The Outermost High School:
Educational Program Vision for Nauset Regional High School
July 10, 2019

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Located on the Cape Cod National Seashore and less than a mile from the Atlantic Ocean, Nauset Regional High School (NRHS) is the Cape's outermost school. Home to a diverse population of students, the school provides a comprehensive curriculum with extensive arts courses and multiple pathways to graduation. Academic courses are college preparatory, Advanced Placement courses allow for extensive focus in particular subjects, International Baccalaureate courses provide cross curricular study opportunities with a holistic design, inclusion classes bring students of varying needs together for a collaborative learning experience, and special education classes prepare students to live independently beyond high school.

Stretching thirty miles into the cold Atlantic, the Outer Cape is a community where young people and their families view education as an opportunity for growth founded on well-being, stewardship of the environment, a celebration of diversity, and a commitment to inclusion. Just as the evolving shoreline pushes against the Atlantic in a constant exchange of tides, NRHS students lean into their education in search of deep learning characterized by global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking.

The inclusive culture and uniquely designed open campus promote social interactions amongst students. The school's academic reputation draws a diverse population of students from across the Cape: college bound students, students planning to work following graduation, English Language Learners (ELL), international students living with host families, gifted artists, talented athletes, entrepreneurs, budding politicians, special needs students, and students committed to the environment. Each year the school grows more representative of the global population, providing students with and education that challenges their assumptions though their interactions with peers from different backgrounds.

International students spend a full year studying at the school, living with host families, and traveling off Cape with their peers to experience life in New England. Students extend this international experience by traveling with faculty during breaks to a variety of locations including Haiti, France, and Germany. This cultural exchange and the growing number of students on campus who were not born in the United States provides a rich global environment for learning.

Faculty commit to four pillars of excellent teaching: professionalism, intentional design of learning experiences, the practicing of empathy, and collaboration. Reciprocally, students commit to four pillars of excellent learning: preparation for class, finding interest in their learning, engaging authentically in their learning, and creativity in problem solving.

The preferred alternative selected by the Nauset Regional School District School Building Committee satisfies an ongoing desire by the faculty for a more closely-knit school community with architecture that would bring people together informally during their daily routines of moving about school. This design pulls elements of the school together in response to the emphasis the education plan puts on the role relationships play in learning. Strong teacher/student and student/student relationships support honest and direct formative feedback, give students the confidence to ask questions, allow for sustained dissonance to challenge assumptions and prior beliefs, and provides students with the comfort they need to challenge themselves intellectually. The educational plan is driven by the belief that students who are well socially,

emotionally, and physically have the capacity to persevere and take full advantage of the educational opportunities afforded by the programs.

The preferred alternative design pulls facets of the school together around a common courtyard: the cafeteria opens to the town square central courtyard, a uniting overhead walkway joins buildings on the second floor – pulling the school together across the adjoining courtyards, the arts gallery that introduced the performing arts center opens onto the town square central courtyard, the administration reaches into the center of both courtyards while also serving as the main entrance to the school (this space is the geographical hub with site lines that reach all parts of the school), the Black Box/Presentation space opens onto the central courtyard and faces the cafeteria, the fitness spaces on the second floor overlooks the central courtyard, a student cafe/store managed by special education faces into the central courtyard. All of these elements of the school with their proximity to each other and the shared sight lines give the feel of a school with programs, student support services and community gathering spaces to give the feel of a connected space.

1. Grade and School Configuration Policies
Nauset Regional High School provides students in grades nine through twelve with a variety of types of courses. Courses are leveled to ensure students are challenged and have opportunities for growth. This design of developmentally appropriate learning experiences within multiple pathways, regardless of ability, is one of the strengths of our program offerings. There are many paths students can take towards graduation, depending on their emerging interests and abilities. Courses are organized into the following **programs**: English, social studies, mathematics, science, world languages, visual and performing/living arts, computer science, special education, and physical education. Those programs feed into a variety of **course types**: College-Preparatory, Honors, A Level, Advanced Placement (AP), International Baccalaureate (IB), Online, and Access (evening courses). Those courses lead to a variety of **pathways** (schedules) towards graduation that reflect the particular needs of individual students. The majority of students are enrolled in at least one honors class and over a third are enrolled in at least one Advanced Placement course. IB courses are available in English Language Arts / Literacy, Mathematics, Science, Social Studies, and World Language for students wishing to earn the IB Diploma and for students interested in taking IB courses independent of the diploma path. Approximately eleven percent of students receive special education services.

Graduation Requirements:
- Seven (7) credits must be taken each year for a total of 26 credits.
- Four (4) credits in English
- Four (4) credits in Math
- Four (4) credits in Science
- Three (3) credits in Social Studies including one (1) U.S. History
- Four (4) courses in Physical Education / Health including PE01 and PE02

The engagement of students is reflected by the percentages of enrollment across departments. Many students double up in mathematics or science, the vast majority of students enroll in elective arts courses, the majority of students enroll in language, computer science offerings have been increased to meet

student requests. The School within a School (SWS) Program consistently has fully enrolled courses, and courses in law and business are also fully enrolled each year.

Percentage of Students Enrolled by Programs:
- English - 91%
- Mathematics - 100% (some students enroll in 2)
- Science - 105% (some students enroll in 2)
- Social Studies - 86%
- World Languages - 67%
- Physical Education - 62%
- Arts - 86%

2. Class Size Policies

Class size impacts learning and varies according to course type. Consequently, adaptable spaces and flexible furniture are essential. In some cases, younger students can benefit from smaller classes with more teacher oversight. In some cases, older students can benefit from larger classes with more perspectives represented. While NRHS aims for a median class size of 20 to ensure balance across the system, the specific size of classes is driven by the anticipated learning needs of students in different courses, and a belief that the total number of students a teacher works with during a given marking period impacts the quality and quantity of formative and summative feedback. For example, classes that allow for student advancement (Spanish 5) run regardless of size. Programs that require machinery or technology have enrollment determined by access and safety. Programs that call for large numbers of students (band, chorus) are scheduled to maximize access and accommodate student interest. Ninth grade courses are designed to be smaller to acknowledge the added orientation needs of new students. Advanced seminar class enrollment is informed by teacher input. Introductory classes have enrollment aimed to draw as many students as possible in order to broaden their experiences.

Classrooms of 850 square feet with flexible furniture, minimal fixed casework, technology (sound amplification systems and wireless connectivity) will support student learning by enhancing general classroom function, adaptability and learning opportunities. As a school that provides multiple pathways (IB, AP, Arts, A level, B level, Inclusion, Combined) NRHS needs classrooms to be highly adaptable with furniture that can respond to emerging learning and teaching needs. It is the intention that teachers will not "own" a classroom when the school is renovated and expanded to include private faculty office spaces and non-classroom space for teachers to prepare and work.

Adaptable classrooms support student learning by showing students a range of learning expectations (rows of seating call for listening and presenting, round tables call for discussion, open spaces call for movement, private spaces call for individual focus and reflection) and allowing for a variety of teaching methods (lecture, individual feedback, proximity to maintain small group focus, parallel learning, modeling).

The current Classroom Usage Chart by Program (shows percentage of classroom usage for a 7 block schedule)

Program	Classrooms	Section Capacity	Section Usage	Utilization Percentage
English	10	70	61	87%
Social Studies	9	68	55	81%
Mathematics	9	63	51	81%
Science	10	70	53 (excluding prep)	76%
World Languages	7	49	44	90%
Total	45	320	264	83%

3. School Scheduling Method

Nauset Regional High School has a block schedule that rotates weekly. Students take four eighty-five minute classes each day with three four minute passing periods and a thirty minute lunch block. Classes meet every other day with one class meeting twice in a day as a "rotating block." Students also attend one thirty-five-minute advisory class on Wednesdays. A master schedule is created to support student learning by using the following design priorities: student learning needs (IEP, ELL, etc.), student talents (teacher recommendations), student course interests (student sign-ups), student curiosity (guidance counselor and advisor suggestions), graduation requirements, section sizes, total teacher: student ratio by marking period, and teacher preps. NRHS has no study halls. Each day students attend class for four blocks as shown below.

A Day	B Day
A1: 8:35 - 10:00 A2: 10:04 - 11:29 A3: 11:33 - 1:28 A4:1:32-2:57 Three 30-minute lunches rotate in A3	B1: 8:35 - 10:00 B2: 10:04 - 11:29 B3: 11:33 - 1:28 Rotating Block: 1:32-2:57 Three 30-minute lunches rotate in B3

The schedule is currently being reviewed with two aims: to provide structured learning time (teacher support, project work, peer support, etc.) for students outside of classes each day, and to provide weekly professional development time for faculty (possibly one late start morning each week).

School Daily Schedule:
The 7-block schedule occurs over two days (A Day, B Day) with classes meeting 4 blocks each day with the 7th block rotating. Each block is 85 minutes with 4 minutes of passing time. Lunch is 30 minutes with no passing time.

4. Teaching Methodology and Structure

The teaching methodology varies depending on the subject, the level of the course, and the grade level of the students. In every situation, a premium is placed on student engagement. Teachers provide students with developmentally appropriate lessons and assessments. This differentiation demands that teachers come to know their students as learners.

        a) Administrative and Academic Organization/Structure

The administration is charged with a wide range of tasks that take place behind the scenes in support of students, their families, faculty and staff. These include:

● Attendance	● Parent communication and support
● Discipline	● New student enrollment and orientation
● Faculty support/evaluation	● Facilitation of clear communication among
● Policy creation and oversight	all stakeholders

As a relationship-based school, we frame all problem-solving with trust that allows for honest and direct dialogue to ensure all points of view are considered when making any decision or addressing any dilemma. Familiarity with the person involved in any situation is essential for working in ways that align with the school's stated values. Consequently, the space allotted to the administration should be:

- Centrally located to ensure administrators interact with students and faculty on an informal basis to develop trust and respect.
- Highly visible so students and faculty feel there is a presence in the school representing the policies and community expectations.
- Access for visitors and waiting families that is not mixed in with the working space of the administration meeting with students, faculty and families.

The preferred alternative centralizes the administration by removing the existing E building and locating the new Administration and Guidance building in the direct (or geographical) center of campus, with line of sight to both campus entrances.

b) Curriculum Delivery Methods and Practices

A theory of constructivism frames the classroom experience with students working through assignments designed to allow for students to differentiate in ways that produce demonstrations of understanding that incorporate their abilities and perspectives. Such a constructivist approach calls for open and dynamic spaces that can respond to changing activities. The 85-minute classes allow students to work through several iterations of a topic, to spiral around issues and to build off of prior learning. Focused and engaged learning for such an extended period of time calls for spaces that are comfortable and inviting, and that can easily move from lecture format to small group and to differentiated and individualized activities. Students should feel at home in their classes so they will take intellectual risks and lean into the idea that learning happens by making mistakes and articulating misunderstandings.

The educative interaction between students and teachers calls for a variety of instructional approaches including: project-based learning, formal student presentations, teacher and outside expert lectures, small group work, collaborative learning, independent work, fieldwork, laboratory experiments, immersion

experiences, and research using primary sources. Departments work with a variety of partnerships to provide students with meaningful experiences beyond the classroom, to connect students with practicing experts, and ensure students see how what they are learning is being used.

"Google classroom" is the primary course management tool used by teachers. The aim is to ensure that students, families and any academic support persons have access to all necessary materials. The transparency afforded by the Google Suite facilitates a partner approach to education so the school, teachers, families, students and student support staff are able to coordinate their efforts on behalf of students. The Google tools also encourage students to understand how to learn independently by being resourceful.

