



Millis MS-HS draft Education Plan Building Project 2024  
March 2024

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This Education Plan was reviewed by the Millis School Building Committee and approved by the Millis School Committee on March 26, 2024

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## **Millis Public Schools**

### **Our Vision**

The Millis Public Schools are respected for high academic standards, committed to social responsibility, and dedicated to educating and inspiring every student to achieve personal excellence.

### **Our Mission**

The Millis Public Schools Community is firmly committed to developing students as independent, lifelong learners and leaders who will contribute to a changing and complex society.

### **Theory of Action**

*If* we honor each student as an individual learner, recognizing that students have their own learning styles, interests, identities, passions, challenges to learning, strengths and skill levels:

*If* we engage, support and challenge all students through varied and culturally inclusive instructional approaches that help students take ownership of their learning and foster their social and emotional growth:

*If* we afford students voice, choice, and flexibility in how they learn and allow students to demonstrate their understanding in various ways:

*Then* our students will become independent, lifelong learners and leaders, who will positively contribute to a diverse and ever-changing society. [Back to top](#)

### **Vision of a Graduate**

Millis High School is committed to preparing students for success both in their time at MHS and in their future endeavors. With this in mind, MHS has identified four key skills/competencies we want all our graduates to develop over their four years of high school.

#### **Communication**

1. Recognizes and uses verbal/nonverbal cues in order to foster positive and appropriate relationships.
2. Respectfully exchanges thoughts and ideas in a purposeful and effective manner.
3. Self advocates effectively.
4. Conveys ideas and information clearly in a variety of contexts.
5. Actively listens to others and responds appropriately.

## **Collaboration**

1. Cooperates effectively to achieve common goals and contributes to a positive team dynamic.
2. Respects differing ideas and perspectives.
3. Inspires and motivates others towards a common vision.
4. Works collectively to create solutions for emerging challenges.

## **Critical Thinking**

1. Analyzes complex information and evaluates arguments.
2. Assesses the credibility, reliability, and bias of sources to make informed decisions.
3. Utilizes effective problem-solving skills and generates solutions.
4. Asks probing questions to gain deeper understanding of complex issues.
5. Considers alternative viewpoints while maintaining a commitment to evidence-based reasoning.

## **Character**

1. Interacts with empathy and/or compassion.
2. Appreciates differences and treats others with dignity and respect.
3. Makes responsible and ethical decisions and is accountable for their actions.
4. Employs a growth mindset to persevere through obstacles and challenges.

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## **Historical Context of Millis**

The Town of Millis is located in western Norfolk County, Massachusetts, along the Charles River. Formerly an industrial town, today it is primarily a suburban community with rural areas remaining on its outskirts. The population of Millis in the 2020 federal census was 8,460. Millis is bordered by Medway on the west, Holliston and Sherborn on the north, Medfield on the east, and Norfolk on the south. Millis is 26 miles southwest of Boston, 32 miles east of Worcester, and 32 miles north of Providence RI. Major roadways include Rt. 109 which connects east and west to state Rt. 128 (I-95) and I-495. Route 115 is the major north-south route through town. The center of town is located near the intersection of Rt. 109 (Main St.) and Rt. 115 (Plain St.). The total land area of the town is 12.16 square miles. Rail transit to Boston is available in the neighboring town of Norfolk and the nearby towns of Needham, Walpole and Franklin.

Millis was first settled in 1657 and was originally part of Dedham, Massachusetts until that town granted the lands of Millis, and other present day surrounding towns, to Medfield in 1651. In 1713, pioneers of Medfield applied for a grant to create a new town and, when approved, named this new land Medway. This new town consisted of West Medway (present day Medway) and East Medway (present day Millis). Millis incorporated as a separate town on February 24, 1885. Millis is named after Lansing Millis, one of the founders of the town. Millis was home to a number of mills during its industrial years, most notably Clicquot Club beverages and Herman Shoe Company. Today, Millis is a suburban town with changing demographics. For the 2022-2023 school year, 79.9% of Millis students were white, 11.1% Hispanic, 4.6% Asian, and 1.4% African-American. The district has also seen a significant increase in the number of English Language Learners. As the Town of Millis enters the second quarter of the 21st century, it is important that its Middle-High School building supports all of our students as they prepare to live and lead in our diverse and ever-changing society.

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## **Educational Vision**

*Millis Middle & High School Educational Plan approved by Millis School Committee March 26, 2024*

Millis Middle and High Schools are two distinct, vibrant, high performing learning communities housed in one building. Both schools are International Spanish Academies (ISA) with award-winning Spanish Immersion programs. Both schools are grounded in the beliefs in a growth mindset and the power of personalized learning. Both schools seek to provide students with authentic, real world learning experiences that provide opportunities for student voice in their learning and choice in how they demonstrate their understanding. Student agency, project-based learning, and cross disciplinary connections are hallmarks of each school. The small size of each school truly allows staff to personalize the educational experience for each student. The district motto, “Small School, Big Family” is lived by students, staff and community alike. The district is working toward embedding a newly formed school and community Vision of a Graduate in the educational process, with the identified essential skills of Communication, Collaboration, Critical Thinking, and Character, becoming the foundational goals and aspirations of the K-12 experience for our students.

Millis Public Schools has made a firm commitment to supporting culturally responsive teaching practices which recognize the rich, diverse cultural and linguistic backgrounds of our students and of our society. Millis educators strive to get to know their students both inside and outside the classroom as Millis Public Schools operates under the firm conviction that positive relationships are an essential element of teaching and learning. This educational plan is designed to develop an understanding of the strengths of our current programs, our vision for their growth and evolution, the constraints and challenges posed by our existing facility, and our thoughts about how a renovated and/or new facility will best support our vision for the future while addressing the current challenges and constraints posed by our facility.

### **Millis Middle School**

With the exception of some shared UA spaces on the first floor, Millis Middle School is housed on the second floor of the current middle-high school building. A walk down the hallways of Millis Middle School gives evidence to the dynamic learning community in operation.

U.S. News and World Report recently awarded Millis Middle School with a Best Middle School Recognition for the student achievements of 2022-2023. Millis Middle School has also been recognized as an ISA School of the Year by the Education Office of the Embassy of Spain. Millis Middle School consistently performs well academically, scoring above the state averages in MCAS results, as well as VOCAL (Views of Climate and Learning) results. Eighth grade students decorate, fill and deliver Thanksgiving baskets for local families in need, in addition to their year-long Civics Action Projects. Millis Middle School has several clubs and activities for students including Student Council, Kindness Club, Crochet Club and Poetry Club. Many students participate in school, town and local club sports teams in addition to a vibrant Scouts community. Through Project 351 and various community organizations many drives and fundraisers are held throughout the year to benefit those in need and within our close knit community.

### **Millis High School**

Millis High School currently occupies the first floor classrooms of the middle-high school building as well as four classrooms on the second floor at the end of the 7th-8th grade wing of the middle school. Millis High

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School has also received local, national, and international recognition. In 2023, Millis High School was ranked 24th out of 150 Greater Boston schools by Boston Magazine, and earned a spot in the top 12% of high schools in the United States in the 2023 U.S. News and World Report America's Best High Schools rankings. In addition, Millis High School was the 21st ranked high school in Massachusetts in the Jay Matthews Challenge Index 2023 High School Rankings, placed in the top 11% on Niche's 2023 Best Public High Schools in Massachusetts, and in the top 26% of Niche's Best College Prep High Schools in Massachusetts. Millis High School earned Gold recognition on the 2023 AP School Honor Roll. For the past three years, Millis High School has been recognized in Boston Magazine's list of "Best Schools For Your Housing Dollar." Millis High School students consistently perform above the state averages in MCAS and Advanced Placement scores.

Millis High School students are involved in a number of co-curricular activities, with 71% participating annually in one or more sports offered, and 80% overall engaged in some sort of extracurricular activity. The school sponsors nearly 25 clubs, such as Leo's, Environmental Action, Active Minds, Common Ground, Amnesty International, Chem Club, DECA, Mock Trial, Mohawk Council, and SADD, which impact both the school and community through a variety of student-led initiatives. Juniors and seniors have the opportunity to earn open campus privileges by performing community service as part of a Service Learning Program. Seniors at Millis High School work on a year-long capstone project, with community or school impact, culminating with a completed project, research paper and panel presentation.

### **Current Reality**

Despite the positive culture and academic accolades, the current middle-high school building poses significant challenges to learning for students in both schools. First and foremost, the HVAC system does not provide the necessary cooling and heating to allow students to learn in a comfortable and safe environment. All middle and high school classes are negatively impacted on hot, humid days. On very hot, humid days, the thermometer can reach the mid-90s in some of the middle and high school classrooms on the second floor. On several occasions in recent years, the middle and high schools have had to send students home early as a result of unsafe temperatures in the building (elementary students housed in the new Clyde Brown building were able to continue a full day of learning on those occasions). It is imperative that this building project address HVAC deficiencies to allow students and staff to work in an environment that is safe and conducive to learning. Other challenges to teaching and learning, comfort, and safety are outlined below.

Additionally, the facility lacks many spaces necessary for 21st century learning. Many classrooms are undersized, requiring teachers to use hallways during some group activities. The library/media center serves as a pull-out space for English Learner classes, houses a makeshift counseling office, and becomes a middle school classroom in the afternoon. This limits library/media center availability for students doing research or utilizing services. Many ancillary and storage spaces are being used as instructional spaces.

Over the last several years Millis Public Schools has endeavored to bring more engineering and STEAM related curriculum to our students. At the middle and high schools, this curriculum must be delivered in traditional classroom spaces which do not have the equipment nor room design to effectively and efficiently implement the curriculum. There are no dedicated STEAM rooms, engineering labs, or maker-spaces where projects and materials can be accessed and stored. Classes involving designing and prototyping must move into the hallways

to have adequate space to conduct tests and demonstrations. A number of STEAM electives cannot be offered in our building and students desiring these types of courses must take them online, using their own homes as their labs.

In our World Language classes, there are no language labs nor dedicated spaces for students to practice speaking and listening. This makes conducting the Advanced Placement Spanish Language Exam particularly challenging. With no large group meeting room; the cafeteria is often used for presentations and workshops but, due to the lunch schedule, available times for use are very limited. In the afternoon there are 3 classes (2 middle school and one high school) in the gym at the same time during the same class period.. This necessitates at least one class going outside if the weather permits or an entire class going to a small weight room that is inadequate and undersized. Some physical education classes are held on the stage in the auditorium or in the cafeteria due to overcrowding. There is no dedicated adaptive PE space. Adaptive PE may be conducted in the auditorium, hallways, and other areas where space is available. The locker rooms are undersized and lack enough private space for changing, etc.

The nurse's suite is undersized and a counseling office had to be repurposed as an isolation room as a result of the COVID pandemic. Guidance and other counseling offices are small and some were former storage closets or copier rooms. These spaces have thin walls that compromise student confidentiality. Because we have two schools in one building and do not want to mix middle and high school students at lunch, the cafeteria is not large enough to accommodate our needs and there are four lunches during the day. These lunches start at 10:30 and run until 12:45.

**Our current facility is unable to support our vision of supporting collaborative learning, fostering student agency, providing flexible classroom and gathering spaces, facilitating cross-disciplinary interaction, expanding hands-on learning, increasing powerful STEAM experiences, and fostering two distinct school communities in one building. More detail on this will be provided in the teaching methodology and structure section.**

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## B. GRADE AND SCHOOL CONFIGURATION

**Millis Middle School** serves students in grade 6-8 and Millis High School serves students in grades 9-12. The middle school entrance is at the western end of the building near the bus loading loop. Upon entering the doors students access stairs to get to the Middle School where the administrative office sits at the corner of two classroom wings. Millis Middle School utilizes a team of teachers at each grade level. Each team consists of a teacher of English-language arts, math, science, social studies, and world language. In grades 6 and 7 there is an additional ELA teacher and in grade 8 there is an additional math teacher on each team. Each grade also has a dedicated special educator. Classrooms are essentially grouped according to grade level with the sixth grade occupying most of the eastern wing and seventh and eighth occupying most of the southern wing.

The grouping of classrooms by grade level supports the middle school team concept by keeping grade level students and staff in close proximity. The configuration mildly supports interdisciplinary projects, collaborative teaching and learning, and other flexible programming. For staff, proximity facilitates team common planning time where teachers can meet together very easily and collaborate both formally and informally. The classroom

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configuration also fosters a sense of community at each grade level. Student work, inspirational posters, and important team messages are posted in the hallways by grade level classrooms. Time necessary to pass from one class to the next is minimal for students. Special education classrooms and program spaces are interspersed throughout each wing. There is one shared computer lab for all three grades (utilized by the high school in the morning and the middle school in the afternoon) in the area around the eighth grade classrooms.

Grades seven and eight science classrooms are labs and have lab preparation spaces adjoining the classrooms. Sixth grade science is taught in a traditional classroom with no lab facilities. Currently there is inadequate classroom space for all services and programs. A Spanish teacher in grade 7 must move to multiple rooms during the day, resulting in lost learning time due to travel, provisioning, and set up time. Also, there are no areas where students can work in small groups or where classes could team together in a collaborative space. Currently, this work takes place uncomfortably in hallways and stairwells.

