

**Saugus Public Schools
Educational Plan
August 11, 2016**

District Philosophy and Goals

Student achievement, what is it? What does it look like in Saugus? How do we know when it is realized? What can we establish that will transcend a moment, a school year, a decade and improve a life?

What do we believe about children and their capacity to learn? We believe an education in the Saugus Public Schools can transcend socio-economic limitations that continually change and evolve in a community so close to the urban core of Massachusetts.

It is established and it will transcend that Saugus students will think, read, and communicate at levels benchmarked to accepted norms and standards. It is not sufficient to expose our students to curriculum but rather to insure they have mastered their understanding of core content, their ability to reason, and their capacity to express knowledge verbally, digitally and in multi-dimensional ways.

We seek to encourage and foster creativity, always realizing that a child's ability to make meaning requires us to view our schools and facilities as palettes of expression. Our facilities shall accommodate the varied paths of individual expression, whether it is artistic, kinesthetic, verbal, numeric, scientific, or interpersonal.

We believe that the Saugus Public Schools must develop the capacity within students to make rational choices that carry them throughout their lives. Understanding their roles in a democratic yet pluralistic society requires that Saugus students learn and understand the meaning of American values such as the rule of law, the rights and privileges of citizenship, and tolerance of multiple viewpoints.

We believe that part of our core mission is to develop civic capacity within each of our students. At each grade span our students are encouraged to engage activities that yield understanding of America's traditions and institutions. Expressions of civic understanding within a classroom, in an auditorium, at a community event, or as part of an organized simulation helps prepare our students to value and practice citizenship.

We shall instill in our students reverence and regard for life and individual dignity. Our classrooms, our spaces, our fields, will accommodate and facilitate what we believe – that our students can master, our students can express, our students can reason, our students can make choices, our students can apply, our students can participate in society.

When you walk through our schools, all of them, these values will be obvious. They will be conveyed to your senses through the sounds of student voices interacting, the images of student work, and the movement of students on our stages and on our fields. You will see interactions and engagement that conveys humanity and empathy.

That is what student achievement is in the Saugus Public Schools.

The Town of Saugus is a relatively small community with a population close to 27,000 located ten miles north of Boston. It is a community that is growing rapidly in diversity and is seeing changes in demographics on a daily basis. We have to transform our public schools to centers of vibrant student centered engagement where a foundation built on teacher developed content leads to constructivist learning activities that demonstrate higher order thinking skills including synthesis, analysis, evaluation, and judgment.

It is recognized that the facilities and spaces that make up the Saugus Public Schools are inadequate, inequitable, and not conducive to bring about the student achievement we desire. We have made our educational program fit our spaces. It is time that our spaces fit our educational program.

We accept our responsibility to provide the necessary educational components that allow them to grow and achieve to their individual potential.

Challenging our students to reach their full potential necessitates that our schools have the resources and facilities to assess and assist each child from the moment they enter kindergarten to the day they graduate Saugus High School. Achieving excellence is not something that one can do with inadequate materials, supplies or facilities. This type of excellence requires dedication, high expectations and a true understanding of what students today need to know and be able to do in order to compete in today's ever changing world and workforce.

The Saugus School Committee and the Administration of the Town of Saugus are harmonious in our recognition of the inadequacy of our facilities and the need to address them. Our collaboration has one unified purpose – to provide our students and staff with the best possible resources and facilities.

We know that our instructional techniques, our standards based curriculum and our desire to focus on project based learning and small learning communities are the path necessary for the success of our students. We know that this focus needs to be paired with the ability to build an environment that maintains a level of safety for all students. One that nurtures our students' curiosity, supports their social emotional well-being, and challenges their intellect at every turn. We also know that in order to achieve such a goal we need to change the understanding of our

community, we need to inform the public and we need to work together to give our students the education that they deserve. Our current facilities do not allow for our goals to be achieved.

The opportunity before Saugus to build a new 6-12 School will open many doors both literally and more importantly, figuratively. This will allow our Middle and High School students the ability to build upon the work established in the primary grades, to focus on expressing learning in new and varied ways, and to strive for more. They will have the experience of 21st century learning, and they will possess the thinking, communication, and interpersonal skills necessary to compete in today's workforce as well as success should they pursue higher education.

Grade and School Configuration Policies

Currently Saugus has the following early and elementary programs:

Pre K -Ballard Early Childhood Center

We have a preschool program that is academically outstanding. Unfortunately, it is set aside on its own in a separate building that does not allow for the possibility of adding additional programming, for example; there are no separate art, music or physical education, or English language learner classes for our Preschool students. Almost half of our students at the Ballard school are serviced by special education professionals. We have built a vibrant program that addresses the needs of all of our children in the town of Saugus.

Elementary Grades Kindergarten - Grade 5

We have 4 Elementary Schools K - 5:

Lynnhurst Elementary:	245 Students
Oaklandvale Elementary:	240 Students
Douglas Waybright Elementary:	200 Students
Veterans Memorial Elementary:	530 Students

We believe that by the conclusion Grade 3 our students should be able to read, write and compute at grade level. We seek to provide students with opportunities to demonstrate developmentally appropriate evidence that these students are successful at drawing inferences from a variety of content, consisting of text, images, digital media, prose or observable phenomena attributable to scientific inquiry. For emerging or struggling learners appropriate individualized intervention strategies, designed by teachers and support staff, will take place.

By Grades 4 and 5, Saugus students will continue to master teacher designed content and will have opportunities to demonstrate understanding through project based learning activities that are designed and peer reviewed by teams of teachers.

To accomplish this we would like to have all of our grade level teachers available at the same time each day in order to allow for grade level common planning. This requires the dedication of space for teacher engagement and building based professional development.

The Veterans Memorial School, which opened its doors in the year 2000, is unique because it is the only elementary school in the district that has a large bright library that opens to an attractive courtyard. It also features a large gymnasium offering a well utilized regulation basketball court and ample bleachers for spectators. Consistent with our desire to foster active and creative learning, there is also a large stage for student performances.

The classrooms at the Veterans are designed for specialization, for example, there is a large well lit art room with sinks and storage areas. There is a music room especially equipped for sound purposes and there is a dedicated computer lab available to all of the teachers. This building offers opportunities to the students and staff that we are unable to offer in the other three smaller elementary schools.

The Veterans Memorial School is handicap accessible in all aspects, from automatic door openers to wide doorways and specialized bathroom access as well as specialized lifts. None of these things are available in the three smaller schools. For this reason the majority of our Special Education students attend the Veterans Memorial School instead of their neighborhood school.

While the design and opportunities presented by this, the newest of our elementary schools is a source of community pride, it also magnifies the inequities at our other elementary schools where facilities and spaces inhibit the teaching and learning we seek to accomplish.

