

Littleton Public Schools

Educational Plan

Shaker Lane Elementary School Project



Littleton Public Schools
Town of Littleton, MA

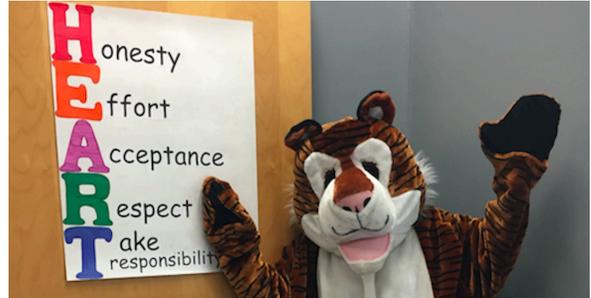
Shaker Lane Elementary School Education Program

As of August 14, 2024

MODULE 3: PRELIMINARY DESIGN PROGRAM

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INTRODUCTION

EDUCATIONAL VISIONING PROCESS

District Visioning Team

The district completed a series of school tours, observation days, visioning sessions, and programming meetings with Educational Planner Mike Pirolo and Educational Consultant Paul White from MLP Integrated Design, along with Studio G Architect as part of the visioning effort for the Shaker Lane School building project. Over 40 stakeholders participated, including parents, community members, school committee members, staff, and school and district administrators.

Anna Dyadko	Adjustment Counselor
Kerryn Fitzpatrick	Administrative Assistant
Rebecca Deacon	Assistant Principal
Katie Sapp	BCBA
Steve Mark	Business Manager
Lyn Snow	Director of Student Services
Elizabeth Steele	Director of Teaching and Learning
Sharon Kampersal	ELL Teacher
Jillian Anderson	Executive Assistant
Allyson Bullock	Grade 1 Teacher
Jessica Dussi	Grade 1 Teacher
Karen Giles	Grade 1 Teacher
Maggie Munnely	Grade 1 Teacher
Rebecca Roper	Grade 1 Teacher
Casey Ward	Grade 2 Teacher
Cheryl Pratt	Grade 2 Teacher
Shayna Garlisi	Grade 2 Teacher
Vanessa Holm	Grade 2 Teacher
Julie Lord	Instructional Tech Coordinator
Raina Sturtz	Integrated Preschool Teacher
Katie Linehan	K-2 PACE SPED
Heidi MacGregor	K-5 STEM Integration Specialist

Kelli Harte	Kindergarten Teacher
Michelle Barth	Kindergarten Teacher
Michelle Hurley	Kindergarten Teacher
Kris Hevenor	Library Tutor
Beth Moore	Math Interventionist
Mary Ethier	Occupational Therapist
Kari Eckley	Parent & SEPAC Representative
Rebecca Craven	Parent & SEPAC Representative
Tasha Clark	Parent, PTA, Substitute Teacher
Mark Bentley	Physical Education Teacher
Melissa Sloan	Preschool PACE SPED
Kristen Mamos	Preschool SPED Teacher
Michelle Kane	Principal
Rebecca Mawn	Reading Specialist
Jeanine Wood	School Committee Member
Danya Sciar	School Psychologist
Alli Gilman	Special Ed Administrator
Rosaria Cochis	Special Education Teacher
Haley Lowney	SPED
Crystal Hutchins	Speech Language Pathologist
Sherri Susser	Speech Language Pathologist
Kelly Clenchy	Superintendent of Schools
Perry Kenney	Unified Arts Teacher

Highlighted names indicate District representatives primarily responsible for developing this educational program.

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Goals, Priorities, and Guiding Educational Principles

Through the visioning sessions, constituents determined the following as our Overarching Goals and Priorities, as well as our Guiding Educational Principles. A safe and secure environment is a primary requirement of any school within the Littleton Public Schools. Our guiding principles drive the design patterns to support our philosophy on teaching and learning. The design patterns stem from the identified design features including a welcoming and child centered design, community engagement, flexible and varied spaces, classroom neighborhoods, quiet spaces, breakout and collaborative spaces, inclusive learning spaces, appropriate teacher spaces, indoor/outdoor connections, hallway learning, display and exhibition, centralized dining with flexible spaces, branding, and history and storytelling.

Overarching Goals and Priorities

- A Developmentally- and Socially-Emotionally-Responsive School
- Happy Kids Learning through Hands-On Learning, Agency, and Play
- Flexibility to Support Academic Break-Out and Future Growth
- Supporting Community, Connection, and Collaboration
- Inclusion, Accessibility, and Efficiency in a Universally-Designed Building
- Embracing the Outside-Inside Connection
- Opportunities and Space for Professional Growth and Work
- Building as School and Community Resource

Guiding Educational Principles

- Inclusion of closing circles as a part of dismissal – establishing a strong sense of community
- Learning as a flexible, fluid experience that embeds play
- With end goals in sight, students have choice and autonomy in how to get there; learning is shown in different outcomes and tangible product
- Sustained work on collaborative, child-led projects
- Arrival includes basic needs being met (safety, belonging, community, and play)
- Importance of student choice, including during lunch and at recess
- Inclusion of “down time” choices based on students knowing what they need
- Inclusion of co-teaching (vertical, horizontal, and across disciplines)
- Through this project, we will define what play looks like in all forms
- Embedding thoughtful and purposeful transitions
- Inclusion of outdoor learning and experiences

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As we closed out our visioning sessions with staff and community representatives, we outlined the vision of The Future Shaker Lane below:

THE FUTURE SHAKER LANE	
<p>Child Development</p> <ul style="list-style-type: none">• Learning through fun, hands-on experience/play• Need big and small movement opportunities, activity• Consistency, rules, routines, repetition, predictability, structure• Increase student talk time, decrease teacher talk time• Giving opportunities to teach/lead/model	<p>Collaboration, Inclusion, and Play</p> <ul style="list-style-type: none">• Allow more opportunities for choice and exploration• Play and connections to learning, interests, strengths• Incorporating purposeful and intentional play/learning• Communal space accessible to all• Meeting students where they are at
<p>Social-Emotional Wellness</p> <ul style="list-style-type: none">• Sense of belonging and community• Sensory experiences in common spaces/entry points• Break spaces all throughout the school and not isolated• Student choice around self-regulation• More natural spaces throughout the building to serve variety of proactive/reactive regulation needs	<p>Empowering Learners</p> <ul style="list-style-type: none">• Choice of learning experiences, modes of engagement• Student choice, voice, autonomy• Provide support needed• Value all learning styles• Opportunities to showcase work

Community and collaboration are the building blocks of Shaker Lane and that was reiterated time and time again throughout our visioning process. Throughout our Educational Program you will notice the language of several collaborative learning spaces that meet our philosophy. The following are definitions of these collaborative spaces.

- **Den Learning Space** - This space refers to the desire of a common learning area that is created in the middle of each grade level PreK - 2. All classrooms within the grade level will have access to this shared space throughout the school day as it is designed to be a spill out area beyond the traditional classroom walls. Additionally, dens may act as the classroom itself, where teachers gather students from one or multiple classes to do a direct instruction mini-lesson before students spill into different classrooms within the grade level. Den Learning Spaces at the heart of each grade level will provide the opportunity for classrooms to collaborate and co-teach lessons, provide a space for presentations to multiple classrooms at one time, and create a communal location for cross grade level activities to take place. These large Den Learning Spaces will also allow for service providers to provide small group services in an extended classroom setting.
 - In terms of staffing and scheduling, the den learning spaces are intended to be shared throughout the day, allowing teachers to work collaboratively to determine when portions of or the whole den space may be “reserved” for a multi-class activity or when students can spill out from multiple classes because a specific lesson or activity is not planned for that day. There is no staff member that owns this space, which is intentional as it will encourage grade level staff and specialists to intentionally plan in ways they haven’t before when only teaching in siloed classrooms.
 - Each Den Learning Space will have a shared Google Calendar to reserve various zones within the den throughout the school day. As all classrooms are adjacent to this space, supervision will be provided by the classroom teachers.

We are building a safe, caring, and ready to learn community.

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- The Den Learning Space allows multiple classrooms to gather for a collaborative experience that our current building design does not offer and a larger general classroom would also not offer. Currently, our grade levels combine into a small classroom limiting activities and experiential learning that would be capitalized upon in the Den Learning Space. Such learning that could be enhanced in the Dens include science experiments through our FOSS program, STEM projects, and other tactile and kinesthetic experiences encouraged by our curriculum.
- A large shared Den Learning Space would allow for pooling of teacher resources to save space and money. These resources include large or costly educational materials such as book collections, dramatic play modules, STEM equipment, water exploration apparatus, and gross motor gear.
- In terms of supervision and visibility, we envision a direct connection between classrooms and the den space so classroom teachers and specialists will have a full view of students working in these large spaces. As the project progresses, we will work closely with the design team to decide on the type of visual and spatial connections classrooms have with the den space.
- **Small Group Learning Space** - As the design of Shaker Lane will incorporate 8 classrooms for Kindergarten (one of which includes Transitional) and 7 classrooms for grades 1 and 2, a small classroom/small group learning space between classrooms is desired. This shared space will be utilized for small group services by our special education staff and math interventionists. Providing support for students that is close to their classroom will allow for students to efficiently receive services in their classroom environment. This space also allows for students in adjoining classrooms to be serviced at the same time while remaining next to their learning environment to quickly return and remain informed on any teacher information. Should privacy be needed in these small group learning spaces, doors and shade-type coverings will be easily accessible.
- **Clinical Suite** - Our special education team collaborates frequently throughout the day. As the earliest level of intervention in Littleton, our PreK-2 service providers work together to develop Individual Education Programs (IEPs) and goals for students. The creation of a Clinical Suite allowing for a central communal space for our Speech & Language Pathologists, BCBA, School Psychologist, contracted specialists, and Special Education Administrator would create a supportive and collaborative environment where service providers can discuss goals, objectives, and benchmarks in developing IEPs. The design of this space should include comfortable seating and work stations as well as allow for space to include itinerant specialists who provide consultation to building staff throughout the year (orientation, vision, and mobility specialist, adaptive physical education consultant, speech and language augmentation specialist). A small group room connected to the Clinical Suite would be utilized by our services providers for evaluating students. In addition to a small group room, a small conference room connected to this suite would provide a gathering space where staff could meet and discuss programming as well as provide a location for Student Success Team meetings (SST). Positioning this suite on the second floor would provide a central location for staff to quickly access students across grade levels.

The Littleton Public School District is a high-performing school district that places an emphasis on academic achievement, social-emotional learning, universal design for teaching and learning (UDL), multi-tiered systems of support for all learners (MTSS) as well as diversity, equity, inclusion, and belonging (DEIB). Our continued commitment to analyzing student achievement data to inform curriculum and support targeted individualized instruction within our classrooms remains a priority for our school district. From year to year, our administrators and educators consistently focus on data analysis to monitor individual student and sub-group academic growth. Data from the 2023 Massachusetts Comprehensive Assessment System provides evidence that our district continues to grow significantly toward achievement targets and that our student achievement aligns with that of

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other high-performing school districts within the state. Our administration and educators continue to be involved in detailed and extensive data analyses of MCAS results and incorporate key findings when preparing students for the next MCAS administration. We are incredibly excited for the opportunity to re-envision educational opportunities at our Prek-2 Shaker Lane School and are grateful for the opportunity to explore a building project that aligns with our district mission, vision, strategic goals, and philosophy that will provide a 21st-century learning experience for our youngest learners.

The Littleton Public Schools' **MISSION** is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society. As a district, we commit to evolving together as a diverse community through education, accountability, and compassion.

OUR CORE VALUES: In order to achieve our vision and mission, Littleton Public Schools administration faculty, staff, and students will model and advance the following values:

Respect

Integrity

Accountability

Responsibility

OUR VISION: The vision is a guiding statement that the Littleton Public Schools use as the basis for all strategic planning, policy, and budget decisions. The Littleton Public Schools:

- Promotes high academic standards for staff & students.
- Challenges all students to achieve their full potential.
- Prepare students to be life-long learners, critical thinkers enabling them to become contributing citizens.
- Maintains a commitment to continuous improvement of student achievement through the offering of school programs that are diverse & challenging.
- Communicates a clear set of standards regarding what students should know and be able to do at the end of each grade.
- Provides continued support to our staffs to enhance instructional strategies that promote student learning.
- Strives to meet each individual student's needs while considering that cognitive, social, physical, and emotional development varies.
- Promotes an inclusive culture and climate that honors diversity and equity, models respect, responsibility, integrity and accountability.
- Continues to encourage staff professional growth by providing the tools, support, and resources to be successful.
- Provides support to teachers and administrators in using data to assess and inspire their own skills and effectiveness.
- Includes the community as an active and contributing partner in the education and schooling of each child.
- Provides frequent communication between our schools and community regarding opportunities, accomplishments and progress of educational goals.
- Continues to foster a partnership of students, teachers, support staff, administrators, and the community, excelling at what they do and acting with strong conviction and deep commitment to bring about a higher quality of education within our schools.

OUR BELIEFS:

- The purpose of education is to enable students to become self-reliant learners and productive, responsible citizens in a complex and challenging world.
- Everyone has the right to learn in a safe and secure environment.
- Education is the shared responsibility of our schools, students, their families, and the community.
- All students can achieve at high levels and learn at different rates and in different ways.

We are building a safe, caring, and ready to learn community.

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- Teachers are the most important factor in student achievement within the school.
- All students have abilities and talents worthy of recognition.
- Student achievement is not solely the result of student ability.
- Literacy and numeracy are the foundations upon which learning is built.

We have recently reviewed our strategic plan with our staff, community, and school committee and have developed a new strategic plan (2028) that consists of five standards: **Curriculum/ Instruction/ Assessment, Professional Development, Community, Engagement/Communication, Climate/Culture, and Technology**. Our school SIPs and educator, and administrator goals align with our strategic plan which acts as a green print as we continue to enhance learning opportunities for students and staff. Our strategic plan is also utilized as a key driver in the formation of the district's budget. Below, please find a summary table listing our district's goals within each standard.

DISTRICT STRATEGIC PLAN 2023-2028 STANDARDS AND GOALS

	STANDARD #1: Curriculum/ Instruction/ Assessment	STANDARD #2: Professional Development	STANDARD #3: Community Engagement/ Communication	STANDARD #4: Climate/Culture	STANDARD #5: Technology
	Align and enhance curriculum, instruction and assessment to continually improve student achievement.	Provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.	Preserve and enhance communication strategies between a the school district and its constituents	Foster a respectful and responsive culture that provides a safe, secure learning and work environment.	Preserve and enhance the integration and utilization of technology for students and staff PK-12.
GOAL #1	Implement standards-based Pk-12 curriculum that is aligned with State Frameworks and is well articulated vertically and horizontally.	Offer a comprehensive professional development program for all staff which includes district programs and site-based programs, college courses, workshops and/or conferences.	Effectively communicate the district's core values, vision, mission, and beliefs within the Community	Review, maintain and modify protocols and procedures that provide all students and staff with a safe and secure learning and work environment	Align school and district-based technology planning with current state, national and international technology Standards
GOAL #2	Develop and implement a five-year curriculum review cycle to enhance and/or refine curriculum, Pk-5 and 6-12.	Establish and sustain partnerships with higher education and professional organizations to provide expanded learning opportunities for staff and students.	Creatively and effectively utilize technology and media to communicate with all LPS constituents.	Ensure the district and schools are free from discrimination and harassment and support Student wellness.	Continue to improve staff/administrative utilization and integration of technology.
GOAL #3	Use multiple forms of data to measure and evaluate student achievement.	Foster a culture of professional learning aligned with State Guidelines that promotes growth and innovation.	Strengthen partnerships with business, civic organizations and community members at large.	Review and revise the District Maintenance Plan	Continue to improve student utilization and integration of technology for college and career readiness.
GOAL #4	Identify and implement effective instructional practices to support the academic achievement and social-emotional skills of diverse learners.			Continue to support the district's energy and environmental conservation initiatives.	Provide all staff and students with appropriate access to technology

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GOAL #5	Implement a comprehensive multi-tiered system of support that equitably supports all students.			Formalize a comprehensive staff recruitment, selection, and retention program.	
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21st-Century Learning Goals: The Littleton Public Schools are committed to the development of the whole child with an emphasis on ensuring that our students are future-ready; the 21st-century skill sets we modified from the original lists to incorporate areas of focus gleaned from the visioning sessions.