Special Education programming at the middle school is primarily delivered through an inclusion model where academic services are provided within the general education classroom. 1 to 1 and small group services may be delivered in designated special education classrooms or spaces, but here, too, some delivery occurs in hallways and stairwells. Grades six and seven Special Education liaisons share a single smaller classroom and grade eight Special Education liaison has an adjoining small classroom. Current sixth grade Special Education caseload is sixteen students, grade seven 4 students, and grade eight has fourteen. There are two smaller classrooms (halves of one former classroom) designated as Learning Resource Centers, which are shared by 3 special educators and paraprofessionals serving grades 6-8. There are currently two more typical sized classroom spaces used for sub-separate academic and social emotional behavioral programs and one small room for the Speech Language Pathologist, who services students in grades 6-12. There is no dedicated space for physical therapy or occupational therapy.

Middle School Unified Arts (UA) classes are held both on the second floor and in spaces shared with the high school on the first floor. Art, television production, band, chorus, library, and physical education classes are held on the first floor. As these spaces and teachers are shared with the high school, the middle school schedules these classes in the afternoon. At times there are three physical education classes (two middle school classes and one high school class) scheduled for the gymnasium at one time. There is insufficient room in the gym, so one class will utilize the undersized weight room adjacent to the boys locker room. Middle School UA computer classes are held in the 2nd floor computer lab in the afternoon. Shared rooms and staff create some scheduling constraints in both the middle and high school.

The second floor also houses the School Resource Officer whose office is located between our eighth grade classrooms and HS Spanish classrooms. This is another converted closet area without ventilation, windows, or sound proofing.

The district's technology offices and server storage are all located on the second floor in the center of the middle school. The primary technology office located near the Middle School main office and a server storage room have both been created by dividing a former classroom. Several telecommunications and additional essential

wiring run through the MS Main office storage closet off the principal's office to provide wifi and internet access for the entire building.

Access to the roof is available through the small nook space adjacent to the elevator on the second floor. Currently this space holds a desk and a few tables and is accessible to teachers for preparation work.

Closet space has been converted to rooms for the two middle school adjustment counselors. In those converted closets, and in the school counseling offices, private conversations are an issue, as none of these spaces are soundproofed.

There are four high school classes conducted on the second floor in addition to the shared tech lab. This creates additional challenges to learning as the high school bell schedule is different, resulting in high school student activity in the hallway during passing time while middle school classes are in session. This also creates the opportunity for unsupervised interactions between middle and high school students, and results in both middle and high school students using the same lavatory, which is far from ideal.

Middle school staff have access to a few shared spaces for printing and photocopying. One copier and printer are located adjacent to the faculty prep room and bathrooms. These two adult bathroom spaces are the sole adult restrooms on the second floor for approximately fifty adults. There are two group bathrooms for male and female students on the second floor. One pair of group bathrooms are located in the 7th and 8th grade wing and the other is located in the 6th grade wing.

### **Proposed Changes to Middle School Configuration to be Considered**

Millis Middle School is a distinct school from Millis High School and our vision is for the renovated/new facility to reflect this. While maintaining some shared spaces (library/media, gym, auditorium, cafeteria, and STEAM labs), a new facility would create more separation between the middle and high schools. A dedicated Middle School wing would eliminate high school classrooms next to middle school classrooms and middle and school students sharing restrooms. A more distinct separation would also significantly reduce the opportunities for unsupervised interactions between middle and high school students. This new configuration would enable Millis Middle School to further create its own unique identity and culture. It would foster a new spirit of community with spaces for both student and staff collaboration, grade level "neighborhoods," to support interdisciplinary learning, and dedicated features to showcase student work and achievement. Grade level neighborhoods would ideally include classrooms, breakout and quiet spaces, extended learning areas for small and large group gathering, special education classrooms, and professional workspaces. Whole-team meeting space would further enable the middle school to promote its core values and learning goals. Such a facility would create a distinct Millis Middle School while at the same time leveraging the efficiency of shared common spaces with Millis High School.

**Millis High School** serves students in grades 9-12. Students enter the building through the doors opposite the tennis courts on the eastern end of the building. The administrative office, auditorium, cafeteria, and gymnasium are located in the hallway directly after the entrance. The classroom area is accessed by turning

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right following the main office. High school classrooms are generally organized by discipline with a few exceptions. The hallway behind the auditorium and gymnasium houses art, chorus, television production, and band classrooms (shared with the middle school). English, math, science, and social studies classrooms occupy the main classroom wing with Spanish classrooms located on the second floor at the end of the 7th and 8th grade hallway of the middle school. Teachers in English, math, science, social studies, and world language are scheduled for common planning time within building the master schedule each year. Unified Arts teachers are not able to be scheduled for common planning time based on the makeup of the master schedule, and the fact that they teach in multiple buildings. There is insufficient classroom space to provide every teacher with a room, so there are currently two high school teachers on carts who must travel. These teachers do not have any dedicated working space and must share a desk in the classroom of a colleague. Again, traveling from classroom to classroom has a negative impact on time on learning for these teachers and their students (particularly since passing time between class periods is only two minutes).

Special Education programming at the high school is primarily delivered through an inclusion model where academic services are provided within the general education classroom. 1 to 1 and small group services may be delivered in designated special education classrooms or spaces, but here, too, some delivery occurs in hallways and stairwells. Three high school special education liaisons share a single classroom, the high school SELF 2 program, staffed by a special education teacher, uses a small space for programming. The current high school Special Education caseload is 11 grade nine students, 10 grade ten students, 10 grade eleven students, and nine grade twelve students, for a total of 40 students. Three of those students receive services in the SELF 2 classroom, while the majority of the other 37 have their academic support services met in the shared special education classroom.

The high school Bridge Program, staffed by an adjustment counselor/director and a paraprofessional, helps transition students who have been unable to regularly attend school for a variety of reasons, reintegrate back into the regular school setting. This program is housed in a small space in the middle of the main high school hallway that is inadequate. This area lacks confidential space for 1-1 student meetings and private space for staff phone conversations. The school counseling offices (for the two school counselors and the school counseling administrative assistant) are located in the administrative suite of the building between the principal's office and conference room, which is not an ideal location from a counseling/therapeutic standpoint. A school adjustment counselor is located across the building from the counseling office next to the Director of Student Affairs' office, an impediment to effective collaboration between the counselors. There is a lack of adequate confidential counseling space that interferes with students accessing counseling services from the school adjustment counselor and the school counselors. The walls of all of these offices are paper thin, making confidential conversations difficult. Oftentimes, sound machines are used to help ensure the confidentiality of counseling conversations. The school counseling office has no space to host college representatives or community members, to bring in career representatives, or to do small group instruction or counseling, which forces the counselors to book the building conference room when available.

Most Unified Arts (UA) classes (art, band, chorus, TV production) are held in shared spaces on the first floor and are generally scheduled during the morning class periods. The middle school use of these spaces in the afternoon presents scheduling challenges for the high school as room availability is reduced for afternoon

classes. Computer Science/Technology classes are held in the computer lab on the second floor of the building during the morning, before housing middle school classes in the afternoon. The gymnasium is over-scheduled in the afternoons with middle and high school classes and there is no space for adaptive PE or other health/physical education programming. The art classroom is located in the classroom wing behind the gym and auditorium. The space consists of a classroom area with tables for student work and projects, a small supply closet, and a small kiln room. The classroom space is restricted by a number of portable cabinets and storage lockers necessary due to the lack of storage space.

As mentioned above, Spanish classes are conducted on the second floor creating some isolation of these teachers from their high school peers in addition to affording opportunities for unsupervised interactions between middle and high school students.

The school nursing suite is located on the first floor and serves both the middle and high school. There is no separate office and examination space, and again, confidentiality is an issue. There is a small isolation room located in a former counseling office that also houses some filing cabinets and supplies. The size of the space and lack of privacy present great challenges for our school nurse.

There is one conference room for both schools located on the first floor. This space is inadequate for the number of meetings necessary for each school. School copiers/printers are located in the main office and a small closet next to the nurse's office. The first floor also houses the operations department in one room near the art room and some mechanical rooms in the same area.

### **Proposed Changes to High School Configuration to be Considered**

As with the middle school, Millis High School would benefit from a facility designed to support high school-level learning. The building would have classrooms of sufficient size to support collaborative and hands-on learning, provide storage space for projects-in-process, and foster flexible learning activities. The provision of a small number of movable walls between adjacent classrooms would build in the flexibility to team teach and work across disciplines. Key spaces and adjacencies would include space for individual and small group work, and larger group meeting spaces. Work currently done in the hallways would be conducted in comfortable, functional small group and breakout rooms with access to necessary resources, technology, and design/prototype space. Classrooms would be grouped by discipline with dedicated planning/collaboration spaces for teachers, however the interchangeability of agile general education classrooms would leave open the option of creating more interdisciplinary organizations of classrooms in the future. Additionally, the thoughtful location of science labs in closer proximity to general ed classrooms would also allow for more interdisciplinary connections and programming in the future. This configuration would support teachers in planning opportunities for students to conduct in-depth investigation, research, and interdisciplinary learning. Updated science labs would promote real-world learning with state-of-the-art equipment. Our Bridge Program, SEL Program, OT, PT, and special education spaces would be thoughtfully designed, adequately sized, and appropriately located within the high school footprint.

### **Proposed Shared Space Configuration to be Considered**

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A new Middle-High School facility would fully realize the potential of leveraging shared spaces. A redesigned and resized cafeteria that could support an entire lunch seating of the middle school would eliminate the need for four lunch periods, create more opportunities to use the cafeteria as a learning space throughout the day, and eradicate the need for a 10:30 AM lunch block. An expanded gymnasium with a redesigned and adequately-sized weight room, appropriate adaptive and alternative PE spaces, and updated locker rooms would provide Millis students with robust and equitable opportunities for physical health and wellness. An updated nursing suite would provide health staff with adequate and appropriate space to conduct the wide range of services and care necessary in a school community. A redesigned library-media center would serve as a hub for middle and high school students to conduct research, access resources, collaborate, support classroom learning, and promote a life-long love for literature and reading. Currently, Millis Middle-High School has no dedicated STEAM areas. Creating these spaces for use by both middle and high schools students will be an essential element of the building project. These flexible spaces would provide students in grades 6-12 greater opportunities for hands-on learning, vocational exploration, agency, design thinking, project-based learning, self-reflection and self-evaluation. A central location for these spaces could also provide opportunities for community use. Creating a central hub with cafeteria, gymnasium, auditorium, library-media, and STEAM spaces that could be accessed separately from school entrances would enable the middle-high school building to become a vital community center as well. Additionally, the school site and campus should provide opportunities for formal and informal outdoor gathering, learning, and fitness. Outdoor amenities can also be made available to the community for after hours use. The potential and possibilities of a renovated/new facility are exciting.

Millis is proud of the education it delivers at both the middle and high school levels. Ideally, the middle school would be one section of the building and the high school would be another. This would help create two distinct schools within the building, reduce the mixing of middle and high school students during the school day, and provide sufficient space to provide the middle and high school with more scheduling flexibility. We look forward to a building that enhances the learning possibilities in each school rather than a facility that creates obstacles.

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### C. CLASS-SIZE POLICIES

The Millis School Committee supports keeping class sizes below thirty students (exceptions include physical education, chorus, and band). Currently middle school classes average 17.2 students per class with the largest class being 23 students. For the 2023-2024 school year, high school classes average 15 students with the largest class sections at 30 students. The design enrollment for the Millis Middle-High School project is 645 students which would equate to approximately 92 students per grade level. Current enrollment in grade 4 and grade 6 is over 100 and enrollment in grades 1 and 2 is over 90.

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### D. SCHOOL SCHEDULING METHOD

#### **Millis Middle School Scheduling**

Millis Middle School has piloted several iterations of bell schedules to best meet the needs of all learners. For the 2023-2024 school year, the bell schedule features rotating classes of approximately 47 minutes for academic subjects such as ELA, Math, Science, Social Studies, and Spanish. In grades six and seven, students have an additional block of ELA and in grade eight students have an additional block of math. All students have two additional learning blocks. One is known as Power Learning Time (PLT) and the other is a Unified Arts course that alternates every other day.

The middle school shares staff members with the high school and has two different rotating schedules: one for grade 6 and another for grades 7 and 8. The high school has a separate rotating schedule which creates further challenges when scheduling shared staff.

All seventh and eighth grade students have a single class that straddles their lunch block, meaning that instruction is interrupted by the lunch and two additional transitions disrupt the learning of students and lesson design of teachers.

Grade 6						
Blocks	A	B	C	D	E	F
8:00-8:50	1	8	6	5	3	2
8:53-9:41	2	1	8	6	5	3
9:43-10:33	3	2	1	8	6	5
10:35-10:57	Grade 6 Lunch					
10:59-11:44	Power Learning Time					
11:46-12:40	5	3	2	1	8	6
12:42-1:30	6	5	3	2	1	8
1:32-2:20	Grade 6 Unified Arts					

Grade 7/8						
Blocks	A	B	C	D	E	F
8:00-8:47	1	8	5	4	3	2
8:49-9:36	2	1	8	5	4	3
9:38-10:25	3	2	1	8	5	4
10:27-11:14	4	3	2	1	8	5
11:16-11:45	5	4	3	2	1	8
11:47-12:09	Grade 7/8 Lunch					
12:11-12:40	5	4	3	2	1	8
12:42-1:30	7/8 Unified Arts					

### Middle School UA Schedules

In the afternoon, students have Unified Arts classes. For grade six, UA's are offered during block 7 (1:32-2:20) and the options include General Music, chorus, band, theater, physical education, TV production, Art, Library WRAP and technology. For grades seven and eight UAs are offered during block 6 (12:42-1:30) and the options include General Music, chorus, band, theater, physical education, TV production, Art, Library WRAP, health, and technology. Unified Arts meet on an alternating daily schedule: Unified Arts 1 classes meet days: A, C & E and Unified Arts 2 classes meet days: B, D & F.

