

# Coakley Middle School

Norwood Public Schools

## Community Forum #3

April 29, 2021

### Middle School Building Committee

<b>Alan Slater</b>	<b>Chair</b>
Myev Bodenhofer	School Committee member
Cathy Carney	MCPPO – Contract Administrator
Diane Ferreira	Principal of Balch Elementary School
Dr. Margo Fraczek	Principal of Coakley Middle School
Matt Lane	Selectman
Tom Maloney	Selectman
Tony Mazzucco	General Manager
Paul Riccardi	Director of Buildings and Grounds
Teresa Stewart	School Committee member
Dr. David Thomson	Superintendent
Matthew Walsh	Building Commissioner

### Architect

Ai3 Architects, LLC

### OPM

COMPASS Project Management, Inc.

In partnership with the  
**Massachusetts School Building Authority**



Ai3 Architects, LLC  
Compass Project Management



# Agenda

April 29, 2021

- ◆ **Introductions**
- ◆ **Agenda**
- ◆ **Project Schedule**
- ◆ **PDP Report Submission**
- ◆ **Decisions required for the PSR phase**
  - ◇ **Building Design Option (MSBC)**
  - ◇ **Cafetorium vs. Auditorium (MSBC)**
  - ◇ **Grade Configuration (School Committee)**
- ◆ **Participant Polling**
- ◆ **Questions & Answers**

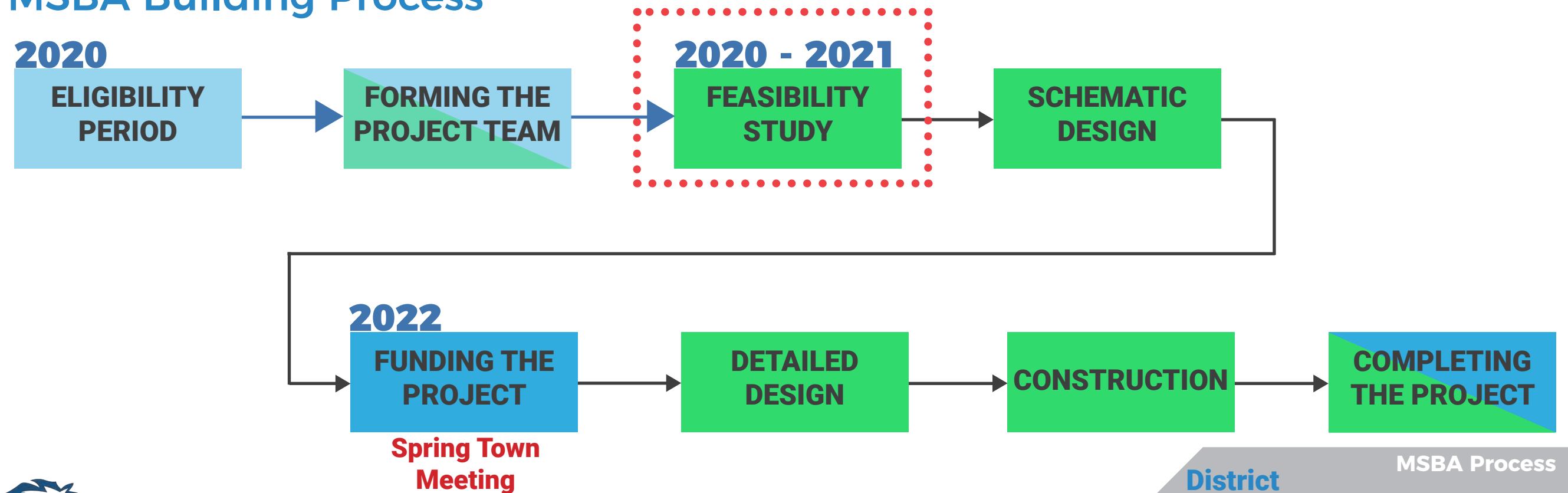


# MSBA Masterplan & Building Process

## MSBA Masterplan Process



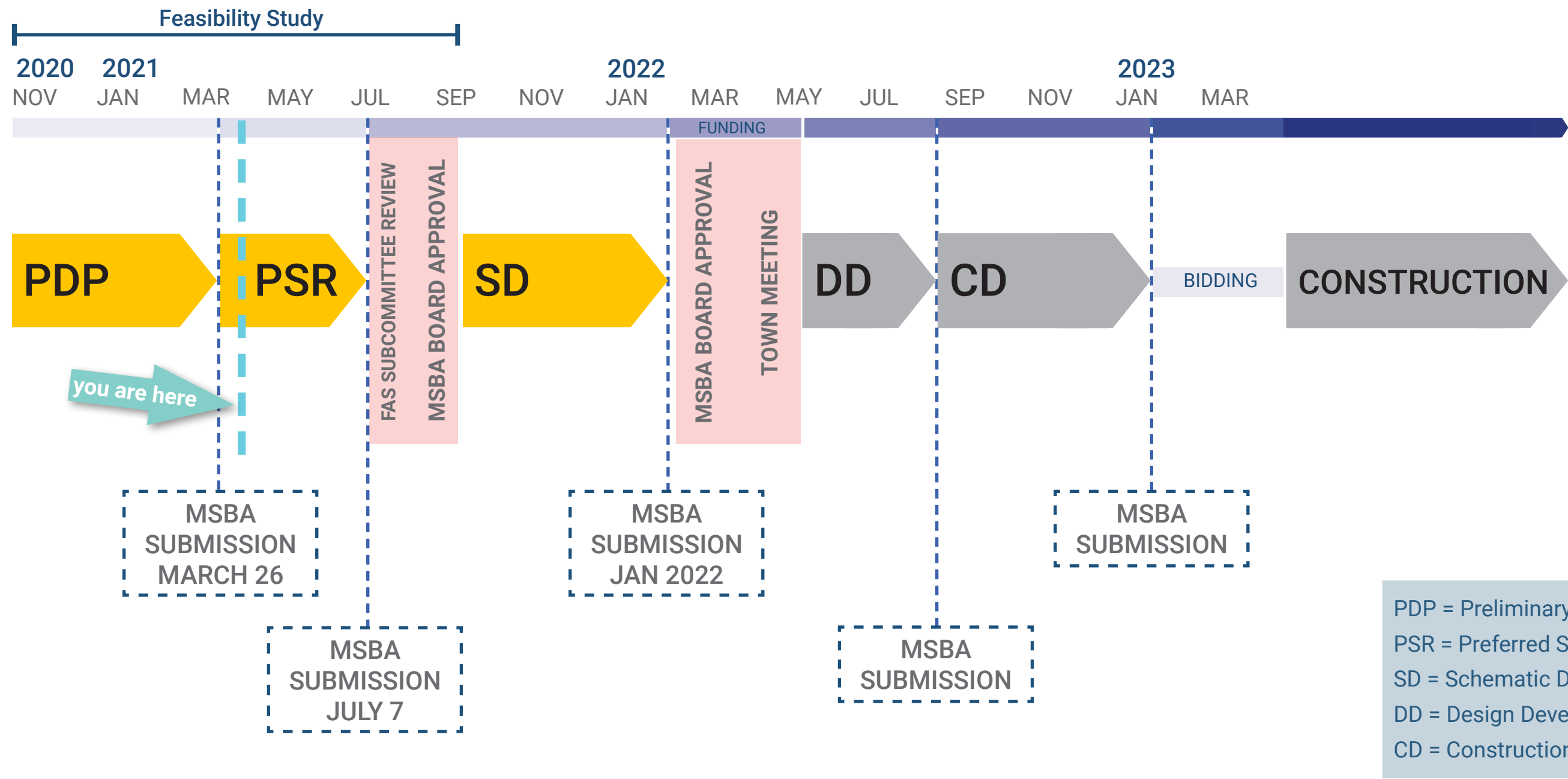
## MSBA Building Process



District Construction Professionals  
MSBA Process



# Project Schedule

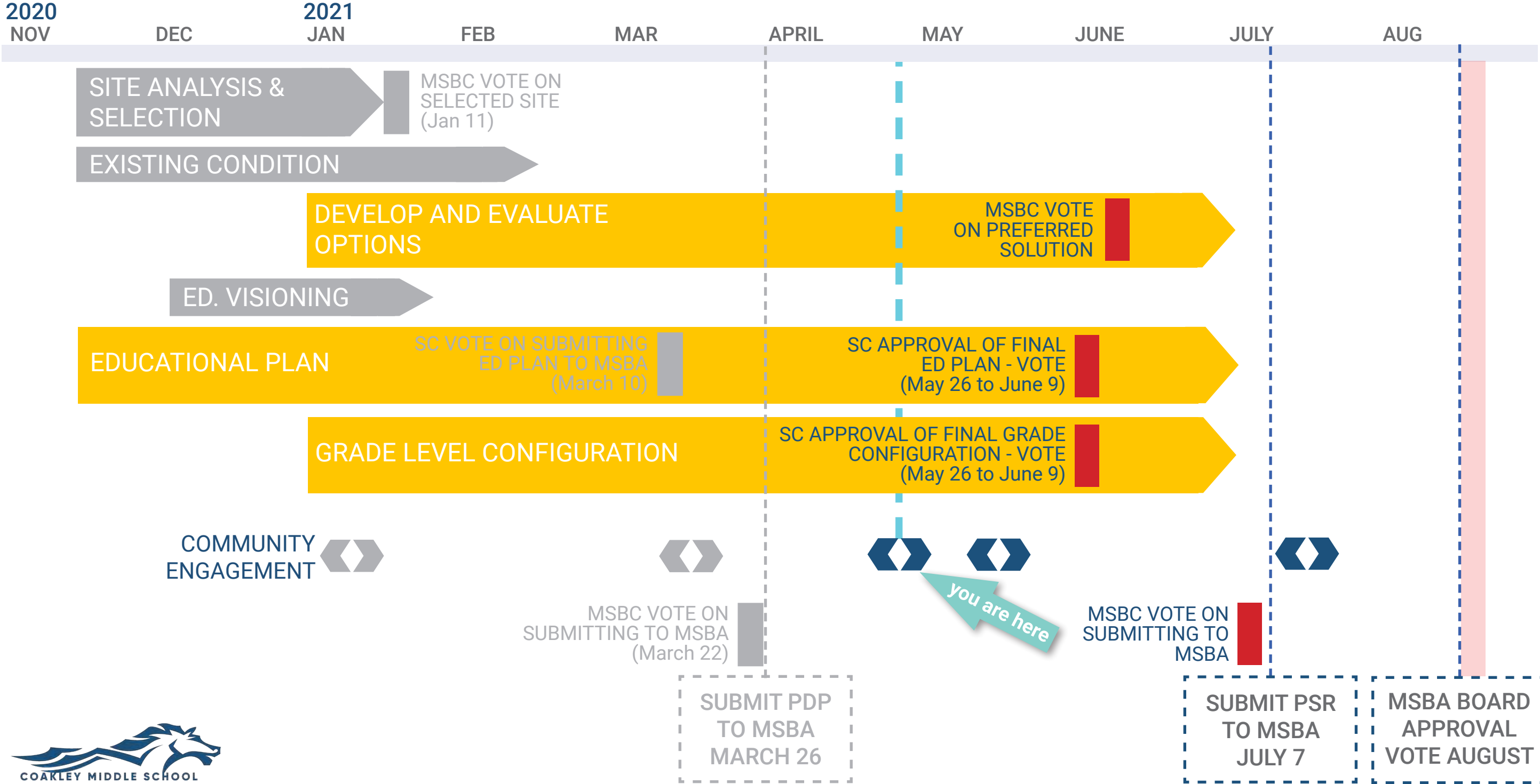


PDP = Preliminary Design Program  
 PSR = Preferred Schematic Report  
 SD = Schematic Design  
 DD = Design Development  
 CD = Construction Documents



# Project Schedule:

PDP and PSR Schedule



# Design Options

MSBA Requirements

1

## CODE UPGRADE / BASE REPAIR

- Code upgrades
- Systems repairs
- Exterior repairs
- Interior repairs
- NO Sitework
- NO increase to building size
- NO Educational upgrades

6-8 Grade Level Configuration  
(EXISTING)

2

## RENOVATION / ADDITION

- Code & Systems upgrades
- Exterior & Interior repairs
- Limited reconfiguring of the existing building
- Building addition for added teaching space
- Can only address 21st Century Learning in some of the spaces (addition)
- Many of the existing deficiencies will remain (layout and building support for teaching pedagogy)

6-8 Grade Level Configuration

5-8 Grade Level Configuration

3

## NEW CONSTRUCTION

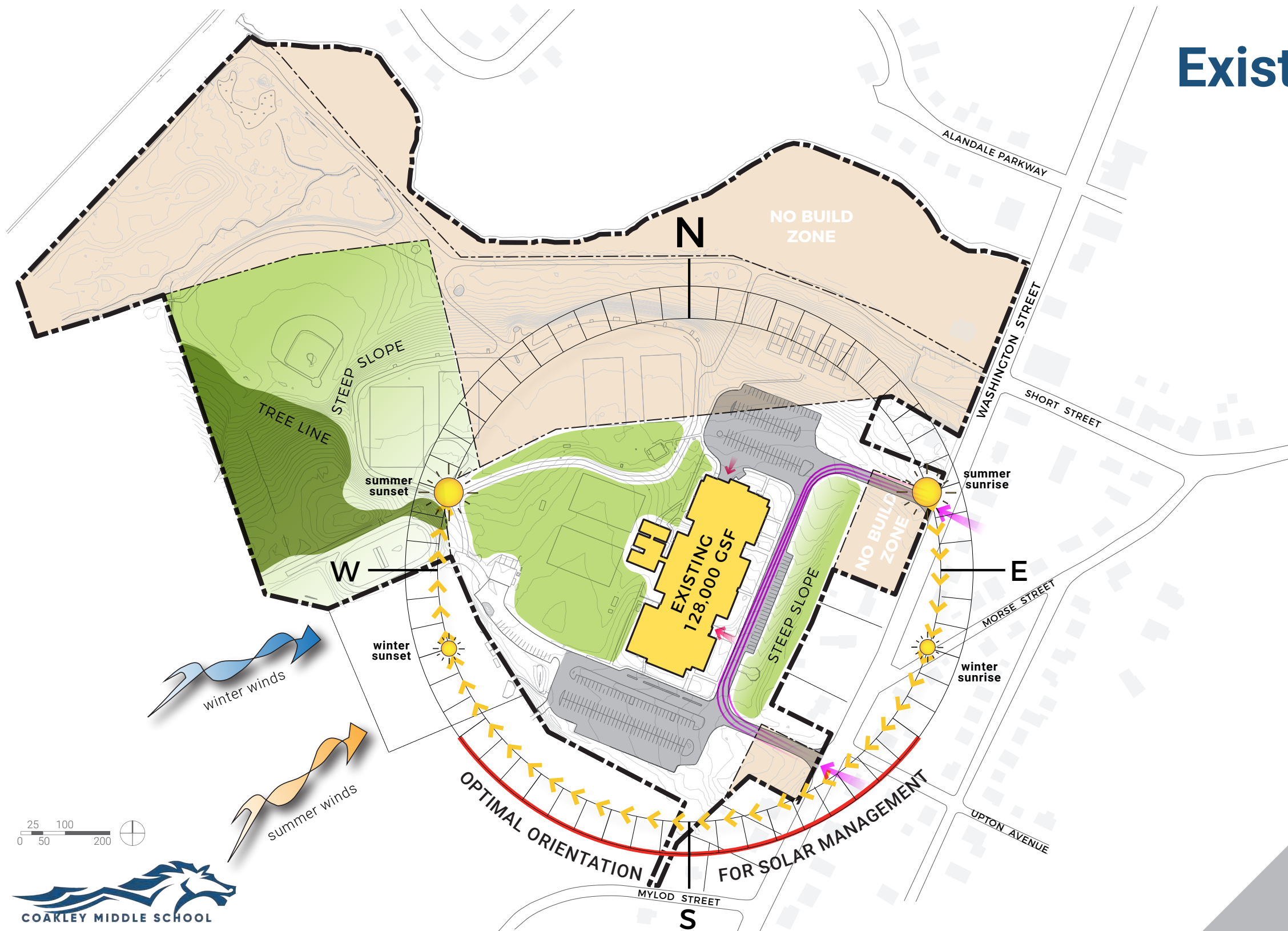
- Appropriately sized building for student enrollment
- Spaces designed for 21st Century Learning
- Building layout that supports staff in delivering 21st Century Learning
- Code compliant
- Modern, efficient building system

