Massachusetts School Building Authority
School District Educational Profile Questionnaire (the "Questionnaire")

Date: October 28, 2025

Name of School District: Whittier Regional Vocational Technical High School

Name of Priority Statement of Interest School: Whittier Regional Vocational Technical High School

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As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2024 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District's facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate. Additionally, please complete any non-pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Whittier Regional Vocational Technical High School	9-12	9-12	1973	N/A	375,000	Y

B. Using the space below, please describe how students' progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South

Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was prepopulated.

Whittier Regional Vocational Technical High School, located in Haverhill, is a public regional vocational/technical high school serving students in grades 9 through 12. The school serves three cities and eight towns, including the cities of Amesbury, Haverhill, and Newburyport, as well as the towns of Georgetown, Groveland, Ipswich, Merrimac, Newbury, Rowley, Salisbury, and West Newbury.

Students typically attend their local elementary and middle schools before applying to Whittier Tech for high school. Admission to Whittier Tech is open to students from all 11 member communities. Prospective students must submit an application through their local school counselor, the Whittier Tech Guidance Office, or via an online application portal. Applications for fall admission are due by January 1st for enrollment in the following school year.
Each year, Whittier Tech receives over 600 applications for enrollment. The school currently has an enrollment cap of 1,300 students and maintains a waitlist of approximately 220 students for the FY 2026 school year. Due to increasing interest in vocational and technical education, the school has seen a steady rise in applications.

Beginning with the 2026-2027 school year, Whittier Tech will implement an unweighted lottery system to allocate seats. This lottery will apportion seats based on each town's or city's population within the district, in compliance with the Department of Elementary and Secondary Education's guidelines for Chapter 74 vocational programs. The number of students admitted from each community will correspond to the proportion of that community's population relative to the total enrollment of the incoming class, the Class of 2030.

City/Town	% for Apportionments	Class of 340 # of Actual Students	Class of 350 # of Actual Students	Class of 360 # of Actual Students
AMESBURY	8%	27	28	29
GEORGETOWN	4.00%	14	14	14
GROVELAND	3.00%	10	11	11
HAVERHILL	68.00%	231	237	245
IPSWICH	3.00%	10	11	11
MERRIMAC	3.00%	10	11	11
NEWBURY	2.00%	7	7	7
NEWBURYPORT	2.00%	7	7	7
ROWLEY	2.00%	7	7	7
SALISBURY	4.00%	14	14	14
WEST NEWBURY	1.00%	3	3	4
		340	350	360

SECTION TWO: Current Priority Statement of Interest School, Whittier Regional Vocational Technical High School

A. Please complete the chart below indicating the number of each room type currently in the Whittier Regional Vocational Technical High School. Please use the Comments column to further describe a program, if applicable.

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	*N/A*	
Kindergarten (indicate full/ half day in the Comments column)	*N/A*	
Grade 1	*N/A*	
Grade 2	*N/A*	
Grade 3	*N/A*	
Grade 4	*N/A*	
Grade 5	*N/A*	
Grade 6	*N/A*	
Grade 7	*N/A*	
Grade 8	*N/A*	
Math (Grades 9-12)	*15*	
Science/ General Classroom (Grades 9-12)	*6*	
Science Lab/ Demonstration (Grades 9-12)	*6*	
Social Studies (Grades 9-12)	*9*	
English (Grades 9-12)	*15*	
World Language (Grades 9-12)	*3*	
Other (indicate program in the Comments column)	*2*	*1-* English Language Learner *2-* Personal Financial Literacy
SPECIAL EDUCATION	*2*	
ART	*1*	
MUSIC	*0*	
Practice Rooms	*0*	