The Lynnhurst and the Oaklandvale Schools have the exact same footprint. Designed and built in the early 1960's as sister buildings, they just celebrated their 50th anniversary. In 2006 Saugus Town Meeting appropriated \$600,000.00 to add two modular classrooms each to the rear of both schools. Every nook and cranny of these buildings is utilized for teaching and learning, including the ramps leading to the modular classrooms. The limitations in these mid 20th century buildings are obvious to community and parents.

- Title I teachers have white boards mounted on the walls in the gym-a-caf-atorium giving them makeshift spaces to work with their students. This is not always the most productive for our students.
- There is no library / media center in these buildings.
- There is a makeshift conference room that holds the books and students are allowed to come down to the "library" two or three at a time to choose a book.
- There is no space availability at the smaller schools for a computer lab.
- Art and music materials, along with the art and music teachers, travel on carts throughout the day.

- Handicapped accessibility for persons with disabilities presents another profound inequity at the elementary level. The Lynnhurst and the Oaklandvale schools are all one level and therefore handicap accessible with the exception of any specialized bathroom facilities. The Douglas Waybright elementary school is not handicap accessible. One can enter the building and get to the main office and the teachers break room only. In order to access the classrooms, the gym or the cafeteria you must either go up a level of stairs or down a level. The neighborhood school design that we currently have requires us to send students from the Waybright to other schools within the district if they are unable to access the building.

The smaller schools have a space that triples as something else. They are known as our gym-caf-atorium. There is a small area to be used for physical education class with three steps up to a small stage area that holds the tables for the cafeteria. When lunch is being served it is too loud to use any of this space as it becomes a safety issue if students cannot hear the teacher.

Clearly our current facilities impede the delivery of curriculum and instruction as well as inhibit our students from expressing and applying knowledge. Our goal is to structure our schools with Maker Spaces and open areas for small group instruction beginning with our Pre K program and to continue through to high school. Aside from the space issues in our elementary schools, we also have some issues with our ability to provide equal special education services at the three smaller schools. As previously stated, many of our special education students have to be reassigned to the Veterans Memorial School solely on the basis of spatial needs and or facility needs.

Special Education Delivery Methodology

Saugus Public Schools provides special education services to over 475 students. Special education service is primarily delivered using a model of inclusion that supports delivering instruction in the same environment as general education students with the support of a special education teacher or therapist. Students requiring a specialized instruction in a smaller group setting are provided with direct service in the least restrictive environment.

To provide services in the least restrictive environment, the District provides a wide range of services within the public school setting to meet the needs of students with disabilities in the area of Autism, Intellectual Impairment, Developmental Delay, Sensory Impairment, Specific Learning Disabilities, Emotional Impairment, Communication Impairment and Physical and Health Impairments. The Team Process is highly regarded and supported by staff and parents when making educational and placement decisions for students. The District supports ongoing professional development supporting all teachers and therapists with the knowledge and support required to provide educational opportunities at all grade levels.

The Parent Advisory Council is encouraged to work with the Pupil Personnel Director and staff to create a supportive environment and parent training opportunities for the families in the community of Saugus. The Saugus Public Schools maintains membership in the Shore Educational Collaborative as well as SEEM Educational Collaborative. The supportive relationship among the Collaborative(s) allows for ongoing communication and support of our students as well as professional development and direct service opportunities offered to our District by the Collaborative(s).

The Saugus Public Schools seeks to improve the learning space of all District programs in order to continue to provide true inclusion programming and to maximize prevocational and vocational opportunities for our Middle and High School students. The District has seen much growth in program development within the last 3 school years and hopes to continue to create safe and accessible educational environments and opportunities in all district schools that enable students to be educated in their community.

Saugus Public Schools has a vibrant Preschool program that provides special education support and programming for over 120 students' ages 3-5 years old. The Preschool offers tuition based program for general education students and provides inclusionary programming as well as small group full and partial day programming for students with special education needs. The Preschool is located in a small school building that is occupied only by preschool students. The preschool offers a learning laboratory for high school students in which small cohorts of students participating in a Childhood Development course rotate through inclusion classrooms conducting observations and providing teacher supported preschool activities. The high school students are educated on the developmental milestones of preschool students as well as the organization, structure and process of preschool education.

Elementary Special Education services are delivered to students in Kindergarten – Grade 5 in neighborhood schools. There are 4 Elementary Schools within the District. The Veterans Memorial Elementary School has been dedicated as the Elementary School which houses all programs that require greater than 60% of service in a special education setting. The Veteran's Memorial School has 7 small group self contained (more than 60% of time) classroom settings for students. Each self-contained classroom is designed to meet the specific needs of student including but not limited to Autism, Developmental Disabilities, Emotional Impairments, Multiple Disabilities, and Specific Learning Disabilities. There are classrooms designated for students requiring small group instruction in reading, math and academic support. Inclusion support is varied at each grade level and includes a variety of support such as occupational therapists, speech and language therapists and assistants, paraprofessionals and moderate special education teachers.

Students attending the Oaklandvale, Lynnhurst or Waybright Elementary Schools are able to receive direct reading, math, speech and language, occupational and or physical therapy service either in a small group, individually or within the general education classroom setting. Inclusion support varies at each grade level using a variety of support such as occupational therapists, speech and language therapists and assistants, paraprofessionals and moderate special education teachers.

The Belmonte Middle School special education services are currently delivered in a mixed model of inclusion and small group classes. In grades 6, 7 and 8 identified special education students are delivered English Language Arts and Math in small group settings with an average enrollment of 14 students per class. A moderate special needs teacher and 1-2 Paraprofessionals teach each small group class. Special-education students in grades 6-8 also participate in an inclusive science and social studies classroom. Students requiring speech and language and/or occupational therapy participate in either one-to-one or small group instruction led by a speech language pathologist, occupational therapist or speech language pathology assistant. The majority of speech and language and occupational therapy services are delivered in a small group setting however when appropriate these services are delivered within an inclusionary classroom setting. In addition the majority of special-education students at Belmonte Middle School participate in an academic support class daily, which is staffed by a special education teacher and a paraprofessional. Due to scheduling constraints, there may be as many as 15 students in a classroom at one time; working in small groups with a special-education teacher and 1-3 Paraprofessionals.

Belmonte Middle School also has a program for students with Autism. This program is self-contained with a current enrollment of 8 students, one teacher and 5 Paraprofessionals. Students are provided daily instruction within the small group classroom setting in English, Math, Science, Social Studies and Life Skills. Speech and Language, Occupational Therapy and Physical Therapy are integrated throughout the day within the classroom setting. This classroom requires a full size classroom resulting in enough space for 1:1 direct instruction and behavioral support space. The classroom does not currently have a space sufficient for pre vocational or life skills programming. The classroom currently utilizes the library to provide a weekly “Coffee Shop” during which time students practice social skills and academic skills while providing staff members with the opportunity to purchase coffee and snacks. The Sachem Buddy students and classroom staff support the students during this time and utilize the weekly experience to enhance the social and language goals of each student. The addition of a Pre vocational /Vocational space for the middle and high school life skills and ASD programs would provide a consistent setting for a Coffee Shop and School Store, allowing for students and staff to access options for purchasing and more importantly will provide meaningful inclusionary opportunities for our students as we continue to grow the positive culture of inclusion within the Saugus Public Schools.

