

Educational Program

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Introduction

The following educational program narrative is the result of collaborative efforts between Westwood Public Schools and their designer, Dore + Whittier. It communicates the District's existing and future educational program offerings, defines expected educational activities, and provides an in-depth description of the District's position on key curriculum goals, objectives, and polices. Information contained in this section is organized to align with the expectations identified in the MSBA Module 3, Section 3.1.2.

The educational program applies to a new or renovated facility serving one of three agreed-upon enrollments:

- **Enrollment 1:** Paul Hanlon Elementary School – 315 students
- **Enrollment 2:** Hanlon + Deerfield Elementary Schools – 560 students
- **Enrollment 3:** Hanlon + Sheehan Elementary Schools – 685 students

Ultimately, the intent of this section of the Preliminary Design Program document is to establish a clear roadmap for the development of three space summaries (one for each agreed upon enrollment), conceptual design alternatives, and a basis for evaluation to identify a preferred alternative. Much of what's described in the following document applies to all three design enrollments; therefore, the District has structured this as a single narrative with subsections documenting any programs, services, teaching methodologies, and preferred instructional practices that differ within the existing facilities and/or may change based on the agreed-upon enrollments.

In April 2014, the Westwood Public Schools completed a comprehensive Space and Capital Needs Study, during which their architect, SMMA, developed a master plan of options based on a three-tiered approach as defined by the District. Tier one options, labeled as "Status Quo", investigated only necessary code and systems upgrades. Tier two options, labeled as "Satisfy Educational Program", intended to match the number of classrooms and resulting student populations with the capacity of academic and special education spaces. Finally, tier three options, labeled as "Consolidate", explored redistricting approaches and options for constructing a new elementary school by consolidating 2-3 of the existing elementary districts. The selection of Hanlon as the priority project, the submission of a Statement of Interest for the Hanlon School, and the consideration for consolidating Hanlon with one other building is a result of this Space and Capital Needs Study.

District Mission

The mission of the Westwood Public Schools is ***"to prepare students for college, career, and civic life by providing rich and challenging curriculum, high-quality instruction, and authentic educational experiences"***. The District supports this mission by implementing and encouraging three core values across all schools:

- Academic excellence and a commitment to improvement

- Curiosity and tenacity
- Respectful relationships in a caring, collaborative community

Vision + Strategic Objectives

As per the District’s Vision, “Graduates of the Westwood Public Schools are skilled, confident, curious, and kind: excited for their futures and ready to contribute to their communities.” To achieve this vision, the District has developed a Strategy for District Improvement, organized into four main objectives:

- Meaningful Learning Experiences.
 - Expand and invest in programs and practices that provide authentic, student-centered learning.
 - Identify opportunities and support the development of student-led civic engagement projects.
 - Explore options for instructional time that integrate an ambitious educational vision with the developmental needs of students.
- Coherent, Connected Curriculum
 - Improve student reading and writing outcomes by aligning curriculum and instruction PreK - 12.
 - Promote coaching, peer observation and peer feedback within and across schools in order to help students progress toward learning goals from year to year/building to building without unnecessary repetition or gaps.
 - Develop a manageable approach to common assessment that provides educators, students and parents information about student learning.
- Healthy and Supported School Community
 - Develop and implement a district wide plan for meeting students’ social and emotional learning needs.
 - Implement programs and instructional practices that recognize and support the needs of students and families in an increasingly diverse community.
 - Expand efforts to help students navigate the technology-infused environment in a way that is safe, effective, healthy, and well-balanced.
- Facilities for the Future
 - Engage residents in open dialogue about the qualities of school facilities that will support the next generation of Westwood students.
 - Continue to meet MSBA requirements, milestones, and deliverables to complete the Feasibility Study.

- In collaboration with municipal police and fire, continue to improve school security infrastructure.

School-wide Goals

Within the District-wide objectives, the Westwood Public Schools 2019-2020 Elementary School Improvement Plan identifies specific elementary goals targeting each District objective:

- Meaningful Learning Experiences
 - Explore hands-on learning opportunities for end-of-year culminating experience with Grade 5.
 - Support expansion of coding and makerspaces beyond Grade 3
 - Continue to support student inquiry-based learning in science.
 - Identify opportunities and support the development of student-led civic engagement projects.
- Coherent, Connected Curriculum
 - Implement curriculum recommendations from ELA review committee.
 - Promote peer observation and coaching within and across schools in order to help students progress toward learning goals from year to year/building to building without unnecessary repetition or gaps.
 - Explore opportunities for integrating literacy with other content areas.
- Healthy and Supported School Community
 - Provide social emotional learning (SEL) training for all classroom teachers.
 - Provide SEL programming for parents.

Description of Current and Future Educational Program

A challenge exists when documenting the future educational program for any building expected to exist for fifty years. That challenge, of course, is that it is very difficult to predict the educational needs of a school beyond five or ten years. New research will emerge related to teaching and learning. Technology will continue to evolve and have an impact on means and methods. With that understanding, the description of the future educational program provided in this subsection is representative of the District's best understanding of how the new or renovated building will be used. It is important to note, however, that to the greatest extent possible, the District's guiding principles for design include incorporating enough flexibility into the design such that educational policies and practices can evolve over time.

A. Grade and School Configuration Policies

Current Grade Configuration

The Westwood Public Schools currently operates five elementary schools, supporting grades K-5. The District's current (2019-2020) enrollments per building are as follows:

- **Deerfield School: 197**
- **Downey School: 288**
- **Martha Jones: 268**
- **Paul Hanlon: 205**
- **William E. Sheehan: 310**

The District also operates the Westwood Integrated Preschool, a District-wide Pre-K program for three and four-year old children with special education needs, as well as community children without disabilities, who serve as developmental models for children with disabilities in the skill areas of language, socialization, play and motor development. All students must be three years of age and Westwood residents to enroll. Currently, there are 41 students in the program, which is housed at the same building as the Westwood High School with a smaller off site location at the Downey Elementary School for students who receive programming as part of the Westwood Applied Behavior Analysis program who are ages three and four.

Finally, the District operates a stand-alone middle school (6th - 8th) and a high school (9th - 12th) with 2019-2020 enrollment as follows:

- **E. W. Thurston Middle School: 706**
- **Westwood High School: 1,007**

Proposed Grade Configuration

The District's future educational program includes the option of consolidating the Hanlon School with either the Deerfield or Sheehan School in a new or renovated facility. No other changes to grade or school configurations are planned at this time.

B. Class Size Policies

Currently, all three elementary schools considered as part of this project (Hanlon, Deerfield, and Sheehan) maintain 1-3 sections per grade level, which fluctuates year to year as students matriculate through the grades. Following a review of the educational literature surrounding class size, the District has committed itself to smaller class sizes given research that suggests that students in small environments are much less likely to be overlooked or alienated. Additionally, smaller class sizes encourage greater individualized student-teacher interaction and increased student academic, social, and emotional success. Smaller class sizes also further support intervention strategies within the classroom for students who need extra support.

Even when consolidating two elementary schools, the District firmly believes that it can continue to support these small learning communities by maintaining smaller class sizes and leveraging grade-level clusters throughout the building.

The District's Class Size Policy (approved December 14, 2017) is as follows:

File IIB of the school district's policy states that:

The Westwood School Committee is committed to favorable class sizes at all grade levels as one important element of the learning experience for students. To the extent possible, the School Committee will maintain reasonable class sizes in all classrooms throughout the system. Recommended class sizes are listed below, with the understanding that these are guidelines rather than absolute limits requiring strict, literal adherence, and should serve as a guide for budgeting purposes and in response to the enrollment of new students into classes that are near or at the numbers listed below:

<u>Grade Level</u>	<u>Class Size</u>
K-3	18-22
4-5	18-24
6-12	Reasonable class sizes (18-24), ideally not higher than 28, with the exception of traditionally large group classes (e.g. band)

In the event that a class in grades K-3 reaches 23 students or a class in grades 4-5 reaches 25 students, or if a principal believes that a particular class is not functioning properly, the superintendent in consultation with the building principal may recommend one of the following actions:

- 1. Reallocate or increase literacy or math specialist support*
- 2. Reallocate or increase literacy paraprofessional support*
- 3. Assign an instructional assistant to the class for part or all of the day*
- 4. Provide an additional teacher in a co-teaching model*

5. *Open an additional class section at that grade*
6. *Use other practical solutions as may be deemed appropriate*

If, in the judgment of the superintendent, it is necessary to take action that would affect the budget, such as increasing professional staffing, a recommendation will be brought to the School Committee for approval.

As a matter of practice, the District seeks to maintain class sizes within the boundary of its class size policy. In certain circumstances, actual practice dictates that these targets are exceeded, but the District strives to avoid this when possible. Based on the above policy and the low end of these class size targets, the projected general classroom needs for this project are as follows:

Hanlon School population only:

- 315 students total ÷ 6 grade levels = 53 students per grade level
- 53 students ÷ 18 students per Kindergarten classroom = (3) Kindergarten classrooms
- 53 students x 5 grade levels = 265 students ÷ 18 students per classroom = (15) Grade 1-5 classrooms*

*The District proposes 4 additional classrooms for Grades 1-5 to maintain 3 sections per grade level as students matriculate through the system.

Combined Hanlon + Deerfield populations:

- 560 students total ÷ 6 grade levels = 93 students per grade level
- 93 students ÷ 18 students per Kindergarten classroom = (5) Kindergarten classrooms
- 93 students x 5 grade levels = 465 students ÷ 18 students per classroom = (25) Grade 1-5 classrooms*

*The District proposes 5 additional classrooms for Grades 1-5 to maintain 5 sections per grade level as students matriculate through the system.

Combined Hanlon + Sheehan populations:

- 685 students total ÷ 6 grade levels = 114 students per grade level
- 114 students ÷ 18 students per classroom = (6) Kindergarten classrooms
- 114 students x 5 grade levels = 570 students ÷ 18 students per classroom = (30) Grade 1-5 classrooms*

*The District proposes 5 additional classrooms for Grades 1-5 to maintain 6 sections per grade level as students matriculate through the system.

C. School Scheduling Method

Current Scheduling Methodology

The building schedule is created by a scheduling team consisting of general education teachers, special educators, and instructional specialists, as well as the principal. Priorities are given to creating 45-90 minute blocks for math, literacy, writing, science, and social studies, and aligning academic blocks across grade-level classrooms, thus allowing support staff to maximize their time with students. In addition, each grade-level has three 30-minute Intervention blocks per week to ensure that students in need of related services such as Speech, OT, PT, etc. can be pulled out of classrooms without missing new academic instruction.

Specials (art, music, library, coding and PE) are scheduled with the goal of providing common planning time for grade-level teachers and the opportunity for teachers to collaborate with instructional coaches and special educators. This goal, which is critical to Westwood's vision of the use of formative assessment data to plan for instruction, student-centered instructional coaching, and the seamless integration of general and special education, is complicated by the fact that art, music, and PE teachers currently share space, sometimes making it impossible to create this common professional time. The schedule is further constrained by the fact that interventionists (literacy specialists, math specialists, ELL teacher, OT, etc.) currently share one space.

The current time allotments for core academic subjects at Hanlon, Deerfield, and Sheehan Elementary Schools are as follows:

Core Academic Subjects

ELA:	105-135 minutes daily
Math:	45-60 minutes daily
Science/Social Studies ¹ :	45-60 minutes daily

Specialized Subjects

Art (Performing + Visual Art):	45 minutes; 1-2 times per week*
Music:	45 minutes; 1-2 times per week*
Physical Education (Adaptive PE):	45 minutes; 1-2 times per week*
Library:	45 minutes; 1-2 times per week*
Coding (only grade 3):	45 minutes; 1 per week

*Students in Grades K-2 and 4-5 at Hanlon, Deerfield, and Sheehan are provided a second session of either art, music, PE, or library once a week to complete the 5-day

¹ Throughout the school year, most elementary teachers alternate between social studies and science units.

specials cycle. Alternatively, students in Grade 3 at Hanlon Deerfield, and Sheehan are provided instruction in coding as part of their 5-day specials rotation.

Though Hanlon, Deerfield, and Sheehan follow the same academic schedule, their school day start/end time is one area where they differ. Like other District elementary schools, Hanlon and Sheehan run from 8:50am - 3:10pm. Deerfield runs from 8:25am - 2:45pm in order to accommodate the District's bus runs.

Proposed Changes to Future Scheduling Methodology

In all three design enrollments, the core academic programming will remain very similar in terms of instructional minutes. The allocation of specialized subject minutes may change as the district looks to expand third grade coding classes into grades 4 and 5 and makerspace-like Learning Lab opportunities throughout the elementary grades. The additional coding lessons will be taught by a qualified lead instructor with expertise in the Massachusetts Digital Literacy and Computer Science (DLCS) standards. Learning Lab projects will be supported by our library media and instructional technology specialists in partnership with classroom and other subject specific teachers (e.g., music).

While the minute allotment for specialized subjects may change, the scheduling methodology itself will still be a collaborative venture and prioritize the creation of common planning time. The availability of dedicated space for art, music, PE and coding/Learning Lab will allow for more flexibility in creating dynamic schedules that support student needs.

In the Hanlon-only option or either of the consolidation options, the school start and end times will be 8:50-3:10 if no other changes are made to start times in the district. This spring, the district is beginning to examine the possibility of later high school start times. If a change is made at the secondary level, in all likelihood, elementary start times would change as well.

D. Teaching Methodology and Structure

This section documents current and proposed administrative structures, academic structures, and teaching methods for each existing school and design enrollment.

Administrative and Academic Organization/Structure

Current Organization

Hanlon, Sheehan, and Deerfield Elementary Schools are all currently led by a full-time building principal, each of whom oversees teaching and academic support staff for students in grades K-5. To date, the District has directed the design team to plan for the following personnel in each agreed-upon design enrollment:

Personnel	Hanlon Only	Hanlon + Deerfield	Hanlon + Sheehan
Principal	1	1	1
Assistant Principal	0	1	1
Secretary	1	2	2.5
Nurse	1	2	2
School Psychologist	1	1.6	2
Teacher – K	3	5	6
Teacher – 1 st -5 th	15	25	30

As the feasibility study progresses, the District may revisit the planning numbers for administrative and academic personnel. Additional information regarding the staffing for specials, academic support specialists, and special education are described in the content-specific subsections below.

Curriculum Delivery Methods & Practices

Current Practices

Guided by a shared commitment to meet the needs of a wide range of student learners, classroom teachers at Hanlon, Deerfield, and Sheehan plan lessons that are student-centered, hands-on, and inquiry-based. Classrooms are a bustling hub of differentiated, cooperative, small-group learning teams. General education teachers, special education teachers, and interventionists share students across classrooms, utilizing break-out spaces and pushing into classrooms throughout the day. Because all three elementary schools’ current spaces are smaller than average and not designed for this type of instruction, “push-in” support and small group work often takes place in classroom corners, on the floor, and at small tables in the backs of classrooms. Pull-out support happens in hallways, converted closets, the cafeteria, the lobby, shared office spaces, and in Special Education classrooms, which are also converted offices.

Increasingly, teachers in Westwood are using a workshop style approach to instruction. Lessons typically begin with a whole group introduction or mini-lesson. This is followed by time for students to roll up their sleeves and work -- independently, with a partner, in a small group, or with a teacher or instructional assistant -- on a task that has been designed with a child’s specific instructional needs in mind. During math workshop time, for example, a teacher might take time to review a concept with the whole class seated at the rug near the whiteboard. After the review, students work in different stations depending on their level of mastery of the concept. One group might work through some tasks with guidance from the teacher, another group might practice independently and check their results online, a third group plays a game that supports generalization of the skill and a fourth group, guided by a math coach, takes on some challenge problems.

These classroom practices are supported by the significant investment that the Westwood Public Schools has made in Instructional Specialists/Coaches. Hanlon, Deerfield, and Sheehan Elementary Schools leverage Technology, Science, SEL, Math, and Literacy Specialists/Instructional Coaches to support both staff and student learning. These coaches provide embedded professional

development and support to help teachers implement the District curriculum and achieve the District's strategic goals. Instructional coaches co-plan with teachers, model lessons, help teachers analyze data, help design classroom-based interventions, and work with building based child study teams to monitor and assess the effectiveness of interventions. Coaches have also started conducting walkthroughs with administrators followed by debriefing sessions, in order to highlight effective instructional strategies in action and identify opportunities for additional teacher training and support.

