CURRENT STRUCTURES
THE CLUSTER CONCEPT

The Barrington Middle School (BMS) operates following a true middle school model to meet the unique social-emotional and developmental needs of middle school students. The Middle School has three grades: 6, 7, and 8 with each grade divided into 3 large groups called clusters. In assigning students to clusters, the goal is to balance each cluster as to the total number of students, the number of girls and boys, and in the range of ability levels. In each cluster, teachers work very closely as a team. Several clusters are called looping clusters. Students in these clusters are with the same cluster for two consecutive years. All allied arts teachers (art, music, technology, family and consumer science, library, physical education and health) are assigned to the elective cluster.

The cluster teams meet regularly for planning sessions; to confer with the principal or with the guidance counselors on matters related to student welfare; to confer with the special education staff; to share information and concerns with each other; and to participate in individual whole-cluster conferences with parents.

This year, students in Grade 6 receive instruction in the following subject areas: Language Arts, Mathematics, Science and Social Studies. Students also have and F.A.S.T. (Flexible Academic Support Time) daily. The students also work with the elective cluster teachers on a regular basis: Health, Guidance, Library Science, Art, Music, Family and Consumer Science, Technology, Woods, Robotics Business, and Physical Education.

Students in Grades 7 and 8 receive instruction in the following subject areas Language Arts, Mathematics, Science, and Social Studies and F.A.S.T. (Flexible Academic Support Time). Students are also required to select one course in either Spanish or French for two consecutive years. Students also take part in elective subjects Art, Technology, Woods, Robotics, Family and Consumer Science, Physical Education, Health, and Music.

CURRENT SCHEDULE

Because of the rotation and cluster concept, it is critical that each cluster includes three classrooms and a science lab to meet the program and schedule demands. The four-person teams support 100 students, while the three-person teams support 75 students. Students rotate between the four core teachers. In addition, a special educator supports each team. The teachers on the cluster teach four 47-minute periods per day, have one student-centered duty providing enrichment and intervention, one common planning time with their cluster and subject area teams, and one contract required teacher preparation period. During these times, the students attend physical education (PE), health, world languages, and

one elective a quarter including robotics, woods, family and consumer sciences, business, art, music or computer.

Current physical space for the curriculum beyond the core includes a library media center, a robotics lab, a wood shop, a family consumer science area, two music rooms, an auditorium, two art rooms, a computer room, a business room, a two gyms, and a fitness area. Health and world language classes share space with the core classroom teachers. The fitness room and two gyms are essential as 100 students, in addition to adaptive physical education students, take PE at the same time. The music space includes room for choral and instrumental programs.

The curriculum expectations are in-line with the Rhode Island Department of Education (RIDE) secondary regulations and Basic Education Program (BEP). In addition, in accordance with RIDE regulations on Literacy and Numeracy, including but not limited to Response to Intervention (RtI), Multi-Tiered Systems of Supports (MTSS), Personal Literacy Plans (PLPs) and Personal Numeracy Plans (PNPs), students who are below proficiency in receive intervention from a reading specialist and/or math interventionist. Additionally, approximately 11% of the BMS students receive special education services in accordance with their Individual Education Plans (IEPs) as required by state and federal regulations under the Individuals with Disabilities Education Act (IDEA). Similarly, less than 1% of BMS students receive English as a Second Language (ESL) services through push-in and pull out services in accordance with Title III federal requirements. The cluster based team approach provides daily opportunities for students to receive intervention and enrichment during a school-wide instructional block, as well as a weekly advisory period in a small group as suggested in the BEP.

This year BMS follows a six-day flexible modular schedule. The elective cluster classes (foreign language, art, music, Family and Consumer Science, library, technology, physical education, and health) meet daily in addition to core area classes. The cluster teachers determine the schedule for the core classes. For example, the cluster teachers may decide to have Math for 40 minutes and Science for 1 hour on "Day 1", and then have Math for 1 hour and Science for 40 minutes on "Day 2". This flexibility allows the cluster to plan a variety of activities and project based learning.

Teacher plans within each cluster for flexible grouping for instruction. This means that the teachers may bring together students who would normally be in a social studies class and other students who would normally be in a science class, to have them engage in an interdisciplinary study. Purposeful groupings meet the purposeful academic goal that might be appropriate to all subject matter areas. Because flexible grouping is such a large part of the planning for the school as a whole, the flexible schedule eliminates the need for a formal bell ringing system.

The current BMS school day consists of 6.5 hours. The school year for students is 180 days in compliance with the BEP. In addition, the school year for teachers is 187 days. A six-week summer program operates in the middle school for students who receive special education services, as well as for students who have not demonstrated proficiency who may or may not have an Individual Education Plan (IEP). The seven professional development days assigned to teachers is representative of the ongoing commitment to professional learning. As such, teachers, administrators and staff continuously use the one collaboration room available in the building for on-going professional learning for all teachers in the building. Professional learning occurs on professional development days, school days, evenings and summer days. As such, it is critical that this space be easily accessible throughout the year.

OVERARCHING CONCEPT

As a component of the planning sessions with Frank Locker, the BMS community defined the overarching vision for the new middle school. Under this concept, the Learning Commons previously known as the Library Media Center (LMS) becomes a learning center defined as the hub of the school. All clusters and labs will have easy access to this space, which will include the traditional aspects of a LMS plus sufficient areas for collaboration, presentation, and active learning. Project Based Learning (PBL) and design thinking are integral to this program. As such, the LMS will also include additional small labs including a maker-space and a television production student. The role of the LMS will shift to a facilitator of deeper learning.

Collaboration is integral to this overarching concept. To allow for student collaboration and student centered teaching and learning, each cluster will include breakout space. Although the size of the actual classrooms will be smaller, room connected to the classrooms will be available for PBL, authentic learning, deeper learning, and collaboration. This is essential to the design. Since traditional classroom space included desktop computing, and BMS will be a ubiquitous computing environment utilizing Chromebooks, the space for collaboration and innovative design thinking becomes more important than traditional classroom square footage. For this design to work to meet the needs of learners, the traditional hallway system is obsolete. Additionally, the design of this space must be flexible to allow for different configurations of teaching and learning. This flexibility will extend the relevance of this educational space well into the future.

Finally, it is the intent of BMS to provide valuable space for teaching, learning, collaboration, and extensions of learning that extend beyond the school day. To meet this intent, BMS recognizes the need to make the auditorium, student center (cafeteria), professional development room, and athletic spaces easily accessible beyond the school day.

CIRRICULUM GOALS

BMS intends to continue to adhere to a middle school model structured around core area clusters. However, planning with Frank Locker, educational consultant, has revealed the need to shift the BMS program to meet the principles of Project Based Learning (PBL) and 21st century skills. This shift will allow BMS to meet the identified goals and objects of the mission and vision. The mission of BMS is to empower all students to excel. To meet this mission, BMS has outlined their vision committing to provide:

- A safe, caring, and supportive learning environment.
- A challenging curriculum supported by current technology.
- The best research based strategies to meet the unique educational, physical, emotional, and social needs of the 10 - 14 year old learner.
- A deliberate and specific approach to meet the individual needs/abilities for each performance subgroup of our student body.

