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Educational Program Introduction

The Groton-Dunstable Regional School District (GDRSD) is a high performing, top-tier district, focusing upon academic achievement, social-emotional learning, and universally designed teaching and learning. Data from the spring 2019 Massachusetts Comprehensive Assessment System (MCAS) test provides evidence that Groton-Dunstable continues to make significant growth toward achievement targets and our students perform competitively with the highest performing districts in the state. We are incredibly grateful for the opportunity to explore a building project for the Florence-Roche Elementary School that aligns to our district vision, mission, goals, and philosophy and allows us to continue to provide a high quality education to our youngest learners as we prepare them for their future.

GDRSD Strategy

As next generation skills become more critical for success in college and careers, there is a need for all students, regardless of variability, to be engaged in authentic, universally designed learning experiences that challenge them.

- **Objective:** In order to increase achievement for all students, we will develop and implement a multi-tiered system of support with a focus on frameworks-based curriculum, Universal Design for Learning (UDL) and co-teaching.

To meet the social and emotional needs of all students, the district needs to develop multi-tiered support systems and programming that will enable students to build positive relationships, regulate their emotions and behavior, cope with increasing demands, and maintain physical and psychological health and well-being.

- **Objective:** In order for students to feel safe and be able to focus on learning, we will develop and implement a multi-tiered system of support with a focus on positive behavior interventions and supports (PBIS) and social and emotional learning (SEL) for all students.

To ensure that we develop a spirit of responsible citizenship in our students, the district will build authentic partnerships with local and global communities.

- **Objective:** In order for our students to become civic minded contributing citizens, we will enhance opportunities for students to positively interact with local and global communities.

To create and maintain a model of sustainable funding, all means of revenue (including district operational efficiencies) at the local, state, federal, and private levels must be continually explored.



- **Objective:** In order that we develop a system of sustainability, we will improve our district efficiency, acquire additional revenue, and enhance the effectiveness of our financial framework to provide district resources that meet the needs of all students.

Teaching and Learning Philosophy, Pre K - 12

In the Groton-Dunstable Regional School District (GDRSD), we believe that all students can achieve at high levels when provided with high quality, universally designed teaching and learning as well as targeted interventions to address specific goal areas. Our multi-tiered system of support (MTSS) is learner-driven and evidence informed and is supported by district strategic planning. We believe that if we create environments for innovation, embrace a growth mindset, broaden the meaning of success and provide flexible and engaging learning experiences, we can eliminate inequities among students. Our goal is to create a community of expert learners who are elevated and celebrated and provided with an education that addresses their unique and variable needs while also preparing them to be successful global citizens in the future.

Mission and Vision

Mission Statement:

The Groton-Dunstable Regional School District, in cooperation with the parents and the community, is committed to providing the best possible education for each student. It is our responsibility to promote in each child a spirit of inquiry and to instill a self-sustaining desire for continuous growth and service to self, family and community.

Vision Statement:

Guiding students to learn today, lead tomorrow, and reach the world.

- Embrace a growth mindset. In our district, talents and abilities are developed through effort, purposeful teaching, and persistence. Our students become curious, engaged learners ready to become positive contributors to local and global communities.
- Eliminate inequalities for all students. Our students are an active part of the design and delivery of their own education so they become self-directed, creative problem solvers. Our universally designed, tiered instructional model meets the needs of all students, is based on a comprehensive standards-based curriculum, and assessed by authentic tasks.
- Broaden the meaning of success. We have an expansive definition of student success that encompasses academic achievement, integrated arts, athletics, as well as social, emotional, and behavioral learning.



- Create environments for innovation. Our schools provide interactive, inclusive environments that enhance student success through design, technology, creative spaces, and collaboration.

District Overarching Goals

- **Community Outreach and Communication:** The Groton-Dunstable Public Schools and its school committee will enhance its partnership with the entire communities of both towns, including town leadership, to enrich the education of its students. The District and the committee will establish reciprocal communication that is varied, accessible and understandable, and that unites all citizens around the belief that high quality public education is a community's most valuable asset.
- **Student Performance:** The Groton-Dunstable Public Schools will provide, supported by a continuous cycle of improvement, an engaging, innovative, rigorous, and individualized system of teaching and learning that provides all students with the knowledge and skills necessary for college, career and global citizenship in the 21st century while integrating social, emotional, and wellness support.
- **Resources, Infrastructure, and Educational Environment:** The Groton-Dunstable Public Schools will provide its students with a cost-effective education that maximizes effective and efficient use of taxpayer dollars, while communicating regarding these efforts in a public and transparent manner. Educational environment will be based on best-practices, academic research, and rigorous self-evaluation to provide students and staff resources, materials, and infrastructure required for optimum teaching and learning.

Educational Visioning Process

An educational visioning group met in multiple workshops to identify, review and expand upon learning goals and desired design patterns, understand the role that guiding principles play in the design process, create priorities for design and engage in a discussion about sustainability and landscape design. The following list of priorities and considerations were identified by the educational working group.

- There was a commitment to build on all the shared work done by the community through the future search process and through our district strategy.
- The district is also focused on continuing to offer high quality learning that results in high levels of performance for all students.
- The building will be student centered, as all programs within the building and will support Universal Design for Learning (UDL) so students can self-differentiate and receive targeted support and enrichment through a multi-tiered system of support (MTSS). To meet this goal, the building will need multiple spaces that are flexible and



varied and will have deliberate quiet spaces that provide an environment that is sensory sensitive.

- Staff and student collaboration is important to all stakeholders and the new building should have space for the whole staff to meet and a conference room as well as common areas to bring the whole student and teacher community together.
- The school building should be a place that supports the entire school community through common spaces, extended learning and possible future before and after school programs.
- The new site should support student wellness through an innovative outdoor learning, play spaces, and outdoor areas for athletics in physical education classes
- The new site should have indoor spaces for athletics including a gymnasium space with a possibility of a scoreboard and sound system.
- ~~The community hopes to create a space that can accommodate an accredited early learning program.~~
- There is a priority that the school be safe and welcoming to all visitors and will have good traffic flow and wayfinding so all stakeholders can enjoy the building.
- Another consideration is adequate storage.

Additionally, the working group completed a protocol where they identified the strengths, challenges and opportunities and goals with regard to the Florence-Roche's school's programming. Strengths include the culture, programs, student support, students and staff, community, and technology. Challenges include the school schedule, coordination of services, the overall facility, and growth and changing needs such as increasing enrollment, the onboarding of many new teachers and communication.

The opportunities and goals relate to the overall design considerations and include a commitment to including and engaging all students in meaningful, relevant, and authentic learning experiences so they love coming to school. To do this, the design team needs to focus on creating inclusive and innovative programming and architecture. Desired 21st century design patterns include a welcoming entry, visible learning and transparency, classroom neighborhoods, quiet spaces, a media space as a gathering hub, and professional work areas.

