

EDUCATIONAL PROGRAM

OVERVIEW

DESCRIPTION OF CURRENT AND FUTURE EDUCATIONAL PROGRAM

EDUCATIONAL PROGRAM NARRATIVE

OVERVIEW

The following educational program narrative is the result of collaborative efforts between Haverhill Public Schools and their designer, Dore + Whittier. It communicates the District's existing and future educational program offerings, defines expected educational activities, and provides an in-depth description of the District's position on key curriculum goals, objectives, and policies. Information contained in this section is organized to align with the expectations identified in the MSBA Module 3, Section 3.1.2.

The educational program applies to a new or renovated facility serving one of three agreed-upon enrollments:

- **Enrollment 1:** 715 students (5th-8th)
- **Enrollment 2:** 985 students (5th-8th) Tilton Upper Remains in Service
- **Enrollment 3:** 1,080 students (5th-8th) without Tilton Upper in Service

Ultimately, the intent of this section of the Preliminary Design Program document is to establish a clear roadmap for the development of three space summaries (one for each agreed upon enrollment), conceptual design alternatives, and a basis for evaluation to identify a preferred alternative. Much of what's described in the following document applies to all three design enrollments; therefore, the District has structured this as a single narrative with subsections documenting any programs, services, teaching methodologies, and preferred instructional practices that differ within the existing facilities and/or may change based on the agreed-upon enrollments.

District Mission

The Haverhill Public School system is dedicated to ensuring each learner meets or exceeds rigorous academic standards to become a citizen with integrity, skills, and the resources to succeed in the global community.

The Haverhill Public Schools is an urban public school district serving approximately 8,000 students in grades PreK-post-high across sixteen schools. Of those schools the Consentino Middle School, first opened in 1969, serves approximately 730 students in grades 5-8. The school has gone through a number of transformations over its 50 years of existence including several grade reconfigurations that saw the school serve as a 6th-8th, K-8th, 1st-8th, 3rd-8th, 4th -8th, and as of the 2021-2022 school year, a 5th -8th. The Consentino Middle School serves the City's largest geographic quadrant with

heavily dense urban population centers around the Mt. Washington area. As of the 2021-2022 school year, more than 60% of Consentino's population identify as individuals of color, the majority of whom identify as Hispanic/Latinx. More than 70% of the school population is considered economically disadvantaged.

The Consentino Middle School receives most of its incoming students from two feeder elementary schools, Silver Hill which served as a Horace Mann Charter School for several years before reintegrating to the district and the Tilton Elementary School. Silver Hill Elementary School is located on the same parcel of land as Consentino having a shared driveway and parking lot on the south side of the building.

In September 2018 the Consentino Middle School was designated as a school “needing intervention or assistance” by the Massachusetts Department of Elementary and Secondary Education (DESE) due to its placement in the 11th percentile of the lowest performing Massachusetts schools. As a result, the school conducted a root cause analysis and developed a Turnaround Plan during the 2018-2019 school year. In the Fall of 2020, Consentino was removed from the turnaround designation. However, the school has continued to implement the Turnaround Plan to drive overall school improvement.

The City of Haverhill and the Haverhill Public Schools have worked strategically to establish schools that engage the student, parent, and the entire community in the education of our students. A successful Consentino Middle School educational program will support this strategic planning while also taking careful note of the rich city history, culture, and innovation. The school will be educationally innovative, historically respectful and sensitive to the needs of the community, reinforcing our belief in equity for all students, and a constant celebration of our rich diversity. A successful Consentino Middle School project will strengthen our educational practice for project-based learning, allow for continued growth in our Music and Arts departments, as well as embrace our needs for our developing STEM Program. The school will offer space for the special education and specialized learning needs of students from the Mount Washington neighborhood that are currently receiving education services in other middle schools due to space constraints. The Consentino Middle School environment is already a successful example of how collaboration among staff can work together to provide a highly successful and individual education delivery to all students. The current environment at Consentino Middle School utilizes cross-discipline instruction, hands-on activities, workshop model instruction, social-emotional learning techniques, and engaging classroom strategies to fully engage students into every class. Offering a large variety and diversity of after-school clubs and activities, these extended learning opportunities are targeted to assist students engage in their studies as well as build positive connections with staff.

The educational program information contained herein is representative of the discussions, collaboration and desired goals developed by various stakeholders composed of parents, faculty,

and community members. It defines the current and future direction for educational delivery within the Consentino Middle School environment.

DESCRIPTION OF CURRENT AND FUTURE EDUCATIONAL PROGRAM

A challenge exists when documenting the future educational program for any building expected to exist for fifty years. That challenge, of course, is that it is very difficult to predict the educational needs of a school beyond five or ten years. New research will emerge related to teaching and learning. Technology will continue to evolve and have an impact on means and methods. With that understanding, the description of the future educational program provided in this subsection is representative of the District's best understanding of how the new or renovated building will be used. It is important to note, however, that to the greatest extent possible, the District's guiding principles for design include incorporating enough flexibility into the design such that educational policies and practices can evolve over time.

GRADE AND SCHOOL CONFIGURATION POLICIES

Current Grade Configuration

Current Practices

Haverhill Public Schools provides educational programs for students in Prekindergarten through age 22. As of October 1st, 2021, there were 7,793 students enrolled across the 16 schools within the district.

The current enrollment of Consentino Middle School is 730 students. Serving grades 5, 6, 7 and 8. Consentino Middle School strives to utilize a teaming approach. All students are taught by core subject teachers for Mathematics, English Language Arts, Science, and Social Studies using the middle school model of switching teachers and classes. However, this model does not always apply in grades 5 and 6 where many teachers hold an Elementary 1-6 teaching license. This license requires that teachers teach at least two different subjects. In these cases, it is often a two-teacher team with one teaching Social Studies and ELA while the other teaches Math and Science.

In a building that has essentially five wings (two stories per wing) for four grades with an additional wing for common areas such as Art, Music, and Health classes, the gymnasium and cafetorium, the school will essentially have a 5th and 6th grade wing, a 7th and 8th grade wing, and a wing for common spaces. The current structure of the building limits these wings as students who are taking part in intervention, and various special or "Encore" classes (Health, PE, Art, Music, Technology), will have to travel outside of their wing. Additionally, students

receiving English Learner instruction or Special Education services typically need to travel outside of their wing to a shared space. Likewise, students in need of counseling services also typically travel outside of their wing.

Students are heterogeneously grouped with the exception of an advanced Math class offered in 8th grade. Students who are placed into the advanced Math class participate in a course equivalent to Algebra I. Most special education students receive services predominantly in the general education environment with support and services brought to the general education classroom, while all English Language Learners are mainstreamed with support. The school has a built in Success Block which is used for the i-Ready Individualized Pathway, small group special education services, and some English Learner instruction. The school also houses two substantially separate Special Education programs, one for students with Autism (Compass Program) and another for students with Social-Emotional disabilities (Student Support Center). Both programs have a number of students who are partially included with support. There is additional need for substantially separate special education programming within the Mount Washington quadrant. However, due to space availability students attend other middle school programs in the city in order to have their IEP demands met.

Proposed Changes

The ideal middle school design would separate students by grade level, allowing for controlled transitions, but will ensure that there is a level of connectivity and collaboration among grade levels. More square footage is needed in each classroom than currently exists and an increase in the total number of classrooms is necessary. This added space will support the need for both additional substantially separate special education classrooms and small group instructional spaces to support personalized learning. The design would also ensure that non-core classes, such as Art, Music, and Health classrooms as well as the gymnasium and cafetorium are centrally located. Space for administrative and counseling services would be located centrally to each grade-level area.

CLASS SIZE POLICIES

The Haverhill Public Schools has historically suffered from chronic overcrowding due to space limitations in many buildings. The Haverhill School Committee has officially recognized the desirability of class sizes not to exceed 25 in grades K – 3rd and 30 in all other grades. Due to the need for social distancing and the preference for lower class sizes, HPS has begun utilizing specialist and other spaces not intended as general education classrooms as classroom swing space in order to further reduce class size. School Committee policy dictates that class size in the elementary and secondary schools shall be determined by grade level with exceptions made for classes in certain subject areas, the need

for specialized instruction, and the availability of classroom space and equipment for the particular course.

In the 2021-2022 school year, Consentino Middle School had an average of 23 students per class across 32 groups. Groupings in grades 7 and 8 were slightly higher with an average class size of 26. This is down significantly from previous years which saw high class sizes prior to a district realignment during the 2019-2020 school year. Prior to the realignment classes were often higher than 30, with some inclusion groups going as high as 40.

SCHOOL SCHEDULING METHOD

Current Scheduling Methodology

The school schedule is revisited annually and adjustments are made based upon enrollment, student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The student day is from 8:30 a.m. to 2:45 p.m. each day. The current schedule is organized into 7 segments (six instructional blocks and one block that serves both lunch and recess). Students begin their day with an 8-minute homeroom period where morning announcements are given and attendance is taken. Since the 2021 school year, the daily student schedule has consisted of a 53-minute period for each class including the built in Success Block. A student schedule will consist of taking the four core classes, English Language Arts, Mathematics, Science and Social Studies (Civics in Grade 8) along with two Encore or Specials classes (PE, Health, Art, Music, Technology) per Trimester. The current schedule is a six-day rotating schedule (A-F Day). Beginning in the 2021-2022 School Year a second Art course and a second PE course was added to the program. Students now take two separate Art classes following two distinct curriculums.

Special Education and English Learner services that are provided outside of the general education classroom are offered in a variety of ways during Success Block. These courses include support in Reading, Math, and Academic Support and are assigned based upon a district wide screener or recommendations by the IEP team or Student Support Team and are described in more detail later in this narrative. Students not receiving services during this time work on their individualized i-Ready pathways in both Reading and Math.

With the current schedule, administration is able to create a schedule that offers teachers a 53-minute preparatory period each day as well as a common planning period of 53 minutes for each teaching team during every six-day rotation. The goal of common planning time is to take inventory of students' social-emotional well-being, academic performance, and attendance and to plan and monitor steps to improve them through the lens of a Multi-Tiered System of Support.

Given that the District's class size targets currently exceed the MSBA guidelines, the District directed the Design Team to base the number of classrooms needed based on MSBA class size guidelines and the District's anticipated school schedule, the projected general classroom needs for this project are as follows:

715 Student Enrollment – General Classrooms & Science:

- Students per Grade Level Team = 4 Classrooms x 23 Students per classroom = 92 Students
- $715 \text{ Students} \div 92 \text{ Students per Team} = 7.77$ or 8 Grade Level Teams
- Three Core Subjects (Math, English, and Social Studies) Per Team expected to occupy general classrooms. One Science classroom per grade level team.
- $8 \text{ Grade Level Teams} \times 3 \text{ General Classrooms} = \mathbf{24 \text{ General Classrooms}}$
- $8 \text{ Grade Level Teams} \times 1 \text{ Science Classroom} = \mathbf{8 \text{ Science Classrooms}}$

985 Student Enrollment – General Classrooms & Science:

- Students per Grade Level Team = 4 Classrooms x 23 Students per classroom = 92 Students
- $985 \text{ Students} \div 92 \text{ Students per Team} = 10.7$ or 11 Grade Level Teams. However, because there are four grades and a desire to not split one or more teams between two grades, one extra team (12 Teams) allows for even distribution of the teams across grade levels.
- Three Core Subjects (Math, English, and Social Studies) Per Team expected to occupy general classrooms. One Science classroom per grade level team.
- $12 \text{ Grade Level Teams} \times 3 \text{ General Classrooms} = \mathbf{36 \text{ General Classrooms}}$
- $12 \text{ Grade Level Teams} \times 1 \text{ Science Classroom} = \mathbf{12 \text{ Science Classrooms}}$

1080 Student Enrollment – General Classrooms & Science:

- Students per Grade Level Team = 4 Classrooms x 23 Students per classroom = 92 Students
- $985 \text{ Students} \div 92 \text{ Students per Team} = 11.7$ or 12 Grade Level Teams.
- Three Core Subjects (Math, English, and Social Studies) Per Team expected to occupy general classrooms. One Science classroom per grade level team.
- $12 \text{ Grade Level Teams} \times 3 \text{ General Classrooms} = \mathbf{36 \text{ General Classrooms}}$
- $12 \text{ Grade Level Teams} \times 1 \text{ Science Classroom} = \mathbf{12 \text{ Science Classrooms}}$

Based on the current scheduling methodology, one-sixth of the student population is in an Encore or Specials course during any one period of the school day.

