Driscoll School
Educational Program

Public Schools of Brookline

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OVERVIEW - DRISCOLL SCHOOL EXPANSION EDUCATIONAL PROGRAM

The Public Schools of Brookline (PSB) provides an education to preschool through twelfth grade students in eight elementary schools, one comprehensive high school, and early childhood programs in rental spaces across town. In addition to school-based programs, the Public Schools of Brookline offers continuing education courses, summer school, enrichment programs, and numerous athletic opportunities.

The Public Schools of Brookline is guided by five core values: high achievement for all, excellence in teaching, collaboration, respect for human differences, and educational equity. These core values, along with a vision, mission, and set of aspirational goals, create the foundation for the work in our schools and across the district. PSB'S district vision begins with:

> *Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments.*

These two sentences could be part of a school system's vision statement today or 50 years ago; however, the reality of what one would see in schools from these two eras is vastly different. Fifty years ago, or in some cases just ten years ago, learning that was considered engaging, and programmatically rich now borders on being irrelevant for the teaching and learning that is required today. No longer is learning confined to the classroom. No longer is there a finite body of knowledge that a teacher imparts to her students. Now, there is a vast amount of information available to students, not just by way of the teacher, but also by virtue of access to technology. Described as the "Four Cs" or "super skills" for the 21st century, communication, collaboration, critical thinking, and creativity are redefining the basics of children's learning experiences. Furthermore, learning and understanding are expressed in a variety of ways: applying knowledge, creating products, solving complex problems, systems thinking, design and testing, and knowing how to learn. This shift in what high quality learning is has necessitated a shift in the nature of the work students do and what instruction looks like in schools. In the Public Schools of Brookline we increasingly expect to see collaborative, project-based learning where students demonstrate their understanding in a variety of ways that utilize a combination of analytical, problem-solving, presentation, communication, and design skills.

These shifts in teaching and learning demand a similar shift in the nature of school buildings and learning spaces. The school building is a hive of a wide variety of work - ranging from quiet, individual tasks to small group team work, to large scale presentations produced by an entire grade. The variety in teaching and learning approaches is mirrored by a physical space that offers

flexibility and a broader range of spaces - classrooms with furniture that can be used for numerous purposes; large and small group spaces that can be divided and joined easily; areas to display and present student work publicly, and collaborative spaces that can be used with or without a teacher present.

At the same time the school building also serves as a hub of community activity that spreads beyond the immediate school community or school day. Through partnerships that provide numerous on-site after school opportunities, community organizations use of common spaces, and community events, PSB's school buildings are and should continue to be used as townwide resources.

The Driscoll School is a relationship-oriented PreK-8 school community that practices and values inclusive partnerships and mutual support across the entire school community. This foundation of collaboration and collegiality has been built step by step over the years and is seen throughout the life of the school including examples such as students of different ages working together; the staff's weekly breakfasts; and annual traditions such as the Arts Equinox, the Science Solstice, and the Fall Fling that bring the entire community together. The community honors and values the diversity of the people and families who make up the school community and come from a broad range of racial, ethnic, cultural, and socioeconomic backgrounds.

During Fall 2018, staff, families, and school community members had a number of opportunities to provide input on the current strengths, areas of growth and opportunities that lay ahead for the school. Through these sessions a number of consistent themes came through including:

- The new facility should promote Driscoll's togetherness, culture of sharing, and community; it should be a place where we work together and support each other
- Having a school culture and facility that "grows with the child." allowing greater autonomy and independence as students grow older
- Building on Driscoll's long-standing commitment to the arts
- Building a middle school program that is engaging, develops excitement for learning, and allows students to take ownership for their learning and their place in the school community
- Integrating multiple disciplines to learn and to demonstrate learning - e.g. STEAM, design, technology, creating a "maker" culture, coding, engineering, a focus on problem solving
- Continuing the strong culture of faculty collaboration
- Making learning transparent and on display

DISTRICT-WIDE STRATEGIC PLAN GOALS

Our teaching and learning aspirations described in the district's strategic plan visionary goals drive our building plans. The Driscoll School Educational Plan has been developed with an understanding of how the physical structures can create and sustain an environment that maximizes student learning. It is essential that the school be flexible, with spaces that are used for multiple purposes, are accessible (both physically and technologically), and create an environment that generates interest, creativity, and multiple learning opportunities.

Goal 1: Every Student Achieving

Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

Goal 2: Every Student Invested in Learning

Increase every student's ownership of individual learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

Goal 3: Every Student Prepared for Change and Challenge

Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

Goal 4: Every Educator Growing Professionally

Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

GRADE AND SCHOOL CONFIGURATION POLICIES

The Public Schools of Brookline provides educational programs for students in preschool through grade 12. As of October 1, 2018, there were 7,938 Pre-K through 12 students enrolled in the Public Schools of Brookline. The eight elementary schools educate students in grades kindergarten through eighth grade, with an October 1, 2018 enrollment of 5,503 students. Typically, students attend the Brookline elementary school in their geographical neighborhoods. In 2018-2019, Brookline High School's official enrollment is 2,101, which includes students in grades 9-12 and 17 students who are have not yet reached 22 years old. 63 Public Schools of Brookline students were being educated in out of district placements. In 2018-2019 we enrolled 91 pre-kindergarten

students in classrooms located in our elementary schools, and another 180 pre-kindergarten students in off-campus leased sites in town. For decades, Brookline has educated its children in PreK-8 elementary schools to promote a strong community between older and younger students, reduce school transitions, support middle school students with relationships developed over time, develop strong relationships with families that have students in a school for a longer period of time, and provide a wide variety of curriculum offerings across many grade levels. The Town and the school community continue their unwavering support of the PreK-8 elementary schools model.

The expansion and rebuilding of the Driscoll School is one part of the three-school solution the Select Board, School Committee, and Ad Hoc Subcommittee of the Advisory Committee decided on in June 2018 to address the historic enrollment growth, overcrowding, and substandard learning spaces in Brookline's public schools. These three committees approved moving forward with expanding and rebuilding the Baldwin School, expanding and renovating the Driscoll School, and renovating and possibly expanding the Pierce School. Expanding and rebuilding Baldwin, Driscoll, and Pierce over time allows the town to address the enrollment increases in North Brookline and South Brookline while not overbuilding in either part of town. The Driscoll School will directly address the overcrowding that has been affecting schools in North Brookline for years.

Since 2005, Driscoll has experienced the largest percentage increase of students of any school in the district, growing by more than 68%. The Driscoll student population has grown from 366 students in 2005-2006, to 614 in 2018-2019. This historic growth has resulted in the largest middle grades class sizes in the district, science classrooms that are out of date and overcrowded, core spaces such as the cafeteria, kitchen, gymnasium, auditorium, and hallways that cannot accommodate the student body effectively, and many other deficiencies. Small learning spaces for students with special needs, English learners, and students who need additional support in math and literacy are too small and do not exist in sufficient numbers. Often this important academic support will occur in hallways.

