

Tisbury School Building Committee  
Town of Tisbury  
51 Spring Street  
Vineyard Haven, MA 02568

RECEIVED

AUG 15 2019

J. Hillary Conklin  
Tisbury Town Clerk

**MEETING Minutes**

Wednesday, July 24, 2019 at 5 p.m.

**Emergency Services Building, lower level conference room  
215 Spring Street, Tisbury, MA**

**TSBC Members Present:** Rachel Orr, Harold Chapdelaine, John Custer, Peter Gearhart, Rita Jeffers, Reade Milne, Alice Robinson, \*Jim Rogers, Mike Watts

**Others:** Clark Myers, Melissa Ogden, Natalie Krauthammer, Matthew D'Andrea, \*Amy Tierney, Siobhan Mullin, Nevette Previd, Emily Levett, \*Julie Brand, \*Kate Harding, Mary Ellen Larson, Shannon Carbon, \*Anna Cotton, \*Keith Fullin, \*Melinda Loberg, Janet Packer

\* Late arrivals or early departures.

The Tisbury School Building Committee (TSBC) was **called to order** at 5:10 PM.  
(Recorder's note: discussions are summarized and re-grouped for clarity and brevity.)

**Approval of minutes** of June 26, 2019 meeting:

Moved to approve by John Custer, seconded by Reade Milne.

**8 Ayes, 0 Nays, 0 Abstentions**

**Approval of minutes** of July 10, 2019 meeting:

Moved to approve by Rita Jeffers, seconded by Mike Watts

**8 Ayes, 0 Nays, 0 Abstentions**

**Tisbury School Education Program**

(Mr. Rogers came shortly after the start of this discussion)

The Tisbury School Education Program was presented by John Custer. This document was prepared by Mr. Custer in March 2017 with input from many other people and groups, with the guidance of the Massachusetts School Building Authority. It was a required component of the MSBA submission for the previous school building project. It reflects the program offered at the school, academics, unified arts, special education, school culture, social-emotional criteria, outdoor spaces, and programmatic space needs. Exemplars were utilized from other schools with similar grade configurations. Mr. Custer feels that some aspects of the document need to be updated, but most of it is relevant and accurate. This document is not a required document of the School Committee, School Advisory Committee or the Massachusetts Department of Elementary and Secondary Education (DESE).

The process for updating the document was discussed, and there was general agreement that it is best be done by the Tisbury School Committee. Mr. Watts said he would bring before the TSC at the next meeting, Monday July 29. Suggestions were made that there be opportunities for input.

Mr. Custer provided clarification of the difference between the Education Program document and the School Improvement Plan (SIP), which is an annually required document under the auspices of the Tisbury School Advisory Committee. The SIP is more of a guide of the teaching and actions of staff within the school in very specific areas, rather than the overall educational goals.

There was extensive discussion about the need to balance space & student needs and the economics of creating an appropriately sized school building project. The education program and input from teachers and staff should guide the project but there will be a need for compromise. There is consensus that members are very aware of the monetary impact of the building project on the tax payers of the town. The support of education in general by the town has been evident historically. Perceived reasons for the failure of the previous project include the price-tag for the project and most especially, the demolition of the existing school building.

As summarized by Dr. D'Andrea, the Education Program outlines the curriculum and services offered to students, the philosophy of how Tisbury School perceives the best ways to educate students, and the space needed to do that. According to Mr. Custer, the programming in the school has not changed dramatically over the past few years, but the space to appropriately house the programs is lacking currently.

Some committee members said that educating the public about the Education Program and space needs should be an ongoing part of the process of the building committee, well before town meeting. Public education is needed about the reasons behind decisions being made about the school square footage will also be important, including the fluctuations of the student population plus needs not only of students but also mandated programs.

Mrs. Jeffers created a document outlining the basic classroom and student services needs for the school, and distributed it to the members.

The school has been sited for non-compliance for several areas, as per DESE recommendations for specific areas in a school. These areas should be addressed in any building project. Non-compliance currently includes civil rights violations for limited English language proficiency learners and students with disabilities.

Several committee members and audience participants focused on a desire for awareness of: flexibility of space use; use the collaborations that have already been developed; a focus on the needs of the students – academically, social-emotionally, and physically. Kate Harding requested that the committee be clear as to whether the town wants to build a school to meet the needs of students or fitting a school into a building.

There is a perceived need for a unified “front” of all town officials for presenting the final building project results.

Mr. Gearhart and Ms Milne pointed out that square footage requirements will need to be addressed and a budget of some sort should be developed to give the architect direction for the building plans.

Committee members and audience participants voiced the opinion that this document should act as a baseline for the decisions made about this building project for the architect and should be referenced in our mission statement.

**Motion:** to endorse the Tisbury School Education Program as prepared by the Tisbury School principal and the Tisbury School Committee.

Moved by Jim Rogers , seconded by Mike Watts

Discussion: The Education Program is a fluid, dynamic document which will need to be revisited regularly if it is to remain relevant. There is a realization that there are updates that need to be included in the document to be used in the future. The committee agrees that the members embrace the philosophy of education expressed in the document.