6-8 Grade Level Configuration

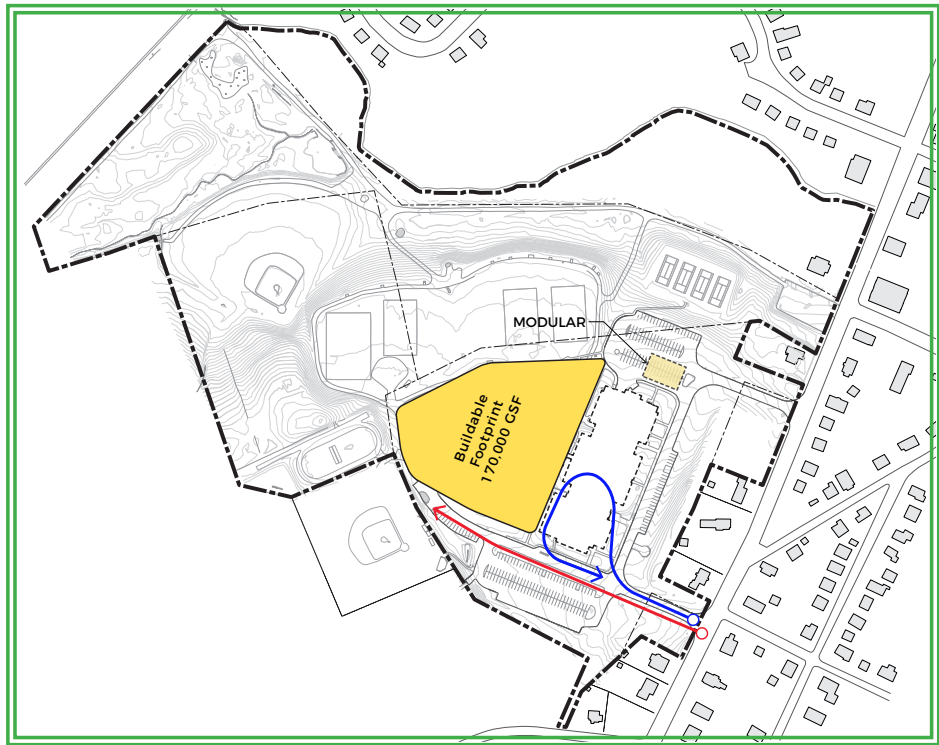
5-8 Grade Level Configuration



# Existing Conditions site analysis

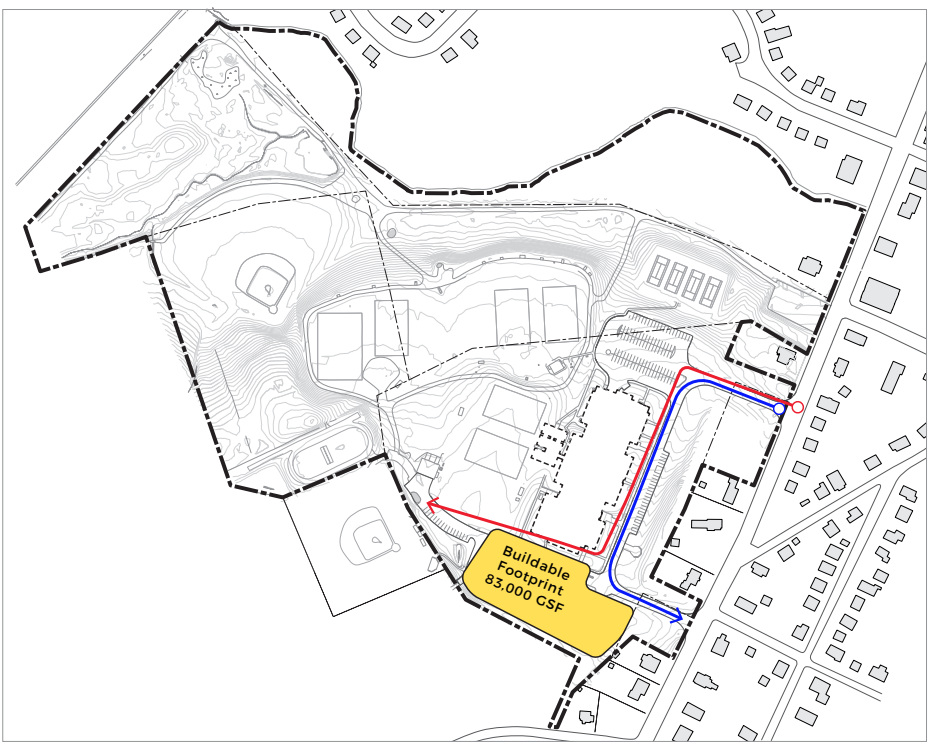


- ◆ large areas of the site are restricted from having built structures added
- ◆ building orientation to consider solar orientation for optimal solar management
- ◆ building orientation to consider southwest prevailing winds for ventilation and open space
- ◆ consider all natural buffers between site and residential neighbors



### Back

**170,000 GSF**  
 uses the modular replacement to gain additional GSF  
 centrally located on site  
 2 practice fields would be offline during construction

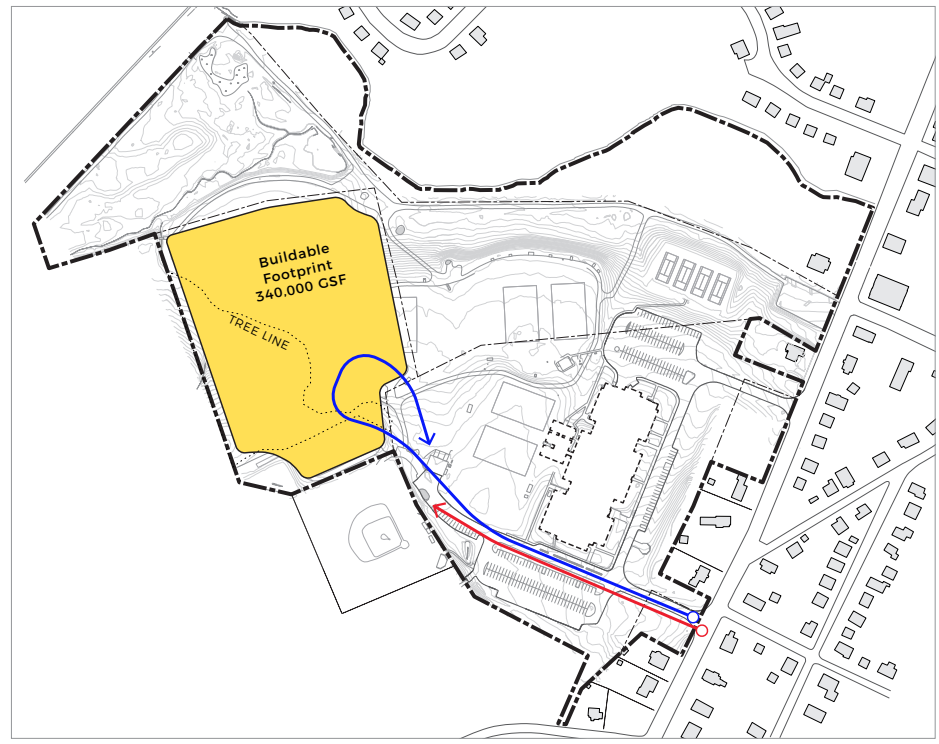


# New Options buildable area

— school access  
 — little league access

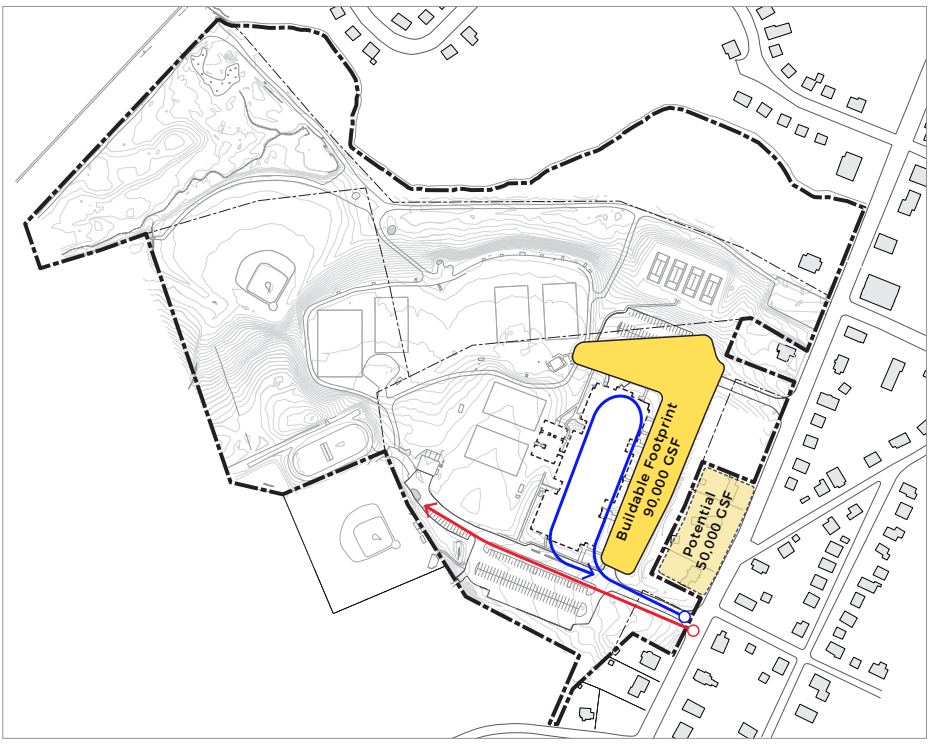
### South

**83,000 GSF**  
 smallest footprint results in tallest building closest to abutters  
 longest access drive to little league field



### Far Back

**340,000 GSF**  
 steep slopes  
 requires the removal of existing established trees  
 poor access through site pinch-point  
 2-3 structured fields would be offline during construction



### Front

90,000 GSF + 50,000 GSF = **140,000 GSF**  
 narrow lot with steep slopes results in long building and entry/circulation at back  
 project would incur added cost if 3 properties were purchased





ADD/RENO



**option 2A**  
2-story



**option 3A - stepped**  
3/4-story



**option 3B - 2 wings**  
2-story



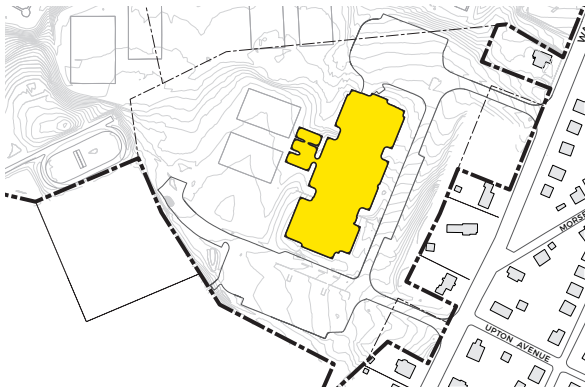
**option 3C - 2 wings phased**  
2-story



BASE REPAIR



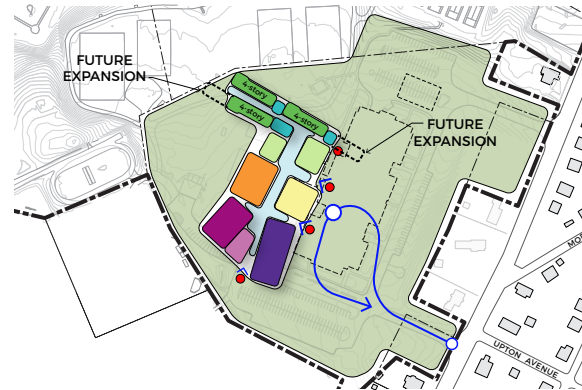
**option 1**  
2-story



**option 3D - backwards "C"**  
2-story



**option 3E - angle**  
3/4-story



**option 3F - linear**  
3/4-story

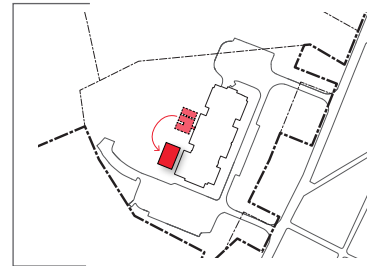


# option 3A - stepped New Construction

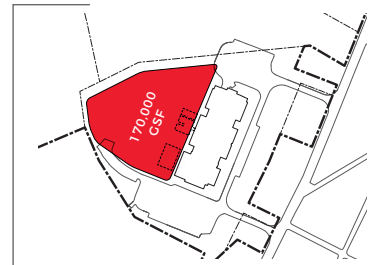
3-story

Total Duration: +/- 32 months

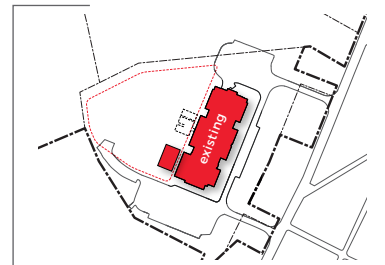
modulars move in first phase  
to accommodate building  
footprint



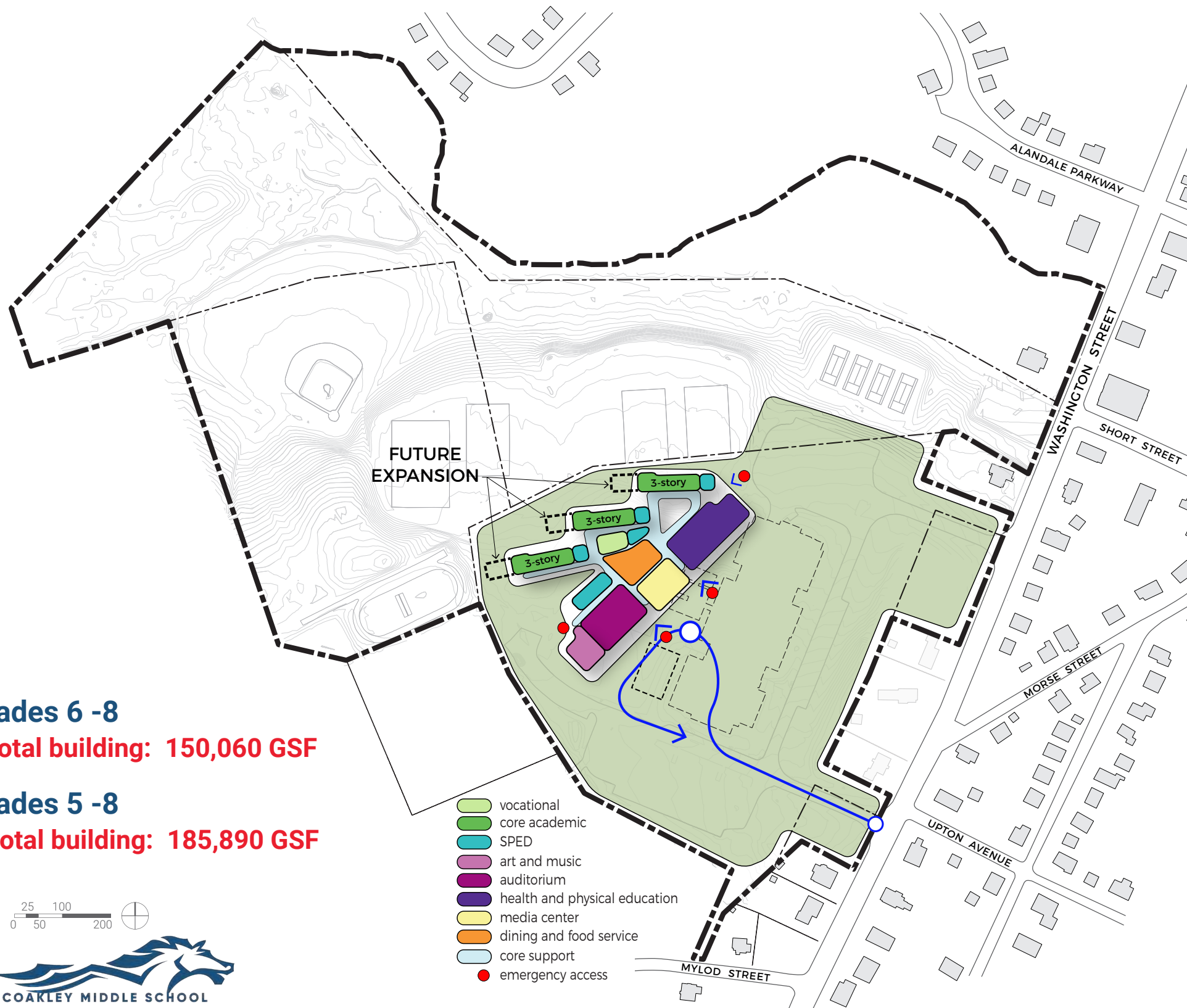
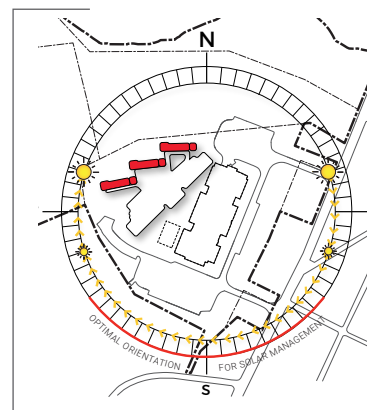
takes advantage of centrally  
located buildable site



existing building to  
remain functional during  
construction



optimal solar orientation  
for classrooms



grades 6 -8  
total building: 150,060 GSF

grades 5 -8  
total building: 185,890 GSF

- vocational
- core academic
- SPED
- art and music
- auditorium
- health and physical education
- media center
- dining and food service
- core support
- emergency access



COAKLEY MIDDLE SCHOOL

option 3A  
**New Construction**  
3/4-story

- ◆ replication of 1 field
- ◆ additional parking
- ◆ full perimeter access
- ◆ perimeter access close to fields
- ◆ concessions would be demo'd & rebuilt

**PARKING**  
existing: 234  
6 - 8: 254  
5 - 8: 319



**SITE CIRCULATION**  
SCHEME 1 - PERIMETER



option 3A  
**New Construction**  
3/4-story

- ◆ replication of 1 field
- ◆ additional parking
- ◆ full perimeter access
- ◆ perimeter access close to fields
- ◆ concessions would be demo'd & rebuilt

**PARKING**  
existing: 234  
6 - 8: 254  
5 - 8: 319



**SITE CIRCULATION**  
SCHEME 2 - 2 LOOPS



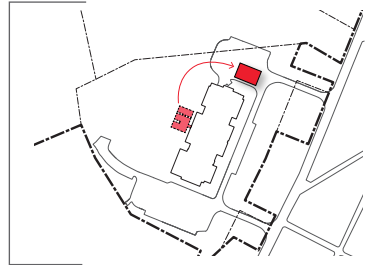
# option 3B - 2 wings

# New Construction

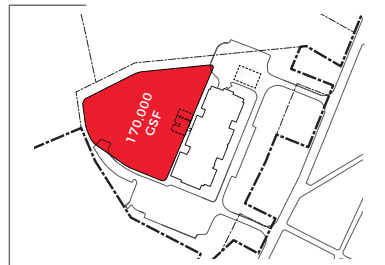
1-story/2-story

Total Duration: +/- 32 months

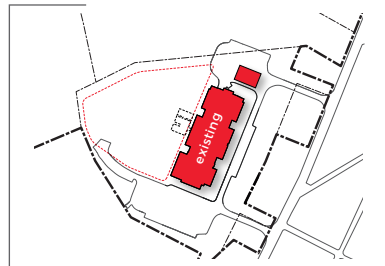
modulars move in first phase to accommodate building footprint



