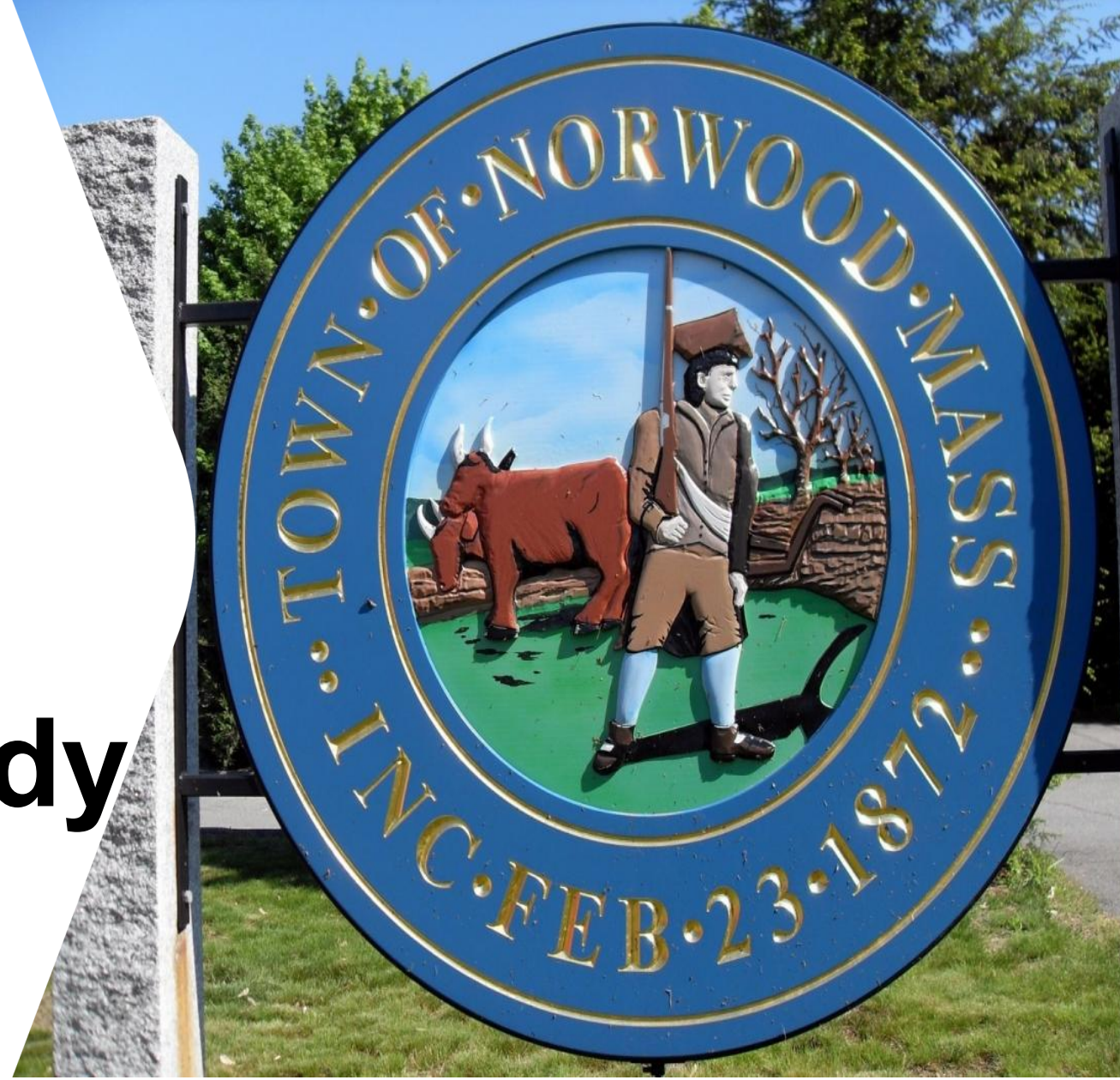




**NORWOOD  
PUBLIC  
SCHOOLS**

# Norwood School Space Optimization Study

May 1,  
2024



# What We Are Covering Today

- Introductions
- Project Goals and Objectives
- Guiding Pillars
- Timeline
- Project Process/Workflow
- Next Steps

# The Project Team

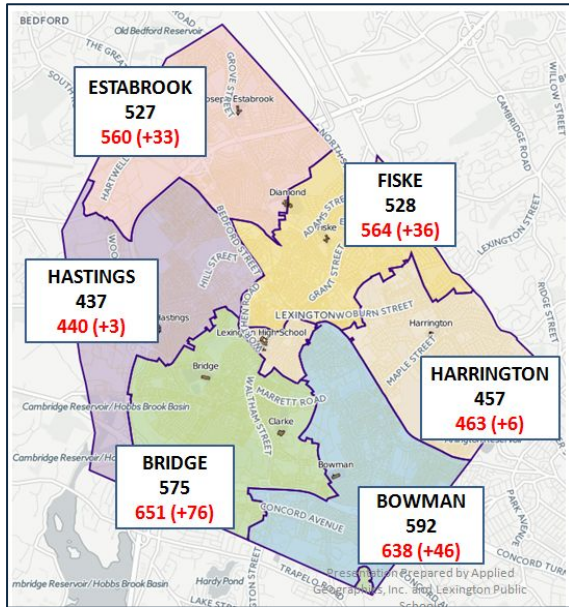
- Norwood Public Schools
  - Kate Sibbing-Dunn, School Committee Member
  - Bryan Riley, Principal, Prescott Elementary School
  - Diane Ferreira, Principal, Balch Elementary School
  - Michael Baulier, Principal, Willett Early Education Center
- Sanborn Geospatial (Consultant)
  - Michele Giorgianni, Principal in Charge
  - Priya Sankalia, Project Manager
  - Carson Vallino, Team Coordinator
  - Ashley Tardif, Subject Matter Expert
  - Russell Cohen, Geospatial Analyst

