

# Manchester Essex Memorial School Education Program

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*Educating all students, instilling a passion for life-long learning, and encouraging both local and global citizenship!*

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# Manchester Essex Memorial School Education Program

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# Manchester Essex Memorial School Education Program

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## Introduction

The Manchester Essex Regional School District is consistently and proudly among the highest-performing districts in the state. MERSD is an inclusive school district; as such, we are a collaborative culture that welcomes all members into our learning community. Recognizing that students share more similarities than differences, our learning community respects each individual's unique contributions. It is expected that all adults share the responsibility for providing every student with access to and participation in high quality education.

MERSD proudly works to educate each child from his/her own readiness level in order to facilitate the intellectual, social and emotional growth process. There are many measures of success, and we are committed to helping each individual child achieve his/her potential. In addition to a robust core curriculum that balances high expectations for student achievement with the needs of the whole child, we offer specialty programming and a variety of twenty-first century learning opportunities, such as: elementary foreign language; Integrated Pre-Kindergarten; specialized learning programs for students with dyslexia, autism spectrum disorders, and developmental delays; STEM coursework in coding, engineering, project based environmental studies, FIRST Robotics, Project Adventure; award winning arts and music programs; and, state champion athletic teams.

In collaboration with David Stephen from New Vista Design, MERSD engaged in a two-day Educational Visioning workshop. Through this process, thirty teachers, parents and administrators gathered to learn reflect on or current practice and challenge our assumptions about how education could look in the future. Through a series of collaborative exercises we uncovered common themes that will serve as guiding principles for our design team JCJ Architecture. These design principles support our district and school core values and established instructional methodologies that are grounded in active student centered learning. It is our hope that the design process will yield an educational facility that is timeless in style but flexible and adaptable to the ever evolving curriculum and instruction program.



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## MERSD Curriculum Delivery Methods and Practice

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The Manchester Memorial Elementary School employs a broad- range of teaching methodologies that strive to balance the best of progressive methodology with tried and true approaches. Our curriculum and instructional program are designed to support our District mission, vision and core values.

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*MERSD, in partnership with its communities, will provide 21st Century educational opportunities and resources so that all students can achieve academic excellence, realize their highest potential, and succeed as responsible citizens in a global society.*

### **Whole Child**

We believe schools must establish a safe environment conducive to the development of the whole child, which extends beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and emotional well-being.

### **Student Achievement**

We believe that challenging academic standards and differentiated instruction encourage all students to excel and become confident, engaged learners who achieve their potential at different rates and on different paths.

### **Climate**

We believe our schools must create an environment of respect and appreciation for individual and cultural differences and instill a passion for responsible social action, both locally and globally.

### **Community Partnerships**

We believe that providing a quality education for our children is a shared responsibility, fostered by partnerships among the schools, families, businesses and the community at-large.

### **Resources**

We believe our district should provide appropriate resources in order for students to achieve our stated vision and mission.

To that end, we provide a rigorous core curriculum that is grounded in a rich program of experiential and exploratory learning experience, designed to utilize an interdisciplinary approach, and to create connections between learning and the real world. It is our intent that through this process we can create deeper more meaningful learning as well as expose students to a broad range of experiences that may help them to identify areas of interest or strength and form the foundations for the development of individual pathways to success.

Overall, MERSD elementary level curriculum and instruction is delivered through heterogeneously grouped inclusive classrooms in which elementary classroom teacher responsible for the delivery of all core content instruction. All classroom lessons are differentiated based on formative assessment data and whole group, small group, and individual work is integrated into all lessons with an increasing number of lessons relying on anywhere, anytime access to technology. In addition to general differentiated instruction, students receive a variety of support services that are provided through inclusion and push-in services whenever possible.

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## Organization of Learning at Memorial School

### School Scheduling Method

MERSD adheres the philosophy that small class size supports our goal of student centered, hands-on differentiated instruction. As such, the MERSD School Committee has established class size benchmarks that serve as the first building block of the scheduling process.

Grade	Class Size Benchmark
K	17-19
1	17-19
2	18-20
3	18-20
4	19-22
5	19-22

Students and teachers are clustered into grade-level cohorts. This is a challenge with our current school building as the number of grade level sections is fluid and ever changing. We have had grade levels of 2, 3, and 4 sections in the past. The bubble classes travel through the grades year after year necessitating the need for some sort of flexible classroom and classroom neighborhood design.

### Sample Grade 5 Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Morning Meeting				
8:45-9:30	Writing Workshop	Writing Workshop	Writing Workshop	Math	Writing Workshop
9:30-10:15	Math	Math	Math	Math	Math
10:15-11:00			Foreign Language	Library	
11:00-11:45	Music	Art	P.E.	Technology	Reading Workshop
11:45-12:30	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
12:30-1:15	Lunch/Recess				
1:15-2:00	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
2:00-2:45	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies

Manchester Memorial Elementary School (MMES) is currently structured in a 5-day schedule. The week has (8) forty minute class blocks of 45 minutes each. Each class in grades K-5 has the following specialist classes scheduled each week:

Class	Meeting Frequency	Current Location
Wellness	Twice Weekly	Gym
Visual Arts	Once Weekly	Art Room
Music	Once Weekly	Music Room
Foreign Language	Once Weekly	Foreign Language Classroom
Library/Research	Once Weekly	Library
Technology/Engineering	Once Weekly	Tech Lab
Instrumental Music Lessons	Individual	Music Room / Stage

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These time blocks are set at the beginning of the scheduling process so that the rest of the schedule can be worked around them. The specialist classes are scheduled across the grade level when possible to maximize common planning time. These blocks are strategically placed so that Response to Intervention (RtI) blocks can be set along with lunch and recess to ensure that teachers have large blocks of time for instruction. Once the specialists lunch/recess, and RtI blocks are established, classroom teachers schedule their subjects around the blocks that are already booked. The PK-5 classrooms are all self-contained so that classroom teachers have the flexibility to extend or shorten a lesson based on the needs of the students.

## Core Values

Character education is an important component of the PBIS model at MMES. Students are provided with direct character instruction at school-wide meetings where they learn from staff and peers what each of our core values looks like in different aspects of the school. Our core values are:

H	Honesty
E	Effort
A	Acceptance
R	Respect/Responsibility
T	Thoughtfulness

Due to the nature of our regularly scheduled school-wide meetings, a large gathering space for 450 people is needed. In that space, a large projector and sound system is needed. This currently takes place in the gym. Throughout the building, display boards (digital preferred) are needed to post reminders to our students of our core values. By making learning both visible and connected, we believe that the building will help to promote discovery, exploration and joy in learning.



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## Academic Program Description & Space Needs Considerations

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The program title may change over time, our educational philosophy and methodology will require that future program considerations will also be based on differentiated, hands-on, and experiential learning strategies that require space for movement, demonstration, and small group work. We have provided summaries of each of the core content and program areas, and grade level curriculum guides can be found in Appendix A. Through the Education Visioning process we identified the following principles that guide our practice and align with our District Core Values as well as our District and School Improvement Plans. (See Appendix B)

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**Whole Child Focus**  
**Hands-on and Experiential**  
**Flexible and Adaptable**  
**Cooperative and Collaborative**  
**Sustainable**  
**Community School**

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### Core Academic Program

- **English Language Arts/Literacy:** MMES implements a Standards-based Balanced Literacy approach rooted in evidence-based strategies and techniques. This includes strong multisensory decoding instruction, phonics instruction (Open Court), guided reading, and written language instruction. Guided reading groups, silent reading, and book talks allow students to think critically and share their ideas about text. Students read fiction, nonfiction and poetry to refine decoding skills, increase fluency, and further develop comprehension and vocabulary. Through class discussions, written work, and project-based learning, students develop an appreciation and understanding of a variety of genres. Writing is an integral component of our program as students write in all curriculum areas. The Writer's Workshop process employs both large and small group instruction and promotes conferencing and sharing of feedback.

This approach requires instructional technology and a large teaching space for whole group instruction along with spaces for multiple small breakout groups. Classrooms utilize an externally located "leveled library" along with smaller classroom libraries. For more readily accessible leveled books, it is proposed to have 3 small "leveled libraries" located in the vicinity of the grades that utilize them (K/1, 2/3, 4/5).

- **Mathematics**  
MMES implements Everyday Mathematics which supports hands-on inquiry based mathematics instruction. It is our goal for students to become confident problem-solvers who value and enjoy math. The program uses a variety of manipulatives to support conceptual understanding and development of math practices.

Implementation requires instructional technology and a large teaching space for whole group instruction along with spaces for multiple small breakout groups. Sufficient storage space is needed for the manipulatives along with instructional technology tools.

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- **Science**

Science curriculum is delivered using the Know Atom program. The Know Atom Program is engineered to connect students to the many areas that science reaches through a hands-on experiential approach. Students relate concepts through Scientific Inquiry by generating data in experiments and testing prototypes built using Engineering Design. This includes a great number of materials and hands-on experiences, including projects that students develop and add to over time.

This instruction requires instructional technology and a large teaching space for whole group instruction along with spaces for multiple small breakout groups. Sufficient storage space is needed for the curricular materials and on-going student projects.

As part of the science program, MERSD is committed to environmental awareness and sustainability. To that end we have instituted a K-12 learning strand dedicated to instruction and promotion of environmental education. Our program begins with hands-on experiential learning at the elementary level and culminates in a project based high school pathway that leads to “green” diploma recognition. Through our outdoor vegetable gardens, greenhouse, and an outdoor classroom, the MMES learning community engages in collaborative hands-on activities, such as spring planting and the fall farmer’s market, that are designed to promote environmental awareness. Additionally, our school’s Zen garden and Friendship garden promote an appreciation of nature and the environment, support our social emotional goals, and provide opportunity for outdoor lessons. In all, we have four outdoor learning spaces including the greenhouse.

In the design of renovated or new building, MERSD plans to extend its successful technology and engineering program from the middle-high school down to the elementary school. We anticipate being able to engage all elementary students in creative problem solving through engineering design and the application of science and math to technical challenges. Student projects ranging from a few weeks to a month or more with a variety of complexity are invaluable to supporting student inquiry and application. Having materials at hand and a variety of technologies to invent with ensures that the district has a vertically-aligned approach to its technology and engineering program.

STEM laboratory space(s) with large workstations, appropriate worktables, safety equipment, and ample storage is needed to continue to expand this program to elementary students and more advanced projects.

- **Social Studies**

The goal of the social studies program is to prepare students to become civic-minded responsible citizens of society by helping them to understand and appreciate the diversity and commonality of people. Project-based learning experiences that are developmentally-



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appropriate, meaningful, and of interest to students help to develop a deeper appreciation of the complexities of cultures and societies.

This approach requires instructional technology and a large teaching space for whole group instruction along with spaces for multiple small breakout groups.

## **Additional General Space Needs Considerations for Core Academic Program**

- Ample and flexible space to support differentiated instruction, whole group, small group, and individual instruction
- Shared space between classrooms in grade level clusters for large group gatherings and presentations
- Flexible furniture options - ease of movement and reconfiguration
- Technology infrastructure to support anytime anywhere technology use
- Doors between classrooms to facilitate grade level collaboration and teaming
- Adequate storage for classroom and project materials
- Sinks in each classroom to support active and project-based learning
- Adjacent breakout spaces to support small group work and enrichment
- Opportunities to extend learning beyond classroom walls and maximize use of adjacent hallway and breakout spaces
- Classroom amplification systems (currently in use all classrooms)
- Access to adjacent outdoor learning opportunities when possible
- Connectivity to adjacent classroom neighborhoods/hubs with shared resources such as a learning commons, breakout rooms, branch libraries, Special Education classrooms, and bathrooms

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## Exploratory & Experiential Learning

- **Enrichment**

Math Enrichment – Our math explorers program is designed to help students realize their mathematical potential through real-world problem solving and collaboration. Math projects range from a few weeks to a month or more depending on the complexity.

Academic Extensions – Through a collaborative relationship with the Memorial PTO, MMES students are exposed to wide variety of in school field trips and enrichment activities designed to provide hands-on high interest curriculum extensions. These activities range from medium (grade level - sixty students) to large groupings (whole school – three hundred fifty students). Currently these activities are held in the auditorium or gymnasium depending on size and nature of the program.

Aquarium Program - MMES has a large salt-water (live reef) aquarium in the main lobby to greet guests as they enter the building. This aquarium has become the heart of the school and is utilized often throughout the year by students and teachers. For example, our art teacher does lessons where the students draw or paint aspects of the aquarium. Additionally, we have had after-school workshops for students interested in learning about this type of specialized eco-system. Often times, our special education staff and counseling access this resource to help students calm down when upset, anxious, or nervous.

- **Performing Arts Program**

General Music, Instrumental Music, Drama, and Chorus are all offerings that our students engage in throughout the school year. Students receive 45 minutes of instruction in general music weekly and instrumental lessons are provided in a pull-out model throughout the day along with before/after-school band, chorus, and musical practices. The goal of the music program is to prepare children to become musical in three ways: “Tuneful, Beatful, and Artful.” Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner’s theory of Multiple Intelligences which provides many pathways to learning.

A general music classroom is required along with a large performance area and small group rehearsal room.

- **Physical Education Program**

In keeping with our efforts to address the needs of the whole child, physical education is delivered in a wellness model. Wellness encompasses physical education and health concepts. Students participate in Wellness twice weekly, and the curriculum is designed to promote life-long, healthy habits including exercise, nutrition, and self-care. To meet the needs of a variety of learners, the curriculum focuses on personal skill development in terms of refining fundamental movement patterns associated with a variety of small games, modified sports, dance and rhythm, and gymnastics. As such, a gymnasium equipped with basic classroom features (i.e. interactive board, sound amplification system, etc.) is required. The gym should have divider (sound-proof wall) that subdivides it into two teaching stations.

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As part of the Physical Education program, students also participate in Project Adventure. Project Adventure is a K-12 hands-on experiential curriculum that promotes key social emotional skills: cooperation, trust, communication, conflict resolution, teamwork, safety, respect, caring and consideration, self-esteem, leadership, creativity, risk-taking, goal setting, and the ability to “think out of the box”. Project Adventure is a key component of the District’s Health & Wellness program and social emotional curriculum; however, MMES has been limited in its ability to implement programming due to the constraints of the site and physical plant. It is our goal to fully implement Project Adventure into the Memorial School curriculum. This will require low/medium/high Project Adventure elements in the gymnasium and outdoors.

- **Play**

MMES is committed to play as component of the overall educational program. Through our commitment to balancing whole child needs and strong achievement, we are engaged in a variety of activities to promote the social emotional health of our students.

