

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

Date - August 30, 2023

Name of School District (the “District”) Blackstone-Millville Regional School District

Name of Priority Statement of Interest School - Blackstone-Millville Regional High School

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Superintendent & BMRSB Leadership Team

As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2022 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District’s facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

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

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Millville Elementary	PK-6	PK-2	1992	NA	70,386	Y
John F. Kennedy ES	K-3	3	1965	NA	67,943	Y
A F Maloney	4-6	4-5	1988	NA	34,881	Y
Frederick W. Hartnett MS	6-8	6-8	2003	NA	122,045	Y
Blackstone-Millville Regional HS	7-12	9-12	1970	NA	190,000	Y

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

Students enter Millville Elementary in either Pre-Kindergarten or Kindergarten and attend through grade 2. Students then transition to the JFK/AFM Complex for grades 3-5, followed by the Frederick W. Hartnett Middle School (FWHMS) for grades 6 through 8, and finally finish their K-12 education at the high school for grades 9-12.

SECTION TWO: Current Priority Statement of Interest School, Blackstone-Millville Regional High School
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A. Please complete the chart below indicating the number of each room type currently in the Blackstone-Millville Regional High School (BMRHS). Please use the Comments column to further describe a program, if applicable.

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>	<u>0</u>	
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	<u>0</u>	
<i>Grade 1</i>	<u>0</u>	
<i>Grade 2</i>	<u>0</u>	
<i>Grade 3</i>	<u>0</u>	
<i>Grade 4</i>	<u>0</u>	
<i>Grade 5</i>	<u>0</u>	
<i>Grade 6</i>	<u>0</u>	
<i>Grade 7</i>	<u>0</u>	
<i>Grade 8</i>	<u>2</u>	<i>For two periods for our Grade 8 Academy students</i>
<i>Math (Grades 9-12)</i>	<u>7</u>	
<i>Science/ General Classroom (Grades 9-12)</i>	<u>3</u>	
<i>Science Lab/ Demonstration (Grades 9-12)</i>	<u>5</u>	
<i>Social Studies (Grades 9-12)</i>	<u>5</u>	
<i>English (Grades 9-12)</i>	<u>7</u>	
<i>World Language (Grades 9-12)</i>	<u>4</u>	
<i>Other (indicate program in the Comments column)</i>	<u>1</u> <u>1</u> <u>1</u>	<i>ELL classroom Food & Nutrition Room In-House Room</i>
<u>SPECIAL EDUCATION</u>	<i>10</i>	<i>classrooms plus OT/PT/Speech spaces</i>
<u>ART</u>	<u>1</u>	
<u>MUSIC</u>	<u>1</u>	
<i>Practice Rooms</i>	<u>3</u>	
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>	<i>1</i>	
<i>Gymnasium</i>	<i>1</i>	
<u>MEDIA CENTER</u>	<i>1</i>	
<u>DINING & FOOD SERVICE</u>	<i>2</i>	
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	<i>3</i>	<i>3 rooms within one office suite</i>

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>ADMINISTRATION & GUIDANCE</u>	19	Counseling Suite Offices for Team Chair, School Psych, Instructional Coach, Administration & small meeting areas
<u>OUTDOOR LEARNING</u>	0	
<u>AUDITORIUM</u>	1	
<u>NATATORIUM</u>	0	
<u>DESE APPROVED CHPT 74 SPACES</u>	0	Indicate which programs are currently offered
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	7	Food, Photography, Graphics, Manufacturing, Robotics
<u>NON-SCHOOL DISTRICT SPACES</u>	3	Bi-County Special Ed Collaborative (BiCO)
<u>OTHER</u> (indicate type of program in the Comments column)	11 2 1	Centrum locations faculty work rooms district tech space

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

- 1) Each core space is being used to deliver research based core curriculum (literacy, math, science, social studies, and foreign language.) While each class size ranges slightly in number of students enrolled, each classroom has approximately 25 students being serviced. While each core space differs, slightly, in size, they are approximately 27 ft. by 36 ft. There are four different office suites that include administration, nursing, guidance and various support services. These spaces are not only office and conference rooms, but also allow for supporting the needs of students. The five science labs are used as both core science instruction (chemistry, biology, environmental science, physics and various other elective science courses) and conducting experiments.
- 2) Each specialty space ranges in use and size based on the program and the student support services being offered. For instance:
 - a. Special Education- the classrooms range from special education core academic rooms, to self contained classrooms (where class size does not exceed 12). In addition, other specialty spaces include life skills model apartment and food lab, Occupational Therapy (OT), Physical Therapy

(PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.

b. “Enrichments”- art, music, Physical Education (PE), health and wellness, technology, media center, graphics, manufacturing, biomedicine and robotics. Students have an opportunity to participate in a variety of elective courses and certified/non-certified pathways (as captured above.) The courses range from fine arts, health and wellness to Science, Technology, Engineering, and Math (STEM). While each unique space was not built for these offerings, and others are woefully inadequate, our staff adapt the space the best they can to accommodate the curricular and learning needs. Finally, BMRHS has a strong performing arts department without the appropriate space to support the programming. There are outdated music practice rooms, auditorium, lighting booth and control room. The original automotive, woodshop and drafting labs have all been repurposed to manufacturing, robotics and facilities space.

3. At BMRHS there are 11 centrum spaces between core classrooms. These spaces are used for small group instruction, collaboration, student intervention, and reduced sensory space.

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

The Blackstone-Millville Regional High School’s current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. To support this, educators use a blend of instruction methods to address the varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our English Language Learners (ELL) students.

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades 9-12 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep elementary class/subject size at no more than twenty-five (25) students and class/subject size at the secondary level at no more than thirty (30) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

BMRHS currently has a seven day rotation with a drop 1 schedule. Students attend 6 classes per day. Each class is approximately 53 minutes in length with the exception of the lunch period which is 60 minutes of instruction. Three times per month, our school has an advisory period that lasts 25 minutes in length.

SECTION THREE: Proposed Priority Statement of Interest School, Blackstone-Millville Regional High School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the ‘Room Type’ column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2022 Statement of Interest and as discussed during the District’s Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the ‘Room Type’ column should include all grades between Grade K and Grade 8).

Original Proposal for 2 schools- PK to 5 and 6 to 12

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>	<u>3</u>	<i><u>both full and half day options</u></i>
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	<u>5</u>	<i><u>full day</u></i>
<i>Grade 1</i>	<u>5</u>	
<i>Grade 2</i>	<u>5</u>	
<i>Grade 3</i>	<u>5</u>	
<i>Grade 4</i>	<u>5</u>	
<i>Grade 5</i>	<u>5</u>	
<i>Grade 6</i>	<u>6</u>	
<i>Grade 7</i>	<u>8</u>	
<i>Grade 8</i>	<u>4</u>	
<i>Math (Grades 9-12)</i>	<u>6 + 1</u>	<i>include a math lab</i>
<i>Science Instructional Space (Grades 9-12)</i>	<u>6</u>	<i>5 classrooms with lab space and 1 additional shared lab space</i>
<i>Social Studies (Grades 9-12)</i>	<u>5</u>	
<i>English (Grades 9-12)</i>	<u>6</u>	<i>classrooms</i>
<i>World Language (Grades 9-12)</i>	<u>1</u>	<i>1 small auditorium</i>
<i>Other (indicate program in the Comments column)</i>	<u>5</u>	
	<u>4</u>	<i>Classrooms per building ELL- 2</i>

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
	<u>3</u> <u>3</u>	<i>Reading intervention</i> <i>Math Intervention</i>
<u>SPECIAL EDUCATION</u>	19 18	<i>PK to 5</i> <i>grades 6-12</i>
<u>ART</u>	<u>6</u>	<i>2- grades PK to 5</i> <i>4- grades 6-12</i>
<u>MUSIC</u>	<u>3</u>	
<i>Practice Rooms</i>	<u>6</u>	<i>3- grades PK to 5</i> <i>3- grades 6-12</i>
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>	2 + 1	<i>Walking track</i>
<i>Gymnasium</i>	3	<i>1 existing PK to 5</i> <i>2 for grades 6-12</i>
<u>MEDIA CENTER</u>	2	
<u>DINING & FOOD SERVICE</u>	3	
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	6	2 suites of 3 rooms each
<u>ADMINISTRATION & GUIDANCE</u>	30	configured so all are together
<u>OUTDOOR LEARNING</u>	2	
<u>AUDITORIUM</u>	1	existing in proposal
<u>NATATORIUM</u>	0	
<u>DESE APPROVED CHPT 74 SPACES</u>	0	
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	2 9	2- STEM rooms- grades PK to 5 9 spaces- grade 6-12
<u>NON-SCHOOL DISTRICT SPACES</u>	3	<i>BiCo classrooms</i>
<u>OTHER</u> (indicate type of program in the Comments column)	2 2 3 6	math lab (2) lecture halls (2) Conference rooms (3) Teacher workspace/lunchrooms/ restrooms (6)

