rock	6th Only Addition	Repurposed TBD	Repurposed for ES	Repurposed for ES	Repurposed TBD	Repurposed K-4th	Repurposed TBD
Pollard	7th-8th Reno/Add or New	6th-8th Reno/Add or New	6th-8th Reno/Add or New	6th-8th Reno or New	5th-8th Reno/Add or New	5th-8th Reno or New	K-5th & 6th-8th Reno/Add or New

Since each of these scenarios could be executed in a multitude of ways, the narratives below only describe what was explored in a general way. The individual projects, and the variations of those projects (called master plan components) are described narratively and graphically in the Master Plan Components section further in this report. These Master Plan Components were developed as “fit plans” and cost estimates were established in June 2020 dollars based on narratives and the sketches provided.

The time-line scenarios below include the cost estimates included in the Master Plan Components and escalated at 4% per year to the mid-point of construction. Additionally, the timelines include Capital Improvement Cost to maintain the facilities until a major project can be undertaken. These costs were derived from the facility assessments Capital Improvement Plans found in Section II of this report. Some of the timelines scenarios show accelerated project opportunities based on either not using the MSBA process and / or accelerating the project with the use of a CM at Risk project delivery method that would result in early release packages to accelerate the construction process.

MASTER PLAN SCENARIOS

STATUS QUO

Grade Configuration:	PK, K-5 th , 6 th , 7 th – 8 th
Estimated Project Cost:	\$234.3 M (6/2020)

The Status Quo scenario maintains both the current grade configuration and the number of elementary schools. It explores what would be required to meet the spatial needs and accommodate the enrollment forecast by executing projects at each site where spatial deficiencies exist. Based on the enrollment and capacity analysis presented earlier in this report, three major projects would be required.

Mitchell Elementary School:

To create the 126 general classrooms required across the district to accommodate the enrollment forecast, a major project at Mitchell Elementary School would require 30 general classrooms (5 sections/ grade level). Dore + Whittier explored two projects to achieve this goal:

- A new two-story school west of the existing school assuming the existing building would continue to be occupied while construction took place.
- A new two-story school where the existing building currently sits assuming students could be relocated to another site during construction.

All other Elementary Schools:

Since Mitchell was identified as the elementary school with the greatest physical needs, the potential projects identified above were sized to address all the district’s elementary school space needs assuming some redistricting around the edges would be necessary. As a result, the Status Quo scenario does not require any additional work to the other elementary schools.

High Rock School:

In the Status Quo scenario, High Rock School remains the District's 6th grade center. Based on the capacity analysis already presented earlier in this report, High Rock School required approximately 9 more classroom-sized spaces to satisfy the enrollment forecast. In the Status Quo scenario, Dore + Whittier tested the feasibility of positioning a two-story addition onto the existing building.

Pollard Middle School:

Based on the enrollment and capacity analysis, Dore + Whittier recommended 67 teaching stations to serve the enrollment forecast and allow the district some flexibility with how it schedules its spaces. Since there are only 61 permanent teaching stations in the existing building, this scenario explored two strategies to achieve the total number of teaching stations required:

- Removing the existing modular classrooms and placing a 6 teaching station addition onto the existing building paired with a phased, occupied renovation of the remaining building and site.
- A new three-story school south of the existing school assuming the existing building would continue to be occupied while construction took place.

Sequencing of the Status Quo Scenario

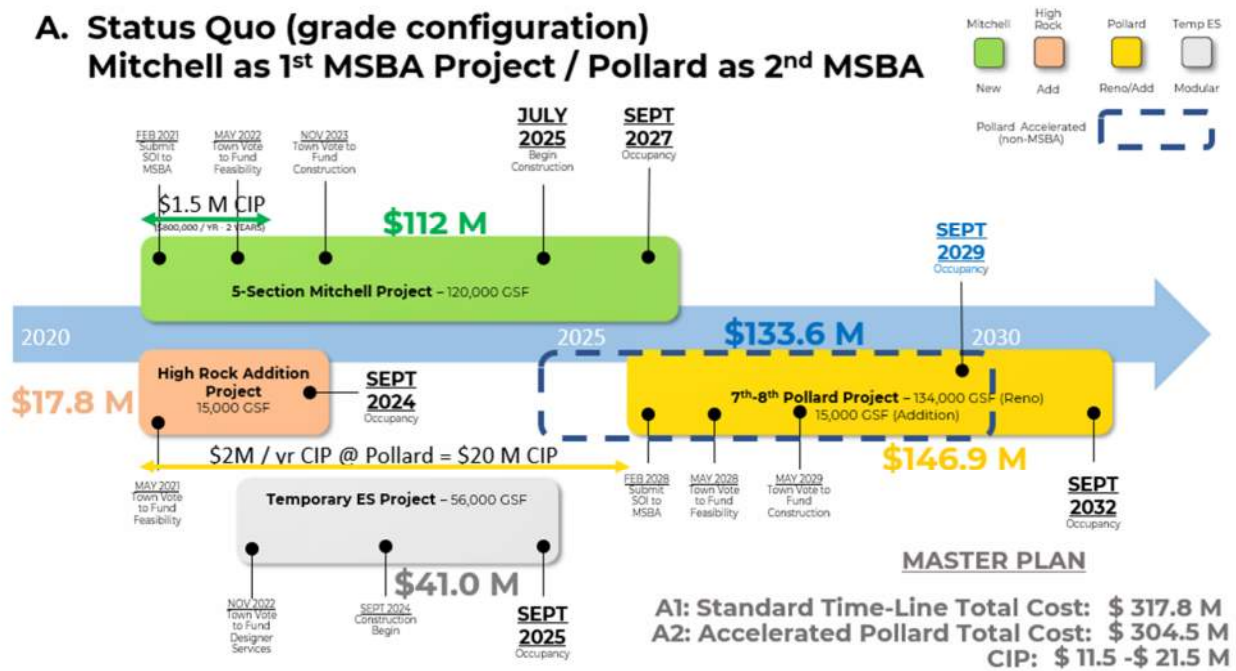
The sequencing of this scenario assumes that a Mitchell Elementary School project is identified as the District's priority project for the MSBA's grant program since it has the greatest physical and spatial needs. This scenario also assumes a High Rock project should be undertaken in parallel with the Mitchell project in order to address High Rock's capacity issues as quickly as possible. Finally, due to the size of the Mitchell project in this scenario and the site constraints present on the Mitchell site, a temporary elementary school project on the DeFazio site is necessary to serve as swing space during the construction of the Mitchell project.

Potential Variations

- The start of any or all projects could be delayed but would result in additional escalation costs and additional capital improvement expenditures in order to extend the useful life of the Mitchell and Pollard Schools until major projects could be realized.
- The District could choose not to execute the High Rock project and continue to experience the current overcrowding condition, which will lessen slightly over time according to the enrollment forecast but will exist for the entirety of the forecast.

A. Status Quo (grade configuration)

Mitchell as 1st MSBA Project / Pollard as 2nd MSBA



Evaluation of the Scenario

- The feasibility of both strategies to construct a five-section elementary school on the existing Mitchell site is limited for two basic reasons. First, if the project is constructed west of the existing building, it may not be feasible to provide adequate construction access, lay down, and parking given the site constraints present. Second, there are currently no options for swing space (without significant additional expense) to allow students to be relocated during construction.
- The feasibility of placing a two-story classroom addition at the High Rock School is limited given the site constraints present. The most likely location for an addition impacts an existing detention area, would require complex construction coordination for laydown and contractor parking areas, and would require construction both within and immediately adjacent to occupied space.
- It appears to be feasible to place an addition at Pollard on the existing building in approximately the same location as the existing modular classrooms. However, in order to execute an addition in this location, the modular classrooms would either have to be replicated temporarily somewhere else on the site, or the school would need to adopt a slightly different daily school schedule to increase the utilization rate of instructional spaces and vacate the modular classrooms.
- Approximately \$1.5 M worth of capital improvements are necessary at Mitchell Elementary School under the timing proposed in order to extend the useful life of the building (but not trigger substantial upgrades) until the new project can be realized. Additional capital investments would be needed each year the construction project is delayed but cannot exceed 30% of the fair market value (\$8,215,200) over the course of three years without triggering additional code upgrades

which would require significant investments into the building. In all approximately \$25 million in facility capital improvements have been identified in the facility assessment reports.

- Approximately \$20 M worth of capital improvements are necessary at Pollard Middle School to extend its useful life until a major project can be realized. This amount is approximately half of the required upgrades noted in the capital improvement plan but is the maximum allowed without hitting the code triggers.
- Of all the scenarios under consideration, this scenario has the greatest capital improvement investment in buildings expected to be renovated or replaced.

DISCONTINUE HIGH ROCK SCHOOL

Grade Configuration: PK, K-5th, 6th – 8th
 Estimated Cost to Complete: \$235.7 M (6/2020)

This scenario explores positioning grades 6th-8th under one roof at Pollard and discontinuing the High Rock School for educational use. This scenario was born out of questions about how to solve the overcrowding condition at High Rock, potentially opening up a place for the District Offices, and/or positioning High Rock as a swing space for a future Mitchell Elementary School project. In such a scenario, two major projects are required, and a Pollard School project must occur first if High Rock is to be used as swing space for a Mitchell project.

Mitchell Elementary School:

To create the 126 general classrooms required across the district to accommodate the enrollment forecast, a major project at Mitchell Elementary School would require 30 general classrooms (5 sections/ grade level). Dore + Whittier explored two projects to achieve this goal:

- A new two-story school west of the existing school assuming the existing building would continue to be occupied while construction took place.
- A new two-story school where the existing building currently sits assuming students could be relocated to another site during construction, this option assumed the High Rock School.

All other Elementary Schools:

Since Mitchell was identified as the elementary school with the greatest physical needs, the potential projects identified above were sized to address all the district's elementary school space needs, assuming some redistricting around the edges would be necessary. As a result, this scenario does not require any additional work to the other elementary schools.

High Rock School:

In this scenario, High Rock School would likely serve as swing space for a future Mitchell Elementary School project but would be discontinued for educational use once it had served that purpose. It is important to note that Dore + Whittier tested the feasibility of the High Rock School to serve as an elementary school, either as temporary swing space or as a permanent elementary school. Based on

the enrollment forecast and the total number of grade level classrooms in the District, High Rock is six classrooms short of being able to accommodate the entire Mitchell Elementary School population but close enough to potentially redistribute the remaining students to the other elementary schools temporarily.

