

The following review comments have been marked up with the responsible party in red font after each review comment. Items highlighted in yellow must be addressed in the response to the PDP review comments, which is due by November 14th.

This document has been updated by LPA with comments for the purpose of preparing a coordinated response from the District, OPM and LPA. District/LPA responses to specific MSBA comments are in red with 12-point Gothic A1 font.

**ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW
COMMENTS**

District: City of Worcester
School: Doherty Memorial High School
Owner’s Project Manager: Tishman Construction Corporation of MA
Designer Firm: Lamoureux Pagano & Associates, Inc.
Submittal Due Date: September 11, 2019
Submittal Received Date: September 10, 2019
Review Date: September 10 - October 25, 2019
Reviewed by: R.Whidden, C.Alles, J.Jumpe

MSBA REVIEW COMMENTS

The following comments¹ on the Preliminary Design Program (PDP) submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; <i>Refer to comments following each section</i>	Not Provided; <i>Refer to comments following each section</i>	Receipt of District’s Response; <i>To be filled out by MSBA Staff</i>
OPM Certification of Completeness and Conformity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table of Contents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1 Introduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 Educational Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3 Initial Space Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.4 Evaluation of Existing Conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5 Site Development Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.6 Preliminary Evaluation of Alternatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.1.7 Local Actions and Approvals Certification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.8 Appendices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ 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 law. 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 law, 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.

3.1.1 INTRODUCTION

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Summary of the Facility Deficiencies and Current S.O.I.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Executed Design Enrollment Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Narrative of the Capital Budget Statement and Target Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Project Directory with contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Updated Project Schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

No review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Grade and School Configuration Policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class Size Policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	School Scheduling Method	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Curriculum Delivery Methods and Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) English Language Arts/Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Mathematics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) Social Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g) World Languages	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h) Academic Support Programming Spaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	i) Student Guidance and Support Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teacher Planning and Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pre-kindergarten (<i>not applicable</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Kindergarten (<i>not applicable</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Lunch Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Technology Instruction Policies and Program Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Media Center/Library	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Visual Arts Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Performing Arts Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Physical Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Special Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming (<i>not applicable</i>)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Chapter 74 Programming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Transportation Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Functional and Spatial Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Security and Visual Access Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	English Language Learners (ELL)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

As part of the Preferred Schematic Report, provide an updated Educational Program that addresses the comments below. Please provide two copies: one (1) redlined version and one (1) clean copy.

1) In response to these review comments, clarify whether Advanced Academy courses will be open to students who are not members of the Advanced Academy program.

District Response: (DMHS/WPS) The Advanced Academy courses focusing on the biomedical and biotechnological sciences will be available only to students accepted into the program.

2) The information provided indicates that science classes range from 24 to 27 students. The MSBA's science lab guidelines are written to accommodate no more than 24 students per lab. Verify that the class size policy for science labs will not exceed that number.

District Response: The National Science Teacher Association safety guidelines recommend no more than 24 students in a laboratory setting at one time. Another guiding document – the STEM Learning Design's *Review and Recommendations of Best Practices for K-12 STEM Learning Spaces* report – also recommends a maximum of 24 students in the laboratory. In addition, the

Worcester Public Schools contract designates a maximum teacher load of 125 students, and all teachers are assigned 5 teaching periods, resulting in 25 students per class. All classes will be scheduled with safety recommendations in mind.

3) The information provided notes that the District intends to “add three vocational programs as well as an advanced academy with a curricular focus on the biotechnology/ biomedical sciences” to Doherty Memorial High School’s existing academic programming, and notes that “[t]hese four additional programs would be open to all students from across the district” (p. 28). The information provided indicates that approximately 481 students may participate in these additional programs. Please clarify whether these 481 students are in addition to the 1,670- student enrollment agreed to with the MSBA, or if they are included in the 1,670-student figure.

District Response: When the enrollment projections for the project were determined, the committee took into account the existing vocational program (Engineering Technology) as well as anticipated population trends across the city. After planning sessions, visioning exercises, and community input, the committee has included the three additional vocational programs and the advanced academy, all of which are available to students from across the district. There is a possibility that there may be greater student interest in Doherty and/or the available programming than expected. If so, then the student population could surpass 1,670. Therefore, the district has decided to reduce the enrollment of the new vocational programs that are held during the school day without changing the space summary specifications.

- Programming and Web Development: Reduce from 200 to 160 students
- Marketing, Management and Finance: Reduce from 200 to 160 students
- Construction Craft Laborer: Reduce from 150 to 120 students

In planning for the future, the school will have the capacity to increase the student population within these programs. Similar to the Innovation Pathways Program, the school would have the capacity to offer course offerings for students after-school hours.

4d) The information provided indicates that “[t]here are plans to grow the mathematics program by offering courses as part of the Early College High School program in partnership with Worcester State University and/or Quinsigamond Community College” (p. 36). Please clarify whether this anticipated program growth will require additional classrooms/square footage over time and indicate how many additional classrooms and/or associated departmental spaces are anticipated to be required.

District Response: (DMHS/WPS) There is no request for additional classrooms or spaces more than what was proposed in the PDP. Students taking an Early College or dual enrollment course will either enroll in the course during the day in lieu of a regularly scheduled mathematics course, or these courses may be offered during non-school hours.

The information provided notes, “[w]e anticipate adding space and staff to the math department due to the projected increase in enrollment and the addition of courses... to our current course offerings” (p. 37). Please provide the anticipated cost for new Math Department staff as part of the budget statement included in the District’s Preferred Schematic Report. Additionally, provide the anticipated cost for all new staff anticipated as part of this project as part of the budget statement included in the District’s Preferred Schematic Report; the MSBA notes additional staff is also called for in the following areas: Science, Social Studies, Professional Development, Health Center, Art, Health Education, Special Education, Advanced Academy and Chapter 74 programs.

District Response: This item will be further addressed within the PSR.

The district and school are seeking to add additional staff due to both increased enrollment and increased program offerings. Recent changes to Mass Core have increased graduation requirements which directly impacts course offerings. For example, four years of mathematics is now required for graduation and as a result, there is a need for additional staff in order to offer courses to meet this requirement. Consistent with the goals of the Strategic Plan for Worcester, additional staff is needed in order to expand and to

diversify the current course offerings, and to expand the Advanced Placement program. An increase in staff will allow us to moderate class size to adhere to district staffing ratios and to better serve the needs of all learners.

A Capital Budget statement will be submitted within the PSR to demonstrate projected operating costs, including costs associated with increased staffing.

4e) The information provided notes that science labs in the current Doherty Memorial High School are clustered along a single hallway. Describe how these spaces will be arranged in the proposed project to accommodate both the current departmental organization as well as a possible shift toward a more integrated, interdisciplinary approach. Similarly, in response to these review comments, describe how spaces for each academic department – which, like science, appear to be clustered in the existing facility – will be organized in the proposed project to meet current and future needs.

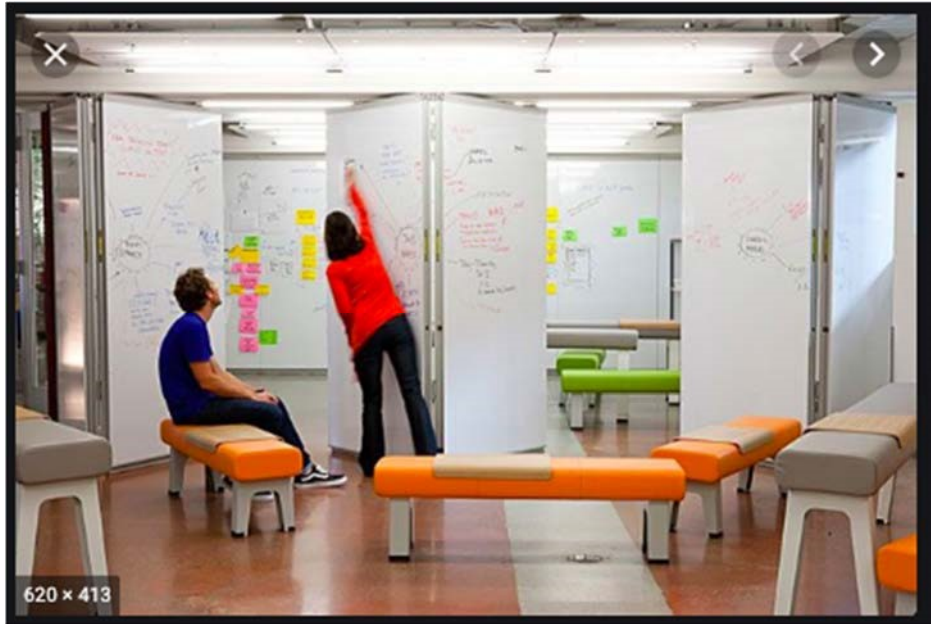
District Response: (DMHS) Doherty is planning for flexible spaces to support several variations of organization to address current and future needs. This includes Grade 9 teams, with Grades 10–12 pairings between departments: for example, the English and Social Studies departments would be paired, while Mathematics and Science would also form a departmental pairing.

