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**Educational Planning Meeting Minutes** 6.3  
*SMMA*

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/13/2014
Re:	Capital Needs- Business/Operations–Central Office	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Pat Coleman, Ken Aries, Heath Petracca, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- The small size of the school system allows things to get accomplished quicker and with less bureaucracy. It also creates a more personal interface and line of communication.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- School grounds and public spaces are used out of necessity and lack of space.
- With the introduction of more specialist programs, smaller spaces including storage rooms and closets are being used for office and small group spaces. This displaces storage items- some exterior storage sheds have been added to the schools to alleviate the storage issues.
- Corridors are used for storage- Fire Marshall issues quarterly reports and this is typically listed.

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Ride-on machines are desired at each school, but there is not the appropriate storage space at some locations. Presently, machines are caravanned to each school.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Martha Jones, Downey and HS have sufficient custodial space, distributed appropriately within the building.
- Sheehan's adjacencies are an issue. Currently, there is no elevator and not enough space to store custodial supplies on all levels.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- HVAC Issues are a problem in all buildings. Air conditioning would be beneficial, at least in those classrooms that are impacted by solar heat gain in the shoulder months. Some classrooms get upwards of 85 degrees.
- Currently, only the spaces that are utilized during the summer or particular SPED spaces have air conditioning units.

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/13/2014
Re:	Capital Needs- IT-Central Office	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Steve Ouellette, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- Westwood's investment towards technology is progressive.
- Commitment towards the Google platform and Chrome books

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- The District recently purchased 20 high top tables and placed them in corridors- open areas. These get used quite a bit.
- There is an appetite for more non-traditional learning opportunities.

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Interdisciplinary collaboration is limited due to the departmentalized nature of the building layout. Teachers' workrooms are broken down by department which fosters great collaboration within departments but little cross-discipline collaboration is happening. The Faculty Club rarely gets used.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- No complaints

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Current philosophy on technology is student-centric- put the technology in the hands of the students. Interactive white boards tend to be more teacher-centric.
- There are pockets of innovation happening although the teaching still tends to be more traditional/ conventional- stand and deliver.
- More flexible learning spaces and maker spaces would be beneficial. As the trend is towards digital, the need to even be present within the physical classroom is not necessary. Technology allows students to collaborate at anytime and from anywhere.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- High school is 1:1 (implemented 2 years ago)
- Complete network upgrade 4 years ago at the HS. Elementary schools have been upgraded, but systems will have to be addressed prior to going 1:1.
- District Goal is to be 1:1 from Grades 3+ (not a 'take-home' model for the younger grades)
- Smart boards (interactive white boards) at the elementary school level are on a case by case basis- usually due to the teacher's interest. All elementary school classrooms have ceiling mounted projectors and ELMO (document cameras)
- Current iPad/ Laptop cart model in the elementary schools is not desirable. Some of the concerns with the current system were noted: scheduling issues with teachers, devices not properly returned to the carts, carts are stored in the hallway, too many devices stored within the carts. Ideally, devices would be stored in cabinets within the classrooms.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

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Project: **Westwood Public Schools**

Meeting Date: **11/13/2014**

Meeting No.: **1**

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/04/2014
Re:	Capital Needs- Principal Mtg–Sheehan School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Kristen Evans, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

- Current student population is 380
- 3 sections for every grade
- Average Class size is 22 students. Average of 24/25 students per class in 4<sup>th</sup> & 5<sup>th</sup> grade
- Sheehan is the largest elementary school in the District. All elementary schools vary in size
- Sheehan used to be only Grades 3-5 before the neighborhood school philosophy was implemented

*1. What do you like about your current teaching environment/ space?*

- Well maintained (given the age of the building c. 1948)
- Some classrooms are large enough to accommodate group work
- Unique- historical
- Great library space
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2. *How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- There is an existing exterior garden (Outdoor Learning Center- OLC) which was funded through a grant. Each class has their own space within the garden.
- Corridors are used often as break out and small group teaching spaces.
- OT uses the corridors as teaching space.
- Closets are being used as SPED offices, OT, small group spaces.
- Other SPED/ Intervention spaces have been carved out of the Library/ Media Center.

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Teachers have adapted well to the building and do not let the physical environment prevent them from doing what they want.
- Music classroom is currently on the Stage in the Cafeteria and it is displaced if there are events or assemblies in the Cafeteria. Music needs a dedicated classroom space.
- Classroom sizes vary and some are too small to accommodate small group work.
- Specialists (SPED, Literacy, Math) do not have appropriately sized or even dedicated spaces. This can be limiting; however, the teachers make it work.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Library, Gymnasium and Cafeteria are located in the basement which is remote from the classroom spaces.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Larger classroom spaces would accommodate group learning and small break out spaces

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- A district-wide initiative was put into place approximately 5 years ago to infuse new technology into the schools.
- Elementary schools are not yet at 1:1
- Currently there are I-Pad and Laptop carts on each floor for teachers to sign out.
- Almost all classrooms have Mimeo projectors and document cameras (ELMO)

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

- The exterior of the building gets used quite a bit for teaching; for instance, the playground is utilized by
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enrichment presenters so that interior programs are not displaced.

- OLC gets utilized quite a bit and is often integrated into the science curriculum.

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*12. Does the building environment allow for differentiated instruction?*

- Yes- teachers have adapted to the building. Corridors are used for breakout spaces, standing desks are used to cater to specific student needs.

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*13. Other thoughts?*

- Math specialist currently utilizes the Teacher's Workroom off of the Library. The space is small and can only accommodate up to 2 students. The location is also distracting for students with teachers coming and going.
- Literacy specialist has a space off of the Library/ Media Center- the existing glass block window does not allow for fresh air from the exterior.
- Art has its own dedicated space- almost taken away to accommodate a general CR given the growing population. The room size is adequate for 24 students
- HVAC Issues- Building is always either too hot or too cold and the 3<sup>rd</sup> floor gets unbearably hot in the shoulder months.
- The building is currently inaccessible- no elevator. One wheelchair-bound student was sent to Martha Jones a few years ago. Problematic still for students and staff on crutches and for transporting large items/carts, etc.
- The building is inefficient- cold in the winter and hot in the summer
- Leaky, rotting windows
- At the end of each year, the teachers give the principal a repair wish list that gets reviewed with Facilities. Facilities does a good job addressing as many issues as possible.

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/04/2014
Re:	Capital Needs- Staff Mtg–Sheehan School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Matthew Hagel, Katherine Burke, Christy Harrison, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current teaching environment/ space?*

- The character of the building is “homey” and is representative of the neighborhood
- K-5 neighborhood school model (vs. K-2, 3-5 model)

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- OLC (Outdoor Learning Center- garden) is integrated into the science curriculum.
- Hallways and corridors are often used for break out space.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- ‘Old’ portion of the school houses smaller classrooms. These spaces are not large enough to accommodate small group centers. No sinks in classrooms.
- The “new” wing has larger classrooms that also have sinks.
- Art classroom- was originally a science classroom so there are sinks; however, the sinks are too small and counters are too high for an art classroom. Faucets have been updated.
- Specialist spaces have displaced what once were storage closets. Teachers have to keep items stored in their classrooms which take away from much needed teaching space.

