

Report For The
Shaker Regional School District

Subject:
Assessment of
Educational Facility Needs
K – 12

Prepared by:
New Hampshire School Administrators Association

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I. Introduction

Purpose of Study

New Hampshire School Administrators Association (NHSAA) is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in New Hampshire, to offer high quality services to its members, and to support and promote public education in NH. As part of our ongoing service to schools, NHSAA periodically provides specialized services directly to individual public-school districts in N.H. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

The Shaker Regional School District contracted to perform an independent investigation and analysis of the demographic needs for the district's K – 12 student population and educational spaces for the elementary schools (in total including two buildings), middle school and high school. The study will focus on understanding local educational programs, their compliance with state expectations, and their adaptability to 21st century learning expectations. This is our response to your invitation to complete a study, and a definition of our intended scope of work and methodology.

Scope of Work and Timeline

NHSAA completed a demographic analysis of current and future student enrollments (K – 12). In addition, NHSAA created a profile of how existing space (building and land) is utilized in all of the district's school buildings, with an analysis of educational efficiency, and developed suggestions for improvement in the use of the current spaces. In addition, all the previous studies and initiatives related to educational space or program were reviewed. In identifying educational program needs, we developed a "dynamic space analysis" (100% utilization analysis of how space is and may be utilized). This led to the creation of a functional educational analysis that will accommodate changes in expected enrollments, suggested adjustments necessary because of state guidelines, and created a listing of potential alternatives for K – 12 schools' housing and usage.

Throughout the project NHSAA maintained informal communication with the Superintendent of Schools and we are prepared to make an oral report to the Superintendent (or a Board subcommittee) in March 2020.

NHSAA agreed to complete the study as defined and to submit fifteen (15) copies of the final report to the School Board through Superintendent Michael Tursi or before March 20, 2020.

II. Consultants' Backgrounds

A. Lead Contact and Co-Investigator: Dr. Carl M. Ladd

Education and Professional Experience:

Dr. Ladd earned his Bachelor of Science and teaching certification from Lyndon State College, a Master of Education with honors from Norwich University and a Certificate of Advanced Graduate Studies from Plymouth State University, both specializing in Educational Leadership. In 2010, he earned his Doctorate in Education, with highest distinction, from Argosy University with a specialization in Educational Leadership. In 1996, Dr. Ladd was named a Harry S. Truman National Scholar Finalist.

Dr. Ladd has been a teacher of students in Grades 5 – 12 and at the graduate school level. He has served as an assistant principal and principal at the elementary and middle school levels and as a Superintendent of Schools in both New Hampshire and Massachusetts. In addition, Dr. Ladd served as a school board member for eight years, of which seven were as chairperson. He was honored as the 2014 NH Superintendent of the Year, and currently serves as the Executive Director of the New Hampshire School Administrators Association. Carl resides in Northumberland, New Hampshire.

B. Co-Investigator: Dr. Richard W. Ayers

Education and Professional Experience:

Dr. Ayers graduated from Norwich University with a BS in Mathematics Education, received his Masters in Educational Administration from the University of Colorado. He also received his Doctorate in Education from the University of Colorado with specialization in curriculum, instruction and educational administration.

Dr. Ayers was a teacher at the middle and high school level before entering into secondary school administration in Colorado and New Hampshire. After 16 years of serving as a middle/high school principal, he served as assistant superintendent and superintendent of schools in New Hampshire. Dr. Ayers has also taught graduate courses in educational leadership and philosophy and ethics of education at the University of New Hampshire and Plymouth State University and currently is an adjunct professor in the doctoral program in educational leadership at Southern New Hampshire University. Dick served as the acting director of SERESC where he directed consultation and program development in many New Hampshire schools and school districts. Dick now conducts independent studies/projects and resides in Sanbornton, New Hampshire.

C. Co-investigator: Keith R. Burke

Education and Professional Experience:

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1. Mr. Burke has also served as a consultant to the New Hampshire department of education in the areas of special education, assessment, accountability, school standards, and data analysis.

During his career Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Mr. Burke received his Bachelor of Science degree from Norwich University, and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Education Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in statewide and regional educational leadership initiatives and organizations. Keith is a resident of Hancock, New Hampshire.

In addition to their extensive educational experience, the consultants have been directly involved in completing dozens of major construction projects totaling millions of dollars in construction costs. Furthermore, over the last ten years, NHSAA has completed more than fifty (50) different educational facility studies for New Hampshire school districts.

The contents of this report represent the best professional judgment of the consultants, not necessarily the ideas of NHSAA or its members. Any questions about the report should be directed to Dr. Carl Ladd, who may be contacted by calling the NHSAA office at (603) 225-3230, faxing to (603) 225-3225, or emailing him at carl@nhsaa.org. The NHSAA office is located at 46 Donovan Street, Suite 3, Concord, NH 03301.

III. Overview of the Shaker Regional School District

The Shaker Regional School District

The Shaker Regional School District is a cooperative New Hampshire school district that is inclusive of the towns of Belmont and Canterbury. The school district is governed by a seven-member school board and operates under New Hampshire's statutes. The district's legislative body is the Shaker Regional's School District Meeting.

The Superintendent of Schools Office (N.H. School Administrative Unit #80) provides the system administrative and leadership services for the school district. The services include a full range of leadership and administrative services including acting as the school district's executive officer, business operations center and providing all central system leadership.

History of School Facility Studies

The consultants were presented with a variety of data about the school district from the Superintendent's Office, from the principals within the Shaker Regional School District, and from interviews with district administrators and employees. In addition, extensive materials were shared that were developed by the Shaker Regional School District. These materials included floor plans, programs of study, demographic data, and a developing strategic plan.

It is in the context of the above materials that this study was commissioned with the goal of detailing the adequacy of the current facilities in effectively accommodating the anticipated infrastructure and programmatic needs of what is anticipated to be characteristic of 21st century learning communities.

IV. Process and Timeline

Process/Steps Completed

As part of our investigation we accomplished the following major activities:

1. Demographic Trend Analysis:

- Analyzed and interpreted enrollment projections that included a review of six (6) to ten (10) years of history for Grades K – 12 and projections for the next ten (10) years of the student population for Grades K – 12

As part of our analysis, we investigated local conditions as reported by town and school agents and analyzed the data in comparison to historic data including births, building permits, census information, overall population trends, regional trends and more.

2. Review documents:

- Reviewed and analyzed local planning documents, state requirements and local educational materials that define policy, programs and short and long-range plans

3. Program/Use Analysis:

- Toured Shaker Regional schools when students were in session
- Conducted a complete review of written information including reports, prior studies, and other significant artifacts
- Conducted interviews with administrators, teachers, and staff as necessary, and provided opportunities for informal input
- Created a detailed study of the current educational program expectations and requirements of Shaker Regional School District, and analyzed how students are scheduled into identified programs for Grades K – 12 in the Shaker Regional School District
- Reviewed the district's recently strategic plan with particular attention to future programmatic and facility needs

4. *Building/Room Utilization Analysis:*

- Completed building/room utilization analysis for Grades K – 12 by creating a profile of how existing space (buildings and land) are utilized in all of the district’s schools and assessed educational efficiency with suggestions for improvement in the use of current facilities

5. *Visioning For the Future, We:*

- Surveyed the Shaker Regional School District’s staff members and the school principal to collect feedback and ideas about the educational programs and future facility needs
- Compiled information gained and presented findings to the Shaker Regional School Board for review and use as a planning tool

6. *Future Space Needs:*

*Following steps 1 – 5, we:

- Developed a list of the number and type of rooms or spaces needed (if any) to accommodate projected enrollment and program needs for the district’s students in Grades K – 12

7. *Solution Evaluation:*

*In light of the above, we:

- Investigated possible solutions to the identified needs and defined “feasible options/alternatives” for the Shaker Regional School Board to consider in meeting the identified educational program needs, particularly as related to the characteristic of 21st century learning environments

The final report provides a clear statement of Shaker Regional School District’s educational program and its projected facility needs for the next five to ten (5– 10) years, as well as a projected vision of what the school’s facilities may be like over this period of time. Architectural assessments or designs are not provided as a component of this study.

Timeline

The following is a listing of major steps that were completed in and the approximate date of completion.

<u>Process Steps</u>	<u>Date of Completion</u>
a. Received authorization to proceed	November 18, 2019
b. Met with central office staff members	December 2019
- defined and secured data for research	
- secured and reviewed enrollment research and other data	
c. Reviewed prior facility and/or program studies	December 2019
d. Initial tours of school buildings and grounds	Dec 19 – Jan 20
- met with building principals	

- toured all facilities while students were present
 - analyzed use of all spaces
 - created detailed utilization analysis of building and site
- e. Completed demographic analysis January 2020
- analyzed historic data
 - reviewed planning and local data and patterns
 - developed and checked all projections
- f. Continued tours of all school buildings February 2020
- g. Defined program needs January / Feb 2020
- considered enrollment projections, state standards, priorities and good educational practice in developing educational specifications
 - outlined possible solutions / alternatives
 - provided oral update to School Superintendent
- h. Compared desired program to existing facility and site February 2020
- determined needs for future
 - updated enrollment projections
- i. Created statement of findings and drafted report February 28, 2020
- detailed all feasible options / alternatives and listed strengths and weaknesses of each
 - detailed all enrollment patterns and developed report
 - created mapping of student residencies to schools
- j. Shared final report May 6, 2020*
- submitted final report to the Superintendent of Schools and scheduled public meeting to review the final report

**Due to COVID-19 outbreak, final report date was adjusted*

Overview of Process

The Shaker Regional School District was initially toured in the timeframe noted above and additional visits and discussions were necessary to clarify specific information. The initial visit was scheduled when students and teachers were present so that the school could be observed under operational conditions. Extensive discussions were held with the principals of the district’s schools and other staff members, as requested or possible.

The consultants reviewed a variety of written materials and documents including floor plans, time schedules, room utilization data, and program of study. A facility data form was used as a guide for collecting and recording needed information. Class size data and building utilization data were prepared, examined and analyzed.

During the process of the study, the consultants reviewed enrollment projections and analyzed local and regional demographic conditions. From projections dated October (See Appendix A) and

information provided by state and local officials, it appeared that the five-year average method is the most appropriate projection.

Once the data was collected and analyzed and enrollment projections became available, the consultants began the task of formulating alternatives for addressing facility needs and Alternatives. They drew upon their prior experience as school administrators and consultants as one element in their Alternative-making process. It was also important to take into account local traditions and practices, goals and needs articulated by administrators, faculty, school board members and citizens, and certain externally generated guidelines and standards. Key examples of the latter are the newly revised New Hampshire Department of Education's Manual for Planning and Construction of School Buildings and Minimum Standards for Public School Approval.

The consultants also conferred on occasion with the superintendent of schools, and other school administrators. These contacts enabled the investigators to obtain information, seek clarification, and better understand the background shaping current conditions.

The consultants express their gratitude to Superintendent Michael Tursi, the principals, faculty, staff, and school board members, for sharing information, impressions and future visions. People within the Shaker Regional School District are sincerely interested in improving educational opportunities for children as well as the greater community of Shaker Regional.

V. Demographic Data and Enrollment Projections

Overview

New Hampshire's student enrollments on average have shown a decline over the past ten years from 191,802 in the 2009-10 school year to 169,058 in the 2018-19 school year, a decrease of 22,744 students. According to the NH Economic and Labor Market Information Bureau:

The New Hampshire economy has continued to grow moderately during 2017. The unemployment rate remains below the national average.

Growth in almost all sectors helped New Hampshire reach a new record number of nonfarm jobs in 2017. Total Nonfarm Employment added 6,700 jobs in 2017. Private Goods Producing Industries saw steady growth in 2017. Manufacturing continued to add jobs in 2017. Total Private Service-Providing industries contributed most to overall job growth in 2017. As of November 2018, New Hampshire has one of the lowest unemployment rates in the country.

Many of the forces that determine the success of the New Hampshire economy are external. World events and, closer to home, a struggling Massachusetts economy may dampen growth in New Hampshire. As the national economy stabilizes and adjusts to sharply rising fuel costs, it is expected that New Hampshire will respond with positive growth, particularly in higher-wage jobs. These jobs signal the continued growth of the service sector, requiring education and training.

The State of New Hampshire's overall population has grown significantly over the past 40 years, with the state growing by an average of 14,000 people per year. This trend is expected to continue. U.S. Census estimates that there were 1,316,470 people in New Hampshire, and that figure

was up by 6.5% on the numbers declared at the 2000 Census. The 2018 estimates make New Hampshire the 42nd most populous state in the US. While this growth has been high, it has not been the same for all NH communities. Communities in the south-central and southeastern counties have seen significantly higher growth with some northern and western counties witnessing a decline. While regions that border Massachusetts have experienced historical growth, there is also a trend for expanded development for communities that border our cities and major thoroughfares.

Profile of Shaker Regional School District

The Shaker Regional Communities

The Shaker Regional School District includes the towns of Belmont and Canterbury. The two communities are located in the Lakes Region of New Hampshire.

The Belmont Community

Incorporated: 1727

Origin: The town was first chartered in 1727 as a parish of Gilmanton known as Upper Gilmanton and incorporated as such in 1859. In 1869, the voters of the town, who felt the many locations named Gilmanton was confusing, petitioned to rename the town Belmont, to honor Mr. August Belmont, a New York financier, in hopes that he might make a financial contribution to the town. Mr. Belmont never acknowledged the act, having passed away that same year. Belmont was the residence of Governor William Badger, first elected in 1834.

Villages and Place Names: Gardners Grove, Lochmere, Winnisquam, Tioga

Population, Year of the First Census Taken: 1,189 residents in 1860

Population Trends: Population change for Belmont totaled 5,330 over 57 years, from 1,953 in 1960 to 7,283 in 2017. The largest decennial percent change was a 61 percent increase between 1970 and 1980, followed by a 41 percent increase over the next decade. The 2017 Census estimate for Belmont was 7,283 residents, which ranked 42nd among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2017 (US Census Bureau): 241.6 persons per square mile of land area. Belmont contains 30.2 square miles of land area and 1.8 square miles of inland water area.

(NH Dept. of Revenue Administration) Property Taxes

2017 Total Tax Rate (per \$1,000 of value) \$29.46

2017 Equalization Ratio 89.7

2017 Full Value Tax Rate (per \$1,000 of value) \$26.17

2017 Percent of Local Assessed Value by Property Type

Residential Land and Buildings 81.3%

Commercial Land and Buildings 17.6%

Public Utilities, Current Use, and Other 1.9%

(ACS 2013-2017) Housing

Total Housing Units		3,621
Single-Family Units, Detached or Attached		2,117
Units in Multiple-Family Structures:		
Two to Four Units in Structure		306
Five or More Units in Structure		159
Mobile Homes and Other Housing Units		1,039
(US Census Bureau) Population		
(1-year Estimates/Decennial)		
Total Population	Community	County
2017	7,283	60,785
2010	7,356	60,088
2000	6,747	56,576
1990	5,677	49,294
1980	4,026	42,884
1970	2,493	32,367

Demographics, American Community Survey (ACS) 2013-2017

Population by Gender		
Male:	3,506	Female: 3,769
Population by Age Group		
Under age 5		212
Age 5 to 19		1,417
Age 20 to 34		1,085
Age 35 to 54		2,359
Age 55 to 64		1,053
Age 65 and over		1,149
Median Age		44.1 years
Educational Attainment, population 25 years and over		
High school graduate or higher		85.2%
Bachelor's degree or higher		19.3%

(ACS 2013-2017) Income, Inflation Adjusted \$

Per capita income	\$27,249	
Median family income	\$65,946	
Median household income	\$63,309	
Median Earnings, full-time, year-round workers, 16 years ad over		
Male	\$42,225	
Female	\$36,890	
Individuals below the poverty level		7.5%

(NHES - ELMI) Labor Force

<u>Annual Average</u>	<u>2007</u>	<u>2017</u>
Civilian Labor Force	4,173	3,570
Employed	4,019	3,468
Unemployed	154	102
Unemployment Rate	3.7%	2.9%

(NHES - ELMI) Employment & Wages

<u>Annual Average Covered Employment</u>	<u>2007</u>	<u>2017</u>
Goods Producing Industries		
Average Employment	\$704	\$454
Average Weekly Wage	\$1,076	\$1,524
Service Providing Industries		
Average Employment	\$1,641	\$1,644
Average Weekly Wage	\$704	\$795
Total Private Industry		
Average Employment	\$2,345	\$2,097
Average Weekly Wage	\$816	\$953
Government (Federal, State, and Local)		
Average Employment	\$321	\$344
Average Weekly Wage	\$770	\$869
Total, Private plus Government		
Average Employment	\$2,666	\$2,441
Average Weekly Wage	\$810	\$941

The Canterbury Community

Incorporated: 1741

Origin: First granted in 1727, the town was named for William Wake, Archbishop of Canterbury. Canterbury in England is famous for its cathedral, and for being the center of English Christianity since 597 AD. The town was originally a fort or trading post where the Penacook Indians came to trade. Canterbury Shaker Village was first established in 1792, a self-contained community of the United Society of Believers, known as the Shaking Quakers or Shakers, because of their use of dance in worship.

Today, the Canterbury Shaker Village is an outdoor museum and designated National Historic Landmark.

Villages and Place Names: Boyce, Canterbury Station, Canterbury Center, Hills Corner, Kezer Seminary, Shaker Village

Population, Year of the First Census Taken: 1,038 residents in 1790

Population Trends: Population change for Canterbury totaled 1,751 over 57 years, from 674 in 1960 to 2,425 in 2017. The largest decennial percent change was a 58 percent increase between 1970 and 1980, accounting for nearly one-third of the total population change. The 2017 Census estimate for Canterbury was 2,425 residents, which ranked 123rd among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2017 (US Census Bureau): 55.2 persons per square mile of land area. Canterbury contains 43.9 square miles of land area and 0.9 square miles of inland water area.

(NH Dept. of Revenue Administration) Property Taxes

2017 Total Tax Rate (per \$1,000 of value) \$25.98

2017 Equalization Ratio 91.6

2017 Full Value Tax Rate (per \$1,000 of value) \$23.64

2017 Percent of Local Assessed Value by Property Type

Residential Land and Buildings 91.6%

Commercial Land and Buildings 5.9%

Public Utilities, Current Use, and Other 3.1%

(ACS 2013-2017) Housing

Total Housing Units 1,082

Single-Family Units, Detached or Attached 1,018

Units in Multiple-Family Structures:

Two to Four Units in Structure 32

Five or More Units in Structure 0

Mobile Homes and Other Housing Units 32

(US Census Bureau) Population

(1-year Estimates/Decennial)

Total Population Community County

2017 2,425 149,216

2010 2,352 146,445

2000 1,991 136,716

1990	1,692	120,618
1980	1,410	98,302
1970	895	80,925

Demographics, American Community Survey (ACS) 2013-2017

Population by Gender

Male: 1,103 Female: 1,145

Population by Age Group

Under age 5 100
 Age 5 to 19 312
 Age 20 to 34 287
 Age 35 to 54 594
 Age 55 to 64 566
 Age 65 and over 389

Median Age 49.8 years

Educational Attainment, population 25 years and over

High school graduate or higher 96.4%
 Bachelor's degree or higher 50.0%

(ACS 2013-2017) Income, Inflation Adjusted \$

Per capita income \$41,039
 Median family income \$97,375
 Median household income \$81,818
 Median Earnings, full-time, year-round workers, 16 years and over
 Male \$56,974
 Female \$44,097
 Individuals below the poverty level 3.2%

(NHES - ELMI) Labor Force

<u>Annual Average</u>	<u>2007</u>	<u>2017</u>
Civilian Labor Force	1,377	1,442
Employed	1,338	1,414
Unemployed	39	28
Unemployment Rate	2.8%	1.9%

(NHES - ELMI) Employment & Wages

<u>Annual Average Covered Employment</u>	<u>2007</u>	<u>2017</u>
Goods Producing Industries		
Average Employment	\$34	\$54
Average Weekly Wage	\$557	\$521
Service Providing Industries		
Average Employment	\$176	\$231
Average Weekly Wage	\$580	\$899

Total Private Industry			
Average Employment	\$210	\$285	
Average Weekly Wage	\$576	\$827	
Government (Federal, State, and Local)			
Average Employment	\$77	\$63	
Average Weekly Wage	\$481	\$719	
Total, Private plus Government			
Average Employment	\$288	\$348	
Average Weekly Wage	\$551	\$807	

The Shaker Regional School District

The Shaker Regional K – 12 school district is a multi-town regional school district that is coterminous and inclusive with the towns of Belmont and Canterbury New Hampshire. The system maintains a K- 5 elementary school In Canterbury, a Pre-K-4 elementary school, a 5-8 middle school and a 9-12 high school In Belmont.