**8 Ayes, 1 Nay, 0 Abstentions**

Suggestion made by Natalie Krauthammer to add language to the title to reflect the fact that the document will be updated and is evolving, in an effort to address concerns that the "Tisbury School Education Program" of the motion refers to a stagnant document.

An additional suggestion was made that there be an "executive summary" of the Education Program created.

**Topics not reasonably anticipated by the chair within 48 hours of the meeting.**

Mrs. Robinson will verify the remote meeting participation requirements with Hillary Conklin and report back at the next meeting.


**Motion to Adjourn at 7:10 PM:** made and seconded, unanimous vote.

**Next meeting: Monday, July 29, 2019, 5 PM, location TBA.** Major agenda item will be meeting with town financial team.

**Attachments:** Tisbury School Education Program, as prepared by Principal John Custer in March 2017.

Document created by Rita Jeffers of needed classrooms and spaces for student services.

Minutes respectfully submitted by Alice Robinson.

  
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Alice Robinson – Recording Secretary

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Rachel Orr – TSBC Chair

  
\_\_\_\_\_  
Date

Minutes approved by TSBC 8/14/19

18 classrooms ( 2 of each section k-8)  
2 Admin offices  
Front office space ( 3 employees )  
Art  
Music  
Spanish  
Industrial arts  
Library  
Tech lab  
Teacher's room ( in the white house)  
2 conference rooms (1 in the white house)  
Technology storage space ( server storage)

Cafeteria  
Gym  
Nurse's Office  
2 guidance offices  
Instrumental music/strings

2 SPED spaces ( 4 spaces )  
1.5 ELL spaces ( 3 spaces)  
2 RTI teacher spaces. (4 spaces)  
OT/Speech/school physiologist space (3 spaces)

Health  
1/2 pre K  
STEAM space/lab

Spaces we currently have but don't meet the standards

Spaces we have but are shared spaces and are out of compliance and don't meet DESE standards

Spaces that we don't currently have

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# Tisbury School Education Program

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Prepared by: John Custer, Principal  
Tisbury School  
Martha's Vineyard Public School System  
40 West William Street  
Vineyard Haven, MA 02568

## Table of Contents

- TISBURY SCHOOL EDUCATIONAL PROGRAM
- STRATEGIC PLAN OBJECTIVES
- GRADE AND SCHOOL CONFIGURATION
- CLASS SIZE GUIDELINES
- SCHOOL SCHEDULING
- TEACHING METHODOLOGY AND STRUCTURE
  - Grouping Practices
  - The School Building and School Setting as a Classroom
  - Educational Technology
  - English Language Arts/Literacy
  - English Language Learners (ELL)
  - Library/Media Center (LMC)
  - Mathematics
  - Performing Arts
  - Physical Education
  - Science and Engineering
  - Social Studies
  - Visual Arts
  - World Language
- SPECIAL EDUCATION AND STUDENT SERVICES
  - Flex Spaces
  - Student Services
  - Guidance
  - Health Services
- SCHOOL CULTURE AND SOCIAL EMOTIONAL
- OUTDOOR SPACE FOR PHYSICAL ACTIVITY
- PROFESSIONAL LEARNING AND TEACHER PLANNING
- LUNCH PROGRAM
- TRANSPORTATION
- FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES
- SECURITY AND SAFETY

## TISBURY SCHOOL EDUCATIONAL PROGRAM

The Tisbury School is a single-school district, one of six schools in the Martha's Vineyard Public School System. It serves children in Kindergarten through grade 8.

The Tisbury School recognizes that each student is a unique individual whose development is the responsibility of the staff, the parents, the community as a whole, and the child him/herself. It is the school's purpose, privilege, and obligation to create an educational environment that maximizes each student's individual talents. The Tisbury School supports a school environment that emphasizes respect, tolerance, community service, personal integrity and sensitivity toward diversity. This focus is apparent throughout the building, in Kindergarten through eighth grade. Academic, social, and extracurricular opportunities for Tisbury School students incorporate the message that individual excellence is recognized, while simultaneously encouraging collaboration and strengthening relationships. Classroom practices and routines reinforce this vision.

The Tisbury School ranks high in grade level scores on the MCAS and PARCC. The continued success of Tisbury School students is the result of a collaborative effort of teachers, students, administrators, and parents. In addition to its traditional focus on building and improving students' academic skills, the Tisbury School also maintains an emphasis on educating the whole child. Accordingly, the arts are a valuable and integral part of the school's program. Students participate in vocal and instrumental music, art, family and consumer science, industrial technology, health, physical education, and education technology. Also, the Tisbury School is the only elementary school on Martha's Vineyard that sees students in Kindergarten through eighth grade enrolled in Spanish. Programs that have been eliminated or reduced in many other districts have been maintained in the Tisbury School, reflecting a continued commitment to its students. The School Committee and administration are considerate of this, and together have ensured that the educational needs of children are the highest priority when it comes to spending.