Both push in (within the classroom during literacy lessons) and pull out (small group work outside of the classroom) literacy intervention is provided for students who may need supplemental support in their development of reading and writing skills. Students are identified for intervention through a series of literacy assessments, and intervention is provided by literacy specialist/coaches or literacy paraprofessionals in addition to classroom teachers themselves. Students who receive literacy intervention commonly receive instruction from a member of the literacy staff several times a week.

Math specialists/coaches provide a very similar level of support in math for students and staff. The mathematics specialists assist classroom teachers in determining students in need of intervention to meet grade-level standards. Coaches also work with classroom teachers to develop in-class interventions for students, as well as provide direct services to small groups of students identified as needing targeted intervention.

Instructional technology coaches and science coaches work with both students and teachers as well. These professionals often co-teach with classroom educators when introducing a new unit in science or new technology skills. They also offer support when teachers are planning for science instruction or planning lessons that integrate new technology resources.

Proposed Changes

The Westwood Public Schools has invested significant personnel, professional development, materials, equipment and supplies into an elementary school experience for our students that is in line with best practices in the field of elementary education and has an articulated strategy for district improvement. Programmatically, the new educational space would need to support continued emphasis on a workshop model for literacy and math; increase the district's ability to provide a hands-on, inquiry-based STEM education; provide opportunities for project-based learning to promote civic engagement in social studies; enhance a robust arts/specialized subjects program; and house special education programs designed to support students in their home community.

In addition, the specialist/coaches in literacy and math seek to provide more intervention and support within the regular classroom during workshop instructional time, and to reduce the amount of time that students are pulled out of their classes. For this shift to be effective, classrooms must have enough space and be designed to support multiple activities happening simultaneously. Currently, there are no dedicated rooms for science, technology, math or literacy specialists/coaches to meet with staff or students. Many of these staff are housed in converted storage spaces. The SEL coordinator--a brand new position in the District--will also be engaged in providing PD, co-planning, co-teaching and coaching. In any design enrollment option, the District seeks dedicated space for specialists/coaches.

English Language Arts/Literacy

Current Practices

Westwood Public Schools recent English Language Arts (ELA) and Literacy Curriculum Review lays out an ambitious vision for student achievement that is carefully aligned with the goals of the Massachusetts English Language Arts Curriculum Frameworks:

Students in the Westwood Public Schools are curious readers, critical thinkers, careful researchers, thoughtful listeners, effective writers, and powerful speakers.

They explore, question, and analyze texts that represent diverse voices and experiences.

They collaborate to share insights and discover new ideas.

They speak and write to shape their lives, their communities, and their world.

They use their developing skills to inform, persuade, create, and inspire.

ELA/Literacy instruction in the elementary grades involves teachers modeling their own thinking, questions, and strategies for students in a manner that brings transparency to the reading and writing processes, while gradually releasing the responsibility for employing these skills and strategies to the students. Simultaneously, students learn the foundational literacy skills necessary to read texts independently and compose their own thoughts in writing. As students move through the elementary grades, the depth and complexity of the texts, compositions, and discussions increases. Teachers facilitate student-led discussions in a manner that allows students to synthesize a variety of information from a range of sources.

Most elementary Westwood Public School educators use Reading and Writing Workshop as their primary instructional model. Pulling from a variety of researched-based resources, teachers introduce and model specific skills or strategies during a brief, targeted lesson. The skills and strategies chosen are based on the individual and collective needs of the students. The students are then given an opportunity to apply the skill or strategy during independent/partner/small group reading and writing times. During this time, the teacher conferences with students individually or meets with students in small groups to address individual needs, further develop the targeted skill or strategy, and assess for the transfer of skills and strategies into students' independent practices. The conferencing and small-group portion of the workshops is also a time during which teachers identify the specific needs of the students that will be addressed in future focus lessons. Finally, the Reading and Writing Workshop times usually conclude with a whole-class sharing time that allows students to learn from each other what is helping them to be successful readers and writers.

In addition, Westwood employs specific phonics and spelling programs. The *Foundations Program* is used in grades K-2 and *Sitton Spelling* in grades 3-5.

In grades K-2 teachers draw on the program *Handwriting Without Tears* for handwriting instruction. At the end of grade 2, students are introduced to *Typing Club*, a web-based program for learning keyboarding skills.

Proposed Changes

The recent curriculum review included recommendations for changes and improvements that will impact elementary instruction when implemented. First, while the *Calkins Units of Study* curriculum resource (a Reading and Writing Workshop -based program) is widely used, it will now be adopted district wide. This means that at every grade level, elementary classrooms throughout the district will be relying on the workshop structure. As a result, we expect to see short blocks of direct instruction time and longer stretches of individual and small group work.

The district is looking for classrooms that are designed to complement this model: spaces that adapt to support whole group lessons, independent reading and writing time, small group planning and discussion, and student-led presentation.

Mathematics

Current Practices

The goals of Westwood's elementary math program are to ensure that students learn the mathematical concepts articulated in the *Massachusetts Frameworks* and also to help students learn to use mathematical practices (e.g., "look for and make use of structure" or "attend to precision") in school and in daily life to solve problems.

The district uses the *TERC Investigations in Numbers, Data, and Space* program coupled with a workshop approach to develop computational fluency, deep conceptual understanding, and the capacity to apply mathematical concepts to real-world problems. Through their study of mathematics, students engage with operations and algebraic thinking, numbers and operations in base ten and fractions, measurement and data, and geometry. The program is guided by the following set of beliefs about teaching, learning, and assessing mathematics:

- Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, develop depth of understanding, and promote mathematical thinking.
- An effective mathematics program focuses on problem solving and requires teachers who have a deep knowledge of mathematics.
- Assessment of student learning in mathematics should be designed to inform instruction and learning

Proposed Changes

The district has recently focused on helping teachers develop a more nuanced understanding of mathematical fluency, and as part of that effort, math specialists are working with teachers to replace timed, random math fact practice with games and activities that promote fluency. Students often participate in these games and activities during math workshop time.

One of the greatest challenges elementary educators face is that of supporting the learning of students with wide-ranging math skills. Some of our students take extra math classes outside of school for enrichment, while others need extra support and practice to develop fundamental

numeracy. Our math coaching team is currently working to shift the current model of math support so that teachers can differentiate instruction more consistently and offer more intervention opportunities for struggling students in class. In order to facilitate this change, math coaches are using a student-centered coaching approach and providing more push-in intervention support instead of pulling students out of class.

The availability of breakout spaces within and near classrooms, along with the clustering of grade level classrooms will enhance the District's ability to move toward this model. Coaches will then have the ability to work with groups of students from multiple classes in an area that is within or adjacent to the classes themselves.

Finally, the district is interested in collaborating with the design team to explore ways that the building itself might be used to support math learning. We envision interactive architectural features that support the development of critical mathematical skills like early numeracy, pattern recognition, spatial reasoning, and problem solving.

Science

Current Practices

As part of the district's continual curriculum review process, the Westwood Public Schools engaged in a PreK-12 review of its science curriculum during the 2015-2016 school year. The goals of the review were to assess program strengths, identify areas for improvement, and establish a process for aligning curriculum to the state's newly adopted learning standards for Science, Technology, and Engineering. As a result of that process, the Science Curriculum Review Committee articulated a vision for science learning in Westwood that now guides the work of elementary educators:

- Students in the Westwood Public Schools engage in an inquiry-based approach to science: they ask good questions, and the systematic pursuit of answers leads them to more questions.
- Students work in teams to observe and analyze, design and refine, and they use a wide array of technologies and tools to support their creations and investigations.
- Students discover and draw on the connections among the sciences as well as the connections between science and other disciplines. In addition to learning science concepts, they learn to think, listen, read, write and speak like scientists.
- Most importantly, students enjoy exploring their world and the universe through science. They follow the trail of their curiosity as they investigate questions and problems that matter both locally and globally.

Instruction during science lessons is hands-on, inquiry-based, and exploratory, with the goal of developing in students the knowledge, skills, and habits of scientists. Teachers are also beginning to help students access science concepts through the use of non-fiction texts that are part of literacy and social studies instruction.

Several of our schools (Deerfield, Sheehan and Downey) have dedicated outdoor learning spaces that support hands-on science learning. Gardens are used to study plant life cycles and to learn about the impact of soil, sunlight, water and other variables on the growth and development of

plants. Several schools also have easy access to forest or wetland habitats that students can explore during plant and animal studies.

In 2019-2020, the district initiated a composting program in all five elementary cafeterias, with grant support from a local educational foundation. The composting program ties directly to science lessons in all of our elementary grades, with a full composting unit in grade 5.

At the elementary level, formal science instruction typically takes place during 45 - 60 minute blocks of daily time. Many teachers alternate between science units and social studies units. Educators use STEMScopes as a primary curriculum resource with supplemental lessons from Mystery Science.

Finally, many teachers have started incorporating informal opportunities for science learning throughout the day into their schedules by setting up classroom “wonder stations” and by using morning circle time and other flexible time blocks to encourage students to ask scientific questions and explore science ideas.

While teachers and science specialists have been very resourceful in making use of the existing classrooms and common spaces for science instruction, the limitations of those current spaces pose significant challenges.

Proposed Changes

Westwood’s science curriculum assumes a teacher’s ability to set up differentiated, inquiry-based, material-intensive science experiments that children can run and observe, either in the classroom or in outdoor learning spaces. It also assumes the ability to teach in cooperative, small-group learning teams. Currently, space limitations in classrooms and a lack of break-out space often necessitate using the hallway, gym or cafeteria for science instruction. A goal for the District is to have educational facilities that allow staff and students to fully realize this kind of science learning.

The District envisions this type of project-based, investigative learning taking place in the general education classrooms, with additional potential for using the reimagined library, extended learning spaces, shared small group rooms, outdoor learning spaces, and a dedicated STEM room for experiments and/or demonstrations that a classroom alone may not be able to support. The STEM room would be staffed by Elementary Science Coordinator and an Instructional Technology Coach (ITC).

For example, at the current Hanlon School, larger assembly spaces like the cafeteria and gym are used as teaching space for science experiments such as building large-scale marble roller coasters to demonstrate principles in force and motion. Currently, these teaching models and manipulatives must be dismantled and rebuilt between science lessons, which often means a loss of continuity, time on learning, and teacher prep time. In any design enrollment, the district is interested in exploring design strategies where the proposed STEM space possesses all of the following features. In addition, the District is interested in exploring how to incorporate some of these features into general classrooms spaces as well:

- Storage space for science kits and additional materials; these areas might also allow for experimentation with plants or animals in various simulated “environments.”

- Water available with a sink deep enough to facilitate cleaning specimens and glassware and filling of large basins of water for activities like buoyancy experiments.
- Access to robust, interactive technology with applications and software used to support curricular access and application (e.g., an augmented reality sandbox)
- Flexibility in space and furniture to support various instructional strategies, activities, group sizes, and learning modalities
- Ample counter space to display student work, place on-going works in progress, and/or for set-up purposes between classes.
- Portable prep table for materials organization and distribution
- A rug area and/or presentation area to facilitate guest speakers or hold whole class meetings
- Storage at a child's scale (separate from the locked teacher storage) to support student ownership in the gathering and manipulating of materials

Social Studies

Current Practices

The district is currently engaged in a K-12 review of social studies curriculum and instruction in order to ensure more consistent practice, to promote authentic, real-world learning experiences and to align to the recently revised *Massachusetts History and Social Science Frameworks* (2018).

At the elementary level, social studies instruction typically takes place during 45 - 60 minute blocks of daily time. Most teachers alternate between science units and social studies units during the course of the school year.

The current social studies units are partially aligned with the grade-level content prescribed in the Massachusetts curriculum frameworks and follow a developmentally appropriate progression that first examines oneself in relation to family, then the local community, and then the larger world. While engaging with the content, the curriculum focuses on developing in students the critical skills necessary to become engaged, informed, responsible citizens.

Proposed Changes

While the curriculum review process has just started, the District already anticipates some significant changes to the social studies program. First and foremost, the increased emphasis on civics and civic engagement in the new state framework, coupled with the district's goal of providing students with meaningful learning experiences, point toward the need to integrate more project-based learning (PBL) in social studies.

A PBL approach will also support meaningful integration of social studies with other curriculum areas, including literacy, science, the arts and social emotional learning. The school's library or learning commons will be a vital resource, as students delve into texts and online resources in order to build the background knowledge necessary to support their projects.

Flexibility (in terms of product) and choice (in terms of topic) are hallmarks of PBL. In addition, in many units designed around PBL, teamwork is a vital part of the process. The PBL structure is

best supported by classrooms that are flexible enough to accommodate different sized groups working on different types of tasks that could result in very different outputs. The district imagines flexible, movable seating; ample writable surface, access to technologies for digital production, and spaces that provide acoustic barriers.

World Languages

There are currently no world languages offered as part of the Westwood Public School elementary curriculum. However, adding elementary foreign language was a recommendation in the most-recent Foreign Language curriculum review and may be added in the future.

English Language Education (ELE)

Current Practices

The District ensures that students with limited English language proficiency, English Language Learners, fully access the general education curriculum. English Language Learners participate in the regular classroom where teachers adapt instruction, materials and assessments to make grade level content comprehensible. In addition, ELL teachers promote English language development in a one on one or small group setting. The district provides bilingual translators or interpreters, when needed, to facilitate communication between ELL families and the school. These required services are currently provided in small pull out and in class settings that were not originally designed for this purpose. While services are being provided, space for one on one tutorial, small group instruction and materials prep and storage are not readily available and are often provided in a less than efficient manner.

Proposed Changes

While the Westwood Public Schools is committed to the provision of ELL services in the general education environment to the largest extent possible and complies with the requirement from DESE that general education core teachers hold the Sheltered English Immersion (SEI) endorsement, there are situations where a student may require small group or pull out 1:1 instruction directly from an ELL teacher. Additionally, ELL teachers often interface with parents and translators to provide access and support to meetings, documents and other school functions. There is not currently confidential, purpose built space for the ELL teacher in any of the identified buildings. Provision of such space will allow for students, parents and staff to be able to meet for instructional and parent engagement purposes that currently take place in less confidential or noisy/distracting environments. Provision of dedicated space for these purposes will allow for effective communication and translation of meetings in a low stigma and distraction free environment.

The Westwood Public Schools envisions maintaining ELL education at all school locations and not creating a sub separate or magnet program. Given this commitment to educating students in their home schools, the staffing allocation and structure will continue to be determined annually (and adjusted as the year goes on) based on student need and home school locations. The District currently employs 2.0 FTE ELL Teachers to meet the needs of approximately 28 - 30

students district wide. The District has just completed the MADESE every three year Tiered Focus Monitoring review process for English Language Learning and has conducted a comprehensive review of ELL staffing, procedures and data supporting student growth. This review indicated that ELL students in Westwood are making effective academic progress utilizing the current Sheltered English Immersion model and the DESE has amplified this perspective in the post review feedback process. Given this recent review and positive outcome data, the District envisions that the educational approach of individualized ELL teacher led tutorial supporting a general education based SEI program will continue in all building for future years.

Social Emotional Learning

Open Circle

Elementary classrooms in Westwood implement a comprehensive, research-based social and emotional learning program called Open Circle. The curriculum is designed to develop students' social and emotional skills, such as problem-solving, recognizing and managing emotions, forming good relationships with peers and adults, and considering and understanding the experience of others. The Open Circle program provides a consistent, structured, safe context for exploring these issues while also building a cooperative, inclusive classroom community. In Westwood, teachers typically devote 30 minutes per week for Open Circle discussions (often incorporated into morning meeting activities). Teachers have flexibility within the Open Circle curriculum to choose the grade-level lessons that are most pertinent for their students. For example, in a given-week a teacher might select a particular lesson to address an issue that had arisen within the class or a lesson whose theme connects to literature that students are reading.