Additional departmental and classroom organizational information is available in the proposed adjacency diagrams provided in the PDP.

4f) The information provided calls for common areas within eyesight of classrooms to be used for student break-out sessions and for faculty to hold Professional Learning Community meetings. In response to these review comments describe any acoustical or visual privacy requirements these spaces may have as well as their required size, furnishings and equipment.

District Response: (DMHS) These areas will allow for flexible orientations, and will have flexible furnishings to account for current and future needs. There are no specialized acoustical requirements beyond the acoustical classroom separations planned for the school. We

anticipate using materials, for example whiteboard walls that pivot (see image below), that provide visual privacy when needed.



4g) The information provided references a Global Learning Lab. In response to these review comments, describe the desired size, layout and equipment for such a space, describe how it will be staffed and scheduled, and clarify why a specialized space is required rather than world language rooms that are equipped for listening, recording and interactive activities during class time.

District Response: (DMHS) The Global Learning Lab will be utilized primarily by the World Languages Department, though other classes requiring the available technology could certainly benefit from this space. The World Language Department Chair will be responsible for maintaining the schedule and coordinating the logistics of use of the space.

As explained in the PDP statement (p. 44–45), Doherty had a functional language laboratory within the department prior. This space included desktop computers that included specialized software to enable students to integrate technology as they engaged with the curriculum: students were using the distributive

technology to research the culture and history of the countries associated with the target language, to practice their speaking and listening skills using a multi-track audio editor and recorder computerized program, and to practice for and ultimately take the speaking component of the Advanced Placement Language (Spanish) exam.

However, during the 2018–2019 school year, this space was reallocated to general classroom use by multiple departments due to severe overcrowding. The Chromebook technology available for most general education classrooms is not sufficient to enable all necessary curricular activities to occur.

The restoration of the Global Language Lab will support student fluency essential for preparation for the students' AP exams as well as those seeking the Seal of Biliteracy. The MA Seal of Biliteracy Recognizes high school graduates who attain proficiency in two or more languages by high school graduation. The MA Seal of Biliteracy, adopted from the state, takes the form of a seal that appears on the transcript and diploma of the graduating senior. This recognition may be presented to colleges and future employers.

4h) The information provided notes that students in the AVID program receive additional support from tutors who are community volunteers (p. 52). In response to these review comments describe the type of access they have to the school during the school day and clarify whether their movement in the school is (or should be) restricted.

District Response: (DMHS) The AVID program requires and benefits from community-based tutors. Like all other visitors, these tutors will be permitted access to the building through our main office entry and will be permitted access to the AVID classroom only. The school currently implements protocols regarding visitor access, including parent/guardian(s) and other community members. These protocols limits visitor access to the room (office, classroom, etc.) applicable to their visit only.

4i) *The information provided calls for “a large conference room/presentation space with seating for 30-40 people and a smaller conference room/presentation space with seating for twenty people” (p. 56). In response to these review comments, describe the types of uses each of these proposed spaces would accommodate and explain why a single presentation space would be insufficient to meet the District’s needs.*

District Response: (DMHS) During the course of the day, there is a need for multiple meeting spaces to accommodate the range of presentations that can occur simultaneously. Colleges visit the school and host information sessions for students during the school day. A large conference room which can accommodate 30–40 people will allow for these types of informational and instructional sessions within the school day. Additional group meetings such as IEP meetings, and team meetings such as the Graduation Improvement Team, Attendance Team, and the Instructional Leadership Team, meet throughout the day. These groups require a private meeting space that can accommodate these groups, which often have 15–18 members. Two separate conference rooms/meeting spaces will allow for these programs and meetings to occur simultaneously without limiting the instructional/informational opportunities for students. Due to current limitations, Doherty often does not host district–level professional development or district–based administrative meetings: flexible and variable conference and presentation space will allow Doherty to benefit from visitors and trainers.

When considering the use of these proposed spaces, and possibilities for shared usage, it was determined that the Guidance department can utilize the Career Center space for the 30–40 person meetings, but will require a smaller private conference space for 15–18 people. This will be reflected in the updated PSR Space Summary.

5) *The information provided calls for increased teacher collaboration opportunities in the proposed project. In response to these review comments, describe the steps the District has taken/is currently taking/will take to support and provide professional development for faculty and staff. Clarify the District’s approach to scheduling teacher preparation periods in order to support interdisciplinary sharing, including*

sharing between teachers in core academic departments and specials.

District Response: (DMHS) In order to support the district's goal of leadership, shared responsibility, and professional collaboration to establish a community of practice through leadership, shared responsibility for all students, and professional collaboration as noted in the school's Accountability Plan, there is a need for frequent and sustained opportunities for teacher PLCs to collaborate during professional learning activities such as technology training, SRSD training, and work on common assessment as supported by the district. Each teacher has one preparation period a day. Currently, the grade 9 Engineering and Technology team has common planning time built into their schedule as part of their assigned duty. The goal, as we move toward the academy and neighborhood model, is to purposefully create and plan for these opportunities throughout the day.

With the addition of the Grade 9 academy, there will be increased opportunities to schedule common planning time for teachers who work with the same group of students. Additionally, with the creation of academic neighborhoods for core content classes for grades 10–12 there will be opportunities for grade-alike collaborative meetings by content area as well as by academic pairings (ELA and social studies, and math and science). The addition of collaborative spaces will provide places for these teachers to meet, something that is currently unavailable in the current building.

8) The information provided indicates that “a robotic salad machine” (page 65) will be incorporated into the project in order to provide “continued access to healthy snacks beyond the school day” (p. 65). In response to these review comments describe how the goal of providing access to healthy snacks could be met if the proposed machine were not available for incorporation into the proposed project. Clarify whether additional square footage, equipment, and/or staff would be required.

District Response: (DMHS/WPS) The faculty dining room will include a

serving line adjacent to the kitchen, essentially providing the full range of cafeteria services and options through a reduced footprint. This includes a serving line and a point-of-sale station. This station can be operated by staff members, and can provide meal options to students beyond the school day.

The dimensions of the salad machine, including clearance, are 47 ¾" w x 46"d x 76 ½" h, requiring minimal space in the cafeteria. No additional space is needed if the machine were not available.

9) The information provided references a 2,000 square foot space "to house 8 individual work-stations for the Support Specialists" (p. 71). In response to these review comments please confirm whether these support specialists are dedicated to the Doherty Memorial High School and/or whether any of them support District-wide technology needs.

District Response: (DMHS/WPS) The Support Specialist work-stations serviced both Doherty and district-wide technology needs. Each school is assigned a Support Specialist, and so Doherty's Support Specialist would be allocated a workstation in this space in which to work. The conference set-up and additional work-stations support district-wide needs.

While not all staff are dedicated exclusively to Doherty Memorial High School, the Support Specialists will have a role within our vocational programming.

