

MODULE 3 – FEASIBILITY STUDY EDUCATIONAL PROGRAM REQUIREMENTS

Overview

During Feasibility Study, the District will document its educational program, define the proposed educational activities, and work with its Designer to develop design responses to meet the educational objectives and needs identified.

Preliminary Design Program

The first submittal provided to the MSBA as part of the Feasibility Study is the Preliminary Design Program (“PDP”), which must include documentation of the District’s current educational program, and the District’s proposed educational specifications. While developing the educational program, the District and the Designer should review the Educational Profile Questionnaire that was completed by the District during Eligibility Period. The PDP submittal must include the process of collaboration, outcomes, and documentation of support among stakeholders.

Preferred Schematic Report

The second submittal provided to the MSBA as part of the Feasibility Study is the Preferred Schematic Report (“PSR”), which must include an updated educational program that addresses MSBA questions and comments from the PDP submittal, provide any updates generated as a result of the work associated with further development of the District’s Preferred Schematic, and include a design response that describes how the educational program requirements are incorporated into the District’s Preferred Schematic. Please note, design responses, which are identified as shown in the example below, are not to be included in the initial educational program provided with the PDP submittal.

- *Describe the design response of the District’s Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District’s PSR submittal.*

Educational Program Requirements

The District’s educational program must include the following:

- A statement of the teaching philosophy and methods;
- A thorough, in-depth explanation of the District’s curriculum goals, and objectives of the program elements associated with the subject facility; and,
- The names and titles of the individuals primarily responsible for developing the educational program should also be included in the document.

Through the use of narratives, figures, and charts, the District’s educational program should describe and include, but not necessarily be limited to, the following as it relates to the current program, facility needs, and proposed program and design features:

1. Grade and School Configuration Policies

- a. Describe the current grade configuration.
 - b. Describe the proposed grade configuration(s) being considered as part of the District's Feasibility Study.
 - i. Please note, if the District has a study enrollment and is considering multiple enrollment options the educational program must include a description for each option.
 - c. Describe the advantages of the proposed grade configuration(s).
 - i. Describe the District's approach to facilitating student transitions.
 - ii. If changes to the current grade configuration are proposed, please describe the District's plan to facilitate transitions to the proposed grade configuration.
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

2. Class Size Policies

- a. Describe the District's class size policies, targets, and guidelines by grade.
 - b. Describe the current average class sizes by grade.
 - c. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

3. School Scheduling Method

- a. Describe the District's current school scheduling methodology, the duration and number of classes in an academic cycle, including the advantages and disadvantages.
 - b. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

4. Teaching Methodology and Structure

- a. **Administrative and Academic Organization/Structure** (e.g., academies, departments, houses, grade-based cohorts, teams, room assignment policies etc.)
 - i. Describe the District's current administrative and academic organization/structure.
 - ii. Describe the proposed changes and associated rationale or provide a

statement that no changes are proposed.

b. Curriculum Delivery Methods and Practices

- i. Describe the District's current curriculum delivery methods and practices.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.

c. English Language Arts/Literacy

- i. Describe how the curriculum is currently delivered.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.

d. Mathematics

- i. Describe how the curriculum is currently delivered.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.

e. Science

- i. Describe how the curriculum is currently delivered.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- iii. Describe the proposed program requirements common to all science curriculum offerings including equipment, practices, safety measures, training, and partnerships.
- iv. Describe the proposed program requirements unique to each science curriculum offering by discipline including unique equipment, practices, safety measures, training, and partnerships.

f. Social Studies

- i. Describe how the curriculum is currently delivered.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.

g. World Languages

- i. Describe how the curriculum is currently delivered.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- iii. If considering language labs, please describe the types of activities anticipated for the space, how it will be staffed, equipped, and the benefits the proposed space provides over what could be provided in a general classroom.

h. Academic Support Programming Spaces (e.g., EL academic coaches, etc.)

- i. Describe how the curriculum is currently delivered.
- ii. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.

