

Project: **BEVERLY MIDDLE SCHOOL, BEVERLY, MA**  
Project Number: MSBA Project Number: 20130300305 / Heery Project Number: 1409500  
Meeting No.: Six (6)  
Date: January 13, 2015  
Recorded By: Mark Lydon  
Purpose: Regularly Scheduled Meeting of the School Building Committee

## MEETING MINUTES

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### ATTENDEES (MARKED BY X)

<i>Name:</i>	<i>Initials:</i>	<i>Company:</i>
x Michael P. Cahill	MPC	City of Beverly / Mayor
x David Gelineau	DG	City of Beverly / Purchasing Agent
x Paul Manzo	PM	Beverly School Committee President
x David Manzi	DM	Beverly School Committee Member
x Michael Collins	MC	Beverly Commissioner Public Services
Ray Bouchard	RB	Chair Planning and Construction Committee
x Stacy Bucyk	SB	Administrator of Special Education
Matthew Poska	MP	BPS / Briscoe Middle School Principal
x Maria Decker	MD	School Building Committee Member
x Bryant Ayles	BA	City of Beverly / Finance Director
x George Binns	GB	School Building Committee Member
Bob Griffin	BG	School Building Committee Member
x William Guzowski	WG	School Building Committee Member
x Joseph F. Remondi, Jr.	JFR	School Building Committee Member
x Thaddeus Siemasko	TS	School Building Committee Member
Todd Surette	TS	School Building Committee Member
x Janet Chrisos	JC	School Building Committee Member
x Betsy Desmond	BD	School Building Committee Member
Roy Gelineau	RG	School Building Committee Member
x Joanna Murphy Scott	JM	School Building Committee Member
x Stephanie Williams	SW	City Solicitor
x Jennifer Badershall	JB	School Building Committee Member
x Judy Miller	JM	BPS / Director of Technology
x Robert Fortado	RF	City of Beverly / Facilities Engineer
x Dr. Steven Hiersche	SH	Beverly Public Schools (BPS) / Superintendent
x Jean Sherburne	JS	BPS / Director of Finance & Operations
x Denise Deschamps	DD	City of Beverly / Economic Development Planner
x Al Calcagno	AC	Heery, Project Director
x Mark Lydon	ML	Heery, Project Manager
x L. Scott Dunlap	LSD	Ai3 Architects, Partner
x Troy Randall	TR	Ai3 Architects, Partner
x Kris Silvestri	KS	Beverly School Committee
x Sue Charochak	SC	Assist. Superintendent

Additional Distribution: Caulen Finch: MSB Project Manager, Sarah Blache: MSBA Project Coordinator

**MEETING START / CORRECTIONS TO PREVIOUS MEETING**

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- Meeting 06 called to order at 6:30 PM

**OLD BUSINESS**

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**NEW BUSINESS**

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006-01

Meeting Minute Status: Meeting Minutes for Meeting 05 were approved unanimously.

OPM Update:

- OPM reported the response to the MSBA comments on the 11/25/2014 PDP submission were prepared by the project team and submitted to MSBA on schedule, today, 01/13/15.
- OPM requested the SBC vote on the working group's recommendation to implement the project using the CM at Risk Delivery Method. A motion was made and seconded as follows:  
*To proceed with the Beverly Middle School Project using the CM at Risk (CMR) delivery method, and to authorize the designer and OPM to move forward with the CM selection process.*  
The motion passed unanimously.
- The OPM reminded the SBC using the CMR delivery method required an application to the Office of Inspector General seeking their approval, and that the draft application was reviewed by the City Solicitor and will be submitted once finalized.

006-02

Designer Update:

- The designer distributed a packet that included the MSBA comments on the PDP and the project team responses. He further reported the project had moved into the next phase – Preferred Schematic. He addressed the following points:
  - That the MSBA will not provide reimbursement for costs of designing and constructing the auditorium space and the designer will make every effort to maximize the overall MSBA participation.
  - That the options included two separate dining areas, one for the Grades 5&6 academies another for the Grades 7&8 academies as well as the benefits of these spaces being in close proximity to the classroom/learning spaces
  - That each option includes Maker/Builder spaces which provide flexibility and will provide for project based learning which is a key component of the educational plan and visioning
  - That the MSBA will not reimburse for auditorium space at the Middle School level, and that the community and school department have made it clear there is strong interest and support for providing auditorium space in this middle school project
  - Updated the SBC on the concrete filled pile substructure system and the approach to addressing MSBA's comments in more detail as the PSR phase moves forward
  - That the MSBA appears to support the need for two gyms as the schedule and utilization support four teaching stations.
- The designer distributed paper copies of their power point presentation. The presentation provided an update of the work completed so far related to educational planning/visioning as well as site plans and floor

plans of the four options that will be included in the Preferred Schematic Report (PSR). The following is a sampling of points addressed:

- The existing conditions report will be updated
  - Provided an overview of the Academy and Neighborhood configuration
  - Explained bubble diagrams and adjacencies discussions
  - Presented floor plan layouts for each of the four options: two new construction options (one with an auditorium and one without), two addition renovation options. All four options are sited on the Memorial School site.
  - Discussed two story dining areas and how these spaces can be better utilized being in close proximity to the classroom/learning areas
  - Discussed reasons why the “cafetorium” (cafeteria with a stage) approach is not well suited to this Beverly Middle School project. Ai3 mentioned the approximate seating in Option 1a is 750 in total with approximately 450 fixed seating capacity which MSBA will consider ineligible.
  - The designer indicated a dental clinic will continue to be included in the space program
- A sampling of the questions and responses follows:
    - Question – Is it possible to reinstate four academic neighborhoods per grade? Response – The academic neighborhood development will continue to evolve. If the number of academic neighborhoods does change the designer will look to accomplish it with the same overall building square footage
    - Question – Will a “non courtyard” option be evaluated  
Response – Non courtyard options were discussed. Additional information will be provided at the next meeting
    - Question – Can the playing field be located where the bus lot is? Concern expressed about proximity of field to Balche Street  
Response: A somewhat lengthy discussion ensued addressing the bus lot, parking, overall site circulation, field placement, etc. The design team indicated there have been similar discussions at the working group meetings and that multiple options will be reviewed and tested as a standard part of the follow on design process.
    - Question: How should additional questions or comments be communicated?  
Response - SBC Questions should be passed along through the OPM ([mlydon@heery.com](mailto:mlydon@heery.com))
  - The designer stated there is a BIM integration meeting scheduled for January 22<sup>nd</sup> with the COB and the OPM. It was noted that the team needs to understand how the COB will use the BIM model at the completion of the project to ensure the appropriate BIM Execution Plan is developed.

006-03

**Project Schedule:**

- The OPM distributed the updated schedule. The project continues to track on schedule. The OPM included several BIM activities as “placeholders” into the schedule update. Dates will be adjusted and activities added if needed based on the discussions at the BIM meetings.

006-04

**Project Budget:**

- The OPM distributed the updated budget. The OPM reported the project continues tracking to the budget.

006-05

**SBC – Subcommittee Reports:**

- None – OPM indicated that the Design and OPM team will schedule meetings with the subcommittees during the Schematic Design and Design Development Phases.

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**The meeting was adjourned at 08:38 PM**

Next Meeting:

01/27/2015 6:30PM at Beverly High School; February Meeting will take place on 03 FEB 15 and include a vote on making the PSR submission.

#### **ATTACHMENTS**

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|--|----------|
| 1. Meeting Agenda                            | 1/13/15  |
| 2. SBC Meeting Sign In Sheet                 | 1/13/15  |
| 3. OPM Schedule Update                       | 1/12/15  |
| 4. OPM Budget Update                         | 12/16/14 |
| 5. Ai3 Handout/Response to MSBA PDP Comments | 1/13/15  |
| 6. Ai3 Power Point Presentation              | 1/13/15  |

#### **END OF MINUTES.**

*The above summarizes Heery's interpretation of items discussed and decisions reached during this meeting. Additions or corrections must be submitted in writing to the author within three days of receipt; otherwise the minutes will stand as written.*

# HEERY

*Project:* **BEVERLY Middle School**  
*Project No:* MSBA Project Number: 20130300305 / Heery Project Number: 1409500  
*Meeting No:* Six (6)  
*Date / Time:* 13 January 2015 at 6:30 PM  
*Location:* Beverly High School, Media Center, 100 Sohier Road, Beverly, MA 01915  
*Purpose:* Regular Monthly Meeting of the School Building Committee  
*File Code:*

## AGENDA

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<i>Item No.</i>	<i>Item</i>	<i>Duration / Time</i>
06-01	<b>General</b> : Agenda Review / Revisions	6:30 - 6:31
06-02	<b><u>Meeting Minutes</u></b> Review and approval of minutes from SBC Meeting #5	6:31 - 6:32
06-03	<b><u>Designer Update</u></b>	6:32 -7:15
06-04	<b><u>SBC – Subcommittees</u></b> A13 timetable for meeting with subcommittee representatives	7:15 – 7:17
06-05	<b><u>Project Schedule - OPM</u></b> Program Master Schedule CM at Risk Delivery Method	7:17 – 7:25
06-06	<b><u>Project Budget - OPM</u></b> MSBA Budget Update	7:25 – 7:30
06-07	<b><u>Other Any Business Not Anticipated within 48 Hours of Meeting</u></b>	7:30

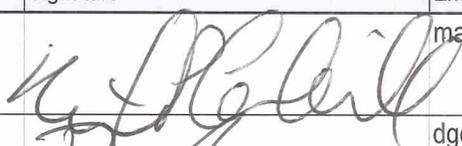
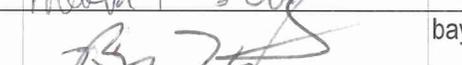
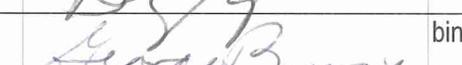
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# SCHOOL BUILDING COMMITTEE MEETING SIGN-IN SHEET

Project: **BRISCOE MIDDLE SCHOOL, BEVERLY, MA**  
 Project No: MSBA PROJECT #201300300305 / HEERY #1409500  
 Project Address: 7 Sohier Road, Beverly, MA 01915

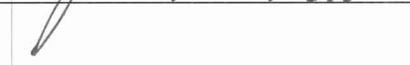
Purpose: School Building Committee Meeting  
 Location: Memorial Building, Room 164  
 Agenda: Regular Meeting

Meeting no: 06  
 Date: 13 Jan 2015  
 Time: 6:30 PM

Name / Organization / Firm	Signature	Email Address	Telephone Number
Mayor Michael Cahill City of Beverly		mayorcahill@beverlyma.gov	978-921-6000 x2333 978-605-2333 (o) 978-869-2111 (m)
David Gelineau City of Beverly, Purchasing Agent		dgelineau@beverlyma.gov	978-921-6000 978-605-2350
Paul Manzo Beverly School Committee, President		paulmanzo@comcast.net	978-927-9912
David Manzi Beverly School Committee Member		dmanzigoldcoast@aol.com	978-921-0123
Michael Collins Beverly Commissioner of Public Services		mcollins@beverlyma.gov	978-921-6053 978-423-7813
Raymond Bouchard Chair, Planning & Construction Committee		vbouc@msn.com	978-922-2252
Stacy Bucyk Administrator of Special Education Beverly Public Schools		sbucyk@beverlyschools.org	978-921-6100, Ext. 732
Matthew Poska Briscoe Middle School Principal		mposka@beverlyschools.org	978-921-6103
Maria Decker		mtdecker@comcast.net	978-927-1013
Bryant Ayles Municipal Finance Director		bayles@beverlyma.gov	978-605-2315
George Binns		binns@comcast.net	978-927-1793
Bob Griffin			978-927-5111
William Guzowski		bdguzowski@hotmail.com	617-963-9800

# SCHOOL BUILDING COMMITTEE MEETING SIGN-IN SHEET

Project:	<b>BRISCOE MIDDLE SCHOOL, BEVERLY, MA</b>	Purpose:	School Building Committee Meeting	Meeting no:	06
Project No:	MSBA PROJECT #201300300305 / HEERY #1409500	Location:	Memorial Building, Room 164	Date:	13 Jan 2015
Project Address:	7 Sohier Road, Beverly, MA 01915	Agenda:	Regular Meeting	Time:	6:30 PM

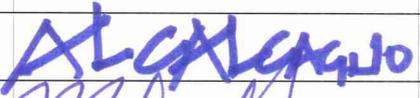
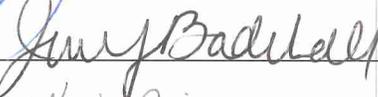
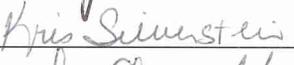
Name / Organization / Firm	Signature	Email Address	Telephone Number
Joseph F. Remondi, Jr.		Moc521@comcast.net	978-922-7669
Thaddeus S. Siemasko		THAD@SVDESIGN.COM	978-927-3745
Todd Surette			78-799-3987
Janet Chrisos		jchrisos@mscba.org	978-430-5029
James Coffey City of Beverly Athletic Director			617-794-5487
Betsy Desmond		artsy2@mac.com	978-927-1112
Roy Gelineau		roy@gelineaukline.com	978-741-2002
Joanna Murphy Scott		Joanna.scott@comcast.net	978-927-5708
Stephanie Williams City Solicitor, City of Beverly		swilliams@beverlyma.gov	978-921-6000 978-605-2335
Judy Miller Director of Technology, Beverly Public Schools		jmiller@beverlyschools.org	978-869-7436
Robert Fortado Facilities Engineer, Dept. of Public Services Public Schools Division		rfortado@beverlyschools.org	978-815-3443
Dr. Steven Hiersche Superintendent of Schools		shiersche@beverlyschools.org	978-921-6100, Ext. 712
Jean Sherburne Director of Finance & Operations		jsherburne@beverlyschools.org	978-921-6100, Ext. 725

# SCHOOL BUILDING COMMITTEE MEETING SIGN-IN SHEET

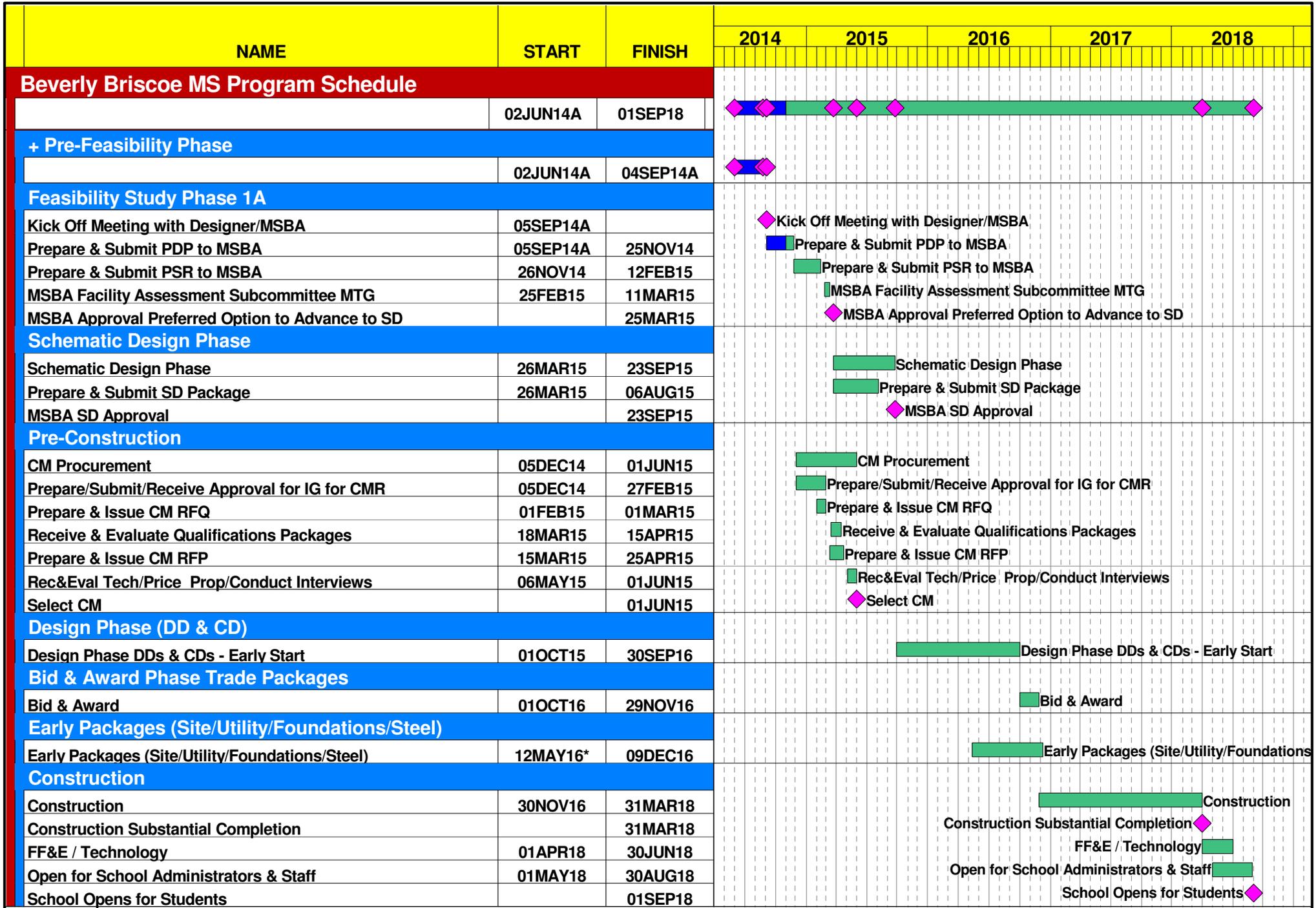
Project: **BRISCOE MIDDLE SCHOOL, BEVERLY, MA**  
 Project No: **MSBA PROJECT #201300300305 / HEERY #1409500**  
 Project Address: **7 Sohier Road, Beverly, MA 01915**

Purpose: **School Building Committee Meeting**  
 Location: **Memorial Building, Room 164**  
 Agenda: **Regular Meeting**

Meeting no: **06**  
 Date: **13 Jan 2015**  
 Time: **6:30 PM**

Name / Organization / Firm	Signature	Email Address	Telephone Number
Denise Deschamps Economic Development Planner		ddeschamps@beverlyma.gov	978-605-2356
Tom Ellis Heery, Area Manager		tellis@heery.com	781-494-9000
Al Calcagno Heery, Project Director		acalcagn@heery.com	401-829-3286 (cell)
Mark Lydon Heery, Project Manager		mlydon@heery.com	609-306-7491 (cell)
L. Scott Dunlap Ai3 Architects, Partner		dunlap@ai3.com	508-358-0790 (o)
Troy Randall Ai3 Architects, Partner		Randall@ai3.com	508-358-0790 (o)
Jenifer Badershall Beverly School Committee		jbadershall@smma.com	978 766 1595
Kris Silverstein - Beverly School Committee		Krissilverstein@yahoo.com	978 922-0879
Sue Charochak - Asst. Superintendent Beverly Schools		Scharochak@beverlyschools.org	978 921 6100

Please Add:



Start Date	02JUN14	<b>BEVERLY BRISCOE MS PROGRAM SCHEDULE BEVERLY, MA HEERY INTERNATIONAL, INC.</b>	
Finish Date	01SEP18		
Data Date	01NOV14		
© Primavera Systems, Inc.			