Communication and Collaboration

- Teamwork
- Communication Skills
- Community Connections
- Digital Literacy

Passion and Engagement

- Ownership for Learning
- Self-directed learning
- Active Engagement
- Prioritizing and Managing Time

Social and Emotional Intelligence

- Empathy and Caring
- Cultural Awareness
- Global Awareness
- Citizenship and Ethics
- Kindness and Inclusion

Creativity and Entrepreneurship

- Curiosity and Innovation
- Flexible Learning
- Inventive Thinking
- Imagination and Play
- Active Engagement

Problem Solving

- Critical Thinking
- Problem Solving
- Analytic Thinking

Agility and Adaptability

- Perseverance
- Open Mindset, Flexible Thinking
- Self-Awareness, Risk-taking

Portrait of A Learner: Our district is currently in the process of developing a Portrait of a Learner which will reflect key qualities and attributes that align with our district’s mission statement. As we think about the design and space requirements for a reimagined Shaker Lane School, a portrait of a learner will continue to help guide our decisions in the design and space requirements that are necessary to provide a 21st-century learner experience for our students.

Shaker Lane School Mission: *We are building a safe, caring, and ready-to-learn community.* This mission statement was the result of a year-long building-wide effort in defining our beliefs at Shaker Lane. This mission along with the long-standing core values of H.E.A.R.T. are at the foundation of all our decisions.

H is for Honesty in one’s actions and words.

E stands for Effort in both one's work and play.

A is for Acceptance of the likeness and differences in everyone in our community.

R stands for Respect for learning, for oneself, for others, and for our environment.

T stands for Taking responsibility for what you do and say and for each other.

Through direct teaching and modeling, along with constant visual and verbal reminders throughout our school community, it is our hope that these core values become embedded in our culture. They are a

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clear representation of what we believe in as a school community. H.E.A.R.T. sets high expectations for learning and behavior for both students and faculty.

GRADE & SCHOOL CONFIGURATION POLICIES

Current

The Shaker Lane School educates students in grades PreK through Grade 2. There is currently one full-time preschool classroom, two half-day preschool classrooms, six kindergarten classrooms, one transitional classroom, six first-grade classrooms, and six second-grade classrooms. The table below accounts for the students in each grade level during the 2023 - 2024 school year.

PreK	48	Grade 1	126
Kindergarten & Transitional	136	Grade 2	136

Proposed

There are no proposed grade configurations outside of our current model.

CLASS SIZE POLICIES

Current

The district does not have a policy that governs class size. Research indicates that class size is an important factor in a well articulated educational program and will, whenever possible be subject to space availability and all other educational considerations, to ensure that class size creates effective learning environments for students and staff. The desirable range for class size shall be between 18-22 students. Currently, our Kindergarten classrooms are all at 20 students per teacher. Our transitional classroom has 13 students, which is typical for this classroom. The transitional class is purposefully created for students that are not yet ready to meet the rigorous standards of grade 1, but ready to be challenged beyond a second year of kindergarten. For the purposes of reporting to the Department of Elementary and Secondary Education, students in the transitional classroom are reported as Kindergarten students. Our grade one classrooms range between 19-21 students. Our second grade classrooms range between 21-22 students per teacher. The addition of another classroom to each grade should help create and maintain class sizes within the specified range.

Proposed

The proposed grade configuration for the new/renovated Shaker Lane School allows for one additional classroom in kindergarten, grade 1, and grade 2. An additional classroom at the K, grade 1, and grade 2 levels, will allow for the growth of the community as well as smaller class sizes. The Town of Littleton is expecting to significantly increase its population with the proposed addition of 700+ apartments at the prior, now vacant, IBM building. The influx of residents may lead to overcrowded classrooms where an additional classroom will be needed.

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The MSBA guidelines call for more general classrooms than the existing school currently has, so these “additional” classrooms are still within the MSBA guidelines, with the exception of one more classroom so that first and second grade can have equal quantities of classrooms (14 total vs the MSBA guideline of 13).

SCHOOL SCHEDULING METHOD

Current

Creating an effective building schedule is a complex task that involves balancing various priorities and constraints. The time on learning schedule is overseen by the building principal and assistant principal. Creation of the schedule is managed by the assistant principal in collaboration with the school’s Leadership Team to other staff members. Grade levels are grouped into two cohorts of three educators to allow for some common planning time.

Priority Scheduling Blocks:	Intervention Blocks:	Challenges and Constraints:
<ul style="list-style-type: none"> High priority curricula of math, literacy, science, and social studies are scheduled first to allow for some crossover time amongst the six grade level classrooms to maximize intervention services. Alignment of academic blocks across three grade-level classrooms to maximize support staff time. 	<ul style="list-style-type: none"> Five 30-minute intervention blocks per week for each grade level. Ensure students receive related services (Academic, Speech, OT, PT) without missing new academic instruction. 	<ul style="list-style-type: none"> Math Interventionist and Literacy Specialists sharing one space for instruction makes it difficult with scheduling and instruction of different core subjects. Special Education Teacher and ELL Teacher sharing one space makes it very challenging to schedule and service students in a space that is potentially overstimulating.

Balancing these elements requires careful planning and often creative solutions to ensure that all students and staff have the resources and time they need for effective teaching and learning. Below is the allotted time on learning per subject area.

ELA/ Reading/ Writing	The ELA block is 75 minutes a day in Kindergarten/Transitional and 90 minutes a day in Grades 1 & 2. Reading and writing take place within this ELA block time. Phonics is scheduled for 30 minutes across K-2 classrooms.
Math	Mathematics is 65 minutes a day in Kindergarten/Transitional and 70-75 minutes a day in Grades 1 & 2.
Science	Science is taught for 40 minutes a week in Kindergarten and 50-60 minutes in Grades 1 & 2. Teachers have the opportunities to teach science twice a week or can alternate science and social studies instruction within units (month by month, for example) to provide time for projects and experiments without teaching on alternating days.
Social Studies	Social Studies is taught for 40 minutes a week in Kindergarten and 50-60 minutes in Grades 1 & 2. Teachers have the opportunities to teach science twice a week or can alternate science and social studies instruction within units (month by month, for example) to provide time for projects and experiments without teaching on alternating days.
Unified Arts	Each grade level, K-2, has one period of Unified Arts each day for 45 minutes. Unified Arts consists of one period a week of Art, Music, Physical Education, Library, and SEL.

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Lunch/ Recess	Recess and lunch are scheduled for a combined 40 minute block. Students have a 20 minute recess followed by a 20 minute lunch. Each grade level has their own recess and lunch periods. On early release days, families have the option to order a bag lunch.
Social-Emotional Learning	Second Step SEL curriculum is taught once a week for 20 minutes in Kindergarten and 25-30 minutes in Grades 1 & 2. At times throughout the year, SEL classroom instruction may vary if students are engaged in their trimester SEL block as their Unified Arts.

2024-2025 Shaker Lane School Schedule

	Kindergarten Barth Furbus Harte	Kindergarten Hurley Duarte Bell	Transitional M, Tu, Th, F	Transitional W	1st Grade Dussi Roper Munnelly	1st Grade Bullock Vachan Giles	2nd Grade Madyda Pratt Warnock	2nd Grade Ward Holm Garlisi
8:45	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55	Arrival 8:40 - 8:55
	8:55 - 9:10	8:55 - 9:10	8:55 - 9:10	8:55 - 9:10	8:55 - 9:10	8:55 - 9:10	8:55 - 9:10	8:55 - 9:10
9:00	Morning Mtg 15min	Morning Mtg 15min	Morning Mtg 15min	Morning Mtg 15min	Morning Mtg 15min	Morning Mtg 15min	Morning Mtg 15min	Morning Mtg 15min
	9:10 - 10:25	9:10 - 10:25	9:10 - 10:25	9:10 - 10:25	9:10 - 9:35	9:10 - 10:20	9:10 - 10:40	9:10 - 9:40
9:15	ELA 75 min	ELA 75 min	ELA 75 min	ELA 75 min	Science SS/SEL 20 min	Math 70 min	ELA 90 min	FUNdations 30 min
9:30					9:35 - 10:20			
9:45					Special 45 min			9:40-11:10 ELA 90 min
10:00								
10:15								
	10:25 - 10:55	10:25 - 10:55	10:25 - 10:55	10:25 - 10:55	10:20 - 11:35	10:20-11:05		
10:30	AM break 30 min	AM break 30 min	AM break 30 min	AM break 30 min	Math 75 min	Special 45 min		
10:45							10:40 - 11:10 FUNdations 30 min	
	10:55 - 12:00	10:55 - 12:00	10:55 - 12:00	10:55 - 11:35				
11:00	Math 65 min	Math 65 min	Math 65 min	Math 40 min				
11:15						11:10 - 11:35 WIN 30 min	11:10 - 11:55 Special 45 min	11:10 - 12:25 Math 75 min
11:30								
				11:35 - 11:55	11:35 - 11:55	11:35 - 11:55		
11:45				Recess 20 min	Recess 20 min	Recess 20 min		
				11:55 - 12:15	11:55 - 12:15	11:55 - 12:15	11:55 - 12:25	
12:00	12:00 - 12:20 Recess 20 min	12:00 - 12:20 Recess 20 min	12:00 - 12:20 Recess 20 min	Lunch 20 min	Lunch 20 min	Lunch 20 min	WIN 30 min	

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12:15				12:15 - 1:00	12:15 - 1:45	12:15 - 12:45		
	12:20 - 12:40	12:20 - 12:40	12:20 - 12:40	Special 45 min	ELA 90 min	FUNdations 30 min		
12:30	Lunch 20 min	Lunch 20 min	Lunch 20 min				12:25 - 12:45 Recess 20 min	12:25 - 12:45 Recess 20 min
	12:40 - 1:00	12:40 - 1:00	12:40 - 1:00					
12:45	Science/ SS/SEL 20 min	Science/ SS/SEL 20 min	Science/ SS/SEL 20 min			12:45 - 2:15 ELA 90 min	12:45 - 1:05 Lunch 20 min	12:45 - 1:05 Lunch 20 min
1:00	1:00 - 1:45 Special 45 min	1:00 - 1:30 FUNdations 30 min	1:00 - 1:30 FUNdations 30 min	1:00 - 1:25 Math (con't) 25 min				
1:15							1:05 - 2:15 Math 70 min	1:05 - 1:30 Science/ SS/SEL 25 min
				1:25 - 1:55				
1:30		1:30 - 1:45 WIN 15 min	1:30 - 1:45 WIN 15 min	WIN 30 min				1:30 - 2:00 WIN 30 min
1:45	1:45 - 2:15 FUNdations 30 min	1:45 - 2:30 Special 45 min	1:45 - 2:30 Special 45 min		1:45 - 2:00 PM Break			
2:00				1:55 - 2:25 FUNdations 30 min	2:00 - 2:30 FUNdations 30 min			2:00 - 2:15 Closing Circle 15 min
2:15	2:15 - 2:45 WIN 30 min					2:15 - 2:45 Science/ SS/SEL 30 min	2:15 - 2:30 PM break 15 min	2:15 - 2:30 PM break 15 min
2:30		2:30 - 2:45 WIN (con't) 15 min	2:30 - 2:45 WIN (con't) 15 min	2:25 - 2:45 Science/ SS/SEL 20 min	2:30 - 3:00 WIN 30 min		2:30 - 3:00 Science/ SS/SEL 30 min	2:30 - 3:15 Special 45 min
2:45	2:45 - 3:00 Choice 15 min		2:45 - 3:00 PM break 15 min					
3:00	3:00 - 3:20 Closing Circle Dismissal 20 min							
3:15								3:15 - 3:20 Dismissal

Proposed

Time on learning minutes for core academics are expected to remain the same in either building design, however, collaborative learning opportunities would be enhanced with a Den Learning Space located in each grade level. These large gathering spaces would allow for cross classroom experiences that focus on a Universal Design for Learning approach that our district has been focused on for the past three years. In a true UDL fashion, these shared learning spaces will reduce barriers to learning since they will be shared by all grade level educators, STEM Specialist and other educators to provide intervention and services to students. As students use these spaces they will be supervised by the educators facilitating the activity, whether it be the STEM Specialist or the classroom teachers for example. This space will allow for educators to facilitate varied learning experiences and now open those learning experiences not only to the students in their class, but to students in other classes that would benefit from that type of learning. For example, during a literacy lesson, one educator could

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facilitate an activity using our Foundations white boards, while another an activity with book writing, and yet another writing letters with manipulatives. When these educators extend their activities into the Den Learning Space, then students from other classes can select which activity is best for their learning.

METHODOLOGIES AND STRUCTURE

Administrative and Academic Organization

Current

The heart of Shaker Lane is focused around community and collaboration. Each K-2 grade level team consists of six classroom teachers. At each grade level there is a special education teacher who provides support both in and out of the classroom. Common planning time amongst all of grade level staff members takes place once a week. These meetings enhance collaboration, inquiry, and reflection among teachers.

Currently there are six classrooms in Kindergarten, Grade 1 and Grade 2, as well as one Transitional classroom. Currently, each grade level is split into two cohorts of three, allowing for three classroom teachers to have common planning time together, five days a week for 45 minutes, while the students attend their unified arts. The Transitional classroom attends Unified Arts at the same time as Kindergarten. During these smaller meetings, teachers work together to improve teaching and learning in their cohorts. Should another classroom be added to each of the grade levels, K-2 in the future, we still see a configuration of cohorts continuing to exist. The configuration of the cohorts will depend on staffing, budget, and student service needs.

There is a principal-led 60-minute meeting once a month to review student data in addition to a 60-minute staff meeting that is utilized for PD, staff training, and other data review meetings. The school faces a challenge with very limited common meeting space for grade-level meetings, professional development workshops, or school-wide meetings. Meetings typically occur in classrooms due to the lack of dedicated meeting areas. Each grade level team is supported by special education, reading and math interventionists, and ELL teachers. However, there is a significant need for more break-out space for support teachers to meet with students.

Administratively, the school has both a principal and an assistant principal, each with designated office space. Their offices are separated by a hallway making it somewhat challenging to collaborate easily. Two administrative assistants share an office connected to the principal creating ease of collaboration when needed. The medical suite is connected to the administrative assistant office, providing the school nurse with additional support when necessary. The guidance office is located away from the main offices making it challenging to work closely to support students in need. There is a full-time school psychologist and BCBA located at Shaker Lane that are in proximity of each other. Overall, the school has very limited common meeting space outside of the library which is insufficient for professional development or whole-staff meetings.

Staff Personnel	Current	Proposed
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Principal	1	1
Assistant Principal	1	1
Administrative Assistant	2	2
Special Education Administrator	.5	.5
Nurse	1	1
School Adjustment Counselor	1	1
School Psychologist	1	1
BCBA	1	1
Teacher - K & Transitional	7	8
Teacher - Gr 1	6	7
Teacher - Gr 2	6	7

Proposed

Walking through the front doors of Shaker Lane should feel warm and inviting. We pride ourselves in collaboration amongst all our constituents. This should be reflected the moment you enter Shaker Lane with an open and inviting main office. Administrative Assistants should be visible to all who enter the building as the first point of contact. Having the principal and assistant principal's offices located near this area is essential for both operational efficiency and safety. Additionally, it allows the administrators to be more engaged with students, which is ideal for creating a welcoming and supportive school environment.

The nurse is a central part of the office administration and must be located adjacent to this space. Proximity facilitates immediate communication between the nurse and administrative staff, ensuring timely response to emergencies or urgent requests. In the nurse's absence, administrative staff can easily monitor the nurse's line or handle basic inquiries, minimizing disruptions to operations. The nurse's space must be accessible to students via the hallway as well as staff through the main office to ensure both children and adults can conveniently gain entry in a timely manner.

