



***Estabrook Elementary School***  
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**JOSEPH ESTABROOK ELEMENTARY SCHOOL  
EDUCATIONAL PROGRAM**

**INTRODUCTION**

Lexington Public Schools provides a rigorous educational program for elementary students kindergarten through grade five. Estabrook School is a high achieving school that was commended for high growth in 2011 by the Department of Secondary and Elementary Education. A culturally and linguistically diverse school, Estabrook celebrates its diversity through curriculum, arts and enrichment opportunities. The English Language Learner Program (ELL) has increased to 63 students, which represents 14% of the school population. Estabrook also maintains the lowest special education rate of the district; 8% total resource students and 10% when resource and CARE district placement students are combined. Estabrook School embraces inclusion, where teachers collaborate to provide best practice instruction and proactive forms of intervention in the regular classroom. Teams are central to how Estabrook School collaborates, and a spirit of inclusive community is core to the culture of the school.

**GRADE AND SCHOOL CONFIGURATION POLICIES**

The Lexington Public Schools provides educational programs for students in grades preschool through grade 12. As of October 1, 2011, there were 6,370 students enrolled in the Lexington Public Schools. The six elementary schools in Lexington educate students from Kindergarten through Grade Five; the two middle schools serve students in grade 6 through 8; and the high school serves grades 9 through 12. The Joseph Estabrook School stands fourth in elementary enrollment size, out of six total elementary schools. The Estabrook School enrollment totaled 459 students as of October 1, 2011. Students attend the Lexington elementary and middle in their geographical neighborhoods.

The students at Estabrook School proceed to grade 6 at the Diamond Middle School, along with students from the Fiske and Hastings Schools. Students from Bowman, Bridge and Harrington Schools proceed to grade 6 at the Clarke Middle School. Students are served in grades 9 through twelve by Lexington High School.

**CLASS SIZE POLICIES**

The Lexington School Committee and the Lexington Education Association recognize that class size is an important factor in quality education. Teacher/pupil ratios are stated in the collective bargaining agreement between the Lexington Education Association: Unit A and the Lexington School Committee. The language with regard to the elementary school states, "*The School Committee will make every effort to maintain the following building-wide teacher/pupil ratios for the duration of the Agreement.*"

- Kindergarten: 1-18
- Grade 1: 1-20
- Grade 2: 1-22
- Grades 3-5: 1-24

Estabrook School is currently configured in the following manner:

- Kindergarten 3 classrooms
- Grade 1 4 classrooms
- Grade 2 4 classrooms
- Grade 3 4 classrooms
- Grade 4 4 classrooms
- Grade 5 3 classrooms
- TOTAL 22 CLASSROOMS

### **SCHOOL SCHEDULING METHOD**

The Lexington Public Schools has articulated specific, instructional time allotments for elementary core subjects, which include reading, writing, mathematics, science, social studies and social curriculum. These time allotments are as follows:

- Reading 60 minutes daily (300 minutes/week)
- Writing 60 minutes daily (300 minutes/week)
- Mathematics 60 minutes daily (300 minutes/week)
- Science 90 minutes/week (K-2) and 90 minutes/week\* (3-5)  
\*must integrate 60 minutes with reading and writing
- Social Studies 60 min/week (K-2) and 90 min/week\* (3-5)  
\*must integrate 60 minutes with reading and writing
- Social Curriculum 30 min/week (150 min/week)

Under Article 13: "Professional Staff Load and Teaching Hours" of the collective bargaining agreement, elementary teachers are entitled to a 45 minute duty free and meeting free lunch period. In addition, elementary classroom teachers have discretionary professional time totaling no fewer than 180 minutes per week for teachers in grades 1-5 and no fewer than 120 minutes per week for kindergarten teachers. Currently, Estabrook School runs six lunch sessions. This is because Estabrook School does not have a cafeteria and consequently, students eat lunch in a constrained hallway space.

Under Article 15: "Specials Teachers, Support Personnel and Special Positions" of the collective bargaining agreement, the Lexington School Committee recognizes the importance of providing adequate numbers of special teachers in both elementary and secondary schools. Elementary specials teachers are defined as Art, Music, Physical Education, Library-Media and Foreign Language. Pupil Services are defined as counselors, social workers, psychologists, speech/language pathologists and nurses. Under Article 13, N. of the collective bargaining agreement, a full-time elementary specialist teacher as defined in Article 15, shall not be scheduled for more than 20 student contact hours per week. The Library/Media specialist hours includes regularly scheduled classes and other instruction when the Librarian is required to teach students. The current specialist sections at Estabrook School are as follows:

- Art 20, 60 minute blocks are taught by one Art teacher. 2, 60 minute blocks are taught by a second Art teacher.
- Music 40, 30 minute blocks are taught by one Music teacher, 4, 30 minute blocks are taught by a second Music teacher.