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

Grades PK-5

- 1) Each core space is being used to deliver research based core curriculum (literacy, math, science and social studies). All core subjects are instructed within each homeroom ranging from PK-5. While each class size ranges slightly in number of students enrolled, each classroom has approximately 20-25 students being serviced. While each homeroom differs slightly in size, they are approximately 27 ft. by 36 ft. There are four different office suites that include administration, nursing, guidance and various support services. These spaces are not only office and conference rooms, but also allow for supporting the needs of students. The six science labs (24 ft by 60 ft) are used as both core science instruction and conducting experiments.
- 2) Each specialty space ranges in use and size based on the program and the student support services being offered. For instance:
 - a) Special Education- the classrooms range from special education grade level academic rooms, to self contained classrooms (where class size does not exceed 12) Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.
 - b) “Enrichments”- art, music, Physical Education (PE), health and wellness, technology, media center, Science Technology Engineering and Math (STEM). Students have an opportunity to participate in a variety of specials. While each unique space was not built for these offerings, and others are woefully inadequate, our staff adapt the space the best they can to accommodate the curricular and learning needs. Due to an increased student population, an additional physical education space will be needed and explored. There are music practice rooms and a cafetorium for performing arts opportunities.
- 3) At the FWH building, there are three additional spaces. These spaces will be used for small group instruction, collaboration, student intervention, and reduced sensory space.

Grades 6-12

1. Core classrooms will be used to deliver research based core curriculum: ELA, math, science, social studies and foreign language. While each class size will range slightly in number of students enrolled, each classroom will be able to comfortably house 25 students, with the maximum capacity for enrollment in a class is 30 students. We will need office suites to consolidate locations. These suites will bring together staff for administration, nursing, guidance and school psychologist, and special education staff. Science labs will contain state of the art technology to enhance core science instruction (chemistry, biology, environmental science, physics and various other elective science courses) and conducting experiments.
2. Each specialty space will range in use and size based on the program and the student support services being offered. For instance:
 - a) Special Education- the classrooms range from special education core academic rooms, to self contained classrooms (where class size does not exceed 12). In addition, other specialty spaces include life skills model apartment, food lab and prevocational/vocational space, Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.

- b) “Enrichments”- Our current proposal includes maintaining and significantly updating our existing auditorium, cafeteria, and gymnasium. There will be a need for specialized classroom and lab space for STEM & technology classrooms, a multipurpose media center, graphics and fine arts studio, manufacturing workshop, biomedical and robotics lab spaces.
We would need an additional gymnasium and cafeteria space to accommodate grades 6-12
- 3. Non Traditional Spaces - At BMRHS there will be a need for a math lab space for collaboration, a minimum of three conference rooms to service grades 6-12, a SEL space to facilitate small groups and student support. A small auditorium or lecture hall space is needed for supporting our communication pillar. A minimum of 6 teacher work spaces are needed. Due to an increased student population, an additional physical education space will be needed such as an indoor walking track to allow for additional sections of physical education.

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

Grades PK-5

The Blackstone-Millville Elementary School’s current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. Educators use a blend of instruction methods to address the varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our English Language Learners (ELL).

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades K-5 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep elementary class/subject size at no more than twenty-five (25) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

Students attend 7 periods per day. Each class is approximately 45 minutes in length with the exception of the lunch and recess period which is 55 minutes.

Grades 6-12

The Blackstone-Millville Regional Middle-High School's current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. Educators use a blend of instruction methods to address the varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our growing English Language Learner (ELL) population.

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades 6-12 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep class size at no more than twenty-five (25) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

Blackstone-Millville Regional Middle-High School will run on two different schedules to accommodate grades 6-8 and 9-12. There has not been a discussion yet to coordinate the two schedules, however that may occur. Grade 9-12 will run a seven day rotation with a drop 1 schedule. Students attend 6 classes per day. Each class is approximately 53 minutes in length with the exception of the lunch period which is 60 minutes of instruction. Three times per month, our school has an advisory period that lasts 25 minutes in length. Grades 6-8 run a six day rotation with no drop. Six classes are 57 minutes; there is a 30 minute lunch block and an 18 minute advisory/RTI block daily. It is likely that the high school and middle school will align their schedules to support use of shared spaces.

