

EDUCATIONAL PROGRAM



CORE VALUES

We Value...

- academic achievement and personal growth
- voice, choice, and agency
- lifelong learning
- a safe, caring, and inclusive community
- collaborative partnerships
- innovation
- a sense of belonging

FOR ALL.

INTRODUCTION

Nashoba Regional School District (NRSD) serves the approximately 21,190 residents (per the 2021 United States Census) of the rural towns of Bolton, Lancaster and Stow. The mission of the Nashoba Regional School District is to inspire and challenge all learners to realize their unique potential and become active contributors to their community. The school district includes two elementary schools (PK-5) and middle schools (6-8), one PK-8 school and one high school (9-12).

Nashoba Regional High School (NRHS) located in Bolton, MA provides educational programs to students in grades nine through twelve. The District has an appreciation for the unusual opening provided to rethink the design of their high school and recognizes this unique opportunity. The Nashoba Regional School District recognized this several years ago and set out to engage NRHS faculty to consider innovations across the education program. This document represents the thoughtful work of students, teachers, administrators, parents, community members, community leaders.

MISSION STATEMENT

Together, we inspire and challenge all learners to realize their unique potential and become active contributors to their community.

OUR VISION

KEY WORDS

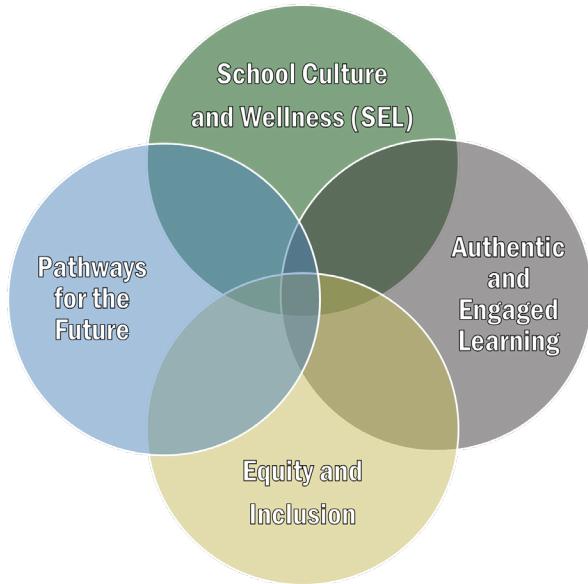
Visioning Team members articulated these words as expressive of desired educational deliveries in the long term for NRHS.

- Student-centered, Student choice, Student creativity, Student-driven
- Engaged, Engage, Engaging
- Adaptable, Adaptability
- Collaboration, Collaborative Innovation
- Project-based learning
- Communication

GUIDING PRINCIPLES

The Guiding Principles presented here were created to express the values, beliefs, and concepts developed by the educator and community Visioning Teams which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These Guiding Principles present the essence of that inquiry. They are not policy, but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facility plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still somewhat traditional to one that is more transformed, more “21st century”
- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in the school
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education (DESE) guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose.



- Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

PRIORITY GOALS TO SHAPE THE FUTURE OF NRHS

Currently, NRHS has had a relatively traditional program, with pockets of innovation. Through several years of discussion and exploration the NRHS faculty have identified four priority goals that will drive program innovation across the school over the next 5 years.

This document articulates the faculty commitment to a more dynamic and coherent program in preparation for moving into new learning spaces. NRHS recognizes the need for an updated, strategic approach to support 21st century learning, and the unique opportunity provided through the redesign of the high school.

While driving innovation across the curriculum, the four priority goals ultimately enhance implementation of the district’s core values and beliefs about 21st century learning.

We at Nashoba believe **INTEGRITY** is our foundation. We strive to make it a visible part of everything we do when we:

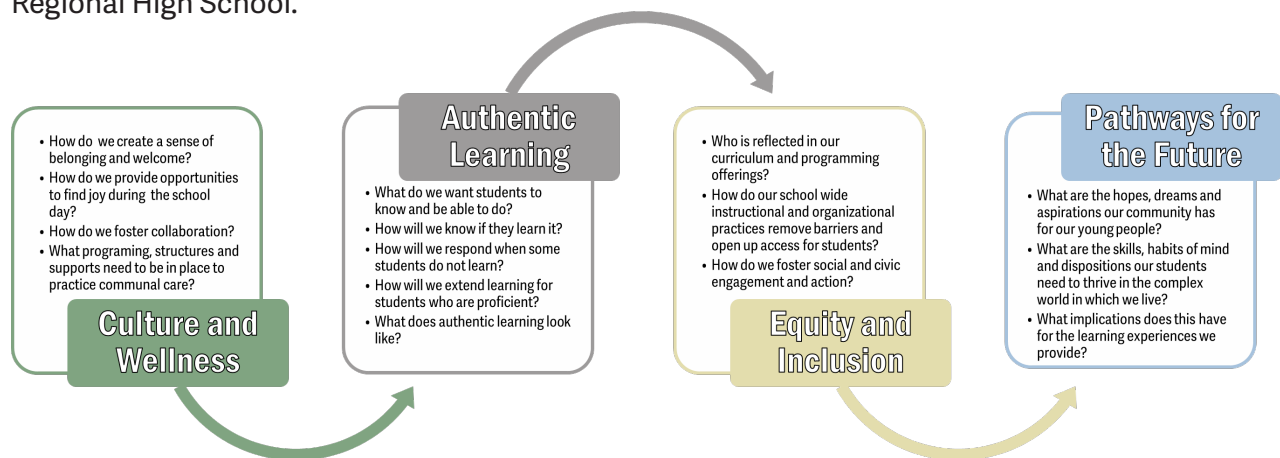
COMMUNICATE with honesty and respect, clarity and effective purpose, guided by acceptance and open-mindedness

ACHIEVE through consistent hard work and motivation, striving to realize high standards, to persevere over adversity by fostering the ability to innovate and adapt to change

RELATE as a local and global citizen, practicing empathy and compassion, growing as an individual by finding common ground and appreciating differences

ENGAGE by taking initiative, participating with passion and enthusiasm, collaborating to create something bigger than each of us

The questions listed in below, reflect faculty discussions and planning that have been undertaken to identify innovation strategies and develop the plan for the future of education at Nashoba Regional High School.



NRHS will meet the district mission to “educate all students to their fullest potential in a safe, caring environment to become critical, creative, reflective thinkers and positive contributors to the global community” through innovation based on the four priority goals. NRHS emphasizes course options and opportunities for students to attain a rich and well-rounded learning experience. The school prides itself for high educational standards and levels of student achievement. Planned innovation strategies are aimed at ensuring equitable opportunities for all students, active and authentic student engagement throughout, a supportive culture for all, and relevant pathways to student post-secondary goals.

PATHWAYS FOR THE FUTURE

We envision a future-focused school that supports all our people (students, staff, our community, and beyond) to be good stewards of the planet and thoughtful, kind citizens in our community. Every student deserves an engaging environment where they gain real-life experiences to be prepared for a successful career.

Pathways for the future will reflect:

- Community aspirations
- Desired habits of mind and dispositions
- Student voice and choice across the NRHS program
- Opportunities to explore and pursue various and flexible learning pathways

This priority goal will help move NRHS toward integrating opportunities such as:

- A schedule that allows for academics and a passion like chorus, band, or engineering
- Regular career exploration
- Student independence within the schedule
- Mentors for students and teachers
- Strong community partnerships focused on real world connections
- Development of practical skills needed to function in society

- Internships, service learning, and/or work study
- A dynamic schedule that allows for deep dives and personal exploration
- Regular visits from experts and professionals both in and out of school

AUTHENTIC AND ENGAGED LEARNING

Authentic and engaged learning should be exhibited and experienced across NRHS. This can include students and faculty embracing productive struggle and the power of making mistakes in the learning process; students owning their learning because they see the relevance and interests; faculty supporting student problem solving; or expressions and feelings of joy about learning together. We want to cultivate a relevant learning environment where students are excited to learn, feel encouraged to collaborate, and engaged in student-centered inquiry with faculty support. Such learning should be the norm for both our students and our faculty.

Authentic and engaged learning should be reflected across our:

- curriculum,
- instruction,
- feedback and assessment, and
- opportunities for real-world connections.

This priority goal will help move NRHS toward integrating opportunities such as:

- Interdisciplinary courses and cross-disciplinary collaboration
- Curriculum reflective of student interests
- Student-directed learning opportunities
- Varied, dynamic instruction utilizing a mix of student- and teacher-centered strategies
- Regular emphasis on practical application of skills and knowledge
- Actionable and authentic feedback,

- and revision, for mastery
- Regular reflection on learning by students and faculty
- Assessments reflective of important learning goals and authentic opportunities to demonstrate what students know and are able to do
- Student instructional leaders
- Application of learning in the community
- Inclusiveness team collaboration internally and with the community

EQUITY AND INCLUSION

NRHS should be an open, warm, and welcoming place all students; a place where students want to spend time and hang out and see themselves represented and included. We recognize the need to reduce tracking of certain student populations and eliminate barriers to better provide equal access to all learning opportunities for every student. This means we must become comfortable engaging in courageous conversations about equity, inclusion, and diversity. We want our students to be globally aware and accepting, something that faculty and students should be able to model and enact every day.

Equity and inclusion at NRHS include attention to:

- Social and civic engagement of all members of the school community,
- removing barriers and creating access to all program elements and services,
- developing a culture and process for courageous conversations, and
- diverse curriculum that is both accessible by and reflective of our entire student population.

This priority goal will help move NRHS toward integrating opportunities such as:

- Curriculum that reflects and embraces equity and diversity
- Regular and structured courageous conversations to address inequity and honor diversity

- Flexible means for students to achieve learning goals
- Assistive and accessible technology integrated across the building
- Meaningful and individualized instruction that meets a variety of student needs
- Social activities and spaces to promote inclusive and empathetic relationships

SCHOOL CULTURE AND WELLNESS

School culture and wellness is made possible through a welcoming, inclusive, and safe community where students can be themselves and build relationships and community. We want to foster whole child development and school-work-life balance for all. We respect everyone's role and contribution to the community, working toward acceptance and involvement of all. Respect and trust (for and from) students and faculty is key to our future identity. Everyone should feel cared for and valued.

School culture and wellness requires attention to:

- Personal wellness of all community members,
- Promotion and celebration of joy and belonging,
- Collaboration among all community members, and
- Development of communal care.

This priority goal will help move NRHS toward integrating opportunities such as:

- Peer to peer accountability
- Restorative justice practices
- Soliciting and honoring student and teachers voice in decision making
- Use of trauma-informed practices
- Support of risk-taking
- Regular and varied group gatherings for a variety of purposes
- Community development activities

THE NEED FOR INNOVATION ACROSS NASHOBA REGIONAL HIGH SCHOOL

AN EVER-CHANGING WORLD

The world into which our students matriculate is rapidly changing. NRHS has had a track record of success based on traditional metrics, such as college admission. That remains an important element of student success after high school, but advances in technology, emergence of different work structures, quickly changing career options, and social and cultural movements requires us to prepare students for an ever-changing world in a different way. We want our graduates to have the skills, dispositions, and habits of mind to be successful in the wider world beyond academics and to have a positive impact in such a dynamic and complex world.

Our student population is a reflection of changes happening in the world and our community. Like most communities across Massachusetts, our student population is becoming more diverse over time. We have to ensure access for all students to all program options, including for our growing English language learner population and for students with an IEP or 504 plan.

The global environment and community are also changing quickly, highlighting the importance of sustainability and our influence on the earth. We need to help students understand and develop strategies to reduce our impact on the earth and on interconnected communities. Even relatively simple acts such as the implementation of a recycling program in our school would be a step forward. A redesigned building is an opportunity to model sustainable practices and in design and construction as well as in curriculum and programming.

STUDENT VOICE AND ENGAGEMENT

There is general recognition that student voice and engagement has been limited at NRHS. Input from students during two days of student interviews highlighted this need, and the value of their input for identifying possible innovations in programming. With recent state curriculum standards asking teachers to focus

on practice integrated with content, with changing expectations for success in college and careers, and with a variety of educational options besides NRHS for students and families, NRHS needs to enhance student voice and engagement. All four of our priority goals are a reflection of this need. Our goal over the next several years, through innovations built on the priority goals, is to establish a welcoming and engaging learning environment and school culture founded on trust and acceptance. We know we need to adjust programming to provide for consistent opportunities and expectations for all students in NRHS. Such changes will take all members of the school community time to establish.

DEPARTMENT COHERENCE AND RELATIONSHIPS

Reflective of a traditionally successful high school with well-established programming, NRHS's content-area departments have operated in relative silos, each with a strong sense of tradition and norms. Those departments are not necessarily aligned in their approach. We need to develop more coherence and inter-connections across departments in both curriculum and instructional approaches, expectations of student work, and demonstrations of mastery.

GRADE AND SCHOOL CONFIGURATION

Nashoba Regional High School houses students in grades 9-12. The current school is organized by departments. Throughout the feasibility and visioning work, a major theme that arose was reorganizing Nashoba Regional High School into smaller learning communities. We are currently exploring several options including the creation of houses and academies.

CLASS SIZE POLICIES

The Nashoba Regional School District School Committee recognizes that class size is an important factor in quality Education. In 2010 the NRSD school committee established a class size cap student/teacher ratio of 22-1 for kindergarten through second grade and 24-1 for grade 3 and higher. Science classes are capped at 24 due to lab space; past practice to have class averages for upper level (honors/AP) classes no larger than 24 and lower level classes (College Prep/Accelerated are typically no larger than 20).

Current average class sizes by grade are as follows:

- 9th grade: 16-22 per class
- 10th grade: 16-22 per class
- 11th grade: 16-22 per class
- 12th grade: 16-22 per class
- PE classes can exceed 30 students
- Small ensemble classes like guitar have less than ten students per class

SCHOOL SCHEDULING METHOD

Students make course selections in PowerSchool and department heads in collaboration with administration and guidance create teacher course assignments. The schedule builder in PowerSchool runs versions of the schedule that are then fine-tuned by hand to allow for maximum enrollment.

NRHS's current bell schedule includes seven 46-minute classes that meet all year (except for some half-year courses), in which the periods rotate each day, so each class is held at different times during the day across the rotation sequence. The schedule is currently constrained by the need for 4 lunch periods, which includes a "long block" that is very difficult to work for coordinating courses, this will be corrected in the new program.

The current schedule lacks flexibility and limits course selection for students. It is a barrier to the creation of internships, project base learning time, senior projects because it takes 16 days for the rotation to go through a full cycle. From an SEL lens, the schedule causes additional challenges for students with anxiety who need predictability. The extra science labs do not follow a particular pattern (some are every day double block, some are every other day, some are every third day) so it is a challenge to have other classes appear opposite them, which has driven up the number of study halls.

A new schedule is needed to increase experiential learning in classes, provide greater flexibility for external learning opportunities, reduce the number of study halls, and enable integrated or interdisciplinary course connections. We recognize the need to do some collaborative staff work to explore, try out, and approve new scheduling options. We will convene a working group around the NRHS schedule to evaluate and make recommendations for a schedule adjustments. This group will explore schedules from other schools, consider pros and cons and impacts of different scheduling options, and recommend options to give students and teachers longer blocks of time to create, innovate, convene.....

TEACHING METHODOLOGY AND STRUCTURE

CURRENT ORGANIZATION

We are currently organized by subject specific departments that are geographically located in the same hallways (English hallway, Math hallway, etc.). Students are divided by grade level with each assistant principal the lead administrator for two grades that rotate up so an AP will keep students for four years. The principal and assistant principal each take the lead in being the primary evaluator for several departments. The dean position is a school wide support.

PROPOSED CHANGES

We desire to move towards the creation of smaller, interdisciplinary learning communities, where teachers from a variety of subject areas, counselors, special educators, support staff and administrators are all present and in close proximity to one another relative to learning and support spaces. The creation of smaller learning communities (such as a 9th grade academy for example) make personalized learning more attainable and allows for more authentic opportunities to collaborate across disciplines in authentic and project based learning. Smaller learning communities also better enhance social emotional learning through the creation of meaningful relationships, where no student falls through the cracks and every student has at least one or more trusted adult in the building.

Design Response

Four small learning communities have been incorporated into the preferred solution allowing the scale of classroom wings to be reduced to about 220-240 students per wing. This is intended to reduce the perceived size of these learning areas and address social, emotional and security challenges associated with large schools. Each small learning community should have:

- Interdisciplinary teacher planning areas
- Flexible general academic classrooms
- Science labs capable of teaching all courses
- Areas for collaborative, interdisciplinary learning, both small and large group spaces

CURRICULUM DELIVERY METHODS AND PRACTICES

CURRENT PRACTICES

The current teaching methodology is primarily a traditional lecture style approach where students then work independently on assignments. You will also see examples of Socratic discussion, teaming in student groups, and crafting team projects course by course. The primary mode of assessments are test and quizzes with some project-based assessments included

PROPOSED CHANGES

To raise the skill competencies students need to be successful beyond high school, we need to implement more interdisciplinary activities and provide students voice and choice in crafting their learning. For students to develop the agency we believe they need, they will need to apply the knowledge they gain to authentically scenarios. In addition, for our students to engage civically in their communities they need high school experiences that teach them how to engage meaningfully with each other. Through teamwork, collaboration, and careful analysis students can learn to support and dissent using respectful words and intentions, Interdisciplinary work in a project-based learning environment will give students a variety of opportunities to grow and apply those skills.