715 Student Enrollment – Encore & Specials:

- $715 \text{ Students} \div 6 = 119 \text{ Students in Encore or Special each period}$
- $119 \text{ Students} \div 23 \text{ Students per classroom} = 5.2 \text{ classrooms} \div 67\% \text{ Utilization}$
= 8 Classrooms

Based on these calculations, the District is proposing the following to meet their specials needs:

- (2) Art Classrooms
- (2) Music Classrooms
- (1) Gymnasium
- (1) Health Classroom
- (1) Multipurpose PE
- (1) Technology Classroom

985 Student Enrollment – Encore & Specials:

- $985 \text{ Students} \div 6 = 164 \text{ Students in Encore or Special each period}$
- $164 \text{ Students} \div 23 \text{ Students per classroom} = 7.1 \text{ classrooms} \div 67\% \text{ Utilization}$
= 11 Classrooms

Based on these calculations, the District is proposing the following to meet their specials needs:

- (2) Art Classrooms
- (2) Music Classrooms
- (1) Gymnasium
- (1) Health Classroom
- (1) Multipurpose PE
- (1) Technology Classroom
- (3) World Language Classrooms

1,080 Student Enrollment – Encore & Specials:

- $1,080 \text{ Students} \div 6 = 180 \text{ Students in Encore or Special each period}$
- $180 \text{ Students} \div 23 \text{ Students per classroom} = 7.8 \text{ classrooms} \div 67\% \text{ Utilization}$
= 12 Classrooms

Based on these calculations, the District is proposing the following to meet their specials needs:

- (2) Art Classrooms
- (2) Music Classrooms
- (1) Gymnasium
- (1) Health Classroom
- (1) Multipurpose PE
- (1) Technology Classroom
- (4) World Language Classrooms

Proposed Changes to Future Scheduling Methodology

The nuances of the current scheduling methodology are related to an imbalance of grade level teams. Fifth grade has far fewer students than the upper grades and, therefore, fewer grade level teams which complicates the schedule. Similarly, when the Encore and Special courses can be offered are complicated by when those staff members are available as several of them are shared with other schools in the district. Ideally, this project will represent an opportunity to normalize both those circumstances. The expectation is that all four grade levels will have roughly equal numbers of students and that staffing levels (to the greatest extent possible) will allow for staffing dedicated to the Consentino school. The District directed the design team to assume the basic structure of the existing school schedule will continue into the new or renovated building.

TEACHING METHODOLOGY AND STRUCTURE

This section documents current and proposed administrative structures, academic structures, and teaching methods for each existing school and design enrollment.

Administrative and Academic Organization/Structure

Current Organization

Consentino Middle School is currently led by a full-time building principal who oversees teaching and academic support staff for students. To date, the table below documents anticipated staffing needs for purposes of this submission, but more discussion will be required during the on-going programming activities in the Preferred Schematic Report phase:

Personnel	715 Students	985 Students	1,080 Students
Principal	1	1	1
Assistant Principal	2	2	2
School Resource Officer	1	1	1
Family Liaison	1	2	2
Principal Clerk	1	1	1
Clerk (ESP)	2	2	3
Nurse (CNA/LPN/RN)	3	3	3
Evaluation Team Facilitator	1	2	2
Adjustment Counselor	4	5	5
Student Support Coordinator	1	2	2
Guidance Counselor	1	1	1
Speech & Language Pathologist	.5	1	1
Literacy Coach	1	1	1
Reading Interventionist	3	4	4
Math Coach	1	1	1
Math Interventionist	1	2	3
Grade Level Special Educator	8	9	10
School Psychologist	.5	1	1.5
Grade Level Teachers	42	48	48
English Language Development	3	5	6
Technology Teacher	1	2	2
Art Teacher	2	2	2
PE & Health Teachers	2	3	3
Band & Music Teachers	1.5	2	2
Student Support Center	9		

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.

In general terms, students are organized into grade level teams. Depending on the licensure of individual teachers, grade level teams could consist of two teachers covering two

disciplines each or four teachers, each covering one discipline. The District has directed the design team to explore building planning strategies that permit both definitions of team to function well. The current practice is for teachers to own classrooms as their professional home base (rather than have a home base in a teacher planning room). However, there is a desire to have teacher work rooms distributed within the academic area of the project capable of supporting lesson preparations and collaboration amongst teachers. As is described in the Teacher Planning narrative later in this document suggests, it may be appropriate for these few teacher planning rooms to include a few touch-down stations and other professional resources where teachers and other staff could come as an adults-only refuge to support the mental health of the adults in the building, who occasionally need a mental and visual break from students.

Proposed Changes

The organizational model and expectations around teacher room assignments are expected to continue for the foreseeable future and for all three design enrollments under consideration. Staffing levels are expected to change (increase) should the District choose one of the higher agreed upon enrollments, which are documented in the table above.

The Consentino building project represents an opportunity to create a learning environment capable of supporting teaching methodologies and instructional practices that are different from those that are common today. The project also represents an opportunity to create a facility that is more student-centric with design features better aligned with a wide range of learner and professional needs.

All classrooms, for example, should be equipped with adequate windows to allow for proper natural lighting and should also provide transparency (glass) into surrounding learning spaces when it is functionally advantageous. Doing so has the potential to increase the opportunities for supervision of students. The educational visioning sessions included discussions on the value of transparency, but also on the need for privacy and how to balance these needs. Each grade level team should have access to one or more supplemental learning spaces like small group rooms and extended learning areas. A variety of flexible instructional and break out space will allow for the creation and delivery of new lessons, instructional activities, and student presentations, along with visual and physical access to classrooms. These flexible-learning spaces should be an extension of the classrooms, and strategies which help to promote this connectivity should be explored during design. Solutions should be explored and additional discussions should take place to determine the correct balance between transparency, connectivity, and classroom privacy. Grade level teams, their classrooms, and their supplemental learning space should include ample storage and movable furniture.

Individual classrooms should include functional amenities such as ample electrical outlets. Available walls should include expanded floor-to-ceiling whiteboard space to encourage students and teachers to write, collaborate, and explore beyond the boundaries of a typical 4'x8' single whiteboard.

As mentioned previously, areas for grades five and six should have some separation from the areas for grades seven and eight, but a careful balance of separation and adjacency is necessary as they should still be convenient to all grade levels for access to common areas, including the cafetorium. The inclusion of teacher collaboration, work, and conference space in each grade level should exist for both convenience (reducing the distance staff must travel and therefore increasing efficiency and ease of use) and as an additional strategy for visual observation of students at all times.

Curriculum Delivery Methods & Practices

Current Practices

All students are taught by core subject teachers for Mathematics, English Language Arts, Science, and Social Studies using the middle school model. However, this model is challenged by licensing requirements related to fifth and sixth grade. Many Consentino teachers hold an Elementary 1-6 teaching license. This license requires that teachers teach at least two different subjects, rather than be subject-matter specialists. As a result, the team structure for grades five and six consists of two teachers, one delivering the English and Social Studies Curriculum and the other delivering the math and science curriculum. In the upper grades, each team is composed of four teachers, each with a subject-matter specialty.

Students are heterogeneously grouped with the exception of an advanced Math class offered in 8th grade. Students who are placed into the advanced Math class participate in a course equivalent to Algebra I. Most special education students are included into the mainstream courses with support, while all English Language Learners are mainstreamed with support.

Some of these supports are delivered by grade-level special educators and Educational Support Professionals (ESPs) both within the classroom setting and in a pull-out setting. Additional support for mathematics and literacy are provided by Coaches and Interventionists. English Language Learners receive support from English Language Development (ELD) teachers both in the general education classroom and in pull-out settings. Support for these students focus on Sheltered English Immersion strategies in the four core areas of language development, reading, writing, listening and speaking. English proficiency. More information about the ELD program is provided in the English Language

Development sub-section below.

While some of these supports occur within the general classroom setting, Consentino has developed a Success Block as a segment of time where students can receive these supports without the need to be pulled from their regular instructional time. Students who do not require support from specialists interact with the i-Ready platform to assess and advance their literacy and mathematics skill sets. The i-Ready platform provides teachers with valuable diagnostic data that informs their lessons outside the Success Block. It is important to note, during the Success block, students are in groupings that are generally smaller than a whole class. To support the Success block, it will be necessary to provide supplemental learning spaces (like small group rooms and extended learning areas where groups can gather).

Consentino currently houses two substantially separate Special Education programs, one for students with Autism (Compass Program) and another for students with Social-Emotional disabilities (Student Support Center). Both programs have a number of students who are partially included with support. More information about current and proposed programs and services are described in the Special Education sub-section below.

Proposed Changes

Proposed changes to the Consentino teaching methodology and schedule at this time are limited with recent schedule changes, curriculum updates, etc. However, the setup of classrooms and other spaces, specifically Science, Math, and Specials spaces (Art, Music, PE) should be designed for accessibility to allow for movement, conversations, and project-based learning. Subjects offered at Consentino are below.

English Language Arts/Literacy

Current Practices

Literacy standards for writing, grammar, and vocabulary are directly aligned to the 2017 MA Curriculum Frameworks for ELA and Literacy. Language Arts teachers plan instruction around common themes, providing students with a strong connection between what they are reading and writing about in class. Every middle school language arts teacher uses a common resource aligned to the new state standards to develop lessons and assessments that support the theme or unit. The writing and language standards from the Common Core drive the planning of instruction, assignments, and assessments. i-Ready (Grades 5th-8th) and Fountas & Pinnell (Grade 5) assessments are given to students four times a year as a progress monitoring tool and screener. Additionally, i-Ready creates an adaptive individualized computer program with the goal of getting students on to grade-level based on the diagnostic assessment given three

times per year. Beginning in the 2021-2022 school year, the school and district began using a common ELA curriculum (StudySync) in grades 6th-8th.

The current ELA block for students in Grades 5th-8th consists of 53 minutes of classroom instruction. Students in Grade 5 are instructed with the Fountas & Pinnell Reading Mini-lessons as well as the Fountas & Pinnell Interactive Read Alouds, iReady Reading, and Leveled Literacy for small group instruction. Fifth grade students are assessed using the Fountas & Pinnell Benchmark Assessment. Lucy Calkins Units of study are used as a guide for writing instruction as well as District created writing maps and rubrics. A big part of student writing is Writing About Reading.

In Grades 6th-8th, students are instructed in Reading and Writing with StudySync and are assessed with i-Ready Reading three times a year. StudySync is a digital platform that allows teachers to:

- Scaffold assignments based on students' interests and reading abilities
- Offer a diverse range of materials
- Create assignments and choose texts based on Lexile®-levels
- Access an extensive library of grades 6th-8th content, texts, and excerpts
- Integrate higher-order questions in each lesson to promote discourse and critical thinking
- Target specific learning objectives, skills and specific standards
- Tailor instruction to whole-class, small group, or individual needs with student-facing scaffolds and extensions
- Offer tools to support accessibility for all learners – including audio, closed captioning, and vocabulary support
- Offer equity for all students through scaffolds for Special Education and EL Students

The learning environment for grades 5th-8th should allow for flexible groupings, movement and spaces for the whole group as well as small group instruction.

Literacy Supports

All students are supported by Literacy Coaches and Literacy Interventionists. Proposed staffing levels were provided in a table earlier in this subsection. Ideally, a grade level area would include a working space for Reading Interventionists or an office for the Literacy Coach. This configuration would allow for students to work in small groups without having to lose learning time for travel. In addition, Reading Interventionists would be able to collaborate amongst themselves within their own space.

ELA interventionists will need quiet space outside of the classroom that allows for meeting with small groups of students. Currently, Consentino has 3 ELA interventionists as well as an ELA coach. This intervention time for students would ideally not be during the ELA block. Students need to receive Tier 1 instruction during their regular class time and be offered an intervention at a different time so that they do not miss grade level content.

Proposed Changes

At this time there is no change proposed to English Language Arts/Literacy instruction. Over the course of the next two years the district will continue to implement district-wide writing rubrics and continue the implementation of StudySync and the Fountas & Pinnell resources (Grade 5).

Mathematics*Current Practices*

The middle school math curriculum is aligned to the 2017 MA Curriculum Framework. Teachers follow a common pacing and alignment guide via the EnVisions program and district curriculum maps housed in Atlas Rubicon to plan their year-long learning goals for students. Each classroom is equipped with materials and resources from a common math program, enVisions in Mathematics in grades 5-8. Teachers and students have access to textbooks, as well as online digital resources and assessments. Additionally, i-Ready creates an adaptive individualized computer program with the goal of getting students on to grade-level based on the diagnostic assessment given three times per year.

The current Math block for students in Grades 5-8 consists of 53 minutes of classroom instruction. Students are instructed with the primary resource of Savvas EnVisions Common Core 2020, as well as, iReady Mathematics for small group instruction.

Savvas EnVisions is a digital platform that is problem-based learning plus visual learning. It's digital, print, and differentiated learning. It makes math relevant to students by helping them see how it works for them in their everyday lives. Students see and experience mathematics with exclusive visual models, animations, 3-act tasks, Desmos graphing, and student-centered projects. There are:

- Varied Contexts - What interests students.
- Varied Modalities - How students like to work.
- Varied Final Products - What students like to create
- 3-Act tasks for thinking mathematically.
 - 1-2-3! 3-Act Math requires mathematical modeling. Students must identify the problem, make estimates, and find variables to solve real-world situations.
- Desmos on demand!
 - It's used in a wide number of state assessments. Now it's embedded with enVision online content. Students can access anytime to graph functions, plot data, or explore equations.

The learning environment for grades 5th-8th should allow for flexible grouping, movement and spaces for the whole group, as well as small group instruction at any given time.

Mathematics Supports

Similarly to English Language Arts, classrooms by grade level would surround a working space for Math Interventionists and an office for the Math Coach. This configuration would allow for students to work in small groups without having to lose learning time for travel.

The Math interventionist will need a quiet space outside of the classroom that allows for meeting with small groups of students. Currently, Consentino has a Math interventionist as well as a Math coach. Assuming intervention continues during the Success block, there should be sufficient spaces to assign groups of students for content specific intervention with a licensed teacher and/or enrichment in various areas. Grouping should be flexible and small and allow for data driven instruction and collection to meet the needs of all students.

