

DALE STREET 2.0 EDUCATIONAL PROGRAM



A Description Prepared for the Preliminary Design Program Submission to the Massachusetts School Building Authority

Grade 4-5 Configuration

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I. INTRODUCTION

The Medfield Public Schools has a long, proud history of academic excellence. Our schools are the heart of our community and most new families move to the town to be a part of Medfield's school system. We are thrilled to be collaborating with MSBA on the Dale Street School project and take seriously this opportunity to create a forward-thinking school that not only supports our drive for academic excellence but also promotes and continuously challenges it.

Our Mission Statement reads *“The Medfield Public Schools will create a dynamic and collegial learning environment. Curriculum and instruction will guide students to achieve high standards and to meet the challenge of change. Through school, family, and community partnerships, students will be prepared to become responsible, sensitive, contributing citizens and lifelong learners.*

The Medfield Public Schools provides educational programs for students in Preschool through Grade 12. We also provide transitional services to some Special Education students up to age 22. The Medfield Public Schools currently educate its Preschool, Kindergarten, and Grade 1 students, at the Memorial School with an enrollment of 436. Our Grade 2 and Grade 3 students attend the Ralph Wheelock School with an enrollment of 388. Our Grade 4 and 5 students attend the Dale Street School with an enrollment of 398. Our Grade 6-8 students attend the Thomas Blake Middle School with an enrollment of 575. Our Grade 9-12 students attend Medfield High School. Our total enrollment is 2,601. It is important to our community that all grade levels stay together throughout their 13 year education. This was highlighted during a survey of parents and community members during the development of Medfield 2021, our Strategic Plan. Over 80% responded that they would prefer all students attending school together versus a neighborhood school model.

Enrollment projections from the MSBA show a significant increase in our elementary student population over the next ten years. This is due to not only live births currently in the community, but also a historically high birth to kindergarten ratio.

Past Total Enrollment by Year

| YEAR | Total Enrollment |
|-------------|-------------------------|
| 2010-2011 | 2887 |
| 2011-2012 | 2810 |
| 2012-2013 | 2739 |
| 2013-2014 | 2626 |
| 2014-2015 | 2579 |
| 2015-2016 | 2546 |
| 2016-2017 | 2453 |
| 2017-2018 | 2560 |
| 2018-2019 | 2555 |
| 2019-2020 | 2602 |

Current Total Enrollment by Grade

| GRADE | Total Enrollment |
|-------------------------------------|-------------------------|
| PRE-KINDERGARTEN | 50 |
| KINDERGARTEN | 195 |
| 1 | 191 |
| 2 | 187 |
| 3 | 201 |
| 4 | 204 |
| 5 | 194 |
| Total Pre K – Grade 5 | 1222 |
| 6 | 193 |
| 7 | 186 |
| 8 | 196 |
| Total Grades 6 - 8 | 575 |
| 9 | 199 |
| 10 | 198 |
| 11 | 201 |
| 12 | 206 |
| Total Grades 9 - 12 | 804 |
| In-District Total Enrollment | 2601 |

A.

| YEAR | Total Enrollment |
|-------------|-------------------------|
| 2020-2021 | 2660 |
| 2021-2022 | 2741 |
| 2022-2023 | 2817 |
| 2023-2024 | 2895 |
| 2024-2025 | 3003 |
| 2025-2026 | 3126 |
| 2026-2027 | 3252 |
| 2027-2028 | 3381 |
| 2028-2029 | 3496 |

The Dale Street School is comprised of structures built in 1942 and 1962, with a minor conversion of office space into classroom space in 1997, and finally the installation of two modular classrooms in 2000. The original facility was designed as the Medfield Junior-Senior High School with the drawings dated November 12, 1940. The building has served many grade levels over the years including Grades 6-12, Grades 4-6 and the Central Office, and finally the Grades 4-5 it serves today.

A significant issue with the Dale Street School is the lack of properly designed learning spaces for the 21st Century learner and teacher. The rooms are small, overcrowded, and there is a lack of breakout spaces for specialized instruction and teacher collaboration. The current school limits our educational programs and the use of technology. Our vision is to have a school that provides an environment for project-based learning, the flexibility of classroom space, maximizes natural light and fresh air throughout the building for student wellness, educates students about the sustainability of the structure, and utilizes outdoor learning spaces.

Over the past 4 years, our Strategic Plan, *Medfield 2021*, has focused our work around the following areas:

Goal #1-Collaborative Learning

- Professional Development
- Human resources
- Curriculum
- Instruction and Assessment
- Technology

Goal #2- Well-Being

- Social-Emotional Supports
- Collaboration
- Safe and Healthy Protocols

Goal #3- The Whole Child

- Special Education Vision and Mission
- Special Education Staffing
- Recognize All Students
- Social-Emotional Supports
- Instructional Strategies for EL Students
- Opportunities

Goal #4- Community

- Communication
- Educational Opportunities

Goal #5- Facilities and Equipment

- 20-Year Capital Maintenance Plan
- Shared School/Town Maintenance
- Technology Infrastructure
- Dale Street School Project

Although we recognized this was an ambitious plan, a key strategy for the success of our Strategic Plan has been the Dale Street School Project. We submitted the Statement of Interest (SOI) in 2017 and were asked into the Massachusetts School Building Authority (MSBA) pipeline in 2017.

Dale Street School operates with four core values: Respect, Compassion, Collaboration, and Continuous growth. This has led to visioning that identifies the type of learning and behavior the students are expected to have throughout the school and guides the thinking toward the type of spaces the project will need to support these values.

| | Classroom | Cafeteria | Bathroom | Hallway | Bus | Playground |
|------------|---|--|--|---|--|---|
| Respect | <ul style="list-style-type: none"> *Trying your best each day *Treating others' belongings appropriately * Using classroom materials appropriately | <ul style="list-style-type: none"> *Using good manners (please/thank you) *Following cafeteria rules *Cleaning up after you eat | <ul style="list-style-type: none"> *Making sure trash goes into the barrel *Keeping water and soap in the sink *Flushing the toilet | <ul style="list-style-type: none"> *Moving quietly in the hallways *Walking in the hallways *Moving purposefully in the hallways toward your destination | <ul style="list-style-type: none"> *Entering and exiting bus in an orderly fashion *Keeping hands, feet and belongings to yourself *Remaining seated in your seat | <ul style="list-style-type: none"> *Sharing and taking turns *Using kind words *Keeping hands and feet to yourself |
| Compassion | <ul style="list-style-type: none"> *Being kind to classmates *Listening when others are speaking *Considering your words | <ul style="list-style-type: none"> *Making room for someone who may need a space to eat *Considering | <ul style="list-style-type: none"> *Giving one another privacy and space | <ul style="list-style-type: none"> *Holding doors for others | <ul style="list-style-type: none"> *Making room for someone who may need a space to sit *Considering your words *Thanking your bus | <ul style="list-style-type: none"> *Including others in games/activities *Considering your words |

| | | | | | | |
|-------------------|---|--|---|--|--|--|
| | | your words | | | driver | |
| Collaboration | <ul style="list-style-type: none"> *Taking turns *Being an active part of an activity *Using appropriate language and volume | <ul style="list-style-type: none"> *Working together to clean table area *Using appropriate language and volume *Working together to solve seating issues | <ul style="list-style-type: none"> *Using appropriate language and volume | <ul style="list-style-type: none"> *Using appropriate language and volume | <ul style="list-style-type: none"> *Using appropriate language and volume | <ul style="list-style-type: none"> *Being able to compromise *Using appropriate language and volume *Speaking kindly to one another |
| Continuous Growth | <ul style="list-style-type: none"> *Being open to learning new information *Setting learning or behavioral goals *Willingness to reflect on suggestions/comments made by the teacher | <ul style="list-style-type: none"> *Willing to make new friends by sitting with someone new at lunch | <ul style="list-style-type: none"> *Reflecting on the rules of the bathroom and offering suggestions to make things better | <ul style="list-style-type: none"> *Reflecting on the rules of the hallway and offering suggestions to make things better | <ul style="list-style-type: none"> *Willing to make new friends by sitting with someone new *Willingness to reflect on suggestions/comments made by the bus driver | <ul style="list-style-type: none"> *Creating new games to play at recess *Willing to play with new people or try a new game |

Additionally, the Town of Medfield is a community with a 2010 census population of 12,024 residents. It is 17 miles southwest of Boston and a 40-minute drive to Boston’s financial district. Medfield is undergoing a Town-wide Master Plan visioning process to invite the Medfield community to create a shared vision for Medfield’s future. Highlights from the key elements of the October 2019 visioning session include:

- Preserve small town feeling
- Protect and enhance open spaces and natural features
- Support the excellence in education at the schools and library
- Continue to engage citizens in decision-making and recruit additional volunteers
- Address traffic congestion and road safety
- Connect pedestrian and bikeways to create a network of safe and pleasant sidewalks, crosswalks, rail trail, bike lanes, etc.
- Guide additional development and ensure that it is balanced with thought given to its impact on town facilities and services (e.g. traffic, schools, water, sewage, etc.)
- Attract residents with diverse socio-economic, ethnic and racial backgrounds

- Provide opportunities for community gathering for all, create outdoor gathering places and event spaces, and promote establishing “Third Places.”
- Support cultural and art community and non-sports activities
- Support the health and wellness of residents by supporting safe and pleasant walking and biking
- Reduce the carbon footprint of Medfield and increase the use of renewable energy sources, be mindful of water usage and continue to recycle and generally take measures to continue to protect the environment for future generations.

