



Town of Concord

Concord Middle School

SEPAC

21 July 2022

**EWING
COLE**

CONCORD MIDDLE SCHOOL

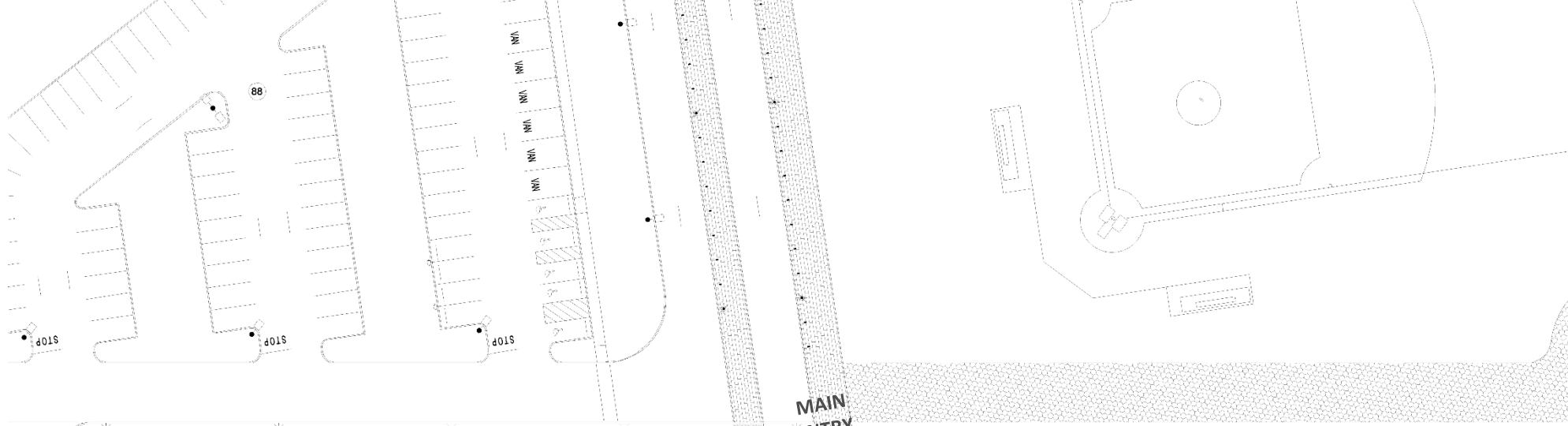
SMMA

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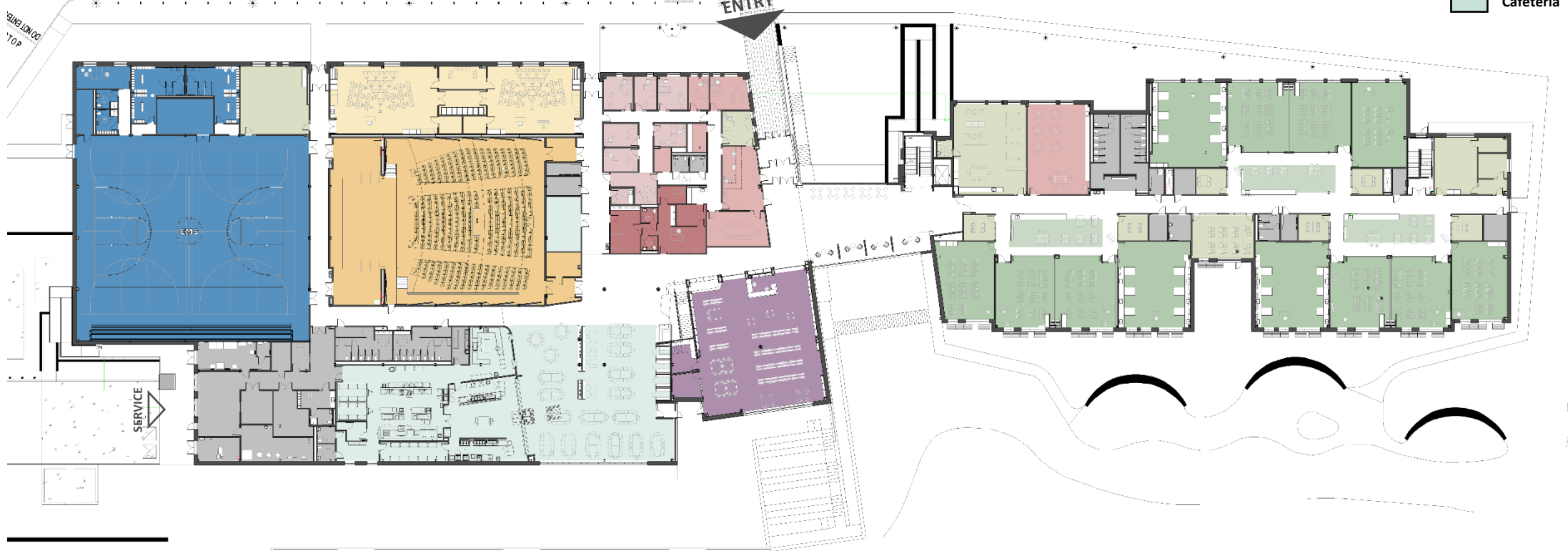
02 June 2022



