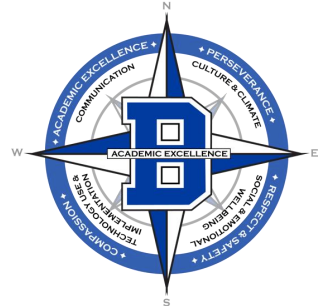


Select Board Meeting

Peter D. Marano
Superintendent of Schools
July 11, 2022



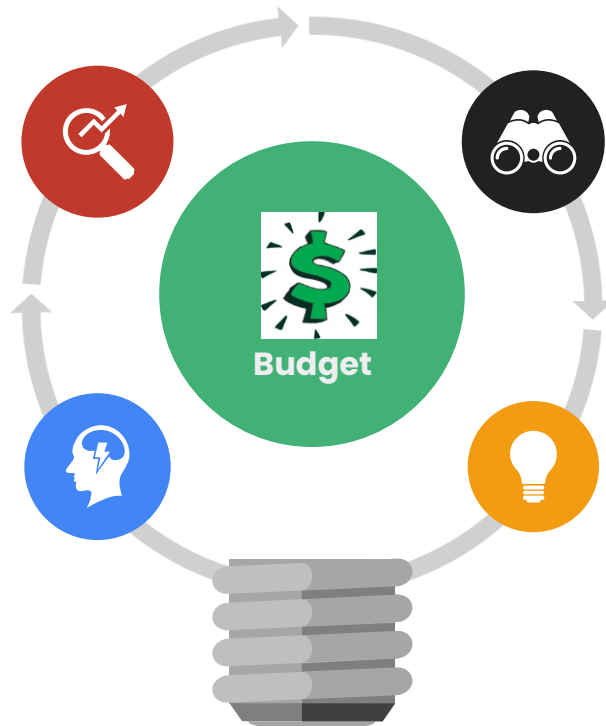
How We Create Our Budget

Research

Each department looks into its budget and determines its needs by using expense trends and current student data as well as recommendations from the School Improvement Councils.

Manage

Budget is presented to School Committee for approval (School Committee may make additional recommendations) and then passed onto Member Town Officials.



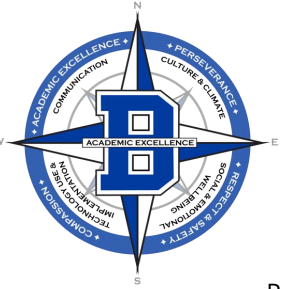
Analysis

We use data provided by the state and historical data to make data informed decisions when thinking about our future needs.

Action

The Leadership Team reviews budget requests and determines actual needs as well as potential cuts.

Expense Drivers



Student Learning Options

Provide all students with rigorous and culturally relevant curriculum, resources and programs that support individual goals

Inflation

Expenses that the district incur continue to rise annually. The trend is that the increases in expenses outpace increases in revenue.

Technology and Information

The rapid increase in technology and information has accelerated the need to more frequently replace educational materials and equipment.

Student Learning Options

Students in Poverty and Low-Income Families

Students in Poverty and Low-Income Families

30% of Massachusetts school aged children live in families that are low income. These students often require added services from public education.

Special Education

Two factors that drive the increase in Special Ed

1) More students are being classified as learning disabled,
2) Other local social agencies are covering less of the needs of special ed. students, leaving schools to shoulder more of the cost

Special Education

Aging Buildings

Because of budgetary constraints, deferred maintenance activities and outdated facilities, spending on building improvements will soar.

