

July 13, 2017

**EDUCATIONAL PROGRAM LUDLOW PUBLIC SCHOOLS
CHAPIN STREET ELEMENTARY SCHOOL
CORE BUILDING PROJECT**

Ludlow Public Schools

63 Chestnut Street, Ludlow, Massachusetts 01056

www.ludlowps.org

The Mission of the Ludlow Public Schools is to provide a quality education for every student by working in partnership with parents and community to assist each student in reaching his/her full



CHAPIN STREET ELEMENTARY SCHOOL EDUCATIONAL PROGRAM

Schools are a reflection of the culture of the community in which they reside and each school is unique. Consequently, education is a partnership between the schools, parents and community and it is the belief of the Ludlow Public Schools that the community and schools collaborate to create a rigorous educational environment that fosters a creative spirit, encouraging all stakeholders to be enthusiastic and engaged in the learning process. Our mission is to provide a quality education for every student by working in partnership with parents and community to assist each student in reaching his/her full potential. We believe that if we recognize the changing roles of students and teachers in the learning process and support the acquisition of 21st Century skills, then students will be prepared to succeed in a global society. Core systems support all learners, strengthen community engagement, and develop a positive school culture, ensuring continuous improvement.

All that we do is focused around the following CORE values of our district which are clearly articulated in our district improvement plan:

Focus on Instruction

Student achievement is enhanced by teachers who creatively engage and apply data driven instructional and assessment strategies to support all learners, with students at the center of the learning experience.

Relationships Matter

Student achievement is impacted by caring and supportive relationships. Respect, trust, and understanding are the foundation of our relationships within our learning community.

Community Engagement

Student learning experiences are enhanced by meaningful community collaboration and participation.

Respecting Diversity

Students learn best in a school culture that embraces diversity and promotes global awareness.

The Ludlow Public Schools are committed to an educational environment that supports the whole child focused not only on core academic subjects, but also working to support the integration of visual and performing arts, athletics and community building events and activities. It is a truly holistic approach to education that breaks down the boundaries and opens our schools to the community in a caring a supportive manner.

The Ludlow Public Schools has curriculum in the core content areas that reflect the Common Core Standards for ELA and Mathematics as published by DESE in 2012. The Common Core articulates a vision of teaching and learning in each discipline, as well as content learning standards that outline the specifics of what Massachusetts' students are expected to know and be able to do at each grade level (K-12). Core materials and resources are carefully selected to complement curriculum implementation and assessment. Professional development includes a variety of activities including the important component of in-service time, which provides for professional growth of the staff in curriculum planning, implementation, assessment, and instructional improvement.

The Common Core's focus on analytical thinking and complex problem solving ties directly into the district's work surrounding student engagement. An engaged student is critical to the learning process and no longer is it sufficient to teach content and skills in isolation. Today's students are digital learners who have the knowledge of the world at their fingertips and educators must teach them how to analyze, interpret and utilize the vast amount of information available. In order to be successful, schools must actively work to incorporate skills such as collaboration, analytical problem solving and the use of technology within their daily curriculums.

The student of today demands an educational environment where the skills they bring to the classroom community are recognized and incorporated into the teachers' instructional practices. If we are to adequately prepare our students for life in a 21st century global society, education must move to embrace a hybrid learning model of instruction, weaving online and more traditional instructional strategies together into a comprehensive approach to teaching and learning.

As we move into the 21st century we must build within our students the skills necessary to achieve in this rapidly changing global environment. We must encourage collaboration and the development of critical thinking skills. Rote memorization is not enough. The physical space in today's schools must support collaborative learning activities such as project based learning and high quality performance assessments to support student learning. Having students work together to demonstrate mastery of a concept or skill brings learning alive and mirrors the real world application of such knowledge.

The Ludlow Public Schools believe that we must build upon the strengths, resources, and abilities of each segment of our population to insure that we support our families and community. Schools must partner with community organizations and governmental agencies and be a resource to help parents navigate the often confusing landscape of community services so that they have access to appropriate and needed supports. In these challenging economic times, schools must be fiscally responsible in their utilization of existing resources and find creative ways to supplement the traditional revenue streams coming from the state, federal and local governments.

Today's schools must change and adapt to our modern society and that change begins with the physical design of the learning spaces our classes will occupy. The jobs we are preparing our students for are radically different than those present when our educational system was created. Rather than resist that change, we need to embrace this new reality. Educators must work to continually incorporate new strategies into their instructional practices in order to effectively move our schools forward. It is the educator's duty to model and promote a group dynamic that fosters a collaborative spirit and encourages students to be optimistic and

enthusiastic about the work they are performing.

GRADE AND SCHOOL CONFIGURATION POLICIES

The Ludlow Public Schools provides educational programs for students in preschool (Pre-K) through grade 12. As of October 1, 2016, there were 2,699 students enrolled in the Ludlow Public Schools. Currently, the district is organized into grade span schools; Prek-grade 1 at East Street Elementary School, Grades 1 and 2 at Chapin Street Elementary School, grades 4 and 5 at Veterans Park Elementary School, grades 6-8 at Paul R. Baird Middle School, and grades 9-12 at Ludlow High School. Enrollment at Chapin is approximately 307 students as of the date of this report. Veterans Park Elementary School has a current enrollment of 378 students. It is anticipated that the combination of these two schools into one new building will result in an approximate enrollment of 630 students.

One plan we would like to seriously explore is combining the two Elementary schools (Chapin Street School and Veterans Park) into one new building. As evidenced by the Statements of Interest submitted for these schools, both buildings are in dramatic need of upgrade and modernization. Space constraints, cited in our most recent Coordinated Program Review, in these buildings are inhibiting the effective delivery of necessary educational programming and services. The two grade configuration of these schools (done in 2009 to save money) makes challenges that could be alleviated through the combination of the two schools. A two grade span increases transitions in the district, makes it more difficult to form strong relationships with families, increases the challenges of providing and monitoring academic, behavioral, and social supports for students, decreases the opportunity for peer mentoring initiatives as well as other challenges. Additionally, combination of the two schools would, in all likelihood, save the district money through the combination of services personnel and transportation expenses, allowing us to utilize those funds to increase educational opportunities for our students. The combined Chapin and Vets School would create a grades 2-5 elementary school.

The Chapin Street School Project should be able to accept a multiple programs for students with autism, substantially separate special educational programs, inclusionary special education programs, as well as the K-4 regular general/education programs. This is an area of great importance to our district and we've worked hard to develop effective systemic implementation of inclusive practices to support our student in the least restrictive environment possible. These are our kids, part of our community, and we must do everything we can to educate them on our schools. We have worked tirelessly to enhance our programs in recent year greatly increasing our numbers of special needs students serviced in district while seeing a corresponding reduction in out of district placements. These are fluid programs tailored to the specific needs of the student population in our schools and there should be some ability to reconfigure grade levels if and when necessary in the future.

