

# Town of Abington School Feasibility Study

information & data  
gathered as of August 26, 2013

Submitted to  
Mass. School Building Authority  
on 9/18/13  
for review and comment

<b>1</b>	Major Milestones Timeline
<b>2</b>	Facilities Evaluation
<b>3</b>	Site Evaluations Summary
<b>4</b>	Educational Visioning Summary Document
<b>5</b>	Educational Programming Document <span style="float: right;">26 pages</span>
<b>6</b>	Introduction Document
<b>7</b>	Space Summary Documents
<b>8</b>	Options Considered Document
<b>9</b>	Evaluation Matrix
<b>10</b>	Draft of Cost Analysis Options
<b>11</b>	Cost of New School vs. Renovation Document
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## abington public schools educational program



### ABINGTON PUBLIC SCHOOLS

*"The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community."*

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### MODULE 3: PRELIMINARY DESIGN PROGRAM

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#### 1.2 EDUCATION PROGRAM

##### 1. OVERVIEW

#### Mission:

The mission of the Abington Public Schools is to provide all students with challenging educational experiences necessary to reach their full potential and become informed, responsible citizens. The mission is supported by several guiding principles that include: that all decisions are made in the best interests of students; that all students can be successful; the belief in fostering the physical, intellectual, social, emotional, and artistic development of students; ensuring a safe, supportive and equitable learning environment; the realization that successful experiences build self-confidence, perseverance, and self-esteem; and that reasonable rules of behavior are necessary to foster the development of self-discipline and personal responsibility. The guiding principles also include that education is a shared responsibility among home, school, and community; realizing the importance of a culture of shared decision making, collegiality, and civility; that professional development is essential for effective instruction and improved student performance; the need for a cyclical and focused process of curriculum review and update; and the use of technology to enhance teaching and learning.

#### Current and Proposed Education Program:

The current and proposed Educational Program for Abington's Schools has been summarized by the Educational Committee on the following pages. The current program reflects limitations imposed by existing school facilities that have traditionally served Abington's educational needs. The District looks forward to developing a physical setting that will support the proposed educational initiatives, simplifying education delivery, and making the program easier and more cost effective to administer and operate. The education program as further discussed below incorporates the most current District goals, Strategic Plan, and School Improvement Plans.

#### 2. GRADE AND SCHOOL CONFIGURATION

##### Current:

The Abington Public Schools is a Pre-Kindergarten to Grade 12 district with an approximate enrollment of 2,100 students. The District includes three (3) elementary schools, one (1) middle school, and one (1) high school as follows:

- Center School serving Pre-Kindergarten and Kindergarten with offerings for Kindergarten that include three (3) sections of full-day tuition and four (4) sections of half-day.
  - Pre-Kindergarten: 57 students
  - Kindergarten: 133 student
- Beaver Brook Elementary School serving Grades 1-4 with enrollment of 685 students.
- Woodsdale School serving Grades 5-6 with enrollment of 313 students.

*The Abington Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity or sexual orientation. The contents of all Abington Public Schools publications are available upon request in language other than English.*

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- Frolio Middle School serving Grades 7-8 with enrollment of 344 students.
- Abington High School serving Grades 9-12 with enrollment of 498 students.

The current school assignment and grade configuration are based largely on the District's efforts to consolidate operations and to work within the restrictions imposed by the physical layout and limited size of educational facilities throughout the Town space that is currently available. The existing buildings and the resulting grade level configurations do not conform to the desired configurations, but instead represent the best possible response under the given conditions. This response does not necessarily provide the best educational program. For example, having only 344 students (Grades 7 and 8) in a middle school environment greatly limits the number of program offerings and requires that staff shared by other grade levels be constantly traveling back-and-forth between schools. Eliminating this obstacle would result in greater efficiencies and more educational opportunities for students, allowing staff to remain in a single building and spend more time collaborating with students and fellow teachers. Additionally the current available buildings do not include suitable space or configurations to support teacher collaboration, flexible student groupings, presentation space, small group instruction, testing, tutoring, or project-based learning environments that can easily integrate into the regular classroom activities. The Frolio Middle School also presents a building that was constructed in 1937, a time when traffic, vehicle access, parking, universal accessibility, school meal programs, and modern teaching principles were never considered during its development. Although the school is eighty (80) years old and has since received limited improvements, the school is in good condition; however, classrooms are grossly undersized and room layouts and adjacencies are not conducive to 21<sup>st</sup> Century educational strategies. Facilities, infrastructure and systems, services, and access do not fit the needs of modern educational practices and are now well beyond their intended life expectancy

**Proposed:**

Options considered to improve facilities and program services, and to promote operational efficiencies, include facilities to support 665 students in Grades 5-8, 495 students in Grades 6-8, 945 students in Grades 6-12, and 1,105 students in Grades 5-12. These configurations would allow the grades to be clustered and allow staff, now separated in multiple buildings and spending time traveling between buildings, to work in vertical teams giving them more time to spend on teacher collaboration and student instruction, helping to improve student achievement. Core student support services, such as language, reading/math skills, therapy, psychological and nursing, would also work more efficiently within a single school structure, maintaining a consistency of staff and support between the various grade levels.

The Abington Building Committee is also investigating the possibility of including the Pre-K Program at Abington High School to provide not only an "experiential learning space" for Pre-K students, but also a vocational component for Abington High School students. High school students would not have to travel outside of the facility in order to participate in these programs, and the number of students who could participate in this highly enrolled program would no longer be limited. Additionally, the options under consideration would improve student transitions, increase parental investment, enhance collegiality, and improve communication/collaboration between staff and families.

**3. CLASS SIZE**

The Abington Public Schools recognize that class size is an important factor in quality education, and the District does, subject to space availability, staff support, and all other educational considerations, strive to maintain class size conducive to an effective learning atmosphere. The Abington Public Schools have no written class size policy, however it has been a long standing philosophy to prioritize the lowest class sizes at the lowest grades. Class sizes of special education students are compliant with DESE guidelines.

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#### 4. SCHOOL SCHEDULING

##### **Current:**

The school schedule is established annually by considering lunch and recess needs, specialists availability for physical education/wellness, music, art, and library/media time, uninterrupted blocks of classroom time for literacy, mathematics, professional development of staff, and union-defined preparation and meeting blocks.

The current school scheduling method includes considerations for:

##### HIGH SCHOOL:

The student school day is from 7:25 a.m. to 1:57 p.m. and consists of seven (7) forty-nine (49) minute periods. Students are offered a total of forty-three (43) one (1)-year long courses and thirty (30) semester courses. Included within the infrastructure are a dedicated business lab, digital art lab, electronic music lab, band and chorus space, and five (5) basic science labs.

The school schedule is programmed through a process of on-line course assignments with teacher recommendations and supplemental student selections completed with guidance counselors. Priority status for class selection is given to seniors, juniors, sophomore and lastly freshmen. Faculty course and class assignments are accomplished with priority given to the scheduling of shared staff and AP classes. Twenty (20) singleton and/or AP classes drive the schedule often squeezing students out of conflicting singletons running at the same time.

##### MIDDLE SCHOOL:

The student school day is from 7:10 a.m. to 1:44 p.m. and consists of seven (7) forty-nine (49) minute periods. Course and class assignments are accomplished with priority given to schedules of shared and part-time staff. The Follett Aspen Student Information System (Aspen X2) is used to schedule students at grade level based on recommended courses. Placement tests/Grades/Effort/MCAS are used as criteria for placement of students into leveled courses in Grade 8. Grade 7 courses are heterogeneous except for Grade 7 math, which is leveled into Grade 7 accelerated math and Grade 7 math.