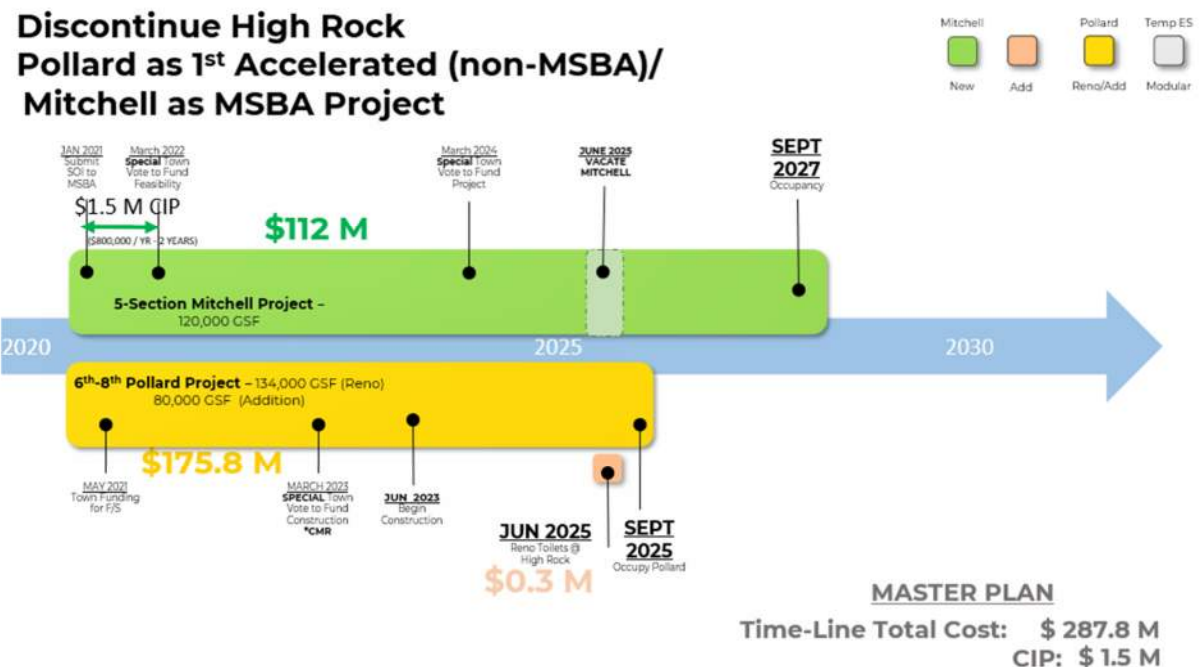
Pollard Middle School:

Based on the enrollment and capacity analysis, Dore + Whittier recommended 101 teaching stations to serve the enrollment forecast and allow the district some flexibility with how it schedules its spaces. Since there are only 61 permanent teaching stations in the existing building, this scenario explored two strategies to achieve the total number of teaching stations required:

- Removing the existing modular classrooms and placing a 40+/- teaching station addition onto the existing building paired with a phased, occupied renovation of the remaining building and site.
- A new three-story school south of the existing school assuming the existing building would continue to be occupied while construction took place.

Sequencing of the Discontinued High Rock Scenario

The sequencing of this scenario assumes that a Mitchell Elementary School project is identified as the District's priority project for the MSBA's grant program since it has the greatest physical and spatial needs. This scenario also assumes a Pollard project should be undertaken in parallel with the Mitchell project in order to address challenges identified at both High Rock and Pollard Schools. While financially a challenge, executing these two major project concurrently allows for High Rock School to serve as swing space for the Mitchell project.



Potential Variations

- The start of any or all projects could be delayed but would result in additional escalation costs and additional capital improvement expenditures in order to extend the useful life of the Mitchell and Pollard Schools until major projects could be realized.
- The District could choose to identify Pollard as the priority project for the MSBA's grant program. Doing so would extend the time needed to complete the Pollard project and, therefore, push out the completion of the Mitchell project by approximately one year. Pushing out the completion of both projects would also have financial implications due to increased escalation costs and potentially more capital improvement investment needed in both schools.

Evaluation of the Scenario

- Both strategies construct a five-section elementary school on the existing Mitchell site if students are relocated during construction to a combination of High Rock and the other four elementary schools during construction.
- While having the High Rock School available for swing space to support a future Mitchell project, doing so requires a Mitchell project to be pushed out. Occupancy of a Mitchell project may be as far out as ten or more years. In addition, once the Mitchell project is completed, it will be necessary to identify the use for the vacated High Rock School.
- It appears to be feasible to place an addition at Pollard on the existing building in approximately the same location as the existing modular classrooms. However, in order to execute an addition in this location, the modular classrooms would either have to be replicated temporarily somewhere else on the site, or the school would need to adopt a slightly different daily school schedule to increase the utilization rate of instructional spaces in the main building.
- It also appears feasible to construct an entirely new three-story school south of the existing Pollard building but may be slightly more challenging from a construction logistics perspective.
- In either a renovation/addition or new construction strategy, increasing the student population on the Pollard site may increase traffic stresses on the site and surrounding neighborhood.
- Approximately \$1.5 M worth of capital improvements are necessary at Mitchell Elementary School under the timing proposed in order to extend the useful life of the building until the new project can be realized. This cost would increase if the start of the project was delayed but cannot exceed 30% of the fair market value over any three year period in an effort to avoid triggering code upgrades that would require substantial capital investment.
- Along with the High Rock as Elementary School scenario, this scenario has the least capital improvement investment for buildings that are to be renovated or replaced.
- Because of the size of the Mitchell project, the District must execute the Mitchell project if High Rock is discontinued for educational use.

HIGH ROCK SCHOOL as ELEMENTARY SCHOOL

Grade Configuration: PK, K-5th, 6th – 8th
Estimated Cost to Complete: \$208.6 M (6/2020)

This scenario explores positioning grades 6th-8th all under one roof at Pollard and repurposing High Rock as a sixth elementary school. This scenario was born out of questions about whether or not a Mitchell project could be smaller if High Rock were repurposed as an elementary school. In short, yes. The capacity analysis suggested that 126 total classrooms were necessary across the whole district to both accommodate the enrollment forecast and stay near the mid-point of the District's class size guidelines. Bringing High Rock on as a sixth elementary school would mean that a new Mitchell School could be a three section school: a total of 132 general classrooms across the district, allowing the District to either maintain a slightly lower average class size or allow some specials to have dedicated space.

Mitchell Elementary School:

To create the 126 general classrooms required across the district to accommodate the enrollment forecast, a major project at Mitchell Elementary School would require 12 general classrooms (2 sections/ grade level). However, in this scenario, Dore + Whittier would recommend Mitchell as a three section per grade school to position it to have parity with both Eliot and High Rock and to give the district a little more flexibility to either lower it's average class size or to provide specials with their own dedicated space. Dore + Whittier explored one project to achieve this goal:

- A new two-story school where the existing building currently sits, assuming students could be relocated to another site during construction.

All other Elementary Schools:

Since Mitchell was identified as the elementary school with the greatest physical needs, the potential projects identified above were sized to address all the district's elementary school space needs assuming some redistricting around the edges would be necessary. As a result, this scenario does not require any additional work to the other elementary schools.

High Rock School:

In this scenario, High Rock School would serve as swing space for a future Mitchell Elementary School project with some students redistributed to other elementary schools until a new Mitchell School can be completed. Once Mitchell is complete students across the district would be redistributed to the six elementary schools. This would allow the elementary schools across the district to lower all class sizes or provide dedicated space for specials

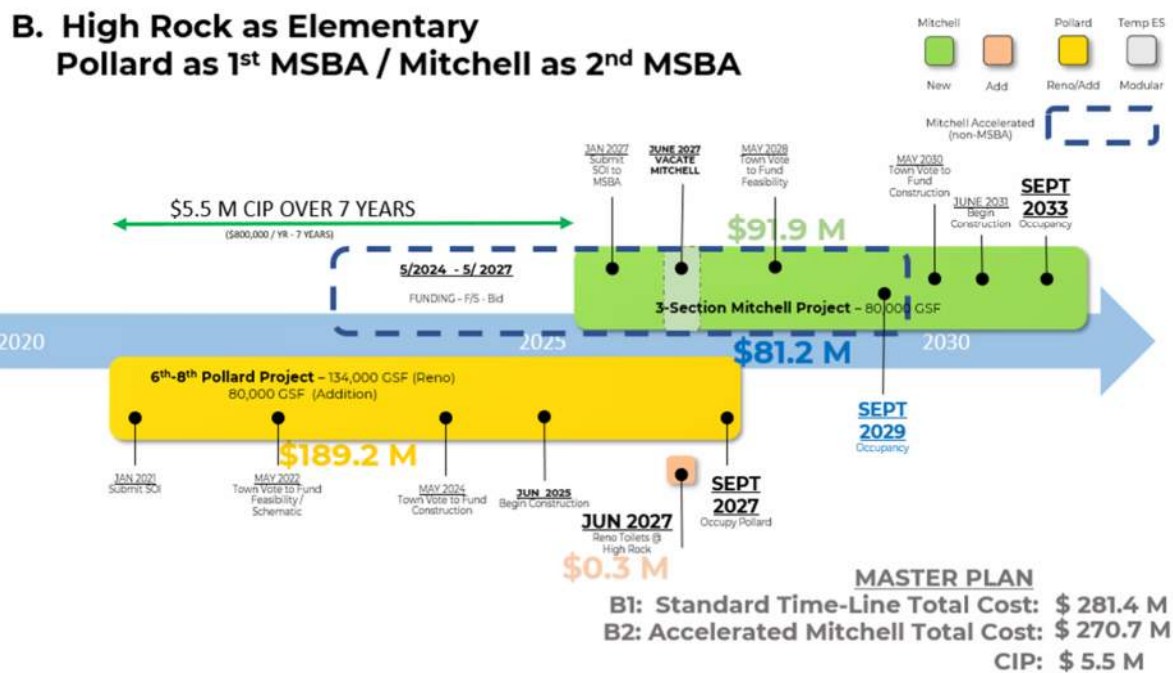
Pollard Middle School:

Based on the enrollment and capacity analysis, Dore + Whittier recommended 101 teaching stations to serve the enrollment forecast and allow the district some flexibility with how it schedules its spaces. Since there are only 61 permanent teaching stations in the existing building, this scenario explored two strategies to achieve the total number of teaching stations required:

- Removing the existing modular classrooms and placing a 40+/- teaching station addition onto the existing building paired with a phased, occupied renovation of the remaining building and site.
- A new three-story school south of the existing school, assuming the existing building would continue to be occupied while construction took place.

