

Neary Relocation Plan - 2026-2027 & 2027-2028 School Years

Goal:

To determine the feasibility of relocating the Neary School during construction from June 2026 - August 2028. The Finn, Woodward, and Trottier School administrations reviewed space allocation and made determinations and forecasted challenges. Neary administration reviewed the impact on student schedule, logistics, and staffing impacts.

1. Ensure the integrity of the grade-level experience for all students
2. Ensure student safety and minimize the direct impact of construction on students, faculty, and staff
3. Ensure continuity for families and students

Options:

1. To displace Grade 4 and Grade 5 - Finn - PreK-2, Woodward 3-5, Trottier 6-8
2. To displace Grade 4 and Grade 5 - Finn - PreK-1, Woodward 2-4, Trottier 5-8
3. Remain at Neary during construction - current grade configuration

Enrollment Chart for Option #1-a

	Pre-K	K	1	2	3	4	5	6	7	8
2024-2025	57	117	112	151	123	125	152	132	141	132
2025-2026	60	91	117	112	151	123	125	152	132	141
MOVE - NEARY OFFLINE DURING CONSTRUCTION										
	Finn				Woodward			Trottier		
2026-2027	60	136	95	117	112	151	123	125	152	132
	Total - 325									
2027-2028	60	144	142	97	117	112	151	123	125	152
NEW NEARY ONLINE										
	Woodward			Neary				Trottier		
2028-2029	60	154	151	146	97	117	112	151	123	125

SLIDES - above - +

All classroom spaces are accounted for

Bulleted impacts - one slide per school

More lunches - creative seating

Specials - Music/Art/PE - Scheduling into less spaces-

Less spaces for meetings- dependence of virtual meetings

Less office space

Take Advantages and Disadvantages from below -

Mary E. Finn Elementary School -

Classroom Adjustments and Impacts 2026-2027

Grades Sboro PreK, K, 1, 2

Finn Classroom Adjustments and Impacts 2026-2027

Grade level sections:

Preschool 3 Sections

Kindergarten- 7 Sections

Grade 1- 7 Sections

Grade 2- 7 Sections

With the closure of the Neary School during construction, Finn could house 3 grade levels of a combined 24 classrooms (based on 3 preschool classrooms, 7 sections each in K, Gr1, and Gr2) with no impact on programming and instruction.

The following 7 grade classrooms would remain Kindergarten;
Rooms 39, 40, 41, 81, 83, 84, 86.

The following 7 grade classrooms would remain Grade 1;
Rooms 15, 16, 18, 43, 44, 45, 46.

The following rooms are currently used as PK classrooms and would remain classrooms, but reassigned for Grade 2 (7 rooms) Rooms 21, 25, 27, 29, 31, 33, 37.

- **Room 22.** Currently our CASTLE classroom, would become a Preschool classroom
- **Rooms 20 and 17.** Currently preschool ABA rooms, would become Preschool classrooms

- **Room 64**, currently the Pk SLP service room, would become the preschool ABA room.
- **Office room 8** currently an ELL provider's room, would then become a Pk SLP service room.
- **Office room 6** currently Southborough Sped Chairperson's office would then become a Pk SLP service room.
- **The Secondary Library Office room**, currently the ITS office, would become an office for ELL service provider.

**Albert S. Woodward Elementary School
Classroom Adjustments and Impacts 2026-2027**

Grade level sections:

Grade 3- 7 Sections

Grade 4- 8 Sections

Grade 5- 7 Sections

The following rooms are currently used as classrooms and would remain as such but the grade level assigned to that space could change: (14 rooms)

Room 170, 171, 172, 173, 183, 195, 196, 197, 250, 251, 253, 254, 275, 276.

With the closure of the Neary School during construction, Woodward could house 3-grade levels of a combined 22 classrooms with impacts to programming and instruction. The potential impacts are listed below: (9 rooms/teaching spaces)

- **Room 175**, currently the REACH I classroom would be converted to a classroom. This would require REACH (AVC) to leave Woodward School and find a new location for the classroom and programming.
- **Room 176**, currently the OT/PT room would be converted into a classroom. This would require the OT/PT room to be moved to office space 260. This space is significantly smaller and would require the reduction of specially designed equipment, impacting the services to students.
- **Room 184**, currently our 2nd grade Special Education classroom would be converted to a classroom. All Special Education would be consolidated to room 220 where 3 grades would be housed.
- **Room 220**, currently our Technology Lab would be converted to a shared special education space. This would require the consolidation of special education classrooms from 2 down to 1 while adding a third grade level. This would be the most significant impact to programming. This would also require the relocation of several district and building staff to other spaces throughout the district including 1

BCBA, 1 Math Coordinator, 1 ITS, and 2 District Technology Systems Administrator.