English, mathematics, social studies, science, and world languages are delivered using a variety of methods and practices depending on the students, the curriculum being addressed, and the judgement of the teacher. The educational program is framed by the idea that students must construct their understanding. NRHS does not subscribe to the "banking" model of teaching where students sit and passively take in what is delivered by their teachers. Within this theoretical framework, teachers are expected to be professional, design educative experiences intentionally, practice empathy, collaborate with all stakeholders, and serve as exemplary learners. Students are expected to be purposeful in their learning, find interest in what they are studying, engage in opportunities presented to them, exercise creativity in response to problem-solving, and live as exemplary citizens.

c) English Language Arts/Literacy

English Language Arts/Literacy is a four-year requirement at Nauset. It is comprised of grade-level classes, offering a range from AP to B level and several SR electives as well as IB. Classes employ a discussion seminar format, traditional note-taking, small group collaborative projects, independent research, and formal and informal presentations. Classes utilize the 85 minutes blocks of class time by routinely adjusting from circles to board work to individual conferences during one class. Reviews of student work, common assessments, and external assessments like MCAS, AP exams, IB oral exams are used to assess the impact of pedagogy and curriculum on student learning.

d) Mathematics

Mathematics education provides a variety of options for students: integrated math, algebra, geometry, pre-calculus, calculus & statistics. Many of these courses are multi-leveled in order to meet the needs of students. Students have the option of taking math at the core level or at the AP level depending on where they are with prerequisites, sequencing and achievement. All students are required to take four years of math, with some students choosing to double in math in order to take advantage of upper level courses. Collaboration between teachers, students, and community is a key factor in raising the level of the education of the students. Teachers use the 85-minute block classes to expose students to a variety of working groups and collaborative teams to bring mathematical concepts to life and understand how math applies to the world around them.

e) Science

Science education uses the same diverse pedagogy, but the skills being learned call for specific equipment and space configurations in the form of labs. Students are allowed to choose the level of science

programming based on their interest and their determination of what level best suits them. All students are required to take four years of science but there is a large population of students who choose to double in science, with some starting that process in their freshman year. Eight general science labs will allow us to populate classes with safe numbers that allow for the quality and quantity of formative and summative feedback necessary

In order to ensure future programmatic conversions are not impacted by costs, the eight general science labs will be in conformance with MSBA guidelines following the *Review and Recommendations of Best Practices for K-12 STEM Learning Spaces*. The preferred alternative allows for easy access to the outdoors. This quick access will also maximize the time students can spend in the field during class time field trips.

There are two area focused labs outside of the eight general science labs:

Biotechnology: This is a STEM focus program that has been in existence for five years with connections to AMGEN, Harvard University, Marine Biological Lab (MBL) and the University of Vanderbilt. Each year, the program incorporates new lab experiences, the most recent of which is Precision Medicine. These working relationships bring a wide variety of experiences to students along with lab equipment and supplies necessary to run the labs at a high level. Due to the type of equipment used and the time and space needed to set up and run labs, some of which are multi-day experiments, a dedicated space is required. The AP Biology program will use this space as well and have the opportunity to have access to materials and equipment that pertain to that particular program. On average these two programs combined have approximately 90-100 students participating.

Marine Sciences: The program has been in existence in excess of 25 years and provides courses in Oceanography, Salt Water, Fresh Water, and AP Environmental Sciences. In the course of one year, approximately 150 students participate in this program. The various courses have connections with UMass, Boston, Cape Cod National Seashore, MA Audubon, Friends of Herring River, Wellfleet Bay Wildlife Sanctuary, Provincetown Center for Coastal Studies, NOAA, and Pleasant Bay Floating Classroom. Given the broad base of experiences students are involved in, a space that allows for visiting scientists, ongoing projects, field studies and the multitude of equipment involved, a dedicated space is required.

f) Social Studies

Social Studies education requires students to take and pass three (3) full year courses, one of which must be US History. Courses are offered at a range of levels from A level to Honors to AP. Several electives are offered. The 85 minutes blocks allow for a variety of learning configurations within any given class. Classes routinely adjust from circles to board work to individual conferences in one class. Teachers use common assessments and external assessments (MCAS, AP exams, IB oral exams) to study student learning and make adjustments to curriculum and pedagogy.

g) World Languages

World Language education offers six languages and ESL. The six languages taught at Nauset High School are: French, Spanish, Latin, Chinese, German, and American Sign Language (ASL). Students can opt to take the languages at the core level, the honors level or the AP level for most of the languages offered. Most students opt to take a minimum of two years, with many students taking more. Students learn primarily through the skills of speaking, listening, writing and reading. Language instruction makes regular use of audio recordings and videos that provide students with immersion encounters. Students engage in group work regularly and are called upon to make presentations using the target language. Students are encouraged to develop fluency in their language of study and have an understanding of how language, culture, and geography shape perspectives and lifestyles.

h) Academic Support Programming Spaces

Such a dynamic and student-responsive program calls for a variety of adaptable learning spaces that support a variety of learning needs across departments and easily scheduled through an electronic calendar. These spaces should also be designed to allow for easy visibility across the spaces to facilitate easy supervision and support our philosophical commitment to transparency and collaboration. An "open door" feeling will encourage interactions and showcase students and teachers learning everywhere all the time.

- **Student Work Display Spaces** allow the school to be experienced as an ever-changing museum of student work across disciplines as a way of making student learning visible, celebrated, and for inspiring intellectual discourse. The preferred alternative enables student work to be presented and displayed in multiple areas. The campus: Student will continue to travel to class outside through the various courtyards with options to be enclosed at the second floor. Art, Library, Science, the Student Center, Innovation Robotics, and Wellness/Fitness all face these courtyards with visual connections for a collegiate-style experience. Glass facades will give a glimpse into the great work in progress, while galleries and display cases will be located at entries.
- **Breakout Rooms** are enclosed spaces at 200 square feet and one component of the overall Teacher's Planning Department at 500 square feet. High visibility allows for easy supervision and puts learning on display. To encourage greater student use, these spaces will be accessed directly from the hallway. The space template allocates one per department for a total (7) Teacher's Planning Department spaces. Breakout rooms will be scheduled using an electronic calendar with access by all faculty and designated student groups (peer academic support groups, student leadership groups, student clubs). These spaces will allow for small groups of students to meet during class, teachers to conference with individual or groups of students, and for individual students to complete missed work with teacher access and support. The furniture in these spaces would be flexible to support a variety of conversations. The 200 square-foot breakout space associated with the Teacher Planning Department will serve "Quiet Space" functions. Refer to end of this section for expanded description.
- **Escape Rooms** where students can unplug and sit with their own uninterrupted thoughts away from the 24/7 cycle of social media. The Breakout Room within the academic neighborhood and the small group spaces within the library can serve this purpose; no additional space will be added to the template.

- **Outdoor Classrooms** to connect students more directly to nature, provide the health benefits of learning outside, and provide teachers with another option designing meaningful learning experiences. Refer to end of this section for expanded description.
- **Project Spaces** within an academic neighborhood would utilize the breakout space associated with the Teacher Planning Department and the informal team areas within an academic neighborhood. Student Seminar spaces, Media Center enclosed group spaces, and the Black Box/Presentation Space are other options.
- **Department Offices** to allow teachers to complete their individual work in private without interruption or distraction and allow for the sharing of classrooms.
- **A Black Box Presentation Space** to serve students, faculty and the public across all disciplines represented in the educational program. An electronic scheduling system would ensure equal access and maximizing the use of the space. The space would have flexible furniture to accommodate multiple tables for workshops, audience seating for presentations, demonstration tables for the display of student work, and open space for activities/performances for an audience small enough not to need the auditorium. **Department use** would include multiple section class meetings/presentations/workshops, guest speakers, public displays of student work, student debates/academic competitions. **Administrative use** would include faculty meetings, parent meetings, guest speakers, grade level meetings, advisory meetings, professional development workshops, teacher presentations of research/curriculum/pedagogy, and club and curriculum fairs. **Student use** would include student government activities, student organized speakers and student presentations/performances. **Public use** would include town meetings, rental by outside organizations, small scale performances by visual and performing artists, and public information presentations.
  The preferred alternative enables the location of this space to be in the former auditorium space and in an area that is heavily traveled by both students and teachers. All departments (English, Math, Science, Social Studies) requested this support space for presentation and lectures outside the typical classroom. This space, along with the Teachers' Planning/Dining, Student Seminar, SPED small group and SPED testing, Tech help desk, and Innovation/Robotics creates a new social and academic hub directly in the center of campus. This block of program and support spaces is referred to as the Student Center. Refer to end of this section for expanded description.
- **A Global Learning Lab** will support the school's commitment to increasing the school's diversity by consistently connecting students to their international peers. The Global Learning Lab space would be available for scheduling by all departments. The space would be designed to allow class-sized groups of students to engage with persons in other parts of the world synchronously. This space supports the school's commitment to a global education in the context of each discipline. Anticipated use is a minimum of 75% each day given the school's commitment to a global education in the context of each discipline. Refer to end of this section for expanded description.
- **Testing Spaces** available for students to take evaluative tests and other individual assessments connected to their current coursework. Assessments range from standardized tests mandated by the state and AP exams to original student designed independent projects that stretch across disciplines. Assessments are determined by the

needs of the particular students, the demands of the curriculum, and the professional judgment of the teacher. MCAS exams administered three times a year (English, math, science) call for spaces to accommodate grade levels of students (220). Spaces capable of accommodating a full grade would allow regular classes to take place during the days set aside for testing. Refer to end of this section for expanded description.

Breakout Rooms (Expanded Description): The Breakout Rooms are associated with the seven Teacher Planning/Department Offices serving Math, English, Social Studies, World Language, Science, Business Technology, and Fine & Applied Arts. These spaces are supervised by teachers within their particular discipline respectively. The Breakout Room will have a glass partition with door from the office space to facilitate visual supervision and a glass partition with door on the corridor side. The glass partitions will have operable shades for privacy and security purposes. These sightlines will also support the visual supervision of the school by the five members of the administrative office team (four administrators and one School Resource Officer), which uses a rotating schedule to ensure one member of the team is walking the campus in and out of classrooms at all times of the school day to provide a feeling of administration presence across the campus.
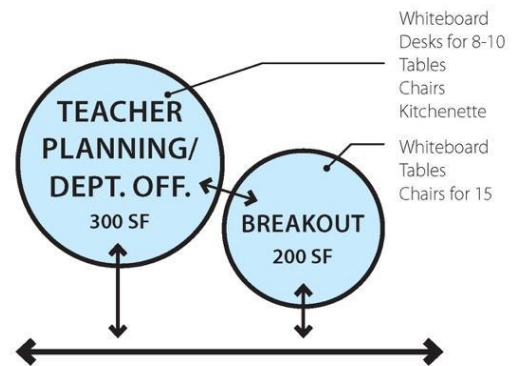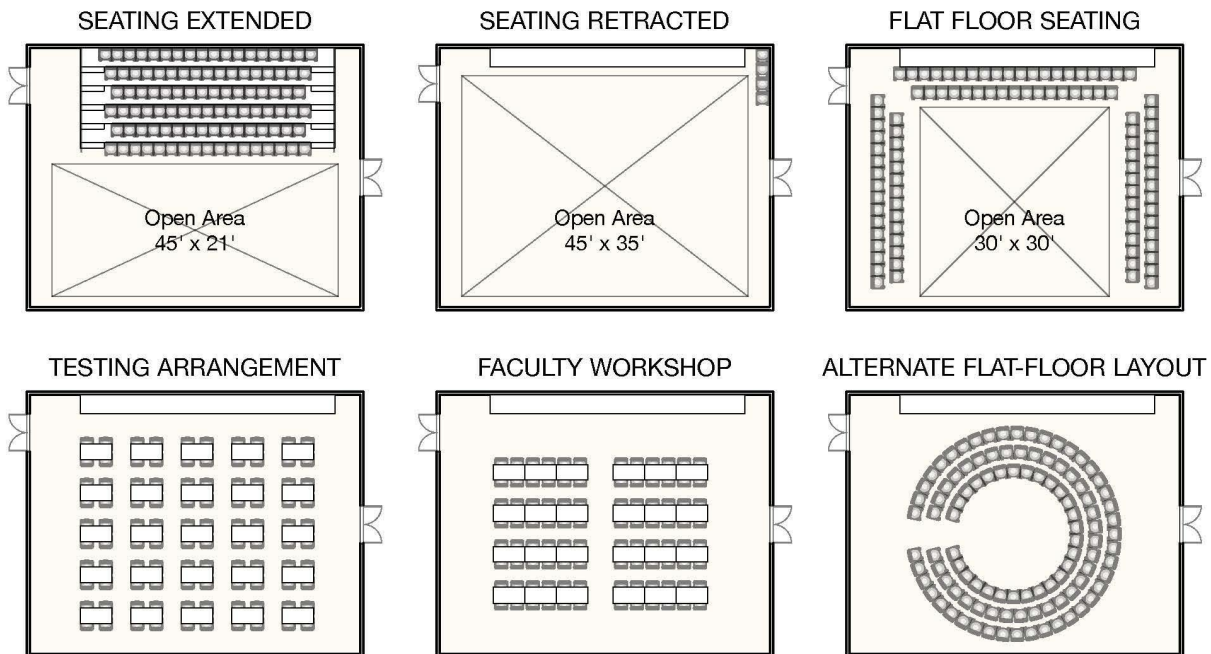