Grade Configuration

Currently the Florence Roche Elementary School includes grades K - 4, with five classes at each grade level. The proposed grade configuration for the new/renovated Florence Roche Elementary School will include grades K - 4, with six classes ~~at each grade level~~ at grades 1 - 4 and seven classrooms at Kindergarten. ~~Currently the district is examining whether the pre-school classes at the Boutwell Early Childhood Center will be included in the new/renovated building.~~



Class Size Policies

Research indicates that class size is an important factor in a well articulated educational program and will, whenever possible, be subject to space availability and all other educational considerations, insure that class size is of the most effective nature for both teacher and student. The desirable maximum number of students per class shall be 22 students for Kindergarten through Grade 4.

School Scheduling Method

Academic Scheduling K - 4

Content Area	Scheduling Implications
ELA/Reading/Writing	English Language Arts is taught for 120 minutes a day, or 600 minutes a week. Teachers use this time flexibly between reading and writing workshop and phonics/word study. Typically, phonics or word study is taught daily for 20 minutes, which leaves 100 minutes a day for reading and writing.
Mathematics	Mathematics is taught for 70 minutes a day (280 minutes per week). Teachers organize their mathematics lessons around number sense instructional routines, a concept development mini-lesson, small group instruction and activities and, a debrief session at the conclusion of the lesson.
Science	Science is taught for 60-90 minutes a week in grades K-4. Teachers have opportunities to teach science every other day, or can alternate science and social studies instruction within units (month by month, for example) to provide time for projects and experiments without teaching every other day.
Social studies	Social Studies is taught for 60-90 minutes a week. Teachers have opportunities to teach social studies every other day, or can alternate science and social studies instruction to provide time for research, discussion and projects. Teachers are beginning to integrate social studies and ELA when appropriate.



World language	n/a
Art	Art is taught to each grade level for 40 minutes a week. Each grade level (K-4) has one period of art each week. Students attend art class by homeroom and utilize instructional materials within the art classroom.
Music	Music is taught to each grade level for 40 minutes a week. Each grade level (K-4) has one period of music each week. Students attend music class by homeroom and utilize instructional materials within the music classroom. In addition, there are opportunities throughout the year for grade level rehearsals for chorus within the music classroom.
Physical Education	Physical Education is taught 40 minutes each week to all students in Grades K-4. Each classroom has a section of Physical Education that is just for that class. Therefore, with thirty-one classrooms in the proposed 645 student school there will be thirty-one 40 minute sections. Students attend Physical Education by homeroom. PE classes are taught outdoors, weather permitting, in the Spring and Fall on the field and track directly behind the building. During colder and inclement weather PE classes take place in the gym.
Library	Library is taught to each grade level for 40 minutes a week. Each grade level (K-4) has one period of library each week. Students attend library class by homeroom. Students also visit the library to return books at various times of the day.
Lunch/Recess	Recess and lunch are scheduled for a combined 45 minute block. Each grade level K-4 is scheduled individually with approximately 110 students in each grade level. Students have a 25-minute recess before their 20 minute lunch. The kitchen prepares a main entree and two a la carte options to serve between 30-50 students at each grade level lunch depending on the day's menu. Lunch is not served on early release (12:15pm) days.



Teaching Methodology and Structure

Administrative and Academic Organization/Structure

Current Practices

Florence-Roche is organized around grade-level teams, which serve as the basis for Professional Learning Communities (PLCs). PLC's are designed to build capacity for increased collaboration, inquiry and reflection. Teachers meet regularly to discuss common concerns, share expertise, examine data and work collaboratively to improve teaching and learning. In addition, PLCs are engaged in curriculum review, instructional planning, and reviewing assessment data.

There are five sections in every grade. At the elementary level, common planning time of 40 minutes/1X per day when students attend their specials. During this time, teachers typically meet in their classrooms. Additionally, there is a principal led meeting 90 minute/1X per month for student progress data review. The principal also meets with each grade level quarterly to examine student work.

There is very limited common meeting space for grade level PLCs, professional development workshops, or school-wide meetings. There is only classroom space to work in.

Each grade level team is supported by special education, reading and math interventionist and ELL teachers. There is limited break-out space for support teachers to meet with students, which is a major need.

At the administrative level, there are both a building principal and an assistant principal who have designated office space. The principal and assistant principal's office shared an office suite with the administrative assistants. This suite is located in the front office space that includes a small reception area and teacher mailboxes. The guidance office is located across the hall from the administrative offices. The medical suite is located near the Administrative office area - this adjacency offers the school nurse additional support at short notice when necessary.

Overall, there is very limited common meeting space outside of the library/media center which is not sufficient for professional development or whole staff meetings when the entire staff is present.

Proposed changes

The ability to provide adequate and functional space within the new design is critical to the success of the educational structure. A curriculum coordination/professional development area will enhance team building and collaboration across and at grade levels. Professional Development is important and necessary throughout the district. The "train the trainer model" is used in the area of professional development. Professional development has to be systematic and sustained for it to be successful. The addition of a curriculum coordination/professional development area will enhance and strengthen the professional development for the teachers/staff/administrators in the new building. **The teacher workroom in the attached template, along with the enhanced library, will provide teachers with an area to do curriculum**



coordination and professional development. There needs to be break-out space for support teachers to meet with students, which is a major need. The small group reading and math classrooms as indicated on the attached template will provide areas for support teachers to provide these services. Professional Development is important and necessary throughout the district. The “train the trainer model” is used in the area of professional development. Professional development has to be systematic and sustained for it to be successful. The addition of a curriculum coordination/professional development area will enhance and strengthen the professional development for the teachers/staff/administrators in the new building.

Curriculum Delivery Methods and Practices

Current practices

Curriculum design and delivery is a dynamic component of the district strategy. In Groton-Dunstable, we are committed to providing a universally-designed, flexible learning environment designed so all students have equitable opportunities to meet grade level standards in ways that are culturally responsive and linguistically appropriate.

Fidelity and consistency is critical to the implementation and monitoring process, which includes the review of accountability data, district and state assessments, curriculum work products, student work, classroom observations, feedback from grade-level PLCs, and evaluation of educator goals.

Proposed changes

Universally designed curriculum delivery is linked to a range of instructional practices, including whole group/direct instruction, guided practice, flexible grouping, small group and individual instruction, and differentiated learning through a reading/writing workshop and math workshop model. This needs to include common meeting spaces for professional development and break-out spaces that support differentiation.

As stated before, as indicated on the attached template, the enlarged library and teacher workroom will provide space for professional development activities. The additional conference room space in the administration area and as notated on the Special Education section of the template will allow for spaces where teachers - both general education and special education - may work together.

The project areas in each classroom neighborhood (as indicated on the MSBA template) and the design of individual classrooms will provide teachers with space to provide instruction in large group, small group, and individual settings.