# Additional Collaborators

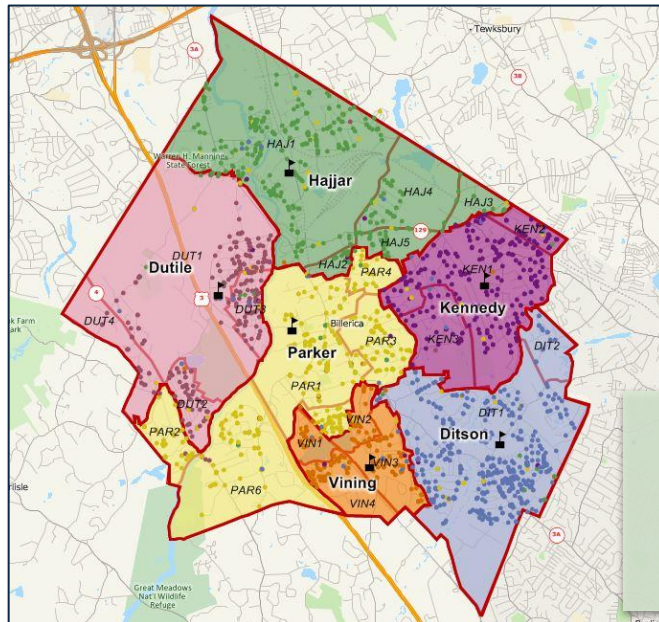
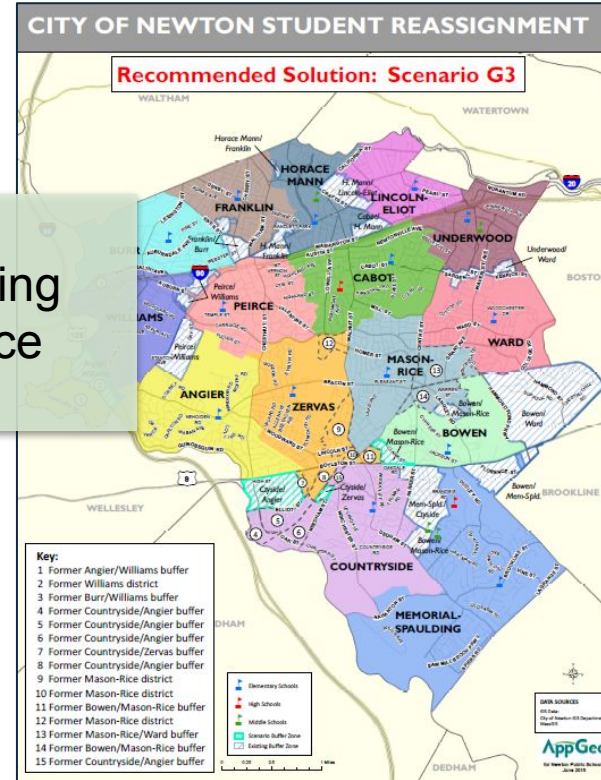
- NPS Elementary Principals
  - Kerry Hutchins, Cleveland Elementary School Principal
  - Steve Olsen, Oldham Elementary School Principal
  - Scarlett Grandt, Callahan Elementary School Principal
  - Kristen Noonan, LMPA Principal
- Central Office
  - Paul Riccardi, Director of Facilities
  - Al Bishop, NPS Transportation Direction
  - Matt Wells, Assistant Superintendent and Director of Finance NPS
- Norwood School Committee
  - David Hiltz, Norwood School Committee

# Sanborn's Experience with MA School Districts

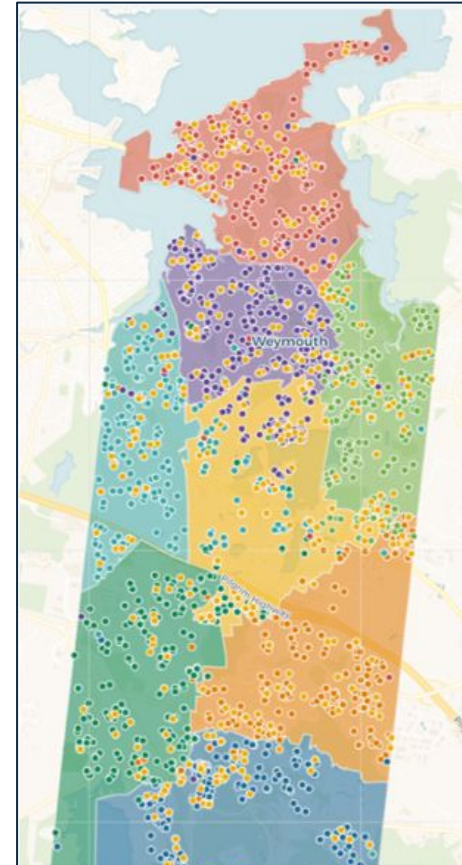
**Lexington**  
Increased enrollment and need for balancing classroom sizes