Sequencing of the High Rock as an Elementary School Scenario

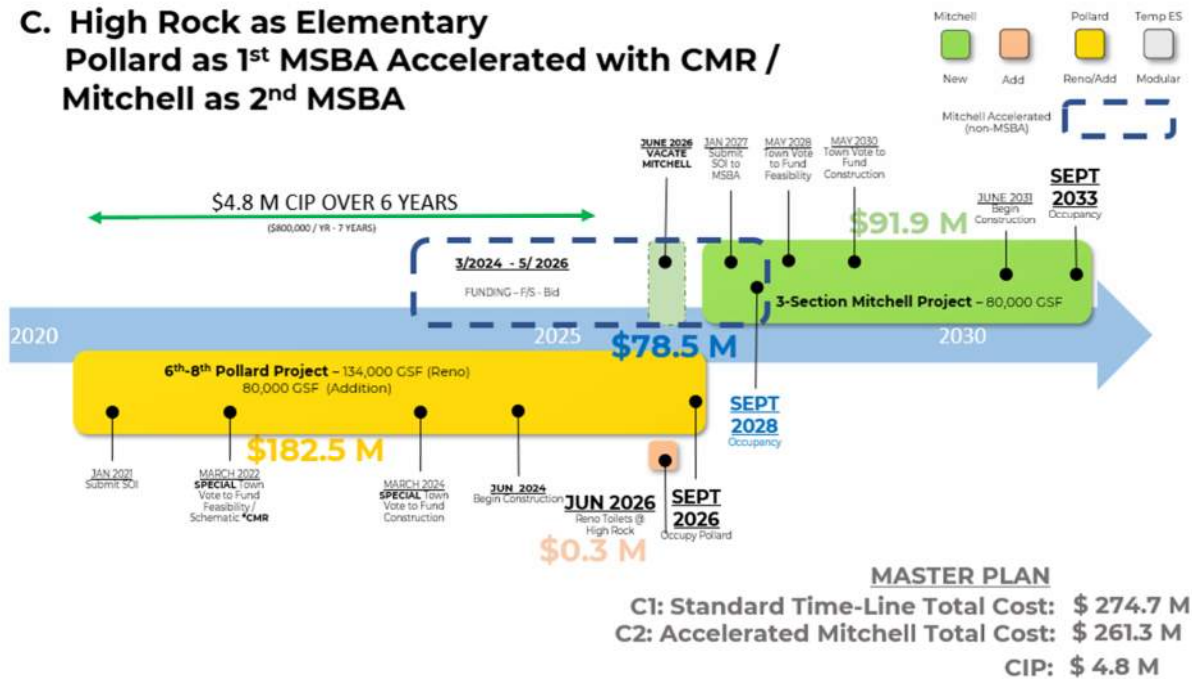
In sequencing this scenario the Team reviewed several options. The first sequence scenario, B, prioritizes the Pollard School as the MBA project. Timeline B1 sequences Mitchell as a second MSBA project and B2 suggests that the conclusion of the Master Plan could be accelerated if the Town were to proceed with the work on Mitchell without MSBA participation.



The second scenario, C, is similar to sequence scenario B where it prioritizes the Pollard School as the MSBA project but assumes a CM at Risk delivery method which can accelerate the construction schedule reducing the overall timeline and ultimately the total cost of the master plan. Similar to the B2 timeline, C2 suggests that the conclusion of the Master Plan could be accelerated if the Town were to proceed with the work on Mitchell without MSBA participation.

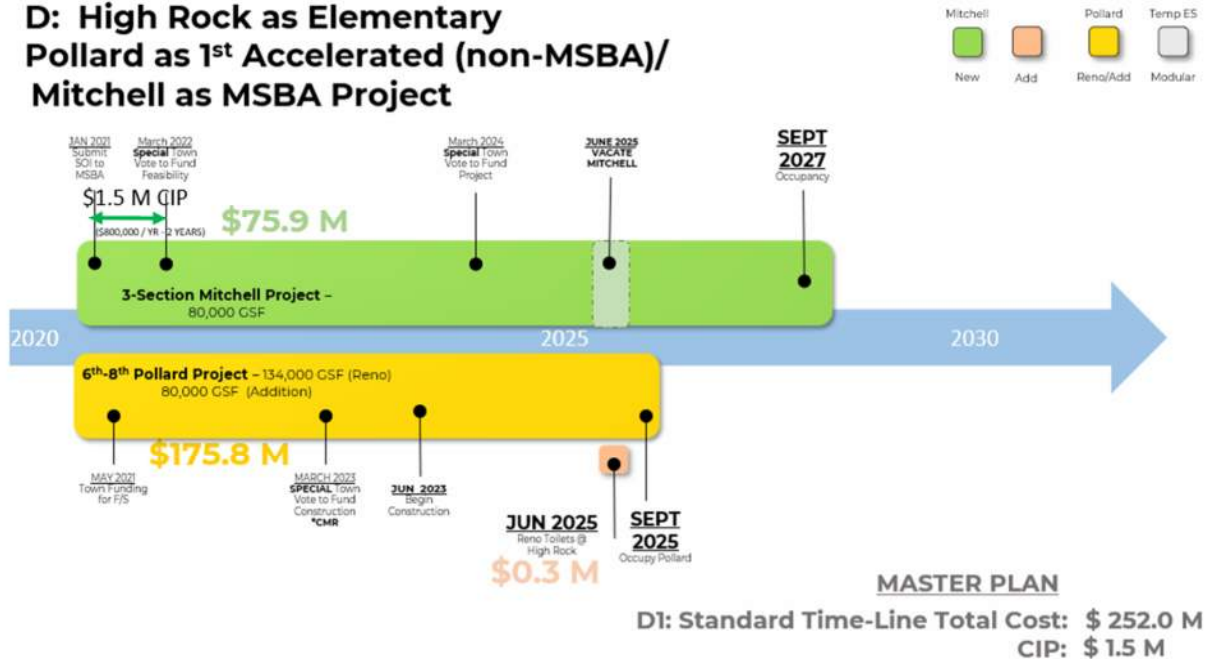
C. High Rock as Elementary

Pollard as 1st MSBA Accelerated with CMR / Mitchell as 2nd MSBA



Finally, sequencing scenario D assumes that a Mitchell Elementary School project is identified as the District's priority project for the MSBA's grant program since it has the greatest physical and spatial needs. This timeline scenario also assumes a Pollard project would be undertaken in parallel with the Feasibility / Schematic Design study for the Mitchell School project in order to complete the Pollard School addition and vacate the High Rock School for use as an elementary school and swing space for the Mitchell School students during construction. While financially a challenge, executing these two major projects concurrently reduces the overall timeline for completion of the Master Plan and results and cost savings due to escalation.

D: High Rock as Elementary Pollard as 1st Accelerated (non-MSBA)/ Mitchell as MSBA Project



Potential Variations

- The start of any or all projects could be delayed but would result in additional escalation costs and additional capital improvement expenditures in order to extend the useful lives of Mitchell and Pollard until major projects could be realized.
- The District could choose to identify Pollard as the priority project for the MSBA's grant program. Doing so would extend the time needed to complete the Pollard project and, therefore, push out the completion of the Mitchell project by approximately one year. Pushing out the completion of both projects would also have financial implications due to increased escalation costs and potentially more capital improvement investments.
- The District could choose to only execute the Pollard project and either delay or not execute the Mitchell project. Doing so would still require elementary students to move into the High Rock facility once the Pollard project is complete. In a delay of the Mitchell project where Mitchell continues to be occupied, the district would have enough general classrooms across the district to both accommodate the enrollment forecast and stay within the district's class size guidelines. If the District decides to delay the Mitchell project or not execute it at all, where Mitchell is

discontinued for educational use, the District would have the minimum number of classrooms needed across the District but would need to maximize class sizes across all elementary classrooms, which would leave very little flexibility to accommodate enrollment deviations from the forecast.

Evaluation of the Scenario

- The strategy to construct a three-section elementary school on the existing Mitchell site if students are relocated during construction to a combination of High Rock and the other four elementary schools during construction appears feasible and by having a smaller footprint would offer more flexibility with internal site circulation, parking, playgrounds, and playfields.
- While having the High Rock School available for swing space to support a future Mitchell project, doing so may require a Mitchell project to be pushed out. Since this project is smaller than the five-section school needed in the Status Quo scenario, there may be a timeline where a Pollard project and a Mitchell project could occur somewhat concurrently potentially shortening the timeline for the completion of the Mitchell project.
- It appears to be feasible to place an addition at Pollard on the existing building in approximately the same location as the existing modular classrooms. However, in order to execute an addition in this location, the modular classrooms would either have to be replicated temporarily somewhere else on the site, or the school would need to adopt a slightly different daily school schedule to increase the utilization rate of instructional spaces.
- It also appears feasible to construct an entirely new three-story school south of the existing building but may be slightly more challenging from a construction logistics perspective.
- In either a renovation/addition or new construction strategy, increasing the student population on this site may increase traffic stresses on the site and surrounding neighborhood.

Two 6th-8th Middle Schools

Grade Configuration: PK, K-5th, 6th – 8th

Time to Completion:

Estimated Cost to Complete:

*Option was eliminated from consideration prior to developing timeline or cost estimates

This scenario explores positioning grades 6th-8th together as a grade grouping, but splitting the population into two cohorts, one at the Pollard site and one at the Newman site. Repurposing Newman as a 6th-8th middle school would displace all the K-5th students currently housed there. Assuming Pre-K would remain at Newman making it necessary to recreate its 30 general classrooms elsewhere in the district. This scenario would, therefore, require High Rock to be repurposed as an elementary school replacement for Newman students and for the proposed project at Mitchell require seven sections per grade.

Mitchell Elementary School:

To create the 126 general classrooms required across the district to accommodate the enrollment forecast, a major project at Mitchell Elementary School would require 42 general classrooms (7 sections/ grade level). However, in this scenario, Dore + Whittier would not recommend attempting a project of this size on the existing Mitchell site. In collaboration with the Working Group and the PPBC, this scenario was eliminated from further consideration because of the infeasibility of this project.

Newman Elementary School:

Newman would be repurposed as a second middle school and continue to serve as the location for the District's Pre-K program. Converting this facility to serve grades 6th-8th, however, would displace all its K-5th population. Because this scenario was deemed infeasible due to the size of the project required at Mitchell, no test-fits for this component were explored.

All other Elementary Schools:

Since Mitchell was identified as the elementary school with the greatest physical needs, the potential projects identified above were sized to address all the district's elementary school space needs assuming some redistricting around the edges would be necessary. As a result, this scenario does not require any additional work to the other elementary schools.

High Rock School:

In this scenario, High Rock School would need to be repurposed as a partial replacement for the Newman elementary school.

Pollard Middle School:

The initial strategy for this scenario was to perform a phased, occupied renovation of the existing facility to support approximately 800 of the total 6th-8th grade population. However, because this scenario was deemed infeasible due to the size of the project required at Mitchell, no test-fits for this component were explored.