Within the Open Circle curriculum, the district has identified 13 essential lessons for each grade level that serve as our anti-bullying curriculum. These lessons include themes such as:

- Including one another
- Showing respect for one another
- Dealing with teasing
- What is bullying?
- What is a bystander?
- Talking to someone who can help

Same and Different, Like Me

The Same and Different, Like Me curriculum is designed to increase students' understanding and acceptance of differences among peers and to promote an inclusive environment. The program is co-taught by general education classroom teachers and specialists (e.g. school psychologists, learning center teachers, speech and language pathologists, physical education teachers, nurses, occupational therapists). Grade level topics include:

- Kindergarten - Disability Awareness
- Grade 1 - Physical Disabilities
- Grade 2 - Sensory Disabilities - Hearing and Seeing

- Grade 3 - Cognitive Disabilities
- Grade 4 - Specific Learning Disabilities and ADD
- Grade 5 - Mental Health and Autism

Teachers assist students in making connections between the lessons in Same and Different, Like Me, the anti-bullying curriculum, and issues discussed during Open Circle.

In addition to the curricular-based social and emotional programs described above, the District offers an Extended Day Program located at both the Hanlon and Sheehan locations and serving the Hanlon, Deerfield, and Sheehan Elementary Schools.

E. Teacher Planning

Teacher Planning Spaces and Planning Times

Current Practices

Each elementary teacher by contract receives 45 consecutive minutes of unassigned preparation daily. The unassigned preparation time is typically provided when the elementary specialists meet with students.

Specials (art, music, library, coding and PE) are scheduled with the goal of providing common planning time for grade-level teachers and the opportunity for teachers to collaborate with instructional coaches and special educators. This goal, which is critical to Westwood's vision of the use of formative assessment data to plan for instruction, student-centered instructional coaching, and the seamless integration of general and special education, is complicated by the fact that art, music, and PE teachers currently share space and sometimes making it impossible to create this common professional time. Finally, given the small size of our current elementary schools, specialists are often shared across schools, thereby further constraining our ability to schedule effectively and efficiently.

When considering teacher planning, several activities must be considered. These include, but are not limited to:

- Extensive and frequent data meetings throughout the year;
- Special Education Team meetings;
- Consultation with instructional coaches
- Professional Learning Community (PLC) work;
- Spaces to facilitate teacher and student collaboration.

At the Hanlon School, the teacher workspace is currently located in the cafeteria where teachers have access to a photocopier, printer, laminator, paper cutter, etc. with a secondary location in a small space adjacent to the main office.

Proposed Changes

Looking to the future, there is a need for well-equipped teacher planning workrooms) to support professionals in their work. Specialists require areas both to meet students and to work with staff. As teachers are encouraged to increasingly unify what they do in the classroom, including the preparation for inquiry-based, interdisciplinary, individualized instruction, there is a need for space that allows for and encourages collaboration and full grade level team planning. In addition, there is a need for private, professional space where equipment such as photocopiers can be located. The District is interested in creating workrooms located within the grade level teams to serve this purpose and directs the design team to explore reallocating square footage from Administration and Guidance Teachers' Workroom and Staff Dining space to create these spaces.

Finally, appropriate dedicated instructional space for art, library, music, coding, and PE and dedicated space for adults to provide intervention services to students will facilitate efficiently scheduling common-planning time for teachers.

Professional Development Practices

Current Practices

Professional development (PD) in the Westwood Public Schools is designed to support the continuous professional growth and development of all staff. Professional development supports the student learning goals and professional practice goals of the district, the schools, and the individual educator.

Professional development in Westwood takes many forms. Every other Wednesday throughout the year, students are released early and educators participate in two-hour PD sessions. Sessions are designed to align with building and district goals and strategic priorities.

In addition, the district sets aside a number of full days to support teachers PD and training. Teachers return to school each year for two days prior to the students start date, and support staff (instructional assistants, ABA tutors), return one day early. In addition, faculty participate in a full PD day in November.

The scheduling of PLC time at all schools allows grade level colleagues and coaches time for critical, embedded professional development, including co-planning, instructional coaching, data analysis and refining curriculum and instruction.

The District supports teachers' growth by offering an array of free, in-house courses open to all educators. These courses help teachers improve their depth of understanding in content areas, to sharpen pedagogical skills and to provide a safe and welcoming environment for all learners. In 2019-2020, for example, WPS offered 17 courses that enrolled over 150 educators districtwide. Many teachers elect to take multiple courses per year.

The district also runs a comprehensive induction and mentoring program that supports teachers new to Westwood during their first three years.

Finally, the district supports teachers' growth by sending individual educators and teams to high quality workshops and courses offered by outside organizations.

Proposed Changes

The Sheehan, Hanlon and Deerfield schools do not include conference/meeting spaces that support adult learning. Teachers most often meet with each other, mentors, specialists and coaches in classrooms, where they gather around child-sized furniture.

There is a clear need for more adult collaboration space that will support professional growth as well as day-to-day planning. See the Teacher Planning Spaces section above for details.

F. Prekindergarten

There are no plans to house the school district's preschool program with the new or renovated Hanlon Elementary.

G. Kindergarten

Current Practices

Westwood Public Schools offers full day Kindergarten.

Proposed Changes

No changes are proposed.

H. Lunch Programs

Current Practices

The Westwood Schools Food and Nutrition Services is dedicated to advancing children's health and physical well-being by providing nutritious meals and striving to encourage a lifetime of healthy nutritional choices and habits. The elementary cafeterias offer a variety of healthy lunch options, which typically include a warmed entree, a deli bar choice of ham or turkey, daily vegan/vegetarian lunches, as well as assorted fresh fruits and vegetables. Upon request, they also offer gluten-free pizza and gluten-free breads. These meals are prepared in the central high school kitchen and delivered by District staff to the Hanlon, Deerfield, and Sheehan Elementary Schools each morning, in time for lunch service.

As a participant in the National School Lunch Program (NSLP), the Westwood Schools must serve lunches that meet federal meal requirements and offer the lunches at a Free or Reduced price to eligible children. At or near the point of sale, cafeteria staff charge the lunches to the student

meal card, which is linked to a secure system that references eligibility for Free or Reduced price meals. A reimbursable meal must contain a serving of each of the following: protein (or protein alternative), grain, fruit, vegetables, and milk. For the 2019-2020 school year, elementary school lunches are priced at \$3.00. Across the five elementary schools, students purchase approximately 410 meals a day, representing 32% of the elementary student lunches. At the Hanlon, Deerfield, and Sheehan Elementary Schools, the cafeteria staff deliver three lunch seatings daily in order to accommodate their student body within the available cafeteria space.

Westwood is not part of the Breakfast Program under the National School Lunch Program (NSLP). However, Thurston Middle School and the High School offer breakfast products and snacks for purchase, starting at 7AM daily. The Westwood cafeteria staff also supply cereal, yogurts, juice, bagels to the students attending the Extended Day Before School program at the Elementary Schools.

In the 2019-2020 school year, the Westwood Public Schools introduced students to composting through the science curriculum and installed composting bins in the cafeterias. Bottle fillers have been installed where possible in the cafeterias, in order to encourage students to fill water bottles on site. Students queue and access the recycling and composting bins at the end of lunch. They access the bottle fillers as needed. In the kitchens, the Westwood Food and Nutrition Services has made other changes to reduce environmental impact. These changes include steps to control inventory and reduce food waste, purchase recyclable and compostable paper products, and to participate in the Metropolitan Area Planning Council's collective purchasing contract for locally grown produce.

Currently, a number of students seek dining alternatives to the cafeteria as high noise levels and long tables with fixed seating do not support the various levels of social/emotional and sensory supports needed in a school setting. This pattern is observed at Hanlon, Deerfield, and Sheehan Elementary Schools and is not in line with the district wide plan for meeting students' social and emotional learning needs. The schools have had to allow dining alternatives in order to compensate for the deficiencies in the cafeteria.

Proposed Changes

The future educational program prioritizes a cafeteria that can accommodate all students for lunch service in two seatings (per MSBA guidelines, serving 50% of the student population at one time). The cafeteria should allow for the rapid flow of student traffic through the point of sale, as well as consideration for the composting and recycling bins, bottle fillers that are accessed by students, sinks for hand washing before/after eating, and a deeper sink for rising recyclable containers.

It is extremely important that the new or renovated project should provide a dining experience that is flexible at a variety of scales, varied in furniture, supportive of simultaneous eating and play, and inclusive of an acoustically separate yet visually connected dining space adjacent to the cafeteria to support all students.

In order to best serve the social and emotional needs of all students, the District has identified a multi-zoned cafeteria space as a design priority. In addition to a more traditional seating area, smaller adjoining spaces that are acoustically separated, but still visually connected, would provide a

comfortable alternative environment for students who may be over-stimulated by the larger space, as well as create opportunities for staff to offer therapeutic lunch groups as part of students' IEPs.

The District envisions the dining space as a multi-function open area that would not only provide a wide variety of seating experiences for use at lunch time but also to serve as a project space or collaboration destination for classes outside of lunch seating times. In addition, the dining area could serve as a "cafetorium" with a connected stage and seating for performances, both large and small, throughout the year.

School cafeteria staff can be quite isolated from instructional staff and students during the hours before and after lunch. In order to create a healthier climate and entice students to try new foods, the design team could rethink the perimeter walls of the kitchen to allow natural light and/or views of the food prep stations. In a scenario in which the cafeteria is occupied by students even outside of lunch seating times, the boundary between the kitchen and cafeteria space is all the more significant and can be planned to encourage student curiosity and foster authentic learning experiences connected to food and nutrition. This can be particularly relevant for Summer Enrichment and Extended Day programs held at the school. For example, these programs could benefit from a snack bar that opens to the kitchen.

Lastly, and especially in a consolidated design enrollment scenario, the kitchen should be designed with just enough square footage to provide flexibility, so that the district can incorporate a stove and allow more food preparation on site if so desired. None of the Westwood elementary schools currently have full-service kitchens. However, the key constraints preventing them from operating in this way are 1) staffing 2) square footage in the kitchen and 3) lack of a stove. The district would want to design a kitchen with sufficient square footage to equip as a full service kitchen if needed. There are also space needs associated with composting, recycling, and waste reduction. Specifically, there is an expanded need for stowing and cleaning of large bins, trays, or serving platters.

I. Technology Policies/Program Requirements

Current Practices

Westwood's Vision for Instructional Technology states

Technology facilitates learning that is challenging, engaging, and effective.

To accomplish this vision, the district has invested in a robust infrastructure that includes a state-of-the-art wireless/wired network, access to high quality learning applications, and a sufficient number of devices to allow students anywhere, anytime access to digital resources.

Westwood's technology infrastructure is complemented by the District's investment in Instructional Technology Coaches (ITC's). Currently the district has 3.0 FTE elementary ITC's, 1.0 middle school ITC, and 1.2 high school ITC's. The elementary ITC's support staff in more than one school, allocating their time in a way that is approximately proportional to the enrollment at each school (i.e. ITC's spend slightly more time at larger schools than smaller schools). Starting in the 2017 -2018 school year, the elementary ITC's took on the additional responsibility of teaching the

weekly 3rd grade coding special. When not teaching coding, Westwood's ITC's provide teachers with support integrating technology in the curriculum in a number of ways including individual coaching, co-teaching, traditional workshops, and district-sponsored professional development courses. Research shows that the most effective professional learning is intensive, ongoing, focused on the classroom, and occurs during the teacher's workday - a model that fits in perfectly with the role of an ITC. The ITC can be thought of as a person offering job-embedded PD and coaching as a scaffold for ongoing support and growth that allows teachers an opportunity for low-risk practice and lots of feedback.

The Westwood Public School's *Guiding Principles for Instructional Technology* was developed in 2016. This document augments existing curricula, standards, and district priorities and provides a roadmap for how technology can support, enhance, and transform existing practices. The *Guiding Principles for Instructional Technology* serves as the basis by which the Technology Department prioritizes its work. Contained within this document are five main goals:

- Engaging and Empowering Learning Experiences
- Provide Meaningful and Relevant Professional Development for Staff
- Participating Responsibly in a Digital World
- Partnering with Families and Community
- Providing Reliable, High Quality Resources

The complete *Guiding Principles for Instructional Technology* is included as an appendix to this document.

As mentioned earlier, Westwood provides a sufficient number of devices to allow students anywhere, anytime access to digital resources. This is accomplished via the District's 1-1 Chromebook program serving all students in grades 3 - 12. In grades 3, 4, and 5 a set of Chromebooks is provided in each classroom. Starting in grade 6, students are assigned a Chromebook to use both in school and out of school. In grades K and 1, each classroom has a set of 6 iPads. In grade 2, students have access to a shared cart of touchscreen Chromebooks, a technology choice that has proved to be a good transition from the iPad in first grade to a traditional non-touch Chromebook in grade 3.

In addition to student devices, all classrooms have a ceiling mounted projector and document camera. Most classrooms also have a set of portable speakers. The district is piloting the use of Apple TV's in the classroom to allow for wireless streaming of content to the projector - teachers have responded quite favorably to this new technology. The District has adopted interactive whiteboard technology on a very limited basis.

The District supports families with limited/no internet access at home by providing Kajeet hotspots as needed. These hotspots can be configured to limit data usage and have filtering capabilities that can be used in addition to those that are integrated with our Chromebooks.

Proposed Changes

As mentioned earlier in this report, the District is committed to expanding its coding/Learning Lab offerings; the physical design of the building will play a significant role in these efforts. Currently,

coding is taught in whatever classroom or general space is available as opposed to space that is designed to support instructional goals. Coding teachers must modify instruction to allow lessons to be delivered off a mobile cart. Most Learning Lab activities are scheduled within libraries, and librarians do not have adequate storage or break out spaces needed to allow the creation of larger scale projects or projects that require a separate space dedicated to group work.

The Hanlon building project will open up possibilities to use technology in new, innovative ways, primarily through the acquisition of modular furniture that will foster student centered collaboration, audio/visual systems that facilitate the seamless integration of technology, and learning spaces that can support exploratory learning as well as the creation of digital artifacts (e.g. green screen room).

J. Media Center/Library

Current Practices

The libraries at Hanlon, Deerfield, and Sheehan Elementary Schools are open during normal school hours. Elementary school library teachers meet with each grade level class on a weekly basis for 45 minutes.

The Westwood Public Schools library program encourages active, authentic learning vital to helping students become resourceful, innovative, information-literate participants of the world community. The libraries are the information access hub of the schools, striving to provide students with the knowledge, skills, and resources which will empower them to become independent critical readers and thinkers able to effectively and responsibly acquire, use, and share information. The library program also seeks to support teachers and administrators as they implement the curriculum and its goals. Librarians “push-in” to classrooms when applicable to provide more interdisciplinary, co-teaching opportunities with classroom teachers.

For the past several years, the libraries have supported makerspace-type “Learning Lab” lessons. Students in groups engage in exciting, hands-on projects that help develop their problem solving and design thinking skills. This year, Westwood's librarians are collaborating with instructional technology coaches to support the expansion of coding into grades 4 and 5, through the introduction of applied coding projects that are integrated with the library curriculum or other core curriculum areas (e.g., learning about the Dewey decimal system by designing and programming a robot that can deliver a book to a particular location).

Westwood Public Schools Library Teachers:

- enable and encourage students and staff to develop an appreciation for reading and lifelong learning.
- support and foster student mastery of information in visual, digital, textual and technological literacies across the curriculum.

- provide a rigorous instructional program to teach students how to find and evaluate information; understand and use multiple resources, technologies and formats; create new learning; share what they know, and use resources and materials in an ethical manner.
- provide a collaborative environment that stimulates and fosters intellectual exploration and active learning.
- provide equitable access to resources that support a variety of learning styles and represent a diverse range of experiences and perspectives.
- serve as the school's information resource person for students and staff.
- collaborate with colleagues to create lessons, resources, and activities that support curriculum and embed information fluency skills, ensuring that students meet CCSS, AASL (American Association of School Libraries), MSLA (Massachusetts School Library Association), and Westwood Public School standards.
- assess and adjust programs to support school and district initiatives and best practices.
- design Learning Lab/Makerspace experiences to promote innovation, creative thinking, perseverance, collaboration, and self-driven exploration. Design projects can be integrated into the curriculum, reflect new understandings, or encourage students to engage in complex problem solving tasks while making real world connections.
- create unique programming to meet individual schools' needs, e.g. author visits, poetry slams, book groups.