- Physical Ed. 40, 30 minute blocks are taught by one Physical Education teacher. 4, 30 minute blocks are taught by a second Physical Education teacher.
- Library/Media 20, 20 minute blocks are taught by one Library/Media teacher. All remaining blocks are open research blocks for teachers to sign-up their classes.
- Foreign Lang. The Lexington Public Schools does not offer foreign language at the elementary level.

Specialist blocks are organized to allow teachers opportunities to collaborate inside the school day. Teachers have one 30 minute specialist block, or two 30 minute specialist blocks within each school day. By placing two consecutive, 30 minute blocks in the master schedule, teachers are afforded 60 minutes of contiguous time to prepare and collaborate within the school day. Currently in the Estabrook schedule, each grade level has an equitable 60 minutes of professional learning community (PLC) time and at least 30 minutes of additional common grade level time. Teachers use this time to meet in professional learning communities to analyze and improve student performance, as well as conduct team common planning.

In addition to General Classroom Music, students in Grades 4 and 5 may elect to take a band or string instrument. In the first half of the school year, instrumental lessons are small group, pull-out lessons during the school day. The second half of the school year, instrumental lessons are larger, ensemble, pull-out lessons during the school day. Currently, Estabrook School has two band teachers and two string teachers. Each instrumental teacher instructs band or string lessons to groups of students ranging from 6-8 students in a group.

Chorus is available to Grade 5 students only. The class runs for 60 minutes, once per week, in addition to the Grade 5 thirty minute General Music class. Chorus is scheduled within the school day. Currently, approximately 65 students participate in Chorus, which is nearly the entire grade level.

Instructional technology is integrated into the classrooms. Currently, there is no substantially separate computer laboratory in Estabrook School.

All kindergarten through grade 5 students have two recesses each day. The morning recess is 15 minutes and the lunch recess is 25 minutes. This is consistent with all elementary schools in Lexington. At lunch time, the students' 20 minute lunch is combined with a 25 minute recess to total the teachers' 45 minute duty free lunch period.

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

Estabrook School engages in professional learning communities (PLC). The school is organized in six teams kindergarten through grade five. These teams are comprised of regular education, special education and ELL teachers. They conduct the data cycle as a collaborative team to improve learning for all students in the grade level. The 60 minute PLC blocks and 30 minute grade level blocks support their ability to collaborate within the school day.

The teachers implement the Common Core standards, and the rigorous curriculum and assessment expectations set forth by the Lexington Public Schools. Below is an overview of the general elementary curriculum, methods and assessments used by teachers:

- Reading *Guided Reading, Fountas and Pinnell; Comprehension Tool Kit, Stephanie Harvey; Words Their Way, Templeton, Johnston, Bear & Invernizzi; the Developmental Reading Assessment (DRA2;) and Aimsweb assessment*
- Writing *Units of Study, Lucy Caulkins; common writing prompts and scoring methods*
- Mathematics *Everyday Mathematics, The University of Chicago; Assessing Math Concepts; Fastmath, Scholastic; Fraction Nation, Scholastic*
- Science *Curriculum units developed by the Lexington Public Schools, use of non-fiction reading and writing, a greenhouse is on site at Estabrook School to support units of study, Big Backyard program*

- Social Studies *Curriculum units developed by the Lexington Public Schools, use of non-fiction reading and writing, LPS Windows and Mirrors diversity curriculum*
- Social Curriculum *Open Circle, Responsive Classroom*

Regular education teachers engage in flexible grouping methods to meet the instructional needs of their students and as determined by the professional learning communities. Grouping and regrouping methods take place weekly within classrooms and among grade level classrooms. Regular education, special education and ELL teachers collaborate seamlessly to provide tier one (general curriculum), tier two (strategic intervention) and tier three (intensive intervention) in the inclusive environment. Pull-out instruction is provided for students who require it, based on their personalized instructional needs within tier two and tier three programming. Estabrook students regard teachers as, “all of our teachers,” and Estabrook teachers regard students as, “all of our students.” There is shared responsibility among the faculty for all students’ success.