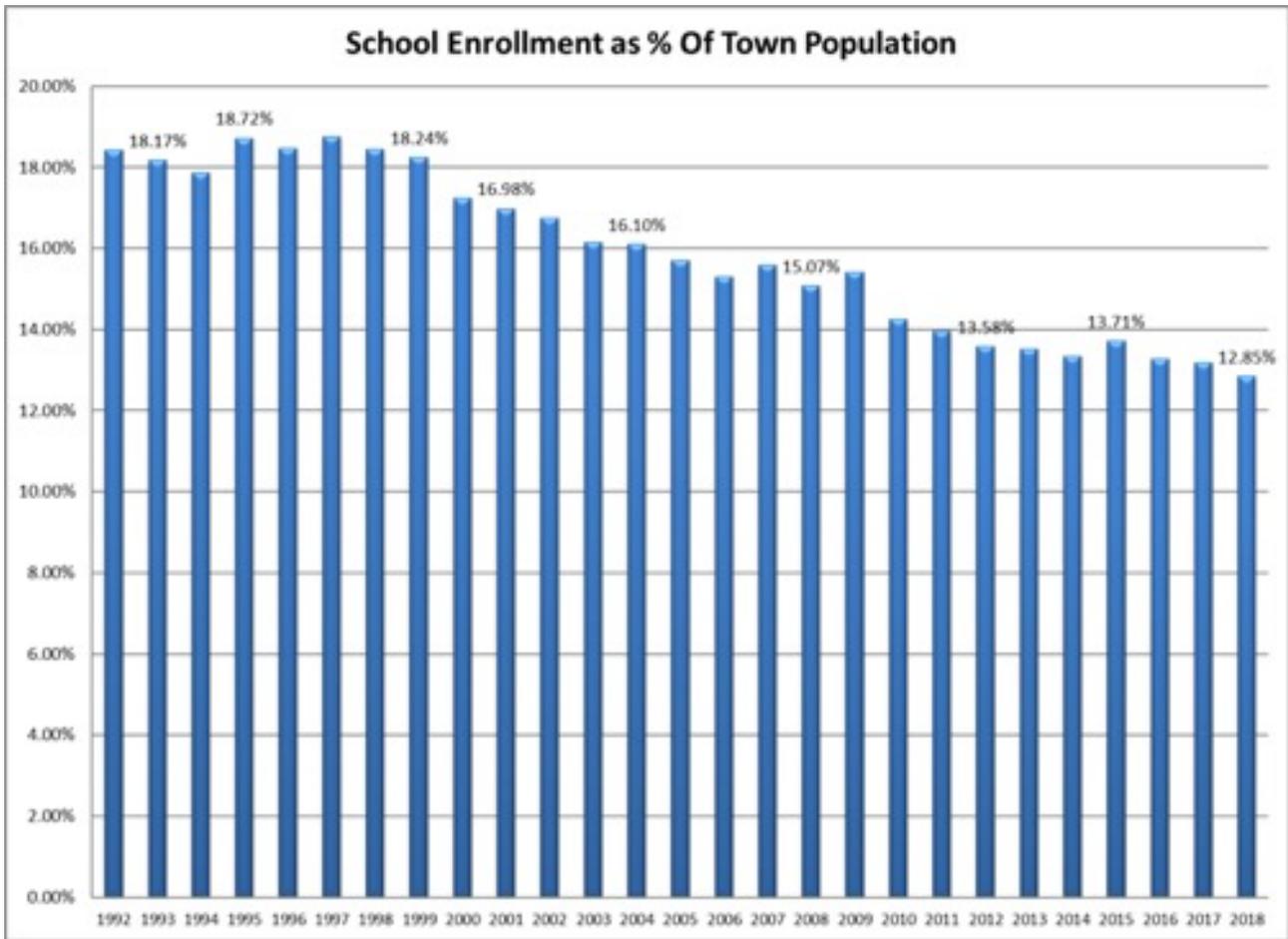
**TABLE 1
Comparison of Shaker Regional Enrollment
and Combined Town Populations**

Year	School Enrollment	Town Population	Student Enrollment (K –12) as a % of Combined Towns Population
2011	1,356	9,711	13.96%
2012	1,319	9,711	13.58%
2013	1,309	9,687	13.51%
2014	1,291	9,673	13.35%
2015	1,324	9,659	13.71%
2016	1,283	9,666	13.27%
2017	1,277	9,683	13.19%
2018	1,254	9,761	12.85%

The school districts’s K-12 student enrollment has seen a decrease (see Table 1) over the last eight (8) years (2011 – 18), with a net decrease of 102 students, or 7/52%. During the same eight-year period, the district’s overall population in the town increased by 50 people. The percent of the population that was of school age in Grades K – 12 ranged from a high of 13.96% in 2011, to a low of

12.85% in 2018. It is important to note that an increase or decrease in a community's total population does not always lead to a corresponding change in student enrollment. In particular, this is true when certain other demographic, economic and growth characteristics of the community appear to cause a lowering of student enrollment.

GRAPH 1



The following table shows the pattern of births to residents of the district, which is an important indicator of student population.

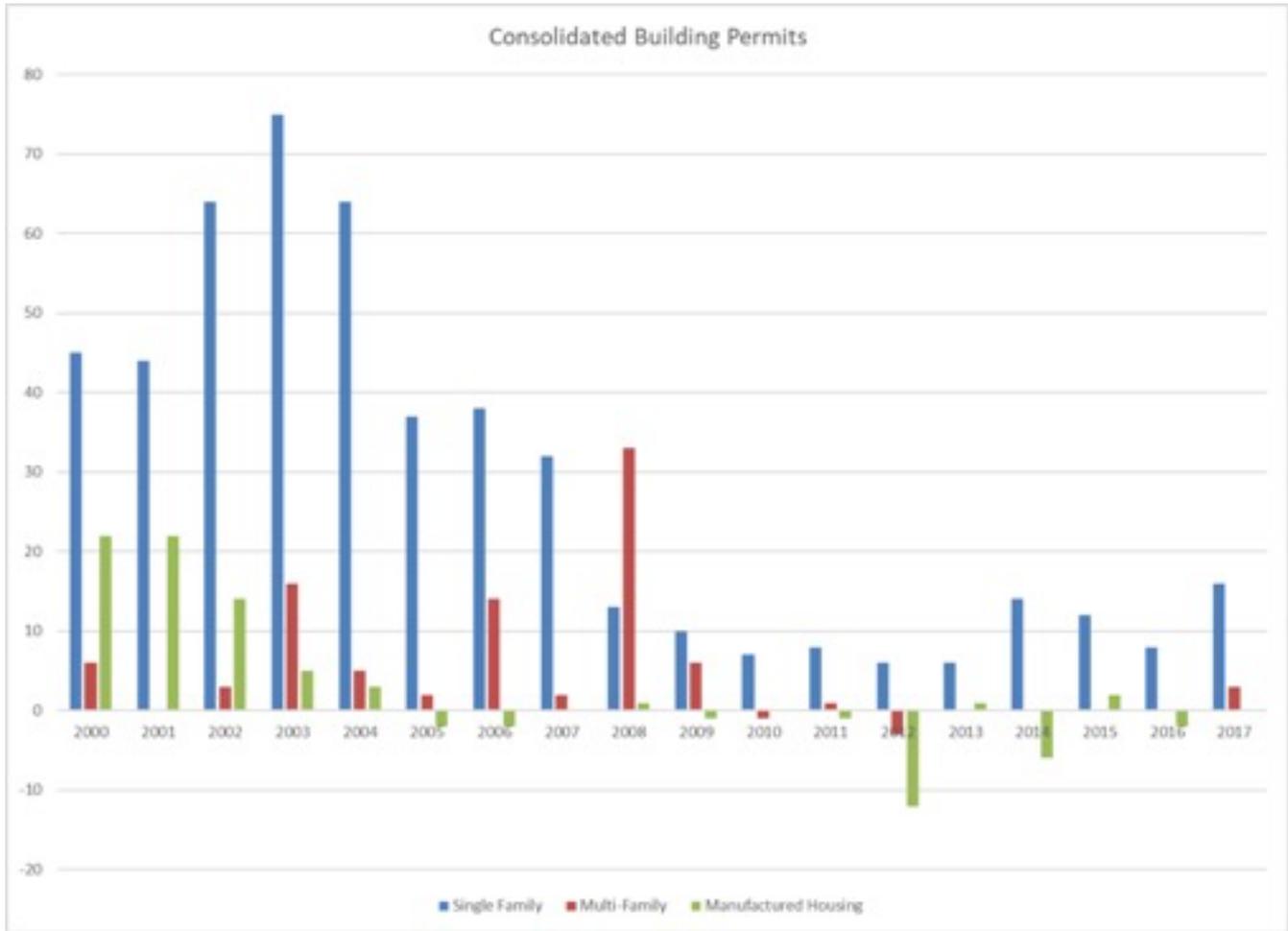
TABLE 2
Native Population and Births from 2004 – 2014

Year	Births (Bureau of Vital Records)	Combined Town Population	Births as a % of District Population
2008	108	9,441	1.14%
2009	112	9,415	1.19%
2010	98	9,708	1.01%
2011	82	9,711	0.84%
2012	71	9,711	0.73%
2013	106	9,687	1.09%
2014	79	9,673	0.82%
2015	87	9,659	0.90%
2016	91	9,666	0.94%
2017	80	9,683	0.83%
2018	83	9,761	0.85%

The number of births in relation to the number of residents in the district has varied little since 2011. The number reached a high of 112 (1.19%) in 2009 and a low of 71 (0.73%) in 2012. It will be important to continue to monitor the number of births to residents in order to identify any significant changes in this pattern.

Another feature illustrating the potential for student growth within the district is the history of building permits issued. The following graph depicts the number of building permits issued during the last 14 years in the school district.

GRAPH 2



Cohort Survival Enrollment Projections

Accurate enrollment forecasting is particularly important to school boards and administrators. Enrollment estimates have an obvious impact on the budget, facility planning, and staffing.

Projecting future student enrollments is a difficult task at best. The cohort survival method is generally the most reliable measure used as a short-range (one to five years) forecasting tool. It is based on the calculation of a series of survival rates that indicate the fraction of students in one grade, in a given year, who “survive” to the next grade in the next year. First grade enrollments are calculated independently on the basis of past (six year prior) birth data, i.e., the birth to first grade ratio is always the result of comparing grade one enrollments to the number of births six years prior. Projections are then made using a grade progression ratio multiplied by the enrollment for a previous grade in a prior year. Kindergarten estimates are based on the first-grade projection for the next year divided by the kindergarten to first grade ratio. Thus, kindergarten projections are an inverse operation since they are based on the first-grade estimate for the following year.

The basic idea behind this technique is that what has happened historically can be used to project trends for the future. It is important to note that the technique does not predict, but rather it is a process by which trends can be identified. It is good practice to keep this information updated on an annual basis, and for the district to keep abreast of demographic and economic changes in the area, which could potentially affect the local school population and the resources needed to support it.

The enrollment projections contained in this report are presented in three formats. The first is a five-year average, which briefly defined, is an average of the grade-to-grade progressions over the past five-years (shown as 5 yr. avg.). The second format takes into account some of the trends of the most recent years as well as, considering some of the historical trends. This procedure is identified as a three-year weighted average, in which greater weight is given to the most recent year and correspondingly less weight for those years further back in history (shown as 3 yr. wav). The third simply compares the last two years and uses that data as a basis for a projection (shown as 1 yr. avg.). The one-year average may fluctuate more because it is looking at only the last two years of data, and it does not reflect the longer-term data. It is, though, a good means for spotting trends, which may indicate some change in the normal patterns experienced by the district. Some examples of this may be a major business opening or closing, significant housing changes or changes in employment opportunities.

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School's Office to the NH Department of Education.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the public-school system, then depending upon the numbers, some adjustments may be necessary.

Appendices A and B contains detailed, grade-by-grade enrollment projections for the Shaker Regional school district. The data is presented in chart and graph form. The charts include historic enrollment data, resident live births, and projections using the three methods described herein. Graphs include (1) line graph depicting historical and projected trends; and (2) bar graphs showing actual resident live births for the past ten years and estimated live births for 2018 and into the future.

Summary

The cohort survival method relies on historical birth and enrollment data to calculate the various grade progression ratios. It is a common method used by demographers to estimate future school enrollments. It has proven to be accurate in most situations; however, it is a historical approach and assumes that all conditions will remain substantially unchanged. There is, however, no built-in consideration for an extraneous factor's impact, such as new industry, a significant change in economic conditions or a significant change in land availability or use. Grade by grade projections require counts for each grade and therefore any out-of-district special education, home schooled, or private school students have not been included.

Shaker Regional's K – 12 student population has decreased by 59 students since 2014-15. When the overall change over this period is examined, it shows a total decrease of 4.57%. During the period of 2014-2017 average number of building permits for single-family homes in the combined towns of Shaker Regional has increased. In addition, the combined town's population has increased (88 from 2014-2018) while the number of births to residents has remained relatively static over the last five years.

Based on an examination of the cohort models, the number of births, the history of building permits and the population change, it is our belief that enrollments projected by the Five-Year Average model are the most reliable and that the district should adopt the Five-Year Average Model as the "reasonable" basis for assessing future student populations and facility needs.

A word of caution is important when predicting future changes based on a very small sample enrollment. For example, a slight change in the number of births may have a significant relative impact on a grade/school enrollment; however, the gross changes would still be minor.

TABLE 3
Projected K – 12 Enrollments 2020 – 2030
Using Five-Year Average Method

School Year	Grades K – 12	Difference from Previous Year	Percent Change
2020-2021	1,215	-17	-1.38%
2021-2022	1,213	-2	-0.16%
2022-2023	1,195	-18	-1.48%
2023-2024	1,203	8	0.67%
2024-2025	1,194	-9	-0.75%
2025-2026	1,168	-26	-2.18%
2026-2027	1,157	-11	-0.94%
2027-2028	1,134	-23	-1.99%
2028-2029	1,121	-13	-1.15%
2029-2030	1,111	-10	-0.89%

VI. Description of Schools in the Shaker Regional School District

At the onset of this section of the report, it is important to note that Shaker Regional School District has a policy of “open enrollment” for resident students in Grades K – 4. As a result, although schools are located in two different communities, the attendance in each school is not determined by the town of residence, but rather by other factors that will be addressed in each school’s description and by changing school district needs.

A. Belmont Elementary School (Grades K - 5)

Introduction

Belmont Elementary School houses students in Grades Pre-Kindergarten through Grade 4, with a total school enrollment on October 1, 2019, of 398 students. There are currently four (4) class divisions at each grade level K – 4. There is also one (1) class division with a district-wide Pre-K program.

This school’s enrollment is largely composed of students from Belmont, with other students attending from Canterbury. There are twenty-three (23) classrooms for direct instruction, (3) three classroom spaces for student support services, (1) classroom for the district ABLE program, and (1) office mini suite for the School Counselors, Social Worker, Psychologist, and Conference Room.

Program Description

The 2019-20 school day for the students at the Belmont Elementary School extends from 8:35 a.m. to 3:15 p.m. Students are grouped heterogeneously and receive instruction in all core subjects in self-contained classrooms for Grades K – 4. The Pre-K program for students aged 3 and 4 are held five (5) days per week in two half-day daily sessions. Students aged 3 attend two (2) days per week (T – Th), and students aged 4 attend three (3) days per week (M – W – F). The Kindergarten program is a full day program 5 days per week.

The school adheres to the district curriculum guide for elementary education that uses the *Common Core Standards* as a guide to the standards at all grade levels. The district has published an expansive curricular guide for Grades K-12 focused on both standards and competencies.

Students are also exposed to an integrated arts program, including library / media, Art, Music, PE and Guidance once per week for 40 minutes. Art and Technology is held four days / week, with one day shared with Canterbury Elementary School.

The continuum of integrated student support services, as well as the complete component of support personal for intervention services, available to students on a part-time / shared basis include occupational therapy, physical therapy, and speech services. Full-time intervention services include: (2) School Counselors, Social Worker (shared between BES, CES, BMS and BHS), and School Psychologist (four (4) days per week shared with CES), as well as a full-time Nurse.

The Facility and Site

The Belmont Elementary School is newer facility originally built in 1985 with two additions in 1988 and 1990. The district's maintenance department estimates the total square footage of the structure to be 44,500 square feet. The structure is located on approximately 56 acres. Clearly, among the facility's greatest strengths is its location and availability to the community of Belmont.

The facility's limitations are primarily related to the age of the building, its unique layout, and related adequacy of operational elements such as lack of intervention and special learning spaces, storage, and limitations in core facilities and parking.

While the school's site offers many advantages due to its proximity to the center of the community and its beautiful location, the structure has some significant weaknesses.

Facility and Site Strengths

- School is located close to the center of the community and offers a community resource and strong sense of community for the staff and students
- Despite the age of the facility, the district has been attentive in ensuring proper accommodations are made to include secure entrances, internet access, new pellet/natural gas boiler and an overall functional environment
- Windows allow ample light
- Playground fields and equipment are well maintained and relatively accessible

Facility and Site Limitations

- Insufficient storage and auxiliary spaces such as staff and conference rooms, adult bathrooms, and counseling offices
- Small multi-purpose areas with limited seating and many competing uses
- Insufficient number of classrooms and small workspaces for specialists to allow a full PreK-4 program
- Lack of small group instructional spaces
- Limited parking space
- Inadequate system for vehicle traffic (e.g. drop-off and pick-up)
- Very limited storage space for instructional materials
- Lack of ADA compliance in some restrooms
- Site location limits ability for expansion

Determining Functional Capacity of Belmont Elementary School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs, the school needs spaces for programs such as art, music, physical education, special education, as well as areas for a variety of support services. Food preparation space is adequate; however, use of the gymnasium/cafeteria for both lunch and physical education limits the schedule and learning opportunities as well as student assemblies and community performances.

Belmont Elementary School, in its current configuration, has twenty (20) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized programs such as Art and Music have their own classroom spaces. At the present time, all classrooms are utilized on a daily basis.

TABLE 4
Belmont Elementary School Capacity
Using State of New Hampshire Class Sizes

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Grade K	4	20	80
Grade 1	4	25	100
Grade 2	4	25	100
Grade 3	4	25	100
Grade 4	4	25	100
Totals	20		480

Functional Capacity = 95% of 480 (.95 x 480 = 456)

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., K-1, 3-4, etc.), and to make allowances for assigning fewer students to undersized classrooms. The school's overall capacity in its current configuration is 480 students. Using the 95 percent factor, it is 456 students.

The Shaker Regional School District class size guideline is consistent with guidelines established by the New Hampshire Department of Education.

TABLE 5
Inventory of Current Program Spaces at Belmont Elementary School

Function	Quantity	Comments
Kindergarten Classrooms	4	Rooms 104 - 107 @app. 940sf
Grade 1 Classrooms	4	Rooms 112-115@app. 940sf
Grade 2 Classrooms	4	Rooms 116, 117, 119@935sf; Room 118@827sf
Grade 3 Classrooms	4	Rooms 120, 123, 122@app. 935sf; Room 121@820sf
Grade 4 Classrooms	4	Rooms 124, 126, 127@931 sf; Room 125@831 sf
Pre-K Classroom	1	Room 111@682 sf
Life Skills & Occupational Therapy (shared space)	1	Room 110 broken into multiple smaller spaces – main classroom space@540sf; 3 “auxiliary” spaces @61sf each
Library	1	Room 112@1750sf
Counseling Area	1	Five (5) individual spaces in a total of 553sf
Title I and Sensory/PT (shared space)	1	Room 109@108sf
Speech Office	1	Room 108@240sf
Special Education (shared space between multiple programs and teachers)	1	Room 102@956sf broken into multiple smaller spaces
ABLE Program (shared space)	1	Room 100@875sf broken into multiple smaller spaces
Nurse’s Office	1	@231sf
Main Office & Reception	1	Located off main entrance: Reception Area@517sf; Principal’s Office@146sf; AP Office @50sf
Gymnasium/ Cafeteria/ Auditorium		4,330sf w/ app. 270sf for storage
Kitchen	1	@750sf w/3 small office/ storage spaces @190sf
Boiler Room	1	@350sf
Staff Room	1	@300sf

Note: The inventory of current program space represents usage during the 2019-20 school year.