*Recess promotes social and emotional learning and development for children by offering them a time to engage in peer interactions in which they practice and role play essential social skills. This type of activity, under adult supervision, extends teaching in the classroom to augment the school’s social climate. Through play at recess, children learn valuable communication skills, including negotiation, cooperation, sharing, and problem solving as well as coping skills, such as perseverance and self-control. These skills become fundamental, lifelong personal tools. Recess offers a child a necessary, socially structured means for managing stress. By adapting and adjusting to the complex school environment, children augment and extend their cognitive development in the classroom. (American Academy of Pediatrics).*

MMES offers students multiple periods for recess throughout the day. There is a 15 minute recess before school along with a recess period at lunchtime. Most grades also have an additional recess at some point throughout the day. We currently have 2 age-appropriate playgrounds and a turf field for recess/PE. There is a large blacktop area that can be plowed so that students can go outdoors for recess on snowy days. These are important aspects of our current building that we would like to have in the new building.

Differentiated play structures are needed so that younger students and older students have an age-appropriate area/structure to play. Additionally, an area that can be plowed should be available so that recess can take place during the snowy months along with an area that is covered so that students can play outdoors on rainy days. Often times, the weather is too stormy or cold to go outdoors, so a large, indoor area to hold inside recess on those days is necessary.

- **Literacy, Technology, Engineering & Computer Science**

MMES strives to provide foundational digital information literacy skills that will allow students to easily adapt to an ever-changing world. Currently, MMES provides integrated Technology/Engineering and Library programs. The curriculum provides students with hands-on experience with multiple technology platforms and tools while at the same time instilling a love

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of reading and appreciation of traditional print media found in traditional library programs. Introductory coding and other engineering concepts are explored in this program. Utilizing 21st century skills to promote learning via information and technology, the goal of our program is to help our students become critical thinkers, effective problem solvers and creative collaborators.

Going forward, the MMES Library, Technology, and Engineering Program will be designed to support the school community's academic and personal educational needs and interests. Building off of our current model, collaboration across all disciplines and full integration of technology is assumed as an integral part of our 21st Century Skills model. The Library, Technology, and Engineering Center will serve as a learner-laboratory that supports, extends and differentiates MMES curriculum (K-5) with the district-wide goal of developing future-ready graduates. With the implementation of a school-wide 1:1 anywhere, any time (not sure what this means ) learning model, the Library, Technology, and Engineering Center will serve as the information hub and community gathering space, and project center in our school.

## **Space Needs Considerations for Learning Commons**

- Flex Technology/Library space for creative projects and interdisciplinary workspace that encompasses separate Library and Technology classrooms connected by a Lib-Tech Collaborative space for inter-disciplinary projects.
- Moveable/flexible technology devices for students and teachers to promote collaborative work and enhance learning across the school building and within the classroom.
- Moveable furniture
- Theater staging/amphitheater for teacher presentations/reader's corner
- Interchangeable tables on wheels to accommodate multiple class sizes
- Quiet reading spaces/furniture available during lessons for unscheduled library patrons
- Moveable whiteboard walls for student displays/lessons
- Digital bulletin boards to display student work

- **Visual Arts Program**

A variety of mediums are explored in this program including pottery (kiln), paint, ink, clay, recycled art, etc. Students also study influential artists and art history in this program. The majority of the work that students engage in is hands-on exploratory work that promotes creative thinking.

It is important to provide multiple venues for the display and exhibition of student art work throughout the building. Additionally, providing some transparency and views into art rooms and project areas where students and teachers are engaging in active and creative learning, will help to promote MERSD's Core Values of educating the whole child.

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Due to the nature of the variety of materials used, adequate and flexible storage is required. Large, durable workspaces and ample, flexible storage is needed. Multiple, large sink areas that can handle the disposal of paint, clay, etc. are also needed. Typical classroom technologies including a kiln and a camera-fed demonstration area are required for the program as designed currently.

- **World Languages**

The World Language program provides an opportunity for students to acquire proficiency in Spanish and in French as well as to explore the cultures where those languages are spoken. The program strives to develop student proficiency in the four skills of reading, writing, listening and speaking in the target language with special emphasis on communication.

This program is delivered by integrating role playing, technology, and projects. This requires instructional technology and a large teaching space for whole group instruction along with spaces for multiple small breakout groups.

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## Special Education

- **Inclusion**

The special education program at Memorial serves students with a range of needs the majority of whom qualify as moderate special needs students and access a combination of inclusion and pull out services. The moderate special needs program includes inclusion supports for students as well as separate instruction individually and in small groups (up to 8 students) for reading, written language, and math. Currently, moderate special education teachers and the speech and language pathologist share a classroom with dividers. There is one small room for separate instruction in a quieter space.

As of 2017-2018, the moderate needs staff will comprise two special education teachers, two tutors, and one teaching assistant. Separate spaces are needed for the teachers and tutors to deliver instruction in quiet locations. At least two of these spaces will need to accommodate up to 8 students, a teacher desk, and technology. The remaining two spaces will be staffed by a teacher or tutor with up to 4 students. Each of these spaces should be located near classrooms neighborhoods.

- **Specialized Programs**

- **IRWL:** The Intensive Reading and Written Language (IRWL) program for students with dyslexia will expand to two cohorts next year, a grade 3 group and a grade 4/5 group. Cohorts comprise 6-8 students with two teachers. The program currently has a dedicated classroom with a teacher, reading specialist, and tutor for the 4/5 program. Individual reading tutorials are delivered within the program and there are typically up to four divided spaces within a larger classroom. Longer term, the program plans to expand to include a grade 2/3 cohort.

In looking ahead for the IRWL program, there is a need for dedicated 2/3 and 4/5 classroom spaces with flexibility for division into smaller cohorts as well as 2 dedicated quiet spaces per classroom for individual reading tutorials. These IRWL rooms utilize technology routinely, including multiple active boards for use when the cohort is divided into small groups. Ideally, these rooms will be located in close proximity to each other and well as their grade level classroom neighborhoods.

- **SAIL** The Social and Academic Integrated Learning program provides inclusion support, wraparound services, and individual and small group instruction for students with autism spectrum disorders and social emotional disabilities. SAIL serves students in grades K-5. The current location is in the grade 1 and 2 wing. Since students spend substantial time in the inclusion setting, one room is shared by all students in the program. Students in the SAIL program present with sensory and behavioral needs. There is currently no space nearby to take a sensory break or utilize de-escalation strategies.

In planning for the SAIL program, two classrooms are recommended in order to split the cohort in compliance with DESE guidelines (48 month age range limit per educational grouping) and locate student cohorts closer to their grade level classroom neighborhoods. These rooms need space for small group and individual instruction. In addition, each SAIL

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classroom needs an additional smaller room as a sensory break and de-escalation space for students.

In addition to the aforementioned needs, the Memorial School has historically served students with hearing impairments and requires ongoing use of sound panels in targeted classrooms as well as school-wide use of amplification devices. These needs are currently being addressed and the new building must continue to support students in this manner. The building currently has stairs that cannot be navigated by students with mobility challenges and this issue must be addressed in the building project.

## **Kindergarten & Pre-Kindergarten**

- **Kindergarten**

The MMES Kindergarten program is a full-day, non-tuition program. Space for cooperative learning is required along with a great deal of storage space for materials. Kindergarten classrooms currently have their own child-sized bathrooms and it is requested that this be included in the new building. Due to the nature of the work in this program, ample flexible storage is required along with an area for creative free play. Students need an area to gather for instruction (i.e. small amphitheater in the room) along with multiple breakout areas.

- **Pre-Kindergarten**

The MERSD currently offers a district-wide integrated preschool program housed at Memorial School in Manchester. The preschool typically serves a total of 20-30 students through a two day program for three year olds and a three day program for four year olds. The student cohort comprises tuition paying peer pals and students with disabilities. The program runs from 8:30am-12:30pm e to space constraints, the current program is limited in size. It is part of the district's vision to provide greater access to Pre-School by expanding the program to all residents with young children ages 3-4. An assessment of demographic data, leads us to conclude that we should anticipate enrollment to average between 45 to 65 students.

The preschool curriculum is delivered in whole group and center based learning (6 centers), including play centers with a mid-room divider, a low sink designed for children's access, lunch/snack area, cubbies for student clothing and lunchboxes, and an outdoor playground. The current location has abundant natural lighting. The preschool is outfitted with sound panels and an amplification system for students with hearing impairments. There is a student bathroom with low toilets and room for portable potty seats. A storage space with a window is used for multiple purposes, including small group and individual speech and language therapy. This space is alternately used for changing students who wear diapers.

Students in the preschool receive speech and language, occupational therapy, and physical therapy services. These services are delivered in whole class, small group, and individual sessions. For other individual therapies, students receive services in a separate space within the room or transition to another location.

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In the near future, the preschool hours will expand to full day in an effort to better serve the needs of working parents. The addition of day care during after school hours is under consideration. Creation of four preschool classroom spaces will allow for further expansion of enrollment. Within each space, there will need to be space for six small group centers, circle time, meals, therapy groups, and a diaper changing area, a bathroom, and classroom sink use. Space for individual therapies is needed unless these rooms are in close proximity to the preschool within the new building. The classroom requires a tiled area for meals/snacks and art projects. Play and circle time areas must be carpeted. One of the six center spaces will be designated as a quiet area for reading. A large storage closet and ample shelving in the classroom are critical for reducing visual clutter and maintaining classroom supplies. Access to a separate, quiet room for sensory needs and/or de-escalation is recommended.

The use of sound panels, amplification system, and carpeting will need to continue in the new space to accommodate hearing impaired children. Wheelchair access and ramps between the preschool and other locations within the elementary school are necessary to address ADA compliance. Playground equipment must be handicapped accessible.



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## Organization of the School

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### Administrative

The school is led by a single administrator (Principal) and is supported by 2 secretaries, a school psychologist, a special education team chairperson, a school adjustment counselor, and a school nurse. These staff members work very closely together and would benefit from being a part of an administrative suite or close proximity. There are no proposed changes to this structure as it is an effective model.

Students and teachers are clustered into grade-level cohorts. This is a challenge with our current school building as the number of grade level sections is fluid and ever changing. We have had grade levels of 2, 3, and 4 sections in the past. The bubble classes travel through the grades year after year necessitating the need for some sort of flexible classroom and classroom neighborhood design.

### Counseling & Support Services

MMES provides support to students in the form of school psychology and school adjustment counselor support. These two critical staff members should have an office area that is integrated into the main office suite with the nurse. The spaces should be large enough for the staff to work with a group of 6-8 students.

### Health Services

The overarching framework for any school health program is illustrated in the MA DPH School Health Manual and provides the roadmap for districts to follow in meeting its obligations to provide health education and services to its students; as with all roadmaps, there are different paths available to achieve objectives. The goal of health Services is to provide to appraise, protect, and promote student health, facilitate attendance, ensure access and referral to community primary care providers and other youth-serving agencies, foster use of primary care services, prevent and control disease and other health problems, and provide emergency care and educational and counseling opportunities. Both semi-private and private areas are needed for this service area. The health suite should be equipped with modern tools needed to meet state mandates (eye/ear testing) and respond to a wide range of daily health and injury needs. This office area should be integrated in to the main office suite with access to administration and the general school population.

### Teacher Planning

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.” (DuFour) To that end, MERSD engages in a teacher-centered process for continual improvement. To achieve this have dedicate time and resources to provide opportunities for professionals to collaborate and plan together as means of promoting data analysis, best practices and innovation in teaching and learning. Teachers at each grade level and department have common planning time 5 days a week and extended Wednesdays provide additional time for training, collaboration and curriculum development. MMES would benefit from adult friendly common workspaces for planning, grade level meetings, professional development, and full staff meetings/gatherings.

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## **Lunch Programs**

MMES has a cafeteria where 6 lunch periods take place (roughly 22 minutes each). It is a full kitchen that implements scratch cooking along with warming/premade/prepackaged items.

Increased scratch cooking and farm to table options are proposed. We currently have 11 vegetable garden beds and the food grown by students is integrated into the menu.

## **Transportation Policies**

MMES has 2 school buses, which service roughly 100+ students. The rest of the students walk, bike, or are picked up by car. It is imperative that the new design take traffic logistics into account as the number of cars at drop off and pick up is quite high. Currently, the carline backs up onto the street causing safety issues.

There is a footbridge that crosses the main road (Lincoln St.) to connect our campus to the MS/HS campus. It has been closed for some time and could potentially be taken into consideration in this project.

For dismissal procedures, it would be helpful if the gymnasium or cafeteria was located near the parent pickup area for cars.

## **Security and Visual Access Requirements**

It is highly preferred to have one central entrance/exit for staff and students to enter the building. One large parking lot adjacent to the main entrance is preferred. Currently we do not have enough parking for all of our staff and only 4 visitor spaces.

The entrance should be equipped with a two-stage entrance where folks can enter a vestibule to be buzzed into the office before entering the main building. There should be an adjacent receptionist desk to check guests in efficiently and in a welcoming manner. The grounds and building should be outfitted with a reliable video monitoring system that can be accessed remotely from a smart phone, tablet, or computer.

## **Community Resource**

MMES is a valued community resource. In addition to housing the MERSD Manchester elementary program, MMES serves as a hub of community activity running programming seven days per week 7:00am – 9:00pm weekdays and 9:00am – 9:00pm on weekends.

- MMES serves as the home of the Manchester Parks and Recreation after school program along with their “Summer Playground” program. Consistent with our core value of community partnerships, MMES enjoys a collaborative relationship with the Manchester Parks & Recreation program. The program provides before and after school care programs for MMES students, as well as, release day, vacation, and summer programming for families. It is our intention to continue this relationship in the new facility and work cooperatively with the town to provide adequate and updated space to support their program needs.
- MMES facilities are regularly used and needed to fulfill the overall District Program.
  - The gymnasium is regularly used for the Middle High School basketball program.

# Manchester Essex Memorial School Education Program

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- The tennis courts are both part of the District-wide physical education program and serve as the main practice/play venue for the Middle High School tennis team.
- Brook street field is also part of both the physical education program and the Middle High School athletics program providing a field space for soccer, field hockey, lacrosse, and football.
- MMES is the site of Manchester annual town meeting and currently the only polling location in town. It is our understanding the town would like to continue to use the facility for community gatherings once the new facility has been completed. Voting requires areas that can be segregated from the rest of the building with handicap accessibility. A moveable wall in the gym that can be locked would allow voting and Wellness classes to take place at the same time.

MERSD requires a safe and secure building for both the school and town. Designing appropriate traffic flow and parking should be considerations in this project, as currently community events that take place during the school day are disruptive to the academic program. Consideration should be given to the facilitation of community access to areas of the building that include the gym, cafeteria, auditorium, and other community use spaces as appropriate to prevent disruption to the student schedule.



## **Appendix A**

### **Elementary Curriculum Overviews**

## WELCOME TO MERSD!

This brochure contains a brief description of the subjects that your child will study in third grade. It is designed to provide you with a general overview of the content and skills which are taught throughout the year.

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Ms. Sarah Wolf

## MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT

## 3<sup>RD</sup> GRADE CURRICULUM OVERVIEW



**Essex Elementary School**  
**12 Story Street**  
**Essex, MA 01929**

**Memorial Elementary School**  
**43 Lincoln Street**  
**Manchester, MA 01944**

# Manchester Essex Regional School District (MERSD)

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## **Language Arts**

Our balanced approach to literacy instruction uses quality literature as the basis for instruction. Small guided reading groups, silent reading, and book talks allow students to think critically and share their ideas about text. Students begin to make text-to-text and text-to-self connections as they read. This year we are continuing with *WriteSteps Writing* which incorporates the best elements of 6 Traits, Writer's Workshop, Bloom's Taxonomy, Multiple Intelligences and Cooperative Learning.

