

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Castelar Elementary
County District School Number:	28-0001-069
School Grade span:	PreK-5th Grade
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify)_Behavior, Attendance__
School Principal Name:	Adriana Vargas
School Principal Email Address:	adriana.vargas@ops.org
School Mailing Address:	2316 S. 18th Street Omaha, NE 68108
School Phone Number:	531-299-1160
Additional Authorized Contact Person (Optional):	Laura Strubbe
Email of Additional Contact Person:	laura.strubbe@ops.orb
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Debra Dunn Adriana Vargas Maria Robledo Laura Strubbe Micole Harms- Brazell Rosa Beltran-Pabst	<u>Parent Administrator</u> Parent Instructional Facilitator EI/DL Lead Teacher Assistant Principal
Joanna Espinoza-Nuno	Paraprofessional
Ngocahn Ly Cristina Gutierrez Lauren Jungck Noelia Weber Share Kardell Mayra Martinez Jamie Parker	Teacher Teacher Teacher Teacher Teacher Teacher Teacher

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 616	Average Class Size: 21	Number of Certified Instruction Staff: 48
Race and Ethnicity Percentages		
White: 3.9 %	Hispanic: 93.2 %	Asian: .2 %
Black/African American: 1.3 %	American Indian/Alaskan Native: .2 %	
Native Hawaiian or Other Pacific Islander: .2 %		Two or More Races: 1.1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 92 %	English Learner: 65 %	Mobility: 8.6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	
NSCAS	
School Climate Surveys	
ELPA	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i>
<p>Student achievement data is examined from multiple sources of achievement data. These include fall, winter and spring NWEA-MAP Assessments, NSCAS ELA and Math Assessments. Student data is disaggregated by subgroups and used to make instructional decisions, including strategies for meeting the educational needs of all students.</p> <p>Supporting documentation is located in the Castelar Data Book located in this folder (1.1)</p> <ul style="list-style-type: none">• NSCAS Reading, Math, and Science Results (pgs. 39-49)• Snapshot Report (pg. 1--2)• NWEA-MAP Results (pgs. 17-37) <p>ELPA (English Language Proficiency Assessment (pgs.51-52)</p> <p>Our SIP (School Improvement Plan) is derived from staff input based on school data. Goals are determined in the areas of literacy, math, science, attendance and behavior. Castelar's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals. (See Castelar SIP)</p> <p>The SIP Team meets on a regular basis to monitor academic growth, create professional development and determine next steps. Surveys are administered to help identify growth and future planning needs. (See Anchor Chart Survey results)</p> <p>The MTSS-B (Multi-Tiered of Support Systems in Behavior) also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. (See MTSS-B Big 5 Solution Plan)</p> <p>Another area of focus is a district wide initiative to improve attendance at every building. The goal for each school is to reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%. An Attendance Team will be created and will meet every week to discuss chronic students and how to support these students. The team will look at the data on the Attendance Dashboard to identify students at risk. Attendance letters will be generated followed by phone calls to provide support and/or resources to the</p>	

families. Home visits may also be necessary to meet with families to support their needs. (See Strive for 95 Attendance Plan, OPS Attendance Handbook and Staff Attendance Meeting ppt)

Student data is disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations. Based on the data analysis, measurable objectives were defined. The following are ways needs are addressed.

1. Recover Plan (See Recovery Plan Cycle)
 - * Broken down by grade level with assessment results for each class
 - * Math Action Plan with focus area based on MAP results and common assessment
2. Grade Level Team Meetings – identification of student needs
 - * Instructional Strategies reviewed and discussed
 - * Student Data reviewed and discussed
 - * Support adjusted for individual or group needs
 - * Review of curriculum guides and district pacing

1.2 *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

Every year during Spring Conferences parents are asked to complete a survey to gather their input on how well the school is doing in the following areas: School Climate, School Safety, Equity/Respect for Diversity, Discipline, and Parent Involvement. Due to global pandemic only 30 parents completed the survey every efforts are made to ensure a significant number of parent/community surveys are returned for data review. One hundred fourteen surveys were completed by parents for the 2017-18 school year. (Please note 2018-19 surveys will be completed after the submission of this plan). This survey also gathers input from teachers and students.

