



Educational Visioning Workshops Overview and Notes



The following pages offer a summary of notes taken and information gathered during the Dale Street School Educational Visioning Workshops that took place during the months of December 2019 through February 2020. If you have questions about the workshops, or would like to add comments or ideas to this evolving narrative, please contact Medfield Public Schools Superintendent Jeffrey Marsden at Jmarsden@email.medfield.net.

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Educational Visioning Workshops Overview

During the months of December 2019 through February 2020, two Community Visioning Workshops were held in order to discuss community priorities and goals for the Dale Street School building project. One was held on the evening of December 9, 2019 and the other on the evening of February 4, 2020. Additionally, the Dale Street School Educational Working Group (EWG)—a group of approximately 30 Medfield Public School leaders, Dale Street School and Ralph Wheelock School teachers, district parents, and community partners, participated in three Educational Visioning Workshops run by New Vista Design and Arrowstreet Architects. Each workshop was a collaborative session designed to inform the Dale Street School MSBA Feasibility Study and design process. Participants were led through a step-by-step visioning process aimed at capturing their best thinking about Dale Street’s and MPS’s current and future educational goals and priorities, and connecting them to best practices and possibilities in innovative and effective school facility design.

On **December 9, 2019** a Community Workshop One took place with approximately 15 Dale Street community members. The two-hour long workshop explored the following topics:

- **Priority Goals** for the renovated and/or new Dale Street School facility
- **21st Century Learning Goals** that distill the community’s best thinking with regard to Medfield Public Schools’ current and future educational programming and priorities
- **21st Century Design Patterns 1.0** that innovative schools throughout the country have put into practice in order to support their forward-thinking educational practices and vision

On **January 7, 2020**, the Dale Street Elementary School Educational Working Group participated in Educational Visioning Workshop One. The four-hour long workshop explored the following topics:

- **Priority Goals** for the renovated and/or new Dale Street School facility
- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with Dale Street’s and APS’s current academic programs as well as the vision for its renovated and/or new facility
- **21st Century Learning Goals** that distill the group’s best thinking with regard to Medfield Public Schools’ current and future educational programming and priorities

On **January 28, 2020**, the Dale Street Elementary School Educational Working Group participated in Educational Visioning Workshop Two. The four-hour long workshop explored the following topics:

- **21st Century Design Patterns 1.0** that innovative schools throughout the country have put into practice in order to support their forward-thinking educational practices and vision
- **Implications of a grade 2-5 consolidation** within the renovated and/or new school facility

On **February 4, 2020**, the Dale Street Elementary School Educational Working Group participated in Educational Visioning Workshop Three. The three-hour long workshop explored the following topics:

- **Guiding Principles 1.0** for design of the renovated and/or new Dale Street School facility
- **Key Spaces and Blue Sky Ideas** for the renovated and/or new Dale Street School facility
- **Bubble and Adjacency Diagramming** for the renovated and/or new Dale Street School facility



Educational Visioning Workshops Overview

On **February 4, 2020** Community Workshop Two took place with approximately 15 Dale Street community members. The two-hour long workshop explored the following topics:

- **Review of Educational and Architectural Priorities** established during workshops with the Educational Working Group
- **Building Performance** as connected to sustainable and efficient building design
- **Blue Sky Ideas** that community would like to see take form within the renovated and/or new Dale Street Elementary School

Agendas and participant lists for each of these workshops can be found within this document. If you have questions, or would like to add comments or ideas to this evolving narrative please contact Medfield Public Schools Superintendent James Marsden at Jmarsden@email.medfield.net.



Dale Street School

Community Visioning Workshop One Notes

12.9.19

On Monday, December 9, 2019, approximately 30 Medfield school and community members participated in a two hour-long Community Visioning Workshop in order to learn about the Dale Street School MSBA (Massachusetts School Building Authority) Feasibility Study process, and share feedback about their priorities for the renovated and/or new Dale Street School facility. The evening began with introductions by Superintendent Jeffrey Marsden and project architect Larry Spang from Arrowstreet Architects. Participants were then guided through a series of discussions and hands-on small-group activities, facilitated by Educational Planner David Stephen from New Vista Design and aimed at gathering information about their educational and architectural priorities.



Highlights from these conversations, as well as participants' individual feedback forms have been recorded below. The meeting agenda, as well as a list of workshop attendees can be found at the end of this document.

Priorities

The following priorities for the new and/or renovated Dale Street School project were established during the Community Visioning Workshop. Priorities have been grouped thematically.

Welcome & Safety

- Upgrade in security within school
- Pride – a welcome and warm place that students, parents, and staff are proud to be part of
- Big school with small school feel
 - Belonging and welcome
 - Cultural responsibility
- Welcoming space for families
- Family Resource Center
- Reliable communication system around the school, especially for an emergency but also for everyday

Respect for Cultural Diversity and Inclusion

- Respect and celebrate cultural diversity of culture
- Inclusion minded for all students and staff, including staff workshop and personal need spaces (i.e. breast

- pumping rooms, professional development space and collegial staff room space with storage)
- looking toward quality employee retention

Community Access and Connections

- Community access and room for growth and expansion of the school
- Connection to the community / downtown
- Community Spaces (i.e. community classroom now)
 - Not just gym, café, auditorium
 - Also some classroom-like spaces and meeting rooms
- Continued reinforcement of the town values that got us to be a top tier school system
- Extendable – serve needs of school and beyond

Community Visioning

Workshop One Notes

12.9.19

Priorities Continued

Fiscal responsibility

- Affordability
- Simple, straight-forward, and practical design
 - We do not need the Taj Mahal of elementary schools
- A building that is fitting with the community while taking into account the tax payers and being fiscally responsible

Sense of Community

- Relationship building – with teachers and with each other
- A building that promotes community with easy access for students and teachers
- An environment that promotes communication among staff

Furthering of District Mission and Goals

- Complementary / compatibility with overall school system
- Appropriate focus for age levels of grades
- A building that meets the needs of teachers and students
- Functional – promote mission of school

Support Universal Design for Learning (UDL)

- Children of all cognitive, physical and emotional levels can access the resources and education at their speed and ability
- Addressing all types of learners
- UDL principles should influence:
 - Space
 - Curriculum
 - Teaching practice
 - Affective/engagement parts first
 - Sight lines
 - Acoustics
 - Sensory experience of students
- Social / emotional learning

- Support collaboration
 - Co-teaching
 - Joint planning
 - Project based learning
- Foster collaboration
 - Between kids
 - Teaching groups
 - Distance learning
- Space for teachers and students to go for small groups and one-on-one
- Space for meetings with parents
- Use of most up-to-date brain and education research to support learners (i.e. color theory)
- Creativity
- Adaptive learning
 - Educational mechanisms
 - Tech that works at the pace of the students
 - Kahn Academy has put a major amount of effort into this
- Project-Based Learning (PBL)
- Educational and gathering spaces that enhance learning and promote cohesion and focus (i.e. noise and visual distractions, safe grouping spaces)

Special Education

- Support Special Education continuum
 - Thoughtful about small spaces
 - Privacy and quiet spaces
- Special Education and support rooms close to classrooms
- Personal space for therapy (PT/OT/Speech)
- Playground for kids in wheelchairs
- Autism (ASD) Services close to classroom
- Support ever growing influx of families/students with varied needs
- Multi-sensory room
- Multi-sensory things around the walls
- Physical space that supports social /emotional
 - Color blocking
 - Curvilinear hallways
 - Lightning
 - Systems that don't emit pitch sounds

Priorities Continued

Flexibility

- Flexible – consider changing times
- Enough space per child (inside and outside)
- Flexibility to accommodate reconfigured grades over time
- Some way to deal with population fluctuations
- Sufficient space for uncertain population growth (i.e. MSH Development and beyond)
- Flexible spaces and centers in classrooms
- Enough flexible spacing to maintain small class sizes
- Flexible space for small class breakout
- Informal learning spaces
- Connection by hallway to the Wheelock School (if at Wheelock) so there is greater flexibility for programming and movement of classrooms as population of students fluctuate
- Extra classrooms for future enrollment
- Flexibility not just in space about leaving room for the delivery of future learning technologies
- Plan for long term usage
- Bookshelves in every class
- Built-in classroom storage
- Flexible seating
- Window seats in hallways
- Sinks in classroom
- Traditional learning environments
- Shawsheen
 - Functional
 - Flexible yet friendly
 - Meet changing need of kids year to year
 - Sound
- Centrally located LMC, Gym, Cafeteria

Sustainability

- Head toward net zero ready
- Sustainability & environmental footprint
 - Both the building and surrounding spaces
 - I.e. Parking, landscaping, play spaces
- Sustainable and economically minded building materials to manage warming and weather intensity over 50 years
- Energy performance including net zero, renewable energy and other relevant aspects

- Building systems that are likely to function properly and efficiently for the life of the building
- Building features that can teach and inspire students and staff to engage in a sustainable future
- “Green” building – roof gardens
- Bright and welcoming spaces that are sustainable and environmentally friendly (solar, etc.)
- Building as teacher
 - Students learning from the building design and systems
- Light and transparent building – even stairwells
- Small footprint
- Environmentally focused
 - Solar
 - Energy efficient
- Natural light

Indoor/Outdoor Connections

- Indoor (and outdoor) bright and allow flexibility and adaptability
- Learning areas outside and play
- Large windows
- Bring outdoors in
- Outdoor open spaces
- Multiple wide areas to play in
- Interactivity with outside environment
- Bringing outdoors in (plants, fresh air)

Good Flow

- Circular flow (circulation throughout building)
- Building integration to the site, space Eastern/Mass and flow (circulation)
- Better traffic flow
- An internal loop that connects all classrooms
- No dead-end hallways

Breakout and Quiet Spaces

- Calm, cool down rooms
- Spaces for independent work
- Breakout areas for collaborative learning / makerspace, etc.

Community Visioning

Workshop One Notes

12.9.19

Priorities Continued

Library and Media Center

- Inviting and innovative
- Big library
- Library in the center of the school

Spaces to Support Non-Teachers

- I.e. deliveries / kitchen / traffic flow throughout

Teacher Collaboration Spaces

- Staff room to support staff
- Collaborative space for teachers
- Teacher work room (copiers, etc.)

Maker Spaces + STEAM

- Well-equipped maker spaces
- Tech, math, computing is more critical now than ever

Display and Exhibition

- Space for display of student work

Supportive Technology

- Sound field technology in every classroom
- Acoustics that allow for small and active group work
- Flexible technology (not always wanted)
- Mindful of evolving technology needs (screens, charging, etc.)
- Technology and interactive thinking throughout space
- Away from technology and more of 1 + 2 + 4
- Technology driven learning spaces
- Wi-Fi throughout the school

Art / Music /Performance Spaces

- Auditorium to support large amount of students
- Rooms for music lessons, ensembles
- Art/music and performances spaces: these have been lacking in all three elementary schools
- Performance space
 - Instrumental
 - Performance
 - Art

Health and Wellness

- Activity space for PE/Wellness curriculum
- Health room
- Free and open space inside
- Space for indoor recess

Extended Learning

- Space for afterschool programming
- Summer programming

Nurse's Office

- Privacy area in the nurse's office

Bathrooms

- More staff bathrooms
- Distributed student bathrooms

Good Storage

- Storage that is easily accessible for manipulatives

Distributed Dining

- Small eating space for group (i.e. Ramadan)
- Speedy food service (multi-stations)
- Classrooms separate from common spaces (cafeteria, etc.)
- Teacher lunch room

Safe Drop Off and Pick Up

- Walkability of school (as connected to traffic flow)
- Location and traffic

Parking

- Huge parking lot (spaces for parents and events)

Excitement and Inspiration

- Exciting, fun, and interesting spaces

Future Ready Learning Goals

The following priority “Future Ready Learning Goals” for Dale Street School students were brainstormed by workshop participants. Learning Goals have been grouped thematically and listed in priority order, based on the number of times they appeared on individual participants’ feedback forms. Learning Goals play an important role in laying the foundation for curricular and design priorities that are established for any new school building.



1. **Critical Thinking and Problem Solving** (15 votes)
 - Learning How to Think
 - Analytical Skills

2. **Citizenship and Ethics** (12 votes)
 - Integrity
 - Responsible Citizenship
 - Personal, Social and Civic Responsibility
 - Civil Debating and Discourse
 - Values Based Thinking

3. **Teaming and Collaboration** (12 votes)
 - Collaborative Learning
 - Relationship Skills
 - Collaboration and Leadership
 - Leadership

4. **Effective Communication** (11 votes)
 - Solid Written and Oral Communication Skills
 - Person to Person

5. **Creativity** (9 votes)
 - Passion
 - Inventive Thinking
 - Curiosity and Imagination
 - Out-of-the-Box Thinking
 - Opportunities to Explore and Develop Individual Interests
 - Sense of Curiosity and Optimism

6. **STEAM** (9 votes)
 - Hands-On and Project-Based Learning
 - Maker and Design Thinking
 - High Productivity
 - Early Vocational Skills Integrated with STEM

7. **Social Emotional Learning** (8 votes)
 - Empathy
 - Emotional Intelligence
 - Growth Mindset
 - Regulation, Grit and Communication
8. **Mastery of Core Content** (6 votes)
 - Basic Knowledge
 - Solid Grounding in Core Academic Subjects
 - Academics First
 - Exposure to Multiple Fields of Study
9. **Adaptability and Risk Taking** (6 votes)
 - Resiliency
 - Overcome Obstacles and Face Challenges
10. **Technology Literacy** (5 votes)
 - Digital Literacy
 - Coding
11. **Global Perspective** (5 votes)
 - Global Citizenship
 - Global Thinking
 - World Language Learning
12. **Self-Direction** (4 votes)
 - Initiative
 - Entrepreneurship
 - Lifelong Love of Learning
13. **Health and Wellness** (1 vote)



Community Visioning

Workshop One Notes

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Priority Design Patterns

A series of Design Patterns for future-ready school facilities were introduced during the workshop, after which participants had the opportunity to select those Design Patterns that they would like to see employed within the renovated and/or new Dale Street School Facility, as well as list any other Design Patterns that were of importance to them, but may not have been presented.