**Newton**  
New school opening needed to balance enrollment



**Billerica**  
School closing, needed to accommodate students



**Weymouth**  
Low enrollment; need a strategy for elementary and middle school configurations

# Project Goals & Objectives



# Town Meeting Warrant Article (May 2023 Town Meeting)

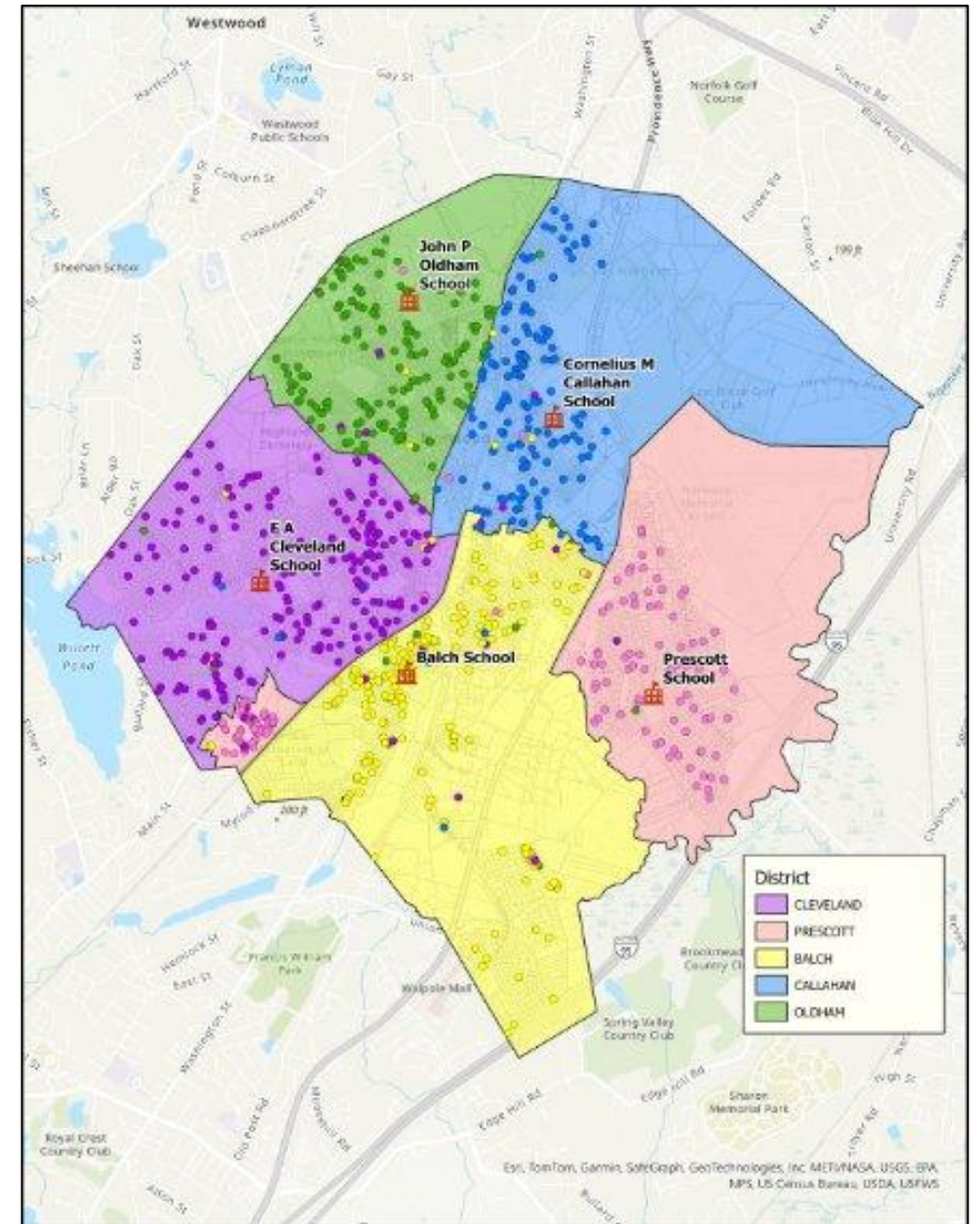
## ARTICLE 10: CONTRACT SERVICES FOR AN ELEMENTARY SCHOOL STUDY

This article would allow Norwood Public Schools to use \$60,000 in Free Cash to fund a study to examine current and future capacity needs across the six elementary schools. As the fifth grade moves to the new middle school in 2025, Norwood Public Schools need to devise a plan for addressing the complex needs of the student population.

The Board of Selectmen voted unanimously (5-0) to support this article.

# Project Goals & Objectives

- Create scenarios to optimize space at all elementary schools to enhance student experience
- Create scenarios to balance demographics and potentially reduce transportation costs.
- Determine potential implementation timeline no sooner than the 2025-26 school year





# Guiding Pillars

*The Norwood School Optimization Study is reliant on Guiding Pillars to guide the direction, and fine adjustments, of possible School System Configurations and Scenarios.*

- Optimize physical space
- Enhance instructional programming
- Balance school building capacities to account for future growth
- Attempt to make school demographics more balanced
- Maintain or Potentially lower transportation costs
- Maintain Neighborhood Schools as closely as possible.

# New CMS Building Impact

- Elementary schools could lessen overcrowding issues once the new Coakley Middle School building becomes a 5-8 model
- The new 5-8 middle school model would:
  - Allow more students in grades 5-12 to be in 21st century buildings and learning spaces
  - Enhance fifth grade educational programming to align more with a team-based learning model
  - Create an upper/lower school model within the new school building (Grades 5-6 / Grades 7-8)
  - Enhance overall offerings in multiple subject areas for elementary programming. Balance school building capacities to account for future growth
- Provides an opportunity to examine the current elementary school model and address overcrowding and programming in alignment with existing student needs

# Considerations

- Multiple configuration models were discussed
  - What grade configuration aligns with our Guiding pillars?
- Ensuring continuity of neighborhood schools was important
- Allow for relationship building and continuity of educational services in one school community was of high value
- Careful not to add costs to already stretched operating budget
- K-4 configuration with redistricting would align with Guiding pillars most closely

# The K-4 Configuration

Opening Willett as a sixth elementary school and redistricting:

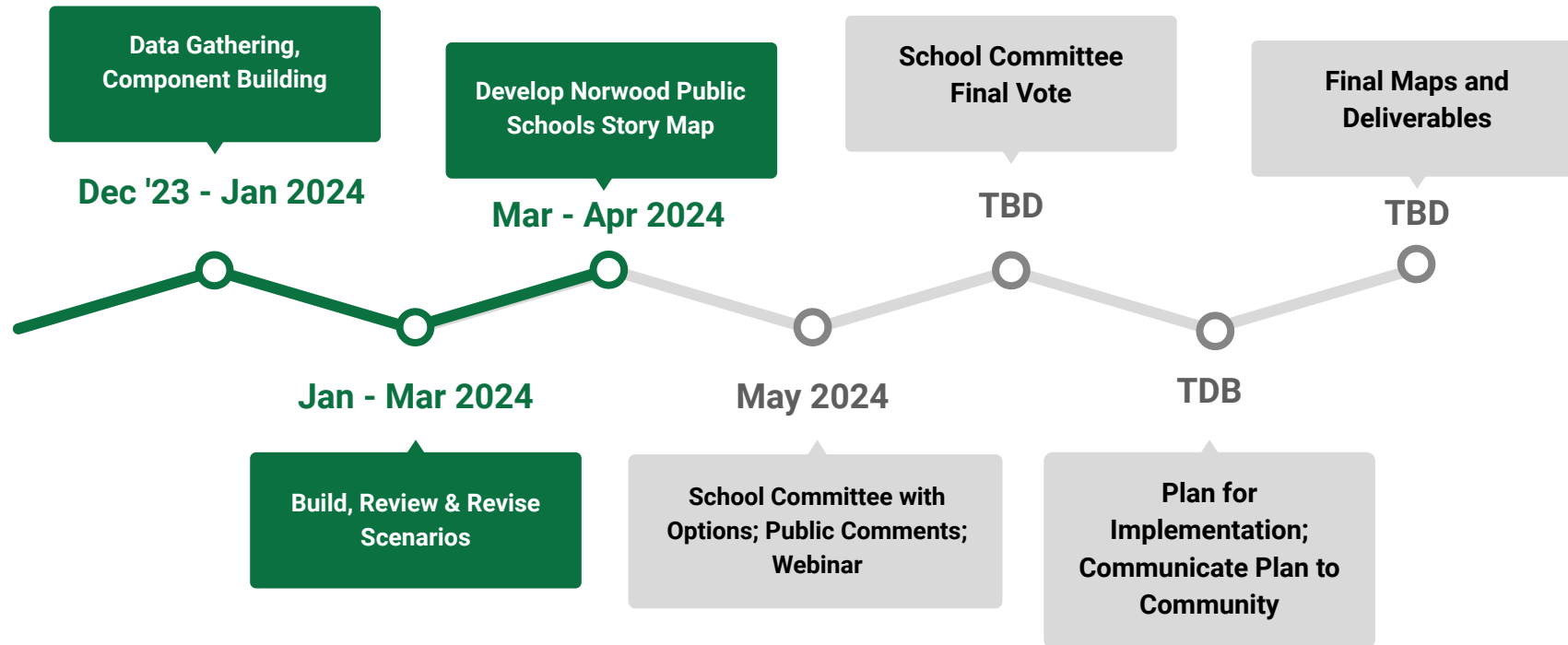
- Reduces overall building capacities across the district, leaving room for future growth and programming
- Reduces transitions for kindergarten (K) students and their families
- Keeps K students in their neighborhood and closer to their school
- Creates opportunities for K students to learn from older students (book buddies, tech buddies, etc...)
- Shrinks elementary district overall, reducing transportation costs and keeping more students closer to their neighborhood schools

# The K-4 Configuration (continued)

## Opening Willett as a sixth elementary school and redistricting:

- Enables K educators to join in cross grade level collaboration
- Provides opportunities for students and parents to make connections with neighborhood school peers beginning in kindergarten
- Allows K educators to maintain student relationships beyond kindergarten and serve as in-building supports for grade 1
- Increases the length of the school day by 45 minutes and provides additional time on learning in K in exchange for students traveling on buses from/to neighborhood elementary schools
  - A longer school day can support achievement in reading and math while providing a richer, broader curriculum. Studies reveal a positive impact on teachers and families, and benefits for English Learners and neurodivergent students.
    - Gabrieli, C, & Goldstein, W (2008). *Time to Learn: How a New School Schedule Is Making Smarter Kids, Happier Parents & Safer Neighborhoods*. Jossey-Bass.
- Brings kindergarten into a sound educational model that is consistent for all elementary schools (specialty programming, social, emotional, & behavioral support, etc.)

