

SANDOWN SCHOOLS

**A Comprehensive Review of Facilities Use Options
for Presentation to the Timberlane Regional School Board**

September 2017



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Bibliographical Notes: This report quotes various authors of the 2009-2020 Capital Improvement Plan, including the works of Lavallee Brensinger Architects of Charlestown, MA, and the New England School Development Council (NESDEC) of Marlborough, MA. Quotations and page numbers cited in this report refer to the Adobe pagination of the entire 2009-2020 Capital Improvement Plan, accessible from the Timberlane Regional School Board SharePoint documents.

<https://public.timberlane.net/sau/trsb/Shared%20Documents/CAPITAL%20IMPROVEMENT%20PLAN/TIMBERLANE%20CIP%202009-2020.pdf>

INTRODUCTION

In response to the anticipated increase of student enrollment in the Sandown schools resultant of an increase of housing development within the town of Sandown, the Timberlane Regional School Board directed the Superintendent of Schools to provide a comprehensive report of facilities, programs and grade organization options that would assist the board in addressing spacing issues.

This report provides information for four options:

- Option #1 – Timberlane Learning Center (TLC PreK) PreK through Grade 1 housed at the Sandown Central School with Grades 2 through 5 at Sandown North Elementary.
- Option #2 – Kindergarten through Grade 2 housed at Sandown Central with Grades 3 through 5 at Sandown North, and TLC PreK relocating to Pollard School.
- Option #3 – Close Sandown Central School and build an addition to Sandown North, housing Sandown PreK through Grade 5. The District PreK program would move to a more centralized location.
- Option #4 – Close Sandown Central. Build at the Timberlane campus, moving all district 5th graders to the TRMS Campus, and moving TLC PreK to the TRHS Campus.

Superintendent Dr. Earl Metzler extends his thanks and appreciation to the numerous individuals who contributed to this report, specifically:

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Sandra Hodgkins, Transportation Coordinator
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V. CRITERIA FOR EVALUATION OF OPTIONS

To assist the Timberlane RSD in making decisions as to the best way to proceed in developing a Master Plan for school facilities, the NESDEC Project Team suggests the application of the following criteria to the options presented. **In developing a Long-Range Plan, the Timberlane District may wish to “mix-and-match” among the options.**

Evaluation Criteria for Long-Range Planning Options

1. Solves the Problems as Defined

How well does the option solve the problems as defined? Does it solve the problems for the long-term, or is it merely a quick fix or “band aid” approach?

2. Provides Long-Term Flexibility

Does the option provide long-term flexibility? Enrollment projections are just that, projections, they are not guarantees. Whatever the School Board chooses to do, it should take into account the possibility of a 10% swing either way in terms of enrollment at all levels. In other words, the School Board should be prepared to respond to the questions: **“How will the space be used if 10% fewer students materialize?”** and **“How will the space be provided if 10% more students materialize?”**

3. Provides for Program Improvement

Does the option improve the educational program (or is it at least program-neutral)? It is not acceptable to provide additional program spaces for one group of students at the expense of the program of another. Does it assure equity for all students with respect to program and curriculum consistency?

4. Provides for Minimum Disruption

What is the “disruption factor” in the options? NESDEC was asked where students might be relocated during any school renovation projects. First, we are not aware of any off-site school “swing space” available on a temporary basis. Second, smaller projects can be timed to occur during the summer vacation (with materials delivered in advance), or in May through October when students are more often out-of-doors. More important, however, is the fact that some school

architects and school construction firms specialize in providing for school children to be safe and learning disrupted as little as possible. There should be stated criteria in any Request for Proposals issued by the Timberlane RSD. A second “disruption factor” to be considered is lead time for planning. Whichever plan is chosen, many steps are required in implementation. Parents and teachers need time to consider the nature of the PK-12 system problems (as opposed to the portion of the problem/change that immediately affects “me”). Parents and teachers also will need time to attend meetings or professional training. Detailed plans for moving books, equipment, and ordering new items are important. What makes sense, given adequate time to implement, may be less-than-successful if on a timetable which is rushed.

5. Is Financially Responsible

Is the option financially responsible? Does it provide the “most for the least?” The best approach need not be either the most expensive or the least expensive option. The key word is “responsible.” While a less expensive option may have immediate appeal, it may end up costing the district more money over the long term.

6. Is Consistent with School Board Policy/Guidelines

The option should support and enhance the community’s educational programs as defined by School Board guidelines and policy. For example, if the option were to call for raising basic class sizes to 35 pupils, it would create a major change and disruption in educational programming and School Board policy/guidelines.

Option #1 (*Short-term)

TLC PreK through Grade 1 housed at the Sandown Central School with Grades 2 through 5 at Sandown North Elementary.

***NOTE:** Based on increasing projected enrollment in grades K-1, additional classroom space would be necessary in the **2020** school year at Sandown Central in Option 1 to accommodate for increasing enrollment as illustrated in the chart below. 13 classroom spaces are currently available at SC.

ENROLLMENT/CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates can vary depending upon when the NESDEC report is issued. NESDEC provides arbitrary preschool enrollment projections, due to the fact that projections are largely based on birth rates.

Sandown Central School (2018 - 2023)						
Key: # projected enrollment/classroom space * The TLC preschool projections (100 students) are based on TLC PreK current enrollment data.						
	18-19	19-20	20-21	21-22	22-23	23-24
TLC PreK	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms
Kindergarten	70/3 rooms	68/3 rooms	81/ 4 rooms	67/ 3 rooms	70/3 rooms	71/ 3 rooms
Grade 1	75/4 rooms	83/5 rooms	81/ 5 rooms	96/ 5 rooms	80/ 4 rooms	83/ 5 rooms
Art/Music	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room
Total Classroom Space Needed/ Available	12.5/13	13.5/13	14.5/13	13.5/13	12.5/13	13.5/13
Offices and Special Education Service spaces are not included above.						

TLC PRESCHOOL ENROLLMENT TREND:

Enrollment numbers include special education students ages 3 and 4, as well as typical tuition paying students.

	Total # of Students	Total # of Students	Increase in Enrollments
	September	June	Sept – June
2014 - 2015	65	91	26
2015 - 2016 (First Year at SC)	52	68	16
2016-2017	69	105	36
2017-2018	100		

- The Timberlane Learning Center PreK consistently sees mid-year enrollment growth between September and June. This occurs due to both increased special education students as well as typical tuition paying students from around the district and surrounding communities. During to 2016-2017 school year, the enrollment increase resulted in the addition of a new classroom learning environment.
- IDEA makes clear the requirement to provide special education services to children ages 2.9 years and up in a least restrictive environment. At the preschool level, that requirement means that students with disabilities must be provided that same opportunities as non-disabled students and be educated alongside students without disabilities. Student population in an early learning setting must not exceed more than 50% special education students, with a maximum classroom size of 18 students.

Sandown North School (2018 - 2023)						
Key: # projected enrollment/classroom space						
School Year	18-19	19-20	20-21	21-22	22-23	23-24
Grade 2	67/3 rooms	77/ 4 rooms	85/4 rooms	83/ 4 rooms	99/ 5 rooms	82/ 4 rooms
Grade 3	82/4 rooms	69/3 rooms	79/ 4 rooms	87/ 4 rooms	85/4 rooms	102/ 5 rooms
Grade 4	60/3 rooms	84/4 rooms	71/ 3 rooms	81/ 4 rooms	89/ 4 rooms	87/ 4 rooms
Grade 5	72/3 rooms	63/ 3 rooms	88/ 4 rooms	75/ 3 rooms	85/ 4 rooms	93/ 4 rooms
Total Classroom Space Needed	13/18	14/18	15/18	15/18	17/18	17/18
*Additional classroom spaces at Sandown North would provide reprieve to currently congested areas and create new learning spaces (ie: Library, Art room, student service delivery areas, Literacy Room, and STEAM/Maker Spaces).						

STAFFING NEEDS:

For purposes of this study, the additional staffing projections have been estimated and are in line with current positions held at district elementary schools.

- **School Counselor at SC (1)**
 - o To provide Second-Step Guidance Curriculum, individual and small group counseling support, and to provide families with contacts and services. There is no school counselor currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore this is an immediate need.
- **Library/Media Specialist at SC (.5)**
 - o To provide library services, book circulation, and media resources for instructional and learning purposes. There is no Library/Media Specialist currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore this is an immediate need.
- **Anticipated Classroom Teachers (based on NESDEC projections)**
 - o By 2019, one additional teacher would be needed at both Sandown North and Sandown Central Schools.

o By 2020, one additional teacher would be needed at Sandown Central School, however the facility could not accommodate a total of 14.5 classrooms. By 2020, one additional teacher would also be needed at Sandown North School.

APX. STAFFING ASSOCIATED COSTS (through 2020): \$ 105,000 (2018-19) + \$140,000 (2019-20)

INSTRUCTIONAL MATERIALS and TECHNOLOGY:

Unified Arts (PE, Art, Music supplies) and Technology related materials (Chromebooks, Classroom Projectors, Carts, Classroom Printers, Teacher Laptop/Desktop) will move from Sandown North to Sandown Central.

TRANSPORTATION:

There will be no need for additional busses, as routes will be adjusted to work within our current contract. Within our current configuration of Preschool and Kindergarten at Sandown Central, it is recommended to have bus monitors for these young age groups; this would continue to be a concern with the addition of first graders.

Projected cost for additional bus monitors would be **\$108,000 per year**. This projected cost is based off our current contract with First Student. During the planning process for a new contract, bus monitoring should be examined.

FACILITIES:

Kitchen and Cafeteria Renovations

The kitchen at Sandown Central is inadequate for on-site meal preparation. Currently, there are 10-12 Sandown Central students who receive prepared food. They choose their meal selections in advance and each day their food is bussed from Sandown North. This is an inequitable system, as Sandown Central students do not receive the opportunity of same-day meal selection that other students across our district receive.

The addition of 80 first graders presents two options - either (1) increase satellite operations from Sandown North School, or (2) open a minimal kitchen for operational meal service. In both sub-options, Sandown Central will require the purchase of cafeteria furniture.

Increasing satellite operations from Sandown North School will still require basic renovations to the kitchen, including a food warmer, a hot serving counter, a cold serving counter, and dishwasher

maintenance. Small wares such as cafeteria trays and utensils will need to be purchased. The transportation of food will require a small van and a commercial insulated container.

Opening a minimal kitchen will include all of the same basic renovations as above, along with many more. A minimal kitchen will require the removal of old equipment and the installation of new equipment, in line with any code concerns that may arise. The new equipment required includes a single convection oven, a stove, a 2 door refrigerator, and a 2 door freezer. The same small wares will need to be purchased, along with regular pans, sheet pans, pots, and a pan rack. Sandown Central will also require an Annual Food Service License, and there is a greater food service labor cost associated with this option.

Air Conditioning

Key spaces that require air conditioning include the library and nurse's office. The library should be air conditioned to provide a comfortable central location for both classes and meetings. The nurse's office should be air conditioned in order to offer reprieve from heat exhaustion and other ailments that require a climate controlled space.

Site & Traffic Flow

The current flow of the site is not conducive to a safe or efficient pickup or drop off environment. Currently, traffic flow has staff, parents, and busses converging at the same point. Increasing enrollment at this facility will only exacerbate the issue. Cars and busses should never cross paths, and this will be taken into account in the necessary full redesign of the site and parking lots.

Facilities' Updates Overview

Total cost for facilities and site improvements are approximately **\$352,050 - 376,750**. Please be advised that these are very rough budget estimates. As we proceed with an option, further study will be needed to refine estimates.

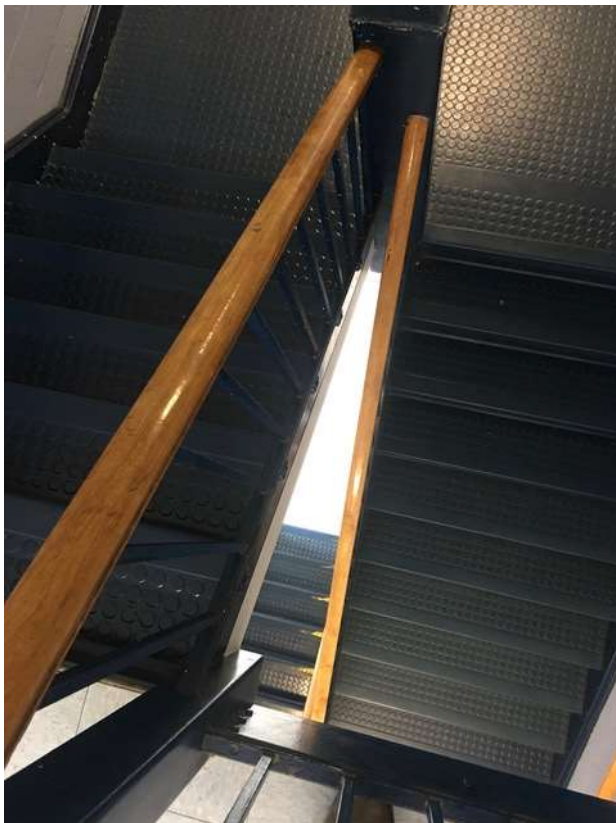
Option #2 (*Short-term)

Kindergarten through Grade 2 housed at the Sandown Central School with Grades 3 through 5 at Sandown North Elementary, and the TLC Preschool Program housed at Pollard School.