To do this, it's critical that our physical space is conducive to flexible learning, as opposed to more traditional fixed groupings and classrooms. Having a core academic multi-purpose space, for example, allows for better differentiation, and also encourages classes to join together for collaboration, creates opportunities for community involvement in project-



~~based learning, and provides opportunities for teachers to co-serve students. A core academic space would allow for collaboration, community, and innovation as we construct communities of learners engaged in common interests or activities.~~

~~In addition to a core academic space for flexible use, classrooms need to be designed to support our pedagogical practices in our core subject areas. Each core academic and specialist teacher grades K—4 is assigned his/her own classroom. Related service providers and interventionists may be assigned to share rooms if their caseloads warrant it.~~

As previously discussed, students need areas that move beyond the traditional classroom model. These areas, indicated on the MSBA template at project areas in each classroom neighborhood, may be used for ongoing projects, considered design studios, or mini-theaters. As an example of how these project areas will be utilized, students in Grades 3 and 4 may be working together on a service-learning project in which they are designing plans for a fundraiser involving recycling. They need a large tabletop, a whiteboard, and large chart paper on which to capture their ideas and can be left out for their ongoing meetings. In another project area in another classroom neighborhood, the grade 1 teachers may have invited a local scientist to visit and engage students in several scientific investigations in a workstation format. The project area, as indicated in each neighborhood on the MSBA template, lends itself well to set up of all workstations prior to inviting students into the space. A visit to a project area in the second-grade neighborhood may find students actively engaged in a multi-disciplinary project, based on their recent social studies lesson, involving large building blocks in which they are designing a neighborhood. The project areas for grades 1 - 2 will be supervised by para-professionals. At grades 3 - 4 students will more independently with less oversight provided by rotating classroom teachers.

Additionally, small groups of students also attend small group intervention blocks at varying times throughout the day, often during a “What I Need” (WIN) block. This is a period of both intervention and enrichment and is designed based on students’ needs. There is a need for dedicated space for the intervention instructor with adequate storage space to house manipulative and resource materials, as well as to conduct lessons for approximately 8-10 students/group, with access to technology (including a projector). ~~The spaces for these interventionists are the small group math and reading classrooms which are indicated on the attached MSBA templates, as well as the occasional use of the project areas in each classroom neighborhood (see MSBA template).~~

ELA/Literacy

Our Elementary English Language Arts curriculum is based on the philosophy of the workshop model. Reading, writing, and word study/phonics instruction is conducted in targeted mini-lessons lasting approximately 10-15 minutes and requires a space for approximately 22 students to sit comfortably and potentially have flexible seating options during whole group instruction. The content of the mini-lesson is directly aligned to the 2017



Massachusetts English Language Arts Curriculum Framework. Therefore classrooms must be designed to have an area that is primarily for whole group instruction (for example the “rug” area in front of the classroom that is found in the front of most elementary classrooms).

After the mini-lesson (whole class instruction) students will begin the activity period. The activity period of the workshop lasts approximately 40 minutes (this activity period begins after the 10 - 15 minute mini-lesson) during which students are practicing or grappling with the concepts from the mini-lesson, either independently or collaboratively. This activity time requires flexible options for collaborative discussions including areas for small groups to meet and talk together, but away from where other students may be reading or researching independently. The classroom design should include space for tables and other types of flexible seating in order for students to work in a variety of configurations within the classroom. Built in classroom nooks would work well for small groups to meet. Also during this time, the teacher acts as facilitator, running small group instruction or rotating around the room, conferring and collecting formative data. For this type of instruction to happen, there would need to be enough space and flow for the teacher to rotate around the room without having to move furniture out of the way. There also would need to be a small group instruction area with adequate furnishings to meet with groups of 1-6 students while being able to view the entire classroom.

The workshop comes to a close with a share session during which students have the opportunity to showcase the work and strategies they used during the activity period.

During reading workshop, students are guided to self select text that is challenging, yet attainable to practice the skills presented in the mini-lesson. Space for a library with built in bookshelves that can accommodate 200 - 300 ~~1,000~~ books would be optimal for the classroom. Students are typically responding to text either in writing or in book clubs to demonstrate their learning.

During writing workshop, students are drafting routinely over shorter and longer periods of time in genre specific units. Students are encouraged to analyze an author’s craft moves and then to emulate those moves in their own writing. This type of instruction requires areas for pairs of students to meet, as well as areas for students to separate themselves when they require quiet thinking and writing time.

Phonics (K-2) and Word Study (3-4) are completed in mini-lessons or small groups depending on the needs of the class. Both our phonics and word study programs are based on encoding and decoding with a specific focus on sounds, patterns, and irregular words. There is also a strong element of inquiry and independence built into both programs. This instruction requires students to be able to work in “rug clubs” on the carpet, which necessitates the need for a carpeted meeting area.



Mathematics

Our mathematics program is directly aligned to the 2017 MA Curriculum Frameworks for Mathematics, including both the Standards for Mathematical Content and the Standards for Mathematical Practice. Groton-Dunstable places a strong emphasis on number sense, conceptual understanding of all elementary mathematics topics, and an ability to think critically.

Students access the mathematics standards through engaging in the material from the Eureka Mathematics program as well as supplemental materials which allow for whole class and small group instruction. Students learn by doing, working independently, with their classmates in small groups as well as with partners at varying degrees from lesson-to-lesson. Each lesson typically begins with a short instructional routine (5-10 minutes) or activator, which leads into a concept development lesson (10-15 minutes). This lesson most often involves the whole class with the teacher direction, as students either sit together on a rug with whiteboards or at their desks (table groups), often with manipulative materials. The next phase of a mathematics lesson often involves students working in small groups with a variety of activities, usually necessitating several workspaces to play a game, use manipulatives, or to access technology. In addition, the classroom teacher usually works with a small group of students during this time. The conclusion of a mathematics lesson often involves students returning to a whole group configuration with time to debrief the day's work.

In order to best realize the mathematics vision within the classroom, there should be sufficient space for storage of mathematics materials. In addition, students should have adequate space to work with materials during class lessons.

In addition to daily mathematics lessons, students are often engaging in mathematics activities during the WIN block. Lesson extensions, review and re-teaching opportunities and continued practice are frequent.

Science

Our elementary science curriculum is Mystery Science. Mystery Science is a hands-on science curriculum that is aligned to the Next Generation Science Standards and the *2016 Massachusetts Science and Technology/Engineering Curriculum Framework*. Common Sense Media shares that Mystery Science is a high quality program for elementary students as it “incorporates classroom experiments along with guided video explanations. Together, these two facets of the program do a great job addressing kids' questions and curiosities about the natural world. Students engage in science authentically, building on the ideas they develop in each unit.” Each unit starts off with a short video to kick off the lesson and then students work in small, collaborative groups to complete experiments that drive inquiry and innovation.



In addition, all students take a STEM course, called Innovation Lab, where students work through the design process in innovative labs. This requires an additional room for science instruction, where the STEM teacher, who has been trained in science and safety, can design and deliver instruction aligned to the Next Generation Science Standards (NGSS). The district has made a commitment to hands-on inquiry-based Makerspace and STEM for all of its elementary students. Each student, with his/her class, will have one 40 minute period of Innovation Lab - the district name for this educational experience - each week. The Innovation Lab is staffed with a permanently budgeted full-time FTE, who provides opportunity for students to do design-based learning which will include exposure to a variety of topics such as entry-level programming for robotics, creation of mini-movies, and instruction on how to use technology and digital resources in ways that are safe, legal, and ethical. This class is aligned to both Massachusetts Digital Learning and Computer Science Standards (DLCS) and the ISTE Standards for Students. An additional component of Innovation Lab is instruction which provides students with the skills to critically curate a variety of resources using digital tools to construct knowledge, produce artifacts, and make meaningful educational experiences for themselves and others. Lastly, using computational thinking students will develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Social Studies

Our social studies curriculum is based on the *2018 History and Social Sciences Framework*. The new frameworks include “components designed to strengthen students’ skills for informed citizenship and political participation.” In addition to expanding founding documents at the elementary level, there is a renewed emphasis on civics, primary sources and synthesizing information. Teachers use essential questions and learning targets based on the frameworks to help students to recognize essential themes and patterns in history.

