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| **Massachusetts School Building Authority****School District Educational Profile Questionnaire (the “Questionnaire”)****Date \_\_June 26, 2023\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Name of School District (the “District”)** Town of East Bridgewater **Name of Priority Statement of Interest School** Central Elementary School **Author(s) of the Educational Profile Questionnaire (Name, Title) \_Kate Byrne, Principal; Elizabeth Legault Superintendent and Brian Kiely, Facilities Director. Uploaded files come from the office the Assistant Superintendent and Specialized Services Mr. John Phelan.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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 |
| **Central Elementary School** | **K-4**  | **PreK-2** | **1951** | **2021** | **77,100** | **Y** |
| Gordon W. Mitchell Middle School | 5-8 | 3-6 | 1968 | 1997 | 164,399 | Y |
| East Bridgewater High School | 7-12 | 7-12 | 2013 |  | 155,063 | 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 at Central School (grades PreK-2) transition to the Mitchell School (grades 3-6), Students then transition to the Junior Senior High School for grades 7-12.

**SECTION TWO: Current Priority Statement of Interest School, Central Elementary School**

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

|  | **ROOM TYPE** | **No. of Rooms**(e.g. N/A, 1, 2, etc.) | **Comments** |
| --- | --- | --- | --- |
| ***CORE ACADEMIC SPACES*** |  |  |
| *Pre-Kindergarten (indicate full/ half day in the Comments column)* | *3* | *(1- 5 day full day, 1- 2 & 3 Day full Day, 1 -½ day M,W,F Am/PM & T,Th AM/PM* |
| *Kindergarten (indicate full/ half day in the Comments column)* | *7* | *Full Day* |
| *Grade 1*  | *7* |  |
| *Grade 2* | *8* |  |
| *Grade 3* | *0* |  |
| *Grade 4* | *0* |  |
| *Grade 5* | *0* |  |
| *Grade 6* | *0* |  |
| *Grade 7* | *0* |  |
| *Grade 8* | *0* |  |
| *Math (Grades 9-12)* | *0* |  |
| *Science/ General Classroom (Grades 9-12)* | *0* |  |
| *Science Lab/ Demonstration (Grades 9-12)* | *0* |  |
| *Social Studies (Grades 9-12)* | *0* |  |
| *English (Grades 9-12)* | *0* |  |
| *World Language (Grades 9-12)* | *0* |  |
| *Other (indicate program in the Comments column)*  |  |  |
| ***SPECIAL EDUCATION*** | *8* | *5 stand alone classrooms, 2 rooms shared by multiple service providers (6), 1 non-traditional teaching space that opens to adjustment counselors office* |
| ***ART*** | *1* |  |
| ***MUSIC*** | *1* |  |
| *Practice Rooms* | *0* |  |
| ***HEALTH & PHYSICAL EDUCATION*** |  |  |
|  | *Adaptive PE Spaces* | *0* |  |
|  | *Health Room*  | *1* | *This space changes year to year. Last year health traveled on a cart to classrooms* |
|  | *Gymnasium* | *1* | *Gym/auditorium shared space* |
| ***MEDIA CENTER*** | *1* | *Library & Media - STEAM lab bins stored on top of library shelves* |
| ***DINING & FOOD SERVICE*** | *1* | Cafeteria and multi-purpose teacher copy room/work space  |
| **MEDICAL SUITE** |   |   |
|  | *Nurses' Office*  | 2 | converted guidance counselor office and tech space into 2nd nurse’s room |
| **ADMINISTRATION & GUIDANCE** |  8 | AP office is an old dental hygienist’s space, adjustment counselors offices have been created in former storage rooms, have taken over a sensory room, and are in non-traditional teaching spaces. Some rooms require entering other instructional or counseling spaces in order to gain entry. Early childhood office is used as a copy room, supply room, teacher’s room, and conference space. |
| **OUTDOOR LEARNING** | 1 | raised bed garden |
| **AUDITORIUM** | 1 | in the gym |
| **NATATORIUM** |  |  |
| **DESE APPROVED CHPT 74 SPACES** |  |  |
| **NON-CHPT 74 ENRICHMENT PROGRAM SPACES** |  |  |
| **NON-SCHOOL DISTRICT SPACES** |  |  |
| **OTHER** *(indicate type of program in the Comments column)* | 1 | ELL teaching space, access through adjoining special education and/or counseling 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.).

Central Elementary School’s core classroom spaces are self-contained inclusive instructional spaces that incorporate co-teaching and push-in services from special educators, adjustment counselors, service providers, and reading and math specialists. Special education, ELL, and non-traditional spaces are used for pull out services. The five substantially separate special education classrooms provide individualized instructional spaces for students in a partial inclusion, full inclusion, to substantially separate model. In 2022-2023 students in grades K-2 traveled to (4) special area classes with the exception of health which traveled on a cart from room to room. Our STEAM lab is a traveling cart/bin system that is stored in our Library Media room and does not have a dedicated room/space of its own. The cafeteria serves six lunches K-2 each day and also doubles as our teacher workroom/copy space. Special education, counseling, ELL, and Title 1 service areas share interconnected rooms that require providers and students to pass through instructional spaces. Our main office conference room is small and accommodates six people comfortably. This shared meeting space is in high demand (by administration and the IEP Coordinator) and is often used for additional testing, vision services, planning, and lunch space for displaced teachers. The district’s Before and After Care program uses the cafeteria two hours prior to school beginning and three hours after dismissal. This makes the cafeteria an active working environment for teachers who might be trying to access the workroom/copy space. Staff meetings are forced to be in smaller alternative spaces to accommodate the program. The gymnasium is also the auditorium. The stage is currently the storage area for all gym equipment and not usable for school based performances. Former sensory rooms supporting students' self-regulation needs have been converted into spaces for adjustment counselors and service providers.

