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

RECEIVED
DEC - 6 2019
J. Hillary Conklin
Tisbury Town Clerk

MEETING MINUTES
November 13, 2019
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

*Late arrivals or early departures.

Daedalus Projects, Inc. (Owner's Project Manager/OPM) representative: Christina Opper

Others: Marie Laursen, Melinda Maveety, Melissa Ogden, Natalie Krauthamer, Jynell Kristal, Anna Edey, Mary Ellen Larsen, Whitney Burke, Sean DeBettencourt

The Tisbury School Building Committee (TSBC) was **called to order** at 5:04 PM

(Recorder's note: discussions are summarized and re-grouped for clarity and brevity.)

Designer Request for Qualifications

a. **Review of submitted proposals**

Three proposals were received and hard copies have been distributed to the committee for review. Digital copies will be made available by the OPM in the committee's drop box.

No short-listing of the responding companies needs to be done.

b. **Preparation for interviews, including finalization of interview questions and review of architecture vocabulary sheet**

Peter Gearhart shared an informational paper titled: *Architectural Process-Feasibility*. It reviews what he anticipates should be included in the Feasibility Study and who usually has responsibility for which areas. A list of Terminology is also included.

The committee discussed the edited version of the interview questions created by Richard Marks for the November 6, 2019, meeting. *[See attachment for wording of specific questions.]* By consensus, the committee agreed to the following questions.

Question 1: No Change

Question 2: No Change

*Question 3: No Change – The committee recommends that this question be given to

the interviewees in advance.

Question 4: No Change

*Question 5: No Change – The committee recommends that this question be given to the interviewees in advance.

Question 6: Delete this question.

Question 7: No Change

Question 8: Remove "space" in phrase "MSBA space requirements."

*Question 9: Add to the end of the question: "while taking into consideration the school's placement in an established neighborhood." The committee recommends that this question be given to the interviewees in advance.

Question 10: No Change

Additional questions:
Question 11: Are you prepared to give multiple options for the project? Will you please elaborate.
Question 12: What excites you about this project?

With three (*) questions provided in advance of the interviews and the two added questions, there will be eight questions asked at the interviews.

The committee agreed that the interviewees presentations should be no longer than 20 minutes, leaving 40 minutes for questions. Rachel Orr is willing to act as interviewer.

Education Program - recent revision

The updated Educational Program has been distributed to the committee. Rita Jeffers provided a summary of the program which was created by a group of teachers. They also created an education/teaching terminology list which was shared. These items will also be added to the TSBC website. Since the program has references to both the MV Public School's Strategic Plan and the Tisbury School School Improvement Plan, links to those documents will also be created.

Website and public outreach, update and discussion

Christina Opper provided her summary of the communications working group's first meeting. She noted that the primary focus of the meeting was reviewing ways to clean up the website, with the goal of having clear and concise new information readily visible and keeping information from the previous project available but not prominent. She also stressed the need to identify and develop other information outlets/options in the town.

Alice Robinson distributed a hard copy list of websites from other projects Daedalus has managed. A digital version of the list has also been emailed to committee members.

Grant Opportunities

Ms Orr will talk with Jay Grande about the town's continued discussion with Vineyard Power for funding opportunities.

Board of Selectmen report (Jim Rogers)

Jim Rogers has some concerns about the process of remediation, but no action has been taken that will delay the current work.

School Committee report (Mike Watts)

The TSC is trying to coordinate a joint TSC/Selectmen's meeting to act on the TSBC recommendation for the designer on Friday November 22, 2019.

Encapsulation of the lead and pealing paint at the school has started on the 3rd floor. Working hours are 4:00 PM to 2:00 AM, Monday, Tuesday and Thursdays, plus some weekends, possibly. Work is on schedule to be completed by December 20, 2019.

HVAC work has yet to be contracted, but is anticipated to be completed along side the encapsulation work.

Radon testing has been completed and test results should be forth-coming.

Review of correspondence received

a. PTO request for the TSBC complete the mission statement and post it on the TSBC website. Response: School Committee has drafted the mission statement and the Selectmen are reviewing it. A vote is expected soon. Mike Watts volunteered to follow up with the PTO.

b. Solarazzo family concerns about keeping the Educational Program as the focus for decision-making about the school design was acknowledged.

Committee members requested that Ms Orr bcc: email responses to correspondence so that members are current with community concerns and that these concerns have been acknowledged.