NOTE: *Based on increasing projected enrollment in grades K-2, additional classroom space would be necessary in the **2020** school year at Sandown Central in Option 2 to accommodate for increasing enrollment as illustrated in the chart below. **Option 2 would cause overcrowding at Sandown Central and the vacancy of multiple classroom spaces at Sandown North, therefore Option 2 is not recommended.**

TLC PreK at Pollard School:

Currently TLC PreK needs 4.5 classrooms, and there are 3 classrooms currently available at Pollard School. There is also additional classroom space on the top floor of Pollard, however it is not accessible for student use due to ADA non-compliance. An elevator or lift would need to be installed in order to access top floor classrooms in ADA compliance, and accommodate TLC PreK. **Associated construction and installation costs to install an elevator or lift would require further study.**



Since TLC PreK moved to Sandown Central in 2015, Pollard School has expanded its Special Education program for students with Emotional and Behavioral Disabilities, adding additional staff and quiet spaces. The TLC PreK program has also grown over the past two years at the Sandown Central location.

While classroom spaces could be created for TLC PreK to re-enter Pollard School, Pollard could not support the current growth of TLC PreK. These factors would force the District to limit enrollment of typical peers. Typical peers are essential to creating an early learning environment where age appropriate skills, communication, and behavior are modeled. Typical peer ratios are also required per IDEA. If the district is unable to provide early learning classrooms for preschool age students within the District public education setting, they must find alternatives. Such alternatives may include placing students in community based programs.

ENROLLMENT/CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates can vary depending upon when the NESDEC report is issued.

Sandown Central School (2018 - 2023)						
Key: # projected enrollment/classroom space						
	18-19	19-20	20-21	21-22	22-23	23-24
Kindergarten	70/3 rooms	68/3 rooms	81/ 4 rooms	67/ 3 rooms	70/3 rooms	71/ 3 rooms
Grade 1	75/4 rooms	83/5 rooms	81/ 5 rooms	96/ 5 rooms	80/ 4 rooms	83/ 5 rooms
Grade 2	67/3 rooms	77/ 4 rooms	85/4 rooms	83/ 4 rooms	99/ 5 rooms	82/ 4 rooms
Art/Music	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room
Total Classroom Space Needed/ Available	11/13	13/13	14/13 *	13/13	13/13	13/13
Office and Special Education Services space are not included above.						

Sandown North School (2018 - 2023)						
Key: # projected enrollment/classroom space						
	18-19	19-20	20-21	21-22	22-23	23-24
Grade 3	82/4 rooms	69/3 rooms	79/ 4 rooms	87/ 4 rooms	85/4 rooms	102/ 5 rooms
Grade 4	60/3 rooms	84/4 rooms	71/ 3 rooms	81/ 4 rooms	89/ 4 rooms	87/ 4 rooms
Grade 5	72/3 rooms	63/ 3 rooms	88/ 4 rooms	75/ 3 rooms	85/ 4 rooms	93/ 4 rooms
Total Classroom Space Needed/ Available	10/18	10/18	11/18	11/18	12/18	13/18
Office and Special Education Services space are not included above.						

STAFFING NEEDS:

For purposes of this study, the additional staffing projections have been estimated and are in line with current positions held at district elementary schools.

- **School Counselor (1)**
 - o To provide Second-Step Guidance Curriculum to grades K-2, individual and small group counseling support, and to provide families with contacts and services. There is no school counselor currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore, this is an immediate need.
- **Library/Media Specialist (.5)**
 - o To provide library services, book circulation, and media resources for instructional and learning purposes. There is no Library/Media Specialist currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore, this is an immediate need.
- **Anticipated Classroom Teachers (based on NESDEC projections)**
 - o By 2019, two additional teachers would be needed at Sandown Central School.
 - o By 2020, one additional teacher would be needed at Sandown Central School, however the facility could not accommodate a total of 14 classrooms. By 2020, one additional teacher would also be needed at Sandown North School.

APX. STAFFING ASSOCIATED COSTS (through 2020): \$ 105,000 (2018-19) + \$140,000 (2019-20)

INSTRUCTIONAL MATERIALS and TECHNOLOGY:

Unified Arts (PE, Art, Music supplies) and Technology related materials (Chromebooks, Classroom Projectors, Carts, Classroom Printers, Teacher Laptop/Desktop) will move from Sandown North to Sandown Central.

TRANSPORTATION:

There will be no need for additional busses, as routes will be adjusted to work within our current contract. Within our current configuration of Preschool and Kindergarten at Sandown Central, it is recommended to have bus monitors for these young age groups; this would continue to be a concern with the addition of first and second graders.

Projected cost for additional bus monitors would be **\$108,000 per year**. This projected cost is based off our current contract with First Student. During the planning process for a new contract, bus monitoring should be examined.

FACILITIES:

Kitchen and Cafeteria Renovations

The kitchen at Sandown Central is inadequate for on-site meal preparation. Currently, there are 10-12 Sandown Central students who receive prepared food. They choose their meal selections in advance and each day their food is bussed from Sandown North. This is an inequitable system, as Sandown Central students do not receive the opportunity of same-day meal selection that other students across our district receive.

The addition of first and second graders presents two options - either (1) increase satellite operations from Sandown North School, or (2) open a minimal kitchen for operational meal service. In both sub-options, Sandown Central will require the purchase of cafeteria furniture.

Increasing satellite operations from Sandown North School will still require basic renovations to the kitchen, including a food warmer, a hot serving counter, a cold serving counter, and dishwasher maintenance. Small wares such as cafeteria trays and utensils will need to be purchased. The transportation of food will require a small van and a commercial insulated container.

Opening a minimal kitchen will include all of the same basic renovations as above, along with many more. A minimal kitchen will require the removal of old equipment and the installation of new equipment, in line with any code concerns that may arise. The new equipment required includes a single convection oven, a stove, a 2 door refrigerator, and a 2 door freezer. The same small wares will need to be purchased, along with regular pans, sheet pans, pots, and a pan rack. Sandown Central will also require an Annual Food Service License, and there is a greater food service labor cost associated with this option.

Air Conditioning

Key spaces that require air conditioning include the library and nurse's office. The library should be air conditioned to provide a comfortable central location for both classes and meetings. The nurse's office should be air conditioned in order to offer reprieve from heat exhaustion and other ailments that require a climate controlled space.

Site & Traffic Flow

The current flow of the site is not conducive to a safe or efficient pickup or drop off environment. Currently, traffic flow has staff, parents, and busses converging at the same point. Increasing enrollment at this facility will only exacerbate the issue. Cars and busses should never cross paths, and this will be taken into account in the necessary full redesign of the site and parking lots.

Facilities Updates Overview

Total cost for facilities and site improvements are approximately **\$354,550 – 379,250**. Please be advised that these are very rough budget estimates. As we proceed with an option, further study will be needed to refine estimates.

Option #3 (Long-Term)

This option proposes the consolidation of the Sandown North School and Sandown Central School to the Sandown North facility, in which the Sandown North facility will receive appropriate addition(s) and updates to meet the growing Sandown population needs of PreK-5 as projected for the next ten years. The District Preschool program, however, would move to a more centralized location.

The feasibility of Sandown North additions was confirmed through a Sandown North and Sandown Central consolidation study performed by Lavallee Brensinger Architects as part of the 2009-2020 Capital Improvement Plan. For discussion purposes and in lieu of a more recent consolidation study, the Assessment Sandown presents itself as a foundation to exploring this option.

Facilities Review: Assessment Sandown, 2008

The 2008 report includes a full “Existing Facilities Assessment,” which details the condition of the Sandown North and Sandown Central site and facilities as of December 4, 2008. Overall, the North facility was found to be in good condition, compliant with current codes of the time, and functional in its intended use as an elementary school. The Assessment provided a perspective of the facility should the student population grow:

The Media Center, the Administration, and the Athletic Areas are slightly undersized for a current student population of 340 students, and therefore should be upgraded when the capacity of the building rises to 500 students. Support spaces for faculty are adequate, but could be upgraded. There is one designated team meeting space (shared as the large conference room by the entire school), but additional areas should be added as the student population grows. (pg. 391)

The Sandown Central site was toured, and detailed to be “a collection of additions of various forms and materials, many of which are at the end of their life cycle. The overall layout of the building is complex and not intuitive nor efficient.” (pg. 391-92) The renovation of this building was considered not feasible, as renovations would trigger full code compliance:

Per the NH Department of Education’s Minimum Standards for Public Schools (Ed 321.27) if a renovation exceeds 60% of the cost for new construction, “The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building be fully accessible to individuals with disabilities. (pg. 392)

The 2008 Assessment outlines the advantages and changes that would result from a consolidation, and this content remains legitimate. Educational advantages include greater coordination and therefore consistency of curriculum and instructional practices, efficient resource allocation, and greater professional collaboration. Positive social and emotional impacts include the enrichment of student experiences coming together, and the reduction of transitions between schools.

Both these educational and social impacts speak to the large advantage of establishing equity for the Sandown community. These advantages are already established at other Timberlane elementary schools. While the most recent consolidation of grades one through five at Sandown North is a large step towards equity in regards to the Timberlane elementary student, the student and community experience still remains different than all others' in the District, and a complete facilities consolidation is the only way to address this concern.

PROJECTED ENROLLMENT/ CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates vary depending upon when the NESDEC report is issued. NESDEC provides arbitrary preschool enrollment projections, due to the fact that projections are largely based on birth rates.

Sandown North School + Addition						
Key: # projected enrollment/classroom space						
* The Preschool projection of 42 students is based on the 2017 NESDEC projected enrollment reports for the town of Sandown only.						
	18-19	19-20	20-21	21-22	22-23	23-24
PreK (Sandown Only)	42* /2 rooms	42* /2 rooms	42* /2 rooms	42* /2 rooms	42* /2 rooms	42* /2 rooms
Kindergarten	70/3 rooms	68/3 rooms	81/ 4 rooms	67/ 3 rooms	70/3 rooms	71/ 3 rooms
Grade 1	75/4 rooms	83/5 rooms	81/ 5 rooms	96/ 5 rooms	80/ 4 rooms	83/ 5 rooms
Grade 2	67/3 rooms	77/ 4 rooms	85/4 rooms	83/ 4 rooms	99/ 5 rooms	82/ 4 rooms
Grade 3	82/4 rooms	69/3 rooms	79/ 4 rooms	87/ 4 rooms	85/4 rooms	102/ 5 rooms
Grade 4	60/3 rooms	84/4 rooms	71/ 3 rooms	81/ 4 rooms	89/ 4 rooms	87/ 4 rooms
Grade 5	72/3 rooms	63/3 rooms	88/ 4 rooms	75/ 3 rooms	85/ 4 rooms	93/4 rooms
Total Classroom Space Needed	22	24	26	25	26	27
Office and Special Education Services space are not included above.						

STAFFING NEEDS at SN:

For purposes of this study, the additional staffing projections have been estimated and are in line with current positions held at district elementary schools.

- **School Counselor (1)**
 - o With an increasing population of up to 524 students by 2025, Sandown North would require a second school counselor to provide Second-Step Guidance Curriculum to students, individual and small group counseling support, and to provide families with contacts and services.
- **Anticipated Classroom Teachers (based on NESDEC projections)**
 - o By 2019, two additional teachers would be needed for the Sandown North School.
 - o By 2020, two more teachers would be needed for the Sandown North School.
 - o By 2023, one more teacher would be needed for the Sandown North School.

APX. STAFFING ASSOCIATED COSTS (through 2025): \$ 140,000 (2018-19) + \$280,000 (2020-24)

FACILITIES:

- **Lavallee Bresinger Architects' Proposal**
2008 Estimated Cost: \$5,674,000

The original project proposal and estimated cost of \$5,674,000 as presented by Lavallee Bresinger Architects are specific to the original 2008 report only.

The 2008 report advocates for the consolidation of the Sandown schools. Conceptual designs for Sandown North additions were presented and provide various visual interpretations of potential arrangements. While the conceptual designs provide varying possibility of additional construction, Lavallee Bresinger Architects does outline one specific project proposal. The project summary includes “an addition of approximately 20,000 square feet of educational space, limited renovation of the existing facility to renovate current space shortages and address 21st century education planning principals, installation of a sprinkler system throughout the existing and new facility, and site improvements to address current needs and site shortcomings.” (pg. 5)

- **Present Day Proposal**

Updated 2008 Estimated Cost: \$6.5 - 7.25 million

The updated cost estimate is a modified estimate to reflect typical inflation of construction costs; this figure estimates the cost to fulfill the 2008 project in present day. The updated cost estimate is specific to the estimates and assessments completed in 2008, and does not include any additional costs associated with current building code requirements. A real time valuation requires a present day assessment.