Proposal # 1 for 3 schools- K to 3 - grades 4 to 7 - grades 8 to 12 plus PK

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten</i> (indicate full/ half day in the Comments column)	<u>3</u>	<u>both full and half day options</u>
<i>Kindergarten</i> (indicate full/ half day in the Comments column)	<u>5</u>	<u>full day</u>
<i>Grade 1</i>	<u>5</u>	
<i>Grade 2</i>	<u>5</u>	
<i>Grade 3</i>	<u>5</u>	
<i>Grade 4</i>	<u>5</u>	

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<i>Grade 5</i>	<u>5</u>	
<i>Grade 6</i>	<u>6</u>	
<i>Grade 7</i>	<u>8</u>	
<i>Grade 8</i>	<u>8</u>	
<i>Math (Grades 9-12)</i>	<u>6</u>	<i>Plus 1 math lab space</i>
<i>Science Instructional Space (Grades 9-12)</i>	<u>6</u>	
<i>Social Studies (Grades 9-12)</i>	<u>5</u>	
<i>English (Grades 9-12)</i>	<u>6 + 1</u>	<i>plus small auditorium</i>
<i>World Language (Grades 9-12)</i>	<u>4</u>	
<i>Other (indicate program in the Comments column)</i>	<u>4</u>	<i>ELL- 1 in K to 3 1 in 4 to 7 2 in 8-12 + PK</i>
<u>SPECIAL EDUCATION</u>	<u>12</u>	<i>K to 3</i>
	<u>12</u>	<i>grades 4 to 7</i>
	<u>12</u>	<i>grades 8 to 12 + PK</i>
<u>ART</u>		<i><u>1- grades K to 3</u></i>
		<i><u>1- grades 4 to 7</u></i>
	<u>4</u>	<i><u>2- grades 8-12 + PK</u></i>
<u>MUSIC</u>		<i><u>1- grades K-3</u></i>
		<i><u>2- grades 4-7</u></i>
	<u>4</u>	<i><u>1- grades 8-12</u></i>
<i>Practice Rooms</i>	<u>2</u>	<i><u>3- grades K to 3</u></i>
	<u>3</u>	<i><u>3- grades 4 to 7</u></i>
	<u>3</u>	<i><u>3- grades 8 to 12 +PK</u></i>
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>	<u>2</u>	<i>grades 8 to 12 + PK with walking track</i>
<i>Gymnasium</i>	<u>3</u>	<i>one in each building</i>
<u>MEDIA CENTER</u>	<u>3</u>	<i>one in each building</i>
<u>DINING & FOOD SERVICE</u>		<i>one in each building</i>
<u>MEDICAL SUITE</u>	<u>4</u>	<i>kitchen space for HS Foods & Nutrition classes</i>
<i>Nurses' Office</i>	<u>7</u>	<i>1 room for K-3 2- 3 room suites at 4 to 7 & 8 to 12 + PK</i>
<u>ADMINISTRATION & GUIDANCE</u>	<u>8</u>	<i><u>8 grades K to 3</u></i>
	<u>8</u>	<i><u>8- grades 4 to 7</u></i>
	<u>24</u>	<i><u>21- grades 8 to 12 +PK</u></i>
<u>OUTDOOR LEARNING</u>		<u>2</u>

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>AUDITORIUM</u>		2 - one at HS one at early elementary school (already existing spaces)
<u>NATATORIUM</u>		0
<u>DESE APPROVED CHPT 74 SPACES</u>	4	PK classrooms
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	1 1 11	STEM and elective classrooms broken down by building
<u>NON-SCHOOL DISTRICT SPACES</u>	3	<i>BiCO classrooms</i>
<u>OTHER</u> (indicate type of program in the Comments column)	2 2 3	math lab (2) lecture halls (2) Conference rooms (3)

