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Superintendent of Schools

SUPERINTENDENT'S UPDATE

12/15/15

Dear Colleagues,

I hope this email finds you well and enjoying this Holiday Season. I have lots to share in this edition of the Superintendent's Update.

- As you might know, following the failed vote for the new consolidated elementary school last fall I formed the *K-12 Educational Task Force*. This advisory task force is made up of dedicated and talented administrators, parents, and community members. We met last spring and developed a survey and also reviewed the Master Plan documents that were developed for the school department. Your input is also important to us so if you are a resident in Swampscott and haven't yet taken the survey please do so at: <http://bit.ly/swampscottschoolsurvey>

At that point it was necessary to spend time with my Leadership Team developing our vision for the Swampscott Public Schools. After several months and countless hours of healthy discourse, we created a vision for what we feel is the best Educational Programming for our students in the Swampscott Public Schools. The attached presentation was shared at both the *K-12 Educational Task Force* meeting and the School Committee meeting in the last two weeks.

[K-12 Educational Vision.pdf](#)

- I have had the privilege and honor of working with Mrs. Lois Longin and Mrs. Mona Blumstein for the last 20+ years and I am sad to report that both of these fine educators will be retiring at the end of this school year. In the last several years, I have had the opportunity to work even more closely with both Lois and Mona and I will miss their counsel, friendship, and professionalism on a daily basis. I wish them well as they both begin the new adventure of retirement. I will be posting Lois's position in the coming weeks and I made the recommendation at the December 3rd School Committee meeting to appoint Mrs. Martha Raymond as Director of Student Services beginning July 1, 2016.
- High School Principal, Mr. Edward Rozmiarek has been put on administrative leave until further notice. For legal reasons the district cannot discuss the details of Mr. Rozmiarek's leave. Currently, Swampscott High School is being led by both Mr. Frank Kowalski and Ms. Lytania Mackey.
- We were most fortunate to partner with the District Attorney's Office to provide Anti-Hazing Education to our football teams and coaching staff as a result of the incident in the fall. On December 8th, Dan Lebowitz provided this training at Swampscott High School and below is a partial profile:

Dan Lebowitz has served as the Executive Director of the Center for the Study of Sport in Society since October 6, 2008. He is the third executive

director in Sport in Society's 26 year history. Lebowitz's tenure has seen a wide spectrum of work, from a partnership with the NFL around sexual harassment prevention to a solidified position as one of the most sought-after resources for capacity-building and leadership education to sport and social change organizations. During his time the Center has done primary violence prevention work with Major League Baseball, the military, the Boston Police Department and other community engagement entities involved in positive youth development and normative culture change. He has been referenced in print, television and radio media across the country including Newsweek, The New York Times, The Washington Post, and ESPN in discussions about the role of sports in promoting inclusion and social responsibility.

- As many of you know, the Board of Elementary and Secondary Education approved a plan for transitioning to a next-generation MCAS test. As part of the plan, districts that administered MCAS in grades 3-8 in the spring of 2015 have the opportunity to administer MCAS again in the spring of 2016, or may choose to administer PARCC in grades 3-8 only. **Swampscott has chosen to administer the paper-based PARCC tests in the spring of 2016** for the following reasons:
 1. Districts that choose to administer PARCC instead of MCAS in grades 3-8 will be "held harmless for any negative changes in their school and district accountability levels." The "hold harmless" provision does not apply to high schools, which all continued to administer MCAS. The grades 5 and 10 Science Technology and Engineering test will remain MCAS.
 2. We would like to give our students the opportunity to become familiar with the format and question designs of PARCC and become comfortable with the expectations.
 3. We would like to give our students and staff a "year's breather" from the anxiety and pressure they often experience around the administration of high stake testing.
- The Clarke School Handicap Accessibility Project has been delayed yet again. Completion date has now been pushed out to January 4th. Please see the updated timeline attached. Clarke Building Renovations Timeline.pdf
- Finally, a shout out to Mrs. Paula Anderson, Literacy Specialist at Clarke School. I had the privilege of observing a Balanced Literacy lesson Paula taught with Kindergarten students. Great job, Mrs. Anderson!





SWAMPSCOTT SCHOOL SURVEY

SWAMPSCOTT SCHOOL DISTRICT

Based on your understanding of the Swampscott Public Schools, please respond to the following statements. (Choose one for each)

- A. I would consider paying more in taxes if we had better facilities (buildings) for students.
- Strongly agree Agree Disagree
 Strongly disagree No opinion
- B. I would consider paying more in taxes only if it were likely to improve student education.
- Strongly agree Agree Disagree
 Strongly disagree No opinion
- C. I would not consider increasing taxes under any circumstances.
- Yes No
- D. I would consider a tax increase only if _____.

