

NEWTON PUBLIC SCHOOLS

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AREA CODE (617) 559-9025

Memorandum

TO: David Fleishman, Superintendent
School Committee

FROM: Sandra Guryan, Deputy Superintendent/Chief Administrative Officer

DATE: January 12, 2015

RE: Draft Cabot Educational Program and Space Summary

Attached please find the proposed Educational Program and Space Summary developed for the Cabot Elementary School. On January 12, 2014, DiNisco Design Partnership (DDP) will be presenting a review of the draft proposed educational program and space summary. DDP will introduce the components of the educational program as it relates to the square footage for the proposed Cabot school that will follow during the schematic design phase.

The district administration and DDP have developed the draft educational program for the new Cabot employing and refining the framework used to develop the educational program for the new Angier and Zervas schools. It adheres to those standards with a few adjustments from the Angier program, but similar to the Zervas program, including: 24 regular education classrooms, two self-contained special education classrooms, a space for the afterschool program, and spaces for the music, media center and cafeteria/kitchen. A spreadsheet illustrating comparisons of all three schools' programs and room sizes is attached.

The program specifications were reviewed by members of Central Staff and Principal Mary Lou DiBella and were presented to the Cabot Working Group, the Cabot School Building Committee and the Design Review Committee. A number of members of the working group toured several recently built elementary schools, and that perspective was also helpful in the final review of the Educational Program and Space Summary.

We request that the School Committee review and ask questions so that any concerns can be addressed prior to a vote to authorize the OPM and DDP to submit the Educational Program and Space Summary to the MSBA for their review and approval in the upcoming weeks.

DRAFT 01/09/2015

CABOT ELEMENTARY SCHOOL EDUCATIONAL PROGRAM

Newton Public Schools provides a rigorous educational program for elementary students in kindergarten through grade five. Cabot Elementary School is a diverse school, with a growing population of English language learners, and has a strong sense of community and support, celebrating its uniqueness through curriculum, arts and ongoing community service involving students and families.

Cabot has a 5th grade co-taught model staffed by a full-time regular education teacher, a special education teacher and a full-time intern from a local university. This team works to differentiate instruction with a focus on reading strategies across the curriculum. Specialized 1:1 reading instruction and all other academic supports are delivered in the classroom environment requiring additional classroom space that minimizes pull out services.

The English Language Learner Program (ELL) consistently has approximately 25-30 students per year. Small groups of students meet with the ELL teacher several times a week both in and outside the classroom for direct English instruction.

Cabot, similar to all Newton schools, embraces inclusion. It is a school where teachers collaborate to provide best practice instruction and proactive forms of intervention both in and outside the regular classroom. Teaming is central to how the Cabot School community collaborates, and a spirit of inclusive community is core to the culture of the school. Professional Learning Communities and Response To Intervention blocks of time are regularly scheduled at Cabot. Teachers meet weekly to assess data from formative assessments and to plan for lessons for Flexible Grouping Times.

The Newton Public Schools including the Cabot Elementary School has long been a participating district in the METCO Program. There are currently 20 Boston students at Cabot, with several new students enrolling in the program in grades K-1 each year, as 5th grade students move to the middle school. These students and their families are fully included in the Cabot community.

Cabot's community service program is a valuable asset to the school culture. Annual community service and outreach programs include:

- Cabot Fair
- Cabot Clean-up Day
- Family Dance
- Spring Fling
- Birthday Wishes
- Treats for Troops
- War Memorial Fund Raiser

- Clothes / Gifts Drive for the Holiday
- Summer kindergarten Play dates
- Food Collection for the Newton Food Pantry/Turkey Trot
- Fall Community Picnics
- Pancakes and P J's Breakfast
- Invention Invasion
- Spelling Bee for grades K through five

GRADE AND SCHOOL CONFIGURATION POLICIES

The Newton Public Schools provides educational programs for students in grades preschool through grade 12. As of October 1, 2014, there were 12,601 students enrolled in the Newton Public Schools. The fifteen elementary schools in Newton educate students from kindergarten through grade five; the four middle schools serve students in grades 6 through 8; and the two high schools serve grades 9 through 12. The Cabot School stands seventh in elementary enrollment size out of fifteen total elementary schools. The Cabot School enrollment totaled 418 students as of October 1, 2014. Students attend the Newton elementary and middle schools in their geographical neighborhoods.

The students at Cabot School proceed to grade 6 at F.A. Day Middle School. Students at Day Middle School are served in grades 9 through twelve by Newton North High School.

