



New England School Development Council

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ www.nesdec.org

June 12, 2020

Vincent J. Masciana, Chief Operating Officer
Cheshire Public Schools
29 Main Street
Cheshire, CT 06410

Dear Mr. Masciana and Members of the Cheshire School Modernization Committee:

In response to your recent request, enclosed please find NESDEC's Proposal for a Demographic Report and Best Educational Use of School Facilities Study for Cheshire Public Schools. You will note the proposal is divided into three phases to provide flexibility as you consider the timeline for the project. Please be assured that any aspect of the proposal is subject to modification at your request.

In the letter accompanying the RFP, you request a copy of a similar NESDEC study conducted within the last two years for another school district. To meet this requirement, I invite you to visit the Sanborn Regional School District (SAU #17, NH) website, at the below address, where you will find the study that NESDEC conducted for the district.

- **Visit:** <https://www.sau17.org>
- **Click on "District Reorganization Information" (under "Quick Links" on the left)**
- **View "Reorganization Resources"**

Should you need additional information or clarification regarding the proposal or our services, please feel free to contact me at your convenience.

We thank you for considering NESDEC for this project.

Very truly yours,

A handwritten signature in black ink that reads "Arthur L. Bettencourt". The signature is written in a cursive style with a large, stylized initial 'A'.

Arthur L. Bettencourt, Ed.D.
Executive Director



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**A PROPOSAL
SUBMITTED TO
CHESHIRE PUBLIC SCHOOLS
FOR A
DEMOGRAPHIC REPORT AND
BEST EDUCATIONAL USE OF SCHOOL FACILITIES STUDY**

DUE DATE: JUNE 12, 2020

**New England School Development Council
28 Lord Road
Marlborough, Massachusetts
508-481-9444
nesdec@nesdec.org
www.nesdec.org**

GENERAL INFORMATION ABOUT NESDEC

The New England School Development Council (NESDEC) is an organization whose general purpose is the development of high-performance schools throughout New England. NESDEC, originally established at the Harvard Graduate School of Education, is now a stand-alone, not-for-profit corporation and has been serving New England school districts since 1946. Based upon the concept of collaboration, NESDEC seeks to meet the needs of school districts by pooling resources so that many can do together what one cannot do alone.

Today, NESDEC represents approximately 300 cities and towns in New England and offers services to school districts in four areas:

- ◆ **Planning Services.** NESDEC offers services related to strategic planning, special education audits, dropout prevention, collaboration/shared services, short- and long-range facilities planning (including enrollment forecasting, capacity determinations, option development, etc.), as well as services related to other aspects of school district planning.
- ◆ **Executive Search.** NESDEC assists School Boards/Committees in filling Superintendent, Assistant Superintendent, Principal and other educational leadership positions.
- ◆ **Learning and Teaching.** NESDEC sponsors workshops/seminars and on-site training/coaching for school administrators, teachers, school board/committee members and others within the educational community.
- ◆ **Research and Development.** NESDEC undertakes research or development projects funded through public, foundation or corporate sources, which have a high potential for enhancing the performance of schools and school districts.

NESDEC is governed by a Board of Directors and administered by an Executive Director who is assisted by professional/support staff in the Marlborough, MA office and associate staff located throughout New England.

A not-for-profit organization, NESDEC is financed through affiliation fees, contract service fees, and grants received from public and private sources.

STATEMENT OF QUALIFICATIONS

Through its Planning office, NESDEC has been helping school districts plan for future school facility needs for over seventy years.

Specifically:

1. NESDEC prepares and updates approximately 280 enrollment forecasts each October. Additionally, NESDEC has prepared over 200 Community Demographic Profiles for those districts needing additional background data as a context for enrollment projections. These profiles are based on information from the U.S. Census, updated with more recent data, interviews with municipal officials, regional planners, and others familiar with each local community being studied.
2. In the last ten years, NESDEC has calculated the enrollment capacities of approximately 350 public school buildings throughout New England. Rather than depending upon a narrowly defined *student to square footage calculation*, NESDEC brings a unique perspective to analyzing school facility enrollment capacity by also incorporating the space requirements as influenced by educational program, student demographics, equity considerations and adequacy.
3. During the course of an educational space needs planning project, NESDEC works with educational staff and members of the community to clearly define both the educational programs currently being offered as well as those programs which the district plans to offer in the future. The available educational spaces are then analyzed in terms of their size, number, and appropriateness to offer the educational program as defined.
4. NESDEC has extensive experience in working with the full range of a community's constituencies, including city/town officials, school building committees and/or other ad hoc planning groups, school staffs, parents and other community members.
5. For decades, NESDEC has been using Focus Groups, Open Forums, surveys and facilitated interviews as vehicles to strengthen school-community partnerships by sharing data and soliciting a wide variety of citizen input/opinions/feedback in the formative stages of NESDEC studies.
6. NESDEC works routinely with architects as well as regional and state planning agencies.
7. NESDEC has a proven record of success in effectively presenting and explaining school facilities planning issues in a variety of public forums.