##### **Proposed:**

The proposed school scheduling method includes considerations for:

##### HIGH SCHOOL:

Abington High School will continue on-line course recommendations and selections. In addition to the regular school day, we would include an after-school program for both credit recovery and enrichment. The scheduling model should create an alternative day schedule for non-traditional students to begin and end later in the day and a flexible scheduling and hybrid model classes that incorporate on-line learning. The schedule should provide common planning time in the school day for teachers and include advisory time on a regular basis within the school day that would incorporate civic and community service responsibilities and expectations that work toward and conclude with a capstone senior project. A late bus provided for students involved in activities/athletics and alternative days or supports would enhance the program.

##### MIDDLE SCHOOL:

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Aspen X2 is used to schedule students based on an interdisciplinary teaming model. Placement tests/Grades/Effort/MCAS are used as criteria for placement of students into courses. Continue on-line course recommendations and selections. Continue to build common planning time into the school day. Include Advisory Program time on a regular basis within the school day that would incorporate an academic check-in, the character education program and community service projects. We will offer both required courses and electives. Include a late bus for students involved in after school activities and support programs, such as extra teacher help and homework club.

## 5. TEACHING METHODOLOGY AND STRUCTURE

### Current:

Teachers at all of Abington's schools utilize district-approved and teacher-developed curriculum based on the Massachusetts State Curriculum Frameworks and the evolving Common Core Curriculum. Abington has been traditional in its educational values and its teaching methodologies. Recently the school community has engaged in professional development to begin to move to an educational delivery model that is more reflective of the philosophy of the Partnership for 21st Century Skills. The current teaching methodology system employed at the middle and high school levels, due largely because of the physical layout of the buildings, consists of isolated departments that limit the ability to deliver instruction in an interdisciplinary manner.

### HIGH SCHOOL:

- Abington High School is a comprehensive high school with both leveled and unlevelled courses in traditional disciplines (AP, Level 1, Level 2, Level 3 and unlevelled).
- Students must successfully complete 110 credits including four (4) years of English Language Arts, four (4) years of Mathematics, three (3) years of History, three (3) years of Science, four (4) semesters of Physical Education, one (1) semester of Health, and one (1) semester of Critical Thinking and Design.
- Advanced Placement classes in Art, Mathematics, English Language Arts and History
- Dual Enrollment with Bridgewater State University and Massasoit Community College
- Virtual High School on-line learning
- Discipline specific department heads/directors share responsibility with building administrator for the development, review, and implementation of curriculum.
- Committed to Massachusetts Curriculum Frameworks and The Common Core State Standards
- Teachers are assigned five (5) instructional periods, one (1) duty period, and one (1) prep period.

### MIDDLE SCHOOL:

Teachers are currently in grade level teams. They will transition to three (3) integrated teams of teachers (effective August 2013) consisting of English, Math, Science, Social Studies, and Special Education: Grade 7, Grades 7/8, and Grade 8. Teachers are assigned five (5) instructional periods, one (1) duty period, and one (1) prep period. The year is divided into trimesters. Shared and part-time grade level teaching staff (Music, Health and Spanish) makes a rotating schedule very challenging and restricts the scheduling process. Discipline specific department heads/directors share responsibility with building administrator for the development, review, and implementation of curriculum.

### Proposed:

The options under consideration for the proposed project are all targeted at providing a physical environment which would fully support and maintain the traditional grade, departmental, and team

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teaching structure, while affording more opportunities for students and staff to work in a horizontal and vertical interdisciplinary way that fully integrates special needs programming. The vision for teaching and learning utilizes a systemic and diverse repertoire of instructional practices in all classrooms that are research-based, collaborative, and evidence-based (focused on and informed by student learning), that respond to students when they do not learn, by acknowledging a shared responsibility for underperformance, collaboratively diagnosing underlying issues, and prescribing and experimenting with appropriate intervention strategies as a core component of the regular education program, develops and nurtures a culture that, for all members of the community (students and professionals), and promotes and expects continuous learning, embraces respectful discourse as a pathway to growth, and believes that learners of all ages can continue to grow. In order to support and achieve these goals, the proposed school will develop a series of Small Learning Communities (SLCs) or Teams. Because the options available for consideration include multiple grade and enrollment considerations, the program as proposed is organized in a hybrid model that includes supports for a series of SLCs but also maintains opportunities for traditional departmental operations. Additionally, the proposed structure will continue to develop and align to 21st Century Skills.

#### HIGH SCHOOL:

The current and proposed initiatives include:

In a new or renovated high school, a STEAM organization within the academic environment would be optimal. The integration of the most up-to-date technology should be seamless throughout the facility. Each department or cluster of classrooms should have a common planning/prep/conference space and appropriate office space. Presentation/display spaces should be plentiful throughout the school. Team rooms and project-based learning labs should be incorporated into each cluster or SLC. These spaces should be integrated with the team, but may also serve a dual purpose as specialized vocational instruction spaces.

Each student will be required to fulfill the MassCore minimum graduation requirements. For “struggling students,” intervention supports will be available before and after school. The teacher and student day should be flexible enough to support individual programming.

#### MIDDLE SCHOOL:

The proposed program would include six (6) integrated teams – Grade 5, Grades 5/6, Grade 6, Grade 7, Grades 7/8, Grade 8 – while affording more opportunities for students and staff to work in a horizontal and vertical interdisciplinary way that fully integrates special needs programming. The vision for teaching and learning utilizes a systemic and diverse repertoire of instructional practices in all classrooms that are research-based, collaborative, and evidence-based (focused on and informed by student learning), that responds to students when they do not learn by acknowledging a shared responsibility for underperformance, collaboratively diagnosing underlying issues, and prescribing and experimenting with appropriate intervention strategies as a core component of the regular education program. This structure develops and nurtures a culture where, for all members of the community (students and professionals), continuous learning is promoted and expected. Our structure embraces respectful discourse as a pathway to growth, and believes that learners of all ages can grow. In order to support achievement of these goals, the proposed school will develop a series of Small Learning Communities (SLCs), including such teams as the Special Education Team. We will have a five (5) days per week schedule, with the year based on quarters, and a schedule that permits both the Advisory Program and the Extension (Intervention) Program for all students. There will be an increased use of project-based learning and differentiated

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instruction as a result of building structure and available resources. 21<sup>st</sup> Century Skills will be embedded into the curriculum and will include such skills as (1) analytical, creative thinking and problem-solving; (2) integrity and ethical decision-making; (3) effective multi-modal communication; (4) collaboration, leadership, teamwork and innovation; and (5) student as producer (i.e., initiative, risk-taking).

**6. TEACHER PLANNING AND ROOM ASSIGNMENTS**

**Current:**

Teacher planning and room assignments are made in compliance with the Abington Education Association collective bargaining agreement as follows: Space in each classroom for safe storage of personal belongings, instructional materials and supplies, heated employee workrooms containing adequate equipment and supplies to aid in the preparation of instructional materials. Our collective bargaining agreement mandates an appropriately furnished room reserved for the exclusive use of the school staff for faculty dining. Currently, a small teacher dining room is located at the Frolio School and at the High School. The Frolio dining room is undersized to faculty size and must also serve as a teacher work/planning room due to the limited space and facilities within the building. There is no space available for effective teacher collaboration and no space available within the team areas for teacher work or planning. The remote location of the small teacher work area is inefficient and does not promote collaboration among team teachers.

**HIGH SCHOOL:**

Currently at the High School, the Faculty Lunch Room doubles as planning space with two (2) round tables, two (2) desktop computers, a printer, a telephone, and multiple copy/riso machines. There are five (5) shared departmental office/work spaces with a telephone, computer, and either small table or teacher's desk. Business, Health/PE/Wellness and Guidance do not have any dedicated planning/work space. Classes and teachers are assigned based on available rooms.