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

K-3

- 1) Each core space is being used to deliver research based core curriculum (literacy, math, science and social studies). All core subjects are instructed within each homeroom ranging from K-3. While each class size ranges slightly in number of students enrolled, each classroom has approximately 20-25 students being serviced. While each homeroom differs slightly in size, they are approximately 26 ft. by 30 ft. There are four different office suites that include administration, nursing, guidance and various support services. These spaces are not only office and conference rooms, but also allow for supporting the needs of students. One science lab (29 ft by 39 ft) is used as both core science instruction and conducting experiments. It also contains a greenhouse to support additional learning.
- 2) Each specialty space ranges in use and size based on the program and the student support services being offered. For instance:
 - a) Special Education- the classrooms range from special education grade level academic rooms, to self contained classrooms (where class size does not exceed 12) Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.
 - b) “Enrichments”- art, music, Physical Education (PE), technology, media center, Science, Technology, Engineering, and Math (STEM). Students have an opportunity to participate in a variety of specials. There are music practice rooms and an auditorium for performing arts opportunities.
- 3) At Millville Elementary School (MES), there are three additional spaces. These spaces will be used for collaboration, student intervention, and reduced sensory space.

Grades 4-7

- 1) Each core space is being used to deliver research based core curriculum (literacy, math, science and social studies). While each class size ranges slightly in number of students enrolled, each classroom has approximately 20-25 students being serviced. While each homeroom differs slightly in size, they are approximately 27 ft. by 36 ft. There are four different office suites that include administration, nursing, guidance and various support services. These spaces are not only office and conference rooms, but also allow for supporting the needs of students. The six science labs (24 ft by 60 ft) are used as both core science instruction (chemistry, biology, environmental science, physics and various other elective science courses) and conducting experiments.
- 2) Each specialty space ranges in use and size based on the program and the student support services being offered. For instance:
 - a) Special Education- the classrooms range from special education grade level academic rooms, to self contained classrooms (where class size does not exceed 12) Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.
 - b) “Enrichments”- art, music, Physical Education (PE), health and wellness, technology, media center, Science Technology Engineering and Math (STEM). Students have an opportunity to participate in a variety of specials. While each unique space was not built for these offerings, and others are woefully inadequate, our staff adapt the space the best they can to accommodate the curricular and learning needs. Due to an increased student population, an additional physical education space will be needed and explored. There are music practice rooms and a cafetorium for performing arts opportunities.
- 3) At the FWHMS building, there are three additional spaces. These spaces will be used for small group instruction, collaboration, student intervention, and reduced sensory space.

Grades 8-12 and PK

1. Core classrooms will be used to deliver research based core curriculum: ELA, math, science, social studies and foreign language. While each class size will range slightly in number of students enrolled, each classroom will be able to comfortably house 25 students, with the maximum capacity for enrollment in a class is 30 students. We will need office suites to consolidate locations. These suites will bring together staff for administration, nursing, guidance and school psychologist, and special education staff. Science labs will contain state of the art technology to enhance core science instruction (chemistry, biology, environmental science, physics and various other elective science courses) and conducting experiments.
 - a. An addition of a Preschool housed at the high school is proposed. To implement a new pathway of Early Childhood, our school will need a minimum of four classroom spaces equipped with age appropriate facilities.
2. Each specialty space will range in use and size based on the program and the student support services being offered. For instance:
 - a) Special Education- the classrooms range from special education core academic rooms, to self contained classrooms (where class size does not exceed 12). In addition, other specialty spaces include life skills model apartment, food lab and prevocational/vocational space, Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf

(TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.

- i) For our Preschool program we will also need additional spaces for supplemental service providers and a small lunch room.
 - b) “Enrichments”- Our current proposal includes maintaining and significantly updating our existing auditorium, cafeteria, and gymnasium. There will be a need for specialized classroom and lab space for STEM & technology classrooms, a multipurpose media center, graphics and fine arts studio, manufacturing workshop, biomedical and robotics lab spaces.
3. Non Traditional Spaces - At BMRHS there will be a need for a math lab space for collaboration, a minimum of two conference rooms to service grades 8-12, a SEL space to facilitate small groups and student support. A small auditorium or lecture hall space is needed for supporting our communication pillar. A minimum of five teacher work spaces are needed. Due to an increased student population, an additional physical education space will be needed such as an indoor walking track to allow for additional sections of physical education.

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

Grade K-7

The Blackstone-Millville Elementary School’s current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. Educators use a blend of instruction methods to address the varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our English Language Learners (ELL).

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades K-7 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep elementary class/subject size at no more than twenty-five (25) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

Students attend seven periods per day. Each class is approximately 45 minutes in length with the exception of the lunch and recess period which is 55 minutes.

Grades 8-12 and PK

The Blackstone-Millville Regional Middle and High School's current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. Educators use a blend of instruction methods to address the varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our growing English Language Learner (ELL) population.