ILLUSTRATIVE SITE PLAN



- Classroom
- Team Commons
- Special Education
- Vocation/Tech Classroom
- Administration
- Guidance
- Nurse
- Media Center
- Auditorium
- Music
- Art
- Physical Education
- Cafeteria

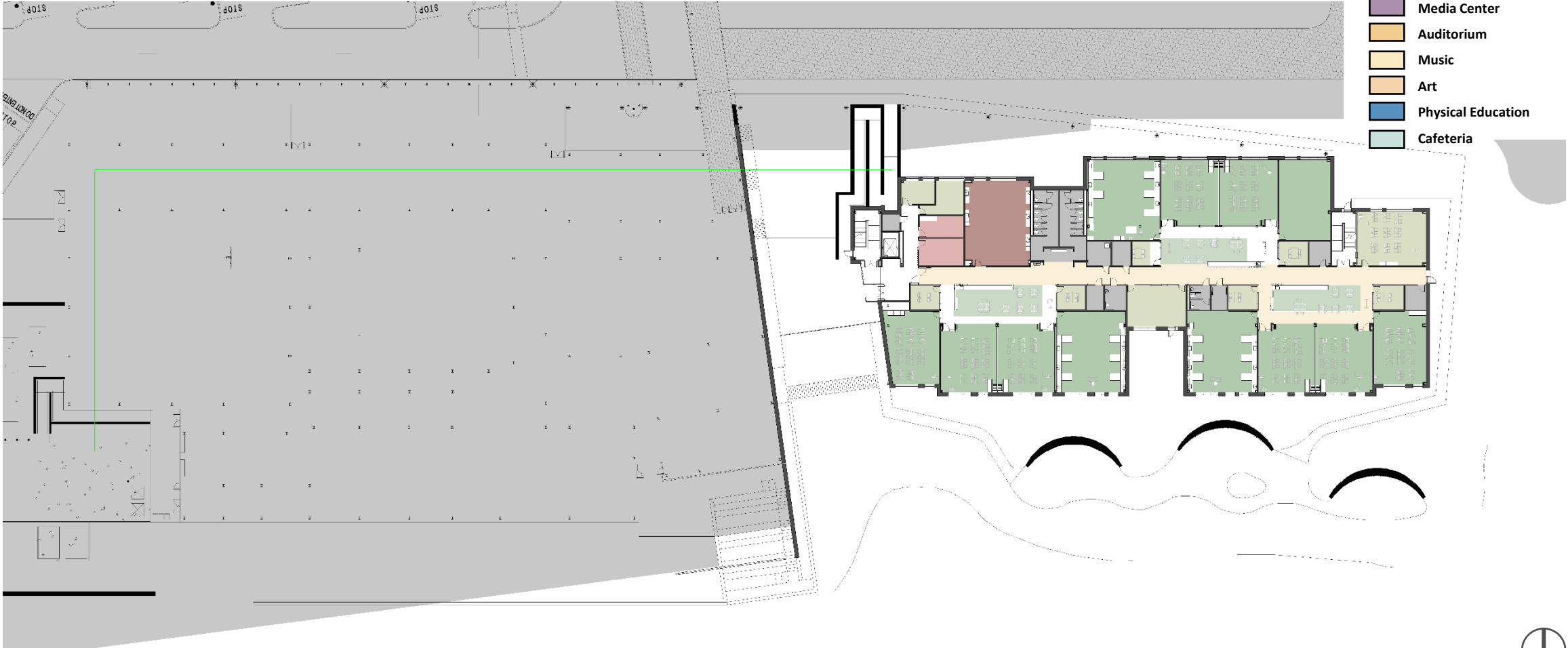


GROUND FLOOR PLAN

- Classroom
- Team Commons
- Special Education
- Vocation/Tech Classroom
- Administration
- Guidance
- Nurse
- Media Center
- Auditorium
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UPPER LEVEL FLOOR PLAN