Confirmation of next meeting date and discussion of upcoming agenda items

Next meeting will be November 21, 2019, at 1:00 PM in the Katherine Cornell Theater Interviews with the design firms are scheduled: 1:15 – 2:15: T2; 2:30 – 3:30: open (anticipating Arrowstreet in this time slot); 3:45 – 4:45: Tappé. If necessary, November 22 may also be used. Deliberations will occur shortly after the end of the interviews.

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

Reminder from Reade Milne: Marc Rosenbaum will be presenting his work on a deep energy renovation at the Plainfield, NH, Elementary School. Presentation will be at the West Tisbury Library, Monday, November 18, 2019, 5-6 PM.

Anna Edey would like to make a presentation about her ideas for a highly energy efficient, 10,000 square foot addition for the school. She also has some ideas on low-cost air purification systems she would like to share with the HVAC specialists. It was recommended that it would be most appropriate for her to present her ideas to the design team, once they are hired.

Adjourned by motion, second and voted unanimously by those present, at 6:50 PM.

Minutes respectfully submitted by Alice Robinson.

Attachments:

Architectural Process-Feasibility
Designer Questions Draft 2
websites from other projects
updated Educational Program
summary of Educational Program
education/teaching terminology sheet

Alice Robinson – Recording Secretary

11/21/19
Date

Rachel Orr – TSBC Chair

11/21/2019
Date

Minutes approved by TSBC 11/21/19

Feasibility Study: Process led by TSBC + TSC + OPM + Architect + Architect's Consultants. Identifies project requirements based on the Educational Program, architectural plans reflecting those requirements, and preliminary costand. Attempts to answer major questions early in the decision process and explore design solutions reflecting the answers.

1. Determination and analysis of existing conditions – Architect + Architect's Consultants + OPM. Design determinants that shape options - Site, utilities, building, environmental
2. Architectural Program – TSC + TSBC + OPM + Architect + Architect's Consultants. Translates Educational Program into square feet, adjacencies, and functional needs. Should include special requirements like storage, noise, finishes, etc. Should include exterior drop off, bus access, structured play, etc. TSBC needs to listen and understand functions and size.
3. Develop preliminary design options – Architect + Architect's Consultants + OPM. Develop related budgets, and timeline. Includes site plans and renovation / addition layouts.
4. Select design option to develop into Schematic Design – TSBC.

Terminology:

ADA – Americans with Disabilities Act – Passed 1990, Amended 2009.
AAB – Architectural Access Board – MA. only. Relief available for compliance by variance.
Adaptive Reuse – Alterations to change the use of an existing building.
Building Efficiency – Applies to both space and energy. Ratio of primary to support spaces
Building Envelope – The waterproof elements protecting conditioned space
CAD – Computer Aided Design. Computer generated drafting. First offered in 1982. DWG format
BIM – Building Information Modeling – Digital representations of physical characteristics.
REVIT – BIM system that uses detailed 3D design tools for building features.
CD's – Construction Documents. All drawings, specifications and addenda for construction.
CM – Construction Manager. Oversees construction with sub-contractors doing the work.
CMAR – Construction Manager at Risk. CM agrees to GMP. Architect and CM work together.
CO's – PCO's - Change Orders and Potential Change Orders during construction phase.
Code Compliance - 780 CMR – MA State Building Code 9th Edition. Interpretive on existing buildings.
Relief available for compliance by variance process.
Conceptual or Preliminary Design – Architectural designs showing relative sizes and adjacencies.
Design Determinants – Any item that informs the design.
DSB – Designer Selection Board. Board qualifying architects for MSBA work.
FFE – Furniture Fixtures and Equipment. Items usually not included in the GMP.
GC – General Contractor. Oversees construction with staff and sub-contractors doing the work.
GIS – Global Information System. Geographic mapping data.
GMP – Guaranteed Maximum Price. Agreed upon maximum price between Owner and Contractor
GSF – Gross Square Feet – includes usable and unusable space.
NSF – Net Square Feet – usable space.
MEP – mechanical, electrical, plumbing
SD - Schematic Design – Architectural plans showing fgeatures of program space at scaled size.
LCC - Life Cycle Cost – Cost over useful life
LEED - Leadership in Energy and Environmental Design – Certification of sustainable design.
Net Zero – Energy production equals energy consumption
PV's – Photovoltaic or solar panel
Specifications - A detailed narrative describing materials, methods, and quality of a specific item.
WBE / MBE – Women Owned Business / Minority Owned Business

