

HWRSD

Educational Plan

Cutler Elementary School Project



Cutler Elementary School Education Program

As of January 12, 2024

MODULE 3: PRELIMINARY DESIGN PROGRAM

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The District completed the five visioning sessions with Consultant Michael Pirollo that included the following members of the school district, parents, community members, and local board members:

Name	Title
Mugsy Asadorian	Parent
Jackie Barthelmes	Grade 1 Teacher
Jessica Bernardo	3rd Grade Teacher
Julia Binder	Parent
Stacy Bucyk	Student Services Director
Alicia Caritano	JCJ Architecture PM
Jennifer Clifford	Director of Teaching and Learning
Emily Czarnecki	Interior Designer, JCJ
Lisa Druskat	Buker School Nurse
Jenni Emmett-Conrad	Instructional Coach
Tom Geary	Director of MFO
Allison Goodchild	Kindergarten Teacher
Kate Hayashi	Music Teacher
Kristen Iovanella	Parent
Jim LaPosta	JCJ Principal-in-Charge
Nick Masse	OPM
Linda McMahon	Kindergarten Teacher
Allie Moffett	Parent
Peter Morgan	JCJ Project Designer
Linda McMahon	Kindergarten Teacher
Brigid ODonnell	Instructional Coach
Amy Orlando	2nd Grade Teacher
Mike Pirollo	Educational Planner, MLP

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Douglas Roberts	AIA JCJ Principal-in-Charge
Juliana Schneider	Cutler Principal
Sarah Selbach	Parent
Carolyn Shediak	Principal Winthrop School
Maureen Smith	Special Education Coordinator
Kimberly Strovink	Parent
Laura Studley	Parent
Alicia Thompson	Parent
Eric Tracy	Superintendent
Natalia Wainwright	Community Resident
Maggie Ward-Schack	PE Teacher
Paul White	Educational Consultant, MLP Integrated Design

Completed by:

Eric Tracy	Superintendent of Schools
Jennifer Clifford	Director of Teaching and Learning
Stacy Bucyk	Director of Student Services
Tom Geary	Director of Maintenance and Operations
Ben Schersten	Buker School Principal
Juliana Schneider	Cutler School Principal
Carolyn Shediak	Winthrop School Principal
Jennifer Caufield	Parent & Community Liaison
Michael Pirollo	Educational Planner, MLP Integrated Design

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INTRODUCTION

District Vision Statement

The Hamilton-Wenham Regional School District is committed to providing all students an education that allows them to engage the future with creativity and confidence. All Hamilton-Wenham Regional School District staff and students are committed to building learning communities consistent with our District's core values:

- Passion for Learning
- Belonging
- Inclusivity
- Curiosity
- Partnerships
- Integrity

District Mission

Together we inspire continuous learning in order to lead a purposeful life.

Strategic Initiatives

- Teaching and Learning
- Communication and Community Partnerships
- Personnel, Facilities, and Technology
- Culture and Wellness

Historical Context of the Towns of Hamilton & Wenham

Town of Hamilton

In June 1638, John Winthrop the Younger, son of the founder of the Massachusetts Bay Colony, bought most of present-day Essex County from Masconomet, chief of the Agawam Indians, for the sum of twenty English pounds. A memorial stone on Sagamore Hill in southeastern Hamilton marks where Mosconomet was buried with his gun and tomahawk around 1658.

Hamilton was first settled in 1638 and was originally a section of Ipswich known as "The Hamlet". The first recorded land grant in the Hamlet was Matthew Whipple's farm, dated 1638. Three years

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later the new stagecoach road from Boston to Newburyport (Bay Road) was laid out through the Whipple land. Other early settlers of the Hamlet, including the Appletons, Winthrops, Lamsons, and Dodges, were attracted by the countryside similar to the English farms and estates they had left behind.

The town was incorporated on June 21, 1793, and named for Alexander Hamilton, whose portrait became the town seal in 1903. With the arrival of the Boston and Maine Railroad in 1839, the population center moved gradually southward toward the depot.

The farm village proved to be an attractive location for Boston groups seeking land for recreation and renewal. A Methodist ministers' association first held a camp meeting at Asbury Grove in 1859. In the 1880s, the Myopia Hunt Club, which had been named in jest for its nearsighted founders, moved from Winchester, Massachusetts, to the Gibney Farm in Hamilton. Beginning as a lawn tennis and baseball club, it turned to polo, the hunt, and golf as members built large summer estates in the area. Myopia donated the site for the General George S. Patton Memorial Park to the town of Hamilton. The park continues to be a recreation center for the town.

Hamilton is a rural-suburban town in the eastern central portion of Essex County in eastern Massachusetts, United States. At the 2010 census, it had a population of 7,764. Currently, the town has no manufacturing industry and no industrially zoned land.

Its location on the North Shore of Massachusetts provides easy access to the Atlantic seashore with its reservations, beaches, and boating. The town includes many historic houses, pastoral landscapes, and old stone walls that accompany winding tree-lined roads. It also has a rich equestrian heritage, which remains strong due to the influence of the many horse farms and of Myopia Hunt Club, which holds frequent equestrian events, including polo most Sunday afternoons. (Myopia also hosts a Thanksgiving Day fox hunt each year that the public may attend.) Thus, the visitor to Hamilton may well share the secondary roads with horse and pony riders.

Hamilton is closely tied to neighboring Wenham, sharing a school system, library, recreation department, commuter rail station, and newspaper. In 2010, the community of Hamilton-Wenham was listed among the "Best Places to Live" by Boston Magazine.

Hamilton includes South Hamilton, which is that part of Hamilton that the Postal Service has assigned the zip code 01982.

According to the US Census Bureau, the Hamilton population is estimated to be 7,526 people as of July 1, 2022. The US Census Bureau estimates that the population decreased by .5% since April 1, 2020. Additional census data shows 23.7% of the population is under 18 years old. The median household income (in 2021 dollars) from 2017 - 2021 was \$116,699. The median value of

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owner-occupied housing units from 2017-2021 was \$589,900, while the median gross rent was \$1,356.

<https://hamiltonma.gov/about/>

Town of Wenham

Wenham was officially set off from the Town of Salem on May 10, 1643, but was not incorporated by the legislature until September 7, 1643. Wenham was the first village to be set off as a definite township from Salem, as it was the first laid out. The territory appears to have belonged to the Agawam Indians from whom the land was purchased for a nominal sum. In approximately 1639, the earliest settlements were made by the lake and later that year the Legislature passed an act giving the land, not belonging to any other town or person, to the village. The first settlers called their village "Enon." However when it was incorporated in 1643, the Legislature ordered that "Enon shall be called Wenham and be granted to be a Town and hath liberty to send a deputy."

The name Wenham is from a parish in Suffolk County, England, from which early settlers supposedly came. The first Meeting House was built and was located to encourage settlement in the middle of the Town.

The setting aside of the Charter of the Massachusetts Colony in 1684 brought a period of great unrest and the establishment of "Committees of Safety." The year 1692 saw the witchcraft hysteria in which Sara Good, raised in Wenham, was hanged as a witch. King Phillip's War and the French and Indian Wars had Wenham men serving in order to protect their homes and land. John Fiske, wounded and incapacitated in these conflicts, was granted a license to keep a public house of entertainment by the General Court.

The following fifty years were relatively calm and peaceful until the passage of the Stamp Act of 1765. Although it was soon repealed, the tax remained on tea. So great was the unrest that "Committees of Correspondence" were formed, and Wenham citizens checked to see that their ammunition was safe under the pulpit of the Meeting House. A call to arms came in 1774 and fifteen Minute Men were requested of Wenham. Although Wenham was too far removed from the battles at Concord and Lexington to participate, they took part in the Battle at Bunker Hill. Wenham sent men to join Washington's army, some serving as long as two years.

Although it was noted in 1642 that all children should be educated, nothing was really done, and children were taught at home. The first formal school was finally established in 1700, but the students had to pay for their education. It wasn't until 1739 that the Town finally appropriated the funds.

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A period of peace and prosperity again followed the Revolution and the opening of the land beyond the Alleghenies. Some Wenhamites joined Hamilton's Dr. Cutler on his trek to Marietta, Ohio. Wenham men were also instrumental in petitioning for the building of a bridge between Beverly and Salem to replace the ferry which was the only way to reach Salem.

The War of 1812 had some effect on Wenham, and it is noted that the Town hired men to enlist. In 1854, it was voted to build a Town Hall since the Meeting House was no longer adequate. In 1821, the Town voted to procure firefighting equipment, ladders, and fire hooks, but no fire company was organized until 1835.

The middle of the 1800s saw Wenham as primarily an agricultural society, but there were many shoe shops in Town that did piecework for shoe factories in Danvers and Lynn. The harvesting of ice was also a very important industry lasting into the early 20th century. Wenham Lake ice was prized around the world.

Life remained rather quiet as the years progressed. Wenham sent many men to the Civil War, the Spanish-American War, World Wars I and II, as well as Korea and Vietnam. Their names are suitably recorded in the Town Hall and on the War Memorial outside on the Town Hall lawn. Wenham continued to be a small town up until the end of World War II when the population increased dramatically to over 4,000 by the time of the 1990 census. There is still very little industry and business in Town; Wenham remains predominantly residential, a bedroom community for the many adjacent towns.

https://www.wenhamma.gov/wenham_history.php

HWRSD Regionalization

In 1948, the townspeople voted "that the School Committee be instructed and empowered to participate in Regional High School planning activities in eastern Essex County." In 1949, meetings were held with committees from Hamilton, Manchester, and Topsfield. However, town committees and school committees reported adversely on the idea of regional schools.

In 1949, the state enacted the Regional Schools Act, which allowed the creation of regional school districts, as independent legal entities. The School Board was charged with the responsibility of keeping up-to-date with the Regional School Study being pressed by the surrounding towns of Topsfield, Hamilton, and Manchester. Again, nothing happened.

In June 1957, at a town meeting, voters approved the creation of a Wenham Regional District School Committee. The next month, July, the committee met with Hamilton's Regional School Committee. They agreed to establish a Regional High School and planned for the high school to

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open in September 1962. State regulations and state financial encouragement for regional schools were major factors in Hamilton and Wenham finally joining together in 1959, in establishing a regional high school district. The next year, 1960, voters approved the building of a Hamilton-Wenham Regional High School. Two years later, in 1962, the Hamilton-Wenham Regional High School opened on the former Weldon estate on Bay Road. In its first year, the school had 475 students in grades 9-12.

A school committee of Hamilton and Wenham residents, in 1974, proposed an amendment to the regional agreement calling for elementary schools, grades K through 8, to become part of the Regional School District. Later that year, both towns accepted the amendment: 3 school systems became one school region, under one superintendent, who reported to and was responsible to one School Committee. Dr. William B. Fisher was the first Superintendent of the Regional Hamilton-Wenham Schools. Previously, he was the regional high school principal.

The new Hamilton-Wenham Regional School District included: 3 elementary schools (K to 8): the Buker, in Wenham; the Winthrop, in Hamilton; and the Cutler, in Hamilton. There was a Junior High School, in Hamilton, and a High School, in Hamilton. The Superintendent and staff were in the former Center School building on School Street, Wenham.

In 1978, the idea of merging Wenham and Hamilton junior high schools resurfaced. Wenham appointed a sub-committee to investigate the feasibility. It was decided to move the junior high school students at Bessie Buker to the Hamilton Junior High School, which was in the old Hamilton High School building. In 1983, the regional school system completed its 3-year consolidation plan. The Hamilton Junior High School was closed and the building returned to the town. Grades 7 and 8 were transferred to the Center School in Wenham, which was renovated and became the new Middle School.

Sources:

<https://hwlibrary.org/wp-content/uploads/2016/04/16-Schools.pdf>

<https://hwlibrary.org/wp-content/uploads/2015/01/15-Schools.pdf>

Hamilton & Wenham have the open town meeting form of government. Annually each spring, and as necessary, the voters gather to discuss matters such as zoning, schools, public works, recreational facilities, the budget, taxes, and bond issues. Property taxes on residential and other land, buildings and improvements, and transfers from the state government, are two important sources of revenue for the town.

According to the US Census Bureau, the Wenham population is estimated to be 4,973 people as of July 1, 2022. The US Census Bureau estimates that the population decreased by .01% since April

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1, 2020. The town data shows 13.76% of the population is under 18 years old. Due to the size of the town (under 5,000 residents), the Census data is not available for the median household income, the median value of owner-occupied housing units from 2017-2021, and the median gross rent.

Educational Vision

In the Fall of 2022, over 40 members of the Hamilton-Wenham Regional School District and community came together to develop a strategic plan that would serve as a road map for improvement for the 2023 through 2026 school year. The following three-step strategic planning process was employed to help guide the planning process:

Phase 1 - Building the Foundation

Phase One represented an important step in beginning the building of a strong foundation in the strategic planning process. In this phase, relevant data representing the performance of the Hamilton-Wenham Regional School District was collected and community input and feedback was solicited. A series of forums were conducted with parents, community, school committee, staff and leadership. Ex-post facto data about the Hamilton-Wenham Regional School District was also collected to be used in Phase Two of the process. This data guided the work of the Strategic Planning Committee in Phase Two and Phase Three of the process.

Phase 2 - Building the Plan

In Phase Two, a Strategic Planning Committee was established to begin the important work of analyzing internal and external data to guide the work in establishing a mission, core values, and a vision. The 2022-2023 District Goals were assessed to inform the development of a new strategic plan. During Phase Two work, members of the Strategic Planning Committee analyzed internal and external data collected in order to identify focus areas. The Strategic Planning Committee established a strategic objective for each focus area, developed strategic initiatives for each objective, and identified outcomes for each strategic initiative. The Strategic Committee also revisited the vision in this phase to ensure it represented the mission of the Hamilton-Wenham Regional School District. A theory of action was also developed.

Phase 3 - Implementing the Plan

In the final phase of the strategic planning process, the Strategic Planning Committee discussed how the newly developed contents of the strategic plan could be implemented both vertically and horizontally in the organization to guide the change process over the next three years. Strategies were developed that will be employed to ensure that district improvement would highlight the identified focus areas.

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District Goals 23-24

Goal 1: Build District Communications Plan: *The District will complete and publish a District Communications Plan by the end of January 2023.*

Goal 2: Improve Teaching and Learning: Build MTSS Structures: *Throughout the 2023-24 school year, the district will continue to grow an intentional and sustainable Multi-Tiered System of Support to ensure that our students' academic and social-emotional needs are met by ensuring the systematic use of data to inform all tiers of instruction.*

Goal 3: Commit to Diversity, Equity, Inclusion, Belonging (DEIB) practices: *By June 2024, HWRSD will implement activities that support ongoing teaching and learning experiences that build understanding, support implementation of practices, and allow for reflection and assessment of Diversity, Equity, Inclusion, and Belonging practices.*

Goal 4: Long-Range Planning: *By the end of December 2023, the HWRSD will develop and share with our communities, a 5-10 year Capital Improvement Plan.*

Summer/Fall 2023 Educational Visioning

In the fall of 2023, a combined 40+ participants – including Hamilton-Wenham leadership, staff, administrators, parents, and community members – participated in a series of visioning and programming sessions led by Educational Planner, Mike Pirollo (MLP Integrated Design) and JCJ Architecture. Each session was part of a collaborative process designed to inform the Cutler (Hamilton-Wenham) Elementary School Massachusetts School Building Authority (MSBA) Feasibility Study and pre-design process.

