

INTRODUCTION

In response to MSBA's request to describe how the proposed educational space summary supports each component of the educational program we offer the following:

The District has not waived with the Educational Program requirements for the Angier Elementary School since the MSBA Preliminary Design Program submittal.

The District worked with DiNisco Design to evaluate the existing educational program currently offered by the District and defined the educational activities to be offered for the new school to serve kindergarten through grade 5. The collaborative process included many meetings and discussions with the Deputy Superintendent of Schools, Assistant Superintendent for Elementary Education, Angier Elementary School Principal, Assistant Superintendent for Student Services, NPS Chief of Operations and School Committee.

The process was extensive and started with an ideal program for the Angier Elementary School. It was modified to realistic budget constraints and to MSBA Guidelines. The outcome is a thoughtful, effective educational program that will enhance the students' elementary school education and experience. This program will be the basis for many future elementary school projects in the City of Newton.

Below are excerpts from the Educational Program submitted with the Preliminary Design Program and specifically address how the Space Summary supports each component of the educational program.

CLASS SIZE POLICIES

The Newton School Committee and the Newton Education Association recognize that class size is an important factor in quality education. While recognizing that a steadily increasing enrollment in Newton, coupled with limited space in our school buildings, the School Committee in their FY13 budget guidelines stated, "we ask the Administration to come up with creative staffing mechanisms that offset higher class sizes by improving the adult-student ratio and protect student learning, particularly in the core curriculum. Special efforts should be made to keep class size smallest in grades K – 2." Therefore, attempts are made to keep class size close to the numbers listed below:

- Kindergarten- Grade 2: 1-22
- Grades 3-5: 1-25

Furthermore, the Integrated Program is offered at Angier School therefore one classroom per grade from grades 2 through 5 serves as the integrated classroom. The class size for the integrated classroom is slightly less than the other classes in each grade in order to best accommodate the students with special needs in the regular classroom. To maintain the student to teacher ratio in the integrated classroom, it is strongly recommended that there be one additional classroom to accommodate the need for a larger than normal grade size. Otherwise a larger than typical class would create a substantial burden on the teachers and students in the integrated classroom. This additional classroom will ensure the student to teacher ratio in the integrated classroom remains at the lowest level possible.

MATH

Students learn mathematics in whole class, small group, and partner configurations. The curriculum includes a variety of hands-on activities and many materials that require space to store in each classroom. There is a math specialist working with classroom teachers, who utilizes a small office as most time is spent coaching teachers in their classrooms.

To support this instruction, the Space Summary Template and proposed new school include a math coach/specialist office centrally located on the second floor.

SCIENCE AND TECHNOLOGY/ ENGINEERING

Teachers implement hands-on science and engineering curriculum that requires the use of kit materials and student science notebooks. Each grade level uses water as a material in their curriculum so sinks are required. Additionally, space for storage of science materials and for set-up and use of the materials for investigation or experimentation are required. Storage for the science kits when not in use is needed.

This instruction occurs in the general classroom. Provisions for the storage of materials is designed within the classroom and additional shelving above the cubby areas.

SOCIAL SCIENCES

Students engage in a history/social sciences curriculum that wherever possible integrates with the informational skills components of the new Mass Frameworks for English Language Arts (incorporating the Common Core Standards). It is important that there is wall space available for maps and educational posters/displays as well as ample storage capacity for books and other content materials.

This instruction occurs in the general classroom. Provisions for the storage of materials is designed within the classroom and additional shelving above the cubby areas. The teaching walls provide for the display of the materials.

SOCIAL/EMOTIONAL

Open Circle, taught in grades K-2 by classroom teachers and Steps to Respect, taught in grades 3-5, represent social Emotional Curriculum. The Responsive Classroom program is also used in a number of classrooms. Classroom teachers present Responsive Classroom methodology daily in a 10-15 minute "Morning Meeting". No additional space is required to fulfill this component of the educational program however an area of the classroom will be zoned for morning meeting and other like functions.

This instruction occurs in the general classroom. Refer to the Room Data Sheets located in SECTION 7 for the areas layout out for the Morning Meeting.

Currently, Angier School has a staff of one cook and two attendants who work in a reheat service kitchen. Five lunches are served each day, except Tuesday, when the students are dismissed at 12:30, and eat lunch at home. Lunch service begins at 11:00 a.m., with the last lunch concluding at 1:50 p.m. The number of students within each lunch ranges from 63 to 73 students. Lunch shifts are organized by individual grade level, except grades K and 1 who are combined due to time and space demands. Over half the lunch shifts have complex, overlapping transitions. Each lunch period utilizes one serving line, where students use a bar code system when purchasing their lunch. The current location is inadequate in terms of space and sound issues.

The Space Summary Template and the new cafetorium will allow for up to a maximum of 192 students per seating (two grades) at one time. This will significantly improve the quality of lunch as well as the scheduling of lunch. Furthermore, the full kitchen will allow for more healthy and varied lunch menus.

