FOSTER ELEMENTARY

3.1.2 EDUCATIONAL PROGRAM

The core values of our school are woven into the curriculum throughout each child's school day because they represent what parents and faculty feel is the essence of learning at Foster School. At Foster School our students will:

- Enjoy the process of learning, constantly striving to meet their potential and become lifelong learners.
- Be responsible and will demonstrate respect for self, others, and property.
- Practice critical thinking skills to solve problems.
- Have a strong sense of community both in and outside of school.

3.1.2.1 Grade and School Configuration Policies

Hingham Public Schools ("HPS") operates six school buildings. There are four elementary schools, East Elementary School (PK-5), Plymouth River Elementary School (K-5), South Elementary School (K-5), and William L. Foster Elementary School (K-5). Students from all four elementary schools transition to Hingham Middle School for grades six-eight (6-8) and then to Hingham High School for grades nine-twelve (9-12).

Current space and building configurations house the District's Pre-Kindergarten program at East Elementary School. The district is currently working to expand Pre-Kindergarten space. Once built, the new Foster Elementary School will house the Pre-Kindergarten populations from the Foster and Plymouth River Elementary enrollment areas of Hingham. East will continue to serve the Pre-Kindergarten population from Hingham's East and South Elementary enrollment areas.

The District is projecting five integrated PK classrooms at Foster School with enrollments set at not more than 15 students per class. Two of these integrated classrooms will operate half day programs, accommodating 60 pupils. Three of these integrated classrooms will operate full day programs, accommodating 45 pupils. The five integrated Pre-K classrooms will therefore serve 105 students.

The sixth PK classroom will be a substantially separate classroom serving not more than 9 students with disabilities. The classroom is dedicated to the special education program and no unique design features are needed for this classroom.

Total PK students to be served will be 114 students.

3.1.2.2 Class Size Policies

The Hingham School Committee (the "Committee") recognizes the direct link between the smallest possible class sizes and students' academic success and shall strive to keep class sizes at the smallest level possible given available resources and the need to accommodate varying ability levels and learning styles. Maintaining teacher-to-pupil ratios of levels below the notification limits shall be a budgetary priority of the district.

Class Size Notification Thresholds: Despite the Committee's goal of keeping class sizes at the lowest level possible, budgetary or space constraints or scheduling imbalances may sometimes create situations of overcrowding. As a policy matter, the Committee has determined that the thresholds noted below represent undesirable class sizes, and that ratios that exceed these thresholds shall be considered "severe overcrowding." Situations in which the teacher-to-pupil ratio exceeds the stated enrollment shall be brought to the attention of the Superintendent by the relevant school Principal along with the Principal's recommendation for action, if any. The Superintendent shall report to the Committee, at its next regular scheduled meeting, whenever enrollment exceeds the thresholds below and recommend action, if any.

Level/Program	Enrollment Per Class
Kindergarten & Grade 1	23
Grade 2 - 5	25
Grades 6-12	30
Physical Education	35
Laboratory & Elective Areas	35

The above policy shall not preclude large group instruction when deemed part of the regular program of instruction.

3.1.2.3 School Scheduling Method

The Foster School schedule is based on a six-day cycle to enable students to participate in one of their six areas of specialist instruction (art, music, physical education, Spanish, computer science, library) each day. There are currently five scheduled lunches at Foster. Each grade level, grades one through five, has a designated lunch time. Due to time and space limitations, Kindergarten and First grade, which is a total of five classrooms, share a lunch period. HPS provides band, strings, and chorus as music options for grade five students. Due to space limitations at Foster, the schedule must be created in a way that enables the library, gym, music room, and presentation room to be available for music during the grade five specialists' time. While in the past the Spanish teacher had her own teaching space in a classroom, currently she is operating out of an office and uses a cart and a general education classroom space to provide Spanish instruction.

3.1.2.4 Teaching Methodology and Structure

a) Administrative and Academic Organization/Structure

Foster is currently a K-5 elementary school and has one (1) school principal, one (1) assistant principal, and one (1) school nurse. Administrative support in the building includes one (1) school secretary, one (1) office administrative assistant, and one (1) special education clerk.

As Foster moves to become a PK-5 elementary school, the plan is to have (1) school principal, one (1) assistant principal, and one (1) school nurse, as well as administrative support to include: one (1) school secretary one (1) office administrative assistant all housed in the main office.. Additionally, there would be a special education office area that houses the special education clerk, school psychologist, Pre-Kindergarten coordinator, and related services staff as well as a Student Services Office housing the School Adjustment Counselor and the School Guidance Counselor. Foster aims to provide equity and inclusion for all students. Using a fully inclusive placement model, classrooms are heterogeneous and include students on Individualized Education Programs, 504s, and general education students. We create classrooms of students, based upon their needs. Space constraints make it difficult to meet the pull-out needs of students' educational needs. The proposed teaching methodology at the Foster School aligns with the District vision and implementation of the Hingham Tiered Student Support Social Emotional Plan as well as the Hingham Tiered Student Support Academic Plan.

To implement this plan, Foster is proposing the following:

ROOM TYPE	No. of Rooms (e.g., N/A, 1, 2, etc.)	Comments
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	6	Proposed plan to expand District preschool to more than one elementary building. Full day, half day, and substantially separate programs are offered as described above. -
Kindergarten (indicate full/ half day in the Comments column)	5	Full Day Program with a small number of students who leave after the morning session.
Grade 1	5	
Grade 2	5	
Grade 3	5	
Grade 4	5	
Grade 5	5	
Other (indicate program in the Comments column)	2	-Spanish classroom - -Computer Science Classroom/STE Lab

		-SPECIAL EDUCATION OFFICE: Special Education Administrator, Special Education TEAM Chairperson, School Psychologist, Special Education Clerk, Special Education TEAM meeting area -5 Special education teacher small group instructional spaces -2 substantially separate Special Education classrooms each with enclosed student bathrooms, office space, de-escalation space, 1:1 instructional space -Large Motor Room with suspension and office space for physical therapy (located close to PK) -Small Motor Room with office space for occupational therapy (located near classrooms) -Speech and language classroom with office space (located close to PK) -Speech and language classroom with office space (located near classrooms) -Reading specialist office and small group room (located near primary grades) -Literacy specialist office and small group room (located near elementary grades) -Math specialist office and small group room -Writing specialist office and small group room -Four (4) interventionist small group spaces -ELL office with small group instructional space -Adaptive Physical Education space -Paraprofessional home-base to house workstations, phones, and locker space for 30
SPECIAL EDUCATION	22	-calming spaces (1 per floor)
ART	1	
MUSIC	3	-General music -Chorus/voice -Band/strings
HEALTH & PHYSICAL EDUCATION		
Gymnasium	1	

MEDIA CENTER	1	-Library space & teaching space (library/media is a special)
STUDENT DINING	1	-Student dining space (Cafetorium) -Kitchen area -Kitchen Office area. -Teacher Dining space / combined kitchen space, -Admin Office small kitchen space
MEDICAL SUITE	1	
Nurses' Office	2	-Student patient space -Office space for discussions with parents ensuring patient confidentiality
ADMINISTRATION & GUIDANCE	4	-MAIN OFFICE: Principal, Assistant Principal, School Secretary, Office Administrative Assistant. -STUDENT SERVICES OFFICE: Guidance Counselor, Adjustment Counselor, - PK OFFICE: Pre-Kindergarten Coordinator -PK conference room,
OUTDOOR LEARNING	9	-Outside garden bed areas -Covered outdoor classroom -Cistern -Composting bins -Multi-purpose fields -Baseball/softball diamond -Basketball/hard surface play -Tennis courts -Playground area
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	2	- -Multipurpose Room for Kids in Action (will double as Field Science CR during the school day.) -Kids in Action Office space for Director and Assistant Director - -
OTHER *(indicate type of program in the Comments column)*	5	- -Three common teacher workspace and meeting areas (1 per floor) -Lactation Room - - - - - -

		-Office for METCO Director with meeting space

The District acknowledges that square footage exceeding MSBA guidelines will be ineligible for reimbursement.

b) Curriculum Delivery

Instructional support is provided within the classrooms, including individual and class-wide support personnel (e.g., paraprofessionals) to support classroom instruction and student learning.

Classroom learning consists of both whole and small-group instruction. Classroom spaces will require areas for both whole and small group learning and contain flexible seating and furnitur. In addition, all classrooms will have assisted-listening technology equipment. Instruction is delivered in an environment that has a projector and whiteboard for whole class instruction. A small set of iPads and/or chrome books is also available for small group/center work and are generally stored in the classroom when not in active use.

Core Instructional Model: Phenomenon-Based Learning

Phenomenon-based learning is a student-driven approach, guiding students through exploration and research of observed phenomena. It involves a combination of inquiry-based, problem-based, and project-based learning opportunities (Prakash Naik, 2019). The goal of phenomenon-based learning is to help students develop critical thinking and problem-solving skills by actively participating in the collaborative learning process. Teachers play an essential role in facilitating student learning through a multidisciplinary approach to instruction (Symeonidis & Schwarz, 2016).

Adapting traditional teaching methods to implement phenomenon-based learning is necessary. Traditional teaching methods are classified by whole-class teaching, focused on knowledge transfer from the teacher to students. Research supports that this is not the most effective method of learning (Khalaf & Zin, 2018). Teachers will need to shift from a knowledge acquisition mindset to a skills acquisition mindset (Prakash Naik, 2019). Schools do not need to completely eliminate subject teaching, but there must be time for students to engage in cross-curricular research and exploration. Exploration should take place in small meaningful collaborative groups and can take place throughout the school year (Prakash Naik, 2019). During the learning process, students take ownership by asking questions, developing tasks, and exploring phenomena as it naturally occurs in their surroundings and experiences (Symeonidis & Schwarz, 2016). A key goal of phenomenon-based learning is to address transversal competences: (1) thinking and learning to think, (2) cultural competence, interaction, and self-expression, (3) taking care of oneself and managing daily life, (4) multiliteracy, (5) information and communications technology (ICT) competence, (6) working life competence and entrepreneurship, and (7) participation, involvement, and building a sustainable future (Prakash Naik, 2019).

