

Weymouth School Committee
Budget Sub-Committee with Full School Committee
Agenda
June 24, 2020
6:00 p.m.

VIRTUAL – Please Note Location

Agenda:

- FY21 Budget Update
- Food Service Contract Update
- Transportation Cost Savings
- Extracurricular Stipends
- CTE Childcare
- Athletics Budget
- Adams Renovation and Education Plan

The three members of the Budget Subcommittee wish to encourage all members of the School Committee to attend and participate in budget discussions whenever they like. Because the Open Meeting Law requires that any meeting that includes a quorum of school committee members (4) deliberating on matters under their jurisdiction be posted as a meeting of the full committee, all Budget Subcommittee meetings are listed as full School Committee meetings.

Join Zoom Meeting

<https://us02web.zoom.us/j/88282170731?pwd=cnczejNHY25lVWh6NklMK2E1V0pPUT09>

Meeting ID: 882 8217 0731

Password: 1fftp2

One tap mobile

+13126266799,,88282170731#,,,0#,,093550# US (Chicago)



WEYMOUTH PUBLIC SCHOOLS

111 Middle Street 🐾 Weymouth MA 02189 🐾 781-335-1460 (P) 🐾 781-335-8777 (F)

Jennifer Curtis-Whipple, Ed.D., Superintendent
Brian E. Smith, Assistant Superintendent
Robert M. Wargo, Assistant Superintendent

jennifer.whipple@weymouthschools.org
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robert.wargo@weymouthschools.org

June 18, 2020

MEMORANDUM

TO: Weymouth School Committee Members;
Jennifer Curtis-Whipple, Ed.D., Superintendent

FROM: Brian E. Smith, Assistant Superintendent

RE: FY16 Audit Report

Please find attached details surrounding the FY16 End of Year Report (EOYR) agreed upon procedures.

Attached you will find a reconciliation of 'Schedule 1' from the FY16 EOYR. The audit was conducted by Eric A. Kinsherf, CPA in June of 2017. During the audit, Mr. Kinsherf identified costs paid by the Town that are reported on the EOYR. These expenditures are for costs that can be allocated to the School Department through a Letter of Agreement Between the Town of Weymouth and the Weymouth School Committee for the allocation of municipal expenses related to School Operating costs. In his report, Mr. Kinsherf identified a total of \$6,070,409 in Town expenses that could be allocated to the school department on the EOYR.

Below are the expense categories for your review with associated corrections identified on the EOYR Audit completed by Mr. Kinsherf:

1410 Business and Finance	(\$82,548)
1420 Human Resources	\$1
1435 Legal Settlements	
1450 Information Management and Technology	(\$3,111)
3600 School Security	\$330,419
4210 Maintenance of Grounds	(\$1,544)
4230 Maintenance of Equipment	\$5,237
5100 Employee Retirement Programs	\$2,855,656



5200 Insurance Programs	\$313,334
5250 Insurance for Retired School Employees	\$52,598
5260 Non Employee Insurance	\$220,024
5400 Short Term Debt Service/Interest (RANS)	
5450 Short Term Debt Service/Interest (BANS)	
5550 School Crossing Guards	\$53,396
7000 Acquisition, Improve and Replace of Fixed Assets	
8100 Long Term Debt Retirement/School Construction	\$1,962,600
8200 Long Term Debt Service/School Construction	\$490,378
8400 Long Term Debt Service/Educational Expenditures	
8600 Long Term Debt Service/Other	
9110 School Choice Tuition	(\$21,886)
9120 Charter Schools	<u>(\$104,145)</u>
Total FY16 EOYR adjustment	\$6,070,409

Thank you.



Bulletin

Bul-2020-09

FY2021 Cherry Sheets and Monthly Local Aid Distributions

TO: Municipal, Regional and Charter School District Officials

DATE: June 2020

FROM: Sean Cronin, Senior Deputy Commission, Division of Local Services

SUBJECT: FY2021 Cherry Sheets and Monthly Local Aid Distributions

The Division realizes the importance of local governments having guidance relating to both the FY2021 Cherry Sheet estimates and the basis for the upcoming fiscal year's monthly local aid payment. As a result of the COVID-19 outbreak, normal legislative action on the FY2021 state budget has been delayed, and the only budget proposal available is the Governor's. Therefore, DLS is unable to provide cherry sheet estimates at this time.

In regard to monthly aid distributions, after discussion with the Executive Office of Administration & Finance (A&F), DLS will base at least the first two months of FY2021 on the FY2020 cherry sheet estimates for Chapter 70, Unrestricted General Government Aid, State-owned Land and Elderly Exemptions. For the Charter Tuition Reimbursements and School Choice Tuition payments, we will use the final actual payments from FY2020 rather than the cherry sheet estimate, since these programs are based on student enrollment in out-of-district schools or charter schools.

Since the revenue side of the cherry sheet is reflecting FY2020 estimates, we have determined that the assessment programs will also use the FY2020 estimates. The only exception will be for the Charter Tuition assessments and the School Choice Tuition assessments as they relate to the receipt programs described above.

The July payment will be processed and payable on July 31st. If at that time the state budget is not final, the August payment will be made using the same methodology and will be payable on August 31st. We will re-evaluate our methodology as the FY2021 legislative process unfolds.

Questions regarding cherry sheets or distributions should be directed to databank@dor.state.ma.us.



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

Weymouth High School Athletic Department FY21 Budget Presentation

Overview

Revenue

<u>Type</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20 Actual (To Date)</u>
Gate Fees	\$56,000	\$57,000	\$53,000	\$40,000
User Fees	\$238,000	\$264,000	\$213,000	\$189,000
TOTAL	\$294,000	\$321,000	\$266,000	\$229,000

Expenses

<u>Type</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20 Actual (To Date)</u>
Game Workers	\$129,000	\$143,000	\$146,000	\$112,000
Supplies	\$37,000	\$99,000	\$100,000	\$48,000
Rental	\$41,500	\$30,000	\$43,000	\$57,000
Transportation	\$37,000	\$31,000	\$22,000	\$41,000
Other	\$18,000	\$19,000	\$21,000	\$17,000
TOTAL	\$262,500	\$322,00	\$332,000	\$275,000



Gate Fees

School Year	Gate Fees Collected
2016-2017	\$56,000
2017-2018	\$57,000
2018-2019	\$53,000
2019-2020	\$40,000 (to date)

Ticket Prices:

Adult: \$5

Student: \$5

Senior: \$5

Under 8: Free



User Fees

School Year	User Fees Collected	Outstanding Obligations
2016-2017	\$238,000	\$20,000
2017-2018	\$264,000	\$40,000
2018-2019	\$213,000	\$12,000
2019-2020	\$189,000 (to date)	\$6,000 (to date)

User Fees Details by Sport:

- Hockey: \$400
- Football: \$250
- All Other Sports: \$200
- Unified Sports: \$50

****Fees collected through Obligations are reported in the year they are received, regardless of the year they were incurred*



8th Grade Transition: 2020-2022

- Transportation: \$12,500
- Officials: \$10,000
- Equipment: \$10,000
- Rental: \$5,000
- Maintenance: \$5,000
- Uniforms: \$10,000
- Coaches: \$34,000

TOTAL 8TH GRADE COST: \$87,500

Offset User Fees: \$37,000

FY21 NET COST: \$50,500



Projected: Overview 2020-2021

Revenue

<u>Type</u>	<u>Estimated 2020-2021</u>
Gate Fees	\$42,000
User Fees	\$272,000
TOTAL	\$314,000

Expenses

<u>Type</u>	<u>Estimated 2020-2021</u>
Game Workers	\$150,000
Supplies	\$72,000
Rental	\$100,000
Transportation	\$55,000
Other	\$47,000
TOTAL	\$424,000

***Includes the addition of 8th graders



TOWN OF WEYMOUTH

IN COUNCIL

ORDER NO. 20 072

APRIL 23, 2020

INTRODUCED: MAYOR

AMENDING MEASURE 19-017

Upon request of his Honor, Mayor Hedlund, the Town of Weymouth, through the Weymouth Town Council, approved the following amendment to Measure 19-017.

Strike the first paragraph and replace with the following:

“Ordered, that the sum of \$3,000,000.00 is appropriated to pay costs associated with renovation and furnishing of the Abigail Adams Middle School including, but not limited to, the school building, any existing or new ancillary buildings, garages, workshops, and any Infrastructure or related site-work necessary to complete the associated project, located at 89 Middle Street, Weymouth, MA 02189, and for the payment of all other costs incidental and related thereto, and that the appropriation, the Town Treasurer, with the approval of the Mayor, is authorized to borrow said amount under and pursuant to Chapter 44 of the General Laws, or pursuant to any other enabling authority, and that the Mayor is authorized to contract for and expend any grants, aid or gifts available for this project; and that the Mayor is authorized to take any other action necessary or convenient to carry out this project.