The original project was proposed in 2008, with a declining NESDEC projected enrollment over the next ten years. Further analysis is required to provide a complete proposal that accounts for the present day projections of increasing enrollment over ten years, and also aligns with current code compliance. In the next ten years, K-5 enrollment projections peak in 2025-2026, and would require 29.5 classroom spaces. This then calls for a 20,000 square foot addition, consisting of 10-12 classroom spaces, 21st century learning spaces such as areas for STEAM and collaboration, and also the necessary renovations and updates to accommodate a larger student body in general.

Option #4

(Long-term + Separate study needed)

This option proposes closing Sandown Central and building at the Timberlane campus, in order to move all district 5th graders to the TRMS Campus, and the TLC PreK to the TRHS Campus.

NOTE: As defined in the Introduction, the charge of this study is to develop a comprehensive list of options to address the anticipated enrollment increases and present overcrowding in Sandown. Option 4 was studied with that intention and presented a relevant discussion, though it was understood that this option had a much larger scope than the defined charge, and implicates all towns as a District-level configuration change. The TRMS/TRHS campus was explored as a site of opportunity in the District, in terms of property and location. Upon further investigation, this option was found not to directly alleviate Sandown's concerns.

ENROLLMENT/CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates are vary depending upon when the NESDEC report is issued. NESDEC provides arbitrary preschool enrollment projections, due to the fact that projections are largely based on birth rates.

Timberlane Regional Middle School (2018 - 2023)						
# projected enrollment (4 classrooms per grade level)						
	18-19	19-20	20-21	21-22	22-23	23-24
Grade 5	258	231	227	246	252	269
Grade 6	279	263	236	231	251	256
Grade 7	248	278	261	234	232	250
Grade 8	273	251	279	264	236	234
Total Classroom Space Needed/ Currently Available	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms
Office, Special Education Services space, and Additional Unified Arts rooms are not included above.						

Timberlane Learning Center PreK at Timberlane campus (2018 - 2023)						
Key: # projected enrollment/classroom space * The TLC preschool projections (100 students) are based on TLC PreK current enrollment data.						
	18-19	19-20	20-21	21-22	22-23	23-24
TLC PreK	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms

STAFFING NEEDS at TRMS:

- With an increased population due to the addition of fifth grade, TRMS would require an additional school counselor to provide Second-Step Guidance Curriculum to students, individual and small group counseling support, and to provide families with contacts and services. Additional staffing support may be necessary for Special Education Services and Unified Arts.

APX. STAFFING ASSOCIATED COSTS: \$ 70,000

INSTRUCTIONAL MATERIALS and TECHNOLOGY:

Unified Arts (PE, Art, Music supplies) and Technology related materials (Chromebooks, Classroom Projectors, Carts, Classroom Printers, Teacher Laptop/Desktop) will move from Sandown North to Sandown Central.

TRANSPORTATION:

Additional busses from each town may be needed. Further study will be required.

FACILITIES:

The following information is included for informational purposes. The TRMS/TRHS campus was explored as a site of opportunity in the District in terms of property and location, however this option was found not to alleviate Sandown's concern.

Development at the Timberlane campus

To explore possible organizations and facilities plans at the Timberlane campus, it is recommended to reference the 2009-2020 Capital Improvement Plan. The CIP includes long-range planning options presented by NESDEC, visitation reports performed by NEASC, and facilities assessments performed by Lavallee Brensinger Architects. To discuss TRMS/TRHS development, the building assessments

performed by Lavallee Bresinger Architects provide an understanding of the District's assets; summary excerpts are included below.

- **TRMS**

"As the District and the community consider the future of this building (TRMS), they should be aware of many issues that may arise under a renovation scenario. Many of the deficiencies noted above (such as corridors that are too narrow, limited security and supervision challenges, substandard classroom sizes, lack of ADA compliance, inability to upgrade to meet seismic codes) are simply not feasible to remedy through renovation. Nearly all of the issues listed under the Functional Requirements assessment above are not addressable at reasonable cost via a renovation of, or addition to, the building. Per the NH DOE guidelines, if the Timberlane Middle School were to be renovated, the project must not exceed 60% of the cost of new construction, or it would be required to meet current codes. Given our findings, we believe that this building cannot readily, or cost effectively, be brought within compliance with current codes and planning standards." (pg. 264)

- **TRHS**

"While the building (TRHS) can obviously be considered a valuable asset to the District, it remains to be determined if upgrades and additions can bring this building up to the standards of new high school planning and construction, and whether those upgrades and additions will be a long-term cost effective solution. More detailed design studies must first be developed to determine whether this building should be renovated into a progressive high school or whether a new high school facility should be considered, allowing this building to be renovated into an enlarged and effective middle school. We, at Lavallee Bresinger Architects, reserve our final recommendations for this facility until design studies can be completed and costs assessed. A review of the various options must include not only the School District and its taxpayers, but also all authorities having jurisdiction, including the State Fire Marshall's Office and the NH Department of Education, to ensure that the building is safe and also eligible for State Building Aid." (pg. 267)

TLC PreK at the TRHS Campus

Moving TLC PreK to the TRHS campus would provide many benefits to both the students and the District. The high school would develop an early childhood course, and students would not need to be bussed to the Salem Vocational Center. There would be greater opportunities for enhanced learning and literacy, such as a Big Buddy Reading Program.

This also opens the discussion to consolidate preschool programs across our district to a single campus, which would open space in Atkinson, Pollard, and Danville. In regards to a Sandown consolidation, the

current Sandown Central preschool students would be accounted for. With a central location and proximity to Interstate 495, this would attract more typical, tuition paying preschool students. Further study would be required to understand District costs and develop facilities planning.

OTHER CONSIDERATIONS for Option #4:

- The current Articles of Agreement among the towns of Atkinson, Danville, Plaistow, and Sandown should be considered when discussing a configuration change. Article 3 states the following:

The Timberlane Regional School District shall be responsible for the public education of grades 1 through 12. Pupils in the pre-existing districts shall be assigned by the Regional Board to attend the elementary schools in the pre-existing districts in which they reside for no less than the first five years of formal schooling. Resident parents or guardians may voluntarily request that their elementary student(s) be assigned to another in-district public elementary school on an annual basis as long as seats are available and that no additional costs (transportation, etc.) be incurred by the School District. The Regional School Board may assign pupils to a school other than one in the pre-existing district in which they reside for the purpose of special education not available in the pre-existing district. Grades 6 through 12 may be maintained in the central schools within the Cooperative District.

Options 1-4 Comparison

	Option #1 (Short-term)		Option #2 (Short-term)		Option #3 (Long-term)		Option #4 (Long-term + Separate Study Needed)	
OPTION DESCRIPTION	TLC - K-1 at SC	Associated Costs	K-2 at SC, TLC moves to Pollard	Associated Costs	Close SC and put addition on to SN	Associated Costs	Close SC, Move all Grade 5 to TRMS and TLC to TRHS	Associated Costs
STAFFING	School Counselor	70,000	School Counselor	70,000	Classroom Teachers (5 by 2024)	350,000	School Counselor	70,000
	Part-time (.5) Library/Media Specialist	35,000	Part-time (.5) Library/Media Specialist	35,000	School Counselor	70,000		
	Classroom Teachers (2 needed by 2019)	140,000	Classroom Teachers (2 needed by 2019)	140,000				
TRANSPORTATION	Addition of 4 bus monitors	108,000	Addition of 4 bus monitors	108,000	No Additional Busses Needed	0	Additional bus for each town	TBD
FACILITIES (Site, Playground, Library, Furniture)	Playground Equipment (Swings, Slides, Sandbox, Mulch)	15,000	Playground Equipment (Swings, Slides, Sandbox, Mulch)	15,000	Construct 20,000 sq. foot classroom addition	6.5M-7.25M	Construction	TBD
	Additional Library Furniture	20,000	Additional Library Furniture	20,000				
	Satellite Operation For Lunch Service	52, 050	Satellite Operation For Lunch Service	52, 050				
	OR	OR	OR	OR				
	Kitchen/Cafe Reno	76,750	Kitchen/Cafe Reno	76,750				
	Cafeteria Furniture	25,000	Cafeteria Furniture	25,000				
	Moving Costs	5,000	Moving Costs	7,500				
	Air Cond. Unit in key common spaces	40,000	Air Cond. Unit in key common spaces	40,000				
	Site traffic flow	150,000	Site traffic flow	150,000				
	Additional Renovations	45,000	Additional Renovations	45,000				
TOTALS	\$705,050 - 729,750		\$707,550 - 732,250		\$6.92 - 7.67 million		TBD	

Appendix A

2009-2020 CIP Introductory Pages

This document includes introductory pages of the 2009-2020 CIP, and the proposed District-wide project summary written by Lavallee Bresinger Architects.



CAPITAL IMPROVEMENT PLAN

2009-2020

The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

2009-2020 CAPITAL IMPROVEMENT PLAN

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The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

Sandown Schools: A Comprehensive Review of Facilities Use Options

CAPITAL IMPROVEMENT PLAN

Timberlane Regional School District

WHAT IS A CIP?

The Capital Improvement Plan (CIP) forecasts the District's capital needs over a 10+ year period based on various District-adopted long-range plans, goals and policies consistent with the "Strategic Plan." The underlying strategy of the CIP is to plan for land acquisition, construction, and major maintenance of public facilities necessary for safe, efficient and effective provisions of educational services for the towns of Atkinson, Danville, Plaistow and Sandown. A critical element of a balanced CIP is the provision of funds to preserve or enhance existing facilities and provide new assets that will support quality education in the 21st century.

NEEDS

- ✓ **Renovation** – facilities improvement, upgrades or additions qualifying for State Construction Aid.
- ✓ **Reconstruction** – substantial improvements, upgrades or additions exceeding State ordinary allowances.
- ✓ **Replacement and New Construction** – construction of new facility and demolition or repurposing of existing building.

CHANGING PARADIGMS

EDUCATION THEN

- Top Down Management
- Teachers are Center of Focus
- Direct Instruction
- Passive Learning
- Large Class Size
- Control Environment
- Scheduled Use of Space and Time
- Paper and Text
- Restricted Environments

EDUCATION NOW

- Professional Learning Communities
- Teacher as Coach
- Group Learning
- Active/Hands-on Learning
- Smaller Class Size
- Engagement Environment
- Flexible Use of Space and Time
- Technology Rich
- Fully Inclusionary Environments

"The problem with new challenge is that schools are still organized around the old factory model."

(p.3) The Fifth Discipline

JUSTIFICATION

A CIP provides many benefits including:

- Allows for a systemic evaluation of all potential projects at the same time.
- The ability to stabilize debt and consolidate projects to reduce borrowing costs.
- Serves as a public relations and economic development tool.
- A focus on preserving a governmental entity's infrastructure while ensuring efficient use of public funds.
- An opportunity to foster cooperation among departments and an ability to inform other units of government of the entity's priorities.

From Wikipedia

ACKNOWLEDGEMENTS

New England School Development Council (NESDEC)
New England Association of Schools and Colleges (NEASC)
Lavallee Brensinger Architects
Timberlane Strategic Planning Committee
Community Members at Large

FLOW CHART OF PROJECTS

**2009-2011
SANDOWN SCHOOLS**

10 year bond

**2016-2019
HIGH SCHOOL**

20 year bond

**2012-2014
MIDDLE SCHOOL**

20 year bond

**2020-2024
REMAINING SCHOOLS**

SANDOWN SCHOOLS

Consolidation of the Sandown Elementary Schools that will include a 20,000 sf addition to Sandown North to provide a more cohesive education while implementing a cost savings in the operation of just one building.

Estimated cost: \$5,674,000

MIDDLE SCHOOL

Construct a new 203,700 sf free-standing school on the existing high school and middle school property that will include improvements to vehicular ways, athletic areas and pedestrian routes.

Estimated cost: \$36,000,000

HIGH SCHOOL

Renovate and reconstruct existing high school facility that will include renovations of 48,000 sf of existing high school, demolition of portions, and construction of an additional 185,000 sf of educational space.

Estimated cost: \$37-\$40,000,000

REMAINING SCHOOLS

Pollard School, Danville Elementary, Atkinson Academy and the Superintendent's Office needs will be determined at a later date. There are no costs associated with these projects at this time.

FINANCIAL STATEMENT

Estimated costs are provided for preliminary purposes only and reflect the 2009 construction dollars as calculated by New Hampshire Department of Education methodology, and must be modified to reflect typical inflation of construction costs. Over the past several years, costs in New Hampshire have risen by an average of 7% per year.

Project Sequence #1: Sandown Elementary Schools Consolidation.

Project Summary: The proposed solution for the Sandown Elementary Schools is a consolidation of the Sandown North and Sandown Central Elementary Schools on the existing Sandown North Site. The project will include an addition to the existing Sandown School of approximately 20,000 sf of education space, limited renovation of the existing facility to remedy current space shortages and address 21st century education planning principals, installation of a sprinkler system throughout the existing and new facility, and site improvements to address current needs and site shortcomings.

