

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

Date April 13, 2022

Name of School District (the “District”) South Shore Regional Vocational School District

Name of Priority Statement of Interest School South Shore Regional Vocational Technical High School

**Author(s) of the Educational Profile Questionnaire (Name, Title)
Thomas J. Hickey, Ed.D., Superintendent-Director**

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 2021 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
South Shore Technical High School	9-12	9-12	1962	1992	130,000	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 who live in the district apply to attend South Shore via its admissions process. South Shore is a single school district.

Since the 2016 MSBA survey, in terms of available square footage of usable space, the district has added a stand alone maintenance building and stand alone greenhouse used by the Horticulture Landscape Construction program.

SECTION TWO: Current Priority Statement of Interest School, South Shore Technical High School

A. Please complete the chart below indicating the number of each room type currently in the South Shore Technical High School. 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>	0	
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	0	
<i>Grade 1</i>	0	
<i>Grade 2</i>	0	
<i>Grade 3</i>	0	
<i>Grade 4</i>	0	
<i>Grade 5</i>	0	
<i>Grade 6</i>	0	
<i>Grade 7</i>	0	
<i>Grade 8</i>	0	
<i>Math (Grades 9-12)</i>	<u>6</u>	
<i>Science/ General Classroom (Grades 9-12)</i>	<u>1</u>	
<i>Science Lab/ Demonstration (Grades 9-12)</i>	<u>4.5</u>	<i>.5: shared with Ch74 program (MET2)</i>
<i>Social Studies (Grades 9-12)</i>	<u>4</u>	
<i>English (Grades 9-12)</i>	<u>6</u>	
<i>World Language (Grades 9-12)</i>	0	
<i>Other (indicate program in the Comments column)</i>	<u>1</u>	<i>Ch74 Related Classroom 122</i>
<u>SPECIAL EDUCATION</u>	0	
<u>ART</u>	0	
<u>MUSIC</u>		
<i>Practice Rooms</i>	0	
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>	0	
<i>Gymnasium</i>	1	
<u>MEDIA CENTER</u>	0.5	<i>Part of Lecture Hall</i>
<u>DINING & FOOD SERVICE</u>	1	
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	1	
<u>ADMINISTRATION & GUIDANCE</u>	3	<i>In the student services suite, there are 6 offices, 1 student work room for our Bridge program, and 1 conference room. In the</i>

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
		main office, there are 5 offices. In the vocational office, there is 1 office, and in the IT area, there is 1 office and 1 conference room.
<u>OUTDOOR LEARNING</u>	2	Barn and Greenhouse
<u>AUDITORIUM</u>	0.5	Only 70 seats; had to take upper tier for library media center footprint
<u>NATATORIUM</u>	0	
		Allied Health (2), Cosmetology (2.25), Culinary Arts (2.5*), Manufacturing Engineering Tech (2.5), Graphic Comm//Design Visual Comm (2), HVAC-R (1.5*), Automotive (2.5*), Horticulture Landscape Construction (1), Computer Information Technology (1), Metal Fabrication Welding (2), Carpentry (1.5*)
<u>DESE APPROVED CHPT 74 SPACES</u>	20.75	*=the fraction reflects non-exclusive use of a classroom for related theory instruction; these rooms are shared with academic departments
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	0	n/a
<u>NON-SCHOOL DISTRICT SPACES</u>	0	n/a
<u>OTHER</u> (indicate type of program in the Comments column)	3	Teacher workroom 317, teacher lunchroom 109, school resource office office near HVAC shop

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. **Core spaces:** Core spaces/classrooms are used for English, mathematics, science and social studies classes in a typical block format. Additionally, there are Chapter 74 related theory classes that also use these core spaces. Most classrooms are shared by instructors, so these classrooms contain 2 teacher desks and up to 25 student desks in most cases

2. Specialty spaces

- Our single nurse’s office provides all of the medical care for students.
- Our school psychologist uses 1 office in the main office for testing.
- All other specialists work out of the student services suite.
- Speech & Language Pathologist shares office with SRO outside HVAC. Uses random unused classrooms for social group meetings.

3. Non traditional spaces

- Our library was moved to the upper part of our lecture hall in order to make more room for our Allied Health program, which took over the existing library space. The library is used primarily for addressing small group student needs such as in school suspension, and supporting students returning to school after a lengthy absence
- The cafeteria is used daily for tutoring sessions after the last lunch concludes in the afternoon, and it is also used as a place for wrestling practice during the winter sports season.
- All PE/Health courses are taught in the gymnasium

C. Using the space below, provide information about the South Shore Technical 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.

Teaching methodology:

- Special education: Co-taught inclusion classes are scheduled for students with B and C settings. There are no substantially separate classes. The typical model of instruction would include 2 teachers or one teacher and one paraprofessional.
- All technology needs are integrated into classrooms; students are given a Chromebook when admitted to SST and they use the device in all classroom-based courses.
- Chapter 74 programs include a core group of Chapter 74 teachers who offer shop and classroom theory instruction; instruction is competency-based and largely project based.
- Academic courses are organized by traditional departmental subject areas
- All courses assess students on achievement and work habits competencies. Social emotional learning and student supports are often embedded in the courses, with push in activities involving student services staff (e.g. guidance counselors; adjustment counselors)
- Cooperative education is a grade 11-12 pathway for eligible students to work off campus on their shop week schedule.

Scheduling particulars:

Students are scheduled into their Chapter 74 major on an alternating week basis. For grade 9-10 students, a typical 'shop' day includes one block of time in a classroom and the remainder of the time in a shop setting. For grade 11-12 students, the entire shop day is in a shop setting.