Pursuing the three-school solution to the public schools' enrollment growth allows the Town to address the overcrowding and substandard facilities that Driscoll students, educators, staff, and families deal with everyday while at the same time provide relief to neighboring schools.

Driscoll will become a four-section school with four homeroom classes at each grade K-8 and three pre-kindergarten classes. It will continue to house the Language Academic Home Base literacy program, and the a Native Language Support Program. With an average class size of 21 students in kindergarten through eighth grade and 15 student in each pre-kindergarten class, enrollment is anticipated to be 800 students across PreK- 8.

SCHOOL SIZE AND CLASS SIZE GUIDELINES

The Brookline School Committee recognizes that class size is an important factor in a quality education. Steadily increasing enrollment in Brookline, coupled with limited space in our school buildings, continues to put upward pressure on class sizes resulting in the average system-wide class size growing during the recent 13-year period of enrollment growth. A goal of the new Driscoll facility is to create classroom spaces that are small, personalized, and flexible learning environments and to create more classroom capacity across the district to relieve the class size increases all schools have experienced.

The rebuilt and expanded Driscoll School will serve between approximately 800 students from the immediate geographic neighborhood with a majority of students living close enough to walk to school. Based on current anticipated enrollment for 800 students and the School Committee's commitment to achieving class sizes of 21 or fewer, the number of required classrooms is outlined below.

Driscoll School Expansion - 4 Sections Plus Pre-Kindergarten

Grade Level	# of Homeroom Classes	Anticipated Average Class Size	Enrollment with Avg. Class Size
Pre-Kindergarten	3	15	45
Kindergarten	4	21	84
Grade 1	4	21	84
Grade 2	4	21	84
Grade 3	4	21	84
Grade 4	4	21	84
Grade 5	4	21	84
Grade 6	4	21	84
Grade 7	4	21	84
Grade 8	4	21	84
Total	39		801

Historically, all Brookline elementary schools have housed pre-kindergarten classrooms, providing inclusive educational opportunities to the children of Brookline. Since 2012, pre-kindergarten classes have been moved out of most elementary schools to other leased sites in town due to increasing enrollment and space constraints. We value PreK-8 configurations, and believe that pre-kindergarten classes serve students best as part of a contiguous PreK-8 school community. Therefore, the Driscoll School will include an additional pre-kindergarten classroom, bringing its total to three and allowing more of the Town's youngest learners to be educated within an elementary school setting.

Through programming and physical space this school will also take into consideration the separate and distinct needs of 6-8th grade students while still allowing older students to be leaders and role models for the entire school community and interact with and support their younger peers. The middle school program should have a space that is distinctly theirs and that provides a sense of "graduating" to a different and unique part of the school community. At the same time, it should feel "semi-permeable" in that the middle school program should not feel sequestered or separate from the rest of the school.

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Functional and spatial relationships and adjacencies are the key to the successful design of the new facility. These relationships between classrooms and programs in the school define the programmatic, functional, spatial, and environmental requirements of the educational facility and become the basis for the school's final design. With addressing the diverse needs of learner and community being core values of the Driscoll School, the newly built school needs to be a warm and inviting place for all children, families, and staff.

Students thrive in a learning community where teachers know them well; in a community that supports a sense of safety, respect and trust; and in a community that is energizing and promotes creativity. With the school expanding by a section, it is a priority to design a school that creates a "small school" feel and can maintain and deepen the Driscoll's strong community and family-oriented feel.

To promote a small school feel, the educational plan calls for clustering grade levels. Grade levels should be clustered in three grade spans (PK-2, 3-5, and 6-8) that will allow for a more personalized learning environment and help ensure that every single student feels closely connected to their

teachers, classroom, and fellow students. Clustering in these three groupings will support a professional culture where educators work in teams within each cluster and take collective responsibility for preparing students in their grade span for the upcoming grade span. Each cluster should have a sufficient number of learning areas inside and outside of classrooms for small group work, and specialized instruction, and collaboration to support the school and district's emphasis on inclusive practices. This physical organization creates the intimacy and scale necessary for educators and students to continue to build Driscoll's caring, connected, and collaborative learning community in the rebuilt and expanded school building.

While these clusters will help create an intimate and personal feel for students, they are not meant to operate as separate learning communities. The three clusters must be linked physically and educationally to create a PreK-8 school community that is an integrated whole. Easily accessible common core spaces, collaborative learning areas, and project spaces, the cafeteria/learning commons, multipurpose room, and other core spaces should serve as the connective tissue that bring the community together. Driscoll requires a welcoming community arrival space that can accommodate the influx of students during morning and support arrival and dismissal procedures that can easily be monitored by staff.

Input from teachers, principals, and district administrators makes it clear that classroom spaces need to be adaptable to the many different structures and instructional methods used today and into the future. While the choice of classroom furniture will play a large role in how flexibly a classroom can be used, the model classroom will have some consistent features such as areas for small group instruction and work, a seating area at desks or tables for an entire class for full group instruction, counter space that abuts a wall and can be used for individuals to work at while standing or sitting on stools, magnetic whiteboard space to be used during instruction as well as display space, built in storage, and movable walls that will enable the creation of larger or smaller spaces when needed.

The students, faculty and parent community in Brookline value spaces where the school community can gather to celebrate learning and to spotlight the arts through assemblies and performances. After school, extended day programming will be provided until 6:00 p.m. with several hundred students participating in these programs on a daily basis. While the extended day program will utilize the learning spaces in the building, an administrative office with storage space will be needed.

SCHOOL SCHEDULING AND LEARNING SPACES

The Public Schools of Brookline has a rich program of specials – visual arts, performing arts, physical education, and health -- that allows students to begin to develop mastery in these areas within separate classes and through the integration of these subjects with the other disciplines. An additional benefit of these classes is the use of this time for teachers' planning (individual and common planning time). Appropriate space for the specialists to provide a high level of instruction is essential.

Within a school week, all students in the school will take as many as five specials (typically two music, one art, and two physical education classes). For music, grades 4-8, students take Conservatory classes. With all grade 6-8 students scheduled *simultaneously* in Conservatory classes, students participating in Conservatory will need to be scheduled in 6 or 7 different spaces that can support music/performing arts instruction. Students also receive regular instruction in library and computer use that is scheduled with the librarian and the education technology specialist. The visual arts room requires storage that can accommodate the ongoing work of hundreds of students, stored from week to week as students are working on their projects. The school will also require spaces to display artwork and student work throughout the school. To properly schedule high-quality physical education, two appropriately sized gymnasiums will be required.

K-5 students also take world language within their homeroom classes, while students in sixth through eighth grade have dedicated world language classrooms. The world language program is described in detail later in the document and listed here only for purposes of understanding the complexity of the Driscoll School scheduling process. Typically world language is taught three times per week with the length of each class period lengthening as the grade level increases.

The English Language Education (ELE) program is another area of attention in the school district's master schedule. We provide support in English language instruction primarily through pull-out services, as determined by the student's level of English proficiency. Students at the entering and developing stage, and those who participate in the Native Language Support Program need classrooms designated for English language education. We anticipate needing four small ELE classrooms in the Driscoll School to provide instructional support in small group and whole-class settings for students.