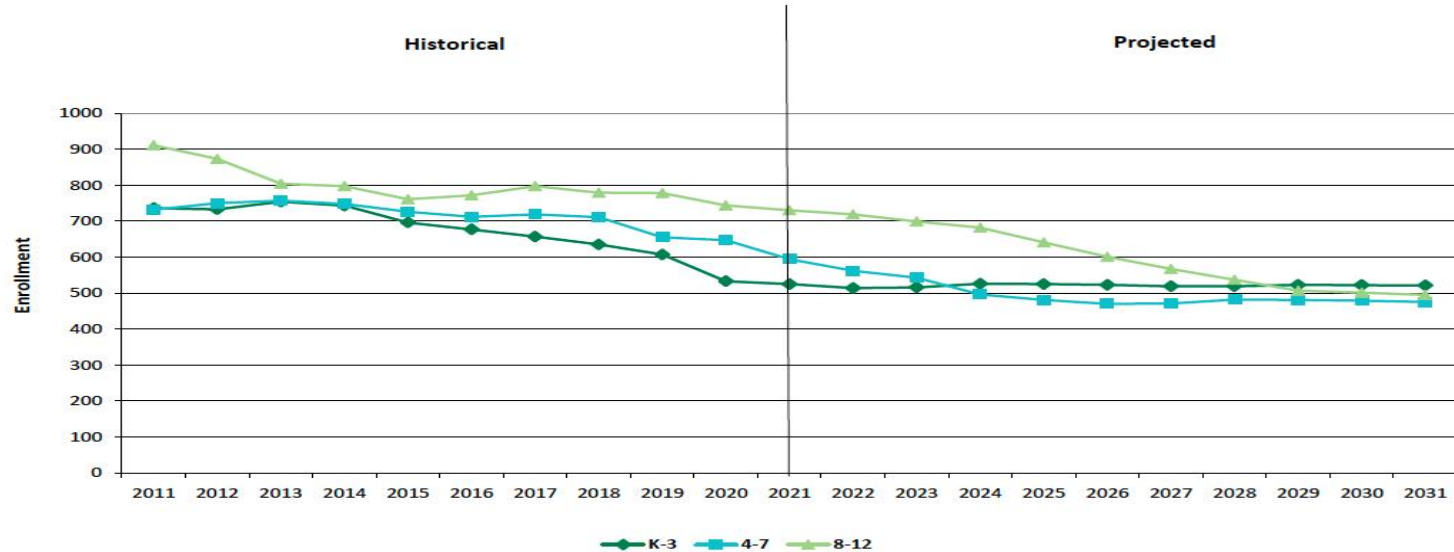
Aging Buildings

Inflation

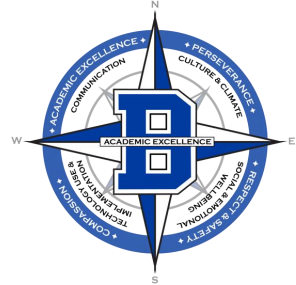
Technology And Information



Historical & Projected Enrollments in Grade Combinations

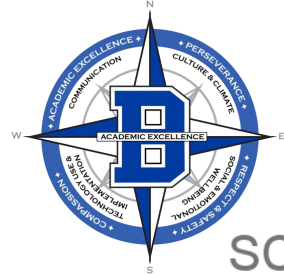


**Current Enrollment as of March 1st 1901
Students**



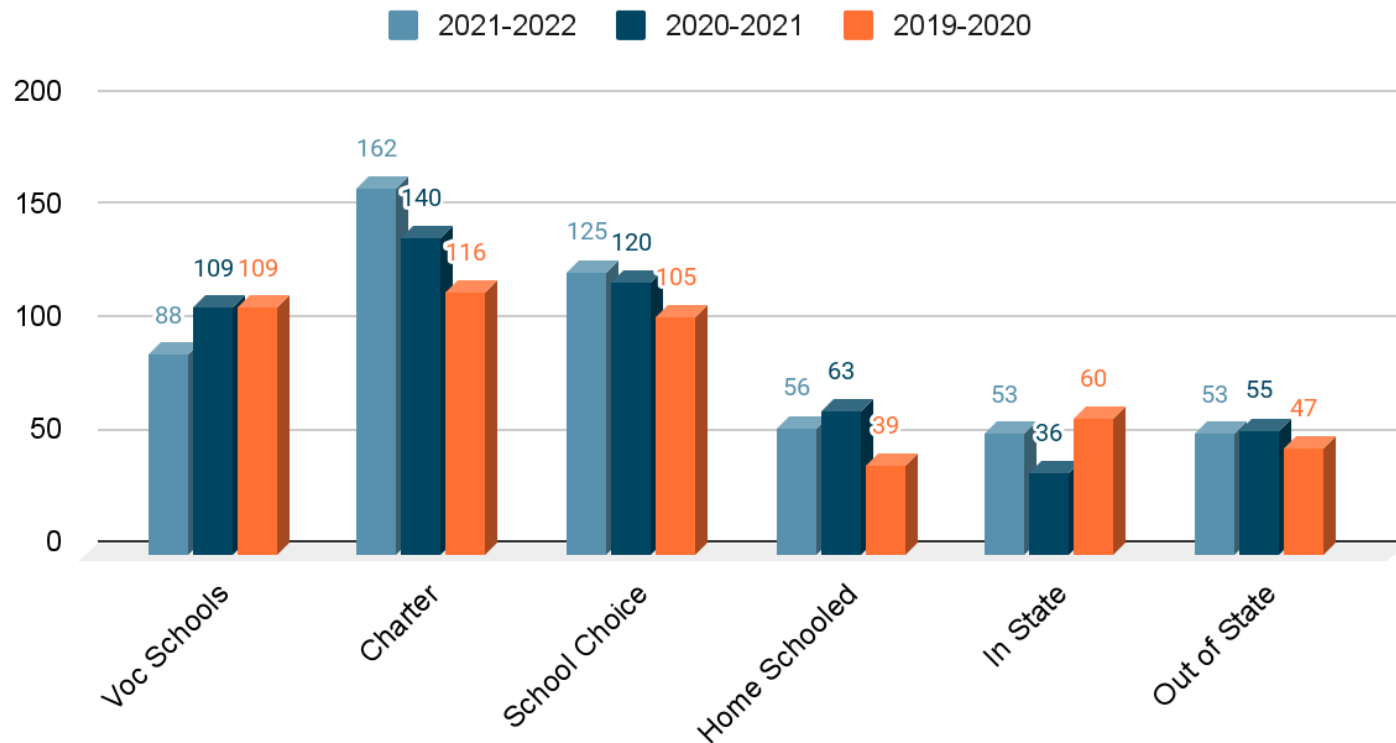
Enrollment by Selected Population

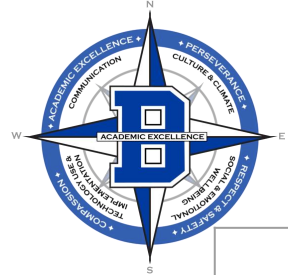
Selected Pop	17-18	18-19	19-20	20-21	21-22	State 21-22
First Lang Not Eng	3.9	4.2	4.6	5.5	6.6	23.9
English Lang. Learner	1.6	1.6	2.0	2.4	3.6	11.0
Student with Disabilities	19.9	19.3	20.9	21.3	19.9	18.9
Low Income	19.2	19.0	20.5	24.8	32.4	43.8
High Needs	34.6	34.7	36.8	40.2	45.2	55.6



Student Attending List

SCHOOL ATTENDING





Position Added For FY23

Location	Position	FTE
District	Wilson Teacher (Lead)	1.0
	ELL Teacher	.15
	ELL Teacher	.5
	ELL Teacher	.5
	ELL Teacher	1.0
BHS	Science Teacher (Innov Pathway)	1.0
	Career Counselor (Innov Pathway)	1.0
BMS	12 Month Clerk	1.0
PreK	BECP Teacher (Increase from 0.5 to 1.0)	1.0