- Room 252, currently our Spanish classroom would be converted to a classroom. This would require our Spanish teacher to meet and conduct her class within the homeroom classes. She would be required to work off a cart to transport materials to each teaching space.
- Room 255, currently our English Language Development classroom would be converted to a classroom. Our ELD educator could use office space 246 to meet with students. This space is significantly smaller than her current room and would impact the number of students she could service at one time.
- Room 262, currently our Science lab would be converted to a classroom. The Science resources and materials would need to be moved but this does not pose a significant adjustment to student programming.
- Room 263, currently our Literacy Lab would be converted to a classroom. The Reading Specialist could use office space 264 to meet with students. This space is significantly smaller than her current room and would impact the number of students she could service at one time.
- Room 274, currently our 3rd grade Special Education classroom would be converted to a classroom. Special Education would be consolidated to room 220 where 3 grades would be housed.

**Margaret A. Neary Elementary School -
Offline - June 2026 - Construction - Estimated August 2028**

- Areas of consideration
 - Specials
 - Art: This is currently a .6 position at Neary with students receiving lessons 1/week. If it was to go to 1.0, the WW .5 art teacher could transition to Finn full-time and Denise would be full-time at WW.
 - As there are designated art rooms t both schools, the integrity of the art program would not be disrupted. If the art room(s) are needed for classrooms then, they would need to be on a cart.
 - Music: This is currently a 1.0 position at Neary with students receiving lessons 1/week. To preserve space for classrooms, music would need to go to a cart during these two years.

- PE- May need to go to 1/week instead of the current 2/week.
- Library/Media- if Finn doesn't hire for this position. One of the librarians could move to Finn having two full time.
- Across all specialists, we may need to shorten time to fit all three grades in each week (perhaps 45 goes to 30).
- Band- lessons need to be during the day, but practice could be before or after school (would need a stipend).
- Orchestra- same as band.
- Chorus- currently a before-school offering so no change is needed.
- Space for resources and materials for use in art, PE band, and orchestra.

Content Areas

- World Language will be across all grade levels by 2026. We'll need to consider space and staffing needs.
- Impact of student experience. I think being creative with scheduling specialists the impact on students would be minimal disruption and less transition.
 - Staff communication: I think when we get closer, we might consider having some staff as thought partners for these options before making a final decision. As a side note, this will impact the integrity of the double classroom as I don't believe Finn or WW have a double room.
 - Opportunities for input: consider asking for feedback from staff and parents. Put a small group together?

Trottier Middle School Configuration Report for the 2026-2027 School Year

Overview: With the impending closure of Neary School for construction, Trottier Middle School is preparing to accommodate an additional fifth-grade class, approximately 125 students. This report outlines the proposed reconfiguration of classrooms and spaces within Trottier Middle School to effectively integrate the new grade level requiring the creation of seven additional classroom spaces.

Proposed Classroom Reconfigurations:

1. **Room 132:**

- **Current Use:** Therapeutic space adjacent to the CASTLE program.
 - **Proposed Change:** Relocate therapeutic services to another location within the school. Room 132 can then be repurposed as a general education classroom.
2. **Room 138:**
 - **Current Use:** Family and Consumer Science (FCS) base, teacher preparation room, and vocational space.
 - **Proposed Change:** Decommission FCS use and undergo significant modifications to transform Room 138 into an academic classroom.
 3. **Room 144 and Room 165:**
 - **Current Use:** Utilized by the REACH program.
 - **Proposed Change:** Discontinue REACH program operations at Trottier for two years. Room 144 will become a general classroom, and Room 165 will be converted into a small group learning center. This change will free up Room 147, currently used as an eighth-grade learning center, for classroom use.
 4. **Room 262 (Second Floor):**
 - **Current Use:** Language-based learning center.
 - **Proposed Change:** Move services to Room 263.
 5. **Room 259:**
 - **Current Use:** ESP workspace.
 - **Proposed Change:** Repurpose Room 259 into a general education classroom. Disperse ESPs to other locations within the school.
 6. **Room 243:**
 - **Current Use:** Reading interventionist workspace.
 - **Proposed Change:** Utilize alternative spaces for reading intervention, repurposing Room 243 as a general classroom.
 7. **Room 226:**
 - **Current Use:** Focus on study space.
 - **Proposed Change:** Convert Room 226 into a general classroom. Relocate focus study activities into various classrooms throughout the day to accommodate scheduling.

