

The Master Plan

Swampscott's Pre-K - 8th Grade System





The Master Plan

Committee Members and Affiliations

- **Joseph Crimmins** – MPC Chairman; School Committee; Precinct 2
- **Alan Abrams** – Precinct 1
- **Gino Cresta** – Capital Improvement Committee; Precinct 1
- **Scott Faulkner** – Precinct 6
- **Leah Ryan** - Precinct 2
- **Paul Maguire** – Swampscott Education Association
- **Robert Pasersky** – Precinct 3
- **Phil Rotner** – Precinct 6
- **Gayle Rubin** – Middle School PTO; Precinct 5
- **Dan Yaeger** – School Committee; Precinct 6

Ex-Officio Members:

- **Dr. Matthew Malone** – Superintendent of Schools
- **Michael McClung** – Finance Committee Representative





The Master Plan

Educational Planners/Architects



Design*partnership*
OF CAMBRIDGE

SWAMPSCOTT CAPITAL FACILITIES & EDUCATIONAL PROGRAM MASTER PLAN
Swampscott, Massachusetts



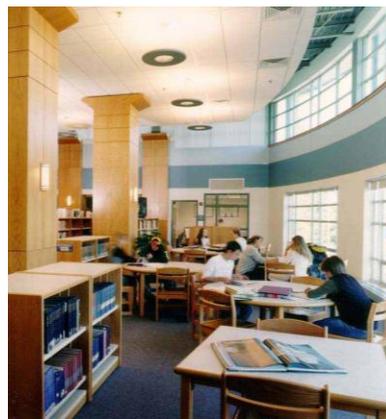


DPC's Experience

Public School Projects Since 2000

- Acton-Boxborough Regional High School
 - **Belmont High School**
 - Bennett Middle School
 - Blake Middle School
 - Boston Latin High School
 - **Burlington Public Schools**
 - Cambridge Public Schools
 - **Chatham Public Schools**
 - Chatham School
 - Country Day Elementary School
 - **Danvers Public Schools**
 - **Essex Agricultural & Technical HS**
 - Fitzgerald School
 - Flagg Adams Middle School
 - Galvin Middle School
 - **Georgetown Public Schools**
 - Georgetown Middle / High School
 - Haverhill Secondary Schools
 - Hale Middle School
 - Haynes Elementary School
 - **Hingham Public Schools**
 - Hingham High School
 - **Holliston Public Schools**
 - **Hopkinton Public Schools**
 - Hopkinton High School
 - **Lexington Public Schools**
 - Lincoln Elementary School
 - **Lunenburg Public Schools**
 - Manchester High School
 - Medfield High School
 - Medway High School
 - Memorial Elementary School
 - Mill Pond Intermediate School
 - Morse School
 - **Nashoba Regional High School**
 - **Newburyport Public Schools**
 - Nettle Middle School
 - Nissitissit Middle School
 - North Shore Regional Technical School
 - Reading Parker Middle School
 - **Pembroke Secondary Schools**
 - Pembroke High School
 - Pembroke Middle School
 - Placentino Elementary School
 - **Randolph Public Schools**
 - Reading Memorial High School
 - **Rhode Island School for the Deaf**
 - **Rockport Public Schools**
 - South Hingham Elementary School
 - Stratton Elementary School
 - **Stow Public Schools**
 - **Swansea Public Schools**
 - **Sutton Public Schools**
 - **Sudbury Public Schools**
 - Taunton HS and Parker MS
 - Thompson Elementary School
 - **Wellesley High School**
 - Wellesley Middle School
 - Wetherbee School
 - Woodland Elementary School
 - Wyman Elementary School
- * **Feasibility Studies / Master Plans**