Shifting to a phenomenon-based learning method requires physical changes to the learning environment. The structure of the school building must provide open spaces for interactions within

and across grade levels (Prakash Naik, 2019). With inquiry and problem-solving at the heart of phenomenon-based learning, the school building must be designed with this in mind. Schools must shift away from classroom layouts where students are bound to desks in a whole-class instructional format (Niemi, 2020). The new school building should contain neighborhood or grade-level cluster collaboration workspaces for students to develop and complete projects through small group collaboration. These workspaces should have ample student-accessible storage for materials, projects under development, and display cases for student work. The inclusion of sinks in these workspaces would promote age-appropriate responsibility for maintaining a clean workspace.

Common spaces would be available for use by any members of the grade-level team for break-out, small group learning space, or larger grade-level presentations. The space would be supervised by the educators and/or an adult who has booked the space for use and/or the classroom teachers, specialists, or interventionists working with the students on the grade level team. The space would also be used for multi-class computer science immersion lessons/activities, grade specific guest authors discussions and grade level presentation of student work. While the classrooms would be used regularly for similar activities, the common space allows for collaboration across classrooms and greater opportunities for common experiences shared among students within a grade.

Phenomenon-based learning promotes the problem-solving process. Access to devices will allow students to design and collaborate on their work, and their final work-product should embed technology to enhance their visual presentation. Students use skills to solve a problem by recording and reflecting during their project-development by continually reflecting on their work through journal writing. This will enhance creativity and critical-thinking skills as they document their findings as they work toward a solution. Students should also have access to a variety of seating options and working surfaces. Regular chairs, active learning stools, floor seating options, desks, tables, and portable workstations can all enhance the learning environment. Bulletin boards should be located throughout the school to display learning resources and student work. Having digital monitors throughout the school would also create opportunities to run visual announcements and student presentations.

Careful consideration should be made for how open and flexible learning environments are organized. Open learning environments may involve multiple teachers and classes utilizing the space simultaneously. Teachers who participated in a study in Finland indicated that shared learning spaces can become disruptive due to excessive noise. Some schools utilized acoustic curtains that were not proven effective, while others added solid or glass walls. Teachers felt this defeated the purpose of the open spaces and preferred to have separate classroom spaces for fundamental direct instruction. They also indicated that some students struggled not having a classroom or personal space to go to throughout the day. Teachers in the study expressed the necessity of being involved in the design process from the bottom up to ensure daily considerations are accounted for (Niemi, 2020).

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Beyond structural design, operational changes will help with a smooth transition to phenomenon-based learning. Training teachers on instructional strategies and how to facilitate student-driven learning is necessary. Because this approach is highly small-group oriented, decreased class sizes contribute to overall student benefit. Administrators will also need to consider how to support special education and high-risk students in this learning model. Teachers will be required to increase collaboration and potentially move to co-teaching models to allow for the multidisciplinary approach. Phenomenon-based learning requires significant flexibility and time for students to immerse themselves in tasks and construct knowledge. Therefore, administrators must pay careful attention to scheduling (Prakash Naik, 2019).

Components of Phenomenon-Based Education

Phenomenon-based learning has roots in Constructivist Theory, inquiry-based learning, problem-based learning, and project-based learning. Each component helps inform teaching and learning methodology. Constructivism explains how individuals acquire knowledge (Olusegun, 2015), while inquiry, problem, and project-based learning provide a means of acquisition.

Constructivist Theory rests in the belief that students cannot receive knowledge simply through transfer, such as is done in traditional teaching methods, but rather through actively engaging in learning opportunities that allow them to build knowledge in their minds. Students gather information from lived experience and observations, connect it to prior knowledge, and make sense of it through reflective practice. In constructivist learning environments, teachers and students share knowledge, students work in collaborative groups, and teachers serve as facilitators to help guide students' learning (Olusegun, 2015).

For students to construct knowledge, they must engage in active learning opportunities. Inquiry, problem, and project-based learning bring attention to student-driven learning and enable them to actively construct knowledge. Each method is collaborative and focuses on small group exploration. Inquiry-based learning involves students asking and answering questions to develop problem-solving skills. In this method, learners engage in discussions, suggest evidence, formulate explanations, connect the information to background knowledge, and communicate findings (Khalaf & Zin, 2018). Problem-based learning challenges traditional teaching methods because it seeks to develop more effective critical thinking skills. In this method, students observe, analyze, and reflect on information based on real-world problems (Zuryanty et al., 2019). Finally, project-based learning, heavily rooted in constructivism, engages students in building knowledge through multidisciplinary learning experiences. While teachers can decide on project topics, students should engage in real-life projects based on observed phenomena. Studies show that students who conducted research independent from direct instruction could more effectively answer questions and communicate information about topics (Tascı, 2015).

Grade PK-5 teachers in the Hingham Public Schools are expected to provide a minimum of 90 minutes of instruction per day in the English/Language Arts (ELA). This instruction includes reading, writing, spelling, and language study and is intended to establish the foundation for the entire K-12 ELA program. In addition, all students in grades K-3 participate in instructional groups based on a model of tiered instruction. Tiered instruction is a process by which educators utilize data from a variety of assessments to evaluate learners' needs and provide all students with targeted instruction at their appropriate reading levels. Teachers adjust instruction as needed and monitor student progress so that groupings are fluid. Similar practices have been integrated into literacy instruction in grades 4 and 5 as well.

Reading

Journeys – Houghton Mifflin Harcourt's (HMH) core reading program – is a comprehensive, research-based reading program which offers a variety of quality literature to engage learners. Explicit instruction and numerous opportunities for practice ensure students' growth in reading proficiency. Each week's lesson integrates phonics, grammar, writing, and spelling for a total language arts approach. Instruction for skill development in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) is structured to meet individual needs. The skill sets build upon one another as students progress through the grades. Lessons are aligned with the Common Core standards and are thus compatible with the Massachusetts Curriculum Framework for ELA and Literacy.

The HMH program provides all elementary classrooms with comprehensive student and teacher resource materials. Students are provided with an anthology and practice books. Teachers receive resource packages that include teacher guides and a variety of materials (including Reader's Notebooks, Close Readers, Leveled Readers, and trade books) designed to ensure that all students at all levels receive a substantive and challenging program of study in the language arts.

Additional Resources: In addition to the core reading program, teachers in grades 3-5 provide instruction in district- wide reading selections. Teachers in each of the four elementary schools share common materials based on the following three titles: Grade 3 – Stone Fox; Grade 4 – Shiloh; and Grade 5 – The Diving Bell. Teachers also utilize multilevel children's books that integrate reading with content areas such as science, math, and social studies. At each school, book closets and classroom libraries provide students with trade books used to supplement reading instruction and encourage independent reading.

The Telian Lively Letters approach is used in Kindergarten to teach letter and sound recognition. The program utilizes imagery and mnemonics (creative memory tricks) to teach letter-sound associations and sight word acquisition.

Writing

Grades K-1: Basic writing skills in content, structure, and mechanics are taught across curriculum areas. Steps and stages of the writing process are introduced as are the use of graphic organizers

as a writing tool. Shared writing, journal writing, and letter writing are also used as forms of writing practice. Teachers introduce concepts through research-based methodology such as using published examples, modeling, giving guided practice and allowing for application of writing skills.

Grades 2-5: Writing is taught through The Empowering Writers program in order to meet the 2017 Massachusetts ELA Framework, as well as expectations established by the Hingham Public Schools for expository, opinion, and narrative writing. Students receive explicit instruction in structure, development, voice, and style as these elements relate to the different modes of written expression. Teachers use graphic organizers such as the Expository Pillar and the Narrative Diamond to help students understand the reading/writing connection and to craft essays and stories in response to text, personal experience, or their own powers of imagination. Teachers introduce concepts through research-based methodology such as using published examples, modeling, giving guided practice and allowing for application of writing skills. Students apply their writing practice across all areas of the curriculum with a concentration on research-based projects in the upper grades.

K-5 classroom teachers use a wide variety of best practices in their delivery of the ELA program. Some of these practices include the tiered instruction model, differentiated instruction, flexible grouping, learning centers, and cross-curriculum project-based learning.

Each school has a team of reading and literacy specialists, special education teachers, interventionists, and paraeducators working to ensure that each child's needs are being met in terms of literacy instruction.

d) Mathematics

Hingham's elementary curriculum is fully aligned with the 2017 Massachusetts Curriculum Framework for Mathematics and uses McGraw Hill's Everyday Math 4 as the primary program for grades K-5. Students in grades K through 2 focus on ordering and cardinality, basic operations and fact fluency, an understanding of a base ten system, geometry, and measurement and data collection. In grades 3-5 students extend their understanding in all of those domains while fractional understanding and fluency becomes a major learning goal. Teachers across all grade levels are provided with resources for differentiation within the classroom setting. There is an elementary fact policy for the district to help guide fact acquisition. In grades 2-5, students will also have the REFLEX fact fluency program available to support fluency goals. In addition to the regular academic program, identified students in grades 4 and 5 participate in the enrichment program Math Plus. Students in grade 3-5 compete in the Continental Math League and New England Math League contests.