GENERAL LEARNING ENVIRONMENT ACROSS DISCIPLINES

To achieve our program goals, classrooms should allow for more natural collaboration both within classrooms and in adjacent spaces where students can work together while still being supervised. Students should be able to work on a variety of endeavors within a class period, and spaces should accommodate teamwork for some while others might need a quieter setting for independent work.

Classrooms need to support integrated,

project-based learning and collaborative learning opportunities for students. Flexible spaces that allow for easy transitions into creative and collaborative workspaces, allowing for the conversations, group work, debate, discussion, station work and simulations crucial to engagement in our curriculum. The rooms should be of an appropriate size, have flexible seating, up-to-date audio-visual and internet capabilities, and enough storage for resource materials (such as project-based supplies, props, maps, books).

Classroom spaces and classroom-adjacent spaces like small group rooms or extended learning commons areas that empower students' voices and choices in an active and collaborative learning environment that fosters leadership, creativity, and critical thinking.

As students use more technology in their learning and to practice skills applicable to the workplace, classrooms should enable collaboration using technology. Classrooms should incorporate "huddle stations" - a station that includes a big monitor (to which the teacher device can project or that students can project to from their teamwork) framed by white boards. Huddle stations foster an active learning environment by dividing students into smaller groups where they can better share, chat and interact with peers.

Furniture should include flexible seating, consisting of sit down and stand-up desks, provide various opportunities for, and easily transition from, whole group instruction to group work.

Storage needs vary from program to program and space to space. Storage needs to be considered for storage of student materials and projects, books, equipment, technology (including charging capabilities) and teacher/students belongings. Depending on the need the storage may need to be open or lockable for secure storage.

The learning environment should extend beyond the classroom. Outdoor spaces adjacent to the

classrooms provide for educational delivery and learning opportunities beyond the classroom. With a variety inviting outdoor spaces, teachers of all academic areas could have the opportunity to enhance their delivery of the curriculum in a unique way.

EXTENDED LEARNING COMMONS/PROJECT AREAS

Project areas will serve as the connection between core academics and signature programming. Within each small learning community, one project room would be centrally located which would allow students to work on long-term projects as well as interdisciplinary and technology based authentic learning projects. These spaces would be designed like a form of Maker/Fabrication Lab, which would work directly with flexible classroom spaces. Such an approach would allow us to expand digital technologies such as augmented reality, computer modeling and simulators, physical computing, CNC machines, laser engravers, and vinyl cutters. This represents a transition away from traditional “computer labs” and “shops” that we have had for many years. The project rooms can also create connections in curriculum between the signature programs and core classroom content.

With a strong emphasis on sharing student work, a variety of dedicated display space should be distributed throughout the school. Display space should be provided for physical 2D and 3D products, as well as large monitors to display both important school communications and showcase student work such as videos, documentaries, webpages, and illustrations.

STUDENT SUPPORT/SMALL GROUP SPACES

Our pedagogical practices rely on one-on-one and small-group conferences with students to support

differentiated and individualized student learning. To support this, we would like space adjacent to classrooms for teachers to confer privately with students while still providing a view into the classroom. (Glass would enable privacy for the conference and supervision of the whole class’s activity.)

Space adjacent to and connected to classrooms is essential to help English Language learners or students with learning differences feel a part of the class but also have a place to get that support with dignity.

Design Response

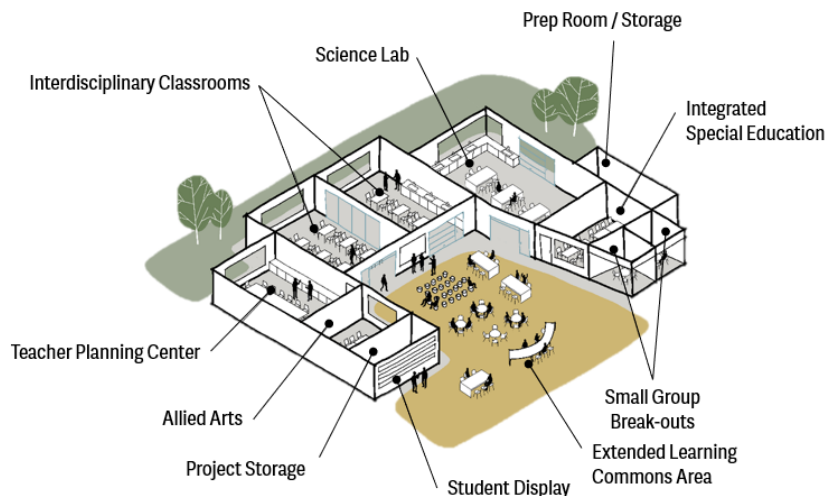
Each small learning community will be organized around a central Extended Learning Commons.

Small group break-out spaces will be dispersed throughout the learning community with connections to both the Extended Learning Commons and classrooms.

All learning spaces should have either physical or visual connections to the outdoors.

Interdisciplinary classrooms will be developed to support peer-to-peer learning utilizing modern technology.

The small learning communities should “put learning on display” and encourage passive learning through the use of static or digital display areas as well as visual connections of the activities that are occurring in the learning environments.



CORE ACADEMICS

ENGLISH LANGUAGE ARTS/ LITERACY

We believe that literacy education can be a powerful and joyful experience for all students. High-quality, evidence-based literacy instruction is the foundation of a child's education. All students must have access to inclusive texts representing a wide range of complexity to encourage life-long reading. Students must practice writing in a wide variety of modes to equip them for futures as writers in a range of professions and settings. We continue to implement a strong literacy education that amplifies students' voices and empowers students to participate fully in our society as well-informed members of their school and broader community. We know that employers value students' ability to present and speak publicly, to engage with their peers in meaningful conversations and negotiations toward solving problems, and aim to facilitate students' growth and leadership development in these areas.

In the fall of 2017, the English Department created a mission statement that emphasizes "All students can learn and improve their understanding and skills in reading, writing, speaking, and listening" and "persevere in developing a growth mindset that is applicable beyond the classroom." It additionally articulates, "All teachers will facilitate this understanding and development of skills through varied approaches." Teachers commit, for example, to "Offer constructive feedback to fuel student growth in literacy" and "Provide students access to high quality, engaging, and appropriately rigorous texts."

Over the last several years the district has worked to implement a literacy workshop model approach at both the middle and high school levels. The district began this work at K-5 grades, using the Lucy Calkins' Readers'/Writers' Workshop model to improve reading and writing skills. This student-centered workshop model at the high school is vertically aligned to the features and goals to earlier

grades, including mini-lessons, maximization of student work time, small-group work, focus on practice, growth and reflection, and increased teacher-student conferencing and assessment opportunities. This model allows the teacher to monitor, assess, and teach students through small-group work and conferring, which personalizes learning for all students. An emphasis on choice and assessment-based learning also encourages student engagement. Most high school English courses are now based on this model and have replaced lecture modes across the department.

Several years ago, the English department also conducted a survey of high school students to gain insights into how to increase student engagement and relevancy. As a result of this survey, the English department began to implement opportunities for students to choose their own texts for portions of each course. While each course continues to use texts chosen by the teacher, the integration of student-chosen texts allows for increased student engagement around topics and texts related to their interests while still allowing for instruction toward English standards.

Students are required to take a grade-specific English class each year from grade 9 to 12. The English department scaffolds learning across grades, ensuring alignment to state learning standards and development of skills. Junior and seniors have additional elective opportunities.

Proposed Strategies to Develop

Continue to develop and enhance English curriculum and instruction to include:

- Literacy and writing instruction through small-group conferencing and one-on-one meetings with students
- Student practice with creative ideation and reasoning in project-based learning on a regular basis in English classes.
- Regular student Lit Circles for shared discussion and work around choice literary texts
- We are dedicated to providing students with time and space to read independently and comfortably

- Continue to add contemporary and diverse texts through new selections into our English department collection.
- Support for English language learners and students with learning differences, often through work with extra support people during class time

Develop cross-departmental course options, or options in which students from multiple courses collaborate on common projects.

Increase student opportunities for presenting their work in a variety of formats and to a variety of audiences. Encourage and enable student performances and enactments of dramatic texts; TED talks; slam poetry performances, etc.

Develop Broadcast Journalism into a full offering. We also see great potential for collaboration with the community television stations in the district to develop a space/equipment partnership.

Add a writing laboratory staffed by English teachers as a one-period class to support writing across the curriculum, coordinated with other student academic supports.

Spaces that Support this Work

A space that can be accessed for performances and public speaking - such as a black-box theater for accommodation of public speaking class – and enable student performances and enactments different types and scales.

Our broadcast journalism program needs a dedicated room for broadcast journalism where the Journalism class can produce its weekly broadcasts; this could be developed in partnership with the community television stations in the district.

A large room for storing department books.

Design Response

The TV Studio / Black Box Theater should be a flexible space that allows it to function as Broadcast Journalism class one period and a student performance space the next period.

MATHEMATICS

Mathematics classes at NRHS tend to focus on mechanics and reflect a generally traditional approach to mathematics instruction. Students spend the majority of their time in math class seated in rows facing the whiteboard. The department has been working, and will continue to work, to increase the use of flexible groupings in classes, including the use of open-ended interactive problems solved in small groups. Many math teachers use scavenger hunts, or stations to provide students with additional practice. Real-world application of math is a component of Algebra classes (applications of linear and quadratic functions) and Statistics classes (since we are a data driven society), and in other class units to allow students to see how the curriculum applies to their lives.

Teachers in the Mathematics department like to have students work out problems on the classroom whiteboards. Every math classroom also has a projector for sharing work. Some math teachers use a PC Tablet to ink over documents while teaching a lesson, while others use a document camera to model problems.

The Mathematics department has been in the process of transitioning to online textbooks, allowing for some student interactivity with their texts, a student journal, and additional resources such as supplementary videos. The transition to online textbooks has been made for all students in Algebra I, Geometry, and Algebra 2 courses. The transition to electronic format is underway for Statistics. Honors levels sections of these courses, along with Calculus, continue with traditional textbooks.

Students typically take mathematics each year of high school, with pathways for grade 9 through 11 defined by levels. Students are initially placed in a level based on 8th grade teacher recommendations, although students can switch levels during their time in high school. The fourth year of mathematics typically provides a few different options.

The department also offers a number of Computer Science courses from a non-

leveled elective to AP programming courses. All Computer Science courses meet the Technology graduation requirement; however, they do not meet the Mathematics graduation requirement. (Program of Studies, p. 45.)

Proposed Strategies to Develop

Develop collaborations between Mathematics and other departments. For example, we have explored the potential of a collaborative class with Physics, and it will be beneficial to collaborate with Applied Arts on computer science and coding applications.

Enhance our use of technology to engage students. Interactive whiteboards for encouraging students to project their work for the class to see, both can support student sharing and discussion of math problem solving. A 4-way projector can allow the teacher to provide students with problems appropriate for their understanding of the curriculum in different stations, making changes on the fly for different student needs.

Increase the opportunity for student voice and choice in regards to what activities they do during class. For example, when students are working on a station activity they could choose which stations they do. In addition, on a homework assignment they could have a choice of doing a few problems from a selection of easy, average, and challenging problems. Students could also provide input as to what type of activity would be done.

Increase real-world application of mathematics throughout the curriculum to enhance student's understanding of the relevance of mathematics and increase motivation to learn mathematics.

Explore the potential of Computer Science classes to be offered as mathematics credit. This would be discussed with administration and head of guidance, in part because college admission needs to be considered to confirm acceptance of a computer science class in place of an advanced math class (e.g., Pre-Calculus, Calculus, or Statistics).

SCIENCE

The NRHS science department would like each student to graduate with critical thinking skills, an understanding of everyday science (an informed citizenry), and the ability to inquire about the world in a respectful and safe manner. The science department strives for all graduates, no matter their next steps, to use and interpret science to understand the world around them. Skills such as questioning, observing, predicting, hypothesizing, experimentation, data gathering and analysis, and independent thinking are a goal of all offered science courses.

To help students achieve these goals, the NRHS science department regularly engages students in activities such as:

- Reading, analyzing and interpreting data from case studies in Anatomy & Physiology or Forensics.
- Creating systems maps that show connections among components of complex natural systems (e.g., biochemical pathways, biogeochemical cycles, environmental systems).
- Building projects (e.g., batteries in chemistry, speakers in physics).
- Designing experiments (e.g., optimizing projectiles in physics).
- Asking application/relevant questions (e.g., wrap up questions in our SAP beads/Orbeez osmosis lab: "Why do grocery stores spray their produce with water?" and "Why are super absorbent polymers used in baby diapers?").
- Making real world connections (e.g., to the work of police officers and district attorney in forensics, blood pressure practice in Anatomy & Physiology and Biology, formal insect collections in Entomology).

All science courses integrate some level of hands-on experiences for students through labs and other activities. The Science department has been working over the past several years to adapt labs and activities toward more student-driven inquiry. Several courses offered by the science department are designed using

a modeling approach. Many science courses make use of technology for data collection or analysis, using Pasco equipment.

Most science courses are 4-credit that meet one period every day, this includes laboratory work in class. Some science courses are 5-credit, having two extra periods each rotation for enhancement of laboratory skills. Freshmen Physics with Engineering Applications is a 6-credit option which meets an additional period every other day. Advanced Placement Chemistry and Biology meet every day for two periods; an 8-credit option. Advanced Placement Physics 1 and Physics C meet every day for two periods; an 8-credit option. Elective courses can be full year 4-credit or semester based 2 credit options.

The typical science pathway is physics in 9th grade and biology in 10th. Juniors and seniors then have a number of options to choose from. Students can choose to explore several different sciences or concentrate in particular science fields through advanced work.

Proposed Strategies to Develop

Explore collaborations with other departments. In particular, look for collaborations among STEM departments, particularly Applied Arts. How can science make productive use of the Design Studio or Fabrication Lab? Examine “homeless” or relatively “disconnected” courses (e.g., coding in Mathematics, robotics in Technology) and how those might be better integrated across STEM programming. Create a programmatic connection between life science and the EMT program. Identify relevant 21st century courses that could be created, such as statistical analysis and data, or bio-computing (perhaps both in collaboration with Mathematics).

Develop more community connections to bring real-life application into science classes, develop relationships with practitioners and experts in scientific fields, and identify opportunities for authentic problems or student projects.

Articulate a laboratory definition to formalize current practice: course designation focused on nature of curriculum, prevalence of skill and practice-based learning opportunities. (See the

2016 MA Science and Technology/Engineering Framework, p. 152, for potential guidance on this.)

Contribute to a revamped school safety management plan. To ensure safe use and storage of chemicals, use of all scientific tools and materials, account for and minimize risks to students and staff, and ensure a robust student safety training process and related protocols. A chemical management plan will articulate expectations for chemicals used across the school, including within science labs. It should identify a district and/or school Chemical Safety Officer, include a risk/hazard assessment, chemical management procedures (for procurement, storage, use, and disposal), and emergency response and accident reporting procedures. The science department is committed to neutralizing all acids and bases used in laboratories as part of the laboratory procedure.

Explore potential of gas alternatives and use of toxic chemicals in all chemistry applications or courses. Viable alternatives to gas may include electric, torch, or other portable options. We will investigate green chemistry principles or use of microchemistry approaches to reduce the types and amounts of hazardous chemicals we use in the science program. This has the potential to reduce hazards to students and faculty. Science staff will need professional training for chemical safety protocols.

Spaces that Support this Work

A sufficient number of science labs, designed in a manner consistent with the MSBA science lab guidelines, will serve the science program well. The guidelines provide sufficient classroom space, flexibility for different types of student work, storage, prep rooms and a chemical storage closet, as well as safety systems for typical science lab work. Given our commitment to acid and base neutralization as part of regular lab procedure, we do not require an embedded neutralization system.

A number of science courses would benefit from additional learning spaces or adjacencies. Outdoor space with gardens for

different purposes would serve life science courses, and electives like Entomology, very well, as well as easy outdoor access for various labs and student activities. The current greenhouse is in disrepair and installation of a new greenhouse strategy will elevate the quality of science instruction. An external greenhouse, associated with gardens or planting beds, would support outdoor biology and Entomology activities during much of the school year. Adjacency of science spaces to particular departments (in particular, Applied Arts) would help facilitate future cross-department collaborations.

With a new facility, the District would propose science rooms be equipped with the following:

- Movable Demonstration Tables
- ADA accessible tables
- ADA accessible counters
- Movable student tables
- Adjoining prep and storage rooms with needed equipment
- Utilities include sinks with hot and cold water, gas, air, vacuum
- Blackout window treatments for labs

The following safety measures would also exist in our new facility:

- Master Gas Shutoffs
- Goggle Sterilizing Units
- Fume Hoods or Bio-Safety Cabinets
- Chemical Storage
- Fire Extinguishers and Blankets

Design Response

All science classrooms are integrated into each interdisciplinary small learning community and will be designed to align with the MSBA Science Lab Guidelines. Each pair of science labs will share a single prep area encouraging further collaboration between staff.