B. Canterbury Elementary School (Grades K – 5)

Introduction

Canterbury Elementary School houses students in Grades K-5 with a total school enrollment on October 1, 2019, of 114 students. Canterbury students compose a majority of the school's population with some students in Grades K-5 from Belmont.

Program Description

The 2019-20 school day for students at the Canterbury Elementary School extends from 8:30 a.m. to 3:10 p.m.

Students in Grades K-5 are grouped heterogeneously in multi-age classrooms in order to maximize learning opportunities for all students. There are two (2) combination K-1 classrooms, two (2) combination 1-2 classrooms, and three (3) combination 3-4-5 classrooms. The curriculum is guided by a very comprehensive set of district standards based upon the Common Core State Standards. The guide is inclusive of core subject areas as well as all ancillary subjects such as health, physical education, enrichment, technology integration, and the arts.

The continuum of supplemental services available to students also includes a full array of special education support services, education support staff in reading and mathematics, 504 plans, English Language Learners (ELL), Title One, school nurse, guidance and counseling services, a school psychologist, occupational therapy and speech services.

The Facility and Site

Within the Shaker Regional School District, The Canterbury Elementary School is an older facility built in 1956 with additions in 1969 and 1990. The district's maintenance department estimates the total square footage of the structure to be 30,000 square feet. The school is situated on approximately 14 acres.

The facility's strengths are numerous and center on location within the community, bright and inviting atmosphere, and instructional space. The facility's limitations center on limited storage space, lack of dedicated space for staff, and limited office and conference space for student services.

Facility and Site Strengths

- School is located close to the center of the community and used for community events (i.e. Farmer's Market, Canterbury Fair, etc.)
- Building and surrounding fields, etc. are well maintained
- School entries are secure and close to ample parking space
- Classrooms are large and generally well illuminated with a great deal of natural light
- Playground field and equipment is well maintained and accessible
- School entry has been re-designed to address security concerns

Facility and Site Limitations

- Limited space for small group work
- Due to shared staff in the district, there is often an overlap between Art & Music, which have to utilize the same space
- Multiple levels with inadequate handicapped accessibility
- Limited conference and office space and no staff room
- Lack of storage, particularly heated space for instructional materials
- No outside hallway space for student clothing/materials (all stored in the classroom)

Determining Functional Capacity of Canterbury Elementary School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size, or the number of teams, will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for the Grades K-5 population, the school needs a variety of spaces for multi-age instruction as well as for core programs such as Art, music, physical education, special education, reading, library / media, enrichment and technology education. Functional space for support services such as guidance, student services, health services, food preparation and custodial and maintenance support are also critical to student success.

Canterbury Elementary School currently has seven (7) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized rooms such as art and music are shared with groups of students daily from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

**TABLE 6
Canterbury Elementary School Capacity
Using State of New Hampshire Class Sizes**

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten – Grade 1	2	20	40
Grades 1-2	2	20	40
Grades 3-5	3	25	75
Total	7		155

Functional Capacity = 95% of 155 (.95 x 155 = 147)

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students to undersized classrooms. The school's overall capacity is 155. Using the 95 percent factor, it is 147 students.

The Shaker Regional School District elementary class size guideline is consistent with guidelines established by the New Hampshire Department of Education.

TABLE 7

Inventory of Current Program Spaces at the Canterbury Elementary School

Function	Quantity	Comments
Nurse	1	Room 1@165sf
Kindergarten – Grade 1	2	Room 3@830sf; Room 5@840sf
Grades 1-2	2	Room 4@830sf; Room 6@835sf
Grades 3-5	3	Room 8@1013sf; Room 9@1035sf; Room 15@835sf
Reading Tutor Office	1	Room 2@160sf
Special Education	1	Room 7@470sf
Multi-Purpose Room (Gymnasium / Cafeteria / Auditorium)	1	@2,155
Library-Media Center	1	@1,124sf
School Psychologist & Academic Testing	1	Room 10@145sf
School Counselor	1	Room 12@115sf
Technology Integrator, Enrichment, Occupational Therapy & Speech	1	Room 14@988sf broken into multiple smaller spaces
Music & Art (shared space)	1	Room 13@1,002sf
Guidance, STEM, and Technology Instruction	1	Room 16@819sf
Main Office & Reception	1	Next to main entrance divided into three spaces: principal (@167sf), conference room (@235sf), and reception area (@235sf)
Kitchen	1	@560sf
Storage	Various	All extra spaces are utilized. There appears to be an insufficient number and the size of existing storage areas for school and custodial supplies is too small
Boiler & Custodial Room	2	Located off Kitchen (@214sf); Main Boiler Room partitioned in two sections (@165sf and @270sf)

Note: The inventory of current program space represents usage during the 2019-2020 school year.

C. Belmont Middle School

Introduction

The Belmont Middle School houses students from Belmont and Canterbury in Grades 5-8 with an enrollment of 397 students as of October 1, 2019. The school is divided into four (4) units Grades 5-8 with five (5) core subject classes taught at each grade level.

Program Description

The school day for students in Grades 5-8 at the Belmont Middle School extends from 7:15 am (with classes beginning at 7:45 a.m.) to 2:35 pm.

The middle school curriculum is guided by a comprehensive district curriculum that is aligned with the Common Core State Standards. In addition to the traditional core subjects (English/Language Arts, Mathematics, Science and Social Studies), each grade level supports a Reading and Math Lab as part of its Response to Intervention (RTI) strategy. Students also have access to a variety of co-curricular activities

The Facility and Site

The Belmont Middle School is an older facility built in 1936 with two additions built in 1960 and 1972. There were two renovations completed in 1990 and 1998. BMS is situated on a site of approximately 22 acres. The district's maintenance department estimates the total square footage of the structure to be 64,000 square feet. Among the facility's greatest strengths is its proximity to the community.

The facility's limitations include: limited parking, inadequate traffic flow, poor bathroom ventilation, inadequate elevator service, lack of ancillary spaces, and inadequate conference and staff rooms.

Facility and Site Strengths

- School is accessible to the community
- Classrooms are generally good-sized
- Recent upgrades to technology infrastructure, internal communication, and security
- Building is clean and well maintained
- Playing fields are of good size and are well maintained

Facility and Site Limitations

- Lack of separate space for cafeteria and functionality of gymnasium
- Limited parking and access to athletic field and playground
- Insufficient conference, classrooms and small workspace for specialists
- Uneven air circulation and ventilation system
- Storage for instructional materials
- Multiple building levels make transitions challenging
- Lack of Band, Chorus and General Music space within main building (students must travel between BMS & Memorial Building)

Determining Functional Capacity of Belmont Middle School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size, or the number of teams, will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for the Grades Pre-K-8 population, the school needs spaces for programs such as art, music, physical education, special education, reading, library/media, and food preparation, as well as areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

Belmont Middle School currently has nineteen (19) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized rooms such as art or music "receive" groups of students' daily, under the integrated Arts program, from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 8
Belmont Middle School Capacity
Using State of New Hampshire Class Sizes

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Grade 5	4	25	100
Grade 6	4	25	100
Grade 7	4	25	100
Grade 8	4	25	100
Reading/Math Labs	4	25	100
Total	20		500

$$\text{Functional Capacity} = 95\% \text{ of } 500 \text{ (.95} \times 500 = 475)$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students to undersized classrooms as is the case here. The school's overall capacity is 485. Using the 95 percent factor, it is 461 students.

The Shaker Regional School District middle school class size guideline is consistent with guideline established by State of New Hampshire.

TABLE 9

Inventory of Current Program Spaces at the Belmont Middle School

Function	Quantity	Comments
Grade 5	4	Room 217@915sf; Room 218@928sf; Room 219@939sf; Room 220@852sf
Grade 6	4	Room 205@803sf; Room 207@808sf; Room 208@850sf; Room 210@804sf
Grade 7	4	Room 110@650sf; Room 112@702sf; Room 117@898sf; Room 119@1,040sf
Grade 8	4	Room 106@787sf; Room 108@793sf; Room 109@804sf; Room 114@831sf
Reading/Math Labs	4	Room 105@787sf; Room 107@812sf; Room 206@850sf; Room 214@696sf;
Gym/Phys Education Area	1	@5,589sf with attached stage (@1,050sf) and two storage areas
Library-Media Center	1	Room 201 is a large space @1,775sf
Grades 5/6 Special Education	1	Room 216@702sf
Health	1	Room 204@878sf
Computer Lab	1	Room 202@867sf
Foreign Language & Title I	1	Room 203@1,258sf
Guidance Offices & SAP	4	Room 209@173sf; Room 211@240sf; Room 213@172sf; Room 215@273sf
School Psychologist	1	Room 223@60sf
Occupational Therapy & Life Skills	1	Room 222@575sf
ABLE Classroom	1	Room 116@581sf
Cafeteria	1	Room 102@4,171sf
Kitchen	1	Rooms 103 & 104 @878sf
Admin Office - Gen Office and Reception	3	Next to main entrance divided into three spaces principal, secretary and general reception, plus an assistant principal's office. Room 111@180sf; Reception @393sf; Room 115@172sf
Grades 7/8 Special Education & Behavioral Support Coordinator	1	Room 102 broken into multiple spaces @723sf
Storage	Various	All extra spaces are utilized. There appears to be an insufficient number and the size of existing storage areas for school and custodial supplies is too small
Boiler Room	1	

Note: The inventory of current program space represents usage during the 2019-2020 school year.

D. Memorial Building (SAU 80 Offices/BMS Music & Art)

Introduction

The Memorial Building houses the offices of the SAU #80 Superintendent of Schools, Business Administration, Directors of Building & Grounds and IT, District Information Technology Repair Lab, and small kitchen on the first floor. The second floor houses the Student Services Office, District Professional Learning Classroom, as well as Belmont Middle School General and Instrumental Music.

The Facility and Site

The Memorial Building is an older facility built in 1956 and last renovated in 1985. The district's maintenance department estimates the total square footage of the structure to be 11,000 square feet. The Memorial Building is part of the BMS acreage (approximately 22 acres).

The facility's strengths are its proximity to Belmont Middle School. The facility's limitations center on limited space, lack of physical connection to BMS, and lack of updated instructional spaces.

Facility and Site Strengths

- Building is located near Belmont Middle School
- SAU 80 main entry and second floor BMS access has been re-designed to address safety concerns
- Dedicated district-wide professional learning space

Facility and Site Limitations

- Security concerns for students accessing from BMS to Memorial
- HVAC system inadequate and needs to be upgraded
- Limited conference and office space

Determining Functional Capacity of Memorial Building

Class size guidelines are not pertinent to the Memorial Building, as it is not used for core instructional programs. As such, we will not be determining strict functional capacity of the building within this section of the report but rather taking an inventory of usable spaces.

TABLE 6

Inventory of Current Program Spaces at the Memorial Building

Function	Quantity	Comments
SAU 80 Reception	1	@186sf
Superintendent Office	1	@186sf
Conference Room	2	1@191sf and 1@404sf
Business Office	1	@598sf
Business Administrator Office	1	@126sf
Human Resource Office	1	@126sf
Information Technology Work Room	1	@822sf
Building & Grounds Office	1	@121sf
IT Office	1	@105sf
Kitchen	1	@176sf
File Storage	1	@240sf
Boiler Room	1	@213sf
Handicapped Restrooms	2	1@45sf; 1@122sf
Rest Rooms	1	2 individual units – total 98sf
Special Services Office	1	@205sf
Special Services Director	1	@192sf
Storage (second floor)	2	1@128sf; 1@106sf)
Choral Music Room	1	@927sf
Instrumental Music Room	1	@1,238sf
District Professional Learning Room	1	@931sf
IT Closet	1	@122sf
Handicapped Restrooms	3	1@128sf; 2 individual units – total 138sf

Note: The inventory of current program space represents usage during the 2019-2020 school year.

E. Gale School

Introduction

The Gale School was built in 1894 and is located between Belmont Middle School and the Memorial Building. Currently being used for cold storage, the Gale School is scheduled to be re-located off-site during the summer of 2020. The square footage of the Gale School is approximately 5,100 sf. This building is not included in our report other than to note its current presence on the middle school lot.

F. Belmont High School

Introduction

Belmont High School is medium-sized high school that offers a comprehensive curriculum and enrolls students in Grades 9-12 from Belmont and Canterbury. BHS is the newest facility in the Shaker Regional School District, having been built in 1998. Situated on approximately 37 acres, the facility is 72,000 square feet.

The Mission of BHS is to “Prepare students for their futures by promoting and supporting a safe, diverse, respectful community that fosters individual responsibility and produces engaged members of society through rigorous academic achievement”.

Belmont High School’s enrollment was 357 students as of October 1, 2019. The school population has decreased an estimated 100 students over the past decade.

Program Description

Belmont High School offers a wide range of instructional programs. The school’s 2019-2020 Program of Studies lists 91 academic courses, with additional courses offered at HUOT Technical Center and Winnisquam Agricultural Center. The curriculum is designed to meet the needs of a student population with diverse interests, skills, academic backgrounds, and aspirations.

The current Program of Studies offers a wide span of courses ranging from the tradition core curricular offerings to numerous Advanced Placement classes as well as expansive options for course content. The options include a full range of vocational and technical offerings, enrollment in on-line courses through New Hampshire’s Virtual Learning Academy (VLACS), School to Career offerings, as well as Running Start programs through the Community College located in Laconia. All courses are designed with competencies as required by N.H. School Approval Rules.

The recently initiated ELO/School to Career program provides students with opportunities to acquire both essential occupational skills and academic competencies in real-world settings. The Program of Studies gives detailed descriptions of the breadth of curricular offerings with an introduction that speaks to BHS Core Values, Beliefs and Learning Experiences.

BHS practices a unique scheduling process that allows the vast majority of students to access courses based on individual interests and needs. The school’s schedule is a modified 4x4 block schedule that includes a daily intervention block and Targeted Learning Time (TLT) block where students can receive individualized support across the curriculum. The school day begins at 7:25 a.m. and runs through 2:15 p.m.

Students graduating from Belmont High School in 2020 must earn a minimum of twenty-six (26) credits. A Minimum Standards Diploma requiring 20 credits is available for students that requires an approval of parents and school officials. A BHS Diploma of Distinction requiring 32 credits is also available for Honor students that includes a component on a community service project.

It is instructive to note that New Hampshire's public high schools are required by the New Hampshire Department of Education to have students acquire a minimum of twenty (20) credits for graduation. With few exceptions, students are expected to carry a minimum of seven (7) credits per academic year. As a result, given the modified schedule utilized by BHS, a graduate can readily earn 26 credits over four years.

BHS Diploma credit requirements (2019) by subject area are: English – 4 units; Mathematics – 4 units; Science – 3 units; Social Studies – 4 units; Health Education – 0.5 unit; Fine Arts education – 1 unit; Physical Education – 1 unit; Technology-0.5; ICT (Information and Communications Technology)-0.5; plus 8 elective credits.

Minimum Standards Diploma is available for students that require the minimum state standard of 20 credits. This requires; English- 4 credits; Math-3 credits; Science-2 credits; Social Studies- 2.5 credits; Health-0.5 credits; Art-0.5 credits; Physical Education-1 credit; ICT-0.5 credits and 6 elective courses.

Belmont High School provides students with special needs a comprehensive curriculum, as well as for students who are academically able and sufficiently motivated to pursue college-level, honors and AP courses. The special education staff provide teaching and/or tutoring in the content areas, support services in classrooms, and an Academic Support Center to assist students in developing appropriate study habits and learning skills. The special education department's staff consists of a variety of teachers, para-educators as needed and required by law, and other specialists such as, physical therapist, speech therapist and school psychologist. Approximately 60 students, or approximately 15% of the student population at Belmont High School, receive services from the special education department. An additional 43 students, or approximately 11% have 504 plans.

Belmont High School programs extend well beyond the formal course offerings. Numerous student support services are available to include the guidance department with two counselors, Section 504 rehabilitation services, and a full-time nurse.

Shaker Regional High School supports numerous athletic programs and other co-curricular activities for its students. A variety of varsity and junior varsity athletic teams are available during each of the three sports seasons – fall, winter, and spring. Co-curricular activities include, but are not limited to, student council, various clubs, National Honor Society, Drama, Chorus, Yearbook, Robotics and academic pursuits such as Astronomy.

The Facility and Site

The Belmont High School facility was originally constructed in 1998. It is a two-story structure with a total area of approximately 72,000 square feet. The school is located on Seavey Road on a site that is approximately 37 acres. The high school's total acreage is more than adequate when measured against New Hampshire minimum standards for high school sites (15 contiguous acres of "buildable" land plus one additional acre for each 100 students or fraction thereof).

The BHS facility has several positive features, such as its convenient location to the communities it represents and the ample space for curricular extracurricular programs. The entry to the school is welcoming leading to a facility that is well maintained and appealing. For a facility that is 22 years old without any major renovation, the facility is very functional, accommodating and in

exceptionally sound condition. The high school facility is uniquely picturesque with student artwork and illustrations of significant achievements over its history

Facility and Site Strengths

- School is conveniently located and well maintained
- Well placed and operational security network
- Technology upgrades resulting in reliable access and functionality in web access and support
- Site is easily accessible and extensive (390+ acres)
- Parking space is ample for faculty and staff as well as visitors and the student body
- Classrooms, media center, gymnasium are ample in size and convenient for students, staff and the community
- Operational systems such as heating, intercom and safety provisions are up to date and functional

Facility and Site Limitations

- The availability of a performing arts center (auditorium) that would enhance school and community-based programs
- The main entrance to the school allows entry directly to gymnasium/classrooms without provision for secure registration or directions
- The office area has limited flexibility in administrative offices or accessible and secure & soundproof conference space

Determining Functional Capacity of Belmont High School

Many factors influence the facility and site needs for Belmont High School. Among the most important are projected school enrollments, enrollments by department/program areas, operational issues including class size, requirements for support program spaces, traditions and community expectations, allowance for extensive community use of the school and site, and cooperative arrangements for providing specialized educational programs.

Projecting the number of classrooms needed by academic departments is based in large part on average class size practices, projected departmental enrollments, and a classroom utilization factor. Historically, the school has housed as many 500 students. The current enrollment is slightly less than 400 students and our enrollment projections show a slight decline over the next ten years. This decline is largely the result of smaller elementary cohort's progress through the system.

In Table 10 below we have created a table of how educational spaces are currently utilized, grouped by academic departments.

TABLE 10

Inventory of Educational Spaces for Belmont High School

<i>Department</i>	<i>Purpose</i>	<i>Room</i>	<i>Total</i>
Art	Classroom	Room 113	1
Art Total			1
English	Classroom	Rooms 205,207,210,212	4
English Total			4
Mathematics	Classroom	Rooms 114, 204,211,214, 216	5
Mathematics Total			5
Science & Lab	Classroom	Rooms 107,108, 109,111,	4
Science Total			4
Social Studies	Classroom	Rooms 202, 204, 206, 208	4
Social Studies Total			4
World Languages	Classroom	Rooms 110, 112	2
World Languages Total			2
Health & Wellness	Classroom	Room 105	1
Health & Wellness Total			1
Academic Support Center	Classroom	Room 203	1
Academic Support Center Total			1
Health & Wellness	Classroom	Room 105	1
Health & Wellness Total			1
Physical Education	Classroom	Room 400, Gym w/ 2 locker rooms, 401,402 weight room	2
PE Total			2
Music	Classroom	Room 409	1
Music Total			1
Student Services	Rooms	103, 102,	2
Student Services Total			2
Library			1
Grand Total			30

Projected classroom needs are predicated on an average enrollment of not more than 400 students (see Appendix A). In the school’s current configuration, we do not envision enrollments exceeding 400 and, in fact, progressively fewer 9 – 12 students as smaller grade cohorts move through the system during the next ten years. Certain core areas – e.g., library-media center, gymnasium and cafeteria area – are allocated sufficient space to accommodate enrollments of over 450 students.

Classroom or teaching stations needed by other departments are generally quite specialized and therefore more difficult to reassign from one department to another. While the 85 percent utilization rate will be used as a guideline in determining needed teaching spaces, anticipated period-by-period use may fall well below 85 percent for some spaces, while other spaces may be utilized at or near 100 percent. The Functional Capacity for BHS is illustrated in Table 11.