An integrated preschool program is housed both at the Education Center (10 classrooms) and at the Lincoln Eliot Elementary School (2 classrooms). This program serves students with special needs as well as typically developing children.

CLASS SIZE POLICIES

The Newton School Committee and the Newton Teachers Association recognize that class size is an important factor in quality education. While recognizing that a steadily increasing enrollment in Newton is coupled with limited space in our school buildings, the School Committee in their FY14 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: 1-20
- Grades 3-5: 1-23

SCHOOL SCHEDULING METHOD

The Newton Public Schools has articulated specific instructional time allotments for elementary core subjects, which include reading, writing, mathematics, science, social studies and social curriculum. Specialist programs both enhance the core program and provide contractual preparation time for classroom teachers. These time allotments per week are as follows:

- Reading - 300-450 minutes
- Writing - 120-200 minutes
- Mathematics - 225-300 minutes
- Science/Tech Engineering - 90-120 minutes
- Social Studies - 45-120 minutes
- Social Curriculum - 30 minutes
- Art – 45 minutes (K); 50 minutes (1-4); 60 minutes (5)
- Music – 30 minutes (K-2, 4-5); 45 minutes including Recorder (3)
Chorus – 45 minutes (4), 60 minutes (5)
- Physical Education, Health and Wellness - 60 minutes
- Instructional Tech/Library – 30 minutes (K-5)

The Newton School Committee recognizes the importance of providing adequate numbers of specialist teachers in both elementary and secondary schools. Elementary specialist teachers are defined as Art, Music, Physical Education, and Library-Media. These programs are a vital component of the complete educational program that are both a value and expectation of the Newton Public Schools to offer all students. Appropriate and adequate space should be part of the design for these programs.

Article 43: “Elementary Preparation Time” of the collective bargaining agreement states that elementary teachers are entitled to a 30-minute duty-free and meeting free lunch period. In addition, elementary classroom teachers are scheduled for a minimum of 165 minutes of preparation time per week for teachers.

The current specialist sections at Cabot Elementary are as follows:

- Art - Nineteen 45-50 minute blocks are taught by one Art teacher (1.0 FTE) while two 45-50 minute blocks are taught by a second part-time Art teacher (0.1 FTE).
- Music – Twenty-one 30 minute blocks of general music, 4th grade band lessons and the Cabot band ensemble are all taught by one Music teacher (1.0 FTE), 4th grade chorus is taught by a one part-time (0.1FTE) music teacher.
- Band or String - In addition to general classroom music and 4th and 5th grade chorus, students in 4th grade may elect to take introductory band or

string instrument. Instrumental lessons are small group, pullout lessons during the school day. Students in 5th grade or other grades who are already proficient on an instrument may elect to participate in the Cabot band or orchestra. The ensemble groups each meet once per week for 45 minutes. Chorus is compulsory for 4th and 5th grade students and is scheduled within the school day. The 4th grade chorus runs for 45 minutes, once per week and the 5th grade chorus runs for 60 minutes, once per week. General music class meets once per week for grades K-2 and 4-5. The 3rd grade meets for 45 minutes and includes compulsory instruction on the recorder.

- Physical Education, Health, and Wellness - Thirty 30-minute blocks are taught per week by one Physical Education teacher (1.0 FTE) with twelve 30-minute blocks taught by a second part-time (0.4 FTE) Physical Education teacher.
- Library/Media - The Cabot School Library is currently staffed for five days of the week (1.0 FTE). The Library/Media teacher teaches a total of twenty-one 30-minute blocks during each school week. Unscheduled blocks are designated as flextime and for technology assistance. Library flextime is designed to provide unscheduled blocks of time during the school day for collaboration between the library teacher and the classroom teacher. Classes, accompanied by the classroom teacher, can use the library and its' resources for the purpose of research and inquiry in connection to the classroom curriculum. As the "first line of defense" Technology Assistance time, 20 minutes per day, is part of the library schedule and provides time for troubleshooting as well as one to one instruction for teachers in the management and use of technology tools and equipment.
- Instructional Technology - Instructional technology is integrated into the classrooms and is supported by a part-time Instructional Technology teacher (0.4 FTE). Currently, there is no substantially separate computer laboratory in Cabot School. This is consistent with all elementary schools in Newton.

TEACHING METHODOLOGY AND STRUCTURE (E.G., ACADEMIES, DEPARTMENTS, HOUSES, TEAMS, ETC.)

