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Massachusetts School Building Authority
School District Educational Profile Questionnaire

Date September 7, 2016

Name of School District: Pentucket Regional School District

District Contact (Name, Title): Jeffrey J. Mulqueen, Superintendent of Schools

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

SECTION ONE: Facilities

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Pentucket	Dr Frederick N Sweetsir	ES	1964		55,000	Y
Pentucket	Dr John C Page School	ES	1974	1985	89,300	N
Pentucket	Elmer S Bagnall	ES	1964		123,900	N
Pentucket	Helen R Donaghue School	IS	1951		55,000	Y
Pentucket	Pentucket Regional MS	MS	1967	1995	123,000	N
Pentucket	Pentucket Regional Sr HS	HS	1958	2001	213,400	N

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data. (Corrected information highlighted.)

District	School Name	Type	Year Founded	Last Reno.	GSF
Pentucket	Dr John C Page School	ES	1974	2013	106,906
Pentucket	Elmer S Bagnall	ES	1964	2013	77,000
Pentucket	Pentucket Regional MS	MS	1967	2015	123,000
Pentucket	Pentucket Regional Sr HS	HS	1958	2001	209,000

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment
Dr. Elmer S. Bagnall School	Innovation School (Conversion)	2014	PK – 6	543
Dr. John C. Page School	Innovation School (Conversion)	2014	PK – 6	354
Dr. Frederick N. Sweetsir School	Innovation School (Conversion)	2014	PK - 2	180
Helen R. Donaghue School	Innovation School (Conversion)	2014	3 - 6	281
Pentucket Regional Middle School	Innovation School (Academies within the school)	Visual Arts – 2014 Safety & Public Service – 2014 Movement Science & Athletics – 2014 Business, Finance, & Entrepreneurship – 2015 Science, Technology, Engineering, & Math (STEM) – 2015 Conservatory of Music - 2015	7 - 12	PRMS – 504 PRHS – 737 Academies are open to all students in grades 7 – 12. Completion of 25 credits is required for academy recognition at graduation.
Pentucket Regional High School				

SECTION TWO: Current Program, Grade Configuration, Teaching Methodology

A. **For elementary and middle schools only** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes *Facilitated by a Library Assistant	Extended Day Care *Extended day care provided outside of school hours for a fee	Lunch Seatings
Dr Frederick N Sweetsir, PreK – 2nd	✓5 days X 45 min/week	✓ 1 day X 45 min/week	✓1 day X 45 min/week	✓ 1 day X 45 min/week	✓ 1 day X 45 min/week	✓ 240 min/day	✓ 3 seatings/day
Dr John C Page School, PreK – 6th	✓5 days X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓240 min/day	✓5 seatings/day
Elmer S Bagnall, PreK – 6th	✓5 days X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓240 min/day	✓5 seatings/day
Helen R Donaghue School, 3rd – 6th	✓5 days X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓1 day X 45 min/week	✓240 min/day	✓4 seatings/day
Pentucket Regional MS, 7th – 8th	✓ 1X52min block/day yearlong Accelerated options in both grades for early-high school credit	✓ 1X52min block/day per semester Elective based with accelerated options for early-high school credit	✓ 1X52min block/day per semester, elective based ✓ 1 52min block/day yearlong for band ensembles (concert, jazz, small group) Middle/high school combined band and chorus *students may enroll in any combination of music courses	✓ 1X52min block/day alternating weekly with Wellness for one semester Early-high school credit for sports medicine			✓ 1X24min block per grade (2 lunch seatings)

For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational). Pentucket High School & Middle School Programs of Studies attached

B. Does the District belong to a Collaborative? Yes ☒ No ☐

Does the District host a Collaborative? Yes ☐ No ☒
If yes, please provide the name of the Collaborative _____

Does the District provide Pre-Kindergarten? Yes ☒ No ☐

Is Kindergarten fee based? Yes ☒ No ☐
If yes, please provide the fee structure: $3,800/year (scheduled payments) or $3,600 (one payment)

Does the District provide transportation? Yes ☒ No ☐
If yes, please provide the name of the provider(s) (District or vendor): Salter Transportation & Safeway Transportation

C. Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

Pentucket's innovation schools are transforming teachers' delivery of instruction (teaching methodology) and the student educational experience. The District is focused on innovation, student voice & choice, and significant outcomes. As such, its educational methodology, at **Pentucket Regional High School** and other schools throughout the District, integrates high levels of personal meaning, adaptive leadership skills, and challenging academic standards into real-world, high impact actions, results and outcomes for the purpose of accelerating the learning of every student. Pentucket's middle school students can elect educational options that result in early-high school credit and accelerated academic pathways. High school students can experience early-college courses and early-career internships / apprenticeships. Secondary students at the middle and high schools can participate in learning opportunities beyond the conventional school day or year. High school students can elect to participate in credit bearing learning opportunities offered in the evening, on weekends, or during school vacations. Nearly two-hundred secondary students enrolled in the 2016 summer semester.