Additional Space Considerations:

- **Band Room:**
 - **Current Use:** Dedicated band classroom.
 - **Proposed Change:** Move the band class to the auditorium to create an additional classroom space. Alternatively, consider using the band room as an auxiliary lunch area. The space is air conditioned so it does have versatility.

Challenges and Considerations:

1. **Consolidation of Fifth Grade:**

- Keeping the fifth-grade students in a cohesive area within the school could be challenging, particularly due to the existing configuration of science classrooms and lab spaces.
2. **Special Education Services:**
 - Some special education services (Reach II) and locations will need to be shifted to free up the required classroom spaces, requiring careful planning and collaboration to ensure minimal disruption to services.
 3. **Classroom Modifications:**
 - Significant modifications will be necessary for spaces like Room 138 to be suitable for general classroom use, requiring budget allocation and timely execution of renovations.

Summary:

Trottier Middle School can create seven additional classroom spaces to accommodate the incoming fifth-grade class. This reorganization will ensure the school can handle the temporary increase in student population due to the Neary School closure. Detailed planning and execution will be essential to manage the challenges and ensure a smooth transition for both students and staff.

Option 1

Advantages:

- **Increased Flexibility During Construction:** By relocating the grade 4 and grade 5 classrooms to another school, the construction project can proceed more smoothly without having to work around the presence of students. Additionally, by not occupying the Neary Building during construction, allows for maximum flexibility on where the new building is placed on the grounds.
- **Decrease the amount of construction time.**
- **Improved Safety and Access for Contractors:** With the students off campus, there are fewer safety concerns and fewer logistical obstacles for the construction team.
- **Familiar Environment for Students:** This option allows students to stay in their current school for one additional year, providing a sense of continuity and stability during the transition period.
- **Ensure the integrity of the grade-level experience for all students**
- **Ensure student safety and minimize the direct impact of construction on students, faculty, and staff**
- **Ensure continuity for families and students**

Disadvantages:

- **Impact on Host School:** The school receiving the displaced students will face challenges such as restricted access to space and scheduling complications (e.g.,

lunch periods and specialist classes). These disruptions can affect the overall experience for both the displaced students and the existing students at the host school.

- Lack of flexible space for meetings
- Art, music, and world language possibly will take place in the classroom.
- Sharing of office space (i.e. behavior specialists)
- Scheduling complications.

Option 2

Advantages:

- **Increased Flexibility During Construction:** Similar to Option 1, relocating the grade 4 and grade 5 classrooms to another school increases the flexibility and efficiency of the construction process.
- **Improved Safety and Access for Contractors:** Having the students off campus enhances safety and makes it easier for contractors to carry out their work.

Disadvantages:

- **Impact on Host School:** The displacement will cause similar challenges for the host school as described in Option 1, including restricted space and scheduling complications.
- **Premature Advancement for Students:** Advancing students, particularly 5th graders, to a new school (Trottier) a year early can be problematic. It may create significant adjustment issues for younger or less mature students, leading to potential gaps in their social and academic development.

Option 3

Advantages:

- **Continuity of Programming:** The grade configuration will remain the same.
- **No Change in Grade Level Location:** The schedule would remain unchanged.
- **Eliminate Premature Advancement for Students:** In contrast to Option 1 and 2, advancing 5th graders to Trottier a year early could result in challenges for less mature students, potentially impacting their readiness and comfort in a new and potentially more demanding environment.

Disadvantages:

- **Decreased Flexibility During Construction:** By working around a school in session, there will be additional challenges to completing a project safely and timely.

- **Safety and Access for Contractors:** Students as part of a construction site increases safety risks and decreases access for construction crews.

Recommendation:

It is our recommendation that we proceed with Option 1-a. The shift of grades to remain one more year in their known school will mitigate the impact of the construction project.