Cabot School engages in Professional Learning Communities (PLC). The school is organized in six teams from kindergarten through grade five. These teams are comprised of regular education, special education and ELL teachers. They conduct the data cycle as a collaborative team to improve learning for all students in the grade level. The 60-minute PLC blocks support their ability to collaborate within the school day. The regularly scheduled 30-45 minute grade level intervention blocks provide direct instruction to small groups of students focusing on specific skill development in literacy and math. The teachers implement the Common Core standards, and the rigorous curriculum and

assessment expectations set forth by the Newton Public Schools. Below is an overview of the general elementary curriculum, methods and assessments used by teachers.

LITERACY

There is explicit reading instruction in a variety of modes in every grade, continually engaging students at several distinct levels of challenge: an *instructional level*, just at the edge of the student's ability at that point in time, a *challenge level* offering harder material and an *independent level* using easier material to work on fluency and expression and to practice comprehension strategies.

Specific instructional components at each grade level include:

- Primary: interactive read aloud, shared reading, guided reading, independent reading, and phonics / word study.
- Intermediate: interactive read aloud, shared reading, guided reading (including strategy lessons, book clubs and literature circles), independent reading, and word study.

There is an emphasis on independent reading and the development of a lifelong reading habit; this includes nightly reading by all students in grades 1 - 8 and accountability by teachers through reading logs and folders.

Explicit writing instruction - *Units of Study, Lucy Caulkins; common writing prompts and scoring methods* that includes focused experiences in all genres, and both written and oral feedback from teachers:

- All grades: authorship experiences that emphasize conferring, revising, editing, publishing and celebrating creative efforts
- Intermediate: focus lessons on a variety of rhetorical and stylistic issues including specific narrative and expository techniques, planning and organizing, rich language, elaboration; serious examination of sentence structure and sentence boundaries; emphasis on writing as a tool to enhance learning and thinking in all subject areas

Assessment practices include: running records and system-wide instruments (primary: Phonemic Awareness Assessment (MJ Adams); Phonics: *Foundations Unit Assessments*; Comprehension: *Guided Reading, Fountas and Pinnell; Comprehension Tool Kit, Stephanie Harvey*; Spelling and Phonics: *Words Their Way, Templeton, Johnston, Bear & Invernizzi; the Developmental Reading Assessment* ;) Expressive Language assessment, formal and informal reading inventories (intermediate: Benchmark Assessment System; *Guided Reading, Fountas and Pinnell; Comprehension Tool Kit, Stephanie Harvey; Words Their*

Way, Templeton, Johnston, Bear & Invernizzi.

Tier 2 Intervention includes: Fountas and Pinnell Intervention Program skills inventories:

- Reading folder (should include log of all independent reading choices, small group book selections, reading responses, self-assessments and reflections, and, possibly, informal assessment data)
- Writing folder (should include a table of contents, all drafts, assessment instruments such as rubrics and writing prompts, self-assessments and reflections)
- Parent-student-teacher conferences that focus on collections of student work (portfolios, reading/writing folders, etc.) and progress over time relative to standards

Integration with Social Sciences and Science:

- Social Sciences and ELA Integrated Units of Study developed by Newton Public Schools: Biography American Geography and History; World Geography
- Science and ELA Integrated Units of Study developed by Newton Public Schools; Seeds of Science Roots of Reading

Although most of the reading and writing instruction takes place within the classroom environment, smaller work areas are necessary to facilitate individualized instruction, both in 1:1 and small group settings. Areas designed inside and outside the classroom are preferred.

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.

SCIENCE AND TECHNOLOGY/ ENGINEERING

Teachers implement a 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, 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.

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 be wall space available for maps and educational posters/displays as well as ample storage capacity for books and other content 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.

ELL

There are currently 25 English learners enrolled at Cabot that are supported by an ELL teacher (0.8 FTE) and an ELL aide (1.0 FTE). The model is push in and pull out depending on a student’s English proficiency. Students at the entering and developing stage need a designated ELL learning classroom.

FOREIGN LANGUAGE

The Newton Public Schools does not offer foreign language instruction at the elementary level.

TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

Below is a description of the ideal planning and room assignment policies as well as how the Cabot School is currently organized due to space limitations.

The ideal grade level classroom formation would neighbor one another to offer close proximity for collaboration, communication and flexible grouping. Other core academic spaces such as art, music and library would ideally be within close proximity to the general classrooms to provide ease of transition from space to space as well as limit the transition time between classes to maximize the time spent in the classrooms.

