

Middleborough High School

Feasibility Study

Preliminary Education Plan



**Middleborough High School
Feasibility Study
Preliminary Education Plan**

Table of Contents

1. Introduction.....	3-4
2. Grade and School Configuration.....	4-8
3. Class Size Policies.....	8-9
4. School Scheduling Method.....	9-10
5. Teaching Methodology and Structure.....	10-13
6. Teacher Planning and Room Assignment Policies.....	13-16
7. Lunch Program.....	16-17
8. Technology Instruction Policies and Program Requirements.....	17-21
9. Media Center/Learning Commons.....	21-22
10. Guidance and Counseling.....	23-24
11. Natural and Applied Sciences.....	24-26
12. Art/Music/Performing Arts Programs.....	26-29
13. Student Activities.....	29-30
14. Business/College-Career Readiness.....	30-31
15. English Language Learners.....	31
16. Physical Education/Athletics.....	31-36
17. Alternative High School ~ Futures Program.....	37
18. Special Education Programs.....	37-43
19. Center for Innovative Studies.....	43-45
20. Transportation Policies.....	45-46
21. Transportation/Parking for Middleborough High School.....	46-48
22. Functional and Spatial Relationships and Key Programming Adjacencies.....	48-51
23. Security and Visual Access Requirements.....	51-57
24. Conclusion.....	57-58

PRELIMINARY MIDDLEBOROUGH HIGH SCHOOL EDUCATIONAL PLAN

INTRODUCTION:

As part of the Middleborough High School Feasibility Study being conducted with the Massachusetts School Building Authority, the Middleborough Public School District developed this preliminary educational program for the proposed Middleborough High School based on the requirements outlined in the MSBA Module 3 – Feasibility Study, Section 3.1.2 – Educational Program.

Middleborough High School, "*Home of the Sachems*," is rich with history and tradition. The school culture and spirit is unmatched in relation to many other high schools. Our student body is proud of their school and refers to their school as their "home away from home". As a school community, together we tell the story about Middleborough High School and how proud we are of that story. Our school is a story of transformation. Despite the rich history and tradition, our school had fallen into a place that our community was not proud of. Our accountability rating had slipped into a Level 3 status; our NEASC Accreditation in 2013 placed our school on warning with close to 70 major recommendations for improvement. A significant factor in our being placed on warning status was the condition of the facility. The report noted multiple deficiencies in the quality of the learning environment related to the deterioration and layout of the building. The staff morale was low and administrative turn-over was quite high. The foundation of our school and message we give to our students each day is to "Finish Strong". The term "strong" has become the foundation of our school community. Since those very difficult days in 2011 – 2013, our school community has come together and has grown. Together we have transformed our school. In one year, Middleborough High School elevated our accountability rating to a Level 2 in the Massachusetts Accountability System, and with each passing year, we move closer and closer to a Level 1 high school. Together, we have moved our school to have over 170 qualifying scores in the 2016 Advanced Placement Exams. We have become an AP Capstone School, which is a testament to our growth and commitment to excellence. Our faculty and staff believe in our school, our students and want excellence within our classrooms each and every day. We have become a school that our community is proud of. While the physical structure is now tired and out of date, the soul of the school is readily apparent to any visitor. You only need to enter our classrooms and watch the incredible teaching and learning that is happening within our school community.

Although, the administration and faculty of Middleborough High School is proud of our significant growth over the last five years, our goals and desires are much higher than that. It is our goal to provide each student with an educational experience that will allow their learning to truly engage in a 21st century learning experience. It is our vision to provide the students of Middleborough High School with the foundation of the

reading, writing, speaking and reasoning skills through analysis and problem solving through the most current and cutting edge knowledge and experiences to allow every student from Middleborough High School to be prepared, engaged and highly competitive for the future.

In preparation for the compilation of the Middleborough High School Education Plan a great deal of time and energy was placed in the Vision Planning Sessions (September 14, 15 & 22, 2016) and the Architectural Programming Meetings (September 29 & 30, 2016). During these sessions, all stakeholders within the Middleborough High School Community were involved to share their vision for a 21st century Middleborough High School. The Vision Planning Meetings brought Dr. Frank Locker to guide a team of 45 administrators, teachers, students and community members together to begin the visioning process for the new facility. This team created the first chapter of the development of this education plan. The Architectural Programming Meetings engaged the entire faculty with the architects from Drummey, Rosane and Anderson (DRA) to listen to each content area and department to the needs of their respective disciplines. Additionally, DRA spent a day at Middleborough High School meeting with approximately 40 student leaders who represent all clubs, activities, and athletic teams listening to their vision from a student perspective on what should be included and considered for a new school. It is with great confidence that this Education Plan is a testament to the voice of an entire school community as we, together, create a vision for 21st century Middleborough High School.

GRADE AND SCHOOL CONFIGURATION:

Middleborough Public Schools is comprised of one early childhood center and kindergarten, two elementary schools (1-5), one middle school (6-8), and one high school (9-12). Additionally, Middleborough High School houses within the current structure an alternative high school, called Futures, and a Community Evening School Program. The approximate district enrollment as of October 1, 2016 is 3,011. Middleborough High School serves grades nine through twelve. Our grade structure is traditional in scope, and the alternative high school (Futures Program) currently offers students a three-year program, and is in the process of moving to a four-year program that will mirror the grade structure of the mainstream high school. Special education students beyond grade 12 are included at Middleborough High School. The high school population represents 23% of the district's total enrollment.

The high school is organized in a departmental structure, with special education programs woven throughout the school. Although the high school is organized by departments, the physical limitation of the school has resulted in content areas being dispersed throughout the building. In 1997, the high school moved to an alternating block schedule model where our students carried eight classes over a two-day period. Each class was 86-minutes in length. In 2007, the high school made a change to the

block schedule to create a four-by-four block schedule. Students carry four classes each semester (September – January and January – June). This format is our present schedule today. Due to a significant increase in opportunity and programs for our students, the configuration of the high school schedule provides students courses that run 45, 90, 135 and 180 days in length.

Middleborough High School adopted a Freshman Academy model in 2013 to help with the transition from middle to high school. The academy is not located within a separate section of the high school. The scope of the academy is based on the common expectations of the teachers who engage the ninth-grader. The Freshman Academy will continue in the new high school. However, it is important to note that we do not envision this program being housed within a wing/section of the high school. Our philosophy of the Freshmen Academy is to engage our ninth-graders within the entire high school community to ensure a different environment than their experience from middle school. The Freshmen Academy is a collaborative effort of all teachers of ninth-graders to create common and shared protocols and expectations that will allow for the transition to high school with ease. However, flexibility within the new facility would allow for a change in this structure if deemed necessary. Additionally, we are piloting a program that was launched this year by a team of administrators and teachers at Middleborough High School called, "Project Success". This launch is a branch of the Freshman Academy and a test of a "schedule within a schedule". It would be a goal of the facility to maintain a Freshman Academy model. To make this accommodation a possibility, the facility should be designed in such a way that areas are flexible to accommodate the type of scheduling and space configurations a Freshman Academy would require.

The current schedule at the high school is being studied for a potential change in the future. The high school created a formal scheduling committee that is made up of administrators and teachers to explore how our current schedule is working and meeting with success, as well as areas of challenge. The vision for the future includes a schedule that will foster collaboration between and among all academic areas of the high school. Additionally, one of our goals is to create common planning time for each department. It is imperative to note that our current schedule will not impact the design or structure of the new facility if we keep the current block schedule, or move to change the daily schedule. Currently, departments meet formally twice per month, as well as informally on a regular basis. Department offices (English, Math, Science, History, and Foreign Language) do not have a suitable and appropriate space for meeting and collaboration. For many of these departments they meet in classrooms within their academic wing of the school. Special Education, Physical Education and Fine Arts do not have any office space that can be used for meeting and collaborative purposes. These dynamics are not ideal for fostering a collaborative and engaging environment for the faculty at the high school. In the vision of the new high school, space would be designed for each content area to have an appropriate area for

collaboration, creativity and design. It is the vision that the area would be designed to have a large space for meeting and collaboration. Additionally, the space would include a small conference room that would foster small group and break-out space. The furniture would allow each teacher to have a “home-base”, but allow for a display and presentation space. The space would include a small kitchen area and appropriate technology for presentation and sharing.

Our special education programming is a large part of the structure of the high school. The majority of our special education students are in a full inclusion model. Our goal would be to foster and improve that model by dispersing special educational services throughout the school to assure equitable treatment to all students. Currently, Middleborough High School has five different delivery models to ensure that all of our special education models are being served. These models are: Social/Emotional Program (LINKS), Language-Based Program (English), AIMS/Post-Graduate Program and Inclusion Model. In a new high school, it would be our goal to improve service management and collaboration by locating these programs close to each other while assuring they are fully included in the high school experience. Many of these programs were created to provide services within the school district to avoid sending students out of the district for services. In envisioning the scope of the special education programs at Middleborough High School it is our vision to accommodate the following:

- ***Links Program (Social-Emotional Program):*** This program, dealing with significant social and emotional needs, would benefit from close proximity to pupil support functions in the Health and Wellness area of the school.
- ***Life Skills/Alternative Instruction Multi-Sensory Program AIMS and Post-Graduate:*** As a transitional program providing real world skills to our older students, this program would benefit from close proximity to Career/Technical area of the high school.
- ***Language Based Program:*** The language based program would be embedded within the Humanities and STEM areas of the envisioned school.
- ***Inclusion Model:*** This program, focused on students with specific learning disabilities that require additional academic support in general classroom environments would be facilitated throughout the school by utilizing breakout and small group instructional spaces within the general classroom areas.

The high school curriculum and Program of Studies has undergone an extensive evaluation and revision over the last five years. Our Program of Studies aligns with MASS CORE Curriculum, college entrance requirements, career readiness and MCAS/PARCC preparation. The revision of our Program of Studies has created a high school that is rich with rigorous learning experiences for our students. The high school eliminated our College Technical Preparatory Level (CT) in 2014, which has transformed the teaching and learning experiences at the high school. With the elimination of the CT level at the high school, now all of our students can engage in a post-secondary

experience that includes a four-year college or university. With the alignment to the MASS CORE, updated curriculum standards and the evolution of the MCAS assessments, we are quite proud of the growth in our educational programs at the high school. Our graduating classes have averaged approximately a 79% rate of post-secondary institutions. This growth in students attending college after they graduate is something we are most proud of. It is our goal to engage our students with even more experiences to help foster their confidence that college is in their future. It is important to note that many of our students are first generation to attend college. This fact is something we take quite seriously, and it is imperative that our educational programming will allow all students to find a connection to a post-secondary learning experience. Our vision within a 21st century high school is to include a College and Career Readiness Center that will be organized and maintained through our Guidance Department. This center will allow for all students to have a place to explore, seek information and to have the ability to chart their path toward the next chapter in life. This center would be located as a part of the Guidance Department or Learning Commons. It would have book shelves, conference tables, small collaborative space, computers for research, and technology capabilities for small group presentations.

Middleborough High School is quite proud of the growth that our school has demonstrated in regard to curriculum, teaching and student learning. The programs that we are offering to our students provide a rigorous approach to learning. Students have over 140 courses to choose from in the areas of English, Mathematics, Science, History/Social Studies, Foreign Language, Visual Arts, Computer Technology, Performing Arts and Physical Education. Within these content areas, we offer a wide array of electives to students at all levels. Additionally, our faculty is encouraged to design and engage students in new cutting edge electives, such as Forensic Science, Digital Imaging and Video Game Design. The faculty of the high school strongly supports a facility that will engage our students within academic experiences that will align with our 21st century learning expectations more than what we are currently able to provide due to challenges that our current facility provides. We envision our programs to expand in all content areas. However, we believe a strong area of focus for our students needs to be in science, visual arts, engineering/CAD, and technology, culinary and additional support for the special education programs that are part of the high school community. Our faculty supports the inclusion of a Fabrication Lab, and Maker Spaces within the high school to foster exploration and cross-pollination of disciplines, especially within mathematics, science and technology. The space would be designed to support a wide range of activities that would supplement the curriculum in many areas of the Middleborough High School program. The concept of "Maker Space" throughout the new facility will allow students to explore, create and expand their depth of knowledge through a 21st century approach to career/technical approach to teaching and learning. Additionally, our faculty believes the inclusion of a culinary program would be of a great benefit to our students. Our Foods Program was eliminated in 2014 when the "Foods Room", which was our old home economics room,

was transformed to house the Life Skills/AIMS Program. It would be the hope to bring this program back to the high school including a true culinary experience for our students.

The high school Advanced Placement Program is one of the pillars of the program offerings for our students. Currently, there are 200 students engaged in the Advanced Placement Program. It is our vision to engage in even more AP Programs such as Computer Science. The facility must allow for higher level computer programming courses to engage the students of the high school.

Each year, on average, Middleborough High School loses from Grade 8, approximately 80 students who enroll in private or regional/technical schools rather than enroll at Middleborough High School. The majority of the students who do not come to the high school are choosing the technical high school over their town high school. It is our vision to attract students to enter Grade 9 at Middleborough High School with the inclusion of career-ready programs and the enhancement of our science, engineering, visual arts and technology programs. We anticipate that with the creation of a 21st century Middleborough High School, the numbers of students not attending the high school will decrease with the inclusion of more college and career ready opportunities for our students within the community of Middleborough.