Classrooms are not necessarily discipline specific or teacher dedicated. For example, a Health class may be in a math classroom on the third floor, Period One, Semester One and may in addition be in an English classroom, Period Four, Semester Two. Part-time staff and shared staff do not have dedicated classrooms. Numerous courses are scheduled based on specific room availability that limits student opportunities. For example, 21st Century Media and State of the Union cannot run simultaneously because they share the mobile IPAD lab. Electronic Music and Digital Art share a multi-purpose lab with keyboards being stored in a portable metal cabinet. Band and Chorus share the only space that could accommodate more than thirty (30) students and therefore may not run simultaneously. Classroom constraints severely limit the ability of students to opt into these courses.

Academic disciplines are not necessarily in adjacent spaces except for science.

**MIDDLE SCHOOL:**

**Current:**

Core subject teachers would ideally be on the same floor, but this is not always possible due to the building's small size and restrictive configuration. Seventh grade teacher classrooms are on the second floor, eighth grade teachers are on the third floor. Specialist teachers are spread throughout building. Both eighth grade Spanish teachers are located on the first floor. Classrooms are not necessarily subject-specific. For example, a math applications teacher uses an English teacher's classroom. Not all faculty members have dedicated space. For example, the .5 Special Education Teacher uses other teacher's rooms for her Academic Support classes. Disciplines are not adjacent to one another. Core grade level teachers have common planning time on a 3x/6 day cycle. Each teacher has one (1) prep period per day.

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The Frolio dining room is undersized to faculty size and must also serve as a teacher work/planning room as well as a small group teacher/student room due to the limited space and facilities within the building. There are five (5) (Total) office spaces within the building: one (1) on the second floor for the Principal/Office Secretary, one (1) on the second floor for the Assistant Principal, one (1) on the basement floor for the School Psychologist which is shared with the Speech and Language Pathologist, one (1) on the basement floor next to the kitchen for the Behaviorist, and one (1) on the second floor for the Guidance Counselor.

#### **Proposed:**

To further support teacher educational preparations, promote educational collaboration and integration of student services, and strengthen professional development, the new building should provide "flex" spaces in each grade level cluster for teachers to meet in Professional Learning Communities before and after school. These spaces could be used for flexible grouping of students during the work day or teacher leader meetings throughout the year. These spaces should be conducive to collaboration. A teacher dining room shall provide space for employees to have lunch, and further encourage communication and collaboration. Building design shall enable grades to be clustered.

#### HIGH SCHOOL:

Proposed for Abington High School:

- Dedicated instructional spaces for Band, Chorus, Electronic Music, Media Production, Digital Art
- A modern media center for data retrieval, research, and student support
- A language lab
- Work collaboration and planning space equipped with computers, telephones, scanners, copy machines, printers
- Culinary Arts space/facilities
- Centralized support services suite
- Special Education service provider space to include a reading lab and testing space
- Modern science labs
- Practice and storage rooms for music
- A fitness room, indoor walking track, health classrooms and gym configured into a wellness wing
- Every classroom lab/internet ready
- Appropriate AP testing space
- Department offices that include storage and conference areas
- A performance auditorium to support much needed presentation, instructional, performance, and community activities
- Small Learning Communities (SLCs) which support academic teams
- Open circulation and lobby areas which support exhibits of student work

#### MIDDLE SCHOOL:

Core subject teachers, including foreign language teachers and special education teachers, are located by teams in neighborhoods or pods around a project room, planning room, and teacher offices. The neighborhood will provide a visible and flexible learning environment for each team, as well as provide a space for building greater community and engaging in ongoing collaborative projects. There will be an

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open space in the middle which will provide for enough space to hold whole team meetings, or to meet in smaller groups. This space will also provide for the display of student work. These rooms provide window viewing which allows for student use of space without jeopardizing supervision of students. Classrooms will be equipped with adequate storage space and a minimum of at least one (1) interactive whiteboard. Project room will be equipped with movable furniture and some movable walls for team teaching and flexible grouping. All classrooms, project rooms, and planning rooms will have large whiteboard space. All teams, including related arts and science, will have common planning time at least once every other day. All rooms will be equipped with an adequate number of outlets. Each neighborhood includes a public presentation space. Ideally, each neighborhood would have easy access to the outdoors. The Grades 5 and 6 neighborhoods will be located in the same wing with the science classrooms adjoining in order to share materials. The Grades 7 and 8 neighborhoods will be located in the same wing with the science classrooms adjoining as well. The Grades 5/6 neighborhoods and the Grades 7/8 neighborhoods will be in the same building so that teachers, specialist, staff, and instructional space can be shared. Math classes will be next to the science classrooms within each neighborhood. The English and Social Studies classrooms will be adjoining as well. To further support teacher educational preparations, parent-teacher conferencing, promote educational collaboration and integration of student services, and strengthen professional development, the new building will provide "flex" spaces in each classroom neighborhood for teachers to meet in Professional Learning Communities, which will be equipped with computers, telephones, scanners, copy machines, and printers. These spaces could also be used for flexible grouping of students during the work day or teacher leader meetings throughout the year. The neighborhood will also include a reading lab and testing space for special education service providers. A teacher dining room within each pod shall provide space for staff to have lunch, and further encourage communication and collaboration.

Modern Science Labs (one [1] per team) will be located in each classroom neighborhood. The science labs will be equipped with appropriate furniture (demonstration table, workstations, ability to have students work both independently and in cooperative groups) and equipment, including an eye wash center and other safety compliance components.

A Support Staff Suite of offices will include space for the School Psychologist, Special Education Team Chairperson, Behaviorist, and Guidance Counselor, and a dedicated conference room and a dedicated room with built-in file cabinets for student records.

The Support Staff Suite will include a work station with two (2) computers for students to work on school work and vocational research. Space will be available for bookshelves, materials cabinets, and parent resources.

The Administration suite will be located at the building entrance and will include offices for the Principal, Assistant Principal and Office Secretary, teacher mailbox room with copier, scanner and printer, and a kitchenette.

The School Nurse will also be located near the main entrance for easy access for parents and medical personnel/vehicles.

## 6. PRE-KINDERGARTEN AND SPECIAL EDUCATION

### Current:

The Abington Public School Department's Preschool Program is an integrated, language based model, where children with special needs are included in a classroom community with their peers. The

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Massachusetts Curriculum Frameworks and Common Core Standards are utilized to provide academic experiences as well as ongoing interactions with adults and other children, allowing for the development of important social, language, and thinking skills. Curriculum areas that are specifically addressed include:

- Social and emotional development
- Cognitive development
- Language development
- Fine and gross motor development

Children attending the Integrated Preschool with Individual Education Program plans meet specific goals through program participation, behavioral support services based on the principles of applied behavioral analysis, speech and language therapy, occupational therapy and physical therapy as determined by the child's special educational Team.

The Integrated Preschool Program follows the Department of Early Education and Care's approved model of eight (8) regular education students to seven (7) students with special educational needs in each classroom session. Sessions are generally a half-day in duration, however, some students may be determined to require a full day program due to special education needs.

Integrated preschool classrooms are currently located at the Center Elementary School. Specialized services for children identified with Autism Spectrum Disorder (ASD) are offered within the district at specific schools. These programs range from full inclusion to substantially separate programs depending on the need.

Interventions in classrooms are provided by special needs teachers, speech/language pathologists, reading teachers, occupational and physical therapists, behavior specialists, school psychologists, English Language Learning teachers, and paraprofessionals.

**Proposed:**

It is proposed that consideration be given to moving the Pre-Kindergarten Program to Abington High School. This could provide an early childhood vocational experience for Abington High School students. Additionally, consideration would be made to move the Pre-Kindergarten Program to Beaver Brook Elementary School. Regardless of the location, either would allow for growth in the program. This would both increase and improve the physical space of the program. It would allow for the better integration of technology into the daily practices and routines of the teachers and students. State of the art technology tools for teaching and learning, connectivity and the required electrical service capacities are more available at the Beaver Brook Elementary School. Greatly improved indoor and outdoor physical activity and play spaces are also available at the Beaver Brook Elementary School for the children.