C. Using the space below, provide information about the Central Elementary 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.

Central School participates in the district’s 1:1 technology initiative. Students in kindergarten access touch screen chromebooks and students in grades 1 and 2 use traditional chromebooks in the classroom. All classrooms are equipped with TouchView interactive boards and document cameras. General education classrooms are inclusive and self-contained. Central School has five specialized special education programs to meet the needs of students requiring partial inclusion to substantially separate placements. Co-teaching inclusive practices are present in preschool - second grade classrooms. Integrated therapies, core academic instruction, and SEL lessons are examples of some of our co-teaching. Teachers incorporate project based learning and STEAM opportunities when possible. Students in five-day full day preschool - grade 2 have a daily special: 30 minutes in preK, and 40 minutes grades K-2. Students in kindergarten have a 30 minute lunch period and a 20 minute recess. Students in grades 1 and 2 have a 20 minute lunch and a 20 minute recess daily.

[Scheduling Requirements](https://docs.google.com/document/d/1bkX1qoPdfnKf0ql3Axp6K0nvAvdncenFWpCPZ5JzYMs/edit)

**SECTION THREE: Proposed Priority Statement of Interest School, Central Elementary 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).

|  | **ROOM TYPE** | **No. of Rooms**(e.g. N/A, 1, 2, etc.) | **Comments** |
| --- | --- | --- | --- |
| ***CORE ACADEMIC SPACES*** |  |  |
| *Pre-Kindergarten (indicate full/ half day in the Comments column)* | *4* | *Include grade level team/copy room* |
| *Kindergarten (indicate full/ half day in the Comments column)* | *9* | *Full Day, include grade level team/copy room* |
| *Grade 1*  | *9* | *Include grade level team/copy room* |
| *Grade 2* | *9* | *Include grade level team/copy room* |
| *Grade 3* |  |  |
| *Grade 4* |  |  |
| *Grade 5* |  |  |
| *Grade 6* |  |  |
| *Grade 7* |  |  |
| *Grade 8* |  |  |
| *Math (Grades 9-12)* |  |  |
| *Science Instructional Space (Grades 9-12)* |  |  |
| *Social Studies (Grades 9-12)* |  |  |
| *English (Grades 9-12)* |  |  |
| *World Language (Grades 9-12)* |  |  |
| *Other (indicate program in the Comments column)*  |  |  |
| ***SPECIAL EDUCATION*** | *11* | *5 sub. separate classrooms, 3 grade level inclusion spaces, 2 - SLP spaces, OT & PT space* |
| ***ART*** | *1* |  |
| ***MUSIC*** | *1* |  |
| *Practice Rooms* |  |  |
| ***HEALTH & PHYSICAL EDUCATION*** |  |  |
|  | *Adaptive PE Spaces* | *1* | *Mini-Gym/therapy space* |
|  | *Gymnasium* | *1* |  |
|  | *Health*  | *1* |  |
| ***MEDIA CENTER*** | *1* |  |
| ***DINING & FOOD SERVICE*** | *1* |   |
| **MEDICAL SUITE** |   |   |
|  | *Nurses' Office*  | 2 |   |
| **ADMINISTRATION & GUIDANCE** |  10 | Main office, Principal, Assistant Principal, Early Childhood IEP Coordinator, Attendance Administrative Assistant, 3 - counselors, 2 Meeting/Conference Room |
| **OUTDOOR LEARNING** | 1 |  |
| **AUDITORIUM** | 1 |  |
| **NATATORIUM** |  |  |
| **DESE APPROVED CHPT 74 SPACES** |  |  |
| **NON-CHPT 74 ENRICHMENT PROGRAM SPACES** |  |  |
| **NON-SCHOOL DISTRICT SPACES** |  | e.g. Public Works |
| **OTHER** *(indicate type of program in the Comments column)* | 6 | ELL, STEAM Lab, 2 - Sensory rooms/, Learning commons, Curriculum office/ teaching space |

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.

· A sensory room space would be a support for all learners within the school setting. This space would need to be appropriate to support students with staff support

· SLPs, OT, PT would need designated space for treatment as well as work space, but it would be advantageous to have a space that could allow for the assessment of students via arena evaluation.

C. Using the space below, provide information about the Central Elementary 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.

**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 Central Elementary 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.

We continue to meet with the Central School Faculty, PTO and School council. We continue to send correspondence to the community to update them on MSBA timeline and process.

Our building community has recently been approved by the MSBA.

At The School Committee meetings, we will continue to discuss the process.

We have discussed with the Town of East Bridgwater to have a Special Fall Town Meeting to fund the Feasibility Study for the 23-24 school year. The town has agreed to support the meeting.

**SECTION FIVE: Attachments**

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

Documents attached:

* East Bridgewater DESE Tier 1 Tiered Focus Monitoring Review Cover letter
* East Bridgewater DESE Tier 1 Tiered Focus Monitoring Report - Dated 06/01/23
* East Bridgewater DESE Targeted District Review Report - Dated March 2022
* East Bridgewater 2022-23 ELE Program TFM Continuous Improvement Monitoring Plan
* East Bridgewater Federal Grants (Titles I, IIA, IVA) Monitoring - Required Actions

Should you have any questions as you complete this document,

please contact your Project Coordinator, Nina Pappacostas at:

Massachusetts School Building Authority

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