## **Mathematics**

The goal of the *Everyday Mathematics* program is for students to become confident problem-solvers who value and enjoy math. In 3<sup>rd</sup> grade, students focus on the following domains: operations and algebraic thinking, number and operations in base ten, number and operations in fractions, geometry, measurement and data.

## **Science**

The *KnowAtom Program* is engineered to connect students to the many areas that science reaches. Students relate concepts through the Scientific Method by generating data in experiments and testing prototypes built with the Engineering Design Process. Sample units include: food chain, electricity and engineering bridges.

## **Social Studies**

Students continue to be prepared to become responsible citizens of society by learning to understand and appreciate the diversity and commonality of people. Sample units include: Wampanoag Indians, Pilgrims, Revolutionary War, Massachusetts history, and local history.

## **Music**

The goal of the music program is to prepare children to become musical in three ways: "Tuneful, Beatful, and Artful." Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner's theory of Multiple Intelligences which provides many pathways to learning.

## **Library**

Students become increasingly more independent in their use of the library and learn to identify the publisher, call number, and the index of a book. Students are introduced to the Dewey system of classification and the Big 6 research strategy is applied to all research projects. By working with the Technology department, students are able to utilize progressive online research tools.

## **Foreign Language**

Drawing on conversational Spanish that may already be known, students are encouraged to use Spanish in more meaningful contexts. Dialogues and skits are increasingly oriented toward specific social situations like making requests and describing oneself. Spanish is spoken and heard in class as much as possible, especially in the context of classroom routines. Students are also challenged to connect what they are learning in their regular math curriculum to Spanish language by solving basic math problems in Spanish.

## **Art**

Students continue to design and create a portfolio for their work and also continue to develop their skills of reflection and sharing their reasons for their artistic decisions. A variety of media are used in order for students to cut complex shapes, apply adhesives, clearly mix colors, and create drawings with more detail.

## **Physical Education**

Third grade students become more proficient in motor skill development and general body management. They also experience a general increase in muscular strength, endurance, flexibility, agility, balance, and gross motor coordination. The physical education classroom environment provides for an increased focus on the development of self-reliance and self-directed skills. Emphasis is placed on working independently and on-task for extended periods of time. Activities are designed to allow all students to develop efficient, effective, and expressive movement skills.

## **Technology**

Our 3<sup>rd</sup> grade students deepen their understanding of drawing software by planning a house in Google SketchUp. They further develop their writing skills with a Town symbols project in Kidspiration. They learn new research skills and begin to meet ethics standards by identifying their sources in their state projects. Using formulated spreadsheets, students learn how to enter data and revise their estimates to mathematical challenges.

## WELCOME TO MERSD!

This brochure contains a brief description of the subjects that your child will study in first grade. It is designed to provide you with a general overview of the content and skills which are taught throughout the year.

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Ms. Sarah Wolf

## MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT

## 1<sup>ST</sup> GRADE CURRICULUM OVERVIEW



**Essex Elementary School**  
**12 Story Street**  
**Essex, MA 01929**

**Memorial Elementary School**  
**43 Lincoln Street**  
**Manchester, MA 01944**



# Manchester Essex Regional School District (MERSD)

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## Language Arts

Our balanced approach to literacy instruction uses quality literature as the basis for instruction in comprehension, decoding, writing, grammar and spelling. First graders read with friends, work in guided reading groups, and listen to teachers read aloud to them. Phonics instruction is delivered using an explicit and systematic program. Spelling competency develops over time and is influenced by one's experience with language and direct spelling instruction. This year we are continuing with *WriteSteps Writing* which incorporates the best elements of 6 Traits, Writer's Workshop, Bloom's Taxonomy, Multiple Intelligences and Cooperative Learning.

## Mathematics

The goal of the *Everyday Mathematics* program is for students to become confident problem-solvers who value and enjoy math. Key features of the program include problem solving for real life situations, developing readiness through hands-on activities, and skill mastery through games. In 1<sup>st</sup> grade, students focus on the following domains: operations and algebraic thinking, number and operations in base ten, geometry and measurement/data.

## Social Studies

The goal of the social studies program is to prepare students to become responsible citizens of society by helping them to understand and appreciate the diversity and commonality of people. Units of study in 1<sup>st</sup> grade include: U.S. Symbols, Tall Tales, families, goods/services, and maps.

## Science

Our science program provides a foundation and understanding of scientific topics through the acquisition of scientific knowledge, the development of thinking skills, and the application of the scientific method. The units of study in first grade are life cycles, Lego Engineering, states of matter, tide pools and seasons.

## Music

The goal of the music program is to prepare children to become musical in three ways: "Tuneful, Beatful, and Artful." Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner's theory of Multiple Intelligences which provides many pathways to learning.

## Technology

In 1<sup>st</sup> grade students begin to organize data and create digital graphs with the Graph Club program. Students practice their research skills and culminate their research projects with simple Podcasts. They also learn more about Internet safety through a series of games and lessons. Throughout the year students expand their knowledge of multiple applications and online resources which are integrated into the classroom curriculum.

## Physical Education

The physical education curriculum for first grade continues to emphasize the development of fundamental motor skills. Though endurance is still developing, students' activities are characterized by alternating degrees of high and low intensity. Instruction provides opportunities for problem solving, exploration, and questioning and also provides for high levels of participation and success.

## Library

Children learn about authors, titles, illustrators, and to identify the parts of the book. First graders practice listening and viewing skills in the library and participate in discussions about books. Students learn that materials have a specific arrangement and that an electronic card catalog is used to locate materials. The Super 3 research strategy is developed and students continue to learn about the importance of using multiple sources and how to avoid plagiarism.

## Art

Using the elements of art and principles of design, students use a variety of media in developing fine motor skills (cut and glue, form geometric shapes, adhere one medium to another). Students learn primary and secondary colors and begin to control, mix, and apply paint. They also begin to make aesthetic decisions during the process and to reflect upon their work and share their thoughts with others.

## Foreign Language

Students are introduced to basic conversational Spanish by singing songs and playing games. Relying on predictable routines and the repetitive use of classroom language over time helps to build familiarity as students begin their study of a foreign language.



## WELCOME TO MERSD!

This brochure contains a brief description of the subjects that your child will study in second grade. It is designed to provide you with a general overview of the content and skills which are taught throughout the year.

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Ms. Sarah Wolf

## MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT

## 2<sup>ND</sup> GRADE CURRICULUM OVERVIEW



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**Essex, MA 01929**

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**43 Lincoln Street**  
**Manchester, MA 01944**

# Manchester Essex Regional School District (MERSD)

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## Language Arts

Our balanced approach to literacy instruction uses quality literature as the basis for instruction in phonics, writing, grammar, and spelling. Phonics instruction is also delivered using a systematic program. Students listen to teachers read aloud, they read independently and with a friend, and work in both large and small instructional groups. Children are taught decoding and comprehension strategies through direct instruction. Writing is an integral component of our program as students learn to write in all curriculum areas. This year we are continuing with *WriteSteps Writing* which incorporates the best elements of 6 Traits, Writer's Workshop, Bloom's Taxonomy, Multiple Intelligences and Cooperative Learning.

## Mathematics

The goal of the *Everyday Mathematics* program is for students to become confident problem-solvers who value and enjoy math. Some of the key features of the program include providing problem-solving experiences in real-life contexts, promoting practice through meaningful activities and games, and providing a spiral curriculum ensuring that children encounter and apply concepts over time. In 2<sup>nd</sup> grade, students focus on the following domains: operations and algebraic thinking, number and operations in base ten, geometry, measurement and data.

## Science

The science program provides our students with the foundation and understanding of scientific topics through the acquisition of scientific knowledge, the development of thinking skills, and the application of the scientific method. Units of study in second grade include: the life cycle of a butterfly, the water cycle, soil, plants/seeds, ecology, robotics, and the seasons.

## Social Studies

The social studies program focuses on preparing students to be responsible citizens in society by teaching them to understand and appreciate the diversity and commonality of people. Topics explored include: maps and globes, civics and government, buyers and sellers, calendars, timelines, and folktales from around the world.

## Technology

Students continue to focus on technology that is centered on classroom curriculum. They expand their knowledge of Kidpix, Graph Club and Neighborhood Map Machine. Students research physical geography through mapping websites and create Enhanced Podcasts to share their knowledge of continents. Responsible use of the computer lab, laptops, and the Internet is emphasized.

## Music

The goal of the music program is to prepare children to become musical in three ways: "Tuneful, Beatful, and Artful." Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner's theory of Multiple Intelligences which provides many pathways to learning.

## Physical Education

The second grade curriculum emphasizes the refinement of fundamental motor skills. Students continue to exhibit steady growth and begin to demonstrate a greater ability to maintain attention. Students are encouraged to maintain moderate-to-vigorous activity for longer periods of time and have opportunities to explore the relationship of activity to fitness and well-being. Instruction includes situations in which students apply skills and concepts in more complex games, dances, and gymnastic activities and perform skills in simple combinations.

## Library

Students become increasingly familiar with the different types of literature that are available to them in the library and to distinguish between fiction and non-fiction. The Super 3 research strategy is further developed and students begin to use multiple sources as they conduct initial research.

## Foreign Language

Students learn basic conversational Spanish by singing songs and playing games. The class is conducted in Spanish as much as possible, relying on predictable routines and repetitive use of classroom language over time to build familiarity. Students relate what they are learning in math and science to more sophisticated use of the language as they read literature in Spanish.

## Art

Students begin the process of developing and maintaining a portfolio of work. The development of fine motor skills continues as students mix and control paint. The aesthetic decision making process continues as well as a beginning understanding of major artists.

## WELCOME TO MERSD!

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Ms. Caroline Weld  
Ms. Sarah Wolf

## MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT

## 3<sup>RD</sup> GRADE CURRICULUM OVERVIEW



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**Essex, MA 01929**

**Memorial Elementary School**  
**43 Lincoln Street**  
**Manchester, MA 01944**

# Manchester Essex Regional School District (MERSD)

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## Language Arts

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## Mathematics

The goal of the *Everyday Mathematics* program is for students to become confident problem-solvers who value and enjoy math. In 3<sup>rd</sup> grade, students focus on the following domains: operations and algebraic thinking, number and operations in base ten, number and operations in fractions, geometry, measurement and data.

## Science

The *KnowAtom Program* is engineered to connect students to the many areas that science reaches. Students relate concepts through the Scientific Method by generating data in experiments and testing prototypes built with the Engineering Design Process. Sample units include: food chain, electricity and engineering bridges.

## Social Studies

Students continue to be prepared to become responsible citizens of society by learning to understand and appreciate the diversity and commonality of people. Sample units include: Wampanoag Indians, Pilgrims, Revolutionary War, Massachusetts history, and local history.

## Music

The goal of the music program is to prepare children to become musical in three ways: "Tuneful, Beatful, and Artful." Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner's theory of Multiple Intelligences which provides many pathways to learning.

## Library

Students become increasingly more independent in their use of the library and learn to identify the publisher, call number, and the index of a book. Students are introduced to the Dewey system of classification and the Big 6 research strategy is applied to all research projects. By working with the Technology department, students are able to utilize progressive online research tools.

## Foreign Language

Drawing on conversational Spanish that may already be known, students are encouraged to use Spanish in more meaningful contexts. Dialogues and skits are increasingly oriented toward specific social situations like making requests and describing oneself. Spanish is spoken and heard in class as much as possible, especially in the context of classroom routines. Students are also challenged to connect what they are learning in their regular math curriculum to Spanish language by solving basic math problems in Spanish.

## Art

Students continue to design and create a portfolio for their work and also continue to develop their skills of reflection and sharing their reasons for their artistic decisions. A variety of media are used in order for students to cut complex shapes, apply adhesives, clearly mix colors, and create drawings with more detail.

## Physical Education

Third grade students become more proficient in motor skill development and general body management. They also experience a general increase in muscular strength, endurance, flexibility, agility, balance, and gross motor coordination. The physical education classroom environment provides for an increased focus on the development of self-reliance and self-directed skills. Emphasis is placed on working independently and on-task for extended periods of time. Activities are designed to allow all students to develop efficient, effective, and expressive movement skills.

## Technology

Our 3<sup>rd</sup> grade students deepen their understanding of drawing software by planning a house in Google SketchUp. They further develop their writing skills with a Town symbols project in Kidspiration. They learn new research skills and begin to meet ethics standards by identifying their sources in their state projects. Using formulated spreadsheets, students learn how to enter data and revise their estimates to mathematical challenges.

## WELCOME TO MERSD!

This brochure contains a brief description of the subjects that your child will study in fourth grade. It is designed to provide you with a general overview of the content and skills which are taught throughout the year.

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Ms. Sarah Wolf

## MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT

## 4<sup>TH</sup> GRADE

## CURRICULUM

## OVERVIEW



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**12 Story Street**  
**Essex, MA 01929**

**Memorial Elementary School**  
**43 Lincoln Street**  
**Manchester, MA 01944**



# Manchester Essex Regional School District (MERSD)

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## Language Arts

Guided reading groups, silent reading, and book talks allow students to think critically and share their ideas about text. Students read fiction, non-fiction, poetry, and biographies to refine decoding skills, increase fluency, and further develop comprehension and vocabulary.

Through class discussions, written work, and projects, students develop an appreciation and understanding of a variety of genres. Writing is an integral component of our program as students learn to write in all curriculum areas.

This year we are continuing with *WriteSteps Writing* which incorporates the best elements of 6 Traits, Writer's Workshop, Bloom's Taxonomy, Multiple Intelligences and Cooperative Learning.

## Mathematics

The goal of the *Everyday Mathematics* program is for students to become confident problem-solvers who value and enjoy math. In 4<sup>th</sup> grade, students focus on the following domains: operations and algebraic thinking, number and operations in base ten, number and operations in fractions, geometry, measurement and data.

## Science

The *KnowAtom Program* is engineered to connect students to the many areas that science reaches. Students relate concepts through the Scientific Method by generating data in experiments and testing prototypes built with the Engineering Design Process. Sample units include: measuring matter, life cycles and magnetic fields.

## Social Studies

Students begin to develop a deeper appreciation of the complexities of cultures and societies by learning about countries of North America. Specific areas of study include: North America geography, culture and heritage, and the environment of U.S. regions, Canada, Mexico, Central America, and the Caribbean.

## Physical Education

To address the interests of all students, the fourth-grade curriculum focuses on personal skill development in terms of refining fundamental movement patterns associated with a variety of small games, modified sports, dance and rhythm, and gymnastics. The curriculum provides students with opportunities to develop positive attitudes toward physical education. The instructional environment provides equal opportunities for boys and girls to participate in individual, partner, and small-group activities. This instructional setting allows students to further refine self-reliance skills and begin to participate in partner-based cooperative situations. Group dynamic concepts are also explored during instruction.

