

Geotechnical Preliminary Report

Drilling Company:

B.L. Myers Bros. of Mass, LLC

Geotechnical Engineer:

Jim Hyslip

Report Prepared by:

Alfred J. Venne

September 24, 2001

Geotechnical Preliminary Report

Date: September 24, 2001

Site: Anne T. Dunphy School
1 Petticoat Hill Rd.
Williamsburg, MA 01096

Conditions:

Soil Conditions (Four (4) Test Borings): Comparable conditions were found to exist at each of the four (4) boring sites

1. Soils good - The majority is fill
2. Below fill - Original soils of a high Density

Comments:

Very pleased. No Problems, No Red Flags. Soil conditions will support single or two story constructions. Very good site. Water not an apparent issue at this site.

Recommendation:

In coordination with a structural engineer, geotechnical data will determine the extent and type of footings necessary for the choice of construction. Water monitors should be read through the wet spring season. This data will be enhance the geotechnical report data.

Drilling Company: B.L. Myers Bros of Mass., LLC.
Geotechnical Engineer: Jim Hyslip
Report Prepared by : Alfred J. Venne

Geotechnical Preliminary Report

Date: September 24, 2001

Site: Helen E. James
16 Main Street
Williamsburg, MA 01096

Conditions:

Soil Conditions (Two (2) Test Borings): Comparable conditions were found to exist at Both of the two (2) boring sites

1. Loose Soils found between zero (0) and eight (8) feet
2. Below eight (8) foot depth soils improve.
3. Soils degrade approaching twenty five (25) foot depth with sand and silts.

Comments:

The site is not as good as the Anne T. Dunphy School site. Water is found in the upper levels of each boring.

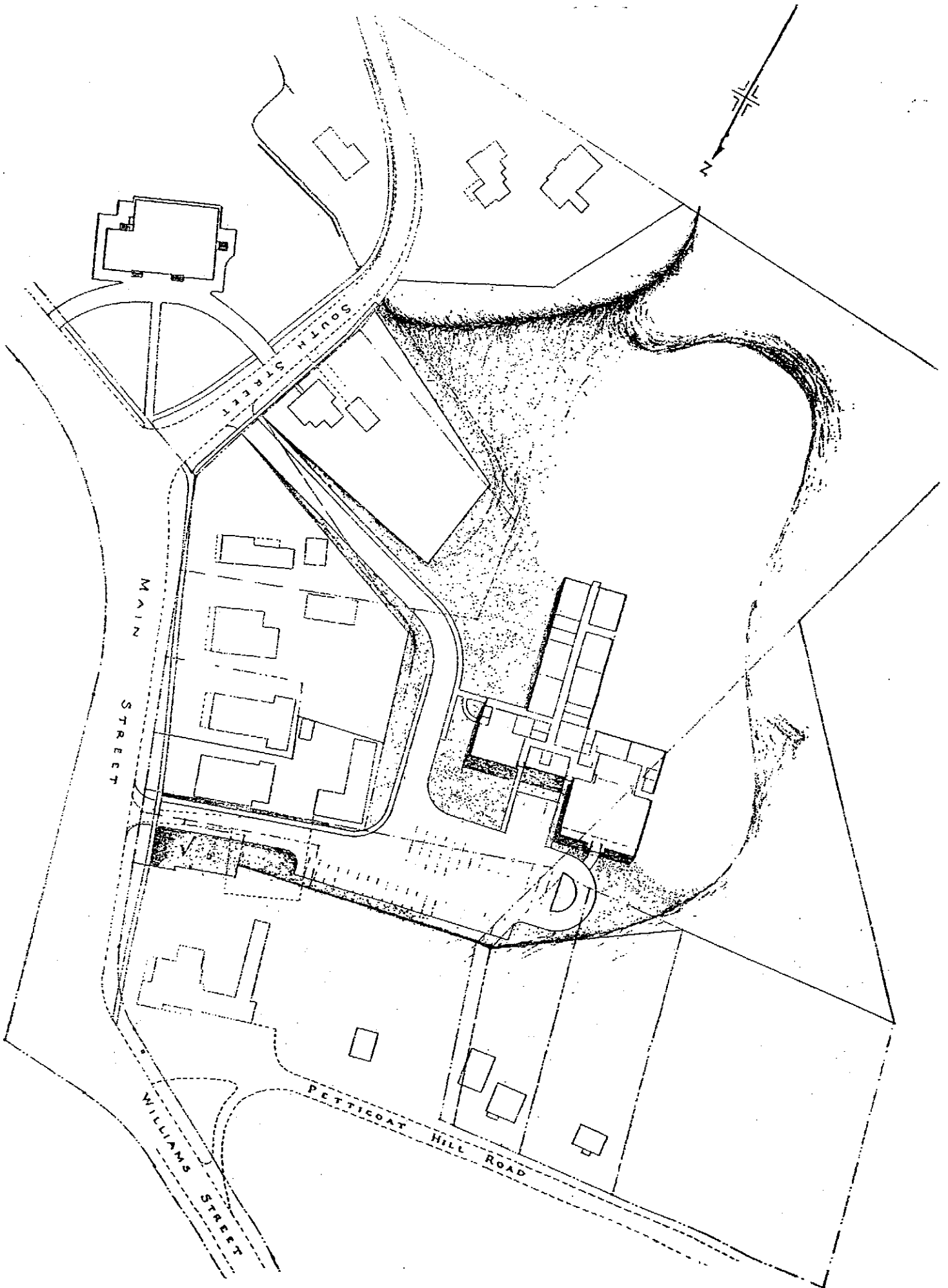
Recommendation:

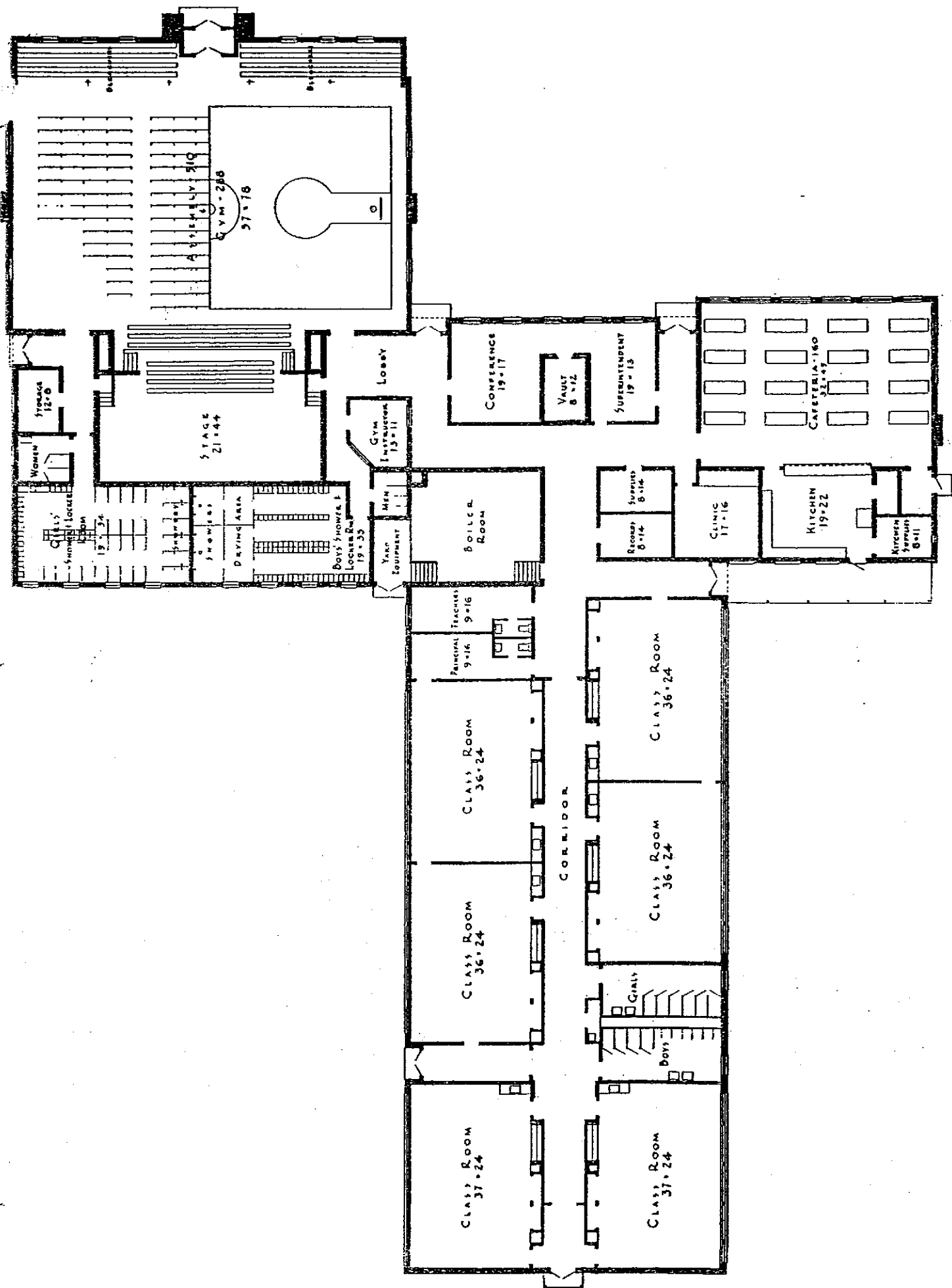
If the site is considered, up to eight (8) feet of top soil should be excavated and all areas backfilled with high density supporting materials. The backfill type and density should be consistent with the type of construction being considered.

Drilling Company: B.L. Myers Bros of Mass., LLC.
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PROPOSED WILLIAMS B-HAYDENVILLE SCHOOL

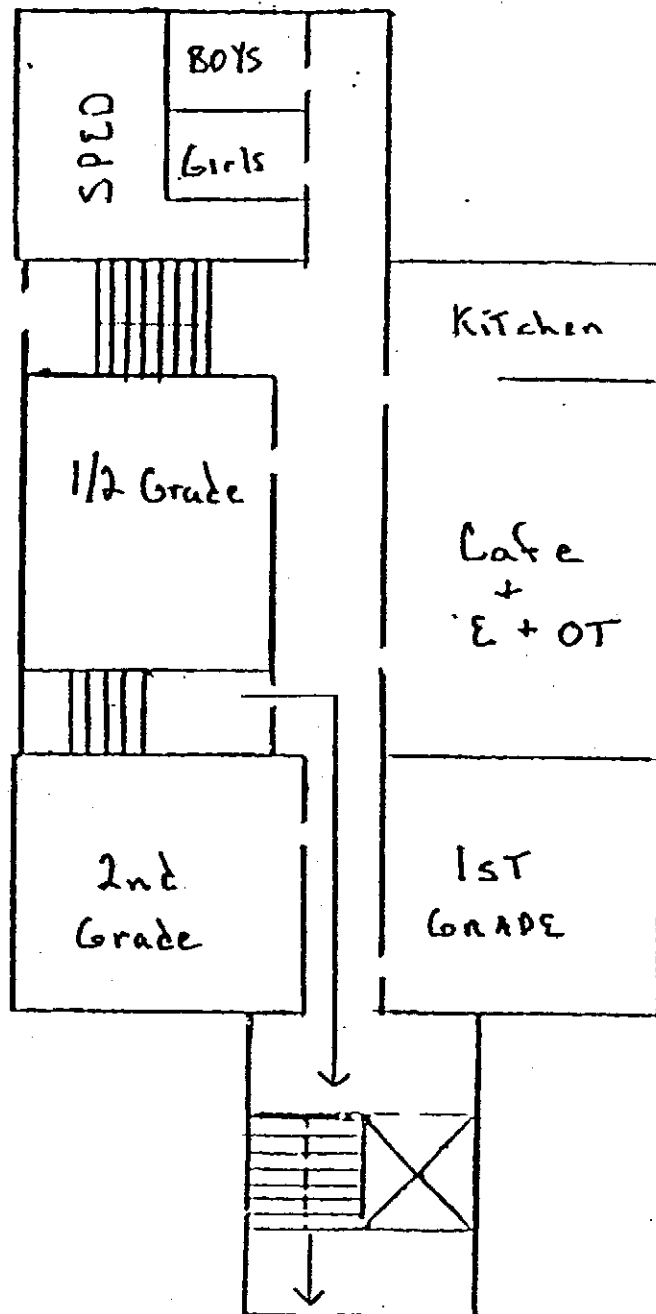
SITE PLAN





FLOOR PLAN

James School Emergency Evacuation Map



**Structural Engineering
Services for the
Williamsburg Elementary
Schools**

**Edwards and Kelcey, Inc.
P.O. Box 2070
Amherst, MA 01001**

February 7, 2002

**Structural Engineering
Services for the**

Williamsburg Elementary Schools



Helen E. James School



Anne T. Dunphy School

**Edwards and Kelcey, Inc.
P.O. Box 2070
Amherst, Massachusetts**



Transportation
Communications
Facilities/Development

February 7, 2002

Mr. Alfred J. Venne, Principal
Williamsburg Elementary Schools
P.O. Box 573
Williamsburg, MA 01096

Subject: **STRUCTURAL ENGINEERING STUDY**
For the Williamsburg Elementary Schools
EK Project No.: 020040033

Dear Mr. Venne:

Pursuant to our proposal of January 2, 2002, we present the following report.

GENERAL:

On Friday, January 1, 2002, Mr. Michael Rainville and Paul M. O'Connor both structural engineers with Edwards and Kelcey, visited the James and Dunphy Elementary Schools for the purpose of performing a structural inspection of the buildings. Mr. Michael O'Brien, the Custodian, accompanied us during our inspection. The inspection was to determine the following:

1. Observe and report on any structural deficiencies that can be seen without selective demolition.
2. Determine the nature of the framing of the buildings particularly that of the James School; that is, the direction of floor and roof framing members; the use of walls as bearing and/or lateral shear walls.
3. Confirm that framing is in accordance with available construction documents.