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Art supply closet is on the opposite side of the building from the Art classroom.
  - K-5 general storage closet is centrally located.
  - Adjoining doors between classrooms of the same grade level is desired to foster collaboration (currently adjoining doors do not exist)
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Larger spaces to accommodate group learning and break out spaces
  - Facility is not prohibiting any type of learning and the teachers learn to adapt
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- The buildings HVAC system is inefficient and problematic
  - Windows are old and do not have screens.
  - At the end of each year, the teachers give the principal a repair wish list that gets reviewed with Facilities.
  - Facilities does a good job addressing as many issues as possible.
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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- No complaints.
  - The combo I-Pad/ Laptop carts get used frequently.
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- The exterior of the building gets used quite a bit for teaching.
  - Recent landscape upgrades have made the exterior more inviting.
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*12. Does the building environment allow for differentiated instruction?*

- Teachers have adapted to the building. Corridors are used for breakout spaces, standing desks are used to cater to specific student needs.
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*13. Other thoughts?*

- There has been some recent furniture replacement
  - Well-loved building
  - Accessibility has been and continues to be an issue especially for children with broken legs/crutches.
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Project: **Westwood Public Schools**

Meeting Date: **11/04/2014**

Meeting No.: **1**

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Katy Lillich	Meeting Date:	11/06/2014
Re:	Capital Needs- Staff Mtg–Downey School	Meeting No:	1

**Distribution:**

Attendees: Deb Gallaher – Principal, Kathleen Gould – SPED Teacher, Edward Frenette / SMMA, Katy Lillich / SMMA

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E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

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E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

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Student population currently 261. Formerly was 300 so they are "loose" right now.

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*1. What do you like about your current teaching environment/ space?*

- The entire school is on a single level, so it is accessible (not completely handicapped accessible)
  - The layout is easy to navigate and makes it easy to secure (safety).
  - The site is within a neighborhood with some land around the school.
  - Classrooms are a good size.
  - They currently have two spaces for SPED (which are technically classrooms).
  - They currently have ceiling mounted projectors in all classrooms.
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*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Courtyard
    - Currently under-utilized and not integrated into curriculum.
    - Access directly from classrooms would help.
    - Layout not conducive to teaching (retaining wall and tables are not well placed for this use).
- 

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Need break-out spaces or Small Group Instruction.
    - The staff currently uses the Solarium but it needs better division for groups.
    - The Solarium is an open space so no acoustic separation.
    - Solarium can't be used for SPED without dividing walls for privacy and acoustical separation.
  - Library
    - Could use moveable / flexible furniture.
    - This space needs more access to technology.
    - Multipurpose use (meetings, etc.)
-

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- ASD—currently have two spaces that are separated geographically.
  - Sensory space is adjacent to Psychologist. There is not enough acoustic separation between loud and quiet spaces.
  - Literacy Room has wrong proportions for the way it is used. Room is long and narrow; three adult staff each working with a student.
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self-directed learning?*

- Would like student specific furniture such as standing desks.
  - There is a need for more break-out spaces for a variety of group sizes (from 3 to 10).
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- No complaints. Currently have interactive white boards in all classrooms (ceiling mounted projectors).
  - Currently have 5 iPads per classroom.
  - Sound systems are outdated. Announcements are inaudible outside the building.
- 

*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Courtyard would need better setup for teaching.
  - Doors directly from classrooms would make it more accessible to the exterior.
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*12. Does the building environment allow for differentiated instruction?*

- Need more break-out spaces.
- 

*13. Other thoughts?*

- Nurse's suite is too big and poorly laid out.
  - Confidentiality in Nurses' suite is a problem due to proximity to Main Office.
  - Acoustics and confidentiality are concerns in Principals office due to proximity to the Main Office and Nurse suite.
  - Solarium needs smaller spaces within, while maintaining light.
  - Need more storage within classrooms.
  - There is a 12 month curriculum but no AC in teaching spaces (only in administration).
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Project: **Westwood Public Schools**

Meeting Date: **11/06/2014**

Meeting No.: **1**

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Katy Lillich	Meeting Date:	11/06/2014
Re:	Capital Needs- Staff Mtg–Downey School	Meeting No:	1

**Distribution:**

Attendees: Tara Billini - Teacher, Judy Kress – Technology, Sidney Worthen – Literacy, Dawn Ninnerty – Sped Teacher, Edward Frenette / SMMA, Katy Lillich / SMMA

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E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

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E. Frenette referenced SMMA’s original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

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*1. What do you like about your current teaching environment/ space?*

- Single level so it is accessible and promotes a sense of community.
  - There is good light.
  - Classrooms are a good size.
  - Student storage (in hall).
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*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Courtyard
    - Currently under-utilized.
    - Access is difficult. Keys aren’t always available.
    - Layout not conducive to teaching.
- 

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Need break-out spaces or Small Group Instruction–Solarium.
  - Literary space needs a better space.
  - Classroom furniture could be more flexible.
  - Some soft seating in open areas.
  - More flexibility of where technology is located within each room.
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*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Adjacencies are good.
  - Need Staff bathroom.
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self-directed learning?*

- There is a need for more flexible furniture and either a variety of sizes or to be adjustable.
  - Standing desks.
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Would like to incorporate Light / motion sensors.
  - Would like some form of cooling in the summer.
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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Currently have interactive white boards.
  - Would like to go to 1:1 with devices stored in school. Would like wall mounted charging stations.
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Courtyard would need better setup for teaching.
  - Access directly from classrooms would make it more accessible.
- 

*12. Does the building environment allow for differentiated instruction?*

- Need more break-out spaces.
- 

*13. Other thoughts?*

- Teachers would like two ways out of all classrooms for security purposes.
  - Video camera at front door intercom is not working properly.
  - There was a desire for swipe cards and ID's for better security.
  - There is a need for locking cabinets for storing technology (cords, etc.).
  - ELL needs separate space.
  - Library needs additional shelving and benches.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/06/2014
Re:	Capital Needs- Principal Mtg–Hanlon School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Sarah Cronin, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

- Current student population is 226. The small school fosters a sense of community.
- Class sizes are small at 20 students, typically, and 23 students maximum.
- (1)“singleton” class- second grade. All other grades have (2) sections.

1. *What do you like about your current teaching environment/ space?*

- Building shape “T”- allows for visual control over most of the building and the main corridors
- Grades K & 1 have toilet rooms in the classrooms.

2. *How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Science classrooms do utilize the exterior grounds for various lessons.
- There are existing nature trails on the site. (Mass Audubon runs programs on these trails)
- Gym class is often held outdoors.
- No garden or formal outdoor classroom space exists currently.
- Hallways are often used as breakout space.

3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Larger classrooms/ more space would allow for more break out/ intervention spaces either within or adjacent to the classrooms.
- Library/ Media Center is too small- only the size of a classroom. This prohibits the creation of multiple zones of space so the space can be used as an instructional space.

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Exterior PE space is on the other side of the building from the Gymnasium- teacher has to roll carts with equipment through the building and in/out of the building. This may become a deterrent for PE teachers. An exterior storage space may alleviate this issue.
  - Literacy space is located in the modulars which is remote. Students that are pulled out of class for literacy intervention have to walk across the building to the modulars which can be disruptive and time-consuming.
  - (1) 5<sup>th</sup> grade classroom is located in the modulars
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Music and Art share (1) space as both teachers are part time. Music is displaced into the Gymnasium when the two blocks overlap.
  - Larger classrooms and appropriate furniture would allow for 3-4 separate small group areas/zones: rug area, computers, tables, intervention/ break-out areas.
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Existing HVAC- inconsistent between spaces. South-facing classrooms are extremely hot in the shoulder months and other spaces, such as the modular classrooms are more tempered because they are shaded by the woods.
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*8. Student involvement in the programming and design process?*

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Currently there are 2 I-Pad and Laptop carts for teachers to sign out. These are very popular and they could benefit from more.
  - Not 1:1 yet at the elementary school level, but there is a desire. Teachers are very tech-savvy.
  - Almost all classrooms have Mimeo/ SmartBoard projectors and document cameras (ELMO)
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Would like to expand the use of the exterior environment with a garden and use of existing trails/pond.
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*12. Does the building environment allow for differentiated instruction?*

- Yes- teachers have adapted to the building, but larger classrooms would allow for more differentiated instruction
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*13. Other thoughts?*

- IT/Tech Office is too small- located in a closet.
  - Plumbing is antiquated. On one occasion, all four toilet rooms backed up
  - Cafeteria is undersized but functional. Teacher's workroom (copier and laminating machine) is located within the Cafeteria as well. There are currently (3) lunch seatings.
  - Due to the "singleton" class, (1) classroom space is available which is shared between ELL, OT and the Math
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Specialist. There is adequate space although privacy and acoustics are a bit of an issue given the shared nature of the space. OT previously utilized the basement space near the Gym.