With the inclusion of the Programming and Web Development Vocational Program, Doherty plans to utilize this combined IT space collaboratively with the Support Specialists. Students will be able to work with Support Specialists to engage with their curriculum through real-world applications. Upper-class students will have opportunities to complete their co-op or internships in-house alongside the working members of the IT department.

The information provided references "an open-concept conference set-up" that could be used to "enable Support Specialists and IT staff from across the District to have a collaborative workspace" (p. 71). While the MSBA does not object to the District

providing District-wide IT space in the proposed project, any such spaces will be considered ineligible for reimbursement. Please acknowledge.

District Response: Acknowledged. As explained in the education plan, Doherty does view this partnership as a critical component within our proposed vocational programming.

10) The information provided references a maker space adjacent to the Media Center. In response to these review comments, provide additional information about how the proposed maker space will be staffed, scheduled and maintained. Additionally, refer to the MSBA's guidelines for STEAM and maker spaces.

District Response: (DMHS) The maker space will be staffed by the school Media Specialist. The Media Specialist will be responsible for maintaining the schedule and coordinating logistics as needed. This central resource will be available to all teachers from all departments.

The new school design, due to the ninth-grade academy model as well as clustered neighborhoods and pairings of the core academic spaces in grades 10-12, will benefit from the maker space. In the current Engineering and Technology Academy, Doherty's students complete the Learning Fair interdisciplinary project (p. 75). As explained in the PDP (p. 76-77), the maker space would allow this excellent practice to expand.

Outside of the teamed ETA, integrated learning is relatively new for many students and staff. This is mainly due to a lack of space for common planning and for interdisciplinary planning, existing space and technology limitations, and the lack of much needed adjacencies between and among various departments. Often, teachers within their individual classes will design learning activities that incorporate multiple domains of learning and that span content areas, but there are challenges to implementing true cross-disciplinary work that brings multiple classes and content educators together. (PDP Teaching Philosophy Statement, p. 76)

11) The information provided references “additional collaborative space,” “common areas within sightline of classrooms,” and “an interior community space beyond the classroom” (p. 78). In response to these review comments, describe the scale, required adjacencies, architectural characteristics, and anticipated users for such spaces. Additionally, describe how these spaces will be scheduled and overseen and clarify whether the spaces referenced are envisioned as the same space, or as three separate spaces.

District Response: (DMHS) These descriptors reference the same space, designated on the space summary as the “Common Rooms”. Doherty envisions a flexible space to provide for multiple orientations and uses, with flexible furnishings to account for current and future needs. These are multipurpose spaces for the benefit of all departments.

Additional departmental and classroom organizational information is available in the proposed adjacency diagrams provided in the PDP.

The information provided calls for outdoor workspaces adjacent to art classrooms. Ensure that any outdoor spaces provided are fully accessible to users with mobility impairments.

District Response: Acknowledged.

12) The information provided describes a black box/multi-purpose/performing arts classroom. Provide the anticipated seating capacity of this space as well as scheduling information that indicates how the space will complement, rather than duplicate, the anticipated uses of the proposed 750-seat Auditorium. The MSBA encourages the design team to explore potential efficiencies between these two proposed performance/lecture spaces. Please acknowledge.

District Response Acknowledged. This item will be further addressed within the PSR.

During the numerous school- and community-based visioning sessions, the groups consistently identified as a priority a need for a variety of performance venues for class, school and community use. As explained in the PDP (p. 82), the Massachusetts Arts Curriculum Frameworks outlines

standards that enable students to engage in a range of learning activities.

Doherty is anticipating that the Black Box 90–100 seat multi–purpose space to accommodate these school and community needs.

The Black Box will be a flexible performance space with appropriate acoustics, flexible seating and adjustable lighting. In addition to use by the technical theater program for practice and performances, this space will be used as a more intimate practice and performance space for band and chorus ensembles, as a location to showcase or present projects from all departments, and for “Coffee House” events. As performing arts classes run simultaneously with extracurricular activities such as theatrical productions or housing guest speakers, Doherty will require varied and flexible options based on the class and/or organization’s need.

The information provided references a maker space in the performing arts area of the school. In response to these review comments provide further information about how this space will be staffed, scheduled and maintained. Additionally, describe the anticipated functions of this space that could not be met in a performing arts classroom or the maker space adjacent to the Media Center.

District Response: The new school design calls for a maker space in proximity to the performing arts area, including the auditorium stage. A survey of students indicated interest in increased opportunities within the theater department. This expansion would include additional course offerings and performance opportunities. The Massachusetts Art Frameworks include opportunities for students to develop and refine techniques and work for presentation ([T.T.P. 06](#)). This includes providing opportunities for students to lead and organize the production of technical elements of a production such as scenic, lighting, props, costumes, sound, or makeup design. A makerspace adjacent to the arts space would support such student work which is not appropriate for a general education/performing arts classroom, given the tools and equipment needed and the nature of this messy work. Once constructed, these sets will remain

in place for an extended period of time allowing for performing arts students to refine their design and construction skills and to refine and complete artistic work ([A.C.T.Cr. 03](#)).

Additionally, Doherty envisions this space to be used by performing arts classes and extracurricular groups, e.g. for the musical, the theater club, the art club, etc.. Currently, Doherty's performing arts classes and extracurricular organizations offer multiple theatrical productions throughout the year. Each of these requires set design and construction. Even after the sets are built, they remain built for lengthy period of time until the performance(s) is/are completed. Doherty classes and clubs build sets on the stage itself as there is no additional space available. This prevents the stage from being used by any other class, limits the use of the stage for group assemblies/presentations, or from any outside organization from using the space, during that time. The auditorium and stage are regularly limited or not available for general teacher use. During the 2019–2020 school year, due to overcrowding, several classes have been assigned in the auditorium. Numerous repeated comments made during visioning sessions noted the need for multiple performing arts spaces. Building/keeping sets on the stage in the auditorium would limit the performing arts space that is available for the school throughout the year.

13) The information provided identifies dance and choreography as two of many uses anticipated for Physical Education space in the proposed project. Describe any provisions that will be made to support these functions, for example, providing a spring floor.

District Response: (DMHS) There are no specialized provisions envisioned for these Physical Education spaces. Rather, they will provide options for the school's various athletic teams and extracurricular groups more appropriate space for a wide range of work and activities. Currently, some teams or groups practice or work in hallways or crowded areas.

14) The information provided indicates that the District is in the process of moving to a

“more inclusive model” of instruction (p. 97). In response to these review comments, describe the steps the District has taken/is currently taking/will take to support this shift.

District Response:

The District has taken steps to support the shift to a more inclusive model of instruction. There have been several professional learning opportunities geared toward supporting the success for all students, particularly focused on the delivery of curriculum, instruction, and interventions. Training has been provided at the district and school levels to effectively meet the needs of our Special Education students. The exchange of effective strategies and practices among and between general education teachers and special education teachers is invaluable to inform their co-teaching. The district is committed to continuing to provide training to support the successful implementation of all Individualized Education Plans and to provide the necessary staff to support all Special Education programming including but not limited to inclusion specialists, behavioral specialists, and paraprofessionals necessary to remain within the regulations that govern Special Education in Massachusetts and to educate all students in the Least Restrictive Environment, (LRE).

15b) The information provided indicates that Doherty Memorial High School houses one existing approved Chapter 74 program (Engineering & Technology) and that three additional Chapter 74 programs (Programming & Web Development, Marketing Management & Finance, Construction Craft Laborer) are proposed for the new facility. Additionally, the current facility houses one existing non-Chapter 74 vocational program (Television Production) which the District intends to continue in the new facility. (No response required).

District Response: No response required.

It is unclear from the information provided whether the existing Computer Science offerings, which appear to be part of the Mathematics Department, are intended to remain within that

department or whether they are envisioned as an additional, stand-alone non-Chapter 74 vocational program in the new facility. Please clarify.

District Response: The Computer Science course offerings are non-CVTE electives. The Vocational Programming and Web Development program teachers will be organized within the larger CVTE department, and not within the Computer Science and/or Mathematics department(s).