Utilizing school tours, observational building walk-throughs with district leadership, program verification meetings, and visioning sessions, participants worked through a step-by-step process aimed at capturing their high-level thinking around the following key areas:

- Educational, architectural, and community goals and priorities
- Identification of the early childhood and elementary learner, including the physical, academic, and social-emotional development and needs
- Identification of what learning is and how students learn best
- Identification of educational guiding principles derived from research-based educational best practices

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- Vision of teaching and learning, including the practices, strategies, programs, and structures for a future Hamilton-Wenham elementary experience
- Vision of the ideal learning environment, including space types, design features, and adjacencies

Overarching Project Goals & Priorities:

At the core of the District's educational vision are a series of overarching goals:

- Intentional outdoor space for academic, social-emotional learning, and play
- Elevating interconnectedness and cohesion within and among grades
- Flexibility to support ALL learners and learning
- Spaces, programs, and structures to meet the needs of today AND TOMORROW
- Project as a catalyst to preserve, bridge, and create community and culture
- Elementary as the academic and social-emotional foundation
- Sustainable facility as a learning tool

Early Childhood and Elementary Learner Snapshot:

As part of the educational visioning process we reviewed research on the physical, academic, and social-emotional development of students from grades K-5 using information from the book *Yardsticks* by Chip Wood. Each table focused on one age group and created a visual highlighting the key traits of that developmental stage. We posted the visuals and took a museum walk where we noted the similarities and differences among the six different age levels. The following high-level observations from that visioning serve as part of our overall educational vision:

- The need for movement, interaction, and flexibility is a common throughline among all grades
- Each grade has social-emotional opposites (i.e. – need for independence but also want to be a part of a group; need for stimulation but also desire for quiet or down time)
- K-1 have similar developmental traits and needs
- There is a progression of development in social dynamics
- There is a need for space to move, especially in the younger grades as students use the floor and like to spread out

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- Play in some form is a component at each of the grades

Our future educational program is designed to better align our idealized expectations for teaching, learning, and space. During visioning, we reflected on our beliefs about child development, teaching, and learning that might inform the design of the building. Below is a snapshot of responses we provided when asked: ***how might development traits inform/shape the design of the building?***

- Classrooms need both “cozy nooks” and spaces for movement
- Design the building with a child development lens versus “grades”
- Children need space to move; flexible furniture for group and individual time
- Space for movement; space for rest - soft spaces, rounded edges, cozy
- Spaces to share, collaborate, and foster independence
- Flexible space that can be used by kids to be kids
- A variety of learning spaces in common areas outside of classrooms
- Collaboration within grade levels
- Spaces that grow with students throughout the year
- A need for a building that inspires children to learn everywhere - outside, inside
- Places to explore hands-on materials
- Community connections
- Flexible learning spaces throughout the building to allow for individual, small group, large group
- If we build for the developmental characteristics of children, the building will stand the test of time
- Create spaces that can flex and evolve with the developing needs of the young learners and provide opportunities for focus and movement
- Active play areas and sensory pathways

Our Evolving Definition of Learning:

Also as part of our visioning process, and similar to the strategic planning work we’ve done in recent years, we explored our definition of learning. In Visioning Session 2 we worked in groups to

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define the who, what, when, where, how, and why of learning. Though this is something we will continue to refine and reflect on as a district, we arrived at the following outcomes in our visioning work.

- Who – Meaningful learning includes opportunities for self-driven and collaborative exploration.
- What – Learning is fun, meaningful, and engaging. Learning is a process that fosters meaningful engagement in flexible and challenging ways. Learning is taking risks and failing, growing, and succeeding.
- When – Learning is continuous over a lifetime and often prioritized by the learner.
- Where – Learning can happen anywhere at any time. The “where” is flexible. It has nothing to do with the building. The community can support that learning; learning is all around us.
- How – Learning is done by engaging in a way that best suits the learner, connecting with the community, building on skills gained, and is done through experiences. Community includes peers and teachers, but also families, HW residents, and stakeholders.
- Why – We learn to gain knowledge and understanding of the world around us – ourself, our community, and the world we live in.

Our Guiding Educational Principles:

During visioning we were asked: what guiding educational principles do you want to bring to a future HW Regional Elementary School. To unpack that question, we rotated to six stations and responded to a series of research-based statements about best practices in teaching and learning. Then, we returned to small table groups and synthesized the responses from each station by grouping responses according to like-ideas and crafting guiding educational principles, which we then voted on using a dot-polling prioritization exercise. The following are our top 10 guiding principles in priority order.

- Learning includes an integration play across content areas in intentional and meaningful ways.
- Learning includes creating flexible spaces to allow students to choose what works best for their learning.
- Student wellness is supported when we bring the inside outside and outside inside.
- Teach kids how to meaningfully explore their interests when they can impact the community and how to be life-long learners.

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- Develop opportunities for peer connections.
- The people you learn with matter and belonging matters – beyond the classroom; beyond school; incorporating community groups with families and volunteers.
- Learners feel successful when given flexibility within the “who” and “where” they work.
- Students feel a sense of belonging when there are intergenerational learning opportunities.
- Include sensory opportunities throughout the curriculum and environment.
- Students feel a sense of belonging when they can move harmoniously within the space (physical, mental, social).

GRADE AND SCHOOL CONFIGURATION

The Hamilton-Wenham Regional School District provides educational programs for students in preschool through age 22. As of October 1, 2023, there were 1,666 students enrolled in the five schools consisting of the Hamilton-Wenham Regional School District. HWRSD operates:

- Three elementary schools, two with kindergarten through grade five, one with preschool through grade five
- One middle school, grades six through eight,
- One high school, grades nine through twelve.

Students attend the HWRSD elementary schools based on the district’s class size policy, availability of specialized programs which may be needed by a student, class composition balance, and transportation considerations. HWRSD does not assign elementary students by neighborhood assignments. HWRSD does not participate in School Choice at the elementary level.

The Buker School currently educates students from grades K to 5. The current enrollment of Buker School is 260 students.

The Cutler School currently educates students from grades K to 5. The current enrollment of Cutler School is 257 students.

The Winthrop School currently educates students from grades PreK to 5. The current enrollment of Winthrop School is 331 students.

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Overcrowding is an important issue currently impacting the district elementary schools, as there is currently consistent growth in enrollment in the elementary schools. There is a 9.4% increase in the number of elementary students between the 2020-2021 school year and present. This pattern of increasing enrollment is persistent throughout the elementary grade levels.

Currently there are three elementary schools in the district, the Buker, the Cutler, and the Winthrop. The Buker and Winthrop are bursting at the seams with classes scheduled in hallways, on stages and in cafeterias. All elementary classrooms are self-contained, with students staying in their homerooms for all core academic subjects during the day. This educational program outlines an educational vision that considers four options, a renovation of the Cutler, an add/renovation option of the Cutler school, a combining of the Cutler and Winthrop Elementary Schools and a Cutler School that supports a grade reconfiguration across the district. All of the models will need some form of grade reconfiguration across PreK-5 district-wide. The overarching goal is to create a positive impact for our students, staff and community and an outstanding school experience for our elementary students while maintaining a small school feel.

Currently, seven kindergarten classrooms operate on a tuition-free full-day schedule across the three elementary schools. Kindergarten implements the same curriculum resources for each subject as grades one through five. Kindergarten classrooms are supported by part-time teaching assistants. Kindergarten classrooms at Cutler and Winthrop share age-appropriate bathroom facilities.

The District also operates the HWRSD Integrated Preschool, a District-wide Pre-K program for three and four-year old children with special education needs, as well as children without disabilities, who serve as developmental models for children with disabilities in the skill areas of language, socialization, play and motor development. All students must be three years of age and Hamilton or Wenham residents are eligible to enroll. Currently, there are 35 students in the program that is housed at the Winthrop School.

Proposed Enrollment Configurations

The District's future educational program includes the options of creating a new K-5 school for the existing Cutler population (Design Alternative 1), consolidating K-5 enrollments from both the Cutler and Winthrop Schools (Design Alternative 2), consolidating grades 3-5 students from across the district (Design Alternative 3), or all students from grades 1-5 (Design Alternative 4).

The District's Class size policy allows for some flexibility based on age, specialized needs, learning styles and instructional methods. We believe the largest Kindergarten size would be no more than 18 per class.

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Concepts, content, and skills to be taught and mastered by students also affect the composition and class size. Inquiry based science, small group flexible grouping, learning centers, and active engagement of all students in their learning processes influence the maximum number of students in a class. We believe that an appropriate elementary class size in grades 1-5 is no larger than 22.

At least three of the design alternatives impact our integrated PreK program, currently capped at 14 students per class.

Design Alternative 1

Cutler K-5 - 285 students: 13 classrooms

285 students total with 6 grade levels

36 students ÷ 18 students per Kindergarten classroom = 2 Kindergarten classrooms

249 students grades 1-5 at 22 students per classroom = 11 classrooms

Design Alternative 2

Consolidated K-5 Cutler and Winthrop only - 645 students: 30 classrooms*

645 students total with 6 grade levels

18 students per Kindergarten classroom = 6 Kindergarten classrooms

Grade 1-5 = 537 students ÷ 22 students per classroom = 24 classrooms

*We must, however, consider a relocation of the three PreK classrooms from the Winthrop to the Buker School which would still house their 13 current K-5 classes. In this model, that would not be possible.

Design Alternative 3

Cutler grades 3-5 only - 430 students: 20 classrooms*

430 students with 3 grade levels

430 ÷ 22 students = 20 classrooms

*This design alternative would require all grades 3-5 students at Buker, Cutler, and Winthrop to move to the new building while all PreK, K, 1, and 2 students across the district are reorganized between the Buker and Winthrop Schools.

Design Alternative 4

Consolidated grades 1-5 Winthrop, Cutler, and Buker - 740 students: 35 classrooms*

740 students with 5 grade levels

740 at approximately 22 students = 35 classrooms

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*This design alternative would require all students in grades 1-5 across the district to join together in the new elementary school facility, bringing together the full grade levels. All students PreK and Kindergarten classes from Cutler and Winthrop would be relocated to Buker School to join their remaining Kindergarten classes, effectively forming an early childhood school model and relieving the district's need to maintain Winthrop School.

Any reconfiguration that requires students to be reassigned between schools will be planned accordingly and ideally starting two years ahead of the planned transition. During the school year prior to the transition, we will plan learning activities that bring together the groups of students who will be assigned to the same building to come together using our Responsive Classroom activities, as well as drawing on our proximity and relationship with Project Adventure. Both of these types of activities will serve to start social connections between students. School visits, similar to our transitions to middle or high school, would be planned for students to meet important trusted adults and get to learn their new facility. Our academic curriculum has become aligned between the three buildings which will ease the transition, along with our shared core values.

CLASS SIZE and CERTIFICATION CONSIDERATIONS

Current

The Buker and the Winthrop schools are bursting at the seams. The Cutler has space for at least one more grade level classroom but is also faced with more severe deterioration of specific areas of the building. Classes take place in hallways, stages and in the cafeteria. Core subject classes currently average approximately 22-23 students. Many classrooms are undersized for the current class sizes and there is a dramatic lack of storage causing things to be stored in hallways, sheds, classrooms, and in some cases on the back stage of the auditorium space. There are the typical Specials options for elementary school including music, art, PE and library/tech. Currently these spaces do not meet the needs of teachers or students. As an example, the Buker music class takes place in the cafeteria because there is not adequate space in the building for the class. EL support takes place in a hallway at the Buker because of lack of space for services. There are no provisions for a true STEM program in any school and is currently supplemented by the addition of "technology" to the library period. The library model is currently staffed by one library teacher at Cutler who writes the plans for the .6 FTE TAs at Buker and Winthrop who deliver the lessons to students.

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The HWRSD Class Size Policy states, *“Decisions regarding class size will be based on the Core Values, Mission Statement and Budget Priorities established by the School Committee. The intent of this policy on class size is that it be applied to cover the Grades PreK-12. The age of students, their capacity and learning styles, individual needs, appropriate instructional methods; teacher responsibilities and physical limitations of facilities are all important considerations.”*

We strive to offer an inclusive environment, as outlined in our class size policy, where the *“diversity of learning profiles within a class necessitates a reasonable class size in order for a teacher to reach and teach each child. All students, by law, are to be placed in the least restrictive environment in order to meet their potential. This means classes today are more diverse than they ever have been before.”* Smaller class sizes will allow us to develop instructional opportunities that better meet the needs of all students in each classroom, as reinforced by our class size policy.

We also understand that our community feels strongly that we should build a school that maintains the small school feel, taking advantage of cross-grade neighborhoods and integrated spaces within those neighborhoods. *“Concepts, content and skills to be taught and mastered by students also affect the composition and class size. Inquiry based science; small group flexible grouping, learning centers and active engagement of all students in their learning processes influence the maximum number of students in a class.”* Therefore, as demonstrated in our policy language, we believe that our Kindergarten classes should not exceed 18 while all other classrooms not exceed 22 in order to best meet student and instructional needs.

Teacher Certification

At the Buker, Cutler, and Winthrop schools, 100 percent of teachers are teaching in their field. (MA DESE School Profile 21-22). Additionally, as the District hires additional staff or replaces staff who leave, we will be intentional about the certifications required to meet either of the models selected. There will be future considerations for the addition of Library Media and STEM programs that should be implemented.

SCHOOL SCHEDULING METHODS

Current

The elementary school schedule is revisited annually with the three Principals and their school-based teams. Adjustments are made based upon enrollment, student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The student day runs between 8:25 a.m. to 2:57 p.m., except Wednesdays when elementary students are released at 12:45 p.m. to make time for teacher PD. The HWRSD Elementary Schools have an academic schedule that allows for 90-120 minutes of ELA, 60 minutes

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of mathematics, 40 minutes of science or social studies, and a 40-50 minute intervention and enrichment block, which allows for Multi-Tiered Systems of Support. Based upon the MTSS model, students receive targeted assistance in Math or ELA in this period when they need additional support, extra practice, clarification, or enrichment. All students have a 45-minute lunch and recess block, along with a 50-minute Art, Music, Physical Education, Library/Media.

Typical student schedule:

M	T	W	Th	F
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
Science/Social Studies	Science/Social Studies	Math	Science/Social Studies	Science/Social Studies
PE	Art	Snack	Music	Library
Snack	Snack	Literacy	Snack	Snack
Literacy	Literacy	Lunch/Recess	Literacy	Literacy
Lunch/Recess	Lunch/Recess	Literacy (continued)	Lunch/Recess	Lunch/Recess
Math	Math		Math	Math
Intervention	Intervention		Intervention	Intervention

The team-based approach with grade level specials block scheduling allows for teachers to have regular common planning time. This allows for cross-curricular planning and also provides a basis for consistent review of data and shared planning for instruction. Additionally, this allows for instructional coaches, the district literacy intervention specialist, technology integration specialist, or counselor to meet with grade levels as needed.

Proposed

In all four design alternatives, the core academic programming will remain very similar in terms of instructional minutes. While the minute allotment for specialized subjects may change, the scheduling methodology itself will still be a collaborative process and prioritize the creation of common planning time. The availability of adequate dedicated space for art, music, PE, library, and

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STEM will allow for more flexibility in creating dynamic schedules that support student needs. In any of the design alternatives, priority for grade level partners to have shared planning time will remain important.

Specials in the new schedule configuration will require either one or two teaching stations, depending on the design alternative chosen in order to accommodate the Specials weekly schedule:

	Design Alternative 1 K-5: 285 students	Design Alternative 2 K-5: 645 students	Design Alternative 3 3-5: 430 students	Design Alternative 4 1-5: 740 students
Art	1	2	1	2
Library	1	2	1	2
Music	1	2	1	2
PE	1	2	1	2
STEM	1	2	1	2

As we develop our vision, we recognize that delivering this educational program within our existing schedule and structures is not always ideal. With that in mind, we are continuing to explore alternatives to traditional definitions of school schedules so our schools become idealized places of deeper teaching and learning. We know we must increase time for teacher collaboration and professional development. Likewise, we must find ways to allow more interdisciplinary opportunities and find ways to balance the exposure to core academic and specials curriculum. We also view the community as a tremendous resource for mentoring our students in our project-based approach.