Plan Benefits: The proposed consolidation will allow the Sandown Primary Schools to provide a more cohesive education for it's students. It will place all programs currently spread across two schools into one location, allowing for better coordination between faculty and students across all grade levels.

The teaching spaces will be much improved over those currently offered at Sandown Central Elementary. The classrooms will be adequately sized with optimum daylighting, improved air quality, and designed to support current teaching strategies. The education areas in Sandown North School will be further enhanced by creating proper support spaces to allow integration of programs such as special education, reading programs, and math coordination. Faculty and staff will have spaces for planning, coordination and meeting areas.

The conceptual designs also address site access and safety issues. The final design provides improved vehicular circulation and parking. Students shall have safe access to outdoor areas, like the playground and outdoor athletic space, without crossing vehicular accessways.

Order of Magnitude: The estimated construction costs for the Sandown Elementary Schools Consolidation Project is \$5, 674,000. This early phase estimate, including hard construction costs of the building and site improvements, was produced by a Construction Manager based on the current drawings and designs. Hard construction costs for the building can be defined as the cost of the physical building from the foundation upwards including all permanent building systems. The costs of land, utility connections, planning, design and engineering, legal and administrative fees, furniture, fixtures, and other equipment which are not part of a building system are not included. This cost is provided as an order of magnitude and is subject to development as scope of the project is better defined. Particular items like interior finishes, technology infrastructure, and preferred mechanical systems can have significant impact on the construction costs of a project. Also note that the estimate provided is set in current (2009) construction dollars, and must be modified to reflect typical inflation of construction costs. Over the past several years, construction costs in New Hampshire have risen by an average of 7% per year; therefore, the project timeline for construction approved by voters can weigh heavily into the construction costs for any project.

"Soft Costs" can also have significant effects on the total amount of a project's cost. Soft costs include a wide array of items which all contribute to a total school bond required to construct or renovate a building. These costs include (but are not limited to): engineering and design fees, legal

and administrative fees, furnishing and equipment not part of the building systems, utility connection charges, and permitting fees. Soft costs can vary from school to school depending on local requirements and also on the amount of furnishings, equipment, and technology suitable for re-use in a new or rehabilitated school. In general, these costs can range from 20-30% of construction costs.

Project Sequence #2: Timberlane Regional Middle School.

Project Summary: The proposed solution for the Timberlane Regional Middle School is a new 203,700 sf free-standing School on the existing High School and Middle School property. It includes site improvements to vehicular ways, athletics areas, and pedestrian routes. The current plan recommends an additional access be purchased / provided to improve vehicular flow.

Plan Benefits: The proposed design provides spaces to accommodate implementation of a 21st century education. Classrooms and labs will be adequately sized and provide environments with good indoor air quality and ample natural light proven to be crucial to progressive learning. The school will provide a secure environment in accordance with modern safe schools design initiatives. The facility will be fully accessible and compliant with all applicable fire and safety codes. The building itself will be designed to exceed the energy code and minimize environmental impacts as a High Performance school in accordance with the guidelines of the NH Collaborative for High Performance Schools. Overall the facility will remedy issues noted in the existing facility assessments provided by Lavallee Brensinger Architects and deficiencies noted by the report from the New England School Development Council. It will accommodate the current and programmed capacity for the Middle School (currently set at 1100 students). It will embrace the Middle School Philosophy set forth by the Educational Specification and the goals of the District and the greater community.

Order of Magnitude: The estimated order of magnitude for construction costs for a new Timberlane Regional Middle School is between 33 and 38 Million dollars. This is based on Lavallee Brensinger's project experience and on the average school construction costs in NH for 2008 of \$175 per square foot, as reported by the New Hampshire Department of Education. The estimate provided is set in current (2009) construction dollars, and must be modified to reflect typical inflation of construction costs, estimated at 7% per year. This figure includes hard construction costs for the building only. Hard construction costs for the building can be defined as the cost of the physical building from the foundation upwards including all permanent building systems. The costs of land, site work, utility connections, planning, design and engineering, legal and administrative fees, furniture, fixtures, and other equipment which are not part of a building system are not included. Site construction costs are difficult to estimate until a clear scope has been defined and a thorough site investigation (including geotechnical reports and site surveys) has been completed. These costs are primarily based on the existing site make-up and final site design. As noted above, a new Middle School project would benefit greatly from a second access point from East Road. The actual access point acquired could have a significant effect on site planning for the project. Also note that the improvements made to the existing Middle School site can vary greatly themselves, from asphalt

parking and basic lawn-type athletic fields to fully irrigated and under-drained athletic fields, or even lighted artificial turf fields. All of these options should be considered further as part of a Middle School capital improvements project.

“Soft Costs” can also have significant effects on the total amount of a project’s cost. Soft costs include a wide array of items which all contribute to a total school bond required to construct or renovate a building. These costs include (but are not limited to): engineering and design fees, legal and administrative fees, furnishing and equipment not part of the building systems, utility connection charges, and permitting fees. Soft costs can vary depending on local requirements and also on the amount of furnishings and equipment suitable for re-use in a new or rehabilitated school. In general, these costs can range from 20-30% of construction costs.

Project Sequence #3: Timberlane Regional High School.

Project Summary: The proposed solution for Timberlane Regional High School is a reconstruction and renovation of the existing High School Facility in its current location. It includes renovation of 48,000 sf of the existing High School, demolition of portions of the remaining High School, and construction / reconstruction of an additional 185,000 sf of educational space, totaling a 233,000 sf modern high school facility.

Plan Benefits: The design will provide a modern High School Facility, fully accessible and code compliant, and design to accommodate the current and future curriculum for a planned enrollment of 1500 students. It will remedy all deficiencies listed within both Lavallee Brensinger Architect’s Existing Facility Assessment and the report provided by the New England School Development Council. As part of this, it will address current over-crowding issues, inadequate classroom sizes, and poor functional layout. The upgraded facility will also have improved energy efficiency and will seek a High Performance accreditation for Renovated / Existing Schools as expected to be available from the NH Department of Education this coming year. The high school will be more secure and more easily supervised as part of safe schools planning initiatives. It will reuse the existing facilities which are in good condition including recently upgraded Science Labs and classrooms, as well as the existing Gymnasium and Cafeteria. Another benefit of renovating the existing high school facility in place is the opportunity to reinforce its connection to the Performing Arts Center. The project shall include upgrades to the Performing Arts Center necessary for the District’s music and performing arts programs. The design will also seek to embrace and improve community use of the facility. Overall the project will enable the Timberlane Regional School District to provide a cutting edge high school education.

Order of Magnitude: The estimated order of magnitude for construction costs for a renovated and reconstructed Timberlane Regional High School is between 37 and 40 Million dollars. This is based on average school reconstruction costs and our and our consulting engineer’s assessment of the current

facility. The estimate provided is set in current (2009) construction dollars, and must be modified to reflect typical inflation of construction costs, estimated at 7% per year. This figure includes hard construction costs for the building only. Hard construction costs for the building can be defined as the cost of the physical building from the foundation upwards including all permanent building systems. The costs of land, site work, utility connections, planning, design and engineering, legal and administrative fees, furniture, fixtures, and other equipment which are not part of a building system are not included. Site construction costs are difficult to estimate until a clear scope has been defined and a thorough site investigation (including geotechnical reports and site surveys) has been completed. These costs are primarily based on the existing site make-up and final site design. Improvements made to the existing High School site will be heavily contingent upon improvements made as part of a New Middle School Project. Once the High School Reconstruction is completed, serious consideration should be given to

“Soft Costs” can also have significant effects on the total amount of a project’s cost. Soft costs include a wide array of items which all contribute to a total school bond required to construct or renovate a building. These costs include (but are not limited to): engineering and design fees, legal and administrative fees, furnishing and equipment not part of the building systems, utility connection charges, and permitting fees. Soft costs can vary depending on local requirements and also on the amount of furnishings and equipment suitable for re-use in a new or rehabilitated school. In general, these costs can range from 20-30% of construction costs.

Appendix B

Assessment Sandown, Conceptual Plans

This document was written by the Lavallee Bresinger Architects and provides a building assessment of the Sandown Schools, and conceptual plans of possible Sandown North School additions.



2009-2020 CAPITAL IMPROVEMENT PLAN

ASSESSMENT SANDOWN

Statement of Purpose
Existing Facilities Assessment and
Building Programs

The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

Sandown Schools: A Comprehensive Review of Facilities Use Options

STATEMENT OF PURPOSE

SANDOWN NORTH AND CENTRAL CONSOLIDATION

The Timberlane Regional School District administration, along with Lavallee Brensinger Architects, submits this feasibility report relative to the potential for consolidation of the Sandown North and Central Schools.

The New England School Development Council (NESDEC) has conducted a detailed Enrollment and Demographic Analysis of the Timberlane Regional School District covering the next ten years. The analysis projects a decline in the District's student enrollment at the K-5 levels from 1916 students in 2007-2008, to 1587 students in 2017-2018. The Sandown projections reflect a potential decline from 385 in 2007-2008 to 361 in 2011-2012. This anticipated decline in enrollment represents a reversal of a 10-year pattern of growing enrollment and increasing facilities needs for space. *What are the short-term, medium-term, and long-term implications and opportunities associated with enrollment decline in the Sandown school community?*

Given these declining enrollment projections, given the age and design deficits of Sandown Central, and given the increased expense and decreased efficiency of maintaining two buildings:

- *Is it possible, feasible and desirable to enlarge the Sandown North facility thereby closing, selling, or repurposing the Sandown Central facility?*
- *What would be the potential operational savings? What would it cost to enlarge and modify Sandown North?*
- *What would be the educational, social, and emotional impact on students?*
- *Could some of the current deficits with the Sandown North facility and site be addressed during renovation/addition?*
- *What would be the timeframe and impact on building use and instruction during a renovation/addition project?*

The attached report asks these questions and seeks to inform the District administration, School Board, Budget Committee and the public of the opportunities and challenges associated with school consolidation in Sandown.

❖ *What would be the educational, social, and emotional impact on students should the two schools consolidate?*

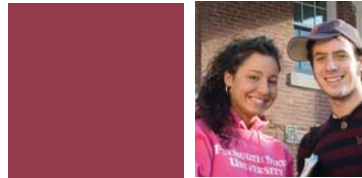
EDUCATIONAL IMPACT

- There would be a benefit to the coordination of curriculum and instructional strategies.
- Offer a more consistent delivery of curriculum from grade to grade.
- It would improve the coordination of resources; especially for remedial, enrichment, and the unified arts areas.
- It would allow for clear mission, goals, and leadership team to support student learning.
- Academic structures would be in place to support programs such as scheduling of literacy block, remedial/enrichment time, and math blocks.

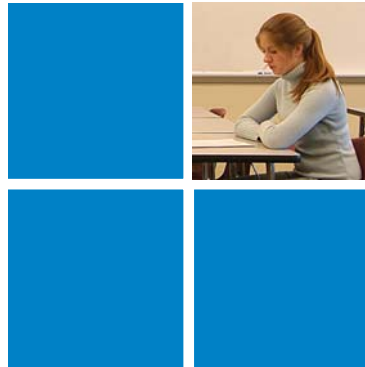
SOCIAL AND EMOTIONAL IMPACTS

- Students would receive the benefit of two more years of the well established PBIS system of behavior supports and a positive learning environment.
- Students would receive the benefit of two more years with staff who know the students and their families well.
- It would meet the safety and security needs of children.
- It would reduce the number of transitions within a two year period with just one transition to the middle school.
- It would allow for pre-teens, who are developmentally ready, to engage in more leadership roles as well as provide leadership modeling for younger students.

Existing Facilities Assessment and Building Programming



TIMBERLANE REGIONAL SCHOOL DISTRICT (SAU 55)



Sandown North and Sandown Central Elementary Schools Assessment and Conceptual Planning

December 4, 2008



Timberlane Sandown North School
Existing Condition Assessments**December 4, 2008**

Lavallee Brensinger Architects offers the following assessment of the existing Timberlane Sandown North School and Site Facilities. This report is based on meetings with the School Administrators and the Facilities Director, site visits, including a building tour of the facilities by Lavallee Brensinger Architects, and a review of the most recent floor plans. The facility has been reviewed, and recommendations based on, current design practices, current code compliance, and current Educational guidelines as published by the State of New Hampshire Department of Education.

Site Assessment:

The Sandown North School is located at 23 Stagecoach Road in Sandown NH, at the end of a dedicated drive. Secondary access to the facility is located on the back side via a small maintained access off from Rangeway Avenue, a nearby residential street. The area surrounding the school can be characterized as rural residential and is well suited for a safe elementary school site. Overall the site is 42 acres, including some scattered wetlands, and is slightly sloped and partially wooded. At the front of the school, a short rise gives way to an upper terrace. The upper terrace is a fairly flat section of gravel based clearing with potential for parking or small athletic field development. There are currently no athletic fields on site. Based on current school design standards, some space for outdoor athletics should be incorporated into site planning for implementation during a renovation of this building, or at least planned for future implementation. Ideally, such green space would be accessible during the school day so that it could be incorporated into the physical education curriculum.