Other core spaces such as the gymnasium and cafetorium are also used by the community therefore ease of access for the public is preferred. The cafetorium will ideally be located on the first floor with direct access to the play spaces for time before or after lunch.

Most of the special education instruction at the Cabot School occurs within the regular education classrooms, however small instructional spaces for specialists and small group instruction are required. These spaces should be easily accessible from the general classrooms.

The original three story Cabot School was constructed in 1928 with a single story addition in 1957. In addition, there are currently four modular classrooms also located on the first floor.

Two kindergarten classrooms are located in modular classrooms which are of adequate size however they are temporary in nature. The other kindergarten classroom is located in the 1957 addition however it is remote from the other two kindergarten classrooms. Grade 1 classrooms are located on the second floor with grade 4 classrooms, but due to space constraints, one grade 4 classroom is not in proximity to the others. One section of fourth grade is located on the first floor, which is less than ideal and is a result of the limitations imposed by current space. Grade 2 and grade 3 classrooms are organized on the third floor. Grade 5 classrooms are located on the first floor however one of the classrooms is remote from the others providing it challenging for collaborative team teaching. This configuration is less than ideal due to flexible grouping needs of the students. Overall, Cabot School has clustered classrooms in neighboring proximity to one another and attempts to work within the space constraints posed by the architecture of the design.

Art and music classrooms are located in modular classrooms on the first floor however there is insufficient space for art and music materials which are housed in storage units in the corridors. The library resides in a space that was originally designed as a classroom. It serves all the students in the school for both instruction and research. As the school population has increased, the library area has been redesigned to accommodate a number of instructional programs that now share the space. The library also serves as the office area for a number of part-time staff members such and IT specialist. The library all serves as a computer area with 12 desktop computers that are used by students and teachers throughout the school day.

Most of the special education instruction occurs within the regular education classrooms. However, there is one Learning Center available for pullout instruction. This space currently houses three Learning Center teachers, physical therapist and a speech/language pathologist. There is one shared space for the Literacy Program, ELL and Math Coach also carved out of the Learning Center. The Inclusion Facilitators' space is a small 15' x 11' room and the Team Specialist and Occupational Therapist share a small room next to the lunch room.

The staff for mental health services share one small room creating challenges for testing, counseling individuals and groups as well as meetings with parents. In addition there is a lack of meeting space for monthly IEP meetings for the 14

inclusion students and the bi-weekly PLC meetings.

At Cabot band, chorus and general music lessons take place in the music room. Strings instruction takes place in the lunch room.

There is 1.0 FTE music teacher for general music and instrumental lessons and a 0.1 FTE music teacher for chorus. Due to lack of space and fire code restrictions there is no opportunity for the entire school to gather for school assemblies except in the gym.

FLEXIBLE GROUPING

Regular education teachers engage in flexible grouping methods to meet the instructional needs of their students and as determined by the professional learning communities. Grouping and regrouping methods take place weekly within classrooms and among grade level classrooms. Regular education, special education and ELL teachers collaborate seamlessly to provide tier one (general curriculum), tier two (strategic intervention) and tier three (intensive intervention) in the inclusive environment. Pullout instruction is provided for students who require it, based on their personalized instructional needs within tier two and tier three programming. There is shared responsibility among the faculty for all students' success. Grade level classrooms are organized within common hallways and adjacent locations. Close proximity is critical in order to achieve the requisite communication and collaboration for flexible grouping methods in a grade level PLC team. Current architectural aspects of the Cabot School preclude the necessary adjacencies to ensure team proximity.

LUNCH PROGRAMS

There is cafeteria lunch room that was designed as a classroom in the existing Cabot School. This poses significant challenges for students, scheduling, dining, transitions and staffing support. Presently, Cabot School runs six lunch sessions with two grades eating in their classrooms. The warming kitchen was created out of space in the lobby area and is not adjacent to the cafeteria.

Whitson's Culinary Group provides food service. Parents set up online lunch accounts and pre-pay meals. All students have a bar scan.

Cabot School serves up to 400 student lunches daily. This is a point of service operation so students can select a choice and their account is adjusted. A student's account can indicate a specific allergic warning or set restrictions on choices by parents.

Currently, Cabot School has a staff of one cook and two attendants who work in a reheat service kitchen. Six lunches are served each day, except Tuesday, when the students are dismissed at 12:30, and eat lunch at home. Lunch service begins at 11:20 a.m., with the last lunch concluding at 1:50 p.m. The number of

students within each lunch ranges from 63 to 80 students. Lunch shifts are organized by individual grade level, with K and 5th grade eating in the classrooms. 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.