Curriculum and pacing guides are provided to all teachers. All teachers give common unit assessments that are graded with a common scoring guide. The scoring guides include the Massachusetts Framework standard for each assessment item as well as the relevant Standards Based Report Card category. These guides and unit assessments, in conjunction with continuous support from the Elementary Math Specialists help ensure a consistent implementation of the mathematics curriculum. This coordination aligns with the newly developed Power Standards, Standards Based Report Cards, common assessment cover sheets, and standards benchmarking documents that are used across the district.

We maintain a Basic Fact Policy that is aligned to the Frameworks for all elementary students to ensure that they have consistent opportunity, across the district, to develop basic operations skills through grade 5. We have also introduced REFLEX math across the four elementary schools to support our fact fluency initiative. This digital program adds to our set of tools for practicing fluency and provides data for student growth over a school year. Classrooms are heterogeneously grouped, and differentiation of instruction is provided within the classroom setting. Differentiated instruction techniques are supported through coaching and modeling by the Elementary Math Specialists who have focused their embedded professional development on Number Talks, Math Workshop Model, and Student-Centered Coaching. MathPlus, a pullout program in Grades 4 and 5, is designed to provide additional challenge for some children who have demonstrated an aptitude for higher order problem solving in mathematics.

There is an Elementary Math Specialist assigned to every building. The single biggest time commitment for the Elementary Math Specialists entails working with classroom teachers to improve Tier 1 instruction for all students, including considerable time spent on evaluation and editing of curriculum and assessment. They focus on modeling lessons, best practice strategies, and the Standards for Mathematical Practice for teachers, using data to make decisions about curriculum and individual students, and coaching and providing resources to improve differentiated instruction. Their second most important responsibility entails supporting the consistent implementation of the Everyday Math 4 program across the district. The Elementary Math Specialists also teach the MathPlus program in both grade 4 and 5 and provide many other forms of leadership across the district. A brief list of some of their other responsibilities is below.

- Contribute to and most often lead professional development on elementary teacher in-service days.
- Lead district-wide initiatives, such as REFLEX, Math Workshop Model, Number Talks.
- Analyze weaknesses in standardized testing to make curriculum adjustments.
- Coordinate grade 2 – 5 math contests, gather results to submit to the newspaper, and coordinate Elementary Math Awards night.
- Help develop and revise district-wide Standards Based Report Cards with common grading and implementation.
- Help develop and revise Standards Progressions and Power Standards.
- Maintain Elementary Math website with resources for students, families, and teachers.
- Coordinate with grade 6 teachers to help create greater consistency for the transition from grade 5 to grade 6.
- Organize a Family Math/STEM event at each elementary school.
- Coordinate with the Director of Mathematics to develop curriculum/discussion topics for Elementary Math Committee meetings.
- In coordination with the principals and director, prepare mathematics budget and ordering of materials.
- Attend and lead elementary job-a-like group meetings to stay current with new practices and trends.
- Support Title 1 teachers and tutors with curriculum understanding, technology, and resources. Ensure that Title 1 interventions and support align with overall elementary math goals. Write K-5 screening assessments and scoring guides.
- Developed Title 1 Summer Academies curriculum.

- Create monthly and seasonal district-wide math newsletters highlighting math department policies, current news, activities, articles, games, and teacher support.

Full alignments to the <u>2017 Massachusetts Curriculum Framework for Mathematics</u>. In 2011, many publishers and programs, including <u>Everyday Math</u>, simply added units of missing content to align their books to the new framework. EM4 took the time to realign all of their lessons, remove material that was no longer pertinent, and add new content in the appropriate lessons.

Coherence: Teachers start at lesson 1 from unit 1 and move forward in a linear fashion. There is much more clarity in the direction of the program and hence, more cohesion across the district. The Elementary Math Specialists still provide pacing guides that include additional suggested activities to support content areas where data trends reveal a need for further instruction.

EM4 embeds the eight <u>Standards for Mathematical Practices</u>, also referred to as 'habits of mind,' into the program. Students are inherently asked to make sense of problems, to construct viable arguments, to be precise, and to persevere through difficult problems. The Mathematical Practices are all hallmarks of good teaching. By having them embedded into the program, teachers with varied backgrounds and strengths all have the opportunity to approach teaching units of instruction similarly.

Each unit in EM4 includes a 2-day Open Response lesson in which students solve a challenging problem that involves more than one possible strategy or solution. Students are asked to defend their own reasoning and make sense of the reasoning of others. These lessons focus on students' abilities to articulate their thoughts and to work through difficult problems that do not entail a high level of scaffolding. Most of the <u>Standards of Mathematical Practice</u> are synthesized in these lessons.

The <u>Everyday Math</u> program is built upon curriculum spiraling and students having the ability to revisit learned topics multiple times. The program includes a curriculum spiral tracker that helps educators understand if a skill is introductory, in the revisiting stages, or in the mastery stage. This clearly articulated guide allows teachers to move forward more confidently with introductory topics as they know where and when they will revisit them.

The EM4 program materials come as all-in-one units. Each lesson contains warm-ups, lessons, practice problems, teacher guides, differentiation, games, and extension in the same place. This ease of access provides teachers with more opportunities to meet the needs of all of their learners.

EM4 offers a robust technology component to teachers, students, and parents that includes tutorials, games, interactive tools, homework help, online text, daily lessons, quiz/test preparation, and parent information centers at home. Each lesson in grades 1 – 5 is available online and teachers utilize the interactive components of the lessons across all grade levels. Teachers are also able to use the class management system to track student progress and growth by each individual skill on a daily basis. Teachers have been trained to use this technology over the course of multiple workshops and professional development opportunities since the adoption of EM4.

EM4 develops a rich vocabulary in students that is vertically articulated from K – 5. For example, Kindergarten students begin to classify shapes by identifying "vertices" and other characteristics. By grade 5, students are engaging in higher-level geometry activities that require them to create a "hierarchy of polygons" based on defining attributes of shapes. Teachers expose students to multiple vocabulary words to familiarize them with common language and develop their breadth of knowledge. In addition to EM4's rich use of mathematical terms, the Elementary Math Specialists developed a mathematics vocabulary glossary for grades 3-5 that incorporates all terminology used in standardized testing since 2016.

EM4 students learn mathematical concepts in many representations – concretely, verbally, numerically, pictorially and (where appropriate) abstractly. Students learn mathematics by actively engaging in mathematics, rather than passively observing and mimicking a teacher doing problems. Through rich classroom discourse, students are able to make connections between these representations and demonstrate a deeper conceptual understanding.

The entirety of the EM4 program focuses on developing number sense, in particular, understanding the flexibility of a base 10 system. Students are taught to think about numbers as sums of their parts. For example 231, is 200 + 30 + 1. This type of thinking is a cornerstone of elementary math. It creates a deeper understanding of number value and provides more credence to learning both non-traditional and traditional algorithms for operations.

e) Science

Science continues to be an integral part of the elementary curriculum in Hingham, and elementary science units feature a hands-on, inquiry-based approach, supplemented with high quality science literacy materials and DLCS tools. Elementary teachers are supported by a district K-5 science specialist to ensure horizontal and vertical articulation of the elementary science curriculum.

The overarching goals of the elementary science program are:

1. To encourage students to make close, first-hand observations of the natural, physical, and man-made worlds.
2. To further a sense of scientific curiosity and to promote student ability to articulate scientific questions and form and test hypotheses.
3. To assist students in developing process skills that will facilitate the study of science.
4. To encourage students to develop engineering solutions to practical every-day problems.

The elementary science scope and sequence has undergone significant revision as our department has worked to align to the 2016 science standards. Newly implemented units emphasize both science content and science practices. The current science units (see chart below) are aligned to the 2016 MA K-5 Science Standards and include new content as well as a focus on science practices. For each unit, curriculum unit guides, featuring essential questions, learning objectives, content and practices, curriculum materials and suggested activities, have been collaboratively developed with classroom teachers to

ensure consistency across our four elementary schools. New materials have been piloted and adopted at several grade levels. These include a new *Mystery Science* program supplementing existing kits in K-5, new FOSS, EIE, and Delta kits adopted in several grade levels (e.g.--Grades 1, 3, 4), and a new comprehensive *Elevate Science* program recently piloted in Grade 5. At the K-2 level, approximately 30 minutes of instructional time are allocated to science every other day, alternating with Social Studies. In Grades 3-4, time on science learning increases to 45 minutes every other day to allow for more sophisticated investigations

To facilitate project-based learning and STE exploration, each General Classroom will have one accessible sink and an additional sink that is deep and wide to accommodate buckets or containers.

The District employs a full-time Science Specialist who only teaches field science to Grade 5 students, once per six-day cycle. The specialist addresses the standards outlined in the Science, Technology, and Engineering Curriculum Framework. Field Science classes will be held during the school day in the Kids-In-Action (KIA) Multipurpose Room, which will only be used by KIA after the school day has ended. The District will outfit the 2,300 sf KIA Multipurpose Room with storage, work counters, sinks, movable furnishings, and other amenities that meet the MSBA's STE Guidelines.

Elementary educators are supported in science instruction through numerous professional development offerings. Professional development formats included summer workshops, full-day school year in-service programs, half-day workshops, and on-going curriculum work through monthly elementary curriculum committee meetings. These include sessions in which cohorts of teacher-leaders are involved in vetting ideas or trying out materials in order to provide feedback to the elementary science specialist and science director about curricular changes, feasibility of materials & activities, or plans for workshops. At the elementary level, professional development also includes model lessons by our K-5 science specialist and K-12 science director.

