



# Lyons Elementary School Randolph Public Schools

Building Committee

May 20, 2020



TSKP ARCHITECTURE | PLANNING | INTERIORS  
STUDIO

DAEDALUS  
A CHA Company

## Introduction | Presenters

<b>Randall Luther, AIA, MCPPO</b>	TSKP STUDIO
<b>Ryszard Szczypek, AIA</b>	TSKP STUDIO
<b>Yugon Kim</b>	TSKP STUDIO
<b>Richard Marks, MCPPO</b>	Daedalus/CHA
<b>Alicia Monks</b>	Daedalus/CHA
<b>Christina Opper</b>	Daedalus/CHA
<b>Joshua Soares, PE</b>	Nitsch Engineering

# TSKP STUDIO



TSKP STUDIO

# TSKP STUDIO | Boston & Hartford Offices



Boston - Established 2012



Hartford - Established 1970

# TSKP STUDIO | Work

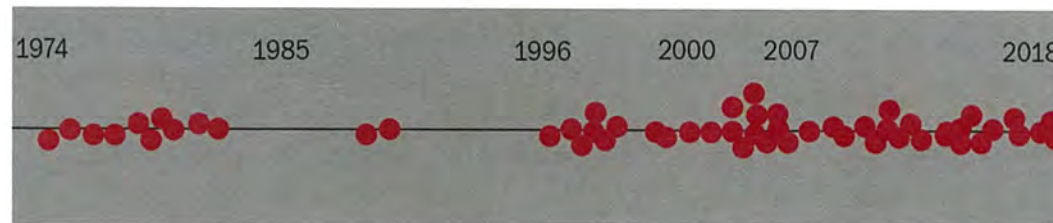


Corporate | Educational | Cultural | Government | Housing

TSKP STUDIO

# TSKP STUDIO | School Experience

**30 Elementary Schools**  
**9 Middle Schools**  
**11 High Schools**



# TSKP STUDIO | Elementary School Experience



## Renovated

Cider Mill School  
Ridgebury Elementary  
Miller Driscoll School  
Aiken Elementary  
Braeburn Elementary  
Seymour School  
Allgrove School  
Cheney Bennet Academy  
Waddell Elementary  
Nathan Hale Magnet  
Winthrop Magnet  
Moylan Elementary  
Verplanck Elementary  
McDonough Elementary  
Alfred E. Burr Elementary

## New

Tokeneke  
Middlebury Elementary  
Wintonbury Early Childhood  
Victoria Soto Elementary  
McKinley Elementary  
Rogers Magnet  
Greene Hills Elementary  
New Lebanon Elementary  
Jettie Tisdale Elementary  
SAND School

# Experience | Fresh



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# Experience | Appropriate for the Community/Context



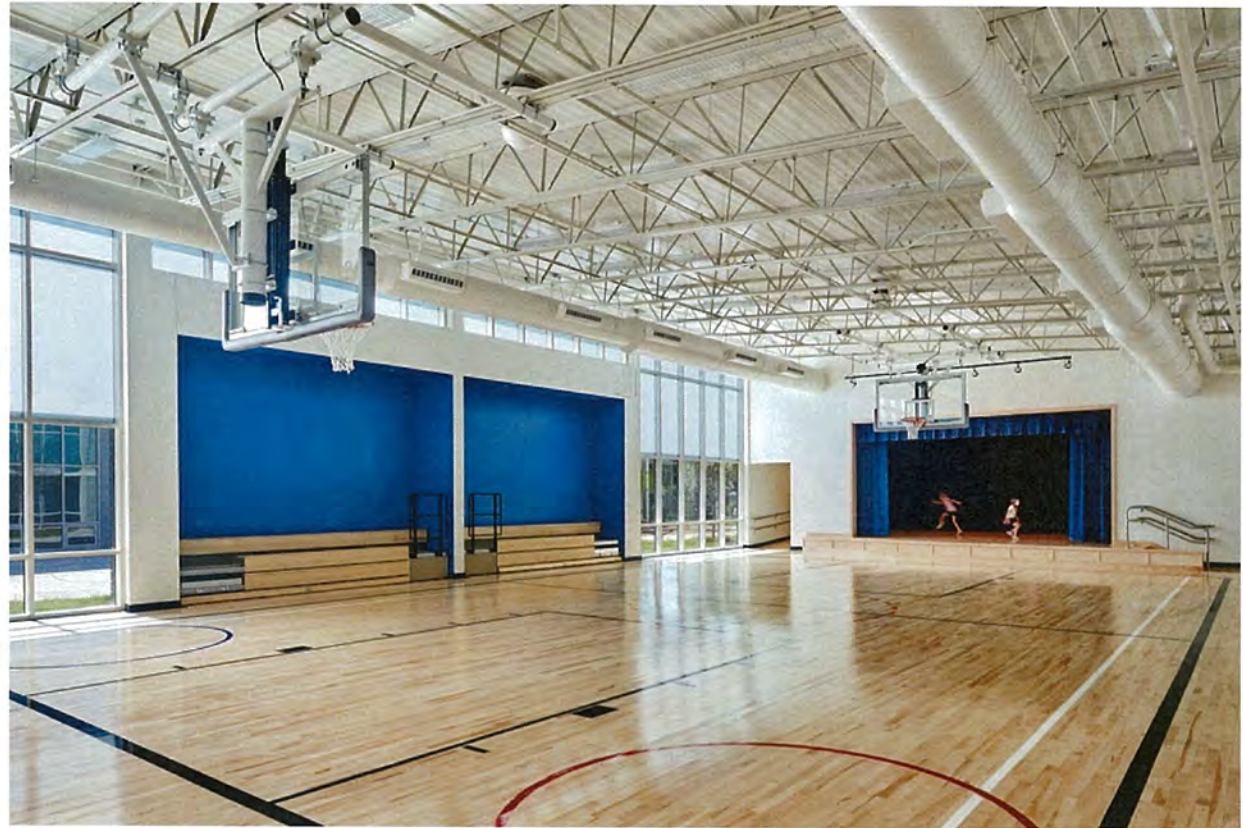
TSKP STUDIO

# Experience | Natural Light



TSKP STUDIO

# Experience | Flexible & Multi-Functional Space



TSKP STUDIO

# Experience | Connections with the Outdoors



TSKP STUDIO

# Experience | Beautiful + Durable



TSKP STUDIO

# Experience | Scaled for Children



TSKP STUDIO

# Experience | Child Friendly

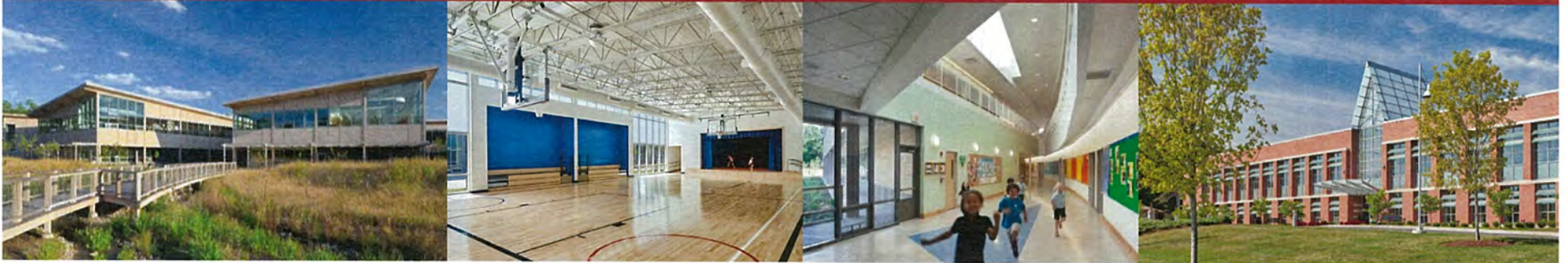
“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”