Teachers are working towards framework goals by piloting integrated social studies/English Language Arts units. In order to make the new standards accessible and meaningful, the K-2 teachers use a curated list of picture books and accompanying lessons to teach themes connected to global diversity, perspective taking, geography and civic engagement. Social studies lessons highlight the overlap between civics and social-emotional learning as outlined in the new frameworks. Students explore history through a collaborative, inquiry-based approach that supports the development of essential skills for civic engagement.

World Language

n/a

Student Guidance and Support Services



Currently Florence-Roche provides social emotional supports and services through the School Adjustment Counselor and School Counselor. They conduct individual and group counseling as well as social skills groups. They currently are located in an office across the hall from the administrative offices. They require spaces that ensure discretion and confidential engagement with students and families. **These services will be provided in the offices for school counselors. This space can be found as indicated in the “guidance counselor” lines in the administration area on the MSBA template. These counselors will also use the conference room in this area (this space is indicated in the conference room line on the MSBA template).**

Academic Support Procedures

Students receive academic support through the workshop model in ELA and mathematics and through the WIN block. The WIN block is a dedicated intervention and enrichment blocks for all students provided by qualified personnel, including classroom teachers and special educators, English language learner educators, etc.. For students in need of additional support in a targeted area, the intervention block is an opportunity to review, relearn and master the skills in that area. For students who have demonstrated proficiency in the curriculum being taught in their classrooms, or who need an additional level of challenge, the enrichment block provides an opportunity to develop a deeper understanding of key concepts and to apply and integrate learning from core content. This instruction requires areas within the classroom for students to meet in small groups with a teacher, or to collaborate with one another for project based learning. There needs to be adequate space for students to spread out materials and work. **As previously mentioned, students may receive these support services in the small group reading classroom (found in the Special Education section of the MSBA template), the small group math classroom (found in the Core Academic section of the MSBA template), or the project areas (found in the project area lines in the classroom neighborhoods in the Core Academic section of the MSBA template).**

Teacher Planning

Elementary teachers have a 40-minute prep period each day. The 5 classes at each grade level are scheduled for a common planning block occurring at the same time every day. On early release days, the planning block is 35 minutes in duration. Additionally, teachers have a daily 45-minute duty free lunch block.

Professional Development

Professional development is provided through embedded coaching support, release time with the English/language arts and math supervisor K-8 three days a year, and half-day professional development scheduled on the school calendar. In the district, there is limited space to work with the elementary staff as a whole, which is comprised of approximately 60 staff members. Meaningful professional work requires space for the elementary staff to come together with flexible seating options and flat work space available. This work also requires



dedicated small group space for teachers to collaborate away from the classroom with coaches, supervisors, and teammates.

All professional decisions are created in partnership with the Professional Development Committee, a group of educators and administrators who consistently review research on best practices in PD, collect data after each PD session to inform future planning, and ensure that PD results in increased student outcomes. In addition to the aforementioned PD, the district offers inservice courses, graduate courses, and ongoing opportunities such as professional book clubs, article studies, and webinar groups. This year, each educator will have the opportunity to create a personalized PD plan to address their professional goals in a universally designed way that optimizes voice, choice, and autonomy.

Pre-Kindergarten

Current offerings

~~There are four preschool teachers, and seven paraeducators, currently serving 62 students as of December 2019 with the number of students steadily increasing over the course of the school year. Currently, the preschool supports thirty two students with Special Education Individualized Education Programs. Monday through Thursday, there is a morning session from 9:00-11:30, and an afternoon session from 12:30-3:00. Thirty four students attend a morning or afternoon session only, and 27 attend the morning and afternoon session. The majority of students are served primarily in integrated preschool classes with a small number of students receiving more intensive ABA services in an afternoon substantially separate preschool class. A small number of these students requiring more intensive and consistent specialized programming attend on Friday mornings. There is a one hour lunch and rest session staffed by paraprofessionals in between sessions, from 11:30-12:30.~~

~~During the school day, students with specific needs identified on their IEPs receive direct instruction from related services providers: Occupational Therapists address fine motor, visual motor and sensory motor and sensory regulation skills and challenges, Physical Therapists support students' gross motor skills, and Speech/Language Pathologists address receptive language, expressive language and pragmatic language skills and challenges. Additional consultations and/or direct services supports are provided by a Board Certified Behavior Analyst (BCBA), Augmentative and Alternative Communication specialist, Teacher of the Deaf, Educational Audiologist, Vision Teacher, and Orientation and Mobility Specialist. Initial evaluations, consultation meetings, and IEP team meetings are held on Fridays.~~

Current practices

~~Currently, our preschool program is housed at the Boutwell School on Hollis Street. The District is currently exploring the possibility of including Pre-K into the new/renovated Florence Roche building project although this has not yet been determined. The preschool population~~



steadily increases over the course of each school year as children are found eligible for special education services. A number of children are referred and found eligible during each school year. The majority of the initial referrals are from early intervention programs for children turning 3 years old who have already been receiving services, while other children are referred from area preschools, daycares, parents and physicians. In addition to children entering Boutwell with initial IEPs, children who are at least 3 years old and not yet kindergarten eligible from the community may enroll throughout the school year as space permits. Screenings are offered multiple times during the school year as part of the Child Find process.

Parents have two options for drop off and pick up. They may park across the street and enter the front door on Hollis Street, or they may pull into the parking lot behind the building and wait in line for a staff member to escort their child to or from the car. The parking lot is nearly full with staff member's cars, and therefore not an option for parent parking. In order to accommodate all cars, drop off and pick up times begin 10 minutes before the school start and end times. Several additional students come to Boutwell to receive related services only, and are escorted into the building by their parents throughout the day. An administrative assistant manages building access throughout the day, buzzing in visitors and manually unlocking and locking doors for the four arrival and dismissal times. The back door is used as the main entrance, as the parking lot is located behind the building. The reception desk is located in the hallway in close proximity to classrooms and therapy locations, impacting security and confidentiality. A small waiting area has been set up in the front entryway.

There is a large, fenced in playground that is used by students every day that the weather permits. Students cross the parking lot in order to access the playground. In the event of inclement weather, there is no indoor playspace available for comparable gross motor play.

One retro-fitted classroom space is currently used for the Early Childhood Coordinator's office, team meetings, assessments and school-wide professional development.