In a collaborative building like Shaker Lane, having a shared office space as defined in the Introduction as the Clinical Suite is desired (see Section 16 for additional information). This group of staff includes those who work together to support students, create IEPs, and collaborate on treatment plans. Currently, these individuals are scattered throughout the building, which can hinder effective collaboration and communication. A dedicated shared office space for clinical staff would provide several benefits:

- **Improved Collaboration:** Bringing clinical staff together in one space would facilitate easier and more frequent collaboration, allowing for more cohesive and comprehensive support for students.
- **Efficient Communication:** Proximity would enhance communication among clinical staff, leading to quicker and more coordinated responses to student needs.

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- **Enhanced Workflow:** A shared office space would streamline the workflow for creating IEPs and treatment plans, making the process more efficient and effective.
- **Supportive Environment:** Being in a common space would foster a sense of community and support among clinical staff, contributing to a more positive and productive work environment.

Curriculum Delivery Methods and Practices

Current

At Shaker Lane, the shared commitment to Universal Design for Learning (UDL) drives the creation of inclusive and supportive learning environments. UDL principles ensure that lessons are designed to cater to a diverse range of student needs, promoting accessibility and engagement for all learners.

Our current method of curriculum delivery is primarily based in individual classrooms with some aspects of academics taking place in our outdoor classroom. There are limited spaces for classrooms to combine for shared learning experiences and other cross-grade level or school-wide meetings. Some cross-grade level experiences occur through a reading experience with Grade 2 and Kindergarten classrooms. In this instance, a Kindergarten classroom and Grade 2 classroom combine to have a shared reading lesson that matches students up with a peer from another classroom. Two classrooms squeeze into one room to have this shared experience. Other cross grade level experiences have included showcasing student work to other grade levels where the same room constraints are present. Grade-level In-house presentations are currently set up in a classroom displacing that class to others while the grade level rotates through the room.

Each grade level team is supported by special education teacher and shared reading and math interventionists and ELL teachers support across the three grade levels. There is limited break-out space for support teachers to meet with students, which includes significant travel throughout the building taking away from instructional support time. To address these challenges, the school community creatively repurposes existing spaces, using hallways, closets, and shared offices for instructional purposes.

Proposed

Current classroom spaces are not designed for the collaborative, differentiated instruction model employed at Shaker Lane. Teachers and support staff often face challenges in finding appropriate spaces for small group work and individualized instruction. As the school plans for future renovations or new construction, incorporating flexible, multipurpose learning spaces will be crucial. These spaces titled *Den Learning Space*, *Small Group Learning Space*, and *Clinical Suite* are listed and defined in the introduction and will continue to be referred to in subsequent sections.

Creating multiple designated whole group teaching areas within the classroom for specific subjects enhances instructional efficiency and organization. Having multiple dedicated spaces for different subjects helps to maintain a structured and organized learning environment. Students can more easily transition between subjects when there are clear visual cues and designated areas. By keeping materials specific to each subject in their designated area, teachers can save time on setup and cleanup. Creating visually appealing and well-organized learning spaces can contribute to increased student interest and participation.

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The idea of large Den Learning Spaces located in each grade level, would foster collaborative learning experiences by providing flexible, open areas within hallways or common areas. These spaces can accommodate multiple classes, promoting both same-grade and cross-grade learning interactions. By incorporating these spaces, we could create a dynamic learning environment that supports various instructional activities without disrupting classroom learning and promotes integration amongst classrooms. Examples of use for this space are as follows:

- Whole group and small group lessons that involve multiple classrooms
- Break out groups for students to work together from different classrooms increasing community and collaboration
- Cross discipline instruction from Unified Art Specialists, STEM Integration Specialist, Interventionists, other support staff
- Large in-house presentations from outside agencies
- Cross grade level learning experiences in this large gathering area could include cooperative learning activities and interdisciplinary projects fostering a sense of community and collaboration among students of different ages

In terms of adjacencies, first and second grade should be stacked vertically above kindergarten and preschool, with stairs connecting the Dens to facilitate these interactions.

English Language Arts/Literacy

Current

Shaker Lane recently adopted Great Minds Wit and Wisdom's comprehensive English Language Arts curriculum. After an extensive exploration of several ELA curriculums, this program best aligned with the vision statement from the Curriculum Review Committee:

We believe that all students can achieve at high levels through access to evidenced-based, universally-designed, data-informed, and structured instructional tools and practices.

We believe access to diverse literature positively impacts children as readers and as people and that students of all races, genders, religions, languages, abilities, interests, and beliefs should have the opportunities to have affirmative literary experiences.

These fundamental shared beliefs guide our engagement of students in English Language Arts classrooms. Students develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language. To develop rich vocabulary and promote comprehension, students engage with high-quality, complex text and participate in writing and discussions anchored in evidence from the text. Students apply these skills while reading independently and see themselves as readers and writers who persevere in the face of challenging work.

This knowledge based program will be part of the foundation of building successful readers, writers, and communicators. Our already existing phonics program, Foundations, along with decodable texts, Geodes, will complement our new ELA program. Through this new program, staff will lead students

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through Modules that have focus questions to deepen their knowledge on a variety of topics. Writing is embedded in the Wit and Wisdom program as an integral approach to learning.

Proposed

The ongoing adoption of the Wit and Wisdom curriculum will shift the focus toward a knowledge-based approach. This new program emphasizes collaborative conversations, and a new, larger Den learning space is desired to facilitate these opportunities. For example, it will allow for gathering multiple classrooms to discuss topics that have been previously introduced in the individual classrooms, provide whole group and small group instruction across classrooms and enhance collaborative learning experiences. These opportunities align with our philosophy of community and collaboration.

Our redesigned Shaker Lane School will have eight classrooms for Kindergarten, First Grade, and Second Grade. Integrating a small group learning space between traditional classrooms is a desire.

In all learning spaces we want to continue to reduce barriers to learning by offering varied seating options to promote student collaboration ranging from shareable desks, variable table designs, and flexible seating choices such as large pillows, couches, bean bags, stools, etc. This is a current practice that we want to add to and enhance in our new environment. These types of varied seating options have proven to add to student comfort and productivity.

Mathematics

Current

Shaker Lane aims to build a strong foundation in mathematical knowledge while also empowering students to think critically and apply that knowledge in real-world scenarios. Through the guidance of the Massachusetts State Frameworks, students are given the tools to become mathematically proficient. Through their study of mathematics, students are instructed upon the domains of operations and algebraic thinking, numbers and operations in base ten and fractions, measurement and data, and geometry.

In our mathematics classrooms, we strive to build confident mathematically proficient students by using real world applications in order to empower and prepare students to apply mathematics flexibly as they develop their future path. In our classrooms, we believe in:

- **Student-Centered Learning:** Students take ownership to acquire and demonstrate skills through choice, teacher support, collaboration, and inquiry. Students see themselves as capable problem-finders and problem-solvers who do computations, persevere through challenging questions, reason abstractly and quantitatively and communicate their ideas.
- **Connected Learning:** Students learn the hows and whys of math by treating new concepts as extensions of what our students have learned in previous units and grades. Our students develop a concrete and conceptual understanding of key mathematical concepts, including how and why topics are connected and how and why they can apply multiple skills to the problems they tackle in class and in the real world.

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- **Deeper Learning:** Students achieve deeper learning in carefully selected core topics. Deeper learning allows for multiple experiences to build math confidence and competence in order to prepare each student to succeed in a changing world.

The district utilizes the *HMH Into Math* program to help students build problem solving skills and apply knowledge to higher-level mathematics. Each lesson has a Learning Objective that is shared with students and begins with a whole group warm up activity titled *Spark Your Learning*. Through this activation warm up, teachers guide students through an interactive question where they explain, illustrate, and share their thinking. This collaborative experience prepares students for more in-depth learning. Students learn together in the *Build Understanding* part of the lesson followed by *On Your Own* independent learning that reinforces the concepts introduced in the lesson. Differentiated small group instructional plans are provided to target students at their level of learning. While these groups are taking place, students are engaged in independent or partner activities. These activities are grounded in the UDL framework and can range from prior learning experiences that students have mastered or continued work on an introduced concept.

Proposed

In our third year of *HMH Into Math*, staff have become confident in the program structure and are seeking more collaboration during instructional periods. In a large spill out Den Learning Space, a number of learning experiences could take place to enhance learning. This could range from the following:

- Classrooms can combine for multiple parts of the mathematics lesson. This could be a short mini-lesson and then break out into classroom and Den Learning Space for further instruction or classroom mini-lessons with the Den Learning Space utilized for cross classroom work.
- Den Learning Spaces would allow for a collaborative experience that could include multiple classrooms receiving whole group instruction from two teachers. They could facilitate a mini-lesson in this space and then break out within the Den Learning Space and their classrooms for independent and group work.
- Our math interventionist would have the ability to support multiple students across different classrooms in this space increasing productivity. The proximity of these Den Learning Spaces would also allow for flexibility of staff to pull students in a flexible model.

Small Group Learning Spaces built into classrooms would provide a location for efficient support from our interventionists as well as other special education supports. Students would be able to receive support within their classroom setting allowing for any teacher directions to be heard, provide a sense of belonging to their classroom while receiving support, and minimize travel time to one location within the building as is our current configuration.

Science

Current

Shaker Lane currently utilizes the *Full Option Science System (FOSS)* that focuses on students as active investigators. Lessons are aligned with the Massachusetts State Frameworks integrating physical, earth and life sciences into the classroom. The *FOSS* curriculum is designed as a ladder series of experiences that cumulatively develop student knowledge and scientific thinking across all

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three dimensions. This approach ensures that students build a comprehensive understanding of science through hands-on investigations, critical thinking, and real-world applications. The *FOSS* curriculum will continue to be the curriculum of choice moving forward for Shaker Lane.

Grade level teachers share 2 *FOSS* kits amongst 6 classrooms. This is challenging with regard to planning and instruction where staff need to coordinate when they will be utilizing specific materials with their classroom. The opportunity to be in sync with lesson instruction is nonexistent. Even with the proposed addition of a classroom, the teachers will continue to share 2 *FOSS* kits amongst themselves, with no additional kits needed to be ordered.

The K-5 STEM Integration Specialist is instrumental in fostering a comprehensive STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. By embedding STEM practices across all content areas, including literacy and social studies, this role significantly enhances student learning and critical thinking skills. Currently, students have the opportunity to visit what we call the Imagatorium to work on projects. The Imagatorium is a classroom where students can visit when they are actively working on a STEM project. While the Imagatorium provides an exceptional dedicated space for immersive STEAM experiences, the specialist's primary focus is on empowering teachers to integrate STEAM elements into their daily instruction. This approach ensures that students develop a deep understanding of STEAM concepts through authentic, real-world connections. Due to this philosophy, we advocate that STEM can and should be embedded throughout a student's day and experience at Shaker Lane School. Thus, we have included more information about our STEM program in the Instructional Technology section.

Proposed

Den Learning Spaces designed for collaboration and instruction offer a multitude of benefits for both teachers and students. The shared space allows teachers to team-teach Science lessons, combining their expertise and pedagogical approaches leading to more dynamic and engaging learning experiences for students. Teachers can utilize the Dens for collaborative lesson planning and sharing best practices fostering a community of learning and innovation among the staff. These dens can be designated areas for ongoing experiments, allowing students to observe, record data, and collaborate on drawing conclusions. This fosters a hands-on, inquiry-based learning approach. The collaborative environment encourages students to share their knowledge and observations, leading to deeper understanding and richer learning experiences.

Breaking down our Imagatorium space and dispersing it into each Den Learning Space will allow for all classrooms to access this makerspace learning style quickly and collaboratively. Currently, the Imagatorium is a destination that one classroom attends at a time. By incorporating the Imagatorium into the Den Learning Spaces multiple classrooms will be able to access this space at the same time increasing collaboration amongst grade level students and staff. For example, two classrooms could work collaboratively on a STEM project in the Den Learning Space. There would be a large area for whole group instruction to take place and then breakout areas within the Den Learning Space that can be easily supervised by our STEM Integration Specialist and classroom teachers. Once in this space, a designated area where Imagatorium creations could be displayed will be collaboratively decided upon by each grade level.

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Den Learning Spaces should be flexible spaces that can house common materials and technology, eliminating the need for duplication and streamlining access for teachers across different classrooms. An area in the Den Learning Space should be outfitted with a sink, counter/shelf space to store science experiments, and electrical outlets. Consideration of additional sinks will be discussed throughout the planning project. The space can accommodate flexible student groupings for differentiated instruction based on student learning preferences and needs. The students should be able to easily access any materials needed for a project and seamlessly transport those materials to any space throughout the den to work either on the floor or table tops. There will be enough space and materials for multiple classrooms to spread out and complete a STEM project individually or together.

Social Studies

Currently in grades K and 1, students learn social studies standards through trade books that allow for discussions and relevant hands-on activities. Grade 2 students use the TCI curriculum. Across the grades at Shaker Lane, students learn about leadership, citizenship, communities and map skills through hands-on activities. At Shaker Lane social studies instruction takes place during 20-30 minute blocks of time. Most teachers alternate between science units and social studies units during the course of the school year.

Proposed

Den Learning Spaces will allow students to collaboratively learn about the social studies standards, and more importantly learn to live out the social studies standards by being good citizens in a shared community. In the Dens, students will have opportunities to take on leadership roles outside of their classrooms since they will be working in mixed groupings.

Our new literacy curriculum will also lend itself to more social studies exposure and deeper learning as it is a knowledge-building curriculum. Various social studies topics will be embedded into the literacy curriculum allowing us to further our UDL practices and encourage more cross curricular projects in a project-based learning model.

Having direct shared access to the trade books will be of critical importance for our social studies learning at the future Shaker Lane. The Dens will allow for the further sharing of these books as well as a larger community in which to engage as good citizens.

World Languages

Current

Shaker Lane does not currently offer any world languages.

Proposed

No changes are proposed at this time. Time outside of dedicated academics are devoted to social-emotional development notably our Second Step Curriculum and Choice Time.

Academic Support Programming Spaces (e.g., EL academic coaches, etc.) i.

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Current

Shaker Lane currently has one math interventionist supporting students in grades one and two. Students are evaluated for intervention through three methods: 1:1 interviews, *HMH Into Math* Growth Measure scores, and teacher recommendation. Students who qualify for services are supported by our math interventionist in a push in model and pull out model when needed. The math interventionist moves between multiple classrooms throughout the day to support students. At times the math interventionist does 1:1 interviews or screening assessments in the hallway outside of classrooms. This can be very distracting for the student since other classes and individuals are moving through the hallways at all times.

Shaker Lane has two reading specialists supporting students across grades K-2. These staff members play integral parts in assessing students, analyzing reports, and providing intervention services. Our reading specialists collaborate daily discussing teaching practices and student performance. Throughout the day, reading specialists can be seen supporting students and providing consultation to staff during their preparation times.

Both math interventionists and reading specialists share a learning space where they support students. The location of this one space impacts learning time as students have to travel throughout the building to receive services.

Proposed

Providing a dedicated Academic Suite for our Math Interventionist and Reading Specialists would provide a shared space for these individuals to plan and design interventions for students. Located adjacent to this Academic Suite would be a small room for intervention purposes. We currently have two Reading Specialists and one Math Interventionist. These three staff members would share the Academic Suite for small group instruction as well as the small room adjacent to this suite for more private instruction as needed. This small group space would be scheduled and staffed by the interventionists. Examples of instruction in this space include remediation of skills and an extension of learned skills by students. Oftentimes this instruction includes manipulatives with which learners engage. Positioning this suite on the second floor would provide a central location for staff to quickly access students across grade levels.