Pentucket students see themselves as active participants locally and globally and expect school to deliver World Class opportunities so that each student can reach a future of his or her choosing. Students engage in a dynamic program of studies that integrates the application of knowledge, adaptive leadership skills, and high levels of personal meaning into real-world, high impact actions, results and outcomes for each student. Each year, the core curriculum (grades 7 – 12) becomes more amalgamated due to the impact of the District's innovation school focus areas. There are currently six Innovation Academies: 1) Visual Arts; 2) Safety & Public Service; 3) Movement Science & Athletics; 4) Business, Finance, & Entrepreneurship; 5) Science, Technology, Engineering & Math (STEM); and 6) the Music Conservatory.

Team teaching is a common and occurs in several ways. Educators team together across content areas, partner with external content experts, and support students with disabilities (co-teaching). The current facility does not have adequate space to support teacher collaboration for community collaboration, instructional design & improvement, or professional development. While some students are educated in substantially sub-separate (self-contained) classrooms, the District provides a continuum of student services with an emphasis on academic and social-emotional

inclusion. Each year, staffing patterns at the middle, high school, and post-secondary levels have become more unified as the District advances its accelerated (grades 7 – 14) academic agenda and innovation schools. Middle and high school teachers often share roles that were previously separate and distinct, largely based on teaching location rather than student need. High school teachers are beginning to link to colleges as adjunct professors with the intent of providing college courses on site for Pentucket high school students.

Teaching methodologies emphasize students' acquisition and application of knowledge, adaptive leadership skills, and high levels of personal meaning. Evidence-based instructional models, such as project-based learning, are becoming more prevalent. The current high school facility does not have adequate space for students to experiment, design, present, exhibit, and engage with external content experts (virtual or on-site).

> *Makerspaces have recently emerged as hotbeds for creative expression and entrepreneurial spirit as communities have formed around the idea of "Making". The self-driven learning evident in community Makerspaces has educators wanting to invest in creating such spaces….* Educational Facility Planner, Volume 49, Issue 1

Technology is integral to each student developing as an independent learner. Educators look forward to a facility that provides stronger technology support for Pentucket's innovative curriculum and instructional delivery. The current facility marginally supports rotation models, such as station rotation, lab rotation, flipped classroom, and individual rotation. The faculty looks forward implementing added instructional models, including the flexible, a la carte, and enriched virtual models (Horn & Stalker. *Blended: Using disruptive innovation to improve schools.* 2015), as documented on page 10 of the Statement of Interest.

Class size expectations are addressed in the *Negotiated Agreement Between The Pentucket Association Of Teachers And Pentucket Regional School Committee (July 1, 2014 – June 30, 2017).* A 20:1 student-to-teacher ratio (K – 12) and a 15:1 student-to-teacher ratio for high school writing lab are listed on page 7 of the Agreement.

D. In the chart below, use "Y" or "N" to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	WiFi WAN/LAN
Dr Frederick N Sweetsir	Y	Y	Y	Y	Y	Y
Dr John C Page	Y	Y	Y	Y	Y	Y
Elmer S Bagnall	Y	Y	Y	Y	Y	Y
Helen R Donaghue	Y	Y	Y	Y	Y	Y
PR Middle School	Y	Y	Y	Y	Y	Y
PR High School	Y	Y	Y	Y	Y	Y

Using the space below, provide additional information for any of the aforementioned offerings marked with a "Y".

Desktop computers are not evenly distributed among classrooms at all schools. The distribution of desktop computers supports the highest instructional priorities. Students use these computers individually or in small groups to access information and develop / create educational products.

Desktop computers populate each school's computer lab(s) and are able to support computer access for an entire class of students at one time. A computer lab that is located at the middle school is shared with the high school, requiring high school students and staff to convene at the middle school.