It is important to note and recognize the design enrollment of 720 students. However, we anticipate the enrollment of our student population will only increase as our community has significant potential for growth, that the new facility be designed in such a way to provide significant flexibility to accommodate any potential increases of student population within the community.

CLASS SIZE POLICIES

Middleborough High School is diligent in watching the enrollment and class size for all content areas. On average, our class size is approximately 21 students. The Middleborough School Committee has mandated that courses will not be offered if enrollment is less than 15 students. However, there are exceptions to the mandate. Some of our Advanced Placement courses, level four languages, and classes with only one section may not fit the criteria. We then make the decision to offer the course because it is in the best interest of the students. Additionally, we work to ensure that our lab sciences do not have more than 24 students, which is recommended by the National Science Teachers Association. However, there are electives that will have higher enrollments that reach up to 30 students due to the nature of the course and our ability to schedule the teacher and location. Our Performing Arts (Band, Orchestra) tend to have higher numbers as well. It is important to note that our Physical Education Program historically has very high numbers due to lack of programming opportunities. It is planned to allow for more of a flexible space in the gym to

accommodate different configurations of the students engaged in the gym class during any given time of the day. Currently, three teachers must share a gym space that is no longer an appropriate space to engage teaching and learning effectively.

SCHOOL SCHEDULING METHOD

The school day begins with the first bell at 7:10am. Teachers are expected, per the contract, to be outside of teaching locations to welcome students and begin the day. The late bell rings at 7:20am, when the start of Block 1 begins. The school day ends at 1:50pm and teachers are required to stay until 2:20pm daily to provide extra help for students. Additionally, the school district provides late buses on Monday, Tuesday and Wednesday of each week to allow for students to participate in any activities or extra help sessions. Late buses will pick students up at the high school between 3:30 – 3:45pm.

Currently, our schedule is a 4 X 4 Block Schedule. Our students engage in four 86-minute blocks each day. Classes under this model will run for 90-days and then change to four new classes at the end of January. Many electives run for 45-days (a quarter length) throughout all content areas. Advanced Placement courses will run for 135-days (every day, first semester and every-other-day, second semester). Our Advanced Placement Biology, Chemistry, Physics and Calculus BC run for 180-days due to the nature of the course and the recommendation from College Board to maximize the optimal learning for academic success. Our Project Success Program offers the 40 freshmen enrolled an opportunity for year-long classes in Biology, Algebra I and English I in preparation for their MCAS tests over the next two years.

It is important to note that under our current schedule, we must provide four lunch periods per day due to space limitations in the cafeteria. It is our hope that within the new facility, the dining common/cafeeteria would be large enough to provide the recommended three lunch rotations instead of the current four.

It is the vision to explore a new/modified schedule to accommodate the needs of a new facility in terms of the daily schedule. With the launch of the Project Success Program, we are exploring the concept of a “schedule within a schedule” model for the new facility that would engage our ninth and tenth graders differently than our juniors and seniors in regard to their daily schedule.

Middleborough High School Schedule ~ 2016 – 2017 School Year

<i>Teachers on Duty</i>	7:10am	10-minutes
<i>Block 1</i>	7:20 – 8:44am	84 minutes
<i>Block 2</i>	8:49 – 10:13am	84 minutes
<i>Block 3 (Lunch Block)</i>	10:16am – 12:22pm 10:16 – 10:46am (L1) 10:48 – 11:18am (L2) 11:20 – 11:50am (L3) 11:52am – 12:22pm (L4)	86 minutes
<i>Block 4</i>	12:25 – 1:50pm	85 minutes
<i>Dismissal</i>	1:50pm	

The SachemSTRONG Advisory Program was established at Middleborough High School in 2013. The Advisory Program is managed and the curriculum facilitated through the Guidance Department. Working collaboratively with the entire faculty, students are assigned an advisor (teacher) for their entire time at the high school. The Advisory focuses on our Guidance Curriculum and our work to create the Individual Learning Plans (ILP) that are highly recommended by the Department of Elementary and Secondary Education (DESE). The Advisory meets 12 times throughout the school year with a specialized schedule allowing advisories to meet for 35-minutes for each session. It is the vision to expand the SachemSTRONG Advisory Program to have advisors and students meeting more regularly. This expansion of time is being investigated by the NEASC Follow-Up Committee in conjunction with the Guidance Department.

TEACHING METHODOLOGY AND STRUCTURE

Historically, Middleborough High School has been a traditional high school in its delivery of instruction. Throughout the last five years, the high school has transformed itself to be a high school that has changed the teaching and learning practices in our classrooms. The 2013 NEASC Report gave significant recommendations regarding the infusion of effective and meaningful professional development. The School Committee has supported numerous professional development initiatives that have had direct impact on the teaching and learning protocols at Middleborough High School. Teachers have been trained in the use of 21st century skills in the classroom, inquiry-based instruction, differentiated instruction, effective teaching and pedagogical strategies, and the use of data and assessment to drive teaching and learning.

The Leadership Team at the high school, which is comprised of all department chairs and directors have had significant training on the creation and implementation of professional learning communities (PLC). The high school has fostered and cultivated a culture of collaboration and engagement amongst the entire faculty. As the current school tends to segment and isolate teaching communities, our hope is that the new

school will foster closer collaboration and communication. Each year, collectively, the faculty at the high school creates an Accountability Plan, which is a comprehensive document that will drive all decision making at the high school. The Accountability Plan is guided by an essential question, which all content areas must follow and revisit throughout the school year. The essential question for the 2016 – 2017 school year is, *"How can Middleborough High School provide instructional resources and personalized support that will allow all students to acquire, communicate, demonstrate, hone and transfer the skills they need in order to be college and career ready?"* This plan has allowed for a transformation of how our school engages teaching and learning. Due to our commitment to improving teaching and learning strategies, expectations and protocols throughout the high school, the growth within our students has been clearly noticed. The high school moved from a Level 3 high school to a Level 2 school in just one year. We anticipate we will be a Level 1 high school next year.

The high school has embarked on common practices that can be seen throughout the school. The Freshman Academy, which was established in 2013, has engaged all teachers involved in the Academy to share common practices in the classroom. All classes engage in bell-ringer activities and daily formative assessments. These assessments have fostered a deeper understanding of students and their depth of learning.

Middleborough High School has launched a formal literacy plan this year. Every classroom, every teacher, every student is focusing their teaching and learning around the core principles of reading, writing, speaking and reasoning, which has united the school. The concept of formal writing protocols and common practices in the classroom, which includes shared literacy objectives in all classrooms. The Middleborough High School Literacy Plan was created organically, through a tremendous amount of faculty input and collaboration. The Instructional Leadership Team (ILT) is monitoring the progress of the Literacy Plan.

In planning for a new facility, it is important to keep the identity of the respective departments at the high school. However, the new facility will create spaces for teachers to collaborate between and among content areas. Classrooms throughout the school should be designed for collaboration and connection as well. Additionally, the high school should have a large group breakout/common space for each academic area to allow for large group engagement, collaborative work, presentations, demonstrations or speakers. This large group space should be easily accessible from all academic classrooms and contain necessary technology to enhance student learning, such as, projection capabilities, whiteboards, appropriate seating for presentation. Most importantly, this space must allow for the area to be flexible depending on the needs of the teachers and students at any given time. Lastly, it would be a space that could be used for interdisciplinary initiatives that the high school does more on an informal basis due to limitations within the current facility and current block schedule.

To be eligible for a high school diploma, students in all grades must earn 136 credits to graduate.

Content Area	Credits Needed	Description
English	20 Credits	Students must pass four full semester courses: English I, II, III and IV
Mathematics	15 OR 20 Credits	Students must pass three full semester mathematics courses (EPP students and four-year college bound students must take 20 credits)
Science	15 Credits	Students must pass three full semester lab science courses
History/Social Studies	15 Credits	Students must pass World History II, US History I and US History II
Foreign Language	10 Credits	Students must pass two years of the same foreign language in the appropriate sequence
Health/Wellness Physical Education	10 Credits	Students must pass four (2.5 credit) Health/Wellness/Physical Education courses (one PE class per year)
Computer Technology	5 Credits	Students must pass one five credit technology or two 2.5 credit courses
Fine Arts	5 Credits	Students must pass one five credit fine arts or two 2.5 credit courses
Senior Credit Requirement	30 Credits	All seniors must earn at least 30 credits during their senior year in order to receive their diploma
MCAS		All MCAS requirements must be met

Middleborough High School offers courses at the Advanced Placement, Honors and College Preparatory level. In the fall of 2014, the high school eliminated the College Technical Preparatory level, referred to (CT). As the high school moved to raise the expectations for all students and to provide students a rigorous learning experience across all academic levels, the school felt strongly in the elimination of this level. Additionally, we found that this level was limiting our students' ability to move onto a four-year post-secondary experience. Currently, the Class of 2017 is the last class to have the opportunity to engage in a (CT) learning experience. The elimination of the (CT) began with the Class of 2018. It is important to note the wide array of electives that are offered at the high school throughout all content areas. Many of these courses are offered "un-leveled" to allow for a true heterogeneous experience in all content areas. Currently, all classes at Middleborough High School run on a block schedule with 84-minute class periods. We do offer a small program called "Project Success" that has Algebra I, English I and Biology for 56-minute periods for 180 days. This program was

created to address the needs of students who historically score in the under-proficient range on their MCAS assessments. The goal of this program for a group of 40-ninth graders is to ensure they only take the high school “high-stakes” assessments once.

The classroom structure at Middleborough High School is quite traditional. The classrooms do not allow for a great deal of flexibility. Our science labs do not allow for any flexibility. With the diverse programs that are offered at the high school it would be important that our classroom spaces can grow with our academic offerings. The new facility should have classroom spaces that are large enough and flexible enough to allow for different instructional settings. The importance of collaboration, small group instruction, large group instruction, hands-on activities and a presentation space would allow for an optimal learning environment. The instructional space should have easy access to allow for teacher collaboration within departments and interdisciplinary, where applicable and fostered.

TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

The teachers at Middleborough High School under the current contract will teach three classes per day, and have an 84-minute preparatory period daily. Due to the restrictions of the current facility, teachers are oftentimes looking for a quiet place to work during their “prep” time. Many of our teachers currently are assigned a classroom for all of their classes. However, due to the number of teachers who need to travel throughout the day, teachers are often removed from their classroom during their “prep” block. All content areas with the exception of Fine Arts and Special Education have a small department office. However, many of the academic office spaces are quite small, no windows and teachers without room assignments and department chair will call these office spaces their home base daily. This results in quite a crowded office space. Additionally, in Math and English, special educators have office space within these already tight spaces.

Middleborough High School does not have a faculty work room and collaboration space. Under our current model, the high school has a Copy Center, which is located in the Main Office. The secretaries in the Main Office and student interns manage the Copy Center. This dedicated space can be of help for all teachers in making copies, packets and larger document presentations. However, this space does not afford the opportunity for teachers to have a dedicated work space.

The proposed model for the new facility will provide teacher planning spaces throughout the high school. Classrooms will be clustered in such a way that there will be departmental structure to classroom assignment. Within these structures, a teacher collaboration space should be included. These departmental planning spaces would allow for professional collaboration and have designated space to meet and engage with other content areas as well. In moving to a very different design structurally, the

teachers at Middleborough High School will need to adapt to a new teaching and learning environment. A major shift for many of our teachers will be the loss of their own assigned classroom space, to that of a space that is shared and collaborative in scope. With this change, it is imperative that the collaborative spaces for content area be large enough to allow for each teacher to have a space for personal belongings and planning materials. Additionally, these planning spaces will allow for all teachers to effectively use their planning time in a more conducive space than our current model provides. These planning spaces (departmental offices) would allow for a teacher desk for each faculty member to keep personal belongings, planning and instructional materials, a copy machine, whiteboard, projection technology capability, small table, refrigerator, microwave and sink. Within each department space would be a small conference room that would allow for content areas to meet, collaborate, share, present and engage in departmental and interdisciplinary work where applicable. This conference space should be large enough to accommodate approximately 8-10 teachers. Within this office space should be a small office space for the each of the respective department leaders to conduct their work and responsibilities as the curriculum leaders at the high school.

Currently, we employ seven Department Chairs; Mathematics, English, Science and Technology, History/Social Studies, Foreign Language, Physical Education (Athletic Director) and Fine Arts. In the new facility it would be the plan to create an additional department space for the Special Education Department that would house the inclusion specialists that work in our mainstream Math and English Departments, as well as the Guidance Department. It would be the vision that the Guidance Department would have an assigned and dedicated classroom space that would allow for large and small group presentations.

It is important to note that we have focused our professional development efforts on transitioning our teachers from more traditional 20th century learning modalities to those better suited for the 21st century. Our hope is to continue to ramp up those efforts as we continue planning on the new school so as to reduce the stress and tension that may occur as teachers become acclimated to a new way of teaching and organizing. For example, a teacher no longer is afforded a "home room" in which to settle.

In regard to classroom size and space allocation, the current design of the traditional classrooms throughout the high school is an average of 870 sf. It would be important in the design of the new facility that the classroom space be large enough for flexibility and interchangeable spaces to accommodate the teaching and learning needs over time. The proposed design does not allow for a classroom for each teacher. With this being realized, it is important that the classrooms engage teaching, learning, collaboration, small and large group instruction capabilities through a flexible classroom design.

