

# Ayer-Shirley Regional Planning Board

## Regionalization Proposal

Section 1 – Long Range Education Plan

Section 2 – Transition Plan/Timeline

Section 3 – Regional Agreement

Section 4 – Financial Analysis

# Educational Plan

# Section 1

## Educational Strategies & Program

## **A. Discuss academic curricular offerings and enhancement plans**

**Note: All curricula offerings will be aligned with the Massachusetts State Frameworks**

### **Primary/Elementary Academic Curricular Offerings Pre-k – Five**

- English/Language Arts
- Math
- Science/Engineering/Technology
- Social Studies/History
- Music
- Art
- Integrated Physical Education/Health
- Academic Support-computer assisted instruction
- Library/Media Literacy
- All day kindergarten (non-tuition)
- Outdoor education

### **Enhancement Plans**

- Extra- and co-curricular activities for students
- Cultural and foreign language opportunities
- Developmental guidance program including personal counseling
- Specialized services for students with and without disabilities (i.e. ELL, Reading)
- Comprehensive early childhood program
- School-wide positive behavioral support system

### **Organizational Structures**

- Common planning time for teachers – grade level and curriculum based
- Integrated/interdisciplinary curriculum with classroom teachers and special areas
- School-wide positive behavioral support system

### **Middle School Academic Curricular Offerings Six - Eight**

- English/Language Arts
- Social Studies/History
- Science/Engineering/Technology
- Mathematics – eighth grade includes Algebra
- Integrated Physical Education/Health
- Modern and Classical Foreign Languages (one full year for Level 1 proficiency by end of grade eight)
- Music
- Art
- Technology

## Choices

- Band
- Chorus
- Exploratory opportunities
- Community Service Learning

## Middle School Enhancement Plans

- Multiple foreign language offerings (modern and classical) at the middle school level (on team)
- Increased number of students in algebra as eighth graders and expanded pre-advanced placement opportunities in all subjects
- Extra - & co-curricular activities
- Comprehensive community service learning
- Developmental guidance program including personal and career counseling
- School-wide positive behavioral support system
- Specialized services for students with and without disabilities (i.e., ELL, Reading, etc.)
- Flex block-Advisor/Advisee Program

## Organizational Structures

- Grade level teams
- Common planning time for teachers – grade level and curriculum based
- Integrated/interdisciplinary curriculum with classroom teachers and special areas

## Current and Proposed High School Offerings

<b>Ayer High School</b>
College courses – Mt. Wachusett Community College classes offered on site – on-line; dual enrollment – distance learning
Honors/AP courses
College level courses
Academic courses

## Graduation Requirements

<b>Ayer High School</b>
Total Credits (160 offered/135 needed to graduate)
English (20) 4
Science (20) 4
Math (15) 3
Social Studies (20) 4
Health (5) 1
Fine Arts (5) 1
Computer Education (10) 2
Physical Education (5) 1

### Massachusetts Core Curriculum (Suggested)

English	4 credits
Math	4 credits with at least Algebra II and Math in senior Year
Science	3 credits of lab sciences
Social Studies/US History	3 credits including US History & World History
Foreign Language	2 credits in a single language
Health/PE	2 credits
Other	6 credits of electives

### High School Enhancement Plans

- Advisor/Advisee Program
- V.H.S.
- Increased number and types of advanced placement courses
- International baccalaureate program
- Increased number and types of foreign language (modern and classical) courses
- More elective choices to personalize student learning including on-line options
- Develop internship program
- Expand community service learning
- Alternative scheduling to accommodate needs to learners (before/after school and evening courses)
- Developmental guidance program including career counseling
- School-wide positive behavioral support system
- Enhanced learning opportunities through the use of various technologies including on-line education
- Mt. Wachusett and dual enrollment opportunities

### Organizational Structures

- Common planning time for teachers
- Integrated/interdisciplinary curriculum with classroom teachers and special areas
- Curriculum coordinators/supervisors

### Operations Merger – Steps to a common curriculum/assessment experiences for all pre-k - twelve students

1. Determine curriculum documents currently in place pre-k – twelve in each subject area. (attached)
2. Establish which curricula/curriculum is most current and fully developed. Identify parts of each document that should be included in a newly merged document.
3. Identify current assessments and the schedule for use.
4. Identify the common assessment experiences for all students pre-k – twelve.
5. Inventory current curriculum resources/programs and textbooks.

## **B. Explain current or proposed collaborative efforts**

High School students from Shirley attend Ayer on a tuition basis continuing a long established practice. Both communities are members of the FLLAC special education collaborative and, in fact, house many FLLAC programs. Ayer and Shirley have a long history of several joint youth activities such as athletics and scouting programs.

During the school year 2008-2009 Ayer and Shirley implemented a plan to mentor and support new administrators. Ayer and Shirley share a food service director for both programs. Both districts also participate in energy collaborative bidding for energy and are considering collaborative transportation bidding.

## **C. Develop objectives**

### **1. Develop objectives to address the needs of at-risk students and low incidence populations**

- Provide in-class and supplementary supports to students achieving below grade level based upon state, district, school, and grade/course assessments.
- Develop Academic Support Centers to serve students with and without disabilities during the school day.
- Integrate academic and/or homework support with school community programs.
- Provide English language development (ELD) instruction delivered by a teacher with an ESL or ELL license to qualified students identified by state assessment.
- Provide alternative scheduling options for students at the high school level to complete their education during non-traditional hours.
- Provide a range of services to students with behavioral challenges by implementing a positive behavioral support system in every school.
- Provide counseling services in conjunction with community agencies for students with emotional/mental health needs.

### **2. Develop objectives to address the needs of students with special needs**

The regional district will provide a full range of special education and related services to enable students with disabilities to develop to their full potential. Services will be provided in the least restrictive environment including full-inclusion, partial inclusion, and substantially separate classrooms. In addition to special education services a full-range of related services will be provided based upon individual student plans. These services include, but are not limited to, occupational therapy, speech/language therapy, physical therapy, and vision and

hearing. Opportunities will exist to provide in-district services for several students currently placed outside local districts.

An integrated preschool program will provide a full range of services to students with and without disabilities. Additionally, specialized classrooms will be provided for students requiring a substantially-separate intensive preschool program. Pre-school programs will focus on communication, pre-academic, social and self-help skills.

Regional district programs will serve the needs of students developmental and autism spectrum disabilities that require applied behavioral analysis (ABA) services. The regional district should employ ABA trained professional and para-professionals who are supervised by a Board Certified Behavior Analyst with ESE licensure. Both before and after school and home programs will be provided based upon students' Individual Educational Plan(s).