HEALTH & PHYSICAL EDUCATION		
Adaptive PE Spaces	*2*	
Gymnasium	1	
MEDIA CENTER	*1*	
DINING & FOOD SERVICE	*1*	All students eat in the one cafeteria. Therefore, there are 4 lunch periods
MEDICAL SUITE		
Nurses' Office	1	The Nurse's office is located on the main floor but has no access to the outside of the building for ambulatory services.
ADMINISTRATION & GUIDANCE	27	On the main floor there is the Main Office housing 6 offices (the Principal/Assistant Superintendent, the Associate Principal, the Director of Pupil Personnel, 2 school psychologists, and the Special Education Team Chair. In addition, on the main floor is the Guidance Office which houses 8 offices, 4 school counselor, 3 school adjustment counselors, and the Guidance department Head. The third floor is home to the Superintendent's office (the Superintendent and Human Resource Director), the Business Office (with the Business Manager, the Comptroller, Accounts e Payable, Facilities Manager, and Payroll/Benefits

		Specialist), the Athletic Director Office, the Curriculum /Vocational Office (1 Academic Curriculum Coordinator and 2 CTE Coordinators). The top floor holds the Assistant Principals' Offices and there are two of them.
OUTDOOR LEARNING	0	There are no designated outdoor learning spaces. However, the Physical Education Department does utilize the athletic fields when the weather permits and if the planned activity aligns with the curriculum.
AUDITORIUM	1	This space is in its original form and has limited ADA access.
NATATORIUM	N/A	
DESE APPROVED CHPT 74 SPACES	23	Advanced Manufacturing Auto Body Collision Auto Technology Business Technology Carpentry Cosmetology Culinary Arts Dental Assisting Design/Visual Comm. Drafting Electrical Electronics & Robotics Engineering HVAC-R Health Assisting Hospitality Management Marine Service Tech Marketing Education Masonry Medical Assisting Metal Fabrication Plumbing & Heating

NON-CHPT 74 ENRICHMENT PROGRAM	N/A	
ROOM TYPE	**No. of Rooms** (e.g. N/A, 1, 2, etc.)	**Comments**
SPACES		
NON-SCHOOL DISTRICT SPACES	4	Transportation Garage Maintenance Office Wastewater Treatment Plant WREA Union Office
OTHER *(indicate type of program in the Comments column)*	13	CTE related instruction classrooms for 10 of the Chapter 74 approved programs. Advanced Manufacturing Auto Body Auto Technology Cosmetology Electrical HVAC-R Marine Service Tech Marketing Masonry Plumbing & Heating Also, there are two Teacher's Room space IT Department

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

Whittier Regional Vocational Technical High School is housed in a facility constructed in 1973, employing an open classroom design concept that was prevalent during that period. This architectural approach was subsequently discontinued due to its limited effectiveness in supporting evolving pedagogical practices. Over the past 53 years, the institution has undertaken extensive efforts to maintain and adapt the existing infrastructure to meet contemporary educational requirements.

As enrollment and program offerings expanded, the originally open spaces were subdivided into enclosed classrooms and instructional areas to enhance functionality and support structured teaching methodologies. While these modifications improved instructional efficacy, they adversely impacted the building's mechanical and environmental systems, including but not limited to HVAC (heating, ventilation, and air conditioning), air quality, and fresh air circulation. Furthermore, many of the newly created interior spaces lack access to natural daylight and were constructed without integrated fire suppression systems, specifically sprinklers. In accordance with local safety regulations and requirements set forth by the City of Haverhill Building Inspector, the facility will not receive approval for any additional major renovations unless a comprehensive sprinkler system is installed to ensure compliance with fire safety standards.

Core Spaces: At this time, Whittier has tried to keep the Core academic courses located "near" each other, for example English and Math class in a common location. The common location allows teachers to work collaboratively within their PLC (Professional Learning Communities). Whittier Tech has experienced much success with 100% of the student body passing the MCAS for the past 18 years and attributes this success to the implementation and continuation of the PLC meetings/learning communities. The Science Department is the one discipline that is currently the most fragmented in the building due to the specialized "lab" space necessary for Biology and Chemistry classes and the locations of current resources. The academic teachers have also struggled with noise, dust, and fumes from some of the CTE program locations being scattered throughout the academic areas. This is especially difficult for teachers and students when mid-year, final exam, and/or MCAS testing is taking place.

Special Education: The Special Education Department occupies 2 classrooms exclusively; the rest are general education inclusion. The Special Education Department utilizes office spaces in the library for office spaces and testing spaces. One of the offices is shared by three people, one is shared between the Speech Therapist and as a testing space, and the fourth room, which is a utility room, is also used for testing. Four Special Education teachers share offices on the 4th floor. The remainder are divided among classrooms.