# Norwood Elementary School Optimization Project Timeline



# Redistricting Process & Workflow



# Overall Project Approach

## Data Gathering & Processing

Data gathering and processing including geocoding current student locations and getting an understanding of the problem to solve

Setting up workflows to process data

## Component & Scenario Building

Identifying discrete areas that become components or the building blocks for scenarios

Building scenarios using components and guiding principles

## Scenario Evaluation

Evaluating scenarios against considerations and all other information

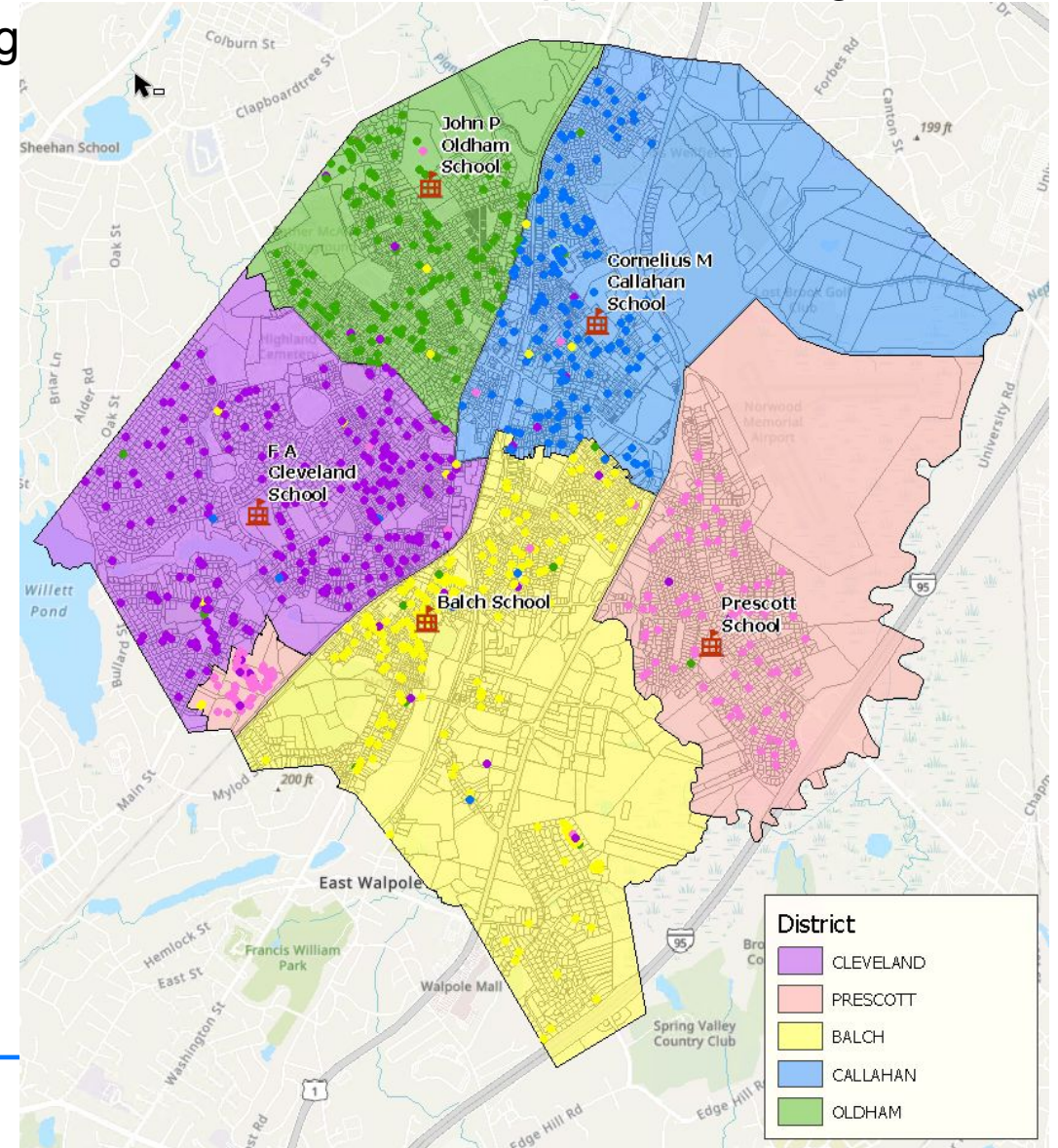
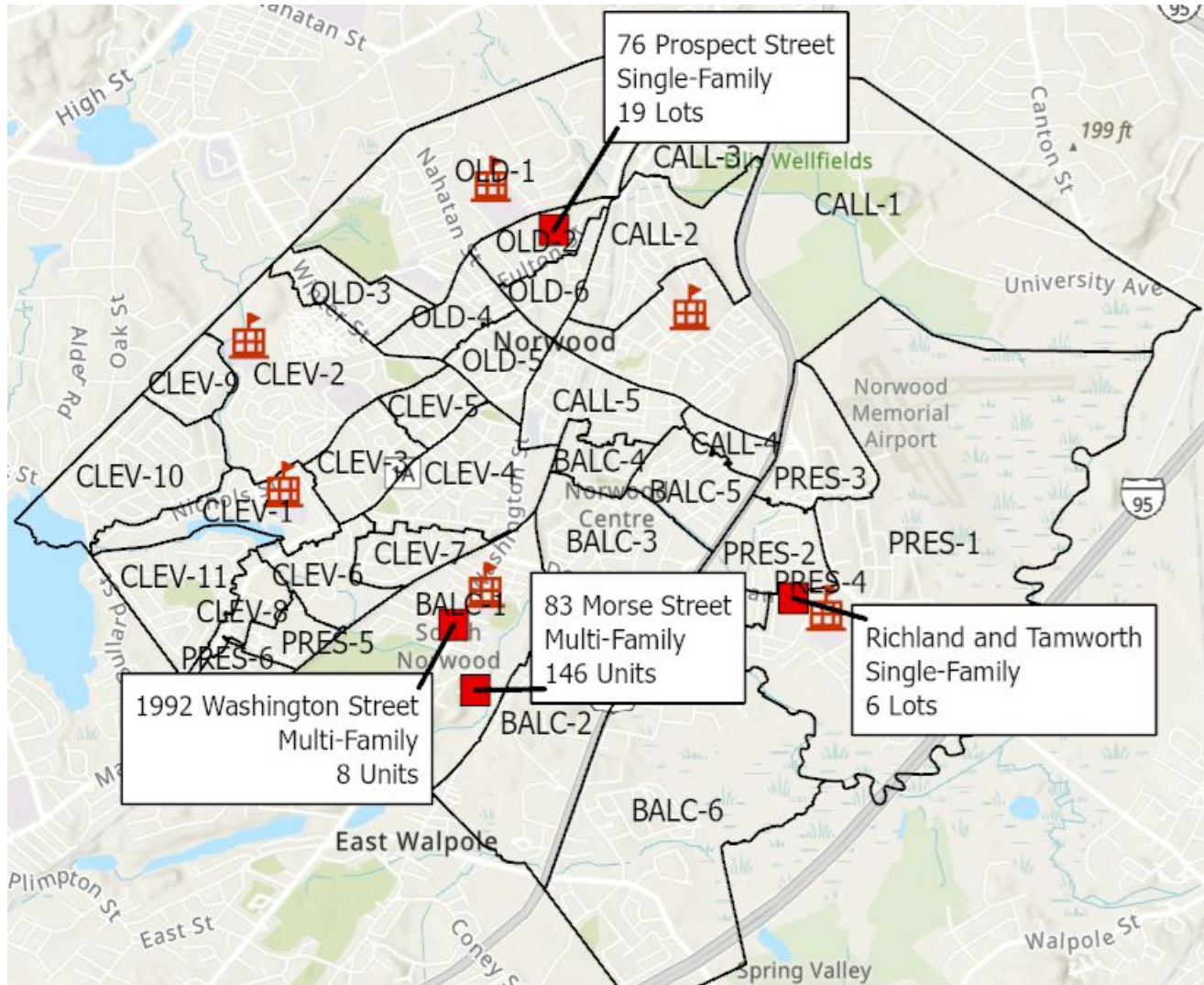
## Community Outreach