B. GRADE AND SCHOOL CONFIGURATION

Current Dale Street School

The existing Dale Street School serves Grades 4 and 5 and the current educational structure has been implemented within a building that was originally built as a Junior-Senior High School. Therefore, it is not adequately configured to provide the framework for a Grades 4 and 5 educational philosophy. The classroom arrangement and support academic spaces are not arranged to facilitate efficient functionality of the school. The school is lacking in 21st century technological capabilities and in the necessary space to provide the appropriate educational program. There is a variety of instructional groupings including regular education, special education inclusion, and self-contained special education classrooms accommodated within the school but they all lack the appropriate adjacencies and integration. Every effort is made to organize the classrooms by grade level. There is minimal space for elective classes for art, music and physical education. Due to space restrictions, the capabilities of these programs are limited.

Students are taught by their homeroom teachers for all core content subjects (ELA, Math, Science, and Social Studies) throughout the day. Some teachers are using the ‘switch’ class model, where one teacher teaches a subject (e.g. Science) to their class as well as the switch class and the other teacher will teach another subject (e.g. Social Studies) to their class and the switch class. The classes are not combined for these lessons but are taught separately during the classroom’s scheduled academic block for that subject. These classrooms are not located adjacent to each other which would be ideal.

There is a student-centered approach to learning. Teachers facilitate rather than lecture in the classroom. Students are expected to work collaboratively to solve problems and learn from each other. As the teacher facilitates, he/ she is expected to provide support and instruction for student mastery of learning objectives. Formative assessment is used frequently to check for student understanding.

Teachers are expected to develop lessons that promote higher order thinking skills, use various forms of assessment and use data for instructional decisions. Inclusion classrooms use a team

teaching approach. Common Planning Time is provided to teachers to allow for lesson planning, conferencing on the needs of students, analysis of performance data and curriculum development.

Students are and will be heterogeneously grouped to maintain high expectations for student performance as well as to allow for role modeling and scaffolding between students. Classes include Special Education students and English Learners who are mainstreamed with support. These classes are sometimes co-taught by two teachers.

There are currently 11 teachers who “float”. These teachers do not have their own classrooms and use others’ classrooms during every period of the day. Although they are provided with rolling carts, the ability of those teachers to set up and prepare their classrooms for student-centered work is greatly diminished.

Dale Street has one full time co-taught 4th grade classroom with a general education teacher as well as a Special Education teacher leading the classroom to address the varying needs of students. Students identified with special needs are currently supported both by classroom teachers and by specialists. It is important to note that every effort is made to meet the needs of children in an inclusive way. For this reason, most academic intervention and support takes place within the regular education classroom. Special education students that require a distraction-free environment and/or specialized instruction often receive instruction in one of the Special Education support classrooms, including a Special education learning center. For 1:1 Special Education services, additional support is provided in a smaller classroom setting located in the ACCESS (substantially separate) learning center. Students with special learning needs and who experience challenges within a general education environment require facilities that provide spaces for unique learning and collaborative work. The existing school is not fully accessible which can hinder the ability of teachers to provide students with accessibility issues similar learning opportunities within the Dale Street School educational program.

Proposed

The ideal school design would ensure that core content subjects continue to be taught within the core classrooms; however, with the addition of STEAM Labs, Science would have the opportunity to use these spaces on a regular basis for longer-term investigation projects co-led by the classroom teacher and Innovation teacher. Additional classes (World Language, Band, Orchestra, Chorus, Health) would be centrally located. Space for administrative offices and guidance services would be centrally located to facilitate collaboration efforts and services provided for the students. Common planning and collaboration time will continue for classroom teachers, once a week for professional collaboration, consults, analysis of performance and curriculum data. Common planning time for specialized teachers will continue at least once a month which is sometimes attended by the guidance staff. This practice has allowed for open communication among all teachers and is the core of the Dale Street School’s practice. To this

end, planning rooms have been proposed for each grade level area and are designed for this specific purpose. Proper use of collaborative time has been proven an effective way in which to improve instruction and increase student achievement. For these reasons, time for teacher collaboration and planning is a goal of both federal and state education agencies. These teacher planning spaces will be used by teachers who share classroom space and will provide them with a work area during their planning period.

Ultimately, Medfield Public School's philosophy of education with the concepts and framework of the Universal Design for Learning and will be striving to create a school that supports this framework.

Universal Design for Learning (UDL) an extension of the architectural concept of Universal Design where curriculum is adapted: "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." <http://www.udlcenter.org/aboutudl/whatisudl>. Consistent with this concept is the plan that all students with special needs have classes that are in no way segregated or isolated.

Our philosophy of education greatly influenced our educational visioning and programming where dedicated spaces and essential provisioning provide students with dedicated, adequate spaces for art, instrumental music, vocal music, STEAM project areas, world language and technology. All subjects will be available to all students regardless of disability or language proficiency which influence the design and construction of the new school. Our philosophy of education will also influence the actual room placements for classes to support students with special needs and students for whom English is not their first language. Classes for those students will be placed in the main part of the building where all general education classrooms are located.

C. CLASS SIZE POLICIES

The Medfield Public Schools prides itself on delivering small class sizes, and our community has an expectation of small class sizes at the elementary level. The Medfield School Committee sets a target for class sizes with the expectation that class sizes are below the policy guidelines. The Medfield School Committee has approved a policy on class size which reflects numerous factors affecting teaching and learning conditions.

The School Committee expects the Leadership Team to make all reasonable efforts to maintain class size at educationally effective levels, taking into consideration federal and state requirements, availability of qualified staff, existing facilities and budgetary limitations. In determining class size, the Leadership Team should also consider any extenuating circumstances that, in the opinion of the principal and teacher, warrant special attention.

Uniformity in class size is not the goal of the policy since the average class size will vary in different subjects and grade levels. Lower teacher/student ratios enhance the educational process with younger students requiring more individualized attention than older students. Therefore, the recommended class size in the elementary and secondary schools shall be determined by grade level with exceptions made for classes in certain subject areas, the need for specialized instruction, and the availability of classroom space and equipment for the particular course of study.

Each year as a component of the district-wide budget process, school principals meet with department leadership and grade-level leaders to review class sizes and gain feedback for the budget development. When the budget is developed and presented, the Superintendent makes every effort to ensure class sizes are below the target established by the Medfield School Committee. In addition to budget constraints, lack of classroom space can also become a restriction to maintaining the target class size numbers.

| Grade | Policy Recommended Class Size | Current Average Class Size | Target Class Size |
|--------------|-------------------------------|----------------------------|-------------------|
| Kindergarten | 20 | 21 | 18-20 |
| Grades 1-2 | 20-23 | 21.2 | 19-21 |
| Grades 3-5 | 23-24 | 22 | 20-23 |

D. SCHOOL SCHEDULING METHOD

Academic programming at Dale Street School is centered around the philosophy of a tiered system of supports, which promotes a data-informed instructional response to three instructional tiers - whole-group instruction for all students, skill-specific small group instruction for students not meeting grade-level benchmarks, and intensive instructional support for students identified as academically at-risk.

The academic schedule is designed to provide students with opportunities to extend, enrich, review or remediate skills in academic content areas (English Language Arts, Mathematics, Science and Social Studies) as well as special academic areas (Music, Art, Physical Education, World Language, and Health). Physical Education, Art, Health, World Language and Music are taught by educators that specialize in these content areas.

The school schedule is revisited annually, and adjustments are made based upon enrollment,

student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The student day is from 8:25 a.m. to 2:55 p.m. each day. All classes are heterogeneously grouped by grade level and students begin their day with a 10-minute homeroom time where morning announcements are given and attendance and lunch count are completed. The current schedule for each student will consist of a 45 minute period for each class with a 45-minute lunch and recess block. A student schedule consists of taking the four core classes: English Language Arts, Mathematics, Science and Social Studies along with a WIN (What I Need) block and a special subject class. All students take Physical Education and World Language twice a week, and Health and Art one time a week. All of these special subject classes are 45 minutes long. Students in Grades 4 and 5 have the opportunity to participate in a Makerspace lesson every other week and on their off week participate in an SEL (social-emotional learning) lesson. The Makerspace lesson is co-taught by our Innovation teacher and classroom teacher in the Makerspace located just off the library. The SEL lesson is co-taught by our school guidance counselor and the classroom teacher in the students' classroom. Response To Intervention (RTI) times for students are offered in a variety of ways during the WIN block. These courses include support in Reading, Math and Academic Support and are assigned based upon district-wide assessments. The assessments are designed to screen students in their skills in Mathematics, Reading, and Writing and occur three times per school year per student. Identified students are scheduled into RTI Math or RTI Reading intervention groups. The structure of the RTI program is to provide students with appropriate intervention and as progress is made, they transition out of the program.