Intervention staff could also potentially utilize the Den Learning Spaces and Small Group Learning Spaces at times throughout the year. When interventionists are providing in-class support to classrooms, these spaces would allow quick access and support students without disrupting the flow of the main lesson. This minimizes wasted time in travel and setup. Students from shared classrooms could be supported in the Small Group Learning Space maximizing delivery of services. Intervention either in the classroom as a push in model or in the small group rooms between two classrooms for pull out minimizes disruption for both the student receiving support and their classmates. This can help maintain a focused learning environment for everyone. Having intervention specialists readily available within classrooms and Den Learning Spaces can facilitate smoother communication and collaboration between the specialist and classroom teacher regarding student progress and support strategies.

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English Learner Education Programs

Multilingual Learners

As the demographics of Massachusetts continue to shift, with a growing population of multilingual learners, the need for equitable and adequate space for these students becomes increasingly critical. In small districts experiencing rapid diversification, the disproportionate impact on existing infrastructure is particularly pronounced.

To ensure that multilingual learners receive educational opportunities commensurate with their peers in general education, it is imperative that school facilities provide appropriate space for specialized instruction, small group support, and collaborative learning environments. Currently, the Shaker Lane School struggles to accommodate the growing number of multilingual learners within existing classroom structures, which can lead to overcrowding, inadequate resources, and compromised educational outcomes.

By investing in appropriate space for multilingual learners, the Massachusetts School Building Authority can contribute to creating inclusive and equitable learning environments that empower students from diverse linguistic backgrounds to reach their full potential.

Current

Currently, the model supporting our multi-lingual learners in grades PK-2 is a combined push-in and pull-out model. With the lack of adequate learning spaces, the pull-out English Language Education services are delivered in a shared space.

English Learners (EL) are students who are not proficient in speaking English and are developing language acquisition skills to better access the current curriculum. This is done through consultation with teachers, as well as both a push in and pull out model of instruction. Teachers identify possible ELs based on home language surveys. The WIDA Screener is given to students who speak and understand a language or languages other than English. Qualified students receive comprehensive English language development instruction in all language domains: listening, speaking, reading, and writing. Students at all levels of English proficiency receive instruction that is rooted in researched based methods and uses a variety of resources. Students are given many and varied opportunities to hear, speak, read, and write English.

Proposed

Dedicated space for multilingual learners is essential to:

- **Facilitate effective instruction:** Provide specialized learning environments tailored to the unique needs of multilingual students.
- **Support language acquisition:** Create spaces for small group and individualized language instruction.
- **Foster cultural competence:** Cultivate environments that celebrate diversity and promote cross-cultural understanding.
- **Promote collaboration:** Enable effective collaboration among teachers, students, and families.
- **Enhance student achievement:** Provide the necessary resources and conditions for multilingual learners to succeed academically.

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Design changes needed in a new Elementary School to support and enhance this programming include the following:

- (1) half-sized classroom
- Flexible seating to allow for individualized learning and collaboration
- Technology and space for small groups, 1:1 and station work commensurate with general education classrooms
- Easy access to whiteboards in a variety of areas to support instruction

The district has carefully considered the need for dedicated space to support English Language Learners/Multilingual Learners (ELLs/MLLs). An MLL classroom is essential to provide effective and equitable instruction for our growing MLL population. This dedicated space will allow for specialized instruction tailored to the unique needs of MLL students. It will provide a quiet and focused environment for small group and individual instruction, promoting language acquisition and academic achievement. The classroom will serve as a resource center, equipped with language learning materials, technology, and other tools to support MLL students. This will empower students to engage in learning and participate in collaborative activities. This learning space will be designed to accommodate various learning preferences and activities, including small group instruction, one-on-one tutoring, and project-based learning. By providing a dedicated MLL classroom and adequate staffing, we are committed to creating a welcoming and inclusive learning environment for all students, regardless of their language background.

To ensure optimal utilization of this space, we propose the following scheduling and staffing plan:

- Core Instruction: During core instructional time, the MLL classroom will be used for small group instruction, led by certified ELL teachers. These sessions will focus on language development, literacy, and content area instruction.
- Intervention and Enrichment: After core instruction, the classroom will be used for targeted intervention and enrichment activities, such as small group tutoring, language labs, and cultural clubs.
- Flexible Use: The classroom can also be used for other purposes, such as parent-teacher conferences, MLL student meetings, ACCESS testing, screening and evaluations.
- To support the MLL program, the district currently employs two full-time ELL teachers.

Student Guidance and Support Services (e.g., social support, METCO, after-school programs, anti-bullying programs, etc.)

Current

Shaker Lane currently has one school adjustment counselor, one school psychologist and one BCBA (Board Certified Behavior Analyst).

The school psychologist is an integral piece of the referral process for special education. This person conducts all psychoeducational evaluations to determine eligibility for special education services. When a student has been determined eligible for special education services, direct services in the form of school based counseling, social skills instruction or other clinical services may be a component of the student's Individualized Education Program (IEP) service delivery. In the case that a student requires

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clinical services or support as part of their IEP, the school psychologist would provide direct services to both individuals and/or small groups of students to work on IEP goals.

The school adjustment counselor provides services to both special education and general education students. The school adjustment counselor is also Shaker Lane's Special Education 504 Coordinator, determining whether a student's disability qualifies he/she for specific accommodations that are in addition to the DCAP (District Curriculum Accommodation Plan) and is determined to be eligible for a 504 Accommodation Plan. These meetings typically take place in the conference room due to the number of individuals involved in such a meeting. On a daily basis, the school adjustment counselor ultimately supports the entire school population by responding to support calls during the school day in all grade levels, running snack and lunch social groups, providing scheduled one on one counseling sessions as well as handling "pop up" social/emotional situations that come up.

The Board Certified Behavior Analyst (BCBA) plays a crucial role in promoting positive behavior, academic success, social-emotional development and addressing behavioral challenges and enhancing learning opportunities for students with complex needs. The BCBA at the Shaker Lane School primarily provides ongoing behavioral support and consultative services to students with disabilities who have behavioral goals on their IEPs. Additionally, the BCBA conducts functional behavior assessments and assists the evaluation teams with other relevant assessments, while also collecting, reviewing and analyzing behavioral data. The BCBA provides consultation services to parents and families as well as staff who directly work with the children on IEPs. The BCBA may also be accessed for general consultation for community peer students who are displaying a wide range of behaviors.

The school adjustment counselor is the only provider that currently has a space large enough to accommodate both her office and student working spaces. The school psychologist and the BCBA have offices in storage space/closets. All three office spaces do not have exterior windows. The adjustment counselor's space has one interior window on the door.

The school psychologist has to find alternative space to hold her group sessions as her office space is too small. In addition, the school psychologist provides students with art therapy. She utilizes the art room or the Imagatorium space for these projects. She uses storage space down the hall from her office or her home for storage of materials for art therapy purposes.

Proposed

The School Adjustment Counselor should have a large space located near the administrative offices. This space should provide a calming and supportive environment for students while also giving the School Adjustment Counselor a private area to complete administrative tasks and make phone calls. It should be outfitted with a sink for art projects, varied and comfortable furniture for students, and other tools that support student regulation. The thoughtful design of this space will help ensure that it meets the needs of both the students and the counselor.

Please note, additional support service providers including our BCBA and School Psychologist are addressed in the Clinical Suite in Section 16.

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TEACHER PLANNING

Current

K-2 teachers have a 45-minute prep period each day. This time takes place when students are attending their unified arts class. On early release days, the planning block is 35 minutes in duration.

The current setup at Shaker Lane presents significant challenges for teacher workspace and related needs:

- A copier and other necessary resources for teachers are located on a stage, which is separated by a curtain from the physical education area. This arrangement is far from ideal as it compromises privacy and creates distractions. This also does not allow for stage use in any other capacity.
- Another copier is located on a landing at the top of the stairs on the second floor, which is not a dedicated or private workspace.
- The lack of teacher workspace creates an isolated environment for staff where they are not able to gather in a shared space.

Proposed

In order to increase productivity, each floor must have dedicated workrooms, equipped with necessary resources such as copiers, printers, and office supplies. These workrooms should provide a quiet and comfortable environment for teachers to plan, collaborate, and complete their tasks.

Locating teacher workrooms near classrooms will minimize time spent traveling back and forth, allowing teachers to maximize their planning and preparation time. With flexibility in mind, these workspaces can also be used for multiple purposes, such as individual work, small group meetings, collaborative planning and professional development sessions, which include movable furniture to accommodate different needs and configurations.

Creating dedicated and well-equipped workspaces for teachers, Shaker Lane can significantly enhance their productivity, satisfaction, collaboration and overall effectiveness in delivering high-quality education to students.

PROFESSIONAL DEVELOPMENT

Current

Littleton Public Schools is committed to providing effective, ongoing, embedded, and meaningful professional development to our staff. Professional Development (PD) within Littleton Public Schools takes many forms including:

- 10 early release days throughout the school year to work across the district, within buildings, or within departments.
- Half of the early release days provided throughout the school year are faculty-led sessions in which educators can personalize their professional development.
- A full day of professional learning in the fall.
- Opportunities to attend professional conferences and workshops offered outside of the district.

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- Opportunities to participate in graduate level courses offered by many colleges, universities and educational organizations.
- An induction and mentoring program for educators new to Littleton Public Schools.
- Opportunities to observe colleagues in their professional spaces.
- Many other specific training sessions.

Over the past three years, we have focused professional development opportunities on the topic of Universal Design for Learning (UDL). As a district we have studied the UDL Framework and how we can apply it to our daily practice. This knowledge will support upcoming shifts required to transition to a new building that will allow for more collaboration and reduce barriers.

Additionally, we have offered professional development in the curricular areas of writing, math and soon literacy. A major emphasis during these PD sessions has been collaboration with colleagues. We continue to emphasize collaboration among colleagues and grade level teams with the intention of this collaboration further continuing to students.

Within current district structures, we feel confident that we will be able to start to support teaching and learning adjustments that will be required in transitioning to an updated learning space.

Proposed

Education has changed drastically since our current Shaker Lane School was built. Therefore, we recognize that we have an opportunity to adjust our teaching and learning practices to align more effectively with an updated learning environment. We recognize the importance of supporting staff in building a collaborative and inclusive culture in the new environment. A major aim is to increase collaboration among staff to have a more effective impact on all students. This will require teaching staff how to use new spaces, such as the Den Learning Spaces.

As of now we have discussed and are planning for further partnership with MLP Integrated Design, the educational planning and consultant team who lead the visioning efforts and can work to ensure teachers are fully prepared to implement that vision, particularly in terms of teaching and learning practices. This partnership will be multi-year in order to build opportunities for staff to connect and collaborate in different configurations with varied educational purposes such as community building, social emotional, and academic. We will plan for professional development to be an iterative process that will allow us to maximize best practices in a more collaborative and reduced barriers environment. In collaboration with MLP Integrated Design we are already planning and running professional learning for our educators to adapt teaching and learning practices to prepare for and better utilize a newly designed facility. Currently, we have two educators and their classes at each grade level partnering to create a collaborative learning experience for their students. In Kindergarten the educators will offer varied learning experiences during choice time, while in grades 1 and 2, educators will offer varied ways to offer and participate in morning meetings. The purpose of this current and focused professional learning is to begin to develop thought partners and strategies of how we can utilize common collaborative learning spaces that will be prevalent in a newly designed facility. The plan is for this professional learning to expand to other educators within each grade level and to expand into other areas of the school day particularly into curricular collaboration.

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As we implement a new literacy curriculum this year, it is an opportune time for us to consider and learn how we can develop cross-classroom and cross-curricular experiences for and with our students. These opportunities will continue to expand and be enhanced through our commitment to on-going professional development that has already begun and will continue past the opening of a newly designed school building. Whenever we add or change curriculum such as we are doing now with literacy, we consider how we can generate new collaborations, applications, and approaches within the curriculum and with other curricula already in place.

Once we have moved into a newly designed learning space, our educators will be able to see the benefits of the professional development and will be able to continue to model for each other and for other educators in our district the approach to collaborative teaching and learning. Using this workshop model beyond the move-in date will allow all learners to benefit from a full understanding of how we can utilize the new space while actually being in the new space.

As we continue to progress forward, we would like to participate and create model lessons and spaces with furniture and materials that will help our educators to learn and understand how they can optimize learning in collaborative spaces.

PRE-KINDERGARTEN (e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)

Current

Shaker Lane currently offers one full-day Integrated Pre-K classroom, two half-day Integrated Pre-K classrooms, and one full-day PACE (Personalized Academic & Comprehensive Education) Pre-K classroom. The Integrated Pre-K and PACE programs currently take place Monday - Thursday from 9:00 am - 2:30 pm and Friday from 9:00 am - 11:30 am. The two morning half-day programs take place Monday - Thursday from 9:00 am - 11:30 am and Fridays from 9:00 am - 11:30 am. The two afternoon programs take place Monday - Thursday from 12:00 pm - 2:30 pm. All students eat snack in their classrooms and for students that are present all day, eat lunch within their classrooms. Enrollment of PreK is 48 as seen on the chart on the Grade and School Configuration Policies section.

Teachers currently instruct in their classrooms for the entire length of the Pre-K school day. Within each classroom, there are designated areas for whole group instruction, dramatic play, sand/water table, blocks etc. The students also eat lunch within the classroom at the same tables they work at. At times two preschool classrooms combine for choice time among the two half-day classrooms. This gives the students an opportunity to play with a larger number of peers. Students in the PACE classroom integrate into the integrated Pre-K classrooms based on their individualized ability level. Students in the PACE classroom also participate in a 30-minute adaptive physical education class each week. The only time our preschool students are outside of the classroom is for their outdoor recess time and to utilize bathrooms.

The preschool team at Shaker Lane holds regular meetings on Friday afternoons to discuss various topics related to supporting students. These meetings are crucial for collaboration, planning, and addressing specific needs within the preschool program and include but are not limited to arena evaluations, IEP meetings, student consults, and curriculum and program planning.

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Proposed

While the current plan does not explicitly request additional classrooms for Pre-Kindergarten, Littleton Public Schools acknowledges the evolving landscape of early childhood education in Massachusetts. We are aware of the increasing demand for public school pre-kindergarten programs and the growing complexity of needs among children aged 3-5.

Therefore, while the current proposal maintains its focus on providing a high-quality, comprehensive Pre-Kindergarten program within the existing design, we remain committed to flexibility and adaptability as the needs of our community evolve. We will continue to monitor enrollment trends, emerging educational standards, and best practices in early childhood education to ensure that our program remains responsive to the needs of our youngest learners.

We are confident that the proposed design, with its emphasis on creating flexible and adaptable learning spaces, can accommodate potential future growth and changes in our Pre-Kindergarten program. We will work closely with educators and community partners to refine our program and ensure that it meets the evolving needs of our students.

The current number of Pre-K classrooms is 3, and the proposed number of Pre-K classrooms is 3. There are no immediate planned changes to the curriculum, but 3 properly-designed general classrooms is adequate to accommodate future flexibility. The current and expected future enrollment is 48, but 3 classrooms provides flexibility to accommodate additional students in the future.

While we understand that our proposal for a Pre-Kindergarten Den Learning Space exceeds MSBA guidelines, we believe this collaborative, centrally located area is essential to promote student and staff collaboration. By providing a dedicated, flexible learning space, we can create a more dynamic, engaging, and developmentally appropriate early childhood learning environment that will benefit our youngest learners for years to come.

The Pre-K Den Learning Space will be utilized to accommodate multiple classroom gatherings for meetings, large group instruction such as story time, read-alouds, science experiments, performances, and art projects, as well as special events and celebrations. This Den Learning Space should include access to water and sand for sensory play, a dramatic play area, and soft flooring for movement. Moving towards a more collaborative approach for students at this level will develop their skills when they transition to kindergarten.

The flexible learning space will be supervised by qualified early childhood educators, including teachers and teaching assistants. The staffing ratio will align with state and local regulations to ensure the safety and well-being of all children.