Middleborough High School has a vibrant and very popular Television Production Program. Currently, the television studio is located in our middle school, which is across town. Daily, we transport students from the high school to middle school for class. There are two major issues with this current model. One issue is loss of class time due to the travel back and forth to the high school. Secondly, we are forced to limit the number of student to no more than 14 students each block due to the space limitations in the school van that transports the students each period of the day. Currently, our students must apply to be in the television production program. It is expected in the new facility the TV studio will be located in the high school. Along with the studio, it would be the vision to have a dedicated classroom, collaborative space that would be attached to the studio to allow the students to write, edit, plan, and collaborate on pieces they are working on inside and outside of the class. With the move of the TV studio to the high school, it will allow for more students to engage in the program.

The vision of the new Middleborough High School plans for a departmental approach to the design of the high school. However, we intend to do so in a way which fosters interdisciplinary study with consistent 21st century learning skills. For example, the new school would group departments together with their own dedicated office space (Humanities: English, History, Foreign Language) but the design of the school would allow for content identity, and also, engagement in a collaborative environment to foster interdisciplinary teaching and learning. It is the vision the new facility would have classrooms group together in such a way that would allow for a departmental approach to instruction, and interdisciplinary work within departments. The high school design would allow for a best solution to have a large group of classrooms which are flexible and interchangeable to serve a variety of disciplines. There may be some limitations to this plan in regard to classrooms within the Science/Technology and Fine Arts Departments. The arrangement and design of the classroom space will foster sharing and collaboration for all teachers. It would be the goal to have a larger instructional space that would be easily accessed by all classrooms that are clustered together to allow for even more flexibility for teaching and learning. The high school wants to maintain the ability to continue with the current departmental structure, with the flexibility to arrange and design interdisciplinary approaches and opportunities in the future.

**PLACE GRAPHIC HERE FROM ARCHITECTS THAT WOULD VISUALIZE THIS
(DRA PLACEMENT HERE)**

The vision of the new Middleborough High School will potentially have the following arrangement:

Humanities Center	English, History, Foreign Language Departments Special Education space embedded within this cluster.
STEM ~ Center for Innovative Studies	Mathematics, Science, Technology, Fabrication Lab, Visual Arts/Graphic Arts Center for Innovative Studies (Maker Space and Fabrication Lab) Special Education space embedded within this cluster
Health and Wellness Center	Gym, Physical Education, Athletics, Counseling Center, Futures Program, Special Education Department
Performing Arts Center	Music, Theater, Auditorium, Television Production

LUNCH PROGRAMS

Middleborough High School has a full service kitchen that serves lunch daily. Additionally, the kitchen provides continental breakfast options to students and staff daily. The high school kitchen also provides breakfast and lunch daily to other schools within the Town of Middleborough (READS Academy and Southeast Collaborative School). The cafeteria staff provides breakfast and lunch to approximately 100 students in these two specialized schools daily. The high school kitchen also provides numerous catering opportunities due to the nature of the events that the high school provides.

The high school currently services all students within four lunch cycles. Each lunch period is 30-minutes in length. Because of the space limitations in the cafeteria, we are unable to engage students in less than four lunch rotations. The serving area with is located off the kitchen, has significant limitations as well. The serving area has two entrances providing three daily food options. One line serves the meal of the day. The other two lines are a pizza station and a salad/deli bar, which is quite popular with the students. On a daily basis, lines to get lunch are quite long taking students approximately 10-minutes to purchase their lunch.

There is a small dining room that is across the cafeteria for faculty and staff. This space is not used by many staff as it borders the outside patio, which is usually crowded with seniors who can sit outside as a senior privilege. The faculty space is not private and not comfortable. Most faculty members eat in classrooms or department offices where applicable. It is important to note that we are not recommending a

faculty dining room in the new building as long as the planning spaces contain a refrigerator, microwave and table for faculty to eat.

The kitchen area is limited in preparation and storage space. Additionally, the equipment has aged and needs service frequently.

Our vision planning for the new high school would call for a dining common approach that would serve as the cafeteria during meal times, as well as a student commons for activities and meeting space for students. It is the vision of the space to have a large open floor plan, with accompanying small breakout spaces that could be closed for collaborative work and meeting space for clubs, organizations and programs. However, these breakout spaces could be opened to give even more space for large group events and seating. The vision of the high school would engage a design that would foster a food court approach with daily options and a variety of food choices on a daily basis. It would also be the hope to allow for a breakfast to be served daily, and a potential café to be open in the late afternoon/early evening to allow students engaged in sports and student activities to eat after a long day. Additionally, in the design of the building, we envision the potential in the future of create a culinary/foods program and the kitchen space would be designed for future growth during the life of the new facility.

TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

Technology Infrastructure

The district is in the process of implementing a one-to-one computer initiative at Middleborough High School. All students in grades nine through 12 will receive a Windows mobile device during the week of November 14, 2016. To support this one-to-one initiative, which also incorporates students in grades six, seven, and eight at the John T. Nichols Middle School, the district has two circuits (one 200 MB and a second 300 MB circuit) for Internet access.

The WLAN connectivity is 10 Gbps utilizing fiber between the two elementary schools, the middle school, and the high school. Our existing infrastructure allows for future expansion.

The school district has implemented a centralized managed wireless network solution that provides intelligent distribution and access to Internet content across the entire district. Based on Access Control and User Based Credentials, the wireless controller balances the demands of Internet traffic services leveraging multiple Internet Service Providers to assure equitable access to all connected users. Provisioned load balancing features and user based credentialing, the WLAN controller distinguishes the bandwidth requirements by Access Point, User and Application so it can dynamically adjust how the users' devices are attached and what bandwidth is required meeting a minimum

threshold of throughput and performance to assure continuity of Internet services and user content experience.

Built around the Aruba WLAN architecture, the wireless network at the core distinguishes and manages all access points, bandwidth provisioning, power level adjustments and adaptive roaming. Connected to the core Optical Network at 10 Gigabit speeds, the wireless network platform is configured to distribute Internet services throughout the school district.

The services that are provided over the district wireless network include:

- Shared Internet Access using Network Access Control Security Layer that distinguishes the type of user requesting access and places the appropriate policy. These policies include bandwidth restrictions, content accessibility and security.
- Bandwidth Steering - The WLAN platform can dynamically steer a user from one access point to another based on AP saturation maintaining the minimum bandwidth requirements for any authorized connected user.
- Adaptive Rate Management – The WLAN controller actively monitors the entire Wireless Network Infrastructure knowing who and what is attached down to the access point. As demands increase on any particular access point, the Wireless Controller will automatically increase or decrease the radio frequency power output level to assure continuity of the connected users/devices.

The current infrastructure for wireless network includes 802.11 b/g/n. Middleborough High School is completely saturated with wireless access points in every classroom. The district has leveraged the network infrastructure and has converted the phone system from land lines to voice over IP (VOIP).

The district provides access to servers for secure file sharing and backups. The district uses cloud computing to share resources, software, and information to computers and other devices on demand to end users on the network.

The district has a robust Virtual Server environment using two HP Data Centers and two district storage centers at the Nichols Middle School and the Elementary Complex.

Middleborough Public Schools strives to provide technology-rich classrooms, with access to devices such as digital projectors, document cameras, interactive whiteboards, student response systems, and video recorders. Within each instructional space at the high school, a BrightLinks Projector has been installed for teacher and student use. However, due to lack of electrical outlets within all classrooms, the electrical power cord

for the projectors hangs down over the white boards, or connected to electrical power strips that are used for all electric and technology devices within the classrooms.

The current Middleborough wireless infrastructure has the ability to support multiple devices for the one-to-one initiative, which is being launched at the high school for all students in November 2016. The district recommends that the new facility have similar capabilities to engage in an one-to-one experience for all students. The high school will require a data center that houses the district's firewall and virtual environment. The data center should be climate controlled and offer physical security that restricts access to the center.

Printer Needs:

Middleborough High School has printers throughout almost all classrooms for teacher use. However, the practice of providing ink for the array of printers has come to an end. Teacher laptops are programmed to print to a printer within their content areas, as well as the school library, which is a printer/copier for staff and students to use. With the engagement of the one-to-one initiative at the high school, it is the goal to reduce the need for printing by using cloud storage via Google Apps for Education (GAPE) or Office 365. All students and staff have Google and Office 365 accounts. Ideally, the new high school will have multi-function copy machines in all teacher preparation spaces (departmental offices) as well as collaborative spaces for access for faculty and students to print as needed.

Server:

Middleborough High School currently has a Main Distribution Frame (MDF) located in a small, recently climate-controlled room off the library. The MDF is not secure. An intermediate device frame (IDF) is located in a classroom in a locked storage rack but not considered totally secure or climate controlled. In the future, the new high school should have an MDF and IDF that are climate controlled and physical security that restricts access.

Instructional Use of Technology:

The existing design of the technological infrastructure at Middleborough High School presents significant challenges. With the launch of the one-to-one initiative there will be some improvement of the daily use of technology both in and out of the classroom settings. The current facility has three computer labs that accommodate approximately 24 students at a time. Two of the labs are adjoining and the third is located off the library/media center. The library/media center has 12 desktop computers. The high school has a newly updated (2011) language lab, which is housed within the Foreign Language Department. Also, there is a small Mac Lab for the music department, which

contains five computers. However, this lab does not meet the needs of the ever-growing music program. Many classrooms throughout the school still have a desktop computer which allows for connection to the BrightLink projectors. All faculty members were issued new laptops this fall to allow for mobile teaching and learning. It is essential that a new high school facility accommodate the technological needs and network demands of the students and educational programs.

The expectation of all faculty members is to engage students with the use of technology as an instructional tool. With this being noted, it is vital that the entire infrastructure of the new high school allow for our teachers and students to continue to grow with their engagement of technology as new opportunities to engage students with technology evolves and grows in the future. The current facility has several structural considerations which make robust technology infrastructure costly and difficult.

In the vision planning for a new high school, it is important to have the presence of dedicated educational spaces containing computers and furniture for charging mobile devices in the building. The following would be included in the new high school:

- Two high-end computer labs for the Technology Program at the high school. These labs should be able to accommodate up to 30 students in each lab. These labs would be located within the Math and Science (STEM) area of the high school.
- One lab that would be for the CAD Program, Digital Imaging Program, music technology program, and potentially allow for the infusion of a technology component to produce three-dimensional art through our Visual Arts Program.
- A dedicated space for the Language Lab that would be located within the Foreign Language Department.
- A computer lab (Mac Lab) would be aligned to the TV Studio, which is within the vision of the new high school.

The software and model of the technology would be indicative of the instructional use of the space that is being engaged for teaching and learning. Currently, the three computer labs, which are in use every block of the day and we anticipate this volume of use will continue as we transition into a very different looking high school.

All classrooms at Middleborough High School have interactive white boards. The new facility will have projection capabilities in each classroom (interactive televisions), large group instruction space, Learning Commons (opportunity for numerous breakout space to accommodate different modalities of learning and engagement), Student Commons

(cafeteria), Auditorium, Guidance Suite and Counseling Center. All classrooms should have mobile, flexible furniture that allows for charging devices. It is the vision for the new facility to engage students and staff with large screen televisions that will be used throughout the high school in hallways, cafeteria/dining commons, small group instructional spaces, and small collaborative centers throughout the high school. Currently, our ability to provide daily information and announcements to the school community is through social media and intercom announcements. It is the hope that our TV Production Program can do live/taped programming to engage the school community using the technological capabilities in a new facility.

The facilities and climate of the high school should engage students to use technology through all facets of their educational experience. In addition, the media center/learning commons, should support technology and media distribution. It is anticipated that the TV studio will be the hub of the high school community where students can access and edit academic work. Additionally, research should be possible throughout the building, and supported through a vibrant, wireless environment. Media broadcasting, video editing and production are needed for all academic areas to foster a more 21st century approach to teaching and learning. The ability for students to set-up a camera/microphone in locations throughout the school building and then utilize the TV studio/lab space to edit and finalize their product is within the vision of the new facility.

It is the vision of Middleborough High School to be a true 21st century teaching and learning facility that will allow all classroom spaces, large and small group spaces to have access to technology that will foster creativity and engagement for all students.

MEDIA CENTER/LEARNING COMMONS

The Media Center/Learning Commons must be the heartbeat of the high school. In 2015, Middleborough High School redesigned our current library space into a Learning Commons approach to the engagement of our student body. While the redesigned library incorporates many of the concepts behind a learning commons, it is difficult to overcome the basic nature of this traditional space. It is our vision for a new facility to engage a full concept of a learning commons for the future of Middleborough High School. The Learning Commons should be the place where teachers, students, small learning teams, clubs and community forums can meet and work together. Additionally, the space should be flexible enough to have students doing individual work and research without being compromised by a larger group working in the same space. The Learning Commons should have accessibility from all academic areas to engage in independent and group work and presentation. Students need to access work stations with fast processing speed to engage in technology programs such as CAD and Digital Imaging if the student needs to work on a project, but is unable to access the respective computer lab area. The space should foster a learning environment that is

equipped for 21st century learning. Charging stations will be accessible throughout the Learning Commons for student and staff use. This area of the school should contain multiple presentation areas to accommodate different activities and learning opportunities at one time.

The Learning Commons would be flexible in nature to allow for before/after school time, as well as the engagement of the school day opportunities. The Learning Commons would have at least two small breakout rooms that would have full engagement of technology and presentation opportunities. Additionally, this space could be used as meeting space for teachers and students alike. The Learning Commons would have an area that fosters more security and the visibility of a formal circulation desk for the librarian/media specialist to be located. Also, the location of this space will be vital for supervision and management of the learning space. Again, this space could close for security purposes, as well as open to give more space to the Learning Common approach.