Evaluation of the Scenario

- The strategy to construct a seven-section elementary school on the existing Mitchell site was deemed infeasible based on the size and constraints of the site even if students were able to be relocated during construction.
- The Working Group and the PPBC eliminated this scenario for further consideration before it was estimated or sequenced for these reasons.

One 5th-8th Middle Schools

Grade Configuration: PK, K-4th, 5th – 8th

Time to Completion:

Estimated Cost to Complete:

*Option was eliminated from consideration prior to developing timeline or cost estimates

This scenario explores positioning all grades 5th-8th together as a grade grouping under one roof at the Pollard site as a school within-a-school model, reconfiguring the existing elementary schools to serve grades K-4th, and discontinuing the High Rock School as an educational facility.

Mitchell Elementary School:

This master plan scenario explores changing the grade configuration at the elementary schools. If fifth grade is removed from the elementary schools, the total District classroom need at the elementary schools drops from 126 to 106. A Mitchell project in this scenario would only require 10 general classrooms (2 sections per grade level x 5 grade levels), but would also require an imbalance of sections at the other elementary schools (i.e. some grade levels of three sections and other grade levels of four sections). In this scenario, Dore + Whittier recommends a Mitchell project with three sections per grade level to create parity with Eliot and to give the District the flexibility to reduce average class size or to create dedicated spaces for specials.

All other Elementary Schools:

Since Mitchell was identified as the elementary school with the greatest physical needs, the potential projects identified above were sized to address all the district's elementary school space needs assuming some redistricting around the edges would be necessary. As a result, this scenario does not require any additional work to the other elementary schools.

High Rock School:

In this scenario, High Rock School could potentially serve as swing space for a Mitchell project, but then would be discontinued for educational use.

Pollard Middle School:

This scenario would result in locating approximately 2,000 students on the Pollard site and a facility of approximately 360,000 sf. Dore + Whittier explored the feasibility of constructing a new facility to accommodate this population, ultimately determining that, while geometrically feasible, it would likely require positioning the new construction where the existing building sits in the widest part of the site and would require students to be relocated during construction making it logistically infeasible.

Evaluation of the Scenario

- This strategy results in a grade reconfiguration, a change that was deemed unattractive to members of the Working Group but was explored to see if it yielded any spatial or financial benefits.
- While it appeared geometrically feasible to construct a new 360,000 SF facility on the Pollard site, it also appeared to be logistically infeasible because it required the relocation of students during construction.
- The Working Group and PPBC eliminated this scenario for further consideration before it was estimated or sequenced for these reasons.

Two 5th-8th Middle Schools

Grade Configuration: PK, K-4th, 5th – 8th
 Time to Completion: see timeline
 Estimated Cost to Complete: \$278.7 M (6/2020)

This scenario was born out of the question, “Does splitting the 5th-8th grades into two facilities make this more feasible and reduce the potential stress on the Pollard site resulting from all 5th-8th grades on that site?” It explores positioning approximately half of all grades 5th-8th together at the Pollard site, repurposing Newman as the second 5th-8th facility, reconfiguring the other existing elementary schools to serve grades K-4th, and repurposing the High Rock School as a partial replacement for the Newman Elementary School.

Mitchell Elementary School:

This master plan scenario explores changing the grade configuration at the elementary schools. If fifth grade is removed from the elementary schools, the total District classroom need at the elementary schools drops from 126 to 106. A Mitchell project in this scenario would only require 22 general classrooms (4 +/- sections per grade level x 5 grade levels) and the necessary PK classrooms to accommodate those displaced from Newman. This scenario would also require an imbalance of sections at the other elementary schools (i.e. some grade levels of three sections and other grade levels of four sections).

Newman Elementary School:

Newman would be repurposed as a second middle school to serve approximately half the student population in grades 6th-8th, however, would displace all its K-4th population. Dore + Whittier explored the feasibility of placing an addition onto the existing building to serve this population.

All other Elementary Schools:

Since Mitchell was identified as the elementary school with the greatest physical needs, the potential projects identified above were sized to address all the district’s elementary school space needs assuming some redistricting around the edges would be necessary. As a result, this scenario does not require any additional work to the other elementary schools.

High Rock School:

In this scenario, High Rock School could potentially serve as swing space for a Mitchell project and then be repurposed as the fifth elementary school.

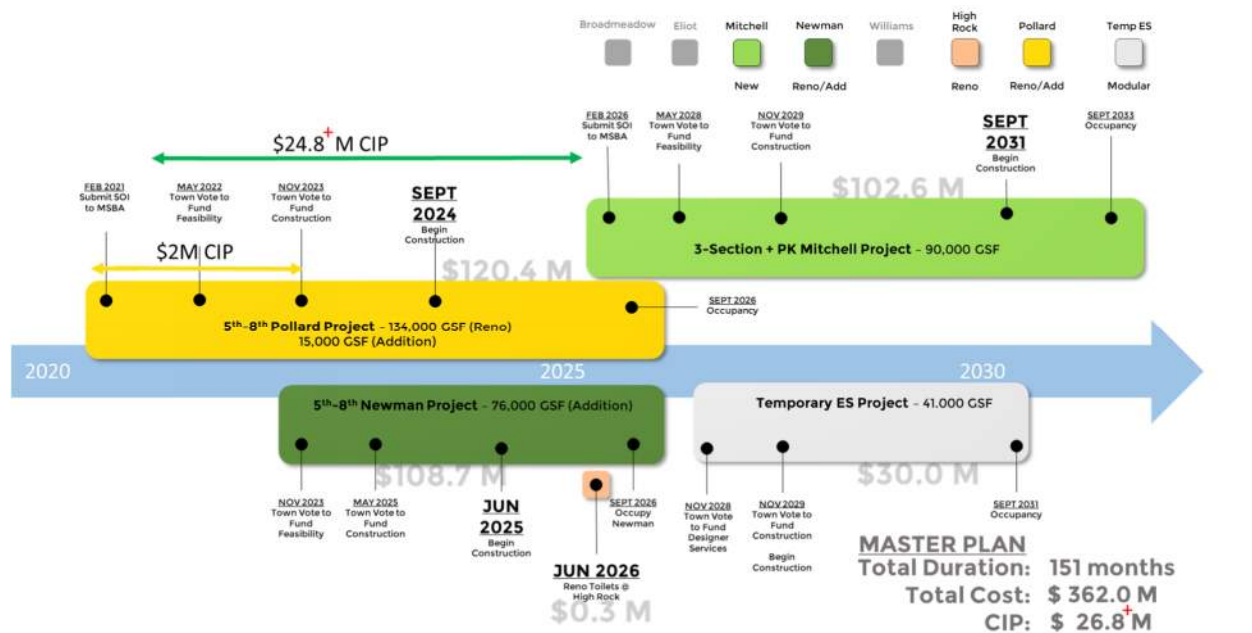
Pollard Middle School:

The initial strategy for this scenario was to perform a phased, occupied renovation of the existing facility to support approximately 900 of the total 5th-8th grade population. In order to accomplish this renovation, it may be necessary for the school to consider an alternative daily schedule to be more efficient with space or to consider the use of additional modular classrooms in order to vacate existing space during the renovation.

Sequencing of the Two Middle School Scenario

The sequencing of this scenario assumes that a Pollard School project is identified as the District’s 1st priority project for the MSBA’s grant program and assumes a Newman project would need to occur concurrently in order to execute the grade reconfiguration. This scenario also assumes a Mitchell

project would follow the first two projects as the District's second priority for the MSBA's grant program.



Potential Variations

- The start of any or all projects could be delayed but would result in additional escalation costs and additional capital improvement expenditures in order to extend the useful lives of Mitchell and Pollard until major projects could be realized.
- Other than delaying the entire master plan, there are limited potential variations to consider for this scenario. In order to both execute the grade reconfiguration and maintain enough general classrooms at the elementary schools, both the Pollard and Newman projects must occur concurrently. Since the Newman project would likely focus on a major addition and not require a significant renovation to the existing building, it makes little sense to consider it as the MSBA priority project. Because High Rock must serve as a partial replacement for the Newman elementary school students immediately following the grade reconfiguration, it would not be available to serve as swing space for the Mitchell project, thereby, making it necessary to execute a temporary elementary school project on the DeFazio property.

Evaluation of the Scenario

- This strategy results in a grade reconfiguration, a change that was deemed unattractive to members of the Working Group but was explored to see if it yielded any spatial or financial benefits with consideration.
- The work necessary to place a sizable addition onto the existing Newman Elementary School appeared to be feasible without any significant negative impacts to the existing site features.

- Although Mitchell possesses the greatest physical and spatial needs, this scenario delays addressing those issues for more than ten years. As a result, it would be necessary to invest approximately \$25 M in capital improvements at Mitchell to extend its useful life until a major project could be realized.
- Because the Pollard project is assumed to be the first MSBA priority project, it would take slightly longer to complete than if the project were executed by the town without MSBA assistance. As a result, this scenario would require approximately \$2M worth of capital improvement investment to extend its useful life until the major project could be completed.
- Of all the options considered, this scenario has the longest duration to completion, the highest total cost, and the greatest capital improvement investment in buildings scheduled to be renovated or replaced.

Super School

Grade Configuration: PK, K-5th, 6th – 8th

Time to Completion:

Estimated Cost to Complete:

*Option was eliminated from consideration prior to developing timeline or cost estimates

This scenario was born out of the question, “Is there a single project on a single site that can address all of the enrollment and spatial needs?” In response to that question, Dore + Whitter explored a scenario that tests the feasibility of constructing a super school housing the equivalent of one elementary school and all grades 6th-8th under one roof in a school-within-school model. Upon completion, this scenario would discontinue both the existing High Rock and Mitchell schools for educational use.

Mitchell Elementary School:

This master plan scenario would discontinue Mitchell for educational use and require redistricting to reflect an elementary school on the Pollard site.

All other Elementary Schools:

As a result of the District’s elementary school needs being met with an elementary school project at the Pollard site, this scenario does not require any additional work to the other elementary schools.

High Rock School:

This master plan scenario would discontinue High Rock for educational use and require redistricting to reflect an elementary school on the Pollard site.

Pollard Middle School:

This scenario would result in locating approximately 2,000 students on the Pollard site and a facility of approximately 360,000 sf very similar to the 5th-8th project explored in a different scenario. Dore + Whitter explored the feasibility of constructing a new facility to accommodate this population, ultimately determining that, while geometrically feasible, it would likely require positioning the new construction where the existing building sits in the widest part of the site and would require students to be relocated during construction making it logistically infeasible.

Evaluation of the Scenario

- This strategy results in a facility with a population that was deemed unattractive to members of the Working Group but was explored to see if it yielded any spatial or financial benefits with consideration.
- No other sites in town were deemed large enough to accommodate such a large facility.
- The Working Group and PPBC eliminated this scenario for further consideration before it was estimated or sequenced for these reasons.