Laptops and tablets are available on carts at each school. Educators use a sign-out system to reserve computer carts for use in individual classrooms for discrete periods of time.

Smart Boards / Smart Board Projectors are available in some classrooms at each school. Printers are located strategically at each school for centralized printing.

WiFi is being upgraded at each school in the District with the application of e-rate funds. Each classroom will have strengthened access to the Internet and increased upload and download capacity by the end of calendar year 2016. This added capacity will support implementation of the District's Bring Your Own Device (BYOD) technology strategy at all of its elementary, middle, and high schools.

SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School

A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Pentucket Regional HS, grades 9 - 12	Expand integration of comprehensive science classes into innovation academies: *Visual Arts *Safety & Public Service *Movement Science & Athletics *STEM *Business, Finance, & Entrepreneurship *Music Conservatory Expand science-related innovation academy specialty courses, such as medical research and development Expansion of Innovation School and accelerated early-college credit for on-campus, dual credit course offerings related to innovation academies Expand extended day/extended year learning opportunities, such as Summer Semester Support project-based learning methodology with appropriate spaces, integrating maker-labs and exhibition areas related to real-world outcomes, high impact results Implement curriculum as supports for senior citizens	Expand integration of content-specific courses (ELA, Mathematics, Science, Social Studies) into Visual Arts Academy Expand innovation academy specialty courses Expansion of Innovation School and accelerated early-college credit for on-campus, dual credit course offerings related to innovation academies Expand extended day/extended year learning opportunities, such as Summer Semester Support project-based learning methodology with appropriate spaces, integrating maker-labs and exhibition areas related to real-world outcomes, high impact results Implement curriculum as supports for senior citizens	Expand integration of content-specific courses (ELA, Mathematics, Science, Social Studies) into Music Conservatory Academy Expand innovation academy specialty courses Expansion of Innovation School and accelerated early-college credit for on-campus, dual credit course offerings related to innovation academies Expand extended day/extended year learning opportunities, such as Summer Semester Support project-based learning methodology with appropriate spaces, integrating maker-labs and exhibition areas related to real-world outcomes, high impact results Implement curriculum as supports for senior citizens	Expand integration of content-specific courses (ELA, Mathematics, Science, Social Studies) into Movement Science & Athletics Academy Expand innovation academy specialty courses Expansion of Innovation School and accelerated early-college credit for on-campus, dual credit course offerings related to innovation academies Expand extended day/extended year learning opportunities, such as Summer Semester Support project-based learning methodology with appropriate spaces, integrating maker-labs and exhibition areas related to real-world outcomes, high impact results Implement curriculum as supports for senior citizens	Strengthen the integration of research and media resources into all aspects of teaching and learning		Eliminate split lunch seating

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Pentucket Regional HS, grades 9 - 12 Continued	Expand partnership with area college(s) for on-campus, dual credit course offerings for accelerated programs Integrate community partners into the school facility to support and expand early-career internships / apprenticeships for grades 9 – 12 Reorganize science classes in proximity to other STEM academy instructional and planning areas Integrate technology into instructional spaces	Expand partnership with area college(s) for on-campus, dual credit course offerings for accelerated programs Integrate community partners into the school facility to support and expand early-career internships / apprenticeships for grades 9 – 12 Integrate technology into instructional spaces	Expand partnership with area college(s) for on-campus, dual credit course offerings for accelerated programs Integrate community partners into the school facility to support and expand early-career internships / apprenticeships for grades 9 – 12 Integrate technology into instructional spaces	Expand partnership with area college(s) for on-campus, dual credit course offerings for accelerated programs Integrate community partners into the school facility to support and expand early-career internships / apprenticeships for grades 9 – 12 Integrate technology into instructional spaces			Provide lunch resources for integrated community partners
Pentucket Middle School, 7th - 8th	Increase efficient/effective utilization of academy high school staff and facility for increased effectiveness and expansion of Innovation School Academy early-high school credit Increase utilization of specialized high school staff and facility for expansion of accelerated early-high school credit offerings Access to specialized resources to expand extended day/extended year early-high school learning opportunities, such as Summer Semester	Increase efficient/effective utilization of academy high school staff and facility Increase utilization of specialized high school staff and facility for expansion of accelerated early-high school credit offerings Access to specialized resources to expand extended day/extended year early-high school learning opportunities, such as Summer Semester	Increase efficient/effective utilization of academy high school staff and facility Increase utilization of specialized high school staff and facility for expansion of accelerated early-high school credit offerings Access to specialized resources to expand extended day/extended year early-high school learning opportunities, such as Summer Semester	Increase efficient/effective utilization of academy high school staff and facility Increase utilization of specialized high school staff and facility for expansion of accelerated early-high school credit offerings Access to specialized resources to expand extended day/extended year early-high school learning opportunities, such as Summer Semester	Increase efficient/effective utilization of academy high school staff and facility Strengthen the integration of research and media resources into all aspects of teaching and learning		