- Security concerns for the Nurse/ School Psychologists offices that have glass doors and are located closest to the main entrance.
  - Main Lobby is a large space that is underutilized. Extended Day utilizes this space at times, and it gets used for indoor recess.
  - Currently there is only (1) unisex Staff Toilet Room. This space does not have adequate ventilation.
  - Staff also utilize the Nurse's Toilet Room
  - Nurse's office, resting and exam areas are all in (1) open space which creates privacy issues.
  - The building is not accessible.
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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/06/2014
Re:	Capital Needs- Staff Mtg–Hanlon School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Laura Cavanagh, Mark Goguen, Barbara Silverstein, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current teaching environment/ space?*

- Small neighborhood school creates a sense of community- everyone knows everyone, teachers get to be face to face with parents daily, students walk to school
- Grades K & 1 have toilet rooms in the classrooms.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Teachers often go outdoors with their students. Classrooms have doors leading directly to the exterior so teachers do plan lessons outside (writing/ science)
- Teachers do not seem to take full advantage of the hiking trails and pond.
- Main lobby is utilized during indoor recess.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Larger classrooms/ more space would allow for more break out/ intervention spaces either within or adjacent to the classrooms.
- Connecting doors between classrooms would foster collaboration.
- Library/ Media Center is too small- would like to create a maker space (lab-type, flexible space) within the Library but the room is not large enough.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Teachers workroom is remote from classrooms. Ideally, workrooms would be in a central location in each wing so teachers have quick access to teaching tools.
- The Library is not central.
- Grade level classrooms are scattered throughout the building rather than being adjacent to one another.
- Existing intervention (literacy/ math) spaces are remote from the classrooms is time consuming and disruptive.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Larger classrooms/ more space would allow for more break out and small group work areas.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Would like to have a garden- possibly composting and using the vegetables in lunch/ meals
- Would like to introduce rainwater recycling and incorporate into curriculum.

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Signing out I Pad/ Laptop carts is inconvenient and prohibits spontaneity.
- Grades K & 1 have several I Pads used in stations. 1:1 is not necessary at this level (I Pads for half the class would be sufficient)
- Grades 4,5,&6 would benefit from 1:1 technology. Students at this level are introduced to the Google Suite and set up Google accounts.
- I Pads/ Laptop storage within classrooms (in a 1:1 scenario) would have to be studied so as to minimize impact to classroom teaching space.
- A shared computer lab would be desirable if there was a technology specialist/teacher in the room to troubleshoot.
- All classes have projectors and ELMOs
- There are several portable Mimeo/ Smart projectors, and a grant has been written for more.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

- Would like to expand the use of the exterior environment with a garden and use of existing trails/pond.

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- Would like more Staff Toilet Rooms (currently only 1 unisex Toilet Room)
  - Noise from the Cafeteria during lunch periods is disruptive to Music classes that take place in the Gymnasium at that time.
-

Project: **Westwood Public Schools**

Meeting Date: **11/06/2014**

Meeting No.: **1**

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/07/2014
Re:	Capital Needs- Principal Mtg–Martha Jones School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Donna Tobin (via conference call), Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

- Current class sizes are appropriate (22 students on average)

*1. What do you like about your current teaching environment/ space?*

- Currently, there is appropriate space for all subjects. A recent demographic change has caused a lower enrollment in recent years. A few years ago, Music and Art programs did not have their own dedicated spaces as they were taken over by general education classrooms.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- The existing enclosed courtyard space does not get utilized very often. The main reason is the perception that classes in the courtyard would be disruptive to the classrooms that overlook the courtyard.
- The courtyard may get used more if there were tables/ seating.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Technology- there is a need for more Smart Boards (interactive white boards)
- iPad/Laptop carts system is not ideal: teachers have to sign them out and students have to get the carts which can be time consuming.
- 1:1 would be ideal

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Current space adjacencies are not problematic



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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Small breakout rooms separate and adjacent to the classrooms would provide a quiet space for intervention and small group instruction.
- A science specialist with a separate science lab would be ideal rather than incorporating that into the gen. ed. curriculum.

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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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*8. Student involvement in the programming and design process?*

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- See Answers to Question No. 3

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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Would like to use the courtyard more- if appropriate furniture were installed to facilitate instruction. Currently, the trees and shrubs take up too much space. Running water would be a nice addition to allow for various types of science lessons.

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*12. Does the building environment allow for differentiated instruction?*

- More adaptable furniture (stand up desks) would be beneficial rather than the standard desks that are currently used.

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*13. Other thoughts?*

- The existing building is accessible (elevator)
- HVAC issues- inconsistency in temperature between different classrooms (based on flr level, solar orientation). AC would be preferable.
- The Music Room currently has (2) breakout spaces that are used for storage.
- Chorus takes place on the Stage.
- OT utilizes the hallways, ramps. Currently, there is not a need for a swing.

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/07/2014
Re:	Capital Needs- Staff Mtg–Martha Jones School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Mary Mundy, Mary Jane Pontes, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current teaching environment/ space?*

- The classrooms are appropriately sized to accommodate small group work.
- The existing 5<sup>th</sup> grade class sizes (22-24 students) can get a bit tight which limits the type of small group zones.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Corridors are currently utilized for small group work, partner reading.
- Existing enclosed courtyard is underutilized. Teachers do not want to disrupt classrooms that overlook the courtyard.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- More meeting spaces and break out spaces would allow for more small group instruction work.

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Grade levels are currently not adjacent to one another. Classrooms within the same grade level would benefit from being adjacent with connecting doors for monitoring students during indoor recess as well as to foster collaboration.
- Currently, intermingling grade levels can also provide benefits: allows for “buddy” groups in which older students can mentor the younger students.
- Library/ Media Center is centrally located.

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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Small breakout rooms separate and adjacent to the classrooms would provide a quiet space for intervention and small group instruction.
- A science specialist with a separate science lab would be ideal rather than incorporating that into the gen. ed. curriculum.

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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- There is a desire to incorporate sustainability into the curriculum, but it is currently not widely integrated.

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*8. Student involvement in the programming and design process?*

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Would prefer 1:1 vs. the computer cart system with charging cabinets within the classrooms.
- The existing computer carts are stored in the corridors which can cause circulation issues when students are loading/ unloading the machines. There are also scheduling issues as there currently is only (1) cart per floor.

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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- There is an existing pond on site- some classes do utilize this, but the existing deck adjacent to the pond is too small to fit an entire class.