DESCRIPTION OF SCOPE OF WORK

GENERAL NATURE OF THE STUDY

The Best Educational Use of School Facilities Study proposed by NESDEC would include an analysis and appraisal of the present and future educational needs in relation to the public school facilities in the Cheshire Public Schools.

The following facilities and sites would be included in this study:

- Cheshire High School, Grades 9-12
- Humiston School, Alternative Grades 9-12
- Dodd Middle School, Grades 7-8
- Chapman Elementary School, Grades K-6
- Doolittle Elementary School, Grades K-6
- Highland Elementary School, Grades K-6
- Norton Elementary School, Grades K-6
- Darcey School, Grades PreK-K

I. SCOPE OF WORK: PHASE ONE

District Student Enrollment Projections and Community Demographics

Available enrollment and demographic data would be analyzed and used to make a reasonable determination of the composition and size of future enrollments.

NESDEC would:

1. Gather and analyze federal census data (and updated estimates) on factors relevant to growth within the community, including:
 - population size
 - household size and age composition
 - anticipated residential construction
 - recent housing sales
2. Gather and review live birth data from Connecticut Department of Public Health and from local municipal offices.
3. Interview (primarily by telephone and/or by email) municipal officials, regional planning staff, selected realtors/developers, and other appropriate individuals in order to gather data on growth within the community as measured by housing, zoning, and other factors which tend to encourage or limit growth.
4. To the extent data is available, analyze public and non-public school enrollment data for the past ten years.
5. Prepare an analysis of the factors impacting past and future enrollment.
6. Prepare a ten-year enrollment projection on a grade-by-grade, school-by-school, and grade combination basis.
7. Prepare an analysis of the enrollment projections including a discussion of the cohort component (modified cohort survival) methodology used in their preparation.
8. Outline the assumptions upon which the enrollment forecast is based.

II. SCOPE OF WORK: PHASE TWO

Capacity Analysis

The public school facilities in the District (as specified above) would be surveyed to determine the current operational capacities (COC) and planned operational capacities (POC) of the buildings and the building utilization to identify deficiencies with the potential to impact the educational program. Due to the unique circumstances resulting from the COVID-19 outbreak, it is likely that virtual site visits will be conducted remotely via Internet and telephone.

The consultant(s) would comment upon the present educational programs housed in the facilities, and would also provide general commentary regarding potential educational programs that might be housed in the facilities in the future. The consultant(s) would confirm or adjust the district's current student capacity of each school facility and comment upon the grade levels most appropriate for each building as well as the appropriateness of the facilities to offer the educational program as envisioned by the district.

III. SCOPE OF WORK: PHASE THREE

Identify Alternatives

If requested and feasible, alternatives based upon the foregoing studies would be prepared. The alternatives would provide for adequate school facilities at each educational level. Such alternatives would, to the extent feasible, attempt to provide for the equality of educational opportunities for all children in the school district.

Each alternative would reference:

- a. projected enrollments and operational building capacities
- b. grade organization
- c. accommodation of present/proposed education programs
- d. facility modification/closure/construction/alternative use

Please note: This study does not include a capital asset and/or technology infrastructure assessment, nor does it include a security analysis, or a comprehensive student transportation analysis.

IV. THE PREPARATION OF THE STUDY

- A.** NESDEC would provide the staff for the conduct of the study. The Cheshire Board of Education/School Modernization Committee, acting through the Superintendent of Schools, would take such action as appropriate to facilitate the study. The Superintendent would make necessary arrangements to:
- provide access to municipal and school reports and records;
 - make available such files and summaries of data as are collected and maintained by the municipality and school system;
 - in the event that regional COVID-19 conditions become reduced, making it safe and advisable (and if agreeable to both parties), provide on-site access to school buildings and classrooms; and

- designate members of the staff of Cheshire to work with appropriate personnel of NESDEC.
- B.** It is understood that, in the course of this project, NESDEC may contact municipal officials, school administration and others as deemed appropriate in order to solicit their views and obtain their input.
- C.** Oral progress reports by telephone would be made to the Superintendent and/or liaison on dates and at times to be mutually agreed upon.
- D.** Six (6) copies of the final NESDEC report would be published in a format to be determined by the NESDEC study staff. The study report will be submitted to the Superintendent of Schools along with an additional copy of the report provided in the form of a PDF.
- E.** A concluding presentation of the final report of the study would be presented, likely via videoconference or telephone conference call, to the Board on a date and at a time deemed mutually acceptable.