B. Is the District considering joining a Collaborative? Yes ☐ No ☒

If yes, please provide the name of the Collaborative <u>No change from current.</u>

Is the District considering hosting a Collaborative? Yes ☐ No ☒

Is the District considering offering Pre-Kindergarten? Yes ☐ No ☒

<u>No change from current offerings.</u>

Is the District considering a Kindergarten fee? Yes ☐ No ☒

If yes, please provide the proposed fee structure No change from current offerings.

Is the District considering providing transportation? Yes ☐ No ☒

If yes, please provide the name of the proposed provider No change from current plan.

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

Grade Configurations

Several factors bring questions to mind about the possible reconfiguration of the high school, grades 9 – 12, and the middle school, grades 7 & 8. The middle school and high school are located in close proximity to each other on the regional campus. Moreover, staffing, resources, and educational programming have become more amalgamated over time due to the implementation of the District's innovation schools and accelerated academic programming. Questions come to mind about the possible benefits that might be accomplished by a merger.

Currently, accelerated middle school classes and innovation academy classes provide early-high school credit options for students in grades 7 and 8. Scheduling classes in one facility, the high school, would eliminate the need for staff and students to traverse the campus to attend classes that are currently scheduled most typcially in the middle school. Examples of these classes include: accelerated math, science, ELA; and, academy classes such as sports medicine, entrepreneurship, visual arts, STEM, chorus, band, and percussion. Planned expansion of early-high school offerings, such as world languages, and innovation academy courses, will increase the need for consolidated resources, such as staffing and facilities. Consolidation of grades 7 and 8 with the high school would support increased efficient and effective use of staffing and the high school facilities.

Some high school classes are currently housed at the middle school, including STEM related technology classes, world language, and computer labs. Technology classrooms and the computer lab are shared with the middle school. Consolidation of grades 7 and 8 with the high school would support increased efficient and effective use of staffing and the high school facilities.

The middle school library includes some instructional space for high school classes. This shift resulted from the demolition of the high school's modular classrooms that resulted from the February 2014 burst water pipe. Consolidation of grades 7 and 8 with the high school would support increased efficient and effective use of staffing and the high school facilities, such as the high school media center.

Teaching Methodology

Pentucket's teaching methodology emphasizes students' acquisition and application of knowledge, adaptive leadership skills, and high levels of personal meaning. Pentucket values *more than a score*. Annual state assessment results are only one component that is useful to

understanding student achievement. Other factors used in Pentucket include evidence of significant outcomes, complex thinking, and student growth. Pentucket's students are expanding their range of influence in the world. For example, three students were recognized at the 2016 District-wide meeting on August 29th. They received an award, *Leading By Example*, honoring the way each has capitalized on learning opportunities. Sam Marchant developed a research proposal that he submitted to the UMass Medical School for consideration. Sam would like to work collaboratively with medical researchers to conduct an experimental design testing the effects of common environmental toxins on the production of Brain Derived Neurotrophic Factor (BDNF) on a mouse cell line. Sophie Vicedomine lived and studied in Italy for a semester as a high school student so that she might help prepare herself for a globally relevant future. The world needs leaders who are globally competent, who can work and communicate effectively in a culturally diverse environment, and who are self-reliant and independent. Leo Belyi participated in the Massachusetts Institute of Technology (MIT) Beaver Works Summer Boot Camp at the MIT Lincoln Laboratory Beaver Works Center. Each team programed its own self-driving car that competed in the MIT Mini Grand Prix Challenge to demonstrate fast, autonomous navigation of small racecars in a complex environment.