Specialized services will also be provided within the regional district to serve students with multiple disabilities and/or complex medical needs. The services will be provided across all placements including in-class, inclusion-model settings in conjunction with classroom accommodations, modifications, and/or supplementary materials.

Specialized services including a substantially separate classroom at the high school level will provide students (up to age 22) with the supports they require to transition to work, independent or supported living settings post-high school. The services will be both school and community based and provide for job exploration and on-the-job coaching.

#### **D. Review all prior or potential non-compliance issues**

Both districts have recently undergone coordinated program reviews. Corrective action plans for the two districts have been approved and all areas of non-compliance have been or are being addressed.

#### **E. Explain non-academic offerings and develop a plan for integration, including changes or enhancements**

**Current offerings include:**

- Extended-Day programs
- Pre-kindergarten programs
- After school programs

- Athletic programs at Middle and High School
- A variety of k – twelve special interest clubs i.e. crafts, student council, art, SADD, Mock Trial, yearbook, etc.
- Community service initiatives
- A variety of arts based opportunities (Music, Drama, etc.)

**Enhancements:**

- Additional k – twelve extracurricular program offerings such as theatre, Model United Nations, Earth/Green Club, etc.

**F. Develop a plan for integrated professional development to implement program and operational merger**

**Guiding Principles**

- Equity
- Engagement in learning and achievement
- Collaboration
- Personalization of learning

**Professional Development Overview**

<b>Level</b>	<b>Connection</b>	<b>Structures</b>	<b>Optional</b>
Individual	Individualized Professional Development Plan	Yearly review of IPDP/ evaluation/certification	Graduate level courses-in and Out of district Conferences/workshops
Grade/Team	Continuous improvement model	Common planning time/ department meetings	Shared leadership roles
New Teacher Cohort		New teacher induction/ mentoring 1 <sup>st</sup> three years in district	Additional graduate level courses
School-Wide	Professional development tied to School Improvement Plan.	Faculty meetings	Task forces Committees School Improvement Council
District-Wide	Professional development tied to District Improvement Plan.	Professional development days - job – alike training as needed	District Improvement Council
All teachers/staff		District celebration of professional learning	District Curriculum Renewal Council
		Civil Rights Training	District Curriculum Task Forces
		Universal health precautions	
		Restraint Training	

**Operation Merger:**

1. Open professional development activities across the districts in June, 2009/joint professional development opportunities.
2. Pool professional development budgets/grant monies to address professional development needs as the result of regionalization.
3. Establish a professional learning task force.
4. Identify best practices in each district for use across the region.
5. Identify discrepant practices across the region and set-up process for merging.
6. Align contract language for graduate course reimbursement, conferences, professional days, and professional development substitutes.

**Funding Sources for Professional Development:**

- Operational Budget
- NCLB Consolidated Grant
- State Grants-STEM Pipeline, Grant 274: Special Education

**G. Describe how vocational education will be provided for any student requesting or requiring such a program**

Students in each of the communities will continue to access vocational educational programs offered by regional vocational high schools. Shirley is a member of the Nashoba Regional Vocational High School. Students from Ayer attend regional vocational schools via non-member tuition agreements. Once regional transition period begins, joining Nashoba Vocational High School will be pursued.

In addition to students attending regional vocational high schools, the newly formed regional district will continue to provide a range of offerings for students attending the regional high school(s). Vocational interests and training will be provided via career planning, internship opportunities, and articulated agreements with state and regional colleges and universities.

A career plan is a comprehensive, formal written plan (that learners use alone or with the help of others) that relates learning to career goals. Designed to facilitate transition from high school to future learning and employment, the plan organizes and records progress related to personal, educational, and career and labor market information.

The new regional will develop course opportunities in areas such as robotics, architectural engineering, construction, horticulture, and video and audio production.

## **H. Develop objectives for planned program enhancements**

See program enhancements incorporated in each of the sections above.

## APPENDICES

### Courses available at Ayer High School

#### **English**

Honors Humanities I (full year 2 credits)  
Humanities (full year 2 credits)  
Introduction to Writing (quarter ½ year)  
Honors Humanities II (full year 2 credits)  
Humanities II (full year 2 credits)  
American Literature  
American Literature Honors  
World Literature  
World Literature Honors  
AP English  
Shakespeare (1/2 year course)  
Creative Arts Workshop (1/2 year course)  
Creative Writing (1/2 year course)  
Classic and Contemporary Films (1/2 year course)  
Children's Literature/Reading Partnerships (1/2 year course)  
Public Speaking and Communications (1/2 year course)  
Other Voices (1/2 year course)  
The World of Ideas (1/2 year course)  
Journalism (1/2 year course)  
MCAS English (1/2 year course)  
Ayer Time (1/2 year course)

#### **Social Studies**

Honors Humanities I (full year 2 credits)  
Humanities (full year 2 credits)  
Honors Humanities II (full year 2 credits)  
Humanities II (full year 2 credits)  
Honors Modern World History  
Modern World History  
United States Government (Semester)  
United States Government Honors  
AP Government  
Women's Studies (1/2 year)

**Social Studies Continues**

Contemporary Social Problems (1/2 year)

America Since 1950 (1/2 year)

Social Psychology (1/2 year)

Honors Sociology and Current Issues (Semester)(College Course)

Introduction to Law (1/2 year)

Consumer Economics (1/2 year)

Understanding Media (1/2 year)

Global Issues (1/2 year)

Introduction to German Culture (1/2 year)

History in Film (1/2 year)

Introduction to French & Canadian Culture (Semester)

Economics (1/2 year)

**World Languages\***

French I

French II

Honors French

Honors French III

AP French/French V

AP French

Latin I

Latin II

Honors Latin III

Honors Latin IV

Spanish I

Spanish II

Honors Spanish III

Honors Spanish IV

**\*Please note classes may be combined based on enrollment and or not offered based on enrollment**

**Mathematics**

Pre-Algebra

Algebra IA

Algebra IB

Algebra I

Geometry

Honors Geometry

Algebra II

Honors Algebra II

Honors Trigonometry

Pre-Calculus

Calculus

AP Calculus

Applied Math (1/2 year)

Mathematical Excursions

Discrete Mathematics

**Science**

Honors Physical Science IPS

Physical Science IPS

Biology

Honors Biology

Chemistry

Honors Chemistry (College Course)