Hopkinton High School Main Lobby



Medway High School Entrance Plaza



Hingham South Elementary School

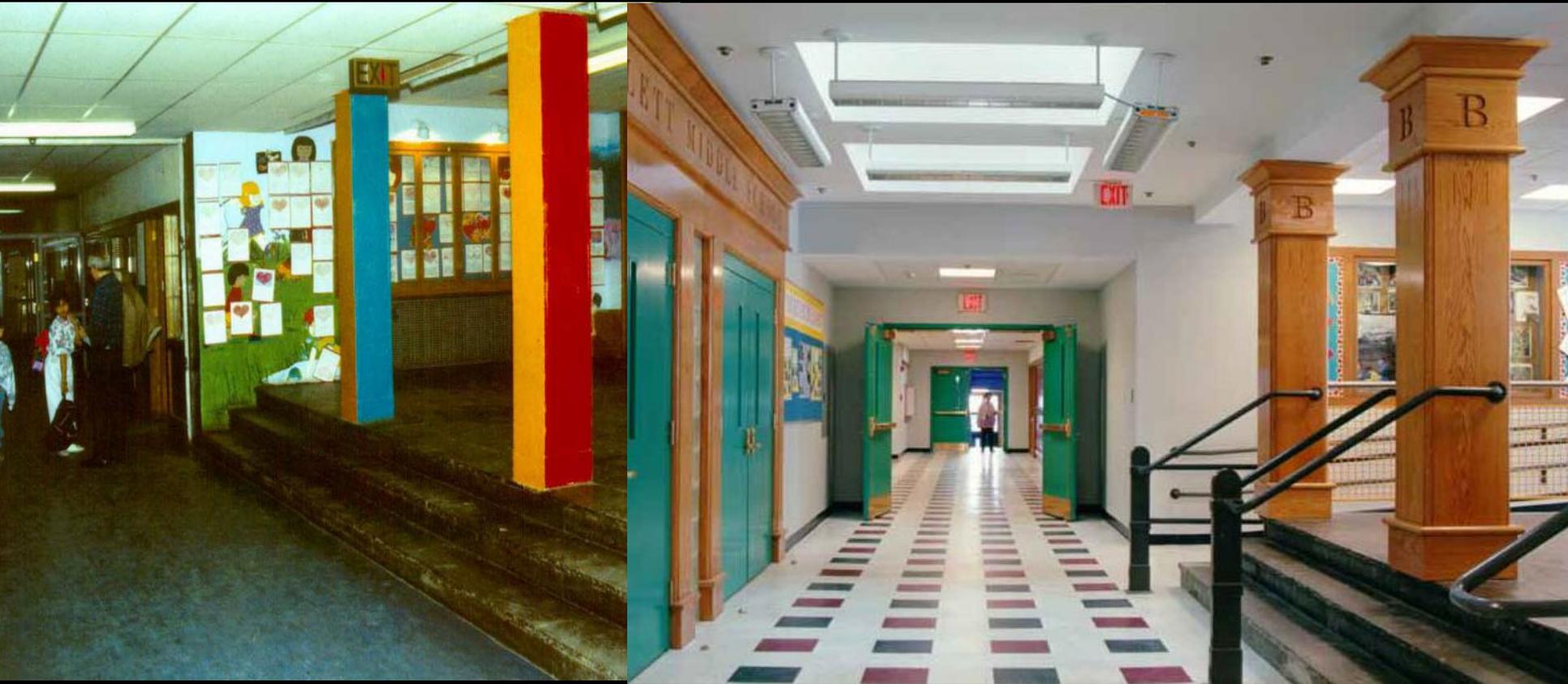


South Elementary School Library - Story Telling Pavilion



Lincoln Elementary School - Melrose

Bartlett Middle School – Lowell
Main Lobby Before and After





Nettle Middle School - Haverhill
Before and After



The Master Plan

What, How & Why

A Master Plan is...

- An outline of long-range plans (grade structure, enrollments, facilities) for the next 20+ years. This is a 'road map,' not actual construction projects being approved.
- School projects within the plan must be designed, voted & approved separately
- No individual project, even if approved by the town, could start construction for 2 to 3 years
- The full plan would not be implemented for 7-10 years or more

Costs & Funding Mechanisms

- State Funding (likely at 50%-60% of approvable costs)
- Sale of unused school & other properties
- Tax Revenue/Bonding
- Rebates/Grants (re: renewable energy/efficiency)

