

**Massachusetts School Building Authority
School District Educational Profile Questionnaire (the “Questionnaire”)**

Date: October 30, 2020

Name of School District (the “District”): Nashoba Regional School District

Name of Priority Statement of Interest School: Nashoba Regional High School

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As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2019 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District’s facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a “Y” for accurate and “N” for not accurate. Additionally, please complete any non pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Center ES	3-5	Pre K - 5	1954	2012	83,323	Y
Mary Rowlandson Elementary	PreK - 5	Pre K - 5	2002	2001	74,141	Y
Florence School	Pre K - 8	Pre K - 8	1997	2001	139,000	Y
Hale MS	6-8	6-8	1965	1996	60,098	Y
Luther Burbank MS	6-8	6-8	1968	2001	51,522	Y
Nashoba RHS	9 - 12	9-12	1961	2001	188,000	Y

B. Using the space below, please describe how students progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

NRSD is made up of the three towns of Lancaster, Bolton, and Stow, Massachusetts. Each town has its own elementary and middle schools that feed into Nashoba Regional High School, our flagship school. In Stow, students in grades K-5 attend the Center

School, move to Hale Middle School for grades 6-8 and then head to Nashoba Regional High School for grades 9-12. In Bolton, students attend the Florence Sawyer School for both elementary and middle school (K-8) and then move to the high school for grades 9-12. In Lancaster, students in grades K-5 attend Mary Rowlandson Elementary School, then move to Luther Burbank Middle School for grades 6-8 and then head to Nashoba Regional High School for grades 9-12.

SECTION TWO: Current Priority Statement of Interest School, Nashoba Regional High School

A. Please complete the chart below indicating the number of each room type currently in the Nashoba Regional High School. Please use the Comments column to further describe a program, if applicable.

ROOM TYPE	No. of Rooms CURRENT	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/half day in the Comments column)</i>	0	
<i>Kindergarten (indicate full/half day in the Comments column)</i>	0	
<i>Grade 1</i>	0	
<i>Grade 2</i>	0	
<i>Grade 3</i>	0	
<i>Grade 4</i>	0	
<i>Grade 5</i>	0	
<i>Grade 6</i>	0	
<i>Grade 7</i>	0	
<i>Grade 8</i>	0	
<i>Math (Grades 9-12)</i>	11	(9) classrooms, (1) storage, (1) office
<i>Science/ General Classroom (Grades 9-12)</i>	2	(1) storage (also used by other department as a copy room), (1) office
<i>Science Lab/ Demonstration (Grades 9-12)</i>	10	(10) classrooms/labs with backrooms (one shared)
<i>Social Studies (Grades 9-12)</i>	11	(9) classrooms, (1) department office, (1) book room/storage—textbooks are also stored in closets inside each classroom
<i>English (Grades 9-12)</i>	10	(8) classrooms, (1) department office, (1) book room/storage—textbooks are also stored in closets inside each classroom
<i>World Language/ESL (Grades 9-12)</i>	9	(7) classrooms, (1) department office, (1) book room/storage—textbooks are also stored in closets inside each classroom
<u>SPECIAL EDUCATION</u>	9	(1) department office, (3) classrooms, (5) offices: School Psychologist, Speech Pathologist, Occupational Therapist,

		Social Workers
<i>Therapeutic Learning Center</i>	3	(2) classrooms, (1) counseling office
<i>Life Skills Program</i>	1	(1) classroom
<i>Transitions Program</i>	2	(2) classrooms
<u>ART</u>	6	(3) classrooms (one with 3 sinks), (1) supply closet (with sink), (1) department office, (1) storage (shared with World Languages)
<i>Other (indicate program in the Comments column)</i>	1	(1) kiln room
<u>Tech/Business</u>	6	(2) computer labs, (2), (1) Office, (1) School Store
<u>MUSIC</u>	5	(1) band room, (1) choir room, (1) tech lab (keyboards, recording, computers), (1) instrument storage, (1) department office; an additional attic space (not a room) is used for sheet music storage; additional hallway and stairway used for large storage such as risers
<i>Practice Rooms</i>	2	(1) room is half practice, half storage, (1) accompanist office/practice room
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Foods Lab</i>	1	(1) "Classroom" which consists of a very small desk area and an area for students to cook on stoves and other kitchen equipment
<i>Adaptive PE Spaces</i>		
<i>Gymnasium</i>	2	Main gym includes small caged-off area for weight training
<i>Locker Room</i>	2	(1) Boys and (1) Girls locker room
<u>LIBRARY/MEDIA CENTER</u>	7	(1) Main library/media center including several gathering and shelving areas/stacks , (1) circulation desk area, (1) computer lab, (1) faculty room, (1) technology room (server), (1) central district technology office, (1) printing/copying station (including 3D printer)
		Other shared library/media spaces such as the special education suite and ESL room accounted for in those department room inventories
<u>DINING & FOOD SERVICE</u>	5	(1) cafeteria, (1) cafeteria annex, (2) food service stations, (1) kitchen
<u>MEDICAL SUITE</u>	4	(1) treatment room, (1) medical area, (1) isolation room, (1) waiting area
<i>Nurses' Office</i>	2	(2) nurses' offices
<u>ADMINISTRATION</u>	7	(1) main entry office, (3) offices, (1) conference room, (1) operations equipment room/faculty room, (1) supply room
<i>Upper Suite</i>	5	(3) offices, (1) conference room, (1) school security officer's office
<i>Athletic Director Suite</i>	3	(1) main entry office, (1) office, (1) conference room (with sink)
<u>GUIDANCE</u>	11	(1) Guidance reception area, (8) guidance offices, (1)