As noted above, the district has updated curriculum in all core areas to align to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Additionally, as stated, BMS is committed to authentic application of learning through Project Based Learning (PBL), adhering to the principles as defined by the Buck Institute for Education (BIE). To meet these principles and the 21st century skills, BMS requires space for student-centered teaching and learning with a focus on communication, collaboration, creativity, and critical thinking (4 Cs). BMS is currently working to revise the curriculum in all elective areas, PE/Health, and world languages. As we are conducting program evaluations in these areas, a need to update the curriculum and programs to meet the needs of 21st century skills in both the core and elective content areas. Although, the district has updated the core to include these skills, the current physical space and resources available at the middle school are presenting barriers to the instructional plan described in detail later in this document. In the elective areas, the current program and physical spaces are both presenting as barriers to the goals of BMS. As such, rather than label each elective lab space, we have opted to identify the number of labs required to meet the needs of students as we reimagine the curriculum to meet 21st century skills. For example, we have identified the need to transform our robotics program to a Science Technology Engineering Arts and Mathematics (STEAM) lab.

INSTRUCTIONAL ACTIVITIES

BMS is transitioning to a ubiquitous computing environment. As such, teachers have been increasing the use of blended learning in their classrooms. At the same time, cluster teachers are building tasks and

opportunities that encourage integration of content areas and PBL. Additionally, as the teachers revise the curriculum, they are increasing collaboration and integrated projects with the allied arts, with an increased focus on the STEAM areas.

SCHOOL ADMINISTRATIVE ORGANIZATION

BMS administrative offices includes space for the principal, assistant principal and their support staff. Additional office space is available for two parent-teacher conference rooms and private offices for three guidance counselors, a part-time social worker, a part-time school psychologist, and a contracted substance abuse counselor. Located near the guidance office, is the health suite occupied by one school nurse. In addition, the technology department has office space near the head-end located in the middle school.

CURRENT BARRIERS TO INSTRUCTION AND RELATED ACTIVITES

Library Media Center (LMS): Although the LMS is not a scheduled class for students, it continues to grow in demand as the hub of the school. The current layout, size and resources available in the LMS is failing to meet the needs of teachers and students as the space is over-utilized as the only space available for collaboration. As a hub for teaching and learning, the LMS currently lacks space for collaboration, classroom space, flexible spaces, presentation capabilities, and room for innovative design thinking such as maker-spaces and television and production studios.

Classroom Space: Currently, there is no space for cluster teachers and students to collaborate or to join classes. Breakout space is essential to PBL and curriculum integration, but is currently not possible in the current configuration.

Labs: Our current labs are not equipped to meet 21st century learning and are largely equipped with traditional resources.

Teacher Space: BMS currently lacks room for teacher collaboration, lunch, planning or meeting with parents beyond the classrooms.

EXTRACURRICULAR ACTIVITIES INCLUDING PUBLIC ACCESS

BMS offers a wide variety of clubs, activities and sports and music programs for students. The sheer nature of the activities requires appropriate space and building use including but not limited to classroom space, fields, gyms, and auditorium space afterschool and during the evenings. As such, it is critical that these areas of the building have easy access after-hours, while protecting the remaining physical space through separation.

ENRICHMENT AND CLUBS

Teachers, coaches and advisors hold several classes throughout the year at the close of each regular school session. A student may have the opportunity to register for a variety of classes, including but not limited to: Music, Ceramics, Chess, Art, Computer Technology (Beginning, Intermediate, and Advanced), Martial Arts, Cooking, Tennis and several other enrichment activities. The late bus is available for students in this program.

The Middle School Student Council, whose membership is voluntary, serves as a vehicle for expression of student opinion, participating in extra-curricular and social affairs, and for auxiliary service to the school. Any student wishing to be a member may do so by attendance at the first three meetings. Students plan social events (Sports nights, spirit weeks, dances, etc.), fundraising events (for scholarship, school beautification, etc.), community service (tutoring, school projects, environmental club), and other activities.

SPORTS, MUSIC AND ACTIVITES

Athletics	Description
Interscholastic Sports	Formal teams that compete with other schools; may require try-out to participate; no fee. Paperwork (ie medical forms, etc.) will be required. BMS Athletics Web Site
	Fall Interscholastic Sports
Cross Country (Boys & Girls) Co-Coaches: Steve Turgeon (coachturgeon@cox.net)	Begins in September all middle school students are welcome to participate in cross-country; try-outs are not required. Most weeks include two practices and one race. There are home and away meets.
Field Hockey Coach: Barbara Nozaki (nozaki1@cox.net)	Begins in September. Any middle school student is welcome to play on these teams, regardless of level of experience. Practices are usually Monday - Thursday after school. Teams play home and away. Buses are provided.
	Winter Interscholastic Sports
Basketball - Boys Coach: Bill St. Vincent	Starts around the second Monday in November. Try-outs are required. There is usually a mandatory informational meeting for students in mid-October.
Basketball - Girls Coach: Mike Topazio	Starts around the second Monday in November. Try-outs are required. There is usually a mandatory informational meeting for students in mid-October.
Wrestling (Boys and Girls) Contact: Rob Bello	Starts in November and meets are in December and January. All middle school students are welcome to participate, no try-outs required.

Athletics	Description
	Spring Interscholastic Sports
Track (Boys and Girls) Coach: Mr. Gunness & Mrs. Medeiros	Track begins in March and continues throughout May. Practices are every day and some Saturdays. Events include the high jump, long jump, shot put, discus, javelin and hurdles.
Intramural Sports	Informal teams that do not compete with other schools. No fee required. No try-outs. Open to boys and girls.
Fall Intramural Sports	Sign-ups start in early September. Look for information home with your cluster assignment letter.
Tennis Coach: Mrs. Texeira	
Spring Intramural Sports	Sign-ups start in March.
Basketball Coach: Mr. Millard	
Tennis Coach: Mrs. Texeira	
	Student Organizations & Clubs
Eagle Gazette (School Newspaper) Contact: Mrs. Oswald	Creation and distribution of the school newspaper. Participation begins at the start of the school year. There is no fee to join.
Robotics (First Lego League) Contact: Mrs. Henderson	BMS has one team that competes with teams throughout the country in Lego robotics meets. Participation begins at the start of the school year. Participation is very limited.
Art Club Contact: Mrs. Salter	Experience a variety of art projects throughout the club year. Participation begins at the start of the school year. There is no fee to join and it may be possible to join during the year.
Community Service Club Contact: Mrs. Oswald	The Community Service Club provides the opportunity for students to manage projects that benefit the Middle School communities as well as the Community of Barrington. Examples include a canned food drive and Pennies for Nets. Community Service Club Website
Student Council Contact:	The student council's objective is to elect representatives for our student body and to organize events that enhance the experience of all students at BMS. Positions are voted on by the student body. Participation begins at the start of the school year. There is no fee to join.
Math Club Contact: Meg Crossman	Open to all students. After-school meetings are focused on different topics throughout the year and include practice for various competitions including Math counts, CML and Purple Comet. Participation in the actual competitions may require selection to a school or grade level team, however, monthly meetings are open to everyone Materials used for enrichment and practice are also available to teachers and will be used throughout the year to supplement student learning in class and FAST.
Yearbook Committee Contact: Peter McFarland	The Yearbook Committee is responsible for the development and production of our annual school yearbook.