FY23 Bellingham Public Schools Salaries

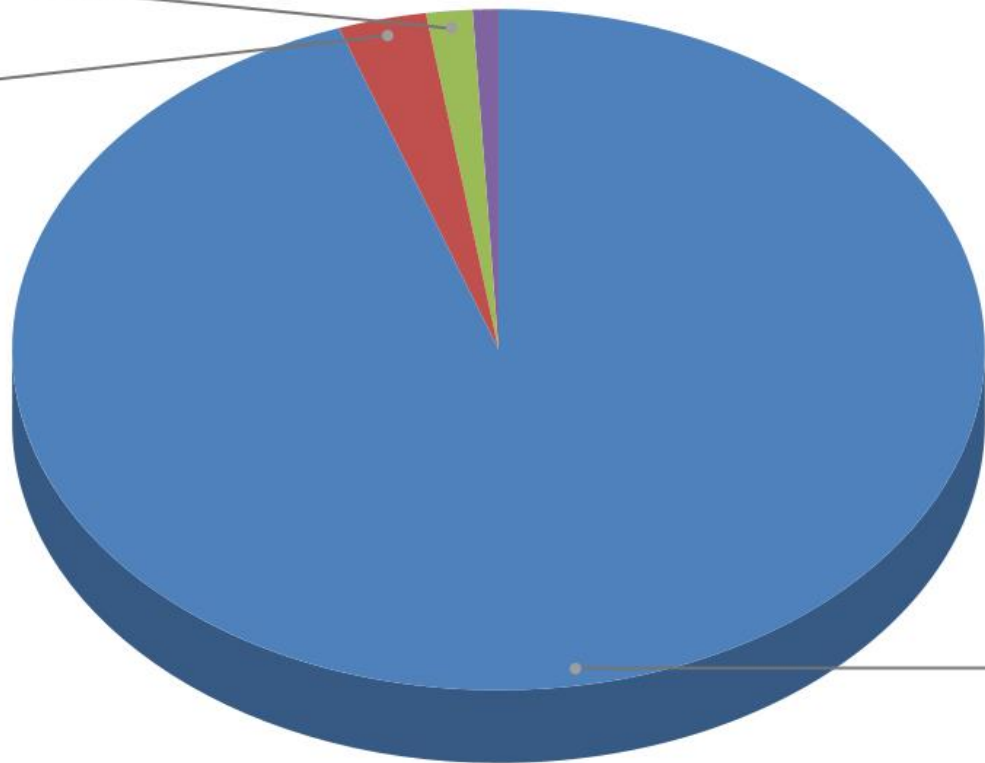
80% of Total Budget Request

Substitutes

1.5%

Stipends, Tutors,

2.9%

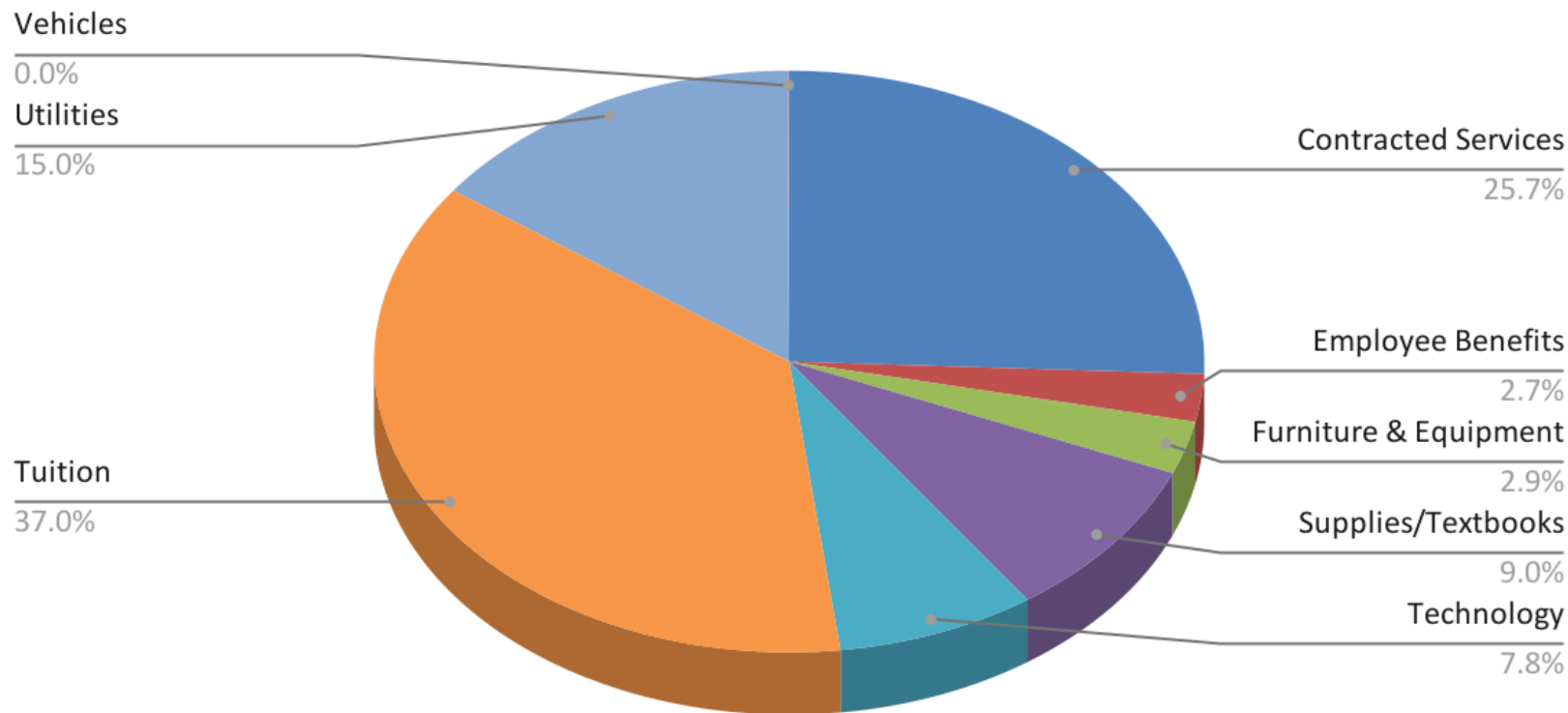


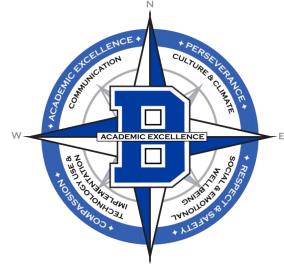
Contracted Salaries

94.7%

FY23 Bellingham Public Schools Non Salary Expenses

20% of Total Budget Request





General Budget Summary

	FY 2022 ACTUAL APPROPRIATION	FY 2023 BUDGET PROPOSAL	FY22-23 CHANGE
GENERAL FUND APPROPRIATION	\$27,878,917	\$28,765,366	3.18% \$886,419
CH 70 STATE AID *FY 23 per DESE as of 1/26/22	\$8,707,945	\$8,772,685	0.74% \$64,740
TOWN SHARE	\$19,170,972	\$19,992,651	4.29% \$821,679
TOWN SHARE ABOVE REQUIRED MINIMUM CONTRIBUTION	\$1,773,741 9.25%	\$1,560,186 7.80%	-12.04% -\$213,544



ESSER III

Enhanced Core Instruction

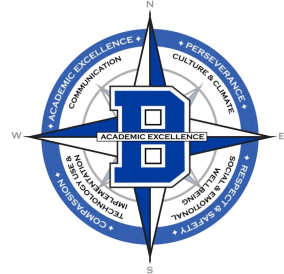
- Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development
- Professional development for teachers and administrators re: culturally responsive teaching
- Screening assessments and associated professional development (e.g., early literacy assessments)
- Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)
- Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.
- Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel

Targeted Student Supports

- Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development
- Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment
- Dropout prevention and recovery programs