Data from the Climate Survey and survey questions asked can be located in the attached Data book. Results of this survey are also utilized to determine goals for the following school year. (See page 5, 9-12 in the attached Castelar Data Book)

Family Night are another great way to gather parent input. Surveys are given to parents to complete at the end of the Family Night to gather their input and future suggestion so support their learning needs at home. (See Family Night November Flyer & Family Night Survey Results)

An annual meeting is held to review the School-Parent Compact and Family Engagement Policy to allow for parent input. At this meeting families are also given the opportunity to provide additional input on how to improve Castelar. (See Title 1 Input Presentation on 2-18-22 and Parent Input)

1.3 *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.*

Our SIP (School Improvement Plan) is derived from school data and ongoing input. Goals are determined across content areas as well as attendance and behavior. Castelar's Schoolwide Plan includes several components that address a variety of school improvement initiatives. The following information includes a breakdown of the goals and the ongoing efforts for continuous improvement. (See Castelar SIP Plan)

The first area in our SIP Plan is our Instructional Target: Increase language proficiency in speaking, writing, reading, and listening (SWRL) by writing across content areas.

This SIP Team meets on a monthly basis to monitor academic growth, create professional development and determine next steps based on the instructional goal. The team provided surveys throughout the year to gather input from staff. This information is used to determine areas of growth, needs and future professional development. (See SIP Input July 2021, SIP Input and January 2022 SIP Survey Results)

The SIP Team uses the data to determine future professional development opportunities. The plan is reviewed throughout the year using school data and ongoing input. Goals are determined across content areas as well as attendance and behavior. The Schoolwide Plan includes several components that address a variety of school improvement initiatives.

Staff professional development is provided at grade level meetings, staff meetings, and Team collaboration days (See Castelar SIP Plan)

Data is also be collected from classroom coaching visits and EST (Elementary Support Team) meetings throughout the year. The team collects data during coaching visits and calibrates afterwards to identify strengths and future professional development needs. (See EST Notes)

Another focus area in our School Improvement plan is the MTSS-B Goal: Implement MTSS-B Tier 1 practices and systems with fidelity based on Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data. The MTSS-B (Multi-Tiered of Support Systems in Behavior) Team also meets on a monthly basis to establish clear building wide expectations to support and decrease behavior concerns in the building. Every month the team looks at the Behavior Dashboard to develop an action plan that is shared with staff. Ongoing feedback is also used to determine growth and changes. All staff is also given a yearly survey to once again monitor growth and needs. (See MTSS-B Big 5 Action Plan, Castelar SAS Survey Results)

The last area of focus is a district wide initiative to improve attendance at every building. The goal for each school is to reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%. The Attendance Team that consists of the assistant principal, counselors, social worker, bilingual liaison, attendance secretary and principal meet every two weeks to discuss chronic students and how to support these students. The team looks at the data on the Attendance Dashboard to identify students at risk. Attendance letters are generated followed by phone calls to provide support and/or resources to the families. Home visits may also be necessary to meet with families to support their needs. Attendance incentives have been added to motive students to meet class and/or individual goals. Progress monitoring is shared with staff on a regular basis (See Strive for 95 Attendance Plan and OPS Attendance Handbook)

2. Schoolwide reform strategies

<p>2.1</p>	<p><i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i></p>
<p>Scientifically based research and multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual student failing or at risk of failing to make progress on standards. An electronic copy of the Elementary BIPH is accessible to all staff member on the district Elementary SharePoint site. This document is a great resource tool that includes the latest research best instructional practices that can be used with all students. (See Elementary Look For Document)</p> <p>Before or after school tutoring for grades Kindergarten-5th grade is provided throughout the year for identified students. The tutoring program is designed to enable teachers to have additional time to work with small groups of students in the areas of Reading and Math. (See School Based Tutoring and Tutoring Eck)</p> <p>Teachers are also expected to provide differentiated instruction which includes small group instruction and interventions. Differentiated instruction is built into the time allotments for each grade level. Guided reading</p>	

groups take place in all classrooms in which students are provided high quality instruction based on their needs. Lesson plans document differentiated instruction. (See Ly Guided Reading Plan, GR Group Chart and Time Allotments)