Proposed programming opportunities

- Accessible indoor playspace and outdoor fenced playspace
- Direct playground entrance that does not require students to cross parking lot
- Outdoor playground with features that provide protection from sun and wind
- Bathrooms with sink in each classroom, changing tables in bathrooms, storage for diapers, wipes, gloves and clothing
- Separate spaces for OT, PT, Speech and Language therapy, and additional space for other 1:1 and small group instruction
- Space large enough for multi-disciplinary evaluations that includes OT/PT motor equipment, assessment materials, parent interview area
- Separate, secure entrance for preschool in order to accommodate the multiple drop off/pick up times as well as the walk-in services



- ~~Preschool-size toilets, stalls and sinks with soap and paper towel dispensers at accessible height~~
- ~~Space large enough to accommodate all families for special events~~
- ~~Parking and drop off/pick up space large enough to avoid overflow that blocks passing traffic~~
- ~~Additional classroom sink outside bathroom for handwashing and washing contaminated toys~~
- ~~Space to provide an extended day option for students before and after school hours~~
- ~~Ample indoor and outdoor storage space to allow rotation of classroom materials~~
- ~~Designated waiting area for families separate from classroom and therapy rooms that protects student confidentiality~~
- ~~Reception desk with updated security features~~
- ~~Conference and meeting spaces to allow more than one meeting at the same time, such as IEP meetings, consultation meetings, and staff professional development~~
- ~~Coordinator's office with workspace and storage of confidential documents~~

Kindergarten

Current offerings

The district currently offers half-day kindergarten to the children in the district. Students can attend full day kindergarten by paying tuition. We integrate these two programs into the same classroom. Instead of having half day kindergarten teachers and full day kindergarten teachers, all teachers facilitate a full-day program, with half-day students leaving at 12:15pm.

There are numerous benefits to this model. It allows for proportional scheduling (i.e, the ability to balance students who need special education services, who have social-emotional needs, and students by gender across multiple teachers), equity in class size, and more school days for half day students (in the previous model, half-day students lost ten (10) days because of the half day schedule).

Each kindergarten classroom is taught by a licensed kindergarten teacher. The current curriculum includes *Lucy Calkins Units of Study* in reading, writing, and phonics, Eureka Math, and Mystery Science. Students are assessed using Fountas and Pinnell. In addition, all kindergarten students have the same access to all five (5) specials including art, music, PE/Health, Innovation Lab, and library.

Proposed offerings

In order for our youngest learners to maximize opportunities to access the curriculum, we need large, bright classrooms that are conducive to movement. Additionally, it would be ideal if there were bathrooms located within or near each classroom in order to minimize transitions and maximize time on learning.



Universal Design for Learning (UDL) is a framework to promote deeper learning in students, an initiative supported by the Department of Elementary and Secondary Education. In the Commissioner's Report "Our Way Forward", Riley encourages districts to be creative with curriculum to foster deeper learning. Characteristics of deeper learning include ongoing interdisciplinary projects where students solve real-life problems; inclusive teams of diverse students working together, including those learning English or with special needs; and students working in groups, asking questions, and pushing each other's thinking through project-based learning.

This requires multiple classroom teachers, and special education teachers to collaborate to facilitate long-term projects. Project areas will be spaces where construction, creation, and other hands on project-based learning is completed. These project areas as previously stated, may be found in the project area lines in the classroom neighborhoods on the MSBA template. As a project area, this would not be "owned" by any one teacher or program, but rather shared as a resource for a team. At the kindergarten level this area would be supervised by para-professionals. For example, if students in the kindergarten level were studying simple machines, students may be grouped to design their machine and then present in a choice of formats to their peers. Students may be grouped by the type of machine they were interested in (levers, incline plane, wedge, screw, wheel and axle, and pulley). Students might be grouped by what method - poster, presentation, mini-movie, podcast - they will use to share their project. These areas will be supervised by para-professionals as well as rotating professional staff at the kindergarten level.

Lunch programs

Current offerings

The student lunch program is managed and staffed by Whitsons Culinary Group. All foods and beverages are consistent with School Lunch Program nutritional guidelines. The school has a full service kitchen that includes a dishwasher for student lunch trays as well as pots, pans and utensils used during food preparation and serving. The kitchen staff prepare a main entree and two a la carte options to serve 30-50 students at each grade level lunch depending on the day's menu. We do not currently have a recycling program for cafeteria waste. We are currently serving 5 lunches (K-4) each day. Lunch is not served on early release (12:15pm) days. The district does not serve breakfast.



Current practices

Recess and lunch are scheduled for a combined 45 minute block. Each grade level K-4 is scheduled individually with approximately 110 students in each grade level. Students have a 25 minute recess period before their 20 minute lunch. While in the cafeteria, students are seated by classroom with each classroom being assigned to 3 tables with seating for 8 students per table.

The cafeteria is located on the lower level of the school with a single set of stairs providing access. Transitions to and from the cafeteria between lunches are planned with a 5 minute buffer to avoid excess congestion in the stairwell and hallways. The gymnasium is located directly above the cafeteria and as a result, the existing challenges to the acoustics of the space are exacerbated by the noise generated during physical education classes. There are single boy's and girl's bathrooms located outside of the cafeteria on the lower level. The natural lighting in the space is limited by a single exterior wall with a door and a bank of windows.

Students are monitored and supported during their lunch time by a variety of adults. We have 3 paid, part-time employees who work between 2 and 5 days each week. We have a collection of parent volunteers who work 1 or 2 lunches each week. Paraprofessionals also provide assistance when a student requires this support. The building administrators and school counselors also provide supervision during the recess and lunch block.

Proposed programming opportunities

- Improve egress in and out of the cafeteria by creating more than one accessible entrance/exit.
- Improve lighting and acoustics to provide a more sensory friendly environment for students.
- ~~Do not locate the cafeteria directly beneath the gymnasium.~~
- Reconfigure the serving line to accommodate more students and reduce the amount of time needed to serve lunch and reduce student congestion.
- Locate cafeteria closer to the outdoor recess space to reduce transition times.
- Increase the overall space to allow for more room between student tables.
- Provide areas for alternative seating to accommodate students with different needs.
- Increase the number of available bathrooms including hand washing sinks.
- Install a filtered water station for student use during lunch.
- Institute a recycling program for cafeteria waste.



Technology Instruction, Policies, and Program Requirements

A rigorous, technology-infused curriculum encourages student-centered learning, focusing on engagement, and problem-solving skills with societal impacts on a global scale. Striving to ensure students are prepared to thrive in a world that demands collaboration and innovative thinking, the Department of Technology & Digital Learning provides technology integration opportunities within everyday lessons, instruction, and curriculum planning. Each classroom is equipped with a wireless Internet access point, an Epson Ultra Short-throw Interactive Projector, and a document camera. Classrooms in kindergarten through second grades have access to Apple iPads. Each second through fourth-grade classroom is equipped with Google Chromebooks in a building based One-to-One initiative. In addition to classroom integration, a course aligning with the Digital Learning and Computer Science (DLCS) Massachusetts Frameworks is offered at our Innovation Lab.

Proposed programming opportunities

- Maintain Technology Replacement Cycle to Support Curriculum Initiatives
- Continued Support, Maintenance of Network Infrastructure
- Expand technology, such as Apple iPads along with augmented reality software and hardware to support Strategies for Incorporating 21st Century Skills Within Our Curriculum and DLCS Standards.
- Expand Course Offerings at Middle, High School in Support of DLCS Standards
- **Each classroom should be equipped with the assistive listening technology.**

Media Center/Library

Available at each school, a Library Media Specialist supports a library and media center with a desire to provide opportunities for independent and collaborative growth and exploration. Our school library and media centers welcome and embrace all students and offer opportunities for independent and collaborative growth and exploration.