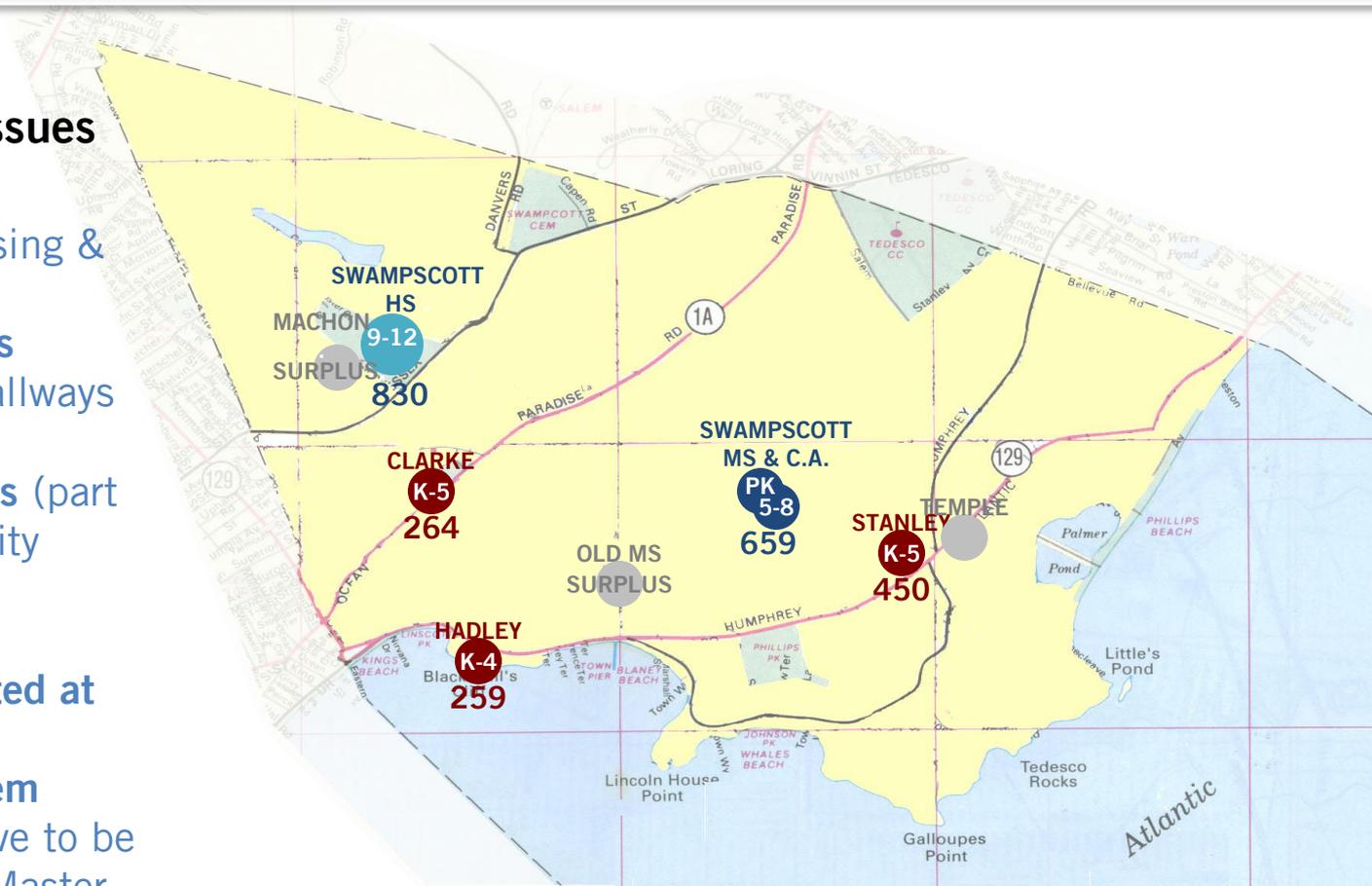


The Master Plan

What, How & Why

Current Enrollment/Issues

- **Operating Costs** (have resulted in school closing & program cuts)
- **Overcrowded Buildings** (teaching occurs in hallways & closets)
- **Undersized Classrooms** (part of overcrowding & parity issue)
- **Lack of accessibility**
- **Pre-K not ideally located at the MS**
- **Ongoing Repairs/System Replacements** will have to be funded regardless of Master Plan



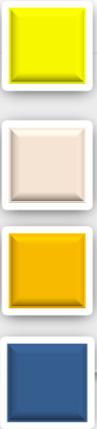


The Master Plan

Goals & Objectives

- **Goals for Swampscott's Pre-K to 8th Grade School System**
 - **Educational Excellence**
 - **Reflective of Community Values**
 - **Fiscal Responsibility**
- **Define All Feasible Options**
- **Determine Prime Evaluation Criteria**
- **Meetings with Town Committees, Departments, Educators, Parents & the Community**
- **Involve Community in Decision Process**
- **Recommend Most Feasible Plan Achieving Stated Goals**





What We Have Learned to Date From the Educators

- Pre-K ideally located with Kindergarten
- Fewer Transitions is better for learning
- 2-House/4-Grade Middle School aligns with natural developmental breaks
- Parity is less about facilities than staff development & curriculum planning opportunity
- Providing the best possible education will depend on allocation of resources
- Fewer facilities will yield operational savings





What We Have Learned to Date From Town Officials & Committees

- Critical to recognize the town's ongoing budget issues as important criteria
- Greenwood MS generally considered surplus; Machon may provide future use for town/schools and/or swing space for phasing
- In spite of concerns about schools, student SAT scores are good (top 20%)
- School-age population is steady to slowly dropping; school choice could be considered to fill vacant seats





What We Have Learned to Date From the Parents

- Neighborhood schools generally favored, but possibilities of Grade-Level schools appreciated
- The lowest cost option that will result in a reasonable response to criteria is needed
- Operating Costs must be considered an important criterion (including energy efficiency)
- The town will resist 1 or 2 'Mega-Schools'





What We Have Learned to Date From Current Literature / Research

- Relatively little rigorous research is available on Grade Level configuration
- Widely accepted that the fewer transitions the better for learning and social development
- Growing interest in ‘Elemiddle schools’ – grades Pre-K/K through 8
- Studies show developmental shifts between 1st/2nd, 4th/5th & 6th/7th are best points to change schools
- Wide grade spans present issues of role-modeling of older students to younger
- Narrow grade spans experience frequent turn-over, stress on students, lack of identity and community





Pre-K - 8 School System Options

The Three Families

Neighborhood Schools

Grade-Level Schools

Consolidated Schools





Pre-K - 8 School System Options

Neighborhood Schools

Advantages

- Fewer transitions = less interruption of learning focus
- Neighborhood and school social peer grouping the same
- Close identification and support system for school community
- More likely siblings attend same school
- Fewer transportation issues

Disadvantages

- Parity of education experience may be difficult to achieve system wide
- Smaller facilities cannot justify full spectrum of programs and resources
- Greater number of facilities generally more expensive to operate and maintain





Pre-K - 8 School System Options

Grade-Level Schools

Advantages

- Concentration of age/grade specific resources at one site
- ‘Automatic’ parity of educational experience
- Better opportunity to fit existing facilities to use and capacity
- Pupils remain with town-wide cohorts throughout school experience
- More homogeneous population = less social stress, negative modeling

Disadvantages

- Could require more frequent transitions between facilities
- Could require more bussing and/or parent driving
- Less likely siblings will be in same school





Pre-K - 8 School System Options

Consolidated Schools

Advantages

- Least transitions
- Widest range of instruction and services in one location
- Better instructional and curriculum articulation across grade span
- Continuity of administration and support contacts throughout span
- Older children can positively model for younger children

Disadvantages

- Splitting middle school population may lead to dilution of resources
- Abrupt transition to high school may be more difficult than incremental transition throughout middle school
- Age range within same facility could foster social stress
- Relatively large facility may create less personal environment