Grade level classrooms are organized within common hallways and adjacent locations. Close proximity is critical in order to achieve the requisite communication and collaboration for flexible grouping methods in a grade level PLC team. Current architectural aspects of Estabrook School preclude the necessary adjacencies to ensure team proximity.

## **TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES**

Per the collective bargaining agreement, elementary classroom teachers have discretionary professional time totaling no fewer than 180 minutes per week for teachers in grades 1-5, and no fewer than 120 minutes per week for kindergarten teachers.

Rooms are assigned in the following manner:

- Grade level classrooms neighbor one another to offer close proximity for collaboration, communication and flexible grouping. There are three wings in Estabrook School. Kindergarten and Grade 1 are organized in a common primary hallway, but due to space constraints, one Grade 1 classroom is not in proximity of the others. The Grade 2 classrooms are divided with two classrooms placed in a modular hallway, and two placed in another hallway in the main part of the building. The Grade 2 configuration is less than ideal and is a result of the limitations imposed by current space. Grade Three is housed in its own wing, however classrooms are stretched far apart due to the current school design, which significantly impacts proximity. This configuration is less than ideal due to flexible grouping needs of the students. Grades 4 and 5 are housed in the third wing of the school. While this configuration is developmentally supportive of the students, the configuration of classrooms is inadequate for collaboration and flexible grouping practices. Overall, Estabrook School has clustered classrooms in neighboring proximity of one another, and attempted to work within the space constraints posed by the architecture of the semi-open space design.
- Special education rooms are interspersed across the school. There are four academic resource rooms that are available for pull-out instruction (2 resource teachers, 1 Orton-Gillingham (reading specialist) teacher, 1 CARE academic teacher). There is also a CARE Program room, which is one of Lexington’s districtwide programs for students with emotional disabilities. Students who participate in the CARE program are fully included in the general education program per their IEPs and this environment provides a classroom for alternate work environments, behavioral check-in and check-out, lunch groups and student behavioral programming support.
- Additional small group space is interspersed around the school, including an evaluation team supervisor office, a speech/language office, an O.T. office, a guidance office, 2 psychologist offices, 1 social worker office (shared with a psychologist) and a math specialist space. Adaptive Physical Education takes place on the stage. These additional staff are essential to the teacher leadership, collaboration and instruction within the school.
- Estabrook School has two ELL teachers and three Literacy Specialists. These professionals share a classroom space to provide instructional service to over 63 students throughout the school day. The classroom is crowded with simultaneous instructional groups, which leads to auditory and visual distractions. This classroom configuration is in place solely due to lack of instructional space within the current Estabrook School. If Estabrook School’s enrollment grows by one classroom at any grade level, our 63 ELL students will not have a classroom for required pull out instruction.

- Band and string lessons and ensembles currently take place in the hallway, the single conference room when it is available and general education classrooms during preparation periods. There are typically two, small, instrumental ensembles instructed at a single time, with two teachers instructing in two locations. Currently, Estabrook School's space is inadequate in meeting instrumental instructional needs.

## **LUNCH PROGRAMS**

There is no cafeteria in the current Estabrook School. This poses significant challenges for students, scheduling, dining, transitions and staffing support. Currently Estabrook School students dine in the main hallway of the school, where the majority of transitions take place.

Breakfast and lunch systems are provided by Chartwells. Parents set up online lunch accounts and pre-pay meals. All students have a PIN code.

Estabrook School serves breakfast daily to 20 students who participate in the METCO program. Since breakfast is from 8:30-8:45 a.m. when the majority of students arrive, the main hallway is unavailable for table seating. Students in METCO pick up their breakfast in the kitchen and dine in the teachers' lunchroom. An aide supervises the students.

Estabrook School serves up to 400 student lunches daily. Students make a lunch choice in the morning and teachers enter the lunch count into Lexington's X2 student information system. A full lunch count is reported to our kitchen by 8:50 a.m.

Currently, Estabrook School has a staff of three cooks that work in a full service kitchen. Six lunches are served each day, except Thursday, when the students are dismissed at 12:15, and eat lunch at home. Lunch service begins at 11:45 a.m., with the last lunch concluding at 1:30 p.m. The number of students within each lunch ranges from 54 to 89 students. Lunches are organized by individual grade level due to time and space demands. Over half of the lunches have complex, overlapping transitions. Each lunch period utilizes two serving lines, where students use a PIN code system.