Elementary Science Units

	Physical Science	**Earth Science**	**Life Science**
Kindergarten	*Push & Pull*	*Weather*	*Plants & Animals*
Grade 1	*Light & Sound*	*Seasons & Sky*	*Diversity of Life*
Grade 2	*Classifying & Changing Matter*	*Land & Water*	*Habitats*

Grade 3	Forces, Magnets & Motion	Weather & Climate	Adaptation & Survival
Grade 4	Energy	Changing Earth	Structures of Life
Grade 5	Properties of Matter	Earth, Moon, Sun & Stars Earth's Water	Energy in Ecosystems *Field Science Class w/K-5 Science Specialist

f) Social Studies

The elementary social studies program begins at the personal level and gradually looks outward. The K-2 curriculum fosters students' understanding of home, neighborhood, and community. Exposure to folk tales, holidays, and national symbols develops a student's early "civic identity." Social studies in Grades 3-5 becomes increasingly academic. The 3rd grade focuses on Massachusetts geography and early history. The 4th grade curriculum involves North American geography. The 5th grade culminates with an exploration of early American history and government.

g) World Languages

The objective of the elementary Spanish program is to create a foundation from which students can develop basic communicative competence in listening, speaking, reading, and writing, as well as an appreciation for the cultures of the Spanish-speaking world.

Students will:

- acquire vocabulary that is useful in their everyday world
- learn conversational phrases and expressions in context
- develop an understanding of the Spanish alphabet and phonetic system
- be well-prepared to study Spanish or French at the middle school

Elementary Spanish teachers employ a variety of techniques for supporting student learning, including:

- TPR (Total Physical Response)
- TPRS (Teaching Proficiency through Reading and Storytelling)
- The use of songs, rhymes, and other memory devices
- Repeated exposure to familiar themes and vocabulary
- Differentiated instruction to support all learners

h) Academic Support Programming Spaces

Foster Elementary School implements a multi-tiered model of academic interventions in reading/literacy, writing, and mathematics. This model, referred to as the Hingham Tiered Systems of Academic Support, is a framework for how the school can build the necessary systems to ensure that every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.

To implement the model Foster Elementary School has one full-time Reading Specialist (focus grades K-2), one full-time Literacy Specialist (focus grades 3-5), one full-time Mathematics Specialist (focus grades K-5), and a shared .25 FTE Writing and Science Specialist. There is also one paraeducator whose focus is on mathematics, and four full-time interventionists. All students are screened three times a year in basic skills in reading/literacy, writing, and mathematics. Students are then grouped relative to skill development across these focus areas and small-group instruction and support is provided to students in need of support and/or enrichment. Flexible spaces located near classrooms are required to ensure consistent and effective instruction as part of the intervention model.

English Language Learners

Civil rights must be maintained to provide equal access to spaces. An effective program provides equal access to a student learning environment that promotes language acquisition. Access to student use and teacher use of technology. Preparation space and meeting space for ELL teachers and families.

The ELL space would house the elementary ELL teacher, and he or she would provide direct services (both individually and in small groups) to eligible ELL students enrolled at Foster Elementary School. At this point, Foster has a volume of ELL students enrolled where the space would be used regularly and consistently throughout the day for the provision of services aligned with DESE guidelines.

The number of students requiring EL support has increased within the past several years. We have increased our number of teachers and are anticipating another increase of service for the

coming year. We will need to accommodate 1-2 EL teachers for a small group and/or pull-out services accommodating 5-8 students within a small group.

The Foster Community celebrates all members, including English Language Learners. The school population celebrates non-English speakers through presentations and various learning activities unique to the language, student, and their family. Foster Community members welcome the opportunity to learn about our non-English speaking students' cultures and languages. English language learners contribute greatly to the school's cultural and social fabric and the school will provide equal opportunities to share their backgrounds, just as native speakers have the ability to do so.

i) Student Guidance and Support Services

Foster Elementary School implements a multi-tiered model of social-emotional interventions. This model, referred to as the Hingham Tiered Systems of Social-Emotional Support, is a framework for how the school can build the necessary systems to ensure that every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.

To implement the model Foster Elementary School has one full-time Adjustment Counselor. All students are screened three times a year in social and emotional functioning. Students are then grouped relative to skill development across these focus areas and small-group instruction and support is provided to students in need of support and/or enrichment. Flexible spaces located near classrooms are required to ensure consistent and effective instruction as part of the intervention model.

Social-Emotional Learning

Foster Elementary School implements a multi-tiered model of social-emotional support to all students. Core to the program is the district' tier I academic program: *Toolbox*. The *Toolbox Project* or *Toolbox* curriculum as part of the explicit instruction of social-emotional skills. *Toolbox* is a research-based, community-tested, social and emotional learning (SEL) program targeted to elementary age youth that fosters the development of resilience, self-mastery, and empathy for others. *Toolbox* transforms teaching to focus on the heart of what matters: the child's conscious self-development is the key to success in both school and life. *The Toolbox Project* honors and strengthens children's innate capacity for managing their own emotional, social, and academic success by giving them tools and practices that empower them. Schools use *Toolbox* to help students increase agency and self-mastery, improve their relationships with peers and family members, and to effectively manage the complexity of interpersonal as well as intrapersonal conflicts. Institutional adoption leads to less disruptive behavior in class, better school climates, and ultimately, better academic performance.

The foundation of *The Toolbox Project* is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools inside us, *The Toolbox Project* brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as "the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." CASEL has identified five interrelated social and emotional competencies: self-management, self- awareness, social-awareness, relationship skills and responsible decision-making. The skills and practices of The Toolbox Project directly build the five competencies defined by CASEL.

The Toolbox Project starts with a teacher providing instruction on how to use the Tools. Through modeling and daily classroom practices, the teacher subsequently supports his/her students to use the Tools to build self-knowledge and self-trust. Schools note rapid improvements in communication, civility, and conflict resolution in the classroom, on the playground, and across the entire school community. Providing parents and caregivers with the Tools and information on how to incorporate the practices into the home setting allows for continuity and reinforcement of skills for students.

Students are screened three times a year on their social-emotional functioning. Smaller group interventions are then delivered to students in both 1:1 and small-group settings. The school's adjustment counselor is the primary school-based person delivering interventions to students requiring additional support and/or skill building.

Guidance & Adjustment Counseling

The School Counselors are resources for all students at Foster Elementary School. Working both individually and in small groups, the school counselor's role is to promote the social-emotional well-being of students. Often students who have a difficult time adjusting to school or may be experiencing some social or emotional upset will see the school adjustment counselor to ensure that they can build skills and strategies to better access the curriculum and to prevent barriers to learning. The school counselors can also provide referrals to outside community services so ongoing therapeutic relationships can be established and maintained when necessary. The school counselors regularly consult with teachers, families, school counselors and administrators to provide appropriate support services within the school setting.

Kids in Action

Foster hosts the district-wide before and after school program, Kids in Action, for grades three through five. Due to space constraints, the program is unable to accommodate all of the activities we would like to provide. For example, spaces are shared between students who are studying and students who are playing games or working on crafts. When weather allows, the students access the outdoor spaces and playground equipment. However, when the weather does not make that possible, students use the gym, which is extremely small and does not accommodate different groups of students.

METCO

The METCO Program is a grant program funded by the Commonwealth of Massachusetts. It is a voluntary program intended to expand educational opportunities, increase diversity, and reduce racial isolation, by permitting students in certain cities to attend public schools in other communities that have agreed to participate. Foster Elementary School enrolls Boston resident students through the METCO program.

<u>Nursing/Medical Needs</u>

In addition to related services and the social emotional needs of students, there are many students in school today with such common chronic health issues as: asthma, epilepsy, diabetes, and food allergies. These along with other medical issues of a more pervasive nature require the presence of a highly qualified nurse and/or medical staff. Some students in school are accompanied by 1:1 staffing who assist with their daily needs such as a paraeducator while other students require the presence of a 1:1 nurse. Due to the nature of the physical needs of these students, additional lavatory space and changing space is often required. The present school which was built in the 1950's was not built with the thought or need to provide for students with these types of disabilities. The new building will need to reflect and account for the medical and emotional needs of such students in an environment that is adaptive and welcoming and not spaces such as converted storage facilities or reconfigured offices. A medical suite that offers student and family confidentiality is a must.

3.1.2.5 Teacher Planning and Professional Development

The District has developed a thorough and robust professional development program to meet the needs of our educators. Further, the district is planning to begin operational changes to help with a smooth transition to phenomenon-based learning. Training teachers on instructional strategies and the facilitation of student-driven learning is necessary; we are planning to launch this professional development during the 2022-2023 academic year. Teachers will be required to increase collaboration and move to co-teaching models to allow for the multidisciplinary approach (thus the need for common grade level spaces to support this transition). Phenomenon-based learning requires significant flexibility, time, and space for students to immerse themselves in tasks and construct knowledge.

Existing Planning Spaces & Planning Time

Twenty-four core spaces are currently being used to full capacity as general education classroom spaces. One core space is being used as a small group workspace, currently housing two reading specialists and two reading interventionists with partitions creating five small group workspaces. The same structure exists for the math support team - a math specialist and two interventionists are in a space with partial partitions for separate small group workspaces. Eleven small office spaces are being used to house five special education teachers, an Adjustment Counselor, School Psychologist, Occupational Therapist, Speech and Language Pathologist, and a Special Education paraeducator. The gym serves as the gathering space for students, however only half of the student population fits in the gym at one time. The cafeteria also serves as a small group instruction space. The lobby has been retrofitted with partitions to serve as a teacher workspace.

The library also includes a computer lab, with bookshelves serving as a partition between the library class and the computer science class.

The school space does not offer adequate planning space for educators. There is only one room, ostensibly a faculty lounge, where teachers and paraprofessionals can take a break and/or eat lunch. This is not a space that is conducive to teacher planning or other team meetings, e.g., data, grade-level planning, etc., as these spaces are often interrupted by students or other school staff.

