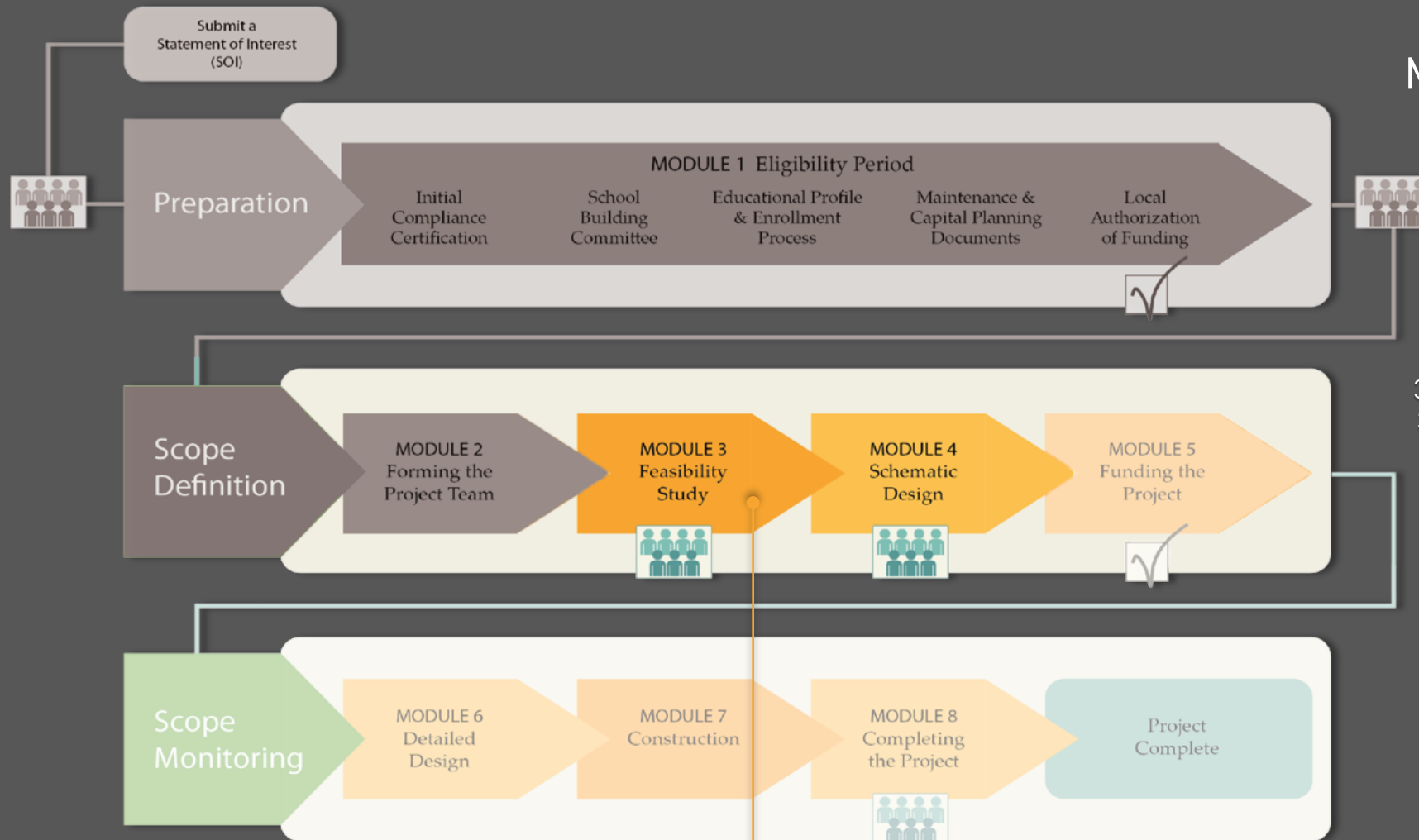
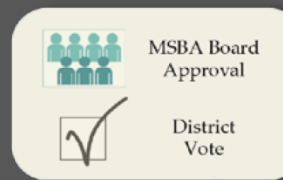