The cafeteria staff also prepares lunch orders for staff members.

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

Estabrook School currently offers the following instructional technology:

- Kindergarten      Single Mac student computer in each classroom, each teacher has a Mac laptop
- Grade 1              Four Mac student desktops in each classroom, each teacher has a Mac laptop, 1 pilot SMART Table
- Grade 2              Four Mac student desktops in each classroom, each teacher has a Mac laptop
- Grade 3              Four Mac student desktops in each classroom, each teacher has a Mac laptop
- Grade 4              Four Mac student laptops, each teacher has a Mac laptop, 1 SMART Board in one classroom
- Grade 5              Four Mac student laptops, each teacher has a Mac laptop, 1 SMART Board in one classroom
- One mobile (full) cart of 26 Mac laptop computers and one mobile (half) cart of 13 Mac laptop computers
- 1 SMART Board in the Library for shared school use

- Each K-5 classroom has an Elmo Document Reader.

There is an Acceptable Use Policy for students and staff in the district. All staff participate in an annual, mandatory training regarding the district policy. Parents are asked to review the Acceptable Use Policy with their children, sign and return the district form to the main office.

Wireless is available in the library, in the main office, on mobile carts and in some locations around the school as a result of specific hub placements. Estabrook School does not have universal wireless access.

Estabrook School actively uses laptop computers to run Fastmath, Fraction Nation and Type to Learn (grades 3-5). These programs function with intermittent success due to facility issues, (i.e. insufficient wireless signal, insufficient data ports.) This impacts the staff's ability to provide continuity of instruction with these specific programs.

There is a media center that issues TV/DVD/VCRs, Elmo Document Readers, overhead projectors and LCD projectors to teachers in the beginning of the school year. Digital cameras and Flip cameras are available to teachers on an as needed basis. There is one iPad in the school, exclusively used by special education for a behavioral pilot.

Six desktop computers are available to students in the library for automated card catalog and research usage.

Estabrook School does not have a computer lab and there is no technology instructor. Lexington Public Schools provides the elementary schools with a Technology Integration Specialist, a districtwide Assistive Technology Specialist and districtwide Technology Support for technical needs.

## **ART/ MUSIC / PERFORMING ARTS**

The Lexington Public Schools and Estabrook School have a vibrant visual and performing arts program. Within the school day, students take one, 60 minute visual art class and two 30 minute general music classes each week. Band / strings is available for grades 4 and 5 in 30 minute lessons each week, and chorus is available for grade 5 students for one 60 minute / week block. Up to 30 students play a band instrument and another 40 play a stringed instrument. Almost all 68 fifth graders participate in chorus.

Estabrook School hosts K-5 choral and band performances throughout the school year. All Town Elementary Band is held at Estabrook School after school on Thursdays.

Estabrook currently has one music room and one art room. There is no instructional space for strings and band. These groups learn in the hallway, the sole conference room if it is available, and a teacher's classroom during a preparation time.

Estabrook School holds monthly assemblies to provide instruction around themes, and celebrate our students and their learning. Students are seated on the gymnasium floor, and staff are seated in perimeter chairs. The stage is used for instruction, celebration and presentation purposes.

## **PHYSICAL EDUCATION AND OUTDOOR ACTIVITIES**

All students participate in physical education twice a week, for 30 minutes each class. Teachers employ the Lexington Public School physical education curriculum. The district has a wellness policy, which requires that all elementary students participate in recess.

Estabrook School currently has two physical education teachers, with one of those teachers also teaching Adaptive Physical Education. Adaptive Physical Education is provided in a constrained space on the stage in the gymnasium.

The gymnasium is typically used for physical education, however if another significant event needs to take place (i.e. town voting, a PTA arts enrichment opportunity that needs the space of the gymnasium), then physical education is typically held outdoors.

Outdoors, Estabrook has one baseball field, several basketball hoops, a wall ball area, two large bays of swings and one small bay of swings, and a new playground structure that was installed in 2010. Green space exists for free play and ball games. During the winter, the students play in the snow as much as possible.

## **SPECIAL EDUCATION**

Estabrook School currently maintains the lowest special education rate within the Lexington Public Schools; 8% total resource students and 10% total special education students, when resource and CARE district placement students are combined. Estabrook School's low special education rate is the direct result of ongoing excellence and equity of regular education and best practice across settings.