While a great deal of planning and provisioning for lessons can occur in the classrooms, there does need to be space available for educators to meet with one another. Educators need to have access to a private space in which to contact parents, guardians, and other individuals involved with the care and well-being of students. The educators need a space that allows for privacy for both school-related and personal business (telephone calls) to occur. This space also needs to be located near or have a separate lavatory extension for private educator use separate from the general public. The space should be large enough in size to ensure the privacy of students, families, and staff. This space also needs to account for the need for paraeducators, volunteers, and visiting support personnel to have a secure location to store their private belongings such as: coats, purses/backpacks, lunches, etc.

Special educators and other service providers do not have offices and separate service delivery spaces. Therefore, their educational delivery occurs in their offices, which are extremely small. These service providers need an office and a separate small classroom space in order to meet the needs of their students.

The school psychologist's space is small. The space holds a small bookcase, the psychologist's desk, and a small desk for a student. It is not adequate for meetings, student testing, or student support. In addition, there is no conference room for holding team meetings.

Currently, Foster's front office is located at the entrance of the school. It comprises spaces for an administrative assistant, an office secretary, as well as offices for the assistant principal and principal. It does not include a conference room or space for larger meetings.

Professional Development

Currently there are no adequate spaces in Foster Elementary School that can accommodate a whole grade level of teachers for professional development. Teachers typically meet in a classroom, cafeteria, or travel to a different building to meet as a group. Teacher resources for professional learning are currently stored in the Central Office due to lack of space within the buildings.

A building based professional development space could be housed in the Media Center or a portion of the Cafetorium, both of which would be available during non-student use hours. It would include:

- Surfaces that allow for sharing of ideas
- Ability to project and share ideas, data, presentations, etc. with whole group

- Storage capabilities for professional resources
- Global connectivity and accessibility though video communication tools
- A building-based PD space would be a place to hold whole faculty meetings each month to share initiatives, data, logistics and to enhance the collaboration of the faculty.

3.1.2.6 Pre-Kindergarten

Integrated Preschool: A Philosophical Statement

The Integrated Preschool includes both typically developing children and children with disabilities from the ages of 3-5. The program is language based and activities are designed to address the appropriate developmental level of each child. Using hands-on experiences, the curriculum areas of speech and language, motor development, readiness skills, social/emotional and self-help skills are targeted. Since children have different learning styles and are at different developmental levels, each activity is adapted to the individual needs of each child.

The goal is for children to participate in activities at his or her own level. We want each child to feel included, successful, and good about him or herself. The fostering of self-esteem and the promotion of tolerance and acceptance of other people is foremost in the philosophy of the Hingham Integrated Preschool.

Mission Statement

The purpose of the Integrated Preschool is to educate children with disabilities and their typically developing peers within a comprehensive, structured language-based program. In alignment with the Massachusetts Curriculum Frameworks the program will provide the support, structure, and respectful school environment necessary for children to master pre-academic, communication, and social/emotional standards, while also meeting the individual needs of each child. Staff will collaborate with parents to support the children's learning and progress. Children with disabilities are given additional support as directed by their IEPs. This is provided by not only the preschool staff but also the speech/language therapist, occupational therapist, and physical therapist in an integrated service-learning approach.

English/Language Arts

The foundations for learning in the English Language Arts are critical to all other curriculum areas as well as to the child's social and emotional development. Children develop the basis for verbal communication in early childhood, beginning with nonverbal social exchanges. They begin to appreciate literature and the joy of reading by being read to in family and early care/education settings. A solid foundation in language development in the years before a child enters school promotes success in reading and writing in the future. The preschool program encourages children to learn about the world around them. The key components include book orientation, asking and answering questions, sequencing, and relating personal experience to stories. Built into the preschool program are interactive writing and cross-curricular activities. Drop Everything and Write is the handwriting program, which is emphasized using a manuscript alphabet made from five simple starting strokes.

Mathematics

Mathematics relates to ideas, concepts about quantity, and addresses logical and spatial relationships. At the preschool level, the foundations of mathematical understanding are formed out of children's concrete experiences. Mathematical experiences are not limited to "math time." They are embedded in almost all daily classroom activities. Mathematical thinking is incorporated into block play, dramatic play, sand and water play, and outdoor play. Children also have the opportunity to make connections between mathematics and musical experiences or art by exploring rhythmic or visual patterns or symmetry. Preschool children learn to recite numbers in order, compare quantity, comprehend position, recognize, and create simple patterns, identify simple shapes, and match objects in one-to-one correspondence. Number concepts become significant to children when they develop out of experiences that are functional in their world. Preschool activities can build their understanding of number concepts, and also build foundations for understanding characteristics and properties of 2-and 3-dimensional geometric shapes.

Science, Technology, Engineering

Young children are naturally curious. They wonder what things are called, how they work, and why things happen. The foundations of scientific learning lie in inquiry and exploration. The younger the children, the simpler and more concrete the activities need to be. Pre-K students focus on experiencing and making observations of the world around them. They are beginning to learn about their own environment as they observe plants and animals, the Moon and the Sun, and the daily weather. They experience their world through their senses and body parts and begin to recognize that animals also use their senses and body parts to meet their basic needs. In all activities, children are encouraged to use the precise language of science. The skills and processes of inquiry and exploration are fundamental to all the sciences. Specific objectives include predicting, observing, comparing, and classifying by attributes

History and Social Science

At the early childhood level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Preschoolers can explore beginning concepts of history and social sciences with questions that are important to their lives, such as "Who are the members of my family?" "Where do we live?" and "Who are our neighbors?" Themes include "all about me," community helpers, and transportation. Meaningful topics around social studies often emerge spontaneously out of children's play and conversations, and teachers provide materials and resources to help children further explore their interests or questions. A second purpose of the preschool curriculum is to begin the development of their civic identities. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them.

Health

In the preschool years, brain and body development are critically linked. It is through physical activity and body movement that the brain internalizes the foundations of laterality (left, right), directionality (up, down, in, out), and position in space (over, under, behind). These concepts are critical to mathematical thinking as well as to beginning reading and writing. They lay the basis for the child to "see" how letters are formed and put together in patterns called words, and to translate this understanding into symbols on paper in the form of writing. Children are encouraged to engage routinely in block building, or other spatial and manipulative activities, as well as in music, art, dramatic play, and language activities, in order to stimulate both sides of the brain.

At the preschool level, there is strong emphasis on both gross and fine motor development activities. Developing the large muscles will give support to the small muscles in the hands and fingers. Outdoor play is an integral part of the daily curriculum, all year and in all seasons, and should be viewed as an opportunity for learning. Activities that promote sound physical development help children develop both skills and confidence in using their bodies and the equipment they play with. Socially, preschool children are moving into a wider circle of relationships with peers and with adults other than family members. Many children need to learn how to play in a group setting. Three-year olds are egocentric and have a hard time waiting for a turn. Four-year olds who have had some experience in groups may be aware of group expectations but still need to be reminded of rules and routines. Preschool children need guidance to develop the ability to share, take turns, lead, follow, and be a friend. Emotionally, the young child's growing independence involves taking gradual steps away from the security of an adult's presence and protection and fulfilling the drive toward separateness and individuality. The foundations for children's confidence in themselves, their relationships with other children, as well as their trust in the adults who teach and care for them, are influenced, if not established, in early childhood. Children need to feel safe in order to feel free to explore, and they need meaningful feedback from significant adults who delight in their successes and reassure them in their failures. As they begin to exercise independence, it is important to allow children sufficient time to work on tasks until they are satisfied with the results.

The Arts

The goal of arts education for young children is to develop and sustain the natural curiosity, expressiveness, and creativity that very young children often display. Arts education begins with a foundation that emphasizes exploration, experimentation, and engagement of the senses, and discussion as paths to understanding. Young children use the arts to explore sensation and their understanding of real and imagined events. They try to find out all they can about the expressive qualities inherent in different forms of communication. Through what they choose to dramatize, sing, or paint, children let others know what is important, trivial, appealing, or frightening in their lives. Depictions of faces and forms develop fairly predictably in young children. Although "realistic" products should not be the goal, preschool-age children can learn some basic techniques and begin to develop aesthetic preferences.

3.1.2.7 Kindergarten

The district's Kindergarten philosophy places importance in the success and well-being of each child; intellectually, emotionally, socially, and physically. The curriculum addresses both the cognitive and affective domains. Children are exposed to a wide variety and high frequency of learning opportunities in all modalities. Children and teachers work together from the very first day to promote a solid reading and writing foundation. Our Kindergarten curriculum is aligned to the standards in the Massachusetts Curriculum Frameworks.

The Hingham Public Schools has updated the social studies, reading, writing and math materials to correspond to our new higher standards. Early intervention strategies are important tools in Kindergarten. Teachers and support staff carefully analyze any learning difficulties that may surface and provide differentiated instruction. A concluding goal of Kindergarten in Hingham is that each child will be engaged in the joy of learning and equipped with the confidence, enthusiasm and skills needed for a positive school experienceHingham Public Schools offers

tuition-based full day Kindergarten to all children in the town of Hingham. A licensed early childhood educator and a general education paraprofessional staff each classroom.

Children participate in "morning meeting" and community building activities each day to build their classroom community. They are provided with daily mathematics and literacy instruction in both whole-class and small-group settings, where there is support from teachers, paraeducators, and parent volunteers, as well as opportunities for dramatic and free-play. Children also receive Tiered Reading Instruction (more individualized literacy learning activities) for 30 minutes/day. Children enjoy a morning snack and social time with their classroom peers and have recess on the playground with children from the other Kindergarten sections.