SPATIAL, ORGANIZATIONAL, AND FACILITY DEFICIENCIES IMPACT

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As we strive to prepare all students to be "future-ready," we are constantly hindered by school facilities that were designed and built 70 years ago. The educational program of today and the future requires programs that develop students' abilities to work cooperatively, using myriad technologies, in a setting where students can be fully integrated with their peers. School facilities must be flexible to allow for multiple modalities of teaching and learning.

Buker Elementary School

As noted within the Statement of Interest filed in 2021, the Buker Elementary School is a 44,700 square foot masonry building constructed in 1953 with an addition in 1955 and 1989. The school is located on 7.13 acres, adjacent to the Center Building which houses the district offices. The school serves approximately 250 students in grades K-5. The school site is approximately 7.13 acres. The main entrance is located off the field instead of near the parking area/visitors parking. A potential challenge to the site is the total available size and impact on required zoning setbacks. The Buker School was designed to support an educational model where teacher-led instruction was the expected modality, and special education services were extremely limited. As a result, the school is almost entirely made up of general-purpose classrooms. In order to provide spaces that support our current educational model, such as cooperative learning, and project-based instruction, spaces have been repurposed and, in some cases, temporarily subdivided in order to provide spaces that can at best be labeled "adequate." The school's library media space is severely undersized and does not support the full range of programming the district offers. Additionally, there is no dedicated space for music class. The class is currently taught on a stage that is not ADA compliant or the cafeteria. Lack of classroom space has required special education teachers and related therapies providers (OT, SLP) to share the same space. This interferes with flexibility in spacing, inefficiencies in learning due to noise, interferes with confidentiality, lack of access to various technologies. ELE is taking place in a hallway between the cafeteria and gymnasium. Space not conducive to learning, confidentiality of MLL students, no flexible spacing or furniture, lack of access to technology.

The ability to house a student or staff member with mobility issues is not feasible due to accessibility throughout the facility. The limitations of the Buker School building will only become more glaring as our model of education continues to evolve to a more student-centered model. Entrances and egresses are not on the same grade as the exterior, preventing emergency exit from the facility for non-ambulatory students and staff. The stage, which is currently used as a teaching station for music class, has no access for non-ambulatory students and staff members.

Cutler Elementary School

As noted in the review of the school's physical condition within the Statement of Interest, the school consists of an original 1951 structure, two modular wings built in 1952 and 1956, and a 1989 addition. A 2011 review of the physical conditions of the School by the architectural firm of

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Dore and Whittier recommended both modular additions be demolished and rebuilt. "While considering all the issues observed at these classrooms as a whole, we believe it would be more cost effective to eliminate these modular classrooms entirely and build new. It is evident by their type of construction, that they were never intended to be permanent classroom structures, or at least not for the Northeastern United States." (Dore and Whitter, 2011) This firm expressed concerns regarding adequate drainage around these structures, inefficient insulation and window systems, and numerous other code violations that would not be acceptable in school construction today.

The "piecemeal" design of the Cutler School also creates problems. The school is sited on an uneven grade, which has created different levels within a single story structure. As the 1952 and 1956 additions were added to the building, stairs were used to connect the different wings. Later efforts to retrofit the school with ramps fall far short of meeting modern ADA Accessibility and building code requirements. The corridor leading to the classroom areas is at the top of a ramp that is too steep to meet modern code requirements. This means none of the classrooms in the school are handicap accessible. In another case, a ramp was constructed to cut through an existing classroom to allow access to one of the modular wings. The addition of the 1989 gymnasium and classroom addition also caused accessibility problems. This addition created a new main entry space for the school. The entry is located at the top of a slope that is also too steep to meet ADA requirements. Finally, the only corridor leading to the school cafeteria contains several stairs. A wheelchair accessible lift was installed on these stairs, but the advanced age of the unit has led to periods where it is out of service for repairs. Even if the unit is fully operational, it is not user friendly and impedes circulation in the corridors.

In addition to the difficulties for those with mobility issues posed by the Cutler School, there are many other accessibility issues in the school. Most classrooms and the school nurse's office in the building are equipped with individual restrooms, none of which are sized to meet ADA requirements, lack appropriate hardware, etc. A retrofit of restrooms located in public areas of the building has been done to provide the school with several accessible restrooms. One set of undersized restrooms located in the modular addition is not equipped with a sink, making proper hand washing impossible. As we promote handwashing awareness to our elementary students, this facility flaw is a health issue. Other fixtures in the building, including sinks are also not handicap accessible.

The design of the Cutler School also makes it difficult to ensure the safety of students from outside intruders. The entry space created in 1989 is not adjacent to the main offices of the school. Visitors to the school are identified and granted access to the building by the school secretary through means of a closed circuit camera and electronic door lock system. Once the visitor has been granted access to the building, however, they have direct access to the kindergarten

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classrooms that are located adjacent to the gymnasium and have relatively unrestricted access to the entire building without needing to enter the main office.

The design of the Cutler School also does not account for many of the educational spaces necessary for delivery of education in 2023. While inclusion is our primary method for delivering Special Education Services, there is still a need to deliver pullout services. In order to accommodate this need, full size classrooms have been subdivided with temporary partitions. These spaces are less than ideal as they do not provide the privacy necessary to deliver specialized instruction to students. They also do not provide the soundproofing necessary for the administration of special education assessments, which calls the results of these assessments into question. In an effort to create spaces for students to work in small groups, school administration has turned any and all available space into learning areas. To this end, small group meeting areas have been created in hallways and in the front entry foyer of the building.

The school's library and media center are currently housed in separate, adjoining classrooms. The physical layout of these spaces makes it impossible for the school's library media specialist to adequately supervise students working in both spaces. This supervisory issue limits the delivery of the Library Media Curriculum in the school.

Winthrop Elementary School

As noted within the Statement of Interest, the Winthrop School's 60-year-old design and layout does not support the current educational program of the Hamilton-Wenham Regional School District.

One prime example of this is the school's Intensive Learning Program (ILP). This program serves students with the greatest level of need in the District, in classrooms that were originally designed to be general purpose classrooms. The classroom spaces utilized by these types of programs lack basic amenities that should be available to fully support these programs. These basic amenities include dedicated toileting facilities for students who are not physically or developmentally able to use facilities for typically functioning students. The Winthrop School also lacks adequate and intentionally designed spaces for small group therapy sessions.

The facilities of the Winthrop School prevent the district from delivering optimal services to other students who exhibit other learning challenges. While inclusion is our primary method for delivering Special Education Services, there is still a need to deliver pullout services. The lack of dedicated spaces for small group instruction means that pullout services for special education students are delivered in larger classrooms that have been subdivided with temporary partitions. In one case, students receive services in a supply closet that has been converted to a small-group instruction space. In order to accommodate the need for small-group instruction spaces, full size

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classrooms have been subdivided with temporary partitions. These spaces are less than ideal as they do not provide the privacy necessary to deliver specialized instruction to students. They also do not provide the soundproofing necessary for the administration of special education assessments, which calls the results of these assessments into question. In addition to lacking space for small group instruction, the Winthrop School also lacks dedicated space for faculty and parent meetings. The lack of dedicated meeting space makes the scheduling of IEP Team Meetings extremely challenging. The current Music Room is used to hold IEP Team meetings one day per week when there is no music class. The lack of dedicated meeting space inhibits the ability of the faculty to hold regular meetings to review the results of student assessment data and to plan interventions to assist students who demonstrate a lack of effective progress.

The school nurse's office is undersized and inadequately partitioned for student privacy. The counselor's office is adjacent to the nurse's office. Both offices share an outer space that is used for small group student meetings, lunch groups, hearing and vision screenings, etc.

The design of the Winthrop School presents challenges to maintaining the safety and health of students and staff. The school's main entrance opens directly to the school's multipurpose room, where all students eat their lunch. Visitors to the building are screened by a camera and buzzer system that is monitored by the principal's secretary in the school's main office, but once they gain entry to the building, visitors can easily bypass the main office and directly access all areas of the school building.

TEACHING METHODOLOGY AND STRUCTURE

Current

The Hamilton-Wenham Regional Elementary Schools are organized into grade-level teams. Each team consists of two or three classroom teachers responsible for the instruction of core subjects (Math, Science, Social Studies, and ELA). Classes are well-balanced and average 21 students across all three schools. In most classrooms, students are grouped in threes and fours allowing for small group work. There is a variable model of push in and pull out services for academic, interventions, and social-emotional supports. Pull out services occur in various non-classroom spaces including the cafeteria, hallways, closets and some spaces specifically designated for special education.

Teaching methodologies are limited by the structures and adjacencies of spaces in our buildings. The schools were all designed with a traditional teaching and learning model in mind with no flexible or messy spaces where kids can work on hands-on projects or interact in smaller groups

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and locations that support student choice when learning. This lack of flexibility limits the opportunity of integrating classrooms and programs.

The Buker and Winthrop schools lack spaces to meet the needs of their students. Hallways, cafeterias and stages are used for classroom and pull-out interventions. In the Buker, music is taught in the cafeteria because there is no dedicated music space. EL students are also supported in the hallways when pulled from class for services. In Winthrop, some special education services occur on the stage of a multi-purpose cafeteria, behind the curtain because there are no rooms left to use.

Cutler and Winthrop Schools are all currently led by a full-time building principal, each of whom oversees teaching and academic support staff for students in grades K-5 with the exception of the Winthrop school where the Preschool program is housed.

Proposed

No changes to the structure are proposed. However, we value the opportunities for older and younger students to learn together and build relationships over the years. We hope to create small neighborhoods that ensure students and staff are connected across grade levels within smaller settings. For example, a fourth grade student is able to provide peer mentorship while working with a first grade student, supporting both students' social skills development within our current configuration. In a larger learning environment, we look to continue to create similar opportunities for cross-grade level learning opportunities and relationships.

Curriculum Delivery Methods and Practices

Current

Guided by a shared commitment to meet the needs of a wide range of student learners, classroom teachers at Buker, Cutler and Winthrop plan lessons that are student-centered, hands-on, and inquiry-based, balanced by direct instruction of foundational skills. Classrooms are a variety of differentiated, cooperative, small-group learning opportunities. General education teachers, special education teachers, and interventionists share students across classrooms, utilizing break-out spaces and pushing into classrooms throughout the day. Because all of the elementary schools' current spaces are not designed for this type of instruction, "push-in" support and small group work often takes place in classroom corners, on the floor, and at small tables in the backs of classrooms. Pull-out support happens in hallways, converted closets, the cafeteria, the lobby, the stage, shared office spaces, and in Special Education classrooms.

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These classroom practices are supported by the investment that the HWRSD has made in Instructional Coaches. HWRSD Instructional Coaches utilize the Student Focused Coaching model to create cooperative, collaborative, professional relationships with colleagues to enhance staff and student learning across the three elementary schools. The coaches work directly with new and veteran teachers to implement effective instruction to ensure student learning. Coaches support teachers to analyze student data including work samples, assessments and social emotional observations to inform strategic instructional practices and collaborative problem solving. Instructional coaches will provide professional development opportunities and support to teachers as they implement the District curriculum and achieve the District's instructional goals. Instructional coaches co-plan, model lessons, analyze data, design classroom-based interventions, and work with building-based instructional support teams to monitor and assess the effectiveness of student growth. Teachers and coaches partner to maximize every teacher's knowledge and skills to enhance student learning.

Small group literacy intervention during intervention/enrichment blocks is provided for students who may need supplemental support in their development of reading and writing skills. Students are identified for intervention through a series of literacy screening and diagnostic assessments, and intervention is provided by literacy paraprofessionals, overseen by the district literacy specialist, in addition to classroom teachers themselves. Students who receive literacy intervention commonly receive instruction from a member of the literacy staff four times a week.

The district's instructional technology integration specialist works with both students and teachers as well. This professional often co-teaches with classroom educators when introducing new technology skills or integrating technology into the ELA block. They also offer support when teachers are planning lessons that integrate new technology resources.

Proposed

The HWRSD has invested in significant personnel, professional development, high quality instructional materials, and time into an elementary school experience for our students that is in line with best practices in the field of elementary education and has an articulated strategy for district improvement through the use of multi-tiered systems of support. Programmatically, the new educational space would need to support continued emphasis on direct and small group instruction for literacy, a workshop model for math; increase the district's ability to provide a hands-on, inquiry-based STEM education; provide opportunities for project-based learning to promote civic engagement in social studies; enhance a robust arts/specialized subjects program; and house special education programs designed to support students in their home community.

In addition, the instructional coaches, specialists, and interventionists seek to provide more intervention and support within the regular classroom during workshop instructional time, and to

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reduce the amount of time that students are pulled out of their classes. For this shift to be effective, classrooms must have enough space and be designed to support multiple activities happening simultaneously. Currently, there are no adequate and dedicated rooms for instructional coaches, specialists, or interventionists to meet with staff or students. Many of these staff are housed in converted storage spaces including the stage at Winthrop School, and our district literacy specialist and technology integration specialists are housed at Central Office. In any design enrollment option, the District seeks dedicated space for coaches and interventionists.

Through professional development that has already begun and will continue, we are trying to develop a more developmentally appropriate, interdisciplinary curriculum and program. The proposed vision for the building would enhance this type of learning for our students. All of the following programming as described could support a project-based curriculum.

Student Collaboration & Inclusion

A core tenet of our educational vision, and one of our overarching goals is to “elevate interconnectedness and cohesion within and among grades.” To that end, we are proposing an academic organization of small learning neighborhoods, each with core academic classroom space, small group space, extended learning/media areas, and embedded Special Education space. The design of each learning neighborhood should be flexible enough to support single- or cross-grade level organization over the building’s lifetime. This flexibility will allow us to have true connectedness and will provide opportunities for students and staff to work in a horizontal and vertical interdisciplinary manner that fully integrates Special Education and project-based learning.

Each learning neighborhood and its included grades should include the full integration of Special Education through the incorporation of dedicated classrooms and English Language Learner support services. The goal is to integrate these services into the neighborhoods as much as possible, while remaining mindful of the fact that some of these services (i.e., severe special needs) may require balancing the distance between learning neighborhoods. Integrating Special Education services into the neighborhoods will allow the Special Education teachers to become part of a co-teaching solution, and to work collaboratively with the other teachers and teams in the neighborhood.

Design needs for our core classrooms to support our more progressive approach to education include the following resources which facilitate learning across the curriculum:

- Each classroom would include:
 - A storage closet/cabinets for book storage

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- Movable bookshelves
- Ample space for flexible seating - tables, standing desks, separate desks and chairs (not attached to one another), learning “nooks” (such as window seats)
- Multiple in-room charging stations to meet the demands of HWRSD’s 1:1 technology model for the intermediate grades
- Ceiling mounted sound field system
- Adjustable lighting for reading and performance
- Multiple teaching walls with digital display and access to large vertical whiteboards

English Language Arts (ELA)

Current

A shared and ambitious instructional vision was developed by a team of HWRSD elementary teachers in 2022 as we developed our MTSS model and selected high quality instructional materials.

*Students will...*become active, critical readers and writers. They will develop strong decoding, encoding, vocabulary and language comprehension skills.

*Achieve this by...*clear, rigorous, targeted, aligned instruction. A defined scope and sequence will spiral through the grades to ensure consistency and lead to mastery.

*Teachers will...*use common resources and engage in continuous learning and use their expertise to adjust their instruction using ongoing assessment to meet the literacy needs of their students.

The Reading and English Language Arts curricula align with the district’s vision, mission, and core values, as well as the Massachusetts State Curriculum Frameworks. Students gain proficiency in the foundational skills of early literacy through our direct instruction and knowledge-building curriculum. A balance of informational text and literature is used to further develop students’ comprehension and communication skills.