Honors Physics (College Course)

Physics

Applied Physics

Technology 9

Technology 10

Honors Anatomy and Physiology

Anatomy and Physiology

Chemistry in the Community

Astronomy (1/2 year)

Space & Earth Science

AP Biology

**Health**

Health Education 9 (1/2 year)

Health Education 10 (1/2 year course)

**Physical Education – All (1/2 year)**

Physical Education 9/10

Physical Education 11/12

Project Adventure

Mountain Classroom

Fitness

**Unified Arts**

Computer Illustration (quarter) (1/2 year)

Painting (quarter) (1/2 year)

Ceramics (quarter) (1/2 year)

Advanced Ceramics (quarter) (1/2 year) (year)

Drawing (quarter) (1/2 year)

Art History

Yearbook/Graphic Design

Graphic Design

Art Portfolio

**Performing Arts**

Honors Band

Band

Honors Chorus

Chorus

Music Appreciation (1/2 year) (Semester)= year

Introduction to Writing Music (1/2 year) (Semester) = year

Music Composition (Semester) = year

Theater Arts I (1/2 year)

Theater Arts II (1/2 year)

**Computer Education**

Introduction to Multi-media (quarter) (1/2 year)

Publishing on the Internet (quarter) (1/2 year)

Computer Applications (quarter) (1/2 year)

Advanced Computer Applications (year)

Computer Languages (quarter) (1/2 year)

**Computer Education Continued**

Advanced Programming (College Course)

Computer-Aided Design and Drafting

Desktop Publishing

Video Production (quarter) (1/2 year)

Broadcast Journalism (quarter) (1/2 year)

**Additional Opportunities**

Dual enrollment

Leadership

Senior Internship

Academic Student Internship (e.g. independent study)

ELL

English Language Learners

Academic Support (per IEP)

Ayer, Shirley: Educational Program Study Final Report

# Section 1

Appendices

## Ayer and Shirley: Educational Program Study

In November, 2007 the Regionalization Board contracted with NESDEC to complete a fiscal study regarding the advisability of regionalization among the communities of Ayer, Lunenburg, and Shirley. A study of the educational programs of these districts was not part of the NESDEC contract. As a result, the Superintendents of the three communities recommended that they and district personnel complete the educational program study to assist the Regional Planning Board in fulfilling its specific duty "to study the fiscal and educational advisability of establishing a regional school district." The Regionalization Board adopted the recommendations of the superintendents and those results are contained within this report.

The Superintendents organized meetings of the following groups to discuss the issues related to the two school systems merging. Mary Beth Hamel (A) facilitated discussion of elementary and middle/high programming. The membership of each of those groups was as follows:

- Special Education/Pre-School      Russ Durling (A), Karen DeWitt (A), and Teri Babetski (S)
- Elementary                              Fred Deppe (A), & Suzanne Mahoney (S)
- Middle School/High School      Don Parker (A), Rich McGrath (A), and Brian Haas (S). Department liaisons from Ayer High School also contributed to the high school survey.
- Facilities                                 Ed Davis (A), & Allan Wilson (S)

Following are executive summaries written by the superintendents for each of the above areas and the survey grids completed by the participants along with the benefits and challenges to regionalization as identified by each group.

## **Executive Summary: Curriculum and Instruction**

Student performance in each of the districts as measured by state assessments (MCAS) indicates that in English/Language Arts the districts are rated as High to Very High. There are more differences in mathematics performance, however, with ratings from Moderate to High. Both districts are achieving the annual yearly performance targets established within the state accountability system. The performance of students on MCAS in the early grades in Ayer is fairly similar in the elementary grades in Shirley. Both districts have special education subgroups reported as delayed in making adequate yearly progress (AYP).

Both districts' improvement efforts are governed by their strategic plans. All the plans contain a goal related to curriculum and instruction. The districts generally have similar numbers of professional development days each year (Ayer has two full PD days and three half days. Shirley has two full PD days and two half days).

There are distinct differences in the capacities of each of the districts in organizing and supporting work in curriculum and instruction. As financial resources have diminished, professional development and curriculum work have been sacrificed. The Shirley school district relies upon the administrative teams to lead this work. However, Ayer has a full time district-wide administrator (Director of Curriculum & Instruction) whose responsibilities are isolated to professional development, curriculum review, and improving assessment/instructional practices within the district.

In Ayer, renewed efforts at mapping curriculum PreK-12 is underway utilizing the Understanding by Design (UbD) theory of curriculum design. At the elementary level, grade level teams are developing phase I maps for ELA, math, science and social studies- focused on the essential understandings, concepts, skills and vocabulary in each unit. At the middle and high school level, individual teachers are revising curriculum guides to fit the Understanding by Design model. Phase II work, linking assessments to performance tasks, and vertical alignment of curriculum units by subject/department will begin in the spring. Additionally, efforts at the Page Hilltop School have been focusing on infusing literacy based instruction and interventions in the early grades. The Ayer Middle School has established a 'flex block' period to support differentiated instruction and interventions for at risk students. The Ayer High School, recently evaluated by NEASC, has developed several AP courses in the major disciplines as well as a summer academic support program.

The Ayer district undertook a major project in 2004-2007 which led to the development of K-12 Math and English Language Arts Outcomes which have been published and distributed to faculty and parents. These documents will be updated and revised as mapping efforts continue.

A Curriculum Council and Professional Development Committee have been formed to plan a program which will focus on curriculum/instruction based offerings with emphasis on technology integration for each school year. In addition to high quality needs-based presentation on PD days, fall and spring after school workshops and summer research/design curriculum projects are offered and budgeted for each year. A five year curriculum renewal cycle has been established to target all areas of the curriculum on a cyclical basis - resources are allocated according to the renewal cycle. Teacher teams (grade levels K - 8 and department levels 6 - 12) meet on a regular basis to collaborate and focus on teaching and learning topics.

In Shirley, while Ayer and Shirley school districts may be at different stages of curriculum alignment there are more commonalities than differences between the two districts. In Shirley at the elementary level, grade level teams meet throughout the year to align curriculum vertically as well as within that grade level. Efforts include determining how to fully implement the new Scott Foresman Reading Series (K – 5) which include reading, English language arts, ELL and special education curriculum. A designated 90 minute literacy block is established in all grades (Kindergarten has a 60 minute block). The reading program includes an ‘all hands on deck’ collaboration with general education/special education teachers, special education language specialists and the Title I reading staff providing strong literature based instruction to all students. Scott Foresman math continues to be successfully utilized throughout the grade levels. MCAS scores reflect the strong curriculum in the math area at the elementary level.