Create a safe and easily accessible playground that connects directly to the building's exit to enhance the safety and convenience for students at Shaker Lane. This design will ensure that students can go directly from the building to the playground without needing to navigate through gates or other barriers. Direct access from the building to the playground minimizes the risk of students wandering off or

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encountering traffic, increases safety, and ensures that staff can easily supervise students as they transition between the building and the playground.

KINDERGARTEN (e.g., full day, half day, locations, if applicable)

Current

Shaker Lane offers a full-day kindergarten. There are six kindergarten classrooms that are all supported by a full-time Educational Support Professional (ESP). The seventh classroom, transitional, that is reported to DESE as having kindergarten students, does not have an ESP.

The current curriculum in kindergarten incorporates ELA which includes writing, phonics and phonemic awareness, Math, Science, Social Studies, and a Unified Arts block consisting of Art, Music, Physical Education, Library, and SEL.

Proposed

To ensure the best learning environment for our young learners, large spacious classrooms that allow for a variety of activities, including group work, individual tasks, and physical activities are desired. Rooms that provide natural bright light, multiple teaching areas, and a calming space will enhance teacher instruction and student learning.

Shaker Lane's scheduling model prioritizes collaboration among classroom teachers, interventionists, and special educators to support all students within an inclusive environment. The new design for Shaker Lane aims to enhance this approach by integrating smaller learning spaces for focused and targeted instruction that are within the kindergarten classrooms. By integrating strategically placed small learning spaces within each classroom, Shaker Lane can ensure that all students receive the support they need in a conducive and inclusive environment, optimizing learning opportunities and enhancing overall educational outcomes. These spaces can also be utilized for students who require a quieter environment for concentration, such as those with sensory sensitivities or attention difficulties.

Redesigning the Shaker Lane School with a Den Learning Space would create a learning neighborhood fostering interconnected learning communities to enhance the educational experience for all students. This layout would create an inclusive, dynamic, and collaborative environment where teachers can easily co-teach and plan interdisciplinary projects.

LUNCH PROGRAMS (e.g., number of servings, District kitchen, full-service kitchens, warming kitchens, etc.)

Current

The lunch program consists of three lunch seatings; K/T, Grade 1, and Grade 2 with five minutes in between lunch sessions. Each lunch session seats approximately 120 students. Our full-day Pre-K students are also eligible for hot lunch but they eat in their classroom. Students have a 20-minute lunch block. The cafeteria has one main entrance and exit, with an additional set of exit doors to the outside in the back of the cafeteria, as well as an exit on the loading dock.

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Shaker Lane prepares free daily breakfast bags, in accordance with the Federal Breakfast Program for any student who wishes to have one. These are prepared by the cafeteria staff and sent home by the classroom teacher at the end of each school day for the following morning's breakfast at home.

Shaker Lane has its own full-service kitchen, currently staffed by four personnel, one of which is the supervisor. All food is prepared in-house and made fresh daily. All food and beverages are consistent with the School Lunch Program national guidelines. There is one serving station with one entrance and one exit. This serving station is not being used currently due to its insufficiency.

This school year, the staff created stations for students to pick up a variety of ordered items. Once the food is prepared it is moved from the food preparation/kitchen area to make it more streamlined for the students once they enter the cafeteria. This was in response to students not having enough time to eat their lunch as the lines were taking too long to serve the food.

Many students choose to get school lunch as there are multiple options offered on a daily basis, including the hot lunch of the day, pizza, bagels, salad, and PBJ. As a school that participates in the National School Lunch Program, all students enjoy a tasty, nutritious lunch daily at no cost to their families. Free breakfast is also provided to all students at schools as we participate in the School Breakfast Program. Staff are also eligible to order lunch on a daily basis for a small cost.

The kitchen has limited space (warming trays/ovens) to keep meals warm. The kitchen staff are prepping food trays prior to the students coming into the cafeteria so that they don't have to wait, which tends to let the food cool before eating. Since there is only one serving station, the cafeteria staff is unable to serve food to each student as they pass by.

The current kitchen space is small and shared by four staff. Storage of food items is limited within the kitchen area. Many food items are stored out back on the "loading dock," making supplies less accessible to cafeteria staff for food prep.

The cafeteria eating space itself is a large open area with a stage at one end and many windows for natural light and brightness. Round foldable portable tables, with attached seats, can be moved for cleaning and presentation purposes. The tables are not conducive to any child in need of a wheelchair or with physical impairments such as needing a seat back for support. Mini split AC units were installed a few years ago for temperature control. There is also an audio system and a small TV mounted on the wall to view presentations.

Currently, we have provided two different seating options for children who need a quieter space for lunch, due to overstimulation. One long table is at the entrance of the cafeteria, around the corner from the main seating area. The other is outside the doors of the cafeteria all together.

The cafeteria is located on the first floor in the main lobby area and is accessible to all, including a ramp to the stage.

LPS has partnered with some local farms to provide fresh food, farm to table, options for students.

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The bathrooms, when needed, are located outside of the cafeteria and down the hallway creating a safety concern with supervision of students.

The cafeteria houses one drink/ bottle refilling station.

Proposed

In the proposed building, the number of lunch servings is expected to be three. We do not foresee intermingling the three different grade levels for lunch seatings. At this time, the students will continue to have a 20 minute lunch eating session. There is a dedicated lunch block for every grade level in a single school day that is outlined in the daily schedule in the prior section. This lunch block is highly coordinated and cross referenced with the Unified Arts Schedule and the K-2 Academic schedule to accommodate the best and least disruptive flow to the school day.

Improve egress in and out of the cafeteria by creating more than one accessible entrance and exit inside the school building. Our current configuration has one egress in the building and one that goes outside the building. We do not use the egress to the outside other than emergency situations as students have to walk around the building to regain access to the cafeteria. Multiple entrances and egresses within the school building will allow for a maximizing student transitions in and out of the cafeteria and a quicker and safer exit in emergency situations.

With a variety of students who have sensory needs, we want to incorporate an environment where these students can access the cafeteria in an integrated manner. Improve lighting and acoustics to provide a more sensory friendly environment for all students. Including many sensory-supportive options for students is imperative; noise reduction measures, proper audio/visual equipment for size of space. We currently have students who sit outside the cafeteria, in the main office, or in the principal's or assistant principal's office for a quieter setting.

The creation of a Quiet Cafe would provide support for students to be within the cafeteria during the lunch time, but in a space that feels safe and less stimulating for them. The quiet cafe can be a small room attached to the larger cafeteria with a wall of windows. This allows students to see and feel like they are part of the cafeteria, while in a sensory-supportive environment that is better for them. The glass wall allows this space to be supervised by staff who are monitoring lunch periods. Modifications such as these will allow students who are experiencing difficulty in the larger cafeteria setting to be part of the group with the intent to integrate into the larger cafeteria space over time.

Embedding an additional smaller Quiet Cafe within the larger cafeteria space will also allow our School Adjustment Counselor to hold "lunch bunch" sessions in the intended dining area. Currently, lunch bunch takes place in the School Adjustment Counselor's office. This arrangement will allow the School Adjustment Counselor to hold these sessions in a more natural dining environment, rather than in the counselor's office.

Locating the cafeteria adjacent or close to the outdoor play area to reduce transition time would be optimal. Currently, staff on duty take away recess minutes to allow for a 5 minute transition into the school for lunch. Having the cafeteria located next to the outdoor space will provide students more time to consume their lunch and keep their whole playing time.

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Provide areas for alternative seating to accommodate students with a variety of needs. This includes but is not limited to alternative seating for students with physical disabilities/wheelchairs, back-supported seats, standing options, and smaller breakout spaces within the cafeteria for students with social/emotional/behavioral needs. Seating arrangements with separate chairs and tables are desired. Currently, our tables do not provide equitable access for students with varying disabilities due to the fact that the seats are attached to the tables.

Lightweight tables and chairs that can be moved easily for cleaning and storage purposes. Currently, our chairs and tables are attached and are very heavy to move.

Include bathrooms and large hand washing stations within the cafeteria itself. This will improve supervision of students utilizing these areas as well as being able to monitor the number of students increasing safety. Currently, our bathrooms are located down the hall from the cafeteria which does not allow for proper supervision of students.

Self-contained industrial style kitchen with multiple stoves, ovens, freezers, refrigerators, warming stations, dishwashers (reusable trays and silverware), deep sinks etc. Some of our current kitchen appliances are old and small to accommodate the number of students we are trying to prepare meals for as well as clean up after.

Ample storage for all kitchen supplies. Currently, most of our kitchen supplies are stored on the loading dock, outside of the kitchen space on shelves near an exit door. Kitchen supplies need to be closer to the kitchen for accessibility and flow of food preparation.

Office space for cafeteria supervisor within the cafeteria/kitchen space to include lockers for storage of personal items. Staff currently leave their personal items on a table in the cafeteria cooking space and the supervisor has a small table to sit at the front of the cafeteria.

An outdoor dining area for students attached to the cafeteria with sliding glass doors to extend the space will provide a calm and quiet setting for students. Having a location in nature will provide an alternative visible setting for students while still providing continuity and supervision. Currently, we do not have an outdoor dining space.

An outdoor dining option for staff with picnic table style seating would further collaborative time for staff in a non-academic setting.

Our redesigned cafeteria must provide two serving stations with their own designated entrance and exit for students. Student waiting time in lines will be decreased as well as congestion. This will allow for students to move quickly through two lines increasing their time to have lunch and socialize.

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TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS (e.g., labs, in the classroom, Media Center, required infrastructure, etc.)

Current

Littleton Public Schools acknowledges the critical role that technology plays in the education of all learners, adults and students, alike. Shaker Lane has a robust infrastructure and network that allows all staff members and students to use devices anywhere at all times. All staff members have either a MacBook or Chromebook device. We use G-Suite for Education and our staff are adept in enhancing teaching and learning by using Google Documents, Slides, Sheets, and Drives.

Our district wide 1:1 program expanded significantly over the past couple of years. Pre-K classes have access to a set of iPads. All Kindergarten and grade 1 students have access to iPads for use during the school day. Each classroom has a charging cart for the iPads that currently is stationed in the hallway outside of the classroom. All grade 2 students are assigned a Chromebook for use during the school day. Each grade 2 classroom shares a charging cart for the Chromebooks that is also currently stationed in the hallway outside of the classroom.

Our teaching staff transitioned from MacBooks to touchscreen Chromebooks. This transition has allowed us to pair these devices nicely with our ClearTouch Interactive Panels that can be found in all general education classrooms. The interactive panels have allowed students and teachers to engage with lessons and virtual manipulatives better. In addition to the ClearTouch Interactive Panels, our educators have document cameras that connect to the panels to allow for projected images of books, workbooks, or objects. Our educators have responded favorably to the interactive panels and utilize them in a way that engages our students.

Instructional technology within our district is supported by our Technology Team which includes an Instructional Technology Coordinator, a Technology Systems Coordinator, an IT Systems Specialist, and two Technology Specialists. In addition to this Technology Team, Shaker Lane has a Technology Teacher Leader. The Technology Teacher Leader is a stipend position to assist teachers, primarily through peer-to-peer coaching and modeling of best practices, to integrate technology into instruction and their professional practice. Professional Development opportunities are timely and relevant for instructional technology. The Technology Teacher Leader will offer before or after-school sessions on various topics. Our STEM Integration Specialist and Instructional Technology Coordinator will also offer PD opportunities for staff on pertinent topics including for example the use of interactive panels and AI technology.

Technology is integrated into daily practice at Shaker Lane School. Our STEM program is also an integrated approach within our elementary schools. We have a K-5 STEM Integration Specialist who collaborates with all other educators to create and facilitate lessons for students in all grades at Shaker Lane School. Each classroom completes three digital citizenship lessons at the beginning of each school year. Additionally, each trimester all classes complete at least one STEM project that centers around the Engineering Design Process. Our STEM Integration Specialist also collaborates with Unified Arts Educators to integrate STEM into SEL lessons and more. Currently, we have a shared classroom that hosts our makerspace as well as other UA classes as needed. Our maker-space is called the Imagatorium. This space holds a charging cart for small programmable robots and iPads, a lego wall, a

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green screen, a wind tunnel, a laser cutter, as well as various creation tools such as cardboard, tape, fasteners and other such supplies.

Proposed

As a district, we believe strongly in the integration of educational technology to enhance and support the teaching and learning for all. We will continue with the 1:1 program, which will require a continued robust network and infrastructure. Students utilize the devices at school only at this time. Devices are left in carts or storage spaces within the school overnight to charge for each school day. If there is a request or a need, a student can bring a device home, however, this is not frequent at this time. Many students are able to access a device at home and through communication with families, we are able to ensure that all have access to internet at home. The Littleton Public Schools strives to ensure the protection of our students' privacy while encouraging innovative uses of technology to support teaching and learning. We maintain a thorough vetting process whenever we engage with third party vendors to ensure student data privacy. Littleton Public Schools works with The Education Cooperative (TEC) to facilitate the execution of data privacy agreements with all vendors.

Further, for iPads (PK, K, T, Grade 1) we utilize:

JAMF MDM: We utilize JAMF as a Mobile Device Management (MDM) solution to centrally manage and distribute licensed applications to iPads. This ensures that all apps are deployed with valid licenses and are accessible to students

For Chromebooks (Grade 2) we utilize:

Web-based Applications: The majority of applications used in Grade 2 are web-based, eliminating the need for individual device licensing.

Rostering for Licensed Access: We roster students for licensed access to specific web-based applications.

We envision a STEM-rich learning environment where students explore, innovate, and problem-solve across all grade levels. To achieve this, we propose designing our Den Learning Spaces into dynamic hubs for STEM integration. This means taking our current Imagatorium and dispersing it into each grade level's learning den. These grade-level Imagatorium learning zones will serve as the cornerstone of our STEM initiative, fostering curiosity, creativity, and collaboration.

- **Flexible Learning Spaces:** Areas for brainstorming, designing, building, and showcasing student work will foster creativity and critical thinking.
- **Essential Equipment:** Sinks, storage, charging stations, and durable furniture will provide the infrastructure necessary for experimentation and project-based learning.
- **Technology Integration:** Green screen walls and an Interactive Screen with a small stage area will enable students to showcase.

To illustrate the potential of STEM integration, we present the following sample projects that are currently part of our STEM program that will take place in the grade level Imagatorium zone:

- **Storytelling with Robots:** Combining coding, language arts, and technology.

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- **Three Little Pigs: Paper and Wood Exploration:** Integrating engineering, science, and math through design, construction and simulation (Wind Tunnel)
- **Lego Wind Car Challenge:** Exploring physics and engineering principles through a hands-on challenge.
- **Simple Machines at the Zoo:** Applying science concepts to real-world scenarios.
- **Robot Team Building:** Fostering collaboration and problem-solving through robotics.

Successful STEM projects thrive on collaboration between teachers and our STEM specialist who will utilize a shared google calendar to schedule, use and supervise this learning zone. A properly designed space will facilitate teamwork, allowing projects to continue even in the absence of the specialist. When students are collaborating on STEM projects they are either supervised by the STEM specialist or classroom educator. STEM projects are integrated into the curriculum, thus the collaboration between educators allows for scheduling of this space for students. This fosters a more sustainable and impactful STEM program.

The Den Learning Spaces would be a perfect environment for our K-5 STEM Integration Specialist to maximize impact on students. Having dedicated Den Learning Spaces allows the K-5 STEM Integration Specialist to work with multiple classrooms concurrently. This eliminates the need to travel between classrooms or to the Imagatorium and set up materials repeatedly, freeing up valuable time to work more with students. The space can be configured to accommodate different group sizes and project needs. The K-5 STEM Integration Specialist can work with small groups for focused instruction or larger groups for collaborative activities. Beyond these advantages, Den Learning Spaces can foster collaborative experiences between the K-5 STEM Integration Specialist and classroom teachers through teamwork and shared expertise.

For effective STEM integration into the Den Learning Spaces we require a designated area to park two charging carts for our programmable robots and iPads. Storage for building materials and in-progress projects is essential as most projects are works in progress for a week or two. The learning space should be open and easily adaptable to various project needs. This means having tables and seating options that are easy to reconfigure or move out of the way for floor-based work. As previously mentioned, sinks will be essential equipment for this space. Sinks at an age-appropriate student height and spread apart in the physical area will be essential.