MASTER PLAN COMPONENTS

Each of the scenarios described above are composed of several major projects (master plan components), some of which were relevant to more than one scenario. Dore + Whittier tested the feasibility of each of these components at a level appropriate to a master plan study. Basic programs were developed, basic site constraints considered, and building or addition footprints were tested on respective sites. In some cases, basic internal building diagrams (conceptual illustrations) were created to ensure the logic of a particular building footprint. Dore + Whittier did not prepare detailed space summary programs and did not resolve every design challenge but did enough planning and design to determine whether or not each exploration could be feasible. Should the District choose to implement any of these explorations, an additional feasibility study would be necessary to drill down deeper into the specifics of the space program, site constraints, construction phasing, and cost estimating. What follows are narrative and graphic descriptions of the master plan components explored organized by site. An estimate for each master plan components total project cost is provided in the descriptions below. The estimates presented in this section of the report are reported in 2020 dollars. In the Master Plan scenario section (and reflected in the executive summary), however, these cost estimates for master plan components have been escalated to the mid-point of construction based on where they fall in the timing and sequence of a master plan scenario.

Five-Section Elementary School at Mitchell Site\$86.9 M (6/2020)

This exploration tested the feasibility of constructing a new, two-story, 5 section per grade elementary school on the existing fields while students remain in the existing building during construction. In this diagram, the public functions (main administration, cafeteria, kitchen, library, and gymnasium) are assumed to be to the south. The three fingers represent grade level classrooms. Main parking and parent drop-off are assumed to the south along Brookline Street. Bus lane and hardscape play areas are assumed to be to the north. Play structures and an artificial turf field are assumed to be between the bus lane and the parent loop east of the new building.



- It appears to be geometrically feasible to position a building on the fields and not overlap the existing building.
- In order to construct a new building in this location, however, the four kindergarten modular classrooms would either have to be temporarily relocated or removed from the site.
- Due to the existing Mitchell Woods at the west end of the property and the steeply sloping topography to the east of the site, construction logistics would be challenging.
- Due to the size of the project, there would be a net reduction in play ground and play field space.

This exploration was deemed feasible only if students were relocated off-site during construction because of the construction logistical challenges. Assuming the Mitchell Woods are not available to provide construct access, construction parking, nor lay down space, there doesn't appear to be enough space elsewhere on the site to address these logistical issues. Since the other elementary schools are at full capacity, this exploration would require either a temporary elementary school at the DeFazio site or the use of High Rock as swing space if 6th grade were relocated to Pollard Middle School in a preceding project. Even if implemented, this exploration results in fewer outdoor areas and a less than ideal solar orientation for grade level classrooms.

Four-Section Elementary School at Mitchell Site

\$66.4 M (6/2020)

This exploration tested the feasibility of constructing a new, two-story, 4 section per grade elementary school (or three section elementary school plus the PK program) on the location of the existing building footprint. This would assume all students are relocated during construction. In this diagram, the public

functions (main administration, cafeteria, kitchen, library, and gymnasium) are assumed to be to the east. The three fingers represent grade level classrooms. Main parking and parent drop-off are assumed to the east. Bus lane and hardscape play areas are assumed to be to the north. In this exploration, the existing play field can remain. Playgrounds and hardscaped play areas are assumed to be just beyond the northwest corner of the new building.



- It appears to be geometrically feasible to position a building on the location of the existing building. This has the added benefit of orienting classroom windows to face north and south, a more ideal solar orientation.
- All students are assumed to be off-site during construction. As a result, no phased construction is necessary and construction logistics are greatly simplified.

Like the previous five-section exploration, this exploration was deemed feasible only if students were relocated off-site during construction because the project, itself, overlaps the existing building footprint. Since the other elementary schools are at full capacity, this exploration would require either a temporary elementary school at the DeFazio site or the use of High Rock as swing space if 6th grade were relocated to Pollard Middle School in a preceding project. Unlike the five-section exploration, however, positioning the new building in the location of the existing building footprint results in several more advantageous characteristics. First, the existing play field can remain. Grade level classrooms have a more idealized solar orientation. Relationship between the new building and the residential abutters is better.

Three Section Elementary School at Mitchell Site\$59.4 M (6/2020)

This exploration tested the feasibility of constructing a new, two-story, three section school in a location that partially overlaps the existing building. This test was performed by placing the Eliot elementary school footprint on the Mitchell site. While not all the programmatic elements that may be in a future elementary school are present in Eliot, it serves as a reasonable approximation for this purpose. In this diagram, public functions (main administration, cafeteria, kitchen, library, and gymnasium) are assumed to be on the eastern portion of the massing facing the parking lot. General classrooms, Art, Music, and special education spaces are assumed to be in the other two legs of the “u” facing south and west. Parents would enter the property from Brookline Street, discharge and load students from the main entry, and exit the site back onto Brookline Street. Buses would enter the site from the north using a bus loop at the north east corner of the building and exit the site back to the north.

Mitchell ES, Proposed Site Plan

- 3 Sections Per Grade, Two Stories
- Grades K-5th



- New 80,000 GSF Building
- Modified Playfield

- It appears to be geometrically feasible to position a building on the location that partially overlaps the existing building.
- One of the advantages of a three-section project on this site is it appears to be a better scale for the site, allowing the building to sit well away from the abutters and allowing more open space.
- All students are assumed to be off-site during construction. As a result, no phased construction is necessary and construction logistics are greatly simplified.

Like the previous five-section and four-section explorations, this exploration was deemed feasible only if students were relocated off-site during construction even though it is smaller and occupies less site area. Since the other elementary schools are at full capacity, this exploration would require either a temporary elementary school at the DeFazio site or the use of High Rock as swing space if 6th grade were relocated

to Pollard Middle School in a preceding project. If master plan scenarios can be developed where the Mitchell project is only three sections, it would allow for a better fit on the site and would create a school that has parity with the Eliot School.

Ten “Classroom” Addition at High Rock

\$15.4 M

The capacity analysis revealed a need for approximately five additional classroom-sized teaching stations to accommodate the enrollment forecast. In addition, interviews with the building principal revealed a severe shortage of dedicated and appropriately sized special education spaces. To address these deficiencies, the following explorations tested the feasibility of placing an approximately 15,000 GSF addition on the existing High Rock facility. Depicted below are several conceptual explorations with a few qualitative observations about why they may not be worth further exploration. The final diagram represents what the design team feel is the most likely opportunity for an addition, albeit with several challenges that still must be overcome.



- The exploration above negatively impacts the existing parking and site circulation patterns with little opportunity to replicate the parking elsewhere without negatively impacting the existing play ground or play fields.
- This exploration requires a “bridge” connector back to the existing building which negatively impacts site access to the service areas.
- As an addition that is relatively disconnected from the existing building, disruption to students during construction would be less than some other explorations.



- The exploration above negatively impacts the existing parking and site circulation patterns with little opportunity to replicate the parking elsewhere without negatively impacting the existing play ground or play fields.
- This exploration requires a “bridge” connector back to the existing building which negatively impacts site access to the service areas.
- This location on the site has the most severe topography and would likely result in poor daylighting in some new classrooms and/or windowless spaces on the uphill side of the addition.
- As an addition that is relatively disconnected from the existing building, disruption to students during construction would be less than some other explorations.



- The exploration above may not impact the existing parking and site circulation patterns but negatively impacts the playground and potentially the play field with little opportunity to relocate and replicate these features elsewhere on the site.
- This exploration requires a “bridge” connector back to the existing building which all vehicles would need to pass under as part of the site circulation pattern.
- As an addition that is relatively disconnected from the existing building, disruption to students during construction would be less than some other explorations.



- The above illustration was prepared to demonstrate that the portion of the site that extends to the south between the single family residences is too narrow to accommodate an addition of the size needed.
- THIS EXPLORATION IS NOT A FEASIBLE EXPLORATION.

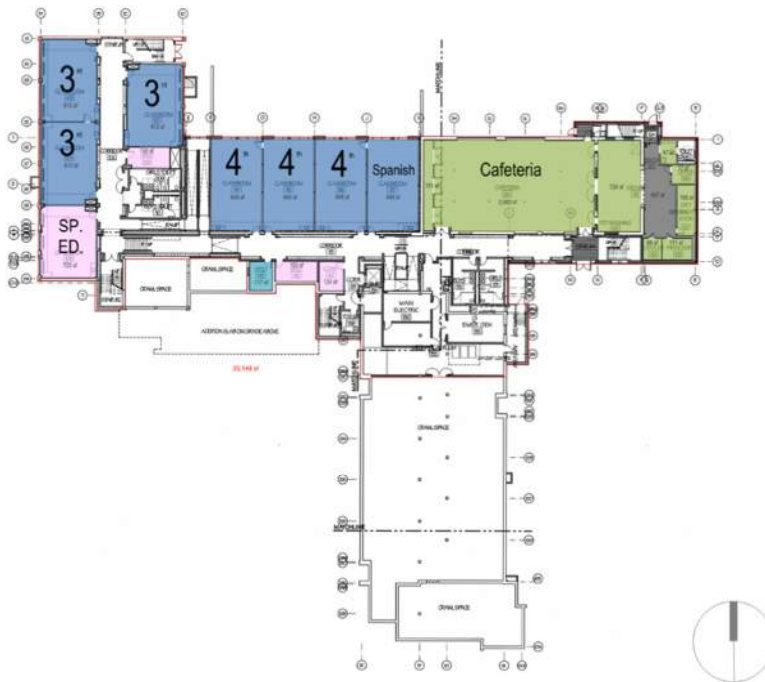


- The exploration above was the one deemed most likely by the design team. It was the exploration included in the cost estimates for the master plan scenarios.
- It was identified as the most likely because it has the least impact on other site amenities of all the explorations and retains the existing site circulation patterns, the existing play ground, and the existing play field.
- In this location, two existing classroom spaces would become windowless.
- Constructing a two-story addition adjacent to existing, occupied classrooms will be more disruptive to educational activities than the other explorations.
- Positioning a two-story addition over an existing detention area may present permitting challenges.
- Construction logistics would be challenging, likely requiring the entire upper parking lot and bus loop to be turned over to construction contractors.