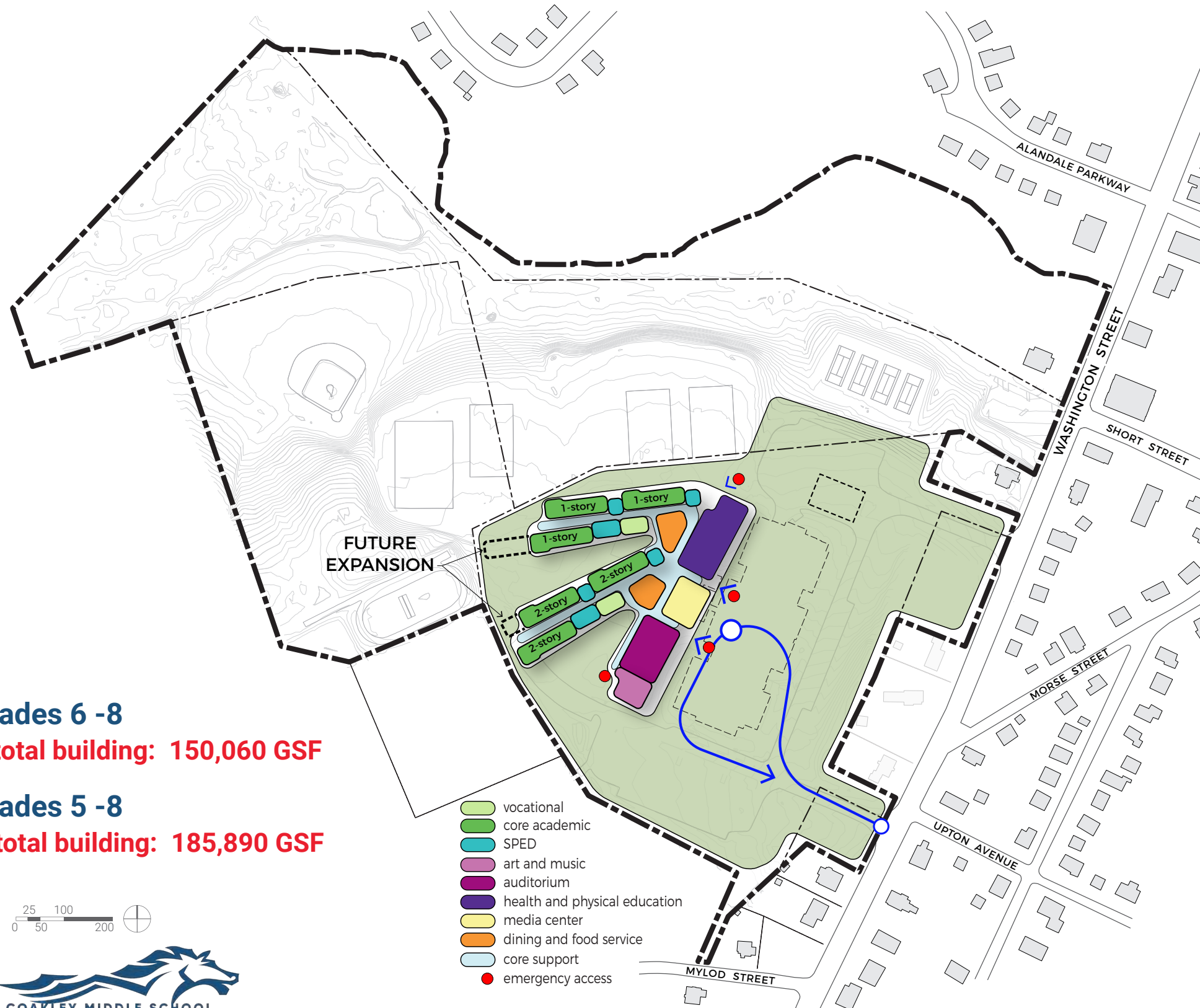
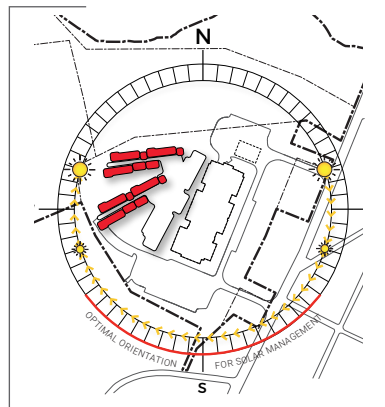
takes advantage of centrally located buildable site



existing building to remain functional during construction



optimal solar orientation for classrooms



**grades 6 -8**  
total building: 150,060 GSF

**grades 5 -8**  
total building: 185,890 GSF

- vocational
- core academic
- SPED
- art and music
- auditorium
- health and physical education
- media center
- dining and food service
- core support
- emergency access



option 3B  
**New  
Construction**  
1/2-story

- ◆ replication of 1 field
- ◆ additional parking
- ◆ full perimeter access
- ◆ perimeter access close to fields & little league
- ◆ concessions would be demo'd & rebuilt

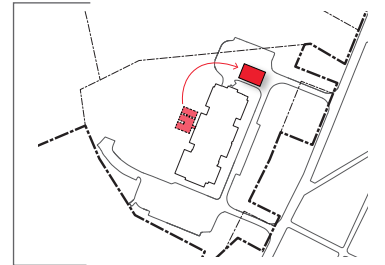
**PARKING**  
existing: 234  
6 - 8: 254  
5 - 8: 319



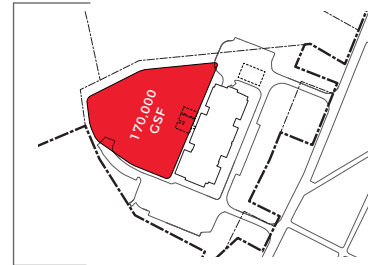
option 3F - linear  
**New 6-8**  
 3-story

**Total Duration: +/- 32 months**

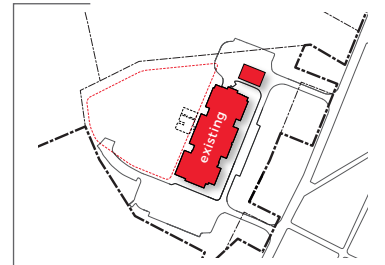
modulars move in first phase  
 to accommodate building  
 footprint



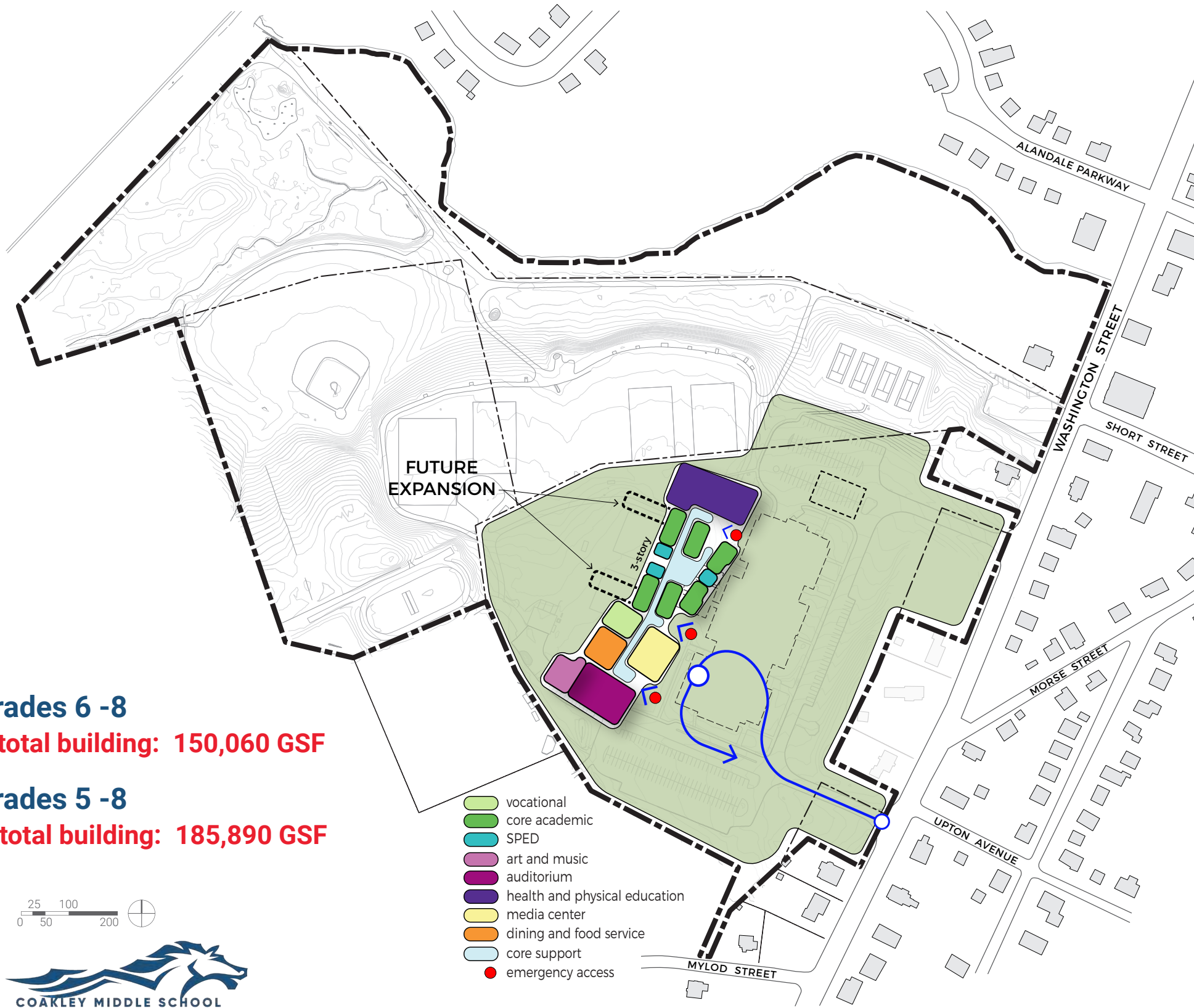
takes advantage of centrally  
 located buildable site



existing building to  
 remain functional during  
 construction



core academics centrally  
 located with a front  
 facade presence



**grades 6 -8**  
 total building: **150,060 GSF**

**grades 5 -8**  
 total building: **185,890 GSF**

- vocational
- core academic
- SPED
- art and music
- auditorium
- health and physical education
- media center
- dining and food service
- core support
- emergency access



option 3F  
**New  
Construction**  
3/4-story

- ◆ replication of 1 field
- ◆ addition of small field
- ◆ additional parking
- ◆ full perimeter access
- ◆ perimeter access close to/encroaching fields
- ◆ concessions would be demo'd & rebuilt

**PARKING**  
existing: 234  
6 - 8: 254  
5 - 8: 319





# PSR Stage: Evaluation Criteria

Getting to a Preferred Option...

what factors should be considered?





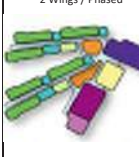
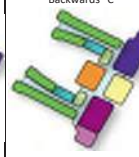
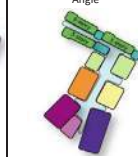
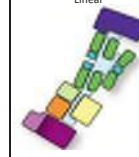
## PRELIMINARY CRITERIA

- ◆ Support Educational Goals
- ◆ Total Project Cost
- ◆ Construction Duration/Phasing
- ◆ Impact to the Existing School
- ◆ Impact to Fields & Greenspace
- ◆ Traffic / Site Circulation
- ◆ Community Use / Access
- ◆ Educational Space Daylighting

Coakley Middle School Project  
Norwood Public Schools, Norwood MA  
School Building Committee

Project Evaluation Criteria Matrix

**DRAFT 4.12.2021**








	Option 1	Option 2A	Option 3A Stepped	Option 3B 2 Wings	Option 3C 2 Wings / Phased	Option 3D Backwards "C"	Option 3E Angle	Option 3F Linear
								
	Base Repair	Add/Reno	New 3/4 Story	New 1/2 Story	New 1/2 Story 2 Phase	New 1/2 Story	New 3/4 Story	New 3/4 Story
Supports Education Program								
Project Cost								
Construction Duration / Phasing								
Impact to Existing School								
Impact to Existing Fields & Greenspace								
Traffic / Site Circulation								
Community Use / Accessibility								
Educational Space Daylighting								

BEST	GOOD	FAIR	POOR	WORST
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Project Evaluation Criteria Matrix

**DRAFT 4.12.2021**

	Option 1	Option 2A	Option 3A	Option 3B	Option 3C	Option 3D	Option 3E	Option 3F
			Stepped 	2 Wings 	2 Wings / Phased 	Backwards "C" 	Angle 	Linear 
	Base Repair	Add/Reno	New 3/4 Story	New 1/2 Story	New 1/2 Story 2 Phase	New 1/2 Story	New 3/4 Story	New 3/4 Story
Supports Education Program	Good	Good	Best	Best	Good	Good	Good	Best
Project Cost	\$61.3 mil	\$136.6 - \$160.2 mil	\$113.8 - \$134.5 mil	\$116.5 - \$138.0 mil	\$118.8 - \$140.4 mil	\$116.5 - \$138.0 mil	\$113.8 - \$134.5 mil	\$113.8 - \$134.5 mil
Construction Duration / Phasing	48+ months	45 months	32 months	32 months	38 months	32 months	32 months	32 months
Impact to Existing School	Worst	Worst	Good	Good	Worst	Good	Good	Good
Impact to Existing Fields & Greenspace	Good	Worst	Best	Good	Good	Good	Good	Best
Traffic / Site Circulation	Worst	Good	Good	Good	Good	Good	Worst	Good
Community Use / Accessibility	Worst	Good	Good	Worst	Worst	Worst	Worst	Good
Educational Space Daylighting	Worst	Worst	Best	Worst	Worst	Good	Good	Worst

BEST	GOOD	FAIR	POOR	WORST
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# CAFETERIA & AUDITORIUM = CAFETORIUM

## CAFETORIUM

**6 - 8**

**grade configuration**

student dining = 3,650 SF  
stage = 1,600 SF

330 chairs

**5 - 8**

**grade configuration**

student dining = 3,760 SF  
stage = 1,600 SF

350 chairs

## AUDITORIUM

**6 - 8**

**grade configuration**

auditorium = 4,500 SF  
stage = 1,600 SF

400 seats

**5 - 8**

**grade configuration**

auditorium = 5,500 SF  
stage = 1,600 SF

535 seats



- \* Existing auditorium at Coakley is 900 seats
- \* Auditorium capacity above is 1/2 the student population
- \* Norwood High School auditorium is 800 seats
- \* Auditorium is considered non-reimbursable by the MSBA  
Estimated cost approximately \$5.0 mil - \$6.5 mil





# CAFETORIUM at BALCH



# CAFETORIUM at OLDHAM



**AUDITORIUM at  
HIGH SCHOOL**



## Menti Survey



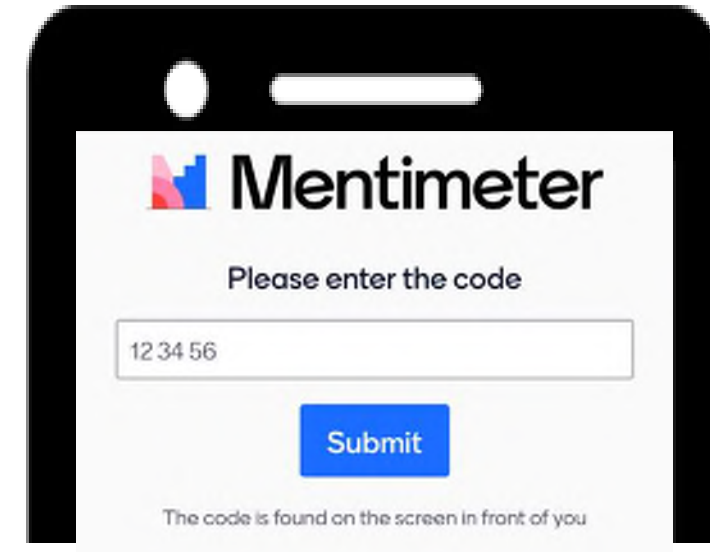
1

On your  
phone/ tablet/  
computer



2

go to [menti.com](https://www.menti.com)



3

enter code  
**3157 9969**  
and vote!

**POLLING OPEN UNTIL 5:00 pm ON MAY 7th**



# Participant Polling

**Auditorium**  
vs.  
**Cafetorium**

**QUESTION:**

Should Norwood invest in an Auditorium for the new Coakley Middle School

OR

Should Norwood include the baseline Cafetorium in the project?

**RESPONSE:**

- Invest in an Auditorium
- Include the baseline Cafetorium
- No preference
- Unsure at this time

[www.menti.com](http://www.menti.com)