Tisbury School

Questions for Architects

November 6, 2019

Prepared by Richard Marks/Daedalus DRAFT 2

1) How will you approach accommodating teaching/learning during construction?
2) Does your proposed project manager have renovation experience? If so, cite specific examples.
3) There is strong interest in environmental issues on Martha's Vineyard. Cite some examples of specific measures you have used to improve energy efficiency and sustainability in previous projects that are applicable to the Tisbury School.*
4) Discuss your team's approach to completing each phase of this project in accordance with the proposed schedule. What are the tradeoffs for fast-tracking a project?
5) Describe your approach to designing an accessible 21st century PreK-8 school campus in an older building including:*
    a) the integration of sustainable design elements
    b) design of modern mechanical and electrical systems
    c) designing for current security best practices.
6) Discuss how you selected the key consultants and why you feel that they are the best firms for this school.
7) What are the key challenges for the Town of Tisbury for this project?
8) The project does not have MSBA funding and therefore is not required to meet the MSBA space requirements. What opportunities does this create that may save money and increase efficiency?
9) How will you create an integrated site design which improves access, play areas, security, site circulation and the overall aesthetics of the campus?*
10) How have you successfully provided "value engineering" to help meet budget constraints while not sacrificing quality?

*Indicates questions to be provided ahead of the interview

Here are some links to other school project websites:

Bridgewater, Mitchell Elementary School
http://bridgewaterschoolproject.com/
(this is run by Christina)

Nauset Regional High School
https://nausetbuildingproject.com/
(this is run by Christina)

Lincoln School
https://lincolnsbc.org/
(this is a non-MSBA project)

Belmont Middle & High School
https://www.belmont-ma.gov/belmont-high-school-building-project
(this is run by a group of School Building Committee members)

Weymouth, Maria Weston Chapman Middle School
http://www.anewchapman.org/

Easton Early Elementary School
https://sites.google.com/easton.k12.ma.us/eastonearlyelementaryschool/

Tisbury School
Education Program

Tisbury School
Martha's Vineyard Public Schools
40 West William Street
Vineyard Haven, MA 02568

Prepared by: John Custer, Principal
November, 2019

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TISBURY SCHOOL EDUCATION 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 for 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 Massachusetts Comprehensive Assessment System (MCAS). 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, industrial technology, health, physical education, and computers. 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 and education of the whole child. The School Committee and administration are considerate of this, and together have ensured that the educational needs of all children are the highest priority when it comes to spending.

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 - 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 (MVPS) 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 project should 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 desires to add a pre-Kindergarten program in the improved Tisbury School to address growing community needs. As of October 1, 2019, there were 288 Kindergarten through 8th grade students enrolled. (It should be noted that 20 students unenrolled in September 2019 following the relocation of classrooms due to concerns with lead paint. These students had planned on attending the Tisbury School. Accordingly, anticipated enrollment was 308.) No preK students are currently served, due to a lack of space in the current facility.

The Tisbury School's current space limits educational opportunities, especially for Special Education and English Language Learner programs. Students thrive in 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 program, for pedagogical reasons, calls for clustering grade levels. This creates the necessary intimacy and scale to create caring, connected, and collaborative learning communities to meet the academic and social-emotional needs of children.

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 education program desires a pre-Kindergarten classroom allowing the school's youngest learners to be housed in an elementary school setting.

Grade levels should be clustered to allow teams of teachers to work with their cohort of students. A 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 envision 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.

Input from teachers and 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.

Through programming and physical space, the school also takes into consideration the separate and distinct needs of 7th-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.

CLASS SIZE

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 personalized learning environments.

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

2 Section School

Grade Level	# of Classrooms	Current Class Size	Enrollment with Avg. Class Size
Pre-Kindergarten	1	16	16
Kindergarten	2	16	32
Grade 1	2	12	24
Grade 2	2	17	34
Grade 3	2	16	32
Grade 4	2	16	32
Grade 5	2	12	24
Grade 6	2	21	42
Grade 7	2	17	34
Grade 8	2	19	38
Total	19	16	308

SCHEDULING

The availability of appropriate spaces to work with students directly impacts effectiveness and efficiency of the school's master schedule. To maximize time on learning, schedules are created mindful of the importance of suitable spaces for classroom instruction and all program needs.