The current delivery of elementary educational services in the District is as follows:
Substantially separate Special Education: 3 sections at Chapin, 3 sections at veterans Park

Grade 2: 9 sections at Chapin
Grade 3: 8 sections at Chapin
Grade 4: 8 sections at Veterans Park
Grade 5: 8 sections at Veterans Park

Based on work done by our School Committee, Building Committee, School Configuration Sub-Committee, Leadership Team, faculty, staff, and community, the School Committee unanimously voted to move forward four preferred Designs to the MSBA. The designs voted upon and selected, all supported a town-wide configuration of students. The Building Committee voted to narrow the number of options at their October 21, 2015 meeting with the School Committee voting to proceed with the town-wide configuration at their October 28, 2015 meeting. This decision was made after multiple meetings, over several years, with both the Building Committee and Sub-Committee, community forums, a dedicated webpage for updated resources and web-based platform for feedback.

Our rationale for the change to town-wide schools centers around consistency, alignment, and equity. The consensus throughout each of the groups was that the town-wide option provided more opportunities for us as a district. In addition to the overarching areas other benefits included: increased professional development experiences, concentration of age based expertise for teachers and staff, age- appropriate amenities and physical common space, class-size equity, staffing flexibility during enrollment fluctuations, varied options for placement, and better resource management. The change in configuration would take place in conjunction with the opening of the new building.

Transition plans supporting educational and operational challenges will be outlined and actions plans created and implemented coinciding with the construction of the new building. Before any decision is made, groups will assess the impact on students and families. Events to support these initiatives will involve all members of our faculty and community. We will work as hard as possible to ensure smooth transitions, there will be many opportunities for the entire community to offer ideas and provide feedback on the educational, cultural, and operational opportunities before us. With this decision made, we will begin focusing our energy and enthusiasm on the school building design and an educational programming strategy that will engage and excite our school community.

Town-Wide School Benefits

- Equity in class sizes, technology, and resources (educational and human).
- Consistency with educational materials and instructional practices across each grade level.
- Opportunities for daily grade level teacher collaboration and more efficient professional development opportunities.
- Greater pool of students to expand social opportunities for all children.
- Special Education programs enriched by providing more learning peers.
- All students would attend an updated Chapin School and experience the benefits of a renovated educational facility.

CLASS SIZE POLICIES/GROUPING PRACTICES

Although the Ludlow School Committee does not have a specific policy with respect to class sizes, the Committee recognizes the direct link between the smallest possible class size and students' academic success and strives to keep class sizes at the smallest level possible given available resources and the need to accommodate varying ability levels and learning styles.

Maintaining teacher-to- pupil ratios at levels consistent with the standards set below shall be a budgetary priority of the Ludlow Schools. Additionally, inclusion is a core belief and practice in

the Ludlow Public Schools and over the past five years teachers have participated in extensive training in this area. 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. Furthermore, we are seeing a rise in the number of students with special needs and they are exhibiting more significant disabilities. In order to effectively promote and sustain inclusionary practices we must maintain smaller class sizes particularly at the elementary school level.

Instruction, insofar as possible, shall be scheduled in such a manner that the size of every group under a single instructor is desirable at the limits stated below:

Type of Instruction	Average Class Size
1. Grades 2-3	21
2. Grades 4-5	21

Anticipating fluctuations in the special education population (please refer to Special Education Section of this document) it is anticipated that the Chapin Street School will need the following number of standard classrooms.

Grade 2: 6	Number of Students per classroom: 24
Grade 3: 6	Number of Students per classroom: 24
Grade 4: 6	Number of Students per classroom: 24
Grade 5: 6	Number of Students per classroom: 24

Total: 24 Classrooms

SCHOOL SCHEDULING METHOD

Our goal is to establish classes at each grade level, which reflect diversity in respect to student learning, academic and social growth. We strive to accommodate individual learning styles and needs and to organize in a manner that fosters success for each student.

The Ludlow Public Schools provides instructional time allotments for elementary core subjects, which include English literacy, mathematics, science, and social studies. Students are also provided instruction in the following specialist areas: art, music, PE/Wellness and Information Technology. These specialist classes provide students with a variety of experiences that enhance their education and help students develop skills and talents that will benefit them throughout their lives. A secondary benefit of specialist classes is to provide contractual preparation time for classroom teachers.

Chapin class size ranges from 20-22 students per classroom. We currently have three inclusion classrooms two of which are co-taught by a special educator and a general educator. We have one Language Learning Disabled (LLD) program that has both pull out and inclusionary portions of the day. We also have one largely self-contained Special Education classroom were students are included when and if appropriate based on their IEP. All teachers teach all subject areas.

Veterans Park School class sizes range from 23-27 students. There are 8 inclusion classrooms co-taught by a general education teacher and a special education teacher. There are two self-contained programs (Social emotional and intensive autism) all other programs are full inclusion. Teachers are content based (ELA and Math/Science) and students are assigned to a pair of teachers. We run an 8 period day on an 8 day rotation, allowing for all students to receive art, music and PE and tiered instruction if needed (reading, writing, math, social skills). Students who are not in need of tiered support are enrolled in additional exploratory specials which are an expansion of the art, music and PE curriculum.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Chapin Street Elementary, 2 nd – 3 rd	✓ 35-40 minutes (2-3 times per week)	✓ 40 minutes (1-2 times per week)	✓ 40 minutes (1-2 times per week)	✓ 40 minutes (1-2 times per week)	✓ 30 minutes (1 times per week)	n/a	✓ 20 minutes / day (4 seatings)
Veterans Park Elementary, 4 th – 5 th	✓ 40 minutes/day -4 days	✓ 40 minutes (1-2 times per week)	✓ 40 minutes (1-3 times per week)	✓ 40 minutes (1-3 times per week)	✓ 40 minutes (as needed)	n/a	✓ 20 minutes / day (4 seatings)

- A. The elementary school runs from 8:30 am to 3:00 pm.
- B. The academic instruction is highly efficient and highly effective in allowing students to perform to their potential.
- C. There is a 120 minute English Literacy block per day at both Chapin and Vets.
- D. There is an 80 minute Mathematics block per day at both Chapin and Vets.
- E. Science/Social Studies is 40 min every other day with one per day at Vets
- F. Art, Music, Physical Education and other specialty subjects meet weekly at an average of 40 minutes each.

The following is the break out of specialist teachers for Chapin:

- a. Art – 1 teacher - 1 teacher (no room – On a cart)
- b. Music – 1 teacher - 1 teacher
- c. Information Technology – Library Media Specialist
- d. Physical Education – 1 teacher
- e. Math Interventionist – 1 teacher

The following is the break out of specialist teachers for Veterans Park:

- f. Art – 1 teacher
- g. Music – 1 teacher

- h. Information Technology – Library Media Specialist
- i. Physical Education – 1 teachers
- j. Math Interventionist – 1 teacher

The new building will:

- A. Provide for easy movement of both teachers and students.
- B. Accommodate small, flexible, fluid group instruction as well as regular group classroom instruction.
- C. Provide flexible space for large groups to congregate for assembly, exhibition, celebration, and instruction.
- D. Support common planning space and time for teachers.
- E. Enhance hands on, project based learning and authentic assessment practices such as performance assessment.
- F. Provide multiple scheduling options before, within, and after the school day for the differentiation of experiences for all students.
- G. Provide dedicate, adequate and appropriate space for specialty subjects.
- H. Provide positioning so that teachers can team and collaborate creating interdisciplinary project based learning opportunities.