Briscoe Middle School		Updated: December 16, 2014			column e - f	column c - e	HEERY			
MSBA Project Number: 201300300305										
Project Budget: HII-1409500										
	b	c	d	e	f	g	h			
MSBA Cost Category	Base Contract Descriptions	Approved Budget	Revised Budget	Committed Funds	Approved Invoices To Date	Committed Funds Remaining to be Paid	Approved Budget Less Committed Funds	Scope Items Excluded from Basis of Est Total Facilities Grant or Otherwise Ineligible	Services/Consultants	Month Approved
0000-0000	Feasibility Study Agreement									
0001-0000	OPM - Feasibility Study	\$ 275,000.00		\$ 240,000.00	\$ 39,244.00	\$ 200,756.00	\$ 35,000.00			
	Heery Invoice #564462				\$ 18,290.00				June 2 thru Sep 12, 2014	Sep-14
	Heery Invoice #572766				\$ 20,954.00					Dec-14
0002-0000	A&E - Feasibility Study	\$ 650,000.00		\$ 925,000.00	\$ 228,000.00	\$ 697,000.00	\$ (275,000.00)		Review grade reconfig. with MSBA	
	Ai3 Invoice #0001B-1403.00				\$ 120,374.84					Oct-14
	Ai3 Invoice #0002B-1403.00				\$ 64,305.16					Nov-14
	Ai3 Invoice #0003B-1403.00				\$ 43,320.00					Dec-14
0003-0000	Environmental & Site	\$ 175,000.00		\$ 142,500.00	\$ 61,179.25	\$ 81,320.75	\$ 32,500.00		as it relates to AE options and fee	
	Ai3 Invoice #0001E-1403.00				\$ 7,106.00					Nov-14
	Ai3 Invoice #0002E-1403.00				\$ 54,073.25					Dec-14
0004-0000	Other	\$ 400,000.00		\$ 1,188.00	\$ 1,188.00	\$ -	\$ 398,812.00			Oct-14
	Wylie-Inn Group #7566				\$ 1,188.00					
	Feasibility Study Agreement -SUB-TOTAL	\$ 1,500,000.00		\$ 1,308,688.00	\$ 268,432.00	\$ 1,040,256.00	\$ 191,312.00	\$ -		
0100-0000	Administration									
0102-0000	Owner's Project Manager									
	Administration - SUB-TOTAL	\$ -				\$ -	\$ -	\$ -		
0200-0000	Architect and Engineer									
0203-0000	A&E - Reimbursables & Other Services									
	Architect and Engineering - SUB-TOTAL	\$ -				\$ -	\$ -	\$ -		
0300-0000	Site Acquisition									
	Site Acquisition - SUB-TOTAL	\$ -					\$ -	\$ -		
0500-0000	Construction Contract									
	Alternates SUB-TOTAL	\$ -				\$ -	\$ -	\$ -		
0507-0000	Construction Contingency									
	Construction Contingency - SUB-TOTAL	\$ -				\$ -	\$ -	\$ -		
0508-0000	Change Orders									
0600-0000	Miscellaneous Project Costs									
	Miscellaneous Project Costs - SUB-TOTAL	\$ -				\$ -	\$ -	\$ -		
0700-0000	Furnishings and Equipment									
	Furnishings and Equipment - SUB-TOTAL	\$ -				\$ -	\$ -	\$ -		
	Owner's Contingency - SUB-TOTAL	\$ -		\$ -		\$ -	\$ -	\$ -		
	TOTALS	\$ 1,500,000.00	\$0	\$ 1,308,688.00	\$ 268,432.00	\$ 1,040,256.00	\$ 191,312.00	\$ -		
	Alternates	\$ -	column d	column e	column f	column e - f	column c - e			
	Scope items excluded	\$ -								
	Ineligible Costs	\$ -								
	Basis of Total Facilities Grant	\$ 1,500,000.00								
	Reimbursement Rate %	51.42								
	Total Max Facilities Grant	\$ 771,300.00								



January 13, 2015

Massachusetts School Building Authority (MSBA)  
40 Broad Street  
Suite 500  
Boston, MA 02109

ATTN: Sarah Blache, Project Coordinator

Re: Proposed Beverly Middle School  
MSBA - Preliminary Design Program Review

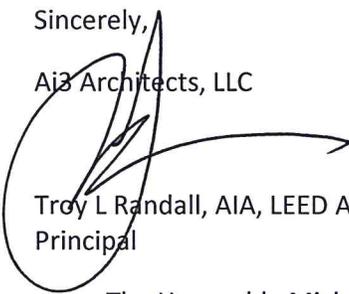
Dear Ms. Blache:

In response to the MSBA's December 23, 2014 letter to Mayor Michael P. Cahill in reference to the MSBA's review of the Beverly Middle School Module 3 Feasibility Study Preliminary Design Program (PDP) submission and the associated MSBA review comments, the District has conducted numerous review meetings for purposes of responding to the individual review comments, revising the initial space summary and gathering additional documentation for clarification on the requested topics and proposed educational spaces.

We have included the District's response document along with Attachments A thru E which include the requested additional information. We have also included a revised space summary dated January 7, 2015.

Sincerely,

Ai3 Architects, LLC

  
Troy L Randall, AIA, LEED AP  
Principal

cc: The Honorable Michael P. Cahill, Mayor, City of Beverly  
Paul Guanci, President, Beverly City Council  
Paul Manzo, President, Beverly School Committee  
Bryant Ayles, Director of Municipal Finance, City of Beverly  
Denise Deshamps, Economic Development Planner, City of Beverly  
Dr. Stephen Hiersche, Superintendent of Schools, Beverly Public Schools  
Matt Poska, Principal, Beverly Middle School  
Thomas Ellis, OPM, Heery  
Mark Lyons, OPM, Heery  
Al Calcagno, OPM, Heery  
L. Scott Dunlap, Principal, Ai3 Architects, LLC



## **Attachment 'A' - Module 3 Preliminary Design Program Review Comments**

**District:** City of Beverly  
**School:** Briscoe Middle School  
**Submittal Due Date:** December 18, 2014  
**Submittal Received Date:** November 25, 2014  
**Review Date:** December 2 - 11, 2014  
**Reviewed by:** C. Finch

### MSBA REVIEW COMMENTS:

The following comments<sup>1</sup> on the Preliminary Design Program submittal are issued pursuant to a review of the project submittal document for renovation / replacement of the Briscoe Middle School presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines, as produced by Ai3 Architects, LLC and its consultants. Certain supplemental components from the Owner's Project Manager (OPM), Heery International, Inc., are included.

### **3.1 Preliminary Design Program submittal completion *taught***

- OPM certification of completeness and conformity – *Complete.*
- Table of Contents - *Complete.*
- Introduction - *Complete - Refer to comments shown in italics.*
- Educational Program - *Complete - Refer to comments shown in italics.*
- Initial Space Summary - *Complete - Refer to comments shown in italics.*
- Evaluation of Existing Conditions - *Complete- Refer to comments shown in italics.*
- Site Development Requirements - *Complete - Refer to comments shown in italics.*
- Preliminary Evaluation of Alternatives - *Complete - Refer to comments shown in italics.*
- Local Actions and Approvals Certification(s) - *Complete.*
- Appendix - *Complete.*

#### **3.1.1 Introduction**

- Narrative summary of the Capital Budget Statement and Target Budget for the proposed project - *The narrative provided indicates that the development of the capital budget statement is underway and that the City of Beverly is "committed to providing the necessary resources to fund the Beverly Middle School Project." However, the City's target budget has not been identified. In an effort to understand that the options presented fall within the District's anticipated budget, please provide a target budget for the potential Project.*

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<sup>1</sup> The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws, or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town, and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local laws. The MSBA recommends that each city, town, and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state, and local laws, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town, or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

**Response:** The City of Beverly has reviewed the Comparative Cost Analysis of Options and identified a target budget of \$120 million at this time. The City of Beverly remains committed to develop and fund a cost effective project that achieves its educational vision and is consistent with the educational program for a new Beverly Middle School.

- Overview of the process taken that concludes with the submittal of the Preliminary Design Program - *Not provided. Please provide a brief summary of the various tasks, community meetings and milestones which have led up to the submission of the Preliminary Design Program.*

**Response:** Prior to the start of the Feasibility Study, the City of Beverly conducted an extensive evaluation of its middle school educational program. The process included several public meetings and resulted in the School Committee voting to support a Grades 5-8 configuration for the middle school educational program. A more complete description of this process is contained in the Statement of Interest (SOI). At the beginning of the Feasibility Study, the Project Team simultaneously reviewed the existing conditions of the City of Beverly school facilities, conducted educational visioning sessions, and worked closely with school administration and faculty to develop an educational program for the new Beverly Middle School. This educational program serves as the foundation for developing and evaluating a number of alternative solutions. Five School Building Committee meetings and a joint City Council/School Committee meeting were held over the six months that the Preliminary Design Program was developed and completed. All the meetings were public meetings and the joint City Council/School Committee meeting was televised. The process concluded on November 18, 2014 with the School Building Committee voting to approve and authorize the OPM to submit the Preliminary Design Program to the MSBA.

### 3.1.2 Educational Program

Summary and description of the existing educational program and/or new educational vision and specifications, process, etc., Teaching Philosophy Statement (including description of the following):

- Grade and school configuration - *It is noted throughout the submission that the District has vetted and documented its support for the reconfiguration of the Middle School to serve grades 5-8. Please identify the local process, any necessary votes, and other requirements that the District would need in order to reconfigure the Middle School to the 5-8 grade structure. In addition to any local requirements, under separate cover, the MSBA will provide a Module 3 Grade Configuration and Districting Approval Template which documents the School Committee vote to approve and authorize the proposed change to the existing grade configuration (please include the certification on District letterhead and a certified copy of the School Committee meeting minutes with the Preferred Schematic Report). Also, provide a description of how the District plans to transition students and teachers into the new educational program and grade configuration including key milestones, public outreach, professional development, and how vacated spaces in elementary schools will be used.*

**Response:** Please reference the following attachments:

“Attachment A: Grade Configuration Meetings”

“Attachment B: Minutes on Grades 5-8 Configuration”

“Attachment C: Strategic Planning - Adhoc Committee”

- Class size policies - *Please provide the current student-teacher ratio, particularly for the Middle School, and the District's desired student-teacher ratio.*

**Response:** At present, class sizes in Briscoe Middle School average 26 in the 6<sup>th</sup> and 7<sup>th</sup> grades. The present 8<sup>th</sup> grade is less than 25 per class but that is due to it being a small class. In general, class sizes, with the exception of K-2, are capped at 30. At the present time, only the high school has classes that large. The School District desires to maintain class size at the present level. Reference "Attachment D – Contract Between the Teachers' Association and the Beverly School Committee (September 1, 2014 through August 31, 2017)"

- Lunch programs (District kitchen, full service kitchens, warming kitchens, etc.) - *Please provide further explanation through narrative and/or diagrams as to how the dining area will be subdivided, and how multiple dining areas will not complicate food distribution while maintaining flexibility for future use.*

**Response:** Conceptually, the goal is to provide two dining areas, one for the grades 5/6 academy and one for the grades 7/8 academy. This will allow the District to break a very large student population of 1,400 middle school pupils into two groups of approximately 700 pupils. The two dining areas will allow for fewer total lunch periods and make it easier to schedule the building, and also allow for the incorporation of more academic offerings as a result of less interference from multiple dining periods. A first floor dining space would include an attached full service kitchen that would allow preparation of food for both dining areas. Each of the dining areas will include heated and chilled serving areas to allow for salad bars, sandwich stations, etc. One of the dining areas will be located on an upper floor, but will have an adjacent elevator utilized for the transportation of food. It will also include a small satellite warming kitchen that will include the heated and chilled serving components described herein as well as the necessary support services. All meal selections will be available in both dining areas.

The division and separation of the dining area into two distinct areas achieves several important educational goals that go well beyond the need to break down the large student population and to reduce the overall number of dining periods. The educational programming process resulted in a strong belief that the space dedicated to student dining can be much more "useable" throughout the day if it is more closely linked to the academic neighborhoods. It is not being viewed as a "noisy" space that will be used only during the middle of the day for lunch and should therefore be separated from the remainder of the academic program areas, but instead is being viewed as an "active" multi-purpose area which can be used for dining, presentations, student projects, large group breakout, and various other educational uses that require direct proximity to the academic neighborhoods. Each of the dining areas would include the appropriate acoustics to insure that they provide appropriate space for students to work on group projects and to conduct student and guest presentations. There was also a strong desire to insure that the location of these dining areas provides indoor/outdoor integration to a secured outdoor area (courtyard), such that activities related to the space could easily spill outdoors when appropriate, and the dining spaces would be

filled with natural lighting from outdoors. This connectivity will provide access for students before and after school as well as during lunch. It also allows more direct access for students within the academic neighborhoods to be able to conduct their projects utilizing outdoor resources, such as a garden, both as a learning space and a space to create a portion of the fresh vegetables for the lunch program.

During the school year, Beverly food service assists other school programs such as the collaborative. In the summer, there is a robust summer meals program for the children of Beverly. Both of these programs require dining areas that can serve satellite programs.

- Transportation policies - *Not provided. Please provide an overview of the District's current method for student transportation. Also, please indicate potential changes to the current policy; particularly should the project result in a grade reconfiguration and potential alternate site.*

**Response:** At present, Beverly has three tiers of transportation with the school system. The Elementary School runs first, the High School runs second, and the Middle School third. This three-tiered practice would continue in the future, with no required changes in transportation policies. Although adding the 5th grade to the Middle School would result in a larger quantity of students within the Middle School transportation tier, there is no concern regarding capacity. The future capacity of the Middle School run (with 5th grade added) would be approximately equal to the current High School run. This suggests that there is adequate capacity to transport the new configuration. Attached is the transportation policy. All transportation procedures and policies are found on the Beverly Public Schools website under Parents and Transportation or the following link:

[http://www.beverlyschools.org/district/index.php?option=com\\_content&task=view&id=76&Itemid=95](http://www.beverlyschools.org/district/index.php?option=com_content&task=view&id=76&Itemid=95)

- Functional and spatial relationships and adjacencies - *In an effort to better understand the District's proposed "neighborhood teams", please provide a diagrammatic layout showing desired spaces and how each space will be utilized.*

**Response:**

Academic Team Rooms - Maker/Builder Space - Neighborhood Commons

There are three spaces identified within the educational space summary that combine to create the "Maker/Builder space", which is also referred to as the "Neighborhood Commons" in the educational program. These three spaces include:

Academic Team Room	465sf
Integrated Academic Production Lab	500sf
STEAM Academic Support	50sf

The Maker/Builder space serves many purposes within the educational program. It supports the academic neighborhood or team, it promotes STEAM integration, it integrates vocational technology into the academic neighborhood, and it provides for

the expansion of the traditional classroom for purposes of providing hands-on, real world opportunities to integrate student projects into the curriculum. It is not a specific space intended to accommodate students outside the academic neighborhood, but instead represents an expansion of the neighborhood classrooms, where opportunities to apply learned knowledge are restrained by the size, configuration, function, and amenities of the traditional classroom. The boundaries between the traditionally programmed classrooms and the Maker/Builder space are intended to be blurred in a way that makes it a functional extension of the classroom space.

The combination of the three spaces in the program (to create one collective space) is intended to be somewhat reflective of the ongoing functions within this space, while simultaneously trying to force it to fit into what is a rather traditional space template that cannot fully acknowledge the multiple functions of the Maker/Builder space. It supports the academic team, provides opportunities for a piece of vocational education, and also helps to integrate STEAM and the arts into the academic neighborhood.

The objective of the Maker/Builder space is to create a flexible learning environment within the heart of each academic neighborhood or team. The space will provide hands-on, creative ways to encourage students to design, experiment, build, and invent as they deeply engage in science, engineering, art, and tinkering. The Maker/Builder space is not solely a science lab, workshop, computer lab, or art room, but it will contain elements found in all of these familiar spaces. It will be designed to accommodate a wide range of activities, tools, and materials. Diversity and cross-pollination of activities are critical to the design, making and exploration process, and they are critical in setting Maker/Builder spaces and STEAM labs apart from single-use spaces. The goal is to provide learning experiences within each individual academic neighborhood through direct experience with materials. These Maker/Builder spaces are not traditional “vocational shops” with wood and metal equipment and tools; as these large, loud, and specialized amenities are no longer necessary to provide the students with the desired experiences. New digital fabrication devices such as 3D printers and physical computing expand the opportunities with new ways to make things. For the first time ever, student inventions may be printed, fabricated, recorded, and programmed with interactivity. The proposed range of activities in the space will include:

- 3D and 2D printing
- Cardboard construction
- Prototyping
- Project planning and design
- Model making
- Physics practical applications
- Painting and graphic arts
- Small scale manual woodworking
- Digital Media

- Robotics
- Digital fabrication
- Building mechanical and kinetic machines and devices
- Textiles and sewing
- Media production and filming

The space will be utilized for multiple teaching strategies, including, but not limited to:

1. **Exploratory:** Exploratory projects will occur early in a typical school year and be co-taught along with the assistance of an art teacher, vocational teacher, or media specialist. These classes will focus on skill building, allowing students to acquire basic skills within a given domain that they will later apply to cross-discipline or multi-disciplinary projects. In these instances, the Maker/Builder space will allow students to acquire basic exploratory skills within the confines of their academic neighborhood.
2. **Applied:** More involved and complex cross-discipline projects which may involve a single or multiple basic exploratory skills in the creation of a project which applies to one or more academic disciplines. These classes will be co-taught in an environment which will likely include some students working in the lab (Maker/Builder) space and some students working in the classroom, with the ability to move seamlessly between the two areas.
3. **Portfolio:** Long-term, more ambitious projects based more specifically on decisions and selections made by the student builder, but themed through academic subjects. Students would have multiple opportunities over the course of a quarter or semester to work in periodic increments at completing their portfolio project.

Under a co-teaching model and supported by an aide, three spaces will be utilized simultaneously to allow students with varying learning styles and pace to develop skills in a more customized and fluid environment. A group of students with a single block, or a combination of co-taught periods, would be able to utilize two classrooms and the Maker/Builder space for a long enough period of time to allow for completion of both academic and hand-on instruction.

The Maker/Builder space will also serve as the neighborhood commons, although this is not its primary purpose and would not justify its existence. As the neighborhood commons, it will provide a common place of ownership by the entire academic neighborhood. The educational visioning and educational programming documents identify a strong need for students to have ownership of this small-scale neighborhood area. This ownership includes personalization, display of work, and a gathering space for the academic neighborhood. Students will be allowed to come into this supervised area prior to first class commencement in an effort to allow them to work and socialize in small groups, or independently, without being herded into a large, impersonal holding

area like the gymnasium. The Beverly Middle School includes a number of early-arrival students and the experience created for these students prior to the actual start of the school day is critical to the success of the educational environment.

The Maker/Builder space will also serve as a break-out space for independent and group study. The educational visioning and educational programming identified successful examples of students being allowed to work outside the confines of the classroom. Teachers currently allow students to work in corridors outside the classroom with visual observation. Many students thrive on the ability to be allowed outside the confines of the classroom, and having the adjacent Maker/Builder space available for this use will prove a valuable asset.

The space will remain as flexible as possible, with furniture that can be moved and re-configured with relative ease. Some built-in elements will be required in order to provide critical components such as storage, water, and voice/video/data. However, the goal is to avoid over-designing specific elements into the space, as the most successful spaces are those that contain fewer built-in limitations. Areas for display, work, and both group and independent study will be available but be flexible.

The 50sf STEAM academic support space identified in the program is specifically included to allow the art instructor to maintain storage of materials and access to water/sinks within each Maker/Builder space. This will allow the instructor to co-teach seamlessly within the neighborhood without transporting product or losing access to wet areas.

Reference “Attachment E – Neighborhood Sketch” for a diagrammatic layout.

- Security and visual access requirements - *Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the project.*

**Response:** This is confirmation that the persons responsible for implementation of the District’s emergency procedures, and responding emergency medical, fire protection, and police agency representatives, will be consulted in the planning process and any associated requirements will be included in the project design.

Also, per the MSBA submission requirements, the Design Team will also provide verification that the following safety and security related issues have been reviewed and are in accordance with the District’s procedures as noted above:

- Main Entrance Design – Describe District protocol for visitor entry and check-in related to the current design for visitors to remain in the vestibule versus a side sub-vestibule;
- Classroom Lockset Hardware - Confirm hardware functions are compatible with the District’s protocols related to lockdown;

- Classroom / Instructional Spaces Visibility - Confirm that the inclusion of sidelights at entrance locations is compatible with the District's current standards related to visibility from corridors and whether any related vision control option measures are to be incorporated.
- Alternative Entry Locations - Confirm that the project includes site and building signage, as may be required by District's emergency procedures, to identify locations where first responders may more directly reach a person needing medical attention; Knox Boxes; and provisions for building plans to be delivered to local fire and response agencies.

### 3.1.3 Initial Space Summary

- Completed MSBA space summary spreadsheet - *Refer to detailed comments in Attachment B. Please provide a space summary documenting the Memorial Building facility.*

**Response:** See attached existing space summary labeled "Memorial Building – Existing Space Summary 1.7.15".

- Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines - *Not provided. Please provide a list of the proposed variations from MSBA guidelines and a narrative describing the rationale for the proposed variances.*

**Response:**

**Core Academic Spaces:**

The variation of the proposed core academic spaces from the MSBA guidelines occurs as a result of two factors:

1. The outcome of the numerous educational visioning workshops and educational programming meetings conducted with the large cross-section of educational leaders, facilitators, and administrators within the City during the Feasibility Study process and ultimately resulted in the proposed space summary. The variation within the program category is specifically related to the inclusion of the "Academic Team Room" neighborhood commons area and Teacher Collaboration Room within "Academy" (grade level). The rationale for these spaces is detailed within the previous response within this document, entitled "Academic Team Rooms - Maker/Builder Space - Neighborhood Commons".
2. The "Health Classroom" has been moved into the Core Academic Spaces category, at the MSBA's request.

**Special Education:**

The quantity and sizes of the individual spaces identified in the proposed space program support the specialized education programs such as; Learning Center, Therapeutic Learning Center, Opportunity program, ATTAIN program, Language Based program, Strategies based Instructional Program, and Student Support Program as detailed within the educational program and educational vision. The District understands that they will need to seek and receive DESE approval for the proposed Special Education program. This will be completed at the appropriate time.

**Health and Physical Education:**

Reference the detailed response provided within the proposed space summary comments further in this document.

**Auditorium/Drama:**

The inclusion of the auditorium within the proposed educational program is a variation which caused the MSBA guidelines to be exceeded. However, the City, Committees, Boards, School Department, and the greater community all feel that the auditorium is a vital educational and community resource which cannot be eliminated from the proposed middle school program. The City had two middle schools that served the District for decades; and both of these middle schools included a full-size auditorium. Even the existing Memorial Building, which as one of the smaller middle schools in the City (it is 103,000gsf), included a full-size auditorium with approximately 700 seats. The Briscoe Middle School includes an auditorium with over 1,200 seats. The integral use of the auditorium within the educational program is grounded in decades of actual educational practice which results in a very high utilization rate of the auditorium by the Beverly Public Schools and the City of Beverly.

The Beverly Public Schools understands that the MSBA has developed a guideline which suggests that a “cafetorium” can provide the necessary educational space within a middle school environment; and although it is not our intent to debate the merits of a cafetorium within all educational environments, there are very specific reasons why this approach does not satisfy the goals of the Beverly educational program.