TIMELINE OF THE STUDY

Typically, a project of this type can be completed within four to five months of the signing of an agreement or other agreed upon commencement date, contingent upon school vacation schedules; availability of school personnel, municipal officials, and other stakeholders; and availability of municipal and district documents and information.

NESDEC has consistently met deadlines for all project work. We invite verification from our references.

PROJECT DESIGN FLEXIBILITY

While the preceding describes a typical "Best Use Study", it should be noted that the process is flexible and can be varied to meet the needs of the District with respect to cost, timeline and scope. NESDEC would be happy to discuss the planning process in order to tailor it to the Superintendent's/Board of Education's expectations.

Please note: Some districts request geo-mapping services as part of their demographic study. While NESDEC understands the potential value of such mapping, we suggest checking first with the Board of Assessors, other municipal departments, or the student transportation provider as many municipalities have this technology available "in-house" through these departments. It is NESDEC's view that utilizing these periodically updated, in-house geo-mapping services can be more up-to-date, accurate and cost-effective than the maps generated on a one-time basis by an outside contractor.

COST

The total fixed cost to Cheshire Public Schools for the entire study (Phases One, Two and Three) as detailed in this Proposal would be **\$19,880**.

If the project is conducted in three separate phases, the cost for each phase would be as follows:

PHASE ONE

Student Enrollment Projections and Community Demographics, including school-by-school projections: \$8,600 (\$10,750 less the 20% NESDEC affiliate discount of \$2,150).

One-half of this amount, \$4,300, would be due at the signing of an agreement. The remaining one-half, \$4,300 would be due and payable within 30 days of the completion and submission of the final Demographic Study report.

PHASE TWO

Capacity Analysis: \$5,960 (\$7,450 less the 20% NESDEC affiliate discount of \$1,490).

One-half of this amount, \$2,980 would be due at the signing of an agreement for, or commencement of, Phase Two. The remaining one-half, \$2,980 would be due and payable within 30 days of the completion and submission of the final Capacity Analysis report.

PHASE THREE

Identifying Alternatives: \$5,320 (\$6,650 less the 20% NESDEC affiliate discount of \$1,330).

One-half of this amount, \$2,660 would be due at the signing of an agreement for, or the commencement of, Phase Three. The remaining one-half, \$2,660 would be due and payable within 30 days of the completion and submission of the final Identification of Alternatives report.

TOTAL FIXED COST OF PROJECT

PHASE ONE:	\$8,600
PHASE TWO:	5,960
PHASE THREE:	5,320
TOTAL	\$19,880

Additional Scope

Additional scope of work, if requested by the district and agreed to in advance by NESDEC, would be conducted at a cost of **\$195 per consultant hour**, plus reasonable expenses.

This price quote will remain in effect through October 30, 2020.

NESDEC AFFILIATION

*** Cheshire Public Schools is an affiliate of NESDEC and entitled to a 20% discount on our contracted professional services.**

NESDEC PROJECT TEAM

John H. Kennedy, M.A. Staff Associate, Field Leader

Mr. John Kennedy has been an educator for over thirty years. He received his B.A. from Villanova University and a M.A. from Boston College. He has served as a Director of Curriculum, Assessment and Professional Development and a K-12 Curriculum Coordinator. Prior to that, he was a Department Chairperson and Classroom Teacher. He has had extensive experience with curriculum mapping, standards alignment and assessment, and professional development planning and implementation. He has also served as a Title I Director. Mr. Kennedy has led several Department of Education workshops and seminars on a range of topics related to improving academic achievement. He has served as an Assistant Chair on an NEASC Visiting Committee and he was a member of the committee that developed the Massachusetts Social Studies Curriculum Framework. Mr. Kennedy has participated in and served as Team Leader for numerous NESDEC facilities planning projects throughout New England.