## Music

The goal of the music program is to prepare children to become musical in three ways: "Tuneful, Beatful, and Artful." Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner's theory of Multiple Intelligences which provides many pathways to learning.

## Library

Students learn to make independent use of the library to complete class assignments. Students are able to make regular use of the reference collection as they answer questions, search for background information, and as a starting point for research topics. The Big 6 research strategy continues to be applied to all research projects. Students learn the importance of evaluating and synthesizing information as well as proper citation of all sources.

## Foreign Language

Students expand their vocabulary to describe themselves and their surroundings in greater detail. The amount of Spanish used in class increases as students read, write, speak and listen to the target language. Projects and skits require creative use of the Spanish vocabulary learned in class.

## Technology

Our 4<sup>th</sup> grade students learn to develop international weather data in spreadsheets and produce comparative graphs, create multimedia slide shows to present research, and maintain file organization in a personal folder on a network server. Basic keyboarding skills are introduced and reinforced both in computer classes and utilizing laptops in their classroom.

## Art

Students explore art making with a variety of materials to create both two and three-dimensional art forms. The curriculum also contains information about artists, art styles, and art from around the world. Students practice talking about their own art and the art of others. Finally, through activities in the art room, students discuss why art is valued.

## WELCOME TO MERSD!

This brochure contains a brief description of the subjects that your child will study in fifth grade. It is designed to provide you with a general overview of the content and skills which are taught throughout the year.

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## MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT

## 5<sup>TH</sup> GRADE CURRICULUM OVERVIEW



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# Manchester Essex Regional School District (MERSD)

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## Language Arts

Guided reading groups, silent reading, and book talks allow students to think critically and share their ideas about text. Students read fiction, nonfiction and poetry to refine decoding skills, increase fluency, and further develop comprehension and vocabulary. Through class discussions, written work, and projects, students develop an appreciation and understanding of a variety of genres. Writing is an integral component of our program as students write in all curriculum areas. This year we are continuing with *WriteSteps Writing* which incorporates the best elements of 6 Traits, Writer's Workshop, Bloom's Taxonomy, Multiple Intelligences and Cooperative Learning.

## Mathematics

The goal of the *Everyday Mathematics* program is for students to become confident problem-solvers who value and enjoy math. In 5<sup>th</sup> grade, students focus on the following domains: operations and algebraic thinking, number and operations in base ten, number and operations in fractions, the number system, geometry, measurement and data.

## Science

The *KnowAtom Program* is engineered to connect students to the many areas that science reaches. Students relate concepts through the Scientific Method by generating data in experiments and testing prototypes built with the Engineering Design Process. Sample units include: moons/tides, conservation and designing a roller coaster.

## Social Studies

Project-based learning experiences that are developmentally-appropriate, meaningful, and of interest to students help to develop a deeper appreciation of the complexities of cultures and societies. Units of study include: the Age of Exploration, Colonization of North America, Colonial Growth, Pre-Revolutionary War, Revolutionary War, and the Constitution.

## Physical Education

The fifth-grade curriculum focuses on individual skill refinement through an increased amount of practice time in more complex game and sport situations. Students also participate in Project Adventure where learning about cooperation, trust, communication, conflict resolution, teamwork, safety, respect, caring and consideration, self-esteem, leadership, creativity, risk-taking, goal setting, and the ability to "think out of the box" is enhanced.

## Technology

At this level, students consolidate basic technology skills and learn new applications of these skills. Students solve an Internet safety mystery, work with simple animation, develop citation skills using a web-based subscription service that requires login and password, and create more sophisticated multimedia presentations integrated with their classroom studies.

## Library

Students make independent use of the library to complete class assignments. Information obtained from the electronic card catalog can be interpreted well enough for students to develop bibliographies using NoodleTools. Students use the Big 6 research strategy for their research projects, and learn to utilize progressive online research tools.

## Art

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by different cultures. Students gain fluency in the use and understanding of the elements of art and the principles of design as they relate to artistic expression and communication.

## Music

The goal of the music program is to prepare children to become musical in three ways: "Tuneful, Beatful, and Artful." Our students experience music through singing, listening, playing instruments, dancing, moving, responding, improvising, communicating, reading, and performing at levels which are age and grade appropriate. Our music education program is rooted in Dr. Howard Gardner's theory of Multiple Intelligences which provides many pathways to learning.

## Foreign Language

Students are encouraged to compare language patterns and derivatives as they learn French and Spanish. Instruction is increasingly geared toward using basic conversation skills in more creative ways and expanding vocabulary with the use of resources such as literature, music, and Internet sites that relate to foreign language learning.



## **Appendix B District Improvement Plan**

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<b>Whole Child</b>		
<i>Goal 1: Develop and articulate a Pre K-12 social emotional program strand.</i>		
<b>Strategies</b>	<b>Resources &amp; Responsibilities</b>	<b>Deliverables Measures of Implementation Documentation</b>
Research, pilot, and implement curricula, programs, and strategies that promote <a href="#">Universal Design for Learning</a> (UDL), <a href="#">Positive Behavioral Intervention Supports</a> (PBIS), and <a href="#">Social Emotional Learning</a> (SEL).	<p>Superintendent in collaboration with</p> <ul style="list-style-type: none"> <li>Director of Curriculum &amp; Technology</li> <li>Director of Student Services</li> <li>Principals</li> <li>Teacher leaders</li> </ul> <p>Resources: ASCD Whole Child Assessment Tools, New England League of Middle Schools (NELMS)</p>	<p><b>FY 17</b></p> <ul style="list-style-type: none"> <li>Conduct the ASCD Whole Child needs assessment PreK-5 (Spring)</li> <li>Conduct NELMS MS Needs Assessment</li> <li>Implement UDL-Disability Awareness Training K-5</li> <li>Identify the district's K-12 SEL expectations/recommendations</li> <li>Review current 6-12 Health/Wellness program</li> <li>Launch High School Wellness Program</li> </ul> <p><b>FY18</b></p> <ul style="list-style-type: none"> <li>Implement Disability Awareness Training 6-12</li> <li>Create district document identifying the UDL, PBIS, and SEL</li> <li>Identify the school/grade-span programmatic elements</li> <li>Research and pilot programs to support school-based elements</li> <li>Pilot and assess comprehensive health/wellness curriculum (6-12)</li> </ul> <p><b>FY19</b></p> <ul style="list-style-type: none"> <li>Implementation of PBIS @ MS &amp; HS</li> <li>Implementation of a comprehensive health/wellness curriculum (6-12)</li> </ul>
Review program design, structural/resource organization and utilization to ensure optimal impact on whole child/student achievement	<p>Superintendent in collaboration with</p> <ul style="list-style-type: none"> <li>Director of Curriculum &amp; Technology</li> <li>Director of Student Services</li> <li>Principals</li> <li>Teacher leaders</li> </ul> <p>Resources: Teachers 21,</p>	<p><b>FY 17</b></p> <ul style="list-style-type: none"> <li>NELMS Assessment MS</li> <li>Develop school-based NELMS Action Plan</li> <li>HS Schedule Development/Training</li> <li>Elementary Special Education Program Review</li> <li>Development of District-wide homework guidelines</li> </ul> <p><b>FY18</b></p> <ul style="list-style-type: none"> <li>Implementation of NELMS Action Plan Year 1</li> <li>MS Special Education Program Review</li> <li>HS Schedule Implementation</li> </ul>

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	EDCO Collaborative, New England League of Middle Schools (NELMS), New England Association of Secondary Schools (NEASC), MA Department of Elementary and Secondary Education	<ul style="list-style-type: none"> <li>Assess district-wide counseling needs</li> <li>Implementation of District-wide homework guidelines</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>Implementation of NELMS Action Plan Year 2</li> <li>HS Special Education Program Review</li> <li>HS Schedule Review</li> <li>Begin NEASC Self-Assessment</li> <li>DESE Coordinated Program Review</li> </ul>
<b>Student Achievement</b>		
<i>Goal 1: Articulate and document vertical curriculum planning.</i>		
Strategies	Resources & Responsibilities	Deliverables Measures of Implementation Documentation
Assess current units and revise units of study to incorporate the principles of <a href="#">Understanding by Design</a> (UbD) and the backwards design process.	<p>Director of Curriculum &amp; Technology in collaboration with building Principals. With Support from</p> <ul style="list-style-type: none"> <li>Department Chairs</li> <li>Teachers</li> </ul> <p>Resources: ASCD, Teachers 21, Regional school partners</p>	<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>Develop implementation plan for training staff in Understanding By Design</li> <li>Coordinate and define differentiated UbD trainings to staff across schools</li> <li>Implement UbD trainings 6-12</li> <li>Create UbD guidelines for the district</li> <li>Identify regional curriculum review partners and implement for Health/Wellness review.</li> <li>Coordinate timelines for school-based unit analysis and unit revision K-12</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>Review UbD implementation</li> <li>Implement UbD trainings as needed</li> <li>Review and adjust timelines as needed</li> <li>Implement curriculum articulation (Aspen)</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>Review UbD implementation</li> <li>Implement UbD trainings as needed</li> <li>Review and adjust timelines as needed</li> <li>Implement curriculum articulation (Aspen)</li> <li>Begin to use Curriculum Review partners for planned reviews: ELA/Art/Music/Health Wellness</li> </ul>
Research, develop, and implement curricula		<u>FY17</u>

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and supports that promote critical thinking and 21 <sup>st</sup> century skills including: problem solving, collaboration and communication, creativity and innovation, contextual, information, and media literacy skills.	<p>Director of Curriculum &amp; Technology in collaboration with building Principals. With Support from</p> <ul style="list-style-type: none"> <li>▪ Department Chairs</li> <li>▪ Elementary Curriculum Coordinators</li> <li>▪ K-12 Teachers</li> </ul> <p>Resources: Teachers 21, EDCO Collaborative, New England League of Middle Schools (NELMS), New England Association of Secondary Schools (NEASC), MA Department of Elementary and Secondary Education</p>	<ul style="list-style-type: none"> <li>▪ Conduct district assessment of current practices for implementation of critical thinking and 21<sup>st</sup> century skills (use NEASC/DESE Creativity &amp; Innovation Rubrics)</li> <li>▪ Research and identify 21<sup>st</sup> century skills for implementation</li> <li>▪ Identify areas/content/grade for skill implementation</li> <li>▪ Coordinate age-school range for skill training implementation</li> <li>▪ Establish regional partnership for curriculum review in support of building 21<sup>st</sup> century skills</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ Train teachers on identified skills and implement into written and taught Curriculum</li> <li>▪ Develop K-12 21<sup>st</sup> century skill continuum for MERSD</li> <li>▪ Highlight 21<sup>st</sup> century skills within the written grade-level or content curriculum</li> <li>▪ Begin to use Curriculum Review partners for planned reviews: ELA/Art/Music/Health Wellness</li> </ul> <p><u>FY 19</u></p> <ul style="list-style-type: none"> <li>▪ Collect data and feedback from stakeholders on 21<sup>st</sup> century skill development</li> <li>▪ Adjust and implement changes to K-12 structure as needed</li> </ul>
Identify and implement strategies and methods for providing individualized learning.	<p>Director of Curriculum &amp; Technology in collaboration with Principals</p>	<p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ Research available structures to support individualized learning and the development of Individualized Student Learning Plans (ILP).</li> <li>▪ Create supplemental opportunities for accelerated students plan)</li> <li>▪ Develop and pilot structure for RtI implementation at the Middle School</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>▪ Develop a flexible secondary curriculum continuum for math.</li> <li>▪ Research opportunities for dual enrollment, virtual high school, IB, Pre-AP and AP courses</li> <li>▪ Develop and pilot structure for RtI implementation at the High School</li> </ul>
<b>Goal 2: Talent Development to develop and retain exceptional teachers.</b>		
<b>Strategies</b>	<b>Deliverables Measures of Implementation Documentation</b>	<b>Resources &amp; Responsibilities</b>
Improve and expand teacher mentoring, coaching, and training.	Superintendent and Director of Curriculum & Technology in collaboration with building Principals.	<p><u>FY 17</u></p> <ul style="list-style-type: none"> <li>▪ Update Mentor Program to meet 2015 state expectations</li> <li>▪ Review and identify areas for reorganization of               <ul style="list-style-type: none"> <li>○ New Teacher Induction program</li> </ul> </li> </ul>

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	<p>With Support from</p> <ul style="list-style-type: none"> <li>▪ Department Chairs</li> <li>▪ Teachers</li> </ul> <p>Resources: Grant Funding &amp; district budget</p>	<ul style="list-style-type: none"> <li>▪ Write and publish Mentor Handbook</li> <li>▪ Established best practices and opportunities for professional growth (Ex. peer coaching, looking at student work, learning community models, teacher instructional rounds)</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ Develop system to measure efficacy and return on investment of targeted training and implemented programs.</li> </ul>
<b>Climate</b>		
<b>Goal 1: Institutionalize a philosophy of inclusion, tolerance and cultural awareness both locally and globally.</b>		
<b>Strategies</b>	<b>Resources &amp; Responsibilities</b>	<b>Deliverables Measures of Implementation Documentation</b>
Establish expectations and educate staff about benchmarks for successful inclusive practices PK-12.	<p>Superintendent and Director of Curriculum &amp; Technology in collaboration with building Principals</p> <p>Director of Student Services</p>	<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>▪ Training Partnership w/ Jessica Minahan @ MS to develop practices for teaching challenging students and redefining TAT procedures</li> <li>▪ Pilot Understanding Differences @ Grade 3</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ Understanding Differences @ Grade 4</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>▪ Understanding Differences @ Grade 5</li> </ul>
Implement Foreign Exchange Program at MERHS.	<p>Superintendent &amp; MERHS Principal</p>	<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>▪ Complete partnership with Educatius</li> <li>▪ Prepare and file necessary documentation</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ Admit first students</li> </ul>

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<b>Goal 2: Implement programming that enhances our organizations cultural proficiency and promotes respect and appreciation for individual and cultural differences.</b>		
Dedicate staff professional development time to improve understanding of diverse groups.	Superintendent in collaboration with <ul style="list-style-type: none"> <li>▪ Director of Curriculum &amp; Technology</li> <li>▪ Director of Student Services</li> <li>▪ Principals</li> </ul>	<u>FY17</u> <ul style="list-style-type: none"> <li>▪ Disability awareness training</li> <li>▪ Transgender awareness and policy development</li> <li>▪ Onsite SEI (Sheltered English Immersion) Course for staff</li> </ul>
<b>Community Partnerships</b>		
<b>Goal 1: Improve school to home communication by implementing proactive school based outreach.</b>		
<b>Strategies</b>	<b>Resources &amp; Responsibilities</b>	<b>Deliverables Measures of Implementation Documentation</b>
Promote positive/proactive school home communication	Superintendent in collaboration with Directors & Principals	<u>FY17</u> <ul style="list-style-type: none"> <li>▪ Develop a communication plan</li> <li>▪ Establish a Social Media promotion team</li> <li>▪ Launch new website and mobile app</li> <li>▪ Develop a communications chart, identifying methods and expectations for school to home / home to school communication.</li> <li>▪ Partner with School Committee to establish community school partnership to address Youth Risk Behavior Survey (YRBS) findings “ME Cares”</li> </ul> <u>FY18</u> <ul style="list-style-type: none"> <li>▪ All teacher webpages migrated to google/blackboard format</li> </ul>
<b>Resources</b>		
<b>Goal 1: Manage resources efficiently and innovate to support education program quality within confines of Proposition 2.5.</b>		
<b>Strategies</b>	<b>Responsibilities</b>	<b>Deliverables Measures of Implementation Documentation</b>
Continue on path to full funding of OPEB (Other Post Retirement Benefits) liability.	Director of Finance & Operations in collaboration with the	<u>FY17</u> <ul style="list-style-type: none"> <li>▪ Establish funding process through SRBTF (State Retirement Board Trust Fund)</li> </ul>