-Fred Rodgers



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# Existing Conditions



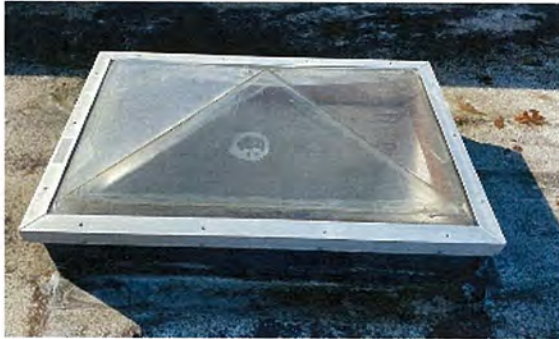


# Lyons Existing Conditions | Exterior



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# Lyons Existing Conditions | Exterior



Damage Skylights



Water infiltration

# Lyons Existing Conditions | MEP Infrastructure



Boilers



Hot Water System



Heating and Ventilating units



Building Controls



Electrical Systems

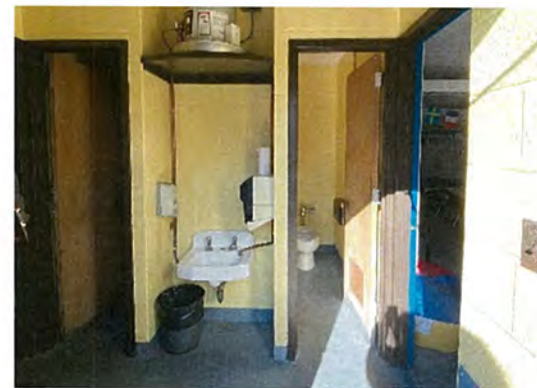
# Lyons Existing Conditions | ADA Compliance



Parking



Main Entrance



Classroom Bathrooms



Kitchen



Entrance to Gym



Group Bathrooms

# Lyons Existing Conditions | Interior



Corridor



Typical Classroom

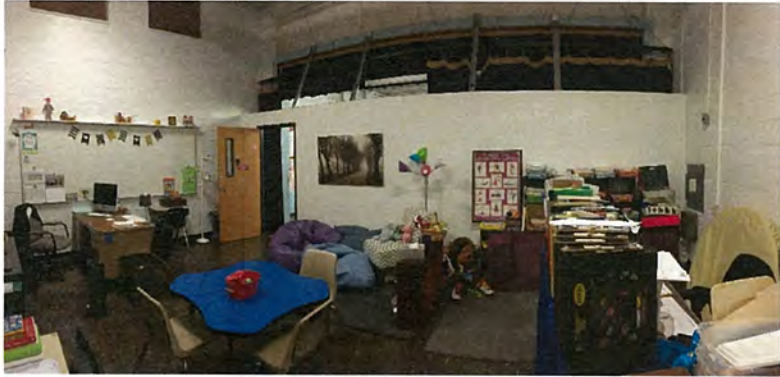
# Lyons Existing Conditions | Interior - Spatial Needs