**Personal Learning Time Vision:** Students in middle school bring their own unique strengths and challenges to learning. Power Learning Time (PLT) Block is a time during the school day to recognize and consider what support and/or enrichment might contribute to students' academic and social-emotional learning and growth. Power Block is a personalized learning block of time during each school day, during which students are assigned to groups that address their priority needs. Inherent in this is that all students may not participate in all learning activities that occur during Power Block, but that each student will participate in learning activities that meet their needs. It is our vision that unique learning experiences, tailored to unique learning needs, will support all students in strengthening and developing skills. Having an increased variety of spaces (makerspaces, breakout spaces, and extended learning areas) would enhance the middle school's ability to personalize learning during this time period.

### Process for Scheduling for Power Learning Time

- Special Education Services - pullout services happen per special educators
- Small Group Power Math Tier 2 support - Full Trimester - 8-10 priority students
- Grade 6 & 7 Power ELA Tier 2 support - Full Trimester - 8-10 priority students
- Spanish Immersion - remain with Spanish teacher for an additional Spanish speaking block (could do PBL in Spanish or Spanish culture/SIUA - teachers' choice)
- Remaining students - schedule in 3 groups with 3 remaining teachers for PBL enrichment
- Grade 6 & 7 Math teachers will rotate through to cover grade 6 & 7 preps during PLT and will focus on math skills reinforcement with each group. Grade 8 ELA will rotate through to cover grade 8 preps during PLT and will focus on reinforcing reading/writing skills
- Students will remain in the same groups for the full trimester (with some flexibility of course if a great need arises.)

### Power Tiered Support defined

**Tier 1 Core Instruction** - ALL students participate in grade level curriculum during regular classroom content blocks. Students who are NOT identified as needing significant remediation should participate in Tier 1 instruction during PLT.

**Tier 2 Strategic Support** - Students who are identified as needing remediation in math or reading (based on STAR, MCAS & teacher recommendation) receive Tier 2 instruction in a smaller group (8-10) during PLT for 1

trimester. Progress is monitored to determine continued participation during trimesters 2 and 3. Students who need occasional reteaching/reinforcement in Sci/SS/Spanish also receive short term Tier 2 instruction, however this happens in smaller flexible groups during their regular classroom time. SEL screeners are completed two times during the year to identify students in need of additional supports.

**Tier 3 Intensive Support** - Any student who requires more frequent and more intensive support, 1:1 or in a small group (1-3), is considered to be receiving Tier 3 instructional support. There may be some overlap of Tier 3 with Special Education. \*Students may receive special education pull-out services during PLT on certain days in a cycle and participate in a Tier 2 group on the other days

Curriculum for PBL Enrichment:

Problem-Based Integrated Scenarios that incorporate four core-subject areas

Students will be able to:

- Examine all related information, or “stimulus” (websites, articles, video, discussion, statistics, etc.)
- Organize their thoughts based on the “evidence”
- Generate a logical “response” (design a proposal, give an argument, create a plan-of-action, etc.)
- PBL lessons planned by grade and trimester- would be a great time for interdisciplinary but need for space

### **Millis High School Scheduling**

Millis High School is currently in the third year of a new schedule, which was no easy feat to put together, given the shared spaces between Millis Middle School and Millis High School, and the staff shared between both schools, as well as our elementary school (our band and chorus teachers teach in all three schools in the district.). The 10-day cycle incorporates seven courses for six periods per day (there is a drop period each day in one of the first four blocks). The last two periods of the day remain steady. The first four blocks of the day are 63 minutes in length. The last two periods are 48 minutes, though on two days of the cycle each of those periods meets for 33 minutes, and on another two days, each meets for 63 minutes. This evens the minutes out between all six blocks during the year.

As part of the schedule, students are assigned to grade-level advisories, which meet once a cycle for 28 minutes. These are small groups of students who meet regularly with the staff member four four-years of high school. The goal of this program is to give students an opportunity to get to know a staff member closely, to discuss important topics in a non-threatening environment, to provide a forum for ideas and concerns, and to promote a positive climate for the school.

Additionally, the educators at Millis High School recognize that students learn in different ways and at different paces, with some needing additional support at particular times in their learning. To address this, a Flex Block has been implemented to provide all students with time within the school schedule to work on academic and/or social emotional growth, and provide students with equitable access to any of their teachers and counselors during the school day. Flex Block does not eliminate the need for before or after school help with a teacher, but helps to supplement those opportunities. This block meets once during the cycle for a period of 28 minutes. Finding space for enrichment activities during Flex Block is challenging given the lack of adequate maker/classroom space in the school. Some Flex Block enrichment activities have been forced to use hallway



space during flex time. Again, an increased variety of spaces (makerspaces, breakout spaces, and extended learning areas) would enhance the high school’s ability to differentiate learning during the flex time.

Tiered supports can be challenging to schedule, given the lack of additional classroom/small group work space in the building. During the months of March, April and May, MCAS Math tutoring is scheduled during the school day, with students coming out of study halls to receive support. The conference room is used for MCAS tutoring support, if available, as is the library, and sometimes classroom space during a period where the room does not have a class (when both the library and conference room aren’t available). Coordinating the schedule with the students, and making sure they know where they are going to MCAS tutoring can often be a challenge, because of the lack of a dedicated small group instruction space in the building. MCAS ELA tutoring typically happens during the Flex Block. MCAS Biology tutoring takes place in a hybrid format, between the Flex Block and after school sessions. ELL instruction happens in a small room in the library, which is really a break room, and not a learning space. When scheduling MCAS exams, that room is often utilized for one-on-one exams, and the ELL teacher and students are displaced to another space in the building (typically the back corner of the library).

### **Millis High School Rotating Schedule**

#### Daily Schedule

Regular Day		Advisory/Flex Days	
Block 1	8:00-9:03		8:00-8:48
		Advisory(Day I)/Flex Period(Day B)	8:50-9:18
Block 2	9:05-10:08		9:20-10:08
Block 3	10:10-11:13		10:10-11:13
		1 <sup>st</sup> Lunch 11:15-11:37/Block 4 Class 11:39-12:42	
		2 <sup>nd</sup> Lunch 12:18-12:40/Block 4 Class 11:15-12:18	
Block 5	12:42-1:30	(B/G Days 12:42-1:45 & D/I Days 12:42-1:15)	12:42-1:45
Block 6	1:32-2:20	(B/G Days 1:47-2:20 & D/I Days 1:17-2:20)	1:47-2:20

	<b>BLOCK 1</b>		<b>BLOCK 2</b>		<b>BLOCK 3</b>		<b>BLOCK 4</b>		<b>BLOCK 5</b>		<b>BLOCK 6</b>			
	8:00-9:03 AM		9:05-10:08 AM		10:10-11:13 AM		11:15-12:42 PM		12:42-1:30 PM		1:32-2:20 PM			
	8:50-9:18 AM						1st Lunch: 11:15-11:37 PM (22m)		* B & G days: Period 6 12:42-1:45/Period 7 1:47-2:20					
							2nd Lunch: 12:18-12:40 PM (22m)		* D & I days: Period 6 12:42-1:15/Period 7 1:17-2:20					
<b>DAY</b>	<b>63 mins</b>		<b>Flex Block (B &amp; I) 28 mins</b>		<b>63 mins</b>		<b>63 mins</b>		<b>87 mins</b>		<b>48 mins *except B &amp; G day</b>		<b>48 mins *except D &amp; I day</b>	
<b>A</b>	1		2		3		5		6		7			
<b>B</b>	2 (8:00-8:48)		Flex (8:50-9:18)		3 (9:20-10:08)		4		5		6 (12:42-1:45)		7 (1:47-2:20)	
<b>C</b>	3		4		1		5		6		7			
<b>D</b>	4		1		2		5		6 (12:42-1:15)		7 (1:17-2:20)			
<b>E</b>	1		2		3		4		6		7			
<b>F</b>	1		2		3		5		6		7			
<b>G</b>	2		3		4		5		6 (12:42-1:45)		7 (1:47-2:20)			
<b>H</b>	3		4		1		5		6		7			
<b>I</b>	4 (8:00-8:48)		Advisory (8:50-9:18)		1 (9:20-10:08)		2		5		6 (12:42-1:15)		7 (1:17-2:20)	
<b>J</b>	1		2		3		4		6		7			

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## E. TEACHING METHODOLOGY AND STRUCTURE (Current and **Proposed**)

As a small school system, Millis Public Schools believes its strength is in its ability to personalize learning for students. The district motto of *Small School-Big Family* is lived through teachers, paraprofessionals and all school staff forming strong relationships with students. These relationships provide the foundation for making learning meaningful, rigorous, and connected for all students. Millis Middle and High school teachers utilize a variety of teaching methods and learning activities to maximize student engagement and to develop a wide range of learning skills among students. Project-based learning, interdisciplinary learning, and in-depth study address the various learning styles, interests, and needs among Millis students. The current middle and high school facilities generally present an obstacle to these types of learning activities. For example, with no dedicated group working spaces, maker spaces or collaborative spaces, project-based activities are often relegated to hallways and stairwells. The two science labs in the middle school and the four science labs in the high school provide limited space and older equipment for hands-on scientific exploration. There are no spaces which could accommodate two classes for an interdisciplinary project.

**Current classroom space and technology do not lend themselves to the type of active, project and inquiry-based learning necessary to fully support higher-order thinking and problem-solving skills essential for twenty-first century learning. Classrooms that afford students the opportunity to engage with rich technological integration, transition easily from individual to small group to whole group activities, and engage in collaborative learning will enhance the ability of Millis Public Schools to provide more rigorous and relevant, real-world, personalized learning experiences.**

Millis Middle and High School teachers also utilize the campus as a learning space, conducting field experiences in the shallow pond across the driveway, constructing debris hut structures in the woods behind the baseball field, and utilizing the various athletic fields for other outdoor activities. **Dedicated outdoor learning spaces would provide more opportunities to support more flexible learning.**

Over the last several years Millis Public Schools has endeavored to bring more engineering and STEAM related curriculum to our students. At the middle and high schools, this curriculum must be delivered in traditional classroom spaces which do not necessarily have the equipment nor room design to effectively and efficiently implement the curriculum. There are no dedicated STEAM rooms, engineering labs, or maker-spaces where projects and materials can be accessed and stored. For example, when the high school engineering class has been conducted in a mathematics classroom, students waste valuable learning time each class period gathering their materials at the beginning of class and then collecting them at the end to store them in the back of the classroom. Classes involving designing and prototyping must move into the hallways to have adequate space to conduct tests and demonstrations. A number of STEAM electives cannot be offered in our building and students desiring these types of courses must take them online, using their own homes as their labs. **A renovated/new facility would enable us to design dedicated STEAM spaces that have the appropriate size, storage, equipment, and technology to support project-based learning, vocational exploration, design thinking, prototyping, and presentation. Ideally these spaces would be flexible enabling students to engage in everything from woodworking to robotics. These spaces would have proper lighting, equipment, ventilation, and safety features to support hands-on, technical, and creative learning. These spaces would provide Millis Middle and High School students with more diverse learning experiences.**

*Millis Middle & High School Educational Plan approved by Millis School Committee March 26, 2024*

A number of Millis High School students work at the district's Extended Day program housed at Clyde Brown. Some of these students have expressed an interest in pursuing early childhood education as a career. **A Pre-K laboratory program housed at the middle-high school would offer tremendous real-world experience for these students.**

There is currently inadequate space for physical education classes. At times in the afternoon there are two middle school classes and one high school class scheduled for the same time. Generally, the middle school classes split the gym and the high school classes either use the cramped weight room next to the locker rooms, utilize the auditorium or cafeteria, if available, or go outside. When cold or inclement weather occurs, the options are fewer. The locker rooms themselves are in need of significant upgrades. **Working showers, additional locker room space, coach and team rooms would enhance the physical education experience of Millis students. Additional gym space or adaptive PE space would provide greater flexibility for physical education programming.**

Another hallmark of education in Millis Middle and Millis High Schools is the effective use of technology. Millis Public Schools is recognized as a leader in the use of technology to provide rigorous learning activities. All students and staff are provided a school-issued device and teachers develop challenging learning activities that leverage the use of technology. Currently classrooms are equipped with overhead projectors that cast an image on the classroom white board. These projectors are not interactive, the projected image is sometimes difficult to see when the lights in a classroom are on, and often result in a glare off the whiteboard that makes it difficult for some students to see the content being displayed. **Classrooms with up-to-date technology and infrastructure would greatly improve teaching and learning in the building.**

## **MILLIS MIDDLE SCHOOL**

### **a. Millis Middle School Administrative and Academic Organization/Structure (Current and Proposed)**

Millis Middle School currently has an office on the second floor of our current building with a communal space staffed by the principal's Administrative Specialist and an Administrative Assistant, and an office for the Principal. A part-time Assistant Principal is shared between the high school and middle school. The Administrative Assistant greets all students and visitors, manages guests and drop-offs at the front door and manages attendance, dismissals and tardies. The Administrative Specialist is present as a year round employee and works extensively on building logistics, staff and student schedules, grading and reporting, in addition to student account budgeting and enrollment. The Assistant Principal is often in the MS office, but lacks a private space to see students and to call parents and staff. The principal's office is adequate size with a larger table for small group meetings and has the office supply closet for the entire school. Moving through the principal's office is the only way to access this supply closet which can pose a challenge when the principal conducts meetings. The Middle School has developed its own entrance for families and visitors independent and distinct from the MHS entrance. This has been a helpful improvement to streamline the flow of traffic to and through the building. **Maintaining separate entrances will be a priority for our future building given the frequent visits from parents and the need for efficient traffic management.**

Millis Middle School is located on the second floor of the building and serves three grades- sixth, seventh and eighth with an average grade population of approximately ninety students. Featuring a classic middle school teaming model, MMS is organized into grade level teams where students of each grade share the same English, math, science, Spanish, and social studies teachers. We also have a grade level specific Special Education teacher for each of the three grades. This school within a school model allows teachers and students to develop strong relationships and connections to create a strong foundation for learning. Teachers meet daily in professional learning communities. Three days per week, they gather to discuss student focused concerns and on alternating days they meet to work on curriculum design and standards-based alignment. These team meetings serve as opportunities for collaboration, allowing teachers to share insights, address student needs and ensure alignment of curriculum.