Outdoor Classrooms (Expanded Description): The school is based on an open-campus organization with exterior courtyards serving as circulation between various classrooms building stemming for the original 1970's design. The Preferred Option retains this concept and improves upon by providing academic and community zones of outdoor usable space. Concepts discussed during the PSR phase are as follows:

a. Amphitheatre-style gathering space with tiered sitting. This space is envisioned as a sloped landscape element with a flat lower lecture/performing area. This will be a low maintenance feature, handicap accessible, with proper drainage for the lower level.

b. Outdoor Café provides additional options for dining and encourages students to be outside. This would be a hardscape feature directly adjacent to the cafeteria space. Benches and tables will be durable with finishes suitable for the coastal climate.

c. A Sculpture Garden located adjacent to ceramic and the metal works program. This is an exciting opportunity to assemble and display outdoor focused student art pieces.

d. A standalone greenhouse and gardens will be associated with the science program and required utilities such as water and electricity.

e. Various natural areas of plantings and tree canopies will capture space for small groups of students.
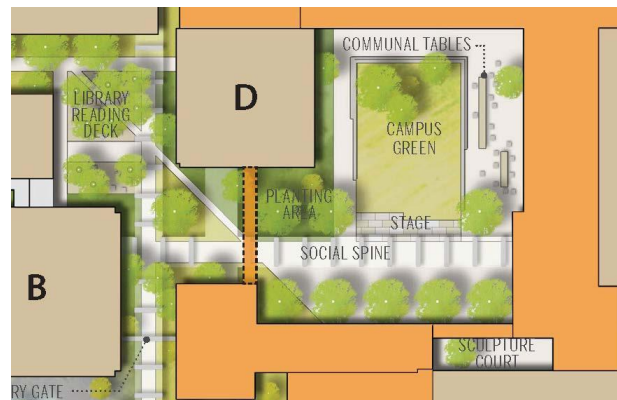
    f.   The spaces (the town square lawn, the outdoor classroom between A and C building, and the plaza behind the science building. will be scheduled using an electronic calendar and reservation system that will be available to the community to ensure maximum use. These outdoor learning spaces will be maintained by the school facilities staff.

Black Box / Presentation Space (Expanded Description): Seating will be accommodated in a variety of ways to maintain flexibility. Collapsible bleacher-style seating platforms with stacking chairs can accommodate up to 100. This would be ideal with seating justified, allowing for elevated viewing and maintaining an open floor area for lectures, faculty meetings, grade level gatherings, displays of student work for public view, dance performances, parent group meetings, presentations by outside experts, mock trials, student government, class level meetings, presentations by students, displays of student work, and classroom activities with combined sections of classes and /or cross curricular combinations of classes. When the bleachers are retracted, individual chairs can be provided for theatre in the round, spoken word poetry sessions, faculty meetings, and academic department workshops with sitting on multiple sides accordingly configured to the type of function. Work tables with individual seats can be arranged to support larger group student testing.

SEATING EXTENDED — Open Area 45' x 21'

SEATING RETRACTED — Open Area 45' x 35'

FLAT FLOOR SEATING — Open Area 30' x 30'

TESTING ARRANGEMENT

FACULTY WORKSHOP

ALTERNATE FLAT-FLOOR LAYOUT

Global Learning: The Global Learning and Cultural Studies Center serves three educational needs: a space for the increasingly diverse student body to develop an inclusive culture by celebrating and teaching their peers about their cultures, a space for all subjects to engage students with people and places across the globe, and a space for our visiting international students to share their cultures and experiences living in other parts of the globe.

The space will have flexible furniture and technology for groups of students to interact with other groups from around the globe in real time. For example, students might sit for a presentation from someone in another part of the world, students might organize themselves to join in a conversation with a group of

students in another part of the world, the space might be organized to allow for a shared activity with people from another part of the world.

The space will also support face-to-face interaction between students at the school who come from different parts of the world. For example, one group of students might share components of their culture such as arts, food, music, and other traditions. The physical space will serve as an example of what it means to live across cultures and to value differences as strengths in forming an inclusive community.

Students will be able to celebrate their cultures by connecting their high school peers with members of their communities from around the globe. For example, we imagine groups of teachers sitting in the space with students from Jamaica and meeting teachers and students from the school the students attended. These virtual interactions will create familiarity and help faculty understand the prior education of their students.

This space will provide an immersive "travel" experience so students feel they are actually learning in a different place with a different culture and different language. This effort to develop an inclusive culture on campus supports an effort on the part of the language department to promote and celebrate bilingualism. The space will also provide opportunities for faculty to learn about the places and cultures represented by the diverse student population.

Dedicating a space to inclusion and global learning where students learn to appreciate the value of a multicultural community and can experience - transported through technology - what it is like to live in other parts of the world and interact in real time with people from around the globe. This space for inclusion and window onto the world beyond the Cape is critical for encouraging students to engage with the world on a regular basis across disciplines.

Each discipline will be expected to make use of the space to show students the benefits/necessity of providing their learning with a global context. The space will be scheduled electronically in order to provide access across departments. All students will have access to the space as a place to support their efforts to share their cultures.

Testing Spaces: Small groups of testing can occur in the student seminar spaces, Research Center enclosed group spaces, and the Breakout Rooms associated with the Teacher's Department Offices. Larger testing groups can occur in the Research Center, the Black Box /Presentation, and the Cafeteria. Large group testing can occur in the Black Box/Presentation. The district is proposing to utilize spaces accommodated on the space template and scheduling use accordingly and avoid adding dedicated space for testing purposes only. All spaces used for testing will be used for multiple purposes including classes, presentations, conferences, group work, and meetings.

Having designated testing space will improve the quality of the testing environment and maintain the learning environment in classrooms being used by students who are not testing. Currently testing does occur in general classrooms; however, this strategy does not provide optimum spaces for testing taking and disrupts the learning of the students who are not taking tests. AP exams are conducted in a controlled space in the library eliminating this learning space for those students not participating in AP testing. On

average, over a two-week period in May, 24 different AP exams are administered with approximately 340 students participating.

i) Student Guidance and Support Services
The Guidance Department provides and assists in academic, social-emotional and career development for all students in collaboration with parents, teachers and staff. Recognizing each student as a complex and unique individual, counselors use a holistic approach to help all students achieve excellence.

Counselors meet with students individually and in small groups. Counselors often meet with parents and families as well. Multiple meetings are held on a variety of topics that involve anywhere from 4- 15 people. This includes IEP meetings, small group counseling sessions, college representative information sessions, and meetings with outside agencies. There are also various circumstances in which additional private rooms are necessary in order to maintain confidentiality and a quiet, private setting.

> Multiple small group meeting spaces would provide opportunities for:
> - families to meet with support staff in privacy
> - workshops to provide faculty with professional development
> - space for guest speakers and outside experts to make presentations
> - a place to complete exercises such as Career Interest Profiles
> - privacy for students to undergo testing to ensure the school understands their educational needs.

In addition to the programs already addressed (English, social studies, mathematics, science, and world languages) the educational program includes the following programs with specific educational needs that impact equipment, furniture and space configuration: business and technology, visual/living arts, sciences, and special needs. These educational needs and their respective spaces are outlined in their respective section of this report.

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5. Teacher Planning and Professional Development
Teachers have the greatest impact in student learning. Faculty collaboration on behalf of students' learning needs promotes a culture of professionalism, which serves as a model for students who are being asked to learn collaboratively as members of their school community. One of the barriers to such a comprehensive approach to professional development is finding the time and space for the work. The high school is currently exploring ways to create time in the schedule for more professional development (one possibility is a weekly late start to allow teachers to meet for a full block) and working with the school board to substantiality increase the budget for professional development. Weekly time for professional development will support the nurturing of a culture of inquiry among faculty by conducting teacher driven, school-based research. An increased budget will allow for more experts to visit campus and for more teacher to attend workshops outside of school.

All meeting spaces are envisioned to adapt to specific types of work by specific groups of users. The variety and flexibility of meetings spaces is envisioned to promote a collaborative and professional school

culture through: inter/intra departmental meetings, curriculum planning/alignment by teachers, teacher-student conferences, teacher-parent conferences, peer academic support, teacher evaluation conferences, advisor-advisee meetings, student leadership meetings, reviews of student work aimed at improving pedagogy and curriculum, intervention meetings to identify support for struggling students, the design of multiple pathways for students, and school-based research review for educational program improvement. Types of meeting spaces listed on the proposed space template to **serve faculty and staff** are 1) Teacher's Planning/Staff Dining, 2) the Administration Conference Room, 3) Administration Small Group rooms, 4) the Guidance Conference Room, 5) Media Center enclosed group spaces, 6) Teacher Planning Departments, and 7) the Black Box/Presentation Space. Types of meeting spaces listed on the space template to **serve student** use are 1) Student Seminar spaces, 2) Media Center enclosed group spaces, 3) informal team areas that are envisioned as open areas within an academic neighborhood 4) the Black Box/Presentation Space.

The preferred option enables support spaces for teachers to be near their area of focus, i.e. science, math, language, etc., and to have greater all-faculty support in the Student Center. Teacher support spaces are distributed throughout the campus with department-focused office /support in general classroom wings and all-campus larger planning spaces at the student center and the faculty research portion of the library.

The following professional development and administrative initiatives aligned with specific aspects of the school are underway at NRHS:

School Aspect	Initiative
Discipline	Restorative Justice (responding to discipline with education, restoration, and an understanding of personal impact on others) Suspension times are minimized and assignments aimed at the cause of the behavior are provided to suspended students.
Learning	Understanding Deeper Learning (identifying evidence of deeper learning and pedagogy for promoting deeper learning)
Teaching	Teacher as Researcher (teachers studying student learning and school systems)
Student Culture	Advisory and Student Governance Engagement (promoting student ownership of student culture)
Parents/Family Engagement	Parent Orientation (partnering with families in support of student learning)
Student Wellness	Social Emotional Learning (curriculum and systems for promoting student well-being)

The district acknowledges a well-thought-out professional development plan should include attention to scheduling and budgeting as an ongoing operational expense. The district is working to provide additional professional development time for faculty within the school year. The district, in collaboration

with the school committee, is committed to increasing funding for professional development as an ongoing operational expense.

Professional development topics will emerge from studies of student learning facilitated by faculty following the model of a teaching school where school-based research shapes curriculum, pedagogy, routines, and policies. The district plans to shift professional development funding directly to schools in order to ensure the work responds to students' learning needs. A full-time technology integration specialist provides professional development that is embedded into each school day. Currently, faculty provide professional development workshops in response to identified needs/interests by the faculty and the administration. The new and renovated facility will support and enhance this ongoing effort to nurture a professional culture of inquiry.

6. Pre-kindergarten Program
Not Applicable

7. Kindergarten Program
Not Applicable

8. Lunch Program Current Delivery
There are three lunch periods within a 2-hr block (11:30-1:30 each day that are assigned by building. Students eat during a thirty-minute block of time associated with the building where they have class. The rotation of three lunch periods is necessary because of the size of the current cafeteria. Teachers also have lunch during the time associated with the building where their department is located. Departments use lunch as an informal time to meet and socialize. Breakfast is available for students, but the cafeteria is not open to provide food for students who remain on campus in the afternoons for athletics, clubs and other extracurricular activities. The preferred alternative enables convenient access to the cafeteria by linking the northern and southern parts of the existing campus together. The cafeteria in the preferred option faces the new expanded courtyard and may offer outdoor seating and dining. By doubling as a circulation space, the cafeteria can foster social connection outside of dining hours. There will be no change to the lunch schedule. The district has no plans to expand the cafeteria use before/after school.

9. Technology Instruction Policies and Program Requirements
NRHS has integrated technology into the classroom learning experience. The buildings are fully wired with at least two drops in every classroom. Staff and students use the CrisisGo app on their devices in case of emergency. This alerting, communication, and incident management platform allows administrators and teachers to communicate and regroup in case of an emergency. The District plans to continue using the CrisisGo Software. We are a 1:1 iPad school, so the CrisisGo app can be downloaded to the school-issued iPad or a personal device. The school provides all faculty and administrators with an iPad.