The following Design Patterns have been listed in priority order according to the number of times that they were selected by participants.

- A. **Makerspaces and STEAM Labs** (20 Votes)
- B. **Safety and Security** (18 Votes)
- C. **Sustainability** (18 Votes)
- D. **Engaged Outdoor Play and Learning** (18 Votes)
- E. **Agile Classrooms** (17 Votes)
- F. **Outdoor Gardens** (14 Votes)
- G. **Building as Teacher** (13 Votes)
- H. **Flexible Furniture** (13 Votes)



- I. **Learning Commons** (12 Votes)
- J. **Cafeteriums/Multi-Purpose Spaces** (12 Votes)
- K. **Media Space as Gathering Hub** (12 Votes)
- L. **Breakout Spaces** (11 Votes)
- M. **Professional Work Areas** (11 Votes)
- N. **Quiet Spaces** (10 Votes)
- O. **Display and Exhibition** (10 Votes)



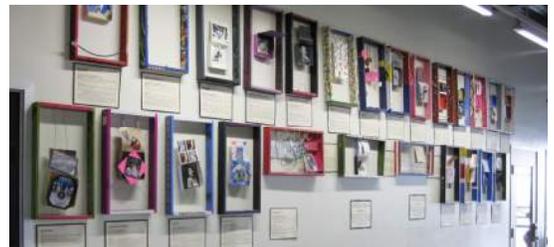
Community Visioning

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Priority Design Patterns Continued

- P. **Child-Scaled** (10 Votes)
- Q. **Wayfinding and Streetscapes** (9 Votes)
- R. **Timeless and Traditional** (9 Votes)
- S. **Center -Based Classrooms** (8 Votes)
- T. **Push-In Special Education** (8 Votes)
- U. **Distributed Dining** (8 Votes)
- V. **Hallway Learning** (7 Votes)
- W. **Innovation Hubs** (7 Votes)
- X. **Classroom Neighborhoods** (6 Votes)
- Y. **History and Storytelling** (6 Votes)
- Z. **Blended Learning** (6 Votes)
- AA. **Extended Learning** (6 Votes)



BB. **Clusters of Learning** (5 Votes)

CC. **Visible Learning and Transparency** (2 Votes)

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Additional Design Patterns Suggested by Participants

- Outdoor Classroom
- Space for the Arts
- Good Acoustics
- Covered Outdoor Spaces
- “Education” Stairs





Dale Street School

Community Visioning Workshop One Agenda

December 9, 2019

6:00-8:00 PM

1. Introductions and Overview

6:00 – 6:20

- Introductions
- MSBA Process and Visioning Overview
- District Priorities – Mission and Core Values

2. Priority Goal Setting

6:20 – 7:00

- Individual Reflection
- Tabletop Discussions and Recording
- Large Group Sharing of Community Priorities

3. Future Ready Teaching and Learning

7:00 – 7:30

- Presentation
- Individual Reflection
- Tabletop Discussions and Recording
- Large Group Sharing of Priority Learning Goals

4. 21st Century Facility Design

7:30 – 8:00

- Design Patterns Presentation
- Tabletop Discussions and Prioritization
- Large Group Sharing of Priority Design Patterns



Dale Street School

Community Visioning Workshop One Participant List

December 9, 2019

Name	Role/Affiliation	Email
1. Ella Roeder	Student	
2. Melissa Roeder	Resident	melissabroeder1@gmail.com
3. Robert H.	Resident	rjhweconsulting@verizon.net
4. Garland Kincaid	Resident	garkincaid@gmail.com
5. Stephen Paquin	Resident	Stephen_paquin@dfci.harvard.edu
6. Bonnie Marsette	Parent	bmarsette@comcast.net
7. Katerina Polechronis	Parent	kathanasion@hotmail.com
8. Janie Boylan	Parent	janie24.steel@gmail.com
9. Carter Erwin	Parent/resident	carter.erwin@gmail.com
10. Michael Weber	Parent / PBC	mweber@gastarelectrical.com
11. Peter Viglas	Parent	peterviglas@hotmail.com
12. Sophia Viglas	Parent	sophiaviglas@gmail.com
13. Tim Knight	Parent / SC	knightKnight022@gmail.com
14. Kierstan Cole	Parent/Library aide	sixcoles@gmail.com
15. Brian Cole	Parent	bacole72@hotmail.com
16. Mara Ziegler	Parent	maraterlizzie@gmail.com
17. Michelle Taylor	Parent	mataylor727@gmail.com
18. Gus Murby	Medfield Board of Elect.	Gmurby1651@gmail.com
19. Osler Peterson	Select Board Member	osler.peterson@oslerpeterson.com
20. Meghan Glenn	School Committee	mglenn@email.medfield.net
21. Anna Mae O'Shea Brooke	School Committee	amosheabrooke@email.medfield.net
22. Jessica Reilly	School Committee	jreilly@email.medfield.net
23. Alec Stevens	Medfield Energy Comm.	astevens@dmiinc.com
24. Charlie Power	Dir. Instr. & Innov.	cpower@email.medfield.net
25. Megan Infantino	Dale Admin. Assist.	Megan.infantino@gmail.com
26. Mike Quinlan	SBC	mikequinlan.is@gmail.com
27. Tom Erb	MPBC	
28. Walt Kincaid	MPBC	wkincaid@gilbanizco.com

Priorities and Goals

The following list of priorities and goals for the design of the renovated and/or new Dale Street School combines the responses of Medfield Public Schools leadership during a Kick-Off Meeting that took place on December 4, 2019, as well as participant responses during the Educational Working Group’s (EWG) Workshop One, which took place on January 7, 2020. The EWG is a group of approximately 30 participants that includes Medfield Public Schools leadership, administrators, teachers, parents and community partners.



Welcome and Warmth

- A space that is welcoming, inviting, exciting for all students and teachers
- A school building that reflects good global citizenship
- Right sizing a large school – scaling sub-spaces of building
- Thoughtful use of colors, materials
- Kid friendly – kids see themselves in school
- Bright and inspiring learning spaces

Safety and Security

- Passive and active systems
- School safety and security as connected to community use
- Access points
- Transparency
- Functionality

Practicality, Durability and Economy

- On (or under) budget from town-side
- A school that is the right fit for Medfield
- A flexible building that would last 50 years
- Capacity for the future
- Not trendy
- A building that is easy to maintain
- Travel cues -> a line on the floor?
- Long term relevance for building, next 20-30 years
- Thoughtful placement and design of systems
- Flexible from all perspectives

- Innately functional school
- Building reflects Medfield
- Keep the Medfield look
- Learning spaces designed with less differentiation between subjects
- Limited large open cavernous spaces

Support for Educational Growth and Evolution

- Reflect and enhance Dale Street’s educational program
- Map core values of school in every facet of building
- Support teaming
- A facility and building that can adapt over 20 years +

Appropriate Design Choices

- A Jewel for the Community
- Building looks like it belongs
 - New England and 21st century

Community Buy-In

- Feel good about this process
- Good communication and decision making
- Think about process for making clear decisions
- Getting community buy-in – find value
- Value to community – community buy-in
- Entire community of Medfield is excited
- Story of evolution of community, town, resources
- Help Medfield elementary education become a plan that connects each grade with the next

Priorities and Goals Continued

Community Use

- Provide a Community Space
- Volunteer opportunities and interaction – school as community resource beyond current students and families
- Connections to community resources
- Open times for members of the community to use areas like the gym, art room, etc.
- To provide a space to connect the elementary schools and the community

Collaboration and Community Building

- Gathering spaces
- Space for community gathering / performance
- A space where entire school can come together as community
- A space to connect elementary schools together
- Building that promotes a community, collaboration, connectivity and communication
- Place, with large screen, where presentations can be made (students feel professional)
- Comfortable teacher’s room with space for eating, relaxing, food prep (fridge/microwave)

Excitement and Engagement

- A building that exudes and sparks joy and fun
- “Cool” design elements
- Space breeds curiosity and learning
- An environment that makes learning exciting and engaging
- Happy kids and adults
- Design to promote curiosity
- Opportunity for classroom design – not cookie cutter
- Size – conducive to center-based teaching
- Create an educational opportunity for learning in a modern-day environment
- Innovation Center in school
 - Entrepreneurialism

Support for All Learners

- Accessibility for all
- Universal Design for Learning
- Universal access
- Support for Special Education
- Open space for co-teaching
- Larger meeting rooms for special education meetings
- Focus on inclusion for students with disabilities
- A meditation/yoga calming room to support our SEL initiatives
- Space for students to deescalate within special education room that is safe and quiet (sound proofing)
- Creative space to maximize and model learning for least restrictive environment

Varied Spaces

- Dedicated learning spaces / music
- Social Emotional Learning – meditation / sensory
- Flexible seating
- Areas where small groups can brainstorm, discuss, create, meet, personal learning can occur
- Space that facilitates learning that solves real-world problems and allows for ample collaboration and movement
- Learning spaces with less differentiation between subjects to offer more holistic approach to learning
- Lots of spaces for different types of learners to thrive
- Flexibility of space - moving walls
- Multi-use rooms for PBL



Priorities and Goals Continued

Agile Classrooms

- Larger classrooms spaces – for co-teaching
- Classrooms for every teacher
- Classrooms near other common grade levels but free of distractions, i.e. cafeteria, library, etc.
- No “on cart” classrooms
- Space in a classroom to teach using center-based approach
- Classroom walls made of high-quality whiteboard material for collaboration and brainstorming
- Close proximity to grade level classrooms to promote collaboration between teachers
- Classroom shape and size that allows for PBL
- Collaborative classroom space that facilitates PBL
- Open light spaces, big windows, but still maintain a sense of “coziness”, mix of hard and soft spaces

Sustainability

- Energy efficient and eco-friendly
- Global sustainability
- As close as possible as net zero
- Environmentally friendly – model of global responsibility
- Building as teacher
- Access to systems of environmentally conscious parts of the building for real life science connection
- Building and curriculum that teaches locally – history, geology, climate, resources, etc.
- A building that teaches about local and global connections
- Sustainability and opportunities for kids to connect to learning about how to improve building facilities’ sustainability and environmental footprint
- Solar shingles
- Environmentally forward and easily upgraded
- Sustainable design that teaches the community and encourages participation and “good citizenship”
- Good match between systems and capabilities of facilities staff (maintenance / operation)

Support for Project Based Learning

- Interactive, hands-on, PBL
- Space for project-based learning
 - Indoor / outdoor
 - Collaborative



Opportunities for Indoor Movement and Play

- More open space indoors

Outdoor Learning Spaces

- Connections to nature – near building
- Outdoor classroom shared between buildings
- Organic play learning
- Outdoor space for class gardens
 - Composting and plant growth are part of the grade 5 STE curriculum
- Garden space – indoor / outdoor as connected to 3rd grade S.S. unit
 - Connected to core values
- Outdoor spaces for learning
 - Science / nature labs
- Opportunities to grow and experiment outdoors
- Outdoor space for educational uses – farming, science, construction, play
- Indoor gardening area for sustainable food source
- Outdoor spaces that are conducive to teaching and student work

Priorities and Goals Continued

Flexible Learning Throughout Facility

- Anywhere, anytime learning
- Supports being future ready
- Classroom as learning studio
- Flexibility with space: types of learning, community use – revenue generating
- If combined with Wheelock, a hallway to connect building for flexibility in programming and ability to adjust to changing enrollment

STEM, STEAM and Science

- Science lab where STEAM and STEM learning occur
- STEM related spaces: science labs, language labs, mechanical space, natural light art studio, etc.
- Science classes storage
- Outdoor science -> gardens growing / composting

Art, Music and Performing Spaces

- Space to support the district's strong art and music programs
- Space for display of art
- Natural light in art rooms

Library Media Center as Hub

- A varied and active resource for the school
- Library media as hub of school

Strong Technology

- Technology infrastructure to support student learning
- 21st Century technology and WIFI
- Electrical outlets
- Soundproof filming
- Video/podcast room
- Equipped for tech advances

Child Scaled

- Functionality for kids
- A space for 9 – 11-year-olds ... it should feel like an elementary school