Evidence-based instructional models, such as project-based learning, are becoming more prevalent at Pentucket High School and the other schools throughout the District. Students experiment, design, present, exhibit, and engage with external content experts (virtual or on-site). Technology is integral to each student developing as an independent learner. Educators look forward to a facility that provides stronger technology support for Pentucket's innovative curriculum and instructional delivery. The current facility marginally supports rotation models, such as station rotation, lab rotation, flipped classroom, and individual rotation. The faculty looks forward to implementing added instructional models, including the flexible, a la carte, and enriched virtual models (Horn & Stalker. *Blended: Using disruptive innovation to improve schools.* 2015), as documented on page 10 of the Statement of Interest.

Educators provide students with learning opportunities that fit their needs, interests, and possible futures. Students engage in real-world, high impact actions, results and outcomes. For example, in 2016, 9th grade students engaged in a project to rename the new bridge installation spanning the southbound lane of route 95. They proposed a change from John Greenleaf Whittier to William Lloyd Garrison. The project engaged students with academic knowledge, adaptive leadership skills, and high levels of personal meaning. As in this case, Pentucket educators use an instructional methodology that is best characterized as learning by doing.

Pentucket's educational methodology is also the foundation for the educator evaluation system. Educators must demonstrate impact on student learning using the three parameters of complex thinking, significant outcomes, and student growth. It will be important to provide educators with facilities and structures that support their approach to teaching and learning.

<u>Programs</u>

Pentucket's specialized educational programs afford middle school students the opportunity to earn early-high school credit and accelerated academic pathways. High school students can earn dual credit as they experience early-college courses. Moreover, Pentucket's many established and future partnerships support students experiencing early-career internships / apprenticeships. Secondary students at the middle and high schools can participate in learning opportunities beyond the conventional school day or year. High school students can elect to participate in credit bearing learning opportunities offered in the evening, on weekends, or during school vacations. Nearly two-hundred secondary students enrolled in the 2016 summer semester.

Fees

Transportation and co-curricular fees have been reduced or eliminated over the past two years. The District ambitiously projects that all fees will be eliminated in the near future, perhaps by the 2017 – 2018 school year.

Technology

Educators look forward to a facility that provides stronger technology support for Pentucket's innovative curriculum and instructional methodologies. Specialty software and hardware that meet industry standards need to be integrated across the curriculum.

> *The proven benefits of contextualized learning, coupled with the rigor of industry-certified programs common to many CTE course, have led to widespread efforts to integrate CTE with traditional academic programs, including STEM initiatives. Many school districts are creatively leveraging the current overlap of content, skills and learning modalities between CET- and STEM-based courses to better address the imperative of 21st century competencies (skills and knowledge).*
>
> Educational Facility Planner, Volume 49, Issue 1

The current facility marginally supports rotation models, such as station rotation, lab rotation, flipped classroom, and individual rotation. Faculty members look forward to strengthening these instructional models as well as implementing added configurations, including the flexible, a la carte, and enriched virtual models (Horn & Stalker. *Blended: Using disruptive innovation to improve schools.* 2015), as documented on page 10 of the Statement of Interest.

Technology can bridge differences in proximity / location and time. Pentucket Regional High School is pursuing international partnerships that will require the implementation of technology to support real-time, international collaboration. For example, a partnership with the Istanbul Technical University is being explored to connect Pentucket's students with opportunities to learn engineering and other STEM related content and processes.

Computer labs located at the middle school are currently shared by the high school. Increased availability of computer labs, in the proximity of academic classrooms will support improved teaching and learning.

Facilities

Early-high school accelerated and innovation academy courses benefit from access to more specialized high school resources. Middle school students registered for early-high school biology use a high school classroom. Other classes, including theatre, sports medicine, music classes, and art classes have the same challenge, due to facility limitations. Middle school students and staff members move between the middle and high school regularly. Consolidation of the middle and high school would support improved efficiency and effectiveness.

Technology classrooms located at the middle school are shared with the high school. High school students and staff members move between the middle and high school regularly to access

this curriculum. Consolidation of the middle and high school would support improved efficiency and effectiveness.

Reorganization of the facility will support improved teaching and learning. Educators with affiliation to innovation school academies could be situated in proximity to each other to support instructional planning, teaming, and instructional delivery. Students taking innovation school academy classes could access makerspaces and other design labs allowing for increased opportunities for collaboration and exhibition.

Flexible learning spaces will support the integration of community resources and partners. For example, criminal justice, firefighting, and medical emergency response community partners regularly support teaching and learning related to the Safety & Public Service innovation academy. Demonstrations and specialized training require instructional areas that often exceed the size of traditional classrooms.