At the elementary level, each student meets weekly with the Library Media Specialist tying in integral Massachusetts School Library Association (MSLA) Literacy Skills Standards. Students in the fifth and sixth grades are offered a Library Skills course aligned to CASEL's Social Emotional Competencies and the Massachusetts Digital Learning Computer Science (DLCS) Standards. **The American Library Association recommends 15 - 20 books per student at the elementary level. The library should be able to accommodate 10,000 books and meet the needs of all students in the school in one space.**



Proposed programming opportunities

- Increase Supplies for Library Media Centers through Strategic Replacement of Physical Books, Purchasing of Audio, Online Books, as well as supporting mobile technologies within the Library Media Space, such as Apple iPads and e-Readers.

Performing and Visual Arts

The fine arts department is committed to providing all students, K-4, with a wide variety of high quality artistic experiences in music and visual arts and to encourage creativity.

In art class, students focus on building artistic technique in drawing, painting, printmaking, sculpture, ceramics, fibers, and using mixed media. Students are given the opportunity to explore a wide variety of media, tools, and techniques to work toward fine arts standards. The art room has multiple art tables and storage space for the wide variety of media and tools that are made available to students. Kiln space is also provided.

There is also a dedicated space for music. The music room requires large storage spaces due to the size of many of the instruments. There also needs to be a space for a piano.

Proposed programming opportunities	
Art	<ul style="list-style-type: none">● Access to significant natural light, if practical● Art room equipped with cleanable surfaces, plenty of table space, and flexible furniture configuration● Increased built in storage for 2D, 3D projects, and resource materials● At least three large stainless steel industrial sinks with backsplashes, sediment traps, and faucets that swivel.● District will investigate what will be needed in order to move to a polymer based clay based ceramics curriculum.



Music	<ul style="list-style-type: none">• The new music/performing arts program would require adequate space and acoustics that allow for both practices and performance.• Portable platform and choral risers along with sufficient storage and sound system.• A small practice room for independent practice.
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Physical Education

The primary years are the building blocks for a lifetime of enjoyment of movement. All Florence Roche students in grades K-4 participate in Physical Education for 40 minutes each week. The Physical Education program provides students with a planned, sequential, K-4 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. Our program utilizes a Movement Approach that engages the students in a child-centered curriculum built upon the program areas of Educational Dance, Games and Gymnastics, Rhythmic Activities and Fitness. The Elementary Physical Education curriculum is aligned to the Massachusetts Health Curriculum Frameworks and the SHAPE America National Standards for Health and Physical Education.

Current practices

Indoor Physical Education classes take place in the gymnasium at Florence Roche. The space is not a regulation size basketball court and this, combined with the close concrete walls, low heating elements along one wall, and stage area that sits along one baseline, creates a safety issue when students are moving and/or utilizing equipment in class. There are six existing basketball hoops of varying heights that are mounted either directly to the concrete walls or suspended from the ceiling, and there are two climbing ropes mounted in the ceiling, as well. One wall of the gym is made up of light filtering tiles and there are two smaller glass windows up next to the ceiling on the opposite wall. There are four small windows that open $\frac{3}{4}$ of the way.

Currently, the children enter the gym and use the stage area to hold their water bottles, sweatshirts, etc. during active learning time. This is also the location of my computer/projector and attendance lists, the pull-down screen and the speaker. Painted lines on the wooden floor are utilized for class management, lining up, sitting to receive instruction, etc. as there are no seating options in the gym. The acoustics in the room create significant challenges. When a



student is dysregulated, or I need to have a conversation with a child the only available place is in the doorway of the gym with the door open to allow a sightline to the rest of the class.

Weather permitting, PE classes take place on the field and track behind the school. The wide open grassy field in such close proximity to the building is ideal for teaching outdoors. A primary concern, however, are having to move through the parking lots with students and having to cross the road behind the school to access the fields. Walking with the students outside and then back to the building at the end of class, allowing students to return to the building to use the restroom or sending an injured student to the Nurse's Office are all occurrences that are significantly impacted by having to cross that road. Currently the field space we use for PE can also be utilized by other elementary classrooms using the space for a midday break, students who migrate over from the playground for recess, and middle school athletics in the afternoons. Additionally, the lack of shady areas available on the back field combined with no designated boundaries delineating activity space create their own challenges.

Proposed programming opportunities

- ~~● Our goal would be to have a regulation high school court. The six baskets must be adjustable so they can be lowered, or moved up and out of the way, during the school day and then appropriately placed for more competitive play. Regulation high school courts are supposed to be 84 by 50 feet. The free throw line (2 inches wide) is 15 feet from the backboard, which supports a basket 10 feet high at the upper edge.~~
- ~~● It would be ideal if the space could fit three designated basketball courts in one space with main court East West and two smaller half courts North South. When thinking about lining the court, consideration should also be given to the vision of what that space might be utilized for eventually...pickleball, etc. Lastly,~~ Placement of pocket-type sliding door to transition full gym to half-sized space as needed would be ideal.
- Safety padding on all walls that students *can come into contact with*
- Modification of acoustics, installation of PA system and ceiling mounted projector, and light-filtering equipment so that technology can be incorporated consistently in class without solar glare
- Sensible consideration of and an increase in storage options for PE equipment that allow for ease of accessibility of all equipment
- Larger indoor gym space with improved ventilation and air quality
- Flooring system that absorbs shock and reduces excessive noise, reverberation, fatigue and risk of injury
- Water fountain(s) in the room
- Specified location for water bottles, sweatshirts, etc out of activity area



- ~~Low bleachers/benches/stairs. If we have designated space in the building to seat the entire school population, it would work to have seating in the gym that accommodates at least 120 people, or one entire grade level. If there is no designated space that can fit the FR community comfortably, seating in the gym for the entire school population should be considered. It would be ideal to have low extendable bleachers/stands that are 3 levels high. Bleachers must be able to be closed so that they don't take up any extra floor space and are safely out of the way when not in use. Must include plenty of "buffer space" around the perimeter of the gym so when the bleachers are open the children can move safely and bleachers are not infringing on activity space.~~
- Smartboard installed
- ~~Additional climbing/hanging/swinging options suspended from ceiling~~
- ~~Install climbing rock wall~~
- It would be beneficial if gym doors could "lock", as in this era of lockdown drills and evacuations the adult with the children in the gym should be able to reasonably and swiftly secure the doors for the safety of the children. Currently the doors in the FR gym do not lend themselves to that aspect of security. Additionally, doors that are secure will help keep noise in the gym and out of the abutting hallway.
- Multi-purpose room off of gym or temporary walls that can be closed to create smaller space that can be used for ~~adapted PE~~, small group instruction, etc.
- Field spaces that are accessible without bringing students through parking lot or crossing road
- Physical Education field spaces that are mindfully located in relation to recess and general use field spaces and discourage cross-usage during class time
- Consideration of turf surfaces with improved drainage to increase usability
- Integration of natural shade structures on fields
- Designated office space in the gymnasium

Student Services and Special Education

English Learner Education

Currently one ELL teacher works between both elementary schools to assess students, collect data, monitor progress and to provide services to students who receive ELL support. These services happen in small groups and also within the general education setting depending on the level and needs of individual students. The ELL teacher works collaboratively with the general education teachers to support each student towards individualized language objectives. ~~In order to provide appropriate instruction for this group of students, the ELL teacher needs to have a small classroom space where she/he may deliver this instruction. The space for this instruction can be found as the ELL room in the Core Academic section of the MSBA template.~~



Health Services

Currently, one nurse and one health aide provide school nursing supports and services to all students at Florence Roche in one health office. School personnel will also visit the office for nursing supports and services.