With the current schedule, the administration can create a schedule that offers teachers a 45-minute preparatory period each day as well as a common planning time once a week for one hour. Teachers use this time to plan lessons within their grade level, review student work, and data as well as discuss best educational practices with their colleagues. Well-planned instruction and assessment is a priority of the Dale Street staff and all stakeholders benefit from the time to meet and develop the differentiated learning criteria needed to present the highest quality of education to all of our students.

At the Elementary level, each instructional block is 45-minutes in length, except for weekly music ensembles which are 60-minutes long. Program guidelines encourage teachers to attend to specific curriculum guides by content area as outlined in the below:

| | |
|----------------|---|
| ELA | 450 minutes week / 90 minutes per day |
| Math | 400 minutes week / 80 minutes per day |
| Social Studies | 90 minutes per week/30 minutes/3 days a week |
| Science | 135 minutes per week / 45 minutes / 3 days a week |

| | |
|----------------------------|--------------------------------|
| Art | 45 minutes/ 1 day a week |
| Health | 45 minutes / 1 day a week |
| PE | 45 minutes / 2 times a week |
| World Language | 45 minutes / 2 times a week |
| Music* | 105 minutes / 2 times per week |
| Innovation Lab/ Makerspace | 45 minutes / every other week |
| Social Emotional Learning | 45 minutes / every other week |

*Students that are in a music ensemble (band, orchestra, chorus) have music lessons 45 minutes/week, 1 time/week and music ensemble 60 minutes/week, 1 time/week. Students that are not part of a music ensemble participate in a general music class 45 minutes/week, 1 time/week and a Plus class rotation (Art, Book or Health) for 60 minutes/week, 1 time/week.

Sample Student Schedule:

Below is a sample of a student schedule. Each grade is split into two teams. Each team has a daily WIN (What I Need) block. During the class WIN block, students are scheduled for music lessons, pullout lessons and/or SPED support. The number of students leaving class for lessons varies each day. Students who do not have other lessons scheduled on a given day, remain in class with the classroom teacher. There is no new instruction taught during the WIN block and it is used as a time for teachers to work in small groups with students, for students to work in centers or catch-up on previously assigned work. Looking at growing enrollment, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the grade level common planning time that they will participate in weekly.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|---------------------|---------------------|---------------------|-------------------------------------|---------------------|
| 8:25-8:40 (15 mins) | Morning Work | Morning Work | Morning Work | Morning Work | Morning Work |
| 8:40-9:35 | Math | Math | Math | CPT/Ensemble (8:40-9:40) | Math |

| | | | | | |
|-------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------|--------------------------------------|
| 9:40-10:15 | Word Study/Writer's Workshop | Word Study/Writer's Workshop | World Language | Reader's Workshop | Reader's Workshop (inclusion) |
| 10:20-11:05 | WIN (Music Lesson) | WIN (Speech Pull out) | WIN | WIN (OT pullout) | WIN |
| 11:10-11:55 | PE | Health | Word Study/Writer's Workshop | PE | Art |
| 11:55-12:10 | Math or Read Aloud | Math or Read Aloud | Math or Read Aloud | Reader's Workshop | Math or Read Aloud |
| 12:10-12:55 | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 1:00-1:55 | Reader's Workshop | Reader's Workshop | Reader's Workshop | Math (Inclusion) | Word Study/Writer's Workshop |
| 2:00-2:45 | Science/Social Studies | Harmony /Makerspace | Science/Social Studies | Science/Social Studies | World Language |

E. TEACHING METHODOLOGY AND STRUCTURE

Curriculum Delivery Methods and Practices

- **Curriculum Practices:**

Dale Street's core subjects include Mathematics, Science, English Language Arts, and Social Studies. Additional subjects include World Language, Band, Chorus, Art, Health, Physical Education, Makerspace, SEL, RTI Reading Support, and RTI Math Support. Currently, Dale Street School is organized by grade level and team. Classroom teachers are organized into two teams per grade level. As mentioned above, with a growing population in the school, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the grade level common planning time that they will participate in weekly.

Scheduling of student pullout services and music lessons are organized by the grade level teams during their daily WIN (What I Need) block.

Educators at Dale Street are encouraged to plan with the needs of the students they serve

foremost in mind. They continue to utilize differentiated teaching methodologies to personalize learning in response to student interests, skill gaps, and learning styles. To identify learning needs, assessment practices help inform instructional decisions. Benchmark assessments provide teachers with student learning data are conducted three times each year - at the beginning of the school year (September), at mid-year (January), and at end-of-year (May/June); the data generated and analyzed during these benchmark assessment periods allow staff to identify the skills, for all students at all grade levels, that need enrichment, review, and remediation. The schedule provides the central instructional focus for skill development and intervention efforts.

Because every child is unique, instructional approaches are widely varied. Teachers frequently transition from whole group instruction to small group instruction to peer-assisted interaction. Student learning occurs in a collaborative context. Students sit at tables or their individual desks, then move to create smaller ad hoc “circles” on the rug to participate in discussions or move to “center” groups for planned activities.

Proposed

English Language Arts/Literacy

Literacy standards for writing, grammar, and vocabulary are directly aligned to the 2017 Massachusetts Curriculum Frameworks for English Language Arts and Literacy including reading ability for ideas, structure, knowledge, and complexity, and fluency; writing ability for range, research, production, type, and purpose; speaking and listening ability for comprehension, collaboration, and presentation; and language ability for conventions of standard English. Dale Street teachers plan instruction around common themes, providing students with a strong connection between what they are reading and writing about in class with selections from literature anthologies, guided reading books, trade book collections, individual books for independent reading, read-alouds, and other periodical print magazines. Dale Street teachers use a common resource aligned to the state standards to develop lessons and assessments that support the theme or unit. The writing and language standards from the state common core drive the planning of instruction, assignments, and assessments. Students are assessed through individual teacher meetings during Reader’s Workshop, Baseline Assessment System (BAS-three times a year), and trimester benchmark writing pieces.

Mathematics

Dale Street’s math curriculum is aligned to the 2017 Massachusetts Curriculum Framework. Teachers follow a common pacing and alignment guide to plan their year-long learning goals for students. Each classroom is equipped with materials and resources from a common math program: EnVisions Math is used in Grades 4 and 5. Teachers and students have access to

textbooks, as well as online digital resources and assessments. Every classroom is equipped with a computer, iPads, and an LCD projector for whole class lessons. Students are assessed through individual teacher meetings during weekly Math workshops, trimester math benchmarks, and the STAR assessments are given to students three times a year as a progress monitoring tool and screener.

Proposed

While the overall vision and goals for ELA and mathematics instruction remain the same, physical and technical improvements together with additional STEAM Labs/Project Room opportunities will facilitate and expand upon ways in which all students have access to real life experiences to support their learning.

Teachers have long been working together to provide students with simulations that use the concepts being taught in their classrooms. But hypothetical simulations do not provide students with hands-on opportunities to actually understand the use of concepts and skills. In addition, the new Dale Street School will provide opportunities for interdisciplinary collaboration among math, ELA and specialty teachers.

The expansion of curriculum opportunities at the new Dale Street School will magnify students' understanding and use of concepts defined in the Massachusetts Curriculum Frameworks. They will open their minds to a whole new set of opportunities.

Social Studies

The curriculum is based on the 2018 Massachusetts Curriculum Framework for History and Social Science: North American Geography, History, and Peoples (Grade 4) and United States History to the Civil War and the Modern Civil Rights Movement (Grade 5).. Dale Street focuses on the literacy skills and ability to make connections looking back and looking ahead through the lens of History and Social Science. Trade books, primary sources, periodicals, virtual tours (using our grant-funded viewfinders), field trips, web-based research, and teacher-created lessons all contribute to the design and implementation of the social studies curriculum. In both system and site-based professional development, teachers share best practices and supplemental resources. The teacher is often asked to participate in the design of interdisciplinary units that connect history to current events and provide students the opportunity to write persuasive essays or support a social commentary on the community, state, or global issues.

Science

Dale Street's science curriculum is based on the 2016 Massachusetts Science and Technology/Engineering framework. Grade 4 focuses on matter and energy including process, solutions, testing, and prototyping. Grade 5 focuses on connections and relationships in systems

including supporting arguments; obtaining and displaying data; and the impact of relationships. All incorporate the realms of earth and space sciences; life science, physical science, and technology/engineering. Currently staff is using FOSS kits to combine hands-on learning with writing. The FOSS kits help teachers teach and manage inquiry-based science referenced in the 2016 Massachusetts Science and Technology/Engineering framework.

The addition of STE rooms for each grade level would provide students an opportunity to have a space to integrate subject matter authentically and truly focus on the application.