Proposed Changes

The District desires educational facilities that provide space that is both functionally appropriate and flexible to support best instructional practices for students. The District continues to explore the function of school libraries in the 21st century and beyond and is experimenting with the makerspace model.

The District envisions a school library that is more of a hybrid model learning commons, where the majority of the Media Center NSF is in a centralized location, with the remaining Media Center NSF distributed into some of the extended learning areas in order to create a variety of at-hands-reach literacy experiences. As the design progresses, the District and the Design Team will be clear in the space summary where the NSF is being allocated.

The hybrid Media Center is envisioned to be a reimagined, multi-use space in proximity to general education classrooms, STEAM, coding, makerspace locations and art to allow for more project-based, interdisciplinary work individually and in small groups. The Library/Media Center should serve as the hub of the school - a "Curiosity Commons" where students (and potentially adult learners within the community) engage in 3 stages of ideation:

- *Expand literacy and curiosity* – browse and find new ideas through print and digital resources, participate in small performances or reader’s theater, talk with an author or local expert, engage in book groups, etc.
- *Question, prototype, and experiment* – use technology, consumables, manipulatives; bring new ideas to life, construct meaning, experience joy and seek deeper questions by developing mini projects or prototypes with adult guidance, conduct science experiments, make real-world connections, etc.
- *Present, communicate, and display learning* – use white board spaces and tack boards for pin-up presentations and feedback, display artwork in a curated gallery, hold grade-level morning meetings, share work with parents and fellow peers.

The Library/Media Center is meant to serve as the hub of activity and exploration, with enough spaces, tools, print and media resources, and technology to support flexibility, choice, and a variety of learning preferences and teaching methods. The design should strategically position spaces and resources at hands-reach from grade level clusters to allow users an unobstructed free-flow of curiosity, productivity, and play throughout the day.

The Library/Media Center may feature, but is not limited to, the following:

- Mobile shelving for book collections
- Spaces for student or adult curated exhibitions
- Collaborative tables
- Agile and flexible furnishings
- Variety of soft seating
- Private and semi-private reading nooks
- Spaces to separate from groups for quiet reading
- Meeting space for groups and learners of all ages
- Digital and physical installations that showcase projects, arts, scientific endeavors, community and school culture, local history, etc.
- A variety of portable, yet robust technology

In terms of staffing, the district anticipates the following based on the design enrollments:

Personnel	Hanlon Only	Hanlon + Deerfield	Hanlon + Sheehan
Library Media Specialists	1	1	1
Library Aide	0	1	1

K. Visual Arts Programs

Current Practices

Visual Arts instruction is provided in the Westwood Public Schools elementary schools on the schedule below, necessitating the following number of class sections :

Grade	Frequency	Duration	Hanlon only sections	Hanlon/Deerfield sections	Hanlon/Sheehan sections
K	1x per week	45 min	3	5	6
1	1x per week (half year) and 2x week (half year)	45 min	4.5	7.5	9
2	2x per week	45 min	6	10	12
3	1x per week	45 min	3	5	6
4	1x per week	45 min each	3	5	6
5	1x per week	45 min each	3	5	6
Total			22.5	37.5	45
FTE			1.0	1.5	1.8

At the Hanlon School, art is currently held in the same room as music, which is also part of the backstage area adjacent to the gymnasium. With no handicap accessibility to the stage, the location of art must be relocated at times when students cannot access the space. A similar situation occurs at the Deerfield School, where art is held in a former gym locker room with no handicap accessibility. Hanlon and Deerfield Elementary School share the same art teacher. The Sheehan School does have a dedicated art room.

The elementary art program provides an environment in which students develop the skills and capacity to create, respond and communicate through the unique language of the visual arts. The District's art teachers nurture imaginative thinkers and inventive problem-solvers. The Art Department is committed to delivering an educational program that nurtures self-expression and self-exploration and that provides opportunities to experience the ways that art can enrich one's experience in an increasingly visual world.

The elementary art curriculum is part of a comprehensive K-12 Visual Art curriculum that complements the MA Curriculum Framework for the Visual Arts. Elements and principles of art are taught in a sequential and spiraling curriculum, with progressive intensification and complexity added in successive years. Additional key areas of focus include Processes and Skills; Observation, Illusion, Invention, and Abstraction; and Art History, Appreciation and Connections. Throughout the curriculum, students are taught how to talk and write about art and how to evaluate what they see. At even the youngest of grades, students are encouraged to make connections to their own world, think critically, solve visual problems, work cooperatively and find value in the arts. The curriculum provides flexibility to the teachers, allowing them the freedom to approach lessons in their own way,

using the media and subject matter that they feel are most appropriate and engaging for their students. This keeps the material fresh, timely and relevant.

Elementary art teachers make connections to students' learning in other disciplines, for example through the reinforcement of math concepts such as symmetry, building literacy through visual storytelling, the use of art as an entry point for social studies topics, and the development of the creative problem-solving process necessary for engineering and design.

Proposed Changes

A new or renovated facility would include a dedicated space to support the level of robust visual arts instruction desired in the District.

The addition of an art classroom would support a true "art studio" environment for the teaching of artistic behaviors, giving students the ability to experience more mediums, such as clay and other materials that would expand students' artistic expression. Students would also be able to work on more long-range projects as there would be a space to hold work in process.

In a new or renovated school, the District is interested in exploring a spatial relationship between the art classroom, the STEM Classroom, and the media center. Being in close proximity to one another would create opportunities to "spill out" into the media center where access to technology, various media, and other resources can support and augment the art curriculum. The District is also interested in exploring dedicated, public space to display student work and celebrate students' creativity. The lobby and extended learning areas may provide opportunities to honor and display student work.

L. Music and Performing Arts Programs

Current Practices

The goal of the performing arts program is to provide opportunities for students to explore the various areas of the arts, while at the same time developing skills related to life-long learning. The elementary performing arts curricula is aligned to the MA Curriculum Frameworks and guided by the mission statement of the Westwood Performing Arts Department.

Elementary Music Goals:

- Sing and play instruments, learn a repertoire of traditional, folk, patriotic and other songs and pieces
- Move to music, explore creative and structured movement
- Read music, using music reading skills learned in music classes
- Listen to music, explore the purpose and expression and composers of a variety of musical styles
- Create original music in small and large groups
- Think about, evaluate, and write about music performance, style and expression
- Make connections between music with other arts and/or other curriculum subjects

- Participate in "performances," in class, or in other school and public venues

Elementary Drama Goals:

- Develop communication skills
- Increase confidence in public presentations
- Develop skills of social interaction
- Clarify student identity
- Explore limits and boundaries of human behavior in safe/supervised environment
- Explore and learn a range of possible behaviors within life experiences and to build upon these experiences to promote personal and social learning within the context of drama
- Reflect/analyze human behaviors; personality types and life situations within the context of drama
- Promote creativity by utilizing thinking, feeling and the body in solutions to problems in communication
- Develop drama skills
- Develop teamwork to accomplish common goals
- Integrate students' understanding and knowledge of drama with the study of other academic disciplines

Westwod's elementary performing arts programming is delivered using the following schedule:

Grade	Frequency	Duration	Hanlon only sections	Hanlon/Deerfield sections	Hanlon/Sheehan sections
K	1x per week	45 min	3	5	6
1	1x per week	45 min	3	5	6
2	1x per week	45 min	3	5	6
3	1x per week	45 min	3	5	6
4	2x per week (general + instrumental music)	45 min each	6	10	12
5	2 x per week (general music + chorus/drama)	45 min each	6	10	12
5 Band	1 x per week	30 min	3	5	6
Total			27	48	54
FTE			1.2	1.8	2.4

The current music program also includes an after-school orchestra option for students. Students who play stringed instruments participate in one 45 - 60 minute group lesson or rehearsal per week.

In addition, with performance at the center of the national and state arts standards, the many concerts and plays throughout the year are an integral part of the elementary program. Elementary students across all the schools in Westwood have multiple opportunities for performance. In the fall, the 5th graders prepare for, and perform in December for their winter concert, which includes band, jazz band, and chorus. In the spring, grade 3 students perform in their first ensemble at their recorder concert. Grade 4 and grade 5 band students also perform in the spring at their spring concert, combining with other students across the district. In addition, students participate in school plays, talent shows, and ceremonies. Each of these performances typically involves between 40 and 70 performers. Audience sizes range from 80 to 350 audience members. (One concert that combines performers from multiple elementary schools draws an audience of about 450 people, and is performed in the high school auditorium to accommodate the larger size.)

Proposed Changes

At the Hanlon School, music currently shares the same room as art, which is technically part of the stage adjacent to the gymnasium. With no handicap accessibility to the stage, music classes must be relocated at times when students cannot access the space. In addition, an instructional space for band (chairs, music stands whiteboard, instruments, etc.) has to be set up and broken down in the gym weekly in order to accommodate art classes. At Deerfield, music is held in various locations, sharing space with PE and art. The Sheehan School has music instruction on the stage inside the cafeteria. The space sharing of music impacts scheduling and limits the delivery of a flexible, dynamic curriculum due to lack of dedicated instructional, movement, and storage space.

Under any enrollment option, the District seeks to maintain its level of performing arts program, supported by a dedicated music room, music storage, and a performance space outfitted with appropriate theatrical lighting and sound equipment capable of accommodating current performances.

The District envisions the cafeteria as a dynamic open space capable of supporting the current level of performing arts productions. In addition to the dining space, the cafeteria's relationship with the music room, stage, and entry lobby would further support this performing arts experience.

All three design enrollments would include a dedicated space to support the level of robust performing arts instruction provided in the District. Students would continue receiving the same amount of music and drama instruction as currently allotted in a dedicated classroom that supports singing, movement and dramatic performance, instrumental performance, and reading and writing traditional and iconic music notation. A band and chorus program would also continue. Such a robust program would need the following:

- a large classroom with open area for movement activities
- choral risers
- tables/desks for written work
- ample storage for instruments and movement/game supplies

- audio/visual capabilities
- whiteboards (both with music staff and plain)
- a sink for cleaning wind instruments
- open floor/rug space for gathering and movement activities
- storage space at student height to support independence in supply gathering

M. Physical Education Programs

Current Practices

Currently Westwood Public Schools elementary students receive PE or Adaptive PE for 45 minutes once per week in a 5-day cycle, plus an additional 45-minute class in Kindergarten and half of their grade 1 year, as follows:

Grade	Frequency	Duration	Hanlon only sections	Hanlon/Deerfield sections	Hanlon/Sheehan sections
K	2x per week	45 min	6	10	12
1	1x per week (half year) and 2x week (half year)	45 min	4.5	7.5	9
2	1x per week	45 min	3	5	6
3	1x per week	45 min	3	5	6
4	1x per week	45 min each	3	5	6
5	1x per week	45 min each	3	5	6
Total			22.5	37.5	45
FTE*			1.0	1.5	1.8

*These staffing assumptions do not include Adaptive PE where the number of sections and associated staffing levels are driven by student IEP and is provided by a combination of contracted vendors and district staff.

The Westwood elementary physical education program is designed to teach students movement concepts and motor skills that provide a solid foundation for children to live healthy and active lives. Developmentally appropriate skills and concepts are taught and ample opportunities are provided over time to learn and practice skills in an enjoyable and supportive environment. The Physical Education program is comprised of the following four areas of study:

Educational Games: The approach in an Educational Games model is to provide many opportunities for students to practice skills in an environment and “traditional rules” are

altered to accommodate the learning experience. Educational Games are further broken down into four different classifications of game play:

- Movement Games- to provide opportunities for children to practice skills within a game setting and reinforce basic skills and concepts .
- Net and Wall games-includes striking skills such as volleying with body parts and/or equipment.
- Batting and Fielding games- to provide opportunities to strike, throw, and catch.
- Target games- to send an object/ball towards a target.

Educational Gymnastics: Educational Gymnastics provides unique opportunities and challenges for children to become proficient movers. Educational Gymnastics promotes flexibility, muscular strength, and endurance. Moreover, it provides opportunities for children to express themselves through movement, problem solve, be creative, and move from simple to complex movements. Students develop gymnastics sequences that consist of these basic movements in Educational Gymnastics:

- Traveling- weight transferring from one body to another
- Rotation- rolling
- Suspension- hanging
- Flight- loss of contact with the supporting surface
- Balance- Position of stillness

Educational Dance: Educational Dance also provides wonderful opportunities for children to improve their muscular strength and endurance, cardio-vascular endurance, and flexibility. It provides students with opportunities to express themselves through movement, problem solve, be creative, and move from simple to complex movements.

Educational Fitness: It is the philosophy of the Westwood Public Schools to integrate fitness concepts, skills, and principles into all activities and lessons. The ultimate purpose of physical education is to guide children into being physically active for a lifetime. Therefore, we have developed Fitness units K-5 that specifically focus on this aspect of children's development. The emphasis of this unit of study is to help students understand what it means to be physically fit, the benefits of regular exercise, and how they can get physically fit within physical education and outside of school.

Social Skills: Cooperative and social skills are implemented and woven throughout the curriculum. When students leave elementary school, they understand what it takes to be a good sport and teammate and have an appreciation for the satisfaction that results from involvement in physical activity.

Presently, there are part-time physical education (PE) teachers at Hanlon Elementary and Deerfield Schools and a full time teacher at the Sheehan School. In addition, adaptive physical education classes are taught at Deerfield by a contract services provider. All three schools have a gymnasium, however the space is shared as needed with other programs, including music. At all

three schools, PE is taught outside from September through November and from March through the end of the year, weather permitting.

Proposed Changes

In November, the district launched a K-12 review of Wellness Curriculum, which includes Physical Education. Although the review just started, the District anticipates that recommendations will support the expansion of the elementary program to include more explicit focus on SEL and developmentally appropriate Wellness topics (e.g., nutrition).

All three enrollment options would include a dedicated gymnasium to support physical education instruction and an additional space dedicated to support Adaptive PE (further described in the Special Education sub-section below). Students would continue to receive PE instruction 45 minutes per week in a 5-day cycle and an additional period of PE in Kindergarten and half of grade 1. In a consolidated option, the District has directed the design team to plan for two full-time PE teachers.

Given the amount of educational and community use envisioned for a new gymnasium, the District seeks a larger gymnasium, capable of including a competition-sized court with two middle school cross courts plus two rows of fixed bleachers on the long side. A gym of this size would support the idea of schools as an educational and community-wide investment, with a gym appropriately sized to serve as a community resource for youth athletics, large public meetings, voting, etc. The District and the Design Team are aware of the MSBA's memorandum on Gymnasiums and Auditoriums. It is understood that overages in this category will be subject to that memorandum and ineligible for reimbursement.

N. Special Education Programs

The Westwood Public Schools adheres to the federal and state laws that guarantee the rights of all students access to the general education curriculum. The philosophy of the Westwood Public Schools is to embrace the inclusion of students with disabilities in all aspects of the life of the school and the general education environment to the fullest extent possible. This approach is actualized via significant investment over many years in the development of a broad spectrum of in-district programming, represented by the schematic below:



This range of programming and services is able to educate 99.5% of students in the district. The very small number (.5% of the student population) of students who are educated in out-of-district placements is indicative of the success of this approach and reflects our commitment to creating an inclusive educational environment that to the maximum extent feasible educates students in their home community. The district has been twice awarded the National Blue Ribbon School designation (Westwood High School and Downey Elementary School) as evidence of the positive outcomes for all students in these locations. Similarly, a very high graduation rate and positive college and career outcome measures indicate that students with and without disabilities receive comprehensive programming in the Westwood Public Schools. Provision of this level of high quality service 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.

