

Weymouth Public Schools At a Glance

Mission & Vision

Our Mission: The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.

Our Vision: **Educational excellence for every Weymouth student.** Students graduate from Weymouth Public Schools 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.

Our Schools

Johnson Early Education Center: Pre-K programming for ages 3-5

8 Primary Schools (K-5): Each school serves between 200-350 students.



Chapman Middle School: The newly constructed campus will serve ~1,300 students in Grades 6-8.

Weymouth High School: Our comprehensive high school serves 1,800+ students in Grades 9-12. In addition to a traditional, competitive program of studies, WHS also offers a robust Career & Technical program. Students are also offered a wide variety of clubs and extracurricular activities.

Chard Street: Provides a non-traditional learning environment for 9-12 students to advance their education.

District Report Card

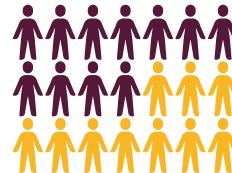
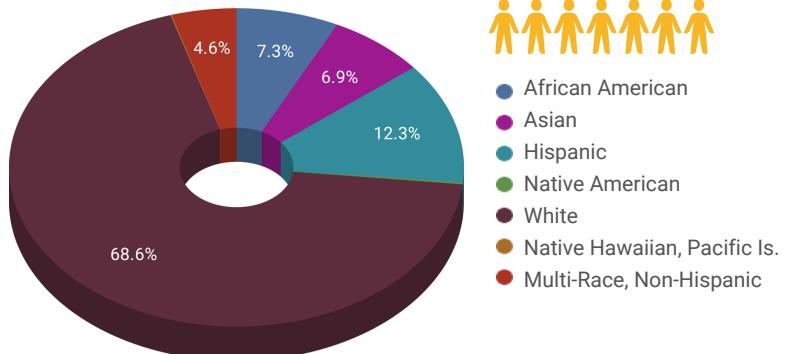
Our DESE district report card reflects valuable information about our district.

Scan here for the full report:



Our Students

5,560 students enrolled across 11 school buildings



- African American
- Asian
- Hispanic
- Native American
- White
- Native Hawaiian, Pacific Is.
- Multi-Race, Non-Hispanic

12

Languages spoken by WPS families: English · Cantonese · Portuguese · Arabic · Mandarin · Spanish · Vietnamese · Albanian · French · Haitian Creole · Marathi · Russian



92.3%
attendance rate



14%
first language not English



42.6%
low-income



55.1%
high needs

WPS Class of 2021

Our **383** graduates went on to:



58.8%
4-Year Institutions



13.3%
Employment



9.9%
2-Year Institutions



18%
Other Real World Experience

UMass Boston · Massasoit · Bridgewater State · Quincy College · WPI · Westfield State · Univ. of Rhode Island · Suffolk · Stonehill · Curry · Mass. Maritime Academy · Univ. of New Hampshire · UMass Amherst · Wentworth Institute of Technology · MCPHS University · Univ. of Maine · Merrimack · Arizona State · Boston University · Bentley Brown · Hofstra · UMass Lowell · Champlain · Northeastern · Embry-Riddle Aeronautical · Johnson & Wales · NYU · Syracuse · Pratt Institute · UConn · Roger Williams · Cornell · Louisiana State · MassArt · Purdue · Tufts · Salem State · Denison · Univ. of Vermont

Where are they now?
(a sampling)

Weymouth Public Schools

District-Wide Programming

Substantially Separate Special Needs Preschool

This program is designed for students who have been identified at the preschool level as meeting the eligibility criteria for an educational disability of significant global Developmental Delays and/or Intellectual Impairments (i.e. Down syndrome, Fragile X, etc.). These students typically received extensive services through Early Intervention prior to turning three (3) years of age. Students work at their own level to attain skills in an individualized manner. A multisensory, language-based instructional approach is utilized with an emphasis on attaining functional academic and adaptive daily living skills. The students in the program typically will require ongoing intensive, specialized services throughout their academic careers.

Therapeutic Learning Center (TLC)

The TLC program is designed for students who have been determined 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 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 as meeting the eligibility criteria for 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 acquiring 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 approaches 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 with the program and provides direct service as recommended by the Team.

Life Skills Program

The Life Skills Program is designed for students who exhibit significantly deficient intellectual functioning (an IQ below 70 on an individually administered IQ test) and 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 with 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 verbal communication, social interaction and pragmatic skills, comprehension, behavioral and emotional regulation, adaptive daily living skills, and the 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' 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. A 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 with 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 and 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 70s to Mid 70s). The students are noted to face significant challenges in a general education classroom due to their disabilities and the 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 with the program and provides direct service as recommended by the Team.

Chard Street

Our Chard Street program allows us to keep students in the learning community while providing robust and specific interventions. Following the MTSS model and offering the most inclusive and strengths-based approach, WPS offers individualized Tier 3 support that is available to all students. In order to meet the needs of all students, Chard St. has a full-time staff of educators, counselors, and behavior analysts trained in the areas of trauma and specialized instruction. Students may utilize Chard St. for extended evaluations, stabilization, and extensive trauma support. The goal for every student who utilizes Chard St. is to build the skills for a safe and successful transition to the next part of their educational journey.