Talent Development & Staffing

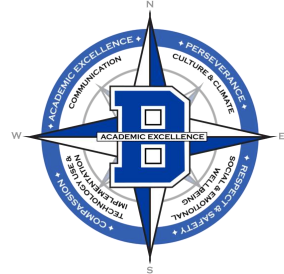
- Increasing staff and opportunities for arts, enrichment, world languages, athletics and elective courses



ESSER III

Social Emotional/Mental Health Supports

- Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers
- Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being
- Working with community-based organizations that provide enrichment during the school day and/or out of school time
- Engaging community , partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments
- Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school



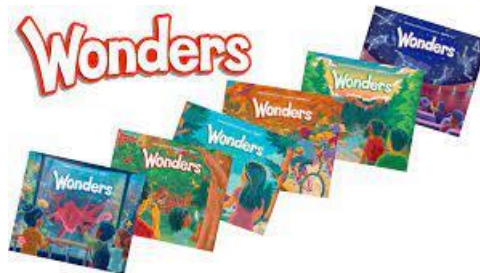
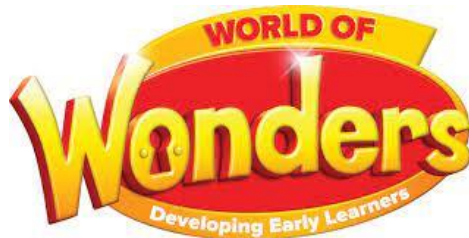
Curriculum

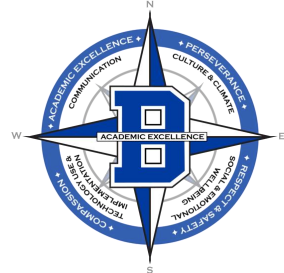
Our ELA Curriculum Review team completed a Self Study of our ELA Program this year. This review led to the recommendation by the committee to engage in the selection and identification of a new ELA Curriculum Program for grades PreK-8. Utilizing a combination of Capital Funds (\$150,000) a grant received throughout the Department of Elementary and Secondary Education (200,000) and other budget and ESSER funds, we have purchased the following programs:

Preschool – World of Wonders

Kindergarten through Grade 5 – Wonders

Grade 6 through Grade 8 – StudySync





Why McGraw Hill? - Priorities

Grades Pre-K-3

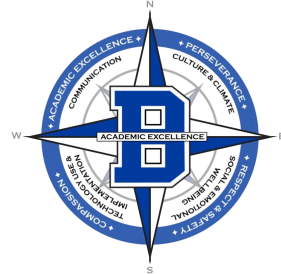
- Meets MA Markers of High-Quality “Green” on all three EdReports and Curate criteria: rich texts, usability, alignment
- Strong Foundational Skills
- Alignment to Elementary Philosophy
- Span of PreK - grade 3 - higher would be better
- Combination of print/digital resources

Grades 4-7

- Meets MA Markers of High-Quality “Green” on all three EdReports and Curate criteria: rich texts, usability, alignment
- Ability to synch with Google Classroom interface
- Span of K-8 ideal
- Alignment to Elementary/Secondary Philosophy
- Combination of print/digital resources

Grades 8-12

- Meets MA Markers of High-Quality “Green” on all three EdReports and Curate criteria: rich texts, usability, alignment
- Combination of print/digital resources
- Ability to synch with Google Classroom interface
- Alignment to Elementary/Secondary Philosophy



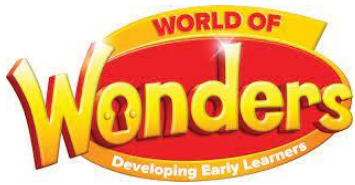
Why McGraw Hill? - Parameters and Priorities

Grades K-3

- Foundational skills, Word Study, Spelling, Grammar, Writing components embedded (one program vs multiple programs)
- Differentiated supports and opportunities for ELs, SWDs
- Smartboard technology - compatibility
- Tier 2 and 3 supports - supplemental intervention program
- Integration of other content areas - NF texts, etc.
- Culturally appropriate representations

Grades 4-12

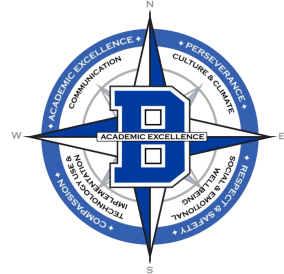
- Differentiated supports and opportunities for ELs, SWDs
- Tier 2 and 3 supports - supplemental intervention program
- Word Study/Vocabulary, Writing, Spelling, Grammar components embedded
- Integration of other content areas - NF texts, etc.
- Culturally appropriate representations
- Alignment with Instructional Philosophy
 - Prepares students to respond to a variety of texts using evidence
 - High-level thinking skills - DOK and Blooms used to create rigor
 - Differentiation - levels of texts available
 - Embedded scaffolding - graphic organizers, etc.



- SEL embedded lessons
- Science, Social Studies and Music integration
- Clear instructional paths
- Supports for English language learners and students with special needs
- Developmentally appropriate for three, four, and five year olds
- Unit/weekly themes
- Adaptable for full/half day programs
- Engaging resources

- Engaging student resources
- Strong instruction routines - close reading
- WonderWorks -Tier 2 and 3 Intervention
- English language learner resources i.e. supplemental and embedded
- Leveled readers - different versions of same text
- Digital workspace includes thousands of leveled readers, hundreds of games, interactive texts, videos, songs, a digital Writer's Notebook, research projects, etc.
- Flexibility within lessons, plethora of resources
- Science, Social Studies, SEL topics embedded
- Customer service

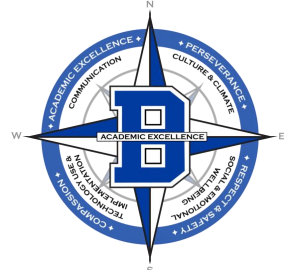
- Abundance of resources, including PBL Units
- Strong instruction routines - close reading
- Rigorous and culturally relevant content
- Tools to monitor student progress and tailor instruction for all learners (lexile adjustments)
- Rich, authentic literature - including full novel studies
- Comprehensive and engaging digital and print resources
- Blasts - short, high-interest read/write assignments that include relevant topics to students in a familiar, social media format.



BVExcel

The purpose of BVExcel is to develop a collaborative model for the Blackstone Valley School Districts to provide non-traditional course offerings that will expose students to career options, building industry skills, and provide workforce opportunities that would be difficult to offer in isolation. BVExcel works to combine resources in order to offer students unique courses which would be impossible for each district to offer individually. Each course is credit bearing towards high school graduation. We are currently being funded through a generous grant from American Student Assistance (ASA, www.asa.org).