In addition to the spaces needed for the programming described above, the Driscoll School must also provide additional types of spaces for the teaching and learning that is aligned to our local standards and our strategic goals. These include:

- Appropriate spaces to schedule math specialists and literacy specialists providing intervention services to students;
- Special education services stationed and provided throughout the school with proximity to the clustered grade levels;
- Fully accessible classrooms allowing students with physical disabilities to be scheduled into any learning space in the building;
- Open spaces/makerspaces and a Fab Lab that support the work of the *Engineering Design Process* including defining problems, and exploring, creating, testing, and refining solutions;
- Grade level project areas to allow elementary teachers to collaborate on interdisciplinary and project based learning across all the classes of the grade, integrating student learning across disciplines;
- Grade level clusters that allow elementary world language teachers to move from class to class across a grade level more efficiently;
- Instrumental lessons conducted in the proper space, and not in a classroom, hallway or an alcove where they can disrupt other classes; We anticipate classes will be provided in strings, chorus, clarinet, guitar, and orchestra with additional small group lessons;
- Appropriate professional spaces available for teacher collaboration during common planning time;
- Adequate and secure storage spaces with moveable furniture allowing use by multiple users;
- Availability of appropriate open space for informal gathering; and
- Adequate spaces (walls, glass cabinets, display areas) for extended display of student work so that a space is not deemed "not available" while displaying student work.

TEACHING METHODOLOGY AND STRUCTURE

"Form follows function" is a fundamental principle in science/engineering. The Driscoll School expansion provides the opportunity to create the school facility in a form that supports the functions of 21st century education and promotes the collaboration that drives the high-quality and innovative teaching and learning that is called for in our strategic plan goals.

Brookline's K-8 curriculum is created across all disciplines within our local standards, called *Learning Expectations* (LEs). We teach for understanding and mastery of the *Learning Expectations* and pay particular attention to personalization, 21st Century skills (e.g., critical thinking), Habits of

Mind (e.g., reflection), social emotional learning (e.g., respect), and non-cognitive skills (e.g., perseverance).

In addition, our goals require our curriculum, instruction, and assessment practices to prioritize the skills and essential knowledge needed to flourish in high school and succeed in the digital age. The Driscoll School will prioritize a collaborative, project-based learning approach that integrates disciplines, and engages students in working together, solving problems, investigating the world, thinking critically, demonstrating their learning, and taking action.

An overview of Brookline's educational programs follows that includes descriptions of how the new school building will support and promote this pedagogy to enable us to meet our goal of fully preparing students for their futures.

Tiered Instruction

Teachers at the Driscoll School support students through a variety of teaching models: team teaching, flexible grouping, small group instruction, co-teaching, and individualized instruction. PSB recognizes that all students learn in different ways, rates, and timeframes. To that end, the Driscoll School needs to be adaptable with its staffing support, instructional methodologies, and assessment practices.

In PSB, tiered levels of instruction provide the general education foundation in all classrooms. High quality Tier I instruction is provided to every student every day, wth Tier II support provided inside and outside of class, and Tier III interventions typically provided in a pullout or separate classroom. If a student demonstrates academic and/or social/emotional/behavioral concerns despite thorough Response to Intervention (RTI) procedures, the teacher refers the student to the building Child Study Team (CST). The CST supports teachers in implementing additional strategies. CST meetings require a professional space for collaboration.

Grouping Practices

General education teachers, in collaboration with special educators and other instructional specialists, determine a variety of grouping methods to meet the instructional needs of their students. Grouping and regrouping takes place weekly within classrooms and across a grade level. General education, special education, literacy and math specialists, ELE teachers, and ECS teachers collaborate to provide tiered instruction in an inclusive classroom environment. Pull out instruction is provided for students who require it, based on their identified need for Tier II support or Tier III interventions. Grade level classrooms should be organized within common hallways and adjacent locations. Close proximity of grade level classrooms and the necessary small group learning spaces is critical in order to achieve the requisite communication and collaboration for the variety of

grouping methods used by grade level teams. Additionally, classrooms should include spaces where small groups of students can work independently, receive instructional support, and participate in interventions within the classroom.

English Language Arts/Literacy

The K-8 English Language Arts program emphasizes explicit instruction on the strategies of proficient readers and writers and meaningful exploration of Language Arts and literature.

Brookline was well positioned for the move to the Common Core State Standards. Through our rigorous Program Review process, an ambitious K-8 literacy initiative began in the 2010-2011 school year. This initiative provided a strong foundation with which to meet the demands of the Massachusetts Curriculum Frameworks. The literacy initiative, like the Massachusetts Curriculum Frameworks, emphasizes reading and writing in fiction and nonfiction. In addition, just as the Frameworks require students to read texts at ever increasing levels of difficulty, Brookline's efforts have focused on providing students access to challenging texts that support higher levels of reading achievement.

Literacy instruction in Brookline is guided by *The Continuum of Literacy Learning, PreK-8*, a comprehensive and detailed description of student proficiency in literacy in the elementary and middle grades. One of the many strengths of this guide is the broad definition of *Literacy Learning*, including:

- Interactive Read-Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading (small-group reading instruction)

Schedules for grades 1 – 5 typically reflect a daily learning time of 60-90 minutes for English Language Arts. During this time, students receive whole class and/or small group reading instruction from their classroom teachers and may participate in a variety of language arts learning centers, allowing students to refine reading and writing skills. Students who receive targeted literacy interventions do so outside of this time. Interventions may be provided by one of the Driscoll School's literacy specialists, a special educator, or an ELE teacher.

In grades 6-8, at a minimum, students have a daily 50-60 minute block of English Language Arts instruction. Students requiring additional supports and literacy intervention typically receive targeted instruction from classroom teachers, special educators or ELE teachers during designated instructional blocks.

Teachers use multiple assessments to measure student progress, including the *Benchmark Assessment System* (BAS), running records and observational notes. In grade level data meetings, teachers examine whole class and small group instructional implications, and identify students who need individual literacy interventions. Tier II intervention includes the *Leveled Literacy Intervention (LLI)* and *Reading Recovery* (grade 1).

Although most of the reading and writing instruction takes place within the classroom environment, smaller spaces situated near classrooms are necessary to facilitate the wide range of learning and teaching that take place inside and outside the English Language Arts classroom, including student-directed and teacher-directed small groups, literacy interventions, and book discussions. The Driscoll School's literacy specialists and coaches also need space in which planning and coaching can take place. This space should be a part of one of the grade level hubs for faculty and staff described below in the Professional Learning and Teacher Planning section.

English Learner Education (ELE)

The English Learner Education (ELE) program provides services to students whose primary language is not English and who are not yet proficient in English. The program provides support at each school, with services focused on students' English language acquisition, literacy development, social integration, and academic achievement. In addition, we provide six Native Language Support Programs at seven of our elementary schools. In Native Language Support Programs the primary language of instruction and materials is English. Teachers also provide support in a student's native language for clarification purposes or additional explanation only.