Powerful visualizations and presentations for community meetings and communication



# Data Gathering & Analysis

Current student locations were geocoded. Additional background information was mapped including planned developments, sale history, land use, student demog

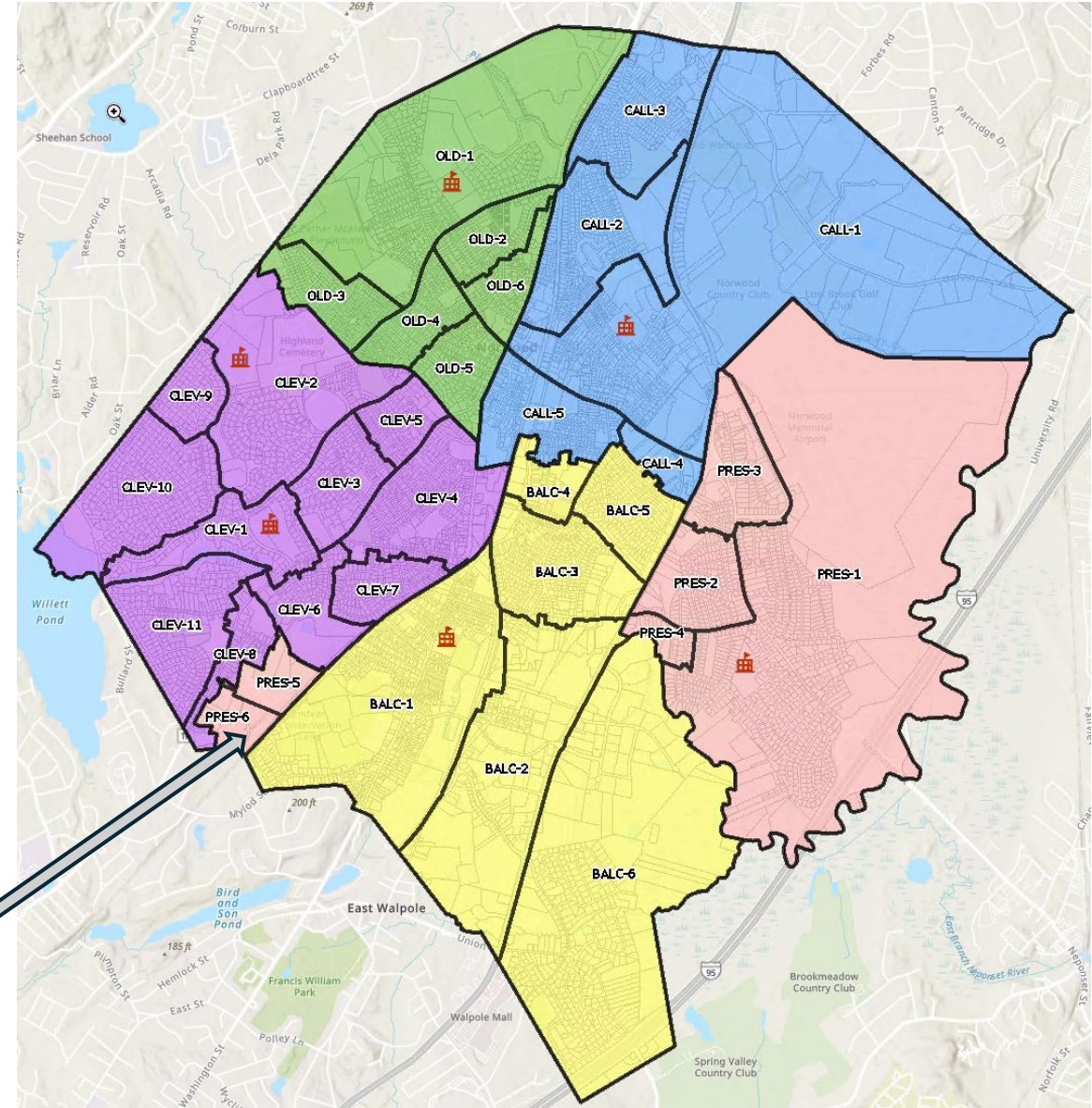


# Components as Scenario Building Blocks

- Components are building blocks or tools to build scenarios (think pieces of a puzzle).
- These were delineated collaboratively with significant input from the NPS Working Group, - town staff and long-time residents with intimate knowledge of the town.
- Components were then labeled with their current school district and a number.