Within the Learning Commons, it is in the vision of the new facility to have a small dedicated area for the creation of a Writing and Math Lab for students who need tutoring and extra help. Additionally, the Learning Commons would house the Instructional Technology Help Desk that would be coordinated by a member of the Technology Staff, and managed by students from our internship program. The Learning Commons must have small quiet areas for students to study and prepare assignments. Lastly, it is the long-range planning of the Learning Common space to have the ability to offer evening opportunities for students to come and study and work collaboratively with their peers. It would be within the vision planning of the Learning Commons to create a small café-looking space for students to meet and engage. We would expect the Learning Commons in a new high school to reflect the trend away from large book collections to an emphasis on open, digital content. However, it would be important to have a modest area for book collections for students to access that would engage within the larger scope of the Learning Commons to support and foster teaching and learning.

Currently, the Library/Media Center at Middleborough High School is used for numerous meetings and professional development opportunities. It is the goal that the Learning Commons would provide a location to continue with the professional development and meeting space for the faculty of the high school.

GUIDANCE & COUNSELING

Middleborough High School is fortunate to employ a dynamic counseling team. Currently, we employ three Guidance Counselors, which is out of compliance. We hope to bring back an additional guidance counselor that was lost due to budget cuts years

ago. Additionally, we employ three Adjustment Counselors and one School Psychologist. The Principal of the high school serves as the Director of Guidance. It is the goal to have a Guidance Director in the future. Due to the nature of their work, it is necessary that each have a private office.

The Guidance Department has gone through a transformation since the NEASC Report of 2013. There has been significant attention placed on the personalization of the programming that is being offered, and the completion and implementation of the SachemSTRONG Advisory Program, which infuses our Grade 9 – 12 College and Career Readiness Curriculum through the lens of our advisory program. The Guidance Department coordinates the programming and delivery of the curriculum. In addition to the Advisory Program, the guidance and counseling staff are responsible for delivering many different aspects of the Guidance/Counseling Programming that has been created from the NEASC Report, as well as through the work of our Child Study Team (CST), which is facilitated by the Assistant Principals. Curriculum can be delivered one-to-one, small group, large group and presentation setting. Our Guidance Department has implemented the Naviance Program, which has revolutionized the student management protocols of preparing all students for post-secondary experiences. Beginning in the ninth-grade, all students begin the completion of an Individual Learning Plan (ILP). This ILP, which has been strongly recommended by the DESE, has given our Guidance Department identity in the creation of a more personalized approach through the online management of Naviance.

In the vision of the high school project, the Guidance Department would be a recognizable space that is located in proximity to the Administrative Offices/Suite. Students would utilize the space for college and career planning, social and emotional support and personal needs. The Guidance Department should include a small reception area for the Guidance Secretary, as well as small, private offices for each counselor. Additionally, the space should have a small conference and kitchen area similar to the content areas that were described earlier in this document. A large classroom should be located adjacent to the Guidance Office to allow for large group presentation for students, parents/guardians and outside stakeholders. Lastly, if possible, it has always been a goal to have a small College and Career Readiness Center. This space would have a small grouping of desk top computers and resources to help engage students in their next steps after high school. This space would house the School-to-Career Specialist who is a part-time faculty member at Middleborough High School. It is our hope to collaborate on this effort with the local community college in this effort to provide an area for our students. It is important to note that many of our students are first-generation college bound students. It is our responsibility to ensure that our students have all of the resources available to map out their plan after graduation.

In the vision planning for the high school project, it was indicated an additional space

that would be our Counseling Center. This space would include private office space for the Adjustment Counselors and School Psychologist. Due to the nature of our specialized programming, it would be imperative to have our Links Program (Social and Emotional Special Education Program) and the Futures Program (Alternative Program) adjacent to the Counseling Center to a deeper collaborative of work with our most at-risk student population. The Counseling Center would have a small reception area and private office space for our counseling staff.

NATURAL AND APPLIED SCIENCES

The science programs at Middleborough High School have increased in popularity over the years due to the academic offerings that are afforded to all students. Additionally, our post-secondary data for graduating seniors show a significant number of students engaging in STEM related subjects and majors upon graduating from the high school. However, with this clear interest and aspirations of our students to engage in STEM related careers, our current physical space for the lab sciences does not meet the basic programming requirements to engage our students in 21st century approaches for learning. Currently, we offer Biology, Chemistry, Environmental Science and Physics. Additionally, we offer an array of electives, such as, Anatomy and Physiology, Oceanography, Forensic Science, CAD and Engineering classes, which are offered at the introductory level. For the 2016 – 2017 school year, the high school is launching a Robotics Club with plans to engage this area of science into a full academic program at the high school. Our lab configuration at this time includes two biology labs, two chemistry labs, four multi-purpose labs that are currently used for an additional biology class, two physics classrooms and a room for environmental science. A room that is used for the physics program was not designed to be a science lab. There is no counter space, appropriate electrical set-up and inability to conduct any labs in energy and motion, which are essentials for the physics program. These rooms have regular classroom desks and counter space around the perimeter of the classroom, which is not idea for collaborative group work and lab space.

Our Science Department has been engaged in significant training to engage all learners in a 21st century approach to teaching and learning. However, due to limitations within the physical space of the labs, teachers are not able to engage in the type of teaching and learning space that a 21st century STEM Program includes. Additionally, one of the classrooms has been retro fitted with electricity, hanging from the ceiling, in a manner that is not effective for current teaching strategies and methods.

After the NEASC Study in 2003, two emergency showers were installed in 2004 in two of our science labs, which are located on the third floor of the current building. The other lab spaces are without this essential safety protocol. In addition to the lack of emergency showers, the showers were not installed with appropriate drainage and will cause flooding of the third floor, and classroom space beneath if needed in an

emergency situation. Our lab space lacks appropriate flexibility, water, electricity, storage and preparation space. It is imperative that the facility take into consideration the different engagement strategies and flexible space that is needed to engage an array of different aspects to the teaching and learning of science. Currently, our program does not have specified lab time. Our courses blend content with hands-on learning strategies at the same time. It is necessary for the new facility to provide a learning space that can combine a classroom and lab space to ensure a flexible learning environment that will grow and adapt with potential future programming. All lab spaces must include eyewash stations, emergency showers, hot water, sterilizing cabinets and fume hoods.

Middleborough Public Schools is committed to continue to place focus on the science programming at the high school, especially through our engagement of Advanced Placement Courses. Currently, we are offering AP Biology, Chemistry, Physics (which requires a full physics lab) and Environmental Science, which are quite popular. It is imperative that the new facility have the capability to engage these high-level science courses to allow the many students who engage in our AP Program to take their learning to the next level. As we are constantly analyzing the needs of our students, we would hope to create as much flexibility in our labs to allow for the inevitable changes that will occur over the coming decades.

Middleborough High School has identified the growing need to engage our students in different aspects of skills that will be valued in a 21st century work force. With a focus on Engineering/CAD and STEAM, we hope the new facility can accommodate programming that will help foster these very important skills for a 21st century learner. We expect a facility to be able to accommodate a robust CAD Program, with appropriate technology to support this program that will be suited to allow students to take what they have created on the computer to transfer the design to a large manufacturing lab space where they can physically create what they designed. These types of space should include all tools necessary for a 21st century approach to teaching and learning, such as, 3D printers, tools, power equipment and space for creating and bringing their designs to life. This fabrication/innovative space are critical to engage the students of Middleborough High School.

Additionally, the vision planning created a plan for the engagement of our students in biotechnology and robotics. It would be essential to allow the lab space equipment and tools within the design to accommodate these programs. The Middleborough High School Science and Technology Department works very closely with the environment around us. Close proximity at this time to the Nemasket River allows for the Environmental Science class to collect water samples. Also, our very popular, over-enrolled Oceanography program allows for our students to engage in field work at the coast line. In the vision planning, it would be planned to potentially have a large fish tank that could be visible from the hallway to engage our students in our environment.

Also, our Science Department has created an award winning example of service-learning with the creation of a compost garden. It would be the goal at some point to create a garden and/or greenhouse on the campus in the future to continue to engage in this important resource for our school community in both teaching, learning, production and the service it provides to our food pantry to fresh and local produce.

We need classroom/lab space that will foster laboratory investigations that provide the appropriate safety measurements of a science classroom, preparation rooms, storage space, ventilation and safety showers. Additionally, science classrooms have working sinks and gas hookups in appropriate areas in the lab space.

We are requesting seven science labs at 1,440 sf each; one of which should be for engineering and robotics. It is our hope to grow our current programs and to allow for flexibility within the Science Department, as we are currently at maximum capacity of science classroom/lab space needs every block of the day. The assignment and development of our labs would be as follows:

- Robotics/Engineering Lab (1)
- Physics Lab (1)
- Biology Lab (2)
- Chemistry Lab (2)
- General Lab support for the Environmental Science Program, Advanced Placement Biology Program, Oceanography (1)

ART/MUSIC/PERFORMING ARTS PROGRAMS

One of the hallmarks of Middleborough High School is our Fine Arts Program. Our award winning theater and music program are an essential piece of our school community. Our visual arts program affords a “home away from home” for many of our young artists. The success of the art and music program at the high school is due to a commitment on behalf of the Middleborough Public School District to support K-12 music and art education. Theater education is supported throughout all of Middleborough schools. However, a formal scope and sequence of a theater curriculum begins in the ninth grade. Students are afforded the opportunity to engage in a four-year theater program, which is quite popular with many students.

Middleborough High School hosts many opportunities for the community to come into the high school to celebrate the arts with numerous concerts and performances throughout the year. Our Speech and Theater Program involves over 100 students each year in numerous performances such as their annual Fall Show and their spring variety show titled, “That’s Entertainment”. It is important to note that for many years our school was a host site for the New England Theatre Festival, which our school has been actively involved in for many years. Due to the condition of our current auditorium/theater space, we are not able to serve as a host school. It would be our

plan to re-engage this opportunity to host this program in the future. Our band and orchestra combined engage close to 125 students and our choral program enrolls almost 75 students each year between our Sachem Singers, which is our introductory course to our Concert Choir. These programs engage a large number of students at the high school. Our marching band can be seen at every home football game, community parade and travels nationally and internationally for competitions. Our visual arts program has expanded to provide art work throughout the high school. A large lobby area located in the current building has been transformed to an art gallery, which is constantly updated to showcase student work. We would look to create a similar gallery and expression space in the new school.

However, even with the tremendous successes of the Fine Arts Program at the high school, our programs are faced with significant limitations. Each area of the arts are faced with unique challenges that impede growth of our current programming.

Music Program:

The greatest challenge to the Music Program is the significant space limitations. The current band room is found directly under the boiler room and adjacent to the gym. This combination impedes on the educational programming that the music program attempts to do. The tiered design of the band room does not allow for flexibility and the acoustics are not appropriate for the band and orchestra to rehearse and perform. Additionally, the band room is a shared space with the choral program, which is not an appropriate space for our choral program to rehearse and perform. There is currently not a separate space dedicated to the choral groups. We have outgrown the music suite due to the increase of students participating in the music programs. Due to the lack of storage, the band room and practice suites are used to house instruments and set designs from prior musicals. The space is less than ideal for the needs of the music program. The music suite is located off the auditorium, which is very convenient for the ease of access for performances. However, music risers are stored on the side of the stage, which does not give the choral program a true sense of how to stand for a concert when they are arranged for performance. There is insufficient storage space for band uniforms and choral robes. There is a small classroom that includes computer technology for the music program. However, this same classroom will house many electives that are offered by the music department that will bring that small classroom space over capacity due to the lack of classroom space within the music program.

Theater Program:

Middleborough High School has a very strong theater program. Our school employs one theater arts teacher who also serves as the Fine Arts Department Chair (Grades 9 – 12). The theater program was given a dedicated space in the early 2000's as a Black Box Theater, which was the old metal/automotive shop which was eliminated in the late

1990's from the programming opportunities at Middleborough High School. Although the Black Box Theater is a dedicated space for our theater program, it is far from a functioning theater. The space was never outfitted with sound or lights for flexible seating to engage different types of programming. Currently, the space has a small stage for in-class presentations and performances. However, this space is quite limited in the functionality of the space. Additionally, the theater program struggles for space for set pieces and costumes. Currently, a donation of an outside storage unit was placed outside of the Black Box Theater to house set pieces and costumes. This arrangement is far from ideal due to the lack of accessibility and pieces have been damaged due to moisture from weather conditions.

The vision planning for the new facility would create a Performing Arts Center that would combine the work of the Theater and Music Departments. For the music programs the space should include an Instrumental Music Rehearsal Room and Choral Rehearsal Room. For the theater program, a Performing Arts Rehearsal Room that would be surrounded by appropriate storage for costumes and set pieces. The shared space would include a Performing Arts Library for scripts and sheet music, a technology lab to engage students in music technology, and a classroom space that would be shared between music and theater for educational programs. This space should be equipped with all technology needs and adjacent to the auditorium. Eight practice rooms that could be used as changing rooms during performances would allow for even more breakout space within the building. The Performing Arts Center would have a small area of Common Space that would allow for a student meeting space that would be surrounded by lockers and storage for instruments and uniforms. It would also be envisioned that the Performing Arts Center would have an entrance that would allow for the celebration of these award winning programs to market, advertise and display their programming to not only the school, but the community as a whole.