[BVExcel](#)



BVExcel

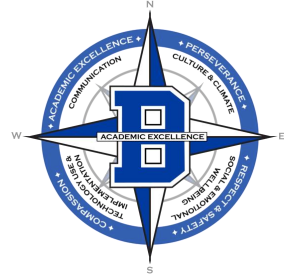
Courses Being Offered:

- Manufacturing I & II
- Cybersecurity
- Intro to Health Career
- Welding
- 2D Video Game Design*
- Robotics*
- Video Lab

Courses run virtually but also have an in person session 1 day per week after school

Business Partners

- Algonquin Industries, Bellingham
- Waters Corporation, Milford
- Staples Corporation, Framingham
- Lampin Corporation, Uxbridge

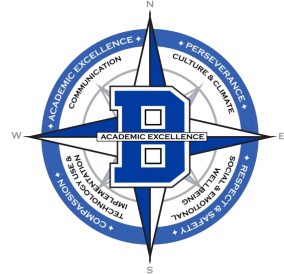


Innovation Pathways at BHS

Innovation Pathways are designed to give students coursework and experience in a specific high-demand industry, such as information technology, engineering, healthcare, life sciences and advanced manufacturing.

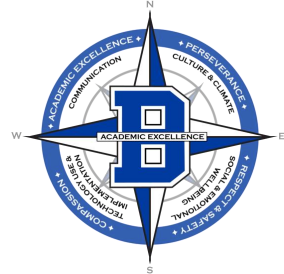
Innovation Pathways are designed to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school.

We have been approved for Manufacturing and Health Care



Transportation

- This current year we purchased three vans to help reduce the cost of out of district transportation.
- The vans stated their runs in March/April and we have already seen a savings of \$17,000
- The overall Transportation Budget increased by 2.25% or \$70,000
- Our goal is to purchase 2 additional vans so that we can capture additional savings
- We have been working with a consultant, Richard Labrie, to look at other ways that we can save transportation costs, which could include self operating



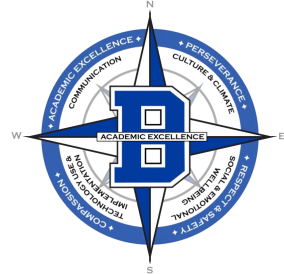
PreSchool Facility

We have an opportunity to establish a centrally located preschool facility.

The ideal place would be by or attached to BHS

- Easier access to preschool facilities in the center of town
- Create a Chapter 74 Vocational program
- Students would be able to to work in the preschool and receive Early Childhood certification

We are exploring a feasibility study and an architectural analysis for either a buildout at BHS or stand alone facility.



School Security

- Entrapment Entrances at BHS, BMS, KMA
- Camera Systems at BHS, BMS, KMA, DiPietro (2-3)
- Raptor - Integrated School Safety Software and Alert
- ALICE Training - Alert, Lockdown, Inform, Counter, Evacuate
- School Emergency Operation Plans
- School Resource Officer

Town of Bellingham Bellingham Stall Brook

342 Hartford Ave, Bellingham, MA 02019

SD PHASE

OUTLINE SPECIFICATION: ENTRY DOORS & HARDWARE

1. All new entry doors shall be Aluminum Storefront with Stainless Steel Kick and push plates and hardware sets as follows:

2. Door Hardware Sets

Set: 1.0

Doors: Vestibule Entry Pair

2	Continuous Hinge	CFM, SLF-HD1 PT EL-CEPTX32D	US32D	PE
1	Concealed Vart Rod Exit	55 56 AD8410 108 x Less Pull	US32D	SA
1	Door Pull	55 56 AD8410	US32D	SA
2	Door Pull	55 56 AD8410	689	RF
2	Core Overhead Stop	6-X35	689	NO
1	Surface Cleaver	J7600	689	NO
1	Threshold	252x3AFG	PE	PE
1	Gasketing	By DoorFrame Supplier	OT	OT
1	Sweep	3452CNB	OT	OT
2	Frame Harness	QC-C160P	OT	OT
1	Door Harness	QC-C160P	OT	OT
1	Wiring Diagram	By Security Vendor	OT	OT
1	Card Reader	By Security Vendor	OT	OT
2	Position Switch	DPB-M-GY	SU	SU
1	Power Supply	DPB-M-GY	SU	SU

Notes:
Door is normally closed, locked, and latched. During school opening and closing hours, doors may be electronically dogged for student entry.
Presenting valid credential to card reader electronically retracts latch and allows entry by trim. Mechanical key override also allows entry by trim.
Free egress at all times.
During power failure, door will remain locked and latched. Fail secure.

Set: 2.0

Doors: Vestibule Entry Single

1	Continuous Hinge	CFM, SLF-HD1 PT EL-CEPTX32D	US32D	PE
1	Rim Exit Device	55 56 AD8504 Less Pull	US32D	SA
1	Door Pull	55 56 AD8504	US32D	SA
1	Core Overhead Stop	6-X35	689	RF
1	Surface Cleaver	J7600	689	NO
1	Threshold	252x3AFG	PE	PE
1	Gasketing	By DoorFrame Supplier	OT	OT
1	Sweep	3452CNB	OT	OT
1	Frame Harness	QC-C160P	OT	OT
1	Door Harness	QC-C160P	OT	OT
1	Wiring Diagram	By Security Vendor	OT	OT
1	Card Reader	By Security Vendor	OT	OT
1	Position Switch	DPB-M-GY	SU	SU
1	Power Supply	DPB-M-GY	SU	SU

Notes:
Door is normally closed, locked, and latched. During school opening and closing hours, doors may be electronically dogged for student entry.
Presenting valid credential to card reader electronically retracts latch and allows entry by trim. Mechanical key override also allows entry by trim.
Free egress at all times.
During power failure, door will remain locked and latched. Fail secure.