1. One of the fundamental principles of the educational program includes a belief that the dining space must be closely integrated into the academic neighborhoods such that it provides many multi-use opportunities to support education well beyond simply a “cafeteria”. The traditional dining space within most schools is one of the most underutilized areas, while opportunities for students to spread out and develop large-scale projects in close proximity to their academic classrooms are not available. The educational programming process resulted in a strong belief that the space dedicated to student dining can be much more “useable” throughout the day if it is more closely linked to the academic neighborhoods. It is not being viewed as a “noisy” space that will be used only during the middle of the day for lunch and should therefore be separated from the remainder of the academic program areas, but instead is being viewed as an “active” multi-purpose area which can be used for dining, presentations, student projects, large group breakout, and various other educational uses that require direct proximity to the academic neighborhoods. Each of the dining areas would include the appropriate acoustics to insure that they provide appropriate space for students to work on group projects and to conduct student and guest presentations. There was also a strong desire to insure

that the location of these dining areas provides indoor/outdoor integration to a secured outdoor area (courtyard), such that activities related to the space could easily spill outdoors when appropriate, and the dining spaces would be filled with natural lighting from outdoors. This connectivity will provide access for students before and after school as well as during lunch. It also allows more direct access for students within the academic neighborhoods to be able to conduct their projects utilizing outdoor resources such as a garden and use it as a learning space and a space to create a portion of the fresh vegetables for the lunch program.

This proposed use and function of the dining space would be compromised if it were to be created as a “cafetorium” where the design function becomes driven by seating arrangement, sightlines, and the introduction of a stage as the primary focal point.

2. Another primary goal of the educational program was to break down the scale of the dining areas (split into at least two dining areas) to avoid the negative consequences of attempting to address the needs of a 1,400 pupil population within a single contiguous dining area. Under this approach, one of the two dining areas would not receive a stage, would require a duplicate stage, would not have a full size stage, or would involve organizational compromise in order to share a stage with the other dining area.
3. The Beverly Public Schools has a tremendous opportunity to continue to take advantage of free educational resources (both staff and equipment) that are offered to the District from outside of the School Department as a result of strong community, business, and cable access relationships. The elimination of a “true” auditorium as a performance and presentation space within the middle school educational environment would compromise these relationships and the opportunities provided to students and staff. These school/community/business relationships have developed over decades based on an enormous amount of work by educators, and their loss would greatly impact many current and future educational opportunities.
4. Although we understand that the MSBA cannot participate in community opportunities, an auditorium within the Beverly Middle School has become a highly utilized community resource over many decades and members of the community cannot comprehend losing such a resource as a result of a new school project.

The proposed auditorium space will be moved to the “Other” category. The District understands that the MSBA space standards do not include auditoriums for middle schools and that this space, whether newly constructed or part of a renovation, would

be non-reimbursable. However, the District has outlined several reasons why this space is critical to the success of the uniquely large student population at the Beverly Middle School. Its incorporation into the project satisfies many important educational and community goals, and the District requests that it be included in the project despite its non-reimbursable status. Additionally, the District requests that the MSBA consider two important and related factors in its evaluation of this space: (1) The MSBA guidelines and space standards do acknowledge the need for and acceptance of an appropriate performance stage. The guidelines attach this stage to the cafeteria; however, the District is assuming that the attachment of the stage to the non-reimbursable auditorium does not make such stage non-reimbursable. The District is assuming that the stage space allowed within the MSBA guidelines can be located as per the District's educational program and goals, and be fully reimbursable; and (2) The District requests that only that space directly attributable to the square footage of the auditorium be designated as non-reimbursable, as the net and gross square footage of the auditorium would be very similar and the space summary grossing factor of 1.5 would not be applicable to the auditorium space.

**Other:**

The Dental Clinic is presently housed at the existing Briscoe Middle School building and is a Beverly Health Department program that has been in existence since 1916. The Dental Clinic currently provides services to student's District-wide. The current facility is inadequate, lacks office space, and is inefficiently laid out.

### 3.1.4 Evaluation of Existing Conditions

- Existing historically significant features (if applicable) and any related effect on the project design and/or schedule - *The MSBA notes that the District reported that neither the existing Middle School or Memorial Buildings are listed as historic with either the State or the National Register of Historic Places. Please confirm if the District will be submitting a Project Notification Form to the Massachusetts Historical Commission, and that this action is in conformance with Massachusetts General Law 950, CRM 71.00.*

**Response:** Upon approval of the Preferred Schematic Design and Report option and during the Schematic Design Phase, a project notification form will be submitted to MS Historic Commission (MHC). The Owner's Project Manager will reflect these activities and milestones in the updated Project Schedule as part of the Preferred Schematic Design and Report submission.

- Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives - *A geotechnical report has not been completed at the existing Middle School site. The geotechnical report for the Memorial Building site describes the need for an extensive concrete filled pier (CFP) foundation system to mitigate the effects of subsurface conditions associated with a potential project. To fully understand the potential cost impact of this system, please provide an overview of the preliminary costs associated with the CFP system and how this cost would compare to foundation costs at other potential site options.*

**Response:** The cost of the CFP system is approximately \$2.8 million. There are no other

site options for the new middle school within the City of Beverly, but if another site did (hypothetically) exist, it would likely contain very similar soils conditions, as the same conditions are inherent throughout the City. The costs of the CFP system was included within the cost estimates provided in the PDP and are being developed in more detail for the Preferred Schematic estimates.

The full cost for the CFP system should not be considered a “premium”, as most projects include some form of structural fill, soil removal and replacement, and/or subsurface improvements under the building slab. Such improvements will not be required on the proposed site as a result of the use of the CFP system.

In order to reduce the potential costs of the foundation system, two other alternatives are currently being considered for the project:

### **Geo-Concrete Columns (GCCs)**

GCCs consist of concrete columns installed through the existing fill and clay and extend into the underlying sand or to the top of rock. GCCs are installed by means of a steel pile with a 15- to 18-inch diameter tip (mandrel) equipped with a pumping port and an air pressure relief valve. First, the mandrel is placed on a pile of concrete or stone on the ground and is driven while pumping concrete by means of a concrete pump attached to the top of the mandrel. Once the bottom depth is reached, the mandrel is raised and lowered several times while pumping concrete so as to create an enlarged bulb at the bottom of the GCC. Finally, the mandrel is extracted while pumping concrete leaving a 15- to 18-inch column of concrete in place. Where the GCCs are installed from the ground surface, the earthwork contractor should cut the excess length of GCCs within the first four hours of installation before the concrete hardens. A layer of granular material is provided as a break between the bottom of the footings and the top of the GCCs.

### **Pre-consolidation**

Pre-consolidation is a process where compressible soils are surcharged prior to construction to induce consolidation settlement (pre-construction settlement). The surcharge is typically achieved by piling soil on top of the compressible soil and leaving it in place for a predetermined duration while monitoring the settlement. The magnitude of the pre-construction settlement is a function of the magnitude of the surcharge and the duration of the surcharge. Additionally, the use of wick drains would be considered to help reduce the surcharge duration. The intent of the process is to induce settlement in the compressible soil under the weight of the soil surcharge so that after the surcharge is removed and the proposed footings are constructed, the footings experience only a fraction of the settlement they would have otherwise experienced. Typical soil surcharge heights vary between a few feet up to 20 feet. Surcharge

durations range from 6 months to 18 months, and up to 24 months where the clay deposits are thick.

- Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation - *The Phase I Initial Site Assessment for the Memorial School indicates that there are two existing underground fuel oil storage tanks at the site. If the proposed project is to require the removal of the tanks, please document the scope associated with the removal, and note that all costs associated with the removal of underground fuel storage tanks as well as any necessary soil remediation, are categorically ineligible for MSBA reimbursement.*

**Response:** The contractor awarded the bid for the work will be required to have a license to remove and legally dispose of the tanks. The tanks will be pumped out removing any remaining liquid by a licensed hauler, excavated, and removed from the ground and transported to a State approved disposal facility. Soils around the tank will be tested following its removal to determine if any soil remediation is necessary. The work associated with the tank removal, particularly the soil testing and any follow-up soil remediation (if necessary), shall be overseen by a Licensed Site Professional, or other qualified environmental professional. Paperwork documenting the removal process and soil testing will be required along with direct coordination with the Beverly Fire Department. Based on the comments above, it is understood that the costs associated with the removal of underground fuel storage tanks, as well as any necessary soil remediation, are categorically ineligible for MSBA reimbursement. The bid documents will be written to include an allowance for soil removal associated with the soil remediation.

- Assessment of the facility for the presence of hazardous materials - *It should be noted that all costs associated with the removal of asbestos containing floor and ceiling tiles are categorically ineligible for MSBA reimbursement.*  
**No response required.**

### 3.1.5 Site Development Requirements

- Narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives - *The report indicates that the existing Middle School site is unable to support the current or proposed educational program. The educational program states that "The current middle school population of approximately 1,000 students results in severe overcrowding of both the building and site." Please provide additional information through graphics and narratives illustrating the site constraints at the existing Middle School site and why it would be unable to support the proposed program.*

**Response:** The size and shape of the site are important factors in its constraints for the proposed program. Additionally, the buildable area of the site is significantly reduced due to the existing bus storage facility actively used on the site. Please refer to the attached "Existing Conditions and Site Plan" which depicts details about the property. The site is bordered by Sohier Road and Colon Street to the west and south as well as residential development to the north and east. This creates an irregular shape lot towards the southwest corner. Parking at the site is currently limited and requires that most of the visitors and staff park on the streets and in the surrounding neighborhood, creating safety concerns for pedestrian access and undesirable overflow into the

neighborhoods. Additionally, storm water infiltration practices might be limited due to potential existing site contamination noted in the Phase 1 Site Assessment. Expansion of the program at this facility would create a more constrained condition that would limit this site's desirability as an alternative for a new and/or renovated school.

- Existing site plan(s) including the following features:
  - Wetlands and/or flood restrictions - *The Memorial Building site evaluation indicates that an environmental review may determine that a vernal pool exists on the site. Please confirm that the appropriate steps are being taken to determine the presence of existing vernal pools and will be completed prior to the District selecting its preferred solution.*

**Response:** A preliminary environmental review of the Memorial Building site was recently conducted which included review of the existing wetlands and the potential for vernal pools. During this review, it appeared that the existing wetland system does not contain a vernal pool. Additionally, according to the MassGIS online data mapping, it does not indicate any potential or certified vernal pools on this site as defined by the Natural Heritage and Endangered Species Program. More extensive investigation will be undertaken in the next phase of design.

### 3.1.6 Preliminary Evaluation of Alternatives

- The Preliminary Evaluation of Alternatives should include a detailed analysis of compliance with District objectives for each of the following:
  - Analysis of school district student school assignment practices and available space in other schools in the District - *Not provided. See note below regarding the submission of the May 2011 report by Beverly Public School's Strategic Planning Committee Facilities Usage Ad Hoc Subgroup.*

**Response:** Reference "Attachment C".

- Tuition agreement with adjacent school districts - *Not provided. Please provide a description of any tuition agreements or educational collaboratives that the District may participate in.*

**Response:** Beverly does not have tuition agreements with adjacent school districts with the exception of Essex Technical High School. In addition to membership at Essex Technical High School, Beverly is a member of the Northshore Education Consortium.

As a result of a Beverly School Committee decision to close the McKeown Elementary School as an elementary school beginning in 2008, the Beverly Public Schools and the Northshore Education Consortium (NEC) formed a partnership to share that facility to serve similar populations. Beverly will provide rental space to NEC's Northshore Academy. The Academy serves a middle/high school student population. This partnership is referred to as the Northshore Academy at McKeown School.

- Rental or acquisition of existing buildings - *Not provided. Please indicate if there are any available facilities within the District that may help to alleviate existing constraints.*

**Response:** Redistricting of the Elementary Schools happens periodically in order

to balance the schools. At present, there are no extra spaces to support an increase in student population. At the Elementary level, there are no extra classrooms; in fact computer labs and science classrooms have been utilized as classroom or special needs space. The McKeown School is presently occupied by the Northshore Education Consortium. Beverly is a member of the Consortium.

The curriculum will reflect the Massachusetts Curriculum Frameworks and well-researched best practices. Students here are often chronically truant and unable to participate in public schools due to overwhelming emotional and behavioral concerns. They require outreach and individualized attention in small, structured environments where the academics are tailored to address their specific needs. The overarching goal will be to develop a small structured community where students can build on their strengths, feel safe and secure in a small setting, and be provided access to counseling, academic tutoring, and vocational opportunities so they can be successful learners.

NEC pays rent to the School District for use of this space.

There are no existing buildings available for rent or acquisition in Beverly to help alleviate the space issues or replace a building of Briscoe's limitations and vintage. Due to the future Middle School, there is a need to relocate programs. McKeown School will be the site of all Pre-School classes beginning in September 2015. This will provide a more cohesive and efficient program than is presently provided at multiple sites. The program is also expanding the number of students served which will be able to be supported at McKeown. There are no other available options to help ease existing constraints.

- Base repair option that is limited to minimum work to meet current code requirements - *The overview and preliminary cost analysis for the base repair option indicates that the MSBA would not reimburse for this option. However, it should be noted that if the District determines that a base repair option is the most cost effective and educationally appropriate solution for the conditions documented in the District's Statement of Interest, the MSBA would participate in reimbursement of such an option.*

**No response required.**

List of three distinct alternatives (including at least one renovation and/or addition option) are recommended for further development and evaluation. - *The submittal indicates that the following alternatives are recommended for further evaluation:*

- *Option 1: New construction on the Memorial Building Site*
- *Option 2: Renovation and addition to the existing Memorial Building*
- *Option 2b: Renovation and addition to the existing Memorial Building, reusing less of the existing building.*

*The MSBA notes that of the nine preliminary alternatives considered, all of the*

*alternatives proposed include an auditorium. Please note that the MSBA's guidelines include space for a stage as part of the cafetorium only in the middle school program. The MSBA does not participate in the construction or renovation of auditoriums in middle school projects and, therefore, if accepted as part of this project, the costs associated with the design and construction of an auditorium would be the sole responsibility of the District. Further, the MSBA requires that at least one alternative to build a new middle school that does not include an auditorium be included in the final evaluation of alternatives.*

**Response:** As per the MSBA requests, the District will develop an Option 1B which does not include an auditorium. However, the District's educational program includes very specific goals for the student dining area that requires that it be:

1. Broken down in scale (split into at least two dining areas) to avoid the negative consequences of attempting to address the needs of a 1,400 pupil population within a single contiguous dining area.
2. Fully integrated into the academic neighborhoods such that it provides many multi-use opportunities to support education well beyond simply a "cafeteria".
3. Located directly adjacent to a large outdoor courtyard to promote indoor/outdoor activities and the abundance of natural daylight.

As a result of these goals, the District feels that attempting to attach a stage to the proposed dining areas would not result in a functional and efficient use of space and, therefore, under the proposed Option 1B, the stage area will be attached to the gymnasium space.

#### **Additional Comments:**

- *Please provide a copy of the May 2011 report by Beverly Public School's Strategic Planning Committee Facilities Usage Ad Hoc Subgroup which, as stated in the PDP introduction, reviewed the grades 5-8 middle school configuration and the current state of facilities within the District.*

**Response:** See attached "Attachment A", "Attachment B", and "Attachment C".

- *The Memorial Building currently houses School District Administration and Superintendent's Office, a pre-kindergarten facility, a Police Unit, the Building Commissioner and Inspectional Services, as well as a state-approved remedial Recovery High School for young people with substance abuse issues. Please provide further information regarding the potential relocation of these programs including any local, state, or DESE approvals that may be required.*

**Response:** The School Department will be moving the offices and programs from the Memorial Building to the McKeown School. This includes all Pre-kindergarten programs and the School District Administrative Offices including the Superintendent's Office. There is enough room at McKeown for the foreseeable future. Recovery High School will move to the Northshore Education Consortium buildings on Sohier Road in Beverly.

They are expanding to a second building that will house the Academy programs presently housed in McKeown. That campus will also house Recovery High School. The Northshore Education Consortium has been working on all approvals they need.

## **Attachment 'B' - Module 3 PDP Initial Space Summary Review**

**District: City of Beverly**

**School: Briscoe Middle School**

**Submittal Due Date: November 25, 2014**

**Submittal Received Date: November 25, 2014**

**Review Date: December 2 - 11, 2014**

**Reviewed by: C. Forde, C. Finch**

The Massachusetts School Building Authority (the "MSBA") has completed its review of the proposed initial space summary included with the Preliminary Design Program as produced by Ai3 Architects, LLC and its consultants. This review involved evaluating the extent to which the Beverly Middle School's proposed space summary conforms to the MSBA guidelines and regulations.

The MSBA considers it critical that the Districts and their Designers aggressively pursue design strategies to achieve compliance with the MSBA guidelines for all proposed projects in the new program and strive to meet the gross square footage allowed per student and the core classroom space standards, as outlined in the guidelines. The MSBA also considers its stance on core classroom space critical to its mission of supporting the construction of successful school projects throughout the Commonwealth that meet current and future educational demands. The MSBA does not want to see this critical component of education suffer at the expense of larger or grander spaces that are not directly involved in the education of students.

The MSBA review is based on the Middle School guidelines for a design enrollment of 1,395 students for new construction to give the District an understanding of the MSBA's position relative to MSBA guidelines. It should be noted that the MSBA and the District have mutually agreed to a study design enrollment of no more than 1,395 students serving grades 5-8 or 1,040 students serving grades 6-8. Should the feasibility study result in a 6-8 grade configuration, or an addition/renovation option, additional review will be required.

**The MSBA review comments are as follows:**

- **Core Academic**
  - **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 51,930 net square feet (nsf) which exceeds the MSBA guidelines by 1,860 nsf.
  - **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 67,540 net square feet (nsf) which exceeds the MSBA guidelines by 2,230 nsf.  
-*The MSBA notes the additional square footage in this category is attributed to:*
    - *Academic team rooms - The MSBA recognizes this space as the "neighborhood commons" or "maker/builder spaces" as indicated in the educational program. Prior to accepting the additional square footage, the MSBA needs to better understand how the proposed spaces are utilized as part of the Educational Program. Please provide information on scheduling, teaching methodology, and specific features that this area*

would require.

**Response:** Please reference the detailed response provided in the “Functional and Spatial Relationships and Adjacencies” section of this document.

- *Teacher Collaboration rooms - Please provide a description as to how the proposed grade level Teacher Collaboration areas are to be scheduled and used.*

**Response:**

#### Teacher Collaboration Rooms

Teacher collaboration rooms will be occupied by teachers during their planning periods, and will also provide meeting spaces for teachers to collaborate on lesson plans and cross-discipline activities. They will provide an opportunity for teachers to work professionally outside of the classroom in a location that gives them visibility to students who are working and socializing outside the classroom. They are intended to have the passive benefit of providing additional teacher oversight of student-occupied areas. They provide the traditional benefits of work/planning space, but also are specifically intended to put this work and planning on display to students (visually) who are circulating or working within the immediate area.

- **Special Education**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 11,660 net square feet (nsf) which exceeds the MSBA guidelines by 590 nsf. Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education (DESE). The District should provide the information required with the Schematic Design Submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.

- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 15,850 net square feet (nsf) which exceeds the MSBA guidelines by 750 nsf. Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education (DESE). The District should provide the information required with the Schematic Design Submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.

**No response required.**

- **Art and Music/ Voc-Tech**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a combined total of 13,525 nsf which exceeds the MSBA guidelines by 2,125 nsf.

- **5-8 Middle School (1,395 students)** - The District is proposing to provide a combined total of 16,150 nsf which meets the MSBA guidelines. - *The MSBA accepts the proposed space in this category; however, please provide a description of the proposed STEAM Academic support spaces, and how they differ from the Small Inclusion rooms as carried in the special education category. Additionally, please describe how the proposed Integrated Academic Production Labs are utilized as part of the Educational Program and how they relate to the Academic Team Rooms carried in the Core Academic category. If these spaces are analogous, relocate this space to the Core Academic category. Please provide information on scheduling, teaching methodology, and specific features that this area would require.*

**Response:** In addition to the information below, please refer to the detailed response provided earlier in this document related to the “Academic Production Labs” and STEAM academic support spaces.

#### Small Inclusion Rooms

Small inclusion rooms allow students who would traditionally have to be pulled out of their academic neighborhoods to receive supplemental educational services without having to leave their respective neighborhoods. In many instances, these rooms will allow for full integration and inclusion, where a student who requires assistance is provided with such in an inclusion room directly adjacent to, and visible from, the classroom. The educational program identifies the efficiency associated with bringing these services to the student (in lieu of requiring the student to leave his or her neighborhood) and the benefits of allowing the student to feel included as part of his or her academic team. These rooms also allow students with relatively minor needs to be involved in a traditional co-teaching environment without the aid of a special education instructor, where one of the co-teachers within the team is providing periodic support services at a varied pace. In addition to serving students who need additional assistance, these rooms will provide space for students who are demonstrating advanced progress to be awarded an opportunity for advanced, and sometimes independent, study in a smaller, visually supervised environment.

- **Health and Physical Education**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 15,950 nsf which exceeds the MSBA guidelines by 7,550 nsf.
- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 16,250 nsf which exceeds the MSBA guidelines by 7,850 nsf. - *The MSBA notes the additional square footage in this category is attributed to:*
  - *Gymnasium - The District indicates that an additional 6,000 nsf gymnasium is proposed to satisfy its educational program of separating the grade 5/6 and 7/8 cohorts. Prior to accepting this variation, the MSBA will require the District's anticipated utilization rates and scheduling methodology for the proposed four teaching stations.*

**Response:**

## Health and Physical Education

Below are the proposed program offerings and their respective required spaces and sections. Note that the proposed program includes four (4) teaching stations for grades 5 through 8. In some instances, program offerings require only one-half (½) of a teaching station, and in some instances, a program offering requires two (2) teaching stations. The summary below incorporates this to establish the equivalent number of teaching stations and their weekly utilization rate.