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 available at Hanlon, Deerfield, and Sheehan Elementary Schools are allocated annually based on the service delivery needs identified on the Individualized Education Plans (IEPs) of the special education population being served. Currently, the Hanlon Elementary School serves 39 students with documented special needs. Deerfield Elementary serves 44 students, and Sheehan Elementary serves 74 students. The services offered at each specific school are outlined below.

Current Programs & Services as of February 2020

Hanlon Elementary (Current Population 206)

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center	1	3-5	15 (7%)	1.0
Resource Room	1	2-4	14 (6.7%)	1.0
Occupational Therapy	Shared space	1-3	9 (4%)	.55
Speech	Shared space	1-3	21 (10%)	.5

Deerfield Elementary (Current Student Population 196)

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center	1	3-5	13 (6.6%)	1.0
Resource Room	1	2-4	13 (6.6%)	1.0
Focus Program	1	1-5	5 (2.5%)	1.0
Occupational Therapy	Shared space	1-3	17 (8.6%)	.5
Physical Therapy	Shared Space	1:1	4 (2%)	.3
Speech	1	1-3	26 (13%)	1.0
Adaptive PE	1	1- 5	5 (2.5%)	.2

Sheehan Elementary (Current Population 311)

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center	2	3-5	21	2.0
Resource Room	1	2-4	16	1.0
Language-based Classroom	1	1-8	8	1.0
STAR	1	1-10	10	1.0
Occupational Therapy	1	1-3	18	.5
Physical Therapy	Shared space	1:1	2	.1 (district)
Speech	1	1-3	22	1.0
ABA/BCBA	Shared space	1- 2		

Martha Jones Elementary School (Current Population 267 Students)

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center	2	3-5	14	1.0
Resource Room	1	2-4	17	1.0
Occupational Therapy	1	1-3	12	.5
Physical Therapy	Shared space	1:1	1	.1 (district)
Speech	1	1-3	19	1.0
BCBA	Shared space	1- 2	7	.2

Downey Elementary School (Current Student Population 288)

Program	Number of Rooms	Students Per Class	Total Students	Number of FTE Faculty/Staff
Learning Center	1	3-5	27	1.0
Resource Room	1	2-4	7	1.0
Occupational Therapy	1	1-3	27	.5
Physical Therapy	Shared space	1:1	4	.1 (district)
Speech	1	1-3	24	1.0 SLP .5 SLP .7 AAC SLP
BCBA	Shared space	1- 2	15	1.0

Anticipated Staffing Changes for Three Building Consolidation Scenarios

In the scenario where only the Hanlon Elementary School is renovated or rebuilt, the school population is projected to increase from the current number of 206 students to 315 at the highest enrollment. The average special education eligibility rate in the district is 19%.

Assuming this ratio remains constant, Hanlon is projected to have 60 students who will require special education services at an enrollment of 315. Additionally, the District is proposing moving the FOCUS program to Hanlon in order to access the newly built ADA compliant spaces for these students. This would increase the total number of students with IEP's to 68 students. To summarize, of the increased 117 students (109 plus up to 8 students in FOCUS program), it is projected that 68 students of the total new population of 315 will be eligible. See chart below for projected FTE increase and distribution.

Hanlon Renovate/Rebuild Alone Scenario

PROJECTED Hanlon Elementary (Projected Future Population 315)

Program	Number of Rooms	Students Per Class	Current Students Hanlon	Projected Students at Max Enrollment	Projected Change in Number of FTE Faculty/Staff
Learning Center	1	3-5	15	23	1.0 increase to 1.5 FTE
Resource Room	1	2-4	14	21	1.0 increase to 1.5 FTE
FOCUS Program	1 plus breakout spaces and OT/PT/APE	1 - 8	5-8	5 - 8	1.0 same - transfer of staff
Occupational Therapy	Shared space	1-3	9	14 Plus 8 students from FOCUS	.55 increase to 1.0 FTE
Speech	Shared space	1-3	21	32 Plus 8 for AAC speech FOCUS	.5 increase to 1.0 FTE and .5 AAC SLP
Physical Therapy	Shared space	1:1	0	Plus 4 students from FOCUS	.2 FTE

*District-wide programming can increase to 12 students

In the scenario where Hanlon and Deerfield Schools are combined, the school population is projected to increase from the current number of 402 (196 at Deerfield and 206 at Hanlon) students to 560 at the highest projected future enrollment. As of October 1st, 2019, 19% of students in WPS are eligible for IEP's. For the current Deerfield and Hanlon, this number would be 76 students. Assuming 19% of the new total population of students are eligible for IEPs this will result in an additional 30 students requiring services for a total of 106 students being eligible when the building is at full capacity of 560 students. It is important to note the impact of district wide programming in this scenario. While the FOCUS students are currently counted in the Deerfield numbers, the District would move one other district wide program currently housed in another building and not reflected in the Deerfield and Hanlon counts to this newly constructed school building. The Westwood ABA program (both Upper and Lower classrooms) would move from the Downey Elementary School to the new school location in order to access the ADA compliant specialized classrooms and APE/SLP/OT expertise in the new building. This would add an additional 16 students all of whom would have IEPs to the school population). To summarize, a total of 122 students will be eligible for services.

PROJECTED Hanlon/Deerfield Elementary (Projected Future Population 402)

Program	Number of Rooms	Students Per Class	Current students (HN + DR)	Projected students at Max enrollment	Projected Change in Number of FTE Faculty/Staff
Learning Center	2	1-5	18	25	1.0 increase to 1.5 FTE current staffing re-allocated
Resource Room	2	2-4	27	38	1.0 increase to 2.5 FTE current staffing re-allocated
Lower WABA*	1	1-8	9	12*	1.0 same FTE transfer from other building
Upper WABA*	1	1-7	7	12 *	1.0 same FTE transfer from other building
FOCUS Program	1 plus breakout spaces and OT/PT/APE	1-8	5-8	5-8	1.0 same FTE transfer from other building
Occupational Therapy	Shared space	1-3	14	20 Plus 8 students	.55 increase to 2.0 FTE re - allocated from

				from FOCUS Plus 16 Students from WABA	District wide
Speech	Shared space	1-3	32	45 Plus 8 for AAC speech FOCUS Plus 16 students from WABA AAC	.5 FTE currently 1.5 increase to 2.0 SLP FTE and 1.5 AAC SLP re allocated from District wide
Physical Therapy	Shared space	1:1	3	Plus 4 students from FOCUS	.2 FTE

*District-wide programming can increase to 12 students

In the above consolidation scenario we would be able to provide special education services to more students utilizing the same Learning Center and Resource Room staffing.

In the third scenario where Hanlon and Sheehan Schools are combined, the school population is projected to increase from the current number of 517 (206 at Hanlon and 311 at Sheehan) students to 685 at the highest projected future enrollment. As of October 1st, 2019, an average of 19% of students in WPS are eligible for IEP's. For the current Hanlon and Sheehan, this number would be 98 students. Assuming 19% of the new total population of students is eligible for IEPs this will result in an additional 32 students requiring services for a total of 130 students being eligible when the building is at full capacity of 685 students. It is important to note the impact of district wide programming in this scenario. The District is proposing moving the FOCUS program to the newly constructed building in order to access the newly built ADA compliant spaces for these students. While the LBLD and STAR Program classrooms would also move to the new building, they are not additions to the total number as they are already in the Sheehan IEP count and are part of that school community. To summarize, of the increased 168 students, it is projected that 19% will also be eligible for services yielding an additional 32 students requiring services or 130 students of the total new population of 685. Including the 8 additional students from the relocated FOCUS program coming from another school, a total of 138 students will be eligible for services.

PROJECTED Hanlon/Sheehan Elementary (Projected Future Population 685)

Program	Number of Rooms	Students Per Class	Current students (HN + SH)	Projected students at Max enrollment	Projected Change in Number of FTE Teachers
Learning Center	3	3-5	35	47	3.0 FTE (1.0 increase)

Resource Room	3	2-4	30	40	2.5 FTE (.5 FTE increase)
FOCUS Program	1 plus breakout spaces and OT/PT/APE	1 - 8	5 - 8	5 - 8	1.0 same - transfer of staff from other building
LBLD Program *	1	1-8	8	12	1.0 same FTE
Star I Program	1	1-3	5	12	1.0 same FTE
Star II Program	1	1-3	5	12	1.0 same FTE
Occupational Therapy	Shared space	1-3	27	36 Plus 8 students from FOCUS	.55 increase to 1.0 FTE
Speech	Shared space	1-3	43	57 Plus 8 for AAC speech FOCUS	Currently 1.5 FTE increase to 2.5 SLP FTE and .5 AAC SLP transfer from other building
Physical Therapy	Shared space	1:1		3 Plus 4 students from FOCUS	.2 FTE

*District-wide programming can increase to 12 students

In the above consolidation scenario we would be able to provide special education services to more students utilizing the same Learning Center and Resource Room staffing.

Program Models

Learning Center Program - All Elementary Schools K-5

Students receiving support through the Learning Center model have mild to moderate learning needs including but not limited to: specific learning disabilities, developmental delays, and/or health impairments. Learning Center teachers may support students in the general education classroom and/or through a consultation model. Learning Center teachers provide specialized instruction in a wide range of areas, including reading, language arts, mathematics, academic support in curriculum areas (science and social studies) as well as

study and organizational skills. Teachers collaborate closely with classroom teachers and related service providers to develop comprehensive, integrated services for children.

Mission: The mission of the program is to directly teach foundation skills as well as provide learning strategies to help students compensate for area(s) of disability while working towards grade level standards. Additional components of this teaching model includes assisting students in understanding their own strengths and weaknesses as learners and developing key self advocacy skills in their learning environment.

Curriculum: Students who receive support through the Learning Center access the grade level general education curriculum through direct skill based instruction, accommodations and some modifications. Learning Center teachers may use specially designed instructional materials.

Staffing: There is a special education teacher (MADESE certified) fulfilling this role at each of the 5 elementary schools with instructional assistant support, as needed.

Resource Room - All Elementary Schools K-5

Students receiving support through the Resource Room model at the elementary level have moderate learning needs including but not limited to specific learning disabilities, developmental delays, health impairments, sensory impairment, autism spectrum disorders, and neurological disabilities. Resource Room staff support students in special education settings outside the general education classroom using replacement specialized curriculum. This curriculum may target reading, language arts, including writing, mathematics, and academic support. Students may be supported through direct, small group specialized instruction, and/or through a consultation model to general education teachers. The students may also be supported within the general education setting to generalize skills. Resource Room teachers collaborate closely with classroom teachers, therapists and other specialists to develop comprehensive, integrated services for children.

Mission: The mission of the program is to teach foundation skills in order to make effective progress in key educational areas. Students are working toward grade level benchmarks through modified curriculum. Additional components of this teaching model include assisting students in understanding their own strengths and weaknesses as learners and developing key self-advocacy skills in their learning environment.

Curriculum: Students who receive support through the Resource Room benefit from the use of specialized replacement curriculum and specially designed instruction.

Staffing: Special education teacher (MADESE certified) and instructional assistant support, as needed. Related Services are provided based on a student's unique IEP needs.

Language Based Learning Disability Program - Sheehan Elementary School

Students, grades 2-5, receiving supports through the language-based class are primarily identified with Specific Learning Disabilities and/or Communication disorders. Given direct specialized instruction and with strategies and/or modifications embedded throughout the day, students are working towards meeting grade level benchmarks. Students recommended for this program may require a percentage of their time within a substantially separate language based program in order to make effective progress. This highly structured, language based program provides intensive specially designed instruction that is individualized based on student needs during ELA and Math. At the same time, students access the general education grade level content through preview/review of concepts, modified material and additional adult support. Providing each child with many opportunities for success academically, socially, and emotionally are essential components to this developmental program. In order to ensure this success, children are grouped academically according to their strengths and areas of need as well as their grade level.

Mission: The mission of the program is to address students' multiple needs by providing a comprehensive range of services and a consistent, structured, and nurturing environment throughout the school day. Children become immersed in language utilizing specialized methodologies across all curriculum areas including reading, math, science and social studies. Developing decoding skills, expanding vocabulary, and increasing comprehension skills are priorities as students gain academic success. Students may be mainstreamed into a variety of general education environments.

Curriculum: Specific specialized methodologies utilizing sequential, multi-sensory instruction are used to teach children to decode and comprehend language. The curriculum also utilizes specialized math and writing curriculums to augment or support the general education curriculum. Students are working towards meeting grade level benchmarks given direct specialized instruction and with strategies and/or modifications embedded throughout the day. Additionally, assistive technology is infused within all areas of the curriculum.

Staffing: Special Education Teacher (MADESE certified) and instructional assistant support, as needed. Related Services are provided based on a student's unique IEP needs.

Focus Program - Deerfield Elementary School

Students in the substantially-separate Focus program require intensive, direct, specialized instruction and related services for the majority of the school day. This may include academic periods, adaptive daily living skills (ADLs), and non-academic periods. The Focus Program is fully accessible for students who require environmental accommodations, modifications, and/or medical monitoring.

The methodology and/or supports may include: Applied Behavior Analysis (ABA), direct teaching, small group functional academics, communication skills, daily living skills, orientation and mobility, functional vision use, and highly specialized assistive technology. Integrated approaches are utilized to assure medical, orthopedic, and augmentative communication techniques are cohesively adjusted for optimal student learning. Inclusive opportunities, through reverse inclusion and purposeful participation within general education environments allow students to be a part of the school community. Community

based instructional opportunities may be available for generalization of skills such as socialization, community awareness and exposure, functional mobility, and safety skills. Students may be diagnosed with a variety of intensive disabilities and present with primary, secondary, and tertiary disabilities that interact with each other in highly individualized presentations. Integration of medical management, outside agencies and institutions (hospitals/respite centers) and medical / neurological / psychological case management organizations are part of the programming model, if needed.

Mission: The mission for the students in the Focus program is to achieve their highest learning potential and level of independence given appropriate support. The small, highly structured environment enables students to make individual progress, access a modified curriculum, and generalize their specific therapeutic goals. Priority goal areas for many Focus students include communication, functional academics, and independence.

Curriculum: Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry level skills. All students have highly individualized educational programs and all of the curriculum content is specialized and/or modified. Assessments are highly individualized and many students participate in the MCAS Alternative portfolio for statewide testing.

Staffing: Special education teacher (MADESE certified) and a combination of instructional assistants and ABA tutors, as needed. A Board Certified Behavior Analyst (BCBA) consults with the program. Ancillary services from related service providers are included on the students' teams based on the unique needs of the student.

STAR Program (Strategic, Therapeutic, Academic, Response) - Sheehan Elementary School

Students in the STAR program may demonstrate needs associated with significant emotional, behavioral, and academic challenges that may prohibit them from accessing classroom curriculum. Students may demonstrate needs for intensive special education services and clinical and/or therapeutic support. Most students in the STAR program require their special education services to be delivered in a highly individualized manner and/or within a small group and outside of the general education setting. All students have an individual behavior support plan (BSP) to address challenging behaviors and lagging skills. The BSP is integrated throughout their day using a positive behavior support philosophy.

The purpose of the program is to address the emotional, behavioral and learning needs of students and teach skills to cope with personal challenges in order to attain emotional health, social skills, and behavioral control. The core of this program includes a daily "community" meeting, which is led by the school psychologist and/or special educator, and designed to teach and reinforce social and emotional strategies. Significant emphasis is placed on identifying and utilizing coping strategies in order to access learning. Students are connected to a grade level general education class and included, with appropriate support, in snack, lunch, recess, specials and content activities.

Ultimately, the mission of the program is to help students maximize their school functioning and gain strategies to manage or ameliorate their significant emotional needs.

Curriculum: Students work towards grade level benchmarks given accommodations and modifications as needed. Specialized content, instruction, and performance criteria are provided on an individualized basis. Daily community building activities and social skills instruction is provided for all students in the program. Weekly counseling is available.

Staffing: A special education teacher (with MADESE certification) and who has specialized training in behavior management and social skills curriculum, instructional assistants and a school psychologist. A Board Certified Behavior Analyst (BCBA) consults to the program. Related Services are provided based on a student's unique IEP needs.

