

APPENDIX 3A

3.1.2 Educational Program Requirements

The District documents its educational program, defines the proposed educational activities and then works with its designer to develop a design response to meet the educational objectives and needs. The Preliminary Design Program must include documentation of the District's existing educational program, and new or expanded educational specifications as applicable. While developing the Educational Program, the District and the Designer should review, and update as applicable, the Educational Profile Questionnaire that was completed by the District during Eligibility Period. The Preliminary Design Program ("PDP") must include the process of collaboration, outcomes, and documentation of support among the stakeholders. The Preferred Schematic Report ("PSR") must include an updated Educational Program that addresses MSBA questions and comments on the PDP submittal, any updates generated as a results of the work associated with further development of the District's Preferred Solution and a design response that describes how the educational requirements are incorporated into the District's Preferred Solution. Design responses which are identified as shown in the example below are not to be included in the initial Educational Program that is submitted with the PDP.

- Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal).

The Educational Program shall include 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. Through the use of narratives, figures, and charts, the Educational Program shall 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:

- Grade and school configuration policies;
 - Current grade configuration
 - Proposed grade configurations to be considered (an educational program must be provided for each grade configuration to be considered in the Feasibility Study)
 - Advantages of proposed grade configuration
 - Describe district's approach to facilitating student transitions
 - If a different grade configuration is proposed describe the plans to facilitate transitions to the proposed configuration
 - Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Class size policies;
 - District policies, targets and guidelines by grade
 - Current average class sizes by grade
 - Proposed changes and why or statement that no changes are proposed

- Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- School scheduling method;
 - Current scheduling methodology including advantages and disadvantages
 - Proposed changes and why or statement that no changes are proposed
 - Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Teaching methodology and structure (e.g., academies, departments, houses, teams, etc.);
 - Administrative and academic organization/structure (e.g., academies, departments, houses, grade based cohorts, teams, room assignment policies etc.);
 - Current organization
 - Proposed changes and why or statement that no changes are proposed
 - Curriculum Delivery methods and practices
 - Current practices
 - Proposed changes and why, or statement that no changes are proposed
 - English Language Arts/Literacy
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - Mathematics
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - Science
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - Describe proposed program requirements common to all science curriculum offerings including equipment, practices, safety measures, training, partnerships and support
 - Describe proposed program requirements unique to each science curriculum offering by discipline including unique equipment, practices, safety measures, training, partnerships and support
 - Social Studies
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - World Languages
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - If considering language labs 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
- Academic support Programming spaces (e.g. ELL academic coaches etc)
 - How program is delivered
 - Proposed changes and why, or statement that no changes are proposed
- Student guidance and support services (social support, METCO, after school programs, anti-bullying programs etc.)
 - Current services and programs
 - Proposed changes to services and programs and why or statement that no changes are proposed
- Design response including desired features and/or layout considerations for both general classrooms and specialized academic spaces (incorporated into the updated Educational Program provided with the PSR submittal)
- Teacher planning;
 - Existing teacher planning spaces and scheduled planning times and how they support delivery of curriculum
 - Proposed changes to planning time and number of spaces and why or statement that no changes are proposed
 - Current professional development practices
 - Proposed changes to professional development and why or 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 associated timeline)
 - Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Pre-kindergarten (SPED only, tuition programs, locations, full day, half day, if applicable);
 - Current offerings, practices and location
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - Design response including required number of spaces, desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Kindergarten (full day, half day, locations, if applicable);
 - Current offerings, practices, and location
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed
 - Design response including required number of spaces desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.);
 - How program is delivered
 - Proposed changes and why, or statement that no changes are proposed

- Design response including proposed number of lunch servings, desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.);
 - Description of existing educational technology, how it is managed by the district, how it is used in the classroom, and overview of professional support and training offered to staff
 - Proposed educational objectives being pursued as part of potential project, description of 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
 - Media Center/Library
 - Current programming and how it is delivered (central location or distributed)
 - Current staffing, professional, paraprofessionals, IT Specialists, volunteers etc.)
 - Current hours, scheduling of use during school and non-school hours for group and individual use
 - Proposed changes and why, or statement that no changes are proposed
 - Narrative description of the types of educational activities anticipated for a media center(s) over the course of a typical school day
 - Design response including desired features and/or layout considerations for both general classrooms and specialized spaces (submitted as part of the updated Ed Program included with a district's PSR submittal)
- Visual Art programs (in-classroom, specialized area);
 - How curriculum is delivered, number of periods per academic cycle, and number of students participating in art programs
 - Proposed changes and why, or statement that no changes are proposed
 - Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Performing Arts programs (music, dance, drama theater, in-classroom, specialized area);
 - How curriculum is delivered, number of periods per academic cycle, and number of students participating in music programs
 - Proposed changes and why, or statement that no changes are proposed
 - Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Physical Education programs;
 - How curriculum is delivered
 - Proposed changes and why, or statement that no changes are proposed

- Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Special Education programs (in-house, collaborative, facility restrictions);
 - Review the Special Education Rubric and Regulations below and describe where existing program and spaces align with the rubric, where they do not, and potential changes to remedy in the proposed project
 - List Current special education programs serving students in the proposed project including the number of special education students currently served in each program
 - List deficiencies in the existing program that have been identified locally or through state review
 - List specialized programs and Collaborative spaces/program located in the current school
 - List proposed programs/service needs that the District hopes to address in the proposed project
 - List programs/services that will continue
 - List programs that will be eliminated
 - List programs that will be added or enhanced as a result of the proposed project
 - List programs or services that will be moved from within the District (from which school they are being moved) as a result of the proposed project
 - Previous Coordinated Review
 - Provide the date of the last Coordinated Review Program and list any issues and/or problems identified in that review
 - Provide the current status and/or remedy of those issues identified as part of the review
 - List specialized programs and Collaborative spaces/program that will continue, be eliminated or added as part of the proposed project
 - List Special Education Day School Programs programs that the District currently provides or participates in, and whether the programs will be included in the proposed project
- Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)
- Vocations and Technology programs;
 - Non-chapter 74 Programming vocational / technical / enrichment / STEM /STEAM / enrichment project based programming:
 - Current Programming
 - Describe program (Design, Robotics, Maker Spaces etc.), activities, and how it is coordinated with other curriculum as applicable
 - How curriculum is delivered, number of periods per academic cycle, and number of students participating in program
 - Proposed changes and why, or statement that no changes are proposed

- Describe programs new to the school (Design, Robotics, Maker Spaces etc), proposed learning activities, and how each will be coordinated with other curriculum
- How curriculum will be delivered, number of periods per academic cycle, and number of students anticipated to participate in the proposed program
- Describe proposed program requirements (continuing and new programs) including equipment, practices, safety measures, training, partnerships and support
- Describe how the proposed spaces will be scheduled and anticipated utilization
- Chapter 74 programming:
 - Refer to Chapter 74 Programming Submission below for required format and content
 - Submit the Chapter 74 Programming Submission to the MSBA at least 10 weeks prior to the District's scheduled submittal of its PDP
 - Please reference the Chapter 74 Programming Submission within the body of the educational program and do not repeat the information that is included in the Chapter 74 Programming Submission within the body of the Educational Program
 - Append the Chapter 74 Programming Submission to the Educational Program that is submitted with the PDP and PSR (updated as applicable)
 - If the District is proposing new programs or adjustments to current offerings, including expansions, contractions, or discontinuations the MSBA will
 - Forward a copy of the District's Chapter 74 Programming Submission to the DESE for their acknowledgement and review
 - Upon receipt of the DESE's acknowledgement and review letter regarding the District's proposed Chapter 74 Programming adjustments. **Please note that an acknowledgment and review letter from the DESE is required for MSBA to forward a recommendation to its MSBA Board of Directors for approval to proceed into schematic design for those project that include new programs or adjustments to current offerings, including expansions, contractions, or discontinuations**
 - Schedule of implementation for the proposed programming adjustments regarding staffing, curriculum development and project program enrollment from start to full implementation
- Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal). List a design response for each space proposed for proposed for Vocational and Technical programming, including Non-Chapter 74 and Chapter 74 programming

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- Narrative description of the types of educational activities intended for core academic spaces over the course of a typical school day. 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;
 - Narrative description of core academic educational activities intended **inside the general classrooms**. Include how the activities support delivery of the educational program
 - Narrative description of 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
- Transportation policies;
 - Current services and practices
 - Proposed changes and why, or statement that no changes are proposed
- Functional and spatial relationships; and
 - List and describe desired educational adjacencies and why
 - Design response including desired **building** features and/or layout considerations that support desired educational adjacencies (incorporated into the updated Educational Program provided with the PSR submittal).
 - List and describe desired **site** adjacencies and why
 - Design response including desired **site** features and/or layout considerations that support desired site adjacencies (incorporated into the updated Educational Program provided with the PSR submittal)
- Security and visual access requirements.
 - Describe the local process for the 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
 - Indicate the date of the most recent Medical Emergency Response Plan that was submitted to the DESE
 - Describe the 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)
 - Design response including desired features and/or layout considerations (incorporated into the updated Educational Program provided with the PSR submittal)

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 |
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| Week in the life of a student | |
|--------------------------------------|--|
| Weekly Activity or Subject | Program Details and Educational Benefit |
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Special Education Rubric and Regulations

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) | |

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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:

(i) 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).

(ii) 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).

(iii) Placing all special education facilities together in one part of a school building would violate the requirements of 603 CMR 28.03(1)(b).

(iv) 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