### GRADES 5 AND 6

	<u>Avg Class Size</u>	<u>Sections</u>	<u>Stations</u>	<u>Stations per Week</u>
<b><u>Physical Education 1</u></b>	23	10	2	20
Offerings within the Physical Education 1 coursework require a 5,000sf full court for the applicable manipulative. This equates to two (2) teaching stations.				
<b><u>Physical Education 1b</u></b>	12	15	1	15
Offerings within the Physical Education 1b coursework require 2,500sf for the applicable manipulative. This equates to one (1) teaching station.				
<b><u>Physical Education 2</u></b>	12	5	1	5
Offerings within the Physical Education 2 coursework require 2,500sf for the applicable manipulative. This equates to one (1) teaching station.				

	<u>Avg Class Size</u>	<u>Sections</u>	<u>Stations</u>	<u>Stations per Week</u>
<b><u>ASD Adaptive PE (Movement)</u></b>	4	8	1	8
(Autism Spectrum Disorder) Offerings within the ASD Movement coursework require 2,500sf for the applicable manipulative. This equates to one (1) teaching station.				
<b><u>ASD Adaptive PE (Floor)</u></b>	2	8	½	4
(Autism Spectrum Disorder) Offerings within the ASD Floor coursework require 1,250sf for the applicable manipulative. This equates to one-half (1/2) of a teaching station.				

<b><u>Health / Fitness Applications</u></b>	12	24	¼	6
Offerings within the Health / Fitness Applications are part of the non-classroom component of health education and are conducted only one (1) semester per year. They require 1,250sf for the applicable				

manipulative. This equates to one-half (½) of a teaching station for one-half (½) year and is therefore entered as one-quarter (¼) of a teaching station.

**5th and 6th Grade Summary**

The above offerings result in the use of 58 teaching stations per week, with the 6 period schedule allowing for the use of 60 available teaching stations per week (2 teaching stations x 30 periods per week). This equates to over 95% utilization of the 5th and 6th grade H&PE stations. The District’s ASD population varies yearly, and in the event that the ASD population is lower in any given year and any of the above required 12 stations are available, it would be the desire of the District to utilize these stations for OT/PT. Most OT/PT services will be delivered in dedicated teaching spaces outside of the programmed 2 H&PE teaching stations. However, as per the educational program, it is the goal of the District to take advantage of any available gymnasium teaching stations to deliver varied OT/PT services periodically within the mainstream (gymnasium) environment. This strategy will result in almost 100% utilization of the available H&PE space. The educational program identified the desire for at least 4 sections of availability per week within the gymnasium space. This may be possible in some years, dependent on student population.

**GRADES 7 AND 8**

<u>Avg Class Size</u>	<u>Sections</u>	<u>Stations</u>	<u>Stations per Week</u>
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<b><u>Physical Education 3</u></b>	23	15	2	30
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Offerings within the Physical Education 3 coursework require a 5,000sf full court for the applicable manipulative. This equates to two (2) teaching stations.

<u>Avg Class Size</u>	<u>Sections</u>	<u>Stations</u>	<u>Stations per Week</u>
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<b><u>Physical Education 3b</u></b>	12	10	1	10
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Offerings within the Physical Education 3b coursework require 2,500sf for the applicable manipulative. This equates to one (1) teaching station.

<b><u>Physical Education 4</u></b>	12	5	1	5
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Offerings within the Physical Education 4 coursework require 2,500sf for the applicable manipulative. This equates to one (1) teaching station.

<b><u>ASD Adaptive PE</u></b>	4	12	½	6
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(Autism Spectrum Disorder)

Offerings within the ASD Adaptive PE coursework require 1,250sf for the applicable manipulative. This equates to one (1) teaching station.

<b><u>Health / Fitness Applications</u></b>	12	15	¼	4
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Offerings within the Health / Fitness Applications are part of the non-classroom component of health

education and are conducted only one (1) semester per year. They require 1,250sf for the applicable manipulative. This equates to one-half (½) of a teaching station for one-half (½) year and is therefore entered as one-quarter (¼) of a teaching station.

### **7th and 8th Grade Summary**

The above offerings result in the use of 55 teaching stations per week, with the 6 period schedule allowing for the use of 60 available teaching stations per week (2 teaching stations x 30 periods per week). This equates to over 90% utilization of the 7th and 8th grade H&PE stations. As per the educational program, it would be the desire of the District to utilize the five remaining sections for OT/PT. Many OT/PT services will be delivered in dedicated teaching spaces outside of the programmed 2 H&PE teaching stations. However, as per the educational program, it is the goal of the District to take advantage of any available gymnasium teaching stations to deliver varied OT/PT services periodically within the mainstream (gymnasium) environment. This strategy will result in 100% utilization of the available H&PE space.

- *Health Classroom - The Health Classroom space is similar in function to a typical classroom and should be carried within the core academic category. Please include this space in the Core Academic category in the space summary.*

**Response:** The District has adjusted the program location within the proposed space summary document as requested by the MSBA. The Health classroom has been moved to the Core Academic category. Reference the attached revised space summary.

- **Media Center**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 6,360 nsf which meets the MSBA guidelines.
- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 8,401 nsf which meets the MSBA guidelines. - *No further action required.*  
**No response required.**

- **Dining and Food Service**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 17,846 nsf which exceeds the MSBA guidelines by 5,200 nsf.
- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 21,572 nsf which includes a 5,700 nsf auditorium and exceeds the MSBA guidelines by 5,700 nsf. - *Please relocate the proposed auditorium space to the "Other" category. The MSBA expects that new spaces or substantially renovated existing spaces be compliant with MSBA space standards. MSBA space standards do not include auditoriums for middle schools. Any work in existing spaces that are currently non-reimbursable by current MSBA standards will not be eligible for MSBA funding.*

**Response:** The proposed auditorium space will be moved to the “Other” category. The District understands that the MSBA space standards do not include auditoriums for middle schools and that this space, whether newly constructed or part of a renovation, would be non-reimbursable. However, the District has outlined several reasons why this space is critical to the success of the uniquely large student population at the Beverly Middle School. Its incorporation into the project satisfies many important educational and community goals, and the District requests that it be included in the project despite its non-reimbursable status. Additionally, the District requests that the MSBA consider two important and related factors in its evaluation of this space: (1) The MSBA guidelines and space standards do acknowledge the need for and acceptance of an appropriate performance stage. The guidelines attach this stage to the cafeteria; however, the District is assuming that the attachment of the stage to the non-reimbursable auditorium does not make such stage non-reimbursable. The District is assuming that the stage space allowed within the MSBA guidelines can be located as per the District’s educational program and goals, and be fully reimbursable; and (2) The District requests that only that space directly attributable to the square footage of the auditorium be designated as non-reimbursable, as the net and gross square footage of the auditorium would be very similar and the space summary grossing factor of 1.5 would not be applicable to the auditorium space.

- **Medical**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 810 nsf which meets the MSBA guidelines.
- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 910 nsf which meets the MSBA guidelines. - *No further action required.*  
**No response required.**

- **Administration and Guidance**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 4,290 nsf which meets the MSBA guidelines.
- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 4,796 nsf which meets the MSBA guidelines. - *As noted above, please describe the difference between the Teacher Collaboration Space (Core Academic) and the Teacher's Workroom and the educational use of both spaces.*

**Response:** Please reference the detailed response provided in the “Functional and Spatial Relationships and Adjacencies” and “Core Academic” sections of this document.

- **Custodial and Maintenance**

- **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 2,515 nsf which meets the MSBA guidelines.
- **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 2,870 nsf which meets the MSBA guidelines. - *No further action required.*  
**No response required.**
- **Other**
  - **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 1,170 nsf which exceeds the MSBA guidelines by 1,170 nsf.
  - **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 1,170 nsf for a space associated with a Dental Clinic - *The MSBA notes that the existing Middle School building has a dental clinic consisting of 627 nsf, however the preliminary design program submittal does not document the function of this space or its relationship to the educational program of the middle school. Please provide a detailed narrative describing the program and its proposed utilization in order for the MSBA to consider supporting a facility that includes this space. Please note that if accepted as part of this project, the MSBA will consider this space ineligible for reimbursement.*  
**Response:** The Dental Clinic is presently housed at the existing Briscoe Middle School building and is a Beverly Health Department program that has been in existence since 1916. The Dental Clinic currently provides services to student's District-wide. The current facility is inadequate, lacks office space, and is inefficiently laid out.
- **Total Building Net Floor Area**
  - **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 126,056 nsf which exceeds the MSBA guidelines by 18,495 nsf.
  - **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 155,509 nsf which exceeds the MSBA guidelines by 17,702 nsf. - *Refer to comments above.*  
**No response required.**
- **Total Building Gross Floor Area**
  - **6-8 Middle School (1,040 students)** - The District is proposing to provide a total of 195,387 gsf which exceeds the MSBA guidelines by 28,987 gsf.
  - **5-8 Middle School (1,395 students)** - The District is proposing to provide a total of 251,925 gsf which exceeds the MSBA guidelines by 28,725 gsf. - *The MSBA notes that an allowable gross square footage will result once an agreeable net square footage is determined. The allowable gross square footage will be determined by the agreed upon net square footage multiplied by a grossing factor of 1.5.*

**Response:** At the request of the MSBA, the District has modified the standard middle school space summary excel spreadsheet to reflect a grossing factor of 1.5 in lieu of the formula calculated grossing factor of 1.62 (based on a student population of 1,395). As a result, the total building gross floor area has been reduced from the previous submission. Reference the attached revised proposed space summary document.

The proposed program is sufficient to proceed with development and comparison of alternatives to identify a preferred alternative provided MSBA comments have been addressed. The space summary shall be refined per MSBA comments and as needed for each alternative and differences from the initial space summary identified. Once an alternative is recommended, the MSBA will review the associated space summary to evaluate conformance with the MSBA guidelines, deviations relating to proposed renovations if applicable, and programmatic needs that may vary from the guidelines.

Beverly Public Schools  
502 Cabot Street  
Beverly, Massachusetts 01915

New Briscoe Middle School  
Grade Configuration Meetings

Audience: Beverly Public School Parents/ Beverly Community

Target Audience: Present Pre-Kindergarten and Kindergarten Parents who will be the first groups/students housed in the new Briscoe Middle School.

Scheduled Meetings: You can attend any one of the meetings that meet your schedule.

1/30/14	Hannah Elementary School	7:00 – 9:00 PM
2/6/14	Ayers Ryal Side Elementary School	7:00 – 9:00 PM
2/7/14	Centerville Elementary School	9:00 – 11:00 AM
2/11/14	North Beverly Elementary School	6:00 – 8:00 PM
2/13/14	Cove Elementary School	6:30 – 8:30 PM

Meeting Agenda

- 1) Overview: Dr. Albert F. Argenziano, Interim Superintendent  
Purpose of Meeting  
Reasons for New Briscoe Educational Specifications

School Panel

- 2) Grade Configuration 5-8 or 6-8  
Panel Principal of School  
Adjustment Counselor of School  
Middle School Principal ( Matt Poska)  
Early Childhood, Special Education (Stacy Bucyk)  
Quality of Instruction  
Quality of Programs  
Utilization of Space  
Social Emotional Issues  
Site Visitations

- 3) Mayor Michael Cahill – City Focus on New Briscoe Middle School
- 4) School Committee Task Force – Co-Chairs  
Annemarie Cesa / Kris Silverstein  
A) Research Based, Information Gathered to date.  
B) Discussion centered around visits to School Districts with Grade 5-8 configuration
- 5) Public Input / Question / Answer Session



# Briscoe Middle School

7 Sohier Road  
Beverly, Massachusetts 01915  
Telephone (978) 921-6103  
Fax (978) 927-7781

Mr. Matthew P. Poska, Principal  
Mr. Terrence Conant, Assistant Principal  
Mrs. Amy Gerade, Assistant Principal

"Our aspirations are our possibilities."  
-Robert Browning

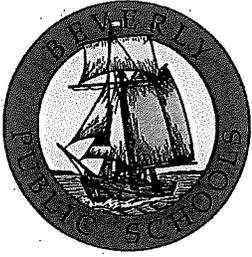
## Questions for MS Visits

1. How do you separate the grade levels from each other? Do they have common space?
2. Are teams still in place and how are they configured? What licenses do they have? How did you work with staff/union to address?
3. What academic benefits were noticed due to this grade configuration?
4. What does your schedule look like? Do you have 'safety nets' built into the schedule?
5. What impact does this grade configuration have on Special Education Programming? Are there space issues in the building because of this configuration? What SPED Programs are in the building? Are you able to offer small group interventions? How are you able to facilitate team meetings?
6. Were you able to keep more students in district because of this set up?
7. Are there concerns with bussing with a Grade 5-8 configuration?
8. What feedback have you received from staff regarding this configuration?  
Parents?

*"The mission of the Beverly Public Schools is to maximize academic achievement and personal growth of every student."*

### Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Beverly Public Schools are offered without regard to race, color, sex, religion, ancestry, national origin, sexual orientation, disability, and any other class or characteristic protected by law.



**BEVERLY PUBLIC SCHOOLS**  
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**Albert F. Argenziano, Ed.D.**  
**Interim Superintendent of Schools**

Mayor Cahill - - - Visits to Elementary School Schedule

Wednesday, January 29, 2014

<u>School</u>	<u>Time</u>
Cove Elementary School	12:00 PM
Centerville Elementary School	12:30 PM
North Beverly Elementary School	1:00 PM
Hannah Elementary School	1:30 PM
Ayers Ryal Side Elementary School	2:00 PM
McKeown Elementary School	2:30 PM



QUESTION ASKED BY SCHOOL COMMITTEE MEMBER

TEACHERS – GRADE 5

PRESENCE LICENSE

**AYERS:**

Erin Glencross	1 - 6
Alexandria Murray	1 - 6
Lauren Seabrook	1 - 6

**CENTERVILLE:**

Jill Aylward	1 - 6
Danielle Hopkins	1 - 6
Kristopher Melanson	1 - 6

**COVE:**

Stacie Dunleavy	1 - 6
Kara MacLean	1 - 6
Christine Noviello	1 - 6
Peggy Russo	1 - 6

**Hannah:**

Tanya O'Malley	1 - 6
Stephen Sutherland	1 - 6

**North Beverly:**

Kurt Anderson	1 - 6
Stacie Hall	1 - 6
Elizabeth Young	1 - 6

## Attachment B - Minutes on Grade 5-8 Configuration

Beverly School Committee  
Committee of the Whole  
Wednesday, February 26, 2014 at 7:30 pm  
Memorial Building, Room 164

Members Present: David Manzi, Paul Manzo, Kris Silverstein, Annemarie Cesa, Matt Kavanagh, Lorinda Visnick, Mayor Michael P. Cahill

Also Present: Interim Superintendent Albert F. Argenziano, Administrator of Pupil Personnel Services Stacy Bucyk, Director of Finance and Operations Jean Sherburne, Superintendent Elect Dr. Steven Hiersche

Call to Order: Paul Manzo called the meeting to order at 7:30 pm.

### AGENDA

#### Pledge of Allegiance

David Manzi led those present in the Pledge of Allegiance.

#### Approval of the Minutes:

A motion was made by Matt Kavanagh to approve the minutes from the January 29, 2014 Committee of the Whole meeting with edits. The motion was seconded by Paul Manzo and approved by a vote of 7-0.

#### Middle School Grade Configuration

Paul Manzo opened discussion by the committee about the real need to replace Briscoe Middle School. The building is almost 100 years old and the systems are degrading. Many years of discussion and research has suggested the 5-8 model. The district will get state assistance to do the build out. Together as a group the committee has investigated the options, the timeline, and presented the 5-8 model to the community. The fundamental question asked is; "Is there an academic difference between the 5-8 model vs. the 6-8 model?" The committee visited all five elementary schools and held public forums as part of the process before voting. Building the new middle school is the first piece in a long vision of a district space plan.

*Matt Kavanagh:* Thanked all who participated in researching the different middle school models. The concerns that have been brought forward are whether there is an educational value to the 5-8 model. Mr. Kavanagh believes that it's not the model itself, but the execution of the plan. The other concern is whether or not 5<sup>th</sup> graders are socially/emotionally ready for the middle school environment. He believes that it will come down to preparation. Mr. Kavanagh stated that the 5-8 model will open up more opportunities for 5<sup>th</sup> grade students. There will be some flexibility in terms of the 5/6 and 7/8 model in that if the 5/6 model doesn't work we could still go to self contained classrooms at the 5<sup>th</sup> grade level. If we embark on the 5-8 model it will be incumbent on the committee to do it well.

*Lorinda Visnick:* Found that most Ward 6 voters are in favor of the 5-8 model. Ms. Visnick read quotes from her constituents: "I was very impressed with the amount of real work and research that was done to find the best solution." "I was initially against but things that swayed me were the opportunities to have a stronger community with 4 years and stronger academics for 5<sup>th</sup> graders." "I think your group did a great job researching and I loved the presentation." "I think that 5th grade by mid-year is ready to move. I think

the class that will benefit most is the 6th grade.” “The YMCA's Youth Collaborative Board data shows that the youth programs struggle at the middle school. I think there will be better opportunity to engage children from the 5-8 model in positive after school activities.” “I don't think we should base decisions around the thought that "it's too scary to take a bus".” Ms. Visnick stated that the one concern she heard from a Ward 6 resident was, “The thing that makes me cringe is the thought of 5th and 8th graders on the bus.” Ms. Visnick reported that she had done much research on the top 20 schools vs the bottom 20 schools. There are many different types of criteria used to set those rankings and it is difficult to pin point what really makes the difference. Both the top and bottom schools had all different configurations. Therefore she believes that the grade model does not affect the academic outcome of the students. Given constraints of the district and research findings, she is in support of the 5-8 model.

*David Manzi:* Mr. Manzi stated that he was in support of the 5-8 model as well. Over the 9 years he's been on the school committee they have discussed many configurations. He said that he often sees grade 6 as the odd man out and he believes that the environment created with a 5-8 model will benefit all grades. This model also addresses the space issues district wide. He has not heard any negative reasons for not moving forward. Mr. Manzi stated that he is fully in favor of the 5-8 model.

*Kris Silverstein:* Ms. Silverstein stated that she has tried to research this issue from every angle possible. The feedback from her constituents was 50/50. She believes that upon reviewing all research, the pros overcome the cons. She stated that she also views 6<sup>th</sup> grade as the odd man out. She believes in the 5-8 model as long as some issues are addressed; Substantially separate 5/6 & 7/8 grades, make sure that attention is paid to busing, team teaching model is researched, people who sit on the building committee need to make sure there is adequate building administration as well as robust guidance and adjustment counselors, separate lunchrooms, consider recess schedules as well as careful transition plans for students. Ms. Silverstein stated that she is concerned about the loss of revenues from the McKeown rent, transportation of those out of district students who attend McKeown, out placed tuition costs as well as thoughts about the EEC program. She stated that she is in favor of the 5-8 model and has not heard any compelling information otherwise.

*Annemarie Cesa:* Ms. Cesa stated that she was on a committee 21 years ago that looked at the 5-8 model. Over the years the school committee has looked at many different configurations. There is a compelling need for space in the elementary level schools. The preschool revenues are down and the district needs to find them a permanent building. In terms of the SPED students, this model also allows for space to produce additional programs for these students in district. The 5-8 model allows for full day kindergarten as well as providing more opportunities for middle school parental involvement. Ms. Cesa said that she believes this is an opportunity for the district as well as the students.

*Mayor Cahill:* Mayor Cahill thanked the school committee for their research and thoughtfulness about this project. He read the following public statement:

**Public statement concerning Beverly's middle school grade configuration  
– Mayor Michael P. Cahill – February 26, 2014**

Tonight marks an important and exciting step forward on our path towards building and opening a new middle school that will serve our community's children, families, and taxpayers for decades to come. Tonight, we will vote on whether to build a grades 5-8 middle school or a grades 6-8 middle school. Starting with the recommendations of the former School Committee's grade configuration study committee from two years ago, we have researched the experiences of other Massachusetts school districts that have embraced a 5-8 middle school, and we have engaged our community in a rich, meaningful dialogue over the last month.

I entered this process with a sense that our school district's pre-kindergarten through grade eight space and instructional needs might be best served through construction of a 5-8 middle school. Further, I

sensed that financial and time implications favor that option as well. I also entered this process with concerns – those being that we need to determine both the social/emotional soundness and the educational strengths and benefits for our children of a 5-8 middle school. If something significant were to impact my thinking negatively about the 5-8 model on either of these fronts, then I would feel compelled to dig deeper and find a better solution.

Instead, as this process has unfolded, thanks in large part to the outstanding research done by my colleagues on the School Committee, our own Beverly Public Schools educational professionals, and the many educators and parents we've heard from in districts that have 5-8 middle schools, I have gained a much greater understanding and comfort level with the 5-8 middle school model.