Organization	Description
Science Olympiad Contact:	Science Olympiad is a school-wide team that competes in the Rhode Island Science Olympiad competition in the spring. It is comprised of fifteen students who participate in approximately 20 different events. Some of the events are written events the students study for and some of them are building events. Sign-ups occurred in September and the team will be finalized by the end of November. We meet weekly on Thursdays through the spring. As the competition nears, we meet several times a week and during vacation. Community Service Club Website
CHOICE Contact: Mrs. Johnston	CHOICE is a group of students committed to having fun, enjoying life, and having a great time with friends while also making healthy choices. Spreading that message is our mission, and it is especially true about our choices to stay away from underage alcohol use and the use of other illegal drugs. The values we strive to live by and encourage with our peers come from Rachel's Challenge: 1) Look for the best in others 2) Treat others the way you want to be treated 3) Choose positive influences 4) Speak words of kindness 5) Practice forgiveness--of ourselves and others The group meets during lunch on Thursdays (every grade comes to their own lunch) and new members are always welcome. CHOICE stands for Caring, Healthy, Optimistic, Inspiring, Connected and Empowering.
Music Department	You must be a member of the BMS Band program to participate in these advanced groups.
Marching Band	Open to all band students in grades 6-8; the Marching Band rehearses Thursdays after school beginning after April vacation until the Barrington Memorial Day Parade. Marching Band members receive extra credit toward their 4th quarter grade.
Jazz Band	Auditions for Jazz Band are held in June each year for placement for the following year. This is an extra-curricular advanced 7th & 8th grade group that meets Tuesday & Thursday mornings from 6:50-7:45 am.
Pops Band	Auditions for Pops Band are held in September. This is an extra-curricular advanced 6th, 7th & 8th grade group that meets Wednesday mornings from 6:50-7:45 am.
Pops Choir	Auditions are in Mid-September; rehearsals on Tuesdays after school until 3:00 pm.
A Cappella Choir	Begins on Aug 30; rehearsals on Mondays after school until 3:15 pm and Thursdays after school until 3:00 pm.

SECURITY

As the design of the new Barrington middle school progresses, security will continue to be a important topic of discussion. On November 18, 2015 a NE-CHPS Crime Prevention Through Environmental Design (CPTED) meeting was held between members of the design team and town employees. The Town Manager, Fire Chief, and Police Chief were all present to discuss integrating security measures into the design of the building and the site. Please refer to Section 2.7 for CPTED meeting minutes.

PROPOSED SPACE SUMMARY- 900 students
BARRINGTON MIDDLE SCHOOL
"NEW"

BARRINGTON MIDDLE SCHOOL	Existing Conditions			PROPOSED									RIDE Guidelines (as per RIDE School Construction Regulations 5.24.07)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**32,681**						**40,675**			**40,675**			**40,436**	
Core Classrooms (Subtotal)		**30**	**23,333**				850	27	22,950	850	27	22,950	950	33	31,350	
Type 1 (including closets)	665	2	1,330													total home rooms = enrollment /
Type 2 (including closets) (average)	700	7	4,900													23 students per class x 85%util.
Type 3	715	1	715													less sci CR less art CR less voc.
Type 4 (average)	790	18	14,220													Tech CR & shops
Type 5	825	0.5	413													
Type 6	1,150	1	1,150													
Type 7	1,210	0.5	605													
Science Classroom (Subtotal)		**8**	**7,158**				1,000	9	9,000	1,000	9	9,000	1,200	7	8,400	
Type 1 (including closet)	700	1	700													enrollment / 23 students per class
Type 2	760	1	760													x 85%util. x 6 / 42…(1 period /
Type 3	825	1.5	1,238													day / student (or 6 out of 42
Type 4	900	1	900													periods/week))
Type 5	985	3	2,955													
Type 6	1,210	0.5	605													
Science Storage/Prep Room (Subtotal)		**4**	**1,260**					1	200		1	200				
Type 1	205	1	205				200	1	200	200	1	200				centrally located
Type 2	275	1	275													
Type 3	390	2	780													
Gen. Stor./ Books (Subtotal)		**4.85**	**931**					10	875		10	875	686	1	686	400 SF for first 400 students plus 0.571 SF/student over 400
Type 1	40	1	40				75	9	675	75	9	675				cluster storage
Type 2	150	1	150				200	1	200	200	1	200				ELA book storage
Type 3	195	0.85	166													
Type 5	275	1	275													
Type 6	300	1	300													
Common/Breakout (Subtotal)							850	9	7,650	850	9	7,650				
SPECIAL EDUCATION			**6,865**						**9,400**			**9,400**			**9,200**	
Self-Contained SPED (including toilet) (Subtotal)		**6**	**2,675**					7	2,950		7	2,950	950	6	5,700	assumed 8% of pop. in self-contained SPED
ALP Classroom	895	2	1,790				900	2	1,800	900	2	1,800				
ALP Meeting/ Quiet Room	175	1	175				100	1	100	100	1	100				
Severe/Profound Class. - Type 1	300	1	300				450	2	900	450	2	900				
Severe/Profound Class. - Type 2	360	1	360				-	-	-	-	-	-				
Office/Storage	50	1	50				100	1	100	100	1	100				
Toilet							50	1	50	50	1	50				

PROPOSED SPACE SUMMARY- 900 students
BARRINGTON MIDDLE SCHOOL
"NEW"

BARRINGTON MIDDLE SCHOOL	Existing Conditions			PROPOSED									RIDE Guidelines (as per RIDE School Construction Regulations 5.24.07)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Resource Room (Inclusion) (Subtotal)		**6**	**2,550**				450	9	4,050	450	9	4,050	500	5	2,500	1/2 size Genl. Clrm. Typ.
Type 1 (including Storage)	245	2	490													one for each 200 students
Type 2	345	1	345													for up to 8 students
Type 3	440	1	440													
Type 4	490	1	490													
Type 5	785	1	785													
Small Group Room (Subtotal)		**6**	**1,640**					6	2,400		6	2,400	500	2	1,000	one for first 400 students plus one per each add'l 400
ELL	210	1	210				200	1	200	200	1	200				one on one
Reading (including closet)	315	1	315				500	2	1,000	500	2	1,000				12 students
Math	245	1	245				500	1	500	500	1	500				12 students
Speech	200	2	400				200	1	200	200	1	200				
OT/PT	470	1	470				500	1	500	500	1	500				
ART & MUSIC			**5,305**						**5,160**			**5,160**			**4,250**	
Art (Subtotal)		**3**	**2,130**					4	2,300		4	2,300			2,550	
Art Classroom - Type 1 (2D)	785	1	785				1,000	2	2,000	1,000	2	2,000	1,200	2	2,400	Assumed use - 30% Population - 6 times/week (or 6 out of 42 periods/week)
Art Classroom - Type 2 (3D)	1,010	1	1,010													
Art Storage (including kiln room)	335	1	335				150	2	300	150	2	300	150	1	150	one for every two art CR
Music (Subtotal)		**6**	**3,175**					5	2,860		5	2,860			1,700	
Music Classroom- Type 1 (Band)	1,610	1	1,610				1,500	1	1,500	1,500	1	1,500	1,500	1	1,500	
Music Classroom- Type 2 (Choral)	850	1	850				850	1	850	850	1	850				
Music Practice/Ensemble- Type 1	90	2	180				75	2	150	75	2	150	200	1	200	
Music Practice/Ensemble- Type 2							250	0	0	250	0	0				
Instrument Storage	360	1	360				360	1	360	360	1	360				
Music Office/ Library	175	1	175				100	0	0	100	0	0				
VOCATIONS & TECHNOLOGY			**8,549**						**8,175**			**8,175**			**8,400**	
Tech Classroom (Subtotal)		**3**	**2,040**					5	2,800		5	2,800	1,200	2	2,400	
Computer Lab - Type 1 (Tech. Lab)	395	1	395				900	1	900	900	1	900				Assumed use - 30% Population - 6 times/week- (1 period / day / student (or 6 out of 42 periods/week))
School Store							100	1	100	100	1	100				
Computer Lab - Type 2 (Tech. Lab)	790	1	790				900	1	900	900	1	900				
Computer Lab - Type 3	855	1	855				-	-	-	-	-	-				
TV Studio							700	1	700	700	1	700				
TV Studio Control Room							200	1	200	200	1	200				

PROPOSED SPACE SUMMARY- 900 students
BARRINGTON MIDDLE SCHOOL
"NEW"