Instructional Facilitator (I.F) created a Recovery Plan that focuses on utilizing data to help make data driven decision to assist with learning loss due to the Covid-16 pandemic. Teachers work collaboratively to identify and create targeted lessons that use grade level specific formative and summative common assessments. They create a common assessment then interpret the results to then use the data to drive instruction and monitor student progress. (I.F) leads monthly grade level meetings to address the use of data and encourage collaboration for next steps. (See Recover Plan Cycle)

Students are monitored and identified if they are having academic, language, or behavioral needs. Students not making progress are referred to the Student Assistance Team (SAT). The team works with the classroom teacher to create a plan to support student needs. The team meets every twenty days to monitor, revise or refer students for academic testing. (See SAT Process)

Next Level Learning is offered at Castelar for students in grades kindergarten through 4th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student had a Summer Personalized Learning Plan that documented strengths, interventions, and pre/post assessment. (See Next Level Summer Flyer and Summer PLP Plan)

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Ongoing professional development focuses on proven effective strategies that focus on student achievement. All instructional staff (certified and classified) are provided ongoing professional development throughout the year to increase student achievement. This PD plan is a balance of district determined PD as well as building specific PD based on building needs. (See Feb. Curriculum Day and OPS Paraprofessional Curriculum Day)

The professional development plan and calendar is created by the leadership team and School Improvement Team based on the most current and relevant data. The team collects input from the instructional staff to determine building professional development needs aligned to the School Improvement Plan. The plan is reviewed on a regular basis. (See SIP Plan, SIP Input July 2021, SIP Input and January 2022 SIP Survey Results)

Every 6 weeks each grade level works together to create a Math Recovery Plan. The purpose of the recovery plan is to fill in the learning loss gaps due to the pandemic. The grade level works as a team to create lessons and a common assessment to focus and strengthen an area of need. The team administers the same assessment which is used to discuss areas of growth and need. (See Recovery Plan Cycle).

Grade level meetings are held twice a month. The focus of these meetings is to analyze student data, plan for instruction and identify students who need additional support both in academics and behavior management. (See ELPA Dig)

4. Strategies to increase parent and family engagement

4.1 *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

During Open House every classroom teacher shares the Castelar compact as part of their presentation. This allows the parents to know and understand how the school, the family and the child work together to create a successful learning environment. Teachers also use this time to share academic, behavior and other classroom expectations. Parents are given the opportunity to visit the classroom, see what students are learning and ask questions. Due to the pandemic only one family member was allowed to visit with the child. (See Open House Invite and Open House Presentation)

Parents and community members at Castelar have opportunities to contribute to the development, implementation and evaluation of the school-parent compact. All family meetings, events and communication are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar. (See Castelar Compact, Title 1 Input Presentation, Annual Title 1 Family Input 2.18.22)

An annual meeting is held in English and Spanish to review the School-Parent Compact and to allow for parent input. (See Title 1 Input Presentation on 2-18-22 and Annual Title 1 Family Input 2.18.22)

The compact is also included in the Castelar Handbook in English and Spanish on page 10. The student handbook is distributed electronically to all families at the beginning of the year and they must sign off that they have reviewed and received the information. All handbooks are also available on the school website. (See Castelar Compact and Castelar Handbook)

Communication to families and community is a key element in achieving parental involvement at Castelar. Communication is done in many different forms that include:

- Monthly school newsletters (See October 2021 Newsletter)
- Marquee reminders
- Open House (See Open House Flyer)
- Castelar Family Nights (See Family Night Flyer)
- Social Media (Twitter & Facebook)
- Blackboard Automated Calls
- School website
- Annual parent meeting to review the School-Parent Compact (See Title 1 Input Presentation on 2-18-22)

4.2 *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.*

Parents and community members will have opportunities to contribute jointly to the development and implementation and evaluation of the Title 1 Parent and Family Engagement policy. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar Elementary (See Title 1 Family Engagement Policy)

Families are invited to different family nights throughout the year. On January 27, 2022 a Virtual Family Night was held where families learned about Title 1 and the impact it has on the school community. The event concluded with a read aloud for the entire family to enjoy. (See Title 1 Virtual Family Night Presentation and Virtual Sign in)

A separate annual meeting is held in English and Spanish to review the Title 1 Parent and Family Engagement Policy and to allow for family discussion and input. Families are given the opportunity to express areas of

strength and needs. Input is also provided on ways to improve as a school. (see Title 1 Input Presentation Title 1 Family Input 2.18.22)

The Title 1 Family Engagement Policy is also included in the Castelar Handbook in English and Spanish on page 9. The student handbook is distributed electronically to all families at the beginning of the year and they must sign off that they have reviewed and received the information. All handbooks are also available on the school website. (See Title 1 Family Engagement Policy and Castelar Handbook)

4.3

Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.