Selecting the Preferred Options

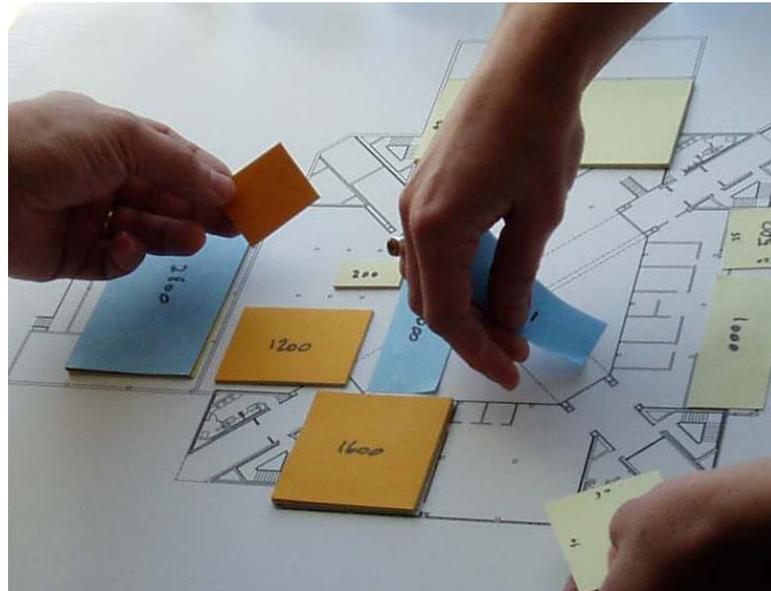
Evaluation Criteria

Educational Values

Community Values

Future Flexibility

Financial Considerations





Selecting the Preferred Options

Evaluation Criteria

Educational Values

- Accommodate latest best teaching and learning practices
- Facilitate curriculum articulation and continuity
- Minimize transitions
- Contain full spectrum of enrichment and support opportunities
- Provide system-wide parity of educational experience
- Ideal size and/or design facility
- Physical environment supports learning (daylight, air quality, etc.)
- Pre-K and Kindergarten in same facility
- Fifth and sixth grades in same facility





Selecting the Preferred Options

Evaluation Criteria

Community Values

- Schools within easy walking distance or drive from home
- Familiarity and connection among all members of school ‘family’
- Siblings attend school in same facility
- Minimize issues of traffic, maximize safety of walkers
- Parity of educational experience system-wide
- Maximize opportunities for community use of facilities
- Incorporate sustainable, energy-efficient, ‘GREEN’ Design and operational strategies





Selecting the Preferred Options

Evaluation Criteria

Future Flexibility

- Provide surplus space for future use or resale
- System facilities adaptable to different grade-level configuration if desired in future

Financial Considerations

- Minimize capital cost of construction
- Maximize opportunity to achieve State Funding from MSBA and other sources
- Minimize necessary costs of phasing (Temporary Classrooms, etc.)
- Provide flexibility to spread Master Plan Bonds over extended period.
- Minimize operational and maintenance costs



Selecting the Preferred Options

16 Options Considered

Neighborhood Schools				
N1:	**PreK - 4 450 Stanley	**Pre-K - 4* 260 Hadley	K - 4* 210 Clarke	5 - 8 720 MS
N2:	**PreK - 5 510 Stanley	**Pre-K - 5* 320 Hadley	K - 5* 260 Clarke	6 - 8 550 MS + C.A.
N3:	PreK - K 240 Clarke	1 - 4 420 Stanley	1 - 4 260 Hadley	5 - 8 720 MS
N4:	PreK - K 240 Clarke	1 - 5 590 Stanley	1 - 5* 260 Hadley	6 - 8 550 MS + C.A.
N5:	PreK - 1 400 Temple	2 - 5 430 Stanley	2 - 5 260 Hadley	6 - 8 550 MS + C.A.
N6:	**PreK - 4 600 Stanley	**Pre-K - 4 320 Clarke	5 - 8 720 MS	
N7:	**PreK - 5 770 Stanley	**Pre-K - 5 320 Clarke	6 - 8 550 MS + C.A.	

Enrollments are based on state standards (students/sq.ft.)

Bold denotes major renovations or construction projects

Pre-K is not a town wide program, it is special needs based

*Enrollment/no. of grades does not allow ideal 3 classrm./grade

**Pre-K can be consolidated into a single facility in any option

"Grade Level" Schools:			
G1:	PreK - K 240 Clarke	1 - 4 680 Stanley	5 - 8 720 MS
G2:	PreK - 1 400 Temple	2 - 4 520 Stanley	5 - 8 720 MS
G3:	PreK - 1 400 Temple	2 - 5 690 Stanley	6 - 8 550 MS + C.A.
G4:	PreK - 4 920 Stanley	5 - 8 720 MS	

"Consolidated" Schools:			
C1:	PreK - K 240 Clarke	1 - 8 700 Stanley	1 - 8 700 MS
C2:	PreK - 1 400 Temple	2 - 8 620 Stanley	2 - 8 620 MS + C.A.
C3:	**PreK - 8 810 Stanley	**Pre-K - 8 830 MS	
C4:	PreK - 4 575 Stanley	K - 8 1065 MS	
C5:	PreK - 8 1640 MS		



Selecting the Preferred Options

5 Preferred Options

Neighborhood Schools				
N1:	**PreK - 4	**Pre-K - 4*	K - 4*	5 - 8 + C.A.
	<i>450 Stanley</i>	<i>260 Hadley</i>	<i>210 Clarke</i>	<i>720 M.S.</i>
N6:	**PreK - 4	**Pre-K - 4	5 - 8 + C.A.	
	<i>600 Stanley</i>	<i>320 Clarke</i>	<i>720 M.S.</i>	

"Grade Level" Schools:			
G1:	PreK - K	1 - 4	5 - 8 + C.A.
	<i>240 Clarke</i>	<i>680 Stanley</i>	<i>720 M.S.</i>
G4:	PreK - 4	5 - 8 + C.A.	
	<i>920 Stanley</i>	<i>720 M.S.</i>	

"Consolidated" Schools:			
C3:	**PreK - 8	**Pre-K - 8	C.A.
	<i>810 Stanley</i>	<i>830 M.S.</i>	<i>Machon</i>

Enrollments are based on state standards (students/sq.ft.)