- i. **Student Guidance and Support Services** (e.g., social support, METCO, after school programs, anti-bullying programs, etc.)
 - i. Describe the current student guidance and support services/programs.
 - ii. Describe the proposed changes to the student guidance and support services/programs and associated rationale or provide a statement that no changes are proposed.
 - *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*
- 5. Teacher Planning**
- a. Describe the existing teacher planning spaces, scheduled planning times, and how they support curriculum delivery.
 - b. Describe the proposed changes to the teacher planning spaces and scheduled planning time as well as the associated rationale or provide a statement that no changes are proposed.
 - *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*
- 6. Professional Development**
- a. Describe the current professional development practices.
 - b. Describe the proposed changes to professional development and associated rationale or provide a statement that no changes are proposed (include retraining and/or additional certifications of staff who will be changing grade levels or disciplines as a result of proposed changes and the associated timeline).
 - *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*
- 7. Pre-kindergarten** (e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)
- a. Describe the current offerings, enrollment, (total and full-time equivalent), practices, and number of classrooms within the existing school (or schools if consolidating).
 - b. Describe how the curriculum is delivered.
 - c. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
 - *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

8. Kindergarten (e.g., full day, half day, locations, if applicable)

- a. Describe the current offerings, practices, and location.
- b. Describe how curriculum is delivered.
- c. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
 - *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

9. Lunch Programs (e.g., number of servings, District kitchen, full-service kitchens, warming kitchens, etc.)

- a. Describe how the lunch program is currently delivered.
- b. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
 - *Describe the design response of the District's Preferred Schematic option, including the proposed number of lunch servings, desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

10. Technology Instruction Policies and Program Requirements (e.g., labs, in-classroom, Media Center, required infrastructure, etc.)

- a. Describe the existing educational technology, how it is managed and maintained by the District, how it is used in the classroom, and overview of professional support and training offered to staff.
- b. Describe the proposed educational objectives being pursued as part of potential project, how updated equipment and systems would be managed and maintained by the District, how the equipment and systems would be used in the school, and plans for professional development, or a statement that proposed equipment and systems align with current equipment, systems, and practices which are to be continued.

11. Media Center/Library

- a. Describe the current Media Center/Library programming and how it is delivered (central location or distributed).
- b. Describe the current staffing of the Media Center/Library. (e.g., professionals, paraprofessionals, IT Specialists, volunteers etc.)
- c. Describe the current hours, scheduling of use during school and non-school hours for group and individual use.
- d. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- e. Describe the types of educational activities anticipated for a Media Center/Library over the course of a typical school day.
 - *Describe the design response of the District's Preferred Schematic option,*

including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.

12. Visual Art Programs (e.g., in-classroom, specialized area, etc.)

- a. Describe how curriculum is currently delivered, the number of periods per academic cycle, and the number of students participating in art programs.
 - b. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

13. Performing Arts Programs (e.g., music, dance, drama theater, in-classroom, specialized area)

- a. Describe how the curriculum is currently delivered, the number of periods per academic cycle, and the number of students participating in music programs.
 - b. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

14. Physical Education Programs

- a. Describe how the curriculum is currently delivered, the number of periods per academic cycle, and the number of students participating in physical education programs.
 - b. Describe the proposed changes and associated rationale or provide a statement that no changes are proposed.
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

15. Special Education Programs (e.g., in-house, collaborative, facility restrictions)

- a. Review the 'Special Education Rubric and Regulations' below (page 11) and describe where current program and spaces align with the rubric, where they do not, and potential changes to remedy in the proposed project.
- b. Provide a list of current Special Education programs serving students in the proposed project including the number of Special Education students currently served in each program.
- c. Provide a list of challenges associated with the existing program that have been identified locally or through state review, if any.
- d. Provide a list of specialized programs and Collaborative spaces/programs located

in the current school, if any.