Currently there are two classes of students with language based learning disabilities and intellectual impairments. Each class has a current enrollment of 12 students in grades 6, 7 and 8. These students participate in English, Math, Science, and Social Studies within this small class setting. There is one teacher and two paraprofessionals. Students participate in Speech and Language, Occupational Therapy, and Physical Therapy outside of the classroom in either a one-to-one or small group setting. The current learning space is smaller than desired and does not allow for multi-group instruction or small learning group divisions within the setting. Having learning spaces large enough to accommodate the student groups and located with the general education classroom (grade equivalent) space will enable students to reduce transition time and maximize learning experience.

A speech language pathologists and/or a reading specialist deliver Reading services to students in grades six through eight in small group settings. Students participate in either a one-to-one or small group reading session 3-6 periods per week. A small-shared space within the grade equivalent classroom wing is necessary for students to seamlessly transition to class during the schedule of the day.

Saugus High School offers a small group special-education academic skills class in grades 9 -12. Grades 9-12 offer small group English Language Arts, Pre-Algebra, Algebra I and Geometry. Grade 9 also offers small group Science and a small group Social Studies class. Our High School special-education services in English, Math, Science, Social Studies, and Reading are offered as a 70-minute course, which is the equivalent to regular education course offerings. The average class size is between 8 to 15 students with one special-education teacher and 1-2 paraprofessionals. Classrooms of adequate size within the same area by content location would eliminate transition time and allow for seamless opportunity for inclusion both planned and unplanned.

The Life Skills program at Saugus High School is maturing as a major component of the culture of the school district. This program services students with intellectual disabilities and serves as a learning lab for students contemplating entering the field of special education. The students require a self-contained program consisting of academics, life skills, prevocational work and living skills and vocational skill development and experiential learning within the community setting. The focus of the curriculum in the classroom is to develop life skills and functional daily living skills as well as preparation for employment and post secondary education. The primary method of instruction for students in this classroom is hands-on activities, placing learning into a meaningful context through the use of real-life materials and experiences. The pre-vocational and vocational component of the life skills classroom enables our students to make connections with the community and open doors for future employment. The current classroom setting does not have adequate learning space for teaching life skills and does not lend itself to ‘real life’ scenarios to ensure a transfer of skills. A classroom setting that includes additional learning spaces for leisure skills (living room setting, bed-making, space, furniture space), life skills

cooking (kitchen setting with cabinets, stove, dishwasher and sink) and laundry facilities (washer, dryer, ironing, folding space) and classroom instruction space would allow for teaching and learning to occur in a setting that creates a realistic setting and allows for preparation of life skills necessary for student to transition to postsecondary experiences and/or work and independent living beyond high school.

A self-contained program for students with behavioral challenges exists for grades 9-12 at Saugus High School. Students participate in a combination of small group teacher directed lessons as well as on-line course work. Students have access to behavioral incentives to improve attendance and work productivity. The current space does not allow for multiple small group instructional spaces, as it is a large open space. Classroom space that is able to be divided into small learning areas and includes space for simulated work environments, confidential counseling spaces and individual student study spaces would maximize the potential for students to engage in positive behavioral programming and planning based on individual needs. The identified spaces would be multipurpose spaces that could be modified to meet the needs of the population of students enrolled in the classroom.

Saugus High School also has a Transition program for students who are between the ages of 18-22. This program is self-contained with a current enrollment of five students, one teacher and two paraprofessionals. Students are provided daily instruction within the classroom setting in Transition Skills that include life skills ELA and Math instruction, Vocational Preparation Skills, Interviewing and Job skill development and Travel Training. Speech and Language, Occupational Therapy and Physical Therapy are integrated within the above instructional time as deemed appropriate. The young adults currently attending the Transition Program spend between 25% -50% of their day in a classroom setting addressing the skills necessary for success as they transition to the world of employment and independent living. Each student spends 25%-50% of the week attending community work experiences such as employment rotations, interview appointments, travel training experience or supported vocational experience. Classroom space that includes areas for academic, vocational and life skills would enable students to experience a real life setting that supports a seamless transition to life after high school. The Transition Program could share the classroom space of the Life Skills Program that is designed to replicate real life experiences in a leisure activity, food preparation, meal planning, daily living safety skills laundry and basic homemaking skills A separate space for academic time would be necessary to meet the requirements of age span.

Middle and High School Special Education Educational Team Leaders currently have individual office space and a conference room for Team Meetings. It is critical to have sufficient team meeting space (1 Middle and 1 for HS), as there are a total of 200 students requiring a minimum of 200 IEP meetings per school year. The meetings require a confidential space and record keeping space.

Sufficient space is needed for PPS Office and data (Nursing/Sped/Trans/Homeless/Civil Rights). The Current PPS Office is comprised of the Executive Director of Pupil Personnel, 3 Secretaries and all of the special education files for current students and 7 years of maintained files of former special education students. Ironically, the current space configuration of the PPS Office in the Roby building, is not itself handicap accessible. It is located at the top of a very large staircase and is not accessible to the public.

Required space for PPS:

PPS Director Office with confidential conference space

- Office Space for 3 full time Secretaries
- Office/larger space for confidential record copying and space for adequately housing of all student records (current as well as 7 year look back), files for nursing, civil rights, Medicaid, homeless student data, and special education transportation records.

Class Size Policies

In the Saugus Public Schools, there is an effort on behalf of our School Committee to maintain class sizes as close to around 20 students as possible. The goal of the Saugus Public Schools:

Grades K-2 18

Grades 3-5 20

Grades 6-12 24

Our current enrollment projections for the 2016 - 2017 school year district wide are as follows:

Pre K - 100 - 125 Tuition based for Model student/No cost for those qualifying under Special Education guidelines

Kindergarten - 170 Tuition based for full day K/No fee for ½ day K

Grade 1 -	223	Grade 7 -	223
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Grade 2 -	178	Grade 8 -	215
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Grade 3 -	214	Class of 2020 -	158
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Grade 4 -	223	Class of 2019 -	169
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Grade 5 -	212	Class of 2018 -	146
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Grade 6 -	221	Class of 2017 -	203
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Elementary Scheduling

Elementary schedules run on a Monday - Friday schedule. It must run this way given that we share some staff with the high school and all of our specialist teachers, art, music, physical education and special education service providers, such as OT, PT and Speech are all shared and travel from building to building on different days of the week.

Middle School Scheduling Method

The Saugus Public Schools has supported specifics around team time in our current middle school schedules. All full time teachers teach 5 out of 7 blocks. All full time teachers have one prep period a day. All full time teachers have one duty a day. Three out of six of these duties are specific team time defined as Data, Curriculum and Student Services. During these team times notes and next steps are documented on a shared Google document. The other three duties are specific to hallway and lunch duty.