World Languages:

In the Medfield Public Schools, we believe that all students must have the opportunity to establish the foundations of second language acquisition at an early age. In order to help our students, accomplish this goal, we have established an elementary world language program that begins in the second grade at the Wheelock School. Students begin their studies in grades 2-5 by attending classes in either Mandarin or Spanish twice a week for forty minutes. Our ultimate goal is for our students to graduate from Medfield High School with a Seal of Biliteracy.

Our young students begin to acquire language through comprehensible input and engaging activities that are focused on improving their listening comprehension skills in their newly chosen language. These goals are aligned with the ACTFL (American Council of Teaching of Foreign Languages) can-do statements. They will help students attain a foundation for improving their proficiency in a second language as they progress through the World Language program in Medfield. We strongly believe in providing this input for our young learners and we hope to ignite a life-long interest in learning other languages and about the many cultures of the world.

Our program is currently based on a 2x per week model when students receive “specialized” instruction in the target language using activities and themes that are interesting, age-appropriate, and proficiency driven. Our teachers seek to engage students in these activities in order to increase their familiarity with and ability to use a wide variety of phrases, expressions, and words so that they can function at a basic level in a community of their chosen language. Ideally, students would receive input more frequently (guidelines for FLES state at least 3x per week), even if this means shorter meeting periods. Integrating language learning with other units of study in the classroom is also one of the main recommendations from our World Language Study group from 2017.

Proposed

In regard to staffing, the number of teachers needed varies with the choices of students and would be different than the current Dale St. structure, if we were to add a grade of students. Ideally, language learning classes are on the smaller side, but certainly no larger than 24. In

regard to teaching spaces, larger flexible spaces are ideal for language learning. Desk free spaces equipped with clipboards for occasional writing and space to create would be ideal. If there could be some space for tables when needed this might also be beneficial. Movement, music, and storytelling are key elements to an input-based, proficiency driven classroom. Ideally, there would be adequate spaces so that languages and teachers could have their own spaces. With separate space in place, teachers could employ labels, authentic products, and references to practices that are pertinent to the target language and cultures. These could be displayed as added input for the students. These classrooms should be equipped with internet accessibility and a large screen for virtual visits and guests. Also, because music and listening are frequent components of a World Language class, good sound quality is important.

Because speaking is such an important element of World Language learning, we should consider including some kind of language lab facility in the building. In order for teachers to give feedback to a large group of students, it is important for the individuals in the group to be able to record simultaneously without distractions from their surroundings. This capacity could be achieved through portable language lab technology and could be employed in the spaced described above as long as they are not being shared during the same time frame.

Language Labs

Foreign language teachers are expected to use best practices for language learning. However, new standards have been developed at the national level, called World Readiness Standards for Language Learners, and our language teachers are working on ways to incorporate standards in the goal areas of the five “C’s” (communication, cultures, connections, comparisons and communities). The incorporation of language labs has become a priority in terms of modernization, but additionally, language labs greatly assist with the teaching of communication standards. Computer labs can be used as language labs.

Technology

The use of technology is inherently woven into the instructional program at Dale Street School. Teachers embrace technology daily as they use interactive whiteboards, iPads, Chromebooks and the Internet to connect learners and to present information in the content areas. Teachers have been trained in the use of various software tools, and students and staff alike use Google Docs as a means of collaborative communication. Students use a variety of technology tools to chronicle their learning, to collect information, to conduct research, and to create and introduce presentations that demonstrate their understanding of what they are learning. Use of iPads, Chromebooks, the Walking Classroom and Google Expedition assist students in making learning flexible, as learning can now happen anywhere students gather.

Proposed

A 21st-century elementary school classroom will provide the space and access to technology that students and teachers crave. Devices, access to Wi-Fi, space to collaborate and create are all-necessary.

In addition to the technology in the classroom, a separate space for STEAM instruction is needed. These spaces should encourage and support students to engage in hands-on activities, projects, and problems; empower them to solve real-world challenges, and inspire them to reimagine how they see themselves. The STEAM classrooms should provide space for instruction to be delivered to whole classes and small groups and have enough space for groups of students to plan, create, build and test their creations.

All classrooms and educational spaces should have access to:

- A robust wireless network that is easily maintained and can be built-upon and rebuilt over time.
- A modern wired network that ties each classroom neighborhood and floor together with fiber.
- A modern voice network.
- A modern security network that allows for quick access and retrieval of images and video on or off-site.
- An FM system that enables those hard of hearing to interact with all classroom activities.
- Wireless, interactive projection equipment.
- A robust sound system.
- Ample space and capacity to store and charge student devices.

A dedicated space, with adjacencies to each other to serve the needs of the building and the District would include:

- An air-conditioned head-end room to serve as the hub of the MPS network and store additional tools and equipment.
- A workshop to maintain student and teacher devices, as well as the networking equipment.
- Office space for the technology staff.

- Storage space for technology equipment

Health Education

How Curriculum is Delivered:

Our comprehensive health education program is a critical component of our students' well-rounded education. Our goal is to promote health literacy, which is the degree to which students are able to understand the basic information needed to healthy decisions and the skills to make them.

Social emotional learning is gaining momentum in our district as an essential category of skills students need to learn and practice as part of their foundational educational experience. Our elementary health education curricula is currently being redesigned to meet the National Health Education Standards, which represent health *skills* students should be able to *demonstrate*, rather than simply *content knowledge* students should be able to *describe*. The National Health Education Standards mirror CASEL's SEL Core Competencies, and we expect that in the future health education and social emotional learning will be inseparable. Health education is much broader than SEL, but SEL will be embedded as a key component of comprehensive health education in Medfield. This requires a higher priority being placed on the facilities and staffing provided for health education in the future. Health education should meet at least once each week for all grades, but more often as social emotional learning moves to the forefront of our priorities in order to help students be better able to learn and demonstrate their learning throughout the school.

Proposed

The vision is for all students to have a wellness period every day, which would provide them the learning and practice opportunities to be best prepared for managing their lives both in school and with their families. The length of these periods could be flexible depending on the grade and wellness lesson being taught. Maintaining scheduling flexibility will be important, as a 45-minute period does not always make the most sense for all lessons or for all students.

Social-Emotional

Students are taught CASEL's five core competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness) in a variety of ways throughout many settings within the school day. The Sanford Harmony program is utilized throughout Dale Street to support social skill growth and development. Dale Street's guidance counselor visits each classroom every other week to share lessons highlighting the five core competencies mentioned above. The guidance counselor works collaboratively with the

classroom teachers so that information discussed can be integrated into all parts of the school day. In conjunction with the Sanford Harmony program, Dale Street centers our behavioral expectations around our four core values (respect, compassion, collaboration, and continuous growth). Having these two important pieces in place at Dale Street allows a whole school system of behavioral expectations and provides opportunities to teach and recognize pro-social behaviors. Whole school spirit days, our positive referral program and core value assemblies throughout the year help emphasize the importance of good character and helps to foster a sense of community. Movement breaks using GoNoodle are included in teachers' plans to help improve attention and engagement.

Understanding the social-emotional needs of our students at this developmental level is an important factor in providing high-quality instruction. Ensuring that the building is designed to take this into account will help us continue to foster pro-social behaviors. Attention to natural light, the use of color, movement break space, whole school gathering space, reinforcing graphic displays, and placement of student work displays will all help create a student-centered and inclusive atmosphere.

Proposed

In each academic area, there is a desire to expand project-based learning opportunities. Additional storage in more flexible spaces will be needed to support these efforts. We are currently piloting two project-based classrooms (one in grade 4 and one in grade 5). In addition to this, our school has partnered with the FUSE initiative for the past three years as a way to provide professional development to teachers in the areas of personalized learning and project-based learning. In a new building, multiple STE classrooms could help support and expand opportunities for students.

Planning and Collaboration

Collaboration is one of Dale Street's four Core Values and an extremely important aspect of the work Dale Street teachers do daily. The school utilizes a common planning time where members of each grade level and specialists meet 1 time per week for 60 minutes. This time is designed to plan lessons, discuss and review student work and data and to talk about teaching strategies used by fellow colleagues. In addition to a common planning period, each teacher also receives a 45-minute prep period each day. Staff uses their classroom to plan unless a specialist needs the classroom to offer their special. If this is the case teachers will try to find any open space available (corner of the library/teachers' lunchroom). Staff also have the opportunity to participate in grade-level/department meetings after school for 30 minutes each day as part of their contracted schedule. This occurs in their classroom, however, occasionally

there is an afterschool intramural that may need the same space. In this case, similar to above, teachers look to find any space available. Consultations for IEP, 504, and Intervention students (with our guidance counselor, school administration and other service providers) also occur during this time.

Proposed

Medfield Public Schools believes in enhancing a collaborative learning culture of continuous improvement for students and staff. This includes supporting and developing the health and social/emotional well-being of students and staff; developing the whole child, recognizing the unique contributions and needs of all students; and reinforcing our contribution to the broader Medfield community by fostering a collaborative, communicative, and consistent educational experience for all students. Critical to this strategic vision is the continual investment in our facilities and equipment to optimize student learning.