MSBA Core Program Process Overview



MSBA CORE PROGRAM PROCESS

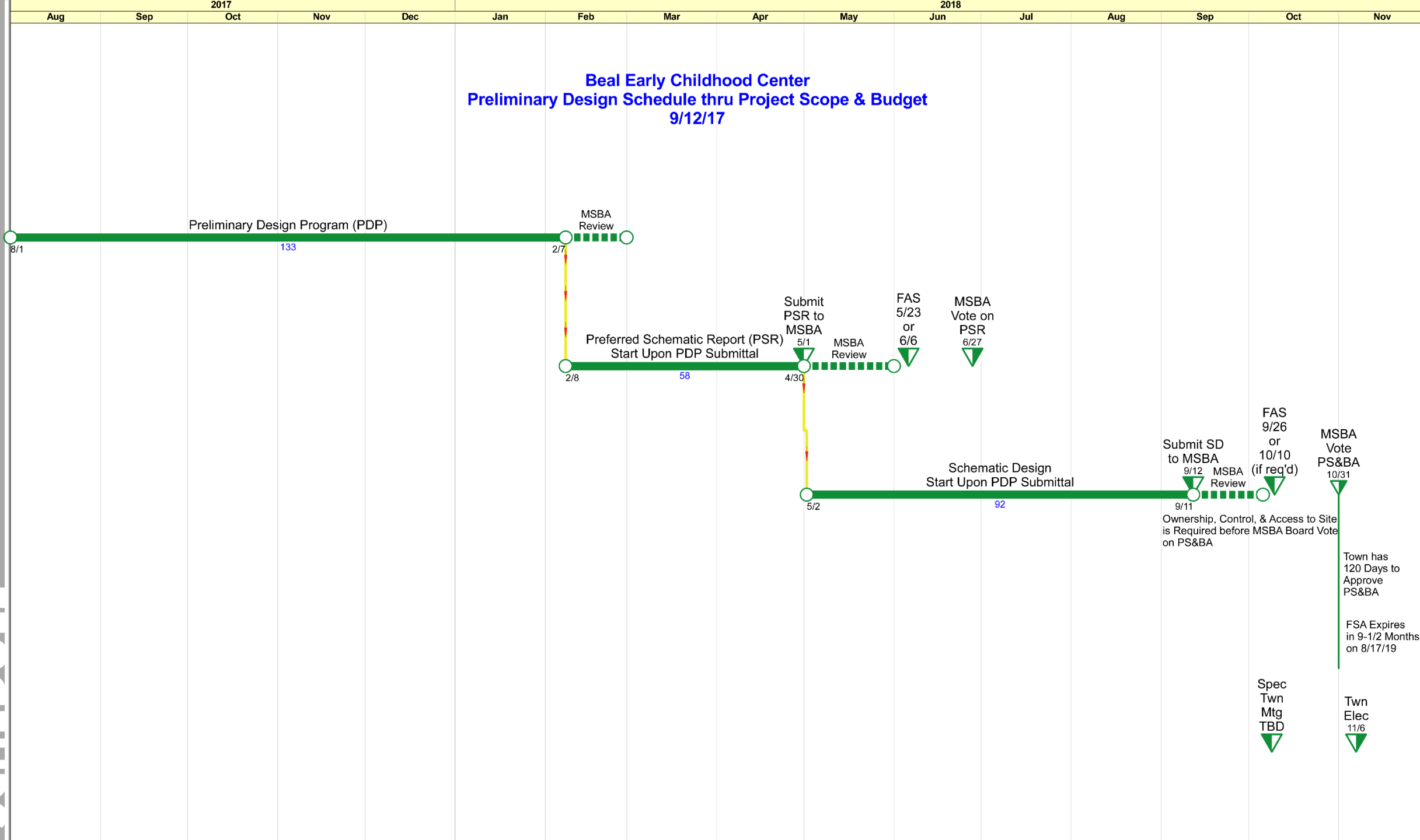
MODULE 3: FEASIBILITY STUDY

3.1 PDP: Preliminary Design Program
3.2 PSR: Preferred Schematic Report

MODULE 4: SCHEMATIC DESIGN

3.1 PDP: Preliminary Design Program
3.2 PSR: Preferred Schematic Report

Beal Early Childhood Center Preliminary Design Schedule thru Project Scope & Budget 9/12/17



Module 3 Checklist | Preliminary Design Program

- ☐ Copy of executed OPM Contract forwarded to MSBA
- ☐ Copy of executed Designer Contract forwarded to MSBA
- ☐ Work Plan approved by School Building Committee
- ☐ Kick-Off Meeting with MSBA
- ☐ Processed Budget Revision Request to align ProPay Budget Line Items to executed OPM and Designer Contracts submitted to MSBA
- ☐ Reviewed Project Advisories
- ☐ SBC Vote to approve Preliminary Design Program (“PDP”) Submittal and Local Actions and Approval Certification.
- ☐ PDP submitted to the MSBA
- ☐ District Response to PDP review comments submitted to MSBA
- ☐ School Committee Vote to approve Grade Reconfiguration and/or Districting and Grade Reconfiguration and Districting Approval Certification signed (if applicable)