Kindergartners enjoy lunch in the cafeteria and have a second recess opportunity with the rest of the grade level. In the afternoon, students have the opportunity to explore science concepts and social studies themes, as well as to participate in Buddy Centers. They may choose to engage in activities such as building with blocks and Legos, dramatic play in the house area, free art creation with various materials, exploring projects or Apps on the iPads, or listening to books on tape/CD. Kindergarten students have a specials' subject class once per day in the following special area subjects: Specials include Art, Music, Library, Spanish, Physical Education, and Computer Science.

The Kindergarten extended learning spaces/common space are common work, planning, and presentation spaces to support the District's move toward phenomenon-based learning. While students are divided among a number of self-contained classrooms, opportunities for learning across the grade levels are also embraced and used frequently. Adjacencies would include the classrooms, presentation space/SMART Board, projectors, student storage/cubbies, and curriculum materials shared among the grade level educators.

3.1.2.8 Lunch Programs

Grade K -Grade 5 (420 students)
Currently, Foster's schedule includes five lunch periods due to the size of the cafeteria. Our space needs to be much larger to accommodate the students' individual nutritional needs. Students with allergies often must sit in spaces apart from their classmates to prevent cross-contamination, and the space restrictions make this difficult, and seating (tables) is not uniform. We must ensure that students with food allergies do not feel different or separated from their peers without food allergies.

Restrooms adjacent to the dining space, restroom facilities should be available for student hand washing and other needs. Hand washing or sanitation stations should also be available and easily accessible prior to entrance to the service areas.

The cafeteria dining space should be up to date and in line with today's needs. Comfortable seating with the ability to separate areas due to allergies is required. The space should be inviting and pleasant with plenty of natural light. Menu boards or televisions would allow for school

announcements, menu advertisement and nutritional information. Music in the space is often conducive to relaxation and regrouping.

 A hydroponic growing stand where we can grow and harvest our own lettuces and herbs for use in the cafeteria would serve a dual purpose – fresh produce for students and staff, as well as a learning experience for students. The District utilizes HACCP processes to ensure food safety and monitoring from start to finish. Further, consultation with the Hingham Health Department will also ensure compliance with associated regulations. The district utilized a "known source" model where food produced for human consumption is monitored at all stages. Also, there should be hydration stations and recycling centers in the cafeteria.

3.1.2.9 Technology Instruction Policies and Program Requirements

All students are encouraged to become curious, autonomous learners; to understand that failure is just a steppingstone to success, and that students should fail often and fail early, in order to build resilience and grit. Much like vocational schools (Chapter 76), the schools are encouraging students to apply their learning in practical and imaginary ways, to become apprentice learners, to discover new uses and to repurpose existing materials and technologies in new and innovative ways. This process is often messy, non-linear, and collaborative in nature. In order to facilitate this style and type of learning the school requires dedicated STE labs for students that can be utilized by large groups of students, small groups of students, and individual students. These spaces should be located close to the grade level classrooms. While these spaces need to provide for learning that is often noisy and loud, the space also needs to allow for such learning to be visible to the school community. These spaces, much like the library, need to be the heart of the classrooms, where such learning is visible and embraced by all as such both areas should be located near one another.

The STE hubs would need to have adequate space, light, technology, electrical, sinks, and storage. The space would need to be flexible and easily converted into various configurations to meet the needs of students and their projects. In addition, the STE hubs need to be accessible to students outside of regular school hours and have a dedicated staff member to oversee the room, use of materials, and storage.

Technology

Classrooms have a teacher workstation and access to either chrome books and/or iPad, document cameras, and a SMART board. Students are actively engaged in the designing, creating, innovating, collaborating, communicating their learning using technology as a tool to enhance the process. Technology provides an opportunity to transform learning when used purposefully.

Technology and the availability for technology will be integral for the research components and of our instructional methodology. Technology integration is critical for student learning and supports inclusive classrooms, as it allows students to move at their own pace whether they are looking for opportunities for enrichment or need help to catch up; and when students learn at their "just right" level and pace, they are more engaged and ready to learn.

Technology devices offer students alternative ways to demonstrate their learning. Students apply principles and knowledge from Digital Literacy and Computer Science to "show us what they know" in new and creative ways, applying knowledge across content areas. Students in grades K-1 use Beebots, while students in grades 2-3 work with Osmo coding and Coding Jam. Students in grades 4-5 focus on the use of Dash and Dot. Flexible spaces to use and share this type of technology along with spaces to store charging stations will be important. Devices should be child-friendly and age appropriate, as sometimes small children have difficulty placing Chromebooks and their wires back in the cart.

3.1.2.10 Media Center/Library

Foster's current library and computer science classroom are separated by bookshelves and are located in the same physical location. This needs to change so that there is a separate Media Center and a separate Computer Classroom. The library collection needs to be culled and updated. While classroom space is important, more so is the shared community space within the building that supports the key shifts in educating students for the future. If the goal of educating students is to provide students with opportunities to build critical thinking skills, develop and encourage their creativity -- to think outside the box and be creative problem solvers, to collaborate with peers, and to be able to effectively communicate with a variety of individuals, then the physical environment in which we instruct and support students must allow for this to occur.

Grade	Curricular Focus
Kindergarten	Kindergarten students visit the library regularly for formal instruction and book selection. Students will learn about the organization of the library and book care and will be introduced to how books are shelved. Students will also participate in storytelling, discussion sessions, and peer sharing opportunities.
One	Students in grade 1 visit the library regularly for both formal instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. The library media objectives include: introducing resources, procedures, and rules of the library media center; understanding the parts of a book (cover, title page, etc.); understanding terms (author, illustrator, fiction, etc.); understanding picture book shelving scheme (alphabetical to the first letter); exemplary authors and illustrators; Caldecott Awards; and easy nonfiction books through storytelling and activities.
Two	Students in grade 2 visit the library regularly for both formal instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. The library media objectives include: review and reinforcement of skills learned K-1; introduction to fiction shelving scheme; exemplary authors and illustrators; understanding the difference between fiction and nonfiction books and call numbers; introduction to fairy tales, easy reader chapter books, and age-appropriate book selection; using basic reference skills and resources such as dictionaries

	and encyclopedias; introduction to using electronic references and the library's online catalog.
Three	Students in grade 3 visit the library for both formal library instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. Students may also use the library for research for class assignments and projects. The library media objectives include review and reinforcement of skills learned K-2; reviewing organization and rules for use of the library/media center; understanding parts of a book including glossary and bibliographies; using general encyclopedias; using the online catalog; and developing searching strategies for research.
Four	Students in grade 4 visit the library regularly for both formal instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. Students may also use the library for research for class assignments and projects. The library media objectives include review and reinforcement of skills learned K-3; introduction to fiction genres; locating materials using nonfiction call numbers; using specialized reference books; outlining and note taking; and online databases.
Five	Students in grade 5 visit the library for both formal instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. Students may also use the library for research for class assignments and projects. The library media objectives include: review and reinforcement of skills learned K-4; using a variety of electronic, online, and print resources; develop information processing, location, interpretation, outlining, and note taking skills; develop presentation skills; and introduction to media literacy in order to improve critical viewing and listening skills.

The library and media center should be the heart of the building in which all other teaching and learning surround it. The design of the building must be conducive to academic, social-emotional, and physical learning. The library and media center should host not only print literature, but other materials and supplies to facilitate learning such as computers, video production equipment, other technologies, and various STE items.

The computer areas within the Media Center should include flexible, comfortable seating and furniture that can easily be moved to repurpose the room to fit the needs of the students and/or staff. Learning spaces should be designed to support learning that is self-directed, independent, interdependent, authentically personalized and differentiated, learning that is active rather than passive, and student driven.

3.1.2.11 Visual Arts Program

All grades attend visual art one time in a six-day cycle. The visual art program is aligned with the Massachusetts Curriculum Frameworks.

The District includes visual arts with writing and journaling instruction to the extent possible. The District also incorporates aspects of the performing arts within the speaking and listening strands of the English Language Arts Curriculum Frameworks. The 2019 Arts Curriculum Frameworks are also implemented via the school's arts education programming and seeks to find those places for cross-curricular learning and demonstration of skills within the general education classroom.

Grade	Curricular Focus
Kindergarten	Kindergarten children are classified as explorers in art and learn through daily hands-on experiences. They make discoveries, practice choices, meet problems, and draw conclusions. Growth comes through manipulation of materials and exposure to art created by others. Students improve in their motor coordination and their ability to express ideas visually. The art experience also fosters self-esteem and allows the child to develop a sense of self in relation to the world. Students completing Kindergarten are in the process of acquiring or practicing the following skills and concepts: drawing lines and objects; using color names and appreciating relationships in nature; painting; and exploring multimedia craft projects.
One	The focus of the curriculum is on developing skills by using a variety of materials and media. Students are introduced to the elements and principles of art and design such as color, line, texture, shape, form, pattern, value, space, and composition. They create artwork from observation and imagination while focusing on creative expression. Students begin to exercise critical thinking skills, responding to their own work and cultural art forms. While personal connections to students' own experiences are stressed, an emphasis is placed on integration with classroom themes and core curriculum objectives. Evaluation in first grade is based on students' level of independence in completing art objectives.
Two	The focus of the curriculum is on practicing skills introduced in first grade by using a variety of two- and three-dimensional materials and media. Students continue to use the elements and principles of art and design. They cultivate experiences in primary and secondary colors, line qualities, varieties of textures, and pattern while continuing to use shape, space, and composition. Visual rhythm and movement are introduced. Students create artwork from observation and imagination and begin to explore abstraction. Students continue to respond critically by comparing and contrasting the similarities and differences in works of art, materials, and techniques. An emphasis is placed on integration with classroom themes and core curriculum objectives. Evaluation is based on students' level of independence in completing art objectives.