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	<p>Superintendent with support from:</p> <ul style="list-style-type: none"> <li>School Committee</li> <li>ME Teacher's Association (META)</li> <li>Town Finance Committees &amp; Taxpayers</li> <li>Legal counsel and industry analysts</li> </ul>	<ul style="list-style-type: none"> <li>Establish protocol for reporting on PRIM returns and district contributions</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>Obtain independent actuarial valuation study to quantify OPEB liability and chart funding progress</li> <li>Draft multi-year funding plan to close remaining gap to full funding</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>Inclusion of full gap funding in budget request</li> </ul>
Maintain multi-year budgeting process that assesses long-term financial threats and opportunities facing MERSD.	<p>Superintendent; Director of Finance &amp; Operations in collaboration with the School Committee Sub-Committee for Finance</p>	<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>Establish a formal forecast schedule.</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>Utilized zero-based budget model</li> <li>Present framework for comprehensive, long-term capital/infrastructure funding plan</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>Long-term capital/infrastructure needs fully imbedded into multi-year operating budget</li> </ul>
Establish a multi-year process for assessing fee-based programs.		<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>Role of third party management of food service.</li> <li>Partner with School Committee to assess current fee structure for Pre-K, Athletics, Food Service, Transportation and Building Use.</li> </ul>
Identify cost-saving measures that can free up internal funding for best-possible use.	<p>Director of Finance &amp; Operations in collaboration with the Superintendent with support from:</p> <ul style="list-style-type: none"> <li>Directors/Principals</li> </ul>	<p>Documented savings/reinvestment from internal departments and program restructurings.</p>
<b>Goal 2: Create an organizational structure and develop effective internal processes to meet the needs of students, employees, families and taxpayers</b>		
<b>Strategies</b>	<b>Resources &amp; Responsibilities</b>	<b>Deliverables Measures of Implementation Documentation</b>



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<p>Document MERSD Central Office procedures to ensure sustainable practices regardless of personnel in place.</p>	<p>Superintendent in collaboration with</p> <ul style="list-style-type: none"> <li>▪ Director Finance &amp; Operations</li> <li>▪ Director C&amp;T</li> <li>▪ Dir. Student Services</li> <li>▪ CO Staff</li> </ul>	<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>▪ Financial Policies Manual</li> <li>▪ Fraud Risk assessment to establish best practices protocols</li> <li>▪ Job Descriptions – Support Staff</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ Central office operations manual</li> <li>▪ Job Descriptions- Licensed Staff</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>▪ System of annual review of organizational structures and efficiencies and impact on broader goals.</li> </ul>
<p><b>Goal 3: Raise quality of educational facility conditions to match quality MERSD's educational program</b></p>		
Strategies	Resources & Responsibilities	Deliverables Measures of Implementation Documentation
<p>Apply multi-year budgeting process to facility, maintenance and asset replacement needs.</p>	<p>Director of Finance &amp; Operations in collaboration with the Superintendent and School Committee Sub-Committee for Finance and Facilities Manager</p>	<p><u>FY17</u></p> <ul style="list-style-type: none"> <li>▪ District-wide preventative maintenance plan outlining routine maintenance program for day-to-day building/grounds needs, including budget, calendar and staffing/contractor needs</li> <li>▪ Essex Elementary medium/long-term facility planning process to address needs and timeline prior to major renovation</li> </ul> <p><u>FY18</u></p> <ul style="list-style-type: none"> <li>▪ District-wide capital plan including spending and revenue projections</li> </ul> <p><u>FY19</u></p> <ul style="list-style-type: none"> <li>▪ Facilities condition index for MS/HS</li> </ul>

## **Appendix C**

### **Education Visioning Notes**



# Manchester Essex Regional School District

## Manchester Memorial Elementary School Educational Visioning Workshop Overview and Notes

During the months of September and October, 2017, the Manchester-Essex Regional School District (MERSD) Educational Working Group (EWG), a group of approximately 30 MERSD administrative leaders, teachers, administrators, students, parents, and community partners, participated in an Educational Visioning Workshops run by New Vista Design and JCJ Architecture. The workshop was a collaborative session structured to inform Manchester Memorial Elementary School (MMES) facility design process. Participants were led through a step-by-step visioning process aimed at capturing their best thinking about MERSD's current and future educational goals and priorities, and connecting them to best practices and possibilities in innovative school facility design.



On **September 25, 2017**, the MERSD EWG participated in **Educational Visioning Workshop One** and explored the following topics:

- **Priority Goals** for the renovated/new facility
- **Future Ready Teaching and Learning Practices** that are being influenced by differentiated instructional approaches and emerging digital technologies
- **21<sup>st</sup> Century Learning Goals** that distill the group's best thinking with regard to MERSD's current and future educational programming and priorities
- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with MERSD's current academic programs as well as the vision for its new facility
- **21<sup>st</sup> Century Design Patterns** that innovative schools throughout the country have put into practice in order to make their forward-thinking learning goals come alive on the level of facility design

On **October 23, 2017**, the MERSD EWG participated in **Educational Visioning Workshop Two** and explored the following topics:

- **Guiding Principles 1.0** for design of the renovated/new facility
- **Blue Sky Ideas** for the renovated/new facility
- **Key Spaces and Adjacencies** for the new facility
- **Bubble and Adjacency Diagramming** for the renovated/new facility

The following pages offer a summary of notes taken and information gathered during each workshop. If you would like to add comments or ideas to this evolving narrative please contact Christina Shefferman at [cshefferman@DoreandWhittier.com](mailto:cshefferman@DoreandWhittier.com)

**Note:** The agendas for Educational Visioning Workshops One and Two can be found at the end of this document.



## Priority Goals

The following list of priority goals for the design of the renovated and/or new Manchester Memorial Elementary School was recorded during the participant introduction section of the Educational Working Group's (EWG) Workshop One that took place on September 25, 2017. The EWG is a group of approximately 30 MERSD administrative leaders, teachers, administrators, students, parents, and community partners. Individual participant's priorities have been grouped thematically.

### **Flexibility and Collaboration:**

- Designing a space that allows and encourages teachers to evolve
- Flexibility / support
- Teaching practices
- Space that promotes collaboration flexibility - collaboration
- Collaboration space/nooks within the classroom
- Areas for entire grades to meet
- Collaboration for teachers/students
- Space and opportunities
- Be mindful of grades purchasing furniture
- Relevance and engagement
- ED program and building
- Promote student motivation and interest
- Flexibility for staff and students
- Make teacher space less of "an anchor"
- Space for students to decompress
- Areas for small group instruction
- 21st Century Learning - change and flexibility throughout
- Flexibility of personnel
- Thoughtful layout / dispersal of staff
- Promote collaboration across specials
- Team member interconnectivity

### **STEM (Science, Technology, Engineering and Math)**

- Support STEM instruction within classrooms and across grade levels
- Prepare for technology we don't even know about yet
- Mobile technology – projection

- Permanent science lab - set up with science equipment - make it real
- Evolving technology
- STEM & STEAM space
- Flexible technology - can grow and move from room to room
- Spaces for other technology
- Flexible seating in relationship with technology
- Sustainable classroom - connect to science

### **Special Education**

- District-wide program expansion
  - IRWL - SAIL programs
  - Calming space for students
  - Flexibility for pre-school to expand and grow
  - Space for larger meetings (10-12)
- Provide two classrooms for the SAIL program
- Provide an Opportunity Center/Cool Down Area
- Small Quiet Rooms
- Special Ed Services - small room/nooks that have technology

### **Outdoor Access and Movement**

- Easy access to gardens
- Strong connection to nature and environment
- Safe outdoor learning spaces
- Movement breaks - adaptive space

### **Safe and Welcoming**

- Address safety considerations
- Handicapped Access
- Child scale

## Priority Goals (Continued)

### Flexible Classrooms

- Think about flexible classroom space
- Enough room for 25 students, so they don't trip over each other
- Address storage problem for materials/boots/backpacks

### Community Access

- Community space for concerts, etc.
  - Parking

### Thoughtful Design

- Consider costs
- Not too trendy - current but not too current
- Timelessness in aesthetics of building
- Areas for group learning
- Location of early child near specialists
- As little disruption during building process
- Larger storage (i.e. staging for drama)
  - Ways of integrating community use
  - Support extra-curricular community use
  - A project people will vote for
- Environmentally sound - sustainable
  - Spaces for the arts: music, visual arts, drama
  - Promote creativity
- Make sure that we look closely at number of students we are designing for
- Minimize disruption to learning during process
- Timeless - flexible functional modern space
- Flexible spaces for growth
- Parking/traffic

- 25-50 person conference space
- Big library - promotes multi-use
- Unisex bathroom(s)
- Additional bathrooms (with or without doors)
- Avoid major issues after building opens
- Differentiation by vertical need (i.e. spaces in later grades that get kids ready for middle school)
- Pre-school expansion





## 21<sup>st</sup> Century Learning Goals 2.0

The following set of priority “21<sup>st</sup> Century Learning Goals 2.0 for Manchester Essex Regional School District elementary school students was adapted from the Educational Working Group’s (EWG’s) original brainstorm and refined during Workshop Two. These Learning Goals were created for the purpose of helping to focus educational goals and connect them to design priorities. They are not meant to replace, but rather complement, MERSD’s Core Values of: **Whole Child** teaching and learning; a focus on **Student Achievement**; respectful school **Climate**; the fostering of **Community Partnerships**; and the provision of appropriate **Resources**.



### Curiosity and Imagination

- Creative Thinking and Risk Taking
- Agility and Adaptability
- Inventive Thinking
- Creative Problem Solving
- Joyful Learning
- Love of Learning
- Self and Discovery
- Play
- Design

### Citizenship and Ethics

- Social Emotional Learning
- Civic Mindedness
- Empathy and Perspective
- Community Leadership
- Global and Personal
- Social Reasoning

### Higher Order Thinking

- Critical Thinking
- Project Based Learning
- Cognitive Reasoning
- Learning to Learn
- Engineering Design (Practical and Tactile)
- Disciplined Thinking and Self-Direction

### Communication & Collaboration

- Interpersonal Skills
- Teaming
- Digital Literacy





## Manchester Memorial Elementary School and MERSD Programs and Culture

The following notes describe elements of school culture, as well as present and future educational priorities within the Manchester Memorial Elementary School and MERSD that were brainstormed by the Educational Working Group (EWG) during Visioning Workshop One. The EWG is a group of approximately 30 MERSD administrative leaders, teachers, administrators, students, parents, and community partners.

- **Special Programs Include**
  - Pre-school for both communities
  - Tutorials - in addition to small group
  - Testing
  - OT/PT/SPEECH
  - Town meeting (Spring/Fall) in gym
  - Facilities rental for community events - gym, auditorium, parking rental lot
  - Tennis courts use by community
  - Zen garden
  - Sister school in Japan
- **IRWL (Intensive Reading and Written Language)**
  - 2 Cohort spaces
  - Tutorial space
- **SAIL (Social and Academic Integrated Learning)**
  - 2 Cohort spaces
  - Calming room
- **The MMES building is used as community building**
  - Afternoon - Parks and Recreation
  - Before -
    - Gym
    - Playground
    - Cafeteria
    - Sometimes classrooms for clubs
    - Art room
  - Weekend practice schedule
  - Saturday/Sunday Summer Camp
  - Auditorium for GS/BS (350)
  - Families do organic play dates on playground - formal/informal
  - Field in back
  - Voting
  - All rooms have amplification
  - Good technology for integration
- **The Green Team**
  - Is very popular with grades 4-5 especially
  - They have 2 garden beds plus a Friendship Garden
  - There is a district focus on sustainability
  - The MS/HS is a sustainable building
  - Recycling and composting program
  - There is a Greenhouse but they struggle with its use
  - Whole child enrichment
  - Reading garden, friendship garden
- **Grade level teacher trainings**
  - Co-located with central area would be good
- **Sufficient place to display student work is important**
  - Salt water fish tank
  - 2D-3D -electronic
  - Also within classroom
- **Pre-School**
  - Sound/acoustic needs
  - Outlets!