GENERAL NOTES

1. THESE GENERAL NOTES SHALL BE USED IN CONJUNCTION WITH THE SPECIFICATIONS AND DRAWINGS. THE ARCHITECT SHALL BE NOTIFIED OF ANY DISCREPANCY BETWEEN THE PROVISIONS OF THESE GENERAL NOTES AND THE SPECIFICATIONS OR DRAWINGS. THE ARCHITECT SHALL PROVIDE AN INTERPRETATION OF THE INTENT OF THE CONSTRUCTION DOCUMENTS.
2. THE CONTRACTOR SHALL COORDINATE AND SCHEDULE WORK OF ALL TRADES. THE SCHEDULE SUBMITTED BY THE CONTRACTOR OF THIS PROJECT IS CRITICAL AND SHALL BE ALLOWED ONLY ACCORDING TO THE CONSTRUCTION TIMELINE TO WHICH THE CONTRACTOR IS BOUND. EACH SUBCONTRACTOR SHALL PURSUE HIS WORK IN ACCORDANCE WITH THE CONTRACTOR'S SCHEDULE.
3. THE CONTRACTOR SHALL PERFORM ALL WORK IN COMPLIANCE WITH ALL APPLICABLE LOCAL, STATE AND FEDERAL LAWS AND STANDARDS. CONFORMANCE WITH CODES GOVERNING QUALITY, SAFETY, FIRE PROTECTION, STRUCTURAL, MECHANICAL, ELECTRICAL, AND ALL OTHERS GOVERNING THE PROJECT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR. THE ARCHITECT OF ANY DISCREPANCIES OR INCONSISTENCIES BEFORE COMMENCING THE WORK.
4. THE CONTRACTOR SHALL SUPERVISE AND DIRECT THE WORK AND SHALL BE SOLELY RESPONSIBLE FOR THE CONSTRUCTION MEANS, METHODS, TECHNIQUES, SEQUENCE AND PROGRESS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE USE OF CONSTRUCTION METHODS AND PROCEDURES THAT ARE BEST SUITED TO ACHIEVE FAST ERECTION OF THE WORK.
5. THE SAFETY OF THE SITE AND OF PERSONS ON THE SITE SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR DURING AND AFTER WORKING HOURS. THIS INCLUDES BUT IS NOT LIMITED TO PROVISION OF SAFETY BARRIERS, SAFETY SIGNS, SAFETY LIGHTS, AND AFTER HOURS SAFETY PERSONNEL. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF THE EXISTING STRUCTURE AND PROTECTION OF UTILITY AND FIRE PROTECTION SYSTEMS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF THE EXISTING STRUCTURE AND PROTECTION OF UTILITY AND FIRE PROTECTION SYSTEMS.
6. THE CONTRACTOR SHALL PROTECT ALL WORK FROM DAMAGE DUE TO WORK-RELATED USE OF THE AREA.
7. THE CONTRACTOR SHALL PROTECT ALL SANITARIUMS, WASHING SINKS, AND PROTECTIVE SERVICES AND SHALL TAKE ALL PRECAUTIONS TO PREVENT DAMAGE TO THE EXISTING WORK AND TO THE PROGRESS OF THE PROJECT.
8. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE COMPLETE SECURITY OF HIS WORK AND MATERIAL AND EQUIPMENT WHILE JOB IS IN PROGRESS AND UNTIL JOB IS COMPLETE.
9. THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS ON THE SITE, INCLUDING EXISTING UTILITY LOCATIONS, AND NOTIFY THE ARCHITECT OF ANY DISCREPANCIES OR INCONSISTENCIES BEFORE COMMENCING THE WORK.
10. THE CONTRACTOR SHALL REFER TO AND CROSS-CHECK DETAILS, DIMENSIONS, NOTES AND ALL RELATED REQUIREMENTS ON THE ARCHITECTURAL DRAWINGS WITH RELATED REQUIREMENTS ON THE MECHANICAL, PLUMBING AND ELECTRICAL DRAWINGS.
11. WRITTEN DIMENSIONS AND ALTERNATE INSTRUCTIONS TAKE PRECEDENCE OVER SCALED DIMENSIONS.

SCOPE OF WORK

Work:
Construct an addition of a vestibule at the Stall Brook elementary school that better supports the administration's ability to sign-in visitors in a safe and secure manner. This will be accomplished by coming out with an addition, installing a vestibule-style window in between the vestibule and administration office, from which point the school's administrative personnel can allow access into the school after the visitor has been properly validated and logged in.

CODE SUMMARY

*APPLICABLE CODES:
-2015 INTERNATIONAL BUILDING CODE
-2015 INTERNATIONAL ENERGY CODE
-2015 INTERNATIONAL PLUMBING CODE
-AMERICAN WITH DISABILITIES ACT (ADA)
-ADA, ARCHITECTURAL ACCESS BOARD (AAAB)
-NFPA 13

*OCCUPANCY USE GROUP(S):
-E - EDUCATION (K-6 ELEMENTARY SCHOOL)

*TYPE OF CONSTRUCTION:
-3B NON-COMBUSTIBLE (SPRINKLER)

*FIRE PROTECTION:
-SPRINKLER SYSTEM - YES
-FIRE ALARM SYSTEM - YES
-FIRE RESISTANCE RATING REQUIREMENTS: 0 HOURS ALL ELEMENTS (TABLE 601 AND 602)

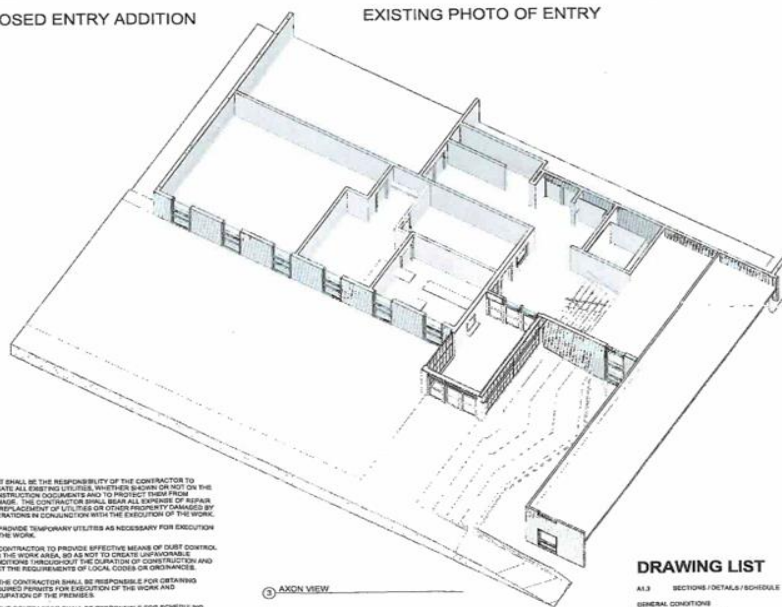
*MEANS OF EGRESS:
-NO CHANGE

*PLUMBING:
-NO CHANGE

PROPOSED ENTRY ADDITION



EXISTING PHOTO OF ENTRY



DRAWING LIST

A1.3 SECTIONS / DETAILS / SCHEDULES

GENERAL CONDITIONS
A1.1 COVER SHEET
ARCHITECTURAL
A1.2 MAIN FLOOR PLAN

PROGRESS SET

Derby Square
ARCHITECTURE

100 North Street, Suite 200
Bellingham, MA 02019
Tel: 603.751.1000
Fax: 603.751.1001
www.derby-square.com

Bellingham Stall Brook
Town of Bellingham
342 Hartford Ave, Bellingham, MA 02019

COVER SHEET

Project #: 18234
Date: 2/15/18
Drawn by: LADJ
Checked by: VJP

Scale: 1/2" = 1'-0"