- e. Provide a list of proposed programs/service needs that the District intends to address in the proposed project.
 - f. Provide a list of programs/services that will continue in the proposed project.
 - g. Provide a list of current programs that will be removed in the proposed project, if any.
 - h. Provide a list of programs that will be added or enhanced as a result of the proposed project.
 - i. Provide a list of programs/services that will be moved from within the District (from which school they are being moved) as a result of the proposed project.
 - j. Provide the following information regarding the District’s previous Coordinated Program Review with the Department of Elementary and Secondary Education (“DESE”):
 - i. Provide the date of the last Coordinated Program Review and list any issues and/or problems identified in that review.
 - ii. Provide the status and/or remedy of any issues identified as part of the Coordinated Program Review.
 - k. Provide a list of Collaborative spaces/programs that will continue, be removed, or added as part of the proposed project.
 - l. Provide a list of Special Education Day School Programs that the District currently provides or participates in, and whether the programs will be included in the proposed project.
- *Describe the design response of the District’s Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District’s PSR submittal.*

16. Vocations and Technology Programs

- a. **Non-Chapter 74 Programming** (e.g., vocational, technical, enrichment, STEM/STEAM, project-based programming)
 - i. Current Programming
 1. Describe the current programming (e.g., design, robotics, maker spaces etc.), activities, and how it is coordinated with other curriculums, as applicable.
 2. Describe how the curriculum is currently delivered, the number of periods per academic cycle, and the number of students participating in program.
 - ii. Proposed changes and associated rationale or provide a statement that no changes are proposed.
 1. Describe programs new to the school (e.g., design, robotics, maker spaces, etc.), proposed learning activities, and how each will be coordinated with other curriculums.

2. Describe how the curriculum will be delivered, number of periods per academic cycle, and number of students anticipated to participate in the proposed program.
- iii. Describe the proposed program requirements (continuing and new programs) including equipment, practices, safety measures, training, and partnerships.
- iv. Describe how the proposed spaces will be scheduled, staffed, and anticipated utilization.

b. Chapter 74 Programming

- i. For District's with existing Chapter 74 Programs, a Chapter 74 Viability Submission would have been completed as part of Eligibility Period. For additional information regarding the Chapter 74 Viability Submission requirements, please refer to the [Chapter 74 Viability Submission](#) document.
 - ii. Submit an updated Chapter 74 Viability Submission to the MSBA with the District's PSR submittal.
 - iii. Please reference the Chapter 74 Viability Submission within the body of the educational program; however, do not repeat the information within the body of the educational program.
 - iv. Append the Chapter 74 Viability Submission to the educational program that is submitted with the PSR submittal.
 - v. If the District is proposing new programs or adjustments to current offerings, that are different from the Chapter 74 Viability Submission processed during Eligibility Period including expansions, contractions, or discontinuations the MSBA will do the following:
 1. Forward a copy of the District's updated Chapter 74 Viability Submission to DESE for their acknowledgement and review.
 2. Upon receipt of DESE's acknowledgement and review letter regarding the District's proposed Chapter 74 Programming adjustments, the MSBA will forward DESE's letter to the District for record.
 - vi. If the District's proposed Chapter 74 Programming remains unchanged from that included in the Chapter 74 Viability Submission processed during Eligibility Period confirm in the educational program that the proposed programming remains unchanged from that reviewed during Eligibility Period.
 - vii. Schedule of implementation for the proposed programming adjustments regarding staffing, curriculum development and project program enrollment from start to full implementation
- *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations associated with each Vocational and Technical program, including Non-Chapter 74 and Chapter 74 programs. Please incorporate this information into the updated educational*

program provided with the District's PSR submittal.

17. Transportation Policies

- a. Describe the current transportation policies.
- b. Describe the proposed changes and the reasons for those changes or provide a statement that no changes are proposed.