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

One of our current system-wide strategic objectives include common planning time for all teachers and targeted professional development opportunities for individuals to reach team goals. We have worked to implement Common Formative Assessments to support student learning and believe strengthened communication and discussion centered on student work will result in improved teaching practice. This collaboration is necessary to support grade level intervention blocks, which provide direct instruction to small groups of students focusing on specific skill development in literacy and math.

As a district we have focused teaching and learning around the concept of student engagement. One way we've sought to create engaging learning environments in our classrooms is through the use of project based learning and performance assessments. Not only have we encouraged this approach we have actively supported it through sending teachers to professional development on this topic including a four-day institute this summer conducted by the Center for Collaborative Education. We intended to use these experts to continue to roll out project based learning in our schools and are looking to continue these professional development opportunities on the local level. In order to effectively support this initiative, our new building must be designed in such a way to be conducive to this mode of instruction.

All teachers implement the Common Core State standards, and the rigorous curriculum and assessment expectations set forth by the Ludlow Public Schools. Standards-based progress reports in grades K-5 have been created by committees within the district and communicate students' progress based on specific grade level standards and expectations. These expectations are focused around student-centered learning, critical thinking, problem solving, conceptual understanding and social emotional learning.

The movement to a grade 2-5 configuration supports the continued development of opportunities

for embedded collaboration within grade levels and spans through proximity alone. The grade 2-5 configurations will be organized within the school in grade based cohorts. In the new facility, our goal would be to create a design that will include “neighborhoods”, with each grade level designed as a neighborhood. The neighborhood would be defined by the learning (classroom) spaces organized around a “Common Space”, that is located just outside of each grade level’s cluster of classrooms. Such an area may be utilized by students and teachers for various “project based learning” activities. Scheduling for these areas will be based upon project-specific need.

One of the key attributes of academic neighborhoods is the teacher’s ability to know each student within the neighborhood personally and vice versa. This sort of arrangement can provide comfort and confidence to the student learner, and enable teachers to develop an understanding of each student’s needs, learning styles and personality. For this reason, the goal within each grade-level neighborhood would be to have each teacher complete all instruction within the same academic neighborhood. Some interchangeability of the individual classrooms within the neighborhood may be possible, but the staff within the neighborhood would remain the same. The academic neighborhood featuring a “Common Space” will provide the spatial and functional amenities necessary to develop and present projects and wrap around a central “Hands-On Project Space” that serves multiple purposes.

Presently, the physical spaces of the building limits all aspects of educational programming and instructional pedagogy. Square footage is limited below what is necessary to permit proper instruction. The new building must support:

- A. All instructional spaces should be designed to implement the Massachusetts Curriculum Framework and Common Core State Standards.
- B. Classrooms should contain immediate access to small library/technology stations for classroom work and student research.
- C. The classrooms should be able to accept all students in an inclusive setting and accommodate students who have IEPs requiring pull out from the main instructional area.
- D. Classrooms should be large enough and have adaptable furniture to accommodate flexible grouping (large or small) in ELA and Mathematics.
- E. There should be the availability to allow for teacher specialization of subject areas in ELA, Mathematics, and Science in both grades 3 and grades 4.
- F. Student goals in ELA are to read, write, speak and listen effectively, and to be able to apply various technologies in mastering those abilities.
- G. Learning spaces should be designed that allow teachers to use differentiated instruction, cooperative learning, team teaching, project based learning,, STEAM learning and incorporate “Maker Spaces” for authentic learning and performance assessment opportunities.
- H. Core learning program development should be facilitated by physical plans that enable integration with art, music, performing arts, and physical education.
- I. Develop programs of instruction that provide academically advanced students multiple challenging learning opportunities.
- J. Students should be able to think critically in all subject areas and have the ability to solve problems of various levels of complexity.
- K. Students learn best when we integrate subject matter and celebrate their achievement through various types of exhibition.

Below is an overview of the general elementary curriculum, methods used by teachers:

ENGLISH LANGUAGE ARTS/LITERACY

Our comprehensive reading program is designed to teach students how to read, develop independence, and create a stimulating environment, which encourages them to read. We utilize a broad range of activities and events to accomplish our goals based on a balanced approach to literacy. Becoming a skilled, proficient reader involves the ability to identify words (decoding) and to understand their meaning and the message they convey (text comprehension). The following are central components of our program:

- Literacy is viewed comprehensively, as involving both reading and writing.
- Literature is at the heart of the program.
- Skills and strategies are taught both directly and indirectly.
- Reading instruction involves learning word recognition and identification, fluency, vocabulary, and comprehension.
- Writing instruction involves learning to express meaningful ideas and use conventional spelling, grammar, and punctuation to express those ideas.
- Students use reading and writing as tools for learning in the content areas.

Our current instructional teaching model at the elementary school focuses on tiered instruction. Presently, the physical space of the building limits all aspects of educational programming and instructional pedagogy. Square footage is below what is necessary to permit proper instruction and students with physical disabilities are unable to access many areas of the Chapin School, thus reducing the learning options that are available to them without significant disruption to classroom configuration and teachers schedules.

We have invested much time and energy around differentiation and meeting student's individual needs. We conduct data team school and grade level meetings three times each year and use this information to inform our instructional groupings and intervention decisions. We follow the MTSS outline where Tier I focuses on your core instruction, Tier II group intervention, and Tier III intensive intervention. We continually progress monitor those most at risk students to ensure appropriately matched interventions (both in focus and frequency) are in place and if a student does not respond in a positive manner intervention will be modified, revised and/or changed. This data driven differentiated instruction allows teachers to be both diagnostic and prescriptive, essential components for successful intervention.

Teams consisting of grade level peers, reading specialists, administrators, special education and support staff work closely to determine course of intervention and inclusion and pull out services as determined by individual student needs. These teams need dedicated space to collaborate and plan effectively in the new facility.

Explicit writing instruction is aligned to the CCSS and supported by the Empowering Writers Program. This program provides opportunities for student collaboration, authorship experiences that emphasize conferring, revising, editing, publishing and celebrating creative efforts. The building design must support both whole and small group sessions as well as quiet independent space for reflection and discussion.

Students participate in common writing prompts and scoring methods that include focused experiences in all genres, and both written and oral feedback from teachers. Common assessment practices include: running records and system-wide instruments, Fountas and

Pinnell Benchmark Assessment System, Words their Way, Lindamood Bell, and formal and informal reading inventories. When warranted, additional assessments may be conducted to isolate specific needs and target instruction within the tiered system.