BARRINGTON MIDDLE SCHOOL	Existing Conditions			PROPOSED									RIDE Guidelines (as per RIDE School Construction Regulations 5.24.07)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Tech Shop (Subtotal)		**10.15**	**6,509**					8	5,375		8	5,375	2,000	3	6,000	
Industrial Arts Shop (Tech. Shop)	1,465	1	1,465				1,400	1	1,400	1,400	1	1,400				Assumed use - 40% Population - 6 times/week- (1 period / day / student (or 6 out of 42 periods/week))
Finishing Room	280	1	280				100	1	100	100	1	100				
Storage Room	180	1	180				200	1	200	200	1	200				
Shared Office	225	1	225				included in teacher work rooms			included in teacher work rooms						
Robotics Shop (Tech. Shop)	1,225	1	1,225				1,400	1	1,400	1,400	1	1,400				
Storage Room - Type 1	100	1	100				300	1	300	300	1	300				
Storage Room - Type 2	125	1	125				-	-	-	-	-	-				
Storage Room - Type 3	195	0.15	29				-	-	-	-	-	-				
Fam & Cons Sci.- Type 1 (Tech. Sh.)	1,310	1	1,310				1,400	1	1,400	1,400	1	1,400				
Fam & Cons Sci.- Type 2	1,280	1	1,280				-	-	-	-	-	-				
Storage	290	1	290				300	1	300	300	1	300				
Test Area							275	1	275	275	1	275				
HEALTH & PHYSICAL EDUCATION			**14,887**						**12,150**			**12,150**			**6,150**	
Gymnasium	7,150	1	7,150				7,150	1	7,150	7,150	1	7,150	6,000	1	6,000	
Gym Storage	120	2	240				150	1	150	150	1	150	150	1	150	
Small Gymnasium (Fitness)	2,410	1	2,410				2,000	1	2,000	2,000	1	2,000				
Instructor's Office (including toilet & closet)	190	2	380				150	2	300	150	2	300				
Instructor's Storage Room	70	2	140				75	2	150	75	2	150				
Boys Locker Room (incl. toilets & showers)	1,575	1	1,575				1,000	1	1,000	1,000	1	1,000				
Girls Locker Room (incl. toilets & showers)	1,765	1	1,765				1,000	1	1,000	1,000	1	1,000				
Adaptive PE/Nurse	240	1	240				-	-	-	-	-	-				
Gym Equipment Storage	987	1	987				400	1	400	400	1	400				
MEDIA CENTER			**3,835**						**7,970**			**7,970**			**5,565**	
Media Center/Library	3,530	1	3,530				6,720	1	6,720	6,720	1	6,720				2,680 SF for first 400 students plus 5.77 SF/student over 400
Book Storage	105	2	210				200	1	200	200	1	200				
A/V Storage	95	1	95				included below			included below						
Work Room/ Office							250	1	250	250	1	250				
Classroom							800	1	800	800	1	800				

PROPOSED SPACE SUMMARY- 900 students
BARRINGTON MIDDLE SCHOOL
"NEW"

BARRINGTON MIDDLE SCHOOL	Existing Conditions			PROPOSED									RIDE Guidelines (as per RIDE School Construction Regulations 5.24.07)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
PERFORMANCE/ DINING & FOOD SERVICE			**12,315**						**15,985**			**15,985**			**13,485**	
Cafeteria - Type 1	2,940	1	2,940				4,500	1	4,500	4,500	1	4,500	9,000	1	9,000	15SF per seat- 2/3 enrollment
Cafeteria - Type 2	3,130	1	3,130				-	-	-	-	-	-				modified for 1/3 enrollment
Stage	1,425	1	1,425				1,600	1	1,600	1,600	1	1,600	1,600	1	1,600	
Chair/Table/Equipment Storage	185	1	185				185	1	185	185	1	185	343	1	343	200 SF for first 400 students plus 0.285 SF/ student over 400
Kitchen	1,650	1	1,650				4,800	1	4,800	4,800	1	4,800	2,200	1	2,200	1700 SF for first 400 + 1 SF/student Add'l
Staff Lunch Room	-	-	-				345	0	0	345	0	0	343	1	343	200 SF for first 400 students plus 0.285 SF/student over 400
Auditorium	2,560	1	2,560				4,500	1	4,500	4,500	1	4,500				1/2 Enrollment @ 10 SF/Seat
Stage Storage	355	1	355				200	1	200	200	1	200				
Light Booth/ Control Room	70	1	70				200	1	200	200	1	200				
MEDICAL			**320**						**510**			**510**			**510**	
Medical Suite Toilet	-	-	-				60	1	60	60	1	60				
Cot Area/Triage/Waiting	190	1	190				250	1	250	250	1	250				
Examination Room	130	1	130				100	1	100	100	1	100				
Office/ Meeting							100	1	100	100	1	100				
ADMINISTRATION & GUIDANCE			**5,740**						**6,980**			**6,980**			**3,627**	
General Office (Subtotal)		**5**	**1,230**					5	1,440		5	1,440		10	2,213	
General Office/Waiting Room/Toilet	540	1	540				540	1	540	540	1	540	443	1	443	300 SF for first 400 students plus 0.285 SF/student over 400
Teachers' Mail Area		included above					included above			included above			100	1	100	
Copy/ Work Room (including vault)	200	1	200				200	1	200	200	1	200	200	1	200	
Records Room		included above					included above			included above			200	1	200	
Principal's Office w/Conference Area	180	1	180				250	1	250	250	1	250	375	1	375	
Principal's Secretary/Waiting		included above					included above			included above			125	1	125	
Assistant Principal's Office - AP1	150	1	150				150	1	150	150	1	150	150	1	150	
Assistant Principal's Office - AP2	-	-	-				-	-	-	-	-	-	150	1	150	
Supervisory/Spare Office	-	-	-				-	-	-	-	-	-	120	1	120	
Conference Room	160	1	160				300	1	300	300	1	300	350	1	350	

PROPOSED SPACE SUMMARY- 900 students
BARRINGTON MIDDLE SCHOOL
"NEW"

BARRINGTON MIDDLE SCHOOL	Existing Conditions			PROPOSED									RIDE Guidelines (as per RIDE School Construction Regulations 5.24.07)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Guidance (Subtotal)		**13**	**2,230**					11	2,050		11	2,050		7	900	
Counselor Offices (average)	145	3	435				150	3	450	150	3	450	150	5	750	one per each 200 students
Guidance Office/Waiting Room	450	1	450				300	1	300	300	1	300	100	1	100	
Storage Room	15	3	45				50	1	50	50	1	50	50	1	50	
Social Worker	280	1	280				150	1	150	150	1	150				
Psychologist Office	60	1	60				150	1	150	150	1	150				
Psych. Conference	80	1	80				-	-	-	-	-	-				
Student Assistance Counselor	180	1	180				150	1	150	150	1	150				
Conference Room	350	2	700				350	2	700	350	2	700				
Records Room							100	1	100	100	1	100				
Teachers' Work Room/Collaboration (including toilets) (Cluster Offices)	665	1	665				200	9	1,800	200	9	1,800	514	1	514	300 SF for first 400 students plus 0.428 SF/student over 400
Professional Development Room	1,340	1	1,340				1,340	1	1,340	1,340	1	1,340				
Lactation Room	-	-	-				75	1	75	75	1	75				centrally located
IT Work Room	275	1	275				275	1	275	275	1	275				
CUSTODIAL & MAINTENANCE			**5,505**						**2,361**			**2,361**			**1,411**	
Custodian's Office	410	1	410				150	1	150	150	1	150	150	1	150	
Custodian Locker Rooms	70	2	140													
Custodian's Workshop	1,110	1	1,110				200	1	200	200	1	200	250	1	250	
Custodian's Storage - Type 1	30	1	30				375	1	375	375	1	375	375	1	375	
Custodian's Storage - Type 2	100	1	100													
Custodian's Storage - Type 3	125	1	125													
Custodian's Storage - Type 4	150	2	300													
Custodian's Storage - Type 6	345	1	345													
Custodian's Storage - Type 7	530	1	530													
Recycling Room / Trash							400	1	400	400	1	400	400	1	400	
Receiving & General Storage	200	2	400				236	1	236	236	1	236	236	1	236	200 SF for first 400 students plus 0.071 SF/student over 400
Building & Maintenance Storage	1,900	1	1,900				1,000	1	1,000	1,000	1	1,000				
Outdoor Storage	115	1	115													
OTHER			**5,995**						**0**			**0**			**0**	
District Furniture Storage - Type 1	100	1	100													
District Furniture Storage - Type 2	200	1	200													
District Furniture Storage - Type 3	5,340	1	5,340													
Pre-School Speech	155	1	155													
Parent Waiting	200	0.5	100													
District Volunteer Coordinator	200	0.5	100													