As we have learned, there are several key ingredients to creating a safe, developmentally appropriate and strong learning environment in a 5-8 middle school. These include:

- Organizing the school into two separate schools under one roof – a grades 5/6 lower school and a grades 7/8 upper school
- Building physical space that facilitates keeping grades 5/6 and 7/8 substantially separate
- Ability to offer foreign language and other opportunities to fifth and sixth graders
- Providing a robust offering of enrichment and out of school time activities, offered separately to lower and upper school students
- Offering strong transition programs and supports to each rising/incoming fifth grade class
- The ability to tailor fifth grade offerings to students' needs including a range of self-contained fifth grade classes up to two and three teacher teams
- A commitment from our elected officials and educators to protect and support all our middle school students in settings where they will inevitably interact such as on school buses and during some transitional periods, and to keep our lower and upper school students separate when possible

Many great ideas, questions, and concerns have been raised, discussed, and thought through as a result of this community dialogue. To all who have offered input, please know that we listen and we value and respect you. For reasons I will summarize now, I will vote to build a grades 5-8 middle school.

As stated, we have significant space constraints and needs throughout our district from pre-Kindergarten through grade eight in both regular and special education. If we build a 5-8 middle school and house our pre-kindergarten programs in the McKeown School, then we can address our pre-k through grade eight needs with one school construction project – a project that will take at least 3-4 years from now to complete. If we choose to build a 6-8 middle school, we will still need to address our elementary school needs – likely with three elementary school addition projects. That will take years longer to achieve at greater cost with significant impact on our children in at least two ways – 1) those projects would likely include construction activity while children are in the buildings, and 2) current elementary school crowding issues would exist for several years longer. With construction of a new 5-8 middle school, a more cost effective way to address our space needs, we will have more resources to deliver innovative academic programs and expert instruction while encouraging healthy social/emotional development for all our students from pre-kindergarten through grade eight.

In the coming years, while the new middle school is being designed and built, we will work diligently to answer all questions and prepare for a middle school experience that addresses our collective hopes and concerns. To those who have participated in the five school forums and have expressed questions and concerns about the 5-8 middle school model, please join with us to further explore the issues you have raised. We can work through these issues and make our new middle school a place where our children thrive and grow in the most positive ways. I look forward to working with you and the rest of our school community, as well as educators in those districts that have 5-8 middle schools to do this right and deliver the best education possible for all our children. I ask my School Committee colleagues to join me in voting to build a new grades 5-8 middle school.

*Paul Manzo:* Mr. Manzo stated that he shares much of his colleague's sentiments. He said he is very appreciative of those who spent time researching the different middle school models. Throughout the process he was looking for a red flag that told him this would not work. Mr. Manzo is confident that the administrators and teachers will make this model successful. He stated that he would be voting for the 5-8 model based on the additional opportunities it offers students and the space issues it addresses for the district.

Annemarie Cesa made a motion to agree to construct the new Beverly middle school to be a 5-8 grade configuration model. The motion was seconded by Kris Silverstein and approved by a roll call vote of 7-0:

Roll Call:	Kris Silverstein	Yes
	Lorinda Visnick	Yes
	Mayor Cahill	Yes
	Annemarie Cesa	Yes
	Matt Kavanagh	Yes
	David Manzi	Yes
	Paul Manzo	Yes

*The committee called a recess from 8:05 – 8:10*

#### **2014-2015 Budget**

Dr. Argenziano presented the 2014-2015 proposed budget plan. He reminded the committee that on December 18<sup>th</sup> they were presented with district budget requests that totaled approximately \$4.4 million. This has been reduced to \$2.2 million and he would like to reduce it further to \$1.9 million. The \$1.9 million would include all mandated positions and salary increases inclusive of steps. Annemarie Cesa had previously inquired about how many positions had been added since the budget was last approved. Dr. Argenziano presented a list of the 43 positions that have been added. 32 positions had been added by previous Superintendent Dr. Galinski and 11 had been added by Dr. Argenziano. At the last Leadership meeting he asked the principals to look the list over and see if there was anything that could be used to offset current budget requests. Dr. Argenziano said he would have their feedback for the March meeting. The committee inquired about the term "soft money" and he stated that means the funds are coming from either revolving accounts or grants. Mayor Cahill inquired about the salary figure of \$65,849 that is used throughout the budget proposal. Dr. Argenziano stated that this is a midpoint salary. Mayor Cahill asked about the staffing of nurses and the role of nurse leader. There is a great need in all schools for nursing services district wide. The nurse leader position was previously only 2.5 days and any issue that would arise was not worth the potential risk and so the committee approved the increase of the nurse leader to a full time position this year. Kris Silverstein stated that one of the issues with nurse staffing is that when we don't have enough nurses, we need to get a substitute and this tends to be very costly.

The committee asked about Technology Support Salaries of \$49,365.00 and the "Loss of Grant Funding". Director of Finance and Operations Jean Sherburne stated that she had been using grant money to fund these positions, but it is a stretch in terms of the grant guidelines. Therefore, while the grants funds are still coming in, the Technology Support Salaries need to be paid out of the budget instead.

The committee discussed the Utilities increase estimate of \$33,000. Annemarie Cesa said she would be concerned if we depended on Revolving Accounts to pay this. Kris Silverstein inquired about whether or not there has been any savings realized since starting the composting and recycling programs in the schools. Lorinda Visnick explained that the cost of JRM and the cost of compost pick up creates a net zero effect. The real savings will be in the reduction of trash, therefore paying for fewer pounds to be sent to the incinerator.

Annemarie Cesa discussed the Human Resource needs of the schools. She inquired about whether or not a position could be merged with the city. Jean Sherburne stated that City Hall has taken up some of the HR responsibility, but their HR needs vary greatly and it is difficult to merge the two.

Mayor Cahill inquired about the positions that were added to the budget. Dr. Argenziano stated they are mandated and statutory positions. Paul Manzo said that it also includes positions added during the year to maintain level service. Some of these positions were paid with soft money and now need to be added into the budget.

Lorinda Visnick inquired about the Technology Plan that was removed from the purposed 2014-2015 budget. Dr. Argenziano stated he is proposing doing the Technology Plan through a City Wide Bond. He stated that in speaking with other districts, it has been suggested that the Technology Plan be presented and done immediately and all at once. Ms. Visnick stated she believes we need to fully investigate other funds such as grants that may be available for technology. Mayor Cahill said the he will be starting a new Grant Funds Task Force and will present the needs of the school district Technology Plan. He said one of the goals of the Grants Task Force is to investigate how to resource grants better,

Kris Silverstein requested an estimate of enrollments and staffing district wide as well as future projections for the next meeting.

**Consider Execution Session**

Matt Kavanagh made a motion to enter in Executive Session to discuss strategy with respect to collective bargaining with union and non-union personnel and not to return to open session. The motion was seconded by David Manzi and approved by a roll call vote of 7-0.

Roll Call:	Annemarie Cesa	Yes
	Matt Kavanagh	Yes
	Mayor Cahill	Yes
	David Manzi	Yes
	Kris Silverstein	Yes
	Lorinda Visnick	Yes
	Paul Manzo	Yes

Lorinda Visnick made a motion to adjourn. The motion was seconded by David Manzi. *So Voted 7-0.*  
The meeting adjourned at 9:20 pm.

Respectfully submitted,

Annemarie Cesa  
Secretary



**School Committee  
Beverly Public Schools**

502 Cabot Street  
Beverly MA, 01915

Annemarie Cesa, President  
Maria T. Decker, Vice-President  
Paul A. Manzo, Secretary  
William F. Scanlon, Mayor  
David Manzi  
Karen Fogarty  
Kristin Silverstein

Strategic Planning Committee - Ad Hoc Committee on Facilities Planning  
Report Summary – Joint School Committee/City Council Meeting  
November 15, 2011

Members:

Maria Decker, Chair; Matt Poska; Sue Charochak; James Coffey; George Binns; Heike Gibson

Task:

Create school and grade model configurations for preK through grade 8 that best utilized space available, while maximizing educational opportunities for students, and minimizing operating costs. The SPC Facilities group began meeting bi-weekly in September 2010; an initial report was presented in February 2011, with the final report of recommendations delivered in June 2011.

Process:

The SPC Facilities Group conducted a select literature review (see attached references), reviewed substantial district historic and projected enrollment data, reviewed architectural plans of district school buildings to determine number of rooms in addition to regular classrooms, held extensive discussions on members' values regarding the emerging issues, and reviewed models of both peer communities, and those to which we strive to be more like. In addition, district budget survey data was reviewed and interviews were held with members of district administration, school building architects, and the city Commissioner of Public Services. In an effort to provide engaging and equitable opportunities to enhance and sustain learning, and to prepare students for higher education and the 21<sup>st</sup> century workforce, the SPC Facilities subgroup presents the following recommendation for middle school education.

Areas of Focus:

- Incorporate best educational practices at all levels.
- Maximize existing space.
- Create 21<sup>st</sup> century facilities with the ability and flexibility to house technological infrastructure and advances.
- Appreciate trends in grade and school configurations.
- Expand academic, co-curricular, and extra-curricular offerings for students.
- Allow for growth in full-day kindergarten.
- Smooth out class size inequities at elementary level, and student teacher ratio between elementary and secondary levels.
- Retain and/or increase revenue opportunities.
- Allow for growth in preK education.
- Expand in-house Special Education programs.

- Examine to what extent building capacities and projected enrollment limit or allow different grade configuration scenarios.

#### Findings:

The experience of grade level structures currently in operation both across the country and in neighboring districts shows that grade and school configurations indicate a myriad of grade spans. Decisions are influenced by a community's history, values, facilities, budget considerations, and educational philosophy. Grade span configurations vary greatly and range widely. Sometimes, within the same district, grade level patterns vary almost as much as they do across districts.

#### Models Explored:

Seven different school/grade configuration models were explored in depth, accounting for school size, class size, number of classrooms, transportation, educational groupings, and curriculum alignment. Projected student enrollment is based on NESDEC estimates from December 2010.

#### Results:

Most models explored did not work logistically – too few classrooms forcing the need to purchase/rent modular classrooms, great loss of rental revenue, duplication of services (nursing, library/media specialists, special education therapies and related programs), wasted space, teacher certification issues, redistricting, more transitions, curriculum losses, need to purchase non-consumables, transportation costs, loss of neighborhood schools, cafeteria lunch scheduling and more.

#### Executive Summary:

The research and data collected for this report support the following conclusions:

1. Beverly must renovate/expand its middle school. The current facility (Briscoe) cannot support educational objectives and 21<sup>st</sup> century learning and is failing structurally and systemically. This strong, beautiful building has served our community well, yet is in great need of costly long and short-term repairs and renovations, as well as increased space for special education programs and support services for all students. None of the systems in the building meets today's code.
2. Schools with larger grade spans can strengthen a school system's vertical articulation of the curriculum and provide more opportunity for positive interactions between students of different ages both academically and in co-curricular activities. Literature suggests a grade 5-8 middle school will also lend itself to increased parental involvement at a time when parents are beginning to step back but assistance is crucial.
3. The more students of like grade in a building, the more opportunities for activities which contribute to curriculum consistency. A configuration with more students per grade in each building may minimize unhealthy competition and perceived inequities among the elementary schools, and allow for elimination of trivial comparisons and distinctions. More students per grade in the same school also results in a more cost efficient design.

4. Small learning communities are particularly good at improving the academic achievement for students who have not done well in traditional settings. Small learning communities have a higher graduation rate, promote greater student involvement in co-curricular activities, and experience improved student behavior. The small learning community philosophy can be attained from a school within a school model, such as a Lower Middle School (grades 5 & 6) and an Upper Middle School (grades 7 & 8) housed in a shared building.
5. Increasing the number of transitions between schools leads to a decrease in student achievement during those transition years. Conversely, with fewer transitions, children fare better academically and behaviorally. The more grade levels that each school services, the better the students perform. The longer a student stays in a given school, the better the student performs.
6. Children who do not come to school ready to learn are destined to struggle throughout their educational experience, and are more likely to fail. Attendance at full day kindergarten is positively associated with increased learning in reading and math during the kindergarten year.

#### Rationale/Benefits:

The rationale for the recommended middle school model is based on the following benefits:

- Developmentally appropriate age groupings allows for social/emotional growth and curriculum growth. Statewide curriculum framework is written in these age groupings and allows for increased vertical articulation of curriculum, professional development, and common planning time. Teacher certification reflects these age groups. Students in grade 5 have more in common, socially and emotionally, with 6<sup>th</sup> graders than 4<sup>th</sup> graders.
- Benefits of longer time in one middle school building builds community and family involvement with PTO. Fundraising for traditional trips (6<sup>th</sup> grade Nature's Classroom and 8<sup>th</sup> grade NYC) can occur over a two-year period.
- Enhanced extra and co-curricular activities for 5<sup>th</sup> grade students.
- Increased opportunities for cross-curricular lessons and enhanced differentiated instruction.
- Increased educational opportunities for students in grade 5 through exposure to expressive arts, technology, and foreign language, and daily instruction in science and social studies.
- With four grades, the larger middle school is more cost effective, while the smaller school aspect (lower and upper divisions) allows for academic, social, and behavioral benefits. The upper/lower configuration allows for improved social/emotional support for adolescent students; it enables them to be in daily contact with adults who know the pre-teen/teenaged student well, take an interest in them, and provide them with both academic and emotional support. This model provides a balance between a nurturing environment and academic rigor.

- McKeown is retained for revenue and the ability to keep some of our children's education currently provided through Consortium programs, in the community, decreasing busing costs, and time spent in transportation.
- Expansion of in-house Special Education programs at both the middle and elementary levels allows for return of out-of-district placements, reducing Special Education costs and providing appropriate education for Beverly students in Beverly Schools.
- Science rooms currently used as elementary classrooms will be returned to their intended purpose.
- Capstone projects at 6<sup>th</sup> and 8<sup>th</sup> grade year end align with district standards based grading and service learning initiatives.

Recommendation:

The proposed long-term solution is based on where we as a district want to go, with a solid foundation in educational principles. The school committee and administration support the implementation of a single, grade 5-8 middle school at expanded and updated Memorial Middle School, subdivided into a Lower Middle School of 2-person teams for grades 5 and 6, and an Upper Middle School of 4-person teams for grades 7 and 8.

Note: This recommendation and summary report are excerpted from a larger, long-term study on school facilities configurations.



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BEVERLY PUBLIC SCHOOLS

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**FY09 BUDGET  
PUBLIC HEARING DRAFT**

**May 12, 2008**

**Beverly School Committee**

Annemarie Cesa, President  
Maria Decker, Vice President  
Paul Manzo, Secretary  
Karen Fogarty  
James Latter  
David Manzi  
William Scanlon, Mayor

**Superintendent of Schools**

Dr. James Hayes

**Override  
Yes**

Attachment D - Contract Class size

**Elementary Class Size and Staffing Issues**

Projected enrollments for our six elementary schools are shown in the chart below. Throughout the budget development cycle and even into the summer, enrollment projections are periodically updated and monitored by the administration. Significant changes in student enrollments may affect staffing at any point during that period.

Projected 2008-2009 Enrollments April 25, 2008											
School	1	2	3	4	5	Half P	FD P	Half K	FD K	District	Total
Ayers	60	65	64	64	70	30	22	16	33		424
Centerville	55	60	60	55	67	0	0	6	37	BD (2)	359
Cove	81	44	70	63	53	90	8	7	41		457
Hannah	60	60	60	60	60	0	0	10	27	SLD (2)	354
McKeown	50	49	49	42	36	0	0	9	38	AIM(P), AIM (I)	282
North Beverly	55	44	63	50	42	0	0	9	32	Cogn (2), DD	324
<b>Total</b>	<b>361</b>	<b>322</b>	<b>366</b>	<b>334</b>	<b>328</b>	<b>120</b>	<b>30</b>	<b>57</b>	<b>208</b>	<b>74</b>	<b>2,200</b>

When the enrollment for each grade is divided by the number of teachers in that grade, the result is an average class size. For the past several years, the School Committee has set as maximum guidelines 25 students in grades 1 and 2 and 30 students in grades 3 through 5. Kindergarten enrollments are capped at 20 students to meet accreditation requirements. Maintaining accredited kindergarten programs is a necessary requirement to receive kindergarten grant funding. Preschool and district level programs have class sizes that are determined by state Special Education requirements.

Projected Average Class Sizes 2008-2009										
School	1	2	3	4	5	Half P	FD P	Half K	FD K	
Ayers Ryal Side	20.0	21.7	21.3	21.3	23.3	10.0	11.0	12.5	16.5	
Centerville	18.3	20.0	30.0	27.5	22.3	0.0	0.0	0.0	18.5	
Cove	20.3	22.0	23.3	21.0	26.5	15.0	8.0	7.0	20.5	
Hannah	20.0	20.0	30.0	30.0	30.0	0.0	0.0	19.0	13.5	
McKeown	25.0	24.5	24.5	21.0	18.0	0.0	0.0	0.0	19.0	
North Beverly	18.3	22.0	21.0	25.0	21.0	0.0	0.0	0.0	16.0	
<b>District</b>	<b>20.1</b>	<b>21.5</b>	<b>24.4</b>	<b>23.9</b>	<b>23.4</b>	<b>13.3</b>	<b>10.0</b>	<b>14.3</b>	<b>17.3</b>	

As enrollments vary over the years, the number of teachers for a particular grade in a school can increase or decrease as administrators seek the proper class sizes. It is not unusual for one grade to need an additional teacher and another grade to need one less teacher; thus no increase in staffing would be required for that school. Such is the case in this scenario for both Cove and North Beverly schools.

# **AGREEMENT**

**BETWEEN THE**

**BEVERLY TEACHERS ASSOCIATION**

**AND**

**BEVERLY SCHOOL COMMITTEE**

## **UNIT A**

**September 1, 2014 – August 31, 2017**

## ARTICLE IV - COMPENSATION

### 1. GENERAL.

Subject to the provisions of this Contract, (and except as otherwise provided by Appendices A, B, and C attached hereto and made a part hereof) the wages, hours, and other conditions of employment applicable on the effective date of this Contract to the employees covered by the contract shall continue to be so applicable.

### 2. CREDIT FOR PRIOR TEACHING EXPERIENCE.

- A. The Superintendent, in placing new members on the salary schedule, may grant, in his/her discretion, credit for prior appropriate and comparable experience or prior related experience in business, trade, or profession. The denial of any such credit shall not be subject to the grievance and arbitration provisions of this Agreement.
- B. Teachers with or without prior full-time teaching experience who have been substituting in the same or comparable position for which they are being hired will be allowed one year of credit on the salary schedule for the year of such substituting experience provided they have taught ninety (90) or more days in such position continually for the year of such substituting experience.

### 3. CREDIT FOR MILITARY SERVICE.

Members employed in Beverly prior to September 1, 1975, who are inducted or who, as members of the reserve unit, are called into military service shall be given one-half (1/2) credit as experience for each year of active full-time military service up to and including a total of four (4) years except for required service in time of a national emergency when full-time credit without restriction shall be given. When the computation results in a fraction of one-half (1/2) or more, a full one (1) year's credit shall be given. Nothing in this provision shall be construed as granting a member professional status.

### 4. SALARY PAYMENTS.

- C. Members shall receive 1/26 of their contracted salary for each of the first 21 payments. The final payment, including all payments of summer vacation period, shall be made payable on June 30.
- D. When the scheduled payday Thursday occurs on a holiday, payment shall be made on the preceding day. When the payday shall be during a school vacation period, the payment shall be made available on the day due in the Superintendent's Office in the afternoon.

## ARTICLE V - CLASS SIZE

Class sizes of pupils are to be governed by the following considerations:

- A. The subject matter, the school level, and what is deemed to be the most efficient class size by national or state authorities in that area of curriculum.
- B. Availability of suitable teachers.
- C. Availability of classroom space.
- D. That a sufficient number of students are enrolled in the total course or a school or grade within a school that would allow the forming of another class of sufficient size to be justified economically.
- E. That a reduction of a class size is possible by the transfer of pupils to a school in an adjacent school district.
- F. The Association shall have the right to discuss with the Committee (or at the option of the Committee, an ad hoc sub-committee thereof) an appropriate class size for the case in question.
- G. The number of pupils shall not exceed the number of pupil stations.

Beverly Public Schools  
502 Cabot Street  
Beverly, Massachusetts 01915

New Briscoe Middle School  
Grade Configuration Meetings

Audience: Beverly Public School Parents/ Beverly Community

Target Audience: Present Pre-Kindergarten and Kindergarten Parents who will be the first groups/students housed in the new Briscoe Middle School.

Scheduled Meetings: You can attend any one of the meetings that meet your schedule.