The Tisbury School has a rich program of Unified Arts (UA) classes – world language, visual arts, computers, industrial technology, library/media studies, physical education, health, 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. Appropriate space to provide a high level of instruction is essential.

The English Language Learner (ELL) program requires consideration in the school's master schedule. The support system for 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 three designated ELL classrooms at the improved 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 support program spaces should be located with proximity to the classrooms of the students they serve.

In addition, the Tisbury School needs to provide additional types of spaces for the teaching and learning that is aligned to our local standards and our strategic goals, driven by students' needs. These include:

- Appropriate spaces for math specialists and literacy specialists providing intervention services to students; 4 literacy and math specialist spaces are needed to support K-4 and 5-8 students.
- For vocal music, grades K-8, students require an appropriate space, separate from the space that houses the instrumental music program.
- 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.
- Adequate and appropriate spaces aligned with specific program needs for physical education, computers, world language, industrial technology, visual art, and health.
- A library/media center that provides access to resources and technology.
- Fully accessible classrooms allowing students with physical disabilities to use any learning space in the building.
- Appropriate professional spaces available for teacher collaboration.

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 is adaptable with its staffing support, instructional methodologies, and assessment practices.

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 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.

The School Building and School Setting as a Classroom

Revitalizing a 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 role in the culture, educational approach, and daily lives of students and teachers. Environmental protection is critical on the island, and the improved school should reflect the passion that many residents have for preserving the environment. Tisbury's improved elementary school should stand as a physical demonstration of environmental stewardship and innovation, providing a local case study for sustainable school construction.

Core Academics: English/Language Arts

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.

The Tisbury School 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 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, support teachers, 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 require office space for planning, coaching, direct instruction, and intervention.

Core Academics: 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 Common Core Standards and Massachusetts Curriculum Frameworks for Mathematics.

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.

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 utilize instructional practices and mathematical experiences that are accessible to all, and provide opportunities for all students to engage in meaningful mathematics. There are opportunities to work with other teachers to integrate the disciplines and highlight STEM project-based opportunities.

Students are supported and challenged in various ways through teacher collaboration with Math Specialists. 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 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.

Math specialists at the Tisbury School, who provide individual and small group support across all grade levels, require adequate space for:

- collaborative planning
- coaching teachers
- intervention work with students
- access to the appropriate technology that supports math learning and assessment.
- accommodation of students of various ages

Core Academics: Science

Tisbury's Science 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 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) should 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.

In order to implement a 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/engineering classroom (serving students in grades 5-8) should serve these needs.

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 do other group work.

Core Academics: 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 develop strategies for Humanities studies that include explicit literacy instruction, including how to make 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 increasingly 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 require physical spaces similar to the other core academic 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 activities, classrooms should have a smart teacher control panel with USB ports that allow for easy document camera connections, interactive whiteboard equipment controls, and speakers.

Support Programs: Special Education

Special Education services at the Tisbury School address the needs of identified learners with disabilities 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 2018-2019, 15% 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 improved 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 should allow staff to communicate and collaborate fluidly throughout the day on student needs and programming.

The four dedicated special education resource rooms in the improved school should provide equitable access to high quality learning. Equitable access begins with being fully ADA compliant and includes equity in classroom quality. 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. Accordingly, devices and equipment for different purposes need to be available with secure storage.

Support Programs: English Language Learning

Over the past decade, the student population of Brazilian students has steadily risen to over 25% of the students in the Tisbury School, requiring expansion of the English Language Learner (ELL) 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.

The 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. ELL classrooms should 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.

With nearly 75 ELL students, three ELL classrooms are necessary in the school, each serving students of varying ages and language abilities. Small groups of students meet with ELL teachers several times per week both in and out of the classroom for direct English instruction.

Support Programs: Response to Intervention

The Tisbury School offers focused academic supports in literacy and math. Four full-time specialist teachers manage the caseload of students who are determined to qualify for these services following standardized grade-level assessments. Best practice in education seeks to offer tiered support, often labeled Response to Intervention (RTI), to students to help them be successful. For students whose needs require additional supports, referral for special education services is considered. The Tisbury School has support specialist teachers for grades K-4 literacy, grades K-4 math, grades 5-8 literacy, and grades 5-8 math. The specific needs of each program require dedicated spaces, for both individual and small-group instruction.