Cutler, Buker, and Winthrop School teachers utilize Amplify CKLA curriculum materials for literacy instruction in grades K-5. Through the use of both digital and print resources, teachers assess comprehension through assessments, text-based written responses, and discussions. Literacy instruction for writing, grammar, and vocabulary are also directly aligned to the Massachusetts Curriculum Frameworks for ELA and Literacy. ELA teachers use high quality

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instructional materials from Amplify CKLA that are research-based, standards-aligned, and designed to support student learning. Teachers facilitate student-led discussions in a manner that allows students to synthesize a variety of information from a range of sources.

Proposed

The recent curriculum review and adoption process shifted our focus to ensure that foundational skills of reading, writing, and language are being directly instructed and independently practiced. At each grade level, there is a need for whole group instruction, balanced by small group instruction and independent practice. Students need to work as a whole group, interacting and discussing read aloud texts while also being able to work individually and in small groups. We use benchmark assessments and progress monitoring to ensure student progress and determine interventions.

The district is looking for classrooms that are designed to complement this model of instruction: spaces that adapt to support whole group lessons, independent reading and writing time, small group discussions and interventions, and student-led presentation.

Mathematics

Current

The goals of the HWRSD elementary math program are to ensure that students learn the mathematical concepts articulated in the *Massachusetts Frameworks* and also to help students learn to use the standards of mathematical practices in school and in daily life to solve problems. The elementary team has made a strong commitment to the use of data to inform instruction as well as high-quality instructional materials designed to challenge and engage students. We are currently working with the Evaluation and Select Network with the Department of Elementary and Secondary Education to use a comprehensive curriculum review process to determine which research-based, standards-aligned high quality instructional materials will best suit our early mathematics learners in the upcoming school year.

Currently, the district uses the *TERC Investigations in Numbers, Data, and Space 3.0* program incorporating a workshop approach to develop computational fluency, deep conceptual understanding, and the capacity to apply mathematical concepts to real-world problems. Through their study of mathematics, students engage with operations and algebraic thinking, numbers and operations in base ten and fractions, measurement and data, and geometry.

The program is guided by the following mathematical instructional vision:

Students will... think and communicate as proficient and curious mathematicians. They will engage in a productive struggle to become critical thinkers and efficient problem solvers.

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Achieve this by... clear, rigorous, targeted, aligned instruction that includes concrete, representational, and abstract thinking. A defined scope and sequence spiraling through the grades will ensure consistency and lead to mathematical fluency.

Teachers will... use common resources to explicitly teach grade level standards. Instruction will be adjusted based on data from formative and summative assessments to meet the mathematical needs of all students.

Currently, teachers and students have access to workbooks and online digital resources. Every classroom is equipped with a projector, and access to the internet for interactive whole class lessons and the Investigations 3.0 interface. All students in grades 4 and 5 have been provided Chromebooks for in class use.

This year's review process may yield changes to the resources used to teach mathematics at the elementary level. Cutler and Winthrop Schools will continue to add opportunities for project-based and blended learning work to increase student-centered learning. Comprehensive implementation including professional development on how to effectively use the materials, understanding the instructional sequences and strategies, and utilizing the available resources to support student learning will be part of our future plan.

Proposed

The district has recently focused on helping teachers develop a more nuanced understanding of mathematical fluency, and as part of that effort, instructional coaches are working with teachers to reinforce games and activities that promote fluency. Students often participate in these games and activities during math workshop time.

One of the greatest challenges elementary educators face is that of supporting the learning of students with wide-ranging math skills. Some of our students take extra math classes outside of school for enrichment, while others need extra support and practice to develop fundamental numeracy. Our teachers are currently working to shift the current model of math support so that teachers can differentiate instruction more consistently and offer more intervention opportunities for struggling students in class. In order to facilitate this change, coaches are using a student-centered coaching approach and providing more resources for push-in intervention support.

The availability of breakout spaces within and near classrooms, along with the clustering of grade level classrooms will enhance the District's ability to move toward this model. Teachers will then have the ability to work with groups of students from multiple classes in an area that is within or adjacent to the classes themselves.

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Science & Technology

Current

Our district has articulated a vision for science learning in HWRSD that guides the work of elementary educators:

The science instructional vision of the Hamilton-Wenham Regional School District is to create informed, scientifically literate, creative thinkers and problem solvers. By fostering a spirit of inquiry, nurturing curiosity, and bringing current, relevant and authentic science into the classroom experience, we will prepare our students to become educated decision makers and responsible stewards of our planet, who are capable of comprehending and responding to global events as life-long learners.

Instruction during science lessons is hands-on, inquiry-based, and exploratory, with the goal of developing in students the knowledge, skills, and habits of scientists. Teachers are also using non-fiction texts from the Amplify CKLA English/Language Arts curriculum to build students' vocabulary and background knowledge of science concepts.

Our elementary schools have outdoor learning spaces that can be used as an alternative to the classroom. Buker has a rear courtyard with a number of movable benches and tables. Cutler has outdoor access from every classroom and classrooms move in and out for various activities throughout the day. Teachers take advantage of our courtyard and gazebo for various activities. Additionally, a Japanese garden is accessible near the library. Physical Education classes have historically utilized the front fields daily for classes. Lastly, Cutler has an amphitheater utilized by classes for small class performances. Winthrop has outdoor access from most classrooms and teachers will move their classes outside for a variety of activities. There is a rear courtyard that is often used by a PreK class, and an overhang at the front of the building that is used for a variety of activities, especially on rainy days. An internal courtyard with picnic tables is used by teachers with small groups of students to work outside, or have an opportunity for movement when behaviors indicate that they can't be out on the large playground.

In the spring of 2023, Cutler School initiated a composting program schoolwide in the cafeteria. Lessons were taught in every classroom in order to educate students about the composting cycle, and students were taught the practicalities on how to sort their food. Fifth graders acted as school leaders, supporting students throughout the lunches in order to minimize contamination. Students presented at All School Meetings, and visited classrooms in order to reinforce composting throughout the spring. In order for this program to be sustainable, continuous education is

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necessary. We started in fall 2023 by revisiting the educational portion of this initiative. The cafeteria workers and custodians have supported the efforts, contributing to the success of this program.

At the elementary level, formal science instruction typically takes place during 45 minute blocks of time. Many teachers alternate between science units and social studies units. Educators use STEMScopes as a primary curriculum resource with supplemental lessons from Mystery Science.

While teachers and science specialists have been very resourceful in making use of the existing classrooms and common spaces for science instruction, the limitations of those current spaces pose significant challenges.

Proposed

HWRSD's science curriculum requires that teachers have the ability to set up differentiated, inquiry-based, and material-intensive science experiments that children can run and observe in the classroom, in extended learning space within learning neighborhoods, and in intentionally-designed outdoor learning spaces. It also requires the ability to teach in cooperative, small group learning teams. Currently, space limitations in classrooms and a lack of break-out space often necessitate using the hallway, gym or cafeteria for science instruction. A goal for the District is to have educational facilities that allow staff and students to fully realize this kind of science learning. Having the ability to vary where science instruction is taught aligns with our desire to maximize flexibility in all educational and spatial aspects.

For example, at the current HWRSD elementary schools, larger assembly spaces like the cafeteria and gym are used as teaching space for science experiments such as building large-scale marble roller coasters to demonstrate principles of force and motion. Currently, these teaching models and manipulatives must be dismantled and rebuilt between science lessons, which often means a loss of continuity, time on learning, and teacher prep time.

Alternatively, in our educational vision, teachers could set up large-scale demonstrations or displays within the extended learning breakout space in each learning neighborhood. These setups could remain for a period of time as needed so teachers can benefit from the same shared display and a more collaborative approach to science and STEM instruction. In any design enrollment, the district is interested in exploring design strategies where classrooms, STEM space, and extended learning space within each learning neighborhood, possess varying levels of the following features to provide students and teachers voice and choice in teaching and learning.

- Storage space for science kits and additional materials; these areas might also allow for experimentation with plants or animals in various simulated “environments.”

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- Water available with a sink deep enough to facilitate cleaning specimens and glassware and filling of large basins of water for activities like buoyancy experiments.
- Access to robust, interactive technology
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities
- Ample counter space to display student work, place on-going works in progress, and/or for set-up purposes between classes.
- Portable prep table for materials organization and distribution
- A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings
- Storage at a child's scale (separate from the locked teacher storage) to support student ownership in the gathering and manipulating of materials

Early in our visioning process we identified the desire to have a building that promotes curiosity and that serves as a teaching tool. To that end, our educational vision includes the incorporation of design features to create a seamless integration between design, sustainability, and learning. As the design progresses, we look forward to working with the design team to foster a culture of stewardship and accountability by making sustainable features visible and even accessible (when appropriate) through things like solar labs. During visioning, stakeholders identified the desire for students to view energy and systems information via a school energy dashboard, allowing students to conduct experiments with real-time data. Engaging students in the learning opportunities inherent in more sustainable schools offers a way for their vision for a greener future to become a reality.

Additionally, the district is interested in collaborating with the design team to explore ways that the building itself might be used to support math learning. We envision interactive architectural features that support the development of critical mathematical skills like early numeracy, pattern recognition, spatial reasoning, and problem-solving.

Social Studies

Current

At the elementary level, social studies instruction typically takes place during 45 - 60 minute blocks of daily time. Many teachers alternate between science units and social studies units during the school year.

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The HWRSD Elementary Schools use the *Massachusetts' History and Social Science Curriculum Framework* as a foundation for our courses. We use a student-centered approach with the goal of helping students become informed, prepared, and proactive citizens. The curriculum emphasizes historical and critical thinking, a focus on developing literacy skills, opportunities for students to make connections to the material they are learning, and exploring different perspectives. The Social Studies curriculum fosters active, empathetic and global citizens who respect varying human experiences. By studying the complexities of the past and learning to be reflective and critical thinkers, students will be prepared to participate in a democratic society and influence the future.

Teachers in 5th grade are currently piloting the new *Massachusetts Investigating History* curriculum, an accurate, culturally responsive, and inclusive curriculum. This curriculum weaves inquiry-based units featuring American History from early Colonization through the Civil War. We anticipate the use of this curriculum in grades 3 and 4 when the units are complete, which supports and aligns with students using the same resources currently through grade 7.

Important principles from Investigating History include:

- *Historical Inquiry and Investigation:* The curriculum centers inquiry-based learning and questioning that leads to investigations with authentic source materials.
- *Historical Empathy and Human Connections:* The curriculum deepens students' insight into human connections by activating their sense of wonder and imagination, prompting them to consider others' perspectives, and engaging them in collaboration across lines of difference.
- *Civic Engagement and Current World Relevance:* The curriculum draws connections to the contemporary world and fosters civic engagement, developing students' civic knowledge, skills, and dispositions.
- *Culturally Sustaining Pedagogy:* The curriculum is rooted in the principles of [culturally sustaining pedagogy](#), developing students' academic achievement, cultural competence, and sociopolitical awareness.

Primary sources, periodicals, virtual tours, field trips, web-based research, and teacher-created lessons all contribute to the design and implementation of the Social Studies curriculum. Using primary and secondary sources, students engage in critical thinking as well as evidence based writing, continuously improving on their analytical writing skills. In both professional development designed and delivered by Primary Source, teachers share best practice and supplemental

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resources. The goal is to build active and engaged citizens through the English Language Arts and Social Studies curriculum.

Proposed

While the implementation of the new *Investigating History* curriculum from DESE has just started, the District already anticipates some changes to the social studies program. First and foremost, the increased emphasis on civics and civic engagement in the new state framework, coupled with the district's goal of providing students with meaningful learning experiences, point toward the need to integrate more project-based learning (PBL) in social studies.

A PBL approach will also support meaningful integration of social studies with other curriculum areas, including literacy, science, the arts and social emotional learning. The school's library or learning commons will be a vital resource, as students delve into texts and online resources in order to build the background knowledge necessary to support their projects. Our ELA curriculum, *Amplify CKLA*, also provides opportunities for students to build their background knowledge and understanding of the world around them.

Flexibility (in terms of product) and choice (in terms of topic) are hallmarks of PBL. In addition, in many units designed around PBL, teamwork is a vital part of the process. The PBL structure is best supported by classrooms that are flexible enough to accommodate different sized groups working on different types of tasks that could result in very different outputs. The district imagines flexible, movable seating; ample writable surface, access to technologies for digital production, and spaces that provide acoustic barriers.

World Languages

There are currently no world languages offered as part of the Hamilton-Wenham Regional School District elementary curriculum. However, adding elementary foreign language was a recommendation in the most-recent Foreign Language curriculum review and may be added in the future.

Social Emotional Learning

Current

Our three elementary schools benefit from the use of the Responsive Classroom approach, a set of practices designed to help students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. Elementary teachers create classroom communities through intentional use of language, interactive modeling

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and learning structures with responsive logical consequences. Shared practices and strategies such as morning meetings, closing circles, and energizers help students navigate their school day.

The Responsive Classroom approach is guided by six principles:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

This fall, teachers and counselors across the three elementary schools have formed a committee to review our SEL curriculum resources and practices. This work is being guided by the CASEL Framework, as this committee surveys stakeholders, identifies themes around programming strengths as well as identifies areas where teachers need more curricular and professional development support. It is important to the working group that we maintain Responsive Classroom as a curricular approach, as it is effective and a unifying approach across the schools while broadening our resources to meet the changing needs of our students and how they are presenting in the area of social and emotional needs.

Proposed

We will rely heavily on the Responsive Classroom principles and practices as we transition students to a new school building. This approach, with students' developing social and emotional competencies at the center, will allow for us to combine enrollments and staff in any of the proposed design alternatives with consistency and predictable routines. Responsive Classroom communities require whole group gathering spaces, open wall spaces to display student work, and intentional classroom nooks for taking individual breaks.

Academic Support Programming Spaces

Current

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There are only two designated academic support spaces for moderate special education services. Many teachers use general education classrooms, hallways, storage spaces, and other less desirable spaces for small academic support spaces.

Proposed

The proposed spaces would be designed to be an integrated part of the general education teams, and would be accessible by neighborhood. In addition to being used for academic support, these spaces can be used for small group testing, break-out groups for projects, and many other integrated opportunities with general education classes.

Multilingual Learners

Current

Currently, multi-lingual learners in grades K-5 are assigned to the Buker school with a 1.0 FTE ESL teacher assigned to support their access and growth. The model is a combined push-in and pull-out model. With the lack of learning spaces, the pull-out English Language Education services are delivered in a hallway space.

English Learners (EL) are students who are not proficient in speaking English and are developing language acquisition skills to better access the current curriculum. This is done through consultation with teachers, as well as both a push in and pull out model of instruction. Teachers identify possible ELs based on home language surveys. The WIDA Screener is given to students who speak and understand a language or languages other than English. Qualified students receive comprehensive English language development instruction in all language domains: listening, speaking, reading, and writing. Students at all levels of English proficiency receive instruction that is rooted in researched based methods and uses a variety of resources. Students are given many and varied opportunities to hear, speak, read, and write English.

Proposed

In recent years, our population of English Language Learners has continued to shift, mirroring trends many districts have experienced throughout the country. The table below illustrates this growth across our district from last year to the start of this year.

	New	Existing	Former EL	Total
EL 22-23	7	8	3	18
EL 23-24	0	10	5	15

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Design changes needed in a new HWRSD Elementary School to support and enhance this programming include the following:

- (1) half-sized classroom
- Flexible seating to allow for individualized learning and collaboration
- Technology and space for small groups, 1:1 and station work
- Easy access to whiteboards in a variety of areas to support instruction

TEACHER PLANNING AND COLLABORATION

Current

HWRSD is able to provide every teacher in the building at least one non-teaching block per day for planning and preparation purposes. Every teacher has a daily prep period of 50 minutes four times per week with one 60 minute block on Wednesdays. The unassigned preparation time is typically provided when the elementary specialists meet with students. Across most grade levels, common planning time is available daily through common specialist class times. Special teachers have common planning time at the start of each school day. This model can allow for collaborative approaches to learning, as teachers have weekly time to develop and modify instruction. In addition, every three weeks each grade level team has a common data meeting time that allows for review of student work and data, planning for interventions and tiered instruction, and alignment of practices.