Mobile Classroom Carts



Temporary Offices



Special Education offices/space in converted stage



Settling Room

# Lyons Existing Conditions | Interior



Library/Media Center

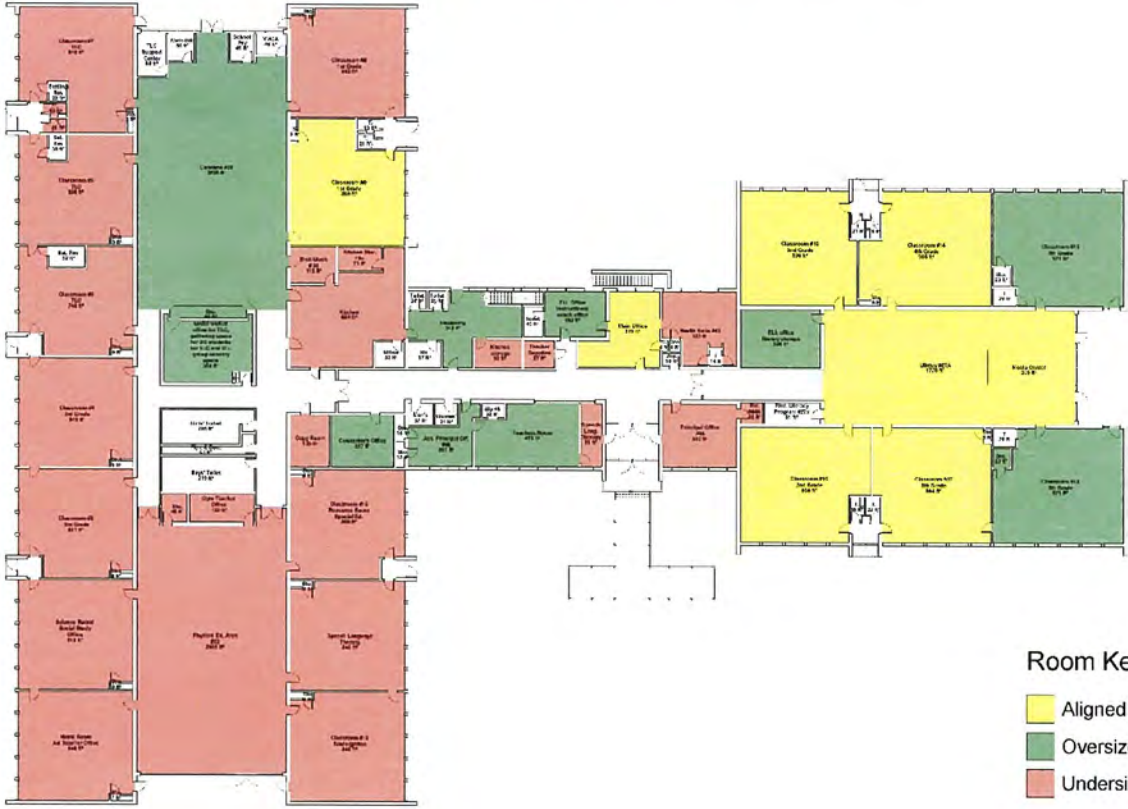


Cafeteria



Gym

# Lyons Existing Conditions | Space Assessment



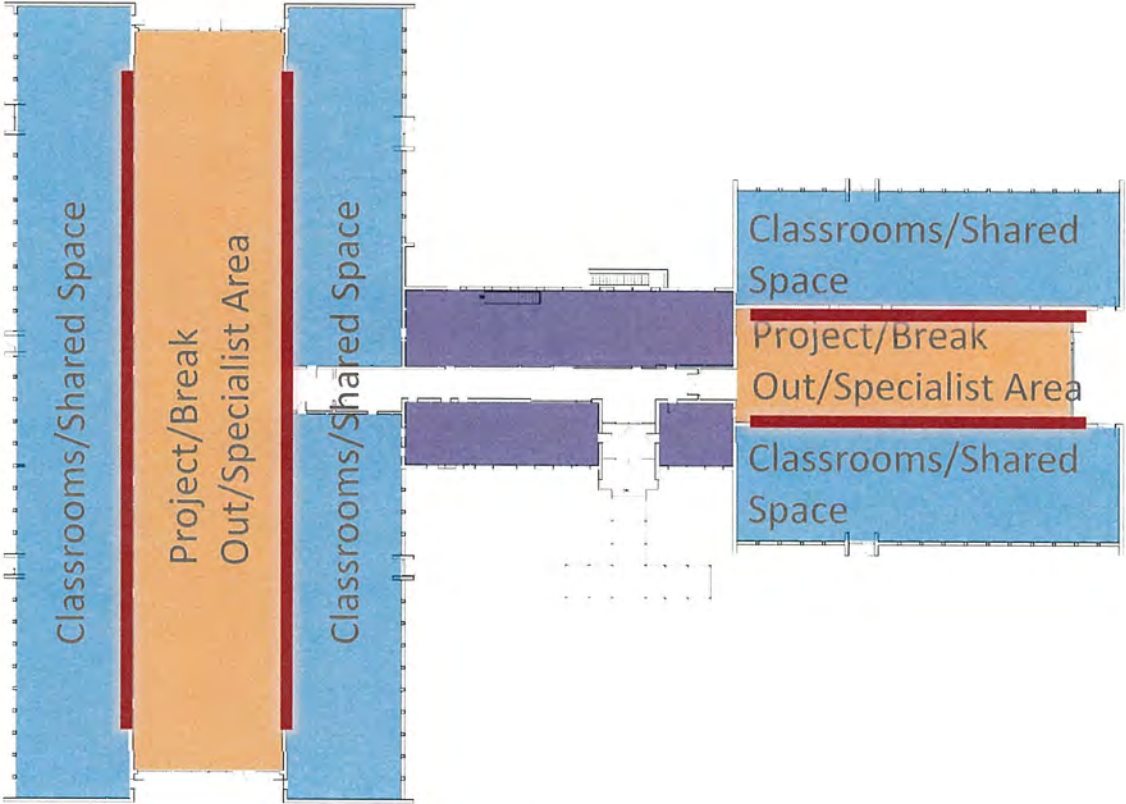
Room Key Type

- Aligned
- Oversized
- Undersized



# Lyons Existing Conditions | Potential

Existing Bearing Walls are Primary Planning Constraint



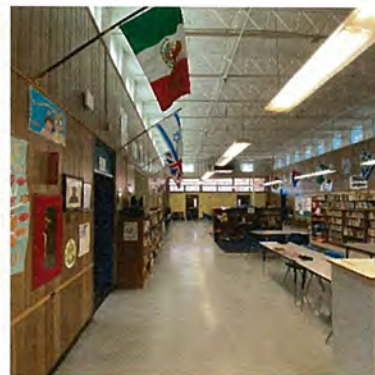
# Lyons Existing Conditions | Potential



Typical Classroom



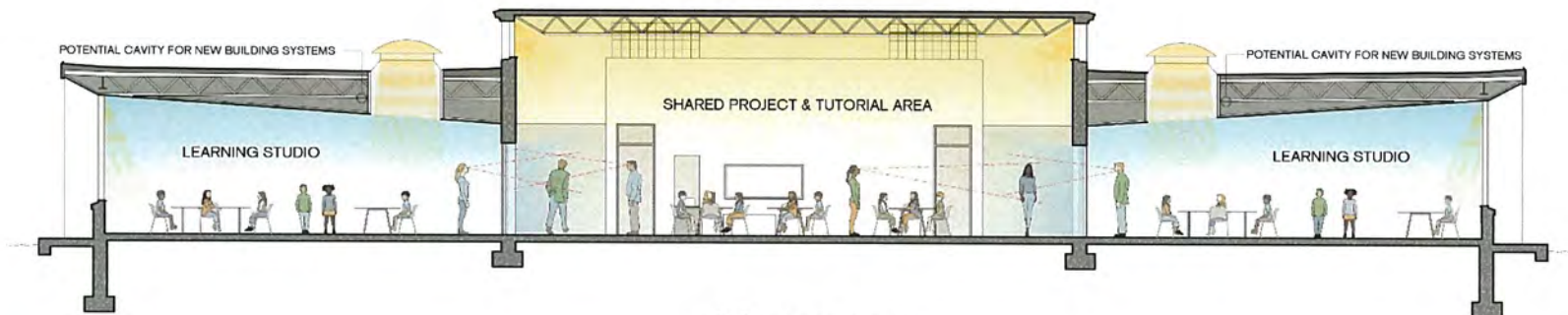
Cafeteria



Library/Media Center

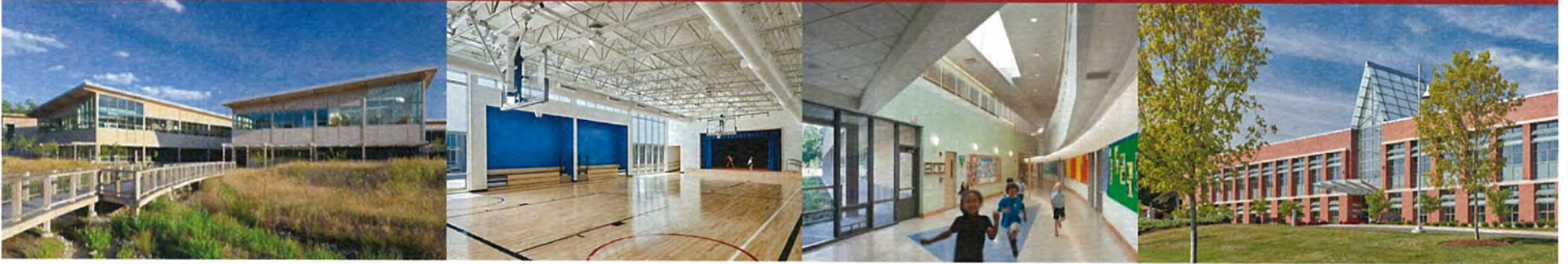


Gym



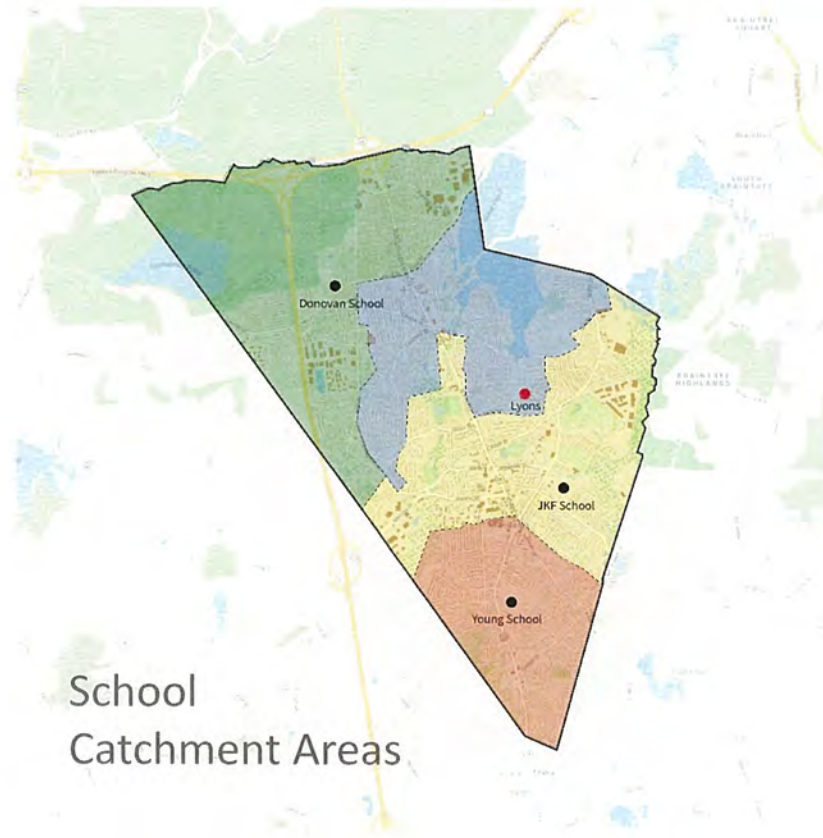
21<sup>st</sup> Century Learning

# Potential Sites



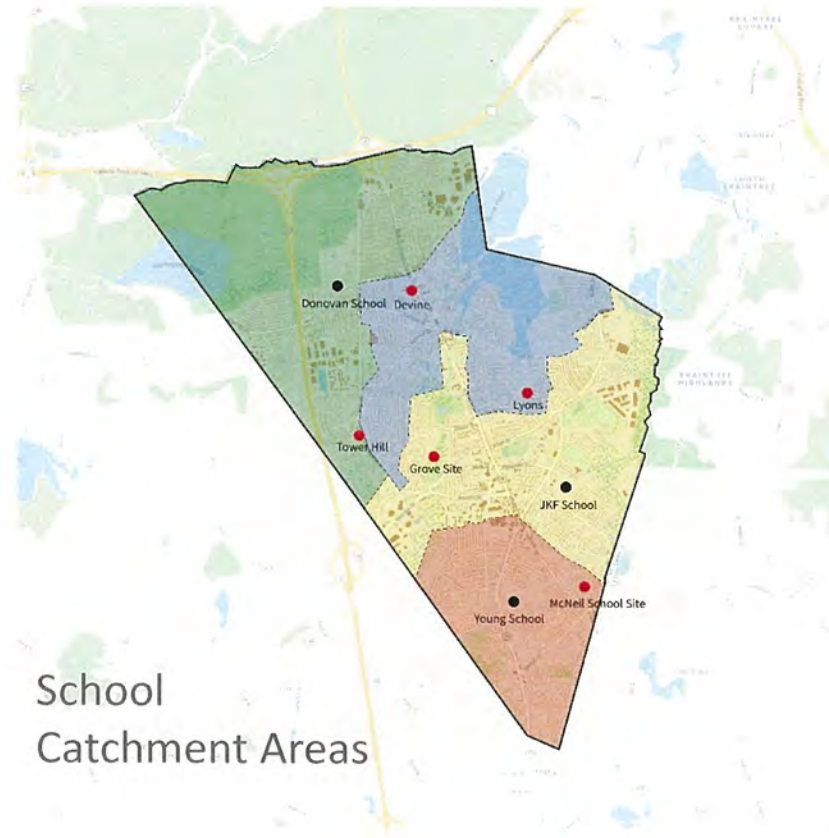
# Potential Sites | Existing Elementary Schools

- Donovan
- Lyons
- JFK
- Young



# Potential Sites | Available Parcels

- Devine Site
- Existing Lyons Site
- Tower Hill
- Grove Street
- McNeil School Site



# Potential Sites | Available Parcels



**Lyons School**  
Size 21.3 Acres



**Devine Site**  
Size 8.3 Acres



**Tower Hill**  
Size 8.3 Acres



**Grove Street**  
Size 23.6 Acres



**McNeil School**  
Size 7.1 Acres

# Potential Sites | Available Parcels



## Lyons School

Size 21.3 Acres  
Wetland 1.8 Acres  
Available 19.5 Acres



## Devine Site

Size 8.3 Acres  
Wetland 0.1 Acres  
Available 8.2 Acres



## Tower Hill

Size 8.3 Acres  
Wetland 1.6 Acres  
Available 6.7 Acres



## Grove Street

Size 23.6 Acres  
Wetland 2.4 Acres  
Available 21.2 Acres



## McNeil School

Size 7.1 Acres  
Wetland 1.2 Acres  
Available 5.9 Acres

# Potential Sites | Preliminary Evaluation

5 Highest



1 Lowest