The ELE program serves students outside of the classroom and, therefore, needs designated learning spaces. Like special education, placing the ELE programs in the general vicinity of the grade level clusters is intentional. Wall space and storage are also important, given the use of visuals and the need for storage of the general education program materials made available to the teachers and students in the ELE classrooms. ELE classrooms will be reflective of other learning spaces – flexible, well provisioned, and accessible, and able to be used to support small group instruction and center-based learning.

Just over 11% of the student population in our schools are English Learners so in a 800 student school, we anticipate that the ELE program will support between 90 and 100 students including

those in the Russian Native Language Support Program. Small groups of students meet with EL teachers several times per week both in and out of the classroom for direct English instruction. Similarly the Native Language Support Program provides services outside of the general education classrooms multiple times per day. Because of the way they are scheduled, these two approaches can share four smaller classrooms that are organized within the cluster groupings.

Mathematics

All students, regardless of their personal characteristics, backgrounds, or physical challenges, can learn mathematics when they have access to high-quality, standards-based mathematics instruction. The goal of the mathematics program in Brookline is to develop conceptual understanding, procedural fluency, and problem solving so all students regardless of differences in cultural, ethnic, racial, language, or socioeconomic factors become well-rounded mathematical learners. By developing a growth mindset, students will be able to recognize the importance of reflecting on their thinking and learning from their mistakes. Students become confident in their ability to tackle difficult non-routine problems and willing to persevere when mathematical tasks are challenging. We also seek to stimulate student passion and curiosity so students can integrate their interest in mathematics and math-related problem solving in their academic career and as they grow up in our our evolving global, technological, and digital world.

The mathematics program is grounded in the 2017 Massachusetts Curriculum Frameworks for Mathematics, in both Standards for Mathematical Content and the Standards for Mathematical Practice and is currently undergoing a comprehensive program review.

The most effective instruction for in-depth math learning at the PK-2, 3-5 and 6-8 clusters requires flexible physical space that can adjust as instruction does. The physical space should provide for a variety of instructional approaches – individual learning, pairs and small groups engaging in mathematical discourse, whole-class instruction; furniture that can be easily configured for different groups; various surfaces like whiteboards for students to write on (either individually or in groups); technology efficiently deployed throughout the room; projection capabilities with robust internet access to provide real-life applications and simulations, examples of mathematical models, and student work. Appropriate, safe and secure storage space is also critical to accommodate the various manipulative materials that students use to make sense of mathematical ideas and solve problems.

While the K-8 mathematics program review is underway, Brookline teachers will continue to use instructional materials developed by teachers and the Math Department that align with the content and practice standards. Teachers utilize instructional practices and mathematical experiences that are accessible to all, and provide opportunities for all students to engage in meaningful

mathematics. There are opportunities to work with other teachers to integrate the disciplines and highlight STEM project-based opportunities.

Students are supported and challenged in various ways through teacher collaboration with Math Specialists. Math Specialists at the Driscoll School serve as content specialists, provide coaching and planning support to teachers to strengthen Tier I instruction, and work with groups of students. Math specialists collaborate with teachers to design and provide high quality learning experiences aligned with NCTM's Effective Math Teaching Practices.Math Specialists will utilize office and meeting spaces that are located within the grade level clusters and professional workspace described below in the Professional Learning and Teacher Planning section. When working with small groups of students, math specialists need well-equipped learning spaces with access to the appropriate technology that supports math learning and assessment. The space should be adaptable to accommodate students of various ages as specialists work with teachers and students across all grade levels. Proximity to classrooms as well as other specialists is important due to frequent student transitions.

In addition, with the support of Enrichment and Challenge Support (ECS) specialist, teachers engage all students in challenging authentic learning tasks or projects that require a deep understanding of a topic. Students engage in projects or extensions that allow them to investigate math concepts more deeply. As with all other examples, this type of creative investigation requires flexible educational spaces.

Performing Arts

The Public Schools of Brookline is proud to continue a tradition of a strong performing arts department. Each K-8 school has music instruction for all students across all grades. Grades K-3 students meet for 40 minutes, twice a week for general music. Grades 4 and 5 meet for 45 minutes once a week for general music. In addition to general music classes, all grade four students begin by playing a string or band instrument, and in grade 5 choose to participate in band, orchestra, or choral ensembles. In grades 6 through 8, students may continue with band, orchestra, or chorus or take classes in music production, guitar, or general music. It is anticipated that the Driscoll School will host a variety of music concerts (choral and instrumental) and musical theater productions during the school year. At Driscoll, the music program requires four spaces - a large Band/Chorus room, two large group classrooms, and one room for grade 6-8 ensemble practice.

Driscoll's theatre program produces multiple large-scale productions (plays and musical theatre) every year, and anticipates growing and expanding in the future. Theatre and movement programs and instruction, both extra-curricular and integrated into the curriculum, require purpose built spaces. Music and theater performances will require a multipurpose space with a capacity of at

least 400 people. The multipurpose space and the music rooms should be clustered together. Each of these spaces require large storage rooms for equipment, such as hundreds of folding chairs, music stands, large percussion instruments, sound equipment, guitars and ukuleles. The stage of the Multipurpose Room needs direct access to a music classroom that can serve as a backstage room during practices and performances. The stage should have wings that can provide off stage entrance and exits from stage left and stage right. A long term storage room for props and costumes is needed. A sound and light booth within the Multipurpose Room is also necessary. The small gym should be able to be used as a movement/dance studio with a fitness-studio-style flooring so it can be shared between performing arts and physical education, as well as other student programs. All of these spaces should have high-quality, built-in sound systems. In addition, acoustic separation, both internal and external, should be considered for all of these spaces.

Usage by outside and after school programs must be considered and planned for in the design of all of these spaces.

Science and Engineering

The Brookline PreK-8 Science & Engineering program is designed to actively engage students in their own learning using hands-on inquiry, outdoor learning, intriguing materials, scientific tools and high quality media (books, video and online resources) accessible to all learners. The curriculum integrates science/engineering content, science and engineering practices, and crosscutting concepts and is aligned with the Massachusetts Science Technology and Engineering Curriculum Frameworks that are based on the national Next Generation Science Standards. To inspire students to think of themselves as scientists and engineers and to reflect on how they use science/engineering practices throughout their learning we utilize the Nature of Science curriculum where students address questions such as: *What is science? Who are scientists? How and where to they work? How does science change over time based on new evidence and tools?*

In order to implement our robust and rigorous hands-on, inquiry-based science and engineering curriculum, the school requires three science labs. The labs need flexible spaces that invite and promote creativity, innovation, and collaboration including moveable tables so that open spaces can be created to allow for project-based learning. Every classroom needs to be equipped with wall space for recording questions and ideas, sinks to provide water for investigations and cleanup, space for storing tools and "making" materials (glue guns, cardboard, etc.), and adequate storage space for science materials. Sunny windows are needed to grow plants.