TABLE 11

**BHS School Capacity
Using State of New Hampshire Class Sizes**

Core Subjects	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
English	4	25	100
Mathematics	5	25	125
Social Studies	4	25	100
Science/STEM	4	25	100
Total	16		425

Functional Capacity = 85% of 425 ($.85 \times 425 = 361$)

The 85 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes and to make allowances for assigning fewer students to undersized classrooms, as is the case here. The school's overall capacity is 400. Using the 85 percent factor, it is 340 students.

The Shaker Regional School District class size guideline is consistent with guideline established by the State of New Hampshire Department of Education.

Another way of assessing available space and potential school capacity is to determine square footage per student. For high schools, not including space in regional career and tech centers, a limit of 160 square feet per student is required by the New Hampshire Department of Education. Belmont High School has approximately 72,000 total square feet. If referencing the 160 square foot per student guideline, BHS has a projected capacity of about 450 students ($72,000 \div 160 = 450$).

The differential between the state standard calculation (361) and the 160 sq. ft. per student calculation (450) is understandable due to the decrease in student population from 500 students in 2009 to 357 as of Oct. 1, 2019. Several of the original 'core' classrooms (Math, Science, Social Studies and English) have been reassigned to accommodate current needs such as Student Support Center and Health and Wellness.

VII. Future Facility Needs

A. Assumptions That Guide Development of Findings and Alternatives

The following assumptions were used in analyzing facilities and in projecting future program space needs:

1. Student enrollments will approximate the projected number of students using a five-year average method (See Table 3)
2. Curriculum changes can be expected, and technology will continue to advance in regard to program availability and integration with a breadth of options for delivery evolving gradually over the next 5 years
3. Significant changes in the length of the school day, period structure at the high school or the school year are not anticipated, however, it is anticipated that school districts will be providing a greater expanse of learning options for students in the summer months and after traditional school hours
4. Class size guidelines will be sustained at current level however blended and on-line courses will be more prevalent and elected by students
5. The schools will continue to serve as a valuable community resource and will be used for community education and by community groups during non-school hours

Our purpose in outlining these assumptions is merely to identify conditions and practices which impact facility and space needs. We do not advance these as judgments about what necessarily should be. A few of these assumptions may be changed over a period of years through policy and operational decisions made by officials of the Shaker Regional School District.

Consideration for the Future of Shaker Regional School District

As part of this study, the investigators considered potential future trends and implications for the conditions for learning in general and translated to Alternatives for the Shaker Regional School District. While the authors do not profess to have a secret “window into the future,” we did give considerable attention to the concept future needs and trends in our overall report.

In particular, we addressed this expectation in affirming the recent study of enrollment trends and gave special consideration to the options for consolidation of educational programs and services to realize greater efficiencies in operations. Additionally, the following observations are offered for consideration in the planning for the transformation of schools in the foreseeable future. At a minimum, a school district that strives to meet the needs of its community for the next decade will need to ensure facilities are Community Friendly, Technology Sophisticated, Secure, Flexible and Adaptable to Potential Change and efficient in all aspects of the infrastructure.

1. Be Community Friendly

As is noted in several recent studies New Hampshire, and in fact, communities nationally, are realizing the effects of an aging population. With the advent of the graying of the Baby Boom generation, we not only have a diminishing natural political constituency (fewer parents as voters); we are experiencing increased competition for public resources by the other governmental services (community senior centers, health costs, etc.) designed to meet the needs of this ever increasing segment of the population.

In response, schools and all public service agencies must transform and extend programs and services to directly engage and serve this non-traditional group. Programs like senior centers in the schools, offering access to unique services like technology access and education, adult learning, and enrichment programs would be beneficial. The benefits would likely include a much stronger connection between the school and its community.

2. Be Technology Smart

The growth and impact of new technologies in all aspects of society suggest that these effects will expand and become integral to all forms of work and leisure activities. Schools will logically be the host for these activities. We easily envision this will impact the delivery system (e.g., one-on-one learning, research techniques, writing, etc.) Futurists tell us that the amount of “known information (knowledge)” expands two-fold in less than six months. Consider the impact upon the available resources available to students and the public, for which the public schools will be the point of access!

As noted, the impact of this apparently escalating change will be profound on the field of education causing in part potentially drastic changes in the delivery system of learning. Students and parents will expect an ever-increasing use of the current and emerging technologies in the day-to-day delivery of instruction. As examples, they will expect greater use of the web, wireless access, use and access of data in all forms in the learning and evaluation process and progress reporting in real time.

As schools plan for the future, at a minimum, they must include allowances for all of the known technologies (e.g., web-based learning, technology labs, technical services, fiber optic pathways and built-in flexibility to allow for the inexpensive integration of new dimensions for learning (e.g., open conduits, flexible spaces, access to a wide expanse of research materials, and extended day opportunities for individual and group learning).

3. Be Flexible and Adaptable

Over the last fifty years, public education has seen many changes and the physical structure of schools has not always been friendly to the new additions and/or changes. Schools built in the 1950s were built to educate larger class sizes of relatively pre-selected students and designed to deliver a similar education to all students. In the 1970s, schools were built to suit a new philosophy of open education (e.g., schools with out walls) and since the 1990s, we have struggled to find small group instructional spaces to meet the demand of a more specialized educational program for all students.

In addition, improvements in utility systems, safety knowledge, changed governmental standards and technologies have caused a major overhaul of school buildings to accommodate a variety of new rules, laws and practices. These include the allowances for Internet access, new

communications systems, energy-efficient heating and cooling systems, efficient HVAC systems, handicap accessibility and more.

If there is a lesson from our past, it may be that we must build in flexibility and adaptability into all school structures. Since school buildings are the largest public investments in most communities, it is essential that they be adaptable to yet to be known purposes. Architects and engineers are increasingly aware of this need and have developed techniques and strategies that meet this need. As examples, they encourage the creation of flexible multi-use spaces (e.g., a few rooms with portable walls), avoid overly specialized areas (e.g., rooms with fixed furniture or fixtures), and allow for easily accessible overhead areas.

There is no question that the future will pose new challenges for education and school structures must be built or transformed in a way that allows for the economical transformation of space and inclusion of all foreseen changes. It is clearly more economical to build this capacity during a time of construction or alteration than it is to alter after the fact. In many ways the old adage of “penny wise and pound foolish” applies to new public construction. The need to create a careful and informed plan is perhaps the greatest lesson learned.

4. Be Open to Change in the Scope and/or Purpose of Education

Educational historians have noted a significant change in the scope and purposes of education throughout history. As an example of this changing role we can consider that the percent of students who entered kindergarten together and reasonably expected to graduate together roughly mirrors the decade markers of the 20th Century. In the 1950s only about 50% of the students graduated together. Many left school for a variety of reasons often accepted by society (e.g., work, war, to raise a family, and more). In the 1960s about 60% of the students graduated, in the 80s, about 80% and so on. Beginning at about the turn of this century, we justifiably now expect that ALL children will be in school through at least graduation.

The inclusion of all students in public education has, by action, significantly changed schools. Public educational institutions must now be equipped to meet the learning needs of all children. These include the children who want to be in school and those that do not, the disabled (physically, emotionally and mentally), as well as the highly able, the medically fragile and the physically strong. We need only look at the impact of federal laws like “No Child Left Behind” (NCLB), the “Individuals with Disability Act” (IDEA), or state initiatives like “Follow the Child” as evidence of this changed expectation. While these laws and society’s expectations have changed the needs for space and facilities in our schools and are addressed in this report, we need to consider the potential changes on the horizon.

While there will no doubt be many unexpected new responsibilities for public education in response to the needs of society, it is clear that there appears to be an emerging movement towards greater individual choice in the education system. There is clear evidence when one considers the increase in the number of families that choose to home educate children, and the increasing pressure to allow for open choice for parents among schools. This movement towards an individualized or personalized education for each child is supported by recent changes in the State of New Hampshire’s new School Approval Standards, as well as in some aspects of the federal ESEA Act and the recent emphasis upon competency-based learning continuum, and the national common core standards initiative. This movement also gains some momentum from the advances in technology

that now allows remote access to graduation credit for an expansive variety of courses through school programs and services from home.

With the convenient access to traditional school programs and services in non-traditional ways, schools have modified policies, practices and delivery system to meet the corresponding demand from students, parents, citizens and taxpayers. These changes may offer additional support to the notations above and, at a minimum, require educators and policy makers to be vigilant in assessing public interest and needs, and reevaluating and changing past practices.

Twenty-First Century Learning

The elements above represent many of the preliminary conditions that are the preamble to what is commonly regarded as 21st Century Learning (for lack of a more convenient term). As noted, the dynamics of schooling will be altered dramatically over the next 5 – 10 years requiring the adaptation to a more expansive set of options for teaching, learning and educational leadership and, accordingly, facilities that will be adaptive to the refined adaptations for learning.

The conditions for learning, teaching and educational leadership include:

- Personalized learning plans for each student
- Focus upon specialized skills in teaching rather than predominance of generalist in each level of learning
- Application of project-based learning inclusive of small group projects requiring flexibility in adaptable space and staffing
- Recognition that major concepts in curricular can be best represented in web-based learning connections, leaving the teaching specialist to facilitate the application and supports for application as well as remediation
- Recognition that age-based grouping will transform to levels of readiness as determined by an elevated system for measuring competencies matched with personal academic and persona; maturity to advance
- Recognition that investments in early childhood learning will greatly impact the necessity of expansive intervention and remediation provisions for students particularly at the middle and high school levels
- The investment in schooling will include a commitment to educating parents and the communities at large in the intricacies of learning and engaging their assistance in insuring students meet their potential
- The calendar for schooling will expand upon the current limitations and expand to avail instructional and support programs in an expanded school day and year

The adaptation of educational facilities to best accommodate these dimensions for learning include:

- Adaptive learning classrooms that are designed for both personalized learning supports as well as group project-based learning initiatives
- Widespread web-based learning capabilities that require dependable access to high demand sites
- Adaptable school environments that are available to students and the greater public up to 18 hours per day, year round
- Availability of community-based support programs that include parent/ community services, wraparound interventions and alternative learning environments

- Formal connected learning options with on-line credit bearing entities as well as community colleges and higher education institutions
- Serving as a focal point for community resources that include supportive services to families as well as disadvantaged students and families

Summary of Facility Needs at Shaker Regional School District

The need for realigned or expanded facilities can be determined by comparing existing facilities with the facilities that will be needed at select future dates. By determining potential discrepancies, school officials may then choose one or more solutions to close the gap between what will be needed and what is currently available.

In general, educational facility needs may be caused by a wide variety of reasons. These needs may be organized into four major categories: capacity, structural/compliance, program crowding and future considerations.

- Capacity issues relate to those needs caused by the building's ability to house those students (known and projected) in appropriate spaces/classrooms. (Is there enough appropriate space for the students within the building or in the case of declining enrollment, is there more feasible ways to consolidate programs and services without compromising the delivery of programs and services to students, faculty and staff and families?)
- Structural and compliance needs often relate largely to the age of the structure, it's adaptability to modifications for varied learning programs and systems. Primary is the measure of building safety and compliance with current standards/codes/ guidelines.
- Program crowding issues center on whether or not there are appropriate spaces for programs currently offered (or expected to be offered) within either the prescribed or required educational program
- Consideration of future needs as addressed in the prior section of this report. What will be the most economically and educationally sound decisions for facility use and modification to meet future needs?

Within the Shaker Regional School District there are clear needs for remodeled educational spaces and realigned use of other spaces in relation to the notations above.

B. Shaker Regional Functional Capacity

The Shaker Regional School District facility needs are complex. In the Grades Pre-K – 8 facilities, the needs center on efficiency and effectiveness of programmatic infrastructure and, in turn, space utilization. Consolidation of programs to ensure equity in curricular imperatives and staffing is a critical factor for the future of the district given the future enrollment projections.

Many factors influence the future facility planning for Shaker Regional High School. Among the most important are recognizing the implications of the projected school enrollments, enrollments by grade levels, department/program area, class size averages, graduation requirements, scheduling practices, extent to which students are expected to be scheduled for classes during the four years of high school, requirements for support program spaces, and allowance for community use of the school and site. In addition, consideration must be made to program effectiveness given the wide range of offerings and the increasing expansion of program offerings and student population in the Career and Technical Center. These findings are based on the observations of the consultants and the feedback from staff.

The following table shows the total functional educational capacity of the current Pre-K – 12 school facilities and compares that capacity to the October 2019 student enrollment.

TABLE 12
Summary of Pre-K – 12 Functional Educational Capacity using *Shaker Regional and NH Guidelines* in Relation to 2019 Enrollment

School	2019 Enrollment	Functional Educational Capacity	Difference
Belmont Elementary	398	456	+58
Canterbury Elementary	114	147	+33
Belmont Middle School	397	475	+78
Belmont High School	357	361	+4
Total	1,266	1,439	+173

Currently, the school district would have an excess of capacity when using New Hampshire class size guidelines for Grades K – 12. If we were to project the future capacity needs using the K – 12 projections for 2019-20 to 2029-30 (see Appendix A), we would show a potential enrollment of about 1,111, with an overall functional capacity of +328 students. It is important to note that this projected capacity assumes the continued use of spaces, although limited, that are less than ideal for instruction of students as noted in the individual school descriptions.

C. Findings and Alternatives

Many factors influence the future facility use and planning for Shaker Regional School District. Among the most important are recognizing the implications of the projected school enrollments, enrollments by grade levels, department/program area, class size goals, requirements for support program spaces, and allowance for community use of the school and site.

In looking ahead through the next decade, it appears that Shaker Regional Pre-K School's current enrollment as of October 1, 2019, is 1,272 students and is expected to decrease gradually for the next 10 years as illustrated in Table 1 (Appendix A-2). It is important to note that the district's enrollment peaked at around 1,383 students K – 12 in October 2010 and declined measurably over the last 10 years by approximately 111 students (8.7%).

Our use of a Pre-K – 12 room utilization factor of 95 percent (Elementary) and 85 percent (Secondary) when using the state class size guidelines is predicated on three factors: (1) the realities of school enrollments that are determined by defined parameters for student enrollment that are rarely perfectly balanced; (2) allowing some flexibility for new program initiatives; and (3) providing some margin for modest increases in average class size should such increases become necessary.

We must emphasize that our Alternatives are predicated on minimal programmatic shifts and those brought forward represent patterns in the learning continuum that are proven to be more effective and efficient. Accordingly, if programmatic priorities change, then some accompanying changes should occur in terms of specific space needs.

It should be noted and emphasized that the realities of dealing with an existing structure often require adjustments and compromises. Although it appears that some appropriate program space can be achieved within the existing building, professional advice from an architect is suggested to analyze various design options to determine the best solution(s) in achieving desired program space while insuring proper accommodations for safety and operational efficiencies.

D. Summary of Findings and Observations:

- a.) All buildings and grounds are well maintained and exceptionally clean.
- b.) Enrollment data point towards a continued slight decline in student enrollments, especially at the secondary level, as smaller age cohorts progress through the upper grades.
- c.) There appears to be a slight excess in capacity in all schools, although those figures are somewhat misleading. Although Belmont Elementary shows a mathematical excess capacity, there is a shortage of core educational space to meet the growing needs of Pre-K and K, as well as a shortage of health and office space, along with a severe shortage of adequate spaces for special education programs and services. Canterbury Elementary School is currently nearing capacity using Shaker Regional guidelines, and the growing supplemental special education programs place an additional burden on its limited available space. Belmont Middle School, while showing excess capacity mathematically, needs improved space utilization. Belmont High School is currently at capacity, with little room for any growth in enrollment using the current configurations and uses of space.
- d.) Belmont Middle School students must leave the main building to access music and art classes, which increases the district's exposure to liability and raises safety concerns.
- e.) Wireless network access and internet availability and function is well placed and effective and speaks to the district's commitment to meet the growing technology needs of a modern educational program. The 1:1 Chromebook initiative in all schools is especially noteworthy.

In brief, the educational space utilization plan for the Shaker Regional School District should center on the need to decide on the appropriate class size and grade-level configuration guidelines it wishes to use, and the resultant development of a plan to improve building systems. In projecting into the future, it would be prudent to plan on a potential maximum enrollment of 1200 students in Grades K – 12, but also plan for greater community engagement in a range of programs and use of facilities.

A unique challenge to this analysis is caused by the district’s open enrollment policy in Grades K-5, and its variable and slowly declining enrollments. The current structures vary in design, location, and educational scope. Although the number of spaces may be sufficient, many are simply too small and/or in need of upgrading/refurbishing, especially in the case of Belmont Elementary School.

It is our judgment that the school district should develop a comprehensive plan to address the needs identified in this report. Some of the potential solutions are complex because of the reasons noted earlier (i.e., likely decreasing enrollment, an open enrollment policy in Grades K-5, and outdated structures), and require the expert assistance of chosen architects and engineers. While this report is a logical and required first step in the process (analyzing your demographic and programmatic needs and proposing possible alternatives), the next step would provide a visual presentation of feasible solutions and accurate cost estimates.

We noted in earlier sections and emphasize again that the building systems (e.g. heating and ventilation, etc.) and infrastructure (e.g. parking areas, traffic flow, etc.) in various schools are in clear need of upgrades as part of the district’s renovation plan and/or as part of the district’s forthcoming Capital/Facilities Plan.

VIII. Alternatives for Addressing Facility Needs

The following are 4 alternatives that emerge as potential considerations to the identified educational and program needs facing Grades Pre-K – 12 in the Shaker Regional School District.

Alternative 1:

Reaffirm SRSD’s class size goals and continue current school uses.

Alternative 2:

Build an addition onto Belmont Elementary School to house all the intervention and special education service needs.

Alternative 3:

Relocate SAU 80 offices and renovate Memorial Building for instructional purposes.

Alternative 4:

Consider building an auditorium on the high school campus to meet the large group assembly and performing arts needs of the school district and the community of Belmont

Alternative 1:

Reaffirm Shaker Regional’s class size goals and continue current school uses.

Alternative 1 has two (2) essential elements:

- Reaffirm Shaker Regional class size goals (currently mirrors NHDOE minimum standards)
- Maintain current open enrollment for Grades K – 5

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none">• Provides for consistency of school attendance, programs and offerings• Maintains existing open enrollment attendance flexibility Grades K-5• Maintains local community schools• Maintains current staff assignments• Maintains current transportation routes	<ul style="list-style-type: none">• May limit ability to adjust enrollments at the elementary schools• Does not address current pressing physical plant issues in both elementary schools, especially BES• Does not address long-term curricular and programmatic innovations currently being discussed

Alternative 2:

Build an addition (4-6 classrooms) onto Belmont Elementary School, alter parts of current building, and renovate all spaces/systems as necessary. This addition could house all special services programs in one area, thereby freeing up much needed classroom space for core instructional use.

It would also be feasible to consider using the addition for an early learning center – housing both kindergarten and pre-school programs with spaces appropriate in size and function for their unique learning needs.

Alternative 2 has three (3) essential elements:

- Secure architectural and engineering services to determine necessary instructional and auxiliary spaces required and to design an addition/renovation
- Secure voter approval for bonding of the project
- Plan transition of property and students and arrange for temporary reassignment of spaces if necessary (i.e. portable classrooms, etc.)

This alternative represents a consideration designed to accommodate the anticipate enrollment for grades PreK-5 for the foreseeable future and to perform necessary renovations to continue to move BES toward a 21st Century Learning environment.

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none"> • Provides needed classrooms to accommodate current programs and future expansion for the next ten (10) years • Each grade level will have sufficient space for current and future enrollments • Provides needed and instructionally appropriate early childhood and special instructional spaces for next ten (10) years (i.e. full-day Kindergarten, Pre-School, and special student services, etc.) • Allows instruction and student support services to occur in an appropriate and productive learning environment • Allows for consolidation and convenience of student support services • Attractive to young families moving into the community • Potential addition of space for teacher storage and materials 	<ul style="list-style-type: none"> • Renovation and construction on an occupied building will require careful planning in order to minimize disruption to the educational process • There will be difficulty in convincing the community of the need in the case of declining student population • Transitions during construction period may be disruptive to the normal learning environment • There may be a need to arrange for portable classrooms to be placed on site while demolition and construction of new space occurs

Alternative 3:

Relocate SAU 80 business and superintendent offices to an offsite location and renovate Memorial Building for instructional purposes.