Visual Arts:

The Visual Arts Program is a cornerstone of the educational programming at the high school. However, this program has been strained due to the significant lack of space to meet the needs of the students. Additionally, the current programming does not engage our students in any opportunity in three-dimensional art. This year, we offered a Digital Imaging class, which was over-enrolled and had over 200 students interested in taking the class. This data showed that our current programming is not meeting the needs of our students in the visual arts. Currently, we have two dedicated classroom spaces for the art programs, which are quite small and do not allow for any type of flexibility. We need to increase the space, but more importantly bring flexibility to these classroom spaces with natural light and moveable wall space to configure the art room space based on the need of the educational programming necessary. We envision the ability to teach ceramics and install a kiln into a new facility. Also, this space would need to have access to technology with programming able to foster graphic design and

other art concepts that would engage our young artists in different modalities of art education. The classroom space must have plenty of natural lighting and potentially have classroom space facing north to maximize the opportunities for the visual art programming in regard to appropriate lighting. The classrooms must have multiple sinks and appropriate paint trap drainage. Lastly, the high school has embraced our new Art Gallery and we envision the ability to have a dedicated space to display and celebrate the artistic creations of our students.

It is important to note that through our vision planning, we identified that potential engagement of a STEAM approach to the new high school. We hope that the new facility will help toward this integration to move this very important program within our school community in a new direction to engage a 21st century learning environment.

Performance Space:

Through the vision planning process, Middleborough High School would include an auditorium large enough to seat the student body. The Wayne Caron Auditorium is the epicenter of the community engagement. This space hosts town meetings, community events and school performances and ceremonies. We strongly believe a Black Box Theater and an Auditorium is essential to engage our performing arts programming. Furthermore, this space will create an additional innovation space for a potential Technical Theater program, which is something that we are currently doing, but on a very small scale. Also, the auditorium should include a hybrid of a computerized system for lights and sound and presentation capabilities. However, the high school auditorium should include elements of the traditional rigging system to allow students to engage in both modalities within the modern theater.

STUDENT ACTIVITIES

Student Life at Middleborough High School is the foundation for the culture and climate of our school. Students can engage in a variety of clubs and organizations to become part of the school community. Middleborough High School is known for its student activities programming, especially through the nationally acclaimed and modeled Student Council and Leadership Program. The Middleborough High School Student Council is the largest organization on the campus of Middleborough High School. Additionally, this program hosts and sponsors numerous events throughout the school year for the entire student body. Currently, the Student Council has an office space, which is located off the cafeteria. This location is perfect for accessibility, programming and student engagement. In many ways, the Student Council Office is the “Pride Room” for the high school.

The new facility needs to take into account the importance of Student Council and the

array of student activity programs to the culture and climate that is Middleborough High School. Through the vision planning process, it is expected that the Dining Commons can be transformed into a Student Center that has a feel of a student union in a college. It would be envisioned to have a breakout space that would be dedicated to the Student Council and Leadership Programs that would include a conference table, storage for supplies and materials and appropriate technology to engage in small group presentations for committee work and other meetings. Additionally, as stated earlier in this document, we envision the ability for small breakout space that can be created for clubs and organizations to meet and have access to the Student Council Office for supplies and programming materials.

It is envisioned that our Student Center would be the “hub” for all students to meet, engage, perform, collaborate and connect. This space could be an extension of the Dining Commons and/or Learning Common space.

BUSINESS/COLLEGE CAREER READINESS

Through our vision planning process, we include in this section of the Education Plan the need for attention to be placed on the preparation of our students for post-secondary educational opportunities. Our student population presents that many of our students will be first in their family to attend a college or university. Additionally, our graduates attending a four-year college or university is about 55% (Class of 2016). However, when factoring in the number of graduates attending a two-year community college or technical school raises our number to 79%. 18% of our graduates (Class of 2016) are entering the work force upon graduating with an additional 3% of our graduates (Class of 2016) committed to military service. It is our responsibility to recognize these trends and determine how to engage all our students to ensure their plan for post-secondary education is in place. As state earlier in this document, the Guidance Department would include a small breakout space that would be called the College and Career Readiness Center. This space would be a dedicated space and would have small tables for one-to-one and small group meetings, computer technology to engage students in online application processes and research. The space would include book cases to display college and career manuals and display area for upcoming college and career fairs that our students can attend.

Middleborough High School has a long history of a vibrant business education program. Due to budget cuts, the business program was eliminated from the high school in 2008. With partnership from Massasoit Community College (Middleborough Campus) and the Braga Foundation, we have been able to re-engage the business program at Middleborough High School through the Jim Braga Pathway to Business. This program allows students to engage in up to 12 academic credits in business courses through Massasoit Community College. This program has grown in popularity as more and more students are adding these courses to their schedules. It would be the goal to enhance

this program through our Career Exploration Program to engage our students, in conjunction with Massasoit Community College and potential community and business partnerships a Center for Entrepreneurial Studies, which will allow our students to have a small innovation space to bring their studies of business to a new level. This space would include meeting space, technology capabilities and space for collaborative work and creation.

ENGLISH LANGUAGE LEARNERS

At Middleborough High School, 0.65% of the student body speaks English as a second language and 0.25% are identified as English Language Learners (ELLs), as compared to 1.1% and 0.8% respectively within the school district.

Our English Language Learning Faculty member presently travels throughout the district servicing the needs of our ELL student population in addition to encouraging ELL family involvement in the schools, translating and offering additional ESL/academic support as needed. The amount of services that are provided to each ELL is dependent on the individual needs of each student. The ultimate goal is to successfully mainstream every ELL student into a full battery of classes at Middleborough High School.

Currently, the ELL instructional space is located off the History Department Office. The new facility should account for an instructional space for the high school's ELL program that is embedded within the academic core of the building (Humanities Center) that would allow full access for all of our present and future ELL students that will come to Middleborough High School.

PHYSICAL EDUCATION/ATHLETICS

Middleborough High School has a proud history of athletics and sports for both boys and girls. Our athletes truly represent the very best of Sachem Pride and wear the Black and Orange (school colors) with pride and determination. Over the last five years, our athletic program has been very successful in many of our sports. Our baseball team has won the league title three times, and won the state championship twice (2013 and 2015), our football (League title 2014), softball (League title twice), volleyball, cheerleading, swimming, ice hockey, wrestling, girls tennis, track and girls soccer have engaged in tournament play. Additionally, we have a strong belief in the health and wellness of every student at Middleborough High School. We have included in our annual budget a request to bring a formal Health Program to the Middleborough High School. We hope to include this vital program in our Program of Studies in the near future.

The current facility does not meet the needs of our students in regard to the type of

programs, services and athletic programming and experience that we would like to provide for our students and community. Our facilities are used constantly for physical education classes, athletics, school events, community events, it serves as a polling station during election season, and other events through our Central Office for rental space to outside groups. The facility is not air conditioned, has a poor sound system, broken and out-of-date score board, no appropriate handicapped seating and the space is too small to hold large events, such as tournaments through the MIAA. Additionally, the athletic facility can be divided into three sections through a curtain to create a separation. However, the space that it provides is too small to conduct any meaningful learning experiences. The high school does not have a formal weight room and fitness center. The "weight space" is located behind a set of bleachers that must be moved for any large event, which is nearly impossible to move without risk of injury. Also, the Physical Education Department acquired a small classroom space located off the gym for a small fitness room; the equipment that outfits the room was from a generous donation from members of the community. The space is not an appropriate space for a team work-out, let along the poor lighting and ventilation makes the space very difficult to work out in. (The space was formally designed to be a small drafting room for the metal and wood shop when the present building was constructed).

The Middleborough High School Gymnasium does not have a formal entrance or lobby area. From the parking lot, students and guests step directly on the gym floor, which has caused significant issues with the floor separating from the foundation due to moisture and weather. The space is not conducive to the celebration of the athletic program. The high school created a beautiful presentation of our Athletic Hall of Fame, which unfortunately, is located in the main lobby of the high school. As amazing of a presence as it is within the front of the entrance to the high school, it should be located within the athletic facility of the high school complex.

The new facility should include a formal entrance to the Middleborough High School Gym and Athletic Complex. Also, the space should be air conditioned or climate controlled to accommodate the time of the year and the activities within the gym space, a sound system to accommodate large presentations, large enough to accommodate three teaching stations that can be divided for more of a personalized experience for each of the physical education teachers. The new facility should include a fitness center, including cardiovascular equipment and weights. The inclusion of a fitness center is vital to the growth of our school and the importance of exposing our students to become engaged with living a healthy lifestyle. The vision of having the fitness center be accessible for the faculty and staff would be paramount for our health and wellness initiatives at the high school. Also, the new facility should allow for a small concession and ticket sales area for home games within the gym and outside events.

The current facility severely impacts the programs we offer and wish to offer for our students. All students in Grades 9 – 12 engage in a comprehensive physical education

program each year. Classes are mixed by grade and divided between the three physical education teachers. Class size is an issue as numbers in the high twenties to low thirties are common in the physical education classes, which cause an over-crowded gym if they are unable to go outside for class. Due to the lack of educational space within the current facility, we are unable to offer a variety of courses dealing with health and wellness. For example, our Physical Education Department would like to offer programs such as strength and conditioning, Dance, Yoga, Sports Skills Development and Teambuilding. The new facility should foster the flexibility to offer educational space that can be used during the school day for the engagement of different learning opportunities in health and wellness. These educational spaces could be used after school as a team room, practice room for wrestling and cheerleading. The gym area should have plenty of storage for equipment and uniforms. Furthermore, the gym must have overhead storage for wrestling and cheerleading mats, batting cages, and dividers to separate the gym space.

Within the MSBA Space Summary, the specifications for a gym in a new facility would be 12,000 sf. Currently, our program offers 9,164 sf. The gym space, breakout space, classroom space and fitness center would become a vital piece of the educational programming and growth of the health and wellness program at the high school. The breakout space would be engaged as an alternative athletic space for a wide variety athletic programming and courses, such as, aerobics and other workout programs.

The locker rooms and office space for each of the physical education teachers must be located in proximity to the gym for easy accessibility and to allow for our students to be properly supervised and change before and after class without losing instructional time due to distance traveled between the locker rooms and athletic facility. The locker rooms must be equipped with private changing and shower areas for the comfort of all students and locker storage space. Additionally, each locker room must have multi-purpose rooms that can be used for team meetings and additional breakout space for teachers and coaches.

The athletic facility is utilized by our vibrant athletic program. We currently offer the following MIAA sanctioned athletic programs:

Fall Athletic Programs	Winter Athletic Programs	Spring Athletic Programs
Cheerleading – V Cross Country – Boys V Cross Country – Girls V Field Hockey – V, JV Football – V, JV, Fr Golf – Boys/Girls V Soccer – Boys V, JV Soccer – Girls V, JV Volleyball – Girls V, JV	Basketball – Boys V, JV, Fr Basketball – Girls V, JC, Fr Cheerleading – V Ice Hockey – V Indoor Track – Boys V Indoor Track – Girls V Swimming – Boys V Swimming – Girls V Wrestling – V	Baseball – Boys V, JV, Fr Lacrosse – Boys V, JV Lacrosse – Girls V, JV Softball – V, JV, Fr Tennis – Boys V Tennis – Girls V Track – Boys V Track – Girls V

As a result of this comprehensive program, we feel that a start-of-the-art facility both inside and outside is a critical need for our programming. The facility should be able to accommodate these teams and the anticipated growth within this department. Male and female locker rooms for home and visiting teams, generous storage for large equipment (currently large equipment is located in alcoves throughout the gym, which was not the intended use of the space), an exam/treatment room/office for the Athletic Trainer, an office for the Athletic Director, area for indoor batting practice, wrestling practice/storage above the gym floor (currently the wrestling team practices in the cafeteria and the mats are lined along the side of the gym losing approximately ten feet of gym space yearly), locker rooms with shower facilities for the coaching staff and referees would be aspects of our envisioned new facility. It is important to note the careful consideration that is needed for the placement of the Athletic Director's office space. This location should be in a high visibility area for management of the athletic complex and accessible not only to the gym, but athletic fields.

The vision for the athletic complex is a multi-purpose facility that has a court for varsity athletics, but also space available for junior varsity and freshman programs. The design of the athletic facility is for easy accessibility to the bleachers and baskets that can be opened and closed with ease. It is important to consider the accessibility for handicapped seating within the gym space for viewing programs and sporting events. The height of the gym ceiling must be high enough to accommodate two courts and could be used for basketball and/or volleyball, and the ever important alternative gym/fitness/classroom space is a critical aspect of the design. This space would be used by the cheerleading, wrestling program and potentially an indoor batting cage (currently the batting case is installed in the main gym, which causes significant issues with large group programming in the gym). During the day it could be used for breakout classroom space dealing with health and wellness.

Our outside facilities are also in significant need. Our current facility does not allow for numerous sports program to play on campus. Our football, baseball and soccer programs play on field space that is overseen by the Park Department for the Town of

Middleborough. Our middle school Field Hockey teams plays at the high school which creates practice issues for the high school team. This dynamic creates a unique and challenging situation for ensuring that our students have full access to the field space. Also, students are responsible for getting to and from the field (except football as they are provided bus transportation to and from the football field). The transportation issue alone is a great expense and safety concern as we are limited with any necessary locker room and space for an athletic trainer during athletic competitions. Currently, our athletic trainer must place all necessary equipment and supplies in her car and carry it back and forth to the respective field.