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*12. Does the building environment allow for differentiated instruction?*

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*13. Other thoughts?*

- More storage space is desirable for books, literacy closet.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Katy Lillich	Meeting Date:	11/12/2014
Re:	Capital Needs- Staff Mtg-Deerfield School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Joshua Baumer - Principal, Katy Lillich / SMMA, Jennifer Soucy / SMMA

J. Soucy introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

J. Soucy referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current teaching environment/ space?*

- The small building allows familiarity amongst staff and students.
- One long hallway provides easy visual connection.
- The local community is close so a lot of the students walk to school.
- The community is very close knit.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Hallways, cafeteria and conference room are used all the time for teaching- reading lessons, breakout space.
- Grounds are used often - teachers often take students on walks and out to grassy area next to school.
- There is currently no dedicated outdoor learning space.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- There is no dedicated music room. Music classes are held in the gym or cafeteria spaces.
- There are no offices for the music or math teachers. Desks are off to the side in gym.
- Events larger than 50 people have to be held in the gym.
- Literacy center and the resource specialist share a space that is too small and poorly laid out.
- The speech pathologists' office can only be entered through Psychologists' office and is adjacent to the library. Both present acoustic issues.
- The Psychologist's office used to be a closet.
- FOCUS program was created for severely physically handicapped students- the existing space does not have a sink or toilet room within the space. This space is smaller than a typical classroom and contains a

lot of equipment necessary for the program.

- Storage is a large need.
  - There is one entrance to the nurse suite through the main office. A second entrance would be good for privacy and for special needs students who come and go frequently. Wheelchair access is difficult due to door sizes and configuration.
- 

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Gym and cafeteria are centrally located.
  - Need acoustic separation between Psychologist and speech pathologist.
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Break out and small group spaces are needed.
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Science teacher has a composter and teaches students about the process.
  - There is a butterfly garden (milkweed).
  - Plans were drawn up for an outdoor learning area but it was never constructed.
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*8. Student involvement in the programming and design process?*

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- All but one classroom have ceiling mounted projectors.
  - There are 5-10 iPads per classroom.
  - There are 2-3 laptop carts, primarily used by grades 2-5)
  - Smart boards are not used as much. There is a preference for Google classroom.
- 

*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Need a play area for older kids. The play structures are used primarily by the younger students.
  - Outdoor classroom would be utilized. All classrooms currently have exterior doors for easy access.
  - Traffic flow needs improvement. Congestion would be alleviated by more parking for parents.
- 

*12. Does the building environment allow for differentiated instruction?*

- More specialty spaces are needed. Some SPED programs don't have a permanent home so there is no consistency of materials, acoustics or for students familiarity.
  - Need more break-out spaces.
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*13. Other thoughts?*

- PA system is outdated. There are no speakers in commons spaces or in corridors.
  - There are security concerns regarding old doors and locks.
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- Classroom doors require keys to lock so they wouldn't function well in lockdown scenario.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/12/2014
Re:	Capital Needs- Staff Mtg-Deerfield School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Julie Krass, Shannon Novick, Michelle Miller - Office, Carolyn Casey, Katy Lillich / SMMA, Jennifer Soucy / SMMA

J. Soucy introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

K. Lillich referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current teaching environment/ space?*

- Most classroom sizes are adequate.
- Most classrooms have doors leading directly outside which is convenient access for outdoor lessons.
- Like carpeting- especially for K & 1<sup>st</sup> grade classrooms.
- Recent installation of new ACT improved acoustics in classroom spaces.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Hallways are used all the time for teaching- reading lessons, breakout space, music class.
- Grounds are used often- teachers often take students on walks. School is within walking distance to the public library, police and fire stations, and the Fisher School.
- Existing trail- used for science observations.
- Town fields are adjacent to the school.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Library is too small- existing space is the same size as a classroom.
- Guidance counselor's office is currently in a closet with insufficient space to meet with students. Other available spaces have to be used for student meetings.
- FOCUS program was created for severely physically handicapped students- the existing space does not have a sink, accessible desks or an accessible toilet room within the space. Sound isolation for this room is desirable as some students can be loud.

- 
- Music and Math Intervention programs do not have dedicated spaces. Music often meets on the Stage in the Gymnasium or sometimes in the corridor.
  - The Learning Center is shared with the Literacy Room. This is not ideal as (2) groups of students cannot meet in this space at one time.
  - SPED and Intervention groups are often displaced into any classroom space that is available at the time which is disruptive for the students and not always reliable. Finding a space also takes away from limited instruction time.
  - The only meeting/conference space in the building is the Principal's office. The principal has to relocate when a conference space is needed.
  - (1) KG and (1) first grade classroom on the north end of the building are smaller than other classrooms due to the intervening toilet room and storage rooms.
  - IT/Technology teachers come a few times a week and do not have a dedicated space in the building. Their computer and equipment is located on a counter in the Teachers Room.
  - Due to the displacement of Art & Music programs, instruction time is wasted breaking down and setting up.

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*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Speech & Language, OT and FOCUS spaces should all be adjacent to one another. The SPED programs are trying to build and encourage student independence, but due to space constraints and the inconsistency of meeting spaces, adult assistance is often needed to get these students where they need to go.
- FOCUS space is remote from the Nurse's office as well as the only handicapped toilet room in the building.
- The existing Teachers Room is located directly adjacent to teaching spaces and the walls are not adequately sound-proofed. This can be distracting to others in adjacent rooms especially during testing times.
- The Speech & Language room is landlocked. Students must walk through the Library which is not ideal.

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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Currently, teachers have to store extra supplies and teaching materials in a storage container outside. This does not allow for spontaneous lessons. Teachers much coordinate with facilities on access to these materials.

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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- There was a plan generated by a parent (landscape architect) to develop the old playground area on the north side of the building into a garden area. These plans were put on hold until it was determined if modulars would need to be installed at this location.

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*8. Student involvement in the programming and design process?*

N/A

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Currently, the District has not converted totally to DVDs; therefore, TV/VCR carts are stored in the corridors and wheeled into classrooms when needed. This takes up space. If speakers were installed in the rooms and all materials were converted to DVD, there would not be a need for the TV carts.
- All classrooms have document cameras (ELMOs) and most classrooms have ceiling mounted Smart projectors.

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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- A dedicated outdoor classroom space may not get used as much as just walking lessons on the trails. Picnic benches in the "garden" would work as well- informal spaces.

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*12. Does the building environment allow for differentiated instruction?*

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*13. Other thoughts?*

- Corridors are overcrowded with storage containers, wheelchairs, laptop carts, TV carts, backpacks, and tables and chairs used for breakout space.
- More staff toilet rooms are desirable. Limited lunch time is wasted waiting for the toilet room.
- Student desks/chairs were recently upgraded. Teachers' furniture and shelving still needs to be updated.
- HVAC issues
- Existing PA System is through the phones. Currently, there is no coverage in the corridors, Cafeteria, Gym, or the exterior of the building.

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Katy Lillich	Meeting Date:	11/14/2014
Re:	Capital Needs- Wellness Mtg–Deerfield School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Judith Wine - Wellness, Katy Lillich / SMMA, Jennifer Soucy / SMMA

J. Soucy introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

J. Soucy referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current teaching environment/ space?*

- Martha Jones gym was expanded.
- Deerfield gym and fields were renovated 10 years ago.
- Culinary room (at Middle School) has good resources including demo table, 5-6 stations and separate classroom space, security camera.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Most of the schools use the fields for Physical Education classes except for Martha Jones (too small).
- Hanlon is fenced in (good) but not level.
- Downey has a nice soccer field but the rest of the land is an odd shape so difficult to use.
- The high school has nice fields since it was renovated relatively recently.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Technology is behind that of other programs. Would like projectors and sound systems in all gyms.
- Would like more iPads (at least 2:1 but preferably 1:1)
- Spaces are used for other classes and activities (i.e. voting) that affect schedule. Hanlon & Deerfield share multipurpose space with music.
- Not enough space for the classes that are scheduled there (i.e. Middle school with have 100+ kids in the gym at one time).
- Loud HVAC equipment (fans) in Sheehan and Deerfield disrupts classes.
- Not enough storage (Martha Jones storage room is filled with paper, not athletic gear).
- The middle school uses the High School fields but does not have storage there.