A new schedule will need to be drafted and implemented that allows for shared resources between the middle and high school campuses. The team time built into the current middle school schedule is incredibly valuable for presenting rigorous lessons and successfully supporting the child as a whole so it is imperative that team time is maintained in the new combined middle/high school campus.

Under the collective bargaining agreement teachers are entitled to a duty free 30 minute lunch.

The current encore sections at Augustine J. Belmonte Middle School are:

Wellness: Health and Physical Education and Wellness

Fine Arts: Drama, Art, Band, Chorus, Music and Creative Design Project

Technology: Computers, Interactive and Technology and Engineering

World Language: Spanish

Remediation: Reading and Math Enrichment and Learning Center

High School Scheduling Method

The current schedule model for Saugus High School is a modified block schedule. The schedule also rotates class times as well. It is a traditional seven period day on Mondays, Thursdays, and Fridays, and on Tuesdays and Wednesday, there are long block classes. Built into our schedule is a weekly Mentor Block of 30 minutes, designed to provide our students with a faculty member as a point person throughout their four years of high school. Also a weekly period of 35 minutes is allotted for common planning time. During this time faculty are allowed to collaborate to develop curriculum, analyze data, share best practices, and work on department and interdepartmental goals.

We are in the process of researching new schedules and one in particular may meet our needs. That would be a seven period schedule where classes rotate and five classes meet per day. We are currently in the research phase and believe that it may better serve the instructional needs of our students.

Current Saugus High School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 7:25-8:16	Period 1 7:25-8:50	Period 2 7:25-8:50	Period 3 7:25-8:16	Period 6 7:25-8:16
Period 2 8:20-9:07			Period 4 8:20-9:07	Period 7 8:20-9:07
	Mentor Block 8:55-9:25			
Period 3 9:11-9:58	Period 3 9:30-10:55	Period 4 8:55-10:20	Period 6 9:11-9:58	Period 1 9:11-9:58
Period 4 10:02-10:49			Period 7 10:02-10:49	Period 2 10:02-10:49
Period 5 10:52-12:07	Period 5 11:00-12:18	Period 5 10:25-11:46	Period 5 10:52-12:07	Period 5 10:52-12:07
Period 6 12:12-12:59	Period 7 12:23-1:50	Period 6 11:50-1:15 Dismissal at 1:15	Period 1 12:12-12:59	Period 3 12:12-12:59
Period 7 1:03- 1:50		Common Planning for Teachers from 1:15 to 1:50	Period 2 1:03- 1:50	Period 4 1:03- 1:50

Lunch for Monday, Thursday, and Friday

10:52 am	11:17 am	L1
11:20 am	12:07 pm	Class
10:52 am	11:39 am	Class
11:42 am	12:07 pm	L2

Lunch Schedule for Tuesday

11:00 am	11:25 am	L1
11:30 am	12:21 pm	Class
11:00am	11:52am	Class
11:54 am	12:19 pm	L2

Lunch Schedule for Wednesday

10:25 am	10:50 am	L1
10:55 am	11:46 pm	Class
10:25am	11:17am	Class
11:17am	11:44 pm	L2

High School Teacher Schedules

Our teachers at Saugus High School teach five out of the seven classes each day. There are efforts to make certain that teachers teach only three different classes per semester and no more than three classes in a row. While it is our effort, this is not always possible. On the two non-teaching periods, a teacher has one duty period and one prep period.

Graduation Requirements

In order for a student to participate in graduation exercises that day, he/she must be in compliance with established academic requirements and be in conformity with school regulations. Each year all students should carry a minimum five major subjects. To maintain regular class membership, it is recommended that grade 10 students pass 25 credits to be a sophomore, grade 11 students must pass a minimum of 50 credits and seniors must have a minimum of 75 credits to be a member of the class. All students must accumulate 110 credits and pass the required courses listed below along with earning a competency determination on MCAS in order to graduate. Only students meeting all requirements will be eligible to walk in graduation. The only exception to this is the students that are receiving a certificate of attainment rather than a diploma. Currently Saugus High School is aligned with the Massachusetts Curriculum Frameworks for high school graduation.

Courses to be passed:

English - 20 credits - 4 years

Social Studies - 15 credits - 3 years (U.S. History I, U.S. History II, and World History II)

Mathematics - 20 credits - 4 years

Science - 15 credits - 3 years (Biology, Chemistry, and a third year of science)

Wellness - 10 credits – 2.5 years

Fine Arts - 5 credits - 1 year

Community Service

All students are required to complete 48 hours of documented community service in order to graduate. Students must complete 12 hours of community service each year through the Wellness Classes while at Saugus High School. Provisions for transfer students and additional information on Community Service Requirements are available in the Guidance Office. Students should speak with their wellness teacher if they have questions or concerns regarding community service. The district is re-examining community service and considering transforming the requirement to service learning that would allow students to connect their learning to relevant and authentic experiences.

There is currently the thought of re-establishing Direct Studies and not requiring students to be enrolled in seven classes per semester.

Middle School Teaching Methodology and Structure

The Saugus Public Schools embrace middle school teaching and learning that organizes the delivery of curriculum to best match the emotional, social, physical and intellectual needs of all of its students.

We believe that developmentally, our students are capable of acquiring and applying higher order thinking skills to teacher developed content. Project based learning, involving multi-sensory skills and varied teacher and student presentation formats help ensure that all students, regardless of learning style, can achieve success.

At present, the Belmonte Middle School is organized into two academic teams for each grade and an Encore team. These teams are comprised of regular education and special education teachers, Title 1 teachers/tutors and English Language Learners (ELL) support except the Encore team. The Encore Team consists of Fine Arts, Wellness, Technology, World Language and Remediation teachers. The team meetings include regular and special education teachers and the shared Google documents are shared with Title 1 and ELL support.

The structure of the schedule currently identifies team time three out of the six days a week for teachers to focus on Data, Curriculum and Student Services. The teachers collaborate to develop and implement Common Core standards with lessons that are focusing on student engagement and academic rigor moving towards project based learning being imbedded throughout lesson planning as often as possible.

Because the current middle school was constructed as a junior high school during the mid 1960's, the location and placement of encore areas such as art, technology education, computers, and media/library services is in a separate area of the building. Teacher or team collaboration is often inhibited by the layout of the building that was designed to serve a mid 20th century teaching and learning model. The physical limitations of the building are obvious impediments to the development and delivery of instruction that meets the social, physical, and emotional needs of our students.