Over the past decade, the student population in Vineyard schools has shifted. The percentage of Brazilian students has steadily risen to over 25% of the students in the Tisbury School, requiring the establishment and growth of an English Language Learner program, as well as increased work in translating communications. More Brazilian students attend the Tisbury School than any other school on the island. While this has brought challenges, it has also created meaningful learning opportunities in diversity. Also, the number of low-income families (determined by students who qualify for free- or reduced-price lunch) whose children attend the Tisbury School has increased. These two demographic groups historically perform lower on standardized tests, so the school has responded to this need by bolstering resources in these areas. Remediation (Response To Intervention) programs have been strengthened, taught by teachers with content-specific certifications. Focused instruction in building and developing math, reading, and writing skills are thus

being addressed for students with identified needs in those areas. In recent years, the school has adopted an inclusion model for Special Education, adding two additional full-time Special Education teachers and re-assigning paraprofessionals to work more directly on students' individual needs.

The Tisbury School is dedicated to identifying the needs of its students and working to ensure those needs are met. A talented and devoted staff - including all highly qualified teachers - shares a common commitment to the students, parents, community, as well as to each other.



## STRATEGIC PLAN OBJECTIVES

The teaching and learning aspirations described in the Martha's Vineyard Public Schools Strategic Plan objectives will drive our building plans. The MVPS vision is to promote the development of confident, competent children who are well prepared for a lifetime of learning and active participation in a culturally diverse democratic society and an interdependent global economy. The Tisbury School building plan will be developed with an understanding of how the physical structures can create and sustain an environment that maximizes student learning. It is essential that the school be flexible, with spaces that can be used for multiple purposes, that are accessible (physically and technologically), and that create an environment that promises curiosity, creativity, collaboration, and multiple learning opportunities.

### **Student Needs**

Increase the performance of all students in need through systemic and consistent academic and social-emotional interventions.

### **Educator Growth**

Build a system of teaching and leading that reflects research-based, effective, and collaborative practices.

### **Facilities**

Facilitate repairs and renovations of school facilities and establish a systematic preventive maintenance program in each building.

### **Budgets**

Look for opportunities to use resources more effectively and slow the growth of school budgets.

## GRADE AND SCHOOL CONFIGURATION

The Tisbury School provides educational programs for students in Kindergarten through grade 8. The school district plans to add a pre-Kindergarten program in the new or expanded Tisbury School to address growing community needs. As of March 1, 2017, there were 315 Kindergarten through 8<sup>th</sup> grade students enrolled. No pre-K students are currently served, due to a lack of space in the current facility.

The Tisbury School's current space needs limit educational opportunities, especially for Special Education and English Language Learner programs. To serve K-8 students most effectively, the physical space, at a minimum, needs to feel intimate and small, although with appropriate room. Students thrive in small learning communities where teachers know them well; in communities that support a sense of safety, respect and trust; in communities that are energizing and promote creativity; and in communities that support differentiated learning with the appropriate facilities. Our educational plan, for pedagogical reasons, calls for clustering grade levels. This creates the necessary intimacy and scale to create caring, connected, and collaborative learning communities.

## CLASS SIZE GUIDELINES

The Tisbury School Committee and MVPS leadership recognize that class size is an important factor in a quality education. The School Committee and administration are committed to keeping class sizes small, thus the plan for two sections at each grade level. A goal of the new facility is to create classroom spaces and adjacencies that are small personalized learning environments.

The number of required classrooms based on current enrollment is outlined below.

### 2 Section School

Grade Level	# of Classrooms	Avg. Class Size	Enrollment with Avg. Class Size
Pre-Kindergarten	1	16	16
Kindergarten	2	13	26
Grade 1	2	16	32
Grade 2	2	15	30
Grade 3	2	22	44
Grade 4	2	22	44
Grade 5	2	19	38
Grade 6	2	16	32
Grade 7	2	21	42
Grade 8	2	17	34
Total	19	18	338

We value the preK-8 configuration, and believe that pre-kindergarten classes offer benefits as part of a contiguous preK-8 school community. Therefore, the building project includes a pre-kindergarten classroom allowing the school's youngest learners to be housed in an elementary school setting.

Applying the design principle of making a large school feel smaller, grade levels should be clustered to allow teams of teachers to work with their cohort of students. A smaller, more personalized learning environment can be created within such clusters, which also promotes a strong sense of teachers "owning" all students and helps to ensure that no student feels anonymous. We plan a clustering of grades that will support teachers to collaborate within specific grade spans (PK-1, 2-4, 5-6, and 7-8). Clustering in these groupings will support a culture of these groups of teachers taking collective responsibility for preparing students in their grade span for the upcoming grade span. In addition to

supporting a strong sense of community and allowing teachers to get to know their students well, clustering grade levels promotes collaboration. For this reason, proximity matters. Teachers teaching side-by-side in classrooms naturally promotes a sharing of practice. Interior classroom windows will serve the purpose of informal supervision with a clear line of sight into hallways and gathering spaces while also making teachers' practice more public and student learning more visible.

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

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

## SCHOOL SCHEDULING

The Tisbury School has a rich program of specials – visual arts, education and industrial technology, library/media studies, physical education, and music - that allows students to begin to develop mastery in these areas within separate classes and through the integration of these subjects with the other disciplines. A secondary benefit of these classes is the use of this time for teachers' planning (individual and common planning time). Appropriate space for the specialists to provide a high level of instruction is essential.