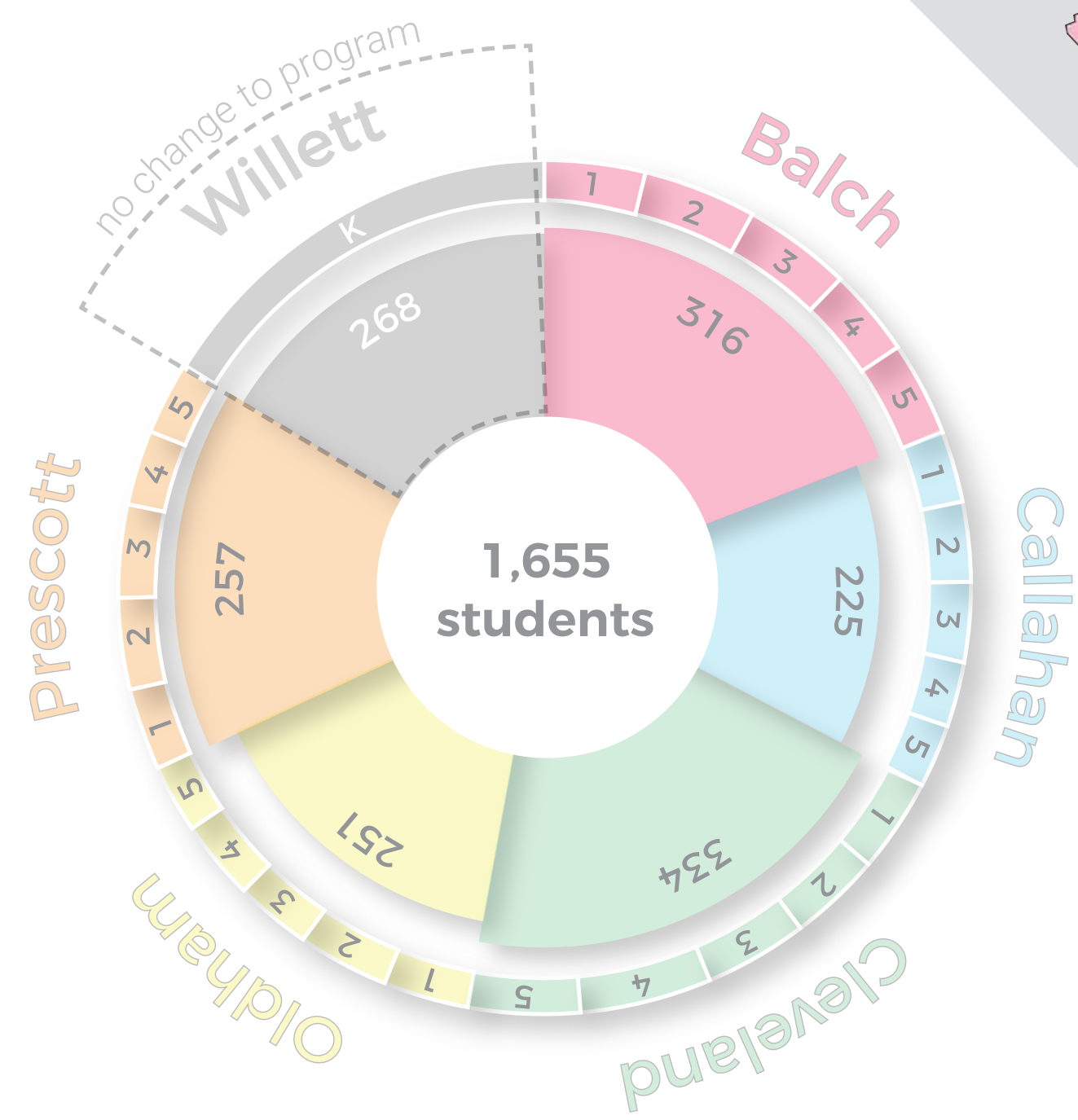
enter code

**3157 9969**

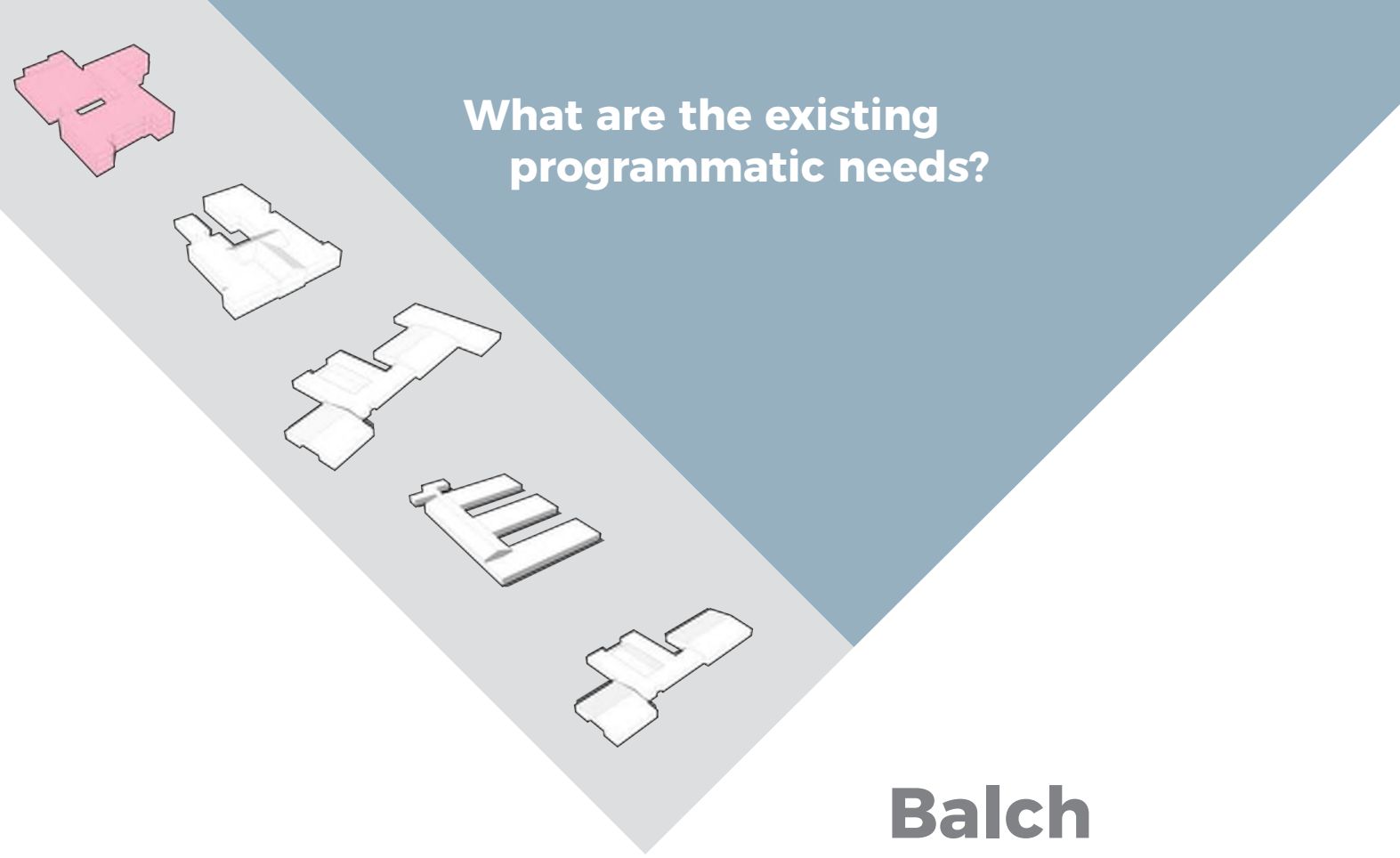
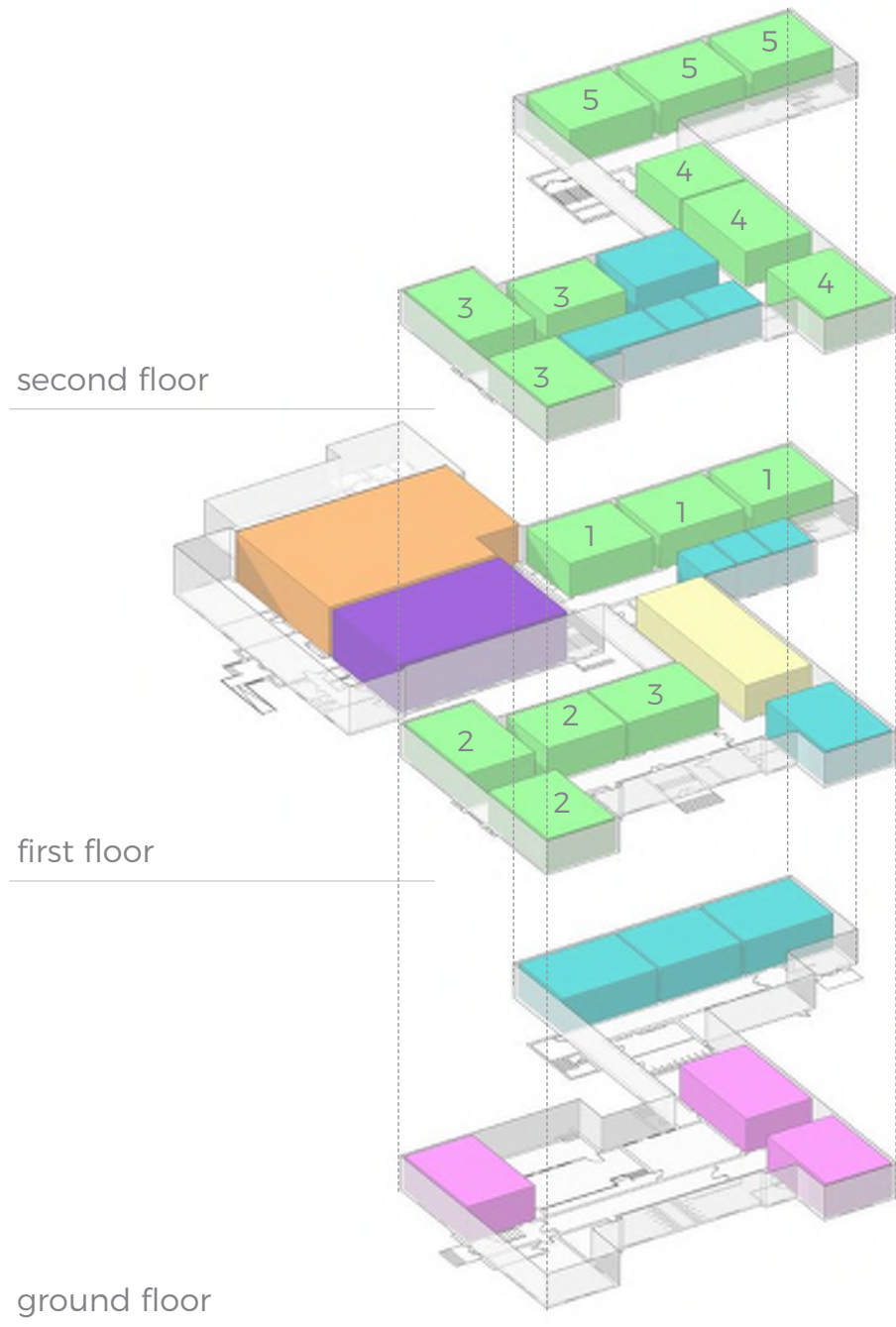
and vote!

**POLLING OPEN UNTIL 5:00 pm ON MAY 7th**





**What is the current enrollment and grade configuration at each school?**



What are the existing programmatic needs?

**Balch**  
**(1-5)**  
 316 students  
**PROGRAMMATIC NEEDS**

- ◆ **(1) Music classroom**  
 (music currently in open rooms)
- ◆ **(3) SPED/ELL rooms**

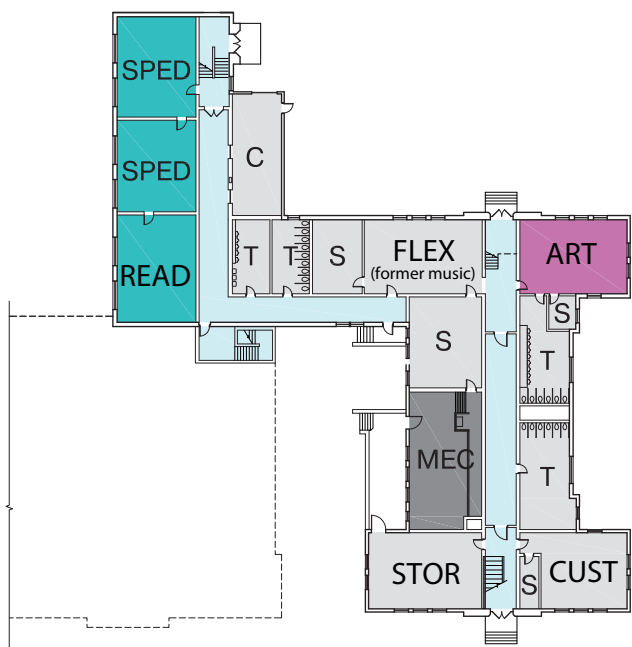
# Balch (1-5)

316 students

What is needed if 5th grade stays at the elementary school?

## If 5th grade remains at the elementary school:

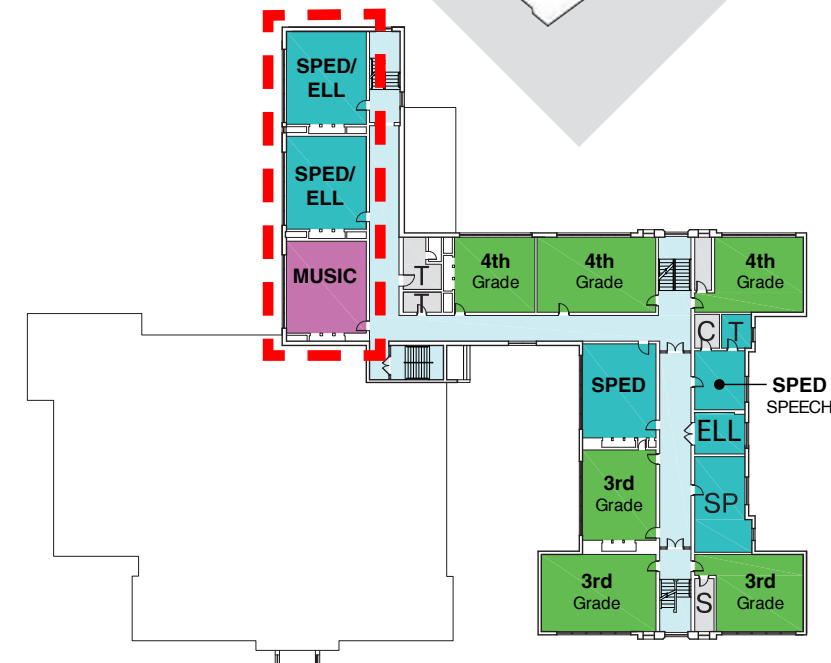
- ◆ (4) modular rooms are added for a relocated 5th grade pod: (3) classrooms and (1) SPED room
- ◆ Music moves to room vacated by 5th grade
- ◆ (2) SPED/ELL rooms are added into the rooms vacated by 5th grade




ground floor



first floor



second floor

 existing location of 5th grade classrooms

New detached modulares  
**TOTAL: 5,445 SF**



(3) 5th grade classrooms  
(1) SPED/ELL room

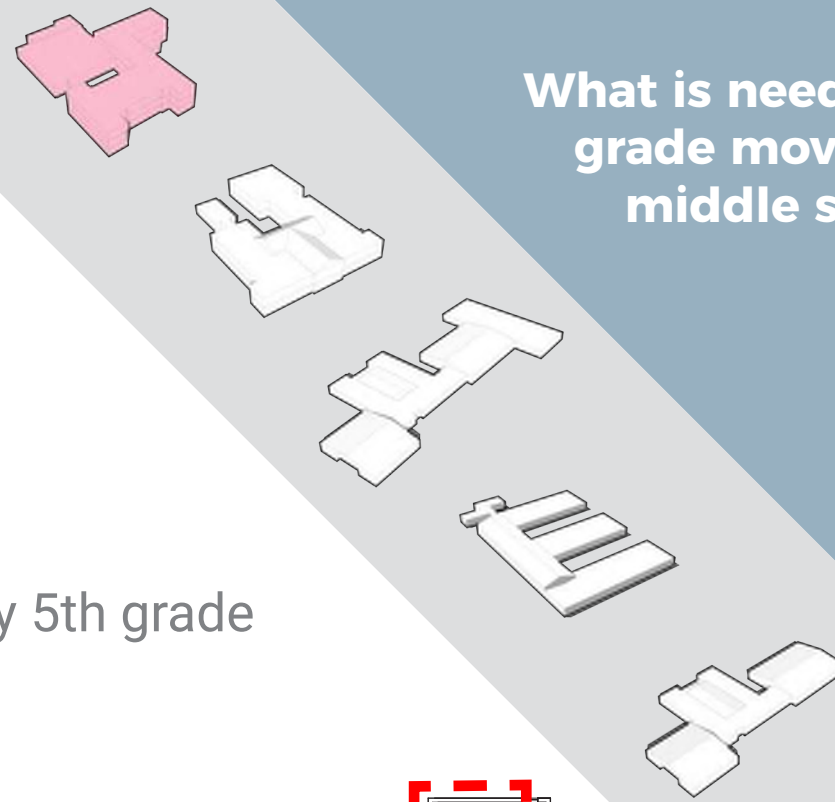
# Balch (1-4)


259 students

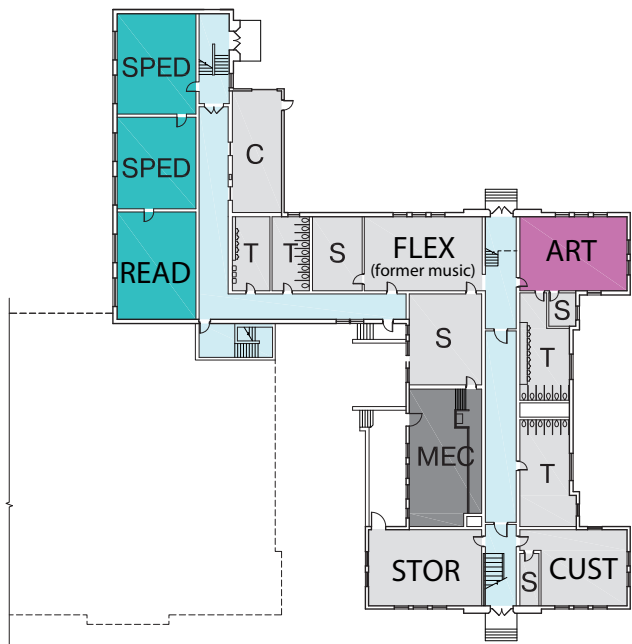
If 5th grade moves to the middle school:

- ◆ NO modular rooms are required
- ◆ Music moves to room vacated by 5th grade
- ◆ (2) SPED/ELL rooms are added into the rooms vacated by 5th grade

What is needed if 5th grade moves to the new middle school?