Westwood Applied Behavior Analysis (WABA) Program - Downey Elementary School

Students receiving support through the Westwood ABA (WABA) program at all levels (K-12) require intensive behavioral and communication support and receive almost all of their instruction through the methodology of discrete trial instruction. Students referred to the program have a diagnosis of Autism Spectrum Disorder (ASD) but may also be diagnosed with co-existing neurological or health disabilities.

The professionals in the WABA programs utilize an inclusion based intensive approach to Applied Behavior Analysis (ABA) instruction. The services include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies. The program is based on the principles of Applied Behavior Analysis (ABA) and Positive Behavior Supports with a focus on the use of individualized Behavior Support Plans (BSP) incorporating strategies including functional communication training and positive reinforcement systems. WABA is a substantially separate program and the District has directed the design team to build educational spaces that will meet the needs of students with Moderate to Severe Autism Spectrum Disorders who may require up to 100% of their educational program to be provided in a very structured, low stimulus, ADA compliant setting. While students in the WABA classrooms do have opportunities for mainstreaming into general education environments for individualized amounts of time based on each student's IEP, the program staff is always working with some students in pull out settings in the program classroom while other students are engaged in the general education setting for specific classroom activities/instruction, specials, lunch or social inclusion opportunities. At any time, a student in the WABA program may experience behavioral or sensory overload and require the ability to immediately return to the home base WABA classroom to de-escalate and engage in supported self-regulation activities.

Mission: The goal for students is to increase their independence skills in all areas including academics, recreation, social, communication, self-care, motor and behavior management. These skills are approached in a variety of settings to promote generalization.

Curriculum: Curriculum is designed to meet the individual needs of the students using the principles of Applied Behavior Analysis (ABA), which mandates ongoing collection and review of student progress and modifications to teaching procedures that best match the needs of the individual learner. Participation in core curriculum classrooms is determined for each student individually and often focuses on one academic area at a time with a gradual increase across the school year. Students may be included in the school community for

social opportunities such as lunch, electives in order to provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for these activities is individualized based on class structure, target goals, and student interest.

Staffing: Special education teacher (with MADESE certification in special education and extensive ABA experience and training) and ABA tutors, and instructional assistants as needed. Educators in the program have extensive experience working with students with Autism Spectrum Disorders as well as associated disabilities. The ABA tutors are trained to work with multiple students in order to accommodate a rotation system that helps students generalize their skills. A Board Certified Behavior Analyst consults to this program weekly. Related Services are provided based on a student's unique IEP needs.

Related Services

Physical Therapy Services

Students receive physical therapy services from a licensed Physical Therapist based on the specific service delivery grid of their individual IEP's. Services may include consultation, direct services in the general education setting, and direct services in a separate/pull out setting.

Occupational Therapy Services

Students receive occupational therapy services from a licensed Occupational Therapist based on the specific service delivery grid of their individual IEP's. Services may include consultation, direct services in the general education setting, and direct services in a separate/pull out setting.

Speech and Language Services

Students receive speech and language therapy services from a licensed Speech and Language Therapist based on the specific service delivery grid of their individual IEP's. Services may include consultation, direct services in the general education setting and direct services in a separate/pull out setting.

Extended School Year (ESY) Programing

The special education regulations include a requirement for the provision of extended school year (ESY) services during the summer break to respond to the intensity of individual student needs and/or prevent regression. The Westwood Public Schools offers robust summer ESY programming (currently serving 16 programs PreK - 22 spanning 4, 5, 6, 7, and 8 weeks). Students who attend the Hanlon, Deerfield and Sheehan schools and require ESY services must move to a different school location to access ESY programming due to building constraints, air conditioning/climate control access during the summer months and access to specialized support and materials during the summer.

Adaptive Physical Education

Adaptive Physical Education (APE) is the provision of significantly modified physical education instruction and experiences to students with disabilities. It is an area of specialization for physical education teachers and can also be provided via collaboration between physical therapists, general education physical education instructors and consulting APE teachers from outside agencies. Due to low numbers of students requiring this service, Westwood has historically provided the service via a mix of outside contractors (typically, from the local educational collaborative, TEC), or by providing additional professional development to current WPS physical education teachers in consultation from physical therapists.

Currently students at Westwood High School, Thurston Middle School, Downey Elementary School (students in the WABA Program), and the Deerfield School (students in the FOCUS Program) receive APE services, with instruction taking place in the gym. The current gym space at Deerfield is not ADA compliant and an elevator has been installed to allow basic access for students to enter the gym so they may participate in APE. The space is not purpose built for APE and this creates many limitations in programming and inefficiencies of staff time (e.g. no space for large adaptive equipment, limited space for storage and utilization of required padding, no APE equipment storage and limitations to student travel/activity pathways.) All of these factors combine to limit students' access to the full array of adaptive PE services.

Collaboratives

The Westwood Public Schools is a member of the TEC Collaborative and also participates in other collaboratives as a non-member community. These include the EDCO Collaborative, the ACCEPT Collaborative, the South Shore Collaborative and other Massachusetts collaboratives, as needed to meet individual student needs. The TEC collaborative is a key District partner, providing programming for specific students in their collaborative programs (Preschool - Highschool levels) as well as substantial professional development offerings for WPS staff and administration. In addition, the Westwood Public Schools Superintendent serves on the TEC Collaborative Board and the Westwood Public Schools Director of Student Services serves on the TEC Collaborative Special Education Directors guidance committee. Finally, the Westwood High School hosts a dedicated TEC Collaborative classroom which provides programming for students (grades 9-12) from multiple surrounding communities in the context of Westwood High School. This classroom was purpose built during the construction of the Westwood High School building and has been a component of the High School community for the last decade.

While the district is a member and participates in collaboratives, the District does not place to house any collaborative programs nor provide dedicated space to collaboratives as part of the project for any of the agreed upon enrollments.

Community Partners

The Westwood Public Schools works closely with multiple community partners to provide access to additional services:

Westwood collaborates with local Early Intervention Providers to ensure a seamless transition from early intervention services into the Westwood Integrated Preschool

Program for students who are eligible for special education services. This program provides opportunities for inclusion of preschool children.

The Westwood Public Schools has active and creative partnerships with public and private agencies to facilitate our students' transition to adult services. Agency liaisons from the Department of Mental Health (DMH), the Department of Public Health (DPH), the Department of Developmental Services (DDS), and the Massachusetts Rehabilitation Commission (MRC) are frequent and welcome collaborators as we plan for students' successful transition to adulthood.

The Westwood Public Schools collaborates with the Westwood Commission on Disability. The Commission on Disability works on issues of great importance to Town residents with disabilities and their families. These include housing, transportation, physical access and emergency planning. They also present 'Caring for the Caregiver' events to support families.

The William James College INTERFACE Referral Service, available to all Westwood residents, connects children, adults, and families, with mental health and wellness resources.

Westwood Youth and Family Services is a municipally-funded agency that provides clinical and supportive services for children ages four through eighteen.

While the district participates in community partnerships, there are no dedicated spaces planned in the project for community partnerships.

Deficiencies in the Existing Program

All three schools identified in the potential project require significant improvement in the physical space for the provision of occupational therapy, physical therapy, and speech and language therapy services. While services are being provided in compliance with student IEPs in all settings, significant improvements in the amount and quality of space for staff offices, student treatment, and staff/parent consultation is needed.

Most classrooms are too small and limited in breakout space in order to support push-in services. The Learning Center and Resource Room houses 7-9 staff members at a time, and there is no way to subdivide the space for student groups, making it difficult to properly service students. There is also no sensory room at Hanlon for students who might be having a regulatory challenge.

Currently, at the Hanlon School, support services (ELL, OT, PT, Math Support, and Literacy Support) all share one room, which provides scheduling limits, far travel distances for K students receiving support, and limited privacy and/or quiet space for interventions, testing, etc. Additionally, there is no designated space for OT/PT equipment so service often happens in hallways. Speech staff and the school psychologist share a space that is connected to the Health office. The room is too small for groups larger than 4, and confidentiality is often compromised as a result of the layout. The

psychologist and speech staff have to turn on noise cancelling machines when they make telephone calls to preserve confidentiality.

Proposed Changes

A new or renovated facility will 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.

Specific space requirements of a new or renovated facility include varied areas appropriate for occupational therapy including small motor tabletop activities, sensory activities, and apparatus. Separate pullout spaces for use by providers that draw students from multiple classrooms, or that require additional acoustic separation and/or privacy in order to most effectively deliver their services, are necessary as well.

In addition, a new or renovated facility will provide specially designed spaces that are ADA compliant and employ Universal Design architectural features to be accessed by the students who most require these supports. As such, the District proposes changes in the location of some specialized district-wide special education programs as follows:

Current Configuration

Deerfield	Downey	Hanlon	Martha Jones	Sheehan
FOCUS	Upper WABA Lower WABA PEER	None	None	STAR I and II LBLD

Hanlon only:

Deerfield	Downey	Hanlon	Martha Jones	Sheehan
None	Upper WABA Lower WABA PEER	FOCUS	None	STAR I and II LBLD

Hanlon/Deerfield Consolidation:

Downey	Hanlon/Deerfield	Martha Jones	Sheehan
PEER	FOCUS Upper WABA	None	STAR I and II LBLD

	Lower WABA		
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Hanlon/Sheehan Consolidation:

Deerfield	Downey	Hanlon/Sheehan	Martha Jones
None	PEER Upper WABA Lower WABA	FOCUS STAR I and II LBLD	None

Under all three design enrollments, the FOCUS program (currently housed at the Deerfield School) would be relocated to the new or renovated building. The Focus Program serves students who are medically fragile or have intensive disabilities. This move would ensure that these students experience continuity of school location for Kindergarten - grade 5. This would also allow for the significant ADA investments and Universal Design architectural features of a newly built building to be accessed by the students who most require these supports.

Similarly, in a consolidated Hanlon/Deerfield, the District would propose moving the Westwood Applied Behavioral Analysis (WABA) program to the new building. This would enable for the significant ADA investments and Universal Design architectural features of a newly built building to be accessed by students who most require these supports.

In a consolidated Hanlon/Sheehan, the STAR program (two classrooms) and the Language-Based Classroom (both currently located at Sheehan) would move to the consolidated building.

The District proposes the inclusion of a purposefully built, small adaptive PE instructional space, with sufficient equipment storage, adjacent to occupational therapy (OT) and physical therapy (PT) spaces.

Finally, all three design enrollments would allow for an increase in the capacity of the re-designed school to host Extended School Year (ESY) programming in an accessible, climate controlled and less restrictive setting. The district would likely move all K-5 ESY programming to the newly designed school locations to maximize access for all students and maintain continuity of schooling for students with the most significant disabilities.

Previous Coordinated Review

Previously every six years, the District participated Coordinated Program Review (CPR) from the Massachusetts Department of Elementary and Secondary Education (MADESE). Beginning this year, this audit process has been split into every three year Tiered Focus Monitoring (TFM) visits.

The last Comprehensive Program Review (CPR) that included special education facilities was held in 2013 - 2014 and the findings under Special Education Indicator #55 "Facilities" was found to be implemented. The DESE requires that District buildings meet the following regulatory requirements:

Special education facilities and classrooms

The school district provides facilities and classrooms for eligible students that

- 1. Maximize the inclusion of such students into the life of the school;*
- 2. Provide accessibility in order to implement fully each student's IEP;*
- 3. ARE at least equal in all physical respects to the average standards of general education facilities and classrooms;*
- 4. Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and are not identified by signs or other means that stigmatize such students.*

The District had two Partially Implemented findings from the 2014 CPR process - SE 13 - use of the Exit Form and SE 18B - providing two paper copies of the IEP to parents. In the most recent Mid Cycle Review (2017) the District had no findings in Special Education and had no identified corrective actions. This year, the District participated for the first time in the new DESE monitoring process, Tiered Focus Monitoring (TFM) and the on site component of this process was completed on February 11, 2020. The District has yet to receive draft findings from this review, but anticipate receiving the report by the summer. All proposed design enrollments would allow the District to meet the current MADESE regulatory requirements and provide for full compliance with the ADA and other requirements of the law.

O. Counseling/School Psychologist

Current Practices

Counseling services are provided at the elementary level by a licensed School Psychologist. Current staff includes 1.0 FTE at Sheehan, 1.0 FTE at Deerfield, and .8 TTE at Hanlon. Counseling services are provided for students whose IEP goals center around emotional adjustment concerns. In addition, psychologists help children in crisis, assist with making students feel safe and comfortable at school, and strengthen communications between the school and home. The psychologist, with parental permission, administers educational and related testing as required by regulations. Each identified elementary school has a school psychologist who works with teachers, parents and students to teach respect, responsibility, and conflict resolution. The psychologist supports the school community by working with small groups of students to facilitate friendships and assist with social and emotional issues.

Proposed Changes

The design of purpose built, sound-proof and well designed counseling spaces (both professional office and meeting room/spaces) in the new or renovated building will allow school psychologists to meet individually and in groups with students in a low stigma manner, participate in phone conversations with outside providers and parents confidentially, and greatly increase the efficiency of supports that can be provided to students in the elementary buildings identified. The District envisions school psychologists being key members of the multidisciplinary team and being able to work with students in office settings, in-class rooms and in small group settings throughout the

building. Psychologists will be able to work in a manner that supports confidentiality and create a calm, supportive environment that allows children to build trust and communicate about their concerns to a key adult in a developmentally appropriate manner.

P. Health Services

Current Practices

Westwood Public Schools Health Services are provided during regular school hours by Registered Nurses under the supervision of the school physician. Each elementary school has a full-time nurse. The mission of Health Services is to promote health, safety and wellness so all children can achieve academic success. The nurses are responsible for immunization compliance, health care planning for students with medical needs, educating staff about health care issues affecting student performance, and providing emergency and advisory care to students.

In addition to providing on-site first aid and administering medication to students during the school day, the nurse actively seeks to identify health concerns that may be affecting students, and to guide students and their families to appropriate health resources.

Proposed Changes

The provision of larger, purposefully designed and noise/sound managed nursing space with identified storage, student rest areas and nurse work areas that are both calming and confidential will allow the nurses in the identified buildings to provide the most efficient and effective medical support and intervention possible. The District envisions the integration of school-based nursing supports with information from parents and outside providers to maximize student learning. The newly designed building will allow for greater communication, space for parent outreach and student health education in addition to traditional nursing tasks, materials and supplies management, and modern data entry/case management.

Q. Extended Day Programs

The Westwood Public Schools provides a tuition-based before- and after-school Extended Day Program for children enrolled in the Westwood Public Schools. The program is open every day that school is in session as well as on selected no-school days for an additional fee. The Before School program begins at 7:30 am. The After School program is open from dismissal to 6:00 pm.

The Before School program exists at all five elementary school sites and serves a relatively small number of children (ranging from 11 students at Deerfield to 67 students at Sheehan) in their home school.

Before School Extended Day Site	# of students enrolled

Deerfield	11
Downey	42
Hanlon	40
Martha Jones	66
Sheehan	67

The After School program serves approximately 480 students and is housed a three sites, as follows:

After School Extended Day Site	School Population Served	# of students enrolled
Hanlon	Hanlon and Downey	198
Sheehan	Sheehan	131
Martha Jones	Martha Jones and Deerfield	151

School buses transport children who attend school at Downey and Deerfield to their respective Extended Day sites.

The Extended Day Program provides opportunities for children to participate in a variety of activities such as arts and crafts, dramatic play, group games and sports, cooking, and science activities. The program also provides quiet spaces for reading and completing homework. To do so, the program uses a combination of dedicated Extended Day space, as well as shared classrooms and public spaces such as the gym, cafeteria, art and music rooms, library, athletic fields, and playgrounds.

The Extended Day Program is overseen by a Director and three site coordinators. The Director and Hanlon Site Coordinator have dedicated office space at Hanlon that is contained within an Extended Day classrooms space. The classroom is specially equipped with kitchen appliances and an adjacent large storage room. The Martha Jones and Sheehan Site Coordinators have office space and storage space at their respective sites. The program also employs approximately 53 part-time staff.