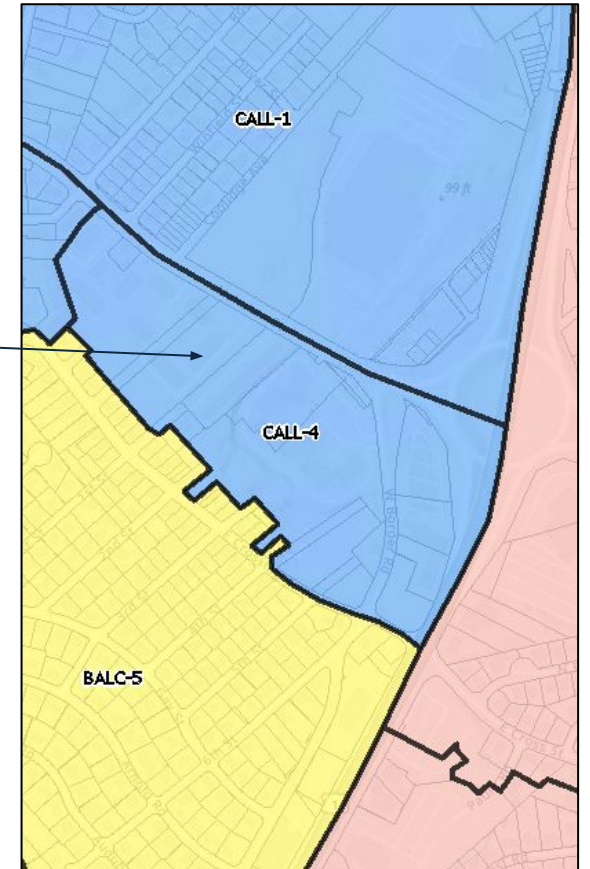
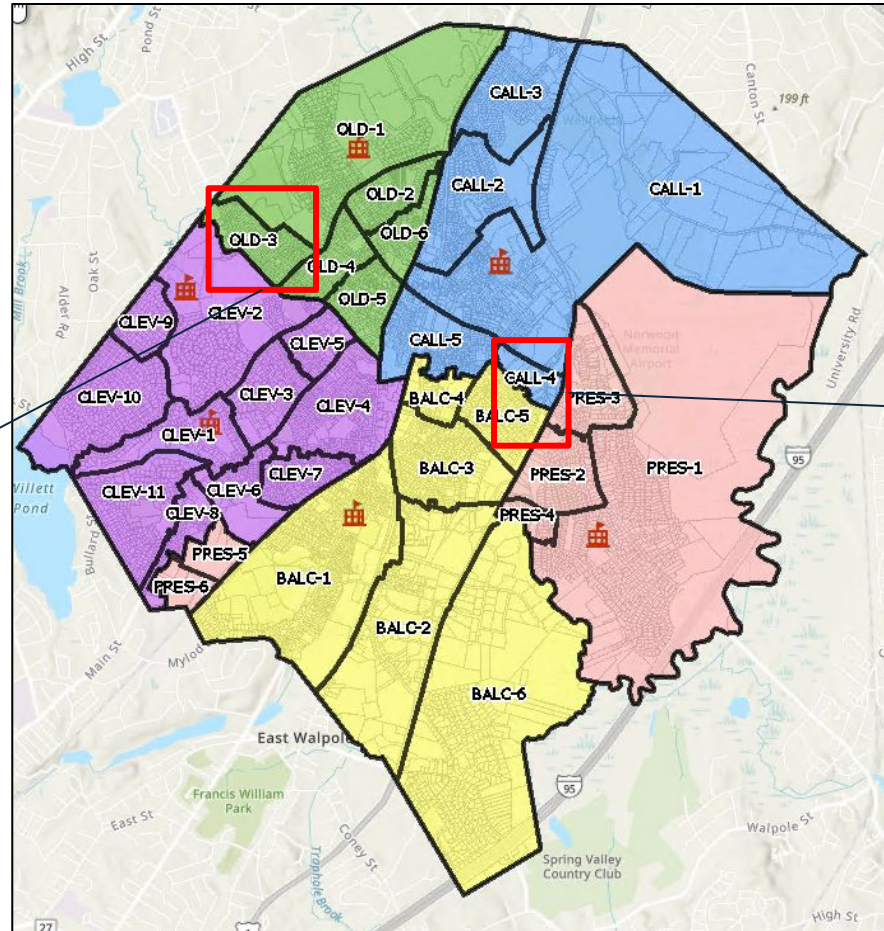
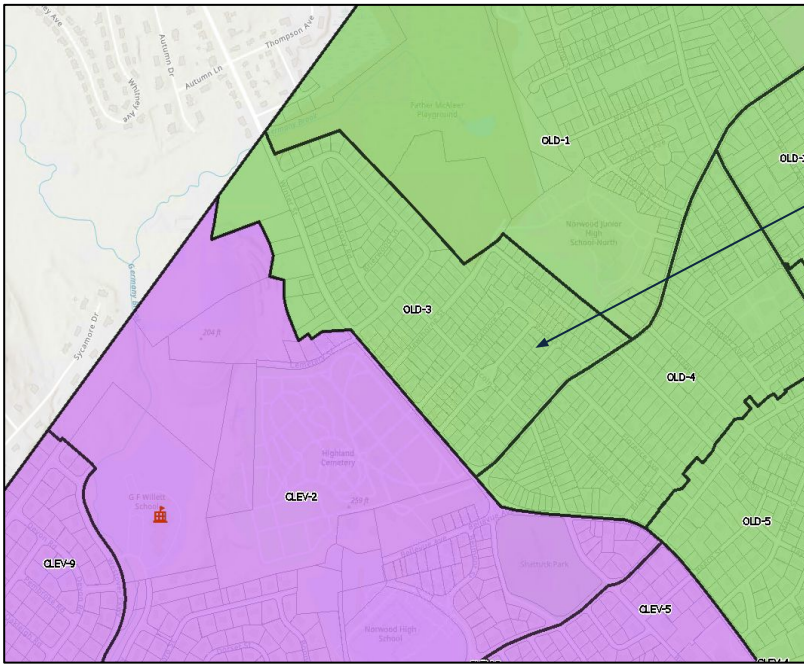
For example, Windsor Gardens is split into two components that are a part of Prescott's school district.