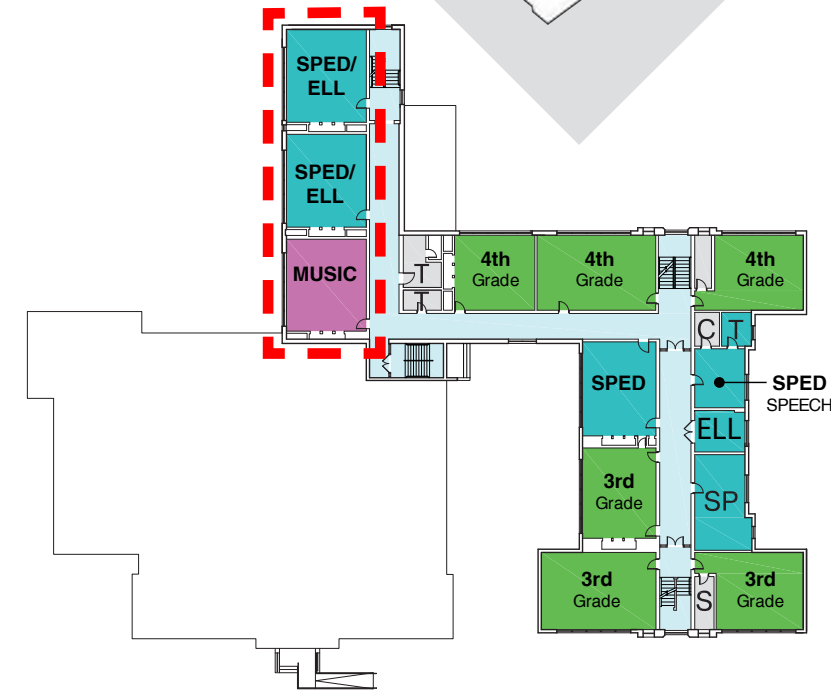
 existing location of 5th grade classrooms



ground floor

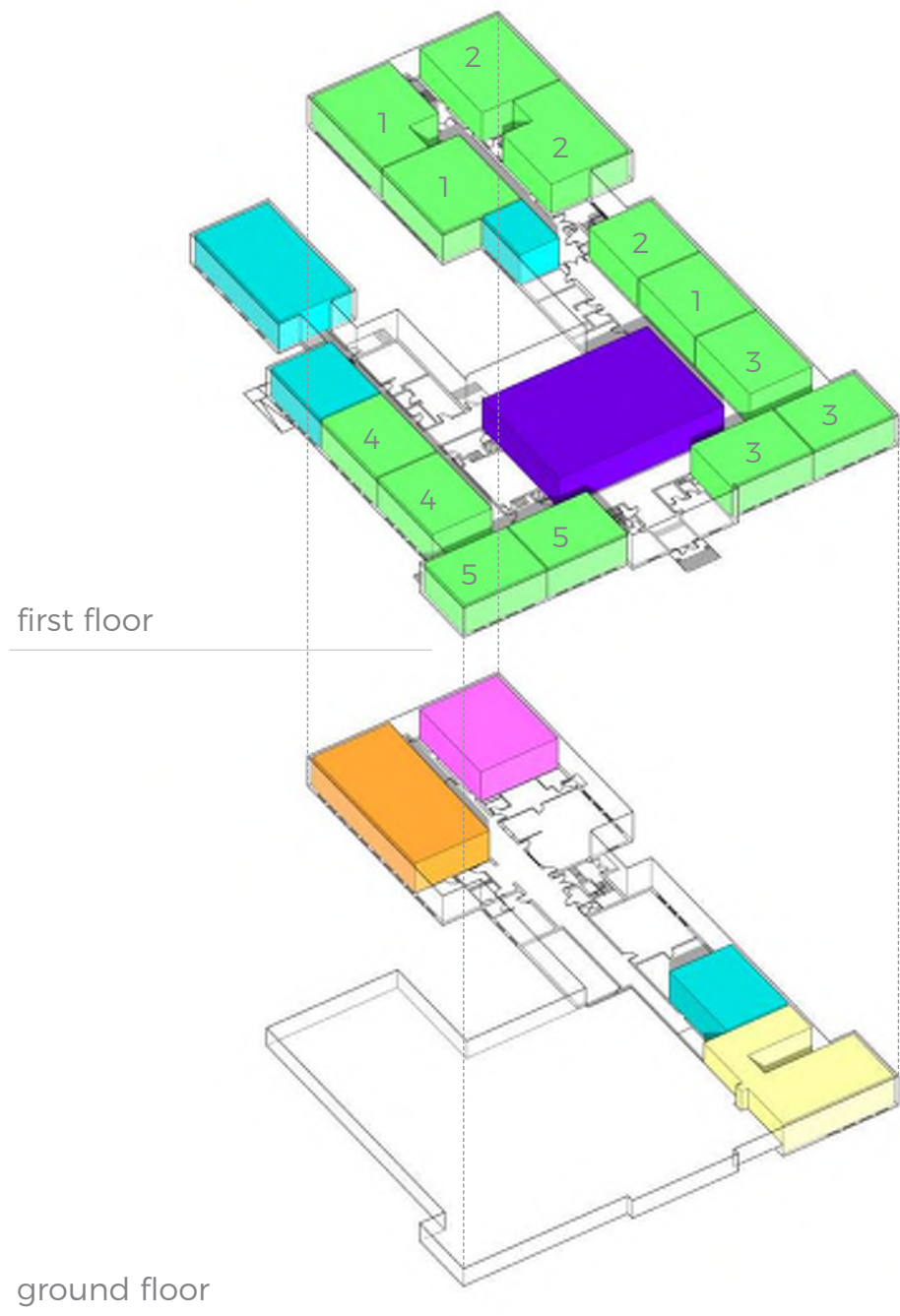


first floor

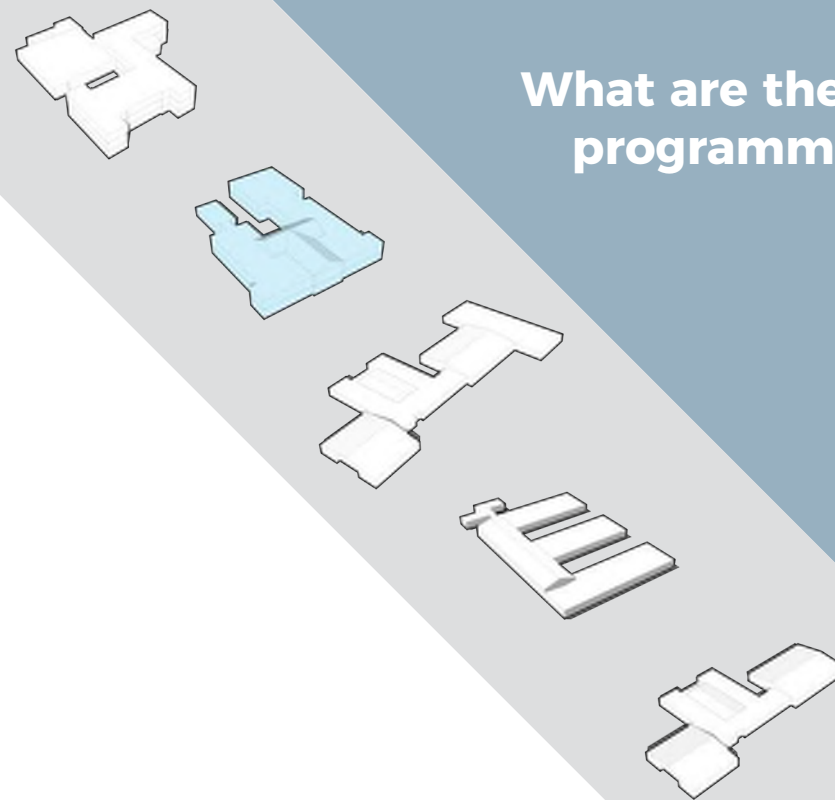


second floor





- Core Academic
- Gymnasium
- Library Media Center
- SPED
- Art & Music
- Dining/Cafeteria



What are the existing programmatic needs?

## Callahan (1-5)

225 students

### PROGRAMMATIC NEEDS

- ◆ (1) Teacher Collab room
- ◆ (1-2) SPED/ELL rooms

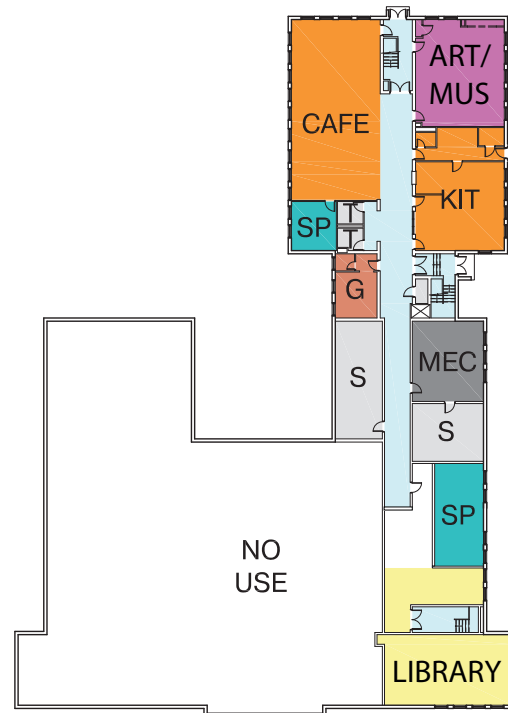
# Callahan (1-5)

225 students

## If 5th grade remains at the elementary school:

- ◆ (3) modular rooms are added for a relocated 5th grade pod:  
(2) classrooms and (1) SPED room
- ◆ Teacher Collaboration added into room vacated by 5th grade
- ◆ (1) SPED/ELL room added into the room vacated by 5th grade


What is needed if 5th grade stays at the elementary school?



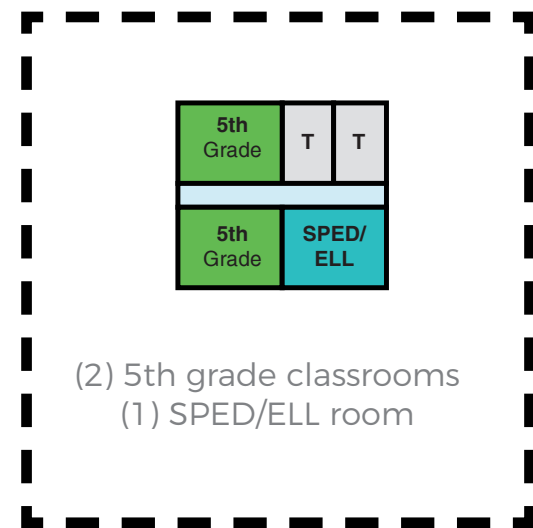
ground floor



first floor

 existing location of 5th grade classrooms

New detached modulares  
**TOTAL: 4,215 SF**



(2) 5th grade classrooms  
(1) SPED/ELL room

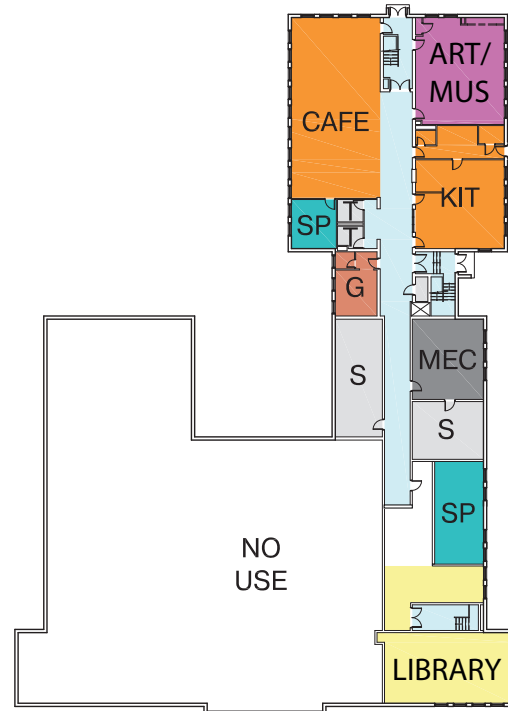
# Callahan (1-4)

184 students

## If 5th grade moves to the middle school:

- ◆ NO modular rooms are required
- ◆ Teacher Collaboration added into room vacated by 5th grade
- ◆ (1) SPED/ELL room added into the room vacated by 5th grade


What is needed if 5th grade moves to the new middle school?



ground floor



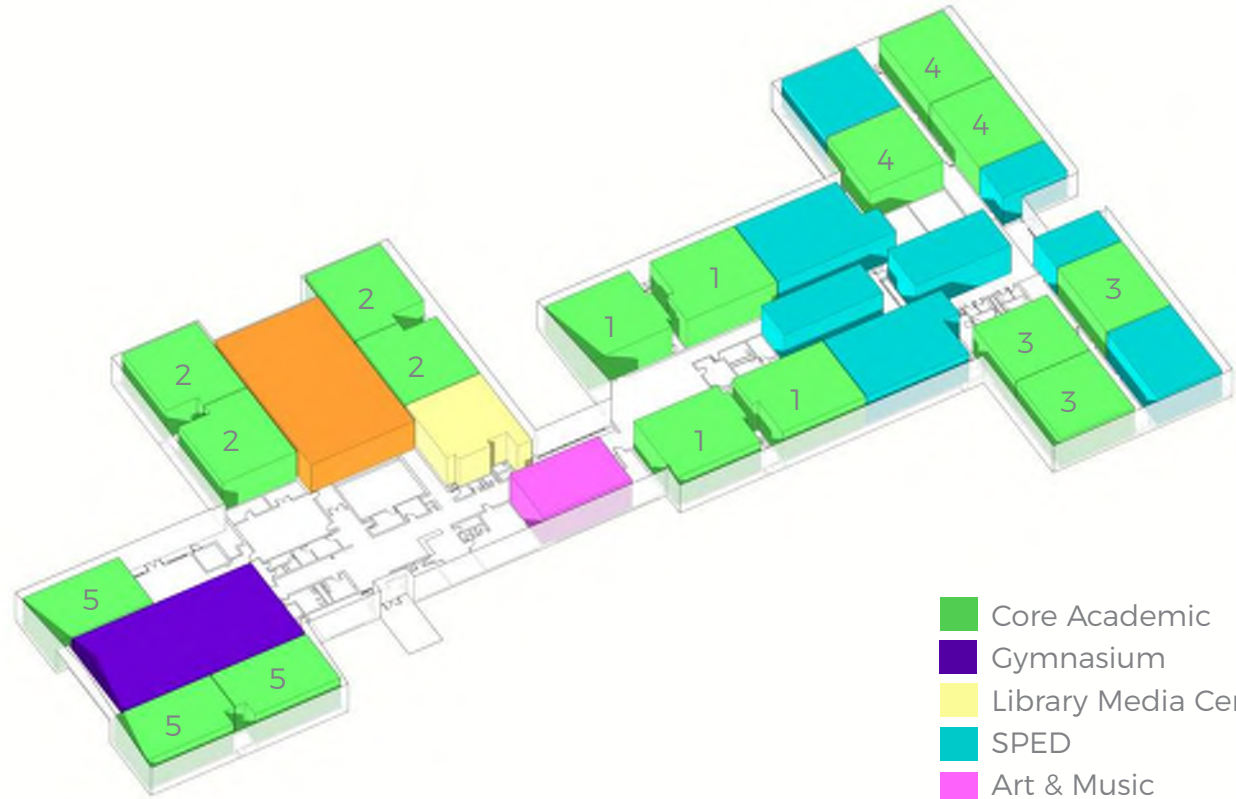
first floor

 existing location of 5th grade classrooms





What are the existing programmatic needs?



- Core Academic
- Gymnasium
- Library Media Center
- SPED
- Art & Music
- Dining/Cafeteria

first floor

## Cleveland (1-5)

334 students

### PROGRAMMATIC NEEDS

- ◆ (1-2) SPED/ELL rooms
- ◆ (1) Music room

# Cleveland (1-5)


334 students

## If 5th grade remains at the elementary school:

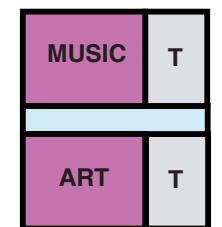
- ◆ (2) modular rooms are added for art and music
- ◆ (1) SPED/Literacy room added into the room vacated by art

What is needed if 5th grade stays at the elementary school?



 existing location of art room

New detached modulares  
**TOTAL: 2,850 SF**



(1) Art room  
(1) Music room

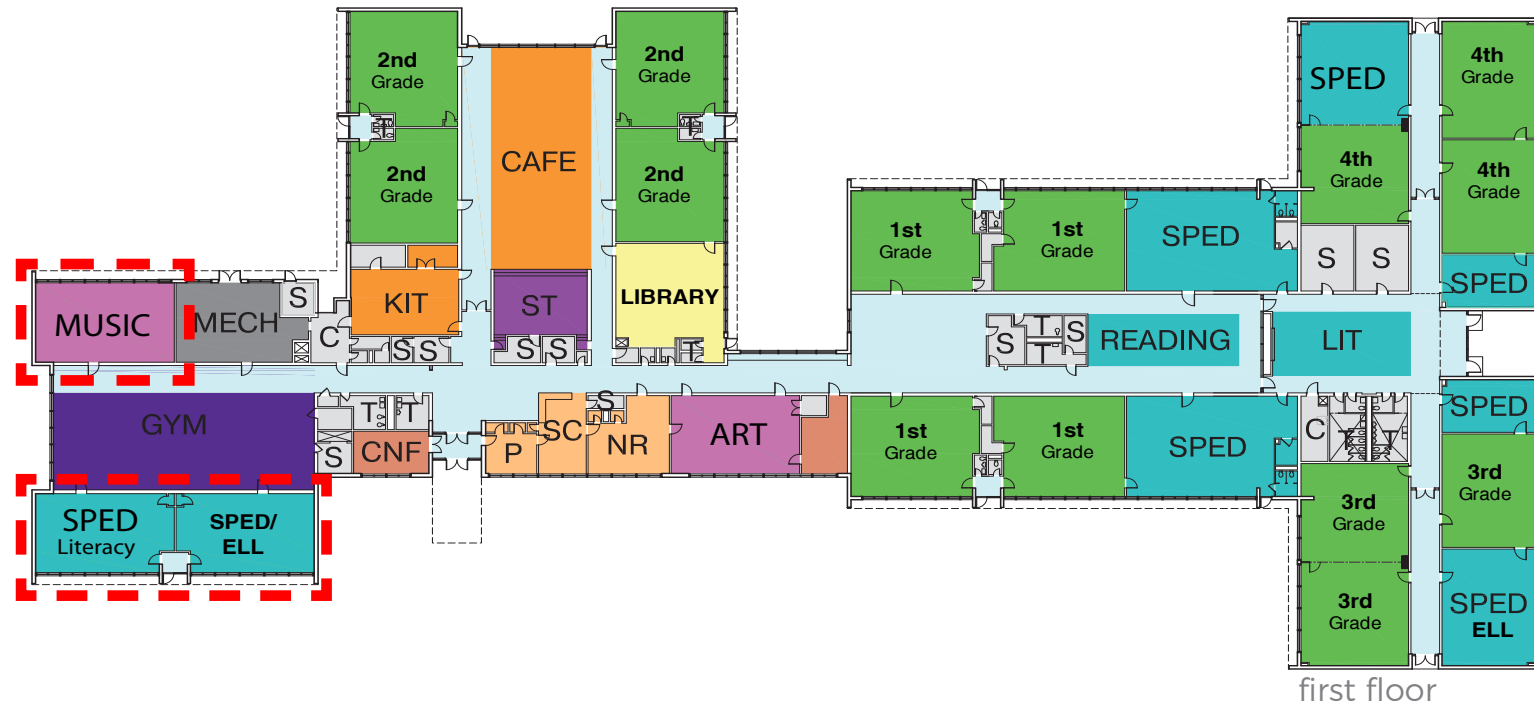
# Cleveland (1-4)

261 students

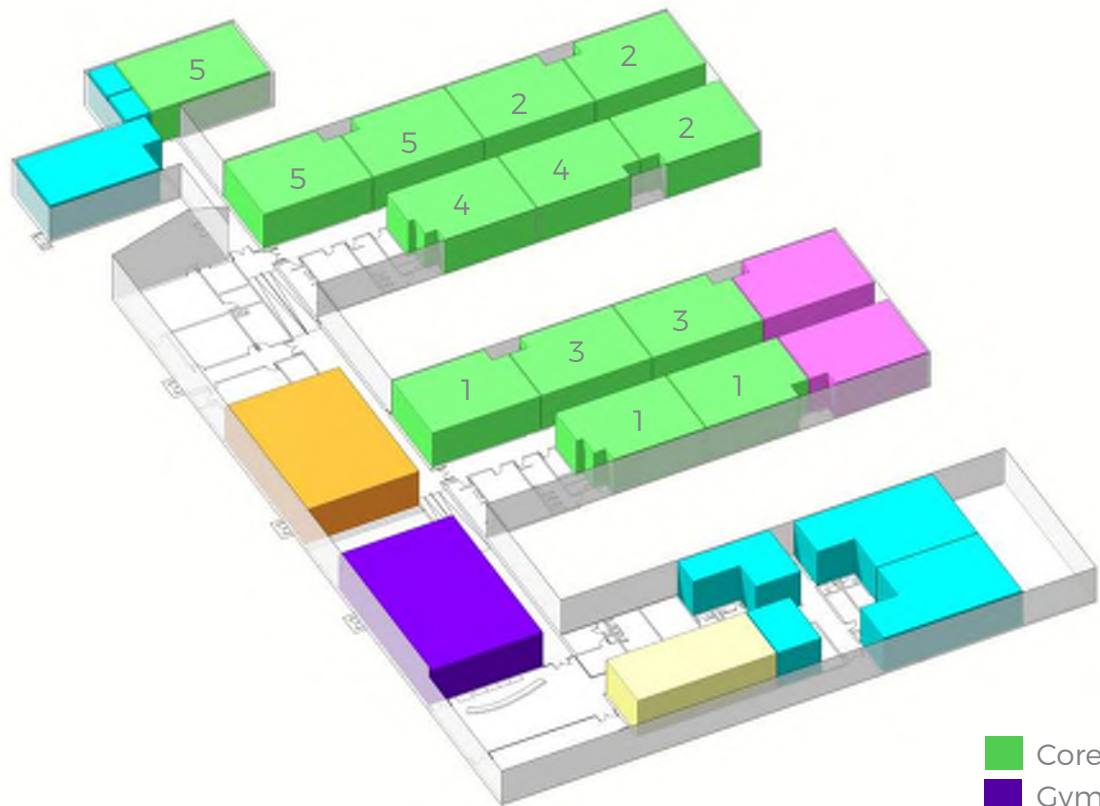
## If 5th grade moves to the middle school:

- ◆ NO modular rooms are required
- ◆ Music room added into room vacated by 5th grade
- ◆ (1) SPED/ELL room added into the room vacated by 5th grade
- ◆ (1) SPED/Literacy room added into the room vacated by 5th grade

What is needed if 5th grade moves to the new middle school?