The English Language Learner (ELL) program is an area of attention in the school's master schedule. The support system for our ELL students is both push-in and pullout, as determined by the student's level of English proficiency. Students at the entering and developing stage need a designated ELL "newcomer" classroom. We anticipate needing two designated ELL classrooms at the new school.

To offer the required least-restrictive environment for Special Education students, separate resource rooms are needed to house these four distinct (K-2, 3-4, 5-6, and 7-8) programs. These should be located with proximity to the classrooms of the students they serve. In addition, the Tisbury School must also provide additional types of spaces for the teaching and learning that is aligned to our local standards and our strategic goals. These include:

- Appropriate spaces to schedule math specialists and literacy specialists providing intervention services to students; based on a 2-section school, 4 literacy and math specialist spaces will be needed to support K-4 and 5-8 needs.
- For vocal music, grades K-8, students require an appropriate space, separate from the space that houses the instrumental music program. Two large rooms are needed to support this music/performing arts instruction.
- Flex spaces with proximity to clustered grade levels.
- Project areas that are flexible and large enough to accommodate a full grade level at a time, and include adequate storage with moveable furniture allowing use by multiple users.
- Grade level clusters to allow elementary teachers to collaborate on interdisciplinary and project based learning across all the classes of the grade, integrating the learning of students.
- Instrumental lessons conducted in a proper space, and not in a classroom, hallway or an alcove where they can disrupt other classes. We anticipate classes will be provided in strings, band, and orchestra with additional small group lessons.
- Fully accessible classrooms allowing students with physical disabilities to be scheduled into any learning space in the building.
- Appropriate professional spaces available for teacher collaboration during common planning time.
- Adequate spaces (walls, glass cabinets, display areas) for extended display of student work so that a space is not deemed "not available" while displaying student work.

## TEACHING METHODOLOGY AND STRUCTURE

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

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

### Grouping Practices

General education teachers, in collaboration with special educators and other instructional specialists, determine a variety of grouping methods to meet the instructional needs of their students. Grouping and regrouping methods take place regularly within classrooms and across a grade level. General education, special education, literacy and math specialists, and ELL teachers collaborate to provide tiered instruction in the inclusive environment. Pullout instruction is provided for students who require it, based on their identified need for Tier II support or Tier III intervention. Grade level classrooms should be organized within common hallways and adjacent locations. Close proximity of grade level classrooms and the necessary small group learning spaces is critical in order to achieve the requisite communication and collaboration for a variety of grouping methods in grade level teams. Additionally, classrooms should include spaces where small groups of students can work independently, receive instructional support, and participate in interventions within the classroom.

### The School Building and School Setting as a Classroom

Building a new school in the early 21st century when our community and society are more conscious than ever of the delicate balance between environmental sustainability and ongoing development provides an opportunity to have the physical plant itself play a significant role in the culture, educational approach and daily lives of students and teachers. Environmentalism is a strong force on the island, and the new school should reflect the passion that many residents have for preserving the environment. Whether it's through monitoring waste water, understanding the science behind passive and active solar power, or studying conservation measures built into the new building, the physical plant can be

used to help students learn about science, sustainability, and taking care of the environment. For example, signs and working exhibitions created by students could identify design elements that demonstrate architectural, structural, mechanical, and green building strategies. Student tour guides could be trained to introduce visitors to the building's features. Back-of-the-house spaces could be used as instructional spaces for students and staff, and could be used by town building and maintenance staff for hands-on training. Tisbury's new elementary school should stand as a physical demonstration of environmental stewardship and innovation, providing a local case study for sustainable school construction.

With the school being close to conservation lands and saltwater ponds, it will provide access to a wide range of natural habitats that can be explored by students, play a central role in their education, and impact students' attitudes towards school and the broader environment. Thoughtfully connecting the school grounds with these natural resources will allow the school to:

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

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

### **Educational Technology**

Technology and digital learning play an ever-increasing and critical role in teaching and learning, both inside and outside of schools. Educational Technology lessons are taught K-8, and an appropriate computer lab is needed to house 24 desktops for students. This room should be located close to the library/media center, allowing for collaboration and flexibility. As well, the computer lab offers opportunities for staff professional development and training. Classrooms need to be flexible and dynamic spaces that allow for all types of learning and have reliable access to the digital resources available to enhance teaching and learning, and they need to operate with an understanding of the appropriate role of technology in our schools and students' lives.

We envision technology improving our ability to:

- Communicate and collaborate in our schools, our community, and the evolving global society;

- Maximize learning for all students using techniques and materials that take into account varying backgrounds, capabilities, and learning styles;
- Ensure that all students obtain digital literacy skills that are required in the 21st century;
- Create a well-integrated, learner-centered environment focused on inquiry into engaging problems;
- Enrich and extend professional learning for all teachers and instructional leaders; and,
- Enable all school personnel to effectively and comfortably use technology as a teaching and administrative tool so that more resources and time can be focused on teaching students.