A Title 1 family night was held on January 27, 2022 to inform parents about the important role Title 1 has for Castelar. Due to the pandemic this event was held virtually on the student's iPad. All family meetings and events are facilitated in English and Spanish to provide all the information in the languages spoken at Castelar. At this meeting the following topics about Title 1 was shared with parents. Parents are always encouraged to provide input. (See Title1 Parent Presentation)

1. What is Title 1?
2. How Title 1 support our school improvement goal?
3. How Castelar uses Title 1 Funds?
4. Changes made due to Parent Input?
6. Encourage parents to attend Family Nights
7. How can families help?

The building level parent policy and compact, which meets Title 1 requirements are reviewed and updated annually at the annual parent meeting. The purpose of this meeting is to review the current school compact and parent involvement policy. Parent input is collected to make the necessary additions and adjustments for the following school year. Parent input is also gathered on ways to improve Castelar. (See Title 1 Input Presentation on 2-18-22 and Annual Title 1 Family Input)

Additionally, students and parents are encouraged to remain in good communication with their teachers to ensure they understand their performance at all times. Teachers review the Title 1 School Compact and Parent Policy that is located in Castelar's Handbook. Handbooks are provided online to every student in the building at the beginning of the year. Parents sign off that they received and acknowledge the information included in the school handbook. Teachers review the School Compact and parent involvement during Open House and Fall Student Led Conferences. Parents are made aware of the important role all stakeholders (student, school and parent) have to support student success.

(See Open House Invite, Open House Presentation, Castelar Compact, Castelar Parent Involvement Policy, Castelar handbook)

Castelar provides Family Nights as a way to share ideas and activities parent can do at home to support their child's learning. Sessions are aligned with Castelar's School Improvement Plan providing ideas to support literacy, math, science, and social studies. Families reflected at the end of the family night. Each family is given the opportunity to provide input about the event and add any additional ideas they would like to include in future events. This year due to the pandemic a separate PreK-2nd grade and 3rd-5th Grade family nights were provided to limit the amount of people in the building at once. (See November Family Night Flyer and November 2021 3rd-5th and Prek-2nd Family Night Input)

5. Transition Plan

<p>5.1</p>	<p><i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i></p>
<p>At Castelar Elementary there is only one early childhood classrooms and it is assigned next to kindergarten classrooms. This will allow students and families to become familiar and interact with kindergarten staff on a regular basis. In addition, it will allow teachers and paraprofessionals in early childhood and kindergarten to frequently collaborate in all areas, specifically looking at incoming students from early childhood to kindergarten and their individualized needs to prepare for the next school year. (See Staff rooms)</p> <p>The kindergarten transition plan includes a two-day event. One January for parents to register their in-coming kindergartner and another in April with classroom visit. In January parents have the opportunity to visit the school and get help completing the online registration for their incoming kindergartner. (See Kindergarten Registration)</p> <p>Parents are invited back in April where they learn about several topics, health requirements, counseling program, Dual Language program, and Family Room Opportunities. While parents are in session, the kindergarten candidates join a kindergarten classroom and learn first-hand what it is like to be in kindergarten. Parents are reminded to contact the school with any questions. Due to the pandemic families were unable to attend an in-person round up in April 2021. A virtual session was provided. (See Kinder round up virtual presentation)</p> <p>All Omaha Public Schools provides a Meet the Teacher Night prior to the first day of school in August. This allows parent, students, and staff to meet each other. It helps the students become familiar with their teacher. It is a good introduction to the teacher. Due to the pandemic this event was held outdoors. (See Fall Opening Letter)</p> <p>Orientating new students to Castelar involve the following activities:</p> <ul style="list-style-type: none"> • All new students and families meet with office to complete the necessary paperwork. Students start the next day, allowing the teacher to have all the materials, nametags, locker, and seating arrangement complete. • Once the family completes their paperwork, an office staff member shows the student their new classroom and introduces them to their teacher. • Families can access school information through the Castelar website at www.castelar.ops.org <p>Pre-kindergarten registration is in March. The pre-kindergarten teacher meets all incoming students. Students are screened on this day for PreK. Parents have the opportunity to visit the school and complete the necessary paperwork for their incoming student. (See Early Childhood Eligibility)</p>	
<p>5.2</p>	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i></p>
<p>Norris Middle School is Castelar's feeder school. Many opportunities are provided for 5th grade students to become familiar with the new school. (See Middle School Open House Smore)</p> <p>Castelar coordinates in January 2022 with surrounding middle schools to provide students and families the opportunity to attend Open House at various middle school to assist with the selection process. An invitation is emailed to all middle school families. (See Middle School Open House Invite)</p>	