Donald G. Kennedy, Ed.D. Demographic Specialist

Dr. Kennedy received his Bachelor's degree from Colby College, his Masters from Wesleyan University and his Doctorate from the Harvard Graduate School of Education. He has been Superintendent of Schools in Maynard and Duxbury, Massachusetts and held numerous administrative positions in the Weston, Massachusetts School District. Dr. Kennedy has taught at the graduate level and has consulted with many school districts in matters of curriculum, facility planning, organizational development and early childhood education. Dr. Kennedy has also done extensive work in the area of school enrollment forecasting. He has served as Team Leader for studies in over one hundred school districts throughout New England.

Karen LeDuc, Ph.D. Senior Staff Associate

Dr. Karen LeDuc is an experienced educator with a demonstrated history of working in primary/secondary education and higher education. Her major areas of expertise are Planning and Management, Curriculum Design and Review, Educational Technology, Instructional Design, and Leadership. She is a strong business development professional with a Ph.D focused in Educational Studies from Lesley University. Prior to her work with NESDEC, she served as the Assistant Superintendent for Teaching and Learning for the Public Schools of Dover and Sherborn (MA) and Assistant Superintendent of the Natick, Massachusetts Public Schools. She previously served the Framingham schools as a reading specialist, literacy and math teacher and mathematics curriculum coordinator. Dr. LeDuc has also taught as an adjunct professor at Framingham State University, Lesley University and Fitchburg State University.

Arthur L. Bettencourt, Ed.D.
Executive Director

Dr. Bettencourt received his B.A. from Salem State College, his Master's degree from Tufts University, and his Doctorate from Boston University. He served as a Superintendent of Schools in Massachusetts for twenty-one years. Prior to working as a Superintendent, he held several administrative positions in public schools. Dr. Bettencourt has been a Lecturer at Simmons College in Boston, Massachusetts, and has been active in the training and preparation of educators at the graduate level. He also served on the Boston University PreK-12 Educational Advisory Committee. Dr. Bettencourt has offered numerous professional development workshops in school governance, planning and organizational development, leadership entry, career path development, and curriculum design. While serving as a superintendent, Dr. Bettencourt administered several school construction and renovation projects at both the elementary and secondary levels. He is on the Board of Directors of the National School Development Council and recently served as the organization's president. He is also on the editorial board of the *Journal for Leadership and Instruction*, an international, peer-reviewed research journal for educational professionals. Dr. Bettencourt coordinates all of NESDEC's executive search and planning projects, and has worked for the firm since 2004.

RESUMES OF NESDEC PROJECT TEAM

JOHN H. KENNEDY, M.A.
38 Nature View Drive
Uxbridge, MA 01569

EDUCATION:

Master of Arts

Boston College, Boston, MA

Bachelor of Arts

Villanova University, Villanova, PA

**PROFESSIONAL
EXPERIENCE:**

Senior Staff Associate, Planning and Management

New England School Development Council

**Director of Curriculum Assessment and Professional
Development**

Millis Public Schools

Millis, MA

Social Studies Curriculum Coordinator, Grades K-12

Medway Public Schools

Medway, MA

Teacher, Social Studies

Medway Public Schools

Medway, MA

**RELATED
EDUCATIONAL
EXPERIENCE:**

- Served on the state committee that developed the Massachusetts Social Studies Framework
- Led the NEASC self-study and standards implementation
- Presented at Department of Education seminars on topics such as Improvement Plan Development and Standards-based Curriculum Implementation
- Served as the district liaison to the Department of Education regarding numerous topics

DONALD GERRY KENNEDY, Ed.D.
143 Chestnut Circle
Lincoln, MA 01773

EDUCATION:

Doctorate

Harvard Graduate School of Education, Boston, MA
Education

Coe Fellow

Stanford University, Stanford, CA
U.S. History

Master of Arts

Wesleyan University, Middletown, CT
Teaching (History)

Bachelor of Arts

Colby College, Waterville, ME
American Civilization

**PROFESSIONAL
EXPERIENCE:**

Team Leader, Planning and Management, New England
School Development Council

Superintendent of Schools, Maynard Public Schools, MA

Superintendent of Schools, Duxbury Public Schools, MA

Interim Superintendent of Schools, Weston Public Schools, MA

Assistant Superintendent; Assistant to Superintendent,
Personnel; Program Director (K-12 curriculum), Weston Public
Schools, MA

Teacher and Director of Social Studies

K-12, Weston Public Schools, MA

Teacher, Guilford High School, CT (intern)