LOWER LEVEL FLOOR PLAN











ENTRY LOBBY





MEDIA CENTER CORRIDOR





MEDIA CENTER CORRIDOR





CAFETERIA STAIR



CAFETERIA STAIR



CAFETERIA



CAFETERIA





MEDIA CENTER



AUDITORIUM



TEAM COMMONS





TEAM COMMONS FROM CLASSROOM



TYPICAL CLASSROOM





Institute for Human Centered Design

Design Development Drawing Review Comments

- Site accessible paths to all fields and player benches, and wheelchair spaces
- Recommendations to provide benches at the Main entrance and an accessible EV parking space
- MAAB/ADA accessibility throughout- classroom sinks, door clearances, toilet accessory mounting heights
- Provide wheelchair accessible spaces at Gym bleachers
- Recommendations to provide sound absorptive panels in Nurse's office and spaces that are adjacent to Dining Commons and other public spaces
- Recommendation to provide contrast between flooring and furniture as well as visual manifestations on glazed walls for low vision users.
- Provide accessible benches in all locker rooms

Universal Design for Learning (UDL) — no one size fits all model

UDL Resource: Center for Applied Special Technology (CAST) <http://www.cast.org/>

- Inclusion
 - Least restrictive
 - Interaction with peers
- Acoustics
 - 35 dBA or better in teaching spaces
 - Speech intelligibility
- Aesthetics
 - Non-institutional
 - Comfortable
 - Scale, configuration
- Colors
 - Natural colors, muted shades of blue, green, yellow, non-glare
 - Avoid bright white and gloss

Universal Design for Learning (UDL) – no one size fits all model

Spaces

- Student Dining
 - Variety of spaces with differing characteristics - choice
- Gym / PE
 - Access to the outdoors
 - Alternative spaces / equipment
 - Access to physical activity & sports
- Corridors
 - Socialization and gathering spaces
 - Sensory floor and wall patterns
- Pull-over spaces – distributed
- Team commons
- Occupational Therapy / Physical Therapy

Specific to Special Education – no one size fits all model

- Variety of spaces
 - Zones within the classrooms
 - Opportunities for de-escalation
 - Access to pull-over spaces
 - Perches
 - Privacy (enclosed spaces or furniture)
 - Avoid sharp corners & hiding places
- Transitions into classrooms
- Equipment
 - Specialized for the individual
- Furniture
 - Allows for movement
 - Specialized for the individual
- Nature
 - Natural light and views but not distracting
- Access to technology
- Access to toilet rooms
- Predictability
- Scale and ceiling heights

Special Education Program

Special Education spaces combined at Peabody and Sanborn

- Total of 3,847 sf, existing

29 Special Education spaces planned at CMS

- Total of 8,210 sf, planned
- Distributed throughout the building including on-team, off-team and public spaces
- Variety of sizes for individual, pair, small group and larger groupings of children. Spaces will be set up for: direct instruction, tutoring, coaching, one on one and individual work

Distributed Special Education

Classroom Push-In

- Least restrictive environment

Pull-over

- 18 Small group rooms distributed across 9 Teams

Pull-out

- Workshop classrooms, one per grade level



Sub-Separate Programs

ACCESS for students with social / emotional issues

- Part of the K-12 continuum
- Suite is designed with a separate Lobby, Counseling and De-escalation Rooms

Language Based Program

ASD Program, medically fragile

- Includes Life Skill component

Sub-Separate Program Spaces are distributed throughout the building and are located adjacent to stair towers, so entry into these spaces is discreet for students travelling from other levels of the building