SITE SELECTION FACTORS	Lyons	Devine	Tower Hill	Grove Street	McNeil School
Available Acreage					
Shape of Available Acreage					
Location of Site					
Traffic Accessibility					
Topography/Drainage					
Soil Conditions					
Utilities					
Best Use of Property					
<b>TOTAL SCORE</b>					



# Potential Sites | Preliminary Evaluation

Some Factors Cannot Be Overcome

SITE SELECTION FACTORS	Lyons	Devine	Tower Hill	Grove Street	McNeil School
Available Acreage					
Shape of Available Acreage					
Location of Site					
Traffic Accessibility					
Topography/Drainage					
Soil Conditions					
Utilities					
Best Use of Property					
<b>TOTAL SCORE</b>					

# Potential Sites | Preliminary Evaluation

Suggest Tower Hill  
and McNeil School  
Fail Minimum Criteria

SITE SELECTION FACTORS	Lyons	Devine	Tower Hill	Grove Street	McNeil School
Available Acreage	5	4	2	5	1
Shape of Available Acreage	3	4	2	1	4
Location of Site	4	3	3	3	1
Traffic Accessibility	4	2	4	5	5
<b>SUB-TOTAL</b>	<b>16</b>	<b>13</b>	<b>11</b>	<b>14</b>	<b>11</b>
Topography/Drainage	2	4		1	
Soil Conditions	2	4		2	
Utilities	4	4		4	
Best Use of Property	4	3		2	
<b>TOTAL SCORE</b>	<b>28</b>	<b>28</b>		<b>23</b>	

# Potential Sites | Preliminary Evaluation

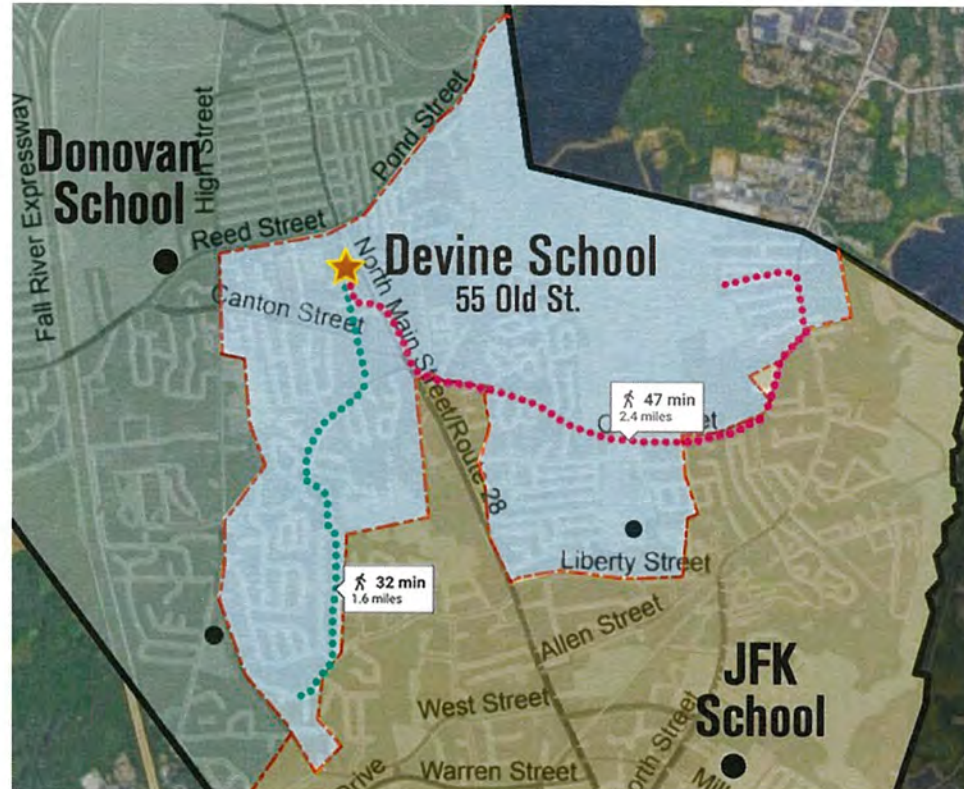
- Recommend Grove Street Be removed From Consideration
- Re-Districting Study May Determine Viability of Devine Location

SITE SELECTION FACTORS	Lyons	Devine	Tower Hill	Grove Street	McNeil School
Available Acreage	5	4	2	5	1
Shape of Available Acreage	3	4	2	1	4
Location of Site	4	3	3	3	1
Traffic Accessibility	4	2	4	5	5
<b>SUB-TOTAL</b>	<b>16</b>	<b>13</b>	<b>11</b>	<b>14</b>	<b>11</b>
Topography/Drainage	2	4		1	
Soil Conditions	2	4		2	
Utilities	4	4		4	
Best Use of Property	4	3		2	
<b>TOTAL SCORE</b>	<b>28</b>	<b>28</b>		<b>23</b>	