1/30/14	Hannah Elementary School	7:00 – 9:00 PM
2/6/14	Ayers Ryal Side Elementary School	7:00 – 9:00 PM
2/7/14	Centerville Elementary School	9:00 – 11:00 AM
2/11/14	North Beverly Elementary School	6:00 – 8:00 PM
2/13/14	Cove Elementary School	6:30 – 8:30 PM

Meeting Agenda

- 1) Overview: Dr. Albert F. Argenziano, Interim Superintendent  
Purpose of Meeting  
Reasons for New Briscoe Educational Specifications

School Panel

- 2) Grade Configuration 5-8 or 6-8  
Panel Principal of School  
Adjustment Counselor of School  
Middle School Principal ( Matt Poska)  
Early Childhood, Special Education (Stacy Bucyk)  
Quality of Instruction  
Quality of Programs  
Utilization of Space  
Social Emotional Issues  
Site Visitations
- 3) Mayor Michael Cahill – City Focus on New Briscoe Middle School
- 4) School Committee Task Force – Co-Chairs  
Annemarie Cesa / Kris Silverstein
  - A) Research Based, Information Gathered to date.
  - B) Discussion centered around visits to School Districts with Grade 5-8 configuration
- 5) Public Input / Question / Answer Session



# Briscoe Middle School

7 Sohier Road  
Beverly, Massachusetts 01915  
Telephone (978) 921-6103  
Fax (978) 927-7781

Mr. Matthew P. Poska, Principal  
Mr. Terrence Conant, Assistant Principal  
Mrs. Amy Gerade, Assistant Principal

"Our aspirations are our possibilities."  
-Robert Browning

## Questions for MS Visits

1. How do you separate the grade levels from each other? Do they have common space?
2. Are teams still in place and how are they configured? What licenses do they have? How did you work with staff/union to address?
3. What academic benefits were noticed due to this grade configuration?
4. What does your schedule look like? Do you have 'safety nets' built into the schedule?
5. What impact does this grade configuration have on Special Education Programming? Are there space issues in the building because of this configuration? What SPED Programs are in the building? Are you able to offer small group interventions? How are you able to facilitate team meetings?
6. Were you able to keep more students in district because of this set up?
7. Are there concerns with bussing with a Grade 5-8 configuration?
8. What feedback have you received from staff regarding this configuration?  
Parents?

*"The mission of the Beverly Public Schools is to maximize academic achievement and personal growth of every student."*

### Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Beverly Public Schools are offered without regard to race, color, sex, religion, ancestry, national origin, sexual orientation, disability, and any other class or characteristic protected by law.



**BEVERLY PUBLIC SCHOOLS**  
**502 Cabot Street**  
**Beverly, Massachusetts**  
**01915**  
Telephone (978) 921-6100  
Fax (978) 922-6597  
[www.beverlyschools.org](http://www.beverlyschools.org)

**Albert F. Argenziano, Ed.D.**  
**Interim Superintendent of Schools**

**Mayor Cahill - - - Visits to Elementary School Schedule**

Wednesday, January 29, 2014

<u>School</u>	<u>Time</u>
Cove Elementary School	12:00 PM
Centerville Elementary School	12:30 PM
North Beverly Elementary School	1:00 PM
Hannah Elementary School	1:30 PM
Ayers Ryal Side Elementary School	2:00 PM
McKeown Elementary School	2:30 PM



QUESTION ASKED BY SCHOOL COMMITTEE MEMBER

TEACHERS – GRADE 5

PRESENCE LICENSE

AYERS:

Erin Glencross	1 - 6
Alexandria Murray	1 - 6
Lauren Seabrook	1 - 6

CENTERVILLE:

Jill Aylward	1 - 6
Danielle Hopkins	1 - 6
Kristopher Melanson	1 - 6

COVE:

Stacie Dunleavy	1 - 6
Kara MacLean	1 - 6
Christine Noviello	1 - 6
Peggy Russo	1 - 6

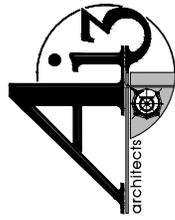
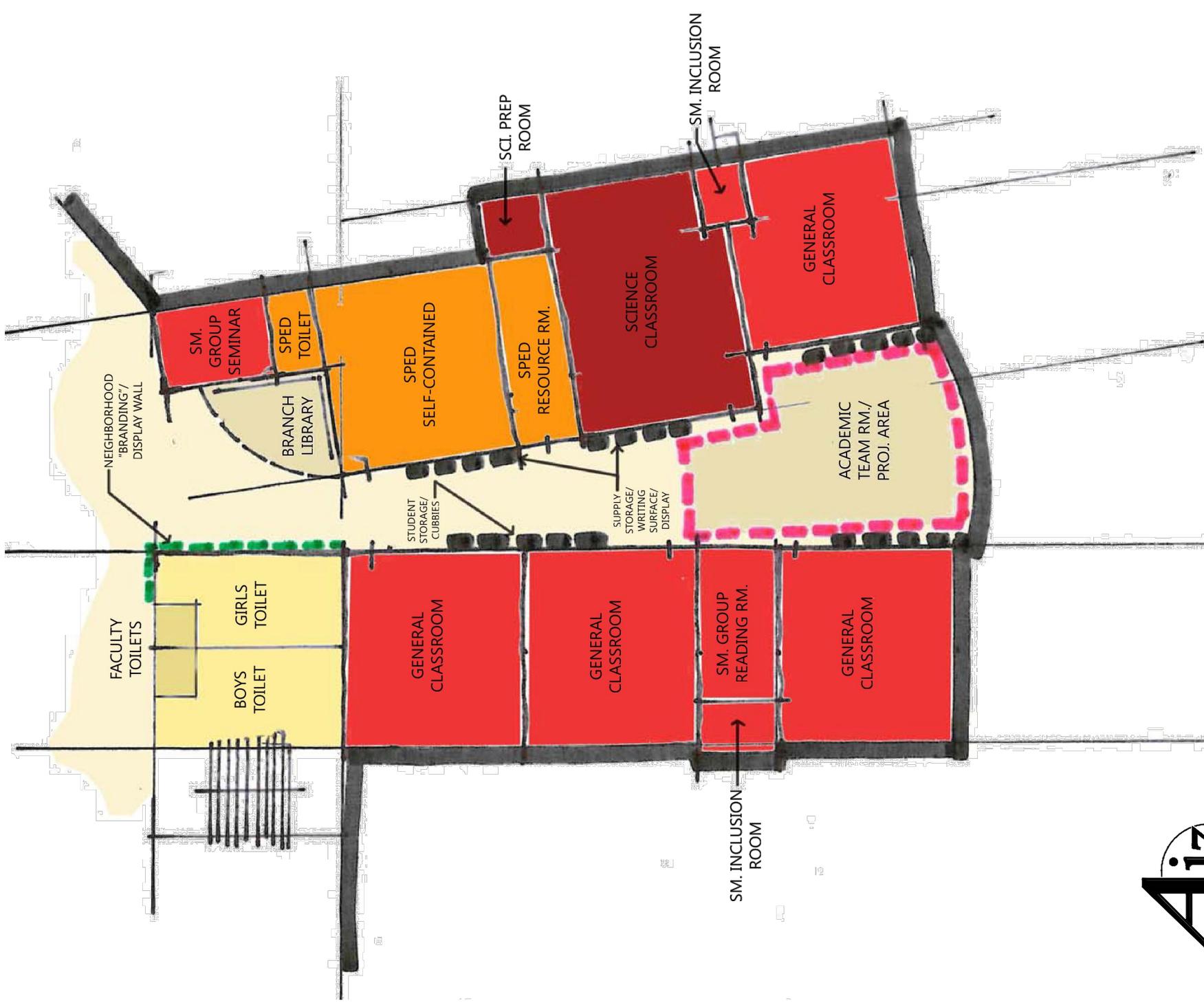
Hannah:

Tanya O'Malley	1 - 6
Stephen Sutherland	1 - 6

North Beverly:

Kurt Anderson	1 - 6
Stacie Hall	1 - 6
Elizabeth Young	1 - 6

# Attachment E - Neighborhood Sketch



## Existing Space Summary Memorial Building (Cabot St.)

1.7.15

Memorial Building	Existing Conditions		
	ROOM NFA <sup>1</sup>	# OF RMS	area totals
ROOM TYPE			
<b>Alternate High School</b>			<b>36,443</b>
Classroom	971	1	971
	1,430	1	1,430
	980	1	980
	1,124	1	1,124
Science Classroom / Lab	1,052	1	1,052
	916	1	916
Cafeteria / Lounge	4,028	1	4,028
Kitchen	1,338	1	1,338
Faculty Café / Lounge	484	1	484
School Storage	686	1	686
	182	1	182
Alternative HS Administration	1,102	1	1,102
	1,501	1	1,501
	612	1	612
Alt HS Admin Storage	202	1	202
Alt. HS Office	310	1	310
Gymnasium	5,690	1	5,690
Gymnasium Storage	1,618	1	1,618
Locker Rooms/Showers	2,306	2	4,612
Auditorium	5,825	1	5,825
Stage	1,780	1	1,780
<b>ABINGTON POLICE</b>			<b>12,123</b>
Detective Offices	1,197	1	1,197
	318	1	318
	572	1	572
Traffic Office	410	1	410
Police Training	1,152	1	1,152
Police Storage	236	1	236
	164	1	164
	137	1	137
	173	1	173
Police Bicycle Storage	1,941	4	7,764
<b>INPECTIONAL SERVICES</b>			<b>4,938</b>
Inspectional Services	857	1	857
	843	1	843
Inspectional Services Storage	1,085	1	1,085
Community Development	955	1	955
	955	1	955
Veterans Director	243	1	243
<b>DISTRICT ADMINISTRATION</b>			<b>8,514</b>
Business Offices	848	1	848
	366	1	366
	412	1	412
Admin Offices	641	1	641
	847	1	847
District Department Offices	544	1	544
District Technology Office	191	1	191
Conference Room	833	1	833
Payroll Office	188	1	188
Attendance Office	311	1	311
SPED Admin Offices	893	1	893
	238	1	238
	148	1	148
	121	1	121
SPED Admin Waiting Area	173	1	173
Superintendent	847	1	847
Assistant Superintendent	913	1	913
<b>PreK</b>			<b>12,889</b>
ECC Classroom	2,211	1	2,211
Pre-K Classroom	847	2	1,694
	837	1	837
	1,122	1	1,122
	819	2	1,638
	802	1	802
ECC SPED Education	808	1	808
Special Education File Storage	839	1	839
ECC Lunch Room	913	1	913
Psychology Offices	894	1	894
Nurse Office	161	1	161
Computer Lab	291	1	291
Copy Room	134	1	134





**Proposed Space Summary - Beverly Middle School**  
**Grades 5-8**

<b>5-8 BEVERLY MIDDLE SCHOOL</b>	Existing Conditions		
	ROOM NFA <sup>1</sup>	# OF RMS	area totals
ROOM TYPE			

PROPOSED								
Existing to Remain/Renovated			New			Total		
ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals	ROOM NFA <sup>1</sup>	# OF RMS	area totals

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA <sup>1</sup>	# OF RMS	area totals	Comments

<sup>1</sup> **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

<sup>2</sup> **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

<p><b>Architect Certification</b></p> <p>I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.</p> <p>Name of Architect Firm: _____</p> <p>Name of Principal Architect: _____</p> <p>Signature of Principal Architect: _____</p> <p>Date: _____</p>
--



# The Beverly Middle School Flexible Learning Academy

Flexible Classroom Studios

Flexible Configurations

Flexible Support

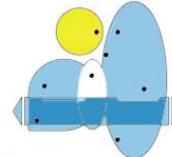
Exhibits

Cross Discipline

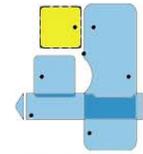
Problem Solving

Project Based Learning

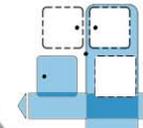
Learning Outside the Classroom



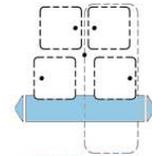
EVOLVE



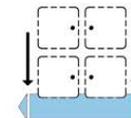
TRANSFORM



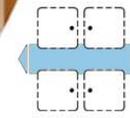
UNFOLD



ENGAGE



SHIFT



REUSE

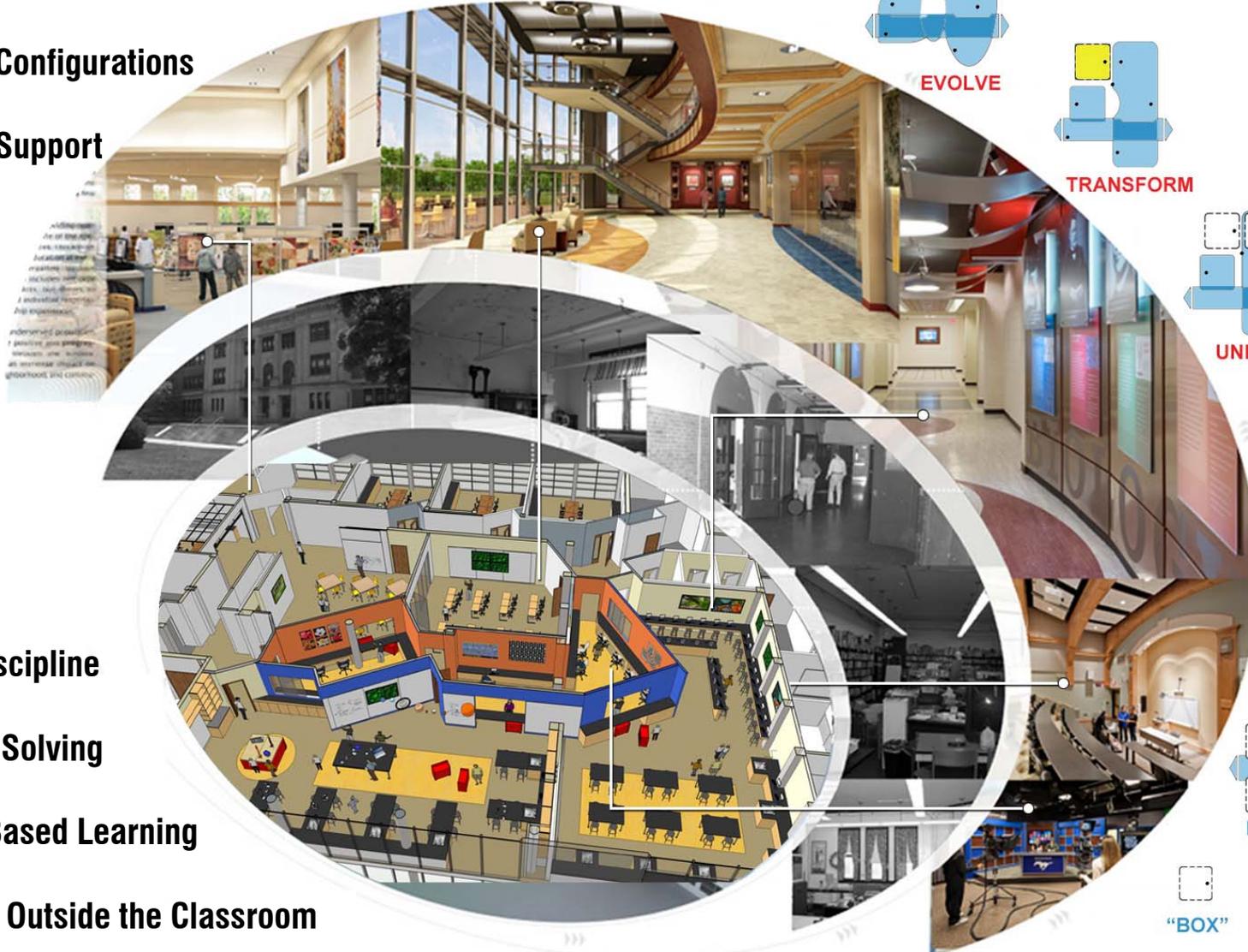
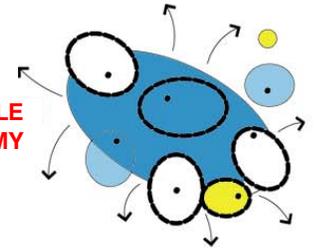


"BOX"



TRADITIONAL

FLEXIBLE ACADEMY





**PDP SUBMISSION COMPLETE**



## FEASIBILITY STUDY BEVERLY PUBLIC SCHOOLS

collaborative  
collaborative  
research-based learning




BUILDING BRIGHT FUTURES

November 25, 2014

FEASIBILITY STUDY - BEVERLY PUBLIC SCHOOLS

## INTRODUCTION PROJECT BACKGROUND

DRAFT

INTRODUCTION

The City of Beverly, incorporated in 1894, is a coastal community located along Massachusetts' North Shore and is known as "The Garden City" because of its miles of coastline, public parks, beaches, and abundance of open space. The City is also known as the "Birthplace of the American Industrial Revolution" as the site of the first cotton mill in the United States in 1781 and disputably known as the as the "Birthplace of America's Navy", where the first ship commissioned by the United State Army was the armed schooner named Hannah.



The City of Beverly occupies an area which is 22.6 square miles and its current population is approximately 39,500. Beverly is bordered by Manchester-by-the-Sea to the east, Wenham to the north, Danvers to the west and Salem to the south. The City is located 2 miles north of Salem, 14 miles west-southwest of Gloucester and 17 miles northeast of Boston.



1



FEASIBILITY STUDY - BEVERLY PUBLIC SCHOOLS
FEASIBILITY STUDY - BEVERLY PUBLIC SCHOOLS

OVERVIEW



## INTRODUCTION

# BEVERLY PUBLIC SCHOOLS

The Beverly Public Schools is a PreK-12 district with approximately 4,650 students. Seven school buildings are currently being occupied as schools and one building (Memorial Building) houses the Beverly Public Schools Central Office.

<p><b>Beverly High School</b> Grades 9-12, 1337 students 368,300 square feet Constructed 2010</p>	<p><b>Cove Elementary School</b> Grades PreK-5, 585 students 44,730 square feet Constructed 1965; Renovated 2001</p>
<p><b>Briscoe Middle School</b> Grades 6-8, 929 students 144,000 square feet Constructed 1923</p>	<p><b>Hannah Elementary School</b> Grades K-5, 308 students 62,068 square feet Constructed 1970; Renovated 2001</p>
<p><b>Ayers Ryal Side Elementary School</b> Grades K-5, 506 students 62,736 square feet Constructed 1960; Renovated 1999</p>	<p><b>North Beverly Elementary School</b> Grades K-5, 428 students 56,665 square feet Constructed 1957; Renovated 2002</p>
<p><b>Centerville Elementary School</b> Grades K-5, 335 students 57,465 square feet Constructed 1965; Renovated 2003</p>	<p><b>Memorial Building (502 Cabot Street)</b> Central Offices 54,000 square feet Constructed 1954</p>

2

5

## FEASIBILITY STUDY - BEVERLY PUBLIC SCHOOLS

Over the past 20 years, the City of Beverly has completed an enormous amount of planning and execution in order to proactively invest in the future of Beverly's public education facilities. Planning and feasibility work in the mid-1990s called for the middle school grades to be consolidated at a new facility proposed for the current Memorial School building site, but when the high school faced imminent loss of accreditation because of structural failures and other problems, the City's primary focus shifted to the high school. Today, the high school project is complete; upgraded through an \$81 million renovation/addition project that restored necessary educational space and provided a long-term solution to significant facility needs. All of the Beverly elementary schools have also been upgraded; with comprehensive renovation/addition projects having been completed at each of the facilities between 1996 and 2003. The City of Beverly has now turned its focus back to the largest remaining piece of the education facilities puzzle, the middle school. Beverly consolidated both of its middle schools in 2005 due to severe financial pressures. Although the Briscoe Middle School building did not have the capacity to appropriately accommodate the entire grades 6-8 middle school population, it was the largest available facility and thus became the only available choice for consolidation of all middle school students into a single facility. The Memorial School building, vacant after the 2005 consolidation of the grades 6-8 middle school population, was then used to provide much-needed space for city and school offices, as well as a state-approved remedial Recovery High School for young people with substance abuse issues. Although Briscoe did provide the largest available building (144,349sf) for middle school consolidation, it is a very old 1923 building located on a very small parcel of only 6 acres. The current middle school population of over 1000 students results in severe overcrowding of both the building and site. These characteristics place severe constraints on the ability of the school district to introduce innovative educational programming, allow space for athletic activity, provide adequate and safe parking, or accommodate a safe arrival and departure from the site. At the time students were transferred to the Briscoe Middle School as part of a consolidation, it was evident that Beverly would need to pursue a much more appropriate solution in the very near future.



*aerial of Briscoe Middle School*



*aerial of Memorial Building*

After several years of extensive investigation and planning, the Superintendent of Schools and the School Committee determined that a plan for appropriate middle school facilities should be implemented immediately and that such should include a grade 5-8 configuration. According to a May 2011 report by the Beverly Public School's Strategic Planning Committee Facilities Usage Ad Hoc Subgroup, this configuration would be markedly advantageous for students. In part, the findings of the study conclude that increasing the number of students in this setting and the number of grades will result in increased parental involvement and enhanced curriculum consistency, while affording students more opportunities to interact with students in different grades in a co-curriculum milieu, which is beneficial. The resulting space made available at the existing elementary schools through

PROJECT HISTORY

# Educational Visioning Sessions

September 12, 2014: Session 1 - Three hour session with District administrators.

September 16, 2014: Session 2 - Two hour session with District administrators and directors.

September 22, 2014: Session 3 - Two hour session with Sub-committee to the School Building Committee.

September 24, 2014: Session 4 – Full day session with District administrators, content coordinators, Building Committee Members, school committee members, faculty & staff.

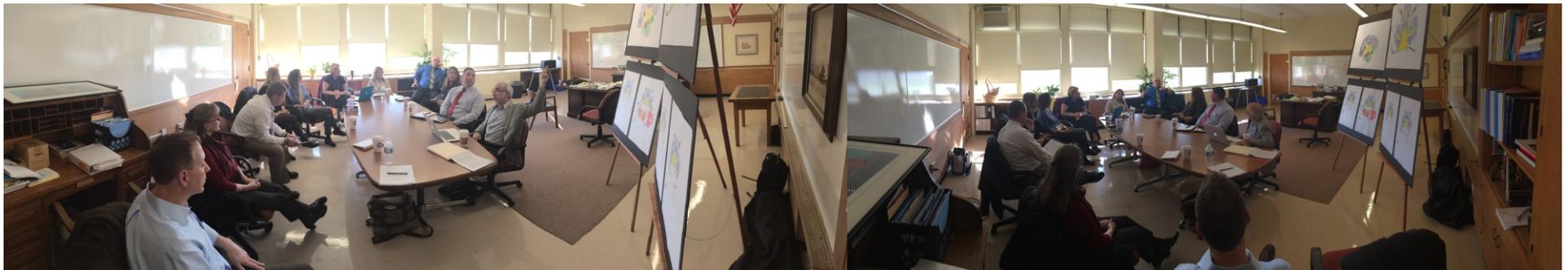
October 8, 2014: Session 5 – Three hour session with District administrators, Middle School administrators, faculty & staff.