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

Cabot School currently offers the following instructional technology:

- Kindergarten
 - Elmo and LCD projector
 - 1 - 2 Mac desktop computer for student use per classroom
 - 5 iPads for student use per classroom
- Grade 1
 - 5 shared iPads per classroom
 - Elmo and LCD projector
 - Printers
 - 1 to 2 Mac laptop/desktop computers for student use per classroom
- Grade 2
 - Elmo and LCD projector
 - 5 iPads for student use per classroom
 - 1 to 2 desktop computers for student use per classroom
 - Printers
- Grade 3
 - Elmo and LCD projector
 - 5 Mac laptop computers for student use per classroom
 - 1 to 2 desktop computers for student use per classroom
- Grade 4
 - Elmo and LCD projector
 - 5 Mac laptops for student use per classroom
 - 1 to 2 desktop computers for student use per classroom
 - Printers - one shared in the grade level
- Grade 5
 - Elmo
 - 5 Mac laptop computers for student use per classroom
 - 1 to 2 desktop computers for student use per classroom
 - 2 SMART Boards in each classroom with speakers
 - 2 classroom have an Epson Short Throw projector
 - Printers - 2 shared in the grade level

In addition, each floor has one mobile cart of 20-30 Mac laptop computers, the school has 10 additional iPads and the Library has 5 iPads.

- Library

The library is equipped with an Elmo and an LCD projector on a cart. A shared color laser printer and a shared BW printer are located in the library. Students and teachers have access to 12 desktops. There is a current generation desktop at the circulation desk for checkout. The school library also has a Flip video camera. A 27" TV with a VCR/DVD player is housed in the school library. A laptop cart of 8 laptops is part of the school library. Through the district's membership in the state library system the school library has access to an online encyclopedia (Encyclopedia Britannica) and InfoBits (Gale Database). Through the school library, all teachers and students have access to BrainPop/BrainPop Jr., Teachingbooks.net, Pebble Go Databases, Tumblebooks (eBooks.)

There is an Acceptable Use Policy for students and staff in the district. All staff members participate in an annual, mandatory training regarding the district policy. Parents are asked to review the Acceptable Use Policy with their children, sign and return the district form to the main office. All students receive instruction in the Acceptable Use Policy during the first two months of the school year.

ART/ MUSIC / PERFORMING ARTS

The Newton Public Schools has a vibrant visual and performing arts program. Within the week, all students at Cabot 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 in 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 2014-15, 40 4th grade students are taking band or strings lessons, another 12 students perform in orchestra and 26 students perform in the band. There is one music classroom at Cabot with minimal storage space. Two instrumental music teachers serve Cabot to teach lessons and lead ensemble rehearsals. The chorus 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 lunch room. 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.

Cabot hosts a variety of music concerts (choral and instrumental) throughout the school year. Occasionally, the students perform a variety show or musical theatre production. Performances take place in the gymnasium, sometimes disrupting PE instruction. A cafetorium with an ample stage is a preferred location for performing arts. Built in steps or risers between the cafetorium floor and the stage is desirable for preventing 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 cafetorium should be equipped with a console piano.

Cabot currently has one art classroom with the majority of the storage in open shelves surrounding the room and in the corridor outside the room, one sink, a kiln cage in one corner, with natural lighting. Cabot requires an art classroom with ample natural light and with enough space for the largest class to seat a maximum of four students per table. The visual art classroom requires a separate storage closet for material/equipment storage as well as teacher preparation. The visual art classroom requires ample storage capacity within the classroom for students' artwork in process. The layout of the classroom should separate the worktables from preparation/sink areas. Multiple sinks at appropriate student height is required. A separate kiln room attached to the classroom is required. The visual art classroom needs a technology/media station (computers with photo/video software and Internet access) set-up to serve 4-6 students and away from paints and clay preparation. There should be ample space for whole demonstrations and exhibiting exemplary artwork on the walls.

In the corridor outside the visual art classroom as well as corridors throughout the school, there should be ample wall space designed for student artwork to be exhibited, including a 3D wall case centrally located in the school.