## Programs and Culture

- **Educational Technology**
  - Wired
  - Active Digital Portfolios
  - Chrome book and IPAD carts
  - Every classroom with charging station and 25 - 1 to 1
- **Student Ambassadors Group**
  - 5th graders
  - Meet in 5th grade area
  - Collaborate on fundraising project
  - Subcommittees
  - Space for meeting with technology
- **Green screen videos**
  - Feature grade levels and project
  - Student ambassadors do news broadcast type
- **Conference room is good space for meeting**
  - Kids feel important
- **Helpful hornets - 4-5 grade students**
  - Help teachers / photocopies
- **Performing arts**
  - Have chorus
  - Band
  - 5th grade play
  - Instrument lessons
  - Kapok tree
  - 2nd grade performance
  - Field day - on turf/playground
  - Poetry cafe - in cafeteria
  - Grade level music concert
  - Holiday concert
  - Art show
  - 600 people use cafeteria/gym combo
- **Counseling and health suite**
  - Needs to be co-located
  - Time out room
- **Response to Intervention (RTI)**
  - Individualized and small group instruction
  - Guided reading and leveled library
  - Now in faculty room
  - Separated by grade
  - Curated by reading specialist
- **Furniture**
  - Vintage chairs / desks are too large
  - Need high medium and low tables and seating for upper grades
  - Lower school kids like to be on floor (so carpeting is necessary)
  - Reading specialist need space
  - Technology should be accessible
  - Needs to be discrete
  - Could be three small groups
- **Morning Meetings**
  - They gather in circle in classrooms every morning
  - The bigger the kids get the less space they have
- **Everyday Math Program**
  - Requires partnerships
  - Games on floor
  - Collaboration and teamwork
  - Ideally would be great for kids to stand
  - Use of floor
  - Carpeting is important

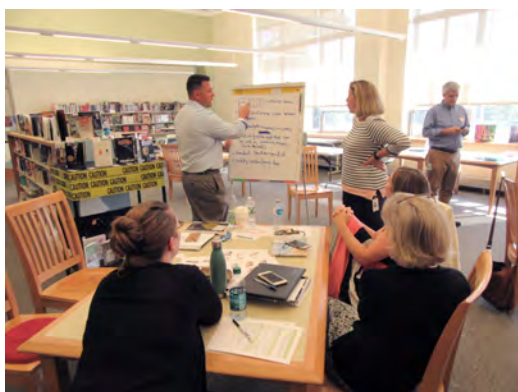
Manchester Memorial Elementary School  
**Educational Visioning**  
**Workshop One Notes**

September 25, 2017



## Programs and Culture

- **Know ATOM (Science Program)**
  - Very hands on
  - Need space to make models
  - Has boxes of stuff - need to put somewhere
  - Proximity
- **Guided Reading / Know ATOM / Everyday Math**
  - All of these programs are experiential and hands-on
  - Need for varied spaces:
    - Small group
    - Whole group
    - Student centered
    - Differentiated
    - Hands-on
  - Research based
  - Whole child
- **Civics and Social Studies**
  - Storage and technology is important
  - Specialists
    - Research project in library
  - Capacity for broadband
  - Future expansion
- **Co-Teaching**
  - Room for planning
- **Windows – Control UV Rays?**
  - Control of solar glare
  - Bring in daylight - minimize glare
- **Opportunities for Student Movement**
  - Outdoor
  - Gym (In past, options to use gym are sometimes limited)
- **OT - more centralized and larger**
  - Some smaller versions of OT room in each pod would be good
- **Active PTO brings in lots of enrichment programs - can impact gym use**
- **Whole school enrichment often requires breaking into smaller groups**





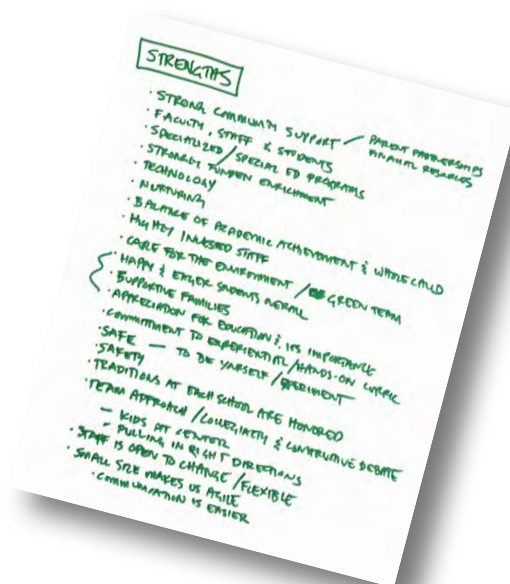
## SCOG Analysis

The Educational Working Group (EWG) conducted a “SCOG Analysis” of what it sees as the current strengths, challenges, opportunities and goals with regard to MERSD’s and Manchester Memorial Elementary School’s academic programs and facilities. The EWG is a group of approximately 30 MERSD administrative leaders, teachers, administrators, students, parents, and community partners.



### STRENGTHS

- Strong community support
- Parent partnerships
- Financial resources
- Faculty, staff and students
- Specialized / special ED programs
- Strongly funded enrichment
- Technology
- Nurturing staff
- Balance of academic achievement and whole child orientation
- Highly invested staff
- Care for the environment/Green Team
- Happy and eager students overall
- Supportive families
- Appreciation for education and its importance
- Commitment to experiential/hands-on curriculum
- Safety
- Safe - to be yourself and to experiment
- Traditions at each school are honored
- Team approach/collegiality and constructive debate
- Kids at center
- Pulling in right directions
- Staff is open to change/flexible
- Small size makes us agile
- Communication is easier



Manchester Memorial Elementary School  
**Educational Visioning**  
**Workshop One and Two Notes**

September 25 and October 23, 2017



## SCOG Analysis



### CHALLENGES

- Cultural community - physical implications
- Location and physical set-up
- Embedded in neighborhood
- 2/3 here, 1/3 in Essex
- Putting new buildings in very confined spot
- Lack of diversity
- Merging into a regionalized district from community elementary schools
- Making people aware that we are regionalized at elementary level too
- Scheduling services across school day
- Special Education
- Grouping students by need versus availability
- Finding a good balance between tradition and innovation
- Changing student population
- Fewer come ready to learn
- More with behavioral and social/emotional issues
- Programming for students with multiple different needs in a small district
- Perceived disparity between Memorial & Essex
- A new building will put a spotlight on that
- Feedback from community - Essex/Manchester kids don't "come together" (i.e. tech resources, enrichment)
- Continuity of curriculum
- Decisions making at elementary level
- Respecting traditions while forging a more unified path forward
- Take into account impact on Essex...Parity
- Rounding out scope of curriculum - STEM, civics, social studies
- Planning for a 50-year building when it's hard to know what things will look like in 20



### OPPORTUNITIES & GOALS

- Keep dollars in operational budget for betterment of district
- Define scope of where we want to go at elementary level
- Define practice and tighten our vertical alignment across district
- Increased learning without environmental distractions
- Effectively support varied needs of students
- Look at and learn from neighboring districts who have recently built schools
- Use the space that we have more effectively and efficiently
- Opportunity to do more co-teaching and collaboration
- Design our dream school!
- Build on new technologies
- Sustainability
- Within school/classroom
- Have a fully accessible building
- Strengthen bridge between school district and town
- Help the general town population better understand current issues/school practices and needs
- A more safe and secure building
- Beyond band aids and duct tape
- Free up resources for Essex

### GOALS ADDED DURING OCTOBER 23, 2017 WORKSHOP TWO

- Sustainability within the school and classrooms
- Effective support of students with varied needs
  - Differentiation and inclusion
  - Social emotional learning
  - Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS)
- Foster Student collaboration
- Flexibility of space to adapt to all types of usage
- Effective storage within classrooms and throughout





# Manchester Memorial Elementary School

## Educational Visioning

### Workshop One Notes

September 25, 2017



## 21<sup>st</sup> Century Design Patterns 1.0

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or new Manchester Memorial Elementary School was developed by the Educational Working Group (EWG) during Workshop One. Six teams of five participants each worked to create their own set of priority Design Patterns, after which each team presented to the larger group. Team lists were then displayed in a gallery format and participants were given the opportunity to vote for their top six priority Design Patterns. These are listed below in order of the number of priority votes they received, with each Design Pattern given five base points for appearing on one of the original team lists, and one additional point for each subsequent priority vote.

- **Breakout Rooms (43 votes)**
  - Dual Purpose
  - Between Classrooms
  - Retractable Walls
  - Accessible from Hallway
- **Agile Classrooms (34 votes)**
  - Classroom Zones
  - Lots of Natural Light
  - Stations
- **Distributed Dining (26 votes)**
  - Cyber Dining
  - Cafeteria Zones
  - Dampen Noise and Appear Smaller
- **Neighborhoods (24 votes)**
  - Clusters of Learning
  - Gathering Spaces/Living Room
- **Outdoor Connections (22 votes)**
  - Outdoor Spaces
  - Stadium Seating
  - Natural and Flexible



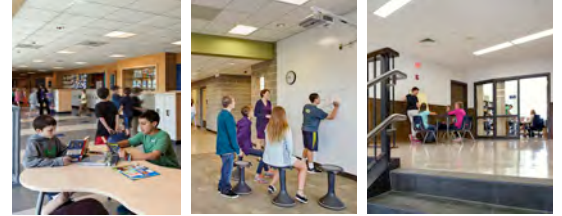
# 21<sup>st</sup> Century Design Patterns 1.0

## (Continued)

- Gathering Hubs (20 votes)
  - Windows/Garage Doors
- Visible Learning and Transparency (17 votes)
  - Timeless vs. Trendy Color
- Creative Use of Color (12 votes)
  - Timeless vs. Trendy Color
- Shared Space in Hallway (12 votes)
  - Independent, Small Group, and Whole Class Learning
- Differentiated Entries (12 votes)
  - Younger and Older Cohorts
  - Voting
- Hubs (10 votes)
  - Whole School Meetings
- Traffic Patterns (9 votes)
- Ubiquitous Learning (8 votes)
  - Between Spaces
- Community Resources (8 votes)
  - Centralized Gym and Café
  - Can be Locked Off
- Centralized Specialists (8 votes)
  - Special Ed

ADDED OCTOBER 23, 2017

- Innovative Storage
  - Low Cabinets with Display on Top
- Transparency/Windows
  - Garage Door Where Appropriate
  - Strategically Placed Windows
- Good Acoustics



## Guiding Design Principles 1.0

The following set of “Guiding Design Principles 1.0” for design of the new and/or renovated Manchester Memorial Elementary School was developed by the Educational Working Group (EWG) during the Educational Visioning Workshop Two that took place on October 23, 2017. Five teams of six participants each worked to create their own set of Guiding Principles, after which each team presented to the larger group. Team lists were then displayed in a gallery format and participants were given the opportunity to vote for their top six priority Guiding Design Principles. These are listed below in order of the number of priority votes they received, with each Guiding Design Principle given six base points for appearing on one of the original team lists, and each subsequent priority vote given one point. Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

### **Flexible and Adaptable** (65 votes)

- Inquiry-Based and Hands-On Instruction
- Lab/Maker Space/Project Spaces
- Flexible Space and Furniture
- Authentic Learning Opportunities
- Flexible Thinking and Learning
- Visible Learning

### **Whole Child Focus** (57 votes)

- Balance Joy of Learning and Higher Order Thinking
- Social Emotional focus with Student Achievement
- Comfortable and Playful
- Problem Solving and Transferable Skills
- Intellectual Engagement
- Citizenship and Ethics
- Growth Mindset
- The Arts

### **Neighborhood School** (46 votes)

- Controlled Community Access
- Safe, Warm and Welcoming
- Community Resource
- Community Connections
- Community Building
- Hub of the Building

### **Cooperative & Collaborative** (45 votes)

- 21<sup>st</sup> Century Skills
- Teacher Collaboration and Teaming
- Student Collaboration
- Opportunities for Learning Together
- Large and Small Group PD

### **Outdoor Space & Sustainability** (25 votes)

- Building as a Teaching Tool
- Recess and Play
- Kitchen Lab and Gardens
- Learning, Gathering and Community Space
- Nature and Learning (Plants/Science)

### **Classic, Not Trendy** (22 votes)

- Fits with the Neighborhood
- Flexible Over Time
- Timeless and Non-Institutional
- Warm Tones/Wood



## Blue Sky Ideas

The following “Blue Sky Ideas” for the design of the renovated and/or new Manchester Memorial Elementary School were brainstormed by the Educational Working Group (EWG) during Workshop Two. Participants each recorded their own Blue Sky Ideas, which have been grouped below by like-spaces and themes. Blue Sky Ideas, though sometimes unattainable, often hold the seeds of more realistic, creative and doable ideas that can inform the design of the facility.

- **Flexible Furniture**
  - Curved shelves on wheels
  - Chairs and tables
  - Teach station
  - Options for types of furniture
  - Meets academic needs
  - Smart/simple storage - hidden
- **Wireless/Mobile Technology**
- **Flexible Spaces Between Classrooms**
  - Differentiation
  - Rtl (Response to Intervention)
  - Math Science
  - Shared students in guided reading
- **Onsite Nursery**
  - Mother's room
- **Reading/Learning Nooks**
  - Distributed within dining and library spaces
- **Age Appropriate Playgrounds that Make Sense**
- **Moving Stairwells**
  - i.e. puzzles within building like Harry Potter
  - Slide next to stairway
- **Grades 5-6 Transition Made Explicit**
  - i.e. 5th grade (locked) lockers maybe unlocked
- **Central Classroom with Cubicles for Special ED**
  - Reading tutorials
  - Or in one of Breakout Rooms
- **Central OT Room on Two Levels**
- **Anti-Chamber Before Classrooms**
  - Cubbies
  - Mud room
- **Centrally Located Specials**
  - Near each other
  - Consider traffic patterns
- **Multi-Purpose Wall**
- **Carpeting**
  - Some good qualities, but can be double edge sword
- **Greenhouse Courtyard / Atrium**
  - Near entry
  - Community meeting
- **Music Throughout the Building**
- **Rooftop Classroom**
  - Safe
  - Engaging
  - Circular
  - Like a pod - reflection
  - Everyone can see each other

## Blue Sky Ideas (Continued)

- **Several Breakout/Teachers Rooms**
  - Near classrooms/bathrooms
- **Weather Station**
- **Examples of Sustainability**
  - Windmill
  - Photo Talks
- **Sinks in Every Classroom**
- **Bathrooms in Every Classroom**
- **Multiple Outdoor Play/Learning**
  - Designed for NE weather
  - Connected to indoor spaces (classrooms, cafeteria)
- **Alternate Play Space for Indoor Recess**
- **Children's Museum Features**
  - Green
  - Friendly
  - Calming
  - Colorful

## Additional Blue Sky Reflections:

### Looks Like a Children's Museum

- I would love to see a school that looks more like a children's museum than a hospital
- This would be achieved with multi-story open spaces (foyer), skylights, and curved, irregular features
- Outdoor spaces would be connected to corresponding indoor spaces (i.e. cafe/playground, classrooms/outdoor learning spaces)
- The building would have multiple medium-large gathering spaces and dining/library spaces that would be distributed throughout the neighborhoods
- Multiple outdoor play and learning spaces would be designed for New England weather including plowable surfaces and covered area, so that learning can take place outdoor even in the rainy/snowy months!
- Classrooms would have inherent features to promote organization and collaboration between all staff and students
- The design would reflect local culture and values
- The exterior of the building would blend with surroundings
- The interior would be bright, colorful, and welcoming

### SAIL (Social and Academic Integrated Learning)

- 2 classroom spaces
- Calming opportunity SAIL space
- Special ED. testing/tutorial
- Room with quiet cubicles
- Sign out
- Storage in each classroom
- Warm, welcoming, kid friendly feeling throughout - artwork displayed
- Neighborhood model with special education
- Pull-out spaces that are quiet and not in the hallway
- Community parking (please stop parking in spot #8) :)
- Hub with school nurse, counselor, etc
- Nursing / pumping space for working mothers

### Engaged Learning Spaces

- Spaces for whole-body/gross motor movement
- Staff collaborating with one another
- "Mother's room" for nursing mothers
- Visible access into conference room
- Room for outside daycare
- Colors that are not "loud" or vibrant
- Staff kitchen/dining
- Aesthetic that looks like a school not a children's museum or prison

## Blue Sky Ideas (Continued)

### Agile Classrooms

- Multiple spots in a class with overhead technology
- Student cubbies/lockers in classes
- Tutorial spaces for parallel instruction
- Cubicles within a "break out" room
- Sound proof walls
- Areas in a class for small group instruction
- Less distraction, but still in room

### Outdoor Connections

- Big window walls, i.e. cafeteria to playground
- Multiple playgrounds/ age appropriate structures
- Green house
- Plants built-in
- Observatory designated space
- Slides from second level to the cafeteria (thinking about the Google headquarters)
- Cubbies in classrooms rather than hallway lockers
- Tile floors in classrooms (for cleaning)
- Teacher bathrooms easy access (like a little storage room between 2 classrooms in a pod)
- Fun-looking like colorful and interesting shapes rather than everything straight
- Mother's room-nursery school!