The new facility will support a variety of improvements in the school's technology, for example, but not limited to: a more robust and reliable wireless network to support multiple devices per user; multiple and strategically placed electrical outlets and drops for easy access, relocation and setup; sufficient space for technology closets; and well provisioned classrooms that redefine the current standard. We are planning for the standard learning space to include: a wireless access point and appropriate network drops; voice over internet protocol (VOIP) phone; a mounted projection/interactive whiteboard with enhanced audio system; two (2) classroom desktop computers with speakers and headphones; a district-issued teacher desktop, classroom tablet, and document camera. Teachers should have access to control and utilize much of this technology through a smart teacher control panel with USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and speakers. With this as the standard, there will be learning spaces that have more technology in the room and others possibly less. The technology in the room should be dependent on the educational goals and functional demands of the space.

Project-based learning is an area of curriculum and instruction in need of significant growth, and the new building will not only support these improvements but, with the proper 21<sup>st</sup> century school design, can promote growth in this area. A new Tisbury School will improve collaboration, encourage curiosity and inquiry, and be user-friendly, with technology that is accessible, sustainable, and flexible. Two project areas, each large enough to accommodate a full grade level, will support this.



## English Language Arts/Literacy

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

Tisbury was well positioned for the move to the Common Core State Standards, through a rigorous priority learning standards identification process. This provided a strong foundation with which to meet the demands of the new Massachusetts Curriculum Frameworks.

Literacy instruction in Tisbury includes:

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

Schedules for grades 1 – 4 reflect a daily literacy block of 90-120 minutes. During this protected instructional block, students receive small group reading instruction from their classroom teachers and may participate in a variety of language arts learning centers, allowing students to refine reading and writing skills. Students who receive targeted literacy interventions do so outside of this time, their core instruction in literacy. Interventions may be provided by a literacy specialist, a special educator, or an ELL teacher. In grades 5-8, students have a daily 55-minute block of English Language Arts instruction. Students requiring additional supports and literacy intervention receive targeted instruction from classroom teachers, special educators and ELL teachers during designated 30-minute instructional blocks each day.

Teachers use multiple assessments to measure student progress, including running records and observational notes. In grade level data meetings, teachers examine whole class and small group instructional implications, as well as identify students and develop plans for individual literacy interventions.

Although most of the reading and writing instruction takes place within the classroom environment, smaller work areas are necessary to facilitate individualized instruction, including both 1:1 and small group settings for discussions and conferencing. In addition, small work areas are needed to support individual and small group general education interventions in reading and writing, inside and outside the classroom. Literacy specialists need office space in which planning, coaching, direct instruction, and intervention can take place.

### English Language Learners (ELL)

The English Language Learners (ELL) program provides services to students whose primary language is not English and who are not yet proficient in English. The program provides support, with services focused on students' English language acquisition, literacy development, social integration, and academic achievement.

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

Currently, 25% of the student population in our school is made up of English Language Learners, so in a 315- student school, we anticipate that the ELL program will support 80+ students, requiring at least two classrooms in the school. Small groups of students meet with ELL teachers several times per week both in and out of the classroom for direct English instruction.

### Library/Media Center

The Tisbury School library/media center (LMC) should be centrally located, the heart of the school. Used heavily, the LMC has scheduled classes as well as the opportunity to reserve space for research, presentations, and meetings. It is a gathering hub for the school, and houses desktop computers and mobile laptop and ipad carts. The presence of audio-visual technology will support the student-run television program that is produced and filmed in the LMC. The space needs to be flexible to allow the room layout to be adaptable to different uses. There should be adequate space for display of student work. Currently, the space has over 16,000 volumes, and needs to provide for growth. Given that most K-8 students visit the LMC multiple times each week, the space needs to provide for a variety of needs. It also should provide opportunities for community use, after school hours and on weekends.

### Mathematics

The goal of the mathematics program in Tisbury is to meet the needs of all learners so that they become critical problem solvers and reflective thinkers about mathematics in our evolving global, technological, and digital world. We also seek to stimulate interest and curiosity in the field of mathematics to develop students' passion and interest in a math career. The mathematics program is grounded in the 2011 Massachusetts Curriculum Frameworks for Mathematics, in both Standards for Mathematical Content and the Standards for Mathematical Practice. The transition to the new standards started with focused attention on students' learning through the Standards of Mathematical Practice.

The most effective instruction for in-depth math content and deliberate attention to mathematical practices places different requirements on the physical space. Instruction varies, in that there are opportunities for individual learning, pairs and small groups, and whole-class instruction. Teachers need the space to change as instruction changes – furniture easily reconfigured for different groups, technology easily employed throughout the room, ample space so that students can spread out and use a variety of objects to manipulate and see the math, projection with robust Internet access to show real-life applications and simulations, examples of mathematical models, and sharing student work. Appropriate, safe and secure storage space is also critical to accommodate the various manipulative materials that students use to explain their mathematical thinking and problem solve.

The needs of the physical space in K-4 for math are mirrored in the middle grades. In grades 5-8, students continue this progression to geometry, algebra, probability and statistics, again focused on student learning and application. Teachers use instructional materials from chosen curricula, as well as those developed by the Math Department to align with the content and practice standards. Teachers are utilizing instructional practices and mathematical experiences that are accessible to all, and provide opportunities for all students to engage in meaningful mathematics. There are opportunities to work with other teachers to integrate the disciplines and highlight STEM project-based opportunities.