Additionally, a presentation space or stage area would be beneficial. This presentation space could also function as a projection screen with green screen capabilities. In order for learners of all ages and hearing abilities to fully benefit from all that we have shared, we will consider what assistive listening technology can be utilized in each classroom and learning space.

In accordance with the MSBA's recommendation for best practices for K-12 STEM Learning Spaces, the general classrooms will be equipped with sinks and other recommended amenities. The Imagatorium spaces are specifically for deeply imbedded, collaborative, multi-classroom STEM projects and curriculum that goes beyond the general classrooms' capabilities. The space summary for these spaces has not been modified in the updated version.

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To further expand STEM learning opportunities, we propose integrating outdoor education. Outdoor learning spaces will provide students with hands-on experiences in natural environments, fostering scientific inquiry and observation. Another proposed change would be a separate STEM specialist preparation and fabrication space titled The Creation Station. This space would be supervised and only utilized by the STEM specialist and other staff members trained to use the equipment. This space will be primarily used by STEM specialists for fabrication, resource creation and lesson planning. This space will be viewable to students to allow students to see how their projects and ideas are created by use of the tools within this space. This space would be equipped with fabrication tools (Laser Cutter, 3D printer, etc) and would showcase these advanced manufacturing technologies, inspiring students to envision the possibilities for their projects. The Creation Station will give students who are passing by an opportunity to observe how various machines work to create projects. However, it will not be a space where scheduled times are designated for students or staff, other than the STEM Integration Specialist. The machines include a laser cutter and 3D printer, which are not suitable for student use, so a room with provisions for safe, supervised student observation will allow this key part of project manufacturing and production to be meaningfully included in the STEM curriculum. The space summary for these spaces has not been modified in the updated version.

Ongoing professional development will continue for technology. PD opportunities will include before/after school sessions, during school support, as well as peer and tech specialist coaching. Considering the building process is a few years out, many instructional technology changes will take place between now and then. Thus some form of digital display or smart technology will be determined for all educational spaces. This will require professional development for all staff to ensure proper and effective use of such technology.

MEDIA CENTER/LIBRARY

Current

Currently, our library is configured as a traditional model with students having access to just books as a resource. Our library is staffed by a .8 library tutor who provides a weekly 45-minute unified arts session to K-2 students. During this block of time, the library tutor begins by reading students a story, followed by a short activity/conversation about the book, then provides time for students to select a book, and ends with students reading their book or working on a puzzle or coloring page.

The library is widely utilized by staff before, during, and after the school day when it is available. Staff utilize this location to hold meetings such as IEP, SST, parent, PD, leadership, and others. This space is also a location for meetings amongst the larger Shaker Lane Community which includes School Council, PTA, District PLCs, and family presentations. This is a highly desired location for meetings to take place.

The Littleton community also utilizes this space for both afterschool and the evening purposes. Some of the organizations that make use of this space are Boy Scouts, Girl Scouts, and Parks & Recreation.

Proposed

As part of our visioning process, Littleton staff explored several newly constructed educational environments to observe effective practices firsthand. Beyond these tours, we reviewed various library

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media models, from traditional enclosed spaces to those fully integrated within the school. Each discussion helped shape our vision for the future of library media. We noticed that the library experience has evolved from a distinct destination to an integral part of everyday academic life. Modern library/media experiences now include book collections, spaces for creative activities, and presentation areas not only in one library destination but also within grade level team areas.

With this in mind, Shaker Lane is looking to create a more integrated library/media experience where the Media Center remains mostly a destination but is located in such a way that it is physically connected to other programs (e.g., art, grade-level neighborhoods) to support a more collaborative, interdisciplinary approach to education. Currently, our library sits alone at the main entrance of the building. We envision relocating it to a more academically central location, between grade level learning communities and adjoining other collaborative spaces. This new space should offer movable book stacks and comfortable, adaptable seating for various activities and group sizes, encouraging students to explore and work together in a relaxed environment. The library will continue to be staffed throughout the week to provide a Unified Arts experience for K-2 students for 45 minute sessions. This staff member will collaborate with grade level teachers in order to gather library media materials that support the current curriculum theme. To support this staff member's skills related to curriculum, he/she is offered and encouraged to attend all district PD as well as other trainings that are found to be applicable to this position. This staff member will be instrumental in dispersing the media materials throughout the Den Learning Spaces on the movable stacks.

A key theme that surfaced early in our visioning was the idea of a hybrid media model, extending beyond the typical weekly library visit. This hybrid model would include both a weekly visit by each class to the media center to engage in a planned lesson in conjunction with positioning resources close to students and teachers to access when needed or wanted, making media and literacy central and accessible to all within our school environment. In such a hybrid model the library media center will be a destination and a traveling destination for students to access books more easily and closely to their learning spaces. Additionally, students will be able to use the library media center as a place to collaboratively learn, create and have experiential learning experiences that will deepen learning for all. We aim for students to interact with books and other media resources daily as they navigate their learning communities and the school, passing by books and student projects in progress. We are already engaging in this endeavor by creating diverse libraries within each classroom which include posting information and showcasing books in hallways for families to view as they visit our building. These posters highlight a targeted diversity reading which includes the theme of the book, highlights important vocabulary to review with children, the rationale on why it is important to read it to your child and other supporting topics that can be discussed to further learn about the topic of the book. Our Literacy Promotion Group is focused on families reading to their children highlighting events such as The Masked Reader and our annual Book Swap. Our goal is to build a culture of literacy and inquiry that lives throughout every space at Shaker Lane immersing students in a rich literacy environment. Our visioning sessions emphasized the importance of making physical books easily accessible to students throughout the building. Our vision is to maintain the majority of our allocated media square footage (equivalent to a large classroom size) for a central media space that can serve as the home base for our media staff and continue to support media as a unified art. The remaining portion of our allowable media square footage will be disbursed as satellite media areas within the Den Learning Space of each grade level neighborhood. We will include movable bookshelves to distribute books

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conveniently across different areas. In our Den Learning Spaces, media resources could be placed at the entrances, enabling students to access them as needed for cross-disciplinary lessons. A Media Center/Library that is academically embedded in Shaker Lane, with a central location and satellite capabilities, will offer a space for media activities and seamless access to materials, blurring the lines between the library and learning neighborhoods.

As we refine the design, ensuring clear lines of sight and smooth transitions between classrooms and extended learning areas is crucial. This will allow teachers to comfortably send students beyond traditional classroom walls to access resources. Ultimately, teachers and support staff will collaborate with media specialists and tech integrators to create numerous cross-disciplinary learning opportunities. Throughout the day, the library media center would be utilized in a number of ways. Students engaged in their Unified Arts lesson would receive their read aloud in this setting while also selecting literature to take home. With a centralized location connected to other programs, students could engage in multi-disciplinary learning. For example, students participating in library and art could have an interdisciplinary experience where they collaborate together on a project across the two or more curriculum areas. Coordination and collaboration on these lessons can enhance classroom instruction creating a deeper learning experience for students.

Due to the high use of the library media center during the school day for structured library lessons, collaborative and experiential learning, the space will typically be closed to the public during non-school hours to preserve the on-going learning in that space. Library media center use during non-school hours could be scheduled for special circumstances through the district's scheduling platform with approval from district administration.

VISUAL ARTS PROGRAMS (e.g., in-classroom, specialized area, etc.)

Current

At Shaker Lane School, all students in kindergarten through second grade attend weekly art classes, currently this is 381 students. There are 25 art periods per academic cycle. Students travel from their classroom to the art room for a 45-minute art class instructed by a MA DESE licensed educator. Our elementary art program follows the MA 2019 Arts Framework and places emphasis on the Ten Guiding Principles for Effective Arts Education. Art class is intended to teach and demonstrate that all students can be artists. Our aim is for students to be excited to try new ideas and experiment with materials and mediums in each art class. Literature plays a key role in art as well. Art history, techniques, and expression is learned by reading books in art class.

Proposed

To continue to develop artists at Shaker Lane, a dedicated art classroom will be required. While being accessible, welcoming, innovative and inspiring, this art space should include:

- Two sinks
- Several durable workspace tables
- Flexible and varied seating options
- Significant storage and space for supplies and materials
- Multiple zones to facilitate direct instruction and demonstrations, large-scale projects, group work, and stations

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- Ample storage for student work
- Outdoor access to allow for environmental art as well as opportunities to use the landscape for potential projects
- Space to hang instructional visuals and exemplars
- Opportunity to expand to digital and graphic art

Currently in art, students already complete non-kiln 3D art. Such projects include creating 3D scenes of food, nature, and abstract art by using items found in the environment, modeling clay, and paper. In addition to the art room, a kiln room will be needed that also contains large open shelves for drying student work. For the safety of everyone it is essential that the kiln room can be secured and have a window or external “in-use” light. Additionally, the storage for art will also need to be secure and appropriately ventilated for toxic and hazardous materials and include an accessible file of safety data sheets. Lastly, many dedicated spaces to showcase both 2D and 3D student artwork throughout the building will be important.

PERFORMING ARTS PROGRAMS (e.g., music, dance, drama theater, in-classroom, specialized area)

Current

All students in grades K through second participate in a weekly 45 minute music class. This class is instructed by a MA DESE licensed educator. Like our art program, our elementary music program follows the MA 2019 Arts Framework and places emphasis on the Ten Guiding Principles for Effective Arts Education. In grades K through two, students have access to a general music class in which they learn about singing, rhythm, and movement.

Adequate space for music class is very difficult at Shaker Lane School. Currently, students travel from their classroom to another space where music class takes place. Music class occurs on the stage in the cafeteria, in the Imagatorium, or in the library. The space in which the class occurs depends on what other classes are being taught at the same time. The materials for music class are stored in either the art room or the Imagatorium at this time. The teacher is required to travel with necessary materials to meet the class at the designated location.

Proposed

To properly develop musicians and a love for music at Shaker Lane, a dedicated space is required for music class. In addition to a warm and welcoming space, this classroom should have the following:

- Proper soundproofing so as not to negatively impact other surrounding spaces
- Location close to the stage to allow for performance practice
- Wide doors for moving instruments and equipment in and out as needed
- Location on the ground floor to be able to move instruments and equipment in and out
- Storage space for instruments and materials
- Various learning zones to allow for small and whole-group instruction

Any instruments used at Shaker Lane School will be shared and non-wind instruments. The music educator will educate students how proper sanitization of shared instruments like other shared

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educational materials may be needed. This would require having sanitary wipes to clean any shared instruments.

PHYSICAL EDUCATION PROGRAMS

Current

The physical education program within Shaker Lane provides students with the knowledge, skills, and opportunity to develop their physical, mental, and social well being. PE classes are designed to teach movement, team building, and social skills to provide all students a strong foundation for healthy and active lives. All kindergarten through grade two students have a 45 minute PE class per week. Our PE classes are taught by a MA DESE licensed educator who is currently transitioning to use the recently released 2023 Comprehensive Health and Physical Education Framework.

Students travel from their classroom to the gymnasium for class. Depending on the weather, the PE class may then go outside for class. If the class goes outside, they typically facilitate class on the grass field behind the school.

Just this year we were able to add two rolling basketball hoops to our Shaker Lane gymnasium. This enhanced our students' ability to practice very specific shooting and target aiming skills. While this is wonderful, it does not provide enough opportunity for all students, thus we are still using tape to place squares on the wall to mimic a basketball hoop for students.

Our PE educator also offers adaptive PE classes to allow access to physical education for all students. Currently, these classes are small and can range from two to six students. Having these classes in the large gymnasium is very overwhelming and overstimulating for these students.

Proposed

In order to effectively offer physical education classes at Shaker Lane, we will require a gymnasium that has the following:

- Six basketball hoops
- Designated area for visual instruction (whiteboard and digital display technology)
- Large scale projection capability and sound for school assemblies, presentations, etc.
- Designated area for instructional visuals
- Adequate storage space for equipment
- Lines and wayfinders on the floor to support PE units
- Quality sound system
- Adequate electrical outlets
- Storage container outside or ability to easily bring materials between inside and outside
- An office space for our PE educator to design and plan lessons
- Be of a sufficient size to allow for expanded community use

The need for an Adapted Physical Education (APE) space would be a huge benefit to all of the students in the PACE programs. Without a dedicated adaptive PE space, students with disabilities often experience limited access to appropriate equipment and facilities, difficulty participating in mainstream

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PE activities, feelings of isolation and exclusion, and reduced opportunities for physical activity and skill development. The creation of an APE space would include the following:

- **Enhanced Accessibility:** A dedicated space allows for the implementation of specialized equipment, adaptive technology, and modifications necessary to accommodate diverse needs.
- **Improved Inclusion:** By creating a welcoming and inclusive environment, students with disabilities can feel valued and supported, fostering a sense of belonging.
- **Individualized Instruction:** An adaptive PE space enables teachers to provide tailored instruction and support, maximizing student progress and achievement.
- **Health and Wellness:** Regular physical activity is crucial for overall health, and an adaptive PE space empowers students with disabilities to develop lifelong healthy habits.
- **Skill Development:** Through specialized activities and equipment, students can acquire essential motor skills, coordination, and balance, leading to increased independence.

Physical education provides opportunities for social interaction and cooperation, fostering friendships and teamwork among students with diverse abilities. The addition of a second smaller gymnasium, used primarily as an APE classroom, would be less stimulating for students of all abilities. APE class sizes can be anywhere from two to six students. A smaller, less overwhelming, less stimulating environment can help each individual child feel more comfortable in the space. This space will be attached to the gymnasium for easy access between the main gymnasium and the APE classroom. As we currently run APE in the large gymnasium, acoustics and overstimulating sensory input hinders students from accessing this program.

The PACE programs currently provide whole class gross motor groups multiple times each week that currently occur inside the classroom which presents a multitude of limitations and safety concerns as well as inefficiencies with set up/break down of activities (obstacle courses, etc.). Our Pre-K classrooms have approximately 10 students who participate in APE 40 - 45 minutes per week. Our Physical Education Teacher consults with the district's Adaptive Physical Education Consultant to create experiences that are modified to meet the needs of students in our PACE classrooms. Limitations in the large gym setting are acoustics, sensory issues, and scheduling with other classrooms. A smaller APE space attached to the larger gymnasium would be utilized as a more age appropriate learning area for certain activities and games in their integrated Pre-K PE class.

By having this additional APE classroom space adjoining the gymnasium we can have a space that is utilized by every student in the school whether they are in a PACE, Pre-K, Kindergarten, 1st grade or 2nd grade class. Locating the gym, OT/PT room, and APE room adjacent to one another with the potential of opening spaces up to one another is our vision to allow for levels of differentiation and collaboration within physical education for all students. The connections of these three spaces would also allow for sharing of materials amongst the two spaces. Creating a storage space adjacent to the APE room would provide a location for materials to be utilized by the physical education teacher and the OT & PT service providers in an efficient manner.

Another proposed change to the PE program is to start introducing preschool classes to physical education. This will mean having our PE educator create appropriate and accessible lessons for our youngest learners, which will be more effective and impactful with an Adapted Physical Education space.