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 procedures, the teacher may refer 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.

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 to over 30%. This demographic group historically performs lower on standardized tests, so the school has responded to this need by bolstering resources. Remediation (RTI) 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.

Unified Arts Subjects: Computers (Education Technology)

Technology and digital learning play an ever-increasing and critical role in teaching and learning, both inside and outside of schools. Computer lessons are taught K-8, and an appropriate computer lab is needed to house 24 digital workspaces 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 technology in each room should be dependent on the educational goals and functional demands of the space. The improved school 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. 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, it is understood that there will be some learning spaces that have more technology in the room, and others possibly less.

Unified Arts Subjects: Health

The Tisbury School uses the Michigan Model for Health curriculum for students in grades K-8. The comprehensive program includes units on:

- Social and emotional health
- Nutrition and physical activity
- Safety
- Alcohol, tobacco, and other drugs
- Personal health and wellness

The health classroom needs to be a space that comfortably accommodates students ages 5-14.

Unified Arts Subjects: Industrial Technology/Engineering

In order to implement a 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/engineering classroom (serving students in grades 5-8) should serve these needs.

This classroom should be outfitted with appropriate tools and resources to support instruction and practice with woodworking, design, analysis, building, and problem-solving. Learning activities and objectives include:

- measurement
- simple machines
- construction (bridges)
- transportation
- production
- manufacturing

Unified Arts Subjects: Library/Media Studies

The Tisbury School Library Media Center (LMC) is an integral part of the learning and school community at the Tisbury School.

Currently, the Library Media Center is used for:

- scheduled classes taught by the school librarian
- classes that are a collaboration between the classroom teacher and school librarian
- small group work
- individual student access
- student presentations

- special events
- Professional Development space
- student run television program
- community meetings

The current Library Media Center has:

- more than 15,000 books and other resources for students, teachers, and parents
- tables and areas for small groups to work and/or read
- an area for one class to meet while other students use the Library Media Center
- desktop computers (enough for an entire class) plus laptops for larger classes and individual use
- spaces for quiet and collaborative work
- presentation and other audio/visual tools that can be used by teachers and students
- a library curriculum centered on teaching information/media literacy skills (how to locate, access, and evaluate information)

Having moved well beyond being a repository for books alone, the Library Media Center is a place of learning that provides access to resources and technology, as well as a place where direct instruction happens.

An effective Library Media Center provides a high quality collection of resources and professional support for students and teachers for exploration, discovery, and innovation. An updated and improved facility would allow for the growth of the school's collection, as well as provide a strong, flexible learning space that allows for enhanced student learning.

Unified Arts Subjects: Music (Instrumental and Vocal; 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 are invited 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.

An improved building will have a positive impact on the performing arts department. An improved stage will provide a more appropriate, appealing, and comfortable venue for student performances and audiences, and also better serve community use.

Unified Arts Subjects: Physical Education

The physical education department provides standards-based instruction to all students across grades K-8. 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 require ample and appropriate storage space for large physical education equipment and supplies that can be easily accessed and set up. Additionally, bleacher seating that can accommodate spectators is necessary, as athletic events (basketball, volleyball, floor hockey) are held as part of the junior high sports program. The school gymnasium serves as a community space for events such as concerts, plays, Town Meeting, etc. For this reason as well as the education needs, the gymnasium should safely and comfortably accommodate all users.

Unified Arts Subjects: 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. Presentation of student artwork is essential for building a sense of pride and ownership, celebrating creativity, and providing a public audience. The art classroom needs to be a space that comfortably accommodates students ages 5-14.

Unified Arts Subjects: World Language

The K-8 Spanish program focuses on acquisition of basic listening, speaking, and writing skills in the target language. Songs, games, books, videos, and projects are used to teach and reinforce these skills along with familiar routines. The programs links 21st century skills for students. There is a focus on cross-disciplinary themes, creative and collaborative experiences, utilization of technology, and global awareness. Students are given opportunities to explore and understand the diverse cultures that speak the Spanish language throughout the world.

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.

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.

STUDENT SERVICES

In addition to the special education services our educators provide, specialists including school psychologists, social workers, speech and language pathologists, occupational therapists, and physical therapists provide 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 requires two separate dedicated spaces to serve K-4 and 5-8. The K-4 guidance office should ideally be located close to both the nurse. It needs to provide adequate space to host 4-6 individuals, considering that a common practice is for the counselor to conduct small group, social learning opportunities, including lunch groups with students. Neighboring this should be a small conference room to serve as a 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 5th through 8th grade classrooms. It should also provide ample space to comfortably accommodate 4-6 students for lunch groups.

