



## The “Three-School Solution” will alleviate overcrowding in Brookline’s elementary schools.

The examples below are designed to illustrate the variety of ways that Baldwin and Driscoll could address overcrowding. A number of these scenarios could be combined to form a comprehensive plan that would benefit all schools and the entire Brookline district.

### **Adding capacity at Baldwin can provide overcrowding relief at Baker, Heath, Lincoln, and/or Runkle.**

- Building Baldwin will reduce Baker to a 4 section school; removing between 2 to 4 classes of K-8 students.
- Heath and Lincoln students who live in the Baker/Heath/Lincoln buffer zone could move to Baldwin, reducing over enrollment at Lincoln and maintaining capacity at Heath.
- Building Baldwin could alleviate overcrowding at Runkle through a two step process:
  1. Baldwin takes on some Heath students who already drive or ride the bus to Heath.
  2. Runkle students who now walk to school could then move to Heath and continue to walk to school.

### **Building capacity at Baldwin for the RISE special education program helps Runkle.**

- Moving 30 students from Runkle’s RISE program to Baldwin makes space available for small classrooms for special education and math or literacy interventions.

### **Adding a Native Language Support Program at Baldwin directly relieves at least one of the North Brookline Schools that has a Native Language Support Program (NLSP).**

- Lincoln, Lawrence, Pierce, and Driscoll, Coolidge Corner School all have district-wide Native Language Support Programs for students whose first language is not English. The Native Language Support Program at Baldwin would help address the overcrowding at at least one of these schools.
- For example, 45 of the 100 students in Lawrence’s Japanese program, 45 of the 96 students in the Pierce’s Chinese program, the 50 student in Lincoln’s Japanese program, OR half of the 78 students in Baker’s Korean program could move to Baldwin.

### **Adding capacity at Driscoll has a positive impact on overcrowding at Lawrence.**

- Driscoll shares a buffer zone with Coolidge Corner. By expanding capacity at Driscoll, Coolidge Corner students can shift there.
- Because Coolidge Corner and Lawrence share a buffer zone, the seats opened up at Coolidge Corner provide relief for overcrowding at Lawrence.

### **Baldwin and Driscoll benefit Pierce.**

- Driscoll shares a buffer zone with Pierce. By expanding capacity at Driscoll, Pierce students can shift there and have less crowded lunches, hallways and gym classes.
  - Music classes could return from the Teen Center and be taught at Pierce
- Note: planned renovation will fully address all the remaining issues*

### **Baldwin and Driscoll help BEEP**

- Combined, the Baldwin and Driscoll would add five new classrooms for BEEP.
- These new classrooms could either reduce the number of BEEP classes in rental spaces, or they could be used to increase the enrollment for BEEP.



## **Addressing Substandard and Inadequate Spaces**

Rebuilding and expanding the Baldwin and Driscoll Schools will allow other schools to be right-sized to their appropriate capacity, making it possible for the Town and Schools to work together to eliminate the inadequate and substandards spaces that would remain in Pierce, Lincoln, Lawrence, Heath, Runkle, and Baker. The examples below are designed to illustrate the many ways the substandard spaces in each school could be addressed once Baldwin and Driscoll are rebuilt and expanded.

### **Lawrence:**

Overcrowding at Lawrence could be addressed by a combination of buffering students to Coolidge Corner and/or reducing the size of the Japanese Native Language Support Program and placing it Baldwin or another school. These changes would:

- Reduce overcrowding at Lawrence allows the cafeteria to be the appropriate size for the number of students attending the school;
- Create additional small group classrooms to address the overcrowding of five teachers in four different programs who are supporting students in one classroom simultaneously;
- Make space for a full sized English Language Education class to replace the half-sized classroom that two teachers who teach 70 students are now using;
- Provide speech, occupational therapy, physical therapy, and learning centers with dedicated and properly outfitted spaces to support students in need of these services.

### **Baker:**

With Baldwin alleviating overcrowding at Baker the following solutions could be pursued:

- Remove the temporary walls used to create additional classrooms, including substandard science classrooms and reinstate full size classrooms and fully equipped science classrooms;
- Provide small group learning spaces dedicated to support students with disabilities;
- Move the music room out from underneath the gymnasium and into a space appropriate for music education;
- Create properly-sized spaces for supporting students with speech, occupational therapy, and physical therapy needs;
- Reinstate the full-sized art rooms;
- Baker could experience further relief from overcrowding if the Korean Native Language Support Program moved to Baldwin or Heath.

### **Lincoln:**

Baldwin could relieve Lincoln over-enrollment by taking students from the Lincoln-Baker buffer zone and/or having a Japanese Native Language Support Program which would make space for the following improvements:

- Move special education support spaces out of hallways into dedicated small group learning rooms;

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- The Adaptive Learning Center would be able to have appropriately sized and properly outfitted classrooms;
- Move a middle school classroom out of the substandard space it shares with the computer lab and Extended Day and into its own dedicated classroom.

## Runkle:

- Moving part of the RISE program to Baldwin would allow the smaller RISE program at Runkle to have appropriately sized spaces that are not overcrowded with staff and students.

## Heath:

- If Baldwin takes on students from Heath, then a full sized guidance suite at Heath could replace the guidance counselor's room that is currently behind a curtain;
- World language classrooms could be returned to full size and not serve as a passageway to other classes;
- Learning centers have their own spaces rather than multiple groups share the same small spaces;
- Heath could further relieve a North Brookline school by adding a Native Language Support Program.

## BEEP:

- Additional BEEP classrooms at Baldwin and Driscoll could allow the schools to address the small, substandard and not easily accessible early education classrooms at the Lynch Center and/or the rented classrooms at Temple Emeth.

## Pierce:

Rebuilding Baldwin and Driscoll along with the proposed renovation of Pierce, would allow the Town and Schools to address the inferior and substandard spaces at Pierce including:

- Parts of the building which are inaccessible to people with physical disabilities;
- Inferior and inadequate space for physical education;
- Insufficient amount of classroom space for special education learning centers, math and literacy intervention, and for English Learners;
- The cafeteria, hallways and passageways that are unable to accommodate all students adequately;
- Inadequate nurse's office that limits the ability to provide care to students with health concerns;
- Insufficient general education classroom space;
- Undersized science labs;
- Undersized, insufficient, and outdated spaces used for music, art, and the school library.