Mr. Alfred Venne, Principal, has requested that Edwards and Kelcey review the James School to determine whether strategic walls can be removed to make classrooms larger to meet the State's requirements. The objective would be to create classroom of approximately 1000 square feet, where they are now approximately 750 square feet.

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Upon visiting the site and consulting with Mr. Venne, it was determined that the only walls that could be eliminated, based on the current configuration of the building, is the wall to right side of the Forum Room (Main Level), and the Reading Room (Upper Level), labeled as rooms 202 and 302 on the 1986 Drawings. This wall is a bearing wall for the roof and floors and we believe that it is also a shear wall. It is comprised of brick masonry from foundation to the ceiling of the Upper Level.

The inspection of the Dunphy School consisted of examination of the First Floor structure over the crawl space; the original flat roof; and the 1986 gable truss roof.

Pursuant to our agreement, we have been requested to address the following scenarios:

Scenario #1: Report on the feasibility of continuing the use of the James School by increasing the size of classroom to meet the state standard (1,000 square feet) as mentioned above. In conjunction with the modifications to the James School we were directed to include the cost of a 6,000 to 7,000 square foot addition to the Dunphy School.

Scenario #2: Evaluate an addition of approximately 12,000 square feet to the Dunphy School to accommodate the entire school population. This would mean that the James School would be used for other non-school uses as determined by the Town.

OBSERVATIONS:

I. HELEN E. JAMES SCHOOL

1. The original roof framing and the reinforcement that was added in 1986 appear to be in sound condition. No obvious defects were observed.
2. We went onto the roof during a steady rainstorm and observed that it had a positive drainage path to the roof drains; however, the drains were plugged by leaves; thus leaving substantial ponding at the drains. The drains were easily unclogged by the custodian and then they quickly drained the roof.
3. The exterior walls appear to be in good condition having been repointed in 1986.

II. ANNE T. DUNPHY SCHOOL

1. The steel bar joist and beam structure of the First Floor appears to be in good condition. Only minor surface rusting was observed.

2. The original flat-roof structure over the classrooms, where exposed, appeared in good condition. The steel truss roof over the Gymnasium was not observed.
3. The lumber truss roof of the 1986 renovation is in immediate need of repair. Observations and further structural analysis in the office indicate that there are two compression members of Truss Types "A", "B", and "C" that need to be reinforced by the addition of lateral bracing at the midpoint of the members. Enclosed is sketch SK-1, which is drawn for the condition of Truss Type "A" over the classrooms. Similar reinforcement is required for Types "B" and "C". We have found through experience that the Contractor often misses this requirement that is stated and shown on the truss manufacturer's 8 1/2"x 11" shop drawings. Calculations, using the actual dead load and the Code required snow load, indicate the trusses are severely overstressed as now installed, and must be reinforced.
4. In addition to #3 above, it is necessary to provide bottom chord bracing at 10'-0" maximum spacing. This is generally missing from the trusses and is required by Code.

SCENARIO #1:

As mentioned under "GENERAL" above, there is only one wall on two floors that can be considered for demolition. This wall is a bearing wall for the roof and floors, but more importantly we believe that is a shear wall meant to withstand lateral loads. When the building was built (1913) there was only consideration of wind loads and stability, but not earthquake loads as now required by current code. Although it may be feasible to only add steel beams and perhaps columns to replace the walls (support of gravity loads only), it becomes a very complex issue of how to analyze and reinforce the building for earthquake loading. Section 3408 of the State Code will require structural investigations and testing; that is, testing of the prism strength of the brick to support new beams and columns; excavation to determine foundation size in the areas of high concentration of load; and perhaps a geological engineer's evaluation and report for the soil under the affected areas.

Structural compliance with 3408 is further complicated in that the buildings of this age were not built with consideration of the need for diaphragm action of the roof and floors. Diaphragm action is required to carry the lateral loads imposed on the structure to the vertical load resistant system. In this case the brick walls of the building. By removing the walls it will be necessary to evaluate the building's capacity to resist earthquake loads by using the remaining walls. It may also be necessary to upgrade the diaphragm of the roof and floors to meet today's standards. This could be an extensive retrofit of the floors and ceilings.

Due to the complexity of Code Compliance for this Scenario, we offer the following opinion of probable cost for Scenario #1:

Shoring up building, demo walls, disposal,
foundation work, steel erection, patching and
replacing finishes.....\$40,000 to \$60,000

Upgrading the Building for Seismic.....\$100,000 to \$150,000

6,000 to 7,000 s.f. addition to Dunphy School
refer to sketch SK-2.....^{125/FT}
\$750,000 to ~~\$875,000~~

Total for Scenario #1.....\$890,000 to \$1,085,000

SCENARIO #2: As described under "GENERAL" above.

The 12,000 square foot addition to the Dunphy School, which was used in this Scenario, was given to us by Mr. Venne. It is understood that this is the maximum that could be added to the school and stay within the Massachusetts funding requirements. In other words, the 12,000 s.f. is not based on a space needs assessment requirement.

Refer to sketch, SK-3, for a layout of a one-story addition to Dunphy School. The intent of the layout was to extend the addition 66'-6" southward from the end of the classroom wing and then 51'-6" eastward to match the existing lunchroom and kitchen wing. The extension to the west (40'-0") encroaches on the approximate toe of the slope. The western section extends 108'-6" northward in order to incorporate the doorway and aisle within the existing building.

The following opinion of probable cost is based on the same unit cost per square foot used in Scenario #1 above. The unit cost was \$125.00 per square foot, which was based on R.S. Means "Building Construction Cost Data".

12,000 s.f. addition to Dunphy School.....\$1,500,000

RECOMMENDATIONS:

The acceptance of Scenario #1 or #2 or some hybrid of the two is strictly up to The Building Committee. We know that there are many issues beyond just the structural ones presented in this report, which will be considered regarding the closing of the James

School and combining the two into the Dunphy School. It is with this in mind that we will focus our recommendation on the structural issues.

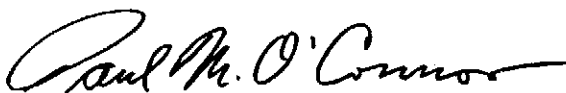
It is generally the recommendation of structural engineers to advise against the removal of a lateral load resisting elements such as a shear walls, vertical steel braces, or rigid frames. The Code allows for the removal and replacement of a lateral element with one of equal strength and stiffness in order to preclude the need to analyze and reinforce an existing building. This replacement is not possible in the James School. Scenario #1 will gain two classrooms of approximately 1,000 s.f. each. The gain in area is 250 s.f. per classroom. One must rationally consider the high unit cost per square foot to gain this area. Of course this increase in classroom size is at the sacrifice of other useful spaces such as the reading room, etc. In other words, the high cost per square foot is not for new construction but rather the reorganizing of existing areas. The cost to gain 500 s.f. of additional classroom space would be \$250 to \$400 per square foot. From a structural standpoint we would recommend this money be spent on new construction; that is, Scenario #2.