Key elements of a collaborative learning culture include the time and intention to support teachers in professional development and collaboration through scheduling common planning time. This also includes a blended learning environment to engage all learning styles through multiple learning opportunities through small-group work, individualized self-directed learning, guided instruction, hands-on activities, and research. A classroom needs to support this menu of differentiated growth experiences by providing zones--areas that are clearly defined, viewable and monitorable--and flexibility--with the ability to be reconfigured based on educational units. Core classrooms spaces need to have areas where dedicated 1-on-1 instruction or assessment can be conducted without interruption to the larger class. These spaces will fit the needs of the students and staff by promoting social interactions, academic investigation, and students' individual needs. This is also in line with Medfield 2021 to develop targeted support and instructional support responses to close achievement gaps, as well as implement appropriate differentiated interventions/enrichment. Each classroom should have furniture that is flexible, ergonomically varied, and movable to allow students to redefine the space based on the task at hand. Dale Street students actively use whiteboard space on the wall and on tables.

The Library Media Center (LMC) should be at the heart of the school easily accessible to classrooms. Students have the ability to access the LMC during their WIN block, before and after school and it serves as a gathering space socially through hosting school clubs and academically through its collections. The STEAM labs should be distributed throughout to school to have easy access and connection to the core classrooms as they will extend and enhance learning opportunities.

Integral to the desire to connect with the larger Medfield community, the school will need to have gathering spaces to support guest speakers from the community to provide perspective on units of study to positively impact students. Ideally, these are spaces where an entire grade can assemble or a group of up to five classrooms.

Academic Support Programming Spaces

The Dale Street School ELL Specialist delivers ESL instruction using a push-in and pull-out model. The amount and method of instruction is based on the English Language Proficiency levels of the students. This targeted instruction follows DESE ELL Guidance recommendations.

Proposed

It is proposed that we maintain the current program delivery and create rooms where small group ESL instruction can occur and where District/Title III supplemental materials can be stored and utilized and where ACCESS testing materials and a setting for ACCESS small group testing.

Student Guidance and Support Services

- **Current Services and Programs:**

- The Dale Street School has:

The Dale Street School has:

1 Nurse with an extremely small inadequate nursing office

1 Guidance Counselors, servicing the entire school

1 School Psychologist servicing the entire school

1 504 Coordinator, School Guidance Counselor

Office space and conference space is extremely limited or non-existent.

Proposed Changes:

We hope to increase the number of Guidance Counselors for a ratio of approximately 275 students to one counselor, add a full-time School Adjustment Counselor, add conference rooms for meetings with IEP Teams and families, and add office space for all personnel who need time and space to counsel students. Social/emotional work is a top priority for our District. The design for any new school will include space and resources to service our students.

F. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

- Existing Teacher Planning Spaces, Planning Time and Room Assignments

Currently, core classroom locations are not clustered by grade-level or content area. Each classroom teacher including specialists such as Art, Music, Physical Education, and some World Language (Spanish) have their own classroom, but due to space constraints, some specialists such as Health and World Language (Mandarin) have a mobile classroom or only have limited use of a semi-permanent classroom location. When their classroom is being used as a mobile classroom, classroom teachers often take their prep time in the Teachers' room or in another

space they can find.

Dale Street School only has one dedicated music room. Therefore, many music classes are held in hallways, the foyer, the cafeteria or in multi-purpose classrooms. Orchestra ensembles are held in the cafeteria and band ensembles are held in the gym, preventing any PE classes from being scheduled during this time. Due to scheduling and room limitations, seven of the PE blocks are 'double PE's,' with over 45 students occupying the only gym area.

Support services are spread throughout the building with the Guidance and Psychologist rooms located on opposite sides of the building. The Nurse's office is adjacent to the office which is convenient for sick student pickups, medicine drop off, and the ability for office staff to help cover the nurse's office when needed.

Reading/Math Support, the SPED Learning Center, the ACCESS Learning Center and other SPED support rooms (Speech, OT, PT, Behavior) are not centrally located requiring students to travel to different parts of the building depending on which services they are receiving.

When gathering assessment data, there is no dedicated space available for teachers to test students. Testing is often done in a corner of the LMC, in a hallway or in a small closet-like room off the cafeteria. When reviewing assessment data with peers to identify students in need of support, meetings must be held in classrooms or multi-purpose rooms.

By contract, teachers work a total of 7 hours and 15 minutes every day and are given a duty-free lunch block as well as a 45-minute daily prep period and one 60-minute weekly Common Planning Time (CPT) with other grade-level teachers. Grade-level meetings take place in classrooms as Dale Street School does not have any conference rooms.

The Teachers' Room serves as the teacher lunchroom, a location for staff without a classroom (e.g. aides) to store their personal belongings, as well as the main teacher work area (copier, laminator, office supplies, etc.). There are additional copiers located in the office and the LMC. Printer stations are in various locations throughout the building (LMC, office, 2nd floor, 1st floor).

Proposed Changes

The new school will need to have space to accommodate professional development, grade level meetings, presentations by district personnel, whole school faculty meetings, IEP Team meetings and meetings with parents, families and support staff. We expect no additional changes to staff but will allow for more opportunity and time for teacher common planning. The new physical layout of the school will have professional development spaces shared by each grade level to allow for collaboration and planning.

Professional development for both individually pursued activities and school-based, job-embedded approaches are planned using student achievement data (MCAS/PARCC, ACCESS, DIBELS, End-of Unit and Benchmark assessments), School/District Improvement Plans, Educator Evaluation data, Learning Walks/Site Visits, and staff surveys.

Professional Development offerings are centered on five basic areas:

1. Curriculum & Instruction
2. Assessment
3. Student Support
4. Family and Community Engagement
5. Mentor/Induction/Licensure

G. LUNCH PROGRAMS

Current

Dale Street's 18 classrooms are divided into three lunch periods. Each lunch period is 20-minutes long with the first lunch beginning at 11:45 a.m. and the last lunch ending at 12:55 p.m. There are between 130-140 students in each lunch. Students have a 25-minute recess block prior to lunch. After recess, staff dismiss the students from the playground to the cafeteria. Students who are purchasing lunch or students, who wish to buy a drink or a snack, line up in one of two lunch lines. Approximately 180 lunches are served daily. It would be ideal to have a larger space and some outdoor seating space for outdoor dining.

Food Services also provide breakfast options for students beginning at 8:20 a.m. and snack foods are available for purchase between 9:30-10:30 a.m. In addition to lunches, the cafeteria is also used for school assemblies, orchestra ensembles, music lessons, space for students to work on class projects and a space for pullout services. Most staff eat lunch in the Teachers' Room during their classroom lunchtime. At any given time, there are approximately 15-20 staff members in the Teachers' Room during lunchtimes.

Proposed

Dale Street proposes a cafetorium. The proposed student dining area should be located and designed in a manner that provides easy access. The cafetorium should include student work presentation spaces, indoor/outdoor connections, and a full-size stage for musical and theatrical presentations during non-lunch hours. This space should be in close enough proximity to remaining building program areas to promote their use throughout the day. Outdoor connections to an elementary playground are necessary. Consideration should be given to creating these

areas as flexible space with multi-use potential; locating them close enough to the classroom clusters to promote their high utilization while taking precautions to ensure that their functions do not compromise the use of surrounding areas.

We envision a single room that includes movable wall partitions so students who attend lunch bunch or those with sensory challenges would have a place to eat comfortably. In an effort to support our wonderful music program, the moveable wall partitions would create break out spaces where teachers could teach instrumental lessons at times when the cafetorium is not in use. During the dining hours, this room will be divided with acoustically treated walls. Currently, students with sensory difficulties and students who participate in a lunch bunch with the School Psychologist or Guidance Counselor have to leave the lunchroom once they purchase their lunch and travel down the hallway to where they will participate in lunch bunch. The layout should promote ease of meal distribution from the kitchen ensuring that they are able to purchase their meals and be seated within a reasonable and efficient timeframe. We require outdoor seating for approximately 25% of each of the dining rooms at a time. Providing students the opportunity to dine outside will create connections to the community as well as highlight the outdoor learning spaces. We would expect that the sightlines between the staff supervision of the cafetorium and the outside to allow supervision of both locations simultaneously. In addition to the items listed above, we would like technology access and performance capabilities in the cafetorium because we will continue to host assemblies and guest speakers in this space. We would also like to continue to grow and improve our wildly popular “Friday Lunchtime Student DJ” program allowing students to build community, self-expression, and initiative.

H. TECHNOLOGY INSTRUCTION POLICIES & REQUIREMENTS

Description of Existing Educational Technology:

Dale Street School uses technology to help students develop critical thinking, problem solving, facilitate collaboration and personalized learning experiences as part of the ongoing goal of teaching student skills for the 21st Century. Each classroom has five (5) Chromebooks. Additionally, there are five (5) Chromebook carts, containing 25 Chromebooks each, which teachers can sign out for class use. Each teacher can sign out a class set of Chromebooks for a minimum of two periods a week to plan lessons accordingly that include use of these devices in their instruction. Wi-Fi access points are located throughout the building, although there are still connectivity issues in many areas in the building due to the original construction in the early 1940's.