Passed in Council – June 15, 2020

Presented to Mayor – June 16, 2020

A True Copy. Attest:

Approved

Date

6/17/20

Kathleen A. Deree

Kathleen A. Deree, Town Clerk

[Signature]

Mayor

YEAS: Burga, DiFazio, Dwyer, Hackett, Happel, Harrington,
Haugh, Heffernan, Kiely, Mathews, Molisse

NAYS: Burga, DiFazio, Dwyer, Hackett, Happel, Harrington,
Haugh, Heffernan, Kiely, Mathews, Molisse

Abigail Adams Middle School

Renovation Plan (DRAFT)

6-23-2020

Summer 2020

- Duct cleaning
- Replace VCT and carpet in library
- Auditorium: back of auditorium two sections modified for teaching
- Ceiling tiles replaced in entire building

Fall 2020

- Transportation building. Office space at Wharf St.
- Entrance and parking lot: completed by spring 2021

Summer 2021

- Retrofit bathrooms for first and second floor
- Hire one temporary painter

Fall and Spring 2021-2022

- Paint rooms, offices and lockers (in house work)
- Packing process begins for adams, high school and Chapman (Spring 2022)
- Start redistrict process with WPS
- Redistribution of staff due to Chapman opening

Summer 2022

- Last week of June complete moving of adams high school back to Chapman
- Build out basement offices and and security entrance for access to lower offices
- Parking lot? Need funding

Fall 2022

- Chapman opens
- Open office spaces in basement
- Begin construction on K-wing and modifications of floor one and two. ie. lower all white boards, refinish floors, convert library to primary collection, adjust IT needs, adapt some classrooms to PD rooms, furnish with primary appropriate furniture and office equipment
- Start redistrict process with WPS and community
- Post for administrators at Adams

Spring 2023

- Announce redistrict.
- Continue with fall work

Fall 2023

- Adam re-opens
- Redistribution of teaching staff at all primary schools.
- Move all staff to Adams and reassignment for primary school
- Staff due redistrict

Summer 2023

- Teachers set up rooms
- Public tour of Adams
- All mechanical systems have been updated already.
- Recess space available at Mitchell field
- Make entrance handicap accessible when transportation building is complete



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

WEYMOUTH PUBLIC SCHOOLS

Educational Program

VISION: A 21st century primary school that embraces inclusive, equitable, personalized, culturally competent, and interdisciplinary instruction in a collaborative atmosphere that fosters exploration and growth.

Dr. Jennifer Curtis Whipple

Adapted and Revised from the work of:

Melanie Curtin, Mary Ann Bryan, Alpha Sanford, Matthew Meehan, Paul Duprey

Dr. Terri Marculitis Dr. Katheryn Shannon, Terry Fleming, Allyson Bell

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2.1 INTRODUCTION

Weymouth believes that a strong educational system is the foundation for a strong community. Our core guiding principles are that we strive to provide an education that is equitable, personalized, inclusive, culturally competent, and interdisciplinary for all students.

As part of the Chapman MSBA project many stakeholders came together as a community to identify top goals for a new middle school in areas of education, community, facility and sustainability. As part of these discussions, it was decided that grade five would return to the primary school and Abigail Adams would become a kindergarten to grade five primary school. As a result of the MSBA middle school project and over and under crowding in our primary schools, it was also evident that the primary aged students needed to be redistricted across the community. The addition of Abigail Adams as a primary school allows for less crowding at our primary schools, space for itinerant and specialized staff, potential expansion of preschool offerings, potential expansion of alternative pathways and the potential of additional office space to alleviate overcrowding at the central administrative offices at 111 Middle Street as well as spaces for staff that need to be relocated due to the elimination of office spaces at Chapman Middle School.

It is our hopes that the Abigail Adams Primary School will support our work towards equitable, personalized, inclusive, culturally competent, and interdisciplinary education for all our students. Currently, the Abigail Adams building presents many roadblocks in achieving this educational experience for primary school aged students. The most significant concerns are the physical condition of the building geared towards a middle school setting, and an environment that is not conducive to early childhood programming, and a centralized entrance that is not easily accessible for all entering the school. Weymouth Public Schools leadership has put forth focus and effort to root out structural limitations that may impact an equitable academic program, promote collaboration for all staff, physical accessibility, and a welcoming inclusive environment for all learners, staff, families, and community members. At the primary level, where there are eight schools, we have implemented core curriculum resources and supportive technology for mathematics and English Language Arts (ELA) to avoid discrepancies in educational experiences. Our Walk to Read and Walk to Compute models support inclusion and create equity for students by offering tiered systems of support based on student data. District leadership continues to work with school administrators, parent councils and student organizations to promote inclusivity and equality among all schools. It is the hope to achieve the same success at the Abigail Adams Primary School.

In order to support and develop high achieving, lifelong learners who are actively engaged in society, we must work to personalize learning experiences through blended learning environments. In these environments, students have opportunities to learn in multiple styles and are guided by teachers in completing self-directed inquiry and investigation through research and hands-on activities. Teachers are being asked to expand their roles beyond a “sage on the stage” to become facilitators of learning and to encourage students to be self-motivated investigators who can problem-solve in the 21st Century in jobs that likely have not even been created.

Weymouth Public Schools Mission and Vision Statement and Strategic Goals

The mission of Weymouth Public Schools (WPS), in partnership with parents and community, is to create a supportive learning community that results in high achieving, lifelong

learners who actively contribute to society. The vision of WPS is to provide educational excellence for every Weymouth student: Students graduate from WPS with the academic knowledge, social and emotional skills, and growth mindsets necessary to succeed in college and career and are prepared to tackle and solve the most important problems in our local and global community.

WPS has an exceptional history of student performance and committed teachers and staff who work diligently to create the best education possible for Weymouth students. Weymouth students are the beneficiaries of a school-community dedicated to providing outstanding teachers, maintaining optimal class sizes, and providing academic support to meet the needs of all students.

WPS has established four goals as part of its Accelerated Improvement Plan (AIP):

1. Improve student growth and achievement for all students
2. Engage in collaborative, data-informed problem solving with colleagues
3. Create safe and positive learning environments for all students, staff, and families
4. Establish meaningful family and community partnerships

The development of these goals recognizes the need to prepare our students for a complex and changing world where they will need to think creatively and critically, analyze and evaluate information, solve complex problems, and collaborate and communicate effectively. WPS believes that family and community are vital components in achieving our goals. The Accelerated Improvement Plan (AIP) can be found in the Appendix.

Town History

The Town of Weymouth is the second oldest township in the Commonwealth, dating to 1622 when it was founded as “Wessagusset.” Renamed Weymouth in 1635, the town was boosted in that year by the arrival of one hundred settlers from its namesake in England. The early settlement was incorporated into the Massachusetts Bay Colony, and slowly grew as a fishing and agricultural community.

By the time of the American Revolution, colonial Weymouth had a population of approximately 1,400. The town was graced by simple houses and churches that were wooden replicas of the brick and stone architecture of European origin. A simple network of paths and roads, tracing the most convenient routes through the varied upland terrain, linked Weymouth to nearby communities. The skeletal remnants of these early roads can be traced in some of the town’s existing streets and ways. In fact, Commercial Street has been identified as an original Native American trail.

The American Revolution was shortly followed by the Industrial Revolution, of which Weymouth was an active participant. Its impact on the town was made clear in 1837 when enough natural bog iron was discovered to support a local factory, the Weymouth Iron Works Company. The remnants of this era can be seen in a number of industrial buildings scattered throughout the town, many of which have been converted to other commercial and residential uses. During this time, Weymouth’s maritime and agricultural society transformed into a culture of manufacturing and trade. The demand for labor rose to support the new economy, and new businesses blossomed to supply the goods and services that the community required. A new

style of commercial architecture emerged, as well, one of simple box-like buildings which featured pleasant facades and sufficient space inside for storage and trade. Again, the remnants of this era can be seen in several locations throughout the town, particularly in the village centers.

By the mid-1800s, Weymouth was experiencing a period of economic stability thanks to the expansion of the railroad and local financial institutions. As wealth expanded, so too did the population and the trend towards stylish homes. The number of residents grew to approximately 6,100, and new ideas about residential architecture were imported from Europe. Many of the surviving homes from this era are counted among the town's most distinctive buildings. When Weymouth's iron industry declined in the face of competition from Pennsylvania steel mills, the shoe industry rose to the economic forefront. Shoe manufacturing employed about 75 percent of community residents, and along with some other manufacturing ventures, it supported Weymouth's economy through World War II. Immigration helped supply the workforce for the new businesses, and arriving cultures helped populate the town (along with the rest of the Great Boston region). Although Weymouth was linked by streetcars and railroads to surrounding communities, most of the local retail and service businesses were in close proximity to one another and within walking distance of many homes. This was an era when local corner stores thrived on foot traffic.