# Potential Sites | Walking Distance

## Lyons Catchment Area

Walking Distances to Devine Site Exceed 2 Miles in Some Areas



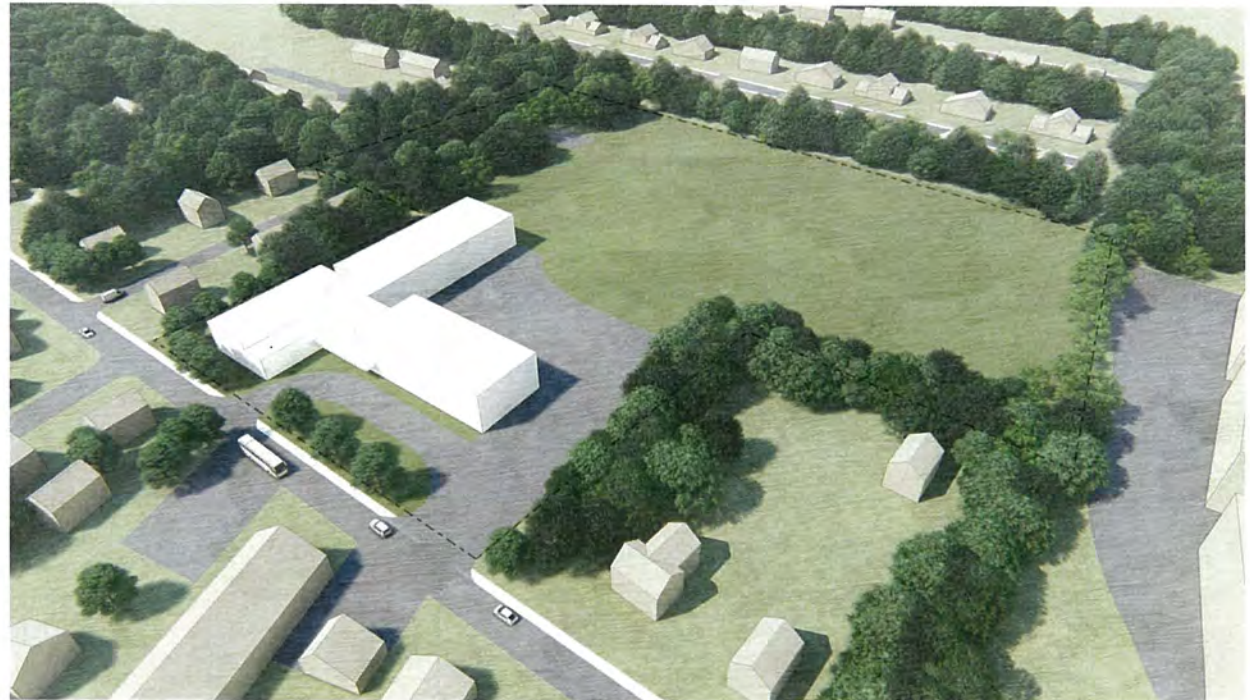
# Potential Sites | Existing Devine

As Old Street is One Way South, Access to the North is Recommended



## Potential Sites | Existing Devine Site

Existing School Will  
Likely Need to be  
Demolished

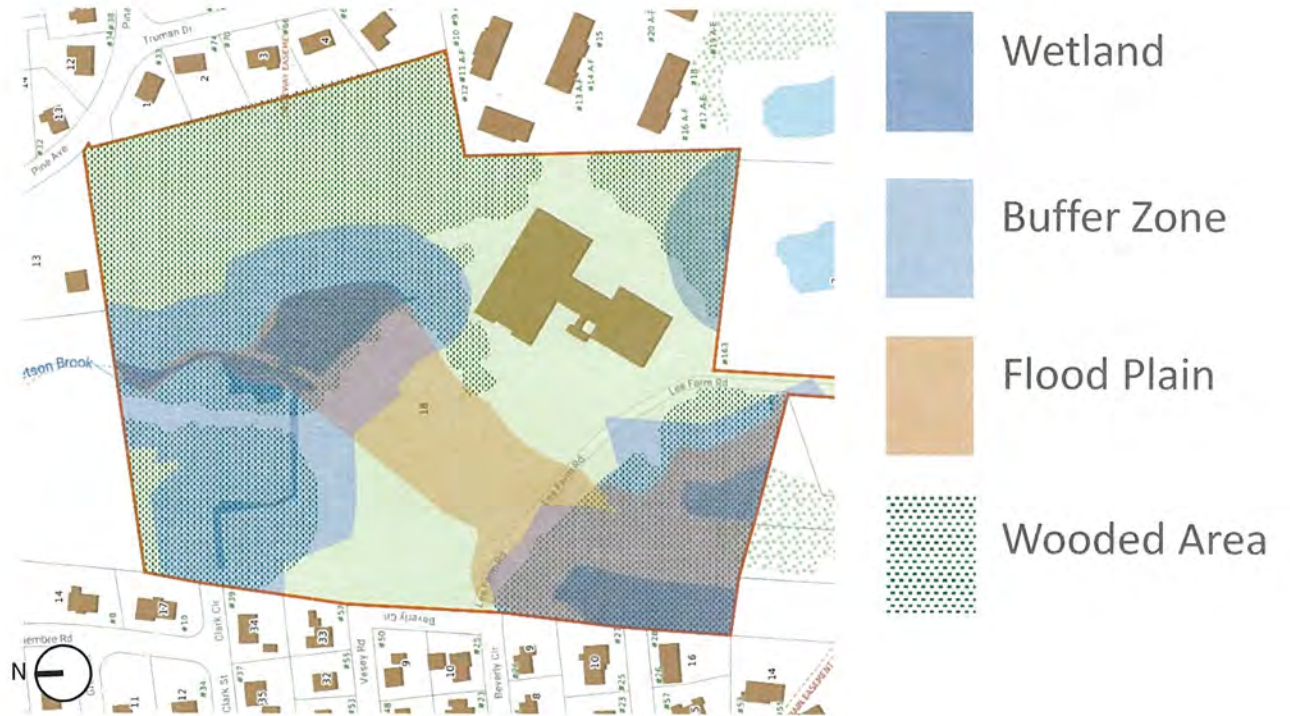


# Potential Sites | Existing Devine Site

New School Size  
on Existing Site



# Potential Sites | Existing Lyons Site





# Potential Sites | Existing Lyons Site

Limited Space for New School



# Potential Sites | Existing Lyons Site

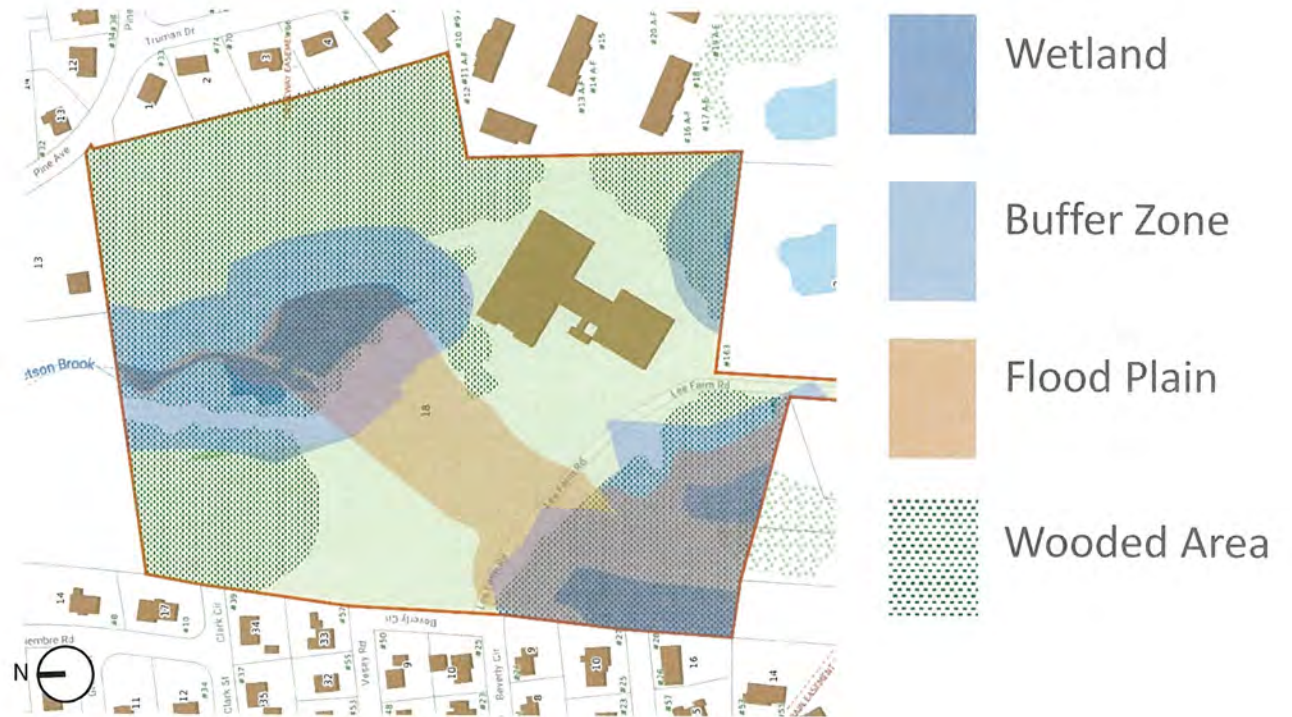
Less than 5,000 SF  
Wetland

May be Possible to  
Relocate



- Wetland
- Buffer Zone
- Flood Plain
- Wooded Area