There are four dedicated computer labs for computer science, fine arts/graphic design, online blended learning, and the library media center. There is also a ten-station lab for teacher training in the office of the Technology Integration Specialist. There are two 3D printers on campus. Nearly every teacher has a

school-issued laptop and iPad, and access to a classroom with an interactive whiteboard, document camera, and Apple TV. All students have school-issued iPads.

Google classroom is used by more than 90% of our teachers. Daily Embedded Tech Integration professional development is used throughout the academic year by nearly all our faculty. A full-time Technology Help Desk assists staff and students to ensure the infrastructure facilitates the seamless and ubiquitous use of evolving technologies.

We envision a student-run help desk for technology, where students with advanced knowledge and skills provide support for students and faculty. Having students in a public space playing the role of teacher and expert also sends a message to students that the adults recognize the students have something to contribute to the educational effort now.

The following are dedicated spaces accommodating computer stations:

1. Computer Science Classroom: This is a 950-sf space in the Vocations & Technology category on the space template. Currently B204 Business/Law/Computer Science. This space in the preferred option is located near the Business Technology Department and the Student Center. Computers are needed, instead of tablets, because of the specific software programs' needs.
2. Fine arts (MIDI)/graphic design: This is an 837-sf space in the Art & Music category on the space template.
3. Online blended learning: This space is 600 sf in the Media Center category on the space template. Currently N210 Edgenuity / ACCESS. This space in the preferred option is located adjacent to the Media Center.
4. Global Learning: Response: See response in section 17 of this document. This is a 1,000sf space in the Core Academic on the space template.

The following are dedicated spaces for technology support:

1. Technology Integration Lab: This is a component of the 500 sf Technology Business Department Planning Office in Core Academic on the space template. 10 stations are required for teacher training. A full-time technology integration specialist provides professional development that is embedded into each school day. Technology workshops and one-to-one development are available for all faculty and staff. The preferred option locates this space near the center of the campus adjacent to the Black Box/Presentation space.
2. Technology Support: This space is 450 sf in the Research Center (Media Center). Currently B202 managed by a full-time member of the staff. The District's Technology Plan (2014-2019) declares the need for a student-run help desk which the school is putting in place. The preferred alternative will enable the school to further develop this vision for student-led technology support. Currently this is located near the Business Technology Department.

10. Media Center / Library
 Media Center/Library provides space for students and faculty to conduct research, collaborate in small groups, and study independently. NRHS envisions a dual research space where faculty and students

conduct research side-by-side. Spaces within the library include sound proof rooms for small group study, a classroom for larger group instruction, quiet spaces for solitary study, and comfortable reading areas. The library should also have the capacity to host guest speakers and cultural events. Book stack areas can be consolidated, and a dedicated computer lab can be incorporated to house the Edgenuity program, a student-directed independent learning path with online courses. The Edgenuity Program allows students to complete course work through an online program, which calls for students to complete their work on desktop computers. Students may use these computers for any course work, so the room has the capacity to be used 100% of the day by students in a variety of classes, and students who need to complete testing. The space also serves as an office to ensure faculty presence throughout the day. In the evenings the space is used by students in the access program who are doing online learning with face-to-face support.

Edgenuity is an online blended learning lab with one FTE who provides academic support and progress monitoring for students enrolled in online courses. This lab will remain as a dedicated space used by students throughout the day and staffed by the current FTE. In order to serve as an office, no additional spatial requirements are necessary. The FTE for the Edgenuity will have a combined classroom/office space within this environment. Currently the Edgenuity Program is a dedicated lab in the existing N Bldg. As noted in Section 9, a dedicated space is required and accounted for in this category at 600 sf. The space should be located with adjacencies to the Research Center so students have access to research support from the librarian. Twelve dedicated workstations are required.

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11. Visual Arts Programs

The outer cape is a community rich with visual arts and trades. We are a self-reliant community where we make what we need, fix what is broken and have a unique capacity for interacting with our natural world to create human art. We have graduates who transform horseshoe crabs into art, who build musical instruments out of driftwood, who capture the unique light of our sunsets on canvas, who take stone and shells found on a beach walk and transform them into polished jewelry, who wheel pottery infused with the sands of our world famous beaches, and who take the fish from our ocean and ponds and produce culinary masterpieces that draw people from around the globe to our towns.

The approach to arts education is to provide project-based experiences with an apprenticeship model of teachers who are also practicing artists. The apprenticeship model calls for space that replicates the respective artisan workshop with the necessary equipment and furnishings for students to produce the expected products: acoustic guitars, wearable jewelry, functional pottery, ceramic decorations, paintings for public display, music and vocals for public performances, and theatre for public performances. The value given to arts education is demonstrated by the scheduling of arts classes matching the length and frequency of other classes in our rotating blocks. All classes meet 3-4 times per week for 85 minutes per block with a rotating block.

Each of the courses has FTE staffing, a record of full student enrollment, and collectively represents the school's commitment to providing a variety of classes with the aim of providing multiple pathways for students to meet our graduation requirements. The school's specialty workshop arts also reflect the outer cape community's rich historical support of artisans. Students in each of these areas have an opportunity to work with professionals in the respective fields.

There are two general art classrooms serving a range of introductory to advanced topics. The apprenticeship model calls for space that replicates the respective artisan workshop with the necessary equipment and furnishings for students to produce the expected products: acoustic guitars, wearable jewelry, functional pottery, ceramic decorations, paintings for public display, music and vocals for public performances, and theatre for public performances.

The Woodshop program requires woodworking machines and hand tools, space for assembling parts, accessible storage for materials used each day, instructional space for demonstrations of skills, and space for planning projects. Safety calls for space between machines and benches to allow for students and teachers to move about freely.

Arts Metals requires hand tools, machinery for metal, venting, instructional space for demonstrating skills and techniques, and space for planning projects. The unique machinery is organized into stations to allow for use by students working on a variety of projects. The spaces between workstations needs to allow for safe foot traffic. The detail-oriented nature of the work calls for directed lighting and individual space to keep project materials organized. This is a popular class at NRHS which served 156 students during the 2018-2019 school year.

Ceramics requires a kiln for firing, wheels for throwing pots, drying racks for projects, an instructional space for the demonstration of skills, and table space for planning projects. Wheels must have ample space for the teacher to move from student to student. Space set aside for glazing includes materials, drying space, and tables for painting. The multi-step process of the art calls for a variety of spaces with designated work: planning, throwing, shaping, glazing, firing.

Photography requires a darkroom connected to a general arts classroom to ensure students understand the history of photography pre- computer technology, space for on-going projects, an instructional space for a class of students, and space for equipment specific to the art of photography.

Culinary would benefit from proximity to the cafeteria/kitchen as well as a space to share their work with students on campus. Improved first floor access to this classroom would facilitate deliveries to this program. The Culinary Arts program presently has a dedicated classroom and an enrollment of approximately 100 students annually. Current class offerings include: Baking and Pastry, as well as Culinary Levels I and II (global cuisine). The present curriculum has students producing foods for functions on and off campus such as: community fundraisers, receptions, gallery exhibits and shows. The present location of the classroom inhibits sharing/selling foods with the student body. The scale of the proposed facility has minor increases in square footage from the present culinary classroom. Adjacencies ideally would be near the courtyard and school store. Working in cooperation with special needs population would offer school-made food products to sell to the student body and faculty. The culinary teacher is certified "ServeSafe" and teaches accordingly. As the culinary program is evolving, "ProStart" is also being considered in future course offerings.

Currently the classroom is for five blocks of classes. During the open blocks the room is used by students in independent classes for work beyond the scope of the curriculum. Professional grade culinary

equipment and the renovated space of the preferred option will enable students in the special education program to be educated in basic culinary skills needed to live independently. Adjacencies to the store run by special education students, the cafeteria, and the kitchen, along with first floor access enable this program to be incorporated into the special needs program through the school store. The culinary program is currently not in operation during the summer; however, the preferred option and equipment upgrade lends itself to this becoming part of the summer program that currently exists for special education.

12. Performing Arts Programs

The NRHS Music Department has a long-standing reputation for excellence. All of our performing groups share in the success attending recent music festivals up and down the east coast of the United States. These festivals include New York City, NY, Boston, MA, Orlando, FL, as well as other locations.

NRHS has six performing ensembles as well as general music offerings. Its groups have won top honors at music festivals nationally for over eighteen years. The music department performs extensively throughout each year in scholastic and civic performances. There are four scholastic concerts per year and always as a department (instrumental and choral combined). Graduates from the department have continued in music performance and education all over the world. The most notable is Meghan Trainor (2012) who went on to win the Grammy Award for best new artists in 2017 and is an international pop star.

A well-designed Performing Arts Center is an essential element of the school. This is the space that welcomes the large majority of citizens to public meetings, open houses, presentations, performances and lectures taking place. In addition to housing the scholastic music and drama programs, a well-designed PAC should be a central location and community hub. NRHS has strong relationships with the Outer Cape Chorale, Orleans Academy for Performing Arts, the Cape Cod Chamber Music Festival, and the Cape Cod Symphony.

Performing Arts Classes:
• A Performing Arts Center (PAC) that is designed for music and drama performances would allow our active performing arts programs to share a hall that would facilitate performances. Adaptive lighting and sound would allow our performance ensembles to perform in an acoustically appropriate, logistically designed and aesthetically pleasing facility.
• A drama classroom housing stations for simultaneous group study will support stagecraft and production classes. Having a separate drama classroom would allow auditorium access for teachers, administrators and student groups for large lectures, presentations and performances.
• A 750-seat theater would allow for our combined concert performances, visiting guest artists, clinicians, and larger ensembles. This would invite and enhance support from our community as well as allow our students exposure to varied ensembles.

Music Classes:
• Having music rehearsal classrooms in close proximity to one another would facilitate cooperative experiences in our music department and good supervision. Proximity of music classrooms near to one another would facilitate combined rehearsals, concerts and other uses.

• Differing sized practice rooms would be utilized by students before, during and after school for small ensemble and individual practice as well as individual assessments.
• The Music Technology / MIDI lab would allow for music theory, performance classes, and Music Technology classes to work on music production and music composition.

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13. Physical Education/Health/Wellness

The research on Social Emotional Learning (SEL) identifies wellness as an essential condition for learning. Students who are tired, hungry, distraught, socially isolated and otherwise unwell are unable to learn regardless of the curriculum, pedagogy or environment. Students who are rested, enjoy proper nutrition, feel connected to and valued by others and who feel to be in good social, physical and emotional help are consistently able to realize their potential as learners. NRHS sees physical education as the foundation of knowledge and skills students learn in order to access and take full advantage of the other educational programs in our school.

The PE and Health Department at NRHS is comprised of 5 full time teachers, each with his/her own specialty along with an additional 20% FTE position that focuses on athletic training education. Students take courses in programs such as Life Time Activities, Yoga, Outdoor Education, Botvin Program, Team Sports, Racquet Sports and Athletic Training. Freshmen and sophomore students are required to take a Health and Wellness course, along with a Physical Education course. Students have the option to take up to two other physical education courses in their junior and senior year. Over half of the student population is involved in the PE and Health program at some point during the academic year.

All students are required to pass one semester of Physical Education / Health Education during their 9th, 10th and 11th grades. There are three health components and three P.E. components included in graduation requirements. Each semester of passing work receives 1⁄2 credit. Students are also offered various fitness-based elective courses.

a) Fitness Center
Strength and Conditioning
In order to provide the necessary support, supervision and safe conditions for students interested in strength training, conditioning and physical fitness, the fitness center/strength and conditioning facility should be large enough for (2) 25-person classes. It must also be ADA compliant, allowing easy access for our special needs population integrated into the programs, and be within the National Strength and Conditioning Associations' safe space guidelines. This space would allow strength and conditioning to address the individual goals of the students within each class; thereby differentiating instruction to meet students' personal needs regardless of age, level of maturity, and physical ability. An office within the strength and conditioning area will provide much needed collaboration between the strength and conditioning coaches, teachers, student support staff, and physical education staff.