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades 8-12 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep class size at no more than twenty-five (25) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

BMRHS will run on one schedule to accommodate grades 8-12. Grades 8-12 will run a seven day rotation with a drop one schedule. Students attend six classes per day. Each class is approximately 53 minutes in length with the exception of the lunch period which is 60 minutes of instruction. Three times per month, our school has an advisory period that lasts 25 minutes in length.

Our Preschool program housed at the high school would provide an opportunity to create a Chapter 74 funded early childhood pathway.

Proposal #2- 3 schools with grades K-2, grades 3-6, and grades 7-12 with PK

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>	<u>3</u>	<u>both full and half day options</u>
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	<u>5</u>	<u>full day</u>
<i>Grade 1</i>	<u>5</u>	
<i>Grade 2</i>	<u>5</u>	
<i>Grade 3</i>	<u>5</u>	
<i>Grade 4</i>	<u>5</u>	
<i>Grade 5</i>	<u>5</u>	

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<i>Grade 6</i>	<u>6</u>	
<i>Grade 7</i>	<u>8</u>	
<i>Grade 8</i>	<u>8</u>	
<i>Math (Grades 9-12)</i>	<u>6</u>	<i>Plus 1 math lab space</i>
<i>Science Instructional Space (Grades 9-12)</i>	<u>6</u>	
<i>Social Studies (Grades 9-12)</i>	<u>5</u>	
<i>English (Grades 9-12)</i>	<u>6 + 1</u>	<i>plus small auditorium</i>
<i>World Language (Grades 9-12)</i>	<u>4</u>	
<i>Other (indicate program in the Comments column)</i>	<u>4</u>	<i>ELL</i>
<u>SPECIAL EDUCATION</u>	<u>12</u>	<i>K to 2</i>
	<u>12</u>	<i>grades 3 to 7</i>
	<u>12</u>	<i>grades 7 to 12 + PK</i>
<u>ART</u>		<u>1- grades K to 2</u>
		<u>1- grades 3 to 6</u>
	<u>4</u>	<u>2- grades 7-12 +PK</u>
<u>MUSIC</u>		<u>1- grades K-2</u>
		<u>1- grades 3-6</u>
	<u>4</u>	<u>3- grades 7-12 + PK</u>
<i>Practice Rooms</i>	<u>2</u>	<u>3- grades K to 2</u>
	<u>3</u>	<u>3- grades 3 to 6</u>
	<u>3</u>	<u>3- grades 7 to 12 +PK</u>
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>	<u>2 + 1</u>	<i>grades 7 to 12 + PK</i> <i>walking track</i>
<i>Gymnasium</i>	<u>3</u>	<i>one in each building</i>
<u>MEDIA CENTER</u>	<u>3</u>	
<u>DINING & FOOD SERVICE</u>	<u>4</u>	
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	<u>7</u>	<u>1- grades K to 3</u>
		<u>1- grades 4 to 7</u>
		<u>2- grades 7-12 + PK</u>
<u>ADMINISTRATION & GUIDANCE</u>	<u>8</u>	<u>8 grades K to 3</u>
	<u>8</u>	<u>8- grades 4 to 7</u>
	<u>27</u>	<u>27- grades 7 to 12 +PK</u>
<u>OUTDOOR LEARNING</u>		<u>2</u>
<u>AUDITORIUM</u>		<u>2</u>
<u>NATATORIUM</u>		<u>0</u>
<u>DESE APPROVED CHPT 74 SPACES</u>	<u>4</u>	<i>PK classrooms</i>
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	<u>1</u>	<i>STEM and elective</i>
	<u>11</u>	<i>classrooms broken down by building</i>
<u>NON-SCHOOL DISTRICT SPACES</u>	<u>7</u>	<i>BiCO classrooms</i>

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>OTHER</u> (indicate type of program in the Comments column)	2	math lab (2)
	2	lecture halls (2)
	3	Conference rooms (3)