Health and Wellness

- Two full-size gymnasiums/larger than typical
- Capability of locking one off from public to leave equipment set-up
 - Space for wellness
- A student population of 600-800 students will require two PE stations to be used simultaneously
- Multiple gymnasiums with close proximity to additional wellness learning spaces such as outdoors and a health classroom.
- A wellness section of the building to include space and equipment for staff wellness
- One large gymnasium for community use
- One smaller gym available for PE exclusively as schedule dictates
- Third gym for both school and community for yoga and other stationary activities
- If the music ensembles end up in the gym a flexible sound proof environment to benefit music and PE
- Wellness classrooms in close proximity
- Access from gym to field space, close proximity
- No hazardous materials
- Geared to age of students
- Lots of (separate/private) wellness storage with easy access to gyms and outside
- Capture community interest in health and well-being
 - Dedicated space where Physical Education teacher can leave equipment up
 - Staff wellness

- Health Ed classroom



Educational Visioning Group Workshop One Notes 1.7.20

Priorities and Goals Continued

Good Flow

- Internal loop for continuous break walk, easy access to classrooms
- Easy wayfinding

Good Storage

- Closets – one per neighborhood
- Consider storage for district-wide equipment / supplies
- Space for kids stuff – winter gear

Adequate Parking

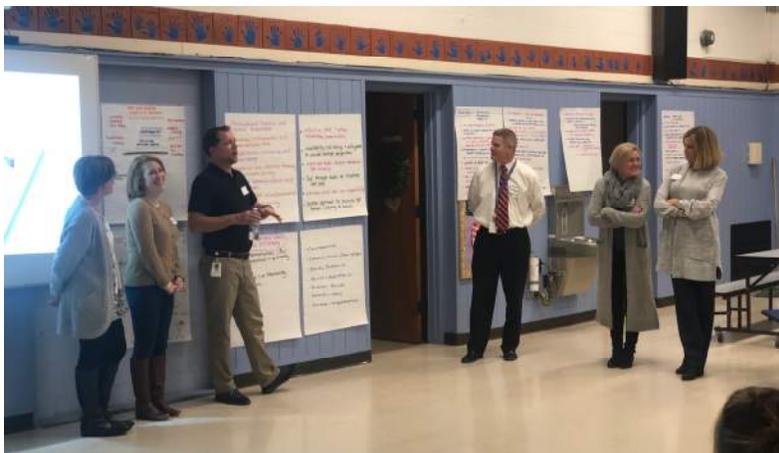
- School bus parking
 - Safe drop-off and pick-up (Keep in mind that drop-off areas need to be separated from outdoor play areas)
- Traffic

Library / Media Center

- Large bright library media center where books are a focus
- Library as heart of school – every kid welcome – flexibility of space
- Classroom libraries and materials easy for students to access

Good Storage

- Appropriate storage to meet needs of kids
 - Help them organize their belongings
 - Grade level
 - Libraries
- More storage: books, materials, shared resources
- Storage and access for common grade level supplies
- Appropriate storage for curriculum needs (some enclosed) bookshelves
- Appropriate storage for student belonging (possibly in hallway rather than taking up classroom space)
- Constant WIFI connectivity
- Easy access to technology
- Storage for increasing curriculum units (boxes/etc.)



Future Ready Learning Goals 1.0

The following set of priority “Future Ready Learning Goals 1.0” for Dale Street School students was developed by the Educational Working Group (EWG) during Workshop One. Six teams of 4-5 participants worked to create their own set of learning goals, after which each team presented to the larger group. Individual participants were then given the opportunity to prioritize their top six learning goals. Each team’s list was then grouped by like goals, with each Learning Goal receiving 5 votes for appearing on an original list, and one additional point for each priority vote it received.



1. Curiosity, Creativity and Risk-Taking

(111 votes)

- Making Choices
- Balance Between Goals
- Agility, Adaptability and Resilience
- Positive Approach to Success and Failure
- Learning to Learn
- Initiative and Entrepreneurship

2. Authentic Learning (61 votes)

- Expeditionary Learning
- Students Feel Valued and Empowered
- Intrinsic Motivation and Curiosity
- Hands-On Creativity and Play (Joy)
- Learning to Do

3. Complex Communication (44 votes)

- Effective Written and Oral Communication

4. Social and Civic Competence (44 votes)

- Personal, Social and Civic Responsibility
- Citizenship and Ethics
- Empathy and Caring

5. Global Awareness (32 votes)

- Multicultural Literacy
- Willingness to Consider Multiple Perspectives

6. Teaming and Collaboration (25 votes)

- Interpersonal Skills

7. Problem Solving (20 votes)

- Analytical and Critical Thinking
- Interdisciplinary Relevance
- Learning to Know

SCOG Analysis

The following list of Strengths and Challenges with regard to MPS's and Dale Street School's programming and facilities was brainstormed by participants during the Educational Working Group's (EWG) Workshop One that took place on January 7, 2020. The EWG is a group of approximately 30 participants that includes Medfield Public Schools leadership, administrators, teachers, parents and community partners.



STRENGTHS

- Welcoming and inviting
- Hashtag: Be proud be Dale
- Kids first
- Student population with high achieving potential
- Student empowerment
- A happy place with lots of joy
- Strong and relevant core values
- Families feel very welcomed
- Good stepping-stone between lower elementary and middle school
- Independence and motivation of students and teachers
- Connected (teachers / students) (T/T) (S/S)
- Vested and dedicated teachers
- Passionate educators
- Fun and thought staff
- Willingness of staff and administration to try new things, take initiative
- Safe place for educators to take risks
- Everyone has a voice
- Staff empowers students
- Teachers do not teach to the test
- Staff and teachers care a lot about kids and learning
- Teachers are good at communicating with parents
- Kids feed off of teacher's enthusiasm and connection
- Focus on whole child (health, music, PE, art)
- Kids like to read
- Project based learning
- Innovation
- Effective written/oral communication
- Multicultural literacy
- Global awareness
- Critical thinking / problem solving
- Interdisciplinary approach
- Choice reading with students who love reading
- Supportive community that values education
- Proximity to town that allows for independence of 4th and 5th graders walking to town
- Close to police and fire station and many central locations



CHALLENGES

- Having enough time to teach all the subjects
 - The schedule is very tight and doesn't allow for much flexibility
- Lack of teacher collaboration due to physical proximity – architectural design limits collaboration
- Meeting standards with a bloated curriculum and limited time
- Finding the balance between fundamental skills and enrichment
 - Meeting core standards while also providing “innovation” and opportunities like project-based learning, maker space, etc.
- Lack of diversity of student / staff population
- Incorporating a whole new grade into the school
 - 3rd – 5th would mean more staff and students
- Ensuring a cohesive educational vision across 5 schools
- Providing more personalized learning
- Lack of educational support
 - Classroom instructional support
- Lack of coverage – substitute teachers, TA'S
- Bringing so many class sections together for teacher collaboration. 9 classes per grade
- Communication between grades and schools
- Students moving every 2 years is very challenging, especially for students receiving special education
- Incorporating grade 3 into “All things Dale Street”
- Creating a space that meets everyone’s needs and is financially feasible
- Funding – we do not have a full set of Foss kits (science) for each teacher
- Technology / system upgrades
 - Lack of adaptability / functionality of space
 - WIFI + technology - inconsistent connectivity and reliability
 - Not enough chrome books for each classroom
- Recycling and environmental focus
 - Dishwasher was never fixed in kitchen
 - Styrofoam trays are used and thrown away daily

Building Related Challenges

- ADA accessibility
- Lack of space
- Building is worn out and doesn't feel inspirational
- Without a strong foundation the building is weak
- Aging systems and lack of ability to upgrade
- Energy performance is very poor
- HVAC – heating and cooling and temperature control
- No bathrooms for teachers – always a line
- Limited student bathrooms
- Unsafe air quality
- No good performance-space
- Printers and copiers far away and never work
- Acoustics – not enough soundproofing
- Classroom size – some are large, many are far too small
- Classroom layout is sub-optimal (distracts) with classes off of cafeteria and library
- Classrooms aren't grouped by grade level
- The lack of health classroom diminishes the importance of health education in the eyes of students, colleagues, and the community. The irony of this is that the majority of discussion around learning goals identified SEL and national health standards such as effective interpersonal skills, resiliency, collaboration, and adaptability
- Everything is so spread out and far away from each other
- Classroom off of cafeteria – noisy
- Teachers room – no knob / mold
 - Teacher room is gross and not a welcoming space
- Reaching all students (small school feel in a big school)
- Teachers room has not character and isn't a comforting room space for us
- Cleanliness
- Our gymnasium does not provide a safe, equitable learning experience for all
 - Gym too small
 - Asbestos curtain in gym
- Limited storage
- Lack of parking
- Space for specials (music)



OPPORTUNITIES & GOALS

- Opportunity to create a new school and community by serving grades 3 to 5 - New Dale vs New School
- Chance to start anew; re-envision ourself and let go of things
- Increase and grow the innovation center
- Promote and increase STEM, STEAM activities
- Help students make more authentic connections to the real world
- Integrate the curriculum

Consolidation Discussion

An initial conversation with regard to the benefits and challenges of bringing the districts' third grade students over to the renovated and/or new Dale Street School took place during Workshop One. Highlights from the discussion are listed below.



BENEFITS OF BRINGING THIRD GRADE IN

- Maybe 3rd grade belongs better developmentally with 4 – 5
- There would be fewer transitions for students
- It would help us build sense of community and pride
- A 1-5 campus would allow flexibility, given our fluctuating population
- A 1–5 grade campus allows for better special education programming alignment
- Curriculum in frameworks is organized 3 -5
- Moving grade 3 would free up lots of space in Wheelock for specials, etc.
- Grades 3 – 5 are a natural delineation for sports camps

CHALLENGES OF BRINGING THIRD GRADE IN

- Blending two cultures would take work
- Wheelock students would leave a space that already feels safe for them
- We would have to figure out how the administrative structure works
- It could be difficult to maintain small school culture in a larger school
- A 3 – 5 grade school would mean 850 students, which is a large number
- Scheduling specialists could be a challenge
- 3rd grade tends to get stuck in middle

Desired 21st Century Design Patterns 1.0

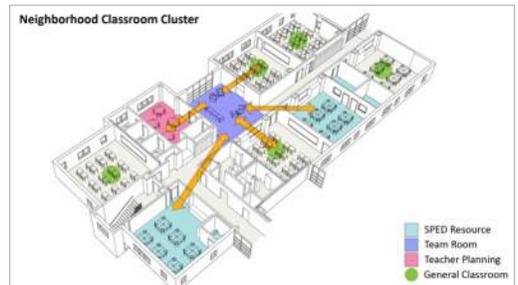
The following set of priority “21st Century Design Patterns” for the design of the renovated and/or new Dale Street School was developed by the Educational Working Group (EWG) during Workshop Two on January 28, 2020. The EWG is a group of approximately 30 participants that includes Medfield Public Schools leadership, administrators, teachers, parents and community partners. Five teams of 5-6 participants each worked to create their own set of priority Design Patterns, after which each team presented to the larger group. Participants were then given the opportunity to prioritize their top six Design Patterns. These are grouped thematically below, and listed in order of the number of votes they received, with each Design Pattern given five votes for appearing on one of the original team lists, and each subsequent priority vote given one point.

- A. **Breakout Spaces** (56 votes)
 - Nooks and Caves (Enough so They Are Not a Novelty)
 - Quiet Spaces
 - Small Group Collaboration Spaces

- B. **Welcoming Entry Lobby** (42 votes)
 - Open, But Not Too Big
 - Greeting Station
 - Good Safety and Security Features
 - Seating and Gathering Area
 - Feature Wall
 - Visible Front Office with Flexible Furniture

- C. **Clusters of Learning** (37 votes)
 - Classroom Neighborhoods
 - Central Gathering Spaces
 - Push-In/Integrated Special Ed
 - Additional Clusters for Community Access and Specialists
 - Cafeteria, Gym, and Music Centrally Located

- D. **Outdoor Learning** (34 votes)
 - Easy Access to Outdoors
 - Outdoor Gardens
 - Outdoor Classrooms
 - Outdoor Play Spaces
 - Garage Doors
 - Bike Trails



Desired 21st Century Design Patterns 1.0 Continued

- E. **Community Access** (30 votes)
 - Community Access Wing
 - Revenue Generating Spaces
 - Cafetorium, Multi-Purpose Space/LMC
- F. **Timeless and Traditional** (26 votes)
 - History and Storytelling
- G. **Good Storage** (24 votes)
 - Within Classrooms
 - Storage for Students
 - Student Cubbies Outside of Classroom
- H. **Flexible Space and Furniture** (23 votes)
 - Flexible Classrooms and Seating
- I. **Hallway Learning** (18 votes)
 - Defined Breakout Spaces in Hallways
 - Reading Nooks
- J. **Sustainable** (17 votes)
 - Building as Teacher
- K. **Large Classrooms** (16 votes)
 - Maximize Square Footage
- L. **Learning Commons** (15 votes)
 - Gathering Spaces
 - Amphitheater and Learning Stairs
 - Flexible Furniture
- M. **Agile Classrooms** (14 votes)
 - Whiteboard Walls
 - Flexible Seating and Desks



Desired 21st Century Design Patterns 1.0 Continued

N. Shared Community Spaces (11 votes)

- Gymnasium
- Spaces for Music, Art and World Language
- Teacher’s Workroom
- Maker Space



O. Safety and Security (11 votes)

P. Good Flow (11 votes)

- Easy Wayfinding
- Wide Stairs
- Natural and Borrowed Light



Q. Maker Spaces (10 votes)

- Connected to Media Center

R. Professional Teacher Workspaces (8 votes)

- One Large Teacher Room Lounge
- Smaller Easy to Access Teacher Resource Rooms
- Space for Teacher Aides



S. Calming Colors (6 votes)

- Not Too Bright

T. Distributed Dining (5 votes)

- Varied Dining Venues



U. Branding and Identity (5 votes)

V. Natural Light (5 votes)

- High Windows in Hallways to Bring in Borrowed Light



Guiding Principles 1.0

The following set of DRAFT “Guiding Design Principles 1.0” for design of the renovated and/or new Dale Street School facility was developed by the Educational Working Group (EWG) during the Educational Visioning Workshop that took place on January 28, 2020. The EWG is a group of approximately 30 participants that includes Medfield Public Schools leadership, administrators, teachers, parents and community partners. Five teams of 5-6 participants each worked to create their own set of priority Guiding Principles, after which each team presented to the larger group. Participants were then given the opportunity to prioritize their top six Guiding Principles. These have been grouped thematically and listed below in order of the number of votes they received, with each Guiding Principle given five votes for appearing on one of the original team lists, and each subsequent priority vote given one point.



Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

1. Small Learning Communities

(89 votes)

- Personalization
- Small School Feel, Big School Pride
- Learning Neighborhoods
- Visible Learning and Connections
- Collaboration and Cooperation

2. School as Community

Resource (50 votes)

- A Community Building
- Space Available 7 Days a Week
- Meeting Town Needs
- Heart of the Building
- Connections to Unique Identity of Town

3. Flexible and

Adaptable Spaces (47 votes)

- Agile Classrooms and Flexible Furniture
- Extended Learning Spaces

4. Real World and

Brain Based Learning (45 votes)

- Innovation
- Intellectual Engagement
- Whole Child Teaching and Learning
- Lifelong Learning

5. Connections to Nature

(36 votes)

- Outdoor Classrooms and Learning
- Indoor/Outdoor Views
- Outdoor Play Spaces
- Gardens

6. Sustainability

(23 votes)

- Natural Light
- Sustainable Materials and Practices
- Efficiency and Durability
- Building as Teacher



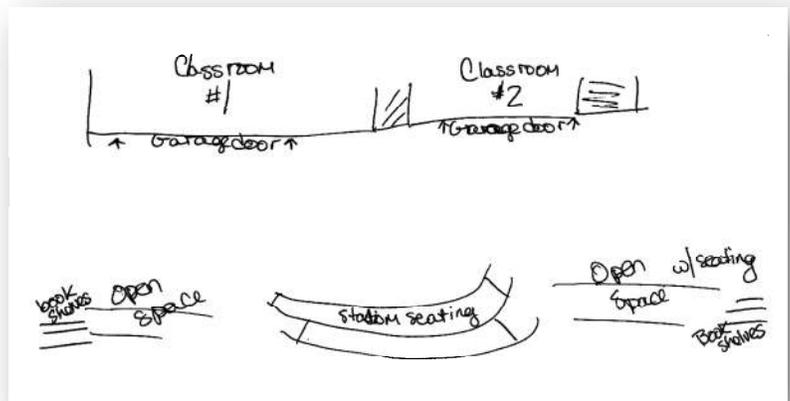
Blue Sky Ideas

The following “Blue Sky” ideas for the design of the renovated and/or new Dale Street School were recorded during Workshop Three. Individual participants wrote about their own Blue-Sky Ideas and then shared them with the larger group. Ideas have been grouped together by like-themes.

Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

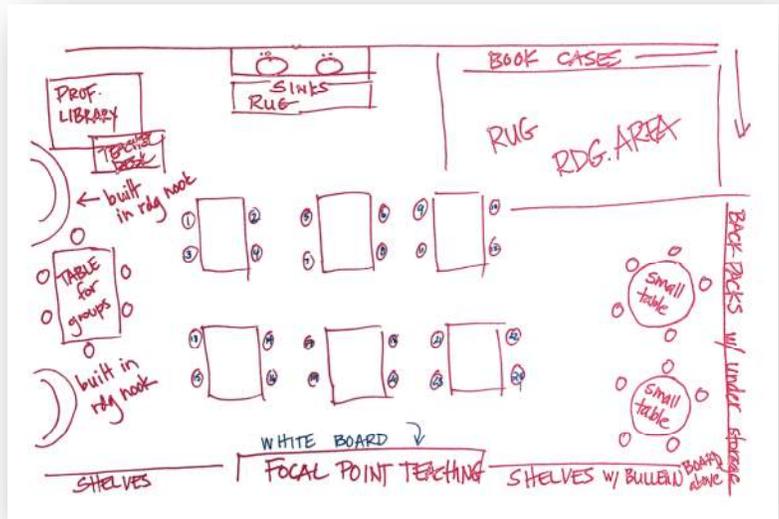
“Neighborhood” Gathering Spaces

- Central gathering space outside of a cluster of classrooms
 - Each classroom has a garage door that opens into the central gathering space hall
 - This allows a cluster of classrooms to easily move their chairs into this space for cluster learning, discussions, presentations
 - Within the gathering space/hall there will also be comfortable stadium seating (movable) in multi-colors large enough to fit 2 classrooms at a time
 - Programs can be seen here as well as giving students a change of space for lessons
 - Bright inviting halls
 - Bookshelves to include optional reading for age appropriate books



Large and Comfortable Classrooms

- Seating space for 24 students comfortably
 - Lots of light/windows
 - WHITEBOARD – FOCAL TEACHING SPACE with all appropriate technology
 - Large reading area with carpeted floor/area rug
 - Space for storage (units, supplies, materials)
 - Space for teacher desk/personal prof. LIBRARY
 - Space for students to move around the room to work in flexible groups (pairs, up to 5 or6)
 - Comfortable seating space for independent reading
 - Nooks



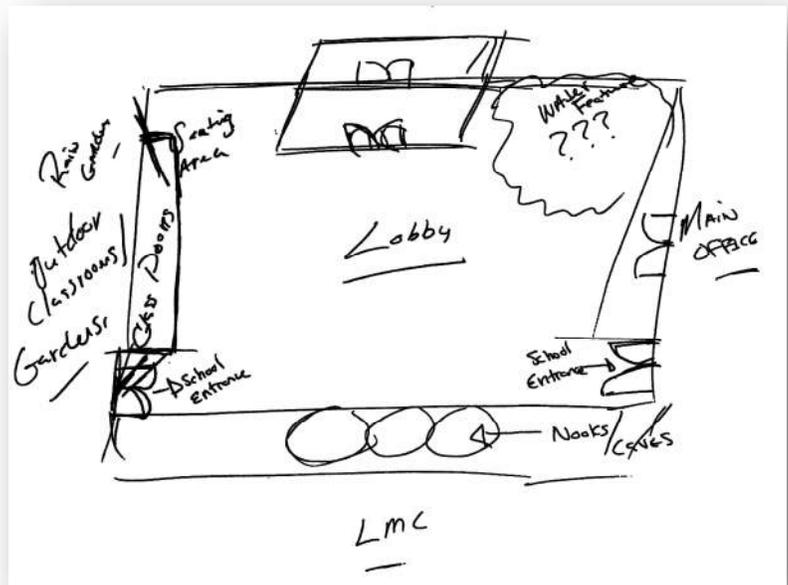
Educational Visioning Group

Workshop Three Notes 2.4.20

Blue Sky Ideas Continued

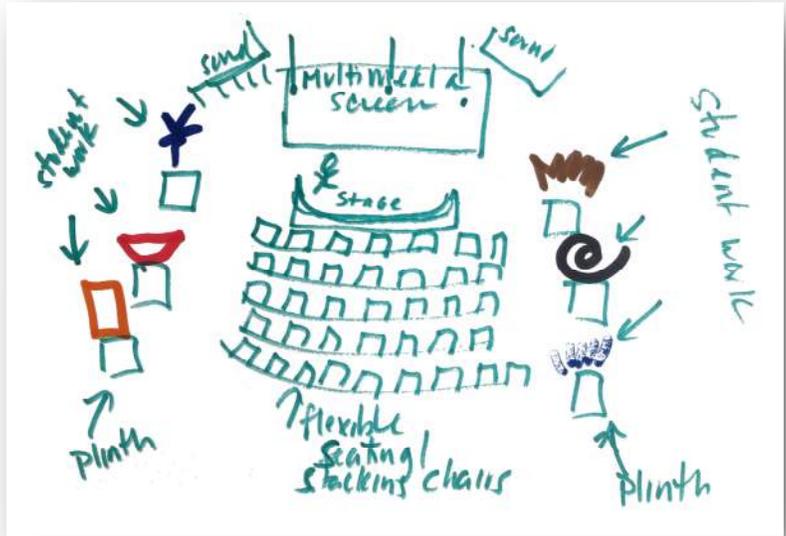
Inspiring School Entry

- A school entrance that inspires learning for all
 - Open area with nooks and caves that is tied into classroom spaces both indoor/outside with play spaces



Presentation Space

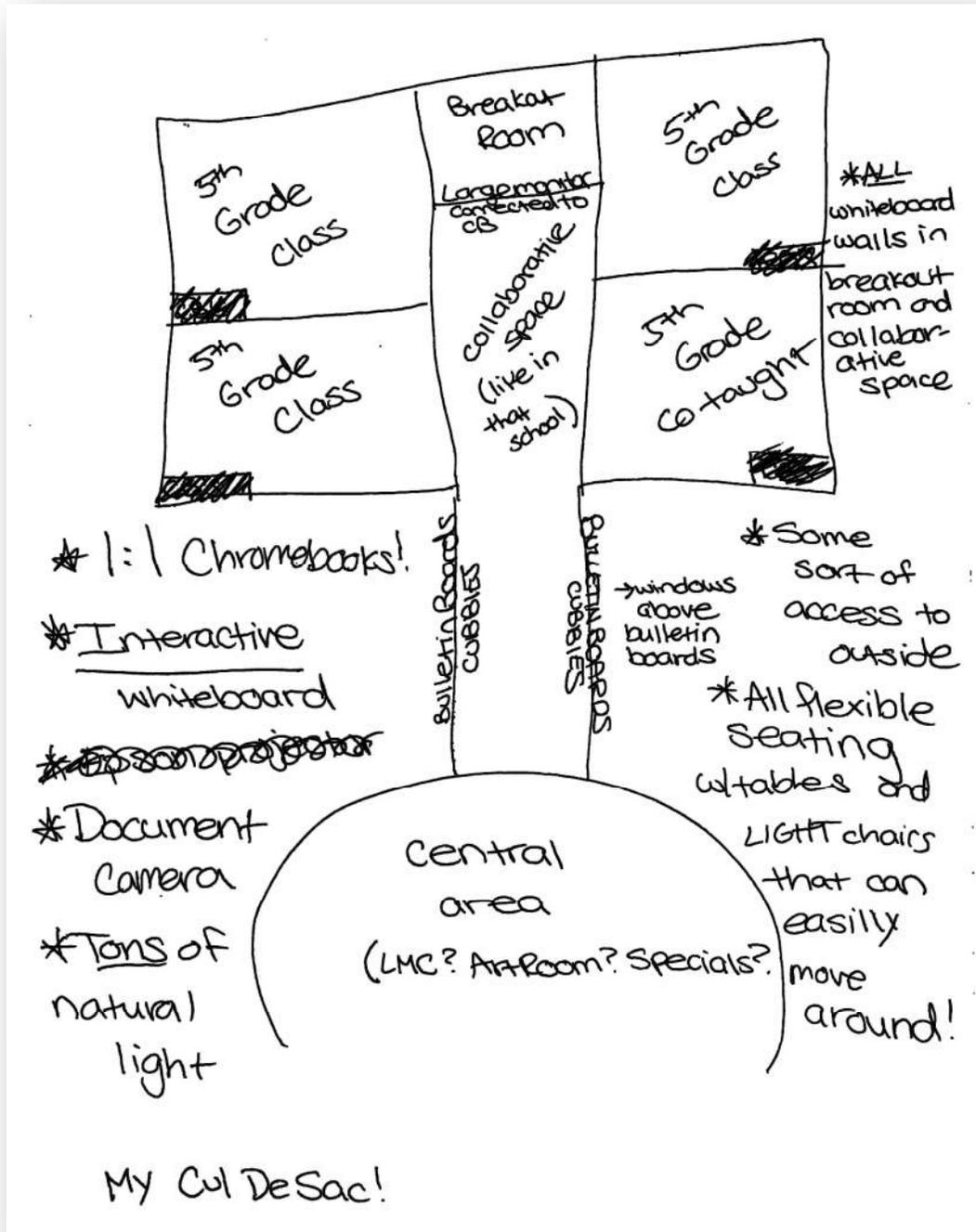
- Where students can display their capstone projects (e.g. museum)
 - Along with this space, there would be a stage and microphones (TED Talk style) where students can present their work