Three	The focus of the curriculum is on refining skills, personal expression and understanding the styles, and influences of native cultures. Students strengthen their use of the elements and principles of art and design. They use more sophisticated color schemes, line qualities, visual texture, and pattern while continuing to use shape, space, composition, visual rhythm, and movement. Students use observation, abstraction, invention, and expression in creating their artwork. Students are introduced to the processes of artistry, including drafting, revising, and exhibiting their work. Students learn to classify artwork into categories such as painting, printmaking, collage, etc. Evaluation in third grade is based on students' effort, participation and completing lesson objectives.
Four	The curriculum focuses on an emphasis on the styles, influences and roles of artists in ancient cultures. Further sequential instruction using the elements and principles of art and design builds a strong foundation for artistic expression. Students use more sophisticated color schemes, line qualities, visual texture, and pattern while continuing to use shape, space, composition, visual rhythm, and movement. Continued practice with a variety of media and techniques promotes higher level craftsmanship. Students use observation, abstraction, invention, and expression in creating their artwork. They continue to explore artistry. Students compare, contrast, and classify art forms. They use this knowledge as a basis for evaluating their own work as well as the work of others. Evaluation in fourth grade is based on students' effort, participation, craftsmanship, and completing lesson objectives.
Five	Students begin to create unified compositions that demonstrate their understanding of the elements and principles of art and design. They expand their repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of art effects possible within each medium. Students use observation, abstraction, expression, and symbolic imagery which demonstrates personal invention and/or conveys ideas and emotions. Students assess and reflect upon their work while continuing to explore artistry and personal aesthetics. Students learn to interpret the meanings of artistic works by evaluating how the subject matter reflects the culture and belief system of a society. Evaluation in fifth grade is based on students' effort, participation, craftsmanship, and completing lesson objectives.

The visual art space should have ample natural light and flexible workstations and spaces for the variety of visual art activities students engage in.

3.1.2.12 Performing Arts Program

Students in grades K-4 attend performing arts (music) one time in a six-day cycle. Students in grade five attend performing arts (music) twice in a six-day cycle. The performing arts program is aligned with the Massachusetts Curriculum Frameworks.

Grade	Curricular Focus
Kindergarten	The music program provides Kindergarten children with an opportunity to develop their aesthetic sensitivities. Basic music cognitive skills, gross motor skills, and attitudes are reinforced and extended throughout the program. Stories and literature which can be sung and dramatized are used, especially songs which are integrated with seasonal or project themes to establish connections among music and other core curriculum disciplines.
One	Instruction is interactive and students will learn to: sing as a basis for the curriculum; move to a beat; dance to music; respond to recorded examples; appreciate all styles of music; participate in music-related games; and develop their ability to sing in tune. Wherever appropriate, instruction will provide opportunities to make connections among music and literature, social studies, science, mathematics, and other disciplines.
Two	Instruction is interactive and students will learn to: sing as a basis for the curriculum; move to a beat; dance to music; understand simple music notation; appreciate all styles of music; participate in music-related games; and learn to match pitch on a consistent basis. Wherever appropriate, instruction will provide opportunities to make connections among music and literature, science, mathematics, and other disciplines.
Three	Additional instruction is provided so that students learn to play the soprano recorder as an instrument. Instruction is interactive and students will: build on music skills from grade 2; solidify the ability to count rhythms; explore music notation through musical composition; sing melodies accurately and sing rounds and understand the concept of harmony; perform partner songs; understand ABA and rondo forms; and recognize some instruments by sound. Whenever appropriate, instruction will provide opportunities to make connections among music and literature, science, mathematics, and other disciplines.
Four	The curriculum continues to provide opportunities to foster and encourage a love of music in students and to develop creative talents and sensitivities and build teamwork with ensemble experiences. Students will: increase music appreciation through exposure to works of famous composers; develop skills in note reading and writing; develop performance skills through singing and playing recorders and Orff instruments; understand music structure including AB, ABA, rondo (ABACA) forms; develop an understanding of rhythm and meter; and use creative movement, drama, and pantomime for expression. Class time is used for teacher presentation, full ensemble practice and performance, cooperative small group practice and performance, and independent note writing and composition.
Five	Fifth graders elect to study and perform in band, strings, or chorus. Students in all ensembles will develop proper basic playing/singing technique, musical expression, note reading, and the ability to perform alone and with others. Repertoire will be age and skill appropriate, designed to foster skill development while engaging students in meaningful artistic expression.

The performing arts program requires three distinct classroom spaces. One classroom dedicated to general music instructions, one classroom for strings/band instruction, and one classroom for choral/voice instruction. In addition, a dedicated performance space is needed to ensure the demonstration of student knowledge and skills with dedicated seating for the community/parents/school population.

3.1.2.13 Physical Education Programs

Our elementary physical education program is designed to provide students with a solid foundation to help participate in lifelong physical activity. Developmentally appropriate motor skills and movement concepts are taught with ample opportunities for application and practice in a positive and supportive environment. There is a strong emphasis on social skills, cooperation, and sportsmanship. The elementary curriculum can be broken down into the following areas: educational games, educational gymnastics, educational dance, and educational fitness.

Grade	Curricular Focus
Kindergarten	The physical education curriculum is designed to promote the skills and attitudes that are associated with sport, recreation, and good health. The curriculum is presented through individual, partner, group, and team experiences. Major themes for study include movement; ball skills; games; recreational or leisure time activities; sports; and physical fitness. Subjects for study include locomotor skills (run, skip, hop, etc.); ball skills (throw, catch, kick, etc.); low organization games such as tag and parachute play; lead-up sports such as tumbling, bowling, and gym hockey; and fitness, health, and sportsmanship.
One - Three	The physical education curriculum is an activity-based program designed to promote the proper skills and attitudes that are associated with sport, recreation, and good health. The curriculum is presented through individual, partner, group, and team experiences. Major themes for study include movement; games; recreational or leisure time activities; sports; and physical fitness. Primary grade (K-3) instruction is presented through one or more 40-minute classes in each six-day cycle. Topics for study include locomotor skills (run, skip, hop, etc.); low organization games; lead-up sports; health; and sportsmanship. Students are expected to show age-appropriate development in both skill and understanding.
Four-Five	The physical education curriculum is designed to promote the skills and attitudes that are associated with sports, recreation, and good health. The curriculum is presented through individual, partner, group, and team experiences. Major themes for study include movement, games, sports, physical fitness, and sportsmanship. Intermediate grade instruction (4-5) moves more towards team sport orientation. Greater emphasis is placed on skill development, concepts, and the rules and procedures of official sports. Classes meet at least once in each six-day cycle. Activities are presented in formal three-to-four-week units. Evaluation and grading reflect student motivation, participation, sportsmanship, and observation about skill development.

3.1.2.14 Special Education Programs

Hingham Public Schools is committed to an inclusive philosophy of education. Students with disabilities are educated, to the maximum extent possible, with their typically developing peers. For those students requiring more intensive specialized instruction, the district offers a continuum of services including substantially separate programs and classrooms designed to provide students with the necessary skills and knowledge to find personal and academic success. The Student Services Department seeks to provide the necessary infrastructure to support all students' learning in our strong general education program. This infrastructure includes committed school-based and district-wide leadership, supportive school cultures, responsive instruction, knowledgeable and accessible support staff, and an engaging and relevant curriculum. The district does not allocate any space to our partnering collaboratives, nor does the district house any programs operated by the collaboratives. The district does have a need to increase space designated for special education students who are within the district. Part of the proposed increased space is indicated above as the language-based program, therapeutic learning center, sensory motor room and an adaptive PE space. The addition of two sensory motor rooms and an adaptive PE space would allow for all students to have access to equipment and instruction that provides the necessary sensory motor stimulation to support physical development and sensory regulation. There will be one sensory motor room near the Pre-K.

As the social, emotional, and educational needs of students continue to increase, we must be able to respond to these needs by expanding or changing programming. The availability of space is an essential component to ensuring our programming is able to meet the needs of our students.

Students currently receive special education and Section 504 services using a combination of both push-in and pull-out support. Some related services such as OT, PT, and speech will use a pull-out model and alternate their designated times so that students are not consistently missing a specific subject. Currently the schools service students who receive a variety of services and who participate in a variety of programming such as: special education services, 504 plans, and a variety of physical and mental health services such as occupational therapy (OT), physical therapy (PT), speech services, counseling services provided by both in house staff and community service providers, and general and specialized health services.

With an increase in available, flexible spaces, the district plans to create two needed specialized elementary programs to meet the needs of our growing population of students with special needs. The first, a Language-Based Program would serve up to eight students in grades 3-5 and will allow students with dyslexia to be provided with the specialized and intensive instruction they requireSpace afforded to add this District-wide program would offer students the opportunity to receive small group, specialized instruction in any general content area.

The second, a Therapeutic Learning Center, will allow the district to support our students with an emotional/behavioral disorder, students experiencing extreme dysregulation, and students requiring a short-term stabilization period. The Therapeutic Learning Center would serve up to eight students in grades 3-5 with internalizing and externalizing emotional and behavioral disorders. Space afforded to add this District-wide program would offer students the flexibility to receive therapeutic support throughout their school day in order to maximize the amount of time students engage successfully in the general education classroom alongside their same age peers.

3.1.2.15 Vocational and Technology Programs

Non-Chapter 74 Programming (STE/Other): Computer Science
Technology and the availability for technology will be integral for the research components of this methodology. In addition, Hingham Public Schools continues to move forward with a Computer Science Initiative. Students apply principles and knowledge from Digital Literacy and Computer Science to "show us what they know" in new and creative ways, applying knowledge across content areas. Students in grades K-1 use Beebots, while students in grades 2-3 work with Osmo coding and Coding Jam. Students in grades 4-5 focus on the use of Dash and Dot. Flexible spaces to use and share this type of technology along with spaces to store charging stations will be important.