Career and Technical Education (CTE) Programs: Most of the "related classrooms" that were originally adjacent to or in close proximity to their specific vocational programs have since been repurposed as academic classrooms. Whittier Tech currently offers 23 Chapter 74 Approved Vocational-Technical Programs, the majority of which are operating at full capacity. To accommodate the increasing number of enrolled students, Whittier Tech employs innovative scheduling techniques and has reconfigured shop layouts where feasible.

The district maintains a proactive approach in assessing available space and implementing necessary modifications or renovations. However, relocating or extensively renovating technical programs to optimize space efficiency is no longer a viable option. Over recent years, Whittier Tech has secured several Capital Skills Competitive Grants to support renovations in various programs, including Health Assisting, Dental Assisting, Medical Assisting, Advanced Manufacturing, Marine Service Technology, HVAC-R, and

Metal Fabrication/Welding. These grants have facilitated essential updates to the existing program spaces.

Despite these efforts, the City of Haverhill Building Inspector has informed Whittier Tech that no additional building permits will be issued until a comprehensive, building-wide sprinkler system is installed. This mandate will significantly restrict the school's ability to pursue future Capital Skills Competitive Grants and will impede any major renovations, updates, relocations, or expansions of existing program spaces. Based on our most recent estimate for five technical areas the cost to install a sprinkler system would be $450,000. Given that the campus encompasses 23 technical areas, in addition to a full complement of academic classrooms, the projected overall investment would be substantially greater.

Several vocational program locations present ongoing challenges. For instance, the Allied Health programs (Dental Assisting, Health Assisting, and Medical Assisting) and the Electrical Department are currently housed on the third floor, surrounded by History and Science classrooms. These arrangements create difficulties due to noise interference, limited space, restricted access for receiving supplies, and the continual need to maintain up-to-date, state-of-the-art technology. These challenges will persist unless significant facility improvements are made.

Allied Health: A portable classroom was created for the Allied Health program, (which consists of Health Assisting, Dental Assisting, and Medical Assisting) as their student enrollment exceeded the amount of classroom and practical space assigned to them.

Culinary Arts/Hospitality: The in-house public restaurant, the Poet's Inn, is unable to utilize the outdoor space and/or open the doors for fresh air, due to the fact that the shipping and receiving dock is directly outside their location and fumes from trucks making deliveries create an unappealing and unhealthy situation for students, teachers and guests. The large dumpster for the maintenance department is also located directly outside the restaurant. There is no classroom space for this CTE area.

Cosmetology: Related classroom is located on the 4th floor and not in proximity to their Salon which serves the public. The Cosmetology program's public salon, which is operated by the Senior class, is located two floors away on the 2nd floor of the building.

Auto Body and Automotive Technology: These two departments are located in the back of the school building and are not easily accessible to the public who are able to utilize these resources. In addition, both locations pose security issues, as these departments have daily deliveries for parts as well as customer vehicle drop-offs and/or pick-ups.

Library: The library is currently used for book storage and special education offices, special education testing, the Media Center, classroom space for elective media courses, small group tutoring, and additional IT storage. During COVID-19 portable office spaces were installed for special education staff to tutor small groups of students. This area was built as an open concept space spanning two floors which to this day remains

unenclosed to the fourth floor and becomes very noisy when students are changing classes.

IT Department: The IT department operates out of two connected spaces that were previously used for storage space. It is located at the south end of the building, which is not ideal for students and/or teachers that need IT support. This space does not have sufficient storage space, natural lighting, proper ventilation or spaces to provide teacher and student support.

Maintenance Space: The Maintenance Department utilizes one of the vocational "related" classrooms, as their supply room, locker space, lunchroom, and workspace. This "classroom" does not have access to the exterior of the building for equipment and supply deliveries.