		Student Support Center, (1) storage room w/bathroom
<u>OUTDOOR LEARNING</u>	2	(1) Outdoor classroom structure in central courtyard, (1) outdoor courtyard with tables/benches
<u>AUDITORIUM</u>	1	includes sound booth, (1) green room, (1) concessions area
<i>Other (indicate program in the Comments column)</i>	0	
<u>NATATORIUM</u>	0	
<u>DESE APPROVED CHPT 74 SPACES</u>	0	
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	2	(1) Metals Shop, (1) Wood Shop
<u>NON-SCHOOL DISTRICT SPACES</u>	0	
<u>FACILITIES</u>		
<u>OTHER</u> (<i>indicate type of program in the Comments column</i>)		

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

NRHS is a college preparatory high school with small pockets of innovation. The school is currently organized around typical academic departments with departmentalized classes. Instruction is generally conducted by subject-specific teachers addressing state learning standards with a focus on college preparation. Most teachers are in individually assigned, self-contained classrooms.

Core academic classrooms are primarily used for core academic spaces. The lack of some appropriate specialty spaces does require adaption of core academic spaces in some instances. Specialty spaces are typically staffed by appropriately licensed educators teaching related courses, but these spaces are often outdated and too small for program needs. Over time the Library/Media Center has become a multi-use space, housing faculty space, student support programming, special education programming and offices, and daily study-halls or other classroom functions when other space is short.

Please see the attached Educational Profile document for additional details, particularly the *Current Use of Educational Spaces and Impacts on Programming* section.

C. Using the space below, provide information about the Nashoba Regional High School's *current* teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

NRHS operates on a traditional departmentalized, teacher-centered classroom model in which students rotate classrooms as they progress through their daily schedule. The current teaching methodology is somewhat eclectic, defined by department; at this time there is not a school-wide methodology or approach. This is something the school is looking closely at over the next year, both in response to COVID remote learning and through a focus on innovation for the future.

To the greatest extent possible students with disabilities are included in general education classes with support through a consult model. To achieve this, student services are delivered in and outside of the general education classroom, with specific services outlined in each student's IEP. 76% of students on IEPs take general education classes with one study skills period a day. 14% of students on IEPs take one or more prescriptive (pull-out) class, but also take general education electives.

English Language services have been growing over the past several years and do not currently have appropriate learning spaces.

The school recently implemented a 1:1 Chromebook initiative, so all students have a laptop that they use throughout their school day, particularly across core academic courses. The Chromebooks are not, however, sufficient to meet the needs of many specialty or elective courses in areas such as Applied Arts, Music, Computer Science, or Fine Arts, where additional computer lab space or desktop computers at the backs of classrooms are provided.

Class size caps vary in certain courses depending on the curriculum needs and learning space. Most general education classrooms can have up to 30 students scheduled in them, but with the recognition that this significantly restricts movement and collaboration opportunities for enrolled students. More specialized learning spaces have additional considerations that impact class size caps. For example, Ceramics classes are capped at 18 and Metalworking is capped at 16 because of access to equipment, whereas the concert band class has 50 students. In practice, class size ranges are based in part on student choice, in part on a class assignment process designed to maximize student enrollment in preferred classes, and in part due to limited access to equipment and safety considerations.

The school schedule is organized on a rotational model in which student schedules vary over the course of a 7-day cycle. The need to schedule four lunch periods (due to limited cafeteria capacity), scheduling of science lab courses (due to limited science lab capacity), and scheduling of some electives (such as computer science and art, often limited by available spaces) has a significant influence on the master schedule and student course options.

Please see the attached Educational Profile document for additional details, particularly the *Current Educational Program* section.

SECTION THREE: Proposed Priority Statement of Interest School, Nashoba Regional High School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the ‘Room Type’ column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 20XX Statement of Interest and as discussed during the District’s Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the ‘Room Type’ column should include all grades between Grade K and Grade 8).

NRHS does not currently have insight into the proposed number of rooms at this time, and it does not have any type of concrete, preconceived ideas. This will be dependent on both the outcome of the future enrollment projections and the school’s work on innovations to inform the future educational program. See responses to B and C below.