Outdoor learning is built into the PreK-8 science and engineering curriculum. We envision using the outdoor spaces of the school as learning labs (providing field trips right outside the school doors). Students can observe and study the natural world in areas that attract birds and butterflies through

the planting of native plants. For example, students should have the opportunity to study rotting logs, observe birds at bird feeders, grow vegetables, create a milkweed/wildflower meadow to attract monarchs and other butterflies, and much more. Outdoor seating areas are also needed so that classes can go outside, not only to study science, but also to listen to stories and do other group work.

Although students will be "making" (solving real world problems by creating solutions) in their classrooms, a stand-alone makerspace (an updated version of an industrial arts shop) is needed to allow students to have a place to extend their projects. This space will provide a common area where students of all ages can meet before, during or after school to collaborate and pursue problems that are of interest to them. This space will need to be equipped with sinks, design thinking walls for recording ideas and questions, tools, tool walls, sewing machines, etc. as well as spaces for laptops or tablets.

In addition the inclusion of a Fab Lab that blends STEM (Science, Technology, Engineering and Math) skills into a unique learning opportunity would appeal to all students. Fab Labs, which are embedded in technology, allow for different learning styles to be embraced and create a collaborative environment in which students can make their ideas tangible and engage deeply in their learning. In the Fab Lab, students learn how to be project managers, engineers and designers – all at once. The lab simulates the research and development process and allows students to make everything from furniture to action figures to circuit boards. They learn what it takes to turn an image in their heads into an image on a computer screen and ultimately into a physical prototype. Typically a Fab Lab will contain equipment such as a three-dimensional (3D) printer, vinyl cutter, laser cutters/engravers, a milling machine or a computer-guided router. Such a lab will serve as a hub of invention, creation, discovery, inquiry, and sharing for students of a wide range of interests and abilities.

Ideally, the, makerspace Fab Lab, and art rooms would be centrally located or co-located to create visible areas of design, innovation, and the arts

Social Studies

The K-8 social studies department continually engages in process of curriculum revision and renewal. Across the grades, the curriculum coordinator, in collaboration with teacher-teams, develops new units of study and common assessments at a variety of grade levels. The skills and habits of social scientists are a thread throughout the K-8 social studies curriculum. Examples of content include: civics, physical and human geography, economics, and US and world history. Teachers continue to incorporate strategies for explicit literacy instruction, including how to make difficult primary texts accessible to all students. Each unit lesson includes modification and

differentiation suggestions, assessment options, and identification of natural connections to other subjects to support the development of interdisciplinary units.

Teachers continue to incorporate more technology into social studies teaching, enabling them to access real-time data, utilize digital textbooks and atlases, and support the development of digital literacy that includes Internet research, online student learning activities, and diverse instructional strategies to accommodate all learning styles. Students are also taught media literacy skills to prepare them to be discerning media consumers and critical thinkers.

The social studies curriculum and instruction demand physical spaces similar to the other subjects – flexible, accessible, safe and secure storage, and wall space for visuals and student work displays. To make sure 21st Century learners can engage in classroom activities, classrooms require a combination of electrical outlets and power strips that are distributed through the classroom, along with a smart teacher control panel with USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and speakers. In addition, teachers need to be able to control natural and artificial lighting quickly. Lastly, the physical space available to students needs to go beyond the single classroom, extending into collaborative environments with breakout, presentation, project development and display space beyond a single room.

Visual Arts

The Public Schools of Brookline has a vibrant visual arts program that provides students multiple and ongoing opportunities to develop observational skills, personal expression, artistic voice, and craftsmanship using art as the visual language to communicate ideas and demonstrate understanding. The K-12 visual arts curriculum is based on a continuum of key understandings, concepts, and processes. The department continues to collaborate with other coordinators and teachers to create more interdisciplinary units in the K-8 curriculum.

The Driscoll School expansion provides an opportunity to update how we think of the physical space for visual arts instruction. The expansion can provide what's needed: two art classrooms with ample natural light and with enough space for the largest class to sit a maximum of four students per table. Also, the visual art classrooms need a separate storage area for materials, equipment, and teacher preparation and ample wall space to display student work using adhesive tape and/or T-pins. The visual art classrooms also require ample storage capacity within the classroom for artwork in process. The layout of the classroom should separate work tables from preparation/sink areas. Multiple sinks at appropriate student height and furniture sized to meet the needs of the range of grade levels and to be fully accessible to all students including those with disabilities, are required. Each art room should have its own attached storage room that can house a kiln. A contemporary visual art classroom needs a technology/media station (computers with photo/video

software and Internet access) set-up to serve 4-6 students located away from paints and clay preparation. There should be ample space for whole-class teacher demonstrations, drying works of art and a printing press in each room, and space to exhibit exemplary artwork on the walls.

In the corridor outside the visual art classrooms, as well as in corridors throughout the school, there should be ample wall space designed for student artwork to be exhibited in compliance with state building and fire codes. 3D wall cases should be centrally located in the school and also close to the main entrance in order to display student work to the entire community in the most trafficked areas in the school. Displaying student work throughout the school is essential for: building a sense of pride and ownership of the space and the school; providing a public audience which serves as a natural motivator for students; and for providing models of high quality work that help to set expectations for students.

Wellness Education

The Wellness Education department provides standards-based instruction to all students across grades, K-8. Students participate in quality instructional physical education programming twice per week, for 40-45 minutes in each class. The curriculum is aligned with the Massachusetts Frameworks and the National Standards for Quality Physical Education. The curriculum follows a developmental sequence from body management competence, to fundamental skills, to specialized skills, while simultaneously addressing physical fitness and social skills.

As described in the School Scheduling Method section we require two gymnasiums, one of which is larger and can be divided so the space can be used by multiple classes concurrently without disturbing each other. The physical education facilities will require ample and appropriate storage space for large physical education equipment and supplies that can be easily accessed and set up in the gym.

The physical education department utilizes technology to enhance teaching and learning. Teachers engage students with the use of Polar Heart Rate Monitors, multiple iPad apps are used for instruction, monitoring student performance, taking pictures and videos, and to access the web-based Polar GoFit fitness assessment. The anticipated use of similar technology requires a facility with continuous wireless access and safe, secure storage.

Health Education

Students receive instruction in health education, in grades 7-8, two times per week. Health education is aligned in the Massachusetts Curriculum Frameworks and National Standards for Health Education. We strive to provide a “wellness” approach to student learning and well-being.

Wellness encompasses a culture of holistic well-being focused on educating, promoting and supporting all dimensions of health (physical, mental/intellectual, emotional, social, ethical) and aims to provide students with knowledge and habits that will help them live a longer, healthier, and more productive life. Health education is skills-based, offering students continuous opportunities to practice skills such as analyzing influences on health behaviors, decision-making, goal setting, and communication to enhance health and avoid or reduce risk behaviors. Health classes require a classroom for instructional delivery. The classroom needs to be large enough to allow for various student groupings, student movement, and fitness equipment that would allow us to modernize our health education classes and offer a wider variety of programming.