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SPECIAL EDUCATION PROGRAMS (e.g., in-house, collaborative, facility restrictions)

Current

Littleton Public Schools adheres to federal and state laws and regulations that guarantee the rights of all students access to general education curriculum. Littleton Public Schools emphasizes a particular focus on the inclusion of students with disabilities in all aspects of school life, including educational programming for students in the least restrictive environment to the fullest extent possible. This is actualized through the development of a well articulated continuum of services and supports that includes development and ongoing expansion of in-district programming & supports including:

- **Inclusion** Special Education Services & Support: Direct, individualized 1:1 and small group specialized instruction
- **Moderate Special Education** Services & Support: Increased opportunities for delivery of specialized instruction in a pull-out setting
- **Therapeutic Learning Space (TLS):** Direct, individualized 1:1 and small group behavioral support and academic support
- **Specialized, Substantially Separate Programs:**
 - Personalized Academic and Comprehensive Education Program (PACE) Grades PK- Age 22
 - Language Based Learning Disabilities (LBLD) Grades 3-8
- **Related Therapies, Assessment, Evaluation, Counseling and Consultation:**
 - In-District Staff: Speech and Language Pathology (SLP), Occupational Therapy (OT/COTA), Physical Therapy (PT/PTA), School Psychologist, Board Certified Behavior Analyst (BCBA).
 - Contracted Services: Assistive Technology (AT), Augmentative and Alternative Communication (AAC), Teacher of the Visually Impaired (TVI), Orientation and Mobility (O&M), Teacher of the Deaf (TOD), Adaptive Physical Education Consultant (APE), Clinical Consultation

Special Education services at the elementary level include inclusion models, partial inclusion models, and substantially separate programming. Service models include 1:1, small group, and whole class instruction.

Current deficiencies include the lack of adaptable and flexible learning spaces to meet the changing needs of our student population and limited appropriate spaces for staff offices and meeting spaces.

- The PACE Programs lack proper space for lessons to support the learning and generalization of life skills, including hygiene, cooking, cleaning, and toileting.
- Multiple special education and/or related therapies staff are required to share rooms or are relegated to inadequately sized spaces due to the lack of available space. This means that multiple and varied lessons can be going on in the same space, creating a loud learning environment and inflexibility with the setup of the learning space to meet the needs of the students.
- Special education and related therapies spaces are not within proximity or adjacent to programs or where the service needs are higher or within the general education learning areas.
- There is a lack of dedicated office/collaborative space for special education staff and related service providers to meet with staff and/or parents and test students.

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- There is a lack of office space for the Elementary Special Education Administrator to meet with parents and staff. A dedicated special education team meeting space is inconsistent.
- Learning centers and program rooms lack access to the same technologies as the general education classrooms.
- The current school does not provide the appropriate space to facilitate Adaptive Physical Education and gross motor activities for students.

Provision of the high quality programming is contingent upon the availability of multiple spaces that can be used flexibly throughout the day and provide state of the art accessibility, assistive technology, and pedagogical resources. At this time, spaces for specialized services are shared amongst multiple service providers or are utilizing small, confined inadequately sized spaces without access to natural light, which can impact the efficiency of services and creates a level of noise that can impact students' abilities to remain focused on their specialized instruction, impacting the learning and progression of skills. While Littleton Public Schools provides all necessary equipment for individual student needs, the District relies on less efficient portable sound-field systems for amplification and fabric light coverings for dimming. Not all special education learning spaces include the same technology access as the general education classrooms do. There are limitations to accessibility for students requiring wheelchairs or with physical impairments impacting mobility in regards to areas of the buildings in which their general education peers are able to access. Examples of this include limited bathroom access, inefficient access to the stage, and limited access to outdoor play spaces.

Special education services are provided to eligible students and are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing are allocated annually based on the service delivery needs identified on the Individual Education Programs (IEPs) of the special education population being served. 18% of elementary students K-5 are identified as Students with Disabilities (SWDs) requiring an Individual Education Program (IEP). Of the number of students identified as needing special education services, only 2% require an out of district (OOD) placement.

Inclusion

The majority of students that receive Special Education services receive them as a combination of pull out and within the general education classroom setting, as outlined by each student's Individual Education Program (IEP). Inclusion supports are provided by special education teachers, teaching assistants, and related therapies staff (e.g. OT, SLP). With well-designed classroom spaces and alternative, acoustically diverse small group and breakout spaces adjacent and accessible from the classrooms and learning community, the district will be able to increase the level of inclusion that our students with disabilities can access.

Design needs for the inclusion special education program would be:

- Small group rooms between grade level classrooms to provide instructional options within a collaborative teaching model and instructional support model

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- Open breakout space within learning neighborhoods so support small groups that may not require acoustic separation
- Flexible learning spaces within the classroom and outside the classroom for direct instruction and support in 1:1 and small group options
- Learning Centers within proximity to grade levels to limit transition time between general education and special education services for pull out model

Moderate Special Education

Special education teachers support students with a variety of disabilities within an inclusive model of learning. Students with disabilities, as defined by their Individual Education Programs may receive special education support within the general education classroom or within the learning center. Services within the general education classroom may include collaborative teaching between the general educator and special educator and/or specific instructional support and generalization of taught skills. Services with the special education teacher includes specialized instruction in the areas of reading, written language, math, organization and executive function skills. Instructional models include 1:1 and small group. Educational Support Professionals (ESP) may also provide support to students within the general education classroom.

Design needs for Special Education rooms would be:

- One half-sized Learning Center (resource room) space per neighborhood for tier 3 interventions and additional supports
- Flexible space to accommodate small group testing (ie: MCAS)
- Adjacent space for assessments
- Access to same technologies as general education classrooms
- Adjustable lighting

Therapeutic Learning Space

The Therapeutic Learning Space (TLS) is a sensory friendly therapeutic space, addressing the emotional, behavioral and learning needs of students who present with an emotional impairment and accompanying behaviors and social challenges and have a specific need for access to a separate space identified in their Individualized Education Program. While we have created sensory spaces throughout the building, this level of support is needed for students who require additional support.

The Therapeutic Learning Space provides a soothing environment for students to receive therapeutic and behavioral supports and to engage in academic growth while supporting emotional needs, a student breakout space, as well as inclusion opportunities with space to process and gain support.

Design needs for the special education Therapeutic Learning Space would be:

- Centrally located between grade level teams
- Connected calming space for students to de-escalate, as needed, and rejoin class
- Acoustics need to be considered to limit noise disruptions to adjacent learning spaces
- Close proximity to counseling

Specialized, Substantially Separate Program

Personalized Academic Comprehensive Education Program (PACE)

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The PACE Program is a district program that supports students across all grades at Shaker Lane (PreK through grade 2). This program is a substantially separate highly individualized intensive learning program with the ability to include students for specials, activities as well as other learning opportunities with the general education grade level classroom, as outlined within each student's Individual Education Programs. The Personalized Academic Comprehensive Education Program provides a highly individualized and modified curriculum for students with Autism spectrum disorders, developmental disability, intellectual impairment, and social communication impairments. In addition, students in this program exhibit significant impairment in some or all of the following areas:

- verbal communication
- social interaction and pragmatic skills
- comprehension
- functional academics
- behavioral and emotional regulation
- adaptive daily living skills
- ability to acquire new skills

The program utilizes a multi-disciplinary approach to enhance communication, socialization and sensory integration. Visual symbols and augmentative communication are used throughout the classroom to assist students in understanding of classroom activities, schedules and rules. Emphasis on behavioral-based methodologies (i.e. discrete trial, applied behavioral analysis, multi-sensory, etc) and the development/strengthening of functional skills are integral components of the program. Low student-to-teacher staff ratios maximize the learning of new skills and reinforces appropriate behaviors. Students are integrated into the general education setting on an individual basis as determined by the team. Students practice activities of daily living, hygiene, access and mobility, and travel training. Opportunities for inclusion should be beneficial, meaningful, and tolerated by the student. A District BCBA, School Psychologist, Occupational therapist, Physical therapist, and Speech and Language pathologist provide direct services in addition to consultative support to the program regularly. Contracted services providers consult to the program on a regular basis and/or provide direct instruction, as outlined in student IEPs, in the areas of Orientation and Mobility, Teacher of the Visually Impaired, Augmentative and Alternative Communication (AAC), Assistive Technology (AT) and Adaptive Physical Education (APE).

Design needs for the PACE program would be:

- See Proposed Program Space Description below
 - Two classrooms to split the students based on level of need and in accordance with DESE age requirements; movable acoustic partitions to allow for the rooms to be divided into smaller spaces as appropriate for individual/dyad teaching and whole program activities. Include multiple partitioned spaces for 1:1 programs and discrete trial work.
 - Adjacent small group room to create divided 1:1 discrete trial areas.
 - Acoustics need to be considered for sensory, hearing impairment, and language processing.
- Flexible classroom space and furniture
 - Space designed for flexibility in seating and table options, and to include academic instruction, 1:1 discrete trial areas, small group instruction, and morning

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meeting/movement space

- Each classroom can support up to 10 students and up to 8 staff.
- Restrooms for toileting needs.
- Calming space for students to de-escalate, take breaks and regroup to rejoin the class.
- Proximity to related therapies (OT, PT, SLP).
- Access to an outdoor, enclosed or fenced-in shaded/covered area for movement, play and outdoor learning opportunities.
- Dedicated sensory room accessed from within the PACE Program

Related Therapies, Assessment, Evaluation, Counseling and Consultation:

Speech

Speech and Language services are designed to facilitate growth in the areas of communication and language skills including speech sounds, language and literacy, social communication, pragmatic skills, cognitive communication, stuttering, and voice. Speech and Language services are pivotal to supporting all of our students with Language and Communication needs, including our students participating in district programs. Speech and Language Pathologists provide services to include consultation with school staff and parents, screenings and evaluations, and direct services. Direct services include whole class language instruction within classrooms, small group services, and 1:1 instruction. Small group and 1:1 services may take place within the program classroom, general education classroom, or embedded small group rooms within learning neighborhoods to support interventions in close proximity to students. Co-treats may also take place with other service providers such as the school counselor for social skills and pragmatics and the Occupational Therapist for communication, language and literacy, and comprehension.

Occupational Therapy and Physical Therapy

Occupational Therapy (OT) services are designed to provide support in the areas of sensory and motor development, manipulation and hand use, visual-perceptual skills, motor planning and coordination, daily living skills, work skills, organization, and the use of assistive technology and adaptive equipment.

The Physical Therapy (PT) services are designed to provide support in the areas of motor development, manipulation and hand use, motor planning/coordination, and implementation and supported use of adaptive equipment. These therapies aid students in movement (gait and balance), flexibility, muscle strengthening, and range of motion.

As reflected in the physical education section, an alternative smaller movement space (APE Space) should be considered a “must have” in the new building to support adaptive PE and additional OT/PT services for Special Education in addition to the school community as a whole. In terms of ideal location and adjacency, the movement space would be adjacent and visually connected to the larger gym so that students who struggle in larger group settings would have a smaller space to engage in the same physical activities in a smaller, quiet setting. Students who struggle with indoor recess or social interactions at recess could also benefit from access to this space. This space would benefit from having a mini-trampoline, and possibly sensory stimuli on the walls but should be separate from a “sensory room”.

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OT/PT could also support Adaptive Physical Education (APE) and would need access to the gym or similar space to include a variety of equipment to meet the needs of our students. Swings with adaptable seating and positioning and other suspension equipment along with cushioned flooring to accommodate activities of stretching, yoga, and potential for falls.

School Psychologist

School psychologists currently provide individual and small group counseling services, conduct psychological evaluations and provide consultation to special education staff and general education staff, as needed.

Assistive Technology

Assistive technology services directly assist with the selection, acquisition or use of technology devices such as: equipment or product system (software) that can be used to increase, maintain, or improve the functional capabilities of a student with disabilities. Currently, AT evaluations and services are contracted.

Design needs for Assistive Technology would include space to store and control devices as needed or to meet with students or teaching assistants to collaborate and provide instruction in new programs or tools.

Applied Behavior Analysis Services

Individualized programming for children with Autism Spectrum Disorders using the principles of applied behavior analysis to increase skill acquisition and decrease maladaptive behaviors is provided within the Personalized Academic Comprehensive Education program (PACE). The district's Board Certified Behavior Analyst (BCBA) regularly consults with our Integrated Preschool Program, Special Education Teachers, and classroom teachers to provide strategies for behaviors, support with behavior plans, review of data, individual programs development, and training for teaching staff and teaching assistants.

Design needs for ABA Services will need space to meet with staff to discuss individual students and review data, meet with parents, as needed, for consultation. Proximity to the PACE Program and the Therapeutic Learning Space will be especially important as these programs are the main focus of the services.

Contracted Services

Assistive Technology (AT), Augmentative and Alternative Communication (AAC), Teacher of the Visually Impaired (TVI), Orientation and Mobility (O&M), and Adaptive Physical Education Consultant (APE) all provide clinical consultation.

Students with disabilities at the Shaker Lane School require a comprehensive array of specialized services to maximize their academic and developmental potential. To effectively deliver these critical services, the district engages with contracted service providers, including Assistive Technology (AT) specialists, Augmentative and Alternative Communication (AAC) experts, Teachers of the Visually Impaired (TVI), Orientation and Mobility (O&M) specialists, Adaptive Physical Education Consultants (APE), and Clinical Consultants, which necessitates adequate and appropriate workspace.

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Currently, the Shaker Lane School faces challenges in providing dedicated space for these essential professionals. Shared spaces, often overcrowded and lacking necessary equipment, compromise the quality and efficiency of service delivery. A lack of private consultation rooms hinders confidential student assessments, goal-setting, and parent conferences. Moreover, the absence of specialized equipment storage and preparation areas impacts service provider productivity and the overall effectiveness of interventions.

Dedicated space for contracted service providers is essential to:

- Enhance service delivery: Provide a conducive environment for focused consultations, assessments, and interventions.
- Improve student outcomes: Facilitate timely and effective implementation of specialized services.
- Optimize resource utilization: Ensure efficient use of equipment and materials.
- Support professional collaboration: Create opportunities for interdisciplinary teamwork.
- Maintain confidentiality: Protect sensitive student information.

Providing dedicated space for contracted service providers can significantly contribute to improving educational outcomes for students with disabilities, fostering a more inclusive learning environment, and optimizing the utilization of specialized expertise.

Program	Number of rooms	Students per class	Total students	Number of FTE staff
Preschool PACE Program	1	5	5	1.0
Integrated Preschool Program	3	5-16	48	3.0
Special Education K-2	4	1-6	69	4.0
K-2 PACE program	1	6	6	1.0
English Learner Education Program	Shared space	1-6	12	2.0
Speech/Language	2	1-4	76	2.0
Occupational Therapy	Shared space with PT	1-4	32	1.8
Physical Therapy	Shared space with OT	1-4	12	.8 (district)
School Psychologist	1	1-6	All students	1.0
Counseling (Adjustment Counselor)	1	1-6	All students	1.0
BCBA	1	—	27	1.0
Other (Contracted Service Providers): TVI, TODHH, O&M, AAC, AT, APE	0	1-2	10	Per diem

*information based on the 2023-2024 school year, total numbers fluctuate throughout the school year.

Currently the facilities and classrooms for students accessing services are not adequate to maximize inclusion throughout the life of the schools. Students with mobility challenges have difficulty accessing

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school facilities and navigating the building. For example, for students with wheelchairs or walkers, it is very difficult for the student and a staff member to fit in the lift at the same time. If a student requires their wheelchair to be guided by a staff member, it may mean that the student and staff have to exit the building and walk around the outside to access a different floor. The hallways can be loud and crowded throughout the day, which can be difficult for students with vision and/or mobility challenges to navigate. Although DESE did not identify formal findings through the review process, the district has had to reconfigure multiple spaces throughout the school year to meet requirements.

Ensuring Access

The current facilities and classrooms for eligible students do not maximize their inclusion into the life of the school. The current configuration does not provide fluid opportunities for providing students with within class direct instruction with an efficient return to whole group instruction. While eligible students do have access to all school facilities including, but not limited to, those areas necessary to implement the student's IEP, crucial minutes are lost with transitioning students to and from therapy spaces. Resource rooms and separate classrooms for students in the current configuration can be counterproductive to learning for students who may require specialized equipment, distraction free environments and/or individual spaces for direct instruction (ABA-based teaching sessions, individual or small group reading tutorials). The current configuration is not conducive to universal design as it relates to optimizing acoustics and lighting treatments in order to remove physical communication barriers for students who are visually impaired, deaf or hearing impaired.