SOCIAL STUDIES

In the Social Studies Department, teachers and students do what historians, psychologists, geographers, sociologists, lawyers, economists, anthropologists, and archeologists do. Students are taught to analyze, investigate, speculate, argue, classify, compare, generalize, hypothesize, question, and debate. Overall, the studying of social studies at Nashoba Regional High School:

- Facilitates civic engagement
- Revolves around the practices in the state's current curriculum frameworks
- Reinforces the idea that other people matter through practices of equity and inclusion
- Fosters analytical and interpersonal skills that translate to the workplace
- Increases critical thinking
- Promotes civil discourse and collaboration between students

Typical Social Studies courses include project-based activities, Socratic dialogues, and collaborative learning. A typical structure for Social Studies courses is 15 minutes direct instruction, small group reading and analysis of documents, then some type of document-based question (DBQ) or debate for student application. Courses emphasize historical thinking skills and investigation of primary source materials including physical documents, artifacts, and digital resources. The skills required to write essays through document-based-questions are essential to the curriculum at Nashoba Regional High School. Most courses engage students in a quarterly project that overlays the curriculum and is scaffolded over time. In a typical year, projects may include: Biography paper (Q1), National history day documentary, poster, etc. (Q2), Oral history (Q3), and Civics initiative (Q4) that is intended to tie to current issues and authentic audiences.

The Social Studies Department believes in fostering school culture and wellness by celebrating the work of our students. Social studies classrooms currently display posters, exhibits, and maps all created by students.

We also have used the Library to display the impressive National History Day Projects of our students.

Over the last 2 years the Social Studies Department has collected data to analyze how well our curriculum promotes equity and inclusion. We want the stories we tell to emphasize diversity of cultures, races, ethnicities religions, genders, sexual orientations, ideologies, and economic classes. These conversations were a topic of our Summer Academy work in 2021, and we hope to conduct a formal audit in the near future.

Approximately, 90% of students at Nashoba take 4 years of Social Studies. The typical pathway for students in Social Studies is to take World History in 9th grade, then US History is distributed across sophomore and junior years (half year each) with an elective each of the other half years. Students choosing to take a Social Studies class in Senior year have a variety of electives to choose from and allow students to combine their interests with a course of study. Senior year electives include: Psychology, Sociology, and U.S. Government and Politics. We have also created course options that relate to current and specific interests of our students. These unique offerings include Facing History, Baseball in History, Civil War, Understanding the Sixties, Justice and Law, Introduction to Ethics, International Affairs, Sociology, Psychology, U.S. Government and Politics. The Social Studies Department and English Departments have also collaborated and crafted a Humanities class for Freshmen and we hope to offer a wide array of collaborate courses with both English and other departments in the near future.

Proposed Strategies to Develop

Develop a wide array of collaborative, cross-curricular courses with both English and other departments in the near future.

Increase opportunities for students to display and present both physical and electronic work to the community. The state's civics project is another opportunity for students to display their work and findings to a larger community. Additionally, we hope this project increases our students' sense of agency. They need to

understand that they have a say in their future.

Establish a Global Citizens Program, for which planning has already begun, that emphasizes learning about cultures outside of the United States and world travel.

Conduct formal audits and data collection of the Social Studies curriculum to determine how well, and how to improve equity and inclusion. We aim to include a diversity of cultures, races, ethnicities religions, genders, sexual orientations, ideologies, and economic classes in curriculum. We hope to offer a variety of related discussions, lessons, seminars, and assemblies will vary from small group to school-wide.

Spaces that Support this Work

Access to a large collaboration room would accommodate guest-speakers, theatrical re-enactments, civic role-plays, and the viewing of film and documentaries.

Presentation space for international speakers, EF Tours presentations, and larger events such as Model UN conferences would allow us to establish a strong Global Citizens Program.

Design Response

Each small learning community should have an interdisciplinary collaborative space. These spaces shall be large enough for learning groups of up to 3 classes. The space will have a folding partition to open to the wide corridor breakout space to allow for larger presentations and activities. For these spaces to function as intended they cannot not be regularly scheduled spaces but instead function as a large accessory space for interdisciplinary learning. The spaces would be staffed by teachers whose students would be utilizing the space.

WORLD LANGUAGES

The study of modern languages enriches students' lives by encouraging them to communicate and contribute to our increasingly interdependent global society. Modern language classes are offered in French, German, and Spanish and stress the four skills of foreign language study: listening, speaking, reading, and writing. All courses aid students in understanding foreign cultures and the connection to their own culture.

World language instruction takes a scaffolded immersion approach, building increasing opportunities and amounts of immersion over time. Introductory classes typically start with a focus on listening and understanding, then progress to speaking and producing. Later language courses focus more on production. Typical classroom instruction includes partner and small group work, as well as group projects in which projects are personalized. Common examples include skits and presentations (via google slides), recorded projects, visual presentations, debates, and book clubs. Teachers incorporate authentic resources into each class, highlighting resources that native speakers of each language use. World Languages staff share project ideas across levels and languages, but each adapts them to their own needs.

World Languages often runs classes with all levels (College Prep, Accelerated, and Honors) in the same class, which can make it difficult to meet the needs of all students in any one class. Teachers typically provide the same instruction with differentiated products and assessments for students in the different levels. The Department administers common mid-years and finals for particular courses. The Department has been working to implement a Certificate of Biliteracy, which recognizes students for which English is a second language and foreign language students who are fluent in both English and a different language.

Two years of language are required at NRHS. Students are encouraged to progress in the chosen language(s) as far as possible, which

includes an AP course option in each language. Students typically take sequential courses in one language, although pathways are flexible; students can change languages or course levels. ESL pathways sometimes can count as the foreign language requirement.

Proposed Strategies to Develop

Complete the implementation of the State Seal of Biliteracy Certificate.

Establish a Global Citizens Program, in collaboration with Social Studies, that emphasizes learning about cultures outside of the United States and world travel.

Work with other district schools to expand language instruction and offerings in the lower grades in order to achieve advanced level proficiency in world language outcomes and provide choice for students (currently only one year of Spanish is offered before entering high school).

Add additional language offerings (such as Italian, Portuguese, American Sign Language) to spark student interest and increase access to languages that may be more relevant to the individual students.

ACADEMIC SUPPORT PROGRAMMING SPACES

ENGLISH LANGUAGE EDUCATION (ELE) PROGRAM

The mission of the ELE Program is to build on the linguistic, cultural, and academic knowledge English learners already possess by developing instructional and administrative practices responsive to their linguistic and cultural needs; by promoting access to curricular and extra-curricular opportunities; and by preparing English learners for their future goals. The goals of the NRHS English Learner Education Program are:

- to develop and promote effective identification and evaluation practices for English learners.
- to provide direct instruction in English language development (ELD) to English learners in alignment with DESE and WIDA benchmarks and standards.
- to consult with teachers and administrators as they develop instructional, assessment, and administrative practices that are responsive to the linguistic and cultural needs of English learners.
- to monitor and track the academic progress of English Learner (EL) and Former English Learner (FEL) students in the district.
- to help promote meaningful inclusion of multilingual and English learner families in the school community (regardless of whether their children are included in the ELE Program), including translating and/or adapting important school information when necessary.

NRHS is a low-incidence district, with Brazilian Portuguese the dominant language group after English. Prior to January 2018, the high school had a part-time ESL teacher who worked with the EL students. Since January 2018 there has been one fulltime ESL teacher at NRHS, and the

enrollment of EL students has increased from four ELs to 23 ELs as of 2021. This student enrollment increase is evident throughout the district, as a result the district has hired three additional teachers during the last two years to meet the needs of EL students. This growth is anticipated to continue in the future.

Every student in the district completes a home language survey to determine his/her need for ESL support; students determined to need that support work directly with the ESL teacher on a regular basis determined by the student's needs. Much of this support is provided through a pull-out model, with the ESL teacher working independently or in small groups with students pulled out of their classes during the day to designated ESL classrooms. The ESL teacher also provides support in core content instruction. Over 90% of Nashoba Regional School District's core content teachers are SEI endorsed and utilize the support strategies that are presented as part of that course. ELs are provided the opportunity to fully access the curriculum the same as non-ELs with class schedules being created to address each student's individual and diverse needs. Approximately 50% of the ELs at the high school level are currently enrolled in honors courses. Overall, 29% of the Nashoba Regional School District's EL population is also receiving special education services. At the high school, 36% of EL students are currently receiving special education services, although this percentage changes every year depending on the enrollment of students.

The amount of targeted ESL instruction provided is dependent on WIDA proficiency levels. At the high school, the amount for each level is presented below.

High School	Instructional Time for Targeted ESL Instruction
Level 1	90 minutes every day
Level 2	90 minutes every day
Level 3	45 minutes every day
Level 4	45 minutes three times in a cycle
Level 5	45 minutes two times in a cycle

NRHS HS offers three ESL courses, organized by student need, that provide specialized instruction and learning opportunities for learners of English of all proficiency levels in their process of language acquisition. The courses are based on the WIDA ELD standards that promotes a comprehensive approach for language development, including social and instructional language as well as the four core content areas (math, science, English language arts, and social studies). In all other ways EL students follow the same course pathways as most students. They progress through the ESL classes (levels 1, 2 and 3) while at the same time taking their core academic courses to meet the graduation requirements.

Proposed Strategies to Develop

Complete the implementation of the State Seal of Biliteracy Certificate.

Grow student participation in the newly created International Club. This club provides an opportunity for students to educate others about their culture, traditions, and way of life.

Spaces that Support this Work

There should be a dedicated ELE classroom in each learning community. The room should provide for flexible learning and multiple modes of groupings consistent with the description for all classrooms and the World Languages room. Having multiple small group classrooms distributed throughout provides the ability to mitigate the challenges of having all proficiency levels in the same class.

Design Response

Each small learning community should have an ELE classroom that can function as dedicated instruction area or utilized as an inclusive space depending on the need of the students.

BRIDGE PROGRAM

Prior to COVID, counselors estimated that as much as 50% of their work was social emotional in nature and that roughly twenty percent of students on their caseload experienced a mental health crisis at some point in high school. Post-pandemic, there has been a dramatic increase in the students

experiencing generalized distress and also in the number of acute incidents. In response, the Nashoba Regional School District has established a Bridge Program in conjunction with the Brookline Center Bridge for Resilient Youth in Transition Program (BRYT). Staffed with a full-time social worker, a full-time school counselor, and given clinical oversight by one of the school social workers, this program is viewed as pivotal in supporting our students when they experience challenging states of mental health. It is the transition service for students with extended out of school absences as well as a critical support for students experiencing significant emotional dysregulation that disrupts learning when the student is physically present. Typically, students would be enrolled in this program for 12 weeks before matriculating into the school population.

Spaces that Support this Work

The Bridge space should be a quiet comfortable space with academic nooks for 1 on 1 instruction.

A Self-Regulation Space is a high priority for school. Ideally indoor-outdoor, this is a private area for a student to de-escalate from negative or anxious states, provides sufficient room (or equipment) for movement, or meditative type activities as prescribed therapeutic skills.

The school counselor and academic coordinator require private office with enough space for family meetings.

FRESHMAN STUDY SKILLS

Freshmen Study Skills, a freshman-only experience for students, integrates learning styles, goal setting, study strategies, note-taking and a variety of developmentally appropriate academic skills. The classroom where Freshmen Study Skills is held also serves as the unofficial heart of the freshmen class as this is a "freshmen only" space and students often form friendships in there that last them through high school.

STUDENT GUIDANCE AND SUPPORT SERVICES

Nashoba Regional High School currently provides a comprehensive school counseling

program with social/emotional support and college/career readiness curriculum for all students. Through individual and group work, school counselors facilitate the academic, personal/social and career development of all students via a curriculum that is both proactive and reactive to student needs and delivered in alignment with the student's developmental life stage. The NRHS typical graduating class will submit ~1,500 applications to over 300 programs and over 90% will attend post-secondary education; fewer than 1% fail to graduate high school.

During 8th grade, students begin receiving information from the high school regarding the transition to 9th grade. The high school and middle school teachers, administrators, and counselors collaborate on this process with a focus on academic and co-curricular opportunities at the high school. This work culminates in an evening event for 8th grade students and their parents at the high school that regularly draws over 90% attendance; soon afterwards counselors facilitate course enrollment for all 8th grade students. The high school hosts 504 transition meetings and participates in each IEP transition meeting. Prior to the start of the school year, 9th graders (and students new to Nashoba) participate in a half day orientation that is part social and part school focused.

At the start of ninth grade, students are assigned a school counselor based on the alphabetical split of the class; counselors continue to work with the same group of students through to graduation. This allows counselors and students to develop a meaningful relationship over the years that facilitates individualized course planning and post-secondary preparation. Guidance curriculum includes individual meetings twice freshman year and a full period meeting each successive year, with juniors and seniors typically seeing their counselor multiple times in support of their post-secondary planning activities. Counselors run "Guidance Seminars" during the first quarter for seniors and third quarter for juniors in groups ranging from 8-28. Sophomore curriculum focused on career exploration culminates in a full class

"Reality Fair" conducted in cooperation with the Nashoba Rotary Club.

Numerous guidance activities support our students' academic and personal growth. Counselors work closely with the ELE teacher(s), collaborate frequently with related service providers, are integral members of IEP teams, the Student Teacher Assistance Team, and oversee the referral, development, and communication of 504 Accommodation Plans. The Guidance department also hosts a variety of programs outside the school day including both junior and senior college planning nights, the annual Massachusetts public college fair, various MEFA presentations, and Scholarship Awards Night. Occasional "field trips" with an industry or two-year college focus are also sponsored. Notably, the school counseling department has initiated a robust newsletter series (roughly 20 per grade) for students and parents with a joint focus on social/emotional wellness, student success and post-graduate exploration and planning.

Testing for the college application process is administered through Nashoba Guidance:

- Nashoba hosts the PSATs (roughly 350 students in grades 10 & 11) each October
- Nashoba hosts the SATs once each October and March, as well as providing school-based testing throughout the year
- Nashoba proctors the ACT for students with disabilities that require school-based testing
- Nashoba offers a robust AP curriculum and testing now exceeds 550 exams and 250 students over 17 subjects
- Offices, classrooms, library and gyms are all utilized for testing space.

Nashoba students regularly utilize guidance services in an "as-needed" or "drop-in" fashion throughout the year, changing courses, seeking problem-solving assistance, or accepting supportive counseling for personal and emotional concerns. Counselors are in the third year of being assigned "duties" and

continue to work to balance this assignment with student priorities. It is not uncommon for a student in-need to seek quiet time in Guidance offices. To support students' social-emotional well-being and healthy relationships, the Guidance department also hosts Challenge Day, supports Signs of Suicide screening, SBIRT screening, and coordinates closely with family and outside service providers. Perkins Behavioral Health currently provides a licensed social worker one day a week to see students for therapy during the school day here at Nashoba; roughly 25 students a year access this service and typically there is a waitlist.

Proposed Strategies to Develop

The guidance department will expand guidance seminars to all four years with each grade having a full quarter curriculum, in accordance with American School Counseling Association and Massachusetts Department of Elementary and Secondary Education initiatives involving college and career readiness. Career spotlights will be closely coordinated with academic and co-curricular interests so that students can explore future opportunities. With a more flexible schedule lies the potential for internships, work-study, and mentoring programs, as well as expanded higher-education partnerships such as dual enrollment or early college programming. The increased focus on career exploration and college readiness will expand the landscape of the student post-secondary pathways.

Integration of trauma-informed social emotional health into the overall milieu of the Nashoba environment will strengthen education throughout the building. Providing more robust in-school therapeutically based supports will strengthen a student's resilience and concurrently achieve their academic potential.

- Prior to COVID, the Guidance department was pursuing a partnership with Voices Against Violence to increase awareness about healthy/unhealthy relationships and provide support for those experiencing any type of relationship violence: it is

anticipated that as COVID related needs abate, this effort will resume.

- One school counselor and one social worker are official trainers of the "Youth Mental Health First Aid" program and have taught the course for adults in the school community three times a year since 2018; this program has been on hold during COVID restrictions but is anticipated to resume. Expanding the partnership with teachers and parents through initiatives such as Youth Mental Health First Aid will strengthen the community's commitment to whole child wellness.
- In response to the growing level of social-emotional needs among the student population, most notably an increase in severity that interferes with daily activities, we plan to implement a Self-Regulation space, to be coordinated with the Guidance area. This would serve as a private area for a student to de-escalate from negative or anxious states, allow for movement, or conversely, quiet and calm meditative type activities. The integration of mind-body connections continues to grow as a therapeutic tool in working with emotional distress, and we must continue to support students in developing and practicing self-regulation strategies.

Re-introduction of a structured program to support academic achievement. Informed by Growth Mindset and the CASEL competency of Self-Management, this planned achievement program will focus on those core skills which enable a student to maximize their academic potential: self-motivation, self-discipline, goal setting, planning and organizational skills, self-initiation, seeking support when needed, practicing teamwork, and collaborative problem solving. In the Academic Achievement Classroom students will develop their study, organization and time-management skills required to meet the curriculum demands of their schedule (i.e. working on homework, projects and studying for assessments).

The Guidance Department plans to host an

outside counselor and resume taking interns. Dedicated space within our area, for one to two days, will be provided for student therapy sessions with a private counselor (Perkins Behavioral Health): this is considered a critical service for many of these students who would not otherwise have access to therapy for a variety of private reasons. School counseling interns provide the means to develop and implement innovative curriculum stemming from the most current educational (Academic, and College & Career Readiness domains) and counseling (Social/Emotional domain) initiatives.