In addition to grade level teams, vertical teams focusing on the areas of math, ELA, reading and writing, work to assure positive transitions and a comprehensive cohesive curriculum from preschool through grade 4. The Shirley school district receives the Curriculum, Instruction and Assessment Alignment (CIAA) grant funding from the Department of Elementary and Secondary Education (ESE). The CIAA Team consists of general education and special education teachers at every grade level PreK through grade 3 with the curriculum focus on writing and inclusion. Utilizing the backward design process the team identified skills to be successfully mastered by students at the end of each grade level. From there, curriculum, modifications and accommodations are identified to support all children in the acquisition of those skills. This year’s efforts will include the further identification of accommodations/modifications within the curriculum and full implementation by all teachers at all

grade levels. Also at the elementary level, professional development focusing on providing developmentally appropriate, strengths based curriculum that is accessible to all students in an inclusion model continues to be the goal. All staff has been working to implement full inclusion within the literacy block.

District-wide, Shirley recently participated in a three-town (Ayer, Shirley, Lunenburg) professional development day that focused on specific grade levels and identified common curriculum goals. Topics included Math Strategies, Six Traits of Writing and Inclusion within the elementary level. Staff was placed in groups at three levels (Pre K to grade 1, grades 2 & 3, grades 4 & 5). At the middle school level, staff participated in a full day overview of Developmental Designs. All three districts are currently implementing this social support system in the middle schools. Plans include hold a full day PD day every year in an effort to model collaboration, share resources and provide networking opportunities for staff sharing the same grade level and/or job focus.

The Shirley Middle School teachers worked in vertical teams from 2007 - 2009 to create curriculum maps for each of the main content areas. These maps are a fluid document, but are guiding the curriculum as new teachers join the Shirley school district. These documents will be updated and revised as mapping efforts continue.

The middle school staff has participated in some professional development focused on establishing Professional Learning Communities. However with the anticipation of regionalization, efforts were not as strong and consistent as they could have been.

## **Executive Summary: Special Education**

Each district provides a range of services and placements for students with disabilities as required by federal and state rules and regulations. The districts invest substantial dollars to educate students with disabilities both inside and out of district.

Both districts have undergone coordinated program reviews from the Massachusetts Department of Elementary and Secondary Education in the past three years and received the following commendations:

AYER (Reviewed 2005)

- Strong district-wide commitment to the concept of full inclusion
- Positive working environment for special education service providers
- Active parental participation
- Substantial coordination with and support for the collaborative program

SHIRLEY (Reviewed 2006)

- Outstanding Title I program
- District-wide commitment to the concept of full inclusion
- Efforts to provide resources to meet the individual needs of special education students in-district
- A high level of substantial implementation of special education regulatory policies and requirements

Each district provides integrated classrooms to meet the needs of children with disabilities ages three - four with similar schedules and enrollments. The districts each have a full-day, five-day, multi-age program for young children with severe to intense needs. These preschool programs are supported by the various specialists to provide appropriate related therapies. The districts also have substantially separate classrooms to serve students with autism, developmental delays, and social/emotional/behavioral challenges. There is a difference in the philosophy among the districts as to the type and number of separate classrooms, particularly with regard to students with social/emotional/behavioral challenges.

In order to provide required services, the districts each employ special education teachers, speech pathologists, occupational therapists, and adjustment counselors. Shirley contracts for psychological testing services and Ayer employs one full-time psychologist district-wide. Ayer employs a part time special education consultant. Both districts contract with FLLAC for physical therapy services. Ayer contracts for vision and mobility services and audio logical consultation. Both districts employ instructional tutors/paraprofessionals to support student learning in general education classrooms and substantially separate programs. Both districts also employ certified occupational therapy assistants (COTAs) and speech assistants.

Each district employs a director responsible for ensuring compliance with special mandates and managing out-of-district placements. Administrative assistants are employed in each district to process special education forms, reports and IEPs and to support the director. In Ayer and Shirley each director chairs out-of-district and high school team meetings in addition to selected preschool, elementary, and middle school meetings. Each district's education team leader (ETL) chairs all other preschool, elementary, and middle school meetings.

Both Ayer and Shirley strive to provide high quality in-district programs that meet the educational and related needs of all of their students.

### **Benefits**

- Increased access to resources and services in-district for special education students.
- Opportunities for more varied professional development.

### **Challenges**

- Developing a shared philosophy and belief system in regard to special education and service delivery. Reaching Agreement on such issues as inclusion, progress monitoring, shared responsibility, co-teaching, resource rooms, and Response to Intervention (RTI) standards will require time and effort.
- Increased financial burden to provide professional development as the districts begin to reach agreement on the critical issues above.

## Educational Program: Special Education

	<b>Ayer (October 2009)</b>	<b>Shirley (October 2009)</b>
Structure of Programmatic Organization	<p>Full inclusion is the basis of Ayer’s special education philosophy. Given that, students are provided with everything from classroom support to full time residential placement depending upon individual needs. There is a basic belief among most teachers that the education of all students is a shared responsibility. Special educators and paraprofessionals provide small group and individual services in all academics. Flexible groups at the elementary level provide many students access to support for specific skills. Support is provided in an inclusion setting at the middle and high school levels. Specific high school classes are designated for support and tutorial classes allow for some small group instruction. There are six substantially separate classrooms designated for specific needs: one preschool severe disabilities, three elementary-academic support/behavior/anxiety, and one each middle and high-academic/life skills.</p>	<p>The Shirley School District provides a variety of full inclusion, pull-out and substantially separate programs that are child specific. The majority of our programs can be described as inclusion. In addition we provide reading support services to children K - 8 for children with and without special needs. Teachers work in co-teaching models, pull-out services and TA classroom support. There is not a defined educational philosophy across the district although we are striving to identify and provide one philosophy. Teachers, specialists and paraprofessionals provide a combination of whole group lesson, small group and individual instruction.</p>