Currently, Computer Science classes are sometimes taught by Mathematics teachers, as these staff members tended to have skill sets and/or licensures in both areas. However, the Mathematics Curriculum Framework (2017), as well as the Digital Literacy and Computer Science Curriculum Framework (2016) are distinct curricula and with the coming inclusion of Computer Science as a graduation requirement, coupled with its growing popularity, DMHS may choose to group the Computer Science teachers into their own department.

The information provided indicates that the Engineering and Technology Academy program will include laboratory spaces with a variety of manufacturing and fabrication equipment. In response to these review comments, confirm that adequate ventilation will be provided, and that appropriate safety measures will also be provided/accounted for. Similarly, confirm that adequate ventilation and appropriate safety measures will be provided for the Construction Craft Labor program's laboratory spaces. Please acknowledge.

District Response: Acknowledged.

18) The information provided notes that “[t]he WPS has standardized district-wide... use of Genetec for video surveillance as well as AXIS brand surveillance cameras” in order to streamline and reduce costs for staff training and maintenance. Similarly, the District uses a single vendor (Shoretel/Mitel) for its voice-over-ip phone system and phones. The MSBA notes that the District will need to provide proprietary specifications information for these products in its Schematic Design submission. Please acknowledge.

District Response: Acknowledged.

19) In response to these review comments clarify why proximity to the World Languages program is not a goal for the District's English Language Learners program.

District Response: (DMHS) The Equal Educational Opportunities Act of 1974 (EEOA) and Title VI of the Civil Rights Act of 1964 require that schools have both equal and meaningful participation in educational programs. The close proximity to the core academic classrooms/neighbors will support language acquisition in core content areas, provide equal access to core academic classes and resources which allows for collaboration with core academic teachers and classes, and supports EL students in core academic classes.

Doherty wants the English Language Learners program to be closer to the core academics so that students and staff are continuously involved and integrated into these core academic spaces.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Space summary; one per approved design enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Floor plans of the existing facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

1) *The MSBA has performed an initial review of the space summary and offers the following:*

- **General notes regarding the submitted space summary** – *Storage spaces in excess of MSBA guidelines are typically considered as gross area included in the grossing factor. In future submittals carry spaces typically defined as gross area (including unoccupied rooms, toilet rooms, unoccupied closets, supply rooms and storage rooms) within the grossing factor, not as net area, unless the MSBA space summary template specifically includes that space in the net area category. MSBA notes that the proposed total gross area cannot exceed the maximum allowable factor of 1.5 of*

net area.

District Response: Acknowledged. This item will be addressed within the PSR.

- ***Core Academic*** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 23,440 net square feet (“nsf”). Per the information provided, the following spaces will be proposed in order for the District to deliver its educational program:*

<i>Anticipated Core Academic Spaces</i>	<i>Grades 9-12; 1,670 students</i>		
	<i>Proposed No. Rooms</i>	<i>MSBA Guidelines No. Rooms</i>	<i>Variance</i>
<i>General Classrooms</i>	57	56	+1
<i>Teacher Planning</i>	48	56	-8
<i>Department/Book Storage</i>	9	0	+9
<i>Small Group Seminar</i>	9	4	+5
<i>AVID Classroom*</i>	1	0	+1
<i>Science Classroom/Lab</i>	16	15	+1
<i>Prep Room</i>	16	15	+1
<i>Central Chemical Storage Room</i>	1	1	-
<i>Small Group Room (ELL)*</i>	4	0	+4
<i>Language Lab*</i>	2	0	+2
<i>Large Group Seminar Room*</i>	1	0	+1
<i>Computer Science Classrooms*</i>	3	0	+3

**The MSBA will rely on the District's Educational Program and additional information provided to understand how proposed spaces that are unique to the District will be utilized in the proposed project.*

The MSBA notes that the proposed project has a utilization of approximately 69%, including (80) capacity-generating spaces in this category. The MSBA encourages the District to seek opportunities to increase the utilization of the proposed project. In order to consider a proposed project with an overall utilization lower than 85%, the MSBA needs to better understand the proposed schedule and intended use of general classrooms, science labs and specialty classrooms. In response to these review comments, please provide detailed scheduling and utilization information substantiating the need for the proposed number of classrooms and labs.

District Response: In the PDP statement, Doherty calculated the room utilization rates for each department, for general and special education, and for the school. In this calculation, we considered every space available, even those classrooms that provide instruction through an open-concept approach. For example, one of our classrooms (room 212) is subdivided into three spaces (212A, 212B, 212C) even though all are within the same class area. This subdivision of additional classroom space is due to the severe overcrowding within the current building.

Worcester is planning for a building with a larger enrollment – 1,670. This enrollment figure was based on demographic trends, as well as the recognition that Doherty has one vocational program. Since then, Doherty has proposed the inclusion of three additional vocational programs, as well as an advanced academy, that would be open

to students from across the district. In addition, when compared to other schools, Doherty is currently understaffed for its student population. Doherty is unable to grow current programming due to lack of space; average class sizes, counselor ratios, etc. are comparatively high; and many classrooms are inadequately sized and provisioned. When planning for the new school, Doherty's proposal seeks to remedy these issues by offering additional programming, hiring additional staff, ensuring all classes – general and special education – are taught in appropriately sized classroom, etc. Currently, there are many special education students who receive a range of services, as well as are included within the general education classroom(s) to varying degrees. Each year, the numbers of students in full or partial inclusion change. The Space Summary template as well as the adjacency diagrams included within the PDP demonstrate the flexible orientations that will be possible as special education classrooms are integrated into the core academic spaces.

Within the current space, there are 76 total classroom spaces, albeit several rooms are really subdivided spaces within a single classroom space. Of these 76 rooms, 9 are designated as SPED spaces. 67 therefore are general education spaces, which includes science, health and physical education, art, CVTE programming, and core and elective programming. During the 2018–2019 school year, these spaces had a 94.7% utilization rate, and this was based on a maximum population of 1,529 students.

The student population is expected to increase by approximately 150–180 students. As each student needs 7 classes per day, this translates to, at a minimum, an additional 42 instructional periods of core and elective instruction (150 students x 7 periods ÷ 25 students per section). 42 instructional periods correlates to 6 full classroom spaces (42 spaces ÷ 7 periods) at a minimum. As we understand the MSBA space summary template, there are 80 non-SPED capacity generating spaces. With the increased student population and commensurate increase in course offerings, Doherty estimates the room utilization rate as follows:

During the 2018–2019 school year:

67 general education classroom spaces

7 periods of potential utilization; $67 \times 7 = 469$ instructional periods available

utilization rate of 94.7% = 444 instructional periods taught within the general education classroom spaces

Within the PDP proposal for the new building:

80 general education classroom or capacity generating spaces proposed
7 periods of potential utilization; $80 \times 7 = 560$ instructional periods available
If we assume current scheduling (444 instructional periods) and factor in the minimum addition of 42 instructional periods, then the total minimum instructional periods being run will be 486

This creates a utilization rate within the general education spaces of approximately 86.7% ($486 \div 560$). In reality, there will likely be more than 42 additional periods created due to the increased population, and each additional period will increase the school's room utilization rate.

Please incorporate the proposed "Department/Book Storage" areas into the grossing square footage. No further preliminary comments.

District Response: This item will be addressed within the PSR.

- **Special Education** – 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 required 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.

This category includes twelve (12) Inclusion SPED rooms at 900 nsf each. Please clarify the function and anticipated distribution of these spaces and describe their desired architectural character, furnishings and equipment.

The information provided proposes a 3,000 nsf Adaptive PE space. Describe the District's approach to identifying this proposed square footage, and verify that the proposed square footage will be dedicated exclusively to students receiving special education services.

District Response: As the district continues to move toward a more inclusive model, the special education classrooms and spaces will be integrated into the core academic spaces. This model will allow for flexibility as the numbers of students receiving full inclusions or partial inclusion services change.

Doherty has planned for four Grade 9 interdisciplinary teams with one special education inclusion classroom and one resource space integrated into each team.