Module 3 Checklist | Preferred Schematic Report

- ☐ SBC Vote to approve Preferred Schematic Report (“PSR”) Submittal and Local Actions and Approval Certification.
- ☐ PSR submitted to the MSBA
- ☐ District Response to PSR review comments submitted to MSBA
- ☐ Facilities Assessment Subcommittee (“FAS”) Meeting
- ☐ District Response to FAS comments submitted to MSBA
- ☐ Updates to SBC submitted to MSBA (if applicable)
- ☐ Updates to OPM and Designer Org Charts submitted to MSBA (if applicable)
- ☐ Copies of executed OPM and Designer Contract amendments (if applicable) submitted to the MSBA
- ☐ ProPay Budget Revision Request(s) submitted to MSBA (if applicable)
- ☐ Work plan updated and approved by SBC (if applicable)
- ☐ Preferred Schematic Conference Call
- ☐ MSBA Board Approval to Proceed into Schematic Design
- ☐ MSBA Board Action Letter denoting approval of authorization to proceed to schematic design

Module 4 Checklist | Schematic Design

- ☐ Updated Work Plan approved by School Building Committee
- ☐ Reviewed Project Advisories
- ☐ Evaluation of Construction Delivery Method complete and District selected to proceed through Traditional Design-Bid-Build or CM at Risk construction delivery method
- ☐ District Response to PSR review comments submitted to MSBA
- ☐ Confirmed all DESE Submittal components align
- ☐ Schematic Design Submittal Notification email sent to MSBA assigned project coordinator
- ☐ SBC Reviewed and voted to approve submittal of the Total Project Budget to the MSBA
- ☐ SBC Vote to approve Schematic Design (“SD”) Submittal and Local Actions and Approval Certification signed.
- ☐ Schematic Design Submittal submitted to the MSBA
- ☐ District Response to Schematic Design review comments submitted to MSBA
- ☐ Vote Language submitted to MSBA for review
- ☐ Updates to SBC submitted to MSBA (if applicable)
- ☐ Updates to OPM and Designer Organization Charts submitted to MSBA (if applicable)
- ☐ Copies of executed OPM and Designer Contract amendments (if applicable) submitted to the MSBA
- ☐ ProPay Budget Revision Request(s) submitted to MSBA (if applicable)
- ☐ Work plan updated and approved by SBC
- ☐ Project Scope and Budget Conference Complete
- ☐ District understands and agrees with Total Project Budget Template
- ☐ MSBA Board Approval
- ☐ MSBA Board Action Letter denoting approval of proposed project

[illegible]

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	34	33,800	
1,200		-	1,100 SF min - 1,300 SF max
1,200	6	7,200	1,100 SF min - 1,300 SF max
950	28	26,600	900 SF min - 1,000 SF max
		9,060	
950	6	5,700	8% of pop. in self-contained SPED
60		360	
500	4	2,000	1/2 size Genrl. Clm.
500	2	1,000	1/2 size Genrl. Clm.
		5,075	
1,000	2	2,000	assumed schedule 2 times / week / student
150	2	300	
1,200	2	2,400	assumed schedule 2 times / week / student
75	5	375	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		4,225	
4,225	1	4,225	
		9,776	
5,925	1	5,925	2 seatings - 155F per seat
1,000	1	1,000	
463	1	463	
2,090	1	2,090	1600 SF for first 300 + 1 SF/student Addtl
298	1	298	20 SF/Occupant
		710	
60	1	60	
250	1	250	
100	4	400	
		2,925	
545	1	545	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	1	120	
120	1	120	
250	1	250	
150	3	450	
35	1	35	
545	1	545	
		2,390	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
363	1	363	
527	1	527	
200	1	200	
		0	
		74,261	
		790	
		114,550	
		1.54	

±115,000 sq. ft.

**Sherwood Middle School
Educational Program Description
Prepared for Feasibility Study Submission to the
Massachusetts School Building Authority
September 2009**

The Sherwood Middle School serves all of the approximately 950 students in grades five and six attending the Shrewsbury Public Schools. As part of the feasibility study phase for a renovation/addition or new facility for 900 students, this document will describe the educational program that Sherwood provides in order to meet the requirements of the Department of Elementary and Secondary Education (DESE). It should be noted that there is no proposal to expand the current educational program, but consideration is made for program offerings that have recently been put on hiatus due to personnel cuts related to budget constraints (e.g., visual arts, foreign language, etc.)