From the sketch, SK-3, it appears that a one-story addition to the Dunphy School is possible and reasonable. A retaining wall was added in the southwest corner to allow for access around the building, especially for fire apparatus. A one-story is more economical than a two-story for two primary reasons. First is the need for more square footage to accommodate vertical circulation; that is, two stairways and an elevator. The second is the higher structural costs for a structured floor as compared to a slab on grade. It is from this study that we again would recommend Scenario #2.

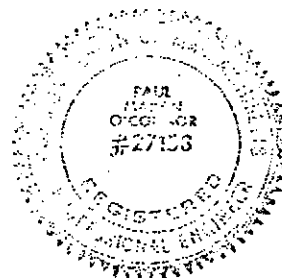
We at Edwards and Kelcey trust that this will satisfy your needs. If you have any questions, please feel free to call or write.

Very truly yours,

Edwards and Kelcey, Inc.



Paul M. O'Connor, P.E.
Chief Structural Engineer



**Helen E. James
Anne T. Dunphy
Williamsburg Elementary
Schools
“A Shared Vision”
School Improvement Plan FY03**

Williamsburg School Department

April 9, 2002

Helen E. James

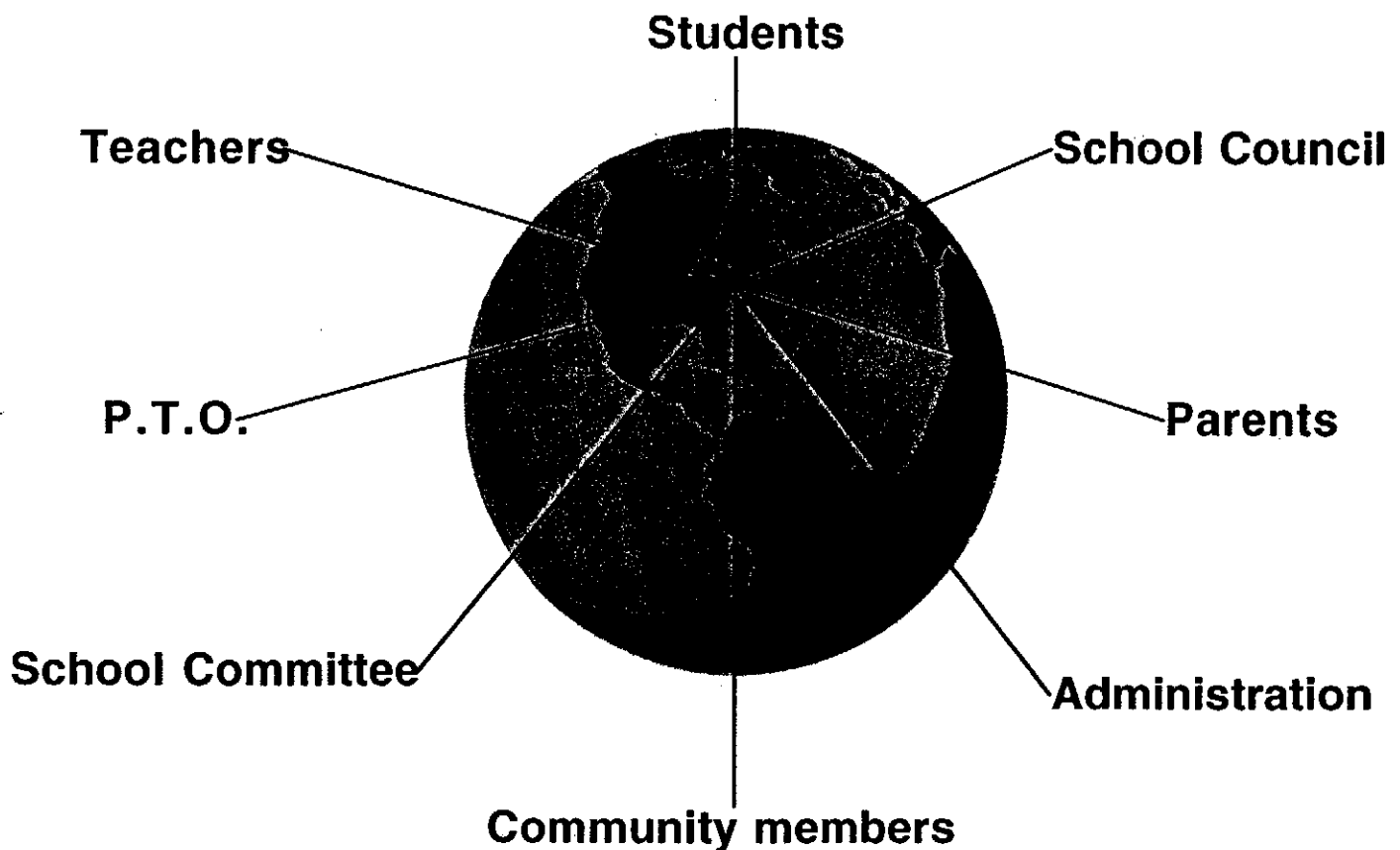


Anne T. Dunphy

Williamsburg Elementary Schools

"A shared vision"

School Improvement Plan FY03



Updated April 9, 2002

Williamsburg School Department
School Council Goals for the FY 03 School year
Submitted April 9, 2002

Program Goal # 1

- **Full Spectrum instruction** A Universal Design for Learning (UDL) model will be implemented changing instructional practices and classroom environments to accommodate our full range of learners' abilities. The focus of our program will be the implementation and use of a wide variety of assistive technologies. The technologies being considered include low tech, mid range, and high tech devices intended to enable access to the curriculum.
- **The Measure:** Improvement in student learning as measured by standardized test scores. Standardized tests include but are not limited to the full range of assessments administered by the school department. Some examples include: WISC, Woodcock Johnson, Slingerland, CCLF III, The test of Phonological Awareness, and the Bender. In addition student learning will be measured by developmental assessments including Clays Observations survey, Developmental Reading Assessment, & Developmental Writing Assessment. MCAS grade 3 reading, Grade 4 English Language Arts and Mathematics, Grade 5 Science & Social Studies, and Grade 6 Mathematics. A second measure will look at student/parent satisfaction. A survey devise will be used.

Program Goal # 2

- **Developmental Writing Assessment (DWA) implementation:** The DWA shall be implemented at all grade levels. Individually measure student progress in writing by measuring 11 standard writing components. Inform instruction for each student .Inform whole class instruction, Measure whole class progress. Measure whole school progress
- **The Measure :** Improvement in student learning as measured by standardized test scores & MCAS. See measure noted under Program Goal #1.