**7. KINDERGARTEN**

**Current:**

Three (3) Full day programs with tuition of \$3,050 per student  
Two (2) Half-day programs

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**Proposed:**

The Abington Public Schools plan to offer universal, full day kindergarten to families and has not done so in the past due to space constraints. The proposed change would move the current kindergarten from the Center School to the Beaver Brook Elementary School where program expansion would be available. Research confirms that a full day kindergarten program provides increased opportunities for learning in a variety of contexts that include independent, small group, and teacher directed activities. Full day kindergarten provides children more time to explore topics in depth and provides for greater continuity of day-to-day activities. Full day reduces transition times and provides more time to closely monitor individual progress and provide the necessary interventions at an earlier age. Children also experience more opportunities to enhance their social learning skills in a nurturing environment.

**8. LUNCH PROGRAM**

**Current:**

Abington High School currently houses the Central Kitchen for the district. All preparation and cooking of food product occurs in the Central Kitchen and is then transported to the various schools; however, each school does have adequate facilities to heat, reheat, and serve lunch products. (Each school has, at a minimum heating ovens, stove tops, and refrigeration/freezers.)

Abington High School currently has three (3) lunches, each approximately twenty-five (25) minutes in duration. Students may choose from the hot lunch selection, pizza, salads or a made-to-order wrap/sub sandwich. A-la-carte items are also available in the form of bagels, hot pretzels, ice cream, and various beverages.

Frolio Middle School currently has three (3) lunches, each approximately twenty-two (22) minutes in duration. Students may choose from the hot lunch selection or an alternative selection.

On early release days, brunch is served at the elementary and middle schools, but not at the high school. Each month the menu is developed by the Food Service Director and prepared with an "in-house" staff.

Student participation has seen a 5% to 7% decrease over the last few years which is consistent with the operation of food service programs across the region.

A breakfast program was attempted this year at the Frolio Middle School and Beaver Brook Elementary School. Both schools experienced very minimal participation (less than ten [10] students per day) and the program has therefore been canceled.

**Proposed:**

The District would continue the operation of a Central Kitchen for the District which will require accommodations for heat, reheat, refrigeration, service and cleaning facilities for remote school facilities. Improvements to the High School kitchen would be of considerable interest so that the program may be extended to provide greater selection and options for healthy choices by students. The cafeteria would have a secure and separate entrance for community use. The ability to secure this space for night and community use is very important to the members of the committee. Program design should ensure that two (2) grade levels would be able to be served concurrently. Design and layout shall foster communications between students by ensuring the space design supports furnishings which enable the students to communicate in small groups. Service lines should be designed to not bottleneck students, and ensure they are able to enter the cafeteria, select and purchase their meal, and be seated within a four

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(4) to five (5) minute timeframe. This would allow at least a fifteen (15) minute eating period. Design should ensure students with food allergies can be seated, if needed, in a separate defined seating section.

## 8. TECHNOLOGY

### Current:

Abington Public Schools have long committed resources to providing students with a supportive technology program to enhance student learning. Our current lab configuration is often fully utilized on most days, not allowing all students to have equal access to computer resources. Additionally, both the High School, and to a much greater extent the Frolio School, are limited in the inclusion of technology by the dated infrastructure at each building.

#### HIGH SCHOOL:

Abington High school currently has two (2) multiple purpose computer labs available to any class during the school day; except when Digital Art or Electronic Music are scheduled in those rooms. One (1) dedicated Business lab (thirty [30] seats) was installed two (2) years ago. The Library/Media Center has a thirty (30)-station computer lab. Two (2) mobile labs are used regularly, one (1) mobile I-Pad lab (25), and one (1) mobile Netbook lab (25).

The wireless infrastructure within Abington High School, while improving, is very limited.

#### MIDDLE SCHOOL

All seventh/eighth grade students receive direct technology instruction in the main computer lab. There is a second lab in media center, which is signed out and used by individual teachers. There is an iPad cart currently equipped with fourteen (14) iPads, signed out by teachers and used in classrooms. There is one (1) set of ActiVotes, a student response system, signed out by teachers and used in classrooms. Almost all classrooms have interactive whiteboards/projectors. There are two (2) computer labs: one (1) primary computer lab used all day for computer classes, and a second lab in the library media center. There are often two (2) classes in the library media center simultaneously, which creates a loud, distracting learning environment.

The wireless infrastructure with Frolio Middle School, while improving, is very limited.

### Proposed:

#### HIGH SCHOOL:

The current and proposed initiatives include:

Abington High School should have state-of-art technology, including a robust wireless infrastructure to support one-to-one computing. Several multipurpose labs with different technology (for example, an Ipad lab, a Microsoft lab, a media production lab) will be designed and built. Specialty lab spaces, such as a Business lab, a Library/Media Center, and a foreign language lab will be available. We would also propose a state of the art performing arts space that would serve as an instructional facility for production.

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All seventh/eighth grade students will convert to 1:1 computing with a personal device. All classrooms will be equipped with at least one (1) interactive whiteboard, projector, audio amplification system, and student response system. Online curriculum/software will be embedded into the curriculum and will enable students to work at their own pace, allowing for greater differentiation of instruction. Pods of technology will be available in each team neighborhood (planning room and each individual classroom), the library media center, and in common areas throughout the building. Each adult in the building will have a dedicated device in classroom/assigned workspace. Teacher offices will be equipped with phones, fax machine, scanner, and printer. There will be wireless in every class. Ample electrical outlets will be provided where devices may be charged. Science classrooms will be equipped as science labs. There will be a robotics lab. There will be natural lighting throughout building.

## 8. ART

### Current:

#### HIGH SCHOOL:

Currently, Abington High School has a very robust art program which includes three (3) art rooms, a small art office, and an outside storage trailer. The rooms are in two (2) different areas of the school building. The Drawing and Painting Room (104E), formerly a wood shop, is 1,827 square feet and is used primarily for 2-d art forms. This room also has a four (4)-station computer lab and black and white printer. A very small art office is accessible from this room. The Sculpture Room (103) is 1,080 square feet and is used for 3-d art forms. This room includes an electronic kiln and vent system. The Multimedia Computer lab (101) is 1,080 square feet and is used by art and music departments for instruction in Digital Art and Music. This room includes twenty (20) work stations, three (3) scanners, two (2) laser printers, and one (1) inkjet printer.

All the art rooms have an assortment of utility cabinets, flat files, racks, and lockers for the storage of art supplies, instructional references, and student work. Student work is exhibited in a case in the café lobby and also on an electronic display. Funding limitations have recently impacted the art program. We currently offer the equivalent of eight (8) courses, down from fourteen (14) courses.

#### MIDDLE SCHOOL:

The Art and Critical Thinking and Design (CTD) programs currently share Room 104 at Frolio Middle School. This room is grossly inadequate, with approximately 850 square feet, basement-style half windows, and a dropped ceiling. Students sit at one (1) of eight (8) tables which can accommodate up to four (4) students; three (3) students are preferable. An L-shaped desk with a teacher computer is located against a wall, and a long counter which contains four (4) student computers/printer is located on the opposite wall. The room has one (1) small sink located in a corner, six (6) built-in cabinets with shelves for CTD projects, and two (2) units of shelves for student art projects. Additionally, there is a closet located in room which is used to store art materials and an assortment of file cabinets and metal flat files used for resource materials. Since the room is used to run two (2) programs, every student who attends Frolio uses the room several times during their two (2) years at the school. With proper planning, the room has been adequate for its intended purpose. However, due to lack of space, adequate storage is always an issue. Three-dimensional projects can only be assigned if they are kept small and the number of students in the class does not exceed twenty-four (24). Still life arrangements cannot be permanently set up in the room because of lack of space. Students in art classes cannot use stand up easels nor do they have the freedom to move around the room without creating a chaotic situation. CTD class lacks a separate area for testing projects and furniture must be rearranged during test days. Projects completed during a trimester or school year is determined by class size. Classes with more than twenty-four (24)

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students require using smaller paper since eight (8) tables can only comfortably sit three (3) students. With four (4) students at a table, elbows bump and papers overlap.