PROPOSED SPACE SUMMARY- 900 students
BARRINGTON MIDDLE SCHOOL
"NEW"

BARRINGTON MIDDLE SCHOOL	Existing Conditions			PROPOSED									RIDE Guidelines (as per RIDE School Construction Regulations 5.24.07)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Total Building Net Floor Area (NFA)			**101,997**			**0**			**109,366**			**109,366**			**93,033**	
Proposed Student Capacity/Enrollment															**900**	
Total Building Gross Floor Area (GFA)[2]			144,376									**165,790**			**144,000**	
Grossing factor (GFA/NFA)			**1.42**									**1.52**			**1.55**	

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

PROGRAM VARIANCES

RIDE recommends 950 SF Core Classrooms. We reduced the Classrooms to 850 SF and reallocated the remaining 100 SF per classroom towards providing an 850 SF Common/ Breakout space per cluster. This space is an addition to the RIDE guidelines and will be accessible to all classrooms within a cluster. The small group learning functions will now occur in this Common space allowing the classroom itself to be reduced in size. As the district has moved to Chromebook devices, space dedicated to desktop computing in classrooms is no longer necessary. Additionally, in meeting the 4Cs of 21st Century learning, creativity, collaboration, communication, and critical thinking, the breakout spaces are essential for curriculum integration and project based learning.

RIDE recommends 1,200 SF Science Labs including storage. We reduced the Science Labs to 1,000 SF and reallocated most of the remaining 200 SF per lab towards the Common/ Breakout space per cluster. In addition to having access to the Common/Breakout room for group activities, the labs will be designed so the lab tables can easily be reconfigured from a lecture setting to group lab setting eliminating the need for two teaching zones and reducing lab size. In addition, there is (1) 200 SF central Science Storage Room for the department to share. The science curriculum uses very little chemicals so individual prep rooms or a central chemical storage room are not required. Further, it is essential that each cluster have a science lab, as the clusters operate on the same schedule and students rotate their four core subject areas within the cluster.

RIDE recommends 686 SF of General Storage for books. We divided the available book storage square footage into (1) 75 SF storage room per cluster. The English Language Arts department has a significant book storage need outside of the typical cluster storage requirements. The books need to be stored together in a central location so we have provided an additional 200 SF Storage room dedicated to ELA. Moreover, as the district transitions to 1:1 devices, the number of hard copy texts is significantly decreasing and being replaced with e-texts requiring no storage.

RIDE recommends 950 SF Self-Contained Classrooms including toilets for 8% of the population. We have provided (2) 900 SF Classrooms for the Alternative Learning Program (ALP). Since this program does not require a toilet within the room as the goal is to integrate the students into general education classrooms and school environments for the majority of their day, the remaining 50 SF per classroom was combined to form a 100 SF Meeting/ Quiet room adjacent to both classrooms. We have also provided a 900 SF Classroom (split into (2) 450 SF spaces) for the Severe/Profound program with a 50 SF dedicated toilet. The Severe/Profound program also requires a 100 SF office space outside of the classroom. The Special Education program is

predominantly inclusion based, therefore more self-contained classrooms are not required.

RIDE recommends 500 SF Small Group/ Resource Rooms. Since there are more Special Education students in the inclusion program than in self-contained classrooms, the need for small group/ resource rooms increases. In order to strengthen the cluster concept, we have provided a 450 SF resource room per cluster for up to 8 students each. We also have provided small group rooms for the various specialists in the building based on class size and existing classroom square footage to meet RIDE regulations for Title II, Multi-Tiered Systems of Support and Personal Literacy and Numeracy plans: (1) 200 SF ELL room & (1) 200 SF Speech room for one on one learning; (2) 500 SF Reading rooms & (1) 500 SF Math room for up to 12 students, and (1) 500 SF OT/PT room near the gym.

RIDE recommends 2,550 SF for Art Rooms including storage and workroom. We have provided (2) 1,000 SF Art Rooms based on the size of the largest Art room that is in the current building. We have also provided (1) 150 SF shared storage room and (1) 150 SF kiln room to support the 3D Art program. Due to the schedule and the rotation of students through their electives, two art classes run at the same time. This course meets the requirements for students to have access to the arts as a component of the Basic Education Program (BEP).

RIDE recommends 1,700 SF for Music Rooms including practice and ensemble. The music program currently has separate Band & Choral rooms as well as various storage, practice and office space. The current program will not fit within the RIDE guidelines. We have provided a 1,500 SF Band room and (2) 75 SF practice rooms as per the RIDE recommendations as well as an 850 SF Choral Room and a 360 SF storage room based on the existing spaces. Due to the schedule and the rotation of students through their electives, two music classes run at the same time. This course meets the requirements for students to have access to the arts as a component of the Basic Education Program (BEP).

RIDE recommends 2,400 SF for Technology Classrooms. Typically this would be (2) 1,200 SF spaces including storage. Since the technology program would like to add a TV Studio, the Technology Computer labs were reduced to 900 SF each in order to add a 900 SF TV Studio & Control room. The size of the rooms were based on the largest computer lab in the current building. In addition to the TV Studio, a 100 SF School Store was added to support the Business program. Further, the transition to a 1:1 computing environment requires less physical space and more flexible furniture than a desk top computing environment.

RIDE recommends 4,000 SF for Technology Shops. Typically this would be (2) 2,000 SF spaces including storage. The Technology Education department currently has (3) programs (Family & Consumer Science, Industrial Arts and Robotics) with approximately 40% of the

population taking classes every day (6 times/ week). This requires (3) Tech Ed Shops with support spaces. We have reduced the size of the shops to 1,400 SF with 300 SF each for storage based on the sizes of their existing shops. We have also added a 275 SF shared Design Testing Space to be located outside but adjacent to the shops, so that the students may apply the principles of design thinking in testing their projects and revising based upon their evaluations.

RIDE recommends 6,150 SF for Gymnasium including storage and offices. The Physical Education (PE) program currently is much bigger than the recommended guidelines. The existing gym alone is 7,150 SF and the PE & Athletics programs cannot afford to reduce the size of this space because 100 students are instructed in PE during any given period in addition to students being provided with adaptive physical education (APE). We added the Fitness Room, Instructor's offices & toilets, Locker Rooms & Equipment storage room based on the existing program and current building sizes, reducing to RIDE recommended sizes where possible.