Currently, there are no designated teacher planning spaces at any of the HWRSD elementary schools. Common Planning Time meetings take place in unused classrooms and anywhere else teachers can find a space.

Integrated arts (art, music, library/tech, and PE) are scheduled with the goal of providing common planning time for grade-level teachers and the opportunity for teachers to collaborate with instructional coaches, specialists, and special educators. There are two exceptions, with two grade levels experiencing common planning availability three times each week due to uneven grade level sizes. This goal, which is critical to HWRSD's vision of the use of formative assessment data to plan for instruction, student-centered instructional coaching, and the seamless integration of general and special education, is complicated by the fact that art, music, and PE teachers currently share teaching spaces and sometimes making it impossible to create this common professional time.

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Finally, given the small size of our current elementary schools, specialists are often shared across schools, thereby further constraining our ability to schedule effectively and efficiently.

When considering teacher planning, several activities must be considered. These include, but are not limited to:

- The shared schedules of integrated arts teachers across buildings
- Extensive and frequent data meetings throughout the year
- Special Education Team meetings
- Consultation with instructional coaches
- Grade level collaboration and planning
- Spaces to facilitate teacher and student collaboration

At the Winthrop School, the teacher workspace is currently located in the teacher's lunchroom where teachers have access to a photocopier, printer, laminator, paper cutter, etc. At Cutler School, the copier is located in the main hallway with other resources stored in a nearby workroom.

Proposed

Looking to the future, there is a need for integrated teacher planning suites to support professionals in their work. Specialists require areas both to meet students and to work with staff. As teachers are encouraged to increasingly unify what they do in the classroom, including the preparation for inquiry-based, interdisciplinary, individualized instruction, there is a need for space that allows for and encourages collaboration and grade-level and cross-grade level planning. In addition, there is a need for private, professional space where equipment such as photocopiers can be located.

Finally, appropriate dedicated instructional space for art, library, music, PE, and STEM and dedicated space for adults to provide intervention services to students will facilitate efficient scheduling common-planning time for teachers.

There is a need to create designated planning spaces for teachers in a new HWRSD elementary school. Each grade level will be housed in a multi-grade neighborhood, providing opportunities for students and staff to work in a horizontal and vertical interdisciplinary manner that fully integrates Special Education and project-based learning. The teams would also allow for co-teaching sub-teams, particularly across the Math/Science disciplines and the ELA/Social

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Studies disciplines. Each neighborhood and its included teams should include the full integration of Special Education through the incorporation of Special Education classrooms and English Language Learner support services. The goal is to integrate these services into the neighborhoods as much as possible, while remaining mindful of the fact that some of these services (i.e., severe special needs) may require balancing the distance between multiple neighborhoods. Integrating Special Education services into the neighborhoods will allow the Special Education teachers to become part of a co-teaching solution, and to work collaboratively with the other teachers and teams in the neighborhood.

Hamilton-Wenham's educational vision of a more interdisciplinary, project-based curriculum requires increased collaboration and planning among teachers, not just within a single grade level or team but even among grade levels and teams and with specialists, Special Education teachers, and integrated arts teachers. This level of robust teacher collaboration and planning can result in professional growth and deeper learning experiences for students. Additionally, it can prevent the inadvertent creation of traditional knowledge and content silos that have long-existed in education.

Any design solution for a future Hamilton-Wenham Elementary School should provide one integrated teacher planning suite per learning neighborhood to support this protocol. The collaboration spaces will be utilized by an integrated cross-section of grade level teachers, specialists, and support staff to promote a sense of professional belonging, interaction, and deeper, ongoing conversations about students and curriculum. These spaces will also be essential to supporting activities for lesson planning, small seminar meetings, informal and spontaneous gatherings, conferences, and collaborative work. Teachers and support staff who are not assigned to a classroom when the school is fully occupied will have an office space within a teacher planning/collaboration room.

Each teacher planning/collaboration space should include the following:

- Desk areas for staff
- Copier
- Work surfaces
- White boards
- Storage for materials and equipment not appropriate for the classroom setting

Instructional Coaching

The HWRSD instructional coaching program is designed to provide individual coaching to teachers, including co-planning, modeling lessons and practicing key features of lessons with teachers. The student-focused instructional coach can serve as a collaborative problem solver,

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facilitator and teacher/learner when working with teachers. The instructional coach also supports cyclical data meetings (grade level-department meetings of 5-8 adults). Additionally, the instructional coach plans and supports professional development meetings for the teaching staff. The goal of the student focused instructional coaching program is to enhance student learning through a mutually engaged, cooperative, and collaborative coaching experience. The instructional coaching program supports all departments and grade levels, including core academics, special classes, and special education.

The student-focused instructional coaching model is dependent on a cooperative and collaborative professional relationship between the coach and teacher. The coaching office should feel warm, accessible, and personable. Teachers may stop by for a quick question or a longer meeting. The office should also feel somewhat private - teachers can feel comfortable expressing concerns and problem-solving.

Also related to the instructional coaching model, our district literacy intervention specialist works similarly with our nine literacy educational support professionals and classroom teachers. This role provides oversight for tier 2 literacy interventions across the district.

Design needs for the instructional coaching and support program include:

- (1) large office/planning suite for 3 instructional coaches and district literacy intervention specialist; this will serve as their homebase and location for planning, materials storage, etc.
 - Adequate space for desk, bookshelf, filing cabinet, comfortable chairs or couch, and larger meeting table.
 - Central location in close proximity to teacher meeting and co-working spaces.
 - Adequate space for the accessible storage of district literacy intervention books and materials.
- (1) adjacent conference space and (1) small group space to hold both individual and small group meetings with educators. The office should be soundproof or sound dampening to increase educator privacy during conversations.

PROFESSIONAL DEVELOPMENT

We understand the need to support the staff as we transition to a new facility in areas of culture and collaboration. Depending on the design alternative selected, there will be some level of

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teachers and staff who have never worked together. We are confident in our current professional development model, that is managed by the District Wide Professional Development Committee comprised of administrators and teachers from each building, to be useful in structuring a multi-year model that will put supports and experiences in place before the actual move into a new facility.

As of now we have discussed taking advantage of our relationship with Project Adventure to help us to build opportunities for staff to connect and to work together in different configurations. Additionally, our strong use of the Responsive Classroom approach will help us bring together multiple school cultures into a new school culture built on the foundation of the Responsive Classroom principles.

As an example of our understanding of the impending staffing reorganization, the proposed design alternative 3 and 4 would allow for grade levels across the district to be housed under the same roof. Since many of our staff have only worked in their current assigned building, this will give us an opportunity to do some team building and collaboration exercises in order to help smooth the transition to one building from possibly three.

Currently we provide support and professional development in literacy and mathematics instruction each summer for our teachers moving between grade levels, but in the future we seek to minimize the need for teachers to jump between grade levels as would be possible in design alternatives 3 and 4. Giving teachers multiple years to teach within a grade level and making changes between grade levels optional and voluntary instead of required to accommodate numbers will provide consistency for students and teachers.

As we move closer to the preferred design alternative, we plan to have model classrooms created to help our teachers to learn and understand ways in which space, furniture, room design and technology can come together to create a fluid and active teaching environment that can serve to better engage our students.

LUNCH PROGRAMS AND DINING

Current

The Cutler, Buker, and Winthrop Schools each offer three lunch blocks during a typical school day. Currently, all students eat in one large cafeteria with grades K-5 staggering their lunch time daily. First lunch begins at 11:04 a.m., second lunch begins at 11:32 a.m., and the third lunch starts at noon, with all lunches over by 12:25 p.m. This approach allows one twenty-two-minute period for lunch, with an adjacent twenty-two minute period for recess including the travel time needed for a

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student to get to the cafeteria from their classroom or learning space. When possible, 3 to 4 tables are selected to eat outside if they wish. Dining staff and support staff associated with supervision are constrained by the cafeteria schedule from 11:04 a.m. to 12:25 p.m. daily.

Proposed

The proposed Hamilton-Wenham Elementary School will provide a dining space large enough to accommodate the entire student population in two seatings. This vision is consistent with MSBA guidelines for elementary school cafeterias, allows for maximal flexibility and seating capacity in an event setting, and creates more manageable student sizes in the cafeteria at any one moment.

During visioning, we identified the desire for a flexible building that allows us to grow into it not only physically but evolve with and respond to the future needs of our neuro-diverse students, including the ability to create a cafeteria experience with smaller, flexible lunch spaces that vary in noise level and sensory experience. Like adults, we know that students all have varying needs and preferences. Some students may prefer to stand or have more movement when eating. Some students may seek quiet so they can read a book and eat. Others may want to sit at larger tables with friends. Even further, some may prefer and benefit from dining outside in a protected area (weather permitting). To that end, it is extremely important that the new or renovated project should provide indoor and outdoor dining experiences that are flexible at a variety of scales, varied in furniture and acoustic level, and supportive of simultaneous eating and play.

In order to best serve the social and emotional needs of all students, the District has identified a multi-zoned cafeteria space as a design priority. In addition to a more traditional seating area, smaller adjoining spaces that are acoustically separated, but still visually connected, would provide a comfortable alternative environment for students who may be over-stimulated by the larger space, as well as create opportunities for staff to offer therapeutic lunch groups as part of students' IEPs.

Ideally, the seating areas and furnishings of the cafeteria would be consistent with that of academic spaces, allowing the large space to be zoned to support different experiences that differ in their furniture (height, group size, softness/hardness), acoustic properties, and scale. More and more research suggests that the lunch period can produce high levels of anxiety in many students, so zoning the seating area in this way could help reduce those anxiety levels. All areas, including the acoustically separate space, should be easy to supervise by adults but different enough to provide students a choice for which environment best serves their needs.

Cafeteria spaces are generally of limited use and should be flexible and available for many other uses throughout the day, such as small group or grade level assemblies and cultural events. A guiding design principle derived from visioning is the desire for the stage to be dual-sided,

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accessed by both the cafeteria and gymnasium. This will allow us to maximize the types of performances and gatherings we have. Audio and video conferencing capabilities with movable chairs and tables would allow the school to take full advantage of the square footage usually unused in many schools for long periods of the day. This space could also be capitalized on for many after school activities such as clubs.

TECHNOLOGY PROGRAM & LIBRARY MEDIA

The elementary level in the HWRSD lacks proper technology integration. Currently we combine library and “technology” but are not truly meeting the needs of students due to lack of appropriate spaces including the possibility of maker spaces for exploration and hands-on activities in any curricular area. Technology itself is also lacking in our elementary schools. All 4th and 5th grade students are provided with Chromebooks with access to the internet, the TestNav testing app, SeeSaw, and G-Suite programs including Google Classroom, Docs, Slides, and Sheets. K-3 has access to iPads and Chromebooks via carts that are shared across classrooms.

Teachers, administrators, and related services providers are also equipped with district-issued laptops with wireless internet access and G-Suite programs. The HWRSD also provides educational support professionals with laptops or iPads where necessary to support interventions. Recently the Buker school had new Smartboards installed in each classroom space as part of a districtwide upgrade. The Winthrop and Cutler schools still have older (7-10 years) Smartboards that have had their projectors upgraded through the years where needed. The Buker school SmartBoards were upgraded in the summer of 2023 in all classroom spaces.

It is imperative to have the most up-to-date instructional technologies including fixed ceiling mounted speaker systems for students who are hard of hearing, and sound systems for multimedia displays. Access to computers or iPads creates opportunities for students and teachers to support and extend lessons for all students. Our goal for technology in a school should allow us to move away from teaching technology while broadening access to the appropriate tools that are always available but not necessarily always on all the time. Technologies can also include products in Maker, STEM, or flex spaces that can be used by multiple classrooms to support teaching and learning.

The HWRSD aims to integrate technology to enable students and teachers to:

- Enhance teaching and learning to meet the learning needs and styles of all students
- Engage in learning anytime, anyplace

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- Procure, research, organize and share information
- Think critically and solve problems
- Innovate and create new ideas
- Express themselves effectively and creatively
- Collaborate with other students and teachers anywhere in the world
- Communicate in multiple ways

Appropriate technology integration will support our mission to together inspire continuous learning in order to lead a purposeful life.

Library & Media

Current

The elementary school library program does not align with the DESE Rubric for Evaluating School Librarians. Lessons are designed by one individual and shared with two part-time library teaching assistants who are expected to deliver the lessons. Students visit the library as a specialist class once per week. Students have limited access to take out books and there are no librarians to manage the collections within each of the elementary schools. Technology use in library classes is limited as it is taught by individuals who may not have the proper training or certification. True integration of technology at the elementary levels could immediately enhance and improve access and quality of student understanding.

Each library is utilized for classes 2.5 to 3 days per week (depending on the enrollment at each school). Due to its small size, the Buker library is not used by classes or outside organizations beyond the scheduled library classes. It is used one day per week as a meeting space for IEP team meetings. The Cutler library is used for String Jam rehearsals, Friends of Cutler sponsored activities for grade levels, as well as faculty meetings and occasional grade level projects. The Winthrop library is used for data meetings, IEP, and other parent meetings on non-scheduled library class days. The Winthrop library is occasionally used after school for staff trainings.

There is a clear need for collections in all three libraries to be updated. Each of the three elementary schools has a library but access to books can be limited because of the inability to staff three librarians manage the collections, technology and even spaces that could better support teaching and learning.

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Assistive technologies, important for the support of many of our students, are difficult to manage across all three elementary schools. In fact, this is often dropped on the classroom teacher to set up and manage, taking away valuable time from the rest of the class or from the teacher's planning time.

Proposed

As part of the visioning process, members of HWRSD Schools toured a number of recently built learning environments to see educational best practices in action. It is clear that the library experience is no longer a destination but instead a regular part of the day-to-day academic function. In many instances, media commons with book stacks and zones for making and presentation skills development are embedded within learning communities and grade level teams, not centralized as in a conventional library.

In addition to school tours, we viewed a spectrum of precedent library media models ranging from traditional destinations within four walls to ones that are fully integrated. With each conversation, we continue to envision the future of library media, technology, and STEM integration, including considerations for how the experiences, skills, and standards within these program areas might overlap. Our visioning process has included questions like:

- How might programs like art, media, science and technology be embedded within teams to support more experiential spilling or interdisciplinary learning?
- What program spaces might be on the edge/entry of a learning community?
- How can media space(s) and resources best be organized to further support the implementation of deeper learning and project-based experiences?

A key theme that developed early in our visioning was the concept of creating a hybrid media model that is more than the typical destination students visit once a week as part of their "specials" schedule. Rather, our intention is to expand the media program's educational reach by placing resources and media staff as close to students and teachers as possible, truly making media, literacy, and STEM the lifeblood of our school. Our goal is that interactions with books and other media resources become part of the student's every day journey as they move within their small learning communities and travel throughout the school, literally passing books and even student-engineered works in progress. Students will not only experience the library and STEM during their weekly special, but also as part of their daily interaction within their classroom neighborhoods.

To achieve our hybrid model, we propose taking a classroom-sized portion of the allotted library media square footage to create a centralized flex-media space. This mirrors our model at the

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middle and high school levels where students access a makerspace classroom that is integrated across all curriculum areas. Adjacent to this space would be flexible art and STEM rooms to create a “Curiosity Commons” where students (and potentially adult learners within the community) engage in 3 stages of ideation:

1. Expand literacy and curiosity – browse and find new ideas through print and digital resources, participate in small performances or reader’s theater, talk with an author or local expert, engage in book groups, etc.
2. Question, prototype, and experiment – use technology, consumables, manipulatives; bring new ideas to life, construct meaning, experience joy and seek deeper questions by developing mini projects or prototypes with adult guidance, conduct science experiments, make real-world connections, etc.
3. Present, communicate, and display learning – use white board spaces and tack boards for pin up presentations and feedback, display artwork in a curated gallery, hold grade-level morning meetings, share work with parents and fellow peers.