<p># Special Education Teachers</p>	<p><b>Preschool</b>  Self-contained- one FT  Integrated- one PT .5  <b>Elementary</b>  One teacher for grades K - 1  One teacher each grades 2 - 5  Three support classrooms  <b>Middle</b>  Two teachers for grades 6 - 8  One academic/life skills teacher  <b>High</b>  Two teachers for grades 9 - 12  One academic/life skills teacher</p>	<p><b>Preschool</b>  Integrated (two), one three year old, one four year old (half day only)  Multi-age program (ages three and four) full (and half) day programs  <b>Elementary</b>  One inclusion (grades 1 - 2), one inclusion (grades 3 - 4)  One kindergarten special educator  One life skills (grades 2 - 5)  One resource room (grades 1 - 4)  Various TAs (including 1:1)  <b>Middle</b>  Three inclusion (grades 5 - 8) with three TAs  One behavior classroom (TLC)  One PDD/Spectrum classroom</p>
<p># Specialist &amp; Types</p>	<p><b>District-Wide</b>  Two speech therapists  One speech assistant  One occupational therapist  One COTA, PT (9 hrs. per wk.)  One psychologist  <b>Elementary</b>  Two adjustment counselors  <b>Middle</b>  One adjustment counselor  <b>High</b>  Two guidance counselors  <b>Contracted Services</b></p>	<p><b>District-Wide</b>  One school psychologist  One occupational therapist  One COTA  .4 PT (FLLAC contracted)  One speech assistant  Counseling services Herbert Lipton as needed  <b>Elementary</b>  One full (and half) speech/language therapists  One guidance counselor  <b>Middle</b>  .2 speech/language therapists/.8 reading specialist</p>

	<p>One FLLAC contracted physical therapist who provides therapy one and a half days per week</p> <p>One FLLAC contracted behavior specialist who consults 10 hrs. per week</p> <p>One vision specialist 2 hrs. per week</p> <p>One counselor from Lipton who works one day per week</p> <p>One audiologist from Learning Center for the Deaf</p> <p>Augmentative communication and orientation and mobility specialist contracted as needed</p>	<p>One guidance counselor</p>
<p># Aides/Tutors</p>	<p>Ayer does not usually make a distinction between regular education and special education paraprofessionals. All paras work with all students, even those designated 1:1.</p> <p><b>Preschool</b> Three FT, one PT .8, two PT .5</p> <p><b>Elementary</b> K: Four classroom paras Two one to one paras 1 - 5: Five FT, one per grade level One FT one to one Eight FT in support classrooms One PT floating para who does lunch/recess duty and assists where needed</p>	<p>The only 'regular' ed TAs are in kindergarten. There are three full day classes with one teacher and one TA each. All other TAs are special education TAs.</p> <p><b>Preschool</b> Six FTE</p> <p><b>Elementary</b> Eight FTE Four FTE (1:1)</p> <p><b>Middle</b> Four FTE Two FTE Reading One FTE (1:1)</p>

	<p><b>Middle</b> 6 - 8: Two FT Two FT in support classroom</p> <p><b>High</b> 9 -12: One academic para and one who does behavior monitoring/in-house</p>	
# Occupational Therapists	One full time occupational therapist and one part time COTA serving the district	Stated above
# Central Office Staff & Type/Duty	<p>One director of special education/student services/504 coordinator</p> <p>One .6 special education consultant</p> <p>One education team leader/early childhood coordinator</p> <p>One FT and one PT (.5) administrative secretaries who also process special education paperwork and assist with scheduling meetings.</p>	<p>One director of special education/early childhood &amp; grants coordinator (responsible for high school and out-of-districts)</p> <p>One administrative assistant</p>
Team Chairs	The director is the team chair for all out-of-district and high school meetings. The director also chairs specific PreK - grade 8 meetings. The ETL chairs all other PreK-grade 8 meetings.	<p>One 1.0 FTE ETL (PreK – 8)</p> <p>Chairs all meetings, coordinates testing, collects reports, coordinates liaisons, etc.</p>
Specialized Programs & Descriptions	<p>We have a full day preschool originally designed for students with PDD but now servicing a variety of students with severe special needs.</p> <p>There are two support classrooms at the elementary level that service students with</p>	<p>Preschool – two integrated half day classrooms delineated by age</p> <p>One full (and half) day multi-age program – geared toward working parents</p> <p>Three full day kindergartens (all children attend full day)</p>

	<p>behavior, anxiety, and stress related issues. One classroom serves students in grades K - 2 and one classroom serves grades 3 - 5. One support classroom serves students in grades K - 2 who have developmental delays.</p> <p>At the middle level there is a classroom designated as life skills but it offers academic curriculum designed to meet the individual needs of one sixth, three seventh, and two eighth grade students.</p> <p>At the high school level there is a class that was designed this year for life skills but has an added component of providing academic support class for students having significant academic difficulties.</p>	<p>Inclusion at LAW and SMS  Life skills classroom at LAW  Resource room at LAW  TLC room at SMS (behavioral focus)  PDD/Spectrum at SMS  All of our students choose to attend Lunenburg or Ayer High School. All eligible to attend Nashoba Tech.  Member of FLLAC</p>
<p>Preschool Program Number and Description</p>	<p>One full day preschool class providing services to students with severe needs.  Four integrated classrooms:  PreK - one five day afternoon                    one three day morning  Nursery-one three day morning  Preschool-one two day morning</p>	<p>State above serving 58 children. This number will increase as children age in from EI  Tuesday – Friday, a.m. and p.m. sessions  Mondays are for prep, testing, IEP meetings, home visits, screening, etc.</p>

At the building level, what benefits could result from regionalization?

- Increased access to resources and services for special education students.
- Opportunities for more and varied professional development.
- Transportation reimbursement.

Are there any challenges, barriers, and obstacles to regionalization?

- The most challenging task will be to develop a shared philosophy and belief system in regard to special education and service delivery. Reaching agreement on such issues as inclusion, differentiation, Understanding by Design, Results, progress monitoring, shared responsibility, co-teaching, resource rooms, and/or Response to Intervention (RTI) will require time and effort.
- There will be an increased financial burden to provide professional development as the districts begin to reach agreement on critical issues.









## **Executive Summary: Early Childhood & Elementary**

The structure of programmatic organization K - 5 for the two districts is quite similar at the early childhood and elementary levels. Ayer offers a PreK to grade 5 program located in one elementary school, Page Hilltop. In Shirley, PreK to grade 4 is located in the Lura A. White (LAW) School. Class sizes range from kindergarten (15) and (17 - 28) in grades 1 - 4 in Shirley, to kindergarten (19) and (20 - 23) in grades 1 - 5 in Ayer. Both districts have free all-day kindergarten for all students, three kindergarten sections in Shirley and five kindergarten sections in Ayer.

Curriculum materials and presentation varies. Both districts are in the process of mapping their local curriculums based on Massachusetts state standards and other resources.