PHYSICAL EDUCATION AND OUTDOOR ACTIVITIES

All students, K-5, participate in instructional, quality physical education program twice a week, for 30 minutes each class. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education however still falls short of the recommended time for physical education in elementary schools, which is 225 minutes per week. Cabot has 1.4 FTE physical educators. Adapted Physical Education classes meet once a week in the gymnasium and one-on-one support services within the classroom are provided once week

In support of the importance for physical activity as a major necessity for student learning, the district requires that all elementary students participate in recess in its state enforced Wellness Policy.

Outdoors, Cabot has a number of play areas including the adjacent Cabot Park

maintained by the city Parks and Recreation Department. The immediate park area contains a baseball diamond, softball diamond and soccer field and open space for recess. This park is used mainly by the school during school hours, but is shared with local preschool programs and neighbors. A number of neighborhood athletic groups use the park when school is not in session. In addition, playground areas are available for student use on school property. The Playground is adjacent to the park and the school and is considered the main playground for the school. There are 6 swings, a main play lot with slides, hanging apparatus, and climbing structures. There is a blacktop area that contains 2 foursquare courts. This is also the gathering area for families at arrival and dismissal. The configuration of a main playground area, a Tot Lot, a blacktop area, and an open play area are recommended in future design for the school.

SPECIAL EDUCATION

In 2013-2014 the percentage of students at Cabot School with special needs was 13.4% and below the district percentage of 19.6% (the state average is 17.1%).

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.

The staff that provides special education services includes special education teachers, inclusion facilitators, aides, behavior therapists and related service providers such as school psychologists, social workers, speech/language pathologists, occupational therapists and physical therapists. 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.

Students at the Cabot School are supported 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 Cabot 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 Cabot School's continuum of service model. Cabot Staff provides tiered levels of instruction to all students (Tier One - the regular classroom curriculum; Tier Two - strategic levels of instruction; Tier Three - intensive levels of instruction usually at an 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. This Team supports teachers in implementing additional strategies.

Special education services at Cabot School range from the least restrictive (for example, in class support services to a more restrictive (significant amount of multiple services out of the regular education classroom). Cabot School offers rooms available for pullout small group and individual instruction provided by special education 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 Cabot School utilizes the co-teaching model, taught by a special education teacher and a regular education teacher, to support students with special needs. This classroom includes regular education students and students with special needs enrolled at Cabot. Students with special needs are supported academically and socially through small group and individual teaching, modifications of the curriculum, and classroom accommodations. The goal of the program is to address students' multiple needs by providing a comprehensive range of services and a consistent, structured, and nurturing environment throughout the school day.

Special education learning spaces are situated among regular education classrooms. The location of the classrooms allows staff to communicate and collaborate fluidly throughout the day on student needs and programming. The number of students in these classrooms is monitored to ensure that a lower class size is maintained in order to allow the flexible learning requirements of the students.

In addition to the fully inclusive model throughout Newton, the district has several substantially separate classrooms located in elementary, middle, and high schools which provide more intensive programming. Two classrooms in the Cabot educational program are required for the location of one of the district wide programs. These classrooms will support a cohort of students with similar learning needs and allow for these students to be included in the programs and school life at Cabot. These classrooms will provide flexibility for the ongoing programming to meet student needs in the current and future district population.

TRANSPORTATION POLICIES

Newton Public Schools provides bus transportation free of charge for all elementary school (K-5) students. Special education transportation services are separate from regular bus transportation.

Cabot Elementary School has one district bus and one Boston bus for METCO students. Students who are bused are dropped off in a live, bus drop-off lane between 8:00 a.m. and 8:20 a.m. daily. Monday, Wednesday, Thursday and Friday, school dismisses at 3 p.m. and on Tuesdays, school dismisses at 12:30 p.m. due to weekly professional development for teaching staff. Approximately 68 students are bused. Approximately 50% of the remaining students walk with the other 50% that are driven to school. The school staff provides safety and supervision on the school property during arrival and dismissal times. The city Police Department provides two crossing guards in the vicinity of the school on Cabot Street between Parkview Avenue and Bridges Avenue and on East Side Parkway.

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Cabot School is the second Newton elementary school, having been built in 1928. It has served the Cabot Park area in Newton as a neighborhood school for the past nine decades. Its location has made it a fixture in the community, tightly sited, but adjacent to the city owned Cabot Park. This neighborhood location has encouraged many families to walk with their children, gathering outside the school before arrival and at dismissal.

Functional and spatial relationships and adjacencies are 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 design at the next phase. Cabot School depends on adjacencies for communication, collaboration, flexible grouping, and teaming. Providing learning areas both in and outside classrooms for small group work, individual tutorial spaces, and additional instructional break out rooms are critical in a school with a focus on inclusionary classrooms, requiring specialized instruction and an emphasis on inclusive practices.