**In the proposed building changes, classrooms would be arranged into grade level learning neighborhoods where students and teachers would be located in close proximity to their colleagues and students would be available to move easily between teachers and rooms. By clustering teachers together, they would have the ability and flexibility to access block scheduling, work on interdisciplinary projects, increase collaboration, communication and integrate our Spanish Immersion programming and student support services. Teachers would have a greater sense of each other's curriculum, more opportunity to interweave lessons and cross apply student skills. Student work could be displayed, team calendars could be posted and learning could flow more organically in a localized space.**

b. Curriculum Delivery Methods and Practices (Current and **Proposed**)

Teaching and learning takes many shapes at Millis Middle School, from whole class instruction to student-led lessons and activities, and many different group activities. Students work in pairs and small groups, conduct debates, presentations, experiments, simulations, and utilize many other modes of learning. **To facilitate instruction, learning and teaching, our space needs to be flexible, with proximity to bathrooms, water, break out spaces and a variety of agile furniture configurations. Acoustics and sound management is crucial, as well as providing ample storage space for instructional materials.**

Space and furniture can often lead instructional design. **Creating spaces that can mold and adapt to the learning will help our teachers to design lessons that are more contemporary and model 21st century learning. Students need well connected spaces and furniture that support collaboration, creativity, and critical thinking. By designing flexible spaces that can easily adapt to different instructional approaches and student needs, teachers will be empowered to create engaging lessons.**

**The proposed building changes and updates should reflect the greater need for STEAM, makerspace, and vocational learning opportunities for all students.**

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c. English Language Arts/Literacy (Current and **Proposed**)

The English Language Arts (ELA) curriculum at Millis Middle School follows the Massachusetts ELA Curriculum Frameworks. In 8th grade, students have one class period dedicated to ELA each day, while 6th and 7th graders have two periods daily. Additionally, we offer ELA intervention sessions led by specialists for grade

8 during Personalized Learning Time (PLT).

In our classrooms, students form heterogeneous groups, operating with varying levels of understanding. To support their diverse needs, ELA teachers collaborate closely with special education teachers, EL teachers, and paraprofessionals. A common practice involves dividing students into smaller groups, allowing us to deliver instruction tailored to their individual learning styles and abilities, ensuring personalized learning experiences for each student.

**Enhancing the ELA classroom space involves supporting student engagement and literacy development. This includes introducing flexible seating options, creating interactive learning zones, establishing a print-rich environment, and providing access to a diverse classroom library. Integrating technology tools, showcasing student work, and fostering a comfortable atmosphere further contribute to creating an inclusive environment that promotes student-centered learning.**

**Flexible seating options allow students to choose seating that suits their preferences, enhancing their comfort and focus during learning activities. Creating interactive learning zones encourages active participation and collaboration among students, facilitating deeper comprehension and critical thinking skills. Establishing a print-rich environment, including word walls and student work displays, immerses students in language and promotes a culture of literacy. Access to a diverse classroom library encourages independent reading and expands students' exposure to different genres and perspectives. Integrating technology tools supports modern learning practices and enhances students' digital literacy skills. Showcasing student work recognizes and celebrates their achievements, fostering a sense of pride and ownership in their learning.**

**At times, students may find themselves outside of the classroom, reading and/or writing, or performing in small groups. Providing a dedicated communal area or breakout spaces would significantly enhance their learning. This would also allow specialists to effectively support students individually or in small groups.**

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#### d. Mathematics (Current and **Proposed**)

The mathematics curriculum in Millis Middle School is delivered by using the Massachusetts Mathematics Curriculum Frameworks. 6th and 7th grades have one class period of math each day, and for grade 8, each student has two periods of math each day. Math intervention is provided by specialists in grades 6 and 7 during PLT, as well as an 8th grade teacher providing intervention help to 8th graders.

Classrooms are heterogeneous groups of students at various levels of understanding. Special education teachers, EL teachers, and paraprofessionals work together with us to support students in each class. Students are often broken into groups to aid in providing differentiated instruction and personalized learning for each student at their level.

Each grade level focuses not only on individual learning, but also collaborative learning. We provide several opportunities in each grade level for students to work together to discover new math concepts and to practice/show new skills. We spend a lot of our instructional time with experiential learning opportunities.

*Millis Middle & High School Educational Plan approved by Millis School Committee March 26, 2024*

**Students are sometimes in the hallway or in other classroom spaces (removed from their classroom) and would benefit greatly from having a community math space or breakout space stocked with supplies. We feel that having a space designated to do math breakouts and group work would be an excellent addition of space for specialists to assist students. Larger classrooms with the latest technology to support math instruction would provide students with greater opportunities to engage in the curriculum and deeper math concepts. Classroom furnishings that were flexible could help students move seamlessly from individual to small group work.**

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**e. Science (Current and Proposed)**

Middle School Science is currently delivered through teacher created materials used to target the Next Generation Science Standards as well as the Massachusetts Science Frameworks. These materials are presented to students through daily slideshows that include the daily lesson's goals, procedures, and links to resources all in one place. These slideshows, housed on Teacher Google Classrooms, are projected to the whole class or accessed by individual students on their devices. Teachers choose current video clips, readings, images, and online simulations to build lessons that address the designated curriculum standards. In addition to these computer aided aspects there are hands-on lab experiences, engineering projects, group discussions, and real-life demonstrations utilized to further involve students in scientific discoveries.

**If grade-level classrooms had a common space, teachers could perform experiments for a larger audience while having other grade level teachers there to supervise during the demonstration. These could be used as opportunities to come together as a community to share a common experience for an exciting purpose. It's often difficult to supervise students and demonstrate scientific phenomena simultaneously, this would provide the extra eyes without additional staff and cut down on the number of supplies needed. These demonstrations could also serve as a catalyst to return to the individual classrooms and complete a related writing, math or history lesson relevant to the results of the demonstration/experiment.**

**In addition to the common area being used for group activities, it could also be used for individual learning. When students are working on independent assignments, it could give them the quiet space to concentrate as the teacher helps other students in the classroom in smaller groups. The additional space could also be used for small group projects within one class or between classes where more space is required to spread out materials or to separate groups.**

**It would be beneficial for every science classroom to have working sinks in order to properly clean equipment and student's hands after a lab experience. Multiple working sinks would allow students to be more responsible for their own clean up procedure and limit exposing the rest of the school to lab materials by having to use the bathroom sinks to wash hands. Every science classroom should also have fire extinguishing and basic safety equipment to provide the safest environment possible for learning.**

f. Social Studies (Current and **Proposed**)

The Middle School Social Studies curriculum is delivered in the classroom with various strategies. Lectures/whole class discussions, independent activities, partner work and small group work are part of daily teaching. The curriculum follows the Massachusetts Frameworks for grades 6, 7 and 8. **Projection and a clear staging area is key as well as flexible seating that allows for movement and rearrangement of desks depending on the activity. There also has to be enough room for teachers, students and paraprofessionals to walk around. Small group interventions in a separate part of the classroom benefit certain students. A jelly bean table is a great example of the ideal furniture used for this. Grades 6 and 7 would prefer to have more standing desks in the classroom.**

**Access to outlets are also important for times where students may need to leave their devices charging or need to move to a separate area of the room. Cabinet or closet space is also essential to be able to store materials and student work from previous units.**

**A middle school building arrangement with grade level teams best suits the needs of the students by creating a cohesive environment. This allows for collaboration amongst team members and gives teachers the chance to check in with each other quickly. This is especially necessary when students are struggling or require extra support.**

**Small spaces and atriums could allow for breakout work, small conferences/instruction and quiet workspaces when needed. A larger traditional classroom space is still needed for whole class activities. For connections between grade levels, PLC meeting time allows the department to communicate across grade levels to continue to develop our curriculum and collaborate vertically..**

g. World Languages (Current and **Proposed**)

The Middle School Spanish curriculum follows the Massachusetts World Language Frameworks. Students in the immersion and non-immersion classes in grades 6-8 have one period of Spanish each day. Students also have the opportunity to receive additional instruction during the PLT block, where the focus may cover a range of topics from remedial to enrichment concepts. All classes consist of heterogeneous groups.

Students in the immersion program make up a single class and are typically those who began in 1st grade together. Students in the non-immersion classes have had some exposure in the elementary grades in the FLES program but most start the traditional classes in 6th grade. Due to the heterogeneous nature of all the classes, **students benefit greatly from working in small groups, where they are able to collaborate and receive personalized and differentiated instruction.**



Depending on the makeup of the groups, there may or may not be any support staff to assist the teachers. The teachers deliver instruction to the whole class, to small groups, and to individual students. They focus on exposing students to the essential elements of learning another language: reading, writing, listening, and speaking.

Currently the 6th grade students are in a separate wing in the middle school. **They benefit from being with students and teachers on the 6th grade team and have their Spanish class in the same room each day.** The 7th grade teacher travels to a different room for each class. The 7th grade classrooms are situated in two different wings of the middle school and students do not benefit from being in a room designated for language learning. The 8th grade classroom is located in a mixed-grade wing, composed mostly of high school classes. **It would be ideal to have each grade situated in the same area, providing the students with a more cohesive environment.**

**Specific to language learning is the opportunity to practice speaking and listening. They would benefit from having small, quiet spaces where they could practically and comfortably practice, conference, and collaborate.**

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#### h. Unified Arts- Specials

**Teachers would like to change how Unified Arts (UA) classes could be organized. The goal is to create UA spaces where students can be creative and work together. Teachers prefer to put all UA classes together in one part of the building. This change could make it easier for teachers from different subjects to work together and for those who teach both middle and high school classes to get around. These teachers would prefer classrooms that students from both schools can easily reach, while still feeling like they're part of each school's community.**

**Because they use a lot of materials and teach multiple grades, they need lots of storage space. They also have specific needs for each area: soundproofing for TV, band, and music rooms, plenty of natural light for the art room but also lots of storage, and display shelves in the hallways to protect student work. The art room would also need its own room for a kiln.**

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#### i. Academic Support Programming Spaces (e.g., EL academic coaches, etc.)

Additional interventions are provided to students identified through a variety of channels. English Language learners are supported through a shared EL teacher who works with middle school and high school students from an office located in our library. **Our EL population has been increasing and therefore we anticipate a need for a larger and dedicated space to service these students. These dedicated spaces would be of sufficient size to provide both individual and small group instruction.**

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#### j. Student Guidance and Support Services (Current and **Proposed**.)

A middle school adjustment counselor plays a multifaceted role in supporting students' overall well-being and academic success. This includes providing individual counseling sessions tailored to address various issues such as emotional struggles, behavioral challenges, family problems, academic concerns, and social conflicts.

Through these sessions, students are guided to develop coping strategies, improve self-esteem, manage stress, and address personal difficulties. Additionally, the counselors facilitate group counseling sessions covering topics like anger management, social skills development, and coping with life changes, providing a supportive environment for students to share experiences and build essential life skills.

Collaborating closely with teachers and parents is another crucial aspect of the counselor's role. This involves attending meetings, sharing observations and insights, and developing intervention plans to support students both in and out of the classroom. In times of crises or emergencies, the counselor provides immediate support and intervention, offering counseling, referrals to external resources, and assistance in managing the aftermath of critical incidents. We also conduct assessments to identify students' social, emotional, and behavioral needs and make referrals to external mental health professionals or community resources when necessary.

Promoting mental health awareness is integral to the counselor's work, as they organize programs and activities to raise awareness and promote emotional well-being among students, teachers, and parents. This may include workshops, presentations, and awareness campaigns on topics like stress management and mental health stigma reduction. Furthermore, the counselors contribute to school-wide initiatives aimed at creating a positive and inclusive school climate, participating in committees, providing staff development, and advocating for policies that promote student well-being.

In addition to these responsibilities, the counselors also write and facilitate 504 plans, promote good hygiene practices, and serve as a mediator to help students resolve conflicts peacefully. Overall, the counselor's role is multifaceted and essential in fostering a supportive and nurturing school environment where students can thrive academically, socially, and emotionally.