5th grade students are scheduled to visit Norris Middle School in May. During this visit they get to meet the principal, counselors and other important staff. Students also participate in a classroom visit.

Prior to the visit, time will be given during guidance class for the students to write down questions about Norris, classes, passing periods, lunch procedures, school opportunities and other topics. Lessons provided by school counselor to address concerns around; Understanding the Change, Setting Yourself for Academic and Social Success. (See MS Transition PowerPoint presentations).

Castelar fifth grade counselor discusses middle school transition during guidance classes in April and May. District has lesson plans prepared for this topic. Extra sessions are planned in regards to practicing opening combination locks. (See Middle School Lessons)

Guidance counselor will communicate with other counselors at middle schools to set up visits for students who need additional opportunities to process the transition, specifically students with IEP's or 504 plans. OPS will provide an Articulation Day on April 18,2022 to allow teacher and other certified staff to work together and discuss student transitions for the upcoming school year. (See Calendar Updates)

Castelar students will be able to attend "Next Level Learning" Summer School which is an opportunity for students to get familiar with middle school expectations while providing orientation and remedial needs (See NLL flyer)

The Dual Language/ESL Lead teacher assist dual language students and parents with dual language school selection process. She makes phone contacts with parents not completing the process. She also answers any parent questions about transition to middle school.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Castelar Elementary students have numerous opportunities to participate in extended learning. Some of the anticipated opportunities include:

Traditional school day schedules are designed to include time for specific intervention of identified students. (See Time Allotments)

Based on MAP results and Reading Benchmarks , select students work individually or in a small groups with the a reading teacher or EL teachers in all grades. This extra support is provided during the instructional day. (See Salerno LLI Schedule)

Summer Next Level Learning is offered to Castelar students in grades kindergarten through 5th grade. Priority is given to students that need remedial support. This includes students in special education or students performing below grade level. This program allows students to continue to work toward proficiency in the areas of Math and Reading. Each student has a Summer Personalized Learning Plan that documented strengths, interventions, and pre/post assessment. (See NLL Flyer, NLL Master Schedule and Summer PLP Example)

Castelar works in collaboration with the Zoo After School Program (ZAP). Staff from Castelar and the after-school program work collaboratively to support classroom learning goals so there is consistency throughout

each student's day even after the typical school day has ended. Supports will include help with homework, tutoring and enrichment opportunities. (ZAP Schedule and ZAP February Newsletter)

ZAP also supports Castelar's summer program by providing staff to support classroom needs. This allows for additional support for students.

Castelar also has a Kids Club Morning program that will offer homework support and tutoring.

Tutoring and mentoring with a focus on academics and building relationships beyond the assigned classroom teacher. Tutoring and mentoring will be offered allowing more students to participate. (See Tutoring PD and School Based Tutoring Eck)

Instructional paraprofessional staff provide a variety of academic and behavioral supports throughout the school day. They work with small groups of students to build their skill set on what is being taught. (See Kindergarten Paraprofessional schedule)

Castelar Elementary partners up with numerous community supports to include mentoring, and outside of school experiences. Some of these supports include: TeamMates, UNO and UNL practicum students, Omaha Zoo, Lauritzen Gardens, Durham Museum, and Children's Museum and others. (See Children's Museum Program Brochure and Free Lauritzen Gardens)