Proposed Changes

There are no proposed changes to Mathematics programming at Consentino. The district will continue to implement the Saavas EnVisions program in grades 5-8.

Science

Current Practices

The Haverhill Public Schools K-8 science program is aligned to the MA Science Technology & Engineering Frameworks (2016). In addition to STE concepts, these Frameworks also require students to master the eight STE practices:

- Asking Questions (for science) and Defining Problems (for engineering);
- Developing and Using Models;
- Planning and Carrying Out Investigations;
- Analyzing and Interpreting Data;
- Using Mathematics and Computational Thinking;
- Constructing Explanations (for science) and Designing Solutions (for engineering);
- Engaging in Argument from Evidence;
- Obtaining, Evaluating, and Communicating Evidence.

As a result, HPS uses hands-on instructional resources - STEMscopes (grades 5th-8th) and *Engineering is Elementary* (grade 5) - to support student mastery of these concepts and practices. STEMscopes and EiE are both kit-based instructional resources. Despite currently employing eleven teachers to teach science in grades 5-8, the current Consentino School contains only two classrooms specifically designed for teaching science (one of which is occupied by a math teacher who teaches science intermittently) that lacks sufficient storage space for science

materials. One science classroom (occupied by the math teacher) includes storage cabinetry and a small storage closet; however, these spaces are shared with the math teacher and her instructional materials. For multiple years, STEMscopes kits were stored in either a copy machine room or unused art room. For 2021-2022, these two spaces have since been repurposed and the science kits have again been relocated.

Proposed Changes

An effective middle school science program requires sufficient instructional space, storage, and infrastructure.

- Instructional space: Science teachers require a large classroom that accommodates both student collaborative hands-on learning and teacher-directed instruction. Flexible student seating, teacher presentation/ facilitation space, and lab bench space for experimentation are all necessary.
- Storage: Storage cabinets both below and above lab benches to accommodate small to medium sized lab materials and equipment are essential for all science classrooms. Furthermore, a prep room with additional bench space, cabinetry, and drawers for storage of larger or sensitive/ expensive lab equipment as well as a sink are also necessary. One prep room can be shared and accessed by teachers in two adjacent science classrooms.
- Infrastructure: Lab benches along three classroom walls should wrap around the primary student seating area. Lab benches in grade 7 & 8 classrooms should have a solid, non-reactive countertop so as not to be damaged/ stained through the use of lab chemicals. The lab bench area should be provisioned to support student working groups: 1 sink/ group, sufficient electrical outlets spaced according to code, one designated disability accessible lab bench area (sink but no under countertop cabinetry) to accommodate students in wheelchairs. Safety equipment should include eye wash stations in all 5th -8th science classrooms. Grade 8 classrooms require additional features in order to safely support chemistry units: an emergency shower and two ventilation technologies: 1. one fume hood in each classroom; and 2. one prep room needs to be designated as chemical storage for the school and ventilated directly to the outdoors in order to safeguard safe indoor air quality.
- The school's existing greenhouse space is a hub for environmental learning both in the classroom and via extracurricular activities. A continuance of this space is strongly suggested.

Social Studies/Civics

Current Practices

Currently, the Social Studies block for Consentino students in Grades 5-8 consists of 53 minutes of classroom instruction. The Haverhill Public Schools Social Studies curriculum is aligned to the current History and Social Science standards outlined in the 2018 MA History and Social Science Curriculum Frameworks. US History, Geography, Ancient Civilizations and US Civics are the major themes highlighted and taught throughout students' middle school experience. To accomplish this, the district utilizes the McGraw-Hill Impact Social Studies curriculum (Grade 5) and McGraw-Hill Networks curriculum (Grades 6th-8th). Textbooks, workbooks, online curriculum platforms (McGraw-Hill), primary and secondary 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 through student inquiry. The social studies teacher may also participate in the design of interdisciplinary units that connect history to current events and provide students the opportunity to write persuasive essays or support a social commentary on community, state, or global issues. Additionally, eighth grade students at Consentino also complete the Massachusetts Civics Education requirement, including the mandatory Civic Action Project.

In order to facilitate project-based learning and collaboration that is part of the Social Studies curriculum, the learning environment should allow for flexible grouping, movement, and conversations between students, while also providing students with the option to be separated when working on writing assignments, reading, or researching individually.

Proposed Changes

There are no proposed changes to the Consentino Social Studies and Civics programming at Consentino. The district will continue to implement the McGraw-Hill Impact and Network programs as the primary shared resource.

World Languages

Current Practices

There are currently no world languages offered as part of the Haverhill Public School Middle School curriculum. Some students do take advantage of World Language offerings during the first period at the high school outside the current school day. Students are then bussed back to Consentino Middle School to begin their day with their peers.

Proposed Changes

However, the District plans to offer World Languages as Special or Encore courses depending on the enrollment of the preferred alternative. As expressed in the classroom calculations above, there may be an opportunity to introduce World Languages in the 985 and 1,080 student enrollments as more Specials will be needed to accommodate more grade level teams within the anticipated daily school schedule. More development of these programs will occur prior to the Preferred Schematic Report submission.

English Language Development*Current Practices*

English Learners (EL) receive English Language Development (ELD) services in three different settings. Beginners/Newcomer English Learners receive targeted ELD instruction in a separate classroom setting, where the EL teacher can provide intensive language instruction in a small group setting, typically between 6-12 students. Intermediate and Advanced English Learners receive ELD instruction either in the content classroom, or in a Success/Support block setting in a separate room. Students receiving English instruction through the content classroom setting need space close to or within the classroom to provide individualized, contextual instruction.

Proposed Changes

There are no changes to the programming structure, but more appropriate spaces are needed to effectively provide the language instruction. Currently, all three EL teachers are sharing one classroom where instruction takes place and where adult planning and collaboration take place. Push in and co-teach models of instruction are delivered in classrooms where there is no appropriate space to provide individual instructional support to students. Ideally, there would be one half-size, dedicated EL instructional space per grade level to serve beginner/newcomer students in pull-out settings for longer durations. In addition to those environments, it would be helpful to have small group rooms or other break out spaces in close proximity to general classrooms for pull-out settings of shorter duration.

Tier II Social Emotional Supports*Current Practices*

Current programming for a Positive Alternative Learning program (PAL), an inclusive, staffed, tier II behavioral support program, at Consentino does not exist in a cohesive or systematic

manner. Rather than a single identified space and point person, all support staff are involved in providing services to students in some way based on the grade levels or programs they support which lends to duplication of services across staff. The current layout at Consentino does not allow for adequate space or supplies to support a successful tier II structure for all students to access.

Proposed Changes

This tier II Support would be tied in with the guidance & counseling support team. The program would require a movement/sensory/calming space, which would be housed in the counseling suite.

Moving forward the goal is to create a consistent tier II social emotional support program accessible for all students via the PAL Program. The PAL Center's goal is for every student to engage appropriately with their peers in their assigned environment. PAL is a resource for students to utilize as a preventative measure for scheduled and structured breaks, social skills development, and emotional regulation, in order to teach them appropriate replacement behaviors. PAL is also a resource for teachers to access recommendations of strategies and plans for students that exhibit social, emotional, or behavioral challenges. PAL is also a place where students can come to de-escalate, process the incident, and be able to resume their typical classroom activity within a short period of time.

Student Support Staff: Counseling (Guidance, School Adjustment, Intervention Support Technicians, Community Agency Clinicians), and SROs

Current Practices

Currently at Consentino there are four school adjustment counselors, one School Resource Officer, one guidance counselor, one Student Support Coordinator, and one intervention support technician (IST). Additionally, there are multiple clinicians from mental and behavioral health agencies who conduct school-based counseling services at the school each day. School adjustment counselors are assigned to, work with, and support a specific program within the building (Compass Program and Student Support Center or SSC). The two remaining school adjustment counselors support students with social emotional needs through IEPs or 504 plans as well as students in the general education setting. These counselors are assigned specific grade levels and provide counseling services and support to students and teachers on those teams. The one guidance counselor provides support to all students in grades 5th-8th, coordinates the 504 process, and oversees high school planning. Additionally, school adjustment counselors and the guidance counselor provide both individual counseling and small group counseling sessions of between six and eight students. The IST supports the adjustment counselors and provides check in/check out supports as well as guided breaks for

identified students throughout the day. The Student Support Coordinator supports administrators, teachers, and counselors to work with students around chronic absenteeism, school disciplinary consequences for behavior, and providing positive behavior reinforcement for all students in grades 5th-8th. School Resource Officers are members of the Haverhill Police Department who have been placed in schools to maintain a positive school environment and promote school safety.

Proposed Changes

Space for administrative and counseling services would be located centrally to each grade-level. This space would contain individual counselor offices, mental health clinician offices, and conferencing rooms. Ideal flow of a counseling suite is one where offices would be located around the perimeter with an open and central common space in the middle. The centralized common space would be utilized as a waiting/calming area for students as well as where the intervention support technician could provide check in services. This would also allow support staff to have a clear view of students at all times from their individual offices or conference rooms.

School adjustment counselors, guidance counselors, intervention support technicians, student support coordinators and community mental/behavioral health clinicians would utilize this space as a homebase from which they would provide services. Based on staffing levels proposed, each office should be large enough to accommodate groups of up to 6 people. Additional office spaces needed for this suite would be private conference areas for adjustment and guidance counselors for meetings/other service delivery needs; and two additional smaller private offices dedicated for the use of mental/behavioral health clinicians who conduct individual counseling sessions throughout the year.

Additional counseling/conferencing space should be located adjacent to the two sub-separate programs in the buildings (Compass and SSC). This would allow school adjustment counselors who primarily support these programs the ability to process or debrief with students in a private setting without disrupting the classroom environment or requiring students to travel longer distances to have a private conversation with a counselor.

Discovery Club Out-of-School Time Program

Current Practices

Consentino has had a federally grant-funded 21st Century Community Learning Centers program for twenty years. The primary goal of the program is to provide homework and social and emotional learning support and enrichment opportunities to students who are economically disadvantaged or have another need such as English Learners and students with disabilities. During the school year, students can enroll for an hour before school, Monday through Friday, and for two hours after school Monday through Thursday. Students can choose a two- or four-day schedule, with most choosing the four-day option. A healthy snack is provided through the grant program and transportation home is available through NRT and HPS Transportation Department.

The foundation of the Discovery Club program is to create welcoming environments at each of our sites. The District strives to build strong relationships with students and families. To enhance this program, the District has recently hired Family Engagement Specialists for after school and in the summer.

Typically, students spend the first hour on homework, skill work, or working with a Special Education teacher if they are on an IEP. During the second hour, students can choose from a variety of enrichment programs, such as STEM Career Awareness, Cooking, Horticulture, Team Sports, STEAM activities, and more. We have had a long-standing partnership with the YWCA who provides trained staff to work with girls using an evidence-based curriculum that includes topics such as healthy relationships, and others that are relevant to teenage girls. There are three 10-week sessions during the school year. At the beginning of each session, students can choose new enrichment programs if they would like to learn about a new topic. The District's program offers topics that are of interest to the students. This information comes from grant-required surveys that the District conducts during the year. The student version has open-ended questions where students can share their ideas for enrichment or career interests. HPS also offers a four-week summer enrichment program for which it asks staff to provide hands-on, project-based learning opportunities for the students.

In our grants, HPS has to identify an academic outcome and social and emotional learning outcomes that staff embed into the programming to further support student growth. The District's pre- and post-surveys demonstrate how the students are doing and provide data that it uses to continually improve the program.

The HPS Equity Imperative work will provide a new opportunity for Discovery Club students at Consentino in January when two staff will lead students using the Youth Participatory Action Research methodology. In this work, students will identify areas of inequity, conduct research, and propose solutions to some of the identified issues.

Proposed Changes

There are no proposed changes to the above noted programming at this time.

TEACHER PLANNINGTeacher Planning Spaces and Planning Times*Current Practices*

Current practices for teacher planning and collaboration among teachers are described in the above “Teaching Methodology and Structure” section, and include a highly collaborative approach across disciplines, grade levels, and specialties. Teachers receive one professional planning period per day and one common planning period per six-day cycle. No dedicated professional planning spaces exist currently. For nearly all the staff, teachers take their professional planning period in their classrooms. Common planning time occurs in someone’s classroom as the schedule allows.

Additionally, there is a high level of collaboration which integrates critical student support services. There is currently one full-time Guidance Counselor, four full-time School Adjustment Counselors, one half-time School Psychologist, one half-time Speech and Language Pathologist (SLP), one full-time School Resource Officer, and two full-time nurses.

In addition to all the formally scheduled planning time, ad-hoc meetings and collaborations happen regularly. Meetings of all kinds are challenged by the current lack of conference rooms, especially for external providers.

Proposed Changes

Technology has greatly assisted collaboration among teachers and staff; however, the power of face-to-face interaction has yet to be replicated by technology. Human interaction is everything, especially in the creative, innovative, and knowledge-intensive sectors, including education. Practice shows that a variety of environments with different qualities are necessary for a successful and intelligent work environment. The design of the Consentino Middle School must include strategies which address functionality in the context of the needs of the students and teachers. For example, although teachers clearly need support space in close proximity to students, there must also be spaces which have controlled sound and/or visual separation from students. The efficiency of sharing these multitasking spaces is another advantage of this approach since it can reduce redundancy

of spaces within a building drastically. It will always be important to avoid creating an environment which provides 'back of house / front of house' separation between pupils and staff; creating an area of respite for staff members to plan, take a break, and collaborate with colleagues.