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>		
<i>Kindergarten (indicate full/ half day in the Comments column)</i>		
<i>Grade 1</i>		
<i>Grade 2</i>		
<i>Grade 3</i>		
<i>Grade 4</i>		
<i>Grade 5</i>		
<i>Grade 6</i>		
<i>Grade 7</i>		
<i>Grade 8</i>		
<i>Math (Grades 9-12)</i>		
<i>Science Instructional Space (Grades 9-12)</i>		
<i>Social Studies (Grades 9-12)</i>		
<i>English (Grades 9-12)</i>		
<i>World Language (Grades 9-12)</i>		
<i>Other (indicate program in the Comments column)</i>		
<u>SPECIAL EDUCATION</u>		
<u>ART</u>		
<u>MUSIC</u>		
<i>Practice Rooms</i>		
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>		
<i>Gymnasium</i>		

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>MEDIA CENTER</u>		
<u>DINING & FOOD SERVICE</u>		
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>		
<u>ADMINISTRATION & GUIDANCE</u>		
<u>OUTDOOR LEARNING</u>		
<u>AUDITORIUM</u>		
<u>NATATORIUM</u>		
<u>DESE APPROVED CHPT 74 SPACES</u>		
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>		
<u>NON-SCHOOL DISTRICT SPACES</u>		e.g. Public Works
<u>OTHER</u> (<i>indicate type of program in the Comments column</i>)		e.g. project-based learning spaces, common area learning spaces

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

NRHS is working to identify and try out a variety of innovations, such as more collaborative learning and flexible groupings within classrooms, enhanced computer science and robotics programming, a redesigned student support center, enhanced EL programming, and a restorative justice approach, among others. These will inform future learning spaces, but do not represent whole-school redesign efforts so are not expected to result in substantially different core academic learning space needs. Some learning spaces are likely to require new or different configuration from the current building, particularly for computer science or applied arts programming. While the innovation work is intended to change teaching and learning in classrooms, NRHS does not expect major shifts in program offerings or any change to the grades 9-12 configuration.

Please see the attached Educational Profile document for additional details, particularly the *Advancing the Future of the NRHS Educational Program* section.

C. Using the space below, provide information about the Nashoba Regional High School's *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.

The need to re-envision schooling to respond to COVID is pushing the NRHS faculty to rethink the use of technology, the need for cross-department coordination, and coherence of instructional practices. These and other elements will all be under consideration over the next year as the faculty applies an innovation mindset to identify future educational program elements. There is not yet, however, an articulated future teaching methodology, department structure, or other changes that may influence the design of the new or renovated school. This is the planned focus for SY20-21.

Please see the attached Educational Profile document for additional details, particularly the *Advancing the Future of the NRHS Educational Program* section.

SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the Nashoba Regional High School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

The District has followed several avenues for community outreach. We have established a High School Planning tab on the front page of our School District website that will house all public memos and documents that apply to this potential project. Housed on that tab are also memos that have been sent out to our district families from Central Office personnel as linked to the project. We also hosted four separate zoom forums and took numerous questions from community members. In each forum, two school committee members presented information to date via a Prezi presentation and took multiple questions through the chat feature of the zoom meeting platform. The presentation created for those forums is also posted on our website.

The School Committee had this MSBA potential project frequently as a School Committee agenda item, at numerous meetings, to ensure that they were kept current and up to date with relevant materials. As well, this topic was discussed at meetings held by each of the three community Finance Committees, where school district leadership attended, presented and then took questions. Local Board of Selectmen also requested that district leadership attend for discussion purposes a meeting in the three communities during the budget season regarding the topic.

At each of the three Annual Town Meetings, School Committee members gave a brief presentation prior to the vote for approval to borrow appropriate funds for the Feasibility Study. Each of the towns voted overwhelmingly to support this going forward.

There is no discussion occurring at this time regarding grade reconfigurations between the buildings. Traditionally the towns house their own, independent PreK-8 students in their town-owned elementary and middle schools. All three communities have their high school students attend NRHS.

As of now, the towns have yet to decide how to fully fund the entire project.

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any **Executive Reports or Conclusions** of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached [or linked]:

- NRHS Educational Program Profile (October 2020)
- NRHS Space Needs Task Force Final Report (March 15, 2016)
- NRHS NEASC Self-Study Report (2014) [access at: https://nrhs.nrsd.net/families/n_e_a_s_c]
- NEASC Final Evaluation Report (March 2015) [access at: https://nrhs.nrsd.net/families/n_e_a_s_c]
- NRHS Program of Studies, 2020-2021 [access at: https://nrhs.nrsd.net/guidance/program_of_studies]
- DESE Coordinated Program Review Mid-Cycle Report (February 2017)
- DESE Tiered Focused Monitoring Report (March 2020)

Should you have any questions as you complete this document, please contact your Project Coordinator, Brittany Gomes at:

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