RIDE recommends 5,565 SF for Media Center/Library. The concept for the new library is for the space to become a Student Learning Commons situated at the heart of the school with open access to the surrounding corridors and classroom spaces. The Learning Commons defines the vision and mission of the middle school program. The Learning Commons will blend traditional activities such as quiet reading and independent study with project based learning, collaboration and large group presentation. In order to support these functions, additional areas within the Learning Commons are required such as an 850 SF Classroom, large amphitheater and small group learning booths, maker spaces and the television studio previously discussed which increase the overall size above the recommended square footage.

RIDE recommends 9,000 SF (15 SF per 2/3 of population) for the Cafeteria. The existing school has an auditorium that is essential to the curriculum and community. In order to maintain separate eating and performance spaces, we reduced the size of the cafeteria to accommodate 1/3 of the population and created a 4,500 SF auditorium with the remaining square footage. This will accommodate 900 students in the cafeteria in three waves of lunch and half the population in the auditorium. We have also added a storage room and light booth to support the auditorium performances. As this room will be an access point for extracurricular activities, the space will be used after hours as a student activity center.

RIDE recommends 343 SF for Chair/ Table/ Equipment Storage. Since the cafeteria will not be used as a performance space the need for a large chair storage room is not required. We reduced the size of the chair/ table/ equipment storage room to 185 SF which is the size of the existing room.

RIDE recommends 2,200 SF for Food Prep/Kitchen. The kitchen area is designed to be a self-sustaining stand-alone kitchen serving 900 students in three lunches and limited breakfast. The servery will be a scramble system allowing as much self-service as possible and will include a breakfast station. The square footage required for this program is above the recommended RIDE guidelines.

RIDE recommends 1,600 SF for the Stage. The stage meets this recommendation.

RIDE recommends 343 SF for Staff Lunch room. Since we have provided a teacher workroom with kitchenettes in each cluster, we eliminated the staff lunch room and reallocated the SF towards other spaces.

RIDE recommends 510 SF for Nurse's Office. The nurse's office meets this recommendation.

RIDE recommends 2,213 SF for General Office. The general office does not need the full amount of recommended square footage. We have provided spaces equal to or larger than the current building for the General Office, Work Room, Principal's Office, Assistant Principal's Office & Conference Room. The remainder of the square footage was reallocated to the Guidance Offices.

RIDE recommends 900 SF for Guidance. The Guidance department requires a larger general office & waiting room than typical as well as a 150 SF office for a Student Assistance Counselor and a 100 SF Records room. The department also currently has (2) 350 SF conference rooms for various IEP, parent and team meetings which are in constant use. We are replicating these conference rooms in the new program.

RIDE recommends 514 SF for Teacher Work Rooms. In order to support and enhance the cluster concept of teaching, we are providing a small 200 SF teacher work room per cluster rather than one large workroom for the building. The rooms will be multi-functional acting as group planning rooms, staff lunch rooms, copy centers, and storage rooms all in one space.

RIDE recommends 1,411 SF for Custodial/ Maintenance. We have added a 1,000 SF Building & Maintenance Storage room to the program. This space is currently in the building and is critical for the school's maintenance program, however we have reduced the size almost in half in the new program.

Additional Spaces. We have added a 1340 SF Professional Development room and a 275 SF IT Work Room to the program. These are spaces that are currently in the building and are needed to support the staff and computer infrastructure. The room sizes are based on the existing square footage. This space is essential to ongoing training as we transition to a school centered on project based learning, 21st century

education, and student-centered instruction. We have also added a 75 SF Nursing/ Lactation room for nursing staff members.

BARRINGTON PUBLIC SCHOOLS

www.barringtonschools.org

283 County Road, P.O. Box 95, Barrington, Rhode Island 02806 Tel: 401-245-5000 Fax: 401-245-5003

Michael B. Messore, III
Superintendent

Ronald D. Tarro
Director of Administration & Finance

Paula A. Dillon
Assistant Superintendent for Curriculum & Instruction

David J. Burrows
Director of Technology

Susan E. Healy-Mills
Director of Pupil Personnel Services

March 11, 2016

Joseph da Silva, Ph.D., NCARB, REPF
School Construction Coordinator/
Architectural Design Reviewer
School Building Authority
Office of Statewide Efficiencies
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Re: Deviation to the Educational Program

Dear Mr. da Silva:

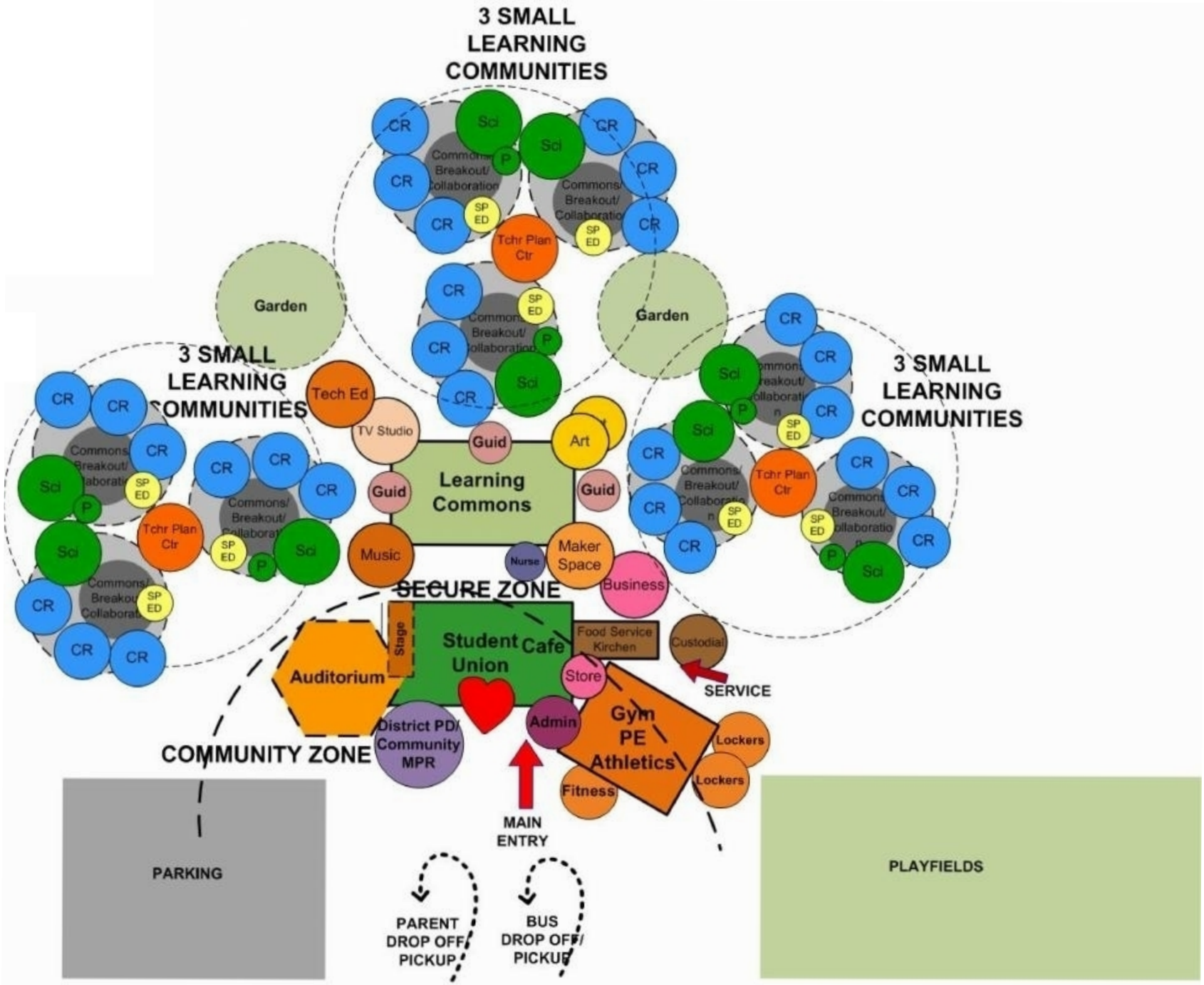
Our Stage II Application includes a summary of Educational Program Deviations from the RI Department of Educational Construction Regulations. I am requesting your support for the outlined deviations and that those items be eligible as part of the new Middle School Building Project.