In an attempt to create a comprehensive high school in terms of the programming that we will offer our students, it is within our vision planning to request the following:

- Football/Multi-Purpose stadium/field with lights, bleachers (home and away) seating, concession stand, handicapped accessibility and restrooms. This would allow the high school football program to play on their own field...on their own campus.
 - We would be requesting a turf field that would allow for the engagement of other athletic contests to be played on this field space (soccer, field hockey and lacrosse). A turf field would also allow full utilization and in the need for less specialized fields.
- A new track that will be included within the football stadium.
- The replacement of all fields within the high school campus.
- The creation of a new baseball field for varsity and junior varsity play.
- The creation of a new softball field for varsity and junior varsity play.
- Practice fields (at least 3 to 4 fields) that would allow for flexibility between athletic programs, which would provide for numerous practices to happen at one time.
- New tennis courts, with six courts for student use (current number).
- Outside storage space throughout the campus.
- Electricity and underground water supply for field treatment (currently, we are running hoses to maintain the fields).

The positioning of the Athletic Complex is critical to the layout of the campus. It is envisioned that the gym would have easy access for student athletes to leave the gym weight room, locker room to access the fields for practice and play. We envision a Pride Walk from the high school athletic complex to the football field that would be lighted and continue the establishment of a brick pathway that were created through a sponsorship program a few years ago. The hope to continue the program of the purchase of personalized bricks to celebrate the community and alumni support for many years to come will line the walkway from the high school to the turf field and stadium.

It is imperative to note the use of the athletic facility at Middleborough High School. Students are seen working out before and after school, and between seasons. Although the space is not appropriate, our students are making the best out of the space. The weight room/fitness center should be located in such a way that it can be accessed without moving through the gym itself. The high school offers a summer conditioning program each summer, and access to the space without needing to move through the gym would be ideal. Also, it would allow for easy access for the faculty and staff to use the space as well.

The students of Middleborough High School deserve to have the athletic complex that truly identifies our commitment to athletics, health and wellness. Our athletic programs play a major role in the spirit and culture of the school. Our Tribe Nation and Sachem Pride is the hallmark of these activities, and the black and orange can be seen at many athletic events. It is the vision of the new high school to foster the sense of school pride and excellence. As a school community, we provide at least three major rallies each year. The new facility will need to accommodate the entire student body into the space on both sides of the main gym. Currently, due to the difficulty of moving the weight room, we are forced to place the entire student body on one side of the gym, which is quite difficult and uncomfortable for the students.

Lastly, it is important to provide to the participation numbers for athletics at Middleborough High School.

Year	Fall	Winter	Spring	Totals
2015-2016	264	174	206	644 (27%)
2014-2015	266	199	205	670 (26%)
2013-2014	263	194	188	645 (23%)

ALTERNATIVE HIGH SCHOOL ~ FUTURES PROGRAM

The Futures Program (Alternative High School Program) is currently located within a renovated/redesigned wood shop. This program houses the most at-risk students within our school community. A dedicated administrator, four teachers and one educational support personnel (ESP) are assigned to this program. The vision of the inclusion of the Futures Program would be to create the alternative high school that is autonomous within the school facility. The Futures Program would be in the same area of the school building as the LINKS Program and access to counseling services. Additionally, this program would be housed in the Health/Wellness Center of the school. The Futures Program would require its own entrance to the school. The space needs to include:

- Large Open Space for collaboration, school meeting and presentations.
- 3 smaller Multi-purpose classrooms with flexible furniture and technology.
- 1 small science lab with flexibility for engagement of lab sciences.
- Reception Area.
- Director's Office and Small Conference Room.
- Small collaborative spaces for students to work and engage in small learning groups.
- Restrooms.
- Small kitchen area.

Throughout the visioning process of the new Middleborough High School, it was evident our commitment to keeping this vital program as part of our school community. With the development of a four-year program within the Futures Program, we anticipate the numbers within this program could increase in the future. This space is vital to the engagement of our most at-risk students within the community of Middleborough.

SPECIAL EDUCATION PROGRAM

In accordance with the Department of Elementary and Secondary Education (DESE) regulations, Special Education facilities and classrooms should align with the guidelines listed below. Facilities and classrooms should:

- Maximize inclusion of students into the life of the school.
- Provide accessibility in order to fully implement each student's IEP.
- Be at least equal in all physical aspects to the average standards of general education facilities and classrooms.
- Be given the same priority as general education programs in the allocation of instructional and other space in public schools to minimize the separation or stigmatization of eligible students.
- Not identified by signs or other means that stigmatize such students.

The facilities and classrooms also need to support programmatic requirements:

Transitional programming and services:

- The term “transitional services” means a coordinated set of activities for a child with a disability that:
 - Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
 - Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests;
 - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation;
 - The transition services (including courses of study) needed to assist the child in reaching those goals.

Autism Spectrum Disorder Program (ASD) (Special Regulations):

- The Special Education Evaluation TEAM shall consider and shall specifically address the following:
 - the verbal and nonverbal communication needs of the child;
 - the need to develop social interaction skills and proficiencies;
 - the needs resulting from the child's unusual responses to sensory experiences;
 - the needs resulting from resistance to environmental change or change in daily routines;
 - the needs resulting from engagement in repetitive activities and stereotyped movements;
 - the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder;

- other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

These policies above are in direct alignment with the following items:

- 603 CMR 28.03 (1)(b);
- Section 504 of the Rehabilitation Act of 1973;
- SE 55 is related to State Performance Plan Indicator 5;
- IDEA 2004 [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)];
- 603 CMR 28.02 (7) (a)).

Current Programming:

Middleborough Public Schools has made a significant commitment to the educational services and programming for the special education population throughout the entire school district. The special education programming at Middleborough High School is comprehensive and personalized with the various programs that we offer to our special education students at the high school. Although we are finding success with our programs even with the limitations of space within our current facility, the vision of the new facility could address those issues with a more conducive and appropriate environment for our special education students.

Inclusion Programming:

The inclusion program at Middleborough High School has been one of the longest-standing programs at the high school. We offer full inclusion services in English and Mathematics. We are moving to provide full support of inclusion services in Science and potentially a collaborative consult model in the other main content areas. Students with mild to moderate disabilities can receive Special Education services within the general education facilities and classrooms. The delivery of services in the general education classrooms is documented in the service delivery grid of the students' IEP and can occur in the following ways:

- *Consultation:* The general education curriculum can be accommodated and modified for the students' needs by the general education teacher in consultation with the special education teacher and/or related service provider.
- *Co-teaching:* The general education curriculum is delivered by both the general education and special education teacher, using a method of delivery that is determined by the needs, educational goals, and styles of the students within the classroom. (Currently, English and Math only)
- *Educational Support Personnel (ESP) Support:* The general education teacher

will lead the instruction following the general education curriculum with assistance from the ESP to assist in providing accommodations and modifications per the IEP with consultation from the special education teacher.

Inclusion Programming Strengths:

- The inclusion program at Middleborough High School has been instrumental to the success of hundreds of students who have accessed this specialized service. The inclusion teachers have gone through significant training in protocols and strategies using the LINCS Learning Strategies protocols through the University of Kansas. This program has made a tremendous impact on the students' experience in the mainstream classroom. The school district has engaged in professional development for inclusion teams in English and Math and has spent a great deal of time creating highly effective teams. Additionally, the inclusion teachers are located in small teams within the Mathematics Department and English Department, which has fostered a collaborative culture within the Special Education Department. However, even with the collaborative and professional nature of the special education/inclusion teachers, the environment in which they work could be much more conducive to creating a highly effective team.

Limitations:

- Currently, there is no collaborative space for special educators to meet and collaborate with any supplies, materials and programs and might help with student learning and executive function. Special Education teachers who work in the inclusion setting have a desk within the Math and English office respectively. There is little privacy and their desk and materials are easily accessible by other staff and students entering the academic offices. Due the nature of their work, confidentiality is a must in regard to the personalized management of each student's needs and the execution of their IEP.
- The Special Education Department manages a small classroom that was once a faculty work room for our Learning Strategies classes. This class is given to students who need additional support as noted on their IEP. This class follows the LINCS Learning Strategies, which is a comprehensive learning strategies program that is focused on the development of skills and employed within the general education setting through the collaborative work between the special education teacher and general education teacher. This room is quite small, with limited storage for the numerous supplies, manipulatives and materials needed to engage this program effectively. Additionally, the room has no windows as it was not

meant for a classroom setting in its design.

- The ability to have a confidential and secure area for work and printing student documents, such as IEP's and testing and evaluation results are lacking. Special Education teachers are limited to where they can print and house confidential documents.
- As stated earlier in this vision planning document for the high school building project, the Special Education Department would need to have a similar departmental space that is the equivalent to the other major content areas of the professional space for the special education teachers to work, collaborate and store their personal belongings and teaching materials. This office space would be located either within the Humanities Center or Center for Innovation Studies (STEM) region of the new facility. Additionally, located throughout the academic core of the school and the Learning Commons there is to be small break out space for the small group instruction and testing that cannot be done within the larger classroom space. Ideally, this small group instruction or breakout space would be in close proximity to the classroom areas with the content areas to allow for accessibility and to prevent loss of instructional time due to travel to these locations.

Language Based Programming:

Currently, the high school has one language-based classroom that provides instructional support for students with identified diagnosed language-based learning disabilities. As of this time, we offer a language-based experience in English classes only with learning strategy support as specified in a student's IEP. However, it is the hope to create the compliment to the English-based program, which is to create a Mathematics-based program to offer the specialized support that is needed for these students. It would be the vision of this academic program to be housed within the academic core of Humanities and/or STEM respectively. Due to the sensory issues that oftentimes are associated with these specified disabilities, flexible furniture, breakout space, and a hybrid of tile and carpet would be an essential element of this classroom space. Lastly, it would be envisioned that the lighting feature in this classroom space would allow for plenty of natural light as the fluorescent lighting often hinders students with ASD.

Social Emotional Program ~ LINKS Program:

The LINKS Program has been a wonderful opportunity to provide educational support for students with a social/emotional disability. Currently, the LINKS Program offers students a small classroom with plenty of natural light, and access to a dedicated school adjustment counselor that has a large enough office space to facilitate small learning and counseling groups. Due the sensitive nature of the population that the LINKS

program services, flexibility and easy access to the program is key. The program employs one special education teacher and one educational support personnel (ESP) in addition to the school adjustment counselor. The program has approximately 20 students assigned per order of the student's IEP. In the vision of the new facility, the LINKS Program would be located within the Health and Wellness Center in direct proximity to the proposed Counseling Center for additional support as needed. Students within the LINKS Program will attend mainstream general education classes with support per their IEP. However, oftentimes students in the LINKS Program need to have more personalized attention, and the nature of their disability, it prevents them from attending class. It is imperative that the academic space provided for the LINKS Program be flexible and large enough to accommodate the needs of the students at any given time of the day. The classroom space must have access to natural light, flexible furniture, access to technology for small and large group presentation, breakout space for more of a personalized approach and potential de-escalation room for students in need. The LINKS Program would need to have sufficient storage for student materials and belongings and for teaching materials and supplies. The classroom space must have direct access to the School Adjustment Counselor who is assigned to the program who would require a private, confidential office space to engage the counseling support required for the students.

Alternative Instruction Multi-Sensory Program (AIMS) & Post-Graduate Program:

The AIMS program is a two-tier program servicing students with moderate to severe disabilities. These students complete MCAS Alternative Assessment Portfolios and are tracked to receive a certificate of completion. The majority of students in this program will continue to attend as Post-Graduates (18-22 years of age). The program is supported by two certified special education teachers, seven educational support personnel (ESP's), and a vocational specialist. One special education teacher provides academic instruction through significantly modified content materials and lessons, aligned with Mass Curriculum Frameworks. The other special education teacher provides life skills, ADLS, vocation, transition, and job skills. The post-graduate students are supported by the Vocational Specialist in the community.

Currently, the two special education teachers reside in classrooms that are a significant distance apart. This makes co-teaching/planning, sharing resources, and checking in with students and support staff extremely difficult. One of the classrooms used is small in size, which makes it difficult to break students into flexible groupings. It is sometimes used as a "cut through" from hallway to the back of the school library. This space is called "The Learning Center" (LCR), which was the library conference room at one time. The life skills room is larger, but does not contain the appropriate amount of space for cooking, ADL, or life skills services. There are no windows present in either of these rooms.

Ideally, these teachers would each have tandem classrooms with an adjoining common space for small group/individual work, informal assessment administering, scheduled student breaks (earned or sensory related), counseling or SLP services, or interview preparation. The academically based classroom should appear similarly to other academic spaces within the school. Students should feel as though they are attending academics as the rest of the general education population would be. This classroom should have equal access to all resources and materials allocated to the school population. The life skills based classroom would require a kitchen with working stove, microwave, dishwasher, and refrigerator. In addition, the classroom should have a designated area for laundry machinery. Ideally, there should be a mock "studio apartment" area of the classroom where students are able to practice independent living skills. An attached bathroom would also provide students with the privacy of the program when working on self-care skills or toileting skills. In addition, this classroom should have a separate designated space for instruction in transition, vocation/job coaching, and social skills lessons.

Finally, a small room designated for sensory diets and programs is essential to ALL students with sensory related disabilities. This room should be in close vicinity to the AIMS program, but does not necessarily need to be attached. This room should be large enough for several mats to be laid down; however it does not need to be any larger than a typical classroom space.