After World War II, changes in local demographics and regional economies had a profound effect on Weymouth. Rising incomes led to a boom in automobile ownership, and the federal and state governments responded with aggressive highway improvement programs. The general population also grew rapidly, and families moved away from urban centers like Boston in great numbers. Weymouth proved to be ideally located as a bedroom community within the greater metropolitan region. As a result, the town's population exploded. Some 21,000 new residents were added in just the fifteen years between 1945 and 1960.

Bisecting the town in 1956, the opening of Route 3, combined with the elimination of commuter rail services, had further impacts on Weymouth. Better paying jobs in the city and a good road system to get there made it possible for more people to pursue the dream of earning more and living better. The majority of residents began using the expressway and other newly constructed roads to commute elsewhere for work. One by one all the shoe factories closed their doors, and the local economy shifted dramatically to small service retail businesses and some wholesale operations. By the late 20th century, Weymouth had transformed into a mature suburb of the Greater Boston region.

This information was quoted from <http://www.weymouth.ma.us/history>

The school department and town have seen an increase in diversity, socioeconomic status, and mental health needs over the past few years. Based on 2017 census data the following information is currently available on <https://datausa.io/profile/geo/weymouth-town-ma/#demographics>

Based on the following data, the average age of women of birthing age is increasing in Weymouth and it should be noted that this demographic group is also statistically significant for increased rates of poverty. These two factors may impact student success and readiness when entering the school system. The addition of Abigail Adams as a primary school will potentially

enable smaller student to teacher ratios as well as physical space for preschool and alternative education opportunities.

Weymouth Town, MA is home to a population of 55.9k people, from which 95.8% are citizens. As of 2017, 10.5% of Weymouth Town, MA residents were born outside of the country (5.89k people).

The ethnic composition of the population of Weymouth Town, MA is composed of 46.9k White Alone residents (83.9%), 3.2k Asian Alone residents (5.73%), 2.66k Black or African American Alone residents (4.77%), 1.85k Hispanic or Latino residents (3.31%), 966 Two or More Races residents (1.73%), 279 Some Other Race Alone residents (0.499%), 45 American Indian & Alaska Native Alone residents (0.0805%), and 0 Native Hawaiian & Other Pacific Islander Alone residents (0%).

In 2017, the median age of all people in Weymouth Town, MA was 42.1. Native-born citizens, with a median age of 43, were generally older than foreign-born citizens, with a median age of 40. But people in Weymouth Town, MA are getting younger. In 2016, the average age of all Weymouth Town, MA residents was 43.

6.57% of the population for whom poverty status is determined in Weymouth Town, MA (3.64k out of 55.4k people) live below the poverty line, a number that is lower than the national average of 13.1%. The largest demographic living in poverty are Females 45 - 54, followed by Females 25 - 34 and then Females 55 - 64.

The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who classifies as impoverished. If a family's total income is less than the family's threshold than that family and every individual in it is considered to be living in poverty. <https://datausa.io/profile/geo/weymouth-town-ma/#demographics>

Future of Weymouth and the Weymouth Public Schools

In 2015, Robert Hedlund was elected as mayor of Weymouth. Mayor Hedlund is dedicated to ensuring the quality of Weymouth Public schools and is a voting member of the Weymouth School Committee. He advocates for the investment of funds for capital improvements to all Weymouth schools. Under his leadership, Weymouth created Osprey Overlook Park, a plan to replace Tufts library with a thirty three million dollar facility, a new condominium complex at Weymouth Neck, three field and playground projects including the Lovell field and playground, Libbey Field and Weston park. Currently there is ongoing research for improving business in Columbian Square, and a feasibility study to determine whether Chapman Middle School needs to be renovated or replaced with a new building.

WPS is fortunate to be under the leadership of Dr. Jennifer Curtis-Whipple. Dr. Curtis-Whipple is in her fourth year as the superintendent and has been with the district for over twenty years as a teacher, a principal, and the Assistant Superintendent. In her first year as superintendent, the district established the “Big Three” initiatives to meet its established goals:

1. Data Driven Decision Making
2. Academic Discourse

3. Social Emotional Learning

With the support of the Weymouth School Committee, Dr. Curtis-Whipple has made significant progress in improving the technology infrastructure and the number of devices that teachers and students have access to on a daily basis. The district has increased bandwidth from 100Mbps to 1,000Mbps and we have upgraded our network with 10GB fiber and switches. We have purchased over three thousand devices and continue to increase that number as wireless capabilities increase. Our wireless coverage has increased to eighty percent in the district and our goal is one hundred percent by September 2018, but the structure of Chapman may keep us from achieving one hundred percent. The ultimate goal is for technology to enhance our students' learning experiences and to promote the implementation of 21st century skills to prepare students for college and career. Dr. Curtis-Whipple has also promoted the need for curriculum oversight and received the vote of the School Committee in 2017 to add two curriculum directors, Science, Technology, Engineering Mathematics (STEM) and Humanities, and four assistant curriculum directors for Math, Science, English Language Arts (ELA), and History. Due to current FY 21 budget concerns, these positions have been impacted. During her tenure, she also oversaw the reinvention of alternative pathway programming and increased social emotional systems of support. These steps, in addition to many other improvements, are moving Weymouth toward its goal of educational excellence for all students.

The WPS system services over five thousand students from pre-Kindergarten to twelfth grade and is the twenty-sixth largest district in the state of Massachusetts. Beyond the academic school day, students are able to access multiple opportunities in academics, social clubs, activities, visual and performing arts, and extended year support services and programs. Before and after school care is offered at many locations for students pre-k to grade six. Summer programming opportunities are available for students needing credit recovery as well as various enrichment opportunities in the areas of athletics, performing arts and academics..

The district offers a diversified educational program compatible with the needs of the community and state standards. The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential. The structure consists of four levels: Early Childhood, Primary, Middle, and Secondary. The Secondary level includes post-secondary opportunities to ensure that WPS meets the educational needs of students requiring special education services until the age of twenty-one. At the Elden Johnson Early Childhood Center, students can access full or half day program opportunities. The Primary School level includes eight schools encompassing kindergarten through grade four. Grade five will be included at the primary level starting fall of 2020. Full day, free kindergarten will be offered starting fall of 2020. Title I educational opportunities are available to schools with high numbers or high percentages of children from low-income families. The Abigail Adams School will house grades six and seven starting in the fall of 2020. The Secondary level includes one comprehensive high school with grades nine through twelve, and moving to grades 8 through twelve in the fall of 2020. Weymouth High School (WHS) provides opportunities for students to complete a variety of academic pathways as well as ten career and technical pathway opportunities.

2.2 Grade Configuration

Current Grade Configuration:

Weymouth Public Schools provides educational programs for students in pre-kindergarten through grade twelve. Currently, preschool is located at the Johnson Early Childhood Center, eight primary schools house grades kindergarten through four, Abigail Adams offers grade five and six, the Chapman Middle school houses grades seven and eight, and Weymouth High School offers grades nine through post-grad. This configuration will change in the fall of 2020 as noted in the prior section.

Enrollment by Grade (2019-20)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Abigail Adams Middle School	0	0	0	0	0	0	422	463	3	1	0	0	0	0	0	889
Academy Avenue	0	57	60	64	74	55	0	0	0	0	0	0	0	0	0	310
Frederick C Murphy	0	29	40	42	40	51	0	0	0	0	0	0	0	0	0	202
Johnson Early Childhood Center	199	0	0	0	0	0	0	0	0	0	0	0	0	0	0	199
Lawrence W Pingree	0	59	33	34	35	38	0	0	0	0	0	0	0	0	0	199
Maria Weston Chapman Middle School	0	0	0	0	0	0	0	1	441	449	0	0	0	0	0	891
Ralph Talbot	0	57	42	45	47	54	0	0	0	0	0	0	0	0	0	245
Thomas V Nash	0	21	26	34	32	41	0	0	0	0	0	0	0	0	0	154
Thomas W. Hamilton Primary School	0	42	50	56	69	68	0	0	0	0	0	0	0	0	0	285
Wessagusset	0	41	49	58	53	52	0	0	0	0	0	0	0	0	0	253
Weymouth High School	0	0	0	0	0	0	0	0	0	0	464	459	429	464	14	1,830
William Seach	0	54	64	63	68	57	0	0	0	0	0	0	0	0	0	306
District	199	360	364	396	418	416	422	464	444	450	464	459	429	464	14	5,763

Needs:

One of our biggest challenges as a district is over and undercrowding at the primary schools, lack of classroom space at the primary buildings, limited space for expansion of preschool and alternative pathway opportunities. There is a clear need for redistricting at the primary level and opportunities for expansion of program offerings across the district.