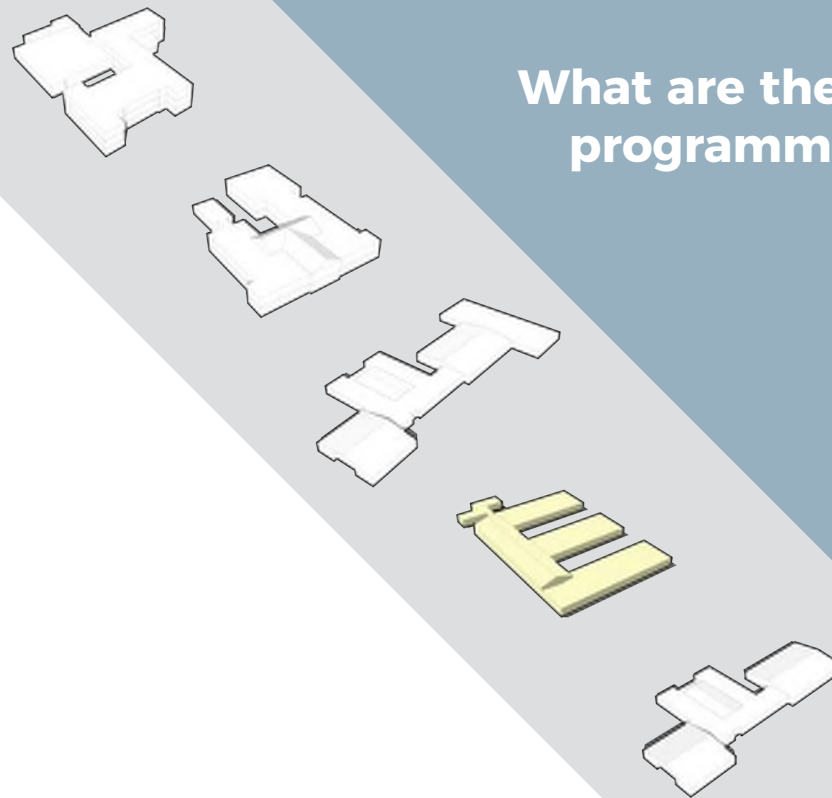


existing location of 5th grade classrooms



first floor

- Core Academic
- Gymnasium
- Library Media Center
- SPED
- Art & Music
- Dining/Cafeteria



What are the existing programmatic needs?

## Oldham (1-5)

251 students

**PROGRAMMATIC NEEDS**

◆ (2-3) SPED/ELL rooms

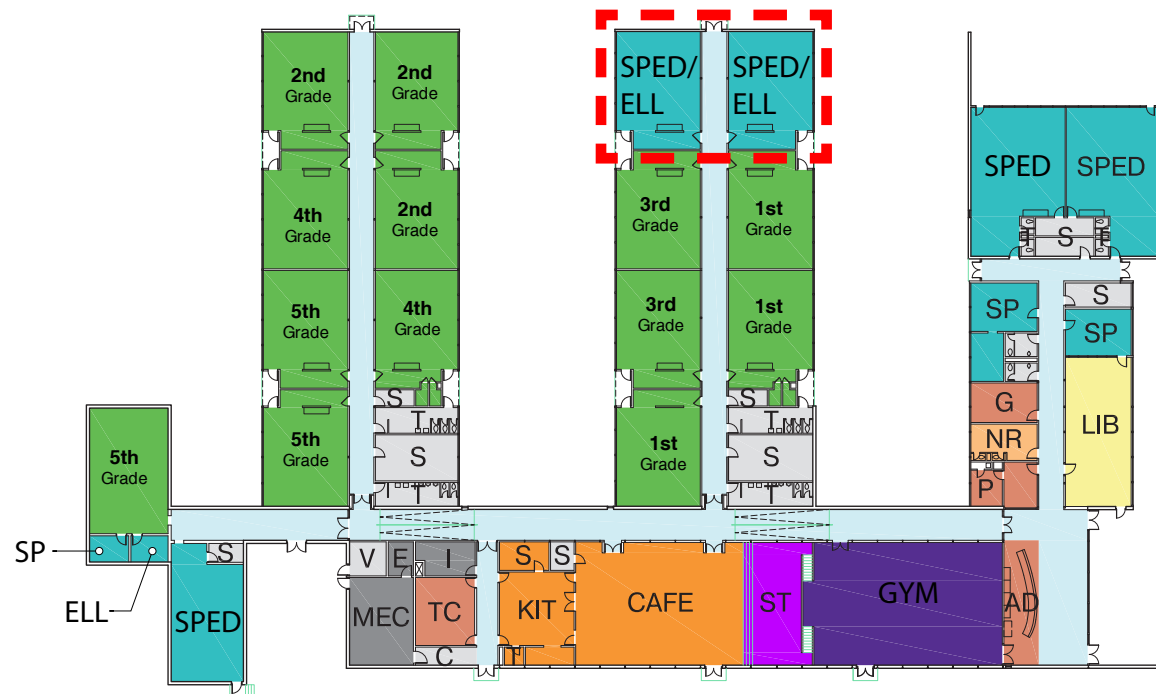
# Oldham (1-5)

251 students


## If 5th grade remains at the elementary school:

- ◆ (2) modular rooms are added for art and music
- ◆ (2) SPED/ELL rooms added into the rooms vacated by art and music

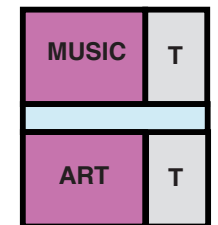
What is needed if 5th grade stays at the elementary school?



first floor

 existing location of art and music rooms

New detached modulares  
**TOTAL: 2,850 SF**



(1) Art room  
(1) Music room

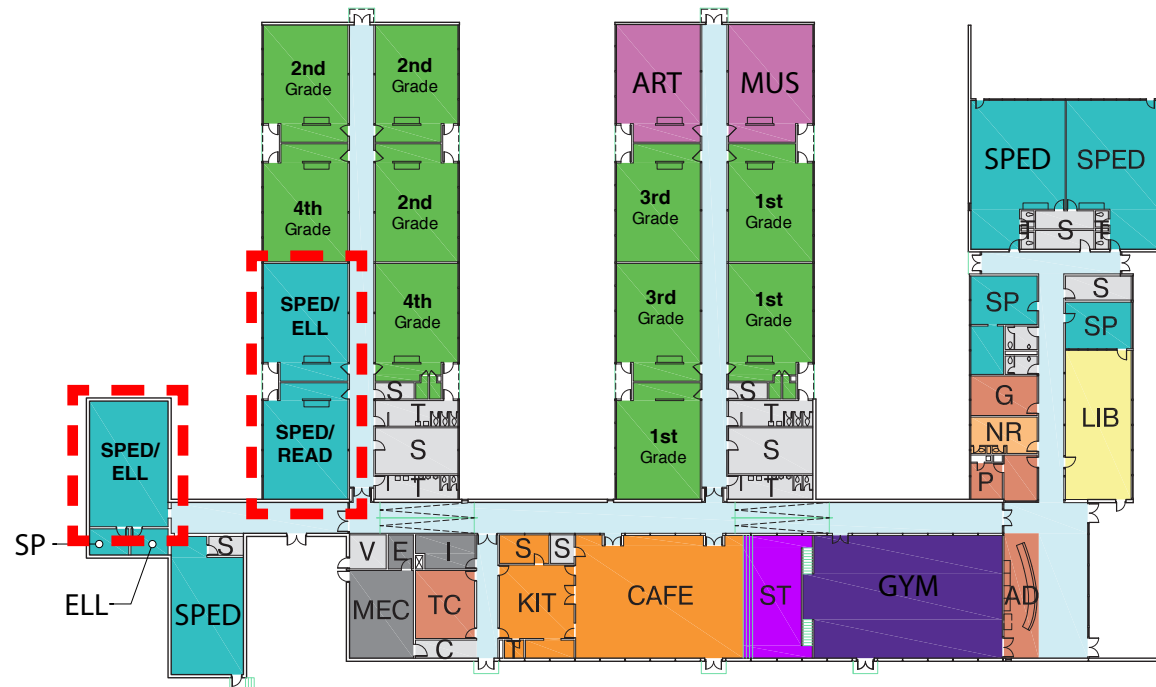
# Oldham (1-4)

208 students

## If 5th grade moves to the middle school:

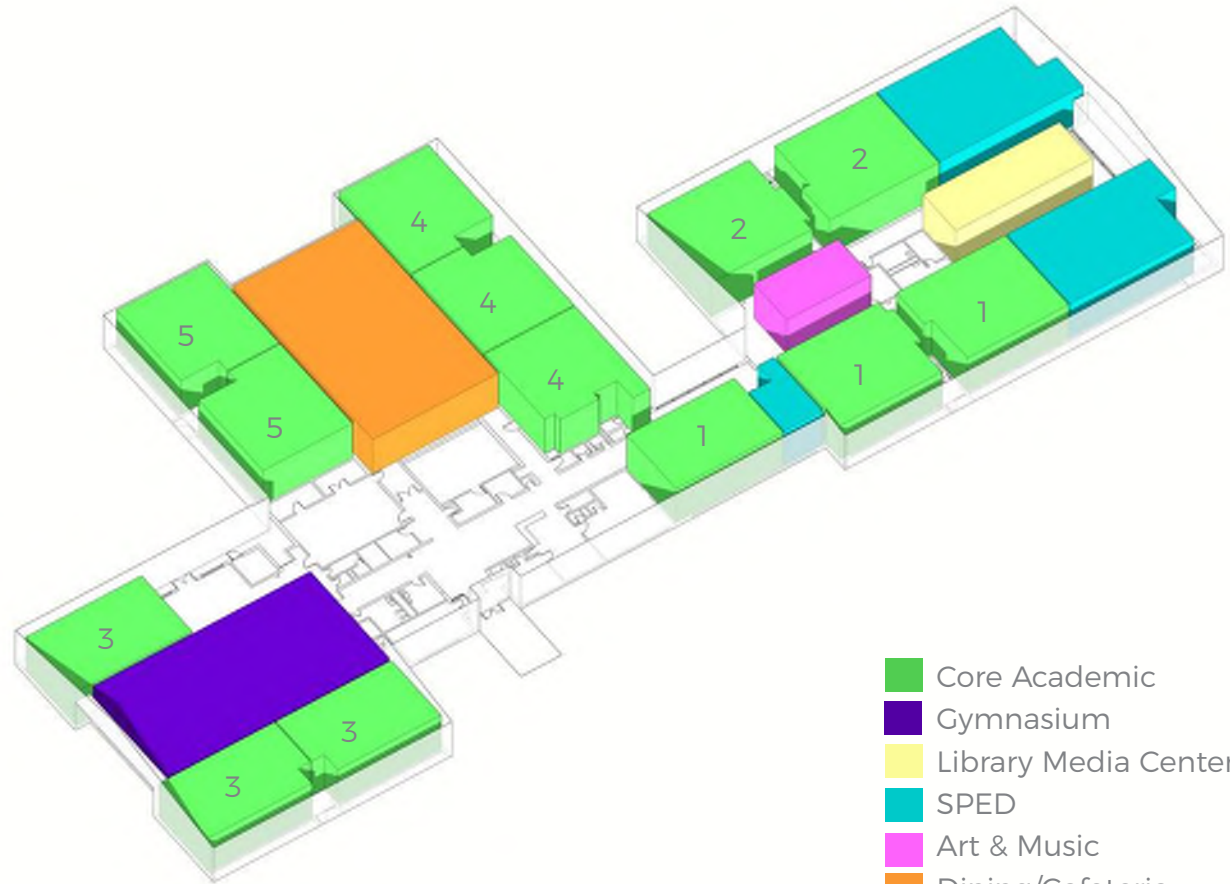
- ◆ NO modular rooms are required
- ◆ (2) SPED/ELL rooms added into the rooms vacated by 5th grade
- ◆ (1) SPED/Reading room added into the room vacated by 5th grade

What is needed if 5th grade moves to the new middle school?



existing location of 5th grade classrooms

What are the existing programmatic needs?



first floor

- Core Academic
- Gymnasium
- Library Media Center
- SPED
- Art & Music
- Dining/Cafeteria

## Prescott (1-5)

257 students

### PROGRAMMATIC NEEDS

- ◆ (2-3) SPED/ELL rooms
- ◆ (1) Music room
- ◆ (1) Art room

# Prescott

(1-5)

257 students

## If 5th grade remains at the elementary school:

- ◆ (4) modular rooms are added for a relocated 5th grade pod: (2) classrooms and (1) SPED room and (1) art room
- ◆ Music Room added into room vacated by 5th grade
- ◆ SPED/ELL room added into the room vacated by 5th grade
- ◆ Additional Library/Media Center added into space vacated by art/music

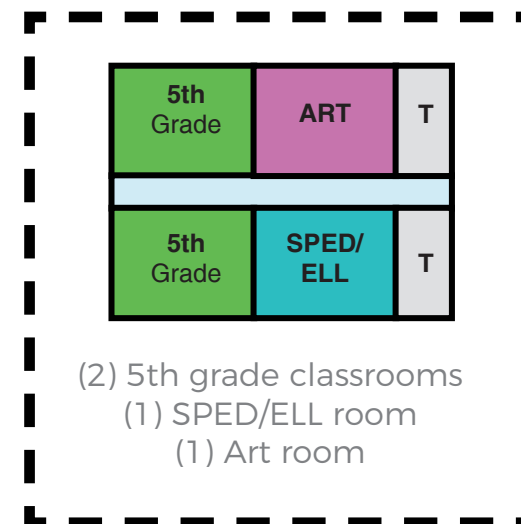


first floor

What is needed if 5th grade stays at the elementary school?

■ existing location of 5th grade classrooms and art/music

New detached modulars  
**TOTAL: 5,445 SF**



(2) 5th grade classrooms  
(1) SPED/ELL room  
(1) Art room



COAKLEY MIDDLE SCHOOL

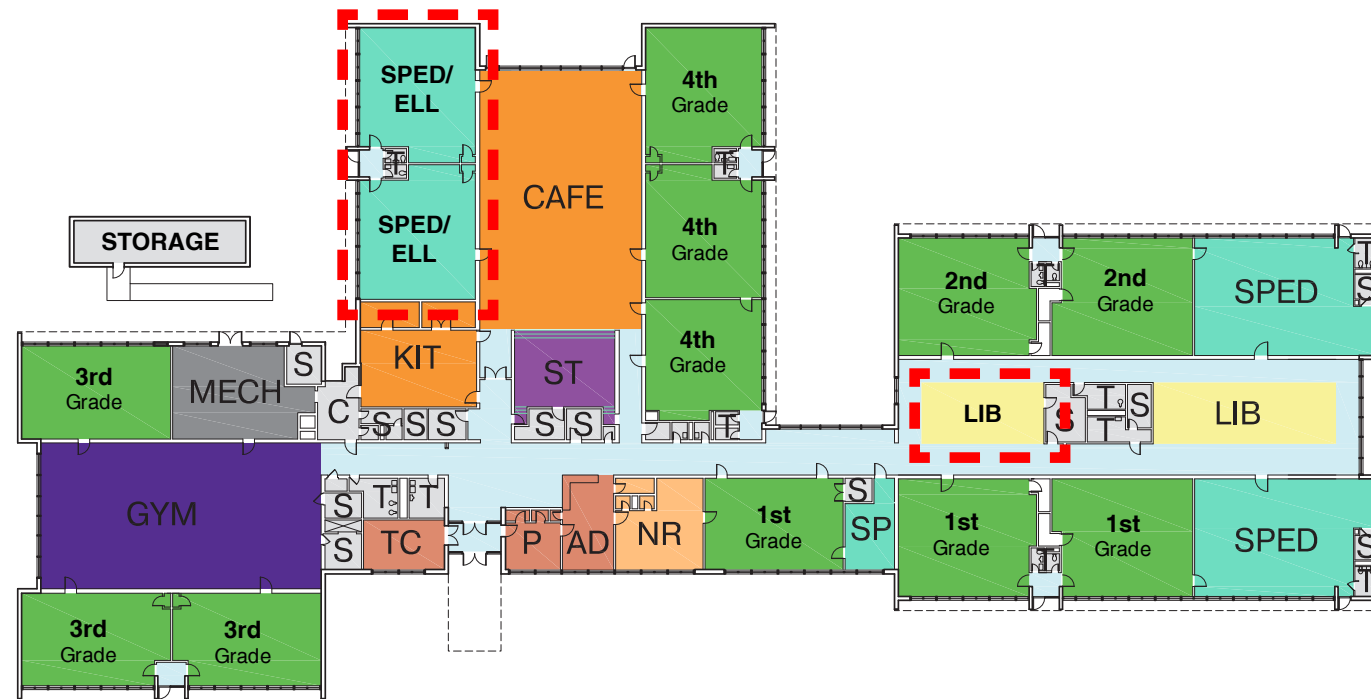


# Prescott (1-4)

214 students

## If 5th grade moves to the middle school:

- ◆ (2) modular rooms are added for art and music
- ◆ (2) SPED/ELL rooms added into the rooms vacated by 5th grade
- ◆ Additional Library/Media Center added into space vacated by art/music

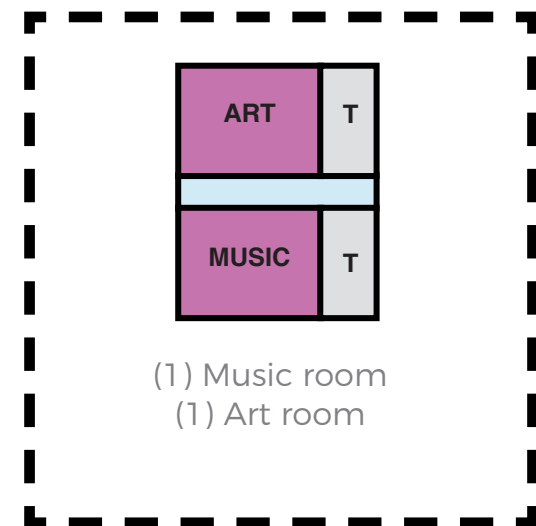


first floor

What is needed if 5th grade moves to the new middle school?