High School Teaching Methodology and Structure

The Program of Studies at Saugus High School follows that of a college preparatory high school. The building is made up of content area departments, although there is currently no collaborative departmental areas. The focus is around core content areas of: ELA, Math, Science, Social Studies, World Language, Wellness, Fine Arts, and Technology. We offer Advanced Placement, Honors, and College Prep level classes. Our Mission Statement reads as follows:

Saugus High School - Mission Statement and Learning Expectations

Mission Statement

We Believe

- We Believe that our students are the future
- We Believe that our school is more than just a building
- We Believe that our teachers do more than just teach
- We Believe that we can reach our full potential
- We Believe that we can make a difference in our community
- We Believe that we can succeed
- We Believe in ourselves
- We Believe in Sachem Pride

Learning Expectations

Academic - At Saugus High School WE BELIEVE that our students can reach their full potential. Through the educational process students will think critically and communicate effectively. Meeting this expectation will produce students who are 21st century learners.

Connecting Education to the Future - At Saugus High School WE BELIEVE that our students' actions have a direct effect on their future. Through the educational process students will be responsible, prepared, and motivated. Meeting this expectation will produce students who are college and career ready.

Building Relationships - At Saugus High School WE BELIEVE that our students' social interactions connect to their educational success. Through the educational process students will build effective relationships through respect, tolerance, and courtesy. Meeting this expectation will produce students who are thoughtful global citizens.

WE BELIEVE!!!

Academically, Saugus High School works to have our students develop 21st century learning skills. There is a focus on critical thinking, critical reading, critical writing, problem solving, and communication. It is our hope and goal that student acquire not only content information but also educational skills to be prepared for college and career. There is an effort to provide student centered, interdisciplinary, hands-on, project based learning activities with consistent use of embedded technology across the curriculum areas. We offer high interest courses with a focus on higher order thinking and academic rigor with a scaffolding approach to help students transition from secondary education to college and career. Saugus High School thrives for parity and equity in all common courses designed to meet the instructional needs of all students

emphasizing critical thinking, communication, and technology skills necessary in the 21st century workplace.

Middle and High School Literacy

Literacy is a focus across all content areas and many of the professional development opportunities that are offered encourage our teachers to use a variety of instructional strategies to meet the needs of a diverse group of students with a wide variety of learning styles.

Middle School English Language Arts

The English Department believes that the study of literature and composition is crucial to the ethical, intellectual, and spiritual growth of individuals. It is in stories that human beings find guidance in the difficult task of making sense of their own lives, and it is through writing for literary analysis or self-expression that people reflect upon and articulate their own understandings of what their lives mean. The three years students devote to English at Belmonte Middle School prepare them not only for high school and college, but also for the more challenging business of building a life.

Middle School Mathematics

The Mathematics Department believes that their goal is to encourage and enable all students to value mathematics, gain confidence in their own mathematical ability, become mathematical problem solvers, and reason and communicate mathematically. To accomplish this, the curriculum must expand students' knowledge of numbers, computation, estimation, and measurement. To be successful in a technological world, students need to understand the basic concepts of algebra and geometry. In addition, students should be able to gather, organize, display and interpret data and in so doing, recognize patterns when they occur.

Middle School Science, Technology, & Engineering

The Science, Technology and Engineering Program is designed to promote scientific literacy for all students. To become informed citizens and participants in a global environment, students must develop scientific reasoning skills, a functional body of scientific knowledge, and an awareness of the evolving role of technology in society. The Science, Technology and Engineering Program also works to prepare students for a wide range of science-related high school courses, college majors and technical programs.

Middle School Social Studies

The Social Studies Department brings excitement, enthusiasm and life to the subject. In a world where connections span past country and continental borders, the study of the world and its interconnectedness is increasingly important. From the headlines of today's world news to the most ancient unearthed texts, the department examines how people lived and live today in

relation to each other. Real world applications and a strong foundation in critical thinking extend the already diverse topic of social studies into other subjects.

Middle School World Language

The World Language Department seeks to develop students' communicative proficiency and cultural understanding. Students will be exposed to Spanish in Grade 8 as their fifth academic subject.

Middle School Fine Arts

The Fine Arts Department takes pride in our solid program which not only emphasizes the making of art and solving complex visual problems, but also encourages the ability to verbalize about art. The Drama program at Belmonte Middle School is very popular with our students and is well supported by the community. Throughout their three years here, students are exposed to a number of different methods and modalities that not only emphasize the wide variety of ways that art is incorporated into our lives, but also the Music Department believes that the expression of feeling through the creative arts of music is essential to the aesthetic development of the individual. As our daily lives become more mechanical and routine, the creative arts are essential to relieve monotony and add to the enjoyment of living. In addition to understanding general music history and composition, there are a number of chorus and band programs offered.

High School Fine Arts

Our Fine Arts program at Saugus High School is a great source of pride in our community. We have a strong, successful program that includes drama, choral and instrumental music and visual arts. We have a band room, three visual art rooms (only one is truly a designed art space), a pottery area, a black box theater and a large auditorium that seats ~1000 people. We use all of these spaces on a daily basis and with a new facility there would be upgrades that would allow us to improve our offerings.

Our hope for visual arts would be for two true art studio classroom spaces. In addition, a space for the popular pottery courses is essential. Updated band and chorus ensemble rooms (meeting the needs of instrument storage and repertoire libraries as appropriate to the ensembles) are crucial to our growing programs. A black box studio theatre with flexible seating risers, an open floor plan to be used as a stage area, sufficient entrance and exit points is needed. In addition, no windows and a high ceiling to meet the needs of a lighting grid/system where instruments can be focused anywhere in the room is essential to the variety of drama courses offered in the black box space. An auditorium with stadium seating, an updated lighting/video and sound system, a proper fly system where drops may be fully flown out, and ample wing space is crucial. The auditorium should have an adjacent shop space with large doors and a garage door to the exterior to accommodate the loading in and out of large set pieces/equipment. This state of the art auditorium with 750 seats would allow for more community participation and engagement. It's

important to note that at many concerts/performances we currently have standing room only. The need for both the black box and traditional proscenium auditorium spaces are necessary to meet curricular needs of student performers and technical courses.

Storage space for costumes, props, and set pieces will help to maintain our stock and allow for reuse of materials.

Naturally these needs may be expanded with a MS/HS building because of a strong focus on Fine Arts at all levels. There should be an open concept for creative and performing arts spaces allowing for maximum flexibility and inter-connectivity, supporting all phases of the production process. ****tech maker spaces****

Middle School Wellness and Health

Health and Physical Education Departments have as their primary goal, the promotion of sound physical and mental health for all of our students. Health courses foster responsibility of the individual and the environment through a variety of learning experiences about physical and emotional health. Physical Education seeks to provide a variety of games, exercises, and sports to fit the needs of our students, while additionally providing the skill, knowledge, and experience students need in order to be healthy, physically active individuals throughout their lives.

High School Wellness Program

Each student at SHS must take one semester of wellness per year. During this semester the students alternate between a physical education and health and wellness curriculum. In both regards, we continue to update the curriculum to meet the interests of the students and the needs of our community. Health and wellness concerns are a major part of our curriculum and these issues shift and the curriculum must constantly be adjusted. In a new building, the Health and Wellness needs of students are supported through an integrated hospital affiliated community based health center. In the new building there should be ample classrooms for health modules with access to proper technology. Classrooms should be larger in size to accommodate lessons where exercise/movement is imperative.