Components Prescott-5 and Prescott-6



# Components as Scenario Building Blocks

- Close attention was paid to neighborhoods and natural boundaries when identifying the components.
- A total of 34 components were delineated giving us flexibility

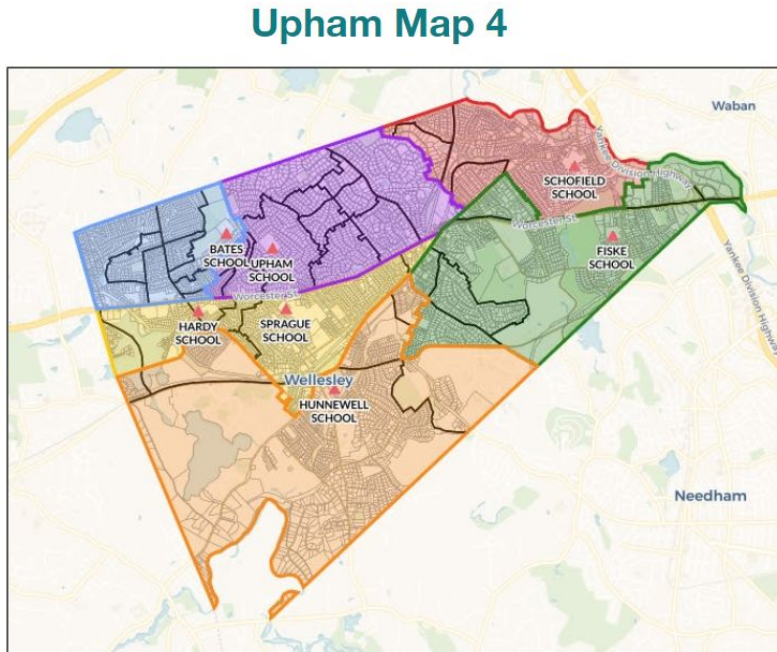


# What is a Scenario?

- A “scenario” is a proposal or option that organizes all of the Norwood components
- The scenarios were built in alignment with the guiding pillars. Care was taken to integrate as many of the guiding pillars as possible into each scenario
- The NPS working group provided context and feedback to inform and refine the scenario-development work completed by Sanborn
- After discussing the merits of each scenario, the working group prioritized 3 scenarios in alignment with the guiding pillars

# Scenario Building Process (Examples)

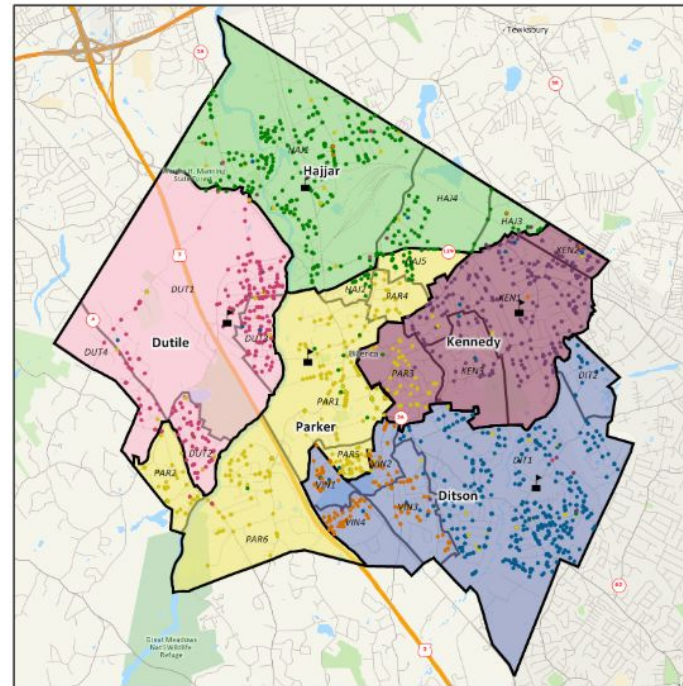
Scenarios are being built collaboratively using the components. A scenario consists of new district boundaries created as a combination of components. Every scenario is presented with capacity and demographic information.



Wellesley Public Schools



## Scenario 1C: Elementary School



Billerica Public Schools

Scenario Change and Scenario Totals - by Grade



District	K Change	1 Change	2 Change	3 Change	4 Change
Ditson	+12	+34	+32	+29	+29
Dutile	0	0	0	0	0
Hajjar	-7	-6	-6	-5	-3
Kennedy	+8	+8	+6	+16	+8
Parker	+2	+1	+1	-8	-1

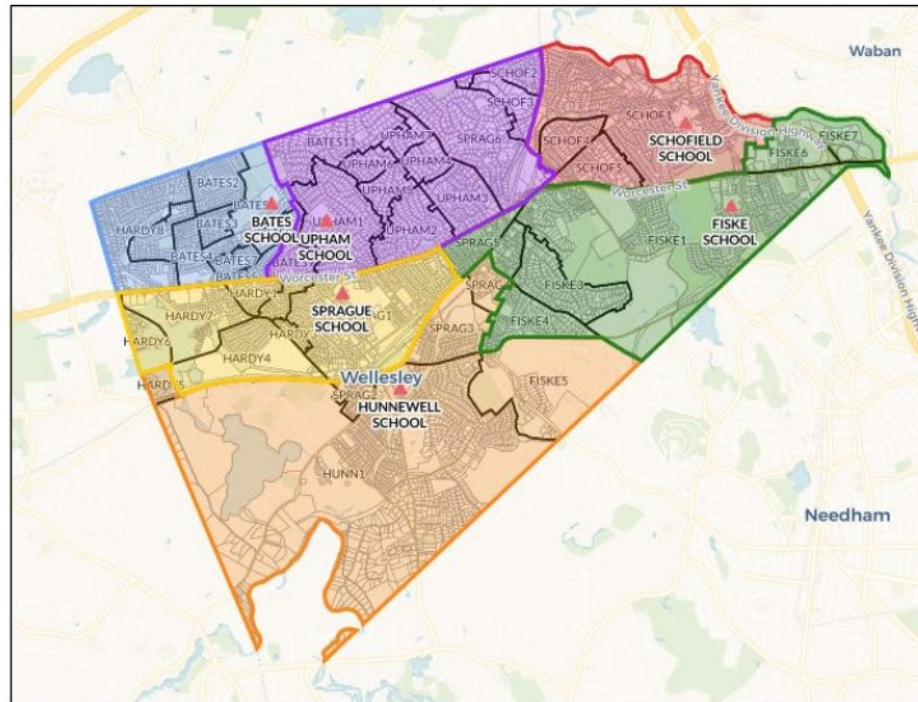
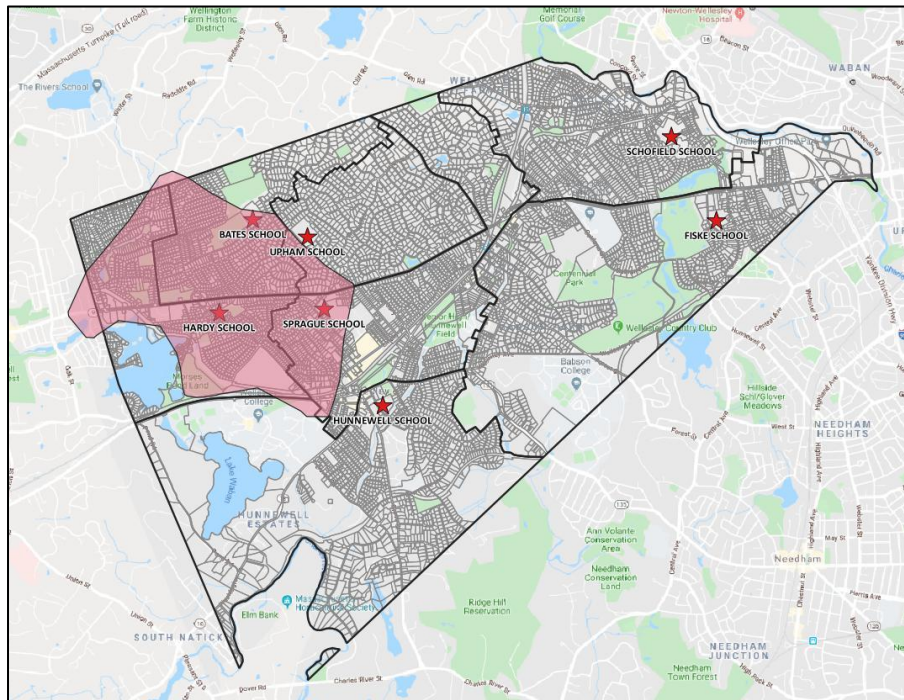
District	Future Grade K	Future Grade 1	Future Grade 2	Future Grade 3	Future Grade 4
Ditson	96	107	121	111	126
Dutile	51	45	46	43	49
Hajjar	71	68	71	75	63
Kennedy	56	61	48	84	64
Parker	80	84	77	91	77