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*Enrollment/no. of grades does not allow ideal 3 classrm./grade

**Pre-K can be consolidated into a single facility in any option





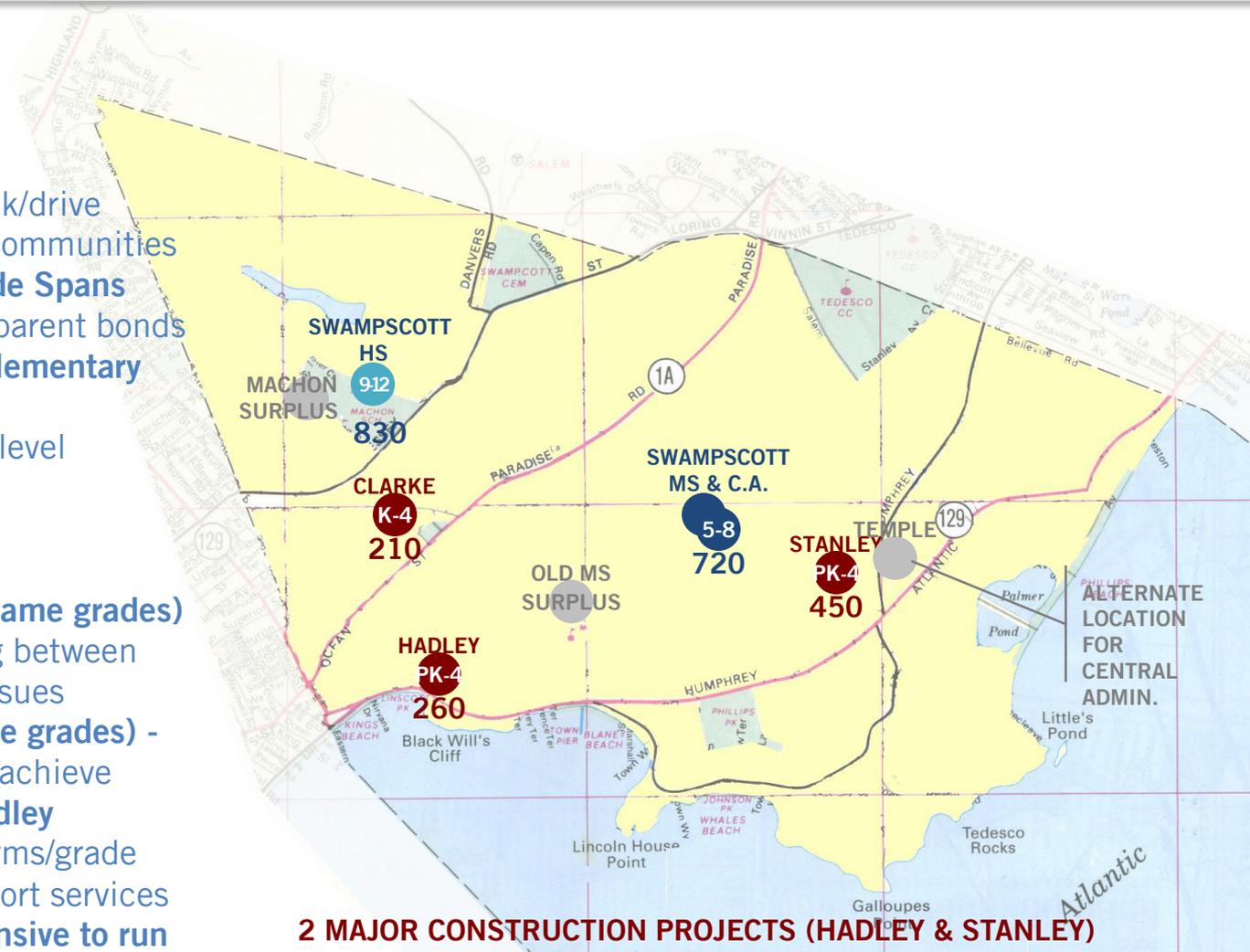
Neighborhood Option-N1

Advantages

- **Neighborhood Schools**
 - schools are within easy walk/drive
 - promotes intimate school communities
- **Few Transitions & Long Grade Spans**
 - help build student/faculty/parent bonds
- **Continuity of Pre-K/K & K/Elementary**
- **5th/6th grades together**
- **System Flexibility** for grade-level changes

Disadvantages

- **2 major projects (affecting same grades)**
 - time/delay of State funding between
 - creates short-term parity issues
- **Varied Facility Sizes (at same grades)** - long term parity difficult to achieve
- **Small size of Clarke and Hadley**
 - do not have ideal 3+ classrms/grade
 - not full enrichment & support services
- **More Facilities = more expensive to run**