Administrative Goal # 1

- **Submit SBAB facilities plan:** The plan will include, Universal Design For Learning (UDL) as a common thread considered during the feasibility study process. The plan shall accommodate changing classroom configurations to meet student enrollment and program needs. In addition to the SBAB work we will accommodate the closing of the Meekins Library during the renovation period.
- **The Measure:** An SBAB plan submitted is submitted to the State DOE and placed on the C list of project pending future funding

Environmental Goal # 1:

- **Enhanced Communication to the greater Williamsburg community.** The goal shall be achieved through the addition of a community member on the school council. Placement of a advertising on route 9. (Work with town to this end). Post school newsletter around town in all appropriate display spaces. Use town newsletter to inform community regarding the progress being made toward school council goals.
- **The Measure:** The number of school of choice applications increases from FY 02. New Community member on the school council. Qualitative series of 3-4 interviews with the focus on community communications.

**SCHOOL COUNCIL PROTOCOL
FOR NEW MEMBERS**

I. All school council positions are elected positions. Each position has a term of 3 years. Terms are staggered such that a majority of the council is maintained during each election year. Elections are held in the fall of each school year.

a. Openings on the council will be announced in the school's weekly newsletter, the Planet.

b. Candidates (Parent or Community member) will be asked for statements that will be published in the Planet. The school community, (Parents, school committee, P.T.O., School Council, and School volunteers) will elect the new member of the council.

b.1. Faculty candidates will be asked for statements that will be published in the Planet. Faculty members will elect the new faculty representatives,

c. Ballots will be made available through the school office.

d. If there is only one candidate for a given position, the council will gratefully accept their person and an announcement and statement by that person will be published in the Planet.

e. In the event an individual cannot complete their term on the council, a special election will be held with the approval of the school council. Said special election will follow the same format as regular annual elections.

Accepted by the School Council: February 27, 1996

School Improvement Plan Process

The school improvement plan is a product of the Williamsburg School Council. The improvement plan incorporates the input of numerous stake holders including but not limited to parents, students, teachers, community members, school administration, and non-instructional staff. The school improvement plan is a vital tool aiding in the annual school budget process undertaken by the Williamsburg School Committee.

Step I

During the fall of each school year, the Williamsburg Elementary School Council reviews the existing School Improvement Plan. Upon completion of said review, the School Council breaks the school improvement plan into specific areas of focus. Each member of the council takes responsibility for one or more aspects of the School Improvement Plan. A focus group comprised of school instructional staff, community members, and a school council member is created to study that aspect of the plan. In addition to the review of existing aspects of the School Improvement Plan new areas of focus are identified by the school council, and focus groups are set up to examine these new areas.

Step II

Focus groups are asked to create a written report with recommendations for 3 - 5 years of school improvement. All reports should include copies of survey results. This report should be completed and submitted to the school council by the first December meeting of the school council.

Step III

The focus group reports are compiled and a complete set of reports is made available to all instructional staff for comment and input.

Step IV

Upon completion of Instructional staff review of the focus reports, the school council will have an opportunity to consolidate comments of staff and add additional comments and suggestions.

Step V

Focus reports with input from staff and school council will be returned to Focus Groups. Focus Groups will incorporate all input into the the final recommendations to be submitted to the school council.

Step VI

The School Council will create the School Improvement Plan. The final step will take all Focus reports and blend them together with other school issues that do not have a current focus group but need to be incorporated into the School Improvement Plan.

Step VII

The completed School Improvement Plan will be submitted to the Williamsburg School Committee no later than the April meeting of the School Committee for approval.

SOCIAL CURRICULUM FOCUS

PURPOSE: The school will create an emotionally and physically safe and respectful learning environment. To accomplish this the school will develop a system of positive discipline and logical consequences that reflects and reinforces the school's commitment to a social curriculum.

RATIONALE: Three key ideas provide a foundation for creating a safe and caring learning environment. First is that all children, given developmental considerations, can and should participate in the process of creating and modifying the rules, limits and logical consequences that help to govern the daily life of the school and classroom. By giving children an active voice and by creating vehicles through which their voices can be heard in the conversation with adults, the children will feel greater ownership of the rules, be more invested in following the rules and in expecting others to follow them also.

The second idea is that pro social behavior and values can and should be taught with the same care and consideration given other "content" areas. This means there is a social curriculum just like there is a math, science, etc. curriculum. Ideally the social curriculum is integrated into the daily life of the classroom and attended to throughout the school day. Time is spent teaching specific skills, thinking about and discussing these skills and practicing the skills in a variety of settings. Use of the skills occurs throughout the school day in both academic and non academic situations.

Third, it is important to focus on positive behavior, positive values, personal responsibility and the process by which disagreements and social issues are resolved. It is no longer adequate to just develop an adult generated list of misbehavior and punishments. Children need time and guidance to identify, think about and discuss what positive behaviors are and how they contribute to the successful functioning of a small group, a classroom, a large group, school community, etc. They also need time and guidance on how to reflect upon their own behavior as individuals and as a group. In this way they can participate in a process of modifying their behavior to achieve goals they have set for themselves.

GOALS:

1. The school will ensure the continue with a system of positive discipline and logical consequences begun by staff members during the 1992-93 school year.
2. The school supports the social curriculum that is already evolving in grades K-6 based on the "Responsive Classroom" model as advanced by the Northeast Center for Children. We recommend the following:
 - A. Provide "Responsive Classroom" training to all staff who have not yet participated.
 - B. Provide follow-up consultation from the Northeast Foundation for Children around the implementation of the model.
 - C. Continue to integrate conflict resolution training into the curriculum.
 - D. Include social curriculum development and support time within the existing schedule of staff meetings, curriculum days, etc.
 - E. Designate the Adjustment counselor to coordinate the development of the social curriculum.

3. The school will promote ongoing communication about the evolving system of positive discipline and logical consequences.

- A. A completed policy will be presented to the school committee for review and acceptance each year.
- C. When the system is accepted by the school committee the school will publish copies for every staff member and every student's family at the beginning of the school year.
- D. Parent information/training sessions about the system will be offered.
- E. Additions to the system will be published in The Planet.

TIME LINE

2002 - 2003

- Document growth and change in the social curriculum of grades K-6.
- Conduct a school culture survey of Students, Staff and Parents in order to compare with prior year results.
- Analyze effectiveness of the system of positive discipline and logical consequences by identifying the strengths and weaknesses of the system throughout the school day.
- Continue to investigate ways to provide time and money for continued support of the social curriculum.
- Review and update the system as needed.
- Continue peer mediation program.

2003 - 2004

- Investigate the impact of the social curriculum on students after they enter HRHS. - student opinion survey.
- Continue development of a social curriculum.

FINE ARTS FOCUS

PURPOSE: To examine the current arts curriculum in the Williamsburg Elementary Schools; to recommend ways of blending the State Arts Curriculum Content Chapter with the existing programs, ensuring the future of the arts in the schools as part of the core curriculum; to recommend ways of expanding the opportunities offered to the Williamsburg students with regard to the arts.