Health Services

The Health Services space 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 space 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 space should be located close to the general/main school office.

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. Elements of *Responsive Classroom* represent the social emotional curriculum in Tisbury. Overall, to support a positive, collaborative, and welcoming culture, the school should provide gathering spaces to promote social interaction and engagement among students and adults. The Tisbury School facilitates and encourages connections among grade levels and across the disciplines, and shows 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.

OUTDOOR SPACE

The use of outdoor spaces for physical education, athletics, recess, and curriculum-based learning is an integral part of the learning at Tisbury's improved preK-8 elementary school. Dedicated and age appropriate playground space is needed for all grades. Space for grades K-4 and 5-8 play areas can be integrated as long as it contains 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.

PROFESSIONAL LEARNING

The improved school's physical spaces support a continued 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. As designers of learning, teachers will spend time planning with colleagues to create the best learning experience for all students.

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, and healthy snacks are available to students throughout the day. As part of the National School Breakfast and Lunch Program, we follow guidelines set by the USDA regulating healthy school breakfast and lunch programs. This effort is in partnership with the Tisbury School Wellness Committee and Island Grown Schools, groups committed to providing locally sourced foods in our school cafeteria. Adequate 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.

An appropriately sized cafeteria will ensure that students are comfortably accommodated and lunch can both start and end at appropriate times. As well, there should be separate areas for storage, preparation and cooking, and serving of food.

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. Two busses accommodate the current transportation needs of students. Appropriate Special Education transportation services are separate from regular bus transportation.

For students who walk to school, routes are staffed with a total of five crossing guards, in various locations. While the school community desires encouraging increased biking and walking to school, safety concerns with neighborhood roads and traffic flow make this prohibitive. The majority of students are driven to school by parents daily. This is the most common method of transportation used by families. Parking for staff, parents, and visitors is not currently adequate.

FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES

Functional and spatial relationships and adjacencies are key to the successful design of the improved 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. The Tisbury School relies upon adjacencies for communication, collaboration, flexible grouping, and teaming. Providing learning areas both in and outside classrooms for small group work and individual tutorial spaces is critical in a school with an emphasis on inclusive practices.

Community is a core value among students, staff and parents. The Tisbury School should continue to be a warm and inviting place for children, staff and families. A priority for the students, staff, and community is to retain the "K-8" feel in the school design. The school requires a welcoming main office 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.

The Tisbury School is a 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 should drive the design of the improved facility.

SECURITY AND SAFETY

The improved 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 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
- Appropriate, reliable technology to support safety and security needs

Tisbury School Education Program

- Educates the "whole" child - the arts are a valuable and integral part of the school's program. Students participate in vocal and instrumental music, art, industrial technology, health, physical education, Spanish and education technology. Dedicated spaces for these programs offer students appropriate settings for learning.
- Emphasizes respect, tolerance, community service, personal integrity and sensitivity toward diversity.
- Offers focused instruction to ALL students including those in Special Education, ELL and Response to Intervention through required least restrictive environments.
- Aims to have adequate space for these supports to offer students a safe, respectful, and trusting learning community close to their peers.
- Strives to provide supports to students to enrich their academic, social and emotional health and well being.
- Seeks to have a healthy and safe building for students and staff to work to their full potential. Plumbing and HVAC systems are in need of updating and an airtight building is required to improve the air quality throughout the school.
- Exhibits success through collaborative efforts of teachers, students, administrators, and parents. Providing teachers meeting space to discuss interdisciplinary and project based learning as well as integrations of students across grade levels and content areas.
- Intends to provide staff and students with sufficient technology to meet the current demands of today's educational standards. Updating wiring and devices is needed to meet the needs of our diverse students and a more robust and reliable wireless network is required to support present day technology.
- Requires necessary space to provide students and families with acceptable and confidential rooms for consultation with the nurse or guidance.
- Necessitates acceptable parking and pick up/drop off areas for parents and staff, ensuring safety and ADA compliance. Updated entrance ways are needed to make them accessible to all.
- Aspires to enable students adequate indoor and outdoor spaces for flexible learning opportunities and recreation.
- Desires to provide healthy, nutritious and affordable meals to students. In order to do so, the kitchen and cafeteria space need to be updated and expanded.