18. Functional and Spatial Relationships

- a. Provide a list and describe the District's preferred educational adjacencies and the reasons for those adjacencies.
 - *Describe the design response of the District's Preferred Schematic option, including the desired **building** features and layout considerations that support preferred educational adjacencies. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*
- b. Provide a list and describe the District's preferred **site** adjacencies and the reasons for those adjacencies.
 - *Describe the design response of the District's Preferred Schematic option, including the desired **site** features and layout considerations that support the preferred site adjacencies. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

19. Security and Visual Access Requirements

- a. Describe the local process for collaboration, coordination, and review required to update emergency response plans for the proposed school and to establish physical and operational requirements regarding security and access for the proposed project.
- b. Indicate the date of the most recent Medical Emergency Response Plan that was submitted to the DESE.
- c. Describe the proposed physical and operational requirements (e.g., main entrance design and how it is to function/be managed, classroom and hardware features, visibility, alternative entries, surveillance and lines of sight, etc.).
 - *Describe the design response of the District's Preferred Schematic option, including the desired features and layout considerations. Please incorporate this information into the updated educational program provided with the District's PSR submittal.*

20. Typical Day and Week in the Life of a Student

- a. Describe the types of educational activities intended for core academic spaces over the course of a typical school day and week. See below for sample tables for use with elementary, middle, and K-8 schools and provide a projected master schedule for high schools and middle-high schools.
 - i. Describe the core academic educational activities intended **inside the general classrooms**. Include how the activities support delivery of the educational program.
 - ii. Describe the core academic educational activities intended **outside of the general classrooms (including outdoor learning area)**. Include spaces

needed to support that activity, how the activities support delivery of the educational program, how the spaces would be used by students and scheduled and monitored by staff and desired spatial relationships and adjacencies.

- b. Sample Tables: Describe what currently occurs in a student’s day in a general classroom and if applicable complete a separate table that includes new programs and delivery methods that could be implemented as a result of a renovated or new facility. Describe activities, program details and benefits that are anticipated to be part of a student’s life on a daily and weekly basis, refer to the example formats below.

Typical Day in the Life of a Student	
Activity or Subject	Program Details and Educational Benefit

Typical Week in the Life of a Student	
Weekly Activity or Subject	Program Details and Educational Benefit

Special Education Rubric and Regulations

Special Education Rubric

The table below indicates questions to ask when reviewing facilities for students on IEPs.

Question	Yes/No or Comment
Ensuring Access	
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	
Minimizing Stigmatization	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	

Special Education Regulations

State Regulations

603 CMR 28.03(1)(b)

(b) **Facilities.** The school district shall provide facilities and classrooms for eligible students to maximize the inclusion of such students into the life of the school. Facilities and classrooms serving only students with disabilities shall be at least equal in all physical respects to the average standards of general education facilities and classrooms. Resource rooms and separate classrooms for students with disabilities shall be given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.

1. All eligible students shall have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP.
2. School districts shall provide whatever equipment and make whatever physical adaptations are necessary to comply with this provision, including acoustical and lighting treatments to remove physical communication barriers for students who are deaf or hard of hearing.
3. The Department may make unannounced inspections of facilities.
4. The following examples illustrate aspects of this requirement and shall not be construed as limiting or defining its scope:
 - (a) Placing a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students would violate the requirements of 603 CMR 28.03(1)(b).
 - (b) Placing a sign saying "special class on the front of a substantially separate classroom would violate the requirements of 603 CMR 28.03(1)(b).
 - (c) Placing all special education facilities together in one part of a school building would violate the requirements of 603 CMR 28.03(1)(b).
 - (d) Moving classrooms of students with disabilities to locations apart from the general education program because of financial or construction considerations violates the requirements of 603 CMR 28.03(1)(b).

Special Education Facilities and Classrooms – PQA review criterion #55

The school district provides facilities and classrooms for eligible students that:

1. Maximize the inclusion of such students into the life of the school;
2. Provide accessibility in order to implement fully each student's IEP;
3. Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
4. Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and
5. Are not identified by signs or other means that stigmatize such students.

Federal Requirements

Section 504 of the Rehabilitation Act of 1973