Scenario Totals - by District

District	K Thru 4	Total Capacity	Percent Capacity	Capacity with Modulators	% Capacity	% Low Income
Ditson	561	660	85%	---	---%	15%
Dutile	235	200	118%	300	78%	13%
Hajjar	348	420	83%	460	76%	15%
Kennedy	313	320	98%	340	92%	11%
Parker	409	480	85%	---	---%	15%

# Scenario Evaluation Process

Each scenario is evaluated against the *guiding principles*, by identifying pros and cons. Additional details including projections, changes by grade, walkability, drivability are used for evaluation with a strong emphasis on *keeping neighborhoods* intact and *balancing projected enrollment* across all schools.



## Upham Map 7

### Residential Properties in Assigned District Under, 0.5, 1, and 2 miles from School

District	% Under 1/2 Mile	% Under 1 Mile	% Under 2 Miles
Bates	15%	54%	100%
Fiske	20%	30%	58%
Hunnewell	14%	70%	98%
Schofield	29%	84%	100%
Sprague	20%	69%	96%
Upham	12%	50%	93%

District	% Under 1/2 Mile	% Under 1 Mile	% Under 2 Miles
Current Scenario	22%	61%	90%
Scenario 5	17%	56%	91%
Scenario 6	17%	57%	93%
<b>Scenario 7</b>	<b>18%</b>	<b>58%</b>	<b>91%</b>

Wellesley Public Schools

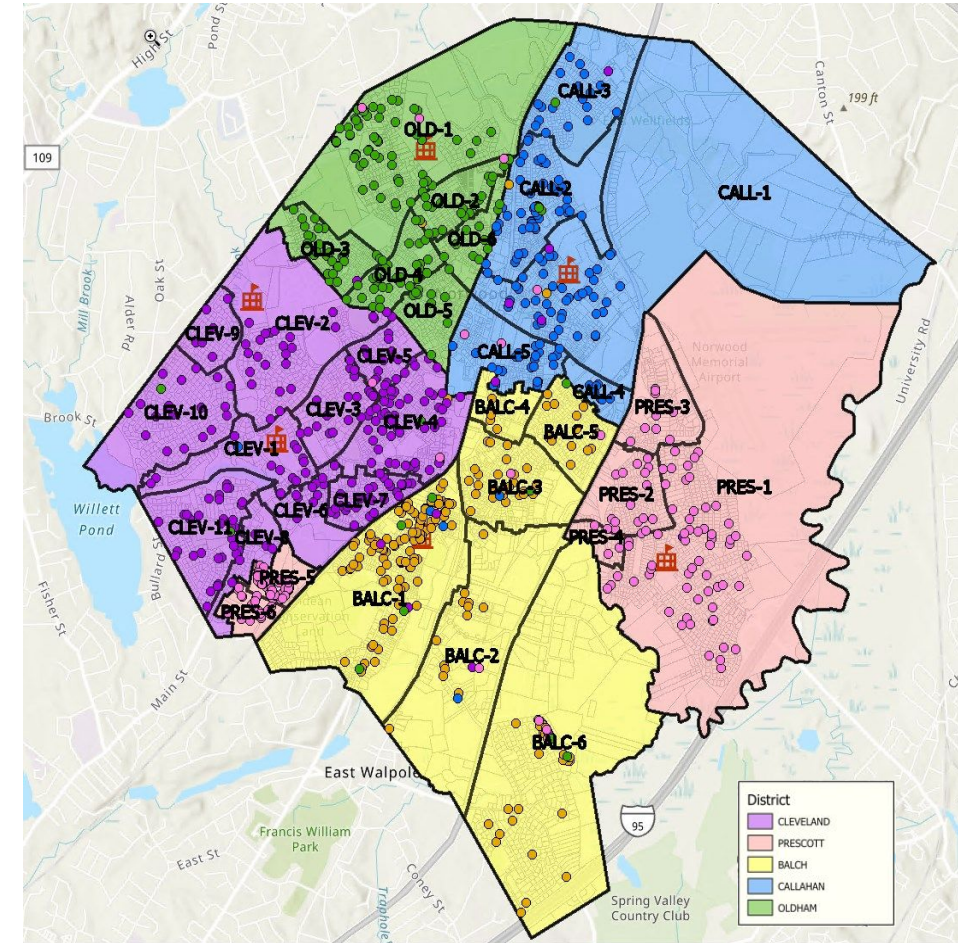
# Elementary School Districts & Student Distribution



# Current Elementary School Students & Districts

School	Capacity	% Capacity	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade K Thru 5
Balch Elementary School	306	100%	0	64	67	54	54	68	307
Callahan Elementary School	230	103%	0	46	45	42	48	57	238
Cleveland Elementary School	360	88%	0	68	55	71	69	55	318
Oldham Elementary School	315	87%	0	46	64	68	47	50	275
Prescott Elementary School	276	92%	8	58	51	56	42	40	255
Willett Early Childhood Center	330	89%	293	0	0	0	0	0	293

School	Multilingual %	Special Ed %	Low Income %
Balch Elementary School	44%	20%	53%
Callahan Elementary School	16%	28%	39%
Cleveland Elementary School	11%	21%	22%
Oldham Elementary School	13%	26%	31%
Prescott Elementary School	21%	16%	30%
Willett Early Childhood Center	29%	13%	8%





# Next Steps

- Collecting remaining logistical answers
  - Transportation
  - Programming
- Incorporate SC questions from May 1
- Present Scenarios May 15
- Conduct Community Engagement Plan
  - Staff
  - Families
- School Committee Vote June 12th (Tentative)

# Community Engagement Plan

- 2 in-person Public Comment Events (Tentative dates: 5/21, 6/1)
- Recorded live session (5/21) to be shared on Parent Square
- Survey open 5/22-6/3: results shared at 6/5 School Committee Meeting (Dates Tentative)
- Translation options being pursued