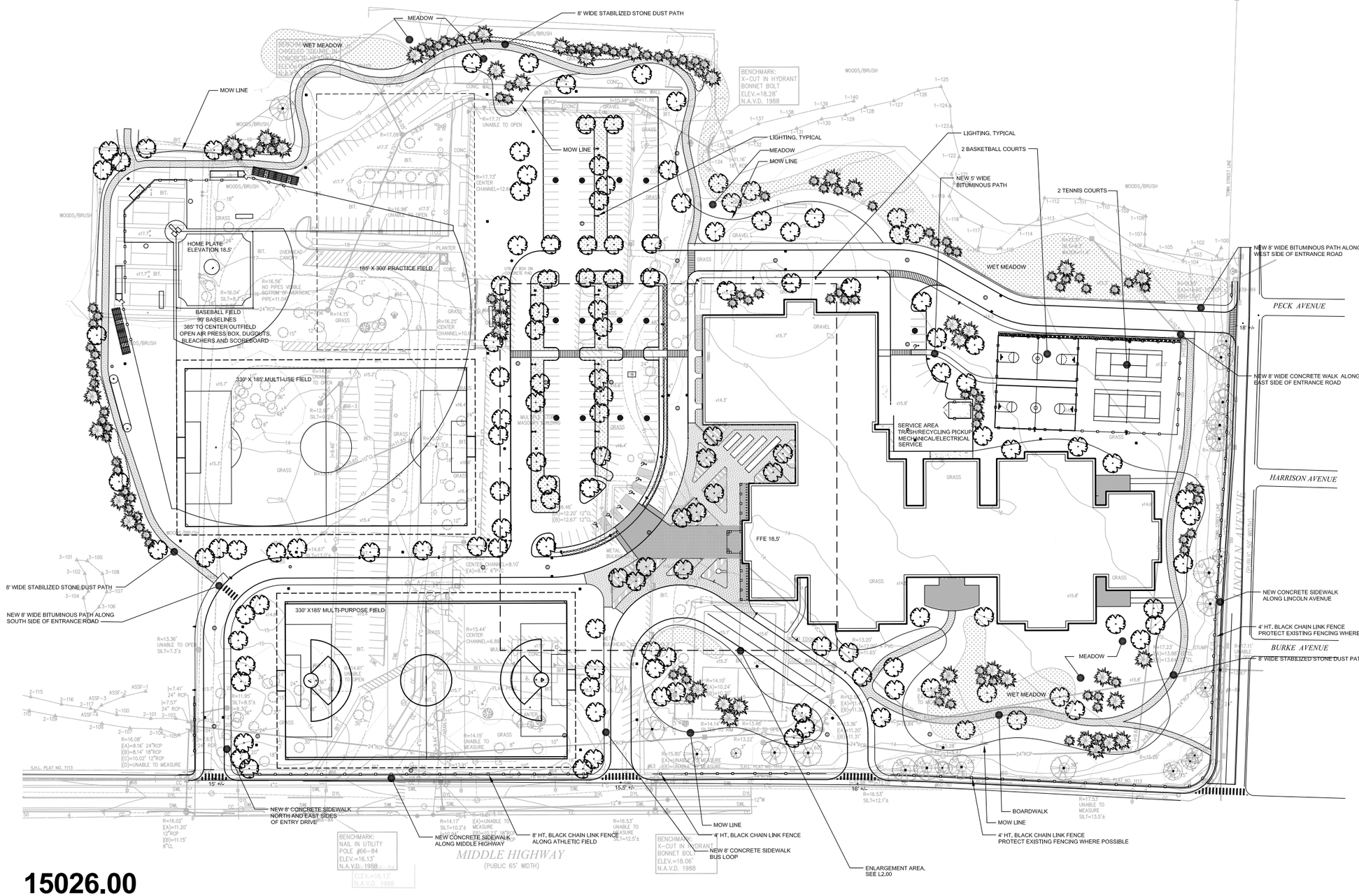
The deviations are consistent with our Visioning and Planning sessions held on September 16th, 17th and October 2nd. Your approval of the identified deviations will allow Barrington to build a model 21st Century learning environment.

Thank you in advance for your time and assistance with our application.

Sincerely,

Michael B. Messore, III
Superintendent of Schools


3 SMALL LEARNING COMMUNITIES
3 SMALL LEARNING COMMUNITIES
3 SMALL LEARNING COMMUNITIES
Garden
Garden
Tech Ed
TV Studio
Guid
Art
Guid
Learning Commons
Guid
Music
Nurse
Maker Space
Business
SECURE ZONE
Stage
Student Union
Cafe
Food Service Kirchen
Custodial
SERVICE
Auditorium
Store
Admin
Gym PE Athletics
Lockers
Lockers
Fitness
District PD/ Community MPR
COMMUNITY ZONE
MAIN ENTRY
PARKING
PLAYFIELDS
PARENT DROP OFF/ PICKUP
BUS DROP OFF/ PICKUP
BARRINGTON MIDDLE SCHOOL
Not all spaces shown
Relationship concept
Number of Classrooms not determined



LEGEND

- EXISTING TREES TO REMAIN
- PROPOSED BIORETENTION / RAINGARDEN
- PROPOSED SHRUB / GROUNDCOVER PLANTING
- PROPOSED DECIDUOUS TREES
- PROPOSED EVERGREEN TREES
- PROPOSED SHRUB MASSING
- PROPOSED SPECIAL PAVING
- PROPOSED RETAINING WALL
- PROPOSED FENCING, HEIGHT AND STYLE AS NOTED