All vehicular traffic approaches via Stagecoach Road, until it encounters a loop road around the school building itself. Parents drop off and pick up at the rear of the building by taking a right at the intersection, while busses stay left and drop off/pick up students at the school's main entrance. Visitor parking is located at the main entrance, while faculty parking is located past the main entrance. Sandown Faculty and School District staff note a shortage of parking for events, (particularly open houses for the school) which must be addressed. There are approximately 21 visitor and 53 staff parking spaces currently onsite, serving a current population of 340 students. Should Sandown Central's population be consolidated here, the student capacity would rise to 500 students and approximately 50-60 staff members, therefore requiring additional parking. The number of additional spaces required must be set by the school district, as parking provided for elementary schools varies greatly (given that so many of the occupants are not eligible to drive). While the Department of Education requires only enough parking to accommodate school employees, many Districts base the need for parking on specialty events such as open houses and athletic events such as basketball.

A playground is located behind the school outside the loop road. The playground equipment is recent and in good condition. The location of the playground presents a potentially dangerous intersection of students and cars should the school wish to allow use of the playground during school opening and closing. This intersection also occurs for any deliveries made to the school during student recess. Two gates are currently used to avoid any interaction of students with traffic. Any site planning efforts should investigate possible solutions to allow the school extended use of the playground.

Building Condition:

The Sandown North Elementary School is a 47,500 gross square feet (not including mechanical penthouse) single story wood framed building completed in 2000 which remains in very good condition. The exterior envelope is a mixture of siding materials over wood stud and cavity insulation, with CMU back up in walls at the gymnasium and related areas. Interior walls are gypsum partitions and appear to be in good condition. Classrooms finishes are vinyl composite tile (VCT) floors with suspended acoustic ceiling tile (ACT) ceilings, and also appear in good condition. Mechanical and electrical systems appear well maintained, and could be supplemented with additional systems should an addition to the building be provided.

Building Codes:

While the building is not fully protected with an automatic sprinkler system, it does appear to meet current Fire Codes. While the department of education encourages all schools to use sprinkler systems, they are not required as long as the building does not exceed maximum sizes prescribed by the current fire code. This building falls below the maximum allowable building areas through use of masonry fire walls, separating the facility into five buildings (independent fire areas). Any additions to the building will likely need to be separated as yet another fire area, depending on which fire area it connects to, via masonry or other firewall (similar to existing design. Even if not required by current codes, any capital improvement projects to this school should consider protecting the entire building throughout with an automatic sprinkler system for safety reasons (as well as for protection of the facility itself).

Today's schools strive to not only meet the current energy code, but to exceed it. This building with the current wall system does meet the current energy code by utilizing R-19 insulation within the stud cavity; however, it should be noted that the overall R-value of this system is calculated at approximately R-16.26 when calculating for reduction of R value at stud locations. Any additional space should exceed the current construction in terms of energy conservation and exterior envelope design.

Compliance with the Americans with Disabilities Act is a requirement of any new, or renovated educational facility. In review of the drawings and a walk-through of the facility, no violations were readily noticeable.

Functional Requirements:

A fundamental question in the assessment of any facility is whether or not it supports its intended use.

This building is a standard layout elementary school design, typical of elementary schools since the 1970s. The overall plan consists of two classroom wings containing a series of 870 square foot classrooms, each with 5 computer stations and approximately 690 square feet of usable floor area for general classroom activities. These classrooms and other miscellaneous teaching spaces are slightly undersized compared to current NH Department of Education Standards, but are currently meeting the needs of the classes housed. We would suggest that the Kindergarten programs be relocated into larger classrooms given the space needs for this particular age group (Recommended 1000 sf min). Select additional classrooms should also incorporate operable walls so that team teaching strategies could be implemented, particularly at the 4/5 level. While the overall layout of the building is not particularly innovative, it does suit the needs of a modern elementary school. Given that the grades housed would expand from K-3rd grade to K-5th grade under a consolidation scenario, further organization of the building should consider separation of students by grade level to ensure the building remains safe and friendly for all students.

The “core areas”, including the media center, the cafeteria, the gymnasium, and the administration areas, are located nicely at the main entrance to the building. The current entrance design offers the administration the ability to secure the building for a safe elementary school environment. The Media Center, the Administration, and the Athletic Areas are slightly undersized for a current student population of approximately 340 students, and therefore should be upgraded when the capacity of the building rises to 500 students.

Support spaces for faculty are adequate, but could be upgraded. There is one designated team meeting space (shared as the large conference room by the entire school), but additional areas should be added as the student population grows. Meeting areas for Special Education Services or for teacher team meetings should be integrated into the classroom wings. Small group Instructional spaces would also benefit the faculty’s ability to implement one-on-one or small group teaching as required. Like many schools, Sandown North lacks sufficient storage space (both in the classroom wings as well as in the athletic area, and also for the building overall). Additional storage space should be considered as part of any building additions to help alleviate the current shortage.

Sandown Central School:

The Sandown Central Elementary School was toured briefly and the documents reviewed as well. It should be noted that this facility is not in nearly as good condition as the Sandown North School. The 52,500 square foot building is located on a small 5.25 acre site in downtown Sandown, adjacent to route 121A. The site does contain an athletic field and a playground, but is very limited in terms of expansion. The building itself is a collection of additions of various forms and materials, many of

which are at the end of their life cycle. While aesthetics is a very subjective topic, this building cannot be considered aesthetically pleasing by any measure.

The overall layout of the building is complex and not intuitive nor efficient. The main entrance is flanked by administration areas, providing a security checkpoint for the building, as well as the Media Center. The main entrance leads down the core building areas into a collection of classroom and special education spaces. The Cafeteria and Gymnasium share one large space, a design indicative of the 1960s and earlier elementary school philosophies. A second entrance is located at the rear of the building, allowing for students to access the play area. Similar to the North School, the play area here intersects a vehicular access, therefore posing a safety concern for school staff to address on a daily basis.

While it appears that the district has upgraded and repaired this facility to the best of their ability, we feel that this building will remain inefficient in terms of space utilization. Overall, the facility serves only 160 students with its 52,500 square foot footprint, totaling 328 square feet per student (Note that the NH department of Education sets the maximum square footage of new elementary schools to 144 square feet per student (120 sf when serving 250 students or more)). Renovation of this building to become more efficient does not appear feasible at this time, given such a large renovation would trigger current code compliance. While existing buildings are generally “grandfathered” by many codes, and therefore not required to be constantly altered or improved to maintain full code compliance, any significant alteration of the facility would trigger requirements for updating systems to meet current codes. Per the NH Department of Education’s Minimum Standards for Public Schools (Ed 321.27) if a renovation exceeds 60% of the cost for new construction, *“The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building shall be fully accessible to individuals with disabilities.”*

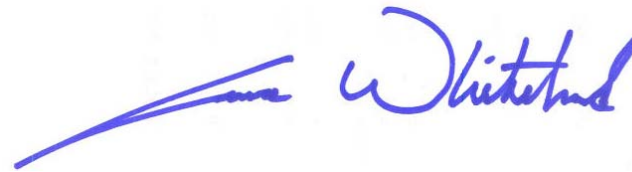
Summary:

Based upon our tour of the facility and a preliminary review of the information available to us, our professional assessment of this building is that the Sandown North Elementary School does meet the current requirements for its student population (although some improvements mentioned above would be beneficial) and that an addition to the building in an attempt to consolidate this building with the Sandown Central School is possible.

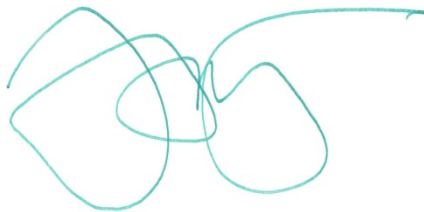
We at Lavallee Brensinger have always been proponents of locating school facilities in town core areas, and realize that school buildings are an asset to any community they are located within. Neighborhood centered schools benefit communities as a whole and promote healthier town environments by being located within walking distance to so many residences. That being noted, we feel that consolidation of the two schools would benefit the district as a whole by bringing the programs under one roof and preventing the district from spending additional funds to operate a very inefficient Sandown Central School. As the District and the community consider the consolidation of these buildings, careful thought should be given as to what happens to the existing Sandown Central Facility. This property can be considered a valuable asset to the community and might lend itself towards an alternative use.

Should the community not feel that consolidation is in their best interests, and choose to maintain the a school at the Sandown Central site, careful thought should be given to long term planning for this facility. Based on our preliminary review and issues listed earlier, a full reconstruction of the building and vehicular areas is likely the best long term plan to maintain this facility as an elementary school.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lance Whitehead". The signature is fluid and cursive, with a long horizontal stroke extending to the left.

Lance Whitehead, Project Manager
Lavallee/Brensinger Architects

A handwritten signature in green ink, appearing to read "Fred Urtz". The signature is more abstract and circular than the one above, with several loops and a long horizontal stroke extending to the right.

Fred Urtz, AIA, President
Lavallee/Brensinger Architects

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
EDUCATIONAL SPACE												
Pre School (Future)												
Classrooms	40 (1/2 day)	20	32	640	1,100	1	1,100		0	0	0	1,100
Restroom		1			60	1	60		0	0	0	60
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	0	Shared with Other Grades	0	0	0	0
							1,320				0	1,320
Kindergarten												
Classrooms	80 (1/2 day)	20	32	640	1,100	2	2,200		2	870	1740	460
Shared Restroom		1			60	1	60		1	60	60	0
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100		0	0	0	100
							2,520				1,800	720
1st Grade												
Classrooms	96	20	32	640	870	4	3,480	Adjusted to match existing room sizes	4	870	3480	0
Shared Restroom		1			60	2	120		2	60	120	0
Small Group Classroom / Coordination		12	32	384	450	1	450	Shared with Other Grades	0	0	0	450
Special Education / Meeting Area		4	32	128	300	1	300		1	233	233	67
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100	Shared with Other Grades	0	0	0	100
							4,610				3,833	777
2nd Grade												
Classrooms	96	20	32	640	870	4	3,480	Adjusted to match existing room sizes	4	870	3480	0
Shared Restroom		1			60	2	120		2	60	120	0
Small Group Classroom / Coordination		12	32	384	450	1	0	Shared with Other Grades	0	0	0	0
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	0	Shared with Other Grades	0	0	0	0
							4,060				3,600	460
3rd Grade												
Classrooms	96	22	32	704	870	4	3,480	Adjusted to match existing room sizes	4	870	3480	0
Shared Restroom		1			60	2	120		2	60	120	0
Small Group Classroom / Coordination		12	32	384	450	1	450	Shared with Other Grades	0	0	0	450
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100	Shared with Other Grades	0	0	0	100
							4,610				3,600	1,010
4th Grade												
Classrooms	96	22	32	704	900	4	3,600	At least 1 Operable wall / paired CR	0	0	0	3,600
Shared Restroom		1			60	2	120		0	0	0	120
Small Group Classroom / Coordination		12	32	384	450	1	0	Shared with Other Grades	0	0	0	0
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	0	Shared with Other Grades	0	0	0	0
							4,180				0	4,180

One shared Existing

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist			
5th Grade															
Classrooms	96	24	32	768	900	4	3,600	At least 1 Operable wall / paired CR	0	0	0	3,600			
Shared Restroom		1			60	2	120		0	0	0	120			
Small Group Classroom / Coordination		12	32	384	450	1	450	Shared with Other Grades	0	0	0	450			
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300			
Storage					80	2	160	Shared with Other Grades	0	0	0	160			
Copy Center / Work room					100	1	100		0	0	0	100			
							4,730			0	4,730				
Art															
Once per week at 1-2-3, Twice per week at 4-5 = 28 periods per week															
Art Studio Classroom		24	36	864	1,065	1	1,065	Adjusted to match existing room sizes	1	1065	1065	0			
Office/ Work / Storage Area		2			200	1	200		1	190	190	10			
Display Area					100	1	0	Integrate into Art room or Corrdior	0	0	0	0			
							1,265				1,255	10			
Specialty Programs															
Reading Room - Consulation area		3	36	108	170	1	0	Integrated into Classroom Areas (SGC)	0	0	0	0			
Reading Room - Teaching Area		12	36	432	450	1	0		1	870	870	-870			
Reading Room - Office Area		1	36	36	50	3	150	Integrated into Classroom Areas (SGC)	0	0	0	150			
Reading Room - Storage					100	1	100		0	0	0	100			
Math Coordinator Student Meeting Area		12	36	432	450	1	0	Integrated into Classroom Areas (SGC)	0	0	0	0			
Math Coordinator Office Area		12	36	432	450	1	450		0	0	0	450			
Health Education		24	32	768	870	1	870	Share Room w/ Technology Education	0	0	0	870			
Technology Education		24	32	768	870	1	0		0	0	0	0			
Computer Lab (WERP)		24	32	768	870	1	870	Adjusted to match existing room sizes	1	870	870	0			
							2,440				1,740	700			
Special Education															
Spec Ed Resource Room / Flex Area					870	1	870	Adjusted to match existing room sizes	0	0	0	870			
Intensive Needs Area					900	1	900		1	900	900	0			
Occupational / Physical Therapy / Sensory					860	1	860	Adjusted to match existing room sizes	1	860	860	0			
							1,760				860	900			
Music / Perf. Arts															
Once per week at 1-2-3, Twice per week at 4-5 = 28 periods per week															
Chorus / Band Room		48	25	1,200	1,200	1	1,200	Stage Area Only - adjusted to match exst	1	930	930	270			
Performance Area		96	8	768	600	1	600		1	600	600	0			
Large Practice Room		6			100	2	200		0	0	0	200			
Offices		3	75	225	225	1	225		0	0	0	225			
Storage Areas					300	1	300		3	40	120	180			
Instrument Storage					300	1	300		1	100	100	200			
							2,825			1,750	1,075				
Total Education Spaces										33,000			Net Square Feet	18,438	14,562