### Community Amenities

- Separate Youth Center / Parks Recreation facility
- Additional field space / gym space for community Alewife late night practicing
- Community welcome space / PTO room
- Auditorium for student performance
- Medium size (50) group space

### Spaces that Promote Innovation and Creativity

- Flexible and movable furniture and tools for creation (to build physical and digital products) and collaboration
- Space and resources to enable variety of student projects and creations from engineering and science to math, civics + ELA, to arts and cafeteria ...

- Variation in furniture and functional elements to illustrate myriad ways to fulfill a need or function –
- Different table styles, different door handles, a variety of mechanisms to flush a toilet(s) ...
- Sink and storage on every room for hands-on learning
- Using technology to move beyond the walls to engage community and partnerships

### Varied Spaces

- Learning neighborhoods
- Flexible spaces
- Reading nooks (learning, nooks)
- Natural light-that doesn't impact technology
- Homey furniture
- Blues/teals/calming cool colors
- Sound system
- Multi-purpose walls (white board, magnetic, bulletin)
- Visible to hallway
- Music throughout building for opening and closing
- Gathering spaces throughout building
- Openings to adjoin classrooms
- Visible learning -nice blinds or curtains
- Storage that is efficient and hidden
- Smart simple storage

### Flexible Features

- Flexible space between classrooms to foster collaboration between classrooms, SPED services, RTI, etc.
- Space that would be customized to fit the need of each year and the varied needs of students
- Furniture that can move easily to foster different types of learning and activities
- Bookshelves on wheels to organize, display and partition areas of the room
- Technology that is innovative but long term
- Lockers that make sense! Size appropriate for grade-level and space constraints
- Sink in each room
- Storage

# Educational Visioning

## Workshop Two Notes

October 23, 2017

### Blue Sky Ideas (Continued)

#### Teacher Teaming

- Teams of teachers closely connected
- Flexible spaces between teachers
- Lots of storage space
- Drawers that accommodate large chart paper and extensive storage for science supplies
- Movable bookshelves and large furniture
- Carping for working floor space
- Multi-purpose wall-tech writing
- Sound system throughout building for quiet/calming music
- Lockers that serve dual purpose
- Usable space/lockers wide enough to fit backpacks
- Warm colors/colors from nature warm wood tones
- furniture that is warm/inviting
- Smart desk solutions - flexible/stores student's materials

#### Gathering Spaces

- Space for whole school to gather as a whole
- Space for grade levels to gather as a whole
- Teacher work areas that foster collaboration and communication
- Ability to section off large spaces to make smaller work spaces
- Office area that is welcoming but also promotes confidentiality (i.e. parents not overhearing everything)
- Calming "break" rooms for students
- Natural-teaching opportunities /real-life applications i.e. outdoor garden, sustainability
- Comfortable, varied furniture

#### Flow of Space

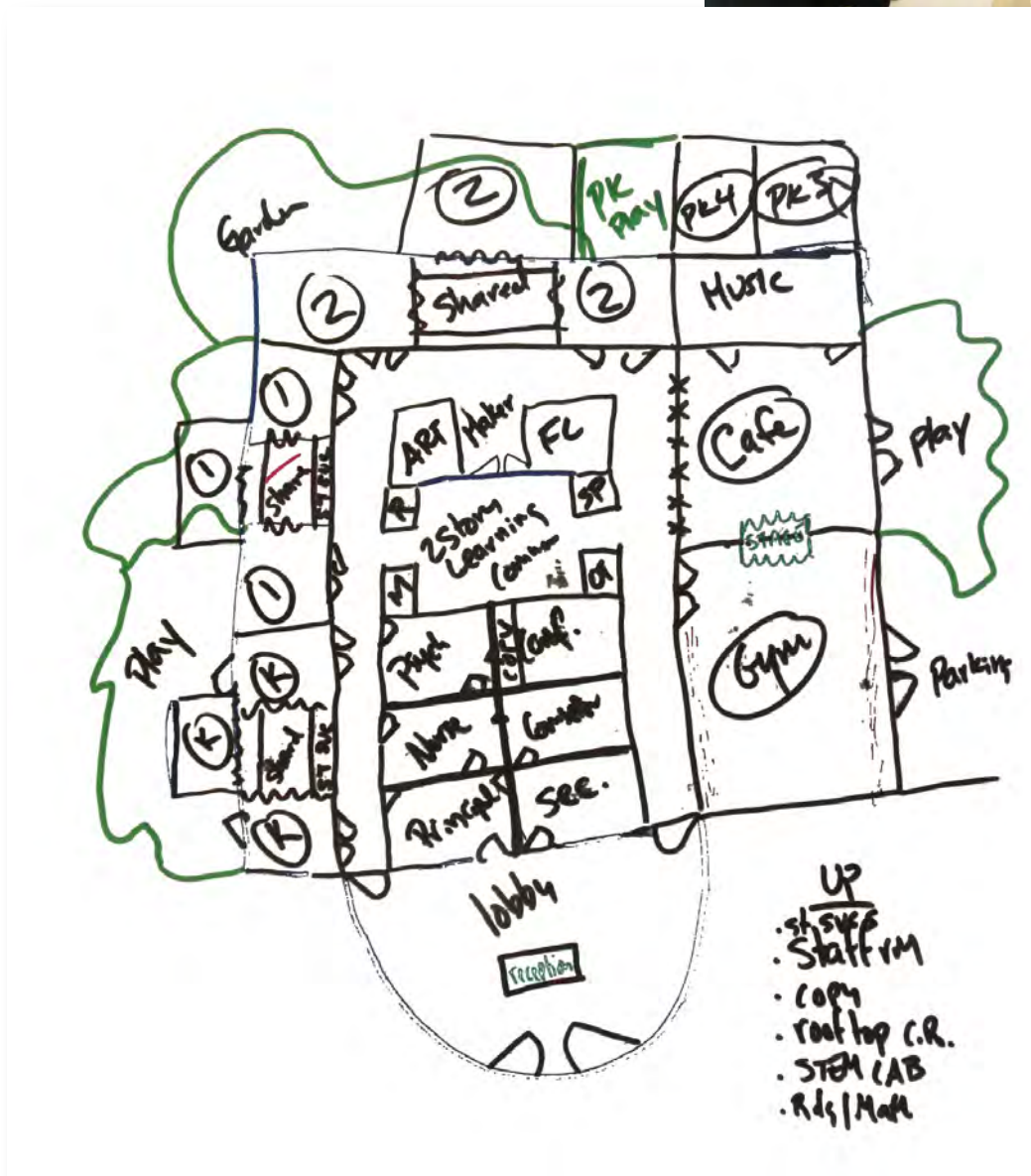
- Wide hallways
- Nooks in classrooms and hallways
- Quiet areas build into classrooms for student collaboration
- Built-in shelving for classroom library
- Magnetic bulletin boards
- Science lab and place to store science materials
- Irregular shaped rooms, not square
- Amphitheatre/pod for each grade-level
- Calming, sea-inspired color scheme
- Wide drawers to store easel-pad paper (30x24)
- Carpet in classrooms and tile in hallways
- Rooftop classroom space
- High ceilings





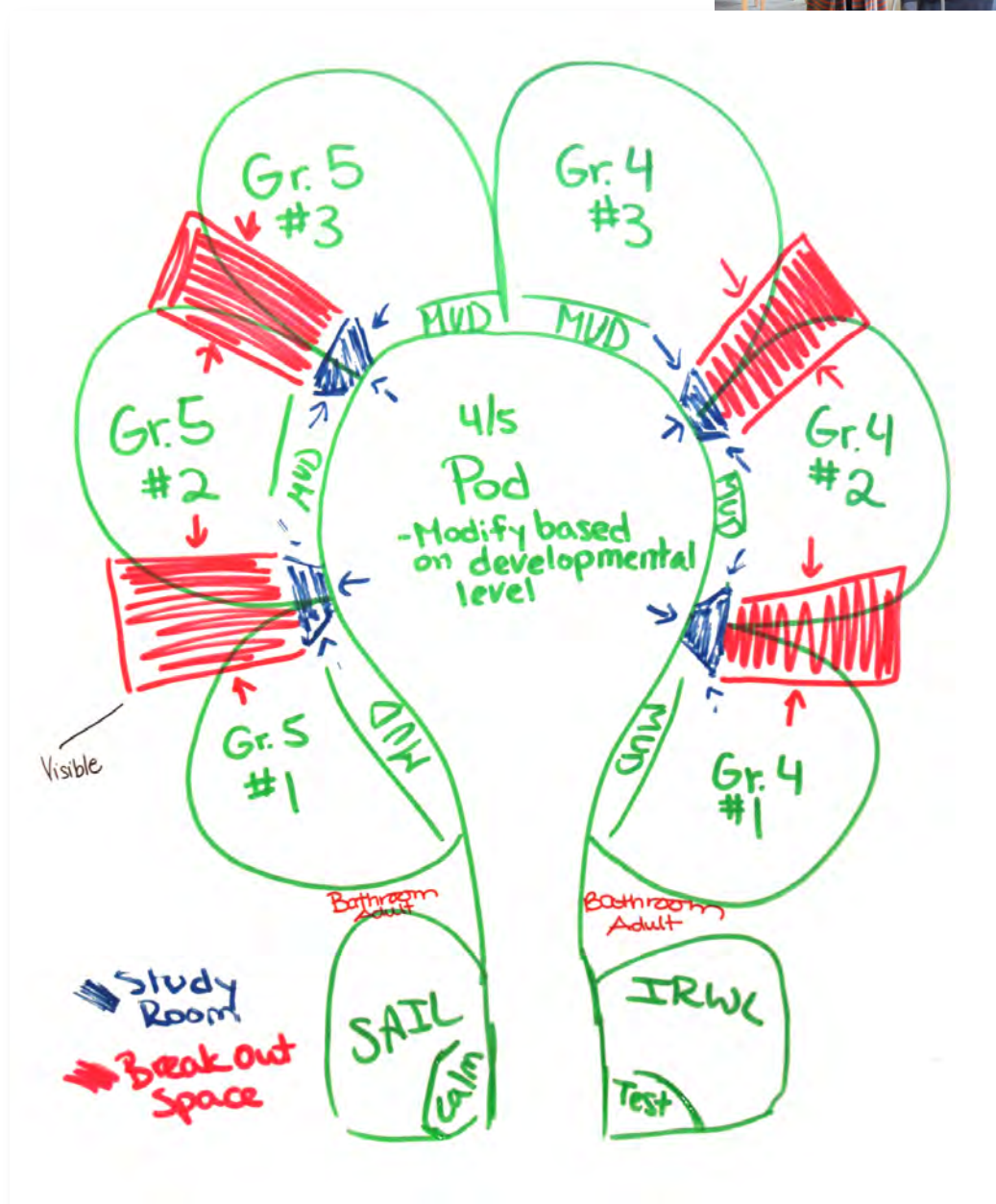
## Whole School Adjacency Diagram

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new building.



## Neighborhood/Pod Adjacency Diagram

This Neighborhood/Pod adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new building.





## (Ideal) Classroom Adjacency Diagram

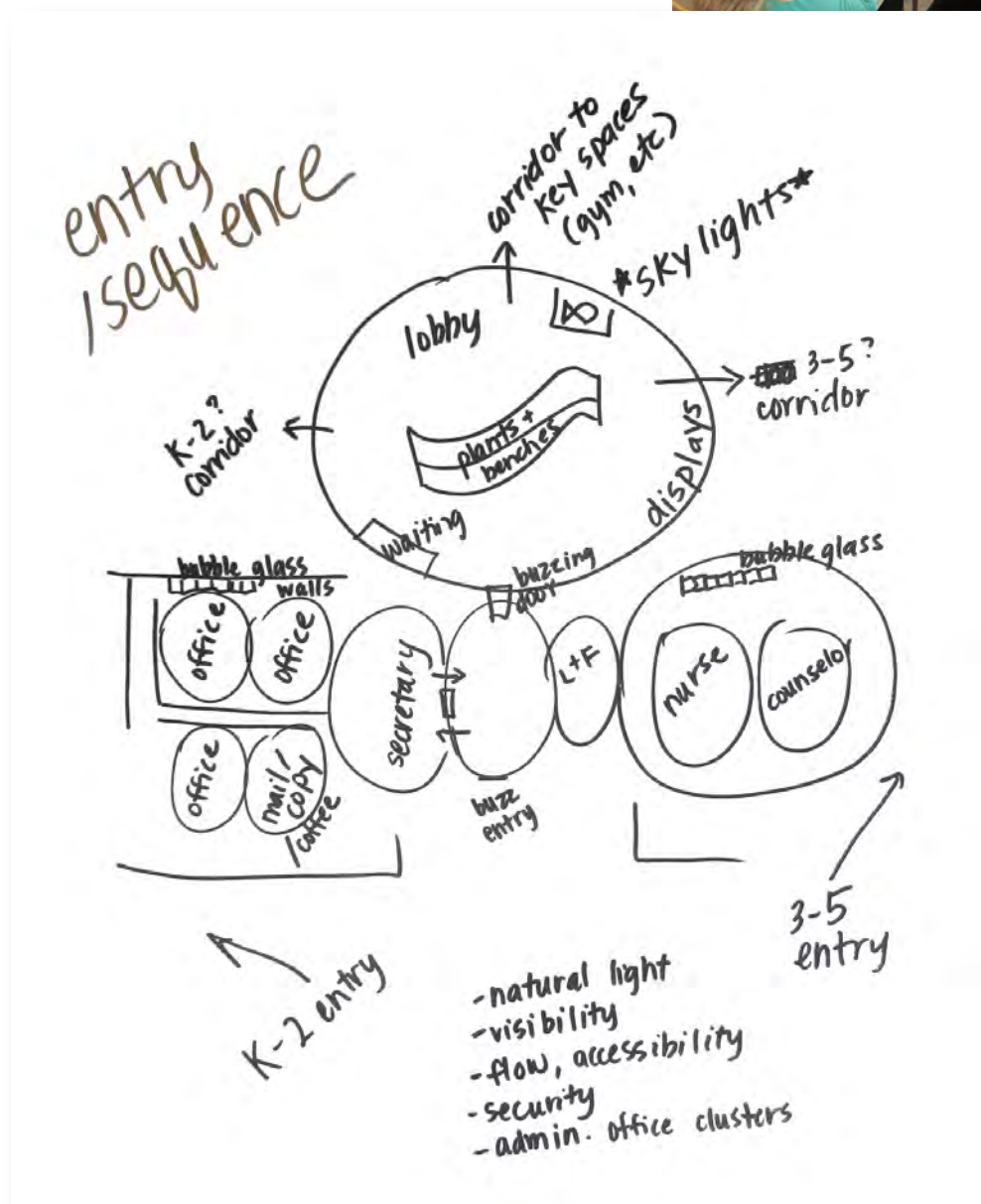
This Ideal Classroom adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new building.