- ELA
  - Reading - Ayer and Shirley have a basal core comprehensive reading program. Shirley (Scott Foresman) and Ayer (Open Court) also utilize guided reading strategies with leveled trade books, Ayer is introducing Junior Great Books; both have Wilson instruction and utilize Foundations to supplement the basal literacy programs.
  - Writing – Ayer utilizes benchmark writing assessments and is implementing the Six Traits Writing Program this year. Reading, writing, spelling and grammar are included as components of these core programs.
- Math – Ayer and Shirley utilize the Everyday Math in grades K – 3. Ayer utilizes Scott Foresman Mathematics in grades 4 and 5. Shirley utilizes Scott Foresman in grades K – 4; both have common assessments.
- Science – Ayer K – 3 utilizes teacher created units supplemented by content related student magazines and science kits. Grade 4 utilizes the text, Discovery Works (Houghton-Mifflin, 2000), Grade 5 utilizes the text An Introduction to the Life, Earth, and Physical Sciences (Glencoe, 1999). Shirley utilizes theme based units in K – 3 and the Grade 4 Scott Foresman Text, Science: See Learning in a Whole New Light (2006).
- Social Studies – Ayer K – 2 utilizes teacher created interdisciplinary units supplemented by content related student magazines. Grade 3 utilizes the text Massachusetts, Grade 4 utilizes the text US Regions (Houghton-Mifflin) and Grade 5 utilizes the text, US History (Scott Foresman, 2003). Shirley utilizes teacher created units K – 2, the text Massachusetts Our Home (Gibbs Smith, 2004) in grade 3 and in grade 4 regions of the US, Canada & Mexico along with physical and cultural features of each utilizing the text 'Regions Near and Far' (MacMillan/McGraw-Hill 1993) and in addition, use map and globe skills.

Behavior /discipline concerns are addressed through a variety of prevention and intervention strategies. Both systems emphasize community building and utilize the Open Circle/Responsive Classroom to varying degrees. Ayer and Shirley also use the Second Step Program to support the social-emotional needs of students; all schools have a building based child study team. Each system has guidance, nursing, and psychological services. Ayer utilizes a peer aggression continuum supported by national consultant Stan Davis.

For special education services, Ayer and Shirley have a combination of inclusion and pull-out programs. Both systems pull out students for OT, PT and speech and language skills.

Average daily attendance figures for each system are in the high 90 percentile; Ayer - 97.2% and Shirley - 96.15%.

Ayer students have music, art, physical education, health, and library on a weekly basis. Shirley students have music, art, physical education, health, and library on a weekly basis.

Elementary schools have a full time principal and Ayer also has an assistant principal. Shirley has an administrative assistant and Ayer has two. The number of general education classroom teachers is dependent on the number of students – Ayer 26 (SY09-10) and Shirley 16 (SY 09-10). Average class size for elementary students ranges from 18-23 in Ayer and 15-28 in Shirley. Numbers of other support staff are relative based on the total number of students served.

At the building level, what benefits could result from regionalization?

- Maintenance of existing programs
- Expanded programs for all students
- Increased opportunities for Professional Development based on CIA needs
- Expanded professional learning community

Are there any challenges, barriers, and obstacles to regionalization?

- Union/other contracts – Equalizing
- Educational philosophies – align
- Bus contracts/transportation routes
- Quality control
- Relocation of LAW → Shirley Middle School (playground, retrofit bathrooms)

**Educational Program: Early Childhood & Elementary**

	<b>Ayer</b>	<b>Shirley</b>
Grades Served	PreK – grade 5	PreK – grade 4
Total Enrollment	553 (Prek 36)	327 (Prek 45)
Class Sections/Size	K        18-20    5 sections Grade 1 18-20    4 sections Grade 2 18-20    4 sections Grade 3 20-23    5 sections Grade 4 22-24    4 sections Grade 5 22-23    4 sections	K        15-16        3 sections Grade 1 21-22        3 sections Grade 2 17-19        3 sections Grade 3 18-20        3 sections Grade 4 27-28        2 sections
ELA Instruction – Methodology and Programs Used	Open Court Wilson Foundations (K – 1 - 2) Junior Great Books 6 + 1 Traits of Writing (transitioning) Anthologies/novels – grade 5 Accelerated Reader Zaner-Bloser handwriting – kindergarten Guided reading leveled texts	Guided reading Foundations Scotts Foresman ELA Program 6 + 1 Traits of Writing
Math Instruction – Methodology and Programs Used	Everyday Math (K - 3) Scotts Foresman – grade 4 and 5	Scotts Foresman/Accelerated Math – grade 3 and 4
Science Instruction – Methodology and Programs Used	Kindergarten science kits Standards based teacher created units – (K - 4) Glencoe text grade 5 Scholastic Magazine Let’s Find Out Magazine	Theme based teacher units – (K - 3) Science: See Learning in a Whole New Light -Scott Foresman -2006 – grade 4 Content related student magazines Weekly Reader Time for Kids – grade 3

	Let's Find Our National Geographic Weekly Reader Standards – based teacher created units (K - 2)	
Social Studies Instruction – Methodology and Programs Used	Grade 4 – States & Regions – H.M. Grade 5 – US History	Grade 3 text – Gibbs Smith. 2004 Massachusetts Our Home Grade 4 Teacher created units: US Regions
Social-Emotional Instruction – Methodology and Programs Used	Lunch Bunch Group Open Circle Second Step (K - 5) Child Study Process	Lunch Bunch Group Second Step Responsive Classroom Child Study Process
Inclusion Practices	Both inclusion and pullout integrated guidance units Inclusion classrooms Therapeutic classrooms (K - 2) (3 - 5) Intensive classrooms (K - 2) Pullout services – ELA and math	Inclusion classrooms Pullout services – ELA and math
Attendance Rate October 2009	97.2% as of October 1, 2009	(K - 5) 96.15% as of October 1, 2009
# General Education Teachers	Twenty six – (K - 5)	Sixteen (K - 5)
# Special Education Teachers	Five inclusion teachers Three substantially separate classroom teachers Two speech/language teachers One OT One PT .4 COTA One Behavioral Specialist (contracted)	Five inclusion teachers (K - 4) One each One OT Two Speech/language teachers One COTA One PT behavioral specialist (contracted) .2 Adaptive Physical Education (APE)

ELL	One Sheltered Immersion (K - 5) One ELL Instructor Two paraprofessionals (18 hrs. week)	
# Special Area Teachers & Types	Art Music Physical Education/Health Library	PE .5 FTE Music .5 FTE Art .5 FTE Library
#Aides/Tutors	Seven Preschool Five Kindergarten Seven 1:1 One SpEd aide per grade level	Nine (K – 4)
Other Specialists – Number, Type, & FTE (Guidance .5, Nurse 1.0, Psychologist .25)	Two Guidance Two Title 1 Reading Teachers (Two ELA/math) One Nurse .5 Psychologist district-wide	One FTE Guidance Two Title 1 Reading Teachers (.5 day LAW) One Nurse
# Building Administrators	One Principal Two Assistant Principals	One Principal
#Administrative Assistant(s)	Two Administrative Assistants	One Administrative Assistants

At the building level, what benefits could result from regionalization?