This classroom location within the new facility should account for a small office space for the Speech and Language Pathologist and his/her meeting with the students within the AIMS Program. Currently, the Speech and Language Pathologist is located in a small open area within the library work room, which is a completely inappropriate space for the needs of this staff member and the servicing of our students.

AIMS programming spaces should be located on the ground floor (or within easy access to evacuation routes) as there are many students who require the use of wheelchairs, AFOs, and have additional physical limitations. They should have easy access to the outside in order to maintain safety during emergency evacuations or drills.

CENTER FOR INNOVATIVE STUDIES

When the current high school was built, there was special attention given to the creation and placement of vocational programs for the students of Middleborough High School. The placement of a Wood Shop and Metal/Automotive Shop were included in the high school. However, due to changes in educational philosophies in the late 1990's, these programs were eliminated from the Program of Studies. Currently, the old Wood Shop houses the Alternative High School (Futures Program) and the Metal/Automotive Shop houses our Black Box Theater. In hindsight, the elimination of

these programs was truly a great loss for the students within our school community.

It is the sincere hope to incorporate some aspect of vocational/technical/career-readiness programming to engage our students in some aspect of career readiness through a 21st century approach. The following has been identified as career readiness programs for the new facility:

Technology/Fabrication/Innovation/Graphic Arts/Entrepreneurial Studies:

Middleborough High School is not a vocational school. It is our intention to ensure that the new facility is not trying to identify as a vocational school. However, it is the responsibility of the high school to engage all of our students in experiences that will prepare each of them for a 21st century life. We expect the new facility to be a state of the art high school that engages all students in technology inside and outside of the classroom. With the continuance of the one-to-one program at the high school, it is imperative that the facility can engage teaching and learning many different ways and modalities. Also, we envision a Maker Space to be included within the Humanities and STEM (Innovation) Center, as well as a Fabrication Lab. This space would be called, Center for Innovative Studies.

The addition of a Center for Innovative Studies would benefit the current curriculum at Middleborough High School in numerous ways. Maker spaces and a Fabrication Lab would provide the opportunity for our students to invent and create prototypes and or solutions for real-world problems. Equipping the Center with such tools as a 3D printer, laser cutter, CNC (Computer Numeric Control) machine, robot equipment, and more will directly support our robotics and technology engineering programs. Students will be able to design and build parts to actually construct their robot and or create electrical and mechanical systems; turning ideas into action.

The Center for Innovative Studies will also support our infusion of the arts into our current STEM program. Currently we offer digital imaging, graphic design, and music, play, and television production. By supporting our students with the ability to produce their works of art in a variety of media will empower our students. Whether it is a high end graphics print center, a maker space, or the fabrication lab, students will have the opportunity to turn an idea or digital production into a tangible piece of work.

Beyond these specific courses, all disciplines will be able to engage in production of student work by utilizing the variety breakout spaces with the Center. Simultaneous to scheduled classes such as robotics or play production, individual teachers could sign up for the space and bring their class down to work on a variety of projects. Students themselves could register to use the space. The Center for Innovative Studies is meant to support all students and teachers in engaging with project based and 21st century learning.

Our Center will provide a powerful learning environment for students to work individually or collaboratively on entrepreneurial, STEM, STEAM, and Design Thinking projects. Our Center will also provide programs and pedagogy that together with the new learning environments develop a culture of self-directed and self-assessing learners facilitated by our highly qualified and passionate staff.

Within this document, we mentioned the concept of Entrepreneurial Studies through our work with Massasoit Community College (MCC) and our Business Program. It is the goal to take this program to a new level to engage students who may want a career that does not require a four-year college education, but nonetheless promotes leadership in industry and business. Additionally, it is our future vision to link this program with potential companies, such as Ocean Spray Company. It is important to note that the World Headquarters for Ocean Spray are located within the Town of Middleborough. We hope to one day foster the potential to engage our students in an aspect of our community that is rooted in local history, agriculture and an industry that is transforming to meet the demands of an ever-changing world. Additionally, it would be envisioned to bring back our School Store, which was lost many years ago due to budget cuts. It would be nice to bring a small school store into the fold of the new facility to sell school spirit items, apparel and school supplies.

TRANSPORTATION POLICIES

Middleborough Public Schools will transport students on a daily basis according to the policy and guidelines listed below:

Student handbooks for the elementary, middle and high school outline the expectations and responsibilities for students' conduct on the school bus regardless of the grade. Violations of the protocols and rules for riding the bus could result in a temporary suspension or complete removal from riding the bus.

The students at Middleborough High School are expected to behave when being transported on the school bus daily. They must follow the student handbook at all times. It is our expectation that students know that riding the school bus is privilege, not a right, and is dependent upon the student's good behavior while on the bus. We are quite fortunate that incidents on the school bus involving high school students are quite rare.

Student Transportation Services

The major purpose of the school system's transportation services is to aid the students in getting to and from school in an efficient, safe and economical manner.

The school bus system will contract from transportation services. Contracts will be awarded on a competitive bid basis by the School Committee. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment;
2. Inspection of buses;
3. Qualifications and examinations of bus drivers;
4. Driving regulations;
5. Small vehicle requirements, if applicable;
6. Insurance coverage;
7. Adherence to local regulations and directives as specified in bid contracts.

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. 40.5; 711;7A, B and C; 71:37D; 71:48A; 71:68; 711;71A; 71B4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14

Walkers and Riders

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms with applicable provisions of the Massachusetts General Laws. Reimbursement to the school system for transportation costs is given by the Commonwealth for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Committee will provide transportation for students, as detailed in the school district's Transportation Plan, copies which are available in each school and the Central Administration Office.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

TRANSPORTATION/PARKING FOR MIDDLEBOROUGH HIGH SCHOOL

Middleborough High School has two large parking lots located on each end of the building. One parking lot is designated mostly for faculty, staff, visitors, and some

seniors who are engaged in the internship program that require them to leave campus for their respective placements. This parking lot has 210 parking spots for daily use. In addition, a row of parking spaces along the edge of this parking lot is the location for the parking of the small fleet of special education buses and vans that are owned by the school district. The front of the high school has a small row of parking spaces that are primarily for administration, secretaries, school resource officer, superintendent, parents and guest parking. The other large parking lot is located off the high school gym. This parking lot is primarily for student parking, which is usually completely full throughout the school year during the day and for any athletic event. This lot can hold up to 145 cars daily. Middleborough High School does not require students or staff to register their car. Additionally, there is no fee to park on school grounds at this time. Currently, approximately 14% of our student population engages in using school transportation. The majority of our students find other means for traveling to school, whether it is by a parent/guardian, but also, many walk or drive themselves. Due to the position of the two parking lots on either side of the building, traffic flow and parking present major challenges.

It is important to note that the current facility has one point of access for entering and exiting the campus. Middleborough High School is located along a very busy state highway that runs through the entire town of Middleborough (Route 28). This creates a major challenge for accessibility on a daily basis, and presents a significant concern if there was ever an emergency on campus. It is desired that the new facility has another point of egress for entering and exiting the school campus.

Our morning traffic pattern is not ideal. When buses enter the campus, they are directed by the Assistant Principal to proceed to the bus drop-off located behind the high school. All students who take the school bus enter through the back doors to the cafeteria. For students driving, or being dropped off, they are directed to the student parking lot where they are cued along the perimeter of the parking lot to drop in front of the gym doors. Staff members are assigned to be out in the parking lot assisting with the management of cars. School buses, once unloaded, will make their way through the student parking lot to access the exit to the high school. This is not an ideal situation. Additionally, when students are dropped off in the parking lot, they are asked to walk along the back drive-way, which is the area for bus drop off to enter the high school through the cafeteria. This procedure is not ideal, however, it has been the most vetted procedure working collaboratively with the high school administration and the Middleborough Police Department.

The visibility of handicapped parking is limited as well. There is one identified spot in the front of the high school and a small number located within each parking lot. However, it is not well marked. In the new design of the facility, it would need to have ample handicapped parking that would allow for easy access to any part of the high school building.

In the new facility, the parking will need to have the points of accessibility from various egresses from the high school. Additionally, parking should be large enough to compliment the number of parking spaces we are currently working with, which is approximately 350 parking spaces. The facility should have clearly identified handicapped parking. Lastly, there should be allocated parking spaces for visitors and even the potential ability for electric charging stations as we move to engage in a 21st century educational facility.

Optimally, the new facility would provide an additional egress that could be utilized for a potential school bus entrance, and/or student drivers to allow for flexibility for the school campus to ensure safety for all students.

Lastly, Middleborough High School provides a late bus service for all students who are engaged in the numerous after school opportunities through student activities and teacher study groups. We provide two late buses each Monday, Tuesday and Wednesday at 3:45pm. The two buses will drop students off based on their geographical location within the community. We plan to continue this important service to the students of Middleborough High School. It is in the future of the educational planning to potentially offer an evening bus service for students who are engaged in evening activities and the use of the library, as we have seen an increase in students looking to access the library in the evening for a quiet place to study.

FUNCTIONAL AND SPATIAL RELATIONSHIPS & KEY PROGRAMMING ADJACENCIES

Through the vision planning process and architectural programming meetings that have taken place throughout the fall, we have given a great deal of thought to the design and potential connections with key programmatic aspects to the new facility. We have identified a number of areas below that must be taken into consideration as a priority.

Administrative/Main Office Suite:

- The main office should be located at the main entrance to the building. Within the main office area should include:
 - At least four administrative offices (Principal, Assistant Principals (2), and the Special Education Team Facilitator). Additionally, this space must accommodate the front office secretary, principal's secretary and assistant principal's secretary. An office space should be created for the School Resource Officer to allow for close proximity to the administrative team.
 - A conference room.
 - Small kitchen facility and restrooms.

- Storage Space.
- The main office areas should provide access for all students, staff and community members and should truly showcase the high school with potential display cases and wall space to provide an opportunity to celebrate the accomplishments of the school community.

Guidance Suite:

- The Guidance Suite should be located near the Administrative Offices for the high school. Due to the collaborative nature of the work between the guidance and administrative team, it would be prudent to allow for easy accessibility to the Guidance Suite.
 - As mentioned earlier in this plan, it would be the goal to create a formal Counseling Center for the high school that would house the adjustment counselors and school psychologist. It should be considered to have this counseling space in somewhat close proximity to the Guidance Suite and Administrative Office, however, still keeping a sense of its own identity.

Health Clinic/Nurse's Office:

- The Health Clinic/Nurse's Office should be located near the main entrance, administrative offices and guidance suite.

Performing Arts (Auditorium/Black Box Theater) and Athletic Facility (Gymnasium):

- These vital areas to the school community and all related spaces should have a separate event entrance and be located close to the parking areas. These spaces are frequently used outside of normal school hours and for the wide array of co-curricular activities, especially music, theater and athletics.
- It would be important to allow this area to be open to students, families and community members and have the ability to secure the rest of the school building, which now is close to impossible to do.

Learning Commons/Media Center:

- It is our vision that the Learning Commons for the new facility would be the hallmark of our 21st century teaching and learning facility. It would be expected that the Learning Commons would be easily accessible from all academic areas. Additionally, this space would be used for presentation, professional development and meeting spaces. This area should be accessible from the main

entrance in some capacity to allow students, staff and community members to access the space. Also, it is within our vision plan for this space to have the ability to secure this area if needed.

Special Education:

- Within our vision plan for the new facility, we would require small breakout spaces that could be used for educational services for our students to receive small group testing and instruction. These spaces should be located throughout the academic areas of the high school.

Humanities and STE(A)M (Center for Innovative Studies):

- Through the extensive vision planning that has taken place with the high school community, we envision a departmental model for each of the major content areas (English, Mathematics, Science/Technology, History/Social Studies, and Foreign Language) However, the desire of the faculty is to have a facility that would foster an interdisciplinary approach to teaching and learning. The structure must support the flexibility of the evolution of our high school.

Alternative High School/Futures Program:

- The Futures Program must be located in an area of the high school that will ensure they are a part of the school community, however, providing a sense of separation and autonomy. The Program should have its own dedicated entrance and access to the high school. It is envisioned that the new high school would be designed for the Futures Program to be connected to the proposed Counseling Center to provide more support if needed.

Special Education ~ AIMS Program:

- Due to the nature and specificity of the substantial separate program (AIMS Program) this program must be located on the first floor of the high school. Additionally, the program must have accessibility to the Health Suite and proximity to the main office and counseling area for additional support to address the IEP's for the students within the program. Additionally, this area must contain a model kitchen, laundry capabilities and living space for the teaching of independent life skills, which was noted earlier in this report.

Classroom Space:

- Classrooms within the Humanities Center and Center for Innovative Studies (STeAM) should be positioned in a way that would allow access for collaborative space and flexible grouping areas.

Teacher Planning Space:

- Teacher planning spaces (departmental offices) should be placed within the academic area that corresponds to their discipline. The space should allow for flexibility, collaboration, and personal space for instructional preparation.

Dining Commons/Cafeteria:

- The Dining Commons/Cafeteria should be located in a part of the school that has easy accessibility from all regions of the school building. The Dining Commons would serve as a Student Center for before and after school gathering. Additionally, this space would be used for presentation, large group gatherings and collaboration. It could also be a reception area for school events.

Custodial Space:

- The custodial area and receiving should be located near the cafeteria/dining commons due to deliveries.