Although a large percentage of Tier I and II, 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 to promote this flexibility and provide optimal learning environments based on student need. Teachers have also spent much time and energy incorporating the DESE Model Curriculum Units into our literacy program. These units beautifully integrate content areas into engaging units where teachers can present standards in an aligned, focused, and rigorous manner. This model of instruction requires a space which supports project based learning and flexibility of grouping, storage for literature and resources, as well as student showcasing within the classroom.

MATH

We want students actively involved in doing mathematics. Problem solving, thinking, reasoning, and communicating are everyday activities that strengthen their conceptual understanding. To foster these experiences, teachers need large open spaces not only for whole class instruction but also for collaborative group work, partner work, as well as areas that allow for individual learning. Currently the space at the Chapin Street School as well as Veterans Park Elementary is inadequate and presents challenges with accessibility for all students. The building is not handicapped accessible. The physical spaces of the building limit all aspects of educational programming and instructional pedagogy. Square footage is limited below what is necessary to permit proper instruction.

The new building must provide accessibility to all students, staff, parents, and community members. Our current and future methods of instruction require additional space along with the technology infrastructure to support interactive devices and multi-sensory tools and resources. The Chapin Street School does not have the capacity to meet these requirements to support the educational program. Storage is also needed for the many materials that support this inquiry-based approach. Additional space is necessary for our math interventionist to conduct data meetings, plan, and run individual and small group coaching sessions supporting instruction, assessment, and our overall math curriculum.

SCIENCE AND TECHNOLOGY/ENGINEERING

We believe that inquiry science should be a basic component in the in the daily experiences of our students. Science education should be fun and develop students' curiosity. It should not just take place when visiting the STEAM Lab but embedded throughout all content areas. Students should be involved in first-hand exploration and investigation of concepts. Space within the classroom for centers and ample movement of students is necessary to facilitate these "hands-on" project based lessons. The space must also provide reliable access, devices, and tools to support technology and enhancement of lessons. The use of various materials, including water is an important part of each grade's experiences, which necessitate the placement of a sink within each classroom. Wide-open spaces (both indoor and outdoor) as well as workstations, which allow students to collaborate and develop problem-solving skills, are also needed so our students will thrive in an increasingly scientific and technological world. Additional "Maker" space for projects as well as storage and exhibition of student work are a critical component in planning.

SOCIAL SCIENCES

Students in Kindergarten through Grade 4 receive instruction in history/social science curriculum based on the Massachusetts DESE frameworks and Common Core Curriculum in ELA. Each grade level provides instruction in areas of civics and government, geography, history, and economics facilitating lessons in both whole and small group settings. The History/Social Science curriculum is integrated in ELA whenever possible based on the Common Core Standards for ELA. Two and three- dimensional maps, technology, access to nonfiction reading materials and field trips are integral components of the History/Social Science curriculum. The Chapin Street School does not have sufficient space to display projects and for appropriate storage of materials. In the new facility, space for providing visual material and presentation, as well as ample storage, is necessary for storing and displaying content materials.

SOCIAL/EMOTIONAL

The Responsive Classroom Program is used in most classrooms in grades K-5. Most classrooms embed the daily morning meeting into their classrooms and utilize a whole group meeting space for social development and/or curriculum lessons. At Chapin there has been a focus on mindfulness trainings for both students and staff; while at Veterans Park there has been a focus on PBIS positive reinforcement activities. No additional rooms are required to include these instructional practices in the classroom program, however, an area of the classroom will be zoned and provisioned for class meetings and other like functions so sufficient classroom size is essential to meet this need.

ELL

The Ludlow Public School District's (LPS) English Language Learning (ELL) Department has grown exponentially in Ludlow over the past two years. With an increasingly diverse community population, one can trace a direct correlation to the rapid growth in learning needs in our youngest English Language Learners. Considering this change within our community, in the next 3-5 school years, the Ludlow Public Schools anticipates a substantial increase in need for EL services, program expansion, staffing, and space.

Currently, Veterans Park Elementary School, which houses grades 4 and 5, provides direction instruction to 1 grade 5 and 2 grade 4 ELL students as well as 7 Formerly English Language (FEL) students. Next school year, 2017-2018, Veterans Park Elementary's ELL student population is expected to experience a 400% increase with 10 grade 4 and 2 grade 5 ELL students as well as 8 FEL students. Currently, 2 certified English Language teachers provide instruction for 3 class periods per day through a pull out model of EL instruction. These staff members are shared staff who provide EL instruction at the secondary level, too. While the 2017-2018 school year may be able to maintain the existing schedule and model for EL instruction, by 2018-2019, the number of EL students at Veterans Park who will need to receive direct EL instruction will reach a point at which additional staffing and instructional space will be required.

Chapin Street Elementary School, which serves grades 2 and 3, provides direct EL instruction to 11 grade 2 students and 10 grade 3 students as well as provides monitoring for 2 FEL students. In the 2017-2018 school year, Chapin Street Elementary anticipates having the same or slightly

higher total number of enrolled EL students as they did in the 2016-2017 school year. Looking 3-5 years out, Ludlow's Pre-School and Kindergarten enrollment reflects continued growth in the number of EL students who we anticipate providing direct EL services. This growth is estimated to be at about a 5% increase. Currently there are also 3 FEL students being monitored through the EL program. All services are provided by 1 certified EL teacher who delivers pull out services for all 21 students and 3 monitors. Providing both pull-out and push-in EL services is the desired model, however increased space as well as staffing would be required in the future to make this shift.

With the increased rigor of the annual WIDA Assessment, all Massachusetts districts have been informed to expect fewer students being FELED and more students remaining in the EL program. This change in criteria for exiting the EL program further impacts current services at Chapin Street and Veterans Park Elementary in that as additional EL students join the district and receive services, fewer students are anticipated to exiting the program and the related services provided. Given this change, there is an additional variable to the rate at which the Ludlow Public School District's English Language Learner program will increase beyond the current enrollment projections noted above.

FOREIGN LANGAUGE

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

STEAM LAB

To thrive in a global society, students need to acquire vital skills in many areas, including: communication, collaboration, critical thinking, problem solving, information literacy, and adaptability. Balancing traditional academics with the need to development these skills is one of the most important challenges facing educators today.

Ludlow Schools' vision is to create a classroom in each school that integrates Science, Technology, Engineering, Art, and Math (STEAM). We focus on these areas together because the skills and knowledge in each discipline are essential for student success. These fields are deeply intertwined in the real world and in how students learn most effectively.

This classroom will be called a STEAM Lab Maker Space where students will inquire, think, design, investigate and innovate in teams. No matter what field students pursue, these skills are essential for their future.

The lab will be a flexible space that can support three traditional concepts: a lecture/presentation space, a workshop/hands-on area for exploration, and a computer area. The lecture/presentation space and the computer space can be the same if the computers are portable. The goal is to create an environment that will help to facilitate learning by designing flexible spaces that allow students to focus on collaboration and innovation. The space should include many of the following features: lab coats for each student to dress like a scientist, access to the outdoor garden and nature center, windows, sinks, 3-D printers, charging stations, mobile tables, white boards, coordinate planes, soft seating, compass rose inlaid in the floor, planetarium on the ceiling, mobile computing devices, speakers in the ceiling, projector, WiFi, microphone, and so on. Presently, our current space within the building cannot support this vision. The space,

technology infrastructure/resources, and storage options prevent optimal time on learning.