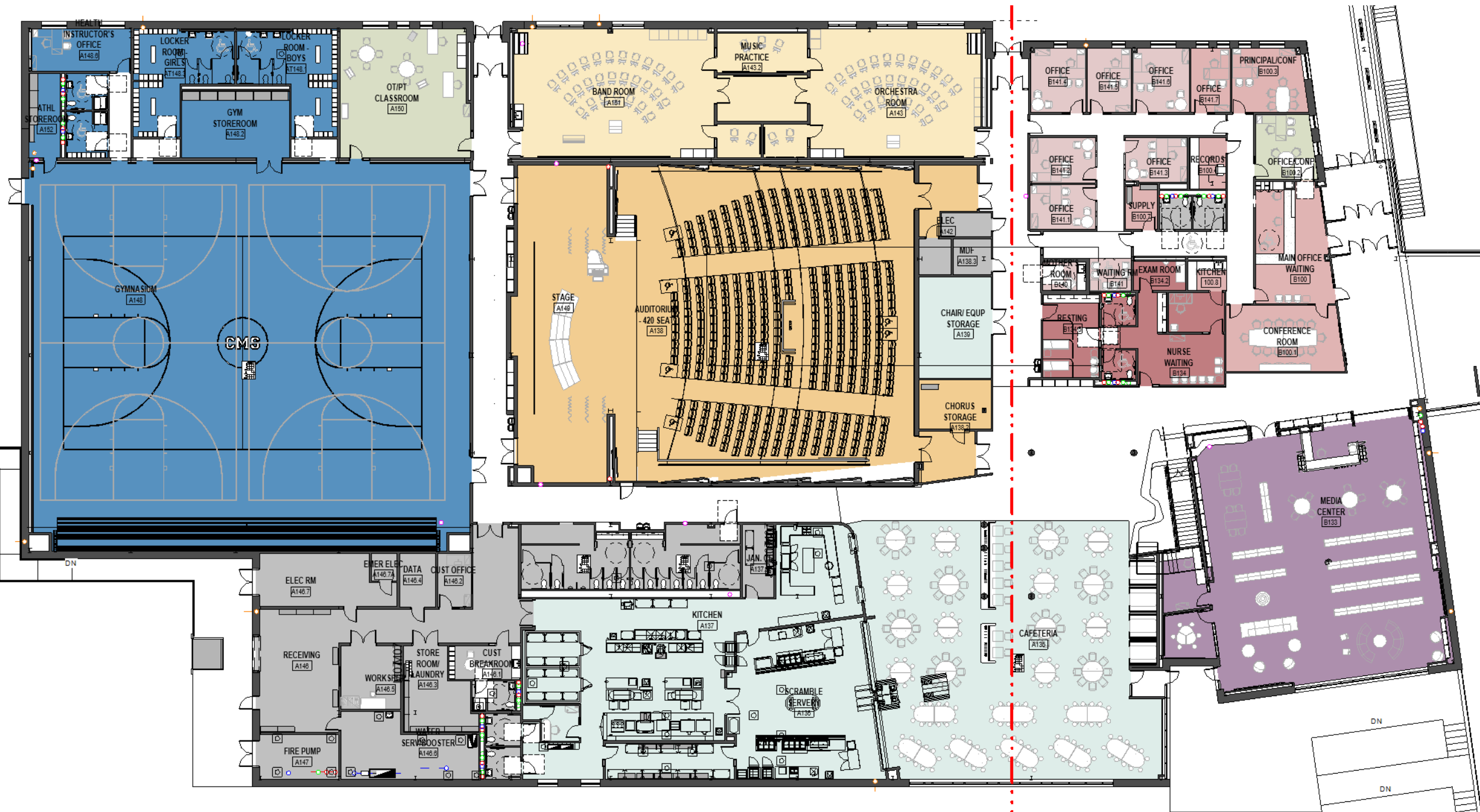
GROUND FLOOR CLASSROOM WING



LOWER LEVEL CLASSROOM WING



UPPER LEVEL CLASSROOM WING



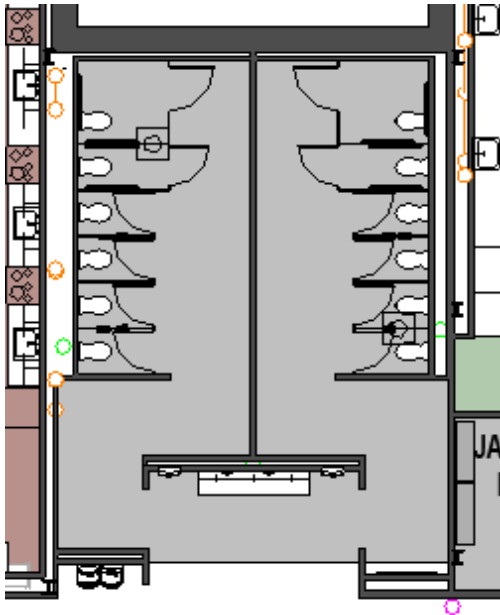
Flexible Furniture



All Gender Toilet Rooms

Panelized partition systems are preferred for their aesthetics and flexibility

Doors will have a bottom gap of 4". All other partition walls will have no gaps and be full height



Full-Height Partition System

Thank You