Athletic Facility/Field Space:

- The vision planning for the new facility would recommend the redesign and addition of appropriate field space to make the high school a true campus. We recommend our athletic requirements include baseball and softball fields, practice fields, tennis courts, track and a turf field and stadium. The stadium would have handicapped accessibility and the presence of a student/band section. Additionally, the positioning of the fields would allow for somewhat easy access to the locker rooms.

SECURITY AND VISUAL ACCESS REQUIREMENTS

Currently, Middleborough Public Schools (MPS) employs a comprehensive emergency management plan, which is updated annually. All security, surveillance, and visual access requirements must work in conjunction with this plan. The safety and security requirements for Middleborough High School address the entire school community as well as its physical plant/facility.

Note: The Middleborough Public School District has adopted the “ABCs of MPS

Response Options” active threat protocol (very similar to the more commonly known ALICE school safety protocol). All faculty, staff, and students have or will be trained in these protocols. We work closely with the Middleborough Police and Fire Departments in facilitating drills and trainings of our school community members.

Exterior doors and windows:

Currently, Middleborough High School staff make every effort to ensure that exterior doors and windows are secured at all times. In the morning, the front door and the back door to the cafeteria are unlocked for student entrance from 6:45-7:20AM. This is done to regulate student intake, disallowing students to wander the building or access unauthorized areas. The two areas where students are allowed from 6:45-7:10AM (when the teaching staff is officially “on duty”) are the main lobby on the second level and the cafeteria on the first level. Both areas are supervised by district and/or school administration. The entrances on the sides of the building are not accessible by students, unless there is inclement weather. However, after the 7:20AM bell signifying the start of the academic day, custodial staff secures the front and the back entrances. Students are then forced to enter only through the front door where all students and visitors are to be buzzed in by the front office secretary. Faculty and staff can enter the building through any entrance with use of their faculty identification/electronic card reader, of which we have three.

During the course of the day and after school hours, it is expected that all exterior doors are locked and closed. On rare occasions, doors have been found to be slightly ajar due to their functional failure to close on their own. All students, visitors, staff, etc., are expected to sign-out/sign-in in the Main Office. After school, at least one gym door is often found open so student-athletes can access the gym, locker-room, or trainer. There are no restrooms on the sports fields, nor is the trainer’s office accessible to students without entering the building.

There are three entrances that employ electronic card readers which open one door which is secured by a high powered magnet. The three entrances are: the main entrance, one gym door (on the boys’ locker-room side), and the east lobby (left side of the building); the front door is the only door with an intercom system and a video component which no longer works.

After being buzzed in the front door by the front office secretary, the person, if he/she so desired, can freely access the building without stopping in the office and being checked in per our safety protocol. There is no security personnel, or a secure room where a visitor can access the secretary and be forced to check in properly before being granted access to the rest of the building.

Windows, in general, open and lock appropriately. The vast majority of the classroom

windows are approximately 20 inches wide by 17 inches high when opened all the way. There are some windows located in the main office, and in the foreign language hallway that provide a much bigger opening when opened all the way.

Ideally, the new building's exterior doors should be equipped with electronic card readers and be labeled clearly with letters and/or numbers to aid faculty, staff, and first responders in identifying specific locations around the perimeter of the building. Faculty and staff needing to access the exterior doors of the building at dates and times appropriate for their function (the dates and times would be dictated to members of the IT Department to adjust staff's cards appropriately). Further, there should be a doorbell/buzzer equipped with video and intercom located at the front door so the front office can regulate visitors' ability to enter the school building. Better would be a post for security personnel with the ability to check visitors (i.e. "Hall Pass", "Offender Check", "Keepntrack software") or at least provide a contained space for visitors to enter and speak with a secretary through a security window before being granted access to the building.

The windows in the new building should be sized so students, faculty, and staff might be able to escape through them in case of emergency. In our current design, an averaged size man could not fit through the vast majority of our classroom windows.

Interior doors/keys:

Over the past 15 years, our key/lock system has changed several times based on the opinion of different superintendents and principals. At one point, all doors in the building had a unique key. We have been transitioning away from that over the last five years in the name of school safety and security. Currently, the interior classroom, office, and closet doors are accessible by one of a few keys. All staff have two master keys--an "old" master and a "new" master. The old master keys open 98% of all round handled door knobs and closet doors in classroom spaces, 2% are unique keys. The new master keys open 98% of all lever handled door knobs, 2% are unique keys. Other spaces such as our vault, main office, one assistant principal's office, and exterior doors are unique keys.

The vast majority of our interior doors are inward swinging doors. There are very few doors, almost all of them accessing the auditorium (on all three levels) and the band suite on the first level that do not close on their own; they swell and do not shut properly.

Ideally, to enhance the safety and security for all, all interior doors should be inward swinging to make it easier to barricade in case of an active threat. Also, all classroom and closet door should be accessible by one master key for all staff. This also increases safety and security in the case of an active threat allowing staff to access spaces for

their and other's safety. Better, each classroom and common area interior door should be equipped with electronic card readers for staff and student use. This would better secure the building by granting regulated access to students and staff ensuring access to appropriate spaces at appropriate times. Further, classroom and office doors should be equipped with push button locks from the inside of the classroom or office and offer an additional safety mechanism such as "The Barracuda Intruder Defense System" (there are systems for inward and outward swinging doors as well as scissor action door closers). Further, doors with windows should also come with shades to be drawn in case of an active threat.

Surveillance Cameras/Security Systems:

Currently, the existing facility has approximately 60 interior and exterior video surveillance cameras with remote access (far fewer exterior cameras than interior). School district and public safety personnel have remote access to all of our camera views, but not on mobile devices. All cameras are digitally recorded. Our interior cameras stay in a fixed position and allow for digital zooming. Some of our exterior cameras are fixed; others oscillate automatically and fixate on movement.

Our interior camera system has proven to be very helpful in reviewing and monitoring incidents involving our school community. However, the system has also proven to be frustrating due to inconsistent motion sensors, inability to zoom in adequately while preserving clarity, and simply not having enough cameras to capture the entirety of the school building. Our exterior cameras prove to be far less helpful. The lack of visibility at night is a hindrance as is the system's inconsistent motion sensors. There is virtually no coverage on our athletic fields, storage barn, and tennis courts. The coverage in the front of the building is completely inadequate, and the other three sides are substandard.

Our front office secretary's desk is equipped with a panic button with direct connection to the Middleborough Police Department. Our office area (front office/reception, administrative offices, copy center, and guidance suite) is protected by a motion activated silent alarm. The box for which is located just outside the main office door. The building is alarmed with an additional motion activated silent alarm. The system is broken into different zones which can be armed/disarmed at different locations in the building. Both the Main Office and the whole-building silent alarm system notified Middleborough Police Department who then in turn notify appropriate school staff.

Our fire alarm system functions with varying effectiveness at different parts of the building. Though we meet current code standards during annual inspections, staff has reported that they sometimes cannot hear the alarm. Notably, band and chorus teachers have noted that they cannot hear the alarm while they are playing/singing. While some alarms have a flashing strobe light, most do not.

Our public address system is clear in some parts in the building and inaudible in other parts. It can be heard on some parts of our campus grounds via the speakers on the building, but not all parts of our campus. The public address can only be accessed in the main and middle office via our internal "white phone" communication system. Not every room's white phone functions. A few years ago, Voice over Internet Protocol (VoIP) "black phones" were installed in every classroom and office space to improve internal and external communication. The black phone system sometimes drops phone calls when the system is being overloaded by the number of users on the system at a given time.

Ideally, the new building will boast a far more expansive surveillance system which will enhance our school-wide safety and security. The system should offer remote access on personal computers and mobile devices for school and public safety personnel use, integrate far more than 60 cameras to vastly limit the "dead spots", better surveillance at the entrance(s) and exit(s) both inside and outside of the building, and have the ability to record and store data for at least 90 days. Additional quality cameras strategically placed near our student and staff parking lots and athletic fields are necessary.

Our secretary/security personnel should still have access to a panic button while also having the ability to disable the electronic card swipes locally in case of emergency. The new building should also be alarmed properly with notification of alarm going to appropriate law enforcement agencies and school personnel.

In addition to a consistently loud and effective fire alarm system, strobe lights, and blinking SMART board messages indicating "Fire Drill" or "Lockdown" should come standard in each classroom and office space.

The public address/white phone system should be streamlined into one internal and external communication system such as our "black phone" system. Having one effective communication device in each classroom enhances safety for all. It would be important to have the ability for a phone that can access the public address system so staff can make announcements from their location if necessary, as well as communicate internally and externally would be optimum.

Campus traffic/parking:

Currently, Middleborough High School's campus only has one entrance/exit. This creates turmoil in the way of traffic concerns on Route 28 which is regulated by a Middleborough Police detail, in addition to largely unsafe traffic patterns on our campus especially in the morning. The current traffic design was developed in 2013 because of the more perilous and unregulated traffic situation MHS administration observed in

2012. Now, there are three safety supervisors and one administrator regulating the traffic situation on campus to increase the safety and security of all school community members.

Though our campus boasts ample parking, the location of the lots in relation to our only entrance/exit, creates challenges for safe arrival to and departure from school.

Ideally, the new campus should be designed with multiple egresses with the express purpose to simplify arrival to and departure from school without the presence of security supervisors and administrators regulating the traffic flow. There should be clearly marked and accessible lots for visitors, students, and staff.

In-school safety and visibility:

In September 2016, a new district-wide lanyard initiative began. This initiative caused changes in the way MHS identifies visitors and guests who are approved for entrance. The initiative calls for all faculty and staff to wear their black and orange lanyard which holds their identification card for all to see. Visitors and guests who check-in at the main entrance must announce their business to the front office secretary who will then have the person sign-in and trade their car keys for a visitor's lanyard. When the lanyard is returned and the person signs out, their keys will be returned and the person will be expected to depart immediately.

As previously mentioned, all visitors and guests should have to pass a security post or enter a secure room with a security window before being granted access to the building.

Front office area and visibility:

Currently, the front office area which is adjacent to the front door consists of: the front office secretary, copy center, administrative offices, middle office secretary office area, and the Guidance Department. The front office secretary's space is designed to allow a visible line of sight to the front door to assess visitors before they are buzzed in. No other offices offer a clear line of sight to the front door to monitor the main entrance. The front office secretary can also see the main lobby area. No other offices have direct sight line to the main lobby.

Ideally, the front office should remain close to the main entrance as it is now. It is advantageous to have the front office area close to the main entrance for numerous reasons. Further, it is helpful to have the administration, guidance, and the nurse's station close to the main entrance to expedite visitors' stay in the building. As part of our "ABCs of MPS Response Options" active threat protocol, the Guidance suite has been identified as the emergency command center. In our new building, it would be

much better to have an administration conference area or the Principal's office/suite be the emergency command center. This area should be able to be secured from the inside of the office, have easy access to all views of all cameras and have access to the building public address system. The electronic card readers should be able to be disabled locally in time of emergency. Further, emergency alert systems (public address system, strobe lights, SMART board announcements, etc...) should all be accessible in the command center.

Two way radio communication:

Currently, all building administrators, custodians, department heads, building emergency response team members (BERT), guidance counselors, school adjustment counselors, our school psychologist, and school nurse all carry two-way radios. The members of the BERT Team, administrators, and the nurse have direct-connect access with the police department in the event of an emergency. At the behest of the fire department, none of the radios are equipped to communicate with the fire department.

CONCLUSION

The vision planning process for Middleborough High School has been nothing short of exciting and promising. The excitement and anticipation about the potential of providing the children of the Town of Middleborough a 21st century learning experience for many decades to come is beyond words. We have worked closely with the project management team from Compass Project Management, and the architects at Drummey Rosane Anderson, Inc., as well as the consultant, Dr. Frank Locker, regarding our vision, core values and guiding principles in the awesome responsibility for designing a new high school. In addition to the vision planning sessions, we have conducted Architectural Programming Meetings that engaged administration, teachers, staff, students, parents and community members to help create our vision of a Middleborough High School for the future. The guiding principles that were highlighted throughout the process were:

- 21st century skills;
- Learning should be engaged within respective content areas and leading to a robust interdisciplinary approach to teaching and learning;
- Professional collaboration;
- Flexibility and interchangeable space to provide for the future of the new facility;
- Complete engagement in college-career readiness for the 21st century learner and citizen;
- To engage the Town of Middleborough as the high school being a community resource;
- To continue to foster the belief that Middleborough High School is a home to each and every student.

Middleborough High School is a school that has undergone a complete transformation of its identity and its perception within the community. We were a school whose mantra focused on "hope". Today, we are a school whose mantra is about "strength". We believe we are a school of excellence and this can be demonstrated by walking the halls, visiting classrooms and experiencing the special place that we call home. Middleborough High School is a special place. The school spirit can be seen in each and every student. We are proud of the school we have become, and excited to take our school to the next level.

In closing, Middleborough High School will become a leader in 21st century teaching and learning. We will be a school that will engage and prepare our students to be college and career ready and to graduate from our high school with a life pathway that is based on excellence. We will be the school that will never settle. We will be the school that will provide an academic program that is second to none. We will be the school that our community will embrace for generations to come and be proud that their children and grandchildren will attend this school. The 21st Century Middleborough High School will take our students and community to the next level. We have grown within a facility with significant limitations because at Middleborough High School....failure is not an option. Strength leads to excellence...and that is what Sachems do!

As we always say...." It is a great day to be a Sachem".