Educational Visioning Group Workshop Three Notes 2.4.20

Blue Sky Ideas Continued

5th Grade Neighborhood



**Educational Visioning Group
Workshop Three Notes 2.4.20**

Blue Sky Ideas Continued

Multi-Functional Classrooms

- o flexible seating (cushions, bounce chairs)
- o Desks / tables
- o Large windows – natural light

- Rugs for circle time
- Proper cubbies – not just hooks
- Storage for in-class use materials
- Eliminate clutter
- Soft warm colors, not bright/neon
- Classroom library

Flexible Classroom

- A mixture of soft and hard spaces with large windows that you could write in or open to enter your own outdoor space (patio of sorts)
- Bookshelves that line the back corner to create a nook or cozy space to retreat and read
- 2 projectors so I can teach in either direction
- Tons of storage in cabinets and shelves
- Small group teaching space as well as other ways to engage

Classroom Wish List

- Classroom Support
- Room for aids
- Spacious teacher work areas
- Light furniture
- Cleaning station (broom, dustpan)
- Water-fountain in the classroom
- Recycling area
- Windows that open
- Ability to close doors do cut out nearby distractions
- Flexible seating
- Outdoor hallway classroom cubbies
- Teacher desk and student space
- Easy to access phone to call the office
- Sinks to hold water bottles (space for it)
- Classroom rug
- Plenty of teacher shelves
- Natural calming colors
- Bathrooms close by
- Neighborhood classroom (with ability to pick neighborhood teachers)
- Collaborative breakout space next to classroom that you can easily monitor
- Calm down space

Fitness Area

- Separate from the gymnasiums
- With natural light
- Multiple flooring materials
- Outfitted with equipment appropriate for GR 3-5 students as well as adults
- The space could be a room, but it could also be open space
- Staff would use the space before, during, after school, alongside or not students (TBA)
- Some equipment may require electronic power, but most would be driven by body power such as an elliptical and a Peloton bike, or bands, pull up bars, boxes.
- Media would be accessible and provide audio and video feeds so that participants could see modeling of movements and the space supervisor is free to move throughout the space helping participants
- This space should be adjacent to outdoors so that fitness activities can easily move outdoors (e.g. run 200m around the bike path, then back in for jump rope, ...)



Blue Sky Ideas Continued

Teacher Workspace

- A restroom
- Mix of large and small tables
- Wall with closed cabinets (closed storage)
- Sink, fridge, oven, counter-top, coffee station
- Opens to outdoor area furniture
- Opens to smaller room with copy machine, laminator, teacher supplies
- Sound-proof (hooks for phone use)
- Comfortable furniture, pillows
- Bright light, clean walls, plants, water-fountain
- Television, computer
- Mailbox area

Co-Teaching Room

- 2 large teacher desks
- Large area for materials/papers
- Calm down / safe space – pillows
- 2 teacher tables for 6 kids /1 teacher
- 2 rugs large for whole class, away from desks
- Whiteboard wall
- Bulletin boards
- Flexible seating section
- Breakout space attached to classroom (right outside room)
- Aide for social/emotional support
- Cubbies outside of classroom
- Lots of windows/natural light
- Projector/document camera
- Lots of storage – kid and adult fuss!
- Bookshelves
- 1:1 Chromebooks



Classroom Neighborhood

- Windows to look out to hallways
- Large classroom
- Sky light
- Tall windows
- Tables – circle / fold down / on wheels
- Rug area with bookcases in wall and some on wheels
- Storage for classroom materials
- Student storage area outside room
- Bright colors, youthful
- Gathering space for multi-class instruction

Extended Learning Areas

- Hallways and common spaces utilized for independent, creative thinking
- Play-based, problem solving learning
- Whiteboards and chalk boards for creating art
- Water flow feature
- Gears and wood pieces
- Maze building
- Puzzles – brain games, optical illusions, chessboard, etc.
- Musical options
- Building rock wall – movable
- Conversing / “skyping” with other countries
- Indoor garden -> for use in cafeteria
- Child driven activities that create collaboration
- Brain-breaks for better acquisition of information
- Indoor recess use
- Hidden wall features, so not distracting to students

Quiet Spaces

- Visually relaxing – indoor waterfall
- Useful break out space that is quiet working space and visually accessible
- An internal loop for break walk
- Visibility
- Bring nature into the indoors tree
- Structures inside with paths
- Visible stairs
- Lots of windows
- Dimmable light

Blue Sky Ideas Continued

Science, Maker Lab, STEAM Space

- See through garage door
- Indoor/outdoor connection
 - Indoor
 - Sinks
 - Adjustable lights pull up/down
 - Age appropriate programmable robots / mats
 - Giant worktables
 - Top floor – windows floor to ceiling
 - Individual spaces along the wall
 - Lots of plants
 - Fish tanks
 - Ant farms
 - Sewing machines
 - Craft materials neatly, cleanly organized
 - Space to create independently or directed
 - Outdoor
 - Tower planters
 - Removable canopy
 - Planting bed – covered during winter – grow lettuce for cafeteria
 - Rain barrels
 - Trees in planters
 - Stones / benches for seating
 - Compost with see through walls
 - Drop down wall to dump to lower garden

Maker Space

- A makerspace that students come and go to work in projects of all kinds
- A high modern area with large steel tables and stool for inventing creation
- Tall windows with lots of light
- Garage doors that open to an outside garden
- Sound studios for podcasting
- Rooms for filming, and connection rooms with Jamboard. etc., for collaboration with students from all over the world
- A large presentation area where ideas can be shared
- Invite guest speakers – make students feel “professional”
- Computers in a separate area that are for game creation, movie making, ...
- Studio for creating movies using VI
- Space for robotics, 3-D printing, sewing, fashion design



Kinetic Sculptures and History Timeline

- Hallways
 - Rube Goldberg marble run
 - Kids can design and make
- Hallway
 - History timeline
 - Scale models change year-by-year
- Installation of physics principles similar to the one at the Science Museum
- Balls rolling down slopes triggering other balls to ding and ring, etc.
- This would be installed in the lobby when you walk in the school or
- In the cafeteria wall behind glass
- Outdoor river sculpture like **Stacy Levy** at FCS or Mud Island Museum in Memphis stacylevy.com/water-map

Outdoor Learning

- Connection to nature and outdoors
- Bring the outside IN
- Turf field onsite
- Large play area – on site swimming pool
- Gardens / greenhouses
- Ropes course outside
- Outdoor class space with awning
- Timeless outdoor feature (legacy – time scale)
- Tree planted when school opens
- Additional tree for every year after that
- Maybe each class picks the kind of tree they want
- “Robe Goldberg” type active sculpture – whimsical sculpture
- Outside deck

Blue Sky Ideas Continued

Garden and Greenhouse

- A garden space that is watered by rain cisterns and is a common space for all to see a jewel of the building type of thing where people visit and work to help maintain the garden
- An open-air teaching space where the acoustics are good and kids have a surface to work on
- A GREENHOUSE for each grade to use
- Science experiments related to growing plants, dirt, insects, and nature could be done without regard to getting messy
- Kids could learn responsibility by taking turns caring for seedlings, gardening, etc.
- Perhaps each kid could have a small patch to garden when they reached 5th grade
- With the idea “see one/ do one / teach one” kids in 3rd grade could take an observational role. In 4th grade they could be ‘resident gardeners who could impart lessons to the 3rd and 4th graders.
- It would be a great way for kids to connect with kids in the other grades and for the school as a whole to adopt a WHOLE School Project
- There could either be a capstone project at the end of the year or the kids could partner with the cafeteria to routinely incorporate crops in school lunches
- Could use hydroponic plantings too
- Can use plantings to look at under microscope
- Space for each grade level with clear bins so we can see root growth, worm movement in composting

Recycling and Compost Collection Space

- Recycling + Compost Collection Space
 - Room by cafeteria
 - Space would be monitored by student ambassadors/parent volunteers until responsible disposal of materials becomes second nature

Improved Technology

- Cutting edge technology throughout (augmented reality, virtual reading)
- Interactive whiteboard walls
- Document reader / technology
- 1:1 Chromebooks -> easy for kids to plug in

Display and Exhibition

- Bulletin board space
- A place to showcase all student work and teacher materials (anchor charts, etc.)
- Designated student work areas within the classroom

Plenty of Storage

- Storage sheds on perimeter
- Storage – for books plus materials
- Plenty of storage

Two Sensory Gyms

- 1 for decompression
- 1 for physical outlet rigged for wall ceiling, mounts, swing, pulley, crash mat

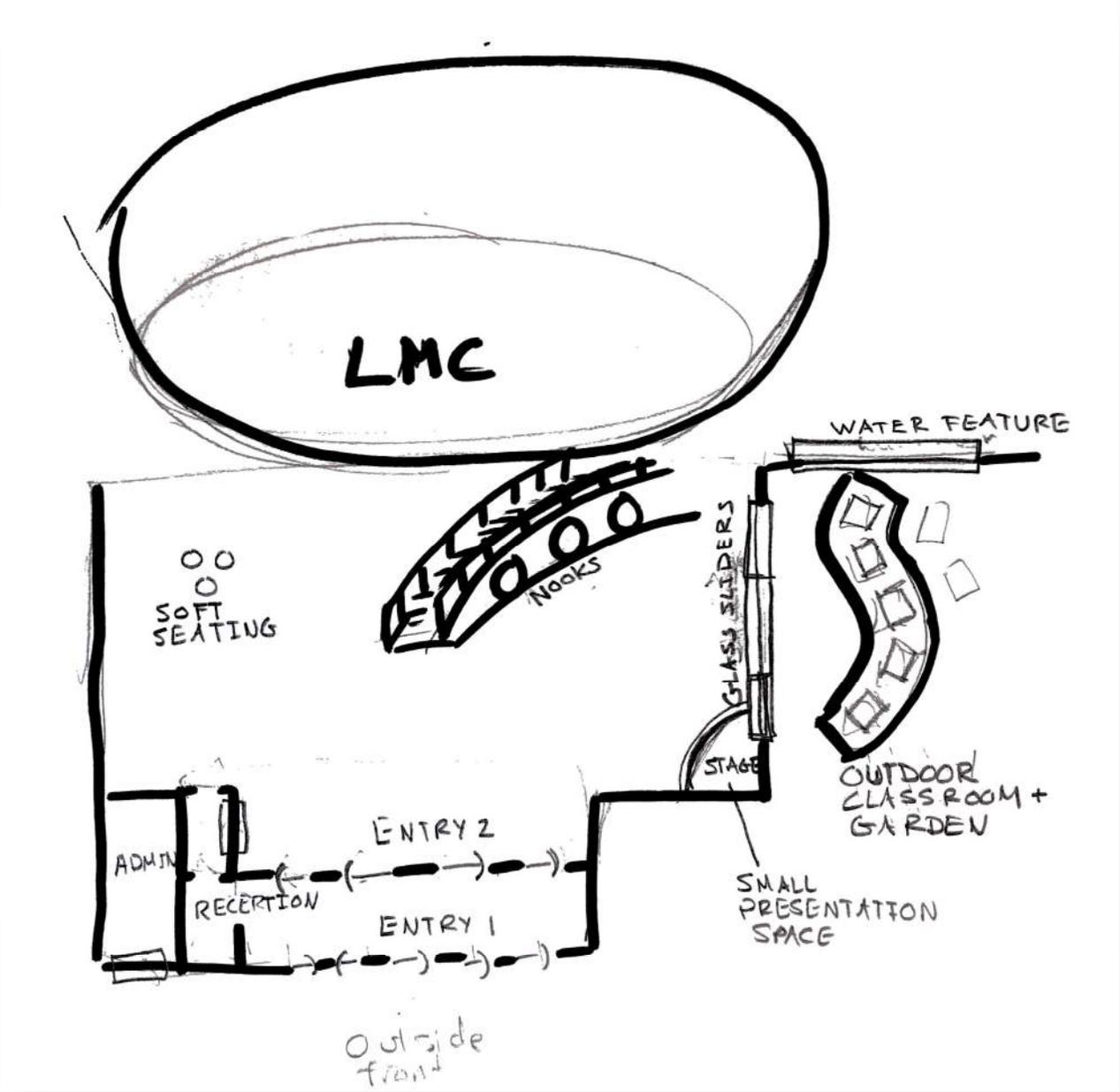
Building Wish List

- Air-conditioned building – not just core areas
- Rooms to meditate and relax for teachers/students
- Non-square / rectangular space -> maybe covered with flexible space requirement
- Onsite daycare for teachers
- Parking for all school busses
- Improved safety
- Art and music areas
- Teacher / student stage
- Project-Based Learning
- Makerspace materials and a place to store projects that students are working on