15026.00

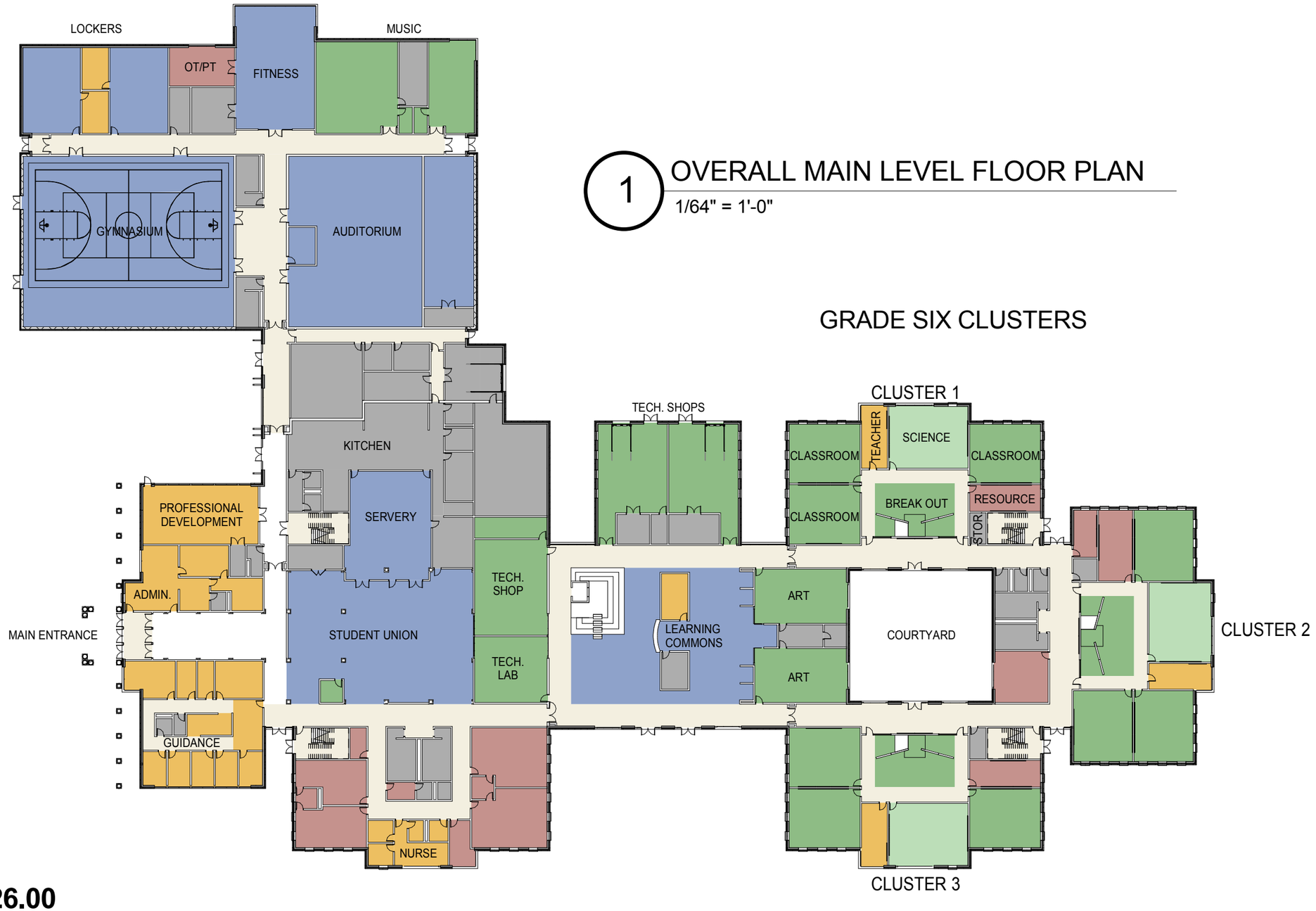
SCALE: NOT TO SCALE

NEW BARRINGTON MIDDLE SCHOOL

261 MIDDLE HIGHWAY, BARRINGTON, RI 02806

BIRCHWOOD DESIGN GROUP

KAESTLE BOOS associates, inc



1 OVERALL MAIN LEVEL FLOOR PLAN

1/64" = 1'-0"

GRADE SIX CLUSTERS

COLOR LEGEND

- ADMINISTRATION
- BUILDING SUPPORT
- CIRCULATION
- CLASSROOM
- CLASSROOM (SCIENCE)
- CORE
- SPECIAL EDUCATION

MAIN LEVEL:	104,416 S.F.
UPPER LEVEL:	58,825 S.F.
TOTAL:	163,241 S.F.

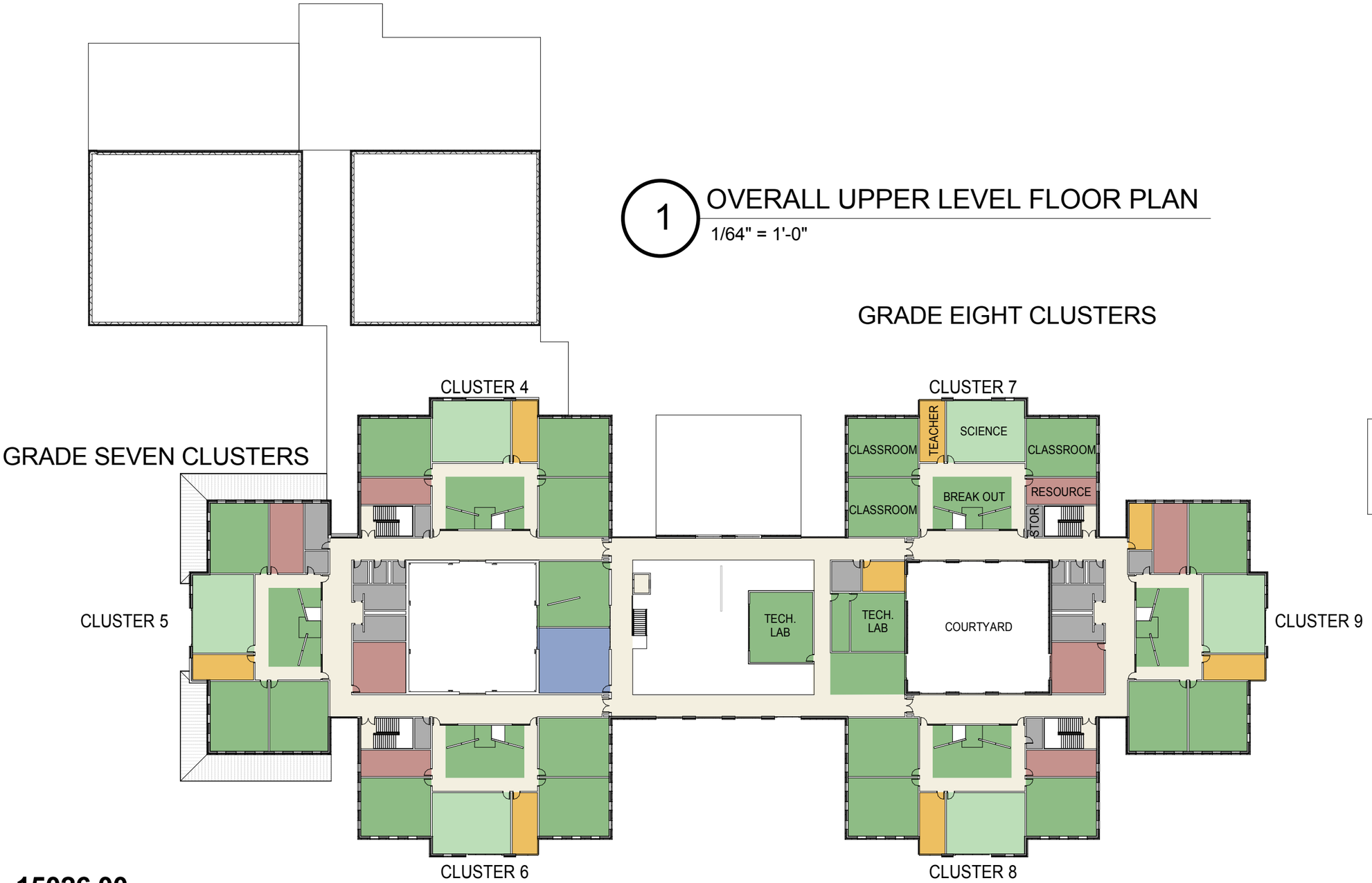
15026.00

SCALE: NOT TO SCALE

NEW BARRINGTON MIDDLE SCHOOL

261 MIDDLE HIGHWAY, BARRINGTON, RI 02806

KAESTLE BOOS associates, inc



1 OVERALL UPPER LEVEL FLOOR PLAN

1/64" = 1'-0"

COLOR LEGEND

- ADMINISTRATION
- BUILDING SUPPORT
- CIRCULATION
- CLASSROOM
- CLASSROOM (SCIENCE)
- CORE
- SPECIAL EDUCATION

MAIN LEVEL:	104,416 S.F.
UPPER LEVEL:	58,825 S.F.
TOTAL:	163,241 S.F.

15026.00

SCALE: NOT TO SCALE

NEW BARRINGTON MIDDLE SCHOOL

261 MIDDLE HIGHWAY, BARRINGTON, RI 02806

KAESTLE BOOS associates, inc