Cardiovascular
An area that can be sectioned off from the strength and conditioning space would allow for separate cardiovascular labs for health and wellness to run simultaneously. Cardiovascular workouts have been shown to improve stress levels, mental health disorders and can improve coping skills for stress, anxiety

and improve mental fitness, cardiovascular fitness and overall wellness. Such workouts would also address the school wide effort to attend to students' wellness as the foundation for learning.

b) Health Classroom/Yoga
Yoga
A quiet and comfortable space for relaxation, meditation and stress relief throughout the day would be used to serve yoga classes for 3 out of 4 blocks per day. The fourth block would be scheduled with a different physical education class in need of a space for a variety of activities: stretching, team building lessons, games not requiring the dimensions of the gym, and other activities in need of a large space with proper ventilation for exercise.

Health and Wellness
Adjacent to locker rooms, gymnasium, and fitness center/strength and conditioning facility would mean classes would be able to move between learning labs and lecture without leaving the physical education area. Students would have the ability to change easily for lab work due to proximity to locker rooms. Health and wellness staff would be able to have programs, informational handouts, presentations, and materials set up ahead of time. Such a dedicated space would increase and improve effectiveness of instructional time. The adjacencies would also allow for fluid collaboration between faculty across all courses.

In order to realize the potential of the current programming and to provide the foundation for continued growth in the area of health education, the program has the following opportunities related to space:
•Locker rooms and bathrooms that are sensitive to all student needs, regardless of gender or age. Dedicated locker space will be designed to serve gender neutral students as part of the school's commitment to supporting an inclusive culture.
• An athletic training room that accommodates those students in need of attention, has areas for privacy, and is centrally located to the fitness room as well as the gymnasium and outside fields would encourage students to seek treatment and develop an understanding of how to care for injuries.
• Gym floor space large enough to accommodate multiple classes running at the same time
• An indoor track space to maintain fitness programs regardless of the weather.
• Space for the Athletic Director that is centrally located and has the space in which to hold meetings with teachers, coaches, parents, students and outside interest groups.

The District's approach to physical education is to provide all students with an inclusive experience. Adaptive P.E. students participate in physical education with the necessary supports. Currently, adaptive P.E. students use bathrooms on the first floor as changing rooms. The preferred option would provide appropriate changing spaces for Adaptive P.E. students. Full ADA compliance will ensure that special education students have access to learning activities within the P.E. program. The school schedule incorporates the addition of teaching assistants to accommodate adaptive P.E. students' work with faculty in classes.

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14. Special Education
The commitment to being a diverse community with an inclusive culture means NRHS strives to meet the

needs of all students. Students with disabilities may be eligible for an Individualized Education Program (IEP). NRHS provides students with IEPs with a variety of services in inclusive and more intensive settings.

An inclusion model for students with IEPs and a blending of honors and non-honors students into the same classes allows for an eclectic mix of students, a diversity of points of view, and a valuing of inclusion. Students find themselves in classes with a variety of life experiences, talents, and interests. Students come to see that diversity with inclusion allows them to challenge their assumptions, examine issues from multiple perspectives and explain their own positions using evidence. It also prepares them for life outside of the NRHS bubble.

The majority of our students receiving special education services participate in grade level curriculum within inclusive settings. Inclusion classes are taught by licensed regular education content area teachers and are supported by either special education teachers (co-taught) or educational assistants. Special education staff collaborates with regular education staff to ensure that the appropriate accommodations and modifications are implemented in this setting.

The special education staff consists of 8 special education teachers, 16 educational assistants, a school psychologist, a school adjustment counselor, a speech and language pathologist, a transition specialist, and is also supported by professionals that deliver the following services: vision/hearing services, assistive technology, occupational therapy, physical therapy, and extended school year services. The classroom size of 850 net square feet is sufficient to accommodate both regular and inclusion classes.

Students participate in academic classes taught by special education teachers in the areas of math, English, and/or science. Some students elect to join an inclusion class for science with support. The academic classes are tailored to meet the individual needs of each student and work towards grade level curriculum with a functional emphasis. Students in this program also participate in vocational programming and physical education classes with support as needed.

Life Skills students are working to build both academic and functional skills important for preparing for life beyond the high school setting by learning in a "life skills" space. This space supports the school's commitment to ensure students are able to transfer the skills they learn in school to their lives outside of school. The space should function as an apartment including a functioning kitchen, bathroom, and laundry room.

A distinct area within the Life Skills space will function as a small school store front built to engage with the campus and to give special needs students an opportunity to interact with other students and faculty in the role of store clerk. The skills associated with this role mirror the skills needed for the jobs many of our special needs students find following graduation from our program:
- Job skills within the school and local businesses
- Job related social skills
- Positive work ethic
- Building Self confidence
- Understanding job related responsibility

     • Navigating interpersonal and professional relationships

Liaisons

Each student with an IEP is assigned a case manager or "liaison." A liaison is a licensed special education teacher responsible for managing the students' educational plan at Nauset. Liaisons communicate regularly with regular education teachers, parents, and other support staff in order to best meet student needs.

Liaisons also work with students to respond to needs for the post-secondary transition. At every three-year re-evaluation, students are given a transition evaluation. For many students, these evaluations are done during their 9th grade year so that a baseline measure of skills is developed related to transition. At every annual meeting, guidance counselors and special education liaisons collaborate to complete a transition plan that is written into the student's IEP. Students' services and programs are then tailored to their individual needs. NRHS partners with outside agencies such as MRC in order to support with the necessary services. Our Transition Specialist is involved with each student that needs direct services in order to be prepared for the transition to post-secondary life and teaches our vocational classes

Study Skills & Academic Support

Students who need to develop general academic and study skills may take a study skills or academic support class. Students are matched with their liaisons as teachers for these classes. In general, 9th and 10th graders are enrolled in a study skills class where teachers implement their own curriculum in response to student needs. Topics include organizational systems and strategies, effective study strategies, time management, note-taking strategies, reading support, math support, content area support, self-advocacy, transition skills, and teachers work to help students understand their own individual needs and IEP services. 11th and 12 grade students who still require skill support in order to maintain success in the general education environment may continue to take academic support classes as needed.

Life Strategies

Life Strategies is an alternative option to study skills or academic support that provides students with instruction and exposure to managing the following skills:
• stress management
• coping skills
• self-esteem building
• mindfulness
• Self-regulation
• Positivity
• Self-determination
• self-advocacy
• transition skills (for life beyond high school)
• organizational skill

Students with Life Strategies are included in the regular curriculum for general education classes. The course is structured with whole-group mini lessons followed by individually driven working sessions where students can build the skills they need to develop to be successful in high school and beyond. The

class is taught by a licensed special education teacher with support from the school's transition specialist, adjustment counselor, school psychologist, and guidance counselors.

Currently the "whole-group mini lessons" and "individually driven working sessions" are taught in a reconfigured open public hallway space outside of the skills classroom. The preferred option will provide an equipped classroom for these mini-lessons and working sessions. The current program serves six students, four of whom have a one-on-one teaching assistant in addition to the lead teacher. This space is a dedicated classroom intended for this use. The space has to have flexible furniture and be configured to meet the needs of students. Specifically, the classroom is designed for the size of the group and has two areas: one for instruction and one "quiet" area for breaks when needed.

In order to realize the full potential of this vision for an inclusive learning experience that also supports the unique needs of our students calls for:
- Smaller breakout rooms located close to inclusion classrooms will provide private space for students to receive one-on-one support when necessary
- Small rooms available for additional services
- Testing space should be close the classroom so that time is not wasted when students have to be removed from the inclusion classroom for testing. If the school had small group testing/break out spaces close to academic (inclusion classrooms) spread throughout campus, then a teacher could work with smaller groups of students close to their classroom. Such a design would also provide ease of providing accommodations for students in testing situations.
- Academic Support: Students require support in reading, writing, and math skills, and need access to the equipment that allows them to work with support staff directly. Study skills/academic support/special education classrooms that are equipped with adequate power sources and desktop/laptop computers would increase the function and effectiveness of our special education classes to support students in inclusive programming with their reading, writing, and math skills.
- IEP Meeting Spaces: Students require highly specialized instructional services to remediate their weaknesses in areas that support their general education. Our service providers need adequate space to deliver these necessary services. We also require adequate space to have productive and important IEP meetings with all the necessary staff involved. Collaboration space for services and IEP Meetings would increase the ability to hold productive IEP meetings with many staff members as well as implement individualized and small group support services in appropriate settings (e.g. speech & language, social skills, reading etc.).

The smaller Breakout Rooms under this category are not the Breakout Rooms under Teacher's Department Offices in Core Academic. There are eight proposed Special Education Small Group Rooms at 210 sf each that will be distributed throughout the campus. These spaces will be scheduled and used by the special education faculty using an online calendar to support teacher planning and ensure the special education needs for theses spaces take priority. The space will also be used to work with students individually when needed.

Special Education Space Type

The District will explore efficiencies by combining spaces with similar functions and complementary scheduling needs; however, the primary use will be for Special Education. If scheduling permits, and special education is not using the spaces, then these spaces can be used by any program.

    a. <u>Self-Contained SPED Classrooms:</u> Three spaces at 850 sf each totally 2,250 sf combined. These spaces are intended for special education students and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

    b. <u>Life Skills:</u> One space at 1,200 sf. This space is intended for special education students enrolled in Life Skills courses and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

    c. <u>Occupational Therapy:</u> One space at 500 sf. This space is intended for special education students in need of occupational therapy and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

    d. <u>Physical Therapy:</u> One space at 500 sf. This space is intended for special education students in need of physical therapy and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

    e. <u>Office /Testing:</u> Eight spaces at 110 sf each totally 960 sf combined. These spaces are intended for special education students and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

    f. <u>Resource Rooms:</u> Four spaces at 300 sf each totally 1,200 sf combined. These spaces are intended for special education students and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

    g. <u>Small Group Rooms:</u> There are 8 spaces at 210 sf each totally 1,680 sf combined. These spaces are intended for special education students and will be designed to be private, transparent, and discreetly accessed depending on the needs of the student(s) using the space.

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15. Vocation and Technology Programs
    a) Non-Chapter 74 Programming

In response to students' interests, the Business and Technology Department has expanded into a robust Technology, Innovation and Entrepreneurship Department, which boasts a wide variety of job-ready, door-opening skills. This program will likely grow more than any other as the school moves forward and NRHS is committed to providing students with the courses, spaces and faculty necessary to provide a computer science education that addresses the knowledge, skills and dispositions that have become necessary.

NRHS envisions a Center for Computer Science clustering together spaces dedicated to computer science related learning: computer literacy, coding, programming, innovation, robotics, ethical use, etc. The space should be adaptable to the ever-changing world of computer science to support students' evolving needs. Computer literacy is an essential component of every student's education regardless of their post graduate path.

NRHS has partnerships with MIT, code.org, Girls Who Code, and more. Students are exploring, designing, and making new technologies that go beyond what a typical school can offer. One student is coding and building an underwater drone to detect sharks. Another group is building an electron microscope, while others are coding a miniature car to autonomous navigate our campus. This is a vibrant cutting-edge department that is comprised of five content-specific teachers along with two educational consultants. There are half-year and full-year elective course options. Because these unique offerings range dramatically, the physical environments have unique needs.

Videography
Home of "Nauset News," all video classes have the opportunity to make the student-produced 30 minute news shows on a rotating schedule. Students learn camera operations, studio fundamentals, scripting, and more.
- A state-of-the-art TV studio and production lab would allow students to work with current technologies of digital media creation in the fields of video production, broadcasting, and film production.
- An audio control room would provide students with the opportunity to practice their learning in a real-world setting.

Innovation Lab
The Innovation Lab is a space where students use technology to address current problems. This is the practical think tank of the school where students come to imagine alternative businesses and design technology that addresses familiar problems in new ways. Examples: robotics for the disabled, computer programs to save energy, apps for caring for the environment. This is a design space where students create prototypes, work in teams pulling together multiple disciplines, and address work that has an impact on current problems. The space is a learning environment designed to encourage student participation in collaborative problem solving, critical thinking, and computational thinking in an engineering context.