Inclusion is a core belief and practice at Estabrook School. Staff meet weekly in professional learning communities (PLCs) to develop shared instructional plans for all students. When regular education and special education teachers push into regular education classrooms, all educators teach from common instructional plans and tools developed within the PLC. Teachers employ co-teaching, team teaching, flexible grouping, small group instruction and individualized instruction in order to proactively support each student. Estabrook believes that all learners should be provided differentiated forms of instruction. Staff recognize that all students learn in different ways, rates and timeframes. To that end, the Estabrook Staff continually adapts its staffing support, instructional methodologies and assessment practices to the student data and personalized student needs.

Response to Intervention (RTI) provides the regular education foundation of Estabrook School's continuum of service model. Estabrook Staff provide tiered levels of support to all students (tier one – the general classroom curriculum; tier two – strategic levels of instruction; tier three – intensive levels of instruction usually at the individualized level.) Regular education assessments help the Estabrook teachers drive daily instructional decision making, select instructional materials, and monitor academic progress. If a student demonstrates academic and/or pro-social performance issues despite thorough RTI procedures, the teacher invokes the Child Study and/or Positive Behavioral Support Team process. These teams provide student case review, and support the teacher to implement additional strategies.

Special education services at Estabrook School range from a least restrictive consultative level to a most restrictive districtwide placement level, (i.e. the CARE Program). Estabrook School offers four academic resource rooms that are available for pull-out instruction (2 resource teachers, 1 Orton-Gillingham teacher, 1 CARE academic teacher). Related professionals include one speech/language pathologist, one occupational therapist, two psychologists and an evaluation team supervisor (ETS), who chairs all IEP meetings. The ETS office also serves as the meeting space for all IEPs in the school.

The CARE Program is one of Lexington's districtwide programs for students with emotional disabilities. Students who participate in the CARE program are fully included in the general education program per their IEPs. The CARE classroom environment provides a quiet environment for alternate workspace if needed, behavioral check-in and check-out support, lunch groups and CARE student behavioral programming. The principal, assistant principal and all CARE staff are Crisis Prevention Institute (CPI) trained.

The special education staff are important team members in the professional learning communities. They meet with their PLC teams weekly to plan instruction and seamless supports in concert with the IEP and the general curriculum. Estabrook special educators are skillful at providing coordinated forms instruction, along with classroom teachers and regular education specialists.

Special education learning spaces are interspersed among regular education classrooms. The CARE classroom is housed in the beginning of the Grade 4 and 5 wing. Close working proximity is critical in the Estabrook PLC model. Adjacencies allow staff to communicate and collaborate fluidly throughout the day on student needs and programming.

## **TRANSPORTATION POLICIES**

Lexington Public Schools provides bus transportation for K-6 students living more than two miles from their districted school, as measured from the center line in front of the homeowner's property to the official school bus drop area. These students are transported at town expense.

K-6 students who live two miles or less from their school and all students in Grades 7-12 are not transported at town expense. Those students wishing to ride the school bus must purchase a bus pass according to the fee schedule, payable in advance, and for the entire year. One-way bus tickets are not available. The only exceptions to this rule are for those students whose Individualized Education Program (IEP) requires special

transportation and those who have been approved for financial assistance.

Estabrook School has two district buses and one Boston bus for METCO students. The fee is \$600 per student for Lexington families who reside in the Estabrook district and elect for their student to ride the bus. There is a family cap of \$1600.

Most Estabrook students are dropped off to school in a live, drop off bus loop. Approximately 230 vehicles drop off students between 8:15 – 8:45 a.m. daily. Monday, Tuesday, Wednesday and Friday, school dismisses at 3:15 p.m. and on Thursdays, school dismisses at 12:15 p.m. due to weekly professional development. Over 200 vehicles participate in the live pick up procedures at dismissal time. There is a longstanding, significant traffic issue on Grove Street where the school's main entrance driveway begins and ends. The vehicle queue is 1400' from the top of the bus loop to the last vehicle on Grove Street. A crossing guard provides traffic direction and pedestrian safety. Parents dropping off and picking up kindergarten students, per the school's arrival and dismissal procedures, must park their vehicle and accompany or pick-up their kindergarten student inside the school building. Parking is extremely limited and congested on the school site. The school staff provides safety and supervision of on-site arrivals and dismissals. Few students walk and bicycle, despite a strong emphasis from the town on Safe Routes to School and an active Sidewalk Committee. This is due to parent concerns about lack of street visibility, vehicle speed on Grove Street and general safety of the congested traffic.