Alternative 3 has two (2) essential elements:

- Secure a rental space for SAU 80 offices that could effectively house the superintendent, special services, technology, professional learning, and business office functions
- Renovate the existing spaces to effectively accommodate the performing arts programs as well as special education services for Belmont Middle School, which would free up instructional space within the main building

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none">• Appropriate and business-specific designed spaces for SAU Office functions• Convenient access for staff and community without impacting school campus• Provides needed and dedicated space for performing arts and special education services• Provides direct access for drop-off and pick-up of students	<ul style="list-style-type: none">• Additional cost of SAU Office rental to operating budget• Moving SAU Office to a new location will require careful logistics and additional work hours to complete• Renovation and construction on an occupied building will require careful planning in order to minimize disruption to the educational process• There will be difficulty in convincing the community of the need in the case of declining student population

Alternative 4:

Consider building an auditorium on the high school campus to meet the large group assembly and performing arts needs of the school district and the community of Belmont

Alternative 4 has four (4) essential elements:

- Establish a district and community-based committee to refine the need for and potential uses of a modern auditorium
- Detail the advantages and disadvantages of the initiative
- Secure an architectural design that conceptualizes the potential project and develops cost
- Develop community support and secure resources

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none">• Provides adequate and educationally appropriate space for large group assembly and performances for the school district and the community as a whole• Provides expanded opportunity for cultural event for the citizens of Canterbury and Belmont• Provides an opportunity to generate revenue for the school district by renting the space for appropriate performances	<ul style="list-style-type: none">• Time and energy to assess need and develop appropriate support• Secure sufficient resources to accomplish construction and operations• Requires establishment of policy and procedures for the operation and care of the facility

IX. Closing Comments

After carefully considering the information gained throughout our research and from our tours, the consultants would like to share the following general findings, summary observations and suggested next steps:

1. All employees and citizens we met in our meetings were cooperative, full of ideas and deeply committed to making the Shaker Regional School District a high-quality public-school district. We would like to extend our special appreciation to Superintendent Michael Tursi, Business Administrator Debbi Thompson, Student Services Director Tonyel Mitchell-Berry, Principals Mary Morrison, Ben Hill, Aaron Pope and Matthew Finch, all school employees, municipal officials and citizens of the Shaker Regional School District for their careful preparation of materials and generous allowance of time.

2. The buildings and grounds of the Shaker Regional School District were very well cared for and reflected a high regard for district resources by employees and students.

3. Suggested Next Steps:

This study is but one step in preparing for what could be an important comprehensive solution for the Shaker Regional School District. We offer for your consideration a few ideas about follow-up steps that may be pursued.

- a.) Continue to update demographic data points and enrollment projections annually to verify accuracy of projections and determine future need.
- b.) Decide what additional information you may need to choose the appropriate solution for your communities (e.g., secure adequate resources to develop more detailed cost estimates of alternatives 1 – 5 and assess viability of options from an architectural and engineering viewpoint).
- c.) Storage Needs - Additional storage may be found by adopting and enforcing a strict policy that requires the clearing out of all current storage areas of unnecessary materials. The consultants saw numerous examples of extensive storage that limits instructional space and creates real safety concerns for both students and staff. ***It is strongly suggested that the school board adopt a strict policy that limits storage in classrooms to appropriate spaces and monitor its strict enforcement.***

In addition, small sheds or “out buildings” may be purchased or constructed in order to provide inexpensive “cold” storage for items and materials that need to be saved but are not often used.

- d.) Develop a written maintenance plan. In the event that School Building Aid is available, New Hampshire school districts are now required by state law to submit a written maintenance plan and Form A24M which includes an analysis of the project’s impact on the district’s maintenance program and a statement of assurance signed by the school board chair that the district intends to maintain new equipment according to the manufacturer’s instructions. A sample maintenance plan is available from the NH Department of Education and on their website at www.ed.state.nh.us/buildingaid.

- e.) Land acquisition – As a general policy it is recommended that the school district give careful consideration to acquiring any new parcels of land that may become available in close proximity to existing schools’ sites. Whether by purchasing the property outright or by being open to receiving the property as a gift or bequeath, the school district and taxpayers would benefit from larger school sites.

In closing, the consultants look forward to attending an upcoming meeting of the Shaker Regional School Board to answer questions and discuss all aspects of this report.

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A-1

ENROLLMENT HISTORY										
SHAKER REGIONAL										
October 1, 2010 To October 1, 2019										
Grade	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	79	93	103	106	91	110	83	89	95	92
1	105	99	97	116	111	106	108	87	89	96
2	99	99	91	98	104	109	105	109	88	85
3	98	98	100	86	100	99	105	112	105	95
4	94	93	97	99	88	101	98	103	98	98
5	100	91	93	97	97	85	98	101	98	109
6	116	98	96	91	98	99	85	97	112	94
7	122	115	98	100	91	97	99	88	95	110
8	109	119	120	103	97	90	101	97	84	96
9	118	122	123	130	120	132	105	97	97	86
10	132	105	111	106	119	117	120	90	99	101
11	120	111	86	90	92	89	83	97	85	84
12	91	113	104	87	83	90	93	110	109	86
TOTAL	1,383	1,356	1,319	1,309	1,291	1,324	1,283	1,277	1,254	1,232
K-5	575	573	581	602	591	610	597	601	573	575
6-8	347	332	314	294	286	286	285	282	291	300
9-12	461	451	424	413	414	428	401	394	390	357

A-2

ENROLLMENT PROJECTIONS - 5 Year Average Method										
SHAKER REGIONAL										
2020 - 2021 to 2029 - 2030										
Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K	87	91	80	89	85	86	86	85	86	86
1	82	90	94	83	92	88	89	89	88	89
2	95	81	89	93	82	91	87	88	88	87
3	85	95	81	89	93	82	91	87	88	88
4	91	81	91	77	85	89	78	87	83	84
5	99	92	81	92	77	86	90	78	88	84
6	111	101	94	82	94	78	87	92	79	89
7	94	111	101	94	82	94	78	87	92	79
8	110	94	111	101	94	82	94	78	87	92
9	106	121	104	122	111	104	90	104	86	96
10	82	101	116	99	117	106	99	86	99	82
11	81	66	81	93	80	94	85	80	69	80
12	92	89	72	89	102	88	103	93	88	75
TOTAL	1,215	1,213	1,195	1,203	1,194	1,168	1,157	1,134	1,121	1,111
K-5	539	530	516	523	514	522	521	514	521	518
6-8	315	306	306	277	270	254	259	257	258	260
9-12	361	377	373	403	410	392	377	363	342	333

A-3

ENROLLMENT PROJECTIONS - 3 Year Weighted Method										
SHAKER REGIONAL										
2020 - 2021 to 2029 - 2030										
Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K	88	92	81	90	86	87	87	86	87	87
1	81	89	93	82	91	87	88	88	87	88
2	94	80	88	91	81	90	86	87	87	86
3	88	97	83	91	94	84	93	89	90	90
4	87	81	89	76	84	87	77	86	82	83
5	102	91	85	93	79	88	91	80	90	86
6	111	104	92	86	94	80	89	92	81	91
7	93	110	103	91	85	93	79	88	91	80
8	109	92	109	102	90	84	92	78	87	90
9	96	109	92	109	102	90	84	92	78	87
10	86	96	109	92	109	102	90	84	92	78
11	88	75	83	95	80	95	89	78	73	80
12	93	97	83	91	105	88	105	98	86	80
TOTAL	1,216	1,213	1,190	1,189	1,180	1,155	1,150	1,126	1,111	1,106
K-5	540	530	519	523	515	523	522	516	523	520
6-8	313	306	304	279	269	257	260	258	259	261
9-12	363	377	367	387	396	375	368	352	329	325

A-4

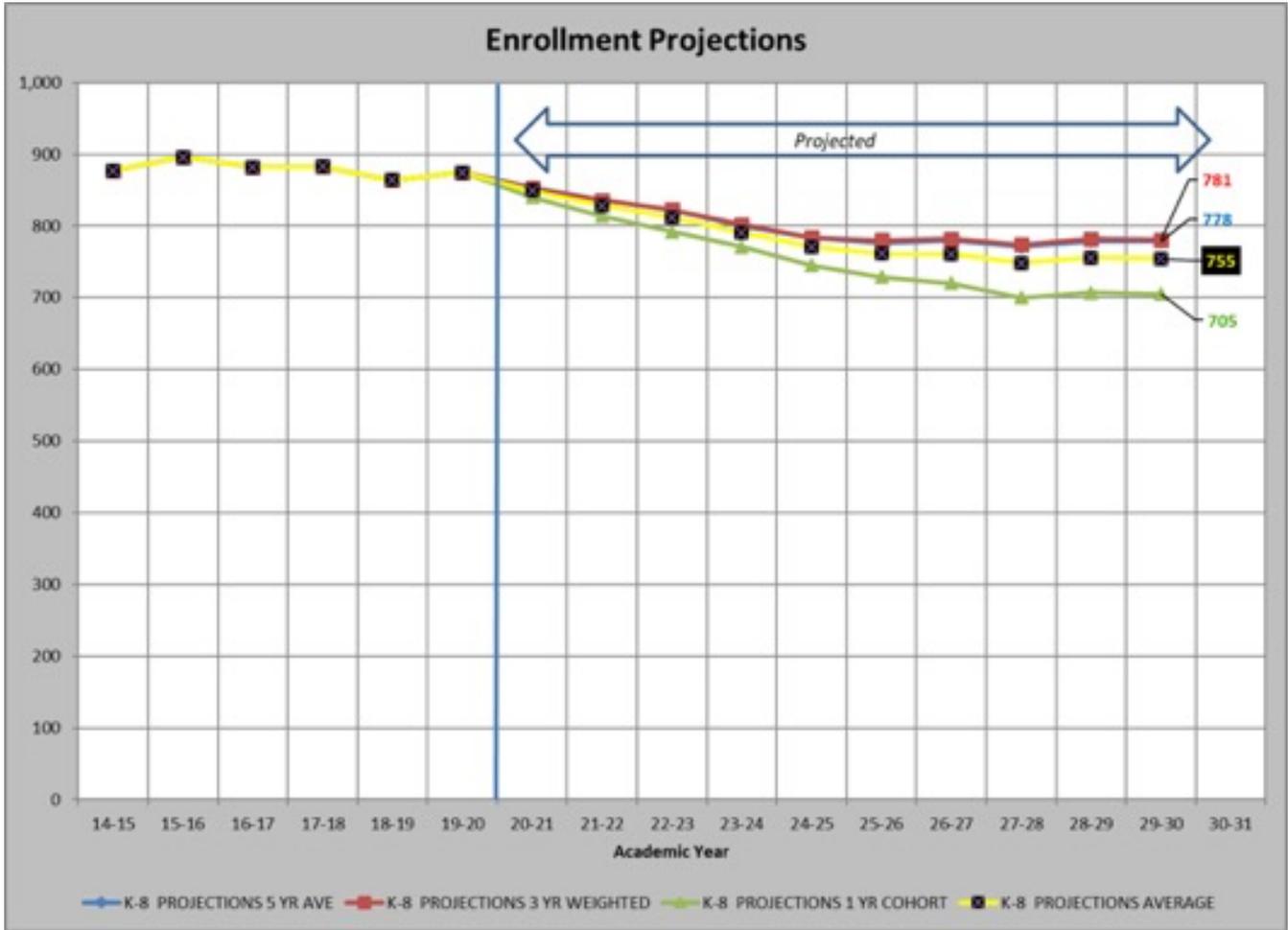
ENROLLMENT PROJECTIONS - 1 Year Cohort Method										
SHAKER REGIONAL										
2020 - 2021 to 2029 - 2030										
Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K	78	81	71	80	76	77	77	76	77	77
1	72	79	82	72	81	77	78	78	77	78
2	92	69	75	78	69	77	74	74	74	74
3	92	99	74	81	84	74	83	80	80	80
4	89	86	92	69	76	78	69	77	75	75
5	109	99	96	102	77	85	87	77	86	83
6	105	105	95	92	98	74	82	83	74	82
7	92	103	103	93	90	96	73	81	82	73
8	111	93	104	104	94	91	97	74	82	83
9	98	114	95	106	106	96	93	99	76	84
10	90	102	119	99	110	110	100	97	103	79
11	86	76	87	101	84	93	93	85	82	87
12	85	87	77	88	102	85	94	94	86	83
TOTAL	1,199	1,193	1,170	1,165	1,147	1,113	1,100	1,075	1,054	1,038
K-5	532	513	490	482	463	468	468	462	469	467
6-8	308	301	302	289	282	261	252	238	238	238
9-12	359	379	378	394	402	384	380	375	347	333

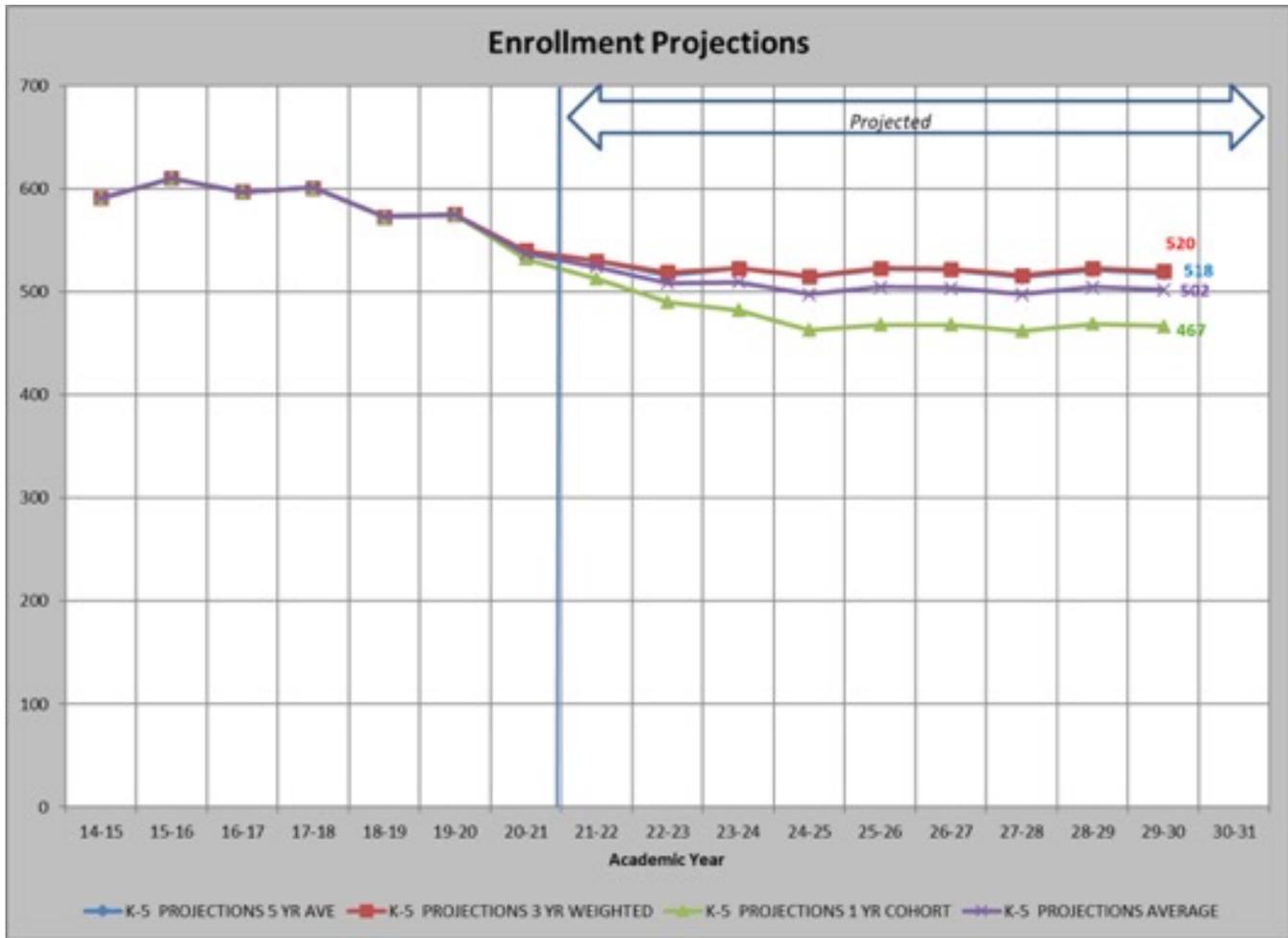
A-5

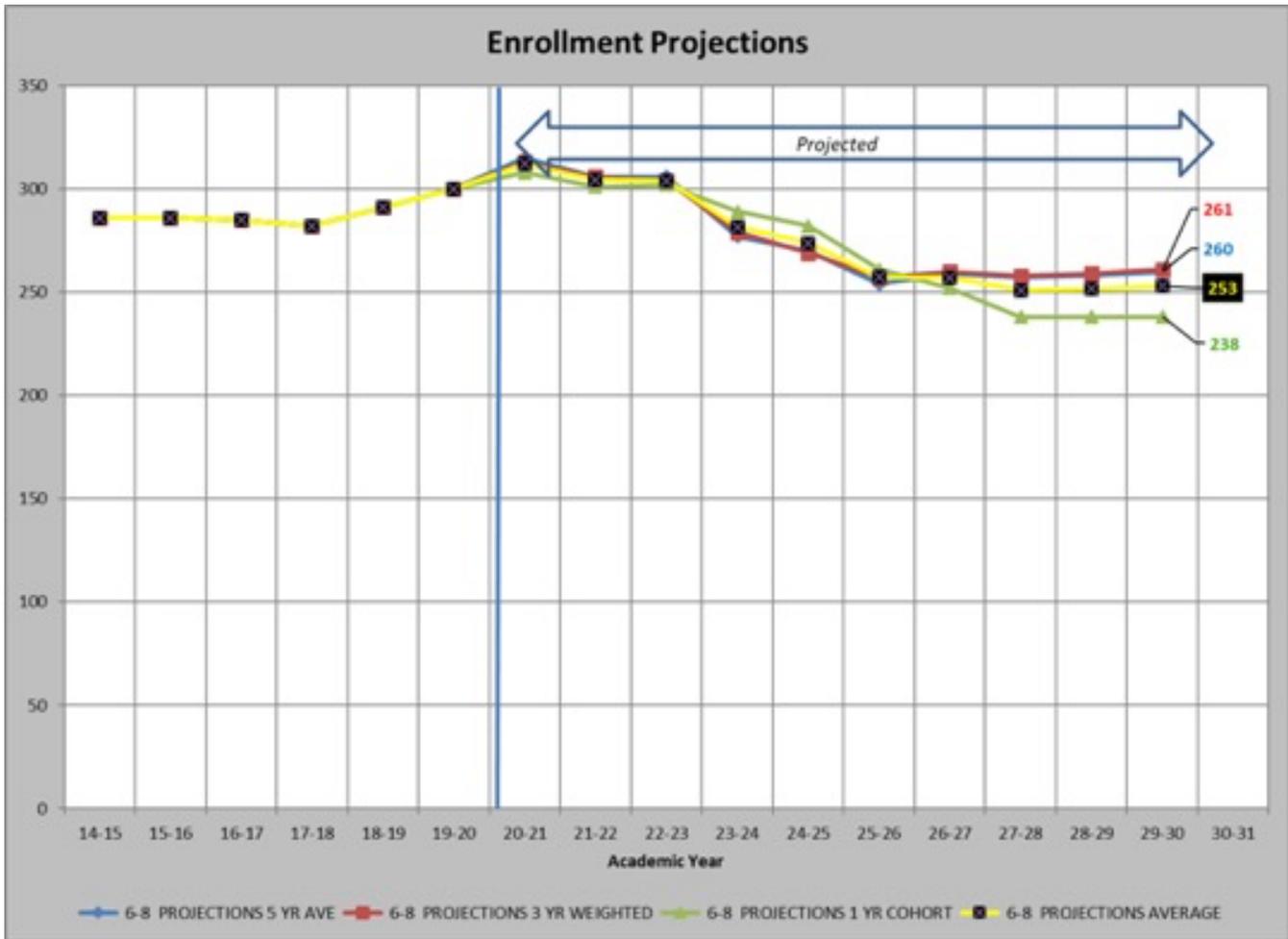
ENROLLMENT PROJECTIONS - <i>Average of Models</i>										
SHAKER REGIONAL										
2020 - 2021 to 2029 - 2030										
Grade	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
K	84	88	77	86	82	83	83	82	83	83
1	78	86	90	79	88	84	85	85	84	85
2	94	77	84	87	77	86	82	83	83	82
3	88	97	79	87	90	80	89	85	86	86
4	89	83	91	74	82	85	75	83	80	81
5	103	94	87	96	78	86	89	78	88	84
6	109	103	94	87	95	77	86	89	78	87
7	93	108	102	93	86	94	77	85	88	77
8	110	93	108	102	93	86	94	77	85	88
9	100	115	97	112	106	97	89	98	80	89
10	86	100	115	97	112	106	96	89	98	80
11	85	72	84	96	81	94	89	81	75	82
12	90	91	77	89	103	87	101	95	87	79
TOTAL	1,210	1,206	1,185	1,186	1,174	1,145	1,136	1,112	1,095	1,085
K-5	537	524	508	509	497	504	504	497	504	502
6-8	312	304	304	282	274	257	257	251	252	253
9-12	361	378	373	395	403	384	375	363	339	330