Transportation Department: Whittier Tech has its own bus fleet, which currently consists of 28 buses and 7 vans that require maintenance and housing. The Transportation Department took over the relocated and now "closed" Diesel Technology program space thirty years ago when the Diesel program was combined with the Automotive Technology program due to decreasing enrollment in Diesel. The Transportation/Bus Maintenance Dept. has outgrown this space, and a larger space is needed for both storage and bus/van repair and servicing. This existing area is also where the Transportation Coordinator has a less-than-ideal office space. In addition, there is no designated meeting/training space that can comfortably house the director, drivers and maintenance staff. Meetings are presently held in the Automotive Collision Repair related room when available which significantly limits when and for how long meetings can be held.

Cafeteria - The cafeteria, due to its size, is unable to accommodate the entire student body in fewer than four lunch sittings. There is no outdoor seating available. In addition, the teacher's lunchroom is located within the cafeteria space and is devoid of natural light as it has no windows to the interior of the cafeteria or the outside.

Nurses Office – The Nurses office is located on the main floor of the school and does not have access to the exterior of the building which makes patient transport for ambulatory services difficult. The existing layout of the nurse's office creates a challenge in maintaining confidentiality. In addition, the existing elevators do not traverse all four floors and are not large enough to safely hold a stretcher.

C. Using the space below, provide information about Whittier Regional Vocational Technical High School's current teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

Whittier's academic program is designed to provide students with a strong foundation in essential skills through a comprehensive core curriculum, which includes English, Mathematics,

Science/Technology, Social Studies, World Languages, Physical Education/Health, and a variety of elective courses. This curriculum is structured sequentially to accommodate students of varying abilities and to promote academic success. Wherever practical and mutually beneficial, academic courses are integrated with Career and Technical Education (CTE) programs to enhance learning outcomes.

Advanced-level courses are available in all academic disciplines to support students seeking to further their education. Additionally, Whittier Tech partners with Northern Essex Community College to offer students the opportunity to earn college credits in English Composition 101 and 102, as well as several elective courses. The school also provides Advanced Placement (AP) coursework in Calculus AB.

Since the fall of 2013, Whittier Tech has been a 1:1 iPad school, equipping each student with an individual iPad to support digital learning and technology integration across the curriculum.

SECTION THREE: Proposed Priority Statement of Interest School, Whittier Regional Vocational Technical High School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the 'Room Type' column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2024 Statement of Interest and as discussed during the District's Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the 'Room Type' column should include all grades between Grade K and Grade 8).

ROOM TYPE	**No. of Rooms** (e.g. N/A, 1, 2, etc.)	**Comments**
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	*N/A*	
Kindergarten (indicate full/ half day in the Comments column)	*N/A*	
Grade 1	*N/A*	
Grade 2	*N/A*	
Grade 3	*N/A*	
Grade 4	*N/A*	
Grade 5	*N/A*	
Grade 6	*N/A*	

Grade 7	*N/A*	
Grade 8	*N/A*	
Math (Grades 9-12)	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
Science Instructional Space (Grades 9-12)	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
Social Studies (Grades 9-12)	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
English (Grades 9-12)	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
World Language (Grades 9-12)	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
Other (indicate program in the Comments column)	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
SPECIAL EDUCATION		
Confidential Office Space	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
Testing Space	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
IEP Meeting Space	*TBD*	*Feasibility Study needed based on updated enrollment capacity*
ART	*1*	
MUSIC	*1*	
Practice Rooms	*3*	
HEALTH & PHYSICAL EDUCATION		
Adaptive PE Spaces	*3*	
Gymnasium	*1*	

Practice Gymnasium	*2*	
Athletic Trainer – Treatment Room	*2*	
Equipment Room	*1*	
Locker Rooms boys and girls (1) boy (1) girl	*2*	
Visiting Team locker rooms boys and girls (1) boy (1) girl	*2*	
MEDIA CENTER 1	2	*1. A functional media center with up-to-date technology* *2. School Committee Meeting Room*
DINING & FOOD SERVICE	*Larger Area*	The cafeteria needs expansion – current size requires four lunches. There is no outdoor dining
MEDICAL SUITE		
Nurses' Office	1	Access needed to exterior of the building and an elevator that can accommodate a stretcher
Treatment Rooms	5	
ADMINISTRATION & GUIDANCE	30	Administration: Centralized location Larger Conference Rm Guidance: Larger space due to enrollment and confidentiality issues
OUTDOOR LEARNING	4	Outdoor spaces for: 1. Masonry 2. Carpentry 3. Science 4. Culinary Arts
AUDITORIUM	1	Access to exterior of the building and full ADA compliance
NATATORIUM		