RATIONALE: It is vital that "all students know and understand the nature of the creative process, the characteristics of visual arts, music, dance and theater and their importance in shaping and reflecting historical and cultural heritage...and use the arts to explore and express ideas, feelings and beliefs." (From the Arts Curriculum Framework Summary, March 1995 Draft.)

GOALS:

1. To enhance existing arts programs in the schools.
2. Provide opportunities for all staff to integrated arts into the classroom curriculum.
3. Future curriculum development work shall include the integration of fine arts.
4. To clarify the physical needs of the arts programs such as classroom space, storage facilities and equipment.
5. To broaden school programs as well as student participation and exposure to other forms of artistic expression such as dance, theater and an instrumental music program, and artist in residence opportunities. (Artist in residence defined as work an artist would do with a classroom teacher over a period of 11 - 40 days)
6. To provide opportunities for special cultural events and after school programs for children, families, and the larger community.
7. To compile, maintain and update a directory of local artists and resources.
8. To explore funding sources to support our goals.

TIME LINE

2002 - 2003

- Maintain and enhance Friday choice time at the Dunphy School. Provide opportunities for art exploration.
- Determine space and storage facilities needs for prop and costume storage.
- Implement the work done by the Arts Integration Team of FY 02.
- Develop a plan for systematizing the procedures used in organizing cultural events, writing grant proposals, and funding special events.
- Upgrade the supply of musical instruments - specifically rhythm instruments.
- Maintain 1/2 day per week beyond the teaching load to the schedule for both the music and art teacher to allow for time in individual classrooms (integrated projects.)

2003 - 2004

- Implement an instrumental music program (or after school offering.)
- Develop an arts library including recorded music, plays, videotapes, slides, books, reproductions and computer software.
- Add equipment for ceramic and woodworking activities.
- Provide a curriculum development day devoted to integrated curriculum including the arts.
- Review goals. Plan for moving toward goals.-Review improvement plan and assess progress.

Facilities Focus

PURPOSE: To create a safe physical environment that fosters learning and meets state and federal regulations.

RATIONAL: Major maintenance for schools has been postponed due to financial constraints. With the implementation of educational reform in Massachusetts, it is now necessary for schools to update their physical plants to accommodate new technologies and major changes in learning theory.

GOALS:

1. To insure that a facilities will meet state and federal accessibility laws.
2. To insure that the physical environment encourages community learning
3. To help provide quality leisure service facilities for the town and the members of the community.
4. To meet federal, state and insurance health and safety standards.

TIME LINE:

2002 - 2003

- Develop and update a comprehensive maintenance plan.
- Install updated telephone system in the ATD building.
- Coordinate with town Elementary School Building Committee
- Assist in the Feasibility study process
- Submit and application to the School Building Assistance Bureau.
- Update facilities to address reassignment of classes
- Coordinate with the Town Library for services during library construction period.
- Purchase a lawn tractor/snowblower

2003 - 2004

- Complete a community needs assessment and building Feasibility study looking at projected building needs over the next ten years.
- Replace HEJ basketball backboards and rims.
- Install a fire alarm system at ATD.
- Reassess all facilities and review repair schedule.
- Continue to explore options for major renovations.

Other major needs

Carpeting of ATD Classrooms
Annual refinishing of gym floor
Repair and replace door hardware ATD
Update ATD heating plant including the removal of asbestos
Update emergency lighting in Dunphy School
Protective fencing along Rt. 9 playground area HEJ
Create a paved basketball court ATD

Playground and filed upgrades
Hard wired fire alarm for ATD
Exterior painting of James school
Rekey both buildings
Install an exterior water fountain ATD
Repave the James School Parking lot

DIVERSITY FOCUS

PURPOSE: To create an open forum to encourage dialogue and promote action within the Williamsburg Elementary School community designed to increase understanding, appreciation and respect for the diverse and multicultural society in which we live.

RATIONALE:

Diversity is important. Views include cultural diversity which is passed from generation to generation in our racial, ethnic and religious identities. Diversity is also recognized based on age, gender, sexual orientation, socioeconomic class, learning style, physical ability and family composition.

Discrimination in any form on the basis of learning style, ethnicity, religion, age, gender, sexual orientation, socioeconomic class, family composition and disability is harmful to our children.

In an effort to eliminate prejudice in any form, the school community has a responsibility to actively address all forms of discrimination through on-going education, communication, conflict resolution, and action.

Each child's experience must be valued and reflected in the classroom and social learning environment.

Opportunities must be provided for children to achieve their maximum potential and assure that all students have equal access to all educational opportunities.

Every opportunity should be utilized to help students understand and appreciate our diverse society. Decisions about materials, curriculum, staffing and special programs should be made with the goals of multiculturalism as an important consideration.

Development and implementation of a multicultural philosophy is imperative as we work toward educating students to function successfully in the next century. We have a responsibility to prepare children for the increasingly diverse and pluralistic U.S. society.

GOALS:

1. That school policies address diversity at all levels.
2. That instruction and curriculum will actively address increasing understanding of diversity.
3. That opportunities will be provided to staff members for professional development activities related to diversity in education.
4. That appropriate instructional materials which reflect diversity be purchased and utilized. Current instructional materials which are exclusionary should be eliminated.
5. That hiring practices support the evolution of a school community that reflects a commitment to diversity in education.
6. That efforts be made to attract and hire qualified applicants of color in accordance with present Equal Employment Opportunity laws.

7. The current anti-discrimination policy be reviewed and updated according to the Massachusetts School Reform Act and current anti-discrimination laws on a yearly basis.
8. That there be opportunities for integrating multicultural perspective in all curricular areas with balanced attention given to non-European and European cultural perspectives and histories.
9. Grade level diversity goals and expectations will be in accordance with district curriculum and policy as well as the Massachusetts Education Reform Act which reads, in part: "Standards are directed to be free from gender, cultural, ethnic and racial stereotypes and will reflect sensitivity onto the different learning styles and impediments to learning."
10. School-wide themes/celebrations shall include diverse and inclusive perspectives.
11. A public and participatory interview of finalist for administrative positions in the schools.
12. That appropriate cultural events and discussions of diversity be open to the local community.

TIME LINE

2002 - 2003

- A Universal Design for Learning (UDL) model will be implemented. The focus of our program will be the implementation and use of a wide variety of assistive technologies. The technologies being considered include low tech, mid range, and high tech devices intended to enable access to the curriculum.
- Multiple Intelligences will be the frame from which our curriculum is presented and taught.
- Individual staff continue to integrate Diversity/Multicultural activities within their curriculum on a planned K-6 sequential basis.
- That students will have opportunities to learn about racism, discrimination, bias and conflict resolution.
- Screening teams shall incorporate questions related to Diversity to be asked of all professional status job candidates regarding their training, experience, and philosophy in multicultural education.
- The statement of vision as part of the school improvement plan will be translated into a yearly plan for action to be distributed throughout the school community.

2003 - 2004

That students will have opportunities to learn about racism, discrimination, bias and conflict resolution in all grades PK - 6.