World Language

Brookline has a K-8 world language program that immerses students in language and culture beginning in kindergarten, with the ultimate goal of intermediate level proficiency for students at the end of grade 8. The curriculum is based on the "5 C's" of the World-Readiness Standards for Learning Languages: Communication, Cultures, Comparisons, Connections and Communities, and builds a solid foundation in what is known as oracy in grades K-5. While literacy entails the ability to read and write fluently, oracy is fluency in listening and speaking, or oral/aural language. Lessons are carried out through the use of songs, games, books, and other interactive activities designed to develop real-world communication skills rather than learning vocabulary words in isolation.

With a solid foundation in oracy, students are well prepared to move into literacy-based language instruction in grades 6-8. Two middle grades world language classrooms are needed. In grades 6-8, students continue to focus on oral proficiency while also developing skills in the interpretive and presentational modes of communication. Authentic materials in the target language become an essential source of input for students, requiring individual and group access to technology. As in other academic-based classrooms, flexible space is needed for students to circulate, to talk with each other, to work individually, in pairs or in small groups, and to read independently. An area where students can work quietly to listen and record while they are practicing speaking and listening independently is needed.

K-5 world language instruction takes place in the grade level classroom, and therefore is directly impacted by the distribution of classrooms throughout the building, individual classroom space, as well as individual classroom set-up. World language teachers need ample room to enter and navigate their teaching cart to the "rug area" (particularly in grades K-2) or the projection space/instructional area of the classroom. Space for full access to all sides of the cart is required: drawers on either side hold materials; a laptop and teacher organizational materials as well as large posters/books are in the rear; a magnetic white board, the center of instruction, holds a variety of

visuals and other materials to support understanding of target language lessons. Grade-level classrooms clustered together would minimize world language teacher travel time between lessons within a grade level, allowing the world language and classroom teacher to touch base at the end of a lesson, to exchange quick observations about a particular student during a lesson, or to debrief an element of a lesson during the 5-minute travel time.

As K-5 world language teachers do not have one classroom in which they teach, a common office space is needed for them with a desk for each teacher, ample storage for K-5 world language materials, and space to meet with other teachers and parents.

Enrichment and Challenge Support Program (ECS)

Many students enter a grade with experiences and/or developmental sophistication that allow them to grasp concepts quickly and easily, with little repetition. These students need opportunities to apply what they know and investigate the curriculum in more depth. Some students show a level of advanced understanding that requires a more specialized response from teachers, providing time and opportunity for self-directed investigations and projects. A very small number of students may require very specialized interventions that extend outside the traditional classroom walls. The PSB Challenge Framework is a system of interconnected supports for addressing the range of needs of students who show advanced understanding of the curriculum and/or innovative and creative problem solving skills beyond their peers. PSB has shifted to a classroom-centered approach that includes, but is not limited to ECS resource teachers who have expertise in designing learning that is connected to the curriculum and addresses the needs of individuals through a project-based learning approach.

ECS Specialists work together with classroom teachers to meet the needs of their students for challenge, enrichment, and extension across all disciplines, within the classroom, throughout the school day. To provide this support, ECS Resource Teachers spend most of their time collaborating with classroom teachers in conjunction with other specialists. Collaboration among classroom teachers and ECS teachers could include:

- *Co-teaching a differentiated lesson;*
- *Working in the classroom with small groups of students or stations;*
- *Designing and implementing digital, inquiry-based, personalized, and project-based learning;*
- *Assessing students and co-planning appropriate follow-up.*

In support of this collaboration with classroom teachers, ECS Resource teachers should be located in one of the collaborative workspaces in the grade level clusters so they can easily plan with and

debrief lessons with teachers. In addition, ECS Teachers will occasionally pull out students to facilitate small groups of students on Tier II enrichment interventions.

The Enrichment and Challenge Support Program is a vital component of the Public Schools of Brookline Challenge Framework and requires many of the same structural classroom components as other content areas such as: easily reconfigured furniture that lends itself to flexible student groupings and accessible areas where students can engage in the use of technology that provides Tier II interventions in the form of online courses and access to other online resources. Additionally, as mentioned in the Science section of the proposal a stand-alone makerspace and a Fab Lab are needed to allow students to have a space to engage in ongoing projects, and collaborate on and pursue problems that are of interest to them.

Library/Media Center

The school library/media center remains an integral part of the learning and school community in Brookline schools. The library/media center should be placed in the building so that it is easily accessible by classrooms and be large enough to accommodate multiple classes at once. Having moved well beyond being a repository for books and card catalogs, the media center/library can act as another learning hub that provides access to resources and tools essential to learning in the 21st century. The library/media center needs to provide large group and small group learning spaces that allow for both quiet and collaborative work. Flexible space with moveable and varied furniture will allow numerous configurations for work and learning. Space for computers and easy access to technological devices should be prevalent while, at the same time, there is a need for spaces where students can simply read comfortably without being disturbed. Group read alouds remain a central activity in the library media center and benefit form tiered or angled seating. There should be an allowance for integrated office space, workroom, and storage space to be used by the library media center staff and volunteers. Configuration, organization, and the size of the space must take into account that the library/media center is staffed by one person at most times. In Brookline's elementary schools, it is typical to have a book room integrated into the library that is overseen by the school's literacy team where class sets of books are available for teachers to access for their classes and reading groups. A well-provisioned school book room is a vital element of our literacy efforts. Beyond use by students and educators, the library/media center or an adjoining space that is integrated into the library/media center will be used as community meeting space for the PTO and similar community-based organizations.

Educational Technology

Technology and digital learning play an ever-increasing and critical role in teaching and learning, both inside and outside of schools. Technology provides an opportunity to transform learning, when used purposefully. Our classrooms need to be flexible and dynamic spaces that allow for all

types of learning, have reliable access to the digital resources available to enhance teaching and learning, and operate with an understanding of the appropriate role of technology in our schools and students' lives.

In Brookline, we envision technology improving our ability to:

- Communicate and collaborate in our schools, our community, and the evolving global society;
- Create and demonstrate understanding across a wide range of disciplines such as art, design, social studies, engineering, science, and music;
- Maximize learning for all students using techniques and materials that take into account varying backgrounds, capabilities, and learning styles;
- Ensure that all students obtain digital literacy, media literacy, and digital citizenship skills that are required in the 21st century;
- Create a well-integrated, learner-centered environment focused on inquiry into engaging problems;
- Enrich and extend professional learning for all teachers and instructional leaders; and,
- Enable all school personnel to effectively and comfortably use technology as a teaching and administrative tool so that more resources and time can be focused on teaching students.

The new school building will support a variety of what are now considered basics in a school's technology infrastructure including, but not limited to: a robust and reliable wireless network to support multiple devices per user; multiple and strategically placed electrical outlets and drops for easy access, relocation and setup; sufficient space for technology closets; and well provisioned classrooms that are aligned with the current standards and anticipate new ones. Standard learning spaces should include: a wireless access point and appropriate network drops; voice over internet protocol (VOIP) phone; a mounted projection/interactive whiteboard with enhanced audio system; a district-issued teacher laptop; and a document camera. Teachers should have access to control and utilize much of this technology through a smart teacher control panel with USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and speakers. With these guidelines as the standard, there will be learning spaces that have more technology in the room and others possibly less. The technology in the room should be dependent on the educational goals and functional demands of the space.