Pentucket Regional High School is pursuing partnerships with local, national, and international industry specific organizations, colleges, and universities. The high school's visual arts innovation academy has an industry specific partnership with Gnomon School of Visual Effects, Games, and Animation, in Hollywood, California. The high school is on course for a partnership with a local college for the purposes of offering dual (high school & college) credit for courses taught by high school staff at Pentucket High School. A recent, developing international partnership with Tugrul Hakiaoglu, a Professor of Physics at the Istanbul Technical University and Director of Institute of Theoretical and Applied Physics may lead to international collaboration among middle and high school students from Pentucket and Turkey. All of these expanded teaching and learning opportunities require facilities that are specialized, flexible, and integrate technology.

Staffing

Consolidation of the middle and high school would result in improved efficiency and effectiveness with regard to staffing. Each year, greater levels of amalgamation of instructional staff occur due to the implementation of the District's innovation schools and accelerated academic programming. Each year, Pentucket's educators extend their range of influence across the range of educational experiences, grades 7 through 14. Merger of the middle and high school would support a higher degree of impact by administrators, teachers and ancillary instructional personnel, and support staff on student learning.

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. "One to One" technology, WiFi hotspots, laptop carts, etc.).

Infrastructure upgrades supported by e-rate funding will be completed by the end of calendar year 2016. These upgrades will support full implementation of the District's Bring-Your-Own-Device (BYOD) technology strategy. Additionally, the District supports annual expansion of available tablet/laptop carts at each school via financial support from educational partners and use of local funds.

The District's innovative curriculum and instructional models require increased access to technology as students engage in accelerated academic and early-career experiences. Teachers and students require technology that meets industry standards. For example, students enrolled in one of the Visual Arts courses need access to specialized computer graphics programs, such as Maya, as they begin to prepare for a career in the entertainment industry. Students enrolled in a

Music Conservatory course may need access to music composition software, such as Noteflight. Pentucket educators seek to engage students in the role of content experts. The District's partnerships continue to expand, including a recent, developing international partnership with Tugrul Hakiaoglu, a Professor of Physics at the Istanbul Technical University and Director of Institute of Theoretical and Applied Physics. Students need access to industry standard technology including 3-D printing and design / engineering software. Plans are underway for Pentucket students to collaborate in scientific exploration with students in Turkey. Their collaboration will be dependent upon the use of technology to bridge the challenges of proximity. Flexible learning spaces supported by technology are needed to ensure students can satisfy their needs related to academics, communication, and collaboration.

SECTION FOUR: Space - District's Priority Statement of Interest

HIGH SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

ROOM TYPE	**No. of Rooms**	**Comments**
CORE ACADEMIC SPACES		
Math	7	
Science	7	3 of these rooms are at the middle school
Science Labs	4	
Social Studies	8	
English	8	
Foreign Language	6	2 of these rooms are at the middle school
STEM	3	Used for both middle and high school level classes. Located at the middle school.
SPECIAL EDUCATION	8	Small group instruction
ART & MUSIC		
Art	4	
Music	1	
Auditorium	1	Used for elective classes, ensemble rehearsals, and theatre productions
Theatre Room	1	
HEALTH & PHYSICAL EDUCATION		
Gymnasium		
Wellness	2	

ROOM TYPE	No. of Rooms	Comments
MEDIA CENTER		
Library	1	
Computer Lab	2	Computer lab located at and shared with middle school
DINING & FOOD SERVICE		
Cafeteria	1	3 Seatings
MEDICAL SUITE	1	
Nurses'/Health Office	1	
ADMINISTRATION & GUIDANCE		
Main Office	1	
Guidance Suite	1	

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

Some high school classes are currently housed at the middle school, including STEM related technology classes, German, social studies, and a computer lab. Technology classrooms and the computer lab are shared with the middle school.

SECTION FIVE: Safety and Security Statement

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

Yes ☒ No ☐

What was the date of the last review with local public safety and law enforcement officials?
Date: August 11, 2016

SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached: None

The Department of Elementary and Secondary Education (DESE) has not issued any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings.

Should you have any questions about this questionnaire, please contact Project Coordinator Joseph Farrell at:

Massachusetts School Building Authority
617-720-4466
www.massschoolbuildings.org