SAU to Verify Need

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
CORE SPACE												
Administration												
Principal		1			165	1	165	Adjusted to match existing room sizes	1	165	165	0
Curriculum Coordinator / Asst Princ		1			130	1	130	Adjusted to match existing room sizes	1	130	130	0
Admin Support / Open Office		4	75	300	350	1	350	Adjusted to match existing room sizes	1	350	350	0
Reception/Waiting		6			150	1	150	Currently Integrated into Open Office	1	150	150	0
Work Room					400	1	400		0	0	0	400
Large Conference / Meeting		40			870	1	870	Adjusted to match existing room sizes	1	870	870	0
Small Conference / Meeting		6			180	1	180	Adjusted to match existing room sizes	1	180	180	0
Teachers Lounge					400	1	400	Adjusted to match existing room sizes	1	400	400	0
Paraprofessionals					200	1	200	Adjusted to match existing room sizes	1	200	200	0
File / Record Storage					300	1	300		0	0	0	300
							3,145		2445		700	
Health Office												
Nurse Office		1			150	1	150		0	0	0	150
Entry / Waiting					200	1	200		0	0	0	200
Work Area		1			200	1	200		0	0	0	200
Sick / Treatment Area		1			150	1	150		0	0	0	150
Shared Treatment Area		2	75	150	150	2	300		1	382	382	-82
Storage					75	1	75		1	75	75	0
							1,075		457		618	
Guidance												
Head Guidance Counselor		1			150	1	150	Adjusted to match existing room sizes	1	150	150	0
Psychologist		1			150	1	150	Adjusted to match existing room sizes	1	150	150	0
Guidance Open Office/ Work Area		1			150	1	150	Adjusted to match existing room sizes	1	150	150	0
Guidance Waiting		4			100	1	0	Shared w/ Main Office	0	0	0	0
Small Conference / Meeting		6			250	1	0	Shared w/ Main Office	0	0	0	0
File / Record Storage					100	1	100		0	0	0	100
							550		450		100	
Special Education Offices												
Special Education Offices		1			160	2	320	Adjusted to match existing room sizes	2	160	320	0
Open Office / Work Room		2	75	150	557	1	557	Adjusted to match existing room sizes	1	557	557	0
Testing Room					110	1	110		1	110	110	0
Speech					200	1	200		1	200	200	0
File / Record Storage					100	1	100		0	0	0	100
Small Conference / Meeting		6	40	240	240	1	0	Shared with Main Admin	0	0	0	0
							1,287		1187		100	
Media Center												
Library / Stacks		24	50	1,200	1,000	1	1,000		1	700	700	300
Reading Areas		24	50	1,200	1,000	1	1,000	Integrated into stack areas	1	664	664	336
Circulation					100	1	100		1	100	100	0
Librarian Office					100	1	100		0	0	0	100
CPU Lab		16	32	512	510	1	510	Shared CPU Labs w/ Access to outside	1	510	510	0
Distance Learning Center		16	32	512	510	1	510	Can be relocated - stays w/ CPU Lab	1	540	540	-30
Library Storage					200	1	200		1	160	160	40
							3,420		2674		746	

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
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Health & Physical Education

Main Gym		24	110	2,640	4,635	1	4,635	Existing Currently Non-Dividable	1	4635	4635	0
Fitness / Multi-purpose Classroom		24	110	2,640	2,000	1	2,000	Aerobics, Health Classes, Firness testing	0	0	0	2,000
Outdoor PE Space						1			0			
Girls Locker Room		24	25	300	600	1	180	Adjusted to match existing room sizes	1	180	180	0
Boys Locker Room		24	25	300	600	1	180	Adjusted to match existing room sizes	1	180	180	0
AD / PE Office					170	1	170	Adjusted to match existing room sizes	1	170	170	0
Storage					900	1	900		1	156	156	744
							8,065				5321	2744

Add dividing curtain

Cafeteria

Dining Area		200	15	3,000	3,000	1	3,000	Based on 3 Lunch Periods (2 grades	1	1600	1600	1,400
Serving Area					600	1	0	per period).	0	0	0	0
Kitchen					1,100	1	1,100	Integrate Serving into Dining Entry as is	1	1100	1100	0
Dry Storage					150	1	150		1	70	70	80
Walk-In Freezer					80	1	80	Adjusted to match existing room sizes	1	80	80	0
Walk-In Refrigerator					80	1	80	Adjusted to match existing room sizes	1	80	80	0
Locker Area					80	1	80		0	0	0	80
Toilet					50	1	50	Adjusted to match existing room sizes	1	50	50	0
Loading Area					100	1	100		0	0	0	100
Cafeteria Office		1			50	1	50	Adjusted to match existing room sizes	1	50	50	0
							4,690				3030	1660

Maintenance

Custodial Closets					40	8	320	Distributed Throughout the School	4	40	160	160
Building Storage					800	2	1,600	Shared By Entire Building	2	250	500	1,100
							1,920				660	1260

Tech Support

Central Server Room					200	1	0	Located Upstairs	1	0	0	0
Satellite Server Room					60	1	0	Located Upstairs	0	0	0	0
IT Office					100	1	100	Adjacent to CPU lab	0	0	0	100
							100				0	100

Total Core Spaces 24,252 Net Square Feet

16224 8028

EXTERIOR SPACES

Fields / Events (shared with High School)

Multi-Use Athletic Field (Ext PE)						1	1		0	0	0	1
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Site Features

Bus Drop Off Spaces		8	600	4,800		1	0.11	Acres	6			2	spaces
Faculty Parking		60	300	18,000		1	0.41	Acres	53			7	spaces
Kindergarten Parent Drop Off		12					1.00	Acres	0			12	spaces
Parent Drop Off		16					1.00	Acres	16			0	spaces
Maintenance Parking		2	300	600		1	0.01	Acres	0			2	spaces
Visitor Parking		20	300	6,000		1	0.14	Acres	20			0	spaces
Event Parking		60	300	18,000		1	0.41	Acres	0			60	spaces
							2.54	Acres					

122 Total parking

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
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Program Summary

Building Program

Total Core Spaces	24,252	Net Square Feet		
Total Education Spaces	33,000	Net Square Feet	(Does not include Future Pre-School)	
Total Building Spaces	57,252	Net Square Feet	Built for capacity of 520 (480 in grades 1-5, and 80 in K 1/2 day)	
Total Gross Area	81,789	Gross Square Feet (@70% Efficient)		Total Added Area 47,500 34,289

Space Summary

Classrooms*	22
Small Group Classrooms	5
Physical Ed Areas	2
Art Studios	1

157 GSF/student (at 520 kids)
120 DOE Max Per Student
126 DOE Max Per Student at 95% Utilization

Music Teaching Spaces	1
Specialty	2

Existing Summary

Classrooms*	15
Small Group Classrooms	0
Physical Ed Areas	1
Art Studios	1

140 GSF/student (at 340 kids)

Music Teaching Spaces	1
Specialty	2

The following spaces are part of the net to gross number	
Electrical	Main Entry
Mechanical Room	Other Entrances
Toilet Rooms	Main Circulation Areas



2009-2020 CAPITAL IMPROVEMENT PLAN

CONCEPTUAL PLANS

Sandown Consolidation Study

The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

Sandown Schools: A Comprehensive Review of Facilities Use Options



Timberlane Regional School District
Atkinson, Danville, Plaistow, and Sandown, New Hampshire

Sandown Elementary Schools Consolidation Study

Your mission inspires us. Our creativity and knowledge empower you. Together we achieve excellence.

Why Consolidate?

-It Better Supports Education

The proposed consolidation will allow the Sandown Primary Schools to provide a more cohesive education for it's students. It will place all programs currently spread across two schools into one location, allowing for better coordination between faculty and students across all grade levels. The teaching spaces will be much improved over those currently offered at Sandown Central Elementary. The classrooms will be adequately sized with optimum daylighting, improved air quality, and designed to support current teaching strategies. The education areas in Sandown North School will be further enhanced by creating proper support spaces to allow integration of programs such as special education, reading programs, and math coordination. Faculty and staff will have spaces for planning, coordination and meeting areas. The conceptual designs also address site access and safety issues. The final design shall create improved vehicular circulation and parking. Students shall have safe access to outdoor areas, like the playground and outdoor athletic space, without crossing vehicular accessways.

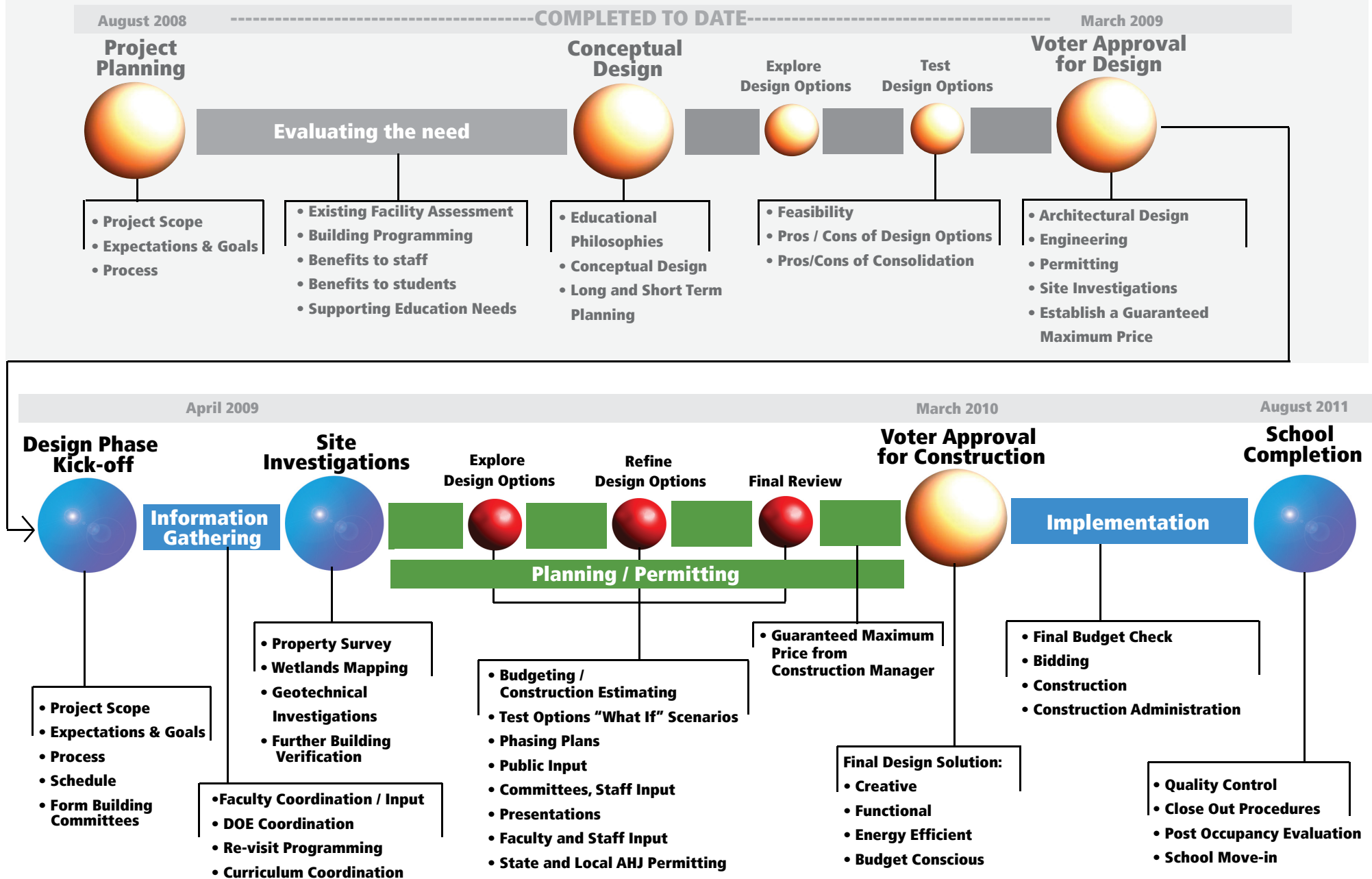
-It Presents a Costs Savings to the District