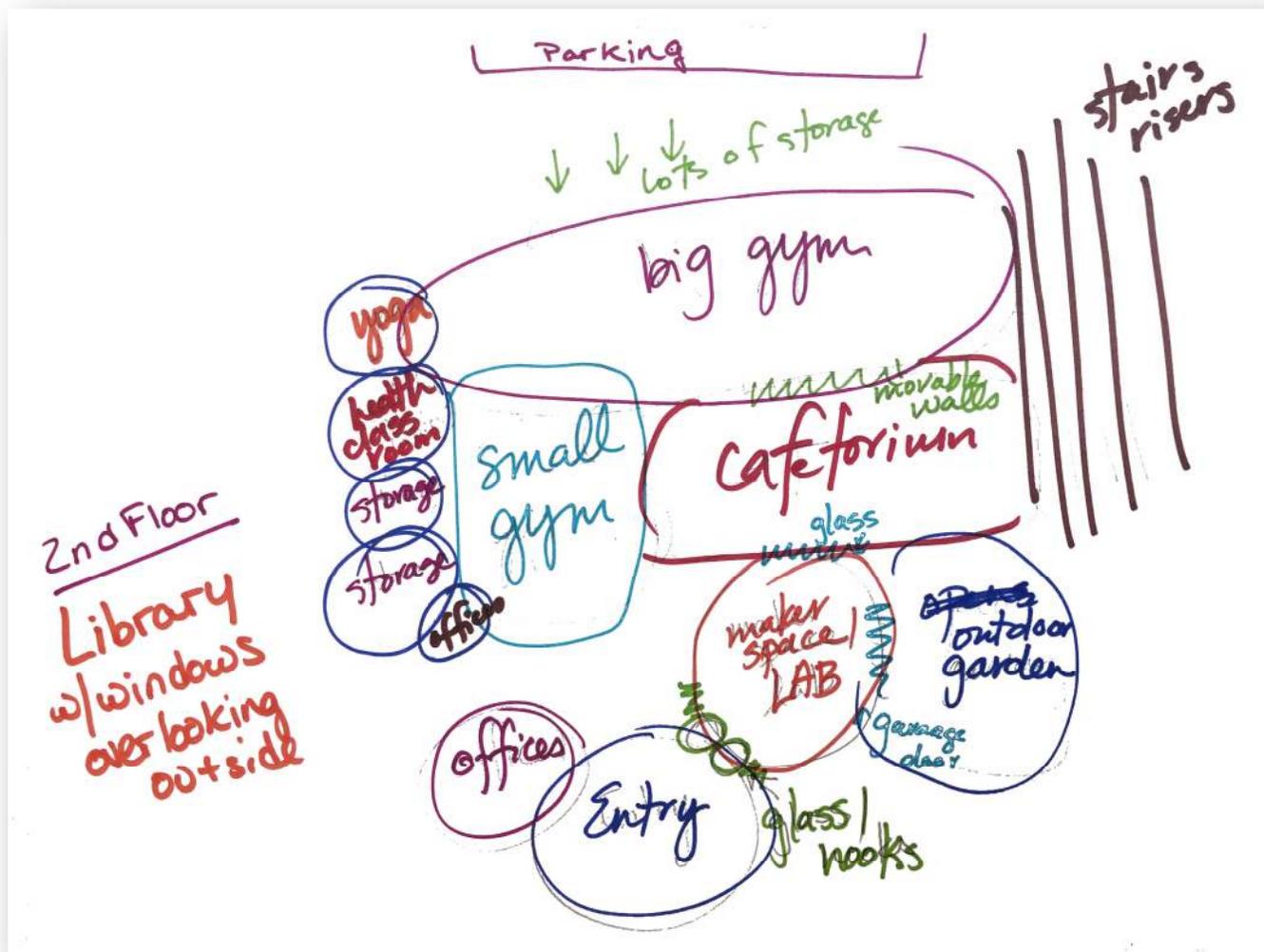
Entry Area Diagram

This Entry Area adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new elementary school.



Community Access Diagram 1

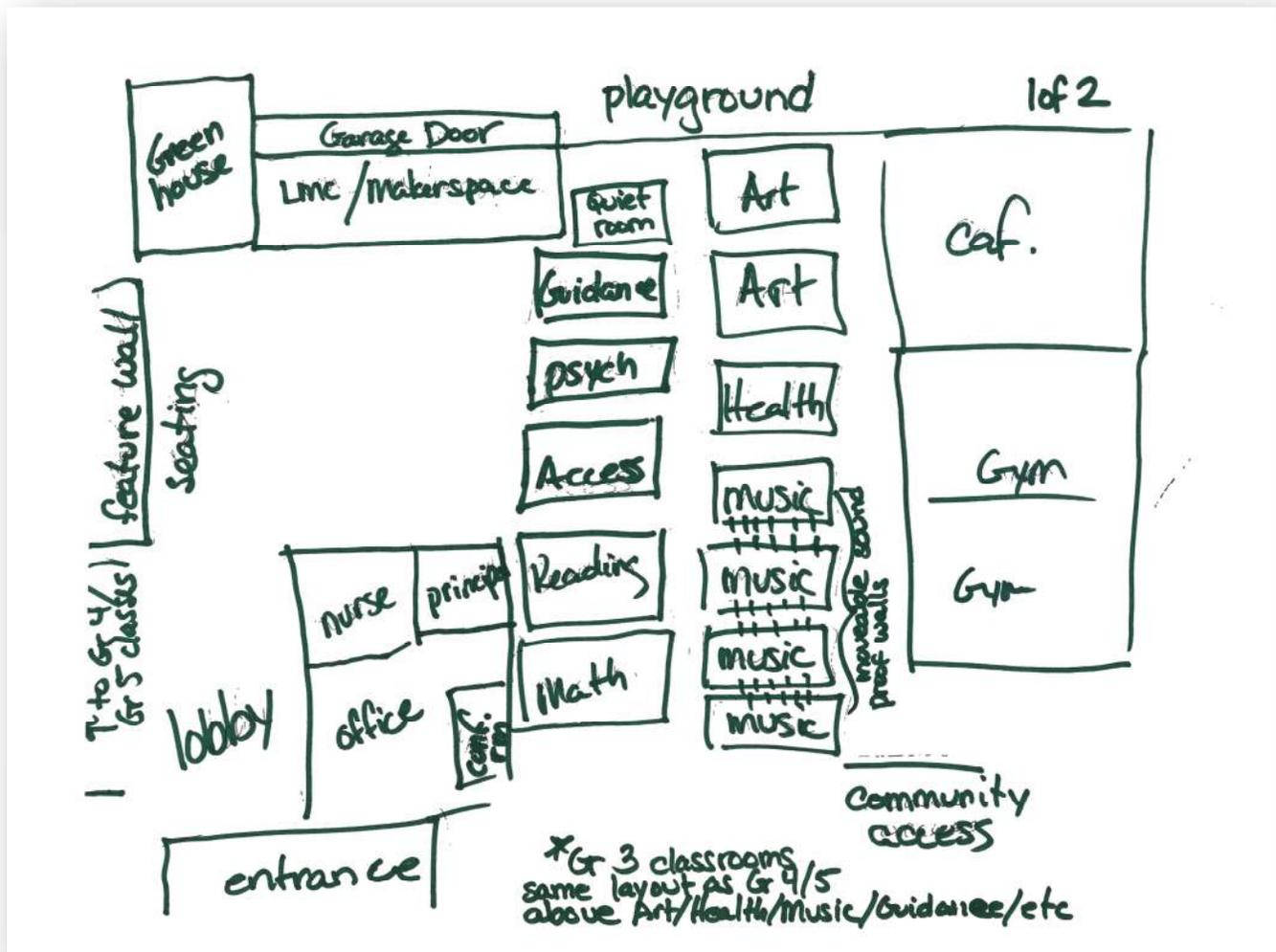
This Community Access Areas adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new elementary school.





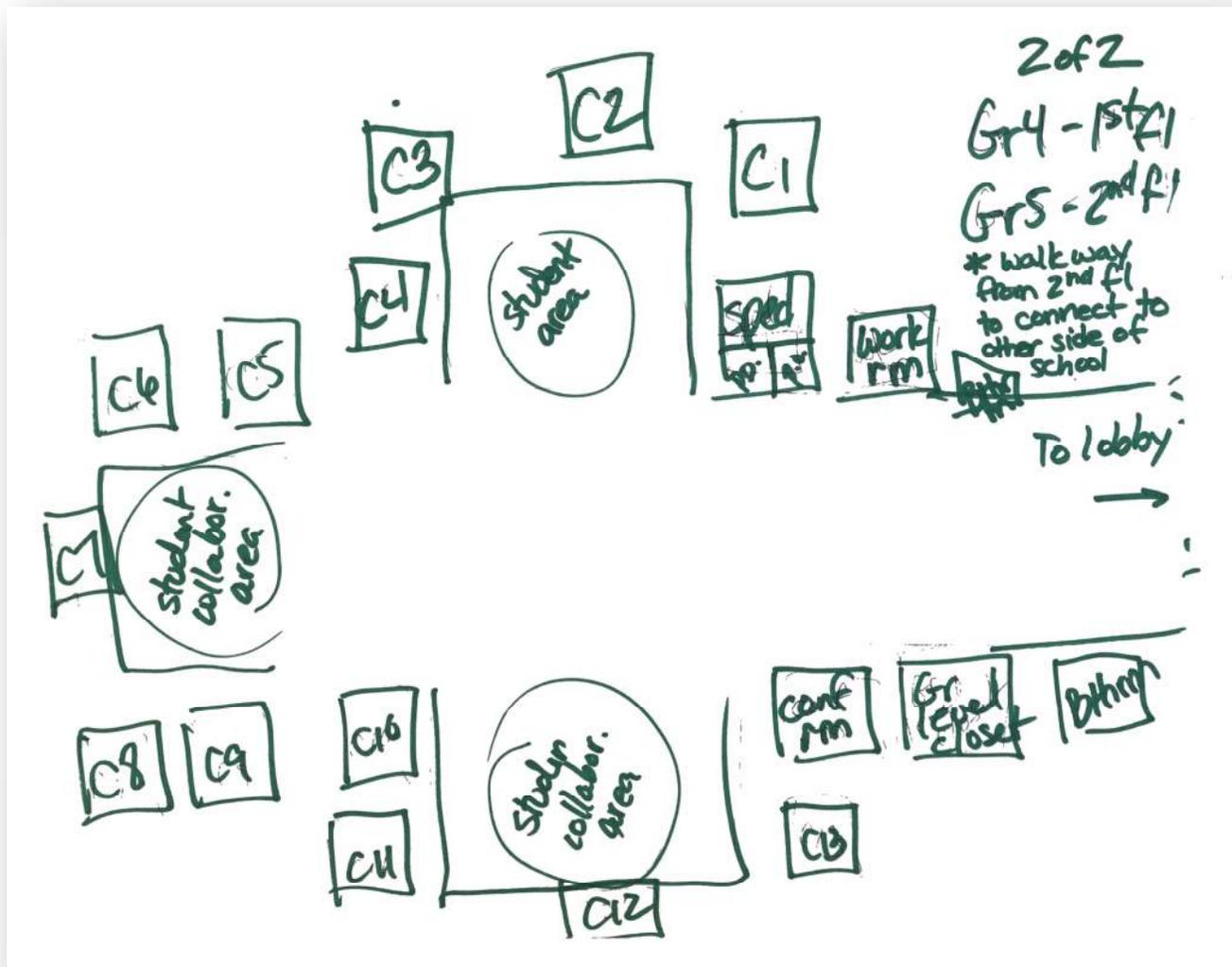
Community Access Diagram 2

This Community Access Areas adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new elementary school.