Town of Bellingham DiPietro Elementary School

70 Harpin St, Bellingham, MA 02019

SD PHASE

SCOPE OF WORK

Work:
Construct a vestibule at the elementary school that better supports the administration's ability to sign-in visitors in a safe and secure manner. This will be accomplished by installing a bank-teller style window in between the vestibule and administration offices, from which point the school's administrative personnel can allow access into the school after the visitor has been properly validated and logged in.

CODE SUMMARY

APPLICABLE CODES:
-2015 INTERNATIONAL BUILDING CODE
-2015 INTERNATIONAL ENERGY CODE
-2020 INTERNATIONAL PLUMBING CODE
-AMERICANS WITH DISABILITIES ACT (ADA)
-IAL, ARCHITECTURAL ACCESS BOARD (MAAB)
-IFPA 15

OCCUPANCY USE GROUPS:
-E- EDUCATION (K-4 ELEMENTARY SCHOOL)

TYPE OF CONSTRUCTION:
-B1 NON-COMBUSTIBLE (SPRINKLER)

FIRE PROTECTION:
-SPRINKLER SYSTEM - YES
-FIRE ALARM SYSTEM - YES
-FIRE RESISTANCE RATING REQUIREMENTS: 0
HOURS ALL ELEMENTS (TABLE 601 AND 602)

MEANS OF EGRESS:
-NO CHANGE

PLUMBING:
-NO CHANGE

OUTLINE SPECIFICATION: ENTRY DOORS & HARDWARE

1. All new entry doors shall be Aluminum Storefront with Stainless Steel Kick and push plates and hardware sets as follows:

2. Door Hardware Sets

Set: 1.8

Doors: Vestibule Entry Pair

2	Continuous Hinge	CFM_SLF-HD1 PT EL-CEPTX3D			
1	Concealed Vert Rod Exit	55 58 AD8410 100 x Less Pull	US32D	PE	
1	Concealed Vert Rod Exit	55 58 AD8410	US32D	SA	
2	Door Pull	BF158	US32D	NO	
2	Cont. Overhead Stop	6-336	689	RF	
2	Surface Clear	J7090	689	NO	
1	Threshold	252x3AFG		PE	
1	Gasketing	By Door/Fram Supplier		OT	
2	Sweep	3452CNB		PE	
2	Frame Harness	QC-C1559P		MC	
1	Door Harness	QC-CX sized for hinge to locking hardware		MC	
1	Writing Diagram	By Security Vendor		OT	
1	Card Reader	By Security Vendor		OT	
2	Position Switch	DPB-B4-GY		SU	
1	Power Supply	BPS-24-1		SU	

Notes:

Door is normally closed, locked, and latched. During school opening and closing hours, doors may be electronically degged for student entry.
Preexisting valid credential to card reader electronically retracts latch and allows entry by trim. Mechanical key override also allows entry by trim.

Free egress at all times.

During power failure, door will remain locked and latched. Fail secure.

Set: 2.0

Doors: Vestibule Entry Single

2	Continuous Hinge	CFM_SLF-HD1 PT EL-CEPTX3D			
1	Con. Exit Device	55 58 AD8410 100 x Less Pull	US32D	PE	
1	Door Pull	BF158	US32D	NO	
2	Cont. Overhead Stop	6-336	689	RF	
2	Surface Clear	J7090	689	NO	
1	Threshold	252x3AFG		PE	
1	Gasketing	By Door/Fram Supplier		OT	
2	Sweep	3452CNB		PE	
1	Frame Harness	QC-C1559P		MC	
1	Door Harness	QC-CX sized for hinge to locking hardware		MC	
1	Writing Diagram	By Security Vendor		OT	
1	Card Reader	By Security Vendor		OT	
2	Position Switch	DPB-B4-GY		SU	
1	Power Supply	BPS-24-1		SU	

Notes:

Door is normally closed, locked, and latched. During school opening and closing hours, doors may be electronically degged for student entry.
Preexisting valid credential to card reader electronically retracts latch and allows entry by trim. Mechanical key override also allows entry by trim.

Free egress at all times.

During power failure, door will remain locked and latched. Fail secure.