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

Grades K-2

- 1) Each core space is being used to deliver research based core curriculum (literacy, math, science and social studies). All core subjects are instructed within each homeroom ranging from K-. While each class size ranges slightly in number of students enrolled, each classroom has approximately 20-25 students being serviced. While each homeroom differs slightly in size, they are approximately 26 ft. by 30 ft. There are four different office suites that include administration, nursing, guidance and various support services. These spaces are not only office and conference rooms, but also allow for supporting the needs of students. One science lab (29 ft by 39 ft) is used as both core science instruction and conducting experiments. It also contains a greenhouse to support additional learning.
- 2) Each specialty space ranges in use and size based on the program and the student support services being offered. For instance:
 - a) Special Education- the classrooms range from special education grade level academic rooms, to self contained classrooms (where class size does not exceed 12) Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.
 - b) “Enrichments”- art, music, Physical Education (PE), technology, media center, Science Technology Engineering and Math (STEM). Students have an opportunity to participate in a variety of specials. There are music practice rooms and an auditorium for performing arts opportunities.
- 3) At Millville Elementary School (MES), there are three additional spaces. These spaces will be used for collaboration, student intervention, and reduced sensory space.

Grades 3-6

- 1) Each core space is being used to deliver research based core curriculum (literacy, math, science and social studies). All core subjects are instructed within each homeroom ranging from PK-5. While each class size ranges slightly in number of students enrolled, each classroom has approximately 20-25 students being serviced. While each homeroom differs slightly in size, they are approximately 27 ft. by 36 ft. There are four different office suites that include administration, nursing, guidance and various support services. These spaces are not only office and conference rooms, but also allow for supporting the needs of students. The six science labs (24 ft by 60 ft) are used as both core science

instruction (chemistry, biology, environmental science, physics and various other elective science courses) and conducting experiments.

- 2) Each specialty space ranges in use and size based on the program and the student support services being offered. For instance:

- a) Special Education- the classrooms range from special education grade level academic rooms, to self contained classrooms (where class size does not exceed 12) Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.
- b) “Enrichments”- art, music, Physical Education (PE), health and wellness, technology, media center, Science Technology Engineering and Math (STEM). Students have an opportunity to participate in a variety of specials. While each unique space was not built for these offerings, and others are woefully inadequate, our staff adapt the space the best they can to accommodate the curricular and learning needs. Due to an increased student population, an additional physical education space will be needed and explored. There are music practice rooms and a cafetorium for performing arts opportunities.

3) At the FWHMS building, there are three additional spaces. These spaces will be used for small group instruction, collaboration, student intervention, and reduced sensory space.

Grades 7-12 and PK

3. Core classrooms will be used to deliver research based core curriculum: ELA, math, science, social studies and foreign language. While each class size will range slightly in number of students enrolled, each classroom will be able to comfortably house 25 students, with the maximum capacity for enrollment in a class is 30 students. We will need office suites to consolidate locations. These suites will bring together staff for administration, nursing, guidance and school psychologist, and special education staff. Science labs will contain state of the art technology to enhance core science instruction (chemistry, biology, environmental science, physics and various other elective science courses) and conducting experiments.

- a. An addition of a Preschool housed at the high school is proposed. To implement a new pathway of Early Childhood, our school will need a minimum of four classroom spaces equipped with age appropriate facilities.

4. Each specialty space will range in use and size based on the program and the student support services being offered. For instance:

- c) Special Education- the classrooms range from special education core academic rooms, to self contained classrooms (where class size does not exceed 12). In addition, other specialty spaces include life skills model apartment, food lab and prevocational/vocational space, Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Pathologist (SLP), Vision (TVI) , Teacher of the Deaf (TOD), and sensory spaces for students in need of movement breaks, practicing sensory strategies, or an incentive/earned time.

- i) For our Preschool program we will also need additional spaces for supplemental service providers and a small lunch room.

- d) “Enrichments”- Our current proposal includes maintaining and significantly updating our existing auditorium, cafeteria, and gymnasium. There will be a need for specialized classroom and lab space for STEM & technology classrooms, a

multipurpose media center, graphics and fine arts studio, manufacturing workshop, biomedical and robotics lab spaces. Due to an increased student population, an additional physical education space will be needed such as an indoor walking track to allow for additional sections of physical education as well as an additional cafeteria space to serve our entire student population.

3. Non Traditional Spaces - At BMRHS there will be a need for a math lab space for collaboration, a minimum of 3 conference rooms to service grades 6-12, a SEL space to facilitate small groups and student support. A small auditorium or lecture hall space is needed for supporting our communication pillar. A minimum of 6 teacher work spaces are needed.

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

Grades K-6

The Blackstone-Millville Elementary School's current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. Educators use a blend of instruction methods to address the varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our English Language Learners (ELL).