DESE APPROVED CHPT 74 SPACES	TBD	All current 23 State Approved Chapter 74 programs. Looking into adding 5 new CTE programs
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	15	2 designated spaces per CTE Cluster = 10 1 Tutor Space per academic area = 5
NON-SCHOOL DISTRICT SPACES	TBD	Transportation Garage Maintenance Office Waste Water Plant WREA Union Office
OTHER *(indicate type of program in the Comments column)* Additional Access Road – Safety Concern Bathrooms – Additional staff and student bathrooms Northern Essex Community College Available/Open classroom and offices if shared/blended campus is selected	TBD	*Feasibility Study needed based on updated enrollment capacity*

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

Core Spaces: Whittier would like academic disciplines to be located within the same area. Centralized academic areas will allow teachers to work more easily within their Professional Learning Communities. As mentioned prior, Whittier Tech has experienced much success with 100% of the student body passing the MCAS exam for the past 18 years. Whittier Tech attributes much of this success to the implementation and continuation of the PLC meetings/learning communities. In addition, Technical Programs that are noisy and create fumes/dust should not be located near academic classrooms to allow for less distraction during instruction.

Special Education: The Special Education department needs to have appropriate office and testing spaces for various reasons, but most importantly, to effectively maintain confidentiality. The Team Leader should also have an office space that can accommodate the annual IEP meetings in a location that offers confidentiality as well as access to the exterior of the building to mitigate security concerns. More office space is also needed for specialty offices such as Speech Therapists, School Psychologists, testing services, etc.

Career and Technical Education (CTE) Programs: All CTE related classrooms need to be in close proximity to their specific CTE department. Better supervision, elimination of distractions and the ability to work and utilize technology at an ergonomically appropriate desk space are but a few of the reasons as to why this is needed. Technical programs that are noisy and/or receive supplies on a regular basis should have access to the exterior of the building and away from the academic areas. As mentioned above, the Allied Health areas (Dental Assisting, Health Assisting, and Medical Assisting) and Electrical Departments are currently on the third floor and are surrounded by the History and Science Department classrooms. The noise these programs generate and the lack of access to the outside of the facility make supervision of students a challenge during daily cleanup as well as in instances when the teacher needs to leave the shop area to retrieve supply deliveries. Lack of adequate storage for CTE programs is also a concern as supplies presently cannot be economically purchased in bulk due to limited storage space.

The Library/Media Center - The open concept of this area significantly impacts its ability to be used for any instructional purpose. Whittier needs an ergonomically designed media center That can support and adapt future educational needs. Ideally, this area could be combined with a space conducive to specialized professional development offerings as well as a work space/resource room for staff. A separate school committee working/meeting space with appropriate technology.

IT Department: Ideally, the IT department should be located in a centralized area in order to deliver more efficient service. This area will need to be large enough for adequate storage space and for meeting spaces that can better serve students/staff who require technical assistance.

Auditorium - The auditorium is one area that has not seen many upgrades since the school was constructed in 1973. For better accessibility as well as enhanced safety, the auditorium should ideally be directly accessible from the exterior of the building and be fully ADA compliant.

Maintenance Space: The Maintenance Department needs a dedicated, larger space that can accommodate storage for maintenance supplies and provide a workspace for the maintenance staff. Currently the department is utilizing one of the "related" classrooms as their supply room, locker space, lunchroom, and workspace. This space also needs direct access to the exterior of the building for deliveries.

Transportation Department: A larger space is needed for both storage as well as for the servicing and repairs of buses and vans. In addition, the District has 35 bus drivers for which the Transportation Dept. lacks a designated meeting space as well as easy access to lavatories. The department would be more efficient if the transportation coordinator, drivers, and the bus maintenance staff had a meeting space of their own.