The health office includes one desk, two small cots and nursing supplies. In addition to standard school nursing supports and services of required health screenings, students visiting the office with injuries and illnesses, daily monitoring of health issues, the health office also serves as a central location for additional nurses providing 1:1 support and monitoring for students with special health care needs.

Social Emotional and Behavioral Supports

At Florence Roche, two School Counselors provide consultation to staff members in order to support students in and out of the classroom setting. **Supports which are offered in the classroom will be provided in the spaces indicated for grade level classrooms in the Core Academic section of the MSBA template, in the spaces indicated for substantially separate classrooms, indicated as the self-contained SPED classrooms in the Special Education section of the MSBA template, and in the Learning Center (referred to as Resource Rooms in the MSBA template). Out of the classroom support may be provided in the School Counselor offices (indicated as Guidance Counselor lines in the Administration section of the MSBA template), the administrative conference room (as indicated in the Administration section of the MSBA template) or the IEP conference rooms (as indicated by the small IEP conference room and large IEP conference room in the MSBA template).** They also provide direct services to students via individual, small group, whole group instruction. In addition, School Counselors are active participants in supporting a number of school initiatives.

Two Board Certified Behavior Analyst (BCBA) provide consultation to staff and school teams at Florence Roche. The primary role of a BCBA is as a consultant to teachers and other adults working with students who require ABA methodology. BCBA's write ABA based behavior plans, create data tracking systems for student progress, analyze data, and meet with teachers on how to use specific strategies. In the role as a consultant, our BCBA's can also assist teachers with general classroom behavior management skills, help create overall data collection systems for academics, and how to use positive reinforcement- all which is aligned with our school wide Positive Behavior Intervention and Support (PBIS) framework and school wide implementation of Responsive Classroom. **As one of the specialized programs, the ABA program, will be relocated to Florence Roche from the Swallow Union Elementary School, two BCBA's will be primarily located within the building in order to facilitate support for students in that program. Therefore, additional space (as indicated by the BCBA offices line of the Special Education section of the MSBA template) for these staff members that will allow them to meet with teachers and parents for consultation will be required.**



Special Education Programming

GDRSD promotes inclusion for all students; we prioritize the use of inclusive practices to promote student learning in general education classes. Our district is also committed to offering a full continuum of in-district special education placement options. For designated students, per their Individualized Education Programs, the Learning Center (often referred to as “Resource Room” in other districts) offers a setting for individualized and small group academic instruction (e.g., structured phonics instruction) with limited distractions and access to specialized curriculum and instructional materials. In addition to the Learning Center, supports are provided to students within in the general education classroom as well in specialized programs (sometimes referred to as substantially separate programs in other districts).

Special Education Learning Center

Currently three Special Education Teachers provide consultation to staff, conduct evaluations, and provide one to one and small group instruction for students grades K to 4 in a classroom referred to as the Learning Center. **This space is referred to as “Resource Rooms” in the Special Education section of the MSBA template.** The special educators provide specialized instruction using a wide range of multi-sensory instructional materials. At times, all three Special Education Teachers are providing instruction to a small group of students in the same classroom space. **Ideally, in the new Florence Roche there would be space for four Learning Center teachers given the increased enrollment for the new building (indicated as Resource Rooms in the MSBA template).** These Learning Centers would be spread out throughout the building.

Special Education Specialized Programs

For students with more specialized educational needs, we currently offer a language based program, a life skills program, and a social/emotional/behavior support program at Florence Roche. **The space for these programs is found as “self-contained SPED” in the Special Education section of the MSBA template.** Special Education Teachers, Paraeducators and Related Service providers in each program support students in a substantially separate classroom as well as in general education classrooms. Each substantially separate classroom offers a small staff to student ratios with set-up for specially designed individual and small group instruction. The district’s elementary ABA program is **currently** located at Swallow Union, this program also includes a substantially separate classroom **(the space for this program at Florence Roche is indicated as a self-contained classroom in the MSBA template)** for students to receive individualized and small group instruction.

Language-Based program will support students in third and fourth grade who need intensive academic instruction. Students will receive specialized academic and social skills instruction in this classroom. Instruction is designed specific to students language-based learning needs with an emphasis on integrating reading and writing skill development into all academic skill development. Classroom will be designed for individual and small group



instruction with needed visuals distributed throughout the classroom. This program will require its own classroom. The space for this program, referred to in Florence Roche as a substantially separate environment, can be found in the SPED self-contained line of the Special Education section of the MSBA template.

Life Skills program staff will support students with intensive special needs in K to fourth grade. From this student group, students in K to third grade will receive specialized instruction in functional academics, social skills and daily living skills in this classroom. A bathroom is needed in this classroom given students' behavioral dysregulation, need for 1:1 support and instructional needs in the area of daily living skills (e.g., handwashing, toileting). When students are behaviorally dysregulated they can access a bathroom without engaging in challenging behaviors in view of their peers. Additionally, students can work on their daily living skills and receive specialized instruction in daily living skills throughout the school day. Classroom will be designed for individual and small group instruction with designated areas for academic instruction and social skills/play instruction. Specialized visuals and curriculum materials will be distributed throughout the classroom. The space for this program, referred to in Florence Roche as a substantially separate environment, can be found in the SPED self-contained line of the Special Education section of the MSBA template.

Social Emotional program staff will support students in first, second, third and fourth grade. From this student group, students in second, third, and fourth grade will receive academic and social skills instruction in this classroom. A bathroom is needed in this classroom given students' behavioral dysregulation and the need for 1:1 support. When students are behaviorally dysregulated they can access the bathroom without engaging in challenging behaviors in view of their peers. This classroom will be designed for individual and small group instruction with designated areas for academic instruction and social skills/play instruction. This program will require its own classroom. The space for this program, referred to in Florence Roche as a substantially separate environment, can be found in the SPED self-contained line of the Special Education section of the MSBA template.

The elementary ABA program will be relocated to Florence Roche from Swallow Union. This program provides intensive ABA programming to students with Autism who require highly individualized (1:1) instruction and/or support throughout the school day. All students connected with program have a 1:1 ABA paraeducator that works with them throughout the school day. The ABA program staff will support students K to fourth grade with students in grades K to 2 based in the ABA classroom and students in grades 3 and 4 based in general education classroom with 1:1 ABA support. The ABA classroom will be set up with cubbies for 1:1 discrete trial instruction, and areas for small group social and play opportunities. In addition to discrete trial instruction, students will receive instruction in functional academics, social skills and daily living skills. A bathroom is needed in the classroom so students can access a bathroom when behaviorally deregulated and not engage in challenging behaviors in view of their peers. Additionally, staff can support students development of daily living skills (e.g., handwashing and toileting) throughout the school day. This program will need its own classroom. The space for this program, referred to in Florence Roche as a substantially separate environment, can be found in the SPED self-contained line of the Special Education section of the MSBA template.