PRE-KINDERGARTEN

Pre-Kindergarten programming is available to all Haverhill residents.

Full day Pre-kindergarten is offered at 59 Margin Street and ½ day programming is offered at 514 Main Street. There are no current plans to incorporate Pre-Kindergarten programs as part of the building project.

KINDERGARTEN

Current Practices

Haverhill Public Schools offers full day kindergarten.

Proposed Changes

There are no current plans to incorporate Kindergarten programs as part of the building project. No other changes are proposed.

LUNCH PROGRAMS

Current Practices

Currently at Consentino, breakfast and lunch are both served in the cafeteria. Breakfast is served prior to the start of the school day and continues after the first bell rings until 9:30, following the guidance of the Breakfast After the Bell Act. Students must walk to the cafeteria to receive a breakfast, where prior to the start of the day they can eat in the café, or after the bell rings they must bring with them to their respective classrooms. There are 4 lunch waves that run from 11:15 to 2:00 PM. Each wave is largely associated with a grade level. In a wave, half the grade level enters the Cafeteria to eat. The other half proceeds to recess. At the halfway point of the way, students switch. Students from recess transition into the Cafeteria to eat. Students in the Cafeteria transition to recess. At the conclusion of the wave, both halves of students return to their classrooms and the next wave begins. This flow of students can create congestion in the corridors. All design explorations should consider this flow of students in order to limit this congestion.

On average, Consentino serves 160 breakfasts and 460 lunches per day. There are 3 separate lines for students to move through where they have several entrée options to choose from

various stations, including entrees offered daily, and the daily special. Students line up single-file and flow through the line in which they will receive the entrée of their choosing, will help themselves to a milk, and sides such as fruit or vegetable. The student ends at the register where the staff member enters their meals into the Point of Sale (POS) accordingly. The current kitchen is a full-service kitchen where all meals are made on site. The kitchen contains a large walk-in refrigerator, a large walk-in freezer, 2 steam tables, 3 milk chests, an industrial kettle and mixer as well as several ovens and a 3-bay sink. There is a large dry storage area as well.

Proposed Changes

The District's vision for student dining includes a space large enough to accommodate the entire student population in two seatings (although, operationally, the District will likely accommodate the student population in two waves – four seatings). This vision is consistent with MSBA guidelines for middle school cafeterias, allows for maximal flexibility and seating capacity in an event setting, reduces the total number of seatings by 50%, and creates more manageable student sizes in the cafeteria at any one moment. In this concept, two grade levels would be in the first wave. One grade level would go to the Cafeteria to eat. The other would go to recess. Each grade level would switch as in the current model before the second wave with the other two grade levels begins.

Ideally the cafeteria location would be in close proximity to the main entrance of the school and/or centrally located. This would make breakfast more accessible for students entering the building, eliminating the barrier of diverting to a different side of the school, far from their classroom. This would also help decrease tardiness of students who are receiving breakfast in the morning. Proposed changes include expanding the number of lines that students can move through and/or offering more grab and go options. This would help alleviate the time in line students spend and help with the flow of traffic as students commonly crowd around the entrance of the line and milk coolers. The cafeteria would consist of several concept stations and follow a food court experience layout.

- La Cucina would serve as the pizza/calzone station and would require a flat top warming used to display pizza with overhead heat lamps as well as a cold well and a conveyor oven.
- Coyote Grill would serve as the Mexican cuisine station and would require several hot and cold wells.
- Miss Ruby's Grill would serve as the burgers, fries, onion rings station which would double as a hot breakfast station requiring a flat top warming station, a tray chute and a cold well.
- World Market would serve as both foreign and domestic traditional entrée offerings and would require several hot wells and cold wells.

- Frait Express would serve pre-made grab and go items in stand-up refrigerators
- Great American Sandwich Co. would serve as the sandwich/wraps station and double as a smoothie station in the morning and would require several cold wells

Ideally, there would be no wall separating the cafeteria and the kitchen's serving line to create a welcoming open concept and would allow for students to visually see items being offered to make choosing their meals easier and eliminate the need for students to jump from line to line. Registers would be located outside of the serving area, and students would be able to move through any available register as opposed to waiting in line for the register at the end of the entrée line they chose. This eliminates longer lines in entrees that are popular.

The space would benefit from students having access to an adjacent outdoor space to utilize during the warmer weather. This would benefit the students by allowing for outdoor time, increasing ventilation, and optimizing the space for other activities while creating more room for eating without increasing the size of the physical building. Other considerations include space for the food service staff to store their belongings, a washer and dryer, a separate area for a la carte items to be sold which would include a display case for pastries and other baked goods. We would also like the Design Team to consider where the kitchen and dry and cooler storage is in proximity to the loading dock. This would cut down on delivery times and time-spent putting food deliveries away. Desired features include a large open kitchen with large walk-in refrigerator and freezer, several prep benches, an ice machine for catering events as well as an office space for the kitchen manager. The large walk-in freezer would allow the school to accept larger deliveries of commodity items we receive. Freezer and refrigerator doors that are wide enough to have full pallets move through them would also cut down on delivery times.

Ideally, the seating area would be zoned in several different experiences that differ in their furniture (height, group size, softness/hardness), acoustic properties, and scale. Each experience should be easy to supervise by adults but different enough to provide students a choice for which environment best serves their needs. More and more research suggest that the lunch period can produce high levels of anxiety in many middle school students. Zoning the seating area in this way could help reduce those anxiety levels. In addition, one of those zones should be large enough and positioned to support an audience in a performance setting. The district has invited the Design Team to explore concepts that place a performance area (stage, platform, or multi-purpose instructional space) in such a way to allow the cafeteria to serve as the place for an audience.

TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

Current Practices

During the 2018-19 school year, Haverhill Public Schools began the 1:1 initiative to supply every HPS student a device to use while in and out of school. HPS committed to providing a personalized, digital learning environment so all students can achieve their full potential. To that end, we have developed the following vision of technology and digital learning:

Learning must extend beyond the walls of our schools for students to compete with their peers. We must provide students with anytime, anywhere access to the curriculum and the necessary tools to personalize their education.

- Curriculum, Instruction, and Assessment: Curriculum, instruction, and assessment will leverage technology in order to provide the most engaging, effective, and personalized learning environment.
- Use of Time: Through the use of technology, learning will occur 24/7 both inside and outside of the classroom and at each student's individual pace to meet rigorous standards as well as to explore individual interests.
- Technology, Networks, and Hardware: HPS provides technology, network, and hardware to enable safe, but open access to digital resources throughout the building.
- Data and Privacy: HPS provides a digital environment that ensures privacy, security of data, as well as the protection of students' identities while encouraging staff to use data to inform instruction, curriculum, and assessment.
- Professional Learning: HPS educators engage in professional learning that builds competencies necessary to support 21st Century learning.
- Leadership: Administration and staff will support 21st Century learning initiatives that utilize technology to communicate, collaborate, engage, problem-solve, and create.

In an effort to continually improve technology adoption and instruction, we utilize data collected by system use and analytics to collaborate with the Curriculum department to utilize, purchase, and train on systems digital resources to better support and improve the learning of our students.

Because of the COVID-19 Pandemic, digital resources have become the top priority in school districts. Each student and building needs to be supportive of the new digital learning.

The four fundamental areas a new building needs to address are:

- Adequacy of Devices; Quality and Availability
 - 1:1 digital learning environment staff and students
 - Additional access to PC's, Chromebooks, and other technologies that serve specific purposes, i.e. STEM labs, Library/Media Center, and non-1:1 environments.
- 21st century classrooms
 - Both wired and wireless high-speed access to the internet
 - Digital displays, integrated sound systems, hearing impaired systems and separate notification and alert systems.
 - Spaces to collaborate, build and share with technology. These spaces should have wired and wireless access, power for charging devices and peripherals, and screens for projection of shared content
- Robust Network Infrastructure
 - Modern networking protocols
 - Fiber linking the building to the rest of the District
 - A full building battery backup/generator to support the continued use of digital phones and safety and security systems.
 - Systems that are future-proofed to allow for addition to and upgrades over time
 - Appropriate facilities to maintain the network and building equipment

The existing Consentino Middle School building offers a number of networking and access challenges. Although the school community has made great strides in working to integrate new technologies with the classrooms, technology integration remains restricted by the design and limitations of the building. The most pressing challenges impeding progress in technology integration are:

- Dated networking equipment and wiring protocols.
- Lack of reliable electrical infrastructure and outlets.
- The wiring infrastructure at the current Consentino Middle School is antiquated and does not meet the system-wide vision.
- Voice and security systems are failing.
- Hearing impaired systems in the classroom are nonexistent.
- No space for maintenance of 1:1 devices, or networking equipment.
- Security systems and Camera access antiquated.
- Detectors to improve student safety ie: vape, gunshot is nonexistent
- Access control for staff is nonexistent

Proposed Changes

All classrooms, educational spaces, and breakout spaces should have access to:

- A robust wireless network that is easily maintained and can be built-upon and rebuilt over time
- A modern wired network that ties each grade level team, grade level, and/or floor together with fiber
- Expandability pathways for future network needs
- A modern voice network
- A modern security network that allows for quick access and retrieval of images and video on or off site that can connect to existing District security infrastructure
- Hearing impaired systems that enable those hard of hearing to interact with all classroom activities
- Interactive projection equipment
- A robust sound system
- A second digital display with wired access at Teachers area and Student area for collaboration and student display
- Adequate power outlets and the ability for staff/students to plug in without extension cords or wires covering the walkways

MEDIA CENTER/LIBRARY*Current Practices*

The current library/media serves largely as the repository for the schools printed collection, as a destination for classroom teachers and interventionists as part of their instructional practice when they need an available space or when students need library resources, and as a meeting venue for staff and community meetings. There is currently an ESP dedicated to staff or curriculum associated with the library. Stewardship of the Library and its space is handled by Literacy Interventionists. The school does not employ a Library/Media Specialist.

Proposed Changes

This combined space should have separate areas for the Library and the Media Center. The Library should have adequate storage for the necessary books and materials, as well as office/desk accommodations for the Library/ Media Specialist. There should also be a teaching/presentation area appropriate for the instruction that takes place there. Multiple

collaboration areas are needed for staff and students to work together in small groups, with adequate power and network capabilities.

The Library/Media Specialist is an important educator who teaches students on the use of information searches/ databases, best citation practices, anti-plagiarism, and copyrights. Where possible, this educator can assist/ reinforce subject matter taught by the schools Technology teacher regarding digital citizenship, internet safety, and use of online productivity tools. As a result, sufficient instructional space is essential for these activities.

The Media Center should be designed to accommodate small to medium sized groups (both internal and external), outfitted with presentation displays, A/V equipment, and appropriate flexible seating so the space can be easily reconfigured for various needs. This space should be able to be utilized without disruption to the Library or its relative teaching area. Multiple power outlets and network capabilities are a must. There should also be an office and separate storage area for technology storage and handling repairs. This could be the main hub where student teams help facilitate the maintenance and repair for the District's continuing 1:1 initiative.

VISUAL ART PROGRAMS

Current Practices

Fifty-three minute periods are taught by two Art teachers each day for the whole school. Consentino has a very strong and diverse arts program. However, instruction takes place in one classroom space where the age, condition and physical constraints of this space limit the vision of the Art department. A kiln was recently added but was installed in the Music Room which previously served as a wood shop to provide for more adequate ventilation when in use. Currently the school has two distinct Art courses (Elements and Design) that are taught throughout the year. Art Elements focuses more on the foundations of visual art versus Art Design which focuses on more advanced concepts such as sculpture, pottery, and photography. Each student will take each class over the course of the year for one Trimester. During the assigned Trimester students will receive instruction 2-3 times per 6-day rotation for 53 minutes.

The number of art rooms needed to deliver the program have been calculated using the following assumptions and algorithms:

- Students take an Art course two of the three trimesters
- Students are in Art two periods per six-day cycle
- Each Art Classroom can be occupied 4 periods per day and 24 periods per six-day cycle
- Each Art Classroom can accommodate 23 students per period

715 Student Enrollment

- Art Students per Trimester = 715 Students x 2/3rds = 477 Students per trimester
- 477 Students per trimester x 2 sessions per cycle = 953 Students per cycle
- 953 Students per cycle ÷ 23 students per period = 41 Students per period
- 41 Students per cycle per period ÷ 24 periods per cycle per classroom = **2 Classrooms**

985 Student Enrollment

- Art Students per Trimester = 985 Students x 2/3rds = 657 Students per trimester
- 657 Students per trimester x 2 sessions per cycle = 1,314 Students per cycle
- 1,314 Students per cycle ÷ 23 students per period = 57 Students per period
- 57 Students per cycle per period ÷ 24 periods per cycle per classroom = **2 Classrooms**

1,080 Student Enrollment*

- Art Students per Trimester = 1,080 Students x 2/3rds = 720 Students per trimester
- 720 Students per trimester x 2 sessions per cycle = 1,440 Students per cycle
- 1,440 Students per cycle ÷ 23 students per period = 63 Students per period
- 63 Students per cycle per period ÷ 24 periods per cycle per classroom = **2.5 Classrooms**

* Although this enrollment requires an additional half classroom, the Design Team will assume that additional two periods per day could be accommodated in the unoccupied periods in one of the classrooms. This circumstance is consistent with efficient use of instructional space but would also result in the displacement of the teacher who typically occupies that space.