**Proposed:**

HIGH SCHOOL:

In keeping with the suggested graduation requirement of MassCore, Abington High School would likely have a graduation requirement in the arts, necessitating a facility that would include increased student enrollment and course demand.

The new National Core Arts Standards (<http://nccas.wikispaces.com>) will include Visual Arts, Music, Dance, Theater, and Media Arts. Media Arts is an important new art form category in this framework. The proposed art program could include new cross-disciplinary courses in STEAM (Science, Technology, Engineering, Art, and Math) that target project-based instruction in creative product design, devices, architecture and inventions.

- Cluster the art classes in one (1) area of the building, on the ground floor with outside accessibility. Course content boundaries are blurring and workflows in the arts are changing. Students need to have access to different facilities, and also have strong adjacencies with other specialized instructional program areas.
- All art rooms equipped with the state-of-the-art technology infrastructure and instructional tools. Rooms need to have secure storage for electronic equipment and general supplies.
- All art rooms equipped with high ceilings, good natural and artificial lighting, cleanable surfaces, increased storage for student work and supplies, display boards, multiple large stainless sinks, and flexible equipment and furniture configuration.
- The Multimedia Computer lab (101) is 1,080 square feet and is used by art and music departments for instruction in Digital Art and Music. This room includes twenty (20) work stations, three (3) scanners, two (2) laser printers, and (1) one inkjet printer.
- All the art rooms have an assortment of utility cabinets, flat files, racks, and lockers for the storage of art supplies, instructional references, and student work.
- Student work is exhibited in a case in the café lobby as well as on an electronic display.
- Custom storage for student's works in progress, portfolios, active supplies, reserve supplies, tools and equipment
- School exhibition spaces and lighting for 2-d, 3-d, and digital art work
- A flexible, combination multimedia performance/presentation area
- Video conferencing for communication and distance learning
- Performance and presentation space
- Seasonal outside open-air structure located in a beautifully landscaped area

*Drawing and Painting Courses and Facility.*

- \* Large sinks with stainless backsplashes and backsplash mounted faucets
- \* Include six (6) station computer or laptop lab and color printing capability
- \* Windows for natural light
- \* Flexible furniture and work spaces

*3-D Design Architecture Sculpture Courses and Facility*

- \* Provide vented ceramic kiln room and storage area separate from classroom.
- \* Independent controllable room ventilation
- \* 3-d printing station, laser printing

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- \* Two (2) industrial sink areas with stainless backsplashes, sediment traps and backsplash mounded faucets
- \* Furniture, storage, tools, equipment capable supporting a broad range of art materials and techniques

Digital Art

- \* Twenty (20) station computer lab customized for graphics, media arts, interactive media, and video production
- \* Large format printers
- \* Video conferencing for communication and distance learning

STEAM

- \* 2-d, 3-d, and laser printing
- \* Model/prototype fabrication

CAD

- \* Arduino with Max/msp for interactive/robotic experiments

MIDDLE SCHOOL:

Proposed for the middle school include:

- Separate spaces for the Art and Critical Thinking and Design Programs
- An art room with adequate built in storage for 2-d, 3-d projects and resource materials
- At least three (3) industrial, stainless sinks located throughout the room as well as a small hand washing sink
- A small, attached, ventilated room to house a kiln
- Large windows to provide natural light
- A wall area for displaying student work in addition to a separate area in the school for additional display space
- State-of-the-art technology including but not limited to a smart board, high capacity color printer, at least six (6) computer work stations for students, scanner and photo/video editing software
- Furniture which afford flexibility for movement and configuration

**8. MUSIC**

**Current:**

HIGH SCHOOL:

Abington High School currently has rehearsal/classroom space for Concert Choir, Concert Band, and Beginner Guitar is shared space often displacing these classes for school assemblies or testing. Because there is little to no storage area, the practice rooms are jammed with materials that are not currently being used, and they are not usable as practice rooms. We currently lack space for the storage of instruments (school owned and student owned).

There is a good sound system for playing examples, and an LCD projector with a large screen for watching performances. There is no permanent white board installed for other teaching opportunities. We also lack a system to record and reproduce student and other performances. The Choral Music Library is located in a closet, and the Instrumental Music Library is in a closet on a different floor.

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Courses offered in 2012-2013: Concert Choir, Concert Band, Electronic Music I, Electronic Music II, Beginner Guitar, and Music in Our Lives

MIDDLE SCHOOL:

Two (2) spaces are dedicated to the music program: one (1) band room and one (1) chorus room. Three (3) music teachers teach Periods 1 and 2 only at Frolio. There are two (2) dedicated music spaces with three (3) music teachers who have full and sometimes oversized classes. We have had to combine classes into very large groups in order to provide music to all students in our school. There is no good assembly space in the school. The gym includes the stage, so we must displace gym classes and equipment for assemblies or performances. The gym/auditorium has poor wireless connection, which negatively impacts performances. During the regular schedule, the stage is used for personal fitness equipment and is unavailable for performing arts. We also utilize the cafeteria for larger groups; however, the cafeteria has only sporadic wireless connection and seating that is cramped, undersized and uncomfortable for the larger middle school student and adults. Performing Arts is not part of the curriculum. It is offered as an after school club by volunteer teachers. When they practice on the stage, they must push the personal fitness equipment to the edges and use just the middle of the stage.

**Proposed**

HIGH SCHOOL:

The following is proposed for Abington High School:

- Fine Arts Wing
- Performance Auditorium with enough seating to hold graduation, should have an orchestra pit, wing space and fly space, scene shop, storage (costume, sets props), dressing rooms, direct outside access for load in/out adequate lighting and sound, band shell, choral risers, grand piano (storage)
- Band Room with Tiered Seating and instrument storage space sound equipment interactive whiteboard
- Choral Rehearsal Room with tiered seating, interactive whiteboard
- Small Hall for meetings, guest lecturers ,performers, sound, LCD and screen
- Electronic Music Lab with computers and keyboards and interactive whiteboard
- Practice Rooms/Sectional Rehearsal Space (Smart Music Program)
- Instrument storage space
- Music Library choral and instrumental
- Acoustical Tile
- High ceilings
- High quality sound and recording technology
- New chairs and music stands
- Mirrored Dance Studio –for dance classes, dance team, winter guard
- Office space for fine arts teachers - to include computers, printers, copiers

MIDDLE SCHOOL:

One (1) large space (auditorium with stage) will be dedicated to performances, fairs, band practices, and the like. The space will be equipped with state-of-the-art technology for sound and lighting. There will be a dressing area and storage space behind and next to the stage. Wooden floor on stage. Windows in auditorium are coverable. There will be a green room in the space where filming may be done in

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collaboration with the local cable station. There will be additional classrooms for music, band and chorus classes. The classrooms will be large enough to accommodate a large group of students. There will be cages for storing musical instruments and a teacher office.

## 9. PHYSICAL EDUCATION

### Current:

#### HIGH SCHOOL:

- Required one (1) semester every year Grades 9 – 12, five (5) days per week
- Two (2) classes (up to sixty [60] students) run simultaneously in a single shared gymnasium divided by a partition. The physical size of the space is very inadequate.
- The fitness room is located on the opposite end of the building.
- Grades 9 and 10 and Grades 11 and 12 are grouped together.
- Full locker rooms with athletic rooms, team rooms, and PE rooms

#### MIDDLE SCHOOL:

The gym and auditorium (with stage) is one (1) space (gymnasium) with permanent bleachers and a gym floor. Health and physical education classes are offered. (Grade 7 students – sixty [60] days health/physical education; Grade 8 students – thirty [30] days health/physical education) and full locker rooms with changing areas.