**Important aspects of a counseling environment include: A private meeting space to ensure confidentiality and create a safe and comfortable environment for students to discuss sensitive issues or seek support without fear of being overheard. This private setting fosters trust and encourages students to open up about their concerns, facilitating effective counseling sessions. Moreover, a designated waiting area will provide a welcoming space for students and parents before their appointments, reducing anxiety and promoting a sense of ease. Having these dedicated spaces underscores our commitment to prioritizing the confidentiality and well-being of students and families. Additionally, office space with windows allows for the influx of natural sunlight, creating a brighter and more inviting atmosphere that can positively**

**influence both students and counselors. Exposure to natural light has been linked to improved mood, increased focus, and reduced stress levels, all of which are essential for effective counseling sessions. Therefore, incorporating windows and maximizing natural light in the counselor's workspace contributes to a more conducive and supportive environment for students to receive the help and guidance they need.**

**A key consideration for the counseling suite is its centralized location within the school, strategically placed near the main office to minimize stigma and ensure accessibility for students seeking support. This centralized location fosters a welcoming and inclusive environment, reducing barriers to accessing counseling services and promoting mental health awareness throughout the school community. Additionally, the counseling suite should be equipped with copier and printer access to facilitate administrative tasks such as printing materials for counseling sessions, preparing documentation for meetings, and disseminating information to students, parents, and staff. By incorporating these features, the counseling suite becomes a functional and integrated hub for promoting student well-being and providing essential support services within the school setting.**

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## **MILLIS HIGH SCHOOL**

### **a. Administrative and Academic Organization/Structure (Current and Proposed)**

Millis High School (grades 9-12) is organized by departments, including English, Math, Science, History, World Language, Art, Digital Media (TV) Production, Computer Science, Music, Physical Education, Special Education, and School Counseling. Each department has a PLC leader, and works collaboratively toward shared goals. PLC groups meet after school once per month, and also once per cycle during the school day. The schedule is set up so that departments have common planning time. For the most part, classrooms for each department are clustered together. The Administration of the building consists of the Principal and the Director of Student Affairs, who is split between the middle school and the high school (and also teaches two periods of middle school courses each day). The main office is located on the first floor of the building, and is connected to the school counseling office. There is an office for the principal, which is next to one of the school counselor's offices, and an open space upon entering the main office which houses desks/working spaces for the administrative specialist (a year round position) and administrative assistant (a 195 day a year position). The main office also contains a small supply closet, and a safe, which houses student records. The high school has a separate entrance from the middle school.

**In the proposed building changes, we would like to keep to our “Small School, Big Family” feel, where our classrooms are consolidated into one or two hallways. This allows for both departmental and interdepartmental collaboration, reinforcing the personal relationships between staff and students that contributes to the positive learning culture we have here at MHS. Currently there are teachers within departments that have classrooms apart from their colleagues, and we have traveling teachers as well. An updated footprint would keep classrooms for departments together, while ensuring each teacher has their own room. Ideally departmental blocks would have some shared collaborative space, small group learning space, etc. This would allow for continued departmental/PLC collaboration, helping departments reach shared goals,**

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**align curriculum, share lessons, and continue to build that sense of community that is critical to the culture of our school.**

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b. Curriculum Delivery Methods and Practices (Current and **Proposed**)

Teaching and learning at Millis High School is personalized, with an emphasis on student agency. Our teachers are nimble, utilizing a mix of whole-group instruction, project based learning, student-led lessons, flipped classroom models, and a variety of group/team activities. Students work with partners, in groups, and individually, taking part in debates, presentations, Socratic seminars, lab work and experiments, simulations, using multi-modal means to display their learning. Every student is given a school-issued ChromeBook, though some students choose to bring their own device to securely connect to our network. Without small group/breakout spaces, many students do group/individual work in the hallways, which can be distracting to other classrooms/students/teachers during the school day. Many classrooms still use all-in-one desks, which don't provide much flexibility when doing collaborative work in the classroom. Some rooms have been equipped with triangle desks and chairs, making it easier to do group and partner work. There are no dedicated STEAM or maker-spaces, and no opportunity for vocational learning for students.

**An updated facility would include STEAM and maker-spaces and small group instructional areas, moving students out of the hallways and into areas more conducive for 21st Century learning. An updated facility would ideally have a space for vocational education - perhaps a wood shop or graphic design facility/printshop. Updated furniture and technology would allow students more opportunities to collaborate, while giving teachers the ability to design more contemporary lessons. Additional water filling stations and bathrooms would cut down on time spent out of the classroom.**

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c. English Language Arts/Literacy (Current and **Proposed**)

The English Language Arts curriculum is currently delivered in a variety of ways using a host of different resources. Millis High School currently has five full time teachers, four of whom have their own classroom. One teacher travels. Teachers rely on hard copies of text, pdfs, and Google docs, while using differing technology within the classroom to deliver effective instruction. Each classroom is wired with Apple TV and teachers can wirelessly connect to a ceiling-mounted projector. Each room has two long white boards that are used with dry erase markers. Traditionally, English teachers combine independent and group work, and therefore often must use the hallways to accommodate groups and spacing. Presentations are also a key piece to the English curriculum at Millis High. Students sit in traditional desks with one classroom offering a table for group work. Lighting in the room is unappealing and students often ask for lights to be turned down for better focus and working conditions. We do not have air conditioning, so in the warmer months, the classrooms get very hot. Most classrooms have limited storage space, so counters and every possible area is utilized, leaving less available free space.

**To deliver more effective instruction, we would welcome numerous changes. First, we would like every teacher to have their own classroom that is adequately sized for independent and group work. Teachers would like to be able to set up stations in the room to allow different activities happening in the classroom at once. More storage for teachers is needed as we only have one**

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**dedicated bookroom for the entire department. Better lighting would also benefit the students. Air conditioning would make working conditions safer and allow students to better focus in the warmer months. A variety of technology options around the room would also allow for different instruction to happen at different locations, such as a wall mounted television or multiple classroom projectors (portable). With students often working in the hallways, it cramps the open spaces and makes noise an issue, so group space for working is at a premium in Millis. We would even consider different elevations within a classroom to offer students a “stage” or space that feels different.**

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#### **d. Mathematics (Current and Proposed)**

The mathematics department utilizes a variety of strategies and technology for content delivery. Teachers rely on hard copies of text, pdfs, and Google docs, while using differing technology within the classroom to deliver effective instruction, which includes iPads, document cameras, Apple TV, and projectors. Each room has two white boards that are used with dry erase markers for the teacher and students to demonstrate the content. The Mathematics department currently has four full-time teachers, who all have their own dedicated classrooms. Three of the teachers are grouped together in the building and one teacher is at the other end of the building. Two of the math teachers are displaced most days, for one period, due to other teachers utilizing the classrooms.

Students use Google classroom and various websites, such as Delta Math, Edpuzzle, and Reveal Math. Students use school issued Chromebooks or their own personal computers to connect to the school wifi. When students are working independently and/or in groups, they work in hallways to accommodate groups and spacing. In three of the classrooms, students sit in traditional smaller, all-in-one desks, which can be moved during group work. In one of the classrooms, the desks are triangular with separate chairs, of various comfort, making it easier to reconfigure the space for group/partner work.

**There are a number of changes that would help aid more effective instruction in the math classrooms. Ideally, classrooms would be spacious enough to accommodate individual work and group work. This could include some dividers for privacy when students are working on separate lessons. Teachers would like the flexibility to rearrange the classroom to allow different activities to happen concurrently. This would require larger classrooms and flexible seating. Currently we have to utilize space in the hallways during group work. Larger student workspaces would be helpful, such as a larger desks, so that students can have a laptop, a textbook, a notebook and a calculator out at the same time to switch between all of those resources freely.**

**More storage in the classrooms is needed as we have textbooks and materials specific to our different math classes, and limited space to store them.**

**The fluorescent lighting is harsh on the teachers and students eyes, especially when students have concussions, migraines, and do not feel well. It would be nice to be able to have cool lighting that could be dimmed, depending on the situation in the classroom. In terms of audio for projecting**

**videos and sound, it would be ideal to have built in speakers in the ceiling. This would allow for all the students to be able to clearly hear the content being streamed from all areas of the classroom. More technology in the classroom would positively impact our students. Multiple projectors would be ideal so that we utilize the whiteboards on the different walls. In addition, multiple interactive whiteboards in each classroom would allow us to project graphs and content at the same time; it would be so helpful for students to be able to see multiple representations of the same concept at the same time. Also, charging stations within the classroom are necessary as students use their devices all day. Finally, a climate controlled building would make working conditions safer and allow students to better focus in the warmer months. Also, the teacher having more control over the climate could be helpful. Usually it is either too hot or too cold. Teachers and students often switch between having the heater blower on, and having a window open to regulate temperature in the classroom.**

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#### e. Science (Current and **Proposed**)

The Science department currently includes four full-time teachers. Classrooms run down one side of the HS hallway with two classrooms separated from the other two by a set of fire doors. Currently our programming requires that students complete a minimum of three years of science; one year of life science, one year of physical science, and one additional year of their choosing. The course offerings include Biology, Chemistry, Physics, AP Biology, Chemistry II, Anatomy & Physiology, Engineering Your World (EYW), Oceanography, and Earth Systems. The curriculum for all courses, except EYW, have been created by the teachers to align with respective curriculum frameworks. EYW has been developed by the University of Texas.

All of our courses are lab sciences, and thus all of our classrooms are lab classrooms. Each has a white board at the “front” of the room behind a demo bench. Each classroom has six fixed lab benches, each of which can seat four students. These benches have a drawer and a cupboard between the “knee holes”. The majority of lab benches have outlets in the benches, however these outlets short circuit frequently. Additionally, in each classroom there are fixed benches running around the backs of the lab benches. These benches contain drawers and cupboards. Each classroom also has a deluge shower with a drain in the floor, an eye wash station (in room 117 the hard mount station has been replaced with a portable), and a fire extinguisher (mounted in most rooms by the exit). Room 109 and 115 each have a goggle sanitizing cabinet.

- The designated chemistry classroom has three hand/dish sinks, 1 chemical exhaust hood which contains a small sink and an eyewash station, and, two fire blankets. The chemical storage room is placed between the chemistry and the physics room and has wooden shelves with plastic lips installed by the science staff. There is a lab sink in the chemical room as well. Additionally the pass through between the chemistry and physics room contains the acid cabinet, corrosives, and flammable cabinets. Other than the locked chemical room and the cabinets, there is no additionally locked storage in the classroom. In the classroom space, each of the lab benches has a lab sink placed at the end of the bench closest to the wall each with two cold water taps, and four gas jets linked to the natural gas in the classroom. In each lab bench are drilled holes for building metal

scaffolding. The “lecture” space of the class is found primarily between the demo benches and the lab space, but some of the lecture space is between the lab benches.

- The designated physics classroom has only one sink, and a single locked closet. It is set up for gas, but it does not currently work
- The designated biology classrooms each have a locked closet exclusive to each room. One of the room’s closets has the waste “pit” in it. The rooms share an unlocked prep room between them that has shelves and storage. These classrooms have sinks in the demo benches and an additional sink set into a bench along the wall.
- The physics and biology classrooms have minimal lecture space embedded exclusively in the small amount of floor space in between the lab benches.
- Room 115 (Biology) currently houses a large fish tank for trout fry in the winter and spring.

All of the science courses use a combination of lab work at benches, groups at benches and/or desks/tables. Additionally, whole class discussion, direct instruction (teacher or student led presentations), and individual seat work are utilized.

**The science department would benefit from having all of its classrooms in closer proximity to each other, perhaps two-by-two across a hallway. The teachers share quite a bit of materials, consequently a closer proximity would make it easier to obtain and return the materials. This could include prep spaces / shared teacher spaces between the classrooms.**

**Ideally, each classroom would have clearly defined lab benches versus student work areas (whether they be desks or tables).** Currently in most classrooms, students have to sit at lab benches for regular class instruction which is uncomfortable and not conducive to seeing the board or projections. Plus, there are often labs prepped on benches which can be a source of temptation for touching. **It would be ideal if lab rooms had fixed benches around the periphery of the room, but then moveable benches that could be arranged multiple ways to increase flexibility in the classroom. These benches should have their own storage for multiday activities. This could also remove the need for a fixed demo bench, which eats up quite a bit of floor space.**

**Each room needs to be large enough to accommodate the recommended safety standards for square feet per student in a lab.** We currently have classes that are supposed to cap at 24 but that is not always possible, and therefore we need to make sure we have the ability to safely accommodate additional students if needed.

**Each room would benefit from having its own hood, goggle sanitizing cabinet, functioning shower, eye wash, and gas (unless we are moving to propane or butane torches). Having proper location to keep broken glassware boxes, trash receptacles of sufficient size, brooms, and dustpans, as well**

as spill kit materials, would be ideal.

**While we like having centralized chemical storage, individual classrooms would benefit from having locked storage in the lab spaces for small amounts of chemicals that are pulled for specific lab activities. Each room also needs adequate prep space that the students do not have access to.**

Because of a lack of adequate classrooms, the science rooms are also used for other classes at times (which would ideally be solved by an addition/renovation). This makes lab prep challenging at times, as there is often a class in the room when the science teacher needs to set up a lab.