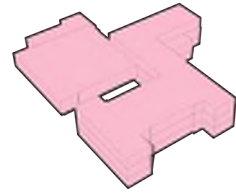
existing location of 5th grade classrooms and art/music

New detached modulares  
**TOTAL: 2,850 SF**



# 1st through 5th grade at elementary schools

- ◆ **Detached** modulares needed at EVERY school to meet academic and SPED needs
- ◆ Norwood would still need additional capital projects to address each school individually for capital repairs and/or comprehensive renovations/additions.
- ◆ **\$16.5M** needed if 5th grade stays



**Balch**  
**1-5**  
316 students

**Existing Building (SF)**

33,460 SF

**Added Modulares (SF)**

5,445 SF

**Estimated Cost (\$)**

**\$3.9M**

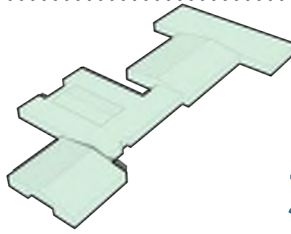


**Callahan**  
**1-5**  
225 students

21,767 SF

4,215 SF

**\$3.3M**

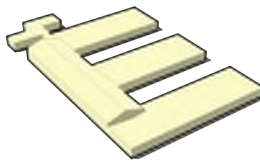


**Cleveland**  
**1-5**  
334 students

35,046 SF

2,850 SF

**\$2.7M**



**Oldham**  
**1-5**  
251 students

29,204 SF

2,850 SF

**\$2.7M**



**Prescott**  
**1-5**  
261 students

26,547 SF

5,445 SF

**\$3.9M**

**TOTAL \$16.5M**

- ◆ 3 year lease followed by buyout
- ◆ All costs projected to 2024



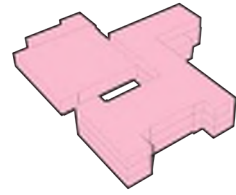
# 1st through 4th grade at elementary schools

◆ **Detached** modulares needed at ONLY ONE school to meet academic and SPED needs

◆ Norwood would still need additional capital projects to address each school individually for capital repairs and/or comprehensive renovations/additions.

◆ **\$14.1M** needed if 5th grades moves

\* Norwood's estimated "share" of project costs (i.e. total cost less MSBA reimbursement) for 5th grade spaces.



**Balch**  
**1-4**  
316 students

**Existing Building (SF)**

33,460 SF

**Added Modulares (SF)**

0 SF

**Estimated Cost (\$)**

\$0

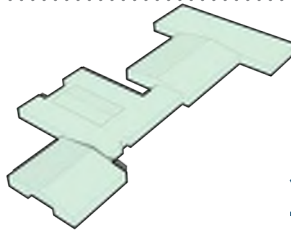


**Callahan**  
**1-4**  
184 students

21,767 SF

0 SF

\$0

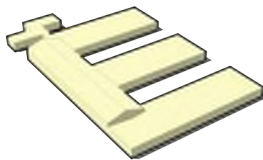


**Cleveland**  
**1-4**  
261 students

35,046 SF

0 SF

\$0



**Oldham**  
**1-4**  
208 students

29,204 SF

0 SF

\$0



**Prescott**  
**1-4**  
214 students

26,547 SF

2,850 SF

\$2.1M

**MODULAR TOTAL \$2.1M**

**NORWOOD'S APPROXIMATE COST OF BUILDING 5th GRADE AT NEW MIDDLE SCHOOL \$12.0M**

**GRAND TOTAL \$14.1M**

- ◆ 3 year lease followed by buyout
- ◆ All costs projected to 2024



# Stipulations

- ◆ 5-8 is the more financially viable choice
- ◆ The building is being specifically designed for the ages that will attend in a model that benefits all 4 grades
- ◆ Educationally there are an equal amount of benefits and no substantial detractions to moving grade 5 to middle school
- ◆ Staffing increases will be between 2-3 staff with the transfer of roles to CMS

# Questions around SEL and Educational Planning for Grade 5

- ◆ **Is there a significant negative social emotional impact to moving grade 5 to middle school?**
  - Premature development and exposure to more mature ideas/concepts
  - Unstructured time with older grades
  - Middle School versus Elementary philosophy
  - Celebration of Grade 5 promotion
  
- ◆ **What supports for students social-emotional learning and environment can we put in place as we develop the 5-8 model to best support grade 5 at the middle school?**
  - Elementary focused Wellness Curriculum
  - 5th/6th specific SEL programming
  - Extended Open Circle to grade 6
  - Create a 5/6 school
  - Grade 5 Guidance Counselor
  - Grade 5 lunch/recess
  
- ◆ **What academic differences will occur in a 5-8 model?**
  - Added Sci
  - Added STEM
  - Access to facilities
  - Access to World Language
  - Two-teacher teams
  - Consistent grade 5 academic programming



# Social Emotional Learning Programs (explicit)

- ◆ Currently, middle school Wellness classes utilize the **CASEL** model (Collaborative for Academic, Social, and Emotional Learning) national power standards (SHAPE America) in Physical Education and Health, as well as **Massachusetts DESE Health Curriculum Frameworks**, to drive curriculum development and instruction.
- ◆ Other resources that teachers can draw upon to complement SEL lessons in Wellness classes include:
  - ◆ **“Great Body Shop”**
  - ◆ **Michigan Model**

# Social Emotional Learning Programs (explicit)

- ◆ Currently, 6-8th grade students do quarterly **explicit SEL lessons** designed by guidance counselors and implemented by homeroom teachers and partners.
- ◆ Within the next two years, we are scheduled to adopt a formal SEL program as a backbone for teachers and counselors to frame lessons around.
- ◆ We also have access to **“FUTURE READY”** an SEL program focused on helping students develop ideas and plans for life after middle and high school.

# Social Emotional Learning Programs (explicit)

- ◆ Adopt **OPEN CIRCLE** for grades 5 and 6 (currently in grade 5)
  - ◇ The Open Circle Curriculum's core lessons cover topics such as:
    - *LISTENING*
    - *CALMING DOWN*
    - *SPEAKING UP*
    - *DEALING WITH TEASING*
    - *RECOGNIZING DISCRIMINATION*
    - *EXPRESSING ANGER APPROPRIATELY*
    - *REACHING A CONSENSUS*
    - *SIX-STEP PROBLEM-SOLVING PROCESS*

Lessons are taught twice a week for 15 to 30 minutes throughout the school year in the context of a class meeting known as Open Circle -- a name that describes how the students and teacher arrange their chairs to include an extra seat for anyone who wishes to join.

- ◇ The Open Circle Curriculum presents a consistent set of concepts across all grades, and these essential concepts are explored in greater depth and reinforced as students proceed from year to year, building a common vocabulary that is shared by the entire school community.





# Social Emotional supports for Grade 5 Students at the Middle School (implicit)

- ◆ **Develop a model that aligns grade 5 and grade 6**
  - ◇ Physical separation
  - ◇ Content differences
  - ◇ Teaching teams
- ◆ **Add a guidance counselor for grade 5**
  - ◇ ASCA standards recommend a Student/Counselor ratio of 250:1
  - ◇ Allowing for “future” planning at an earlier age
  - ◇ Access to small group counseling/lunch groups facilitated by school counselors and adjustment counselors
  - ◇ Access to SEL programming from school counselors such as Gratitude Lessons, Kindness Lessons
  - ◇ Role of Middle School Counselors
  - ◇ Role of Elementary School Counselors- by adding a school counselor, fifth grade students would benefit from the skills and training provided by a school counselor devoted to their development and needs

# Educational and SEL Gains

- ◆ Add a teacher for Wellness Department (total of 4 to allow for a greater amount of wellness time per year).

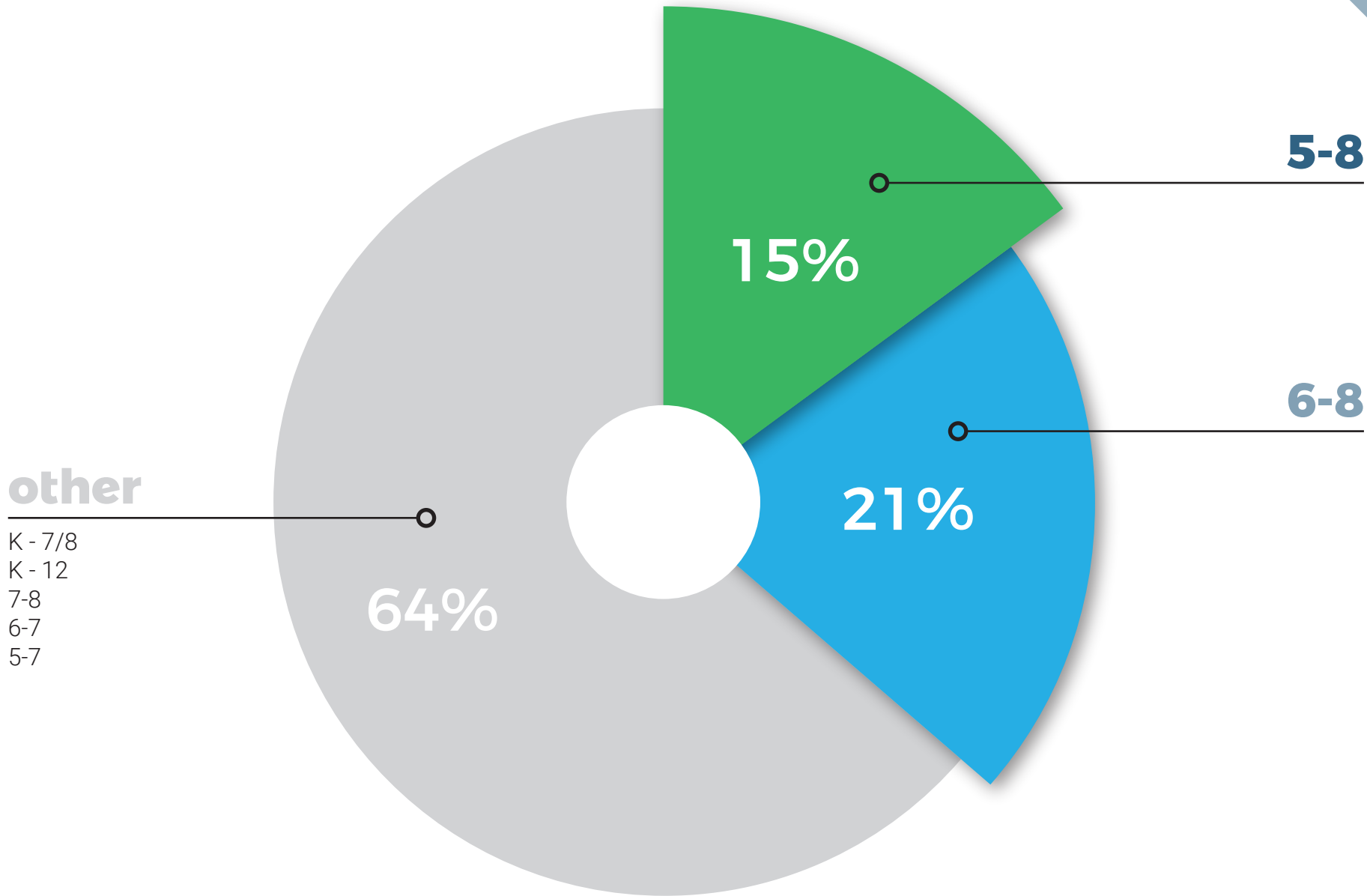


Opportunities for grade 5 students to have access to lab spaces affording an earlier exposure to **STEM**



- ◆ Opportunities to interact with grade 6 peers (assemblies, recess)
- ◆ Opportunities for grade 8 to be peer models and partners for both 5th and 6th

Statewide percentages  
of public middle  
schools per grade  
configuration



other

- K - 7/8
- K - 12
- 7-8
- 6-7
- 5-7



## Interview with: Dr. DeCristofaro - Former Superintendent of Quincy Public Schools

### South~West Middle School, Quincy, MA

**CONCERN:** 5th grade children engaging with 7th and 8th graders during dining and outdoor recess. How have you addressed this concern in your school?

- What we have is a **separate lunch**
- The **5th graders** also **have their own play** when they are outside prior to coming back to class

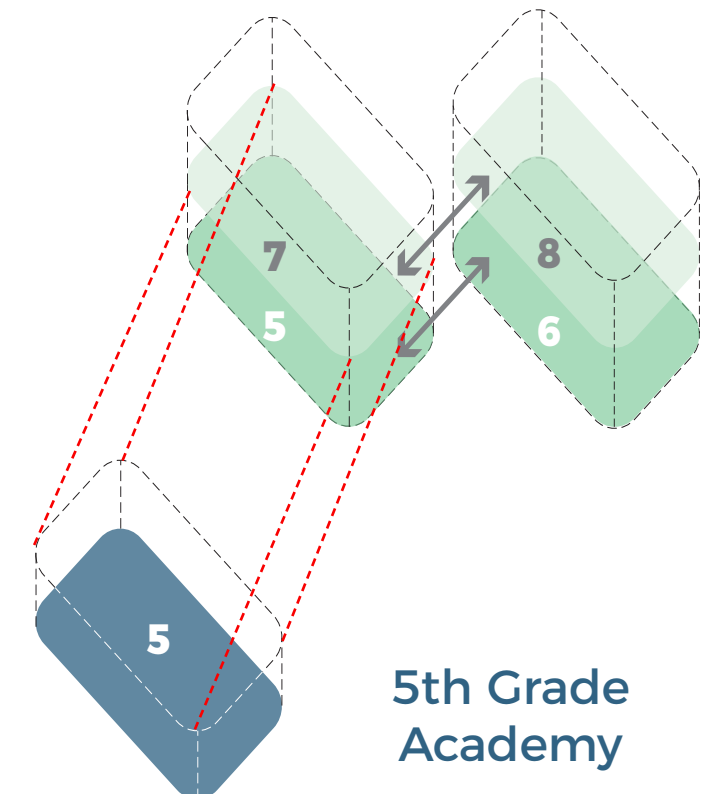
**EDUCATIONAL BENEFITS:** such as access to advanced placement programs, 5th graders have when they are included in a 6-8 middle school environment? Do 5th grade students have access to more specialized educational opportunities and support services at the middle school level than compared to an elementary school level?

- In the middle school the 5th graders receive **more art class, physical education class, additional health classes, additional use of the library and more band/choral** time in the music area.

Have you experienced more or less instances of **NEGATIVE INTERACTION WITH THE 5TH AND 8TH GRADERS** than you expected/braced for?

- Quincy constantly talked at the Building Committee level, and at the School Committee level, about how this design would service our students.
  - **Each grade would all have their own individual house/academic neighborhood**
  - There was very, **very limited interaction** with the 5th graders and the 8th graders.
    - Outside of some clubs/organizations, such as Drama, or Community service. These would be either all grades, or paired off as 5/6 and 7/8.
  - The interaction that was of largest concern was when they were leaving school - the 2:30 dismissal.
    - We felt very strongly that there would be teachers out there, the Assistant Principal would be out there, the Principal would be out there, the Guidance people out there every day, to make sure it all went smoothly
  - The great thing about the school was that the way it was designed with the field right outside, encouraged some students to stick around. The design made them feel very comfortable around their school.
  - The 8th grade was their own separate entity. **A lot of times the 8th graders really don't want to be around 5th graders.** Everything was planned or designed in a way that there was a lot of separation between the grades.

### Horizontal Connections



How has REMOVING 5TH GRADE FROM THE ELEMENTARY SCHOOLS  
IMPACTED THE CULTURE AND CLIMATE at the elementary schools?

- The changes were **less cultural and more attitudinal**. With the 5th graders in the middle school it allowed for more focus on the 4th graders that were still very much elementary students.
- For the most part, **there was not a tremendous change** to the elementary schools.

What was the DECIDING FACTOR to include 5th grade into the middle school?

- Ideally it would have been all pedagogical and what was the best thing in that regard, but the elementary schools were struggling with class size and something needed to be done. That drove Quincy to the 5-8 school, **class size and enrollment**.
- We're going to build a new school, let's make sure that we do what's best for our students and give them class size and give them beautiful space.



## Interview with: Dr. Nolin - Superintendent of Natick Public Schools

John F. Kennedy Middle School,  
Natick, MA

### CONCERN: Busing

- Natick has **assigned seating**, they are organized by grade level; so 5th at the front, 6th directly behind, 7th behind them, 8th graders - of course, kings of the bus - rule the back.
- For all the angst that went into worrying about this, **8th graders could not be less interested in 5th grade people.**

### CONCERN: 5th grade children engaging with 7th and 8th graders during dining and outdoor recess:

- Natick **doesn't mix grade levels** for lunches.
- The new Kennedy school there are actually **two common spaces** that are used for lunches.

EDUCATIONAL BENEFITS: such as access to advanced placement programs, 5th graders have when they are included in a 6-8 middle school environment? Do 5th grade students have access to more specialized educational opportunities and support services at the middle school level than compared to an elementary school level?