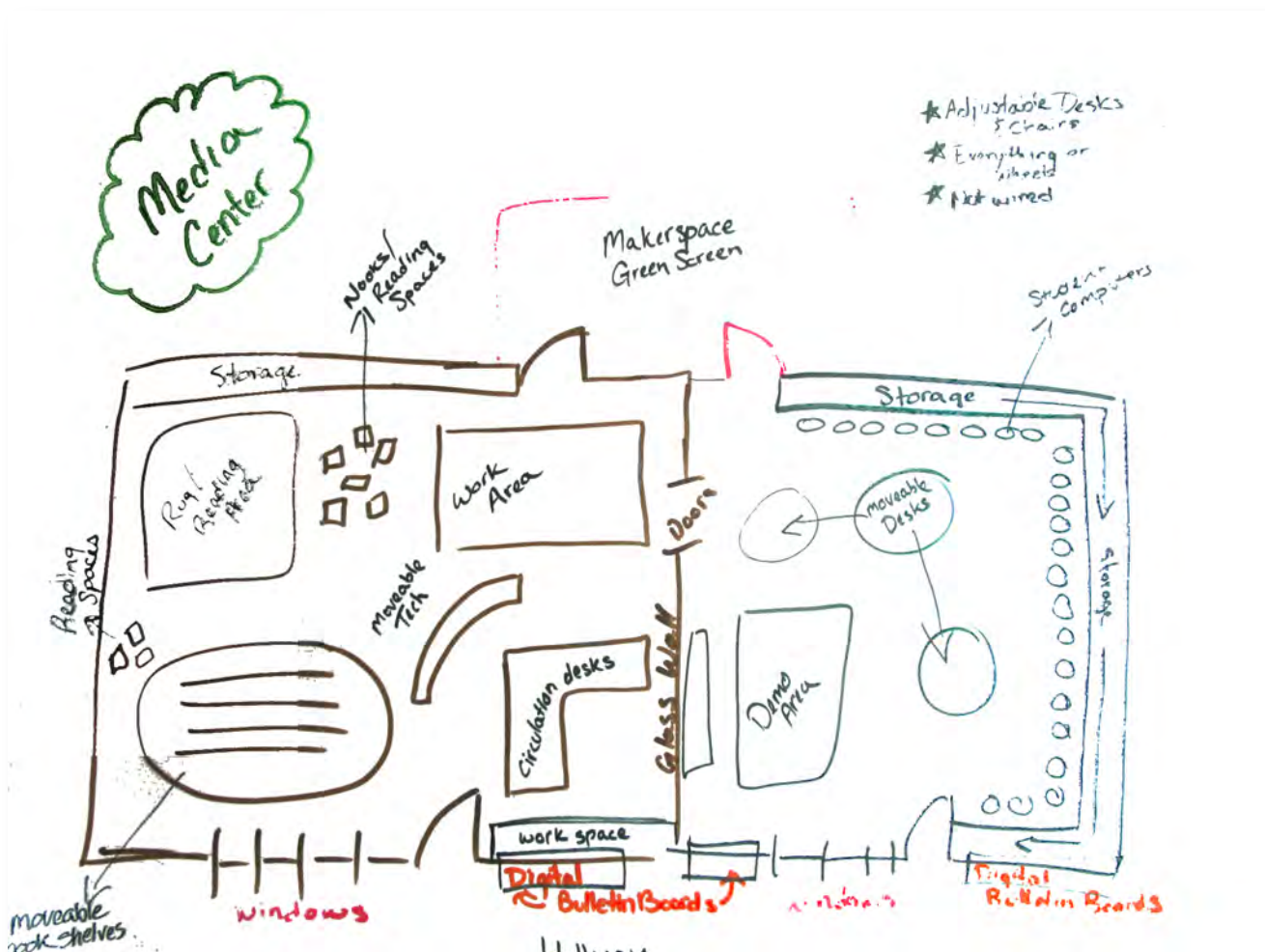
## Entry Sequence Adjacency Diagram

This Entry Sequence adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new building.



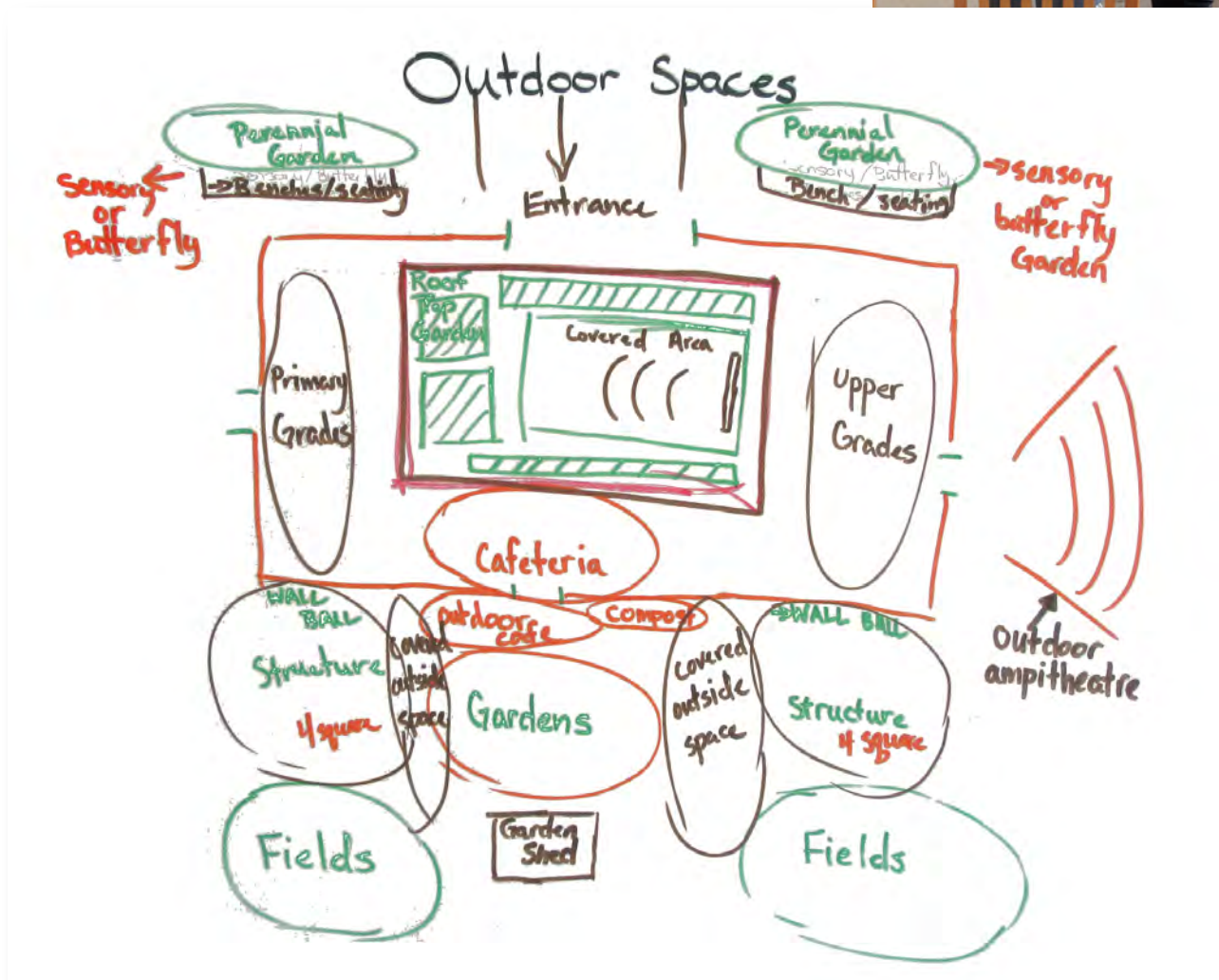
## Media Center Adjacency Diagram

This Media Center adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new building.



## Outdoor Spaces Adjacency Diagram

This Outdoor Spaces adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new building.







# Manchester Essex Regional School District

## Educational Working Group

## Visioning Workshop One

September 25, 2017

### Agenda

□

#### EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Share **Priority Goals** for Manchester Essex Regional School District's (MERSD's) elementary school planning process
- Discuss 21<sup>st</sup> century teaching and learning and identify **21<sup>st</sup> Century Learning Goals** as connected to current and future best-practices within MERSD and Manchester Memorial Elementary School (MMES)
- Assess MERSD's **Strengths, Challenges, Opportunities, and Goals** with regard to the development of its academic programs and school facilities
- Explore and prioritize a range of architectural **Design Patterns** that will best support 21<sup>st</sup> century teaching and learning within MERSDs
- Share **Blue Sky Ideas** for the design of the renovated and/or new facility

Time	Activity	Purpose
8:30 – 9:15	<b>Workshop Goals and Introductions</b> <ul style="list-style-type: none"><li>• Workshop overview</li><li>• The Design Process / Creating a Design Guide</li><li>• Introductions<ul style="list-style-type: none"><li>○ Priority Goals for the elementary school planning process</li></ul></li></ul>	Introduce participants, and clarify agenda and desired outcomes for this workshop. Share some of our priority goals for the renovated and/or new Manchester Memorial Elementary School facility and planning process.
9:15 – 10:45	<b>21<sup>st</sup> Century Schools</b> <ul style="list-style-type: none"><li>• Interactive Presentation: 21<sup>st</sup> Century Teaching and Learning</li><li>• Videos and discussion</li><li>• Small group review of assorted 21<sup>st</sup> century learning goals and outcomes and creation of priority listings</li><li>• Large group prioritization</li></ul>	Identify and discuss elements of 21 <sup>st</sup> century teaching and learning as connected to MERSD's approach to its educational programming.  Ground our thinking about design guidelines and desired building features in a discussion and exploration of 21 <sup>st</sup> century learning goals for MERSD and MMES
10:45 – 11:00	<b>Break</b>	



11:00 – 12:00	<b>Manchester Memorial Elementary School Present and Future Educational Priorities</b> <ul style="list-style-type: none"> <li>Brief presentations of essential and innovative school programs and initiatives presently in practice within MMES and MERSD</li> </ul>	Identify present and future educational initiatives and programs within MMES and MERSD, and discuss their effect on the design of the renovated and/or new facility.
12:00– 12:30	LUNCH	
12:30 – 1:15	<b>MERSDs SCOG Analysis</b> <ul style="list-style-type: none"> <li>Brainstorm of MERSD’s Strengths, Challenges, Opportunities, and Goals</li> </ul>	Identify what is presently working well within MERSD, what is challenging, and what opportunities exist with regard to the further development of academic programs and the renovated and/or new MMES facility.
1:15 – 1:45	<b>21<sup>st</sup> Century School Facility Design Patterns</b> <ul style="list-style-type: none"> <li>Presentation and Q&amp;A</li> </ul>	Ground our thinking about design guidelines and desired building features in a discussion and exploration of new school Design Patterns.
1:45– 2:00	BREAK	
2:00 – 2:45	<b>Design Patterns for MERSD and MMES</b> <ul style="list-style-type: none"> <li>Small group review of assorted facility Design Patterns</li> <li>Creation of priority listings</li> <li>Large group prioritization</li> </ul>	Identify priority Design Patterns for MERSD and MMES’s renovated and/or new elementary school.
2:45 – 3:00	<b>Closing and Next Steps</b> <ul style="list-style-type: none"> <li>Next Steps review and Q&amp;A</li> <li>Blue Sky Ideas (Exit Ticket): What no-holds-barred, over-the-top, budget-is-no-issue idea(s) and/or space(s) would you like to see take shape in the new and/or renovated facility?</li> </ul>	Hear from participants about their questions and thoughts. Review next steps for development of our process working together.



# Manchester Essex Regional School District

## Educational Working Group

### Visioning Workshop Two

October 23, 2017

#### Agenda

□

#### EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review and expand upon the **Learning Goals**, **SCOG Analysis**, and priority **Design Patterns** for MERSD's renovated and/or new elementary school
- Understand the role that **Guiding Principles** play in setting facility design priorities and intent
- Create a set of **Guiding Principles** and priorities for the design of MERSD's renovated and/or new elementary school
- Generate a listing of **Key Spaces and Desired Adjacencies** for the renovated and/or new facility
- Engage in a **Bubble Diagramming Activity** to identify important spaces and adjacencies within the renovated and/or new school
- Create a listing of **Talking Points** that distill the group's educational vision

Time	Activity	Purpose
8:30 – 9:15	<b>Workshop Goals and WS One Debrief</b> <ul style="list-style-type: none"><li>• Introduction of new members</li><li>• Review of:<ul style="list-style-type: none"><li>○ Learning Goals</li><li>○ SCOG Analysis</li><li>○ Priority Design Patterns</li></ul></li></ul> <p>What strikes us? What's missing?</p>	Review today's agenda and debrief the September 25 <sup>th</sup> workshop activities and discuss key themes and takeaways.
9:15– 10:00	<b>Guiding Principles for Design</b> <ul style="list-style-type: none"><li>• Presentation and Q&amp;A</li></ul>	Explore the connections between Guiding Principles and effective school design solutions.
10:00– 10:15	<b>BREAK</b>	



10:15 – 11:00	<b>Guiding Principles for Design</b> <ul style="list-style-type: none"> <li>• Small group review of assorted Guiding Principles and creation of priority listings</li> <li>• Large group sharing and prioritization</li> </ul>	Translate our MMES Learning Goals and desired Design Patterns into a listing of priority Guiding Principles for the design of the new and/or renovated facility.
11:00 – 12:00	<b>Key Spaces and Desired Adjacencies</b> <ul style="list-style-type: none"> <li>• Individual reflection</li> <li>• Small group discussion</li> <li>• Large group sharing and recording</li> </ul>	Share practical and creative design ideas that will help us reach our learning goals, implement desired Design Patterns, and put our newly brainstormed Guiding Principles into practice.
12:00 – 12:45	<b>LUNCH</b>	
12:45 – 2:00	<b>Bubble Diagramming</b> <ul style="list-style-type: none"> <li>• Individual and small group diagramming of key spaces and/or desired adjacencies within the new school</li> <li>• Large group sharing</li> </ul>	Identify important adjacencies and design ideas that can be explored further in the conceptual design process.
2:00 – 2:15	<b>BREAK</b>	
2:15 – 2:50	<b>Community Talking Points Activity</b> <ul style="list-style-type: none"> <li>• Individual and small group brainstorming of 3-5 talking points for the school community and larger community that sum up the ideas, inspirations and priorities discussed during our two days of visioning workshops</li> <li>• Large group sharing</li> </ul>	Distill main ideas and talking points for communication with MMES and MERSD faculty members, as well as the larger MERSD community of students, parents, community partners and community members.
2:50 – 3:00	<b>Closing and Next Steps</b> <ul style="list-style-type: none"> <li>• Next Steps review and Q&amp;A</li> </ul>	Hear from participants about their questions and thoughts. Review next steps for development of our process working together.