Proposed:

The addition of Abigail Adams as a ninth primary school would eliminate over and undercrowding. It would also allow for increased space and potential for additional space for Pre-K and/or alternative classroom programming. A list of the advantages we see for a ninth primary school and one six-eight middle school:

- Increased vertical alignment for K-five and six-eight:
Moving fifth grade to the primaries would support the elementary model and curriculum articulation recommended by the Department of Elementary and Secondary Education (DESE). Placing sixth grade with seventh and eighth also supports DESE curriculum articulation for six to eight and allows for more rigorous content instruction at the sixth grade level within a middle school structure. One of the biggest areas of inequity that Weymouth intends to alleviate is the ability to offer full day kindergarten to a very small portion of the population. The National Education Association found that full day kindergartners have higher achievement gains than those in half day, and full day

programs supported their social-emotional needs more by providing increased time to transition between activities and reflect on activities, (NCES, 2004; NEA, 2006).

- Enhanced educator collegiality and improved communication/collaboration between staff and families. In the new building, space would be allocated for teachers to more easily meet and plan across disciplines and through departments. There would be spaces where there be spaces for community use, allowing families and staff varied opportunities for collaboration (Marzano, R., 2003).
- The use of Abigail Adams as a ninth primary school could potentially provide space for district level offices. With the elimination of the current Chapman Middle School building, transportation, central maintenance storage, painting workshop, and Weycare are all displaced and without permanent office space. Staff supporting special education and community support would also benefit from additional office space in the lower level of Abigail Adams.

2.3 Class Size Policies and Expenditures

Current:

Weymouth currently strives to keep class sizes at or lower than 25 students. Given the current Covid-19 parameters, this may need to change for the 2020 school year and beyond. Weymouth Public Schools will rely on guidance from DESE and the Massachusetts Department of Health to ensure that all safety guidelines are met and adhered to.

2018-19 Weymouth Class Size Report

Selected Populations	District	State
Total # of Classes	2,482	460,268
Average Class Size	18.1	17.9
Number of Students	5,976	962,714
Female %	48.9	48.7
Male %	51.0	51.3
English Language Learner %	4.5	10.7
Students with Disabilities %	19.4	18.1
Economically Disadvantaged %	29.3	31.7

Needs:

Research studies vary about the academic impact of smaller class sizes, but a common theme noted in many studies is increased student teacher interaction in smaller classrooms. The addition of Abigail Adams as a primary school would allow for students to be redistricted and class sizes would become more equitable across the entire district. This would allow for more optimal class sizes and the possibility of increased student and teacher interactions. More equitable class sizes may contribute to slightly better academic performance with at risk students, increased student engagement, long term socio-economic success, and increased teacher retention. These benefits are particularly pronounced in younger students, high needs students, and students with disabilities, (Hanover Research, pg. 32).

Kindergarten and Pre-School data for the 2019-2020 school year indicates a high percentage of students noted in the High Needs category. This particular demographic of students show more success in smaller enrolled classrooms. The addition of Abigail Adams as a primary school would allow for more equitable class sizes across the entire district and potentially enhanced academic achievement for students with high needs.

Kindergarten Enrollment (2019-20)						
Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent
All Students	360	107	222	31	253	70.3
High Needs	149	56	68	25	93	62.4
Economically Disadvantaged	104	46	41	17	58	55.8
LEP English language learner	21	7	10	4	14	66.7
Students with disabilities	63	13	35	15	50	79.4
African American/Black	12	6	5	1	6	50.0
American Indian or Alaskan Native	1					
Asian	26	12	11	3	14	53.8
Hispanic or Latino	49	18	26	5	31	63.3
Multi-race, non-Hispanic or Latino	30	9	17	4	21	70.0
Native Hawaiian or Pacific Islander	1					
White	241	62	161	18	179	74.3

Pre-Kindergarten Enrollment (2019-20)			
Student Group	Total PK Enrolled	# Student Group Enrolled	% Student Group Enrolled
All Students	199	199	100.0
Female	199	78	39.2
High Needs	199	107	53.8
Male	199	120	60.3
Economically Disadvantaged	199	62	31.2
LEP English language learner	199	1	.5
Students with disabilities	199	88	44.2
African American/Black	199	10	5.0
Asian	199	38	19.1
Hispanic or Latino	199	10	5.0
Multi-race, non-Hispanic or Latino	199	16	8.0
White	199	125	62.8

Proposed:

Weymouth is striving to meet the state average of 17.9 students per class. Sixty-two percent of WPS kindergarten students and fifty-four percent of WPS pre-school students are in the high needs category. Due to this percentage, we feel that meeting the state average for class size would better support the needs of our most at risk students.

2.4 School Scheduling Methodology

Current:

All primary schools follow the same start and end time schedule across the district. Primary schools implement daily schedules that incorporate all core academics, music, physical education, STEM, library, art, and blocks of time to support tiered systems of support for mathematics and literacy.

Primary Schools	9:05am	3:15pm	early release days 11:50am
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Teachers also benefit from the interaction and collaboration that takes place among educators during the student support period. Starting in the fall of 2020 the fifth grade staff will be scheduled to have nine total preparation periods per six day cycle. Two periods are collaborative and allow for Professional Learning Communities(PLC) meeting time, guidance common planning time and administrative common planning time. Common planning time is designed for teachers to work with their grade level colleagues as well as to meet vertically by subject area in order to develop or enhance the curriculum. Well-planned instruction and assessment is a priority of our primary school staff, and all stakeholders benefit from the time to meet and develop the differentiated learning criteria needed to present the highest quality of education to all students in our classrooms, in all grades.

Primary School Schedule Advantages

- Increased inclusion opportunities that support the equity, interdisciplinary, and inclusive practices of Weymouth's vision
- Schedule allows for flexible planning
- Schedule allows for common planning opportunities for teams and departments
- Schedule allows for enrichment and specialized classes that exposes students to a variety of non-core academic opportunities.
- The primary day allows for shared and interdisciplinary opportunities with resources.
- Adams Schedule Disadvantages:

Proposed:

Abigail Adams would follow the primary school curriculum and schedule currently in place at eight other sites.

2.5 Teaching Methodology and Structure**Current:**

Weymouth Public Schools has articulated specific instructional time allotments for core subjects include Mathematics, Science, Social Studies, and English Language Arts(ELA.) Academic Classrooms are supported and enhanced by specialists in the fields of music, physical education, art, and STEM. These specialist offerings also provide contractual preparation time and team planning for our Academic Classroom Teachers.

Core Content Areas Current:

ELA/Literacy

The ELA/Literacy curriculum is based on the standards outlined in the MA Curriculum Frameworks for ELA and Literacy, updated in 2017. Both system-wide and site-based professional development focuses on the skills and concepts for reading fluency, comprehension, and the analysis of complex text. Abigail Adams and Maria Chapman Middle School teachers use Reading Street, novels, trade books, anthologies, periodicals, and online sources for instructional purposes. Text selections range from a common novel, poem, passage, or short story to teacher selected nonfiction articles, author studies, and independent reading. Teachers also use Self-Regulated Strategy Development (SRSD) which is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing. Teachers assess comprehension and fluency through tests and quizzes, book reports, and performance based activities (like text-based essays, narrative and informative writing, opinion and/or argument writing, comprehension questions, and presentations). Literacy standards for writing, grammar, and vocabulary are also directly aligned to the 2017 MA Curriculum Frameworks for ELA and Literacy. Language Arts and Reading teachers plan instruction around common themes related to areas of interest that are developmentally appropriate, providing students with a strong connection between themselves and what they are reading and writing about in class. The writing and language standards from the Frameworks as well as student and school data drive the planning of instruction, assignments, and assessments. Students in early grades also engage in ECRI (enhanced, core, reading, instruction) to promote phonemic and phonological awareness.

Mathematics

The curriculum is based on the current Mathematics standards outlined in the 2017 MA Curriculum Frameworks which integrate the Mathematical Standards for Practice with math content standards. Curricular materials to support students' mathematics learning include enVision Math texts and associated digital and print-based resources for grades five and six. Teachers have also collaboratively developed supplemental activities and materials to address standards at grade level. Some teachers utilize hands-on and virtual manipulatives and project-based lessons to support mathematics instruction. Teachers are also encouraged to use performance task assessments included with text resources. Ongoing iReady testing is conducted three times each year for progress monitoring purposes for math in grades one through ten. Teachers at the primary level frequently use trade books and literature to promote cross curricular teaching strategies.

Science

The curriculum is transitioning to the current Science standards outlined in the 2016 MA Curriculum Frameworks which integrate the Science and Engineering Practices with science content standards.

An intended outcome of this curriculum supports student ability to describe, analyze, and model connections and relationships of observable components of different systems as key to understanding the natural and designed world. Students use models and provide evidence to make claims and explanations about structure-function relationships in different Science, Technology, Engineering (STE) domains. In order to meet the new standards, some teachers are engaged in curriculum writing activities and share lessons and resources with peers.