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- Deerfield needs more volleyball nets and bathrooms near the fields.
  - All facilities need office space for teachers.
    - Deerfield office is shared with the math teacher.
    - Downey & Hanlon have no office.
    - Middle school–the female teacher has an office but three male teachers share the other.
    - Martha Jones office used to be a closet.
    - High school has nice facility including showers.
- 

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- High school lost a classroom next to the gym during the renovation.
  - The weight room at the High School is not connected to the gym (observation).
- 

*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Would like more iPads (at least 2:1 but preferably 1:1)
- 

*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

*8. Student involvement in the programming and design process?*

*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Technology used on a teacher by teacher basis.
  - Projects with other departments i.e. using iPads to graph heart rates during exercise.
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Yes. Would teach racquet sports if they had tennis facilities.
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*12. Does the building environment allow for differentiated instruction?*

*13. Other thoughts?*

- Would like ropes course–concerns of liability.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Katy Lillich	Meeting Date:	11/07/2014
Re:	Capital Needs- Math–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Tanya Ferguson – Math Dept, Edward Frenette / SMMA, Katy Lillich / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

There are 7 Math classrooms with 10-31 students per class.

*1. What do you like about your current teaching environment/ space?*

- Teacher planning / Math office is a well-used space.
- Furniture and white boards, etc. are in good shape.
- Some classrooms are too small.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Sometimes the corridors are utilized (Physics mostly).

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- No complaints.

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Classrooms are geographically divided by discipline. More integration would be good.
- Math and Science are together which is good.

*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self-directed learning?*

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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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*8. Student involvement in the programming and design process?*

- Engineering students have taken an interest in similar initiatives in the past so they should be asked.

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*9. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Don't use the technology that they have.
  - Teachers are changing rooms each period and it takes too long to start up.
- Important parts are lost (mouse, etc.) that make it difficult to use effectively.

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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

- Courtyard would need better setup for teaching.
- Access directly from classrooms would make it more accessible.

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*12. Does the building environment allow for differentiated instruction?*

- Need more break-out spaces.

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*13. Other thoughts?*

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/10/2014
Re:	Capital Needs- Administration Mtg–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Sean Bevan, Amy Davenport, Brian Harrigan, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

- Current student population is 970 with a graduating class of approximately 220.
- 94-96% of student move on to higher education.

*1. What do you like about your current administration and/or teaching environment/ space?*

- The existing building is well-maintained and well respected by the students and staff. Minimal vandalism reported.
- Homerooms and lockers are aligned and they are assigned for all 4 years. Increased enrollment is impacting the number of available lockers.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- The exterior grounds are used all day. The track is used from early morning to late into the evening. Athletics is a strong program in Westwood.
- Exterior use for teaching is not actively promoted but not prohibited. 47 minute blocks may hinder teachers from going outside due to time constraints.
- Corridors are used often as a teaching space (i.e. Physics lessons)

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Library/ Media Center is too conventional and does not get utilized as much as it could. Books could be consolidated to allow for more space to create pseudo-social spaces and breakout/ small group spaces.
- Cafeteria only gets utilized during lunch periods. There is an opportunity to create more of a flexible working/social space as well.
- Individual department offices/ workrooms hinder interdisciplinary collaboration.
- Common teacher's lounge is under-utilized.
- Triangular classrooms are inefficient as there are corners that are unable to be utilized thus limiting class sizes and function.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Performing Arts & Art classrooms are located near the Cafeteria which is an acoustical distraction during lunch periods.
- Ideal layout would have Gymnasium and Cafeteria adjacent to one another to allow for overflow during events.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Teacher's desks are fixed to the floors in the classrooms which doesn't support student-centered learning.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Currently sustainability is not actively incorporated into the curriculum.
- Every department workroom has a copy machine which is inefficient in regards to energy and supplies.

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8. *Student involvement in the programming and design process?*

- Student s would be very willing and eager to provide input and be involved in the design process.

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Currently 1:1
- Smart Boards (interactive white boards) are underutilized by teachers. This could be due to lack of technical training.
- ELMO's are utilized; however, most teachers are not utilizing them to the extent that they are able to

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- Currently there are (3) Lunch seatings, and space is getting tight with the growing population. Different furniture could provide additional seating.
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- Parking is an issue- not enough visitor parking.
  - Spiral staircase in the center of the building is heavily utilized which creates a bottleneck at times. Ideal solution would be to install a second stair at the other bridge
  - Current HVAC issues
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.



## PROJECT MINUTES

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/17/2014
Re:	Capital Needs- Athletics-High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

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Attendees: Matthew Gillis, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

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E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

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*1. What do you like about your current administration and/or teaching environment/ space?*

- The current athletic facilities available at the high school are great- (2) turf fields with lights, pool, practice football field, soccer field.

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*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- School grounds are used all day, every day. The track is used by the community during the day.
  - Space is rented off site for hockey and lacrosse due to lack of onsite space.
-

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- The existing fitness center is undersized. As a result, a portion of the gym storage has been taken to create additional fitness space. The Gym lobby and corridors are also utilized for the fitness program. A larger fitness space would be beneficial and highly utilized based on existing demand. The fitness center is open for all use from 2:15-3:30pm and team use from 2:15-8:00pm.
  - An additional indoor gym space/ field house/ bubble over the existing field would allow for more indoor sports to occur, especially during inclement weather. The women's lacrosse program spends \$60-70K/ year in rental fees to off-site facilities.
  - A dedicated large group instruction space (LGI) and classroom space would allow for team activities (film viewing, coaches meetings) An ideal LGI space would accommodate 60 student athletes and coaches. Currently, general education classroom space is used for this function.
  - An indoor track is desirable and would be highly utilized.
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*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- The athletic locker rooms are located on the opposite end of the building from the fields. This presents an issue especially during football games. The auditorium hallways get used as staging and adhoc locker areas during games.
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- A dedicated classroom/ large group space would
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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*8. Student involvement in the programming and design process?*

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- There is not enough technology provided to the Athletics program. There is a desire to be able to have video taken at practices and games and to view film.
  - Smart boards are not as convenient for athletic use.
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

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*12. Does the building environment allow for differentiated instruction?*

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*13. Other thoughts?*

- Westwood High School houses the only full-size basketball court in the Town. There have been discussions regarding locations for In-Town basketball league games.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Project: **Westwood Public Schools**

Meeting Date: **11/17/2014**

Meeting No.: **1**

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/17/2014
Re:	Capital Needs- SPED–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Bob Fanning, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- Currently, there is adequate space at the HS to accommodate SPED programs:
  - (4) Learning Centers spread throughout the building are typical classroom size which is adequate.
  - SPED teachers do not have to share classrooms similar to general education teachers. As a result, there is not a shared dedicated work room for SPED teachers.
  - (3) dedicated spaces for intensive learning centers: Autism, mental disabilities, and Life Skills- students stay in these spaces most of the day.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Existing Life Skills classroom has a kitchen. Would like to expand the other (2) intensive learning centers to include a kitchen. The concern is that the number of students with disabilities is increasing- especially with the increase in overall enrollment. (Students used to have to go to other Districts- before the HS was built)

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- SPED is all individualized with each student having an IEP.
- Specialist programs such as Art, Music and Drama are not the best suited electives for SPED students. Home Ec., Shop would provide these students with more hands-on experience but these subjects are currently not offered. Westwood follows more of a college prep model vs. tech ed.
- SPED students are brought off site for real life/ work experience within the community- Facilities purchased a van for this purpose.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Technology is already integrated- a lot of assessments are done online although there is still a lot of paperwork required for SPED programs
- Projectors in classrooms are utilized often