9

How would you like to receive information about any potential new school project? (Check all that apply)

- Email, provided _____
- Text, number provided _____
- Social media Newsletters Website

10

Please provide any additional information or thoughts you would like to be considered regarding a new or renovated school project:

11

The education of Swampscott's children and the buildings that accomplish this are important building blocks of our community. Although Swampscott is a small town, we currently have three grade schools, a middle school and a high school covering grades pre-kindergarten to twelfth grade. Education and technology requirements are constantly changing and our buildings must evolve over time to accommodate both variation in population and new state educational requirements.



Under the guidance of Superintendent Angelakis, the K-12 Task Force is working to determine what are the necessary steps to improve the Swampscott School system. We need you—the residents of Swampscott—to provide your voice, your thoughts, and your perspective as we move forward. Last year's school vote helped shed a light on the topic. Provide your feedback below so we can open the door on the next chapter of Swampscott's educational future.

If you've already completed the survey (online or paper), thank you! There's no need to fill out this form again.

-K-12 Educational Task Force

An online version of the survey is available: <http://bit.ly/swampscottsschoolsurvey>

THANK YOU!

RETURN TO: Superintendent's Office, 207 Forest Ave, Swampscott, MA 01907
 QUESTIONS? Call 781.596.8800 or email angelakis@swampscott.k12.ma.us

1 What is your age?
(Choose one)

- Under 18 18-26 27-34 35-59 60 and over

2 Which sentence best describes your voting habits?
(Choose one)

- I always vote in every election I sometimes vote
 I never vote I am not eligible to vote

3 What precinct do you live in?
(Choose one)

- 1 2 3 4 5 6

4 Describe your resident status.
(Choose one)

- I have a child/children attending the Swampscott Public Schools
 I have no children
 I do not have children yet, but I am planning to have them
 My children are grown but attended Swampscott Pubic Schools
 My child/children is/was public school age but attend(ed) private school/charter school/home school

5 Enter the number of children that you have that currently attend each of the Swampscott Public Schools below:

Clarke Elem.	Hadley Elem.	Stanley Elem.	Middle School	High School

6 Failed Vote November 2014

In November of 2014, the town voted on Question 5 as follows:

Shall the Town of Swampscott be allowed to exempt from the provisions of proposition two and one-half, so-called, the amounts required to pay for the bonds issued in order to finance the design, construction, and equipping of a new elementary school commonly referred to as the Hadley-New Elementary School project, located behind the Swampscott Middle School at 207 Forest Avenue, Swampscott, Massachusetts, including all costs incidental and related thereto?

A "YES" vote was in favor of building an elementary school behind the current middle school at 207 Forest Avenue, which would have co-located 635 students in grades 1-4 with students from the current middle school. A "NO" vote opposed the creation of the consolidated school.

How would you describe your position on the Nov. 2014 proposal?
(Choose one)

- Opposed In favor In favor but reluctant
 No opinion Did not vote/not eligible to vote

7 Rank the following items related to a proposed new or renovated school in order of importance to you.
(1=most important to 10=least important)

- ___ Retain neighborhood elementary schools
___ Traffic ___ Long-term school planning
___ Educational quality ___ Location of a new building
___ Grade configuration ___ Outdoor space
___ Cost ___ My property value
___ Other (specify) _____

8 Rank the importance of the following town issues.
(1=most important to 7=least important)

- ___ Drainage improvements ___ New or renovated school(s)
___ Repaving roads ___ Finding use for vacant buildings
___ Property taxes ___ Technology infrastructure
___ Other (specify) _____

K-12 Educational Vision

November 12, 2015

Who is the Leadership Team?

Superintendent of Schools
Director of Curriculum and Instruction
Director of Student Services
Assistant Special Education Director
Director of Technology
Principals (ELE., MS, HS – 5)
School Business Administrator
Human Resources Coordinator
Athletic Director
Director of Extended Day

Vision Process

To achieve the mission of the Swampscott Public Schools, and in keeping with the 3-5 Year Strategic Plan being adopted by the district, the Leadership Team was charged with answering the following question:

What is the preferred educational model for the Swampscott Public Schools?

Determination

- Grade Level Consolidation model preferred
- Grade level groupings determined by developmental, academic, and social emotional needs
- 5th Grade belongs with Elementary grouping not Middle School

1 Early Education Center
1 Elementary School
1 Middle School
1 High School

Existing Configuration

- Preschool (56)
- 3 Elementary K-4 (797) Clarke – 207 Hadley – 288 Stanley – 302
- Middle School 5-8 (724)
- High School 9-12 (706)

• * Using Oct 1 enrollment figures

New Configuration

- Early Education Center PreK-2 (531)
- Elementary 3-5 (490)
- Middle School 6-8 (555)
- High School 9-12 (706)

- Slightly flexible
- Long range plan
- * Using Oct 1 enrollment figures

Why Grade Level Consolidation?

- Curriculum alignment across grade levels
- Students spend entire school career with peer group
- Builds Professional Learning Communities at grade levels
- Increased efficiencies and opportunities for Professional Development
- Teacher and support staff increase efficiencies in planning and instruction
- Builds administrative efficiencies (itinerant)
- Builds efficiencies of resources in both special and general education
- Increased opportunities for student groupings, teacher matching, grade level mentors with master teachers

Why Grade Level Consolidation?