High Rock as an Elementary School

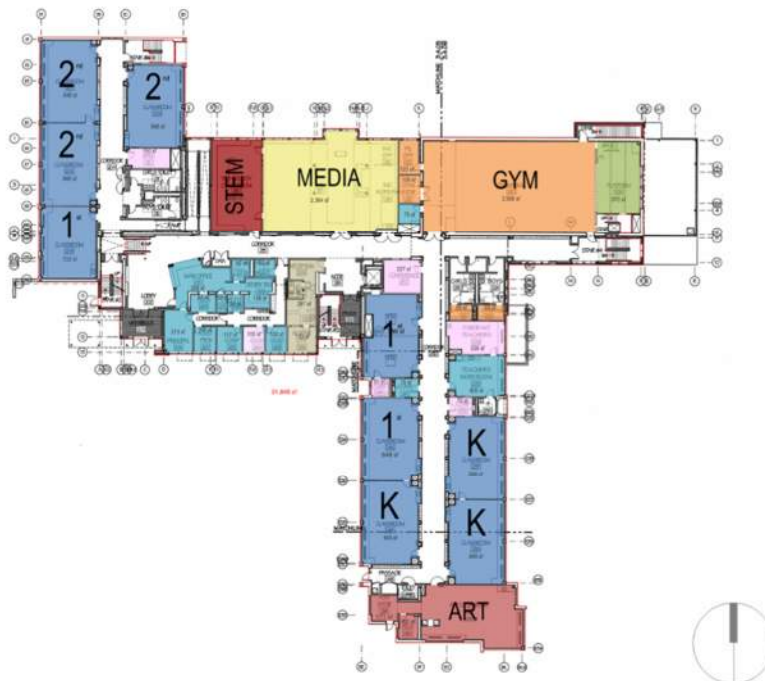
\$0.3 M (6/2020)

In master plan scenarios where 6th grade vacates the High Rock facility, the building becomes available for other educational uses. This exploration tests the feasibility of repurposing the building to serve as a three-section per grade elementary school. In this exploration, the design team looked to simply reassign spaces rather than explore relocating lots of interior walls. The floor plan diagrams below depict how rooms have been reassigned.



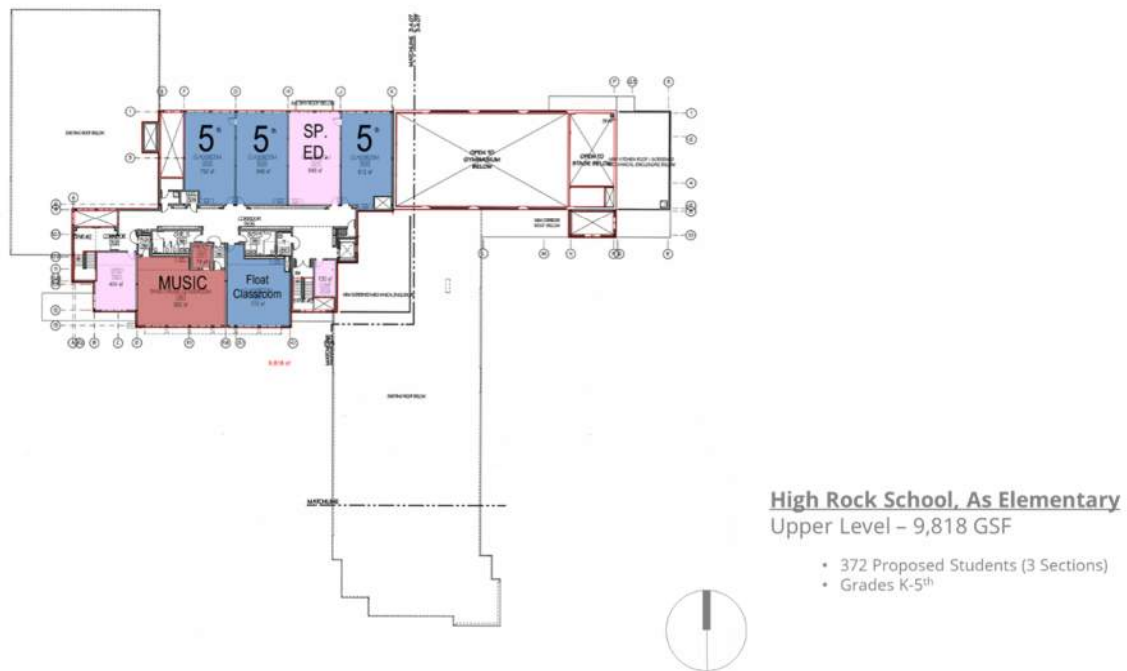
High Rock School, As Elementary
Lower Level - 23,148 GSF

- 372 Proposed Students (3 Sections)
- Grades K-5th



High Rock School, As Elementary
Main Level - 31,845 GSF

- 372 Proposed Students (3 Sections)
- Grades K-5th



- This exploration demonstrates that it is feasible to convert High Rock back into a three-section per grade elementary school without extensive repartitioning of interior walls and without extensive renovation efforts.
- This exploration also demonstrated that there are enough classroom-sized spaces to serve as dedicated special education spaces as well as dedicated STEM, ART, and Spanish spaces.
- This exploration did not result in any alterations to the existing gymnasium nor cafeteria, both of which are undersized even for this proposed elementary population. However, with approximately 375 elementary school students, these spaces are a bitter fit than for approximately 450 6th grade students.
- Further exploration will be required to determine if the toilet fixtures are at the appropriate code height for elementary school students and a cost estimate for that specific scope is included in the cost estimate for this master plan component.

4-Section Temporary Elementary School at DeFazio Park

\$27.5 M (6/2020)

In some master plan scenarios, swing space is necessary in order to execute a project at the Mitchell site. This exploration tests the feasibility of constructing a mostly modular, four-section temporary school at the DeFazio Park site. The diagram below depicts a single-story facility comprised of 30 classroom-sized spaces meant to house the 24 grade-level classrooms, some dedicated special education spaces, and some spaces for art, music, and other specials. The right of the building diagram is assumed to be a multipurpose gymnasium/ cafeteria/ performance space built as permanent construction. Having such a space would supplement the outdoor facilities on the site and would remain once the temporary school had served its purpose and was removed. The exploration (performed as part of a previous Dore +

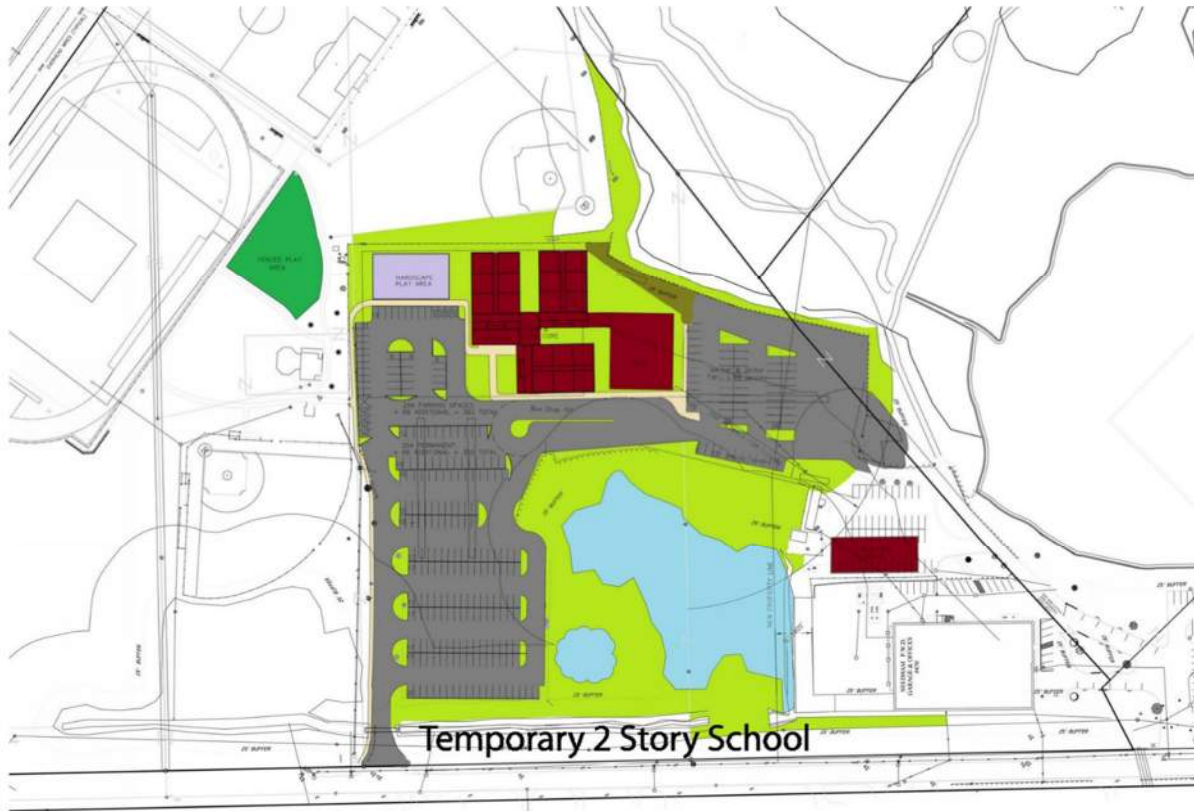
Whittier study) demonstrates it appears to be feasible to position such a facility on the DeFazio property. The largest negative impact to such a project is that the district and the town would incur the expense necessary to execute this project knowing that it only serves its purpose for a few years during construction of a Mitchell project and would then need to be disassembled.



5-Section Temporary Elementary School at DeFazio Park

\$34.3 M (6/2020)

Not all the temporary elementary schools needed to execute a project on the Mitchell site are the same size. This exploration tests the feasibility of constructing a mostly modular, five-section temporary school at the DeFazio Park site. The diagram below depicts a two-story facility comprised of 36 classroom-sized spaces meant to house the 30 grade-level classrooms, some dedicated special education spaces, and some spaces for art, music, and other specials. The right of the building diagram is assumed to be a multipurpose gymnasium/ cafeteria/ performance space built as permanent construction. Like the previous exploration, the multi-purpose space is assumed to remain once the temporary school has been removed. The exploration (performed as part of a previous Dore + Whittier study) demonstrates it appears to be feasible to position such a facility on the DeFazio property. The largest negative impact to such a project is that the district and the town would incur the expense necessary to execute this project knowing that it only serves its purpose for a few years during construction of a Mitchell project and would then need to be disassembled.