Community is a core value among students, staff and parents. Cabot School is a warm and inviting place for children, staff and families. The PTO and parent volunteers are actively involved in before, during and after school programs. Cabot requires a welcoming main office and community arrival space that accommodates the high morning influx of families who walk or get dropped off by parents at school arrival, as well as the active dismissal procedures. The students, faculty and parent community value and require a space for the entire school to gather, both as a common space to gather and celebrate learning and as an area to spotlight the arts through assemblies and performances. A

functional dining facility with a reasonable capacity is a need of the school. After school, we provide space for a K-5 extended day program that operates until 6:00 p.m. Up to 175 students participate in this program on a regular basis Monday through Friday.

The Cabot School is a relationship-oriented community, that practices and values inclusive partnerships and mutual support in all aspects of the school community. This is the overall spirit of the school that will drive the design of the facility.

SECURITY AND VISUAL ACCESS REQUIREMENTS

Cabot Elementary School requires a safe main driveway entrance access to the school site with safe secondary access for emergency needs. Cabot Elementary School also requires:

- Access Control utilizing a security card access device by authorized staff
- Visual Security of the main entrance utilizing a video monitoring system that will be monitored at the school secretary's desk.
- Safe staff parking
- Safe visitor parking
- Safe vehicular student drop off and pick up areas without crossing traffic (called a "blue zone" in Newton)
- Safe pathways for pedestrians and bicyclists coming from varied directions to the school
- Safe bus access systems that do not interfere with drop off and pick up traffic
- Safe recess grounds and play fields that can be properly supervised by staff and protected from vehicle traffic
- Visual access of the driveway and parking lots
- Safe access for kitchen, facility and shipping / receiving separate from school traffic to the main entrance
- Safe and appropriate access to the perimeter of the building and play fields

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**Proposed Space Summary- Elementary Schools
Newton Program Comparisons**

CABOT ELEMENTARY SCHOOL Preliminary Design Program	PROPOSED								
	Angier (90% CDs) 465 Students			Zervas (14-10-09) 490 Students			Cabot PDP 480 Students		
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			21,472			23,450		25	23,550
<i>(List classrooms of different sizes seperately)</i>									
Pre-Kindergarten w/ toilet									
Kindergarten w/ toilet	1,131	4	4,524	1,200	4	4,800	1,200	4	4,800
General Classrooms - Grade 1-5	925	18	16,650	925	20	18,500	925	20	18,500
General Classrooms - Grade 1-5									
ELL Program	298	1	298	150	1	150	250	1	250
SPECIAL EDUCATION			5,965			5,500			6,900
<i>(List rooms of different sizes seperately)</i>									
Self-Contained SPED	925	1	925	900	1	900	925	2	1,850
Self-Contained SPED - toilet									
Resource Room									
Small Group Room / Reading									
Substantially Separate Classroom									
Learning Centers (K-2; 3-5)	470	2	940	450	2	900	475	2	950
Breakout Rooms (individual instruction) 1/grade (Ave)	121	7	845	125	6	750	125	6	750
OT/PT	511	1	511	450	1	450	475	1	475
Quiet Room 1 / academic floor	106	2	212	100	2	200	100	3	300
Speech + Language	298	1	298	150	2	300	250	1	250
Reading Program / Literacy Room	925	1	925	900	1	900	925	1	925
Inclusion Facilitators (office for 6 adults)	238	1	238	150	1	150	300	1	300
Literacy Specialist (Office + teaching area for 6 stu.)	176	1	176	125	1	125	250	1	250
Math Coach	161	1	161	125	1	125	150	1	150
Team Specialist + IEP Conference Room (12 adults)	428	1	428	400	1	400	400	1	400
Psychologist (office, testing, therapy, storage)	155	1	155	150	1	150	150	1	150
Social Worker (Office, testing, conferences)	151	1	151	150	1	150	150	1	150
ART & MUSIC			2,608			2,725			2,575
Art Classroom - 25 seats	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000
Art Workroom w/ Storage & kiln	178	1	178	150	1	150	150	1	150
Music Classroom / Large Group - 25-50 seats	1,168	1	1,168	1,200	1	1,200	1,200	1	1,200
Music Practice/ Ensemble (Groups 4 - 10 students)	162	1	162	150	2	300	150	1	150
Music Practice/ Ensemble (Groups 4 - 10 students)	100	1	100	75	1	75	75	1	75
HEALTH & PHYSICAL EDUCATION			6,105			6,300			6,300
Gymnasium	5,809	1	5,809	6,000	1	6,000	6,000	1	6,000
Gym Storeroom	176	1	176	200	1	200	175	1	175
Health Instructor's Office w/Shower & Toilet	120	1	120	100	1	100	125	1	125
MEDIA CENTER			2,770			2,875			2,830
Media Center/Reading Room	2,770	1	2,770	2,875	1	2,875	2,830	1	2,830
DINING & FOOD SERVICE			6,321			6,663			6,960
Cafeteria/Dining	3,035	1	3,035	3,200	1	3,200	3,400	1	3,400
Stage - existing used as SPED	950	1	950	1,000	1	1,000	1,000	1	1,000
Chair/Table/Equipment Storage	408	1	408	363	1	363	360	1	360
Kitchen	1,460	1	1,460	1,600	1	1,600	1,700	1	1,700
Staff Lunch Room (1/3 of staff = 60 staff/3)	234	2	468	250	2	500	250	2	500
MEDICAL			569			510			510
Medical Suite Toilet	73	1	73	60	1	60	60	1	60
Nurses' Office/Waiting Room	306	1	306	250	1	250	250	1	250
Examination Room / Resting	95	2	190	100	2	200	100	2	200