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- HVAC Issues in classrooms- rooms are either too hot or too cold.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/17/2014
Re:	Capital Needs- Visual Arts–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Katie Thurston, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- The school system is well run.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Deerfield ES- Art classes spill into the hallways due to lack of space. The Art classroom used to be the old locker rooms and the size of the space is inadequate.
- HS- utilizes the courtyard. Exterior space would be used more if there were more visually interesting landscapes for sketching or an area for sculpture (sculpture garden).
- Sheehan, Martha Jones (pond) and Hanlon (trails) are used for art lessons.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Large, heavy, bulky desks do not allow for flexible space configuration. Stand-up easels are desirable for sketching from observation exercises and would allow for more flexible space.
  - Deerfield- Art Room was previously the girls locker room- space is too small and classes overflow into the corridors.
  - Middle School- Art room was previously a music room. Room configuration and proportions are not conducive to art lessons. The existing space smells moldy/musty.
  - An outdoor space at the High School for sculpture and sketching does not exist currently and would be utilized.
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*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Hanlon- shares the Stage with Music. When Gym or music functions are happening in the Gym- it can be very loud and distracting.
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- The departmentalized layout of the High School hinders interdisciplinary work. Not a lot of interdisciplinary work happening currently.
  - Stand-up easels and flexible furniture is more student-centric. Students are able to be more focused on their work and less socializing would occur than the current table configuration.
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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*8. Student involvement in the programming and design process?*

- Students would like to be involved.
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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Ceiling mounted projectors are not mounted properly- images are washed out.
  - Need more iPads. Chromebooks are not the best platform for Arts programs.
  - iPad/ Laptop carts in the Elementary Schools- Art program rarely gets to use them due to general ed teacher use. They are always booked.
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

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*12. Does the building environment allow for differentiated instruction?*

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*13. Other thoughts?*

- District goal- to improve drawing from observation skills.
  - High School Art rooms are perceived as a dark/cold space due to concrete floors, inadequate lighting, and no direct sunlight.
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Meeting No.: **1**

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/18/2014
Re:	Capital Needs- Foreign Language–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Kathy Lee, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

Typical Class sizes for Foreign Language- 12-22 students, 14 is the target class size for students that need more individualized attention.

*1. What do you like about your current administration and/or teaching environment/ space?*

- The District is very supportive of the teachers, which provides a very positive teaching atmosphere.
- Learning is very student-focused

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Corridors are used for certain events (i.e.- Latin classes use the hallways for their Roman Olympics event)
- Exterior space is used quite a bit by the department- perhaps more than traditional gen. ed. programs.

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- A dedicated exterior classroom space would be used often (Amphitheater-type space)- there is a desire to use the exterior more.
- Foreign Language Lab has been split so that half the space can be used as classroom space which is not as originally intended. This can be distracting for students that are using the computers- some students Skype with students from other countries.
- Access to a cooking space is desired. Food has to be brought in to the class. Cooking and food is a big part of the curriculum.
- Common department offices do not allow for enough private meeting space for teachers. The open, cubicle model is distracting for many teachers and can create privacy issues. Need more small meeting/ break-out spaces to meet with students and other teachers.
- Middle School- Foreign Language classes are integrated and not broken up by levels; therefore, there is a need for more small group type spaces to break-out students that need more individualized attention.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Foreign Language classrooms are adjacent to Math and Science on the second floor. The ideal adjacency would be to English and Social Studies.
- In the Middle School- Foreign Languages are mixed in with core classes.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- The location of the Foreign Language department hinders interdisciplinary opportunities.
- There is currently not a lot of interdisciplinary work happening with teachers due to the separate department offices.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- HS- technology is highly integrated into the curriculum.
- MS- technology is not as integrated and would like to incorporate more recording.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- There is a desire from teachers and the community to start foreign language earlier- at the elementary school level. Currently, foreign language starts in 7<sup>th</sup> grade which is thought to be the age when the window of listening starts to shut down.

Project: **Westwood Public Schools**

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- Foreign Language is the only department that has a department chair serving the Middle and High Schools. All other departments chairs are for the HS only. In addition, department chairs are required to teach 3 classes in addition to their administrative and supervisory duties.
  - Elementary Schools and the Middle School do not have department chairs. Teachers are overseen by the Principal/ Asst. Principal.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/18/2014
Re:	Capital Needs- Performing Arts–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Heather Cote, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

Band- 45 students

Orchestra- 15 students

*1. What do you like about your current administration and/or teaching environment/ space?*

- Amount of space and sizes of space are adequate for the current curriculum.
- Auditorium is a great space.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Cafeteria is used for Jazz Night performances.
- The courtyard is used by Drama program

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- More practice/ ensemble rooms would allow for more small group/ student-centric work. This is being incorporated more into the curriculum.
- Drama utilizes the Auditorium primarily. The "little theater" space is not used because it is not ideal for performances (bad acoustics, inappropriate seating). A black box type space would be desirable.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Band/ Chorus rooms are adjacent to one another, so acoustics is an issue. Schedules were changed so that Band and Chorus meet at different times.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- More practice/ ensemble rooms would allow for more small group/ student-centric work. This is being incorporated more into the curriculum.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Current technology is not set up very well.
- There are projector carts rather than ceiling mounted. This takes time to set up and break down.
- In the Band Room, the room is not deep enough to project appropriately.
- Performing Arts spaces are not equipped with Smart Boards.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- Drama and music share storage space, and Drama gets short-changed on storage.
- HVAC Issues- inappropriate HVAC for the storage and use of musical instruments. Classes were cancelled one day because the room was too cold. Pianos constantly have to be tuned as they are stored in the Band/Chorus Rooms.

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Project: **Westwood Public Schools**

Meeting Date: **11/18/2014**

Meeting No.: **1**

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/19/2014
Re:	Capital Needs- Social Studies–High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Chris Hilton, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- The lighting in the classrooms is nice.
- Classrooms are equipped with projectors
- The library has a good layout. Social Studies tends to use the Library more often than other departments (research papers and projects)

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Social Studies classes hardly ever use the corridors, exterior or lobbies as teaching spaces.
- Psychology is the only class that goes outside. They use the track.
- The department office meeting space is used often for recordings and as small group/ break-out space.
- The “Little Theater” space is used by the Government class for debating.
- The Library is used often for research. A small teaching space was created recently within the main space, but scheduling often conflicts with SPED meetings.

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- The Library is overwhelmed by students on free block which can make the space loud and distracting for students doing research/ class work. Only half of the space can be booked.
- Sizes of classrooms are not uniform. Triangular classrooms create dead space. Some classes are 28 students which is tight within these spaces.
- The department small conference space is used by students for small group work which conflicts with teachers that need to use the space. This is the only space within the department office that can be used for private matters.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- The previous Social Studies writing room is connected to the Library which was nice for research. This space has since been repurposed for SPED programming.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- The curriculum is not set up for project-based learning, in its true intent. Teachers assign projects but they are not all encompassing- creating projects, setting deadlines, etc. The 47 minute blocks limit how in depth a teacher can get on a specific topic. The time constraints are more of an impediment than the physical space issues.
- Interdisciplinary work is lacking due to the departmental nature of the building and separate department offices. There is great collaboration within each department.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- The Global Engagement class discusses global warming, recycling, etc.
- A composting program would be great, but that would require community and interdisciplinary communication and support.
- There is less printing/ copying happening due to 1:1 and the Google platform that has been adopted.