Proposed Changes

The school should have art classrooms which become the hub of visual art instruction. They should be in close proximity to one another to provide for collaboration and sharing of resources. In order for these spaces to function properly, they should meet the following criteria:

- Access to significant natural light, if practical
- Equipped with good natural and artificial lighting (including track lighting for spotting still-life), cleanable surfaces, plenty of table space, and flexible furniture configuration
- Easy to clean flooring
- Increased built in storage for 2D, 3D projects, and resource materials
- At least three large stainless steel industrial sinks with backsplashes, sediment traps, and faucets that swivel

- Multiple tack display boards throughout the room and around the school for displaying resource materials and student work
- State-of-the-art technology including but not limited to electrical outlets in the walls, a mounted projector, surround sound, high-capacity color printer, scanner, at least two computer stations for students
- Large storage room separate from the classroom that includes an assortment of utility cabinets, flat files, racks, and tables as well as built in storage
- Space for a kiln and a ventilation system
- Space for storage of larger art furniture (i.e., multiple pottery wheels, light table, etc.)
- The ability to scan and print large format documents.
- 3D printer

MUSIC AND PERFORMING ARTS PROGRAMS

Current Practices

Similar to the two Art courses, Music is taught to students for 53 minutes 2-3 days per week during a 6-day rotation for one Trimester each year. The school has one full-time Music Teacher.

Additionally students have the opportunity to participate in Band with a Band Teacher shared between several schools. Whole band rehearsal is prior to the start of school one day per week while lessons for each instrument family occur during the school day. As of October 2021, approximately 25 Consentino students were enrolled in Band. The school lacks adequate instrumental practice and instruction locations as well as storage facilities.

In addition to the General Music curriculum and Band elective, Chorus and Bucket Drumming programs are offered to students as a before or after school activity.

The number of Music rooms needed to deliver the program have been calculated using the following assumptions and algorithms:

- Students take a Music course two of the three trimesters
- Students are in Music two periods per six-day cycle
- Each Music room can be occupied 4 periods per day and 24 periods per six-day cycle
- Each Music room can accommodate 23 students per period

715 Student Enrollment

- Music students per Trimester = 715 Students x 2/3rds = 477 Students per trimester
- 477 Students per trimester x 2 sessions per cycle = 953 Students per cycle
- 953 Students per cycle ÷ 23 students per period = 41 Students per period

- $41 \text{ Students per cycle per period} \div 24 \text{ periods per cycle per classroom} = \mathbf{2 \text{ Classrooms}}$

985 Student Enrollment

- Music students per Trimester = $985 \text{ Students} \times 2/3\text{rds} = 657 \text{ Students per trimester}$
- $657 \text{ Students per trimester} \times 2 \text{ sessions per cycle} = 1,314 \text{ Students per cycle}$
- $1,314 \text{ Students per cycle} \div 23 \text{ students per period} = 57 \text{ Students per period}$
- $57 \text{ Students per cycle per period} \div 24 \text{ periods per cycle per classroom} = \mathbf{2 \text{ Classrooms}}$

1,080 Student Enrollment*

- Music students per Trimester = $1,080 \text{ Students} \times 2/3\text{rds} = 720 \text{ Students per trimester}$
- $720 \text{ Students per trimester} \times 2 \text{ sessions per cycle} = 1,440 \text{ Students per cycle}$
- $1,440 \text{ Students per cycle} \div 23 \text{ students per period} = 63 \text{ Students per period}$
- $63 \text{ Students per cycle per period} \div 24 \text{ periods per cycle per classroom} = \mathbf{2.5 \text{ Classrooms}}$

* Although this enrollment requires an additional half classroom, the Design Team will assume that additional two periods per day could be accommodated in the unoccupied periods in one of the classrooms. This circumstance is consistent with efficient use of instructional space but would also result in the displacement of the teacher who typically occupies that space.

A planning concept emerged from the visioning activities that suggested these two instructional spaces be specialized for different purposes - one sized and outfitted more for vocal music instruction and one sized and outfitted to both serve instrumental music instruction and double as the performance area. It was a concept that hoped to maximize the size, functionality, and flexibility of music spaces. The district has directed the Design Team to explore creative uses of allowable MSBA square footage and creative spatial relationships to achieve as many of the design objectives described in the Proposed Changes narrative below.

Proposed Changes

The Music Education Program at Consentino Middle School should be a vital component of the total education a student receives. Through the study of music, all students develop knowledge and skills that prepare them to experience the power of music in human existence. Students discover music as a unique form of communication and as a means of self-expression not afforded by any other discipline. They learn of the universal role of music in the transmission of culture and the chronicling of history. The study of music gives children a broadened world vision and an appreciation of other points of view. As a performing art, music builds self-discipline and promotes self-esteem in ways that are not inherent in other curricular offerings. Because of the ordered nature of the elements of music, students learn to think with increased

complexity; because of the creative potential in music, they learn to think in divergent ways. Music benefits the overall learning process of every child. Research suggests that more areas of the brain become active when children engage in playing music.

The proposed building should include a dedicated music space which provides students the opportunity to explore and master discipline-specific standards for vocal and instrumental music. This dedicated space should include instrument areas, visuals, music technology space, secure storage, teacher work area, and movement space. Students can be allowed to develop in a specialized environment working to compose, play instruments, move, and critique within a lesson to deepen their understanding. Students of differing abilities and understandings can learn to use multiple instruments and supports. Students excelling in a particular area can expand and extend their learning through composition, conducting, or critique. A music classroom in addition to a choral stage with risers (auditorium stage) gives the teacher many more tools to reach students and allows such to occur with a more controlled environment. This music room should be located near the performance space (cafetorium or black box theater space) to allow for smooth transitions from independent growth to ensemble skills development. Consideration should also be given to possible indoor/outdoor connections which may provide opportunities for outdoor performances. When students can play or sing together, they learn social and emotional skills that transfer out of the music classroom. When a classroom is designed thoughtfully, all students benefit from a greater understanding and skills development.

While the cafetorium provides an integral space to seat the student population during the dining hours, it must also serve the visual and performing arts as a presentation space. This space must have the proper acoustics and lighting to support a variety of performances such as dancing, theatric, and music performances. The stage should have a wood floor and fit musicians and percussion equipment for 75 choral music participants. The capability to record performances and events is also necessary.

The music rooms should be configured in a way so that they have access to the stage within the Cafetorium. Ideally this space will be able to support full multimedia presentations with a screen that can come down from the ceiling and have a space that can be rearranged easily to promote other learning in this area. It would also provide an ideal environment for professional development and distance learning, as well as give students the opportunity for a professional presentation or performance.

PHYSICAL EDUCATION

Current Practices

Our Physical Education and Health programs include content that will allow students to experience progressive levels of achievement toward standards. Not only will students achieve competence in a variety of movement activities, but they also will understand the conceptual basis and principles that contribute to effective movement and fitness. Our goal is to ensure that students fully recognize and understand the significance of physical activity in maintaining a healthy lifestyle. They also should have developed the skills, knowledge, interest and desire to participate in meaningful activity for a lifetime. Consentino teachers create activity experiences that develop personal and social behaviors consistent with responsible behavior in sport and in society.

Fifty-three minute periods are taught within the PE and Health program by a full time Physical Education teacher and a full time Health Educator. Similar to Art and Music courses, students participate in PE and Health on a trimester basis, having PE for two trimesters. During the assigned trimester, students participate in their class 2-3 times per 6-day rotation for 53 minutes. The gymnasium has boys' and girls' lockers adjacent to the gym, however there are deteriorating changing stations in the girls' locker room and no changing stations for the boys' locker rooms. Showers are no longer active. Bathroom facilities are not adequate. There is no existing space for equipment storage or "team rooms" to prepare for athletic events. Instead, the deteriorating locker rooms are used for storage. The Health classroom (formerly a sewing classroom) lacks an appropriate and adequate educational environment and therefore attention to these areas are important.

The existing Consentino Middle School building provides insufficient space for the delivery of physical education programs. The space cannot be subdivided and lacks the necessary flexibility with a functional folding partition in an effort to provide as many spaces as possible.

The number of Physical Education spaces needed to deliver the program have been calculated using the following assumptions and algorithms:

- Students take a Physical Education two of the three trimesters
- Students also take Health two of the three trimesters
- Students are in Health and PE two periods per six-day cycle
- Each space can be occupied 4 periods per day and 24 periods per six-day cycle
- Each space can accommodate 23 students per period

715 Student Enrollment

- Health & PE students per Trimester = 715 Students x 2/3rds = 477 Students per trimester
- 477 Students per trimester x 2 sessions per cycle = 953 Students per cycle
- 953 Students per cycle ÷ 23 students per period = 41 Students per period
- 41 Students per cycle per period ÷ 24 periods per cycle per classroom = **2 Classrooms**

985 Student Enrollment

- Health & PE Students per Trimester = 985 Students x 2/3rds = 657 Students per trimester
- 657 Students per trimester x 2 sessions per cycle = 1,314 Students per cycle
- 1,314 Students per cycle ÷ 23 students per period = 57 Students per period
- 57 Students per cycle per period ÷ 24 periods per cycle per classroom = **2 Classrooms**

1,080 Student Enrollment*

- Health & PE students per Trimester = 1,080 Students x 2/3rds = 720 Students per trimester
- 720 Students per trimester x 2 sessions per cycle = 1,440 Students per cycle
- 1,440 Students per cycle ÷ 23 students per period = 63 Students per period
- 63 Students per cycle per period ÷ 24 periods per cycle per classroom = **2.5 Classrooms**

* This enrollment requires an additional half classroom, like the arithmetic for Art and Music, these additional two periods per day could be accommodated in the unoccupied periods in one of the other spaces. In this case, however, the District would like to explore the possibility of providing a third multi-purpose instructional space that could serve curriculum offerings related to yoga, dance, mindfulness, rock climbing, gymnastics, adaptive PE, and/or others. The current physical education space was designed with two supplemental areas that once served a similar purpose. Providing a third instructional space could augment instructional opportunities that would not exist otherwise. The District would like the Design Team to explore creative uses of allowable MSBA square footage to provide such a space.

In addition to its curricular needs, Consentino Middle School has an active sports program that draws significant numbers of spectators but lacks the seating and entry points to accommodate. Likewise, the facilities are used by several community and outside groups after hours. Consentino Middle School supports two soccer teams, two basketball teams, two volleyball teams, cross country and track teams, and a cheerleading team. Up to 100 middle school student-athletes per season are involved in athletic programs at Consentino. District-wide there are over 300 middle school student-athletes involved in indoor and outdoor programs in the fall, winter and spring seasons and there is no dedicated practice or play space for any middle school, outdoor athletic programs. The track and field programs

have no dedicated, safe space to practice and all contests for those programs are off campus at competing schools.

Proposed Changes

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

The proposed program offerings for adaptive PE and OT/PT require that consideration be given to further subdividing one half of the gymnasium into two areas and/or providing a third instructional space to serve this purpose. If possible, indoor walking space should be provided on the perimeter of the gymnasium to accommodate adaptive programs that run simultaneously to non-adaptive programs.

Specific program areas and amenities include:

- A full-sized, sub-dividable gymnasium space (2 spaces)
- Electric collapsible bleachers that can sit the entire student body
- Mat hoists to allow for the delivery of yoga and stretching
- Climbing wall with a climbing rope and rings
- Extended and separate fitness area, including a weight room, that is in close proximity to the gymnasium and health classes
- Dedicated health classroom that is within close proximity to the gymnasium and separate fitness space
- Health and physical education offices that allow for supervision of the locker rooms while maintaining student privacy
- Ample storage space for both physical education equipment and health supplies
- Private changing stalls in both locker rooms
- Team rooms for the middle school sports teams to store sports equipment that is separate from the physical education changing space

- Ability to project school wide presentations, instructional videos and student assessments
- Built in sound system
- Access to motion activated filtered water stations so students can refill water bottles
- Outdoor and indoor walking/jogging space with a fitness trail

In order to support the needs of the students, staff, families, and community members, outdoor fields and playgrounds need to support child development.

- Outdoor and indoor walking/jogging space with a fitness trail
- One recess yard
- A hard surface with basketball hoops for all types of ball play
- Outdoor playfields including a dedicated middle school multipurpose field
- Bathrooms that can be accessed from the outside of the building by spectators.

Additionally, the existing school utilizes an active greenhouse built in the courtyard of the existing building. This greenhouse has acted as a hub for learning and environmental citizenship for many years. Ideally the renovated or new construction building would host a similar facility.

SPECIAL EDUCATION

Consentino Middle School believes in and models Core + More philosophy in our instruction. Students are pulled from the general education class as little as possible. Instead, the school relies heavily on a push-in model with pull-out small group services happening during the Success Block. Although the Compass and Student Support Center are substantially separate programs, the goal is to include participating students into the mainstream as much as possible given adequate support.

Ideally, the Special Education classrooms will be equipped with classroom technology, moveable furniture for flexible grouping, and a teacher area with securable file storage for student records.