Additionally, Doherty is planning to establish academic neighborhoods for core content classes for grades 10–12. With core departmental pairings, such as Mathematics and Science, or Social Studies and English Language Arts for example, the school seeks two inclusion special education classroom and one resource classroom space to be integrated within each department as well. These Special Education classrooms will be distributed throughout the academic areas.

Doherty envisions a flexible space to provide for multiple orientations and uses, with flexible furnishings to account for current and future needs.

Additional departmental and classroom organizational information is available in the proposed adjacency diagrams provided in the PDP.

The Adaptive PE space will be utilized by students receiving special education services. As the program grows, the school hopes to establish and strengthen its unified programming options, thus providing additional opportunities for special and general education students to collaborate.

As the SD process continues, the committee will be designing and including additional information for review.

- **Art & Music** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 3,850 nsf. Much of this overage results from the inclusion of (1) 1,200 Digital Arts Lab, (1) 900 nsf Piano Lab, (1) 900 nsf General Music Classroom and (1) 400 nsf Teacher Planning space. Please note that area beyond that included in the guidelines will be deemed ineligible for reimbursement.*

District Response: Acknowledged. Doherty understands that these spaces exceed MSBA guidelines and are above and beyond the allotments within the template. However, the school's scheduling challenges, wait lists for programming, and student interest demonstrates the need for such space. Recent expansion of our visual arts program has added an additional art teacher allowing the school to plan to expand the current visual art courses to meet student interest and to alleviate the need for wait lists for art courses. However, more specific art space is needed for all students to access the arts curriculum as indicated in the Massachusetts Arts Frameworks. A dedicated Visual Arts lab will allow students to refine and complete

artistic work by incorporating new materials, constrains, genres, or styles as noted in the Massachusetts Arts Frameworks ([P.V.Cr.03](#)) and will support students in advanced classes , such as Advanced Placement Studio Drawing, to support work on their digital art portfolio. Additionally, this will allow the opportunity to offer art courses such as graphic art, digital media art, and digital photography to support student interest and to prepare students to appreciate and create digital art and allow for cross-curricular sharing with such programs as Marketing as students in both classes collaborate on projects such as visual displays for the school store.

A dedicated piano lab, staffed by the music teachers, will allow for individualized attention to students and differentiation of music instruction, providing support for music students at all levels. Students will be afforded the opportunity to study piano, something that is not possible for many students outside of school for financial reasons. Additionally, a dedicated piano lab will afford students with the opportunity to explore and create original music compositions as noted in the Massachusetts Arts Curriculum Frameworks ([A.T.P.05](#)) as well as to develop and refine artistic techniques and work for presentation ([ASE.M.P.05](#)). Between the music classes, both instrumental and theory, this lab would be utilized consistently throughout the day. Its adjacency to the music classrooms would allow for easy access for music teachers to bring their classes to the lab and to have visual access for supervision of individual students using the lab or practice and/or composition. This lab will help to support music skills and allow for cross-curricular sharing with the theater department as the two departments collaborate to provide instruction in musical theater both during and after the school day.

The dedicated teacher planning space will allow for collaboration among music, art, and theater teachers to support student work and collaborative projects in the arts. Production meetings as well as individual auditions can be held in this space.

Currently, Doherty staff's two full-time music teachers as well as one full-time theater arts teacher. All programs are full and wait-listed students are consistently looking for opportunities to join. In addition, the school infrastructure and classroom space currently limit the course offerings. Doherty intends to expand the teaching staff within the new building to better meet the needs of students in offering additional and more varied music and performing arts classes. As the program grows, there will be increased opportunities for teachers within the two departments—Theater Arts and Music—to collaborate.

Additional departmental and classroom organizational information is available in the proposed adjacency diagrams provided in the PDP.

- ***Vocations & Technology*** – *The overall proposed square footage for this category exceeds the MSBA guidelines by 10,870 nsf. The District is proposing to continue its Engineering program and is currently seeking Chapter 74 approval for three (3) programs: Programming & Web Development, Marketing Management & Finance, and Construction Craft Laborer.*

The MSBA notes the following:

- *Engineering & Technology includes three shop areas totaling 7,500 nsf, four related classrooms, and four teacher offices. Describe how these spaces support the proposed program capacity of 400 students and the proposed schedule for students participating in the program.*
- *Programming & Web Development includes four classrooms, and two teacher offices. Describe how these spaces support the proposed program capacity of 200 students and the proposed schedule for students participating in the program.*
- *Marketing Management & Finance includes a 1,000 nsf school store, three classrooms, and two teacher offices. Describe how these spaces support the proposed program capacity of 200 students and the proposed schedule for students participating in the program. In order for the MSBA to consider all or a portion of the school store eligible for reimbursement the following additional information is required: proposed use of the space, how often Chapter 74 students will use the space as part of the curriculum, and the rationale for the proposed size of the space.*
- *Construction Craft Laborer includes one 5,000 nsf shop area, two related classrooms, and two teacher offices. Describe how these*

spaces support the proposed program capacity of 150 students and the proposed schedule for students participating in the program.

In response to these review comments, and for each of the Chapter 74 Programs proposed, describe the number of students that will be in program space at a given time and provide the estimated utilization of the proposed spaces. Additionally, describe how minimum ceiling height requirements may affect how various shops are grouped and strategies to contribute to a more cost-effective facility.

District Response: (DMHS/WPS)

Engineering and Technology:

The Engineering and Technology Academy (ETA) consists of a 9th and 10th grade interdisciplinary teams. These teams integrate the vocational Engineering course with Mathematics, Science, History, and English. Given the team nature in that students share the same teachers and given that the staff integrate their academic programs to mutually support each other, students are engaging with the vocational curriculum during their Engineering, Mathematics, and Science classes within this program.

Doherty's schedule includes a 7-period day. Students in the ETA share 5 common classes together, which includes three vocational periods (out of 7) each day. Teachers, including vocational teachers, have 5 instructional classes each day, with a combined maximum student load of 125 students, per the Worcester Public Schools' contract. Due to safety considerations, some classes—including the Engineering classes—are capped so that their enrollment allows for safe access and utilization of the related shop areas. For example, all 9th grade ETA teachers have a maximum load of 100 students (5 classes x 20 students, as 20 is the maximum allowed within this vocation). Thus, at any given time there would be a maximum of 20 students working within any of the vocational or classroom spaces. Combined, there are 100 possible ETA students within each grade for a total of 400 students.

For example, a traditional ninth grade schedule would appear as

follows:

Period 1 – English I

Period 2 – Geometry (integrated academics)

Period 3 – Biology (integrated academics)

Period 4 – Introduction to Engineering (vocational)

Period 5 – World History II

Period 6 – World Language

Period 7 – Health, Physical Education

During the school day, Engineering classes run simultaneously for grades 9–12. This results in 2–4 vocational classes running simultaneously during each period of the school day. Given the highly technical nature of the vocational curriculum, students are often accessing the classroom spaces– which would include computers, graphic design software, curriculum resources etc.– along with the vocational spaces each day.

The Engineering and Technology program’s design includes three shop areas. These represent separate, albeit spatially adjacent and accessible, spaces in which different aspects of the vocational curriculum can be implemented. For example, Doherty currently has two–very undersized–shop areas. One houses typical construction and fabrication equipment, used primarily for wood–based projects, including a range of power tools, saws, sanders, drills, etc. The second shop area houses equipment such as 3D printers and fine milling machines. A third major component of the engineering curriculum includes electrical work, including analog and digital circuitry analysis, robotics, programmable logic controllers, etc. Currently, most of this work occurs in a classroom, but this requires staff to reorganize their space when this equipment is needed, e.g. moving computers to the side, setting up equipment, breaking it down each day to account for other classes

coming into the space, etc.

The three shop areas would allow for dedicated spaces for the three currently designed major vocational skill sets. As industry standards and technologies change in the coming decades, these spaces provide flexibility in the school's ability to deliver the curriculum to such a large population.