Ensuring Equity

The facilities and classrooms serving only students with disabilities are currently not equal in all physical respects to the average standards of general education facilities and classrooms

Proposed

There are no new programs proposed as part of the design plan. However, the proposed design plans take into account that the needs of students with disabilities are becoming more complex and with the proper accommodations, supports and services are able to be successfully integrated into their community school. In addition, the district's substantially separate programs are growing and are housed in increasingly inadequate spaces, limiting our capacity to serve students. Currently, the spaces for our substantially separate programs are not adequate for space and meeting the needs of our most disabled students.

A new or renovated facility would support dedicated space for student services and Special Education and a more effective positioning of rooms used for the delivery of services to students throughout the school. The District's goal for its future educational program is to create instructional spaces for special education that are designed into or adjoining grade level classrooms whenever possible. When separate pull out spaces are required, they should be physically distributed throughout the building.

The proposed spaces allow for required ADA specifications and support Universal Design for Learning through flexibilities within the learning environment that are not currently available.

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Program	Number of rooms	Students per class	Total students	Number of FTE staff
Preschool PACE Program	1	10	10	4.0
Integrated Preschool Program	3	5-16	48	6.8
Special Education K-2	4	1-6	69	4.0
K-2 PACE program	1	10	10	4.0
English Learner Education Program	1	1-6	16	2.0
Speech/Language	Clinical suite	1-4	76	2.0
Occupational Therapy	1 (shared with PT)	1-4	32	1.8
Physical Therapy	1 (shared with OT)	1-4	12	.8 (district)
School Psychologist	Clinical Suite	1-6	All students	1.0
Counseling (Adjustment Counselor)	1	1-6	All students	1.0
BCBA	Clinical Suite	–	25	1.0
Other (Contracted Service Providers): TVI, TODHH, O&M, AAC, AT, APE	Clinical Suite	1-2	12	Per diem

Collaboration amongst service providers is paramount to ensuring Individual Education Programs (IEPs) are accurate and well developed for each child. To create an environment where this can take place, we are proposing a Clinical Suite Model for specific staff (BCBA, School Psychologist, SLP, Special Education Administrator). We are looking to create a space where enhanced collaboration amongst service providers is possible as well as servicing students and the many other administrative responsibilities can be completed.

- Clinical Suite:** A common area with comfortable seating and workstations where service providers can come together to discuss student progress, strategies, and interventions. This area should be equipped with technology to facilitate easy access to student data and resources. The suite would serve as the home base for these staff, where each provider would have a dedicated desk space with appropriate storage for testing kits, materials, etc. Co-locating related services staff will allow for collaboration and deeper conversations about students given how often this group of staff share the same students on their caseload. Attached to the clinical suite would be two flexible small group rooms for confidential meetings, testing, or working with students in a more private setting. It is important to note that though students may meet staff in these small group spaces, the ultimate goal would be for staff to push into classrooms and learning neighborhoods to minimize student travel time and maximize the inclusion of students.

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- **Small Learning Area:** A dedicated space where service providers can work with students individually or in small groups will be attached to the Clinical Suite. This area should be flexible, with moveable furniture and various learning tools and resources to support diverse needs.
- **Conference Room:** A small conference room for IEP meetings, team meetings, Student Success Meetings (SST), and consultations with parents and other stakeholders. This room should have a large table, comfortable seating, and necessary technology for virtual meetings and presentations.
- **Storage and Resources:** Adequate storage for materials, resources, and student files. This can include cabinets, shelves, and secure storage solutions for sensitive information.

By implementing this suite model, service providers can work more efficiently and collaboratively, leading to better outcomes for students with IEPs.

A separate space will be needed for our occupational therapist, the certified occupational therapist assistant and the physical therapist. This space will have a multi-purpose use that is large enough for equipment such as climbing structures and a swing, mats on the floor for exercises, and space for students to work at tables. In addition to a space to support students, this room should be outfitted with teacher workstations to complete administrative responsibilities related to IEP development.

VOCATIONS & TECHNOLOGY PROGRAMS

Non-Chapter 74 Programming (e.g., vocational, technical, enrichment, STEM/STEAM, project-based programming) : Please see our Technology Instruction Policies and Program Requirements section above for information regarding our STEM/STEAM programming.

Chapter 74 Programming : Not applicable.

TRANSPORTATION POLICIES

Current

Student transportation to and from school is provided by bus or parent/guardian vehicle. Families have the opportunity to register for bus transportation services each year. Seven bus routes are offered during a.m. and p.m. drop-off and pick-up times. Parent drop-off and pick-up are located on the road closest to the cafeteria. Buses utilize the other access road to the school and pick-up and drop-off occurs on the road directly in front of the school building. The administration and staff have done an excellent job of creating pick-up and drop-off locations within a very congested area.

Proposed

The district would keep the current transportation system in place but would prefer a greater separation between vehicles and buses, which would allow for a safer and less congested area than we currently have.

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During the 2018-2019 school year, we partnered with Safe Routes to School to develop our current arrival and dismissal pattern. At that time, car rider drop off was located in the Shaker Lane School parking lot. This posed not only an issue with cars trying to park but also the safety of students moving through a parking lot on their own as well as crossing in front of the bus lane. Our current arrival and dismissal procedures were an improvement but still pose safety and timeliness concerns.

Due to the car rider line being located in front of the bus line, this poses a safety issue during arrival and dismissal. At the start of the school day, car rider students unload at the sidewalk and walk across the front driveway passing in front of buses. Multiple staff are on duty to ensure student safety which involves stopping buses from departing or holding students on one side of the crosswalk until it is safe to cross. At the end of the school day, students move in the reverse direction across the crosswalk into their cars. Buses are often ready to begin departing which leads to staff having to halt dismissal for car riders. Arrival and dismissal accounts for all staff to be on duty to ensure students are safe. The development of two separate car rider and bus lanes would promote a safer arrival and dismissal for students, decrease traffic back up, and create a more timely dismissal of students.

FUNCTIONAL & SPATIAL RELATIONSHIPS

We envision our Prek-2 school to be organized into grade level neighborhoods with Den Space adjacent to classrooms as well as four small group rooms between classrooms. Each grade level neighborhood would also house a grade level special education office. The media center, cafeteria and gymnasium would be centralized around each grade level neighborhood. There would be collaborative meeting spaces located between the administrative offices and the clinical suite which would be used for larger group meetings.

As students move throughout the building, opportunities to engage in sensory activities should be embedded in all spaces. This would include tactile experiences that students can engage with as they walk the halls, small cut out spaces for students to sit, and visually stimulating graphics to guide students to locations throughout the building. As a PreK-2 building, sensory opportunities must be built school-wide to help support student regulation throughout the school day.

Outdoor classrooms would also be integrated into the learning environment. A stage for performances would be located in the cafeteria and have the centralized space located in the center of the school.

Littleton Public Schools enjoy a high parent/guardian participation rate within its schools, with high levels of participation at the Shaker Lane School. The stage needs to be located in a location that allows for large and small audiences, the cafeteria would house larger audiences, the centralized space would be designed for smaller audiences. Our school design is specifically driven by our guiding principles and include:

Every community has a history and we view this building project as a way to engage our youngest learners in establishing an understanding of the communities history and develop the foundation to establish a sense of pride for their community. We can also provide opportunities to make learning more visible with plexiglass walls that allow our students to see the building at work, whether it be the

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Heating and Cooling System as well as other areas that allow students to learn about energy conservation.

Other areas that align with our guiding principles include:

- Ample parking to accommodate increased attendance at school and community events
- Traffic flow patterns that are safe and intuitive for users
- Separate entrances for busses and car traffic to maximize student and staff safety
- Separate points of entrance for Prek, K and grades one and two to promote small grade level communities
- Outdoor/Green Spaces that are easily accessible by grade level neighborhoods
- Developmentally appropriate Play Structures
- Opportunities to promote intergenerational collaboration

The Educational Program for Shaker Lane has been collaboratively developed by school, district, and town constituents through multiple meetings, visioning sessions, and school site visits. This process has allowed us to reflect on current practices and identify opportunities for enhancement through a redesigned building. Below is a concise summary of our vision for a reimagined Shaker Lane School that has been interwoven throughout the educational plan.

Guiding Principles	Design Patterns
<p>1. Purposeful Innovation</p> <ul style="list-style-type: none"> ● Adaptability and Flexibility ● Extended Learning- The World is Your Classroom ● Varied Spaces ● Embedded Technology 	<ul style="list-style-type: none"> ● Flexible and Varied Spaces ● Variety/Options ● Agile Classrooms ● Den Learning Spaces <ul style="list-style-type: none"> ○ Directly Adjacent to Classrooms ○ Spaces Separate from Hallway traffic ● Media Space as Gathering Hub-auxiliary spaces as needed ● Extended Learning Spaces ● Informal and Formal Collaboration areas for staff and students
<p>2. Educating the Whole Child</p> <ul style="list-style-type: none"> ● Developmentally Appropriate ● Inquiry-Based and Real-World Learning ● Curiosity and Discovery ● Joy and Play (defining play) ● Learning as a flexible fluid experience that embeds play ● With end goals in sight, students have choice and autonomy to accomplish goals ● Learning is shown in different outcomes and tangible products ● Child led projects ● Student Choice ● Inclusion of unstructured time choices based on student awareness of needs 	<ul style="list-style-type: none"> ● Display and Exhibition ● Screens in Lobby with Upcoming Events ● Visible Learning ● Quiet Spaces within classrooms and throughout the school ● Learning Nooks/sensory spaces ● Breakout and Collaborative Spaces ● Small Group Learning Spaces (between classrooms) ● Developmentally, socially and emotionally responsive school ● Happy Students learning through Hands on Learning, Agency and Play ● Inclusive Learning Spaces ● Push in Special Education/ Separate spaces when appropriate (small working group

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<ul style="list-style-type: none"> ● Inclusion of Outdoor learning and experiences 	<p>spaces)</p> <ul style="list-style-type: none"> ● Creation-Station incorporated into the media center
<p>3. Learning Communities</p> <ul style="list-style-type: none"> ● Small School Feel, Large School Pride ● Inclusive and Equitable Learning Practices ● Collaboration and Connections ● Warm, Welcoming and Child-Scaled ● Neighborhoods and Learning Corridors ● Inclusion of co-teaching (vertical, horizontal, cross discipline) ● Thoughtful and Purposeful Transitions 	<ul style="list-style-type: none"> ● Grade Level Neighborhoods ● Den Learning Spaces/ Small working group spaces within each Grade Level Neighborhood ● Welcoming Entry ● Child Scaled- designed for students ● Distributed Dining ● Branding and Identity <ul style="list-style-type: none"> ○ Zones by Color ● Flexibility to Support Academic Breakout and Future Growth <ul style="list-style-type: none"> ● Inclusion, Accessibility, and Efficiency in a Universally Designed Building ● Design includes spaces for Tigers Den (afterschool program) ● Incorporation of preschool into the school design ● Importance of Choice during Lunch and Recess
<p>4. Sustainability and High Performance</p> <ul style="list-style-type: none"> ● Practical and Efficient ● Energy Efficient Systems ● Student centered building ● Abundant Natural Light 	<ul style="list-style-type: none"> ● Connection to Nature ● Natural Light ● Opportunities for students to understand operations of energy efficiency systems
<p>5. Community Connections</p> <ul style="list-style-type: none"> ● School as Community Collaborator and Resource ● Intergenerational – Connecting Kids, Families, Adults and Seniors ● Reflecting Town History – Historic ● References and Aesthetic 	<ul style="list-style-type: none"> ● Community Engagement, Connection and Collaboration ● Building as a school and community resource ● Family Resource Space ● Community Spaces ● Community Access ● Safety and Security <ul style="list-style-type: none"> ○ Office to View Arrival and Dismissal ○ Security Systems ○ Welcoming Internal and External Design ● History and Storytelling
<p>6. Outdoor Connections</p> <ul style="list-style-type: none"> ● School Connections to Natural Environment ● Age Appropriate Outdoor Play and Learning ● Outdoor Gardens ● Safe Drop-Off and Pick-Up 	<ul style="list-style-type: none"> ● Outdoor Learning ● Outdoor Gardens ● Engaged Outdoor Play ● Embracing the Outside/Inside Connection

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SECURITY & VISUAL ACCESS REQUIREMENTS

Security features shall include:

- Inner lockdown options incorporated into the building design
- One entrance for Prek, k and grades one and two
- Security screener for all visitors
- Security cameras located throughout the school to monitor all common and administrative areas and hallways throughout the building as well as entrance and exit cameras; external cameras that monitor playgrounds and fields
- Double access doors
- Separate dismissal options
- Separate bus loop for parent drop off/pickup
- Key fob entry system for administration and staff
- Opportunities to communicate with whole building and outside community from each classroom and/or learning space

Indicate the date of the most recent Medical Emergency Response Plan that was submitted to DESE.

Medical Emergency Plans were submitted to DESE on July 14, 2023.

Describe the Physical and Operational requirements (ex. Main entrance design and how it is to function/be managed, classroom and hardware features, visibility, alternative entries, surveillance and lines of sight etc)

- A welcoming and inviting entrance
- Double set of security doors with reception area
- Fob access to entry doors
- External cameras at each entry point.
- Cameras to monitor playgrounds, fields and parking lot
- Security cameras located throughout the school to monitor all common and administrative areas and hallways throughout the building as well as entrance and exit cameras

TYPICAL DAY & WEEK IN THE LIFE OF A STUDENT

Activity or Subject	Program Details and Educational Benefit
Morning Meeting 15 min	All classrooms take part in a Morning Meeting each day. This communal classroom gathering allows the teacher the ability to check in with students, gives students the opportunity to greet their classmates, and sets the stage for outlining the day and what will be accomplished. During this time, a team building activity takes place, creating stronger classroom bonds amongst students and their teacher.
ELA/Literacy 105 - 120 min	The ELA/Literacy block consists of up to 90 minutes of core programming which includes writing, 30 minutes of phonics, and phonemic awareness programming.

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Mathematics 65 - 75 min	The math block consists of whole group and small group instruction. At times, the Math Interventionist will support classroom instruction in a co-teach model and to support students on her caseload.
Snack/Break 15 min	At the primary level, students need time to socialize in an unstructured environment. Breaks from academic work allow students to relax and recharge, reducing stress and improving focus when they return to their academics.
Social Studies 2x per week 40 - 60 min	Social Studies takes place two times a week and alternates with our Science instruction. Teachers focus on the state standards of history and social science frameworks.
Science 2x per week 40 - 60 min	Science takes place on the opposite days of Social Studies, two times a week. Lessons are hands-on and focus on Physical, Earth and Life Sciences.
WINN (What I Need Now) 30 min	During this 30 min block, students are engaged in educational support tailored to their needs. This may include support from interventionists/special educators, specialized instruction by the classroom teacher, or other individualized needs. This is a dedicated time where students are given the intervention needed to continue to
Unified Arts 45 min	Each student engages in a 45 minute Unified Arts block each day ranging from Art, Music, Physical Education, Library, or Social-Emotional Learning lesson. These sessions are vital for fostering well-rounded development, enabling students to explore and develop skills beyond core academics.
Recess/Lunch 20 min each	K-2 students' daily schedule includes a 20-minute recess followed by a 20-minute lunch. These periods are structured to allow an entire grade level to participate together, providing valuable opportunities for students to interact with peers outside of their immediate classroom environment. We pride ourselves in community building where interacting with a broader group of peers helps students develop social skills and build relationships across the grade level.
Social Emotional Learning 1x per week 20 - 30 min	Shaker Lane utilizes the Second Step Elementary Program to support the social-emotional development of students. Students receive a directed lesson once a week by their classroom teacher. Integrating this program into our weekly instruction supports the social-emotional growth of our students to help prepare them for success both in and out of the classroom.

Throughout the week students may engage in a variety of other events and activities. This could include a school-wide Community Meeting, in-house presentation or a field trip. Students also visit our Imagatorium and work with our K-5 STEM Integration Specialist. The Imagatorium is a specialized space designed to foster creativity, collaboration, and STEM learning. Here, students have access to various resources and tools that allow them to explore and experiment with different concepts.