### Proposed:

#### HIGH SCHOOL:

- A Wellness wing to include instruction classrooms, a fitness/weight training facility, office, and conference room
- An indoor track, increased gymnasium size, and safe bleacher seating
- Adequate dedicated physical education storage space
- Adequate lockers, showers, and team rooms
- Five (5) tennis courts
- Outdoor bench and bleacher seating

#### MIDDLE SCHOOL:

Dedicated gymnasium and fitness rooms which adjoin the health classrooms equipped with both team sports equipment and personal training equipment.  
Outside basketball court  
Changing stalls in both girls' and boys' locker room

## 9. SPECIAL EDUCATION

### Current

In accordance with Chapter 766 of the Massachusetts General Laws, Federal law, and IDEA, Frolio Middle School's and Abington High School's Special Education Program provides services for qualifying

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students who are unable to make effective progress within the general education program. Beyond the inclusive specialized education support continuum for students within the general education classroom, services include academic support, inclusion and self-contained classes. The two (2) sub-separate programs at each school provide a continuum of services for students with cognitive and communication disabilities. Specialized services are provided daily at each school as required by Individual Education Plans (IEP), Section 504 Plans or as part of Response to Intervention (RTI) initiatives. The Common Core is implemented utilizing teaching methods that include but are not limited to co-teaching, small group instruction within the classroom, and monitoring of students during large group sessions. Special education staff works closely with students, parents, and general education teachers to monitor student progress and to modify and support academic programs to meet individual student needs.

Currently, Frolio Middle School and Abington High School support programming for students qualifying for supports through an IEP with the following service models:

- **Consultation:** Special Education and Related Service staff consult with general education staff to support access to curriculum within the general education classrooms and programs.
- **Inclusion Supports:** Students who contend with disabilities are supported within the general education classroom by paraprofessional staff members who work under the direction of general education teachers and consultation from special education teachers.
- **Co-Teaching:** Students access the general curriculum in classes taught by both a general education content area teacher and a special education teacher. These teachers act as equal partners within the classroom to support modified curriculum and accommodations as needed.
- **Replacement:** In rare cases, when general education offerings are not adequate to meet students' intensive needs, content area instruction may occur in a setting outside of the general education classroom and will be taught by a special education teacher.

Frolio Middle School currently has two (2) academic support classrooms, two (2) small special education offices, and one (1) self-contained life skills program consisting of one (1) classroom. There is no designated space for: conference rooms available for special education meetings, testing rooms, work rooms, private locked storage spaces, and service provider rooms (Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behavior Specialists, Vision Specialists, Reading Specialists, Adaptive Physical Education, English Language Learner Specialists, etc).

Abington High School currently has three (3) academic support classrooms, two (2) small special education offices, and one (1) self-contained life skills program consisting of two (2) classrooms (including a café area equipped with kitchen, sinks, and a computer area). There is no designated space for: conference rooms available for special education meetings, testing rooms, work rooms, private locked storage spaces, and service provider rooms (Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behavior Specialists, Vision Specialists, Reading Specialists, Adaptive Physical Education, English Language Learner Specialists, etc).

Local review of special education space indicates that the facilities are antiquated and outdated in many ways. Many of the programs are being provided in spaces not originally identified or intended as special education instructional space. The physical layout of the buildings is not conducive to a comprehensive co-teaching model and would be better suited to a more intimate and clustered classroom structure. Individual classrooms have limited electrical outlets and open wall space. This can be a barrier when assistive devices are needed for support of students' access to the curriculum. Instructional space is lacking in quantity and some special education teachers and service providers have no dedicated office or testing space. There is limited meeting space for Team meetings, department meetings, and lack of

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conference space to confer with students, teachers, and parents. There is little to no storage space for assessment and instructional materials or supplies and there is no defined de-escalation space.

MIDDLE SCHOOL:

Would propose to include an Assistive Technology Lab (which could be part of the general education computer lab). The software from each textbook series would be installed on to the computers, along with any other software already licensed by the district (i.e., Kurzweil, Dragonspeak, Read Naturally). It would be a place that would be reserved for academic support classes.

**Proposed:**

MIDDLE SCHOOL:

The proposed building project will afford the special education program to be an integral part of the school community. Ample classroom space, office space, testing space, meeting space, and de-escalation space will be provided in order to best meet the educational needs of all students. This design will afford more opportunities for students and staff to work horizontally and vertically, and to incorporate interdisciplinary ways to fully integrate special needs programming.

The Frolio Middle School will implement a comprehensive co-teaching service model which will allow students to access the general curriculum in classes taught by both a general education content area teacher and a special education teacher. A centralized academic support technology center for both general and special education students will be created to provide academic support and virtual learning projects. Self-contained programs will be strategically located in areas of the building to best support student access. The Life Skills programs (students with cognitive and communication disabilities) will have a newly designed vocational area, semi-private space with a designated de-escalation area to support a more protected and dignified learning space.

In order to address the growing need for student services, the goal is to expand programming to provide access to Alternative Learning Programs that are more project based and have 21st Century vocational exploration opportunities imbedded in them. In addition, programs for students with language based learning disabilities and significant social emotional disabilities will need to be created. Increased counseling services will need to be expanded to address the increasing need for services in the areas of mental illness and substance abuse. This being said, all special education programs need to be located close enough to content and elective general education programming so that inclusive opportunities can be realized when possible.

Professional office and testing spaces will be designated for related service providers in the areas of: Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behavior Specialists, Vision Specialists, Reading Specialists, Adaptive Physical Education and English Language Learner Specialists, etc.

Lastly, critical to the success of special education programs and related service providers is the ability to observe students in their school environment. Ideally, two (2)-way mirror observation rooms will provide opportunities for both parents, teachers, and consultants who work closely and carefully with the special education population to observe and learn from one another.

MIDDLE SCHOOL:

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The Middle School will include several smaller meeting rooms for tutors and specialists. These rooms may be used for regular teacher/tutor meetings and for small group testing environments. Along with special education teachers, paraeducators and tutors will have shared space in an office with computer access for storing materials, etc.

**HIGH SCHOOL:**

The proposed building project will afford the special education program to be an integral part of the school community. Ample classroom space, office space, testing space, meeting space, and de-escalation space will be provided in order to best meet the educational needs of all students. This design will afford more opportunities for students and staff to work horizontally and vertically, and to incorporate interdisciplinary ways to fully integrate special needs programming.

Abington High School will continue to support a full continuum of services for students until graduation or for students who are eligible to continue their education until they reach age 22. The continuation of a comprehensive co-teaching service model would allow students to access the general curriculum in classes taught by both a general education content area teacher and a special education teacher. A centralized academic support technology center for both general and special education students will be created to provide academic support and to assist students with credit recovery and college and career readiness projects. Self-contained programs will be strategically located in areas of the building to best support student access. The Life Skills programs (students with cognitive and communication disabilities) will need a newly designed vocational café area, semi-private space with a designated de-escalation area to support a more protected and dignified learning space.

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Lastly, critical to the success of special education programs and related service providers is the ability to observe students in their school environment. Ideally, two (2)-way mirror observation rooms will provide opportunities for both parents, teachers, and consultants who work closely and carefully with the special education population to observe and learn from one another.

**10. VOCATIONAL EDUCATION**

**Current:**

**HIGH SCHOOL:**

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- Limited to two (2) semester business courses that provide internship or work experience to Grades 11 and 12 students off campus
- The Special Education department provides vocational individual experience for students on IEP's through North River Collaborative

MIDDLE SCHOOL:

A regular classroom is used for our substantially separate program, which includes a significant vocational component.