Each teacher has 4 iPads available for classroom use. Additionally, they have access to several iPad carts, which each contain a class set of iPads that are signed out for classroom projects. A class set of the Walking Classroom Walk Kits are available for staff to share, as well as a class

set of Google Expedition. Each of these is used to further enhance educational learning through the use of technology.

Proposed

Dale Street School is moving towards a 1:1 Chromebook program in Grades 4-5 with supporting iPads assigned to each room. Medfield students are currently 1:1 in Grades 6-12. Our vision is to design an elementary model for meaningful, sustained technology integration. Students will use devices in their classrooms and gain the use of additional technology in the LMC.

The new Instructional Technology space in the LMC will be wired and configured to provide a dynamic, flexible, multi-functioning space for both instruction and project design. The school will house computers that are used for both direct instruction in the use of application programs as well as for web-based assessments.

Classroom teachers will utilize this space as a place to conduct some elements of project-based learning connected to the content. Students can explore, research, collaborate as they learn from one another through technology. The hope is to have a “green wall” to help with video production of presentations that are an integral part of the skills necessary to produce quality work at the upper elementary level. All classrooms are equipped with overhead-mounted LCD projectors and Epson Boards.

STEAM Programming (Science Technology, Engineering, Arts and Mathematics)

STEAM learning is a large part of our curriculum. When teachers try lessons, they do so individually in their own classrooms or in hallways nearby. Currently, classroom teachers develop instructional units using the standards in the Massachusetts Curriculum Framework documents as a guide. We would like a dedicated STEAM room to integrate technology into the classroom through the use of mobile devices while at the same time increasing the focus of the curriculum towards STEAM education via the use of a STEAM room.

We encourage students to identify a “passion project” that is deeply researched, analyzed, and communicated out to a larger audience, with the presenter serving as a topic “expert”. For this purpose, technology is used for conducting personal research, gathering and quantifying information, organizing findings using a variety of apps, creating a final presentation, and communicating information learned.

STEAM room/STEAM labs (previously the Makerspace) will provide students with a designated area to explore problem solving and the design process in greater collaborative

depth. Student materials can be left intact while under construction, or quickly moved to one of the storage spaces for easy access. Equipment necessary to promote innovation would include multiple storage cabinets along the walls (for materials and storage of student projects in progress) and 3 or 4 sinks (for water access), Safe tool and machine storage will be available as well as green screen walls.

I. MEDIA CENTER/LIBRARY

Current Programming:

Despite many physical and staffing challenges, the current Dale Street Library Media Center thrives and serves as the heart of our school community. The library and the innovative Makerspace center symbiotically work to embrace innovation, a diverse and empathetic lens to the world, multiple literacies, global awareness, and as an overall future ready hub for students and the entire Dale Street community to demonstrate that they can break through the physical walls of the school.

Our Future Ready Library supports student-centered learning, as well as inspires and supports the reading lives of both students and teachers. It is a priority of our library to create inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. The current program supports Curriculum, instruction, and assessment by curating digital resources, building instructional partnerships, and empowering students to be creators.

Our library also utilizes space and time effectively by providing flexible spaces that promote inquiry, creativity, collaboration, and community. Cultivating community partnerships are important within school, local, and global communities to promote a community of readers and real world problem solvers.

Current Staffing: Our Library Media Center has one full time librarian and a part time library assistant.

Current Hours: Our Library Media Center is open daily from 8:25 a.m. – 2:55 p.m. (these are the school hours for our students). The Library Media Center is used before school for teacher meetings (curriculum/Dale Street Technology team) and is used frequently after school (curriculum meetings, home base for our Daily Dale student-led morning newscast, afterschool intramurals)

Proposed

Student agency should drive our overall future vision. Specifically, the design of our new library space should take these key items into consideration:

- Cultural proficiency and sensitivity

- Inquiry-based research
- Student- responsibility of check in/ out of books/ materials
- Book choice and ability to access books
- Student devices located throughout the library for card catalog/ database use
- Library OPAC stands
- Ample technology

The facility will be a welcoming environment for all students and staff with the circulation desk having open access on at least 2 sides and is central to the space, but not a barrier to students. Flexible furniture and workspaces for both students and faculty. Book drop access both inside the library and outside (thinking of future library access during summer/ vacations) Comfortable furniture that has flexibility, but also easy to keep clean. A Library Media Center that supports current and future mobile technology with flexibility to adapt to the unknown innovations of the next 50 years. Flexible lighting options and multiple display choices (Epson projector/ TV, etc.)

Narrative Description of Educational Activities:

In a typical day, students will use the computers to do research or class assignments, reading and checking out magazines and books to take home, and using the computers for creative writing. Before and after school, the center will be a meeting place for students to work cooperatively on school assignments or a quiet place to do homework or read.

J. VISUAL ARTS PROGRAM

Visual art classes are offered to all students and are designed to develop the skills of critical thinking and creative problem solving. Students practice technical skills in a cooperative learning environment that enables them to communicate effectively using design skills and expression. Currently, students meet once per week all year long in the Art room. The Medfield Public Schools' Art Department is in a community that values the importance of the visual arts as part of a high quality, comprehensive education. The intent of the Elementary Visual Arts curriculum is to develop observational awareness, nurture memory and imagination, understand art concepts and their application, and to master specific skills and materials. The Visual Arts curriculum is accessible to all students to promote creative problem solving and critical thinking in response to one's own work and the work of others.

As educators, we cannot overlook the need for students to work in a hands-on environment where students work within and through materials to design and problem solve. The studio environment is a place where the experiential learning is reinforced through deliberate processes and expression.

Proposed

The vision of our elementary art program is to provide a collaborative, flexible workspace that will elevate the profile of the visual arts within the school. The arts are in themselves an essential part of the community and are also used to support and reinforce the learning in traditional classrooms.

The location of the art studio, the student work display area, and the location of art class in a student's schedule is a direct communication to students of how a community values the importance of an art education. The Art studio/classroom should be viewed as a conduit for collaborative learning for students and staff and should therefore be accessed by and central to everyone in the building. The need for complex and varied stimulation, multiple answers to our questions, and the ability to communicate that which cannot be translated by words and numbers is essential to our students' academic, social, and emotional well-being and will always be relevant.

Lighting that is appropriate for general classrooms is sometimes not ideal for the Art studio. Shading, shadows, and highlights are not visible under the harsh, general lighting that might be beneficial in the traditional classroom. For the Art studio, natural lighting is ideal. Large windows can provide direct lighting options for observational work.

Darkening: When using the projector to show examples from Art History, it is best to view artwork on the white board with a projector in a room that has no ambient light from a hallway or windows. Shades with complete opacity are recommended to darken the room in order to view work with any detail and for students to see highlight, texture, and shadow.

Electrical: Power is needed for projector, speakers, computers, and charging units for digital equipment. Outlets are necessary for appliances like pencil sharpeners, pottery wheels, hot glue guns, and fans. It is therefore recommended that there be 4 outlets placed every 6-8 feet along the perimeter of the room, with more hanging above tables that can 'telescope' in when not in use.

Kiln room: Clay is an excellent, engaging, and inexpensive medium for students to understand the visual language of form. A separate kiln room with a door is needed for safe kiln firing and ventilation. To meet safety codes, ventilation for the kiln room must go directly outside, not mixed in with the existing ventilation system. A new kiln is needed for the new building, as the one that currently exists is not cost effective to move and to continue to upkeep and repair. It is

recommended that a Skutt kiln model KM1027 is ordered or its equivalent. An outlet for the kiln room with 240V is necessary for the proper function of the kiln and its ventilation.

Sinks: Studio clean up and preparation of materials should be efficient and collaborative. There should be three sinks in the Art studio to service 25 students at a time. In each Art studio, two sinks should be designated for student use and one for teacher use. Students would use the sinks during studio time but also for clean -up at the end of class. For this reason, it is ideal that the sinks be located on an island or a peninsula counter so that many can access them at the same time. They should have separate drainage systems in case of clogs. They should also be appropriate in size/height to accommodate various needs of the art room. One sink would be reserved for the teacher to use to prepare materials, clean-up, and for clay. All sinks should have minimum measurements of 15”depth x 22”wide with a 10” height basin. The countertops that surround sink areas should be made from epoxy resin, which will withstand heavy-duty use and can withstand consistent water and moisture exposure.

Display space: Students are motivated by recognition of their hard work and successes. There should be multiple display areas both inside and outside of the art studio for public viewing. These should include white or neutral tack boards and also cases for 3D work. Location should be in a central location to get maximum exposure.