GENERAL NOTES

1. THESE GENERAL NOTES SHALL BE USED IN CONJUNCTION WITH THE SPECIFICATIONS FOR THIS PROJECT. THE ARCHITECT SHALL BE NOTIFIED BY THE CONTRACTOR OF ANY PROPOSED DEVIATIONS FROM THE PROVISIONS OF THESE GENERAL NOTES AND THE ARCHITECT SHALL PROVIDE AN INTERPRETATION OF THE INTENT OF THE CONSTRUCTION DOCUMENTS.
2. THE CONTRACTOR SHALL COORDINATE AND SCHEDULE WORK OF ALL TRADES. THE SCHEDULE AS AGREED TO BY THE CONTRACTOR FOR THIS PROJECT IS CRITICAL, AND SHALL BE ALTERED ONLY ACCORDING TO THE CONTRACTUAL TERMS TO WHICH THE CONTRACTOR IS BOUND. EACH SUBCONTRACTOR SHALL PURSUE HIS WORK IN ACCORDANCE WITH CONTRACTORS SCHEDULE.
3. THE CONTRACTOR SHALL PERFORM ALL WORK IN COMPLIANCE WITH ALL APPLICABLE LOCAL, STATE AND FEDERAL CODES, REGULATIONS AND STANDARDS. CONFORMITY WITH CODES GOVERNING DISABILITIES, SAFETY, FIRE PROTECTION, STRUCTURAL, PLUMBING, MECHANICAL, AND ELECTRICAL WORK SUPERSEDES THE DRAWINGS, AND NOTIFY THE ARCHITECT OF ANY DISCREPANCIES OR INCONSISTENCIES BEFORE COMMENCING THE WORK.
4. THE CONTRACTOR SHALL SUPERVISE AND DIRECT THE WORK AND SHALL BE SOLELY RESPONSIBLE FOR THE CONSTRUCTION MEANS, METHODS, TECHNIQUES, SEQUENCING AND PROGRESS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE USE OF CONSTRUCTION TECHNIQUES AND PROCEDURES THAT ARE BEST SUITED TO ACHIEVE SAFE REGULATION OF THE WORK.
5. THE SAFETY OF THE SITE AND OF PERSONS ON THE SITE SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR BEFORE AND AFTER WORKING HOURS. THIS INCLUDES BUT IS NOT LIMITED TO PROVISION OF SUPPORTS AND BRACKS FOR SUPERSEDED EQUIPMENT AND MATERIALS TO ENSURE SAFE WORKING CONDITIONS, AND AS REQUIRED FOR THE STRUCTURAL SAFETY OF THE CONSTRUCTION STRUCTURE AND PROTECTION OF PUBLIC AND FIRE PROTECTION SYSTEMS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR COORDINATE WITH STATE AND FEDERAL REGULATORY AGENCIES FOR CONSTRUCTION REQUIREMENTS.
6. THE CONTRACTOR SHALL PROTECT ALL WORK FROM DAMAGE DUE TO WORK-RELATED USE OF THE AREA.
7. THE CONTRACTOR SHALL PROVIDE ALL BARRICADES, WARNING SIGNS, AND PROTECTIVE DEVICES AND SHALL TAKE ALL PRECAUTIONARY MEASURES TO PROTECT ALL PERSONNEL, PROPERTY, AND WORK SITE.
8. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE COMPLETE SECURITY OF HIS WORK AND MATERIALS AND EQUIPMENT WHILE ACH IS IN PROGRESS AND UNTIL JOB IS COMPLETE.
9. THE CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS ON THE SITE, INCLUDING EXISTING UTILITY LOCATIONS, AND NOTIFY THE ARCHITECT OF ANY DISCREPANCIES OR INCONSISTENCIES BEFORE COMMENCING THE WORK.
10. THE CONTRACTOR SHALL REFER TO AND CHECK-CHIEF DETAILS, DIMENSIONS, NOTES AND ALL INCONSISTENCIES WORK ON THE ARCHITECTURAL DRAWINGS WITH RELATED REQUIREMENTS ON THE MECHANICAL, PLUMBING AND ELECTRICAL DRAWINGS.
11. WRITTEN DIMENSIONS AND ALLEGMENT INSTRUCTIONS TAKE PRECEDENCE OVER BUILT DIMENSIONS.

DOOR SCHEDULE									
DOOR NO	Phase	LOCATION	Material	Glass	Width	Height	Thickness	FRAME MATL	HOW GROUP
64	New Construction	VESTIBULE	SAFETY GLASS	3'-0"	7'-0"	2"	ALUM	SET 2.0	REMARKS
65	New Construction	VESTIBULE	SAFETY GLASS	3'-0"	7'-0"	2"	ALUM	SET 1.0	
66	New Construction	VESTIBULE	SAFETY GLASS	3'-0"	7'-0"	2"	ALUM	SET 1.0	

DRAWING LIST

GENERAL CONDITIONS
A0.1 COVER SHEET

ARCHITECTURAL
A1.0 MAIN FLOOR PLAN



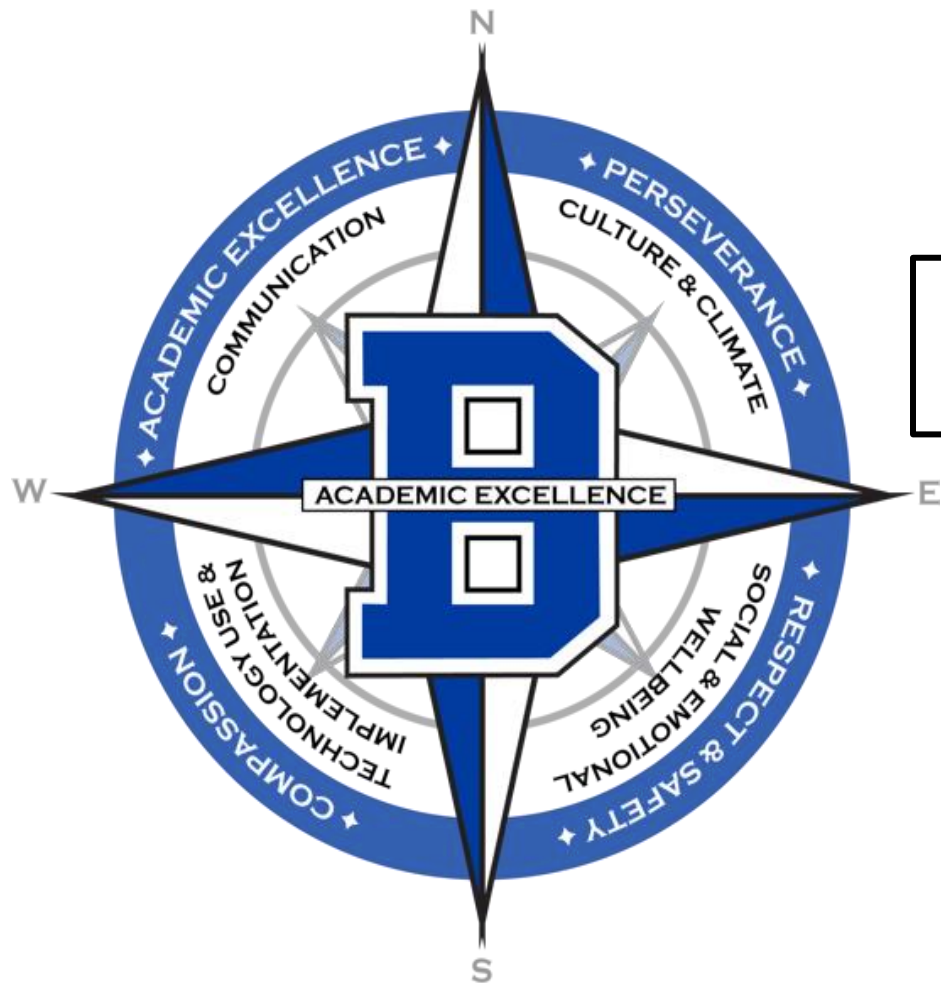
DiPietro Elementary School
Town of Bellingham
70 Harpin St, Bellingham, MA 02019

COVER SHEET

Project # 14023
Date 2/15/19
Drawn by LADG
Checked by WJP
Scale 1" = 1'-0"

PROGRESS SET

A0.1



QUESTIONS?