Social Studies and History

The curriculum is based on the current History and Social Science standards outlined in the 2003 MA Curriculum Frameworks, but is being updated to ensure alignment with new curriculum standards. Students begin to develop research skills. Teachers share best practice and supplemental resources. Many of the social studies and history curriculum topics are taught in a cross-curricular manner. Massachusetts recently updated the frameworks which has provided the district with an opportunity to review and adjust the current curriculum both vertically and horizontally.

English as a Second Language

English Language Learners(ELL) receive consistent English as a Second Language(ESL) instruction in addition to the state academic standards. ESL includes social and academic language in all four domains including listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language. Primary school core teachers and many support staff educators are trained in Sheltered English Immersion (SEI). The SEI strategies are consistently implemented to ensure access to curriculum for our English Language Learners.

Core Content Needs:

One of the biggest challenges faced by the WPS is the state of limited space at the primary level and preschool level. The addition of Abigail Adams as a ninth primary school would allow for redistricting and much needed space.

These classrooms will be staffed with certified teachers and will be designed to provide added support for our students and focus on inclusionary practices, sharing of resources, interdisciplinary units, and co-teaching models. The targeted enrollment at Abigail Adams would be 400-500 students. This enrollment is larger than most of our primary schools, but it would allow for potential increased pre-k and alternative opportunities.

Grade Level or Department	Number of Classes/Spaces	Licensure required	Other Licensure meeting criteria to be approved by Superintendent
Pre-K	4	Special Education and Pre-K	TBD
K	4	Kindergarten associated licensure span	TBD

1	4	Elementary 1-6	TBD
2	4	Elementary 1-6	TBD
3	4	Elementary 1-6	TBD
4	4	Elementary 1-6	TBD
5	4	Elementary 1-6	TBD
Special Education	4	DESE SPED moderate/mild or appropriate certification based on position	OT, PT, LICSW, School Psychologist, SLP, BCBA
Music	1	Elementary 1-6	TBD
Art	1	Elementary 1-6	TBD
Physical Education	1	Elementary 1-6	TBD
STEM	1	Elementary 1-6/Science/Math	TBD
English as a Second Language	2	ESL	TBD
Principal and Assistant Principal	2	Elementary Administrator	TBD
Alternative Pathways Programming Staff	4	Elementary 1-6/Science/Math/S PED	TBD
Additional Educational Staffing as needed	4	TBD	TBD
Principal and Assistant	2	Elementary Administrator	TBD
Librarian	1	DESE License	TBD

Supporting Evidence:

- School districts should emphasize common spaces to facilitate interdisciplinary collaboration among teachers and other school staff.**
 Common office spaces for interdisciplinary teams can also reduce barriers to

communication and enable teachers to collaborate in their planning. Such design components can help teachers explore the connections between their content areas through informal conversations and formal strategy sessions (Hanover Research citation)

- **Instructional spaces should be designed for maximum flexibility and to encourage student collaboration.** Ideally, classrooms will provide "break-out" areas where students can work independently or in groups. The integration of additional spaces can help teachers and students create breakout spaces as needed. Furthermore, furnishing classrooms with mobile, reconfigurable desks, chairs, and tables allows occupants to rearrange the space to accommodate various student grouping arrangements and instructional activities. (Hanover Research citation; David, 2008)

Administrative Structure

Current:

At the primary school level, the administrative team is one principal per building. The current administrative oversight is not effective and does not allow for meeting all students' and families' needs due to limited time and increased administrative demands each year. It has been repeatedly requested to add assistant principals to each primary school. Assistant principals would potentially tend to the needs of discipline, student services and placement, as well as staff evaluations and district policy.

In addition to oversight of the primary school facilities, the principal has varying student affairs roles, leading all school initiatives, Positive Behavior Intervention System (PBIS) team and the Multi-Tiered System of Supports (MTSS) team. The administrator works closely with the school adjustment counselor and psychologist to meet the social-emotional and academic needs of all the students

Needs:

The primary school needs a leadership team that will continue to provide the necessary support and structures that create a positive culture and climate for primary school students, families and staff. Administrators would benefit from the opportunity to spend longer amounts of time in classrooms and with families. This could be provided if assistant principals were in place.

Proposed:

Staffing that provides for one overarching principal and a minimum of one assistant principal at Abigail Adams. This would allow for increased oversight and interactions with staff, students, and families.

Professional Development Spaces

Current:

Professional Development is a valued part of the Weymouth Educational Philosophy. Our district vision includes a strategic lever that promotes professional learning focused on the instructional core. The Weymouth School District believes that professional learning is necessary to promote teacher growth and improve student outcomes and learning experiences. Effective professional development can create interdisciplinary units, develop inclusive practices, and limit inequities across our district.

Needs:

Weymouth needs a large, yet flexible space that would support adult learning. Abigail Adams would provide the space needed to meet this need. The professional development space could be utilized to support the needs of all of the teachers in the district.

Proposed:

To ensure long-term commitment to PBL and effective delivery of instruction, districts should actively address both approaches in its PD programs. Any PD program must possess clear value for teachers to encourage their active attention and commitment to using target skills. Over the course of a PD program, teachers should receive a recap of relevant theory, view exemplary demonstrations of strategies, practice new skills, and reflect upon effectiveness. Sustained coaching or additional work within a professional learning community (PLC) should follow workshops and presentations to support teachers in developing their proficiency with PBL and establishing collaborative working relationships with colleagues (Shannon, K. & Cate, J., 2015). In our proposed space, there would be flexible professional development spaces to foster collaboration and build effective partnerships between administrators and faculty. Such flexible spaces may include the project spaces and the media center.

2.6 Teacher Planning & Room Assignment Policies

Current:

Generally common grade level specific teachers are in proximity to each other. Teacher work and planning space is limited and common planning is generally done in classrooms. There are limited collaboration areas for teachers and staff.

Needs:

While the focus is on student needs, faculty does need common, updated workspaces with the appropriate technology and materials to support their curriculum and instruction.

Proposed:

The goal for the new primary school would be to provide an available setting of classrooms with collaborative workspaces for teachers. Grade specific classrooms would surround a common area for student group work and cross-curricular activities. Teachers would be in close proximity to each other and have ample student collaborative work spaces.

2.7 Pre-Kindergarten

Current:

The Johnson Early Childhood Center provides nationally accredited, developmentally appropriate education to all students. The concept of the whole, healthy child is at the forefront of the school community, driving the experience for students while providing academic, social-emotional and physical growth. Currently, Weymouth has seen a rise in students' social-emotional needs and medically fragile students, therefore, we recognize the need for community based health and wellness services. Early Intervention screening and evaluation provides students with special needs the additional support needed during developmental years.

Need:

With increased enrollment and need for Pre-K special education offerings, space is at a premium. Currently, the Johnson Early Childhood Center is at capacity.

Proposed:

The addition of Abigail Adams as a primary school, would allow for additional space for Pre-K programming. The Pre-K offerings could be overseen by the current administration at Johnson or potentially the administration at Abigail Adams, pending licensure.

2.8 Kindergarten**Current:**

Currently, Weymouth Public Schools provides both full day (tuition-based) and half-day (free) programs for students entering kindergarten. The Weymouth School Committee with full support of Central Administration, have voted to provide free full day kindergarten for the fall of 2020. This is a pilot program that will need to be assessed before continuing beyond FY21.

Needs:

Offering universal full day kindergarten is a priority need for the Weymouth Public Schools. The National Education Association found that full day kindergartners had higher achievement gains than those in half day and full day programs supported their social-emotional needs, as they had more time to transition between activities and reflect on activities, (NCES, 2004; NEA, 2006).

Proposed:

The district of Weymouth recognizes the importance of offering full day kindergarten to its community to support the social and emotional needs, as well as the academic needs, of our students. The additions of Abigail Adams as a ninth primary school would allow for four dedicated kindergarten classrooms.

2.9 Lunch Programs

Weymouth Public Schools works with Chartwells School Dining Services to ensure that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Chartwells provides an attractive and fun dining

environment with nutritious, popular menu choices, and education programs that promote healthy eating habits in a way that appeals to each age group.

Primary schools serve breakfast and lunch.

Needs:

The cafeteria should be a flexible space that can accommodate various audiences and functions.

Proposed:

There are currently no proposed changes in food preparation. Abigail Adams would be able to continue with a full service kitchen and design that accommodates enough students to reduce the number of lunch services to three. The space should also be flexible to support various community audiences and functions.