2 MAJOR CONSTRUCTION PROJECTS (HADLEY & STANLEY)

NOTE: PRE-K CAN BE CONSOLIDATED INTO A SINGLE BUILDING





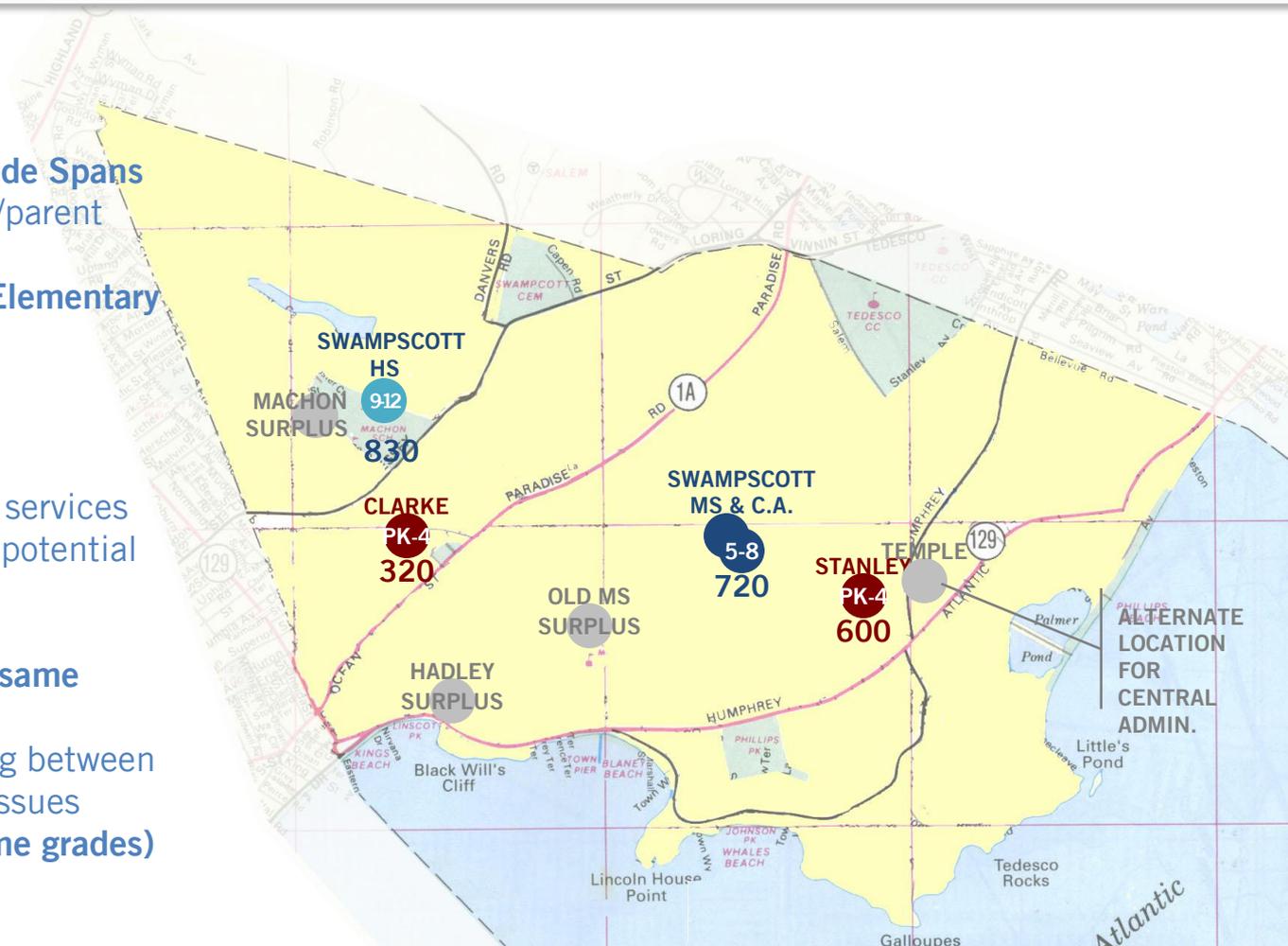
Neighborhood Option-N6

Advantages

- **Few Transitions & Long Grade Spans**
-help build student/faculty/parent bonds
- **Continuity of Pre-K/K & K/Elementary**
- **5th/6th grades together**
- **Ideal + Larger School Sizes**
-schools have ideal 3+ classrooms/grade
-full enrichment & support services
-increased community use potential

Disadvantages

- **2 major projects (affecting same grades)**
-time/delay of State funding between
-creates short-term parity issues
- **Varied Facility Sizes (at same grades)**
-long term parity
-difficult to achieve