## **FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES**

Estabrook School was one of the first team teaching schools in the nation. It was originally designed as a result of a progressive partnership in 1957 between Harvard University's *School and University Program for Research and Design (SUPRAD)* and the Franklin School in Lexington. Franklin School's team teaching concept informed the architectural and educational design of Estabrook School, which was built shortly thereafter in 1961. Consequently, Estabrook School was designed to accommodate three teaching teams that instructed students across three different age spans. Teachers did not have a single classroom, but rather moved from classroom to classroom within teams to serve students. Student groups ranged from 10-170 learners and classrooms had modular walls that opened and closed to accommodate these groups. Teacher desks were clustered in the workroom area to allow for team collaboration and communication.

Over the decades, functional issues developed with this space design. Classrooms of various sizes could not accommodate instructional groups. Resource rooms were combined to accommodate enrollment, and turned into classrooms. A three classroom modular and a two classroom addition were added to the main building to accommodate the school's increasing student enrollment. The school's amphitheatre lecture hall was divided to provide an art and music room. A flexible classroom space located in the library was lost due to contemporary library / media / technology needs. The gym was intended in its original design to dual as a lunchroom, which did not work properly for the school's schedule. Over the last several decades, the lunch tables have been housed in the main hall due to no cafeteria space. This has led to congested and chaotic hallway lunches and transitions. The teacher workroom has reduced in size in order to house small offices for related professionals. Additional small special education spaces were built as additions in the main hallway. While the original Estabrook School design melded progressive educational and architectural concepts; over the decades it has led to fractured and inadequate space needs. The design no longer supports a 21<sup>st</sup> century model of education, where professional learning communities collaborate seamlessly throughout the day and students group flexibly among adjacent classrooms.

Functional and spatial relationships and adjacencies are key to the successful design of the new facility. These relationships define the programmatic, functional, spatial, and environmental requirements of the educational facility and become the basis for the design at the next phase. Estabrook School depends on adjacencies for communication, collaboration, flexible grouping, teaming, and indoor recess supervision. Estabrook also requires a facility that can be adaptive to changing enrollment needs, increasing ELL needs, kindergarten drop-off and pick-up needs, and safe arrival and dismissal needs.

Community is a core value among students, staff and parents. Estabrook School is a warm and inviting place for children, staff and families. The PTA and parent volunteers are actively involved in before, during and after school programs. Estabrook requires a welcoming main office and community arrival space that accommodates the high morning influx of arrivals and visitors, as well as the active dismissal procedures. The students, faculty and parent community value and require common space to teach and celebrate learning through the assemblies and performances. After school, we provide space for a K-5 extended day program that operates until 6:00 p.m. Up to 60 students participate in this program daily Monday through Friday.



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

## **SECURITY AND VISUAL ACCESS REQUIREMENTS**

Estabrook School requires safe main driveway entrance access to the school site with safe secondary access for event purposes and emergency needs. Estabrook School also requires:

- Safe visitor parking
- Safe kindergarten student drop off and pick up for parents and children without crossing traffic
- Safe pathways for pedestrians and bicyclists coming from varied directions to the school
- Safe bus loop systems that do not interfere with drop off and pick up traffic
- Safe recess grounds and play fields that can be properly supervised by staff and protected from vehicle traffic
- Visual access of the driveway and parking lots
- Safe access for kitchen, facility and shipping / receiving
- Safe and appropriate access to the perimeter of the building and play fields

### Access Control

The main public entrance is monitored from 7:30 a.m. – 4:00 p.m. by a video camera/intercom system. Visitors are “buzzed” in and allowed to enter under visual supervision.

During arrival, the main public entrance and the student/teacher entrance is unlocked from 8:30 - 8:45 a.m.

At dismissal, Estabrook School doors unlock from 3:10 - 3:25 p.m.

At 4:00 p.m., extended day maintains and supervises one unlocked door for parents picking up their child(ren).

### Visual Security

A video monitoring system will be installed at entrances and exits, in addition to the cameras at the front entrance exterior. The camera system will be monitored at the administrative assistant’s desk and will include a DVR.