Doherty is currently seeking Chapter 74 approval for three programs: Programming and Web Development; Marketing, Management and Finance; and Construction Craft Laborer. For each, Doherty has begun to lay the foundation by offering introductory coursework within the curriculum. Doherty intends to add additional coursework and staff to the maximum extent possible so that each program is established as we then transition to the new space.

The three proposed programs will not utilize a team approach, as does the Engineering and Technology Academy. Instead, students in each program will engage with the curriculum and related theory by enrolling in 2 periods during each school day. The remainder of their schedule (5 periods) will include their academic and any other desired elective or mandated courses as needed. The table below shows likely course offerings at each grade level.

Sample Student Schedule:

	Grade 9	Grade 10	Grade 11	Grade 12
CVTE Curriculum	Grade 9 CVTE	Grade 10 CVTE	Grade 11 CVTE	Grade 12 CVTE

CVTE Related Theory (RT)	Grade 9 RT	Grade 10 RT	Grade 11 RT	Grade 12 RT
English	English I	English II	English III	English IV
Mathematics	Algebra	Geometry	Algebra II	Pre-Calculus
Science	Biology	Chemistry	Human Anatomy	Physics
World Language (assume that student needs at least 2 years to be college ready)	Language 1	Language 2 (at minimum, need to start the 2 year sequence in grade 10)	Language 3 (possible)	
Social Studies	World History II	US History I	US History II	
Credit total	7 credits (full schedule)	7 credits (full schedule)	7 credits (full schedule)	5 credits
Additional elective offerings				
Art/Music/ Computer Science/ Theater, other 1 credit electives	None available (unless move language to year 2)	None available	None available	Possible options

AP Classes	AP Human Geography not available (unless move language to year 2)	AP Human Geography, AP Statistics	Some options of an AP class in lieu of their core academic requirement (e.g. AP English Language for English III).	More options available
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The Worcester Public Schools anticipates hiring four new teachers to serve all students within each Chapter 74 program. This will correspond to 1 teacher per grade, with each teacher implementing lessons that enable students to engage with the vocational, as well as the related theory curriculum. For the 2019–2020 school year, Doherty Memorial High School laid the foundation for each program by offering introductory courses.

Given Doherty’s expected bell schedule and with the length of each instructional period, this proposed program anticipates two periods of program–related instruction each day: one period of ‘shop’ time followed by another period of related theory supporting the curriculum. This will correlate to one teacher per grade.

At full enrollment, Doherty will offer 4 years of vocational instruction. As an example, below shows a potential teacher schedule within this vocational program and how the space will be utilized. Each teacher will have 2 sections of their respective vocational and related theory courses.

Sample Teacher Schedule (at Year 4)

	Grade 9	Grade 10	Grade 11	Grade 12
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Period 1	CVTE Curriculum (sec 1)	CVTE Curriculum (sec 1)	Additional Course	CVTE Curriculum (sec 1)
Period 2	RT (sec 1)	RT (sec 1)		RT (sec 1)
Period 3	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time
Period 4	CVTE Curriculum (sec 2)		CVTE Curriculum (sec 1)	CVTE Curriculum (sec 2)
Period 5	RT (sec 2)	CVTE Curriculum (sec 2)	RT (sec 1)	RT (sec 2)
Period 6		RT (sec 2)	CVTE Curriculum (sec 2)	Additional Course
Period 7	Additional Course	Additional Course	RT (sec 2)	

Programming and Web Development:

The Programming and Web Development program will not utilize a team approach, as does the Engineering and Technology Academy. Instead, students in this program will engage with the curriculum and related theory by enrolling in 2 periods during each school day. For example, a 9th grade student will enroll in Programming 1 and Related Theory 1, and a 10th grade student will enroll in Programming 2 and Related Theory 2. The remainder of their schedule (5 periods) will include their academic and any other

desired elective or mandated courses as needed.

For example, a traditional 11th grade schedule would appear as follows:

Period 1 – English III

Period 2 – Pre-Calculus

Period 3 – AP US History

Period 4 – Programming and Web Development 3

Period 5 – Prog. and Web Dev. Related Theory 3

Period 6 – World Language

Period 7 – AP Physics 1

The Programming and Web Development program proposal seeks four classrooms and two teacher offices. The teacher offices will be shared spaces between the four program teachers.

Marketing, Management and Finance:

The Marketing, Management and Finance program will not utilize a team approach, as does the Engineering and Technology Academy. Instead, students in this program will engage with the curriculum and related theory by enrolling in 2 periods during each school day. For example, a 9th grade student will enroll in Accounting 1 and Related Theory 1, and a 10th grade student will enroll in Marketing and Related Theory 2. The remainder of their schedule (5 periods) will include their academic and any other desired elective or mandated courses as needed.

For example, a traditional 10th grade schedule would appear as follows:

Period 1 – English II

Period 2 – Geometry

Period 3 – US History 1

Period 4 – Marketing I

Period 5 – Marketing Related Theory 2

Period 6 – World Language

Period 7 – Chemistry

The Marketing, Management and Finance program proposal seeks three classrooms and two teacher offices. The teacher offices will be shared spaces between the four program teachers. With the inclusion of the school store, students will be able to share the classroom spaces with the store as an extension of their shop space. In addition, students will benefit from shared spaces within the Visual Arts department, for example as they design displays within their Marketing classes. The store will provide a space to account for many school needs, and students will be able to coordinate and supply these needs. For example, the store will provide a venue to offer school-branded merchandise for students, families, and community members. This will provide real-world opportunities to apply their vocational skills as they design the products and related advertising, as well as have opportunities to interact with peers and adults in a professional atmosphere.

Construction Craft Laborer:

The Construction Craft Laborer program will not utilize a team approach, as does the Engineering and Technology Academy. Instead, students in this program will engage with the curriculum and related theory by enrolling in 2 periods during each school day. For example, a 9th grade student will enroll in Construction 1 and Related Theory 1, and a 10th grade student will enroll in

Construction 2 and Related Theory 2. The remainder of their schedule (5 periods) will include their academic and any other desired elective or mandated courses as needed.

For example, a traditional 11th grade schedule would appear as follows:

Period 1 – English III

Period 2 – Pre-Calculus

Period 3 – US History 2

Period 4 – Construction 3

Period 5 – CCL Related Theory 3

Period 6 – World Language

Period 7 – Physics

The Construction Craft Laborer program proposal seeks two classrooms and two teacher offices. The teacher offices will be shared spaces between the four program teachers. In addition, the shop area will enable students to transfer theory to practice within this versatile space. As explained in the PDP (p. 107–108), there are little to no redundancy programs within Doherty and so this shop space will enable all necessary skill sets to be introduced and mastered.