Students are supported and challenged in various ways through teacher collaboration with Math Specialists. In addition, we are piloting adaptable universal screening assessments and instructional support programs in different grades across the schools. This will help us target student-learning needs across the units of the math curriculum and across all grades. This level of detailed analysis will support more targeted instruction and map student progress over time.

Students who show mastery of grade level standards engage in enrichment that takes the math concept deeper and provides more learning of the concept. As with all other examples, this type of creative investigation requires flexible educational spaces. Students also have opportunities to engage in online coursework, requiring access to devices and robust Internet connections.

The math specialists at the Tisbury School, who provide individual and small group support across all grade levels, require adequate office and teaching space. The space is used for collaborative planning, coaching teachers, and intervention work with students. For interventions and pullout services, math specialists need well-equipped learning spaces with access to the appropriate technology that supports math learning and assessment. The space should be adaptable to accommodate students of various ages as specialists work with students across grade levels. Teachers and students will benefit from the office size, storage facilities, flexible configurations of space, and location. Proximity to classrooms as

well as other specialists is important due to the frequent student transitions and the ongoing collaboration between specialists.

### **Performing Arts**

The Tisbury School is proud to continue a tradition of a strong performing arts department. The school has vocal music instruction for all students across all grades. In grade 2, students have the opportunity to begin participation in a strings program. In grade four, all students have the opportunity to begin the study of a band instrument. The school hosts a variety of music concerts (choral and instrumental) throughout the school year. Additionally, students in grades 4 – 8 are involved in musical theater. Performances take place in the gymnasium, which has a capacity of 350 people.

The new building will have a tremendously positive impact on the performing arts department. An improved stage, preferably located in a “cafetorium,” will provide a more appropriate, appealing, and comfortable venue for student performances and audiences, and also serve community use.

### **Physical Education**

The physical education department provides standards-based instruction to all students across grades K-8. Students participate in quality instructional physical education programming twice per week, for 30-35 minutes in each class. The curriculum is presented in accordance with the Massachusetts Frameworks and the National Standards for Quality Physical Education. The curriculum follows a developmental sequence from body management competence, to fundamental skills, to specialized skills, while simultaneously addressing physical fitness and social skills. The physical education facilities will require ample and appropriate storage space for large physical education equipment and supplies that can be easily accessed and set up. Additionally, bleachers that can accommodate spectators are desired, as athletic events (basketball, volleyball, floor hockey) are held as part of the junior high sports program.

### **Science and Engineering**

Tisbury’s Science & Engineering program is designed to actively engage students in their own learning using hands-on inquiry, outdoor learning, intriguing materials, science notebooks, scientific tools and high quality media (books, video and online resources) accessible to all learners. The curriculum integrates science/engineering content, science and engineering practices, and crosscutting concepts and is aligned with the new Massachusetts Science Technology and Engineering Curriculum Frameworks that are based on the national Next Generation Science Standards.

The middle school science lab (available to grades 5-8) needs to be an ample, flexible space for students to work and for the safe storage of science materials and supplies. Specific needs of a science lab are in addition to the general design and development of other contemporary teaching spaces – wall space for visuals, projection area(s), technologically

versatile, natural light, flexible furniture, etc. Storage space for tools and other “making” materials needs to be provided.

In order to implement our robust and rigorous hands-on, inquiry-based science and engineering curriculum, teachers require flexible spaces beyond the classroom that invite and promote creativity, innovation, and collaboration. The industrial technology and engineering classroom (serving students in grades 5-8) and makerspace/project areas (K-8) will serve these needs. These spaces need to be equipped with wall space for recording questions and ideas, sinks to provide water for investigations and cleanup, space for storing tools and “making” materials (glue guns, cardboard, etc.), and adequate storage space for science materials. Sunny windows are needed to grow plants. These spaces should be central to classroom clusters.

Although students will be “making” (solving real world problems by creating solutions) in their classrooms, the stand-alone makerspace is needed to allow students to have a place to extend their projects. This space will provide a common area where students can display and present projects. It will need to be equipped with sinks, design “thinking” walls for recording ideas and questions, tools, tool walls, sewing machines, etc. as well as spaces for laptops. It also could house the 3D printer.

Outdoor learning is built into the science and engineering curriculum. We envision using the outdoor spaces of the school as learning labs (providing field trips right outside the school doors). Students can observe and study the natural world in areas that include outdoor seating areas so that classes can go outside, not only to study science, but also to listen to stories and engage in other group work.

### **Social Studies**

The K-8 social studies department includes units of study in civics and government, physical and human geography, economics, and US and world history. Along with content, teachers are developing strategies for explicit literacy instruction, including how to make difficult primary texts accessible to all students and disciplinary literacy instruction. Each unit lesson includes modification and differentiation suggestions, assessment options, and identification of natural connections to other subjects to support the development of interdisciplinary units.