2 MAJOR CONSTRUCTION PROJECTS (CLARKE & STANLEY)
NOTE: PRE-K CAN BE CONSOLIDATED INTO A SINGLE BUILDING



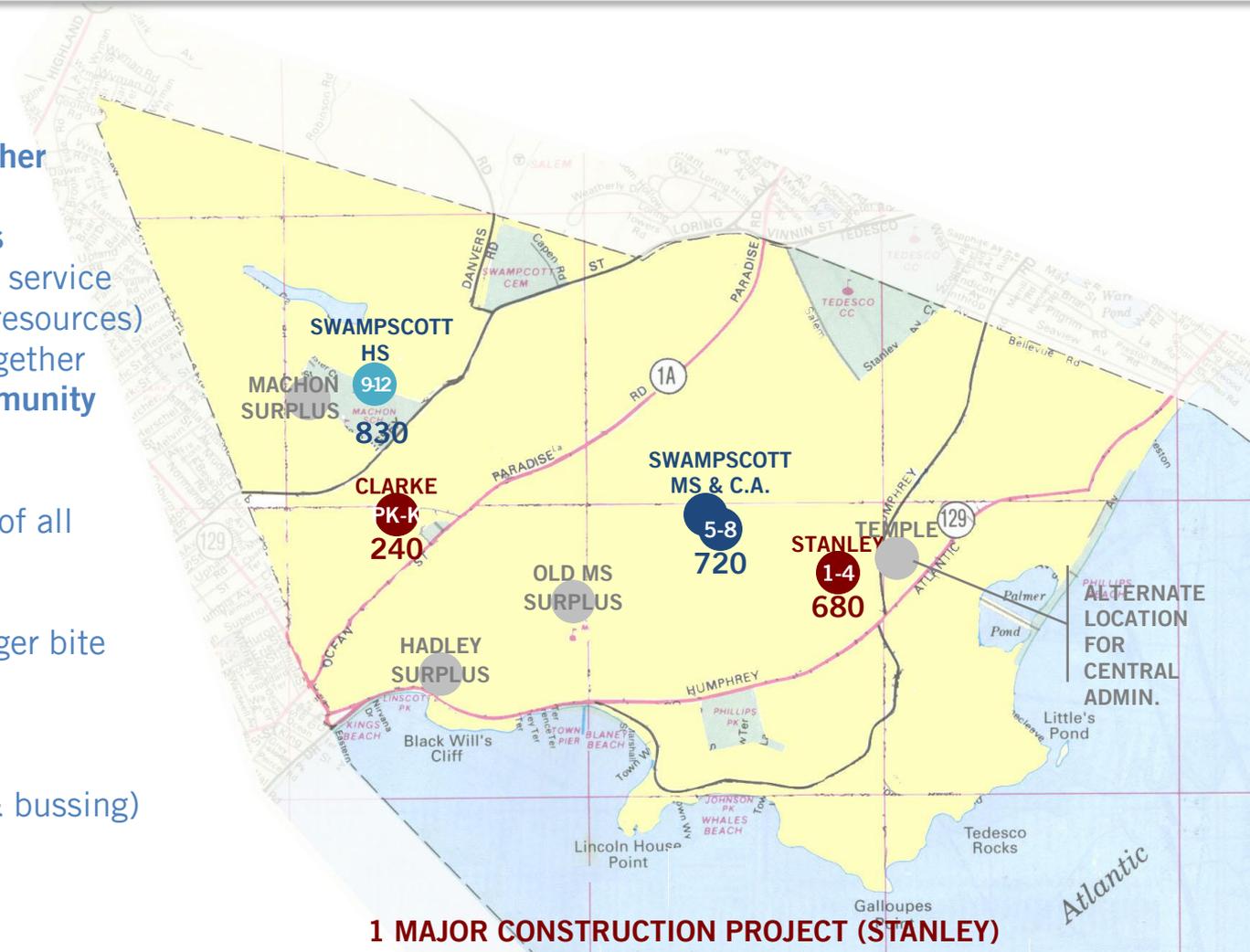
Grade Level Option-G1

Advantages

- Continuity of Pre-K/K together
- 5th/6th grades together
- Ideal + Larger School Sizes
 - full enrichment & support service (concentrated grade-level resources)
 - town-wide cohorts stay together
- Ensures Parity of Full Community
 - short-term parity as M.P. implemented
 - achieves long term parity of all grades
- Only 1 Major Project
 - State Funding in one, bigger bite

Disadvantages

- K not with Elementary
- Increased Travel (parents & bussing)