There are 127 students on IEPs and 11 teaching staff including 3 substantially separate program teachers. The Special Education Team-Chair holds all meetings in her office which doubles as the school's only conference room. This forces other parent meetings, teacher meetings or any other events to be held in spaces where student confidentiality is a concern. The existing meeting space at Consentino Middle School is insufficient for the needs of the Special Education Department.

One of the goals of integrating the special education classrooms into the grade-levels is to give

these students opportunities for hands-on project instruction at a pace which is appropriate to their developmental needs and skill set. By allotting a small amount of space to the special education program within the grade level areas, the goal would be to ensure that there is sufficient area to allow these students to work either independently or as part of the general education group; with sufficient space to accommodate their specialized needs.

The Consentino Middle School will continue to support a full continuum of services for students through 8th grade. The implementation of a comprehensive interdisciplinary model will allow students to access the general curriculum in classes taught by both a general education content area teacher and a special education teacher. Self-contained programs will be strategically located in areas of the building to best support student access. All special education programs need to be located close enough to content and elective general education programming so that inclusive opportunities can be realized when possible.

Professional office and testing spaces should be provided for related service providers in the areas of: Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behavioral Specialists, Reading Specialists, School Guidance Counselors, School Psychologist, etc., as well as for the Team Chairperson. Spaces for our Instructional Coaches to meet with teachers are also required.

Any new or renovated Consentino will benefit from many smaller meeting rooms for individual and small group tutorials, outside therapists, and specialists. These rooms may be used for regular teacher/tutor meetings and for small group testing environments and will be fully immersed within the academic neighborhoods. Along with special education teachers, paraeducators and tutors will have shared space in an office with computer access for storing materials, etc. Currently the district partners with Lahey Behavioral Health Services and a number of community mental and physical health providers. Ideally, the school would have facilities for these external organizations, including a space available as a community health center.

Critical to the success of special education programs and related service providers is the ability to observe students in their school environment. Consideration to the structure of learning spaces will provide opportunities for parents, teachers, and consultants who work closely and carefully with the special education population to observe and learn from one another.

Current Practices

Current Educational Programming for Special Education at Consentino

(1) Autism Class – Compass Program

5th-6th Grades = 1 Class = 10 Students

Class Description: The Compass classroom is an Applied Behavior Analysis based program consulted and overseen by a Board Certified Behavioral Analyst (BCBA). It is a subset environment that provides the students their curriculum through a focused and comprehensive based approach where programs are individualized and developed to meet the student's needs. This entails discrete trial programs embedded throughout the day in therapies, a variety of social activities, as well as natural environment teaching to promote growth and generalization of target skills for the student. Consultation is available with other ancillary staff on an as needed basis when best practices have been utilized and not effective.

Staff: 1 Teacher, 1 Education Support Professional (ESP), 1 School Adjustment Counselor (SAC), Part time Board Certified Behavioral Analyst (BCBA)

(2) Student Support Center (SSC) Classes:

5th-6th Grades = 1 class = 10 students

7th-8th Grades = 1 class = 10 students

Class Description: The Student Support Center is designed for students with emotional disabilities that significantly impact their ability to access the general education curriculum. The program is a supported and structured environment that provides for the emotional needs of students. Students may present with externalizing behaviors such as defiance, disrupting instruction, or violating social norms. Students have access to school-based counseling that is designed to teach socially appropriate behaviors and healthy coping strategies. Students are of average intelligence and may have secondary learning disabilities; however, have primary disability of emotional, exceptions considered on a case-by-case basis. Students are integrated in the general education setting as they gain more skills and can access a less restrictive environment with support from special educators and support staff. Consultation is available with other ancillary staff on an as needed basis when best practices have been utilized and not effective.

Staff: 2 teachers, 4 ESP's, 1 Behavior Support, 1 SAC

The Occupational Therapist, Speech Therapist, and Physical Therapist do not have dedicated space in the existing building that is adequate to provide services to their students. Occupational and Physical Therapy services are related educational services that are provided for students requiring intervention in order to access the curriculum and the life of the school due to a disability. Occupational Therapists work with children to improve fine motor and sensory functioning, while Physical Therapists focus on gross motor needs of students. Occupational and Physical Therapists often work collaboratively in a co-treatment model. Although these students often require specialized space which is independent of the primary physical education space, it is the goal of the program to utilize the mainstream educational space such as a gymnasium and fitness room for all activities deemed applicable. The existing space that is designated does not allow for multiple students to be serviced at the same time, thus creating a scheduling problem. Students receiving Physical Therapy do not have enough room to fully utilize the program and therefore must find alternative space.

Content Area	Grade Level	Time on Learning (Weekly)	Number of Staff (715)	Number of Staff (985)	Number of Staff (1080)	Teaching Methodology
Inclusion Special Education Staff	5-8	Varies	8 Teachers	9 Teachers	10 Teachers	Co-Teaching with Math and/or ELA teachers. Small group academic support pull-out services during Success Blocks.
Compass Program	5-8	Whole Day	1 Teacher	3 Teachers	4 Teachers	Program for special education students which is individually designed for their needs.
Student Support Center	5-8	Whole Day	2 Teachers	3 Teachers	4 Teachers	Program for special education students which is individually designed for their needs.
English* Learner	5-8	Level 1-2 106 Minutes per Day Level 3-4 53 Minutes per Day Level 5 Varied	3 Teachers	5 Teachers	6 Teachers	Co-teaching, small group instruction with one-one instruction.

* More information has been provided in the English Learner sub-section above.
Proposed Changes

The proposed building project will afford the special education program to be an integral part of the school community and fully integrated into the academic teams. Ample classroom space, small group rooms, inclusion rooms, office space, testing space, meeting space, de-escalation space, and adaptive PE/occupational therapy space will be provided in order to best meet the educational needs of all students. Where possible, this program should be delivered within the same space utilized by all students. In instances where a specialized space is required for Occupational and Physical Therapy, this motor skills room should be adequate and would be similar to a full-size classroom; accommodating both gross and fine motor activities taught simultaneously.

One of the goals of integrating the special education classrooms into the grade-level teams is to also give these students opportunities for hands-on project instruction at a pace which is appropriate to their developmental needs and skill set. By allotting a small amount of space to the special education program within the flexible learning space, the goal would be to ensure that there is sufficient area to allow these students to work either independently or as part of the general education group; with sufficient space to accommodate their specialized needs.

Professional office and testing spaces will be designated for related service providers in the areas of: Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behavioral Specialists, Reading Specialists, Math Interventionists, Instructional Coaches, School Adjustment Counselors Adaptive Physical Education, School Guidance Counselors, School Psychologist, etc., as well as for the Team Chairperson.

Future Educational Programming for Special Education at Consentino

(4) Autism Classes – Compass Program

5th Grade = 1 Class = 10 Students

6th Grade = 1 Class = 10 Students

7th Grade = 1 Class = 10 Students

8th Grade = 1 Class = 10 Students

Staff: 4 Teacher, 8 ESP, and shared 1 SAC, 1 BCBA, 1 Registered Behavioral Technician (RBT)

(4) Student Support Center (SSC) Classes:

5th Grade = 1 Class = 10 students

6th Grade = 1 Class = 10 Students

7th Grade = 1 Class = 10 Students

8th Grade = 1 Class = 10 Students

Staff: 4 teachers, 8 ESP's, and shared 1 Behavior Support, 1 SAC

(1) Placeholder for an additional Sub-Separate program still to be determined to spread programs out in the district:

Staff: To be determined

(2) Harbor Program Classes

5-6th grades = 1 class = 10 students

7-8th grades = 1 class = 10 students

Staff: 2 teachers, 2-3 ESP's, 1 SAC

Description: Harbor is a student-centered, strength-based, therapeutic, substantially-separate student support program. It is specifically designed for students with an identified social/emotional disability and comorbid risk factors that impact their attendance, safety, and/or learning. Harbor participants require a quiet, calm, therapeutic milieu in order to make progress. Students who externalize, or exhibit outwardly aggressive and disruptive behavior, are generally disruptive to the population Harbor serves. Consultation is available with other ancillary staff on an as needed basis when best practices have been utilized and not effective.

Previous Coordinated Review

Previously every six years, the District participated in a Coordinated Program Review (CPR) from the Massachusetts Department of Elementary and Secondary Education (MADESE). Beginning this year, this audit process has been split into every three-year Tiered Focus Monitoring (TFM) visits.

The last Comprehensive Program Review (CPR) that included special education facilities was held in 2013 - 2014 and the findings under Special Education Indicator #55 "Facilities" were found to be implemented. The DESE requires that District buildings meet the following regulatory requirements:

Special education facilities and classrooms

The school district provides facilities and classrooms for eligible students that:

1. *Maximize the inclusion of such students into the life of the school;*
2. *Provide accessibility in order to implement fully each student's IEP;*
3. *Are at least equal in all physical respects to the average standards of general education facilities and classrooms;*
4. *Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and are not identified by signs or other means that stigmatize such students.*

The District had two Partially Implemented findings from the 2014 CPR process - SE 13 - use of the Exit Form and SE 18B - providing two paper copies of the IEP to parents. In the most recent Mid Cycle Review (2017) the District had no findings in Special Education and had no identified corrective actions. This year, the District participated for the first time in the new DESE monitoring process, Tiered Focus Monitoring (TFM) and the onsite component of this process was completed on February 11, 2020. The District has yet to receive draft findings from this review, but anticipate receiving the report by the summer. All proposed design enrollments would allow the District to meet the current MADESE regulatory requirements and provide for full compliance with the ADA and other requirements of the law.

Date of the last Coordinated Program Review was May 16, 2019.

Criterion	Criterion Title	FMR Rating
SE 3	Special requirements for determination of specific learning disability	Partially Implemented
SE 7	Transfer of parental rights at age of majority and student participation and consent at the age of majority	Partially Implemented
SE 20	Least restrictive program selected	Partially Implemented
SE 25	Parental consent	Partially Implemented

Narrative and Explanation of Coordinate Program Review Corrective Action

<p><u>Criterion & Topic:</u> SE 3 Special requirements for determination of specific learning disability</p>	<p><u>FMR Rating:</u> Partially Implemented</p>
<p><u>Department FMR Findings:</u> A review of student records indicated that the Specific Learning Disability Team Determination of Eligibility form (28M/10) is not consistently signed by all Team members indicating agreement or disagreement with the determination.</p>	
<p><u>Description of Corrective Action:</u> *Revise the procedures for SLD paperwork to include the signatures of all Team members and their agreement/disagreement with the determination. *Add SLD paperwork to all Team agendas and Team meeting summary notes. *Train all Team chairs and special education teachers on the revised procedures. *Conduct an internal review of 10 records from schools across the district of students with an SLD determination to ensure compliance (initials or re-evaluations).</p>	
<p><u>Title/Role(s) of Responsible Persons:</u> Pam MacDonald, Director of Special Education</p>	<p><u>Expected Date of Completion:</u> 12/01/2019</p>
<p><u>Evidence of Completion of the Corrective Action:</u> Submit a copy of the revised procedures for SLD paperwork. Submit a copy of the revised Team agenda and Team meeting summary notes template that include SLD paperwork. Submit evidence of training of all Team chairs and special education teachers on the revised procedures. Submit evidence of a review of 10 records from schools across the district that demonstrates compliance of SLD determination requirements.</p>	

Description of Internal Monitoring Procedures:

The Special Education Administrator will review random records of students with an SLD determination (initials and re-evaluations) at least twice a year.

Criterion & Topic:

SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority

FMR Rating:

Partially Implemented

Department FMR Findings:

A review of student records indicated that the district does not consistently inform students and parents, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday.

Description of Corrective Action:

Revise the Age of Majority procedures to include notice to the student and parents, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday. Procedures to include:

- Method of tracking upcoming eligible students
- Timeline to be followed for notification
- Method of notification
- Documentation in the "Additional Information" section of the IEP
- Develop method of notification (Ex: Cover letter sent with the annual Parent's Notice of Procedural Safeguards before 17th birthday that states the student will assume all of the rights described in the PNPS upon the 18th birthday plus documentation it was sent; or, add this notification to the IEP agenda/checklist to be discussed at the IEP meeting prior to the student's 17th birthday plus have an alternate procedure in the absence of the parent or student at the meeting)
- Train all Team chairs on the revised procedures and method of notification.
- Conduct an internal review of 5 records of students who recently turned 17 to ensure compliance.