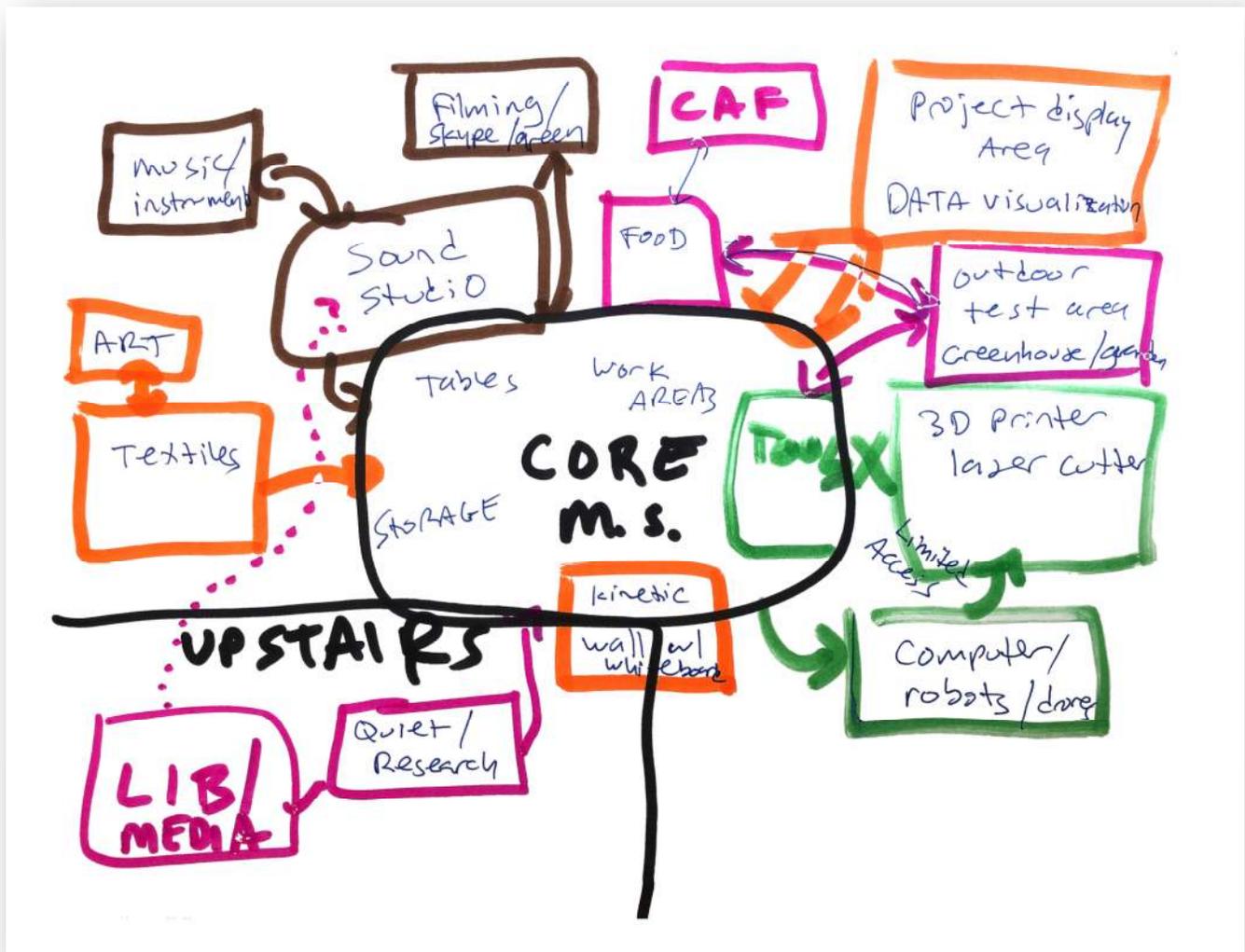
Classroom Neighborhood Diagram 2

This Classroom Neighborhood adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new elementary school.



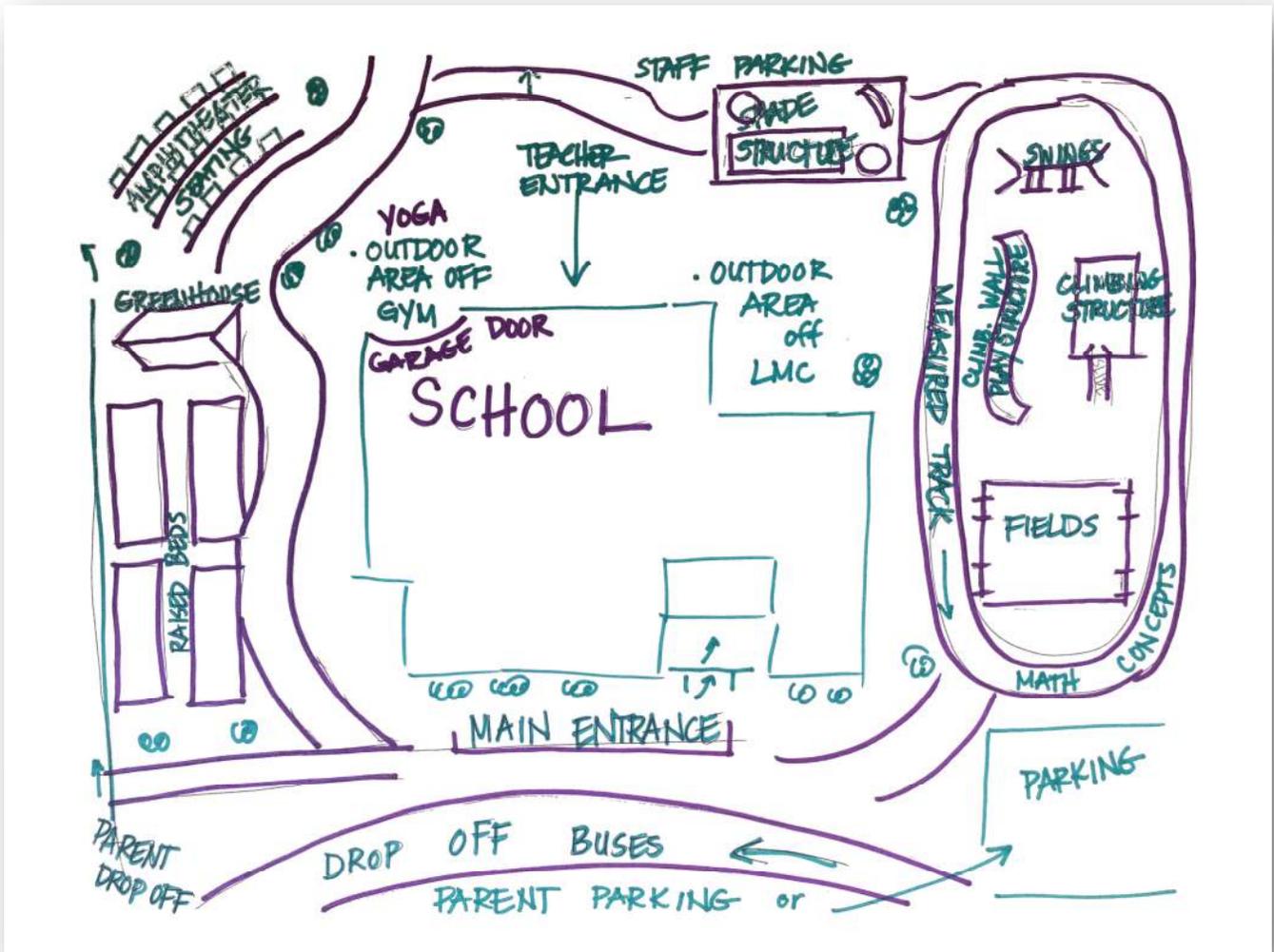
Innovation Hub Diagram

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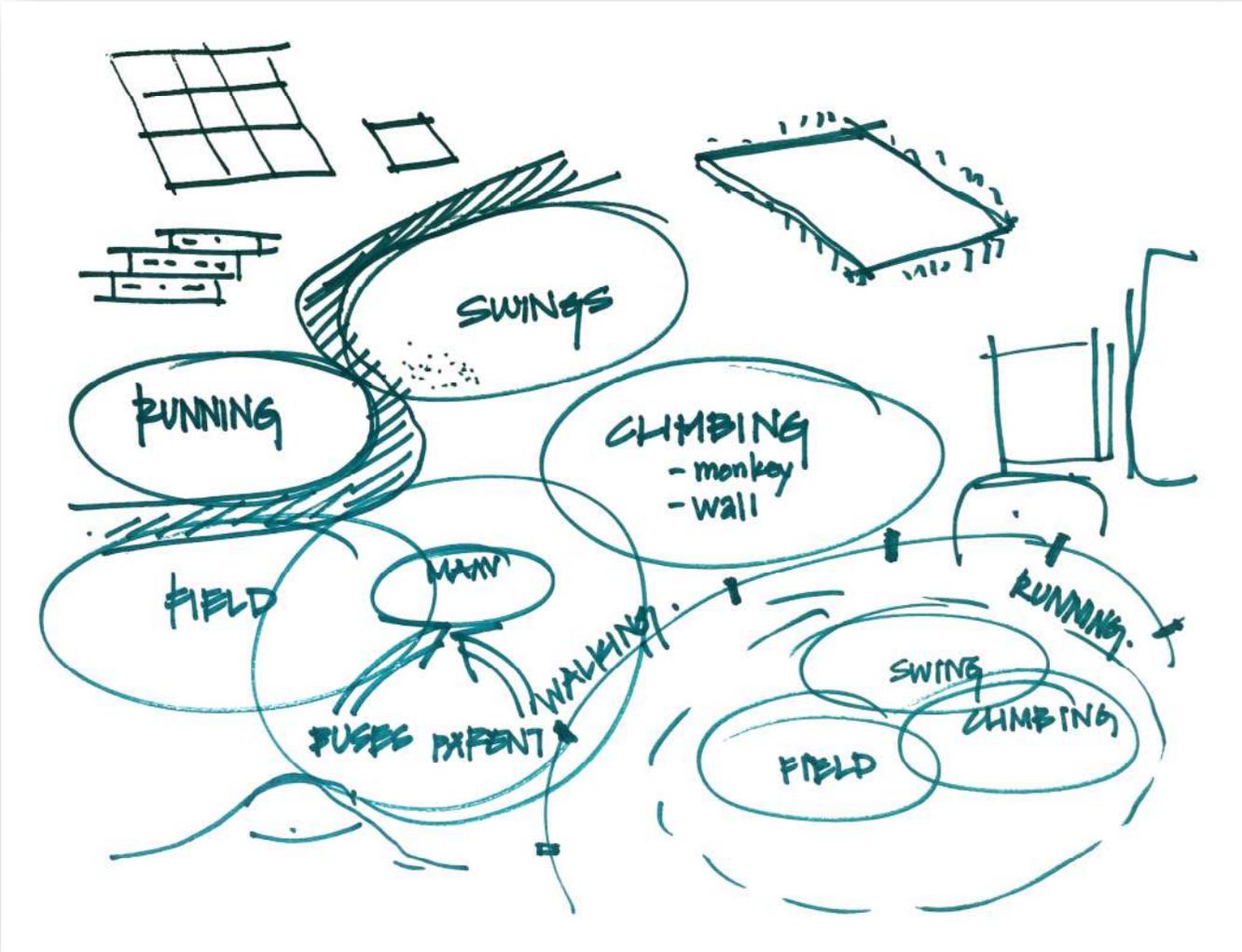
Title of Diagram

This Title adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new elementary school.



Title of Diagram

This Title adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about space adjacencies for the renovated and/or new elementary school.





Educational Visioning Group

Workshop One

January 7, 2020

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Share **Priority Goals** for Medfield Public School’s master planning process and the design of the renovated and/or new Dale Street School
- Discuss 21st century teaching and learning strategies and identify **21st Century Learning Goals** as connected to current and future best-practices within MPS elementary schools
- Share ideas about **Present and Future** educational practices and priorities for MPS schools and the Dale Street School
- Assess Medfield Public School’s **Strengths, Challenges, Opportunities, and Goals** with regard to the development of its schools’ academic programs and school facilities

Time	Activity	Purpose
4:00 – 4:45	<p>Workshop Goals and Introductions</p> <ul style="list-style-type: none"> • Workshop overview • The Design Process / Creating a Design Guide • Introductions <ul style="list-style-type: none"> ○ Priority Goals for the Dale Street School planning process 	<p>Introduce participants and clarify agenda and desired outcomes for this workshop. Share some of our priority goals for Dale Street School planning process.</p>
4:45 – 6:00	<p>21st Century Schools and Learning Goals</p> <ul style="list-style-type: none"> • Interactive Presentation: 21st Century Teaching and Learning • Videos and discussion • Small group review of assorted 21st century learning goals and outcomes and creation of priority listings • Large group prioritization 	<p>Identify and discuss elements of 21st century teaching and learning as connected to Dale Street School’s approach to its educational programming.</p> <p>Ground our thinking about design guidelines and desired building features in a discussion and exploration of 21st century learning goals for MPS elementary schools.</p>

6:00 – 6:30	DINNER	
6:30–7:20	<p><i>MPS and Dale Street School Present and Future Educational Priorities</i></p> <p>Brief presentations of essential and innovative school programs and initiatives presently in practice within MPS and Dale Street School</p>	Identify present and future educational initiatives and programs within MPS and Dale Street School and discuss their effect on the design of the new facility.
7:20– 7:50	<p><i>MPS/Dale Street SCOG Analysis</i></p> <ul style="list-style-type: none"> Brainstorm of Medfield Public Schools and Dale Street School’s Strengths, Challenges, Opportunities, and Goals 	Identify what is presently working well within MPS and Dale Street School, what is challenging, and what opportunities exist with regard to the further development of academic programs and the realization of a renovated and/or new Dale Street School facility.
7:50 – 8:00	<p><i>Closing and Next Steps</i></p> <ul style="list-style-type: none"> Next Steps review and Q&A 	Hear from participants about their questions and thoughts. Review next steps for development of our process working together and share visions for the future of the Dale Street School.