In Chemistry, the students need to have the ability to move seamlessly from food safe desk spaces to lab spaces within the span of a period. Often, different labs are running at different times and there needs to be a way to leave setups intact from period to period while still having room for other classes to work. The Chemistry room would ideally have:

- **Chemical room that is up to code and has acid, corrosive and flammable cupboards contained within. Also proper ventilation, lighting, a hood, and enough prep space to actually prep chemicals so that it doesn't need to be done in the classroom. Additionally, this room should be closer to lab space so that chemicals can be retrieved easily for lab activities versus being on the other side of the room.**
- **Locked storage besides the chemical room for not only the teachers materials, but anything else of value that can't sit in the chemical room (balances, probes, etc.)**
- **A separate stove/oven for food science lessons -- should be removed from lab benches -- possibly with its own clean, food safe area.**
- **Integrated dishwasher**
- **Instead of small lab sinks, six large sinks that can be used for dishes, hands, and water collection, as well as ample space for drying glassware and equipment**
- **Integrated spaces for spill kits, trash receptacles, and distilled water**
- **More white board space around the room**
- **Better storage for multi-day lab experiences -- whether it be shelving or a bin system in the benches**
- **The ability to darken the room completely. Several activities work best in the dark and the large amount of windows with ill-fitting shades makes this challenging.**
- **Proper cold storage, microwave, water distillation apparatus, and a kiln**

In Physics/ Earth Systems, the curriculum is delivered through lab exercises, lecture, and group work. Among the changes to space that would be most beneficial would be:

- **larger prep room for safe storage of materials: Tracks, EYW materials which currently live in tote boxes on back shelf, texts**



- **Additional sinks for use in the lab: Earth Systems, Oceanography, and a potential future AP Environmental Science class**
- **Adequate, moveable/wipe board/whiteboards for problem solving**
- **Usable space above cabinets for curriculum material**
- **Doors that lead to classroom space and lab space**
- **Multiple board configuration/axis of room**
- **Separate class/lecture area, large enough for all students, so lab benches can be reserved for labs/activities only. For example, the Physics roller coaster lab locks up benches for a week, while Earth Science students are still completing different lab work.**

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#### f. Social Studies (Current and **Proposed**)

The High School Social Studies department currently includes three full-time teachers and two ELA teachers (one who teaches two classes of AP Human Geography and one who teaches a section of US History I). Aside from the two ELA teachers having classrooms at the other end of our academic hallway, the three Social Studies teachers are clustered at the other end. Required courses include US History I and II, which follow the MA DESE Framework. A third Social Studies course is required for graduation and the students can choose from a variety of electives including: AP Human Geography, AP Psychology, AP US History, AP US Government, World History, Sociology, Philosophy, or Individual and the Law. The AP elective courses follow the Course Exam and Description which is provided by the College Board. The curriculum from the other elective courses have been created by the teachers, supplemented with a textbook, workbooks, online resources, and other reading materials over the years.

While all courses (except for Philosophy) have a textbook, they are for the most part outdated and ineffective. Teachers have instead created Google Classrooms with enriching online sources. Many government websites, museum virtual tours, film series, TED talks, primary sources from historical societies and presidential libraries, interactive maps, educational games, and much more, allow the teachers to provide whole class instruction, facilitate independent work, and organize group learning.

**An ideal learning environment would include quiet working spaces in the halls or between classrooms so group work can be efficient. Some current class sizes are 28, 29, and 30 students, which makes breaking into groups very difficult. While we allow hallway work for students to collaborate, it's an open space with other students and/or teachers walking by, which can be distracting. Our projects and assessments include preparing for mock trials, creating skits and songs, practicing speeches, writing essays, analyzing political cartoons, annotating primary source materials, and reading short novels. These activities would be practiced best in a smaller/clustered setting that would allow the students to interact with each other and/or allow teachers and/or paraprofessionals to assist students with their work. Adaptable and flexible classrooms and adjacencies would improve accessibility and capacity to use technology to enhance curriculum and instruction, providing opportunities for students to realize stronger communication, critical**

**thinking, and problem solving skills.**

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g. World Languages (Current and **Proposed**)

The World Language department contains four, full-time Spanish teachers. The district has a grades 1-12 Spanish Immersion program, as well as a general Spanish education program. The four World Language classrooms are located together at the end of the hallway on the second floor, as the only dedicated high school classrooms on the second floor of the building (the rest are middle school classrooms, with one computer science classroom that houses both middle and high school students during the day). Spanish teachers instruct their classes in all facets of Spanish education (culture, communication with listening and speaking activities, reading and grammar). The curriculum is delivered with the help of online sources, textbooks and photocopied supplemental materials.

**The World Language department would ideally have a language lab/networked classroom where students have individual spaces and the teacher can connect to each “cubby” through microphone. A language lab would enable all students to practice their listening and speaking skills concurrently. Students could work individually and/or collaborate with their classmates in pairs, small groups, and full-class settings. Teachers could listen, observe and interact with their students. This lab will also be used for Spanish AP testing and potentially AAPPL testing. Finally, in our current setup, students regularly complete groupwork in the hallway in order to have more space. We would love to have a language common space outside of our classrooms where students could work on group work.**

**In regard to staffing the language lab, it is likely that teachers wanting to use the lab would sign up to bring their classrooms into the lab through a Google calendar. Both Middle and High School language teachers would have access to this. For equipment, the lab will be designed to provide some privacy for each student. Students would have access to a computer and/or technology needed, audiosets with microphones, and software. There will also be a station for the teacher to direct students and an overhead projector to direct the whole class. One potential software solution could be ‘DILL’, used by an area district, which would enhance the learning experience in a language lab. The benefit to having a language lab, over the traditional classroom, is the ability to have a separate space for listening and speaking activities, because it is more private and easier for students to concentrate. For those students that are less likely to participate in class, the private setting will enable them to speak without feeling self-conscious. Additionally, the technology is easily accessible (furniture does not have to be rearranged) and teachers can provide more individual support with the special software/lab tools.**

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h. Academic Support Programming Spaces (Current and **Proposed**)

There is currently one classroom on the first floor shared by three education teachers, and three paraprofessionals (who also service students in classrooms during the day). All special education instruction is given in this shared room, with special educators working with the students on the

caseloads. The current setup of the room allows for a maximum of 12 students, and at times, every seat is taken. The speech and language teacher works with both middle and high school students, and has a small classroom on the second floor that can fit a maximum of four students. English Language Learners are supported by an ELL teacher, who splits time between the Middle School and the High School, and essentially uses a break room in the back of the library to provide instruction to our ELL students. Our ELL population is growing, so **having a dedicated space for our ELL teacher/students is becoming a necessity.**

When holding special education meetings (annuals, initial evaluation meetings, reevaluations), there is only one conference room available for use, which is shared with the entire building (including the middle school). The school counseling department often reserves the conference room during the first quarter of the year for college admissions representative visits during the school day. The principal also books the room regularly for meetings, MCAS testing, etc. There are many different groups in the building vying for the space. There are limited times in which the special education department can use the conference room for IEP meetings. **A dedicated special education conference room, at each level, separate from the conference room would alleviate this problem.** Many times this year, we have had to hold very large IEP meetings (10 plus people) in room 100, which is a very small space meant for no more than 5-6 people.

Additionally, there is no dedicated room available to be used with students for reevaluation testing. Students on IEPs need to be tested for eligibility at least once every three years, and typically the testing from multiple service providers takes many hours. It is often very challenging for special education teachers to find a confidential spot to test students.

Furthermore, there are very few “small group settings” and “individual settings” available for MCAS testing. During MCAS testing, many students on IEPs receive accommodations to test in a small group or individual setting. Due to very, very limited individual and small group setting options for students, it is very hard to arrange for small group and individual MCAS testing. We tend to use every space available in the meeting, and sometimes we struggle to find a space at all for a student.

**Ideally, special education would have a room for small group testing, 1:1 testing, and a place for meetings to be held (this can be the same space; room for 10-15 people would be adequate). Having at least two resource/academic skills rooms would allow the teachers to spread out students and provide more effective instruction in helping students reach their special education goals.** Currently, the teachers and students are on top of each other in the one shared space, and it can be very distracting for both teachers and students. **It would be helpful to have these special education rooms adjacent or connected to allow for collaboration between special education staff.**

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i. Student Guidance and Support Services (Current and **Proposed**)

There are currently two school counselors at the high school, with caseloads broken down by alphabet, each servicing students in grades 9-12. The school counselors deliver a developmental counseling

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curriculum in seminars for grades 9-12, assist with academic counseling and 4 year planning, career and post-secondary planning and college applications, as well as mental health supports, counseling and intervention. The high school has one adjustment counselor who meets with special education students and general education students on a regular basis to help support students who struggle with stress and/or their mental health. Services are mainly provided on an individual basis though there is some group support that occurs.

The high school also has a dedicated Bridge Program (based on the BRYT model), which services students in need of more support after extended absences, students struggling with health and mental health challenges, and school refusal. This program is staffed by an additional adjustment counselor and a paraprofessional. The adjustment counselor in this program is heavily involved with this small subset of students, meeting with them individually, connecting regularly with family and outside treatment providers, and attending meetings when necessary.

Programming for the school counseling and Bridge programs is constantly adjusted to meet the needs of students. Programming changes and evolves yearly, but the spaces often make delivery of programming a challenge. **The adjustment counselors and school counselors all require sound-proof walls.** Currently, there is very limited privacy for students seeing the adjustment counselor because you can hear easily through the walls. **The Bridge room adjustment counselor needs a private meeting space in addition to her classroom. She does not have this currently. It would be ideal to have a conference room/dedicated meeting space solely for the use of the school counseling staff. This could be used to provide group counseling, host parent meetings, 504 meetings, flex blocks, college application support, enrichment lessons/groups, and college admissions representatives. A waiting room for students waiting to meet with counselors that is discreet/not visible from the hallway, would be an additional benefit for students.** Currently one school counselor is in the main office and the other is two doors down in the counseling office, with the school counseling administrative assistant out front. The adjustment counselor is on the other side of the building. **If all counselors were in the same space, the school counseling administrative assistant could help all counselors manage the students coming to see them, and more time would be available for collaboration and case counseling between the counselors. Preferably, all counseling offices should be closer to the main area where students are, rather than off in their own wing.**

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#### F. TEACHER PLANNING (Current and **Proposed**)

Currently, teachers at Millis Middle School are assigned classrooms by grade level location to support the team concept. The teacher's working day is 6 hours and 50 minutes inclusive of 15 minutes before and after the student day (student day is 8:00-2:20, the teacher day is 7:45-2:35). Teachers are provided a duty-free lunch block equal to that of their students (22 minutes), as well as a 47-minute daily preparation block. All Millis Public Schools teachers belong to a PLC (Professional Learning Community) that meets monthly after school in addition to some school day meeting times. There is no space available for whole staff meetings on the second floor/in the Middle School. Meetings are often held in classrooms and the projection and layout are not always

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conducive to the work at hand. Millis Middle School provides teachers with common “team time” for the purpose of planning and collaboration. This time may also be used for PLC or grade level team meetings. This preparation work is usually done in one of the team’s classrooms when not in use. Millis Middle School features a team model where teacher teams are led by co-team leaders. Each grade’s teacher team consists of a common science, social studies, math, English and Spanish teacher. With these teachers all knowing and building rapport with the same students, they are able to support each other and students with a deeper understanding of the individuals and their needs. Three times per week teacher teams gather while students are attending their UA classes. These meetings often include support staff and specialists such as related service providers, counselors, special education teachers, paraprofessionals. During these meetings middle school staff members are able to collaborate and focus on student work, student needs, and enriching experiences. Teacher teams may plan field trips, develop team activities, discuss student needs with regard to interventions and learning goals. This is an essential component to our Middle School model.

At Millis High School, the teacher's working day is 6 hours and 50 minutes inclusive of 15 minutes before and after the student day (student day is 8:00-2:20, teacher day is 7:45-2:35). Teachers are provided a lunch block equal to that of their students (22 minutes), as well as a 63-minute daily preparation block. Teachers at Millis High School are assigned classroom space generally by department, though one math teacher is separated from the math department and placed in a separate wing, and the special education classrooms are not located next to each other. Two teachers do not have their own classrooms and travel on carts. Millis High School teachers’ preparation blocks are scheduled so that disciplines have “common planning time.” Once per 10-day cycle, the common planning time is used for a PLC team meeting. Aside from the “teachers’ room” on the second floor, which is generally used as a teacher lunch room, there is no dedicated space for teacher’s during their prep if their classroom is being used. The teachers’ room is not conducive to team or PLC meetings as there is constant traffic in and out of the space. There are no areas available for more large-scale planning. As with students, the current facility presents a challenge to collaboration among staff. Staff meetings are run in the library or a classroom, when the library is not available. Professional development days use a combination of classrooms, the library, the cafeteria, and the auditorium to propel the agenda of the day.

**A renovated/new facility would provide adequate space for teacher planning, inter- and cross-disciplinary collaboration, private meeting space, and dining space. Larger group meeting space would enable professional development to occur in right-sized space rather than an overcrowded library or cavernous auditorium. This flexible space could be used for student work during the school day and professional development activities when school is not in session.**

**Middle School and High School staff need separate planning spaces. These spaces should be multifunctional, where staff members can gather and work in small groups and also provide quiet focused spaces for teachers to plan, create and communicate with families. A shared meeting and collaboration space, along with an improved faculty lounge, would benefit all staff members by offering both public and quieter areas. The suggested changes, such as more lamps instead of overhead lighting and a mix of softer and straight-back chairs, aim to accommodate various preferences and stimulate creativity. Although teachers generally prefer planning lessons in their own**

**classrooms for access to materials and a quiet environment, they acknowledge the value of small shared spaces that complement rather than replace in-room planning time.**

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#### G. PROFESSIONAL DEVELOPMENT (Current and **Proposed**)

The district currently annually schedules three full days and five half days for staff professional development. Activities vary from including all district staff, to working as building-based or department-based PLC teams. The types of activities the district can offer is often limited by space. Currently, the auditorium and cafeterias are the only spaces large enough to accommodate all district staff and neither are ideal for active engagement or collaborative work. Middle and High School staff development is held in the library or a classroom. Professional development includes training for teachers new to the district and learning opportunities for veteran staff that align to district and school goals and support their recertification requirements. We utilize technology as well as hands-on activities for professional development.