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades K-6 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep elementary class/subject size at no more than twenty-five (25) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

Students attend seven periods per day. Each class is approximately 45 minutes in length with the exception of the lunch and recess period which is 55 minutes.

Grades 7-12 and PK

The Blackstone-Millville Middle and High School's current teaching methodology is based on our Portrait of Graduate which focuses on the 5 Cs: Character, Citizenship, Collaboration, Communication, and Critical Thinking. There are varied teaching strategies and models educators use in the classroom. Educators use a blend of instruction methods to address the

varied needs of all students. These include differentiated instruction, lecture-based instruction, technology based learning, collaborative learning, individual learning, inquiry based learning, and kinesthetic learning, as well as specialized instruction and support for special education and our growing English Language Learner (ELL) population.

Utilizing different types of technology in the classrooms, the district has invested financial resources to improve the technology infrastructure in order to enhance the student learning experience, such as portable Viewsonic screens, document and web cameras for classroom use. 1:1 chromebooks are available for all students in grades 7-12 to enrich teaching and learning and encourage student-centered, project-based learning.

Class sizes are guided by the current School Committee policy: The Committee recognizes the need to maintain class sizes at a level which provides optimum teaching-learning atmosphere. The Committee will attempt to keep class size at no more than twenty-five (25) students. Special education classroom sizes are assigned to ensure compliance with special education regulations. Special education classroom instruction and support take place across varied settings: inclusion, small group, and self-contained classrooms.

Blackstone-Millville Regional Middle and High School will run on two different schedules to accommodate grades 7-12. Ideally our schedule would run parallel for grades 7-12 following the current grade 9-12 schedule. We will run a seven day rotation with a drop 1 schedule. Students attend 6 classes per day. Each class is approximately 53 minutes in length with the exception of the lunch period which is 60 minutes of instruction. Three times per month, our school has an advisory period that lasts 25 minutes in length.

Our Preschool program housed at the high school would provide an opportunity to create a Chapter 74 funded early childhood pathway.

SECTION FOUR: Community Engagement

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

Significant work has been completed in this area:

- The Capital Planning Committee (CPC) has been meeting monthly for almost three years. Recently, the CPC has decided to disband and will be replaced with the School Building Committee, voted on and approved by the School Committee on 6/22/23. However, the District's Small Capital Committee will continue to meet to identify, prioritize and address other capital needs and projects as the new school building process moves forward.

- For over two years, during the BMRSD School Committee meetings, the Chair of the CPC and the Superintendent have given regular updates to the School Committee and community on the progress being made with the school building project.

-The District has been looking at school reconfiguration for more than a year. The District has surveyed families for input regarding space use and grade span redesign. We have also held in-person and virtual informational/Q&A sessions.

-Over the last two years, the District, formally, has met with the Blackstone and Millville Board of Selectmen and Finance Subcommittee on eight different occasions to engage in dialogue about the new school building project. In addition, there have been a number of informal conversations with members from both boards and committees. Both the formal and informal discussions continue as the project moves forward.

-For the last two years, the District has sent regular community updates on the MSBA process/school building project. These updates include emails, social media posts, virtual meetings, and articles in the local newspaper. We will continue to update the community as we move forward.

-The School Committee approved a warrant article which was placed on each of the FY'24 Annual Town Meeting agendas (both held in May 2023). The article allowed for a Capital Stabilization Fund where the District allocates \$500,000 from its Excess and Deficiency Fund to help offset the cost of a Feasibility Study. Both towns successfully approved the Capital Stabilization Fund.

-The District offered and provided five community tours of the current BMRHS to the general public. For those who could not make an in-person tour, a video of the high school's current condition was filmed and shared with the public. The video is currently on the District's YouTube channel and is linked below. To date, it has had over 2,600 views.

 [The Current State of BMRHS • 1969-2023](#)

-A volunteer group of parents has formed, Building a Better BMR, to garner community support.

-The District has offered and participated in a tour of a newly constructed high school (Stoughton High School.) Additional tours of newly constructed facilities will be offered.

It is clear that an override or a debt exclusion in both towns will be necessary to fund the prospective project. However, at this time, no final decisions have been made.

SECTION FIVE: Attachments

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

Documents were submitted with the Statement of Interest. Please let me know if you need them again and I am more than happy to send them along.

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

Massachusetts School Building Authority
617-720-4466
Jennifer.Flynn@massschoolbuildings.org