Personnel Officer, U.S. Air Force

**ASSOCIATED
EXPERIENCE:**

- MCAS – Massachusetts Assessment Development Committee in History/Social Science for Mass. Department of Education
- Board of Directors, Lexington Montessori School
- Adjunct Faculty, UMass – Lowell
- Lecturer, Suffolk University
- Teaching Fellow, Harvard University
- Trainer, City of Boston secondary school teachers
- Author of Social Sciences Study Guide, Atlantic Monthly

KAREN LEDUC, Ph.D.
111 Myrtle Street
Ashland, MA 01721

EDUCATION:

Doctorate

Lesley University, Boston, MA
Educational Studies

Master of Education

Lesley College, Boston, MA
Curriculum and Instruction

Bachelor of Arts

Framingham State College, Framingham, MA
Elementary Education

**PROFESSIONAL
EXPERIENCE, K-12:**

New England School Development Council

Senior Staff Associate, Planning/Management

The Education Cooperative

Coordinator of TEC Administrator Leadership and Licensure
Program

Public Schools of Dover and Sherborn, MA

Assistant Superintendent

Natick Public Schools

Assistant Superintendent

Framingham Public Schools

Mathematics Curriculum Coordinator
Literacy Specialist
Educator (Literacy and Mathematics; Title I Teacher)

**PROFESSIONAL
EXPERIENCE,
HIGHER EDUCATION:**

Framingham State University

Associate Professor

Lesley University

Adjunct Professor

ARTHUR L. BETTENCOURT, Ed.D.
148 Union Street
Norfolk, MA 02056

EDUCATION:

Doctorate

Boston University, Boston, MA
Educational Leadership/Systems Development and Adaptation

Master of Education

Tufts University, Medford, MA

Bachelor of Arts

Salem State College, Salem, MA
Biology

**PROFESSIONAL
EXPERIENCE:**

Executive Director

New England School Development Council

Lecturer

Simmons College, Boston, MA

Executive Consultant

New England School Development Council

Superintendent of Schools

Medway Public Schools, Medway, MA

Superintendent of Schools

Supervisory Union No. 47
Bolton and Stow, MA

Principal, Assistant Principal

Dover Public Schools
Dover, NH

Science Department Curriculum Associate (Chair)

Weeks Junior High School
Newton Public Schools
Newton, MA

Science Teacher

Weeks Junior High School
Newton Public Schools
Newton, MA

REFERENCES (PARTIAL LIST)

Grafton, MA (2019)	Dr. James Cummings, Superintendent, 508-839-5421 Mr. Daniel Gale, Director of Business and Finance
Torrington, CT (2019)	Ms. Susan Lubomski, Superintendent, 860-489-2327 Mr. Ed Arum, Director of Business Services
West Springfield, MA (2019)	Mr. Michael Richard, Superintendent, 413-263-3289
Hingham, MA (2019)	Dr. Paul Austin, Superintendent, 781-741-1500
Dighton-Rehoboth RSD, MA (2019)	Dr. Anthony Azar, Superintendent, 508-252-5000, X5134 Ms. Catherine Antonellis, School Business Administrator
Gorham, ME (2018)	Ms. Heather Perry, Superintendent, 207-222-1012
Milford, MA (2018)	Dr. Kevin McIntyre, Superintendent, 508-478-1100 or Mr. Craig Consigli, Assistant Superintendent
North Attleborough, MA (2018)	Mr. Scott Holcomb, Superintendent, 508-643-2100
SAU #17, NH (2018) (Sanborn RSD)	Mr. Thomas Ambrose, Superintendent, 603-642-3688
Scituate, RI (2018)	Dr. Lawrence Filippelli, Former Superintendent (current Superintendent in Lincoln, RI), 401-726-2150
Springfield, MA (2018)	Mr. Daniel Warwick, Superintendent, 413-787-7088
Wilton, CT (2018)	Dr. Kevin Smith, Superintendent, 203-762-3381
Chelsea, MA (2017)	Dr. Mary Bourque, Superintendent, 617-466-4477
Easton, Redding, Region 9, CT (2017)	Dr. Thomas McMorran, Superintendent, 203-261-2513
Hebron, CT (2017)	Mr. Timothy Van Tasel, Former Superintendent 860-228-2577
Medfield, MA (2017)	Dr. Jeffrey Marsden, Superintendent, 508-359-2302
SAU #85 (Sunapee), NH (2017)	Mr. Russell Holden, Superintendent, 603-763-7627
Saugus, MA (2017)	Dr. David DeRuosi, Superintendent, 781-231-5000
North Kingstown, RI (2016)	Dr. Phil Auger, Superintendent, 401-268-6400 Ms. Mary King, Director of Administration, 401-268-6410