The adjacency of library, art, and STEM spaces and their location within the academic portion of the building in proximity to learning neighborhoods would allow these typically siloed specials to become much more interdisciplinary over the building’s lifetime. Imagine the following cross-disciplinary experience:

Students begin on a centralized rug area and read the non-fiction text *Balloons Over Broadway* about the puppeteer who created the first giant balloons in the Macy’s Thanksgiving Day parade. In that read-aloud, the media teacher covers literacy standards while the STEM teacher pushes students thinking about concepts like force and motion. Following the read-aloud, students scatter into the three adjoined spaces (library, STEM, and Art) and begin to consider how they might engineer their own “floating” balloon using consumables and a small Dash Robot. In a series of lessons, students chose the mediums and methods that best support their designs and the teachers, each with their own strengths and expertise, support students as they lead their own discovery and learning. Students are no longer in their library special or their art special, but instead they are teams of artists and engineers working through real-world challenges.

In addition to the classroom-sized flex-media space, our hybrid media model includes taking the remainder of the allotted library media square footage and pushing it further into the entry of each learning neighborhood. This would allow media resources to ultimately connect learning communities and ensure book stacks and other media resources become a part of the student’s

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daily experience. This space, somewhere within the entry point and/or circulation zone of each learning community, will serve as the connective tissue for each team and among the teams. The space will include movable book stacks, varied breakout/collaboration spaces, a presentation zone, niches and alcoves for one-on-one collaboration, pin-up space, display for works in progress, and design features to support making.

As the design process progresses, it will be important that there is clear transparency and lines of sight to ensure the seamless transition between the classroom and the “library” space within the extended learning area of each learning neighborhood. This will allow teachers to feel comfortable sending their students beyond the walls of their traditional classroom to pick a book as needed.

Whether it is in the classroom-sized flex media space or within the dispersed “library” space in each learning neighborhood, teachers and support personnel can work with media specialists and tech integrators to develop a number of cross-disciplinary opportunities.

PERFORMING ARTS

Music

Current

The current HWRSD Elementary Schools Music model includes Band, Chorus, and General Music classes. Students in fourth and fifth grade can elect to be in Band or Chorus as before-school activities. All K-5 students have general music classes once per week in each building.

All classes align with the 2019 Massachusetts Arts Curriculum Frameworks (Create, Perform, Respond, Connect) and National Core Arts Standards. Through the General Music curriculum, students are given the opportunity to create music and to refine and rework their compositions in collaborative peer groups. Throughout their musical studies, students build a language to respond to musical examples and performances, identifying meaning and intent. Students also connect their musical knowledge to their personal life, historical events, culture, as well as other classes they take throughout the day. Ukuleles, recorders, xylophones, and hand drums are used in conjunction with singing, rhythm, and movement lessons, with technology supporting student learning via projection and recording.

Adequate space for music classes is difficult at the Buker School. While the stage has been used in the past as a teaching space, it is no longer a viable solution because of its location within the gymnasium which houses PE classes at the same time as music classes. A corner of the cafeteria

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has been transformed into a music classroom, presenting similar scheduling challenges with the lunch schedule.

Proposed

Design needs for the music program include the following:

- All music rooms should be removed from other parts of the building and have adequate soundproofing.
- All rooms should be large enough to accommodate upwards of 25 students with movement and instruments (band) or 35 students on risers (chorus), and ample instrument storage.
- The music room should have extra wide doors for ease of moving equipment.
- Rooms should have direct access to the stage for ease of moving instruments and equipment; stage access should be from stage left/right out of view of an audience in either the gymnasium or cafeteria.
- Music room should be adjacent to the stage, as this space doubles as a green room/holding area for large student groups during performances.
- Rooms should be on the first floor with outdoor access for ease of sharing instruments throughout the district.
- Adjacent smaller practice rooms for small groups should include recording technology capabilities.
- Auditorium, to be used as a shared space with the drama program, for band, choral performances.
- Faucets and sinks to clean the instruments.

VISUAL ARTS

The elementary art program follows guidelines of DESE's Visual Art Standards with a focus on: strengthening fine motor skills; learning new art techniques; using a variety of materials; building art skills through the scaffolding of lessons during the six years of elementary school; learning about art history and world cultures; using critical thinking through critiques; and, using the Elements of Art and Principles of Design vocabulary to build the projects. Our aim is for students to have fun and be excited to try new things with the freedom to experiment with materials and their art ideas. Students find that our art studios are all inclusive learning spaces where every

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student can find individual success while learning to work collaboratively with their peers. Our vision for the space is one that is warm, welcoming, creative, collaborative, innovative, flexible lighting/furniture for teaching/students, fostering student ownership of the studio spaces - organized with easy access to materials and student storage. Spaces that make student learning in the arts visible and encourage active learning.

Additionally, model inclusion studio classrooms will have adaptive equipment for students with unique learning styles that support accommodations for OT, PT, SEL, and communication needs which will continue to foster and expand our working relationship with our school's Special Education programs. Though we cannot predict what technology will look like 3-5 years from now, we imagine that within a general art space, our students will also be able to use high powered digital devices (i.e. laptops, iPads, light tables, etc.) to create more digital and graphic forms of artistic expression. Art studio classrooms should include:

- (2) large art studio classrooms
- Multiple zones to facilitate direct instruction/demonstration, group work, stations, and large scale projects; large rug area and table for demonstrations
- Durable and flexible tables
- Multiple areas for storage which can be locked and opened fully for students and staff to access
- Rooms to support 2-D and 3-D art instruction, including digital and multimedia art; light table
- Ample classroom storage for student work and materials, ample counter space, hanging space for student work and instructional visuals, white board.
- 2-3+ sinks with multiple faucets in every studio classroom.
- Easy access to common supply storage area and kiln room.
- Storage for equipment/materials.
- Hanging space for student work and instructional visuals, white board, projection screen, green screen, flat-file storage, counter space for materials/equipment.
- Kiln Room with a large computerized kiln and open shelves for drying student work.
- Dedicated space throughout the school to showcase student work.

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- Outdoor access would be optimal, to allow for environmental art as well as opportunities to use the landscape for potential projects.
- Room for a variety of art-specific equipment like light tables and color printers.
- Both art rooms and the school should have multiple display areas for student work. The classroom would benefit from shelves or cases to showcase student models and exemplars. Additional spaces in the school should contain cases and bulletin boards to display student's artwork (both 2D and 3D work). Preferably in areas with high student traffic.

PHYSICAL EDUCATION AND WELLNESS

Current

The HWRSD Elementary Physical Education curriculum provides students with the opportunity to develop their physical, mental, and social well being. The HWRSD elementary physical education program is designed to teach students movement skills and team-building social skills to provide a foundation for healthy and active lives.

Currently, students receive PE once per week for 50 minutes in grades K-5. Students are taught locomotor and object control skills throughout the year with the overarching objective to improve social communication and cooperation among peers. This program supports students by having them engage in activities that challenge their mental and physical abilities; games that require students to communicate and work with peers to accomplish the task at hand; Ideally, students participate in optimal physical activities that are challenging yet within their developmental reach.

The program is housed in small gymnasiums at each building, which are supplemented by ample outdoor spaces for PE teachers to take their classes. We currently share teachers across the three buildings. Limited storage in each school leads to the sharing and transportation of equipment across the schools, sometimes even within the same day.

Proposed

The new HWRES needs a gymnasium or physical fitness space for one or two classes at a time depending on the design alternative, adapted physical education/alternative movement space, room for equipment storage, and adequate planning space for two educators.

- A climbing wall and other indoor Project Adventure elements (cargo net, hanging ropes) would also greatly enhance the team-building goals and objectives of the PE curriculum.

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- Basketball, pickleball, volleyball, as well as “sensory walk” graphics and lines must be included on the floor design to support these PE units.
- Wall-mounted projection capabilities (TV with protective case) as well as space to hang informational posters would allow students to use visuals or interact with the screen during classes.
- As noted in the Community Usage section of this document, the current gymnasiums at HWRSD elementary schools are well-used, valued community assets that many community groups rely upon. Further detail is provided in that section.
- Adequate storage space (minimum of two indoor closets and outdoor storage containers) is of high priority. Adequate electrical outlets and a quality sound system in the Gym are two design elements that must also be addressed.

SPECIAL EDUCATION

Current

The Hamilton-Wenham Regional School District adheres to federal and state laws and regulations that guarantee the rights of all students access to the general education curriculum. The HWRSD focuses on the inclusion of students with disabilities in all aspects of the school life, including the general education environment to the fullest extent possible. This is actualized through the development of in-district programming including:

- Related Therapies:
 - In-District Staff: Speech and Language Pathology (SLP), Occupational Therapy (OT), Physical Therapy (PT/PTA)
 - Contracted Services: Assistive Technology (AT), Augmentative and Alternative Communication (AAC), Teacher of the Visually Impaired (TVI), Orientation and Mobility (O&M)
- Learning Center Services: Direct, individualized 1:1 and small group specialized instruction
- Therapeutic Learning Center (TLC): Direct, individualized 1:1 and small group behavioral support and academic support
- Specialized, Substantially Separate Programs:
 - Language Based Learning Disabilities (LBLD)

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- Center for Academic and Social Learning (CASL)
- Intensive Learning Program (ILP)

Special Education services at the elementary level include inclusion models, partial inclusion models, and substantially separate programming. Service models include 1:1, small group, and whole class instruction.

Current deficiencies include the lack of adaptable and flexible learning spaces to meet the changing needs of our student population and limited appropriate spaces for staff offices and meeting spaces.

- The ILP lacks proper space for lessons to support the learning and generalization of life skills, including hygiene, cooking, cleaning, and toileting.
- Multiple special education and/or related therapies staff are required to share rooms due to the lack of available space. This means that multiple and varied lessons can be going on in the same space, creating a loud learning environment and inflexibility with the setup of the learning space to meet the needs of the students.
- Special education and related therapies spaces are not within proximity or adjacent to programs or where the service needs are higher or within the general education learning areas.
- There is a lack of dedicated office/collaborative space for special education staff and related service providers to meet with staff and/or parents and test students.
- There is a lack of office space for the Elementary Special Education Coordinator to meet with parents and staff. A dedicated special education team meeting space is inconsistent across the elementary schools.
- Learning centers and program rooms lack access to the same technologies as the general education classrooms.
- Appropriate space to facilitate adaptive Physical Education and gross motor activities for students.

Provision of the high quality programming is contingent upon the availability of multiple spaces that can be used flexibly throughout the day and provide state of the art accessibility, assistive technology, and pedagogical resources. At this time, spaces for specialized services are shared amongst multiple service providers, which can impact the efficiency of services and creates a level

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of noise that can impact students' abilities to remain focused on their specialized instruction, impacting the learning and progression of skills. While HWRSD provides all necessary equipment for individual student needs, the District relies on less efficient portable sound-field systems for amplification and fabric light coverings for dimming. Not all special education learning spaces include the same technology access as the general education classrooms do. There are limitations to accessibility for students requiring wheelchairs or with physical impairments impacting mobility in regards to areas of the buildings in which their general education peers are able to access. Examples of this include limited bathroom access, inability to access the stage (Winthrop), inefficient access to the Cutler stage, and limited access to outdoor play spaces.

Special education services are provided to eligible students and are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing are allocated annually based on the service delivery needs identified on the Individual Education Programs (IEPs) of the special education population being served. 18.3% of elementary students K-5 are identified as Students with Disabilities (SWDs) requiring an Individual Education Program (IEP). Of the number of students identified as needing special education services, only 0.6% require an out of district (OOD) placement.

Inclusion

The majority of students that receive Special Education services receive them as a combination of pull out and within the general education classroom setting, as outlined by each student's Individual Education Program (IEP). Inclusion supports are provided by special education teachers, teaching assistants, and related therapies staff (OT, SLP). With well-designed classroom spaces and alternative, acoustically diverse small group and breakout spaces adjacent and accessible from the classrooms and learning community, the district will be able to increase the level of inclusion and co-teaching that our students with disabilities can access.

Design needs for the inclusion special education program would be:

- Small group rooms between grade level classrooms to provide instructional options within a co-teaching model and instructional support model
- Open breakout space within learning neighborhoods so support small groups that may not require acoustic separation
- Flexible learning spaces within the classroom and outside the classroom for direct instruction and support in 1:1 and small group options

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- Learning Centers within proximity to grade levels to limit transition time between general education and special education services for pull out model

Intensive Learning Program (ILP)

Currently, the ILP is located at the Winthrop School. The ILP is a district program that includes PreK-grade 5 students from across the district. This program is a substantially separate intensive program with the ability to include students for specials and activities with the general education grade level classroom, as outlined within Individual Education Programs. The Intensive Learning Program provides a highly individualized and modified curriculum for students with Autism spectrum disorders, developmental disability, intellectual impairment, and communication. In addition, students in this program exhibit significant impairment in some or all of the following areas:

- verbal communication
- social interaction and pragmatic skills
- comprehension
- functional academics
- 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 and augmentative communication are used throughout the classroom to assist students in understanding of classroom activities, schedules and rules. Emphasis on behavioral-based methodologies (i.e. discrete trial, applied behavioral analysis, multi-sensory, etc) and the development/strengthening of functional skills are integral components of the program. Low student-to-teacher staff ratios maximize 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. Students practice activities of daily living, hygiene, access and mobility, and travel training. Opportunities for inclusion should be beneficial, meaningful, and tolerated by the student. A District BCBA, Occupational therapy, Physical therapy, and Speech and Language pathologist consult to the program regularly. Contracted services

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providers consult to the program on a regular basis and provide direct instruction, as outlined in student IEPs, in the areas of Orientation and Mobility, Teacher of the Visually Impaired, Augmentative and Alternative Communication (AAC), and Assistive Technology.

Design needs for the ILP special education program would be:

- See Proposed Program Space Table below
 - Two connected classrooms to split the students based on level of need and in accordance with DESE age requirements; movable acoustic partition to allow for the rooms to be opened into one large space as appropriate for whole program activities. Include multiple partitioned spaces for 1:1 programs and discrete trial work.
 - Adjacent small group room to create divided 1:1 discrete trial areas.
 - Acoustics need to be considered for sensory, hearing impairment, and language processing.
- Flexible classroom space and furniture
 - Space designed for flexibility in seating and table options, and to include academic instruction, 1:1 discrete trial areas, small group instruction, and morning meeting/movement space
- The program, as a whole, supports between 8-12 or more students and 6-8 staff.
- Connected restrooms for toileting needs.
- Calming space for students to de-escalate, take breaks and regroup to rejoin the class.
- Proximity to related therapies (OT, PT, SLP).
- Access to an outdoor, fenced-in area for movement, play and outdoor learning opportunities.
- Dedicated sensory room accessed from within the ILP Program

Therapeutic Learning Center

The Therapeutic Learning Center (TLC) is a school-based academic and therapeutic program, addressing the emotional, behavioral and learning needs of students who present with an

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emotional impairment and accompanying behaviors and social challenges. The TLC provides specialized Instruction by design to target student learning profiles, as well as consistent wrap-around therapeutic supports throughout the day. Placement in the TLC program is determined by students' IEP goals. Students will have the opportunity to access inclusion classes and the opportunity to learn the same material in a setting with a smaller number of students.

Counseling and student services are all connected to support students in this program. The Therapeutic Learning Center space should provide a soothing environment to engage in academic growth while supporting emotional needs, a student breakout space, as well as inclusion opportunities with space to process and gain support.