Each District elementary school has a full-time computer science teacher who teaches one computer science session for each classroom over a six-day learning cycle. Using the 2016 Digital Literacy and Computer Science Framework, Hingham Public Schools developed a K-12 coherent curriculum that develops reasoning, creation, and problem-solving. Ideally, the computer science teacher will collaborate with grade-level teams to embed these skills across grade-level, content area curricula and student work products.

When implementing the Framework, the District examined those standards that were best covered by the Computer Science teacher, as well as those that are best addressed through the integration of standards within the general classroom. The computer science teacher conducts wholly different activities and instructional methodologies than those delivered by the classroom teacher. The computer science teachers use a multitude of devices, materials, and software that is only used during Computer Science instruction (e.g., bee bots, coding jam, computer workstations for each student).

Each grade level at the school also has a fully-trained Computer Science Immersion teacher who will often co-plan with grade level colleagues, with a lens toward cross-curricular integration. The classrooms do, in fact, also need to be technologically equipped to teach computer science, but as a compliment to the weekly special offered to all students in the district as part of the district's robust implementation of the 2016 Digital Literacy and Computer Science Curriculum Frameworks.

The District has a robust implementation of the 2016 Digital Literacy and Computer Science Curriculum. The District provides age-appropriate instruction in internet safety and critical evaluation skills throughout the computer science program. Students are taught to distinguish between curated information, edited and fact-checked documents from unchecked and/or unattributed sources, and include discussion of appropriate responses to internet probes and requests from unknown sources.

Grade	Curricular Focus
Kindergarten	The Kindergarten computer science curriculum is intended to explore concepts and skills that enable the students to use available hardware and applications. Instruction is integrated using online resources as well as computer-based applications to support literacy and mathematical development.
One	Students are introduced to various age-appropriate technologies and applications that enhance learning in areas such as counting, understanding math families, phonics, writing sentences and drawing. In addition, students experience activities using introductory programming and coding, introductory word processing skills, and develop simple keyboard familiarity.
Two	Students will continue to develop the skills necessary to use age-appropriate technologies as they begin Internet use for research and critical thinking. Responsible use of technology through school rules for safe and ethical Internet use will be addressed. In addition, students will continue to expand their basic programming and coding skills and work to learn introductory keyboarding skills using two hands, then beginner word processing skills will be introduced.
Three	This year's emphasis is on developing strong word processing skills and increasing keyboard speed and accuracy. Demonstrated proficiency in these, and other, areas will be tracked throughout the year. Students further their competence in research by using age-appropriate Internet-based search engines to support their classroom curriculum. They will continue to develop skills using the engineering design process to program and code simple machines and devices and will begin to use spreadsheets to collect and graph information.
Four	Skills are incorporated to meet classroom curriculum goals including writing, research, and presentation of organizational and analytical data. Students learn how to use the word processing programs, spreadsheets, presentation software, and will expand their use and application of programming and coding languages. Students will continue to use and expand their use of the Internet.
Five	Students are taught Internet use, research skills, multimedia and productivity tools that will enable them to support the grade 5 project-based curriculum. Computer programming and coding skills are expanded and will extend the student's knowledge of fundamental programming concepts such as variables, loops. and conditional statements. Cybersafety and online bullying prevention are reinforced with web-based lessons and discussion. Use of Chromebooks and Google products are heavily used to prepare students for middle school.

3.1.2.16 Transportation Policies

The district currently has twenty-four buses that transport students in grades K-12. Twenty-two are used for home district runs and spares, and two are used for METCO runs from Boston.

Transportation is provided to elementary students who live farther than 1 mile from the school, or live on a dangerous major road, at no cost. Middle School students are provided transportation for students that live more than 1.5 miles from school at no cost. High School students that live more than 2 miles from school are also provided transportation eligibility at no cost.

The district also offers in and out-of-district transportation for Special Education students. Due to the volume of students requiring transport, contractors are often used to supplement the district fleet to support out-of-district special education transportation.

Any child in grades PK-12 who requires specialized transportation per their Individual Education Program are provided van transportation.

Currently, buses and vans pick up and drop off students in a range of locations depending on the available space at any given building. Attempts are made to have separation between parents drop off/pick up points, van drop off/pick up points, bus drop off/pick up points, and walkers. This is not always possible. Below are current pick up and drop off locations:

Foster Arrival and Dismissal

Currently, students arrive at and depart from school by bus, car, walking, or biking. Foster has a small "car loop" for drop-off and pick-up, with traffic lines in both directions attempting to enter the loop, which accommodates about ten cars at a time.

There is a bus lane immediately adjacent to the front of the building, and students enter and leave the school directly. At the same time, the bike rack is at the front of the school, so bikers arrive and leave from there, as well. The bikers then wind their ways on the sidewalk, where they might converge with walkers.

Walkers enter through the front door in the morning and exit through a side-door at dismissal. While they are separated from cars and buses, they often converge with bikers. To facilitate safe entry and exit from school, separation of parent vehicles, bikes, walkers, and buses and vans drop off and pick up locations is paramount. Allowing for safe walking pathways, sidewalks and crosswalks for students who walk is also critical. This has larger campus-wide implications if there will be additional students on the main campus, and the transportation routes of all of the campus schools should be evaluated.

3.1.2.17 Functional and Spatial Relationships

Twenty-four core spaces are currently being used to full capacity as general education classroom spaces. One core space is being used as a small group workspace, currently housing one reading specialist and two tutors with partitions creating five small group workspaces. Eleven small office spaces are being used to house five special education teachers, an Adjustment Counselor, School Psychologist, Occupational Therapist, Speech and Language Pathologist, Academic Interventionists, and Special Education paraeducators.

The gym serves as the gathering space for students; however, only half of the student population fits in the gym at one time. The cafeteria also serves as a small group instruction space. The lobby has been retrofitted with partitions to serve as a teacher workspace. The library also includes a computer lab, with bookshelves serving as a partition between the library class and the computer science class.

There are interior classrooms without windows; there are a total of four classrooms without windows, and four classrooms without hall access, which means that students must pass through a connected classroom to get to the hallway. This structure is incredibly disruptive for student learning.

The desired structure for the new school would include grade level pods or grade level neighborhoods; at the center of the neighborhood/pod, there should be a student work area with flexible seating. Students can develop their collaboration and communication skills while working on a project or lesson. The new school should have natural light throughout the building. In addition to helping reduce energy costs, natural light is critical for students' and staff's emotional health and overall well-being.

Storage

Currently, all students have the same sized lockers in the hallway. This is not age appropriate for grades K-2.

Kindergarten, Grade 1, and Grade 2 students should have cubbies in their classrooms that are the correct size for their age. Lockers should be provided for Grades 3 through Grade 5 and the lockers should be easily visible by the teacher.

Adequate storage space for grade level and curriculum materials are needed. Classrooms should also have ample storage for individual classroom materials and supplies.

The location of Kindergarten and first grade should be on the first floor and close to the main office and nurse's suite. In addition, there should be a primary playground right outside these neighborhoods.

Children should have access to calming spaces when they need a break, especially given our dedication to students' social and emotional well-being.

Foster needs a gathering/meeting space that can accommodate the entire school student body and staff for school-wide celebrations, meetings, and educational presentations. Having calming spaces for children to take a break seems essential, given our dedication to students' social and emotional well-being.

Maintenance facilities and storage will also need to be upgraded to reflect modern needs. With the ever-developing technology needs, storage facilities will need to be climate controlled and have appropriate security features and inventory features to ensure all items are appropriately

stored and tracked (including dietary and kitchen facilities). The tracking systems should be mobile and digital to allow for easy access and maintenance.

Outdoors

Foster's site is large and biologically, environmentally, and geologically diverse. It is imperative to use this rich resource to accommodate outdoor learning spaces and a comfortable learning environment.

A covered outdoor space would allow for learning in all types of weather. Woods surround the campus and trails would provide access to an outdoor physical activity for the students, staff, and the greater community.

All outdoor instructional and recreational spaces will be fully accessible for mobility and sensory-impaired individuals in accordance with Section 1404, Acquisition of equipment; construction or alterations of facilities.

Mindful of Foster's desire to reduce its carbon footprint and to conserve natural resources, it would be nice if the school has solar panels to help reduce fossil fuel use and have a cistern for water reuse to help maintain water needs for the gardens.

3.1.2.18 Security and Visual Access Requirements

There is a preference for a double entry system for the building with all visitors entering through a main entrance. While bus students would enter through a separate entrance to ensure that traffic flow and safety issues were adequately addressed, by having one public entrance it would allow for better control of visitors to the building. With the addition of a preKindergarten program at Foster it is desirable for this program to have its own entrance close to the preschool classrooms as pre-Kindergarten has additional drop-off and pickup times, and many more preschool students arrive via parental transportation than by bus.

In addition, it would be favorable to have common spaces, such as the gymnasium and cafeteria, which would be accessible to the community to be separate from the general classrooms to better ensure student safety. Security cameras both inside and outside common areas of the building and in parking lots would also allow for better monitoring of the building.

Because common areas used by the public would be separate from general classrooms, transparency is important and there should be large windows from classrooms to hallways and small meeting areas for students so that educators would have a visible line for monitoring. In addition, by making learning visible, teachers are no longer in silos of learning; there is a common purpose and agency among staff and students. High quality learning and instruction is the norm and visible to all.

First responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated in the project.

The District acknowledges that upon its selection of a Preferred Schematic it may be required to adjust spaces/square footages that exceeds the MSBA guidelines and is not supported by the educational program provided.

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