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

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

### Visual Arts

The Tisbury School has a vibrant visual arts program serving K-8 students. Ideally located adjacent to an outdoor space, the art room houses supplies and equipment necessary for varied instruction methods. A kiln is used regularly, requiring the presence of an appropriate safe room and storage space. In art, students develop observational skills, inquiry, creativity, and craftsmanship through illustration, painting, pottery, ceramics, and design and production with wood, leather, and other assorted materials. Students make projects and produce artwork to decorate and display around the school. A mural in the cafeteria is an example of this, as well as painted ceramic tiles. Presentation of student artwork is essential for building a sense of pride and ownership, celebrating creativity, and providing a public audience.

### World Language (Spanish)

K-8 Spanish instruction takes place in its own dedicated classroom, and therefore is directly impacted by the distribution of classrooms throughout the building, as all students must travel to this space. Thus, its location needs to be thoughtfully considered, and ideally as central as possible. As well, the Spanish classroom needs to be a space that comfortably accommodates students ages 5-14. Its layout and furniture must therefore offer flexibility.

With a solid foundation in oracy, students are well prepared to move into literacy-based language instruction in later grades, when students continue to focus on oral proficiency while also developing skills in the interpretive and presentational modes of communication. Authentic materials in the target language become an essential source of input for students, requiring individual and group access to technology. Flexible space is needed for students to circulate to talk with each other or to work individually, in pairs or in small groups.

## SPECIAL EDUCATION AND STUDENT SERVICES

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

Inclusion is a core belief and practice at the Tisbury School. This educational model expects us to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. In 2016-2017, 14% of all students in Tisbury had documented disabilities.

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

The location of the classrooms allows staff to communicate and collaborate fluidly throughout the day on student needs and programming. To support teachers, special educators and families, there should be a small conference room that is primarily used for IEP meetings and Child Study Team meetings. This conference room should be able to hold at least 12 people comfortably.

The dedicated special education resource rooms in the new school should provide equitable access to high quality learning. Equitable access begins with being fully ADA compliant and includes equity in classroom quality, access to natural light and windows, as well as proper heating and ventilation. Special education classrooms need to be flexible and easily reconfigured, given that different students are served in the same space at different times. In addition, accessibility to a wide variety of technology options is essential. Assistive

technology plays a critical role in supporting engagement and learning for students with special needs. Different devices and equipment for different purposes need to be available with supports for quick set-up and secure storage.

### **Flex Spaces**

Flex spaces, located near classrooms, are desired for students with varied disabilities who require a flexible level of services outside of a general education classroom. These spaces would provide special educators opportunities to conduct small group instruction, social skills groups, and collaborate with other related service providers to support students. Students may receive higher levels of direct, specially designed instruction in academic areas within the flex spaces. There should be several such rooms in the building located both in the K-4 classroom area and in the 5-8 classroom area. Within each room there should be adequate space for academic support, social skills instruction, an area for sensory support and quiet academic work.

### **Student Services**

In addition to the special education services our educators provide, a wide range of specialists including school psychologists, social workers, speech and language pathologists, occupational therapists, and physical therapists provides other essential services and support. In most cases, these positions are shared among more than one school, but together they represent a team-based approach to supporting students and families at the elementary level. In order to provide coordinated services and promote collaboration among these professionals, the Tisbury School should include two separate dedicated spaces for these services. The occupational therapy and physical therapy space should include necessary equipment to serve students' needs. As such, it could be located near the gymnasium, as some equipment could be shared with the physical education department.

### **Guidance**

With two full-time guidance counselors, the Tisbury School needs two separate dedicated spaces to serve K-4 and 5-8. The K-4 guidance office will ideally be located close to both the nurse and associate principal. It needs to provide adequate space to host 4-6 individuals, particularly considering that a common practice is for the counselor to conduct lunch groups with students. Neighboring this should be a small conference room to serve as a "de-escalation" space for students who require a safe, confidential setting to meet with staff and/or parents. The 5-8 guidance office should be located near 5<sup>th</sup> grade classrooms and special education spaces. It should not be next to the principal's office. It should also provide ample space to comfortably accommodate 4-6 students for lunch groups. All of these spaces should allow for privacy but include doors with windows that can be covered as necessary.

### **Health Services**

The Health Services Suite houses the nurse and allows students to be checked, receive services, or wait comfortably for a parent, guardian or family member to pick them up. The Health Service Suite requires an entry or reception area where students can await services,



two examination/treatment areas that include beds and space for private meetings and confidential consultations. There should be locked storage, a sink, and a refrigeration unit in the nurse's office. Also in this suite should be a separate ADA-compliant restroom. The suite should be located close to the general/main school office and associate principal.

## SCHOOL CULTURE AND SOCIAL EMOTIONAL LEARNING

It is the mission of the Martha's Vineyard Public Schools and the Tisbury School to prepare students for a successful transition from early childhood to adulthood. Students will develop critical minds, compassionate hearts, healthy habits, and confidence through educational experiences filled with high-quality instruction and meaningful opportunities. Our students will be engaged citizens and good stewards of their communities. To truly live this mission, it is essential that our school is safe, welcoming, respectful and nurturing. Such a culture is created when everyone in the school is aligned to requisite beliefs, values, and behaviors. Children need to learn these beliefs, values and behaviors, and adults need to model, guide, and explicitly teach them to children using intentional strategies in order to establish a culture conducive to learning.