Storage: An Art program that serves upwards of 600 students in a week produces a significant amount of work, which needs to be preserved and out of the way. With so many students in a shared space, it is necessary to provide adequate storage for works in progress as well as finished works. Creating artwork requires a number of tools and materials, which need to be taken care of and stored correctly. It is recommended that an adjacent storage space with glass walls is designed so a teacher can quickly retrieve materials without losing sight of the classroom. Storage within the art studio should include both cabinets with doors as well as open shelving that is 12” deep. Flat file storage that is at least 24”x36” for the storage of paper and teacher resources is needed. Slotted vertical file storage space for 36 classrooms of student portfolios is also necessary. Drying racks for wet media for four classes with at least 25 shelves each should be in the art room, so that artwork can be dried before putting it away.

Classroom layout and design: It is predicted that there will be at least 30 classes of students using the art room on a weekly basis. Therefore, it is recommended that there be two separate classrooms for Art. Ideally, they would share a storage space and a kiln room located between them. One of the spaces could be a flexible space, used for 3D, clay, and other sculptural needs. Placement in the building should be centrally located within the building, so that all students can access equally. Other specialized classes, such as LMC and Music should be nearby to encourage collaboration, planning, and shared space.

Furnishings: Seating in the art studio should provide ample space to create various types and sizes of artwork. There should be six large tables of a minimum size of 5'x3' with four chairs (with backs) at each to accommodate both collaborative and individual work... There should also be a demonstration table so the teacher can show the proper use of materials and techniques. Table and countertops should be constructed of a durable material that is easy to maintain and clean, such as epoxy resin, which is the material used in science labs. The teacher work area/desk should be provided for planning and assessment of curriculum. Flooring throughout the entire Art studio there should be a sealed surface to ease with cleaning and prevent damage.

Technology: A 'Smartboard' is used to present each lesson and display exemplars for discussion. A document camera is used regularly to demonstrate technique and show student work. These should be placed in an area that can be seen by all students at once in the room. A teacher computer with speakers for the classroom is needed to show video and play music. Wireless access for all students is required.

K. MUSIC AND PERFORMING ARTS PROGRAMS

Current

The Medfield Public Schools is proud of its history of musical excellence. The lessons that take place at the Dale Street School create the strong foundation that is critical to the success of the Medfield High School Band and Orchestra.

Students in Grades 4 and 5 participate in a variety of musical endeavors. During the 2019-2020 school year we have 94 students participating weekly in a general music curriculum. There are 5 sections of this class and they meet once a week. We have 58 students participating twice a week with our vocal/chorus program. Our band program has 171 participants that have one pull out lesson and one ensemble practice each week. Our orchestra program has 103 students that also have one pull out lesson and one ensemble practice per week. Due to the building constraints there is only one undersized room dedicated to the music program. Often this room is used for general music classes and vocal practice. Our instrument lessons take place in the hallways, a small room behind the stage and in the vestibule of the originally constructed entrance. Our ensemble practices take place in the gymnasium or in the cafeteria; the only spaces large enough to hold our students. Storage of instruments is a real challenge for our students and teachers.

Proposed

It is critical for our new building to have space to support our music program. The music area should contain a performance space, such as a modern cafetorium that capable of holding up to 150 band students at full enrollment and also has acoustics to support a concert and could be

used for orchestra ensemble practice on a weekly basis. In addition, dedicated general music rooms – one of which is large enough to hold the band for weekly ensemble practice- and several small ensemble spaces suitable for a 30 student chorus and various group lessons. These rooms would allow our students and teachers to have appropriate space for instruction and learning, without disturbing neighboring classes. Another important feature would be appropriate storage for general music equipment along with band and orchestra instruments. At full enrollment there will be up to 255 instruments that will need a place to be stored.

L. PHYSICAL EDUCATION PROGRAMS

Current

The Medfield Public Schools Wellness Department provides comprehensive health and physical education programs to all students. Our curricula is based on the Massachusetts Comprehensive Health Curriculum Frameworks and the National Physical Education Standards. Elementary physical education provides the fundamental motor skills which form the building blocks for game play, physical fitness, and a lifetime of physical activity. Health Education is also focused on skill development. Learning facts about one’s health provides a foundation of knowledge, but knowledge alone does not lead to healthy behaviors. Skills-based health education in Medfield includes a planned, sequential, comprehensive and relevant curriculum that relies on participatory methods of student engagement in order for them to practice the skills that will lead to healthy behaviors outside our classroom.

Proposed

The goal of our physical education program is for all students to develop physical literacy. Many factors influence student learning, some of which include skill competency, student engagement, and the instructional environment. Skilled children tend to be active children, who tend to become physically active adults. The fundamental motor skills and movement patterns learned in elementary school are considered by experts to be the highest priority of all of the K-12 grade level outcomes. We are very proud of the high standards so many of our students are able to demonstrate as a result of their instruction and practice opportunities through physical education.

The new school would have a much larger gym, one that could accommodate multiple classes at a time and allow for students to take gym twice a week for the entire year. We do not plan to add a fitness room to the new school but would rather increase the overall gym size.

As we build the new Dale Street School, we are strongly advocating for physical education as intended by MassCore and as adapted by Medfield. The new Dale Street School will have a gymnasium that will accommodate two teachers and four teaching stations.

Staff wellness is an important consideration. Space and equipment should be provided for staff to develop and maintain their best health before or after school. This area should include access to drinking water and bathrooms, including at least one private shower for use of all school employees.

Outdoor spaces should be easily accessible from the other wellness teaching stations and should include both paved and grassy areas for teaching and learning. These should be separate from areas being used simultaneously for recess and should provide for outdoor access to drinking water and a bathroom.

A bike trail around the perimeter of the outdoor space aligns with Town planning initiatives such as pedestrian/bike infrastructure to provide a safe space for our younger students to develop their biking skills safely. This has been cited in the public forums for the forthcoming Vision for Medfield's Future Townwide Master Plan.

Considerations should be made for the many groups who will want to use the wellness areas in addition to the health and physical education classes. Before and after school programs, youth sports groups, adult recreation groups and others will all need access and their own storage areas. Restroom and drinking water access will also be needed for these groups without allowing access to the rest of the wellness areas or other parts of the school.

Gymnasium flooring should be forgiving and good for multipurpose activities. The largest gymnasium should be designed to accommodate competitive youth basketball, and so flooring and baskets should be planned accordingly.

Natural light in the gymnasiums is great, but can interfere with projection for wellness classes, school wide programs, parent or community events. Motorized room darkening shades should allow for the effective use of projectors. A north light is not direct lighting and would be a good place for natural light.

Office space should be provided for up to four staff members, also in close proximity to the teaching spaces.

A significant amount of storage will be required to provide for all three grades, and the main storage area for physical education equipment should be accessible from both indoors and out, so

that outdoor equipment does not need to come into the gymnasium but can do directly out to the outdoor teaching spaces.

All considerations should be made for universal design to provide for equity and risk management to provide for safety. OT, PT, and adapted PE should have dedicated space for both in-school and before/after school use for the same purposes.

M. SPECIAL EDUCATION PROGRAMS

Special Education Response to Rubric and Regulations:

| Question | Yes/No or |
|--|--------------------------------------|
| 1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school? | No, but they will in any new school. |
| 2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP? | No, but they will in any new school. |
| 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 | No, but they will in any new school. |
| 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. |
| 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? | No, but they will in any new school. |
| 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. |

Current Special Education Programs Serving & Number of Special Education Each Program:

Learning Center/Inclusion Programming: 34

ACCESS Program: 9

Co-taught General Education Classroom: 8

The Medfield Public Schools offers many programs, support and learning opportunities for our Special Education population. Our Special Education population is 12.7% of our students. The Dale Street School currently has three levels of programming for special education: a co-taught general education classroom, inclusion support with learning center access and the ACCESS program. The co-taught classroom is staffed by a general education teacher and a special education teacher, who share responsibility for the delivery of the instructional program to all students in the class. The general educator and special educator are equally responsible for the planning, teaching and assessing of all students, and both teachers work together to maximize student learning through differentiated instruction. Students receive the majority of their specially designed instruction within the classroom. Inclusion support services provide a variety of targeted individualized and small group instruction. Students are supported academically and socially through classroom accommodations and modifications to the grade level curriculum provided either in-class or in a pull-out setting by special education service providers. The ACCESS classroom provides a more comprehensive approach for students with more significant levels of need. The focus of the curriculum in the Intensive Program is both academic and functional, including a variety of communication skills, social skills, self-regulation skills, and fine and gross motor skills. These skills are approached in a variety of settings, including the general education classrooms, to promote generalization of skills. These classes provide a highly structured classroom environment utilizing behavior management systems, augmentative communication and assistive technology.

Deficiencies in the Existing Program (identified locally or through state review):

The current space at Dale Street School allows for one shared learning center, an ACCESS classroom, a co-taught classroom, a speech language room, a psychologist's room, a shared OT/EL programming space, and no dedicated space for the Physical Therapist. There is further no dedicated space for special education meetings and the location of meetings can change each year. The general education classrooms are relatively small and can make provision of services

difficult within the classroom as a result. Also, if there is a pull out group, there is no space near most of the classrooms and thus students need to travel down to the learning centers themselves.