Spaces that Support this Work

Continue to provide sufficient offices for staff with close proximity to related support services including administration. Each counselor must be in a private office with enough space to allow for a family meeting (being mindful of blended families). Both the Bridge program and the school social workers must maintain their space and proximity to the main guidance office to continue the closely coordinated service model. An office to host outside counselor(s) or private counselor offering student therapy sessions is needed. Collaboration with health services and administration is facilitated by being nearby.

The Academic Achievement Program will require a furnished classroom. Flexible wall structures will provide for quiet areas for testing with accommodations and will facilitate programs such as peer tutoring and academic mentoring.

The registrar space must be closely paired with Guidance to ensure the smooth communication required when on-boarding new students, working through adjustments to schedules and transcripts, and in support of the college application process. In accordance with state and federal law, the school requires sufficient vault (disaster proof) space to house academic records for a minimum of 60 years.

A guidance department requires an open and welcoming entry for students, parents and school personnel that also provides for privacy. There needs to be enough communal space for students and families waiting to see counselors but designed for privacy where students and families cannot overhear secretarial or

counselor conversations; where each can maintain their own personal space; and where privacy can be held intact for all. We need proximity of counselor offices to the entrance and secretarial space.

A flexible medium-large meeting space to serve a range of initiatives in this department. The counseling office hosts roughly 100 college and university admission representatives each year; representatives meet with as many as 50 students at once. Teacher and parent meetings, and 504 team meetings, can often be held in a counselor's office but can include up to 12 people, requiring a sufficient separate meeting space. Grades 9-12 Guidance seminars can be of varying size. With an increase in college and career spotlights; and renewed interest in experiential learning in academic courses, the Guidance department will need spaces to incorporate bi-monthly career exploration opportunities for students.

Design Response

Guidance and support services will be distributed throughout the building and integrated into the small learning communities.

TEACHER PLANNING

Teachers are guaranteed 25% unassigned time in their schedule while teaching a maximum of 25 teaching periods per week. This time is scheduled using PowerSchool scheduler. Room assignments are currently done by department heads in collaboration with administration.

Currently the high school does not have common planning spaces for teachers. There are multiple workroom spaces, but if teachers meet during the day, they need to use the library or the main office conference room. Teachers eat in the student cafeteria or their classroom because of a lack of common spaces for teachers. Given the constraints of the current schedule, most teachers with a common prep or co-teaching do not have common planning time and we do not have time built in for professional learning communities.

These space and time challenges present true constraints and barriers to supporting and enhancing the delivery of curriculum.

There are 11 Department Heads. Each Department Head needs a private office to meet with small groups of teachers, store relevant materials and have confidential conversations. These offices are essential for each Department Head to have a spaces that supports their work such as planning and reviewing teacher evaluations.

Proposed Changes to Planning Time and Number of Spaces

The schedule should be evaluated that supports common planning time and time for professional learning communities to meet

Spaces Needed:

- Common planning spaces for interdisciplinary departments including private meeting space, open work areas and a kitchenette.
- Department Head Offices: English, Math, Science, Social Studies, World Languages, ELE, Guidance, Fine Arts, PE, SPED, Applied Arts

Current Professional Development Practices

The district has a strong professional development program. Led by the department of Teaching and Learning, annually, the district dedicates one day per month for Early release time for teachers to focus on job specific or district initiatives. Additionally, the district plans and implements a district day of professional learning focused on the district's theme for the year. The day involves key not speakers, workshops, seminars, book reads and experiential professional development for all Nashoba faculty and staff.

Annually, the district focuses on a specific theme for the year's pedagogical focus and also participates in a district wide read of a text chosen by the Leadership Team. faculty and staff participate in workshops, seminars and book reads to facilitate this work.

The district is well supported by each community to allow faculty and staff to participate in professional development

opportunities and provides the time, resources and financial support to facilitate this work. Often this work is facilitated by trained staff through a train the trainer model, where teachers are teaching teachers on best practices.

Teachers across the district participate in job alike, curriculum planning and common planning times focused on best practices in and out of the classroom as well as to facilitate the alignment of curriculum across the district K-12.

The District recognizes the importance of providing multiple, varied, and extended learning opportunities for staff to engage in professional development throughout and beyond the regular school year. Self-paced learning modules, facilitated book studies, and instructor-led content and instructional workshops will be offered during Summer Academy to help prepare teachers with the changes in curriculum and structure as a result of the proposed project. The Nashoba Summer Academy is an already established and familiar learning structure for Nashoba educators, providing choice and targeted professional development needs outside of the scheduled school year.

Proposed Changes to Professional Development

At this point, there are no proposed changes to professional development programming as it relates to the schedule. However, additional planning time has been proposed and implemented for visioning of the new high school project as well as the district wide focus on the Portrait of a Nashoba Graduate.

The district continues to offer a Summer Academy for faculty and staff focused on needs of teachers who need to complete the sheltered English Immersion endorsement, MATSOL ELL requirements, district Mentor training and a variety of opportunities for workshops focused on the district's Strategic Plan as well as extensive Curriculum writing and review.

The District has begun the process with additional district-wide visioning sessions and professional development outside of this project. In addition, with the recent adoption of the NRSD Strategic Plan and associated

Portrait of a Graduate competencies, the District has joined the EdLeader21 Network and intends to maintain this membership through the occupancy of the proposed facility. The EdLeader21 partnership will provide district and school leaders and Nashoba faculty with on demand professional development and networking opportunities focused on 21st century, deeper student learning experiences. The District also intends to engage in a consultancy model with NESDEC to offer a multi-part professional development leadership series for department chairs to strengthen skills around instructional leadership and innovative pedagogy within and across departments and content areas. Complementing these efforts, the District further intends to leverage the leadership capacity of department chairs and directors as content and pedagogical experts to provide consistent and focused training, professional development, book studies, and collaborative problem-solving protocols relative to innovative practices and preparations for the new facility.

PRE-KINDERGARTEN

Current Offerings, Practices, and Locations

The district has an integrated preschool program for students with special education needs across the district. Currently, we have 2 full day programs (Beginning Connections and Little Friends). In addition we have one 5 half day program called Sunrise. Finally there are 4 three half day programs.

Stow has a full day program (Beginning Connections) that services students with Autism. It also has one 3 half day program.

Bolton has a 5 half day program (Sunrise) that services students who require a structured setting on a daily basis to assist with growing social and emotional skills. It also has one 3 half day program.

Lancaster has a 5 full day program (Beginning Connections) for students who have cognitive impairments, and may also have a secondary diagnosis of autism, down syndrome or another genetic disorder.

There will be no changes to the current offerings

within District elementary schools as a result of this project.

How Curriculum is Delivered

Services for students are driven by their individual education programs that are developed at TEAM meetings in collaboration with families.

Each program has role model students that participate in our preschool. The maximum number of students for each classroom is 15, with 8 being role models and 7 students having IEPs. Little Friends is not an integrated program, but rather a substantially separate program. We do offer inclusion options in the integrated preschool and have a Circle of Friends where community peers join our students during the week to build relationships and work on cooperative play and learning opportunities.

This year the district has requested to open an additional preschool as our numbers for special education slots will be needed. Our current preschool classrooms do not have enough IEP slots to service student in the upcoming school year. Historically there has been a significant waitlist for pre-school of 50+ students with as many as 96 in 2021 each year for the most recent years.

LUNCH PROGRAMS

The current lunch program at Nashoba provides onsite preparation of food across the district. All schools have full services kitchens. The Nashoba Regional High School's kitchen prepares from scratch and "heat and serve" meals. Food is served along one serving line with a pass through warmer and from a grab and go station. The kitchen is equipped with two hot plates, ovens, steam jacket, kettle, and warming ovens. Provisions are stored in a storage room, a walk-in freezer and a walk-in refrigerator. There is currently a single tank dishwasher. In addition to preparing student meals, the NRHS kitchen prepares meals for district wide events.

Upgrades needed in a new kitchen and lunch room at the Nashoba Regional High School would include brighter lighting, serving

stations, as opposed to serving lines, a tilt grill for food preparation, an open cooking range, a panini maker, and a dishwasher upgrade that could accommodate washing trays. Larger storage spaces for supplies, and upgraded refrigeration for provisions are also needed. All these changes would facilitate dietary needs based on health and culture.

The full-service kitchen will include recycling bins for any paper and/or compostable items located at the soiled trash collection area(s) as well as a recycling staging area in the janitorial room for cans and cardboard. In addition, the kitchen will include waste disposers at pot washing and dishwashing.

We will need a cafeteria and kitchen area that can serve the student population in 3 lunch periods. We envision the cafeteria to be a space that serves a number of purposes, as gathering spaces for collaboration and engagement.

One other consideration is the establishment of a nutritional science/ farm to table program within the high school. It would be beneficial for this program, along with all its needed equipment, to be located in close proximity to the kitchen and cafeteria.

Design Response

The cafeteria should become the hub of the school and function as a commons space to be utilized more than just during the lunch periods.

TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

The educational technology vision for the Nashoba Regional School District builds upon a shared commitment to forward visioning in support of 21st century learning for all students. Upon graduation, it is our goal that students will be well-prepared, engaged, self-reliant learners with the ability to think critically, problem solve and communicate

effectively. Upon graduation, students will know how to use a variety of digital tools to research, evaluate, solve problems, create, communicate, and make decisions connected to real world applications so they are prepared for their individualized path ahead. Our specific goals to this end, as outlined in our district's Technology Plan and aligned with the MA Digital Literacy and Computer Science Standards and the International Society for Technology in Education's (ISTE) standards for students, include:

- educating all learners through enhanced communication, collaboration, and organization.
- developing in students the skills, knowledge and independence necessary to become responsible digital citizens.
- confidently, and with integrity, encouraging students participation in our global society.
- developing proficient and fluent users of technology.

The district values the benefits that technology brings to the current learning landscape and the critical role that technology plays in the vision for the future. We hope to continue to strengthen our current instructional technology model as we work to progress from a model that uses technology to enhance curriculum to one that uses technology to transform curriculum, and, most importantly, provide deeper, more authentic and relevant learning experiences for our students. Our goal is to create technology-rich learning experiences that enable our students to become modifiers, creators and designers of content rather than consumers of content.

This evolution of the use of technology to engage and deepen learning for students has already begun, and the prospect of a new building aligned with our Educational Plan, newly developed 2022-2027 NRSD Strategic Plan, and the development of Portrait of a Nashoba Graduate competencies will help to ensure these aspirational goals become a reality. Our Portrait of a Nashoba Graduate competencies include a shared commitment

to the development of our students' skills in the domains of creativity, communication, empathy, cultural competence, perseverance, and a learners' mindset. Combined, our district's forward-visioning plans articulate a future-focused school that supports innovation across the curriculum and the development of our students as active, positive contributors to the future world. We recognize the critical role that technology plays in these efforts and envision future learning spaces for our students that integrate technology as a means to both deepen learning and prepare our students for a future long after graduation.

The district understands the importance of universal access to technology for all students and staff. The district currently has a one-to-one laptop computer strategy for all NRSD students in grades 3-12. Students in grades 6-12 take their laptops (chromebooks) home to complete assignments, collaborate, and create. The district provides to families in need wifi hot-spots at no charge if they are in need of internet service. All devices are distributed and managed by the district technology team. All devices are equipped with software monitoring programs and software which are loaded and managed by the technology team, ensuring that only software that has been properly acquired with appropriate licenses is accessible.

Consistent access to a mobile device ensures that students are provided opportunities to use technology to create, collaborate, communicate and curate information. A 1:1 model enables teachers to regularly guide students in the ethical and safe use of technology and to use digital resources to personalize and self-direct learning. This digital learning model promotes equitable access to curriculum, differentiation of instruction and independent discovery. In anticipation of the fast pace of technological innovation, the district has been steadily moving towards the utilization of cloud-based programs that make the use of educational resources device agnostic. This movement supports access to educational resources from within and outside the walls of the classroom and not device dependent. Some examples of the cloud-based programs that have been adopted

include Google Workspace for Education and accompanying apps and extensions, content and skills-based programs, multimedia tools, digital reading materials, next generation assessments and classroom interactive instructional tools.

To support the concept of "device agnostic", it is our vision for new learning spaces to contain a variety of tools that promote innovation, inquiry and problem-solving. Students and educators must be able to gain the knowledge of how to choose the device or program that will help them deepen their learning and expand their opportunities for collaboration. To support the concept of "device agnostic", we hope to create common and flexible learning areas, huddle spaces and collaborative workspaces, that contain a variety of multimedia and technology tools to promote innovation, inquiry and problem-solving. We envision technology rich, yet flexible, learning environments where teachers and students work collaboratively and have access to state-of-the-art technology that integrates tools such as AR/VR, gamification, and new tools such as Meryln Minds. Configurations such as Huddle Spaces will allow for flexibility, facilitating the opportunity for collaboration beyond the four walls of the classroom, thereby enabling students and faculty to work together using interactive projection boards, multi-media tools, and the flexibility our 1:1 model provides to facilely engage in collaboration, discussion, and creation.

Our Educational Plans and Strategic Vision further include the exploration and development of signature programs and innovation pathways to provide students with relevant coursework and experiences in specific high-demand industries. At this point in time, we are not able to expand our programs and courses for a variety of reasons, including space and scheduling limitations and current technology capacity. For example, our current technology engineering classroom is in the location of the original woodshop lab, as such, capabilities relative to technology and engineering learning experiences that can be provided to students have been considerably

limited.

Just as the district's current Strategic Plan addresses the ongoing importance of Universal Design for Learning (UDL), technology plans and features in the new building will further reflect UDL design principles. From a personal computing device that supports student agency and provides multiple modalities for accessing curriculum and amplifying knowledge, to built in technologies in all spaces that allow for the adjustment of lighting, sound and sharing of information. Ensuring that all classrooms and learning spaces are outfitted with updated equipment and assistive technology, such as assisted listening technology, will be important and further reflect the values that we uphold.

Our vision for the future at Nashoba is one of connection. It is our hope to create integrated technology rich spaces designed for multiple purposes that both draw learners in and support them with the features and tools they need to learn, thrive, collaborate and communicate as part of our connected community, near and far.

MEDIA CENTER/ LIBRARY

Our mission: To provide a safe nurturing library environment where students feel seen, safe and welcome so that they can learn to be effective ethical users of ideas, information, and technology - empowering the learning community to be empathic young adults, critical thinkers, enthusiastic readers and lifelong learners.

The library is a space for collaborative learning, group study, community building activities, research and instruction. The NRHS library promotes a culture of literacy, including independent reading for enjoyment, cultural literacy, and digital/information literacy. Our students will become critical thinkers who create and share knowledge responsibly and ethically. The library provides flexible and inviting learning opportunities for all students and staff.

The library is a student-centered space with the goal of providing opportunities for collaborative work, independent study, and quiet reading. Additionally, the librarian provides opportunities for staff and students to engage in community building activities around social emotional learning. Activities include Rubik's Cube Mosaic Challenges, solving puzzles, card making, making calm jars and using stress balls. These activities are offered throughout the school year and are conducted in collaboration with teachers across the curriculum.

The library is used by whole classes, primarily English and Social Studies, as teachers assign inquiry and research projects. Research and information literacy skills are taught as a class, and on an individual, informal basis. For example, the National History Day project is assigned, the librarians create resource guides, then instruct on research and database skills. Teachers who grant in class time for research reserve the library space and the librarian is there and available for research support. The library supports all disciplines with databases, physical books, and digital books (including audio books).

The library provides a variety of current, relevant fiction and non-fiction texts for students. The diverse collection of texts supports the English Department's "Nashoba Reads" initiative: Students are encouraged to have an independent reading book to read during their 'long block' English class. In collaboration with the English Department, the librarian designed and implemented a semester Senior elective called Independent Reading. The course supports the English Department and the Library's mission around increasing student engagement around reading for our students. For school years between 2018 and 2021 (not including the remote/hybrid year), students and faculty checked out between 1500 and 2800 items each year, with a third to half of those being fiction.

The library is used for a variety of meetings and events, such as faculty meetings, student testing, art shows, and study halls; often over 200 events each school year. The library is also used by the broader community for EMT

classes in the evening, district-led community meetings, and an Art showcase at the end of the school year and the Social Studies department's National History Day showcase.

Current Staffing and Hours

Currently one full-time certified library media and one full time aid.

Hours are 7:30am-2:30pm supervised - in the past the library had additional staffing which supported before and after school access, but this no longer exists. The library is used by students during the school day who sign in from study hall. Teachers also bring classes in for research projects and the librarian pushes into classes to teach the research process. The Fine and performance art showcase was displayed in the library before and after school. National History Day was held in the library. The library is reserved for club and outside group meetings after school through the facilities department

Proposed Strategies to Develop

Make the school library more of 'hub' of the school. Continue to support and develop community building and social emotional activities that support the wellbeing of ALL students. Enhance the use of library services in academic courses, particular STEM, Art, and Wellness courses which have not typically used the library.

Spaces that Support this Work

The school's library/learning commons needs to be flexible enough to meet many needs. The physical space should be a flexible space that promotes community, inquiry, creativity, and collaboration (Future ready libraries). The space has to provide a variety of independent and small group work areas, as well as an option for a full class to engage together. A flexible layout where everything can be moved and adjusted in a short period of time is important. The student spaces should be open and inviting, encouraging students to interact with resources and each other.