ART/ MUSIC / PERFORMING ARTS

The Newton Public Schools has a vibrant visual and performing arts program. Within the week, all students at Angier take one, 45-50 minute visual art class, grades K-2 and 4-5 take one 30 minute general music class, 3rd grade has one 45 minute class, and 4th and 5th grades take chorus for 45 and 50 minutes each week. Instrumental music lessons (band and strings) are available for students 4th grade in weekly 30 minute group lessons. The school also provides Band and Orchestra ensembles for grade 5 students and others for one 45-60 minute rehearsal per week. In 2012-13, 45 4th grade students are taking band or strings lessons and another 27 students perform in the band or orchestra. There is one small music classroom at Angier with minimal storage space. Two instrumental music teachers serve Angier to teach lessons and lead ensemble rehearsals. The string teacher is at the school one day a week when lessons occur simultaneously with one teaching in the music classroom and the other teaching in the teacher lounge. One large music classroom accompanied by one smaller instrument storage room/small group lesson space is desirable to support the music program. The large classroom should provide ample open floor space for dance and movement activities as well as flip form risers for organized seating/standing for singing activities. The music classroom should be equipped with a console piano.

Angier hosts a variety of music concerts (choral and instrumental) throughout the school year. Occasionally, the students perform a variety show or musical theatre production.

The space summary and new cafetorium with an ample stage is a preferred location for performing arts. Built in steps between the cafeteria floor and the stage has been designed to prevent the need to move flip form risers from the music classroom. A cafetorium also allows for the stage to be used for music/performance rehearsals before and after lunch as well as for school wide performances and presentations held for students and parents throughout the year. The stage is large enough to be equipped with a console piano.

SPECIAL EDUCATION

In 2011-2012 the percentage of students at Angier School with special needs was 19.8% or slightly below the district percentage of 20.2 (the state average is 17). This includes students in the Angier School district as well as students from other elementary schools in the district who are placed in one of the district-wide integrated classrooms grades two - five located at Angier.

Inclusion is a core belief and practice in the Newton Public Schools. This educational model challenges 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.

The mission of all of the schools in Newton is to maximize the potential and independence of each student. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community.

Student Services are defined as school psychologists, inclusion facilitators, learning center teachers, social workers, speech/language pathologists, occupational therapists, physical therapists and nurses. 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 in need at the elementary level in Newton.

Teachers at the Angier School support students through a variety of teaching models - co-teaching, team teaching, flexible grouping, small group instruction, and individualized instruction. Teachers believe that all learners should be provided differentiated forms of instruction and recognize that all students learn in different ways, rates, and timeframes. To that end, the Angier School continually adapts its staffing support, instructional methodologies, and assessment practices to meet student needs.

Tiered levels of instruction provide the regular education foundation of Angier School's continuum of service model. Angier Staff provides tiered levels of instruction to all students (tier one - the general classroom curriculum; tier two - strategic levels of instruction; tier three - intensive levels of instruction usually at the individualized level). If a student demonstrates academic and/or social/emotional/behavioral concerns despite thorough RTI procedures, the teacher refers the student to the building Teacher Support Team or the BEST Team. These teams support teachers implementing additional strategies.

Special education services at Angier School range from the least restrictive (for example, services provided in class) to a more restrictive (significant amount of multiple services out of the regular education classroom). Angier School offers rooms available for pullout small group and individual instruction provided by learning center teachers, and inclusion facilitators, who support inclusion for students with significant disabilities. Related service providers include speech/language pathologists, an occupational therapist, a physical therapist, a psychologist, and a social worker. Teachers of deaf/hearing impaired students and vision-impaired students also support students with these disabilities in accessing the curriculum.

The district-wide integrated program takes place in heterogeneous classes with regular education students enrolled at Angier and students with specific learning disabilities and/or communication disorders from other elementary schools throughout the district. Students with special needs are supported academically and socially through small group and

TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS (LABS, IN-CLASSROOM, MEDIA CENTER, REQUIRED INFRASTRUCTURE, ETC.)

Angier School currently offers the following instructional technology:

- Grade Kindergarten
 - Elmo and LCD projector
 - 1 - 2 Mac desktop computer for student use per classroom
 - 2 iPads for student use per classroom
 - Printers - one in each room
- Grade 1
 - 2 shared iPads
 - Elmo and LCD projector
 - Printers - one in each room
 - 2 Mac laptop/desktop computers for student use per classroom
- Grade 2
 - Elmo and LCD projector
 - 8 iPads with charging cart for shared use
 - 2 Mac laptop computers for student use per classroom
 - 1 desktop computer for student use per classroom
 - Printers - one in each room
- Grade 3
 - Elmo and LCD projector
 - One mobile cart of 10 Mac laptop computers.
 - 2 Mac laptop computers for student use per classroom
 - Printers - one in each room
- Grade 4
 - Elmo and LCD projector
 - 5 Mac laptops per classroom
 - 2 Desktop computers for student use
 - Printers - one in each room
- Grade 5
 - Elmo
 - One mobile cart of 20 Mac laptop computers.
 - 2 Desktop computers for student use
 - 1 SMART Board in each classroom with speakers
 - Printers - one in each room
 - 8 iPads with charging cart for shared use