Program Limitations Due to Space Constraints:

The Statement of Interest submitted to the Massachusetts School Building Authority (MSBA) in 2006 documented that the current building is inadequate for delivery of the educational program due to the following factors related to educational programming:

- space limitations forcing special education services to be delivered in hallways, cafeteria, lobby, and other inappropriate locations;
- space limitations forcing specialized classes such as music to be held in spaces that are not properly equipped, too small for the large number of students in performance groups, and in spaces where the noise is disruptive to other classes (stage was converted to office spaces);
- space limitations compromising the ability for educators to meet with parents, plan lessons, collaborate, etc. while also preventing teachers from planning or setting up lessons in their own classrooms due to the necessity to share core classroom spaces for specialized subjects during “off” periods.
- space limitations that, during multiple weeks of MCAS testing each year, require substantial disruption of the educational program in order to provide storage for secure materials and testing spaces for students who require accommodations.

Sherwood Middle School was constructed prior to the passage of laws and regulations that required the education of students with special needs in the least restrictive setting, prior to the surge in population of students with severe special needs on the autism spectrum, and prior to the influx of students with English language learning needs in a community where diversity is increasing; all of these factors require additional instructional spaces, often with specialized equipment. Further, the building was constructed as a traditional junior high school, and as such it does not support the middle school team teaching approach nor does it provide adequate space for the dynamic instructional approaches that teachers are expected to use within classrooms (multiple teaching stations for small group instruction, space for computer use within the classroom, etc.).

In addition to the limitations listed above, other educational programming issues related to lack of appropriate facilities include:

- lack of sufficient technology infrastructure to provide reliable access to the Internet for online learning in the classroom, educator communication, etc.;

- lack of access to water and lack of storage compromises the ability to provide appropriate science instruction;
- lack of sufficient space to provide for the growing number of students with severe special needs, typically on the autism spectrum, who are entering our preschool program;
- lack of sufficient space to provide alternative programming for students with special education needs such as language-based disabilities, behavioral disabilities, etc. resulting in more expensive out-of-district placements in specialized schools;
- lack of sufficient media center space to provide a media collection commensurate with the size of the student population, appropriate access research opportunities for classes, etc.;
- lack of sufficient gymnasium space to accommodate three sections of physical education instruction at one time, compromising the academic schedule; further, the condition of the gym floor has been damaged in recent years by leaks that buckled the floor boards, preventing appropriate use of the space during the time waiting for repairs;
- lack of appropriate assembly space to allow for biweekly “community meetings” where each grade level meets for special announcements, community guest speakers, recognition of academic performance and citizenship, etc.; and
- lack of sufficient space for teachers of special subjects to have their own teaching rooms, requiring itinerant instruction in core subject classrooms, which in turn compromises the ability to set up instructional spaces that are dedicated to the special subject with appropriate visual aids, teaching stations, materials and technology set up, etc.

Educational Program

The educational program at Sherwood Middle School follows the Massachusetts Curriculum Frameworks and includes instruction in:

- the four core subjects of English language arts, mathematics, science, and social studies;
- foreign language (French, Mandarin Chinese, and Spanish; on hiatus in fifth grade due to personnel cuts)
- physical education;
- health;
- educational technology;
- visual arts (on hiatus from fifth grade due to personnel cuts);
- music and drama (general music instruction, chorus, orchestra, and band; drama is on hiatus due to personnel cuts);
- supplemental reading support (for at-risk students performing below standard);
- supplemental mathematics support
- curriculum enrichment (currently in place to supplant reductions in special subjects instruction lost due to personnel cuts)

The sections below are excerpted from the 2009-2010 Sherwood Middle School Handbook and provide a detailed overview of the curriculum and educational programming.

Sherwood Middle School Course of Studies

Curriculum Philosophy

Recognizing the developmental needs of the young adolescent, Sherwood Middle School must ensure that students are prepared to be successful, productive, and contributing members of an ever-changing global society. In this context, students will demonstrate communication skills, facility in social



KEY ITEMS COVERED IN EDUCATIONAL PROGRAMMING

- **Grade** and **school configuration** policies
- **Class size** policies
- School **scheduling** method
- **Teaching methodology and structure** (e.g., academies, departments, houses, teams, etc.)
- Teacher planning and room assignment policies
- **Kindergarten** (full day, half day, locations, if applicable)
- **Lunch** programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.)
- **Technology** instruction policies and program requirements (labs, in-classroom, media center, infrastructure, etc.)
- **Art** programs (in-classroom, specialized area);
- **Music/Performing Arts** programs (in-classroom, specialized area)
- **Physical Education** programs
- **Special Education** programs (in-house, collaborative, facility restrictions)
- **Transportation** policies
- **Functional and spatial relationships**
- Key programmatic **adjacencies**
- **Security** and visual access requirements