October 29, 2014: Session 6 – Three hour session with District administrators, Middle School administrators, faculty & staff.

November 4, 2014: Presentation to the entire Briscoe Middle School faculty & staff

November 19, 2014: Session 7 – Three hour session with District administrators, Middle School administrators, faculty & staff.

December 10, 2014: Two hour session to review Academy & Neighborhood space planning layout





## Educational Visioning Sessions

**21<sup>st</sup> Century teaching and learning practices** that are being influenced by digital technology and our changing economy

**Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with Briscoe's current academic program as well as the vision for its new facility

**21<sup>st</sup> Century Learning Goals** that distill the group's best thinking with regard to BHS's current and future educational programming and priorities

**21<sup>st</sup> Century Design Patterns** that innovative schools throughout the country have put into practice in order to make their forward-thinking learning goals come alive on the level of facility design

**Guiding Principles for Design** that emanate from learning goals and design patterns, and serve to articulate priorities for facility design

**Key Spaces and Adjacencies** that align with the changing needs of the high school campus and its vision for the future





- 5-8 Grade configuration
- Co-located 5/6 and 7/8 schools
- Team Teaching Neighborhoods
- Small Learning Communities - Personalization of Instruction and Experience
- Technology Infusion
- Maker/Builder space in each Neighborhood
- Small and Large Group work areas in each Neighborhood
- STEAM and its integration to academic neighborhoods
- Technology Education
  - Integrated Academic Production Labs
  - Multimedia and Video production Lab
  - Technology Applications and Production Lab



Steven A. Hiersche, Ed.D.  
Superintendent of Schools

**BEVERLY PUBLIC SCHOOLS**  
502 Cabot Street  
Beverly, Massachusetts  
01915  
Telephone (978) 921-6100  
Fax (978) 922-6597  
www.beverlyschools.org

## MODULE 3: PRELIMINARY DESIGN PROGRAM

### 1.2 EDUCATION PROGRAM

#### MISSION:

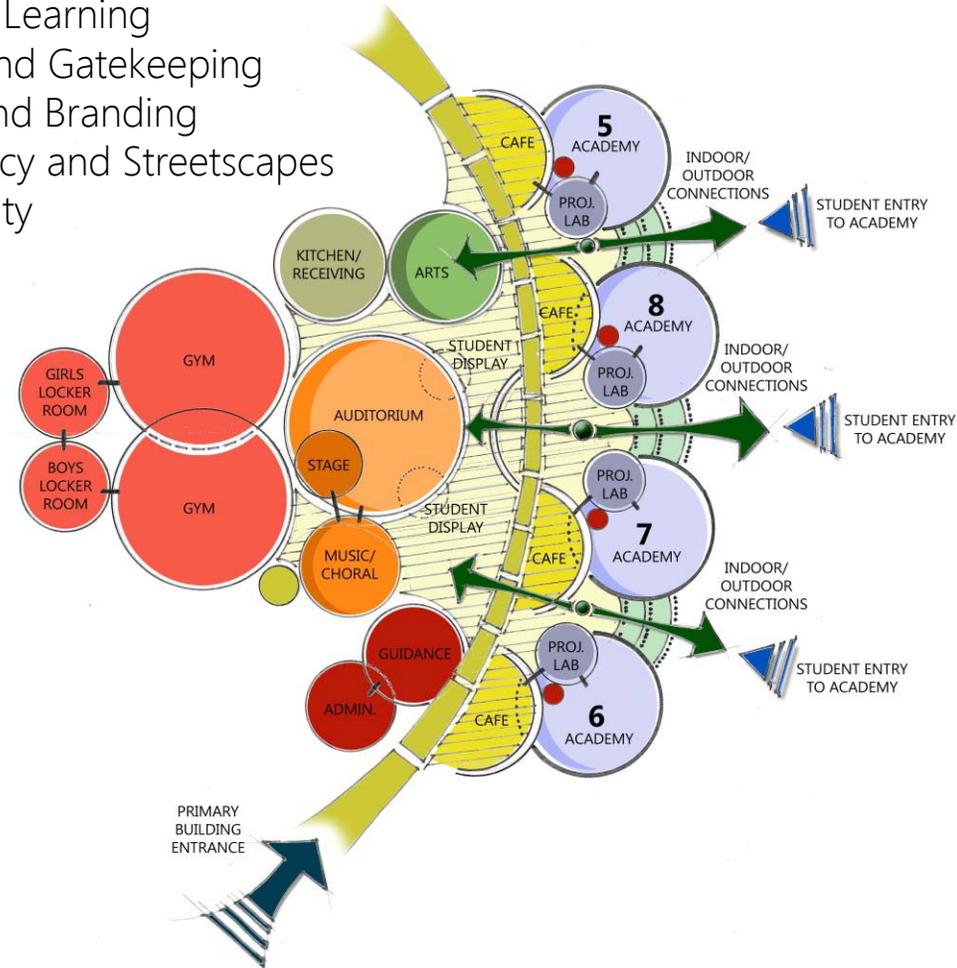
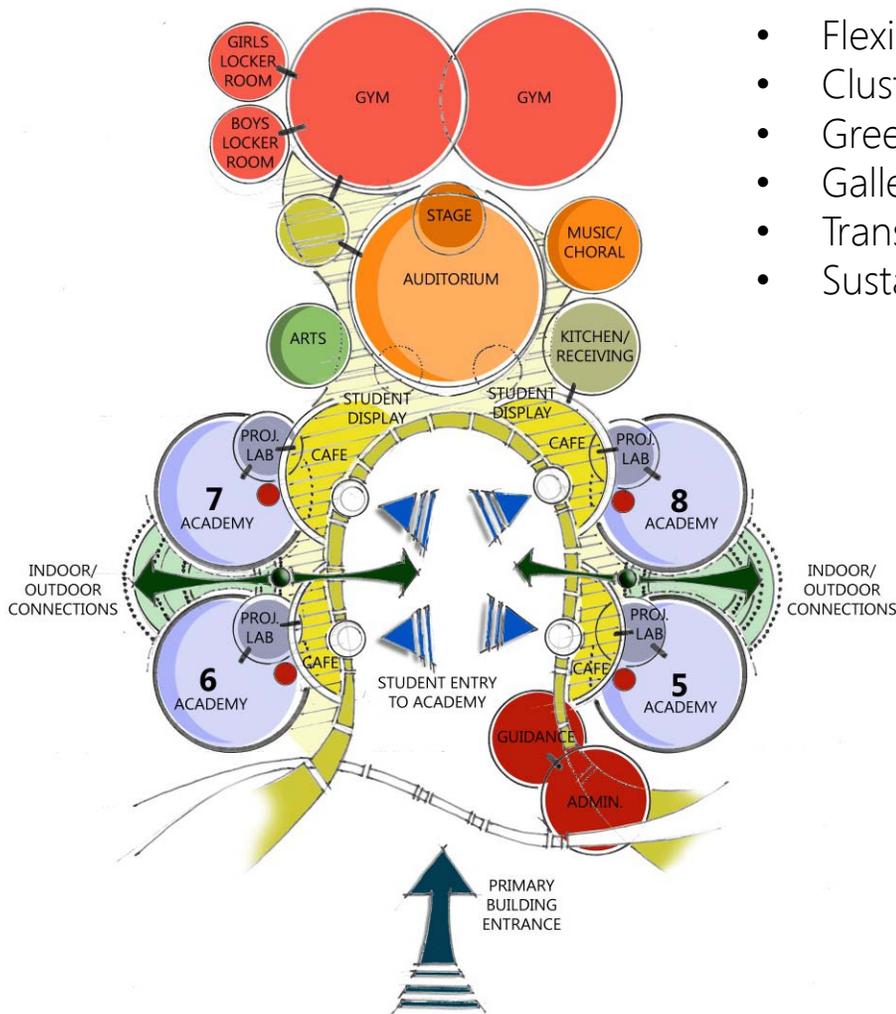
#### 1.

Over the past 20 years, the City of Beverly has completed an enormous amount of planning and execution in order to proactively invest in the future of Beverly's public education facilities. Planning and feasibility work in the mid-1990s called for the middle school grades to be consolidated at a new facility proposed for the current Memorial School building site, but when the high school faced imminent loss of accreditation because of structural failures and other problems, the City's primary focus shifted to the high school. Today, the high school project is complete, upgraded through an \$81 million renovation/addition project that restored necessary educational space and provided a long-term solution to significant facility needs. All of the Beverly elementary schools have also been upgraded; with comprehensive renovation/addition projects having been completed at each of the facilities between 1996 and 2003. The City of Beverly has now turned its focus back to the largest remaining piece of the education facilities puzzle, the middle school. Beverly consolidated both of its middle schools in 2005 due to severe financial pressures. Although the Briscoe Middle School building did not have the capacity to appropriately accommodate the entire grades 6-8 middle school population, it was the largest available facility and thus became the only available choice for consolidation of all middle school students into a single facility. The Memorial School building, vacant after the 2005 consolidation of the grades 6-8 middle school population, was then used to provide much-needed space for city and school offices, as well as a state-approved remedial Recovery High School for young people with substance abuse issues. Although Briscoe did provide the largest available building (144,349sf) for middle school consolidation, it is a very old 1923 building located on a very small parcel of only 6 acres. The current middle school population of approximately 1,000 students results in severe overcrowding of both the building and site. These characteristics place severe constraints on the ability of the school district to introduce innovative educational programming, allow space for athletic activity, provide adequate and safe parking, or accommodate a safe arrival and departure from the site. At the time students were transferred to the Briscoe Middle School as part of a consolidation, it was evident that Beverly would need to pursue a much more appropriate solution in the very near future.

# Key Spaces & Adjacencies



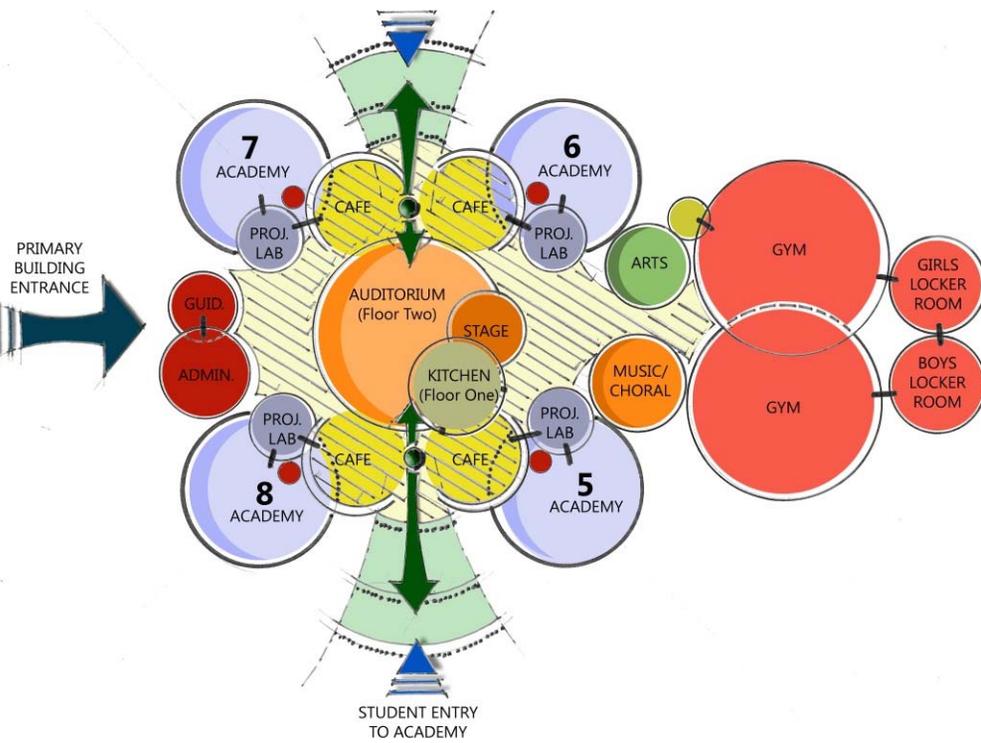
- Flexible Spaces
- Clusters of Learning
- Greeting and Gatekeeping
- Galleries and Branding
- Transparency and Streetscapes
- Sustainability



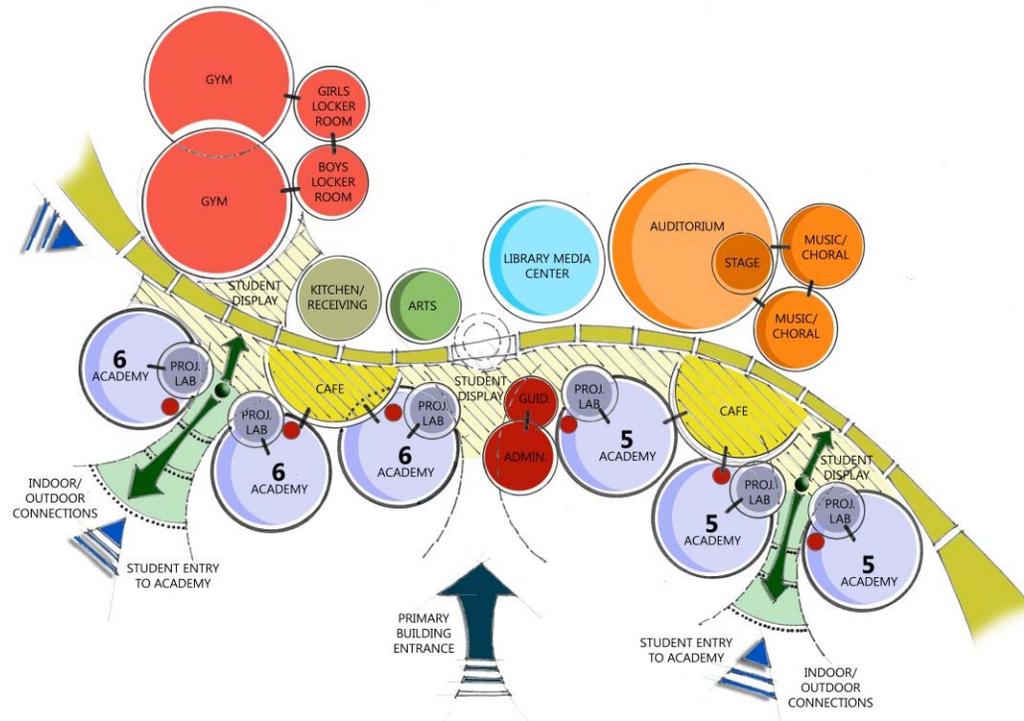
# Key Spaces & Adjacencies



- Small School Learning Environments
- Distributed Leadership / Oversight
- Distributed Dining
- “Branch Libraries” within learning neighborhoods
- Integration of STEAM
- Indoor/Outdoor Connections



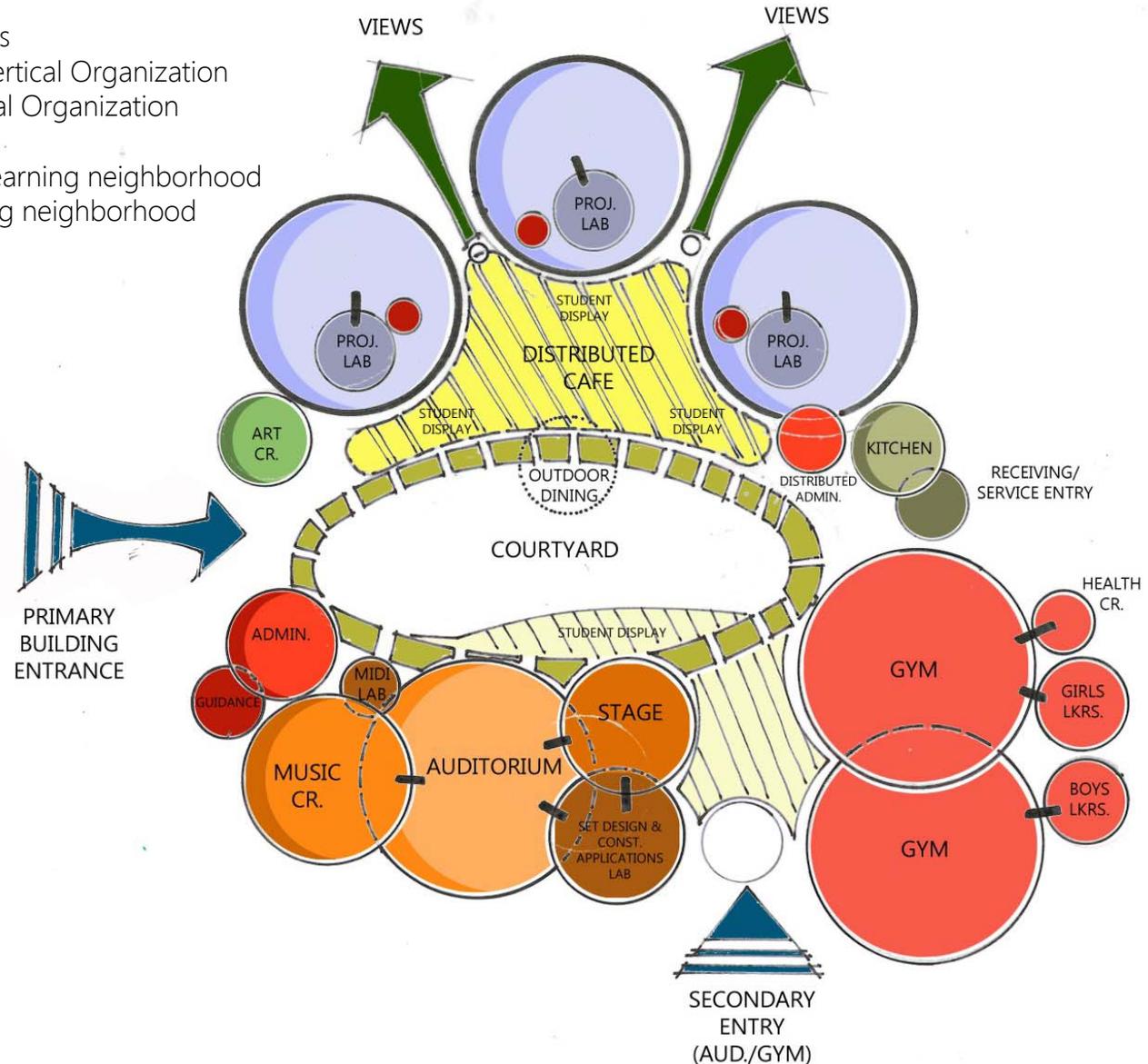
- Flexible and Adaptable Spaces
- Experiential / Hands-on Project Based Learning
- School without walls





# Building Layout / Academy Diagram

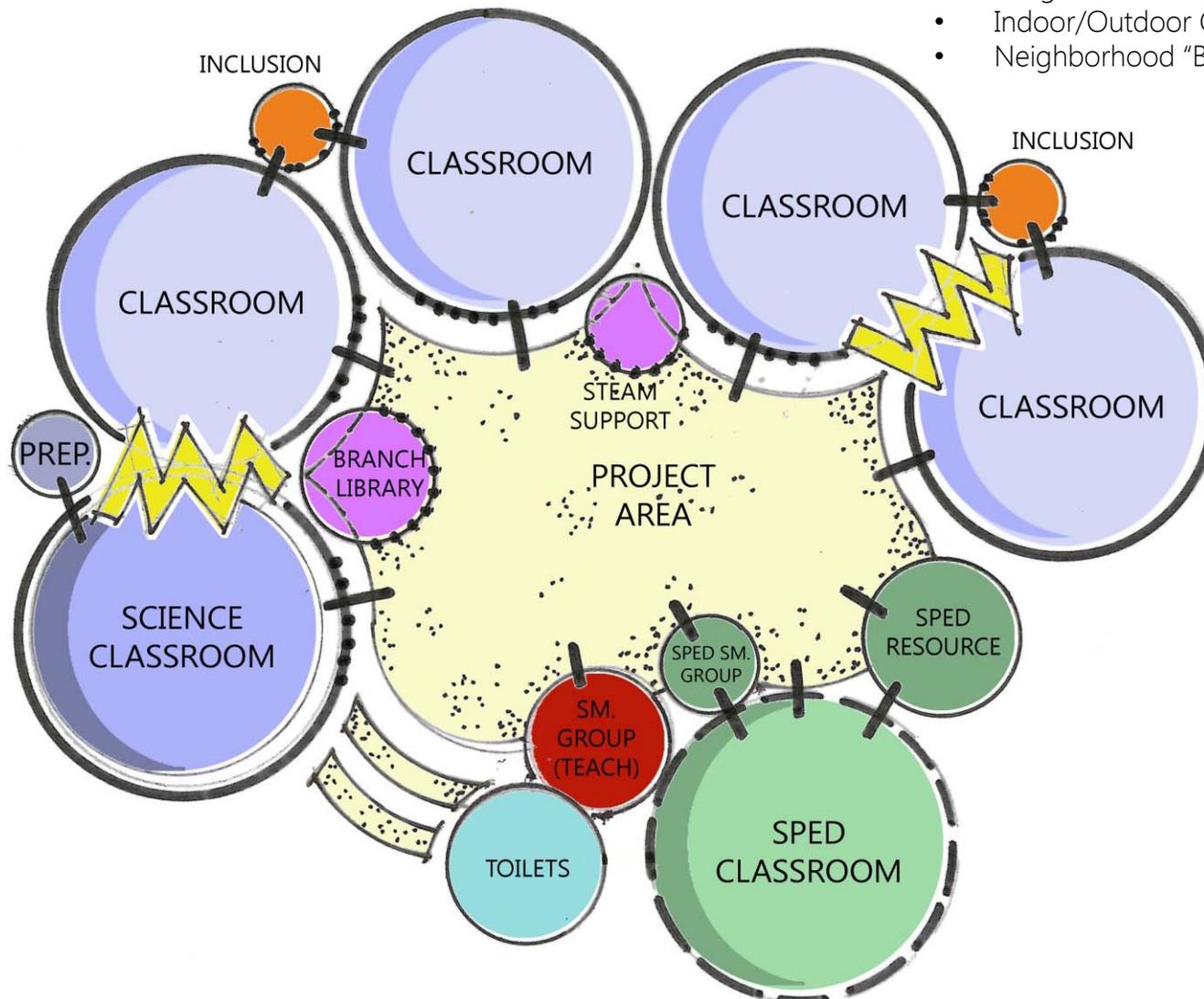
- Small School Learning Environments
  - Academy / Grade level – Vertical Organization
  - Neighborhoods – Horizontal Organization
- Distributed Leadership / Oversight
- Integration of STEAM within each learning neighborhood
- “Branch Library” within each learning neighborhood
- Distributed Dining
- Indoor/Outdoor Connections