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	21	20,950	
1,200		-	1,100 SF min - 1,300 SF max
1,200	4	4,800	1,100 SF min - 1,300 SF max
950	17	16,150	900 SF min - 1,000 SF max
		5,540	
950	4	3,800	8% of pop. in self-contained SPED
60	4	240	
500	2	1,000	1/2 size Genl. Clrm.
500	1	500	1/2 size Genl. Clrm.
		2,575	
1,000	1	1,000	assumed schedule 2 times / week / student
150	1	150	
1,200	1	1,200	assumed schedule 2 times / week / student
75	3	225	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		2,830	
2,830	1	2,830	
		6,960	
3,600	1	3,600	2 seatings - 15SF per seat
1,000	1	1,000	
360	1	360	
1,780	1	1,780	1600 SF for first 300 + 1 SF/student Add'l
220	1	220	20 SF/Occupant
		510	
60	1	60	
250	1	250	
100	2	200	

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ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
ADMINISTRATION & GUIDANCE			2,305			2,515			2,595
General Office / Waiting Room/Toilet	750	1	750	680	1	680	650	1	650
Teachers' Mail and Time Room	Included in General Office			Included in General Office			Included in General Office		
Duplicating Room	Included in General Office			Included in General Office			Included in General Office		
Records Room	79	1	79	60	1	60	100	1	100
Principal's Office w/ Conference Area	301	1	301	300	1	300	300	1	300
Principal's Secretary / Waiting	Included in General Office			Included in General Office			Included in General Office		
Assistant Principal's Office	117	1	117	125	1	125	125	1	125
Supervisory / Itinerant Teachers / Extended Program	428	1	428	650	1	650	750	1	750
Conference Room	218	1	218	200	1	200	250	1	250
Guidance Office	0	0	0	0	0	0	0	0	0
Guidance Storeroom	0	0	0	0	0	0	0	0	0
Teachers' Work Room	206	2	412	250	2	500	210	2	420
CUSTODIAL & MAINTENANCE			1,785			1,865			2,080
Custodian's Office	102	1	102	125	1	125	150	1	150
Custodian's Workshop	0	0	0	0	0	0	375	1	375
Custodian's Storage	583	1	583	147	3	440	375	1	375
Recycling Room / Trash	712	1	712	650	1	650	400	1	400
Receiving and General Supply	Included above			Included above			260	1	260
Storeroom	78	2	156	200	2	400	320	1	320
Network/Telecom Room	232	1	232	250	1	250	200	1	200
OTHER			0			0			0
Other (specify)									
Total Building Net Floor Area (NFA)			49,900			52,403			54,300
Proposed Student Capacity/Enrollment			465			490			480
Total Building Gross Floor Area (GFA) ²			74,960			78,800			81,450
Grossing factor (GFA/NFA)			1.50			1.50			1.50

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
		2,345	
390	1	390	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	0	-	
120	1	120	
250	1	250	
150	2	300	
35	1	35	
390	1	390	
		2,080	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
260	1	260	
320	1	320	
200	1	200	
		0	
		50,090	
		480	
		76,320	
		1.52	