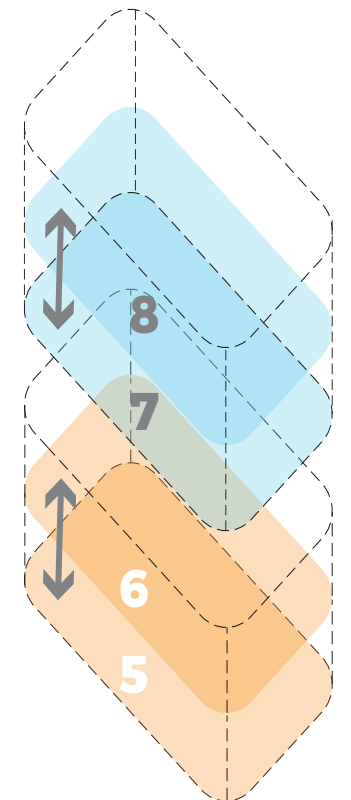
- Natick has, at various times in the last 20 years done acceleration programs for 5th graders. (advanced Math class, etc.) (different specials area classes)
- In terms of the total development of young people, we don't have a robust club offering scenario at the K-4 level. We also don't offer as much after-school music programs, dance, etc, but we do offer all of that at our middle school programs.
- **The number one benefit we feel is that very early on in their academic career, grade 5 students are able to taste a bunch of different life experiences and club experiences.**
- The 5th graders do engage with older students through mentorship programs and support. We do have a tutoring program where 8th graders help with the 5th graders, so there are a lot of nice relationships that come.

What was your COMMUNITY'S BIGGEST CONCERN in regards to adding 5th grade to the middle school? How have these issues changed over time?

- **how fast can we accelerate students** and move their skills along faster and faster.
- biggest amount of change that has happened is in the gifted and talented program.
- there aren't grading levels by 5th grade because the research on tracking and grouping at that age does not support it
- **The biggest focus has been on finding the balance to push students to the just right sweet spot** of "hard enough" but "not so hard that it creates desperation and loss of hope", while they're going through this massive developmental change in the brain, the spine, the size of their body, the hormones, all of those pieces.



Upper School  
&  
Lower School



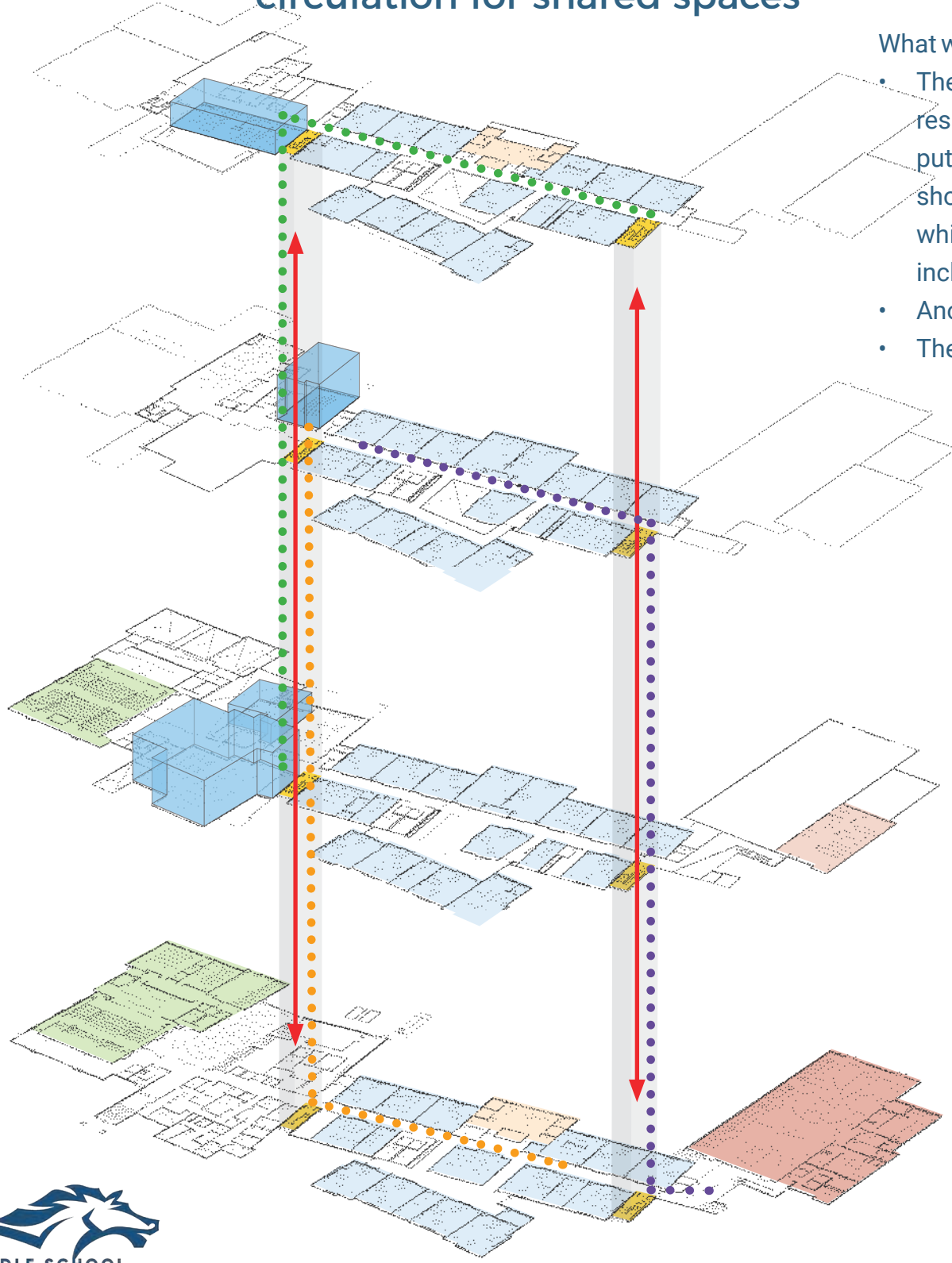
# circulation for shared spaces

8th

7th

6th

5th



What was the **DECIDING FACTOR** to include 5th grade into the middle school grade configuration standard?

- The process started in Natick in the late '90s, of putting the middle schools with the 5th grade, due to a resurgence of interest in middle school modeling and middle school teaming, and there was a pivotal report put out earlier called **"This We Believe"** about middle schools and what they should look like and what teams should look like. So, Natick undertook a long process to do exactly what it sounds like Norwood is doing, which is to study what would we like our schools to be, and ultimately decided to move the middle school to include 5th grade.
- Another desire was for a **longer time period with families within the middle school** model.
- The final factor was the reality around **enrollment and arrangements**.



Performing Arts | Academic Core | Athletics

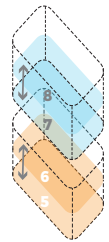
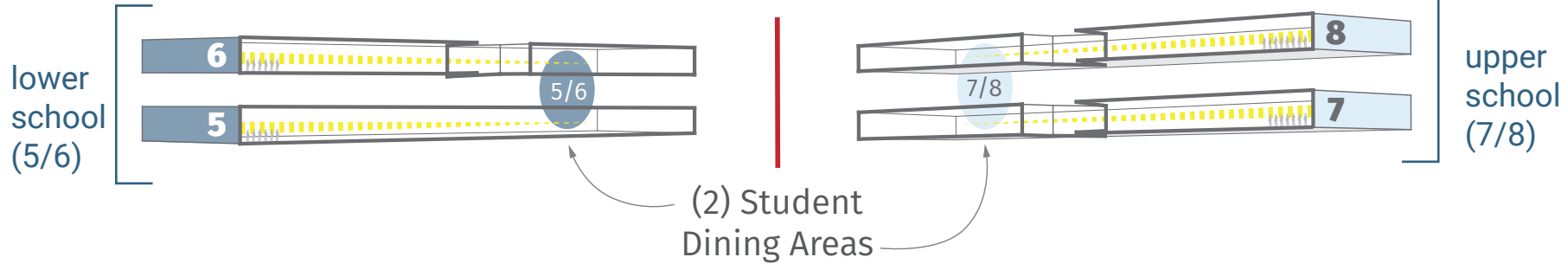
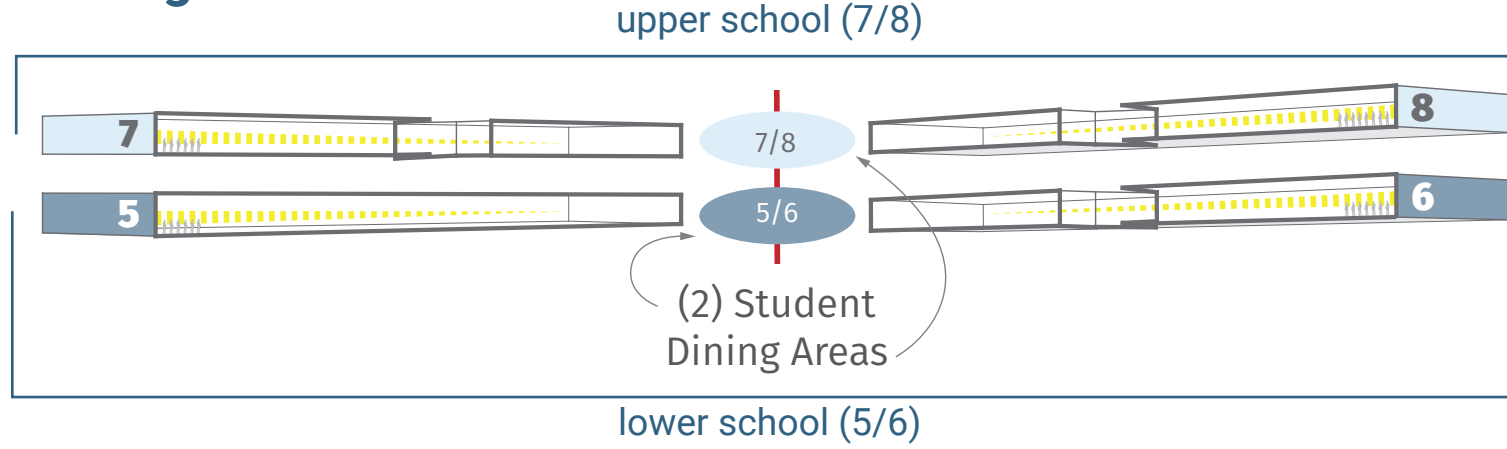


# neighborhood adjacencies

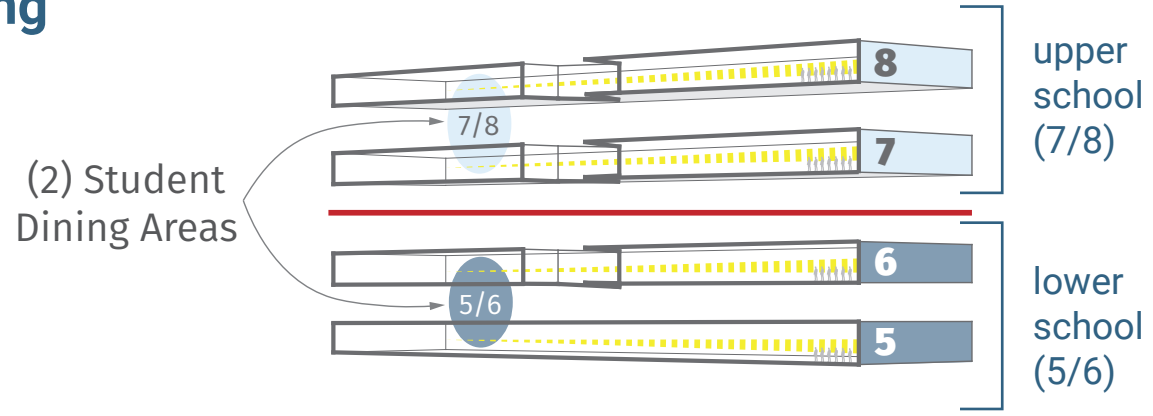
What does 5th grade in a middle school look like?



## 2-story building



## 4-story building





## Menti Survey



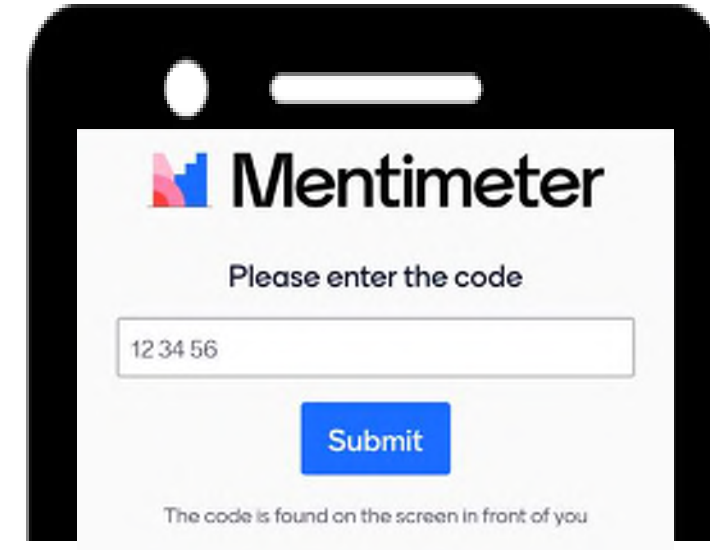
1

On your  
phone/ tablet/  
computer

[www.menti.com](http://www.menti.com)

2

go to [menti.com](http://menti.com)



3

enter code

**8108 7837**

and vote!

**POLLING OPEN UNTIL 5:00 pm ON MAY 7th**

# Participant Polling

## Grade Configuration

1. Do you prefer a 5 through 8 grade configuration or a 6 through 8 grade configuration for the Coakley Middle School?

## Physical Environment

2. If 5th grade students were added to the Coakley Middle School, what do you see as the biggest ADVANTAGE?
3. If the 5th grade students were added to the Coakley Middle School, what is your biggest CONCERN?

## Student Population

4. If the 5th grade students were added to the Coakley Middle School, what do you see as the biggest ADVANTAGE being part of the student population?
5. If the 5th graders were added to the Coakley Middle School, what is your biggest CONCERN about the 5th grader being part of the student population?

[www.menti.com](http://www.menti.com)

enter code

**8108 7837**

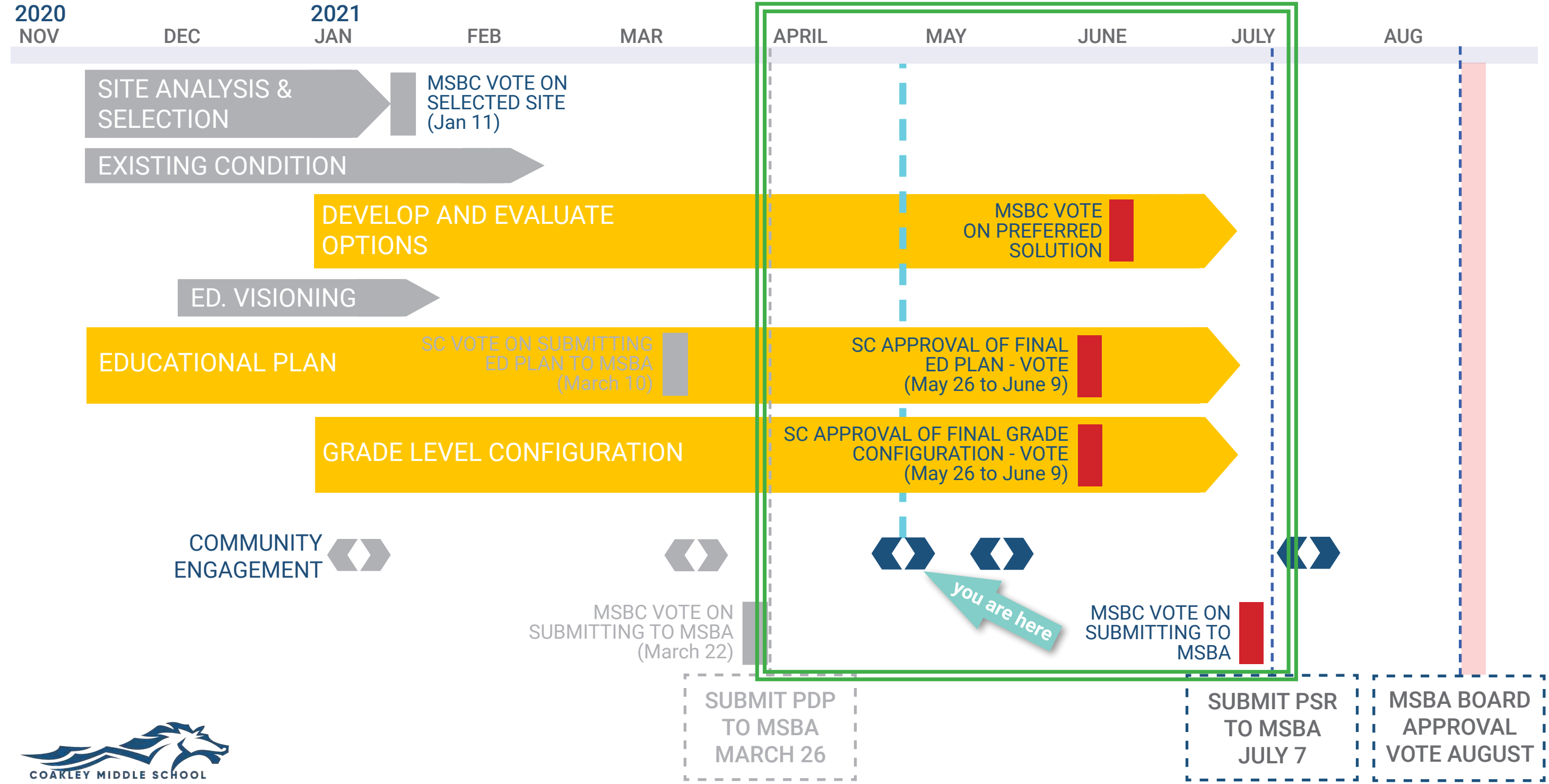
and vote!



**Polling open until 5:00pm on May 7th**

# Next Steps:

PDP and PSR Schedule



**Polling open until 5:00pm on May 7th**

## Question & Answer

**www.menti.com**

enter code

auditorium/cafeterium

**3157 9969**

grade configuration

**8108 7837**

### ◆ Future Community Forums

◆ *Next up: May 2021*

### ◆ Project Website

◆ <https://newcmsproject.org/>

### ◆ Project Email

◆ [cmsproject@norwoodma.gov](mailto:cmsproject@norwoodma.gov)