The physical structure and spaces need to support and reinforce the school's culture. Overall, to support a positive, collaborative, and welcoming culture, the school needs to provide gathering spaces to promote social interaction and engagement among students and adults. The Tisbury School needs to facilitate and encourage connections among grade levels and across the disciplines, be welcoming by design, and show evidence of collaboration, respect, and high expectations with student work prominently displayed throughout the school. All of this supports the social emotional learning of students.

Elements of *Responsive Classroom* (K-4) and *Developmental Designs* (5-8) represent the social emotional curriculum in Tisbury. Both require classroom space to conduct morning meetings. Each classroom should accommodate these class meetings and other similar functions that are developmentally appropriate. Larger project areas also provide adequate space for full grade level meetings, presentations, and performances.

## OUTDOOR SPACE FOR PHYSICAL ACTIVITY

The use of outdoor spaces for physical education, athletics, recess, and curriculum-based learning will be an integral part of the learning at Tisbury's new PK-8 elementary school. Dedicated and age appropriate playground space is needed for all grades. A playground specifically for PK-1 grade cluster is necessary with easy access for these grade levels, as they will often have more than one recess per day. Space for grades 2-4 and 5-8 play areas can be integrated as long as they contain a variety of spaces and structures appropriate for the broad developmental and recreational needs of this age span. A soccer field and basketball court should be included in playground design.

A school garden, maintained by Island Grown Schools staff and Garden Club students and integrated across the K-8 science curriculum, should be easily accessible from an exit in close proximity to classroom clusters to ease access during class periods for a variety of grade levels. This area could include a greenhouse and composting facility as well.

## PROFESSIONAL LEARNING AND TEACHER PLANNING

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

As designers of learning, teachers will spend time planning with colleagues to create the best learning experience for all students. Educators need appropriate and well-provisioned spaces to gather to analyze data, determine next steps for instruction, participate in a webinar, review student work, vet online resources, and read and discuss the contemporary literature of the profession. Suitable meeting space necessary for this variety of professional collaboration and learning is needed. These needs will be met with two work areas (one K-4 and another 5-8) that have tables for group work, storage for materials and professional resources, and individual workspaces.

## LUNCH PROGRAM

The mission of the Tisbury School lunch program is to provide healthy, nutritious, affordable meals to the students and staff. Breakfast and lunch are served daily. As part of the National School Breakfast and Lunch Program, we follow guidelines set by the USDA regulating what qualifies as a healthy breakfast and lunch. Meals are cooked from scratch and we are continually looking for ways to improve our school meals. This effort is in partnership with the Wellness Committee and Island Grown Schools, groups committed to providing locally sourced foods in our school cafeteria. Plentiful freezer space is necessary for storage of local vegetables and fish, which are gleaned, harvested, and purchased “in season,” then frozen to be used later.

The Tisbury School cafeteria should be large enough so that the entire school is able to eat lunch over the course of two lunch periods. An appropriately sized cafeteria will ensure that lunch can both start and end at appropriate times. A neighboring staff lunchroom is desired.

## TRANSPORTATION

The Tisbury School provides bus transportation for K-8 students residing more than 1.1 walking miles from the school. These students are transported at district expense. Families of students who live less than 1.1 miles from the school are responsible for their own transportation. The district will make exceptions for students whose needs are "safety" related. Appropriate Special Education transportation services are separate from regular bus transportation.

Two busses easily accommodate the current transportation needs of students. If the school is relocated to another area of town, it is possible that additional busses will be necessary to accommodate a greater number of students who qualify for transportation.

For students who walk to school, routes are staffed with a total of six crossing guards, in various locations. While the school community desires encouraging increased biking and walking to school, safety concerns with neighborhood roads and traffic make this prohibitive. An inordinate number of students are driven to school by parents daily. This is the most common method of transportation used by families.

## FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Functional and spatial relationships and adjacencies are the key to the successful design of the new facility. These relationships between classrooms and programs in the school define the programmatic, functional, spatial, and environmental requirements of the educational facility and become the basis for the design at the next phase. The Tisbury School will rely upon 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 integrated classrooms at grades K-8, requiring specialized instruction and an emphasis on inclusive practices.

Community is a core value among students, staff and parents. The Tisbury School will be a warm and inviting place for children, staff and families. A priority for the students, staff and community is to retain a “small school” feel in the elementary school design. The school will require a welcoming main office and community arrival space that can accommodate a large morning influx of students, as well as 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 will provide extended day programming. Community gathering space is necessary, as well as smaller spaces for homework support, small group activities and gross motor play.

The Tisbury School will be 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 SAFETY

The new school facility will ensure the safe drop off of students, with safe secondary access for emergency needs. The Tisbury School requires:

- Access Control utilizing a security access fob device by authorized staff
- Visual Security of entrances utilizing a video monitoring/recording system that will be monitored at the main office by administration and the School Resource Officer
- Safe staff parking
- Safe visitor parking
- 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 vehicular traffic
- Visual monitoring of the driveway and parking lots
- Safe access for kitchen, facility, and shipping/receiving separate from school traffic at the main entrance
- Safe and appropriate access to the perimeter of the building and play fields