# Potential Sites | Existing Lyons Site



# Potential Sites | Existing Lyons Site

Parking Has Little Impact on Flood Plain



# Potential Sites | Existing Lyons Site

New School Size  
on Existing Site

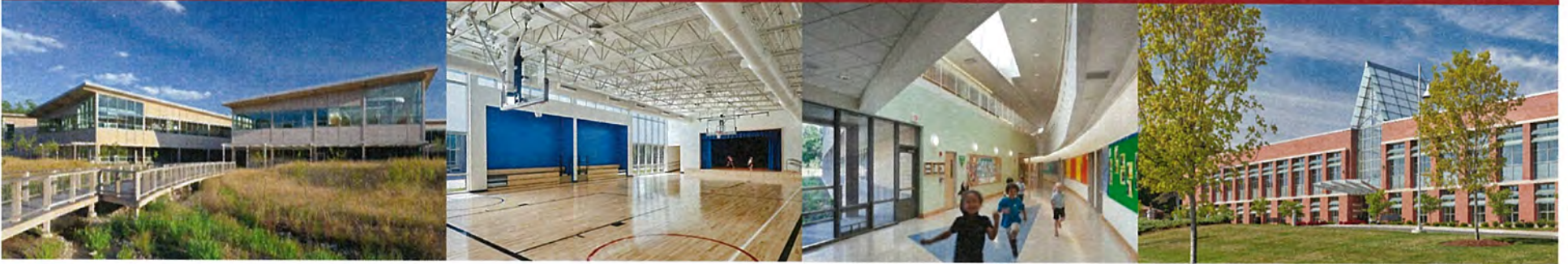


## Potential Sites | Existing Lyons Site

Renovation/Addition  
or  
New School on  
Existing Footprint



# Next Steps



## Next Steps | **Module 3**

The MSBA Process

Module 1 – Eligibility Process

Module 2 – Forming the Project Team

**Module 3 – Feasibility Study**

Module 4 – Schematic Design

Module 5 – Funding

Module 6 – Detailed Design

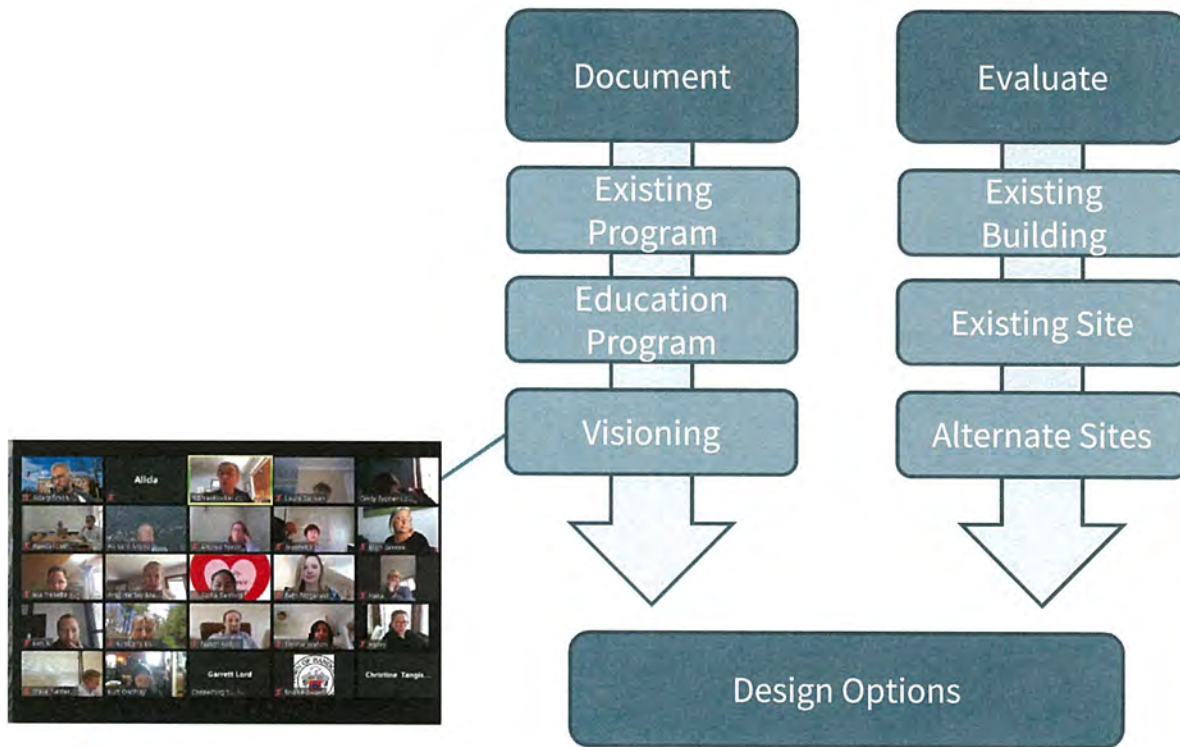
Module 7 – Construction

Module 8 – Completing the Project

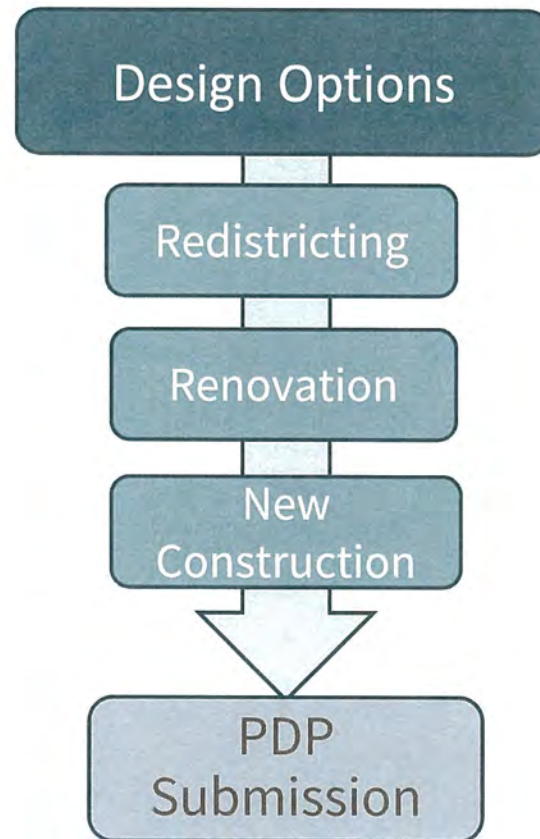


# Next Steps | Module 3

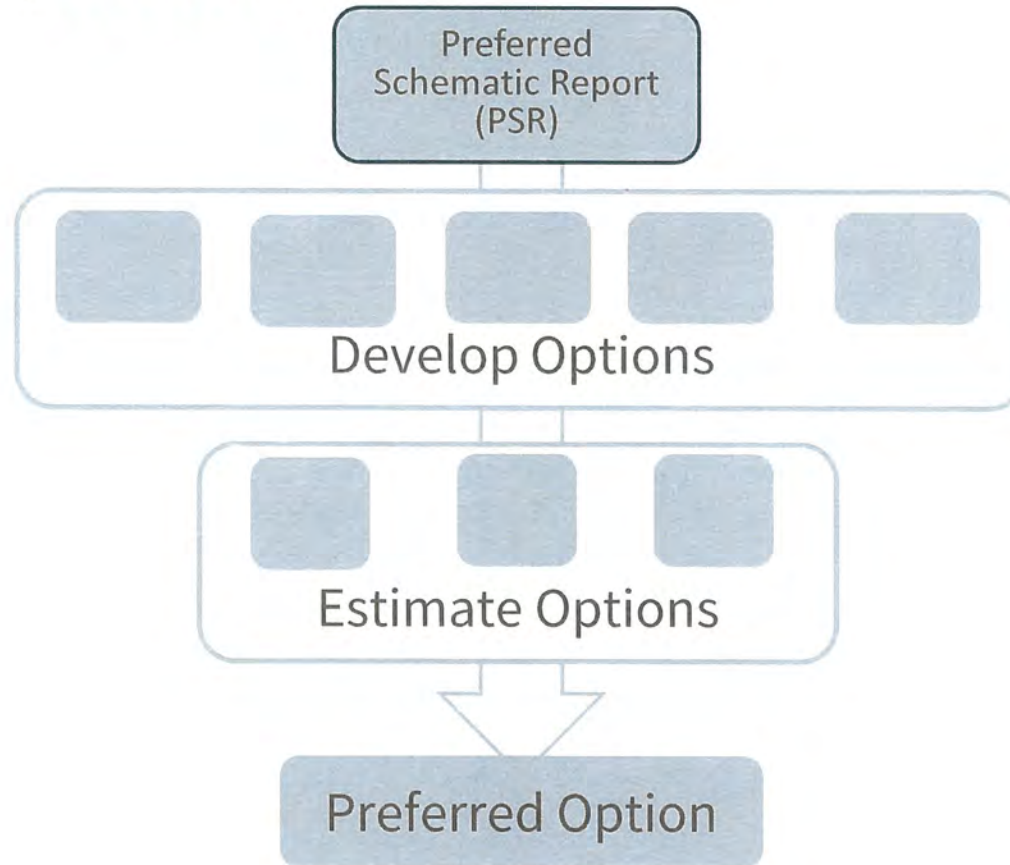
## Preliminary Design Proposal (PDP)



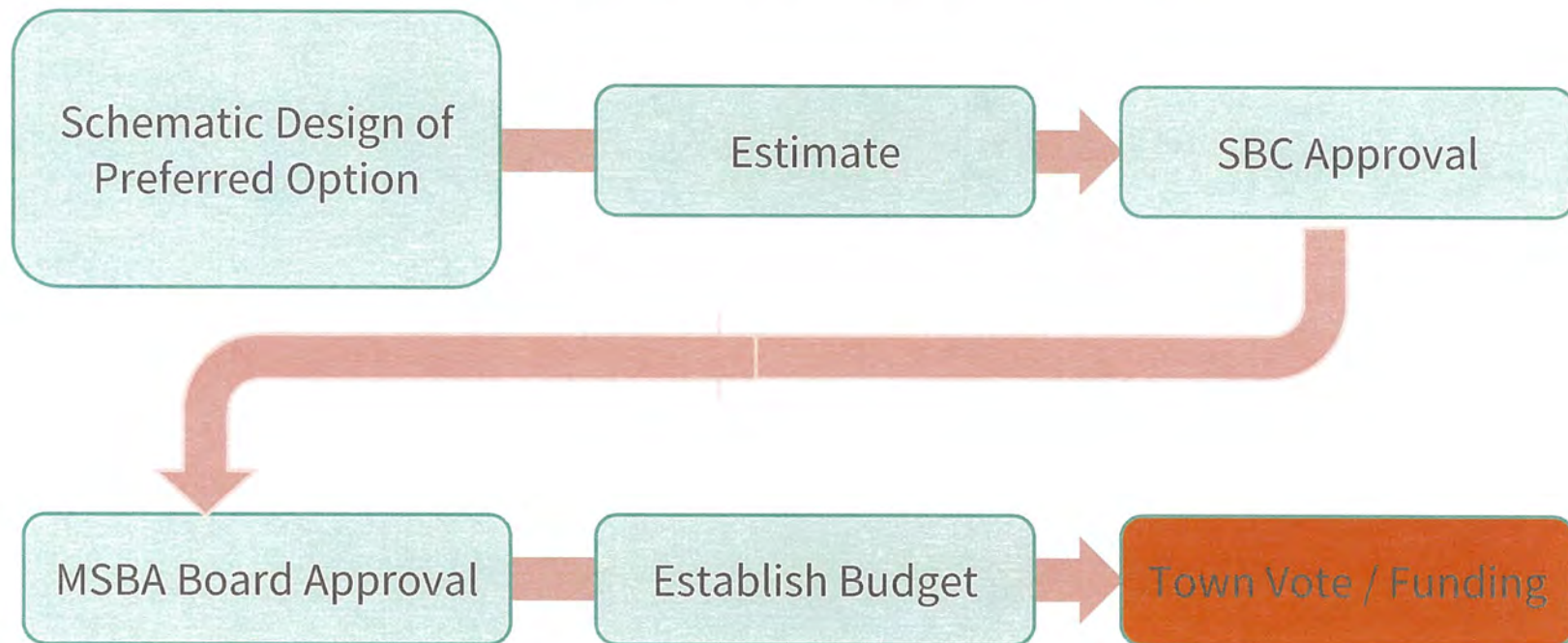
## Next Steps | Module 3



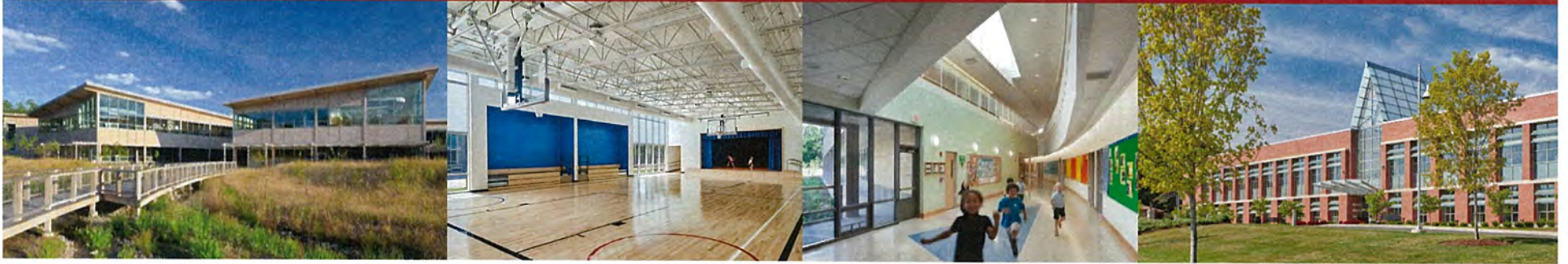
## Next Steps | Module 3



## Next Steps | Module 4 – Schematic Design



# Community Engagement



# Community Engagement | Educational Programming

PROPOSED					
New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals
		22,200		18	22,200
1,200	5	6,000	1,200	5	6,000
1,200	3	3,600	1,200	3	3,600
900	12	10,800	900	12	10,800
		1,000			1,000
		120			120

Difference to MSBA Guidelines		
ROOM NFA <sup>1</sup>	# OF RMS	area totals
		6,180
		500

Date: 4.27.2020 Preliminary Design Program			
MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments
		14	14,000
1,200	5	6,000	100 sq. ft. x 1,000 sq. ft.
1,200	3	3,600	100 sq. ft. x 1,000 sq. ft. x 1,000 sq. ft.
900	12	10,800	100 sq. ft. x 1,000 sq. ft. x 1,000 sq. ft.
1,000			Refer to SITE Guidelines for Additional Information
120			Refer to SITE Guidelines for Additional Information