Begin development of a school wide curriculum related to diversity & multiculturalism. This should be coordinated with the development of the social studies curriculum in conjunction with the Massachusetts State Frameworks. This effort should also be provide an opportunity to integrate multiculturalism into all frameworks curriculum areas

That there be opportunities for developing yearly school-wide explorations and celebrations of ethnic/cultural themes.

That funding be secured for on-going staff training and professional development in the area of Diversity Education.

ASSESSMENT FOCUS

PURPOSE: To study and conduct research in the area of student assessment, including assessment strategies currently used in the Williamsburg Elementary Schools and alternative current and emerging assessment methods, with a goal of reporting this information to the School Council, and assisting in the development of recommendations for a future model of assessment.

RATIONALE: Present trends in Educational Reform are stressing the accountability of schools to produce measurable outcomes in the educational process. It mandates common performance standards for which students are held responsible. We believe that Williamsburg should prepare by identifying assessment procedures that would be meaningful and useful in our setting that will in turn help students meet and exceed the new state standards.

GOALS:

1. To gather information on what methods of assessment are currently used in schools, how teachers view the effectiveness of these methods and what expertise in this area exists among current staff.
2. To research the types of current and emerging assessment techniques.
3. To understand state requirements in the area of assessment.

TIME LINE

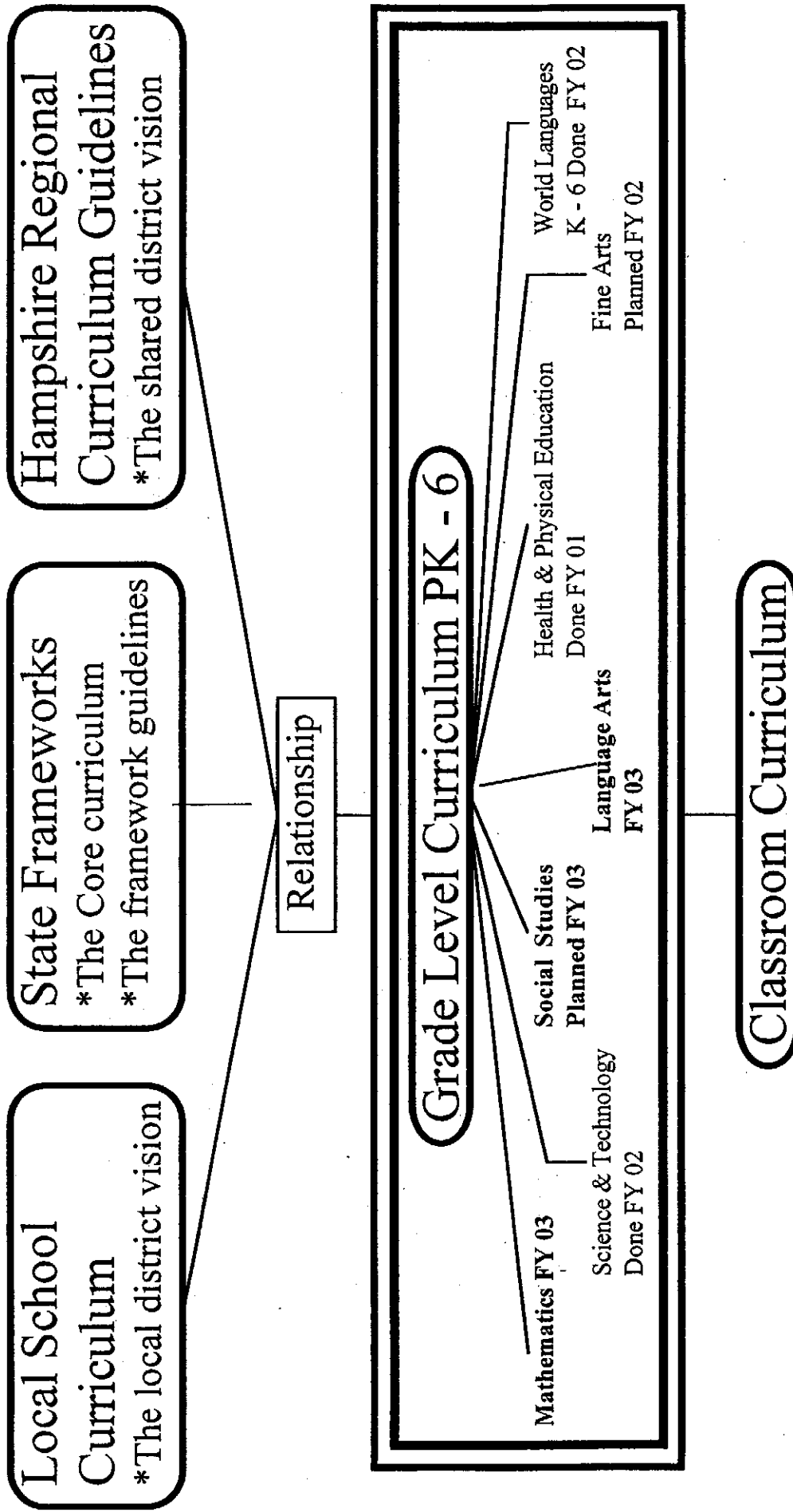
2002 - 2003

- Continue Developmental Reading Assessment (DRA) Grade 1-3
- Fully Implement Developmental Writing Assessment (DWA) K - 6
- Study alternatives in types of assessment techniques.
- Staff participation in state and local assessment training.
- Look at assessment model that incorporate feedback of parents.
- Evaluate the parent conference model of reporting currently used in our system. In addition examine other models of reporting.
- Expand the PK - 3 Portfolio of individual assessment to grade 4.
- Administer MCAS Grade 3 Reading, Grade 4 Math & Language Arts, Grade 5 Science & Social Studies, and Grade 6 Math
- Review MCAS and the local impact.
- Continue performance assessment PK - work sampling.