A-6

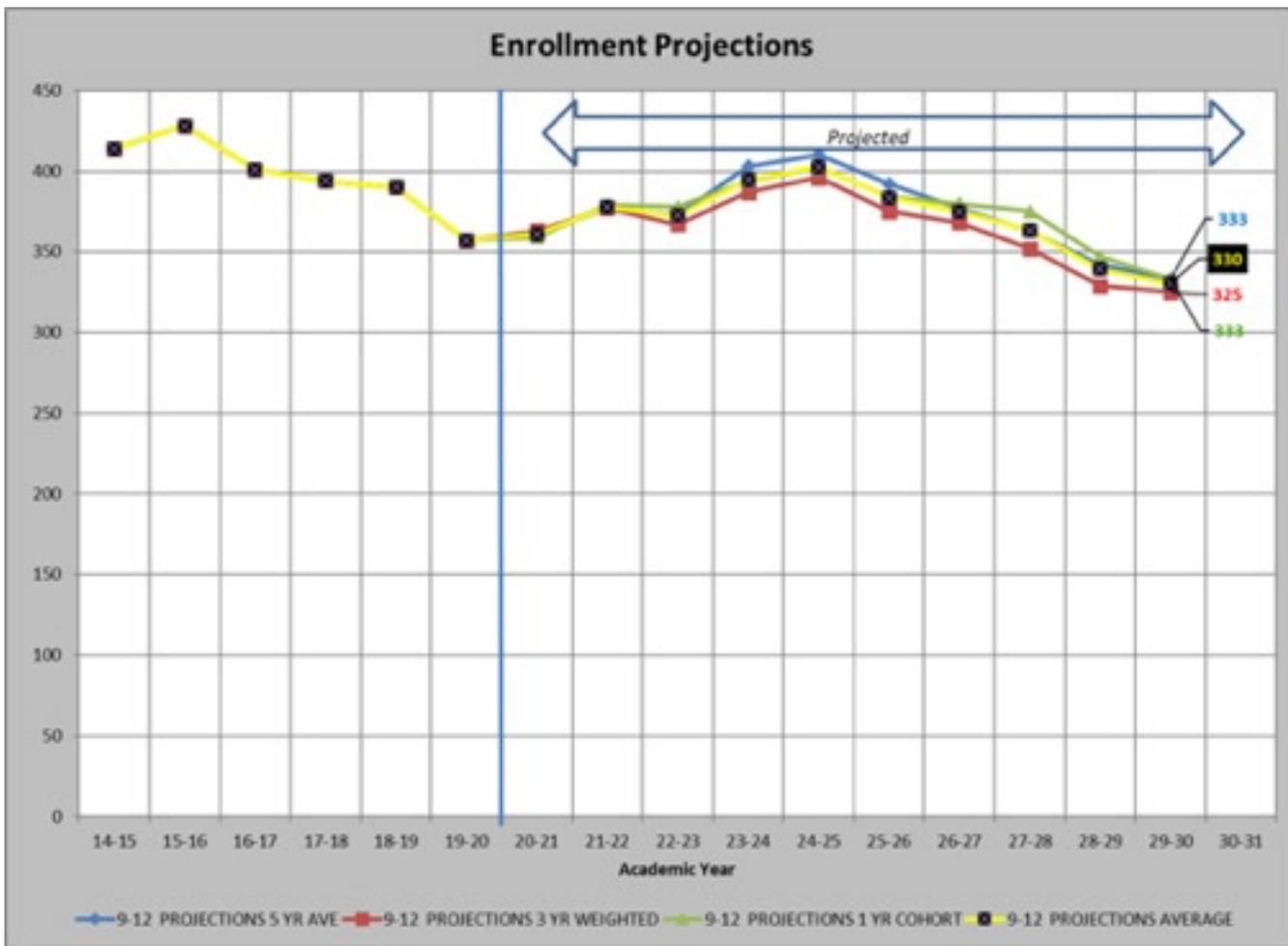




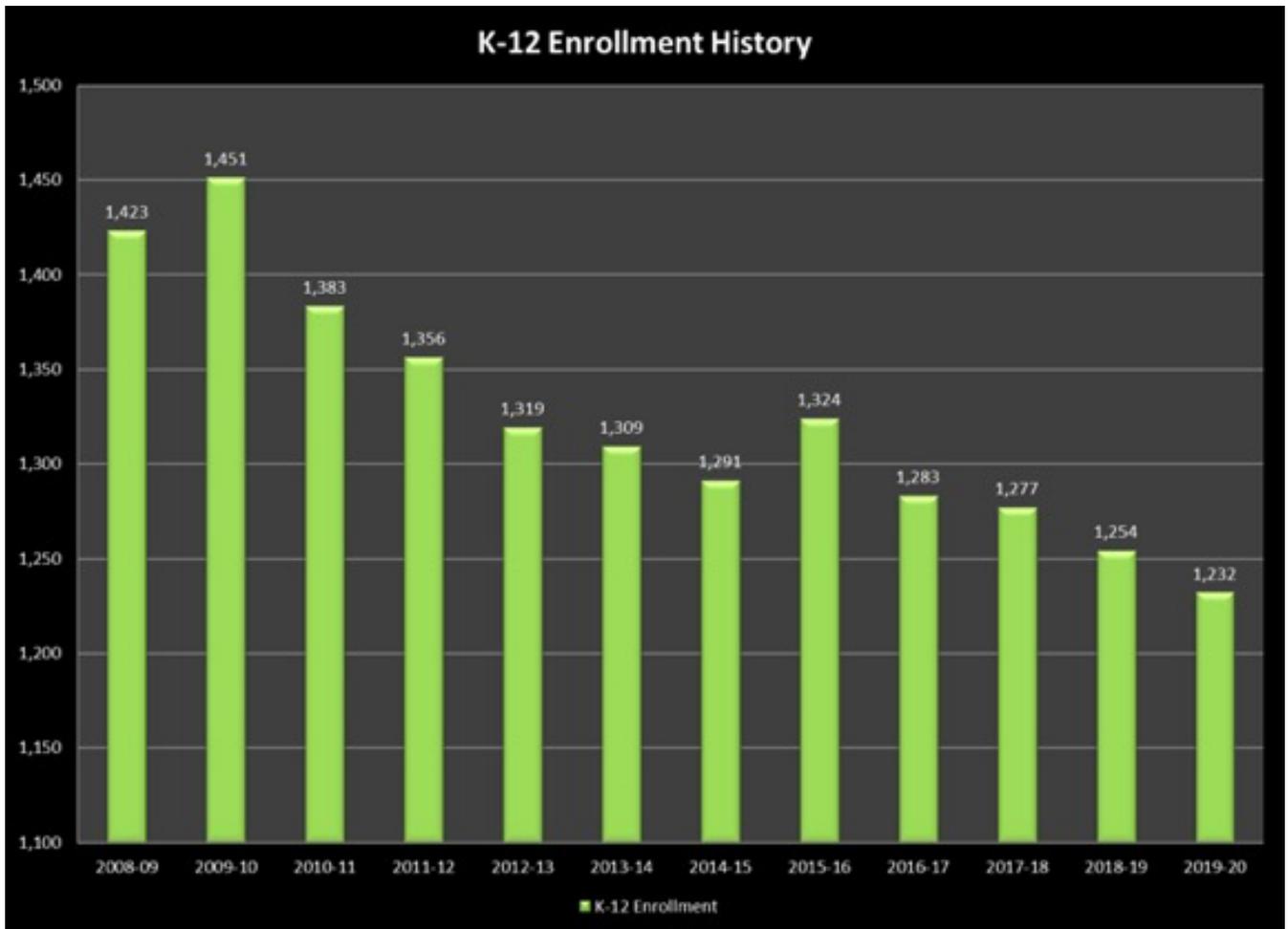




A-10



A-11



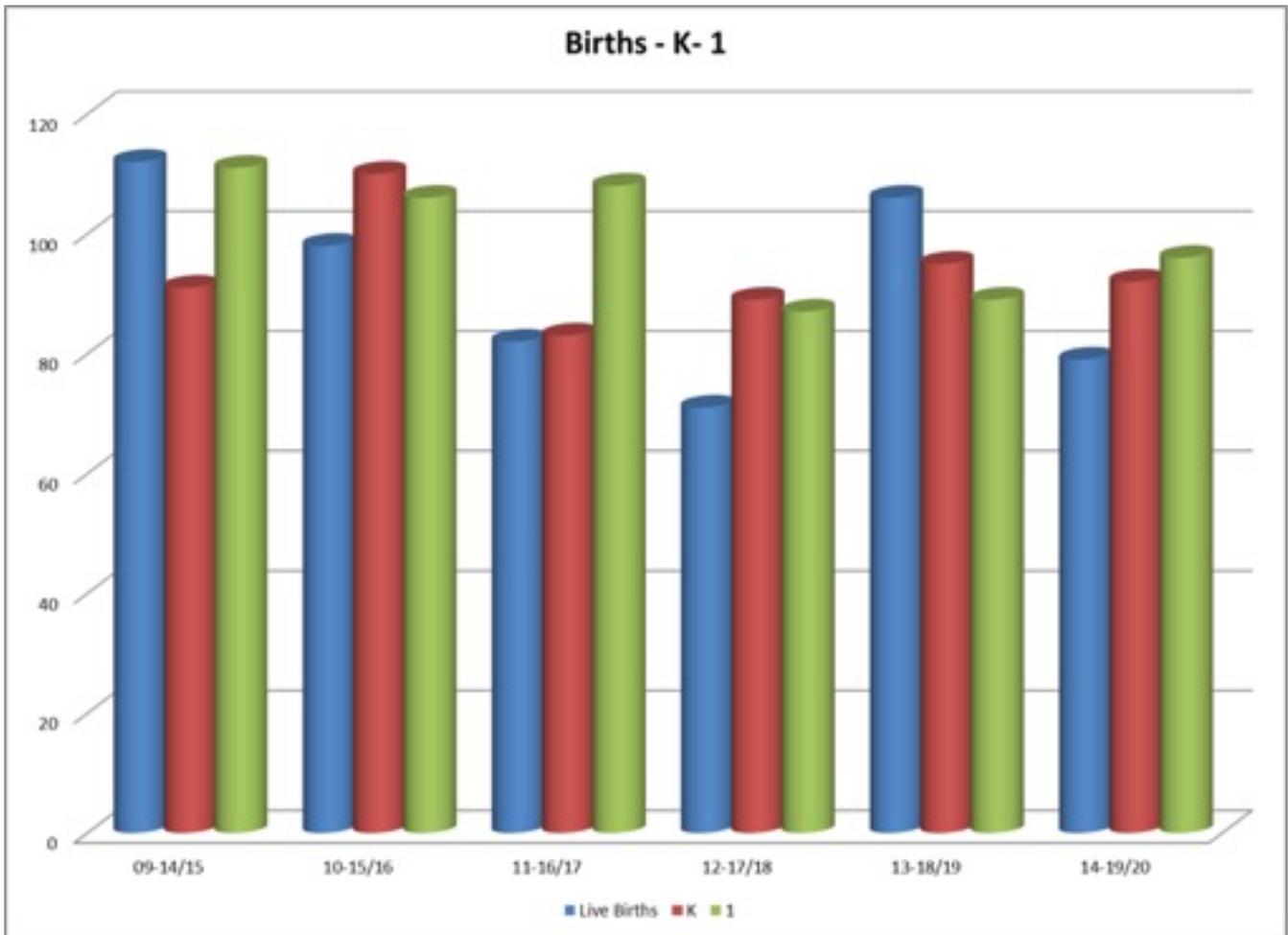
A-12

ENROLLMENT PROJECTIONS - Model Comparisons										
SHAKER REGIONAL										
2020 - 2021 to 2029 - 2030										
Model	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
5 Year Average	1,215	1,213	1,195	1,203	1,194	1,168	1,157	1,134	1,121	1,111
3 Year Weighted	1,216	1,213	1,190	1,189	1,180	1,155	1,150	1,126	1,111	1,106
1 Year Cohort	1,199	1,193	1,170	1,165	1,147	1,113	1,100	1,075	1,054	1,038
Model Average	1,210	1,206	1,185	1,186	1,174	1,145	1,136	1,112	1,095	1,085

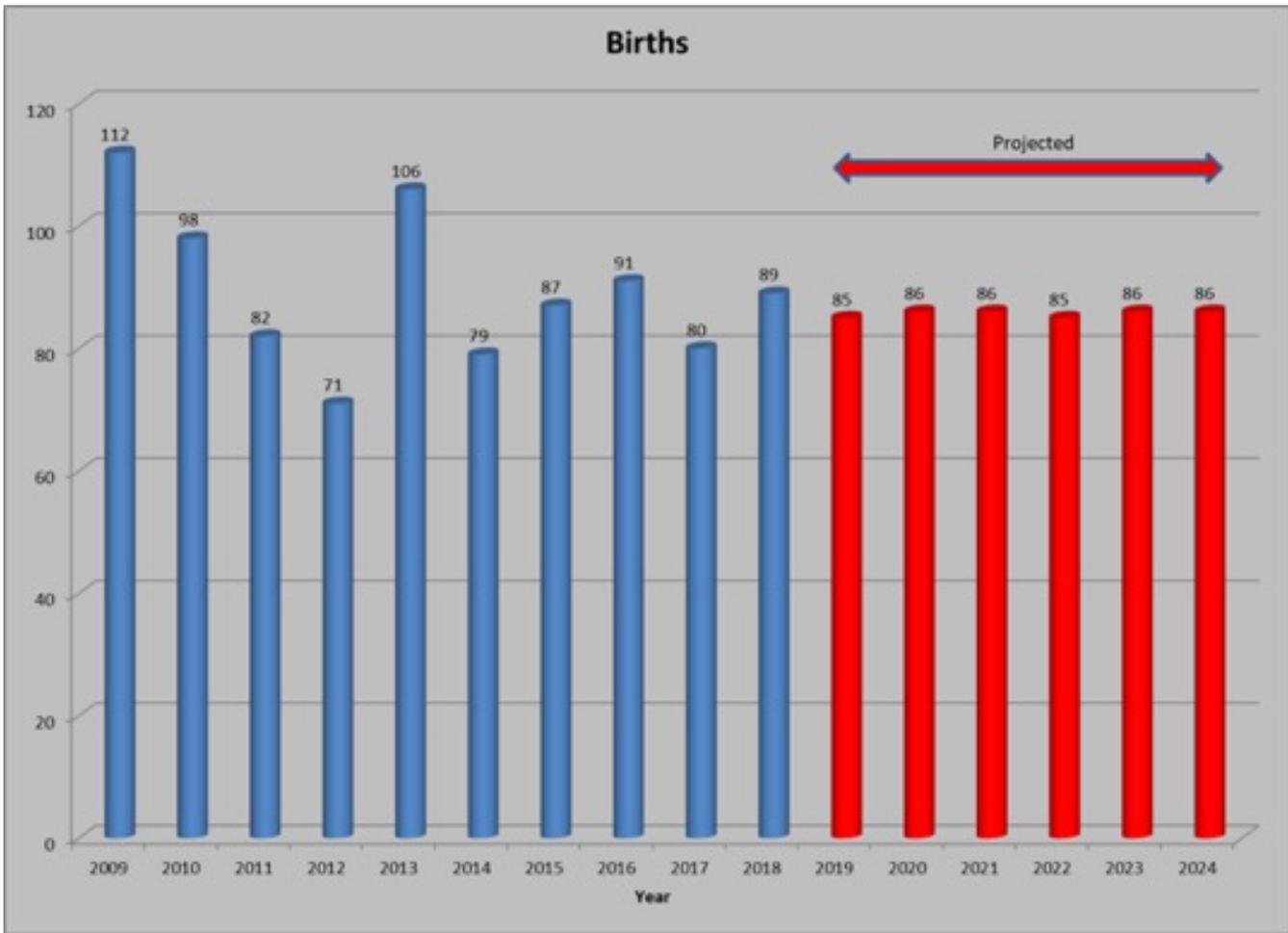
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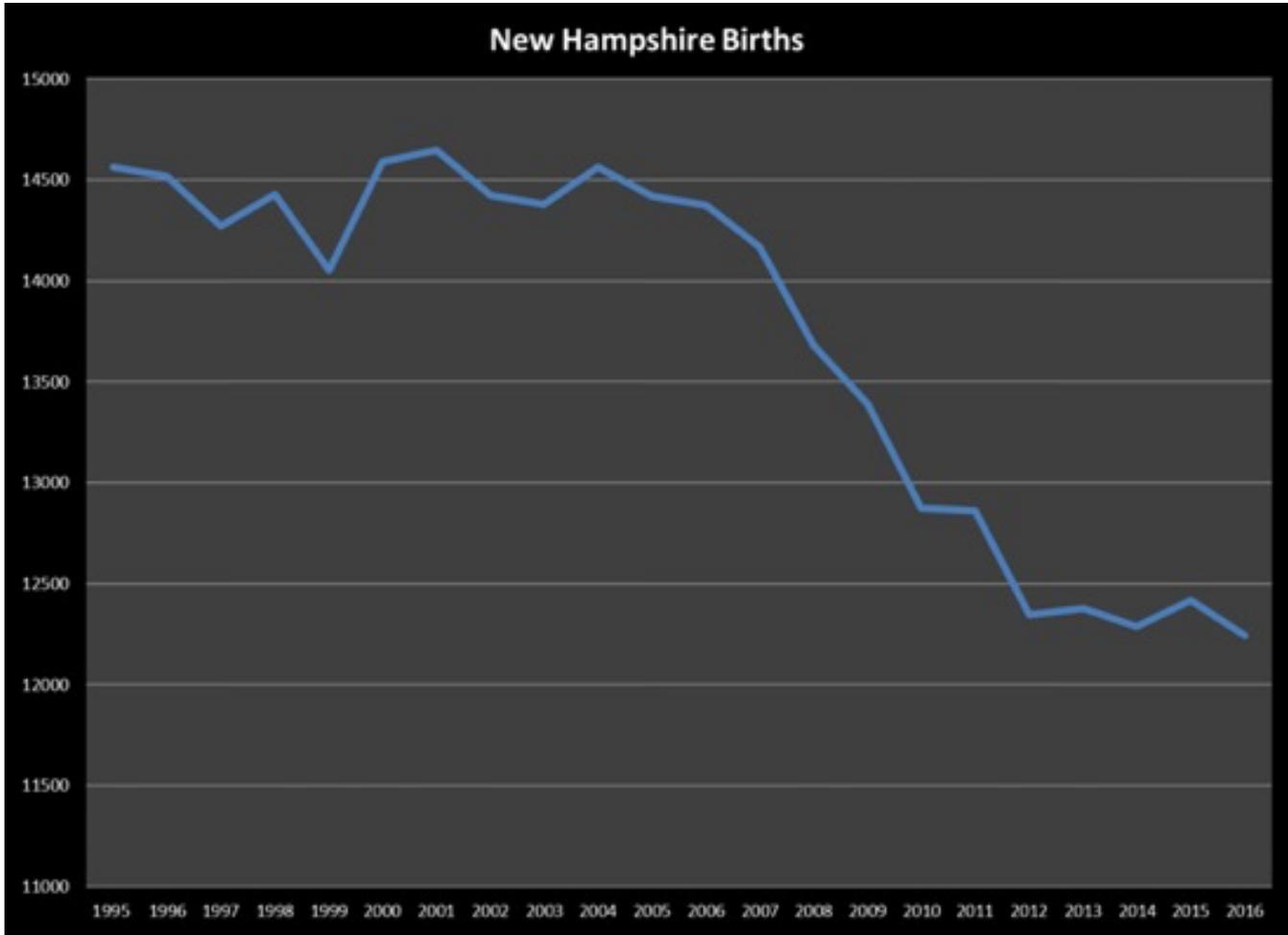
B-1



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B-3



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C-1

Belmont Elementary School Staff Survey Results

Based on 31 responses received as of February 17, 2020. Strengths, limitations and emerging facility needs as reported through the Belmont Elementary School faculty and staff responses to the survey. **As you assess your current school facility (building and site), what do you believe are its overall strengths?**

- Willingness of staff to work together to use all appropriate and inappropriate spaces to meet with students to provide needed instruction. Classroom teachers willing to give up quiet planning time to welcome RTI groups. Title I staff as well as Technology Teacher willing to work in closets. Specialists teachers willing to house Title I assistants. Patience and willingness to share the Conference Room for ESOL, Special Education meetings and small group instruction, Library being used for Special Ed groups with no one else being allowed to enter, and Title I teacher and Reading Specialist having no space to work with students. Counselors meeting with small groups of students in a hallway or hallway corral because there is no other space to meet.
- We have adapted to limited space, but it's difficult. We have 2 playgrounds, which is more than most schools and an outdoor classroom.
- simple hallways that help children get from one place to another without getting lost
- I think that the children have a wonderful playground and basketball area. The hallway is one long hall, which makes getting lost a little more difficult. The colorful walls outside of the classrooms really help the children remember which "zone" their grade level is in, especially the first couple of weeks of school.
- Layout is good for elementary school students (one floor, one hall).
- All on one floor which makes it easier for students and staff with disabilities
- It is well-maintained. The grounds are clean and free of litter. The parking lot has been newly repaved. Problem areas (such as minor repairs) are corrected quickly.
- The classrooms are configured in pods which can help teaching teams create creative groupings.
- The way it is designed with the pods is great, but we are in a situation where we really need five teachers, and if that were to happen, we that structure of the 4 in a pod would not work.
- Location to town and proximity to nature trails
- None to speak of, average overall. The newly paved parking lot perhaps
- classroom size is good; building is in good shape
- Single level
- Facility is well cared for.
- welcoming community
- Single floor. Grade level pod set up.
- It's on one level

As you assess your current school facility (building and site), what do you believe are its overall limitations?