The organization, schedule, and resources necessary are what set maker spaces and STEAM labs apart from single-use spaces. To support learning through play, experimenting, collaboration and investigation requires a space with ideal flexibility. Students must regularly be involved in experiences, which foster creating, sharing, collaborating, and reflecting, the preferred schematic solution and addition of this space will provide these experiences.

A possible range of activities might include:

- Construction
- Prototyping
- Electronics
- Robotics
- Digital fabrication
- Building machines
- Ceramic

PARENT ROOM

This room is just for our parents and caregivers when they visit our school. Studies have proven that when parents take an active role in their child's education the children perform better in their academics, have fewer behavior problems, and are more likely to finish school and continue their education beyond high school.

The Parent Resource Room would be stocked with information and resources to help you help your child at home. Support and various presentations and trainings would be regularly scheduled to demonstrate how to support students at home and encourage positive partnerships. Some of the items you would find in a Parent Room include:

- Homework Hints
- Reinforcement Materials
- Learning Games
- Suggestions for at home materials to support lessons (Manipulatives)

In addition, this space would be used for our very active PTO. Currently, when meeting and organizing for numerous events, there are multiple groups looking for space within the cafeteria, library, and offices. On many occasions meetings must be moved and rescheduled due to student use of space. This dedicated space would provide additional opportunities for groups to effectively organize and conduct business to support all aspects of the school program and would offer flexibility for other community oriented meetings and service delivery space if needed in a critical situation.

OT/PT/SPEECH & LANGUAGE

Currently the space for our second and third graders at the Chapin School is inadequate and presents challenges with accessibility for all students. The building is not in compliance with the Americans with Disabilities Act. The physical spaces of the building limit all aspects of educational programming and instructional pedagogy. Students requiring additional specialized support in these therapeutic areas are currently unable to receive services in an adequate space. The new building must provide a developmentally appropriate space where prescribed

interventions and services can be delivered. The new facility must allow for access to all spaces for all students and staff members.

FULLY FUNCTIONAL CAFETORIUM WITH STAGE

Currently, the Chapin School has an existing cafetorium with a maximum capacity of 200 people. Our ideal vision in building and strengthening the sense of community, culture, and sense of school pride requires the ability to meet as one full school for assemblies, performances, academic experiences, and special events. This goal will require a space large enough to hold, at minimum, the entire student body and faculty (approximately 800 people). A fully functional cafetorium is essential for the overall success of this project that is intended to provide inclusive and adaptive educational opportunities for decades. As hands on STEAM based educational experiences increase, space is needed for science fairs, exploratory events for families, and performing arts opportunities that require the physical space needed to support these activities and the ability for our students and teachers to showcase performances that educate and entertain.

PROFESSIONAL DEVELOPMENT, TEACHER PLANNING, AND ROOM ASSIGNMENT POLICIES

Professional development are endeavors that increase educators' knowledge and/or skills, enabling them to increase the achievement of all students. Effective professional development activities are reflective, collaborative, require active learning, are coherent and related to instruction, based on data, model good pedagogical practice, are linked to goals, and are focused on student learning. Successful Professional Development will:

- Create collaborative relationships among educators to encourage both the sharing of ideas and working together to achieve the goals and objectives.
- Advance an educator's ability to apply learning from professional development to his or her particular content and/or context.
- Model good pedagogical practice and applies knowledge of adult learning theory to engage educators.
- Provide opportunity for reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs.

Our vision for on-site professional development time (PLCs, early release professional development, common planning time and full professional development days) is focused on improving practices that increase student achievement. In a collaborative team, teachers reflect on current practices, examine student work, develop units of study, create and refine common assessments, and plan experiences to challenge students' thinking and/or reinforce learning. It is our goal to provide time and experiences for all staff where embedded professional learning is an ongoing process, facilitating the connection from professional learning time and collaboration to direct classroom practice.

Professional development should engage the intellect, involve all teachers in cycles of action and reflection, and build relationships. These actions should lead to continuous improvements in teaching and learning for students. To achieve these outcomes, teachers should work in ongoing teams, examine student work, study various types of student learning evidence (not just standardized test scores), set goals for improvement, plan lessons together, and reflect on the

effectiveness of those lessons. (Sparks, 2004)

In addition to the positive impact on student learning, teacher collaboration contributes to a positive collaborative culture in the school. The proposed new grade configuration will innately foster and strengthen, by proximity alone, all goals mentioned above including grade level alignment of curriculum expectations, all aspects of professional sharing, and reflective discussions. In addition to the substantial increase this configuration provides for informal collaboration. We continue to maximize opportunities for teachers to meet regularly during formal professional development sessions. Under this new structure teachers will have to travel less often which directly increases the amount of time devoted to the overall professional development schedule.

The overarching professional development goal is to engage educators in continuous learning that will provide new insights and experiences to improve their skills, extend their knowledge, and enhance their beliefs and practices. The District's Professional Development program will be significantly enhanced with all grade 2 through 5 teachers working in the same school with appropriate space to meet and collaborate.

Presently, the physical spaces of the building limit efficient and effective teacher planning. The list below describes the ideal criteria for planning of room assignments:

- A. All elementary teachers should have workspaces dedicated to teacher preparation and planning when they are not teaching.
- B. Whenever possible, teacher workspaces should allow for multiple teachers to work and plan simultaneously. Teacher workspaces should be convenient to classrooms.
- C. Conference rooms should be available to both teachers and administrators for parent meetings, team meetings, IEP meetings, and 504 meetings.
- D. Student classrooms should be clustered by grade groupings as much as possible. If possible, teacher-planning rooms should be among these clusters.
- E. Classrooms should be supported with spaces that allow for student support personnel to do their work with students. (e.g. English language Learners, speech therapy, occupational therapy, physical therapy, student assessments, student interventions, and student counseling)
- F. There should be an appropriate space for student support personnel in each classroom cluster.
- G. There should be an appropriate number of special education classrooms with smaller areas for flexible individual and small group instruction.
- H. There should be an appropriate number of classrooms for students in substantially separate behavior programs.
- I. There should be classroom(s) for students required for functional life skills instruction.
- J. Classrooms should be arranged in a way, which allows students to move back and forth between them with teachers able to share instruction and resources.
- K. Instructional technology should be available in all teacher-planning areas.
- L. There should be a workspace and storage for various ABA Tutors and Paraprofessionals, Curriculum Coaches, and the ELL Teacher centrally located to service all constituents.

FLEXIBLE GROUPING

Our current instructional teaching model at the elementary school focuses on tiered instruction.