Design needs for the TLC special education program would be:

- Access to the gym/opportunities for movement breaks
- Close to single stall bathroom
- Centrally located between grade level teams
- Connected calming space for students to de-escalate, as needed, and rejoin class
- Acoustics need to be considered to limit noise disruptions to adjacent learning spaces
- Close proximity to counseling
- Dedicated sensory room accessed from within the TLC Program

Language-Based Program

Language-based learning disability (LBLD) program is a substantially separate program. This program typically supports students grades 3-5. Students participating in the LBLD program are primarily identified with Specific Learning Disabilities (SLD) and/or Communication disorders. The LBLD program provides direct specialized instruction and strategies with modifications embedded throughout the day. The highly-structured language-based program provides intensive, specially designed instruction that is individualized based on student need within the areas of reading, written language, and math. Based on student level of need, as indicated by their Individual Education Program, students may receive content area instruction within the LBLD program or within the general education classroom, with support. Support provided includes co-taught and teaching assistant supported models. Students access the general education grade level content through preview/review or concepts, modified material and adult support. Providing each child

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with opportunities for success academically, socially, and emotionally are essential components to this developmental program.

Design needs for the Language Based program would be:

- See Proposed Program Space Table below
 - Large classroom space with ability to separate into two smaller classroom spaces to accommodate grade-specific and skill-specific learning groups, whole program instruction, and 1:1 instruction
 - Acoustics need to be considered for hearing impairment, language processing deficits
 - Adjustable lighting
 - Access to same technologies as the general education classroom
 - Flexible spaces and seating within the classroom to accommodate varied instructional groupings
- Close proximity to grade level general education classrooms for inclusion

CASL Program (Center for Academic and Social Learning)

The CASL Program is a substantially separate program to support students with global deficits including below grade level academics, low cognition and social skills. Instructional pacing within this program is integral to the students development of skills across all content areas. Instructional materials and tools support the DESE curriculum frameworks through entry points for each student. Individualized reading instruction is provided utilizing specific reading programs. Instruction within the program includes 1:1, small group, and whole class.

Design Needs for CASL special education program would include one classroom with ability to split into two smaller classrooms for grade-level targeted instruction and flexibility for smaller instructional groupings, as needed.

- Flexible work spaces for 1:1 and small group instruction
- Multi-sensory work spaces
- Flexibility with wall space to accommodate word walls and visual cueing as memory aids, accessible white boards.
- Close proximity LBLD program
- Same technologies as general education classrooms

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- Adjustable lighting

Moderate Special Education

The Learning Center special education teachers support students with a variety of disabilities within an inclusive model of learning. Students with disabilities, as defined by their Individual Education Programs may receive special education support within the general education classroom or within the learning center. Services within the general education classroom may include co-teaching and/or specific instructional support and generalization of taught skills. Services within the learning center include specialized instruction in the areas of reading, written language, math, organization and executive function skills. Instructional models include 1:1 and small group. Teaching Assistants may also provide support to students within the general education classroom or learning center. Currently, 3 special education staff share the same space, creating an environment that can interfere with efficient instruction due to varying instruction and noise levels.

Design needs for Special Education Learning Centers would be:

- Flexible space to accommodate small group testing (ie: MCAS)
- Adjacent space for special education evaluations
- Access to same technologies as general education classrooms
- Adjustable lighting

Projected students with IEP by design alternative

Based on FY23 Oct 1 Data	Design Alternative 1 K-5: 285 students	Design Alternative 2 K-5: 645 students	Design Alternative 3 3-5: 430 students	Design Alternative 4 1-5: 740 students
Special Education Identification	45 students	120 students	65 students	142 students
Inclusion	37	97	51	116
Partial Inclusion	3	8	4	8
Substantially Separate	5	15	10	18

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Proposed Special Education Program Classrooms

	Design Alternative 1 K-5: 285 students	Design Alternative 2 K-5: 645 students	Design Alternative 3 3-5: 430 students	Design Alternative 4 1-5: 740 students
Special Education Learning Center	2 half classrooms K-2, 3-5	3 half classrooms K-1, 2-3, 4-5	3 half classrooms	4 half classrooms 1-2, 3, 4, 5
TLC	1 half classroom	2 half classrooms K-2, 3-5	1 half classroom	2 half classrooms 1-2, 3-5
LBLD	1 full classroom -ability to divide into 2 half classrooms	1 full classroom -ability to divide into 2 half classrooms	1 full classroom -ability to divide into 2 half classrooms	1 full classroom -ability to divide into 2 half classrooms
CASL	1 full classroom, 1 half classroom -adjacent	1 full classroom 1 half classroom -adjacent	1 classroom 1 half classroom -adjacent	1 full classroom, 1 half classroom -adjacent
ILP	1 classroom	2 classrooms	1 classrooms	2 classrooms

Speech

Speech and Language services are designed to facilitate growth in the areas of communication and language skills including speech sounds, language and literacy, social communication, pragmatic skills, cognitive communication, stuttering, and voice. Speech and Language services are pivotal to supporting all of our students with Language and Communication needs, including our students participating in district programs. Speech and Language Pathologists provide services to include consultation with school staff and parents, screenings and evaluations, and direct services. Direct

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services include whole class language instruction within classrooms, small group services, and 1:1 instruction. Small group and 1:1 services may take place within the program classroom, general education classroom, or embedded small group rooms within learning neighborhoods to support interventions in close proximity to students. Co-treats may also take place with other service providers such as the school counselor for social skills and pragmatics and the Occupational Therapist for communication, language and literacy, and comprehension.

Occupational Therapy and Physical Therapy

Occupational Therapy (OT) services are designed to provide support in the areas of sensory and motor development, manipulation and hand use, visual-perceptual skills, motor planning and coordination, daily living skills, work skills, organization, and the use of assistive technology and adaptive equipment.

The Physical Therapy (PT) services are designed to provide support in the areas of motor development, manipulation and hand use, motor planning/coordination, and implementation and supported use of adaptive equipment. These therapies aid students in movement (gait and balance), flexibility, muscle strengthening, and range of motion.

An alternative smaller movement space should be considered a “must have” in the new building to support adaptive PE and additional OT/PT services for Special Education. In terms of ideal location and adjacency, the movement space would be adjacent and visually connected to the larger gym so that students who struggle in larger group settings would have a smaller space to engage in the same physical activities in a smaller, quiet setting. Students who struggle with indoor recess or social interactions at recess could also benefit from access to this space. This space would benefit from having a mini-trampoline, and possibly sensory stimuli on the walls but should be separate from a “sensory room”.

OT/PT could also support Adaptive Physical Education (APE) and would need access to the gym or similar space to include a variety of equipment to meet the needs of our students. Swings with adaptable seating and positioning and other suspension equipment along with cushioned flooring to accommodate activities of stretching, yoga, and potential for falls.

School Psychologists

School psychologists currently conduct neuropsychological/psychological evaluations and provide consultation to special education staff and general education staff, as needed. School psychologists do not provide counseling services. Currently, school psychologists do not have

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assigned office/testing space at the elementary schools. The school psychologist works with the school to schedule an available space for testing.

Assistive Technology

Assistive technology services directly assist with the selection, acquisition or use of technology devices such as: equipment or product system (software) that can be used to increase, maintain, or improve the functional capabilities of a student with disabilities. Currently, AT evaluations and services are contracted. The district is changing the model at the elementary level to have in-district services provided. This will create a more cohesive service model, with access to AT assistance on demand for students and staff.

Design needs for Assistive Technology would include space in the Library/Media teaching space to store and control devices as needed or to meet with students or teaching assistants to collaborate and provide instruction in new programs or tools.

Applied Behavior Analysis Services

Individualized programming for children with Autism Spectrum Disorders using the principles of applied behavior analysis to increase skill acquisition and decrease maladaptive behaviors is provided within the Intensive Learning Program (ILP). The district's Board Certified Behavior Analyst (BCBA) regularly consults with our Integrated Preschool Program, Therapeutic Learning Centers, and classroom teachers to provide strategies for behaviors, support with behavior plans, review of data, individual programs development, and training for teaching staff and teaching assistants.

Design needs for ABA Services will need space to meet with staff to discuss individual students and review data, meet with parents, as needed, for consultation. Proximity to ILP and TLC will be especially important as these programs are the main focus of the services.

Proposed Related Therapies (Number of personnel)

	Design Alternative 1 K-5: 285 students	Design Alternative 2 K-5: 645 students	Design Alternative 3 3-5: 430 students	Design Alternative 4 1-5: 740 students
Speech/Language	1	2	1	2

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OT	1	2	1	2
PT	1	1	1	1
BCBA (ABA)	1	1	1	1
School Psychologist	1	1	1	1
School Counseling	1	2	2	3
Assistive Technology	.5	1	.5	1
Education Support Professionals	8	24	14	36

The elementary schools house our most intensive programs in the district including the Therapeutic Learning Center, Intensive Learning Program and the CASEL program. There will be a substantial number of staff who are specifically dedicated to student services who will need to have a conference room available for Special Education Team Meetings, small group sessions. This would functionally include a small room or two for student testing or services so that there is private space with no distractions.

Proposed

There are no new programs proposed as part of each design plan. However, the proposed design plans take into account that the district's substantially separate programs (ILP, CASL, and LBLD) would be included in the new building in all design alternatives. Currently, the spaces for our substantially separate programs are not adequate for space and meeting the needs of our most disabled students.

A new or renovated facility would support dedicated space for student services and Special Education and a more effective positioning of rooms used for the delivery of services to students throughout the school. The District's goal for its future educational program is to create instructional spaces for special education that are designed into or adjoining grade level classrooms whenever possible. When separate pull out spaces are required, they should be physically distributed throughout the building. To that end, the district proposes to embed the following related service providers within teacher planning suites:

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- Educational Support Professionals
- Speech & Language Professionals
- BCBA (ABA)
- School Psychologist

The integrated teacher planning suites would serve as the home base for these staff, where each provider would have a dedicated desk space with appropriate storage for testing kits, materials, etc. Co-locating related services staff will allow for collaboration and deeper conversations about students given how often this group of staff share the same students on their caseload. Attached to each integrated teacher planning suite would be two flexible small group rooms for confidential meetings, testing, or working with students in a more private setting. It is important to note that though students may meet staff in these small group spaces, the ultimate goal would be for staff to push into classrooms and learning neighborhoods to minimize student travel time and maximize the inclusion of students.

The proposed spaces allow for required ADA specifications and support Universal Design for Learning through flexibilities within the learning environment that are not currently available.

TECHNOLOGY EDUCATION

There are no formal technology education classes in our elementary schools. However, this could be an add to our current programs if there was an integrated STEM approach with enough spaces for work including project-based learning with classroom adjacency. Currently our technology integration specialist consults and supports classroom teachers as they use technology in the classrooms and build students' digital literacy skills. Students in grades 4 and 5 have access to 1:1 Chromebooks, grade 3 students generally have access to 2:1 shared Chromebooks, and students in each classroom in grades K-2 can access 10 iPads in each grade level classroom.

As we look towards the educational model, neighborhoods also support the use of larger, integrated flex spaces that allow for areas of exploration and project-based opportunities for students to show what they know. Our curriculum resources are requiring more adaptive use of technology more and more as students interact with resources, record their thinking and problem solving, and use technology to share their work with peers and caregivers.

CLUBS

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Elementary clubs/activities take place before and after school extracurricular programs that are run by staff members. Clubs provide a fun and engaging after school community where students can explore activities that interest them while they build relationships with peers and staff. This provides an opportunity for students to stay after school to extend their school day. If needed students are supported by additional staff to meet their individual needs.

There are a number of activities and clubs available at each of the three elementary schools but not all are available at each school. Many of the activities are run based on teacher and student interest. The clubs and activities include:

- Band and Chorus - All Schools
- Newspaper Club - Winthrop
- Lego Club - Winthrop and Buker School
- Rubik's Cube Club - Winthrop
- Ukulele String Jam - Cutler
- Early Act Community Service - Buker

STUDENT SUPPORT SERVICES & ADMINISTRATION

Health Office

Health Services supports student health and academic achievement. Each elementary school houses one nurse. Mandated Health Screenings are conducted for all students in the Health Office annually. The Cutler nurse has up to 25 nurse visits a day. The Buker has up to 35 nurse visits a day. Winthrop has up to 40 nurse visits a day. All students are seen on an as needed basis for illness or injury as well as scheduled visits for medication administration and medical treatments. The Health Office should be located close to the Counseling Office as the nurses work closely with the school counselors through student referrals.

Nursing promotes wellness and health for students. Goals include reducing the time students spend in the Health Office and increasing classroom learning time, completing mandated screenings and health education. The vision is a welcoming, warm, comfortable environment with an emphasis on privacy and confidentiality. Students should feel safe and comfortable in the health office environment. Additionally, the health office should provide adequate space to isolate ill and

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contagious students from well students with ventilation. The nurse's space should be centrally located.

Design needs for the health office would include:

- Depending on the design alternative chosen, desk/work space for 1 or 2 nurse staff members; as part of the district's vision, we seek opportunities to disburse admin and support staff, including the nurse, throughout the building to bring them closer to students, minimize travel distances, and ensure a safe, secure, and socially-emotionally responsive environment, especially in emergency situations. To that end, we propose to include:
 - A main nurse's suite closer to the main entrance area where the gym and cafeteria are located.
 - Additionally, we would locate the second nurse closer to the small learning communities. This secondary station would be smaller in size and would serve as a drop-in station with one desk space and an exam area.
- A waiting room for students waiting for nurse assessment
- Two private exam/treatment rooms
- Private closed space to conduct scoliosis screenings, parent or staff meetings, student emotional support, etc. This can also be used for diabetic treatments. This space would need dividers for privacy.

School Counseling

The counseling structure consists of one counselor at each of the three elementary schools. Sometimes, we host a counseling intern from a local graduate program. The counseling department supports our students through elementary school years when they are developing their identity and exploring social circles. Counseling services are provided for students whose IEP goals center around emotional concerns. In addition, counselors support students to ensure they feel safe and comfortable at school, while partnering with families so that a true partnership forms between school and home.

Counseling services at the elementary level are currently provided by school adjustment counselors. Their services can include behavioral supports, social skills groups, small group and individualized counseling, consultation with staff and parents. Elementary counselors provide

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whole class counseling support through a curriculum, as well. Counseling services are provided to any student in need, and is not limited to students with disabilities with a 504 Accommodation Plan or Individual Education Program.

Design needs for school counseling includes:

- 1-3 counseling offices located strategically throughout the building, supporting the neighborhood structure.
- The BCBA and School Psychologist will utilize shared spaces for faculty and staff.
- A sensory room will provide space for meditation, calming, and de-escalation

Administration

The Cutler Elementary School administration is responsible for ensuring safety and operational consistency. The administration plans and delivers professional learning sessions for the faculty in order to foster a culture of innovation and dynamic learning. The team needs to be able to host meetings with various stakeholders in the school community on a regular basis in order to make decisions that advance the work of the school as a whole. The administration includes the academic and operational leadership team in the building. Principal, and one administrative assistant.

The main office should enable efficient and secure check-in of guests. Administrative office space should be designed to foster important conversations while ensuring a degree of privacy related to sensitive topics. The main office should include a large, bright reception area so that visitors and invited guests feel welcome. There should also be access to a conference room for small group and Team meetings.

Design needs for the administrative offices include:

- The Principal needs a dedicated office space.
- Asst Principal needs a dedicated space (if combining buildings)
- A space for an Administrative Assistant
- A large multi-use conference space

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To date, the District has directed the design team to plan for the following personnel in each agreed-upon design enrollment:

	Design Alternative 1 K-5: 285 students	Design Alternative 2 K-5: 645 students	Design Alternative 3 3-5: 430 students	Design Alternative 4 1-5: 740 students
Principal/Asst Principal	1	2	2	3
Secretary	1	1	1	2

As the feasibility study progresses, the District may revisit the planning numbers for administrative and academic personnel. Additional information regarding the staffing for specials, academic support specialists, and special education are described in the content specific subsections below. There may also be a need for an assistant principal, secretary, and additional counselor if the buildings are combined and reconfigured.