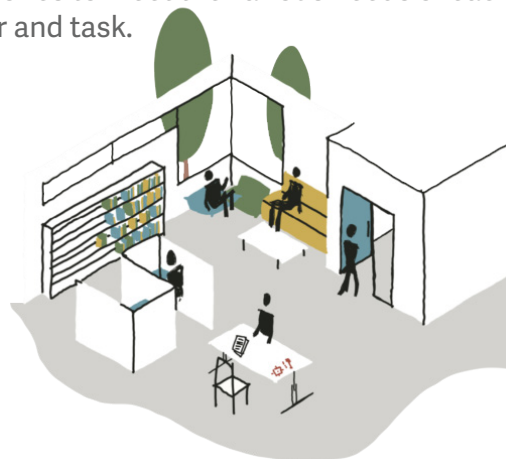
There should be several small spaces for small group study or collaborative project work. All spaces should offer flexible seating, comfortable furniture, and adequate lighting. An area for

quiet reading and study, an area for activities ("make space" and/or community activities), and areas for collaborative group work should all be available without intruding on each other. Furniture should be comfortable, flexible and includes the required needs for technology power and wifi.

The library is the hub of the school and the link between the public and private spaces. We envision multiple uses for the future library with flexible space that can be configured in a variety of ways. Some of the learning activities that require space are for recording podcasts and videos, space for small group collaboration, meeting space, large group instruction area, quiet reading nooks and work spaces, space for community activities, gallery space for rotating exhibits, coffee house area, traditional books/research areas, care closet, flexible seating, lines of site - easily supervised, space to poetry slams, for students to conduct research, work on projects, space for presentations, group work, designing and displaying capstone projects, space for students to take a brain break and have some down time to promote social emotional wellness (working on things like puzzles, rubics cubes, games).

Design Response

The library media center should be the heart of the academic learning environment. It should function as a "bridge" between the small learning communities and student commons. Its placement is for it to be a regularly active space and not just a destination. It should have both active / collaborative zones but also quiet zones to meet the various needs of each learner and task.



FINE AND PERFORMING ARTS

VISUAL ARTS

NRHS will continue to offer, and work to expand, a rich set of opportunities in the visual arts, performing arts, and music. Art is an area that can be an attraction for families and the community, re-invigorating the NRHS educational program and creating a unique opportunity for students. Visual arts and music will continue as two main areas offered in the academic schedule, and performing arts will become a stronger offering.

The Art department will continue to offer both sequential course options and non-sequential exploratory course options for students with varying interests, providing multiple access points and potential pathways within the arts. Many other opportunities will continue to be provided through extracurricular clubs and events. All courses and extracurriculars will continue to be inclusive, welcoming students of any grade level or academic ability.

Visual Arts courses expose students to a diverse range of content areas and experiences in the arts. Courses are designed to help students interpret and solve visual problems in a variety of media in engaging studio classrooms. In all art classes, students develop an understanding and appreciation for the process of art creation, response, and presentation. Learning experiences empower students to embody eight studio habits of mind:

- develop craft,
- envision,
- express,
- observe,
- stretch and explore,
- engage and persist,
- reflect, and
- understand the art world.

These studio habits are deeply valuable for students to understand, practice, and master

to help them grow as artists and to establish real-world skills.

In all Visual Arts classes, the teacher demonstrates techniques, then encourages students to engage in stretch and explore activities to build confidence, take risks, learn from mistakes, and develop persistence. Students are shown the importance of drafting and revising work throughout the initial design process of each project. Students regularly present and receive insightful feedback on their work through the critique process, as a way to encourage personal growth and artistic collaboration. All Visual Arts classes encourage students to develop their own artistic voice, expressing personalized concepts through their artwork, using art as a visual language. Students are taught how to write artist statements as part of understanding how to present their final work in a professional way. Throughout each Visual Arts course, students work toward developing a personalized body of work that demonstrates a progression of technical and conceptual skill using a variety of mediums and techniques.

Currently we offer 10 courses a year. Studio art classes are full year and we offer 5 semester long classes including digital photography, ceramics and printmaking. Curriculum is student centered, hands on and project based with students learning and then applying a variety of art skills and techniques. Every student must take one full year of art to fulfill graduation requirements and enrollment is typically around 425 students per year. We host an arts showcase that is curated by students in May.

Proposed Strategies to Develop

Arts concentrations or pathways. In a Visual Arts pathway, for example, course options can include Graphic Design, Fine Arts, and Sculpture; each of which blend traditional methods and 21st century digital techniques. In a reinvigorated performing arts program,

theater courses/electives can include drama, improv, theater writing, technical theatre, and set design. A similar concentration to be provided for Music.

Support students in making 'real world' connections through project-based assignments relevant to current issues, and through interdisciplinary opportunities to talk with and learn from professionals and experts from the community. Perhaps provide an option for "concentration projects" in place of midterms and finals; longer, performance-based projects based on a student's concentration (which may be interdisciplinary in nature). We need to explore if this would be for all grades, or focused on upper grades in the form of a Senior project, for example.

We want to better integrate the arts with other academic areas, including the Humanities and STEM, and increase opportunities for students to enroll in cross-disciplinary courses such as an art/science course (e.g., art and science of glazes and color), or an art/literature course.

There is currently a Music/Physics course in the Program of Studies that has not previously been offered; this would form a good starting point.

Purposeful and regular collaboration with the Applied Arts department (including Technology Education, Business), allowing for interdisciplinary projects. This can include, for example, development of promotion materials for musicians and theatre productions, collaborations around design and production of stage sets and costumes for theater events, and coursework exploring evolution of business models in the arts.

Regularly collect input from students as a part of the enrollment process each year (such as through surveys, or in student guidance sessions) to understand and respond to student interest in courses, electives, and/or concentrations.

Expect and provide forums for students to regularly showcase their work in formal and informal presentations for the entire Nashoba community. Students should be able to showcase their learning, growth, and mastery in public performances. Public performances can

include: publicly shared research or analysis papers, performing scenes and skits, debates and simulations, display of projects, oral or multimedia presentations.

Spaces that Support this Work

NRHS's art facilities need to be large enough to support the population desiring to take Visual Arts classes, with workspace to allow a full class to individually use an easel. Natural light is critical for Visual Arts. Visual Arts classrooms should be properly ventilated to allow the use of oils and other volatile materials. Each room should have multiple sinks for cleanup and maintenance of tools and equipment. Sufficient display space is needed for student to post their work for class critique. Enough kiln space is needed for multiple ceramics classes to support adequate turnover of student work, and should include a pugmill to efficiently recycle clay used by students.

A dedicated space for Digital Art is needed.

Sufficient storage is needed for materials and equipment (e.g., easels, silkscreen frames, mobile display boards).

Display/installation and small performance spaces (around school)

Exhibiting spaces throughout the building, including spaces for displaying & viewing physical and digital artwork. Spaces to hold informal music and theater performances. Dedicated livestream or playback capabilities to showcase projects / recordings throughout the school and available to the community.

PERFORMING ARTS

NRHS typically offers several plays and musicals during the year, recently through extracurriculars as Performing Arts courses have not been part of the regular school program. We expect to begin re-offering Performing Arts courses again in the regular school program. The approach to teaching and learning in Performing Arts courses is similar to Visual Arts and Music, with an emphasis on student engagement, student projects and performances, and building student confidence, skills, and artistic voice.

MUSIC

Music curriculum uses a constructivist approach with a strong focus on projects and authentic assessment. Each course includes multiple “informances,” informal performances, that provide students the opportunity to demonstrate and get feedback on their learning and skills. In addition, the performance ensembles produce eight formal concerts a year in addition to participation in three state music festivals, numerous school functions, and solo student festivals. The program provides opportunities to increase proficiency with a musical instrument or voice, to study music theory, or to experience music as a form of expression. Each of the courses provides experience with a variety of musical styles that encourage a student to appreciate music as a vehicle for expression. In addition, through rehearsals and concerts, a student is able to recognize the value of a disciplined collaboration and to take pleasure from the resulting harmony.

The Music program challenges students to be leadersthroughitscurriculum.Inmanycourses there is a student leadership structure where students have the opportunity to be sectional, small group leaders, or peer mentors. Within each class there are regular opportunities for collaboration among students in small groups or sectionals. Combined with some individual practice and whole-class practice and performances, the mix of groupings both supports student musical development and the opportunity for leadership development.

The Music department offers 16 different courses that are mostly non-leveled. Our jazz bands have an accelerated level and Music Theory has an AP option. Courses are mostly project based learning and group instruction. There are opportunities for exploration and individualized projects within most courses. All courses with the exception of Diverse Voices in Music have a performance aspect to them. In some cases, that is composing or arranging songs to perform, small group performance, large group performance, or individual performance. There are 8 formal

concerts a year for our performing ensembles, with an additional 4 for our Community / Student Symphonic Band, as well as many additional performances for sporting events, pep rallies, community outreach events, and district concerts. We offer individual students the opportunity to present recitals as capstone projects. We also offer a community Symphonic Band where students from our school and surrounding schools perform alongside adults in a more challenging musical ensemble. These students perform 4 concerts a year with over 30 pieces of music. This program is sponsored by the Friends of Music, the parent boosters organization for the music department.

Current Courses Running:

- Music Theory 1/2/AP
- Music Tech
- Concert Band
- Jazz Band I/A
- Concert Choir
- Chamber Choir
- Unified Choir
- Best Buddies Choir
- Intro to Guitar
- Intro to Piano 1 /2
- Diverse Voices in Music
- Song Writing

Number of Periods per Academic Cycle:

Currently, we offer 10 periods a semester for students. This includes 6 full year courses and 8 semester courses (4 per semester).

Number of Students Participating in Music Programs:

In a given year, there are typically between 200-300 students taking music courses with many students taking more than one music course.

Proposed Strategies to Develop

We are looking to add additional classes that focus on more hands-on music making. Courses that are in development are: Instrument Repair, Jam Band, Indoor Winds (only a few exist in MA), Indoor Color Guard. Additionally, our music technology class is constantly changing

where currently it is a mix between using DAW (Digital Audio Workstations) and live sound. We would like to include more live sound, podcasts, and team up with the video production and journalism courses to create projects around content creation.

These hands-on courses and new ensembles are in line with the district goals of creating real-life connections and project-based experiences.

The instrument repair course would include simple to complex repairs of instruments. It would be open to all students and would take place in the metal shop. This course can take on projects of broken instruments throughout the district and save the district on repair costs. Additionally, it would allow students real world job experience.

Jam-Band, In-door winds and in-door color guard would be performance courses. Jam-Band would allow students to create small performing ensembles and learn existing songs, as well as compose originals. Every day we have 10/15 students who come down to the music wing in their free time to create music in their free blocks or at lunch. The in-door winds and color guard would be new to Nashoba and would create a more formal ensemble that would compete in the WGI and NESBA competitions alongside other ensembles from around Massachusetts. These ensembles would allow all students an opportunity to perform in a different setting and utilize movement alongside musicianship to create a more theatrical musical performance, rather than a traditional concert.

Include a diverse theater program of courses including, acting, technical theater (lighting / sound design), set design and construction, and costuming/make-up. We currently have a space attached to the auditorium stage for set design and construction, however, students are not currently doing set design or technical aspects of the theater program as it is not offered. We will be collaborating with our applied arts courses, utilizing this space to have students designing and constructing sets for our 3 theater shows a year (fall play, class plays, spring musical). These new theater courses would allow students to have hands on, and real-world connections to theater professions.

Spaces that Support this Work

Music Rooms

The breadth of Music offerings requires substantive space with flexibility for different configurations, group sizes, and collaborative work. An ideal capacity for the band room would be 125; for the choir room 80 students, and tech lab 25 students. All rooms are used for both full group and small group instruction so need to be flexible and easily rearranged and have recording and play back capability. The music rooms should be in proximity to the auditorium with oversized doors to allow for movement of the equipment. Additionally, the band room should have access to the outside with oversized doors to allow for movement of equipment for outside school events, (community outreach / middle school concerts / sporting events etc) Our tech lab typically houses keyboards and computers for electronic soundtrack projects. Recording and playback capability should be included in all music rooms. Multiple practice rooms for individual or pairs practice are needed, with soundproofing and recording capability. Ideally a space for small group instruction of piano and guitar would be available for up to 15 students. Additionally, access to a medium sized performance or ensemble space, for 40-50 students, provides greater flexibility. Sufficient storage for music, instruments, staging, and supporting equipment (e.g., music stands) is needed.

Auditorium

The auditorium needs to be a flexible space given the wide range of activities that take place here, including typical school-supported plays and musicals, band and choir performances, faculty meetings and class meetings, and town functions (such as town meetings). Ideally the auditorium can fit the full school population. There should be appropriate sound and lighting mechanicals, along with technology (e.g., screen, projector, video feed) for presentations to large audiences. Include LED Lighting system, full microphone/audio system to have students learn theater arts tech. Have a built-in orchestra pit into the auditorium stage with capabilities to talk to

sound / light booth / backstage with video capabilities. Enough storage needs to be provided for props, costumes, stage materials, and equipment used across the various functions.

The auditorium should be accessible by the public as well as from academic classrooms. Ideally it would be adjacent to Applied Arts facilities to enable prop construction and cross-curricular work.

Black Box Theater

Have a black box theater / mini auditorium with state of art lighting / sound for smaller presentations to be used by whole school community / theater classes. The black box theater would be the main classroom for our theater courses to allow for all aspects of teaching the theater arts. This space will also allow small presentations from other classes in a more appropriate space that is not the large auditorium space. Debate and spoken word as part of core academic work and would also utilize a small theater space for authentic skill development, practice, and presentations. This would be a space where students can present their senior capstone projects.

PHYSICAL EDUCATION

The Wellness department uses a combination of games, hands on activities and classroom work to teach students skills related to social emotional learning (SEL), problem solving, and team building. In combination, these skills help students get to know each other, work together to solve problems in different settings, and overall make their high school experience more enjoyable. Wellness staff use our specific landscape to offer students a unique perspective on learning while keeping an emphasis on physical activity and personal health. Students have the ability to explore any of the three areas – Foods, Health, and Wellness – from the perspective of personal long-term health and as potential career pathways.

Proposed Strategies to Develop

Contribute to a revamped school safety management plan. To ensure safety of all students, including injury treatment and procedures for blood-borne pathogens. A safety management plan will also evaluate tools and equipment that could cause harm to minimize risks to students and staff, ensure a robust student safety training process and related protocols, and emergency response and accident reporting procedures.

There will need to be a substantive effort to revise the Wellness program and related curriculum to align to new state Standards for Comprehensive Health and Physical Education, expected to be released in the next year or so. This would also pose a unique opportunity to engage with multiple Departments and stakeholders across the Nashoba community to develop a comprehensive approach to health and wellness programming across the school, to include the Wellness department, Guidance, School Resource Officers, administration (with particular emphasis on implementation of restorative justice practices and SEL across the school), the Health Office, Special Education, and others.

WELLNESS

Physical activity instruction is designed to expose students to a wide variety of physical activities and skill development. Students are taught the importance of why activity is important to them and be exposed to different avenues to engage in lifelong fitness. Units of study include personal fitness assessment, developing guidelines for appropriate lifelong exercise, and participation in a variety of seasonal physical skill activities. Course outcomes are to encourage students to: participate in activities that promote lifelong fitness, enjoy regular participation in physical activities, set goals for self-improvement, choose fitness, and develop knowledge and skills that contribute to a healthy lifestyle.

Wellness is a requirement for all four years of high school and therefore providing students with different options as they progress is important. Wellness classes (e.g., Wellness 9, Wellness 10 MVP, Team Sports, RAD, Lifetime

Fitness, Unified) give students a variety of opportunities and exposure to different physical activities. Students develop their understanding of fitness, their actual physical fitness, and skills for teamwork and cooperation. Throughout Wellness courses students are encouraged to try new activities they may enjoy, learn from mistakes, learn to work with others, and encourage their classmates all while building lifelong fitness skills. Students are constantly working together while also being taught various skills to then improve, either individually or in a group. The Wellness curriculum is designed to build upon itself where students learn skills in grades 9 and 10 that allow them to choose the best elective for them in grades 11 and 12. Learned skills will continue to build in later grades to continue to understand fitness, sports and other wellness concepts.

Grade 9 Wellness course provides students with an understanding of components of wellness, achieving fitness, how to recognize concussions, basics of CPR, and core elements of sports such as cooperation and biomechanical principles. Grade 10 Mentors in Violence Prevention course continues the 9th grade topics while also engaging students in topics dealing with violence in relationships, co-taught by a male and female teacher. The MVP program focuses on diffusing and preventing dating violence amongst teens.

There are several Wellness electives for upperclassmen such as the Rape Aggression Defense (R.A.D.) program designed for junior and senior students. RAD is a basic physical defense program for women combined with Risk Reduction, Risk Recognition, Risk Awareness and Risk Avoidance strategies. Patterns of date rape, acquaintance rape and random attacks as well as psychological effects on survivors and the importance of the preparatory defensive mindset are discussed and studied. At the end of the semester students get to practice their skills at 100% in a "simulation", where officers simulate an attack and the girls use their defensive skills to fight and escape. Other Wellness upper class electives include Team Sports, Lifetime Activities, and Strength/Resistance Training. Unified Wellness is also offered.

Proposed Strategies to Develop

The Wellness department would like to include a 9th Grade Project Adventure Course as a staple of the curriculum. The Project Adventure aspect will be a giant boost to our social and emotional goals as a department and district. The program will be designed to promote self-confidence, group cooperation, and problem-solving skills in a mutually supportive environment. Initial activities develop trust and mutual support; later activities encourage risk-taking and to develop self-confidence.