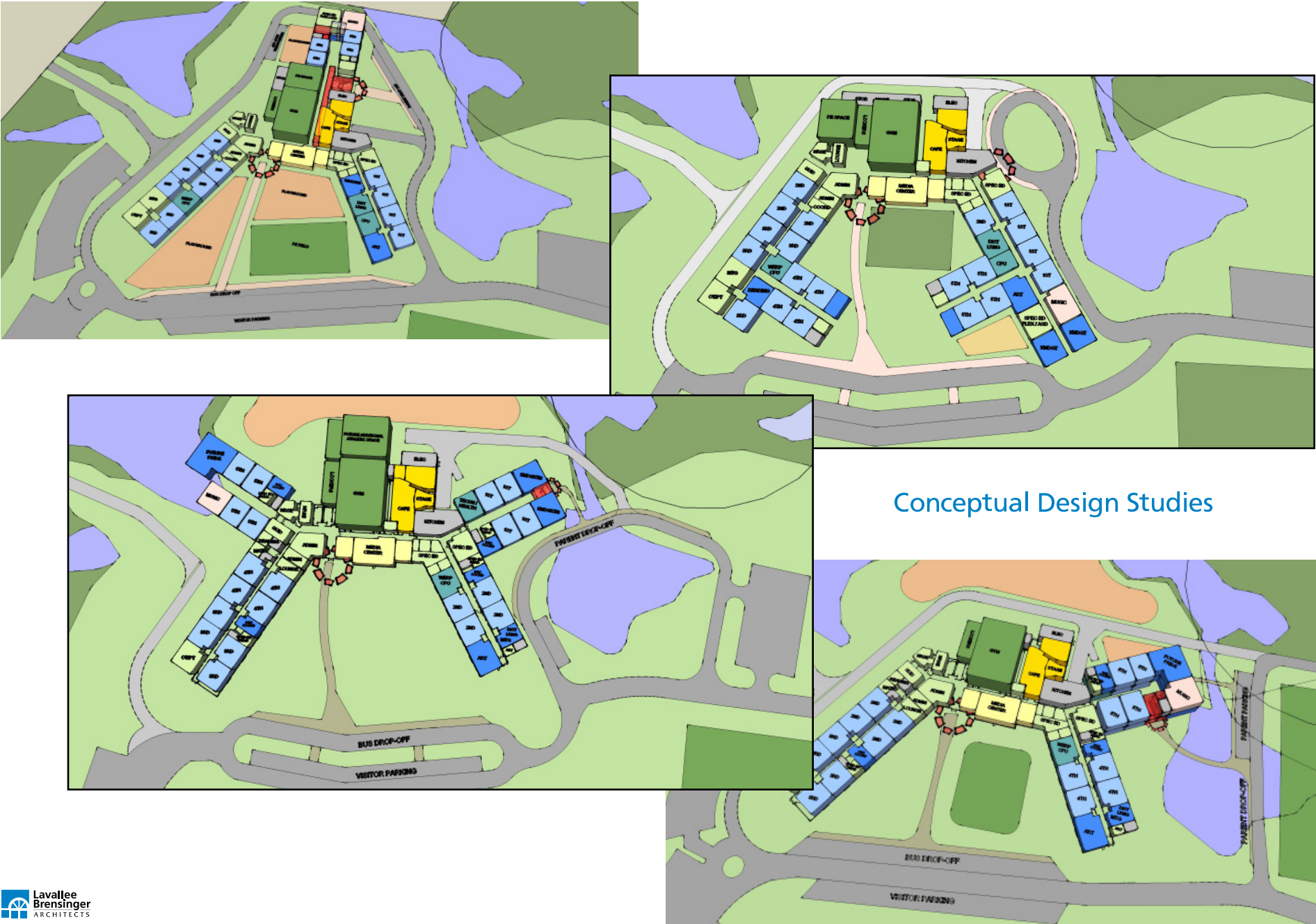
Consolidating the two facilities will create a lower tax burden. Over the course of the anticipated bond, the district could potentially save 2.6 Million dollars. Repurposing of the Sandown Central Facility may result in even further savings. This project will also bring Sandown Primary Schools into better alignment with the rest of the District on a cost-per-pupil basis.

-It Benefits the Community of Sandown

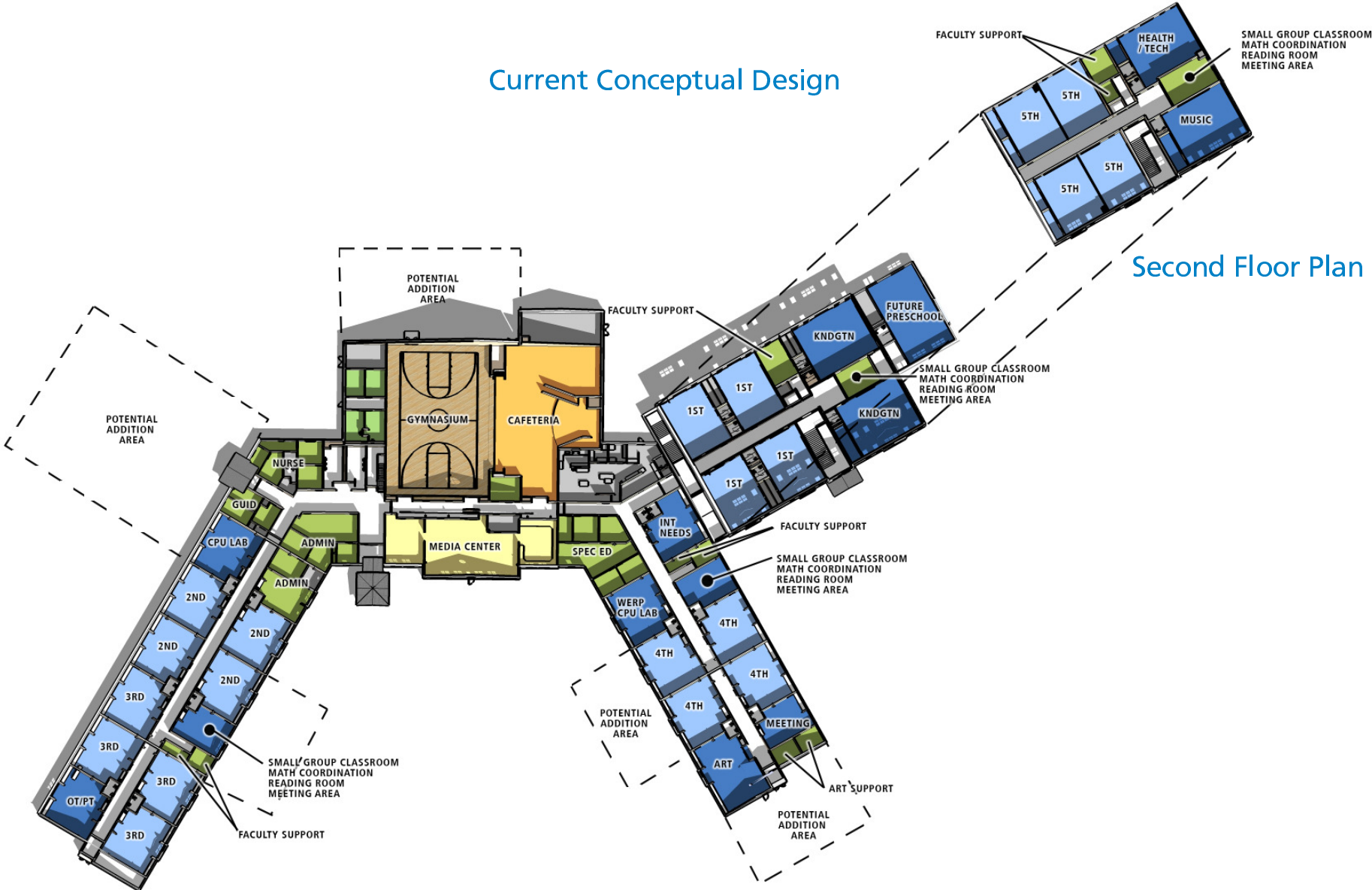
Conceptual plans currently include improved facilites (beneficial to the community) and potentially, additional athletic fields. The consolidation of the schools creates an opportunity for the Sandown Central School to assess how it may best be re-purposed, both for the benefit of the district, and the surrounding community.

Sandown Elementary Schools Design Process



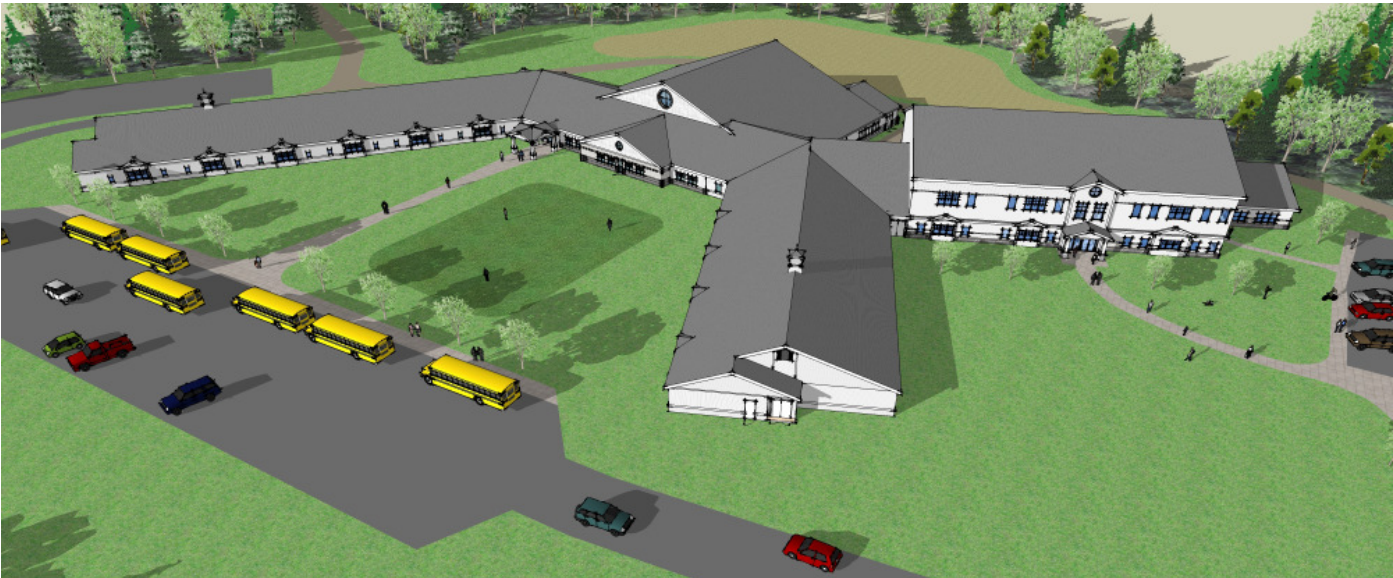


Current Conceptual Design



First Floor Plan

Second Floor Plan



Current Conceptual Design



Concept Rendering



Concept Rendering

Costs Savings Data

DRAFT

TRSD

DRAFT

Sandown Consolidation Cost Savings

10 year Bond @ 4.980% interest				State Aid Reimbursement	Net District Cost	Add'l SN Utilities (3% inflation factor)	SC Savings	Savings to District
Debt Yr	Principal	Interest	Total					
Year 0		174,167	174,167		174,167			174,167
Year 1	600,000	285,000	885,000	(300,000)	585,000	36,800	(541,850)	79,950
Year 2	600,000	255,000	855,000	(300,000)	555,000	37,904	(558,106)	34,798
Year 3	600,000	225,000	825,000	(300,000)	525,000	39,041	(574,849)	(10,808)
Year 4	600,000	195,000	795,000	(300,000)	495,000	40,212	(592,094)	(56,882)
Year 5	600,000	165,000	765,000	(300,000)	465,000	41,418	(609,857)	(103,439)
Year 6	600,000	135,000	735,000	(300,000)	435,000	42,661	(628,153)	(150,492)
Year 7	600,000	105,000	705,000	(300,000)	405,000	43,941	(646,998)	(198,057)
Year 8	600,000	75,000	675,000	(300,000)	375,000	45,259	(666,408)	(246,149)
Year 9	600,000	45,000	645,000	(300,000)	345,000	46,617	(686,400)	(294,783)
Year 10	600,000	15,000	615,000	(300,000)	315,000	48,016	(706,992)	(343,976)
Year 11	0	0	0	0	0	49,456	(728,202)	(678,746)
Total	6,000,000	1,674,167	7,674,167	(3,000,000)	4,674,167	471,325	(6,939,909)	(1,794,417)
Plus Cost avoidance of SC long term Maintenance								(829,900)
Total Savings after 11 years								(2,624,317)

11 Year Savings Distribution by Town based on 2008 tax data:

Atkinson	(272,393)	1,534,174	111,815	(1,646,389)	(272,794)
Danville	(120,298)	677,544	95,699	(1,409,093)	(756,149)
Plaistow	(278,847)	1,570,525	140,937	(2,075,185)	(642,571)
Sandown	(158,362)	891,924	122,875	(1,809,241)	(952,803)
	(829,900)	4,674,167	471,325	(6,939,909)	(2,624,317)

Year 11 and all future years show significant savings after retirement of the construction bond.