2.10 Technology Instruction Policies and Program Requirement. Description of Existing Educational Technology

Current:

Technology in Weymouth will be undergoing many improvements over the next five years. District integration specialists are available, but limited due to staffing. Adams has projectors that they use with dry erase boards and some flat panel digital displays. These devices are used by teachers to include technology into their daily lessons. There is limited student interaction with these devices. There are Chromebooks available for student use at all primary schools.

Needs:

Weymouth recognizes that technology plays an integral role in creating our vision of equity, inclusion, and interdisciplinary learning for all students. Students need to have access to technology in and beyond the classroom to succeed in this digital age. The faculty should also have access to the most innovative technology to support their instruction and curriculum. The school has to have strong infrastructure that can support large numbers of students accessing wifi at the same time to allow for online testing as well as the use of online resources. Technology should be present throughout the school and in all classrooms. It is necessary to continue to upgrade all technology and provide tools that allow all students equity and access.

Proposed:

The new primary school would offer one to one portable access for teachers and students. This would be most likely in the form of Chromebooks and Ipads at lower grade levels. There would be improved infrastructure and increased wifi to support identified wants and needs of the students and staff. Ideally, the number of technology integration specialists would be increased to support utilizing technology to address the National Education Technology Standards for students as well as the new Digital Literacy and Computer Science Frameworks. More technology integrationists will also create the potential for enhanced interactivity that also

addresses access and saves time for teachers. The new building should provide adaptive resources where needed for any and all students to access the curriculum and instruction.

2.11 Media Center/Library

Current:

The current library serves as a school-wide computer lab in addition to providing traditional resources, like books and reference materials. The library is staffed by part-time paraprofessionals. There have not been librarian/media specialists at the primary school since 2008 when there was restructuring due to budgetary issues. Resources are plentiful but need updating to expand the collection to meet age appropriate enrollment. The Abigail Adams library is centrally located, making it accessible for the school community. Teachers utilize this space on a regular basis for group activities and projects. The technology area is limited but does provide student access to additional text based research materials. The facility needs updated rugs and flooring.

Needs:

The primary school library needs to provide flexible and ample space that operates as both a resource center, an educational and technology hub, and a gathering space. Weymouth's vision for a library media center, embraces inclusive, equitable, personalized, and interdisciplinary opportunities that will help prepare our students to become critical global thinkers and researchers.

Proposed:

Flexible and significant space is needed for the library to appropriately serve as a teaching area as well as a resources center for all students and staff. Furniture should also be lightweight and flexible to allow for multiple uses and configurations. Ideally, there would be a work room with a sink. Certified library teacher or library/media specialist would be necessary to support the library as a learning commons capable of delivering curriculum to support the needs of students, teachers and community. The library should be the educational and technical hub of the building and provide a connection to and support of instructional technology. A licensed library/media professional is necessary for the district to have access to state operated databases, an important information source for students and faculty. This specialist would also provide instructional technology support for students and teachers. The library should be centrally located near classrooms so the school community can easily access the space and the resources. The librarian could support all primary schools throughout the district.

2.12 Visual Art Programs

Current:

The visual arts curriculum is anchored to the Massachusetts Arts Curriculum Framework standards and guided by the principals and elements of art. In many of the primary schools, art is taught from a cart due to limited space.

Needs:

A dedicated space in need to limit travel time for staff and provide ample space for long-term projects.

Proposed:

The new facility should include well appointed spaces with storage and plenty of room for a variety of media to be used and ongoing work accommodated. The spaces should be equipped and furnished to support exploration of a variety of media and modes for creating artwork. Full technological capabilities shall be provided to support digital art options.

2.13 Music/Performing Arts Program

Current:

The current music program at the primary level is taught in the general education classroom with limited availability for instrumental storage. The current performance space is typically a combination gym/auditorium.

Needs:

Our new primary school building needs an auditorium with appropriate seating and resources to support school and community events. There is an increasing need to find appropriate spacing for municipality meetings and town forums as the Adams auditorium is in disrepair and not handicap accessible. The community also needs a space to support significant theatrical productions, musical performances, recitals, and camps.

Proposed:

The Weymouth Public schools are dedicated to the fine and performing arts. The need for this auditorium space comes from an understanding that student involvement in the fine and performing arts has a profound impact on schools and their communities. Students see improved academic performance, improved attendance, an increase in reading comprehension and mathematics, and growth in self-esteem. This leads to support and development of the whole child. The auditorium space would be used on a regular basis during the school day to support larger gatherings of the theater arts program, for regular rehearsal of the larger band and chorus groups. The full auditorium would also support regular programs that are brought to the school to support the student's social-emotional development, arts and cultural awareness, and larger school assemblies. The limitation of this space to a cafetorium or gymnasium would reduce the other opportunities that exist in the after-school programs. This space also serves a large community need. The facility is utilized on a regular basis for community events and programs and would serve to support our district's growing involvement in statewide theater competitions.

In all domains of the Massachusetts Frameworks, there are performance standards. Performance is a critical component in the development of the 21st century skills of communication and collaboration. The Performing Arts Program at the primary school level will be deeply embedded into our school culture. All students will have access to a wide variety of musical/theatrical learning experiences both in the form of performance ensembles such as Band and Chorus as part of the school day, and through a variety of genres introduced during

weekly music classes. Both instrumental and vocal ensembles will be held in high esteem and valued as part of our school community.

All Music and Theatre Arts classes will take place in a dedicated teaching space. The proposed primary school would include an auditorium that would serve as a performance center with ample space, modern lighting and acoustics, as well as seating for classes and large groups. Performance ensemble classrooms should be located in close proximity to the auditorium. Teaching spaces will be furnished with access to cutting edge technology, be adequately soundproofed and acoustically sound, have sufficient secure storage areas for expensive/delicate equipment, and be furnished with classroom furniture that supports the type of work taking place in each space (ex: band risers in the band classroom, choral risers in the choir room, Wenger musician's seating in performance ensemble rehearsal spaces, collaborative tables in classroom music spaces, etc). Curriculum for Music classes will be based on the National Coalition for Core Arts Standards for Music and Theatre. Texts and method books will be available where appropriate. Music staff will work collaboratively both within the department as well as with other teaching teams throughout the school in order to provide diverse, rich, and rigorous learning experiences with interdisciplinary connections. A department office/common planning space would best facilitate this need.

2.14 Physical Education and Wellness Programs:

Current:

Our physical education and wellness program includes content that will allow students to experience progressive levels of achievement toward standards. Not only will students achieve competence in a variety of movement activities, but they also will understand the conceptual basis and principles that contribute to effective movement and fitness. Our goal is to ensure that students fully recognize and understand the significance of physical activity in maintaining a healthy lifestyle. They also should have developed the skills, knowledge, interest and desire to participate in meaningful activity for a lifetime. We create activity experiences that develop personal and social behaviors consistent with responsible behavior in sport and in society. This includes an understanding of conflict resolution, the importance of rules and ethical behavior, and the positive social interaction required in physical activity settings. The existing Adams Middle School building provides insufficient space for the delivery of appropriate physical education programs for approximately one thousand students during the winter months. The building includes a single gymnasium and a small fitness room. The main space can be subdivided but the machinery is old and does not work consistently. The lack of physical education space requires that many classes be configured to hold over 50 students in the main gym with 30 more in the fitness room. Programs within the gym are greatly limited by its small size and the inability to divide available space into two distinct areas. There are locker rooms on each side of the gymnasium; girls have changing stalls and boys have an open area. This area is circa 1970s, and does not represent current standards and practices.

Needs:

Abigails Adams Primary School needs a gymnasium that is designed to educate all students. This space should be entirely handicapped accessible.

Proposed:

Physical education is a component of the curriculum that is designed to educate all students, with a range of abilities both cognitively and physically. A developmentally and instructionally appropriate physical education program promotes a physically active lifestyle. It accommodates a variety of individual differences, such as: cultural identity; previous movement experiences; fitness and skill levels; and intellectual, physical and social/emotional maturity. Appropriate instruction in physical education incorporates best practices derived from both research and experience for teaching in ways that facilitate success for all students. Providing a safe and inclusive learning environment allows all students to experience positive, challenging, and enjoyable physical activities while learning skills and developing an understanding of the benefits and importance of physical activity. In conjunction with these activity experiences, students develop a positive self-image and social skills that will provide personal competence in work and leisure situations.

Our vision is to provide students with physical education on a weekly basis alternating between lifelong sports and personal fitness curriculum every other day. In order to accommodate this, a full size gymnasium which can be subdivided into multiple teaching spaces will be required. The proposed program offerings would place approximately 150-200 students in various PE stations each period requiring additional staff members. In addition, outdoor facilities will include physical education stations around the campus including team building elements and fitness stations. This allows multiple teaching opportunities to all students that run concurrently indoors and outside.