**Significant changes are not anticipated in professional development practices in general, however a school design that offers a functional larger group meeting space for interactive, collaborative work as well as smaller group spaces, would allow us to bring staff together more effectively. Ideally that space would contain technology, interactive screens and tables for group work.**

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#### H. LUNCH PROGRAMS (Current and **Proposed**)

The cafeteria at Millis Middle-High School is inadequate to meet the needs of both schools. The cafeteria can accommodate up to 224 students, but serving this many students in one sitting creates long lines and results in some students not having time to finish their lunch. There are four lunch periods to address the number of students and to keep middle and high school lunches separate. The first middle school lunch starts at 10:30 and the final high school lunch ends at 12:45. Students also have access to outdoor seating in front of the school when weather permits. Schedule options at both the middle and the high school are extremely limited due to the need to share cafeteria space. Content classes must be split by lunch, which is less than ideal for learning. In addition, with the cafeteria in use for much of the school day for lunches, it's not a space that can be used for additional classroom or learning activities.

Much of the cooking and serving line equipment at Millis Middle/High School is old and is in need of replacement; it is not uncommon for equipment to lose function for long periods of time while a part is located and installed. Repairs are difficult and costly due to the lack of available parts for aging equipment. An increasing number of students are being diagnosed with food borne allergens. Many of these students must follow special diets. **The kitchen should be equipped with dedicated ovens, cooking equipment and storage space to ensure the safety of these students.** The Millis Middle-High School cafeteria does not have a dishwasher. Meals are served on disposable trays and plastic utensils are utilized. Cooking utensils, pots and pans are washed by hand in the sink area. This requires expensive detergents and sanitizers. **A high temperature dish washing machine would help reduce the costs of ware washing and the reliance on paper and plastic items.** The current cooking and serving equipment limits the ability of our cafeteria staff to expand menu items. Ideally, we would like to offer more current and trendy meal options. **Newer equipment**

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**and more space would offer us the opportunity to enhance the menu items offered to Millis Public School students.** The state of Massachusetts recently made both breakfast and lunch free for all public-school students. Participation has increased from 35% of student enrollment to nearly 65%. The configuration of the serving and cooking area restricts the cafeteria staff's ability to serve the students in a timely manner. Students are forced to wait in long lines to receive their meals and have their meals accounted for in the Point-of-Sale system.

**A new cafeteria would be large enough to accommodate 300 students comfortably in one seating. This would enable a single middle school lunch period. This would enable more reasonable lunch serving times by requiring only three seatings (two high school, one middle school) per day rather than four. A redesigned floor plan would create a smooth flow of operations so that time in line for students is reduced. There is significant potential for the cafeteria to be used as a learning space outside of lunch periods. Creating separate dining sections could allow for small or larger group meeting areas that could be closed off for use during the day. A new, bright design that includes branding of the Millis Middle and High School as well as the Town of Millis would create a welcoming dining area for students and the potential for more community use. The upgrade of kitchen equipment would improve efficiency and allow for greater variety of offerings for students and staff. A new facility could promote recycling and reduced waste while engaging students in sustainable practices.**

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#### I. TECHNOLOGY (Current and **Proposed**)

Millis Middle and High schools are recognized for leveraging technology to maximize learning and personalization. All students are issued a chromebook, and teachers utilize Google Classroom as a learning management system. Classroom technology includes ceiling mounted projectors that cast an image on a whiteboard. The classroom technology is very basic and does not utilize state of the art tools that allow for more engaging and rigorous learning activities. There is one computer lab on the second floor that is shared between the middle and high school and one computer lab in the high school. The labs are equipped with twenty-four desktop computers, a printer, and two 3D printers. There are dedicated computer science classes held in the second floor computer lab every period. The high school computer lab on the first floor is used for digital arts classes one period a day and is open for teachers to bring classes to for the remainder of the day.

Recently, eighty-four wireless access points throughout the middle-high school building were replaced with models capable of offering Wifi 6E, a new 6Ghz band. In order to take full advantage of this new technology and the devices that will connect via wifi 6E down the road, Millis Public Schools will need to address our current cabling throughout the building. Currently we are limited in terms of the products that are available to us because of the twenty plus year old cabling that is present through our facility. At times, in order to upgrade our equipment, we also have to factor in an increase in cost due to the need for new cabling and the removal of the old wires. A building project would allow for our existing cabling infrastructure to be examined and upgraded to accommodate the technology that is new as well as what is coming down the road.

An older building like the current Middle/High School building can present security concerns as it lacks a modern camera system and door security system. This door system is currently being operated by software that was designed for Windows 98 and is more than 20 years old. The PC that operates this software is about 10 years old. This PC and the software is connected to a door system that is a serial based system. This serial based

door security is not capable of communicating with our current out of date camera system. This camera system is completely separate and is connected via coaxial cable to a DVR system that stores up to 1TB of video. In addition, the current cameras require electric connectivity nearby, which restricts our options for camera deployment. **A new IP/PoE based camera system would eliminate the power restraint, allow us greater control over deployment and better camera control and monitoring. Updating these two systems to a modern, effective and integrated security solution requires installing an access control system that allows for efficient monitoring and management of all the cameras and access points as well as updating the network infrastructure to support the increased data traffic that will be generated.** Our current infrastructure will not support this transition to a modern system.

**An updated school building will provide our faculty and students an opportunity to utilize up-to-date technology tools that promote inclusive educational practices through a personalized, collaborative learning environment. Touchscreen panels in lieu of traditional overhead projectors are one of these tools that can play a significant role in contributing to the vision of enhanced education through technology in our schools. These panels allow for interactive and hands-on learning experiences where students are directly engaged with the digital content, manipulating objects on the screen and actively participating in lessons. These panels also enable students to interact with the same screen simultaneously fostering teamwork and problem-solving skills as they work together. In science and math classes, touchscreens enable the use of virtual labs and simulations. This provides students with a controlled environment to conduct experiments they might not be able to do otherwise. The district has begun investing in touchscreen Chromebooks for all students. The use of these panels mirrors the capabilities the students have on their personal devices. In addition, the touch panels have accessibility features built in so that students with diverse needs can interact with educational content. This can include features like voice commands, screen magnification, and customizable apps to support students with disabilities.**

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#### J. MEDIA CENTER / LIBRARY (Current and **Proposed**)

The Media Center is a shared space between the middle and high schools. Middle school students generally access the space with their classroom teacher. The school librarian also teaches a Unified Arts Library class to middle school students. The class is conducted in the library, limiting access for high school students during one or two periods per day. High school students generally access the library for research, independent study and online coursework from their study periods. The library contains a main area with book stacks and tables as well as a number of computers, a small office for the librarian, and a work room that is also utilized as an English Language Learner instructional space. Middle school classes are taught in the main area of the library. There are no separate instructional spaces in the library. The current library is a fairly traditional space that does not support collaborative learning, learning and creating through media, or project-based learning.

**A redesigned library-media center would serve as a hub for middle and high school students to conduct research, access resources, collaborate, support classroom learning, and promote a life-long love for literature and reading. It would include open space for accessing resources, conducting research, and general reading as well as individual and small group study spaces that would enable independent work while still allowing for appropriate supervision, larger spaces for groups to collaborate that could be shut off from the main area, and include an area dedicated to silent study. A new library-media center would**

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**include state-of-the-art technology and resources and would support students in all grades in the pursuit of rigorous and relevant learning experiences.**

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#### K. VISUAL ART PROGRAMS (Current and Proposed)

Millis Middle and High Schools are proud of their visual arts programs that assist students in the development of inquiry skills, creativity, and conceptual extensions to the core curriculum, as well as in the development of skills necessary for project planning and design execution. In the middle school, students rotate through one trimester of visual arts class each year. Over the course of their middle school career, students use a variety of media including drawing, painting, sculpture, and printmaking. At the high school, classes offer a variety of methods and resources to engage student learning and elevate student voice. Most grade 9 students take Art, Design, and New Media for one semester. This art class is conducted in the computer lab and students learn a variety of graphic design techniques and applications. Elective courses at the high school include Fundamentals of Studio Art I, II, and III, and AP Studio Art 2-D Design and Drawing. Currently, the middle school art program has been moved into the high school art room. High school art classes meet in the morning and middle school art classes meet after lunch. It is a large classroom that includes some counter space and storage cabinets. The middle school art room currently is used as a room for a social-emotional learning program. The current art facilities at the high school and middle school are undersized. The current art room consists of a work space with long tables, a small kiln room and a small storage closet. Moveable storage cabinets located in the art room reduce the working area for students. The room does not have space for displaying student work, nor does it have adequate space for storing projects in process.

**In a renovated/new facility, we envision art classrooms located in the shared section of the building. Separate middle and high school art rooms could share common facilities including a kiln room, graphic design space, a display studio, and media specific work spaces. The art suite would include exhibition space to showcase the talents of Millis Middle and High School students. Additionally, there would be spaces throughout the facility to showcase the talents of Millis students.**

Millis Middle and High Schools boast an award-winning TV/digital-media production program. Students from both schools have been recognized locally, nationally and internationally for outstanding production. The current facility includes equipment ranging from state-of-the-art to antiquated. The studio and technical spaces are small and had formerly been a maintenance shop. The area houses a video editing room, a larger instructional space with a green screen, and a very small podcasting room. Students use cameras, iPads and their phones to create videos and film school events and activities. This classroom is sandwiched in between the band and chorus rooms, and the bleed in of noise from both rooms can often make filming/editing/podcasting challenging for the students. The digital media production program is an essential part of the Millis Public Schools. **It is important that the new facility supports and enhances the outstanding work done by staff and students in this area. An adequately-spaced studio, properly sized editing and work rooms fitted with up-to-date equipment and resources will enable our students to continue to excel in the development and production of a wide-variety of content and media.**

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#### L. MUSIC AND PERFORMING ARTS PROGRAMS (Current and Proposed)

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Currently Millis Middle and High Schools share a chorus teacher and a band teacher with the elementary school. Sharing music staff between three buildings causes significant limitations to schedule options at each school. Students in grades 7 and 8 are scheduled in General Music classes with one of two teachers for one trimester each year to the extent possible. Students in grade 6 are scheduled in Musical theater. Students in grades 6-8 may elect to participate in Band or Chorus for the full year. These classes meet during the last two blocks of the day. High School students can elect to take Chorus or Band during one period mid morning. There are no chorus and band classes in the middle or high school in the morning as the teachers are at CFB. Both the band and chorus rooms use closets as private practice areas. The rooms are large, but have no acoustical design elements to support sound isolation. The band room has no storage space for instruments, so students just place them in the back of the room. The room does not provide opportunities for flexible grouping of instruments, and has inadequate space for practice and storage of sheet music, etc. The Chorus room has portable risers on one side of the room, long tables on the other, one converted closet for practice and another converted closet used as a recording space.

**A renovated/new facility would include a shared music area comprised of spacious practice/performing areas, adequate individual/ensemble practice and recording spaces, teaching space, acoustic panels and appropriate furnishings and storage. A reimagined facility can help promote even greater student participation, engagement, and achievement in our music program.**

The auditorium at Millis Middle and High Schools is a true community space, utilized for a variety of events. Both the Middle and High School have vibrant drama organizations that use the space for performances. The Terpsichore program at the high school welcomes students from grades K-12, and performs in a variety of productions during the school year. The Millis Community Theatre Group utilizes the space for rehearsals and performances both in the fall and spring. The auditorium is also used for the Millis Town Meeting. Because of the limitations of the band/chorus rooms, often those teachers will book the auditorium space during the school day to utilize the stage for practice/rehearsal. The band teacher does this almost daily for her middle school musical theater course, as the band space does not accommodate the proper classroom setup for this course. With so many groups both in school and around town vying for the auditorium space, rehearsal and performance times are at a premium. Often, groups are forced to use the cafeteria or library after school to rehearse because of the lack of available times. Physical Education classes will sometimes use the auditorium space for yoga or CPR instruction, when space issues present themselves in the gymnasium. The auditorium also occasionally serves as a space for adaptive physical education activities. The auditorium underwent a renovation in 2018 with new carpeting, seating, lighting, and stage curtains.

**The Millis Middle and High School auditorium is a comfortable and welcoming space. New updates to the building in the areas of band and chorus and physical education could take some of the stress off the tight scheduling of the area. This would reduce some of the wear and tear on the space as well as open the space for more appropriate uses during the school day (e.g. use of the stage by individual classes, middle school teams, or interdisciplinary projects). Updating the shared spaces adjacent to the auditorium would create even more opportunities for community use of the middle-high school facility.**

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M. PHYSICAL EDUCATION PROGRAMS (Current and **Proposed**)

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At Millis Middle School and Millis High School, the ultimate goal of Physical Education programming is to teach students about the important health benefits of enjoying an active and healthy lifestyle. Using the Massachusetts Comprehensive Health and Curriculum Frameworks and the National Standards in Physical Education, physical education programming encompasses a skills-based learning approach through a spiraling curriculum. The Physical Education program has also been ahead of the curve at the high school level, having taught CPR and first-aid programming for a number of years now.