Educational Visioning Group

Workshop Two

January 28, 2020

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review and expand upon the **Priorities** and **Learning Goals** for MPS and Dale Street School
- Explore and prioritize a range of architectural **Design Patterns** that will best support 21st century teaching and learning within a renovated and/or new Dale Street School
- Understand the role that **Guiding Principles** play in setting facility design priorities and intent
- Create a set of **Guiding Principles and priorities for design** of Dale Street School’s renovated and/or new facility

Time	Activity	Purpose
4:00 – 4:45	<p>Workshop Goals and WS One Debrief</p> <ul style="list-style-type: none"> • Introduction of new members • Review of: <ul style="list-style-type: none"> ○ Educational and Architectural Priorities ○ Learning Goals <p>What strikes us? What’s missing?</p>	Review today’s agenda, debrief the January 7, 2020 workshop activities, and discuss key themes and takeaways.
4:45– 6:00	<p>21st Century School Facility Design Patterns</p> <ul style="list-style-type: none"> • Presentation and Q&A <p>Design Patterns for Dale Street School</p> <ul style="list-style-type: none"> • Small group review of assorted facility Design Patterns • Creation of priority listings • Large group prioritization 	<p>Ground our thinking about design guidelines and desired building features in a discussion and exploration of new school Design Patterns.</p> <p>Identify priority Design Patterns for MPS’s renovated and/or new Dale Street School</p>
6:00– 6:30	Dinner	

<p>6:30– 7:45</p>	<p><i>Guiding Principles for Design</i></p> <ul style="list-style-type: none"> ○ Presentation and Q&A <p><i>Guiding Principles for Design</i></p> <ul style="list-style-type: none"> ○ Small group review of assorted Guiding Principles and creation of priority listings ○ Large group sharing and prioritization 	<p>Explore the connections between Guiding Principles and school design solutions.</p> <p>Translate our Medfield Public School facility Design Patterns into a listing of priority Guiding Principles for design of the new and/or renovated facility.</p>
<p>7:45 – 8:00</p>	<p><i>Closing and Next Steps</i></p> <ul style="list-style-type: none"> ● Next Steps review and Q&A 	<p>Hear from participants about their questions and thoughts, and review next steps in our process of working together.</p>



Educational Visioning Group

Workshop Three

February 4, 2020

DRAFT Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review a compilation of notes from Workshop Two, including priority **Design Patterns** and **Guiding Principles** for the renovated and/or new Dale Street School facility
- Share **Blue Sky Ideas** for the design of Dale Street Schools renovated and/or new facility
- Engage in a **Bubble Diagramming Activity** to identify important spaces and adjacencies within the renovated and/or new facility

Time	Activity	Purpose
4:00 – 4:45	<p>Workshop Goals and WS Two Debrief</p> <ul style="list-style-type: none"> • Introduction of new members • Review of: <ul style="list-style-type: none"> ○ Priority Design Patterns 1.0 ○ Guiding Principles for Design 1.0 • What strikes us? What’s missing? 	Debrief the January 28, 2020 workshop activities and discuss key themes and takeaways.
4:45 – 5:15	<p>Blue Sky Ideas</p> <ul style="list-style-type: none"> • Writing Prompt: What no-holds-barred, over-the-top, budget-is-no-issue idea(s) and/or space(s) would you like to see take shape in the new and/or renovated facility? 	Share Blue Sky Ideas for the design of the renovated and/or new facility.
5:15 – 5:45	DINNER	
5:45 – 6:45	<p>Bubble Diagramming</p> <ul style="list-style-type: none"> • Individual and small group diagramming of key spaces and desired adjacencies within the renovated and/or new Dale Street School • Large group sharing • Closing 	Identify important adjacencies and design ideas that can be explored further in the planning and design process.

Dale Street School

Community Visioning Workshops Participant List

December 9, 2019

Name	Role/Affiliation	Email
1. Erin Watson	3 rd grade teacher	ewatson@email.medfield.net
2. Nicole Sheehan	3 rd grade teacher	nsheehan@email.medfield.net
3. Jim Kuehl	3 rd grade teacher	jkuehl@email.medfield.net
4. Sarah Hevey	3 rd grade teacher	shevey@email.medfield.net
5. Kelly Bertschmann	5 th grade teacher	kbertschmann@email.medfield.net
6. Leanne DiPesa	4 th grade level leader	ldipesa@email.medfield.net
7. Bethany Sager	5 th grade level leader	ldipesa@email.medfield.net
8. Mairi Nawrocki	4-5 th grade Wellness T.	mnawrocki@email.medfield.net
9. Jenn Seaver	4 th grade Spec. Ed. Teacher	jseaver@email.medfield.net
10. Bethany Sager	5 th grade level Leader	bsager@email.medfield.net
11. Bonnie Marsette	Parent	bmarsette@comcast.net
12. Kristen Careau	Parent	kristencareau@gmail.com
13. Nicole Hall	Parent	Nicole.silvestri@gmail.com
14. Mike Pastor	Parent	pastorem7@gamil.com
15. Anna Mae Oshea Brooke	Parent/SC	amosheabrooke@yahoo.com
16. Melissa Roeder	Parent	melissabroeder1@gmail.com
17. Nicole Drummond	PTO/Parent	nicolelewydrummond@gmail.com
18. Megan Infantino	Admin. Assistant	minfantino@email.medfield.net
19. Susan Cowell	Wellness Dept. Chair	scowell@email.medfield.net
20. Kerry Cowell	PrK-12 Library Dep. Head	kcowell@email.medfield.net
21. Mary Bruhl	Dir. of Student Services	mbruhl@email.medfield.net
22. Christie Power	Dir. Instruction & Innov.	cpower@email.medfield.net
23. Julie Lowerre	Innov. Integr. Specialist	jlowerre@email.medfield.net
24. Amy Colleran	Director of Facilities	acolleran@email.medfield.net
25. Michael La Francesca	Dir. of Finan. & Oper.	mలాfrancesca@email.medfield.net
26. Jeffrey Marsden	Superintendent	jmarsden@email.medfield.net
27. Steve Grenham	Principal	sgrenham@email.medfield.net
28. Gus Murby	Selectman	gmurby@earthlink.net
29. Alec Stevens	Medfield Energy Comm.	astevens@dmiinc.com
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30. Lynn Stapleton	OPM	lstapleton@leftfieldpm.com
31. Gina Gomes Cruz	OPM	ggomes-cruz@leftfieldpm.com
32. Tim Baker	OPM	tbaker@leftfieldpm.com
33. Claes Andreasen	Arrowstreet	adreasen@arrowstreet.com
34. Jessica Bessette	Arrowstreet	bessette@arrowstreet.com
35. Emily Grandstaff-Rice	Arrowstreet	grandstaff-rice@arrowstreet.com
36. Kate Bubriski	Arrowstreet	Bubriski@Arrowstreet.com
37. David Stephen	New Vista Design	david@newvistadesign.net



Dale Street School

Community Visioning Workshop Two Notes

2.4.20

On Tuesday, February 4, 2020, eleven Medfield school and community members participated in a two hour-long Community Visioning Workshop in order to hear about highlights from the first two Educational Visioning Group Workshops, discuss ideas and priorities with regard to building performance, and share their aspirational ideas for the renovated and/or new Dale Street School facility.

The notes below outline the aspirational “Blue Sky Ideas” expressed by community members during the workshop. The meeting agenda, as well as a list of workshop attendees can be found at the end of this document.



Blue Sky Ideas

Building as Teacher

- Teach kids at early age about importance of sustainability/energy consumption
- Incorporate the natural environment into the school
- Include an energy dashboard if incorporate renewables
- Include measurement features if incorporate a green roof (temperature of roof, rainwater retention, etc.) to make it educational
- Rain gauges / river water flow tide levels
- Weather stations
- “Lab view” where science class data is shared
- Energy meters – school and town wide
- Water use meters – Medfield water tank level
- Accessible units of measure – scaled to kids
 - How far is a kilometer, etc
- Scale models of systems
 - Solar system
 - River system
 - Maps
- Bird observation / counting – migrations
- Garden with the data on harvest
- Students as citizen scientists

- Fossil fuel free building
- Snow stakes
- A map of the Neponset and Charles river watershed integrated in the flow of the building an arch lecture itself-representative of the way water and resources have shaped the areas, history, great social studies / science/ ecology/ sustainability resource

Innovative Teaching and Learning Environment

- Innovative teaching environment
 - Not sure what “innovation” but would look to the teachers to see if we could do one thing that is completely new
- A building that kids are “excited” to go to
- More project-based learning / hands-on education
- Robotics lab? Coding?
- Ability for the kids to show their personalities:
 - Art, pictures, something to make them say “I am part of this school and proud to come here every day”
 - See the impact they’ve made on the school in a very visual way

Blue Sky Ideas Continued

Flexible Space

- Adapt to teacher and student needs
- A school that offers every child the education they need (different for each child)
- Create space that can be multi-functional
- Integrate special education space with all other space in the school and include natural light
- Ask ALL the kids (special needs kids too) for their ideas on what makes a better school and school experience

Community Use

- Design for using the space for community events as well as emergency shelter
- Large scale community function space for music, family, team sport and other community organization celebrations and events
- Dedicated spaces and shared spaces for use after school access to gym, café, playground, classrooms for clubs, smaller group activities
- Access to a kitchen like space things (fridge, stove, microwave) for cooking activities with kids, snack prep and serving

After School Programming

- Spaces for afterschool teacher resources storage
- Office space for running the program
- Access to technology

Hands-On Learning Space

- A hands-on workshop room adaptable to any hands-on activity
 - Gardening
 - Music
 - Art
 - Woodworking
 - Cooking
 - Elementary introduction to the physical world around us
 - Four walls and a concrete floor
 - Keep it simple
 - Exposed bar just with pulley and hooks on them

Child Scaled

- Depending on if 4//5 or 3/4/5 ability to break the group into smaller groups

Quiet Spaces

- Many kids need that time to decompress and a busy/loud classroom is not always the best for them

Movement Spaces

- Outdoor learning space
- Places for physical movement – not just indoor recess
 - Many kids need to move to be able to focus again
 - Walking paths on the grounds outside

Access to Town

- Allow students to engage with the community
- Accessibility to downtown

Universal Design

- Special education, on resource areas that are designed with as much vision and care as general education spaces



Building Performance Visioning

For the Building Performance Visioning, the design team explained the ten categories that define how a building performs. The participants then reflected and discussed their ideas and priorities with regard to these ten measures. Below is a summary of the feedback in each category. Those categories where no feedback was given have no sub bullets.

10 Measures

- Integration
 - District to review design documents to ensure they understand the design/systems
 - Facilities staff to provide input on system operation
- Equitable Community
 - Access for all abilities
 - After school program included in programming and operations
 - Accessible for town use incl private parties/gatherings
- Ecology
 - Incorporate the local ecology and river system into the site/building as a teaching tool
 - Native landscape walking path
- Water
- Economy
- Energy
 - Set EUI target based on what is achievable/being achieved in MA
 - Explore net zero including all-electric options
 - Explore renewable (solar) options including site/parking areas
- Wellness
 - Incorporate daylight
 - Include a greenhouse connected to school
- Resources
 - Preserve the existing school
- Change
 - Design to allow for future changes in teaching styles/classroom sizes
 - Design for future alternative use if enrollment declined
- Discovery
 - Utilize the building as a teaching tool: incorporate the local ecology and river system, visibility into greenhouse, raingardens, landscape learning path





Dale Street School

Community Visioning Workshop Two Agenda

February 4, 2020

7:00-8:30 PM

1. Review of Visioning Highlights Thus Far

7:00 – 7:30

- Overview of highlights from
 - December 9, 2019 Community Visioning Workshop
 - January 7 and 28, 2020 Educational Visioning Group Workshops

2. Building Performance

7:30 – 8:10

- Individual Reflection
- Tabletop Discussions and Recording
- Large Group Sharing of Community Priorities

3. Blue Sky Ideas

8:10 – 8:30

- Presentation
- Individual Reflection
- Tabletop Discussions and Recording
- Large Group Sharing of Priority Learning Goals



Dale Street School

Community Visioning Workshop Two Participant List

February 4, 2020

Name	Role/Affiliation	Email
1. Cynthia Greene	Citizen Energy Comm.	medfield@msn.com
2. Alex Stevens	Energy Committee	astevens@miinc.com
3. Annette Gallagher	MAP Ex. Dir./Parent	Annette.map@comcast.net
4. Cathy Burman	Parent/MAP Board	cathy.cushing@gmail.com
5. Mike Quinlan	Chair, SBC	mquinlan@compasspminc.com
6. David Temple	Citizen Energy Comm.	Davidftemple@yahoo.com
7. Jessica Reilly	School Committee	jreilly@email.medfield.net
8. Paul Goldensk	Energy Comm.	paul@goldensk@buildingproducts.com
9. Jeffrey Marsden	Superintendent	jmarsden@email.medfield.net
10. Steve Grenham	Principal	sgrenham@email.medfield.net
11. Michael La Francesca	Dir. of Finan. & Oper.	mлаfrancesca@email.medfield.net
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12. Lynn Stapleton	OPM	lstapleton@leftfieldpm.com
13. Tim Baker	OPM	tbaker@leftfieldpm.com
14. Gina Gomes Cruz	OPM	ggomes-cruz@leftfieldpm.com
15. Jessica Bessette	Architect	bessette@arrowstreet.com
16. Kate Bubriski	Architect	bubriski@arrowstreet.com
17. David Stephen	New Vista Design	david@newvistadesign.net