- Programs for special education students.
- PD district wide for those singletons that it's hard to provide a PD program for (OT/Sp/Lg) because there are so few of them.
- Being able to offer more diversified programs at the elementary level.

Are there any challenges, barriers, and obstacles to regionalization?

- Union/other contracts
- Educational philosophies – aligning them
- Bus contracts
- Parents (losing control)

## **Executive Summary: Middle School**

The middle schools in Ayer (247 students) and Shirley (210 students) contain grades 6 - 8. Shirley's middle school also contains grade 5. Ayer and Shirley schools have one student/teacher team at each grade level. Average class sizes are in high teens and mid-twenties.

### Curriculum:

- ELA – Ayer has novels and various writing curricula; Shirley uses a basal program.
- Math – Ayer and Shirley use Prentice Hall. One-third of Ayer students and Shirley students take algebra. Ayer and Shirley utilize accelerated math programs.
- Science – Ayer and Shirley use Prentice Hall; lab based - It is a lab based hands on instructional program.
- Social Studies – Ayer Prentice Hall, McDougal and Shirley uses Prentice Hall (World Explorer) and Houghton Mifflin (Across the Centuries).

Most recently the middle school has participated in professional development focused on Developmental Designs. This is helpful as Ayer is also focusing on Developmental Designs as part of their professional development. Shirley sent five people to training in Dedham last summer focused on Developmental Designs. In addition there was a professional development day, October 9, 2009 that both Shirley and Ayer participated in that was focused on Developmental Designs for the middle school teachers.

The Shirley Middle School has an established enrichment period to support all students. Some students participate in an enrichment of the grade level curriculum; some students receive remediation during this time, for example Wilson reading services and other students receive academic support as required by their individual education plan. As an example of what happens during the enrichment block is some eighth grade math students are able to work through a geometry class using accelerated math that they might not otherwise be exposed to during the regular class. Accelerated math is a consistent part of our math curriculum (grade levels 5 – 8) that we believe contributes to student success in this area. The math teachers have worked on creating common assessments for each of the grade levels, 5 - 8. This is an ongoing project this year.

Eighth grade math has an Algebra 1 class and has for several years. We plan on continuing the model of a dedicated Algebra 1 class to allow them to take Algebra 2 or geometry as ninth grade students.

Teacher teams (grade level 5 - 8) meet on a regular basis to collaborate and focus on teaching, students and learning topics.

Both schools share a middle school philosophy. Ayer and Shirley incorporate Developmental Design to address developmental/social/emotional issues.

For special education services, both believe in the inclusion model.

Average daily attendance at both schools is in the mid 90's percentile.

Both schools have a full time principal and at least one guidance counselor, nurse and administrative assistant.

Ayer has a full time principal, two assistant principals, one part time administrative interim at the high school, and one counselor and Shirley has a full time middle school principal and one part time counselor.

The middle school work group completing the survey included the middle/high school principal and middle school assistant principal from Ayer and the middle school principal and interim superintendent from Shirley. Their summary of the benefits and challenges, barriers, and obstacles to regionalization follow:

### Educational Program: Middle Schools

	<b>Ayer</b>	<b>Shirley</b>
Grades Served	6, 7, 8	5, 6, 7, 8
Total Enrollment	247	210
Class Size	One team per grade (four teachers) 21-22 students/teacher	One team per grade 25 students/teacher
ELA Instruction – Methodology and Programs Used	Various novels Junior Great Books	Vocabulary Prentice Hall, various novels
Math Instruction – Methodology and Programs Used	Accelerated math Prentice Hall 1/3 algebra Math	Accelerated math Prentice Hall
Science Instruction – Methodology and Programs Used	Prentice Hall	Prentice Hall
Social Studies – Methodology and Programs Used	Prentice Hall – grade McDougal – grades 7 and 8	Prentice Hall World Explorer Houghton Mifflin Across the Centuries
Social-Emotional Instruction – Methodology and Programs Used	Developmental Design – choice Stan Davis	Developmental Design
Inclusion Practices	Two SpEd teachers per school	Three SpEd teachers per 4 grades
Attendance Rates for December 2008	95%	96%
# General Education Teachers	Twelve	Nine
# Special Area Teachers & Types	3.75	4.2
# Special Education Teachers	Three	Five
# Paraprofessionals/Tutors	Three	Six
Other Specialists – Number, Type &	One guidance	.5 guidance

FTE (Guidance .5, Nurse 1.0, Psychologist .25)	.5 Nurse .3 ELL .3 Paraprofessionals	One Nurse .25 ELL
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At the building level, what benefits could result from regionalization?

- It always has helped us to collegially discuss curricula, pedagogy, and philosophy.
- Bigger will be better in terms of programs and offerings. Both towns prepare students to do well in MCAS.
- Both towns have a common educational philosophy and hope regionalization would ‘de-politicize’ school spending.
- Merging technology program in each of the schools until we merge.
- Increased academic and extra-curricular programs would be available to students.
- Bring ASD/ADA program from Shirley.
- Incorporate world language program for all students in middle school.
- Shared student information systems.
- An expanded talent pool of dedicated professionals who can enrich the teaching and learning experience.
- Collaborative opportunities for staff and administrators that enables the district to pool and share resources.
- Create network opportunities for staff.

Are there any challenges, barriers, and obstacles to regionalization?

- There would be a challenge to develop consistency of expectation for both towns.
- Salary and benefits schedules.
- Significant time and resources will be required to support professional development in both of the schools to develop a common vision and language around curriculum design and instructional efforts.
- Time for administrators to meet and determine commonalities in current practice and vision will need to be identified.
- Creating a strategic plan for merging identified strengths and needs to create manageable and affordable implementation strategies.