# Academic “Neighborhood” Adjacency Bubble Diagram

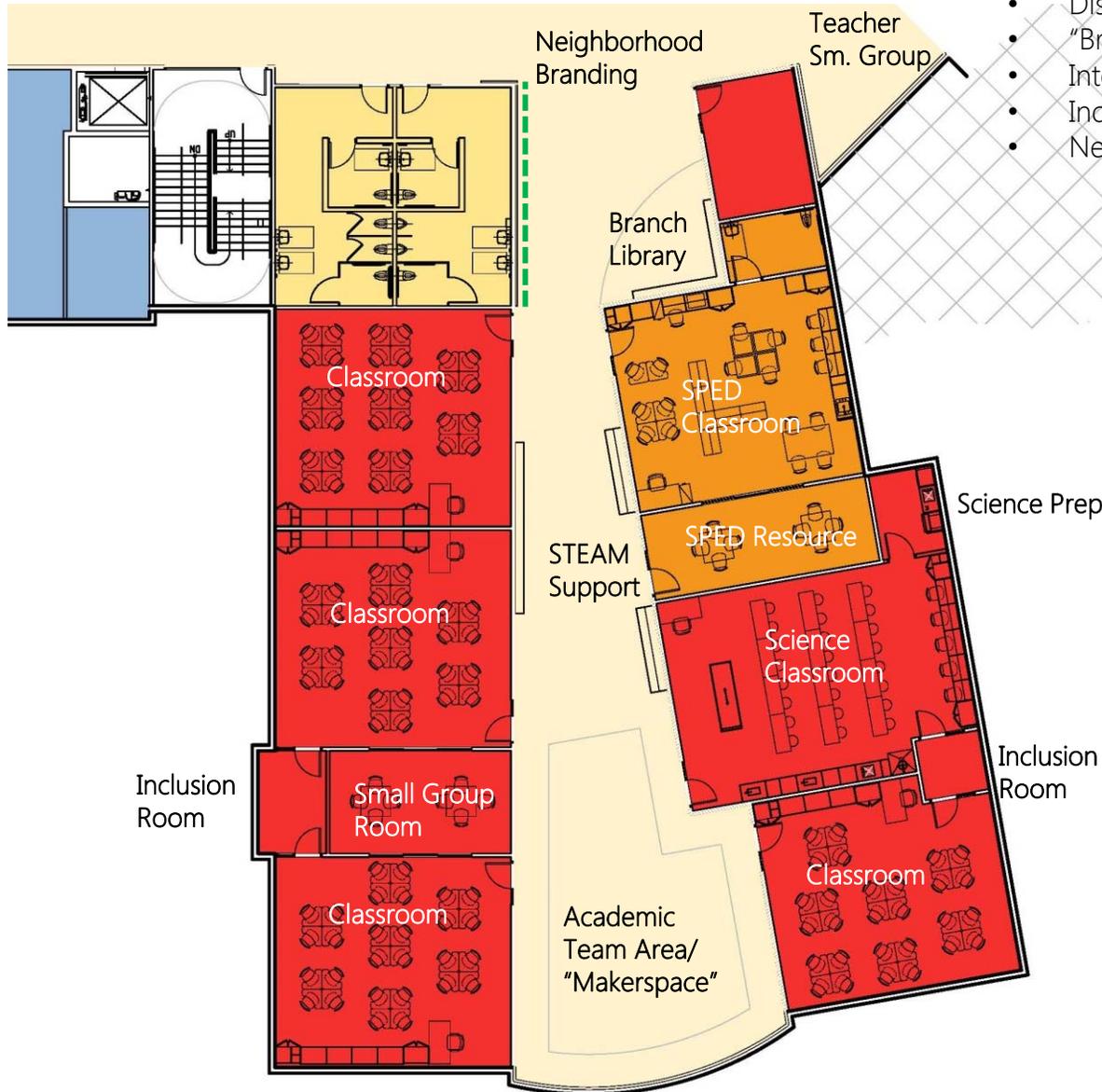
- Small School Learning Environments
- Distributed Leadership / Oversight
- Distributed Dining
- “Branch Library” within learning neighborhood
- Integration of STEAM
- Indoor/Outdoor Connections
- Neighborhood “Branding”





# Academic “Neighborhood”

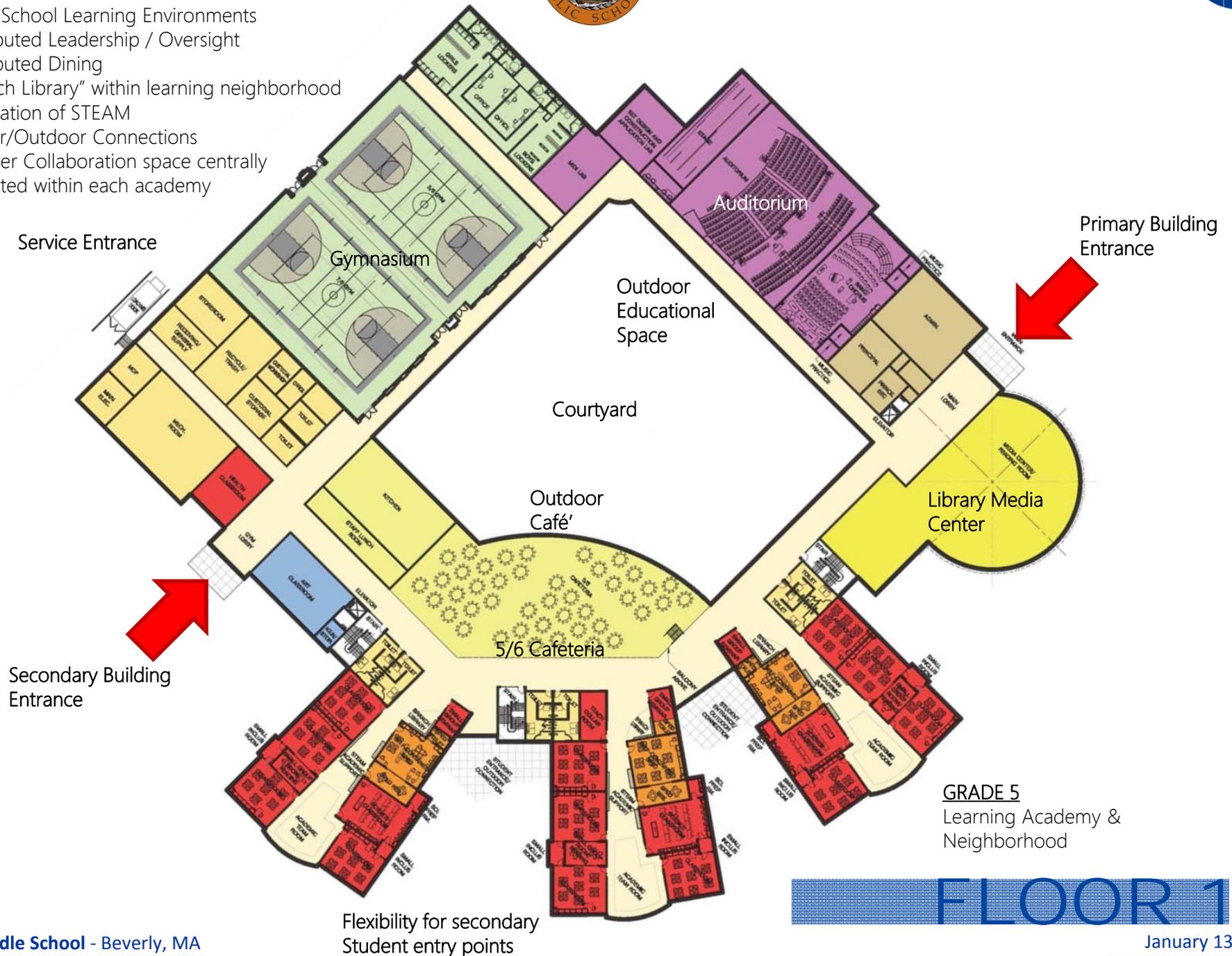
- Small School Learning Environments
- Distributed Leadership / Oversight
- Distributed Dining
- “Branch Library” within learning neighborhood
- Integration of STEAM
- Indoor/Outdoor Connections
- Neighborhood “Branding”



# Option 1a: New Construction



- Small School Learning Environments
- Distributed Leadership / Oversight
- Distributed Dining
- "Branch Library" within learning neighborhood
- Integration of STEAM
- Indoor/Outdoor Connections
- Teacher Collaboration space centrally located within each academy

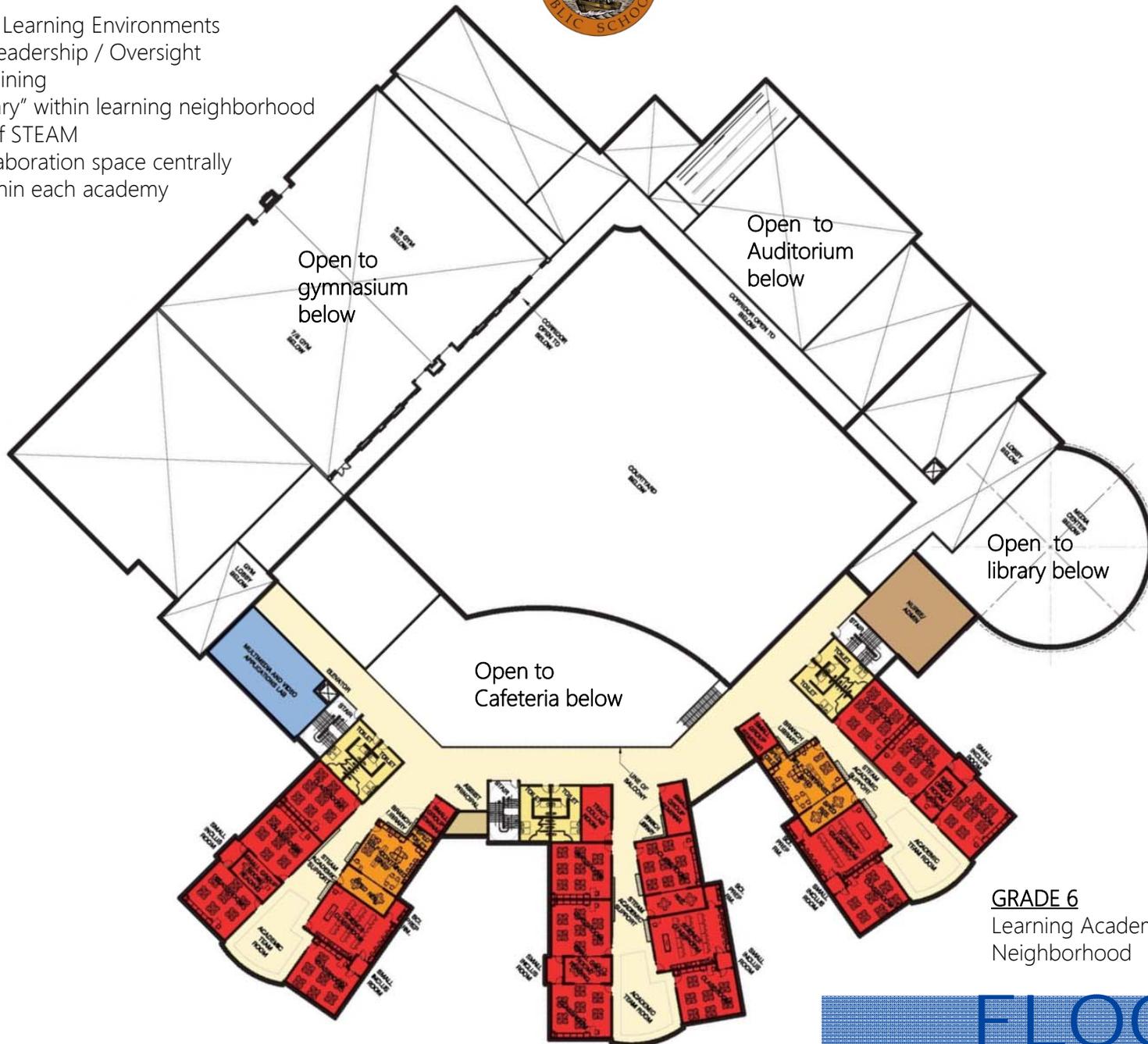


**FLOOR 1**

# Option 1a: New Construction



- Small School Learning Environments
- Distributed Leadership / Oversight
- Distributed Dining
- "Branch Library" within learning neighborhood
- Integration of STEAM
- Teacher Collaboration space centrally located within each academy



GRADE 6  
Learning Academy &  
Neighborhood

**FLOOR 2**

# Option 1a: New Construction



**FLOOR 3**

# Option 1a: New Construction



Views/Daylighting

Views/Daylighting

**GRADE 8**  
Learning Academy &  
Neighborhood

**FLOOR 4**

# Option 1b: New Construction



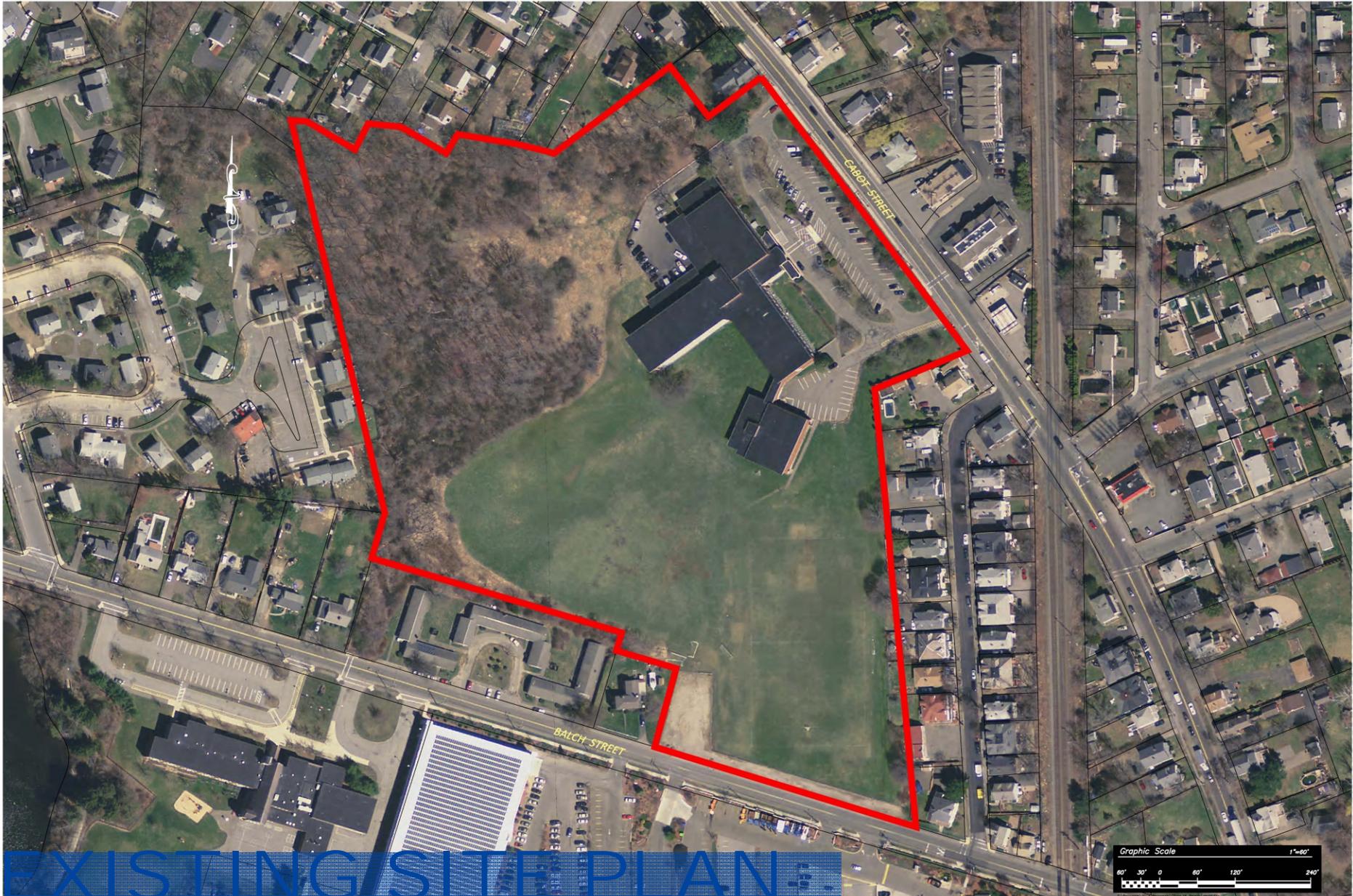
## Excludes Auditorium Space



- Stage connected to Gymnasium space
- Music and related program along Cabot St.



# Cabot Street Site



EXISTING SITE PLAN

# Option 1a & 1b: New Construction



# Option 2a: Renovation / Addition



- 5<sup>th</sup> Grade located within the existing building footprint
- New Construction includes 3 stories (6<sup>th</sup> Grade, 7<sup>th</sup> Grade, & 8<sup>th</sup> Grade academies)
- Significant reconfiguration of existing space for 5<sup>th</sup> grade program and Library Media Center
- Complexity of new/existing structural tie-in



# Option 2a: Renovation / Addition



OPTION 2A:  
PARKING: 299

# Option 2b: Renovation / Addition



# Renovation of Existing Auditorium



## FLOOR 1

# Option 2b: Renovation / Addition



# Renovation of Existing Auditorium





## January 13, 2015 Building Committee Meeting

---

Preferred Schematic Submission Update – Review 4 proposed options

Option 1a: All New Construction

Option 1b: All New Construction – with NO auditorium

Option 2a: Renovation Addition – Renovate Existing Memorial Building (demo gym)

Option 2b: Renovation Addition – Renovate Existing Auditorium (demo remaining bldg.)

## January 27, 2015 Building Committee Meeting (TBD)

---

Preferred Schematic Submission Update – Review 4 proposed options

Review project costs for each option, including independent construction cost estimates.

## February 3, 2015 Building Committee Meeting

---

Approval of:

1. the Preferred Schematic Report (PSR) submission to the Massachusetts School Building Authority (MSBA) in anticipation of their board approval on March 25th.
2. a single preferred solution to further evaluate during the next phase of design - Schematic Design (Module 4).



## STEP 1

### Preliminary Design Program

November  
**25**  
2014

MSBA Staff Review

- Educational Program & Visioning
- Initial Space Summary
- Evaluation of Existing Conditions  
(Traffic/Geo-tech/Soils, Utilities, etc.)
- Evaluation of Alternatives

## STEP 2

### Preferred Schematic Study

March  
**25**  
2015

MSBA Board of Director's Mtg.

- Final Educational Program
- Development of Preferred Solution
- Final Evaluation of Existing Conditions
- Final Evaluation of Alternatives

## STEP 3

### Schematic Design Submittal

September  
**30**  
2015

MSBA Board of Director's Mtg.

- Final Design Program
- Site Evaluations  
(Geo-tech/Soils, Utilities, etc.)
- Independent Cost Estimates
- Develop Exterior Design Aesthetic



**STEP 4**  
**Design Development**  
December  
**10**  
2015  
MSBA Staff Review

- Design Development Drawings & Specs.
- Design of Building Systems
- Construction Cost Estimates
- Target filing dates for site permitting

**STEP 5**  
**Construction Documents**  
August  
**10**  
2016  
MSBA Staff Review

- Final Construction Documents
- Development of Early Packages
- Bidding & Award
- Construction Begins

**STEP 6**  
**Construction / Occupancy**  
September  
**01**  
2018

- 
- Site & Building Substantial Comp.
- Deployment of FF&E / Technology
- Building Occupancy