Costs Per Pupil

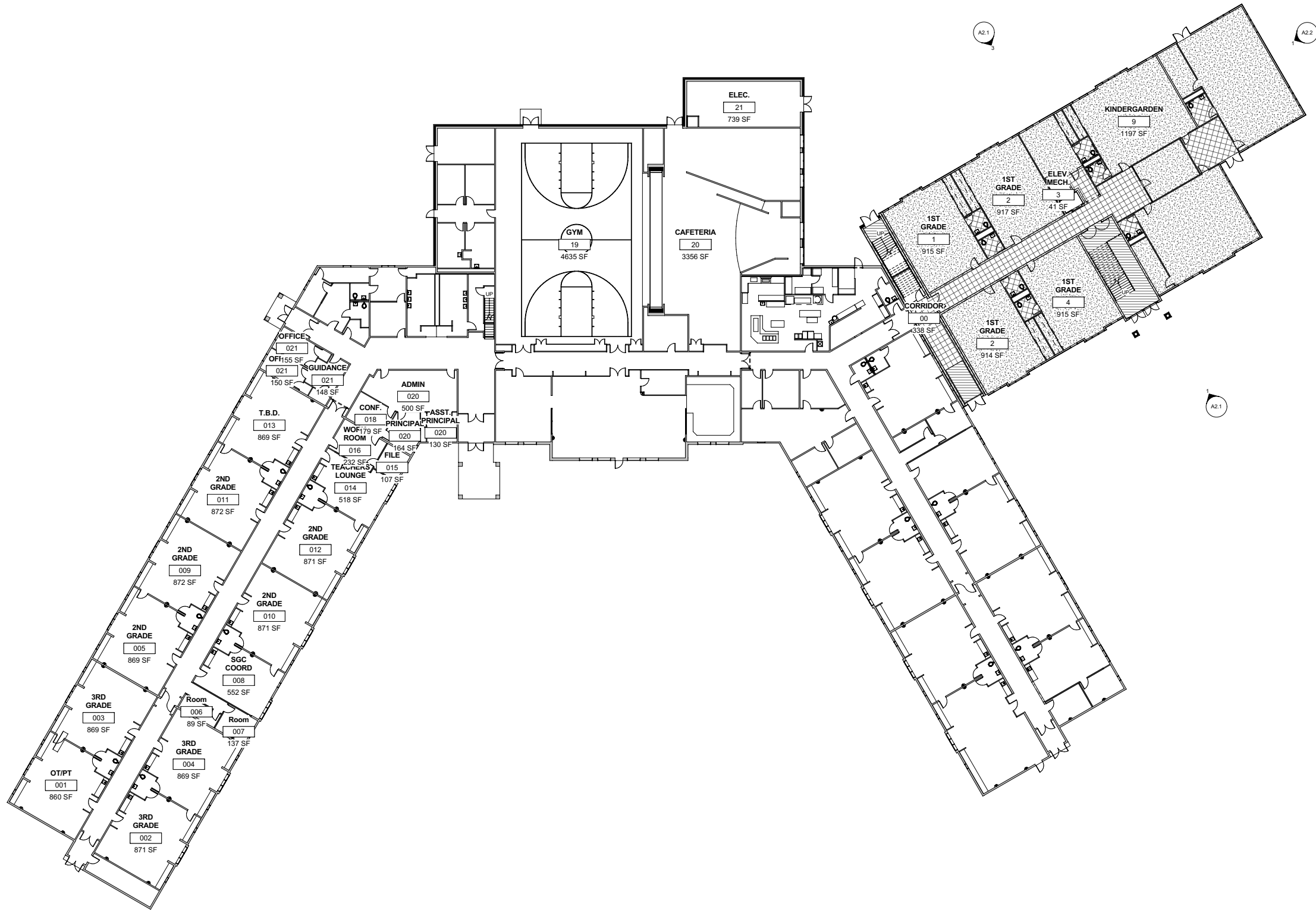
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2008 Elementary Building Direct Cost per Pupil (with estimated Sandown consolidation savings)

	<u>Direct Cost</u>	<u>ADM</u>	<u>Direct Cost per Pupil</u>	<u>Rank</u>
Atkinson Academy	\$2,459,185	454.8	\$5,407.18	1
Pollard	\$3,336,643	548.8	\$6,079.89	3
Danville	\$2,197,217	387.9	\$5,664.39	2
Sandown Central	\$1,096,777	168.1	\$6,524.55	4
Sandown North	\$1,892,075	278.1	\$6,803.58	5
Total Elem.	\$10,981,897	1837.7	\$5,975.89	
Sandown Current - Central & North	\$2,988,852	446.2	\$6,698.46	
Sandown Proposed Consolidation	\$2,483,802	446.2	\$5,566.57	
per pupil savings			\$1,131.89	

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1 OVERALL PLAN
1/16" = 1'-0"



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TIMBERLANE SCHOOL DISTRICT

SANDOWN NORTH ELEMENTARY SCHOOL

Street, City, State, Zip

Author
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1/16" = 1'-0"

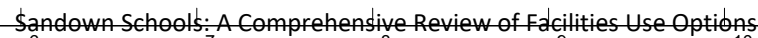
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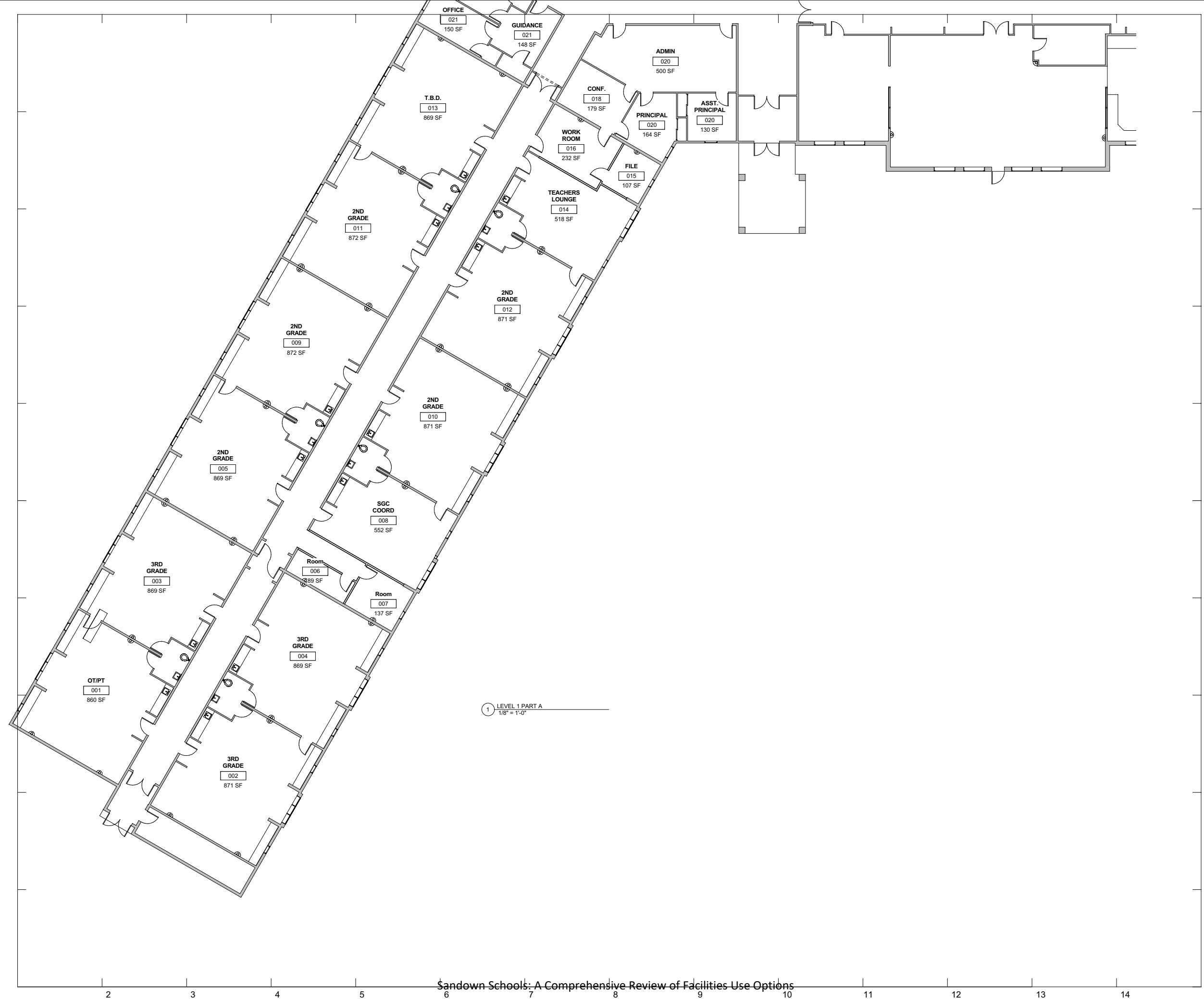
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TIMBERLANE SCHOOL DISTRICT

SANDOWN NORTH ELEMENTARY SCHOOL

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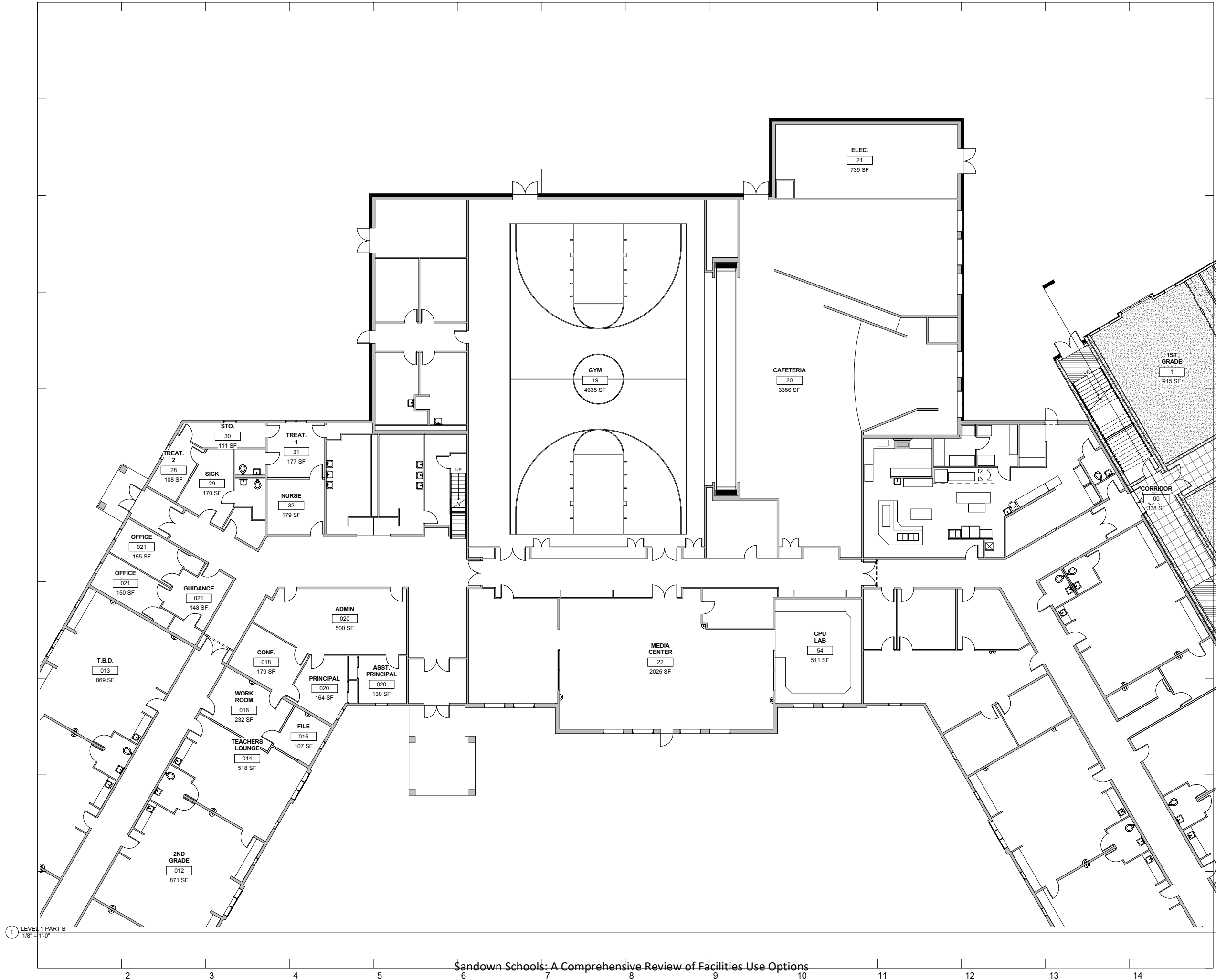
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1 LEVEL 1 PART B

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PART B
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