- Limited space for Title I staff to pull students to work with when trimester assessments are being administered. They search for spaces that are not always conducive to best learning/ assessment such as the gym, the hallway, a closet, etc. RTI sessions are difficult to manage. Classroom teachers must allow two or three small groups to enter their classrooms during their planning times. Not always good for students needing consistency because one of the five days is in a different classroom to allow for special education meetings. Title I staff and Technology teacher are housed in closets.
- Space is a limitation...lots of students and little space. Many of us are sharing classrooms for RTI which can make it difficult to run groups.
- not enough classrooms or bathrooms
- There simply is not enough space to effectively deliver RTI services. Two of my Title I tutors have child size desks stuffed in the paper closet just to give them a place for planning.
- Space for all of the programs/ activities we do and want to offer to our students
- Not large enough. Not enough space for staff to work with kids. Special Ed is spread out through the building using conference room, classrooms and office space when they are not in use. Makes it difficult for anyone else to use spaces and they are all used up. No space to run intervention groups with kids. Gym/lunchroom are connected so the space is never available for movements breaks, indoor recess and such. Staff members that provide counseling do not have adequate space. It feels very crowded in the building
- We do not have enough dedicated workspaces for students and staff. Small group instruction/ interventions are suffering; we do not have enough meeting spaces.
- There is not enough space for all the special needs of all the programs. Adult bathroom facilities. Lack of meeting areas for therapy groups/ special needs. Lack of teacher meeting areas, need for better conference areas.
- I don't believe we have enough space to accommodate the needs of our students. Individualized and small group instruction is very difficult without learning areas where children can put their attention into a lesson when there are sometimes up to 4 groups in a classroom. We need more adult bathrooms.
- lack of classrooms for special education, Title I, and other support staff; lack of parking and function space for any school-wide event (we can't accommodate all students and families)
- Lack of space since all day kindergarten has created significant limitations. The air quality is a major concern, no working ventilation in the teacher's bathrooms, and the lack of bathrooms for staff is an issue.
- As instruction shifts toward targeted small group pull out models, there is a shortage of spaces to meet with students. The staff has also increased so that staff areas- mainly teachers' room and staff bathrooms- are insufficient.
- Space- not enough rooms for special education, intervention groups, testing, office space for specialists. We have many people sharing rooms which is challenging
- There is not enough space.

- limited space for programming, limited staff bathrooms, limited office space for staff planning and meetings
- Not enough space for special education and related services. Shared cafeteria & gymnasium. Teachers/adult bathrooms right next to where people eat. No windows in many rooms/offices.
- Classroom space for gifted children. Teachers having no desk or office space and teachers are using closets for office Not much storage either. Do we have an emergency generator? In an intruder situation, children and staff are vulnerable. Long straight hallways and open classrooms leave nowhere to hide or safely exit without being seen.

As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths?

- Music room is used for music instruction but for meditation groups as well. Music teacher willing to house Title I assistants with small desk areas. Cafeteria is used for gym, lunch, all-school assemblies, drama productions. Art teacher is not in building on Wednesdays, so ESOL, enrichment, assessment time, and special meetings allow for time one time a week there. (Would love to see art teacher at BES five times a week.) A room is available for students who need time away from classroom to reset (ABLE).
- rooms for specialists: music, art, gym, library
- All in the same area of the building makes it easy to collaborate on a regular basis an throughout the day
- I have a very small space to use. As I go from school to school, I am fortunate that I have a designated space in one school as I am not fortunate to have this in every building.
- There is a willingness to look at and address the problems. Our building and its facilities are relatively new.
- The outdoor trails and outdoor classroom is a huge strength. The custodians take pride in our facilities and do a great job.
- classrooms in close proximity for grade-level collaboration, outdoor space for learning and garden beds
- We are together as a grade level and next to an exit.
- Central office location
- Kindergarten classrooms are in a pod of its own with a bathroom area primarily for K students. The students do not need to travel far to get to any of the classes/rooms that they work in.
- I have a room with some storage for materials.
- Grade level pods are convenient

As you look more specifically at the facilities available to your program area or grade level, what do you see as limitations?

- There is a need for a Support Center room for Tier Behavior Students to process and work on positive interventions. Special Education continues to work out a positive working model. Title I needs a space to work with small groups and to assess. The Conference Room houses

intervention materials, but they often cannot be accessed because room is being used for meetings, Special Ed classes, or ESOL instruction. This is a space that needs to be addressed. Also, the library is now being used for special education instruction which requires no one to enter the room to use the only computer most assistants use to check email, for teachers to check in or check out books for instruction, or for library teachers to move around the room freely to do their order of business. Transition time for students to line up in the hall to meet RTI teachers in order to move to another grade level classroom is time wasted.

- We share classrooms to teachers running groups, so often during our planning times, our rooms are not empty.
- not enough area for small group instruction, amount and size of toilets and urinals are not adequate and interfere in time in class
- Space for 20+ ten-year old's, as well as other groups using the space
- I have a very tiny office. It is difficult to fit more than one student in my office; however, several students always cram themselves in there. I do not have adequate space to fit adults in my office when they come in to meet with me
- Funding and space to add on are limitations that we face.
- My program does not have a space like it did 15 years ago. I used to have a decent size office where students could meet with me. I share closet space off the art room and cannot meet with small groups of students for enrichment programs. (G&T) There is also a tremendous need for more bathroom facilities, especially for the number of adults in the building. There is one small faculty space that is always crowded with bathrooms that do not work and teachers must listen to a copier while taking a break.
- no room for expansion (in past years we have had the need for 5 first grade classrooms rather than just 4, but finding an available classroom was challenging) and no room for student support/resource rooms
- We are a great distance from bathrooms. Heat is someone's an issue at our end.
- Limited spaces to meet with students; scheduling annual testing of students very difficult given space constraints
- Having to share rooms, find space to test/meet with students
- Classrooms have limited amount of storage space. Kinder requires lots of materials and it is always difficult finding ways and places to store all these things.
- 5 teaching staff members share one classroom and there is limited space for programming and planning.
- There are often 3 people who work in my room and provide services to groups of students. There are blocks of time where there are 3 service providers providing group therapy to 6+ students (2+ students per service provider). One provider has to work on the floor and can be seen and heard. It's very noisy. Also, the fact that I have no place to test when my assistants are providing therapy and there is no space to send them to do therapy or no space for me to test in consistently.
- No room if enrollment increases.

What do you envision as emerging facility needs over the next decade?

- Support Center for Tier Two behavior students, place where positive restorative justice efforts can be addressed. A space similar to the newly renovated Special Education room where individual spaces are allotted for small group and/or individual instruction and assessment. An extra classroom available for those grade level groups that may need to be reduced because of behavior and/or educational needs. Another conference space for PD, special ed meetings, etc.
- More classroom space for special ed. More classrooms for people to do small groups in.
- room for 4 preschool classrooms
- More space for general ed, as well as special programs, as well as more space for staff
- As kids come in with more social/emotional needs - space needs to be created to meet with them. It would be great if the recess area was not the same as where car rider drop off is. Or some kind of fence was put up to allow students to have more opportunities outside - either before school or after school. Staff that see kids individually or in small groups need space to do this and to be able to have a confidential environment. Thought also needs to go into have space for employees who are breast feeding to have a private space for pumping - often they are looking for free office spaces to use that are not always available when they need them, or need to ask someone to leave their office so that they can pump.
- We need more classrooms, bathrooms, and areas for small groups to work. We need more meeting areas. It would be wonderful to have a separate gym and cafeteria.
- Bathrooms for adults and children. Ideally, we need a separate cafeteria and auditorium. Space for special needs programs so that therapy bikes, etc. do not need to be in the hallway. Teachers meet with small groups in the hallway, in the little vestibules and in closets. Improved air quality and even heating. A school where teachers do not have to work in a closet- it is unhealthy. I have seen evidence of rodents in the closet that I have to use.
- More space for smaller class sizes and more room to work with individual students both academically and social emotionally.
- additional classroom space for students with more challenging behaviors to be served
- More classroom and small group space. Upgrades in air, ventilation, and bathrooms.
- Additional office space/classrooms/calm down areas for students experiencing challenging behaviors
- Not sure what census says for Belmont but if Belmont continues as is we will need more classroom space, space for special education, and support staff.
- a greater number of small group areas for students with learning challenges
- I don't know how to answer this. We need space for special education now.
- IT updates needed. Smart boards are old tech now. Gifted students need more challenging programs. Special Education needs more quiet spaces to work with students. Our plumbing interferes with our student's routines. Teachers need to use students' bathrooms when teachers' bathrooms are down for service.

Canterbury Elementary School Staff Survey Results

Based on 3 responses received as of February 17, 2020. Strengths, limitations and emerging facility needs as reported through the Canterbury Elementary School faculty and staff responses to the survey.

As you assess your current school facility (building and site), what do you believe are its overall strengths?

- Large classrooms, playground, the library
- Large rooms.
- small

As you assess your current school facility (building and site), what do you believe are its overall limitations?

- The office is away from the area where students are, the school counseling office is away from where the majority of students are
- Heating system, construction of several additions, long staircases for little children
- big enough to meet needs but would be great if there were more spaces children could work

As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths?

- K-2 classes are clustered and in close proximity to one another which is helpful. The older grades are slightly away from the lower grades, and that separation is beneficial.
- Bathrooms are conveniently placed
- enough room for my needs some out of the room spaces available people are accommodating

As you look more specifically at the facilities available to your program area or grade level, what do you see as limitations?

- Separate space for Reading support, the nurse, Special Ed, and the School Counselor that is in close proximity to most of the students is not available. There is only room for 3 of those specialties so the School Counselor is on the bottom level away from most of the students.
- Long staircase
- no extra small spots no place to store materials

What do you envision as emerging facility needs over the next decade?

- I feel the school has adequate space that is used as best it can be, but the building is somewhat fragmented which poses challenges. I don't know that the cost to make changes is justified but in the ideal world, all specialties would be centralized for easier access by all students.
- Updates on accessibility
- It depends on the population of students MORE IS ALWAYS NICER BUT shouldn't ask taxpayers unless needed. Times are still tough for many.

Belmont Middle School Staff Survey Results

Based on 30 responses received as of February 17, 2020. Strengths, limitations and emerging facility needs as reported through the Belmont Middle School faculty and staff responses to the survey.

As you assess your current school facility (building and site), what do you believe are its overall strengths?

- I like the classroom size as well as the large windows in my room.
- Most classrooms are large, well lit.
- auditorium, Bryant field
- The grade levels are separated.
- The physical layout of the building.
- Unified Arts spaces.
- The layout allows for the separation of the younger and older kids.
- I like that we have a separate cafeteria and gym. We have an excellent downstairs space for STEM and Art. The design of our building allows students to be familiar with all parts.
- Well maintained and cleaned.
- Wing for each grade, gym and cafeteria, spacious parking lot
- It is clean and easy to navigate.
- The way it looks from the outside. The landscaping that Tim and Aaron do.
- Classroom size
- Ability to have different grades separated into different hallways, which allows more private locker times, and space for class changes. Parking and soccer field in back.
- Nice gym
- Separation between grade levels
- Building size, allowance to keep grades separated and the ability for most UA's to be in the same building.
- The layout of the building and many exits in case of active shooter.
- Separate gym and cafeteria

As you assess your current school facility (building and site), what do you believe are its overall limitations?

- There is no welcoming common area for the students to use as a study space.
- Playground is not easily accessible for students in wheel chairs without going around SAU building or taking elevator from SAU building out. There is no direct access from 5th grade wing to outside other than by stairs or elevator so in the event of a drill or emergency someone in a wheelchair would have to be carried out. The elevator is old and seems small that may inhibit easy access for some students' wheelchairs along with their aids. If the elevator is not

working, difficult for students or staff on crutches or in a wheelchair to navigate around the building. Too many stairs. The main office is very small and easily congested.

- vlacs work space special ed - lack of personnel
- Not enough offices the building is old the bathrooms are outdated and rundown the carpets need to be replaced
- None that I can think of.
- Behavioral and academic assistance spaces for students.
- Space is limited, separated into two buildings, facility needs updating. Transitions have to happen where students are unsupervised there also tends to be disruptions as many transitions have to happen through the cafeteria which places a lot of students in one place at the same time.
- Our office is too small as is the 7th grade hallway. Many of the bathrooms are small and outdated. We don't have enough rooms that are "common" areas where meetings could be held.
- Hazardous building too close to the playground. (Gale School)
- Music classes in a separate building! Limited playground space, traffic flow for buses (morning), small classrooms near main office, special ed rooms "hidden," no good space for ABLE program
- Age of the building and its upkeep.
- The lack of sealant around the new windows. The fact that windows are open during the winter due to lack of heat control.
- An elevator that is old. It often stops mid floor causing one to be stuck. This effects students who have mobility issues.
- Age of building, small front office, age of bathrooms with no separate staff bathrooms.
- Can't handle more students
- We need a better play area in the back of the school.
- Space, if a class needs extra space to break off into groups with another teacher there is no space for that.
- Kitchen freezer is too small and the walking is basically too big. It would be nice if they could be reversed
- Age Music rooms Auditorium

As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths?

- Size of the classrooms
- Space is adequate
- The school counseling offices are in a good location and have nice windows.
- My room is a good size and in a good location.
- In the 8th grade hallway, a strength is that every classroom is directly connected to another for added support when needed.
- Students are in the same general area.

- Many of the science rooms now have sinks which is tremendously helpful.
- There is a good variety of different types of work spaces, (Green House, Kitchen area, science rooms.) Building security is modern.
- All on one floor, classroom size is good.
- None
- Smart boards, media center, computer room
- Size of classrooms, huge windows, segregated location.
- STEM room has good space
- As stated above, it is great having each grade level in a separate wing.
- Grades are kept together.
- I work in food service and I think more meals made from scratch would be an asset. The cost of preparing made and present cooked foods are much higher than if you were to make them from scratch. Our kitchen is very well run and the staff is knowledgeable.
- Classrooms close by grade level

As you look more specifically at the facilities available to your program area or grade level, what do you see as limitations?

- A limitation in my classroom is the lack of outlets and where my desktop computer has to be placed because of access to the school's network.
- Too far from the main office
- The Able room being next door to classrooms. It interferes with academic progress of others.
- The bathrooms
- None.
- Not all classrooms throughout the building have another classroom directly connected which can sometimes limit support.
- Transitioning can be a problem as many different grade levels travel through the same space at the same time.
- The 7th graders need new and bigger lockers.
- The electrical system is very old, Conduit exposed in classrooms, as well as water pipes, and computer network wiring. Elevator system is very old, and doesn't always work properly. Classroom security is limited.
- Music classes in the SAU building
- We could use some space for small groups, a place for students to work or regroup.
- The lack of heat control.
- Storage
- No storage within classrooms.
- none
- We need another academic support center.
- My program is separated and my room it utilized for a lot of extra assistance which can be distracting to my students

- Help is very limited and if someone is out sick there is a hard time getting competent help due to not very on call staff
- Far from Reading room and specials

What do you envision as emerging facility needs over the next decade?

- Not sure.
- More room for high acuity special needs students. Playground with equipment that can be utilized by special needs students such as wheelchair swings.
- special ed staffing
- This facility needs new bathrooms in grade 5 and grade 6 hallways and more offices to accommodate our specialist.
- The only thing I can think of is air conditioning the whole building. Some rooms a unbearable in warm weather.
- Behavioral specialist and space as well as academic support facilitator and functional space.
- Increased behavioral/special education area, keeping students in the building as opposed to transitioning outside and into a different building unsupervised.
- When the Gale School goes, we will need to update the playground. As we move into more Personalized Learning, students will need more quiet spaces to work that aren't necessarily a classroom.
- population may outgrow building size. Updating the aging Electrical system and water pipe systems.
- 5th grade coming from CES Flexible learning spaces and furniture to allow for personalized learning
- Roof? Security?
- Climate control through the whole building.
- Over the next decade, a facility should be prepared for an emergency (active shooter etc). There are many rooms on second floor who would have difficulty to evacuate.
- Bigger elevators, more seating in gym, larger front office
- Adult bathrooms...it's a liability having to use the same facilities as students
- Safer playground is the biggest for everyone. Taking out the fence there and replacing it with something less destructible.
- More space
- Updated equipment
- More rooms for alt education

Belmont High School Staff Survey Results

Based on 25 responses received as of February 17, 2020. Strengths, limitations and emerging facility needs as reported through the Belmont High School faculty and staff responses to the survey.

As you assess your current school facility (building and site), what do you believe are its overall strengths?

- New building, clean.
- Classrooms within each department are grouped together. There are male and female bathrooms on each floor that are on opposing ends of the building. Many classrooms are good sizes.
- Easy layout Secure facility Appearance looks newer
- accessibility
- Newest building in the district * Good storage within the classroom * Track is on campus
- The building feels solid and doesn't give the impression of being sad, aged, or dilapidated. The wireless is excellent.
- Classrooms are spacious and allow for varied seating arrangements. The building is clean, well-situated in the town, and has a simple layout.
- academic classroom locations
- The strengths are the staff in the facilities group. Jim and Johnny especially are attentive and wonderful.
- The building has a newer feel, compared to some other schools.

As you assess your current school facility (building and site), what do you believe are its overall limitations?