Concept/Acronym	Definition
DESE	The Massachusetts Department of Elementary and Secondary Education. Commonly called the DoE. The Department's work includes licensing educators, distributing state and federal education money, helping districts implement learning standards, overseeing statewide standardized tests, monitoring schools and districts, and convening districts and individuals to share best practices. In addition, they collect data to inform state and local decisions.
RTI	Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.
MCAS	Massachusetts Comprehensive Assessment System
MVPS	Martha's Vineyard Public Schools
Responsive Classroom	District endorsed social curriculum. The program requires space to hold daily morning meetings
IEP	individualized Educational Plan - In order to be found eligible for special education services, a student must be diagnosed with a disability that impairs their ability to make effective progress in school and thus requires specialized instruction and/or related services in order to make such progress.
STEM	Science,Technology,Engineering,Math project based learning
STEAM	Science,Technology,Engineering,Arts and Math project based learning
Educational Standards	Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core are *not* a curriculum. Local communities and educators choose their own curriculum, which is a detailed plan for day to day teaching. In other words, the Common Core is <u>what</u> students need to know and be able to do, and curriculum is <u>how</u> students will learn it.
Common Core	State education chiefs and governors in 48 states came together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 41 states and the District of Columbia have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared

	to take credit bearing introductory courses in two- or four-year college programs or enter the workforce. High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers. The standards promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad.
MA Curriculum Frameworks	http://www.doe.mass.edu/frameworks/current.html Art, Math, History & Social Science, ELA and Literacy, STEM, Digital Literacy & Computer Science, Science and Technology Engineering, Foreign Language, English Language Development, Vocational and Health
ADA	Americans with Disabilities Act
504	Section 504 ensures that a student with a disability has equal access to education by providing accommodations for the student. Students who qualify for a 504 plan cannot be denied the opportunity to participate in any aid, benefit, services, and/or activities that are available for students without disabilities. This includes school sponsored non-academic and extracurricular services and activities.
ELL	English Language Learner - students who are learning or speaking more than one language.
Character Development	Tying into developing emotional intelligence and the whole child approach to education, character development is a necessity in today's schools, both implicitly and explicitly. Teaching resolution of conflict and communication skills, modeling the growth mindset and grit, teaching acceptance and empathy, we have a responsibility to our students to develop not just their minds, but their character as well.
Collaborative Learning	Many new learning practices use collaboration, as science recognizes that we come up with our best ideas in groups. Furthermore, it represents real life, where students will eventually have to learn to work with others and their ideas.
Makerspaces	The lab within the classroom, a collaborative workspace that is sometimes high tech and sometimes not–coding, 3D modeling, robotics, woodworking, etc.–makerspaces are hands-on workspaces within the classroom. They are designated specifically for experimenting, building, learning, and ultimately, creating.

Project Based Learning	PBL is a collaborative learning method that addresses real-world problems, emphasizing critical thinking and problem solving skills. Starting with a challenging question or issue facing the community, students are given "voice and choice" in how they will solve the problem and evaluate their solution. Hands-on and community involved, PBL joins the next wave of classroom innovation.
Scaffolding	This requires breaking the learning up into manageable chunks with tools to accompany each section of the learning. Scaffolding is the step prior to differentiated instruction and can work in conjunction with it for those who need more help.
21st Century Skills	A blanket term for skills of the future. "The term '21st-century skills' is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world."
Learning Community	Students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as participants in the learning experience. Learning communities have been shown to increase student retention and academic achievement, increase student involvement and motivation, improve students' time on learning, and enhance student intellectual development.
Inclusion	Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. All students are accepted members of their school community, in which their educational setting is the same as their non-disabled peers, whenever appropriate.
CST Child Study Team	The purpose of the team is to work together to identify your child's learning strengths and needs, put strategies into action, and evaluate their impact so your child can succeed in the general education classroom.
Specials	Term used for art, PE, music, Spanish, Industrial Arts, Library/Ed Tech class. When a class goes to specials they are attending one of these.
Specialists	This is a broad term used to describe reading specialists, math specialists, Special Education and ELL teachers. When we have a specialists meeting it means that all these teachers come together to discuss a student or decide on how to create schedules that do not overlap services for students.