**Proposed:**

HIGH SCHOOL:

- Internship opportunities to include transportation
- Flexible programming to support hybrid off-campus training opportunities
- Integrate project team labs and specialized vocational labs for dual purposes
- In-house daycare for children of staff
- Culinary Department, and school restaurant
- Landscape/grounds maintenance
- Possibility of providing opportunities for high school students to work directly with Pre-K students housed at the high school and part of a Child Care/ Pre-School Vocational Program.

MIDDLE SCHOOL:

A fully equipped vocational classroom complete with a kitchen area.

**10. TRANSPORTATION**

**Mandated Town-Paid Transportation:**

Under Massachusetts General Laws, transportation at town expense shall be furnished to all Abington pupils Grades K-6 who live two (2) miles or more from the school they attend. Transportation at town expense is based solely on the student's home address and is only for transportation between the student's home bus stop and the school the student attends. Additionally, transportation shall be provided at town expense for children whose Individualized Education Plan (IEP) requires such transportation or whose physical condition makes such transportation necessary as stated in an IEP.

**Non-Mandated Fee-Based Transportation:**

The Fee-Based Transportation System provides an option for arranging bus service for students Grades K-6 who live less than two (2) miles from their school and for all students Grades 7-12. There is a provision for a fee waiver. The "Fee Waiver Application Form" must be completed and submitted by July 1st to the Superintendent's Office. This form is available in both the Principal's Office and the Superintendent's Office. Eligibility is subject to the income guidelines and verification. Ridership is not guaranteed as it is dependent on sufficient funding, routing, and available seating.

**Two (2) Mile Limit:**

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The two (2) mile measurement is the shortest vehicular route between the nearest walkway or driveway to the student's residence to the nearest walkway or gateway leading to the front door of the school. If the mileage is in dispute, a "Distance Appeal Form" must be completed and submitted by July 1st to the School Department. This form is available in both the Principal's Office and Superintendent's Office. The distance will be rechecked and a decision made. This decision shall be final. Appeals not properly submitted by July 1st will not be honored. Please note that the shortest vehicular route may change from year to year as new streets open to traffic; therefore, the shortest vehicular route will be based on streets existing as of July 1st of each year. Mileage will not be calculated to or from a daycare provider.

During the month of April students receive a Transportation Packet containing rules and regulations, frequently asked questions, and all pertinent forms. The fee is \$255 per student with a \$510 family cap. The fee is refundable only if the School Department cannot provide the service. Aside from this exception, and because buses must be contracted in advance, the fee is nonrefundable and will be not be prorated in any manner or for any reason. The seat purchased is not transferable to another route. The application and payment in full must be submitted by July 1st. This payment insures that each child is included on the bus list as routes are developed during the summer. Applications and payments received after July 1st will be considered late and will be honored only if space is available and if there is an existing stop on the route.

Subject to the availability of seats and an existing bus stop, applications for children whose parents/guardians are experiencing an emergency situation will be accepted and processed during the school year. Applications submitted under this provision must be accompanied by a written explanation of the nature of the emergency and any supportive documentation requested by the School Department. A committee comprised of the Chairman of the School Committee, the Superintendent of Schools, and a Principal will review, act on such emergency requests and, if approved, set a prorated fee.

**Bus Stops and Routing:**

Students K-12 are not entitled to street-by-street or door-to-door pick-up and/or delivery. The School Department will establish common neighborhood bus stops. Timing and routing do not allow for additional bus stops even if the bus passes a particular residence. As it is unknown how many buses will be funded, the length of bus routes may be adversely affected. All efforts will be made to schedule bus routes so that no child is riding for more than one (1) hour per trip.

**Proposed:**

The District plans to continue its transportation program as outlined above but would hope that the following additional components may be added as part of the proposed project and educational program.

- Late bus for students participating in activities/athletics/supports
- Internship busing
- Dedicated off-campus field trip bus

**10. FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES**

**Current:**

HIGH SCHOOL:

- Fitness room and gym at opposite ends of the building.

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- Department office locations are often floors away from teacher classrooms and/or storage and professional libraries.
- Nurse's office lacks space and privacy.
- Art spaces are a wing apart.
- PKS Music Room is a shared space for all school and town events (bumping Chorus and Band classes out of instructional space).
- Electronic Music lab has portable keyboards to set up, take down and store everyday (no dedicated space) in a common lab.
- Scene shop and storage is in the high school building (or in containers outside) and play production is at the Frolio Middle School.
- Faculty Break Room is on the opposite end of the building from the cafeteria
- All support services are scattered throughout the building based on available space per period each year.
- AP testing is done off campus or in PKS Music Room displacing Chorus and Band instruction.

MIDDLE SCHOOL:

The building consists of three (3) floors, designed in a rectangular formation.

*First Floor:*

The cafeteria, music rooms, foreign language, health classroom, and dual use conference room/teacher lunch room are located on the first floor. (The teacher's lounge is also used as a teaching space by the specialized reading tutors and the speech and language pathologist.) There are classrooms adjacent to the cafeteria. The first floor gives one the sense of being in the basement, as it is partially underground.

*Second Floor:*

The building's main entrance, administration, nurse, guidance, gym/auditorium, Grade 7 special education and Grade 7 core teacher classrooms are located on the second floor.

*Third Floor:*

The Grade 8 classrooms, Grade 8 special education, library, and computer lab are located on the third floor.

**Proposed:**

The Educational Visioning sessions held in April, May, and June of 2013 provided an opportunity for faculty, staff, administrators, building committee members, and community members to discuss many aspects of the proposed educational environment. These sessions are documented in the Summary of the Educational Visioning. Some of the key proposals regarding functional and spatial relationships, as well as key adjacencies are summarized below. They apply to both the middle school and high school environments, and could be extremely successful in a combined 5 through 12 co-located schools environment:

**Integration of Topics and Teams** – The old traditional approach of segregating subjects by department is detrimental to cross discipline instruction within the educational environment. In order for teachers to be able to facilitate the blending of multiple disciplines of academic instruction, teams must be organized to include multiple subject classrooms into a "Teaching Neighborhood", which includes four (4) general classrooms and a dedicated science classroom. These neighborhoods should also include a dedicated project room, for the development of hands-on, project based learning among team members. Although each neighborhood may not require a teacher planning area, teacher planning and work areas should be an integral part of each team, allowing appropriate space for teachers to collaborate on student assignments.

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progress, and cross-discipline instruction. Although organized for efficient interaction within the team, these teams must share a common connection with other teams and be able to casually and easily integrate themselves within the remaining school environment. This "common connection space" may be a central atrium, expanded corridor, or other open circulation element. This concept of neighborhoods applies to both the middle school and the high school. Middle school neighborhoods can be further refined to group 5/6 neighborhoods and 7/8 neighborhoods, creating two schools (a 5/6 school and a 7/8 school) within the same middle school.

**Flexible Project and Instructional Space** – very few modern business or scientific spaces segregate instruction from application. The modern comprehensive middle school and high school environment must be a flexible space which accommodates both instruction and application. The spaces which are dedicated to project based learning should be highly integrated to the remaining academic classrooms and/or environment.

**Entry and Exhibit** – The interaction of community members and parents, as well as the impression they receive during their visit to the school is important. Most of the visitors will not have the opportunity to tour throughout all areas of the school, and certainly will not have the opportunity to observe the activities and products of student academic work. The ability for key public areas of the building to exhibit this work, not just statically but also dynamically, is a key component in allowing visitors to experience the learning which is going on throughout the building, without the need to tour deep into the academic zones, which is obviously not practical. The building should place "Education and Student Activity on display for all to absorb". This instills student pride through the exhibit of their work; and can easily be done by providing opportunities for fixed exhibits, video display, or any other practical and functional means. This kind of exhibit opportunity should not be limited to just the displays at entry points accessible to visitors, but should also be inherent within the academic zones, allowing students to present and exhibit their project work to other students. Lockers should be removed from hallways so that these spaces are available to put student work and student activities on display.