Current Specialized Programs and Collaborative Spaces/Programs:

Proposed Programs/Services Needs:

- 2 Co-taught General Education classrooms
- 2 Learning Centers
- 1 Access Program
- 1 OT/PT treatment space and office space
- 1 Speech treatment space and office space
- 1 Psychologist space
- 1 Dedicated conference room

In regard to staff structure and physical plant layout in the new building, it would be ideal to have a co-taught general education classroom at each grade level, two learning centers, an ACCESS classroom, a speech room with attached office, an OT/PT room with an attached office, a psychologist's room with an attached office and a special education conference room. This conference room would have enough room for 10-15 people, a short-throw projector, a photocopier and a wipe board/smart board. This space would allow for all necessary IEP and progress meetings as well as departmental meetings. The new building would also allow for two sensory rooms per grade: one that will allow students to expend energy and one that affords them the opportunity to regulate in less physically stimulating ways. The learning centers are classrooms for pull out special education groups. These differ from the Math and Reading support rooms in that those spaces offer tiered interventions that are available to all students while the learning centers are only available to those students that are on an Individualized Education Program (IEP). Students that receive EL services are also supported at the Dale Street School in a shared space with the team chair and occupational therapist.

The goal of the department is to increase meaningful inclusion within services as well. To support this, a few key components could be added into the building. Each classroom would need to be equipped with flexible seating and furniture that allows for easy manipulation to increase or decrease, depending on group size. It would be ideal to have small break out areas off of the classroom that allow educators to pull a few students without going all the way to the learning centers. Often times, students need to work in small closed off areas within the classroom. It would be a goal to have dividers in the walls that could be pulled out for this purpose when needed and slid away when not necessary. The rooms and space would also need to have consideration for students with visual impairments. For these students, stairs need to

have clear contrast on each step. Doorways also need to have different colors so there is visual evidence of the hallway ending. It would be ideal to have these naturally built into the building design.

Within the physical space of each classroom, staff need comprehensive storage to allow for a less cluttered (physically and visually) environment as well as to increase student independence and organization. The furniture also needs to have a consideration for noise buffering. The noise of chairs on the floor can truly impact a student's ability to focus for many students with a disability. If the room took this into consideration with the furniture, flooring, etc. More students would succeed with less need for individualized adaptation.

There will be dedicated spaces for the occupational therapist, physical therapist, speech pathologist and psychologist as well as a dedicated conference room that will allow for ample opportunities to offer meetings for families and staff.

Previous Coordinated Program Reviews:

Onsite Visit Dates: Week of May 14, 2018

Identified Issues and Problems: SE 54 (Professional Development), CR 8 (Accessibility of Extracurricular Activities), CR 10A (Student Handbooks and Codes of Conduct), CR 10B (Bullying Intervention and Prevention), CR 10C (Student Discipline) , CR 16, (Notice to Students 16 or Over Leaving School Without a High School Diploma, Certificate of Attainment, or Certificate of Completion), CR 21 (Staff Training Regarding Civil Rights Responsibilities), CR 24 (Curriculum Review), CR 25 (Institutional Self-Evaluation), ELE 14 (Licensure Requirements), ELE 17 (Program Evaluation)

Specialized Programs and Collaborative Spaces/Programs (that will Continue, be Eliminated or Added as Part of the Proposed Project):

Special Education Day School Programs (that District currently provides or participates in, and whether the programs will be included in the proposed project):

N. TRANSPORTATION POLICIES

Current Services and Practices:

The Medfield Public Schools provides bus transportation with a fleet of 21 buses for most of our students in Grades K-12. These students are transported at the Town's expense and we have no bus fees for any students. Each bus has a designated neighborhood and goes to each district elementary school. Currently, the buses pick up all students assigned in their designated area,

drop off at Wheelock School, drop off at Dale Street Schools, and finally drop off at the Memorial School. Similarly, in the afternoon, the buses go pick-up at the Wheelock Schools, then Dale Street, and then Memorial School before dropping off students in their designated neighborhoods. Due to this configuration, there are more buses transporting students than needed to serve just the Dale Street population going through the site. Students at Dale Street are dropped off at two locations: in the front of the building on Dale Street and on the Adams Street side of the building.

Students that live close to Dale Street School without having to cross a major street walk to school. There are crossing guards on duty each morning and afternoon on North Street and Dale Street. We currently have a small percentage of students that are walkers. There are also several students that are parent drop off or parent pick up. This is done in the school's only parking lot adjacent to the gymnasium. Visitor parking is extremely limited on the school site with off street parking during any event held at the school.

Proposed

We anticipate that we will continue to bus a large percentage of our students and with increased enrollment, there is a possibility of adding buses. We would prefer in the new school to have one distinct bus drop-off area and another for car drop-off. This model would greatly improve efficiency and allow for a safer drop off with less staff members to manage the process as well as safety for the students. In addition, if the site is behind the Wheelock School, the benefit of having a single parent drop off for both schools would be advantageous.

O. FUNCTIONAL AND SPATIAL RELATIONSHIPS

Functional and spatial relationships and adjacencies are key to the successful design of a new facility. These relationships often define the programmatic, functional, spatial, and environmental requirements of the new facility. Medfield is fortunate to have access to nature so the incorporation of outdoor classrooms will be important. In addition, we need to have flexible learning spaces that will support our expansion of technology, project based learning, and student engagement.

The ability for the community to use the gymnasium and cafetorium off hours is a priority. A large gymnasium or multiple gymnasiums need to be an important feature in the building. A large cafetorium that can be used by our students and community for performances and meetings is also a key feature. A dedicated space to house Medfield Afterschool Program (MAP) is needed to support the growing need for school-aged daycare both before and afterschool. We established a daycare program for the children of our teachers and staff and we believe space needs to be dedicated to this important program. The utilization of this program has been an outstanding benefit to our teachers and has promoted retention of teachers/staff.

Lastly, the new building will need to have a warm and welcoming main office and community space that can accommodate students and families at arrival and dismissal. This space would serve as another learning space for classrooms to gather from projects or to study the sustainability of their school.

P. SECURITY/VISUAL ACCESS REQUIREMENTS

Medfield Public Schools is committed to ensuring a safe environment for all students and staff; to improve public safety for community members who visit or use school property; and diminish the potential for personal and district loss or destruction of property. The school's current policies and procedures to support building security:

- Clear administrative procedures and policies in place to oversee district safety and security programs.
- Regular and continued vulnerability assessments conducted by the Medfield Police and school staff to observe security in place, identify security deficiencies, determine level of security needed, and make recommendations for improvement.
- Effective management of security using multiple forms of communication; policies and procedures; physical security; training; and response plans involving administration, staff, parents, and students.
- CORI checks for all faculty, staff, volunteers, contractors, and vendors who are on school property. Staff are required to visibly display identification badges when school is in session.
- Regular fire alarm drills and lockdown drills to ensure faculty and staff can quickly determine if all students are accounted for. Members of the Medfield Fire Department, Medfield Police Department, and other surrounding towns will participate in our lockdown drills.
- Ongoing training for staff provided to implement the Emergency Response Plan if needed. All staff trained by Synergy 911 and members of the METRO-LEC SWAT team.
- Educate students, faculty, and staff so they are empowered to report suspicious or concerning behavior.

Proposed

The future security design of the school should focus on ensuring and providing a welcoming environment for students, families and community members while simultaneously providing a full complement of modern security features which should include, but may not be limited to:

- Safe and secure main entrance and lobby including single entry door per school or program with a door-release button; intercom and video surveillance, and a visitor management system in place. Additional exterior doors should be locked at the start of the school day (others are egress only and monitored).

- Safe access for kitchen, facility, and shipping/receiving separate from school traffic to main entrance.
- Installation of signage to direct visitors, contractors, and vendors to the administration area to be processed for access. Doors and windows should have identification. All occupied rooms have route-of-travel maps on walls.
- The perimeter of the campus is clearly identified from public property. Landscaping supports clear sightlines of the school building exterior.
- Safe and secure vehicular access to the building including the use of bollards, no-parking areas and designated drop-off areas. Separation of vehicular and bus traffic patterns. Safe pathways provided for pedestrians and bicyclists. Emergency and public safety vehicle access is clear.
- Best practices for access control systems in place for building, classroom, and support space access.
- Adequate exterior lighting provided around walkways, doorways, and in parking areas with awareness of minimizing light trespass on neighboring properties and energy efficiency
- Video surveillance coverage, protocol, and maintenance coordinated with local law enforcement.

III. CONCLUSION

The Medfield Public Schools is incredibly grateful to be collaborating with MSBA on this project. Our vision for this school, our core values, input from stakeholders and Medfield 2021 will drive the design and construction process. This project will culminate with the construction of a building that will serve the needs of our students and community for decades to come.

Supporting Documents to Link

- Visioning Sessions Results
- ThoughtExchange Surveys
- Medfield 2021
- Enrollment Projections from MSBA and NESDEC
- 20-Year Capital Plan