Middle School Athletic Programs (shared space)

Our athletics program offers a wide variety of participation opportunities. We offer soccer, football, field hockey, wrestling, basketball, ice hockey, indoor track, and outdoor track. We hope that a new school complex would include updated, state-of-the-art athletic facilities. The vision for the school and district would be an on-site turf field that would be used by field hockey, football, lacrosse, soccer, and track. Also there would be a field house or modern gym to host volleyball, basketball and potential indoor track. There are currently new fields at the MS that accommodate baseball and softball. A new complex should contain a state of the art athletic

complex/field-house including turf fields, fitness center, indoor track, and multi-purpose gyms that could be used by the entire community. These additions would vastly improve our athletic program as well as our PE classes at both the MS and HS.

High School Athletic Programs

Our athletics program offers a wide variety of participation opportunities. We offer soccer, football, volleyball, field hockey, wrestling, basketball, ice hockey, indoor track, baseball, softball, outdoor track, lacrosse, and tennis. We hope that a new school complex would include updated, state-of-the-art athletic facilities. The vision for the school and district would be an on-site turf field(s) complex for MIAA games/events; such suitable for field hockey, football, lacrosse, soccer, and track. Also there would be a field house or modern gym to host volleyball, basketball and potential indoor track. There are currently new fields at the MS that accommodate baseball and softball. The tennis courts at the Belmonte Middle School are currently under new construction; however, there is still a need for repair of practice fields.

Science, Technology, Engineering and Mathematics at the High School

Students are required to take three years of a lab science. Typically, Biology and Chemistry are taken in the freshman and sophomore years, respectively, and Physics, Anatomy and Physiology, or Environmental Science is taken to fulfill this requirement. We require all freshmen to take Biology MCAS. Our staff actively completes hands-on laboratory experiments, but face severe limitations due to the age of the building. The most recent NEASC accreditation report indicated we need updated science labs to meet the 21st century standards.

Currently, our science classrooms are deficient regarding space, handicap accessibility and safety. There is a lack of infrastructure, including deficient electrical outlets and gas jets. There are a lack of prep rooms for storage of chemicals and equipment. In a new facility there is a need for eight lab rooms, two classrooms for each subject area, biology, chemistry, physics and environmental science. The science laboratories should have at least four prep rooms, shared prep rooms for each of the four subjects. Prep rooms should have cabinets of various sizes for storage. Each of the science classrooms needs to have handicap accessible laboratory tables. Interactive whiteboards and wireless technology are needed along with a demonstration table. The tables for biology and environmental science labs need to have electrical outlets, water and sinks at each station. Chemistry labs need the electrical outlets, water, sinks and gas jets. Working fume hoods are needed for chemistry rooms. Physics labs need sinks; water and electricity should be convenient to the lab tables for physics lab rooms. These labs need to have a large floor space to allow students to perform real hands on activities. Adequate lighting with dimming capabilities is needed. Also, the ability to darken the room entirely would be needed for optics labs. A major area of focus for our school building plan would be to have science labs that allow for investigation and inquiry using 21st Century materials and equipment for all students.

There is also a four year Mathematics requirement. All students must pass Algebra 1, Geometry, Algebra 2, and a fourth math course in order to graduate. There is a focus on critical thinking and problem solving skills in all math courses. Students must take and pass MCAS in their sophomore year.

High School Humanities

We offer a rigorous standards based Humanities pathway that is aligned to the Massachusetts Curriculum Frameworks. This includes four years of English, three years of History, and two years of World Language. We continually observe student success when they are provided with opportunities to express and demonstrate learning through simulations that take place both within the school and away from the school. Currently, we lack a “distance learning” space that would provide students the opportunity to remotely engage live content and interactive presentations. In a new facility, we would be seeking flexible classroom spaces as well as a distance learning facility to allow for collaboration, interdisciplinary activities, and access to technological resources.

Middle and High School Guidance

In order for us to expand our support for all students, including, at-risk students, and students with social and emotional issues, a Guidance Suite should be created and should include individual offices to allow for private and confidential conversations. Also included would be a conference room and storage space to secure confidential files. A media center with 30 stations and an interactive whiteboard that would allow our Guidance staff to present to students and address issues related to college and career options, social and emotional support, and a variety of presentations. This new suite should also have a restroom.

High School Advanced Placement Partnership

Saugus High School offers a variety of Advanced Placement (AP) courses. These courses give students the opportunity to take college-level courses while still in high school. Advanced Placement courses are rigorous and designed for students who wish to push themselves to be challenged beyond the daily intellectual offerings. Subjects are studied in greater depth and detail, with students expected to develop and support their arguments and perspectives. Development of writing skills, problem-solving techniques, and study habits essential for college academics provides an advantage to students successfully completing AP courses. Advanced Placement courses currently offered at Saugus High School include: AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science A, AP English Language & Composition, AP English Literature & Composition, AP Environmental Science, AP Physics B Course 1, AP Physics C, AP Psychology, AP Spanish Language, AP Statistics, AP US History, and AP World History.

High School Academy for the Advanced Program of Studies

The Academy for the Advanced Program of Studies was founded to challenge gifted and highly motivated students through a rigorous series of courses culminating in college-level Advanced Placement classes and a specialized endorsement upon graduation. The Academy is designed with two academic concentrations or pathways in mind:

1. Humanities pathway emphasizing world language, cultures, history, and literature.
2. Science, Technology, Engineering and Mathematics (STEM) pathway.

Prior to entering Saugus High School, students will apply to participate in the Academy for the Advanced Program of Studies. Freshmen are accepted into the program based on past MCAS results, teacher recommendations, an application essay, and middle school transcripts. Each year, the review committee accepts students who meet or exceed performance benchmarks in each of the established criteria outlined above. Once accepted, students must maintain a final grade of 78 in all courses in order to remain in the Advanced Program. Students who fail to meet this expectation may still follow the Academy Program of Studies, but will not receive the Academy designation upon graduation. All courses in the academy meet rigorous honors or Advanced Placement expectations. Successful completion of the Advanced Program of Studies at Saugus High School will provide students with collegiate level coursework and the necessary skills for success at elite colleges and universities. The overall goal of the Academy for the Advanced Program of Studies is to challenge students in becoming engaged critical problem-solvers, self-motivated learners with a relentless work-ethic, and mature young adults with the desire to take on collegiate level coursework necessary to succeed at elite colleges and universities.

Alternate Program Offerings at Saugus High School

We want to move towards alternative pathways for coverage and under credited students and those at-risk of not graduating in conjunction with outside partners. We are working to provide Dual Enrollment opportunities, creating a nucleus of higher education and Industry partner connections across the entirety of the North Shore.