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Smart boards (interactive white boards) are rarely used. This appears to be due to a lack of training. Teachers are not required to take training. The set up/ boot down time is restricting for teachers- especially since teachers have to move between classrooms.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- HVAC Issues- temperature fluctuates up to 30 degrees at times.
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Project: **Westwood Public Schools**

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- Enrollment in Social Studies program is higher than most departments due to the number of course offerings and class requirements. After school, space is limited. Students need to meet for group project work and there is not enough space. SS rooms are booked for Music, after school clubs, debate due to location within the building. Some after-school programs have been relocated, but there is still an imbalance.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

## PROJECT MINUTES

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/20/2014
Re:	Capital Needs- Science-High School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

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Attendees: Ellen Russell, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

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E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

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*1. What do you like about your current administration and/or teaching environment/ space?*

- Science classrooms are large and function as both lab and classroom space.

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*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Physics will use hallways on occasion.
  - Astronomy and Physics programs also utilize exterior space and the fields for certain lessons (rocket launches)
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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Current project lab (Room 160) is booked every period of the day. Some of this space was taken over by the FLEX program and for general storage.
- Combined engineering/ computer science lab (robotics). This program has been expanding and there is just not enough space although they are making it work. 150 students in both programs.
- Science teachers do not have a shared department office due to the larger classrooms. The original concept was for each teacher to have a dedicated classroom with office space within the adjacent prep space. There are currently 10 classrooms and 6 prep rooms. There are more currently teachers than there are classrooms, and there is not enough space or proper ventilation within the prep spaces to accommodate teachers. There is a lot of extra equipment and glassware stored in the prep spaces that could be removed and consolidated.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Existing adjacencies seem appropriate (next to Math)

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- There is interest to do more interdisciplinary work; however, the space hinders it- the building is very departmentalized. This fosters great collaboration within each department which works well for Westwood.
- STEM is integrated into the curriculum; however, there is not much collaboration with other disciplines.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Smart Boards are not used. They are used primarily as a projector.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

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13. *Other thoughts?*

- There is a safety concern with the size of classrooms and the current lab configuration. Existing labs have 6 peninsulas (fixed) which allow for 4 students per peninsula. Many classes are upwards of 26-28 students which causes crowding at some of the lab stations.
- There are several equipment and infrastructure issues that have existed in the Science labs since the building was built. The following is a list provided by E. Russell of the current status:
  - Room 221 has a fume hood. Exhaust works. There is a sink and faucet in the hood, but no plumbing underneath it....There is a gas jet in the hood, but it is not connected to gas line. This is a chemistry classroom.
  - Prep room between 221 and 217. There is a fume hood that also opens into room 217. The exhaust

- works. No sink or gas jet in this hood. There is a dishwasher in this prep room, but it is not used because it leaks. (Rooms 217 and 221 are chemistry classrooms.)
- Prep room between room 215 and room 211. There is a fume hood that opens into room 215. The exhaust works. There is a sink in the hood with no plumbing underneath. There is no water faucet in this hood. There is no gas jet in this hood. There is a dishwasher in this prep room but plumbing and electricity have never been connected to it. (Rooms 215 and 211 are physics classrooms. The hood is currently used for storage.)
  - Rooms 235, 239, 245, and 249 are used for biology/chemistry. There are no fume hoods on this side of the building.
  - Prep room between 235 and 239. The dishwasher was removed because the plumbing was not installed properly.
  - Prep room between 245 and 249. The dishwasher was removed because the plumbing was not installed properly.
- Science prefers the shorter 47 minute blocks because there is a lot of state-mandated material that needs to be covered, and a rest period is ideal before introducing an additional concept. Longer blocks would suggest more in depth exploration of each concept, but this would potentially limit the amount of overall material/ concepts that could be taught within the curriculum.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	12/09/2014
Re:	Capital Needs- Media Centers/ Libraries	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Emily Parks- Asst Superintendent, Liz Percy- High School Librarian, Cathy Bolger- Middle School Librarian, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- Middle School
  - Existing space is adequate in size.
  - The space is pleasant and 'cozy' with lots of natural light.
  - Adjacent classrooms have doors leading directly into the space which is convenient.
  - There is sufficient display shelving.
- High School
  - New classroom space off of the main reading room was created this year and has been a great addition.
  - Location of the reception desk (in the center of the space) is ok. Originally, there was a desire to locate this closer to the north entrance to monitor students entering the space; however, the student tech help desk was recently added near this entrance. This has served to provide the presence desired by the entrance.
- Elementary Schools
  - Downey and Martha Jones spaces are nice in terms of design and size.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Media Centers rarely use exterior spaces or corridors, but a lot of other programs and classes are utilizing public spaces for teaching.

3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Middle School
    - There cannot be more than one class booked in the Media Center at a time due to open design of the space. (acoustics, privacy, etc.)
    - When classes are booked within the space, reading groups/classes are displaced.
    - There is not a separate work area for staff. The existing work room is
  - High School
    - There is a need for more enclosed classroom spaces off of the main reading room. All the existing spaces that were originally designed to be conference/classroom space for Media Center use have been repurposed to other programs (SPED, etc.)
    - There are no private/ semi-private spaces for students to be able to study within the school. There is a desire to add study carrels or other furniture pieces within the Media Center and even enclosed small group rooms to help address this need.
    - Currently, the Media Center is utilized as a social/ hang-out space for seniors during their 'free block.' The recent addition of high top tables sprinkled throughout the building has helped to alleviate this issue; however, some students prefer the Media Center for the soft, comfortable seating areas. More social spaces with comfortable seating and centrally located within the building is desirable.
    - More display shelving and bookcases is desirable. The original design intent for the space was to "hide" the books, so stacks are located around the perimeter under the main volume. Some lower bookcases have recently been moved within the main space which is nice; however, more display area is needed.
  - Elementary Schools
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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Middle School
    - The existing Media Center is located remotely within the building- and at the end of a corridor versus central within the building.
    - Existing adjacent spaces to the Media Center are good (SPED and Reading Classroom)
  - High School
    - The original building design incorporated a Social Studies classroom adjacent to the Media Center which was ideal. Social Studies classes utilize the Media Center more often than any other subject (research projects). This space has since been repurposed for SPED use.
  - Elementary Schools
    - Sheehan's Media Center is remote within the building (basement)
    - Downey's Media Center is very central within the building which is appropriate.
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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

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- Middle School
    - Separated classroom and small group spaces within the Media Center would allow for more project and small group work.
  - High School
    - The Project Lab space is a great maker space and gets heavily utilized. Need more spaces like that.
  - Elementary Schools

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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Middle School
- High School
- Elementary Schools

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*8. Student involvement in the programming and design process?*

- Middle School
- High School
- Elementary Schools

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Middle School
  - There are 3 existing platforms (PC, Mac and Chrome book). This will slowly be phased towards Chrome books as this is the platform adopted by the District. Mac desktops with the large screens are ideal for collaboration and instruction.
  - Moving towards Chrome books will free up some space.
- High School
  - Students still use the desktops in the Media Center for printing and for group work for the larger display. (Printing to Papercut is laborious and students cannot print to color)
- Elementary Schools

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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

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*12. Does the building environment allow for differentiated instruction?*

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*13. Other thoughts?*

- Middle School
  - High School
    - There is no sink in the workroom. (It was planned for in the original design, but it was never installed)
    - The HVAC and light fixtures in the space are inefficient.
  - Elementary Schools
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Project: **Westwood Public Schools**

Meeting Date: **12/09/2014**

Meeting No.: **1**

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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.



**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Katy Lillich	Meeting Date:	11/14/2014
Re:	Capital Needs- Admin Mtg–Thurston Middle	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Kyle Grady – Asst. Principal, Katy Lillich / SMMA, Ed Frenette / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

Student population currently 803 (6<sup>th</sup> = 278, 8<sup>th</sup>=275). Classes average at 26 students (22 is the target size).