Related Services

Occupational Therapists provide consultation to staff, conduct evaluations, and provide direct occupational therapy to students in one to one in small group settings as well as classrooms, recess areas and the cafeteria. Students are identified as needing occupational therapy for a variety of fine motor, visual motor and sensory motor challenges. Occupational therapy requires work spaces to address fine and visual motor activities as well specialized equipment including, but not limited to, small trampolines and hanging swings. **The space where these services will occur can be found in the OT/PT line of the Special Education section of the MSBA template.**

Physical Therapists provide consultation to staff, conduct evaluations and provide direct physical therapy to students in one to one or in small group settings as well as in classrooms, recess areas and physical education locations. Students are identified as needing direct physical therapy for a variety of gross motor challenges. Physical therapy requires specialized equipment for gross motor activities including, but not limited to obstacle courses, mats of various sizes, walkers, and standers. **The space where these services will occur can be found in the OT/PT line of the Special Education section of the MSBA template.**

Speech and Language Pathologists (SLPs) provide consultation to staff, conduct evaluations, and provide direct speech and language therapy to students in one to one or small group settings **(services provided in small group may occur in the space indicated for Speech and Language in the Special Education section of the MSBA template or the small and large IEP conferences rooms as indicated in the Special Education section of the MSBA template - depending on the size of the small group)** as well as in classrooms, recess areas and the cafeteria. Students are identified as needing direct speech and language therapies for a variety of communication challenges addressing receptive language, expressive language, and pragmatic language.

Other related service specialists providing consultation to staff, conducting evaluations and providing direct services to students include a Teacher of the Deaf, Educational Audiologist, Vision Specialist, Orientation and Mobility Specialist, Assistive Technology Specialist, and Augmentative and Alternative Communication Specialist. Additionally, a School Psychologist conducting evaluations for students in 1:1 setting.

Proposed programming opportunities

- ~~ELL classroom with space for multiple small groups~~



- ~~Multi-room health office providing office space for staff, a general area for a nurse to meet with students, privacy areas with cots for students, private changing areas with space for specialized equipment, and two bathrooms.~~
- ~~Suite for counselors and BCBA's that include four offices, a small conference room and small classroom for group instruction~~
- ~~Multiple learning centers to support an increase in special education teachers as well as provide students with specialized instruction closer to their general education classrooms~~
- ~~Specially designed classroom space for our Language Based Program~~
- ~~Specially designed classroom space for our Life Skills Program that includes a bathroom~~
- ~~Specially designed classroom space for our Social/Emotional/Behavioral Support program that includes a bathroom~~
- ~~Specially designed classroom space for our district wide ABA program that includes a bathroom~~
- ~~Specially designed space for Physical Therapy large enough for specialized equipment and gross motor activities~~
- ~~Specially designed space for Occupational Therapy large enough to include a ceiling mounted swing, sensory motor equipment and fine motor table top activities~~
- ~~Specially designed spaces for Speech/Language Therapies~~
- ~~Office space for the School Psychologist designed with an assessment area~~
- ~~Office space for visiting related service providers to meet with students and consult with staff~~
- ~~Office suite for Special Education Administration that includes offices for Special Education Team Chairs, student records, and a large conference room~~

Outdoor Space for Physical Activity

The outdoor play space for students is defined by the exterior walls of the building on 3 sides with a fence making up the other side. There is a fenced basketball court within the play area along with a play structure that includes a variety of elements appropriate for a K-4 student population. With the exception of a synthetic surface beneath the elements of the play structure, the remaining surface of the open play area is asphalt.

There is a multi-use track and field adjacent to the back of the building. This space is not regularly utilized for student recess due to location and supervision. The physical education teacher will bring classes to this area when the weather permits.



Current offerings

Students access our outdoor playground during their scheduled daily lunch recess. The more popular activities include soccer played in the fenced basketball area, tag and chase games around the inner perimeter, play structure, football and kickball. Additionally, there are 3 outdoor tables and a shade canopy as places for students to gather and socialize.

Proposed programming opportunities

- Utilize a natural grass or turf surface in place of the asphalt.
- Increase the size of the outdoor play area to accommodate more than one grade level at a time.
- Update to a fully accessible play structure including additional elements that are more engaging for our grades 3 and 4 students while also adding swings.
- Add additional benches and tables for students to have more small group table top play options.

Transportation Procedures

Current procedures

Student transportation to and from school is provided by bus or parent/guardian vehicle. As a regional school district, all of our students are assigned to a bus route. However, not all students elect to ride a bus. There are 11 AM and PM bus routes. Our ½ day kindergarten students ride 2 separate buses for their PM route. Buses drop off students in our lower parking lot outside of the cafeteria. Parent drop off is in the traffic circle at the front of the building in a moving car line. Dismissal happens following a reverse of the morning arrival process. Buses load students for the PM run in the front traffic circle while parents stage in a moving car line outside of the lower cafeteria exit. Students are dismissed to their cars through the lower parking lot.

Specialized transportation is provided for students with required needs. This transportation is provided by van with ridership ranging between 1 - 4 students per van.

Proposed programming opportunities

- Provide more defined and separate entrance and exit points for bus and car traffic.
- Provide a safe and separate pedestrian walkway.
- Utilize a traffic flow that will alleviate any possible back up on Route 119.



- At the end of the day, provide an indoor staging area to load all PM buses concurrently.

Security and Visual Access Requirements

Current procedures

Florence Roche has forty-three doors and one vestibule used in connection with the main entrance. Of the forty three doors, the main entrance is the only door with an AIPHONE system for visitors to be “buzzed” in by the main office staff. There are only two cameras located at the main entrance that provide limited view of the main entry area and a portion of the main lobby. Currently, there are no other surveillance cameras at Florence Roche. Majority of classrooms have direct outdoor access doors and large windows.

Proposed programming opportunities

Needs: Florence Roche should be fully equipped with adequate surveillance cameras. Cameras should be accessible to building administration, central office staff and district SROs. All main hallways, lobby/common space, outside areas, parking lot and walkway to school, should be under surveillance at all times.

Proposed: The priority is to provide a safe and secure environment for all staff and students. To meet this priority, Florence Roche will include a multi layer security system to protect staff and students from dangers inside and outside of the building. The building will have a secured access point at the main entrance, keyless entry to main entrances for staff only and limited points of entry. All classroom doors and locks will be uniform and accessible with one key. The security system will include the capability for automatic lockdown of all interior and exterior doors. All systems should have direct access to Groton police and fire departments and appropriate central office staff. Buildings and grounds will be designed in line with the Crime Prevention Through Environmental Design (CPTED) best practices.

Vocations and Technology Programs

Non-Chapter 74 Programming: N/A

Chapter 74 Programming: N/A