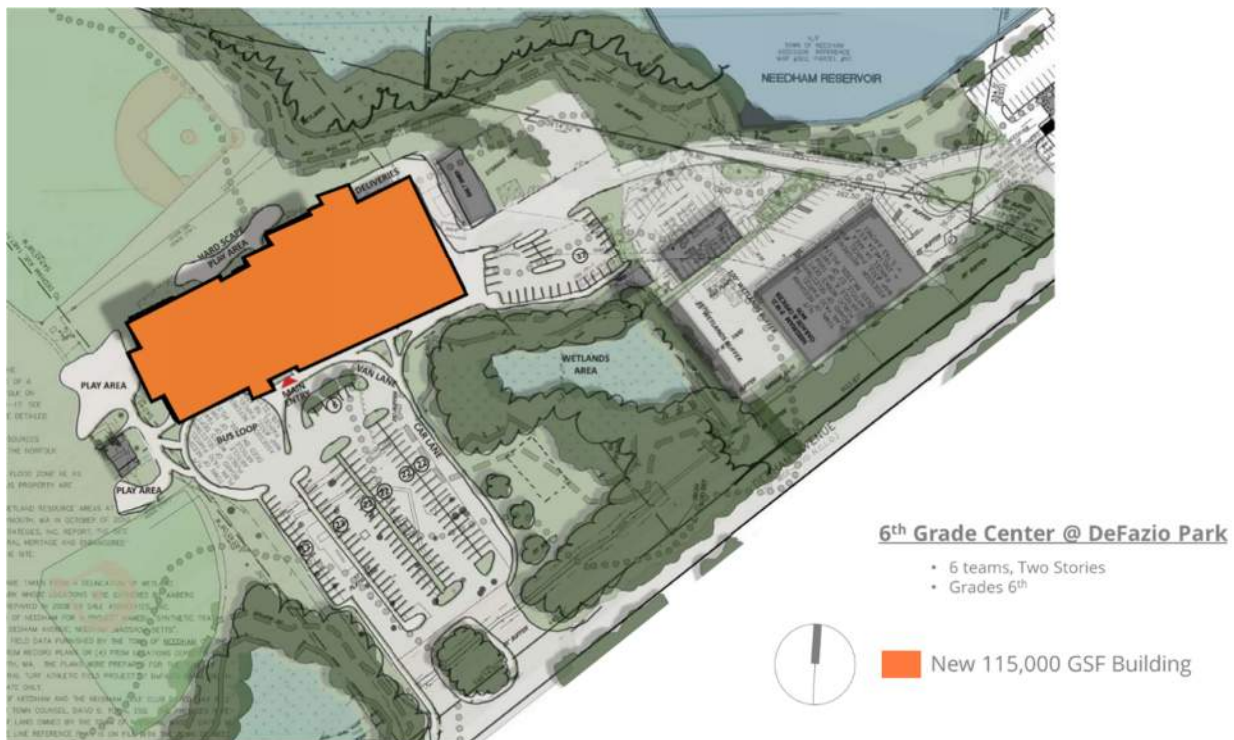
Permanent 6th Grade Center at DeFazio Park

\$83.3 M (6/2020)

Due to all the site constraints and logistical challenges for construction that were revealed as part the explorations at the High Rock site, it was necessary to explore alternate locations for a sixth grade center that would address the capacity and spatial deficiencies that exist at the High Rock facility. This exploration tests the feasibility of constructing a new, two-story sixth grade center at the DeFazio Park site. This exploration (prepared as part of a previous Dore + Whittier study) assumes six, grade level teams each with dedicated instructional space for science, English Language Arts, mathematics, social studies, teacher planning, and extended learning space. The exploration also assumes a 6,000 NSF gymnasium, art, music, and other specialty spaces based on current MSBA guidelines for middle schools. The resulting project would be approximately 115,000 GSF. The exploration (performed as part of a previous Dore + Whittier study) demonstrates it appears to be feasible to position such a facility on the DeFazio property.

In the following diagram, the bulk of the new parking would be south of the building and accessed from Dedham Avenue. Two curb cuts at Dedham avenue would serve cars and buses, one dedicated to each. The diagram also assumes a main entry located on the south side of the building near both the parent and bus loops. To the east of the main entry, the diagram assumes all the public spaces including the

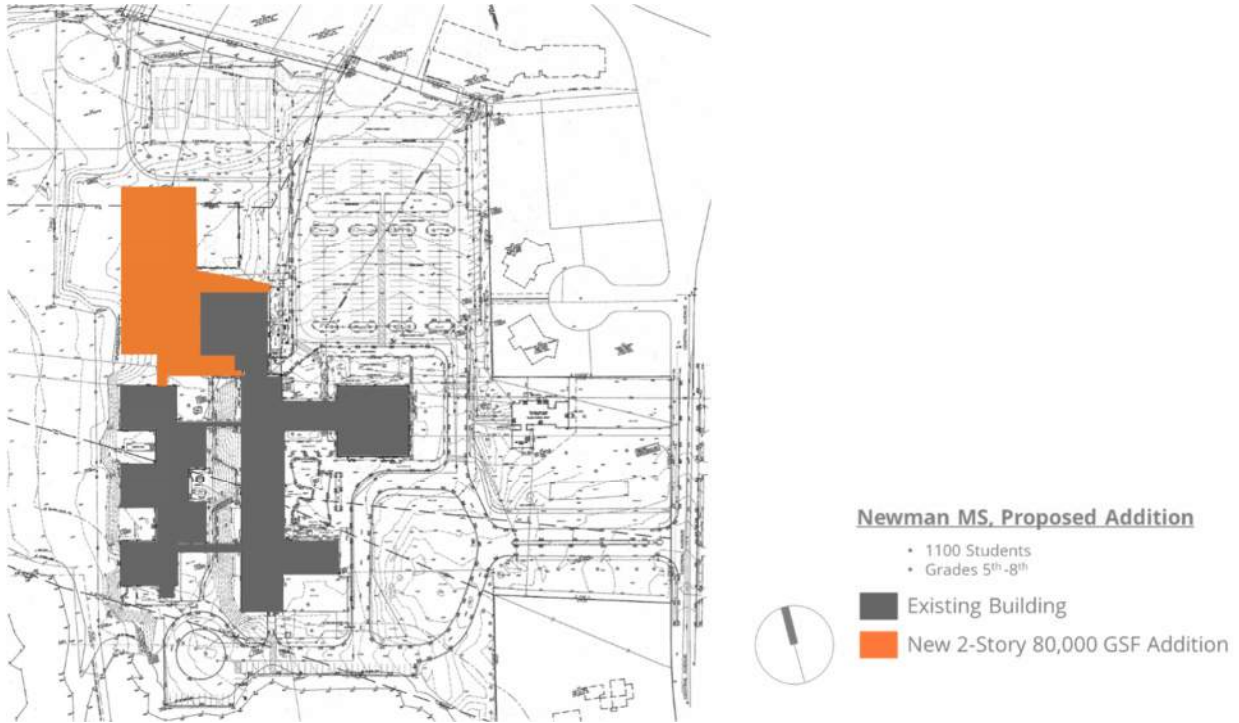
gymnasium, cafeteria, art, music, and the main office. Two the west of the main entry, the diagram assumes all the general classrooms (organized into six grade level teams) and the Media Center.



5th – 8th Grade Addition at Newman School Site

\$86.9 M (6/2020)

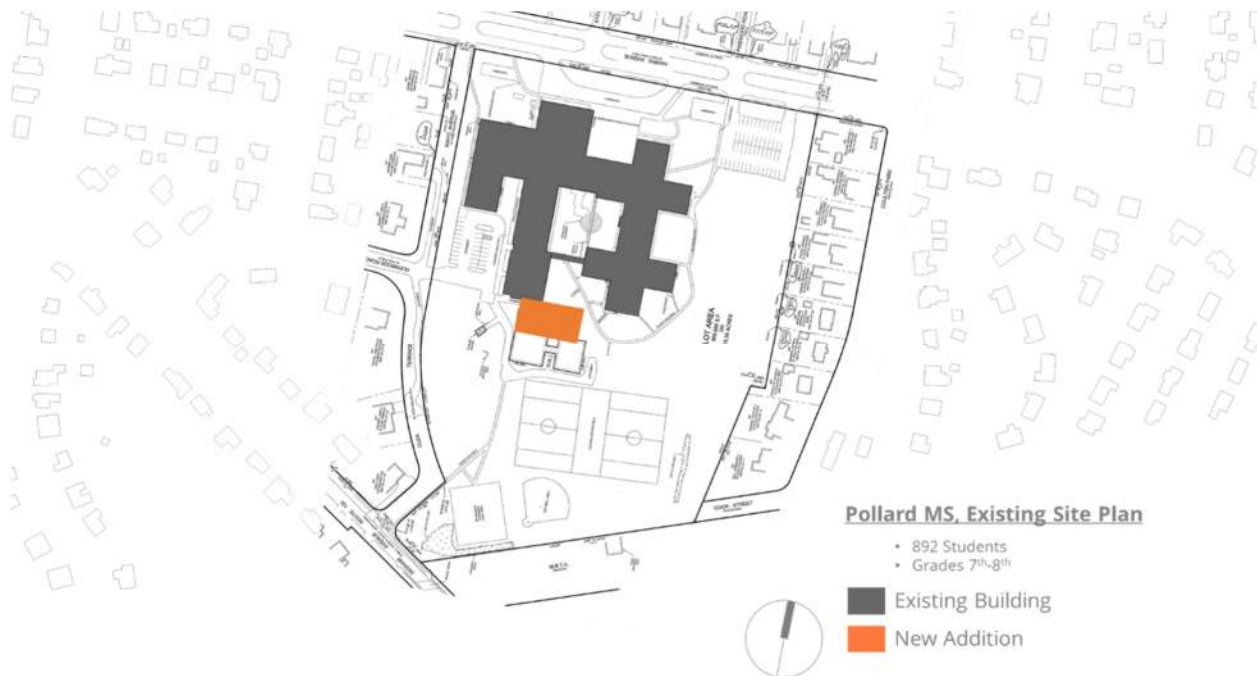
This exploration tests the feasibility of placing an addition onto the existing Newman Elementary School capable of allowing the facility to be converted from a PK-5th elementary school to 5th-8th middle school to serve approximately ½ of the district's 5th-8th grade population. This exploration assumes repurposing instructional spaces within the existing building to serve grades 5th and 6th grade as middle school grade level teams with as little repartitioning of interior walls as possible. The approximately 80,000 GSF addition is assumed to house grade level teams for 7th and 8th grade as well as an auxiliary gymnasium and new locker rooms.



- From the exploration, it appears feasible to construct an addition around the existing gymnasium and connected back to the existing classroom wings without negatively impacting the existing play fields to the west.
- Based on the diagram, it appears such an addition could be constructed without negatively impacting the existing parking and site circulation.
- An addition in this location would negatively impact an existing play ground immediately north of the existing building.
- Pre-K is assumed to need to be relocated to a Mitchell project in this exploration.
- As a middle school, this site offers more field amenities than High Rock.
- It appears there may be enough existing parking to serve a population of this size.
- While construction of the addition would be up against the existing building, the location of the addition limits the construction disruption adjacent to classrooms.