The classroom/office designated for Extended Day at Hanlon has also become a multipurpose breakout space during the school day activities such as literacy intervention, science enrichment, class photos, PE/Band/Music when displaced from the gym, etc.

Proposed Changes

Based on the design-enrollment and site location of the preferred alternative identified in the next stage, the catchment areas and transportation methods associated with the District's Extended Day programs may change. In addition, the program may consolidate from three after school sites to two.

Each of the options explored should include a dedicated office suite for the Extended Day program, located near but not within the building's main administrative offices and appropriate storage for program equipment and supplies.

R. Summer Enrichment Programs

Current Practices

Westwood's Summer Enrichment Program provides enriching academic, creative, and movement classes for students K-8 on a tuition basis. Students are able to explore and develop a variety of interests and receive supportive instruction in areas that need to be strengthened. The program is predominantly staffed by experienced Westwood teachers. The program is four weeks long, divided into two week sessions. Each child participates in three classes per day from 8:30 - 12. Each hour long class is followed by a 15 minute break and snack time.

All classes currently take place at Thurston Middle School, as the size of the facility supports the program enrollment. However, while the middle school facilities support some programming that cannot be run at any of our elementary schools (e.g., rooms designed for cooking classes, multiple gym spaces), holding the summer program at Thurston has some significant drawbacks. For example, in order to run the K-1 program, appropriately-sized furniture must be transported to the middle school. In addition, Thurston is currently the oldest building in the district, and many rooms do not have air conditioning or HVAC systems that are effective for climate control in the summer. Finally, locating the summer program at Thurston Middle School presents some challenges in the District's summer maintenance schedule. As an older building, Thurston Middle School often has scheduled repair work in summer and this work is often delayed when the Summer Enrichment Program is in session.

Proposed Changes

In a consolidated building, there would be sufficient space to run the elementary Summer Enrichment Program. The elementary program would move to the new or renovated building. This change would not require any additional or dedicated space.

S. Vocational Education Programs

Hanlon, Deerfield, and Sheehan Elementary Schools offer no vocational educational programs.

Educational Activities

Like other District elementary schools, both Hanlon and Sheehan Elementary run from 8:50 am-3:10 pm. Deerfield runs from 8:25 am-2:45 pm.

At the Hanlon Elementary School, the Before School Program begins at 7 am. Hanlon students gather in the Extended Day classroom. The Extended Day Program runs from 7:30-8:30 am and from

3:10-6:00 pm. Students use the Extended Day classroom, lunchroom, the Art/Music Room, the Gym, two classrooms, the lobby, and the playground. Information regarding the Extended Day Program is described in the Student Support Services subsection above.

Morning arrival typically begins around 8:30 am. Weather permitting, students report to the playground. In inclement weather, students in K-2 go to the lobby and grades 3-5 go to the lunchroom from 8:30-8:45 am. Children learn in their general classrooms for most of the day and travel to lunch, physical education, music, art, and library classes. Student dismissal begins at 3:10 pm and ends at approximately 3:20 pm.

At Sheehan Elementary, students in the Before School program gather in the cafeteria (grades 3-5) and Rm. 5 (grades K-2). The Sheehan Extended Day Program runs from 3:10-6:00 pm. The program is held in the cafeteria, library, gymnasium, Rm. 3, and Rm. 2. Children learn in their general classrooms for most of the day and travel to lunch, physical education, music, art, and library classes. Student dismissal begins at 3:10 pm. and ends at approximately 3:25 pm.

At Deerfield Elementary, the Before School Program begins at 7 am. Students gather in the cafeteria. Morning arrival typically runs from 8:05-8:20 am. Upon arrival, students report to the playground. In the event of inclement weather, students spend the morning arrival period in the school gym and cafeteria. Children learn in their general classrooms for most of the day and travel to lunch, physical education, music, art, and library classes. Student dismissal begins at 2:40 pm. and ends at approximately 2:55 pm. Deerfield does not currently have an Extended Day Program onsite, and instead, partners with the Martha Jones School. Students are bussed to the Extended Day Program.

Core Academic Spaces

In the general education classroom setting, teachers at Hanlon, Deerfield, and Sheehan plan lessons that are student-centered, hands-on, and inquiry-based. Classrooms are a bustling hub of differentiated, cooperative, small-group learning teams where students work at stations, meet in a whole group, or work independently in a more self-directed activity. Partnerships and small cooperative groups will utilize small tables in the hallway, however there are limited sightlines to the hallways, so supervision is impacted.

Specifically, in science and mathematics, there are a variety of experiments and/or hands-on, active lessons that require flexibility in classroom layout, tables for experiments and lab work, and ample storage for teaching materials, consumables, and ongoing project work. With undersized classrooms, there are limitations to setting up and experiments and projects over a period of time, as they must be broken down, in order to make space for other types of learning. For this reason, projects made during engineering, makerspace, and life science observation, for example, cannot be added to over time, displayed, or stored. Additionally, the classrooms do not have adequate storage for science materials, consumables, etc., so spontaneous science instruction is limited, due to teachers having to travel to a central materials storage area to gather equipment and supplies.

General education teachers, Special Education teachers, and interventionists share students across classrooms, utilizing break-out spaces, small tables in hallways, and pushing into classrooms throughout the day. At times, students either leave the classroom to receive

therapies, including OT, SPL, PT, SEL, or specialists push into the classroom to provide services when possible. When a math or literacy specialist pulls intervention or enrichment groups from multiple classrooms, there is no proximal break-out space in which to provide services, so often these groups will meet in the cafeteria, lobby, or hallway, all of which are problematic for student confidentiality, distractibility, and security.

In Westwood, play, movement, and gross motor activities are used to activate students' senses, excitement, curiosity, and concentration. Teachers set up hands-on "wonder stations" where students explore various concepts related to interdisciplinary content. Additionally, teachers leverage sensory pathways in classrooms and hallways where patterns affixed to walls and the floor enable students to complete multi-stage tasks and make connections in the brain responsible for sight, touch, and sound. Teachers extend this stimulation to the outdoors where indoor learning walks and sensory pathways become outdoor learning walks and various other outdoor activities (like gardening, readers theater, writing activities, and experimentation) at each school's outdoor learning space. When space is needed for larger group work, classrooms will try to use the gymnasium or cafeteria if it is not in use or they go outside, weather permitting.

The active, authentic learning described above, where play and inquiry are at the forefront of knowledge acquisition, requires flexibility at a variety of scales, paired classroom adjacency, movable partitions between classrooms, attached small group rooms, and extended learning space immediately outside classrooms to support flexibility of the teaching environment. Currently, the buildings lack this kind of flexibility.

Supplemental Learning Areas Within the Building

There are limited supplemental learning areas within the Hanlon, Deerfield, and Sheehan Elementary Schools. Because all three elementary school's current spaces are smaller than average, "push-in" support and small group instruction often takes place in classroom comers, on the floor, and at small tables in the backs of classrooms. Pull-out support happens in hallways, converted closets, the cafeteria, the lobby, shared office spaces, and in Special Education classrooms, which are also converted offices. As a result, many Special Education and counseling spaces lack privacy, are not acoustically separate, and are void of natural light. Additionally, scheduling of these limited spaces must be carefully coordinated to ensure that competing needs for group size, service types, and testing conditions can be accommodated. At Hanlon, the one 'break-out' space, is shared by OT, ELL, Math, and Literacy, limiting the types of services and number of students who can learn in this space, due to size and competing service needs (ie: quiet ELL instruction vs. cooperative group problem solving vs. gross motor activities).

Both Hanlon and Deerfield Elementary Schools have no dedicated space for art or music, and their libraries are well below MSBA guidelines as they are both former converted classrooms. At Hanlon, art and music share a space backstage just off of the gymnasium. On days when both Art and Music classes are scheduled, a mobile 'music classroom' is set up in the gymnasium, requiring instruments, music stands, student seating, classroom materials, and teaching materials (ie: whiteboard, projector, sound system, etc.) to be set up for the day. Recorder classes take place in the lobby, again requiring a mobile classroom set up,

and directly in the way of visitors entering and exiting the building. The shared Art/Music space at Hanlon is accessible only by stairs, requiring art and music instruction to be relocated in times when a student cannot access the shared art/music space due to physical disability or injury. The sink and wet space for the Art room is located in a converted toilet room, and is also inaccessible due to its small size.

At Deerfield, art takes place in a converted locker room, which also shares accessibility issues like Hanlon, both for accessing the work spaces and the sink and wet space within the art room. Music takes place in various locations depending on the day, including the gym floor, attached stage, and in the cafeteria.

Sheehan Elementary School has a dedicated library and dedicated space for art and PE; music takes place on the cafeteria stage. With no dedicated space for Adaptive PE, this service takes place in the hallway outside the gymnasium, with no privacy and directly in the way of anyone circulating in that area of the building.

In all three design enrollment options, the District has identified a desire for dedicated space for music, art, STEM, PE, and Adaptive PE. Additionally, the District has identified a desire for Extended Learning Areas within a new or renovated facility to address the increasingly collaborative nature of teaching and learning. These spaces, proposed as net-generating spaces, include a total of 6, one for each grade level pod. The District and design team envision these as dynamic, multi-use spaces that serve as environments for breakout spaces, small and large group instruction, assemblies, workshops, indoor sensory pathways, student presentations, dramatic performances, and “messy” creative projects. In addition to meeting current educational needs, flexible Extended Learning Areas would be ideally poised to meet unanticipated future educational needs of the District’s elementary students.

T. Transportation Policies

Current Practices

Westwood transports over 1,500 students by school bus in order to provide our students with a safe and consistent means of transportation to and from school every day. Westwood also provides transportation for academic field trips in direct support of the curriculum, transportation for as part of co-curricular programs (eg. athletics), and transportation as part of Extended Day programming.

Eligibility for the school bus is based on whether you live within a “riding zone” or a “walking zone”. These zones have been established and adopted by the School Committee. Kindergarten and first graders are provided with transportation, even if they live within one mile of school, so long as they complete an application. Students in grades 2-5 who are living, by the most direct route, a distance greater than one mile from school are also eligible for transportation. For students in grades 6-8, transportation eligibility is guaranteed for students who live greater than one and a half miles from school. The only exception to this policy is for students who must travel on streets with no sidewalks and/or exceptionally heavy vehicular traffic. Stops are generally chosen with concern for numbers and safety of children involved, and also with concern for property of abutters. Often, students who live within the walking zone are accommodated on a school bus if they meet the bus at an existing centralized bus stop and there are extra seats

available. In recent years, Westwood has been generous in accommodating families in walking zones because there has been capacity to accommodate students on the buses. Therefore, while some students are not eligible for the school bus per School Committee policy, almost no families who requested the bus were denied access in recent years.

2019-2020 Percentage of Students By Bus Eligibility Status*

	Walker	Bus Eligible	Total
Deerfield	29	158	187
Hanlon	137	64	201
Sheehan	111	182	293
Total	277	404	681

	Walker	Bus Eligible	Total
Deerfield	16%	84%	100%
Hanlon	68%	32%	100%
Sheehan	38%	62%	100%
Of Total	41%	59%	100%

**The tables above exclude students who take Special Education vans or students who may have moved from one assignment zone to another and were retained in their original elementary school to avoid a disruptive transition.*

All families that wish to use the school buses must pay for transportation, but fees are adjusted accordingly for students who qualify for Free and Reduced Lunch and for families who request relief due to extraordinary circumstances. The annual transportation fee for 2020-2021 is \$180 per student (\$1 per day) for all students, grades K-12. There is an annual family cap of \$450.00 for all students K-12.

The district tries to keep the average length of ride for elementary students under 35 minutes when possible. Buses that travel to University Station have the longest run between stops.

In school year 2019-2020, the Hanlon School has been served by one school bus, which is typically full and picks up all students from the neighborhood around the Hanlon School. One van supplements this school bus and transports students who are assigned to Hanlon and live at University Station.

The Sheehan School is served by five buses, which traverse a slightly larger geographic area, including some roads that do not allow for corner stops due to lack of sidewalks or heavy vehicular traffic.

The Deerfield School is served by seven buses. Typically, Westwood buses have one run for High School, one for Middle School, and one for Elementary students each morning. Five of the buses

that support Deerfield are unique in that they have two Elementary runs assigned (for example, one for Deerfield run and one run for Sheehan or Martha Jones). This is possible because Deerfield starts 25 minutes earlier than other elementary schools. The Deerfield buses also must cover a large geographic area, with fewer centralized stops due to lack of sidewalks or heavy vehicular traffic. The Deerfield assignment zone is the most sparsely populated in Westwood. Currently, with a short window of time to complete the Deerfield run, these five Deerfield buses can only accommodate a few students before proceeding to the next run. As a result of the current route design, the students on several Deerfield buses experience a shorter ride time. One noteworthy exception to the shorter ride time is the Deerfield bus that transports students who are assigned to Deerfield and live at University Station, which is further away.

At each of the Hanlon, Deerfield, and Sheehan Elementary Schools, some parents choose to drive students. However, at Hanlon in particular, many parents walk with their students to school and the gathering of parents and students at the playground has become a core element of the Hanlon school community. After school at Hanlon and Sheehan, when a school gym is in use for sports or activities, there can be additional school bus or parent traffic to the parking lot of the school.

The schools, where desired, have designated separate zones for parent parking and entry points for parent drop-off and pick-up. In some cases, all students enter and exit at the same point. At the Hanlon and Sheehan Elementary Schools, the bus pickup and drop-off is complicated by Extended Day programming before and after school.

Proposed Changes

The staff at the Hanlon, Deerfield, and Sheehan Elementary Schools have worked around existing driveways and entry points for yellow buses, vans, student walkers, parent pick-up and drop-off, as well as after-school programming and Extended Day pick-up and drop-off. The Westwood Schools would like to renovate or design their building for these needs in a more intentional way. Residents of Westwood have also had concerns about traffic within the town, in particular on main arteries like High Street, Pond Street, and Gay Street. The site access and circulation will need to be designed to minimize traffic impacts to the extent possible. However, crosswalks should be strategically placed and traffic will need to be slowed for student crossing in the neighborhood of the school.

It will be important to consider the number of buses needed when establishing school assignment zones. Depending on the design enrollment of the proposed building and the elementary catchment area that it serves, it is possible that the Westwood Schools will see a net increase in the number of buses needed and a corresponding impact on the annual operating budget. The Deerfield assignment zone has unique traits and the route design for school buses would change in a consolidation. Finally, the district recognizes that any future change to start times of schools can also impact daytime traffic patterns and the number of buses needed.

U. Functional and Spatial Relationships

Functional and spatial relationships, adjacencies, and the relationship of interior and exterior program elements all impact the overall educational experience. During predesign, successfully articulating these relationships ensures the efficiency and effectiveness of spaces and fully vets the overall impact and/or support one space provides another in terms of how it benefits curriculum, instruction, the student/staff experience, safety, security, and community use.

Building Features and Adjacencies

Overall, the District desires to organize the building into two major zones. One zone is the "public" zones, which accommodates spaces that may be accessed by students, staff, and/or the community during and/or after school hours. These spaces include the cafeteria, gymnasium, music room and administrative offices. The second "private" zone includes all the remaining spaces.

Within the public zone, any design alternative should express the following:

- Administrative suite immediately adjacent to the main entry of the facility with direct visual access to the building approach and the main entry
- Medical Suite in proximity to the main office administrative suite
- Cafeteria/ stage near music such that the equipment from the music room can be easily moved into the cafeteria for performances
- Acoustically separate but visually connected dining experiences in the cafeteria
- Modest lobby space located to serve the main entry, main office, cafeteria, and gymnasium
- Kitchen located immediately adjacent to cafeteria and in close proximity to site service entry
- Programmed custodial and maintenance spaces located near kitchen and site service entry
- Possess the ability to be secured from the remainder of the building during off school hours, special events, or lockdown.