All Wellness courses will be infused with a variety of fitness opportunities, including opportunities that have not previously been available due to safety and size constraints of the current facilities. We have been working to explore these opportunities over the last two years, and are slowly growing them to be a more prominent portion of classes. For aspects of fitness that are not safe to engage in currently, we will develop a detailed plan for ensuring those are ready to implement in a new building.

Over the next 5 years we would like to offer more Rape Aggression Defense (RAD) sections. We would like every girl who wants to take R.A.D. to be able to take it; more sections are needed to accomplish this. We would also like to offer Advanced R.A.D. for girls and R.A.D. for boys.

Explore the potential of a gender-neutral locker room in the Wellness area.

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science (Foods Lab) classes provide students with an opportunity to learn about the interconnection of nutrition, food science, and culinary skills, with the goal of having students finding a balance between eating for enjoyment and eating for health. The learning in Foods classes is accomplished using an experiential learning approach. Students in grades nine through twelve work cooperatively every day for one semester to prepare a wide variety of foods while learning basic food preparation techniques and basic

nutrition. Emphasis is placed on developing sound work habits when cooking, while developing an appreciation for healthful cooking and eating. Making connections between diet and long-term health and well-being is the basis for all the Foods courses offered.

Students are provided with opportunities to explore the cuisine of other cultures, gaining an understanding that traditional eating habits, foods, and ingredients everywhere are influenced by geography, climate, and culture. Emphasis is placed on learning to eat well when eating on your own, while balancing personal resources such as time, money, knowledge, food preparation skills, and equipment availability. Students in all Foods courses are strongly encouraged to reflect on their personal level of comfort and expertise in cooking, and to challenge themselves as they move forward into each new unit of study in Foods.

Foods classes are non-leveled, and available to every student in grades 9 through 12, with a number of different offerings. Four project-based courses are currently offered: Foods I, Foods II - International Cuisine, Senior Cooking, and Unified Foods. Unified Foods is offered at least one semester per year. Students are able to enroll in Foods up to four times while they are at Nashoba.

At present, 80 students can take Foods each semester, based on the current number of kitchen stations (7) the number of teachers (1), and a limit in space for students to work in a classroom setting, to plan, organize, and assess their cooking projects.

Proposed Strategies to Develop

Additional Family and Consumer Science electives will be offered, including possible courses such as The Building Blocks of a Healthy Life, an experiential learning course in the areas of Physical, Mental, Social, and Emotional Health, or My Health, My Plan, focused on experiential learning activities that allow seniors to work on individualized Healthy Living plans.

Explore interdisciplinary course options,

such as The Chemistry of Food, a hybrid course taught in the Foods Lab in collaboration with Chemistry. Such a course could be co-taught or the Foods or Science teacher would act as a resource for the other, with the Foods Lab available as a resource area for students to dig deeper into a topic through the study of food preparation and food science.

HEALTH

Health instruction is embedded as a component of the sophomore course, and as a junior/senior course (including a Unified Health option). Health instruction introduces students to modern perspectives in an array of health topics designed to improve health literacy and develop skills needed to promote mental, physical, social, and emotional well-being. Health courses are designed to raise students' awareness to important social, family, and personal issues that will help them to make informed decisions as young adults and productive citizens.

Coordination with Health Office (School Nurse)

The key goal of programs and services from the Health Office (school nurse) include social, emotional, mental, and physical wellbeing of NRHS students, families and staff. The health office provides in-school, direct health services, health education, consultation for faculty and staff, and health promotion and illness prevention for staff, students, and families.

Key to this work is providing care for students from a holistic, individual, and family- and community-based approach, taking into consideration students' family and social issues or concerns, classwork, mental health, and a myriad of other factors that influence a student's wellbeing. Students are triaged on an individual basis for health conditions including but not limited to illness, injury, and mental health needs. Taking into account all the factors that contribute to the overall health of a student is additionally balanced by requirements of student privacy.

In addition to individual student care, health education and assessments are provided to entire student bodies, including Brief Intervention and Referral to Treatment (SBIRT) Screening, to assess risk for unhealthy

behaviors throughout entire grades or classes of students (accomplished in a confidential and private setting). We also provide life threatening allergy and epi-pen training for the entire staff and all athletic coaches, multiple times each year. Our Vaping Diversion Program for students was piloted this year which provides education on vaping risks and health issues related to addiction.

In terms of community and family approach, the Health Office provides education in various topics in local family events including Children's Fairs and Scouts World and Global events. Health staff support the Bolton Fire Department's leadership in the EMT program. Working closely with the student EMT group, Health staff act as mentors and assist with providing community education to all 3 towns, including a Hands Only CPR initiative in which NRHS earned an award for providing this education to so many community members and lay people. The Office also includes the family in so many aspects of a students' care to ensure inclusion of the whole family while assessing and providing care to the student.

Proposed Strategies to Develop

Increase the number of health electives at NRHS so that the coursework over four years will be relevant and timely. We believe this approach will have a greater impact on students' healthy decisions and choices. Example courses may include "Influence" or "Under the Influence," a course about the influence of advertising, social media, social norms, customs, culture, peer pressure and how it all impacts our health and shapes our view of the world; or a course called "Mental Health," focused on causes of stress and anxiety, as well as strategies for managing stress and anxiety, for developing resilience, positive self-talk, and a growth mindset.

Increase the amount of time spent in Health Education to one full quarter in the near future.

Spaces that Support this Work

Gymnasium

The gymnasium will need to be big enough to support all the students in the school taking courses in this Department, which is a requirement for all students. The gymnasium

should be a 3 section gymnasium with dividers in between, with part of that section being the official basketball court. In order to provide adequate space a track above gives room for cardiovascular fitness and provides space for all students in class. There would also be a projection system in the gym for athletics and use during class for fitness classes and other large group presentations. There should be proper ventilation and heating/cooling in these areas to accommodate large numbers of students and spectators for athletic events.

Due to being connected with athletics, the Wellness department should be close to the outside of the building and as close to the athletic fields as possible.

Multi-Purpose Room (Wellness/RAD)

In the area would be a multipurpose room that could be used for RAD, yoga, and other small group Wellness activities. This could also be used for wrestling, cheerleading, and other teams that require mats and other smaller areas.

Fitness Center (PE Alternatives)

Maybe the most important improvement will be a state of the art fitness center for physical fitness. Students would be able to use this during the day in Wellness class. Also, this area could be used by staff and students, and used by the school's athletic teams, after school or during certain designated times. This room needs to be properly padded, fitted, and sized for large groups, keeping in mind classes as well as large athletic teams.

Locker Rooms

The locker rooms need to be located adjacent to the gymnasium and provide easy access to and from the gymnasium. There needs to be exceptional ventilation in this space because of the nature of a locker room. Ideally it would be large enough to accommodate every student in the school having their own small locker and also at least one, preferably two large team spaces in each locker room. These would be connected to by slightly separate from the general Wellness lockers.

Office Space

Wellness teachers need a dedicated office space that will always allow proper supervision to empty areas of the department and allow for collaboration between staff as needed throughout the day. Teachers need room for a desk and secure storage. Ideally, this Wellness office area would be between the locker rooms gymnasium and adjacent to the entirety of the Wellness department. A separate coach's area would provide a small number of lockers, showers, and meeting space for after school coaching staff.

Storage

Adjacent to the gymnasium there needs to be a large amount of storage space for the large amount of equipment used in Wellness classes. High ceilings and large door openings are needed for larger equipment, as well as shelving and hooks for bags and smaller Wellness items. There also should be separate athletic storage for the large amount of athletic department equipment that should be separate from the Wellness storage.

Family and Consumer Science

A Foods Lab with at least eight to ten kitchens, flexible classroom space, and additional space for the purpose of demonstrations. The demonstration space would be used by teacher(s) and students. There will be an opportunity for the teachers of other Wellness classes to use the Foods Lab as a resource for their students, with a Foods teacher serving as a resource teacher. This would provide additional experiential learning for Wellness students, enabling them to make the connection between physical activity, healthy eating, and general long-term health. Along with the teaching and learning space, there will be additional office space for teachers, sufficient storage space for equipment and materials, and lockable cabinets in the kitchens.

SPECIAL EDUCATION

NRHS aims to be an inclusive school environment where staff work together to discover and develop each student's unique gifts and talents. The Special Education

Department provides a variety of support services and programs for students who have been identified as having specialized needs. As of 2020, 18.5% of NRHS students had an Individualized Education Plan (IEP) and 6% a 504 plan. Each student's IEP team guides decision making in terms of providing the services students require in the least restrictive environment.

The philosophy of inclusionary practices within the district runs deep; it is not simply a service delivery model at NRHS. The goal is to have students in general education and to help students develop the independence they need as they work towards their post-secondary goals. 100% of students with a disability take at least one (most at least two or three) general education classes (these can be electives). To the greatest extent possible students 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 take one or more prescriptive (pull-out) class, but also take general education electives. NRHS is committed to providing students with the opportunity to take challenging classes and providing appropriate support for student success.

A student might only require special education staff consulting with their general education teacher to provide appropriate accommodations or modifications in the mainstream course. Some students are supported in general education classes by instructional assistants who work under the direction of the special education teachers, when needed. Most students with IEPs are in College Prep classes, but they can also take courses at other levels. Special education teachers have also supported students through co-taught general education classes.

LEARNING CENTERS

Many students with IEPs are serviced outside the general education classrooms at a Learning Center. 90% of students on IEPs receive Learning

Center services at least twice per week. During their Learning Center time students work with a special education teacher on their IEP goals and objectives while utilizing their general education curriculum. The Learning Center provides students an opportunity for teaching and reteaching content. In addition, it is a place where students organize assignments, take assessments, and receive additional time to complete tests or long-term assignments. The Learning Center is currently organized by grade level and staffed by five special education teachers and three aides collectively.

PRESCRIPTIVE CLASSES

NRHS also offers special education prescriptive classes for students who require a modified curriculum and require slower paced content. Approximately 10% of identified students require this level of modification (with between 10 to 20 students needing such modification in any subject area). These classes service students in grades 9-12 in small groups ranging in size from 2-12 students. Prescriptive classes are offered in Math, English, Science, and History and are designed to help students earn credit towards their diploma. Currently, special education teachers and general teachers co-teach these small group prescriptive classes. Instructional assistants are assigned to prescriptive classes to meet state ratios and provide more individualized support as dictated by a student's IEP. Students may have one prescriptive class or many depending upon what is recommended by the special education team. These courses prepare students for options including but not limited to community college, the military, a vocational school, or the work force after graduation.

Spaces that Support this Work

In the physical spaces where our study skills and Prescriptive classes take place, there should be ample space for students to be physically distant and have flexible seating options. The space should include individual desks and spaces for group and/or hands-on workstations. These hands-on or group workstations are utilized for students when they have down time. The classrooms have a small space for students to

read or work quietly, or to decompress quietly away from others or from distractions.

Our program promotes inclusion using technology in our physical space as well as curriculum, instruction, and assessment. Smartboards with Bluetooth capabilities, overhead projectors, charging stations, and wi-fi provide all students equal access to their education. In addition, general education classes apply accommodations that are met in respectful, unobtrusive ways whenever possible. Every special education space should be equipped with appropriate technology, including assistive technology to help students accommodate for weaknesses.

Learning Center: Testing Center

With available cubbies, noise-canceling headphones should be available for students who require another layer of distraction elimination. The test center should have a printer to print assessments that student need to take, and materials students need such as a class set of calculators (scientific and graphing). The testing center should be connected to the main Learning Center with an all-glass wall for staff members in each room so that observing students and maintaining safety are prioritized. Within the testing center there should be a series of small lockers for students to keep their belongings and, for the purposes of maintaining test integrity, their personal devices (phones, smart watches, etc.).

PERSONALIZED ACADEMICS AND CAREER EXPLORATION (PACE)

NRHS also services students with a high level of need in a substantially separate setting. The Personalized Academics and Career Exploration (PACE), serving a total of 14 students in 2020, both work with students with severe disabilities, including intellectual impairments and autism. Generally, PACE students fall into two different need groups including those with cognitive challenges and those with behavioral issues. PACE provides an individualized approach in the education and

development of functional skills in the areas of self-help, independent living skills, social interactions, communication, prevocational skills, and functional academics. Inclusion opportunities are provided in each program based upon students' goals, skill levels, and interests. Each student in PACE also takes general education electives. Both programs additionally provide community-based experiences as those are considered an essential to promote independence.

PACE is a substantially separate program that serves students who are in grades 9-12 and who have special education needs that require intervention in functional areas. Students focus on developing self-awareness and self-advocacy skills. Students participate in a variety of activities with their grade-level peers, culminating in graduation ceremonies at the end of 12th grade or completion of high school requirements. This program provides students the opportunity to attend general education classes, with support. NRHS also offers a variety of unified classes designed to follow Unified Sports approach where both students in the PACE program and students without disabilities work together in chorus, cooking, health, and physical education classes. The students in the PACE program also attend traditional electives courses in the fine arts, technology, and wellness departments with staff support.

The PACE program supports several different learning models: whole class instruction, small group instruction, and 1:1 instruction. The PACE program is the first step along our student's pathway for the future. Continued vocational preparation will happen if students move on to the Transitions program.

Some PACE students will receive a certificate of completion at the end of their 12th grade year then enter the Transitions program for 18- to 22-year-olds. Integration opportunities and community-based job exploratory experiences are an essential part of these students' education to assist in the development of independence. The program also provides community-based experiences that are essential to promote

the development of independence. Transitions students received vocational training in outside worksites such as The Strand Theater, Clinton Hospital, Meals on Wheels, Leominster Crossing, Slater's Restaurant, and school-based district vocational opportunities.

Spaces that Support this Work

The PACE area consists of a suite with several rooms: a classroom conducive for life skills instruction (i.e. cooking, washing clothes), two bathrooms, a sensory room, a quiet area (chill zone), vocational area, hotel "suite," and outdoor area. The classrooms should be filled with a lot of natural light as well as adjustable light (for those who have light-based sensory needs). Flexible seating (including seating for groups and individualized seating) is important. It will contain folding glass divider walls so the program can easily move from small group instruction to whole class instruction. All classrooms include white boards and smart boards to support instruction. To reduce clutter, the classroom should also contain several cabinets with ample storage space.

The sensory room should include an adult swing and other items as deemed appropriate by the occupational therapist. Within the sensory room there should also be an exercise area in which students can engage in various health-related activities. Due to the high energy and sensory needs, there should also an adult outdoor swing set which PACE can access throughout the day. While sometimes students need to release energy, other times, students need a quiet place or a chill zone to either take a break, do leisure activities, or complete independent work. So, a quiet zone is also part of the PACE program.

In addition to academic space, the PACE program also uses spaces dedicated to both vocational and life skills development. Vocational areas include a "hotel suite", which serves as a place to practice daily living skills- such as making the bed, putting linens away, vacuuming, etc. The vocational aspect of the program is quite expansive and includes a convenience store and a cafe which can be accessed by community members and is utilized by other student members of the school community (both to work at and to purchase

goods from). Additionally, because it is not sustainable to maintain a garden throughout the summer months, the PACE program should have access to a hydroponic garden, where they grow fruits and vegetables that can be utilized for ingredients at the NRHS cafe.

TRANSITIONS PROGRAM

The Transitions Program is a substantially separate program that serves students who have completed four years of high school ages 18-22 earning a certificate of completion, who have special education needs that require intervention in functional areas. This program aids in the development of functional skills and in the areas of self-help, adaptive daily living (ADL) skills, social interactions, communication, and basic academic concepts. The Transitions program instruction is leveled to prepare students for a variety of post-secondary living and working options. Included in these options are independent and assisted work opportunities, as well as group social and pre-vocational activities that take place in both day habilitation and community-based day support adult programming models. The program strives to develop work and classroom opportunities that build skill- and interest-based individual work opportunities, as well as strengthen the soft skills that students will need to effectively collaborate and communicate with others. The current Transitions program is not located at the NRHS campus.

Group work is a large component of our program. Our program schedule is structured to include time for all levels of students to work in pairs or groups. Groups include students who are working on the same skills, as well as pairings based on peer-modeling that support increased independence in areas of growth for both students. Soft skills (interpersonal skills, time management, conflict resolution, etc) are addressed during this time. These blocks allow for structured lessons, as well as guest speakers, team building exercises, and opportunity for review performance at group job sites.

Survey of local post-secondary programs and possible work opportunities inform the opportunities offered in the Transitions

program. Regardless of student ability level or anticipated adult setting, our goal is to help preview and prepare students for the changes posed by leaving the school system. Students nearing graduation hear from graduates and professionals about the transition to adulthood throughout the school year. Special education teachers, related service providers, and paraprofessionals/job coaches participate in professional development opportunities to tour local programs. During their time in the program, staff provide information and instruction to help students to create their own plan. This includes identifying transitional goals and developing skills in self-advocacy. The program focuses on forming strong community partnerships focused on real world connections.

Transitions staff and related service providers collaborate to develop appropriate lessons and activities to translate their observations to the classroom environment. Services are carried out in the most natural environment possible, including job sites and group classroom activities. Space and resources are available for students to practice self-regulation and leisure activity within the classroom environment. Privacy is considered when planning sessions that center on adult health or behavioral/ADL needs.