We have invested much time and energy around differentiation and meeting student's individual needs. We conduct data team school and grade level meetings three times each year and use this information to inform our instructional groupings and intervention decisions. We follow the MTSS outline where Tier I focuses on your core instruction, Tier II group intervention, and Tier III intensive intervention. We continually progress monitor those most at risk students to ensure appropriately matched interventions (both in focus and frequency) are in place and if a student does not respond in a positive manner intervention will be modified, revised and/or changed.

Teams consisting of grade level peers, reading specialists, administrators, special education and support staff work closely to determine course of intervention and inclusion and pull out services as determined by individual students, within Tier II and Tier III programming. There is shared responsibility among the faculty for all students' success. Grade level classrooms are organized within common hallways. In the new facility, close proximity will be critical in providing optimal opportunities for communication and collaborative discussion, planning, and reflection. Teaming and adjacency decisions are critical elements in establishing professional learning communities and fostering a collegial environment, which benefits all members of the learning community.

LUNCH PROGRAMS

The mission of Food Services is to provide healthy, flavorful, high-quality, sustainable, and affordable meals to the students and staff of the Ludlow Public Schools. We are compliant with all local, state, and federal regulations.

There is one cafeteria at the existing Chapin Street School that is 3003 square feet and seats up to 200 students. Chapin Street School currently serves an average of 200 lunches per day. This poses significant challenges for scheduling, dining, transitions and staffing support. Presently, the Chapin Street School runs 4 lunch sessions. The lunch period for each grade is 25 minutes. There is a minimum of 5 minutes needed between lunch periods to move students' in/out and to reset the cafeteria and kitchen for the next seating.

Currently, Chapin Street School has a staff of one kitchen manager, one assistant manager and two general workers who work in full service kitchens. Lunch service begins at 11:15 a.m., with the last lunch concluding at 12:40 p.m. Each lunch period utilizes two serving lines, where students use the meal identification system in place when purchasing their lunch. Parents set up online lunch accounts and pre-pay meals. Students' identification methods for meal purchases vary by school and grade level. Lunch is a point of service operation so students can select a choice and their account is debited. A students' account can indicate a specific allergic warning or set restrictions on choices by parents. The current cafeteria at Chapin Street School is inadequate in terms of space and sound issues, and two lunch lines is not sufficient for serving such a large number of students in a timely manner.

To meet our needs, the renovated building must account for the following:

- A. Provide all dietary needs of students will be met.
- B. Breakfast is served daily to students in the before school program.
- C. Lunch is served to all students in multiple seatings.
- D. Appropriate space should be provided for serving lines providing students with food choices.
- E. Provide opportunity to create educational learning experience by reinforcing good

nutritional consumption awareness.

F. There needs to be an ability to transport food to the classrooms when necessary.

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

Information Technology (IT) is a combination of library and computer instruction, with a focus on building a strong foundation for important technology skills.

Students learn how to use the library and have an opportunity to check out books, but lessons are based on the Massachusetts Technology Literacy Standards and NETS, the National Education Technology Standards. Students will receive technology instruction and work towards becoming proficient in their ability to:

- Communicate and collaborate.
- Conduct research and use information.
- Think critically, solve problems, and make decisions.
- Use technology effectively and productively.

Currently the following technology offerings are available for shared school use. However, the number of devices varies significantly per building.

- Desktop Computers
- Chromebooks
- Tablets
- Smart Board/Smart Projectors
- Printers
- Wifi WAN/LAN

We anticipate continuing to expand access to educational technology for our students we do not anticipate any “changes” to those offerings. We currently have wi-fi (full building access) and digital projectors/Smart Board in all rooms. Starting in the fall of 2017, in addition to desktop computers in each classroom and teacher Chromebooks we will be fully one-to-one students to Chromebooks grades 2- 12 in the Ludlow Public Schools. Grades 2-3 will have access in school, while grades 4-12 will have a Chromebook assigned to them for the year that they may take home as well. Equitable access to technology across grade levels creates many opportunities for learning and creates the ability to better integrate different areas of curriculum through meaningful use of technology

Our vision and daily challenge is to leverage our current resources in the area of technology, provide embedded support for our educators, and continuously improve our ability to create rigorous and relevant learning experiences for students. Currently in our schools, the degree to which technology has been integrated into the curriculum varies by grade level depending on objectives and accessibility. Ideally, in a new environment with an appropriate and sustainable infrastructure along with the district’s demonstrated commitment to providing appropriate devices, these everyday challenges fade and the focus becomes teaching the students with the tools most appropriate to enhance each experience.

One such way is through blended learning, which incorporates both face-to-face and online learning opportunities. The strategy of blending online learning with school-based instruction offers immeasurable opportunities to create individual experiences for students, accommodate diverse learning styles, and to provide engaging differentiated supports and experiences, especially as the CCSS ask teachers to

incorporate more reading, writing and problem-solving across disciplines. Technology will also provide students opportunities learn and to apply new skills, such as coding and robotics, as well as engage their creativity, such as through graphic arts and 3-D design, creating a more robust STEAM curriculum.

Ultimately, our vision is that students will not just be passive learners, but active and engaged learners who use technology in meaningful, creative, productive, and increasingly sophisticated ways with each passing year. Having equitable and sustainable technology resources across the grade levels allows teachers to develop better curriculum and assess students' needs to improve learning, while also modeling appropriate and responsible use of technology as a tool, rather than as a toy or a gimmick. Today's students, more than ever before, use technology as a normal part of their lives wherever they go; we believe their schools should reflect their world and build opportunities for them to succeed in it. Our building must support each of these elements as we continue to grow and expand to meet the needs of our students.

ART/MUSIC/PERFORMING ARTS

The Ludlow Public Schools has an exciting visual and performing arts program. Students in grades 2-5 meet for one to two 40 minute visual arts classes per week. The art curriculum provides an introduction and exposure to many media and a development of expression through these media. Students have a variety of opportunities to use various materials and techniques as they learn to appreciate and create art in its many forms. Student artwork is often framed and displayed in the school to showcase and celebrate creativity.

Presently, the physical spaces do not allow for any permanent setting for art instruction. Currently, the existing Chapin School has one art teacher who travels from room to room on a cart. The following criteria should be taken into consideration during planning:

- A. Art is required of all students on a weekly basis, but provisions must be made for increased opportunities for students based on individual needs.
- B. The Art Program should promote the physical well-being of students, allow for creative expression of students, require problem solving of various levels, and to allow the use of technology for the creation of artwork.
- C. Art instruction areas should be designed to meet the standards of the Massachusetts Curriculum Framework.
- D. An appropriate number of Art rooms with an instructional area for students in need of specialized instruction. These rooms should be of appropriate size to allow students to work on projects of all sizes.
- E. Appropriate storage for work in the various Art media.
- F. The Art areas should allow for the appropriate level of both natural light and multiple forms of artificial lighting.
- G. Areas should be available near the Art room and in common areas to allow for student exhibition of their work. Students should have outside access for art instruction and exhibition.