The ten computers in the lab are needed to run sophisticated software programs on a Linux platform. Specialized computers are required since onboard robotics software is Linux based; Linux based lab computers are required for these projects. Without experience with Linux, users looking for a typical computer experience would not be able to use these computers. Currently, the WarriorWorks Lab and the Technology Integration Lab are two very unique spaces, which serve different members of our learning community.   Therefore, the space and computers need to be different. The Technology Integration Lab is a lab for faculty and staff to learn and practice authentic uses for technology in the classroom. This space along with an additional ten computers will provide daily professional development for teachers through large group workshops and one-on-one focused instruction.   Similar to an instructional coach, the technology integration specialist helps and supports teachers integrate technology into their classrooms.

WarriorWorks is a hands-on, intensive, project-based course associated with MIT BeaverWorks that demonstrates autonomous mini-racecar navigation in a complex environment.
- A designated space or track for the autonomous robot (car), which travels up to 35 mph would allow students to test their work safely.

- Set up for the flying of autonomous drones in the gymnasium. The drones are coded to fly autonomously so students need a space where glitches would not pose a danger and where students can study their mistakes.
- Space for the standard 12' by 12' competitive robotics field. The competitive robotics club meets and practices in the current WarriorWorks space. Since their competitions are held on Vex Competition specifications, there is a need for a practice space for them. Currently, they are preparing for competition in a room that only allows for 6'x6' of practice space.
- A lab of ten computers with a duplication of classroom technological devices would allow teachers to train, plan, and implement authentic technology-rich lessons in their content specific classrooms.

Computer Science

Computer science education calls for learning-specific spaces with robust technology infrastructure, specific furniture and equipment needs, and high visibility to showcase the role of technology in the Nauset educational program. Professional and educational partnerships, for instance, with MIT, can expose students to visiting experts and professionals.

- 100" interactive whiteboards (for coding and Excel's small text)
- floor to ceiling whiteboards
- flexible furniture where students can be quickly regrouped, laptop carts (instead of desktops), and large monitors to plug into.

b) **Chapter 74 Programming**
    Not Applicable

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16. Access Program

In 2001, the Nauset Regional School District initiated a program entitled ACCESS, designed to meet the needs of students who might otherwise not complete high school for a wide variety of reasons: available courses, scheduling, family situations, drug/alcohol issues, and just not "fitting in." Access provides the academic course requirements for graduation, options for credit recovery, as well as individual accommodations and support for social and psychological issues.

Students in our Access Program use the same classrooms as day students, but at different times. Staff for these after school classes are already in place. Access staff share the office space used by staff during the day program. Students in the Access program are understood as students using a different pathway toward the same graduation requirements. This alternative pathway works for a variety of students and does not carry any social stigma - reflecting the diversity and inclusive culture.

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17. School Within a School (SWS)

The School Within a School began in 1973 as the Alternative Learning Group (ALG) through the efforts of students, parents, staff, community and school committee members. SWS has always believed students are more enthusiastic and engaged in learning in a more personalized environment. The SWS program focuses on projects in which students teach and learn from each other, in addition to the use of

traditional assessments. SWS continues to emphasize humanistic, student centered learning in a creative, supportive atmosphere that accommodates both a broad academic spectrum and individual learning styles. Students self-select this alternative path for humanities and are recommended by teachers who believe the project-based humanities experience aligns with a student's strengths.

The SWS will have two dedicated classroom spaces in the Preferred Option and located within the existing B Bldg. near the Research Center, which will support the programs emphasis on learning through inquiry. The design of the space will be similar to a general classroom with student desks, teacher's workstation, sound amplification system, and white boards. The average number of students enrolled in the program is 150 with students participating in the academics of history, English, and astronomy.

18. Transportation Policies

While the school is within walking distance for a small number of students living in the immediate neighborhood, the lack of sidewalks and dispersion of homes gives the school a remote location. Consequently, students take the bus, drive or are driven to school. The narrow roads and lack of any bike lanes discourages students and faculty from riding bicycles to school. The district intends to engage the Eastham community regarding extension of the bike path in summer 2019.

The district recently purchased its own fleet of yellow school buses which serve the elementary schools, the regional middle school and the regional high school. The high school has classes beginning at 8:35, which is the latest start for any school in the district. Students living beyond the four towns in the region (Brewster, Orleans, Eastham and Wellfleet), are driven to a bus halfway between the high school and the Bourne Bridge. Students living in Provincetown also make use of the public transit bus that runs from Eastham to Provincetown.

19. Functional and Spatial Relationships

The ideal function and spatial relationships should prioritize student and academic focus followed by public use and access. The public areas should be located in a way that allows for oversight by administration and maintenance. The auditorium, cafeteria and gymnasium should be located so that after-hours access to other areas on campus or within buildings is not necessary. The gymnasium and locker rooms should have access to and be located near the athletic fields. The overarching goal is to create a school component adjacent to a combined school-public component, while maintaining a secure school.

Alignment of program adjacencies would allow for greater collaboration among disciplines as well as greater connections to student needs and make stronger relationships within the school population, both socially and academically.

Administration Adjacencies
- Centrally located within the campus in order to accommodate student and academic needs. Administration includes the Principal, Assistant Principal, Administrative Secretary, Attendance Office, Head of Maintenance and the Student Resource Officer.

Guidance Counselors, Student Support Group, School Psychologist Adjacencies
- Centrally located within the campus and connected to administration in order to accommodate student needs. There are five Guidance Counselors, an adjustment counselor, a School Psychologist, and a Guidance Secretary.

Special Education Adjacencies
- Located within the proximity of administration, health services, and service providers.
- Academic support rooms near inclusion classrooms which are dispersed throughout campus.
- Conference room for IEP meetings close to "center" of campus (main office, guidance, nurse etc.)
- Life skills/vocational space to be located near the cafeteria
- Occupational and Physical Therapy located near the gym

Health, PE, Wellness, Gymnasium Adjacencies
- Located in an area that is easily accessed by the school community and the community at large while maintaining high visibility for all programs using the space.
- Fitness center, athletic director, physical and occupational therapy programs should be located near each other.
- Located near parking with easy access for public events

English, Social Studies, Science, Math, Technology, World Language Adjacencies
- Adjacent to each other for potential collaboration and support on project-based learning that is interdisciplinary and allows for STEM or STEAM components.
- Adjacent to the media center / research center.
- Technology needs to be centrally located within academics so that all programs, students and teachers can benefit from the space.

School Within a School (SWS) Adjacencies
- Centrally located and near Fine and Applied Arts in order for students to connect the humanities focus of the program through art and its impact on cultures around the world.

Access (Nighttime program) Adjacencies:
- Dispersed throughout the academic programs in order for the nighttime students to have access to the same settings as the day time students

Library, Research, Media Center Adjacencies
- Centrally located so that all students, faculty, staff, and the public have easy access before, during, and after school.
- Located near TV/Media Production Studio

Auditorium & Performing Arts Center
- Performing Arts classrooms located near the auditorium with direct access to the stage.
- Located near parking with easy access for public events

Fine and Applied Arts
- Located in a place that allows student work to be showcased and access to the outdoors

Cafeteria
- Located alongside the school's culinary program
- Located near parking with easy access for public events without having to enter via academic spaces.

Student access to the outdoors is a key component to education at NRHS. Student artwork is displayed outdoors and indoors throughout the campus, the Green Club is an active participant in having all students involved in recycling in order to increase awareness of becoming a sustainable environment, students are able to enjoy lunch outside when the weather permits, upon occasions there are musical performances, and a change in the environment as students move throughout the day offers respite from a completely indoor experience. The school's location in a national park will be optimized as much as possible providing spaces connected to nature that will allow for a more relaxed learning environment.

We anticipate the auditorium, cafeteria and gymnasium having the most public use and have clustered them on one side of the campus to contain public use. However, in order to engage the full community in learning, we anticipate other spaces such as the Black Box/Presentation Space and the Research Center being available to the public as needed/requested.

The team space is the same as the project space. This will not be enclosed, but rather an open space off of a corridor and categorized as gross square feet.

As noted in section 4h, the "breakout rooms" are associated with Teacher Planning / Department Office spaces, and the space template allocates one breakout room per department. These spaces are distinct from the Special Education "Small Group Rooms" described in section 14. Both breakout rooms and small group rooms can serve the purposes listed for "one-on-one support," "additional services," "testing space," "academic support," and "IEP meeting spaces." Academic wing diagrams have been updated to reflect "Teacher Planning" and "Breakout Room" names.

The school's commitment to providing a safe and nurturing space with an inclusive culture is reflected by the design of gender-neutral bathrooms and locker rooms. These designs will only be part of an educational effort to increase awareness of gender differences by all members of the community. Workshops, presentations, professional development, and school policies will be created to support the spirit of inclusion and respect for each member of the community.

Program Adjacencies: Overall Campus
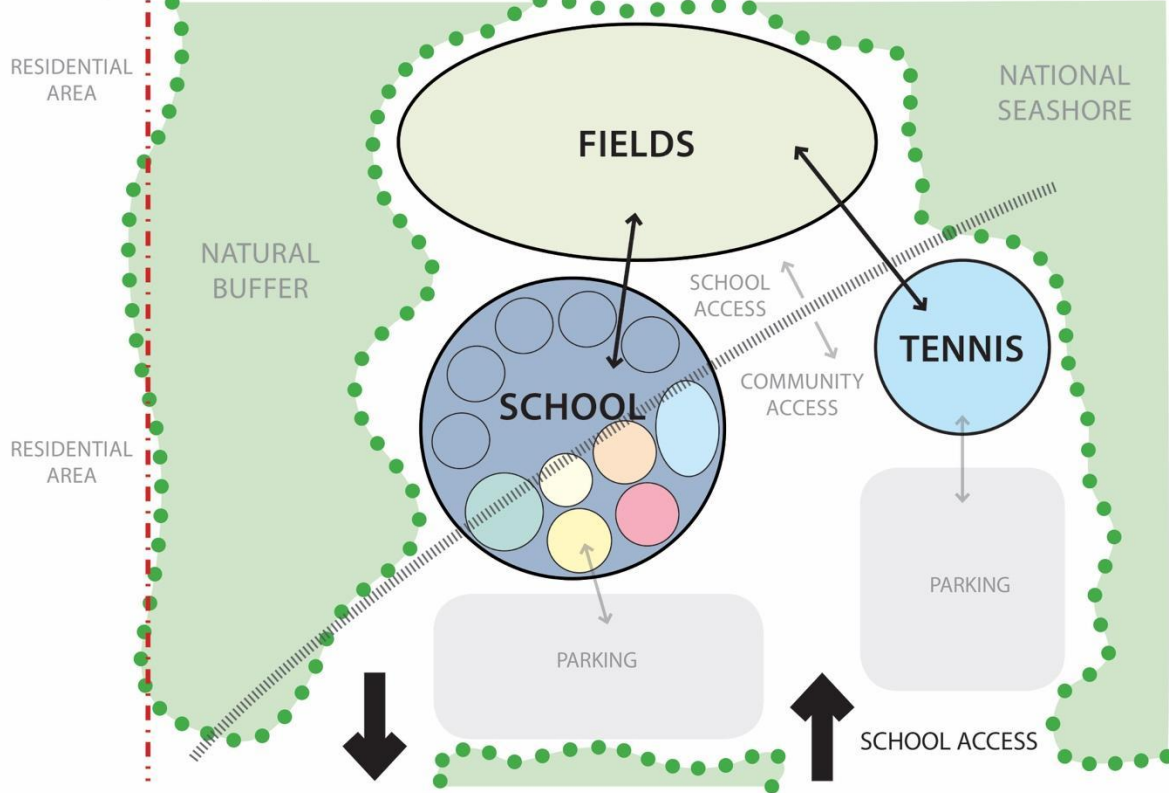
Overall Campus - The overall campus will be zoned to minimize disruption to academic areas and manage public access. A zone of undisturbed natural area to the west buffers the campus from an adjacent neighborhood. In lieu of distributed parking, areas for visitors, students, faculty, and staff parking are concentrated to the southeast for visibility and security, and the perimeter access loop will be limited to service and emergency use. The tennis courts and spaces used by the community are located on the east side of campus, with academic areas clustered on the west. The southeast area of campus is open to public access, with limited access to the student learning environment beyond. Site disturbance is minimized to limit impact to the National Seashore.