In design alternatives that offer more administrative and academic support staffing, our preference would be to provide some distribution of administration and counseling offices so that staff are more embedded within the day-to-day happenings of the building. In addition to the social-emotional benefits of bringing staff and support closer to student reach, there are also benefits in terms of safety and security. Even in a distributed model, we would still want to include a main office suite immediately adjacent to the main entry of the facility with direct visual access to the building approach.

TRANSPORTATION POLICY

Hamilton-Wenham Regional School District students in grades K-2 who live more than 1/2 mile from school and grades 3-5 who live more than 3/4 mile are provided bus transportation to their school at no cost. The number of students needing bus transportation will be determined each summer and if we choose to combine schools and adjust the grade configuration this could add to some additional bus traffic at the school and surrounding neighborhoods.

Presently there are 14 full size buses and one half size used to transport regular and Special Education students daily for the HWRSD. At the present time, 528 K-5 students are eligible to be transported daily by the HWRSD. Since our elementary schools are not necessarily neighborhood based and not all specialized programs are available in all schools, the HWRSD uses a complex system of transfer buses to move students to and from the three elementary schools both for

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morning drop off and afternoon pickup. All bus routes service students from all three schools via the transfer bus system. Students are transported to their respective schools in two tiers, with middle and high school students picked up and dropped off first, and elementary students transported to/from their schools last. The combination of schools would allow for less transfer bus use, significantly reducing the number of transitions and travel time for our youngest learners.

Strategically placed bike racks will provide more opportunities for students and staff to use an alternative method of travel to school.

Parking at the new school will be adequate to serve the needs of the school during the day and will also be sufficient to serve the Hamilton-Wenham community for town-wide events during out-of-school time.

Additionally, the Towns of Hamilton and Wenham and the Regional School District will ensure that the Cutler Elementary School is designed to ensure:

- Safe access for bus traffic that does not interfere with drop off and pick up traffic
- Safe and controlled access for deliveries
- Recess and recreation areas that are protected from traffic

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND KEY ADJACENCIES

Current

Each of our elementary schools allows for unfettered access to the teaching and learning spaces by incoming visitors making security a challenge. While each is slightly different, the Main Office at the Buker and Winthrop is at the main entrance. The Cutler Main office is removed from the entrance and creates a security disadvantage without any way to contain or even greet visitors until they are well into the heart of the school.

In all 3 schools, current navigation, layout, and adjacencies of programs including music, art, PE, counseling, etc. do not provide an ideal educational experience, nor do they match the educational vision, guiding educational principles, and guiding design principles we've defined throughout our visioning process.

The Buker School

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The Buker school main entrance allows for direct access to the school hallways. Once in the doors, visitors are inside the school and have access to all areas without hindrance. The main office is adjacent to the main entrance, but visitors do not pass through the main office to access the school.

The gym and multipurpose room are accessible for outside use through dedicated doors. However, there is no way to isolate visitors to those spaces. Any visitor using the gym or multipurpose room can walk unhindered through all hallways and the basement.

The Cutler School

The Cutler School main entrance is located away from the main office and visitors enter without continued, direct visibility.

The gymnasium is located adjacent to the entrance with outdoor access. This space has tremendous acoustic challenges that can sometimes be overwhelming for students, more specifically students with sensory challenges. The art and music spaces are located within modules that were built decades ago with the intent of being temporary. These spaces are down a lone hallway, and away from the rest of the school. The library space is divided between a technology space and book browsing space, making it difficult to utilize with students and difficult to establish a classroom flow with supervision.

The school was designed to have natural light in the hallways and classrooms and much of that has been covered for operational issues that have been addressed in ways that have blocked window access.

The Winthrop School

The Winthrop school entrance allows for direct access into a vital student space, the cafeteria. This is problematic to secure and to manage visitors. Once in the doors, visitors are inside the school and have access to all areas without hindrance.

The Winthrop school was designed with natural light in mind. There are lots of windows at higher elevations to allow natural light to penetrate the spaces. This is noticeable in the cafe, Gym, Library and Hallways.

The specialist areas at Winthrop are located within the interior of the school, adjacent to classrooms. Therefore, when the gym is being used by the community during the evenings, users

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have access to classrooms, unless we lock every classroom door. The music room also functions as the special education team meeting space, only on days when there are no music classes.

Proposed

The desired functional and spatial relationships and key adjacencies of our future elementary school are built upon the outcomes of our visioning process, including our vision of teaching and learning, overarching goals and priorities, and guiding design principles as documented below.

- Intentional outdoor space for academic, social-emotional learning, and play
- Elevating interconnectedness and cohesion within and among grades
- Flexibility to support ALL learners and learning
- Spaces, programs, and structures to meet the needs of today AND TOMORROW
- Project as a catalyst to preserve, bridge, and create community and culture
- Elementary as the academic and social-emotional foundation
- Sustainable facility as a learning tool

Guiding Design Principles

The educational visioning sessions provided much insight into the aspects of the proposed educational environment and its ability to support the desired educational program. Many of these concepts are captured in the above-defined requirements for specific program areas. However, there are also overall functional, spatial, and adjacency requirements not mentioned above that are documented below.

Throughout our visioning process, various stakeholders identified design considerations and space needs as related to our vision of teaching and learning. In a final step during visioning, we reviewed all of these design considerations and ranked them in priority order. The resulting list of top ten guiding design principles are shown below and have been slightly revised and/or combined since visioning. The intention is that these principles guide the design of our future elementary school to ensure an alignment between our vision of teaching, learning, and space.

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- Academic space organized as small learning communities with varied space types/sizes to support inclusion, interdisciplinary spilling, cross-grade mixing, and collaboration; learning communities include classrooms, shared extended learning breakout space, small group rooms, integrated teacher planning suites, and embedded Special Education space
- Intentionally-designed Special Education program spaces in proximity to academic classrooms and grade level peers
- A flexible building that allows us to grow into it not only physically but evolve with and respond to the future needs of our neuro-diverse students; flexibility to include things like:
 - Ability to connect learning spaces with acoustically appropriate folding walls/doors;
 - A cafeteria with smaller flexible lunch spaces, including areas that vary in overall noise level and sensory experience
 - Stage accessed from both the cafeteria and gymnasium
- Create a building that promotes curiosity; sensory experiences throughout to support calming, educational play, and PT experiences (sounds, smells, touch, interactive, marble run, exercise bikes, swings)
- A design that brings the outside inside and inside outside with outdoor space used to support community connectedness and intentionally designed areas for learning, play, performance, dining, gardening, and other nature-inspired experiences
- Centrally locate and incorporate nurse, counselors into/near learning spaces
- A sustainable building that also serves as a learning tool itself
- Space to support STEM in close proximity to classroom pods/communities
- Spaces for celebration and honoring student work; building that celebrates, acknowledges, and showcases student strengths and passions

Small Learning Communities

With research showing a benefit to having more personalized learning environments for students, the strategy we find ourselves employing is balancing the operational need to maintain “fewer and newer” buildings with the educational/social need to create smaller, more personal learning environments catered to individual students’ needs.

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An important part of the history of our elementary schools in Hamilton-Wenham is the connection to the small-sized elementary school. No matter which design enrollment becomes our preferred alternative, each proposed design alternative should provide opportunities to create similarly-experienced small learning neighborhoods that will serve as a home base for students. This building organization can allow students to grow within the neighborhood and across the grade levels over the years and can provide a more personalized learning and social environment within the context of the larger school.

A key component of the small learning neighborhoods is the inclusion of a variety of spaces types and sizes that support the pedagogical goals of the school. One example provided during visioning was the potential for collaboration between grade levels for mentorship and modeling. Each learning neighborhood will consist of the following:

- Classrooms to support core subjects; each room should have a direct connection to the extended learning breakout area so students and staff can spill out from one space to another
 - When possible, paired classrooms in each learning neighborhood should have the ability to open up to one another via acoustic and magnetic writable movable partitions (specific design to be further explored in later design phases).
- Small group rooms between paired classrooms for student collaboration, teacher collaboration, interventions, and testing; rooms should have a visual connection to extended learning breakout and classrooms
- Extended Learning Breakout to be used as dynamic, multi-use space for in-the-moment educational spilling, small and large group instruction, team assemblies, workshops, indoor sensory pathways, student presentations, dramatic performances, and “messy” creative projects
 - Breakout areas to include book stacks and other media and STEM resources (i.e. sinks and low-tech equipment) related to making and project-based learning
- Special Education-related rooms as required by District programs
- Teacher collaboration and planning space to serve as home base for faculty, specialists, and paraprofessionals
- Direct access to an outdoor learning area

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- Bathrooms

The use of transparency and adjacency within small learning communities will ensure that these spaces are open, welcoming, well-supervised, and acoustically controlled; movable partitions between classrooms and openings between classrooms, small group rooms, and the extended learning breakout will be explored further in the design process but preference will be made to varying the size and transparency of openings to allow some rooms within each learning neighborhood to be more extroverted than others.

Variety of Flexible Learning Spaces

Early in our visioning process we identified the need for a flexible building that allows us to grow into it not only physically but evolve with and respond to the future needs of our neuro-diverse students. To that end, in our educational vision, flexibility doesn't end within core academic spaces and the small learning neighborhoods. Rather, flexibility and adaptability should be a building-wide design pattern. For example, we envision our cafeteria to be flexible with areas that vary in noise level and sensory experience. Not only will this allow students more adjacency in how they choose to eat, but it will also allow us to use the cafeteria during non-lunch hours for collaborative, project-based work or professional development. On a similar note, we envision a stage that sits between the gym and cafeteria so it can be used for different types of gatherings and performances, again maximizing the flexibility of our school over time.

Another guiding principle connected to our vision of flexible learning spaces is our desire to create a building that promotes curiosity with museum-like sensory experiences for calming, wonder, and educational play. We envision a building that supports the academic, physical, and social-emotional needs of elementary students, which includes regular opportunities for movement, socialization, and structured and unstructured play. We as a district also envision using these integrated design features as additional opportunities for students to receive physical, occupational, or behavioral support beyond the dedicated program spaces for OT, PT, etc. that we will also have. These extra opportunities can really provide a fully inclusive and dynamic building for all students. For example, to support gross motor development for all students, the building design might include sensory paths similar to those typically found only in a therapy space. Other features in the building like interactive walls, marble runs, etc. could enable students to complete multi-stage tasks and make connections in the brain responsible for sight, touch, and sound. Teachers could extend this stimulation to the outdoors where indoor learning walks and sensory pathways become outdoor learning walks and various other outdoor activities (like gardening, readers theater, writing activities, and experimentation). As designs progress, we look forward to developing these ideas further.

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Connection to Outdoor Learning Spaces

Our future vision includes a design that brings the outside inside and inside outside with outdoor space used to support community connectedness. The benefits of learning outdoors have been well documented: students perform better academically, have better health, decreased stress, and decreased behavioral issues, to name a few. Connecting curriculum and instruction to outdoor spaces enriches education by providing expanded opportunities to engage students in hands-on, real-world learning.

Outdoor spaces cannot be an afterthought. They must be purposefully designed to enhance and support the curriculum while remaining safe spaces for adults and students. In our vision, each of our learning neighborhoods would have direct access to outdoor learning space, which will provide additional project space, social space, classrooms, performance space, study areas, recreational space, and other support areas for the educational environment. Similarly, we seek intentionally designed outdoor dining space in proximity to the cafeteria and playground, so students can seamlessly transition from one setting to another and have more choice in where and how they use their lunch and recess time. We also look for opportunities to create outdoor learning connections to be incorporated with STEM, Visual Arts, PE, and Music.

ACCESS AND SECURITY

The security design of the new Cutler Elementary School will be enhanced to best meet the safety and security design necessary for elementary aged students. Cameras will be placed throughout the inside and outside of the building and will be tied into the current online camera recording system for the District. All exterior doors will be electrified, along with specified interior doors and tied into the district-wide access control system currently in use in other buildings. The security equipment that will be put into place will be designed to be non-intrusive to student learning, while also creating a safe environment that can be secured and monitored both from a central command center and inside the school itself. This equipment will include:

- **Access Control System**

All exterior doors and a select number of interior doors will be electrified, and will be controlled by the same access control system used throughout the District. Staff members will receive identification key cards that will provide access to their building. Specific access schedules will be assigned to staff members based on their job type and access needs. The doors will also be connected to multiple panic buttons in the school and police station, in case of emergency and need for remote lockdown.

- **Security Camera System**

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Security cameras will be installed around the entire outdoor perimeter of the school building as well as in entryways, hallways, stairwells, and other select high-traffic interior areas of the school. The School will work with school administrators, the District school resource officer and the Director of Facilities and Operations to identify and select the areas in need of security camera installation. Access to the cameras will be given to a select group of administrators. All cameras will be tied into the HWRSD district camera system, in which a minimum of 30 days of recording will be stored.

- **Dynamic Controls to Segregate Specific Areas**

There should be a system with panic controls located in areas around the building so that any staff member can activate in order to automatically secure the building from an intruder by automatically closing and locking off areas into smaller, more secure spaces.

- **Intrusion Detection System**

The School will also include an intrusion alarm system that includes motion detection, window and door contacts. Multiple alarm zones will be set up around the building with keypad panels. Access to security codes will be given to specific employees dependent upon job function and access needs. When an alarm is triggered, a notification will be sent to the Hailin or Wenham Police Department, as well as to members of Facility Director and school administrators.

- **School Emergency Notification System**

The School will install an emergency notification system that will interface with the VOIP phone system, PA system and electronic displays, which will allow for emergency notifications to reach the entire school population instantly in the event of a school emergency, lockdown or evacuation event.

- **Community Entrance**

There is a desire to have a designated entrance for community use for the gymnasium, so there is appropriate access to the facilities but keeps the remainder of the building secure.

COMMUNITY USAGE

The Cutler Elementary School's facilities are utilized year-round by several Town and community organizations for residents of all ages. The Gymnasium, Cafetorium, and athletic fields in particular are indispensable community assets. The Gymnasium is used by many town groups for volleyball, badminton, pickleball and other events as requested by the HW Recreational Department. The current gym does not allow for multiple activities to take place at one.

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Based on community feedback, there is a strong desire to keypad at least the one ball field with lights on the site of the Cutler Elementary School. Additionally, there is a desire to have playgrounds for multiple age groups, basketball courts and community gardens.

During the school year, the gymnasium is consistently scheduled for usage by a variety of organizations for the majority of the day on most Saturdays and multiple evenings a week from 5:00 p.m. to 9:00 p.m.

Town and community organizations that utilize the Cutler facility include:

- HW Youth Basketball
- Friends of Cutler
- Adult Badminton
- HW Little League
- Youth Softball
- Youth Cheer
- American Red Cross
- Ukulele Union of Boston

Town and community organizations that utilize the Winthrop facility include:

- HW Youth Basketball
- Friends of Winthrop
- HW Rec Department
- Little League
- Camp Invention!
- Athletic Booster Groups
- Town of Hamilton
- Hamilton Police Department
- Hamilton Fire Department
- Yukan Road Race
- American Red Cross
- Youth Football
- Melody Miles

Town and community organizations that utilize the Buker facility include:

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- HW Youth Cheer
- HW Youth Basketball
- HWRSD School Committee
- HW Recreation Department
- Friends of Buker
- Town of Wenham public meetings and workshops
- Camp Invention

The various youth leagues identified in the list above rely heavily on the Gym and outdoor space at the Cutler, Buker and Winthrop Schools. Between the various Town and community organizations that are seeking safe places to provide programming to residents and students it is essential to add these spaces where possible.

The Recreation Department and the Youth sports are strong partners and collaborators of HWRSD. They work with local groups as well to bring programming, resources, and opportunities to our students as well as to the broader community.

Increased space and access can give the HWRSD an opportunity to develop a much needed after school program with the HW Recreation Department, the local YMCA and Youth Sports and Recreation.