Cafeteria - The cafeteria needs expansion in order to reduce the number of lunches which is currently four. Also, a new teacher's lunch area is needed that offers natural lighting and adequate eating and food storage spaces.

Nurses Office - The Nurses office needs expansion to accommodate the student and teacher population. Most importantly this office needs exterior access for confidentiality and ambulatory services. It is also important to note that the current elevator in the school cannot accommodate a patient stretcher as the elevator is too small. This poses a problem in the event of anyone needing ambulatory services from the 4th floor. (The freight elevator could be used for access to the third floor, but not the 4th.)

Access Road - The school only has ONE access road to the facility. This is and has been a concern for years. In the event of an emergency, this can pose a serious safety and evacuation concern for the district. In addition, there is no road access to the rear of the building that could accommodate a fire truck or other emergency vehicle.

Bathroom Facilities - The bathroom facilities are limited in number for both students and staff. The few student bathrooms that exist possess only two or three stalls which are woefully inadequate to service our student population. Also, the bathrooms are not ADA compliant which continues to be real need and disservice to the students

Northern Essex Community College Blended/Shared Campus - This partnership would create a "third-way" that not only strengthens enrollment in communities that need it most but also unlocks new opportunities for students. By expanding early college access and broadening CTE pathways, we will empower current and future students to pursue advanced skills, higher education, and meaningful career pathways that might otherwise have been out of reach.

C. Using the space below, provide information about the Whittier Regional Vocational Technical High School's *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.

Whittier Tech's current teaching methodologies and practices have consistently proven successful, as evidenced by annual positive placement rates exceeding 94%. The school's robust cooperative education program places over 80% of seniors in their chosen vocational and technical fields. In addition to strong placement outcomes, Whittier Tech students have achieved a 100% pass rate on the MCAS exam since 2007. In 2024, the school reported an overall four-year graduation rate of 97.5%, significantly higher than the state average of 88.4%. The graduation rate for students with disabilities was 100%, compared to the state average of 75.4%, while the dropout rate was less than 1%, well below the state average of 2%.

Despite these positive outcomes, student enrollment in member community school districts—excluding Haverhill—has trended downward over recent years, while Whittier's enrollment continues to rise.

Our proposed teaching methodology will provide an innovative opportunity to develop a blended/shared campus model between Northern Essex Community College (NECC) and Whittier Tech. This proposed campus would be an opportunity to develop a modern, innovative learning environment that will benefit students, communities, and regional workforce needs for generations to come. Through analysis of data collected by the UMass Donahue Institute's Economic & Public Policy Research Group—including demographic and economic benchmarking, community interviews, labor market scans, a review of funding sources, case studies of shared campus models, and recommended best practices for effective collaboration, it is clear that a NECC-Whittier Tech shared campus model would be an innovative teaching methodology and would be one of the first of its kind within Massachusetts.

This proposed teaching methodology will create a collaborative model that will undoubtedly open doors that were previously out of reach for many students, including first generation college students, students of color, English language learners, students with disabilities, and low-income students. This blended/shared campus teaching methodology will support secondary and postsecondary linkages while also providing our students with the opportunity to obtain industry-recognized credentials, apprenticeships, and college credits towards a Certificate, Associate, or even Baccalaureate degrees.

By creating pathways for early college enrollment and career and technical education (CTE) program pathways leading to a higher education degree, we will provide students, including underrepresented students in higher education with a not only a thoughtful academic pathway that is aligned with Mass Transfer courses, but we will also provide transformative opportunities that will empower students to access higher education, develop in-demand skills, and pursue meaningful careers that might otherwise have remained beyond their reach.

Whittier Tech aims to accommodate all students who apply through future renovations or replacement of the current facility. However, with the existing enrollment cap set at 1,300 students and the implementation of new Department of Elementary and Secondary Education (DESE) admission protocols, this goal is unattainable within the current building. The elimination of the admission cut-off score by the state reflects a commitment to providing access to career and technical education for all interested students. To fulfill this commitment, Whittier must increase its capacity through renovation and expansion of the existing structure or construction of a new facility.