Program Adjacencies: Whole School Campus
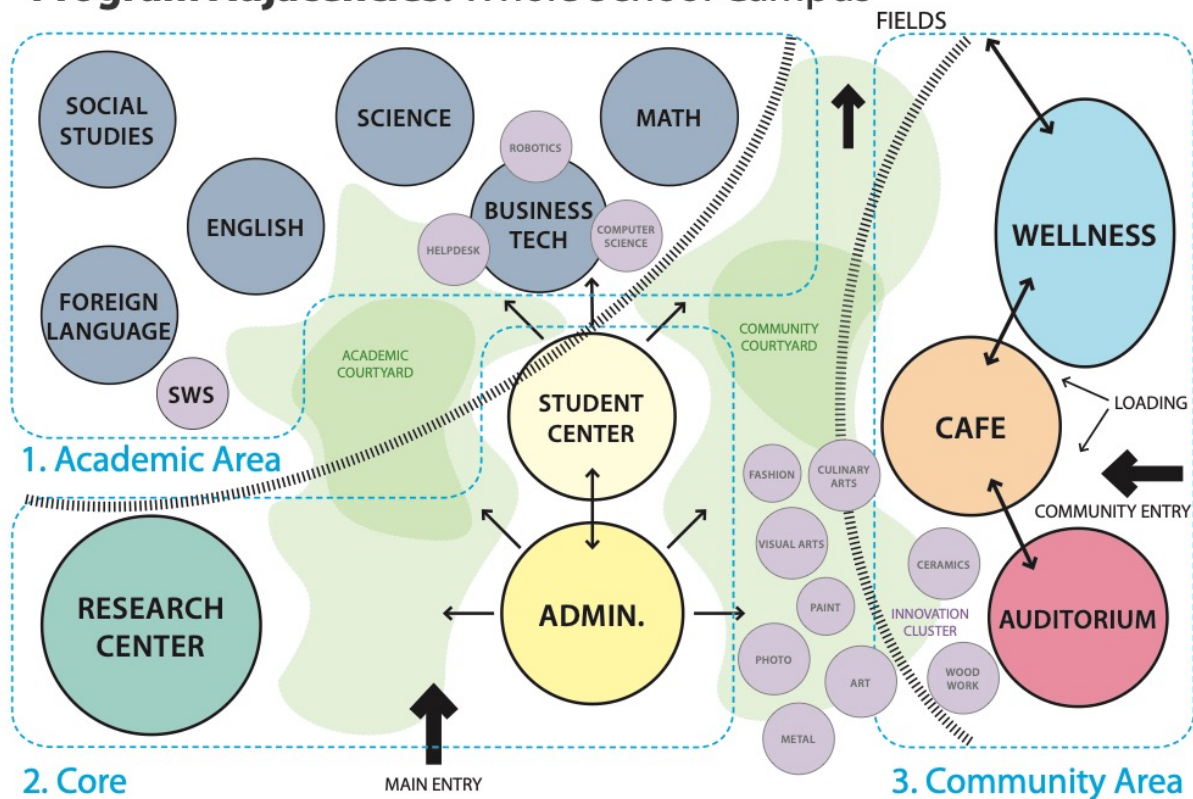
Whole School Campus –The centrally located Core contains administrative offices and Media Center, accessible to the public, and Student Center, functioning as a "School Hub" – a place where students and faculty can gather informally, and daily interaction can foster connectedness. Academic areas surround the Core, with an academic courtyard blending interior and exterior space. Around a community courtyard are clustered the community areas of performing arts, cafeteria, and gym; these large gathering spaces would be available to the public for after-hours use while the remainder of the school is locked and secured.

Program Adjacencies: Academic Area Enlarged

BREAKOUT SPACES ARE ASSOCIATED
WITH DEPARTMENT OFFICES.
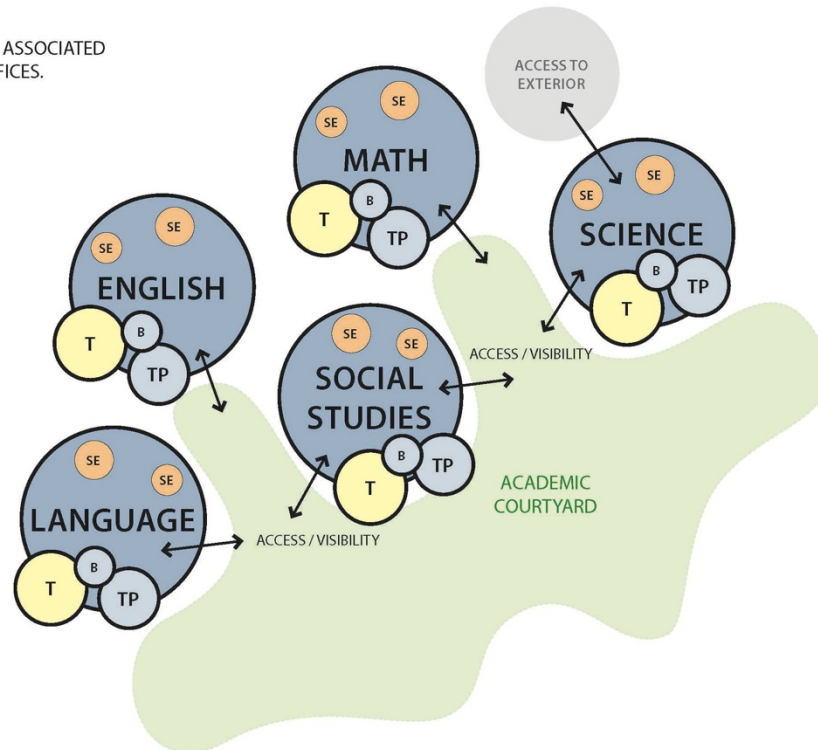
Neighborhoods for Learning – Academic spaces contain dedicated instruction areas and necessary support spaces such as department offices, breakout spaces, team rooms, and special educational spaces. The academic areas would also access a common exterior court yard. This courtyard provides an outdoor learning space as well as a "Town Square" - an outdoor space for public engagement.

# Program Adjacencies: Core Enlarged
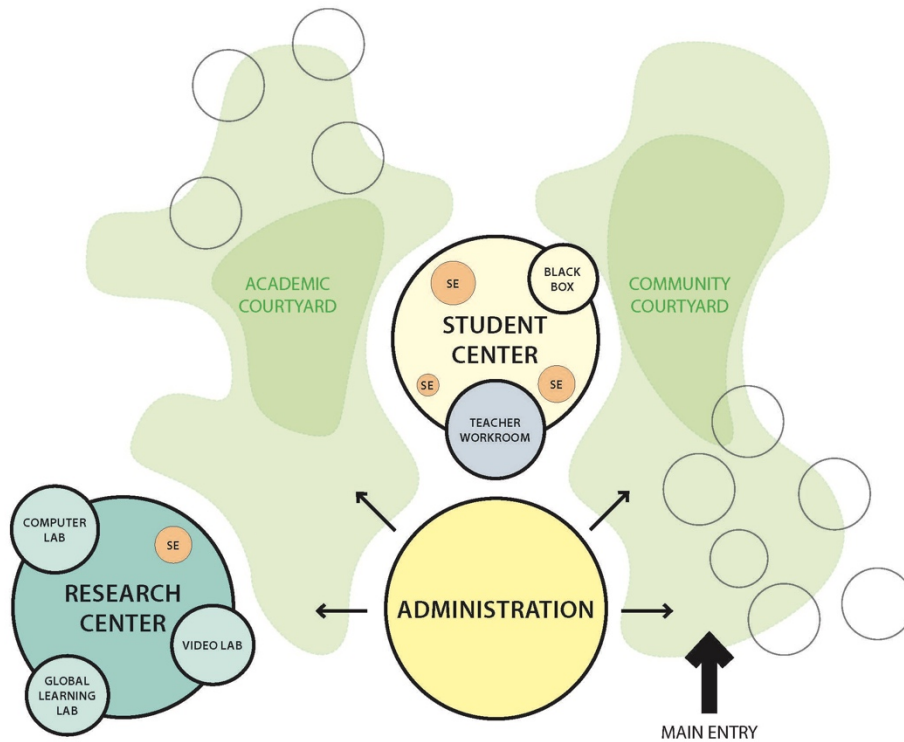
Core – This central core would form the "heart" of the campus. The core would contain the administration offices, student center along with necessary support spaces such as a computer lab, teacher development and a "black box" studio. Also located here is the Research Media Center, this easily accessed space servers as a visual reminder of the importance of research for both faculty and students.

**Program Adjacencies:** Community Area / Auditorium Enlarged
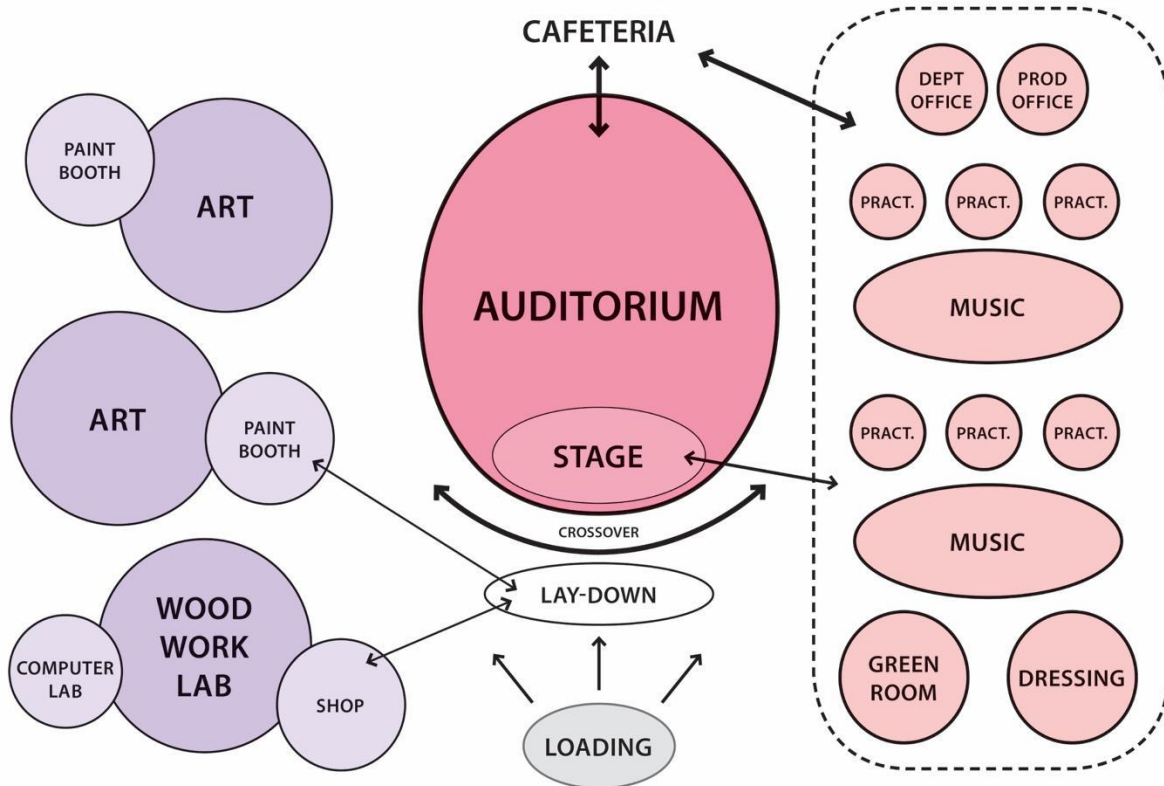
Community Area – The auditorium would be located adjacent to art and music rooms. Loading / lay down area for set construction (art) and instrument setup (music) would be centrally located to serve both art and music programs. Performing arts classrooms will be connected to the auditorium for easy access not requiring students to travel outside.