*1. What do you like about your current teaching environment/ space?*

- Sufficient furniture for all students including some that modify for special needs.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Cafeteria annex is used for classes.
- Drama programs use corridors, lobbies, etc. for practice.
- Media center and courtyard are used as overflow spaces.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- Need small group and SPED spaces.
- Need large gathering space. Cafeteria will only hold half of one grade at a time. Large gym holds one grade at a time.

*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- Central office is not centrally located.
- Moving toward STEM program but they are not there yet.

*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- Need more loose desks & chairs.

Project: **Westwood Public Schools**

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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Outdated heating system (gas boiler). Building overheats in winter resulting in opening windows for ventilation and cool air.

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*8. Student involvement in the programming and design process?*

- Yes, especially the engineering students.

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Nearly at 1:1.
- Have Chrome books and some tablets (for art, etc.) that are kept in the building.
- Would like to have wall mounted racks with rapid charge.

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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

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*12. Does the building environment allow for differentiated instruction?*

- Not enough space in classrooms. Room 111 is example of what they would like for all.

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*13. Other thoughts?*

- Parking / drop-off is difficult. For large events there is overflow parking across the street at a church which requires permission from the church and a crossing detail.
  - Not enough parking for faculty when all are present.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/20/2014
Re:	Capital Needs- Student Services–Middle School	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Edith Graichen, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

*1. What do you like about your current administration and/or teaching environment/ space?*

- Most teachers have their own teaching spaces. Of the 14 SPED teachers, 8 have their own dedicated space. All spaces are adequately sized.

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- Gymnasium is used during free blocks.
- SPED classes will overflow into general education classrooms, if available.

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3. *What would you like to do that the current environment is hindering or preventing you from doing?*

- Life Skills program does not have access to kitchen facilities. Culinary space is not used due to scheduling.
- More break-out/ testing spaces are needed. Currently, there are no dedicated spaces for this.
- Time out and break out areas are created by temporary dividers and do not offer the privacy and/or safety required.

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4. *What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- SPED spaces are dispersed throughout the building. 8<sup>th</sup> grade Learning Centers are close to 8<sup>th</sup> grade general ed. classes which is a desirable adjacency.
- 6<sup>th</sup> grade Learning Centers could be more integrated with 6<sup>th</sup> grade classes- they are currently close to Math classrooms but also adjacent to 7<sup>th</sup> grade classes as well.

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5/6. *What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- The challenges with doing more interdisciplinary work are related more to time constraints and case loads rather than the physical facilities.

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7. *Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- SPED programs require a lot of paperwork- state regulations.
- There are not enough recycling bins. When these bins are full they have to throw recyclables in the trash.
- There does not appear to be any initiative towards sustainability in the community or within the administration.

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8. *Student involvement in the programming and design process?*

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9/10. *How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Would like to see more projectors in the SPED spaces.
- 8<sup>th</sup> grade has Smart boards, but they are currently only using them as white boards. It appears that this may be due to a lack of training.

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11. *Do you envision the exterior environment being part of the overall teaching environment? How?*

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12. *Does the building environment allow for differentiated instruction?*

- Differentiated instruction is occurring.

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13. *Other thoughts?*

- There is a need for more staff toilet rooms.
  - HVAC Issues.
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Meeting Date: **11/20/2014**

Meeting No.: **1**

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**PROJECT MINUTES**

Project:	Westwood Public Schools	Project No.:	14065.00
Prepared by:	Jennifer Soucy	Meeting Date:	11/11/2014
Re:	Capital Needs- Directors Mtg–Preschool	Meeting No:	1
Distribution:	JGS, PJP, MF (MF)		

Attendees: Aprile Albertelli, Edward Frenette / SMMA, Jennifer Soucy / SMMA

E. Frenette introduced the project and goals for the educational portion of the overall Capital Needs master plan study.

E. Frenette referenced SMMA's original memo dated 10/16/2014. The following paraphrases the discussions in the framework of the questions provided:

- 3 Classrooms- Typical CR size is 15 kids/ 3 adults
- Large SPED population (approximately 50%)
- Other 50% are paid tuition students (role models)

*1. What do you like about your current administration and/or teaching environment/ space?*

- Connection to the High School allows for cross collaboration with high school students and programs.
- Currently utilize HS Gymnasium during inclement weather as there is not a large enough interior space within the Pre School to accommodate large group play.
- Early Childhood class sends approximately 6 students down to work with the children.
- The buildings are well-maintained, and Facilities is good about addressing needs where possible (storage shelving, building partition walls, etc)

*2. How much of the school/ grounds do you use for teaching? Corridors, public spaces, exterior spaces, etc.*

- The lobby outside of the HS Gymnasium is used for assemblies, picture day, etc.- this space is not used by the high school students during the day. Benches and/or fixed seating could make this space more functional.
- Exterior playground is adequate size. Grass/green space is desired and could be accommodated beyond the fenced area.

*3. What would you like to do that the current environment is hindering or preventing you from doing?*

- One of the existing classrooms is an “L” shape which is awkward and inefficient.
  - There is a lack of storage space.
  - The only conference space in the office is in the Director’s Office. If there is a meeting of more than 6-8 people then space has to be rented out in the High School.
  - Green/grass space is desirable for student play. Currently the existing fence line is at the edge of the playground wood chip area.
  - Currently, there is not a dedicated “time out” space. Although there has not been an overwhelming need recently for this type of space it is desirable. The Director’s office has been used as a time out space which can be a safety concern.
  - Another classroom would allow for more students; however, this would require more staff and support spaces.
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*4. What subject adjacencies would you like to have? Are any existing adjacencies problematic?*

- OT space is outside of the secured Preschool area due to space limitations. This was previously a closet- and recently acquired from the High School.
  - Speech/Language Room is located off of the Teachers Room- students must walk through Teacher’s space to get to this space.
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*5/6. What changes would improve project based learning and interdisciplinary opportunities? What changes would improve student centric learning opportunities? Self directed learning?*

- NEYC require specific “centers” within each preschool classroom (art, literacy, music, dramatic play, writing)- the existing classroom spaces are too small to adequately provide all these centers.
  - There is no space to hang drying artwork, so this often occurs on the floors.
  - Current AD office is located just outside the Preschool space that, if acquired by Preschool, could be utilized as a small group space (testing, specialist space)
  - Specialists (behavioral) are district-wide and are only on site part time. They share office space with the school Psychologist.
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*7. Thoughts on: sustainability of the school building? Integration of sustainability into the curriculum?*

- Would like to incorporate a garden into the curriculum- currently there is no green space accessible to the program.
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*8. Student involvement in the programming and design process?*

N/A

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*9/10. How would you like to integrate technology into the curriculum? 1:1 technology for every student?*

- Tablets are used frequently for SPED as well as a general teaching tool.
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- Teachers (and Administrative staff) would love to have SmartBoards, but they do not have them currently. There are portable SmartBoards available, but they are big and take up a lot of valuable floor space.
  - TVs/Wii used for dance/music lessons.
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*11. Do you envision the exterior environment being part of the overall teaching environment? How?*

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*12. Does the building environment allow for differentiated instruction?*

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*13. Other thoughts?*

- Height of classroom and toilet room sinks is an issue- too high for the children.
  - HVAC Issues- some spaces are too cold, lack of proper ventilation in offices.
  - More exterior storage space needed for play equipment (bikes, etc)
  - A waiting area for parents is desirable. Current vestibule space is cold during the winter.
  - Existing exterior doors are locked and during parent pick-up- parents ring the bell and a staff member has to go to the door to permit entrance. There is no buzzer system.
  - Display cases and surfaces are mounted too high for little children to view/use.
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The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.