Transitions addresses tiered vocational skills in the areas of: Active participation, appearance and hygiene, stamina, decision making /personal safety, problem solving, quality of work, interview/vocational writing skills, and interpersonal skills. We also focus on life skills: Cooking, shopping, budgeting, personal & community safety, and navigating transportation. Solid programming in the transition classroom supports effective communication and social development through an interdisciplinary approach.

Spaces that Support this Work

A variety of technology (for teacher and students - tablets, laptops, interactive white board) is needed to help support interactive learning, collaboration on projects, and maximum level of independence of each student. The program environment should

include a dedicated kitchen, leisure space, student dining room, and bathroom. Space needs to be regularly updated with adaptations as required for the current program population.

THERAPEUTIC LEARNING CENTER

The Therapeutic Learning Center (TLC) allows for a space that promotes equity and inclusion by providing students with social and emotional skills through the development of healthy coping skills, social problem-solving techniques, and prosocial behaviors. Students are able and encouraged to access the general education setting to the degree they can, which may vary day to day. While some students may require much of their instruction in the therapeutic milieu, others may need less support. Services are uniquely tailored to the changing needs of the individual student. The special education teacher and staff provide specialized instruction in the therapeutic milieu and work in conjunction with general education teachers to provide instructional modifications that lead to alternative pathways to the student's future and achievement of their goals. Students may also receive other academic and support services such as speech and language, occupational therapy, or physical therapy as outlined in the student's IEP. The high student to staff ratio allows for authentic learning opportunities that expand well beyond the classroom setting.

As part of the TLC program, counseling services are consistently provided to meet the social and emotional needs of our students. Students have easy access to their counselor by having the counseling office located directly adjacent to the learning space. Students come to the counseling office for sessions based on their IEP, random check-ins when needed, and crisis counseling. Counseling in this program helps provide wrap-around services to students and family by providing consults (in-person and virtual) with parents and constant communication with outside providers. The TLC counseling

provider also consults with other service providers within the high school community to collaborate on cases. TLC counseling takes a whole person approach (mind and body) providing students with strategies to manage strong emotions and navigate daily situations, positive or negative. The first step in providing students with a therapeutic environment is by making the setting more comfortable with soft furniture and a relaxing setting (windows, calm sounds, sunlamp, fidget toys, recliner). This gives students the physical comfort to be able to talk about and process some uncomfortable feelings and situations. Common and effective practices for counseling students are processing with a trust staff or counselor, the utilization of a quiet/desensitizing room to de-escalate, and consistent movement breaks for biofeedback. The implementation of gross motor skill break has been very effective in helping students apply a whole-body approach to improving physical and mental health and students' understanding of the connection between the two. If we aren't physically feeling well, we can't feel well mentally.

Spaces that Support this Work

Access to equipment and spaces for gross motor skills (track for walking and running, field to play sports on, weightlifting equipment, boxing equipment, etc.) is greatly beneficial in helping students find what skills provide them with the best biofeedback. Consistent access to a kitchen is needed to provide proper nutrition and reducing irritability and exhaustion (mental and physical). Food options for students also provide a great incentive on a daily basis, especially when incorporated into a behavioral plan.

RELATED SERVICES

Students receive related services according to their IEPs, which is sometimes individual instruction and at other times group instruction. Specialists within the special education department include a full-time school psychologist, board-certified behavior analyst (BCBA), 2 speech and language pathologists, and two school adjustment counselors. In addition, part-time resources include an occupational

therapist and a physical therapist. The school psychologist has several roles in school, from testing students and running IEP meetings to providing clinical consultation supports for all students in the school community. Related services providers provide consultation to staff and parents, support in the general education classrooms, and direct service outside of the general education environment. Related service providers participate in weekly consults for our programs and our Student Teacher Assistant Team, as appropriate. Collectively, these staff provide one-one-one and small group support for any student with the service on an IEP, for both in- and out-of- district programs.

Spaces that Support this Work

All providers should be housed in a therapeutic suite, with offices for two speech-language pathologists, an occupational therapist, and a physical therapist. Speech and Language pathologists serve all of the students within the facility and can be located anywhere so long as it is adjacent to core academic areas for easy access. Physical therapy spaces would ideally be located adjacent to the other health and wellness areas to provide access to PT as well as adaptive PE.

All related service spaces should include rooms with windows, adequate ventilation, and heating and cooling systems. All spaces within the therapeutic suite include flexible lighting options to meet the needs of students with varying sensory needs, as well as acoustic panels to absorb noise and create a calming environment. All offices and treatment rooms include doors with windows in them, with shades or blinds to provide privacy as needed. The therapeutic suite includes a sink to clean shared materials with cabinets to store cleaning supplies.

A designated large treatment room for speech and language groups, to accommodate 8-10 people, includes an area with a table for structured lessons as well as a separate space with flexible and comfortable seating to work on social communication skills in a naturalistic environment. A smaller treatment room should also be available, for individual therapy or testing. Each treatment room is equipped with

whiteboards and projectors/Smartboards for lessons. Each room also includes both bookshelves as well as cabinets with doors for storage of materials, to keep the visual stimulation and distractions minimal during treatment.

A designated therapy suite with specialized sensory and suspended equipment that is utilized to meet student needs. The area will also have the use of mats for safety as is required with use of specialized equipment. An adjoining space is equipped with more standard exercise equipment such as treadmills, exercise bikes, rowing machines and resistive bands to address physical therapy needs of the students. A white board is provided in each room as well as a smart board in the physical therapy space to allow for video modeling of exercise programs. For both OT and PT services there is a space in which direct testing, direct service provision and meetings are being held. This room has a small table/ chairs, storage cabinets for materials and a white board.

Nashoba has a clinical suite where the social workers, school psychologist and school psychology offices are. The school psychologist may be located in the Guidance suite. Within the clinical suite there should be a sensory room with fidget toys, nice lighting, comfortable chairs, biofeedback equipment, weighted blankets and sound machines for those students who require sensory input during stressful times as well as a quiet room with comfortable, soothing furniture for students to have privacy when feeling upset and unable to attend classes. The suite should have several windows offering natural light to see outside and a restroom for counselors and students in that area to use. A window in the door with a blind is helpful to provide privacy when needed to protect student confidentiality. There is a common room for clinical staff to be able to meet to consult about students as needed or host group counseling.

Proposed Strategies to Develop

Increase the availability of co-taught classes offered through the Learning Center. The

special education department will offer a variety of co-taught classes across content areas. Co-taught classes are College Preparatory level general education classes taught by a special and general education teacher together. These teachers attend professional development together, plan together, instruct together, and assess together. These classes remove barriers and create access for students with special needs to access high school courses they might not otherwise be able to access. These courses provide authentic and engaged learning that uses varied, dynamic instruction utilizing a mix of student-and teacher-centered strategies. The curriculum embraces equity and diversity.

While increased co-teaching should facilitate less prescriptive classes and more inclusion, we would like to explore ways to increase the number of students with IEPs or 504 plans in upper-level courses (Accelerated/Honors), or support for easier transitions between course levels. This is a complex issue that needs collaborative consideration with departments across the school.

Enhance authentic learning opportunities in Prescriptive Courses offered through the Learning Center. Prescriptive courses are non-leveled, special education small group classes with a special educator as the lead teacher. Our prescriptive classes will be broken down into two levels to provide authentic learning opportunities: High School Prescriptive and High School Readiness. Students will be assigned to the different levels after being assessed at their ability to perform independently on grade level Common Core standards and by their IEP teams. Students in the High School Prescriptive level are working toward credits for graduation. Students in the High School Readiness classes are working to build basic and functional academic skills. The different levels allow for the exploration of different pathways for the future. The teachers are provided time to co-plan their instruction and assessments, and create interdisciplinary connections and collaborations.

Add Study Skills Courses to the Learning Center program. Study skills time will be

used proactively to teach skills and mediate weaknesses through an authentic learning model that is student centered and based on real world connections. The curriculum will cover executive functioning skills, organizational skills, note taking, test-taking strategies, self-advocacy skills, and other similar areas. A student's study skills teacher is their liaison. Study skills incorporate equity and inclusion practices that remove barriers for students and give them the ability to access the curriculum.

Enhance the Testing Center within the Learning Center. Students who are partially or fully included may be assigned to take assessments in a testing center. In this testing center students use "cubby" style spaces to take tests in a distraction-free environment.

CONNECTIONS

Establish High School Connections for students identified with ASD or neurological disabilities. This program will service students who are educationally identified with Autism Spectrum Disorder (ASD) and/or neurological disabilities who present with a variety of challenges in social thinking, self-awareness, sensory and emotional regulation, and resulting anxiety. There is currently a middle school Connections class at Hale that will feed this program, and a Connections class at Centers school. Connections has a strong emphasis on the development of positive, meaningful relationships between teachers, paraprofessionals, related service providers and peers. There will be a class-wide social program to help each child develop the social skills required to have friends and be a contributing member of the school. Systematic teaching will be implemented across the curriculum including core classes (Math, ELA, Social Studies and Science) as well as in the area of life skills (social, behavior and vocational). These courses provide a diverse curriculum that is both accessible by and reflective of our entire student population. The opportunity to practice and develop these skills in a structured setting leads to an authentic learning curriculum for the students.

Expand Unified Class offerings. There is a robust offering of unified classes that include unified

art, unified foods, unified gym, unified health, unified choir, and unified personal finance. Unified classes following the philosophy of Special Olympics Unified Sports. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. The courses provide a diverse curriculum that is both accessible by and reflective of our entire student population and a place for students with and without disabilities to work together to learn and become their best selves.

Consider ways to enhance the Best Buddies program in school day programming. Currently organized as an after-school program, Best Buddies partners students in the PACE program with students without disabilities to collaborate in academics and social and emotional development. While some Buddies currently attend a class together, this could be more systemic throughout the school day.

Spaces that Support this Work

The High School Connections classroom should include two suites, one for academic and one for life skill/social skill programming. A few small office spaces should be available for related service providers to work with students. A larger area is needed for students to work collaboratively. This space provides the opportunity for social activities and a space to promote inclusive and empathetic relationships.

Spaces that Support this Work

All providers should be housed in a therapeutic suite, with offices for two speech-language pathologists, an occupational therapist, and a physical therapist. Speech and Language pathologists serve all of the students within the facility and can be located anywhere so long as it is adjacent to core academic areas for easy access. Physical therapy spaces would ideally be located adjacent to the other health and wellness areas to provide access to PT as well as adaptive PE.

All related service spaces should include rooms with windows, adequate ventilation, and heating and cooling systems. All spaces within

the therapeutic suite include flexible lighting options to meet the needs of students with varying sensory needs, as well as acoustic panels to absorb noise and create a calming environment. All offices and treatment rooms include doors with windows in them, with shades or blinds to provide privacy as needed. The therapeutic suite includes a sink to clean shared materials with cabinets to store cleaning supplies.

A designated large treatment room for speech and language groups, to accommodate 8-10 people, includes an area with a table for structured lessons as well as a separate space with flexible and comfortable seating to work on social communication skills in a naturalistic environment. A smaller treatment room should also be available, for individual therapy or testing. Each treatment room is equipped with whiteboards and projectors/Smartboards for lessons. Each room also includes both bookshelves as well as cabinets with doors for storage of materials, to keep the visual stimulation and distractions minimal during treatment.

A designated therapy suite with specialized sensory and suspended equipment that is utilized to meet student needs. The area will also have the use of mats for safety as is required with use of specialized equipment. An adjoining space is equipped with more standard exercise equipment such as treadmills, exercise bikes, rowing machines and resistive bands to address physical therapy needs of the students. A white board is provided in each room as well as a smart board in the physical therapy space to allow for video modeling of exercise programs. For both OT and PT services there is a space in which direct testing, direct service provision and meetings are being held. This room has a small table/ chairs, storage cabinets for materials and a white board.

Nashoba has a clinical suite where the social workers, school psychologist and school psychology offices are. The school psychologist may be located in the Guidance suite. Within the clinical suite there should be a sensory room with fidget toys, nice lighting,

comfortable chairs, biofeedback equipment, weighted blankets and sound machines for those students who require sensory input during stressful times as well as a quiet room with comfortable, soothing furniture for students to have privacy when feeling upset and unable to attend classes. The suite should have several windows offering natural light to see outside and a restroom for counselors and students in that area to use. A window in the door with a blind is helpful to provide privacy when needed to protect student confidentiality. There is a common room for clinical staff to be able to meet to consult about students as needed or host group counseling.

BUILDING-WIDE CONSIDERATIONS

Across the building, each learning space should be equipped with sound field amplification systems, with at least two microphones for each space. There are two lapel or wearable microphones for all rooms, as well as a hand-held microphone to be passed around for student contributions. Also, there should be acoustic panels included in walls and ceilings to absorb sound between classrooms. Those classrooms near common spaces should be equipped with sound absorbing barriers to fit under the doors.

Attention should be given to making the cafeteria and other public spaces as sensory friendly as possible.

The last Coordinated Review Program occurred on March 11, 2020 with no deficiencies.

NON-CHAPTER 74 PROGRAMMING VOCATIONAL / TECHNICAL / ENRICHMENT / STEM / ENRICHMENT PROJECT-BASED PROGRAMMING

The Applied Arts Department approaches curriculum from the perspective of preparing students for career contexts and future trends. The main goal is to provide students with comprehensive and practical experiences in different specialized areas. The Applied Arts Department is driven by innovation and creative thinking. These courses look to engage students with technology and real-world problem-solving challenges.

Students can choose from a variety of Business, Communications Technology, and Technology Engineering courses. Applied Arts courses are offered as electives to explore possible career paths and interests and to fulfill graduation requirements. Project-based learning is at the center of all Applied Arts courses. The practical nature of the courses requires critical thinking while connecting core subject and STEM concepts to the projects students engage with.

BUSINESS

The Business program is designed to integrate business and computer technology skills to engage students in real-world applications while learning marketable skills. Courses are designed to prepare students for successful entry into a business-related field. Current course offerings in the Business program include Intro to Business, Marketing, Marketing and Community Partnerships, Entrepreneurship, Accounting, Personal Finance, and more. The Business Department at Nashoba has experienced steady growth over the last 15 years as students seek experiential learning opportunities.

Nashoba DECA

An indication of the demand for Business opportunities is seen in the exponential growth

of the Distributive Education Clubs of America (DECA) after-school program over the past several years. Students who are currently enrolled in or have previously completed a Business course are eligible to participate in DECA. DECA membership has grown from 16 members in 2010 to 210 members in 2021, approaching a quarter of the school population. NRHS DECA was recognized as Massachusetts' DECA Gold Level Program in 2019 and is one of the Top 10 largest chapters in the state. DECA members prepare business plans, marketing plans, innovation plans, project management projects and community service projects, and compete against other chapters at the district, state and national levels.

Business and PACE Program Collaboration

In recent years the Business department, through the Marketing and Community Partnerships class specifically, has teamed up with the Personalized Academics and Career Exploration (PACE) program to provide integrated learning opportunities for participating students. These projects have included design thinking projects, food truck business plans and holiday scavenger hunts.

Mock Competition

Each December, all current Business students join returning DECA members and our PACE students compete in a Mock Competition. The Mock began to prepare DECA members for their first competition but expanded to include our PACE program and all business students who did not join DECA. This past December, 252 students presented their projects to 45 local business partners and parents from our local community.

Wolf Den School Store

The School Store has been in operation for over 20 years in Nashoba. The Wolf Den website (<https://nashobaschoolstore.ecwid.com/>) provides spirit gear for students, staff and the community. The store is currently located in a small closet in the cafeteria. Due to space constraints, the store shifted to an online-only model last year and has been fulfilling orders primarily through the website with pickup occurring in the main office.

The School Store is managed by a faculty member who handles all the customer emails, pricing, deposits, and product procurement. Students in the Marketing and Community Partnerships class are in charge of order fulfillment, marketing, inventory, and website maintenance. The DECA Officers also help open the Wolf Den for community events like Open House, Parent-Teacher Conferences, football games, and more.

Clinton Savings Bank

Clinton Savings Bank has had a fully operational branch and ATM inside of Nashoba for many years, managed by Clinton Savings Bank associates. Branch services are available to students, administrators, and teachers. The in-school branch is staffed by 3-4 high school students each period of the day. The students take our Banking course as a 1 or 2 credit course depending on the frequency they attend class per week. Clinton Savings Bank works with these students to create a hands-on experience as tellers and customer service representatives. The objective of the program is to promote sound financial literacy skills while connecting students with banking professionals for mentoring opportunities. Many students that have completed this course have gone on to work with Clinton Savings Bank as bank tellers at other branches.

Poster Printing

For the last several years, DECA has required students to bring a poster as a visual aide in presentations at our competitions. This necessitated the purchase of a poster printer and laminator about 5 years ago. The DECA Advisors with the help of DECA Officers typically produce about 150-200 posters per year for competition as well as countless other projects for other groups around the school.

COMMUNICATIONS TECHNOLOGY

Communications Technology courses include Video Game Development, 3D Animation, Graphic Design, and Multimedia Communications. Additional offerings include Yearbook and Communications,

Desktop Publishing, Integrated Computer Technology, Multimedia, Game Design, and others. Computer Applications as a discipline incorporates more than just coding; it involves physical systems and networks, the collection, storage and analysis of data and the impact of computing on society. These skills and the latest software titles expose students to real-world applications while learning marketable skills.