The current Adaptive Physical Education Program teaches a small group of students in the main gymnasium utilizing existing regular education equipment. There is no adaptive PE space or specialized equipment. Current physical education teachers team with Physical and Occupational Therapists and modify, adapt existing lesson plans to adapt to the populations that require physical assists, limited stimuli and explicit direction. The PE staff are challenged with keeping students on task and motivated with numerous elements of distraction. The large gymnasium space is loud, and filled with stimulus which can inhibit focus in certain populations. Shared space and inadequate equipment are just some of the challenges that interfere with successful movement and exercise in small groups.

The current Abigail Adams space would be used by a smaller amount of students due to the decrease in building enrollment. This would help alleviate many of the current issues noted in this space. The space would be redesigned and equipped to meet sensory, gross and fine motor behaviors and specialized needs by adding primary level appropriate equipment. The equipment and physical space of the gym will be centered on the needs of our physically challenged students.

2.15 Special Education Programs**Current:***Inclusive Practices*

Inclusion is a belief that everyone belongs and everyone benefits. This educational model challenges schools to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. It is based on a belief that all children can learn together in

the same schools and classrooms with appropriate supports. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers.

WPS inclusion philosophy is consistent with federal and state special education laws, maintains the rights of the child to an education in the least restrictive environment, maximizes the educational potential of the child, and maintains the integrity of the regular and special education environments.

Inclusion practices and policies based on insufficient resources or the absence of special education services, or on staffing inadequacies or other needs of the agency are educationally unsound and out of compliance with state and federal law.

Currently, primary schools employ both the full and partial inclusion models. A critical component of small group classes is to provide students with disabilities access to the curriculum, regardless of the level. Students learn skills best in the natural classroom environment where opportunities for diverse experiences are available for all students. All programming is individualized to meet the student's unique needs. Curriculum in these small group classes are created by modifying the Weymouth Public Schools grade level curriculum as called for by the student's Individualized Education Program (IEP).

Related Services

Currently, most related services (OTs, PTs, etc.) and speech/language pathologists (SLPs) are provided away from the class setting and more in the pull-out model. In support of our inclusion philosophy, we are striving to provide related services within the general education classroom when appropriate.

Programs

Therapeutic Learning Center (TLC)

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for an educational disability of Emotional Impairments/Serious Emotional Disturbance (SED). In addition, these students have a long standing documented history of exhibiting significant emotional dysregulation that has been disruptive to their learning and/or the learning of others despite having received intensive behavioral interventions and therapeutic support in a less restrictive environment. An individualized behavioral intervention plan for each student and a systematic behavioral management program for the classroom are integral components of the program. The difficulties displayed must be the direct result of the emotional disturbance and not the result of a social maladjustment, intellectual, communication, developmental or neurological disorder. A District behavior specialist and a counselor consult with the program regularly. Students also receive direct counseling services.

Language Based Learning Disabilities Program

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for an educational disability of a Language Based Learning Disability. In other words, these students would have a cognitive profile in which scores on the Verbal subtests, a test of cognition are significantly lower than scores on non-verbal/performance subtests. In addition, these students demonstrate a history of significant language and/or reading disorders despite having received intensive special education services

in the neighborhood school or in another District-wide program. Due to the significant impairments displayed in acquisition of language and reading skills, these students require systematic instruction in an alternate method of reading such as Orton-Gillingham, Wilson or other multi-sensory based approach such as Project Read, Lindamood-Bell or Telian. In addition, as a direct result of the language based learning disability, students must require extensive modifications in the other content areas such as Science and Social Studies. Although students in the program may exhibit some attentional and social-emotional issues, these factors are secondary to the primary educational disability of Language Based Learning Disability.

This is not a program for students who are primarily having difficulty due to ELL issues. A speech and language pathologist consults to the program and provides direct service as recommended by the Team.

Life Skills Program

This Program is designed for students who have been determined by the Team to exhibit the following:

- significantly deficient intellectual functioning; an IQ below 70 on an individually administered IQ test
- concurrent deficits or significant impairments in the deficient range as evidenced on a scale of adaptive behaviors in at least two (2) of the following areas: communication; self-care; home living; social/interpersonal skills; use of community resources; self-direction; functional academic skills; work; leisure; health and safety

In addition, the student must require intensive, direct systematic and alternative instruction/programs in order to learn and acquire new skills. The focus of instruction is primarily on functional academics and access/entry level skills as delineated in the Massachusetts curriculum frameworks utilizing a multisensory, language based instructional approach. A speech and language pathologist and occupational therapist consult to the program regularly and provide direct service as recommended by the Team.

Communication Enhancement Program (CEP):

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for an educational disability of Autism. In addition students exhibit significant impairment in the following areas:

- verbal communication
- social interaction and pragmatic skills
- comprehension
- behavioral and emotional regulation
- adaptive daily living skills
- ability to acquire new skills

The program utilizes a multi-disciplinary approach to enhance communication, socialization and sensory integration. Visual symbols are used throughout the classroom to assist students in understanding of classroom activities, schedules and rules. Emphasis on ABA behavioral based principles and methodologies (i.e. discrete trial, behavioral analysis etc) are an

integral component of the program and utilized throughout the school day. Low student to teacher ratio maximizes the learning of new skills and reinforces appropriate behaviors. Students are integrated into the general education setting on an individual basis as determined by the Team. A district behavioral specialist consults to the program as determined through the Team process.

Intensive Resource Center (IRC):

Students in this program require direct, individualized and explicit instruction to make effective progress due to severe language and/or communication impairments. In addition, there are usually deficits in memory, fine and gross motor abilities. Although the students may have cognitive skills that scatter in the lower end of the low average range, the overall level of cognitive functioning generally falls in the borderline range. (Low 70's to Mid 70's) The students are noted to face significant challenges in a general education classroom due to their disabilities and resultant need for high levels of specialized instruction. Language processing, lowered cognitive abilities and pragmatic deficits in conjunction with social skill deficits are observed as the primary impediments to learning. These students require a multi-sensory; language based instructional approach to learning and step by step instruction that is sequential with frequent repetition and re-teaching. In addition, they require extensive modifications rather than accommodations to gain consistent access to the curriculum and have not been successful despite having received extensive services in a less restrictive environment. A speech and language pathologist consults to the program and provides direct service as recommended by the Team.

Needs:

The current primary school model with eight schools limits the location and availability of space for district wide programs. The addition of Abigail Adams as a ninth primary school would allow for redistricting and provide for open classroom spaces throughout the town. The limitation of space also can impact inclusion opportunities in settings with smaller class sizes. The following are the needs for a more effective implementation of inclusive practices:

- a. **Instructional setting** - Special education instructional settings (when located outside of the general education classroom) are placed throughout the school building within age, grade, or department appropriate areas.
- b. **Instruction and Curriculum** - Instructional staff should use a variety of highly effective instructional strategies (multi-level instruction, activity-based instruction, cooperative learning, etc.). Lecture-based instruction must be replaced by differentiated instruction as the predominant instructional methodology in use in our classrooms. A school-wide behavioral support system is in place, resulting in a positive, proactive learning environment for all students should also be in place. Lastly, all staff members should explicitly discuss the expectation for collaboration, equity, and mutual respect among all faculty members.
- c. **Facilities** - The facilities used by special populations students (when specialized services are required) are comparable to the facilities available for general

education students. It is recommended to create and design classroom spaces that are universally accepted, in particular paying attention to the furniture, equipment, presence of technology and the overall layout of each inclusive classroom.

- d. **Special Education Teacher Staffing** - In a more inclusive school setting, there is an emphasis on increasing the amount and quality of in-class support options for special needs students including co-teaching, support facilitation, and use of peers. Thus, it is critical that Weymouth Public Schools employ the appropriate special education teacher ratio to students with disabilities who are in the inclusive setting. It is recommended that a ratio of 15 students to 1 SPED teacher is ideal to achieve quality in-class support and instructional facilitation.
- e. **Special Education Related Services Staffing** - Related services personnel (OTs, PTs, etc.) and speech/language pathologists (SLPs) provide their services within the general education classroom when appropriate. In order to ensure an inclusive provision of related services, Weymouth Public Schools will need to provide additional related services particularly in the areas of social emotional learning.
- f. **Planning and Staff Scheduling** - It is highly recommended that instructional supports such as co-planning and department scheduling are aligned with specific classrooms at each school. There should be systems in place, such as sufficient planning time and strong administrative support to facilitate the success of in-class models of support. Ideally, general education and special education teachers should regularly plan together. Scheduling strategies should also be taken into consideration in order to have educational outcomes that will support the optimal learning of students with disabilities.

Proposed:

Ideally, the Special Education classrooms will be equipped with classroom technology, moveable furniture for flexible grouping, and a teacher area with securable file storage for student records. These classrooms, both inclusion and substantially separate, must have access to smart boards and other visually-stimulating and language-based rich settings. Assistive technology plays a critical role in supporting engagement and learning for students with special needs. Different devices for different purposes need to be available with supports for quick set-up and secure storage.