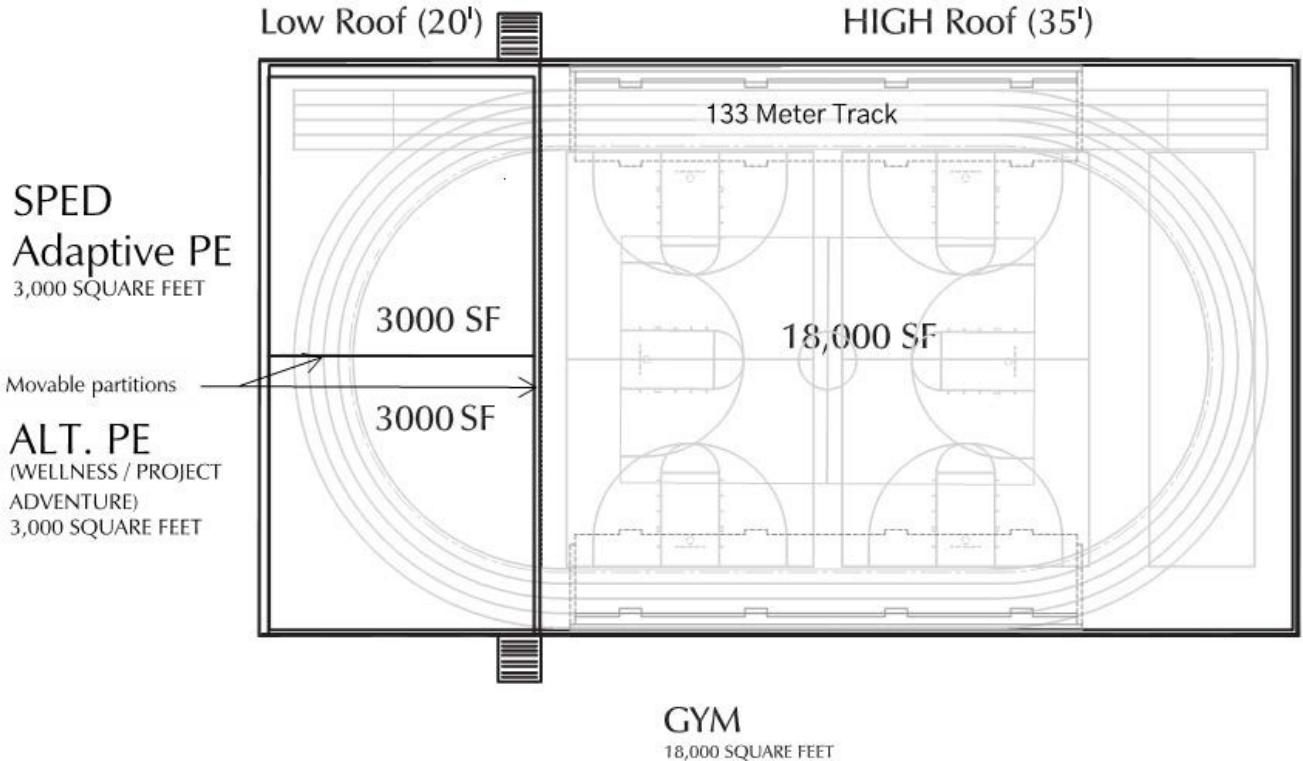
The Construction Craft Labor is the only program proposed that requires a shop ceiling height greater than a typical classroom. Layout efficiency will be considered when locating this shop within the building.

- ***Health & Physical Education*** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 12,300 nsf.*
 - *Based on the design enrollment and class schedule, the MSBA accepts two*

additional 3,000 nsf physical education stations, totaling 6,000 nsf for an adjusted area of 31,552 allowed in this category. The proposed program is 300 nsf in excess of the adjusted guidelines.

- The MSBA does not object to the District including this additional area in the proposed project, however all area in excess of the adjusted guidelines will be ineligible for reimbursement.
- Please refer to the attached memo regarding the MSBA’s policy on physical education square footage in excess of the MSBA guidelines. Note that areas in excess of the MSBA guidelines will be the sole expense of the District; that community support must be demonstrated prior to MSBA approval of the District’s proposed project scope and budget; and that the MSBA will exclude from its grant the cost of the total gross square footage (“gsf”) in excess of the guidelines for these areas. In no event will the MSBA participate in a new construction project that includes contiguous gymnasium space exceeding 18,000 nsf. Please acknowledge.

District Response: The district acknowledges the MSBA policy on physical education areas. The 3,000 sf wellness center and the adaptive PE spaces are planned to be adjacent to the 18,000 SF Gymnasium, separated by modular partitions with a lower 20’ ceiling. The spaces are organized to support the day-to-day Physical Education program needs within the area allotted by the MSBA. After school hours, the modular partitions may be opened to accommodate a 133-meter indoor track for



track practice, for unified sports and for maximum flexibility for the overall school.

The information provided proposes a Gym/Community Storeroom (1,000 nsf). In response to these review comments provide information about how this space will be used and how this use will support the Educational Program; the MSBA will review the information provided to determine the inclusion and possible eligibility of this space.

District Response: The physical education curriculum throughout the year allows students to explore different athletic and wellness-based activities. Students will engage with these activities, many of which will utilize age-appropriate or industry-standard equipment. When not in use, to ensure safe storage to prevent damage, as well as to provide an uncluttered space for student safety, this storeroom is critical to provide for an effective Health and Physical Education experience for all students.

No further preliminary comments.

- **Media Center** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 863 nsf. The MSBA encourages the District to attempt to find efficiencies in the proposed layout to reduce the overall net square footage. Please note that the MSBA will participate in area up to that included within the guidelines.*

Additionally, provide scheduling and anticipated use for the proposed Social Emotional Learning Center and describe the logic for locating this space within the Media Center. No further preliminary comments.

District Response: Acknowledged.

The Social Emotional Learning Center is referring to the school coping room. As explained in the PDP statement (p. 100), this is a space for students removed from their classroom for a portion of the day. The coping room is a space where students can receive academic and social and emotional support. To be assigned to the coping room, students would have received a referral from an administrator for a certain amount of time. Students would complete academic tasks while also receiving the social-emotional

support needed to successfully transition and return to their regularly assigned schedule of classes.

It is not critical for this space to be adjacent to the Media Center.

- **Auditorium/Drama** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 7,100 nsf. This excess is due to the inclusion of a Theater Classroom, Black Box Theater and Performing Arts Maker Space as well as an Auditorium, Stage, Greenroom and Control Room that are larger than indicated by guidelines. Note that square footage in excess of the guidelines will be considered ineligible for reimbursement. Please refer to the memo referenced above regarding MSBA’s policy on auditoriums and square footage in excess of the MSBA guidelines. No further preliminary comments.*

District Response: Acknowledged. Refer to the response to question 12 above.

- **Dining & Food Service** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 2,871 nsf. Much of this overage results from the inclusion of a substantially larger serving area and a larger kitchen than indicated in the guidelines. Additional overage results from the inclusion of a 200 nsf Satellite Grab n’ Go station. The MSBA encourages the District to seek efficiencies in the proposed layout to reduce the overall net square footage and will continue to evaluate the eligibility of this additional space in future submittals. No further preliminary comments.*

District Response: Acknowledged.

- **Medical** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 1,645 nsf. Much of this overage results from the inclusion of a School Based Health Center (“SBHC”), operated in partnership with the Worcester Public Schools by Family Health Center. The MSBA does not object to the District including this space in the proposed project, however space over guidelines will be considered ineligible for reimbursement. No further preliminary comments.*

District Response: Acknowledged.

- **Administration & Guidance** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 3,618 nsf. With exception of space dedicated to the School Resource Officer, area beyond that included in the guidelines will be deemed ineligible for reimbursement. The MSBA encourages the District to attempt to find efficiencies in the proposed layout to reduce the overall net square footage. Please note that the MSBA will participate in area up to that included within the guidelines. No further preliminary comments. This category includes one (1) Job Placement Office (Tech ED) at 150 nsf. Clarify the students that this space is intended to serve. If only Chapter 74 students are served by this space, please reallocate to the Vocations & Technology category above. Additionally, please reallocate any other spaces that exclusively serve Chapter 74*

students to the Vocations & Technology category.

District Response: (DMHS) Currently, many Doherty students participate in work–experience or internship placements. Doherty offers several credit–earning options for non–vocational students and so this space is not intended exclusively for the Chapter 74 programs. For example, the SITE program (Students Involved in Their Education) allows students to leave school at the end of the day to participate in an unpaid internship within a local business or organization. Students with a job who complete certain requirements are eligible to earn credit and many of them work to help to support their families. The Job Placement Office established a common location for students, staff and community members to access information about these options and to utilize the support provided.

Students within the vocational programs participate in internship opportunities independent of the SITE or Work–Experience programs.

- ***Custodial & Maintenance*** – *The overall proposed square footage for this category appears to exceed the MSBA guidelines by 716 nsf. The MSBA encourages the District to attempt to find efficiencies in the proposed layout to reduce the overall net square footage. Please note that the MSBA will participate in area up to that included within the guidelines.*

The space summary provided calls for a Custodian’s Storage (375 nsf), Storeroom (1,000 nsf), and Outdoor Equipment Storage (300 nsf). Please incorporate these proposed storage areas into the grossing square footage. No further comments.