Within the private zone, any design alternatives should express the following:

- Academic areas organized into six grade-level neighborhoods, each with:
 - Extended learning space
 - Response to Intervention Small Group Rooms
 - Special education-related rooms as required by District Program
 - Library/Media area (K-1 only)
- When possible, general education classrooms paired with small group/break out spaces shared between them

- Kindergarten located on the ground floor in proximity to outdoor learning environments
- Special education distributed throughout all grade level teams to maximize inclusive practices, allow for effective delivery of related services, and employ Universal Design principles
- Possess the ability to be secured from the remainder of the building during off school hours, special events, or lockdown.
- Spatial relationships to support flexibility, student choice, and interdisciplinary learning:
 - music room in proximity to stage/cafeteria;
 - media center in proximity to art and STEAM
 - extended learning in proximity to general classrooms and media center
- Media Center as a destination but with strong connections to small learning communities to allow for a more embedded and centralized feel; some distribution into extended learning space to support an at-hands reach approach to exploration and discovery

Site Features and Adjacencies

Design alternatives should express the following:

- All playgrounds in proximity to grade level classrooms and the cafeteria. This close geographic relationship will help to easily manage the transition from classroom to recess, from recess to the cafeteria, and from the cafeteria back to the classroom. Additionally, this relationship will support the capability of outdoor learning opportunities.
- A hardscape play area adjacent to playgrounds
- Emergency vehicle access to be coordinated with public safety requirements
- A paved service yard capable of supporting deliveries in a wide variety of vehicles
- Appropriate number of faculty and staff parking near the academic areas of the building and capable of doubling as event parking near public areas of the building (gym & cafeteria).
 - 75 spaces for Hanlon-only (315-student design enrollment)
 - 125 spaces for Hanlon + Deerfield (560 student design enrollment)
 - 150 spaces for Hanlon + Sheehan (685-student design enrollment)
- Dedicated site circulation for each of the following:
 - Parent vehicles
 - Buses/Vans
 - Pedestrians
- Playfields with reasonable access from the gymnasium and near parking to support community use:
 - (1) 11 v. 11 soccer field
 - (1) 7 v. 7 soccer field
 - (1) Little League baseball field

Currently Deerfield and Sheehan have outdoor gardens and learning spaces that bring the school communities outside. While Hanlon does not have a dedicated outdoor classroom space, the woods adjacent to the area (Mulvehill Conservation Area, Lowell Woods, and Grimm Conservation area) are accessible to students and teachers for outdoor exploration and learning. The District is committed to providing outdoor learning and creativity spaces that:

- Provide the school community with an accessible, usable outdoor environment in which members may learn, teach, play, create, or relax.
- Give students a greater awareness and respect for their environment, both locally and globally.
- Provide students with exposure to the complete food cycle, including planting, growing, harvesting, and eating produce, through the composting of food waste.
- Provide an outdoor learning lab for students to experience hands-on STEAM learning through building, tinkering, and experimentation.
- Improve the well-being of every member of our school community by increasing the amount of time spent outside and unplugged.

The proposed project should include the installation of age-appropriate fully accessible playgrounds located near the cafeteria to best facilitate the daily recess / lunch sequence. Additionally, the District would like to provide the following types of outdoor educational based activities in either enrollment option:

- Collection, examination, and analysis of soil, water, and plant samples
- Offering of artistic and/or informational presentations in an amphitheater setting
- Planting, maintenance, and harvesting of vegetable gardens
- Physical education exercise, games, dance, and general movement activities
- Exploration of the wetlands on the property via paths and boardwalks

Proposed Changes

It is important to note that the enrollment option chosen will have a significant impact on the parking and site circulation. The separation of parent vehicles, buses, and pedestrians, and the ability to provide parking and delivery access are key goals in the development of the proposed options.

V. Security and Visual Access Requirements

Current Practices

Safety and security of our students, faculty and staff is paramount. The Westwood Schools believe that equipment, technology, and architectural design must assist in an overall approach to safety and security. In 2018, the Town of Westwood commissioned a comprehensive study of the security needs of the school buildings, including an assessment of existing conditions and a summary of recommendations. The report stressed that an excellent school security program blends the following components:

- People: Competent, compassionate, well-trained teachers, staff, and outside agency partners who understand the school and town culture and are able to balance a warm and open culture with strong and consistent security to protect everyone.
- Technology: State-of-the-art security technology carefully designed to fit the risks of the district and its schools. This technology should be designed to minimize disruption and be flexible to varying needs and changing risks.
- Policies and procedures: Strong, well-communicated and standard policies, procedures, and protocols.
- Knowledge and training: Robust, relevant security education and training programs to prepare and empower staff at maintaining a safe environment and to embrace security as a responsibility.

The independent security study found that Westwood Schools have strong and committed leadership and staff that are focused and comfortable thinking about security, as well as a welcoming, warm environment to foster positive interactions between staff and students.

The report noted that security technology and access control has improved markedly in recent years. The district continues to invest in and install fixtures, tools, and equipment to improve security. In the 2019-2020 school year, the Town and the Westwood Schools expressly set aside funding to purchase technology or complete capital projects that were recommended by the security report that was commissioned. In addition, the district continues to prioritize recurring repair and maintenance items that impact school security.

Proposed Changes

The district and the design team will be improving school security when they collaboratively design a building that enhances the student and staff experience. A building that incorporates natural light, facilitates authentic learning experiences and collaboration between teachers and students, and accommodates the needs of diverse learners will foster resilience and enhance security in the school community.

It will also be critical for the new school to be expressly designed with security in mind. Any school design will need to incorporate some of these considerations:

- Public / private separation: The school will be accessed by the community outside of the Westwood School and Extended Day Program hours. The building should therefore be designed so that there is a way to permit access to community spaces that are regularly used on nights and weekends (such as the gym, or auditorium) and simultaneously restrict access to instructional spaces (such as classrooms, media or technology rooms, or offices).
- Access control and visitor management: An entry vestibule with cameras should be at the main entrance, the front entrance as well as other entrances and exits should be secured appropriately, and perimeters should be reasonably secure against intrusion, so that overall the building feels designed to facilitate the screening and admission of visitors. With respect to grounds and placement of the building, playgrounds, or fields on school property, consideration should be taken for elementary student safety given the traffic flow on abutting streets. Within buildings, mechanical locks for classrooms and other spaces should:

ensure security of staff and students in that space, be easy to use, and be consistent with the systems that are installed throughout the district.

- **Technology:** Security cameras, communication systems such as phones or paging systems, alarms, card access systems, and lighting should be installed to enhance security as needed. Where appropriate, this technology should be compatible with other systems and software that are already used in the district.

The topics listed above are not a comprehensive list of security considerations for the school, but physical security systems, as well as security hardware and technology will be important considerations for the design team.

A Day in the Life of a Student

Elementary School: Typical Day/Week in the Life of a Student		
Activity or Subject Hanlon	Activity or Subject Deerfield	Activity or Subject Sheehan
ELA ~ 105-125 minutes per day (includes Reading, Writing, and Work Study)	ELA ~ 105-125 minutes per day (includes Reading, Writing, and Work Study)	ELA ~ 105-125 minutes per day (includes Reading, Writing, and Work Study)
Mathematics ~ 60-70 minutes per day	Mathematics ~ 60-70 minutes per day	Mathematics ~ 60-70 minutes per day
Social Studies ~ 45-60 minutes per day, 3-4x per week, alternating with Science units	Social Studies ~ 45-60 minutes per day, 3-4x per week, alternating with Science units	Social Studies ~ 45-60 minutes per day, 3-4x per week, alternating with Science units
Science ~ 45-60 minutes per day, 3-4x per week, alternating with Social Studies units	Science ~ 45-60 minutes per day, 3-4x per week, alternating with Social Studies units	Science ~ 45-60 minutes per day, 3-4x per week, alternating with Social Studies units

<p>Art ~ 1x 45, PE ~ 1x 45, Music 1x 45, Library 1x 45 per week</p> <p>*a double special for each grade level 1x45 per week in grades K, 1, 2, 4, 5</p> <p>Grade 3 coding 1x 45 per week</p>	<p>Art ~ 1x 45, PE ~ 1x 45, Music 1x 45, Library 1x 45 per week</p> <p>*a double special for each grade level 1x45 per week in grades K, 1, 2, 4, 5</p> <p>Grade 3 coding 1x 45 per week</p>	<p>Art ~ 1x 45, PE ~ 1x 45, Music 1x 45, Library 1x 45 per week</p> <p>*a double special for each grade level 1x45 per week in grades K, 1, 2, 4, 5</p> <p>Grade 3 coding 1x 45 per week</p>
<p>Recess/Lunch 60 minutes per day</p>	<p>Recess/Lunch 60 minutes per day</p>	<p>Recess/Lunch 60 minutes per day</p>

Question	Yes/No or Comment
Ensuring Access	
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No. A new or renovated school facility would support a wider distribution of support classrooms to maximize inclusion into the life of the school.
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	Yes

<p>3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?</p>	<p>Yes</p>
<p>4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?</p>	<p>Yes, however, a new or renovated school facility would offer greater availability of adaptive resources to all students.</p>
<p>Ensuring Equality</p>	
<p>5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?</p>	<p>Yes, however, the current average standards of general education facilities and classrooms are often below recommended MSBA standards.</p>
<p>Minimizing Stigmatization</p>	
<p>6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)</p>	<p>No.</p>
<p>7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)</p>	<p>No. A new or renovated school facility would ensure locations of facilities used to deliver special education services are distributed throughout the school building.</p>

8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No.
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No.

Process for Collaboration & Documentation of Support

Westwood Public Schools established a programming sub-committee to work with Dore + Whittier to define the project's educational intent and space program. Dore + Whittier facilitated a total of 4 programming/visioning sessions throughout the PDP phase, including: two Principals' Workshops, one District-wide visioning session, and one Community-wide visioning session. Additionally, D+W performed site visits and collaborated via telephone and email.

Principals' Workshop #1 - took place on November 12, 2019 and included separate interviews with building principals and staff from Hanlon Elementary and Deerfield Elementary. The same session was later held on November 14, 2019 with the building principal and staff from Sheehan Elementary. The intent of the workshop was to clarify current and future educational missions and programs of both schools, including the desired educational delivery methodologies and overall building organizational strategies. Participants were also asked to define what was at the "heart" of the project for them, including specifics on any non-negotiables. Approximately 30 staff and District representatives in total participated in this first round of programming sessions.

Principals' Workshop #2 - took place on December 9, 2019 and included the principals from all District elementary schools, the Superintendent, the Director of Special Education, and other District representatives - a total of 8 attendees. The workshop focused on the MSBA Space Summary template and resulted in a first pass at a comprehensive listing of spaces, their expected space usage, and room sizes necessary to deliver the desired educational programs and services. Principal Workshop #2 also explored diagrammatic expressions of spatial relationships, including the division of public and private spaces and the relationship among core academics, extended learning spaces, and the library/media center. This session also included a brainstorming of guiding design principles.

The **District-wide Visioning Session** took place on December 2, 2019 and included approximately 140 elementary staff, including SPED staff, instructional coaches, technology integrators, administrators, librarians, and general education classroom teachers. The visioning session was

conducted in 2-parts; in the first 90 minutes, the Design team led District staff through a series of hands-on activities to explore their definition of a meaningful learning experience and meaning social/emotional learning. Participants used inspirational imagery, their own background knowledge, and personal experiences to envision a variety of educational experiences, which they illustrated in words, images, and 3-D models. Participants used consumables from a maker table provided by the Design Team.

In part two, the Design Team gave a short presentation on educational environments that support Next General Learning Standards using a variety of projects from architects, both local and world-wide. Using this information, participants were then asked to envision appropriate learning environments to support the types of meaningful learning experiences they identified in Part 1 of the workshop. Using big chart paper, participants chose a specific environment within the larger building (e.g. - classroom, library, cafeteria, etc.) and envisioned the layout and characteristics of the space. Again, participants used words and images to illustrate their thinking.

The **Community-wide Visioning Session** took place on January 6, 2019 and included approximately 40 staff members, administrators, and community members. The visioning session was conducted in 2-parts. Part one focused on desired educational experiences and asked members to use pre-cut building pieces to charette an idealized building layout and define important spatial adjacencies. Groups were organized based on design enrollments, with each group receiving the pieces and parts assigned to one of the three specific design enrollments. After this 45-minute exercise, participants provided feedback and posed questions to each group based on their building layouts. Groups circulated the room in “gallery walk” style.

Part two focused on the desired outdoor experience from an educational and community perspective and asked members to use pre-cut site pieces to charette desired site features and an idealized site layout. Groups were organized based on design enrollments, with each group receiving the pieces and parts assigned to one of the three specific design enrollments. Again, after this 45-minute exercise, participants provided feedback and posed questions to each group based on their site layouts. Groups circulated the room in “gallery walk” style.

The outcomes from each programming and visioning session can be found in the Programming + Visioning Report in the appendix.

In addition to these programming sessions, Dore + Whittier presented progress to the Working Group and School Building Committee regularly to receive feedback and input. The minutes from these meetings reflect the overall committee support for the educational program. Per the requirements of Module 3, Dore + Whittier presented the space summary to the Westwood Public School Committee for review, comment and approval. Minutes from these meetings are located in the appendix.

Major Outcomes - Guiding Principles for Design

Two major outcomes of the programming effort include the completion of the MSBA Space Summary template which is communicated in another section of this Preliminary Design Program submission and several overarching guiding principles for design. This bulleted list below represents

the objectives for all design alternatives from an educational perspective and will serve as the basis for evaluating the success of an alternative's ability to embody the educational program.

Guiding Principles for Design

Site

- Separation of site circulation (cars, buses, pedestrians)
- Appropriate number of faculty, staff, and visitor parking spaces functionally located
 - 75 spaces for Hanlon-only (315-student design enrollment)
 - 125 spaces for Hanlon + Deerfield (560 student design enrollment)
 - 150 spaces for Hanlon + Sheehan (685-student design enrollment)
- Design elements to provide for safety and security of building and site
- Age appropriate playgrounds adjacent to cafeteria and kindergarten "neighborhood"
- Appropriate number of fields in proximity to parking and the gymnasium to support student and community use
 - (1) 11 v. 11 soccer field
 - (1) 7 v. 7 soccer field
 - (1) Little League field
- Access to outdoor learning spaces
- Overall site to support the sustainability goals and priorities as identified by the District and community per their Green Charette:
 - EV charging stations
 - Preservation of natural landscape
 - Pedestrian & cyclist infrastructure
 - Rainwater management & reuse

Building

- Classrooms grouped in grade-level neighborhoods that retain a "small school" culture
- Classrooms adjacent to extended learning spaces and small, flexible breakout spaces
- A sufficient number of classrooms to accommodate the District's policy regarding small class sizes
- Building zoned into public and private sections
- Sufficient professional space for adult planning, collaboration, and consultation
- Special education spaces that maximize inclusive practices, allow for effective delivery of related services, and employ Universal Design principles
- Classroom spaces that provide flexibility to support a variety of differentiated instructional experiences (whole class instruction, small collaborative groups, individual work, project-based learning)
- Instructional spaces that provide access to daylight and views of the outdoors
- Acoustically separate but visually connected dining experiences in the cafeteria
- Dedicated spaces for PE (regular and adaptive), Music, Art, and STEAM/coding
- Flexibility at a variety of scales, including space size and furniture to support various learning preferences and teaching methods
- Utilities and infrastructure to anticipate changing technology, student needs, and equipment

- Provide sufficient space for Administration located adjacent to the main entrance of the building
- Performance space that meets MSBA guidelines and the District educational program.
- Media Center as a destination but with strong connections to small learning communities, art, and STEAM to allow for a more embedded and centralized, interdisciplinary feel; some distribution into extended learning space to support an at-hands reach approach to exploration and discovery
- Overall building to support the sustainability goals and priorities as identified by the District and community per their Green Charette:
 - Views and access to outdoors
 - Building as a teaching tool
 - Biomimicry
 - Promotes wellness and active design
 - 3rd party certifications
 - Net-zero energy
 - Embodied carbon reduction
 - Efficient water use and reuse
 - Renewable energy
 - Healthy materials
 - Improved air quality
 - Resilient (passive survivability)