Some of the related service providers such as the Occupational Therapist, Speech Therapist, and Physical Therapist do not have dedicated space. When these related service providers schedule their students, they also need to identify a space for that specific time. This presents a significant issue around confidentiality as well as a considerable hardship as they have to carry their materials from room to room. Occupational and Physical Therapy services are related educational services that are provided for students requiring intervention in order to access the curriculum and the life of the school due to a disability. Occupational Therapists work with children to improve fine motor and sensory functioning, while Physical Therapists focus on gross motor needs of students. Occupational and Physical Therapists often work collaboratively in a co-treatment model. Although these students often require specialized space which is independent of the primary physical education space, it is the goal of the program to utilize the

mainstream educational space such as gymnasium and fitness room for all activities deemed applicable. This requires that these spaces not be so heavily scheduled that they are unavailable for appropriate occupational and physical therapy activities. There is very limited space for these service providers to test and provide services. Some of the space utilized is in loud areas that compromise the validity of the test results.

To support the vision of inclusion among all students with disabilities, the following are needed:

- Gym and Fitness Space to be easily accessible by all students and maintain visible connection between each for natural supervision
- Art, Science and Technology adjacent to each other and tangent to academic classrooms for potential STEM or STEAM configurations
- Sensory Rooms and De-escalation areas will need to be closest to the offices of the social workers/school adjustment counselors
- Student Center/Academic Support Centers will be created to welcome all students who will require extended time on learning

2.16 Transportation

Current:

WPS currently has four tiers of runs that our transportation is responsible for. The runs consist of the High School, Chapman, Adams and all primary. WPS provides students in grades K through six free transportation to their home school provided they reside outside a two mile radius. Students inside the two mile radius are offered the fee-based pay rider program. All measurements are made along the shortest commonly traveled routes from a point perpendicular to the school entrance to a point on the public road perpendicular to the front door of the residence.

Transportation is provided to eligible special needs students as indicated by their Individualized Education Plan, 504 Plans, and also any student that qualifies under the McKinney-Vento Homeless Education Act or Title I. English Language Learners are also provided transportation if they are attending one of our magnet primary schools that is not their home school.

There is no transportation offered to students in grade seven through twelve beyond the pay rider program. Pay riders are accommodated if sufficient space remains on the bus for them, priority being given to younger children who live farthest from the school.

Needs:

Currently we have four tiers of transportation runs that HS, Chapman, Adams and primary that we would like to streamline to three. Having this many runs makes it very difficult to schedule transportation for our special education and 504 students that require alternative transportation. We are also researching the transportation feasibility of adjusting starting times to provide the optimal learning environment for our students while reducing the amount of runs would support this work.

Proposed:

The addition of Abigail Adams as a ninth primary school would alter current transportation needs and would be impacted based on redistricting. We would need to study this further.

2.17 Security and Visual Access Requirements

Current:

All primary schools currently have a dedicated entrance vestibule that has been updated with enhanced security features.

Needs:

In today's environment it is the goal to provide a safe and supportive school. Adams should be equipped with security cameras that are accessible to administration and the school Resource Officer. All common areas and outside areas of the building should be equipped to support this goal.

Proposed:

The proposed building will include security systems to provide a secure, safe environment for students, protecting them from outside and inside dangers. Such measures could include secured access and remote access via keyless entries to all doors. There should be multiple security cameras on the interior and exterior of the building. The new building design should have appropriately secured openings and should provide means for isolating areas of the building off from one another. This isolation is of particular importance if the lower level is to be used for office spaces.

2.18 Adams Physical Reuse Plan as Associated with Option D from Chapman Ed. Program

In the Option D of the Chapman Education Program, Abigail Adams would be enrolled by students in Kindergarten through grade five. Adams would need some renovations to bathrooms and classroom spaces. This new Adams Education Program is suggesting the potential of Pre-K through grade five. The following would need to be considered; placement of whiteboards, to meet the needs of primary students along with furniture replacement for Pre-K - Kindergarten. Four to eight classrooms would be needed for Pre-K through Kindergarten. Specialist classrooms, small group rooms, project spaces, auditorium, and cafeteria would be on the first floor, along with occupational therapy, physical therapy and other special education associated service providers. Grades one and two would be housed on the first floor. Building administration and counseling/school psychology would also be housed on the first floor. The second floor would house grades three, four, five, alternative pathways, additional classrooms, small group spaces, special education rooms (based on programmatic needs), and project spaces. Both floors would have student bathrooms. The basement would be used for Weycare, transportation, community liaison, and special education office space.

Grade Configuration

Grade configuration at Abigail Adams would change from grades five and six to grades Pre-K through five. Classrooms would be housed on the first and second floors.

Class Size

We would aim for class sizes at approximately 18.5 students housed in twenty-four classrooms. This size is approximately equal to the state average of 18.1 as reported by the Massachusetts Department of Elementary and Secondary Education.

School Scheduling Methodology

The schedule at Adams would be consistent with other WPS primary schedules. Teachers will have time built into their schedule for meeting by grade level teams. There will be small learning centers on both floors.

Total Instructional Time

Subject/Topic	Grades K-2	Grades 3-4	Grade 5
English Language Arts (ELA)	25-30% Intervention included 81-98 minutes per day 406-488 minutes per week	20 – 25% Intervention al included 65-81 minutes per day 325-406 minutes per week	22.5% Intervention included 88 minutes per day 439 minutes per week
Mathematics	25-30% Intervention included 81-98 minutes per day 406-488 minutes per week	20 – 25% Intervention al included 65-81 minutes per day 325-406 minutes per week	22.5% Intervention included 88 minutes per day 439 minutes per week
Science	10% 33 minutes per day 163 minutes per week	15% 49 minutes per day 245 minutes per week	17.5% 69 minutes per day 341 minutes per week
Social Studies	10% 33 minutes per day 163 minutes per week	15% 49 minutes per day 245 minutes per week	17.5% 69 minutes per day 341 minutes per week

Pre-K schedules would meet all EEC guidelines and be consistent with the current Johnson Early Childhood Center programming.

Teaching Methodology and Structure

Core Content is based on the Massachusetts Frameworks for Math, Science, ELA, and Social Studies. Classrooms will be grouped by grade level, allowing for interdisciplinary units, equity, and inclusive practices. Students receive art, music, physical education and wellness as specials throughout the week. Instruction for these classes will be delivered by specialists and allow time for content teachers to collaborate with colleagues on curriculum and instruction.

Lunch Programs

Adams has existing kitchen and lunchroom facilities, which would support both breakfast and lunch programs. The projected enrollment would provide for three lunch sessions within this space. This area is large and may be used flexibly during the day with minimal renovations.

Technology Instruction Policies and Programs

The Adams plan has interdisciplinary project space which can be used for hands on and digital student project creation. The technology plan would include improved infrastructure to support internet access and digital learning as well as the administration of universal diagnostic assessments.

Media Center/Library

The library would remain on the first floor and would be updated to include resources for primary students, as well as a redistribution of materials. The library could be an additional space for technology instruction and presentations. As the library has ample space, it could also be used for teacher professional development.

Special Education Program

Special education student needs will be addressed in the least restrictive educational environment through inclusive instructional practices. Special education teachers' rooms will be spread throughout the identified classroom areas. Distributing classrooms in this way will support collaboration, inclusive practices, and easy access to support all students. The spatial needs for district substantially separate programs will be considered and program needs will be reviewed each year.

Transportation

Transportation would align with the information presented in section 2.16 of this document.

Functional and Spatial Relationship

Classrooms and common spaces would provide strong use of technology and interactive learning opportunities. Classrooms would be organized by grades to allow for collaboration.

2.19 Educational Program Conclusion

Weymouth strives to strengthen the community's educational system through the realization of the provided educational plan. Our work is guided by the core principles of equitable, inclusive, personalized and interdisciplinary learning for students in our primary grades. We have identified areas of excellence and improvement and through this plan we have offered our vision for designing learning experiences to support our students to be successful in their lives beyond their PreK-12 education. We recognize that a primary school of four hundred to five hundred students is large and through the design process we seek to find ways to create the feel of a smaller school and enhance their sense of belonging. We believe that the addition of this building will remove current and avoid future inequities, promote neighborhood primary school availability, align curriculum, support primary school teaming practices, and foster cross-curriculum collaborative work. Benefits we seek to realize include: a) the ability to continue to offer universal full day kindergarten; b) organize grades according to developmental grade bands; c) improved communication and collaboration between staff and families; d) improved technology infrastructure and resources to address digital literacy standards; e) provide more space equity across all primary schools through physical space and student enrollment; f) increase office space and reduce the cost of relocating offices without space due to the Chapman Middle School project. We look forward to working with all departments in the Town of Weymouth to realize this plan.

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