When Whittier was originally constructed, open-concept floor plans were popular; however, energy crises soon prompted the enclosure of open spaces to improve energy efficiency. Over time, areas of the building have been repurposed, renovated, or closed as CTE programs evolved to meet industry demands.

At this juncture, Whittier has reached its capacity limits for both enrollment and program expansion and requires support from the Massachusetts School Building Authority (MSBA) to remain responsive to future educational needs. As Whittier looks ahead, it is eager to collaborate

with MSBA to develop a state-of-the-art school facility that will serve the students and families of its eleven member communities for decades to come.

SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on Whittier Regional Vocational Technical High School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

From 2013 to 2014, the district engaged KBA Architects to conduct a comprehensive study of the Whittier facility and site. All eleven member communities were informed that this study was conducted in preparation for submitting a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA). Statements of Interest were submitted annually from 2015 through 2019, culminating in Whittier being invited into the MSBA Eligibility Period in December 2019.

A proposed building project was presented to voters on January 23, 2024, but was overwhelmingly defeated. The primary reasons cited for the project's failure in ten of the eleven communities included insufficient communication, concerns regarding the current regional agreement, and the total project cost. Following this, Whittier submitted a new Statement of Interest in 2024 to continue pursuing funding opportunities.

Since 2014, the Superintendent has hosted an annual spring breakfast meeting for finance managers from all member communities to discuss budgetary and financial matters. During these meetings, the finance managers have received regular updates on the district's building renovation needs and the status of the SOI submissions.

In addition, the Superintendent and Business Manager attend at least one annual meeting with the Boards of Selectmen or City Councils of the member communities, providing ongoing updates regarding the SOI process and facility plans, while also exploring a partnership with Northern Essex Community College to identify ways to better meet the needs of our sending communities.

Whittier's School Committee holds monthly meetings where the Administration provides frequent updates on the proposed building renovation and its status with MSBA. These meetings are publicly recorded, broadcast on local television, and remain accessible for viewing on the respective community websites, ensuring transparency and continued engagement with all stakeholders.

On January 27, 2025, the Whittier Tech Municipal Group was established. This advisory group convenes monthly to review developments related to Whittier Tech and the new Statement of Interest, promoting transparent and strategic communication across all eleven member communities. Each community is represented by at least one municipal leader, and three representatives from Northern Essex Community College consistently attend, providing critical

input to ensure alignment with postsecondary pathways and collaborative initiatives that expand educational opportunities for students.

In Fall 2025, a new Regional Agreement Amendment Committee (RAAC) was formed to review and amend the current Whittier Tech Regional Agreement. The RAAC consists of one voting member from each member community and four non-voting members from the Whittier Tech School Committee.

Furthermore, in September 2025, a School Building Committee was established, including representatives from all member communities, to oversee the planning and implementation of the facility project.

To further promote engagement, Whittier Tech distributes a monthly newsletter titled **"The Future of Whittier Tech."** This publication features updates on progress with the Massachusetts School Building Authority (MSBA) and offers insights into academic and vocational life at Whittier Tech. Through this initiative, the district continues to build the future of Whittier Tech while honoring and celebrating the Wildcats of today.

In addition, the Whittier Tech District publishes **"The Wildcat Wire,"** a newsletter that showcases alumni achievements, community partnerships, student accomplishments, and developments related to the building project.

In the fall of 2025, our Whittier Tech Night School brochure was distributed to 72,000 families across our eleven cities and towns. The brochure also included an update on the potential Whittier Tech building project.

In 2024, Whittier Tech launched a dedicated website to support its forthcoming building project, with the goal of enhancing communication and transparency within the community. The website provides regular updates, key resources, and essential information regarding the project's objectives and progress.

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any **Executive Reports or Conclusions** of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

1. Coordinated Program Review
2. Master Plan/Facilities Plan - Strategic Plan & School Improvement Plan
3. NEAS&C Report
4. Municipal Working Group Agendas (sample)
5. Communication Plan PPT
6. UMass Donahue Report
7. Wildcat Wire
8. The Future of Whittier Tech

9. Signed Community Letter
10. Waste Water Treatment Plant Study
11. Whittier Tech Night School Brochure