Communication Technology evokes authentic, powerful ideas that can be used to solve real-world problems and connect understanding across multiple disciplines. Students utilize the most powerful tools in the design trade. For example, the entire Adobe Suite is available to Nashoba students to both learn and enhance their skills. Design students use their skills to enhance projects in other areas around the building, district and community. Students have reach-out projects for classes or groups – like music logo designs, work for departments – such as concert programs for the Art department, and for community organizations – such as a recent design competition for one of the local fire departments to create an updated design for the town's fire badges.

3D modeling classes is an example of how students dive into technical and rigorous demands. They learn how to create polygonal 3D models using industry standard modeling tools as they explore the basics of materials, lighting, texture mapping and rendering. From concept to creation the student builds on a number of skills and techniques throughout the year.

Many, if not all, of the classes previously described need the use of powerful computers throughout the year. At any given time, multiple projects are underway at different stages of completion, similar to real-world experience that we attempt to create. Students use a variety of digital tools, including printers, vinyl cutters, 3D printers, and laser cutters to produce products relevant to project goals.

TECHNOLOGY ENGINEERING

Technology engineering provides students

with comprehensive opportunities to explore careers, and to design, build and apply technical skills. Nashoba currently offers courses in Construction, Wood Tech, Robotics, Metal Tech, and Engineering Drawing. Experiential learning is at the center of these courses as students explore hands-on projects that integrate tools, materials, software, and other technologies together to produce solutions or end products. Students gain first-hand knowledge and see applications of traditional and modern technology while applying critical thinking and solving real world problems. Students engage in a design process which takes them from the conception of an idea, to prototyping using appropriate tools and machines, to manufacture of a product from a raw material. Students are encouraged to take risks and learn from failures, also to persevere and see their individual or group projects through to the end.

Students are consistently working on real-world projects in and around the school building such as sheds, green houses, and courtyard pergolas. We typically and regularly use a variety of traditional machines such as milling machines, lathes, routers, band saws, metal bending machines, sanders, buffing machines, and table saws. Modern digital technologies have been woven into each of the courses over the past several years with the implication of CNC (computer numerical controlled) machines, 3d printers, laser engravers, plasma cutters, and current software titles. Projects and lessons above all focus on safety and proper technique. These courses take a comprehensive approach to the engineering design process and encourage students to engage with as many different mediums as possible.

Robotics offerings including both VEX robotics classes and First robotics Club. Students engaged in robotics build and code robots to meet design criteria and challenge goals. The First Robotics team typically services between 25 and 30 student members who design, build, test, and compete with a 120 lb. robot in the worldwide FIRST Robotics Competition (FRC). The team designs and fabricates many custom parts out of numerous materials; they are engaged in advanced manufacturing. Students

in both robotics programs fabricate parts, test, and redesign all aspects of their robots, and compete as a collaborative team to complete challenges.

The Applied Arts and Business department currently offers 39 academic periods per year with a combination of year long and semester classes. We have strong business offerings with marketing, personal finance, community partnerships, accounting and economics that support a vibrant DECA program; and we offer a wide range of technical and applied arts classes including digital creativity, multimedia production, graphics, game design, metals, wood manufacturing, and robotics and drone technology. All Nashoba students need to take one year of business and one year of applied arts to fulfill graduation requirements. Enrollment is typically around 575 students per year within the entire program/department. Instruction is student centered, hands on and project based. The DECA focused classes and the Robotics classes all participate in local and regional and with DECA national competitions.

Proposed Strategies to Develop

In the development and refining of program offerings during the visioning and programming, the idea was developed of having general interest areas which encompassed areas of existing wellness, applied arts, visual arts, and technology programs. These general buckets, under which existing and new program offerings would all fall, will be known as signature programs.

Integrated Arts

- Performing Arts and Drama
- Visual Arts (2D and 3D)
- Photography (Digital)
- Technical Theater
- Metal and Wood Shops

Communication and Entrepreneurship

- TV and Video Production
- Graphic Design
- Journalism / Film
- Film

- Business and Marketing
- Personal Finance
- DECA

Health and Human Services

- EMT (Emergency Medical Technician)
- Healthcare
- Early Childhood
- Wellness
- Sustainability
- Farm to Table

STEAM

- Robotics
- Computer Science
- Engineering/CAD
- Industrial Design
- Gaming

The goal of each signature program is to create thematic opportunities in curriculum. Each signature program would be associated with a series of spaces which would be shared to create a hub of spaces for collaboration and sharing of resources.

With the implementation of these signature programs there would also be general goals.

- Forge meaningful partnerships with local businesses as well as colleges for dual enrollment credit (Quinsigamond/Fitchburg State) and also pathways to certification
- Develop more defined pathways from 9th through 12th grade, culminating in senior capstone projects.
- Enhance collaboration with signature program to the community. An example of could be Business and tech collaborative joint effort. a collaborative project modeled on Olin College’s approach where two tech engineering courses collaborated with a business class to design, prototype, manufacture, and market an item. Items were being produced and sold. It was successful up until 2019 when covid hit but is something that we

would like to bring back and work into the curriculum of more classes.

- Grow robotics offerings, including both VEX robotics classes and First robotics Club, along with the necessary tools and resources to support successful participation.
- Contribute to exploration of school scheduling options that would allow for local internships. Our current schedule is rotating and does not allow for morning or afternoon internships that could greatly enrich student experience.
- Re-establish the integration of PACE students into Business programming, including with the school store
- Contribute to a revamped school safety plan. To ensure safe use of all traditional and digital machines, account for and minimize risks to students and staff, ensure a robust student safety training process and related protocols, and to properly work with chemicals.
- Establish a TV/AV Production Studio.

Spaces that Support this Work

Signature Programs

Signature program will require a set of interrelated spaces that work together in a thoughtful way. The adjacent spaces serving each signature program should provide classroom space that is flexible enough for both traditional instruction and a variety of student activities and projects. Students need to be able to move to lab and project spaces. Each room needs sufficient technology (computers) to handle the design and driver software. A computer lab would be ideal for applications, such as some graphics arts software, that laptops are not well positioned to operate. Signature program suites would enable teachers and students to maximize education, productivity, and success.

School Store

The Wolf Den Store would have a location that could allow for in-person shopping and space

to house all its inventory. The school store should be easily accessible to both the students and the public. The school store should provide enough space to allow an entire business class into the room to conduct hands-on lessons on inventory, merchandising, etc., It would also allow PACE and Transitions students the opportunity to receive training from business classes and learn to operate the store. Sufficient space is needed to store inventory and display equipment.

TRANSPORTATION POLICIES

All students in the Nashoba Regional School District have access to school district transportation. The NRSD school committee policy is written that:

Bus transportation is provided as a service in accordance with Massachusetts General Law, Chapter 71, Section 16C for the core instruction day. Routes are established each summer by the regional school district prior to the start of the school year based on location of residences and efficient utilization of seats on the vehicles. An attempt shall be made to equalize the time children spend on the bus as far as is practical. Bus stops shall be established to ensure the safe entrance and exit from the buses while providing reasonable safe walking distances to the domicile for the students.

Bus assignments may be changed, at the discretion of the Superintendent to accommodate arrangements parents or guardians make, provided such accommodations are within a school's attendance boundaries, within existing bus routes, and are detailed in a written request from the parent or guardian. No changes in routing shall be granted to accommodate non-district after-school activities or recreational programs.

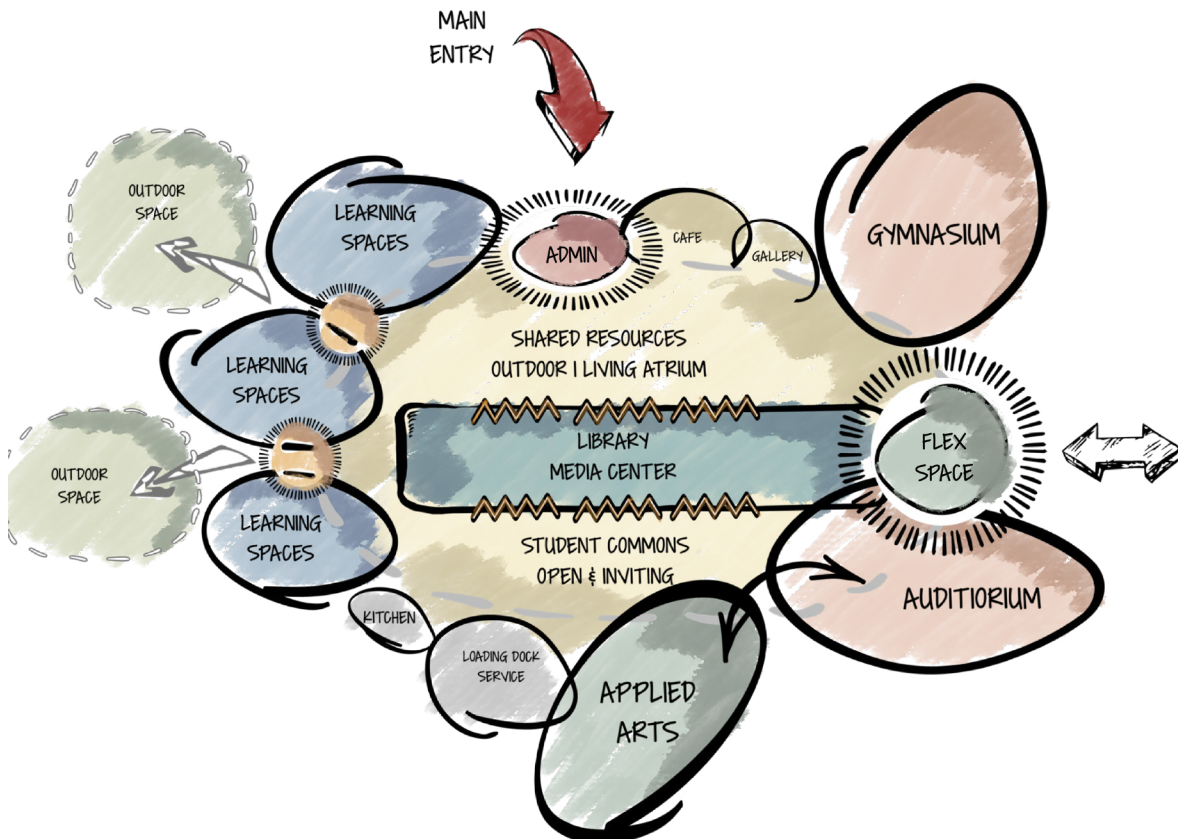
Transportation of school choice students shall be the responsibility of the parent/guardian. The Superintendent may allow students to ride the bus if space is available and may charge a fee for that service.

No changes are anticipated regarding the transportation policy of the district.

FUNCTIONAL AND SPATIAL RELATIONSHIPS

The overall relationships, as illustrated in the bubble diagram below focus on a few major concepts:

- Create a separation of spaces for public use and those for the school community.
- The media center as a presence throughout the learning areas – linking academic areas within the building
- Applied Arts/Signature programs placed throughout the facility to generate excitement and create visibility for career and technology-based curriculum.
- Academic and social spaces connected to the outdoors – a living atrium concept that would connect all spaces to the natural environment
- Media center and student commons serve as the head and the heart of the school



Once programming the spaces began with educators, many internal relationships became clear.

The concept of creating small learning communities developed which would provide a group of students access to spaces they need in proximity. Within each small learning communities, there should be core academic classrooms, science labs, ELE spaces, Special Education resource rooms, small group rooms, breakout space, project rooms, and teacher planning areas. These small learning communities would be tied together through the media center.

The Special Education programs of PACE and Bridge would like to have some key physical adjacencies and connections. It is important for both programs to have access to the exterior of the building as many of the students come and go throughout the day from the school and experientially, some students have challenges with entering the larger school environment. The PACE program would also like to be close to the Family and Consumer Science space as well as balancing both remoteness and connection to the heart of the building.

The EMT program needs access to a parking/loading area. The EMT program operates such that when students receive a call, they take a vehicle which is driven by a teacher to an emergency location. Access to their vehicle quickly and easily is ideal for swiftly responding.

The Wood and Metal shop needs proximity to a loading area for supply delivery. Additionally, the shop would be ideally located close to the stage so that large scene work for theater and performances can be rolled in and out easily and worked on.

The counseling offices and conference area wants to be near the small learning communities to create opportunities for greater connection to students where they spend most of their time.

Signature programs which include Computer Science, Robotics, TV Studio, Business, Graphics, Early Childhood Education, EMT, and Wood and Metal are important career and technology curriculum offerings. The goal is that these more tactile and hands-on learning

spaces be located throughout the facility to generate interest and excitement. Relationships between spaces (for example computer science and robotics) can create teaching and learning flexibility in the future.

Pre-kindergarten classrooms must be in a portion of the building that is not accessed by all high school students but does directly connect to an Early Childhood Education classroom that students enrolled in that program will receive instruction. Pre-kindergarten also must have its own safe and secure entry adjacent to a PreK main office where visitors go through security protocols. Pre-K classrooms must have direct access to outdoor play areas.

SECURITY AND VISUAL ACCESS REQUIREMENTS

The emergency response task force meets every other month to discuss, evaluate and improve safety of school buildings and emergency responses. Representatives from each school attend as well as local police and fire departments. Each school has their own Safety Committee that meets either monthly or every other (depends on the school) to review emergency plans.

The most recent Medical Emergency Response Plan that was submitted to the DESE was on July 1, 2021.

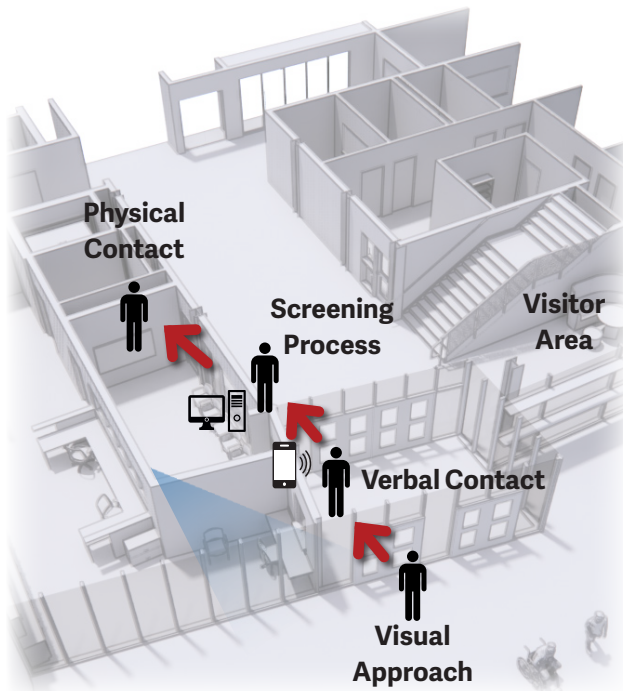
Physical and operational requirements will be critical to the safety of students and staff alike. A newly designed main entrance must possess a secure vestibule area monitored by campus security. This will serve as a holding area until outside guests are processed and clearly for entry. Additionally, common areas (hallways, gymnasium, auditorium, cafeteria, etc.) will be equipped with modern surveillance equipment. This equipment will be monitored by campus security and be part of an office/suite which will serve as the safety hub for stakeholder wellness. Common area lines of sight must also be considered in development of a new campus; again emphasizing the importance of safety for all.

In addition to the main office, administration should be distributed to be part of the Small Learning Communities. Distributed administration allows for more opportunities to connect with the students and provides the ability for more rapid response time to parts of the building in the event of an emergency.

Design Response

The building will be coordinated and designed with input from public safety officials.

A secure entry process will be provided.



TYPICAL DAY IN THE LIFE OF A NASHOBA STUDENT

School Day Hours: 7:40am-2:20pm

Nashoba Regional High School students begin school at 7:40am and move through seven class periods during the course of a day. The school day ends at 2:20pm. The schedule is an 8-day rotating schedule, but because there is no dropped period, it takes several weeks for the rotation to come full circle back to a Day 1 beginning with A period. Classes are 46 minutes with a long block 5th period to accommodate four lunches. Classtime during long block is approximately 70 minutes. Students have four minutes of passing time between classes and there is no break built in to the day. At the beginning of the day, the cafeteria serves a variety of breakfast items and the snack shack is open for any students who may have a study to purchase a snack. The schedule is prohibitive of students being able to engage and participate in work study, internships or service projects because of the continuous rotation and unpredictability. The unpredictability and lack of routine presented by the current schedule is also a challenge for students with social emotional disabilities, anxiety and those students with autism spectrum disorder. Below are two sample schedules: One is a typical daily schedule for a freshmen and the other is a sample eight-day rotation for a sophomore. The building project presents a powerful and authentic vehicle through which we can examine a change to the high school schedule to enhance the student experience and incorporate new programming that includes hands on, authentic project based learning with real world application and connections.

A Typical Daily Schedule for a Freshmen

Period	Term/Year	Class
A	Full Year	Science Principles & Experimental Techniques
B	Full Year	Algebra 2 & Trigonometry
C	Full Year	Spanish 2
D	Full Year	World History
E (Lunch block)	Full Year	English
F	Semester 1	Ceramics 1
F	Semester 2	Digital Photography
G (even days)	Full Year	PE & Wellness
F (odd days)	Full Year	Study Hall
After School: Clubs/Activities/Sports		

A Typical eight-day rotation (1.5 weeks) for a Sophomore