<p><u>Criterion & Topic:</u> SE 20 Least restrictive program selected</p>	<p><u>FMR Rating:</u> Partially Implemented</p>
<p><u>Department FMR Findings:</u> A review of student records indicated that if a student is removed from the general education classroom at any time, the IEP Team does not consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.</p>	
<p><u>Description of Corrective Action:</u> Provide training to Team chairs, special education teachers, and related service providers on appropriate documentation for students who are removed from the general education classroom to receive services. Training to include:</p> <p>Discussion/description of the least restrictive environment Description of why the student's education could not be achieved in the general education setting Description of the benefits and possible justified harm the student may experience</p> <p>Conduct an internal review of 10 records from schools across the district to ensure the nonparticipation justification narratives are in compliance.</p>	
<p><u>Criterion & Topic:</u> SE 25 Parental consent</p>	<p><u>FMR Rating:</u> Partially Implemented</p>
<p><u>Department FMR Findings:</u> A review of student records and staff interviews indicated that when the consent of the parent is required, the district does not consistently secure consent through multiple attempts using a variety of methods, such as certified letters, email and telephone calls. Record review indicated that student IEPs may be unsigned for as long as 11 months following the IEP's development.</p>	

<u>Description of Corrective Action:</u> <ul style="list-style-type: none"> • Revise procedures for obtaining parental consent of the IEP. Procedures to include: Staff responsible for oversight • Timeline for follow-up • Method of tracking attempts to obtain consent • Methods used to obtain or attempt to obtain consent • Provide training on staff responsible for oversight 	
<u>Title/Role(s) of Responsible Persons:</u> Pam MacDonald, Director of Special Education	<u>Expected Date of Completion:</u> 12/01/2019
<u>Evidence of Completion of the Corrective Action:</u> <ul style="list-style-type: none"> • Submit the revised procedures for obtaining parental consent of the IEP. Submit a copy of the training materials. • Submit attendance sheets. • Submit evidence of a review of 10 records from schools across the district to ensure IEPs contain parental consent or efforts to obtain consent are documented and in compliance with the revised procedures. 	
<u>Description of Internal Monitoring Procedures:</u> The Special Education Administrator will review on a quarterly basis a random sampling of records from schools across the district to ensure IEPs contain parental consent or efforts to obtain consent are documented and in compliance with the revised procedures.	

Special Education Day Programs

Haverhill Public Schools has three special education day school programs. Greenleaf Academy for grades 5-12 for Social/Emotional Disabilities, Bartlett School & Assessment Center for Grades K-12, and Post High Program for Autism Students. These programs will not be part of the proposed project.

HEALTH SERVICES

Current Practices

School Health Services strives to foster the growth, development and educational achievement of Haverhill's students by promoting their health and well-being. The District monitors health status, identifies, and address the unmet needs of students, families, and school personnel. HPS builds public and private partnerships to ensure quality services that are effective,

culturally appropriate, and responsive to the diverse, changing needs of students and their communities. This is in alignment with the CDC Model “Whole School, Whole Child, Whole Community”. Consentino’s school nurses address day to day acute issues, develop plans of care for students with chronic or ongoing issues or concerns, and strive to provide proactive programming to assure each child is “ready to learn” and has minimal time lost in the classroom for health concern management.

Currently, the Consentino school has 2 full time DESE certified school nurses to support the approx. 750 students, and staff. With an equity focus, these nurses understand the importance of care coordination and case management, working with other members of the school support teams, and our community partners to assure each child receives the care and services required.

Proposed Changes

Our vision for the new health suite includes space for 3 full-time staff, exam spaces, a medication and treatment area, “well” space for students who need to rest and regroup; and a space for children who are ill. Flex areas for family or team meetings, and collaboration will support our whole school, whole child, whole community model, and will also be used for screenings, and private conversations.

VOCATIONAL EDUCATION PROGRAMS

Current Practices

At Consentino MS, all students in grades 5th-8th rotate through a grade-level technology education course as part of their “specials” cycle. Consentino currently employs a 1.0 FTE technology teacher who teaches the Haverhill Public Schools technology education curriculum which is aligned to multiple Haverhill High School programs. Consentino MS is a feeder school to Haverhill High School which offers two Chapter 74 Career Vocational Technical Education programs: Information Support Services and Networking (ISSN) 110401 listed in the program of study as NAF Academy of Information Technology and; Programming and Web Development 110201. HHS also offers two Perkins Non- Chapter 74 Career Technical Education programs: Health Services 5100 listed in the program of study as Healthcare Occupations and; Engineering Technology 1500 listed in the program of study at PLTW Engineering/ Manufacturing. Finally, HHS offers one soon-to-be-approved Non-Perkins Non-Chapter 74 Innovation Pathway in Biomedical Science. While HPS does not offer (Non)Chapter 74 programs at the middle school level, the Consentino MS provides technology education programming that introduces students in grades 5th-8th to the content of the five HHS CTE programs listed above thereby serving as an important recruitment pipeline for these innovative high school programs.

Proposed Changes

Preparation for post-secondary in-demand careers in technology, engineering, and health service begins with a well-designed middle school program. The technology education staff at Consentino should be expanded from 1.0 FTE to 2.0 FTE for the 985 and 1080 enrollments in order to support both the required grade-level technology education “specials” course as well as enrichment courses that explore content more deeply. To this end, Consentino requires two technology education spaces (one for grades 5 & 6, and the other for grades 7 & 8) in order to effectively introduce students to content and methods of problem-solving/ critical thinking that are aligned to the Haverhill HS CTE pathways.

The grade 5th & 6th technology program will consist of digital literacy, computer applications, and introduction to engineering & robotics. To support this program, the classroom should be provisioned with the following: a large classroom with a teacher presentation/ demonstration area; sufficient instructional space; workspace for making projects involving hand-tools, basic powered equipment, and dedicated work benches; sufficient electrical service - both in-wall and ceiling-mounted pull down outlets; cabinet storage; and an adjoining storage room/ prep room with storage cabinetry and a work surface.

The grade 7th & 8th technology program will consist of engineering/ robotics, and in 2022-2023, will expand to include an introduction to biomedical science. To support this program, the classroom should be provisioned with the following: a large classroom with a teacher presentation/ demonstration area; sufficient instructional space and workspace for making projects involving hand-tools, basic powered equipment, dedicated work benches and a 3D printing station; sufficient electrical service (both in-wall and ceiling-mounted pull-down outlets; cabinet storage; and an adjoining storage room/ prep room with storage cabinetry and a work surface.

TRANSPORTATION POLICIES

Current Practices

Bus transportation is provided to children residing in the City within the limitations established by state statute and policies of the Haverhill School Committee. Bus service is currently provided by an outside vendor. Students are eligible riders by bus as follows:

- All Kindergarten students are provided transportation
- 1st-3rd All students living 1 mile from school
- 4th-6th All students living 1.5 miles from school
- 7th-12th All students living 2 miles from school
- Students that do not fall under these categories are either walkers or driven to and from school by parent or guardian.

Students that are in homeless situations who are living inside the district will be provided transportation under the McKinney-Vento statute. Transportation services for these students are provided by a conventional school bus, minibus, 7D small van or 7D cab.

Students that are covered under DCF foster care will be provided transportation under the Title I of the ESSA. Transportation services for these students are provided by a conventional school bus, minibus, 7D small van or 7D cab.

In addition, the city provides intra-district transportation for middle school sports. Transportation is provided in a conventional school bus or a minibus.

Proposed Changes

No changes are proposed at this time.

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Functional and spatial relationships, adjacencies, and the relationship of interior and exterior program elements all impact the overall educational experience. During predesign, successfully defining the desired these relationships ensures the efficiency and effectiveness of spaces and fully vets the overall impact and/or support one space provides another in terms of how it benefits curriculum, instruction, the student/staff experience, safety, security, and community use.

Overall, the District desires to organize the building into two major zones. One zone is the “public” zone, which accommodates spaces that may be accessed by students, staff, and/or the community during and/or after school hours. These spaces include the cafeteria, gymnasium, library/media center, art rooms, music rooms, and some administrative offices. The second “private” zone includes all the remaining spaces.

Within the public zone, any design alternative should express the following:

- Administrative suite immediately adjacent to the main entry of the facility with direct visual access to the building approach and the main entry
- The Main Administrative Office should only include the administrative offices necessary to support this function. Some distribution of administration space may be desired. This distribution of resources is believed to have some potential benefits in controlling security and discipline.
- Multi-purpose music space located between the cafeteria and gymnasium to serve as performance platform with audiences in either the cafeteria, the gymnasium, or both
- Acoustically separate but visually connected dining experiences in the cafeteria
- Modest lobby space located to serve the main entry, main office, cafeteria, and gymnasium
- Kitchen located immediately adjacent to cafeteria and in close proximity to site service entry
- Programmed custodial/maintenance spaces located near kitchen and service entry
- Possess the ability to be secured from the remainder of the building during off school hours, special events, or lockdown.
- Physical Education, Health, Technology, and Art should be centrally located so that instruction time is not lost with transitioning of students.

- Special Educators, English Language Development Teachers, and counselors should be decentralized throughout the grade levels to provide easier access with fewer transitional needs.
- The Nurse will continue to have an integral involvement in wellness and physical education planning and therefore should be located in an area which fosters such.

Within the private zone, any design alternatives should express the following:

- Academic areas organized into grade-levels, each with:
 - General Classrooms
 - Science Classrooms
 - Extended learning space
 - Small Group Rooms
 - Special education-related rooms as required by District Program
 - Instructional and office spaces for professionals delivering support services
- Each grade level organized into identifiable but not entirely isolated teams. The ideal middle school design would separate students by grade level, allowing for controlled transitions, but will ensure that there is a level of connectivity and collaboration among grade levels.
- Special education distributed throughout all grade level teams to maximize inclusive practices, allow for effective delivery of support services, and reduce travel times for students
- Possess the ability to be secured from the remainder of the building during off school hours, special events, or lockdown.
- Spatial relationships to support flexibility, student choice, and project-based learning.
- Position Library/Media Center with a relationship to the cafeteria and to classrooms to be experienced as the heart of the school.
- Organize grade levels so that opportunities for physical and visual connection could exist between 5th & 6th grade and between 7th & 8th grade
- Support Staff such as Guidance Counselors, Nurses, Speech Therapists, and Occupational Therapists should have dedicated spaces with the necessary privacy, but should also be strategically located throughout the school, when practical, such that these services can become a more integral part of the grade levels.
- Administration will continue to play a key role in monitoring the entry experience and control for students and parents, suggesting that these offices will be located adjacent to primary building entry points. After the development of the proposed building arrangement, some consideration may be given to locating the three

primary administrators (Principal and two Assistant Principals) as well as the Student Support Coordinator in distinctly different areas of the building to provide a better distribution of administrative resources. Advantages and disadvantages of this approach were discussed during the educational visioning process and it was determined that further considerations are required through the development of a preliminary schematic building plan in the Preferred Schematic Report.

Site Features and Adjacencies

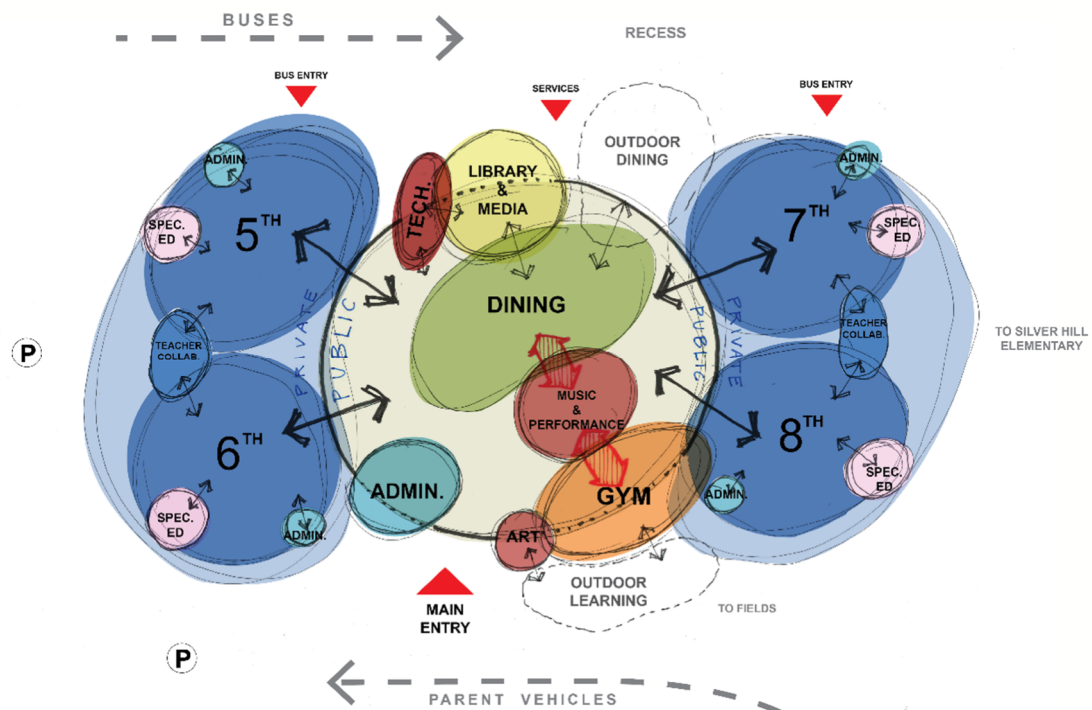
Design alternatives should express the following:

- All recess areas in proximity to grade level classrooms and the cafeteria. This close geographic relationship will help to manage the transition from classroom to recess, from recess to the cafeteria, and from the cafeteria back to the classroom. Additionally, this relationship will support the capability of outdoor learning opportunities.
- A hardscape play area adjacent to recess areas
- Emergency vehicle access to be coordinated with public safety requirements
- A paved service yard near the custodial/maintenance storage areas and kitchen that is capable of supporting deliveries in a wide variety of vehicles
- Faculty and staff parking near the academic areas of the building and capable of doubling as event parking
- Provide the school community with an accessible, usable outdoor environment in which members may learn, teach, play, create, or relax.

Conceptual Overall Building Diagram

The overall building diagram below expresses the District’s idealized building layout and programmatic adjacencies. Although expressed as a single story in the diagram, an understanding exists that site characteristics and constraints may dictate a multi-story building design. Also expressed in the diagram is a need to separate parent vehicles and buses in the site circulation pattern, to allow access to play fields and playgrounds without the need to cross parking or roadways, and an overall orientation of the project to maximize opportunities for natural daylight and other sustainability strategies.