Shared gym space for both schools causes scheduling challenges in the afternoon. For the middle school there are two shared teachers for physical education. One teacher is shared between the middle school and the high school and another is shared between elementary school and middle school. Physical education classes are offered for a trimester for grade six, seven and eight students. Two classes are held at the same time during each of the Unified Arts blocks for students, and sharing the gym and the fields can be problematic.

Health education classes are offered for a trimester for students in grades seven and eight students. Grade six health has been eliminated due to budget constraints regarding teacher availability. Health education is taught in classroom spaces in the middle school, away from the physical education space.

Grade 9 students take Health, grade 10 students take a semester (fall) of Physical Education, grades 11 & 12 take either a quarter of Physical Education, or a full-year class called Leadership/Outdoor Pursuits.

The gymnasium at the middle high school building is 6,528 square feet. It is overused and undersized. There are no adaptive physical education spaces, the weight room below the gym is undersized and cramped, and the locker rooms need upgrades in lockers, changing areas, and showers. Several upgrades are needed to the facility to provide equitable access to programs and facilities.

**An expanded gymnasium with a redesigned and adequately-sized weight room, appropriate adaptive and alternative PE spaces, and updated locker rooms would provide Millis students with robust and equitable opportunities for physical health and wellness. An expanded main gymnasium with the ability to separate teaching areas will enable concurrent use of the facility in an educationally appropriate manner. A right-sized and appropriate weight room will serve students both during and after the school day and could offer an opportunity for community use. Alternate and adaptive PE spaces would serve to provide greater PE and Health programming and offer equity to students with special physical education needs. This building area could serve as the community entrance to the renovated/new facility and would support the many and varied school and community athletic endeavors.**

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#### N. SPECIAL EDUCATION PROGRAMS (Current and **Proposed**)

At both Millis Middle and High Schools, Special Education programming is provided under the guidance of the Office of Student Support Services, which provides student support for students who have Individualized Education Programs (IEPs). Special Education services include: Speech and Language services, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Counseling, Social Skills instruction, and academic

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support, as well as Applied Behavioral Analysis (ABA) services. Special Education services are provided in an inclusion model, where education specialists provide services within the general classroom setting wherever possible, in keeping with the least restrictive environment philosophy of service delivery. In cases requiring that services be provided in a setting other than the general classroom, students may receive these services in an academic resource room or, as dictated by students' IEPs, within a substantially separate classroom setting. Students who receive some services in a parallel alternate setting are included in the general classroom setting for all academic elements that are not directly prescribed by their IEPs. Every effort is made to ensure that the facilities and classrooms serving only students with disabilities are at least equal in physical respects to the average standards of general educational facilities and classrooms.

At Millis Middle School there are two sub-separate Special Education programs to meet the diverse needs of our students: an Academic Center; and a Social Emotional Learning Foundation Program. The SELF program at the middle school serves Special Education students in grades 6, 7, and 8 with social emotional learning disabilities. This program works under the guidance of a dedicated SELF Special Education Liaison teacher, and consistent support from our building's BCBA and School Adjustment Counselor.

Three middle school special educator liaisons work with students in two small rooms near the principal's office, and a Speech and Language Pathologist who works with both middle and high school students has a small office between the 7th and 8th grade wings of the middle school.

Millis High School includes one sub-separate program for social-emotional learning which is housed in a small area and hallway in the center of the main classroom wing and a bridge program for students transitioning back to school following long-term illness, injury, or other circumstances that would keep a student from regular school attendance. This program is housed in a small classroom in the main classroom wing. Three special educators share a classroom in the main administration hallway that is utilized as a resource room as well as a space for other special education services. There is a small office/meeting space next to the library for the middle-high school special education team chair.

In both the middle and high school, there is inadequate space for services including OT, PT, and SLP. Although programs designed to meet student needs in the least restrictive environment have recently been added in both schools, this has further exacerbated the lack of space for both special and general education classes.

**A renovated/new building would provide appropriate space for all special education and related services. These programs would be incorporated seamlessly into the general layout of the facility and reflect the district's core beliefs in inclusion and equity. Classrooms would be spacious and support students' learning and individual needs and adjacencies would include areas for one to one or small group programming and service delivery. A dedicated meeting space for IEP, 504, EL, and other student services would ensure that students and parents feel welcome, included and well-served. Team chairs and related service providers would have adequate space and resources to meet the needs of students on their caseloads.**

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O. Counseling (Current and **Proposed**)

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Middle School Counseling services are provided by two licensed School Adjustment Counselors. Counseling services are provided for students whose IEP goals center around emotional adjustment concerns. Individual and small group counseling takes place throughout the school day for those students who require this additional support within their IEPs. Additionally, the School Adjustment Counselor conducts social skills “lunch bunch groups” that are designed to offer social skills and counseling support to students that address their stated IEP goals. Due to building space constraints, counseling services are currently provided in a former storage closet that contains no windows and less than adequate ventilation; the space doubles as a small group space and office area. This arrangement is difficult, as the School Adjustment Counselor must sometimes make or receive confidential phone calls in space that offers no privacy. **Ideally, counseling services would take place in a space that is well lit, has a window, and has a separate small group space in addition to a small office area where private telephone calls could be made or received to ensure that students receive support in a bright, uplifting environment.**

At the high school, the School Counseling Offices (for the two school counselors and the school counseling administrative assistant) are located in the administrative suite of the building next to the principal’s office and conference room, which is not an ideal location from a counseling/therapeutic standpoint. A school adjustment counselor is located across the building from the school counseling office –an impediment to effective collaboration between the counselors. There is a lack of adequate confidential counseling space that interferes with students accessing counseling services from the school adjustment counselor and the school counselors. The walls in each office are paper thin, making confidential conversations difficult. Oftentimes, sound machines are used to help ensure the confidentiality of counseling conversations. The school counseling office has no space to host college representatives or community members, to bring in career representatives, or to do small group instructions, which forces the counselors to book the one conference room when available. During the fall, the conference room time for the rest of the building is limited during the day, as it is utilized for college representative visits whenever possible. The High School Bridge program services the needs of many students in a small space, staffed by an adjustment counselor/program director, and a paraprofessional. The adjustment counselor often has to do counseling sessions in the hallway outside the SELF 2 room, which creates privacy issues for students.

**A renovated/new facility would enable the high school to have a counseling suite housing all counseling staff, sufficient room for group meetings with college and career representatives, confidential counseling space, and technology and resources to explore college and career opportunities. Additionally, the counseling area and services would be in close proximity to the Bridge Room and SELF program enabling students in these programs prompt access to counseling services**

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#### P. Health (Current and **Proposed**)

The Health Office at Millis Middle-High School is overseen by a licensed RN School Nurse. The scope of the Health Office encompasses, but is not limited to administering medications, evaluating student health needs as they visit the Health Office, triaging immediate student illnesses and health concerns, communicating with families and other health care providers around specific student health needs, maintenance of student health records, and screening all students. The role of the School Nurse is dynamic and far-reaching, impacting all areas of health and wellness for the students of Millis Middle-High School.

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The nursing suite is located on the first floor at the end of the main classroom corridor near the Director of Student Affairs' office and an adjustment counselor's office. The RN manages a steady volume of students during the school day. The current space is not conducive to confidential conversations nor adequate in providing privacy for mandated screenings. On screening days, makeshift barriers are used, and space is borrowed from a neighboring office, displacing that staff member during that time. Currently, the health suite consists of one large room where the school nurse treats students, makes and takes telephone calls, evaluates student health issues, and conducts record keeping. Several chairs placed near the entrance to the office serve as the treatment waiting area. Additionally, there is a smaller room in the back that serves as a storage area and as an area for contagious students to be isolated as they wait to be taken home. There is one lavatory located in the suite. Personal medications/ EpiPens, etc., are kept in a locked cabinet in the office. Space constraints within the Millis Middle-High School health suite impact the scope of services that are provided for our students. The current space is not conducive to privacy and has no private examining rooms. **A new health suite that is easily accessible to students in both schools would provide adequate space and equipment to meet the health needs of all students in grades 6-12. Examination areas would allow for privacy for ill students and provide space for the various screenings and confidential interactions between the school nurse and students. A private office that houses all confidential student health records, provides a quiet work area for the nurse, and enables the nurse to conduct private phone conversations would ensure a level of privacy that does not exist at this time. A suite with at least two private bathrooms and a waiting room removed from the examination area would also protect student confidentiality.**

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#### Q. TRANSPORTATION POLICIES (Current and **Proposed**)

Currently, Millis students arrive at the building by bus, parent/student cars, walking, and bicycling. There is no separation for buses and private vehicles entering the campus. Buses pass in front of the building and enter a "bus loop" at the Middle School entrance. Vehicles drop off students on the sidewalk across the street from the building necessitating the principals or other personnel to serve as crossing guards during the morning drop off. Middle and high school students enter the building through either bus loading doors (middle school entrance), high school entrance doors, and gymnasium entrance doors. Student drivers may also use the doors at the end of the high school wing to enter in the morning. The process moves fairly quickly, and it is very rare that a student is late due to a late bus or traffic. At the conclusion of the school day, buses are lined up at the bus loading loop and middle and high school students exit the building through the egress doors most convenient to them.

**In considering a renovated/new building it is appropriate to consider possible changes to our drop-off and pick up procedures. Are there ways to separate car traffic from our buses? Is it possible to have cars drop off students in such a way that staff do not have to serve as crossing guards? Changes to transportation policies for the middle and high school would largely depend on the organization and structure of the new facility.**

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#### R. FUNCTIONAL AND SPATIAL RELATIONSHIPS (Current and **Proposed**)

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Currently, Millis Middle and High School classrooms are “double barreled” with classrooms on either side of hallways that contain student lockers. The middle school is situated on top of the high school with some shared spaces and some high school classes located at the end of the middle school 8th grade wing. There is no dedicated PT or OT space, some closets have been transformed into offices, and some programs are tucked into out of the way portions of the building. There are currently no outdoor learning spaces while teachers will still take classes outside for some learning activities. The current design is very traditional, and does not have the necessary space to create functional adjacencies that could support collaborative, project-based, and flexible learning.

**Ideally, the new building would create classroom neighborhoods where programs, services, and resources are readily available for staff and students. As we continue with the design process, we look forward to refining our view and determining our priorities of the functional and spatial relationships in a renovated/new facility.**

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#### S. SECURITY AND VISUAL ACCESS REQUIREMENTS (Current and **Proposed**)

Currently the Middle and High School have separate entrances during the school day. All doors are locked once the school day begins, and all staff use key cards to access the building. The middle school entrance is at the far end of the building as you enter the campus. There is a doorbell with a camera for visitors to the school. Once a visitor is buzzed into the school, they use the stairs to access the middle school office. This is not an ideal situation. There is currently no way to stop a person from entering the high school classroom hallway once they enter the building. There are no “traps” or other safety structures to funnel middle school visitors to the middle school office other than signs indicating that the middle school office is at the top of the stairs. The high school entrance also has a doorbell system with a camera for the office staff to allow entrance to the building. The high school entrance does not have a “trap” and once a visitor is buzzed into the building, they are required to report to the high school office. Again, with no trap, a visitor could attempt to bypass the main office. There is a large window in the high school office which a visitor must pass by, so the high school office staff is able to quickly see if someone is not reporting directly to the office. The security system in the building is aged and there are frequent problems with the operation of the door system. This door system is currently being operated by software that was designed for Windows 98 and is more than 20 years old. The PC that operates this software is about 10 years old. This PC and the software is connected to a door system that is a serial based system. This serial based door security is not capable of communicating with our current out of date camera system. This camera system is completely separate and is connected via coaxial cable to a DVR system that stores up to 1TB of video. In addition, the current cameras require electric connectivity nearby, which restricts our options for camera deployment. **A new IP/PoE based camera system would eliminate the power restraint, allow us greater control over deployment and better camera control and monitoring. Updating these two systems to a modern, effective and integrated security solution requires installing an access control system that allows for efficient monitoring and management of all the cameras and access points as well as updating the network infrastructure to support the increased data traffic that will be generated.** Our current infrastructure will not support this transition to a modern system.

Millis Public Schools enjoys an excellent relationship with the Millis Police and Fire Departments. Public Safety officials meet regularly with school administration and staff to plan and conduct safety drills, active

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shooter drills, and medical emergency drills. There is a School Resource Officer that works in all three Millis schools. Millis Police, Fire, and Millis Schools Health staff and Administration work together on Multi-hazard planning, medical emergency planning, and behavioral and medical health emergency planning. The most recent Medical Emergency Response Plan was submitted to the DESE in October of 2021.

**Ideally, the new facility would have the same safety features of our recently built Clyde Brown Elementary School. This facility has secure entrances with “traps” to control entrance to the building and funnel visitors to receiving areas. It has various “panic buttons” located throughout the building in the event of unauthorized personnel in the building or other emergency events. There are clear sightlines of those approaching the building, and windows and entrance doors have glass that is bullet resistant. We envision the building to include community spaces and would want the ability to lock off school entrances/wings from a community entrance.**

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## Appendix A.

### Special Education Rubric and Regulations

#### Special Education Rubric

The table below indicates questions to ask when reviewing facilities for students on IEPs.

Question	Yes/No or Comment
<b>Ensuring Access</b>	
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No. A larger space would increase the potential for greater accessibility features and diverse learning environments, which would maximize the students' experience.
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	Yes
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	Yes
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes

<b>Ensuring Equality</b>	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	Yes
<b>Minimizing Stigmatization</b>	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

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