Program Adjacencies: Innovation Clusters
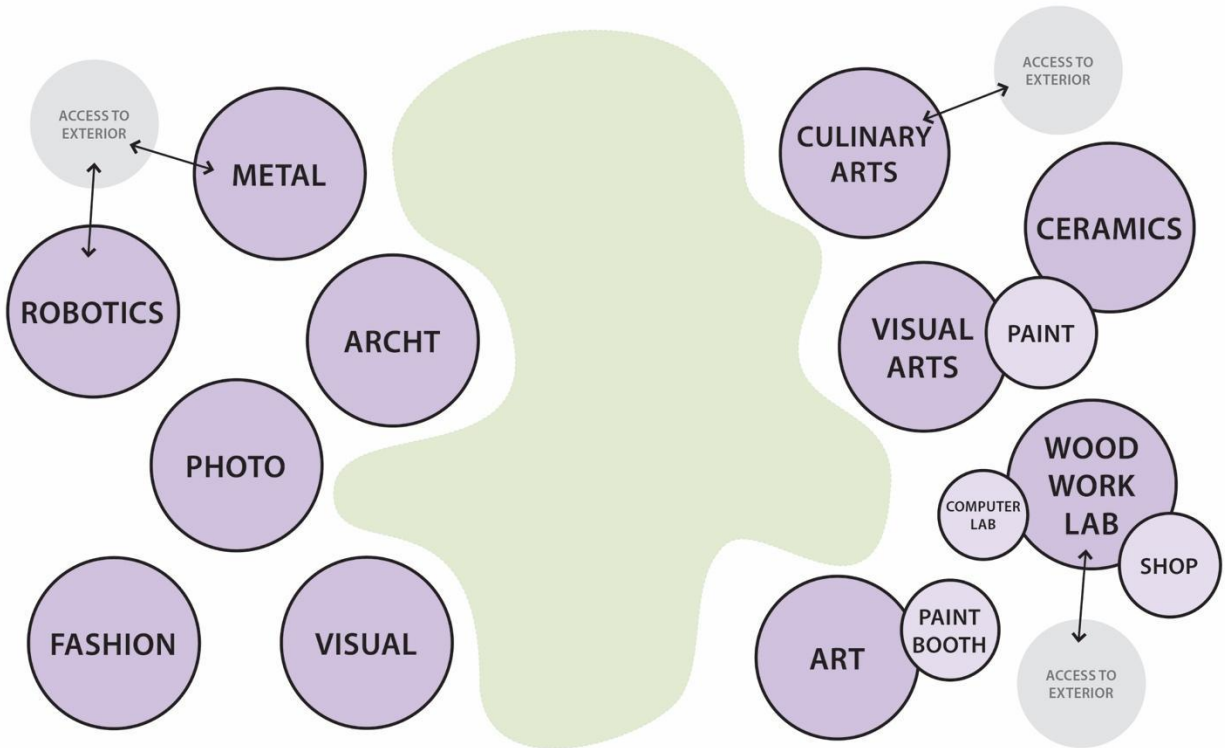
Innovation Clusters – Innovation clusters for both the academic areas (robotics, photography, metal shop etc.) and community areas (culinary arts, ceramics, paint etc.) would be located around exterior courtyards.

Program Adjacencies: Academic Wing
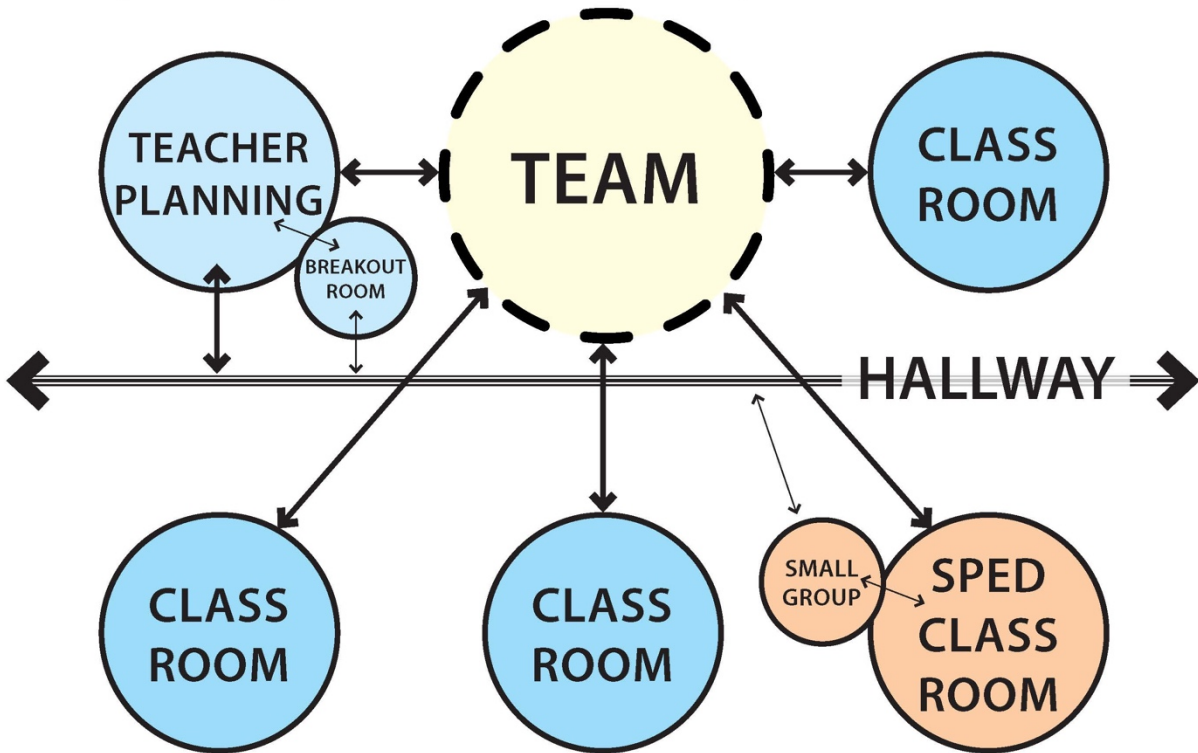
Academic Wing – Within the academic wing, a team room will be located adjacent to classrooms and small group rooms. The proximity of these larger team rooms would foster collaboration and cross-pollination between students in different classrooms and create an opportunity for larger group learning events. At a smaller scale, classrooms could share breakout spaces for instruction and small group meeting areas. Locating small group rooms throughout the classroom wing will facilitate independent and group work under teacher supervision. Each wing would include a department office and special educational classroom.

Program Adjacencies: Academic Cluster
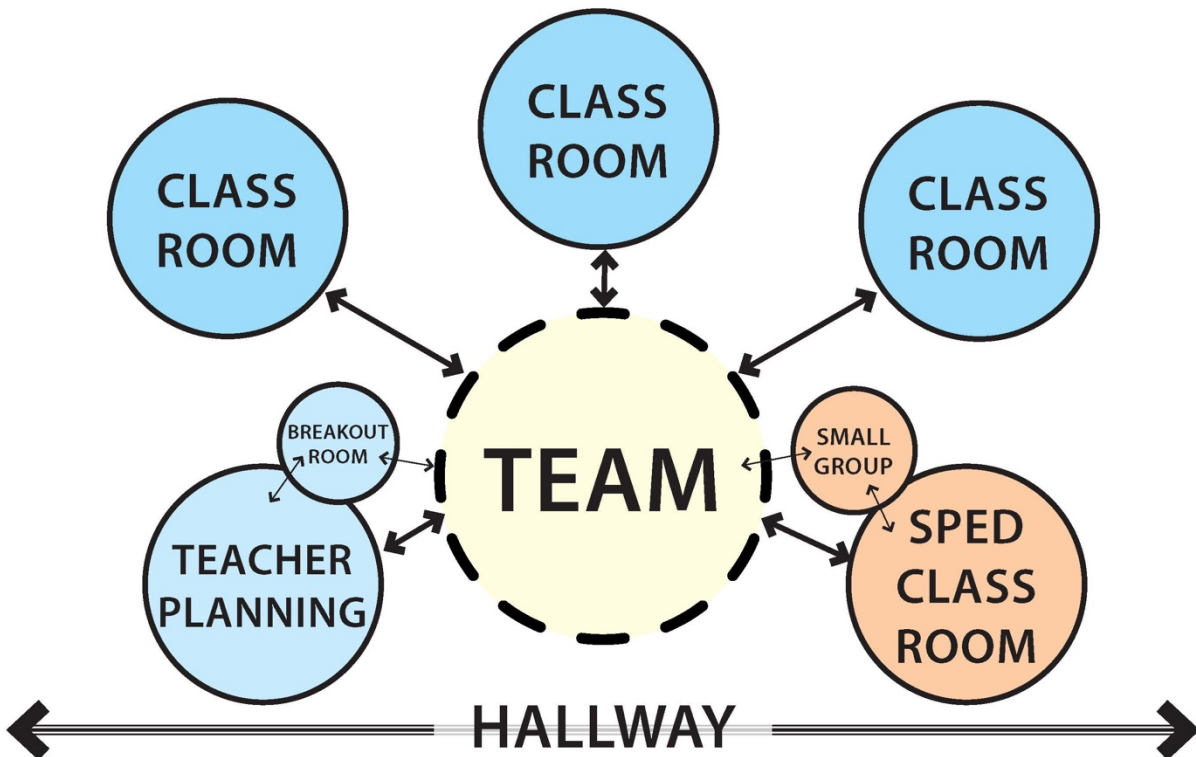
Academic Cluster – Another layout concept for the academic wing is the idea of an "academic cluster". With this option the team room is centrally location around the classrooms, department offices, breakout spaces, and special educational classroom.

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20. Security and Visual Access Requirements
The school design of a campus setting with multiple buildings resembles that of many private schools and colleges in New England. The campus design is a strength of our school and provides students and faculty with the best setting for their work; however, the design and location do provide security challenges unlike those of most large public high schools, which are designed as one enclosed building.

The preferred alternative improves security of the campus by enclosing the outdoor courtyards with discreet perimeter fencing and gates at strategic locations. Card access will be provided for gates that are locked during school hours. The central location of the Administration offices allows direct line of sight to both the main entrance and the community wing entrance.

A single main entrance onto campus, along with designated parking for students, staff and faculty would allow for administration and the School Resource Officer (SRO) to be able to monitor who is coming onto campus during school hours. A specific and dedicated space that is highly visible will be reserved

for the SRO at all times. Currently there is a sticker program for all vehicles. Guest parking will be in a separate designated area located in a way that requires them to enter the campus through one entrance where they can be checked in. A perimeter loop around the campus will be designated for emergency vehicles and personnel. A motorized gate system with key card access will be utilized in various locations. The main entrance gate would remain open during morning arrival and afternoon pick-up to limit congestion. A pull-off parking spot dedicated for the school resource officer will be located adjacent to this gate. Control gates will also be implemented for limiting access to service driveways.

Guest and student parking will be directly in front of the main entrance of the school in the front lot along Cable Road. Guests will be directed to the administration suite for check-in and badging. The Administration Receptionist currently processes visitors and will continue to do so in the new plan. Access to teacher parking located to the east will be restricted by a motorized gate with key card access, as will access to the maintenance and emergency access road beyond the athletics parking.

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21. Sustainability

 Our students live in a place where the environment is held with great regard. The absence of trash on the ground of the campus is just one of the signs that care for the environment is a cultural norm for our school. The school commitment to install solar paneling on the rooftops represents an effort to show students how to practice sustainable living. This fall NRHS was honored with an internationally recognized quality certification for our partnership with Centroplan (a world-leading engineering, procurement, and construction company who built the solar-paneled roofing system) and VDE Renewables (an independent testing and certification body) and our combined effort to have the high school serve as a model for future schools.

The student-run Green Club designed and supports a campus-wide recycling program. In true Nauset fashion, this effort was driven by students working with support from their teachers. The recycling effort includes the use of a composter for transforming food waste into useable fertilizer to be used within the high school, the middle school, and the broader community. Currently, students are researching the process for completing grants aimed at securing metal flatware to replace plastic utensils.

Sustainable design elements and educational program spaces will serve as teaching tools. Some examples are: a digital kiosk to display water, energy consumption and energy generation; students gardens will engage students; view windows onto the designated MEP areas; vegetated green roof areas; solar panels; and displays promoting sustainability and environmental awareness by the student Green Club. Other elements of the building and site used as a teaching tool include rain gardens to manage storm water, signage throughout the building and site where sustainable materials or assemblies are employed, electric car charging stations, and potential use of solar hot water collectors at the roof.

The preferred alternative is a testament to Nauset's commitment to sustainability, with over 60% of the existing campus being retained, mainly the original cast concrete superstructure. This results in the use of less raw materials used in construction, fewer trucks hauling building steel, fewer concrete trucks to the outer Cape, etc.... Fewer construction vehicles traveling from off Cape to Eastham and generating congestion on Rt. 6 is a benefit to the project and surrounding area.