2003 - 2004

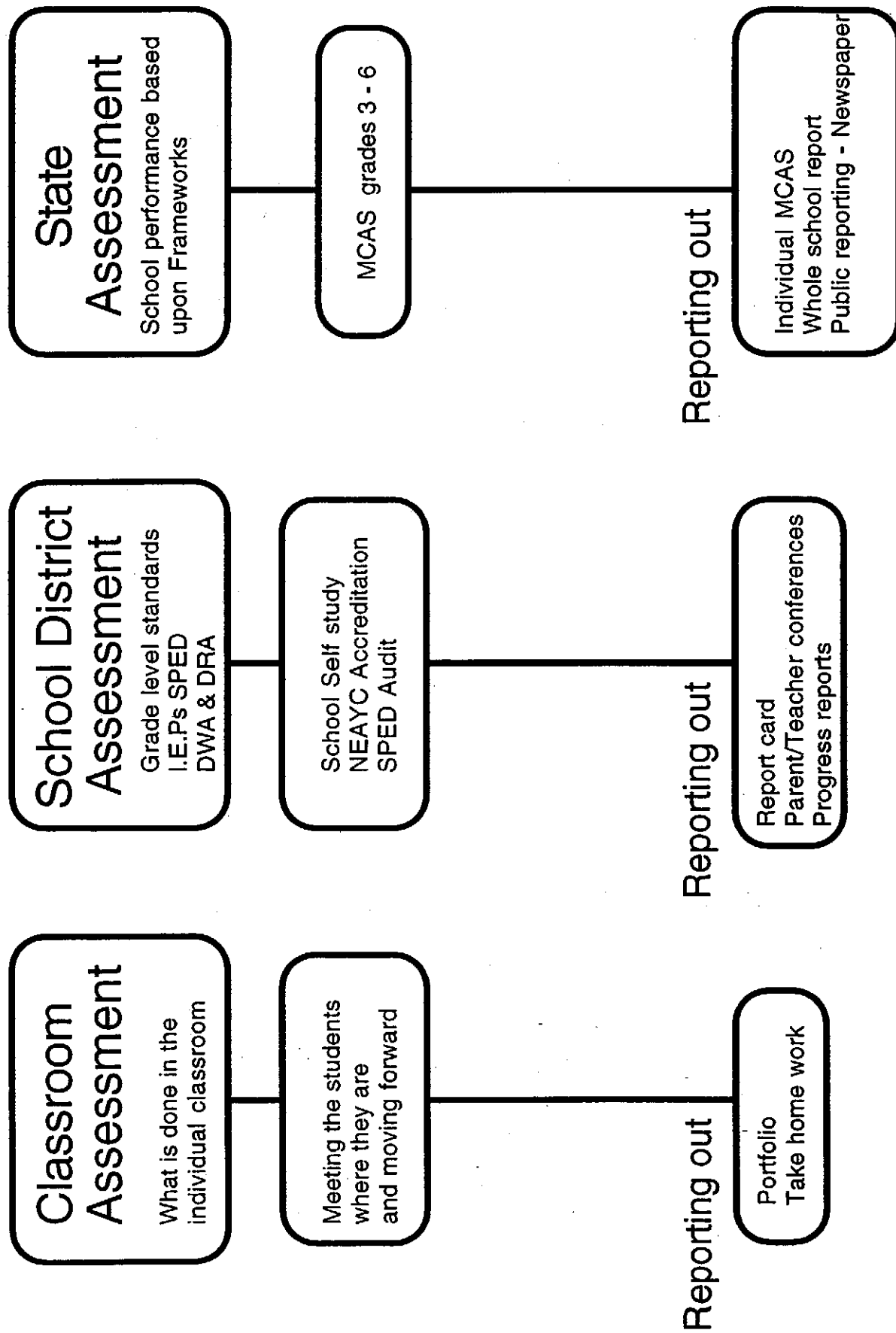
- Develop methods of evaluation of new assessment strategies including: Individual Assessment, Grade Level Assessment, State Assessment, and Reporting to parents. Implement assessment strategies according to action plan.
- Conduct on-going evaluation of system and revise action plan as needed.
- Work with staff to develop recommendations for adoption of an assessment plan.
- Coordinate work with chosen curriculum development area. Curriculum and assessment go hand in hand.
- Provide training for staff and provide parents workshops.

Status of Curriculum Development March 2002



Assessment

AJV 03/02



WILLIAMSBURG ELEMENTARY SCHOOL TECHNOLOGY FOCUS

PURPOSE: Williamsburg Elementary School will promote the use of technology as a tool to promote educational excellence. The school will encourage the best methods and practices and will create an educational environment in which

- Students and teachers use computer technology easily and without fear, as a tool for gaining and applying knowledge.
- Computer technology is used to broaden horizons, recognize and appreciate diversity, and to facilitate contact across communities and cultures.
- Teachers have the resources, time and training they need to serve as models for the effective and ethical use of technology.
- Computer technology is well integrated into the entire curriculum.
- Technology is readily and equally accessible to all students and teachers.
- Students understand the practical applications of technology.
- Computer technology extends beyond the school's walls to reinforce connections with homes businesses and other community facilities.

RATIONALE: The school believes that to educate for the future means to teach students "How to Learn". Students must be able to adapt to a rapidly changing environment and must see themselves as continual learners who know how and where to access, analyze, and present information. With nearly instantaneous global communications, the quantity of information doubling every seven years, and rapidly developing technology, the adults of the future will have to be flexible, and be able to solve problems not even imagined when they were in school.

The school believes that technology has the potential to promote this vision. Technology is viewed not as replacement for teachers but as a powerful tool that teachers can use to engage the intellect of students. The school recognizes that the purchase of hardware and software and building facilities is not enough. We must provide ongoing training and professional development which is geared towards the specific and individuals needs of the current and future faculty of the Williamsburg schools.

GOALS:

1. To continually update our technology plan in order to meet and exceed all state of Massachusetts criteria. The plan will serve as a tool to guide future technology expenditures. Develop curriculum goals, plan professional development, and outline budgetary requirements. In addition the plan will satisfy eligibility requirements for available funding.
2. To purchase and provide instruction in the use and application of software resources appropriate to a K - 6 setting. Emphasis will be placed on classroom integration. This will be facilitated by more joint planning time of technology and regular teaching staff.

TIME LINE 2002 - 2003

- Update and submit technology plan to the Department of Education.
- A Universal Design for Learning (UDL) model will be implemented. The focus of our program will be the implementation and use of a wide variety of assistive technologies. The technologies being considered include low tech, mid range, and high tech devices intended to enable access to the curriculum. The outcome of this effort will include:

World Language Focus

PURPOSE: To Provide an opportunity for students to broaden their knowledge of the world through language. To create a vehicle to expand the ability to our students to learn and experience the world.

RATIONALE: Our students live in a diverse multicultural society. Different languages and cultures promote a variety of ways to view the world. Our school will provide students with the ability to experience the world of learning through exposure and instruction in world languages. The school also supports the efforts of the Massachusetts World Language curriculum framework.

Time Line

2002 - 2003

-World Language instruction: A FLES model of Spanish instruction shall be maintained at the K - 5 level. Students will have 2 - 3 twenty minute lessons each week. In addition grade 6 shall offer French instruction of a similar nature.

--Review goals. Plan for moving toward goals.-Review improvement plan and assess progress.

-Improvement in student learning as measured by standardized test scores
-Changes in instructional practice and classroom environments to accommodate learnerswith disabilities
-Increased student motivation
- Develop computerized system of record keeping and information sharing. This including attendance, special education, and possibly a digital report card.
- Provide training in the use of centralized system of computerized record keeping. Administrative attendance recoding and reporting, this effort shall be coordinated with the state department of education and the Hampshire Regional School office of the superintendent.
- Evaluate and update technology plan.
- Continued curriculum integration work and professional development.

2003 - 2004

- Develop a plan for integration of technology into the curriculum. This should include common planning time.
- Classroom web pages developed and maintained
- Develop Online professional development and staff training program.
- Implement other initiatives as identified in the technology plan.
- Evaluate and update technology plan.