The ideal overall spatial relationships in any renovated or new building could be represented as essentially five wings: 5th grade, 6th grade, 7th grade, 8th grade, and a wing for common spaces. Ideally the 5th & 6th grade wings should be paired. Seventh and 8th grade wings should be paired. The spatial relationships in the existing building limit this organizational model as students who are taking part in intervention, and various special or “Encore” classes (Health, PE, Art, Music, Technology), will have to travel outside of their wing. Additionally, students receiving English Learner instruction or Special Education services typically need to travel outside of their wing to a shared space. Likewise, students in need of counseling services also typically travel outside of their wing.



SECURITY AND VISUAL ACCESS REQUIREMENTS

The Haverhill Public Schools has made great strides in enhancing security within all schools including the adoption of A.L.I.C.E. protocols. However, the existing building design hinders much of that progress. Students who feel safe and secure in their environment will be better prepared and more successful within their education. In order for students to excel within all the described disciplines, they must feel safe, secure, and confident.

Access Control System

All exterior doors will be electronically monitored and be unlocked by a card-based access control system or by a push button intercom/camera system. The exterior doors that provide access to playgrounds and the athletic fields will remain secured at all times with staff access via swipe card entry. The inner set of doors in the main entry vestibule will be locked at all times, except for drop-off and pickup times. Panic buttons will be located in the following areas: administration; Principal's office; certain secretarial staff; custodian's office; Assistant Principal's office. Community area doors should be controlled by mag holders and programmed locked by access control, securing upper floors from remaining areas for after hour events. Access between buildings, age sensitive areas and restricted areas will be ensured by the card-based access control system.

School Resource Officer (SRO)

Haverhill utilizes School Resource Officers and Security Personnel in our High School and each Middle School. SRO's are police officers who are responsible for working with school administrators, security staff and faculty on developing comprehensive safety plans to ensure schools are safe places for students to learn. Security Personnel are responsible for:

- Supervising student activity on school grounds as scheduled by administration in the building.
- Protecting school property.
- Checking assigned areas of the building (inside and outside) and school grounds to prevent theft, vandalism, other unlawful acts, and control student behavior.
- Preventing infractions of school rules and reporting any to assistant principals.
- Directing visitors, guests, or non-students to proper offices or warn them to leave the premises if they have no legitimate reason to be on school property.
- Helping direct teacher, visitor, parent, and student traffic flow throughout the school day and during loading and unloading buses.
- Supervising pupils who arrive to school late or leave school early under the expanded education plan and follows:

- Allow no congregating outside classrooms or in parking lots.
 - See that pupils avoid wooded areas and areas used for physical education.
- Protecting school property from damage.
- Rendering assistance within the school building whenever the situation arises.
- Reporting any discipline infractions, unauthorized visitors, and acts of vandalism to the Principal immediately.

Security

Security Cameras will be placed around the exterior of the building, parking lots, hallways, stairwells, the administrative area, cafetorium, courtyard, physical education areas, Library/Media Center, and any identified road entrances to the property. A camera will be placed on all entry doors into the building, as well as the interior hallways and shared spaces. Access to the security system will be cloud based, accessible from both inside and outside the building and integrate with the district's current camera system. Security cameras should also be placed on the path leading from Silver Hill Elementary School to Davis Street (Southeast of Consentino).

MAJOR OUTCOMES - GUIDING PRINCIPLES FOR DESIGN

Major outcomes of the programming effort include the preparation of this Educational Program Narrative above, the preparation of the MSBA Space Summary templates which are communicated in another section of this Preliminary Design Program submission, and several overarching guiding principles for design. Each of these outcomes is the result of, and been informed by, several visioning sessions, user group meetings, public input meetings, and collaboration between the School Building Committee, the School District, and the Design Team. These bulleted lists below represent the objectives for all design alternatives and will serve as the basis for evaluating the success of each alternative's ability to embody the educational program.

Educational Guiding Principles for Design

Site

- Separation of site circulation (cars, buses, pedestrians)
- Separation of site circulation patterns for Silver Hill Elementary School and Consentino Middle School
- Appropriate number of faculty, staff, and visitor parking spaces functionally located for Consentino Middle School and over and above parking for Silver Hill Elementary School
 - 150 spaces (715 student design enrollment)
 - 200 spaces (985 student design enrollment)
 - 225 spaces (1,080 student design enrollment)
- Design elements to provide for safety and security of building and site
- Age-appropriate recess area(s) adjacent to or near cafeteria including hardscaped areas for basketball and other activities and landscaped areas
- Maximize green space capable supporting youth soccer, community events, and outdoor learning activities.
- Safe pedestrian paths to and from the site along common paths of travel
- Location for a greenhouse
- Opportunities for outdoor dining
- Allow for the safe, quick, and effective entry of students into building at the start of school
- Allow for the safe, quick, and effective dismissal of students from the building at the end of school

Building

- Design elements to provide for safety and security of building and site
- Provide all the necessary spaces and adjacencies to support the programs, services, and instructional practices of the school
- Classrooms grouped in grade-level teams composed of three general classrooms, one science classroom, special education classrooms, student support services spaces, and break out space
- Grade-level teams arranged to create grade level coherence and identity with opportunities to create visual and physical connections to other grade levels
- Classrooms adjacent to extended learning spaces and small, flexible breakout spaces with the ability to effectively passively supervise students from within the classroom
- Building zoned into public and private sections to allow for public use of the building outside school hours without the need to provide access to the entire building interior
- Sufficient professional space for adult planning, collaboration, and consultation
- Special education spaces and locations that maximize inclusive practices and allow for effective delivery of related services
- Classroom spaces that provide flexibility to support a variety of differentiated instructional experiences (whole class instruction, small collaborative groups, individual work, project-based learning)
- Instructional spaces that provide access to daylight and direct views of the outdoors
- A variety of student dining experiences including larger areas than can serve as a seating area for an audience in a performance setting, acoustically separate (or sheltered) but visually connected dining experiences in the cafeteria and smaller areas to meet the needs of students for whom the largeness of a traditional cafeteria is a challenge
- A student dining experience that is easy to supervise
- Dedicated spaces for PE (regular and adaptive), Music, Art, and Technology
- Flexibility at a variety of scales, including space size, and furniture to support various learning preferences and teaching methods
- Utilities and infrastructure to anticipate changing technology, student needs, and equipment
- Partially decentralized administration but with a strong presence at the main entry to promote a sense of welcomeness

- Positioning of one music instruction space to serve as a performance area capable of being seen by an audience seated in the cafeteria and in the gymnasium
- Minimize travel distances from classrooms to specials (Art, Music, Technology, PE, Health, and World Languages) and to common spaces (Library/Media Center and Cafeteria)
- Provide an effective flow of students in corridors and minimize congestion
- Position Library/Media Center with a relationship to the cafeteria and the classrooms to be experienced as the heart of the school

Additional Guiding Principles for Design

Planning and programming activities also resulted in several additional guiding principles for design.

Cost

- Minimize both the overall project cost and the City's share of the cost to the greatest extent feasible

Construction Logistics

- Minimize the complexity, construction duration, and impact to the use of the site for educational and community uses during construction

Student, Faculty, and Staff Impact During Construction

- Minimize the duration and scale of disruption to the learning experience

Enrollment

- Maximize the number of students positively impacted by the project within the financial objectives of the City

Materials & Systems Selection

- Prioritize durability, cleanability, simplicity of operation, and ease of maintenance

Energy Efficiency

- Maximize the energy efficiency of the building, site, and systems to the greatest extent feasible within the financial constraints of the project

PROCESS FOR COLLABORATION & DOCUMENTATION OF SUPPORT

Haverhill Public Schools established a Working Group and invited several key district staff members to collaborate with the Design Team to define the project’s educational intent and space program. The meetings and events listed below are the source of and were instrumental in shaping the information contained with this document.

- September 2, 2021 Superintendent’s Kick-off Meeting
- September 8, 2021 Observation of Drop-off and Pick-up
- September 8, 2021 Principal’s Interview
- September 16, 2021 Visioning Session #1
- October 12, 2021 Visioning Session #2
- October 26, 2021 Visioning Session #3
- November 1, 2021 Working Group Meeting
- November 2, 2021 All Faculty Visioning Session
- November 9, 2021 Special Education Programming Meeting
- November 9, 2021 Custodial/Maintenance/Facilities Programming Meeting
- November 15, 2021 Working Group Meeting
- November 17, 2021 English Learner Programming Meeting
- November 19, 2021 Space Summary Meeting
- November 19, 2021 School Tours
- November 22, 2021 Special Education Programming Meeting
- November 29, 2021 Working Group Meeting
- December 8, 2021 Public Meeting #1, English
- December 8, 2021 Public Meeting #1, Spanish
- December 13, 2021 Working Group Meeting
- December 15, 2021 Haverhill Boys & Girls Club Programming Meeting

In addition to these meetings, the District and the Design Team have maintained a project website that serves as the repository of project information. All presentations have been provided in both English and Spanish. Members of the Consentino community have been provided opportunities to participate in meetings in-person, remotely view video-conferencing platforms, and asynchronously through an online collaboration platform. It is the intention of the District and the Design Team to continue to engage the Consentino community in the process and offer multiple avenues of participation throughout the entirety of the design process.

A DAY IN THE LIFE OF A STUDENT

Students at Consentino participate in a 6-day rotating schedule where days are assigned a letter (A-F). Each day contains 6 periods where all students participate in all four core academic areas (ELA, Math, Social Studies/Civics, and Science). Additionally, all students participate in Success Block (intervention), a Special (Art, PE, etc.), Lunch/Recess, and a short homeroom period.

Typical Day/Week in the Life of a Student

Activity or Subject	Program Details
ELA~ 53 minutes per day	Includes reading and writing using the StudySync program in grades 6-8. Curriculum follows 2017 MA Curriculum Standards for Language Arts & Literacy. Fountas & Pinnell Leveled Literacy used in Grade 5. ELA classes are heterogeneously grouped.
Mathematics~ 53 minutes per day	Instruction based on the 2017 MA Curriculum Standards for Mathematics. The curriculum program EnVisions is used by grades 5-8 as the primary resource. Mathematics is heterogeneously grouped with the exception of Grade 8 where students have the opportunity to test into an Advanced Mathematics course (Algebra 1).
Social Studies~ 53 minutes per day	Instruction based on the 2018 MA Curriculum Standards for History & Social Sciences. The school uses the Impact History (Grade 5) and Networks (Grades 6-8) curriculum programs as primary resources. The school implements the district-wide Document-Based Question (DBQ) rubric (Grades 5-8) and Civics instruction and Civic Action Project planning in Grade 8.
Science~ 53 minutes per day	Instruction is based on the 2016 MA Curriculum Standards for Science and Technology Engineering using STEMScopes as the primary curriculum resource. The school implements the district-wide Claim, Evidence, Reasoning (CER) process for scientific inquiry. Science courses are heterogeneously grouped.
Success~ 53 minutes per day	<p>Success Block is the primary time for pullout services for students receiving Special Education services outside of the general education classroom as well as students receiving English Learner services. In addition to specialized services, students work through the i-Ready MyPath program in both Reading and Math, working on both subjects for 2 days per week each. The 5th day of each week is used for data chats, social-emotional learning, and community building.</p> <p>Once per week the Success Block is covered by a Specials teacher or paraprofessional to provide for team collaboration where a group of teachers sharing a cohort of student review i-Ready, behavior/attendance, and anecdotal data to determine intervention and enrichment needs for students.</p>

Specials~ 53 minutes per day	<p>Students attend specials each day for 53 minutes. Students attend two Specials per Trimester. When the Trimester concludes, students rotate to another two Specials. The following Specials are offered:</p> <ol style="list-style-type: none">1. Physical Education2. Physical Education 2 (supervised by paraprofessional)3. Art Elements4. Art Design5. Music6. Technology
Homeroom~ 8 minutes per day	<p>Used for dissemination of information and daily attendance.</p>
Lunch/Recess~ 40 minutes per day	<p>Students have 20 minutes of lunch and 20 minutes of recess per day. Grades 5 & 6 attend lunch/recess followed by Period 4. Grades 7 & 8 attend Period 4 followed by lunch/recess.</p> <p>Due to space one grade is in the cafeteria while another grade is outside at recess. The two grades then switch. There is a 15 minute space between the two lunches for cleaning.</p>

SPECIAL EDUCATION RUBRIC AND REGULATIONS

Question	Yes/No or Comment
Ensuring Access	
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No. A new or renovated school facility would support a wider distribution of support classrooms to maximize inclusion into the life of the school.
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	No. The existing school lacks adequate spaces for small group instruction outside of the general education classroom.
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	No. The existing school lacks purposeful classrooms for special education. Classrooms used for substantially separate special education students are disjointed from the general education environment and grade-level teams. The building currently lacks small group spaces with custodial and storage closets being repurposed to accommodate.
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes, however, a new or renovated school facility would offer greater availability of adaptive resources to all students.
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No. Existing spaces have been repurposed and lack equitable standards.
Minimizing Stigmatization	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No.
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No. A new or renovated school facility would ensure locations of facilities used to deliver special education services are distributed throughout the school building.
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No.
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No.