On the opposite calendar week, students have four 80-minute blocks of instruction followed by a 40 minute directed study period.

Class size policies:

There is a "goal" in the collective bargaining agreement that classes not exceed 25 students per class (assuming 1 teacher for the class).

SECTION THREE: Proposed Priority Statement of Interest School, South Shore Technical 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 2021 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).

<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>	0	
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	0	
<i>Grade 1</i>	0	
<i>Grade 2</i>	0	
<i>Grade 3</i>	0	
<i>Grade 4</i>	0	
<i>Grade 5</i>	0	
<i>Grade 6</i>	0	
<i>Grade 7</i>	0	
<i>Grade 8</i>	0	
<i>Math (Grades 9-12)</i>	<u>12</u>	
<i>Science Instructional Space (Grades 9-12)</i>	<u>11</u>	
<i>Social Studies (Grades 9-12)</i>	<u>9</u>	
<i>English (Grades 9-12)</i>	<u>12</u>	
<i>World Language (Grades 9-12)</i>	<u>2</u>	<i>We offer no World Languages currently</i>
<i>Other (indicate program in the Comments column)</i>	<u>14</u>	<i>A dedicated room for each Ch74 program (14 represents 12 existing programs and 2 new programs)</i>
<u>SPECIAL EDUCATION</u>		
<u>ART</u>	0	
<u>MUSIC</u>		
<i>Practice Rooms</i>	0	
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Adaptive PE Spaces</i>	1	
<i>Gymnasium</i>	2	
<u>MEDIA CENTER</u>	1	
<u>DINING & FOOD SERVICE</u>	1	

<u>ROOM TYPE</u>	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	2	
<u>ADMINISTRATION & GUIDANCE</u>	3	
<u>OUTDOOR LEARNING</u>	2	Horticulture Program barn and greenhouse
<u>AUDITORIUM</u>	1	
<u>NATATORIUM</u>	0	
<u>DESE APPROVED CHPT 74 SPACES</u>	15	Existing 12 shops + 3 new shops. Does not include "related" classrooms. These are included under "Other" earlier in the chart.
<u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u>	1	Fire Science
<u>NON-SCHOOL DISTRICT SPACES</u>	0	e.g. Public Works
<u>OTHER</u> (<i>indicate type of program in the Comments column</i>)	7	1. SRO office 2. Bridge Program space for students coming back to school after absence 3. Teacher lunchroom 4. Student testing area 5. Team meeting space 6. Teacher workroom 7. Technology studio

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.

Additional core and common space will have the most immediate impact. It will allow for more opportunities for students to collaborate with one another and within subject areas. Whole class assemblies or large group meetings/seminars (e.g. cooperative education), a near impossibility now due to space constraints, will become a more regular occurrence.

More office space located closer to instructional areas will assist with proper supervision because it will be designed with student hallway/campus traffic patterns in mind. Current configurations are a challenge.

Additional specialty space will allow for student services personnel to have adequate space for private meetings, family meetings and also the ability to properly implement supports for

students who transition from lengthy absences or who otherwise need time and support before returning to class.

The nurse's office will become a proper health office with adequate space for the nurse to have confidential calls with families and also observe students who are in need of care. A second office is needed closer to Ch74 programs.

There are no immediate staff training needs as a result of the addition of proposed space to core, specialty and non traditional areas.

C. Using the space below, provide information about the South Shore Technical 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.

With additional space, teachers will have more flexibility on how to address curriculum objectives. For instance, a larger shop area will allow us in some cases to add more equipment, thus lowering the student to equipment ratio will mean that students will have more opportunities to fix a car, work on a client's hair, practice CPR on a mannequin etc. A larger science lab will allow for easier setup and clean up of labs and give students precious space to implement the lab activities, especially in the areas of Physics and Engineering, which often involve the use of mechanical arms, robot building and operation etc. Current lab space is cramped and students are forced to do some labs in hallways, cafeteria and gymnasium if it is not being used. Nearly all of our classes have 2 teacher desks, which takes up precious instructional space.

There would be no changes to class size policies. There is currently no limit in our policy manual or collective bargaining agreement other than a general goal to keep a class size to 25 students.

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 South Shore Technical 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.

1. Community outreach:

- a. Program Advisory Committees: At our spring 2022 advisory committee meetings, focused on our chapter 74 programs, advisors were informed of the invitation to the eligibility period and asked to begin envisioning what a renovated/expanded program could offer in terms of curriculum delivery.

- b. School Council & Parents Association were also informed of our invitation to eligibility and will be consulted regularly throughout the MSBA process, especially for design feedback.
- c. Student Council: The Superintendent-Director met with student council leaders in March 2022 after the invitation to eligibility and received considerable feedback on student priorities for school design. The focus was on a general lack of space for all school functions, including common areas, shop areas, student parking, athletics and cafeteria.
- d. Faculty & Staff: Faculty and staff were informed of the invitation to eligibility. Conversations about the need for more space and better configuration have been ongoing for several years at SST and so the invitation offers a formal process to harness these ideas and share them with MSBA via the project team. The conclusions are similar to our 2018 Facilities Master Plan: We lack instructional space to expand program offerings and we lack specialized space to serve special populations.

2. There is no consideration to reconfigure grades, consolidate facilities or change current teaching methodology.

3. It is very likely that several of our eight communities will need a debt exclusion to fund their share of the assessment that would be tied to the borrowing for this project. Debt share for a future project, based on current trends could range from anywhere from less than 1% up to 26% based on our regional agreement use of student enrollment in the 3 fiscal years which precede a debt authorization vote.

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:

Most recent Coordinated Program Review
 Most recent NEASC report

Documents on file:

Facilities Master Plan

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

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