District Response: Custodian’s Storage (375 nsf) and Storeroom (935 nsf) are included in the MSBA Guidelines. This comment will be addressed in the PSR Space Summary.

- ***Other*** – *The information provided indicates that 4,500 nsf will be provided for Technical Services / IT. This space will, “include a server room, receiving and storage and offices for technical support space. The space will also act as a living lab for the Programming and Web Development Chapter 74 program. In the next submission, please fully describe the function, intended users and scheduling of each*

of the proposed Technical Services / IT spaces. Additionally, clarify whether the proposed space will exclusively serve the needs of Doherty Memorial High School or whether it will serve District-wide needs. Note that while the MSBA does not object to the inclusion of District-wide IT space in the proposed project, any such spaces will be considered ineligible for reimbursement. The MSBA will continue to evaluate eligibility of the remaining areas in subsequent submittals.

District Response: (DMHS/WPS)

The 4,500 nsf Technical Services/IT space will be comprised of several areas, including a server/infrastructure space, receiving and storage, as well as the offices and work-spaces for the Support Specialists. The server and related infrastructure are to enable Doherty to access critical technological services.

The Support Specialist work-stations are expected to service both Doherty and district-wide technology needs. Each school is assigned a Support Specialist, and so Doherty's Support Specialist would be allocated this space in which to work. The conference set-up and additional work-stations support district-wide needs for the network engineer, administrators and Support Specialists.

While not all staff are dedicated exclusively to Doherty Memorial High School, the Support Specialists will have a role within our vocational programming.

With the inclusion of the Programming and Web Development Vocational Program, Doherty planned to utilize this combined IT space collaboratively with the Support Specialists. Students would be able to work with Support Specialists to engage with their curriculum through real-world applications. Upper-class students will have opportunities to complete their co-op or internships in-house alongside the working members of the IT department.

It is traditionally difficult to use high-school interns due to the commute time for interns to travel to the networking office. By housing the school networking infrastructure at Doherty interns from the vocational program would be able to work with IT during the school day as well as afterschool, thereby receiving real world

experience troubleshooting issues as they occur. Students would gain experience in IP addressing, network troubleshooting wireless spectrum analysis, user account maintenance, and more.

Please note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines and is not supported by the Educational Program provided.

District Response: Acknowledged

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Confirmation of legal title to the property.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Determination that the property is available for development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Existing historically significant features and any related effect on the project design and/or schedule.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Determination of any development restrictions that may apply.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Initial Evaluation of building code compliance for the existing facility.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Assessment of the school for the presence of hazardous materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

2) *The information provided includes confirmation from the City of Worcester that the Doherty High School site is available for development. Similar confirmation is not provided for the Foley Stadium or Chandler Magnet School sites. Please provide as part of the District's Preferred Schematic Report.*

District Response: This item will be addressed in the PSR submission.

3) *As part of the District's Schematic Design submission include the timeline associated with filing with the Massachusetts Historical Commission ("MHC") and obtaining MHC approval prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00.*

District Response: This item will be addressed in the SD submission.

4) *The information provided includes development restrictions for the Doherty High School site and indicates that development restriction information for the Foley Stadium and Chandler Magnet School sites will be further explored during the Preferred Schematic Report phase of the project. Detailed information describing these*

sites and the associated restrictions must be provided in the District's Preferred Schematic Report. Please acknowledge.

District Response: Acknowledged.

9) The information provided indicates that the removal of an abandoned 275-gallon fuel oil above ground storage tank will be part of the proposed project. Note that all costs associated with the abatement of contaminated soil from any source, including abatement and removal of fuel storage tanks will be considered ineligible for MSBA reimbursement. Please acknowledge.

District Response: Acknowledged.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Existing site plan(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

No review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Analysis of school district student school assignment practices and available space in other schools in the district	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Tuition agreement with adjacent school districts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Rental or acquisition of existing buildings that could be made available for school use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Construction of new building and the evaluation of potential locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

1,2) The information provided uses the phrase, "[t]he District has previously reported" when describing students school assignment practices and tuition agreements. In response to these review comments please clarify whether the previously reported information is still accurate.

District Response: There are no changes to the district's school

assignment practices and tuition agreements.

6) *The information provided uses the phrase, “[t]he District has previously reported” when describing evaluation of potential locations. In response to these review comments please clarify whether the previously reported information is still accurate.*

District Response: The district’s previously reported information regarding potential locations is accurate.

The information provided identifies two additional sites that may be suitable for the proposed project and that would “require land acquisition.” Note that confirmation of full ownership,

*control and exclusive use will be required for the MSBA to execute a Project Funding Agreement with the District. Refer to the **MSBA Project Advisory #45** “MSBA Requirements for Land Use” for more information. Please acknowledge.*

District Response: Acknowledged.

The information provided for the new construction option on the existing Doherty Memorial HS site proposes an underground parking garage. The MSBA notes that all construction costs and soft costs (including associated Designer, OPM and commissioning consultant fees) associated with structure parking will be considered ineligible for reimbursement and must be itemized on the Total Project Budget spreadsheet included with the District’s Schematic Design submission.

District Response: Acknowledged.

7) *As part of the Preliminary Evaluation of Alternatives, the District explored six (6) options:*

- **Base Repair Option:** Code Upgrade at the existing Doherty Memorial High School with an estimated project cost of \$81.7 million.
- **Renovation/Addition Option:** Renovation/Addition at the existing Doherty Memorial High School with an estimated project cost of \$231 million.
- **Option A.1:** New Construction at the Doherty site with an estimated project cost of \$241.7 million.
- **Option B.1:** New Construction at the Foley Stadium site with an estimated project cost of 240.7 million.
- **Option C.1:** New Construction at the Chandler Magnet School site with an estimated project cost of \$222.6 million.

- **Option C.2:** *New Construction at the Chandler Magnet School site with Added Land with an estimated project cost of \$222.6 million plus associated land acquisition costs.*

Upon evaluation of the preliminary options, the District has chosen and intends to further evaluate the following five (5) options in the Preferred Schematic Report:

- **Base Repair Option**
- **Renovation/Addition Option**
- **Option A.1**
- **Option B.1**
- **Option C.2**

Please note that the MSBA expects to receive information for each of the options identified above in the District’s Preferred Schematic Report, as outlined in the MSBA’s Module 3 – Feasibility Study Guidelines. When further considering potential options, note that the MSBA has supported, and will support and participate in, a Base Repair/Code Upgrade option that enables the District to deliver the critical components of its educational program. Should the District select a preferred schematic other than a Base Repair/Code Upgrade option, the District must continue to demonstrate estimated project cost for the Base Repair/Code Upgrade option for cost comparative purposes. This information must be provided in the Preferred Schematic Report submittal. Please acknowledge.

District Response: Acknowledged.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District’s response required</i>	Not Provided; <i>District’s response required</i>	Receipt of District’s Response; <i>To be filled out by MSBA Staff</i>
1	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Signed Local Actions and Approvals Certification(s):				
	a) Submittal approval certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Grade reconfiguration and/or redistricting approval certificate (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3	Provide the following items to document approval and public notification of school configuration changes associated with the proposed project				
	a) A description of the local process required to authorize a change to the existing grade configuration or redistricting in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) A list of associated public meeting dates, agenda, attendees and description of the presentation materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) A certification from the Superintendent stating the District's intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

No review comments for this section.

3.1.8 APPENDICES

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Current Statement of Interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Design Enrollment Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

No review comments for this section.

ADDITIONAL COMMENTS

Regarding past projects:

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show a total MSBA payment of \$2,846,485 for the Chandler Magnet School windows and doors replacement project (#201203480052) completed in August 2014.

Pursuant to these requirements and depending on the School District's ultimate plan for the

proposed project, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received for previous renovation grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. Please see the MSBA website to view the MSBA's regulations, statute and closed school bulletin for additional information.

District Response: Acknowledged.

End