7th – 8th Addition at Pollard Site\$97.7 M (6/2020)

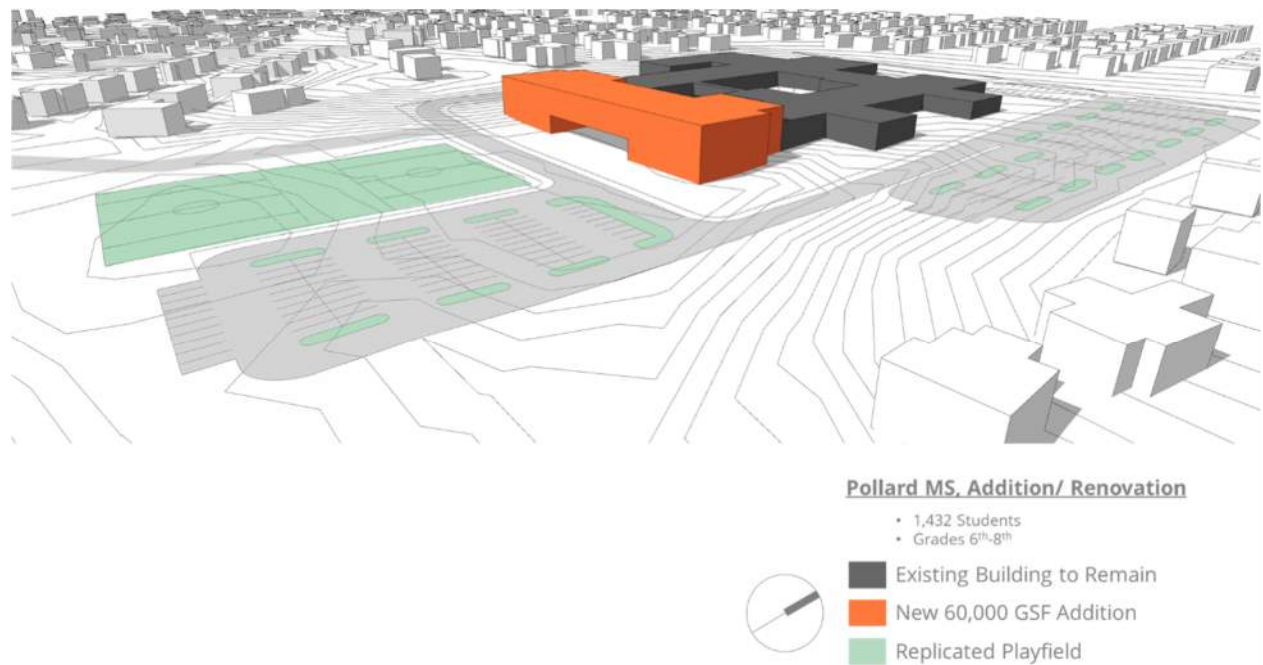
This exploration tests the feasibility of placing an addition onto the existing Pollard Middle school to serve grades 7th and 8th and to address the condition of the existing modular classrooms, the other capital infrastructure deficiencies, and programmatic deficiencies centered around science. The exploration assumes a classroom addition to the south of the existing lecture hall and assumes a phased renovation of all the existing building.



- From a site perspective, constructing a new 15,000 GSF addition south of the existing lecture room appears to be geometrically feasible, but would require the removal of the existing modular classrooms. Depending on how the daily school schedule is managed, there may be a possibility of constructing this addition without the need to replicate the existing modular classrooms prior to construction. If the currently daily schedule of room use continues, it may be necessary to replicate the existing modular classrooms somewhere else on site.
- Due to the limited size of the addition, the number of phases required to renovate the existing building may involve more phases than other explorations.
- This diagram does not speculate about reorganizing site circulations patterns and does not depict the construction of additional parking space. Other explorations, however, have demonstrated that opportunities exist to improve the parking and site circulation patterns even if the property continues to serve only grades 7th-8th.

6th – 8th Renovation/Addition at Pollard Site\$148.5 M (6/2020)

This exploration tests the feasibility of placing an addition onto the existing Pollard Middle school to serve grades 6th-8th. Such a project would reunite the middle grades all under one roof freeing up the High Rock School facility to serve another purpose. This exploration would also resolve the existing infrastructure and spatial deficiencies present in the existing Pollard facility and render the aging modular classrooms at the Pollard School unnecessary. The diagram below depicts a 60,000 GSF two-plus story addition on the south end of the existing building effectively connecting the east and west wings of the existing school creating a figure eight internal circulation pattern. Due to the downward sloping topography from north to south, such an addition could be placed so that the courtyard could continue to have one open side where the new addition essentially acts as a bridge between the two existing wings. This exploration assumes that the new addition would be constructed first. 7th and 8th grade students are assumed to then move into the new addition and vacate one of the wings of the existing building for renovation. This pattern would continue as a phased renovation of the existing building until the entire project was complete. Only after all the new construction and renovation was complete would the sixth grade occupy Pollard and vacate the High Rock School facility. On the site, this exploration also tested the feasibility of creating a new parking lot to the east, expanding the bus drop-off lane along Harris Avenue, and creating a secondary parking lot near the existing field on the southern end of the site. Several other variations of these site improvements were also explored, but have been included in the appendix.



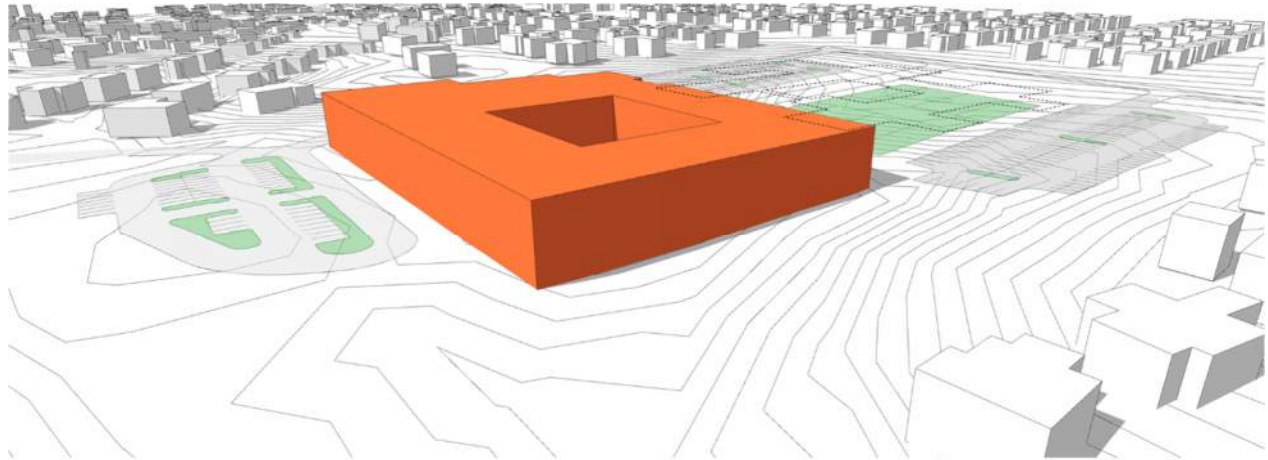
- It appears geometrically and logistically feasible to construct an addition on the south end of the existing school.
- To execute an addition in this location, it would be necessary to remove the existing modular classrooms. Depending on how the daily school schedule operates, it may be possible to squeeze the student population into the existing building and not replace the modular classrooms. If, however, the existing daily school schedule remains during construction, it will be necessary to relocate or replace the modular classrooms temporarily (perhaps in the north east corner of the site) during construction.
- As construction would occur adjacent to occupied space, there would be some level of disruption to students during construction of the new addition. Similarly, as a phased renovation of an occupied building, it is assumed that some construction maybe occurring within the building adjacent to occupied space creating additional disruption to students.
- Creating additional parking may result in the loss of both the existing softball field and the tennis courts. However, even with the constraints of the wetlands in the southeast corner of the property it appears feasible to replicate the existing play field.
- This exploration would add approximately 450 students to the site. Even with improved site circulation patterns and additional parking, there is concern about the traffic impact in the neighborhood associated with the higher student enrollment.
- The site is not without constraints. The existing topography slopes from Harris Avenue down to Dedham Avenue. Increasing the number of parking spaces my require retaining walls. Wetland exist I the southeast corner of the property. Traffic restrictions exist both from Dedham Avenue and the neighborhood to the west that limit how buses and passenger vehicles enter and exist the site. Finally, previous studies have revealed that permitting processes and requirements will need to be carefully studied.
- Since this exploration speculates about a complete renovation of the existing building, financial investments in Pollard in recent years may not need to be undone, but, instead, could slightly reduce the renovation scope because the work has already been completed.

6th – 8th All New Construction at Pollard Site

\$184.0 M (6/2020)

This exploration tests the feasibility of constructing an all new facility south of the existing building to serve grades 6th-8th and to address all the spatial and infrastructure deficiencies identified. Like the previous exploration, such a project would reunite the middle grades all under one roof freeing up the High Rock School facility to serve another purpose. The diagram below depicts a three-story, rectilinear, 260,000 GSF building with a large courtyard in the center. It assumes public functions (main entry, administration, guidance, cafeteria, gymnasiums, art, music, and auditorium) are located in the thicker side of the diagram to the west. The diagram assumes the main entrance is to the north facing Harris Avenue and that the three thin sides of the diagram house one grade each – each composed of three stories and multiple grade level teams. From a construction phasing perspective, it appears it may be feasible to construct this building in a single phase with little disruption to students continuing to occupy

the existing building during construction. It would be necessary to remove the existing modular classrooms to allow construction access all the way around the new building. Like some of the other explorations, depending on the daily school schedule, it may be possible to squeeze the 7th-8th grade into the existing building without a need to temporarily replicate the modular classrooms. If, however, the daily school remains, it may be necessary to relocate or replicate modular classrooms somewhere else on the site (perhaps in the northeast corner).



- It appears to be geometrically and logistically feasible to construct a new three-story 260,000 GSF building on the southern portion of the site to serve grades 6th-8th.
- This exploration is essentially a variation of the addition renovation exploration – replacing renovation/addition with all new construction. As such, all the same observations and challenges about the increased enrollment, site constraints, permitting challenges, and traffic concerns would apply.
- Distinct from the renovation/addition exploration, any recent and current financial investment in the existing Pollard building would only serve as a bridge investment and would be demolished once the new building is complete. As part of a site-specific feasibility study, it would be in the District's and Town's best interest to study the financial implications and complexities of renovation/addition versus all new construction. For example, because of the phased nature of a full renovation of the existing building and the longer duration likely associated with that, it may prove more cost effective to pursue all new construction. But, factoring in the lost investment resulting from demolishing the existing building may make all new construction less attractive. The design team has little hard data to speculate about which exploration may best financially at this time, but is merely suggesting that the nuances of any potential Pollard project warrant careful and further analysis in a future feasibility study.