Each class grades 2-5 meet for one to two 40 minute general music per week. Vocal music provides an added method of self-expression and an appreciation for the cultural heritage of the country. The program is developmental in nature and provides a broad experience with music theory, rhythm, song, instruments, and dance. At the Chapin Street School, we have a music program that focuses on the development of musicianship and musical concepts through singing, dancing, and playing musical instruments.

Currently music classes are taught by 1 F.T.E. Music Teacher at the Chapin Street School. The classes are general music and follow the MA DESE music frameworks for music. The existing Chapin School utilizes a sectioned off portion of the cafetorium for classes and has limited storage space.

Planning for a new space must include:

- A. Music is required of all students on a weekly basis but provisions must be made for increased opportunities for students based on individual needs.
- B. Practice areas for individual as well as ensemble are needed.
- C. Music instruction should be designed to meet the standards of the Massachusetts Curriculum Framework.
- D. The music areas should allow for both instrumental music and vocal music.
- E. Appropriate storage areas for music supplies and instruments.
- F. Music rooms should have appropriate acoustical design.
- G. There should be areas provided to allow for the production of student performances.
- H. Music specific technology should be available with appropriate storage.
- I. The Music room should foster the appreciation of music by all students regardless of ability level.

PHYSICAL EDUCATION/WELLNESS

All students, 2-5, participate in quality instructional physical education for 40 minutes, one to three times/week. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education. Chapin and Veterans Park each have 1.0 physical Education Teachers who teach physical education to in grades 2-5.

In support of the importance for physical activity as a major necessity for student learning, the district provides a daily 20-minute recess at Lunch and 15 minutes in the morning for grade 2-3. In grades 4-5 students have a 20 minute recess period at lunch. Students at Chapin and Veterans Park have access to playground areas that include climbing areas, slides, and swings, as well as ample open space for free play.

Presently, the physical spaces of the building limit physical education and health. The physical education program is conducted at the Chapin School. The new building must support:

- A. Physical education is required of all students on a weekly basis.
- B. The physical education program will focus on student health and wellness, and physical fitness.
- C. A gymnasium should be available that can be divided into multiple group instruction with at least two physical education teachers working simultaneously.
- D. The gymnasium and physical education support spaces should be designed to support adult community use.
- E. Designed spaces should provide adequate storage space for student and community equipment and supplies.

SPECIAL EDUCATION

In June 2017, the percentage of students at Chapin Street School with special needs was 15%,

below the district percentage of 16%. Currently, the state average is 17%.

Inclusion is a core belief and practice in the Ludlow Public Schools and over the past five years teachers have participated in extensive training in this area. 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 Ludlow 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 Special Education Department provides the following services: special education teachers, a school psychologist, school adjustment counselors, a social worker, speech/language pathologists and assistants, occupational therapists and an assistant, a physical therapist, an adaptive physical education teacher, a teacher of the hearing impaired and a teacher of the visually impaired. In some 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 Ludlow.

Currently, there are six substantially separate programs needed for students. We have our Intensive Autism Program for Grs. K - 2 and Grs. 3 - 5. Currently there are 5 students between the 2 programs. Our FOCUS program for Grs. 2 - 3 and Grs. 4 -5 is for students with developmental/cognitive disabilities. Currently there are 11 students between the two programs. Our Structured Individualized Program (SIP) for Grs. 2 -3 and Grs. 4 -5 is for students with social, emotional and behavioral disabilities. Currently there are 13 students between the two programs.

Each program requires a classroom space to provide a pull-out program for up to 12 students and the staff that will work with them 1:1 or in small groups during the day when students are not in inclusion. The Intensive Autism Program classrooms will need bathrooms attached to the classrooms in order to teach toileting skills to the students. The Structured Individualized Program classrooms will require a de-escalation/quiet space for students when they are dysregulated and need therapeutic supports during the day. The following substantial programs will continue, with the goal being inclusion as much as possible during the day for each student.

- Intensive Autism Program
- Focus Program
- Structured Individualized Program

Additionally, the following related services will continue to be provided in pull out classrooms, free from distractions, with the necessary equipment, space, and storage: speech and language therapy, occupational therapy, physical therapy, counseling, services from the teacher of the hearing impaired and/or teacher of the visually impaired.

A Special Education conference room is needed to provide a confidential setting to hold IEP meetings with parents. This space needs to be large enough to include a larger team for some students. Ideally, the conference space would hold up to 15-20 people comfortably. This space is in addition to the administration conference room. Due to the number of meetings that must be held on a regular basis both spaces could be used at the same time for various purposes including

IEP meetings, Service Team meetings, Data Team meetings, ILT meetings and parent meetings.

A Special Education evaluation room is needed to conduct Initial and 3 Year Reevaluation evaluations by special education teachers, school psychologists and all related service providers. This needs to be a quiet and free of distractions space.

It is important to note that Ludlow Public Schools participated in a Coordinated Program Review, with onsite visits from October 21-25, 2013 and received a final report of findings on April 18, 2014. These findings included areas for corrective action for criteria SE 55: Special education facilities and classrooms. Ludlow was cited for the following reasons: Chapin Street School is not handicap accessible thus limiting access to all students with special needs, students in substantially separate programs in grades 3 and 4 are not able to be housed in the same building as their peer group making access to inclusion more challenging, overcrowded therapy space, too many staff housed in one area for servicing students, special education classrooms are not equal in all physical respects to average standards of general education facilities and classrooms.

Specifically, at the Chapin Elementary School, the substantially separate special education classrooms are located in a separate wing and are not fully integrated into the life of the school. Occupational therapy services were also observed in the hallway. Occupational therapy, speech and language services, and physical therapy are also conducted in one small and overcrowded space simultaneously. There are up to seven students in the classroom at one time, creating many distractions. As a result, changes were made to classroom placement and related service delivery to remedy some of the issues identified as part of the review however, currently there are no specialized or collaborative spaces/programs housed in our school at this time do to the limitations of the current physical space. In addition, the district does not provide a special education day school program. There are a number of substantially separate programs throughout the district and extended day opportunities are provided for students who require services beyond the school day.

As previously identified, the program/service needs that Ludlow Public Schools hope to address in the proposed project are: appropriate space for substantially separate programs that are housed with easy access to all inclusion opportunities, space for meetings with parents, space for a calming room, space for therapists, multiple spaces available for student support services, space for special education will be available in small flexible areas among the main classroom areas, specialized spaces must be made available for students with moderate to severe special needs and/or intensive special needs, there will be a need for substantially separate classrooms for students with developmental disabilities, emotional-behavioral issues, and autism spectrum disorders and related services should be near these classrooms, a Special Education conference room efficiently large enough to accommodate confidential meetings, a workspace dedicated to confidential special education communications and separate areas devoted to related services and testing.