A new facility would allow for a campus committed to community education programming (24/7/365), including Adult-Ed, senior citizens, parents, and community partners. The new facility could further offer thematic industry pathways offering interdisciplinary, hands-on courses for college and career readiness leading to a certificate or additional educational opportunities.

High School Teacher Planning and Room Assignment Policies

All of our teachers have a prep period as one of the seven scheduled classes. During these prep periods, teachers are allowed to do lesson planning, class preparation, grading/analysis of assessments, contacting parents, and collaborating with other staff members. Once a week for 35 minutes there is a common planning time built into our schedule to allow for the teachers to

collaborate with members of their departments. The teachers are able to develop common assessments and discuss best practices and share lessons and instructional ideas.

Teacher room assignment: each teacher at Saugus High School has their own classroom. The departments are fairly well clustered by wing, but several staff members teach far from the other members of their department.

In a new facility, teachers would not necessarily have their own room. There would be common office space, pods, which would expand the focus on collaboration. These spaces would be provided for class preparation, correcting, and meeting purposes.

Community Rooms/ Moveable Walls (we would also use the Learning Commons and Cafeteria spaces for team and grade level learning or interdisciplinary learning.

Our community rooms would support team building opportunities for our students' grades 6-8 (or 12). This space would be used for inter disciplinary units, team building activities, grade level initiatives, character building opportunities where guest speakers are invited to motivate and engage a specific student population, and a variety of other opportunities that would bring our students to a shared space.

Flexible Space

With flexible spacing in a new building inclusion and collaboration would be the design for all curriculum disciplines. These spaces would allow classes to collaborate on group projects both within a department and for interdisciplinary activities.

Lunch Programs

We have a full service lunch program in the Saugus Public Schools. We partner with Whitson's Food Service. We have six full service kitchens in all of our school buildings with the only exception being the Ballard Early Childhood Center. The lunches for the Ballard School are cooked at the Waybright School each day and delivered to the Ballard.

English Language Learners

The ELL population in Saugus has grown from 65 students in 2009 to 122 students in 2016. The current model we use is push in and pull out depending on the level of each ELL student we have. We will need, at a minimum, two classrooms for our ELL population grades 6-12.

Learning Commons

The Learning Commons will be a shared space for information technology, remote or online education, tutoring, collaboration, content creation, meetings and reading or study.

Maker Space

This Maker Space will be a creative, DIY space where people can gather to create, invent, and learn. In learning commons they often have 3D printers, software, electronics, craft and hardware supplies and tools, and more which we would hope to have. The Maker Space should be connected to the Learning Commons so students can also use this space before and after school while researching and gathering research information on their upcoming school projects/assessments.

Technology Instruction Policies and Program Requirements

We have a district-wide acceptable use policy for all students in the Saugus Public Schools. The Middle School currently has 2 computer labs; one is used as an Encore classroom for teaching computers the other is available for teachers to use with their classes. At the High School we currently maintain five computer rooms; four for scheduled classes and one for classes to go to for activities. We also have ~20 terminals in our learning common and 10 Chromebook carts for classroom use. Nearly every classroom has an interactive whiteboard, SMART board, digital projector, and/or document camera. All teachers have a teacher computer used for online activities, district informational systems, and shared and central file storage.

In a new building each classroom would have a state of the art computer system with projection, video, and audio capabilities. Teachers would most likely have portable laptops that could be used in the classroom, in the office space, and at home. There would be at least two computer labs to allow for courses in CAD, programming, coding, web design, video production, and other technology classes. The use of a portable cart would also provide, hopefully, a one to one computer environment.

Saugus Middle/High School Educational Plan (Technology)

Grades 6 - 8

Instructional Technology lab

Classes are project centered where students are given projects on topics such as Microsoft office, Google productivity applications, coding, and web design based on assigned unit. These units allow students to gain a basic understanding on Microsoft office, Google productivity applications, coding, and web design. To enhance the learning at the middle school level it would be ideal to teach an introduction to CAD and Digital media production. With the high school having a variety of technology courses, it is imperative that the middle school students have a basic understanding of what they will be learning at the next level. This lab should include 25 high end Virtual Desktop Infrastructure (VDI) terminals all running the industry standard productivity software Microsoft Office, Adobe Creative Suite, AutoCAD Design Suite, and Eclipse. To increase productivity and workflow, each station would include dual monitor support, and sufficient desk space for additional pieces of physical hardware. It should also have

a teacher workstation that is hooked up to an interactive projector with a large screen at the front of the classroom so students can follow along at their separate work stations.

Grades 9 - 12

Media/post production lab

Class is project centered where students are given video projects based on an assigned unit. These projects include but are not limited to commercials, music videos, family projects, cross-curriculum projects, press conferences and weekly/bi-weekly broadcasts on SCTS. Through these unit projects students are able to gain hands on experience in all facets of digital video production.

The newly added Digital Photography classes will also take full advantage of the equipment, software and lab space indicated below. In addition to the equipment below, a professional grade photo printer would be essential to print students work for portfolios and providing artwork throughout the district as well as the community.

Digital Media production is an ever expanding and evolving field, and will no doubt propel students to succeed in whatever field they choose to pursue. This media lab should include 25 Apple iMac computers all running the industry standard software Adobe Creative Suite, connected to a Media server strong enough to handle the needs of video editing. This media lab should include 15 DSLR Cameras capable of taking video and pictures as well as 15 Professional grade Camcorders. The Publication and Design class, responsible for producing the Saugus High School Yearbook and Senior Video, will also fully utilize the photography, video, computers and software that would be present in the lab.

Lab should be equipped with ample shelving and locking storage cabinets to house video and photography equipment with additional outlets for charging purposes. It should also have a teacher workstation that is hooked up to an interactive projector with a large screen at the front of the classroom, along with an amplified sound system so students can follow along at their separate work stations and so that students can see the full effects of seeing and hearing why it is imperative to include quality video and audio in their projects. The Media Lab should have a separate studio room that has a properly lit green screen and sound proofed studio area with cameras, lighting, audio, computers, and software that would give us the capability to stream a live studio feed throughout the school, as well as into the community.

3D Design and CAD lab

Class is project centered where students are given CAD projects based on an assigned unit. These projects include but are not limited to mechanical, civil, architectural, electrical and HVAC 2D drawings. Three-dimensional solid modeling suitable for 3D printing is also a focus. Through these unit projects students are able to gain hands on experience in all facets of CAD

and 3D design. Students are equipped to easily enter an associate's degree program followed by employment as a CAD professional. For students entering an engineering program, their path has been quantitatively enhanced. Computer Aided Design is an ever expanding and evolving field, and will no doubt propel students to succeed in whatever field they choose to pursue. This lab should include 25 high end Virtual Desktop Infrastructure (VDI) terminals all running the industry standard software AutoCad Design Suite. It should also have a teacher workstation that is hooked up to an interactive projector with a large screen at the front of the classroom so students can follow along at their separate work stations. This lab should have a modern 3D Printer used to demonstrate objects created in the class.