- Considerable temperature differences between rooms, hallways, and different parts of the building (10 degrees). Lack of an auditorium for full-school or large class gatherings. Lack of bathrooms down at the track/baseball facility area. Practice space for spring sports when the snow hasn't yet fully melted.
- Some classrooms are not large enough to accommodate for the number of students in each class. Classrooms on the second floor in the middle of the building have a poor evacuation/ ALICE evacuation situation. There is not enough storage space for programs such as the Shaker Care Closet and Student Counsel. Many classrooms do not have adequate chairs and tables. There are not enough small spaces in the school to accommodate for small groups or individuals with unique needs (ISS, Huot, etc.). The library is full of windows and has multiple entrances which makes it vulnerable during ALICE situations. The parking lot is set up in a way in which the student drop-off is in the middle of the student parking lot and the only entrance to the school parking lot which, I feel contributes to students being impatient and driving dangerously in the parking lot.
- Limited classroom, office, conference space No auditorium Older technology
- space

- Not every teacher has their own classroom * We do not have an auditorium 1) Not enough space for a greater variety of classes. 2) Not enough space in current classes for the current size of many classes (any class over 20 feels cramped and crowded). 3) No public spaces for students to feel at ease or comfortable: no benches, no lounges, no place to wait for buses or parents during school or after school except the floor. 4) No good meeting spaces for faculty, presentations, groups. The bleachers are terribly uncomfortable for anything longer than 15-20 minutes, which makes any school-wide event a tough ask for students. 5) No good performance spaces. Plays, guest-speakers, musical performances, student work are all terrible in both the gym and the cafe.
- We are lacking a space for performing arts. We really need a theater or auditorium. During our NEASC visitation, we were told that some of the science rooms were lacking in safety equipment.
- BES dish room: The dish room is very outdated for the increased enrollment. With the growth in attendance and participation in meals at that school, it is very hard for our team members to keep up with the washing of dishes. By the end of the meal lines, if not before, they switch to Styrofoam because of the backup. When I became Director, we moved away from Styrofoam to washable plastic trays to save the district finances. The school would benefit from a continuous dishwasher and a longer rack at the end of the dishwasher. I understand that it would most likely take a remodel into the cafeteria. But, if possible, it would be extremely beneficial.
- space
- Not every teacher has their own room. This also means that there is not always the ability for teachers to have room to set up activities during off periods for students.
- Classroom and office/conference spaces are not adequate for the teaching and support staff, community support people, and non-teaching activities such as state and AP testing (no free spaces during certain blocks).

As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths?

- Adequate classroom space and furniture for recent class sizes. If class sizes increase, however, the rooms are very tight.
- I like that the Academic Support Center is attached to the library because it can provide students with a second place to study when needed and give them easy access to additional resources. I also like that the academic support center is in the middle of an academic wing because I can easily talk with teachers between classes if I need to address a student concern or if they need to send a student to me.
- Some shared space
- Only 2 teachers need to share a room
- We have enough classrooms for our department.
- special Education team is in one area
- The technology is very nice.
- We have some office space and a common area.

As you look more specifically at the facilities available to your program area or grade level, what do you see as limitations?

- See note above.
- I do not like the large counter top in the middle of my room. It makes it more difficult to separate students and monitor students. I would rather have tables or desks so that I can manipulate the seating arrangement differently. I am also in a vulnerable location for ALICE evacuations. It would be great if I could have access to the audio room in case of emergency.
- Have counseling staff physically together (to collaborate and be more efficient without duplicating efforts) Lack of private spaces for meetings.
- space particularly storage
- Not enough space or options for individual student work or for students to break into individualized learning in supervised small-group spaces.
- None
- space for behavior students.
- It would be nice to have a more varied set of desks if possible.
- We need at least two more offices to be able to have all of the counselors in the same area to allow for collaboration and to reduce duplication of services.

What do you envision as emerging facility needs over the next decade?

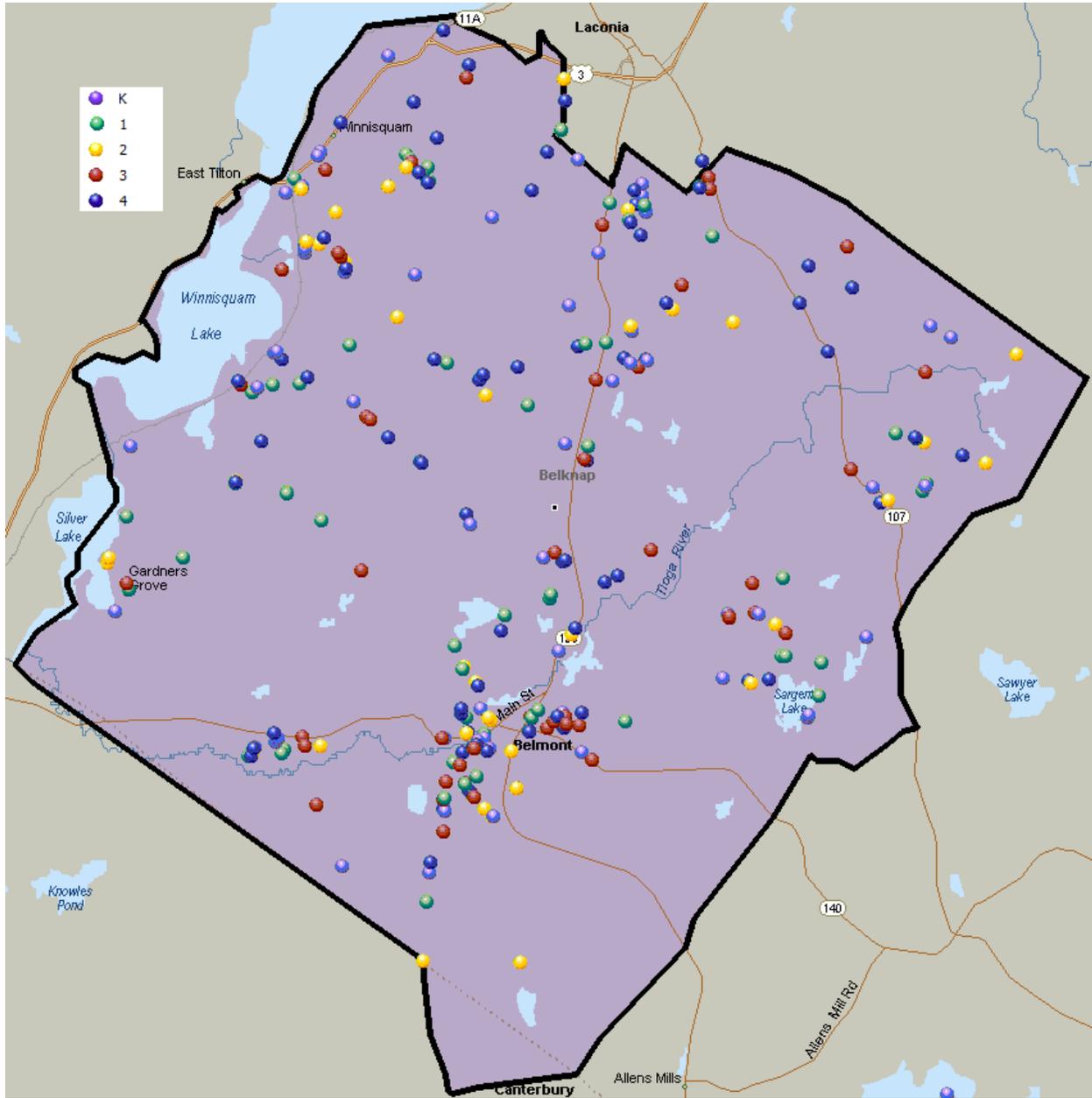
- An auditorium would be the best addition we could make to this school. Having a place that all our students can be seated for a performance or assembly would be valuable. Also, possibly a field house that could be used by various sports teams in inclement weather which is common in our area of the country. Also dedicated bathroom facilities down at the track and baseball area.
- The school needs more/larger classrooms and more, better quality classroom furniture (desks, tables, etc.). I also believe that the school needs more individualized spaces, especially since the trend in education is leaning more towards individualized, standards driven learning. Over the last decade the computer lab has transitioned into the Academic Support center, however, it is not set up in a way that best supports a quiet, focused study area. In thinking of the study spaces that colleges offer, they have a variety of different seating and desk options to accommodate for different ways students feel most comfortable studying (dividers on desks, couches, etc.).
- Makerspaces!!!!!!!!!!!!!!
- space that can be used for multiple purposes
- Auditorium * Change location of phones so they are not close to the door, ALICE training
- Gender-neutral bathrooms, modular classroom furniture, more access to power outlets.
- Theater or auditorium. We have voted on this twice and it has almost passed each time. It has been almost 15 years and it's time to try again!
- more space for hands on activities/ trades so students that don't succeed in class have classrooms to use for trades. Room for the arts, stage/ auditorium to hold school events and community events.
- We will probably need a venue for drama and other presentations.

- As our student needs increase, there will need to be more space to accommodate the growing number of assistants, itinerants and counselors.

APPENDIX D

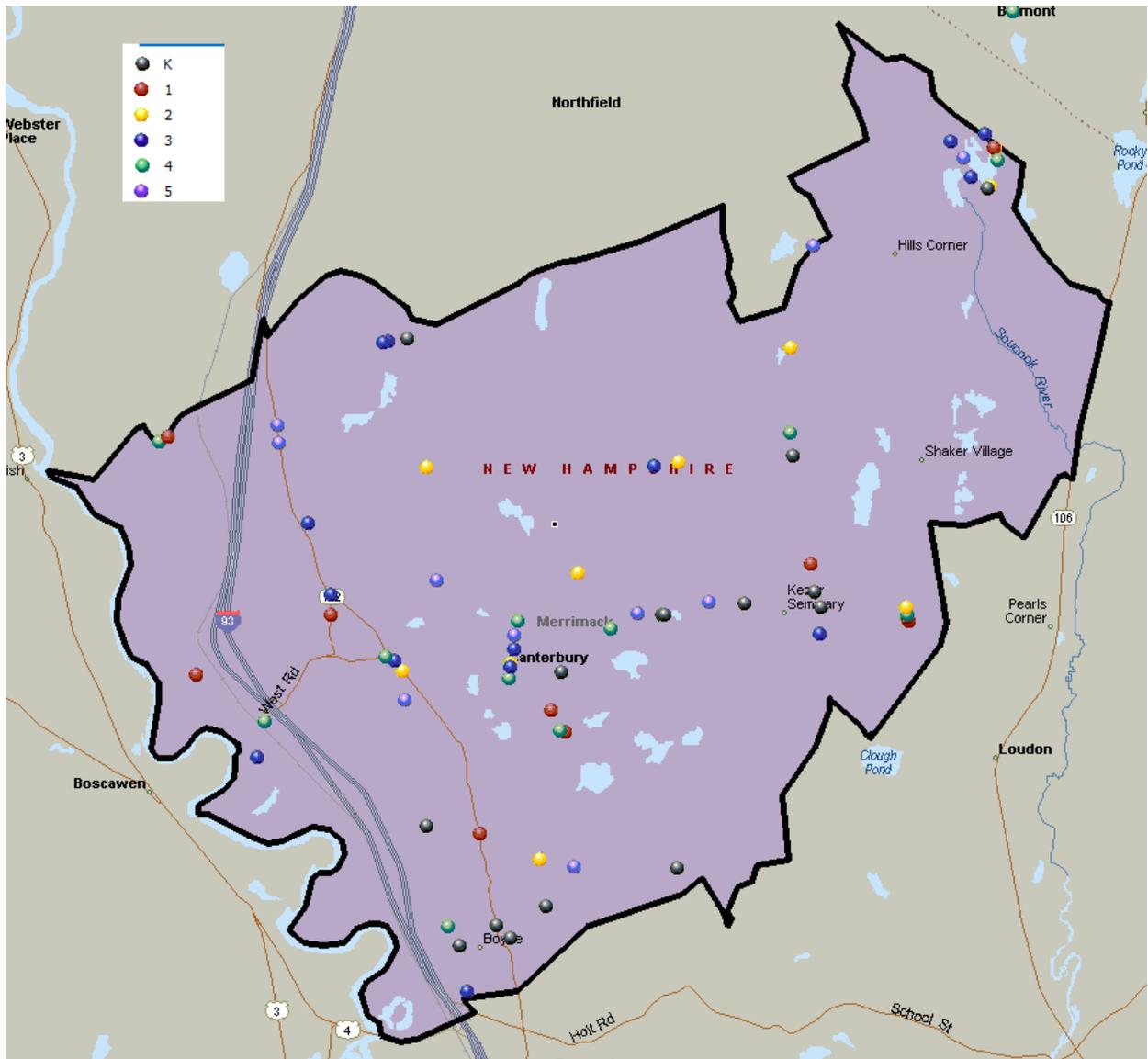
D-1	Belmont Elementary School	85
D-2	Canterbury Elementary School	86
D-3	Belmont Middle School	87
D-4	Belmont High School	88

BELMONT ELEMENTARY SCHOOL

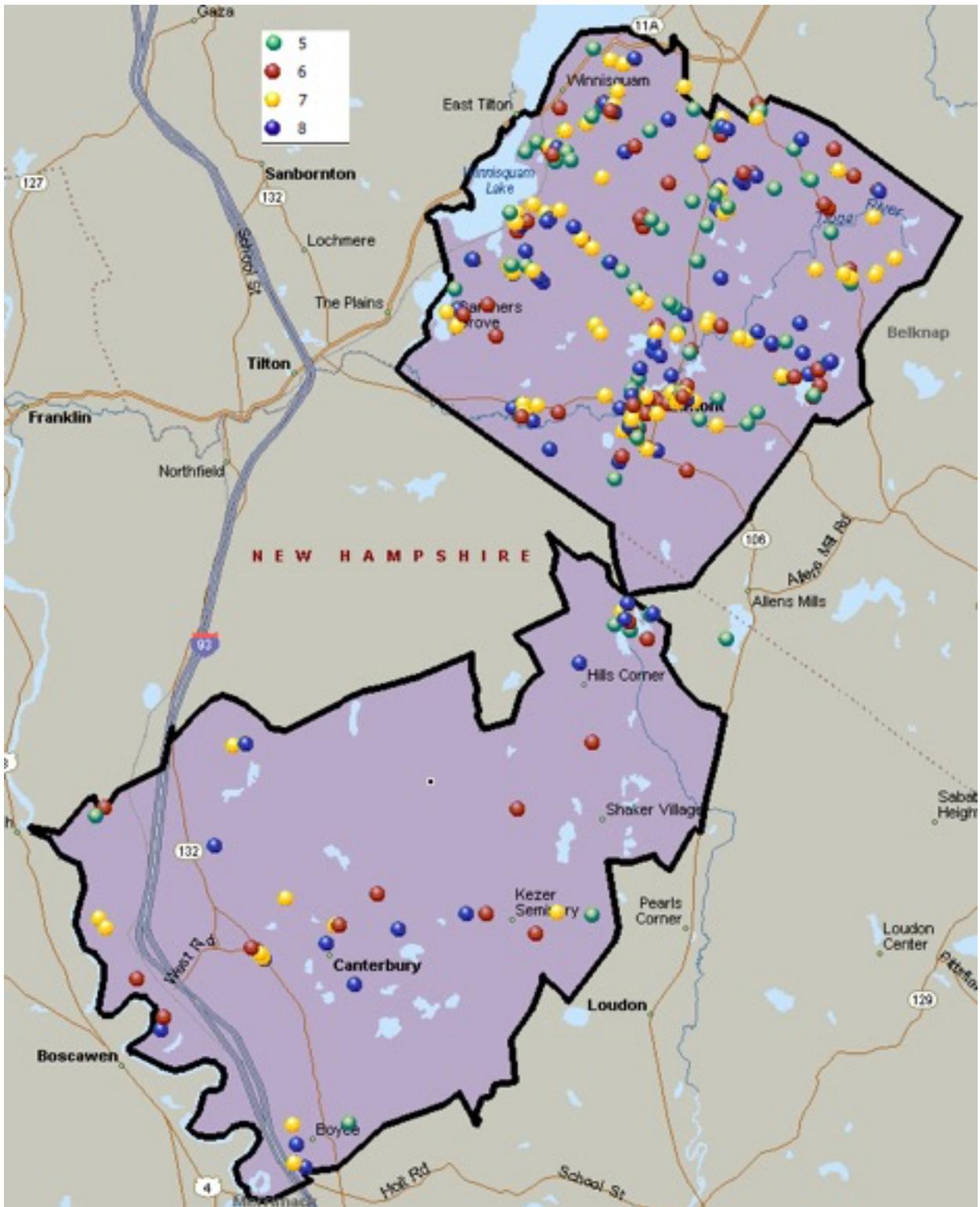


D-2

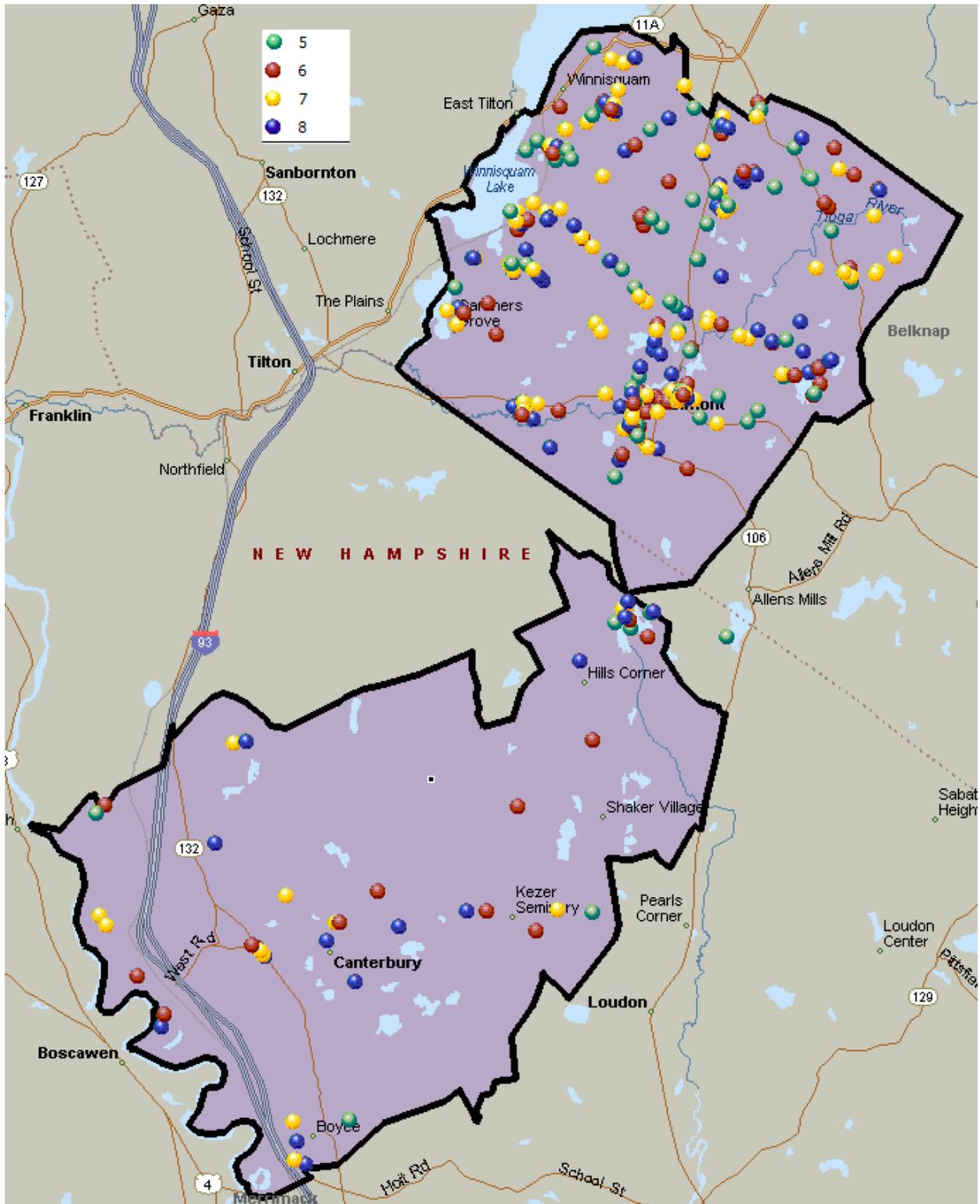
CANTERBURY ELEMENTARY SCHOOL



BEMONT MIDDLE SCHOOL



BELMONT HIGH SCHOOL



Summary Notation of Research Sources

1. New Hampshire School Administrators Association – Enrollment Studies
2. New Hampshire Office of Energy and Planning – Reports on the Towns
3. Various documents and internal reports, Shaker Regional School District
4. Interview with school district and town officials
5. US Census Data
6. Council of Chief State School Officers
7. NH Department of Revenue Administration Tax Data
8. NH Department of Education Enrollment Data
9. NH Department of Vital Statistics
10. NH Economic and Labor Market Information Bureau