- Program improvement
 - Library/Media Centers
 - Arts and Band Program
 - Services provided - Substantially separate programs, therapies (speech & language, OT, PT)
 - STEM (staffing)

Educational Programming Early Education Center PreK- 2

- PREK - 2
 - Critical years for developing and practicing early literacy skills - letter recognition, naming, phonemic awareness, ability to hear, identify and manipulate sounds, phonics (letter-sound correspondence), concepts about print and books, oral comprehension and vocabulary skills (listening and speaking - receptive and expressive language)
- PreK - K
 - Socially: Focus on social skills, taking turns, sharing, separating from parents without anxiety and learning to communicate needs to other adults while regulating emotions
 - Physically: Beginning to learn how to control their body - run, skip, jump, climb stairs (alternating feet)
 - Academically: Begin to start to recognize letters & numbers, learn sounds, use complete sentences, retell stories, count objects

Educational Programming Early Education PreK- 2

- **Grade 1**
 - Socially: Begin to see others points of view, recognizing and appreciating praise
 - Physically: Building stamina with both gross and fine motor skills – sustain physical activity a little longer, developing muscles to allow for better pencil grip
 - Academically: Beginning to see patterns in words and numbers and details
- **Grade 2**
 - Socially: Develop more self control, gaining independence, beginning to understand self, strengths and weaknesses, having a voice/opinion
 - Physically: More control over body movements as it relates to game playing repetitive movements
 - Academically: Ability to understand concepts such as money and time, and the ability to do mental math

Educational Programming Elementary grades 3-5

- **Grade 3**
 - Socially: Begin to possess a "know it all" attitude, is able to assume responsibility for actions, actively seeks praise, is self-critical, can recognize the needs of others
 - Physically: Understand how their bodies move, more upper body strength to do handstands cartwheels, etc., can tolerate intense physical activity
 - Academically: Unlike second grade, where so much time is spent practicing and reinforcing the skills taught in first grade, many more and sophisticated skills are introduced in third grade.
 - Learning to read vs. beginning to read to learn

Educational Programming Elementary grades 3-5

- **Grade 4**
 - Socially: Begin to want to put some distance between themselves and adults, push back at authority, need to feel part of a group, verbalize and express emotions, peers become more important
 - Physically: A time when they can refine movements and combinations and learn more advanced ones. Fitness assessment, enjoy fitness, desire physical improvement and recognition for achievements in this area
 - Academically: Students will be applying reading skills in content areas. Study skills, reports, and long term assignments become a bigger part of their academic experience

Educational Programming 3-5

- Grade 5
 - Socially: Positive, good-natured, expanding interests, increasing independence, begins to form good personal relationships with adults – teachers, counselors, principal, etc., mature enough to have an opinion and young enough to still be respectful
 - Physically: Begin to really enjoy physical fitness and focus on areas of strength
 - Academically: With independence comes responsibility – homework, announcements, information, agenda books

Educational Programming Grades 6-8

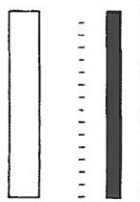
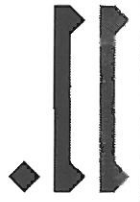
- Grade 6: Significant change occurs emotionally and behaviorally by beginning of 6th grade. Rise of individual responsibility and self organization distinguishes this age group from elementary years.
- Time with students during 6th grade allows time to get to know the students and form relationships that will benefit them in critical 7th and 8th grades.
- Grades 7 and 8 - Vulnerable years for students. Increased risk of harmful behaviors, risk taking, social emotional issues.
- Preparing for transition to high school is particularly stressful academically and socially and emotionally

Challenges Ahead

- Increased town development/growth – Essex Street, Hanover, General Glover? Marshalls – elderly
- Transportation/traffic
- Location
- Budget(s)

QUESTIONS?

ID	Task Name	Duration	Start	Finish	December	January
1	Bathroom Work	10 days	Mon 12/7/15	Fri 12/18/15	11/29	12/27
2	Chair Lift	20 days	Tue 12/8/15	Mon 1/4/16	12/6	12/20
3	Windows and Front door	8 days	Mon 12/14/15	Wed 12/23/15	12/13	12/27
4	Exterior Walls waterproofing	5 days	Wed 12/9/15	Tue 12/15/15	12/6	12/20
5	Brick Work	12 days	Wed 12/16/15	Thu 12/31/15	12/13	12/27
6	Roofing	2 days	Thu 12/17/15	Fri 12/18/15	12/13	12/20
7	Finishing front lobby walls, Ceiling, door, Lights....	12 days	Mon 12/14/15	Tue 12/29/15	12/13	12/27
8	Expansion Joints	5 days	Fri 12/25/15	Thu 12/31/15	12/20	12/27
9	Front Lobby Floors	2 days	Wed 12/30/15	Thu 12/31/15	12/27	1/3



Project: Clarke School
Date: Mon 12/7/15