Coding & Web/Graphic design lab

Classes are project centered where students are given coding and web or graphics projects based on assigned unit. Through these unit projects students are able to gain hands on experience in all facets of coding and graphics design. With technology always changing, it is vital to keep students up-to-date with current technology, specifically technology that would be used in the technology workforce.

On the software side of things, this lab should include 25 high end Virtual Desktop Infrastructure (VDI) terminals all running the industry standard software Adobe Creative Suite, AutoCAD Design Suite, Eclipse, Avid ProTools, and Android Studio.

On the hardware side, this lab should have a modern 3D Printer used to demonstrate objects created in the class. Each station should also be equipped with an audio interface and midi controller that would be compatible with Avid ProTools to create professional film scores and audio. To increase productivity and workflow, each station would include dual monitor support, and sufficient desk space for additional pieces of physical hardware that would be used. In addition this lab should have a handful of Android tablets for students to test their apps that they have programmed in Android Studio. It should also have a teacher workstation that is hooked up to an interactive projector with a large screen at the front of the classroom so students can follow along at their separate work stations. Each station should emulate the environment that would be expected in a professional workforce setting for jobs dealing with the subjects taught.

Language and Accounting lab

This lab should include 25 high end Virtual Desktop Infrastructure (VDI) terminals all running the industry standard software Sony Virtuoso, Audacity and other audio recording/editing applications as well as QuickBooks accounting package. It should also have a teacher workstation that is hooked up to an interactive projector with a large screen at the front of the classroom so students can follow along at their separate work stations.

Grades 6 - 12

Student computers

Every student should be issued a Chromebook in a 1:1 setup. Adequate wireless access point density and Internet bandwidth should be available in all classrooms and all common rooms.

Library Media Center

One library media center with two media lab rooms and separate stacks for middle and high school print resources. Labs should include 25 to 30 Virtual Desktop Infrastructure (VDI) research stations each. Labs should have a teacher workstation hooked up to an interactive projector and large screen. There should also be 2 circulation computers to assist students with finding print material in the media center.

There should be charging stations housed in study areas for students to charge both school and “Bring Your Own Technology” (BYOT) devices (smart phones, computers, Nooks/Kindles, etc.). There should also be 20-30 laptops (Chromebooks or other similar technology) for both students and teachers to sign out while within the library media center.

The interior of the media center should include flexible seating (chairs and tables that can be moved and manipulated for different learning purposes).

The Lab should be equipped with distance learning and virtual fieldtrip technologies (Video Conferencing equipment).

Auditorium

The auditorium should be equipped with state of the art Audio amplification equipment and Lighting as well as a dedicated workstation hooked up to a projector for presentations.

Classroom setup

Each classroom should accommodate a teacher’s laptop that can easily be hooked up to an interactive work station with a projector with a large screen at the front of the classroom. It should also have a document camera for projecting documents and physical objects on the large screen. Sound/Voice amplification system should be part of every classroom. Student response systems should be available throughout the building. Classrooms should have adequate category 6 or better network ports installed but a minimum of 4 ports should be in each room (Computer, telephone, Projector, Wireless AP/Printer). All classrooms should have adequate wireless access point density installed to support 1:1 devices used by students.

Server/IT room and network

A new building should be the technology backbone of the district and house a modern and power efficient data center consisting of modern and redundant Storage Area Network (SAN), Industry

standard Virtualized Server setup using blade technology and VMWare vSphere software, back-end for Virtual Desktop Infrastructure (VDI) using VMWare Horizon platform for efficient end user and lab computer stations. This data center should be protected by an adequate APC 3 Phase Symmetra UPS and a diesel generator. Redundant cooling should be part of the server room design.

A 10GB Network switching backbone should be setup using Hewlett Packard modular switches (for compatibility with current infrastructure). Comcast or Verizon Fiber Optic Internet access should be provided at the data center with at least 100 Mbps per 1,000 users (district wide). Modern and redundant firewall setup should be in place to provide network security and CIPA compliant content filtering. To best function the IT space should be divided into three sub-spaces. First the district's server room and computer center should be housed in a climate controlled room. A second larger space would be work/storage area for technology equipment. The last space would be office space for the IT staff.

Telephone system

Modern Voice Over IP (VOIP) telephone system should be installed for ease of deployment and maintenance. This system should have the option to expand to other buildings in the school district over existing fiber optic network.

Printing

Strategically placed Copy/Print rooms should be made available throughout the building and contain modern high volume/capacity copy machines capable of printing and document scanning. Copy rooms should also contain multiple high speed laser printers attached to a single print hold/release queue to spread the print load and eliminate congestion during peak use hours.

New HS/MS:

Saugus High School and Saugus Middle School would naturally share this common space that would be centrally located in the new complex. Included in this facility would be:

- One Large Gymnasium that could be broken into four smaller spaces with retractable dividers. (Field House Style) Wooden floors. Indoor track included (elevated/balcony), sound system throughout, padded walls, jumbotron style scoreboard, batting cage nets, and bleachers. Suitable for basketball, volleyball, and wrestling
- The hope is that this could seat roughly 800 and have a 1000 person capacity.
- A Multiple Purpose Room designed for the PE classrooms, fitness assessment, small group activities
- A Weight/Strength/Conditioning Room designed for both classes and after school use by students. This Wellness room could serve as a fitness facility for student use during the

day and after school, but would be open hours for staff and Town Employee use. Wide variety of machines, free weights, stretching area, etc. and open exercise room

- Four ‘Team Rooms’ for game purposes.
- Two Boys and Two Girls Locker rooms for MS and HS Wellness classes.
- A separate storage space for PE equipment and Athletic equipment (athletic storage area must be large)
- A uniform storage room
- Hall of Fame trophy case(s)
- A trainer's room designed for providing training services.
- Two Instructor’s room (Male/Female) with shower and restroom facilities.
- An AD’s office area with a waiting area/clerk space and a director’s office with record storage with bathroom/shower area.

Security and Visual Access Requirements

Our current High School floor plan creates logistical difficulties as it relates to security. The site now has 45 entrances with only one monitored by a camera and entry system. There are no cameras in the hallways or common areas. In fact the only working camera is positioned to monitor the main entrance without recording capabilities.

In a new building there would be a secured entry system at the main entry point. Security cameras with recording capabilities should be installed at all entry points, hallways, and common areas. The design of the building should include crime prevention through design so as to provide a more protective environment. There would be less sprawl and therefore less entryways. A resource officer could be stationed with an office in the school complex to provide access and visibility. All entrances should be secured using HiD card system for easy and secure access.

Cafeteria

In a new building the cafeteria would be designed to have proper sound and safety regulations to ensure that this optimal space would be able to be used for much more than serving breakfast and lunch to our students. Students would have access to the school store inside the cafeteria. A student lounge area should be designed adjacent to the cafeteria for students to work collaboratively or independently in a “Starbucks area” that provides them Wi-Fi access, tables, and light refreshments for a small cost.