## **Executive Summary: High School**

Key elements of the high school follow:

- Ayer requires four years of science, four years of English, four years of social studies and three years of math.
- In grades 9 and 10, Ayer combines social studies and English into 'humanities.' Ayer offers four AP classes and also has a middle college program with MWCC where students can earn college credits.
- Ayer runs a 'resource room' model in special education and also uses widespread inclusionary-based programs.
- Science sequence – IPS-biology-chemistry-physics with other science electives

The merging of Ayer and Shirley will likely provide an increased critical mass of students for a wider range of academic offerings (this would extend beyond AP courses) and leveling to better meet student needs. It is also likely that increased numbers will allow for expanded extra and co-curricular opportunities (both in arts/music/drama and athletics). The opportunity for other activities (intramurals, academic teams, etc.) will likely increase also.

### Educational Program: High School

	<b>Ayer High School</b>
Grades Served	9-12
Total Enrollment	365
2008-2009 Student/Teacher Ratio	12 to 1
Class Size	Varies – 4 x 4 influences can be small or big (nor more than 30)
ELA Instruction – Methodology and Programs Used	Humanities program for 9 <sup>th</sup> and 10 <sup>th</sup> grades Novel driven No anthology Lots of electives AP world literature
Math Instruction – Methodology and Programs Used	Have pre-algebra AP calculus
Science Instruction – Methodology and Programs Used	No AP Earth science Physical science entry course Biology Chemistry Physics Anatomy physical science
Social Studies Instruction – Methodology and Programs Used	Humanities program for 9 <sup>th</sup> and 10 <sup>th</sup> grades Lots of electives MCAS 10 <sup>th</sup> grade Relationship with the MWCC for college credit AP government

Foreign Language Instruction – Methodology and Programs Used	Latin, French and Spanish No language lab Combination classes for levels and different language Exploratory Spanish – middle school AP Latin AP French No language requirement
Social-Emotional Instruction – Methodology and Programs Used	Advisory/Stan Davis
Inclusion Practices	SpEd Special educators responsible for range of disciplines Academic Support Program
Attendance Rate for December 2008	95%
# General Education Teachers	Twenty two
# Special Education Teachers	Three
# Special Area Teachers & Types	One (and a half) physical education Two art One music One technology education Library .5 Health .5
# Paraprofessionals/Tutors	Two full time paraprofessionals
Other Specialists – Number, Type & FTE (Guidance .5, Nurse 1.0, Psychologist .25)	Two guidance
# Building Administrators	Two
MCAS Competency Determination 2009	99.4%
Graduation Rates 2007-2008	95.5%

At the building level, what benefits could result from regionalization?

- Number of courses offered, variety and electives; increase AP offerings.
- Financial savings, particularly around transportation.
- Number of athletic programs (however, varsity slots on some teams would become more selective, i.e. basketball) more opportunity for intramurals.
- Support for a range of learners – students with disabilities and G & T.
- Teachers would not have to be experts in all areas – band, choral and drama.

Are there any challenges, barriers, and obstacles to regionalization?

- Is bigger better? Knowing the kids and families.
- Fear (jobs).
- Integrating the curriculum (not seen as a big concern, just would need to be accomplished – maintaining results philosophy/UBD curriculum work).
- No STEP in Ayer.

## **Executive Summary: Facilities**

Facilities and capital needs are often sacrificed in the short run by schools while managing tight budgets. Ayer and Shirley are no different in this regard. There are certainly issues and challenges when looking at facility needs within the three towns.

Highlights of these issues are:

- A need for more staffing in both custodial and maintenance areas.
- A need for greater commitment of resources (financial) for this area.
- A real need for space utilization analysis as well as a collected capital needs survey in both towns (develop a master plan).
- Ongoing short/medium timeframe needs to address Capital projects (HVAC, roof, etc.).
- The likely longer term need for major building projects, particularly at the middle/high school to accommodate larger student enrollment.
- The overall challenge of funding Capital projects.

While the issues are significant (they would exist separately or as a region), there is no significant facilities issue that exists to prevent regionalization.

## **Regionalization: Opportunities and Obstacles for Facilities**

In October of 2009, the Superintendents of the two districts with consultation of the Facilities Directors, Allan Wilson and Ed Davis discussed the opportunities and obstacles that regionalization presents in the management and care of school facilities. While regionalization will present some challenges in merging and developing an effective facilities management team, it also offers some opportunities.

### Opportunities

The consensus was that regionalization would offer the opportunity to build a facilities management structure with improved organization and more support. Regionalization was viewed as an opportunity to merge best practices of the current organizations.

While the directors felt that current staff was below what was optimum to run high quality facility care programs, Ayer and Shirley both reported a substantial shortfall in in-house maintenance capability. Ayer and Shirley reported that they relied heavily on contract maintenance for building maintenance. Ayer has its custodial staff responsible for in-house maintenance as well as cleaning. Shirley has one part-time maintenance person. Expanded maintenance staffing is a critical need.

Preventative maintenance programs were reported as problem areas at both Shirley and Ayer. Work order procedures were reported as a problem area for Shirley. Ayer reported that work order procedures by e-mail were working effectively. A greater commitment to maintenance is necessary.

A regionalized school facilities management structure might include several licensed trades persons (plumbing/electrical/HVAC) and general maintenance/grounds workers under a facilities management section and a custodial section focused on the cleaning and support of operations. Current assets, both personnel and financial, do not meet the needs for this type of facilities support concept and would require increases to both. Regionalization would likely require increased budget support for facilities.

Ayer reported that vacant space in its buildings could be better utilized in a regional structure. If a region is formed, a space

utilization survey would be required with an eye toward achieving greater efficiency, possibly, by closing some facilities. Shirley is concerned about the condition of the aging Lura A. White Elementary School, which exhibits a variety of significant facility issues. Also, although not listed in the Regionalization Report, it is unclear as to the future of the currently unoccupied Shirley Center School. Regionalization would require a significant addition/renovation project at the current Ayer Middle/High School.

### Obstacles

In addition to major Capital projects, Ayer reported requirements for Capital maintenance items such as HVAC and roof replacements in the mid-term at Page Hilltop Elementary School. Funding for Capital projects will need to continue, as all current districts have Capital maintenance projects that will need to be addressed in the next five to ten year period. There are no significant facilities issues that prevent regionalization; however, the current conditions of facilities will require the region to complete a master plan, prioritize its need for building projects, and act upon those priorities in its early years.