For Grades K-5 -- Total Number of Proposed Classrooms = 15

Estimated Pupil Distribution	Pupils Per Classroom	Grade	Classrooms Per Grade
54	18	K	3
	18	K	
	18	K	
45	23	1	2
	22	1	
65	22	2	3
	22	2	
	21	2	
50	25	3	2
	25	3	
52	17	4	3
	17	4	
	18	4	
49	25	5	2
	24	5	
<b>315</b>			<b>15</b>

is per MSBA =

Pupils

Classrooms

Grade Clusters	Classrooms per Cluster	
K-1	5	
2-3	5	
4-5	5	

For Grade Pre-K -- Total Number of Classrooms = 5

Classroom Quantity	Pre-K	Max. Size	Pupils
1	Full-Day	15	30
1	Full-Day	15	
3	AM	15	45
	PM	15	45
<b>5</b>			<b>120</b>

Classrooms

Pupils

30 Full Day Enrolled
90 Half Day Enrolled
<b>120 Total Enrolled</b>

# Community Engagement | Visioning

## Six Days of Visioning in May, 2020:

### DAY 1 – Thursday, May 7th

Receive Comments on Assigned [Reading](#) and [Videos](#)  
Discuss [Existing School](#) Culture and Characteristics

### DAY 2 – Friday, May 8th

Present [Education](#) in 21<sup>st</sup> Century Schools  
Receive Comments on Presentation

### DAY 3 – Monday, May 11th

Present Examples of 21<sup>st</sup> Century School [Facilities](#)  
Receive Reactions to Examples

### DAY 4 – Thursday, May 14th

Introduce [Learning Modalities](#)  
Receive Individual Scoresheets  
Break Out into Small Group Discussions about [School Organization](#)  
Receive Feedback from Small Groups

### Day 5 – Friday, May 15th

Present Examples of [Places for Learning](#)  
Receive Feedback from Small Groups

### Day 6 – Monday, May 18th

Prepare [Relationships Diagram](#), Conceptual Plan  
Receive Feedback and Identify [Key Words](#)  
Conclusion

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## Using Zoom and Google Docs & Sheets:



Participants included School Administration,  
Town Officials, Teachers, Parents, and Consultants

# Community Engagement | Visioning Conclusion

## Educational Concepts

Many concepts were discussed during our six days of visioning, including:

### SMALL LEARNING COMMUNITIES

Create clusters of classrooms. Include professional work spaces to encourage collaboration between teachers.

### BREAKOUT SPACES

Encourages small group work, activity between grades, and collaboration among students.

### PROJECT BASED LEARNING

Encourages play, passion and purpose. Promotes student engagement.

### FLEXIBLE, MULTI-PURPOSE SPACES

Examples include the Cafeteria/Assembly Space or the Library/STEM/Project Space.

### SAFETY AND SECURITY

Control points of entry. Crime Prevention Through Environmental Design.

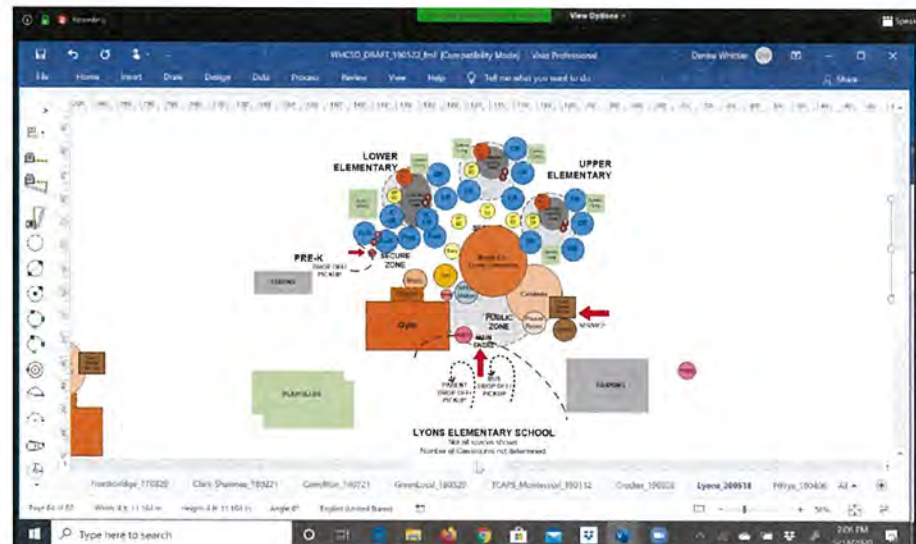
### SELECT FURNITURE THAT SUPPORTS LEARNING

Flexibility is important in order to allow movement. An elementary school student can sit still for only about 15 minutes.

## Facility Organization

### **Conceptual School Diagram by Frank Locker, Educational Planner**

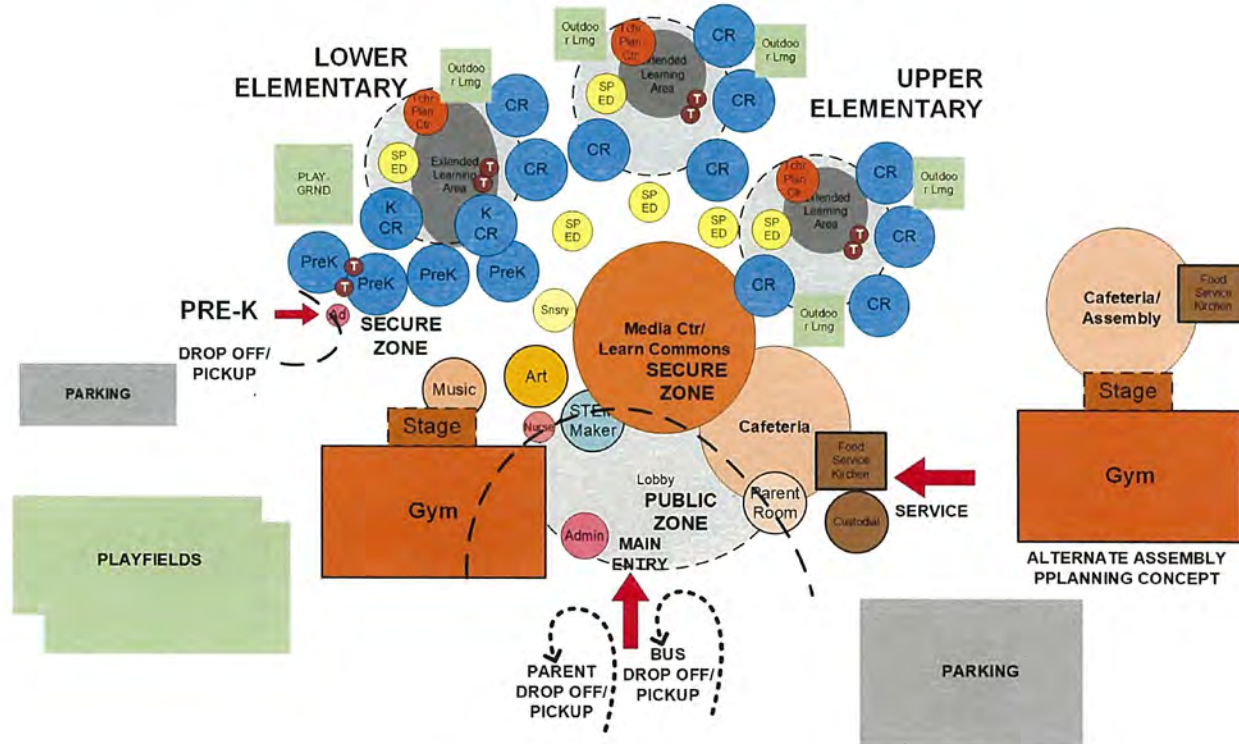
This diagram illustrates the relationship of spaces envisioned for the Lyons Elementary School. It suggests clusters of learning communities arranged according to grades around the core spaces.





# Overall Relationships Planning Diagram

## PARTICIPANT CONCEPTS



### LYONS ELEMENTARY SCHOOL

Not all spaces shown

Number of Classrooms not determined