In addition to the technology integrated into all typical classrooms, the fab lab and maker spaces will require specific space and storage requirements such as a lockable closets for materials and tools, flexible workspaces, ceiling drops for power and LAN access as well as clean spaces.

The School Building and School Setting as a Classroom

With Town Meeting committing to a fossil fuel-free school, the rebuilt Driscoll School will be on the forefront of school building design and construction in the Commonwealth. With our community and society more conscious than ever of the delicate balance between environmental sustainability and ongoing development, the new school provides the opportunity for the physical plant itself to play a significant role in the culture, educational approach and daily lives of students and teachers. Whether it's through monitoring wastewater, understanding the science behind passive and active solar power, or studying conservation and energy efficiency measures built into the new building, the physical plant can be used to help students learn about science, sustainability, and taking care of the environment. For example, signs and working exhibitions created by students could identify design elements that demonstrate architectural, structural, mechanical, and green building strategies. Student tour guides could be trained to introduce visitors to the building's features. Back-of-the-house spaces could be used as instructional spaces for students and staff, and could be used by town building and maintenance staff for hands-on training. The new Driscoll facility could stand as a physical demonstration of environmental stewardship and innovation, providing a local case study for sustainable school construction.

The design should also thoughtfully connect the school grounds with the natural resources on the school property and allow the school to:

- Create a richer teaching environment and enable pupils to connect the natural world to their daily experience in school;
- Create a sense of responsibility for and an awareness of nature within the school grounds;
- Encourage pupils to explore and understand biodiversity in their locality and to appreciate the need for environmental care on a global level; and
- Encourage pupils to value the school grounds as a place to play, explore and make a connection with the natural world.

Further, if possible, we would like to consider leaving some of the school grounds unfinished and allow students who ultimately attend this school to lend a hand in the final design and even construction of a portion of the school grounds.

STUDENT SERVICES & SPECIAL EDUCATION

Special education services throughout the district address the needs of learners with identified disabilities between the ages of three and twenty-two, who require specialized instruction to support access to the curriculum. A wide range of services is provided to meet the individual needs of students, from academic intervention to related services in areas such as speech therapy, occupational therapy and physical therapy. Availability of therapeutic services for students requiring special education intervention in the realm of social, emotional and adjustment areas is present at all schools and levels. Staff work closely with families in ensuring that necessary services are identified and provided to students in accordance with applicable mandates.

Inclusion is a core belief and practice in the Public Schools of Brookline. This educational model expects schools to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. In 2017-2018, 15.5% of students in Brookline had disabilities.

Physical environment impacts learning for all students and especially for students with disabilities. The physical structure of the new school building should support our inclusive approach, our commitment to providing all students an appropriate education in the least restrictive environment, and our system-wide special education programs. It is important that every student has an authentic sense of belonging and feels safe in their school. Clustering grade levels, integrating special education classes and spaces throughout the school, and providing services to students in close proximity to their cohort peers are examples of how the design of the school can support the academic and social-emotional learning goals for students with special needs.

The location of the classrooms allows staff to communicate and collaborate fluidly throughout the day on student needs and programming. To support teachers, special educators and families, the school based Education Team Facilitator (ETF) should have office space within one of the grade level cluster teacher work areas described in the Professional Learning and Teacher Planning section, and there should be one conference room that is primarily used for IEP meetings and Child Study Team meetings. This conference room should be able to hold at least 12 people comfortably.

Additionally, the new school should provide equitable access to high quality learning spaces and classrooms that are comparable in every way to general educations classes. Equitable access begins

with being fully ADA compliant and includes equity in classroom quality, access to natural light and windows, the size of rooms as well as proper heating and ventilation. Special education classrooms need to be flexible and easily reconfigured, given that different students are served in the same space at different times. In addition, accessibility to a wide variety of technology options is essential. Assistive technology plays a critical role in supporting engagement and learning for students with special needs. Different devices and equipment for different purposes need to be available with supports for quick set-up and secure storage.

Learning Centers

Each Brookline school has Learning Center rooms that support students with special needs. Learning Centers are designed for students with varied disabilities who require a flexible level of services both inside and outside of a general education classroom. The Learning Centers are classroom spaces within which special educators conduct small group instruction, social skills groups, and collaborate with other related service providers to support students. Learning Center classes have a low staff to student ratio allowing for increased individualization. Students may receive higher levels of direct, specially designed instruction in academic areas within the Learning Centers. There should be four Learning Center rooms in the building with one located in each of the K-2, 3-5, and 6-8 areas. Within each Learning Center room there should be adequate space for academic support, social skills instruction, an area for sensory support and quiet academic work.

Specialized Programs

Language & Academic Home Base (LAHB)

The Language and Academic Home Base (LAHB) is a special education in-district program that serves students entering grades 2–12 who have been diagnosed with a specific learning disability. The program is appropriate for students who possess average to above average cognitive abilities. These students served by LAHB typically have well-developed reasoning and comprehension skills but often have weaknesses in processing speed and working memory. Students are also motivated to learn and have healthy social and emotional skills. The LAHB program is appropriate for students who are struggling in traditional classrooms because their reading, writing, computing, and organizational skills do not match their cognitive potential.

Students who are being supported through the LAHB program demonstrate a need for a specialized curriculum that builds reading and written language competencies across content areas in addition to a language-based approach to study skills and executive function. Instruction is provided in small groups at each grade level in a LAHB classroom. Students receive explicit instruction in their weaker academic skills and are taught compensatory strategies that draw on their stronger learning and cognitive areas. Students in the LAHB program participate in general education classes and are provided additional support in content areas such as social studies and science, as well as

math when appropriate. Speech and language services are integral to this program. LAHB teachers consult with general education staff members and receive guidance from the Landmark Outreach Program.

Student Services

In addition to the special education services our educators provide, other essential services and support are provided by a wide range of specialists including school psychologists, social workers, speech/language pathologists, occupational therapists, physical therapists, nurses, and guidance counselors. In many cases, these positions are shared among more than one school, but together they represent a team-based approach to supporting students and families at the elementary level in Brookline. In order to provide coordinated services and promote collaboration among these professionals the Driscoll School should be organized into two "suites" – a Guidance and Therapy Suite and a Health Services Suite -- that are easily accessible to all students.

Guidance and Therapy Suite

The Guidance and Therapy Suite should have two separate but connected areas. One of these areas would include individual spaces for an occupational therapist, a physical therapist, and two speech therapists. The second area would have five small offices, two for school psychologists, and three for the guidance counselors. All offices should have ample storage for confidential files. All of these spaces should allow for privacy but include doors with windows that can be covered as necessary. The suite should have a small area where students can wait prior to receiving services and access to a conference room to be used for parent meetings and social skills groups.

Health Services Suite

The Health Services Suite houses the nurse and allows students to be checked, receive services, or wait comfortably for a parent, guardian or family member to pick them up. The Health Service Suite requires an entry or reception area where students can await services, a treatment area that includes four cots/beds, a bathroom, and a space for private meetings and confidential consultations. There should also locked storage, a sink, and a refrigeration unit in the nurse's office.