It is also important that entry areas exhibit the history and flavor of the Town and school department, through the presentation of artifacts, information, and exhibits.

**Beyond STEAM** – There has been much talk about STEAM and the need to integrate Science, Technology, Engineering, Arts, and Math within the Academic Environment. The modern 21st Century middle school or high school environments go beyond this, with the goal of integrating these key subjects into real-world business and scientific applications in an effort to help students understand the importance of these topics individually, but to also understand the way they support each other.

**Business Community Connections** – One of the key components of all successful comprehensive high schools is their ability to integrate the individual programs with their associated professional business applications in the community. Convenient access to the specialized teams by business and scientific leaders within the community is key to this important collaboration. Teacher collaboration areas are also critical to a strong educational environment, with such spaces closely integrated into the academic environment and include the necessary business tools to allow teachers to work, plan, and collaborate.

**Media Distribution and Retrieval** – The library media center should be a media distribution and retrieval resource which students can utilize throughout the school environment. The functions of the library media center should not be limited to a single location within the building, as students are retrieving data resources constantly, and limiting this retrieval to a single location within the building is no longer efficient. Research can occur any many places throughout the building, and distributing library resources to locations which encourage in lieu of prohibiting use will make for a more dynamic environment. Media broadcasting, video editing, and video productions are all academic endeavors

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which may possibly have a link to the media center, but their carefully placement in order to allow them close integration with other disciplines should also be explored.

**Educational technology should be integrated seamlessly throughout the educational environment.**

Campus-wide wireless access is key to creating a flexible environment where students can complete assignments without the confines or boundaries of a fixed computer lab. Labs which are dedicated to specific tasks (like video production or video editing, for example) may be required, but this kind of restrictive specific use space should be created only after thoughtful justification and consideration of a more flexible "Create, research, and explore" environment that provides opportunity for data based activities to be completed in any classroom, or in any part of the building.

**Socialization and Learning** – Social skills and the need to communicate outside of the project/instructional environment is a key element in promoting positive student development. Students must have the opportunity to socialize with their peers without being confined to the traditional restrictions of a "Cafeteria" where students are herded into a space and directed to function in a stereotypical way. Schools where social dining is distributed throughout the school environment with less restrictions and/or boundaries have proven to promote significantly more student collaboration while simultaneously reducing discipline problems. The student dining area can also play a significant role in parent and community interaction with the school, by providing flexible space which supports presentations, programs, and events. It can serve as one of the primary social hubs of not only the school, but also the entire Abington community.

**The School as a Business Incubator** – There are many important elements in creating a successful school environment where project-based activity is visually and physically integrated into the core of the school while simultaneously opening themselves to community involvement. It requires re-thinking the "Core" or "Commons" of the school, the definition of "Entry", and all of the necessary aspects of security. The school must operate very much like a business incubator, promoting the necessary collaboration while simultaneously creating the necessary boundaries for staff, administrators, parents, and students.

**Indoor/Outdoor Connections** – The connection of indoor and outdoor spaces is important to creating a vibrant and energized educational environment. Students can become more engaged in utilizing outdoor space if an effort is made to insure the appropriate visual and physical connection. Outdoor space can be used beyond recreational playfield use and can provide project space, social space, classrooms, study areas, and other support areas for the educational environment. It has a natural integration to many sciences, and should not be ignored as part of a 21st Century educational environment. Such space shall include but not be limited to dining space, study and research areas, student exhibit areas, social areas, art classrooms, and a greenhouse or green roof.

**Learning Beyond the School Day** – As students become involved in more activities, the time they spend on the academic campus has expanded. These activities include music, performance, athletics, research, science, academics, and more. Many students study after school as they await upcoming practices, performance or activities which involve them or their friends. Providing appropriate spaces for such activities is a key component of the 21st Century academic environment.

**Health/Wellness** – As more focus is now placed on the mental and physical development of the "whole person" it is critical that key fitness, wellness, and medical facilities be provided within the school environment. Health/wellness classrooms should be adjacent to the gymnasium and should have dedicated equipment. Health services should include multiple rooms for triaging students/staff, including space for sick/well waiting. Appropriate storage, beds, restrooms, seating, and other amenities should be provided.

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**Community Use** - In small towns like Abington, the schools truly become the center of community use. Gymnasiums, performance theaters, lecture halls, media labs, etc. all become a highly utilized community and educational resource. These facilities are not "extras" to be added if funding allows, but are inherent resources that will serve the student, teachers, administrators, and community members for decades to come. Their careful planning and inclusion, as well as their integration into the community-wide environment are critical to supporting community interaction with the educational community.

### SECURITY AND VISUAL ACCESS REQUIREMENTS CURRENT

#### Security Posture:

1. **Access Control System.** All exterior doors are lockable, and some are electrified to be locked and unlocked by the access control system. Doors that do not have electrified door hardware are locked and unlocked by keys. Typically there are three (3) sets of main entry doors; all are electrified. The outermost doors are planned to be push pull and unlocked during school hours. They have a card reader if having these doors locked at all times is desired. The inner set of the three (3) doors is planned to always be locked, except for drop-off and pick-up times, where it is planned to be scheduled locked and unlocked during specific times by the access control system. This set of doors has a card reader as well. There is a video entry station at these inner doors, to allow administrative staff to buzz people past them to enter the administrative area. The third set of doors past the administrative area is planned to be locked in a similar fashion as the inner set. Panic buttons, which can trigger a lockdown event in access control (examples of what a lockdown event can trigger are the presentation of a PA announcement, dialing 911, locking all unlocked electrified doors, disabling card readers below a certain access level, sending email alerts, etc.), are typically located in the following areas: administration: Principal's office; certain secretarial staff; SRO office; custodian's office; assistant principal's office. It is important to note that shooting through doors with glass can allow someone to bypass locked doors. Stairwell doors can be pulled off mag holders and programmed locked by access control, securing floors two (2) and three (3). Card access will allow access to floors two (2) and three (3), unless only specific cards are programmed to function during a lockdown. Please note, activation of the fire alarm system will de-energize these stairwell doors for fire safety and they will become unlocked. Exterior doors DO NOT become unlocked upon fire alarm activation. Depending on the IPTV system for the school, it is planned that a lockdown condition in access control shall trigger the IPTV system to turn on all projectors and televisions in the school and present a video file for lockdown purposes. This file will be generated by the owner, and can contain anything deemed appropriate by the owner (lock down procedures, steps to follow, etc.). Please note, this is not to be relied upon as an emergency notification system, but as another means of disseminating information as fast as possible to staff and students.
2. **Intrusion Detection System.** The intrusion detection system is the burglar alarm system that is armed when the building is unoccupied. This system includes motion detectors in every room on the first floor with windows, door contacts on every exterior door, and door contacts on every interior door shown on the drawings (stairwells, and any room with a card reader). The intrusion system is programmed to dial the central office when an alarm condition is detected, either by a motion detector

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- or door being forced open. Panic buttons in the administrative area can be programmed to have the intrusion system dial 911 in an emergency during occupied times for lockdown purposes if desired.
3. CCTV System. Cameras are placed around the exterior of the building, the parking lots, hallways, stairwells, the administrative area, café, auditorium, courtyard, gym, lecture hall, library, any alternate HS area, fitness room and gym track area, the ball fields, and all road entrances to the property. A camera is placed on all entry doors into the building. A forced door alarm will call up the video of a camera assigned to cover the door at the security station PC.
  4. A bi-directional amplifier and antenna system will be installed for police and fire radios to function within the building without interruption.