TRANSPORTATION POLICIES

The Ludlow Public Schools provides bus transportation for all students K-12 who live over 1.5 miles from their school at the district's expense. The following information must be considered during the planning for the new building:

- A. Each day multiple buses will be arriving in the morning to drop off students and later picking them up to bring them home.
- B. A segregated parent drop-off and pick-up location is essential for the transportation plan

- (safety and efficiency).
- C. A drop off and pick up area are needed for students with physical disabilities.
- D. Parking needs to be provided for all administrators, specialists, teachers, support personnel, parents and other visitors to the school per local regulation.
- E. The school staff provides safety and supervision on the school property during arrival and dismissal times.

It is anticipated that the proposal to combine the 2 schools will result in transportation savings to the district as well as decreased travel times for students and decreased traffic congestion in town at dismissal.

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Functional and spatial relationships and adjacencies are key to the successful design of the new facility. The 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. Center/Chapin School depends on adjacencies for communication, collaboration, flexible grouping, and teaming. Providing learning areas both in and outside classrooms for small group intervention, individual work spaces, and additional instructional break out rooms are critical in a school with a focus on integrated classrooms at grades 2-4, requiring specialized instruction and an emphasis on inclusive practices.

Community is a core value among students, staff, and parents. Center/Chapin 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. Center/Chapin requires a welcoming main office and community arrival space that accommodates the influx of students who get dropped off by parents at school arrival, as well as during dismissal of the regular school day and after school programs. The students, faculty, and parent community value and require a space for the entire school to gather for assemblies, performances, and community events. A functional dining facility with a reasonable capacity is a need of the school.

We provide space for a K-4 extended day program that operates from 7 a.m. until 8:15 a.m. prior to the academic day as well as an after school program until 6:00
Approximately 200 students participate in the before and/or after school program daily Monday through Friday. Access to a secure outside entrance and parking is necessary to the functioning of this program.

Considerations for functional and spatial relationships and adjacencies:

- A. Special education areas should be integrated within grade grouping.
- B. Arts should be located close to the assembly and exhibit areas with easy access to all classroom areas.
- C. The design and arrangement of classroom spaces and teacher prep areas is based upon collaboration among educators and support staff.
- D. Nursing and counseling areas need to be centrally located in the building.
- E. Fully appointed medical suite should be provided with easy outside access.
- F. Parent Resource Center with access to technology located in main area of building. This space will be utilized during the day for ELL parents and students, parenting education, and community outreach.
- G. Locate as many Administrators as possible close to learning spaces to support familiarization of daily educational deliveries, building relationships with students, and to collaborate in education. This proximity to instruction will facilitate the district to

fulfill its obligation to meet the state mandate regarding supervision and evaluation of educators.

SECURITY AND VISUAL ACCESS REQUIREMENTS

Chapin Elementary School requires a safe main driveway entrance access to the school site with safe secondary access for emergency needs. The following interior and exterior security features are also necessary:

- Partitioned building that can be locked down electronically.
- Phones with direct office and 911 access in each room.
- Classroom doors that lock from the inside.
- A reception area that creates a “holding area” in between exterior doors and another set of locked doors before entering the main area of the building.
- Cameras in all common areas of the building that can be easily reviewed.
- Panic button access in all front offices.
- Multiple exit points from common areas of building.
- PA system that can be accessed from all phones and isolated to certain areas of the building.
- Cameras on the exterior of the building and school grounds that can be easily reviewed.
- Offsite access for cameras for police and first responders.
- Electronic access card for access to building – same as all other HPS schools.
- Windows that could be used for egress in an emergency.
- Safe staff and visitor parking.
- Safe pathways for pedestrians coming from various 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.

Maintaining safety of the current facility is a top priority. All staff, in collaboration with the Ludlow Police and Fire Departments, currently has been trained in the ALICE response program and regularly participates in both emergency and medical drills. First responding emergency representatives have been included in the development of this initial list and will continue to be consulted in the planning process and associated requirements will be incorporated into the project. The proposed design allows for unified and consistent training of all staff and students (one building vs. two) for critical situations and better access by public safety responders in the event of an emergency.

SUMMARY OF KEY COMPONENTS

After careful analysis and planning, we feel confident the preferred schematic and recommended solution fulfills the needs stated in in our educational plan to support all of Ludlow’s goals for elementary education for the next several decades. The main areas include:

1. **Grade Configuration:** The preferred solution affords Ludlow the ability to align the two elementary schools into a four grade span building that supports academic equity, curriculum alignment, and flexible grouping for both general education and special education while maximizing our fiscal resources. These essential objectives are presently not met in the two building system currently housing the elementary students and staff in Ludlow.
2. **Teaching Methodology:** The preferred solution meets these essential educational objectives as provided in our educational program document:
 - A. All instructional spaces should be designed to implement the Massachusetts Curriculum Framework and Common Core State Standards.
 - B. Classrooms should contain immediate access to small library/technology stations for classroom work and student research.
 - C. The classrooms should be able to accept all students in an inclusive setting and accommodate students who have IEPs requiring pull out from the main instructional area.
 - D. Classrooms should be large enough and have adaptable furniture to accommodate flexible grouping (large or small) in ELA and Mathematics.
 - E. There should be adequate space that allows for teacher specialization of subject areas in ELA, Mathematics, and Science.
 - F. Learning spaces should be designed that allow teachers to use differentiated instruction, cooperative learning, team-teaching, project based learning, and STEAM learning.
 - G. Core learning program development should be facilitated by physical plans that enable integration with art, music, performing arts, and physical education.
 - H. Students learn best when we integrate subject matter and celebrate their achievement through various types of exhibition. Adequate space is needed for display, hands on learning, and large-scale performances.
3. **STEAM:** The preferred solution addresses the educational space needed to effectively integrate – and sustain – the district’s vision for STEAM education for years to come. Technology is changing as fast as the imagination and flexible, adaptable, and scalable space is needed to provide students the classroom space, laboratory space, and infrastructure capacity to evolve with changing technology and the techniques and tools required to effectively meet this critical educational requirement. Also, the preferred solution with a fully functional cafetorium affords the school the space needed for inclusive assemblies, community events, and performances that meet the size requirements for inclusion of all students, staff, and community members.
4. **Safety and Security:** The preferred solution brings all students and staff, currently dispersed between the two buildings on the Center/Chapin campus, into one secure facility. With carefully planned building and renovation, the preferred solution increases safety and security for the facility including a central entrance and reception area, clearer sight lines around the building, the ability to limit access to public areas of the building, and parking and traffic patterns that are more efficient and safer for students and visitors.
5. **Sustainability and Community Engagement:** The preferred solution provides flexibility and adaptable spaces to ensure that the school is able to meet the enrollment requirements, the educational goals (as they evolve over time), and the ability to transform the Chapin School campus into a fully inclusive facility that is open to the community and builds opportunities for students to showcase their talents without restriction. The preferred solution provides space and

logistics to incorporate outdoor/indoor classroom experiences and the flexibility to adjust to the rapidly changing educational climate (interactive experiences, changing technology, special needs requirements, physical activity needs, etc.) for decades to come.

Upgraded and renovated systems under the preferred solution will increase efficiency, prevent deterioration of the facility, and support a physical climate that is ideal for teaching, learning, and growing at the Chapin School.