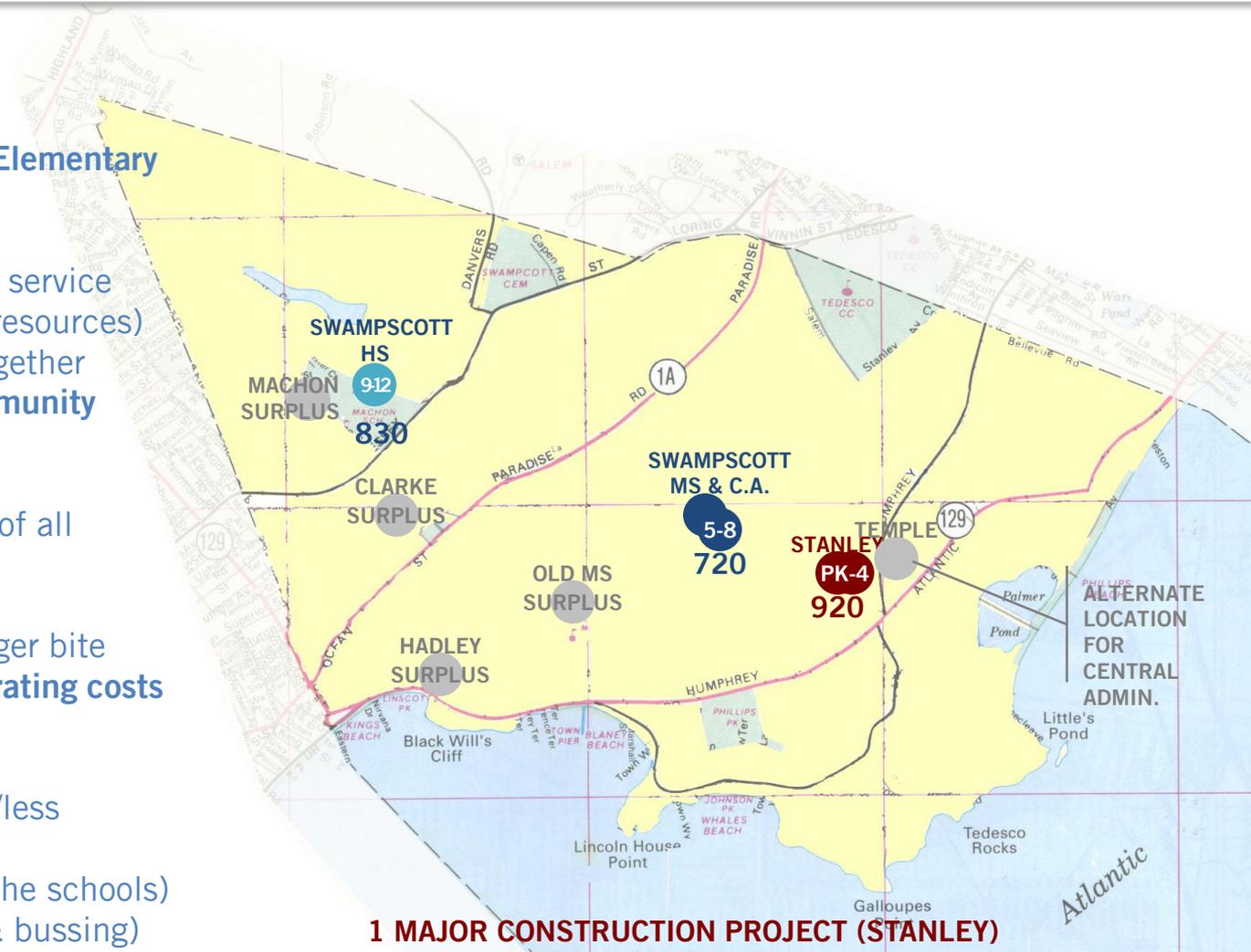
Grade Level Option-G4

Advantages

- **Continuity of Pre-K/K & K/Elementary**
- **5th/6th grades together**
- **Larger School Sizes**
 - full enrichment & support service (concentrated grade-level resources)
 - town-wide cohorts stay together
- **Ensures Parity of Full Community**
 - short-term parity as M.P. implemented
 - achieves long term parity of all grades
- **Only 1 Major Project**
 - State Funding in one, bigger bite
- **Fewer Facilities = less operating costs**

Disadvantages

- **Larger School** social stress/less personal (mitigate via houses within the schools)
- **Increased Travel** (parents & bussing)
- **Concentrated Traffic** (geographically)



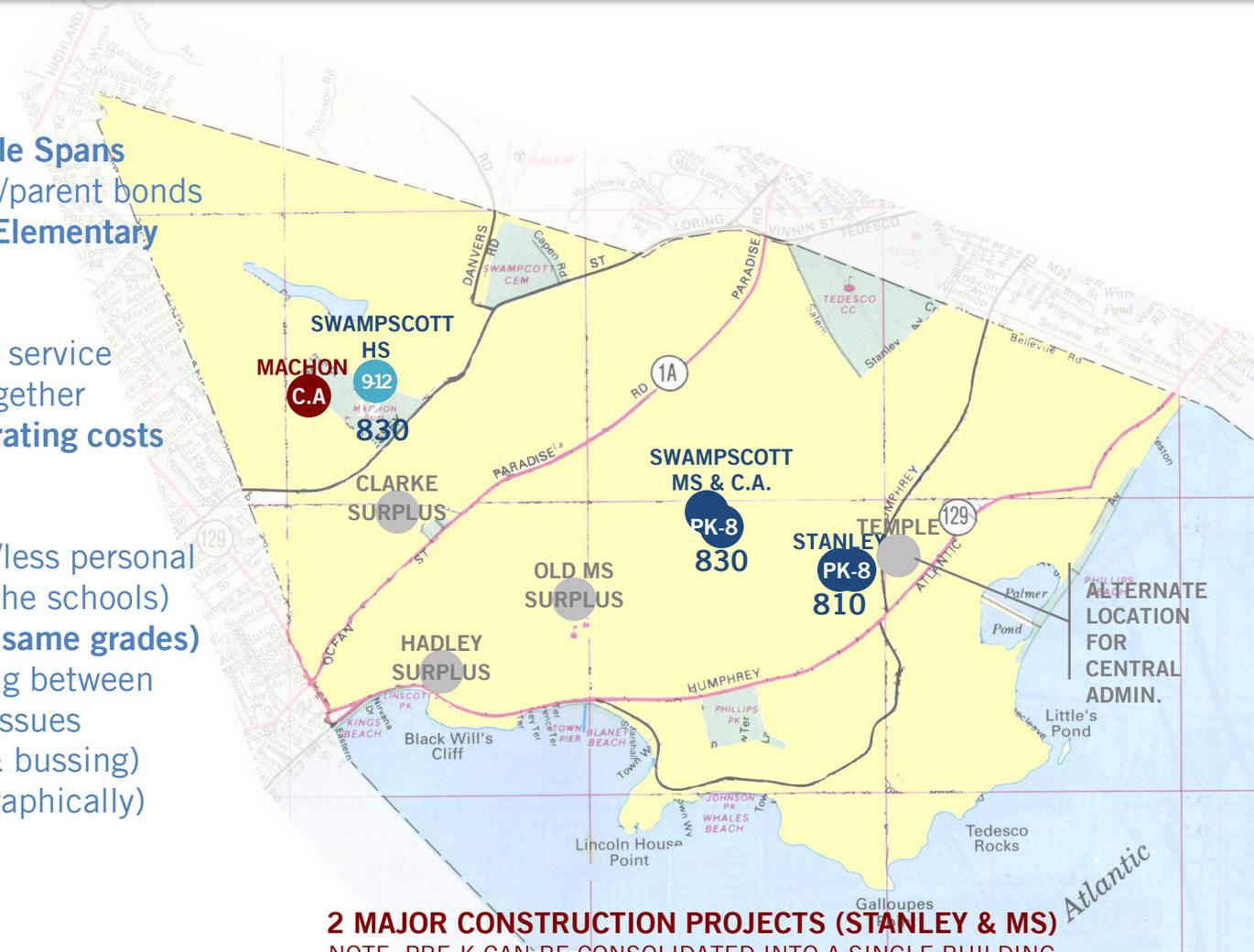
Consolidated Option-C3

Advantages

- **No Transitions & Long Grade Spans**
 - help build student/faculty/parent bonds
- **Continuity of Pre-K/K & K/Elementary**
- **5th/6th grades together**
- **Larger School Sizes**
 - full enrichment & support service
 - town-wide cohorts stay together
- **Fewer Facilities = less operating costs**

Disadvantages

- **Larger School** social stress/less personal (mitigate via houses within the schools)
- **2 major projects (affecting same grades)**
 - time/delay of State funding between
 - creates short-term parity issues
- **Increased Travel** (parents & bussing)
- **Concentrated Traffic** (geographically)





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