Motor Room (Occupational and Physical Therapy)

Students require occupational and physical therapy multiple times per week. These services include physical exercise, strength building, balance skills, and fine and gross motor skills development. The occupational and physical therapists provide these services in a dedicated space called a Motor Room that has specialized equipment and sufficient space. The Motor Room should be the size of a regular classroom.

SCHOOL CULTURE AND SOCIAL EMOTIONAL LEARNING

It is the mission of the Public Schools of Brookline (PSB) to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life. To truly live this mission, it is essential that our schools are safe, welcoming, respectful and nurturing. Such a culture is created when everyone in the school is aligned to requisite beliefs, values, and behaviors. Children need to learn these beliefs, values and behaviors, and adults need to model, guide, and explicitly teach them to children using intentional strategies in order to establish a culture conducive to learning.

To support a positive, collaborative, and welcoming culture, the physical structure of the school needs to provide gathering spaces to promote social interaction and engagement among students and adults. The rebuilt and expanded Driscoll School needs to facilitate and encourage connections among grade levels and across the disciplines, be welcoming by design, and show evidence of collaboration, respect, and high expectations with student work prominently displayed throughout the school, all of which support the social emotional learning of students

Responsive Classroom (K-5) and *Developmental Design* (6-8) currently represent the core social emotional curriculum in Brookline. Our approach to social emotional curriculum requires classroom meeting areas to conduct "morning meetings" in grades K-5 and advisory groups in grades 6-8. Each classroom should have an area available for these class meetings and other similar functions that is appropriate for the age range.

OUTDOOR SPACE FOR PHYSICAL ACTIVITY

The use of outdoor spaces for physical education, athletics, recess, and curriculum-based learning will be an integral part of the learning at Brookline's new PK-8 elementary school. A play area specifically for prekindergarten and/or the PK-2 grade cluster is necessary with easy access for these grade levels, and should provide equipment and play spaces that serve all ages in PreK-2. Space for grades 3-5 and 6-8 play areas can be integrated as long as they contain a variety of spaces and structures appropriate for the broad developmental and recreational needs of this age span. All outdoor spaces should provide natural play spaces as well as traditional play structures

The large gymnasium should also have easy access to the outdoor field and play areas and be fully accessible. Space for a school garden that could be maintained by volunteers, staff, and students and integrated across the K-8 science curriculum, should be available in close proximity to an exit.

PROFESSIONAL LEARNING AND TEACHER PLANNING

The new elementary school's physical spaces will support a culture of professional learning characterized by: shared norms and values; a focus on student learning; making professional practice more visible; collaboration; and, inquiry, reflection, and analysis. We have moved past the mindset of a classroom teacher only being responsible for the general education students in his or her classroom toward a team approach that better balances the essential community of a classroom with the collective responsibility of a team of adults ensuring that every student succeeds. The physical spaces where teachers meet and collaborate need to support this shift towards a professional learning culture and teams of adults taking responsibility for the success of all of their students.

As designers of learning, teachers will spend time planning with colleagues to create the best learning experience for all students. Educators need appropriate and well-provisioned spaces to gather to discuss student learning, share instructional practices, analyze data, determine next steps for instruction, participate in webinars, review student work, vet online resources, and read and discuss the contemporary literature of the profession. Each grade level span (PK-2, 3-5, and 6-8) will require the meeting space necessary for this variety of professional collaboration and learning. The hub of each grade level cluster should be a work area for teachers that replaces individual, isolated desks within a classroom. This work area should have tables for group work, storage for materials and professional resources, and individual workspaces. Adjacent to this work area will be a small conference room for meetings for grade-level teacher teams

Professional learning also includes instructional coaching by staff members in a variety of roles including: Math Specialists, Literacy Specialists and Literacy Coaches, Educational Technology Specialists (ETS), Librarians, and Enrichment and Challenge Support (ECS) teachers. Office space for these professionals should be embedded in the grade level hubs described above so when they are not working with students, they can more easily collaborate with colleagues and be more readily integrated into the work of grade-level teams.

LUNCH PROGRAMS

The mission of Food Services is to provide healthy, tasty, high-quality, sustainable, affordable meals to the students and staff of the Public Schools of Brookline. Breakfast and lunch are served at all nine schools in the district. As part of the National School Breakfast and Lunch Program, we follow guidelines set by the USDA regulating what qualifies as a healthy breakfast and lunch. Meals are cooked from scratch, using real food, and we are continually looking for ways to improve our school meals.

The Driscoll School cafeteria should be large enough so that the entire school is able to eat lunch over the course of three lunch periods. An appropriately sized cafeteria will ensure that the Driscoll School can both start and end lunch at appropriate times.

Students typically pay for lunch using online accounts that allow families to pre-pay for student meals and provide easy access for food service workers to children's allergy information and dietary restrictions.

TRANSPORTATION POLICIES

The Massachusetts Department of Elementary and Secondary education requires that communities offer transportation to elementary school students who live more than 2.0 walking miles from their districted school. In Brookline, the public schools provides bus transportation for K-8 students residing more than 1.5 walking miles from their districted school. These students are transported at district expense. All students in Grades K-6, who live less than 1.5 miles from their school, are responsible for their own transportation. The district does make exceptions for students whose needs are "safety" related. K-6 students who live 1.5 miles or more from the school may opt to purchase a bus pass in accordance with the MBTA fee schedule. Special education transportation services are separate from regular bus transportation.

The Driscoll School will provide transportation to students with a wide variety of transport needs. In addition to vans for any specialized programs for students with disabilities and one bus for students in the METCO program, we believe two buses will be required to transport students to and from school.

SAFETY, SECURITY AND ACCESS REQUIREMENTS

As with all Brookline schools, safety and security is of the utmost importance. Students, families, and our staff need to feel safe and secure in their school community in order to take full advantage of all educational opportunities. At the same time it is essential to provide the necessary level of security without impacting the building's physical organization or sense as an inviting and open learning environment for students, teachers, parents, and visitors. There needs to be a balance between the type of open, accessible learning spaces that encourage sharing and collaboration with the need to have safe and secure classrooms when needed. It is possible and necessary to prioritize light, glass, and openness and still institute necessary safety measures. Safety and security measures should be designed and integrated in ways that allow for future enhancements. The following features should be considered as part of the school design:

- Access Control to rooms and spaces that utilizes a security access fob device by authorized staff that can also be controlled centrally
- Visual Security of entrances utilizing a video monitoring/recording system that will be monitored at the school secretary's desk
- Safe and well lit staff parking
- Safe and well lit visitor parking
- Safe pathways for pedestrians and bicyclists coming from varied directions to the school
- Safe bus and van access that does not interfere with drop off and pick up traffic
- Safe recess grounds and play areas that can be properly supervised by staff and protected from vehicular traffic
- Open and easily visible front access to the school
- Safe access for kitchen, facility and shipping/receiving separate from school traffic at the main entrance
- Safe and appropriate access to the perimeter of the building and play areas